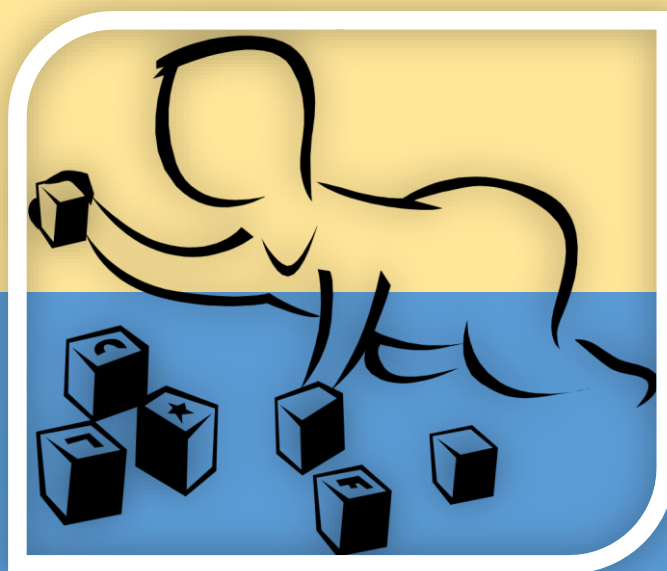


Translations of
The *Survey of Well-being of Young Children* (SWYC) and
The *Modified Checklist for Autism in Toddlers* (M-CHAT)

BURMESE & NEPALI

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For more information, please contact:

Katherine Yun, MD MHS

Assistant Professor of Pediatrics

The University of Pennsylvania

The Children's Hospital of Philadelphia

PolicyLab: Center to Bridge Research, Practice, and Policy

267-426-4964

yunk@email.chop.edu

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Development of Burmese and Nepali Translations of the *Survey of Well-being of Young Children (SWYC)* and the *Modified Checklist for Autism in Toddlers (M-CHAT)*

Our intention was to develop translations that would be universally understood by speakers of Burmese and Nepali, including parents/guardians with limited literacy or little formal education. We also sought to use language that would be relatively easy to understand for members of ethnic minorities, who may speak Burmese or Nepali as a second or third language. The translated questionnaires have been designed for use in English-dominant environments, as well as settings in which Burmese or Nepali is the primary language. The translations have been formatted to match the English-language originals, allowing individuals who do not speak Burmese or Nepali to use cues (such as the question number and the relative position on the page of the circled response) to score each instrument as they would the English version. Parents who can read Burmese/Nepali may self-administer each instrument. Parents who are illiterate may be assisted by professional interpreters (e.g. in health care settings).

The translation process was carried out by a multi-disciplinary team from The Children’s Hospital of Philadelphia. Team members comprised an early childhood psychologist with expertise in developmental screening, two general pediatricians with expertise in cross-cultural primary care, two language-team leaders, four language-team members, and a Masters-level project manager. Translation was supported by The Oscar G. & Elsa S. Mayer Family Foundation. Following best practices recommended by the US Department of Health and Human Services¹, WHO², and experts in survey design,³⁻⁵ we used forward-forward translation, committee consensus, cognitive interviews with parents, and revision/reconciliation.

The Burmese language team leader was a native-speaker of Burmese with a Bachelor’s degree in English (language) and prior professional experience in early childhood education, English language education, and English translation. The Nepali language team leader was a native-speaker of Nepali with a Master’s degree in economics and prior professional experience as a certified medical interpreter. Both were recent immigrants to the United States from Burma and Bhutan, respectively, as were other members of the language teams. Team leaders completed a total of 12 hours of guided item-by-item review of the English-language instruments and 8 additional hours of training on early childhood development, developmental screening, and the translation protocol.

Instrument review focused on content and semantic equivalence by³:

- a. Exploring and clarifying the true intent (meaning) of each item in English;
- b. Identifying words or phrases that might be difficult to interpret, e.g. items using idiomatic English (“stays dry overnight”), and identifying alternative, equivalent English words or phrases;
- c. Identifying items that might be challenging to parents with limited literacy, formal education, or exposure to American child-rearing practices or living arrangements (e.g. board and card games are not typical activities for young children in Burma, so other games with simple rules were substituted).

Each language team included the team leader and two team members, all of whom were bilingual, native-speakers of the target language. Professionally certified translators were sought, but this level of experience was not available locally within these recent immigrant communities. Team members were selected to ensure that teams would be diverse with respect to age, ethnicity, caste, gender, and region of origin in order to ensure that the translation would be universally comprehensible. Team members completed 12 hours of guided item-by-item review of the English-language instruments and 4 hours of training on early childhood development, developmental screening, and the translation protocol. Translation teams were asked to use grammar and diction that would be accessible even to parents with

limited literacy and formal education. Each translation team member completed independent forward translation of SWYC and M-CHAT items. Professional forward translations of the M-CHAT were also commissioned. Forward translations, including the professional translationsⁱ, were then compiled by the translation team leader for team review, discussion, and reconciliation in order to generate a draft translation. Draft translations and translation team notes were then reviewed by the full project team for discussion of content and semantic equivalence, including fidelity to the English version of each item, comprehensibility by parents with limited literacy/education, and cultural adaptation, as described above.

Team leaders piloted each draft translation with 2 to 4 adults from the target community (Tables 1a-b). Respondent adults were parents of young children and were selected purposively to obtain feedback from individuals of varying ethnic and educational backgrounds.

Table 1a. Selected Characteristics of Cognitive Interview Respondents, Burmese

Instrument	Gender	Age (yrs)	Child's Age (mos)	US Residency (mos)	Ethnicity	Education (years)	Interviewer-rated Literacy Level
9-mo Milestone, BPSC, Family Questions	F	25-29	10	20	Chinese	8	Fair
	F	30-34	7	38	Karen	4	Poor
18-, 24-, 30-Month Milestones; PPSC, Family Questions	M	30-34	29	36	Chin	10	Fair
	F	25-29	25	32	Karen	3	Poor
18-, 24-, 30-Month Milestones; POSI; M-CHAT	M	25-29	24	36	Burmese	7	Fair
	F	35-39	31	14	Karen	4	Poor
48-, 60-Month Milestones; PPSC, Family Questions	F	30-34	48	6	Burmese	10	Very Well
	F	25-29	46	24	Karen	8	Very Well

ⁱNotably, the Nepali and Burmese teams felt that the professional translation used relatively formal and sophisticated language that was in places difficult for most parents to understand. They also disagreed with certain word choices. For example, use of the formal word for “deaf” was reported to be extremely off-putting, as this word, while technically correct, has derogatory connotations and would not normally be used by parents.

Table 1b. Selected Characteristics of Cognitive Interview Respondents, Nepali

Instrument	Gender	Age (yrs)	Child's Age (mos)	US Residency (mos)	Ethnicity	Education (years)	Interviewer-rated Literacy Level
9-mo Milestone, BPSC, Family Questions	M	30-34	7	49	Nepali-speaking Bhutanese	12	Very Well
	M	35-39	10	17	Nepali-speaking Bhutanese	NA	Poor
18-, 24-, 30-Month Milestones; PPSC, Family Questions	F	25-29	24	39	Nepali-speaking Bhutanese	12	Very Well
	F	35-39	20	20	Nepali-speaking Bhutanese	0	Poor
18-, 24-, 30-Month Milestones; POSI; M-CHAT	F	20-24	29	53	Nepali-speaking Bhutanese	4	Poor
	M	25-29	32	49	Nepali-speaking Bhutanese	15	Very Well
48-, 60-Month Milestones; PPSC, Family Questions	F	35-39	50	28	Nepali-speaking Bhutanese	5	Fair
	M	35-39	46	27	Nepali-speaking Bhutanese	0	Poor

Team leaders conducted cognitive interviews using the verbal-probing technique after completing 6 hours of training, including practice interviews with other project staff.^{4,6} Respondents were asked to read or listen to each question (questions and responses were read to respondents with fair or poor literacy), explain each question in their own words, explain their response (often parents would note that “my child can do this” and then act out the relevant developmental milestone), identify words or phrases that were difficult to understand, and make suggestions for improving the clarity and comprehensibility of each question. Discrepancies were explored using additional queries and prompts. Interviewers were also asked to note the time required to respond to each question, other nonverbal cues indicating difficulty understanding questions, and strong emotional reactions to questions. Most interviews required 80 minutes, and participants received gift cards as tokens of appreciation.

Notes from each translation meeting and cognitive interview were collated and reviewed by the full project team. Changes made to each item as necessary. The draft translation was then forwarded to a bilingual, certified medical interpreter or translator from Nepal or Burma for proof-reading in the target language.

The tables (Tables 2-7 in Appendix) were compiled in order to flag the following for end-users:

1. Substantive changes to the wording of questions or responses, necessitated by cultural or linguistic differences;
2. Words or concepts that were translated with fidelity to the English version but were rated particularly difficult to translate; and
3. Words or phrases that may be difficult for families with limited education.

It is also important to note that written (and spoken) Burmese and Nepali do not use the same grammatical conventions as English. As with any translation, this necessitated frequent changes to word order and other changes dictated by the rules of grammar. For example, the question "Does your child point?" could be answered "Yes" or "No" in English. However, these responses do not make sense in Burmese or Nepali, which instead use the negative accompanied by the verb, e.g. "Yes, points." and "No, doesn't point." (A review of the translated M-CHAT responses illustrates this difference.) Similarly, nouns in Burmese are accompanied by measure words (numerical classifiers) that do not have English equivalents; for this reason, one would never write "holds up his arms" in Burmese but would instead write the equivalent of "holds up his two-arms." Additionally, both Nepali and Burmese vary depending upon relative social position and gender. We have generally selected the masculine, polite form of each word, as these are most commonly used for questionnaires. Generally, grammatically necessary changes are not documented in the tables.

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Table 2a. M-CHAT, Burmese

Question	Original	Change(s)	Reason for Change(s)
5	Does your child ever pretend, for example, to talk on the phone or take care of a doll or pretend other things?	Does your child ever pretend play, for example, to talk on the phone or take care of a doll or pretend other things?	The word "pretend" is not usually used alone in this context in Burmese. Instead, "pretend play" is consistent with typical usage.
8	Can your child play properly with small toys (e.g. cars or blocks) without just mouthing, fiddling, or dropping them?	Can your child play properly with small toys (e.g. cars or blocks) without just mouthing, fiddling, or dropping them?	During cognitive interviewing parents often failed to read past the first half of the sentence ("Can your child play properly with small toys (e.g. cars or blocks)". As a visual cue to encourage parents to continue reading, we have written the words "without just" using bold text.
11	Does your child ever seem oversensitive to noise? (e.g., plugging ears)	Does your child ever seem oversensitive to noise? (e.g., plugging ears)	During cognitive interviewing parents often failed to note that the question asked about being "oversensitive" to noise and instead noted whether their child was sensitive to any noise. As a visual cue to help parents read this word carefully, we have written the word "over" using bold text.
13	Does your child imitate you? (e.g., you make a face-will your child imitate it?)	Does your child imitate you? (e.g. you make a funny face-will your child imitate it?)	Because "make a face" is an idiomatic English expression, the Burmese translation uses the words "make a funny face."
15	If you point at a toy across the room, does your child look at it?	If you point at a toy at a distance in the room, does your child look at it?	"Across" was difficult to translate in Burmese, as it connotes being on the other end or side of something. The translation team used the phrase "at a distance in the room," which they felt captured the meaning of the English original.
20	Have you ever wondered if your child is deaf?	Have you ever worried if your child cannot hear you at all?	The word "deaf" provokes a very strong and negative emotional reaction in the Burmese community, as reported by all of the members of our translation team and by parents during the cognitive interviews. They felt that if we used "deaf" parents would not answer honestly and might discontinue the survey. They agreed that "cannot hear you at all" would be a better alternative, and we accepted their recommendation.
22	Does your child sometimes stare at nothing or wander with no purpose?	Does your child sometimes stare at nothing or walk with no purpose?	"Wander" was difficult to translate in Burmese. Our translation team felt that "walk with no purpose" accurately captured the meaning of the word in English.

Table 2b. M-CHAT, Nepali

Question	Original	Change(s)	Reason for Change(s)
6	Does your child ever use his/her index finger to point, to ask for something?		We did not change this question. However, our Nepali translation team and cognitive interview participants, all of whom were young parents and recent immigrant to the US of varying educational backgrounds, informed us that pointing with an index finger, or any finger for that matter, is done selectively in their community. For example, using a finger to point to person who is nearby is considered rude. However, it would be appropriate to point to someone who is far away.
9	Does your child ever bring objects over to you (parent) to show you something?	Does your child ever bring objects over to you (guardian) to show you something?	"Parent" is somewhat difficult to translate in Nepali, as there is not an exact equivalent. The word "guardian" was selected by the translation team, who felt that it would be understood correctly. This was confirmed during the cognitive interviews.
13	Does your child imitate you? (e.g. you make a face-will your child imitate it?)	Does your child imitate you? (e.g. you make a funny face-will your child imitate it?)	Because "make a face" is an idiomatic English expression, the Nepali translation uses the words "make a funny face."
15	If you point at a toy across the room, does your child look at it?	If you point at a toy at a distance in the room, does your child look at it?	"Across" was difficult to translate in Nepali, as it connotes being on the other end or side of something. The translation team used the phrase "at a distance in the room," which they felt captured the meaning of the English original.
18	Does your child make unusual finger movements near his/her face?	Does your child make unusual finger movements in front of his face?	The words "in front of" were substituted for "near," as the translation team felt that the word the literal translation for "near" in Nepali was not sufficiently specific.
20	Have you ever wondered if your child is deaf?	Have you ever worried if your child cannot hear at all?	The word "deaf" provokes a very strong and negative emotional reaction in the Nepali-speaking community, as reported by all of the members of our translation team and by parents during the cognitive interviews. They felt that if we used "deaf" parents would not answer honestly and might discontinue the survey. They agreed that "cannot hear at all" would be a better alternative, and we accepted their recommendation.

Question	Original	Change(s)	Reason for Change(s)
21	Does your child understand what people say?	Does your child understand what others say?	In this context, the literal translation for the word "people" implies that the child might understand birds, animals, etc but not humans. For this reason, the word "others" was selected as the correct translation.

Table 3a. SWYC Milestones, Burmese

Question	Original	Change(s)	Reason for Change(s)
9-4	Pulls up to standing	Holds on to something to get to a standing position.	In Burmese, the literal translation for "pulls up" implies that one is pulling up an object, such as a rope or a heavy load. In order to make sense for Burmese respondents, this was written as "holds onto something to get up into a standing position."
9-5	Plays games like 'peek-a-boo' or 'pat-a-cake'	Plays game like "peek-a-boo"	The Burmese translation team could not identify a game for small children that was equivalent to the "pat-a-cake" game played in the United States, so this was omitted from the translation. They also cautioned that while the vast majority of people who speak Burmese know the name of the game that is the equivalent of "peek-a-boo," this name may not be familiar to individuals who speak Burmese as a second language. During the cognitive interviews we found that parents who spoke Burmese at home or had learned Burmese at school understood this word. However, the parent who had the most limited mastery of Burmese required an explanation in order to understand this question. He was familiar with the game, but he used a different name from his primary language.
24-9	Says his or her first name when asked.	Says his or her name when asked.	Naming conventions in Burmese do not follow the North American practice of having a first and last name. For this reason, the word "first" is omitted from the Burmese translation.
30-6	Washes and dries hands without help (even if you turn on the water)	Washes and dries hands without help (child doesn't turn on water)	The translation team felt that this question was clearer if the parenthetical statement was changed to "Child does not turn on the water."
30-7	Asks questions beginning with "why" or "how" -like "why no cookie?"	Asks questions beginning with "why" or "how"- like " why no sweets?"	Cookies are not typically eaten in Burma. The word "sweets," which applies to baked goods, candies, and other deserts, was used instead.
30-8	Explains the reasons for things, like needing a sweater when it's cold	Explains the reasons for things, like needing a blanket when it's cold.	Sweaters are not commonly used in many parts of Burma, and this word may not be familiar to many people. The word "blanket" was substituted.
48-3	Tells you a story from a book or TV	Tells you a story from a book or a TV+synonym in Burmese	There are two commonly used words for "TV." Both have been included.

Question	Original	Change(s)	Reason for Change(s)
48-4	Draws simple shapes-like a circle or a square	Draws simple shapes-like a circle or a 4 sided shape.	The literal translation of "square" is not used in everyday language. It is generally reserved for discussions of engineering, architecture, mathematics, etc, and it would not be familiar to parents who have not completed high school. A word that is literally translated as "four-sided shape" is used to describe squares in everyday speech, and it was substituted.
48-7	Stays dry all night	Sleeps without peeing in the bed whole night.	"Stays dry" is an idiomatic expression in English and would not be used in this context in Burmese.
48-8	Follows simple rules when playing a board game or card game.	Follows simple rules when playing games like "hide-and-seeK" or "hopscotch"	Board games and card games are not typical activities for children in/from Burma. Instead, two games that are played by older children and that have simple rules were selected. These games are similar to the US games "hide-and-seeK" and "hopscotch."
48-9	Prints his or her first name	Prints his or her name	Naming conventions in Burmese do not follow the North American practice of having a first and last name. For this reason, the word "first" is omitted from the Burmese translation. The translation team also noted that parents in Burma would not typically teach a child to write until he or she was old enough to start school (5-6 years).
60-10	Names the days of the week in the correct order	Names the seven days in correct order	The Burmese equivalent to "days of the week" is "the seven days."

Table 3b. SWYC Milestones, Nepali

Question	Original	Change(s)	Reason for Change(s)
9-2	Gets to a sitting position	With the help of his hands, gets to a sitting position by himself	The distinction between sitting and getting into a sitting position is not clear in Nepali without the addition of "with the help of his hands."
9-4	Pulls up to standing	Holds on to something to get to a standing position.	In Nepali, the literal translation for "pulls up" implies that one is pulling up an object, such as a rope or a heavy load. In order to make sense for Nepali-speaking respondents, this was written as "holds onto something to get up into a standing position."
9-5	Plays games like "peek-a-boo" or "pat-a-cake"	Plays game like "peek-a-boo"	The Nepali-speaking translation team could not identify a game for small children that was equivalent to the "pat-a-cake" game played in the United States, so this was omitted from the translation. The game "peek-a-boo" is common and presented no problems during cognitive interviews.
9-9	Walks across a room without help	Walks here and there in room without help.	"Across" was difficult to translate in Nepali, as it indicates that the child walks all the way to the other end or side of something, i.e. the far wall of the room even if it is a very large room. The translation team used a phrase that is literally translated as "here and there in a room," which they felt captured the meaning of the English original, which is that the child can walk a short distance without help.
9-10	Follows directions-like "Come here" or "Give me the ball"	Obeys directions-like "Come here" or "Give me the ball"	The literal translation "follow directions" does not make sense in Nepali, so this was modified to "obeys direction."
18-2	Walks up stairs with help	Climbs up stairs with help	In Nepali you do not use the word "walk" when you are changing altitude (climbing up or climbing down). Although the literal translation of the Nepali would be "climbs up stairs without help" it preserves the meaning of the English sentence.
18-3	Kicks a ball	Hits a ball with legs	In Nepali "kicking" is expressed as "hitting with legs."
18-6	Climbs up a ladder at a playground.	Climbs up a ladder at a children's playground.	There is no exact equivalent for the word "playground" in Nepali. We have used a combination of words that mean "children's play area" suggesting a small outdoor space where children can play.

Question	Original	Change(s)	Reason for Change(s)
18-9	Puts 2 or more words together-like "more water" or "go outside"	Puts 2 or more words together-like "more water" or "go sleep"	"Go outside" is a difficult phrase in Nepali, so we have substituted "go sleep." The translation team felt that this was a short, simple phrase that children and parents would use often. They have also selected the word for sleep that children typically use.
24-9	Says his or her first name when asked.	Says own name when asked.	Naming conventions in Nepali do not follow the North American practice of having a first and last name. For this reason, the word "first" is omitted from the Nepali translation.
30-6	Washes and dries hands without help (even if you turn on the water)	Washes and dries hands without help (does not have to turn on the water himself)	"Even if you turn on the water" is difficult to translate clearly and simply in Nepali. "Does not have to turn on the water himself" has been used instead.
30-7	Asks questions beginning with "why" or "how" -like "why no cookie?"	Asks questions beginning with "why" or "how"- like " why no sweets?"	The word for "cookie" is unusual in Nepali. The word "sweets," which applies to baked goods, candies, and other deserts, was used instead.
48-4	Draws simple shapes -like a circle or a square	Draws simple shapes -like a ring or a four-sided shape.	The literal translation of "square" and "circle" are not used in everyday language. They are generally reserved for discussions of engineering, architecture, mathematics, etc and would not be familiar parents who have not completed high school. A word that is literally translated as "four-sided shape" is used to describe squares in everyday speech and the word "ring" is used to describe circles. These were substituted.
48-5	Says words like "feet" for more than one foot and "men" for more than one man.	Says words like "feet" for more than one foot and "stone" for more than one stone.	Nepali does not have a large number of irregular plural words. We have selected "foot/feet" and "stone", which has an irregular plural form.
48-7	Stays dry all night	Sleeps without peeing in the bed whole night.	"Stays dry" is an idiomatic expression in English and would not be used in this context in Nepali.
48-8	Follows simple rules when playing a board game or card game.	Follows simple rules when playing games like "hide-and-see" or "duck-duck-geese"	Board games and card games are not typical activities for children in/from Nepal and Bhutan. Instead, two games that are played by older children and that have simple rules were selected. These games are similar to the US games "hide-and-see" and "duck-duck-geese" but with some additional rules.

Question	Original	Change(s)	Reason for Change(s)
48-9	Prints his or her first name	Writes own name.	Nepali does not have printed (versus cursive) script, so the word "write" has been substituted for print and more correctly captures the meaning of the English question.
60-10	Names the days of the week in the correct order	Names the seven days in correct order	The Nepali equivalent to "days of the week" is "the seven days."

Table 4a. BPSC, Burmese

Question	Original	Change(s)	Reason for Change(s)
Instructions	These questions are about your child's behavior. Think about what you would expect of other children the same age, and tell us how much each statement applies to your child.	These questions are about your child's behavior. Compared to other children of the same age, tell us how much each statement applies to your child.	The translation team felt that "think about what you would expect of other children the same age" was extremely difficult to understand in Burmese and would pose challenges for families with limited education. The more direct phrase "compared to other children the same age" was used instead.
1	Does your child have a hard time being with new people?	Does your child have a tough time with people he hasn't met before?	"New people" does not make sense in Burmese - it implies that these are people who only recently came into existence. The words "people he hasn't met before" are used instead.
7	Is your child fussy or irritable?	Is your child irritable?	The word "fussy" was difficult to translate. As the translation team was unable to find a synonym that was different from the word "irritable," we have removed "fussy" from the sentence. Even so, this word was difficult for one parent who spoke Burmese as a second language.
10	Is it hard to put your child to sleep?	Is it hard to put your child to sleep [put to sleep]?	There are regional differences how parents say "put to sleep," so both options have been included [one in brackets].

Table 4b. BPSC, Nepali

Question	Original	Change(s)	Reason for Change(s)
Instructions	These questions are about your child's behavior. Think about what you would expect of other children the same age, and tell us how much each statement applies to your child.	These questions are about your child's behavior. Compared to other children of the same age, tell us how much each statement applies to your child.	The translation team felt that "think about what you would expect of other children the same age" was extremely difficult to understand in Nepali and would pose challenges for families with limited education. The more direct phrase "compared to other children the same age" was used instead.
1	Does your child have a hard time being with new people?	Does your child have a hard time being with people he hasn't met before?	"New people" does not make sense in Nepali - it implies that these are people who only recently came into existence. The words "people he hasn't met before" are used instead.
4	Does your child mind being held by other people?	Is your child bothered by being held by other people?	"Mind" is not used in this way in Nepali. This was changed to "bothered by."
7	Is your child fussy or irritable?	Is your child fussy?	The word "fussy" was difficult to translate. As the translation team was unable to find a synonym that was different from the word "irritable," we have removed "fussy" from the sentence and use a word that means upset/unsettled/difficult to console.

Table 5a. PPSC, Burmese

Question	Original	Change(s)	Reason for Change(s)
Instructions	These questions are about your child's behavior. Think about what you would expect of other children the same age, and tell us how much each statement applies to your child.	These questions are about your child's behavior. Compared to other children of the same age, tell us how much each statement applies to your child.	The translation team felt that "think about what you would expect of other children the same age" was extremely difficult to understand in Burmese and would pose challenges for families with limited education. The more direct phrase "compared to other children the same age" was used instead.
4	Have a hard time with change?	Have a tough time when he meets with change?	The phrase "hard time" is hard to translate in Burmese, so "tough time" was used to convey a similar meaning. The phrase "when he meets" was also added to help clarify the change.
6	Break things on purpose?	Destroy things intentionally?	Because "on purpose" is an idiomatic English expression, the Burmese translation uses the phrase "intentionally"; During the cognitive interviews, participants felt that the translation used for "break" did not encompass all relevant actions. For instance, tearing a book was not seen as breaking something. Instead, the word for "destroy" was used for the intended meaning.
9	Have a hard time calming down?	Have a tough time calming down?	The phrase "hard time" is hard to translate in Burmese, so "tough time" was used to convey a similar meaning.
14-18			The phrase "Is it hard..." added to help clarify the translated questions.

Table 5b. PPSC, Nepali

Question	Original	Change(s)	Reason for Change(s)
Instructions	These questions are about your child's behavior. Think about what you would expect of other children the same age, and tell us how much each statement applies to your child.	These questions are about your child's behavior. Compared to other children of the same age, tell us how much each statement applies to your child.	The translation team felt that "think about what you would expect of other children the same age" was extremely difficult to understand in Nepali and would pose challenges for families with limited education. The more direct phrase "compared to other children the same age" was used instead.
Stem 1-10	Does your child...	Compared to other children your child's age does your child...	The phrase "Compared to other children your child's age..." added to help clarify the translated questions.
6	Break things on purpose?	Break things intentionally?	Because "on purpose" is an idiomatic English expression, the Nepali translation uses the phrase "intentionally".
Stem 11-13	Is your child....	Compared to other children your child's age is your child...	The phrase "Compared to other children your child's age..." added to help clarify the translated questions.
14-18			The phrase "Is it hard..." added to help clarify the translated questions.

Table 6a. Family Questions and Parent's Concerns, Burmese

Question	Original	Change(s)	Reason for Change(s)
2	In the last year, have you ever drunk alcohol or used drugs more than you meant to?	In the last year, have you ever drunk alcohol or used drugs more than you wanted to?	The translation team felt "more than you meant to" did not fit in the context of the question. Instead, the phrase "more than you wanted to" was substituted.
3	Have you felt you wanted or needed to cut down on your drinking or drug use in the last year?	Have you felt you wanted or needed to reduce/decrease on your drinking alcohol or drug use in the last year?	Because "cut down" is an idiomatic English expression, the Burmese translation uses "reduce/decrease" to express the intended meaning. The translation for "drinking" does not necessarily imply drinking alcohol, so it was changed to "drinking alcohol" to be clear.
Instruction-6	Over the past two weeks, how often have you been bothered by any of the following problems?	Over the past two weeks, how often have you experienced any of the following problems?	The phrase "been bothered by" is hard to translate in Burmese, so "experienced" was used to convey a similar meaning.
6	Having little interest or pleasure in doing things?	Having little interest or pleasure in doing activities?	The translation for "things" is used for objects and not things that a person does, so "activities" was used to express the proper meaning.
7	Feeling down, depressed, or hopeless?	Feeling sad, depressed, or hopeless?	Because "feeling down" is an idiomatic English expression, the Burmese translation uses the phrase "feeling sad".
Response-8	A lot of tension, Some tension, No tension, Not applicable	A lot of tension, Some tension, No tension, Does not apply to me	During the cognitive interviews, the phrase "not applicable" was not understood by some participants. The suggested change was "does not apply to me" to give the same meaning.
1	Do you have any concerns about your child's learning or development?	Do you have any worries about your child's learning or development?	The Burmese translation team felt that "concern" is too vague and difficult to understand when translated, so "worries" was substituted.
2	Do you have any concerns about your child's behavior?	Do you have any worries about your child's behavior?	Same as above

Table 6b. Family Questions and Parent's Concerns, Nepali

Question	Original	Change(s)	Reason for Change(s)
1	Does anyone smoke tobacco at home?	Does anyone smoke at home?	The Nepali translation for "tobacco" does not have the same meaning as in English, so it was omitted. Only using "smoke" is enough in Nepali as it encompasses all tobacco products such as cigarettes and hand rolled tobacco.
2	In the last year, have you ever drunk alcohol or used drugs more than you meant to?	In the least year, have you ever drunk alcohol or used drugs more than you wanted to?	The translation team felt "more than you meant to" did not fit in the context of the question. Instead, the phrase "more than you wanted to" was substituted.
3	Have you felt you wanted or needed to cut down on your drinking or drug use in the last year?	Have you felt you wanted or needed to decrease on your drinking alcohol or drug use in the last year?	Because "cut down" is an idiomatic English expression, the Nepali translation uses "decrease" to express the intended meaning. The translation for "drinking" does not necessarily imply drinking alcohol, so it was changed to "drinking alcohol" to be clear.
Instruction-6	Over the past two weeks, how often have you been bothered by any of the following problems?	Over the past two weeks, how often have you experienced any of the following problems?	The phrase "been bothered by" is hard to translate in Nepali, so "experienced" was used to convey a similar meaning.
6	Having little interest or pleasure in doing things?	Having little interest or pleasure in doing activities?	The translation for "things" is used for objects and not things that a person does, so "activities" was used to express the proper meaning.
7	Feeling down, depressed, or hopeless?	Feeling sad, depressed, or hopeless?	Because "feeling down" is an idiomatic English expression, the Nepali translation uses the phrase "feeling sad".
8	In general, how would you describe your relationship with your spouse/partner?	In general, how would you describe your relationship with your life friend (husband/wife)?	In Nepali there is no word for "spouse", so the phrase "life friend" is used to imply people like fiancés and "husband/wife" is listed after in parentheses.
Response-8	A lot of tension, Some tension, No tension, Not applicable	A lot of tension, Some tension, No tension, Does not apply to me	During the cognitive interviews, the phrase "not applicable" was not understood by some participants. The suggested change was "does not apply to me" to give the same meaning.
9	Do you and your partner work out arguments with?	Do you and your life friend solve arguments with.....?	The phrase "life friend" is used in place of "partner" (see above). The word "solve" is used instead of the phrase "work out" since it conveys the intended meaning in Nepali.

Table 7a. POSI, Burmese

Question	Original	Change(s)	Reason for Change(s)
Instructions	Please answer these questions about your child's development	Please answer these questions that describe your child's development.	The Burmese-speaking translation team felt that the word "about" did not convey the intended meaning of the text, so the translation for "that describe" was used instead.
6-a5	grunts, cries, or screams	makes "uh" sound, cries or screams	The word "grunts" translated in Burmese is used for a sound an animal would make. A similar word is not available to imply that someone is in pain or sad, so the phrase "makes 'uh' sound" was used.
7	What are your child's favorite play activities?	What are your child's favorite games and play activities?	During the cognitive interviews, it became apparent that the translation for "play activity" did not incorporate all the listed answer options. Since the phrase in Burmese is closer to meaning "games", an activity like reading is seen as not being included. The question was changed to include both "games and play activities" to better encompass all options.

Table 7b. POSI, Nepali

Question	Original	Change(s)	Reason for Change(s)
5	Does your child look if you point to something across the room?	Does your child look if you point to something at a distance in the room?	"Across" was difficult to translate in Nepali, as it connotes being on the other end or side of something. The translation team used the phrase "at a distance in the room," which they felt captured the meaning of the English original.
6-a3	reaches for it	tries to get it with a grabbing/stretching movement	"To reach for" is somewhat difficult to translate in Nepali, as there is not a simple verb equivalent. Instead, a similar phrase was used that indicates "tries to get it with a grabbing/stretching movement"
6-a5	grunts, cries, or screams	grunts (anger/frustration), cries, or screams	The word "grunts" translated in Nepali suggests the sound a pig makes. Instead, a near synonym is used to imply the intended meaning of anger/frustration.
7-a1	playing with dolls or stuffed animals	playing with dolls	The Nepali-speaking translation team could not identify a toy that was equivalent to "stuffed animals", so this was omitted from the translation.