

San Martín Scale

Assessment of Quality of life in
Persons with Significant
Intellectual and Developmental
Disabilities

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FUNDACIÓN
OBRA SAN MARTÍN
SANTANDER

INSTITUTO UNIVERSITARIO DE
INTEGRACIÓN EN LA COMUNIDAD

UNIVERSIDAD DE SALAMANCA

Assessed
person

	Month	Day	Year
Date of administration	<input type="text"/>	<input type="text"/>	<input type="text"/>
Date of birth	<input type="text"/>	<input type="text"/>	<input type="text"/>

PERSON ASSESSED

Unique ID:

Gender: Male Female

Primary Language Spoken:

English Spanish Other (specify):

State / Province of Residence: Zip / Postal Code of Residence:

Level of Intellectual Disability: Mild Moderate Severe Profound

Level of Supports Needs: Extensive Pervasive

SIS Support Needs Index Score: (standard score)

Full Scale IQ Score: (standard score) IQ Test:

Verified conditions (check all that apply):

No other associated conditions

Physical disability: Motor limitations in upper extremities

Motor limitations in lower extremities

Sensorial disability: Hearing impairment / deafness

Visual impairment / blindness

Cerebral palsy Traumatic Brain Injury

Autism Spectrum Disorders Down Syndrome

Developmental delay Speech / language impairment

Learning disability Attention-deficit /Hyperactivity Disorder (ADHD)

Mental health problems / Emotional disturbance

Significant health impairment / Chronic health condition (e.g., epilepsy) (specify):

Challenging behavior (specify):

Others (specify):

SOCIODEMOGRAPHIC DATA

The person takes medication: No Yes (specify name):

Kind of medication (check all that apply):

Antidepressants

Anxiolytics

Mood stabilizers

Neuroleptics / Anti-psychotics

Stimulants

Antiepileptics / Antiseizures

Others (specify):

Reason for medication:

OBSERVER / RESPONDENT

Gender: Male Female

Job Title (mark one):

Psychologist

Social worker

Case manager

Occupational Therapist

Nurse

Speech and Language Pathologist

Program Manager, Coordinator, Director or Specialist

Other (specify):

Name of the service / organization providing services to the person:

State / Province

Zip / Postal Code

Email

Time knowing the person:

I have known the person from years and months.

Frequency of contact with the person:

- Several times per week Once per week
 Once per two weeks Once per month

I have observed the person (check all that apply):

- Home Day Program Community Other (specify):

Relationship with the person:

- Parent Sibling Other relatives Legal guardian
 Direct Care Staff Other (specify):

OTHER OBSERVERS / RESPONDENTS

Relationship with the person

INSTRUCTIONS:

Next you will see a series of statements related to the quality of life of the person you are assessing. Select the answer that BEST describes the person assessed. Please, answer ALL items.

ANSWER KEY:

"N" = Never

"S" = Sometimes

"O" = Often

"A" = Always

SELF-DETERMINATION		N	S	O	A
1	Persons providing him/her supports take into account his/her preferences and choices.	N	S	O	A
2	He/she participates in the development of his/her individual support plan.	N	S	O	A
3	The staff respects his/her decisions.	N	S	O	A
4	He/she chooses how to spend his/her free time.	N	S	O	A
5	Specific measures are taken to allow him/her to influence his/her environment (i.e., physical, material, and social environment).	N	S	O	A
6	Specific measures are taken to allow him/her to make choices.	N	S	O	A
7	He/she has opportunities to refuse to do things that are irrelevant to his/her health (e.g., to participate in a leisure activity, to go to bed to an specific time, to wear clothes that other people choose for him/her).	N	S	O	A
8	He/she chooses the meal or part of the meal when there is variety in all courses.	N	S	O	A
9	He/she decorates his/her bedroom to his/her liking.	N	S	O	A
10	Provided supports take into account his/her needs, wishes, and preferences (e.g., persons providing supports, being alone or with other people, time, daily routines).	N	S	O	A
11	The decision to carry out an action is considered carefully when he/she experiences it as unpleasant (e.g., during personal care, meals, activities).	N	S	O	A
12	He/she has a daily program with activities that reflect his/her preferences.	N	S	O	A

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EMOTIONAL WELL-BEING		N	S	O	A
13	Persons providing him/her supports have a list of observable behaviors expressing his/her emotional states (e.g., maps, records, etc.)	N	S	O	A
14	He/she is informed in advance about changes in the staff that provides supports to him/her (e.g., due to shifts, sick leaves, holidays, etc.)	N	S	O	A
15	Persons providing him/her supports know his/her individual expressions of emotional well-being.	N	S	O	A
16	Persons providing him/her supports know his/her individual expressions of distress.	N	S	O	A
17	Persons providing him/her supports know how he/she expresses wishes.	N	S	O	A
18	Persons providing him/her supports pay attention to his/her facial expressions, look, direction of eye gaze, tone / volume of voice, muscular tension, body position, movements, and physiological reactions.	N	S	O	A
19	He/she has a personal record that indicates what he/she likes, what calms him/her down, what he/she dislikes, and how he/she can react, that all the staff knows and must follow.	N	S	O	A
20	Specific guidelines and advice are provided to him/her in order to help him/her to control his/her behaviors.	N	S	O	A
21	Persons providing him/her supports have training on Positive Behavior Support skills.	N	S	O	A
22	Adequate affection and physical contact are provided when he/she needs them.	N	S	O	A
23	Specific measures are taken to optimize the group environment he/she lives in.	N	S	O	A
24	Specific measures are taken to make his/her environment recognizable and predictable (e.g., spaces, timings, people providing supports, activities, etc.)	N	S	O	A

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PHYSICAL WELL-BEING		N	S	O	A
25	He/she has a diet that is adapted to his/her characteristics and needs.	N	S	O	A
26	He/she engages in physical activities and exercises that are adequate to his/her characteristics and needs.	N	S	O	A
27	He/she has the recommended quantity of food and liquids to maintain a good state of health.	N	S	O	A
28	In the service he/she attends, they take care in the preparation and presentation of meals (e.g., balanced, taste, variety, temperature, etc.)	N	S	O	A
29	Persons providing him/her supports have specific training on his/her specific health-related issues.	N	S	O	A
30	He/she has adequate hygiene (e.g., teeth, hair, nails, body) and personal image (e.g., age-adequate clothing style, situation-adequate clothing).	N	S	O	A
31	He/she is active in different spaces (i.e., indoors and outdoors).	N	S	O	A
32	Specific measures are taken to prevent or treat problems derived from physical disabilities (e.g., spasticity, stiffness, limitations, etc.)	N	S	O	A
33	Specific measures related to his/her mobility are followed to enhance his/her independence.	N	S	O	A
34	Specific measures are taken to prevent or treat pain.	N	S	O	A
35	Special attention is provided to the diagnosis and treatment of sensory disabilities that he/she might have.	N	S	O	A
36	Persons providing him/her supports give advice and support regarding his/her sexuality.	N	S	O	A

EXPLANATIONS:

ITEM 35: If the person does not have a sensory disability, also assess if attention is paid to its prevention and monitoring.

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MATERIAL WELL-BEING		N	S	O	A
37	His/her personal stuff is replaced or fixed when it deteriorates or gets damaged.	N	S	O	A
38	The service he/she attends is adapted to his/her characteristics (i.e., sensory, cognitive, behavioral, physical).	N	S	O	A
39	The service he/she attends takes specific measures to avoid risks such as blows, falls, and escapes.	N	S	O	A
40	He/she has a physical space where his/her personal belongings are within reach.	N	S	O	A
41	The technical aids that he/she needs have been individually adapted.	N	S	O	A
42	The effect of technical aids in the functioning and behavior of the persons is assessed.	N	S	O	A
43	He/she has the technical aids that he/she needs.	N	S	O	A
44	Persons providing him/her supports understand the alternative communicate systems that he/she needs.	N	S	O	A
45	He/she has his/her own things to entertain himself/herself (e.g., games, magazines, music, TV, etc.)	N	S	O	A
46	He/she has the material goods that he/she needs.	N	S	O	A
47	Specific measures are taken to adapt the environment where he/she lives to his/her abilities and limitations (i.e., sensory, cognitive, behavioral, physical).	N	S	O	A
48	Specific measures are taken to adapt the environment where he/she lives to his/her wishes and preferences.	N	S	O	A

EXPLANATIONS:

ITEM 38 and 39: Service means day centre, occupational centre, leisure centre, etc.

ITEM 44: If the person does not need them, select "Always".

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RIGHTS		N	A	F	S
49	Persons providing him/her supports have specific training on ethics and respect for persons with disabilities rights.	N	S	O	A
50	Persons providing him/her supports treat him/her with respect (e.g., talk to him/her in a respectful tone, don't infantilize him/her, use positive terms, avoid negative comments in public, avoid talking about the person as if he/she were not present, etc.)	N	S	O	A
51	In the service he/she attends, his/her rights are respected (e.g., confidentiality, information on his/her rights as service consumers).	N	S	O	A
52	He/she knows and understands his/her individually adapted book of rights.	N	S	O	A
53	The service he/she attends respects his/her privacy (e.g., knock before entering, close the door when he/she is having a shower, when he/she goes to WC, or when change his/her diapers, etc.)	N	S	O	A
54	The service he/she attends has a room where he/she can be alone if he/she wants.	N	S	O	A
55	All his/her required personal documentation, benefits, and assessments are in order.	N	S	O	A
56	Specific measures are taken to respect his/her privacy (e.g., during personal care and hygiene, in relation to confidential information, etc.)	N	S	O	A
57	He/she is treated with respect in his/her environment.	N	S	O	A
58	In the service he/she attends, his/her belongings and right to property are respected.	N	S	O	A
59	In the service he/she attends, his/her rights are respected.	N	S	O	A
60	The service he/she attends keeps his/her personal information private (e.g., photos, life stories).	N	S	O	A

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PERSONAL DEVELOPMENT		N	S	O	A
61	He/she has a plan of activities that he/she likes and that contributes to his/her personal enrichment.	N	S	O	A
62	The activities he/she does enable him/her to learn new skills.	N	S	O	A
63	He/she is taught things that are interesting to him/her.	N	S	O	A
64	He/she learns things that help him/her to be more independent.	N	S	O	A
65	In the service he/she attends, instructions and modeling are provided so that he/she learns new things.	N	S	O	A
66	In the service he/she attends, opportunities to demonstrate his/her skills are provided.	N	S	O	A
67	He/she has opportunities to develop activities independently.	N	S	O	A
68	Specific measures are taken to maintain his/her capabilities and skills.	N	S	O	A
69	Specific measures are taken to teach him/her new skills.	N	S	O	A
70	His/her development in different areas is stimulated (e.g., cognitive, social, sensory, emotional, motor).	N	S	O	A
71	In the service he/she attends, when trying to improve his/her development, respect for his/her personal needs and preferences is shown (e.g., avoiding under-stimulation and over-stimulation).	N	S	O	A
72	He/she acquires new skills or experiences through his/her involvement in activities.	N	S	O	A

SOCIAL INCLUSION		N	S	O	A
73	He/she has opportunities to go to other environments, different from the place where he/she lives (i.e., traveling, making trips, tourist routes, etc.)	N	S	O	A
74	He/she enjoys holidays in inclusive environments (e.g., hotel, park, country house, beach, mountain, SPA, theme park, etc.)	N	S	O	A
75	He/she has a plan of individualized supports that all the staff knows and must carry out.	N	S	O	A
76	He/she participates in activities outside the service with persons outside his/her support context.	N	S	O	A
77	He/she participates in inclusive activities that are suited to his/her physical and cognitive conditions.	N	S	O	A
78	He/she participates in inclusive activities that are interesting to him/her.	N	S	O	A
79	The activities in which he/she participates take into account the leisure and cultural facilities in the area.	N	S	O	A
80	Specific measures are taken to offer as much variety in activities as possible (e.g., new activities depending on person's preferences).	N	S	O	A
81	He/she participates in social activities outside the place where he/she receives services or supports.	N	S	O	A
82	Specific measures are taken to engage him/her in community activities.	N	S	O	A
83	He/she uses community environments (e.g., restaurants, cafes, libraries, swimming pools, theaters, cinemas, parks, beaches, etc.)	N	S	O	A

EXPLANATIONS:

ITEM 76: The supporting context may include relatives, professionals, volunteers, colleagues, friends, peers, etc.

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INTERPERSONAL RELATIONS		N	S	O	A
84	Persons providing him/her supports know the communication system that he/she uses.	N	S	O	A
85	In the service he/she attends, the best ways to communicate information to him/her (i.e., visual, tactile, auditory, olfactory, taste) are identified.	N	S	O	A
86	In the service he/she attends, activities to facilitate personal interactions with other people with intellectual disability are planned.	N	S	O	A
87	In the service he/she attends, information about his/her interactive style when he/she meets someone new is provided.	N	S	O	A
88	He/she celebrates events that are important to him/her and his/her significant persons (e.g., birthdays, anniversaries).	N	S	O	A
89	In the service he/she attends, activities or supports that enable him/her to maintain social interactions are planned	N	S	O	A
90	In the service he/she attends, time enough for him/her to answer is provided during interactions.	N	S	O	A
91	When he/she exhibits a specific behavior, its meaning is carefully analyzed.	N	S	O	A
92	Persons providing him/her supports check to make sure if he/she understands them correctly by analyzing his/her reactions.	N	S	O	A
93	Specific measures are taken to improve his/her communication skills.	N	S	O	A
94	He/she has opportunities to meet persons outside his/her supporting context.	N	S	O	A
95	Specific measures are taken to maintain and extend his/her social networks.	N	S	O	A

SCORING SUMMARY

SAN MARTIN SCALE			
1. Introducing total direct scores of each domain 2. Introducing standard scores and percentiles 3. Introducing the Quality of Life Index and its corresponding percentile			
QUALITY OF LIFE DOMAINS	Total Direct Scores	Standard Scores	Percentiles
SELF-DETERMINATION			
RIGHTS			
EMOTIONAL WELL-BEING			
SOCIAL INCLUSION			
PERSONAL DEVELOPMENT			
INTERPERSONAL RELATIONSHIPS			
MATERIAL WELL-BEING			
PHYSICAL WELL-BEING			
Total Standard Score (sum)			
Quality of Life Index (Composite Standard Score)			
Quality of Life Index Percentile			

QUALITY OF LIFE PROFILE

Circle the standard score for each domain and Quality of Life Index. Then, connect the circles with a line to set up the profile.

Quality of Life Profile									
SD	RI	EW	SI	PD	IR	MW	PW	Quality of Life Index	Percentile
16-20	16-20	16-20	16-20	16-20	16-20	16-20	16-20	>128	99
15	15	15	15	15	15	15	15	122-128	95
14	14	14	14	14	14	14	14	118-121	90
13	13	13	13	13	13	13	13	114-117	85
								112-113	80
12	12	12	12	12	12	12	12	110-111	75
								108-109	70
11	11	11	11	11	11	11	11	106-107	65
								104-105	60
								10-103	55
10	10	10	10	10	10	10	10	100	50
								98-99	45
								96-97	40
9	9	9	9	9	9	9	9	94-95	35
								92-93	30
8	8	8	8	8	8	8	8	90-91	25
								86-89	20
7	7	7	7	7	7	7	7	83-85	15
6	6	6	6	6	6	6	6	79-82	10
5	5	5	5	5	5	5	5	71-78	5
1-4	1-4	1-4	1-4	1-4	1-4	1-4	1-4	<70	1