

## Translating and Validating ecSI 2.0 for Use in Languages other than English

The English version of ecSI 2.0 has been validated. Versions in other languages have not been validated, however testing youth with a version translated into Finnish supported tenets derived from the English validation studies (T.T. Tanja et al., 2015).

The first step in the validation process is translation which, in turn, requires approval by the ecSI 2.0 authors Satter and Lohse. Approved translations are available in Spanish, Finnish, and German, and more requests arrive regularly. We encourage you to translate ecSI 2.0 to other languages, and we will work with you to assure that your translation retains the original intent and meaning of the English ecSI 2.0.

**Translation approval:** We are committed to helping you achieve meaningful outcomes from your research, and we will review your translation to help you ensure its accuracy for both literal and subjective meaning. Accuracy is essential to avoid translation-generated fidelity issues during data analysis. So that you have permission use your translation of ecSI 2.0 in your research, we require the following:

1. **Document.** At every phase of the project, keep track of steps taken as described below. Keep a copy of each draft of the translation with decisions made on revisions for the next draft. Record reasoning for the decisions. Write a summary of your translation process to be submitted for approval in step 7.
2. **Translate.** Have two “naïve” native-speakers (ones who has not previously been exposed to ecSI 2.0) translate the instrument into your language. Clarify for the translators the scope and purpose of the translation, the target audience, and the means of administration. Instruct the translators to:
  - a. Emphasize conceptual rather than semantic translation. That is, focus on the *meaning* of the items, not on literal translation of the words.
  - b. Aim for a document that reads at an early primary school level.
  - c. Make language gender neutral. Consider whether pregnant women or male laborers, for instance, will be able to take the test without confusion.
  - d. Translate directions for taking the test.
  - e. Identify terms for intervals on responses that are evenly distributed and comparable to *Always, Often; Sometimes; Rarely; Never*. These need not be single words. Interval labels such as *all of the time, most of the time, part of the time, not much of the time, and none of the time* may be easier to translate.
3. **Adjudicate.** Identify a native-speaking adjudicator who is thoroughly familiar with ecSatter having read these two basic resources (E.M. Satter, 2007; E.M. Satter, 2008). Have the adjudicator and the two translators talk over the two versions and arrive at a single version.
4. **Pretest.** Have at least four native speakers who are naïve to the test and the model take the test. Have each of these test-takers tell you, question by question, their understanding of the meaning of each item. Use the attached table to submit your translation and back-translation.
5. **Adjudicate.** Again, discuss among the adjudicator and the two translators to clarify confusing wording.

6. **Back-translate.** After making any modifications, have another “naïve” native speaker translate the questionnaire back into English.
7. **Submit** the back-translated version to DROPBOX for assessment of its agreement with the intent and meaning of the original ecSI items. Include a description of your translation process. This assessment is done at no charge.
8. In our experience, arriving at an item translation that captures both literal and subjective meaning requires several rounds. Please keep track each round of translation on the attached table.

**Approval of research proposal:** This approval will be given separately, after your translation is approved. This proposal will, of course, use the approved ecSI translation. Additional research involving testing the validity of your translated instrument, a change in scope, target audience or objectives (e.g. a validation study) requires approval of a new application for usage.

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#### References

- Satter EM. (2007). Eating Competence: definition and evidence for the Satter Eating Competence Model. *J Nutr Educ Behav*, 39:S142-S153.
- Satter EM. (2008). Part 1, How to Eat. *Secrets of Feeding a Healthy Family: How to Eat, How to Raise Good Eaters, How to Cook*. Madison, WI: Kelcy Press.
- Tanja T.T., Outi N, Sakari S, Jarmo L, Kaisa P, Leila K (2015). Preliminary Finnish measures of eating competence suggest association with health-promoting eating patterns and related psychobehavioral factors in 10-17 year old adolescents. *Nutrients*, 7(5):3828-3846.