

## “STUDENT” POST-SECONDARY PROFILE

*Relating Individual Developmental Profile to Life Activities*

*Chronological: 17 years old*

*Developmental: 3 years*

Developmental Profile	Accommodations	Possible Employment Opportunities	Possible Social Opportunities
Likes to listen to music, which helps him remain actively engaged	Reinforce daily responsibilities with music breaks. Play music while working.	Shelving/sorting items, such as books, music items, etc.	Go to concerts with guardian. Listen to music with other people.
Understands simple language	Keep language simple and direct. Questions and prompts should be answerable with visual supports. Instead of “Why do you think the girl ran away?” Ask, “The girl got mad. Where did she go?”	Give short and simple verbal instructions with visual supports. If washing glass items in hospital, provide visual guides of what to do and how.	Taught to ask basic questions to others beyond those requiring “yes” and “no” responses. Taught scripts/salutations/reciprocal language for group talk.
Matches pictures, objects, words	Visual schedule with pictures representing activities of jobs and tasks to complete.	Shelving books or music items to corresponding location based on visual support (checking off items/inventory control).	Memory game, Uno. Chooses games from list of picture/word choices & communicates with others about what to play. Take class attendance. Record lunch order. Follow calendar.
Uses pictures/words to understand rules and to communicate	Build in picture supports during lessons, on-the-job training. Incorporate time schedule throughout his day that he follows.	Uses and is referred to schedule with job broken down into each responsibility that he follows and checks off using pictures and words/sentences at student’s independent level of understanding.	Set of picture rules when playing indoor or outdoor games. Prep student before with picture rules and cue student during game about rules. Enables student to play with others based on a shared understanding.
Benefits from movement breaks during the day	Provide frequent movement and walking during the day. Designated as messenger of the day with buddy of his choosing and asking.	Mail room, stock room, disbursement clerk.	Outdoor activities at park such as special needs sports.

# REINFORCEMENT INVENTORY

Sample Categories of Reinforcers May Include:

Food, games, recognition, responsibilities, activities, objects, locations, sensory

Reinforcer	Type	Interest Level			
		None	Low	Med	High
Example: Games	Example: Rolling ball				

# 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
- rushing
- smells
- being alone
- eating
- rules
- other?
- Tactile (touch, rough, soft)
- crowds

*What does the person fear? How can you tell?*

- sounds
- slipping/falling
- animals
- crowds
- adults
- water
- movement
- other children/youth
- colors
- 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**





*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?*

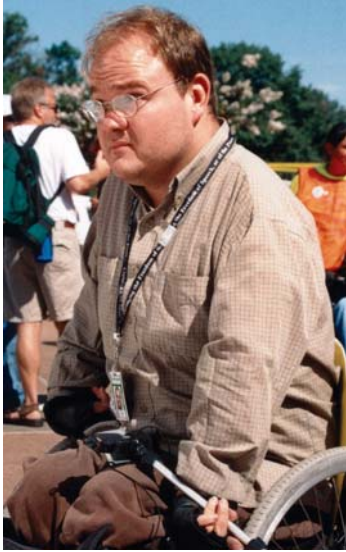
- some
- not at all
- hierarchy, etc.
- little
- responsibilities

*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?

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NOTES:

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# Prompting Data Sheet

Page \_\_\_\_\_ of \_\_\_\_\_

Student \_\_\_\_\_

Target skill \_\_\_\_\_

Do a task analysis for the chained behavior. Highlight the targeted step in the task analysis. Write the level of prompting needed in each date data is taken.

<b>I</b> – Independent	<b>V</b> - Verbal	<b>G</b> - Gesture	<b>M</b> - Model	<b>PP</b> - Partial Physical	<b>FP</b> – Full Physical
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Step	Task Analysis	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>

**REINFORCEMENT INVENTORY**  
**FOR**  
**ADULTS**

*Our appreciation to Linda Fuller for her contribution in developing this inventory, 1985.*

Reinforcement Inventory for Adults

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
<b>ENTERTAINMENT</b>					
1. Watching Television Favorite Programs?					
a.					
b.					
c.					
2. Playing Home Video Games Which Ones?					
a.					
b.					
3. Playing Community Video Games					
4. Computers					
5. Movies					
6. Dancing					
7. Listening to Music Cassette Tapes Compact Discs					
8. Singing					
9. Playing Musical Instruments					
10. Drawing					
11. Painting					
12. Sculpting/Pottery					
13. Latch Hook					
14. Sewing					
16. Working with Tools					
17. Other					
<b>HOBBIES</b>					
18. Photograph					
19. Typing					
20. Collecting Items: Specify					
a.					
b.					
c.					
21. Building Models					
22. Plants/Gardening					
23. Other					
<b>FOOD</b>					
24. Fruit What Kind?					
a.					
b.					
c.					

Reinforcement Inventory for Adults

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
25. Nuts					
What Kind?					
a.					
b.					
c.					
26. Cookies					
What Kind?					
a.					
b.					
c.					
27. Ice Cream					
What Kind?					
a.					
b.					
c.					
28. Chips					
What Kind?					
a.					
b.					
c.					
29. Snack Bars					
What Kind?					
a.					
b.					
c.					
30. Hot Dogs					
31. Hamburgers					
32. Tacos					
33. Pizza					
34. Popcorn					
35. Pretzels					
36. Bagels					
37. Granola					
38. Other					
a.					
b.					
c.					
<b>BEVERAGES</b>					
39. Fruit Juice					
What Kind?					
a.					
b.					
c.					
40. Sparkling Water					
What Kind?					
a.					
b.					
c.					

Reinforcement Inventory for Adults

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
41. Sodas					
What Kind?					
a.					
b.					
c.					
42. V-8 Juice					
43. Coffee					
44. Decaffeinated Coffee					
45. Hot Tea					
46. Hot Herbal Tea					
What Kind?					
a.					
b.					
c.					
47. Milk					
48. Chocolate Milk					
49. Beer					
50. Wine					
51. Mixed Drinks					
52. Lemonade					
53. Punch					
<b>SPORTS</b>					
54. Aerobics					
55. Jogging					
56. Roller Skating					
57. Swimming					
58. Soccer					
59. Running					
60. Football					
61. Baseball					
62. Frisbee					
63. Windsurfing					
64. Skateboarding					
65. Bowling					
66. Golf					
67. Miniature Golf					
68. Pool					
69. Boating					
70. Water Skiing					
71. Snow Skiing					
72. Tennis					
73. Bodybuilding					
74. Weight Lifting					
75. Exercise Bike					
76. Racquetball					
77. Climbing					

Reinforcement Inventory for Adults

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
<b>EXCURSIONS</b>					
78. Spectator Sports					
a. Car Racing					
b. Olympics					
c. Baseball					
d. Basketball					
e. Horse Racing					
f. Wrestling					
g. Hockey					
79. Car Rides					
80. Shopping					
81. Out to Dinner					
82. Health Club					
83. Amusement Parks					
84. Going Camping					
85. Vacations					
86. Visiting Beach					
87. Visiting Mountains					
<b>SOCIAL</b>					
88. Talking with Others					
89. Having Others Listen					
90. Being Praised					
91. Being Touched					
92. Being Hugged					
93. Visiting Friends					
94. Group Activities					
95. Activity with One Other					
<b>MISCELLANEOUS</b>					
96. Looking at Magazines					
97. Looking at Books					
What Kind?					
a.					
b.					
c.					
98. Work Jigsaw Puzzles					
<b>HELPING AROUND THE HOUSE</b>					
99. Setting the Table					
100. Making Bed					
101. Vacuuming					
102. Washing Dishes					
103. Dusting					
104. Going on Errands					
105. Yard Work					
106. Cooking					



Reinforcement Inventory for Adults

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
<b>PERSONAL APPEARANCE</b>					
107. Getting New Clothes					
108. Putting on Makeup					
109. Going to Beauty Parlor					
110. Getting Hair Cut					
111. Other					
a.					
b.					
c.					
<b>OTHER EVENTS AND ACTIVITIES</b>					
112.					
113.					
114.					
115.					

Reinforcement Inventory for Adults

How much time does the person spend in the following activities (e.g., hours, minutes)?

	Hours	Minutes
Watching television		
Listening to music		
Interacting with others		
Alone		
Reading		
Organized sports		
Working		
Sleeping		

List below those events that the person does or requests more than:

5 times a day? \_\_\_\_\_

\_\_\_\_\_

10 times a day? \_\_\_\_\_

\_\_\_\_\_

15 times a day? \_\_\_\_\_

\_\_\_\_\_

20 times a day? \_\_\_\_\_

\_\_\_\_\_

What is the person's most favorite thing to do? \_\_\_\_\_

\_\_\_\_\_

What is the person's least favorite thing to do? \_\_\_\_\_

\_\_\_\_\_

What does the person ask for most often? \_\_\_\_\_

\_\_\_\_\_

What does the person complain about most? \_\_\_\_\_

\_\_\_\_\_

What does the person seem to try to avoid the most? \_\_\_\_\_

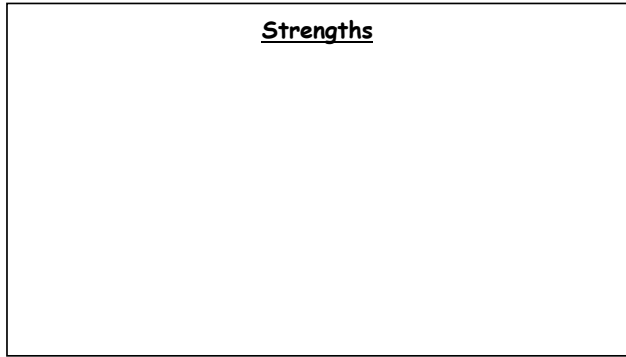
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Reinforcement Inventory for Adults

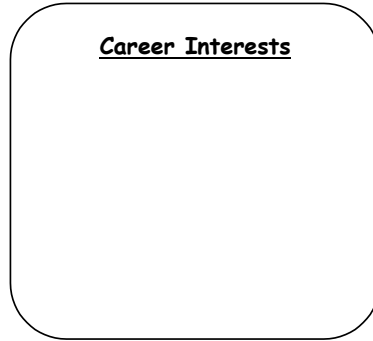
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's Transition Planner    Date:

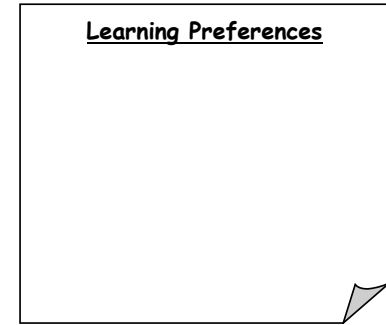
Strengths



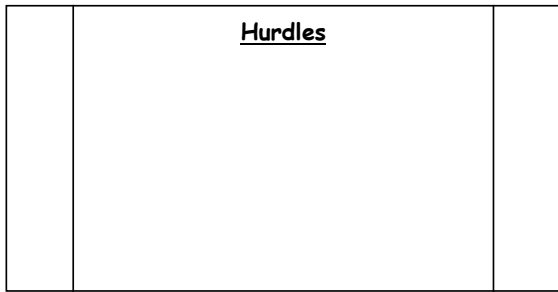
Career Interests



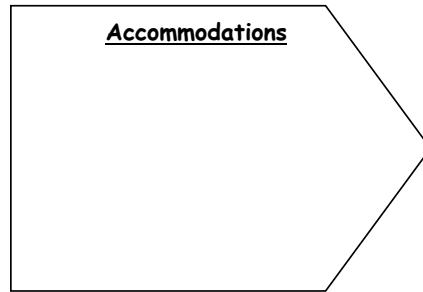
Learning Preferences



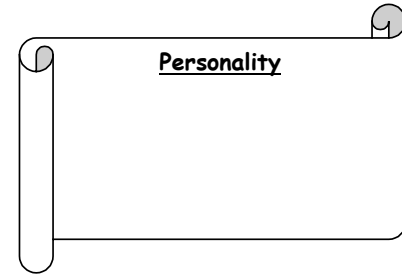
Hurdles



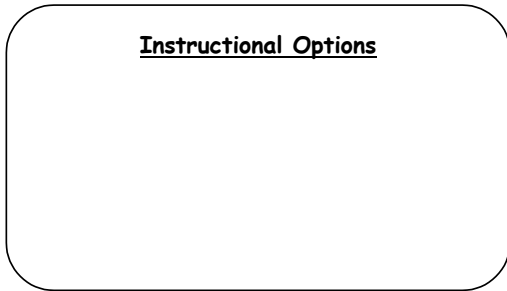
Accommodations



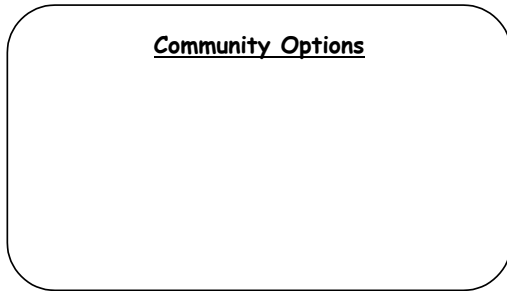
Personality



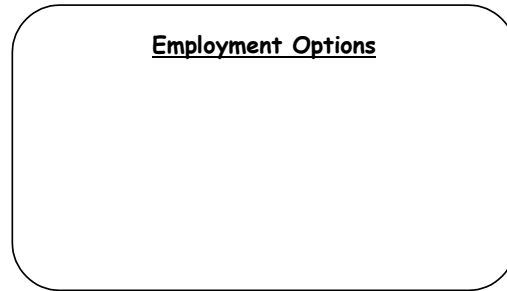
Instructional Options



Community Options



Employment Options



Developed by Curtis, Koorndyk, Simmons, 97. Diagnostic Center Southern California

Student's Developmental Profile		Accommodations		Making the Student Employable		Possible Social Opportunities	
Strengths	Weaknesses	Working Well	Not Working Well	Can Do Pre-Work Skills	Next Step Pre-Work Skills	Current Social Skills	Next Step Social Skills

<b>Developmental Profile</b>	<b>Accommodations</b>	<b>Possible Employment Opportunities</b>	<b>Possible Social Opportunities</b>