TAALC Communication Strategy #6:

Identify Preferences

Definition: The identification of activities and people that appear to engage a student with communication challenges. These preferences can then be used to understand what a student may be communicating when they don't use speech; and can be leveraged to create opportunities for communication (cite)

Implementation: The strategies for identifying preferences include interviewing family and friends who are very familiar with the student. Same age peers and siblings are often the best informants!

Topics to consider may include:

<div style="color: #29ABE2;">**What does s/he LOVE?**</div>

- **Favorite Activities –**
    - o **how you know they are favorites**
- **Favorite Subjects/Classes**
- **Favorite People –**
    - o **how you know they are favorites**
- **How do you know when the person is happy?**
- **How do you know the person is afraid?**
- **How do you know the person is "coping"?**
- **What calms the person?**
- **What Social Indicators are apparent?**
    - o **Facial expressions**
    - o **Vocalizations**
    - o **Body language**
    - o **Affection**
    - o **Humor**
- **What times of day are best?**
- **What health considerations?**

It is also helpful to capture these preferences in a one-page student profile to share with those who may work with the student. <Insert link>

Identifying preferences does not need to be limited to non-academic activities. Just as regular ed students develop interests in academic subject areas, we hope that our students with significant cognitive disabilities will do the same. To give students this opportunity, it is important to know the content education classroom. Are there activities we can do together? Are there books we can read in common? Are there related field trips that we can join? Building common academic knowledge and vocabulary among all students gives our students the opportunity to take interest in the same academic content as their peers. In order to identify favorite subjects, students must have a way to make comments, express their likes/dislikes, and indicate a choice.

Summary: The identification of preferences is essential for teaching communication, the identification of communicative forms a student may use; and what those forms may mean. Engaging family members, friends, and the individual in identifying their preferences is an essential strategy for promoting communicative competence.

AUDREY AGE 5 KINDERGARTEN

It does not matter how slowly you go as long as you do not stop ~ Confucius

We envision our daughter living a life of choice. We envision her having relationships she feels are valuable.

STRENGTHS
- Visual learner
- Social and kind
- Funny
- Smart
- Great friend
- Fast learner
- Excellent memory

WHAT WORKS FOR ME
- Patience
- Peer modeling
- Schedule and routines
- First/then visuals
- Picture cues for tasks

WHAT DOESN'T WORK
- Being rushed
- Sudden change in activity
- Negative talk
- Yelling
- Assuming I don't understand

WHAT I'M WORKING ON
- Talking in sentences using AAC
- Following directions
- Fine motor skills, like writing, cutting paper and coloring
- Gross motor skills like running

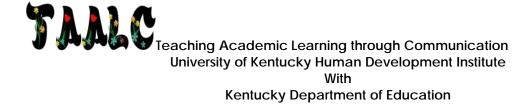**I LOVE:** my parents, my brother, my dog, dancing

Resources:

Person Centered Planning

http://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Webinars/Personal_Preference_Indicator.pdf

https://our3lilbirds.blogspot.com/2017/05/how-to-make-one-page-profile-elliestyle.html?fbclid=IwAR3afx48US5ui2sMy1AQi9IEoX84EQkyNBFvFahdTUG6lMk8eooY8n1SMD0

References:

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

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Teaching Academic Learning through Communication
University of Kentucky Human Development Institute
With
Kentucky Department of Education

Amado, A. N. and Mc Bride, M. (2001), Increasing Person-Centered Thinking: Improving the Quality of Person-Centered Planning: A Manual for Person-Centered Planning Facilitators. Minneapolis, Minnesota: University of Minnesota, Institute on Community Integration.