

THE PEDI-CAT: State of the art and Developments in Europe

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Pediatric Evaluation of Disability Inventory (PEDI)

The PEDI has been published in 1992 and since then has been a valuable and reliable tool to assess daily functioning of children in research and clinical practice. It is a standardized instrument using parental reports in a structured interview, and paper and pencil to report scores answers and calculate scores.

Computer Adaptive Testing (CAT)

Computer adaptive testing platforms for healthcare application offer a promising alternative to traditional, fixed-length paper and pencil instruments. Recently, the Pediatric Evaluation of Disability Inventory (PEDI), has been revised as a computer adaptive test; the PEDI-CAT. This makes the instrument more accessible and easier to use for both the target group and in research and in practice.

Current status PEDI-CAT

Validated in the USA^{1,2} and translated into Spanish .

Ready for translation into other languages and cross-cultural validation that includes an important and complex process involving translation, back translation, evaluation of equivalence for the test concept, and norm referencing

References

1. Haley SM, Coster WJ, Dumas HM et al. *Dev Med Child Neurol* 2011;53(12):1100-6.
2. Dumas HM, Fragala-Pinkham MA, Haley SM et al. *Disabil Rehabil* 2012;34(5):393-401.

PEDI-CAT in Europe

To further enhance the availability, a carefully monitored and controlled translation process is now taking place in several European Countries in close collaboration with the authors at Boston University and CreCAre. Several countries in Europe have taken the initiative to collaborate in the process of translation / validation.



Video introduction PEDI-CAT

Video Administration and Reports PEDI-CAT

	Face Validity	Translation	Check cultural relevance; inter-disciplinary group	Think aloud interviews with parents/youth	Back Translation	Discussion with PEDI-CAT-group (USA)	Translation DEF	Programming in CREcare	Statistical evaluation: cross cultural equivalence	Norm referencing
DEN	●	●	●		●	●				
NED/BEL	●	Spring 2015			Summer 2015					
NOR	●	●	Spring 2015	Spring 2015	Summer 2015					
SUI/AUT/GER	●	Spring 2015	Fall 2015	Winter 2016		●				
SWE	●	●	●	Fall 2015						

Construct: PERFORMANCE OF FUNCTIONAL SKILLS **Age:** 0 – 20 yrs **Domains** (click on links for sample items):

Daily Activities:

68 items in four content areas:

Getting Dressed, Keeping Clean, Home Tasks, and Eating & Mealtime.

Mobility:

75 items in five content areas:

Basic Movement & Transfers, Standing & Walking, Steps & Inclines, and Running & Playing

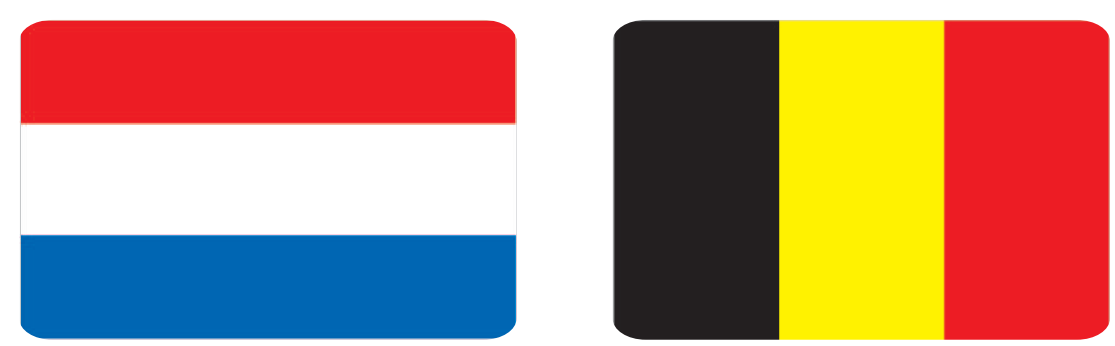
Social/Cognitive:

60 items in four areas: Interaction, Communication, Everyday Cognition, and Self Management.

Responsibility:

51 items that assess the extent to which a young person is managing life tasks that enable independent living in four content areas:

Organization & Planning, Taking Care of Daily Needs, Health Management, and Staying Safe.



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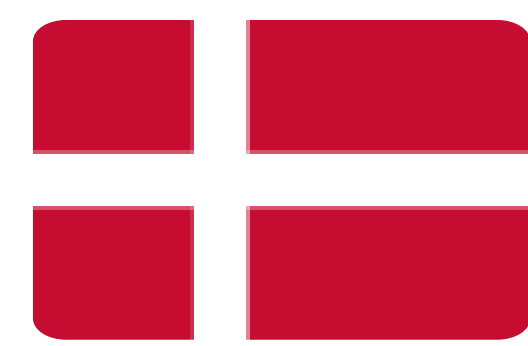
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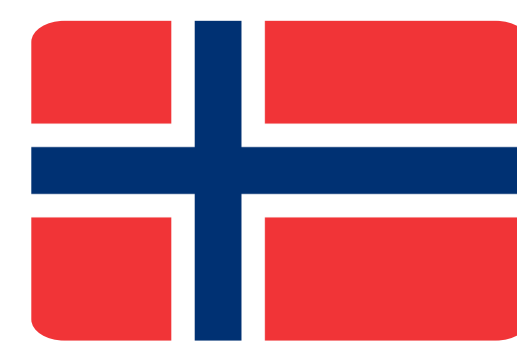
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