

## **Adapting the Colorado Learning Difficulties Questionnaire into Sinhala for the local context**

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**Background:** In Sri Lanka, there are only limited standardized tools to assess for learning difficulties. The purpose of this study was to translate, cross-culturally adapt, and validate the Colorado Learning Difficulties Questionnaire (CLDQ) into the Sinhala language.

**Objectives:** The main objective was to translate and cross-culturally adapt the CLDQ into the Sinhala Language for children aged between 6 to 10 years. The study assessed the content validity, known group validity, and reliability and examined the association between scores of the tool and background variables.

**Methods:** A Delphi study was conducted to cross-culturally adapt the CLDQ and a cross-sectional study was undertaken to assess the reliability and validity of the CLDQ. There were 30 parents of children with learning difficulties in a clinical setting in the Gampaha district and 30 parents of children with typical development aged between 6-10 years in a school setting in the Gampaha district using convenience sampling. Two Delphi rounds were conducted with 8 experts to adapt the questionnaire. The data was collected using an online survey.

**Results:** The mean age of both groups was 8 years. The content validity was excellent in the translated and adapted CLDQ. It had excellent reliability in the group of children with learning difficulties. There was a significant difference in CLDQ scores between the normative and clinical groups, which emphasized known group validity. There was no significant difference in CLDQ scores and the gender of participants in the clinical group. There was a significant negative correlation between CLDQ scores and the duration of accessing therapy services by children with learning difficulties.

**Conclusion:** This tool was effectively translated, adapted, and validated. It has excellent content validity and high reliability for children with learning difficulties. The tool was able to discriminate the children with learning difficulties via known group validity. It strongly correlated negatively with the tool's final score and access to therapy. The relevant information from the parents on their child's learning difficulties could be gathered using this translated, adapted, and validated tool.

**Key words:** *Colorado learning difficulties questionnaire, Parent report screening measure, Translation, Adaptation, Validation, Reliability, Standardize*