

Positive Behavior Support Quality of Life Questionnaire

Individual: _____ Age: _____ Sex: M F Date: _____

Person completing assessment: _____ Role/Position: _____

How often do you interact with the individual (circle one)? *Daily* *Weekly* Other: _____

How long have you known the individual? _____ years _____ months

Purpose: This assessment tool is designed to assess the extent to which an individual is experiencing circumstances and events that are associated with quality of life. The purpose of the tool is to assist in planning intervention and evaluating outcomes of behavioral support efforts. It is not intended to judge the quality of support the individual is receiving. The questionnaire is divided into five sections: health and safety, self-advocacy, social relationships, productive activity, and community participation – with each domain on a separate page of the assessment.

Respondents: This assessment should be completed by the individual who is the focus of this assessment themselves (if possible) or by people who know the individual well (e.g., family member, direct service professional with daily contact). It is always beneficial to have more than one person complete this assessment.

Directions: For each item, please indicate your level of agreement with the statement pertaining to the individual's current life circumstances and functioning by circling the numbers associated with the ratings from strongly disagree to strongly agree*. Provide your ratings based on the individual's current level of support. Indicate how much support the individual is currently receiving in the area by circling high, medium, or low (i.e., with low meaning little or no assistance and high meaning that support is needed at all times). If an item is not relevant for the individual because it is not age-appropriate or the individual's physical, medical, or cognitive limitations make it impossible, please circle "NA". Please respond to the yes/no questions and feel free to explain your responses in the spaces provided.

Please note that the examples listed as "e.g.," are simply illustrations; your rating should be in response to the general statement, comparing the individual's quality of life to that of typical, same-aged peers

Hieneman, M., Yeagley, M., Cessna, T., Smith-Kong, T., Downs, H., Fazzio, D., Spiker, S., & DeFranco, R. (2015). Positive Behavior Support Quality of Life Assessment. Unpublished tool developed by workgroup through Positive Behavior Supports Corporation.

Domain: Health and Safety <i>Personal, Physical, and Emotional</i>	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Applicable	Level of Support
1. Safely interacts when faced with potential social risks (e.g., interactions with strangers, physical contact/boundaries w/others, internet safety)	0	1	2	3	NA	High Medium Low
2. Maintains personal safety when faced with environmental risks (e.g., sharp objects, cleaning supplies, extreme temperatures, inclement weather, traffic)	0	1	2	3	NA	High Medium Low
3. Participates and/or cooperates with needed medical care (e.g., appointments, medications)	0	1	2	3	NA	High Medium Low
4. Maintains hygiene as developmentally and socially appropriate (e.g., bathing, toileting, washing hands, tooth brushing, shaving)	0	1	2	3	NA	High Medium Low
5. Engages in physical activity (e.g., walking, stretching, working out, bicycling) enough to remain healthy	0	1	2	3	NA	High Medium Low
6. Maintains a healthy, well-balanced diet (e.g., tries new foods, consumes what is provided at family meals, gets appropriate caloric intake)	0	1	2	3	NA	High Medium Low
7. Regularly engages in activities that that are personally stimulating, relaxing, or enjoyable (e.g., hobbies, spending time in nature)	0	1	2	3	NA	High Medium Low
8. Expresses enjoyment in daily activities (e.g., demonstrates attentiveness, smiles or laughs makes positive statements)	0	1	2	3	NA	High Medium Low
9. Exhibits emotional control by responding appropriately to unpleasant or frustrating circumstances (e.g., waiting, being denied access, disturbances in routine)	0	1	2	3	NA	High Medium Low
<p>Overall, do you feel the individual is satisfied with his or her health and safety? Yes No</p> <p>Overall, do you feel the individual is generally happy, content, and stable? Yes No</p> <p>Please feel free to provide an explanation.</p>						

Domain: Self Advocacy <i>Communication and Self-Determination</i>	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Applicable	Level of Support
10. Communicates with others to meet personal needs (e.g., requests items, activities, help, breaks from activities; says yes and no)	0	1	2	3	NA	High Medium Low
11. Makes choices about activities and items, expressing personal preferences (e.g., selects clothing, toys, friends, events to attend)	0	1	2	3	NA	High Medium Low
12. Objects to undesirable aspects of environment or circumstances (e.g., physical discomfort, awkward social encounters)	0	1	2	3	NA	High Medium Low
13. Plans and organizes activities, determining when, where, and with whom activities will occur (e.g., brings toy to friend, leads others to item, arranges personal schedule)	0	1	2	3	NA	High Medium Low
14. Understands and advocates for personal rights (e.g., protects personal items, demands fairness in games, expects to be treated with dignity)	0	1	2	3	NA	High Medium Low
15. Obtains resources as necessary for life activities (e.g., makes appointments, gets items needed to complete activity or task)	0	1	2	3	NA	High Medium Low
16. Engages a support system to obtain assistance and provide input in decision-making (e.g., gets help when frustrated, solicits opinions)	0	1	2	3	NA	High Medium Low
17. Actively participates in life decisions, including attending meetings regarding care (e.g., IEPs, support planning)	0	1	2	3	NA	High Medium Low
18. Pursues achievement of personal goals (e.g., perseveres to complete activities, sets short term goals and tracks progress)	0	1	2	3	NA	High Medium Low
Overall, do you feel the individual is satisfied with his or her opportunities for choice and personal control? Yes No Please feel free to provide an explanation.						

Domain: Social Relationships <i>Interactions, Tolerance, and Relationships</i>	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Applicable	Level of Support
19. Shows interest in others (e.g., makes eye contact, pays attention to activities performed by others)	0	1	2	3	NA	High Medium Low
20. Seeks out opportunities to interact with others or initiates social activities (e.g., brings books or toys to person, begins conversations)	0	1	2	3	NA	High Medium Low
21. Interacts with people who are not obligated to do so (e.g., friends vs. caregivers/paid providers)	0	1	2	3	NA	High Medium Low
22. Has relationships with others that are based on shared interests and values (e.g., activities, topics, ways of responding to issues)	0	1	2	3	NA	High Medium Low
23. Reads and responds to subtle social cues and nuances (e.g., body language, non-verbal cues, spatial boundaries, humor, idioms, banter)	0	1	2	3	NA	High Medium Low
24. Engages in sustained give and take interaction (e.g., takes turns, has conversations) that are mutually enjoyable	0	1	2	3	NA	High Medium Low
25. Uses appropriate manners and etiquette in social interactions (e.g., says please and thank you, greets, provides closure to conversations)	0	1	2	3	NA	High Medium Low
26. Maintains relationships with non-caregivers over an extended period of time (e.g., dating, long-term friendships), continuing contact beyond setting or circumstance	0	1	2	3	NA	High Medium Low
27. Tolerates other people's differences (e.g., shows empathy, makes compromises, refrains from inappropriate judgment)	0	1	2	3	NA	High Medium Low
Overall, do you feel the individual is satisfied with the quantity and quality of his or her social relationships? Yes No Please feel free to provide an explanation.						

Domain: Productive Activity <i>Activities of Daily Living, Academic, & Vocational</i>	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Applicable	Level of Support
28. Consistently attends educational or vocational activities as appropriate, arriving on time and remaining present as required (e.g., daily)	0	1	2	3	NA	High Medium Low
29. Follows directions of supervising adults (e.g., instructions, written protocols, stated expectations, regulations)	0	1	2	3	NA	High Medium Low
30. Organizes surroundings to increase productivity (e.g., sets up tasks, obtains/arranges materials)	0	1	2	3	NA	High Medium Low
31. Independently initiates required tasks (e.g., in accordance with schedule or defined expectations)	0	1	2	3	NA	High Medium Low
32. Remains on task for required time periods, maintaining an appropriate rate of work (e.g., works until chores are completed, completes assignments within class or work period)	0	1	2	3	NA	High Medium Low
33. Works cooperatively with other people to complete tasks as needed (e.g., collaborates on projects, accepts shared responsibility)	0	1	2	3	NA	High Medium Low
34. Contributes to maintain environment (e.g., preparing food, cleaning, restoring surroundings, picking up toys and personal belongings)	0	1	2	3	NA	High Medium Low
35. Participates in exchange of money for services or items and/or manages finances (e.g., obtaining pay for work, budgeting, making payments)	0	1	2	3	NA	High Medium Low
Overall, do you feel the individual is satisfied with his or her level and types of productive activity? Yes No Please feel free to provide an explanation.						

Domain: Community Participation <i>Recreational, Consumer, & Civic Activities</i>	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Applicable	Level of Support
36. Participates in activities with same-aged peers who do not have disabilities	0	1	2	3	NA	High Medium Low
37. Participates in recreational activities outside of the home (e.g., sports, arts, clubs, camping)	0	1	2	3	NA	High Medium Low
38. Participates in shopping or errands (e.g., grocery shopping, banking, attending non-medical appointments)	0	1	2	3	NA	High Medium Low
39. Interacts appropriately with service providers in the community (e.g., clerks, tellers, cashiers)	0	1	2	3	NA	High Medium Low
40. Follows expected routines within community activities (e.g., rules of a game, waiting in line)	0	1	2	3	NA	High Medium Low
41. Accesses and/or follows expectations when using transportation systems (e.g., arranges rides, remains seated and belted, pays tolls)	0	1	2	3	NA	High Medium Low
42. Attends family gatherings and events (e.g., reunions, family dinners)	0	1	2	3	NA	High Medium Low
43. Attends religious and/or cultural activities valued by the family (e.g., church services, festivals/fairs, shows, holiday celebrations)	0	1	2	3	NA	High Medium Low
44. Engages or participates in civic responsibilities as appropriate (e.g., following laws, voting, paying taxes)	0	1	2	3	NA	High Medium Low
Overall, do you feel the individual is satisfied with his or her community participation? Yes No Please feel free to provide an explanation.						

Scoring (for office use only):

Health and Safety	
Total Score	
Total Possible - 27 (minus 3 per NA)	
Percent for Domain	

Self-Advocacy	
Total Score	
Total Possible - 27 (minus 3 per NA)	
Percent for Domain	

Social Relationships	
Total Score	
Total Possible - 27 (minus 3 per NA)	
Percent for Domain	

Productive Activity	
Total Score	
Total Possible - 27 (minus 3 per NA)	
Percent for Domain	

Community Participation	
Total Score	
Total Possible - 27 (minus 3 per NA)	
Percent for Domain	

Interpretation: Overall percentage scores of ___ or greater may indicate satisfaction with that domain of life quality. Overall percentage scores of less than ___ may indicate a deficit.

For areas in which the score is low, review the individual items and work with the individual and his or her family and other caregivers to identify instructional and lifestyle change goals.