

Transcultural adaptation of the “Everybody’s Different” program to self-esteem promotion among adolescents: Translation process to Brazilian Portuguese

Gabriela Salim Xavier Moreira

University of São Paulo, SP, Brazil

Carmem Beatriz Neufeld

University of São Paulo, SP, Brazil

Sebastião Sousa Almeida¹

University of São Paulo, SP, Brazil

Abstract: Eating Disorders and Obesity share the same health risk factors as dissatisfaction with body image, low self-esteem, and poor eating behaviors. Self-esteem promotion programs lead to a positive body image, which is associated with physical and mental health among adolescents. The objective of this study was to do the transcultural adaptation of the “Everybody’s Different” program to the Brazilian context, aiming its application among adolescents between 10 and 14 years old. This program aims at promoting a positive body image by raising general self-esteem. We followed the main international recommendations for instruments adaptation (translations, synthesis of translations, back-translations, synthesis of back-translations, and a committee of judges). Some terms were not translated literally, respecting the cultural equivalence between the original version and the Brazilian context. We selected a vocabulary that could be easily understood by the age group and with national comprising. The “Todos São Diferentes” program is available for use and evaluation in the Brazilian population, with the purpose of investigating its effectiveness in preventing health risk behaviors.

Keywords: primary prevention; health promotion; self-esteem; body image; adolescent.

ADAPTAÇÃO TRANSCULTURAL DO PROGRAMA “EVERYBODY’S DIFFERENT” PARA A PROMOÇÃO DA AUTOESTIMA EM ADOLESCENTES: PROCESSO DE TRADUÇÃO

Resumo: Levando em consideração que os quadros de obesidade e de Transtornos Alimentares compartilham os mesmos fatores de risco à saúde, tais como insatisfação com a imagem corporal, baixa autoestima e comportamentos alimentares inadequados, e que programas de promoção da autoestima levam à aquisição de uma imagem corporal positiva, a qual está associada à saúde física e mental de adolescentes, o objetivo deste estudo foi realizar a adaptação transcultural do programa “Everybody’s Different” para o Brasil, visando sua aplicação em adolescentes com idades entre 10 e 14 anos. Esse programa tem o objetivo de promover a imagem corporal positiva por meio da elevação da autoestima geral. Seguiram-se as principais recomendações internacionais para adaptação de instrumentos (traduções, síntese das traduções, retrotraduções, síntese das retrotraduções e comitê de juízes). Alguns termos não

¹ **Mailing address:** Sebastião Sousa Almeida - sebasalm@usp.br. – Av. Bandeirantes, 3900 – Monte Alegre, Ribeirão Preto – SP – 14049-900.

foram literalmente traduzidos, pois a equivalência cultural entre a versão original e o contexto brasileiro foi priorizada. Selecionou-se um vocabulário de fácil compreensão para a faixa etária e de abrangência nacional. O programa “Todos São Diferentes” encontra-se disponível para ser utilizado e avaliado na população brasileira, com a finalidade de investigar sua eficácia na prevenção de comportamentos de risco à saúde.

Palavras-chave: prevenção primária; promoção da saúde; autoestima; imagem corporal; adolescente.

ADAPTACIÓN TRANSCULTURAL DEL “EVERYBODY’S DIFFERENT” PARA PROMOVER LA AUTOESTIMA EN LOS ADOLESCENTES: PROCESO DE TRADUCCIÓN AO PORTUGUÉS DE BRASIL

Resumen: Los cuadros de trastornos de la alimentación y la obesidad comparten los mismos factores de riesgo a la salud, tales como insatisfacción con la imagen corporal, baja autoestima y comportamientos alimentarios inadecuados. Los programas de promoción de la autoestima conducen a la adquisición de una imagen positiva de su cuerpo, que se asocia con la salud física y mental de los adolescentes de. El objetivo del estudio fue la adaptación transcultural del “Everybody’s Different” para Brasil, para su aplicación en los adolescentes de edades comprendidas entre los 10 y 14 años. Este programa tiene el objetivo de promover la imagen corporal positiva a través de la elevación de la autoestima general. Fueron seguidos las principales recomendaciones internacionales para la adaptación de instrumentos (traducción, síntesis de las traducciones, traducción de vuelta, síntesis de las traducciones de vuelta y resumen del panel de jueces). Algunos términos no se tradujeron literalmente, se dio prioridad a la equivalencia cultural entre la versión original y el contexto brasileño. Se seleccionó un vocabulario fácil de entender para el grupo de edad y en todo el país. El “Todos São Diferentes” está disponible para su uso y evaluación en la población brasileña, con la finalidad de investigar su eficacia en la prevención de conductas de riesgo para la salud son necesarios.

Palabras clave: prevención primaria; promoción de la salud; autoestima; imagen corporal; adolescente.

Introduction

Eating Disorders (EDs) are severe disturbances in eating behaviors and body image (American Psychiatric Association, [APA], 2013). Its prevalence has increased worldwide, and it occurs more frequently among female adolescents or young adult women, affecting up to 1.8% of them (APA, 2013). Although the prevalence of classic EDs is low compared to other chronic degenerative diseases, there is a much higher incidence of children and adolescents presenting risk behaviors for EDs; the presence of some of the classic symptoms of these disorders, such as food restriction and/or binge eating, and purging behaviors aimed at losing weight, characterized it. According to Leal, Philippi, Polacow, Cordás, & Alvarenga’s review (2013), the frequency of risk behaviors for EDs ranged from 1.1% to 39.04% in national studies.

EDs have a multifactorial etiology; that is, different elements interact for the disorder’s development and perpetuation (APA, 2013). With certain similar etiological aspects, obesity is the accumulation of abnormal or excessive fat that can result in health damage (World Health Organization [WHO], 2016). It is neither a type of ED nor a psychiatric disease: obesity is treated as a general medical condition and is a chronic non-communicable disease according to the World Health Organization.

Obesity is currently a serious worldwide public health problem due to its increasing prevalence and associated comorbidities (WHO, 2016).

Despite the differences between EDs and obesity cases, both are results of changes in eating patterns and body weight, and they can associate with confusing and conflicting media messages (Evans, Tovée, Boothroyd & Drewett, 2013). There is a common perception of body image dissatisfaction in overweight and obese individuals of all ages, including children and adolescents. It associates with low self-esteem and health risk behaviors such as eating restrictive diets, binge eating episodes, and “skipping” meals, as well as the use of weight loss medication and purgative methods (Bibiloni, Pich, Pons, & Tur 2013; Mendes, Araújo, Lopes, & Ramos 2014).

The difficulties and costs involved in the treatment and remission of these conditions justify the development and application of prevention strategies (Dunker, 2009; Oliveira, 2013). Prevention programs for both EDs and obesity reduce costs and eliminate contradictory messages about eating and body image, common in separate programs (Neumark-Sztainer, 2012). Among the preventive strategies available in the international context, programs that increase self-esteem and educate people to question social standards related to dissatisfaction by decreasing the internalization of beauty ideals and social comparison deserve special mention (Grogan, 2010).

These guidelines have a direct or indirect base on the promotion of positive body image due to the characteristics that constitute it and associate with it. There is also a connection between the construct of a positive body image and several positive aspects, such as body appreciation and acceptance, broad conceptualization of beauty, spirituality, internal positivity, confidence, self-care, and filtering information that could bring harm to the body. Acquiring characteristics and behaviors associated with positive body image protects the individual against stressors and difficulties related to body dissatisfaction and abnormal eating behaviors (Tyłka, 2012).

In this panorama, the program “Everybody’s Different” is worth notice for the good results obtained by the combination of positive body image development and general self-esteem with education through media. According to a review published by Watson et al. (2016), every universal prevention program that seeks to recover self-esteem used the “Everybody’s Different” manual. The program focuses on increasing self-esteem, embracing various aspects of oneself while reducing the emphasis and importance of physical appearance, rejecting social body stereotypes and ideals propagated by the media, and accepting diversity in oneself and others. The program’s core message is to value and recognize singularity: everyone is different, and no one is perfect. It is worth mentioning that the intervention avoids any mention of food, EDs, diets, or body shapes (O’Dea, 2007).

Developed in Australia, it is a primary and universal preventive approach, since its purpose is to universally reduce or eliminate risk factors in healthy individuals, reaching the population in general (Dunker, 2009). There was an initial implementation in schools by pre-trained teachers (O’Dea & Abraham, 2000). In comparison to those who

composed a control group, there was a significant improvement in the body image of students between 11 and 14 years who participated in the "Everybody's Different" program. Students with risk behavior for EDs and those with overweight or obesity benefited from the program, showing improved body satisfaction, decreased intention to go on diets, and minimized unhealthy behaviors for weight control. Several of these results remained the same after a one-year follow-up (O'Dea & Abraham, 2000).

The program is also in agreement with the main recommendations of literature for the development of prevention strategies for EDs and obesity. It includes male students, presenting good results; its protocol has a higher number of sessions (nine weekly meetings of 50 to 80 minutes) when compared to other programs; it has an interactive methodology and presents good results in long-term follow-up, following the main recommendations with a minimum interval of one year; it involves parents and the school environment (Dunker, 2009; O'Dea, 2007, 2012).

Canada (McVey, Davis, Tweed, & Shaw, 2004) and Sweden (Ghaderi, Martensson, & Schwan, 2005) already implemented the program in some studies, with changes in content structure and time. Also, United States (Phelps, Sapia, Nathanson, & Nelson 2000) and England (Stewart, Carter, Drinkwater, Hainsworth, & Faiburn, 2001) integrated some of the program's activities, obtaining good results in most cases.

The development of intervention cultural adaptations from one country to another is a time-consuming process that requires a careful assessment of the local context, especially concerning cultural norms and family practices. After evaluating the relevance of the preventive program to the local population, it is necessary to translate its activities to organize the protocol and the subsequent application in pilot studies (Kumpfer, Pinyuchon, & Whiteside, 2008).

Regarding specifically the translation procedures, its systematization we based it on the guidelines used for instruments' cross-cultural adaptation. According to the international guidelines proposed by Beaton, Bombardier, Guillemin, and Ferraz (2002), these steps begin with two translations of the original material into the target language to ensure the identification of possible discrepancies could be identified. Then it is necessary to create a synthesis of those readings based on the likely differences in the translated versions. The next stage consists of the back-translation of the synthesis-version, which, entirely blindly, is poured into the original language to test whether the contents reflect the original version, thus verifying its validity. A committee of experts, composed of research team members and the translators involved, evaluate the equivalence between the translations.

Considering the many risk factors to which Brazilian children and adolescents are exposed, including those related to EDs development, obesity, and at-risk eating behaviors, it is imperative to implement preventive programs. Thus, the present study aims at describing the translation process of the activities included in the protocol of the "Everybody's Different" program (O'Dea, 2007) to the Brazilian context as part of the first stage of the transcultural adaptation procedure.

Method

The project was approved by the School of Philosophy, Sciences and Literature of Ribeirão Preto Ethics Committee, of the University of São Paulo (protocol no. 35025514.7.0000.5407).

The process of cross-cultural adaptation of the program activities was carried out similarly to the translation procedures used in the cross-cultural adaptation of evaluation instruments, based on the recommendations of Beaton, Bombardier, Guillemin, and Ferraz (2002) (translation, synthesis of translation, back translation, synthesis of back translations, and expert committee). To maintain the content of the program activities, we prioritized the evaluation of semantic (reciprocity of words meaning), idiomatic (preservation of meaning in colloquial expressions), cultural (coherence of described situations), and conceptual (preservation of the construct's meaning) equivalence. Likewise, we considered linguistic variations, differences in virtues and customs (Beaton et al., 2002; Hambleton, 2005).

We extracted the activities from the version published by O'Dea (2007), following the protocol described in O'Dea and Abraham (2000). Thus, we included in the Brazilian protocol, that we described in the present study, the activities that contemplate the objectives of the program sessions initially described by O'Dea and Abraham (2000). It consists of nine consecutive weekly meetings with 50 to 80 minutes long.

The author of the Program (Jennifer O'Dea) granted permission to the first author of this study to adapt it to the Brazilian context. Guidelines for conducting activities were submitted to simple translation only. Thus, we introduced just the content of activities directed at students to all stages of the cross-cultural adaptation procedure described below.

The first stage (Initial translation) consisted of two independent translations of the original language into Portuguese, by two bilingual translators who have the target language as their mother tongue, one of whom had knowledge of the subject of study, while the other did not know the subject at all. In the second stage (Synthesis of translations), the two translators who participated in the previous stage evaluated the differences between the two translations. We produced a synthesis of translations based on the original version of the activities.

The third stage (Back translation) aimed at verifying the translation validity, ensuring that the translated activities accurately reproduce the content of the originals. In this stage, two bilingual translators who were not aware of the subject addressed and whose mother tongue is the source language of the material translated elaborated two back translations. Next, we created a synthesis of the two back translations.

The fourth stage consisted of submitting the previous translations to an Expert Committee, composed by one of the translators who supervised all previous translations and by a researcher with experience in the field. At this stage, we aimed at consolidating all the produced versions of the activities, making changes when needed, until

obtaining a consensus among those involved about the equivalence between the versions for the generation of the final version. The translation aimed at achieving semantic, idiomatic, cultural, and conceptual equivalences, enabling the target population to understand the activities.

Results

The first part of the “Todos São Diferentes” (“Everybody’s Different”) program is about stress management. There are two sessions on this stage, the first involves group discussions to talk about healthy ways of dealing with stress, and the second includes relaxation techniques.

The primary goal of Activity 1 is to psychoeducate students about healthy ways of dealing with stress, that is, to teach them about the benefits of adopting appropriate behaviors when identifying signs of stress. The main alteration in this activity consisted of turning the first question into an affirmative sentence. The affirmative “Make a list of some things that make you feel ‘stressed’” was more evocative of stressful situations than the question “What are the things that make you feel ‘stressed’?” This change did not alter the content proposed by the activity. The contents of the original version and the synthesis of translations and back translations of this activity are in Table 1:

Table 1. Original version, synthesis of translations and synthesis of the back translations of activities 1, 2, 5 and 6 of the program.

Original	Translations synthesis	Back translations synthesis
Activity 1: HOW CAN I DEAL WITH STRESS?	Atividade 1: COMO POSSO LIDAR COM O ESTRESSE?	Activity 1: HOW CAN I DEAL WITH STRESS?
What are some of the things that make you feel stressed?	Faça uma lista de algumas coisas que fazem você se sentir ‘estressado/a’.	Make a list of some things that make you feel ‘stressed’.
How do you feel when you are ‘stressed’?	Como você se sente quando está ‘estressado/a’?	How do you feel when you are ‘stressed’?
Can you suggest some healthy ways that help you to relax or feel better?	Você pode sugerir algumas formas saudáveis para lhe ajudar a relaxar e sentir-se melhor?	Can you suggest some healthy ways to help you relax and feel better?

(to be continued)

Table 1. Original version, synthesis of translations and synthesis of the back translations of activities 1, 2, 5 and 6 of the program.

Original	Translations synthesis	Back translations synthesis
Activity 2: WHAT MAKES UP A PERSON?	Atividade 2: O QUE FORMA UMA PESSOA?	Activity 2: WHAT MAKES UP A PERSON?
What are the features that make everybody different? What makes us all unique?	Quais as características que fazem todos diferentes? O que faz todos nós únicos?	What are the features that make all different? What makes all of us unique?
Physical features	Características físicas	Physical features
Personality traits	Traços de personalidade	Personality traits
Individual abilities and competencies, skills, hobbies and interests	Habilidades, competências, hobbies e interesses individuais	Individual abilities, skills, hobbies and interests
Cultural family background	Panorama cultural e familiar	Cultural and family background
Individual beliefs and attitudes	Crenças e atitudes individuais	Individual beliefs and attitudes
Activity 5: STEREOTYPES IN THE MEDIA AND ‘SENDING UP THE STEREOTYPES’	Atividade 5: ESTEREÓTIPOS NA MÍDIA E “CENSURANDO OS ESTEREÓTIPOS”	Activity 5: STEREOTYPES IN THE MEDIA AND “CENSURING STEREOTYPES”
What is a stereotype?	O que é um estereótipo?	What is a stereotype?
List the typical features of male and female stereotypes used in Advertising and in our society in general. For example: Male – Tough; Female – Weak.	Faça uma lista de características típicas dos estereótipos de homens e mulheres usados nas propagandas e em nossa sociedade em geral. Por exemplo: Homem – Forte; Mulher – Fraca	Make a list of typical characteristics of stereotypes of men and women used in advertisements and in our society in general. For example: Man – Strong; Woman – Weak
Paste your picture of a stereotype below. Write your suggested caption in the thought bubble	Cole sua imagem de um estereótipo abaixo. Escreva uma legenda no balão.	Paste your image of a stereotype below. Write a caption in the dialog balloon.

(to be continued)

Table 1. Original version, synthesis of translations and synthesis of the back translations of activities 1, 2, 5 and 6 of the program.

Original	Translations synthesis	Back translations synthesis
Activity 6: 'INTRODUCING THE ONE... THE ONLY... '	Atividade 6: "COM VOCÊS..."	Activity 6: "WITH YOU..."
Ladies and gentlemen, girls and boys, please allow me to introduce, the one, the only	Senhoras e Senhores, meninos e meninas, apresento a vocês...	Ladies and gentlemen, boys and girls, I present to you
(name) is (gender, age, eye colour, hair colour, other descriptive features)	Têm (sexo, idade, cor dos olhos, cor do cabelo, outras características):	(name) is has (gender, age, eye color, hair color, other features)
He/she is interesting and different because	Ele/Ela é interessante porque:	He/She is interesting because
He/she is amazing because	Ele/Ela é incrível porque:	He/She is incredible because
And he/she is a great friend because	Ele/Ela é um/a ótimo/a amigo/a porque:	He/She is a great friend because
Ladies and gentlemen, girls and boys, let's have a big round of applause for	Senhoras e senhores, meninos e meninas, uma salva de palmas para:	Ladies and gentlemen, boys and girls, a round of applause for

Source: The authors.

In Table 1 and the following tables, the contents referring to the synthesis of translations consist of the final versions of each activity, that is, the result of the translation synthesis carried out after the Expert Committee evaluation. The main alterations discussed by the experts are available in the descriptions of each activity.

The second part of the program is composed of 10 activities aimed at constructing a positive sense of oneself, exploring the individuality of the adolescent and their classmates. With these activities, adolescents are expected to base their self-esteem in different aspects, not only on the body size, identifying the many different elements that make people different and unique; develop respect and tolerance with others by learning to appreciate diversity; and develop a positive sense of themselves, recognizing their own and others' qualities.

Thus, Activity 2 of "*Todos São Diferentes*" program aims to broaden the possibilities of characterizing the individual beyond their physical attributes, praising the several different aspects that make up a person and decreasing the importance of physical appearance. There was no need to make changes in sentence structure to ensure

equivalence between versions. The contents of the original version, synthesis of translations and back translations of this activity are in Table 1.

The third activity recapitulates content from the previous one, summarizing and reinforcing that singularity and diversity are normal and acceptable. Translated as "*Bingo na sala de aula*" (classroom bingo), this ludic activity consists of matching classmates with personal features, by filling out their names into a printed table containing these characteristics. The student who fills out all the squares first wins. This activity required substantial changes in content due to cultural differences. The following examples highlight these changes. "Simpsons" became "*Malhação*," which is a TV show people in this age group usually watch, and "know how to spell" was changed to "is great at math" meaning a problematic task for local students. Table 2 shows the final version of Activity 3.

The program's fourth activity is a task in which the students trace an outline of their hand on a piece of paper and fills in three of the drawn fingers with three of their qualities. Students then fill in the missing fingers with positive characteristics of each other and then discuss in the group what they have obtained. The instruction for this activity went according to teacher's instructions, described in the "Everybody's Different" program since the student must develop its contents and there are no systematized questions as in most of the program activities.

Consistent with the objectives of the sessions proposed by O'Dea and Abraham (2000), we included another activity that addresses criticism to the media from the book "Everybody's Different" (O'Dea, 2007). We chose an activity that addresses male and female stereotypes, as this theme is also on the schedule published by O'Dea and Abraham (2000). This activity aims to explore the male and female stereotypes of Western society and convey the idea that we do not have to follow them; understanding that each and every one is an individual with a unique appearance, reinforcing the idea of uniqueness and that everybody is different.

Hence, in Activity 5 of the "*Todos São Diferentes*" program, translated as "*Censurando os estereótipos*" (censoring stereotypes), the professional or facilitator explains to students what stereotypes are, and explores examples of male and female stereotypes. Next, in a group, students cut out stereotypical images from magazines and verbally criticize them to the class. The contents of the original version, synthesis of translations and back translations of this activity are in Table 1.

The sixth activity that composes the program is performed in pairs, in which one participant must introduce a student to the class. Students discuss their characteristics and decide what makes the student interesting, different, cool, and what features make the student a good friend. Once again, the focus is on the fact that "everyone is different" and that everyone has something different, unique, and valuable to offer. The biggest alteration in Activity 5 regards the title, aiming to ensure cultural equivalence. The contents of the original version and of the synthesis of translations and back translations of this activity are in Table 1.

Table 2. Final version of the program's Activity 3.

É mais alto(a) que você (Is taller than you)	Gosta de achocolatado (Likes drinking chocolate)	Sabe assobiar (Knows how to whistle)	Tem bom humor (Is good humored)	É confiável (Is reliable)	Adora nadar (Loves to swim)	Gosta de música pop (Likes pop music)
Tem cabelos pretos (Has black hair)	Primeiro nome começa com "R" (First name begins with "R")	Cortou o cabelo recentemente (Had the hair cut recently)	Tem olhos castanhos (Has brown eyes)	Tem covinhas (Has dimples)	Faz aniversário em julho (Birthday is in July)	Tem cabelo loiro (Has blond hair)
Tem um bicho de estimação SEM SER gato nem cachorro (Has a pet that is NEITHER a cat or a dog)	Não gosta de nadar (Does not like swimming)	Tem um irmão (Has a brother)	Tem um hamster de estimação (Has a pet hamster)	Tem pele morena (Has dark skin)	Joga xadrez (Plays chess)	Joga vôlei (Plays volleyball)
Adora assistir "Malhação" (Likes watching "Malhação")	Tem pele clara (Has fair skin)	Veio para a escola a pé hoje (Came to school on foot today)	É ótimo em matemática (Is great at math)	Não gosta de achocolatado (Does not like drinking chocolate)	Toca teclado (Plays the keyboard)	Tem franjas (Has bangs)
Olhos claros (Light-colored eyes)	Usa óculos (Wears glasses)	Não consegue ficar parado durante a aula (Cannot stand still in class)	Nasceu em outra cidade (Was born in a different city)	É muito paciente (Is very patient)	Joga basquete (Plays basketball)	Tem cabelos cacheados (Has curly hair)
Tem um cachorro (Has a dog)	Tem uma irmã mais nova (Has a younger sister)	Lê antes de dormir (Reads before bed)	Tem parentes em outro país (Has relatives in another country)	Tem um gato de estimação (Has a cat)	Usa brincos (Wears earrings)	Lê revistas (Reads magazines)

(to be continued)

Table 2. Final version of the program’s Activity 3.

Adora brocólis (Loves broccoli)	Não gosta de tomate (Does not like tomatoes)	Tem cabelos completamente lisos (Has very straight hair)	É mais baixo/a que você (Is shorter than you)	Comeu pão no café da manhã (Had bread for breakfast)	Está usando relógio de pulso (Is wearing a wristwatch)	Gosta de frutas (Likes fruit)
Joga futebol/ Dança balé (Plays soccer/ Dances ballet)	Frequenta a igreja (Goes to church)	Tem um amigo que conheceu pela internet (Met a friend online)	É canhoto/a (Is left- handed)	Tem uma personalidade calma (Has a calm personality)	Fala uma língua além do português (Speaks a language other than Portuguese)	Escreve com a mão direita (Is right- handed)

Source: The authors.

Next, in the seventh activity, students must make a “self-advertisement” of themselves, and are oriented to write down their main qualities. Once everyone has finished, the “advertisements” are shuffled by the facilitator, who redistributes them, making sure no one has picked up its advertisement. Students take turns reading the information and try to guess who wrote what. This activity focuses on each one’s strengths and weaknesses, and in embracing them. No changes in sentence structure were needed. The contents of the original version, synthesis of translations and back translations of Activity 6 are in Table 3.

Table 3. Original version, synthesis of translations and synthesis of the back translations of activities 7, 8 and 11 of the program.

Original	Synthesis of translations	Synthesis of back translations
Activity 7: TELE-CLASSIFIED ADVERTISEMENT	Atividade 7: PROPAGANDA NOS CLASSIFICADOS	Activity 7: CLASSIFIED AD
Are you looking for a friend?	Você está procurando um amigo?	Are you looking for a friend?
Well, I might be just the person you are looking for!	Bem, acho que sou exatamente a pessoa que você está buscando!	Well, I think I’m just the person you’re looking for!

(to be continued)

Table 3. Original version, synthesis of translations and synthesis of the back translations of activities 7, 8 and 11 of the program.

Original	Synthesis of translations	Synthesis of back translations
Description:	Descrição:	Description:
My strong points:	Meus pontos fortes:	My strengths:
Particularly talented at:	Meus talentos são:	My talents are:
I am unique because:	Sou único/a porque:	I am unique because:
I am a good choice of friend because:	Sou uma boa escolha para ser seu/ sua amigo/a porque:	I am a good choice to be your friend because:
Activity 8: WHO DO YOU ADMIRE?	Atividade 8: QUEM VOCÊ ADMIRA?	Activity 8: WHO DO YOU ADMIRE?
Write down an example of a person whom you admire. It may be someone from history, from your school, community or family, someone famous, someone from your past or someone with whom you currently have contact.	Escreva um exemplo de alguém que você admira. Pode ser uma figura histórica, alguém da sua escola, comunidade ou família, alguém famoso, alguém do seu passado ou do presente.	Write an example of someone whom you admire. It can be a historical figure, someone from your school, community, or family, someone famous, someone from your past or present.
Who I Admire	Quem eu admiro:	The person whom I admire
What is it about that person that you admire?	O que você admira sobre essa pessoa?	What do you admire about this person?
Activity 11: THE LISTENING GAME	Atividade 11: O JOGO DO OUVINTE	Activity 11: THE LISTENER GAME
What did you do last school holidays? What was the best thing?	O que você fez nas últimas férias escolares? Qual foi a melhor parte?	What did you do during your last school holidays? What was the best part?
What would you really like to have in your life at the moment?	O que você gostaria de ter na sua vida agora?	What would you like to have in your life right now?
What do you want to have in your life when you grow up?	O que você quer ter na sua vida quando crescer?	What would you like to have in your life when you grow up?

(to be continued)

Table 3. Original version, synthesis of translations and synthesis of the back translations of activities 7, 8 and 11 of the program.

Original	Synthesis of translations	Synthesis of back translations
Have you ever been bullied? Do you know of somebody who has been bullied?	Você já sofreu bullying? Você conhece alguém que já sofreu bullying?	Have you ever been bullied? Do you know someone who has been bullied?
List all of the things you would like to do to change the world.	Faça uma lista das coisas que você gostaria de mudar no mundo.	Make a list of the things you would like to change in the world.
What was something really funny that happened to you?	Qual foi a coisa mais engraçada que já aconteceu com você?	Share something very funny that's happened to you.
What was the best thing that ever happened to you?	Qual foi a melhor coisa que já aconteceu com você?	What was the best thing that ever happened to you?
Tell me about your pets. What pets would you most like to have?	Fale sobre seus bichos de estimação. Quais bichos você gostaria de ter?	Talk about your pets. What pets would you like to have?
Can you remember any of your birthdays? Which one was the best?	Você consegue se lembrar de algum aniversário seu? Qual foi o melhor?	Can you remember any of your birthdays? Which was the best one?
What was the best time you ever had?	Quando foi que você mais se divertiu?	When was the time you had most fun?
What is your favorite hobby?	Qual é o seu hobby favorito?	What is your favorite hobby?
Who is someone that you really admire? What do you admire about them?	Quem é uma pessoa que você admira muito? O que você admira sobre ela?	Who is the person you most admire? What do you admire about him/her?
What is your favorite TV show or movie?	Qual seu programa de televisão ou filme favorito?	What is your favorite TV program or movie?

Source: The authors.

The eighth activity that composes "*Todos São Diferentes*" program involves exploring admirable qualities in others. Students are encouraged to think of someone they admire and then articulate the admirable traits of that person. They must also be oriented to choose from historical people, people from their community, and their cultural environment. On the other hand, they are discouraged from choosing

celebrities, unless they can confidently describe something that is admirable in that person beyond their physical aspect, such as their talents, achievements, etc. The contents of the original version and the synthesis of translations and back translations of Activity 7 are in Table 3.

The ninth activity of "*Todos São Diferentes*" program is an extension of the previous activity, in which students identify positive traits in themselves and others. In the original program, the teacher provides a list of qualities and asks students to create cards with those qualities or others they wish, choosing cards for themselves and their classmates. The guidelines for this activity were elaborated based on the orientations to the teacher, described in the "Everybody's Different" program. Following the instructions, some qualities were listed, although not translated from the original list.

The tenth activity from the original "Everybody's Different" program refers to the individual's social support network. The purpose of this activity is that students observe the people they have in their life and social environment, recognizing those who care about them, who are their friends, etc. The participant is instructed to draw a large circle, one smaller inside this one and another even smaller, in the center. The center point of the three circles is the student. In the smallest of them, he must write the names of the people with whom he is most close. In the middle circle, he has to register the people with whom he has more contact and, in the largest, his wider social network. The instruction for this activity was elaborated based on the teacher's instructions, described in the "Everybody's Different" program since its contents must be developed by the student and there are no systematized questions as in most of the program activities.

Hence, the last activity of the "*Todos São Diferentes*" program presents tasks related to communication, listening and conflict resolution, presented in the original program as the tenth activity. This activity includes two tasks that focus on identifying and expressing emotions, enhancing social skills and interpersonal relationships. In the first one, students are expected to team up in pairs, with classmates with whom they seldom talk, to practice their communication skills in "The Listening Game". Afterward, they fill in the "Quick quiz: Are you a good listener?" in order to evaluate their listening ability, based on the previous task. In both activities, no changes were made to the sentence structure and no other changes were necessary to ensure equivalence between versions. The contents of the original version and of the synthesis of translations and back translations of Activity 11 are in Tables 3 and 4.

Table 4. Original version, synthesis of the translations and synthesis of the back translations of Activity II of the program.

Original	Synthesis of translations	Synthesis of back translations
QUICK QUIZ: HOW WELL DO YOU LISTEN?	TESTE RÁPIDO: VOCÊ É UM BOM OUVINTE?	QUICK TEST: ARE YOU A GOOD LISTENER?
Rate yourself on the following questions by placing a cross in the correct box: Never (1); Sometimes (2); Often (3); Always (4)	Avalie a si mesmo sobre os itens a seguir marcando um "X" na coluna correta: Nunca (1); Às vezes (2); Frequentemente (3); Sempre(4)	Evaluate yourself on the following items by marking an "X" in the correct column: Never (1); Sometimes (2); Often (3); Always (4)
I try to give every person I speak to equal time to talk	Tento dar a todos com quem falo o mesmo tempo para falar também	I try to give everyone I talk to the same time to talk as I take
I enjoy hearing what other people have to say	Gosto de ouvir o que os outros têm para dizer	I like to hear what others have to say
I wait until someone has finished talking so that I can then have my say	Espero a pessoa terminar de falar para que eu possa falar	I wait for the person to finish talking before I start to talk
I listen when I do not particularly like the person talking	Escuto mesmo quando não gosto muito da pessoa que está falando	I listen even when I don't really like the person who is talking
I listen when I do not agree with what the person who is talking has to say	Escuto mesmo quando não concordo com o que estão dizendo	I listen even when I disagree with what they're saying
I put away what I am doing while someone is talking	Paro de fazer o que estou fazendo quando alguém está falando	I stop doing what I'm doing when someone is talking
I look directly at the person who is talking and give them my full attention	Olho diretamente para a pessoa que está falando e lhe dou minha total atenção	I look directly at the person who is talking and give them my full attention
I encourage other people to talk by my non-verbal messages	Incentivo os outros a falarem por meio dos meus gestos	I encourage others to speak through my gestures
I ask for clarification of words and ideas I do not understand	Peço para me explicarem palavras e ideias que não entendo	I ask them to explain words and ideas that I do not understand

(to be continued)

Table 4. Original version, synthesis of the translations and synthesis of the back translations of Activity II of the program.

Original	Synthesis of translations	Synthesis of back translations
I respect every person's right to his or her opinion, even if I do not agree with them	Respeito o direito de cada um ter sua opinião, mesmo não concordando	I respect each person's right to have their opinion, even if I do not agree with it

Source: The authors.

There was a workbook with all printed and bound activities in the same order presented here. A cover for this activities book was also provided, designed by a computing design professional. This professional was asked to draw some characters with distinct physical features in a way that each character would be visibly representing some skill or preference.

Discussion

The process of cross-cultural adaptation of the activities of the “Everyone is Different” program was adequately carried out similarly to the translation procedures employed in the cross-cultural adaptation of evaluation instruments, based on the guidelines of Beaton et al. (2002). The translators were carefully selected, respecting their origin and knowledge of the subject under study, both for the translation and the back translation of the activities.

We prioritized the equivalence between the versions to maintain the content of the program's activities, with emphasis on cultural equivalence since some activities address different habits, virtues, and customs of Australian and Brazilian cultures (Beaton et al., 2002; Hambleton, 2005). The literal meaning of a word does not necessarily imply the same understanding of its content for different cultures. We carefully selected the vocabulary so the age group could fully understand it. Straightforward words and of universal use were preferred rather than those of local application.

The guidelines and discussions regarding the cultural adaptation of interventions, both concerning treatment and prevention, do not focus on the procedures involved in the translation of these interventions (Barrera & Castro, 2006; Castro, Barrera, & Holleran Steiker, 2010; Kumpfer et al., 2008). The systematized procedures for the activities translation adopted in the present study, thus, add methodological rigor to the cross-cultural adaptation of the “Everybody's Different” program to the Brazilian context. Cultural adaptations of interventions from one country to another require a careful assessment of the local context, in particular as regards cultural and family

patterns. The translation and back-translation procedures carried out, together with the evaluation of the equivalences between the original and Brazilian versions, aimed at ensuring that the original structure and content are maintained in another sociocultural context (Kumpfer et al., 2008).

In this way, the “Todos São Diferentes” program, resulting from the cross-cultural adaptation of the Australian program “Everybody’s Different,” is available to be applied and evaluated in the Brazilian adolescent population, to evaluate evidence of its effectiveness, concluding the process of cross-cultural adaptation. Originally, it was evaluated in adolescents aged 11 to 14 years (O’Dea & Abraham, 2000), while other studies delineate the target sample as very young adolescents (Ghaderi et al., 2005; McVey et al., 2004). It was decided to consider the reference to the United Nations (UN) and the United Nations Children’s Fund (Unicef) (2011) that distinguish the initial phase of adolescence as the corresponding age of 10 to 14 years as a target population of the “Todos São Diferentes” program.

It is important to note that only the strict content that makes up the activities was translated according to the cross-cultural adaptation procedures. The remaining instructions for managing the activities were simply translated into Portuguese by the main researcher who is proficient in both languages and the subject of study. Thus, the guidelines presented by O’Dea (2007) are paramount for any professional who wishes to use the “Todos São Diferentes” program.

Faced with the need for more effective and broader strategies for the prevention of dissatisfaction with body image, low self-esteem and risk eating behaviors, the “Todos São Diferentes” program becomes a potentially promising strategy, due to the excellent results pointed out in the international studies mentioned above.

The present study, therefore, provides researchers with a universal primary preventive approach to be tested in future studies as to its efficacy in preventing, in the short and long term, negative indicators for adolescent health, so that it can be applied in Brazilian schools. Health professionals, including psychologists, nutritionists, nurses, physical educators, and elementary and junior high school teachers, should consider the “Todos São Diferentes” program as an information source and guidance to deal with these issues of their patients and students.

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Submission: 16.6.2017

Acceptance: 22.8.2017