



**Ayah Ibrahim
Al-Rababah**

Amman Al-Ahliyya University,
Jordan

Biography

A Lecturer in Optometry Science at Al-Ahliyya Amman University, Jordan. Holding a PhD in Optometry from Aston University (UK), an MSc in Low Vision Rehabilitation from the German Jordanian University, and a BSc in Optometry from Jordan University of Science and Technology. My research specialises in motion perception, psychophysics, and functional vision assessment in age-related cataract and diabetic eye disease. My clinical work at the National Centre for Diabetes, Endocrinology & Genetics tells my commitment to culturally responsive eye care and functional vision tool validation for Arabic-speaking populations. Prior to doctoral studies, I served as Laboratory Supervisor at Aston University and Lecturer at Jordan University of Science and Technology. Fluent in Russian, English and Arabic. Dedicated to mentoring future optometrists and advancing evidence-based practice in the Middle East.

Cross-Cultural Adaptation and Psychometric Validation of the Arabic Functional Vision Questionnaire for Children (FVQC-Ar)

Abstract:

Childhood visual impairment significantly impacts academic and social development yet validated Arabic language tools to assess functional vision in real-world settings are lacking in Jordan. This study cross culturally adapted and psychometrically validated the Arabic Functional Vision Questionnaire for Children (FVQC-Ar) to evaluate how visually impaired students use residual vision in educational environments. Following WHO/ISPOR guidelines, the 15-item FVQC underwent forward backward translation, expert committee review and cognitive debriefing. It was administered to 67 children (aged 5-18) at a schools for the visually impaired in Jordan, Proxy respondents included teachers and parents. Data were analysed for descriptive statistics, internal consistency (Cronbach's α) and subgroup differences by optical aids use. Response completeness exceeded 98%. Mean total functional vision scores was $72.3\% \pm 24.1\%$. Domain performance varied: Distance Vision (85.2%) and Classroom Participation (78.4%) showed higher independence, while Near Vision (62.1%) and Mobility (58.7%) indicated greater challenge. Internal consistency was strong (total $\alpha = 0.89$; subscales $\alpha = 0.71-0.84$). Children using prescribed optical aids scored significantly higher on Near Vision tasks ($p = 0.03$). No floor/ceiling effects were observed in 13/15 items. The FVQC-Ar shows excellent preliminary reliability and feasibility for assessing functional vision in Arabic speaking children with visual impairment. This validated tool enables evidence based educational accommodations and low vision rehabilitation, directly supporting Jordan's inclusive education mandates and advancing reasonable paediatric eyecare in Middle East.