

TRANSLATION, ADAPTATION AND CONTENT VALIDATION OF SECTION I OF THE SCALE "ASSESSMENT OF PEER RELATIONS" INTO THE PORTUGUESE LANGUAGE

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Abstract

Objective: adaptation and content validation of Section I of the scale "Assessment of Peer Relations" to the Portuguese language. **Methods:** section I was translated and back translated by experienced translators. The version of consensus was used in two pilot studies that indicated the necessity of linguistic improvements. After realizing these modifications, it was possible to gather an expert panel - composed by 8 researchers in early intervention and social interaction - who thoroughly discussed each item of section I. **Results:** this research process was essential to deeply explore section I allowing, consequently, to perceive which modifications should be done in order to operationalize its use in Portuguese's language and culture. **Conclusions:** the objective of this research was achieved and, consequently, it was possible to do the adaptation and the content validation to the Portuguese language concerning Section I of the scale "Assessment of Peer Relations".

Key words: social adjustment; interpersonal relations; social behavior disorders; child behavior; content validation

INTRODUCTION

Peer interaction situations are contexts in which the child can progress and develop all the competences that, in a short and long term, will be essential for social adjustment in a less protected world and where situations are real and, therefore, distant from the several pretend worlds the child might encounter within peer culture¹⁻⁴.

It is in these interactions that the child might try social strategies to solve certain challenges, such as peer group entry, conflict resolution and maintaining play. It is also inside these interactions that the child might experience and/or observe the consequences of certain choices and, by that, realizing if those choices will be applicable in future social situations^(1,2). As these social exchanges take place, it also becomes possible to realize if the child pursues or gives up his or her objectives and the probable reasons for the made choice - Difficulties in adjusting and resorting to different social strategies? Nonresponsive peers? Context features working as possible obstacles or as possible facilitators?

All the complexity inherent to peer related social competence leads to the need to actively observe the child and interconnect several factors associated with successful interactions or difficulties - or even frustrations - in this area³⁻⁴. Thus, it becomes vital to understand the child and the context as a whole; on one hand, there's the child with all developmental characteristics - interrelated areas that in an integrated way influence social competences' expression; on the other, there's every aspect and/or processes of the context which also influence constant and reciprocal transactions with the child. This comprehensive and interconnected perspective is vital to the effective understanding of the child's social performance and to find ways to foster it by valuing, more and more, the active role of the environment in all this process^{4,6-10}.

The importance of peer related social competence as a precursor of future social performance leads to the need to assess, as early as possible, children that demonstrate difficulties on this level⁵. In Portugal, however, there are a limited number of validated scales which measure social interaction⁶.

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This study focus on the child's social performance in natural contexts, putting an emphasis on the relevance on peer interaction observation, as well as on information provided by the various caregivers, as described on *Assessment of Peer Relations (APR)* ⁽⁷⁾. This scale assesses several critical domains of social interaction regarding children between 3 and 5 years old experiencing difficulties in peer related social competence, based on the performance in natural contexts, an aspect that increases the odds of a more realistic assessment, essential to identify the domain(s) in need of improvement and, consequently, to build up individualized intervention objectives.

So, the aim of this research consists on the adaptation and content validation of Section I of *Assessment of Peer Relations* into the Portuguese language.

METHODS

Tool characterization

The items on the APR are based on the interactional development principles and aim to assess every child who demonstrates any kind of difficulty establishing and maintaining successful interactions with their peers⁽⁷⁾. The completion is made after a few days of observing the child interacting with peers in the contexts.

APR consists of three sections, each one being composed by theoretical texts which intend to substantiate and explain the base of the subsequent assessment scales. Section I – which completion allows the gathering of the necessary data to design an intervention plan – consists of four components: component A, B, C and special considerations.

Component A refers to a general perspective and assesses, through a Lickert scale (LS): level of involvement in interaction; purpose and success of initiations. Component B assesses, through the LS, the foundation processes – emotional regulation and shared understanding concerning social rules; pretend play complexity and diversity and everyday events. In component C, a summary of the linguistic, cognitive, affective and motor development is asked. Other factors conditioning the interactional performance should also be mentioned, as well as the child's strengths.

The completion of special considerations is a way of summarizing and systematizing the information collected in order to design an intervention plan.

Procedure - translation and back translation

For the translation, adaptation and content validation of Section I, and considering the Portuguese cultural reality, a qualitative methodology was used. This decision was based on the suggestions and opinions provided by the author of the tool, Professor Guralnick, who granted the permission for this study.

Cross-cultural adaptation followed the guidelines of Guillemin, Bombardier, & Beaton ⁽⁸⁾ complemented by Hill & Hill ⁽⁹⁾, who argue that translating a tool, on its own, might turn out to be insufficient in the face of the semantic/conceptual and cultural differences between the several languages, which is why back translation and adaptation are so important.

The first phase consisted on translating the American version into the Portuguese language. This translation was made by a speech language pathologist– researcher at Institute of Education, University of Minho – in practice for six years, having a background in early childhood intervention and social interaction and, therefore, being a specialist considering the terms related to these areas. Simultaneously, this researcher masters the English language due to having attended, for nine consecutive years, a school of specialized teaching of the language.

Secondly, the back translation was made. For that we could count on the work of an experienced bilingual translator whose mother tongue is English (American English). The American original version was then compared with the back translated one in order to check if there were many discrepancies and if the meaning of the tool had been maintained and, by that, understand if the translated version would, in fact, assess what it was supposed to⁽¹⁰⁾. These two translators found a consensus version⁽⁹⁾. In a parallel way, section I was translated by two psychologists from the Faculty of Psychology and Educational Sciences, University of Oporto – coming from the education and child development areas, one of them having large experience in Early Childhood Intervention and a deep knowledge of the English language. This translation was then subject to revision, reflection and discussion, as a focus group, by the team of the research project of the Center of Psychology – University of Oporto (RIPD/CIF/109664/2009), funded by the Portuguese Foundation for Science and Technology.

The final versions made by the two work teams of the above mentioned universities were then compared, leading to a final consensual version. This version was used in two pilot-studies in order to verify if it raised any kind of questions indicating the need of linguistic improvement¹¹.

Pilot-studies

In pilot-study one – conducted within the scope of the Master's thesis of Faculty of Psychology and Educational Sciences, University of Oporto – "*Temperamento e participação social com pares em crianças com perturbação do espectro do autismo*" ("Issues on temperament and social participation with peers in children with Autism Spectrum Disorders"), defended by Daniela Maria da Costa Ferreira – section I was administrated as an oral reflection with two early childhood educators – in order to assess the perception and understanding of its' items. Their comments concerning the

content, clarity and understandability of the items were noted down, as well as the improvement suggestions.

In pilot-study two, the tool (scales and related explanation texts) was sent by e-mail to a linguist and 20 early childhood intervention professionals with experience when it comes to use assessment tools. Each participant was also asked to make a general evaluation of the tool in order to realize if it had been considered relevant and if, accordingly, the maintenance of the study would be useful.

After systematizing the data gathered and the changes mentioned as necessary, and taking into account the positive feedback considering the relevance of the tool, the second phase of adaptation and content validation of section I in the APR was initiated.

Panel of experts

For the linguistic adaptation – semantically, idiomatically and conceptually – and for content validation, a panel of experts was created, composed by eight professionals coming from different areas^{8,12}, all having wide experience regarding early childhood intervention and social interactions. Since the tool consisted of three sections – and given the pilot-study feedback about the extension – it was considered necessary to meet with the same expert panel on three different occasions, repeating the same procedures.

Section I was sent by e-mail to each expert so that they could get a first contact with the tool and reflect on it, taking into account the explicit goals concerning the items suitability and pertinence. It was considered important that section I should be sent in its globality – texts and scales – stressing, nonetheless, that the meetings would only focus on the scales.

The panel of experts became vital to ensure if the expressions and grammar structures of the translated version – when compared to the original ones – were equivalent among themselves when it came to effectively having the same meaning framework and if they were, at the same time, culturally relevant and appropriate. This was the basis for the semantic and conceptual equivalence and for the content validation⁽⁸⁾. Considering the fact that there are typical expressions in the American English, hardly translated into Portuguese, it also became necessary to carry the idiomatic equivalence and, therefore, finding other expressions which could pass on the original idea⁸.

RESULTS

The differences between the original version and the back translated one allowed to find meaning discrepancies, creating the need of improvements in specific aspects of the translation. The convergence and comparison of the versions created

by the two teams led to a consensus version that was considered to more clearly demonstrate the assessment intents of the original document.

From the 21 scales that were sent, in pilot-study two, ten answers were returned. The scale analysis – just like it was intended at this stage of this study – brought up Portuguese language issues – concerning spelling and morpho-syntactic errors. Still taking in consideration the pilot-studies, other data emerged, unexpected, but important to refer. In general terms, the participants suggested that it would be important to delimitate the meaning of some concepts of the scale and which are considered to be of a more theoretical nature.

When it comes to implementing the scale, the participants stressed out the importance of adding to the Lickert scale, that in the case of this tool diverges from "rarely" to "almost always", the "not observed" item.

It was also highlighted, just like what was mentioned by the author, the need that the people implementing the scale be familiar with the tool.

All the participants brought up the tool extension as being a potential barrier to its implementation – in this case, one might point out that this perception might be due to the fact that the three sections were sent simultaneously. In fact, the extension of the tool appears to be one of the main reasons explaining the participation rate observed on pilot-study two.

The first panel meeting was attended by every expert mentioned above. Some of them already knew one another because they had been involved in common projects. For others, it was the first contact day. The group established, right from the start, a dynamic discussion about section I, in general, and the items, in particular, and all the elements had a balanced intervention.

As one can see on Table 1, many of the items of the consensus version remained unaltered; in others some morpho-syntactic changes were conducted in order to ease their understanding. In many of them, some words were replaced for being considered linguistically more appropriated than others.

Next, the more important issues of discussion that influenced validation and content adaptation are stressed out.

Item one (place two – see Table 1) – "Tends to be unoccupied" – raised a few semantic and conceptual doubts, because the word "desocupado" (unoccupied) might lead to different interpretations such as: not doing anything, effectively speaking, or having a different interest in relation to the group as a whole (playing with the hand, for example).

Therefore, there was a need to fully understand what the author really intended to assess. The posterior bibliographic research allowed the definition of this and other concepts thought to be necessary. The creation of a supplementary glossary to ease and standardize implementation was then initiated – also by suggestion of the

Table 1: Translation, adaptation and content validation of Section I made between 16/12/2009 and 1/02/2011 in Universities of Minho and Porto

Place	Original Items	Version of consensus	Final option – Panel of experts
1		Envolvimento	
2	1. Tends to be unoccupied [unoccupied]	1. Tende a estar desocupado [desocupado]	
3	2. Plays with toys or materials but does so alone [solitary play]	2. Brinca com brinquedos ou materiais mas fá-lo sozinho(a) [brincar solitário]	
4	3. Plays near others using similar toys or materials [parallel play]	3. Brinca perto dos outros utilizando brinquedos ou materiais semelhantes [brincar paralelo]	
5	4. When not playing with toys or materials, actively watches the activities of other children [onlooker]	4. Quando não está a brincar com brinquedos ou materiais, observa ativamente as atividades das outras crianças [espetador(a)]	
6	5. Prefers peers to adults when both are available [prefers peers to adults]	5. Prefere os pares aos adultos quando ambos estão disponíveis [prefere os pares aos adultos]	
7	6. Notices but then ignores approaches and initiations of others [ignores]	6. Apercebe-se, mas depois ignora aproximações e iniciativas dos outros [ignora]	6. Apercebe-se, mas depois ignora aproximações e iniciativas dos outros [ignora]
8	7. Appears to be unaware of the initiations of others [unaware]	7. Parece não se aperceber das iniciativas dos outros [não se apercebe]	7. Parece não se aperceber das iniciativas dos outros [não se apercebe]
9	<i>When playing with peers (group play):</i>	<i>Quando brinca com os pares (brincadeira em grupo):</i>	
10	8. Engages in simple brief responses or exchanges (usually not more than two interactions per child) [brief exchanges]	8. Envolve-se em respostas ou trocas simples e breves (habitualmente não mais do que duas interações por criança) [trocas breves]	
11	9. Engages in role reversals during social games [complementary or reciprocal play]	9. Envolve-se em papeis inversos no decorrer dos jogos sociais [brincar complementar ou recíproco]	9. Envolve-se em trocas de papéis no decorrer das brincadeiras sociais [brincar complementar ou recíproco]
12	10. Engages in play that is maintained for an extended period that varies in diversity and character, (often with complementary roles) and usually as part of a pretend play sequence [maintained play]	10. Envolve-se em brincadeiras que são mantidas por períodos prolongados de tempo e que variam em diversidade e caráter, (por vezes com papeis complementares), e normalmente como parte de uma sequência de faz de conta (manutenção do brincar/mantém o brincar)	10. Envolve-se em brincadeiras que são mantidas por períodos extensos e que variam em diversidade (frequentemente com papeis complementares), e, habitualmente, como parte de uma sequência de brincadeira de faz de conta [manter a brincadeira]
13	11. Engages in social pretend play that includes explicit communication (planning and negotiations) regarding themes, roles, and scripts [complex social pretend play]	11. Envolve-se no brincar ao faz de conta social que inclui comunicação explícita (planeamento e negociação) em relação a temas, papéis e guiões [brincadeira complexa de faz de conta]	
14	1. Gain the attention of others [attention]	1. Obter a atenção dos outros [atenção]	
15	2. Acquire toys or materials of others [acquire]	2. Adquirir brinquedos ou materiais dos outros [aquisição]	
16	3. Stop a peer's action or activity [stop]	3. Parar a ação ou atividade de um par [parar]	
17	4. Elicit or give affection [affection]	4. Obter ou dar afeto [afeto]	4. Pedir ou dar afeto [afeto]
18	5. Gain information or clarification from peers [information]	5. Obter informação ou clarificação por parte dos pares [informação]	

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19		Envolvimento	
20	6. Seek permission from other children [permission]	6. Solicitar permissão às outras crianças [permissão]	
21	7. Generally engage in social contact [social]	7. Envolver-se, habitualmente, em contacto social [social]	
22	8. Propose joint (we, let's) activities [joint]	8. Propor atividades em conjunto (nós, vamos) [em conjunto]	
23	1. Peers respond to child's requests for assistance [help]	1. Os pares respondem aos pedidos de ajuda da criança [ajuda]	
24	2. Peers acknowledge or comply with requests for action [requests for action]	2. Os pares reconhecem ou agem de acordo com os pedidos para ação [pedidos para ação]	2. Os pares reconhecem ou aderem aos pedidos de ação [pedidos de ação]
25	3. Peers respond appropriately to requests for clarification [clarification]	3. Os pares respondem adequadamente aos pedidos de clarificação [clarificação]	
26	4. Peers respond to efforts to gain their attention [attention]	4. Os pares respondem aos esforços da criança para obter a sua atenção [atenção]	
27	5. Peers respond appropriately to general questions about objects, events, and feelings [questions]	5. Os pares respondem adequadamente a questões gerais sobre objetos, acontecimentos e sentimentos [questões]	
28	6. Peers respond readily to initiations for social purposes [social/joint/permission]	6. Os pares respondem prontamente às iniciativas para objetivos sociais [social/conjunto/ permissão]	6. Os pares respondem prontamente a iniciações com objetivos sociais [permissão/social/conjunto]
29	1. Becomes anxious when approached by others as indicated by gestures, facial expressions, or active withdrawal [anxious]	1. Fica ansioso quando os outros se aproximam dele tal como indicado por gestos, expressões faciais, ou afastamento ativo [ansioso]	1. Fica ansioso(a) quando os outros o(a) abordam o que é indicado através de gestos, expressões faciais ou evitamento ativo [ansioso(a)]
30	2. Vehemently rejects social overtures by peers [rejects]	2. Rejeita veementemente propostas/ofertas sociais dos pares [rejeita]	2. Rejeita, de forma veemente, manifestações sociais dos pares [rejeita]
31	3. Plays with considerable enthusiasm and expressiveness [enthusiasm]	3. Brinca com um nível considerável de entusiasmo [entusiasmo]	
32	4. Becomes angry or hostile during interactions with peers [hostile]	4. Fica zangado(a) ou hostil durante as interações com os pares [hostil]	
33	5. Hovers around others in play, vacillating between approaching and withdrawing [vacillates]	5. Paireia à volta dos pares nas brincadeiras, vacilando entre aproximação e afastamento [vacila]	5. Circula próximo dos outros, durante a brincadeira, hesitando entre aproximação e evitamento [hesita]
34	6. Responds positively by reciprocating in some reasonable way to the initiations of others [reciprocates]	6. Responde positivamente, por reciprocidade, às iniciativas dos outros	6. Responde positivamente, de forma recíproca e razoável, às iniciações dos outros [responde de forma recíproca]
35	7. Responds with a positive but muted or delayed reaction to interactions of peers [delayed response]	7. Responde com uma reação positiva mas muda ou atrasada às interações dos pares [resposta atrasada]	7. Responde positivamente às interações dos pares, mas de forma silenciosa ou retardada [resposta retardada]

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Place	Original Items	Version of consensus	Final option – Panel of experts
		Envolvimento	
36	6. Responds positively by reciprocating in some reasonable way to the initiations of others [reciprocates]	6. Responde positivamente, por reciprocidade, às iniciativas dos outros	6. Responde positivamente, de forma recíproca e razoável, às iniciações dos outros [responde de forma recíproca]
37	7. Responds with a positive but muted or delayed reaction to interactions of peers [delayed response]	7. Responde com uma reação positiva mas muda ou atrasada às interações dos pares [resposta atrasada]	7. Responde positivamente às interações dos pares, mas de forma silenciosa ou retardada [resposta retardada]
38	8. Interactions during exchanges with peers seem to occur quickly and without much thought [impulsive response]	8. As interações com os pares parecem ocorrer rapidamente e sem pensar muito [resposta impulsiva]	
39	9. Becomes disorganized and upset during interactions with peers [disorga-nized]	9. Torna-se desorganizado e chateado durante as interações com os pares [desorganizado]	9. Fica desorganizado(a) e perturbado(a) durante as interações com os pares [desorganizado(a)]
40	10. Becomes calm after upset in a reasonable period of time [settles]	10. Torna-se calmo, depois de chateado num período razoável de tempo [resolve-se]	10. Consegue acalmar-se num período de tempo razoável [acalma-se]
41, 42	Shared Understanding; Social rules	Compreensão partilhada; Regras Sociais	
43	1. Appears to understand the concept of ownership as evidenced by the nature of the child's requests (permission), justifications for child's own behavior (claims), or behaviors (returns object)[ownership]	1. Parece compreender o conceito de posse, tal como evidenciado pela natureza dos pedidos da criança (permissão), justificação pelo próprio comportamento da criança (reclamação), ou comportamentos (devolve objeto) [posse]	1. Parece compreender o sentido de posse demonstrando-o pela natureza dos seus pedidos (permissão), das justificações para o seu próprio comportamento (exigências), ou comportamentos (devolução do objeto) [sentido de posse]
44	2. Appears to understand general classroom rules regarding sharing and turn-taking with peers [turn-taking]	2. Parece compreender as regras gerais da sala relativas à partilha e ao pegar e dar a vez aos pares [pegar e dar a vez]	
45	3. Recognizes that children have different skills and abilities and adjusts requests and other communications accordingly [adapts to skills]	3. Reconhece que as crianças têm habilidades e capacidades diferentes e ajusta os pedidos e outras comunicações de acordo com isso [adapta-se a habilidades]	3. Reconhece que as crianças têm diferentes competências e capacidades e ajusta os pedidos e outras formas de comunicação a essas diferenças [adapta-se às competências]
46	4. Appropriately varies style of interacting depending upon whether peer is unfamiliar (e.g., less demanding of strangers) or familiar (including friends) [adapts to companion status]	4. Varia apropriadamente o estilo de interação dependendo se o par é desconhecido (exemplo, menos exigência dos estranhos) ou familiar (incluindo amigos) [adapta-se ao estatuto do companheiro]	4. Altera o estilo de interação, de forma adequada, atendendo ao facto de o par ser desconhecido (exemplo, menos exigente com estranhos) ou familiar (incluindo amigos) [adapta-se ao estatuto do(a) companheiro(a)]
47	Pretend Play Complexity and Diversity	Complexidade e diversidade do brincar ao "faz de conta"	
48	1. Engages in pretend play using simple single actions [simple actions]	1. Envolve-se no brincar ao faz de conta usando ações simples e singulares [ações simples]	1. Envolve-se no brincar ao faz de conta usando ações únicas e simples [ações simples]
49	2. Uses multiple actions in pretend play [multiple actions]	2. Usa ações múltiplas no brincar ao faz de conta [ações múltiplas]	

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		Envolvimento	
50	3. Engages in organized, coherent, and elaborated pretend play sequences [elaborated actions]	3. Envolve-se em sequências organizadas, coerentes e elaboradas no brincar ao faz de conta [ações elaboradas]	
51	4. When involved in multiple or elaborated actions, child exhibits considerable diversity [diversity]	4. Quando envolvida em ações múltiplas e elaboradas, a criança exibe uma diversidade considerável de ações [diversidade]	
52	5. Adapts pretend play interactions in accordance with changing demands of the evolving pretend play theme [adapts/pretend]	5. Adapta o brincar ao faz de conta de acordo com as mudanças exigidas pelo desenvolvimento do tema da brincadeira de faz de conta [adapta-se/finge]	5. Adapta as interações do brincar ao faz de conta de acordo com as mudanças exigidas pelo desenvolvimento do tema da brincadeira [adapta-se/faz de conta]
53	Everyday Events		Acontecimentos do dia a dia
54	1. Demonstrates either through actions or descriptions a basic knowledge of shared themes involving every day events similar to other children in the program (e.g., birthday party, lunch, circle time, grocery shopping, baking cookies) [scripts]	1. Demonstra, quer através de ações ou descrições, um conhecimento básico de temas partilhados que envolvem acontecimentos do dia a dia de forma similar às outras crianças presentes no programa (exemplo, festa de anos, almoço, tempo de círculo, compra de mercearia, cozedura de biscoitos) [segue o guião]	1. Demonstra, através de ações ou de relatos, um conhecimento básico, semelhante às outras crianças do grupo, relativamente a temas partilhados que envolvem acontecimentos do dia a dia (exemplo, festa de aniversário, almoço, momento de grande grupo, compras, fazer bolos) [guiões]
55	2. Scripts of these everyday events have a well developed sequential character [temporal order]	2. Os guiões destes eventos diários têm um caráter sequencial bem desenvolvido [ordem temporal]	2. Estes guiões relativos a acontecimentos do dia a dia têm um caráter sequencial bem desenvolvido [ordem temporal]
56	3. Scripts agree with others on the main actions of the activity [agree scripts]	3. Os guiões estão de acordo com outros presentes nas ações principais da atividade [acordo de guiões/guiões concordantes]	3. Estes guiões são concordantes com os guiões de outras crianças nas ações principais da atividade [guiões concordantes]
	Developmental Issues		Questões de Desenvolvimento
57	1. Language development - provide a summary of the child's level of receptive and expressive language. Also note any articulation difficulties or other problems with intelligibility, voice, or fluency.	1. Desenvolvimento da linguagem – realize um sumário do nível de linguagem receptiva e expressiva da criança. Tome também nota de dificuldades de articulação ou outros problemas relacionados com inteligibilidade, voz, e/ou fluência.	
58	2. Cognitive development - provide a summary of the child's general cognitive level including available intelligence test results and any information regarding the child's ability to attend and process complex information.	2. Desenvolvimento cognitivo – realize um sumário do nível cognitivo geral da criança incluindo resultados disponíveis de testes de inteligência e qualquer outra informação que tenha em conta a capacidade da criança para prestar atenção e processar informação complexa.	
59	3. Affective development - provide an estimate of the child's ability to recognize and display emotions. Include assessments of the speed and vigor with which these emotions are usually displayed and any problems the child might have in regulating his/her affect.	3. Desenvolvimento afetivo - realize uma estimativa da capacidade da criança para reconhecer e exibir emoções. Inclua avaliações da rapidez e vigor com os quais estas emoções são, normalmente, exibidas bem como qualquer problema que a criança possa ter em regular o seu afeto.	

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Place	Original Items	Version of consensus	Final option – Panel of experts
60	<p>4. Motor development - provide information about the child's motor development with special reference to mobility and ability to gesture.</p> <p>5. Other child characteristics - note any special characteristics of the child that do not fit into the previous domains but are likely to be relevant to the child's ability to form and maintain peer interactions. Hearing or visual impairments, unusual facial features, the stature of the child, or similar characteristics should be described below.</p> <p>6. Developmental strengths - highlight specific strengths in development this child exhibits that would be valuable in designing peer-related intervention programs.</p>	<p>4. Desenvolvimento motor – disponibilize informação acerca do desenvolvimento motor da criança, com especial referência à mobilidade e à capacidade para usar gestos.</p> <p>5. Outras características da criança – tenha em atenção outras características da criança que não se encaixem nos domínios prévios, mas que têm probabilidade de ser relevantes para a capacidade da criança formar e manter interações com os pares. Défices auditivos ou visuais, características faciais invulgares, a estatura da criança, ou características similares devem ser aqui descritos.</p> <p>6. Pontos fortes do desenvolvimento – realce pontos fortes do desenvolvimento desta criança que possam ser de grande importância para o desenho de programas de intervenção relacionados com pares.</p>	<p>Envolvimento</p>

The glossary can be required trough this e-mail: elsamartasoares@gmail.com

experts, complemented by the opinion of the participants of the pilot-studies.

The translation of the term "Play" raised doubts. Some experts suggested one should select the word "jogo" - (understood in Portuguese language as a rule-oriented game). However, other experts mentioned that "play" should be translated as "brincar", arguing that this is a more broad concept because it comprehends not only the rule-oriented interactions - "jogo" - as well as free interactions, without explicitly defined rules, which better suits every context in which the word "play" is used throughout the scale - therefore, this was the final option.

In an initial approach, it was thought to be more beneficial to add examples to the several items, but then it was concluded that by doing so one might condition the perspectives of the people that would, in the future, fill in the scales.

"Initiation" - appears for the first time on item six (place seven), but then is repeated throughout the scale. Initially, it was translated as "iniciativa" and, consequently, the backtranslation corresponded to "initiative". In this way, the panel of experts suggested one should choose the word "iniciação" ("initiation"), especially because there are conceptual differences between the Portuguese words: "iniciativa" and "iniciação"¹³. The first refers to the "action of someone who is the first to put an idea into practice, propose or take on something"¹⁸.

On the other hand, "iniciação" is defined as "action or the result of initiating"^{18 p2107}. One can thus infer that the level of requirement, considering

social behaviors, is higher in "iniciativa" when compared to "iniciação".

Item eight (place 10) was the source of profound debate considering the conceptual meaning of the word "simples" ("simple"). Some experts viewed this term as being related to the quality of the interaction - simple interactions such as, for example, exchanging looks. Other set of experts considered this term to be more related to the quantity and, thus, reached a contradiction inside the item itself because if, on one hand, it is said "engages in simple responses or exchanges", it also adds, on the other hand, "not more than two per child". Experts argued that if it's more than one interaction per child than, according to quantity, it is no longer a simple exchange.

In order to overcome this situation, and so that this question will not appear in the future, it was considered, consensually, one should add the following explanatory footnote: "The concept "simples" refers to the quality of the interaction".

On item ten (place 12) the words "diversidade" ("diversity") and "caráter" ("character") come up. The panel of experts considered that "diversity" is - in the light of the Portuguese language and the specific context it's inserted in - an embracing word and so the word "caráter" was removed to avoid redundancies facilitating, by that, the item comprehension.

On item five (place 35), an option was made considering the use of the words "vacilando" ("vacillating") or "hesitando" ("hesitating") because it was considered that the first one referred more

to the Portuguese spoken in Brazil, as the second one better adjusts to the cultural reality of Portugal.

Considering item seven (place 37), a morpho-syntactic change was necessary in order to render the item more clear and understandable. The panel also replaced the terms being used for others considered to be more conceptually appropriated.

In this way, it was mentioned that the word "muda" ("mute") should be replaced by "silenciosa" ("silent"), giving the negative connotation associated to the first and that the word "atrasada" ("delayed") didn't explicitly expressed what it meant to be assessed, which led to the election of the word "retardada" ("retarded").

Component "Pretend Play Complexity and Diversity" raised many doubts to the experts because they mentioned that item's similarity and the underlying theoretical content might difficult the understanding of the items and, consequently, condition the scale implementation. Just like what had happened, and as a way of surpassing this situation, it was pointed out, once again, the need of a theoretical research to enlighten the meaning of the items mentioned, explaining them in the glossary.

The concept "guião" ("script") raised doubts among some of the experts because it was mentioned the low employ of the word in certain preschool's contexts. The group tried to find a replacement word. Nonetheless, every word suggested wasn't broad enough – the maintenance of the word "guião" ("script") was then agreed upon, with a corresponding definition within the glossary.

Still in this component – everyday events (place 54) – a choice was made considering the establishment of some relation between the items through the use of the demonstrative pronoun "these" ("estes"), considered to be important for a better understanding.

DISCUSSION

The methodological steps mentioned in the bibliography concerning the qualitative processes of translation, adaptation and content validation of assessment tools turned out to be vital, because that was the only way to ensure the contextualization of the original tool considering the cultural specificities of the Portuguese children. Through this research we did the adaption of the tool in the light of these issues also regarding the need of facilitating as most as possible the operationalization and application of the tool by the caregivers⁹.

The whole process inherent to this study also led to other reflections that allowed more broad perspectives beyond those specifically connected to the tool. The perception of the experts that before the application of section I the child should be observed for several days and under different interactional situations stresses the importance of

being aware that the child's social performance may vary, taking into account the type of activities in which he or she is engaged (more or less structured activities, for example); the place where the activities occur (inside or outside) and the number of children involved in the activities (larger or smaller groups), all these considerations converge with the perspective of several authors who underlie that contextual factors might affect the child's interaction profile^{14,15}.

The analysis of section I also allowed experts to understand that filling it out demands great observation skills, because it assesses interaction aspects that might turn out to be very subtle. In this way, they considered these scale's characteristics as an advantage because they bring out the importance of observing these details, which, by itself, might create a change in early childhood professionals' and caregiver's attitudes and perspectives in regards to the importance of the various interaction situations. This perception, on its turn, might lead, consequently, to the awareness of considering the importance of fostering, as much as possible, the interaction opportunities with peers in preschool^{1,2}.

Concerning again experts' considerations, the subjectivity, that might be intrinsic to the rating itself, emphasizes the importance of filling out the scales taking into account as many perspectives as possible considering the observations and knowledge of those who better know the child, like caregivers.

When discussing section I experts highlighted its benefits concerning the valorization of the context as an indispensable source of information; the incitation to actively observe the child; its capacity of inducing professionals to deep reflections regarding child's and/or context's characteristics that might work as facilitators and/or obstacles allowing, consequently, to find new ways of fostering interaction and also improving the possibility of knowing the child in a more deep way identifying, inherently, the specific competences in need of improvement^(1, 2). This results in the convergence of this section with the contemporary perspectives by focusing not only on the child, but also by valuing and allowing the establishment of a link between the child-related factors and those context related, being thus suggested that it might appear as a complementary resource when it comes to assessment and intervention^{3,4,6}.

The entire process intrinsic to this study allowed us to achieve the aim of the research and led to the need of a future study regarding the Portuguese preschool's dynamics concerning social interactions and its implications in the development of peer related social competence.

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