Aids to Advocacy for Developmentally Disabled Persons

A Bibliography and Resource Guide

Prepared by
Developmental Disabilities Protection and Advocacy System
Developmental Disabilities Planning
Minnesota State Planning Agency

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INTRODUCTION

Education is a never-ending process. This bibliography and resource guide was assembled for the purpose of assisting those who have the desire to learn more about advocacy theory and techniques as well as how to keep abreast of new information or events that are generating from within this rapidly growing and changing field. Whether you, the reader, are a student, a parent, a developmentally disabled person, an advocate trainer, a human service planner, or an advocate, you will hopefully find this to be a valuable resource for expediting your search for the information you need at the time that you need it.

This document was produced under the authority of the Minnesota State Plan for the Protection of the Individual Rights of and Advocacy for Persons with Developmental Disabilities, Fiscal Years 1978 and 1979. This statewide program operates under Public Law 95-602, Developmental Disabilities Assistance and Bill of Rights Act; Section 113, Protection and Advocacy of Individual Rights, as amended in 1978.

The listings in this bibliography are obviously selective, rather than comprehensive, aimed at meeting the practical and perspective needs of persons involved in advocacy for the rights of the developmentally disabled.

Selections were taken from multiple sources: brochures, newsletters, ERIC, various publications and bibliographies. One major source can be cited, the publication "Advocacy for People with Developmental Disabilities: An Annotated Bibliography" prepared by the Wisconsin PL 94-103 Advocacy Planning Project, Wisconsin Association for Retarded Citizens, for the Wisconsin Coalition for Advocacy. Appreciation is extended to the Wisconsin Coalition for Advocacy for their permission to use excerpts from this excellent resource as a base point upon which to build our own bibliography.

Persons unfamiliar with ERIC (Educational Resources Information Center) can identify listings from this source by the ED code numbers, often followed by an EDRS unit price for microfiche (MF) or for paper copy (HC). ERIC documents cited in the bibliography may be ordered from ERIC Document Reproductions Service (EDRS), P.O. Box 190, Arlington, VA 22210.
A number of state libraries have ERIC collections, and others may often obtain requested items through the MINITEX loan system (Minnesota Interlibrary Telecommunication Exchange).

Comments about this publication or ideas for expansion/improvement may be submitted to:

Developmental Disabilities Protection & Advocacy System
State Planning Agency
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Article examines present efforts to insure and protect, represent, assist and advise people with disabilities regarding rights, interests, and service needs to people with disabilities. Offers an explanation of each type of advocacy and some possible changes in the various approaches.


A comprehensive collection of scientific studies and reviews, evaluations, surveys, and perspectives on the contemporary sociological aspects of people with mental retardation is presented. The major areas covered by the 22 articles are: historical and contemporary issues in mental retardation, attitudes and values, social competence and socialization, forms of family adaptation and intervention, emergent patterns of service for young people and adults, and advocacy. A one volume source of current information.

Bensberg, Gerald J. and Rude, Carolyn. (eds.) Advocacy Systems for the Developmentally Disabled. Proceedings, National Conference on Advocacy held in Dallas, Texas, March, 1975.**

The proceedings of the National Conference on Advocacy held in Dallas, Texas, March, 1975 are compiled under the title "Advocacy Systems for the Developmentally Disabled." The articles explore the various components of Protective & Advocacy Systems as mandated under P.L. 94-103, Section 113.

** Purchased from the Research & Training Center in Mental Retardation, Texas Tech University, P.O. Box 4510, Lubboch, Texas 79409. Cost, $2.00.


Explores the legal, social, political, medical, and human services aspects of advocacy for the rights and interests of children. Presented is a model for "operational advocacy," a system for assessing human services on the neighborhood level. The responsibility hierarchy, funding, action, and follow-up system for this proposed agency are discussed, outlined, and flowcharted.

The author examines the concept of advocacy as a new helping relationship. The principles behind advocacy and the methods to implement advocacy are discussed. Difficulties associated with advocacy as well as justification for an expanded advocacy movement are considered. Biklen cites examples of definitional confusion of the term "advocacy" and how it can lead to conflict of interest.


Describes how parents of children with disabilities, and their allies, can fight for their own needs and rights. Advocacy means moving bureaucracies. This book attempts to describe how to do it – the basic steps to successful organizing.


A collection of case studies and vignettes describing the conditions of life of people with disabilities.

Available: Developmental Disabilities, 301 Centennial Mall South, Box 95007, Lincoln, Nebraska.


What is child advocacy? How can parents be effective advocates for their children? What are the steps to take? What obstacles will parents encounter? These and other questions are answered in this simple and direct handbook for parents.


A complete overview of the history and philosophy of l'Arche and of life at Trosly-Breuil. Provides a philosophical base for a unique form of personal and collective advocacy.


First in a series of reports analyzing trends and services in the Twin Cities Metropolitan Area, defining needs, and assessing the availability of services to meet them. Includes a review of the pertinent literature on epidemiology, prevalence rates, screening, diagnosis and treatment services, vocational guidance, training and placement, residential services, additional problems and issues.


Information is a key to effective advocacy. This handbook suggests how to use existing sources of information, many of them public and free, to work on behalf of children at the state and local level.

The problems associated with mental retardation are reviewed in terms of effects on individuals, families, the community, and on the national economy. Possible solutions are discussed with regard to services and programs which could benefit mentally retarded individuals.


The major goal of this monograph is to provide a framework for understanding advocacy as it relates to developmentally disabled persons and to convey the significance of the advocacy movement to this population. It is furthermore intended to lend assistance to developmentally disabled individuals, their parents, professionals, and others interested in being advocates.


"Closer Look" tries to meet the needs of parents of handicapped children. The center provides information of practical advice to parents in finding services for handicapped children. Program teaches parents how to be their own advocates.


Discusses techniques to organize parents effectively. An excellent nuts and bolts booklet.


A report which describes the UCP Advocacy Project. The overall goal of the project was to improve the service delivery system for the developmentally disabled. Contains descriptions of demonstration projects and model programs, as well as problems and ways to involve consumers. Guidelines for program development provided.

The Fifth World Congress of the International League of Societies for the Mentally Handicapped highlighted the growth and significance of the worldwide movement initiated by parents of mentally retarded children. The article discusses the necessary change to a greater emphasis on adult needs and services and movement toward establishing national consumer action program.


Written from an anthropological perspective, the book deals with mental retardation as social stigma and provides analysis of its impact upon stigmatized individuals, families, and the community.


A discussion of conflict of interest and the need for independence of advocacy systems.


Reveals the extent to which advocacy is built into Scandinavian human service systems. The Ombudsman concept and self-advocacy by disabled people are discussed.


Presented is the final report of a demonstration project in child advocacy operated in a rural area of a large suburban county. A discussion of the project's history focuses on such topics as the formation of an interagency task force for emotionally disturbed youth, funding possibilities, needs assessment, and the introduction of a local family service program. Use of the systems approach in the program is described and evaluated, and application of the approach towards development of programs for emotionally disturbed children, child care, and therapeutic services is detailed. Accomplishments and recommendations are presented.
Wisconsin Association for Retarded Citizens, 2700 Laura Lane, Middleton, Wisconsin 53562.

Available: University of Michigan. Institute for the Study of Mental Retardation and Related Disabilities, Ann Arbor, Michigan 48104. $4.00 per copy. ED131612. Document not available from EDRS.

Presented are the proceedings of a 1975 conference on the aged mentally retarded which focused on health and medical needs, emotional and social needs, housing needs, and financial needs. The delivery of services on the state and local levels was considered in two papers with the following titles and authors: "On Aging and Mental Retardation" (S. Kriger) and "The Role of the Practitioner in Serving the Elderly" (M. Allardice and V. Crowthers).

Handbook of Advocacy Strategies, A final report of the Advocacy Project conducted by The National Easter Seal Society for Crippled Children and Adults, under a grant from the U.S. Office of Education.
Available: Program Services, National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Avenue, Chicago, Illinois 60612. $1.00 per copy plus postage and handling.

Outlines clearly specific advocacy projects undertaken in six states. Focus is on system advocacy.


ED148065. EDRS Price - Microfiche $.83; Hard Cover $6.01 plus postage.

A discussion paper on Section 113 and its implications. Examined in the discussion paper are advocacy issues raised by Section 113 of the Developmentally Disabled Assistance and Bill of Rights Act (Public Law 94-103).

In spite of millions of dollars being poured into research and training of the mentally retarded, there have been no large scale changes in public acceptance and valuation of the retarded. Reviews the key factors promising change and possible implications for the future.

Available: The Institute for Child Advocacy, 4305 South Broadway, Los Angeles, California 90037.


The Department of Health, Education and Welfare sponsored a study to determine the nature of advocacy in the United States today, which looks at demographic variables and differences in definition of the term "advocacy," with a closeup look at the historical development of the movement as well as the programs presently in operation. Drawing upon a source of information, recommendations are offered for those agencies and individuals involved in child advocacy.


The report of the Joint Commission on Mental Health of Children recommends establishment of a national advocacy system to push for changes in the socialization and care network for children. This paper examines the growth of the advocacy system and their implications and offers a critical assessment of the system as proposed by the Joint Commission.

Available: National Association for Retarded Citizens, P.O. Box 6109, Arlington, Texas 76011. $1.00 per copy.


(continued on page 10)
The Bureau of Education for the Handicapped Recruitment and Information Program provides parents and persons interested in becoming teachers with information about the educational needs of handicapped children. The activities supported by the program are the National Information Center for the Handicapped ("Closer Look") and a media campaign that advertises the services of the center and seeks to make parents and the general public aware of the valuable contributions that handicapped children can make to society if they are given the educational opportunities to which they are entitled.


Groups such as the President's Committee on Employment of the Handicapped are taking a stronger advocacy view which stresses the natural rights of the handicapped to the same benefits as the non-handicapped under the Constitution.


Presented is the final report of the Massachusetts Commission on Legal and Civil Rights of the Developmentally Disabled formed to investigate the civil rights problems of developmentally disabled citizens and to recommend and take action to correct the problems. Report deals with self-determination and financial security (emphasis on representative payee system of Social Security Administration) treatment, care, and environment of institutionalized persons, housing and a humane accessible environment, zoning and financial problems of community residences, due process within criminal justice system for MR offenders.


Three demonstration models of advocacy programs for developmentally disabled children and their families are reviewed by the United Cerebral Palsy Association. Future plans for the five-year-old Child Advocacy Project are given.

A guidebook for the advocate himself, giving some idea on what to expect and what is expected as well as some basic facts on mental retardation. The advocate - protege relationship is discussed. This book can be used as a manual for training new advocates.


For persons who are at the stage of commitment and want specific guidelines for implementation, or for those who have already set up programs and want to streamline them. It is written from a staff point of view and focuses on the functions of the advocates as seen from the local office, and the inter-relationships between the advocate and the office, especially the coordinator.


For general readership. Gives a description of the concept and advocate roles. Wolf W. Wolfensberger was a consultant in the preparation of this book.

National Association for Retarded Children. Youth Advocacy, Book IV.

This book deals supplementally with youth advocate roles and functions.


Paul, James L.; Rosenthal, Susan; and Adams, Jo. Advocacy Resources and Approaches.


Intended for parents and other advocates of handicapped children, this booklet is a product of the Child Advocacy System Project, a project whose general purpose was to learn about the concept of child advocacy and its practical application in communities and neighborhoods where children live.


President's Committee on Mental Retardation. Mental Retardation: Century of Decision. A Report to the President. 1976 (ERIC).

Report sets national guidelines for public education with the primary goal of improving public attitude toward mentally retarded people. The assertion of legal rights is necessary for the attainment of first class citizenship status. A personal representative must be made available to mentally retarded individuals.


Silent Minority deals with the life, liberty, and the pursuit of happiness by retarded citizens. Under these three rubrics, it groups a host of problem areas facing those citizens, followed in each case by concrete suggestions of "What You Can Do".


Considers three goal areas: minimum occurrence of disability, adequate, and humane service system, and assurance of full citizenship for the retarded. Among the service systems discussed are health services, vocational training, and programs of daily activity. An analysis of full citizenship covers such aspects as the right to education, right to treatment, and right to payment for work, the effect of legislation, competency questions, and attitudes on the rights of the retarded. A final section reviews the economic impact of vocational rehabilitation and education and analyzes Federal spending trends.

Proceedings of a 1974 inter-regional training conference on modern dimensions of epilepsy. A major conference purpose was to elicit participant suggestions regarding goals and program development, educational and research needs, and funding guidelines.


Expose on Willowbrook, a New York State institution for people with mental retardation. Depicts the brutal and dehumanizing conditions at a time it warehoused 5300 "patients." Discusses the change which took place as a result of media exposure and plan for future action.


The effects of social Darwinism, eugenics, and contemporary political conservatism on the status of advocacy efforts for the mentally retarded are reviewed. Historical sketches of social Darwinism which viewed retarded people as an inferior race, and eugenics which argued for sterilization of the "genetically unfit" are included. Emphasizes that advocates for retarded should strive to go beyond notions of charity to influence societal attitudes and political philosophy.


This article discusses Minnesota File No. 1496, the "Child Advocacy Law," and the Joint Commission on Mental Health of children's findings and proposals on child advocacy. This commission studied children's rights, creative change, child advocacy proposals, state level recommendations, local agency recommendations, and the Child Development Councils.


The three-part final report documents recommendations and resolutions and summarizes the work of more than 700 delegates to the White House Conference on Handicapped Individuals.


In spite of increasing concern for the protection of the rights of mentally retarded people, there is an additional need for insuring that such protections occurs. The article discusses situations in which rights could be infringed upon. An ethical code for professionals is discussed.


A report of the comprehensive service needs study for the severely handicapped as authorized by Section 130 of the Rehabilitation Act of 1973. Chapters focus on multiple aspects: vocational rehabilitation system and population served, architectural barriers, geographic mobility of handicapped, transportation, employment and labor force participation, communication barriers, programmatic and financial options for providing services, summary of major findings, research demonstrations, policy interpretations.

Waisman Center, University of Wisconsin. *Training Advocate to Work with DD Clients*. Project Director, Patric J. Flanigan, Ph.D.


Wolfensberger analyzes the l'Arche movement as a development of the concept of a "community." Though not based upon the normalization principle, the life-sharing model of l'Arche derived from spiritual and religious values is, in some respects, analogous to the citizen advocacy concept. Provides a brief biography of Jean Vanier.


Advocacy is defined in this article as a recommitment on the part of aged and workers in the social welfare institutions to the people they serve. An advocacy committee and framework for advocacy are discussed.


This project expresses the training and difficulties advocates find in trying to establish themselves as resource persons for children and families, in setting up parent-school councils, and in developing recreational programs.

Your Rights as a Disabled Person, Consumer Information Center, Dept. 651F, Pueblo, Colorado 81009 (no charge for single copies).

This publication describes legal rights of the disabled to education, employment, health care, social and rehabilitation services, and all other public and private services that receive federal support.
ADVOCACY PLANNING


(See also: Zoning for Community Homes. Forthcoming in series: Anti-discrimination, Education, Environmental Barriers, Guardianship, Criminal Justice Issues, Right to Services/Rights in Residential Facilities, Personal and Civil Rights in the Community and Admission to Services.)


Hartmen contends that advocacy planning for the poor, if it is to have any real meaning, must be planning for power, planning for political and social change.


Papers from a national conference in 1974 to develop strategies to promote council and consumer involvement in the advocacy movement. Chapters also deal with public awareness, legal issues, and deinstitutionalization as they relate to the conference theme.


This booklet was developed to assist Councils in their efforts to define, develop and implement appropriate advocacy activities for their state. It does not contain an exhaustive listing of all advocacy-related material and resources. It does provide a sampling of current definitions and viewpoints of advocacy. Potential resource people are identified, advocacy programs are described and relevant literature and media resources are reviewed.

Research and Training Center in Mental Retardation. Advocacy Systems for the Developmentally Disabled: Context, Components, and Resources. Available: Research and Training Center in Mental Retardation, P.O. Box 4510, Texas Tech University, Lubbock, Texas 79401.

Deals with P & A systems, legislation, approaches and rights.


This article focuses on establishment and implementation of the different State DD councils and some of the central features which appear to characterize most of them, and the developmental aspects of these new organizations.


Dr. Wolfensberger's statement on the meaning of advocacy, the role of protective services, ombudsmanship, corporate advocacy, legal representation, citizen advocacy and other issues which fit together to build a complete and comprehensive system. Of interest to voluntary organizations, service planners, lawyers and students of human service ideology. Examples are drawn primarily from the U.S. and Canada.
CITIZEN ADVOCACY


This paper deals with the structure, duties, and rights of Central Wisconsin Colony's lay or citizen advocates. Duties which a lay advocate cannot perform are also discussed.


Senior Teens Aid Retarded, an organization of teenage high school students dedicated to assist the mentally retarded person. The purpose of the program is to increase awareness of public with regard to the needs of mentally retarded people in the community. Involvement with the mentally retarded emphasized friendship building and the development of new social skills.


Discusses citizen advocacy programs on a personal experience basis. The programs are discussed in terms of their design to help mentally retarded and the disabled persons achieve greater independence and more complete citizen status.


Book I. Citizen Advocacy for Mentally Retarded Children; An Introduction.

Provided in the first of four booklets on citizen advocacy for the mentally retarded is a general introduction to the concept. Advocacy is defined and traditional approaches including institutional practices are reviewed. The individual advocate-protege relationship is seen to be the central feature of the citizen advocacy model serving mentally retarded people in institutions, in transition from the institutions, and in the community. Potential advocate roles include companion, guardian, and advisor. The support structure at the local and state levels is analyzed. The booklet concludes with a brief review of legislative and social factors responsible for current interest in advocacy.
Book II. Implementation of Citizen Advocacy Through State and Local ARC's.

The second of four booklets on citizen advocacy for the mentally retarded provides specific guidelines for implementing advocacy programs through the state and local Associations for Retarded Citizens. Functions of the State office and the State advisory committee are reviewed, along with funding sources for State programs. Procedures involved in setting up a local office include establishing a study committee to investigate the feasibility of an advocacy program and deciding questions of insurance and incorporation, and hiring staff. Described are such local office functions as recruitment, screening, program monitoring, and service evaluation. Among nine program forms provided are a sample news release form and advocate's monthly summary.

Book III. Effective Advocacy.

Designed for the citizen advocate, the third in the series of booklets provides basic information on mental retardation and the advocate's role. Reviewed is a history of social attitudes regarding the retarded, and described are the needs of institutionalized and community-living retarded persons. Discussed are emotional, legal, and financial considerations in being an advocate, and suggested are guidelines for protecting the program rights. Phases in the typical advocate-potage relationship are analyzed. Appended is the declaration of general and specific rights of the mentally retarded developed by the International League of Societies for the Mentally Handicapped.

Book IV. Youth as a Citizen Advocate.

Youth advocacy is the topic of the fourth booklet. Set forth in an introductory section is basic information about retardation and the role of an advocate. Selections from a diary of one adolescent advocate and the transcript of a taped interview with another are provided to illustrate the practical issues, frustrations, and rewards involved in the program. Geared to the special contributions a young person (13-18 years) can make through a peer relationship with a mentally retarded person.


Guidelines are presented by the NARC to help State and local associations develop citizen advocacy programs. The manual's first section contains overview of preparing for and conducting workshop training sessions, including a discussion of needed materials and equipment. The bulk of the document is composed of specific instructions and scripts for eight work activities, including an orientation to citizen advocacy, and a discussion on applying citizen advocacy to the needs of the mentally retarded. Each activity is preceded by information regarding purpose and training sequence. Sample handouts and scripts for a lecture of audio-visual presentations are also provided, covered in three appendixes are needed materials, physical arrangements, and a sample letter of invitation.

Manual outlines a comprehensive training program for potential advocates. The package provides a guide for conducting two three-hour training sessions plus suggestions for 30-minute monthly in-service programs and a bibliography. The topics covered in the initial 3-hour session include: the negative effects of stereotyping, the nature and causes of mental retardation, the history of attitudes and practices toward mentally retarded persons, the normalization principle, the developmental model, and the dignity of risk. The second session covers the role of the ARC, advocates' roles and responsibilities, and community resources available to the handicapped.

Two slide presentations supplement the training guide. These are "The History of Mental Retardation" and "An Overview of the Normalization Principle," which may be purchased individually from NARC's Child Advocacy Project for $28.35 and $25.65 respectively. If a carousel is desired, please add $5.25 to cover cost. The total training package including the Guide and two slide presentations may be purchased for $55.00, excluding the carousel.


Checklist provides 32 rating items which identify specific components or features which are or should be present in the implementation and operation of a Citizen Advocacy program. Ratings are derived from the "essential principles" of Citizen Advocacy. They include: advocate independence, program independence, program support, responsiveness to advocacy needs, and program continuity/stability.

Procedural Manual for Developing and Implementing Expressive Advocacy Programs; Also: Procedural Manual for Developing and Implementing Social Recreational Programs, Suburban Community Services, 6800 Cedar Lake Road, St. Louis Park, Minnesota 55426. Cost: $1.00.

Protective Services and Citizen Advocacy. Research and Training Center in Mental Retardation. Lubbock, Texas, Texas Tech University, 1974.

The monograph contains several articles and position papers on legal rights and protective and advocacy services for people with mental retardation. Developed from proceedings of a short-term training program at the Center. (The Center, Texas Tech University, P.O. Box 4510, Lubbock, Texas 79409.)

Describes the development of a citizen advocacy program in a psychiatric hospital designed to expose mental retarded individuals to a nonprofessional community member serving as friend, social worker, and legal counselor. The program seems to reduce the likelihood of patients returning to the hospital after discharge.


Citizen advocacy can increase the effectiveness of service agencies. While providing mentally retarded people with the normalizing influence of participating in everyday community life, professional care services are kept open to the mentally retarded individual after deinstitutional placement. An advocacy person can effectively represent the mentally retarded person's rights in the community.


Describes a citizen advocacy program designed to provide the mentally retarded person in the community or hospital with a nonprofessional person who would be a combination big brother, friend, social worker, legal counselor. Case example of a 31-year-old male is provided.

Stepping Out. Suburban Community Services, 6800 Cedar Lake Road, Minneapolis, Minnesota 55426.

A procedural manual for setting up a one-to-one program to mainstream people who are disabled into community leisure programs through a pairing of a volunteer with a "friend." A "How To" manual for anyone interested in starting a program.


Case studies of retarded citizens who have a citizen advocate - "someone who is committed to representing their interests." Describe the operation of Denver's Citizen Advocacy program.


The standard work on the citizen advocacy schema as conceptualized and developed under the leadership of Wolfensberger. Book includes a critique of prevailing protective service systems, the conceptual framework of citizen advocacy, and technical aspects of implementing citizen advocacy programs. Contains 13 major articles and 15 "advocate testimonies" drawn from the experience of Nebraska's two citizen advocacy pilot programs.

A project is discussed in which high school students volunteered to work with blind students in the evenings. The volunteers were to help the blind students with school subjects. Results of the program indicated that nonprofessionals can successfully contribute to the learning of visually handicapped persons.


A method is presented which permits teachers to utilize volunteers to conduct programmed instruction in either a preschool setting or other settings for severely handicapped children.

Haines, Mike. *Volunteers: How to Find Them..How to Keep Them!* 1977. 73 p. (paperback)
Available: Volunteer Readership, Division of NICOV/NCVA, P.O. Box 1807, Boulder, Colorado 80306. Order #A60/$4.50.


A short program was developed and presented that introduces sighted children to visual handicaps through the use of aids used by blind children. The program is for ages 4-7 and has been given successfully at a small public library location. Program can be modified for other learning situations.


Forty-seven volunteers were trained as rehabilitators for the mentally retarded. Volunteer characteristics, recruiting techniques, and training methods are discussed.

Available: Volunteer Readership, Division of NICOV/NCVA, P.O. Box 1807, Boulder, Colorado 80306. Order #A29/$8.00
Project Volunteer Power was a Manpower Administration pilot program in three cities (Birmingham, Minneapolis, and Maiden, Massachusetts) using volunteer women's organizations on a planned basis to develop employment opportunities for the physically handicapped, the mentally retarded, and the mentally restored. (Author/BP)

Gives models of performance of those individuals and groups who have acted on their capacity to solve problems. Applauds the exemplary effort of Americans who have demonstrated in creative, efficient, democratic, and innovative ways that people may independently regain control over decisions that affect their lives. Includes highway freighters, senior citizens, blood donors, public interest lawyers, ombudsmen, etc.

Utilizing a sociological approach, the authors examine the liabilities decline of traditional approaches to volunteerism. New approaches to volunteerism can contribute to the society by limiting the centralization to power and forcing institutions and agencies to be more responsive to public needs.

Volunteer action when figured up in worth is estimated to be about $30 billion by 1980. Volunteers can help solve problems for our nation and are considered part of the "independent sector."

Available: National Institute on Mental Retardation, York University Campus, 4700 Keele Street, Downsview, Ontario, Canada M3J 1P3. $5.00.


The article suggests functions most effectively involving volunteers and caretaking, social sustenance, professional assistance, developmental rehabilitation, and advocacy. The volunteers can direct community resources toward lobbying for legislation at the local or community level. Beneficial to volunteers are skill development in organization and personal confidence dealing with professionals.


Assessing the effects of a companion program on 20 college student volunteers and 21 mental patients. Results of change score analysis show that companionship was beneficial to some patients and detrimental to others.


Author emphasizes the need for some sort of training for volunteers and suggests what volunteers could do in a classroom setting. Ideas such as teaching individual skills depending on the child's needs are given.
Volunteer Leadership Catalog. (1978-79) Division of NICOV/NCVA, P. O. Box 1807, Boulder, Colorado 80306.

Catalog of 53 published works on all facets of volunteering.


Communities gather together to try to help fulfill the needs of their children. Many towns and counties are creating services and local programs in many areas. They are helping in the areas of day care, recreation, and mental health. Many very effective programs exist, but many more are needed.


Wolfensberger outlines how voluntary agencies can provide external monitoring mechanisms and quality safeguards for human service systems. Includes discussion of independent watchdog committees, legal action, and citizen advocacy.

Margaret Adams defines advocacy, then "explores major points at issues that can arise between social workers and research scientists." The crucial areas in which science and social work are apt to overlap or work at cross purposes are: (1) future gains versus immediate relief; (2) prevention versus supportive help; and (3) common good versus individual good.


The responsibility of the pediatric ombudsman is visualized as the reviewing of all aspects of the child's functioning in order to help the child as well as the family.


Program accountability is now the guideline for evaluation of services, this demand coming from external sources, concerned about costs. Discusses the emphasis of program accountability on clinic and research activities of mental retardation programs.


Advocacy is presented as the continuing responsibility of professionals engaged in the delivery of human services.

This article discusses the school nurse as a professional member of the school's public service team. The school nurse serves as a health advocate in combining her health expertise with their psychological, social work and guidance efforts so that adequate planning and coordination of services can help the handicapped child reach his potential.


Payne discusses the limitations of social workers in adopting an advocacy role on behalf of their clients. The issue of conflict of interest and loyalty is analyzed.


This article examines the concept of ombudsman and considers various ombudsman roles for social workers in the U.S. The author makes the distinction between an ombudsman and an advocate: "The distinctions subtle, but its ramifications are significant. The ombudsman does not serve as an advocate for either the citizen complainant or public official. If he is an advocate at all, it is only for the concept of fairness in public programs." This article also emphasizes the importance of law and policy in social work education to prepare social workers to be advocates.

(DHEW Publication No. (SRS) 72-23008 - $1.25


This article suggests that each state set up a permanent position of child advocate at a high administrative level in order to encourage advocacy at local levels in both private and public agencies. It would then be possible to develop a nationwide Federal advocacy system. This Federal
child advocacy agency would have the power to set national standards, obtain data of all kinds, and have jurisdictional power.


Alinsky presents strategies for achieving social change when political systems fail to respond to human needs. Includes many examples of community action.


*Let Our Children Go* describes how parents of children with disabilities and their allies, can fight for their own needs and rights. In clear, precise terms, the book discusses social conditions, problems, and attitudes affecting children with special needs and defines steps to successful organizing to move bureaucracies. Material for the book was defined through practical experience in organizing groups, conducting workshops and advocating for the rights of children. Its self-description as a "manual" is accurate.


Manual tells how consumers can protect their interests and fight back through government agencies, legal means, and consumer awareness.


Brandon records dissatisfaction with parents with: the coordination of social services, rigidity in the attitudes of social workers, lack of practical counseling from medical professionals, etc.


A theoretical discussing public advocacy as a new approach to political reform.

Described in this paper are the proliferation of voluntary advocacy associations for the developmentally disabled and the types of advocacy being practiced by these groups. The role of voluntary agencies in monitoring services is discussed as are a number of factors related to the successful practice of external safeguard systems.


This article calls for the new "people's lobby" to carry out an institution change-oriented advocacy system. Knitzer, who formulated this social advocacy position, suggests that what is required is social power and an unsolicited and secure funding base.

DeBoor, Matilda F. "What is to Become of Katherine?" Exceptional Children, 1975, 41 (8), 517-518.

This article explains the development of an adversary relationship between families of some handicapped children and the systems designed to help children. The example is illustrated by the records of a 22-year-old young woman who was diagnosed as mentally retarded in early childhood. Twenty years of frustration in dealing with the system is culminated by a recent evaluation which indicates that the young woman is not mentally retarded, but may suffer from a learning disability.


Guide for professionals and paraprofessionals in mental health and the mental retardation fields who want to gain a political perspective and access to national lobbying representatives. Discusses organizations and agencies representing the mentally ill and retarded in Washington, how these groups have sought to influence Congress and the extent to which they are perceived as influential.


Handbook for activists who want to translate their personal aspirations or their communities' potentials into a political enterprise. Practical assistance for those who conduct meetings, seek publicity, raise money, or engage in part-time voluntary civic activities. Book is designed to help people cope with more complex types of volunteer activity.

Hunter offers practical suggestions for those who are contemplating social action to influence change.


Presents five models of community participation in community mental health centers and synthesizes a new model which is dependent upon identifying and influencing community decision making.


Describes how Jean Jacobs started the Citizens for Juvenile Justice "a non-official organization that would lobby for the improvements public officials seemed reluctant to make." The activities of the CJJ are discussed.

**Minnesota Legislative Guide.**


National Center for Law and the Handicapped, 1235 North Eddy, South Bend, Indiana 46617.

Definition and approaches for class advocacy are described. Results of specific cases are given.


Norley presents tactics for grooming a politician to become an effective public official with a concern for the needs and rights of disabled persons. In her often humorous account, Norley confronts the politician as a candidate and takes the prospective citizen lobbyist through the important contact points of the interplay.


This manual is a product of the civil rights direct action movement. The book evaluates early campaigns, civil rights, direct action, non-violent defense, and provides alternative courses of action.

Description of how non-profit organizations give aid to thousands of families and their children. These privately supported voluntary agencies help by: counseling parents, providing homemakers, finding foster families and adoptive parents, helping unwed mothers, and caring for emotionally disturbed and mentally retarded citizens.


Consumers can impact upon rehabilitation agencies by serving on their boards, acting as consultants, conducting surveys, and promoting legislation.


This article discusses advocacy at the local level whereby volunteers or staff members can become active advocates and systems ombudsmen within the scope of their present activities. Local advocates must contend with the system, the problems, the background, the benefits.


A comprehensive attempt to examine the nature of nonviolent struggle as a social and political technique, including a view of power, specific methods of action, dynamics in conflict, and the conditions for success or failure.


Includes suggestions for newcomers to organizational life especially with regard to adversary relationships of local organizations and politicians and/or corporations. Conflict of interest is discussed.


Discusses how mentally retarded persons have been denied their human and civil rights, not only by the public but by professionals. Author claims professionals have an ethical obligation to refuse to refer children to programs.

A description of an alternative system for satisfactory service for mentally retarded. A consultation service was set up in the Department of Welfare for effective local evaluation and consultation with mentally retarded persons. Problems in establishing the service were in determining (1) the role of the State, (2) maintaining local agency support, (3) determining roles of individuals to maintain state and local cooperation, (4) preventing officials disapproval of services and, therefore, loss of cooperation between leaders.


This comment on the article in the November-December issue describing Social Security benefits, points out that the Social Security Administration has the responsibility for individual follow-up of all disabled persons in residential settings. The provision in law of such a bi-annual report by a Social Security staffer is seen as potential heretofore untapped, source of advocacy for persons in residential care facilities.

Walz, Tom; Salvagio, Joe; and Holloway, Jenny. "Three Views of Advocacy." Minnesota Resource Center on Social Work Education. TAPE.

This tape contains interviews with: Tom Walz, President of Minnesota Conference of the National Association of Social Workers, Joe Salvaggio, the founder of Advocates, Inc., and Jenny Holloway, an AFDC recipient who is a member of NWRO, a client advocacy group.


Weissman argues that professionals can take corrective measures to improve human services even without clear administrative authority to do so. Strategies for individual and collective action from within agencies are presented.

To identify trends in state and local programs for retarded persons, the 51 state mental retardation coordinators surveyed. Major findings: 29 states and the District of Columbia have made major realignments in state mental retardation services over the last five years. Almost all states were implementing some form of regional or county-based services delivery system. Twenty respondents reported the area of community services as the fastest growing segment of their budget. Thirty-eight state coordinators ranked medicaid and social services as the most important sources of federal revenue.
State-Federal Information Clearinghouse for Exceptional Children,

This book focuses on the litigation process. It includes specific areas pertaining to government and the education of handicapped children and utilizes information from the statutes, administrative regulations, attorney general's opinions, and litigation. It also discusses key issues and areas of concern to educators, parents, and public policymakers.


Contains comprehensive treatment of Section 113, P.L. 94-103, Federal Law mandating the establishment of state systems to protect and advocate the rights of individuals with a developmental disability. The paper includes the core provisions of Section 113 as well as a background discussion of conceptual and definitional aspects of advocacy. Reviews the elements of existing legal advocacy mechanism in six states with regard to how they could be assimilated into an acceptable system.

Center for Public Representation. *Legal Research for the Lay Advocate.*
49 p.
Available: Center for Public Representation, 520 University Avenue, Madison, Wisconsin 53703. ($2.80 per copy)

A standard text for many of CPR's advocacy training programs; explains in full where to find and how to use a variety of legal resources. Tips are also given for reading law and preparing legal memoranda and briefs.

Available: Center for Public Representation, 520 University Avenue, Madison, Wisconsin 53703. ($1.55 per copy)

Follow-up study of several CPR advocacy training programs showing citizens can be taught basic advocacy skills, making them resourceful and effective representatives for clients they serve.
Collings, Gary D. "Barrier-Free Access—Right or Privilege," Physical Therapy, 1976, 56 (9), 1029-1033.

Discusses the legislation, constitutional theories, and current litigation within the context of providing a barrier-free environment for all citizens, including the physically handicapped. Argues that barrier-free access should be a fundamental guarantee necessary for all handicapped and elderly if they are to become and remain contributing members of our society.


Summarizes civil rights statutes and other laws protecting the individual with mental retardation. The misuse of laws designed to protect rights of the mentally retarded is discussed. Laws dealing with prevention of mental retardation, protection of the community and protection of the rights of mentally retarded persons are examined.


Contains 49 individual standards or guidelines.


Article examines some of the mentally retarded persons' rights and gives some new ideas about interventions. Suggests that what associations are now attempting to do should be done on a more individual level by a spokesman or ombudsman. This involves clarifying each person's rights and insisting that they become reality. Provides historical review of international efforts on behalf of mentally handicapped children culminating with the present work of the International League of Societies for the Mentally Handicapped.


Coverage includes legal issues related to mental retardation and mental illness, the civil commitment process, rights of mentally handicapped people in institutions, etc.
Epilepsy Foundation of America. The Legal Rights of Persons with Epilepsy. 1976.

A survey of state laws and administration policies relating to persons with epilepsy (with special section on model legislation).

Available: Avon Books, Mail Order Department, 250 West 55th Street, New York, New York 10019. ($1.50 per copy)

This is the basic American Civil Liberties Union guide to a mentally retarded person's rights: in institutions, in the community and in the criminal process.


The struggle to provide legal rights of mentally retarded people in institutions is discussed, with particular reference to recent activities in the United States.


Implementation of the right of retarded persons to vote at Porterville State Hospital (California) for the November 1972 election. An opinion was obtained from the County Counsel to determine minimum qualifications to vote. The legal opinion provided behavioral criteria (independent of I.Q. testing) which voting registrars were able to apply with objectivity. Forty individuals passed the screening and voted.


Paper explores the right to receive treatment, the right to refuse treatment and the right to treatment in the least restrictive alternative. The legal theory and development on a national level, the social implications of legal principles, and application of these concepts to Wisconsin laws are discussed.
National Center on Law and the Handicapped, 1235 North Eddy,
South Bend, Indiana 46617.

Developmental Disabilities Legislation." 1975: P.L. 91-517 as
Amended by P.L. 94-103. North Carolina University, Chapel Hill.
Frank Porter Graham Center. Dec. 75. 55 p.
Sponsoring Agency: Office of Human Development (DHEW), Washington, D.C.
ED132747. EDRS Price MF - $.83. Hard Cover - $3.50 plus postage.

Presented is a compilation of the Developmental Disabilities Services
and Facilities Construction Act (P.L. 91-517) and its amendment,
the Developmentally Disabled Assistance and Bill of Rights Act
(P.L. 94-103). The document contains three sections: an index to
the developmental disabilities law as amended; the compiled legis­
lation; and the Joint Explanatory Statement of the Committee of
Conference of the Congress.

"Handicapped Persons: Rights Under Federal Law, Section 504 of the Rehabili­
tation Act of 1973."
Available: Office of Civil Rights, Department of Health, Education

Herr, Stanley. "Civil Rights, Uncivil Asylums and the Retarded," *University

Civil commitment and human rights of persons with mental retardation
are examined. Emerging legal protections for those persons confined to
institutions for mental retardation are outlined. National dimensions
of the problem, the mentally retarded as a powerless minority, and
the need for caution in the application of labels to persons with
mental retardation are discussed.


Compares laws for handicapped in Iowa, Minnesota, North Dakota, South
Dakota, Wisconsin and at the federal level.

Knittle, Rebecca A., Ed. *Legal Rights of Developmentally Disabled Citizens:
Project.
Available: Legal Aid Society of Minneapolis, 501 Park Avenue, Minneapolis,
Minnesota 55415 ($1.50 per copy)

A review of state statutory protective service provisions to the mentally retarded, developmentally disabled, children and the aged is given. Although many states do not provide protective services as such, provisions which are similar in effect to protective services have been included. Three questions were addressed: (1) What agency, division or department performs the protective service function? (2) What types of services are provided? (3) What kind of procedures are statutorily established?


Overview of common discrimination policies with emphasis upon legal prejudice. Objectives designed by the Pennsylvania Association of Retarded Citizens for a community training program to sensitize socio-legal professionals to the rights of the mentally retarded are outlined.


Explores the legal frontiers of the involuntary sterilization. Included are the rights of the mentally retarded in this area.

Litigation and the Mentally Retarded, 1978. Developed from papers and comments presented at a seminar which brought together specialists in a variety of durability-related fields. Available, free of charge, from the Disability and Health Economics Research Section of the Bureau of Economic Research at Rutgers University, 165 College Avenue, New Brunswick, New Jersey 08903.

Seminar purpose was to discuss current issues and policy alternatives relative to litigation and the mentally disabled. Major papers presented on four areas of mental health: litigation, economic issues and consequences, impact at the state level, implementation of a consent decree, and expectations for future litigation.

Mayer suggests ways in which DD Councils might become involved in legal advocacy activities at the institution, community, and state levels. Maintains that a statewide legal advocacy program can serve as a resource to assist local advocates on legal issues and can provide a capability for bringing lawsuits and administrative appeals where necessary.


This article focuses upon three areas affecting the civil rights of the mentally retarded—guardianship, institutionalization, and education.


Resident rights have been explored extensively by various representatives of the legal profession, parent groups, and professional organizations. O'Donnell examines the realization of such rights as viewed by individual residents.


This pamphlet would be an excellent training source for advocacy as related to mentally retarded persons. Mental retardation is defined, problems of mentally retarded citizens are described, rights are enumerated and the legal rights of a mentally retarded citizen are explained.


Guide for legislators and others interested in rights of mentally retarded persons. Provides an analysis of the O'Connor case and an exposition of some of the major problems for state and local elected officials which flow from this decision and other litigation in the area.

Legal services are not adequate for the enforcement of rights of the mentally retarded. It is essential that a system of legal advocacy be established for the mentally retarded person, based upon adequate legal training of lawyers.


Presented is a compendium of state lawsuits establishing the legal and constitutional rights of mentally retarded citizens. Included for each case are—the state, the lawsuit's status, legal advocates involving principles established, and comments.


Covers virtually all of the legal issues associated with mental retardation including personal and civil rights, rights within community service systems, rights of the institutionalized, criminal corrections, advocacy, etc. Format of central article followed by a "reaction" article(s) facilitates a vigorous statement of views. Contributors are drawn from a wide range of related fields allowing the discussion of law to encompass related ethical, administrative, cultural, and sociological aspects of mental retardation. Twenty-two major papers and over 60 articles are presented.


Thirty-seven National Societies of the International League on Mental Retardation provided information on the status of guardianship of the mentally handicapped in their countries which were variously located in Europe, North America, South America, Asia, Africa, and Oceania. Included is a table summarizing data for the U.S., information on the dates of general and special guardianship legislations, a bibliography and a list of legislative sources on guardianship.

Section 504, "Nondiscrimination Regulations."


Full text of regulations under Section 504 of Rehabilitation Act of 1973, aimed at eliminating discrimination by recipients of federal assistance on basis of physical or mental handicaps.
Retarded individuals are entitled not only to human rights, but also legal rights. Deinstitutionalization, without necessary legal safeguards, will not be a satisfactory answer to the problems of institutionalization. We must apply the fullest legal protections that the person in the institutions are now belatedly and partially receiving to the persons who are being deinstitutionalized.


Proposed is a program of correctional advocacy to be developed on the foundation of an existing system of parole supervision.


Reported are findings from five studies which explored the special problems and needs of the developmentally disabled offender in the Illinois criminal justice system. Introductory information includes a discussion of the problem, goals of the present study, and a review of programs for retarded offenders throughout the U.S. Presented are five studies based on interview and questionnaire data collected from law enforcement officers, judicial personnel, correctional institutions, developmentally disabled offenders (50 case studies), and community agencies serving the mentally retarded, the cerebral palsied, and the epileptic person.


Reported are 22 new cases and provided is information on 27 previously reported cases related to mental retardation and the law. Cases are grouped according to 10 topics (sample cases in parenthesis): clarification; confidentiality/access to records; commitment; criminal law (O'Brien vs. Superior Court); education (California Association for Retarded Citizens vs. Riles); employment guardianship (Holtzer vs. Mathews); protection from harm (Romeo vs. Youngberg); sterilization (Stump vs. Sparkman); and treatment (Donaldson vs. O'Connor). Featured is an analysis of due process issues involved in decisions of parents or guardians to commit juveniles to institutions for the mentally retarded. The Supreme Court's rulings in Kremens vs. Bartley and Parham vs. J.L. and J.R. are examined. (CL)

Greater Kansas City Foundation for Retarded Citizens. Model for Service to the Retarded Juvenile Offender. Available: Greater Kansas City Foundation for Retarded Citizens, 1014 West 39th Street, Kansas City, Missouri 64111. (Fee)


Surveyed were the correctional systems of 45 states and the District of Columbia to assess the levels of diagnosis and treatment of mentally retarded (MR) offenders in correctional institutions as part of Project CAMIO (Correctional Administration and the Mentally Incompetent Offender), a Texas study to determine the incidence of criminal incarceration of the MR and to identify laws, procedures, and practices which affect the prosecution and imprisonment of the MR offender.

Haskins, Jimmy R. and Friel, Charles M. Strategies for the Care and Treatment of the Mentally Retarded Project CAMIO, Volume 1. Sam Houston State Univ., Huntsville, Texas. Institute of Contemporary Corrections and the Behavioral Sciences; Texas State Dept. of Mental Health and Mental Retardation, Mexica. Mexica State School. Dec. 72. 132 p. For documents detailing the seven study areas see EC 061403 through EC 061409. ED089487. EDRS Price MF-$0.76 HC-$6.97 Plus Postage.

Presented are the summary and recommendations of Project CAMIO (Correctional Administration and the Mentally Incompetent Offender), a Texas
study to determine the incidence of criminal incarceration of the mentally retarded (MR) and to identify laws, procedures, and practices which affect the prosecution and incarceration of the MR offender. Noted is the study's investigation into seven areas of concern: a review of theories on criminality and MR, the legal status of the MR offender, incidence and characteristics of the MR in adult and juvenile correctional institutions, the delinquent in a state residential facility for the MR, juvenile court handling of the MR offender at the community level, and a national survey of the diagnosis and treatment of the MR.

Haskins, Jimmy R. and Friel, Charles M. The Mentally Retarded and the Juvenile Court Project CAMIO, Volume 7. Sam Houston State Univ., Huntsville, Texas Institute of Contemporary Corrections and the Behavioral Sciences; Texas State Dept. of Mental Health and Mental Retardation, Mexico. Mexico State School. ED 089493. EDRS Price MF-$0.76 HC-$4.43 Plus Postage.

Studied was the relationship of the mentally retarded (MR) and the juvenile court through an attempt to determine the incidence of MR juveniles adjudicated by the juvenile court in one metropolitan county in Texas, to determine the attitude of juvenile probation officers toward the MR delinquent, and to determine the availability of community resources for the care of MR delinquents. Intelligence tests administered to all (48) juveniles adjudicated during a 4-month period revealed that the incidence of MR was about five times higher than in the general population. The MR juveniles tended to come from poorer homes, to have been first arrested at an earlier age, but arrested fewer times than the non-MR juveniles. After one year on probation, 2/3 of the MR juveniles compared to 1/2 of the non-MR juveniles, were committed to state training schools. Juvenile probation officers queried appeared to view the prognosis for the MR delinquent as poor, to be unfamiliar with mental retardation, and to view state residential facilities for the retarded as of little assistance to the court.


Evaluated were 500 male inmates admitted to the Texas Department of Corrections over a 2-month period. The study was part of Project CAMIO (Correctional Administration and the Mentally Incompetent Offender), a Texas study to determine the incidence of criminal incarceration of the mentally retarded (MR) and to identify laws, procedures, and practices which affect the prosecution and incarceration of the MR offender.

Evaluated were 1,666 juvenile inmates committed to the Texas Youth Council. The study was part of Project CAMIO, a Texas effort to determine the incidence of criminal incarceration of the mentally retarded (MR) and to identify laws, procedures, and practices which affect the prosecution and imprisonment of the MR offender.


Our system of justice does not equitably handle the problems connected with a retarded juvenile accused of a crime. (DM)


Project Volunteer Power was a Manpower Administration pilot program in three cities (Birmingham, Minneapolis, and Maiden, Massachusetts) using volunteer women's organizations on a planned basis to develop employment opportunities for the physically handicapped, the mentally retarded, and the mentally restored. (Author/BP)


The Anglo-American concept of mental incompetence provides little protection to insure the special handling and treatment a retarded person requires. Recommendations are made to improve the identification of mentally retarded persons and to handle them in a manner more suitable to their needs.


It is maintained that since H. Goddard's investigations in 1914, over 450 separate studies on intellectual dimensions of the juvenile and adult retarded offender have been published, yet the investigations have not provided conclusive evidence that intelligence level plays a role in delinquent and/or criminal behavior. (Author/MC)
Norley, Dolores. "How Violet Are They?" Mental Retardation. 10, 1, 42. Feb. 72. EJ053095.

Briefly explained is the need for police to understand the needs and behavior patterns of the mentally handicapped. (CB)


The purpose of this paper is to present one approach to providing vocational rehabilitation for the mentally retarded public offender. The rehabilitation process for prison inmates is described, one southeastern state program is reviewed from an operational point of view, and some traits and characteristics of the mentally retarded public offender are identified. (NTIS)


The booklet provides an overview of the issues involved in correctional rehabilitation for the mentally retarded offender. Discussed are such issues as law enforcement and court proceedings problems, pros and cons of special facilities, labeling, normalization, and right to treatment. A section on the state of the art considers research and recent trends in such areas as personnel training and programs for adult retarded offenders. A model is proposed.


The problem of the youthful mentally retarded offender was studied and a plan devised to meet it. Recommendations called for special units for retarded offenders, placement as retardates rather than delinquents, periodic evaluation of the individual's rehabilitation program, and coordination of followup services. Further recommendations concerned development of a state system of detention-evaluation centers and of programs to identify and evaluate handicaps in offenders and to utilize local resources in care and treatment.

University of South Carolina. Training Manual on South Carolina Law Enforcement ($4.00) and Manual on South Carolina Law Enforcement Officers - A guide to recognition and handling of the DD offender. ($4.00) Available: University of South Carolina, UAF Program, 503 So. Main St., Columbus, South Carolina 29208.

With the enactment of the 1966 Amendments to the Fair Labor Standards Act and the emerging recognition of the need to safeguard the individual rights of retarded persons, reassessments of current policies and practices regarding working residents have been made. The guidelines were developed to facilitate the application of the 1966 Amendments to the Fair Labor Standards Act as they affect working residents in public and private institutions for the mentally retarded and to assist workers in the field dealing with the issues involved.


Development of education and health services for mentally handicapped in Norwegian institutions is surveyed from 1870's - 1970's. The legislation and organization of existing services are outlined.


Institutions for the retarded are being compelled to modify systems which provide treatment to retarded people. This process of change is especially complex and troublesome for administrators. A means for attacking the problem via systems technology is considered. Basic components as well as their application to institutional programming are discussed.


The most recent standards for residential facilities for the mentally retarded are anchored on the principle of normalization. Implementation of this into daily living of residents and personnel is challenging and necessitates radical departures from traditional modes of care. This paper presents a model for translating the principle of normalization into the daily lives of service consumers and staff.
Residents feel powerless to change their living situations in the institutional setting. It is proposed that social workers could work as advocates of the mentally retarded by identifying the problems which residents face. Social workers could train the mentally retarded resident how to assert his concerns and needs to authority figures. This can be done by shaping norms for approach behavior reinforcing attempts to express concerns and needs.

Helsel, E.D. *Informational Manual for Protective Services and Public Guardianship Project*. Columbus, Ohio: Ohio Department of Mental Hygiene and Corrections, 1968.


Article examines current institutional approaches to housing the PMR population. Projected guides for implementing normalization in institutions by considering housing locations. Efforts must be made to bring PMR to forefront, not keep them "out of sight, out of mind" as in the past.


This leaflet has been prepared to inform patients, relatives, and state hospital employees of the rights of mentally retarded or mentally deficient patients. Significant portions of the law concerning these rights at the time of admission, during and after hospitalization are outlined.


The article describes two relatively uncomplicated methods of reducing resident labor in public institutions for the mentally retarded and the successful pursuit of this goal in New Jersey State institutions.
The purpose of study was to gather updated information on the current status and trends of public residential facilities (PRFS) in the U.S. Primary areas of concern included: basic demographic data, population movement, resident programs, and administration.

Provides information on the prevalence and incidence of mental retardation in the general population and on the process of institutionalization. Mildly retarded persons have decreased in number being admitted and cared for at State hospitals. Classes for the educably mentally retarded as a decreasing trend of institutionalization can be pointed to as a key factor in the decline of patients who are "functionally" retarded.

The role that institutions play in facilitation of community-based normalization program models is discussed. Suggestion is made that institutions should first strengthen themselves through development of more humanized treatment models before they can viably lead the way to their own demise.

Described are the organization and functioning of a multi-purpose ethical review board in a residential facility for the developmentally disabled designed to act as a safeguard against inhumane treatment and violations of residents' rights. (CL)

Augmented by historical documentation and photo essay, Wolfensberger traces the development of institutional systems for people with mental retardation. Ideologies and assumptions underlying isolation and inhumane treatment are discussed with implications for promoting deinstitutionalization.
DEINSTITUTIONALIZATION


To identify trends in institutional reform and deinstitutionalization of the developmentally disabled. Thirty-four administrative documents emanating from a federally funded planning grant program were examined. Documents were gathered in response to a survey letter to state Developmental Disabilities Councils, and fact sheets summarizing the documents were prepared. A comparison technique evaluated the presence of legislative, organizational, budgetary and client centered trends.


Objectives of the project were to integrate the viewpoints of financial/program decision makers with those of the groups responsible for implementation of programs, and to develop a systematic plan for returning developmentally disabled persons in state facilities to community settings, based on their individual needs.


Describes the historical roots of normalization. Discusses future problems of deinstitutionalization if goals are not set, especially in the area of sexuality.


An annotated bibliography of print and audiovisual information and training materials.

A survey was conducted of all residents placed in the community from a large facility, with social work intervention over a 14-year period. The findings have implications for exploring the need for additional community resources to meet the demission demands of large facilities for people with mental retardation.


Experiences in the foster home program for mentally retarded children of the Luzerine County Child Welfare Services, Pennsylvania, are described. Referral procedures and financial guidelines are summarized and obstacles encountered in placement are discussed.


Syracuse University's Center on Human Policy is described. Highlighted are their advocacy efforts.


Discusses Pennsylvania's Elwyn Institute program in which patients were trained and then placed in apartments. The program illustrates the workability of the Elwyn Institute philosophy that many mentally retarded people when provided with appropriate rehabilitative opportunities can develop self-reliance and independence.


This HEW study (RD-1275-P) reports post-institutional adjustment of mentally retarded men and women who had received rehabilitation services and had been discharged to sheltered or competitive employment. Findings demonstrate that a custodial institution can be transformed into a rehabilitation institution which would repay the cost of services in two to three years.


Providing an alternative to institutionalization is a top priority of those concerned with the retarded. For the past two years Georgia's institutional services were evaluated in cooperation with a local and
State association for retarded. The organization of the study, the ensuing recommendations, and the legislative results toward implementing the recommendations provided suggestions for obtaining community services for retarded people.


Article describes the family training center which offers a short term residential behavior modification program to teach families the skills to maintain mentally retarded children in the community. Parents are required to participate in each program component while the child is in residence.


This investigation reveals the effects of supervised living in communities on social adjustment of mentally retarded male juveniles, previously residing in homes for retarded State wards, under a social rehabilitation scheme of the Department of Child Welfare of New South Wales. It has found that supervision in the community has a highly significant positive relationship to all measures of adjustment except delinquency.


State mental retardation program coordinators were surveyed regarding their opinions with respect to progress in achieving the President's Panel recommendations of 1962, and the continuing relevance of these recommendations today. The coordinators felt that there was room for improvement in all areas and their personal recommendations for action programs focused largely on achieving deinstitutionalization and appropriate community service alternatives.


As part of a project to develop a model procedure for returning residents of institutions to the community, a consulting firm was contracted to develop a method for conducting a cost-benefit analysis of institutional versus community living. The method was used to project costs and benefits over a 10-year period for 52 clients successfully placed in the community through the project. The results showed an average net savings for each client of $20,800 over a 10-year period, mostly to the State government.


The experience at a transitional home for mentally retarded adults suggests that traditional institutional care may contribute to their initial inability to function independently. The home offered them personal freedom, the chance for a job, and the opportunity to learn skills that would enable them to move into the community.


Recently there has developed organized opposition to the trend toward deinstitutionalization. This study elicited attitudes of parents of persons in large institutions in order to explore this consequence of deinstitutionalization. The parents were in favor of maintaining the institution and were skeptical of the advantages of small group homes.


An evaluation was made of the behavioral status of nine institutionalized developmentally disabled adolescents at the point of their entry into a community school program and after a 3-4 month followup period.


Sponsored by a public employees union, this publication set out to prove that people have "a right to be institutionalized." Abuses of nursing homes, boarding homes, etc. are documented.


This paper supports deinstitutionalization and explores some of the problems associated with the process. Considers aspects that are important to ensuring a successful effort.


Discusses the need for first aid, general safety measures, and instructions in health techniques for the mentally retarded who are being prepared for independent living.


Thornbey describes the experience of a Washington institution with the deinstitutionalization of its clients. The impact on the classroom to the houseparents and the community is discussed.

Thorsheim, Mary Jo and Bruininks, Robert H. Admission and Readmission of Mentally Retarded People to Residential Facilities. Minneapolis, Minn.: Developmental Disabilities Project on Residential Services and Community Adjustment, 1978. Available: Dr. Robert Bruininks, 101 Pattee Hall, 150 Pillsbury Drive, S.E., University of Minnesota, Minneapolis, Minnesota 55455. 612/376-5283. ($2.00 per copy)

Reviews research as it relates to factors leading to admission and readmission of mentally retarded persons to residential facilities.


A document remarkable in its frankness; a comprehensive analysis of Federal policy toward the developmentally disabled. In spite of the fact that the care and treatment of mentally disabled can be an effective alternative, many mentally disabled persons have been released from institutions before sufficient community facilities were available and without adequate planning and follow-up. Others enter, remain in, or re-enter institutions unnecessarily. Offer recommendations as to how Congress, the Office of Management and Budget and other Federal agencies can help solve some of these problems.

Both the content and the process of planning and implementing mental retardation services in Nebraska have features which may be of considerable relevance to other geo-political bodies. One such feature is a completely dispersed community service system which is tied to the principle of normalization by means of State standards and a rating system which determines funding, and which eschews not only institutions, but even multi-purpose centers. In the first article of this two part series, the plan is described.


In this two-part series of articles, it is predicted that institutions will be phased out because of five trends: development of non-residential community services; new conceptualizations of and attitudes toward residential services; increased usage of individual rather than group residential placements; provision of small, specialized group residences; lower incidence of retardation due to reduction in birthrate of high risk groups and improvement of health services for the population generally and for high risk groups specifically. In this (second) part, the impact of developing new service model upon the institution is discussed.


A review of socio-economic adjustment of 163 male and female mildly retarded adults was made twenty years after their discharge from a New York State Institution. The satisfactory level in a large percentage of the group (57.5% of males and 70% of females) to various degrees of maladjustment in the rest of the group. In view of the fact that at the time of their discharge the only community facility available for the mildly retarded was special classes in some schools, it is evidence that the successful adjustment was made possible by their personal resources. Those who failed received the same assistance from existing agencies as the nonretarded in similar circumstances.

The authors argue that some mildly retarded individuals have the potential to meet the demands of married life and to benefit from this relationship. It is important that institutions recognize this fact and develop services for their residents considering marriage. Case material is used to describe such services developed at one state institution.


Second in a series. Others forthcoming on anti-discrimination, education, environmental barriers, guardianship, criminal justice issues, rights to services/rights in residential facilities, personal and civil rights in the community, admission to services.


Article discusses whether retarded people should marry and the types of services which might be offered to aid the success of such unions.


Contains information applicable to handicapped persons who are being helped to prepare for independent apartment living. Includes program planning components, curriculum, and a teacher's guide. Directly relevant to the objectives of many citizen advocacy relationships.


Book describes the origin, developmental, and current status of six community homes for retarded children and adults. Gives detailed information about these homes for those who are developing homes in their community.

Suggest that greater emphasis be placed on knowledge and skills necessary to permit a greater degree of normalcy rather than major emphasis on academics taught by teachers. Presently neglected areas of endeavor include orientation and mobility training, self-help skills, socialization, interpersonal relations, sexuality, and real-life situations.


The issue of protection and continuity of care for those whose mental deficiency limits their functioning to a level of dependency has been of concern to practitioner and parent. The extended family concept is seen as providing a social structure, a cultural milieu, within which its members can be assured not only a sense of security but also a lifetime of care.

Challanger, D.J. "As Normal a Life as Possible is the Aim in Sweden." *Intellectually Handicapped Child*, 1970, **8**(4), 24-25.

The philosophy of "normalization" in Sweden, now mandated by law, requires that mentally retarded children and adults have all facilities available to them as do normal adults and children.


A collection of articles on the concept of community and the rights of the individual, especially those with mental handicaps. Not a "how-to-do-it" manual; emphasizes the development of a continuum of residential services. Advocacy is briefly discussed.


This article offers an alternative to institutional living for the elderly and adults who need some supervision. Washington State tried family placements because it was expected foster family home care would cost less than institutional care. This was found to be a successful alternative.


Proceedings of a conference to consider the sexuality of mentally retarded persons. Contained are thoughts on sexual taboos and the rights of the retarded, sex education, contraception, and community attitudes.


Described is a system for providing comprehensive community residential living for the developmentally disabled.


Reviews issues relating to the measurement of adaptive behavior of mentally retarded people.


An organizing manual for families and concerned citizens who wish to monitor and change conditions within nursing homes. Models of effective local organizations are presented.

Larsen, Lawrence A., Ph.D. Community Residences for the Mentally Retarded: Bibliography and Abstracts. These materials were prepared under a contract with the Developmental Disabilities Technical Assistance System, Room 300, NCNB Plaza, 136 E. Rosemary St., Chapel Hill, NC 27514. Requests for reprints of abstract materials should be forwarded to DD/TAS.


Maloney, Dennis. "Evaluation of Community-Based Treatment Facilities." Paper prepared for DD/TAS. Unpublished copies available from DD/TAS.

An expose and indictment of the nursing home business. Focuses on the administration, economics, and operation of private nursing homes. Includes many case studies.


The role of normalization in directing community based services for the mentally retarded is discussed. Mesibov argues that there are some things normalization does not do. Alternatives, based on individual clients, are described with emphasis on Mahoney's principle of cognitive ecology. Advantages of alternatives are discussed, and the need to evaluate the quality of our service systems more directly is emphasized.


Presented is the manual which resulted from a project to develop a program of relief or respite care for families with developmentally disabled members. Background on the respite care approach in Montgomery County (Maryland) is reviewed, and long range and immediate goals of the project are outlined.


This exploratory investigation examines incidents of problem behavior as related by caretakers of community-placed retarded persons. Explores actual or potential jeopardy to health and/or safety, general welfare, or exposure to the jeopardy of criminal charging of community-placed retarded persons and their fellow clients.
The approach to the management of the mentally subnormal individuals is discussed as based on a principle of normalization. The general concern on which to base aims, attitudes, and norms to attain quality work for and with people with mental retardation is explored.

The principle of normalization is discussed as it was developed in the Scandinavian countries. Underlying demands for standards, facilities, and programs for the retarded are outlined. Bank-Mikkelson and Grunewald give specific descriptions of functioning programs which incorporate normalization principles.

Examines the changing conditions within institutions and services, prejudices, and public attitudes toward the mentally retarded. Nirje deals with three handicaps associated with mental retardation: the mental retardation of the individual, the imposed or acquired retardation and the awareness of being handicapped.

A view of mentally retarded persons is proposed involving three suggestions: (1) Society should stop labeling the mentally retarded as it may hinder development; (2) The principle of normalization rather than abnormalization should be pursued; and (3) Attention should be given to the promotion of fullest development of an individual's potential.

Manual presents a program which will establish and maintain normative skills and habits in young moderately retarded adults who have experienced many years of life in extremely protective environment. Program was facilitated at Ohio State University.
In Denmark and Sweden, there is a growing interest in granting mentally retarded persons their fair and prudent share of risk-taking in their daily living. Denying the mentally retarded exposure to normal risks commensurate with their functioning trends to have a deleterious effect on both their sense of human dignity and their personal development. In addition, the removal of all risk diminishes the retarded in the eyes of others. The author seeks to show how appropriate and reasonable risk-taking can and should be worked into the daily living experiences of the mentally retarded in America.

Public Interest Law Center of Philadelphia. Equal Access to Public Transportation: The Disabled and Elderly. Distributed by the President's Committee on the Handicapped, no date.

Provides a comprehensive overview of the issue of equal access to facilities supplemented by potential strategies for implementation.

The article describes how to train children with physical, perceptual, or mental disabilities to use public transportation.

Author states that it is time to look more closely and critically to retarded persons total living environment which offers the opportunities that a normal peer has.

Seventy-five former residents (6-77 years old) of a public residential facility for the developmentally disabled were interviewed to determine their attitudes toward and impressions of living in the community as well as the degree to which their foster, group, or adult home conformed to the principle of normalization.
An excellent guide for parents seeking a group home meeting their particular youth's needs and personality. Poses detailed questions to ask of prospective homes as to rules, procedure, and policy regarding admissions and termination, clothing, supervision, opportunities for independence, health care, living skills training, leisure time planning, interpersonal relations and sexuality, managing of behavior, meals, and personal possessions.


Reported were the results of a contract that involved identification, description, and categorization of the nature of transportation problems for the mentally retarded by means of analysis of existing studies, two surveys, and an inventory of specialized programs and systems operating in the United States.


Author discusses optimism that exists in education and training of severely and profoundly retarded people. In this article, 10 cautions are listed, so as not to kill normalization.


Reducing family protectiveness toward mentally retarded persons in an effort to develop independent behaviors. Parental protectiveness regarding mentally retarded persons must be relaxed to achieve functional skills in the community. The separation of the mentally retarded person from the family at a normal developmental age leads to progress in self-confidence and preparation for the future.


This book is the first one to document normalization from its origins in Scandinavian services to the mentally retarded to its implications to the field of human services. Wolfensberger presents the normalization principle as an "ideology" which reflects positive cultural values and applies current scientific knowledge of mental retardation. The
implications of normalization are discussed in relation to specific problems and service areas. Citizen advocacy is presented as a strategy for implementing normalization.


PASS (Program Analysis of Service Systems) is an evaluation instrument based largely on the principle of normalization. PASS is applicable to all types of human services and permits comparison between different kinds of service. Also included is a similar instrument FUNDET which develops criteria for funding decisions.
ATTITUDES TOWARD PERSONS WITH DEVELOPMENTAL DISABILITIES


To enhance community acceptance and understanding of retarded individuals, operation awareness was created. The community must be made aware of its responsibility especially in regard to the due process right to education guarantees.


Booklet topics: Attitudinal barriers faced by disabled community in general, by deaf and hearing impaired citizens, and by persons with mental retardation. Also, barriers confronting wheelchair users and attitudes held by disabled persons toward non-disabled.

Braginsky, Benjamin M., and Braginsky, Dorothea D. "The Mentally Retarded; Society's Hansels and Gretels." Psychology Today, 1974, 7(10), 18, 20-21, 24, 26, 28-30.

The status of mildly retarded children who have been placed in institutions for mental retardation is examined. Mental retardation is not a psychological concept but rather a sociopolitical one. The politics of diagnosis and incarceration had led to enormous expenditures of time, effort, and money in useless search for psychological and biological factors in mental retardation when the real problems exist in society. A change from the traditional realm of psychology and psychiatry to objective analysis of the politics of deviancy is needed.


This study was designed to determine the incidence of seizures among children in a public school system and teachers' knowledge and attitudes about epileptic children. Results showed that epilepsy among school children is more frequent than supposed; that stereotypes and misconceptions about epilepsy and epileptics exist; that knowledge of teachers about epilepsy is often sketchy; and that teachers' attitudes toward these children are highly variable and often not based on modern medical and psychological knowledge.
Movement of societal integration of mentally retarded into the community suggests that a community-based deinstitutionalization program cannot succeed without public acceptance.

Attitudinal studies toward mentally retarded persons help to provide necessary information for planning social policy. If adequate decisions are to be made, a firm understanding of public attitudes is essential. The general feeling among professionals in the field is that we must improve attitudes toward mentally retarded persons if programs such as deinstitutionalization are to succeed.

Reviews recent literature on the attitudes of various population groups toward mental retardation and on attitude change research.

This book deals with the significance of classification and labeling in the lives of millions of children and the complex problem of the social functions of categorizing and labeling is reviewed. Abuses in the legal status of exceptional children is discussed and recommendations for the project are made.

Klick has studied the gap which develops when handicapped and non-handicapped people interact. He is looking for ways to increase social acceptance of handicapped children and adults and suggests alternatives which help change attitudes, that both people have developed.

Interviews with over 1,000 persons selected by random sampling techniques sought to determine current attitudes toward mental retardation. The picture is a mixed one with many erroneous beliefs still current. Lack of information about available resources, lack of participation in mental retardation and confusion about mental retardation and mental illness, etc., still exists. Goodwill was often expressed, especially toward children, along with special education and training for them. Some suggestions for publicity in public relations resulted.

McQueen, Robert. "Larry/Mistaken Assignment as a Mental Retardant," People, 1974, 2(2), 2-6, 16-18.

The case of a 31 year-old male who had been institutionalized all his life as a mentally retardant and was found by a psychiatrist to be of normal intelligence is related. The patient's social development and eventual release out of the hospital environment are also traced.


Responses from 262 clergymen in Denver, Colorado, were collected together with pertinent data analyzed. Factors influencing the respondent's knowledge of mental retardation and attitudes toward the mentally retarded were isolated; the positive effect of knowledge upon attitudes was noted. College education was the only factor which was found to influence significantly the minister's knowledge of mental retardation. Attitudes toward the mentally retarded were found to vary according to the degree of the respondent's education, recency of graduation, and experience with the mentally retarded. Most positive attitudes were found among those with seminary training in pastoral counseling.


Results indicate that subjects who had contact with EMR peers reported favorable attitudes. On subjects having contact, no differences were among high and low IQ groups. In all groups studied the higher level educational attainment of the subjects' parents, the more negative were subjects' attitudes toward their retarded peers.

To alleviate negative community attitudes toward the mentally retarded, an awareness of the abilities of the mentally retarded should have a high priority. The idea that mentally retarded persons can be gainfully employed, self-sufficient and socially interacting citizens if given the opportunity should be presented to the public.


Schultheis states that labels are associated with negative values and thus lower expectations and perceptions of teachers, administrators, and labeled youth. He stresses the need to stop defining labels and start diagnosing, identifying, and teaching the child with learning problems to overcome his problems.

Summarized are 56 completed or pending state court cases regarding the right to education, the right to treatment, and placement of handicapped children and adults. Sources of information in the summary included attorneys, organizations, and plaintiffs involved.


Presented is an approach to meeting the requirements of due process in the identification, evaluation, and educational placement of handicapped children. Outlined are selection and training procedures and responsibilities of hearing officers who may be used to resolve issues between the public schools and families. Described in a final section is a parent surrogate approach for providing children whose parents are unavailable or unknown with adequate representation during educational decision-making.


Abeson discusses State and Federal laws, due process, litigation, and public awareness of public policy makers with the educational needs of handicapped children.


Politics and litigation have entered into development of education programs for the mentally retarded person. As a result of this, special educators are faced with a situation of developing alternative strategies which may be the demise of special education and may deprive the mentally retarded student of his rights to an adequate and appropriate education.

The difference between philosophy and actual program must be recognized. Everyone should be mainstreamed and teachers should match the need with the proper program. Data must be properly treated and used. Implementation must be slow, and the ground prepared before mainstreaming takes place.


Blessing, Kenneth R. "Least Restrictive Alternative Model." Bureau Memorandum, 1975, 17(1).

This paper addresses itself to the concept of least restrictive alternatives in educational settings. A service model for program types and levels encompassing some of the elements of the cascade and pyramid systems is presented. Recent special education legislation in Wisconsin is discussed.


Describes the integration of trainable students to a regular high school building. The use of student advocates, daily schedule, future plans are discussed.


This booklet describes, step-by-step, how CDF moved from advocating for the educational rights of a few handicapped children in Mississippi to a statewide effort to benefit all handicapped students who were being denied an appropriate public education. It is an illustration of how local advocacy, information dissemination, litigation, negotiation, parent involvement and federal agency monitoring all work together to produce change for children.

Recent extensions of legal rights to mentally retarded persons and the mentally ill, and the lowering of the voting age in the United States, have insured that numerous mentally retarded persons both non-institutionalized and institutionalized mentally retarded persons voting in a mock election reveals a desire to engage in voting, a high percentage of spoiled ballots, and a need for education on the voting process.


Cruickshank discusses the issue of integration versus segregation of exceptional children in the educational system. The problems of placement in a regular classroom are discussed, as well as the reasons why special education is a necessity for some children. Special education is broken down into its component parts, including descriptions of philosophy, the children best served by such a program, and the necessary mechanics for successful implementation. Throughout, the emphasis is on the rights of children to receive, and parents to demand, quality education which will best prepare the child to assume a functional role in society.


The study compiles a national survey of rules and regulations governing the participation of exceptional children in interscholastic activities. It also covers legal bases for the exclusion of exceptional children in such competition.


The right to vote by the retarded presents the obligation to the teacher to teach them how to make the right choice. Also requires new curriculum to deal with this new concept.
Goldberg, Melvin; Weatherman, Richard; Thornburg, Thomas; and Permuth, Steven. Insuring the Rights of Handicapped Children in School: A Compliance Procedure Manual. 1977. Published by and available through: University of Minnesota, 300 Health Service Bldg., St. Paul, Minn. 55108. ($4.50 per copy)

Due Process Hearings — A guide for hearing officers.


Detailed information on individual colleges, summary of services, accessibility, financial aid, testing programs, etc.


Comparison of the behavior of mentally retarded children with the behaviors of regular classmates indicated that the integrated EMRs displayed more pro-social and verbally aggressive behaviors and fewer physically aggressive behaviors.


Gozali identified the contributions of a new curriculum-guide for EMR in the area of active participation in democratic processes at the secondary high school level.


The author provides guidelines for widespread commitment to the education of the severely and profoundly retarded including teacher preparation, early identification, parent involvement, and community support. The organizations and universities currently involved in this endeavor are mentioned.


This paper explores the origin of public school involvement with the mentally or behaviorally deviant child. Predominant trends discussed are Social Darwinism which resulted in the "deviant" to be feared as the cause of social problems and the East European immigration movement which catalyzed the enactment and enforcement of compulsory education legislation which, in turn, spurred the establishment of special schools.

A series of legislative progress reports presents an overview of approximately 75 major 1974-75 State bills concerning the education of exceptional children. Provided for each bill includes state name, bill number and sponsor, a summary of basic provisions, and status as of May, 1975.


MacMillan argues that naive application of mainstreaming is potentially harmful to mentally retarded students. Problems with the implementation of the mainstreaming concept are examined with guidelines for effective utilization of mainstreaming.


Maddock presents guidelines to provide sexual information to replace and update "traditional, repressive views."


National Association for Retarded Citizens. Monitoring the Right to Education. Available: National Association for Retarded Citizens, Research and Demonstration Institute, 2709 Avenue E East, P.O. Box 6109, Arlington, Texas 76011. ($ .50 per copy)

A manual to help citizens evaluate public school services for mentally retarded students. Includes basic reference list.

Questions that may lead to answers. A checklist on legal aspects of educational systems to help parents and planners evaluate their own school systems. Challenges for educators on the rights of all children to attend school and to obtain their education as much as possible in an integrated classroom, and the right of parents to be involved in placement decisions affecting their children.


Courts are requiring enrollment of handicapped people into normal schools and university settings. Russo stresses the need for facility changes to be made in order to accommodate the handicapped. Specific examples of institutions' and cities' attempts to accommodate the needs of the handicapped person are cited.


Wolfensberger comments on the role of advocacy and law, the limitations of behavior modification, and the value of precision teaching. He also discusses the activities of the institute he directs.


Stephens argues that there will always be certain limitations when trying to raise the level of functioning of mildly retarded kids to the levels of "normal intelligence."

Focuses on three major categories: right to education, right to proper placement and right to treatment for the institutionalized.


The Idaho due process guidelines offered provide information on how exceptional children and their parents will be accorded procedural safeguards in decisions regarding identification, evaluation, and educational placement. Included are due process practices for (1) parental initiation of special education services, (2) school initiation of special education services and programs, (3) parental consent for testing and placement, and (4) informal hearings and hearing mediators. Also covered are confidential management practices for Idaho School Records of exceptional children.

University of Georgia. Campus Advocacy: How To Start An OPIDS. Available: Office to Promote Independence of Disabled Students, Activities Center, University of Georgia, Memorial Hall, Athens, Georgia 30602. (single copy free)

Guide that describes the steps for campuses to take in order to activate service programs for disabled students.


Provided for parents are descriptions of the Education of the Handicapped Act, Part B, State and local responsibilities under the law, and how parents can get involved in protecting the rights of their children under law. Discussed are requirements under the 1975-1976 State Plan Amendments in areas such as providing all handicapped children with full educational opportunities, due process, identification, and evaluation. Suggestions for parents include asking to see their State plan and helping other parents learn about their children's rights.


Rights won for exceptional children by advocacy groups; public policy, financing, and trends at the federal, state, and local level; techniques and knowledge needed by an advocate to effect change, including examples of advocacy successes.

Manual contents include description and rationale of assessment, the functions of assessment, synthesizing and reporting assessment information, and the law and the assessment process. Appendix provides an annotated bibliography on assessment.

Yohalem, Daniel and Dinsmore, Janet. 94-142 and 504: Numbers That Add Up to Educational Rights for Handicapped Children, A Guide for Parents and Advocates. Published and available through: Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, D.C. 20036. ($1.75 per copy)
RIGHT TO EMPLOYMENT/TRAINING


A training package for employers - Texas Rehabilitation Commission. Three programs: Includes slide/tape presentation, instruction modules, trainee's, trainers guides, etc.

Baker, Richard J., Sawyer, Horace W. Adjustment Services in Rehabilitation Emphasis on Human Change. Reprint Series No. 9, Rehabilitation Services Education Department of Vocational and Adult Education, Auburn University, Auburn, Alabama. Copies available: $3.00 from Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751.

Guidelines for the development of adjustment services in rehabilitation.


A comprehensive handbook covering all the major federal, state, and local rights/remedies, laws concerning job applicants and employees with handicaps. Suggestions for combating discrimination included.


Critically reviewed are studies on employment of mentally retarded persons as paraprofessionals.


Studies reviewed in which moderately and severely retarded persons were successfully trained to perform complex industrial tasks.

Publishers address the problem a prospective employer of the handicapped faces in locating qualified handicapped applicants by compiling this resource for use in recruiting and hiring. Listed are all the community resources known which have significant placement services for job ready handicapped individuals. Given is a brief agency profile giving type of training provided and the typical jobs into which clients are placed.


This annotated bibliography covers literature on work evaluation and adjustment for the period 1947 to 1973. The 801 entries include articles, speeches, research and demonstration reports, and unpublished papers related to work evaluation and work adjustment. Many of the entries concern the vocational evaluation of the physically and mentally handicapped in a sheltered workshop environment. The entries are numbered and include bibliographic information and brief annotations. Two indexes are provided.

Fry, Ronald R., Ed. Work Evaluation and Adjustment: An Annotated Bibliography. Also available from Materials Development Center (see above). 1974 supplement - $1.00; 1975 supplement - $1.00; 1976 supplement - $1.50.


The attitudes of parents and peers toward handicaps, particularly epilepsy, plan an important part in determining how debilitating the handicap may actually be. This project compared attitudes of employers toward epilepsy in the early 1960's with their attitudes in the current decade.
Mahoney, Darrell J. "Factors Affecting the Success of the Mentally Retarded in Employment." Australian Journal of Mental Retardation, 4(2), 38-51, June 76. ED151478.


Annotated listing of publications and documents which may be ordered by mail either from MDC or directly from publishers/distributors. Cost information provided.

Muthard, John E., Hutchison, Jack. Cerebral Palsied College Students, Their Education and Employment. CPCS Study (sponsoring agency: Social and Rehabilitation Service, DHEW), United Cerebral Palsy Assn., Inc., 66 East 34th Street, New York, New York 10016. ED023143. EDRS Price MF-$0.76 HC-$6.97.

Investigated were the problems of college students who have cerebral palsy, and the barriers which may confront them during post-college employment years. A group of young cerebral palsied college students provided the data, describing their post college and employment experiences. The responses of these individuals were tabulated to secure normative data or permit comparisons with findings from other college student groups. Personal, educational, and vocational characteristics of these students were compared with those of non-impaired students.


People with epilepsy have often been discriminated against when seeking employment. This is caused by negative attitudes of employers towards persons with epilepsy. Negative attitudes can be changed by publicizing activities of programs employing epileptics, promoting job opportunities, and educating employers about control of seizures and work potential.


This booklet is intended to convey an understanding of the world of work and of preparation for work by the mentally retarded. Mentioned are several sources of help in job hunting and some employers who have specific programs and policies giving an equal break to mentally retarded people who can do the job. A directory lists contacts in each state which could be helpful in securing employment for the mentally retarded: Governor's Committees, State Associations for Retarded Children, State Vocational Rehabilitation Offices, State Employment Security Offices, and Federal Job Information Centers.


A look at sheltered work programs for the handicapped in five European countries.


Life histories and followup data at age 22 were obtained for 76 persons classified as mentally retarded and for nonretarded control Ss matched for age, sex, and social background.


The bulletin is designed to provide practitioners with an understanding of developments in theory and practice for the fields of work evaluation and work adjustment/adjustment services.


This MDC Reprint combines under one cover the contents of three monographs printed as a special edition of the Vocational Evaluation and Work Adjustment Bulletin, due to the widespread interest in and the far reaching implications of the VE project.

**APPENDIX:**

- Audio-Visual Resources
- Bibliography Resources
- Information Resources
- Minnesota Newsletters
- National Newsletters/Journals
**A Little Slow** (14 minutes)

A film concerned with legal rights of the mentally retarded, addresses the problems of legal advocacy through a dramatization of the denial of rights of two young adults. Designed for general audiences.

Available: Association - Sterling Films  
Regional Office  
Purchase Price: $58.25  
410 Great Road  
Littleton, MA 01460

**Catalog.** Films available from Minnesota Dept. of Public Welfare Film Library, Centennial Building, St. Paul, Minn. 55155.

Films listed in this catalog are available on a free-loan basis to any resident of Minnesota. Only charge is return postage. Films booked for a maximum of three days. All 16mm sound, black & white, unless otherwise specified. Subjects include: mental deficiency, childhood disabilities, volunteer services.

**Children with Handicaps** (average 60 frames ea.)

Four sound and color filmstrip sets, each comprising 5 filmstrips, a 12" record or 3 cassettes, 5 audio script booklets, and a discussion guide. Titles: Set 1 - Support from the Family; Set 2 - Support from Educators; Set 3 - Support from the Community; Set 4 - Support from the Helping Professions.

Available: Parents' Magazine Films, Inc.  
Dept. T11, 52 Vanderbilt Ave.  
New York, New York 10017

Purchase $53.00 ea. with record  
Price: $58.00 with cassettes. (Discount for complete series)

**Citizen Advocacy: An Answer for Thursday's Child** (12 min.)

Slide-tape presentation on advocacy roles. Rental fee unknown. Purchase price: $48.45.

Available: National Assn. for Retarded Citizens  
P.O. Box 6109  
Arlington, Texas 76011

Available: RDDIC
317 Knutson Drive
Madison, Wisconsin 53704
Phone: (608) 263-6863

Handicapism: A Slide Show (139 color slides and script)
Shows the prejudice, stereotyping and discrimination against people who are "handicapped." Exposes personal, social and professional forms of dehumanization.

Available: NARC
2709 Avenue E East
P.O. Box 6109
Arlington, Texas 76011

History of Mental Retardation and An Overview of the Normalization Principle.
Two slide presentations which are part of NARC training program package for training citizen advocates. (See guide description under Citizen Advocacy section.)

Available: National Assn. for Retarded Citizens
Cost: $28.35 and $25.65 respectively
(Add $5.25 for carousel)

Images of Advocacy (18 minutes)
Developed by the Developmental Disabilities Technical Assistance System, this 3-screen slide and tape presentation addresses a variety of issues. These issues include the reasons for an advocacy movement, approaches to advocacy, characteristics of an advocate and definitions of advocacy.

Contact: DD/TAS
Room 300 NCNB Plaza
136 E. Rosemary Street
Chapel Hill, NC 27514

I'm Not What You See (color/sound, 30 min., 16mm)
An interview with Sondra Diamond, a woman with cerebral palsy who is counseling psychologist in Philadelphia.

Available: Canadian Broadcasting Corp.
34th Floor
245 Park Avenue
New York, N.Y. 10017
Improving Services: Court Action and Child Advocacy (tape presentation)

Available: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Jerry (9 minutes)
Depicts the legal problem involved in obtaining an appropriate education.

Leonard (7 minutes)
Addresses the questions of criminal and contractual liability.

Raymond (7 minutes)
The issue of institutional commitment is considered.

These three very good "trigger films" were designed to provoke discussion on the issue of law and the mentally retarded should be of interest to both the lay person as advocate and the legal professional as arbitrator and administrator.

Available: Institute for the Study of Mental Retardation and Related Disabilities
130 South First St.
Ann Arbor, Mich. 58108

Rental Fee: $20 per week
(3 films or cassettes)

Purchase Price:
$120 for 16mm film
(set of 3)
$65 for 3/4" video cassette (on single cassette)
$80 for 3/4" video cassette
(3 cassettes)

Justice and the Art of Gentle Outrage (color/sound, 21 1/2 min., 16mm)
Citizen advocacy film dealing with the safeguarding of rights and provision of practical assistance, where needed, to mentally retarded individuals. Guidelines for advocates, recruitment and education of advocates.

Available: National Assn. for Retarded Citizens
2709 Avenue E East
P.O. Box 6109
Arlington, Texas 76011

Cost: $80 - Citizen Advocacy Div. members
$100 - Non-members
Legal Rights Training Materials Available (manual and video cassette)
Subject is related to the legal rights of handicapped persons in employment and related areas. Subjects covered include Section 504 of the Rehabilitation Act of 1973, prohibiting discrimination against persons on the basis of a handicap. No charge.

Available: Minnesota State Council for the Handicapped
208 Metro Square Bldg.
7th & Robert Streets
St. Paul, Minn. 55101
(612) 296-6785

Like Other People (43 min., color, 1972)
The most sensitive and hard-hitting film on the subject of normalization. A British made documentary of a young cerebral palsied couple who are in love and demand the right to emotional and sexual fulfillment.

Available: Perennial Educators
P.O. Box 236
1825 Willow Road
Northfield, Ill. 60093

Available: United Cerebral Palsy, Inc.
Youth Activities Dept.
66 East 34th Street
New York, N.Y. 10016

Also Available: United Cerebral Palsy of Denver
2727 Columbine Street
Denver, Colorado 80205

Look Beyond the Disability (30 min., color, 1972)
Produced for TV by the Kansas DD Council to help locate developmentally disabled citizens in need of services, to alert citizens to their key role as a "pressure group," and to encourage communities to provide services locally, especially education.

Available: Media Support Services
Parsons State Hospital & Training Center
Parsons, Kansas 67357

Mainstreaming: The Big Yellow Schooner to Byzantium (15 min.)

Available: Southwest Film Lab, Inc.
3024 Fort Worth Avenue
Dallas, Texas 75211
Mental Retardation and the Law
Friedman, Paul. This is a quarterly summary of all litigation relating to the rights of the mentally retarded. It is published and distributed by the DHEW.

Available: Office of Mental Retardation Coordination
3744 HEW North
Washington, D.C. 20201

Normalization (15 min.) (color/sound, 16mm)
Presents the principle of normalization in the context of the life situations of people living in a community residential facility.

Available: NARC
2709 Avenue E East
Arlington, Texas 76011

Politics, the Name of the Game
Weintraub, Frederick, J. A tape presentation.

Available: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Something Shared (14\(\frac{1}{2}\) min, color/sound, 16mm)
Film on the citizen advocacy concept.

Available: National Assn. for Retarded Citizens
Box 1609
2709 Avenue E East
Arlington, Exas 76011
Loan Basis Only

or

Southwest Film Laboratories
P.O. Box 21328
Dallas, Texas 75211
For Purchase Only - Cost: $69.00

The Hidden Resource (20 min., color/sound)
The Offender With Developmental Disability (10 min.)

Slide-tape.

Available: University of South Carolina
UAF Program
503 So. Main Street
Columbus, South Carolina 29208

Cost: Purchase Price - $80.00
      Loan - $15.00

Viewpoints of Advocacy (25 min.)

Videocassettes. (Developmental Disabilities Technical Assistance System). Videotaped interviews concerning different aspects of advocacy, available on 3/4" videocassettes. Interviewers are James Paul and Pat Trohanis. Persons interviewed and topics are:

1) Iverson Riddle, M.D.
   Western Carolina Center
   Institutional Advocacy

2) Larry King & Bruce Bachelder
   Western Carolina Center
   Institutional Advocacy

3) Carolyn London
   Child Advocacy Commission
   of Durham, Inc.
   State & Community Advocacy

4) Dr. A.J. Pappanikou
   University of Connecticut
   Advocacy in Public Schools

5) Robert Perske
   Institute for the Development
   of Human Resources
   Randum House
   Citizen Advocacy

6) H. Rutherford Turnbull, III
   Institute of Government
   University of North Carolina
   Legal Advocacy

7) Suzanne Turner
   Epilepsy Foundation of America
   Protective Services and
   Consumer Programs

Available: DD/TAS
          Room 300, NCNB Plaza
          136 E. Rosemary Street
          Chapel Hill, N.C. 27514

Cost: No Charge
We Are People First (45 minutes) (color/sound, 16mm)
Presests viewpoints of developmentally disabled people as they gather at the People First Conference in Oregon. The film shows self-advocacy in action.

Available: Stanfield House
P.O. Box 3208
900 Euclide Avenue
Santa Monica, Calif. 90403

Where the Children Are (139 slides and tape)
Douglas Biklen presents a hard look at the dehumanizing aspects of institutional life and some hopeful alternatives. Designed to mobilize people for advocacy.

Available: Human Policy Press
P.O. Box 127
Syracuse, N.Y. 13210

Who Should Survive (25 min.)
A film which considers the issue of allowing severely handicapped infants to die.

Available: Ms. Pat Turman
209 E. Broad Street
Falls Church, Va. 22046

Rental Fee: $20.00
Purchase Price: $150.00

You and Me: The Great Majority (114 slides, color, tape & script)
A slide tape show about advocacy on behalf of persons with developmental disabilities. An overview for community education: citizen advocacy, collective advocacy, human rights committee, protection and advocacy.

Available: Georgia Advocacy Office
1447 Peachtree Street, N.E.
Suite 811
Atlanta, Georgia 30309

Rental Fee: $40.00/3 days
Purchase Price: $100.00

Zoning: Barriers and Legislative Solutions (34 min., video-tape)
Available: Nisonger Center for MR & DD
Ohio State University
1580 Cannon Drive
Columbus, Ohio 43210

Cost: $33.00
BIBLIOGRAPHY RESOURCES

Autism: An Annotated Bibliography of Films, Videotapes and Audiotapes

Bibliography Series
NARC Library, P.O. Box 6109, 2709 Avenue E East, Arlington, Texas 76011.

Citizen Advocacy Bibliography

Council for Exceptional Children. "Reintegrating Mentally Retarded People Into the Community." (Program for the Analysis of Deinstitutionalization Resources: Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.)
An annotated bibliography of print and audiovisual information and training materials.

Developmental Disabilities Data.
Published by RDDIC, 317 Knutson Drive, Madison, Wisconsin 53704.
An ongoing informational resource. August, 1976 issue, (2) 1, contains advocacy bibliography. In addition to the information gathering function, RDDIC keeps track of projects, programs, and grant funded activities. Also, collects film and media.

Legal Rights and the Mentally Retarded Offender
First in series of nine bibliographies compiled by National Assn. of Retarded Citizens Library. Includes sections on Basic Civil Rights, Right to Education, Right to Treatment, Guardianship, and the Mentally Retarded Offender.
Available: NARC Library
P.O. Box 6109
2709 Avenue E East
Arlington, Texas 76011
Mental Disability Law Report


Number IV, Marriage, Parenthood, and Family Life for the Mentally Retarded.

One of nine bibliographies. Available: National Assn. for Retarded Citizens Library, P.O. Box 6109, 2709 Avenue E. East, Arlington, Texas 76011.


Region V: Selected Publications

Listing of books, articles, conference proceedings, media products, selected by Region V Consortium Project or the Regional Developmental Disabilities Information Center for the period 1976 to the present.

Available: Region V Consortium Project

Ohio State University
Nisonger Center
Columbus, Ohio

or

Regional Developmental Disabilities Information Center
317 Knutson Drive
Madison, Wisconsin 53704

Smith, Frank Tupper, Jr. and Smith, Jill. The Exceptional Child and the Law.

Contains four major areas: legal factors and/or problems relevant to the exceptional individual within the family setting, society at large, the educational setting, and the medical or psychological service setting.

Available: United Cerebral Palsy Assn., Inc.
66 East 34th Street
New York, New York 10016
(212) 889-6655
Reintegrating Mentally Retarded People Into the Community
Program for the Analysis of Deinstitutionalization Resources. An annotated bibliography of print and audiovisual information and training materials.

Available: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091


Available: Architectural and Transportation Barriers Compliance Board
Room 1010 Switzer Bldg.
330 C Street, S.W.
Washington, D.C. 20201

Training Institute for Human Service Planning, Leadership and Change Agentry. Syracuse University, 805 South Crouse Avenue, Syracuse, NY 13210.

The institute is willing to share unpublished reading lists used by participants in the TI program. Some lists are annotated.
INFORMATION RESOURCES

Child Care Information Center

Child Care Information Center
532 Settlers Landing Road
Post Office Box 548
Hampton, Virginia 23669

Citizen Advocacy Division, National Association for Retarded Citizens
2709 Avenue E East
P.O. Box 6109
Arlington, Texas 76011
(817/261-4961)

See also: NARC Publications List: Booklets/pamphlets on education, general handicap, architectural planning, recreation, religion, research, and residential services.

Directory of National Information Sources on Handicapping Conditions and Related Services 405 p.

Office for Handicapped Individuals Clearinghouse
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20403
Order #017-000-00196-5 $6.00 per copy.

Enablers: (Information Clearinghouse, Program Review, Management Training for Metropolitan Youth Serving Organizations), 104 West Franklin Avenue, Minneapolis, Minn. 55404.

Mainstream on Call (national toll free watts line) Provides answers to questions arising out of complex federal regulations, particularly those related to Sections 503 and 504 of the Rehabilitation Act of 1974. Free service available Monday through Friday, 8 a.m. to 4 p.m. Central Standard Time, by calling (800)/424-8089.

Hot Line provided by Mainstream, Inc., non-profit organization promoting the mainstreaming of disabled persons in employment and education. Provides accurate, updated information about laws affecting the handicapped and answers questions on compliance. Serves corporations, educators and service providers, as well as disabled individuals concerned about their rights. Confidentiality is maintained at all times, although complex questions in specific cases are referred to experts in federal enforcement and implementation agencies.
Available: Office of the State Register
Suite 415, Hamm Building
408 St. Peter Street
St. Paul, Minnesota 55102
$5.15 per copy. (tax included)

Lists almost 100 state agencies and over 1,000 state offices. Contains map, telephone directory, and offers 50 pages of subject matter index for easy reference to services and programs.

Mental Health Law Project
1751 N Street, N.W.
Washington, D.C. 20036

MHLP is engaged in an effort to define and implement the rights of the mentally ill and mentally retarded through a program of litigation, education of the bar and the public, and related activities.

National Center for a Barrier Free Environment
840 Connecticut Avenue
Washington, D.C. 20015

National Center for Voluntary Action (NCVA)
1214 16th Avenue, N.W.
Washington, D.C. 20036
(202)/467-5560

National Center affiliated with network of over 300 Voluntary Action Centers.

National Information and Referral Service for Autistic and Autistic-Like Persons
#06 31st Street
Huntington, West Virginia 25702
(304)/697-2638

National Information Center on Volunteerism (NICOV)
P.O. Box 4179
Boulder, Colorado 80306
(303)/447-0492

Organization objective: Maximize effectiveness of volunteer programs through assistance to program leadership. (Library of 12,000 documents)
Project Share
Reference Division
P.O. Box 2309
Rockville, Maryland 20852
(301)/881-4063

An information clearinghouse created by the Department of Health, Education and Welfare to provide information which can help improve the management of human services. Will collect and disseminate project descriptions, descriptions of innovative practices, evaluation and survey reports, thesis and research reports, published and unpublished papers.

Special Education Section
Minnesota Department of Education
550 Cedar Street
St. Paul, Minnesota 55101

State-Federal Information Clearinghouse for Exceptional Children
The Council for Exceptional Children
1411 South Jefferson Davis Highway
Jefferson Plaza Suite 900
Arlington, Virginia 22202

Computer-based information system for retrieval of information pertaining to government and the education of handicapped children.

Regional Developmental Disabilities Information Center
317 Knutson Drive
Madison, Wisconsin 53704
(608)/263-6863
ACLD Newsletter
Minn. Assn. for Children with Learning Disabilities
#494 North
1821 University Avenue
St. Paul, MN. 55104

ARRM Newsletter
Assn. of Residences for the Retarded in Minnesota
459 Rice Street
St. Paul, MN. 55103

D.D. News Letter
Developmental Disabilities Planning Office
550 Cedar Street, Room 200
St. Paul, MN. 55101

EPI-SOTA
Minnesota Epilepsy League
404 South 8th Street
Suite 242

Minneapolis, MN. 55404

FOCUS
Minn. Assn. for Retarded Citizens
3225 Lyndale Avenue
Minneapolis, MN. 55408

G.O.V.S. Newsletter
Governor's Office of Volunteer Services
130 State Capitol
St. Paul, MN. 55155

HANDI-CAPTIONS
Minn. State Council for Handicapped
208 Metro Square Building
7th and Robert
St. Paul, MN. 55101

Information Exchange
Metro D.D. Task Force/Health Bd.
300 Metro Square Building
7th and Robert Streets
St. Paul, MN. 55101
JOURNAL
Minnesota Developmental Achievement Center Assn.
433 East Little Canada Road
St. Paul, MN. 55117

MARC Times
Mpls. Assn. for Retarded Citizens
2344 Nicollet Avenue South
Minneapolis, MN. 55404

MARF Newsletter
Minn. Assn. of Rehabilitation Facilities
550 South Snelling
St. Paul, MN. 55116

MCEC Newsletter
Minn. Council for Exceptional Children
Box 294
Fergus Falls, MN. 56537

MSSA Information Bulletin
Minn. Social Service Assn.
614 Portland Avenue
St. Paul, MN. 55102

Newsletter
Minn. Assn. for the Education of Young Children
1821 University Avenue, Room 373 S.
St. Paul, MN. 55104

NEWSLETTER
Spina Bifida Assn. of Minn.
1639 E. Nevada Ave.
St. Paul, MN. 55106

MAVD Newsletter
Minnesota Assn. of Volunteer Directors
319 15th Ave. S.E.
Mpls., MN. 55455

Newsletter
Society for Autistic Children
530 2nd Avenue N.W.
New Brighton, MN. 55112
PACE SETTER
Parent Advocacy Coalition for Educational Rights
4701 Chicago Avenue
Minneapolis, MN. 55407

Parentalk
St. Paul Assn. for Retarded Citizens
529 Jackson Street, Room 329
St. Paul, MN. 55101

Public Health Pulse
Minnesota Dept. of Health
717 Delaware Street, S.E.
Minneapolis, MN. 55440

SPEAK OUT/STEPPING OUT NEWS
Suburban Community Services
6800 Cedar Lake Road
Minneapolis, MN. 55426

THE LINK
Enablers Inc./Youth Services
104 W. Franklin
Minneapolis, Minn. 55404

The Progress
United Handicapped Federation
1951 University Avenue
St. Paul, MN. 55104
Advocacy Exchange: A Forum for Citizen Advocacy Coordinators
Quarterly newsletter of the Citizen Advocacy Functional Division of NARC. It is a forum for citizen advocacy coordinators. It contains a calendar of events, descriptions of reference materials and pertinent articles.

Available: Assn. for Retarded Citizens
2709 Avenue E. East
Arlington, Texas 76011
Cost: Free to division members

Advocacy for Children
Quarterly newsletter.

Available: HEW
Office of Child Development
Box 1182
Washington, D.C. 20013
Cost: No Charge

AMICUS
Magazine on Advocacy, published six times per year.

Available: National Center for Law and the Handicapped, Inc.
1235 North Eddy Street
South Bend, Indiana 46617
Cost: $10.00 per year

ARISE (American Research Institute in Special Education)
Magazine concerning the handicapped. Published 10 times yearly.

Available: American Research Institute in Special Education
376 Bay 44th Street
Brooklyn, New York 11214

ARRM Newsletter
Published monthly.

Available: Assn. of Residences for the Retarded
459 Rice Street
St. Paul, Minnesota 55103
Clearinghouse Review

This is perhaps the most comprehensive publication on the legal rights of the disabled and disadvantaged. It is available at most law school libraries.

Available: National Clearinghouse for Legal Services
500 North Michigan Avenue
Suite 1940
Chicago, Illinois 60610

Common Sense from Closer Look

Newsletter of the Parents Campaign for Handicapped Children and Youth.

Available: Parents Campaign for Handicapped Children and Youth
Box 1492, Washington, D.C. 20013

Consumer Advocacy

Newsletter written for and by consumer members of Developmental Disabilities Councils and other interested consumer groups.

Available: Consumer Advocacy
Developmental Training Center
Indiana University
2853 East Tenth Street
Bloomington, Indiana 47401

Insight

Published monthly by the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Monthly periodical giving indepth attention to all facets of governmental decisions regarding special individuals. Deals with litigation, legislation, publications, research projects, funding trends, etc.

In the Mainstream


Affirmative action newsletter printing articles from governmental agencies enforcing regulations on compliance, updates on state and federal legislation, and reports on other developments in the field.

Mental Disability Law Reporter

Published by the American Bar Association Commission on the Mentally Disabled, 1800 M Street, N.W., Washington, D.C. 20036.

Reporting on the legal developments taking place daily affecting persons with a mental disability and discussions on the implications of those developments.
Mental Retardation and the Law (magazine)
Available: HEW Office of Mental Retardation Coordination
Washington, D.C. 20402
Cost: No Charge

Polling Magazine
United Cerebral Palsy of New York City, Inc., 122 East 23rd Street,
New York, N.Y. 10010.

The Advocate for Human Services
A monthly Washington roundup of legislation and activities affecting
social work and people. Published by the National Association of

UAP Reporter
Newsletter of the American Association of University Affiliated Programs
for the Developmentally Disabled, 2033 M. Street, N.W., Suite 406,
Washington, D.C. 20036.

Word from Washington
Monthly newsletter, reviewing issues of interest in the developmental
disabilities field. Publication of United Cerebral Palsy Assns., Inc.,
Epilepsy Foundation of America, and National Society for Autistic
Children.

Available: United Cerebral Palsy Association
Suite 141
Chester Arthur Building
425 I. Street Northwest
Washington, D.C. 20001