

Personal Preference Indicators

A Guide for Planning



Preferences
Choices
Self-determination





The Personal Preference Indicators were developed by the Center for Learning and Leadership/UCE specifically to support our work with self-advocates, families, professionals and our academic and community colleagues. If you would like additional copies please contact the Center for Learning and Leadership Headquarters Office in Oklahoma City. The information in this booklet is updated each year. Please contact the Center for Interdisciplinary Learning and Leadership dissemination (publications) coordinator if you would like additional copies. Phone 405-271-4500 and press “0” to have your call directed.

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Personal Preference Indicators

A Guide for Planning

The purpose of this index is to assist you in planning with and for a person with a developmental disability.

The **Personal Preference Indicators** are *not* checklists, but are a **guide to accessing information** about the person's preference. The items listed are intended to be used as cues or prompts to remind you about important subjects to bring up in your informal talks with the person. These informal conversations can give you a base line of preferences from which to begin planning.

Change is often frightening for persons with developmental disabilities, and most of us resist doing things that frighten us. So, beginning to plan, utilizing the preference indicators can be an essential accommodation. Understanding a person's preferences is critical to developing an individualized plan. A plan that uses what the person knows about his or her likes and dislikes is a more personalized approach to making any changes or choices *and* constructively involves the individual in decision making about his or her life.

Using the following domain areas in informal conversations with the person, or with someone who knows and has a positive relationship with the person, over a period of time will assist everyone in getting to know each other better. If used by any member of the interdisciplinary team in their interaction with the person, these indicators have the potential to unfold a picture of the person which will show where to begin planning in a considerate, appropriate and positive manner.

Included are:

- Preference indicators which identify the person's "**favorites**,"
- Emotion indicators which focus on the person's "**feelings**,"
- Socialization indicators to highlight the person's "**social world**" and relationships,
- Self-Determination indicators which focuses on "**choices**" the person makes,
- Physical indicators which center on the person's "**body clock**."
- Health indicators to be considered that focus on the person's "**health**"
- How does the person view his "**role**" in the family, community?

Following the physical indicators are two additional domain topics that may need input from other people who are with the person on a regular basis. The first is **health**. We add just a note of extra caution here. When talking about the health indicators you may learn about information that should not be discussed casually with others, by you or the person. As people move into adult life, understanding the concept of **privacy** is important. The final domain area is about **family roles**. Here we suggest keeping in mind that this may be an area that is changing. The person is probably becoming more involved in school, community life, a work setting, or a growing social network that includes, but also reaches beyond the immediate family.



Preference Indicators
F•A•V•O•R•I•T•E•S

What are the person's favorites? Do you know why? How can you tell? Any other things?

- outside
- inside
- friend
- structure
- non-structure
- daytime
- nighttime
- foods
- music
- words
- being alone
- being sung to
- movement
- color
- games
- smells
- sounds
- activities
- tv show
- time of day
- toys
- Touch, smooth, rough, etc.
- clothes
- place to go
- animals



Who are the person's favorite people?

Do you know why? How can you tell?

What are the person's favorite things about himself or herself?



Emotion Indicators

F•E•E•L•I•N•G•S

What calms the person? Do you know why? How can you tell? Anything else?

- holding
- rocking
- smells/odors
- music
- lights
- laughter
- being sung to
- colors
- being talked to
- animals (which ones?)
- playing (alone? with others?)
- other???

What makes the person happy? How do you know?

- outdoors
- games
- a special place
- food
- playing (alone? with others?)
- indoors
- visiting
- music or sounds
- toys (which ones?)
- other???

What motivates the person? How can you tell?

- free time
- animals
- kind of privileges?
- toys
- colors
- a particular person?
- other
- playtime
- food
- tv
- money
- music
- sounds



Emotion Indicators
F•E•E•L•I•N•G•S
continued

What does the person dislike? How can you tell?

- noise
- foods
- certain tastes
- eating
- rules
- other?
- rushing
- smells
- being alone
- Tactile (touch, rough, soft)
- crowds

What does the person fear? How can you tell?

- sounds
- slipping/falling
- animals
- movement
- other children/youth
- colors
- crowds
- adults
- water
- falling
- darkness
- lights/brightness

What does the use as a coping mechanism? How do you know?

- safe person
- body movement (rocks or twirls)
- withdrawal (lack of eye contact)
- familiar object (toy or blanket)
- safe place
- hyperactivity
- oral stimulation (hand to mouth)
- other?

Socialization Indicators
S•O•C•I•A•L



1. *How does the person communicate on his/her own?*
2. *Does the person have a nickname? If so, what is it?*
3. *How accurately does the person relate information to you and to others?*
4. *Does the person have a sense of humor?*
5. *How does the person show affection?*
6. *Does the person prefer to be alone or do activities alone or with someone? If with someone, who?*
7. *How would you describe the person's relationship with his/her peers?*



8. *Does the person request to be with or visit someone, relative, friend, etc.?*
9. *Does the person have a concept about being very cautious with strangers?*
10. *Does the person respond to facial expressions? Which ones? How?*
11. *Does the person use facial expressions to communicate? Which ones? What do they mean?*



Self Determination Indicators
C●H●O●I●C●E●S

Does the person make choices? If not, why?

- **food**
mealtime
restaurant
- **bedtime**
bedroom decor
night light
time to arise
- **smells**
- **sounds**
- **activities**
- **tv show**
- **time of day**
- **direct care staff**
- **equipment**
- **medication**
- **therapies**
- **refer to other preferences**
- **Other?**
- **dressing**
clothing preference
- **music**
soft
loud
- **activities**
chores
exercise
private time
free time
hobbies
- **sports**
tv
sporting events
participation
- **bathing or showering**
Soap/deodorant
- **hygiene**
cologne/perfume
toothpaste/mouthwash
- **travel/vacation**
- **friends**





Physical Indicators

B•O•D•Y C•L•O•C•K

What is the person's best functioning time? How can you tell?

- morning
- afternoon
- mid-morning
- evening

Preference for rising?

- early
- late

Preference for eating?

- indifferent
- shows hunger

Preference for working?

- morning
- afternoon
- mid-morning
- evening

Preference for going to bed?

- afternoon
- evening
- nighttime

When does the person tire?

- mid-morning
- afternoon
- evening

If the person takes regular medication(s), what time of day does he/she take them and what are the effects?

Do they plan activities to coincide with his/her body clock? Explain.



Health Indicators
H●E●A●L●T●H

What information about the person's health do you have available?

- frequently ill?
- affected by allergies?
- well most of the time?
- susceptible to infections?

- | | | | |
|-------------|-----------------------------------|-------------------------------------|--------------------------------|
| Headaches | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Stomachache | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Earache | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Seizures | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Fevers | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |



*How do you know when the person feels bad?
 Good?*

How does the person feel about going to the doctor?

R●O●L●E I●N●D●I●C●A●T●O●R●S



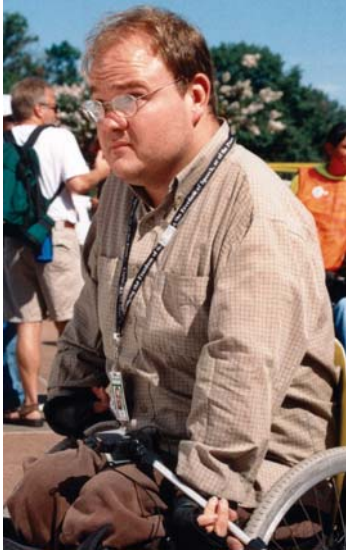
How is the person involved with family?

- some
- not at all
- hierarchy, etc.
- little
- responsibilities

Who are the caregivers for the person? Who is relief to the primary caregivers?

How is the person included in choice making? How often? Why or why not?

What kind of discipline is used by caregivers? Time out, redirection, other...? (If none, why not?)



R•O•L•E I•N•D•I•C•A•T•O•R•S

continued

How does the person conceptualize the future? Next year? 5 years? 10 years?

What are your greatest concerns or worries for the person? Why?

- educational
- medical
- housing
- financial
- employment
- other?

NOTES:

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