



# Subjective Quality of Life Tool



The Subjective Quality of Life Tool helps carers identify and enhance activities that enrich the lives of individuals in their care. It recognises that people value activities differently and experience them in various ways, such as enjoyment, satisfaction, or relaxation. This tool is essential for tailoring Positive Behaviour Support (PBS) to each individual, as PBS is not a "one-size-fits-all" approach.

# Key benefits

- Understand which activities an individual values.
- Assess how often they engage in these activities.
- Identify opportunities to increase participation in valued activities.
- Recognise health-promoting activities (e.g., yoga, running) that are also enjoyable.
- Reduce time spent on activities that are costly and not valued.
- Introduce new activities that may be of interest.

# Completing the tool

- 1. Frequency:** Note how often the individual engages in listed activities.
- 2. Value:** Rate the importance of these activities based on the individual's enjoyment, satisfaction, and other positive experiences.

# Guidelines

- The individual should complete the tool themselves, or with support.
- Include input from family, friends, and carers for a well-rounded view.
- Focus on the individual's perspective, not others' opinions on the activity's value.

# Post-assessment actions

- Increase the frequency of low-cost, highly valued activities.
- Ensure high-cost, highly valued activities are provided as often as possible.
- Reduce or eliminate costly activities with low value.
- Introduce movement-based activities with health benefits.
- Explore new activities not currently part of the individual's routine.



| Frequency                                                                                                                                                                           | Value                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 = never<br>1 = Less than every three months<br>2 = At least every three months<br>3 = Monthly or more frequently<br>4 = Weekly or more frequently<br>5 = Daily or more frequently | A = High pleasure / satisfaction and importance<br>B = Some pleasure / satisfaction and importance<br>C = Not important, no/low value but not disliked<br>D = Disliked or detrimental<br><br>(if not known, mark with a dash) |

| Activity                                          | Frequency | Value | Details |
|---------------------------------------------------|-----------|-------|---------|
| Read or engage with a book, newspaper or magazine |           |       |         |
| Play video games                                  |           |       |         |
| Watch TV                                          |           |       |         |
| Listen to music                                   |           |       |         |
| Listen to the radio or a podcast                  |           |       |         |
| Browse the internet                               |           |       |         |
| Browse the internet                               |           |       |         |
| Exercise class                                    |           |       |         |
| Interact with pets/animals                        |           |       |         |
| Creative art / craft                              |           |       |         |
| Specific hobby or special interest                |           |       |         |
| Collect / engage with collection                  |           |       |         |
| Housework / cleaning                              |           |       |         |



| Activity                                                                     | Frequency | Value | Details |
|------------------------------------------------------------------------------|-----------|-------|---------|
| DIY / Decorating                                                             |           |       |         |
| Gardening                                                                    |           |       |         |
| Building/dismantling                                                         |           |       |         |
| Tidying/sorting/arranging                                                    |           |       |         |
| Cooking/baking                                                               |           |       |         |
| Eating favourite foods                                                       |           |       |         |
| Personal grooming / pampering /<br>skincare regime                           |           |       |         |
| Uninterrupted alone time                                                     |           |       |         |
| Bath / shower for relaxation                                                 |           |       |         |
| Dance class                                                                  |           |       |         |
| Online social networking                                                     |           |       |         |
| Phone call with friends or family                                            |           |       |         |
| Outdoor movement (walking,<br>cycling, running)<br>Specific sensory activity |           |       |         |
| Help others at home                                                          |           |       |         |
|                                                                              |           |       |         |
|                                                                              |           |       |         |
|                                                                              |           |       |         |

