



MODULE ON CHILD FUNCTIONING – TEACHER VERSION

# Question-by-question specifications



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## Introduction

The Module on Child Functioning – Teacher Version (CFM-TV) is comprised of 20 questions for school-aged children. The questions are intended to be used in educational settings, administered to teachers. The questionnaire is designed to identify difficulties in a number of functional domains — seeing, hearing, mobility, fine motor, communication/comprehension, learning, remembering, attention and concentrating, coping with change, controlling behaviour, relationships, and affect (anxiety and depression).

This purpose of this document is to indicate what is intended by each question. It describes each domain, the reason the domain is included and the specific questions used to identify if the child has difficulty in the domain.

## Opening statement

I would like to ask you some questions about difficulties your student may have.



## Seeing

The purpose of this domain is to identify children with varying degrees of vision difficulties. Seeing difficulties include problems seeing things in day or night, close up or far away, reduced ability to see out of one or both eyes and limited peripheral vision. Seeing is measured with the use of corrective lenses if those lenses are used. Corrective lenses include glasses and contact lenses. Properly prescribed glasses are very effective in restoring vision. Moreover, glasses are close to being ‘within the skin’ and are considered to be like corrective surgery in the way they affect functioning. The question about seeing with glasses is only asked if glasses are worn. In many countries, access to glasses is widespread, so asking questions about seeing without corrective lenses would take valuable survey time but not produce much useful information. The use of glasses that do not fully correct vision would still be reported as a difficulty as would seeing problems where no glasses are worn. The most effective way to clarify this issue is to first ask whether the child wears glasses (CFT1) and then ask about his or her ability to see with glasses, if worn (CFT3). If the child does not wear glasses, the question CFT2 omits any reference to glasses.

### Questions within the domain:

**CFT1.** Does (*name*) wear glasses or contact lenses?

1) Yes      2) No

If ‘No’ skip to CFT3

**CFT2.** When wearing his/her glasses or contact lenses, does (*name*) have difficulty seeing?

Would you say (*name*) has:

1) no difficulty      2) some difficulty  
3) a lot of difficulty      4) cannot do at all

Skip to CFT4

**CFT3.** Does (*name*) have difficulty seeing?

Would you say (*name*) has:

1) no difficulty      2) some difficulty  
3) a lot of difficulty      4) cannot do at all

## Hearing

The purpose of the hearing domain is to identify children who have hearing loss or auditory problems of any kind. This includes reduced hearing in one or both ears, the inability to hear in a noisy environment or to distinguish sounds from different sources. The question is not intended to capture children who can hear the sounds but either do not understand or choose to ignore what is being said to them. Those concepts are captured in the communication domain. As was the case for seeing, hearing is evaluated with the use of hearing aids if these are worn. It is acknowledged that hearing aids are not as successful in restoring hearing as glasses are for seeing and their use is not as widespread. Therefore, this question is structured in the same way as question CFT1 with the respondent first asked if the child wears a hearing aid and then, if one is worn, if the child has difficulty hearing with the hearing aid. If the child does not wear a hearing aid, the question omits any reference to hearing aids. In areas where hearing aids are rare, the questions on use of hearing aids (CFT4) and difficulty hearing when using a hearing aid (CFT5) can be omitted.

### Questions within the domain:

**CFT4.** Does (*name*) use a hearing aid?

- 1) Yes    2) No

If 'No' skip to CFT6

**CFT5.** When using his/her hearing aid, does (*name*) have difficulty hearing sounds like people's voices or music?

Would you say (*name*) has:

- 1) no difficulty    2) some difficulty  
3) a lot of difficulty    4) cannot do at all

Skip to CFT7

**CFT6.** Does (*name*) have difficulty hearing sounds like people's voices or music?

Would you say (*name*) has:

- 1) no difficulty    2) some difficulty  
3) a lot of difficulty    4) cannot do at all

## Mobility

The purpose of this domain is to identify children with varying degrees of gross motor difficulties. Walking is a good measure of gross motor skills because it requires a mix of strength, balance and the ability to control body movements against gravity, and because it is the primary mode used to move around and cover distances without the use of assistive devices. If the child uses an assistive device, this series of questions captures the child's ability to walk both without (CFT8) and with (CFT9) his/her equipment. Questions about walking without equipment capture a child's *capacity* to walk, while asking about walking with equipment captures walking *performance*. These questions differ from the seeing and hearing questions that measure the child's ability to function only with their assistive devices. Mobility aids differ from seeing and hearing aids in two important ways. As noted in the section on seeing, glasses are more readily available and accessible than mobility aids in many countries due to their cost. They also are more successful in correcting the functional difficulty than are mobility devices in most contexts. In addition, while glasses and hearing aids are connected to the person (almost 'within-the-skin'), mobility aids vary widely. Aids such as canes improve walking ability, while wheelchairs provide a different means of getting from one place to another and therefore could be considered more of a substitute for walking. The success with which mobility devices improve functioning in this domain is also a function of the environment where the person lives. The questions aim at capturing the child's functionality with and without the assistance but cannot address how the device affects functioning in different environments. For example, a school may need a ramp for a child who uses a wheelchair to attend. The wheelchair could improve the child's mobility but not affect school participation if the school environment cannot accommodate the wheelchair. Since wheelchairs serve as a mobility aid providing a substitute for walking, they are acceptable for inclusion as equipment for walking. Children who use wheelchairs will be identified as having functional difficulty walking in the questions about walking without equipment.

**Questions within the domain:**

**CFT7.** Does (*name*) use any equipment or receive assistance for walking?

- 1) Yes      2) No

If 'No' skip to CFT10

**CFT8.** Without his/her equipment or assistance, does (*name*) have difficulty walking?

Would you say (*name*) has:

- 2) some difficulty  
3) a lot of difficulty  
4) cannot do at all

**CFT9.** With his/her equipment or assistance, does (*name*) have difficulty walking?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all

Skip to CFT11

**CFT10.** Compared with children of the same age, does (*name*) have difficulty walking?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all



**Fine motor**

The purpose of this domain is to identify children with difficulty in the coordination of small muscle movements (i.e., fine motor difficulties). Picking up small objects (e.g., marble, button, small stone) is a good measure of basic fine motor skills because the task requires a mix of grip strength, motor control and dexterity. This fine motor task was selected because in typical development, we expect that by about 12 months children will be able to pick up small objects using the tip of the index finger and the thumb.

**Question within the domain:**

**CFT11.** Compared with children of the same age, does (*name*) have difficulty picking up small objects, for example a pencil, with his/her hand?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all

**Communication/Comprehension**

The purpose of this domain is to identify children who have difficulty exchanging information or ideas with others through the use of spoken language. If a child does not have spoken language and does not have an available accommodation it will be very difficult for him or her to communicate with others. The question focuses only on expressive communication because the receptive communication questions picked up different constructs (i.e., emotions, point of view) in cognitive testing and it was determined this skill was being captured in the hearing and cognition domains.

**Question within the domain:**

**CFT12.** Compared with children of the same age, when (*name*) speaks, does he/she have difficulty being understood?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all

## Learning

The question in this domain identifies children with cognitive difficulties that make it hard to learn. All aspects of learning are included. The information or skills learned could be used for school or any other activity. The question refers to learning as it relates to academic performance but does not refer only to academic performance.

### Question within the domain:

**CFT13.** Compared with children of the same age, does (*name*) have difficulty learning things?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all

## Remembering

The question refers to the use of memory to recall incidents or events, and identifies children with cognitive difficulties. Remembering should not be equated with memorizing, such as memorizing text from a book or memorizing a story. Remembering can include recalling new people, games, routines, instructions, etc. as well as the kind of remembering that traditionally occurs when learning in an academic environment.

### Question within the domain:

**CFT14.** Compared with children of the same age, does (*name*) have difficulty remembering things?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all



## Attention and concentrating

The purpose of this question is to identify children with attention difficulties that limit their ability to learn, interact with others and participate in their community. Children with difficulties in attention cannot concentrate on a task, often make careless mistakes, lose interest very quickly, do not follow instructions and may be disorganized, forgetful and easily distracted. This kind of difficulty is often associated with attention deficit, hyperactivity or learning difficulties and is manifest in school as an inability to read, calculate or learn new things.

### Question within the domain:

**CFT15.** Compared with children of the same age, does (*name*) have difficulty concentrating on an activity that he/she enjoys doing?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all

## Coping with change

The purpose of this question is to identify children with cognitive or emotional difficulties that make them very resistant to change. This question is intended to identify those who have significant problems transitioning from one activity to another on a consistent basis, and with changes to their routine to the extent that it undermines their ability to participate in standard childhood activities. For example, it should capture children who are on the autism spectrum – a disorder that is often characterized by inflexible routines and rituals. This question is not intended to identify children who, at times, can be stubborn.

### Question within the domain:

**CFT16.** Compared with children of the same age, does (*name*) have difficulty accepting changes in his/her routine?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all

## Controlling behaviour

The purpose of this question is to identify children with behavioural difficulties that limit their ability to interact with other people in an appropriate manner. This can include telling lies, fighting, bullying, running away from home, or skipping school/playing truant.

### Question within the domain:

**CFT17.** Compared with children of the same age, does (*name*) have difficulty controlling his/her behaviour?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all

## Relationships

This domain identifies children who have difficulty socializing with other children to an extent that it impacts their ability to participate in standard childhood activities. The ability to form relationships is an important indicator of normal development. Difficulties in this domain may also reflect other functional limitations because the inability to get along may be the result of emotional, behavioural, communication or cognitive difficulties.

### Question within the domain:

**CFT18.** Compared with children of the same age, does (*name*) have difficulty making friends?

Would you say (*name*) has:

- 1) no difficulty      2) some difficulty  
3) a lot of difficulty   4) cannot do at all

## Affect (anxiety and depression)

These questions attempt to identify children having difficulties expressing and managing emotions. All children have some worries and may feel sad, but when these worries result in the child being restless, tired, inattentive, irritable, tense, and having sleep problems, they may interfere with the child's schooling and social development. Emotional difficulties may be manifested by worry, sadness or anxiety or they may be episodic in nature, but frequent enough and significant enough to place the child at a higher risk of dropping out of school, not participating in family or community life, or harming themselves. These questions are not meant to capture the response to a transitory event such as the anxiety of taking a school entrance exam or the normal grieving process such as one that accompanies the death of a parent, although such an event could be a trigger of a more pronounced problem with worry or sadness. The response categories for this domain are different from the previous ones, reflecting the frequency of the emotional difficulty rather than the intensity.

### Questions within the domain:

**CFT19.** How often does (*name*) seem very anxious, nervous or worried?

- 1) daily      2) weekly      3) monthly  
4) a few times a year      5) never

**CFT20.** How often does (*name*) seem very sad or depressed?

- 1) daily      2) weekly      3) monthly  
4) a few times a year      5) never



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