

Household Disability Survey 2023: Final content





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Part 1: Introduction

Purpose of this document

Household Disability Survey 2023: Final content informs data users and others in the disability sector about the content for the 2023 survey, particularly the new and revised topics, and the reasoning behind our changes.

Following public consultation, Stats NZ has decided upon the questions to be included in 2023 Disability Survey. We have made some substantial changes to the survey, which was last run in 2013. During consultation, we heard concerns that some of the survey content was outmoded or in need of refinement, and that it was not meeting some important information needs. We have responded to those concerns with some significant changes to what we ask and how we ask it.

What is the Disability Survey?

The Disability Survey is New Zealand's primary source of data on the prevalence of disability, the experiences and needs of disabled people, and how well they are faring compared with non-disabled people.

Previously, the Disability Survey was an amalgamation of two surveys: the Household Disability Survey (HDS), which surveyed adults and children living in private dwellings or group homes; and the Disability Survey of Residential Facilities (DSRF), surveying adults living in residential care facilities. The DSRF surveyed a much smaller number of people, who were given a much shorter version of the questionnaire. The DSRF won't be run in 2023, for reasons which are discussed in the next section. Stats NZ will only be running the HDS this year, and the content described in this report all relates to the HDS.

The objectives of the 2023 HDS, in priority order, are listed below.

- To understand the size of the disabled usually resident population in New Zealand households and describe characteristics of that population. More specifically to:
 - produce reliable national estimates of the disabled population living in households by demographic characteristics such as age group, gender, and ethnicity
 - produce reliable national estimates of the disabled population living in households by functional domain.
- To understand the experiences of disabled people, and the extent to which social and economic outcomes for disabled people differ from those for non-disabled people, and how those outcomes differ between groups within the disabled population.
- To understand the level and type of support disabled people need to perform activities of daily living.
- To understand what facilitates or hinders participation by disabled people in important aspects of life such as work, education, and recreation.

The survey content is designed to meet these objectives. It consists of a set of screening questions which establish whether respondents are counted as disabled for the purposes of the survey, followed by a series of modules on different topics. Modules are a way of organising the survey and grouping related topics together. Some of the modules differ between children and adults (those aged 15 years and over), as some questions are specific to one or the other group. In 2023 the survey modules will be:

- screening
- assistive equipment and technology
- personal and household support
- health services
- employment
- education
- transport

- housing
- leisure
- wellbeing
- child's main carer.

The Disability Survey of Residential Facilities

As noted in the previous section, the New Zealand Disability Survey (NZDS) has previously consisted of two components: the Household Disability Survey (HDS) and the Disability Survey of Residential Facilities (DSRF). Stats NZ has decided not to run the DSRF in 2023.

Stats NZ recognises that the lived experiences of people in residential facilities are important and that a comprehensive survey providing insights about those experiences would be of value. However, the DSRF is not such a survey and redeveloping it to meet this need is not within the scope or objectives of the NZDS. It would require a much more targeted and purpose-designed survey, which is outside the current scope of Stats NZ's work.

The DSRF has always been a reduced version of the HDS, providing only a limited amount of data about a small section of the disabled population. The DSRF only had two full modules: **screening** and **assistive equipment and technology**, plus a handful of questions from the **personal and household support** module.

It is important to note that when we say 'residential facilities' we are **not** talking about community-based housing for disabled people. For the purpose of the 2023 survey, community housing (also known as supported living) is treated the same as any other private, residential home. That is, people living in community housing are in scope to be selected for the HDS coverage and not the DSRF.

Given that disabled people increasingly live in the community rather than in residential facilities or institutions, and the acknowledged limitations of the survey, we have decided not to run the DSRF in 2023.

In making this decision, we took into account the following:

1. Disabled people living in community-based homes are not included in the DSRF

Stats NZ received feedback indicating a considerable level of concern that disabled people residing in supported living/community-based homes would be excluded from completing the full survey. This is not the case. These homes are included in the HDS's coverage and are unaffected by the DSRF stoppage.

While the sample for the HDS is drawn from the population census, the sample for the DSRF is drawn from a list of residential care facilities that have been certified by the Ministry of Health. The list is predominately aged-care facilities (rest-home level or higher), along with a small number of residential psychiatric units. Public hospitals and private hospitals (including hospices) are also on the list but would have been excluded from the sample for practicality and compassionate reasons. Residential disability units were in the list by definition, but most, if not all, have now closed.

A reduction in the use of long-term residential care for disabled people and increased opportunities for supported living in the community has meant that it is important to include more community living arrangements in the sampling frame. Previous iterations of the HDS placed a cap on these homes, only allowing those with less than a certain number of residents to be selected for the HDS. We have removed this rule for 2023. With this change, we aim to include all community-based homes in which many disabled people now live within the frame for our survey.

2. The DSRF provided a very limited range of data

The DSRF surveyed a far smaller number of people than the HDS, reflecting differences in the size of the respective populations. In 2013, the sample size for the DSRF was just 860, compared with 23,000 for the HDS. The small sample size of the DSRF meant the results could not be output on their own and were only used when combined with HDS results. The inclusion of DSRF data in the overall counts made very little difference to the estimates produced from the survey.

Not only was the DSRF's sample small, so was the survey itself. As mentioned, the DSRF only had two complete modules (screening and assistive equipment and technology), and a handful of questions from the personal and household support module. It didn't include any of the other modules from the HDS.

There was some criticism of this in submissions on the survey content, with some arguing that the DSRF should be expanded to include all the content from the HDS, or at least more than previously included. However, Stats NZ did not wish to burden respondents or their carers with a lot of questions which would likely be irrelevant, confusing, or upsetting, and/or could be burdensome for them or their carers to answer.

3. High burden on respondents and carers

DSRF respondents usually need a high level of care from the facilities they live in and often have diminished capacity to participate in an interview. They may find the questions difficult or insensitive, and the experience may be unsettling and stressful for them.

The DSRF can also be burdensome for the staff of residential facilities. They have to organise interviews, may need to help respondents answer the survey, or may have to complete the entire survey on their behalf. The need to manage the risk of COVID-19 transmission with interviewers coming into care facilities adds a further complication. The DSRF would therefore be a significant imposition at a time when many care facilities are short-staffed and dealing with high workloads.

Stats NZ is mindful of the need to minimise the burden our surveys impose on respondents and others. While some degree of respondent burden is inevitable in order to collect important data, in the case of the DSRF the burden is difficult to justify, given that the survey produces a very limited range of data about a small section of the disabled population, with very little effect on the overall survey results.

Survey methods

The HDS is a post-censal survey, always run after the Census of Population and Dwellings. The census provides the sampling frame for the HDS, meaning census forms are used to create a frame (or list) of people who are eligible to be in the survey and from this frame we will select our sample. People who don't complete the 2023 Census will have no chance of being selected for the HDS.

The HDS will select a sample of 25,000 respondents (with a target response rate of 80 percent). This sample will include both disabled and non-disabled people to enable comparisons between the two populations.

To make sure we included enough disabled people, census questions are used to identify people who may be disabled, and those people are given an increased likelihood of being selected for the HDS. The number of disabled people in the sample for the 2023 HDS is likely to be around 4,000.

The sample is designed to be nationally representative, enabling the production of national estimates. These estimates are subject to sampling error, which affects the reliability of the data, and constrains what we can collect and output. It means that we only ask about topics where the number of responses is likely to be large enough to produce reliable estimates, and that we may not be able to output data for small subgroups of the population.

The survey interviews are predominantly conducted by telephone. It is expected that in 2023 around 90 percent of interviews will be completed over the phone using phone numbers provided by respondents in the census.

The remaining 10 percent of interviews will be in person. In-person interviews will be available for respondents if a phone interview is not suitable (for example, if they have a hearing impairment) and for respondents who did not supply a phone number or aren't reachable by phone. Because most interviews are conducted by phone, the survey questions need to be suitable for asking over the phone. For example, they should not be too complex or have long or numerous response options.

Wherever possible, adults selected for the survey (aged 15 and over) will answer the interview themselves, although if they are unable to be interviewed a proxy respondent such as a family member or caregiver may complete the interview on their behalf. In the case of children selected for the survey, all interviews are conducted with an adult parent, guardian, or caregiver on behalf of the child. Because some adult and all child interviews are answered by proxy, questions should be suitable for proxy respondents, for example by not asking for information that is only likely to be known by the actual respondent, or that may be sensitive to them.

Consultation and selection of content

In 2021 we ran a public consultation process, asking for submissions on what content should be included in the 2023 survey. We received feedback from over 200 individuals and organisations across the country, including:

- disabled people
- family/whānau of disabled people
- disabled people's organisations
- government agencies
- district health boards
- disability support and service providers
- local councils, researchers, and health and disability workers.

This feedback is summarised in [2023 Disability Survey: Feedback from public consultation October/ November 2021](#). The feedback was extensive and wide-ranging, including suggestions for improvements to existing questions, the addition of entirely new topics, and changes to the survey methods. This was extremely helpful in informing our review of the survey content and making decisions on what to include in 2023.

Stats NZ's Disability Insights team undertook the analysis and evaluation of the submissions. We categorised all submissions into survey modules and topics, analysed them to identify key themes and issues, and assessed potential additions and changes against a set of criteria. These criteria were:

- Have multiple submissions identified a strong need for the information for policy, research, or monitoring purposes?
- Is there currently a lack of good information on the topic from other surveys or administrative data sources?
- Is the topic related to the objectives of the Disability Survey and will it help to further those objectives?
- Does the topic fit within the outcomes framework of the [NZ Disability Strategy](#)?
- Is the subject population and the sample size of the survey large enough to provide robust data on the topic?
- Are questions likely to be well understood and answered by respondents?
- Can the topic be accommodated without adding significantly to respondent burden in terms of the number of questions or sensitivity of the information required?

Suggested topics or questions which met all or most of the above criteria were prioritised for inclusion in the survey. This still left us with more potential content than we could reasonably accommodate in the survey, given we don't want to overburden respondents and must aim to keep the interview duration to around 30 minutes or less.

This meant that we had to make some judgement calls to exclude certain topics which, although worthwhile, did not rank as highly as others in terms of information need and suitability for the survey. We hope those who made

submissions will understand that the constraints of the survey meant we could not include all of their suggestions.

Next steps

Part 2 of this report outlines the content that we have taken forward to the questionnaire design phase. Questions have been developed and refined using the expertise of our questionnaire designers and cognitive testing to ensure questions are well understood and answered by respondents. The survey content will be subject to further refinement as the electronic questionnaire is programmed and tested. This means that some of the content outlined in this report could potentially change before the survey goes into the field, although we expect such change to be minimal. The following description of the survey content is accurate at the time of publication.

Part 2: Household Disability Survey content

The rest of this report details the contents of the 2023 HDS on a module-by-module basis. Modules are a way of organising the survey; each module focuses on a particular topic and questions are grouped into the appropriate modules. The HDS questions are available in table format in the appendix at the end of this document.

Screening module

To identify disabled people in a population survey, designers use a screening method. This is made up of suitable questions and a threshold. The threshold is based on responses given to the questions by survey respondents (also called participants). Together, the questions and the threshold set criteria for counting a person as disabled in that survey.

Developing a screening method is challenging because there is little or no broad agreement internationally or domestically on a definition of what is meant by ‘disabled’, nor is there a standardised method for identifying the disabled population in surveys. Changes in the understanding of disability and approaches to collecting data about disabled people since the survey was last run in 2013 mean the screening method used previously is no longer fit for purpose. The 2023 HDS is using a new screening method.

The development of the 2023 HDS screening method began with screening methods recommended by the UN Washington Group on Disability Statistics (WG). The [Washington Group Extended Set on Functioning](#) provided the basis for the adult questions and the [Washington Group/UNICEF Child Functioning Module](#) for the child set. Additions and amendments have been made to the WG questions based on findings from cognitive testing and survey length constraints, and to better meet data needs and the survey’s objectives.

The disability concept being measured in the HDS is functional and is underpinned by the [International Classification of Functioning, Disability and Health \(ICF\)](#). There are different ways of conceptualising disability. Historically, the medical model was the most prominent way of thinking about disability. The medical model explains disability by saying there is something ‘wrong’ with the person, that they have a deficit with their body or mind, and that they are disabled by their impairment. This model looks at what is wrong with – and needs fixing in – the person.

The medical model is now widely understood to be outdated and it’s increasingly being replaced by social model thinking. While the social model acknowledges that an individual has an impairment, it also states that disability is caused by their environment and societal barriers, rather than the impairment itself. In other words, a person is disabled by society, not by their body or abilities. This model looks at what is wrong with – and needs fixing in – society.

By using the ICF as the framework for measuring disability, the 2023 HDS is using neither the medical model nor the social model. The ICF (also known as a biopsychosocial model) is an amalgamation of the two. The ICF explains disability as an interaction between a person’s capabilities (limitation in functioning) and environmental barriers that may limit their participation in society.

The HDS screening questions won’t ask what is wrong with respondents (medical model), and nor will they ask about societal barriers or unaccommodating environments (social model). Instead, the focus is on functioning and basic, universal activities.

Most of the screening questions will ask about the level of difficulty respondents have when completing functional activities like seeing, hearing, or walking. Asking about specific functioning leaves less room for ambiguity and personal interpretation; providing a level of objectivity that is vital for ensuring the measurement of disability is reliable and valid for national statistics.

Furthermore, the approach is inclusive of people who have significant difficulty with basic functioning but don’t consider themselves ‘disabled’ (or as ‘having a disability’). For example, people with debilitating health problems, chronic conditions or difficulties caused by ageing might not describe themselves as disabled but will often meet a functional criteria. And although they might not identify themselves as disabled, it is important for these people to be counted in national statistics because they too need access to funding, supports, and services.

There will be two sets of screening questions: one for children and one for adults. The survey defines children as being 14 years old or younger, adults are 15 years and above.

Screening for adults (respondents aged 15 years and over)

Adult respondents will be considered disabled if they have **a lot of difficulty with** any of the following, **or cannot do them at all**:

- seeing (even if wearing glasses or contact lenses)
- clearly seeing someone's face across a room (even if wearing glasses or contact lenses)
- clearly seeing the small print on the back of food packaging (even if wearing glasses or contact lenses)
- hearing (even when using a hearing device)
- hearing one other person when talking in a quiet room (even when using a hearing device)
- walking 100 meters on level ground (without using equipment or support)
- walking 500 meters on level ground (without using equipment or support)
- walking up or down 12 steps (without using equipment or support)
- using their hands to pick up small objects
- using their hands to open or close bottles or containers
- bending down to a low cupboard
- reaching in any direction, for example above your head
- lifting a two-litre bottle of milk from waist to eye level
- personal care such as showering and dressing themselves
- being understood when communicating about everyday things (because of a health problem or long-term condition)
- understanding others when communicating about everyday things (because of a health problem or long-term condition)
- concentrating (because of a health problem or long-term condition)
- remembering (because of a health problem or long-term condition)
- learning new things (because of a long-term condition)
- daily activities because of a mental health condition
- socialising or mixing with others (because of a long-term condition).

And/or adult respondents will be considered disabled if they:

- have been diagnosed with an intellectual disability
- feel very worried, nervous, or anxious everyday
- feel very depressed everyday
- are in a lot of pain either everyday or most days
- feel exhausted either everyday or most days and feel exhausted for either the whole day or most of the day.

There is no limit on how many difficulties an adult can screen in on.

See appendix: [Table 1.1 for the adult screening questions.](#)

Screening for children (respondents aged 14 years or younger)

All respondents below the age of 15 are considered children in the survey. As with adults, the screening questions for children focus on the respondent's ability to carry out specified activities or their difficulties with functioning. Functioning tends to improve with age, so the child questionnaire will have three variations of the screening questions to suit the child's expected stage of development based on their age.

There is no limit on how many difficulties a child can screen in on.

Screening for children younger than 2 years old

Children younger than two will be considered disabled if they have **a lot of difficulty with, or cannot do**, any of the following:

- seeing (even if wearing glasses or contact lenses)
- hearing (even when using a hearing device)
- moving any part of their body, for example waving their arms, kicking their legs, or turning their head
- playing.

And/or if they have been diagnosed as having a condition that delays their development.

Screening for children aged 2–4 years old

Children aged 2–4 years old will be considered disabled if they have **a lot of difficulty with, or cannot do**, any of the following:

- seeing (even if wearing glasses or contact lenses)
- hearing (even when using a hearing device)
- understanding their caregiver/parent
- being understood by their caregiver/parent
- walking on level ground (without using equipment or support)
- using their hands to pick up small objects
- bending down
- reaching in any direction, for example above their head
- learning new things
- playing.

And/or if they:

- have been diagnosed as having a condition that delays their development
- kick, bite, or hit a lot more than other children of the same age.

Screening for children 5 years and older

Children aged 5 and older will be considered disabled if they **have a lot of difficulty with, or cannot do**, any of the following:

- seeing (even if wearing glasses or contact lenses)
- hearing (even when using a hearing device)
- being understood when speaking to people they live with
- being understood when speaking to people they don't live with
- walking 100 meters on level ground (without using equipment or support)
- walking 500 meters on level ground (without using equipment or support)
- using their hands to pick up small objects
- bending down
- reaching in any direction, for example above their head
- personal care such as dressing or feeding themselves
- learning new things
- concentrating on an activity they enjoy doing, compared with children of the same age
- remembering things, compared with children of the same age
- accepting change to their routine, compared with children of the same age
- controlling their behaviour, compared with children of the same age
- making friends.

And/or they:

- have been diagnosed with an intellectual disability
- feel very worried, nervous, or anxious everyday (as observed by their parent)
- feel very sad or depressed everyday (as observed by their parent).

See appendix: [Tables 1.2 – 1.5 for the child screening questions.](#)

Age of onset

Finally in the screening module, for **each** difficulty a disabled adult has, they will be asked when it started. During the consultation, there was interest in learning whether differences exist between those who were disabled since birth or at a young age, versus people who acquired their impairments later in life.

Assistive equipment and technology module

The comparable module in the 2013 survey only asked about ‘equipment’. The 2023 survey will greatly increase the scope by asking about equipment **or technology**. This is not just a change in terminology, it is also indicative of the progress in technology and how widespread assistive technologies have become in the past decade.

This module will be in both the adult and child questionnaires. Information will be collected from all disabled adults and children regardless of their impairment (disability). This is a significant change from 2013 when only respondents with visual, hearing, communication, and physical impairments were asked. During the consultation, numerous submissions asked for this module to be asked of all disabled people, noting that it is relevant for all and citing the extensive range of products available today.

In line with this advice, this module won’t be limited to respondents with only certain difficulties or impairments. Instead, all disabled adults will be asked about assistive equipment or technology for **each** functional difficulty (impairment) they have:

- equipment or technology for people who have difficulty seeing or cannot see
- equipment or technology for people who have difficulty hearing or cannot hear
- equipment for people who have difficulty walking (limited mobility)
- equipment for people who have difficulty using their hands or fingers (limited dexterity)
- equipment for people who have difficulty bending, reaching, or lifting (limited flexibility)
- equipment for people who have difficulty with personal care tasks (like showering or dressing)
- equipment or technology for people who have difficulty communicating
- equipment or technology for people who have difficulty concentrating
- equipment or technology for people who have difficulty remembering
- equipment or technology for people with a learning condition
- equipment or technology to improve independence for people with an intellectual disability
- equipment or technology to support their mental health
- equipment or technology for people who have difficulty socialising
- equipment to help manage or relieve pain
- equipment or technology to help complete everyday activities when dealing with fatigue
- any other equipment or technology used because of a disability, condition, or health problem.

For disabled children, there will be questions for each of these functional difficulties (impairments):

- equipment or technology for people who have difficulty seeing or cannot see
- equipment or technology for people who have difficulty hearing or cannot hear
- equipment or technology for people who have difficulty communicating
- equipment for people who have difficulty walking
- equipment for people who have difficulty using their hands or fingers

- equipment for people who have difficulty bending or reaching
- equipment for people who have difficulty with personal care tasks (like feeding or dressing themselves)
- equipment or technology for people with a learning condition
- equipment or technology for people who have difficulty concentrating
- equipment or technology for people who have difficulty remembering
- equipment or technology to help with anxiety and/or autism
- any other equipment or technology used because of a disability, condition, or health problem.

As in 2013, this module will collect two distinct pieces of information for **each** of those listed above:

1. use of assistive equipment or technology: whether disabled people use assistive equipment or technology for **each** difficulty they screened in on
2. unmet need: (whether there is assistive equipment or technology that disabled people need but don't have, for **each** difficulty they screened in on).

These are not mutually exclusive. A person might use assistive equipment or technology and simultaneously have an unmet need. For example, a student may use assistive technology at school but not have access to that software or technology at home. A person might use a walking frame which is adequate for daily use, around the home or short trips, while also having an unmet need for a mobility scooter for more demanding or longer outings.

The 2013 survey only collected information on use of assistive equipment and technology, and unmet need. As a result of last year's consultation, the 2023 survey will collect additional information:

- whether assistive equipment or technology was paid for, or provided by, the government
- barriers or difficulties when acquiring assistive equipment and technology
- barriers or difficulties which prevent people from acquiring assistive equipment and technology (reason for unmet need).

Barriers will feature in several modules throughout the 2023 survey, not just this one. The consultation revealed a lot of interest and a strong data need for information on barriers experienced by disabled people. The two questions about barriers will be open-ended, meaning respondents can report any and every difficulty they experienced (although we are expecting the following barriers to be the most common: cost or ineligibility for funding; the required equipment or technology wasn't available in New Zealand or wasn't funded; long wait times or delays; limited information on what products are available or where to get them).

Topics not included

For people who use assistive equipment or technology, it was suggested the survey collect information on the person's satisfaction with it (for example, its suitability, effectiveness, quality, or condition). Although this is important, it won't be included in the survey. Given limitations on the survey's length, we must prioritise some topics over others. In this module, we have prioritised 'unmet need' questions which we expect to capture situations where people have equipment or technology but are not fit for purpose, leaving them with an unmet need for additional products.

The survey won't collect information on exactly **what** equipment or technology is used or needed. There were requests for specific and precise information on exactly what equipment, technology, device, or product is being used, but the constraints that come with sample surveys make this infeasible. The limited sample size coupled with the ever-increasing number and variety of assistive products available, means that the survey is unlikely to pick up any useable information about particular products.

Questions on use and unmet need will only allow Yes / No answers, for example, 'Do you use equipment or technology for people who have difficulty seeing – yes or no?'. There won't be information collected on what that equipment or technology might be. The only equipment that will be asked about specifically will be wheelchairs, mobility scooters, and hearing devices (hearing aids or cochlear implants).

See appendix: [Tables 2.1 and 2.2 for assistive equipment and technology questions.](#)

Personal and household support module

This module is for all disabled adults and children, although it will be less extensive for children because the topic is less relevant for them – children generally aren't responsible for running households and receive help and support from adults regardless of whether they are disabled or not.

This module will collect information on how many **disabled adults** (or their household) are receiving support with each of the following tasks, and how often they are receiving help with each:

- cooking or preparing meals
- shopping
- general housework, such as cleaning or laundry
- heavy housework, such as mowing lawns or washing windows
- personal care tasks, such as showering or dressing
- communicating with others, for example when seeing a doctor
- making decisions
- completing paperwork
- using the internet
- going places or travelling.

This list of tasks is the same as in the 2013 survey apart from one new addition: help going places.

The list of tasks for the **child** questionnaire is much shorter:

- whether the child receives extra help with personal care tasks (that is, more help than children of the same age tend to receive)
- whether the household receives help with housework and household chores because of the child's disability.

If any help is received for the above tasks, there will be a follow-up question asking whether any of that help is funded or provided by government.

Next, the module will collect information on unmet need for help – either with the above tasks or with anything else. Disabled adults will be asked if there was a time in the past year when they needed help with everyday tasks but couldn't get it, and if so, what task or tasks couldn't they get help with. Similarly, the carers of disabled children will be asked if there was a time in the past year when the child or their household needed help but couldn't get it.

Finally, for those with an unmet need, this module will collect information on the reasons why they had an unmet need (in other words, the barriers which prevented them from getting the support they required). As in the [assistive equipment and technology](#) module, this barriers question will be open-ended, meaning respondents can report any reasons they wish to.

Government-funded support

There were many requests for information on government-funded support and whether differences exist for people who are eligible for ACC versus those who aren't.

In response to these requests, we have added the following questions to the 2023 survey:

- were any functional difficulties (impairments) caused by an accident?
 - if so, did they receive ACC support at the time of the accident?
 - if so, are they still receiving support from ACC?

Questions on [needs assessments](#) will be retained from the 2013 survey. A needs assessment is the prerequisite step before accessing many government-funded services. All disabled adults and children will be asked:

- have they ever had a needs assessment?
 - if so, did their assessment result in them receiving government-funded support?
 - if so, are they still receiving the same level of support?

The child questionnaire will ask the child's carer if they receive any of the following financial supports from the government:

- a Disability Allowance or Child Disability Allowance
- Supported Living payments
- Carer Support from the Ministry of Health, a DHB, or Health NZ
- payments from the Ministry of Health, a DHB, Health NZ, or ACC in exchange for your caregiving.

Topics not included

Disabled people receive support in many forms, some of which won't be covered by categories listed in the survey. During the consultation, we received concerns that restricting the module to a list of specific tasks would result in underreporting. As an alternative, it was suggested that the survey should have a general question about help with **any** everyday tasks. We acknowledge that confining the questions to specific tasks will cause some omissions, but this approach is more suitable for the survey. Listing specific tasks prompts and encourages recall and increases the validity of the data by controlling for differences in what people regard as an 'everyday task'. However, we recognise how varied support can be, so we have added a general question about any unmet need. This is a change from 2013 when only unmet need for the specific tasks could be reported.

There were suggestions to expand the list of everyday tasks. Among the varied suggestions, the following three suggestions in particular were recurring. They won't be included in this module, only because they are featured in later modules.

- Support needed to participate in leisure and recreation activities – the [leisure](#) module asks disabled people what barriers prevent them from participating in leisure activities and lack of support can be mentioned here.
- Support needed when accessing healthcare – the [health services](#) module collects information on what barriers or difficulties exist when accessing healthcare and lack of support can be mentioned.
- Social support – the concept of 'social support' is subjective and can be measured in many different ways. The [wellbeing](#) module will include a measure of social support (whether it is easy to find someone to talk to when feeling down or depressed) and satisfaction with contact with friends and family.

Information on disabled peoples' family, friends, and carers

Family and friends of disabled people were a recurring theme throughout the consultation. There were requests for personal information on family and friends, and the impact of caregiving responsibilities on their financial, physical, mental, and social wellbeing.

Learning about family carers is undoubtedly important but the Disability Survey is not the correct vehicle for this. The survey objectives are concerned with the experiences of disabled people, not the experiences of their friends and family. The adult version of the survey is answered by the disabled adult, and we cannot expect them to accurately capture the feelings and experiences of their family. Doing so would require its own dedicated survey, answered by carers themselves. There are also issues around consent and privacy when asking disabled respondents to disclose personal information about their family or carers without the people in question being present or giving permission.

Some 2013 content had to be removed from the survey to create space for new content. In 2013, disabled adults were asked to supply some limited information on the person who spent the most time helping them: age, gender,

and relationship to each other. This will not be collected in 2023 as it doesn't provide enough insight into the experiences of family carers.

Furthermore, a lot of these 'helpers' aren't family carers at all. While the role of a carer is demanding and exhaustive, the survey's criteria was broad. The 2013 survey simply asked, "Who spends the most time helping you?" That question captured everything from carers who provided extensive and relied-upon fulltime support to their dependent disabled family members, to casual helpers (like friends, neighbours, or even businesses) who occasionally help out, for example by mowing the lawns once a month or picking up shopping.

The child version of the survey is different to the adult version because it is answered by the child's caregiver (usually a parent). Because of this, the child version will include a module collecting information on the carer's outcomes. See [child's main carer module](#) for more.

See appendix: [Tables 3.1 and 3.2 for personal and household support questions](#).

Health services module

As in 2013, disabled adults and children will be asked whether they have seen the following health professionals in the last 12 months:

- family doctor or GP
- nurse at a medical centre
- Plunket nurse or Well Child Tamariki Ora nurse (for children aged 5 years old or under)
- dentist or other oral health professional
- optometrist or other eye health professional
- pharmacist (for advice or medication including prescriptions)
- counsellor, psychologist, or other mental health service provider
- physiotherapist, occupational therapist, or speech therapist
- medical specialist (for example, a pediatrician, cardiologist, oncologist)
- any other health professional.

This list is similar to 2013 but there are three new additions: **optometrist or other eye health professional**; **psychologist or other mental health service provider**; and **physiotherapist, occupational therapist, or speech therapist**. To make room for the new additions, one category from 2013 has been removed, **alternative health care worker**.

Respondents will be asked to think about all the health services they accessed in the last 12 months, whether they had any difficulties either getting an appointment or with the service provided, and what those difficulties or barriers were. This question will be open-ended, meaning respondents can report anything rather than having to select from pre-determined options.

Next, the survey collects information on unmet need. Respondents will be asked whether there was a time in the last 12 months when they needed to see health professionals but couldn't. If so, which of the 10 listed above were they unable to see and what barriers or difficulties stopped them from seeing them (again, this is an open-ended question).

Finally, the 2023 survey will collect information on a new type of unmet need: needing medication or prescriptions in the last 12 months and not being able to get it.

Topics not included

There were many requests to expand the list of health professionals and services. We added the three most frequently requested, but the rest were unable to be included in the survey due to space limitations. Emergency medical services, healthcare received at a hospital, Rongoā Māori and Māori health providers, audiology services, and child development services were among those that were suggested but didn't make it into the survey. These,

and others, will instead be captured by the two general categories: **medical specialist** and **any other health professional**.

The consultation revealed a lot of interest in learning more about disabled people's interactions with the health system especially around the quality of care received, timeliness, costs, and discrimination. While there won't be specific questions on these, we anticipate they will be captured by the two barriers questions (difficulties either getting an appointment or the service provided; reasons why they couldn't see a health professional when they needed to).

See appendix: [Tables 4.1 and 4.2 for health services questions](#).

Education module

Both the adult and child questionnaires will include education modules, which will be asked only of disabled respondents. The questions for children will relate mainly to school, while the questions for adults will differ according to whether the respondent is in school or post-school education, or neither.

A change from the 2013 survey is that questions specifically relating to school will be included in both the child and adult questionnaires (instead of only in the child questionnaire). This means these questions will be asked of all school students – not just those under the age of 15 as was the case in 2013.

Another change from 2013 is that the adult module – which was previously restricted to those under the age of 65 – will now be asked of all adults regardless of age. This recognises the importance of lifelong learning and the increasing participation of older people in education and training.

The education modules have also been expanded from those in the 2013 survey to include additional questions around support for and responsiveness to the needs of disabled students. The framing of questions about difficulties and barriers has also been changed to focus on issues with the educational environment rather than the impairments of respondents.

Children

For children aged under 5, or aged 5 and not enrolled at school, there will be just one question asking if they attend any type of early childhood education (ECE). While some submissions asked us to include additional questions about ECE, we have not done so as data from the 2013 survey indicated that the sample would be too small to provide reliable estimates for anything other than counts of participation.

Children enrolled at school will be asked what type of school it is: a mainstream school, a specialist school, Te Kura (the Correspondence School), home school, or another type of school. Some of the subsequent questions will vary according to what type of school the child attends – for instance some questions about the school environment will not be relevant for those who are home-schooled or attend Te Kura.

All except home-schoolers will be asked how well the school understands and responds to the child's needs. This is a new question, added after several submissions raised issues around the responsiveness of schools to the needs of disabled children.

All those enrolled at school will be asked a series of questions about factors which could affect their participation and experience of schooling:

- whether they have ever had difficulty enrolling in a suitable school or have had to change schools because of their disability, condition, or health problem
- whether they have ever been unable to go to school for long periods because of health issues or lack of adequate support at school
- whether they have ever been stood down or formally removed from school
- whether they have ever been bullied at school.

The questions on bullying and stand downs or removals from school are new additions to the survey, added after several submissions highlighted these as significant issues for disabled students.

All except those in home-schooling or Te Kura will also be asked whether they have any difficulty getting to or from school, whether the buildings at their school are accessible to disabled students, and whether there are any building features which need to be added or upgraded.

This group will also be asked whether they have any difficulty at school with making friends, being included in group activities, taking part in sports or games, and going to school events or outings.

Other questions will focus on the support and assistance available for children at school. All students will be asked whether they get all the classroom materials they need, and whether they have any devices, technology, or special equipment to help them with their schoolwork. They will also be asked whether they have unmet needs for any of these things.

Those enrolled in mainstream schools will be asked whether they attend a special education unit or learning support centre at school. They will also be asked whether they get support from a resource teacher or teacher aide, or from a health professional such as a speech therapist, physiotherapist or psychologist. They will also be asked whether they have any unmet need for these types of support.

New questions about funding from the Ongoing Resources Scheme (ORS) have been added for all students. These ask whether anyone has applied for ORS funding for the student, and whether they currently receive such funding. Some submissions asked for more detailed information about the amount and adequacy of funding received, but this would have required more questions than we were able to accommodate.

Adults

Adults will be asked whether they are currently enrolled in formal education or training (either at school or post-school level). Those who aren't enrolled will be asked whether they would like to study or complete training in the future and if they would, what (if anything) is discouraging them from doing so now. Asking about barriers to education is a substantial change from 2013, when this group were only asked whether they were limited in the type or amount of study they could undertake.

Adults who are enrolled in education or training will be asked what type of institution they are enrolled at: secondary school, polytech or institute of technology, wānanga, university, private training establishment, or another type of tertiary institution.

Those enrolled at secondary school will be asked the same questions as in the child questionnaire.

Those enrolled in any type of post-school education or training will receive some of the same questions as those at school; specifically those regarding difficulty getting to or from their place of study, the accessibility of buildings for disabled people, and whether they have any devices, technology, or special equipment to help with their study (including any unmet need for these things).

Additionally, they will be asked whether they have any special arrangements when sitting tests or exams, whether they get any personal help with their studies such as one-on-one tuition or assistance taking notes, and whether they have any unmet need for these types of assistance.

Census variables

In addition to the questions asked in the survey, the survey dataset will also include some education data collected in the census, namely highest qualification (for adults) and main means of travel to education (for children and adults enrolled in education or training). This data will be available for both disabled and non-disabled people, enabling comparisons between the two populations.

See appendix: [Tables 5.1 and 5.2 for education questions.](#)

Employment module

The employment module will go to all adult respondents, although most of the questions are for disabled respondents only, and questions will differ depending on whether or not they are employed at the time of the survey.

Both disabled and non-disabled people who are employed will be asked:

- how satisfied they are with their main job
- how many hours they usually work in that job
- whether they would prefer to work more hours.

Disabled respondents who are employed will then be asked whether certain accommodations have been made in their job or workplace to meet their needs, and whether they have any unmet need for those accommodations. In response to submissions received, we have expanded the range of accommodations asked about in the 2013 survey to include assistive equipment or technology, personal support, and job flexibility. The full list of accommodations to be asked about is:

- modifications to work area or equipment
- additional equipment or technology
- support or help from others
- job flexibility in terms of being able to:
 - vary the tasks they do
 - change their work schedule such as their start and finish times and break times
- building features to make the workplace more accessible for disabled people (this refers to disabled people in general, rather than just the individual respondent).

On the issue of barriers to employment for disabled people, we will ask those who are not employed whether they would like to be employed, and if so, what factors would help them to find employment. This is a change of emphasis from the 2013 survey, when we asked about limitations in respondents' ability to work – something which was criticised by a number of submissions. In the 2023 survey, we will instead ask respondents whether any of the following would make it more likely for them to be employed:

- help finding and applying for a suitable job
- more positive attitudes towards people with disabilities, conditions, or health problems
- more training, qualifications, or skills
- suitable transport to and from work
- support or help at work
- flexible work arrangements such as being allowed to work from home or change the hours they work
- availability of equipment or technology such as modified tools or special seating.

We have not been able to satisfy all the requests we had to collect information on specific types of accommodations in employment or specific assistance to help people into employment. Some of this information would relate to relatively small proportions of respondents, and with space in the survey being limited we considered it better to keep the questions at a more general level in order to capture more responses.

Several submissions highlighted the significance of discrimination against disabled people in the job market and the workplace. Consequently, we will be including two new questions which ask disabled people (those who are employed or those who aren't employed but would like to be) about how willing they think employers are to hire disabled people, and how willing they think other people are to work alongside disabled people.

Disabled respondents who are employed, or have been employed in the past, will also be asked whether they have ever had to change jobs or re-train because of being disabled. These questions are retained from 2013.

The employment module will also include a question on voluntary work, specifically whether in the last four weeks respondents (disabled and non-disabled) have done any voluntary work either for an organisation or

group, or for people who live in another household. In 2013, the question on voluntary work was asked in the context of questions on leisure activities. Situating it with the questions on employment in 2023 recognises that voluntary work is a productive activity, and gives non-employed people an opportunity to report that they work despite not being in paid employment.

Topics not included

There were requests for us to collect more information on work-related training, transitions from training into employment, and the utilisation of disabled people's skills in employment. We recognise that this would be valuable information, but it would require a significant number of questions, and we have decided to prioritise other topics for which there was a greater demand by data users.

Unlike in the 2013 survey, we will not be including questions about income from employment in 2023. In 2013, collecting income data involved several questions and the data does not appear to have been widely used. Removing the questions will make room for other new content, while income data from the census will be incorporated in the survey dataset (see below). The survey will also have a question about income adequacy in the [wellbeing](#) module.

Census variables

In addition to the questions asked in the survey, the survey dataset will also include employment and income data collected in the census. This data will be available for both disabled and non-disabled adults, enabling comparisons of employment characteristics between the two populations.

The following census variables will be available for all adults in the Disability Survey, whether employed or not:

- labour force status (whether people are employed, unemployed, or not in the labour force)
- unpaid work undertaken in the previous four weeks (for people's own households, other households, and organisations)
- total personal income
- sources of personal income.

The following variables will be available for all adults in the Disability Survey who were employed in the week prior to the census:

- number of hours usually worked per week in all jobs
- status of employment in main job (whether they are employees, self-employed, employers, or working unpaid in a family business)
- occupation of main job
- industry of main job
- whether they usually work from home
- main means of travel to work.

The gap between the census and the Disability Survey means that some people will have changed jobs or moved into or out of employment during that time. Therefore, the census and survey data may relate to different jobs or labour force status in some cases. However, this should only affect a relatively small number of people, and utilising the Census data will allow the inclusion of more questions in the survey without putting too much burden on respondents.

See appendix: [Table 6.1 for employment questions.](#)

Housing module

The housing module has questions for both disabled and non-disabled respondents. It begins with questions for disabled and non-disabled adults to gauge differences in housing security, specifically: how many times they have

moved in the past five years; and, if they have moved at least once in the last five years, why did they move from their last place.

A high number of moves in the recent past gives an indication of housing insecurity and asking the reason behind someone's last move allows it to be categorised as either a self-initiated move or one forced by external factors.

During the consultation, the most prominent and recurring housing topic was accessible housing, particularly the shortage of accessible housing and the difficulty disabled people experience when it comes to finding suitable housing that meets their needs. The following questions will provide insights into the accessible housing situation.

The survey will ask disabled adults the following questions about their search when they were looking for their current home:

- did they have to look for a place with particular surroundings such as somewhere with good street access, or within easy reach of medical services or public transport?
- did they have to look for a place with particular features or modifications such as drive-on access, wide doorways, ramps, or no stairs?
 - if so, did they find a place that met their needs?
 - if so, was it easy to find that place?

Next, disabled adults and the carers of disabled children will be asked:

- have any modifications been made to their current house since they moved in?
- are any (more) modifications needed?

On the topic of accessible housing, many submissions mentioned that the lack of readily available and suitable housing meant many disabled people have to 'settle' by living in housing that is not ideal, but just the best they could find. With that in mind, both disabled and non-disabled adults and children will be asked:

- are they happy with the location of their current home, or would they prefer to move somewhere more suitable?
- are they happy with the house or building itself, or would they prefer to move somewhere more suitable?

Asking questions of disabled and non-disabled respondents means we can make comparisons between the two groups and identify differences in housing outcomes. For example, whether disabled people are less likely to be happy with their current house or its location. The remaining questions in the housing module are measures of housing quality, and will be asked of **all** respondents, disabled and non-disabled, to allow for comparisons between the two groups:

- does their home need any major repairs or maintenance?
- what condition is their house in?
- in winter, how often is their house colder than they'd like?
- is their home too small, too big or the right size?

Census variables

We will also have the following housing information from respondents' census forms:

- the type of dwelling they live in, such as house, townhouse, apartment
- whether the respondent owns the home they live in (and if not, who does – a private landlord, Kāinga Ora, city council, etc.)
- amount of rent paid
- household crowding (whether the dwelling is too small based on number of bedrooms relative to the number of occupants)
- source or sources of heating

- access to a cellphone, a landline, and/or the internet
- whether their home is damp and/or has a large amount of mould
- whether the dwelling has cooking facilities, drinkable water, a kitchen sink, a fridge, a bath or shower, a toilet, and/or electricity.

During the consultation, there was interest in safety, both in the home and out in the neighbourhood. There will be safety questions about both in the [wellbeing](#) module.

Topics not included

Despite interest on learning more about disabled people's experiences accessing or living in social housing, the survey won't include anything on this topic as the sample size will almost certainly be too small to output any data. The same sample size constraints have meant questions on pets, specific housing modifications, funding (or lack of) for housing modifications, and specific housing-related safety concerns (such as inability to safely get in and out of the home, or uneven flooring) also won't feature in the survey.

The survey won't have a question on housing affordability as we feel the census question on rent amounts (especially relative to income), coupled with an income adequacy question in the [wellbeing](#) module, will touch on this topic.

Proximity to amenities was discussed in several submissions, with supermarkets, medical centres, libraries, green spaces, public transport, and hospitality and retail venues given as specific examples. Easy access to amenities is undoubtedly important, but unfortunately the survey won't include this topic as it requires a lot of space (one question per amenity). The General Social Survey covers this topic well and it publishes data disaggregated by disability status (in other words, data for disabled people versus non-disabled people), although the group of people identified as disabled in the GSS is less inclusive than in the Disability Survey.

See appendix: [Tables 7.1 and 7.2 for housing questions.](#)

Transport module

The transport module has questions for disabled and non-disabled adults and children aged 5 and over. The module focuses on four modes of transport. Disabled and non-disabled respondents will be asked which of the following modes of transport (if any) they often use:

- drive themselves
- passenger in a car (including taxis, ride shares, etc)
- public transport
- active transport such as walking or cycling.

Asking both disabled and non-disabled respondents the same questions means we can compare the two groups to show whether differences exist.

Additionally, for each mode of transport that is **not** used often, disabled adults and children will be asked if the reason they don't use it is related to their disability, condition, or health problem.

Active transport is new to 2023 and reflects the increased importance of transport options with low or zero carbon emissions. The other three modes of transport were included in the 2013 survey, but asking whether they were used **often** is also new to 2023. In 2013, respondents were asked if they **ever** drive, **ever** travel as a passenger in a car, or had **ever** used public transport in the previous 12 months. The new approach is a better reflection of daily life.

Disabled respondents who often travel by car (either driving themselves and/or as a passenger) will be asked about parking:

- do they need to park close to where they are going?

- if so, do they have a mobility parking permit?
- and how often was parking an issue in the last four weeks?

Follow-up questions on public transport will be asked of disabled and non-disabled respondents to allow for comparisons between the two groups. Respondents who often use public transport will be asked:

- have they had any difficulties or bad experiences when using public transport in the last 12 months?
- do they feel safe when using public transport? (This question is in the adult version of the survey only.)

A recurring and prominent theme during the consultation was around the effects of poor transport; in other words, does transport act as a barrier and do transport difficulties stop disabled people from getting where they need to go? Several modules in the survey ask about barriers, and transport problems can be reported there ([health services](#), [education](#), [employment](#), and [leisure](#) modules). Additionally, the transport module will include a final question for all respondents (disabled and non-disabled) asking in general, how often do transport problems make it difficult, or altogether stop people, from getting where they need to go.

Census variables

The survey will also have access to additional transport-related information from respondents' census forms:

- number of motor vehicles at the respondent's dwelling
- main transport to work (if applicable)
- main transport to place of study (if applicable).

Topics not included

As mentioned, we received many submissions related to the consequences of poor transport and the effects transport can have on employment and education opportunities, independence, freedom, social isolation, mental health, and the family and friends of disabled people who are relied upon for transport. While important, this subject is complex and better suited to qualitative research rather than a quantitative national survey. Therefore, we have made the decision to only include a non-specific question ('in general how often do transport problems make it difficult, or altogether stop people, from getting where they need to go').

Barriers are a repeating theme throughout the 2023 survey but unlike most other modules, the transport module will not have a question on barriers to transport. This is because barriers will vary depending on the mode of transport and there would need to be a different question for each of those modes. Barriers questions are open-ended (meaning the respondent can give any answer) and open-ended questions take longer to answer than questions with predefined answer options (for example, dichotomous Yes / No questions). Given the constraints on interview length, we felt there wasn't room to include barriers questions for each of the different modes of transport.

Vehicle modifications won't be included in the 2023 survey. Vehicle modifications are rare because they are only applicable to people with certain physical impairments. In 2013, questions on vehicle modifications (usage and unmet need) were included but they were only relevant for a small proportion of respondents, resulting in small sample sizes and associated data quality concerns. The 2013 estimates were not well used, so the decision was made to discontinue the questions to make room in the survey for information that would be more widely used.

See appendix: [Tables 8.1 and 8.2 for transport questions.](#)

Leisure module

Both the child and adult questionnaires will include questions on leisure activities, which will be asked of both disabled and non-disabled respondents.

In changes to the 2013 survey, adults and children will be asked the same set of questions, and some of the activities asked about has changed. This is in response to submissions which criticised the limited range of activities asked about in 2013.

Respondents will firstly be asked whether they have been away on holiday in the last 12 months. This question has a different reference period from the other questions as holidays tend to be less frequent than other activities.

They will then be asked whether, in the last four weeks, they have done any of the following in their free time:

- played sport or done any other physical exercise
- been to an outdoor area such as a beach, park, or nature reserve
- been to a community event like a school fair or cultural festival
- been to an event like a concert, stage show, movie, or sports match
- been to a public attraction like an art gallery, museum, historic site, or zoo
- done any hobbies
- visited or gone out with friends, family, or whānau.

All disabled respondents will then be asked if there is anything that makes it harder for them to take part in all the activities they'd like to. If yes, they will be asked what those difficulties are. Respondents can give any answer they want but we expect the following to be among the most common:

- costs
- lack of time
- problems with transport
- lack of opportunities nearby
- venues or facilities not physically accessible
- too tired or unwell
- lack of support people to help with needs
- anxiety (worried about skill level, not at ease in social situations, etc)
- negative attitudes towards people with disabilities, conditions, or health problems.

This is a change from the 2013 survey which asked only whether people had difficulty taking part in activities due to their condition or health problems. In response to submissions, we have changed the focus to the barriers which deter participation by disabled people.

While the lists of activities and barriers to participation are more comprehensive than in the 2013 survey, we have not been able to accommodate all the suggestions raised in submissions. Instead, we have aimed for questions which will be broad enough to encompass the widest range of activities and barriers.

See appendix: [Tables 9.1 and 9.2 for leisure questions.](#)

Wellbeing module

All wellbeing questions will be asked of disabled and non-disabled respondents to enable comparisons of wellbeing outcomes for the two populations.

There are wellbeing questions for both adults and children, but the list of questions is longer for adults. This is because wellbeing measures are often subjective, meaning they need to be answered by the person themselves, and children will not be answering the survey themselves but will have a carer answering on their behalf.

The following questions will be included in the adult and the child version of the survey because they can be adequately answered by the child's proxy:

- health or physical wellbeing – on a scale from poor to excellent, how good is the respondent’s health (as judged by either the respondent themselves, or by a proxy in the child questionnaire and in rare instances in the adult questionnaire)
- financial wellbeing – how well does the household’s income meet the cost of basic needs such as food, clothing, and housing (individual and household income data will come from census)
- family wellbeing – how well is the respondent’s family doing on a scale of zero to 10 (this is asked in the [child’s main carer](#) module).

The rest of the wellbeing questions are only included in the adult version of the survey as they are about the respondent’s personal experiences and feelings and therefore must be answered by the respondent themselves. In some rare instances, the adult version of the survey will be completed by a proxy (if the intended respondent is unable to answer the survey), and the remaining wellbeing questions will also be excluded from these interviews along with all child interviews.

The remaining wellbeing questions fall into four categories.

Safety:

- do they feel safe when home alone during the day?
- do they feel safe when home alone at night?
- do they feel safe when out in their neighbourhood by themselves during the day?
- do they feel safe when out in their neighbourhood by themselves at night?
- plus, in the [transport](#) module, adults will be asked if they feel safe while using or waiting for public transport (if applicable).

Social support and contact:

- if they felt down or depressed, would it be easy to find someone to talk to about it?
- in the last four weeks, have there been times when they felt lonely, and if so how often did they feel lonely?
- in the last four weeks, have they spent time with family in person?
- in the last four weeks, have they had any other contact (not in person) with family?
- is the amount of contact they have with family enough, too much, or not enough?
- in the last four weeks, have they spent time with friends in person?
- in the last four weeks, have they had any other contact (not in person) with friends?
- is the amount of contact they have with friends enough, too much, or not enough?

Discrimination:

- have they been discriminated against in the last 12 months? If so:
 - why do they think they were discriminated against?
 - where did it happen (for example: when looking for housing, when accessing health care, etc)?

Overall life satisfaction:

- how satisfied is the respondent with their life (on a scale of zero to 10)?

Many submissions recommended we include mental health services in the 2023 survey. We have taken this advice and will be including this in the [health services](#) module.

Topics not included

The survey will predominately be phone-based, with an anticipated 90 percent of interviews to be completed over the phone. This means questions need to be easily understood and answered over the phone. When questions have pre-determined answer options that a respondent must select from, the interviewer needs to read the options out (which takes time and is burdensome for the respondent) and the respondent needs to retain them in their

head, so answer options need to be quick, simple, and not too numerous. Yes / No questions work best in phone surveys. The WHO-5 and K-10 question sets are measures of mental wellbeing, but unfortunately neither will be included in the survey due to their answer options being unsuited to telephone interviewing. The [screening](#) module contains questions on anxiety and depression which can be used as a substitute indicator of mental wellbeing.

During the consultation, we received submissions concerned with abuse and family violence experienced by disabled people. For those affected, this will be a deeply personal topic and it is better handled by agencies who are experienced with handling such sensitive topics and are equipped to offer support. For respondents, a phone-based interview is often impersonal and there's little opportunity to build trust with the interviewer. Questions of this nature are not suited to a phone survey and even more so when respondents are legally required to participate in the survey under the Data and Statistics Act 2022.

The topic of legal and human rights won't be included in the survey despite several requests. This topic is complex and far-reaching, and it wouldn't be adequately addressed by one or two questions (the survey's space constraints wouldn't allow for more questions). Furthermore, many people are not well versed in the law or their rights without researching first, and the survey tends to take place spontaneously; respondents are phoned and often complete the survey on the spot.

Spiritual wellbeing means different things to different people depending on their culture, religious beliefs, and their own personal philosophies. It would be very difficult, if not impossible, to craft a survey question that measures spiritual wellbeing and is relevant and understandable for all respondents. For this reason, we won't be including a measure of spiritual wellbeing in the survey.

See appendix: [Tables 10.1 and 10.2 for wellbeing questions.](#)

Child's main carer module

Unlike the adult version of the survey, the child questionnaire is completed by an adult who is best placed to answer on behalf of the child (we refer to this person as the child's main carer but acknowledge children often have more than one 'main' carer). This person is usually a parent but not always. The child questionnaire ends with a module dedicated to collecting information about them (provided they are either a family member or live in the same household as the child, to exclude professional caregivers).

The carers of disabled and non-disabled children will be asked:

- their age and gender
- how would they rate their own health, on a scale from poor to excellent
- how often they felt stressed in the last four weeks
- do they get enough time for their own leisure activities
- would it be hard to find someone to look after the child for a couple of hours if they (and everyone they live with) weren't able to
- do they have a job
 - and if they do, how many hours do they work
 - and if they don't, would they like a job and have they looked for one.

Topics not included

We received a significant amount of feedback suggesting that the adult questionnaire should have an equivalent module focused on the friends, family, and carers of disabled adults, including young family carers (children or teenagers who are caring for their disabled parents, siblings, or other older family members). As mentioned in the [personal and household support](#) section, the adult questionnaire does not interview the family or carers of disabled adults; nor does it collect information on anyone's experiences other than the selected adults. Because we don't intend to interview anyone other than the selected adult (except in rare instances when the intended respondent is unable to answer for themselves and a proxy will complete it for them), this survey won't include anything on

the family or carers of disabled adults. This topic would need its own survey, where family members and carers are the selected respondents, and can speak to their own experiences.

Similarly, suggestions were made that the child's main carer module should be extended to collect information not only about the child's one 'main' carer but the whole family, such as the effects on the siblings of disabled children. This topic won't be included for the same reason as above. That is, the child questionnaire will only be interviewing one carer and they won't be asked to speak on behalf of other people.

During the consultation, many submissions spoke about the knock-on effects that often come with being the caregiver of a disabled child. These might have financial disadvantages like having additional expenses related to the child's disability or having limited employment opportunities and earning potential. They may also have non-financial costs, for example lost opportunities and less time because of caregiving responsibilities and demands. These effects or 'costs' are often compounding and, in many cases, too complex to be measured in a survey. Furthermore, it is very difficult to place a quantifiable value on missed opportunities or how things might have been under different circumstances. Such a complicated topic would need to be examined in a qualitative setting.

Despite requests, we have decided not to include the number of hours spent caring per week, due to quality issues. The quality issues come from discrepancies in what different people count as 'caring' hours. For example, some caregivers will include time when the child is asleep, while others will only count the child's waking hours; some caregivers will count hours spent watching the child while also doing something else simultaneously (like working from home, domestic chores, or shopping), while others won't include these in their total. Caregiving hours are notoriously difficult to measure and are best captured in specifically designed surveys dedicated to measuring time use.

We received several submissions that mentioned the fears and anxieties felt by many caregivers over who will care for their disabled child when they are no longer able to. While this topic is undoubtedly important, most disabled children will grow up to be self-sufficient, making this topic only relevant for the carers of children with certain, highly disabling impairments. One of the constraints of national sample surveys is their inability to collect information on situations which are uncommon or too specific and unfortunately, this is one of those situations.

See appendix: [Table 11.1 for child's main carer questions](#).

Appendix: Household Disability Survey questions

Table 1.1: Screening questions for adults (15 years and over)

The adult screening begins with this introduction: ‘The next questions are about long-term difficulties. Long-term is something that has lasted or is expected to last six months or more’.

There are several ‘filter questions’ shaded in grey. These filter questions are ‘yes or no’ questions and appear in seven domains: communication, concentrating, remembering, learning, mental health, socialising, pain, and fatigue. They are not screening questions; answering ‘yes’ to a filter question does **not** classify the respondent disabled, it merely allows them to be asked the subsequent screening question for that domain.

All respondents will be asked all questions except for questions which come after a filter question, and the respondent has answered ‘no’ to the filter.

An adult is considered disabled if they give at least one bolded answer in any domain except for anxiety, depression, pain, and fatigue. In those four domains, a combination of bolded answers is needed (see footnotes attached to applicable questions).

Domain	Question	Answer options
<i>Not used for screening</i>	Do you wear glasses or contact lenses to correct your vision?	Yes No
Vision	How much difficulty do you have seeing [even if wearing glasses or contact lenses]?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Vision	[When wearing glasses or contact lenses] how much difficulty do you have clearly seeing someone's face across a room?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Vision	[When wearing glasses or contact lenses] how much difficulty do you have clearly seeing the small print on the back of food packaging?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	Do you have a hearing device such as a cochlear implant or hearing aid?	Yes No
Hearing	[When using a hearing device] how much difficulty do you have hearing?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Hearing	When [using a hearing device and] talking with one other person in a quiet room, how much difficulty do you have hearing what is said?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	Do you use any equipment or support for getting around such as crutches or a wheelchair?	Yes No
Walking	[Without using equipment or support] how much difficulty do you have walking 100 metres on level ground, about the length of a rugby field?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Walking	[Without using equipment or support] how much difficulty do you have walking 500 metres on level ground?	No difficulty Some difficulty A lot of difficulty

		Cannot do at all
Walking	[Without using equipment or support] how much difficulty do you have walking up or down 12 steps?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Dexterity	How much difficulty do you have using your hands to pick up small objects?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Dexterity	How much difficulty do you have using your hands to open or close containers or bottles?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	How much difficulty do you have bending down to a low cupboard?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	How much difficulty do you have reaching in any direction, for example above your head?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	How much difficulty do you have lifting a two-litre bottle of milk from waist to eye level?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Personal care	Personal care includes things like showering and dressing yourself. In general, how much difficulty do you have with personal care?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Filter question for communication</i>	Because of a long-term condition or health problem, do you have difficulty being understood when communicating about everyday things?	Yes No (skip to next communication filter question)
Communication	<i>Only if yes to above:</i> How much difficulty do you have being understood?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Filter question for communication</i>	Because of a long-term condition or health problem, do you have difficulty understanding others?	Yes No (skip to concentrating)
Communication	<i>Only if yes to above:</i> How much difficulty do you have understanding others?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Filter question for concentrating</i>	Because of a long-term condition or health problem, do you have difficulty concentrating?	Yes No (skip to remembering)
Concentrating	<i>Only if yes to above:</i> How much difficulty do you have concentrating?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Filter question for remembering</i>	Because of a long-term condition or health problem, do you have difficulty remembering things?	Yes No (skip to learning)
Remembering	<i>Only if yes to above:</i> How much difficulty do you have remembering things?	No difficulty Some difficulty A lot of difficulty Cannot do at all

<i>Filter question for learning</i>	Do you have a long-term condition that makes it difficult in general for you to learn?	Yes No (skip to intellectual)
Learning	<i>Only if yes to above:</i> How much difficulty do you have learning new things?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	<i>Only if yes to filter question for learning:</i> Has that condition ever been formally diagnosed?	Yes No
<i>Not used for screening</i>	<i>Only if yes to above:</i> What is the name of that condition?	Free text
Intellectual	Intellectual disabilities include conditions such as Down's syndrome and fetal alcohol syndrome. Have you been diagnosed as having an intellectual disability?	Yes No
<i>Not used for screening</i>	What is the name, or cause, of your intellectual disability?	Free text
<i>Filter question for mental health</i>	Do you have a mental health condition that has lasted or is expected to last six months or more?	Yes No (skip to socialising)
Mental health	Because of that [mental health] condition, how much difficulty do you have with daily activities?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Filter question for socialising</i>	Do you have a long-term condition that makes it difficult for you to socialise or mix with others?	Yes No (skip to ADHD)
Socialising	<i>Only if yes to above:</i> How much difficulty do you have socialising or mixing with others?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	Have you ever been diagnosed as having ADHD or ADD?	Yes No
<i>Not used for screening</i>	Have you ever been diagnosed as having autism spectrum disorder or Asperger's Syndrome?	Yes No
Anxiety	How often do you feel worried, nervous, or anxious?	Never A few times a year A few times a month A few times a week Every day¹
Anxiety	The last time you felt that way, how would you describe the level of your worry, nervousness, or anxiety?	A little A lot¹ In-between
Depression	How often do you feel depressed?	Never A few times a year A few times a month A few times a week Every day²
Depression	The last time you felt depressed, how would you say you felt?	A little depressed Very depressed² In-between
<i>Filter question for pain</i>	Do you have a long-term condition or health problem which causes you pain?	Yes No (skip to fatigue)

¹ To screen-in on anxiety, a respondent must answer 'everyday' **and** 'a lot'.

² To screen-in on depression, a respondent must answer 'everyday' **and** 'very depressed'.

Pain	Because of that condition or health problem, how often are you in pain?	Some days Most days³ Every day³
Pain	The last time you were in pain, how much pain were you in?	A little pain A lot of pain³ In-between
<i>Filter question for fatigue</i>	Do you have a long-term condition or health problem that makes you feel tired or exhausted?	Yes No (screening ends)
Fatigue	In general, how does it make you feel?	A little tired Exhausted⁴ In-between
Fatigue	How often do you feel very tired or exhausted?	Some days Most days⁴ Every day⁴
Fatigue	The last time you felt that way, how long did it last?	Some of the day Most of the day⁴ The whole day⁴

³ To screen-in on pain, a respondent must answer ('most days' or 'every day') **and** 'a lot of pain'.

⁴ To screen-in on fatigue, a respondent must answer 'exhausted' **and** ('most days' or 'every day') **and** ('most of the day' or 'the whole day').

Table 1.2: Screening questions for all children (0–14 years old)

The child screening begins with the same introduction as adult screening: ‘The next questions are about long-term difficulties. Long-term is something that has lasted or is expected to last six months or more.’

As with the rest of the child questionnaire, the screening questions will be answered by a caregiver on the child’s behalf.

The screening questions vary depending on the child’s age. There are three subgroups of children: those younger than 2 years old, those aged 2–4 years old, and those aged 5 and over.

Table 1.2 contains all the child screening questions accompanied by the ‘subject population’ for each (which aged children will be asked each question). Three subsequent tables show the screening questions for children in each of the three age subgroups:

- [Table 1.3](#): Screening questions for children less than 2 years old
- [Table 1.4](#): Screening questions for children aged 2–4 years old
- [Table 1.5](#): Screening questions for children aged 5 years and older.

A child is considered disabled if they give at least one bolded answer in any domain.

Domain	Subject population	Question	Answer options
<i>Not used for screening</i>	0–14 years	Does [Name] wear glasses or contact lenses?	Yes No
Vision	0–14 years	How much difficulty does [Name] have seeing [even if wearing glasses or contact lenses]?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	0–14 years	Does [Name] have a hearing device such as a cochlear implant or hearing aid?	Yes No
Hearing	0–14 years	[When using a hearing device] how much difficulty does [Name] have hearing sounds like peoples' voices or music?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	2–14 years	Do they use any equipment or support for getting around such as a walker or wheelchair?	Yes No
Walking	2–4 years	[Without using equipment or support] how much difficulty does [Name] have walking on level ground?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Walking	5–14 years	[Without using equipment or support] how much difficulty does [Name] have walking 100 metres on level ground?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Walking	5–14 years	[Without using equipment or support] how much difficulty does [Name] have walking 500 metres on level ground?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	Less than 2 years old	How much difficulty does [Name] have moving any part of their body, for example waving their arms, kicking their legs, or turning their head?	No difficulty Some difficulty A lot of difficulty Cannot do at all

Flexibility	2–14 years	How much difficulty does [Name] have bending down?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	2–14 years	How much difficulty does [Name] have reaching in any direction, for example above their head?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Dexterity	2–14 years	How much difficulty does [Name] have using their hands to pick up small objects?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Personal care	5–14 years	Personal care includes things like feeding and dressing yourself. In general, how much difficulty does [Name] have with personal care?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Communication	2–4 years	How much difficulty does [Name] have understanding you?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Communication	2–4 years	If [Name] is speaking, how much difficulty do you have understanding them?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Communication	5–14 years	If speaking, how much difficulty does [Name] have being understood by people they live with?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Communication	5–14 years	If speaking, how much difficulty does [Name] have being understood by people they don't live with?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Concentrating	5–14 years	Compared with other children of the same age, how much difficulty does [Name] have concentrating on an activity they enjoy doing?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Remembering	5–14 years	Compared with other children of the same age, how much difficulty does [Name] have remembering things?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Learning	2–14 years	In general, how much difficulty does [Name] have learning new things?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	2–14 years	<i>Only if yes to above:</i> Has [Name] ever been formally diagnosed as having a long-term condition that makes it difficult in general for them to learn?	Yes No
<i>Not used for screening</i>	2–14 years	<i>Only if yes to above:</i> What is the name of that condition?	Free text
Intellectual	5–14 years	Intellectual disabilities include conditions such as Down's syndrome and fetal alcohol syndrome. Has [Name] ever been diagnosed as having an intellectual disability?	Yes No
<i>Not used for screening</i>	5–14 years	<i>If yes to above:</i> What is the name, or cause, of their intellectual disability?	Free text

Developmental delay	Less than 4 years old	Has [Name] been diagnosed as having a condition that delays their development?	Yes No
Playing	Less than 4 years old	How much difficulty does [Name] have playing?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Behaviour control	2–4 years	Some young children kick, bite, or hit others. Compared with children of the same age, how much does [Name] do that?	Less The same amount More A lot more
Behaviour control	5–14 years	Compared with other children of the same age, how much difficulty does [Name] have controlling their behaviour?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Accepting change	5–14 years	Compared with other children of the same age, how much difficulty does [Name] have accepting change to their routine?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Making friends	5–14 years	How much difficulty does [Name] have making friends?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Anxiety	5–14 years	How often would you say [Name] feels very worried, nervous, or anxious?	Never A few times a year A few times a month A few times a week Every day
Depression	5–14 years	How often would you say [Name] feels very sad or depressed?	Never A few times a year A few times a month A few times a week Every day
<i>Not used for screening</i>	5–14 years	Has [Name] ever been diagnosed as having autism spectrum disorder?	Yes No
<i>Not used for screening</i>	5–14 years	Has [Name] ever been diagnosed as having ADHD?	Yes No

Table 1.3: Screening questions for children less than 2 years old

Domain	Question	Answer options
<i>Not used for screening</i>	Does [Name] wear glasses or contact lenses?	Yes No
Vision	How much difficulty does [Name] have seeing [even if wearing glasses or contact lenses]?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	Does [Name] have a hearing device such as a cochlear implant or hearing aid?	Yes No
Hearing	[When using a hearing device] how much difficulty does [Name] have hearing sounds like peoples' voices or music?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	How much difficulty does [Name] have moving any part of their body, for example waving their arms, kicking their legs, or turning their head?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Playing	How much difficulty does [Name] have playing?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Developmental delay	Has [Name] been diagnosed as having a condition that delays their development?	Yes No

Table 1.4: Screening questions for children 2–4 years old

Domain	Question	Answer options
<i>Not used for screening</i>	Does [Name] wear glasses or contact lenses?	Yes No
Vision	How much difficulty does [Name] have seeing [even if wearing glasses or contact lenses]?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	Does [Name] have a hearing device such as a cochlear implant or hearing aid?	Yes No
Hearing	[When using a hearing device] how much difficulty does [Name] have hearing sounds like peoples' voices or music?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Communication	How much difficulty does [Name] have understanding you [[Name]'s caregiver]?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Communication	If [Name] is speaking, how much difficulty do you [[Name]'s caregiver] have understanding them?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	Do they use any equipment or support for getting around such as a walker or wheelchair?	Yes No
Walking	[Without using equipment or support] how much difficulty does [Name] have walking on level ground?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Dexterity	How much difficulty does [Name] have using their hands to pick up small objects?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	How much difficulty does [Name] have bending down?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	How much difficulty does [Name] have reaching in any direction, for example above their head?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Learning	In general, how much difficulty does [Name] have learning new things?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	<i>Only if yes to above:</i> Has [Name] ever been formally diagnosed as having a long-term condition that makes it difficult in general for them to learn?	Yes No
<i>Not used for screening</i>	<i>Only if yes to above:</i> What is the name of that condition?	Free text
Behaviour control	Some young children kick, bite, or hit others. Compared with children of the same age, how much does [Name] do that?	Less The same amount More A lot more
Playing	How much difficulty does [Name] have playing?	No difficulty Some difficulty A lot of difficulty

		Cannot do at all
Developmental delay	Has [Name] been diagnosed as having a condition that delays their development?	Yes No

Table 1.5: Screening questions for children 5 years and above

Domain	Question	Answer options
<i>Not used for screening</i>	Does [Name] wear glasses or contact lenses?	Yes No
Vision	How much difficulty does [Name] have seeing [even if wearing glasses or contact lenses]?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	Does [Name] have a hearing device such as a cochlear implant or hearing aid?	Yes No
Hearing	[When using a hearing device] how much difficulty does [Name] have hearing sounds like peoples' voices or music?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Communication	If speaking, how much difficulty does [Name] have being understood by people they live with?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Communication	If speaking, how much difficulty does [Name] have being understood by people they don't live with?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	Do they use any equipment or support for getting around such as a walker or wheelchair?	Yes No
Walking	[Without using equipment or support] how much difficulty does [Name] have walking 100 metres on level ground?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Walking	[Without using equipment or support] how much difficulty does [Name] have walking 500 metres on level ground?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Dexterity	How much difficulty does [Name] have using their hands to pick up small objects?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	How much difficulty does [Name] have bending down?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Flexibility	How much difficulty does [Name] have reaching in any direction, for example above their head?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Personal care	Personal care includes things like feeding and dressing yourself. In general, how much difficulty does [Name] have with personal care?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Learning	In general, how much difficulty does [Name] have learning new things?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	<i>Only if yes to above:</i> Has [Name] ever been formally diagnosed as having a long-term condition that makes it difficult in general for them to learn?	Yes No

<i>Not used for screening</i>	<i>Only if yes to above:</i> What is the name of that condition?	Free text
Concentrating	Compared with other children of the same age, how much difficulty does [Name] have concentrating on an activity they enjoy doing?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Remembering	Compared with other children of the same age, how much difficulty does [Name] have remembering things?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Intellectual	Intellectual disabilities include conditions such as Down's syndrome and fetal alcohol syndrome. Has [Name] ever been diagnosed as having an intellectual disability?	Yes No
<i>Not used for screening</i>	What is the name, or cause, of their intellectual disability?	Free text
Anxiety	How often would you say [Name] feels very worried, nervous, or anxious?	Never A few times a year A few times a month A few times a week Every day
Depression	How often would you say [Name] feels very sad or depressed?	Never A few times a year A few times a month A few times a week Every day
Accepting change	Compared with other children of the same age, how much difficulty does [Name] have accepting change to their routine?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Behaviour control	Compared with other children of the same age, how much difficulty does [Name] have controlling their behaviour?	No difficulty Some difficulty A lot of difficulty Cannot do at all
Making friends	How much difficulty does [Name] have making friends?	No difficulty Some difficulty A lot of difficulty Cannot do at all
<i>Not used for screening</i>	Has [Name] ever been diagnosed as having autism spectrum disorder?	Yes No
<i>Not used for screening</i>	Has [Name] ever been diagnosed as having ADHD?	Yes No

Table 2.1: Assistive equipment and technology questions for adults

Question and answer options	Subject population
1 Do you use any equipment or technology: to help people who have difficulty seeing/who cannot see [apart from glasses or contact lenses]? to help people who have difficulty hearing/who cannot hear [apart from a hearing aid or cochlear implant]? to help you communicate such as a symbol board, a communication book, or a device or app to generate speech? to help you concentrate such as fidget toys, earplugs, or noise cancelling headphones? because of your difficulty remembering things? because of a learning condition? because of an intellectual disability to help you be more independent? to support your mental health such as a mental health app, fidget toys, noise cancelling headphones, or a weighted blanket? because of difficulty socialising such as messaging apps, or fidget toys to help you relax? to help with fatigue when doing everyday activities? Do you use any equipment: or support for getting around such as crutches or a wheelchair? because of difficulty using your hands or fingers? because of difficulty bending down, reaching, or lifting? to help you with personal care? to help manage or relieve pain such as a TENS machine, heat pad, brace, or support? Yes / No (for each that is relevant)	Disabled adults will be asked all the relevant equipment and technology questions, based on which domains they screened in on: vision hearing communication concentrating remembering learning intellectual mental health socialising fatigue walking dexterity flexibility personal care pain
1p Because of a disability, condition or health problem, do you use any other equipment or technology that hasn't already been asked about? Yes / No	All disabled adults
2 What do you use to help you get around? Select all that apply: Cane or walking stick Walking frame or zimmerframe Crutches Wheelchair Mobility scooter Artificial limb Someone's assistance Something else	Disabled adults who have screened-in via walking and use equipment or support when getting around (Q1k = yes)
3 Thinking about the equipment or technology you've told me you use [including your glasses or contact lenses and your hearing device] - did you have difficulty getting any of it? Yes / No	Disabled adults who use any equipment or technology (Any of Q1a – Q1p = yes)
3a What were those difficulties? Free text	Disabled adults who had difficulty getting their equipment or technology (Q3 = yes)

4	Was any equipment or technology provided or paid for by a government agency such as the Ministry of Health, ACC, WINZ, a District Health Board, or Health NZ? <i>Yes / No</i>	Disabled adults who use any equipment or technology (Any of Q1a – Q1p = <i>yes</i>)
5	Is there any equipment or technology that you need, but don't have: for people who have difficulty seeing/who cannot see? for people who have difficulty hearing/who cannot hear? to help you with your difficulty communicating? to help you concentrate? to help with your difficulty remembering things? to help with your learning condition? to help you be more independent because of an intellectual disability? to support your mental health? to help with your difficulty socialising? to help manage your fatigue? to help you get around? to help you because of difficulty using your hands or fingers? to help you because of difficulty bending, reaching or lifting? to help you with personal care? to help manage or relieve pain? <i>Yes / No</i> (for each that is relevant)	Disabled adults will be asked all the relevant equipment and technology questions, based on which domains they screened in on: vision hearing communication concentrating remembering learning intellectual mental health socialising fatigue walking dexterity flexibility personal care pain
5p	Not counting things already mentioned, is there any other equipment or technology that you need, but don't have? <i>Yes / No</i>	All disabled adults
6	Why is it you don't have the equipment or technology you need? <i>Free text</i>	Disabled adults who have an unmet need for equipment or technology (Any of Q5a – Q5p = <i>yes</i>)

Table 2.2: Assistive equipment and technology questions for children

Question and answer options	Subject population
1 Does [Name] use any equipment or technology: a. to help people who have difficulty seeing/who cannot see [apart from glasses or contact lenses]? b. to help people who have difficulty hearing/who cannot hear [apart from a hearing aid or cochlear implant]? c. to help them communicate such as a symbol board, a communication book, or a device or app to generate speech? d. because of a learning condition? e. to help them concentrate such as fidget toys, earplugs, or noise cancelling headphones? f. because of their difficulty remembering things? g. to help them when they feel worried, nervous, or anxious? h. to help them with their autism spectrum disorder [or anxiety] - for example, fidget toys, earplugs, or noise cancelling headphones? Does [Name] use any equipment: i. or support for getting around such as crutches or a wheelchair? j. because of difficulty using their hands or fingers? k. because of difficulty bending down or reaching? l. to help them with personal care, such as feeding or dressing themselves? Yes / No (for each that is relevant)	Disabled children will be asked all the relevant equipment and technology questions, based on which domains they screened in on: a. vision (all ages) b. hearing (all ages) c. communication (2+ years) d. learning (2+ years) e. concentrating (5+ years) f. remembering (5+ years) g. anxiety but do not have autism spectrum disorder (5+ years) h. who have autism spectrum disorder and may or may not have screened-in via anxiety (5+ years) i. walking (2+ years) j. dexterity (2+ years) k. flexibility (2+ years) l. personal care (5+ years)
1m Because of a disability, condition or health problem, does [Name] use any special equipment or technology that hasn't already been asked about? Yes / No	All disabled children
2 What does [Name] use to help them get around? Select all that apply: - Cane or walking stick - Walker - Crutches - Wheelchair - Mobility scooter - Artificial limb - Someone's assistance - Something else	Disabled children aged 2 and over, who have screened-in via walking and use equipment or support when getting around (Q1i = yes)
3 Thinking about the equipment or technology [Name] uses [including their glasses or contact lenses and their hearing device] - did they have difficulty getting any of it? Yes / No	Disabled children who use any equipment or technology (Any of Q1a – Q1m = yes)
3a What were those difficulties? Free text	Disabled children who had difficulty getting their

		equipment or technology (Q3 = yes)
4	Was any equipment or technology provided or paid for by a government agency such as the Ministry of Education, Ministry of Health, ACC, a District Health Board, or Health NZ? <i>Yes / No</i>	Disabled children who use any equipment or technology (Any of Q1a – Q1m = yes)
5	Is there any equipment or technology [Name] needs, but doesn't have: a. for people who have difficulty seeing/who cannot see? b. for people who have difficulty hearing/who cannot hear? c. to help with their difficulty communicating? d. to help with their learning condition? e. to help them concentrate? f. to help them remember things? g. to help them when they feel worried, nervous, or anxious? h. to help with their autism spectrum disorder [or anxiety]? i. to help them get around? j. to help them because of their difficulty using their hands or fingers? k. to help them because of difficulty bending or reaching? l. to help them with personal care? <i>Yes / No (for each that is relevant)</i>	Disabled children will be asked all the relevant equipment and technology questions, based on which domains they screened in on: a. vision (all ages) b. hearing (all ages) c. communication (2+ years) d. learning (2+ years) e. concentrating (5+ years) f. remembering (5+ years) g. anxiety but do not have autism spectrum disorder (5+ years) h. who have autism spectrum disorder and may or may not have screened-in via anxiety (5+ years) i. walking (2+ years) j. dexterity (2+ years) k. flexibility (2+ years) l. personal care (5+ years)
5m	Not counting things already asked about, is there any equipment or technology [Name] needs, but doesn't have? <i>Yes / No</i>	All disabled children
6	Why is it [Name] doesn't have the equipment or technology they need? <i>Free text</i>	Disabled children who have an unmet need for equipment or technology (Any of Q5a – Q5m = yes)

Table 3.1: Personal and household support questions for adults

Question and answer options		Subject population
1	Were any of your difficulties [reported in screening] caused by an accident? <i>Yes / No</i>	All disabled adults
1a	Did you get any support from ACC after that accident? <i>Yes / No</i>	Disabled adults who had difficulties caused by an accident (Q1 = yes)
1b	Are you still getting any support from ACC because of that accident? <i>Yes / No</i>	Disabled adults who received ACC support (Q1a = yes)
2	Have you ever had a needs assessment organised by the Ministry of Health, Health NZ, or the Ministry of Disabled People? <i>Yes / No</i>	All disabled adults
2a	Did you get any government funded support as a result of that assessment? <i>Yes / No</i>	Disabled adults who had a needs assessment (Q2 = yes)
2b	Are you still getting at least the same level of funded support? <i>Yes / No</i>	Disabled adults who received support after a needs assessment (Q2a = yes)
3	Because of a disability, condition, or health problem, does your household get help with: a. shopping? b. cooking or getting meals ready? c. general housework such as cleaning or doing laundry? d. heavy housework such as mowing lawns or washing windows? <i>Yes / No (for each)</i>	All disabled adults
3a	How often does your household receive help with: a. shopping? b. cooking or getting meals ready? c. general housework such as cleaning or doing laundry? d. heavy housework such as mowing lawns or washing windows? <i>Everyday / at least once a week / at least once a fortnight / at least once a month / less often (for each)</i>	Disabled adults who receive help with shopping, cooking, general housework and/or heavy housework. (Q3 = yes at least once)
4	Because of a disability, condition or health problem, does anyone help you: a. with personal care such as dressing or showering? b. when communicating with others, for example when seeing a doctor? c. with making decisions? d. with paperwork such as filling in forms or paying bills? e. with using the internet? f. when going places or travelling? <i>Yes / No (for each)</i>	All disabled adults
4a	How often do you receive help: a. with personal care such as dressing or showering? b. when communicating with others, for example when seeing a doctor? c. with making decisions? d. with paperwork such as filling in forms or paying bills? e. with using the internet? f. when going places or travelling?	Disabled adults who receive help with personal care, communicating, making decisions, paperwork, the internet and/or travelling. (Q4 = yes at least once)

	<i>Everyday / at least once a week / at least once a fortnight / at least once a month / less often (for each)</i>	
5	Thinking about all the help you or your household get – is any of it funded or provided by government, such as the Ministry of Health, ACC, a District Health Board, or Health NZ? <i>Yes / No</i>	Disabled adults who receive help with at least one of the specified tasks (Q3 or Q4 = yes at least once)
6	Now I'd like you to think back over the last 12 months. Because of a disability, condition or health problem, did you or your household ever need help with everyday tasks, but couldn't get the help needed? <i>Yes / No</i>	All disabled adults
6a	What type of help was needed? <i>Select all that apply:</i> <i>Shopping</i> <i>Cooking or getting meals ready</i> <i>General housework</i> <i>Heavy housework</i> <i>Personal care</i> <i>Help communicating with others</i> <i>Making decisions</i> <i>Doing paperwork</i> <i>Using the internet</i> <i>Going places or travelling</i> <i>Something else - please state</i>	Disabled adults who had an unmet need for help (Q6 = yes)
6b	Why is it you couldn't get the help you needed? <i>Free text</i>	Disabled adults who had an unmet need for help (Q6 = yes)

Table 3.2: Personal and household support questions for children

Question and answer options		Subject population
1	Were any of [Name]'s difficulties [reported in screening] caused by an accident? <i>Yes / No</i>	All disabled children
1a	Did [Name] get any support from ACC after that accident? <i>Yes / No</i>	Disabled children who had difficulties caused by an accident (Q1 = <i>yes</i>)
1b	Are they still getting any support from ACC because of that accident? <i>Yes / No</i>	Disabled children who received ACC support (Q1a = <i>yes</i>)
2	Has [Name] ever had a needs assessment organised by the Ministry of Health, Health NZ, or the Ministry of Disabled People? <i>Yes / No</i>	All disabled children
2a	Did [Name] get any government funded support as a result of that assessment? <i>Yes / No</i>	Disabled children who had a needs assessment (Q2 = <i>yes</i>)
2b	Are they still getting at least the same level of funded support? <i>Yes / No</i>	Disabled children who received support after a needs assessment (Q2a = <i>yes</i>)
3	Do you get any of the following to help with the care of [Name]: a. a Disability Allowance or Child Disability Allowance? b. Supported Living payments? c. Carer Support from the Ministry of Health, a DHB, or Health NZ? d. payments from the Ministry of Health, a DHB, Health NZ, or ACC in exchange for your caregiving? <i>Yes / No (for each)</i>	All disabled children
4	Children often get help with personal care such as showering, using the toilet, or getting dressed. Because of a disability, condition or health problem, does [Name] get extra help compared with other children the same age? <i>Yes / No</i>	Disabled children aged 2 years or older
4a	How often do they usually get extra help with personal care? <i>Everyday / at least once a week / at least once a fortnight / at least once a month / less often</i>	Disabled children aged 2 years or older who get extra help with personal care (Q4 = <i>yes</i>)
5	Because of a child's disability, condition or health problem, some households may get help with general housework such as preparing meals, shopping, or cleaning. Does [Name]'s household get that? <i>Yes / No</i>	All disabled children
5a	How often does the household usually get help with housework? <i>Everyday / at least once a week / at least once a fortnight / at least once a month / less often</i>	Disabled children whose households get help with general housework (Q5 = <i>yes</i>)
6	Is any of that help funded or provided by government, such as the Ministry of Health, ACC, a District Health Board, or Health NZ? <i>Yes / No</i>	Disabled children (or their household) who get help with at least one of the specified tasks (Either of Q4 or Q5 = <i>yes</i>)

7	I'd like you to think back over the last 12 months. Because of [Name]'s disability, condition or health problem, was there ever a time when [Name] or their household needed help, but couldn't get what was needed? <i>Yes / No</i>	All disabled children
7a	What type of help was needed? <i>Personal care help for [Name] / household help / something else - please state</i>	Disabled children who had an unmet need for help (Q7 = yes)
7b	Why is it they couldn't get that help? <i>Free text</i>	Disabled children who had an unmet need for help (Q7 = yes)

Table 4.1: Health services questions for adults

Question and answer options		Subject population
1	In the last 12 months, have you had an appointment with any of the following health professionals: a. a family doctor or GP? b. A nurse at a medical centre? c. A dentist or oral health professional? d. an optometrist or eye health professional? e. a pharmacist for advice or medication including prescriptions? f. a counsellor, psychologist or other mental health professional? <i>Yes / No (for each)</i>	All disabled adults
2	Thinking about health services you've used in the last 12 months. Did you have any difficulties either getting an appointment, or with the service provided? <i>Yes / No</i>	Disabled adults who saw at least one health professional in the last 12 months <i>(Q1 = yes at least once)</i>
2a	What difficulties did you have? <i>Free text</i>	Disabled adults who had difficulties when seeing health professionals in the last 12 months <i>(Q2 = yes)</i>
3	In the last 12 months, has there ever been a time when you needed to see a health professional, but couldn't? <i>Yes / No</i>	All disabled adults
3a	Which type of health professional couldn't you see? <i>Select all that apply:</i> <i>GP</i> <i>Nurse</i> <i>Dentist or oral health professional</i> <i>Optometrist or eye health professional</i> <i>Pharmacist</i> <i>Counsellor, psychologist or other mental health professional</i> <i>Physio, occupational therapist or speech therapist</i> <i>Medical specialist</i> <i>Another type of health professional</i>	Disabled adults who had an unmet need to see health professionals in last 12 months <i>(Q3 = yes)</i>
3b	Why couldn't you see those health professionals when needed? <i>Free text</i>	Disabled adults who had an unmet need to see health professionals in last 12 months <i>(Q3 = yes)</i>
4	In the last 12 months, has there ever been a time when you needed medication or a prescription, but couldn't get it? <i>Yes / No</i>	All disabled adults

Table 4.2: Health services questions for children

Question and answer options		Subject population
1	In the last 12 months, has [Name] had an appointment with any of the following health professionals: a. a family doctor or GP? b. a Plunket or Well Child Tamariki Ora nurse? [Only if child is 0 – 5 years] c. a nurse at a medical centre? d. a dentist or oral health professional? e. an optometrist or eye health professional? f. a pharmacist for advice or medication including prescriptions? g. a counsellor, psychologist or other mental health professional? <i>Yes / No (for each)</i>	All disabled children
2	Thinking about health services [Name] has used in the last 12 months. Did they have any difficulties either getting an appointment, or with the service provided? <i>Yes / No</i>	Disabled children who saw at least one health professional in the last 12 months (Q1 = yes at least once)
2a	What difficulties did they have? <i>Free text</i>	Disabled children who had difficulties when seeing health professionals in the last 12 months (Q2 = yes)
3	In the last 12 months, has there ever been a time when [Name] needed to see a health professional, but couldn't? <i>Yes / No</i>	All disabled children
3a	Which type of health professional couldn't they see? <i>Select all that apply:</i> <i>GP</i> <i>Plunket or Well Child Tamariki Ora nurse</i> <i>Nurse at a medical centre</i> <i>Dentist or oral health professional</i> <i>Optometrist or eye health professional</i> <i>Pharmacist</i> <i>Counsellor, psychologist or other mental health professional</i> <i>Physio, occupational therapist or speech therapist</i> <i>Medical specialist</i> <i>Another type of health professional</i>	Disabled children who had an unmet need to see health professionals in last 12 months (Q3 = yes)
3b	Why couldn't [Name] see those health professionals when needed? <i>Free text</i>	Disabled children who had an unmet need to see health professionals in last 12 months (Q3 = yes)
4	In the last 12 months, has there ever been a time when [Name] needed medication or a prescription, but couldn't get it? <i>Yes / No</i>	All disabled children

Table 5.1: Education questions for adults

The education questions differ depending on whether the respondent is in school education, post-school education or not in education.

Table 5.1 is divided into three, showing the questions for adults in each of the three scenarios.

Question and answer options		Subject population
1	Are you currently enrolled in formal education or training? <i>Yes / No</i>	All disabled adults
1a	Where are you enrolled? <i>Secondary school (including specialist schools) / Polytech or institute of technology / Wānanga / University / Private training establishment (PTE) / Other tertiary institution</i>	Disabled adults enrolled in formal education or training (Q1 = yes)
If respondent is at secondary school		
2	What type of school do you go to? <i>Mainstream school / Specialist school / Te Kura, the Correspondence School / Home school / Another type of school</i>	Disabled adults at school (Q1a = secondary school)
3	On a scale of one to five, where one is not at all well and five is very well, how well does your school understand and respond to your needs? <i>Numerical rating 1 – 5</i>	Disabled adults at school, excluding home schooled (Q2 = mainstream school, specialist school, Te Kura, or another type of school)
4	Because of a disability, condition or health problem have you ever: a. had difficulty enrolling in a suitable school? b. had to change schools? <i>Yes / No (for each)</i>	Disabled adults at school (Q1a = secondary school)
5	Have you ever been unable to go to school for several weeks or longer because of: a. health issues? b. lack of adequate support at school? <i>Yes / No (for each)</i>	Disabled adults at school (Q1a = secondary school)
6	Have you ever been bullied at school? <i>Yes / No</i>	Disabled adults at school (Q1a = secondary school)
7	Have you ever been stood down or formally removed from school? <i>Yes / No</i>	Disabled adults at school (Q1a = secondary school)
8	At school do you have any difficulty: a. making friends? b. being included in group activities? c. taking part in sports or games? d. going to school events or outings? <i>Yes / No (for each)</i>	Disabled adults at school, excluding home schooled and Te Kura (Q2 = mainstream school, specialist school, or another type of school)
9	Because of a disability, condition or health problem do you need any classroom materials adapted to make them more suitable? <i>Yes / No</i>	Disabled adults at school (Q1a = secondary school)

9a	Do you get all the classroom materials you need? <i>Yes / No</i>	Disabled adults at school who need adapted classroom materials (Q9 = <i>yes</i>)
10	Because of a disability, condition or health problem do you have any devices, technology, or special equipment to help you with your schoolwork? <i>Yes / No</i>	Disabled adults at school (Q1a = <i>secondary school</i>)
10a	Are there any devices, technology, or special equipment you need but don't have? <i>Yes / No</i>	Disabled adults at school (Q1a = <i>secondary school</i>)
11	Has anyone ever applied for ORS funding for you? <i>Yes / No</i>	Disabled adults at school (Q1a = <i>secondary school</i>)
11a	Do you get ORS funding? <i>Yes / No</i>	Disabled adults at school who have applied for ORS funding (Q11 = <i>yes</i>)
12	Do you go to a special education unit or learning support centre at school? <i>Yes / No</i>	Disabled adults who attend a mainstream school (Q2 = <i>mainstream school</i>)
13	Because of a disability, condition or health problem, at school, do you get support from: a. a resource teacher or teacher aide? b. a health professional such as a speech therapist, physiotherapist or psychologist? <i>Yes / No (for each)</i>	Disabled adults who attend a mainstream school (Q2 = <i>mainstream school</i>)
14	Do you need: a. [more] support from a resource teacher or teacher aide? b. [more] support at school from a health professional? <i>Yes / No (for each)</i>	Disabled adults who attend a mainstream school (Q2 = <i>mainstream school</i>)
15	Because of a disability, condition or health problem, do you have any difficulty getting to or from school? <i>Yes / No</i>	Disabled adults at school, excluding home schooled and Te Kura (Q2 = <i>mainstream school, specialist school, or another type of school</i>)
16	Are the buildings at your school accessible to people with disabilities, conditions, or health problems? <i>Yes / No</i>	Disabled adults at school, excluding home schooled and Te Kura (Q2 = <i>mainstream school, specialist school, or another type of school</i>)
16a	Are there any building features you need at the school that aren't currently there, or need to be upgraded? <i>Yes / No</i>	Disabled adults at school, excluding home schooled and Te Kura (Q2 = <i>mainstream school, specialist school, or another type of school</i>)
If respondent is in post-school education		
17	Because of a disability, condition, or health problem do you need any course materials adapted to make them more suitable? <i>Yes / No</i>	Disabled adults in post-school education

		(Q1 = <i>polytech, wānanga, university, PTE, or other tertiary institution</i>)
17a	Do you get all the course materials you need? <i>Yes / No</i>	Disabled adults in post-school education who need adapted course materials (Q20 = <i>yes</i>)
18	Because of a disability, condition or health problem do you have any devices, technology, or special equipment to help you with your studies? <i>Yes / No</i>	Disabled adults in post-school education (Q1 = <i>polytech, wānanga, university, PTE, or other tertiary institution</i>)
18a	Are there any devices, technology, or special equipment you need but don't have? <i>Yes / No</i>	Disabled adults in post-school education (Q1 = <i>polytech, wānanga, university, PTE, or other tertiary institution</i>)
19	Do you have any special arrangements when sitting tests or exams? <i>Yes / No</i>	Disabled adults in post-school education (Q1 = <i>polytech, wānanga, university, PTE, or other tertiary institution</i>)
20	Because of a disability, condition or health problem do you get help with your studies such as one-on-one tuition or assistance taking notes? <i>Yes / No</i>	Disabled adults in post-school education (Q1 = <i>polytech, wānanga, university, PTE, or other tertiary institution</i>)
20a	Do you need any [additional] help? <i>Yes / No</i>	Disabled adults in post-school education (Q1 = <i>polytech, wānanga, university, PTE, or other tertiary institution</i>)
21	Because of a disability, condition or health problem, do you have any difficulty getting to or from your place of study? <i>Yes / No</i>	Disabled adults in post-school education (Q1 = <i>polytech, wānanga, university, PTE, or other tertiary institution</i>)
22	Are the buildings at your place of study accessible to people with disabilities, conditions, or health problems? <i>Yes / No</i>	Disabled adults in post-school education (Q1 = <i>polytech, wānanga, university, PTE, or other tertiary institution</i>)
22a	Are there any building features you need at your place of the study that aren't currently there, or need to be upgraded? <i>Yes / No</i>	Disabled adults in post-school education (Q1 = <i>polytech, wānanga, university, PTE, or other tertiary institution</i>)
If respondent is not currently in education		
23	Would you like to do some study or training in the future? <i>Yes / No</i>	Disabled adults not in education or training (Q1 = <i>no</i>)
23a	Is there anything that is discouraging you from doing it? <i>Free text</i>	Disabled adults who are not in education or training but would like to be in the future (Q23 = <i>yes</i>)

Table 5.2: Education questions for children

Question and answer options		Subject population
1	Is [Name] enrolled at school? <i>Yes / No</i>	Disabled children aged 5 and over
1a	What type of school does [Name] attend? <i>Mainstream school / Specialist school / Te Kura, the Correspondence School / Home school / Another type of school</i>	Disabled children who are enrolled at school (Q1 = yes)
2	On a scale of one to five, where one is not at all well and five is very well, how well does [Name]’s school understand and respond to their needs? <i>Numerical rating 1 – 5</i>	Disabled children at school, excluding home schooled (Q1a = <i>mainstream school, specialist school, Te Kura, or another type of school</i>)
3	Because of a disability, condition or health problem has [Name] ever: a. had difficulty enrolling in a suitable school? b. had to change schools? <i>Yes / No (for each)</i>	Disabled children who are enrolled at school (Q1 = yes)
4	Have they ever been unable to go to school for several weeks or longer because of: a. health issues? b. lack of adequate support at school? <i>Yes / No (for each)</i>	Disabled children who are enrolled at school (Q1 = yes)
5	Have they ever been bullied at school? <i>Yes / No</i>	Disabled children who are enrolled at school (Q1 = yes)
6	Have they ever been stood down or formally removed from school? <i>Yes / No</i>	Disabled children who are enrolled at school (Q1 = yes)
7	At school do you have any difficulty: a. making friends? b. being included in group activities? c. taking part in sports or games? d. going to school events or outings? <i>Yes / No (for each)</i>	Disabled children enrolled at school, excluding home schooled and Te Kura (Q1a = <i>mainstream school, specialist school, or another type of school</i>)
8	Because of a disability, condition or health problem, does [Name] have any difficulty getting to or from school? <i>Yes / No</i>	Disabled children enrolled at school, excluding home schooled and Te Kura (Q1a = <i>mainstream school, specialist school, or another type of school</i>)
9	Because of a disability, condition or health problem does [Name] need any classroom materials adapted to make them more suitable? <i>Yes / No</i>	Disabled children who are enrolled at school (Q1 = yes)
9a	Do they get all the classroom materials they need? <i>Yes / No</i>	Disabled children who need adapted classroom materials (Q9 = yes)
10	Because of a disability, condition or health problem does [Name] have any devices, technology, or special equipment to help them with their schoolwork? <i>Yes / No</i>	Disabled children who are enrolled at school (Q1 = yes)

10a	Are there any devices, technology, or special equipment they need but don't have? <i>Yes / No</i>	Disabled children who are enrolled at school (Q1 = <i>yes</i>)
11	Has anyone ever applied for ORS funding for [Name]? <i>Yes / No</i>	Disabled children who are enrolled at school (Q1 = <i>yes</i>)
11a	Does [Name] get ORS funding? <i>Yes / No</i>	Disabled children who have applied for ORS funding (Q11a = <i>yes</i>)
12	Does [Name] go to a special education unit or learning support centre at school? <i>Yes / No</i>	Disabled children who are enrolled at a mainstream school (Q1a = <i>mainstream school</i>)
13	Because of a disability, condition or health problem, at school, does [Name] get support from: a. a resource teacher or teacher aide? b. a health professional such as a speech therapist, physiotherapist or psychologist? <i>Yes / No (for each)</i>	Disabled children who are enrolled at a mainstream school (Q1a = <i>mainstream school</i>)
13a	Does [Name] need: a. [more] support from a resource teacher or teacher aide? b. [more] support at school from a health professional? <i>Yes / No (for each)</i>	Disabled children who are enrolled at a mainstream school (Q1a = <i>mainstream school</i>)
14	Are the buildings at [Name]'s school accessible to people with disabilities, conditions, or health problems? <i>Yes / No</i>	Disabled children enrolled at school, excluding home schooled and Te Kura (Q1a = <i>mainstream school, specialist school, or another type of school</i>)
14a	Are there any building features [Name] needs at school that aren't currently there or need to be upgraded? <i>Yes / No</i>	Disabled children enrolled at school, excluding home schooled and Te Kura (Q1a = <i>mainstream school, specialist school, or another type of school</i>)
Early Childhood Education		
15	Does [Name] attend any type of early childhood education such as a childcare centre, playgroup, kindergarten, kōhanga reo, or a home-based care provider? <i>Yes / No</i>	Disabled children below 5 years old or 5 years old and not enrolled at school (Q1 = <i>no</i>)

Table 6.1: Employment questions for adults

Question and answer options		Subject population
1	Do you currently have a paid job? <i>Yes / No</i>	All adults, disabled and non-disabled
If respondent does NOT currently have a paid job		
2	Did you used to have a paid job? <i>Yes / No</i>	Disabled adults below 80 years old who don't currently have a paid job (Q1 = <i>no</i>)
2a	Would you like to have a paid job [again]? <i>Yes / No</i>	Disabled adults below 80 years old who don't currently have a paid job (Q1 = <i>no</i>)
3	Because of a disability, condition or health problem, have you ever had to: a. change jobs? b. re-train? <i>Yes / No</i> (for each)	Disabled adults below 80 who don't currently have a paid job but used to and would one (Q1 = <i>no</i> and Q2 = <i>yes</i> and Q2a = <i>yes</i>)
4	Would any of the following make it more likely for you to find a job: a. help finding and applying for a suitable job? b. more positive attitudes towards people with disabilities, conditions, or health problems? c. more training, qualifications, or skills? d. suitable transport to and from work? e. support or help at work? f. flexible work arrangements such as being allowed to work from home or change the hours you work? g. the availability of equipment or technology such as modified tools or special seating? <i>Yes / No</i> (for each)	Disabled adults below 80 who don't currently have a paid job but would like to (Q1 = <i>no</i> and Q2a = <i>yes</i>)
5	In general, how willing do you think employers are to hire disabled people? <i>Very willing / Somewhat willing / Unwilling</i>	Non-proxied disabled adults below 80 who don't currently have a paid job but would like to (Q1 = <i>no</i> and Q2a = <i>yes</i>)
5a	In general, how willing do you think other people are to work alongside disabled people? <i>Very willing / Somewhat willing / Unwilling</i>	Non-proxied disabled adults below 80 who don't currently have a paid job but would like to (Q1 = <i>no</i> and Q2a = <i>yes</i>)
If respondent DOES have a paid job		
6	Do you have one paid job, or more than one? <i>One paid job / More than one</i>	Disabled and non-disabled adults who have a paid job (Q1 = <i>yes</i>)
7	On a scale of one to five, where one is not at all satisfied and five is very satisfied, how do you feel about your [main] job? <i>Numerical rating 1 – 5</i>	Non-proxied disabled and non-disabled adults who have a paid job (Q1 = <i>yes</i>)
8	Do you usually work about the same number of hours each week [in your main job]? <i>Yes / No</i>	Disabled and non-disabled adults who have a paid job (Q1 = <i>yes</i>)

8a	In a typical week, about how many hours do you work? <i>Numerical answer: number of hours</i>	Disabled and non-disabled adults who usual hours (Q8 = yes)
8b	Would you like to work more hours? <i>Yes / No</i>	Disabled and non-disabled adults who usually work less than 50 hours a week (Q8a < 50)
9	Because of a disability, condition or health problem: a. have any modifications been made to your work area or equipment? b. have you got additional equipment or technology to help you at work? <i>Yes / No (for each)</i>	Disabled adults who have a paid job (Q1 = yes)
9a	Are there any [other] modifications, equipment, or technology you need but don't have? <i>Yes / No</i>	Disabled adults who have a paid job (Q1 = yes)
10	Because of a disability, condition or health problem, in your job do you get support or help from others? <i>Yes / No</i>	Disabled adults who have a paid job (Q1 = yes)
10a	Is there any [other] support or help [you] need but don't have? <i>Yes / No</i>	Disabled adults who have a paid job (Q1 = yes)
11	If needed, when working can you: a. vary the tasks you do? b. change your work schedule such as your start and finish times or your break times? <i>Yes / No (for each)</i>	Disabled adults who have a paid job (Q1 = yes)
11a	Are there [other] changes to you work schedule or tasks that would help you in your job? <i>Yes / No</i>	Disabled adults who have a paid job (Q1 = yes)
12	Does your workplace have building features to make it more accessible for disabled people? <i>Yes / No</i>	Disabled adults who have a paid job (Q1 = yes)
12a	Are there any [additional] building features that would be helpful for you? <i>Yes / No</i>	Disabled adults who have a paid job (Q1 = yes)
13	Because of a disability, condition or health problem, have you ever had to: a. change jobs? b. re-train? <i>Yes / No (for each)</i>	Disabled adults who have a paid job (Q1 = yes)
14	In general, how willing do you think employers are to hire disabled people? <i>Very willing / Somewhat willing / Unwilling</i>	Non-proxied disabled adults who have a paid job (Q1 = yes)
14a	In general, how willing do you think other people are to work alongside disabled people? <i>Very willing / Somewhat willing / Unwilling</i>	Non-proxied disabled adults who have a paid job (Q1 = yes)
Whether respondent has a paid job or not		
15	[As well as working in a paid job,] In the last four weeks have you done any voluntary work: a. for an organisation or group? b. for people who live in another household?	All adults; disabled and non-disabled.

	Yes / No (for each)	
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Table 7.1: Housing questions for adults

Question and answer options		Subject population
1	How long have you lived at your current address? <i>More than 5 years / Less than that</i>	All adults; disabled and non-disabled.
1a	In the last five years, about how many times have you moved? <i>Numerical answer: number of moves</i>	Disabled and non-disabled adults who have lived at their current home for less than 5 years (Q1 = <i>less than that</i>)
1b	Thinking about the last place you lived before now. Why did you move from there? <i>Select all that apply:</i> <i>Tenancy ended by landlord or rental agency</i> <i>Poor relationship with landlord or rental agency</i> <i>Social reasons, eg: to be closer to family or friends, relationship changes</i> <i>Education or work-related reasons</i> <i>Housing quality reasons eg: wanted a warmer or better maintained home</i> <i>Wanted a more suitable home eg: more accessible, better size</i> <i>Location eg: to be closer to services, disliked neighbourhood</i> <i>Previous housing too expensive</i> <i>Moved into own dwelling</i> <i>Other</i>	Disabled and non-disabled adults who have lived at their current home for less than 5 years (Q1 = <i>less than that</i>)
1c	What was the main reason you moved from your last place? <i>Respondents will need to pick just one of the multiple reasons they gave in Q1b</i>	Disabled and non-disabled adults who gave more than one reason for last move (Q1b = <i>multiple reasons</i>)
2	Thinking back to when you were looking for your current home. Because of a disability, condition or health problem did you have to look for a place with particular surroundings such as somewhere with good street access, or within easy reach of medical services or public transport? <i>Yes / No</i>	All disabled adults
2a	Because of a disability, condition or health problem, did [iYouName] have to look for a place with particular features or modifications such as drive-on access, wide doorways, ramps, or no stairs? <i>Yes / No</i>	All disabled adults
2b	Were you able to find a place that met those needs? <i>Yes - all needs met / Yes - some needs met / No</i>	Disabled adults who had to look for housing with particular surroundings or features (Q2 or Q2a = <i>yes</i>)
2c	Was it easy to find that place? <i>Yes / No</i>	Disabled adults who found a housing that met some or all their needs (Q2b = <i>Yes - all needs met or Yes - some needs met</i>)

3	Because of a disability, condition or health problem have any modifications been made since you moved into your current home? <i>Yes / No</i>	All disabled adults
3a	Are there any [more] modifications needed? <i>Yes / No</i>	All disabled adults
4	Thinking about the location of your current home. Are you happy with the location or would you like to move to somewhere more suitable? <i>Happy in current location / Would like to move somewhere more suitable</i>	All adults; disabled and non-disabled
4a	And the house or building itself. Are you happy with it or would you like something more suitable? <i>Happy with house or building / Would like something more suitable</i>	All adults; disabled and non-disabled
5	Does your home need any major repairs or maintenance? <i>Yes / No</i>	All adults; disabled and non-disabled
6	In general, what condition is the house in? <i>Very poor / Poor / Good / Very good</i>	All adults; disabled and non-disabled
7	In winter, how often is your home colder than you'd like? <i>Very often / Often / Just now and again / Never</i>	All adults; disabled and non-disabled
8	Is your house too small, too big or about the right size for you and your household? <i>Too small / Too big / About the right size for household</i>	All adults; disabled and non-disabled

Table 7.2: Housing questions for children

Question and answer options		Subject population
1	Has [Name] always lived at their current address? <i>Yes / No</i>	All children; disabled and non-disabled
1a	In the last five years, about how many times has [Name] moved homes? <i>Numerical answer: number of moves</i>	Disabled and non-disabled who haven't always lived at current address (Q1 = <i>no</i>)
2	Thinking about the location of [Name]'s home. Is the household happy with the location or would they like to move to somewhere more suitable? <i>Happy in current location / Would like to move somewhere more suitable</i>	All children; disabled and non-disabled
2a	And the house or building itself. Is the household happy with it or would they like something more suitable? <i>Happy with house or building / Would like something more suitable</i>	All children; disabled and non-disabled
3	Have any modifications been made to the home to help [Name]? <i>Yes / No</i>	Disabled children
3a	Are there any [more] modifications needed? <i>Yes / No</i>	Disabled children
4	Does [Name]'s home need any major repairs or maintenance? <i>Yes / No</i>	All children; disabled and non-disabled
5	In general, how would you describe the condition of the house [Name] lives in? <i>Very poor / Poor / Good / Very good</i>	All children; disabled and non-disabled
6	In winter, how often is the home colder than the household would like? <i>Very often / Often / Just now and again / Never</i>	All children; disabled and non-disabled
7	Is [Name]'s house too small, too big or about the right size for their household? <i>Too small / Too big / About the right size for household</i>	All children; disabled and non-disabled

Table 8.1: Transport questions for adults

Question and answer options		Subject population
1	In general, how often do transport problems make it difficult, or altogether stop you from getting to where you want to go? <i>Very often / Often / Just now and again / Never</i>	All adults; disabled and non-disabled
2	Do you ever drive? <i>Yes / No</i>	Disabled adults aged 16 and over, excluding those who have vision difficulties
2a	Do you drive often? <i>Yes / No</i>	All non-disabled adults aged 16 and over, and disabled adults aged 16 and over excluding those who have vision difficulties (Q2 = yes)
2b	Is the reason you don't drive [more often] related to a disability, condition or health problem you may have? <i>Yes / No</i>	Disabled adults who either don't drive at all or don't drive often (Q2 = no or Q2a = no)
3	Do you ever travel as a passenger in a car? <i>Yes / No</i>	Disabled adults
3a	Do you travel as a passenger in a car often? <i>Yes / No</i>	All non-disabled adults, and disabled adults who travel as passengers in cars (Q3 = yes)
3b	Is the reason you don't travel as a passenger [more often] related to a disability, condition or health problem you may have? <i>Yes / No</i>	Disabled adults who don't ever travel as passengers in cars or don't do it often (Q3 = no or Q3a = no)
4	Because of a disability, condition or health problem do you need to park close to where you're going? <i>Yes / No</i>	Disabled adults who ever drive or ever travel as passengers in cars (Q2 = yes or Q3 = yes)
4a	Do you have a mobility parking permit? <i>Yes / No</i>	Disabled adults who need to park close to their destination (Q4 = yes)
4b	In the last four weeks, how often was parking an issue? <i>Very often / Often / Just now and again / Never / Didn't travel by car in the last 4 weeks</i>	Disabled adults who need to park close to their destination (Q4 = yes)
5	Do you often use public transport? <i>Yes / No</i>	All adults; disabled and non-disabled
5a	Is the reason you don't related to a disability, condition or health problem you may have? <i>Yes / No</i>	Disabled adults who don't use public transport often (Q5 = no)
5b	In the last 12 months have you had any difficulties or bad experiences using public transport? <i>Yes / No</i>	Disabled and non-disabled adults who do use public transport often (Q5 = yes)
5c	Do you usually feel safe using or waiting for public transport? <i>Yes / No</i>	Non-proxy disabled and non-disabled adults who do use public transport often (Q5 = yes)

6	Do you often walk, bike, or use other kinds of active transport to get to places? <i>Yes / No</i>	All adults; disabled and non-disabled
6a	Is the reason you don't related to a disability, condition or health problem you may have? <i>Yes / No</i>	Disabled adults who don't use active transport often (Q6= <i>no</i>)

Table 8.2: Transport questions for children

Question and answer options		Subject population
1	In general, how often do transport problems make it difficult, or altogether stop [Name] from getting to where they need to go? <i>Very often / Often / Just now and again / Never</i>	All children aged 5 and over; disabled and non-disabled
2	Does [Name] ever travel as a passenger in a car? <i>Yes / No</i>	Disabled children aged 5 and over
2a	Does [Name] travel as a passenger in a car often? <i>Yes / No</i>	All non-disabled children (5+), and disabled children (5+) who travel as passengers in cars (Q2= yes)
2b	Is the reason they don't travel as a passenger [more often] related to a disability, condition or health problem they may have? <i>Yes / No</i>	Disabled children (5+) who don't ever travel by car or don't do it often (Q2 = no or Q2a = no)
3	Because of a disability, condition or health problem, does [Name] need the car parked close to where they're going? <i>Yes / No</i>	Disabled children (5+) who ever travel by car (Q2 = yes)
3a	Does [Name] have a mobility parking permit issued in their name? <i>Yes / No</i>	Disabled children (5+) who need to park close to their destination (Q3 = yes)
3b	In the last four weeks, how often was parking an issue? <i>Very often / Often / Just now and again / Never / Didn't travel by car in the last 4 weeks</i>	Disabled children (5+) who need to park close to their destination (Q3 = yes)
4	Does [Name] often use public transport? <i>Yes / No</i>	All children (5+); disabled and non-disabled
4a	Is the reason they don't [use public transport often] related to a disability, condition or health problem they may have? <i>Yes / No</i>	Disabled children (5+) who don't use public transport often (Q4= no)
4b	Has [Name] had any difficulties or bad experiences travelling on public transport? <i>Yes / No</i>	Disabled and non-disabled children (5+) who do use public transport often (Q4 = yes)
5	Does [Name] often walk, bike, or use other kinds of active transport to get to places? <i>Yes / No</i>	All children (5+); disabled and non-disabled
5a	Is the reason they don't [use active transport often] related to a disability, condition or health problem they may have? <i>Yes / No</i>	Disabled children (5+) who don't use active transport often (Q5= no)

Table 9.1: Leisure questions for adults

Question and answer options		Subject population
1	In the last 12 months have you been away on holiday? <i>Yes / No</i>	All adults; disabled and non-disabled
2	In the last four weeks, have you done any of the following in your free time: a. played sport or done any other physical exercise? b. been to an outdoor area such as a beach, park, or nature reserve? c. been to a community event like a fair or cultural festival? d. been to an event like a concert, stage show, movie, or sports match? e. been to a public attraction like an art gallery, museum, historic site, or zoo? f. done any hobbies? g. visited or gone out with friends, family, or whānau? <i>Yes / No (for each)</i>	All adults; disabled and non-disabled
3	Is there anything that makes it hard for you to do all the leisure activities you'd like to do? <i>Yes / No</i>	Disabled adults
3a	What things make it hard for you? <i>Free text</i>	Disabled adults who have something making it hard do leisure activities (Q3 = <i>yes</i>)

Table 9.2: Leisure questions for children

Question and answer options		Subject population
1	In the last 12 months has [Name] been away on holiday? <i>Yes / No</i>	All children aged 5 and over; disabled and non-disabled
2	In the last four weeks, has [Name] done any of the following in their free time: a. played sport or done any other physical exercise? b. been to an outdoor area such as a beach, park, or nature reserve? c. been to a community event like a school fair or cultural festival? d. been to an event like a concert, stage show, movie, or sports match? e. been to a public attraction like an art gallery, museum, historic site, or zoo? f. done any hobbies? g. visited or gone out with friends, family, or whānau? <i>Yes / No (for each)</i>	All children aged 5 and over; disabled and non-disabled
3	Is there anything that makes it hard for [Name] to do all the leisure activities they'd like to do? <i>Yes / No</i>	Disabled children (5+)
3a	What things make it hard for them? <i>Free text</i>	Disabled children (5+) who have something making it hard do leisure activities (Q3 = <i>yes</i>)

Table 10.1: Wellbeing questions for adults

Question and answer options		Subject population
1	In general, how would you rate your health? <i>Excellent / Very good / Good / Fair / Poor</i>	All adults; disabled and non-disabled
2	How well does your household's total income meet the cost of basic needs such as food, clothing, and housing? <i>Income is not enough / Only just enough / Enough / More than enough</i>	All non-proxied adults; disabled and non-disabled
3	Thinking about life in general. On a scale of zero to ten, where zero is completely dissatisfied and ten is completely satisfied, how satisfied are you with your life as a whole? <i>Numerical rating 1 – 10</i>	All non-proxied adults; disabled and non-disabled
4	Do you feel safe at home by yourself: a. during the day? b. at night? <i>Yes / No / Never at home alone (for each)</i>	All non-proxied adults; disabled and non-disabled
4a	Do you feel safe out in your neighbourhood by yourself: a. during the day? b. at night? <i>Yes / No / Never alone in neighbourhood (for each)</i>	All non-proxied adults; disabled and non-disabled
5	In the last 12 months, have you been discriminated against in New Zealand? <i>Yes / No</i>	All non-proxied adults; disabled and non-disabled
5a	Why do you think you were discriminated against? <i>Select all that apply:</i> <i>Age</i> <i>Ethnicity / race / skin colour</i> <i>Gender / gender identity</i> <i>Sexual orientation</i> <i>Disability / health</i> <i>Way of talking / accent / language spoken</i> <i>Appearance / way of dressing</i> <i>Religion</i> <i>Other</i>	Non-proxied disabled and non-disabled adults who have been discriminated against in the last 12 months (Q5 = yes)
5b	Where did it happen? <i>Select all that apply:</i> <i>Shop, restaurant, or public building</i> <i>Using public transport</i> <i>Street or public place</i> <i>Seeking medical care</i> <i>Trying to get job</i> <i>At work</i> <i>When looking for housing</i> <i>At school, university, place of study</i> <i>Other</i>	Non-proxied disabled and non-disabled adults who have been discriminated against in the last 12 months (Q5 = yes)
6	Suppose you felt down or depressed and wanted to talk with someone about it. Would it be easy to find friends or family to talk to? <i>Yes / No</i>	All non-proxied adults; disabled and non-disabled

7	In the last four weeks, have there been times when you felt lonely? <i>Yes / No</i>	All non-proxied adults; disabled and non-disabled
7a	How often did you feel lonely? <i>All of the time / Most of the time / Some of the time</i>	Non-proxied disabled and non-disabled adults who have felt lonely in last four weeks (Q7 = yes)
8	Thinking about how your family is doing in general. On a scale of zero to ten, where zero is extremely badly and ten is extremely well, how is your family doing these days? <i>Numerical rating 1 – 10 / Don't have any family</i>	All non-proxied adults; disabled and non-disabled
9	Thinking about family or relatives who don't live in the same household as you. In the last four weeks, have you spent time with any of them in-person? <i>Yes / No / No family in another household</i>	Non-proxied disabled and non-disabled adults who have family (Q8 NOT = <i>don't have any family</i>)
9a	Have you had any other contact with any of them? For example, talked on the phone or messaged them. <i>Yes / No</i>	Non-proxied disabled and non-disabled adults who have family in another household (Q9 NOT = <i>no family in another household</i>)
9b	In general, would you say you have too much contact, about the right amount of contact, or not enough contact with family you don't live with? <i>Too much / Right amount / Not enough</i>	Non-proxied disabled and non-disabled adults who have family in another household (Q9 NOT = <i>no family in another household</i>)
10	Now friends who don't live in the same household as you. In the last four weeks, have you spent time with any of them in-person? <i>Yes / No / No friends in another household</i>	All non-proxied adults; disabled and non-disabled
10a	Have you had any other contact with any of them? For example, talked on the phone or messaged them. <i>Yes / No</i>	Non-proxied disabled and non-disabled adults who have family in another household (Q10 NOT = <i>no friends in another household</i>)
10b	In general, would you say you have too much contact, about the right amount of contact, or not enough contact with friends who don't live with you? <i>Too much / Right amount / Not enough</i>	Non-proxied disabled and non-disabled adults who have family in another household (Q10 NOT = <i>no friends in another household</i>)

Table 10.2: Wellbeing questions for children

Question and answer options		Subject population
1	In general, how would you rate [Name]'s health? <i>Excellent / Very good / Good / Fair / Poor</i>	All children, disabled and non-disabled
2	How well does the total income of [Name]'s household meet the cost of basic needs such as food, clothing, and housing? <i>Income is not enough / Only just enough / Enough / More than enough</i>	Disabled and non-disabled children who are having the survey completed by a parent or other relative, and/or someone who lives in same household as the child

Table 11.1: Main carer questions for children

The main carer questions differ from previous questions for children. While other questions were about the child and their experiences, these questions are for the proxy (the person completing the survey on the child's behalf) to answer about **themselves**.

These questions are only asked if the proxy is a parent or another family member, or a non-family who lives in the same household as the child.

Question and answer options		Subject population
1	Thinking in general about how your family is doing. On a scale of zero to ten, where zero is extremely badly and ten is extremely well, how's your family doing these days? <i>Numerical rating 1 – 10</i>	Proxy = parent or a relative who lives in same household Only asked if survey is completed by: – A parent and/or A relative who lives in same household as child
2	If you and the people you live with weren't available to look after [Name], would it be hard to find someone else to look after them for a couple of hours? <i>Yes / No / Child doesn't need looking after</i>	The carers of disabled and non-disabled children Only asked if survey is completed by: – A parent and/or – Anyone who lives in same household as child
3	In general, how would you rate your own health? <i>Excellent / Very good / Good / Fair / Poor</i>	The carers of disabled and non-disabled children Only asked if survey is completed by: – A parent and/or – Any other relative and/or – Anyone who lives in the same household as child
4	In the last four weeks, how often did you feel stressed? <i>All of the time / Most of the time / Some of the time / Never</i>	The carers of disabled and non-disabled children Only asked if survey is completed by: – A parent and/or – Any other relative and/or – Anyone who lives in the same household as child
5	Thinking about time you get to yourself for your own leisure activities. In the last four weeks, how much time have you had for yourself? <i>More than enough time / Not enough time / About the right amount</i>	The carers of disabled and non-disabled children Only asked if survey is completed by: – A parent and/or – Any other relative and/or – Anyone who lives in the same household as child
6	Do you currently have a paid job? <i>Yes / No</i>	The carers of disabled and non-disabled children Only asked if survey is completed by: – A parent and/or – Any other relative and/or

		– Anyone who lives in the same household as child
6a	In a typical week, about how many hours do you work? <i>Numerical answer: number of hours</i>	The carers of disabled and non-disabled children who have a paid job (Q6 = <i>yes</i>) Only asked if survey is completed by: – A parent and/or – Any other relative and/or – Anyone who lives in the same household as child
7	In the last four weeks, have you looked for paid work? <i>Yes / No</i>	The carers of disabled and non-disabled children who don't have a paid job (Q6 = <i>no</i>) Only asked if survey is completed by: – A parent and/or – Any other relative and/or – Anyone who lives in the same household as child
7a	Would you like to have a paid job? <i>Yes / No</i>	The carers of disabled and non-disabled children who don't have a paid job and haven't looked for one (Q6 = <i>no</i> and Q7 = <i>no</i>) Only asked if survey is completed by: – A parent and/or – Any other relative and/or – Anyone who lives in the same household as child
8	What is your gender? <i>Male / Female / Another gender</i>	The carers of disabled and non-disabled children Only asked if survey is completed by: – A parent and/or – Any other relative and/or – Anyone who lives in the same household as child
9	How old are you? <i>Numerical answer: age</i>	The carers of disabled and non-disabled children Only asked if survey is completed by: – A parent and/or – Any other relative and/or – Anyone who lives in the same household as child

Table 12.1: Information from Census

Because of the survey's connection to the Census, we will have access to additional information provided by respondents on their Census forms.

Information from the 2023 Census	Subject population
Demographic information: - Age - Gender - Ethnicity - Region.	All respondents; disabled and non-disabled adults and children.
Household composition (who they live with)	All respondents; disabled and non-disabled adults and children.
Information about the dwelling they live in: - Ownership (whether the dwelling is owner occupied or not) - Rent amount paid - Types of heating used most often - Whether dwelling is damp - Whether dwelling has mould - Whether household is crowded (based on the size of the dwelling against the number of people living in it).	All respondents; disabled and non-disabled adults and children.
Whether they have access to these basic amenities at home: - Cooking facilities - Drinkable water - Kitchen sink - Refrigerator - Bath or shower - Toilet - Electricity.	All respondents; disabled and non-disabled adults and children.
Whether they have access to these telecommunications at home: - Cellphone - Landline phone - Internet.	All respondents; disabled and non-disabled adults and children.
Whether there is at least one motor vehicle available to be used by the household	All respondents; disabled and non-disabled adults and children.
Main means of travelling to place of education	Disabled and non-disabled adults and children who are in education.
Information about their job (if they are employed): - Their occupation - The industry they work in - Main means of travelling to work - Employment status (employee, self-employed, employer).	Disabled and non-disabled adults who are employed
Personal income (amount and sources of income)	Disabled and non-disabled adults
Household income (amount and sources of income)	All respondents; disabled and non-disabled adults and children.
Highest qualification	Disabled and non-disabled adults
Whether they did any unpaid work for their own household, for another household and/or for a group or organisation in the previous 4 weeks	Disabled and non-disabled adults
Relationship status	Disabled and non-disabled adults