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Participation profiles at home, school and in the community:
A comparison of children and youth with and without disabilities

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AACPDM Annual Meeting 2012

Disclosure Information
AACPDM 66th Annual Meeting September 12-15, 2012

Speaker Name: Dr. Mary Law

Disclosure of Relevant Financial Relationships
I have no financial relationships to disclose.

Disclosure of Off-Label and/or investigative uses:
I will not discuss off label use and/or investigational use in my presentation

Participation & Environment

Participation and Environment Measure for Children and Youth – PEM-CY

- Newly developed measure that assesses participation and environmental support/barriers in three settings: home, school and community
- 25 items completed by parent or caregiver in 30 minutes
- Found to be reliable and valid for children and youth 5 to 17 years (Coster et al, 2011)
 - Internal consistency was 0.59 to 0.91
 - Test-retest reliability had ICC = 0.58 to 0.95
 - Construct validity supported by clinically important and statistically significant differences between groups of children with and without disabilities across all participation and environment scales

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PEM-CY Example Participation Items

Home

- Indoor play and games; Socializing using technology; Personal care management

School

- Classroom activities; School-sponsored teams, clubs and organizations

Community

- Neighborhood outings; Organized physical activities; Getting together with other children in the community

Scoring Dimensions

- Frequency
- Level of involvement
- Desire for change

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PEM-CY

HOME Environment

Do the following things help or make it harder for your child to participate in activities at home?

CHILD'S HOME ENVIRONMENT (?)	Not an issue	Usually helps	Sometimes helps, sometimes makes harder	Usually makes harder
1. The physical layout or amount of space and furniture in your home				
2. The sensory qualities of the home environment (e.g., amount and/or type of sound, light, temperature, textures of objects)				
3. The physical demands of typical activities in the home (e.g., strength, endurance, coordination)				
4. The cognitive demands of typical activities in the home (e.g., concentration, attention, problem-solving)				
5. The social demands of typical activities in the home (e.g., communication, interacting with others)				
6. Your child's relationships with family members in the home (e.g., siblings, parent, grandparent)				
7. The attitudes and actions of teachers, therapists, and other professionals who care for your child at home				

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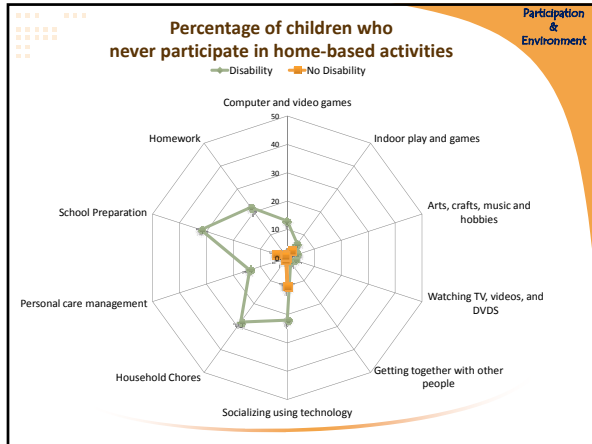
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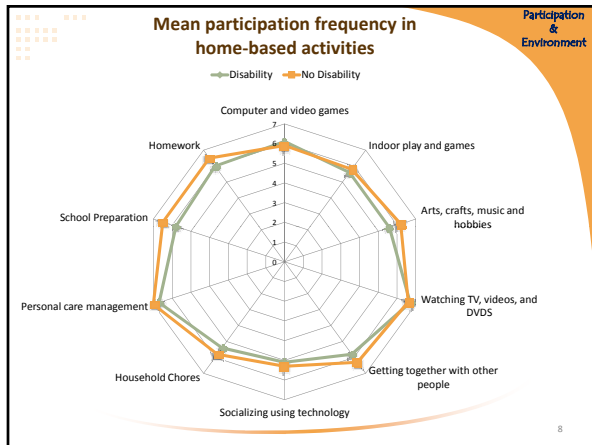
Sample Characteristics

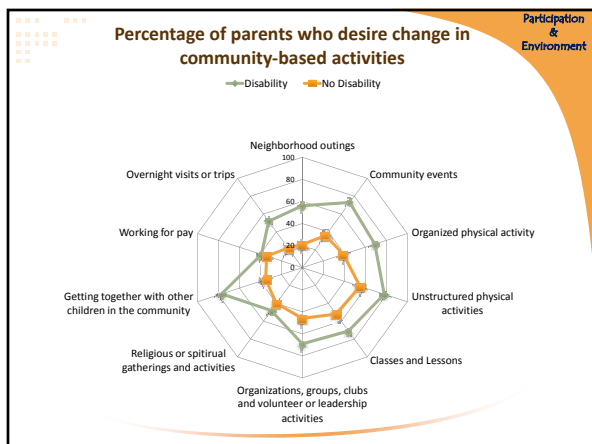
Variable	N (%)
Respondent	
Mother	519 (90)
Father	44 (8)
Nationality	
Canadian	363 (63)
USA	213 (37)
Child Age (mean)	11.2
Child's Gender - Male	311 (54)
Disability Status	
Disability	282 (49)
No Disability	294 (51)
Top 3 Parent-Reported 1st Diagnosis in Disability Sample	
Developmental Delay	71 (25.6)
Orthopaedic Impairment	53 (19.1)
Emotional impairment	24 (8.7)

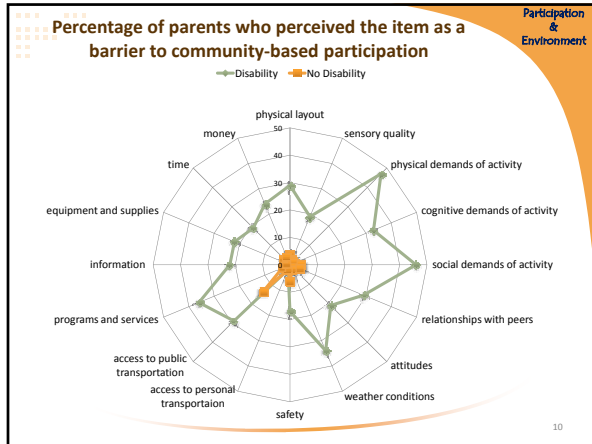
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Results

- Children with disabilities participate in significantly fewer activities in their home, community and at school.
- However, from a clinical perspective, participation frequency ratings on most items are not that different between groups.
- Greater differences in participation are often seen on more complex activities (e.g., household chores, homework).
- Differences are also seen in activities that are more social in nature (e.g., getting together with peers outside class and in the community).
- Environmental supports and barriers are ranked similarly in both groups, but are significantly different in level.

Clinical & Research Implications

- Using the PEM-CY opens the door for discussion about participation-focused goals and intervention
- Desire for change responses can be used to guide client-centered interventions
- Service providers can lay groundwork for future independent living by working with children and youth on more complex, social activities
- Learning about supports in all three settings can offer service providers and parents potential strategies to implement in settings where barriers are encountered

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Contact Us!

- We will be posting the PEM-CY on the *CanChild* website in late Fall 2012. Please visit our study webpage for updated information: <http://www.canchild.ca/en/ourresearch/pep.asp>
- For more information about availability of the PEM-CY, please contact:
 - Rachel Teplicky, Research Coordinator, Participation and Environment Project
 - Phone: 905-525-9140, ext.26851
 - E-mail: teplir@mcmaster.ca



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