

Is translation enough? Maintaining item intent and parent engagement when adapting ASQ

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MAINTAINING THE ASQ STYLE IS NECESSARY TO ENSURE INTEGRITY AND ACCURACY IN RESULTS

What is item intent?

To maintain the integrity of the screening measure it is necessary to identify and keep the intent of the translated or adapted item consistent with the original item.

- For example, in the item, “Does your child *imitate* a two-word sentence?” a translation that reads, “Does your child *say* a two-word sentence?” has not captured the intended skill in the item and is not an accurate translation.

Details make a difference—check underlying intent

Original item	Initial back translation
Does your child catch a large ball with both hands?	Does your child hold a big ball using both hands?
Does your baby make high-pitched squeals ?	Does your child scream loudly ?
Do you have concerns about your baby's vision ?	Do you consider your child's vision normal ?"
Does your child flip switches off and on?	Does your child turn on light switches ?

Know item intent in order to modify content for cultural relevance

Cultural differences may necessitate omitting, re-writing, or changing age expectations for some items.

- For example, in warm climates, clothing examples in the item, “Does your child help undress himself by taking off clothes like socks, hat, shoes, or mittens?” are not relevant.

Original item	Intent	Final back translation
Does your child eat with a fork?"	Use utensil to self feed (at age 18 – 27 month ASQ in US)	Does your child take chapatti with dal (lentils)?
		Does your child eat with a spoon or chopsticks?
If you ask your baby to, does he play at least one nursery game (such as “Bye-bye,” “Peekaboo,” “Clap your hands,” “So Big”)?	Participate in interactive activity	Some people hide their face with their hands and then open them and say, “Wuy!” or “Boo!” to make the baby laugh. Does your baby like to clap hands to play, even before you clap your hands?

6 Important Rules to Keep ASQ Style:

1. Item identifies the expected skill or behavior.
2. Intended skill is easy for parent to understand.
3. Item is written in context of ASQ age interval (child’s age and appropriate development).
4. Item is written so that the parent recognizes the activity as typically occurring during play and daily routines.
5. The response options, YES, SOMETIMES, NOT YET are positive answers to the question posed.
6. Activity described is appropriate for the culture or is modified.



ASQ relies on parent engagement!

Positive Context

- Items ask about skills that are considered to be age appropriate and expected within interval age range (i.e., 15-17 months). There are no “advanced” skills beyond what is expected for child’s age in an interval.
- Item responses are positive answers:
 - YES = Child has obtained skill 😊
 - SOMETIMES = Skill is emerging 😊
 - NOT YET = Opportunity for parent to teach child 😊

Items present activities that most parents can do, recognize and observe within context of daily life

- - ROUTINES (mealtime, going shopping)
 - CHILD-INITIATED (play, game)
 - PLANNED (reading to child)

Writing style is parent friendly:

- Item places parent in activity (When you...does your child...)
- Incorporates language parents use in conversation such as “baby” instead of “infant”, “your child” instead of “the child” (avoids formal language)
- Vocabulary = low level reading and clearly describes the activity or skill to the parent - no clinical terms such as, “supine”(while baby is on her back or lying face up), “rotate” (baby uses a turning motion with his/her hand)

Initial back translation is too “clinical”	ASQ style is parent-friendly
Infant	Baby
Often	A lot
The child	Your child
Supine	On his back
Rotate hand	Turn her hand
Independently	By himself
Imitate	Copy