

CROSS-CULTURAL VALIDATION AND ADAPTATION OF THE FLEMISH VERSION OF THE PARTICIPATION AND ENVIRONMENT MEASURE OF CHILDREN AND YOUTH (PEM-CY)

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Introduction: Participation refers to a child's involvement in important activities. The PEM-CY examines participation as frequency, extent of involvement and desire for change in sets of activities for the home, school or community.

Objectives: The aim of this study was 1) to investigate the psychometric properties of the Flemish PEM-CY and 2) to draw a profile of the level of participation among children with Attention Deficit Hyperactive Disorder (ADHD), Autism Spectrum Disorder (ASD) and Developmental Coordination Disorder (DCD) in Flanders (Belgium).

Methods: Cross-sectional study; a web-based demographic questionnaire and the Flemish PEM-CY was sent to children's caregivers using a convenience sampling method.

Results: 149 caregivers of children between 5 to 13 years completed the PEM-CY. Internal consistency was weak to good for different summary scores: overall supportiveness (Cronbach' $\alpha=0,81-0,86$), involvement ($\alpha=0,57-0,65$) and participation frequency ($\alpha: 0,28-0,55$). Test-retest reliability is moderate at scale level (ICC $0,37-0,70$), but at item level it is variable (weighted kappa: $-0,11-0,97$). Construct validity of the PEM-CY is supported as it detects significant differences between children with and without a diagnoses. Significant negative correlations between desire for change and supportiveness of the environment (home $r = -0,48$, school $r = -0,54$ and community $r = -0,45$) was found. Child's age, sex and income were factors that significantly influenced specific dimensions of participation and environment across all settings.

Conclusion: The Flemish PEM-CY is valid and reliable and useful in clinical practice to identify baseline concerns and to set intervention priorities for children regarding their participation.