

PARENT PRIORITIES INVENTORY - 2

EDUCATIONAL PRIORITIES OF PARENTS

STUDENT: _____ DATE: _____

PERSON COMPLETING INVENTORY: _____

Please put an "x" in front of those skills you would like to have addressed in your son's or daughter's school program. If you have priorities (skills you feel are more important than others), indicate them by numbering your choices in that section 1,2,3.....etc., with number 1 being your highest priority. You may indicate multiple number 1's, 2's, etc., if you like. It's not necessary to target skills in each section. Indicate only those that are truly important to you.

SCHOOL MAINSTREAMING, INTEGRATION AND INCLUSION

School-Based Classes and Activities

- | | |
|---|---|
| <input type="checkbox"/> reading/English | <input type="checkbox"/> assemblies |
| <input type="checkbox"/> language arts | <input type="checkbox"/> field trips |
| <input type="checkbox"/> music/chorus | <input type="checkbox"/> school clubs |
| <input type="checkbox"/> art | <input type="checkbox"/> drama |
| <input type="checkbox"/> physical education | <input type="checkbox"/> health |
| <input type="checkbox"/> math | <input type="checkbox"/> home economics |
| <input type="checkbox"/> social studies | <input type="checkbox"/> consumer economics |
| <input type="checkbox"/> science | <input type="checkbox"/> shop/industrial arts |
| <input type="checkbox"/> computers | <input type="checkbox"/> vocational work experience |
| <input type="checkbox"/> other: _____ | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> other: _____ | <input type="checkbox"/> other: _____ |

ACADEMIC SKILLS AND BASIC FUNCTIONS

Reading

- ☐ class-specific vocabulary words
- ☐ task-specific sight words
- ☐ survival/emergency words
- ☐ reading comprehension
- ☐ magazines/newspapers
- ☐ general information/forms
- ☐ text books
- ☐ reading for pleasure
- ☐ other: _____
- ☐ other: _____

Writing

- ☐ name
- ☐ handwriting skills
- ☐ functional lists
- ☐ notes/memos/messages
- ☐ stories/compositions
- ☐ class worksheets
- ☐ basic forms/applications
- ☐ computer composition
- ☐ using assistive writing devices
- ☐ other: _____

Academic Skills and Basic Functions (continued)**Math**

- ☐ quantity concepts (more/less, bigger, etc.)
- ☐ counting skills
- ☐ basic addition, subtraction (etc.)
- ☐ calculator use
- ☐ time concepts
- ☐ use of personal/time schedules
- ☐ money concepts
- ☐ money management
- ☐ functional measurements
- ☐ other: _____
- ☐ other: _____

Basic Functions

- ☐ choice making
- ☐ speech/articulation
- ☐ picture/photo communication
- ☐ electronic communication devices
- ☐ social interaction skills
- ☐ friendships
- ☐ behavior
- ☐ assistive aids for routine activities
- ☐ switch-activated systems
- ☐ personal mobility
- ☐ other: _____

RECREATION AND LEISURE SKILLS**Individual Activities**

- ☐ CD player
- ☐ cassette recorder
- ☐ VCR/videotapes
- ☐ magazines/books
- ☐ electronic games
- ☐ computer games
- ☐ age-appropriate toys
- ☐ telephone conversations with friends
- ☐ exercise/aerobics
- ☐ switch-activated activities
- ☐ art (painting, drawing, etc.)
- ☐ personal hobbies
- ☐ outdoor play (swinging, walking, etc.)
- ☐ other: _____

Community Activities

- ☐ spectator sports
- ☐ health club
- ☐ YMCA/YWCA
- ☐ parks/recreation activities
- ☐ library
- ☐ movie theater
- ☐ swimming
- ☐ bowling
- ☐ bike riding
- ☐ roller/ice skating
- ☐ billiards
- ☐ video arcade
- ☐ shopping malls
- ☐ other: _____

Group Activities

- ☐ computer games
- ☐ board games
- ☐ card games
- ☐ electronic games
- ☐ non-team sports
- ☐ team sports
- ☐ social conversations with age-peers
- ☐ visiting with friends
- ☐ other: _____

Extracurricular Activities

- ☐ personal interest club
- ☐ pep/sports rallies
- ☐ school athletic events
- ☐ scouts/youth group
- ☐ drama/theater
- ☐ festivals/fairs
- ☐ music concerts
- ☐ other: _____
- ☐ other: _____

DOMESTIC AND PERSONAL CARE SKILLS**Food Preparation**

- ☐ main dish
- ☐ side dish
- ☐ dessert
- ☐ beverage
- ☐ snack
- ☐ using microwave oven
- ☐ using stove
- ☐ using oven
- ☐ measuring
- ☐ cutting/chopping
- ☐ using small appliances
- ☐ using switch-activated appliances
- ☐ following picture/word recipe
- ☐ other: _____

Kitchen Maintenance

- ☐ clearing table
- ☐ cleaning tables/counters
- ☐ setting table
- ☐ washing/drying dishes by hand
- ☐ using dishwasher
- ☐ putting dishes away
- ☐ putting groceries away
- ☐ other: _____

Eating

- ☐ chewing and swallowing food
- ☐ eating semi-solid food
- ☐ eating chopped food
- ☐ eating regular table food
- ☐ eating with hands (finger feeding)
- ☐ eating with a spoon
- ☐ eating with a fork
- ☐ drinking from a cup/glass
- ☐ drinking through a straw
- ☐ spreading with a knife
- ☐ cutting with a knife
- ☐ eating wider variety of foods
- ☐ other: _____

Home Maintenance

- ☐ straightening own room
- ☐ making bed
- ☐ collecting trash
- ☐ taking out trash
- ☐ dusting
- ☐ sweeping
- ☐ vacuuming
- ☐ mopping
- ☐ doing laundry in washer/dryer
- ☐ folding laundry
- ☐ watering house plants
- ☐ gardening/lawn care
- ☐ caring for pet
- ☐ other: _____
- ☐ other: _____

Dressing

- ☐ dressing
- ☐ undressing
- ☐ attaching fasteners (snaps, etc.)
- ☐ tying/fastening shoes
- ☐ selecting clothing to wear
- ☐ caring for glasses
- ☐ caring for hearing aid
- ☐ other: _____

Grooming and Hygiene

- ☐ washing hands
- ☐ washing face
- ☐ brushing teeth
- ☐ brushing/combing hair
- ☐ washing/drying hair
- ☐ bathing/showering
- ☐ toileting
- ☐ caring for nails
- ☐ applying deodorant
- ☐ shaving
- ☐ using makeup/cosmetics
- ☐ performing menstrual hygiene
- ☐ other: _____

269



COMMUNITY PERFORMANCE AND PARTICIPATION**Shopping**

- ☐ grocery store
- ☐ drug store
- ☐ convenience store
- ☐ department store
- ☐ shopping from picture/word list
- ☐ paying for purchases
- ☐ other: _____

Eating Out

- ☐ fast food restaurant
- ☐ family-style restaurant
- ☐ cafeteria-style restaurant
- ☐ reading a menu
- ☐ ordering food
- ☐ paying for food
- ☐ other: _____

Services

- ☐ bank services
- ☐ post office services
- ☐ using vending machine
- ☐ using public telephone
- ☐ using coin changer
- ☐ other: _____
- ☐ other: _____

Transportation

- ☐ walking between destinations
- ☐ practicing pedestrian safety
- ☐ riding a bicycle
- ☐ using a public bus
- ☐ using a taxi cab
- ☐ driving a car
- ☐ other: _____

Miscellaneous

- ☐ laundromat
- ☐ dry cleaners
- ☐ barbershop/hair salon
- ☐ gas station
- ☐ video rental store
- ☐ flea market
- ☐ other: _____
- ☐ other: _____

PERSONAL RESPONSIBILITY/VOCATIONAL SKILLS**School-Based Chores/Jobs**

(List possible classroom chores or school jobs that you would like your child to perform, either independently or with peers):

Community-Based Jobs

(List places in the community you would like your child to work at and/or jobs you would like your child to have):

Note: The *Parent Priorities Inventory* (1994) was developed by Dr. Jan Writer as a revision and an update of the *Parent Inventory*, originally designed by the Special Education Department of the San Diego City Schools, San Diego, California (1989). The *Parent Priorities Inventory-2* (1996) is a further variation of that instrument.

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