

YC-PEM 101

Tips for navigating the Young Children's Participation and Environment Measure (YC-PEM)

Understanding the YC-PEM

- ❖ The YC-PEM is an assessment tool completed by caregivers of children ages 0-5 years old. The YC-PEM collects information about a child's participation across activities within the home (13 items, grouped under 4 categories/types), daycare/preschool (3 items, under 1 category/type), and community (11 items, grouped under 4 categories/types) while considering how the environment might impact their participation.
- ❖ Caregivers provided input during the development of the YC-PEM. The YC-PEM has been created for caregivers, service providers, service coordinators, and/or early childhood educators to obtain a comprehensive participation profile of a child at single or multiple points in time.
- ❖ The YC-PEM is appropriate for children with any diagnosis and at any developmental level, as all infants and children participate at all ages and abilities. For example, a 10-month-old may have fewer skills in comparison to a 5-year-old, but both children are able to fully participate in activities, whether they do so independently or with another person. See the image below to get an example of how a 10-month-old may participate in story time independently or with a caregiver.



What a child can do on their own during story time:

- ❖ Identify and point at objects
- ❖ Flip through pages



What a child can do collaboratively with a caregiver during story time:

- ❖ Listen and mimic sounds
- ❖ Show similar facial expressions

Administering the YC-PEM

- ❖ The YC-PEM can be completed independently by the caregiver on paper, or electronically using REDCap or LimeSurvey. The YC-PEM can also be administered face to face or virtually via caregiver interview. The entire online YC-PEM typically takes between 30-40 minutes to administer.
- ❖ Caregivers are asked to report on 3 aspects of their child's participation in each set of activities that can occur in the home, daycare/preschool, and community: 1) frequency, 2) level of involvement, 3) their desire for change in the child's participation. If change is desired, caregivers are asked to specify what type of change is desired and to describe up to three strategies they have tried to promote their child's participation in that set of activities.
- ❖ The YC-PEM can be administered at one point in time or can be readministered at various points in time to track participation strengths and needs over time (i.e., progress reports, annual evaluations).
- ❖ The YC-PEM is offered in English, Spanish, Serbian, Hebrew, New Zealand English, and Traditional Chinese. There is also an introductory video that accompanies the English YC-PEM to assist with caregiver completion.

Using and Interpreting Results

- ❖ Results are scored and interpreted by providers via user manual.
- ❖ The results obtained from the YC-PEM can yield information for the therapeutic goal-setting process. That information includes: a caregiver's perception of the strengths and needs of the child's participation, supports and barriers to their participation, and types of strategies caregivers have used to promote participation.
- ❖ It is not necessary nor expected that a young child will participate in every activity listed in the YC-PEM. The YC-PEM is not a norm-referenced tool and does not provide a 'pass' or 'fail' score.
- ❖ If using the YC-PEM to assess a child's participation over time, a service provider can consider change in the frequency, involvement, or desire for change in activities and routines. For example, a child's frequency of participating in an activity (e.g., brushing teeth) may increase when presented with this opportunity more often. A child's involvement may increase in this activity as they become more engaged, motivated, or skilled. A caregiver's desire for change may adjust as a child's participation changes in an activity. Caregivers may desire their child to participate more/less often, be more helpful, or be more interactive in an activity.