



# Futurity

June 1992

Governor's Planning Council on Developmental Disabilities

## Minnesota's Medicaid Home and Community Based Services Assessed: "Quality of Services Generally High."

Before the Minnesota Department of Human Services submits its next five-year renewal application for the Medicaid Home and Community Based Services (HCBS) program, it is required by federal law that an independent assessment be conducted that would provide evidence of satisfactory compliance with federal regulations. Such an assessment has been completed, and is contained in an extensive report: *An Independent Assessment of Minnesota Medicaid Home and Community Based Services Waiver Program*, conducted by the Center on Residential Services and Community Living at the University of Minnesota and Systemetrics, Lexington, Massachusetts.

The purpose of the assessment was to evaluate the overall success in meeting federal requirements and a number of state goals. Minnesota's HCBS waiver program is one of the largest in the United States. In Fiscal Year 1991, 2,690 persons with mental retardation and related conditions received services under this program, individuals who would without those services be at risk of remaining or being placed in a Medicaid certified institution (i.e., an Intermediate Care Facility for Persons with Mental Retardation [ICF-MR] or a nursing home).

"Overall," the authors of the report concluded, "the quality of services received by Minnesota's HCBS recipients was rated as generally high by case managers, family members and HCBS recipients themselves." Recipients were active in their communities, had adequate health and dental services, and had relatively few services identified as needed but not received. However, only 5 percent of the recipients in the sample survey participated in community activities with friends who did not themselves have disabilities, and 57 percent participated in segregated day programs.

Major recommendations to the State of Minnesota for improving Home and Community Based Services include:

1. Implement strategies to improve awareness of certain requirements of the HCBS program regarding access and enrollment, i.e., a) periodically remind family members about program options; and b) discontinue "deferred screenings" until HCBS allocations are available (such practices are out of compliance with state regulations, cause underestimation of need, and may affect access to HCBS).
2. Establish more consistent and systematic policies among counties in the prioritization of individuals to receive HCBS.
3. Work with counties and minority community organizations to improve knowledge about and utilization of HCBS by individuals from racial and ethnic minority groups.
4. Improve access to needed HCBS and related services, i.e., respite care, employment services, and professional services such as speech and

Continued on page two

## Resource

### Access to Respite Care and Help (ARCH)

The National Resource Center for Crisis Nurseries and Respite Care Services was established in July 1990 at the Chapel Hill Training Outreach Program in North Carolina. Originally, this Center provided information, training and technical assistance, and printed materials for respite care and crisis nursery demonstration projects funded under the Temporary Child Care for Children with Disabilities and Crisis Nurseries Act of 1986.

This resource has now been expanded to assist all service providers interested in temporary child care and family support services associated with this care. For a nominal fee of \$42.00, membership benefits include quarterly newsletters, bi-monthly resource packs and fact packs, Annual ARCH National Directory, discounts at regional and national ARCH conferences, and special informational mailings. Contact: ARCH National Resource Center Coordinating Office, Chapel Hill Training-Outreach Project, 800 Eastowne Drive, Suite 105, Chapel Hill, NC 27514. 1(800)473-1727.



### Inside This Issue...

*Technology conference scholarships*

*Transition trainings in St. Cloud and Winona*

*Effective negotiation seminars in September and November*

## Effective Negotiation Seminars Scheduled

The Office of Dispute Resolution, Minnesota Department of Administration, will sponsor skill-building seminars for public employees and elected officials. Two-day training sessions will be conducted by staff of the Mediation Center (founded by the Hennepin County Bar Association) on September 15-16, 1992, and November 17-18, 1992. The seminars will be held at the Minnesota Department of Transportation Training Center, 1900 West County Road I, Arden Hills, MN. Contact: Roger S. Williams, Office of Dispute Resolution, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155. 612/296-2633.

## Mark Your Calendars October 18-21, 1992,

National Guardianship Association's 5th Annual Conference, "To Protect and to Serve: The Quest for Excellence," St. Paul Hotel, St. Paul, Minnesota. Contact: Beverly Mercil, 1920 SE Franklin Avenue, Minneapolis, MN 55414. 612/378-2715.

## October 22-24, 1992,

November 19-21, 1992, Annual Conference of The Association for Persons with Severe Handicaps (TASH), San Francisco, California. Contact: TASH, 7010 Roosevelt Way, NE, Seattle, WA 98115. 206/523-8446.

## December 6-9, 1992,

Fourth National Conference on Respite Care, Hyatt Regency on the Riverwalk, San Antonio, Texas. Hosted by: Texas Respite Resource Network, Santa Rosa Children's Hospital, P.O. Box 7330/519 West Houston, San Antonio, TX 78207-3198. 512/228-2794.

## Directions Continued from page three

homemade soup, brunch, unkempt closets, privacy, and spontaneous visits to the Dairy Queen.

With the leadership and direction of people with developmental disabilities, a new age of citizen monitoring will be upon us.

[Source: Excerpt from Directions, Newsletter of the Illinois Planning Council on Developmental Disabilities. Cathy Ficker Terrill is the Executive Director of the Illinois Planning Council.]

## Assessed Continued from page one

communication training, and psychological or behavioral services. Consider alternative requirements for the training, licensing and/or approval of potential providers of non-technical services such as respite care.

5. Examine the use of state-only funds through Minnesota Supplemental Aid to fund supervision services that could be legitimately cost-shared with federal Medicaid program.

6. Improve communications with the counties when negotiating allocations and distributions, i.e., communicate balance and sensitivity between the use of HCBS for the State's goals of deinstitutionalization and counties' concerns about the growing numbers of unserved individuals and families.

7. Prevent overuse of the 3 or 4 person group home to deliver HCBS... Choice and personalization of HCBS would be enhanced by efforts to reduce the economic interest that service providers have in the places recipients live.

8. Increase the pool of potential service providers by providing technical assistance to the counties and providing start up costs.

### The Authors concluded:

"There is a growing interest in Minnesota for efforts to rethink Minnesota's traditional, highly regulated licensing and monitoring approaches to 'quality assurance.' This interest is focusing on more comprehensive and positive approaches to enhancing the quality, including a balance between licensing, monitoring, training, technical assistance, increasing the numbers of providers to increase for choice, providing better supports for families and small providers, and any other promising practices to increase community and social involvements of persons with developmental disabilities."

Copies of the report are available for \$8.00, payable to the University of Minnesota, Publications Office, Center on Residential Services and Community Living, 109 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN 55455. 612/624-4848.

## Home's Only as Far Away as the Palm of Your Hand

Phone Home, an automatic dialing device, enables lost children and elderly or people with disabilities to call their homes even if they do not know their number, or how to dial. The device will fit into a child's hand and can be clipped to clothing or a key chain. It is held to the mouthpiece of a telephone and its "home" button pressed; that activates the phone company's tone-dialing system and gets an operator.

Phone Home, which uses two alkaline cell batteries, is the invention of Stephen Bethell, president of Nimrod International Sales, Inc. in Clarksburg, New Jersey. The device is available in discount and variety stores for \$19.95 and can be ordered by calling 1(800)447-5196.

[Source: New York Times, February 22, 1992, p. 16]

# What Are the Effects on Families As They Wait for Needed Services?

On July 1, 1992, the Institute on Community Integration at the University of Minnesota will launch a new study **called** Family Services and Support Project. The project will give families and adult members with mental retardation and related conditions the opportunity to convey how waiting for needed community services is affecting their lives. This research is **supported** by a grant from the National Institute on Disability and Rehabilitation Research.

Current research indicates that families of adult members with mental retardation and related conditions are less supported, more isolated, and more in need of expanded services than families with younger family members with developmental disabilities. "Consequently," said Mary Hayden, director of the study, "the voices of adults with mental retardation and related conditions and their families must be heard by service providers and policy makers."

The project will involve approximately 100 families who live with an adult member with mental retardation or a related condition who is over 21 years old or has graduated from high school. Families from both rural and urban areas within the Twin Cities Metropolitan Region are encouraged to participate. To volunteer, or for more information, contact (after June 15, 1992): Mary F. Hayden, Project Director, University of Minnesota, Institute on Community Integration, Family Services and Support Project, 214 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN 55455 612/625-6328.

## directions in the Assessment of Quality

by Cathy Ficker Terrill

If I could design a quality assurance system for people with developmental disabilities, I would start by asking them to define quality in terms of what they want for themselves—their personal goals. I would also look at how quality is assessed and what is assessed from the person's perspective. In so doing, I would **ask** visitors to my home to respect my wishes, my privacy, my individuality; my choices, and my lifestyle. I would request the following from visitors who come into my home to assess quality:

1. Visit my home when I am home.
2. Don't go into my bedroom without my permission.
3. Come visit when you and I can talk about my level of satisfaction.
4. Be concerned about the supports I actually receive, rather than what the paperwork says.
5. Look to see if staff are helping to build on my abilities rather "than focusing on my disabilities.
6. Don't worry about the temperature of the mashed potatoes, find out if I am involved in decisions about the food I eat.
7. Instead of reading the minutes of a Resident Rights Committee meeting, join us and hear what we have to say.
8. Look at whether I am using generic services like public transportation, local dentists, and the local park district.
9. **Find** out if I have choices about how and with whom I spend my leisure time.
10. Encourage me to vote and to exercise my rights.
11. If you find something wrong, let me know and give suggestions on how things could improve.
12. Quality assurance visitors need to understand the importance of

Continued on page two

## Summer Institute on Transition-t. Cloud and Winona

Training will be made available to people serving on Community Transition Inter-agency Committees (**CTICs**). Teams of up to seven members from each **CTIC** may participate. Three-day sessions will be held at two locations: July 27-29, 1992, at St. Cloud State University; and August 10-12, 1992, at **Winona** State University. All fees, including food and lodging will be covered for participants. Participants **will** be responsible for transportation costs or off-campus housing. Register by June 26, 1992. Sponsors include: Minnesota Department of Education, and the Division of Rehabilitation Services, Department of Jobs and Training. Contact your local **CTIC** Chairperson, or Sandy Thompson, State Interagency Office on Transition, Minnesota Department of Education, 550 Cedar Street, St. Paul, MN 55101. 612/296-2965.

## Technology Conference Scholarships Available

The Governor's Advisory Council on Technology for People with Disabilities has a limited number of scholarships available for attending the Closing the Gap Conference. This the **10th** international conference featuring micro-computer technology in special education and rehabilitation, October 22-24, 1992, at the **Radisson** South Hotel and Hotel **Sofitel**, Bloomington, MN. Individuals with disabilities, family members, and professionals who are residents of **Minnesota** may apply by July 1, 1992. Request applications from: STAR Program, 300 Centennial Office Building, 658 Cedar Street, St. Paul, MN. 612/296-2771 (voice), 612/296-9962 (**TDD**).

**" Idealist...foolish enough  
to throw caution to the  
winds... have advanced  
mankind and have enriched  
the world."**

**Emma Goldman (1869-1940)**

## Lending Library

Lending Library The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage.

Two features on one videotape: 1) *Family Support: A New Hampshire Legislative Victory*, depicts how parents and family members brought about the creation of a statewide system of family support services; and 2) *Closing the Doors and Opening the Windows*, documents how New Hampshire became the first state in the nation to shift its resources to provide services in communities—the closing of Laconia Developmental Services on January 31, 1991.

*Just Families: "...that's all we really want to be,"* (videotape, 14 minutes), Oregon Developmental Disabilities Council, portrays stories of ordinary families facing challenges when a member has a disability. Accompanied by booklet *Families: Meeting Challenges, Promoting Change*, which maintains that families, rather than agencies, are in the best position to determine their own needs.

*Schooling without Labels: Parents, Educators, and Inclusive Education*, D. Biklen, Temple University Press, 1992. Schools and other social institutions can learn from families about how to bring about full inclusion of individuals who are labeled as having a disability. Stories from several families relate how they have been successful in achieving full inclusion in their family life.

## Publications

*Three-Year Plan: Interdependence, Inclusion, Contribution.* Minnesota Governor's Planning Council on Developmental Disabilities, 1992. Minnesota's Developmental Disabilities State Plan covers the period October 1, 1991 to September 30 1994, under requirements of the Developmental Disabilities Assistance and Bill of Rights Act of 1990 (Public Law 101-496). The plan outlines the priorities, goals, and objectives that have been selected and designed by the Planning Council. Within the context of building inclusive communities during this decade, the Plan calls for creating "Leadership for Empowerment": 1) to promote and multiply personal empowerment; 2) to significantly expand personal choices in relation to community life, school, work, leisure, cultural affairs, economic equity, and parity; and 3) to enhance the level of social participation among its constituency. Note that copies will be sent to people on the Futurity mailing list. Or, copies may be requested from the office listed on our return address, lower left.

### New Releases from the STAR Program:

*Barriers to the Use of Assistive Technology* summarizes the testimony provided by Minnesotans in public hearings in August 1991. Barriers included ineffective assessment procedures, complicated federal and state programs, and lack of access to education and training in the use of assistive technology.

*Medicaid Waivers and Assistive Technology* describes Minnesota's four Medical Assistance waiver programs and one Medical Assistance option program. Such programs can provide assistive technology devices and services to eligible persons. Contact: STAR Program, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155. 612/296-2771 (voice), 612/296-9962 (TDD).

*Trace Center Publications and Media 1992 Catalog.* Provides up-to-date information on assistive technology. Contact: Trace Center Reprint Service, University of Wisconsin-Madison, S-151 Waisman Center, 1500 Highland Avenue, Madison, Wisconsin 53705-2280.

## Futurity

### DEPARTMENT OF ADMINISTRATION

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# Futurity

JULY 1992

Governor's Planning Council on Developmental Disabilities

## Town Meetings Scheduled

This summer, the Governor's Planning Council on Developmental Disabilities, in conjunction with the Department of Human Services, is sponsoring regional Town Meetings to identify issues relating to developmental disabilities. The Department of Human Services established a study group to review services and cost related issues. Town meetings are part of the process to solicit ideas and suggestions. The same input is needed by the Governor's Planning Council for the development of future plans and policy recommendations. Eleven Town Meetings will be held throughout the state to gather ideas from people with developmental disabilities, families, service providers, and other interested citizens.

Anyone interested in contributing their ideas on how to help Minnesota provide higher quality programs and services is encouraged to attend. Your concerns and suggestions will provide important information to be used in improving the present delivery of services (particularly those services provided by the Department of Human Services), and in the development of future plans.

When this newsletter was being prepared, 7 of the 11 regional planning committees had set definite schedules:

**Region 1:** July 13, 1992, 4:00-6:00 p.m., University of Minnesota, Crookston;

**Region 2:** August 12, 1992, 2:00-4:00 p.m., Bemidji Technical College, Bemidji;

**Region 3:** August 19, 1992, 1:00-3:00 p.m., Hibbing Technical College, Hibbing, AND 7:00-9:00 p.m., Downtown Business Center, Duluth;

**Region 4:** July 15, 1992, 7:00-9:00 p.m., Fergus Falls Technical College, Fergus Falls;

**Region 5:** August 10, 1992, 7:00-9:00 p.m., Brainerd Technical College, Brainerd;

**Regions 6E and 6W:** August 11, 1992, 2:00-4:00 p.m., Conference Center, Willmar Technical College, Willmar; and

**Region 7:** July 30, 1992, 7:00-9:00 p.m., St. Cloud Technical College, St. Cloud.

Other Town Meetings being held in August or September will be announced in the August issue of Futurity.

To find out more information about Town Meetings in your area, please watch or listen for information in your local media, or call: Miriam Karlins, (612) 920-7688.

## Governor Appoints New Members To Planning Council

Governor Arne Carlson has recently appointed several new members to serve three-year terms on the Governor's Planning Council on Developmental Disabilities:

**Dawn Anderson, St. Paul;  
Catherine Atneosen, Little Falls;  
Joanne Bokovoy, International Falls;  
Roger Deneen, Cambridge;  
Paul Kenworthy, Minneapolis;  
Paul Odland, Maple Grove, and  
Kathy Stiemert, Elk River.**

The Planning Council is responsible for supervising the design and implementation of a state plan, and provides advocacy within the state service system— influencing policies which affect people with developmental disabilities and their families. Within the context of building inclusive communities during this decade, the current state plan aims at creating "Leadership for Empowerment": 1) to promote and multiply personal empowerment; 2) to significantly expand personal choices in relation to community life, school, work, leisure, cultural affairs, economic equity, and parity; and 3) to enhance the level of social participation among its constituency. Copies of the Three-Year Plan: Interdependence, Inclusion, Contribution and a listing of other publications are available from the Council, call 612/296-4018 (voice only); or 612/296-9962 (TDD only).



*Inside This Issue...*

*Images of Inclusion...*

*Free Orthopedic Screening Clinic at  
Gillette Children's Hospital*

*Strategies for Direct Service Personnel*

## ADA "Accessible Formats" Available

The U.S. Department of Justice (DOJ) and the Equal Employment Opportunity Commission (EEOC) are making the text of the Americans with Disabilities Act (ADA) and a supplemental regulations handbook available in audio tape cassettes, Braille, large print, electronic file on computer disk, and through electronic bulletin board. To order copies of the documents call either: DOJ at 202/514-0301 (voice), 202/514-0383 (TDD); or EEOC at 1/800/669-EEOC (voice), 1/800/800/3302 (TDD). For electronic bulletin board, call: 202/514-6193.

## Training Strategies for Direct Service Personnel

The Minnesota Association of Rehabilitation Facilities (MARF) and the Minnesota Developmental Achievement Center Association (MNDACA), in cooperation with the North Central Technical Colleges Partnership and the Governor's Planning Council on Developmental Disabilities, are the recent recipients of a \$187,860 grant award from the Bush Foundation. The grant funds a two-year project to develop and deliver training for people who directly serve persons with disabilities in day training, habilitation, and vocational rehabilitation services.

The project will establish a statewide training network within Minnesota's Technical College System. This network will provide cost effective, accessible, affordable, state-of-the-art training. A minimum of 11 training modules will be developed and 82 training sessions offered. Courses to be offered include: medical needs, aging, traumatic brain injury, serious and persistent mental health disabilities, self-advocacy, integrated employment, labor standards, sexuality, school to work transition, and augmentative communications techniques.

For additional information, contact Sheri Mortenson Brown, MARF Director, 612/646-0900.

## Images of Inclusion... "Perchance to Dream?"

by Littitia Clay,  
San Angelo, Texas

I want to share three scenes with you:

The first is Rodney's second grade picture. Rodney is sitting with three other children at the self-contained unit. There are three adults sitting with the children, a teacher and two aides. Rodney is slumped with an awkward posture. His smile hesitant. Each child has a disability. Their ages are from 3 to 12. Two of the adults are holding two of the children's arms down.

The second picture is a class picture of the third grade at Rodney's neighborhood school. There are 20 children, the third grade teacher is standing at one side and Rodney is standing at the other side with the classroom aide directly behind him and his posture greatly improved, and what a great smile!

The third picture is this year's class picture. There are 20 children in the picture with the fourth grade teacher on one side and the classroom aide on the other side and Rodney is standing in the center of all the children wearing his Santa Rita Falcon t-shirt. And... Travis helped Rodney get the other children's autographs. It only gets better and better.

Today was Rodney's last day in the fourth grade. The difference in his life and ours is so tremendous (since Rodney became a part of his neighborhood school), it becomes difficult to summarize. But here goes:

Rodney was placed in a self-contained unit for children with severe mental retardation, non-verbal and/or behavior disorders. The unit was painted an ugly green and was out by the football field. A seven-foot, chain-link fence separated this unit from the elementary school and it had a separate playground area. Rodney's favorite pastime at recess was to climb the slide and sit at the top to watch the children at play on the other side of the fence. Educational activities were the typical lacing cardboard shapes and peg boards. Rodney had only about ten words in his vocabulary, and the signing he did attempt was called "trash signing," due to his fine motor impairment.

Since age three, Rodney was taking Thorazine. His claim to fame in the behavior department was screaming, along with biting, kicking, and hitting. The method of the day for "treating" his behaviors was aversives, including many a take-down procedure and adults screaming in his face. Can you imagine what he endured while being locked in a medieval contraption where he couldn't raise his arms or see out?

His teacher was always frustrated. When Rodney was only 8, she told my husband and I that Rodney had reached his potential and we couldn't expect anything more than what they had been able to produce from him. We were devastated. We couldn't live the rest of our life with this child this way. We had a two-year old daughter and life was so restricted. I was chronically depressed. We looked into state school placement. No way! I became more depressed.

Reaching, we found help. Arc/Texas provided information about inclusion and psychotropic drugs. Advocacy, Inc. introduced me to rights. At the same time, the Texas Planning Council on Developmental Disabilities mailed me an application to Partners in Policymaking. Partners gave me the self-confidence, the self-esteem to make the necessary changes. They truly empowered me with skills—the right skills to get the job done. I began the process of getting Rodney moved.

On October 25, 1990, Rodney entered the double doors to his neighborhood school. We haven't been the same since. Rodney was emancipated from the den of aversives, program plans, and meaningless

Continued on page 3

# Publications

**Minnesota Guidebook to State Agency Services, 1992-95.** Minnesota Department of Administration. This new edition is a useful reference for understanding the structure of Minnesota government and gaining access to services and information. It includes: detailed descriptions of state agencies, functions, and services; addresses, phone numbers, and key contact people; election and voting information; printed materials available; and license requirements and fees. A special section lists "citizen participation" opportunities for serving on task forces, advisory committees, or boards. Price: \$18.00 (includes taxes and shipping), payable to the State of Minnesota. Contact: Minnesota Bookstore, 117 University Avenue, St. Paul, MN 55155. 612/297-3000, or 1/800/657-3757, toll-free. Fax: 612/296-2265.

**Publications from the Wisconsin Council on Developmental Disabilities** (brochure and order form), 1992. A number of publications are available regarding: 1) Supported Parenting and 2) Sexuality Education. Many are written for parents, family members, and professionals, such as, Cultivating Competence, Helping Parents Parent, and Building the Foundation: Public Policy Issues in Supported Parenting. Other titles include: STARS: Skills Training for Assertiveness, Relationship-Building and Sexual Awareness; and Beginnings: Organizing Trainings on Sexuality for Parents and Their Adolescent Children with Developmental Disabilities. Prices vary from \$2.00 to \$5.00 per item. Child safety poster is free. Contact: Wisconsin Council on Developmental Disabilities, P.O. Box 7851, Madison, WI 53707-7851. 608/266-7826 (voice); 608/266-6660 (TDD).

Two videotapes about facilitated communication, produced by Douglas Biklen and Syracuse University are available from The Association for Persons with Severe Handicaps (TASH): 1) *I'm Not Autistic on the Typewriter* (13 minutes, \$25.00), introduces training methods; and 2) *Going to School with Facilitated Communication* (14 minutes, \$35.00), demonstrates how to use facilitated communication in regular classrooms. Contact: TASH, 11201 Greenwood Avenue, North, Seattle, WA 98133. 206/361-8870 (voice); 206/361-0119.

## Events

**July 31, 1992** (8:30 a.m. to 11:30 a.m.)

Metro Area Public Meeting on the proposed state policies for the vocational rehabilitation program will be held at Sheraton Midway, I-94 at Hamline Avenue, St. Paul, MN. Contact: Joanne Ciccarelli, 612/296-6786. (This is the last in a series of regional meetings.)

**August 7, 1992** (8:00 p.m.)

Agamemnon and Electra: A Guthrie Theater Production with American Sign Language interpreters. Contact: Guthrie Theater, Minneapolis. 612/377-2224 (voice); 612/377-6626 (TDD).

*"Self-image determines self-esteem, self-esteem determines priorities, and priorities determine success. Improve the world by doing those things which legitimately boost your self-image and that of others."*

Clarence E. Hodges (1939- )

Continued from page 2

## RODNEY

tasks. He was introduced to the freedom and innocence of just being a **child**. He no longer was a diagnosis leading a programmable life. His beautiful spirit helped him endure the atrocities of an education system stuck in status quo.

Rodney talks in sentences now and no longer takes Thorazine. He plays volleyball and soccer, has been in two class plays, had his picture in the annual, has girls write him love notes, and has been invited to parties and over to friends houses. He campaigned in an election, using augmentative communication to give a speech.

Our family is a family again. With the help of Home and Family Support Services, I now have time to rejuvenate myself so that I can be a better mother. We now have guests over to our home, and we take vacations. **Best of all, because of training in Partners, we dare to dream again—to have a positive vision of our futures.**

## Gillette Children's Hospital Provides Free Orthopedic Screening Clinic

People with questions about possible physical disabilities of children or adolescents can get a free evaluation from an orthopedic resident at Gillette Children's Hospital in St. Paul. Free clinics are held on the second and fourth Fridays of each month. If needed, a free X-ray is provided. Assistance with financial arrangements is also available. Call 612/229-3851 to arrange an appointment.

### Correction:

Please note the correct telephone number for Mary Hayden (listed in June, 1992, Futurity article on page 3, "What are the effects on families as they wait for needed services?"). Her correct number at the Institute on Community Integration, University of Minnesota, is 612/624-6328.

## Lending Library

The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage.

**You Can Vote** (videotape, 31 minutes), Michigan League of Women Voters and the Michigan Developmental Disabilities Council, encourages people with disabilities to meet their responsibilities as citizens—to register, and to vote.

**Transition from School to Adulthood**, Rochester Community Transition Interagency Committee (videotape, 10 minutes). Depicts how community resources can be utilized to aid students with disabilities prepare for independent living, mobility, work, and participation in recreation and higher education.

**Helping Your Child Learn**, Baker Street Productions, South Dakota Department of Education and Cultural Affairs (videotape, 60 minutes). Curriculum series for parents and professionals includes: 1) choices; 2) with adaptations; 3) playtime skills; 4) mealtime; 5) self-control; and 6) dressing skills.

### ***Futurity Now Available on Audio Cassette Tape***

Please tell your friends and associates who do not read print that they can now receive this newsletter each month in audio cassette format. Contact us at the return address listed below.

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612/296-9962 TDD

## Mark Your Calendars

### October 15-17, 1992

The Arc United States Convention, "Coming Home...Reflect the Past...Realizing the Future," will be held at the Marriott Hotel in Minneapolis, Minnesota. Contact: The Arc National Headquarters, Chapter Services, 500 East Border Street, Suite 300, Arlington, TX 76010. 1-800-433-5255, toll-free.

### October 19, 1992 (11:00 a.m. to 4:00 p.m.)

"Job Success Fair—Exploring Your Options" will be sponsored by the Office of Special Services, City of Bloomington, and the Marriott Hotel-Bloomington, 2020 East 79th Street. Agencies are invited to register by August 7, 1992 to set up exhibits/booths. Contact: Nancy K. Schuett, Office of Special Services, Human Services Division, City of Bloomington, 2215 West Old Shakopee Road, Bloomington, MN 55431-3096. 612/881-5811.

### November 5-10, 1992

National Council on Family Relations will hold its 54th Annual Conference, "Go for the Magic: Families and Work." The conference will be held at the Clarion Plaza Hotel in Orlando, Florida. Contact: National Council on Family Relations, 3989 Central Avenue, Suite 550, Minneapolis, MN 55421. 612/781-9348.

## Technical Assistance, Information, and Training Available on the Americans with Disabilities Act

The National Institute on Disability and Rehabilitation Research (NIDRR) of the U.S. Department of Education has funded a network of 15 grantees to provide help regarding the implementation of the Americans with Disabilities Act (ADA). Technical assistance, information, and training is available to people with disabilities, businesses, and agencies. The contact center for Region V (IL, IN, MI, MN, OH, and WI) is: Great Lakes Disability and Business Technical Assistance Center, University of Illinois at Chicago/UAP, 1640 West Roosevelt Road M/C627, Chicago, IL 60608. 312/413-7756 (Voice and TDD). Or, call the national toll-free number 1/800/949-4232 (voice and TDD).

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# Futurity

Governor's Planning Council on Developmental Disabilities

AUGUST 1992

## Remainder of Town Meetings Scheduled

As announced in the July issue of *Futurity*, the Governor's Planning Council on Developmental Disabilities and the Department of Human Services are sponsoring regional Town Meetings to identify issues relating to developmental disabilities and the service system. Anyone interested in contributing their ideas on how to help Minnesota provide higher quality programs and services is encouraged to attend.

**The remainder meetings scheduled in August and September are:**

**Region 2:** August 12, 1992, 2:00-4:00 p.m., Bemidji Technical College, Bemidji;

**Region 3:** August 19, 1992, 1:00-3:00 p.m., Hibbing Community College, Hibbing, AND 7:00-9:00 p.m., Downtown Business Center, Duluth;

**Regions 6E and 6W:** August 11, 1992, 2:00-4:00 p.m., Conference Center, Willmar Technical College, Willmar;

**Region 8:** September 2, 1992, 6:30 p.m.-8:30 p.m., Country Host Restaurant, Slayton;

**Region 9:** August 31, 1992, 6:00-8:00 p.m., Technical College, Mankato.

**Region 10:** September 9, 1992, 7:00 p.m. - 9:00 p.m., Riverland Technical College, Rochester; and

**Region 11 (Metro Area):** August 20, 1992, 5:00 p.m.-7:00 p.m., St. Paul Technical College, St. Paul, MN.

To find out more information about Town Meetings in your area, please watch or listen for information in your local media, or call: Miriam Karlins, (612) 920-7688.

## Respite Care/Caregiver Support Proposals Requested

The Minnesota Department of Human Services is soliciting proposals from private or public health or human service agencies. At least 13 new projects can be funded up to \$20,000 to benefit informal caregivers, with preference given to areas outside the Metropolitan Area.

Projects should combine both respite care and caregiver support services that serve at a minimum caregivers providing care to persons over age 65, and may include those who provide care to other persons as resources allow. Proposals are due by 4:00 p.m., August 20, 1992.

Contact: Gina Grannes, Department of Human Services, Long Term Care Management, 444 Lafayette Road, St. Paul, MN 55155-3844. 612/297-4182.

## OCTOBER 1992 — DISABILITY EMPLOYMENT AND AWARENESS MONTH

The Minnesota Disability Awareness Committee, with broad representation, is encouraging agencies and organizations to plan public awareness events and activities in their communities during the month of October, 1992. This year marks the beginning of an expanded campaign during an entire month (rather than the traditional week in April in past years).

There will be a grand kick-off rally at the State Capitol on Saturday, October 3, 1992, 1:00 p.m. to 3:00 p.m. Governor Carlson has been asked to make an official proclamation, and appearances by other dignitaries are being arranged.

For additional information, and to volunteer your help, contact: Nancy Booker at 612/220-3645.

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## Inside This Issue...

*YMCA's Leadership for  
Empowerment Program*

*1992 Cost of Care Rate at RTCs  
Announced*

*Mall of America Accessibility*

## 1992 Cost of Care Rate at RTCs Announced

The Minnesota Department of Human Services (DHS) recently announced the daily rates for the Cost of Care in Regional Treatment Centers (RTCs) for persons with mental retardation and related conditions. Effective July 1, 1992, the daily charge for care at each of the seven RTCs will be \$287.70 per person. This would amount to \$105,010.50 per person each year.

DHS calculates interim charges on a per diem basis for each fiscal year (July 1 to June 30) by dividing the sum of all anticipated costs by the projected resident days. The per diem rate last year for persons with mental retardation and related conditions was \$271.45, or \$99,079.25 per year.

Last year, a total of 1,337 people with mental retardation and related conditions were served by the seven Minnesota RTCs.

For more information, contact: Al Rasmussen, Reimbursement Division, Department of Human Services, 2nd Floor, Human Services Building, 444 Lafayette Road, St. Paul, MN 55155-3824. 612/297-4184.

Source: DHS Instructional Bulletin #92-77A

## Career Connection Services Launched

The Meyer Rehabilitation Institute at the University of Nebraska Medical Center in Omaha has established a computerized employment network to assist people who are seeking careers in the field of developmental disabilities. "Career Connections 2000" is being established as part of a three-year grant from the Federal Administration on Developmental Disabilities.

The service, offered free of charge to both individuals and organizations, is expected to be operational by September 1, 1992. The recruitment bank is designed to promote greater cultural diversity within the field.

Contact: Pat Weyant, Meyer Rehabilitation Institute, University of Nebraska Medical Center, 600 South 44th Street, Omaha, NE 68198-5450. 402/559-5417.

## The YMCA's Leadership for Empowerment Program

by Kathy Truax, Metropolitan Minneapolis YMCA

Because youth with developmental disabilities occupy such a time-hardened role as recipients of social services, they might be the last people one would think of asking to provide service to others. But, as Minnesota's Leadership for Empowerment Program has demonstrated, youth with disabilities have much to give, and the rest of the population stands to gain from their contributions.

Funded by the Minnesota Governor's Planning Council on Developmental disabilities, the YMCA's youth leadership program pairs student peers with and without disabilities. A cadre of YMCA youth workers share leadership with staff from four Minnesota middle schools—three in Minneapolis and one in the northern city of Grand Rapids.

Starting last November, groups have met in classrooms during regular hours, after school as co-curricular options, or using YMCA facilities following a club format. Activities have ranged from games to experiential exercises focusing on communication, self-esteem, individual differences, group dynamics and leadership.

The program seeks to establish relationships between youth with and without disabilities who might otherwise have little to do with each other, despite the fact that they may sit beside one another in class. Success is measured by such telling incidents as a student with a disability receiving a shouted greeting across a crowded McDonalds from a group partner.

Once common ground is established, groups begin venturing in the community where service is an increasingly common theme. Recently, for example, youth in the program volunteered at the Metrodome as part of Minneapolis' preparation for this year's Superbowl. Some youth were involved in making papier-mache masks for the highly visible Heart of the Beast Quincentennial Parade. For some students, being invited to climb aboard a YMCA van full of kids, as full-fledged partners in fun and service, is a tangible milestone en route to a more promising future.

Building on that possibility, the program's first year will culminate in Service Treks, an intensive five-day service-learning conference, and a five-week community service model—Jump Start. Jump Start is where young people provide 15 hours a week of meaningful neighborhood community service and receive a \$1.00 per hour stipend.

Service Treks is where culturally diverse young people with and without disabilities come together in a camp setting for an experiential program that will address issues of empowerment, responsibility, and leadership—skills necessary for these newfound partners to effectively contribute their imaginations, talents, and never-ending energies to their communities.

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Kathy Truax is the Program Director at Ridgedale YMCA, Metropolitan Minneapolis YMCA, 12301 Ridgedale Drive, Minnetonka, MN 55343. 612/544-7708.

# Publications

**HIV & AIDS Prevention Guide for Parents**, The Arc, 1992. This guide includes step-by-step instructions on how to talk about sexuality and issues about the Human Immunodeficiency Virus (HIV), the AIDS virus. "Although children and adults with mental retardation are no more susceptible to the disease than other people, education and training efforts must take into account the special learning needs of people with mental retardation," the authors explain. A number of local and national resources are provided for seeking services and additional information. For a free copy, contact: The Arc, 500 East Border Street, Suite 300, Arlington, TX 76010. 817/261-6003 (voice); 817/261-0553 (TDD).

**Minnesota Paraprofessional Resources**, Minnesota Department of Education, 1992. Under the leadership of the Minnesota Paraprofessional Task Force of the Special Education Section, competencies and training needs were identified in six program areas: integration, employment, early childhood, medically fragile/other health related impairments/physical disabilities, behavior management, and instruction. There are currently 19,000 individuals working in paraprofessional positions in education and rehabilitation in Minnesota. A number of resources are provided that can be utilized for designing training programs. Forms and sample job descriptions and other ideas can be useful to administrators, and ideas are provided for effective use of paraprofessionals as part of the educational team. Price: \$10.00 (within Minnesota), and \$13.75 (out-of-state). Contact: Minnesota Curriculum Services Center, Capitol View Center, 70 Co. Rd. B-2W, Little Canada, MN 55117-1402. 612/483-4442, or 1-800-652-9024.

# Events

**October 15-17, 1992**

The Arc United States Convention, "Coming Home...Reflect the Past...Realizing the Future," will be held at the Marriott Hotel in Minneapolis, Minnesota. Contact: The Arc National Headquarters, Chapter Services, 500 East Border Street, Suite 300, Arlington, TX 76010. 1-800-433-5255, toll-free.

**October 19, 1992 (11:00 a.m. to 4:00 p.m.)**

The seventh annual Job Success Fair—Exploring Your Options for people with disabilities will be held at the Marriott Hotel, Bloomington, MN. The Fair provides an opportunity to learn about job requirements, meet potential employers, obtain information about job placement and training services, community resources, and the Americans with Disabilities Act. The event is free, sponsored by the City of Bloomington, Office of Special Services and the Marriott Hotel-Bloomington. Contact: Nancy Schuett, 612/881-5811, ext. 409 (voice); 612/887-9677 (TDD).

**October 29, 1992 (7:00 a.m. to 5:00 p.m.)**

"Conference within a Conference"

The Caregiver Support Project of the Minnesota Department of Human Services is offering Minnesotans interested in respite care and caregiver support the opportunity to gather at the Association for Volunteer Administration (AVA) Conference at a special one-day rate of \$60.00, including breakfast and lunch. The theme of the AVA Conference is "Dare to Dive Deep," scheduled October 28-31, 1992, at the Hyatt Regency Hotel, Minneapolis. Several national experts in volunteer administration will address caregiver and respite care concerns. Contact: Gina Grannes, Coordinator, Department of Human Services, 444 Lafayette Road, St. Paul, MN 55155-3821. 612/297-4182.

# Horticultural Therapy Program

The Minnesota Landscape Arboretum at the University of Minnesota, Chanhassen, is currently planning the construction of a Sensory Garden and Horticultural Therapy Study Garden. In addition, educational opportunities are being planned for human service professionals, encouraging them to apply a variety of techniques in their daily work.

Gardening is long recognized as a relaxing and engaging activity that benefits the mind, body and spirit. Horticultural therapy dates back to ancient Egypt, when physicians recognized the curative effects of gardening.

The Sensory Garden combines touch, smell, sight, motion, sound, warmth, chill, and sun in its use of plant materials. Horticulture can relate to every facet of human growth and development—intellectual, social, emotional, and physical.

To find out additional information and to keep posted on this new program, contact: Horticultural Therapy, Minnesota Landscape Arboretum, 3675 Arboretum Drive, P.O. Box 39, Chanhassen, MN 55317. 612/443-2469.

# Warmline for Parents— Call: 612/863-6336

When a parent has questions about their child, there is often not sufficient time to read a book about child development and parenting skills. An information service is now available that will address child development concerns—"Parent Warmline." Operated by the Minneapolis Children's Medical Center, Parent Warmline is available to all parents of young children, day care providers, family members, and other interested professionals in the Twin Cities and surrounding area. Parent Warmline addresses developmental and behavioral concerns such as toilet training, sleep disruptions, discipline, temper tantrums, feeding eating difficulties, and sibling rivalry. Trained volunteers also can provide support and encouragement to those who express stress and frustration. Medical and crisis concerns are referred to the caller's physician or appropriate crisis intervention facility.

## Lending Library

The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage.

***Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services***, Beverly Rainforth, Jennifer York, and Cathy Macdonald, with contributions from Christine Salisbury and Winnie Dunn, Paul H. Brookes Publishing Company, 1992. This publication describes how parents and professionals can interact with one another to create exciting learning opportunities for students with disabilities. As a guidebook, learn how to select team members, recognize the stages of transition, develop ecological curriculum, conduct collaborative assessments, and develop action plans for change.

***SAFE: Stopping AIDS through Functional Education*** (curriculum kit with slides and videotapes, Oregon Health Sciences University, Child Development and Rehabilitation Center, Portland, Oregon. A comprehensive curriculum package designed to provide people who have developmental disabilities with information that can protect them from HIV infection.

## Mall of America—Designed with Accessibility In Mind

August 11, 1992, marks the opening of the nation's largest retail and entertainment complex, Mall of America, in Bloomington, MN. While Mall of America was designed before the Americans with Disabilities Act became law, its architects and developer have worked to meet many of the accessibility guidelines found in that landmark legislation. Besides the usual accommodations (e.g. restrooms, parking, and elevators), there is a tram system on the third level, electronic convenience vehicles, US WEST Cellular phone and pager rental, and Telecommunication Devices for People with Deafness (TDDs) available at the Guest Services desks upon request. The Metropolitan Transit System is offering daily express service from both downtown Minneapolis and St. Paul every half hour, as well as running other routes to Mall of America's unique underground transit station.

Mall of America is a 4.2 million square foot retail and entertainment center. Along with anchor stores Bloomingdale's, Macy's, Nordstrom, and Sears, Mall of America will offer hundreds of specialty stores, a seven-acre indoor entertainment theme park called Knott's Camp Snoopy, the first-ever LEGO Imagination Center, restaurants, nightclubs, theaters, and more.

For information on accessible lodging near Mall of America, contact Bloomington Chamber of Commerce, 612/888-8818.

For more information about Mall of America, contact: Judy Hansing, 612/881-5811, ext. 320; or Maureen Hooley, 612/ 883-8849.

## Futurity

### DEPARTMENT OF ADMINISTRATION

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SEPTEMBER 1992

Governor's Planning Council on Developmental Disabilities

## National Survey Documents

### Wage Disparity and High Turnover in Residential Programs

The results of a national survey of the work force (staff compensation and turnover) in residential services was recently published by the American Association on Mental Retardation. The publication is entitled *Residential Services and Developmental Disabilities in the United States: A National Survey of Staff Compensation, Turnover, and Related Issues*, by D. Braddock, and D. Mitchell, 1992. This assessment substantiated the findings of other studies conducted throughout the United States:

#### Wages:

■ Direct care wages have consistently been reported to be considerably lower than many other occupations. There is evidence that many direct care workers are earning a wage below the national poverty level.

■ Wages for direct care workers in public institutions are generally 40-60 percent higher than wages for direct care workers in private community facilities.

■ Factors contributing to the low wage level for most direct care workers include the historical wage differential between men and women, a wage bias against care-giving occupations, and limited funding available to many private community organizations.

#### Turnover:

■ Higher rates of employee turnover have been reported in human service occupations than in most other occupations.

■ Direct care turnover has had a significant negative impact on residential facilities in terms of both cost and quality of care.

■ Although wages were consistently identified as an important correlate of turnover, there is general agreement that other factors also have an influence: benefits, facility size, facility age, per diem, client disability, staffing ratio, unemployment, and urban location.

In 1989, the Minnesota Department of Employee Relations conducted a study of day and residential facilities. The average wage for public workers (\$10.36) was 63.1 percent higher than for private workers (\$6.36). The average annual rate of turnover was 13.9 percent in public institutions and 47.4 percent in community facilities. Average pay, health benefits, ICF-MR certification, and facility location were found to be correlated with turnover rates.

In 1991, the nation's residential care system serving persons with developmental disabilities was primarily dominated by large congregate care living arrangements and by inflexible funding streams tied to facilities

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### Proposals Requested on Assistive Technology

The STAR Program (System of Technology to Achieve Results) has announced the availability of funds from two grant programs. The first grant program is for community assistive technology resources, for the expansion of existing programs and for the creation of new programs that will serve underserved or unserved people with disabilities. The second grant program is for development or expansion of assistive technology mobile van delivery programs. Application must be received by 4:30 p.m. on Friday, October 23, 1992. Contact: Rachel Wobschall, STAR Program, Department of Administration, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155. 612/296-2771 (voice); 612/296-9962 (TDD); 612/297-7200 (FAX). throughout the United States:

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*Observations of Philanthropy's role for the Future of the Common Good*

*October: Disability Awareness Month*

*National Family Support Insititute Announced*

*"Philanthropy is not a geographic term."*

Page-A-Day Calendar Workman Publishing Co.

## **OCTOBER 1992 — DISABILITY EMPLOYMENT AND AWARENESS MONTH**

The Minnesota Disability Awareness Committee, with broad representation, is encouraging agencies and organizations to plan public awareness events and activities in their communities during the month of October, 1992. This year marks the beginning of an expanded campaign during an entire month (rather than the traditional week in April in past years).

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For additional information, and to volunteer your help, contact: Nancy Booker at 612/220-3645.

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### **Survey:**

rather than to the needs of individuals being served. The single largest program of federal financial assistance is the Intermediate Care Facilities for Persons with Mental Retardation (ICF/MR) Program, under Medicaid. In 1988, 84 percent of the program's \$3.4 billion in federal funding reimbursed care in publicly or privately operated congregate care facilities with 16 or more residents. More than 70 percent of ICF/MR funding reimbursed states for the operation of public institutions. In 1988, there were 91,440 persons with developmental disabilities residing in state operated institutions. That same year, there were 126,000 individuals served in community facilities with fifteen or fewer beds.

Copies of this work force assessment may be purchased by contacting: Illinois University Affiliated Program in Developmental Disabilities (M/C 627), 1640 West Roosevelt Road, Chicago, Illinois 60608. 312/413-1647.

# **Observations of Philanthropy's Role for the Future of the Common Good**

by Dr. Russell G. Mawby

The 1990s seems destined to become the "Decade of the Community," and there will be boundless opportunities to mobilize private resources for the public good and to exert leadership initiatives at all levels and in every facet of societal concern. Therefore, I would like to share six broad observations about societal issues which have implications for philanthropy and philanthropy's leaders—grantmaking organizations, volunteers, lay boards, and service organizations.

**Observation 1: There is a seeming inability of our political processes and institutions to deal with significant issues in substantial ways.** Today, Congress is struggling ineffectively with fiscal and financial responsibility, trade imbalance, farm programs, foreign affairs, child care, support of the arts, energy policy, and environmental quality. Most state politicians are equally ineffective on matters of school finance, state budget, worker's compensation, and a host of other concerns. There is a tendency to lead only after consensus has been reached, to wait and see which way the parade is going, and then rush to its head. There are few elected officials who could be described as statespersons with vision, commitment, and concern for the whole.

The lessening of government's ability to be a catalyst for social change suggests an enhanced potential for private-sector initiatives to demonstrate new answers to societal needs. These ventures can provide the vision and comprehensive approach, which the political process fails to provide.

**Observation 2: There is a shift back to local responsibility and control in addressing societal needs.** Increasingly, states and localities are being asked to deliver services and provide benefits to people at the community level. This puts pressure on the tax system. More problems are being identified and dealt with closer to home. The answers usually lie not in dollars alone, but in the increased commitment and involvement of people who care. The opportunities for private-sector initiatives are obvious: There is a desperate need to become more efficient and more effective in using limited resources and in mobilizing local leadership.

**Observation 3: There is an increasing rhetoric about public/private collaborations.** Collaboration, although an advantage to all, must not become one-way. While political rhetoric about philanthropy, charitable contributions, and volunteerism is usually effusive, actions taken are often erosive, invasive, restrictive, and discouraging. I think philanthropic organizations' continuing approach should be to cooperate with public institutions and organizations, but to be cautious and not coerced.

**Observation 4: There is a dichotomy between the nature of the problems that concern us and the solutions we devise.** A major contribution of philanthropy in addressing societal needs can be to encourage and demonstrate programs that are comprehensive, involve collaboration, and provide continuity.

**Observation 5: There is a persistent reluctance to face facts and to deal with reality.** Resistance to change is human, and most of us feel comfortat with things most familiar. Even when the evidence is overwhelming, both individuals and their institutions are reluctant to respond. It is a truism that

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## Observations

"In most areas of human concern, we know better than we do." Think of areas that may be of special interest to you, for example: the importance of child development in the early years for societal concern and intervention; or, that elementary years are most important for preventing early school dropouts—yet we persist in starving the elementary schools whenever resources are limited. We persist in having a three-month break in learning during the summer months—a school-year model established nearly 200 years ago by an agrarian society. In the area of corrections—when discussing penal reform, the governor of Pennsylvania recently commented, "It costs \$24,000 a year to keep a person in the state pen, but only \$8,000 a year at Penn State." Yet, creative efforts to deal with this problem are virtually nonexistent.

## *We must put to better use that which is already known.*

**Observation 6: There is persistent "turfism" in addressing societal needs.** Human services are usually fragmented and lack continuity. Although pluralism is good and competition healthy, infighting, adversarial stances and combative behavior are not! Philanthropy can be an influence in bringing about services that are comprehensive, collaborative, and continuous.

Most of the significant new directions imperative to our societal future will not be charted by government. Philanthropy has a rich tradition of innovation, nurturing creative approaches to human concerns. We, as individuals, can provide leadership to enhance the resources and management of philanthropic organizations.

## *There is unfinished business demanding the best efforts of us all!*

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Dr. Russell G. Mawby is Chairman and Chief Executive Officer of the W. K. Kellogg Foundation National Fellowship Program. This is an abridgment of his article that appeared in *Focus*, May 1992, Vol. 6, No. 1, pp. 1, 2, and 9.

## Two Seminars Scheduled on Gentle Teaching with John McGee

"Gentle Teaching: Helping Children and Adults with Severe Behavioral Challenges" is a one-day seminar for caregivers in any setting. The course presents a nonviolent approach for helping children and adults with severe behavioral difficulties such as aggression and self-injury. The featured presenter is John McGee, author of *Gentle Teaching: A Nonaversive Approach to Helping Individuals with Mental Retardation*, and *Beyond Gentle Teaching*. Two seminars are scheduled in Minnesota: September 22, 1992, University of Minnesota—Crookston Conference Center, Crookston, MN; and September 23, 1992, Holiday Inn Airport #2, Bloomington, MN. Contact: University College, California at 24th Street, Omaha, Nebraska 68178-0350. 402/280-2888; or 1-800-637-4279.

## National Family Support Institutes Announced

Two working conferences will be held this fall for the purpose of sharing information on how to implement comprehensive family support programs. This effort is funded in part by the Administration on Developmental Disabilities, Washington, DC, and a number of other national organizations and agencies involved in the family support movement. Those who are interested in designing and implementing family support systems in their states are encouraged to participate. The Institutes will be held in two locations:

**September 23-24, 1992, Doubletree Hotel** at Corporate Woods, Overland Park, Kansas; and

**October 23-24, 1992, Radisson Hotel,** Atlanta, Georgia.

Contact: Barbara Raab or Elissa Freud, Coordinators, Human Services Research Institute, 2336 Massachusetts Avenue, Cambridge, MA 02140. 617/876-0426.

## Funding Assistive Technology

## Conferences Scheduled

A series of two-day conferences on the funding of assistive technology devices will be held in September at five Minnesota sites. Hosted by the STAR program (System on Technology to Achieve Results), the conferences will discuss funding sources, policies and procedures of Medicare, Medical Assistance, Special Education, Vocational Rehabilitation, Services for children with Handicaps, and the Minnesota Housing Finance Agency. Dates and locations:

**September 9-10, Virginia**

**September 14-15, Twin Cities**

**September 16-17 St. Cloud**

**September 23-24, Bemidji**

**September 30-October 1, New Ulm**

The \$50.00 registration fee includes lunch, refreshments and all conference materials.

Contact: STAR Program:

612/296-2771 (voice);

612/296-9962 (TDD);

612/297-7200 (FAX).

## Lending Library

The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage.

***Communicating for Health: A Residential Resource Manual and Videotape***, Shriver Center, Waltham, Massachusetts. This training kit for personnel working in residential settings encourages effective communication with health care providers so that people with developmental disabilities can receive optimal health care. Sample health care forms are provided for keeping up-to-date records.

***Early Childhood, Least Restrictive Environment: A Policy of Inclusive Education*** (videotape, 23 minutes), Minnesota Department of Education, 1992. Examples from several schools in Minnesota illustrate the positive impacts made in the lives of children and their families through a policy of inclusiveness.

***Something So Simple: A Program about People Just Like Everyone Else*** (videotape), Rhode Island Developmental Disabilities Council, 1992. Concepts often seem so simple, yet in reality are very complex: friendships, making choices, living independently, living at home with adequate family supports, and adequate support.

## New Mediation Service Will Resolve Special Education Disputes

The Minnesota Special Education Mediation Service (MNSEMS) began operation August 10, 1992. Mediation provides a method of settling disagreements about a student's educational needs among parents, schools, and agency personnel. Mediation is conducted by a specially trained neutral third party who has no decision-making authority but acts as a facilitator to help the parties reach a settlement. The atmosphere of a mediation conference is designed to promote open communication, generate and assess multiple settlement options, and develop a written agreement. While mediation is more formal than a parent/school conciliation conference, it is less formal than a due process hearing.

Mediation may be used to resolve the same issues that can be discussed at a conciliation conference or due process hearing, such as: conflicts concerning the identification, evaluation, and educational placement; or provision of a free appropriate public education and/or the payment for such services.

Participation in mediation does not affect the right to a conciliation conference or a due process hearing. Parties retain the right to seek or continue either process whether or not an agreement is reached in mediation. Any party to a special education dispute may contact MNSEMS to request mediation. After receiving a written request, MNSEMS will contact everyone involved to explain the mediation process and arrange the time and place for the mediation conference.

Currently, there is no direct cost to the parties for the mediation services. Mediator fees are paid by the Minnesota Department of Education, which sponsors MNSEMS. Contact: MNSEMS, Office of Dispute Resolution, 340 Centennial Bldg, 658 Cedar Street, St. Paul, MN 55155. 612/297-4635 (voice); 612/297-7200 (FAX).

### A.A.M.R. Conference – September 27-29, 1992

"Philosophy vs. Reality: Measuring the Difference" is the theme of Region VIII 1992 Annual Conference of the Minnesota Chapter of the American Association on Mental Retardation (AAMR), to be held at the Sheraton Park Place, Minneapolis. Contact: Terri Williams, MN AAMR, 961 Nebraska Avenue, St. Paul, MN 55117. 612/424-1469.

## Futurist

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# Futurity

Governor's Planning Council on Developmental Disabilities

OCTOBER, 1992

## **National Corporation Spearheads Educational Reform**

Created by business leaders, the New American Schools Development Corporation (NASDC) is an unprecedented national effort to bring America's creative genius to bear on one of the most pressing challenges: creating schools that will help all students make a quantum leap in learning. The Corporation supports the design and establishment of new high-performance learning environments that communities across the country can use to transform their schools for the next generation of children.

To carry out its mission, NASDC has drawn upon the talent, energy, and vision of the finest minds in education, business, technology, public leadership, social services, science, the humanities, and others, brought together in specially formed Design Teams that competed for \$40 million of investment funds. Eleven design prototypes were selected for funding in July 1992. After the first year of research and design, each Design Team will demonstrate and refine their prototype to individual communities during the following two years. From 1995 to 1997, technical assistance will be provided for replication in other communities. The prototypes selected include:

**Community Learning Centers of Minnesota** will begin in Rothsay, North Branch, and St. Cloud School Districts. Teachers will have the responsibility for what their students learn under contract with the school board with the understanding that the students will meet agreed upon standards. The curriculum will be competency-based or outcome-based. Teacher accountability and flexibility is the unique feature of this prototype.

**ATLAS Communities** ("Communities for Authentic Teaching, learning, and Assessment for all Students") is based on the concept that children learn best in environments they know; community, homes, schools, and small personal groups. School reform is built around six crucial dimensions: authentic and sustained learning environments, supportive organizational structures, broader communities, ongoing development of educators, facilitative uses of technology, and flexible administrative and financing policies. Students will be evaluated on genuine understanding, application of knowledge and resources toward problem resolution, and creativity. Initial sites include Lancaster, Pennsylvania; Norfolk, Virginia; Prince George's County, Maryland; and Gorham, Maine.

**Bensenville Community Design** (a village outside of Chicago) will prepare children to compete in a global economy by using the entire community as a campus. At the heart of the community is a Lifelong Learning Center that will use non-traditional training sites, such as government offices and industrial complexes as classrooms. Teachers will become facilitators of learning resources. The teacher's desk will be replaced by an Electronic Teaching Center, using interactive technologies with the students. Students will be connected to the outside world via national satellite. Scheduling will be flexible: year-long, 6:00 a.m. to 10:00 p.m., with shortened hours on weekends.

Continued on page two

## **GOVERNOR'S PLANNING COUNCIL ON DEVELOPMENTAL DISABILITIES SEEKS NEW MEMBERS**

Applications are being accepted to fill anticipated vacancies on the Governor's Planning Council on Developmental Disabilities. Those appointed by the Governor will begin serving on the Council in February 1993.

The Council assists in the selection of priorities for the development of a state plan. The Council also advises state policymakers on issues pertaining to the provision of an array of services to people with developmental disabilities and their families, such as in the areas of health, education, human services, housing, and transportation.

People with "developmental disabilities" are those who have severe, physical or mental disabilities, which occur before age twenty-two and are likely to continue indefinitely.

A developmental disability significantly limits three or more major life activities, such as: self-care, language, learning, mobility, self-direction, independent living, and economic self-sufficiency.

Persons who have a developmental disability, parents, and providers of services are encouraged to apply. Specifically, for the purpose of meeting federal statutory requirements, the following representation is being sought: persons with developmental disabilities, parents

Continued on page two



### *Inside This Issue...*

*Status of Aversive and Deprivation Practices*

*National Center Established To Improve Services to Children with Health Care Needs*

# *The meaning of learning... is the learning of meaning.*

Lucile Lindberg, Queens College, CUNY, 1966

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## **Members**

who have a child with developmental disabilities, providers of services, and people who have strong interests in related public issues.

Please contact the Office of the Secretary of State to request the form entitled "Application for Service in State Agency." Address: Secretary of State, State Office Building, Room 180, St. Paul, Minnesota 55155. Telephone: (612) 297-5845.

Applications are to be filed at the Office of the Secretary of State by December 4, 1992.

## **National Center Established To Improve Services to Children with Health Care Needs**

Funded under Maternal and Child Health (MCH), a new national center has been established in New Orleans called, "The National MCH Resource Center for Ensuring Adequate Preparation of Providers of Care." The Center's primary goal is to assist states in developing comprehensive systems to adequately prepare caregivers of children with special health care needs. Emphasis is on caring for children in their own homes and communities.

A variety of services are provided, including: telephone and on-site consultations, training, technical assistance, information dissemination, and parent-to-parent networking. Contact: Jacqueline Harrison, Program Coordinator, National MCH Resource Center, Children's Hospital, 200 Henry Clay Avenue, New Orleans, Louisiana 70118. 504/899-9511.

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## **National Corporation Spearheads Educational Reform**

**College for Human Services** was designed by the Audrey Cohen College Team, and will operate in 30 sites in Arizona, California, Illinois, Mississippi, Washington, D.C., and New York City. Students learn best when they can see the connections between what they are learning and the real world, and when they see that what they have learned in school can make a positive change in the community. The new curriculum has three elements: purpose, dimensions, and constructive action. Purpose covers substantive areas of knowledge and serves as a guide for using this knowledge for improving the world outside the classroom. Communities, agencies/organizations, and families will be resources for learning.

**Co-NECT Schools** in Massachusetts will use technologies to bring everyday circumstances into the classroom. Emphasis of this model is on self-direction, perseverance, and commitment to quality. Student initiated projects will engage students in rigorous investigations of issues resulting in visible products. Traditional classrooms will be replaced by workshops, seminar rooms, and social function rooms.

**Expeditionary Learning** will occur in Maine, Massachusetts, New York City, Georgia, and Colorado. Children will learn to think by taking them through programmatically related voyages and adventures. With focus on community service and character development, expeditions will provide students with critical personal and academic opportunities. Intellectual and experiential expeditions will call on intellectual inquiry and rigor, physical stamina, and service ethic. Expertise will be provided by community members.

**Los Angeles Learning Centers** (with multi-ethnic, multi-lingual, and at-risk populations) will create "Moving Diamonds" of support for students which link each student with an older student, teachers, parents, and a community volunteer. Technology will link learners, teachers, and parents to the world and to each other. The community will be a classroom and integrated resources. The Learning Centers will be open daily from early morning through evening, 50 weeks per year, in effect making obsolete the notion of "after school." Each student will be assisted in the transition from school to work.

**Modern Red Schoolhouse** in Indiana, North Carolina, and Arizona will bring the time tested and proven "classical education" to rural, urban, suburban, and native American communities. Personal accountability will be built into an Individual Education Contract for mastery of five core areas of learning. Each school will be autonomous from the school district with flexible daily and yearly schedules, and there will be an elimination of traditional grade structures. Both students and teachers will participate in the school by choice.

**The National Alliance for Restructuring Education** includes Arkansas, Kentucky, New York, Vermont, and Washington. The goal is complete reinvention of quality education, "breaking-the-mold" through an output-performance-driven system that produces students meeting national achievement standards benchmarked to the highest in the world. Design Partners include Apple Computer, Inc., Harvard Center for the Study of Social Policy, and the University of Pittsburgh.

**Odyssey Project** in Gaston County, North Carolina, will result in graduates who are communicators, collaborators, creative producers, critical thinkers, and concerned and confident citizens. Traditional grade levels will not be used. Rather, students will attend learning centers, organized by age groups. Graduation is dependent upon performance outcomes. Community service will be an integral part of each student's life.

For a copy of *NASDC Facts*, contact: New American Schools Development Corporation, 1000 Wilson Boulevard, Suite 2710 Arlington, Virginia 22209. 703/908-9500.

# Status of Aversive and Deprivation Practices Reported to Human Services Commissioner

Currently, there are over 600 Minnesotans with developmental disabilities receiving some type of aversive and/or deprivation procedure as part of their service plan. The terms "aversive" and "deprivation" describe a category of techniques and procedures applied under the general term behavior management or behavior intervention, and are referred to as controlled procedures. Behavior management or behavior intervention is based on the principle that behavior followed by a positive experience will strengthen and increase while behavior followed by a negative experience will weaken and decrease.

In a recent report (June 1992) to the Commissioner of the Department of Human Services (DHS) by the Regional Review Committee, it was noted, "Although the 600 persons receiving controlled procedures represents a relatively small number of individuals receiving services, these individuals require intensive support, supervision, and treatment due to their life threatening behavior." These programs are often the most expensive due to the high staffing needs required.

There are approximately 7,600 persons with developmental disabilities receiving residential services from licensed agencies in Minnesota. About 1,150 persons reside in Regional Treatment Centers, 4,175 persons reside in community Intermediate Care Facilities for Persons with Mental Retardation (ICFs/MR), and another 2,400 people receive home and community-based services.

A higher percentage of residents in regional treatment centers are currently involved with aversive and deprivation procedures than people living in the community. There is a higher concentration of persons residing in regional centers who exhibit very frequent and dangerous destructive behaviors (i.e., self-injurious behavior, aggression toward others, and property damage). Another recent departmental study found that 87 percent of persons admitted to regional centers in 1990 exhibited destructive behavior, a primary reason for RTC placement.

In all settings where controlled procedures are used, data indicates that manual restraint is used more than twice as often as other procedures. Exclusionary time out is the next most often used procedure. Individual program plans often contain the use of more than one procedure implemented concurrently due to different behaviors targeted for decrease or elimination. Forty-five percent of those receiving controlled procedures also use psychotropic medications. Interdisciplinary teams are seeking to reduce the use of such medications.

The following improvements were noted by the Regional Review Committee: greater comprehensiveness of individual plans, marked improvement in data collection methodologies, and more physician involvement with assessments. However, the following problems were identified:

- There is an absence of a functional assessment of the target behavior to be decreased in a variety of settings and activities/tasks.
- Individual program plans do not emphasize the development of adaptive, functional behavior across environments. Treatment concentrates on the implementation of the controlled procedure, not on increasing adaptive, functional behavior across environments.
- Individual program plans which incorporate controlled procedures often lack the required documentation necessary in obtaining informed consent.
- Some committee members believe there is an overuse of manual restraint, while others disagree.

## Factors which contribute to these problems include:

- Lack of regionally available outside consultants (i.e., psychologists) willing to provide assessment, training, and technical assistance. This is related to limitations placed on reimbursement for non-traditional psychological services not currently reimbursable under medical assistance;
- Lack of crisis intervention support services (e.g., respite care) and available on-site staff support;
- High case management caseloads;
- High turnover of community direct care, paraprofessional and case manager staff.

The Department of Human Services has implemented several activities which have contributed positively to services to those individuals with challenging behaviors by providing: 1) statewide training emphasizing positive approaches, environmental manipulation, and comprehensive support; 2) support of other training opportunities; 3) additional financial support; and 4) the availability of regional treatment center staff for consultation to community programs.

Some of the recommendations made to the Commissioner include: 1) provide training and technical assistance to parents and case managers about informed consent; 2) provide ongoing training and technical assistance regarding functional assessment and analysis of adaptive behavior by department staff, technical colleges, universities and/or persons under contract to DHS; and 3) provide on-site regionally available technical support for providers and case managers, modeled after the University of Oregon Train the Trainer Project.

Copies of "A Report to the Commissioner Regarding the Use of Aversive and Deprivation Procedures to Minnesotans with Mental Retardation" (June 1, 1992) may be obtained from: Gerald Nord, Division for Persons with Developmental Disabilities, Minnesota Department of Human Services, 444 Lafayette Road, St. Paul, MN 55155. 612/297-3828.

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***Our values shouldn't stop where federal dollars begin.***

James M. Nicholson, Oklahoma Department of Human Services 1992

## Lending Library

The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage.

**Case Management: Historical, Current, and Future Perspectives**, Linz, M. H., McAnally, P., and Wieck, C. (Eds.), Brookline Books, 1989. This publication summarizes information shared at a Minnesota conference on case management in 1986. Contributing authors include: Allan Bergman, Luther Granquist, Betty Pendler, Dorothy and Edward Skarnulis, John McKnight, Marijo McBride, Lyle Wray, Thomas Zirpoli, and others. Case managers are critical to the conversion from traditional services to community integration.

**Working: Stories of Supported Employment**, Texas Planning Council on Developmental Disabilities (1991). People with developmental disabilities are successful in a variety of work settings.

**Special Students, Ordinary Classrooms**, TV 6 News, Kitchener and Waterloo, Ontario, Canada. Initial doubts about integrated classrooms change to enthusiasm by school administrators, teachers, parents, and children.

**Conservatorship and Guardianship in Minnesota** (1990). Describes options, ethics, and responsibilities when making substitute decisions on behalf of persons with developmental disabilities; promotes self-determination.

## Futurity is Available on Audio Cassette

Please tell you friends and associates who do not read print that they can request this monthly newsletter in audio cassette format. Call: 612/296-4018 (voice only); 612/296-9962 (TDD only).

## Futurity

### DEPARTMENT OF ADMINISTRATION

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## Apply to Become a "Partner"

The Minnesota Governor's Planning Council on Developmental Disabilities is currently seeking applications from interested parents of young children with developmental disabilities and adults with disabilities to participate in Partners in Policymaking.

Partners is an innovative national model of leadership education and training designed to increase the self-advocacy skills of the participants. "Partners" attend 2-day sessions eight times a year between January and September. Each session begins at noon on Fridays and concludes midafternoon on Saturday. Participants are reimbursed for all travel costs, child care, respite care, and personal attendant care services. Those attending from outside the metropolitan area are also provided with overnight accommodations. Meals and training materials are also provided. Contact: David Hancox, Minnesota Governor's Planning Council on Developmental Disabilities, 300 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155. 612/297-7519, or 612/349-2560 (voice); and 612/297-7200 (TDD only).

## Help Prevent Fetal Alcohol Syndrome

A campaign kit has been prepared by The Arc, to reduce the incidence of birth defects caused by alcohol consumption during pregnancy by 25 percent by 1995. These materials will assist community volunteers to post warning signs in places where alcohol is sold, both through legislation which mandates warning signs, and through actions which encourage vendors to voluntarily warn consumers about drinking and pregnancy.

Fetal Alcohol Syndrome is the leading preventable cause of birth defects, which often results in mental retardation. It can be totally prevented by abstaining from drinking alcohol during pregnancy.

The Arc has fact sheets, brochures, booklets, and manuals on the dangers of drinking while pregnant, plus information on other prevention topics. Contact: The Arc National Headquarters, 500 East Border Street, Suite 300, Arlington, Texas 76010. 817/261-6003 (voice), 817/277-0553 (TDD).

Closing the Gap will present its 10th annual conference on computer technology in special education and rehabilitation. Location: Radisson South Hotel and Hotel Sofitel, Minneapolis. Preconference workshops will be held October 20-21. Note that the exhibition floor is open to the public free on Saturday, October 24, from 8:00 a.m. to 2:30 p.m. Contact: Closing the Gap, P.O. Box 68, Henderson, MN 56044. 612/248-3294, or 612/341-8299 in the Twin City Metro Area.

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