

Individual Dimension

Individual conditions that may relate to the support include the person's age, emotional well-being, personal aspirations and desires, and health conditions.

1. AGE

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 1. Concrete actions are carried out so that the person carries out desired activities in accordance to age. | | | | | |
| 2. If they are carried out, could you specify what actions? | <input type="text"/> | | | | |
| 3. The stage of development of the person and his/her pace are taken into account to help him/her develop activities appropriate to these characteristics. | | | | | |
| 4. The person is given support so that, as time passes, he/she values and expresses their preferences regarding the activities developed and, based on these preferences, he/she is accompanied to start new ones, stop doing some or to modify involvement. | | | | | |

2. HOME (Sense of belonging)

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 5. The person states that they feel comfortable living in the home. | | | | | |
| 6. The person can decorate the areas of the home and distribute the furniture according to their preferences. | | | | | |
| 7. The person can invite who they want, when they want. | | | | | |
| 8. The person may have pets in their home. | | | | | |
| 9. The person was able to decide who to share the home with. | | | | | |
| 10. The person enjoys doing activities at home (cooking, reading, handicrafts, watching TV, etc.). | | | | | |
| 11. The person knows who has the keys to their house. | | | | | |
| 12. The person agrees that other people have the keys to their house. | | | | | |
| 13. The person has decided who can have the keys to their house. | | | | | |
| 14. Who uses house keys to get in, without ringing the bell? | <input type="text"/> | | | | |
| 15. Strategies are carried out to support the person so that they can make decisions about their home. | | | | | |
| 16. The person can choose who supports them in the home. | | | | | |
| 17. The person can decide on which topics or areas to receive support in their home. | | | | | |

2. HOME (Organization/Planning)

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 18. The person decides at what time to perform household tasks. | | | | | |
| 19. The person decides on the support they need to do household chores. | | | | | |
| 20. The person decides on the support they need in terms of their diet. | | | | | |
| 21. The person decides the support they need in terms of personal image (clothes, makeup, hairdresser, have a beard...). | | | | | |
| 22. Strategies are carried out to support the person so that they can make decisions about their home. | | | | | |
| 23. The person makes decisions about the distribution of their income and how to spend it. | | | | | |
| 24. The person administers their pocket money. | | | | | |
| 25. The person personally manages all their expenses. | | | | | |
| 26. Support is provided to the individual to enable them to understand the operation of telephone contracts, telephone rates, electricity and other services involving financial issues. | | | | | |

3. HEALTH

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 27. If they are taking medication, the person knows what medication they are taking and why they are taking it. | | | | | |
| 28. In the event that they are medicating and take medication themselves, is it supplied in such a way he or she can do it themselves? | | | | | |
| 29. The person decides if they want to be accompanied to the doctor. | | | | | |
| 30. In case they are accompanied, the person can decide who accompanies them to the doctor. | | | | | |
| 31. The person can agree on the way in which they want to be accompanied to the doctor (transport only, enter the office or not...). | | | | | |
| 32. The person is given information and can decide whether or not to follow any of the treatments proposed by health professionals (diet, psychological treatment, dental treatment, etc.). | | | | | |
| 33. The support professional guides the person on health issues. | | | | | |
| 34. The person can make demands and receive support related to safe sex (own room, private places, external resources...). | | | | | |
| 35. The person can live their sexuality as they want. | | | | | |
| 36. If the person does not make demands, they are offered information, anyway, about safe sex. | | | | | |
| 37. Strategies are carried out to support the person so that they can make decisions about their health. | | | | | |

4. EMOTIONAL WELL-BEING

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 38. Sufficient time and appropriate strategies are allocated so that the person can express their needs for support at an emotional level. | | | | | |
| 39. What strategies are carried out so that the person can express their needs for support? | | | | | |
| 40. Specific actions are carried out to provide emotional support to the person. | | | | | |
| 41. If they are carried out, what actions or emotional support strategies are carried out? | <input type="text"/> | | | | |
| 42. These strategies have been agreed to with the person | | | | | |

5. PERSONAL PROJECTS

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 43. Spaces (time) and strategies are planned in order to encourage the person to set/project personal goals in the short, medium and long term. | | | | | |
| 44. It is ensured that it is the natural support agents who support the person and, in the last resort, that a professional does so. | | | | | |
| 45. The individual periodically reviews, along with support if necessary, the individual plan and modifies it to collect new personal goals. | | | | | |
| 46. Support actions are organized so that the person can try to achieve their personal goals. | | | | | |
| 47. If they are organized, what do these actions consist of? | <input type="text"/> | | | | |
| 48. Support is provided to help the person to help themselves and start new activities. | | | | | |

6. LONELINESS

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 49. The support knows if the person is feeling lonely. | | | | | |
| 50. Specific strategies/actions are carried out in order to prevent the person from feeling lonely. | | | | | |
| 51. What strategies or actions? | <input type="text"/> | | | | |

INTERPERSONAL DIMENSION

Includes interpersonal relationships that are established with different groups: with professionals, with the family, with friends, with colleagues, and with the partner.

7. RESPECT

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 52. The professional has knowledge about whether the person is heard and feels respected in their interpersonal relationships. | | | | | |
| 53. Actions are carried out (guidance, training...) aimed at the person to work towards the right to be respected. | | | | | |
| 54. Actions are carried out (guidance, training...) aimed at the person to work towards the right to be respected. | | | | | |
| 55. The support person helps the person understand how to communicate assertively. | | | | | |

8. RELATIONS WITH PROFESSIONALS

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 56. The support professional has a good relationship with the person receiving the support. | | | | | |
| 57. The support professional has knowledge about whether the person is heard and feels respected in their relationships with other professionals. | | | | | |
| 58. Actions are carried out (guidance, training...) aimed at the person to work towards the right to be respected by the professionals who they relate to. | | | | | |
| 59. Actions aimed at professionals are carried out to encourage the person to be heard and respected. | | | | | |
| 60. What actions are carried out aimed at the person and/or professionals, if any? | | | | | |

9. RELATIONS WITH THE FAMILY

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 61. The person's opinion of the support he or she desires when relating to his or her family is taken into account. | | | | | |
| 62. Actions are developed (orientation, training...) aimed at the person to work on the issue of respect from their family towards themselves. | | | | | |
| 63. Actions aimed at professionals are carried out to encourage that the person be heard and respected. | | | | | |
| 64. Actions aimed at the family are carried out to work on the right to self-determination of the person. | | | | | |
| 65. What actions are carried out directed at the person and/or directed at | | | | | |

the family, if any?

10. RELATIONSHIPS WITH COLLEAGUES/FRIENDS

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 66. Actions are developed (orientation, training...) aimed at the person to work on the issue of respect by colleagues and friends towards them. | | | | | |
| 67. Actions aimed at professionals are carried out to encourage that the person be heard and respected. | | | | | |
| 68. What actions are carried out aimed at the person and/or colleagues and friends? | <input type="text"/> | | | | |
| 69. The support knows what friendships the person has. | | | | | |
| 70. The support knows if the person is satisfied with the current friendships they have. | | | | | |
| 71. The person's opinion of the support he or she desires when relating to his or her family is taken into account. | | | | | |
| 72. The person can talk about their friendships with the support when they need it. | | | | | |
| 73. The support offers guidance so that the person can identify what the people who they relate to bring of a positive and/or negative nature. | | | | | |
| 74. The person can talk to the support about conflicts with friends. | | | | | |
| 75. The person feels that the professional can guide him/her when they have a problem with friends. | | | | | |
| 76. The support helps the person find places to interact with new people. | | | | | |

11. RELATIONSHIPS AND LIFE AS A COUPLE

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 77. Actions are developed (orientation, training...) aimed at the person to work on the issue of respect by their partner. | | | | | |
| 78. Actions aimed at the couple are carried out to encourage the person to be heard and respected in the area of the couple. | | | | | |
| 79. What actions are carried out aimed at the person and/or their partner? | <input type="text"/> | | | | |
| 80. The support knows if the person is satisfied with their relationship as a couple. | | | | | |
| 81. The person's opinion of the support he or she wants when relating to his or her family is taken into account. | | | | | |
| 82. Support is provided so that the person can make decisions regarding their sex life with the partner. | | | | | |
| 83. The person can make decisions about the couple's relationships and about their couple's life project. | | | | | |
| 84. What actions are carried out aimed at helping the person to improve their relationship as a couple? | | | | | |
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85. The person feels that the professional can guide them on how to care for and educate their children.

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86. The person can talk to the support about conflicts with friends.

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87. The person feels that the professional can guide him/her when there is a problem with their partner..

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12. NEIGHBOURHOOD RELATIONSHIPS (neighbours of the community and the street and neighbourhood)

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88. The person's opinion of the support they desire is taken into account when engaging with neighbours in their community, street, and/or neighbourhood.

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89. Actions are developed (orientation, training...) aimed at the person to work on the issue of respect for the neighbours of the community, street and/or neighbourhood.

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90. Actions aimed at professionals are carried out to encourage the person to be heard and respected.

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91. Actions aimed at the family are carried out to work on the right to self-determination of the person.

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92. What actions are carried out directed at the person and/or directed at the neighbourhood?

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13. ONLINE SOCIAL MEDIA

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93. Orientation actions are carried out to take advantage of the advantages of online social networks.

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94. If these actions are carried out, what do they consist of?

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95. Guidance actions are carried out aimed at understanding and avoiding the risks of the use of these networks at an interpersonal level.

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96. If they are carried out, what do these actions consist of?

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ORGANIZATIONAL DIMENSION

The organizational dimension refers to the organization that offers support to the person, and contemplates institutional approaches and actions in accordance with these approaches; the distribution of support and its evaluation by the organization.

14. INSTITUTIONAL APPROACHES

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 97. The institutional documents of the centre explicitly state that the service is oriented to offer personalized supports. | | | | | |
| 98. The service offered by the support explicitly state in the documents of the centre that it offers orientation towards social inclusion. | | | | | |
| 99. The service ensures that support professionals undertake actions in favour of the social participation of the people who receive the support. | | | | | |
| 100. The service has a training plan aimed at enhancing people-centred support. | | | | | |
| 101. The training offered by the service is adapted to the functions performed by the support professional. | | | | | |

15. DISTRIBUTION OF SUPPORT

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 102. At some point the person has been asked if they agree to receive the support service. | | | | | |
| 103. In the case of it having been asked, when was it asked? | <input type="text"/> | | | | |
| 104. Clear, understandable and sufficient information on the support service has been provided, prior to its incorporation. | | | | | |
| 105. The person has clearly stated that he/she agrees to receive the support service. | | | | | |
| 106. In case of any concerns or doubts existing, what were they? | <input type="text"/> | | | | |
| 107. The person providing the support is always the same. | | | | | |
| 108. The person receiving the support decides what support they want to receive and when they want to receive it. | | | | | |
| 109. Over time the things that the person gets support for can be changed. | | | | | |
| 110. The support plan is written in an understandable, clear way, and support has been offered to the person to make them sufficiently aware of it. | | | | | |
| 111. The person has signed some document about their willingness to receive support. | | | | | |
| 112. The person was able to decide on the period of time they want to receive support. | | | | | |
| 113. The person receiving support can make decisions about which | | | | | |

professional is offering support.

114. The person receiving the support knows the procedures or mechanisms to be able to communicate suggestions and complaints to the service.

16. EVALUATION OF SUPPORT

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 115. The organization has a home support service evaluation plan | | | | | |
| 116. The evaluation of the home support service is carried out periodically. | | | | | |
| 117. The organization ensures that support professionals periodically review personal plans to adapt them to the new needs and demands of the people receiving support. | | | | | |
| 118. The service ensures that the person receiving the support is involved in all phases of the plan. | | | | | |
| 119. The service has mechanisms in place to gather feedback from users on the support program (assessment, suggestions and proposals) from the people receiving the support. | | | | | |
| 120. What are the mechanisms (communication systems, places, moments, etc.) to collect these opinions? | | | | | |
| 121. The service uses ratings from supported people to improve the service. | | | | | |
| 122. The service informs people about the results of the evaluation and proposals for improvement. | | | | | |

COMMUNITY DIMENSION

This dimension includes the analysis of the relationship of the person with the neighbourhood or territorial area where he/she lives, the cultural and leisure activities he/she carries out, the citizen participation, the transport necessary to move freely around the community and to be able to develop the desired activities, and the information and communication technologies linked to personal needs.

17. NEIGHBOURHOOD/AREA WHERE THE PERSON LIVES

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 123. The person states that the place where they live meets their expectations. | | | | | |
| 124. The person has chosen the zone/area/neighbourhood where they live. | | | | | |
| 125. Support is provided (to analyze neighbourhood amenities and conditions, transportation, etc.) so that the person can live in the area they want to live. | | | | | |

18. LEISURE/CULTURE

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 126. The support knows the leisure/cultural activities that the person carries out, both formal or organized by community entities or spaces, as well as those that are developed informally. | | | | | |
| 127. The support knows what activities the person would like to do (formal and informal activities, which would include going out with friends for drink, or to the cinema, for example). | | | | | |
| 128. The support enhances/creates opportunities for the person to develop/participate in the cultural and/or leisure activities they want in the community. | | | | | |
| 129. The support accompanies the person in what is necessary, in agreement with them, so that they can carry out the leisure and recreational activities they want. | | | | | |
| 130. The person to whom support is offered carries out leisure/cultural activities not organised by the institution. | | | | | |
| 131. If carried out, could you name these activities? | <input type="text"/> | | | | |

19. CITIZEN PARTICIPATION

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 132. The support knows of the social participation activities of the person with regard to volunteering at different entities, civic associations and/or groups. | | | | | |
| 133. The support knows the interests and hobbies of the person and guides them on the volunteering tasks in which they could participate. | | | | | |
| 134. The support enhances/creates opportunities for the person to participate in entities, civic associations and/or groups according to their | | | | | |

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| interests (for example, giving information, accompanying...). | | | | | |
| 135. The person to whom support is offered carries out social participation activities not organized by the institution. | | | | | |
| 136. The support offers information related to the exercise of the right to vote (voting place, relevant dates and events -voting, electoral campaign, etc.). | | | | | |
| 137. The support informs the person about groups or collectives working for the defence of rights. | | | | | |
| 138. Support creates opportunities for the person to participate in groups that ensure or work for the defence of rights. | | | | | |

20. TRANSPORT

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 139. The support knows the needs and demands of the person in terms of travel and their transport needs. | | | | | |
| 140. The support facilitates access to transport information required by the person (public network and alternatives) so that the person can make decisions. | | | | | |
| 141. The support develops specific accompanying actions to make it easier for the person to use the transport they need. | | | | | |

21. INFORMATION AND COMMUNICATION TECHNOLOGIES

| ITEM | 1 | 2 | 3 | 4 | 5 |
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| 142. The support knows what the needs and demands of the person are regarding knowledge and use of ICT. | | | | | |
| 143. The support facilitates access to knowledge about the possibilities and use of ICT (personal phone, personal computer, tablet, applications related to personal needs, etc.). | | | | | |
| 144. The support provides guidance on what to do in case of malfunction or problems with ICT devices (mobile, computer, etc.). | | | | | |