

If you have requested permission to use the Satter Eating Competence Inventory (ecSI 2.0™) for a research or clinical project, permission to use the translated version for this purpose will be forthcoming after your translation has been approved.

Translating ecSI 2.0™ into Languages with Approved Translations

The ecSI 2.0™ has been validated for use in English. 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).

To use the ecSI 2.0™ with other languages you must use an approved translation. Currently translation of ecSI 2.0™ has been approved for several languages (e.g., Spanish, Finnish, Arabic, Japanese, German) and that number is increasing. Please contact Barbara Lohse (lohse.ba@gmail.com) to learn if there is an approved translation for your language of interest. The following instructions will help you arrive at an approved translation if one is not available.

Translation approval. We are committed to helping you do this to ensure that your measurement is indeed measuring the eating competence construct. We ask that you record your work on the Translation Table, and send the filled-in table to us when you have an English back translation. We will review the English back-translation of your translation at no cost to ensure its accuracy. Accuracy is essential to avoid translation-generated fidelity issues during data analysis.

Copyright statement. These translated materials will be available for use with permission. The copyright statement will acknowledge your work in the translation as follows:

Copyright © 20-- by Elyn Satter. Translated from [Your language] translation by [You] from [Your agency].

TRANSLATION PROCESS

- 1. Document.** At every phase of the project, use the Translation Table to keep track of steps taken. This will allow you to keep a copy of each draft of the translation with decisions made on revisions for the next draft. Record reasoning for the decision
- 2. Translate.** Enlist two native-speakers who have not previously been exposed to ecSI 2.0™ to 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). Direct the adjudicator and the two translators to talk over the two versions and arrive at a single version.
4. **Pretest.** Plan to have at least four native speakers who are naïve to the test and the model take the test. Then let each of these test-takers tell you, question by question, their understanding of the meaning of each item. Based on the test-taker responses, adjudicate again so that the translators arrive at one translated version.
5. **Back-translate.** Using the adjudicated translated version, direct a native speaker to back-translate the translated ecSI 2.0™ into English. The person completing the back-translation needs to be naïve to ecSatter and new to this translation process, i.e., they can not have been involved in the earlier steps.
6. **Submit.** Send the Translation table with the translation, back-translation, and comments to Dr. Barbara Lohse at lohse.ba@gmail.com for assessment of its agreement with the intent and meaning of the original ecSI items.

Please note. In our experience, arriving at an item translation that captures both literal and subjective meaning requires a few rounds; hence the multiple columns on the Translation table. Keep this in mind when planning your research or clinical use timeline.

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.

Tilles-Tirkkonen T, Nuutinen O, Suominen S, Liukkonen J, Poutanen K, Karhunen L. (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.