

DAYTIME ACTIVITY CENTERS

MANUAL

Prepared by

COMMUNITY PROGRAMS DIVISION

MINNESOTA DEPARTMENT OF PUBLIC WELFARE

1974

PREFACE

The word "manual" can be taken to mean "a set of regulations which must be adhered to." This is not the meaning which we had in mind in deciding to call this booklet a manual. "Manual" can also connote "a guidebook", and it is this latter meaning we have in mind here. In talking to DAC directors and board members we have tried to determine what types of information are needed to run a DAC. In this manual we have tried to obtain and put together as much of this information as possible.

About a year ago, a preliminary copy of this manual was sent out to a number of DAC directors. In this edition, we have tried to incorporate the many comments which we received on that first preliminary edition. However, we do not see this edition as being in any way a "final edition". We are purposely using a loose-leaf binder format so that we will be able to substitute or add new pages. What we substitute or add in the future will depend on the comments we receive; therefore, if you have any comments or suggestions, please send them in.

Director
Community Programs Division
Department of Public Welfare
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St. Paul, Minnesota 55155

December, 1973

*Pages 34-51 of this manual ~~are~~ are forms,
complete manual at Historical Society 119.F.2.4P.*

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ACKNOWLEDGEMENTS

Many people contributed in the preparation of this manual. Many thanks are expressed in particular to the following people:

Lyth Hartz, Social Worker, Olmsted Co. DAC; Mary Jo Boots, Director, Redwood Co. DAC; Gretchen Cress, Director, Stearns Co. DAC; Ruth Dienst, Director, Rice Co. DAC; John Fenelon, former Director, Waseca Co. DAC; Pat Findley, Director, Hennepin Co. DAC; Bonnie Folkedahl, Director, Polk Co. DAC; Peg Gisslen, Director, Wabasha Co. DAC; Barney Heggen, Director, Clay Co. DAC; Steve Katz, Mental Retardation Generalist, Western Mental Health Center; Harold Kerner, Director, United Cerebral Palsy DAC of St. Paul; Doris McGregor, Director, School for Social Development; Jim Mickelson, Assistant Director, Range Center; Martha Miller, former Director, Hennepin Co. DAC Training and Coordinating Council; Laverne Nyflot, Director, Kittson Co. DAC; Dr. Paul Steen, Director of Social Work Education, Augsburg College; Elizabeth Streif, VISTA Volunteer; Stu Weitzman, Director, Merriam Park DAC.

WHAT IS A DAYTIME ACTIVITY CENTER?

A daytime activity center is a community based facility which serves mentally retarded people, both pre-school age and adults, who reside in the community. Daytime activity centers have activities programmed for the individual's development of social, physical, and mental skills. These centers are intended to be a step within the continuum of community services for mentally retarded people.

PART I

THE NATURE OF A DAYTIME ACTIVITY CENTER

GENERAL BACKGROUND INFORMATION

Before 1961 there were only three centers for the mentally retarded in operation in our state. These were privately operated through foundation funding or parents organizations. The Minnesota Association for Retarded Children was instrumental in 1961 in getting a law passed in the state legislature which provided for state matching funds up to 50% for each center. This law also set forth the basic requirements of any organization seeking to enter into the daytime activity center program under state matching funds. An allocation of \$36,000 was made. As a result of that legislation there were nine centers established, operating with minimal budgets of \$4,000 each on the average. These centers proved successful and through the further activity of the Minnesota Association for Retarded Children and the Minnesota Department of Public Welfare amendments were made in 1963 resulting in minor changes in the basic law and providing an allocation of \$155,000 for the biennium of 1963-through 1965. With this larger allocation it was possible to continue the nine centers already in operation and approve fourteen additional centers. Local funding was accomplished through either a combination of private funding or in the case of many centers, through county general revenue funds. For the biennium 7/1/73 - 7/1/75, the state legislature has appropriated \$3,650,000, plus 25% of whatever federal reimbursement is received by the state. This is to fund 97 DAC's, some of which have two or three branches, making an actual total of 121 centers.

WHO IS SERVED BY DAYTIME ACTIVITY CENTERS?

Daytime activity centers are a major training and service resource for retarded persons of a broad range of ages and functional levels. These centers have been organized to develop the abilities of retarded persons and to help them become better functioning individuals within their families and in their community.

Generally, there should be a basic service focus on four groups of individuals:

1. Pre-school age children of both educable and trainable levels, with the program designed to ensure and facilitate the individual's admission into the public school. Those centers that feel they should establish an infant stimulation program should contact the Department of Public Welfare for information and consultation.

2. School-age children who for various clearly defined reasons cannot be served in their school and for whom appropriate arrangements have been made by the public school district under provisions of the school excuse law.

There may be situations where school districts will find it appropriate to contract with a daytime activity center to provide services for a trainable mentally retarded child. It should be noted that as a general rule providing services for a T.M.R. child by placing the child in a center would not normally be considered an appropriate placement. However, situations may exist where placement in a center for a limited period of time could be appropriate, such as for assessment of educational needs, observation in group setting, or modification of behavior. When it is determined appropriate by school officials to contract with a center for services for a child, the contracting procedure should follow the guidelines established by the Department of Education.

3. Adult persons who can benefit from programs designed to assist them in preparing for work activity, job training, sheltered or competitive employment and to assist them in adjusting to family and community living. Those centers that feel they should establish a work activity program must contact the Department of Public Welfare for information and consultation.

4. Parents who can benefit from the counseling services provided by the daytime activity center.

PURPOSES AND GOALS OF A DAYTIME ACTIVITY CENTER

The overall purposes and goals are to help the mentally retarded individuals gain a concept of self worth, the worth of others and to provide them the tools to function in this society as independently as possible. In more concrete terms, this means that a DAC program would work towards any, some or all of the following purposes, depending on individual participants' needs.

To develop the individual's self help ability. This includes personal hygiene, dressing, self feeding, and other self help skills.

To be a vehicle for the individuals growth in social skills. To learn how to get along with others in a normal everyday setting, to be able

to work with others, play with others, share with others, disagree with others, and to learn how to be an individual while in a group.

To be a place for physical exercise and games which will be conducive for a healthy body and motor development.

To teach academic skills such as reading, writing and arithmetic.

To be a facility for parental and family counseling. The families of mentally retarded children have special problems that the center must address itself to.

To be a facility to provide community involvement for participants. Mentally retarded should be provided this opportunity because it is possible they have had little or no chances for experiences in the community.

RELATIONSHIP OF DAYTIME ACTIVITY CENTERS TO THE COMMUNITY AND OTHER AGENCIES

The center, as a community-based service, is an integral part of the health, education and welfare programs of that community. They coordinate with state and county welfare departments, community health organizations, local schools, to secure available services for their participants. They seek volunteer services from Red Cross and volunteer bureaus; they obtain work contracts from business and industry. They refer families needing dental and medical help to known physicians and clinics.

The board of directors of a center includes representatives from professional groups, business, city and county organizations, local associations for retarded children, community service organizations among its members. They work through various committees such as admissions, finance, personnel, program, public relations to plan and implement means to provide for the needs of center participants and their families.

Centers have an educational responsibility to the community to bring about better understanding regarding mentally retarded people and to encourage local participation in securing the rights of the retarded.

In larger metropolitan areas centers have formed councils or associations to better communicate among themselves and with top-level agencies.

PART II
**PROCEDURES FOR THE ESTABLISHMENT AND
CONTINUATION OF A DAYTIME ACTIVITY CENTER**

NEED STUDY OF THE AREA

Any city, village, town, county or non-profit organization or any combination of these with a desire to establish daytime activity center services for the mentally retarded should study the area to be served. This study should identify the number of mentally retarded in the area, the ages (adult or children), the severity of handicap and the existing resources available for these people.

COMMUNITY INVOLVEMENT

Because a center is a community service it needs broad community support and involvement. People representing wide areas of interests should be involved in the establishment of a new center. Interest groups that should be involved are:

- County Welfare Department
- Association for Retarded Citizens
- Area Mental Health Center
- Area Program Office
- Physicians
- Businessmen
- Parents
- Clergy
- Trade Unions
- Youth Groups
- Senior Citizens Groups
- Service Clubs
- Area Schools
- Chamber of Commerce
- Child Guidance Clinics
- Developmental Disabilities Councils
- Department of Public Welfare

This list includes professional and non-professionals all of which can provide positive input into the center during the time of establishment and also after the center has been in operation.

COMPOSITION OF THE BOARD OF DIRECTORS

A board of directors must be established to assume legal and financial responsibility for the center. (Minnesota Statutes 252.25 **BOARD OF DIRECTORS.** "... When any city, village, town or county singly establishes such a center, such board shall be appointed by the chief executive officer of the city or village or the chairman of the governing board of the county or town. When any combination of cities, villages, towns, counties or non-profit corporations,

establishes such a center, the chief executive officers of the cities, villages or non-profit corporations and the chairman of the governing bodies of the counties or towns shall appoint the board of directors. If a non-profit corporation singly establishes such a center, its chief executive officer shall appoint the board of directors of the activity center. ...")

If a non-profit corporation establishes the center the corporation must comply with the Minnesota Nonprofit Corporation Act.

This board must have at least nine members and it is recommended that the membership does not exceed twentyone. The board membership must include a balance of three different groups of people; 1. Parents of mentally retarded people; 2. Professional people having responsibilities for services for the mentally retarded; 3. Interested people of the community at large. The board membership should be kept on a rotating basis to insure true community involvement and to keep the ideas of the board creative. It is suggested that board membership be for three years with the possibility of a second term after a one year leave of absence. Attendance at board meetings must be taken seriously. The board should establish rules pertaining to attendance at the board meetings.

The non-profit corporation in conjunction with the board of directors should establish a constitution and by-laws for the center and also establish the Articles of Incorporation for the center. The Articles of incorporation shall be filed for record with the Secretary of State.

The board should establish various committees to be responsible for advising it about different areas of concern. These committees include: Executive, Admissions, Program, Finances, Personnel, and Transportation. The membership of these committees is not restricted to board members only and it is suggested that boards look into the possibility of having center participants as members of some of these committees.

The responsibilities and duties of the board and committees shall be discussed later in the manual.

LOCATING AND SECURING A FACILITY

The facility should be located in a centralized location for the easiest possible access by the participants. The facility must be inspected by a state fire marshall. A request for fire marshal inspection can be made by Department of Public Welfare consultants. The facility must also be in compliance with Child Welfare Rule #3 and Department of Public Welfare Rule #31.

WRITTEN PROGRAM PROPOSAL

Using the information received in the population survey, preliminary program needs will also be identified. The proposed program plan must identify whether this is to be an adult oriented or a pre-school oriented program. A daily schedule will also be a part of the written plan, which would include proposed activities. Foremost, would be the inclusion of short and long range goals and a general proposal of how these goals will be obtained.

SATISFYING LICENSURE STANDARDS

The present rules applying to DAC's, DPW Child Welfare Rule #3 and DPW Rule #31, are being revised. A request to apply for a license should be sent to Licensing Division, Dept. of Public Welfare, Centennial Building, St. Paul, Minn. 55155.

A provisional license may be issued to a center that does not meet all standards and also for those programs that are new to a particular center.

DEVELOPING LOCAL FINANCING

The finances for a center may be obtained through county, municipality, and private funds. Federal reimbursements for eligible participants has given local communities, counties and municipalities added incentive to expand services.

GRANT-IN-AID

Those centers whose location and program meet required standards may be selected for financial assistance and grants will be allocated to centers within the state appropriation made available by the state legislation for this purpose. Each center receiving a grant will be closely supervised under rules set forth under Sections 252.21 to 252.26

At the beginning of each fiscal year, July 1st to June 30th, available funds shall be allocated to centers for disbursement during the year. Those centers selected to receive grants and whose plans and budgets have been approved will receive their allocation based on a quarterly expenditure report (Daytime Activity Center Certification of Expenditures DPW-684). No grant of assistance to any center shall exceed 60% of its expenditures for (a) salaries, (b) contract facilities and services, (c) operation, maintenance and service costs (d) mortgage or other financial costs specially approved and authorized

PART III

ADMINISTRATION OF A DAYTIME ACTIVITY CENTER

by the commissioner of public welfare (e) other expenditures specifically approved and authorized by the commissioner of public welfare.

For those counties identified as distressed the expenditure reimbursement shall not exceed 75% of their expenditures.

The above percentages are as allowed by the law; however, at present, the amount appropriated by the legislature is keeping actual allocations at or below 50% of expenditures (or 60% for distressed counties.)

Grant-In-Aid forms are available from the Community Programs Division, Department of Public Welfare upon request.

Rules and regulations pertaining to DAC's are also available from the Community Programs Division.

BOARD OF DIRECTORS RESPONSIBILITIES

In Part II of this manual the establishment of a board of directors was discussed. This section clarifies the responsibilities of the board and the various committees.

The basic philosophy for having a board of directors is to insure that the center has a legal agent, the center has a body representing the community with the authority for approval or disapproval of the center's program, the center has a group of people supplying stability, reliability, and confidence necessary in the community.

Minnesota Statutes establish the following as responsibilities of boards.

- (1) Recruit and promote financial support for the center from sources such as business, labor, industrial and private foundations, voluntary agencies, and the general public;
- (2) Promote and enter into working agreements with other social service and educational agencies, both public and private, that provide service to the mentally retarded;
- (3) Advise the commissioner of public welfare of the adoption and implementation of policies to stimulate effective community relations;
- (4) Review the annual budget and plan of the center and make recommendations thereon;
- (5) Review and evaluate periodically the services provided by the center and report thereon to the commissioner of public welfare, and when indicated, to the public.

Other duties of the board of directors include; submitting an applications for Grant-in-Aid before April 1st to the commissioner of Public Welfare for approval, submit the minutes of all board meetings to the commissioner, and submitting any other reports that the commissioner requires.

The chairman of the board of directors is responsible for preparing the agenda for board meetings, for notifying the board members of the meetings, and for being in charge of the meetings of the board, membership on the executive committee, and general leadership of the board of directors.

The executive committee is made up of the officers of the board and three other board members. The purpose of this committee is to meet on call for the purpose of performing urgent business that cannot wait for the action of the board or that cannot be handled by another committee.

The admissions committee will establish the guidelines and procedures for admitting a person into the center program, and for releasing a person from the program.

The program committee will establish the kind of program the center will offer. It is important that the members of this committee have a knowledge of mental retardation and programming. It is recommended that a participant of the center's program is on this committee.

The finance committee is responsible for fund raising and local financing of the center. The board treasurer should be the chairman of this committee.

The personnel committee will establish the policies and procedures regarding the salaries, hours, and working conditions of the employees of the center that insure employment and retention of qualified staff people and that insure high productivity and quality of service from the staff to the participants. It is recommended that a staff person is on this committee.

The transportation committee should be established to insure safe and convenient travel to and from the center. Also this committee should be used to help with the planning of travel for field trips and other outings that participants will be engaged in.

Basically the board of directors should be a policy making body. They should then delegate to the Director the responsibility of administration.

STAFFING PATTERNS AND JOB DESCRIPTIONS

Every center has its own program to serve its participants, no two centers are alike, and no two staffing patterns are alike.

Federal and state guidelines indicate that maximum use be made of community resources such as volunteers.

One new source of volunteers which is just opening up and which DAC's could find very helpful is the Retired Senior Volunteer Program. At the state level, this program is administered by Action, Old Federal Building, 3rd and Washington St., Minneapolis, Minn. 55401. At the local level, the program is being administered in most cases by Community Action Agencies or County Welfare Departments.

The following information provides brief job descriptions for the different staff positions. The present rules applying to DAC's (Child Welfare Rule #3 and DPW Rule #31) include standards regarding staff qualifications and staff ratios. However, these standards are being revised in the new DAC regulations, which should be issued during 1974.

DIRECTOR

Responsibilities: Administration of the total program for care, training and teaching of mentally retarded individuals; conducting staff meetings and in-service training for employees and volunteers; coordinate public relations and public education programs relating to mental retardation and the center; keeping records and evaluations on all participants; administration and supervision of parent programs; be a liaison person between parents and the board and between the staff and board; assist in budget preparation; advise and supervise the purchasing of equipment and supplies; establishing and maintaining communications with other agencies having responsibility for the mentally retarded; serve on the board as an ex-officio member and serve on the committees designated by the board.

The director is directly responsible to the board of directors.

In many centers the director may have dual responsibilities such as teaching and supervision.

TEACHER

Responsibilities: Planning and implementing individualized programming in the classroom, preparing reports and evaluations, involvement with parents, and any other duties designated by the director.

TEACHER AID

Responsibilities: Helps with the operation of classroom activities, works with small groups, gives input to the teacher for planning and evaluating programs. The Teacher Aid is under the supervision of the Teacher.

SUPERVISOR OF WORK ACTIVITY PROGRAM

Responsibilities: Trains, supervises, and coordinates the participants of the program. Trains the Participants in good work habits, coordinates work schedules and job priorities to meet both the participants' capabilities and the customer's needs, inspection of work and products, supervises the assistants and volunteers, and is involved in providing participants with vocational counseling.

REHABILITATION OR VOCATIONAL COUNSELOR

Responsibilities: Establishes programs to train the mentally retarded

individuals for work, helping to find work for the participants after the training, participates in community activities to promote jobs for the handicapped. This position may be filled on a consultative basis from the Division of Vocational Rehabilitation.

OCCUPATIONAL THERAPIST

Responsibilities: Plans and supervises the medically prescribed occupational therapy program for the center. Important components of this program are: manual skills and crafts, functional pre-vocational and homemaking skills, and daily activities. The Occupational therapist position may be filled on a consultative basis from local hospitals or Mental Health Centers.

PHYSICAL THERAPIST

Responsibilities: Plans and supervises the medically prescribed physical therapy program to lessen the physically handicapping conditions and increase motor development. Instructs participants in use of wheel chairs, crutches, braces and all other devices of this nature. This position may also be filled on a consultative basis.

PSYCHIATRIST

Responsibilities: Diagnoses and treatment of mental and emotional disorders by medical and psychiatric means. Plans therapy programs according to the participants needs. A Psychiatrist may be obtained from the local mental health center or a local hospital.

PSYCHOLOGIST

Responsibilities: Psychological testing and evaluation of participants, assists in program planning, consultation with center staff and family. A psychologist may be used on a consultative basis and may be obtained from the local mental health center or local school.

SOCIAL WORKER:

Responsibilities: Counsels and assists individuals and families in resolving problems such as personal adjustment, finances, health and any other social problems. Refers clients to specialized agencies or services. A social worker may be obtained from the local mental health center or county welfare department.

ADMINISTRATIVE FORMS

There are a number of forms that the Daytime Activity Center must use. These forms are required by different divisions of the Department of Public Welfare.

An explanation of the form will precede each form in this manual. These forms are placed in the manual to familiarize the center directors as to what the forms look like, but keep in mind that the actual forms are larger than those in the manual.

LICENSURE FORMS

At the time this is being written, the Department of Public Welfare is in the process of reorganization, with licensing forms also being changed. Centers presently receiving state Grant-in-aid are all licensed or provisionally licensed through July 1, 1974.

Questions regarding licensing should be directed to:

Licensing Division
Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55155

STATISTICAL REPORTING

As a condition of licensure, the department of Public Welfare requires that daytime activity centers report certain basic statistical data to its Research and Statistics Section. At the end of each month, the center must mail two statistical reports to the Department of Public Welfare. One report indicates the number of persons served and the number refused service, while the other report specifies the reimbursement-eligibility (for federal funds) of each person served. Both reports ask only for information which should be readily available from the center's own records and files.

The instructions for completing these forms and a sample of the forms are found on the next five pages.

SPEECH THERAPIST

Responsibilities: Diagnose, evaluate and treat speech disorders. Planning and evaluation of the program to assist in speech development. Counsels with the staff and families so they better understand the problem and the therapy. The speech therapist may be on a consultative basis and may be obtained from the local mental health center, school district, or college.

RECREATION THERAPIST

Responsibilities: Establish and supervise programs using recreation as a tool, in the development of physical skills and coordination, socialization, leisure time skills and community orientation. The objective is to assist the participants in developing better physical fitness, the ability to relate with others, and independence in the community through the use of leisure time skills.

Maximum use of individual staff members' training and experience should be utilized to the fullest extent. In hiring staff the employer should seek out those job applicants who possess backgrounds pertinent to particular program needs. With the onset of innovative programs such as: work activity for adults, infant stimulation for children ages 0-3 etc., staffing patterns involve personnel specialization. For example, in programming for infant stimulation, the program director should tap the resources of those staff members who have experience in working with infants.

INSTRUCTIONS FOR DPW-554-A

Monthly Report on Group Day Care Services

The monthly Report on Group Day Care Services, Form DPW-554-A, is to be completed by all daytime activity centers licensed by the Department of Public Welfare.

Date to be Submitted

This report is to be submitted not later than the seventh of the month following the month covered by the report.

Instructions for Specific Items

(Numbers enclosed in parentheses provide identification for data processing.)

Identifying Information (please print)

Name: Enter the name of the daytime activity center.

Address: Enter mailing address.

County: Enter the county in which the center is located.

Report for: Enter the month and year for which you are reporting.

Type of Care: Circle the number which is appropriate for the type of care which you provide.

Type of Program: Circle the number which is appropriate for the length of time the center provides day care. If the center has a half-day program, indicate in the space provided the number of different sessions. (Example: A center may have 3 half-days sessions; that is a morning session on Monday, Wednesday, and Friday, a different morning session on Tuesday and Thursday, and an afternoon session on Monday, Wednesday, and Friday). A separate report must be made for each session. All the information on one report form must pertain to that session only (i.e., the number of placement requests not accepted, the number of children provided day care, and the volume of day care must pertain to that particular session for which the report is being made).

Persons Provided Day Care: (Enter number of adults - age 21 or older - and children in the appropriate columns).

Item 1 Enter the number of adults and children enrolled at the beginning of the month. (This entry should be the same as for Item 5 of the previous month.)

Item 2 Enter the number of adults and children who were added to the enrollment during the month.

Item 3 Enter the sum of Item 1 plus Item 2 for each column.

Item 4 Enter the number of adults and children who were removed from enrollment during the month.

Item 5 Enter the number of adults and children who were enrolled at the end of the month. (Subtract the number in Item 4 from the number in Item 3 for each column).

Volume of Day Care (Keep figures for adults and children separate).

Item 6 Enter the number of days out of the month that the day care center was open to receive adults and children.

Item 7 A daily attendance record must be kept for each person to complete Item 7. Please use the attendance form (DPW-555) and place a check in the appropriate box for each day that the person was present. (The person receives a check if he is present for only part of a day). At the end of the month add across the page the number of checks for each person and enter the total for each person in the right hand column. Now add together all the numbers in the right hand column, obtaining separate totals for adults and for children, and place the resulting sums in the appropriate columns of Item 7.

Number of Placement Requests not Accepted (again, separate adults and children).

Item 8 Enter the number of persons who could not be enrolled because they were too young.

Item 9 Enter the number of persons who could not be enrolled because they were too old.

Item 10 Enter the number of persons who could not be enrolled because the center was filled to its licensed capacity.

Item 11 Enter the number of persons who could not be enrolled because the hours were not suitable.

Item 12 Enter the number of persons who could not be enrolled because they lived too far from the center so that transportation became a problem.

Item 13 Enter the number of persons who could not be enrolled because they could not afford to pay the amount requested for the care provided.

Item 14 Enter the number of persons who could not be enrolled for any reasons other than those listed in Items 8 through 13.

Item 15 Enter the total number of persons who could not be enrolled (add together the numbers in Items 8 through 14, obtaining a separate total for adults and for children.)

MAIL REPORTS TO: Department of Public Welfare
Research and Statistics
Centennial Office Building
St. Paul, Minnesota 55155

TRANSPORTATION

The 1969 Legislature passed a law which permits a school board to provide transportation for children attending licensed daytime activity centers. (Laws of 1969, Chapter 913). The transportation is limited to residents of the school district, but may be provided to centers in other school districts.

This law is permissive, and the local school board must decide whether or not to provide the transportation.

An Attorney General's ruling of December 8, 1969, states that the state may reimburse school districts for transportation of any children, including those under 5 and those over 21, so long as they are included within the legal definition of those eligible for enrollment in daytime activity centers.

During the 1974-75 school year districts will receive transportation aids currently according to the following schedule:

- 30% of estimated funds by September 30th
- 30% of estimated funds by December 31st
- 30% of estimated funds by March 31st

The balance due the district will be paid on or before August 31, 1975.

In August, 1974, districts will receive an additional 10% of the amount received in 1973-74. This 10% is intended to provide the needed resources to eliminate cash flow problems at the beginning of the 1974-75 school year.

In addition to the transportation aid provided by the state, local school districts will levy one mill on their adjusted assessed valuation for transportation. The law does not permit school districts to exceed this one mill levy.

The net result is that school districts could provide DAC transportation with no additional local tax levy -- the increased costs would be returned to the districts through transportation aid payments (providing the average costs per pupil do not exceed 110% of the average costs experienced during the 1972-73 school year.)

Example: For the 1974-75 school year a school district's estimated transportation cost, not including DAC transportation, is \$20,000. The 1 mill levy raises \$8,000. The state (following the above schedule) pays the school district transportation aids of \$12,000. If the school also provides DAC transportation at a cost of \$3,000 (assuming that the cost per pupil is not more than 110% of the cost per handicapped pupil in the 1972-73 year), then the state

transportation aids go up to \$15,000.

Note: What has been stated concerning the 1974-75 school year applies to all school districts except Minneapolis and St. Paul. Questions concerning the special provisions in the law for Minneapolis and St. Paul can be directed to Director, Transportation Section, Department of Education, Capitol Square Building, St. Paul, Minnesota 55101 (telephone: 612/296-2839).

LUNCH REIMBURSEMENTS - SPECIAL FOOD SERVICE PROGRAM FOR CHILDREN

Through this program, which is administered by the school lunch section, State Department of Education, qualified applicants can receive payments at specified rates to reimburse them for meals served.

The lunch reimbursement program was drawn up primarily with public schools in mind. The regulations governing the program are rather involved; it is possible that some DAC's may experience some difficulty in fitting in with these regulations. With that caution in mind, the following is a brief summary of the program's main points.

If all participants are under 21, and if all participants fall under the eligibility requirements for family income, then reimbursement is available for up to 80% of operating costs or up to 100% of cash outlay for operating costs (whichever is less), not to exceed 60 cts. per child per regular meal (lunch or supper), 20 cts. per child per breakfast, or 15 cts. per child per snack.

If all participants are under 21, but not all are under the income eligibility requirements, then reimbursement is available at rates up to 30 cts. per child per lunch or supper, 15 cts per child per breakfast, and 10 cts. per child per snack. This rate would apply per every child, regardless of income eligibility.

For participants over 21, no reimbursement is available; however, a DAC could receive certain foods through the commodities program.

Individual rulings are made regarding reimbursement in cases where some participants are over 21 and some under 21 (i.e. regarding the reimbursement for those under 21.)

For further information, or to apply for the above programs, DAC's should write to:

Director
School Lunch Section
Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55155

PART IV
**PROGRAM OPERATION OF A
DAYTIME ACTIVITY CENTER**

ADMISSION AND RELEASE CRITERIA AND PROCEDURES

This area of operation is a very important part of program planning because it determines the people in the center's program. Each center's program should have a set of standards for admission to insure a degree of similarity in the population that is to be served for each particular program. The standards must be flexible enough to serve the total needs of the community.

Release from, or non-admittance to, a center should be done with the best interest of the participant or applicant in mind. Release or non-admittance should occur only when the center's program does not meet the needs of the participant. When an individual is refused admission to or excluded from a center, the parents or guardians shall be notified in writing of their right to appeal to the board, with final resource to the Commissioner.

IDENTIFYING NEEDS AND SETTING GOALS

An individualized program plan must be formulated after admittance. This is required both by state licensure standards and federal guidelines. To achieve the goal of an individualized program plan it is important to evaluate the psychological, emotional, behavioral, physical, social, family, and educational factors. The DAC has primary responsibility in formulating this program plan; however, in doing so, they should consult with parents, the participant (if possible), and with any other involved people, e.g. social worker, psychologist, physician, special education teacher, vocational rehabilitation personnel.

In formulating individual program plans, many DAC's have found it very helpful to use one or more of the various developmental scales available. Some have found the existing scales inadequate and have made their own. At the time of this writing the Minnesota Day Activity Center Association is involved in a project (funded under the Developmental Disabilities Act) to construct a new evaluation tool suitable for use in DAC's.

At present, probably the most widely used developmental scale is the Adaptive Behavior Scale, put out by the American Association on Mental Deficiency. For the most part, this is being used with adults.

DAC staff should use whichever scale will assist them in obtaining the most comprehensive picture possible of the strengths and weaknesses of a particular participant. Once this comprehensive picture is obtained, DAC staff can then decide, with the help of consultation with the people mentioned above, on a list of need areas and goals for each participant.

This process should be repeated at least every year, and, possibly, every 6 months.

BREAKING DOWN THE GENERAL GOALS AND EVALUATING PROGRESS

Since the above goals are set for a year or 6 months, they are still fairly general; they can only act as a broad guide for development. For these goals to really mean something in the training, they must be broken down into very specific steps.

Some DAC's write up and use formal programs in which each skill is broken down into specific steps, e.g. learning to drink from a cup might be broken down into 10 steps. Some DAC's decide on specific goals to be accomplished within a two-month period (one specific goal within each general goal area.) The goal is made specific enough so that in two months, the staff can easily tell whether the goal has been accomplished. During each training session (or however the learning is to take place), the teacher then informally breaks down that 2-month goal into more specific "learnable" steps.

This process of eventually breaking a general goal down into learnable steps, in many cases, requires a good bit of effort and imagination. For instance, if a participant is having problems in recognizing his name, it may be worthwhile to first have him practice matching a card with his name on it with another similar card which would be in a group of cards (which would also have other names on them.)

The importance of breaking down general goals into specific "learnable" steps cannot be overstressed. One reason for this importance has to do with motivation. If a person is presented with a task which is too hard for him, he will not be able to learn it except through a great many tries; before he does learn it, it is quite likely that the constant failure will eat away at his motivation to learn, perhaps to the extent of eliminating that motivation completely. Besides this, there is nothing like constant failure to lower a person's self-esteem and self-confidence. But when a person is presented with a task which (because it has been broken down from a larger task) that person can succeed at, this leads to greater motivation for learning and better self-esteem.

Another reason for the importance of breaking down the general goals is that this helps greatly in determining progress. Scores on tests and scales can give some indication from year to year as to progress, but this is only as regard to fairly large steps, and as regard to fairly large periods of time. Also, informal teacher's memory can give an indication as to gross progress; but this is even less precise than the scales. Even after a period of two months, it is very easy to forget

exactly what a participant was like. The best way for a teacher to tell whether progress is being made over a two-month period is for that teacher to define, at the beginning of the two months, what exactly a particular participant can be expected to learn.

Knowing whether progress is taking place can give valuable feedback to the teacher. If a participant is not learning what he can reasonably be expected to learn, then that should indicate a change in either the goals or in the teaching methods.

In determining specific activities to meet the general goals of each participant, one point generally appears true: this is that the needs of adult participants are basically different from the needs of pre-school participants. This means that there should be a separation between adult and pre-school programs in operation, physical area, assessment and evaluation.

PARENTAL CONTACT

Besides parental counseling (which will be discussed in a later section) it is important to keep up regular, frequent contact with parents or guardians. It was mentioned that parents should be consulted in the initial program planning. They should be regularly informed of activities their son or daughter is participating in.

Some DAC's put out a weekly newsletter to help inform parents about DAC activities. The newsletter can be composed of comments made, or written, by the participants themselves.

TEACHING MATERIALS

Sometimes necessary teaching materials can be made by hand. Sometimes it is best to buy the commercially marketed materials. But however the materials are obtained, the most important consideration is "Which materials will help the most in developing abilities in the need areas identified in individual program plans?"

For DAC's interested in obtaining information as to commercially available materials, free catalogs can usually be obtained from the following companies:

American Guidance Service Tests and Educational Materials
Publishers' Building
Circle Pines, Minn. 55014

Kato Educational Record Co.
Division of Kato Supplies
Box 188
Lake Crystal, Minn. 56055

Northern School Supply
Box 2627
Fargo, North Dakota 58102

St. Paul Book and Stationery
1233 West County Rd. E.
St. Paul, Minn. 55112

Science Research Associates
Field Sales Organization
15508 Robinwood
Minnetonka, Minn. 55343

SUGGESTIONS FOR PRE-SCHOOL PROGRAMMING IN DAYTIME ACTIVITY CENTERS

All of what has been stated in the preceding pages regarding setting general goals, breaking them down to more specific goals, maintaining parent contact, and obtaining teaching materials applies to pre-school programs.

Most DAC's already have on hand a 32-page booklet titled "Suggested Guide for Teaching in a Day Activity Center", compiled by Mrs. Erna Fishhaut, formerly of the Department of Public Welfare. DAC's who do not have this booklet can obtain a copy by writing to:

Community Programs Division
Department of Public Welfare
Centennial Building
St. Paul, Minn. 55155

This booklet is an excellent source of ideas for pre-school activities.

INFANT STIMULATION: involves extensive assessment and evaluation and must be considered only under expert guidance. Over stimulation is a danger. Generally, the infant is accepted into a program at a very young age and is stimulated through sensual mechanisms, such as light, touch, sound, and taste. This program allows for early detection of specific problems which may be treatable or concentrated on in programming such as hearing loss, visual handicap, and hyperactivity. Appropriate referrals can be made for specialized programming for particular problems. Infant stimulation promotes developmental advances which allow retarded people an opportunity for greater future development.

SUGGESTIONS FOR ADULT PROGRAMMING IN DAYTIME ACTIVITY CENTERS

There are people who argue that retarded adults are really adults; there are others (a diminishing number) who say that retarded adults are really children. However, most people agree that retarded adults who act like adults are more easily accepted by the community (particularly in regards to getting work) than are retarded adults who still have childish behavior. If a DAC wants its adult participants to act like adults, then it must treat them like adults; it must let them know that adult behavior is what is expected.

What follows here is meaningless unless it is put into the context of what has been stated earlier regarding setting general goals, breaking them down to more specific goals, maintaining parent contact and obtaining teaching materials.

Below are some suggestions for activities in an adult program. They are arranged according to the items on the Adaptive Behavior Scale. If a person has a deficiency on a particular item, the corresponding activity may help to correct that deficiency. Items from Part II of the ABS are not included; they generally point to specific behavior problems which are probably best solved by behavior modification programs drawn up specifically for each problem.

This list is intended mainly as a source for ideas; activities which are actually used will probably have to be modified according to individual participants' needs and abilities.

(The numbers correspond to the numbers of items on the Adaptive Behavior Scale, Part I.)

1. Use of Table Utensils - The participants can fix a small daily snack (maybe 2-3 participants at a time) to accompany the lunch. For learning use of a knife, the snack can be sandwiches with a type of spread, with the sandwiches then cut in halves or quarters. Or eating the snack itself can require use of utensils; in this case staff should not eat at the same time, so that they can devote full attention to training the participants in using the utensils. Another possibility is to have the participants fix a hot lunch once or twice a week.
2. Eating in Public - An obvious activity is to have the participants go out to eat. Staff should explain to the waitress that this is a learning situation for the participants and that the participants will be trying to do as much as possible on their own. An alternative to going out for a complete meal is to go out for a coffee break (again with each participant ordering for himself and paying his own bill.) Some participants may have a problem

affording a complete restaurant meal; but, usually, every participant is able to afford a once-a-month coffee and donut.

3. Drinking - A problem on this item should probably get individual attention. Coffee or juice break might be a good time to work on this.
4. Table Manners - For minor problems, it may be worthwhile to talk to the entire group about this, maybe using a participant to model proper table behavior. For more serious problems, behavior modification techniques can be helpful.
- 5, 6. Toilet Training - A deficiency on this item should be given very high priority. If the problem is bedwetting, the local public health nurse may be able to help with information about devices designed to help a person overcome this problem.
- 7-18. Self-care and Grooming - The best approach to correct deficiencies in this area is to actually practice doing these things either at the center or at times when the DAC group goes swimming. Particularly on this item it is essential that parental cooperation be obtained. Some items may have to be left completely up to the parents. However, even for a DAC with very limited facilities, many things can be done: hair can be shampooed, hands and face can be washed, etc. One thing which could assist in giving some direction to a grooming program is a film strip series called "Teaching Good Conduct and Personal Hygiene to Retarded Teenagers," put out by the Harris County Center for the Retarded, P.O. Box 13403, Houston, Texas 77019. For one DAC to buy this film strip series is expensive (\$80). But if three or four DAC's join together, the expense per DAC is not so great. Sometimes, also, these film strips can be borrowed from state institutions. The purpose of the film strips would be to introduce the various topics involved in grooming; this should lead to actually practicing the activities demonstrated.

One incentive which some DAC's use in this area is a daily grooming check list for each participant.

- 13, 15. Clothing - For participants who don't know when to change dirty clothes, a possible activity would be trips to the laundromat to wash items used at the center (e.g. towels and aprons). An important activity before going to the laundromat would be for participants to first learn to sort out dirty items from clean ones. This could gradually lead into discussion about washing personal clothing when that gets dirty.
19. Sense of Direction - Participants with deficiencies on this item

(and also on items 31 and 32 - Errands and Purchasing) could benefit from a planned program of errands. Participants could be sent to the store for DAC purchases, to the post office, or to other places where things need to be either sent or picked up; they would do this on their own, or with staff, or with a note, or with other participants, depending on their level of ability.

21. Telephone Use - A Teletrainer, with movie and filmstrip, can usually be obtained for short periods of time by contacting the local telephone business office.
- 23, 24. Vision and Hearing - There is almost always an agency in the community (sometimes the public health nurse, sometimes a person from the public school) who is willing to conduct vision and hearing screening for all the DAC participants.
- 25 - 28. Motor Development - There are many activities to assist development in this area - games, physical exercises, etc. Special activities can be designed for special needs, e.g. a person who has trouble walking straight could practice walking along a board, or a person having trouble alternating his feet in walking up and down steps could practice that.
- 29-32. Economic Activity - A possible activity to develop skills in this area is "playing store". Everyday items and real money can be used, with amounts varying according to participants' abilities. Also see 19.
- 33, 38. Writing and Reading - With the traditional idea of education as being the 3 r's, there is a great danger of overemphasis in reading, writing, and arithmetic. But if a DAC has gone through the process of individual program planning and does decide that a participant's program should include learning to read and write, one aid which some people have found helpful is the McGraw-Hill Sullivan Programmed Reading Series.

However, for the majority of participants whose program would not include a complete reading and writing program, one activity could aim for the person to recognize and write his own name. A helpful aid in this is a system where participants check in as they enter the DAC in the morning and check out as they leave. Also, many participants can gain from rote memorization of functional signs such as DANGER, KEEP OUT, etc. (It is important that the signs used be as much like actual signs as possible.)

- 35-41. Speech and Language - Some DAC's have had speech therapists coming in on a regular basis to assist the staff in drawing up appropriate speech and language exercises (which are then carried out daily by the staff.)

Many DAC's use one or more of the Peabody Language Development kits (available from American Guidance Service.)

42. Numbers - Probably the most useful learning of numbers occurs through situations in which their actual use is required, e.g. activities where a participant must get, or give, a certain number of objects.
- 43, 44. Time - One important aspect of learning to tell time is linking times on the clock to actual events. For participants who cannot count at all, it may be worthwhile to learn to tell certain basic times from the position of the small hand, e.g. small hand pointing up is lunch time.
45. Room Cleaning - Many DAC's assign daily chores to their participants on a rotating basis, including dusting, sweeping, mopping, dish washing, vacuuming, etc.
46. Washing Clothing - see #13, 15.
- 47-49. Table Setting and Clearing, Kitchen - see #1. It is important to work in small groups, having the participants do as much on their own as possible. If a DAC chooses to fix its own hot lunch once or twice a week, another activity that could be added is having those participants who need to learn about nutrition do the planning for what the lunch will include.
50. General Occupation Domestic - see #45.
- 51-53. Occupation General - For development on these items a work activity component in the DAC is particularly useful (see following special section on work activity). If having such a component is not possible, a DAC can include various manual skill activities, e.g. sewing, woodworking, crafts, etc.
- 55,56. Initiative - One element throughout all activities that has much to do with development of initiative is the basic attitude of the staff: Do they expect participants to have ideas and wants of their own? Do they give the participants a chance to express these ideas and wants? Or, do they expect that the staff is always supposed to be finding things to keep the participants busy?

Also, are the staff willing to give the participants the extra time they need to do as much as possible on their own? For instance, if a visitor comes to a DAC and asks a participant a question, it is very easy for a teacher to jump in and answer the question at the first sign of hesitation on the part of the participant; but if the teacher were to wait a while, it is quite possible the participant will answer the question on his own.

- 57, 58. Perseverance, Persistence - Again, as for items 51-53, a work activity program appear ideal for development in these areas.
59. Leisure Time - Many DAC's set aside ½ hour to an hour for leisure time each day; the DAC makes available games, crafts, etc. The staff provide more or less direction, depending on the interest and ability of the participant; however, again, the emphasis is on the participants doing things, and getting involved in activities, as much as possible on their own.
- 61, 62. Responsibility - One activity which some DAC's use and which appears to develop responsibility is this: as described for item 45, daily chores are assigned. A participant receives one token if he does his job well; if he does his job well without being reminded to do it, then he receives two tokens. The tokens can be exchanged for merchandise (e.g. records) which the DAC has bought or has had donated from local businesses.
63. Cooperativeness - Developing this ability is something which can come through most group activities. One activity which appears particularly useful is this: Record, on tape, instructions for preparing a certain food item. The have 2-3 participants go to the kitchen with the tape recorder; leave it up to them to operate the tape recorder and to prepare the particular food item. Not having staff present seems to provide motivation for the participants to work closer with each other.
- 64-67. Interaction with Others - Any group activities which are suitable to the abilities and interests of the participants should assist development in this area. One idea which is somewhat different from the usual game type activities, is this: if the participants have daily chores assigned (as explained for item 45) and are not receiving tokens (as explained for item 61), then each week they can choose from their group three participants; these three participants act as judges for that week for all participants' performance of daily chores; they are supposed to judge how well chores are being done and whether participants are doing chores without being told to. Not only does participants' work performance improve, but participants become more aware of each other.
68. Selfishness - If some participants have problems in taking turns, it is worthwhile to have some situations in the DAC where participants have to line up to get things, e.g. snack.
- 68, 69. Immaturities in Socialization - Specific behavior problems often respond best to behavior modification programs drawn up specifically for each problem. One point worth noting here is that, if DAC's are to expect their participants to act like adults,

then it is best for DAC staff to discourage the hugging which some participants seem very prone to.

The Adaptive Behavior Scale includes pretty much all of the abilities involved in independent living. There are some need areas fairly common to DAC participants, though, which do not get identified very well through the ABS. One of these has to do with a person's ability to deal with sexual matters. A program of education in this area would include: understanding the differences in men and women, understanding the role of an adult, understanding biological maturity, and understanding the place of human sexuality. A helpful guide is: "A Resource Guide in Sex Education for the Mentally Retarded," obtainable from Sex Information and Education Council of the United States, 1855 Broadway, N.Y., N.Y. 10023.

Another common need area which does not get indicated too clearly by the ABS has to do with the problems a retarded person has in coping with mental retardation emotionally. A program to remedy problems in this area could include group discussion leading to understanding of retardation as a handicap parallel to blindness, deafness, and other handicaps, understanding limitations of the retarded as individuals, and understanding the public's misunderstanding of the mentally retarded. A good source for some ideas is the "Personality Adjustment Training Manual," prepared for use with educable retarded adults and obtainable from Elwyn Institute, Elwyn, PA 19063 (cost, \$3.95.)

WORK ACTIVITY is not a new concept but is one which we are finding is filling a gap in services to the mentally retarded population. The work activity program provides the step in between the center and the sheltered workshop and trains the individual in developing elementary work skills and a sense of accomplishment. In work activity the individual is allowed the opportunity to follow through on a total project; to learn punctuality, to take 15 minutes to enjoy a coffee break with friends, to work at his own special level, and receive a reward for his efforts at that level. The concentration is mainly on his work skills with emphasis on his appearance, attitude, and interests. In work activity, he is able to work gradually from the center into sheltered work.

By and large work activity will be a component of a daytime activity center. It is very possible that work activity will be terminal outcome and the participant will progress no further. This is why this type of activity should be within the daytime activity center.

A policy outlining directions for the development of work activity programs has been worked out between the Department of

Vocational Rehabilitation and the Department of Public Welfare. Each DAC should have received a copy of this policy during spring 1973. The policy emphasizes work activity components in DAC's. It calls for Department of Vocational Rehabilitation money to be used to pay sheltered workshops to provide Day Activity Centers with the technical assistance necessary in setting up and maintaining work activity components.

IN-SERVICE TRAINING AND EDUCATION

The activities suggestions which have been outlined for pre-school and post-school programs are intended only as a source for ideas. Even without further training, there are many other activities which DAC staff can think of on their own to better meet those needs indicated in each individual program plan.

But besides using their own knowledge and imagination, DAC staff can gain greatly by communicating with and visiting other DAC's.

Besides this, there are also many worthwhile workshops held by local colleges, Minnesota Day Activity Center Association, Association for Retarded Citizens, and the Department of Public Welfare. (During late 1973 DAC's should be receiving information from the DPW Staff Development Section regarding training available through that office.)

SUMMER CAMPING PROGRAMS

Information on summer camping programs for the retarded can be obtained from:

Minnesota Association for Retarded Citizens
3225 Lyndale Ave. So.
Minneapolis, Minn. 55408

PARENTAL COUNSELING

The presence of retardation in one's child is a traumatic experience for many parents who may feel a severe loss of self-esteem, shame frustration, hostility, depression, guilt and self reproach, and ambivalence leading to defensiveness as well as overprotection.

It is very important that programs be developed to provide counseling to parents. Counseling would involve three stages: The acceptance of the child's handicap; Long range planning for the child and the parent; Attitudes and feelings of the parents.

To help parents cope with the psychological, physical, educational, social, vocational and sexual implications that are likely to require a counselor's help, counseling programs are provided either by the center or the center is aware of its need and a proper referral can be initiated.

If an adequate program is not available within the center then it is the responsibility of the center to be familiar with problems of the parents of mentally retarded children so as to be able to refer them to available counseling programs.

REFERRAL SERVICES

A daytime activity center is an important part of the continuum of services for mentally retarded people. It has a large responsibility to be totally familiar with all resources available either in the local community or in the area for their needs. If for one reason or other the center cannot serve the individual's needs then it is the center's responsibility to know the best resource available to the participant or the parents of the participant. These resources include information on school and county welfare responsibilities. Referral information must also be available for services to area mental health programs, child guidance clinics, sheltered workshop and work activity programs.

RECORD KEEPING

Both federal and state regulations require DAC's to keep a number of records on file, either at the DAC or at the local county welfare department.

The DPW Evaluation Section has been using Form DPW-569 Service Case Review in monitoring DAC services. This form indicates elements which should be a part of each participant's record. The items listed on the form (which the monitor checks off "yes" or "no") are as follows:

1. This is a separate service record.
2. There is an application for services.
3. There is an assessment of eligibility for services.
4. There is evidence in the record that the services of the agency have been explained to the client.
5. The client has been given the opportunity to accept or reject services.
6. There is a service plan with clearly defined goals, including an estimate of time needed to accomplish the stated goals.

7. There is mutual agreement between the worker and the client regarding the service plan, service goals, and approximate time needed to accomplish the goals.
8. The services which have been provided or purchased, including referrals, are clearly identified in the record.
9. The dates of service contacts and purposeful collateral contacts are recorded in the record.
10. There is a quarterly review and re-assessment of the service plan and goals.
11. There is evidence in the record that the client has been informed of his right to a fair hearing.

Many of the above requirements can be satisfied through use of the 1400 series forms.

On the following pages are the 1400 series forms and some suggested forms for DAC files. These forms can provide useful information to the DAC, while also satisfying some of the requirements mentioned above.

One requirement which would not be satisfied through either the 1400 series or the forms on the following pages is the requirement for a quarterly review and re-assessment. There is a variety of forms in use for this purpose. One possible form to use would fit into the system mentioned earlier on "Breaking down general goals and evaluating progress." It was mentioned there that the general goals set for the year for each participant should be broken down to more specific goals at least every two months. Thus, every two months, the staff notes whether the goals for the preceding two months have been accomplished, and sets new specific goals for each participant for the next two months. This should more than satisfy the requirement for "quarterly review and re-assessment."

Of course, any tests used in planning program goals should also be kept in each participant's record.