Development and Initial Validation of the Children Participation Questionnaire-School (CPQ-School)

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Key words: Child Participation Questionnaire –School (CPQ-School), internal reliability, criterion validity, construct validity

Abstract

Goals: There is a paucity of measures to assess the participation of school aged children. The goals of this study were to adapt the Child Participation Questionnaire’s items to be suitable for 6 to 12 year-old children and to perform a preliminary examination of its psychometric properties, including internal reliability and construct validity. Method: The CPQ-School is based on the Child Participation Questionnaire (CPQ) and its items were adjusted through an expert validity process. The study comprised 329 typically developing children, 15 children with high functioning autistic spectrum Disorder (HFASD), 25 children with Low Functioning Autistic Spectrum disorder (LFASD), 20 children with attention deficit hyperactive disorder (ADHD), and 13 children with sensory processing disorder (SPD). All the children were 6 to 12 years-old. All the parents completed the CPQ-School, and 98 children completed the Child Assessment of Participation and
Enjoyment (CAPE) while their parents completed the Strength and Difficulties Questionnaire (SDQ). **Results:** A satisfactory level of internal reliability was found. The CPQ-School was significantly correlated with the CAPE and the SDQ. Participation differences were detected between children with different developmental disabilities. **Conclusions:** The CPQ-School was found to be a reliable and valid measure to assess participation of school-aged children. Clinical implications are discussed.