

PROJECT TITLE: CLIENT-CENTEREDNESS: A QUALITATIVE ANALYSIS  
OF RESIDENTIAL SERVICES FOR THE RETARDED PERSON

Submitted To:

The McKnight Foundation  
Minneapolis, Minnesota

February 18, 1983

Prepared By:

The Association of Residences for the Retarded in Minnesota

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1.0 Summary Description

1.1 Title: Client-Centeredness: A Qualitative Analysis of  
Residential Services for the Retarded Person

1.2 Goals and Activities:

The purpose of the client-centered project is to insure that the structural change strategy is permanently installed as a program development strategy in Minnesota. This purpose will be achieved by sharpening the definition of the environmental structures which shape program services, and by teaching and demonstrating the change strategies to service providers, parents, and clients.

A primary focus of the client-centered project will be on the environments that have a direct and immediate effect on the client. These immediate environments include the physical, social and psychological environments which constitute the settings - group homes, DACs, sheltered workshops - in which services are provided.

The principal work of the project will be carried out by a 9-member task force. The task force will publish three working papers as 3-month, 6-month and 9-month work summaries.

Funding for the first year is anticipated to be \$9,413.

2.0 Goals and Objectives

2.1 Goal: To insure that the structural change strategy is permanently installed as a program development strategy in Minnesota.

2.1.1 Objective: To identify and define key elements of the clients' immediate environments. These environments include the physical settings in which clients live, work and learn; the social environment of relationships and of social contacts; and the psychological environment of social transactions, bonding and attachment, and stress.

2.1.2 Objective: To develop alternative strategies for increasing the client's responsible control of his/her immediate environments.

2.1.3 Objective: To disseminate project findings through the publication of three working papers.

### 3.0 Scope of Work

#### 3.1 Project Activities:

Project activities are presented in three sections. The first section describes activities related to the identification of key elements and the standard vocabulary of environments (Objective 2.2.1). The second section addresses the development of alternative strategies to increase the client's responsible control of his/her immediate environment (Objective 2.1.2). And the final section addresses the dissemination of project findings (Objective 2.1.3).

There is an old saw about the tendency to overlook the obvious: "If fish had intelligence, the last element they would discover would be water." (Indeed, we didn't learn that we were "swimming" at the bottom of an ocean of air until the end of the 17th Century.)

We tend to overlook the obvious in program development, as well. And the overlooked elements very often play a key role in determining the success of our program services.

For example: behavior modification is essentially the manipulation of the environment in order to change a client's behavior. Desired behavior is rewarded, and undesired behavior is punished. Behavioral analysts have devised complex and highly sophisticated methods for reward and punishment. Yet in rule, regulation and the literature on behavior modification, almost no attention is given to the environmental context in which rewards and punishments are administered.

And one other example: McKnight vendors and others involved with this program development and application process continue to struggle with the issues of structural change and systems change. We are so accustomed to ignoring the context in which program services are provided that we are literally jarred by an awareness that such a structure does exist. Like the behavioral therapist, we take the environmental context for granted.

This project proposes to raise the level of awareness about the structures in which services are provided, and to give policy-makers, providers, and clients new tools to shape those structures.

#### 3.1.2 Activities, Identification of Key Elements:

A 9-person task force (see Appendix: Client-Centered Task Force), facilitated by Dr. Richard Weinberg of the University of Minnesota Department of Psychoeducational Studies and other faculty of the University of Minnesota (see Appendix: University Research Consortium), will meet six times from March 1 to August 1. Agenda for the first three meetings are related to the examination of current approaches in a qualitative review of environments.

Session I: Examination of ecological variables in the social and organizational climate. A discussion of self-actualization and behavioral control as influenced by architecture and physical constraint.

Session II: Materials review: Dimension of organizational structure (e.g., size, staffing ratio, organizational control, etc.). Major reference: Innovative Approaches to Mental Health Evaluation.

Session III: Materials review: Oregon Quality of Life Questionnaire, Client Satisfaction Surveys, "The Developmental Perspective" - a Minnesota application. (Presentations by Program Analyst.)

A second activity related to the examination of current activities is an analysis of the Program Analysis of Service Systems (P.A.S.S.) approach. P.A.S.S. (Wolfensberger, Kitz, O'Brien, 1978) is an instrument for the assessment of human service programs, agencies, and systems. Each of the 50 ratings which make up the instrument examines one aspect of service quality along a continuum from unacceptable to exceptional performance. The ratings deal with issues of programming, descriptions of the people served, settings, administrative effectiveness, as well as the coherence of program content, process, groupings, and staffing patterns with the needs of the people served. Specifically, P.A.S.S. assesses the following areas:

- Physical setting
- Groupings of people
- Program goals
- Activities selected to meet goals (schedules)
- Program direction
- Descriptive language: labels, terminology, etc.
- Social competencies developed by clients
- Personal appearance of the clients
- Public image portrayed
- The variety (and quality) of life options

Specific activities related to P.A.S.S. are:

Train ARRM Program Analyst in the P.A.S.S. technique

- Convene professionals in the state who have been trained in the technique (fewer than 10) for initial review of the system and its applicability in Minnesota
- Correspond with Massachusetts and Wisconsin P.A.S.S. trainers regarding Minnesota application and/or modification

Arrangements already have been initiated for P.A.S.S. training to occur in early March. Upon her return from the Massachusetts-based training, the Program Analyst will convene other professionals in the state who previously have been trained in the technique for critical review of the system and its applicability in Minnesota.

Ongoing correspondence with Massachusetts and Wisconsin P.A.S.S. trainers experienced in review of innovative systems has been initiated and will continue.

3.1.3 Activities, Increasing Client Control: Behavior cannot be evaluated apart from the environment in which it occurs. Environments, like people, have unique personalities (Insel, Moos, 1974).

The interaction of the client with the physical, social and psychological environment is of special interest. The June through August meetings of the task force will focus on the interaction of the client with these environments. The agenda for these meetings are:

Session IV: Behavior settings and behavioral characteristics of milieu inhabitants. Person-milieu interaction.

Session V: Reinforcement variables. Need satisfaction/frustration within the environment. An examination of natural consequence.

Session VI: Measuring the environments.

Group process. Task force faculty has identified a small group process which has application to the task force and to the settings in which clients are served. The strategy, based on the work of Randolph Moos (1974), is itself a means for assessing environmental deficiencies. In this process, group participants report on their own real and ideal environments. This serves to identify the general value orientation of the participants. The group is then helped to explore differences between the real and ideal environment of each of the participants, and to identify change strategies which will reduce the differences between participants, and between the real

and ideal environments. Finally, participants are helped to examine the effect that the change strategies have had on the environment and to incorporate such effects into subsequent change strategies.

This methodology is linked with functions of problem-solving, coping, and adaptive behavior. It is an approach that is consistent with the need for involvement, control and structural change. The process can help the professional and the client to change and control their own environment.

3.1.4 Activities, Dissemination of Findings: The work of the task force will be disseminated in working papers to be published at the conclusion of the third and sixth task force meetings and integrated for formal publication at the end of the first year of demonstration. The working papers will detail the issues and present solutions identified by the task force and will be intended for use by planners, program developers, and providers (including parents).

Activities, Second and Third Year: Possible activities include:

- Dissemination of information about environmental assessments and structural change as an individual (client) program planning function
- Additional P.A.S.S. workshops
- A series of workshops on structural change and its effect on client behavior

Technical assistance to providers in implementing changes suggested by attention to the structure and quality of the environment

### 3.2 Yield

The benefits that this project will yield are:

- Program environments will be more specifically adapted to clients' needs, as planners and providers come to recognize the programmatic value of physical, social and psychological environments. Program developers have historically tended to view the environment as static and of little importance to program outcomes. This project will help to acquaint program developers with the contribution environments can make to client program outcomes.
  
- Program efficiency and effectiveness will be enhanced as providers learn to use the additional resources of their environments. Elements of facility design and furnishing, type of staff and staffing patterns, house rules and policies, facility size in relationship to client characteristics, and the underlying view of the client's worth, are elements of the environment which are not now fully utilized to achieve client program outcomes. This project will help to make better use of these resources.
  
- The project will help to make structural change strategies a permanent part of the program development repertoire in Minnesota. The application of structural change strategies can be made at the policy level of state regulation of programs, and at the level of service delivery. An example of the former is the recognition by the state of the need for an environmental assessment in the control of aversive and deprivation procedures. Such an assessment, to be required by regulation currently being

drafted by DPW was identified during early  
"quality of life" discussions within this Association.

- Three working papers will be published and disseminated.  
The papers will be submitted for publication to the American  
Association on Mental Deficiency (AAMD).

### 3.3 Timelines and Staff

#### 3.3.1 Timelines:

The following chart shows the expected timetable for the project goal and the more specific objectives. The last column shows the total number of person days expected to be devoted to each of these. The number includes only the actual labor days. It does not include the number of days that will be provided by members of the Client-Centered Task Force, project clerical staff or the consultants.

PROJECT MONTHS										
Major Goals and Objectives	1	2	3	4	5	6	7	8	9	Person Days
(A) Objective: To identify the key elements of the client's environments										7
(1) Activity: Convene task force for identification of key elements (Sessions I-II)										4
(2) Activity: Compile/distribute resource materials										3
(3) Activity: Publish 3-month working paper				—						1.5
(B) Objective: To adopt a standard vocabulary for the near environments										13
(1) Activity: Train program analyst in P.A.S.S. technique	—									5
(2) Activity: Convene Minnesota professionals trained in P.A.S.S.		—								1
(3) Activity: Correspond with out-of-state P.A.S.S. trainers										1

PROJECT MONTHS										
Major Goals and Objectives	1	2	3	4	5	6	7	8	9	Person Days
(C) Objective: To develop alternative strategies for increasing the client's responsible control of the environments										
(1) Activity: Convene task force on increasing client control (Sessions IV-VI)										3
(2) Activity: Analyze all existing materials on qualitative evaluations										3
(D) Objective: To regularly disseminate project findings through distribution of working papers and through seminars										6.5
(1) Activity: Publish 6-month working paper										1.5
(2) Activity: Publish 9-month working paper										5

### 3.3.2 Staff:

The principal staff on the Client-Centered project is:

Sharon Stewart, Program Analyst; and Dr. Richard Weinberg,

University of Minnesota, together with clerical support

staff.

#### 3.4 Permanency

The issue of permanence of this project, from the McKnight Foundation perspective, is not a question of securing ongoing funding. Rather, the permanency of this project lies in our ability to influence the way in which program developers and providers think about the problem of developmental disabilities. Greater attention to environmental modifications will conserve resources, lead to a greater measure of client control, and produce more positive program outcomes. These benefits to the client and to the service provider will insure continued application of the structural change perspective.

The enthusiasm for this project is high among participants. (See letters of support in the Appendix.) McKnight assistance this first year will be sufficient to insure a continued focus on structural change.

#### 4.0 Management Plan

##### 4.1 Management Plan:

- This project will be under the direction of the ARRM Board of Directors
- Planning and administration authority is delegated by the Board to Harold Tapper, Executive Director
- Primary management control of the project is delegated to Sharon Stewart, Program Analyst. Sharon will monitor project activities and be liaison to the provider cooperatives. She will staff the project task force and the P.A.S.S. work shop
- Consultant contracts will be approved by the ARRM Board and monitored by the Program Analyst
- Project task force will meet six times from March 1 to November 30, 1983

Statements of support for the project have been received from Robert Perske, Perske and Associates, Darien, Connecticut; Jerry Leismer, Residential Living Alternatives, Pontiac, Michigan; and Ed Skarulius, Director of MR Services, Austin, Texas.

Review and comment has been received from the Minnesota Developmental Disability Council, the Office of Court Monitor and the local ARCs.

## 5.0 Working Agreement Conditions

### 5.1 Conditions:

All expectations outlined in the working agreement have been met. The Appendix contains the following:

- A working definition for the quality of life arrived at through structured group process.
- Brief biographical outlines of study group membership and participation. (The initial 5-person study group met twice with all but one member in attendance. The decision to selectively expand the study group to nine persons was done with group consensus.)
- Endorsements
- A working paper on client-centeredness/quality of life was developed in mid-January and used as a point of departure in establishing project content. It is available for review on request. Summary displays of this effort entitled: "The Results of Client-Centeredness" and "Select Support Services and Components for Assuming Quality in Community-based Services; An Overview" are contained in the Appendix.

BUDGET  
March 1, 1983 - November 30, 1983

	Project 1 MIS	Project 2 Models	Project 3 Funding	Project 4 Networks	Project 5 Clients	Total
<b>Personnel</b>						
Association Director	\$ 3,160	-0-	\$ 2,930	\$ 2,610	-0-	\$ 8,700
Program Analyst	2,340	\$10,530	-0-	9,360	\$ 1,170	23,400
Intergovernmental Affairs Specialist	-0-	-0-	12,000	-0-	-0-	12,000
Clerical	3,386	3,386	3,386	2,032	1,355	13,545
Fringe Benefits (14%)	1,244	1,948	2,564	1,960	354	8,070
Subtotal Personnel	10,130	15,864	20,880	15,962	2,879	65,715
<b>Consultants</b>						
System Development	10,560					
Information and Referral	19,943					
Exception Analysis	3,000					
Resource Team		8,900				
Manual Edit		500				
Waiver Development			1,200			
Collaboration Techniques				5,000		
Co-op Leader Expense				2,400		
Facilitate Task Force					2,800	
Critique Working Papers					500	
Subtotal Consultants	33,503	9,400	1,200	7,400	3,300	54,803
<b>Travel</b>						
Staff	150	313	1,825	959	126	3,373
Consultants	525	-0-	1,200	-0-	-0-	1,725
Subtotal Travel	675	313	3,025	959	126	5,098
<b>Administrative</b>						
Rent						3,600
Supplies						2,250
Telephone						1,530
Workshops						680
Equipment Rental/ Purchase						3,990
Subtotal Administrative	2,410	2,410	2,410	2,410	2,410	12,050
Subtotal	46,718	27,987	27,515	26,731	8,715	137,666
Indirect Costs (8%)	3,737	2,239	2,201	2,138	698	11,013
<b>TOTAL</b>	<b>\$50,455</b>	<b>\$30,226</b>	<b>\$29,716</b>	<b>\$28,869</b>	<b>\$ 9,413</b>	<b>\$148,679</b>

Budget Justification

Personnel:

Professional time is allocated according to project days estimates.

Clerical time is allocated equally across projects.

Association Director is 25% time

Program Analyst is 100% time

Intergovernmental Affairs Specialist is 50% time

One clerical is 100% time

One clerical is 50% time

Consultants:

Description of all consultant duties is contained in individual project descriptions.

System Development: \$10,560

Technical assistance in the design of the management information system. Gary Prazak, consultant.

Information and Referral: \$19,943

First year costs for the development and expansion of an information and referral function of Developmental Services Organization (DSO).

Exception Analysis: \$3,000

Data collection on a sample of clients who have been returned to state hospitals. Requires site visits, interviews with staff, and review of case records. Consultant to be determined.

Resource Team: \$8,900

Employment of resource team personnel. Projected as one team member to be employed on October 1, 1983. (Fifty percent of this cost is to be assumed by the provider network during the second year.) Staff to be selected.

Manual Edit: \$500

Assistance with format and style of an instructional manual on cluster development. Editor to be selected.

Waiver Development: \$1,200

Off site technical review of the first draft of the Minnesota waiver plan in order to ensure adequacy and accuracy. Donna Penrose, Project Director, Division of Community Services for Mental Retardation, State of Kentucky.

Collaboration Techniques: \$5,000

To facilitate the formation of a collaborative process between residential, day, and work related service providers and related organizations. This amount to be pooled with similar amounts from MinnDACA and from MARF in order to employ an expert consultant on collaborative technique. Peter Brown, consultant.

Co-op Leader Expense: \$2,400

This amount is to provide for reimbursement to the selected leadership of the provider networks of expenses incurred in carrying out his/her duties. Up to \$200 per month will be reimbursed for the following expenses: production of a newsletter; mailings to network participants; meetings of the network; and local travel expenses of the selected leader (20¢/mile). (Fifty percent of these expenses are to be assumed by the network during the second year.)

Facilitate Task Force: \$2,800

Payment for facilitation and support of the client-centered task force. Dr. Richard Weinberg, Department of Psychoeducational Studies, University of Minnesota.

Critique Working Papers: \$500

Outside consultant to review and comment on three working papers to be drafted by the client-centered task force. Paul Reynolds, University of Minnesota.

Travel:

All travel expense is for in-state travel at .20/mile, except: Staff travel on Project 3: Funding includes two round trip air fares to Washington, D. C., and two days board and lodging for review of waiver documents by Federal Health and Human Services staff; and Consultant travel on Project 3: Funding includes two round trip air fares and four days board and lodging for Donna Penrose, Consultant from Lexington, Kentucky, to meet with state officials and to review waiver documents on-site.

APPENDIX

QUALITY OF LIFE: AN OPERATIONAL DEFINITION

Quality of life is a measure of the individual's (client's) contentment and connection with the near environments.

Contentment is an expression of satisfaction with the extent to which those environments meet individual need. Connection is the extent to which the individual exerts responsible control over the environment.

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PROGRAM ANALYSIS OF SERVICE SYSTEMS (P.A.S.S.)

Introductory Course  
March 7 - 11, 1983  
Attleboro, Massachusetts

The Center for Training, Development, and Renewal will be sponsoring an introductory P.A.S.S. training course at LaSalette in Attleboro, Massachusetts, on March 7 - 11, 1983. The course will be taught by experienced P.A.S.S. trainers from Georgia, New Hampshire, Massachusetts, and elsewhere, and will be supervised by Jack Yates, southeastern Massachusetts P.A.S.S. Coordinator. The course will be an intensive and demanding learning experience.

P.A.S.S. (Wolfensberger and Glenn, 1975) is an instrument and a technique for the assessment of the quality of human service programs, agencies, and systems. Each of the fifty ratings which make up the instrument examines one aspect of service quality along a continuum from unacceptable quality to near-ideal (but attainable) performance. The ratings deal with issues of programming, interpretation of the people served, settings, administrative effectiveness, and coherence of program content, process, groupings, and staffing patterns with the needs of the people served.

In addition to its use as an evaluation method, learning P.A.S.S. has been found to be the most effective means for learning and exploring the implications of the principle of normalization for the design and delivery of human services across all age and consumer groups. It is this ideological-oriented use of P.A.S.S. on which the introductory course will focus. Most participants will leave the course with a significantly different view of the human service fields, and with a broader and deeper understanding of what their own role is in service quality. Additionally, a number of participants will be invited to participate in consultation assessments following the course. Such consultation assessments will provide opportunities for some participants to be part of P.A.S.S. teams which will assist agencies in southeastern Massachusetts and elsewhere in their planning and operation by a more in-depth application of the P.A.S.S. approach. It is our hope that exposure to and discussion of some of the key value questions in our programs and in our communities will assist many participants in an informed, long-term involvement with these challenging issues.

Participants in the P.A.S.S. training course will be introduced to this program assessment technique and to the ideology on which it is based through readings, lecture sessions, small group practice and, most important, by a practice assessment of a human service program in southeastern Massachusetts or Rhode Island. Participants in the course will include direct service providers, planners, consumers, volunteers, administrators, and students, primarily from Massachusetts but also including trainees from other states and provinces. As much as possible teams for the practice assessments (the eight participants and team leader who will work together for the major portion of the five-day course) will be formed to establish balance among different geographic areas. Some participants will be able to apply P.A.S.S. issues directly for evaluation and planning and management of the programs with which they are involved, and all participants will be able to incorporate P.A.S.S. principles into their approach to the services with which they are involved. Most participants, further, find the experience to be a useful (and often unique) occasion for self-renewal, personal values examination, and a chance to think critically and constructively about their role and context in human services.

The course sessions will mean very full days and evenings, and because of the sequential nature of the training, all participants must plan to attend every session. The P.A.S.S. course will be very intensive: our work will begin each morning about 8:00 a.m., and will conclude at about 11:00 p.m., on each of the first three evenings, about 3:00 a.m., on the fourth night, and about 3:00 p.m., on the last day of the course. We provide time estimates so that people can alert families and colleagues to our unusual schedule, not so that anyone is unduly alarmed by the hours which are necessary. Over several years of P.A.S.S. training experience, we have found that very few trainees are adversely affected by the schedule. In fact, most participants have enjoyed the late evening sessions most of all, since at that time we will be engaged together in well-structured work in which teams will find that task-orientation and attention are much easier to maintain than one might anticipate.

SELECT SUPPORT SERVICES AND COMPONENTS  
FOR ASSURING QUALITY IN COMMUNITY-BASED  
SERVICES: AN OVERVIEW

- . Houses adequate in size to preclude overcrowding and adequate in relative aesthetics to minimize stigma
- . Pay and benefits adequate to attract and retain good staff
- . On-going in-service training
- . Smallness of the program
- . Adequate availability of day programs and/or paid work activities outside of the home
- . Resource support and training team
- . Varied degrees of independence in residential settings
- . Involvement with the community to assure positive experiences and opportunities
- . Attentiveness to clients' effective needs
- . Proactive recruitment of providers who want to work with more challenging clients
- . A commitment by providers and staff to resolve client-specific problems in the home and not to consider relocation of a client unless every other reasonable option has been exhausted
- . An appropriate match of clients to providers
- . Respite capacity

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THE RESULTS OF CLIENT-CENTEREDNESS

## Space and Settings

- .Personal Space/Privacy
- .Individual Control of Living Quarters
- .Positive Environmental Aesthetics
- .Physical Environment Makes Age-Appropriateness Demands
- .Location Central to Services/Population Centers
- .Individualized Normalized Physical Environment, Equipment, Materials, Transportation

## Groupings/Practices

- .Opportunity for Independent Decision-Making
- .Lack of "Mass Mgt." Techniques
- .Self-Directed Activities Of Daily Living
- .Variety of Opportunity For Individual Choice
- .Recreational "Free" Time
- .Minimum Of Imposed Rules
- .Program Tailored to Individual Differences
- .Maximal Concern With Quality of Performance, Productivity, Future Impact of Activity
- .Community Involvement
- .Small Group Interaction
- .Imaginative Efforts Toward Access/Social Development
- .Numerically Small Residences
- .Varied Out-Of-Home Activities

## Language

- .Absence of Labeling
- .More Informal (Than Formal) Communication Channels
- .Open, Positive, Direct Interaction
- .Acceptance of Male-Female Relationships
- .Program or Setting Names That Positively Reflect The Population
- .Absence of Paternalistic Tones, Patterns of Speech
- .Absence of Patronizing Communication

CLIENT-CENTEREDNESS TASK FORCE

CRISTY BOSWELL\*##  
ARC - Minneapolis  
2344 Nicollet Avenue South  
Third Floor  
Minneapolis, Minnesota 55404

MILTON CONRATH\*##  
Nekton, Inc.  
633 North Snelling Avenue  
St. Paul, Minnesota 55104

DOROTHY LUNNEBORG\*##  
Dakota's Children  
400 West Marie  
West St. Paul, Minnesota 55118

BETTE ROSSE+  
Alternatives for Autistic People, Inc.  
3725 46th Avenue South  
Minneapolis, Minnesota 55406

SKIP SAJEVIC+  
Sur La Rue, Inc.  
1386 Jackson Street  
St. Paul, Minnesota 55117

PAT STEUART\*+  
Woodvale VI  
592 Adams  
Owatonna, Minnesota 55060

NEIL TIFT  
2307 Colfax Avenue South  
Minneapolis, Minnesota 55405

MARY TJOSVOLD  
Camilia Rose Group Home  
11800 Xeon Blvd.  
Coon Rapids, Minnesota 55433

DR. RICHARD WEINBERG\*##  
N. 548 Elliott  
University of Minnesota  
75 East River Road  
Minneapolis, Minnesota 55455

\* = Original Study Group  
# = Present at 1/25/83 Meeting  
+ = Present at 2/ 8/83 Meeting

CLIENT-CENTERED TASK FORCE  
Mini-Biographies of Participants

- CRISTINE E. BOSWELL Associate Executive Director of Minneapolis Association for Retarded Citizens (MARC); Five year history with the Department of Public Welfare including coordination of MR-Family Subsidy Program
- MILT CONRATH Executive Director, Nekton, Inc., governing body for sixteen 6-person community residential facilities; former Ramsey County Human Services Supervisor, MR and Child Protection Unit
- DOROTHY LUNNEBORG Director of Program Services for Dakota's Children, a 48-person facility serving children between 3 and 21 years; employment history, program related and administrative, in the Tennessee State Hospital System
- BETTE ROSSE Founder and President of Alternatives For Autistic People, Inc., Vice-President, Board of Directors, MARC; parent of 15 year old severely disabled and Autistic son
- PETER SAJEVIC Administrator, Norhaven, Inc.; ARRM Board of Directors; Executive Director Sur La Rue, Inc.; experienced in design and development of a wide range of program services
- PAT STEUART Director of Woodvale VI, Community ICF-MR, SILS Apartment Program; Specialist in small group process and communication
- NEIL TIFT Minneapolis Association for Retarded Citizens (MARC) Board Member, Advocate and Change Together (ACT) staff person; ten years of experience in program administration and direct care
- DR. MARY TJOSVOLD Director, Camilia Rose Group Home, 34-person adult facility with respite component; experienced group facilitator, teacher and administrator

CLIENT-CENTERED TASK FORCE: CONSULTANT/FACILITATOR

RICHARD A. WEINBERG

PhD, Professor of Education Psychology and Child Development; Co-Director, Center for Early Education and Development; Licensed Consulting Psychologist; Fellow - American Psychological Association; Chair - National Psychology Licensing Examination Board, American Association of State Psychology Board

Fifteen years of experience working with children, adolescents and their families

Trained in alternatives to traditional assessment techniques and appreciation of individual differences

Research in individual differences and family studies

Co-author "The Classroom Observer: A Guide For Developing Observational Skills"

Consultant to state and federal agencies, private foundations

UNIVERSITY RESEARCH CONSORTIUM  
A Consulting Service For Business, Professional  
And Government Organizations

Purpose:

The University Research Consortium is a private corporation organized by faculty from the University of Minnesota and other area campuses. Its purpose is to provide consulting services to business, professional, and government organizations.

Members of the Consortium come from many departments and diverse subject specialties.

The Consortium offers the highest level of expertise and consultant help without the expense of hiring extra personnel and without the difficulties usually associated with filling those needs. It is an effort to link the knowledge and technology available in higher education with private enterprise.

Clientele:

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PAUL D. REYNOLDS  
Professor and Coordinator,  
Applied Graduate Programs  
Department of Sociology  
University of Minnesota

Represented by  
University Research Consortium  
Ellen J. Fitzgerald, Director  
Mpls Business & Technology Center  
511 11th Avenue South  
Minneapolis, Minnesota 55415  
(612) 341-0422

AREAS OF EXPERTISE

Formal and complex organizations; application of social science to practical and or policy issues; social process in small groups; social psychology; measures of daily life behaviors, characteristics, or orientations (e.g. social indicators). Extensive background in ethical issues associated with research and mechanisms for resolving problems; strong credentials as an expert witness in this area.

CONSULTING, ORGANIZATIONAL EXPERIENCE

Paid consultant to UNESCO (Paris, France); American Psychological Association; Aires Corporation (Educational Research, Minneapolis); Suburban Police Personnel Selection Standards Study (Twin Cities Metropolitan Council); Wilder Foundation (St. Paul). Major responsibility, on two occasions, for redesign of University of Minnesota procedures for ethical review of research involving human participants. Developed, implemented, and currently administer the applied graduate training programs in the Department of Sociology, University of Minnesota. Principal Investigator on various projects, including: major evaluation (3 years, staff of 40, \$250,000 budget) of community agencies in Twin Cities metropolitan region; project estimating rates of criminal victimization from survey interviews; evaluation of 200+ community programs within Minnesota; and others. Served as Co-Chair of State Convention Platform Committee of a major political party. Served as expert witness in job discrimination hearing. Member, Social Problems Priority Committee, United Way of the Minneapolis Area. Numerous contributions to university committees as chair and member.

RESEARCH AND SCHOLARLY SKILLS

Design, implementation and interpretation of survey research; design and execution of experimental research; development of interview schedules; analysis of theory.

RECENT RESEARCH EMPHASIS, SCHOLARLY ACTIVITIES, AND PUBLICATIONS

Survey of corporate strategic planners with regards to major issues; development of interview procedure for assessing daily life; co-author of introductory manual on designing survey research; publication of second book on research ethics.

ORAL AND WRITTEN COMMUNICATION

Oral - Numerous presentations to professional groups, associations, general audiences; teaching at all levels.  
Written - Numerous articles in professional journals; three books published; completed major research reports for administrators, executives; experience in writing for various audiences.

COURSES TAUGHT

Graduate - Social Theory, Social Policy; Research Administration; Theory Evaluation; Social Psychology; Small Group Processes; and others.  
Undergraduate - Formal Organizations; Understanding Daily Life; and others.

PREVIOUS POSITIONS

Faculty member at San Francisco State Univ. and Univ. of California, Riverside.  
Served as Platoon Leader in U.S. Army; engineer trainee; miscellaneous summer jobs in mid-south oil fields, construction work, and others.

EDUCATION

Stanford University	Stanford, Calif.	Sociology	PhD	1969
Stanford University	Stanford, Calif.	Psychology	MA	1966
Stanford University	Stanford, Calif.	Business	MBA	1964
Kansas University	Lawrence, Kansas	Engineering	BS	1960



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1411 London Road  
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(218) 724-1872

February 11, 1983

Harold Tapper  
Executive Director  
Association of Residences for  
the Retarded in Minnesota  
459 Rice Street  
St. Paul, MN 55103

Dear Mr. Tapper:

I wish to applaud the establishment of the ARRM/McKnight Task Force on Client-Centeredness. For too long the M. R. Field has operated without clear cut directions and goals set with our clients. It is my hope that this Task Force will help set the basic directions for M.R. services in Minnesota. That we can develop evaluation tools that will assess program models, clients needs, their involvement in the process, and finally their quality of life.

I will commit myself to any process that the Task Force sets to increase Client-Centeredness and quality of life for M.R. people. I would also like to thank the McKnight Foundation for being so foresighted to fund this most needed project.

Sincerely,

Milton Conrath  
Executive Director

mc



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Education

Psychology in the Schools Training Programs  
Department of Psychoeducational Studies  
N548 Elliott Hall  
75 East River Road  
Minneapolis, Minnesota 55455

February 9, 1983

Mr. Harold Tapper  
Association of Residences for the Retarded  
in Minnesota  
459 Rice St., Suite 302-B  
St. Paul, MN 55103

Dear Harold:

I am writing to confirm my commitment to participate as a member and facilitator of the ARRM/McKnight Client-Centered Task Force which will pursue the development of a system for evaluating the life environments and residential services for clients with developmental disabilities.

I believe that the focus of the Task Force on alternative perspectives for defining and evaluating an individual's perception of his/her environments and adaptation to those environments is timely. The people proposed to work on this project are representative of the professionals who work in this area, reflect a diversity of views and backgrounds, and are articulate, creative, and highly committed to the effort.

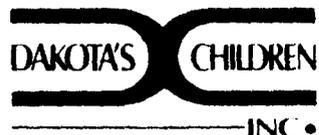
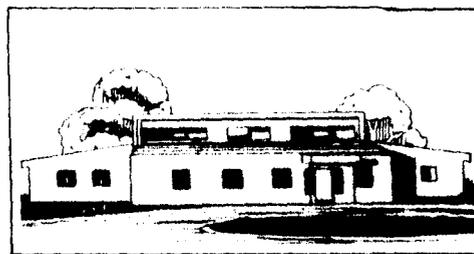
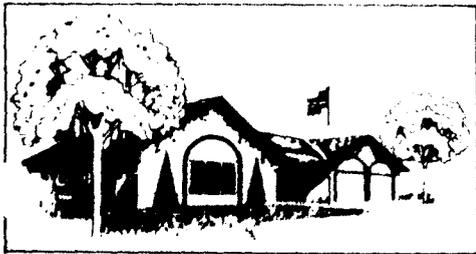
I am pleased that the McKnight Foundation has made a commitment to addressing critical issues which confront our society.

Yours very truly,

*Richard A. Weinberg*  
Richard A. Weinberg, Ph.D.  
Professor

raw/ap

FEB 10 1983



February 9, 1983

Harold Tapper  
Executive Director  
Association of Residences for the Retarded in Minnesota  
459 Rice Street, Suite 302-B  
St. Paul, MN 55103

Dear Harold,

I am writing to express my formal commitment to participate in the ARRM/McKnight Client-Centered Task Force. I have attended initial meetings of the task force and strongly believe in what the group is attempting to accomplish. The goals of the task force coincide with the goals of a project that our organization has been pursuing for the past two years. Dakota's Children, Inc.'s project has been to develop an instrument that will measure the "quality" of our residential services and that will help us insure that our residential programs approach services from a client-centered orientation.

I wish to thank ARRM for inviting me to participate in this project.

Sincerely,

Dorothy Lunneborg  
Director of Program Services

DL/cs

RECEIVED FEB 10 1983



874-6650

Minneapolis Association for Retarded Citizens

February 9, 1983

Dr. Harold A. Tapper, Executive Director  
ARRM  
459 Rice Street  
St. Paul, MN 55104

Dear Harold:

Thank you for the invitation to serve on the ARRM-McKnight Client-Centered Task Force. I think that the work that ARRM is doing in this area is important and exciting and I look forward to the opportunity to continue with this effort.

Thoughtful exploration in the area of client-centeredness is critical to the evaluation of current residential services, as well as, to future development and design of services. I understand that a number of residential facilities have begun to address the areas of quality of life and client-centeredness and I hope that the McKnight effort will be able to support and add to these innovative efforts.

One of the most interesting concepts that has been raised in the client-centeredness discussion has been the idea of looking at environmental changes rather than focusing on changing the client. I believe that efforts in this area could have profound impact upon the whole concept of residential services and systems change. The MARC organization wishes you success in these endeavors and we continue to be available in any way that would be most helpful.

Sincerely,

Cristine E. Boswell  
Associate Director

CEB/bjt

cc: Chuck Sewall, President

RECEIVED FEB 10 1983

WOODVALE VI  
592 Adams  
Owatonna, Minnesota 55060

February 10, 1983

Mr. Harold Tapper  
Executive Director  
Association of Residences for  
the Retarded in Minnesota  
459 Rice Street  
St. Paul, Minnesota 55103

Dear Harold,

I have requested to participate in the Client-Centered Task Force and support the endeavor of pursuing an end product that will affect the system of service delivery in Minnesota toward a more sensitive approach to people.

I commit my time, efforts and resources available toward this end.

Personally I have sought answers to many dilemmas within my work setting that struggle with these issues and ultimately address this pursuit.

This commitment fits well with my job and personal endeavor. I am excited about the process and potential outcome.

Sincerely,

  
Patricia Stewart  
Director