

P87 Development and validation of MyCommunication-Youth: A self-report measure for communicative participation in children and adolescents

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Objective: Communicative participation is defined as *taking part in life situations where knowledge, information, ideas, or feelings are exchanged* (Eadie et al., 2006). It is considered the most important outcome of speech and language therapy. However, no instrument exists to measure communicative participation in children, adolescents, and young adults. This presentation comprises the development and validation of MyCommunication-Youth, a new measure for communicative participation in children, adolescents and young adults with communication disorders.

Methods: Following an extensive literature review and two concept elicitation studies, relevant items were identified. A first draft of MyCommunication-Youth was developed in three versions (for children, adolescents, and young adults). These were pilot-tested through cognitive debriefing to assess comprehensibility and comprehensiveness. Revisions were made to the item pool, whereafter the item pool was assessed in a new group of participants. This iterative process continued until all items were found comprehensible and no new items were suggested. A second draft was evaluated for content validity with a new group of children, adolescents, and young adults, as well as in a focus group with professionals. We also explored the ability of younger children to reflect on communicative participation. All methods were adjusted for accessibility for (young) people with communication difficulties.

Results: The initial draft included 58 items for children, 78 for adolescents, and 84 for young adults. Based on pilot-interviews with 33 participants, items were revised for comprehensibility, items were added and some items were deleted because of irrelevance. This resulted in updated item pools of 50, 69, and 72 items. In the content validity study, The revised item pools consisted of 50, 69, and 72 items respectively. In the content validity, 27 additional participants and 8 professionals confirmed the comprehensibility, comprehensiveness and relevance of the item pool, though a few items were irrelevant for people with specific types of communication problems.

Conclusions: MyCommunication-Youth is a relevant, comprehensible, and comprehensive instrument, according to both the target population and professionals. It comprises three versions: MyCommunication-Children (49 items), MyCommunication-Adolescents (70 items), and MyCommunication-YoungAdults (73 items). The next step involves evaluating its psychometric properties using Item Response Theory analysis.