

If you have requested permission to use the Satter Eating Competence Inventory (ecSI 2.0™) permission to use the translated version for this purpose will be provided after your translation has been approved.

Translating ecSI 2.0™ into Languages with Approved Translations

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. Accuracy is essential to avoid translation-generated fidelity issues that could affect your results.

To use the ecSI 2.0™ in your language you must work with us (at no cost) to arrive at an approved translation. We are committed to helping you do this to ensure that your measurement is indeed measuring the eating competence construct. Do allow time for translation in planning your research project, as the multiple steps in this process typically take several months.

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 Ellyn Satter. Translated from [your language] translation by [you] from [your agency].

TRANSLATION PROCESS

Prepare the translated items.

Clarify scope and purpose of the translation. Clarify for all translators the scope and purpose of the translation, the target audience, and the means of administration.

Instruct the translators to prepare independent versions based on these principles:

- 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.

Do initial translation. Enlist two native-speakers who have not previously been exposed to ecSI 2.0™ to independently translate the instrument into your language.

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.

Pretest. Have at least four native speakers who are naïve to the test and the model take the test. Then let each test-taker tell you, question by question, their understanding of the meaning of each item.

Adjudicate again. Based on the test-taker responses, adjudicate to see that all three translators arrive at one translated version.

Record on the Translation Table. Record your final adjudicated translated version of each item in Column B. You will be sharing the filled-in table with us at every stage of the submission process. This also allows you to keep a copy of each draft of the translation with decisions and reasoning for each draft.

Get approval for the translation

Back-translate. Direct a native speaker to back-translate each translated ecSI 2.0™ item into English and record in column C on the Translation Table. Any comments go in Column D. The person completing the back-translation needs to be naïve to ecSatter and new to this translation process, i.e., they cannot have been involved in the earlier steps.

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 survey items.

Response. Dr. Lohse and Ellyn Satter will review your back translation and work with you on finding language that captures the subjective as well as the objective meaning of the 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.