

**Engaging in client-centered practice: validity of the Perceived Efficacy and Goal Setting System (PEGS) for Brazilian children with and without motor disabilities**

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**Introduction:** Occupational therapists's case load include children with a wide variety of issues, including motor problems. Engaging the child in intervention is facilitated by tools, such as the Perceived Efficacy and Goal Setting System (PEGS), which allow for the participation of the child and family in the identification of treatment goals.

**Objectives:** The PEGS was translated to Portuguese according to international rules for cross cultural adaptation of assessment tools and the aim of this study was to examine the validity of the translated version and determine whether it would need to be adapted for clinical use with Brazilian children.

**Method:** Eighty typically developing children ages 6 to 9 years-old (40 public schoolchildren and 40 private schoolchildren) and 40 children with motor disabilities (ranging from cerebral palsy to developmental coordination disorder ) ages 7 to 12 years-old, their caregivers and teachers completed the PEGS.

**Results:** All children understood the pictures and interview procedures. The caregivers and teachers reported no difficulties understanding the questionnaires. Preliminary analysis indicated that gender, age and social background had no significant influence over the determination of the children's scores, however, children with disabilities scored significantly lower. Stability in setting goals was confirmed and children, caregivers and teachers appear to share views regarding the child's ability performing most of the tasks described in PEGS. The internal consistency of the scales was adequate (Cronbach  $\alpha$  ranging from 0.703 to 0.881). Multivariate CART analysis coefficient of determination for the typically developing group was low but significant, and revealed interesting relationship between the variables (i.e., age, gender, type of school) on the determination of the children's scores. The same procedure will be repeated including children with disabilities.

**Conclusion:** Although limitations were identified, PEGS does not require further adaptations to be used in Brazil. The instrument seems clinically useful and should be further explored. Children with disabilities and from different ages and social backgrounds were able to identify relevant therapy goals and seemed to enjoy participating in the process.

**Implications:** Translation of the PEGS offers Brazilian therapists a tool that will foster the true engagement in the philosophy of client-centered practice.