

**Applying the *Personal Preference Indicators* to
Postsecondary ADULT LIVING, EMPLOYMENT, AND EDUCATION**

Adapted by Lorrie Sylvester, PT, MS and the Zarrow Center for Learning Enrichment, University of Oklahoma from: Moss, Jan. 1997, 2006. The Personal Preference Indicator. Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma Health Sciences Center, Publication No. CA298.jm Revised 2002, 2006vnw, 2010ls

Preference Indicators
FAVORITES

What are the person's favorites? Do you know why? How can you tell? Can their "favorites" be molded into a career interest/job, possible post-secondary schooling opportunity, or adult living avenue? Circle all that apply and then give rationale.

❖ Outside ❖ foods ❖ Inside ❖ Music ❖ Friend ❖ Words ❖ Structure ❖ Being alone ❖ Being sung to ❖ Non-structure ❖ Daytime ❖ Nighttime	❖ Color ❖ Movement ❖ Games ❖ Toys ❖ Touch, smooth or rough ❖ Smells ❖ Sounds ❖ Activities ❖ TV show time of day ❖ Place to go ❖ Animals ❖ Clothes
Who are the person's favorite people? Do you know why? How can you tell?	How would this impact his/her employment, adult living, or post-secondary education?
What are the person's favorite things about him/herself?	How do these favorite things relate to employment, adult living, or postsecondary education?
<p><i>Emotion Indicators</i> FEELINGS</p>	
<p><i>What calms the person? Do you know why? How can you tell? Anything else? Can their "feelings" be considered in a career interest/job, possible post-secondary schooling opportunity, or adult living avenue? Circle all that apply and then give rationale.</i></p>	

❖ Holding	❖ Being sung to
❖ Rocking	❖ Colors
❖ Smells/odors	❖ Being talked to
❖ Music	❖ Animals (which ones?)
❖ Lights	❖ Laughter
❖ Working alone/with others?	❖ Other?
<i>What makes the person happy? How do you know?</i>	
❖ Outdoors	❖ Indoors
❖ Games	❖ Visiting
❖ A special place	❖ Music or sounds
❖ Food	❖ Objects (which ones?)
❖ Doing things alone? With others?	❖ Other?
<i>What motivates the person? How can you tell? How can motivations impact employment, adult living, and education pursuits?</i>	
❖ Free time	❖ Animals
❖ Leisure time	❖ Food
❖ Kind of privileges	❖ TV
❖ A particular person	❖ Money
❖ Toys or objects	❖ Free time
❖ Animals	❖ Music
❖ Sounds	❖ Colors
❖ Other?	❖
<i>What does the person dislike? How can you tell? How can this information be useful in planning employment, adult living, or post-secondary education?</i>	
❖ Noise	❖ Foods
❖ Rushing	❖ Smells
❖ Being alone	❖ Being in a crowd
❖ Certain tastes	❖ Eating
❖ Rules	❖ Tactile sensations (soft, rough, touch)
❖ Other?	

<i>What does the person fear? How can you tell? How does this impact employment, adult living, or postsecondary education planning?</i>	
❖ Sounds	❖ Crowds
❖ Slipping/falling	❖ Adults or children?
❖ Animals	❖ Water
❖ Movement	❖ Falling
❖ Darkness	❖ Lights/brightness
❖ Colors	
<i>What coping mechanisms does he/she use? How do you know? How will this information help the person on a job, at college, or at home?</i>	
Socialization Indicators	
SOCIAL	
<i>Consider each question below and tell how the answer can impact the person's employment, postsecondary education, and/or adult living situation.</i>	
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?	
<i>Self-determination Indicators</i>	
CHOICES	
<i>Does the person make choices? If not, why? How do Choices impact employment pursuits?</i>	
❖ Food	❖ Dressing
Mealtime	Clothing preference
Restaurant	
❖ Bedtime	❖ Music
Bedroom décor	Soft
Night light	Loud
Time to arise	
❖ Activities	
❖ Smells	Chores
❖ Sounds	Exercise
❖ Activities	Private time
❖ Time of Day	Free time

❖ Sports TV Sporting events Participation	Hobbies
❖ Direct care staff	❖ Bathing or showering
❖ Equipment	Soap/deodorant
❖ Medication	❖ Hygiene
❖ Therapies	Cologne/perfume
❖ Refer to other preferences	Toothpaste/mouthwash
❖ Travel/vacation	❖ Friends
❖ Other?	
Physical Indicators BODY CLOCK	
<i>What is the person's best functioning time? How can you tell? How does body clock impact employment options and pursuits?</i>	
Morning	Mid - morning
Afternoon	Evening
<i>Preference for rising?</i>	
Early	Late
<i>Preference for eating?</i>	
Indifferent	Show hunger
<i>Preference for working?</i>	
Morning	Mid-morning
Afternoon	Evening
<i>Preference for going to bed?</i>	

Afternoon	Evening		
Nighttime			
<i>When does the person tire?</i>			
Mid-morning			
Afternoon	Evening		
<i>If the person takes regular medication(s), what time of day does he/she take them and what are the effects?</i>			
<i>Do they plan activities to coincide with his/her body clock? Explain.</i>			
Health Indicators			
HEALTH			
<i>What information about the person's health do you have available? How does health information and health status impact a person's ability to work, go to school, or live as an adult?</i>			
❖ Frequently ill?		❖ Well most of the time?	
❖ Affected by allergies?		❖ Susceptible to infections?	
<i>Check the frequency of the following conditions...feel free to add others.</i>			
Headaches	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
Stomach ache	<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
Other? (List)	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never

<i>How do you know when the person feels bad? Good? How does this impact work, school, and adult life?</i>	
<i>How does the person feel about going to the doctor? Does the person have an adult-focused primary care or other medical provider?</i>	
Family Role Indicators ROLE INDICATORS	
<i>How is the person involved with family? How does this impact postsecondary adult living, employment, or education plans?</i>	
❖ Some	❖ Little
❖ Not at all	❖ Responsibilities
❖ Hierarchy, etc.	
<i>Who are the person's caregivers? Who is relief to the primary caregivers? Paid/unpaid supports? How do caregivers relate to employment, postsecondary education, and adult living?</i>	
<i>How is the person included in choice making? How often? Why or why not? How is this relevant for postsecondary employment, education, and adult living?</i>	
<i>Is discipline used by caregivers? If so, what kind? Time out, re-direction, other...?</i>	
<i>How does the person plan for their future? Next year? 5 years? 10 Years?</i>	
<i>What are your greatest concerns or worries for the person as he/she pursues postsecondary adult living, employment, and/or education? Why?</i>	
❖ Educational	❖ Financial
❖ Medical	❖ Employment
❖ Housing	❖ Other?

NOTES: