Evidence-Based Guidelines for Translating Early Childhood Screening Tools: A Review of Current Practices

Jantina Clifford, PhD, Kimberly Murphy, Huda Felimban, PhD, & Jane Squires, PhD

UNIVERSITY OF OREGON | College of Education

"It was tried hard to maintain the meaning of the original items, however some changes were inevitable…"

Vameghi, R., Sajedi, F., Mojembari, A., Habibollahi, A., Lornejad, H., & Delavar, B., (2013)

Context

Global commitment to improving outcomes for children
➔ Increase in early childhood intervention
➔ **Need screening tools in ALL countries & languages**

Existing screening tools can be adapted!
Use Evidence-based Guidelines
for Translation & Adaptation

- International Test Commission (ITC, 2017)
- World Bank (Fernald et al, 2009)
- World Health Organization (WHO, 2017)

Goals for Translation:
Linguistic Equivalence & Cultural Appropriateness

1. Even if a tool is linguistically equivalent, it will not be effective if it is not **culturally appropriate, acceptable, or considered as useful by community members.**

2. The translation process **must not be rushed**, and should be done according to **established guidelines** in order to develop an adapted tool that is **high quality** and is **culturally and linguistically appropriate.**

PURPOSE
Examine current practices in recent studies

Literature Search*

Focused on articles published 2010-2017 addressing translated/adapted versions of **commonly used developmental screening tools**:
1) Ages & Stages Questionnaires (ASQ)
2) Denver Developmental Screening Test (Denver)
3) Parents' Evaluation of Developmental Status (PEDS)

Tools	Number of Articles	Pre-translation Activities	Translator Infor-mation	Translation Steps	Piloting	Documen-tation
ASQ	20	5	12	13	8	8
Denver	3	0	1	0	1	0
PEDS	3	2	3	3	2	0

Criteria used to evaluate articles (based on international guidelines)
1) **Pre-translation activities**
   - Communicate with authors and/or publisher
   - Determine if the content of the test is culturally congruent (i.e., relevant or meaningful)
   - Involve local professionals and community members
2) **Translator Information**
   - Translators should be native speakers, bicultural
   - Involve local specialists (e.g., speech language pathologists, physical/occupational therapists, parents)
3) **Translation Steps**
   - Forward translation to target language (or culture)
   - Back translation into original language
   - Comparison of two versions to address discrepancies
   - Expert panel affirms equivalence & cultural relevance
4) **Piloting to Determine Final Version**
   - Community members & local experts review items & evaluate cultural, developmental, and linguistic appropriateness
   - If needed, additional modifications are made; several iterations may be necessary to reach final version
5) **Documentation**
   - Document steps & procedures through websites, project bulletins, or publications in peer-reviewed journals
   - Research articles using translated version should include summary of translation process

*Articles published in 2010-2015 from El-Behadli A, Neger E, Perrin E, Sheldrick C. (2015). For articles published after 2015, a search was done on Medline, Eric, Academic Search Premier & GoogleScholar using search terms "Ages & Stages Questionnaires, ASQ, Parents Evaluation of Developmental Status, PEDS, Denver Developmental Screening Tool" and "translation, adaptation, validation"

Examples of Modifications

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?

Culturally appropriate objects & local routines

Original item	Final back translation
Does your child eat with a fork?"	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 even if you don't show him the activity yourself (such as "Bye-bye," "Peekaboo,", "Clap your hands," "So Big")?	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 start that game without you showing him first? Does your baby like to clap hands to play, even before you clap your hands?