

# Participation Profile for John Jethro

## - The Detailed Report -

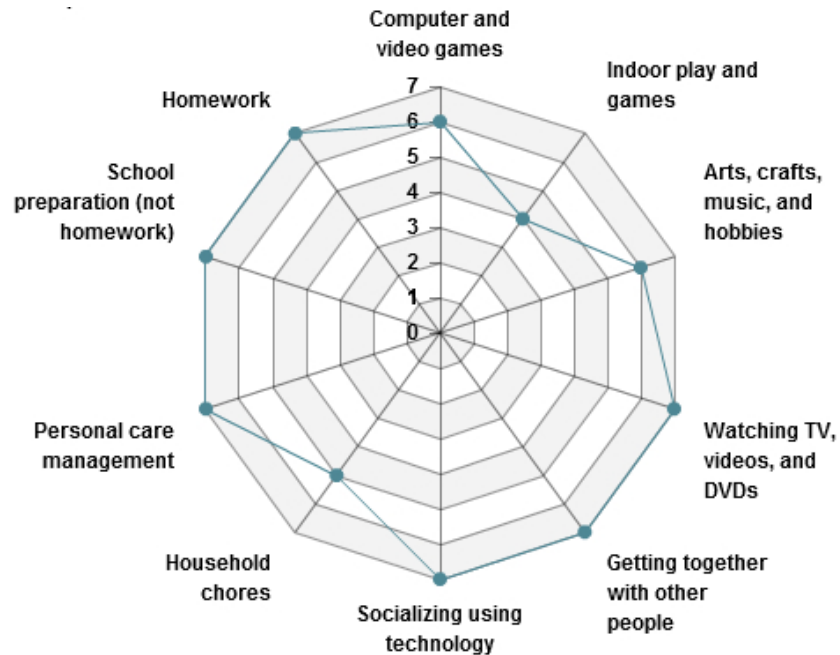
Participation and Environment Measure for Children and Youth

(PEM-CY) started on: February 24, 2016

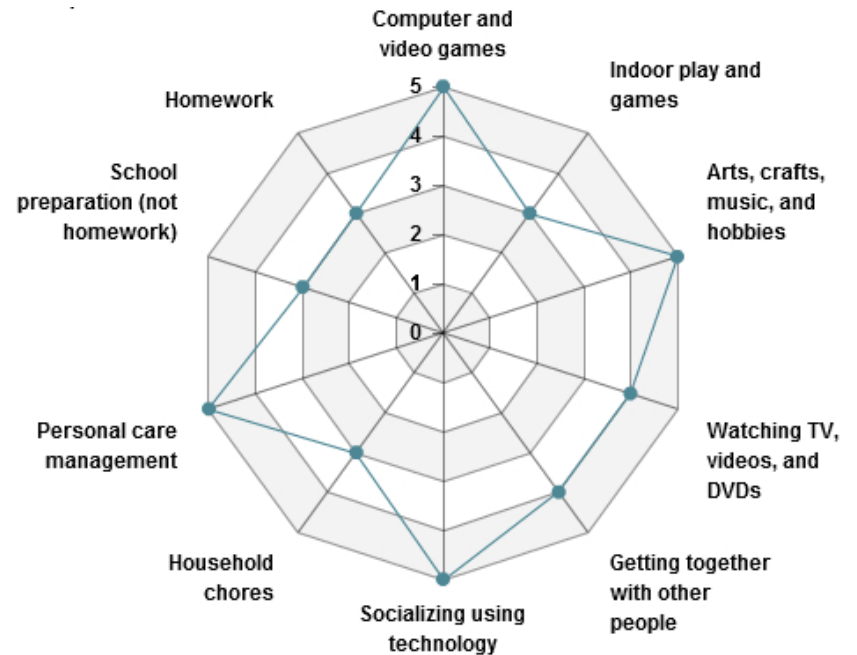
**Participation** in everyday activities helps children and youth learn new skills, be healthy and have fun. Children and youth participate in different types of activities, in a variety of ways. This PEM-CY report is designed to help you think about the activities your child/youth does, the things in the environment that help or make it harder for him/her to participate, and the things you do to help your child participate.

## Participation Profile for Home

This diagram shows how **often** John participates in home activities (0 = never, 1 = once in the last 4 months, 3 = once a month, 5 = once a week, 7 = daily).



This diagram shows how **involved** John is when participating in home activities. (1 = minimally involved, 3 = somewhat involved, 5 = very involved)

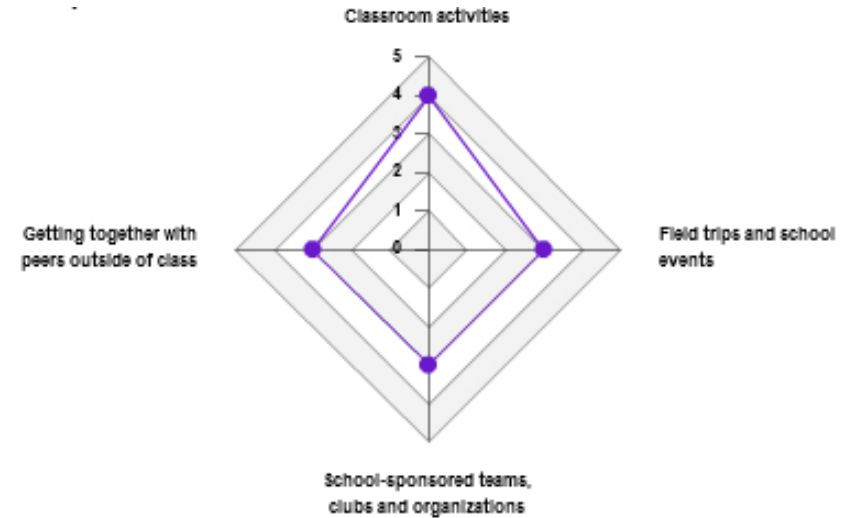
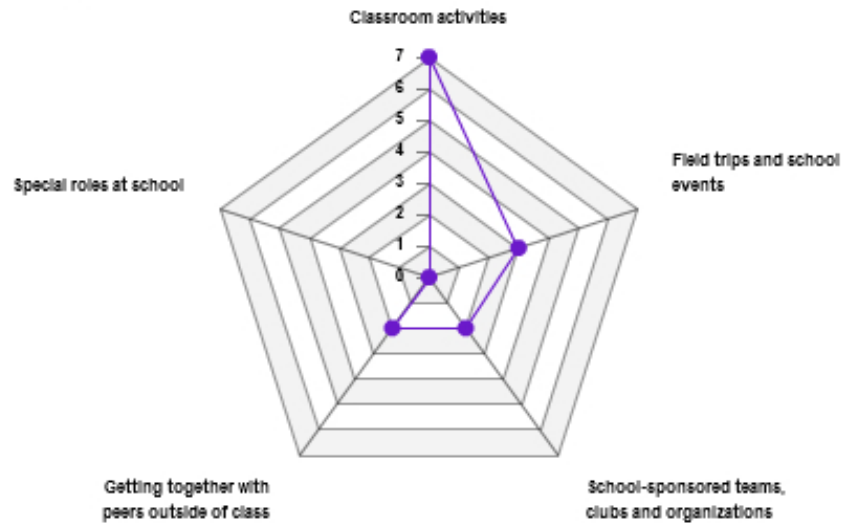


John participates in 100% of the home activities, on average a few times a week (6.30 out of 7) and overall is very involved (4 out of 5) in these activities.

## Participation Profile - Details about School Participation

This diagram shows how **often** John participates in school activities (0 = never, 1 = once in the last 4 months, 3 = once a month, 5 = once a week, 7 = daily).

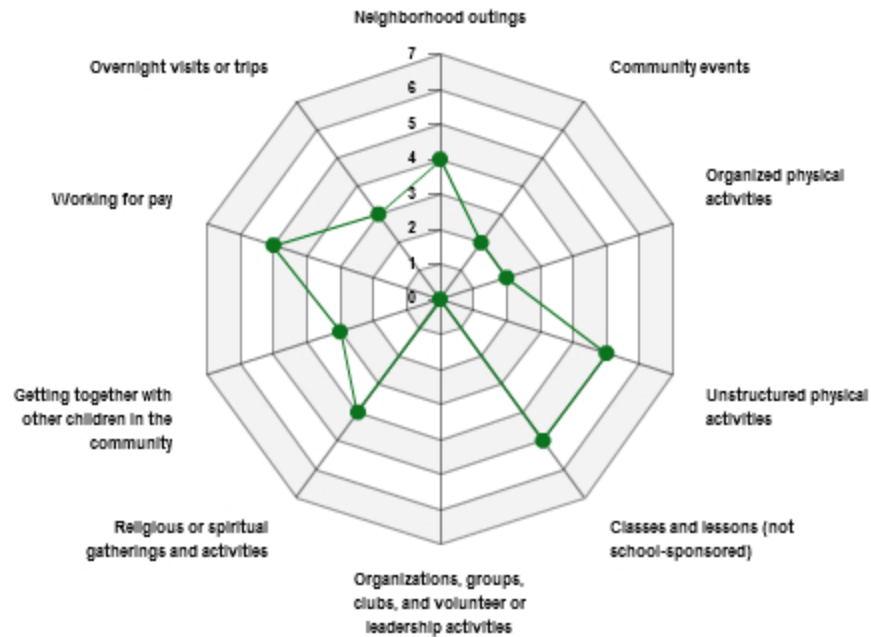
This diagram shows how **involved** John is when participating in school activities. (1 = minimally involved, 3 = somewhat involved, 5 = very involved)



John participates in 80% of the school activities, on average a few times a month (3.50 out of 7) and overall is somewhat involved (3.25 out of 5) in these activities.

## Participation Profile - Details about Community Participation

This diagram shows how **often** John participates in community activities (0 = never, 1 = once in the last 4 months, 3 = once a month, 5 = once a week, 7 = daily).



This diagram shows how **involved** John is when participating in community activities. (1 = minimally involved, 3 = somewhat involved, 5 = very involved)



John participates in 90% of the community activities, on average a few times a month (3.67 out of 7) and overall is somewhat involved (3.44 out of 5) in these activities.

You would like to see John's participation change in the following activities:

At Home	At School	In the Community
Homework <i>- Be more involved</i>	Classroom activities <i>- Be more involved</i>	Neighborhood outings <i>- Be more involved, be involved in a broader variety of activities</i>
Watching TV, videos, and DVDs <i>- Do less often</i>	Field trips and school events <i>- Do more often, be more involved</i>	Overnight visits or trips <i>- Be involved in a broader variety of activities</i>
Getting together with other people <i>- Be more involved</i>	School-sponsored teams, clubs and organizations <i>- Do more often, be more involved</i>	Community events <i>- Do more often, be more involved, be involved in a broader variety of activities</i>
Household chores <i>- Do more often, be more involved</i>	Getting together with peers outside of class <i>- Do more often, be more involved</i>	Organized physical activities <i>- Do more often, be more involved, be involved in a broader variety of activities</i>
School preparation (not homework) <i>- Be more involved</i>	Special roles at school <i>- Be more involved, be involved in a broader variety of activities</i>	Unstructured physical activities <i>- Be involved in a broader variety of activities</i>
		Classes and lessons (not school-sponsored) <i>- Be involved in a broader variety of activities</i>

		Organizations, groups, clubs, and volunteer or leadership activities <i>- Do more often, be more involved, be involved in a broader variety of activities</i>
		Getting together with other children in the community <i>- Do more often, be more involved, be involved in a broader variety of activities</i>
		Working for pay <i>- Be more involved, be involved in a broader variety of activities</i>

**Things in the environment that help John participate:**

At Home	At School	In the Community
Relationships with family members	Access to personal transportation to get to school	Equipment or supplies
Attitudes and actions of babysitters, therapists, and other other professionals who care for child at home	Access to public transportation to get to school	Enough money to support child's participation in community
Supplies in the home	Enough money to support child's participation	

**Things in the environment that make it harder for John participate:**

At Home	At School	In the Community
Cognitive demands of typical activities in the home	Outside weather conditions	Programs and services
	Cognitive demands of typical school activities	Information
	Social demands of typical school activities	Sensory qualities of community settings
	Child's relationship with peers	Cognitive demands of typical activities
		Social demands of typical activities
		Child's relationship with peers
		Attitudes and actions of other members of the community towards child

**Things that you do to help John participate:**

At Home	At School	In the Community
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Talk to him about his schedule and homework	Discuss his day and discuss how he can address challenges	We go with him or ask his cousin to go with him to a movie or store
Try to engage him in family decision making about family activities and chores	Remind him about important activities and to use his smartphone scheduler	We encourage him to do some errands in the local grocery store where they know him and us
Encourage him to have friends over	Send him texts for reminders and support	We talk about ways for him to meet other children at school and to talk with other teenagers in his art class

Please review your child's participation profile with your child, family and others with whom you want to share this information (for example, teachers, health professionals, coaches). Use the space below to identify areas of participation that you most want to focus on. These activities can be something identified in this report (see the table above that lists activities in which you would like to see change) or other activities that were not included in the PEM-CY.

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