Translation and Adaptation of the Spanish Version of the International Trauma Questionnaire Child and Adolescent (ITQ-CA) following ITC Guidelines for Translating and Adapting Tests

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The aim of this report is to present each of the stages taken to adapt the International Trauma Questionnaire-Child and Adolescent to Spanish.

Each stage has been carried out rigorously, following the ITC Guidelines for Translating and Adapting Tests (Second Edition, 2017) published by the ITC (International Test Commission, 2018).

This guide sets out a series of procedures and standards of good practice to be followed in order to comply with both legal and ethical principles and the standards of good practice established in relation to the use of tests in research.

The Spanish adaptation of the ITQ has been carried out by different members of the Believe Project. The Believe Project was created by the Pnínsula Research Group (CTS-581), which is located in The Mind, Brain and Behaviour Research Centre at the University of Granada (Spain). This project centres on psychological and neuropsychological impairments acquired by female victims of intimate partner violence and their children. A high percentage of women and children may be suffering intimate partner violence-related PTSD and/or Complex PTSD as result of direct or indirect victimization. In order to assess Complex PTSD in the Believe Project, our research group seeks to translate a specific measure for Complex PTSD for children and adolescents, as we have previously done for adults.

Below, we present the stages carried out by our team for the translation and adaptation of the Spanish version of the ITQ-CA measure according to ITC Guidelines:

Pre-Condition Guidelines

- **PC-1 (1) Obtain the necessary permission from the holder of the test's intellectual property rights before carrying out any adaptation.**
We have a formal consent via email from Marylene Cloitre, the principal author of the ITQ-CA test, where she authorizes us to perform the Spanish adaptation/translation of the test. This consent was received on August 6th, 2019.
- **PC-2 (2) Ensure that the amount of overlap between the definition and content of the construct measured by the test and the item content in the populations of interest is sufficient for the intended use (or uses) of the scores.**
The researchers in charge of the adaptation and translation of the test are familiar with the construct. As mentioned, the group of experts who conduct the Spanish adaptation of the

measure are part of the Believe Project. These researchers conduct psychological and neuropsychological assessments with victims of IPV and they have adapted the adult version of ITQ. As such, the evaluators are aware of the heterogeneity of this population and have ensured that the content of the test can be answered by the entire target population. In turn, taking into account the age range of 7 to 17 years, an external group of experts in language and didactics have also ensured that the terms used were understandable to children and adolescents.

- **PC-3 (3) Minimize the influence of any cultural and linguistic differences that are irrelevant to the intended uses of the test in the populations of interest.**

The translators, in addition to being involved in the research and evaluation of the target population, are native speakers of the target language and culture (Spanish).

Further, this team also includes a native English-speaker from the United States of America who has resided in Spain for more than 8 years, giving her a greater knowledge of and proximity to the target culture.

Test Development Guidelines

- **TD-1 (4) Ensure that the translation and adaptation processes consider linguistic, psychological, and cultural differences in the intended populations through the choice of experts with relevant expertise.**

As previously mentioned, it is imperative that translators have experience with the content of the test and in the evaluation principles in order to comply with this point. The translators, in addition to being knowledgeable about test content and application, are native speakers of the target language and the source language and have in-depth knowledge about the culture to which the test has been adapted. Furthermore, all evaluators live in the same area in which they carry out the evaluations. The group of experts in charge of producing the Spanish version is as follows:

-Miguel Pérez-García is a Professor of Clinical Neuropsychology in the Dept. of Personality, Evaluation and Psychological Treatment at University of Granada and researcher at the Mind, Brain and Behavior Research Centre (CIMCYC) at the same university. He is also responsible for the Andalusian Regional Government's research group "Neuropsychology Applied to Children, Adults and the Elderly" (CTS-581). He specializes in the neuropsychology of intimate partner violence, crosscultural neuropsychology, the neurodevelopment of children exposed to violence, posttraumatic stress disorder and the validation of instruments for other cultures.

-Natalia Hidalgo-Ruzzante (PhD in Psychology at University of Granada) is a Professor in the Dept. of Developmental Psychology and Education and a researcher at the CIMCYC. She is specialized in the evaluation of cognitive impairment and the psychological treatment of female victims of intimate partner violence, as well as child development in situations of vulnerability and violence. In addition, she studies cross cultural neuropsychology.

-Julia C. Daugherty (PhD in Psychology at University of Granada) is a researcher at the University of Granada and a member of the research group Neuropsychology Applied to Children, Adults and the Elderly. She is an expert in neuropsychology and intimate partner violence and at the same time, she has a research trajectory in the topic of crosscultural neuropsychology.

-Carmen Fernández-Fillol is a researcher at University of Granada, a member of the research group Neuropsychology Applied to Children, Adults and the Elderly and International Consortium Trauma. She is developing her thesis on post-traumatic stress disorder and complex post-traumatic stress disorder in relation to other psychological and neuropsychological impairments of intimate partner violence.

In addition, a group of 10 experts in dialectics have collaborated with us to ensure the understanding of the measurement and instructions were appropriate for the age range of the ITQ-CA. This expert group consisted of five primary and five secondary school teachers of Granada, Spain.

- **TD-2 (5) Use appropriate translation designs and procedures to maximize the suitability of the test adaptation in the intended populations.**

A back translation design was used to verify the target version created through double translation and reconciliation by a panel of experts. The steps followed in this process include:

1º. Translation/ adaptation of the original English version to the Spanish version. It was completed on September 9th, 2019 by Carmen Fernández Fillol.

2º. Back translation of the Spanish version into English. It was completed on September 19th, 2019 by Julia C. Daugherty.

3º. Consensus to make the final version of the Spanish translation based on previous versions. It was made on October 28th, 2019 by Carmen Fernández Fillol and Julia C Daugherty.

4º. Fourth revised draft of the Spanish version by the whole group of experts on January 13th, 2020. It was completed on February 25th, 2020 and March 5th, 2020 by Miguel Pérez-García and Natalia Hidalgo-Ruzzante. In this phase, the experts emphasized the fulfilment of the cultural adaptation for the test to the target population.

5º. Final reading of the Spanish version by a group of 10 teachers and didactical experts on June 4th, 2020 with the objective of ensuring that children and adolescents are able to understand all the words of the ITQ-CA (Spanish Version).

6º. Review of teachers' opinions and first final version on June 10th, 2020 by Miguel Pérez-García, Natalia Hidalgo-Ruzzante and Carmen Fernández-Fillol.

7º. Revision of the latest back-translation and first final version by the test author (Marylene Cloitre) on October 13th, 2021.

- **TD-3 (6) Provide evidence that the test instructions and item content have similar meaning for all intended populations.**

The test statements have also been translated and adapted by our team. As noted, above, we have complied with the recommendation to use reviewers who are native speakers of the local language and the original language to evaluate the translation/ adaptation of the test. After this step, a group of experts in didactics and teachers judged whether the terms in Spanish would be appropriate for children and adolescents within the age range of 7 to 17 years.

- **TD-4 (7) Provide evidence that the item formats, rating scales, scoring categories, test conventions, modes of administration, and other procedures are suitable for all intended populations.**

We have ensured that the test items translated to Spanish are clear enough for all respondents to provide honest and consistent answers. In addition, we have made sure that the original format is respected and that the respondents have a simple way of placing the tests or marking the answers.

- **TD-5 (8) Collect pilot data on the adapted test to enable item analysis, reliability assessment and small-scale validity studies so that any necessary revisions to the adapted test can be made.**

Collecting pilot data will be possible as soon as the Spanish version is approved. We have currently accessed the target population and are in the process of evaluating them as a part of the Believe Project.

The entire process may be summarized as follows:

Table 1

Detailed information on stages taken in the Pre-Condition phase

Phase	Stage	Description	Date	Responsible
Pre-Condition	PC-1	Obtain the necessary permission from the holder.	August 6 th , 2019	Carmen Fernández-Fillol
	PC-2	Overlap in definition, test and item in target population.		Carmen Fernández-Fillol Julia Daugherty Natalia Hidalgo-Ruzzante Miguel Pérez-García
	PC-3	Minimize the influence of any cultural and linguistic differences.		Carmen Fernández-Fillol Julia Daugherty

Table 2

Detailed information on stages taken in the Test Development phase

Phase	Stage	Description	Date	Responsible
Test Development	TD-1	Ensure that the translation and adaptation processes consider linguistic, psychological, and cultural differences in the intended populations through the discretion of experts with relevant expertise.		Carmen Fernández-Fillol Julia Daugherty Natalia Hidalgo-Ruzzante Miguel Pérez-García
	TD-2	Use appropriate translation designs and procedures: Translation/adaptation of the original English version to the Spanish (Appendix I).	September 9 th , 2019	Carmen Fernández-Fillol

	Back translation of the Spanish versions into English (Appendix II).	September 19 th , 2019	Julia Daugherty
	Consensus to make the final draft of the Spanish version (Appendix III).	October 28 th , 2019	Carmen Fernández-Fillol Julia Daugherty
	Fourth revised draft of the Spanish version by third judges (Appendix IV).	January 13 th , 2020; February 25 th , 2019 and March 5 th , 2019	Natalia Hidalgo-Ruzzante Miguel Pérez-García
	Final reading and opinion of the fourth Spanish version by expert group in language and didactical (Appendix V).	June 4 th , 2020	Group of ten teachers and experts in dialectics
	Review of teachers' opinions and first final version (Appendix VI).	June 10 th , 2020	Natalia Hidalgo-Ruzzante Miguel Pérez-García Carmen Fernández-Fillol
	Last review of final back translation of the last version and approvement of original author (Appendix VII).	October 13 th , 2021	Marylene Cloitre
TD-3	Provide evidence that the test instructions and item content have a similar meaning for all intended populations		Carmen Fernández-Fillol Julia Daugherty Natalia Hidalgo-Ruzzante Miguel Pérez-García
TD-4	Provide evidence that the item format, rating scales... are suitable for all intended populations.		Carmen Fernández-Fillol Julia Daugherty Natalia Hidalgo-Ruzzante Miguel Pérez-García
TD-5	Collect pilot data on the adapted test to enable item analysis, reliability assessment and small-scale validity studies		Carmen Fernández-Fillol Julia Daugherty Natalia Hidalgo-Ruzzante Miguel Pérez-García

References

Cloitre, M., Roberts, N.P., Bisson, J. & Brewin, C. (2018). International Trauma Questionnaire- Child and Adolescent versión (ITQ-CA).

International Test Commission, ITC. (2018). ITC Guidelines for Translating and Adapting Tests (Second Edition), *International Journal of Testing*, 18:2, 101-134.

Interesting Websites

Project Believe: <https://projectbelieve.info/en/>

The Mind, Brain and Behavior Research Center: <https://cimcyc.ugr.es/?lang=en>

ITC Guidelines for Translating and Adapting Tests (Second Edition, 2017) published by the ITC (International Test Commission): https://www.intestcom.org/files/guideline_test_adaptation_2ed.pdf

Dr. Miguel Pérez García: <https://orcid.org/0000-0003-4775-7556>

Dra. Natalia Hidalgo Ruzzante: <http://orcid.org/0000-0002-9952-9478>

Dra. Julia C. Daugherty: https://www.researchgate.net/profile/Julia_Daugherty2

Carmen Fernández Fillol: https://www.researchgate.net/profile/Carmen_Fernandez_Fillol

Cuestionario internacional sobre estrés traumático- Versión para niños y adolescentes (ITQ-CA)

Edad 7-17 años

Después de rellenar el formulario de eventos, ¿qué evento es el que más te molesta en este momento?

A continuación, se presentan una serie de problemas que las personas pueden sufrir tras un evento perturbador o estresante. Pensando en ese evento, **rodea con 0, 1, 2, 3 ó 4 en función de cuánto te han molestado las siguientes cosas durante el último mes.**

0 = Nunca / 1 = Un poco / 2 = A veces / 3 = Mucho / 4 = Casi siempre

	Nunca	Un poco	A veces	Mucho	Casi siempre
1. Pesadillas que me recuerdan lo que pasó.	0	1	2	3	4
2. Imágenes en mi cabeza sobre lo que pasó. Sentir como si estuviera ocurriendo en este momento.	0	1	2	3	4
3. Intentar no pensar sobre lo que ocurrió. O no tener sentimientos sobre ello.	0	1	2	3	4
4. Mantenerme lejos de cualquier cosa que me recuerde a lo que ocurrió (personas, lugares, objetos, situaciones, conversaciones).	0	1	2	3	4
5. Estar excesivamente alerta (comprobar quién hay a mi alrededor).	0	1	2	3	4
6. Estar nervioso/a.	0	1	2	3	4

Por favor, marca sí o no si los problemas anteriores han interferido en:

Llevarte bien con tus amigos/as.

Llevarte bien con tu familia.

Tus tareas escolares.

Alguna otra cosa importante para ti (aficiones, otras relaciones).

Tu felicidad en general.

SÍ	NO
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

A continuación, se presenta una serie de problemas que las personas pueden sufrir tras eventos traumáticos o estresantes. Se refieren a cómo te sientes, qué piensas de ti mismo/a y de otros.

Rodea con 0, 1, 2, 3 ó 4 según cuánto te han molestado las siguientes cosas durante el pasado mes.

0 = Nunca / 1 = Un poco / 2 = A veces / 3 = Mucho / 4 = Casi siempre

	Nunca	Un poco	A veces	Mucho	Casi siempre
7. Tener dificultad para calmarme cuando me siento molesto/a (enfadado/a, asustado/a o triste).	0	1	2	3	4
8. Sentirme incapaz de tener sentimientos o sentirme vacío/a por dentro.	0	1	2	3	4
9. Sentirme fracasado/a.	0	1	2	3	4
10. Pensar que no soy una buena persona.	0	1	2	3	4
11. No sentirme cercano/a a otras personas.	0	1	2	3	4
12. Tener dificultades para mantenerme cercano/a a otras personas.	0	1	2	3	4

Por favor, marca sí o no si los problemas anteriores han interferido en:

	SÍ	NO
Llevarte bien con tus amigos/as.		
Llevarte bien con tu familia.		
Tus tareas escolares.		
Alguna otra cosa importante para ti (aficiones, otras relaciones).		
Tu felicidad en general.		

Instrucciones para la puntuación de ITQ-CA

Puntuación TEPT: Suma total de los ítems del 1 al 6 (rango= 0 a 24).

Puntuación Auto-organización: Suma total de los ítems del 7 al 12 (rango= 0 a 24).

TEPT Complejo: Suma total de los ítems del 1 al 12 (rango= 0 a 48).