

Office Memorandum.

TO : Dr. R. Johnson, Medical Director

DATE: 6-4-69

FROM : Mrs. W. Myers, RN, Unit Program Director

SUBJECT: Evaluation of Skinner Unit Programs

In reference to your memorandum of January 24, 1969, I am sorry to be this late in replying. In attempting to evaluate the programs, I find that it necessitated a longer time than I anticipated. In developing measuring devices, I have determined that evaluations at four month intervals appear to be appropriate at this time. The first interval was January 1, 1969 through April 30 with the evaluation done in May. The next evaluation will be completed in September and the following in January.

- a. Item #1 of your memorandum refers to setting of completion times for the programs. They have all been evaluated in this respect with the psychiatric technicians; the period of time being six months to one year for completion. Those residents reaching the maximum are progressed to another program at whatever time this occurs.
- b. For Items two and three, attached are the objectives and aims of the Recreation Department for Holly residents, together with the programs and the residents included. The adult education curriculum used for this period is also attached. This curriculum will be re-written for next fall.
- c. In regard to Item 4, modesty is respected by all psychiatric technicians when teaching personal grooming, especially in regard to menstruation. These are all done on a one-to-one basis.
- d. Item 5 - Miss Mildred Heyer, our Special Teacher, continues to evaluate residents for Ivy North's program #6 "Speech, Alphabet and Writing".
- e. Regarding Item 6, residents in many of our programs have scrap books that are developed with the aid of their program leader. Many pictures and flash cards are also developed.
- f. Item 7 - All residents who can write their own letters do so with individual help from the psychiatric technicians. This is encouraged.
- g. Concerning Item 8, Mr. Madow has been assigned to the Unit to assist in Behavior Modification Programs and has been utilized in Holly in this respect.
- h. Item 9 - Evaluation to measure the progress of the resident in any given program is done once a month by the employee who has that particular program. Every four months there is an evaluation done of all the programs in a building. Attached are copies of each of the evaluation forms.
- i. Item 10 - On February 19, I had a meeting in regard to this with the psychiatric technicians. I discussed the matter of involving residents in programs for decorating the buildings and housekeeping. They felt this was being done and is very beneficial, as the residents take much pride in their surroundings and it teaches housekeeping duties which ladies should know.

Re: Evaluation of Skinner Unit Programs

June 4, 1969

The Adult Education evaluations will be done individually at the close of the school year. Do you wish copies of these or only a general summary on my next four month report?

I appreciate very much your memorandum of January 24 and the comments you offered on the programs. This has "been of real help to me.

Attached is the evaluation of Skinner Unit.

cc: Mr. Errickson
Mrs. Nethery

SKINNER UNIT PROGRAM DEVELOPMENT SUMMARY AND PROGRAM EVALUATION

June 4, 1969

To enable us to periodically evaluate the progress of residents in their Program Development Classes, a form was compiled for a four month evaluation. The first evaluation was done for the period of January 1, 1969 through April 30, 1969 with the following results for the unit as a whole.

There were 41 programs with 45 employees involved in the instruction of 363 residents. In Holly and Oaks some residents are involved, in more than one program due to their needs, thus the number of residents is duplicated,

4500 program sessions were held with a total of 2854 1/2 hours spent in classes. Progress was shown by 240 residents; 107 residents showed no change and 16 residents seemed to regress in their programs. 69 residents were transferred into other programs or living areas with 18 residents being added to other programs.

On January 1, 1969 there were residents in the Holly Independent Living Unit. All of these women went on community placement and 5 more residents were placed in Independent Living by April 30.

During the first 4 months of 1969. 18 residents were placed in the community with 2 returning to the institution. An additional 42 residents have been recommended for community placement by the Unit Team.

11 residents were transferred to the Minnesota Valley Social Adaptation Center and 4 to Cambridge between January 1 and April 30, 1969.

I feel that after the next four month summary we will be better able to evaluate the programs and the progress of the residents.

Ward Survey Evaluations were done in the unit early in May with the following results for Holly South and Holly North. On May 8, 1969, Holly North and South housed a total of 72 female, hyperactive, profoundly and severely retarded residents, ranging in age from 18 to 56 years. All of these residents were involved in self-help training programs with the following breakdown: a Feeding self 7; b. Dressing self 12; Face washing 11; d. Bathing 7; e. Brushing teeth 9; f. Toilet training 60; g. Grooming 11; and h. Tray carrying 19.

All(72) of the residents were involved in Behavior Modification Programs,, itemotivation Classes and Recreation Programs. 21 residents were involved in the religious program, 1 in special education, 2 in Music Therapy and 5 in Volunteer Programs. The work program included 6 residents doing small tasks on the wards, with 3 doing regularly assigned tasks on the ward. 5 residents are receiving pay for their work.

Material and equipment needs were submitted on biennial requests. The individual wardrobes requested would be helpful in solving our storage problems.

The Holly program goals are a continuation in the present programs with review and re-evaluation in 4 montns to determine if residents should advance to another program.

During the month preceding May 8, there was no restraint or seclusion used in either Holly or the Unit as a whole.

At 10:00 a.m. on May 8, there were 71 residents on the Holly wards. Of these, 53 were completely dressed, 17 partially dressed and 1 undressed 59 girls were wearing shoes.

and hose, with 21 wearing personal clothing and 50 dressed in State clothing. That morning, 4 residents dressed themselves completely and 26 partially, with 5 girls selecting their own clothing. All State clothing in Holly is marked for individual residents.

Only 1 Holly resident was hospitalized in the month preceding May 8. 35 Holly residents were taking tranquilizers and our physician reviewed 4.7 medications.

Our assigned staff on May 8 including all shifts consisted of 19 Psychiatric Technicians, 1/2 nurse, 6 half-time hospital aides, 2 custodial workers, 1 janitor, 2 food service workers and 1 dining hall supervisor. These employees used a total of 116 1/2 hours of sick leave in the preceding month. No one terminated employment during that time. Of this staff, 19 worked with remotivation groups and self-help programs, while 16 worked with the Behavior Modification Program.

The main physical and maintenance needs in Holly are partitioning the wards and dormitories into smaller areas and the entire building is badly in need of paint.

The resident population in Holly should be reduced with increased staffing to maintain more adequate patient care and more individual training of residents.

The Ward Surveys were also done in Ivy South, Ivy North, Iris and Oaks with the results combined as follows.

On May 9, 1969, these buildings housed a total of 174 adult, ambulant female residents from mildly to profoundly retarded, ranging in age from 18 to 66 years.

All of these residents were included in self-help training programs; a. Health and exercise 14; b. Cooking 4 c. Social Graces 29; d. Grooming 120; e. Reading 6; and f. Custodial 2. All of the residents (174) were included in remotivation classes and the religious program, with 173 included in the recreation program. 64 residents were included in the adult or special education program; 25 in music therapy and 50, in volunteer programs.

A large number of these residents are involved in work programs, 10 do small tasks on the ward, 15 have regularly assigned tasks on the ward, 2 work part time, off the ward with 134 working full time off the ward. Two residents are attending vocational training programs. 157 residents receive pay for - their work.

The material and equipment needs were submitted in the biennial requests. Individual wardrobes are needed in all areas, otherwise there is adequate storage space.

The program goals are for the residents to continue in their present programs until their potentials are reached. The programs will be reviewed and re-evaluated in 4 months to determine if the resident should advance to another program,

At 10:00 a.m on May 9, there were a total of 63 residents on the wards. Of these 61 were completely dressed and 2 partially, all were wearing shoes and hose were dressed in personal clothing with 18 wearing State clothes. 61 selected their own clothing and completely dressed themselves while 2 partially dressed themselves. All State clothing is marked for individual residents.

During the month preceding May 9, a total of 4 residents were hospitalized from these buildings. 49 of the residents were on tranquilizers with the physician reviewing 1.1 medication orders.

The staffing in these buildings on May 9 including all shifts totalled 27 Psychiatric Technicians, 1 1/2 nurses, 1 half-time hospital aide, 2 psychiatric technician trainees, 3 custodial workers, 2 janitors, 2 food service workers and a dining hall supervisor. These employees need a total of 376 hours of sick leave during the preceding month and 2 employees terminated their employment. Out of this staff, 23 worked with re-motivation groups and 22 with self-help programs.

The physical and maintenance needs for these wards were submitted on biennial requests with the most pressing needs being partitions between toilets, room dividers for day-rooms and painting of some wards.

During this time any unit residents who could benefit also enjoyed the Library Services and Library Study Clubs were scheduled with buildings attending every other week from 2:00-3:30 p.m. Oaks residents attend on Mondayf Ivy North alternates with Ivy South and Iris on every other Thursday*

A H.I.P. (Hospital Improvement Program) grant has been received. Under this program Iris residents will go into the Ivys with Iris becoming an extension of Holly. A group of 10-18 Holly residents will move into Iris for concentrated programming to help them become more self-sufficient and to evaluate whether or not they will maintain the higher level of performance when moved on into the general population in an open building.

I wish to establish 3 Day Activity Centers in Iris. For future planning I also have in mind utilising the second floor in Holly for 7 Day Activity Centers for Holly residents. This will entail moving Independent Living into one of the Ivys. Because the residents having need for such an Independent Living program have already been placed in the community; the needs of the remaining residents would be geared to a more semi-sheltered environment.

I also plan to develop a Day Activity Center in the East Wing, second floor of Oaks, which would involve 6 rooms and a sunporch. This unit is to be utilized by all Skinner Unit residents not having full time work assignments.

As Mrs. Brandt, S.R.S.T, has only been teaching her adult education classes since April, no report of her classes is included, although her schedule is.

Hiss Heyer, our Special Teacher, evaluates her students at the end of the school year; thus, her report is not included.

Mrs.Reuvers, G.T.S., will do her first quarterly report in July.

Mrs.W. Myers
Unit Program Director

Cc: Dr. Johnson	Dr., Smythe
Mr. Krafve	Mrs. Stoos
Mr. Errickson	Mrs. Jorstad
Mrs. Nethery	Mrs. Tuggle
Rev. Streufert	Mrs, Felix
Mr. Welsandt	Holly North
Mrs. Brandt	Holly South
Mrs. Dircks	Ivy North
Mrs. Helling	Ivy South
Miss Heyer	Oaks
Mrs. Hotakainen	Iris
Mrs. Reuvers	

FARIBAULT STATE HOSPITAL
Program Development Progress Report

Name_	DPW# Program Title						Technician
Date started							
Ability to Learn	Jan.	Feb.	Mar.	Apr.	May	June	SUMMARY January
Among best in group							
About average in group							
Among slowest in group							
Social Interaction							February
Is a leader							
Active participant							
Contributes at times							
Tends to withdraw or be ignored							
Interest in Program							March
Very interested							
Average interest							
Shows little or no interest							
Cooperation with Instructor							April
Always tries to do what's asked							
Usually tries to do what's asked							
Rarely tries to do what's asked							
Personality							May
Aggressive							
Childish							
Demanding							
Generous							
Loud							
Moody							
Pleasant							
Quiet							
Restless							June
Sense of Humor							
Stubborn							
Worrying							
Objectives Attained				..			

Give the number of objectives attained as a fraction of the total. If there are 14 objectives and 8 are completed, write 8/14.

Number of resi-
dents in program

Total clean hours;
in Program during

Number of sessions
held

Number of resi-
dents showing
progress during
this period.

Number of resi-
dents showing no
change since last {
report

Number of resi-
dents who seem to I
have regressed
since last report |

of resi-
dents who have
transferred to
another Program
or into another
living area dur
ing this period

Number of resi-
dents who have
been added to the
Program since
last report

OBJECTIVES AND AIMS FOR THE RESIDENTS OF HOLLY BUILDING

1. Peer Social Relationships. To increase the ability as well as the desire of the residents of Holly to establish and maintain positive social relations with their peers. This would include sharing, cooperative working, social interaction (communication), and general desire or initiative to partake in group activities provided.

Cooking or general group work assignments which would necessitate a cooperative effort for completion.

Dancing which would introduce the concept of being with someone else in an enjoyable setting.

General games and recreational activities which would introduce the concept of playing or participating in an activity which requires more than one person.

2. Interest. To increase the attention span of the resident in relation to attending to a task or job at hand. This includes inherent concepts such as ability to understand, ability to proceed until a task is completed, or generally to relate to that which is being presented.

Simple educational toys which will most generally tend to increase the attention span through instillation of interest, via praise and repetition.

Arts and crafts and other general modified recreational activities which through the afore mentioned technique might increase the attention span of these residents when they are not involved in a specified recreation program. (Carry Over Value).

3. Leisure Time Utilization. To teach the residents how to enjoy their leisure time (Recreational activities) so that it can be considered as a treatment modality. This not for the benefit of the Rehabilitation Department but more so for the residents which are concerned.

All general recreational activities.

4. General Improvement of Motor Fitness and Coordination. To improve the motor fitness and eye-hand coordination of these residents through large and small muscle compliment work. Most generally related large muscle activity would emphasize the motor fitness aspect and smaller muscle activities the eye-hand coordination.

Large muscle Activities:

Gymnasium and sport activities such as

Running, jumping, throwing, catching, etc. would most generally increase the motor fitness (including strength, speed, endurance, etc.) of major muscle compliments. Basically, the improvement of these muscles will help in the correction of some of the posture problems so evident among some of these residents.

Small Muscle Activities:

Eye-hand coordination.

Educational and manipulative toys such as

Stack rings, peg borads, puzzles, match pegs, string beads and form board.

ADULT EDUCATION

- I. Objective: carry out a personal adjustment training program designed chiefly for community placement candidates.

11. Classes

- 1. "Activities of Daily Living"
- 2. Cooking
- 3. Sewing
- 4. General Crafts

"Activities of Daily Living" - areas of emphasis included in these classes:

I. Health and Safety Awareness

A. Food and nutrition

- 1. Plan and prepare a simple meal.
- 2. Learn the four basic food groups.
- 3. Learn essentials of good housekeeping.
- 4. Recognize and learn how to use and care for kitchen utensils and appliances,
- 5. Learn table setting.
- 6. Learn table manners.
- 7. Learn rules of good hygiene when preparing meals, washing dishes, etc.

B. Personal hygiene (limited to discussions of many aspects of personal hygiene)

- 1. Become aware of the importance of:
 - a. Bathing
 - b. Brushing teeth
 - c. Shampooing, combing and styling hair
 - d. Using deodorants
 - e. Caring for finger and toe nails

II. Social Skills

A. Understanding the community

- 1. Learn services of community resources:
 - a. Post office
 - b. Bank

- c. Stores
- d. Fire department
- e. Police department
- f. Transportation
- g. Library

Learning acceptable behavior, stressing:

1. Good manners at home and in public.
2. Proper attitudes toward others.
3. Making and keeping friends.

Getting and keeping a job - learning the meaning of:

1. Responsibility
2. Honesty
3. Punctuality
4. Pride in their work
5. Respect for authority

Numerical concepts

1. Understanding numbers
 - a. Counting by ones, fives, ten, twenty-fives
 - b. Reading and writing numbers
2. Understanding money
 - a. Recognizing coins
 - b. Counting
 - c. Making change
 - d. Money management
 1. Caring for
 2. Budgeting
 3. Spending
 4. Taxes, wages, deductions
3. Feeling time

E. Communication skills

1. Talking to others.
2. Listening to others .
3. Using telephone (home and public)
4. Using telephone directory.
5. Reading "everyday signs" - traffic, directions, bulletin boards, etc.
6. Sending letters and cards.

Cooking

Most of those who are presently enrolled in cooking classes are limited in ability. The objective of the classes is:

1. Motivation (for some)
2. Having all participants learn:
 - a. Very basic cooking.
 - b. Appropriate socialization.
 - c. Acceptable behavior.
 - d. Table manners.
 - e. Table setting.
 - f. Good housekeeping practices.

Sewing

The main goal of the sewing classes is to have the participants learn enough about sewing to be able to care for their own clothes (mend, put in a hem, make minor alterations, etc.) . They make clothes for themselves while they are learning these skills,

General Crafts

I. Objectives

- A. Development of leisure time activities, emphasizing cost, skill, and interest when selecting hobbies.
- B. Motivation
- C. Socialization

Adeline Good

constructive

The following is a summary of class activities for the months of January and February;

These groups had many varied experiences. One class invited Mrs. Sveiven's group of boys to a waffle luncheon on January 3rd and another class was entertained by the boys at a luncheon on February 14th.

All three A.D.L. group 3 were taken on shopping trips by bus. (Each girl had \$1.50 of her own money to spend,.)

All classes visited the laundromat, had the experience of ordering and eating in a restaurant, visited the fire house, shopped for groceries, planned and prepared breakfasts. Two groups were taken to the bank where they learned how to cash a check.

Farewell parties were held for the two girls who left on community placement.

There were discussion lessons dealing with articles in pamphlets from the University of Minnesota extension service. (Everyday living experiences.)

Two of the classes had an introductory lesson on "telling time". Many of the girls cannot tell time and some do not recognize numbers on the clock. Time did not permit our pursuing this project further.

2. Cooking Classes

These two groups completed their work on breakfast menus. Meal planning, table manners, and good housekeeping practices were emphasized.

3. Sewing Classes

All projects were completed (so that the new instructor may select her own), They included aprons, pajamas, project bags, dresses, blouses and jumpers.

All craft projects were either completed in class or arrangements made for them to be finished on the wards. Crafts the past two months included embroidery, knitting, hand weaving, textile coloring, seasonal decorations, etc.

I attended weekly "Adult Education" planning meetings conducted by Mr. Ruthenbeck and one monthly Rehabilitation Therapies In-Service meeting.

Absent January 20-February 11 because of illness.

Two girls left on community placement (Last class on January February 25).

Adeline Good
S.R.S.T.

RECREATION PROGRAM FOR HOLLY RESIDENTS

Music

- A. Listening-range from soothing music on up.
- B. Rhvthm-through rhythm
 - various shakers
 - tapping sticks
 - ringing bells
 - drums
 - cymbals
 - tambourine
- C. Vocal-slng-a-long to records and acting out activity records
 - North
 - South

Parties -

- A. Monthly Birthday Parties - for the patients with birthdays. Residents in Arts and Crafts help with decorations. They make their own hats. Refreshments are served, games are played and gifts given to each patient.

North

South

Residents in Arts and Crafts also attend the parties.

- B. Popcorn Parties - A different group of 3 every week help in preparation of popcorn. Each one of the three girls has their own job. The popcorn is given out on the wards.

North

South

it ' s help in Arts and Crafts with

decorations and attend parties. Refreshments are served. The r e s t of the p a . t i e n t s on the ward are served refreshments

RECREATION PROGRAMS FOR HOLLY RESIDENTS

- I. Arts and Crafts
 - A. Coloring, cutting, tearing, folding, pasting and painting
 - 3. Simple educational toys
 - puzzles, for. boards, matchpegs
 - string beads
 - feltboard, learningcoloringcolorsandcounting
 - stacking rings, building blocks

NORTH

SOUTH

THE WARD PROGRAMS

- I. Time spent on North and South wards everyday to motivate interest in:

Passive Activities - Sitting in groups coloring, putting puzzles together, looking at picture books.

Active Activities - Ball activities (i.e. catching, bouncing, rolling).

Some time is also spent motivating patients who appear to have no interest objects (i.e. dolls, books, toys) or activities.

These are patients who appear a group and will respond better on a 1-1 basis. They will be taken in extra time and introduced to Arts and Crafts and listening to

music.

SPECIAL RECREATION ACTIVITY

I Garnetime - Residents attend garnetime at Rogers once a week for an hour of games and dancing,

NORTH	SOUTH
R:	L
J	
	JG
M	K
D	W
V	J
M	M
13	S
	M

I Cooking - Holly residents will go to kitchen in Rogers, With supervision each patient will be given a job in preparing simple foods. They will take turns serving the food to the rest of the group. They will also be making treats for all Holly residents. One hour a week.

NORTH

I Sing-Along - Holly residents are taken to Chippewa West with the rest of the Unit. They participate in group singing. Some of the residents sing solos and some enjoy listening. One hour a week,

NORTH	SOUTH
R:	L
Ji	\i
D;	G
	J
	K
	M
	M

RECREATION PROGRAMS FOR HOLLY RESIDENTS

- I • Arts and Crafts
 - A. Coloring, cutting, tearing, folding, pasting and painting
 - B. Simple educational toys
 - puzzles, for." boards, match pegs
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 - felt board, learning colors and counting
 - stacking rings, building blocks

NORTH		SOUTH
J		•J
J		C
M		K
D	son	w
V		J
M		M
		c,
		D
		M
D		C
		L
		K
		I

ON THE WARD PROGRAMS

- I. Time spent on North and South wards everyday to motivate interest in:

Passive Activities - Sitting in groups coloring, putting puzzles together, looking at picture books.

Active Activities - Ball activities (i.e. catching, bouncing, rolling).

Some time is also spent motivating patients who appear to have no interest in objects (i.e. dolls, books, toys) or activities.

PATIENTS ON A 1-1 BASIS

These are patients who appear to be too disturbed or won't work in a group and will respond better on a 1-1 basis. They will be taken in extra time and introduced to Arts and Crafts and listening to music.

NORTH		SOUTH
	d	A
P		C
L		
A		
D		
J		

Mrs. Brandt
 Mult Education Classes
 Schedule Effective April 21, 1969

MONDAY

8:30-9:30 General Crafts

Ivy South 3. N

2.

I

2, 1.

9:45-11

Ivy South

1. S 2.

2. M 1:00-2:15

Ivy N

1. P

2. G

Oaks

1. P 1.

1:00-2:30 Group I ADL

Iris 3:00-4:00

1, M

Ivy N

1. C,

2. D

4. G

Ivy North

1. B

Iris

1 .. G

TUESDAY

9:45-11:15 Sewing

Ivy North

M

2. L:

Iris

1. A

G:

Grow II & III ADL

Ivy North

1. P

Iris

G

3. D

General

Crafts

Oaks

1.

2c

3.

4.