CROSS CULTURAL VALIDATION OF FLEMISH VERSION OF THE PEM-CY

BACKGROUND
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
DEMOPGRAPHIC 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%)
## Test-Retest Reliability Flemisch PEM-CY

<table>
<thead>
<tr>
<th></th>
<th>HOME</th>
<th>SCHOOL</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>0.45 - 0.85</td>
<td>0.18 - 0.89</td>
<td>0.35</td>
</tr>
<tr>
<td>Diversity</td>
<td>0.64</td>
<td>0.65</td>
<td>0.65</td>
</tr>
<tr>
<td>Involvement</td>
<td>0.85</td>
<td>0.18 - 0.80</td>
<td>0.64</td>
</tr>
<tr>
<td>Desire for change</td>
<td>0.61 - 0.89</td>
<td>0.48 - 0.89</td>
<td>0.47</td>
</tr>
<tr>
<td>Overall supportiveness</td>
<td>0.87</td>
<td>0.78 - 0.83</td>
<td>0.37</td>
</tr>
</tbody>
</table>
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

- Information PEM-CY
- 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

- 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
REFERENCES
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