

CROSS CULTURAL VALIDATION OF FLEMISH VERSION OF THE PEM-CY

Coussens, M. Bulkman, N., De Baets, S., Desoete, A., Oostra, A., Vanderstraeten, G., Van Waelvelde, H. & Van de Velde, D.

BACKGROUND

PEM-CY

HOME



SCHOOL



AIM OF THE STUDY

- Culturally adapt & investigate psychometric characteristics of Participation and Environment Measure for Children and Youth (PEM-CY) in the Flemish speaking part of Belgium.
- Determine a profile of level of participation among children (5.11-13 y.) with ADHD, ASD and DCD



METHODOLOGY

PROCEDURE

TRANSLATION

- Forward translation
- Expert panel
- Back translation
- Pretesting
- Pilot testing (N=15)

ONLINE SURVEY

- Website
- Informed consent
- Lime survey 2.05
- Demographic questionnaire
- PEM-CY

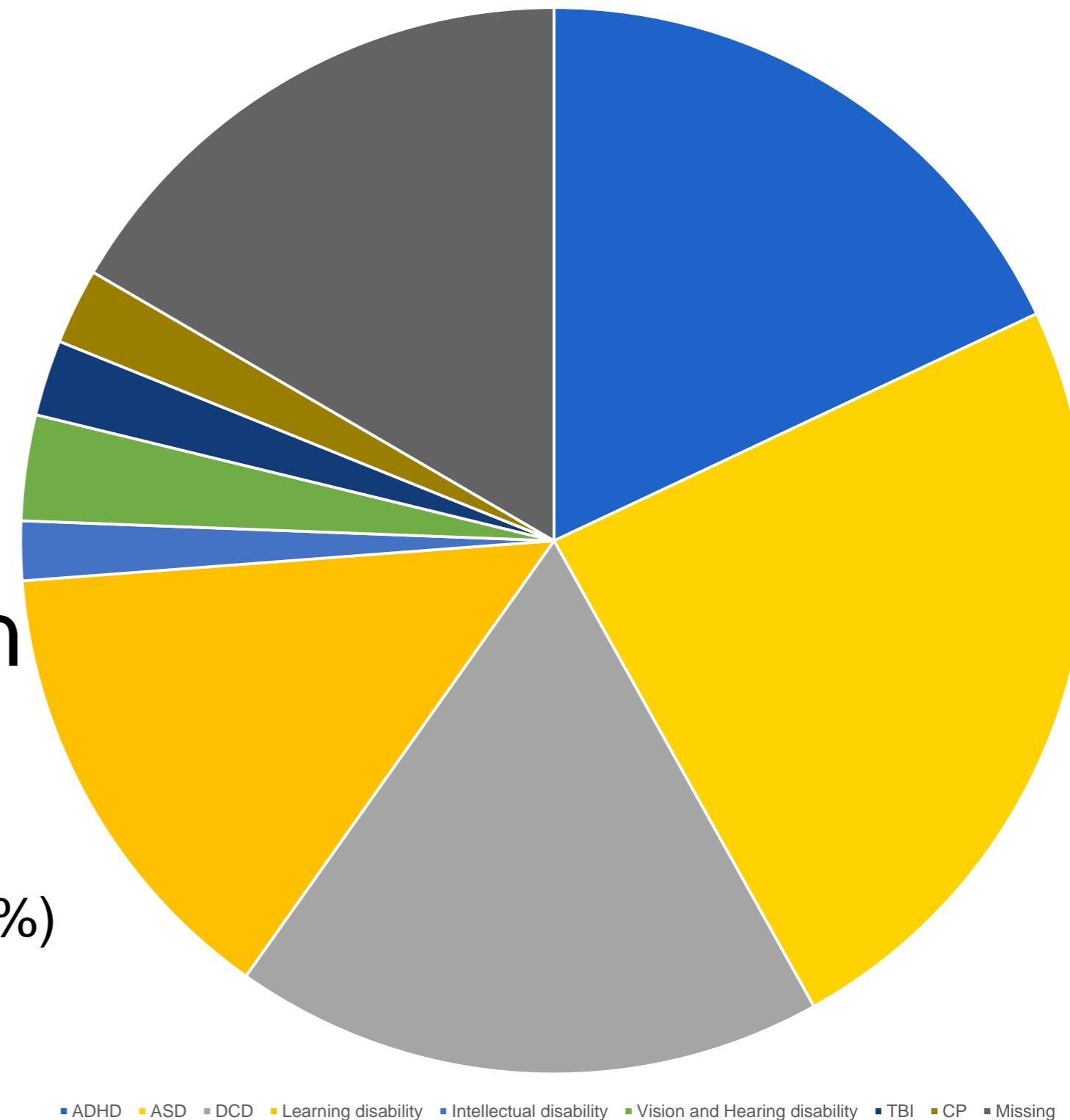
ONLINE SURVEY

- After 2-4 weeks
- 3 reminders received via email

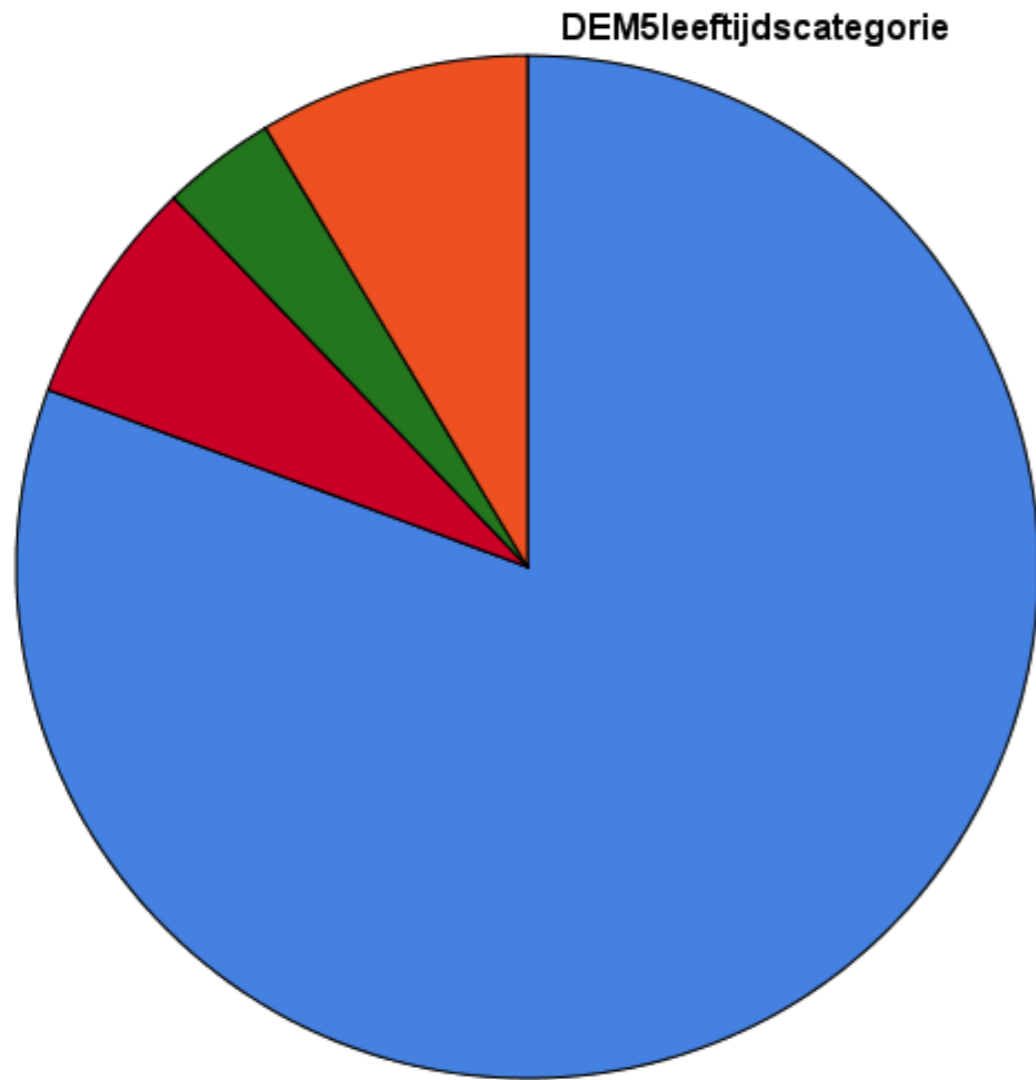
RESULTS

DEMOGRAPHIC CHARACTERISTICS CHILD

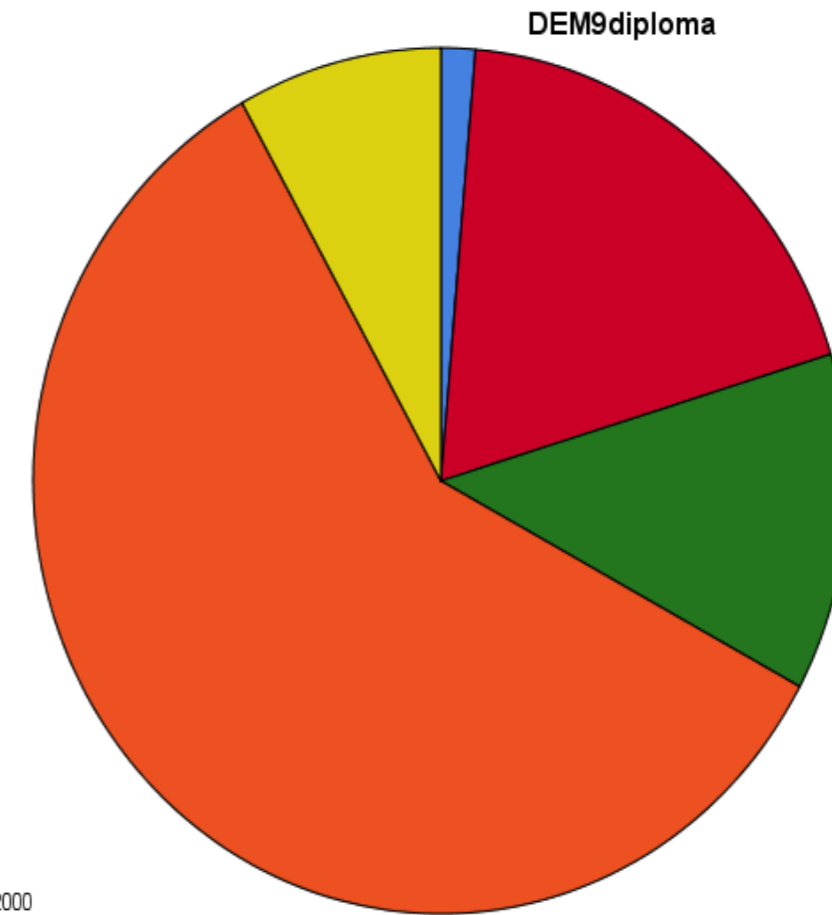
- N=222
- Test-retest N=47
- 35% had a diagnoses
- 59% were male
- 18% enrolled in special education
- Largest group (57%)
 - ADHD (18%), ASD (24%) or DCD (15%)



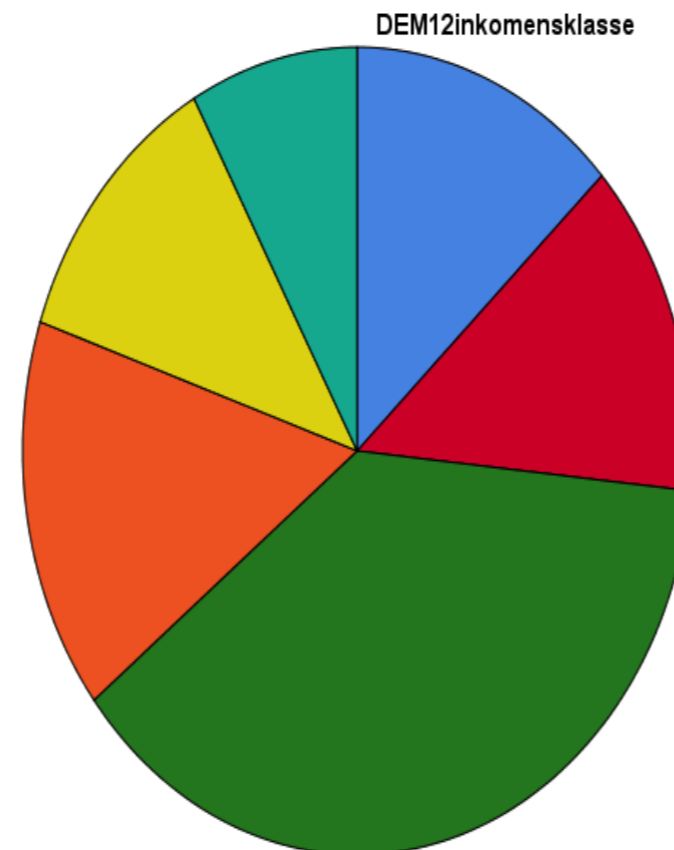
DEMOGRAPHIC CHARACTERISTICS PARENT



- 31-45 jaar
- 46-50 jaar
- + 50 jaar
- missing value



- lagere school
- middelbare school ASO TSO
- middelbare school BSO
- Ba of Ma
- missing



- tussen 1000-2000
- tussen 2000-3000
- tussen 3000-4000
- meer dan 4000
- liever niet op antwoorden
- missing

TEST-RETEST RELIABILITY FLEMISCH PEM-CY

	HOME	SCHOOL	COMMUNITY
Frequency	0.45 - 0.85	0.18 - 0.89	0.35
Diversity	0.64	0.65	0.65
Involvement	0.85	0.18 - 0.80	0.64
Desire for change	0.61 - 0.89	0.48 - 0.89	0.47
Overall supportiveness	0.87	0.78 - 0.83	0.37

TEST-RETEST FLEMISH PEM-CY

- On SCALE level
 - Domain **Home**
 - ‘accepted’ level except for the environmental scale
 - Domain **School**
 - weak levels except for the scale ‘desire for change’ and the environmental scale
 - Domain **Community**
 - weak
- On ITEM level
 - kappa’s have very fluctuating scores

CONSTRUCT VALIDITY FLEMISH PEM-CY

- Domain HOME
- Children with diagnosis
 - scored lower ($p < 0,05$) on involvement, helpfulness, resources and overall supportiveness
 - Perceived significantly more barriers compared to children without diagnosis

CONSTRUCT VALIDITY FLEMISH PEM-CY

- Domain SCHOOL
- Children without diagnosis are/have
 - more involved
 - have a more diverse repertoire of activities
 - perceived more support from the environment
- Children with diagnosis
 - perceive significantly more barriers at school
 - their parents have a greater desire for change

CONSTRUCT VALIDITY FLEMISH PEM-CY

- Domain COMMUNITY
- Children with a diagnosis participate significantly less in a diversity in activities compared to children without a diagnosis.


CONSTRUCT VALIDITY FLEMISH PEM-CY

- Low (<2000€) income families
 - significantly less overall supportiveness in all 3 domains
 - at home significantly less diversity in participation
- Girls significantly
 - are more involved
 - participate in a more diverse pallet of activities compared to boys
- Negative correlation (H $r=-0.48$), (S $r=-0.54$), (C $r=0.45$) confirming that the less support is received/perceived from the community, the greater the desire is for change.

CONCLUSION

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- Information PEM-CY
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- Prioritizing areas of participation restrictions warranting intervention
 - Identifying modifiable environmental factors for improving a child's participation

CONCLUSION

- Reliability of frequency scales for the home, school and community are relatively weak (0.55; 0.28; 0.53)
- For the environmental variables cronbach's is good to excellent (> 0.80)
- PEM-CY is able to differentiate between children with and without pathology

DISCUSSION

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- Further testing on psychometric characteristics is needed
- PEM-CY is useful for research, for practice use it needs to be
 - Shorter
 - Questions should be easier formulated
 - Translation regulations should be less strict in order to make it culturally adapted and relevant
- No information available for parents of lower SES



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