

THE GOVERNOR'S PLANNING COUNCIL ON DEVELOPMENTAL DISABILITIES & THE DEVELOPMENTAL DISABILITIES PLANNING OFFICE OF THE STATE PLANNING AGENCY

Vol. 3, No. 1

State of Minnesota

Fall, 1977

DD Council Approves New Grant Awards

New ideas in case management, citizen advocacy and public information will be tested in various parts of the state because of new planning and demonstration projects approved by the Governor's

Planning Council on Developmental Disabilities. In addition, Council recently voted to continue regional planning efforts and the DD Legal Advocacy Project through next year.

Instead of inviting open applications for service grants, new projects were submitted in response to Requests For Proposals (RFP) that specified the types of services for which grants would be awarded.

"The RFP procedure is an advantage," said Marylee Fithian, DD Planning Office Director.

"This procedure insures that proposals funded will meet the Council's priorities and gives applicants more guidance as to what is needed for a good proposal. The result is higher quality projects," she said.

The *Case Management RFP* requested a feasibility study and design for a case management system for persons with developmental disabilities in a small geographic area. The award was made to the Dakota County Mental Health Services Board; the feasibility study is now under way.

The *Citizen Advocacy RFP* asked for a demonstration of a specific model of citizen advocacy applied to a particular area of life and in a specific geographic area.

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INSIDE: Education for All Handicapped Children

A landmark law, the Education of All Handicapped Children Act (P.L. 94-142) went into effect Oct. 1. The Act is a national policy commitment to equal educational opportunity for handicapped children. It also is the first federal special education aid allotted to every school district.

Passage of P.L. 94-142 is the climax of a decade of increasing concern about constitutional rights of handicapped children. Although special education programs have increased in both quantity and quality, and despite mandatory special education laws, pressure from parents and advocacy groups, and numerous lawsuits, many problems still remain. The National Advisory Committee on the Handicapped estimated in its 1976 annual report that one million of the nation's eight million handicapped children were not enrolled in school, and that another four million were not receiving an education appropriate to their needs.

P.L. 94-142 is designed to ensure that public schools throughout the nation open their doors to all handicapped children - whatever the nature or degree of their disability - and provide appropriate special education and related services. It provides financial assistance to help school districts develop appropriate programs, and requires establishment and protection of substantive and procedural rights for handicapped children and their parents.

The force behind 94-142 is the 14th Amendment to the U.S.

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Constitution. Public elementary and secondary schools have undertaken to educate all children through compulsory education laws and broad programs of state financial support for public schools. Because of this commitment to all children, schools may not exclude handicapped children under the equal protection clause.

Further, schools often have deprived handicapped children of their right to education by arbitrary means or have misclassified them, which violates the due process clause.

The essential feature of the law is its insistence on individual education planning to meet the unique needs of each handicapped child. The child's plan must be developed by a team - not just an individual - that includes various professionals and the child's parents. The purpose of team planning is to determine the most appropriate services that can be brought together to help a child learn what he/she is ready to learn in the manner the child learns best.

The law also requires that handicapped children be educated in the "least restrictive environment." For mildly or moderately handicapped students, this means that placement in regular classes with special education supportive services - "mainstreaming" - should be investigated before special classes or special schools are considered. For severely

handicapped children, community placements are preferable to institutions.

In Minnesota, the basic concepts and provisions of 94-142 are not new. Minne-

OTHER STORIES

In this issue, *DD News Letter* looks at P.L. 94-142 and at recent Minnesota developments in special education and related areas. Articles summarize the new federal law's major provisions (p. 7) and discuss:

— Minnesota's first experiences with due process in special education (p. 6).

— Impact of legislation requiring special education services for handicapped 4-year-olds (p. 9).

— Section 504 of the Rehabilitation Act, civil rights legislation for persons with handicaps (p. 5).

— A DD-funded project similar to services schools will develop with 94-142 funds. It serves severely handicapped, previously unserved children (p. 3).

sota's mandatory special education law, first passed in 1957, has been amended repeatedly and now includes all handicapped children

aged 4-21. The state's special education regulations, which went into effect last March, contain the major procedural safeguards required by 94-142, and are more specific in many key areas - such as the crucial individual program plan. Perhaps most important, many Minnesota school districts have recognized state and federal requirements to be good educational practice.

Some 94-142 provisions have been controversial, raising concerns about the appropriateness of increased federal regulation of special education, about costs of services required under the new federal law, and about the amount of paperwork and other administrative burdens.

Some controversies suited from misunderstandings. Mainstreaming, for example, was mistakenly believed to require that severely handicapped children would be placed in regular classrooms without adequate support services. To prevent unreasonable burdens on classroom teachers, both the Minnesota Education Association and the Minnesota Federation of Teachers have adopted position statements supporting mainstreaming, but only when adequate special education services are available. Both organizations have also expressed concerns about class size when a class includes handicapped children.

Other disagreements were essentially philosophical.

Although some special educators have argued for a "continuing federal presence" encourage innovation and to enforce quality standards, others - both legislators and educators - question the appropriateness of federal regulations, especially when they conflict with state laws, when states believe that they have done a good job without federal intervention, or when states' rights are invoked. Several states, believing 94-142 was too "prescriptive," hesitated to apply for funding, and one state has not yet decided whether to participate.

Another problem originally seen with 94-142 was tremendous costs to states, not covered by the new federal dollars, to serve all students mandated by federal law. In Minnesota, the state special education law was amended to prohibit use of state funds for complying with 94-142 provisions not also required by state law.

Despite these reservations, most Minnesota school districts look forward to fulfilling their responsibilities using the additional funds available. Dr. Erling Johnson, State Board of Education member and former state Commissioner of Education, recently told school superintendents that when school districts do not carry out their responsibilities, decision-making power moves from local to state and federal levels. But, he added, this did not apply to Minnesota as much as to other states.



Minneapolis Autism Program Teaches Children and Parents

DD funds and other federal aid have helped Minneapolis Public Schools educate autistic-like children and their parents. Minneapolis' autism program, now beginning its second year, serves 25 children aged 2-16 and their parents from Minneapolis and neighboring suburbs.

Children referred to the autism program at Andersen D school are likely to have few communication skills and at first might appear severely retarded. They might exhibit stereotyped or abnormal behavior, demand a fixed, unchanging environment, and relate poorly to people or objects.

The program attempts to teach the children adaptive behavior and develop trusting relationships with people around them. For younger children, the program could emphasize self-care, language, and pre-academic skills; for older students, pre-vocational and communication skills and learning to function in the community could be stressed.

The Andersen D program attempts to teach autistic children how to relate by using consistency, warmth, and firmness. The program systematically applies behavioral principles in a highly structured environment. This means setting objectives for any task to be learned and for inappropriate behaviors, recording data daily on each objective, and accounting for every minute in the school day.

The impetus to develop the autism program came from parents, especially those in the Twin Cities Society for Autistic Children, according to Dr. Marilyn Warrington, program director.

"Parents wanted a day program that would emphasize helping parents to work with their children at home - in effect, 24-hour programming," she said. Some parents also insisted on the behavioral approach, which is also supported by research in the field.

Autism to p. 4

Autism from p.3

The parent training component of the program attempts to extend the techniques and procedures used in the classroom into the home by teaching parents specialized skills. A series of workshops teaches parents to set precise objectives, to design behavior management programs, and to record behaviors in self-care, social and conceptual skills. The program's outreach teacher provides support and professional guidance to parents as they work with their children at home. Parents are invited to observe teachers working with their children at school either directly or through one-way mirrors. This year, parents also will be encouraged to work directly with their children at school; project staff will provide unseen guidance to parents at school through a "bug in the ear" device, which enables the parent to hear the teacher's voice.

Warrington and Dr. Donald



Many students receive 1-to-1 teaching.

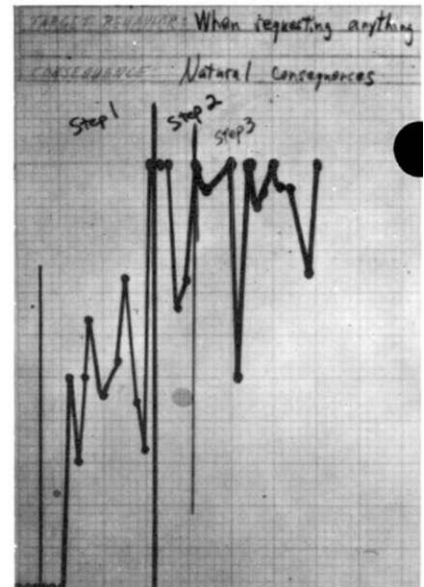
Kodluboy, coordinator of parent training, say that parents are excited about the program. Most parents have devoted large amounts of time to the parent training and to working directly with their children.

The project has prepared a slide tape describing the program and audio cassettes covering the content of the parent workshops. These materials are available to parents elsewhere in Minnesota on request.

The autism program is housed in the new Hans Christian Andersen elementary education complex, which also includes three regular elementary schools and a special learning and behavior problems (SLBP) program. Warrington, who directs both the SLBP and autism programs, believes that this location is advantageous. "It is possible for non-handicapped elementary students or SLBP students to work and play with the children in the

autism program when they are ready for those experiences," she said. Contact with other children helps prepare the autistic children to move to a less restrictive setting than the Andersen program. It also helps to prepare non-handicapped students to receive handicapped students in their classrooms. Services for secondary aged students in the autism program are

located in a nearby junior high school to encourage contacts



Behavior charts show student progress.

with non-handicapped students of the same age.

The autism program staff includes a coordinator, the parent training coordinator, 7 teachers, an outreach teacher, 2 speech clinician an occupational therapist, and teacher aides. Most of the instructional staff were hired with Title VI-B funds; the DD grant provided the parent component.

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DD News Letter is printed in bold type to make it more legible for the visually handicapped readers in our audience.

Portions of **DD News Letter** are read over the Talking Book Radio Network, which serves Minnesotans who are blind or have multiple handicaps.

504 Regs Ban

Discrimination Against Handicapped

Any program that receives funds from the federal Department of Health, Education and Welfare may not discriminate against persons with physical or mental handicaps under new federal regulations which took effect in June.

The regulations, which implement Section 504 of the Rehabilitation Act of 1973, give handicapped persons the same equal opportunity assurances previously granted on the basis of race, national origin, or sex. The regulations are far-reaching, and affect schools and colleges, employers, health services, and welfare and social services. HEW Secretary Joseph A. Califano, in releasing the regulations, predicted fundamental changes in actions and attitudes of individuals and institutions toward persons with handicaps.

"Handicaps" include developmental disabilities, other physical and mental handicaps, and drug or alcohol addiction. These impairments must substantially limit one or more major life functions to be considered a handicap.

As with other civil rights laws, enforcement of Section 504 is the responsibility of the U.S. Office of Civil Rights. Persons, who feel that discrimination exists in any program may file a written complaint with the Office, which will investigate the matter.

Some parts of the Section 504 regulations are the same as 94-142 requirements. A handicapped child's civil rights include a free public education, regardless of the nature or severity of the handicap; education in regular education programs rather than segregation, wherever possible; and procedural safeguards for parents. Public schools must provide appropriate special education services, and must identify and locate unserved handicapped children.

Compliance with Section 504 in Minnesota public

New Bus Standards

All public buses purchased after Sept. 30, 1979, with federal funds must have easy access for elderly and handicapped persons, according to U.S. Transportation Secretary Brock Adams.

The standard requires that buses have a floor height of not more than 22 inches, be capable of kneeling to 18 inches above the ground, and be fully equipped with a boarding ramp.

Some federal funds are used in the purchase of nearly all the 4,000 buses state and local governments buy each year.

schools will be monitored by the State Department of Education's Equal Educational Opportunities Section, which is already responsible for monitoring racial desegregation and other civil rights programs. For all these programs, including Section 504, the Section will review all school districts' annual compliance reports, and will make site visits to 25 school districts each year.

Other major provisions of the Section 504 regulations include:

(1) All new facilities must be barrier-free — readily accessible to handicapped persons. In existing facilities, all programs and activities must be made accessible. Whenever possible, this should be done by program changes (such as reassigning classes on a college campus or making home visits), which must be completed in 60 days. If structural changes are necessary, a plan for these changes must be filed in 60 days and the changes must be completed within three years.

(2) Employers may not refuse to hire or promote handicapped persons, if the handicap does not impair the ability of the person to do the job and if reasonable accommodations can be made, such as changing the location of the

504 to p. 12.

Due Process in Special Education

Discussion

Parent Rights State Due Proc

Parents of handicapped children are now assured of opportunities to be actively involved in planning and monitoring their children's education. State regulations for special education programs that include procedural safeguards for parents - popularly known as "due process" regulations - went into effect last March.

The due process regulations require school districts to notify parents, gain parental consent for special education services, and explain procedures for parents to follow if they disagree with the school's proposed action. The state regulations contain virtually the same procedural safeguards required by P.L. 94-142.

School districts have generally tried to comply with the new regulations, and there have been only 2 or 3 hearings in the state so far, according to Bob Wedl, assistant director of the special education section in the State Department of Education. The section has sponsored inservice meetings to acquaint school administrators, teachers, and board members with the regulations, and it will prepare a report for the Legislature on the number of hearings held. Wedl added that the section hopes to include in the report the larger number of disagreements settled informally through conciliation conferences.

Rebecca Knittle, Managing Attorney, DD Legal Advocacy Project, has also found that most disagreements can be settled informally. The project has had only one case in which parents needed to go beyond a conciliation conference.

"If this is true generally," Knittle said, "then the regulations are achieving one of their purposes - to involve parents early in the process so that hearings, appeals, and lawsuits can be avoided as much as possible."

However, Knittle does not agree that all districts are complying. The project has had an increased in education-related problems this past year, especially from outstate areas. Outstate school administrators appear to lack information, she said, and advocacy groups are not as active in some areas as they are in the Twin Cities area.

Consumer and advocacy groups also see needs for more information. When the regulations took effect, 20 consumer groups, including those representing all the developmental disabilities, formed a coalition called Parents' Advocacy Coalition for Educational Rights (PACER).

PACER received a Department of Education grant last spring to conduct a series of workshops for parents about the due process regulations. The workshops were well received, but PACER sees a need for continued training, according to Marjorie Goldberg, PACER chairperson. As a result, the coalition is incorporating, and will seek funds to conduct further information and training sessions.

1. A written notice to parents before a child is assessed to see whether the child may need special education services, and another written notice before a child begins receiving special education services.

2. Written information to parents explaining their rights as part of each notice. If the student is over 18 and not under guardianship, the notice and statement of rights go directly to the student.

3. Parental involvement in their child's program planning as a member of the team that develops the child's individual program plan.

4. Opportunity for parent to object in writing if they disagree with the school's educational plans - either for assessment or placement.

5. The sequence of procedures parents may follow to register an objection, including one or more conciliation conferences with school staff to attempt to resolve differ-

Advocacy Direc

If you are providing advocacy or ombudsman services for persons with mental retardation, cerebral palsy, epilepsy, autism or other similar handicaps, and would like more people to learn about and use your services, please call or write: DD Planning Office, State Planning

ences informally, a hearing if differences cannot be settled at the conciliation conference, and appeal to the state Commissioner of Education if the parents still disagree after the hearing.

6. Provisions to ensure that parents fully understand the proceedings and can effectively participate in them. These include an explanation of assessment results and other school records, interpreters or translators if the parents do not speak English or are themselves handicapped, and cultural representatives if the child is from a racial or ethnic minority group.

7. Regular review of the educational program of the child and regular reassessment if the child's primary placement is in a special education program.

8. Surrogate parents to protect the child's rights if parents are unavailable or unknown, or if the child is a ward of the state.

y in Preparation

Agency, 200 Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota, 55101, 612/296-4096.

The information gathered will be compiled into a directory that will describe each advocacy program, its use of volunteers and its training resources.

State Explains 94-142 Requirements



What can P.L. 94-142 funds be used for? Jo Gascoigne, P.L. 94-142 administrator in the special education section of the Minnesota Department of Education, answered questions about basic provisions of the new act and Minnesota's state plan:
DD: Why was P.L. 94-142 passed?

Jo: The title of the law - Education of All Handicapped Children Act - tells its purpose. It is designed to ensure that all children and youth who are handicapped have educational programs designed to meet their unique individual needs regardless of where they live.

DD: What is meant by the term "handicapped" children?

Jo: Federal definitions of "handicapped" include all children with developmental disabilities and those with other handicapping conditions, such as hearing or vision impairments, other physical handicaps, and special learning and behavior problems. Services can be provided with 94-142 funds until age 21.

DD: Can 94-142 funds be used for all kinds of special education services?

Jo: Federal priorities are very specific. States must first use their new funds to develop programs for school age handicapped students who are not now attending school. In Minnesota, this includes programs for students who have withdrawn from school; identification, assessment, and programming for four-year-olds; systems to identify, refer and plan for children through age 3; and public information systems to inform out-of-school handicapped children and their parents of their educational rights. When a school district can demonstrate that it is providing all these services, it may then use 94-142 funds to improve services for inadequately served, severely handicapped students, which is the second federal priority.

DD: Are there many Minnesota children with handicaps who are not being served?

Jo: Last year, Minnesota school districts provided special education services to almost 71,000 students, based on the average of two unduplicated child counts. This year the numbers will increase, partly because of new state laws requiring services to all handicapped 4-year-olds and to handicapped students attending nonpublic schools. We'll know the exact numbers later this year.

We expect to reach our full service goal by 1980, but right now, we don't know exactly how many handicapped students are not receiving appropriate services. We do know, though, what kinds of students are most likely to be unserved or inadequately served in various parts of the state: 4-year-olds; youths aged 16-21 who have withdrawn from school; secondary emotionally disturbed or learning disabled students; and hearing Interview to p. 8

Interview from p. 7

impaired, physically handicapped, autistic-like, or visually impaired students. During the next two years, we expect that most school districts will use their 94-142 funds in these areas.

DD: How much money is available?

Jo: This year Minnesota will receive about \$4.8 million; if Congress appropriates the entire amount of money authorized by the law, this will sharply increase for each of the next several years. 80 percent of the grant for this year goes directly to school districts, with each receiving \$56 for each handicapped student served last year, based on the average of the unduplicated child counts. Next year, school districts will directly receive 75 percent of the state grant, but the amount per child served will be larger.

DD: What about the other 20 (or 25) percent?

Jo: The remaining funds are distributed by the state to areas of greatest need. In most cases, these will be statewide, multi-region, or regional projects. Special Education Regional Consultants (SERCs) in each planning region will help assess these needs, and the State Special Education Advisory Council will help decide which projects are funded.

In addition, each state receives an incentive grant to encourage program development for preschool handicapped children. Minnesota's grant will be used to develop program standards, and

teacher licensing standards, and to promote interagency coordination.

DD: What federal requirements must school districts meet to be eligible for 94-142 funds?

Jo: Minnesota school districts that comply with state special education laws and regulations will also be eligible for 94-142 funds. Both the state and each school district must recognize the right of handicapped children to a free appropriate public education, and must develop plans to serve all resident handicapped children.

An "appropriate" education means that an individual educational program plan is developed for each child by a multidisciplinary team, and that the child's parents are involved in the planning and agree to the program. An appropriate education also means that special education services are delivered in the least restrictive environment possible, that testing and assessment procedures used are not racially or culturally discriminatory, that due process procedural safeguards are afforded to the student and his/her parents, and that state staff-to-student ratios, teacher licensing, and other program standards are followed.

Minnesota's state plan for 94-142 describes these assurances and standards, includes a comprehensive system of personnel development, and describes procedures the state will use for monitoring and compliance review.

DD: What procedures are

followed to receive 94-142 funds?

Jo: School districts submit an application for approval to the state, detailing how they are meeting the 94-142 priorities, how they propose to use their funds, and assuring that their programs meet state standards. School districts with allocations of less than \$7,500 must submit applications jointly with neighboring districts, and districts with larger allocations may also find it efficient to cooperate with other districts.

For 1977-78, school districts applied for funds in August and September, and the state hopes to approve those applications by the end of October. Schools should be hiring staff soon. In future years programs will begin when school starts in the fall.

DD: Under both state and federal law, parents of a handicapped child have the right to be involved in planning for their own child. Can parents be involved in planning for use of 94-142 funds, too?

Jo: Yes, to some extent. A public hearing on the 94-142 state plan is held before it is submitted to Washington. A state Special Education Advisory Committee, which includes parent representation, is required under 94-142 to advise the state on needs and priorities. Each local school board that applies for 94-142 funds must include a notice in its minutes of its intention to participate, but local advisory committees or public hearings on 94-142 applications are not required.

Preschool Handicapped Education To Expand This Fall

Public schools this fall will be required to provide special education services to all 4-year-old handicapped children. Until now, state law has not mandated services for 4-year-olds who are mentally retarded, learning disabled, or emotionally disturbed.

State law permits but does not require school districts to provide special education services to handicapped children aged 0-3, and P.L. 94-142 requires that school districts identify and monitor these very young children.

These legal changes are resulting in great growth and expansion of preschool programs, according to Kathleen McNellis of the Minnesota Department of Education's special education section. She predicts that Minnesota will develop many exciting programs and services this year.

Four-year-olds may be the largest unserved school-age group of handicapped children in the state, according to Department of Education estimates. In the past, most preschool programs have been funded from special federal grants. This year, many school districts will use their 94-142 funds and local dollars to start new programs.

A common way of setting up preschool services is to hire a preschool coordinator who can help identify handicapped children, locate community resources that can

serve young children, and help to do case management.

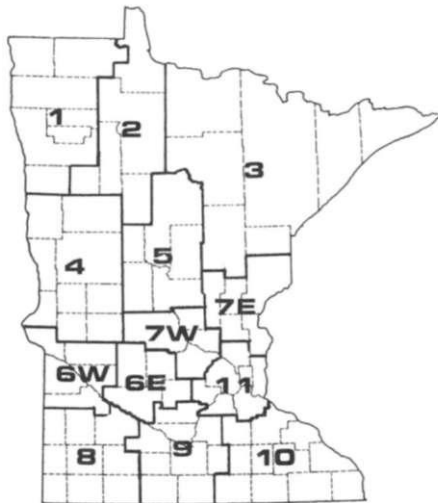
In Southwest Minnesota, for example, the Region 8 Educational Cooperative Service Unit (ECSU) employed Maria Jones as preschool coordinator last year to determine needs for serving preschool handicapped children.

"We contacted all possible agencies, such as doctors, county nurses, family services, and Home Start; held 25 screenings; and referred

Preschool to p. 10

DD Grants from p. 1

Two awards were made. Reachout Today, Inc. is beginning its Citizen Advocacy Recruitment and Evaluation (CADRE) project to provide support services to Hennepin County residents



Minnesota Planning Regions

with developmental disabilities who have had contacts with the criminal justice system as victims, witnesses, or persons charged with or convicted of committing a crime. The Duluth Association for Retarded Citizens Citizen Advocacy Project will attempt to create friendships between individuals with developmental disabilities and interested members of the community through shared leisure time and recreation activities.

The *Public Information RFP* requested exemplary projects aimed at specific key publics with information needs in a geographic area. The two awards were made to the Arrowhead Regional Development Commission, which will conduct a public information campaign aimed at small businesses in the NE Mn. region; and to United Cerebral Palsy of the Red River Valley, which will provide information to public school staff in Region 4 in west-central Mn.

Eight regional planning projects have been approved for continuation. These projects, submitted by Regional Development Commissions, add a developmental disabilities planner to the staff of the commissions. They work with regional Developmental Disabilities Councils to assess needs, develop regional service priorities, recommend allocation of available resources, and promote communication among service providers and consumers. Regional planners are located in Regions 1, 3, 4, 6 and 8, 7E, 9, 10, and 11 (see map).

New Epilepsy Service in Hibbing, Mankato

Children with epilepsy this fall can receive medical and educational services from the Crippled Children's Service of the Minnesota Department of Health.

The Crippled Children's Service will locate its pilot projects in the Hibbing and Mankato areas. These projects each will provide two types of services to children with epilepsy.

A General Field Clinic will provide diagnostic services to any child suspected of having a handicapping condition and may examine a child for any seizure control problems, referring the child to a specialist if necessary.

Blood level testing designed to measure the anti-convulsant medication levels in the bloodstream also is provided. If levels are not within an acceptable range, a physician can adjust the child's medication intake for better seizure control and fewer side effects.

An Epilepsy Education Service, conducted in co-

operation with the Comprehensive Epilepsy Program at the University of Minnesota, will take referrals from the General Field Clinic and attempt to serve the nonmedical needs of children with epilepsy.

The education clinic will bring together health professionals, parents and children for epilepsy education sessions. These sessions will provide information on epilepsy's medical background, laws affecting epilepsy and how to gain better seizure control. Individual problem-solving sessions with a Crippled Children's Service social worker or a nurse also are available for children and their parents.

Epilepsy, a chronic disorder of the central nervous system, is marked by sudden lapses of consciousness occurring at any time. The lapses are characterized by distinctive, usually measurable disturbances in the electrical charges within the brain, resulting in seizures.

This year, Jones is preschool coordinator for the Pipestone special education cooperative, which has developed seven new school-based preschool programs to meet needs identified last year. Coordinators have also been employed in the Windom, Willmar, and Montevideo cooperatives, and preschool programs are developing

there as well.

"Initially, some school administrators had mixed reactions to sending handicapped 4-year-olds to school, continued Jones, "but they are proud of the programs now."

Rapid program development, such as that in the southwestern part of the state, makes it necessary to resolve a number of difficult problems, according to McNellis.

One is how to locate the preschool children who need services. In general, school districts' "child find" activities are of three types: public information and referral, screening, and census.

All school districts are required by law to conduct an annual school census which includes information on handicapped children. Some school districts have found that by training census takers, special education staff can learn about children who should possibly be assessed and receive services.

Public information and referral activities involve coordination with other agencies and persons who see young children. Physicians, public health screening programs, or county nurses may learn of young children who need both health and educational services. In other cases, publicizing available preschool programs may result in referrals from parents.

Screening activities to detect children who should be referred for possible diagnosis of health or developmental problems will be encouraged this year by passage

Preschool from p. 9

children who were identified," said Jones. "The result was about 300 handicapped children, most of them 3 or 4 years old. Whenever a nursery or DAC was available and appropriate, the child was referred, but many needed school programs that did not exist."

Phoenix Residence to Open

of a new state law which reimburses school districts for conducting programs to screen preschool children. First preschool screening has been conducted by health agencies, such as the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program. School districts may conduct screening by contracting with existing health screening programs, or they may set up their own program.

Other problems in preschool program development were summarized in a recent report of the Task Force on Early Intervention of the Minnesota State Council on the Handicapped:

- 1) Services are not evenly distributed throughout the state. Programs are less available in rural areas, for poor children, and to minorities.
- 2) Overall policy development, regulations and standards are lacking in preschool programs for handicapped children.
- 3) Staff qualifications in preschool programs vary widely.
- 4) Quality of transportation of young handicapped children needs to be investigated.
- 5) Coordinated systems to locate programs serving preschool handicapped children and nursery schools that could accommodate handicapped children are needed.

The State Department of Education anticipates revolving two federal grants this fall to help address these problems and make services more equitable and equally accessible across the state.

The Phoenix Residence, a residential facility for developmentally disabled adults with multiple handicaps, will hold its two-day grand opening ceremonies beginning at 9 a.m. October 15.

Phoenix, 135 E. Colorado St., St. Paul, is designed to help assist and instruct its residents with daily living activities. The facility will house 48 persons in four living modules — each containing 12 private rooms with adjacent dining or day rooms, kitchenettes, and laundry and bath facilities.

Because of a lack of facilities in communities, persons with physically handicapping developmental disabilities have traditionally, and often inappropriately, been placed

The projects will develop state regulations for operation of preschool programs, which may include licensing review, recommended course content for training programs, staff-to-student ratios, facility and transportation standards, and procedures and guidelines for contracting with private agencies. The projects will also survey existing programs and resources and promote inter-agency coordination at state and regional levels.

The two grants would provide two state and five regional staff members. An advisory committee with consumer and agency representatives will oversee the projects.

in state institutions, where treatment has been geriatric-oriented. Many of Phoenix's residents have lived in institutional settings. Phoenix will provide individual developmental programming and encourage development of appropriate programs within the Phoenix community — St. Paul's West Side.

Phoenix residents will participate in a complete day program, committed to the principle and practice of normalization, which means the right to live in an environment least restrictive of personal freedom. The staff to resident ratio will approximate one-to-one.

For admissions information, call Marian Dean, Phoenix program director, at 612/227-7655.

Reader Feedback Requested

DD News Letter is looking for reactions from its readers. Please contact the editor (612/296-4018) if:

- You have comments on this issue;
- You would like more information on articles in this issue; or
- You have suggestions for articles or themes for future issues (deadline for the next issue: December 1).

We hope to hear from you!

504 from p. 5

task or providing a cassette recorder for a blind employee. Employers may not make pre-employment inquiries about whether a person has a handicap, nor require preemployment physical examinations.

(3) Colleges and universities must not discriminate in recruitment, admission, and treatment of students, and

must make reasonable modifications in academic requirements to assure full educational opportunity for handicapped students.

(4) Educational institutions, hospitals, and social services program must provide auxiliary aids, such as interpreters for deaf persons, to ensure full participation of handicapped persons.

Autism from p. 4

"The Andersen D program is expensive," said Warrington, "because many of the children must be scheduled for individual teaching most of the time, however, it is less expensive than institutional placements, which may be the alternative for some of these children."

The program meets 94-142 priorities, and Warrington will explore the possibility of using these funds when the DD and Title VI-B grants end. However, she added, some local funds probably will also be necessary to sustain the program.

DD Dateline

Oct. 1-29

Minnesota Council on the Handicapped regional conferences in all regions of the state. Contact the Council (612 - 296-6785) for date, time and place in your region.

Oct. 5,
Nov. 2, Dec. 7

State DD Council meetings.

Oct. 14,
Nov. 18,
Dec. 9

Special Education Advisory Committee meetings. Call the Minnesota Department of Education (612-296-4163) for time and place.

Oct. 27, Nov. 8,
Nov. 14, Dec. 5

Epilepsy clinics in Hibbing and Mankato. Call Crippled Children's Services in Eveleth (218-741-0171) or Mankato (507-389-1226) for more information. See also p. 10.

Commissioners Appointed

Governor Rudy Perpich has appointed Michael C. O'Donnell as Commissioner of the Minnesota Department of Economic Security and Edward J. Dirkswager as Acting Commissioner of the Department of Public Welfare.

O'Donnell had been Acting Commissioner, Department of Natural Resources; Dirkswager an assistant director in the Department of Finance.

DD Newsletter is a publication of the Governor's Planning Council on Developmental Disabilities and the DD Planning Office of the State Planning Agency.

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