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**Study of the Iowa Annie
Wittenmyer Home and alternative
care resources : in compliance
with House file no. 739**

STUDY OF

THE IOWA ANNIE WITTENMYER HOME

AND

ALTERNATIVE CARE RESOURCES

IN COMPLIANCE WITH

HOUSE FILE #739

NOVEMBER 1, 1973

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BACKGROUND OF INSTITUTIONAL SERVICES:

In Iowa's infancy and rugged farm economy, the idea prevailed that the weak and poor were considered a menace to the community and were trundled off to the poor house. Uncared for children were either apprenticed out or sent to the poor house along with the derelict, the insane, the drunkard, and the prostitute.

As orphaned children of Civil War soldiers were considered to be mere victims of uncontrolled circumstances, great concern by church groups precipitated an interest in separate facilities for children unable to live in their own homes.

With the very gradual lessening constraints on women as only being domestics, it became possible for more mothers to keep their children at home. The Social Security acts made it increasingly possible for mothers to stay in their own homes with their children. The "orphanage" seemed primarily needed due to lack of the financial resources of parents.

From the 1930's to about 1965, Iowa's juvenile institutions gave care to pretty normal children who had been removed from their own homes primarily due to parental problems. As foster care has developed, institutional programs have changed to give children with problems specialized treatment care not available in the community.

It had been apparent for several years prior to the 1960's that "normal" children benefitted more from family living as in a group home or foster home than from time spent in an institution. However, money to support such programs was very limited. In 1961, the Budget and Financial Control Committee gave a special allocation to The Iowa Annie Wittenmyer Home of \$30,000 to help develop foster care. Since then, part of the annual appropriation (\$100,000 in 1972-73) has been earmarked for foster care. The legislature in 1963 changed Chapter 444.12 to allow counties to pay foster care out of Institutional Funds and counties began to find more foster homes for younger children. Finding homes for older children was even then very difficult.

In 1965, the revision of Chapter 232 made it possible for a judge to assign any child declared "dependent and neglected" to The Iowa Annie Wittenmyer Home. However, no admission policy was established in the statutes so before long it was necessary to program for emotionally disturbed, mentally retarded, brain damaged, delinquent children with behavior problems, and for normal older children. The 1967 session amended 244.14, requiring counties to pay for one-half cost of veterans' children's care. Prior to this time the state paid all of the cost of care, which tended to discriminate against normal children who might have been better placed in their home communities.

During the late 1960's, there was a decline in the number of children at The Iowa Annie Wittenmyer Home but there was a real awareness that those children remaining were much more difficult. As the staff worked with a variety of children's problems, one particular syndrome became obvious for which there was no treatment offered in any other state institution - that was the Unsocialized Slow Learner, or Active Aggressive Child. This child was behind in school and exhibited any number of adjustment difficulties, making it very difficult for him to live in his community. The present program at The Iowa Annie Wittenmyer Home emerged from the needs of this type of child.

Children are committed to The Iowa Annie Wittenmyer Home under Chapter 232 of the Code. The definitions of the dependent, neglected, and delinquent of 232.2 should be reviewed as it is too broad. It allows children to be admitted to an institution who do not need institutional care. Chapter 244 of the Code deals specifically with The Iowa Annie Wittenmyer Home but is too general in the objectives. The Code does imply, however, that the Home is to train children to return to the community and find suitable homes for them in the community.

The Code does not appear to be applicable to the needs of children requiring specialized care (ie. institutional care). If the Code was closely adhered to, the institution would be accepting children who do not belong here. Children should be given care in relation to their needs and not relative to the present statutory dependency/neglect laws.

PROGRAM SERVICES, STAFFING, COSTS AND PHYSICAL PLANT:

Population Served

Children are admitted as dependent, neglected or delinquent from all counties in Iowa. However, some of the children are only technical admissions and they stay in foster care or go directly to adoptive placement without actual admission to the institution. Admission charts do not reflect actual admissions to the institution as well as charts of residency children (Appendix #1).

The 1970 census indicates that the ten largest counties in population had 1,173,492 residents of the total population of 2,285,041, or 51.4% of Iowa's population. These larger counties had 60.1% of IAWH population in residence on January 15, 1973.

Within a 100 mile radius of Davenport, there was a population of 867,316, or 32.2%, of Iowa's 1970 population. On January 15, 1973, there were 54 students, or 50% of the IAWH population from the southeast part of the state.

An additional nine students, or 11% of the total population were here on January 15, 1973, on a temporary evaluation basis. They were from the more local areas. Eldora and Mitchellville have a similar program for "guests" in their localized areas (Appendixes 2,3,4).

More children do come from the metropolitan areas and from the eastern part of the state. The eastern part of Iowa is experiencing a rapid growth pattern. The projected rate of growth will be even greater than expected due to a huge new John Deere plant in Davenport. Less populated counties tend to use our services more sporadically (Appendixes 5,6).

The average population of the institution has been gradually lowered as foster care service and other community services have developed. From 1964 to 1969, there was a drop of about 30 students in residence per year. Since the last part of 1969, we have developed a temporary evaluation program giving service to around 12 students at any one time. The students are admitted to the evaluation program on a space-available basis which tended to stabilize the population at a maximum of 107 residents. Admissions and placements have been pretty consistent at about 150 to 175 for the past ten years, with the exception of from mid-1969 to mid-1972, when we gave Detention and Shelter Care service to Scott County (Appendix #7).

There is little fluctuation of admissions and placements from month to month (Appendix #8).

Admissions to The Iowa Annie Wittenmyer Home during fiscal year 1972-73 were typical of the last few years (Appendix #9):

- 46 children were admitted on paper only for direct placement in the community.
- 70 were new admissions.
- 28 were readmissions.
- 31 were admitted for evaluation.
- 9 years of age was the youngest age (3 admissions).
- 13 years 6 months was average age at time of admission.

21 lived with both natural parents prior to admission.
32 lived with only one natural parent prior to admission.
39 lived in foster, group or other institutional care just prior to admission.
32 children had been in other state institutions for a mean of 17.2 months care.
27 had been in private or public institutions for a mean of 10.8 months care.
37 had been in foster care for a mean of 25.4 months care.
A total of 55 of the 98 admission had been in at least one living situation away from their natural parents for a mean of 36.2 months.
Age of first court appearance ranged from 2 years to 16 years with a mean age of 13 years.

Placements from The Iowa Annie Wittenmyer Home during the 1972-73 fiscal year were typical (Appendix #10):

14.3 years was the average age at the time of discharge.
9 months is the difference between the mean age of admission and discharge but evaluations stayed an estimated average of 2 months while those in the regular program stayed an estimated average of 13 months.
102 children were placed.
25 were given either direct discharges or court order releases (evaluation program).
36 went to their first placement and 32 went on at least a second placement.
9 were transferred to other agencies.

General Information on Regular Program Residents (Appendix #11):

(Appendix #11 was taken mid-year and does not correlate with Appendixes 9, 10, or 12)

Most students were functioning below the normal grade level (4.8 average below normal).

9 were within normal school placement settings.
16 were lower than normal school placements but not too out of time with public school functioning.
59 were functioning at a level of 3 or more grades below normal school expectancy.

Intellectual level was below normal in 58 cases.

Intellectual level of 23 were average but many of these were functioning below their expected grade level.

As our children functioned on a decreasing level of competency before admission, the fact that only 5 out of 131 students did not grow educationally is good progress.

The educational, clinical, and child care departments had their sights set higher for improvement than the actual achievements made.

Although there were many lags in child readiness to leave and the finding of a suitable non-institutional choice, most were placed in acceptable or better placements.

Due to the lack of a closed structure and a desire to have children become more responsible for their own behavior, there are many run aways.

The statistics on the residents of The Iowa Annie Wittenmyer Home as of June 30 1973, are submitted for comparison with other figures submitted, showing a rather typical trend (Appendix #12).

Diagnosis of Residents (Appendix #11)

Psychiatric Diagnoses for 1972-73 admissions were:

Adjustment Reaction of Childhood	36.7%
Unsocialized Aggressiveness	12.8%
Hyperkinetic	3.7%
Mild Mental Retardation with Behavior Problems	25.7%
Other	21.1%
	<u>100.0%</u>

Quay Scale (Appendix #13):

	<u>Boys</u>	<u>Girls</u>
Unsocialized Aggressiveness	63.41%	22.22%
Socialized sub-cultural	7.32%	16.67%
Neurotic - disturbed	24.39%	44.44%
Inadequate immature	4.88%	16.67%
	<u>100.00%</u>	<u>100.00%</u>

Psychiatrist Dr. Richard Jenkins, former head of Child Psychiatry at State University of Iowa, has devised a diagnosis of six classifications and although a definite study has not been made, our children would probably be classified as Unsocialized Aggressive or having a Hyperkinetic Reaction (Appendix #14).

"Unsocialized Aggressive - Those in this group may be characterized as assaultive, defiant, rebellious, and power-oriented, often at a rather crude level. This is the 'anti-establishment,' anti-authority group - sometimes bitter and hostile and, at other times, calloused and confident. They are often emotionally explosive and argumentative. They are extremely self-centered, have little regard for others, and often want to be the center of attention.

Because of their 'anti-establishment' attitudes, these individuals are very frequently in conflict with those whom they perceive as authority figures. They are generally regarded as the group causing the greatest amount of trouble and requiring more controls than any of the other subgroups."

The Iowa Annie Wittenmyer Home is not as concerned with the diagnosis as it is the behavior. Consequently, the in-take staffing is more concerned with matching our capabilities with the problems presented by the child in the areas of: impulse control, reality contact, relationships, self-perception, environment perception, motivation, morality, reasoning, behavior responsibility, aggressiveness, and organic functioning. (Appendix #15).

Educational failure coupled with behavior is the greatest reason children are admitted to our institution. Ninety-five percent of the students are from one to seven years educationally retarded. Ninety-six percent have been unable to adjust to public school due to aggressive, hostile, impulse behavior. They are unable to benefit from public school curriculum and need individualized, small class training with the use of modern child management techniques. They have been taught "failure" in the school

setting as a result of being unable to compete with "brighter," more culturally advantaged peers. They are, for the most part, too young and too impulsive to benefit from vocational training.

Most of our students meet the state guidelines of borderline I.Q., making them eligible for educationally mentally retarded programs in public schools. They cannot, however, meet behavioral criteria established by public schools.

In excess of 90% of our students have acted out aggressively in public school settings. Truancy is an established pattern of behavior for an estimated 12%, with a larger percent truanting less frequently. Inappropriate behavior has caused 20% of our population to be legally expelled or illegally suspended from public school.

Services Offered

Evaluation - All children are originally admitted for an evaluation that takes about three weeks to complete. A Disposition Staffing is conducted then to determine if a child is a candidate for admission to the regular program. If acceptable, a court commitment is recommended. If admission is not appropriate, time is given to the referral source to make other plans while the child is held at The Iowa Annie Wittenmyer Home.

Primary referral information is required before a date for an evaluation. Children from all over the entire state who appear to fit our program are given priority of admission. Children who might not appear to fit our program but are from Judicial Districts VII and VIII are admitted for evaluation only.

Technical Admissions - The institution, as a carryover from its former adoptive program, still admits children on paper. They go directly to foster or adoptive homes. There is considerable paper work involved. This program costs us an estimated \$12,710.30 and the foster care fund cost us \$94,852.91 for the fiscal year 1972-73, in expenses that are chargeable to institutional costs but give no direct service to institutional children.

Regular Programming - The objective of The Iowa Annie Wittenmyer Home is to provide a residential treatment program for children with behavioral, educational and social problems. They should be between the ages of 8 and 17 years of age and functioning below the eighth grade level in school. These children are more disturbing than they are disturbed. They will probably have the characteristics of poor impulse control, poor self-concept, minimal cerebral dysfunctioning and educationally retarded or be a slow learner.

Milieu Therapy - One of the greatest assets of an institutional setting is the ability to control all the facets of the student's life so that all aspects of the living situation can be coordinated into a team treatment plan. Although the primary treatment departments are education, medical and social services, the support services of maintenance, dietary and administration do interplay directly with the student's life.

Social Service is responsible for determining, along with other departments, the appropriateness of admissions to the institution as well as making recommendations to communities for care of those not considered to be appropriate admissions after evaluation. They are the coordinators and catalysts of the individual child's program. They are responsible to provide individual and group therapy. As "behavior modification" approaches are particularly helpful to our students, they must program for specific behavior changes desired. On-going in-service training is a large component of this department, as youth service workers rarely are hired with experience. The ultimate goal of the institution is to place children back into the community and the Social Service Department is responsible for determining which children should be placed and they have the responsibility of implementing placement. In conjunction with the community social worker, each child has his own social worker who provides individual counseling or in some cases group therapy and family therapy.

Educational Program - The Iowa Annie Wittenmyer Home school's primary purpose is to establish positive school attitudes; to learn and abide by the roles the student has in school as well as the roles of the educational system; overcome the educational retardation. A great deal of importance is placed on breaking the student's failure chain and to place him in schooling where success is inevitable.

Medical Program - As students come to us with very limited health care, it is necessary to do a great deal of remedial care, hoping this can become preventative. Until there is a better capability of students to have internal control over their behavior, it is manytimes necessary to use a chemotherapy program.

Staffing (Appendix #16)

The Iowa Annie Wittenmyer Home has not used all the positions allocated on the Table of Organization in 1968. We have dropped 23 positions in five years. At the present time we have reduced our population to 95 children (12 less than our budget base) and have reduced the number of employees needed and employed to 136 (15 less than the budget base).

The average number of employees has not been reduced in comparison to the number served. A great deal of this is due to the establishment of a 40 hour work week as required by the Wage and Hour Law.

Costs (Appendix #18):

The institution has spent less than the applied cost of living increase every year in the past ten. The per diem increase is based primarily on a reduced average population while maintaining about the same number of employees.

The children served now need a highly professional staff to a lower ratio of students in order to be able to adequately care for our more disturbed children. Not only has the employee-child ratio increased but there has also been a very sharp increase in individual employees' pay and benefits for on-line workers as well as professional and supervisory personnel.

The institution is presently in the process of trying to reduce population as communities develop other resources. The 1973-74 internal budget of The Iowa Annie Wittenmyer Home is based on a projected declining residential capacity and declining expenditures projected for the year on a three month lag basis (Appendix #17).

The appropriations to The Iowa Annie Wittenmyer Home do not accurately indicate the actual cost of strictly residential care. During 1973-74, the following expenses are budgeted for services outside the institution.

Foster Care	\$100,000
Billing and Statistical accounting of foster care	12,000
Public School Coordinator	36,000
Community Resource Development	<u>15,000</u>
	\$163,000

These figures indicate that approximately 10% of our appropriations show up as costs that do not involve in-patients. The per diem rate does not show this cost as an outside cost.

Physical Plant Usage

Building	Construction Date	Condition	Present Use	Remarks
2	1863	Poor	Not used	Should be demolished
4	"	"	"	"
6	"	"	"	"
8	"	"	"	"
10	"	"	"	"
12	"	"	"	"
14	"	"	"	"
16	"	"	"	"
18	1887	"	"	"
20	"	Fair	"	"
Pinewood	Early 1900's	Good	Cottage for 14 children	Demolish 1975-80
Shady Oak	1933	Excellent	Cottage for 10 children	-
Willowcrest	1966	Excellent	Cottage for 20 children	-
Hawthorn	1971	Excellent	Cottage for 20 children	-
Maplewood	1914	Good	Cottage for 18 children	Needs fire escape
Ponderosa	1930	Good	Cottage for 20 children	Needs redecorating
			Cottage capacity 102	Used for hospital also
Old Greenhouse	?	Good	Child care office	-
School	1940	Excellent	School	-
Vocational Bldg.	1914	Good	Home Ec. & Crafts	Convert to Admin. Bldg. and move to regular school bldg.
Gym	1921	Fair	Gym & Swimming	Need ceiling to pool
Storeroom	?	Fair	Storeroom	Needs fire escapes
Power Plant	1929	Good	Central heating	Need to convert to individual building heat units.
Maintenance	?	Fair	Maintenance	Demolish when heat converted.
Laundry	?	Fair	Storage	Convert to canteen
Main Building	1880	Poor	Dietary & Offices	Demolish all but dietary section
Chapel and Auditorium	1901	Good	Auditorium & Canteen	Sell to Park Board*

*See report on disposition on page 19.

OSHA Standards (Appendix #19)

Some of the violations observed during inspection have been corrected by Maintenance staff. Other violations can be corrected by Maintenance, To complete total compliance, we will need \$59,000 in capital funds if we are able to relocate the carpenter shop to eliminate \$8,000 in sprinkler system costs.

OTHER RESOURCES IN IOWA TO MEET NEEDS:

All children accepted into the regular program of The Iowa Annie Wittenmyer Home are evaluated before admission (Appendix #15). No children are admitted unless it is felt that they would profit from the program. Although some might question the institution's determination of what is best for a child due to inability to be impartial, such thinking would not be acceptable to professionals who have a deep interest in children's welfare.

One of our best indicators of the lack of resources for children with behavior problems is in the constant demand of our services. In May 1973, we cut off all admissions at a time when there were 16 waiting to be admitted. The last of August, we opened up admissions on a temporary basis and at that time, of the 16, only one remained in his own home and one was placed in foster care, with the remaining 13 ending up in some type of private or public institution (See Appendix #20).

A report on June 29, 1973, indicated we had 16 children out of 102 residents awaiting placement (18%). A National Survey Study report indicated that about 30% of our residents could function in other facilities. On October 17, 1973, there were 14 children awaiting admission. This information would indicate that there are about as many children awaiting admission as there are awaiting placement.

Very recently there has been some change in the waiting period for placement primarily due to some effort on the part of private agencies to develop foster care. All the placement prospects for July, August, and September, were promptly placed (Appendix #21). The present backlog of pending admissions is due to our closing of in-take to lower population.

There is a difference between finding placements for children ready to leave the institution and the replacement of the program of institutional treatment. The prospect of finding resources after treatment seems promising. Nothing is being done to replace The Iowa Annie Wittenmyer Home program by specialized treatment in the community except by Iowa Family and Children's Services (Appendix 24A).

A survey of students' placement preferences and social workers' recommendations gives an indication of a need of 27 foster homes, 30 group homes and other institutional placements during the next year:

Child's Request	Social Worker's Recommendation	Previous Living Arrangements		
		Relatives	Non-Relatives	
<u>Foster home</u>	Foster	12	5	11
	Group	2		
16	Other Inst.	2		
<u>Group home</u>	Group	5	3	2
5				
<u>Parental home</u>	Foster	14	30	29
	Group	19		
59	Parental	20		
	Other Inst.	6		
<u>Independent</u>	Foster	1	4	
	Group	3		
4				
<u>Other Institution</u>	Group	<u>1</u>	<u>1</u>	—
1				
Total - 85		85	43	42

Children's desires for placement and social workers' recommendations correlate very highly except in the instances where, quite understandably, students request placement back in their own homes. Social workers are not opposed to a child's return to his own home but are much more objective than the child in regard to the appropriateness of natural families' capabilities.

In January 1973, several surveys were made to determine community resources (Appendix #22).

Children were referred to The Iowa Annie Wittenmyer Home because:

- 25% recommended by mental health services.
- 2% family requested placement.
- 13% children unable to handle foster or group home
- 60% needed a variety of services not available in community.

Barriers to develop programs by the community were listed as (some listed more than once):

- 31% lack of financial support.
- 25% lack of structured setting.
- 25% lack of professional staff.
- 21% too few children to justify program.
- 19% lack of foster homes able to deal with children with behavior problems.
- 15% lack of community support.

A report also was made in January, showing the success of a pilot project of a Public School Coordinator program which indicated that schools did not have resources but that many teachers were anxious to give service and that specialized counseling did help children from being institutionalized (Appendix #23).

A committee composed of representatives from the Department of Social Services, the Department of Public Instruction, and several private agencies surveyed a sample of the public school population of Iowa to determine the number and needs of chronic disruptive and emotionally disturbed children. The survey results indicated there are approximately 17,000 such students in public schools in the state and that a vast majority of the schools responding to this survey don't have adequate resources to educate these children. It is also projected on the basis of survey information that over 6,000 students in the State of Iowa require out-of-community services in order to overcome their emotional disturbance or chronic disruptive behavior.

As a result of the survey information and other research that was studied during the process of writing the report, several recommendations were made in order to help overcome the problem. These recommendations include legislative changes that may be necessary in the school laws of the State of Iowa and the development of a network of institution-public school coordinators who would facilitate the return of students from institutions to public schools and keep students in public schools from going to institutions.

More detailed information regarding the results of this survey and research can be found in a paper entitled, "Chronic Disruptive and Emotionally Disturbed Children in Iowa Public Schools: Numbers and Needs." (Appendix #23).

A definite program to develop social service/education liaison to help students remain in or return to school is needed. A solution to this problem is prepared in Appendixes 22,23. Since July 1973, the Iowa Annie Wittenmyer Home has taken more responsibility to become involved in developing community resources. Private agencies have been contacted:

Lutheran Social Services of Iowa started a group home for girls in Des Moines, and a group home for boys in Iowa City. They have proposed an extension of services beyond this (Appendix #27).

Family and Children's Services of Sioux City, is discussing with its board the possibility of developing part of their Children's Home resources towards programming for children similar to those at The Iowa Annie Wittenmyer Home.

Linn County Health Center has been given information in regard to our program.

A meeting was held on 10-22-73, with Family and Children's Services of Des Moines, to transfer six to eight children to their facility.

Davenport Family and Children's Services have attempted to develop a group home but have not been too successful.

We are attempting to involve at least two new agencies per month in program planning.

It is recognized that we have discussed the lack of resources more than the availability of resources. As we are only indirectly responsible for community resources, our knowledge is somewhat limited and field service offices would be more helpful.

ALTERNATIVES TO INSTITUTIONAL CARE:

Recommendations Regarding Consolidation

It is not felt advisable to give care to children in large congregate buildings where it is necessary to give service to over 12 to 20 in one living setting. Special events for a short duration can be scheduled with larger groups and education should be accomplished with small groups of 6 to 10 children.

There is a real concern of mixing children in multiple discipline treatment units not aimed at the special problems of the young. A children's treatment unit could be established under the same administrative structure of a larger institutional setting but the physical facilities should be separated perhaps by greater distance than even that of the Children's Unit at Independence.

Certainly the children at The Iowa Annie Wittenmyer Home should not be in a larger institution. The long term goal at The Iowa Annie Wittenmyer Home has been to cut down the residential population as other resources develop. Most private treatment agencies talk in terms of a figure of less than 50 as a maximum population.

Recommendations for Changes in Alternative Programming

Prior to July 1973, the role of The Iowa Annie Wittenmyer Home had not been defined as having a direct working relationship with the community, although it was recognized that the problems we had did stem from the community and that resources for continued care after treatment were manytimes lacking. Although the staff at the Home still do not have a direct responsibility in the community, we have been given more responsibility to help develop alternative resources to institutional care. It is believed that the new administrative structure of the Division of Family and Adult Services will give greater county welfare, field office and institution coordinating-cooperating potential.

Private agencies have shown a great deal of interest in developing group homes. Since July 1st, a special project of The Iowa Annie Wittenmyer Home is to contact at least two agencies (public or private) per month with the purpose of getting support in developing foster homes and group homes. This project director has also had the responsibility of working with the Department of Public Instruction and other school personnel to investigate the problems and come up with suggestions for solutions to problems encountered in dealing with students with behavior problems.

The Iowa Annie Wittenmyer Home staff still feels it is necessary to have an intensified program for some active aggressive children before they are able to return to other alternative resources. The development of resources, hopefully by meeting needs earlier, can alleviate the need for some children to even be referred for intensive care. It has been estimated that from 18% to 30% of the population of the better than 108 students here in June 1973, could have profitted more from other care in the community.

It is felt that to give complete services to children it will be necessary to have a whole continuum of services from the very basic preventative programming of education of parents and children to better understanding behavior and giving them equal opportunity to a highly intensified treatment module of care if other resources fail.

Care away from a child's own family involves the whole stratum of services from the very low key care of a normal baby awaiting adoption to intensive foster care with specialized, trained, very capable foster parents. The group structures can be from services to adolescents primarily needing a home away from home to professionally supervised intermediate group care with "houseparents" to a highly professionally staffed organization with treatment goals. All the possibilities of care needed do not come in any special sequence, either up or down the scale of care needs. Because of the varying services, there are varying charges.

The following are cost figures obtained from varying degrees of service provided by several organizations:

Dental and Medical costs are usually open-ended on a need basis. The average cost for children on placement from The Iowa Annie Wittenmyer Home is annually \$125.85, or 35¢ per diem.

Clothing costs are usually open-ended on a need basis. The average cost for children on placement from The Iowa Annie Wittenmyer Home is \$153.94 per year, or 42¢ per diem.

The clothing charges from Family and Children's Services, Muscatine, vary from 27¢ per diem for a baby to 45¢ per diem for ages 12 and up.

School costs are not usually shown but, of course, there is a cost absorbed in the total program. The following figures are adjusted on a daily basis to accommodate the yearly cost and actual days teaching:

Davenport Public School

Average student	\$ 940.00	180 days	=	\$ 5.22
Special education	1,250.00 up	180 days	=	6.94
The Iowa Annie Wittenmyer Home	1,665.52	218 days	=	7.64
Turner School (per half-day unit)	Appendix #24)			12.02

Foster Care

Family and Children's Services, Muscatine (Appendix #25)

Infant -	\$3.27 per diem)	Does not include health
5 - 11 years	3.95		education, administrative
12 years & up	4.62		or professional services

Iowa Children's and Family Services, Des Moines (Appendix #26)

Children over 5 years

Administrative	\$2.88 per diem)	Does not include health,
Professional	4.09		clothing or education
Room and Board	3.48		
	<u>\$10.45</u>		

Group Care

Iowa Children's and Family Services, Des Moines

Administration	\$ 7.69	per diem)	Does not include health,
Professional	12.22			clothing or education
Room and Board	7.95			
	<u>\$27.86</u>			

Lutheran Social Services of Iowa (Appendix #27)

Professional and Administrative	\$15.82	per diem)	Does not include health,
Maintenance	8.09			clothing or education
	<u>\$23.91</u>			

Young House, Burlington, Iowa (Appendix #28)

A very fine basic group home. Due to many donations and low pay of religious order employees, the cost is \$17 per day without medical, dental and clothing.

Specialized Treatment Group Home

An employee of The Iowa Annie Wittenmyer Home now on educational leave at the School of Social Work, Iowa City, has written a very comprehensive proposal for the establishment of the type of services that might realistically be considered for a substitute to the care given at the institution. We highly recommend studying this proposal to get an assessment of what is needed in the community to replace the program at The Iowa Annie Wittenmyer Home (Appendix #29). The projected per diem cost of care is estimated at a rate of \$33.42 per diem plus services for psychiatric, psychological and other remedial contract services.

Public School

One of the greater problems in placing children back in the community has to do with the public schools. The Director of Education at The Iowa Annie Wittenmyer Home has been very active in examining community school programs. One project in conjunction with the Department of Public Instruction gives suggestion for some legislative and administrative changes (Appendix #22, 23).

If the children are to return to public schools, it is very strongly recommended that eight school coordinators be employed by the Department of Social Services to help overcome the problems ensued in developing resources for children to stay in school and return to schools from institutional settings (Appendix 23).

An active group home with educational programming that will deuplicate The Iowa Annie Wittenmyer Home program at this time is the program at Towa Children's and Family Service, Des Moines:

Administrative/ Professional/Room and Board	\$27.86	per diem
Medical/ Clothing/Misc. estimate	.90	
Education	<u>12.02</u>	
	<u>\$40.78</u>	

The big advantage to the use of care other than provided by The Iowa Annie Wittenmyer Home does not appear to be actual cost. There is a need for a continuum of services before and after admission at varying costs. Duplicating The Iowa Annie Wittenmyer Home specialized services will not decrease costs except that there can be a switch to more federal government payments.

IMPLEMENTATION OF HOUSE FILE #739

It is time to begin to implement community programs and reduce institutional care. Institutions in Iowa have shown by their gradual declining resident population that they are not interested in perpetuating institutional care unless other resources are not available. Institutions have traditionally filled the void of local resources.

It is time to give financial incentives to communities to develop better welfare and educational programs to replace large institutional programs ~~(Appendix 30)~~. Legislators will have to look to larger appropriations to bolster educational programs, increased numbers of welfare personnel and increased foster and group care payments. Of course, it would be more intelligent to look at basic causation and alleviations of problems but it is doubtful that such will be done. Welfare does try to alleviate basic problems and attacking the greater problems of inequality is certainly a more serious problem but, unfortunately, a more long term problem. Welfare is only doing a band-aid treatment when it attacks the problem after it happens.

The closing of The Iowa Annie Wittenmyer Home should not take place. There can be a reduction of the number of residents as communities develop other resources for some of the present residents. There will be a need for a small treatment center for children similar to the present Iowa Annie Wittenmyer Home program regardless of the development of foster and group homes. It is quite likely possible that there will be a need for regional services for the rapidly growing eastern part of Iowa (Appendixes 5,6).

If the legislators decide to close The Iowa Annie Wittenmyer Home regardless of our recommendations, we very strongly recommend that they not be placed in a larger institution. We would be particularly concerned if the children were placed in a large congregate setting not removed from other patients or clients.

Regardless of our feeling for the need of a continuing program at Davenport, for Unsocialized Aggressive Children, we are aware that the final decision for closure will be made by legislation.

Due to House File #739, and in spite of a back log of admission requests, The Iowa Annie Wittenmyer Home did begin a program designed to lower population. On 1-1-74, we should have 71 children who were in the regular program on July 1, 1973, and should have 24 temporary admissions where the court retains custody. The temporary admissions could be sent home within 30 days of notice. It would take until December 31, 1974, to place the regular program children back into the community. We cannot recommend the transfer of the children to another institutional resource just for the sake of transfer. However, new referrals could be accepted by another agency. This would not impose an additional move on the present residents and would give any other receiving agency time to develop programs on a gradual level. It would take approximately six months after the removal of all children to secure the grounds and take care of administrative records ~~(Appendix 31)~~.

Employee Reallocation

A survey has been made in regard to employees' desires or willingness to relocate:

Department	Would Relocate	Undecided	Would Not Relocate	Total
Administrative	0	4	9	13
Social Service	1	2	4	7
Hospital	0	0	9	9
Youth Service	9	11	34	54
Dietary	0	0	11	11
School	1	1	16	18
Maintenance	2	1	17	20
	<u>13</u>	<u>19</u>	<u>100</u>	<u>132</u>

Many employees have lived in this area all of their lives, most have their own homes, and would not want to move on to a new community and start over. Most of the youth service workers are either college students and working or college graduates who are beginning to move out into other jobs as the economy improves. Several employees indicate it would not be wise to make a decision to relocate in another institutional setting with the present focus of legislators on institutions.

Sale of Excess Property - Until communities do develop their own resources, it is recommended that there only be a partial disposition of facilities at this time. The following proposal is recommended regardless of the continuation of the present program at The Iowa Annie Wittenmyer Home:

1. Sell approximately 12 acres of land south of the Home and across the railroad tracks. There are no improvements on this property. We would hope to get a restriction on buildings being erected within 150 feet of the railroad right-of-way (shaded area south on map) (Appendix #32).
2. Sell approximately 12 acres of land on north edge of Home. At the present time there are six old cottages on this property that should be demolished. The chapel-auditorium is a good building and the Little Theatre League might be interested. The Park Board, which has some responsibility for Little Theatre, would probably be interested in this property for additional ball parks. All but the northern part of this property, where present buildings are located, is in a flood plain and should be restricted from erection of any buildings (shaded area north on map (Appendix #32).
3. Demolish the remaining cottages as well as the present administration building on the side not sold with right to dump trash fill of old buildings on present lowland suggested for sale (buildings 2,4,6,8,10,12,14,16,18,20,22) (Appendix #32).
4. Use the money obtained from sales to install fence along north side of campus and begin to convert heating system from centralized to individual units.

Leasing of buildings to other public or private agencies should be considered. The remaining buildings after sale and demolition are in fair to excellent condition. The remaining units lend themselves to office-type usage with little remodeling or, of course, to continued usage as treatment units. The buildings very definitely could be used on a regional basis for treatment programming as well as administrative housing. Unless heating is decentralized, it would not appear too practical to consider anything but leasing, which would include utilities and minor maintenance.

The following gives information on the good usable buildings as to square footage and present costs of utilities, share of ground maintenance and on-going building maintenance:

Buildings	Square Feet	Plant Operation	Grounds	Repairs and Maintenance
School	15,328	\$16,247.68	\$ 4,751.68	\$ 20,386.24
Vocational	5,870	6,222.20	1,819.70	7,807.10
Hospital	7,109	7,535.54	2,203.79	9,454.97
Maplewood	4,400	4,664.00	1,364.00	6,203.12
Willowcrest	6,486	6,875.16	2,010.66	8,626.38
Shady Oak	1,494	1,583.64	463.14	1,987.02
Hawthorn	6,473	6,861.38	2,006.63	8,609.09
Social Service	3,156	3,345.36	978.36	4,197.48
Dietary	7,211	7,643.66	2,235.41	9,590.63
Chapel/Canteen	11,000	11,660.00	3,410.00	14,630.00
Gym/Pool	8,260	8,755.60	2,560.60	10,985.80
Warehouse	<u>11,144</u>	<u>11,812.64</u>	<u>3,454.64</u>	<u>14,821.52</u>
Total Sq. Ft.	87,931	\$93,206.86	\$27,258.61	\$117,299.35
Cost Per Sq. Ft.		\$1.06	\$.31	\$1.33

Sale of Property - If it is decided to close down the program complete and sell the property, we believe it should be done on a sealed bid basis. There has been some interest by local people in various building units (theatre, gym, and cottages for business offices as well as local welfare programs). It is felt that more money to the state as well as more usage of existing buildings would be realized by promoting bidding on partial sections.

The population around Davenport is very rapidly expanding. Housing is becoming very hard to find. We believe there will be a greater need for institutional programs in this area than any other state area in the very immediate future (Appendixes 5,6).

LEGISLATION NEEDED:

Before counties develop local community services, they will have to be given a financial incentive. Specialized intensive care for children with behavior problems will approximate the cost of intensive institutional care. As long as communities can obtain services for one-half the cost at the state juvenile institutions or at no cost at a juvenile correction institution, it is doubtful that they will have a real interest in assuming too much responsibility ~~Appendix 23~~.

Statute changes need to be made to give more authority and responsibility to the Department of Public Instruction in regard to curriculum in local schools. School districts developing programs for the chronic disruptive, emotionally handicapped need a financial incentive above foundation cost due to greater expenses (Appendixes 21,22,23).

More money should be allocated to pay foster parents and other parental alternative resources a professional fee and not the \$100 per month fee that barely covers costs.

The Code should be revised so that children are given help in regard to needs (like mental health patients) rather than on the basis of delinquency, dependency, or neglect).

GENERAL RECOMMENDATIONS:

Local Services

The primary emphasis of welfare programs should be on families and availability of resources at the local level.

Children should be close to their own families so that it will be possible to continue family relationships and develop a more effective family capacity.

Communities will have to attack the basic causation of problems centered around housing, employment, health, equal opportunity, and public apathy.

The ability to control the community environment is much more difficult than controlling institutional environments.

Local services of almost any type will have to be encouraged through financial incentives.

The need for specialized care on a statewide basis and then on a multi-county basis seems necessary for quite some time.

Non-Family Placement

There are children who, because of their emotional and behavior problems, require the structure, control, and specialized services of a residential setting regardless of the possible abundance of foster or group homes in the community.

More adequate and a less confusing system of foster care payments should be developed.

More realistic foster care payments should be considered to attract career-type of employment to qualified persons rather than pay a token unprofitable reimbursement.

A series, continuum, or variety of group homes are needed for:

quite normal adolescents unable to accept the close relationship of foster care but cannot live in their own homes.

adolescents who have completed more intensive care but are ready to accept less control.

students needing specialized, highly professionalized care until they are ready to move out to other areas of care.

Educational Programs

Educational programs must be developed beyond the traditional concepts.

Specialized classes for children with behavior disorders must be developed.

More stress should be placed on non-college preparation.

There is a lack of educational and vocational opportunities for youth 14-18 years of age who are academically saturated but not acceptable or trained for the job market.

Early diagnosis and intervention should be accomplished with beginning students and showing signs of learning disability or behavior disorders.

Preventative care education is needed by families and youth.

Families need more understanding of the ways to handle the problems and behavior of youth.

Youth need more course work in preparing for the responsibilities of marriage, work and community living.

Professionalized child care training courses are needed comparable to LPN training or other professional vocational courses.

Community Mental Health Care

Consideration should be given the possibility of establishing group care at mental health centers or coordinating out-patient services with established in-patient services.

Means of giving assistance to the unmotivated client should be examined. Although there is a need to involve the whole interacting family, an uncooperative parent or child might still desperately need service.

There is a concern that some "less sophisticated" clients might lack understanding and availability of community mental health resources. "Store front" accessibility is recommended for more deprived neighborhoods.

Juvenile Courts

Emphasis should be placed on alternatives to institutional commitment such as pre-referral counseling, standby foster care, work programs, intensive supervision, coordination with schools.

Juvenile detention facilities are needed for short term holding and evaluation. There is a concern, though, that such facilities could become a "dumping grounds" unless there was a restriction on usage. Also, unless there is an availability of needed service, evaluation and recommendation could become useless.

Custodial Care

There appears to be more discussion and concern over the client who does not appear to fit existing treatment programs and where there is little hope that treatment will be effective enough to warrant the increased cost. Perhaps we will have to face the unpalatable need for non-productive but caring care.

Research and Administrative Audit

A non-involved agency is needed to more scientifically and objectively audit programs much like we do financial programs.

Through statewide, centrally responsible research, valid impartial suggestions could be made to the legislative body in regard to program needs, elimination of unneeded programs and overlapping of needed ones.

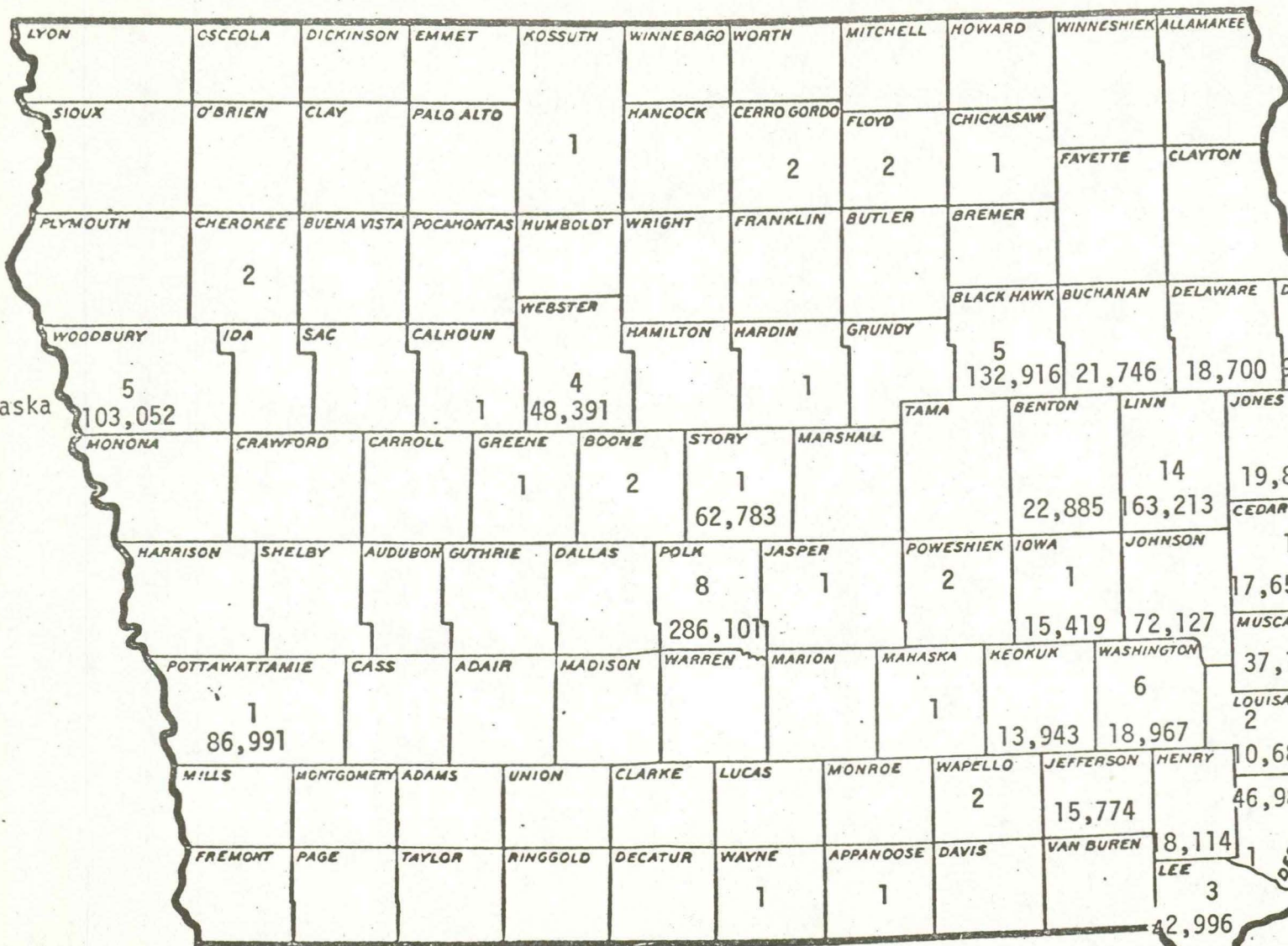
APPENDIX NUMBER 1

NUMBER OF CHILDREN ADMITTED FROM EACH COUNTY
1966-1973

County	1966	1967	1968	1969	1970	1971	1972	1973	Total
Adair			1						1
Adams	1								1
Allamakee			1		1				2
Appanoose	3		1		2		3	1	10
Audubon		1			1				2
Benton		1		3	3	1			8
Black Hawk	7	2	5	9	6	10	9	3	51
Boone	6		5	2				2	16
Bremer							2		2
Buchanan									0
Buena Vista	8								8
Butler							1	1	2
Calhoun	1	1		1		1	2		6
Carroll				1					1
Cass	2	3	3	1	1		1	2	11
Cedar				1				2	3
Cerro Gordo	1	1	5	6	4	5	3	1	26
Cherokee							2		2
Chickasaw							1		1
Clarke	1	1							2
Clay	1						1	2	4
Clayton				1				1	2
Clinton	6	4	7	1	1	10	9	12	50
Crawford	1				1				2
Dallas		6						1	7
Davis			1		1		1		3
Decatur	7		5	5	2	3	8		25
Delaware	2						1		3
Des Moines	8	7	5	3	3	4	6	5	41
Dickinson								3	3
Dubuque	1		2	2	3	4	7	9	28
Emmet									0
Fayette				2	1			4	7
Floyd	1	1	1	3		2		3	11
Franklin					1		1		2
Fremont			1				1	1	3
Greene	1		11	5	1		1	3	22
Grundy								1	1
Guthrie	2							1	3
Hamilton	1	1	2			1	2	1	8
Hancock	1								1
Hardin							1	1	2
Harrison	1	3	2	1	1	3	1	1	12
Henry	1	1		1	1		1		5
Howard		1			1				2
Humboldt				1	1		2		4
Ida									0
Iowa	7			4	2	3	1		17
Jackson	1	3					3		7
Jasper	1		1	1	1	1	1		6

County	1966	1967	1968	1969	1970	1971	1972	1973	Total
Jefferson	14				1	2		1	8
Johnson	3	1	2	3	5		2	2	18
Jones				1				1	2
Keokuk				3	1		1	1	6
Kossuth					1		1		2
Lee	1	4	6	2	5	4	4	3	29
Linn	1	3	2	6	8	7	14	19	60
Louisa	2			1		1	4	1	9
Lucas					1	1			2
Lyon	1				1				2
Madison		6							6
Mahaska	2					5	6	3	16
Marion	3	2		1	1	1			8
Marshall	13		2	2	8	1	1		27
Mills				1	1		1	2	5
Mitchell									0
Monona		2	1	1	2	2			8
Monroe					1			1	2
Montgomery	2						1		3
Muscatine	3	4	1	1	6	4		1	20
O'Brien									0
Osceola									0
Page			1		2		2		5
Palo Alto					1		1	2	4
Plymouth							1		1
Pocahontas	1					1	3		5
Polk	10	10	13	14	18	5	3	9	82
Pottawattamie	11	3	4	1	3	2	2	3	29
Poweshiek				1	1	3	1	1	7
Ringgold									0
Sac					1				1
Scott	11	6	20	75	15	15	22	32	196
Shelby	7	1					1	1	10
Sioux	1								1
Story		4		1	1	1	2		9
Tama	4	1	2	2	1	2	1		13
Taylor			1	1					2
Union	1	1				1		2	5
VanBuren			1	2		1			4
Wapello	1	1	1	4	4	2	3	3	19
Warren		1	1			1		2	5
Washington		1	1	2	1	1	4	4	14
Wayne						1	1		2
Webster	3	2	1			6	7	3	22
Winnebago									0
Winneshiek				1					1
Woodbury	6	6		10	9	5	10	8	54
Worth		1	1			1			3
Wright		2	1						3
State charges	2	10	8	9	7	5	2		43

APPENDIX NUMBER 2
 CHILDREN AT THE IOWA ANNIE WITTENMYER HOME AS OF 1-15-73
 DESIGNATED FROM COUNTY OF ADMISSION



Ten Largest Counties
 = 1,173,492 or 51.4 %
 Iowa Population.
 They had 65 residents or
 60.1% IAWH Population

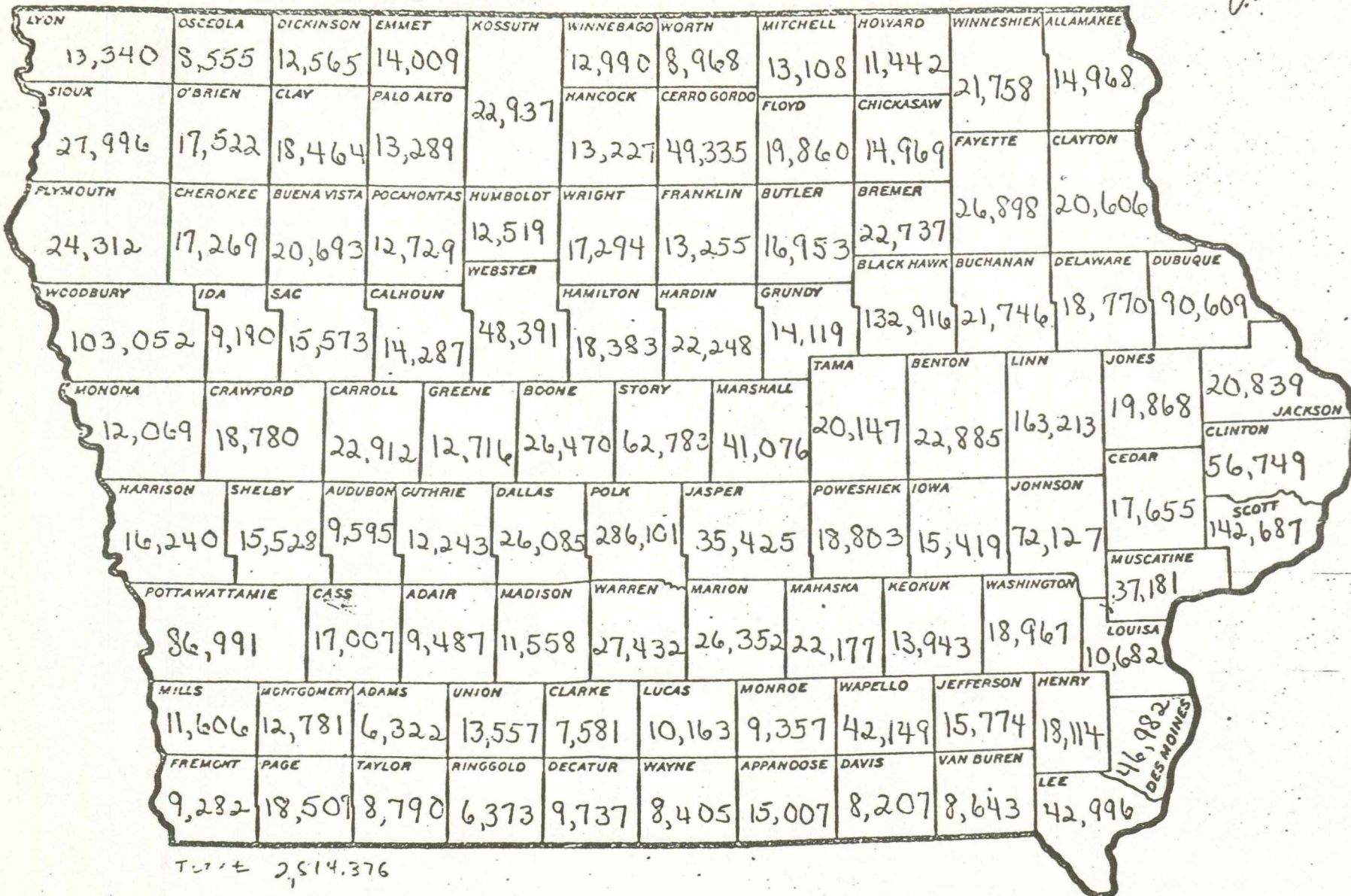
Western
 Iowa uses
 any Nebraska
 services

867,316 population)
 100 mi.)
 2,875,041 census)=30
 1970)
 54 regular = .50 %
 63 - 100 mile radius)
 residents)
 108 total residents) 5
 - 9 evaluations)(.08
 temporary) 50%

Sample Survey
 Ringgold had .003 % state population and no admissions last 3 years.
 Polk had 12.5% state population and 7.4% IAWH population.
 CP-14807
 Black Hawk had 5.8% state population and 4.6% IAWH population.

TABLE I - POPULATION CHART, ALL COUNTIES 1970 Census

Vol # 3

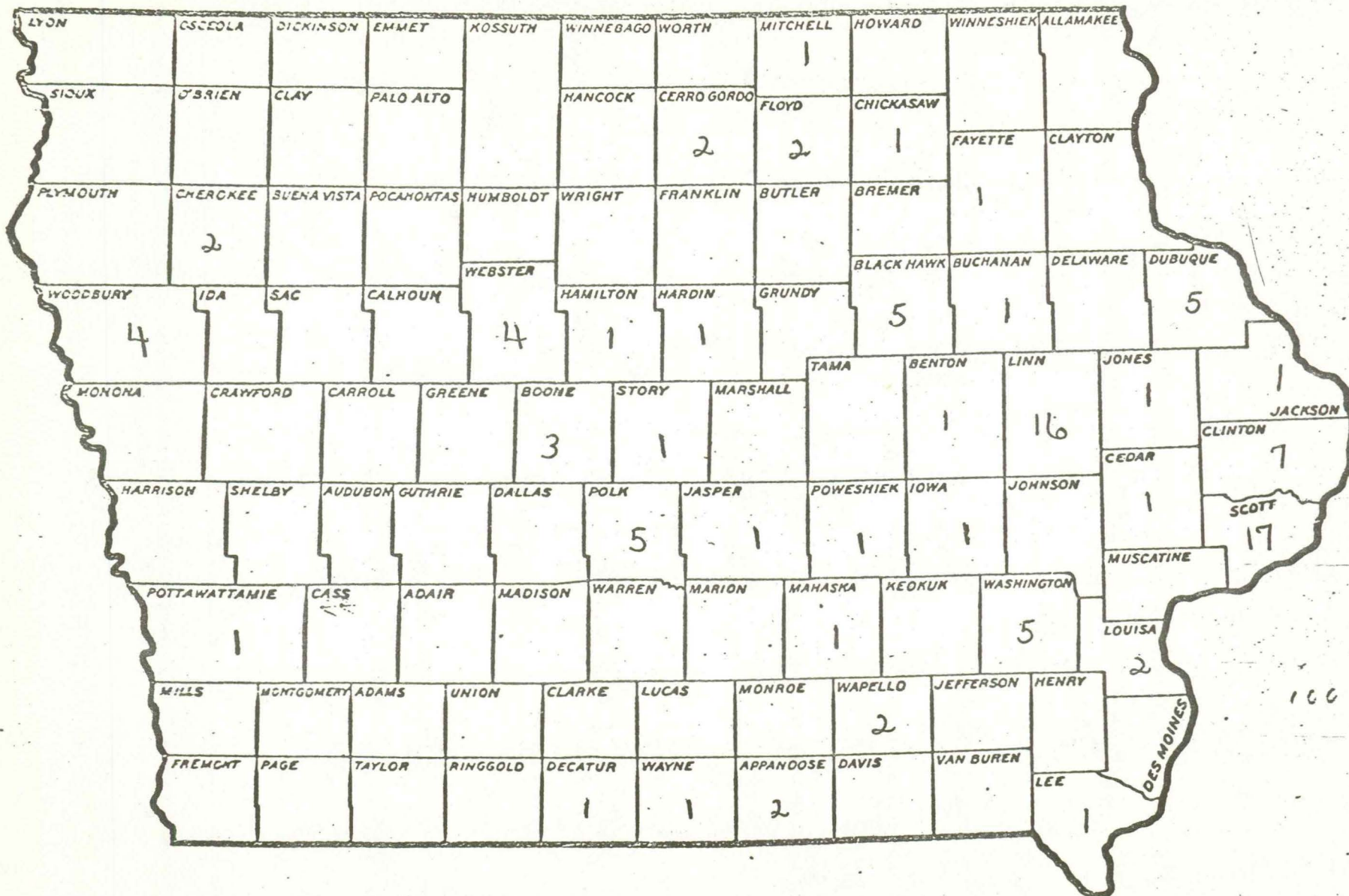


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APPENDIX NUMBER 4

TABLE 3 - CHILDREN AT THE IOWA ANNIE WITTENMYER HOME AS OF JUNE 25, 1973

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-29-

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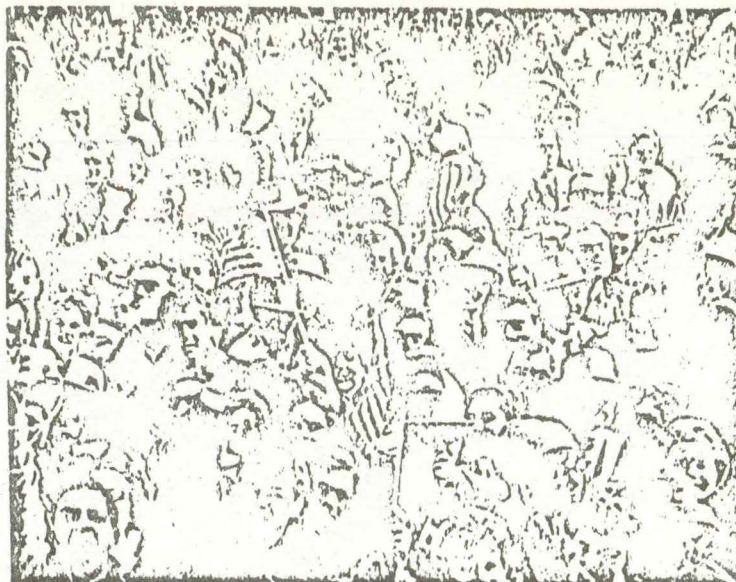
Table 1

1970 - 1995 POPULATION PROJECTIONS
(SERIES B)

	<u>Scott County</u>	<u>Rock Island County</u>	<u>Henry County</u>	<u>S.M.S.A.</u>
1970	142,687	166,734	53,217	362,638
1975	149,346	173,532	54,245	377,123
1980	158,653	183,348	55,897	397,898
1985	170,710	195,655	59,308	425,673
1990	184,232	208,914	63,255	456,401
1995	197,802	222,385	67,057	487,244

POPULATION PROJECTION
DAVENPORT, IOWA
December 31,

1970	98,469 (Official 1970 Census)
1971	99,651
1972	100,847
1973	102,057
1974	103,282
1975	104,521
1976	106,089
1977	107,680
1978	109,295
1979	110,934
1980	112,598
1981	114,287
1982	116,001
1983	117,741
1984	119,507
1985	121,300
2000	155,000 (City Plan & Zoning Commission estimate)



POPULATION

Year	Davenport	Davenport & Bettendorf	Scott Co. (Iowa)	Rock Island Co. (Ill.)	Henry Co. (Ill.)	Quad-City Area
1950	*74,549	*79,681	101,100	134,800	47,000	282,900
1960	*88,981	100,515	120,200	152,200	49,600	322,000
1961	90,400	102,900	122,400	154,100	50,000	326,500
1962	91,400	104,400	124,400	155,800	50,600	330,800
1963	94,100	107,700	127,200	156,400	50,900	334,500
1964	94,400	108,800	128,900	158,600	51,200	338,700
1965	95,500	112,800	131,800	159,200	50,500	341,500
1966	*95,800	113,027	134,400	161,000	51,000	346,400
1967	96,300	115,527	137,000	162,400	51,500	350,900
1968	96,800	117,300	139,600	163,400	52,000	355,000
1969	97,400	119,100	141,000	164,500	52,500	358,000
1970	*98,469	*120,595	*142,687	*166,737	*53,217	*362,641
1971	100,800	NA	148,100	165,200	54,400	367,700
1972	102,300	NA	151,600	165,800	54,900	372,300

*Official Census

HOUSEHOLDS

Year	Davenport	Davenport & Bettendorf	Scott Co. (Iowa)	Rock Island Co. (Ill.)	Henry Co. (Ill.)	Total
1950	23,400	25,000	31,700	41,600	14,500	87,800
1960	27,400	31,000	36,100	46,500	15,700	98,300
1961	27,700	31,200	36,500	47,000	15,800	99,300
1962	28,000	31,600	37,000	47,500	15,900	100,400
1963	28,800	32,600	37,900	47,700	15,900	101,500
1964	28,900	32,900	38,400	48,500	16,000	102,900
1965	29,400	34,300	39,500	48,800	16,100	104,400
1966	29,700	35,000	39,600	49,800	16,200	105,600
1967	30,200	35,700	39,800	50,400	16,300	106,500
1968	30,800	36,500	42,700	51,400	17,100	111,200
1969	31,600	38,100	44,300	53,200	17,800	115,300
1970	32,000	38,400	44,600	53,700	17,500	115,800
1971	32,700	NA	45,900	53,400	17,700	117,000
1972	34,400	NA	48,700	55,500	18,500	122,700

OVER

$\frac{1}{3}$ Million People...

(372,300)

*Metropolitan
Population*

SCOTT, ROCK ISLAND, AND HENRY COUNTIES

93rd

Among Sales Management's 300
Metropolitan County Areas.

APPENDIX NUMBER 7

YEAR	ADMISSIONS	PLACED	AVERAGE POPULATION	AVERAGE # EMPLOYEES	PER DIEM	NET OPERATING EXPENSE STATE FUNDS	CONSUMER PRICE INDEX COST OF LIVING INCREASES	APPLIED COST OF LIVING INCREASE
1964	168	194	276	159	8.32	\$ 893,732.87	1.31%	\$ 905,440.77
1965	141	159	244	171	9.33	888,880.27	1.66%	903,635.68
1966	189	255	214	161	12.35	1,008,247.35	2.91%	1,037,587.34
1967	157	203	166	166	16.18	1,033,353.27	2.82%	1,062,493.83
1968	152	149	133	157	22.60	1,215,340.43	4.21%	1,266,506.26
1969	221	242	134	164	23.54	1,292,045.91	5.36%	1,361,299.57
1970	284	283	114	158	29.75	1,350,360.24	5.95%	1,430,706.67
1971	258	240	110	153	30.49	1,299,218.75	4.29%	1,354,955.23
1972	190	191	102	156	35.75	1,322,648.72	3.29%	1,366,163.86
1973	160	157	105	145	*35.31	1,458,470.84	7.47%	1,567,418.61

* Estimated, audit not completed.

Last part of 1968, until June 1971, accepted Scott County Detention Care cases.

The appropriations to the IAWH do not accurately indicate the actual cost of strictly residential care. During 1973-74, the following expenses are budgeted for services outside the institution.

Foster Care	\$ 100,000.00
Billing and Statistical accountancy of foster care	12,000.00
Public school coordinator	36,000.00
Community resource development	15,000.00
	<u>\$ 163,000.00</u>

These figures indicate that approximately 10% of our appropriations show up as costs that do not involve in-patients. The per diem does not show this cost as an outside cost.

APPENDIX NUMBER 8

16-5
8

ADMISSIONS

PLACEMENTS

	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>		<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>
Jan.	19	33	35	26	18	Jan.	12	27	26	25	20
Feb.	12	28	16	15	15	Feb.	4	26	32	15	9
March	10	19	32	27	17	March	8	23	24	28	14
April	16	32	22	24	11	April	10	22	18	25	15
May	22	29	28	24	15	May	15	35	29	22	9
June	20	29	26	20	17	June	45	58	36	22	19
July	21	30	19	15	15	July	17	30	22	25	17
Aug.	9	22	18	21	13	Aug.	15	36	30	25	24
Sept.	10	23	23	21	13	Sept.	12	19	12	23	12
Oct.	10	30	36	11	17	Oct.	9	27	27	9	8
Nov.	20	29	28	19	14	Nov.	16	22	26	13	14
Dec.	7	17	15	10	10	Dec.	8	10	23	10	12

APPENDIX NUMBER 9

ADMISSION TO THE IOWA ANNIE WITTENMYER HOME
July 1, 1972 - June 30, 1973

SEX

	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
Male	64	18	82
Female	<u>34</u>	<u>28</u>	<u>62</u>
	98	46	144

RACE

	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
White	90	43	133
Negro	7	1	8
Mexican	1	1	2
Other	<u>0</u>	<u>1</u>	<u>1</u>
	98	46	144

TYPE OF ADMISSION

	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
Court Commitment	64	1	65
Court Commitment (after probation)	1	0	1
Court Commitment (from placement)	1	0	1
Return for Replacement	28	0	28
Transfer in	1	2	3
Voluntary Admission	0	43	43
Guest	<u>3</u>	<u>0</u>	<u>3</u>
	98	46	144

ADJUDICATION

	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
Delinquency Only	8	0	8
Dependent or Neglected	46	1	47
Dependent/Neglected/Delinquent	2	1	3
Evaluation Only	31	0	31
None	<u>11</u>	<u>44</u>	<u>55</u>
	98	46	144

COMMITTING COUNTY

<u>County</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
Adair	0	2	2
Allamakee	0	1	1
Appanoose	2	0	2
Benton	1	0	1
Black Hawk	2	0	2
Boone	2	0	2
Buchanan	1	0	1
Butler	0	1	1
Cass	0	1	1
Cedar	4	0	4
Cerro Gordo	1	0	1
Clay	0	2	2
Clayton	0	1	1
Clinton	5	2	7
Dallas	0	1	1
Des Moines	0	4	4
Dickinson	0	3	3
Dubuque	5	1	6
Fayette	2	1	3
Floyd	3	0	3
Fremont	0	1	1
Greene	1	1	2
Grundy	0	1	1
Guthrie	0	1	1
Hamilton	1	0	1
Hardin	0	1	1
Jefferson	0	1	1
Johnson	0	2	2
Jones	1	0	1
Lee	2	0	2
Linn	15	0	15
Mahaska	0	3	3
Marshall	0	1	1
Mills	0	1	1
Mitchell	1	0	1
Monroe	0	1	1
Muscatine	1	0	1
Palo Alto	0	2	2
Polk	8	1	9
Pottawattamie	2	2	4
Poweshiek	1	0	1
Scott	23	0	23
Story	0	1	1
Union	1	1	2
VanBuren	0	1	1
Wapello	0	3	3
Warren	1	1	2
Washington	4	0	4
Webster	1	0	1
Woodbury	7	0	7
	<u>98</u>	<u>46</u>	<u>144</u>

AGE AT ADMISSION

<u>Year</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0	0	36	36
1	0	2	2
2	0	1	1
3	0	1	1
4	0	1	1
5	0	1	1
8	0	1	1
9	3	0	3
10	5	1	6
11	4	0	4
12	7	0	7
13	19	0	19
14	18	0	18
15	28	0	28
16	9	1	10
17	4	0	4
18	<u>1</u>	<u>1</u>	<u>2</u>
	98	46	144

LIVING ARRANGEMENT

	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
Parents (natural or adoptive)	21	5	26
Parent alone or with stepparent	32	0	32
Relatives	3	1	4
Foster Parents	11	34	45
Group Home	13	1	14
Institution/Hospital	15	4	19
Independent	0	1	1
Other	<u>3</u>	<u>0</u>	<u>3</u>
	98	46	144

MARITAL CONDITIONS OF PARENTS

	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
Never Married	4	35	39
Married/Common Law	37	3	40
Divorced/Legally Separated	45	8	53
Father Deceased	5	0	5
Mother Deceased	2	0	2
Unknown	<u>5</u>	<u>0</u>	<u>5</u>
	98	46	144

PLACEMENTS OUT OF HOMETIME OUT OF HOMEState Institution for Children

<u>Months</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0	66	44	110
1	1	0	1
2	1	0	1
3	1	0	1
4	3	0	3
5	1	0	1
7	1	0	1
9	4	0	4
11	1	0	1
12	3	0	3
13	1	0	1
14	1	0	1
15	2	0	2
16	0	1	1
17	1	0	1
22	2	0	2
24	1	0	1
25	0	1	1
28	1	0	1
32	2	0	2
34	1	0	1
36	1	0	1
44	2	0	2
46	1	0	1
	<u>98</u>	<u>46</u>	<u>144</u>

PLACEMENTS OUT OF HOMETIME OUT OF HOMEOther Institutions (Public and Private)

<u>MONTHS</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0	71	44	115
1	6	0	6
2	0	1	1
3	4	0	4
4	1	0	1
6	1	0	1
7	2	0	2
8	1	0	1
9	1	0	1
11	1	0	1
12	3	0	3
14	1	0	1
20	1	1	2
21	1	0	1
22	1	0	1
24	1	0	1
27	1	0	1
60	<u>1</u>	<u>0</u>	<u>1</u>
	98	46	144

PLACEMENTS OUT OF HOMETIME OUT OF HOMENon-Institutional Foster Care

<u>Months</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0 - 1	61	35	96
2	3	2	5
3	2	0	2
4	1	0	1
5	1	2	3
6	2	0	2
7	2	1	3
8	1	0	1
9	1	0	1
10	2	0	2
11	2	0	2
12	2	0	2
13	2	0	2
15	0	1	1
18	1	0	1
21	0	1	1
23	1	0	1
24	2	0	2
25	0	1	1
27	1	0	1
30	1	0	1
34	0	1	1
38	1	0	1
43	0	1	1
44	1	0	1
50	1	0	1
57	1	0	1
60	1	0	1
72	1	0	1
74	1	0	1
76	1	0	1
78	0	1	1
86	1	0	1
99	1	0	1
	<u>98</u>	<u>46</u>	<u>144</u>

TOTAL TIME OUT OF HOME

<u>Months</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0 - 1	43	35	78
2	1	2	3
3	4	0	4
4	4	0	4
5	1	2	3
6	1	0	1
7	3	1	4
9	2	0	2
10	1	0	1
11	1	0	1
12	1	0	1
15	1	0	1
16	0	1	1
17	2	0	2
18	1	0	1
19	1	0	1
21	0	1	1
22	1	0	1
23	1	0	1
24	2	0	2
25	1	1	2
26	1	0	1
27	2	0	2
29	2	0	2
32	2	0	2
34	0	1	1
36	1	0	1
39	1	0	1
43	0	1	1
46	1	0	1
50	1	0	1
56	1	0	1
57	2	0	2
58	1	0	1
64	1	0	1
68	1	0	1
72	1	0	1
78	0	1	1
82	1	0	1
83	2	0	2
102	1	0	1
110	1	0	1
118	1	0	1
131	1	0	1
160	1	0	1
	<u>98</u>	<u>46</u>	<u>144</u>

AGE FIRST COURT APPEARANCE

<u>Years</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0	56	0	56
2	1	0	1
4	2	0	2
5	1	0	1
6	2	0	2
7	2	0	2
8	3	0	3
9	9	0	9
10	7	0	7
11	12	0	12
12	5	0	5
13	12	0	12
14	14	0	14
15	16	0	16
16	2	0	2
	<u>144</u>	<u>0</u>	<u>144</u>

TIME ON JUVENILE PROBATION

<u>Months</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0	127	0	127
1	1	0	1
2	3	0	3
4	1	0	1
6	4	0	4
8	1	0	1
9	1	0	1
11	1	0	1
12	3	0	3
24	1	0	1
60	1	0	1
	<u>144</u>	<u>0</u>	<u>144</u>

APPENDIX NUMBER 10

SEPARATION FROM THE IOWA ANNIE WITTENMYER HOME
July 1, 1972 - June 30, 1973

TIME IN RESIDENCE

<u>Months</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0	4	46	50
1	15	0	15
2	10	0	10
3	9	0	9
4	3	0	3
5	6	0	6
6	8	0	8
7	1	0	1
8	3	0	3
9	2	0	2
10	5	0	5
11	5	0	5
12	3	0	3
13	4	0	4
14	2	0	2
15	2	0	2
16	3	0	3
17	2	0	2
18	1	0	1
20	1	0	1
22	2	0	2
24	2	0	2
25	1	0	1
26	1	0	1
27	2	0	2
30	1	0	1
31	1	0	1
34	1	0	1
42	1	0	1
44	1	0	1
	<u>102</u>	<u>46</u>	<u>148</u>

AGE AT SEPARATION

<u>Year</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0	0	38	38
1	0	2	2
2	0	1	1
3	0	1	1
4	0	1	1
5	0	1	1
8	2	0	2
10	2	0	2
11	5	0	5
12	5	0	5
13	13	0	13
14	16	0	16
15	30	0	30
16	19	1	20
17	9	0	9
18	1	1	2
	<u>102</u>	<u>46</u>	<u>148</u>

TYPE OF SEPARATION

	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
Direct Discharge	16	0	16
First Placement	36	46	82
Second Placement	19	0	19
3rd or more Placement	13	0	13
Transfer-Out	9	0	9
Court Order Release	9	0	9
Death	0	0	0
Evaluation completed	0	0	0
Guest	0	0	0
	<u>102</u>	<u>46</u>	<u>148</u>

LIVING ARRANGEMENT PRIOR TO ADMISSION

	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
Parents (natural or adoptive)	12	5	17
Parents alone or with stepparent	10	0	10
Relatives	5	1	6
Foster Home	24	34	58
Group Home	29	1	30
Institution/Hospital	14	4	18
Independent	0	1	1
Other	8	0	8
	<u>102</u>	<u>46</u>	<u>148</u>

COUNTY OF PLACEMENT

<u>COUNTY</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
Blackhawk	7	3	10
Bremer	0	1	1
Calhoun	1	0	1
Carroll	1	0	1
Cerro Gordo	1	0	1
Cherokee	1	0	1
Clay	0	1	1
Clinton	0	3	4
Dallas	0	1	1
Decatur	0	1	1
Des Moines	5	3	8
Dickinson	0	4	4
Dubuque	2	0	2
Floyd	2	0	2
Grundy	0	1	1
Guthrie	1	1	2
Hardin	8	0	8
Henry	4	0	4
Iowa	1	0	1
Jackson	1	0	1
Johnson	9	2	11
Lee	1	2	3
Linn	6	0	6
Madison	1	2	3
Marion	1	0	1
Marshall	0	1	1
Mills	0	4	4
Muscatine	1	0	1
Page	0	1	1
Palo Alto	0	3	3
Polk	13	1	14
Poweshiek	1	0	1
Scott	14	0	14
Sioux	1	0	1
Story	2	0	2
Tama	3	0	3
Taylor	0	1	1
Union	0	1	1
Wapello	3	6	9
Warren	0	1	1
Wahington	2	0	2
Wayne	1	0	1
Webster	2	0	2
Winneshiek	0	1	1
Woodbury	1	0	1
Out - of - State	4	1	5
	<u>102</u>	<u>46</u>	<u>148</u>

APPENDIX NUMBER 11

GENERAL INFORMATION OF RESIDENTS

<u>EDUCATIONAL LEVEL - (functioning)</u>	<u>Regular</u>	<u>244.15</u>
Above normal	1	1
Normal	4	0
1 grade below	4	1
2 grades below	16	3
3 grades below	9	2
4 grades below	11	1
5 grades below	39	5
Technical Admissions	49	1

<u>INTELLIGENCE LEVEL</u>	<u>Regular</u>	<u>244.15</u>
110 and over	0	1
90 - 109	23	3
80 - 89	19	2
71 - 79	27	3
70 or less	12	2
No test	52	3

<u>BEHAVIORAL CHARACTERISTICS</u>	<u>Regular</u>	<u>244.15</u>
Adjustment Reaction of Childhood (Adolescence)	40	9
Unsocialized Aggressive Hyperkinetic	14	3
	4	0
Mild Mental Retardation with Behavior Manifestations	28	1
Other	23	3
No Diagnosis (Some Dual Diagnoses)	56	0

Staff Assessment of Various Factors for 131 Discharges from residential care, including those using detention evaluation:

Educational function level - Increase	34
Decrease	5
Same	92
	<u>131</u>

Degree of Educational treatment objectives achieved - Minimal	69
Average	39
Optimal	23
	<u>131</u>

Child Care: Degree Treatment Objectives Received - Minimal	67
Average	35
Optimal	29
	<u>131</u>

Clinical Treatment - None	15
Groups	11
Casework	116
Family Involvement	<u>15</u>
	157

Degree treatment objectives achieved - Minimal	50
Average	38
Optimal	<u>28</u>
	116

Placement Assessment - Placement of Choice	80
Desirable alternatives	9
Acceptable alternatives	7
Questionable alternatives	9
Other	<u>26</u>
	131

NUMBER TIMES ESCAPED

<u>Number of Times</u>	<u>Regular</u>	<u>Technical</u>	<u>Total</u>
0	54	46	100
1	19	0	19
2	8	0	8
3	4	0	4
4	1	0	1
5	1	0	1
6	9	0	9
7	3	0	3
8	2	0	2
9 or more	<u>1</u>	<u>0</u>	<u>1</u>
	102	46	148

APPENDIX NUMBER 12

RESIDENTS IN THE IOWA ANNIE WITTENMYER HOME
June 30, 1973

SEX

Male	81
Female	27
	<u>108</u>

RACE

White	101
Negro	7
	<u>108</u>

TYPE OF ADMISSION

Court Commitment	89
Court Commitment (after Probation)	1
Court Commitment (from placement)	1
Recommitment	1
Violation of Placement	2
Return for Replacement	12
Transfer in	1
Guest	1
	<u>108</u>

ADJUDICATION

Delinquency Only	6
Dependent/Neglected	58
Dependent/Neglected/Delinquent	1
Evaluation Only	30
None	13
	<u>108</u>

COMMITTING COUNTY

State Charge	1
Appanoose	2
Benton	1
Black Hawk	4
Boone	3
Buchanan	1
Calhoun	1
Cedar	1
Cerro Gordo	1
Cherokee	2
Chickasaw	1
Clinton	7
Decatur	1
Dubuque	6
Fayette	2
Floyd	2
Hamilton	1
Hardin	1
Iowa	1
Jackson	1
Jasper	1
Jones	1
Lee	1
Linn	16
Louisa	2
Mahaska	1
Mitchell	1
Polk	5
Pottawattamie	1
Poweshiek	1
Scott	20
Story	1
Wapello	2
Washington	5
Wayne	1
Webster	4
Woodbury	5
	<u>108</u>

AGE ON ADMISSION

<u>Year</u>	
8	3
9	8
10	9
11	11
12	12
13	22
14	19
15	17
16	6
17	1
	<u>108</u>

LIVING ARRANGEMENTS

Parents (natural or adoptive)	27
Parents alone or with stepparent	37
Relatives	4
Foster Parents	15
Group Home	6
Institution/Hospital	16
Other	3
	<u>108</u>

MARITAL CONDITION OF PARENTS

Never Married	5
Married/Common law	43
Divorced/Legally Separated	47
Father Deceased	8
Father Deserted	1
Unknown	4
	<u>108</u>

PREVIOUS PLACEMENTS OUT OF THE HOME

State Institutions for Children

No	84
Yes	<u>24</u>
	108

TIME OUT OF HOME

State Institutions for Children

Months

0	83
1	4
2	3
4	2
5	2
6	1
9	2
10	1
11	1
12	2
15	1
17	1
19	1
25	1
26	1
28	1
36	1
	<u>108</u>

PREVIOUS PLACEMENTS OUT OF THE HOME

Other Institutions (Public & Private)

No		63
Yes		45
		<u>108</u>

TIME OUT OF HOME

Other Institutions (Public & Private)

Months

0	65
1	7
2	2
3	7
4	2
6	2
7	1
8	1
9	3
11	3
12	2
14	1
15	1
17	1
20	1
21	1
22	1
24	3
25	1
30	1
33	1
60	1
	<u>108</u>

PREVIOUS PLACEMENTS OUT OF THE HOME

Non-Institutional Foster Care

No	63
Yes	<u>45</u>
	108

TIME OUT OF HOME

Foster Care

Months

0	64
1	4
2	4
3	2
4	1
5	2
6	3
7	1
8	2
9	1
10	1
11	1
12	4
14	2
18	1
20	1
23	1
24	1
25	3
36	1
37	1
38	1
50	1
51	1
57	1
72	2
74	<u>1</u>
	108

TOTAL TIME OUT OF HOME

Months

0	39
1	5
2	2
3	4
4	5
5	3
6	2
7	1
8	1
9	1
10	1
11	2
12	2
13	2
15	1
16	2
17	1
19	1
20	2
21	1
22	2
24	1
25	4
26	2
27	1
29	1
30	1
32	1
35	2
36	1
38	1
39	1
46	1
50	1
51	1
53	1
54	1
68	1
72	1
78	2
82	1
83	1
160	1
	<u>108</u>

AGE AT FIRST COURT APPEARANCE

Years

0	21
2	1
3	1
6	2
7	2
8	3
9	9
10	7
11	11
12	7
13	16
14	15
15	12
16	1
	<u>108</u>

TIME ON PROBATION

Months

0	95
1	1
2	3
3	1
4	1
6	3
9	1
11	1
12	1
60	1
	<u>108</u>

FROM: Howard Tupker

TO: Jim Hoy

DEPARTMENT OF SOCIAL SERVICES
BUREAU OF FAMILY AND CHILDREN SERVICES
TRAINING SCHOOL FOR BOYS, ELDORA, IOWA

RE:

DATE: 9-24-73

In going over the Quay data for the ITS sample of 8-31-73 (in connection with Resolution 22), I found what I believe is some fairly good evidence of the construct validity of the Quay scales in classifying delinquents. These subjects, of course, were classified solely on the basis of their top-ranked Quay score, using two case history checklists and two behavior checklists, as is usual practice at ITSB. Subjects were divided into two groups - (1) those assigned to one of the HC treatment programs (SH, Cooper, or West Wing) and (2) those assigned to one of the regular programs (RCP). The data were then analyzed in terms of behavior categories X the above dichotomy.

Following are the observed N's.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Total</u>
HC	7	5	15	3	30
RCP	10	25	67	44	146
Totals	<u>17</u>	<u>30</u>	<u>82</u>	<u>47</u>	<u>176</u>

A chi-square tests applied to these data indicates a chi-square of 10.85, which, with 3 degree of freedom, is statistically significant at less than the .02 level. This certainly suggests a relationship between cottage program assignment and behavior category.

The significant chi-square value results primarily from (1) BC-1's being over-represented in the HC population and (2) BC-4's being under-represented in the HC population. These certainly are two things that I would hypothesize on the basis of what is known about the BC-1 and BC 4 subgroups. This finding fits well with our earlier finding that HC long-term residents tend to come from homes that are more disorganized and with the observations made by Quay and other that BC-4's seem to be fairly well-adjusted individuals and that they are frequently described as being relatively "normal."

If a similar chi-square test is run on these same subjects classified not solely on the basis of Quay scores but, rather, by using "rated" BC-1's as well, as is done in the IDCT Project, the following N's are observed:

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Total</u>
HC	8	5	14	3	30
RCP	30	22	52	42	146
Totals	<u>38</u>	<u>27</u>	<u>66</u>	<u>45</u>	<u>176</u>

The resulting chi-square is 4.70 with 3 degrees of freedom, which is not statistically significant. The only cell in the above table which is in any way out of proportion to the "expected" values is the BC-4 group in the HC. It is under what one would expect, but, as was mentioned, the total chi-square value is not significant. That is, there was no relationship found between behavior category and cottage program assignment, using this approach to classification.

FROM: Howard Tupker¹

DEPARTMENT OF SOCIAL SERVICES
BUREAU OF FAMILY AND CHILDREN SERVICES
TRAINING SCHOOL FOR BOYS, ELDORA, IOWA

TO: Jim Hoy

RE: Classification of Residents of
Childrens' Institutions with
Quay Instruments

DATE: 9-24-73

Following is a description of the Quay instruments and the classification procedures, followed by a summary of the results.

THE QUAY SYSTEM

Quay and his associates developed a system in which subjects receive a score on each of four scales (or factors). These scores are derived from three factor - analytically - developed instruments (two for females). The instruments are (1) a case history checklist, completed on the basis of a record of a youth's past behavior. (2) a problem behavior checklist, completed by someone who knows the subject or can observe his current behavior, and (3) a self-report questionnaire, filled out by the subject himself. Presently, girls are classified on the basis of two checklists only, i.e., the self-report questionnaire is still in the early developmental process. It should be noted that the two female instruments used (the checklists) are definitely experimental in nature yet, and results should be interpreted accordingly. Despite this fact, Quay suggested using them rather than using the instruments developed for males.¹ In fact, although the instruments used in classifying males have been researched rather extensively, validation data are still being developed.

The rationale on which typological systems such as this are based is that they provide guidelines for the subdivision of the juvenile offender population on the basis of personality, social, and/or behavioral characteristics and the application of treatment that is relevant to the specific needs of each subgroup, i.e., differential treatment. The Quay instruments appear to be for the primary purpose of describing the characteristics of delinquents, but the dimensions are reported to occur also in emotionally disturbed and normal groups (U.S. Dept. of Justice, 1970.)

The Quay instruments for males provide scores on the following four separate dimensions for each person: (1) the inadequate-immature, (2) the neurotic-disturbed, (3) the unsocialized-aggressive or psychopathic, and (4) the socialized-subcultural. The female instruments also provide scores on four dimensions, but they yield scores only on each of the first three dimensions just named. The fourth female scale is labeled passive-aggressive-manipulative. All subjects receive a score on each of the four dimensions. These purportedly indicate the number of characteristics associated with each dimension which the subject in question displays. That is, if a given individual scores higher on the inadequate-immature dimension than on any of the other dimensions, presumably he is displaying behavior associated with inadequate and immature to a greater extent than he is behavior associated with any one of the other three dimensions. Subjects were classified on the basis of their prime score, and, thus, all subjects were classified into one of the four subgroups. As a result, a subject classified in one group, say inadequate-immature, may display behavior of any one or all of the other dimensions, however, his primary characteristic and behavior would be described as inadequate-immature.

¹Personal communications, dated August 22, 1973.

the characteristics of each subgroup follows:

Inadequate-Immature (I-I). Those identified as I-I's can be characterized as immature, incompetent, lacking in development, lacking in ways of coping with the world, and lacking in self-confidence and feelings of self-worth. They are often described as inattentive, having a tendency to daydream excessively, preoccupied, lacking interest in things, displaying behavior that is characteristic of boys at an earlier stage of development, exhibiting inappropriate behavior rather frequently, egocentric, very dependent, demanding of attention from others, impulsive, and helpless. Frustration tolerance is generally low.

Because of their inadequacies, they may have a great deal of difficulty in interacting with others, peers and adults, alike, and they are frequently in the role of the scapegoat in the cottage setting. They are often "loners" and appear to feel threatened in social situations. They generally see themselves as having no controls over what happens to them and have difficulty seeing any relationship between their own behavior and the consequences of that behavior.

Neurotic-Disturbed (N-D). These are the anxious, withdrawn individuals, often also characterized as having feelings of inferiority, a great amount of fear, anxiety and guilt. They are often self-conscious, tense, and may be prone to depression.

Because of the ever-present felt pressure and anxiety, their behavior may be motivated by a desire to reduce that anxiety and self-perceived pressure rather than by more logically-based decision-making. These individuals are often described as having the ability to internalize a set values and to relate to others. It is generally thought that most such individuals are appropriate candidates for traditional counseling and therapy.

Unsocialized-Aggressive (U - A). Those in this group may be characterized as assaultive, defiant, rebellious, and power-oriented, often at a rather crude level. This is the "anti-establishment," anti-authority group - sometimes bitter and hostile and, at other times, calloused and confident. They are often emotionally explosive and argumentative. They are extremely self-centered, have little regard for others, and often want to be the center of attention.

Because of their "anti-establishment" attitudes, these individuals are very frequently in conflict with those whom they perceive as authority figures. They are generally regarded as the group causing the greatest amount of trouble and requiring more controls than any of the other subgroups.

Socialized-Subcultural (S-S). This subgroup appears only in male populations. Individuals in this subgroup are generally characterized as being involved in gang activities, having high loyalty to a peer group, and as behaving in accord with their peer group's code of ethics. In relation to their own subculture, even if it is defiant or delinquent, they are "well adjusted." Their primary source of reinforcement is the peer group.

These individuals regard themselves as adequate, independent, quite mature and loyal. They generally take a great deal of pride in living up to Their own group values and have little regard for others who do not subscribe to this value system. They generally have the ability to change goals and behavior to meet the demands of a situation, although they may not have a desire or preference to change. In the institutional setting, they may tend to have the ability to conform to the rules without making any real changes in their values and attitudes.

Passive-Aggressive-Manipulative (P-A-M). This subgroup, appearing only in female populations, seems to be somewhat self-explanatory. Such individuals tend to use passive-aggressive behavior to manipulate others and situation to their own liking. They defy authority and regulations, and tend to reject society. They do not trust staff members, and they often attempt to play one staff member against another. They tend to accept no blame, try to stir up trouble among their fellow residents, and aid others in breaking rules. Due to a conspicuous lack of research with the female form of the instruments, little else is known about this dimension.

INSTITUTIONAL RESIDENTS CLASSIFIED

Iowa Training School for Girls - Mitchellville (record date 9-3-73):

Rated and classified		47
Not classified:		
Special Leave	14	
AWOL	12	
Hospital or jail	1	
Simpson Bridge Project	<u>8</u>	<u>35</u>
Total Population		82

State Juvenile Home -- Toledo (record date 8-28-73 for males; 9-5-73 for females):

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Rated and classified	27	31	58
Not classified:			
MHI		1	1
AWOL	2	4	6
Placement		1	1
Work (off grounds)	1	1	2
Unavailable	2	7	9
at ITSB	<u>1</u>	<u>—</u>	<u>1</u>
Total Population	33	45	78

Iowa Annie Wittenmyer Home - Davenport (record date, presumably, was 9-1-73):

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Rated and classified	41	18	59
Not classified: (info, re sex not available)			
Under age 13			21
Guest at other institutions			4
AWOL			2
Hospital			1
Admitted after 9-1-73			<u>2</u>
Total Population			89

Iowa Training School for Boys - Eldora (record date 8-31-73):

Rated and classified	176
Subjects in the sample not classified	<u>5</u>
Total sample selected ²	181

SUMMARY OF RESIDENTS CLASSIFIED:

	Male		Female		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ITSB	176	72.13			176	51.77
ITSG			47	48.96	47	13.82
IAWH	41	16.80	18	18.75	59	17.35
SJH	<u>27</u>	<u>11.07</u>	<u>31</u>	<u>32.29</u>	<u>58</u>	<u>17.06</u>
TOTALS	244	100.00	96	100.00	340	100.00

RESULTS

Behavior Categories X Institution
for Males

<u>Behavior Category</u>	<u>ITSB</u>		<u>IAWH</u>		<u>SJH</u>		<u>TOTAL</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Unsocialized Aggressive	82	46.59	26	63.41	16	59.26	124	50.82
Socialized-subcultural	47	26.70	3	7.32	0	---	50	20.49
Neurotic-disturbed	30	17.05	10	24.39	7	25.93	47	19.26
Inadequate-immature	<u>17</u>	<u>9.66</u>	<u>2</u>	<u>4.88</u>	<u>4</u>	<u>14.81</u>	<u>23</u>	<u>9.43</u>
Totals	176	100.00	41	100.00	27	100.00	244	100.00

²This represents everyone in the ITSB population on that date who was assigned to a caseload.

Behavior Categories X Institutions

For Females

Behavior category	ITSG		IAWH		SJH		TOTAL	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Unsocialized aggressive	2	4.26	4	22.22	4	12.90	10	10.42
Passive-aggressive-manipulative	17	36.17	3	16.67	8	25.81	28	29.17
Neurotic-disturbed	16	34.04	8	44.44	8	25.81	32	33.33
Inadequate-immature	<u>12</u>	<u>25.53</u>	<u>3</u>	<u>16.67</u>	<u>11</u>	<u>35.48</u>	<u>26</u>	<u>27.08</u>
Totals	47	100.00	18	100.00	31	100.00	96	100.00

The following 9 points are those that appear to be most outstanding:

1. The largest subgroup among the males in all institutions is the unsocialized-aggressive type, making up somewhere around one-half the total combined population.
2. The subgroup with the smallest number among the males in all institutions combined is the inadequate-immature, making up only about 10% of the total combined population.
3. A statistically significant relationship was found between behavior category and institution for males. A chi-square test applied to these data yielded a chi-square of 17.95, which, with 6 degrees of freedom, is statistically significant at less than the .01 level. This result is primarily due to the lack of socialized-subcultural subjects in the Iowa Annie Wittenmyer Home and the State Juvenile Home populations and on an over-representation of this same subgroup in the Iowa Training School for Boys' population. This particular subgroup contains the group-oriented, "gang" type individual, so this finding would appear to be in close agreement with what one would expect. In fact, there were no socialized-subcultural subjects at all in the SJH population.
4. For the female population and for all institutions combined, (1) the passive-aggressive-manipulative, (2) the neurotic-disturbed, and (3) the inadequate-immature subgroups are about equal in size, each making up somewhere near 30% of the total combined total population and all three subgroups combined making up approximately 90% of the total combined population.
5. The smallest subgroup among the females in all institutions combined is the unsocialized-aggressive, totaling only about 10% of the total combined population. These last two findings are in accord with what one would expect on the basis of what is known about the girls in the institutions and about the specific characteristics of each subgroup.

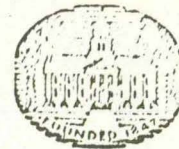
6. No statistically significant relationship was found between category and institution for females. A chi-square test applied to the table above produced a chi-square value of 8.93. With 6 degrees of freedom, this value is not statistically significant.
7. Meaningful comparisons between male and female groups on the basis of these scores would appear to be very difficult and tentative at this stage due to a lack of knowledge about the equivalency of the two sets of instruments.
8. The seemingly greater proportions of subjects (both male and female) in the IAWH and the SJH who are classified unsocialized-aggressive, as compared with the ITSB and the ITSG populations, may possibly be (1) a reflection of lack of socialization of those subjects in the other institutions rather than an anti-social characteristic, or (2) a reflection of rater response bias (or something akin to it). Further analysis would have to be made in order to more accurately assess this situation. One would not expect the residents of those institutions to be more unsocialized, aggressive, or psychopathic, so these results need further analysis.
9. These data could and should be analyzed more completely. The raw scores should, for example, be converted to "T" scores for these specific samples and more powerful statistical tests could be applied in the comparisons made among institutions and among the behavioral dimensions employed. These analyses would require a substantial amount of additional time and effort, however. Another possibility is the development of local norms applicable to each institution.

REFERENCE

U.S. Dept. of Justice, Bureau of Prisons. Differential Treatment a way to begin.
Washington D.C., 1970.

THE UNIVERSITY OF IOWA

IOWA CITY, IOWA 52242



14

Child Psychiatry Service
State Psychopathic Hospital
500 Newton Road

August 3, 1973

Rec'd
8/6/73
JK

Mr. James Hoy, Superintendent
Iowa Training School for Boys
Eldora, Iowa

Dear Mr. Hoy:

I have a copy of your memo of August 2 to Mrs. Catherine Williams, Mr. James Holmes, Mr. Philip Juhl, and Mrs. Dean Luxford Re: House Joint Resolution #22.

I should like to suggest an alternative to the Quay differential classification system, the American Psychiatric Association classification of behavior disorders as stated in the Revised Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association. These list, in addition to other diagnoses such as Adjustment reaction of childhood, the six behavior disorders, the Hyperkinetic reaction, the Runaway reaction, the Unsocialized aggressive reaction, the Overanxious reaction, the Withdrawing reaction, and the Group delinquent reaction.

The Quay classification was developed specifically for delinquents and seemed well adopted to our study of differential treatment. While I feel that it fits pretty well the needs of the boys at Eldora (and probably the girls at Mitchellville) I do not believe it would fit equally well the children at the other two institutions, and specifically not those at the Iowa Annie Wittenmeyer Home.

The Iowa Annie Wittenmeyer Home has focused particularly on the child with brain dysfunction. Many, probably most, of these individuals will fit the Hyperkinetic reaction, which is not any way well represented among the four Quay groups.

I presume that the psychiatric consultant at the Iowa Annie Wittenmeyer Home uses the APA classification. I know that the psychiatric consultant at Toledo uses it and is well versed in it.

I would simply present this as a matter to be considered. I know of no questionnaire which can be used to classify children under the APA classification, but it is the official psychiatric classification. It is rather extensively discussed in my new book Behavior Disorders of Childhood and Adolescence. Your library ordered a copy and I presume that it has arrived by this time.

Sincerely yours,

Richard L. Jenkins
Richard L. Jenkins, M.D.

C. Williams
J. Holmes ✓
P. Juhl
D. Luxford
H. Tupker

P.S. I have just talked with Howard Tupker and he suggests that we discuss adding another instrument like the Jesness.

APPENDIX NUMBER 15

CHARACTERISTICS OF IAWH CHILDREN

Date 10-25-73

Writer: Donald K. Granvold

Children at The Iowa Annie Wittenmyer Home range in age from 8 through 17 years. All have displayed inappropriate behaviors in the home community which have required their removal from their families and the community. Characteristics of the children are as follows:

1. Low Impulse Control - Children are intrusive, unabashed, hyperactive, destructive, boisterous, express wants readily, approach strangers easily, and are extremely prone to exhibit sudden impulsive behaviors. Children are quick to anger and act anger out with little regard for consequences. Acting out is in the form of verbal and physical aggressiveness. Also with regard to impulsivity, children are susceptible to excesses of glee, anger, aggression, curiosity, etc.
2. Reality Testing - Borderline to Adequate - In most cases, children are in good contact with their environment but their goals are inconsistent with their abilities. For example, a child may be functioning seven years academically retarded and have the objective of attending college and becoming an engineer, or he may be functioning within normal limits but not have the ego strength to take advantage of his innate ability.
3. Relationships - Children have a minimal to poor capacity to form sound relationships with others. Ability to form relationships is markedly impaired. Relationships are typified by manipulation, superficiality, short duration, egocentricity, and distrust.
4. Perceptions
 - a. Self - With regard to self, children at IAWH have a sense of being very small and inadequate, a sense of isolation and aloneness, and generally a poor sense of self-esteem. Most often children think of themselves in negative terms, can be said to have a negative identity, and act out their identity through negative behaviors. Children have little confidence in their abilities to perform life tasks and have generally received conformation from others in their environment that they are incapable of measuring up.
 - b. Others-- Children view others as rejecting, hostile, and having unattainable expectations. Children have a gross sense of distrust towards others in their environment and see others generally as the aggressors in regard to them.
 - c. Environment - Children see the environment as hostile, frightening, threatening, cold, and unrewarding. Children have, for the most part, experienced inadequate nurturing during their early years. As a consequence, they have developed a strong sense of distrust in their world.

5. Motivation - Children display little internal motivation toward life goals. They are pleasure-oriented, egocentric, and are materialistic in their orientation. They show a variety of anxiety mannerisms such as nail biting, speech impairments, tics, etc.
6. Morality - The morality of the children at IAWH is impaired and confused rather than simply undeveloped.
7. Cognitive Functioning - Children are generally markedly impaired with regard to the processes of thinking, reasoning, and problem-solving. They display an inability to abstract, are concrete, display poor judgment, display little insight into their problems and their worlds, and are highly distractible. Children have generally had little exposure to create stimuli prior to coming to the facility.
8. Organic Functioning - Approximately one-third of the children at IAWH have minimal cerebral dysfunctioning. In essence, they have sustained a minimal amount of brain damage during pre-natal development, birth, or as a result of accidents, illnesses, or injuries sustained during childhood. Organic impairment results in hyperactivity, distractibility, short attention span, inability to abstract, poor eye-hand coordination, and a general impaired ability to reason.
9. Low Acceptance of Responsibility for Behavior - Children do not accept responsibility for their behavior, rather they project responsibility onto others, blame, rationalize, and deny that they have problems.
10. Poor General Knowledge - Children display a gross lack of general knowledge regarding the world. For example, few know what is the capital of Iowa, or who the President of the United States is.
11. Aggressiveness - Children are loud, boisterous, verbally aggressive, physically aggressive, defiant, display temper tantrums, disobedient, uncooperative, destructive, negative, profane, and rowdy. Children at times become physically out of control and require external controls, such as isolation from their peers for their own protection and for the protection of others, and, in some cases, require medication to quiet them.
12. Borderline Intellectual Functioning - According to psychological testing, most of the children at IAWH function in the borderline intellectual level.
13. Socioeconomic Factors - Children come from low socioeconomic group families and from middle class families. However, the majority of the children are from the low socioeconomic group. As a result, children display the following approaches to life:
 - a. anti-intellectual
 - b. orientation to the physical aspects of life
 - c. admiration for strength and endurance
 - d. tremendous emphasis on masculinity
 - e. poorly informed about what is going on in the world
 - f. very suspicious
 - g. not individualistic
 - h. they are not introspective, not likely to dwell upon inner feelings

Children have had very negative experiences in society as a result of their socioeconomic backgrounds. They have been teased, looked down upon, scapegoated, and ridiculed for their poor clothing, poor school performance academically, poor hygiene habits, etc.

14. Previous Placement Experiences - Of the children in the program at IAWH, 70% have previously experienced foster home care, group home care, or other institutional placement. Of the 70% who have been treated outside the natural family, 53% have experienced two or more placements. Thus, community-based placement resources have largely been tried prior to a child's admission. And further, these statistics indicate the severity of the behavior problems displayed by children in that these children have been unable to make successful adjustments outside their own homes.

There are various types of children who display special problems who are not appropriate candidates for treatment at IAWH. Treatment experiences are not provided for the following types of children:

1. The mentally retarded child who could be more appropriately placed at a facility for the mentally retarded or in a specialized foster home.
2. The child who is classified psychotic or near-psychotic, i.e., children who do not have an adequate grasp on reality and who would consequently be unable to function with the peer group at our facility.
3. The child who has a well-established delinquency pattern and who is in need of protection from himself and others. Children may be accepted at IAWH who have displayed delinquent behaviors and even those who have a delinquency adjudication. However, there is a distinction made between an acting out delinquent behavior and an established delinquency behavior pattern.
4. Children are not candidates for IAWH who need a closed setting, offering intense supervision and intense security.
5. Children who are physically handicapped and require the program available at a hospital-school or the handicapped.
6. The exceptionally bright or bright normal children who are not considered as candidates for the program primarily due to their inability to be effectively integrated into the peer group.

APPENDIX NUMBER 16

IOWA ANNIE WITTENMYER HOME
2800 Eastern Avenue
Davenport, Iowa 52803

TABLE OF ORGANIZATION
October 10, 1973

ADMINISTRATIVE

<u>Title</u>	<u>T.O. 1968</u>	<u>T.O. 1973</u>	<u>Positions currently used</u>
Superintendent	1	1	1
Admn. Officer II	1	1	1
Personnel Officer II	1	1	1
Personnel Aide	0	1	1
Secretary II	1	1	1
Secretary I	1	1	0
Clerk IV	0	1	1
Clerk III	5	2	2
Clerk II	2	1	0
Storekeeper III	1	0	0
Storekeeper II	1	1	1
Accounting Clerk II	1	1	1
Clerk-Typist III	0	1	1
Clerk-Typist II	0	1	1
Telephone Operator	<u>1</u>	<u>1</u>	<u>1</u>
Total	16	15	13

PROFESSIONAL

Psychologist II	1	1	1
Psychologist I	1	0	0
Psychology Assistant	0	1	0
Social Workers	11	9	8
Chaplain	1	1	0
Chaplains Asst.	<u>1</u>	<u>0</u>	<u>0</u>
Total	15	12	9

HOSPITAL

Nurse III	1	1	1
Clerk-Steno III	1	0	0
Secretary I	0	1	1
Nurse I	3	4	2* (1 part-time)
Nurse Assistant III	1	1	0
Nurse Assistant II	<u>8</u>	<u>6</u>	<u>5*</u> (1 part-time)
Total	14	13	9

Attendants & Custodial

YSW I	2	11	10
YSW II	53	40	37
YSW III	4	9	7

Security Guard I	1	1	1
Activities Aide I	<u>1</u>	<u>1</u>	<u>0</u>
Total	61	62	55

DIETARY

Dietitian	1	1	1
Food Prod. Supvr.	2	1	1
Baker	1	1	1
Food Service Wkrs.	10	5	4
Meat Cutter I	1	1	1* (1 part-time)
Cook II	1	1	1
Cook I	<u>3</u>	<u>3</u>	<u>2</u>
Total	19	13	11

Laundry

Laundry Supv. I	1	0	0
Laundryman	5	0	0
Seamstress	1	0	0
Linen Room Att. I	<u>0</u>	<u>1</u>	<u>1</u>
Total	7	1	1

LIBRARY

Library Associate	<u>1</u>	<u>1</u>	<u>1</u>
Total	1	1	1

SPECIAL SERVICES

Barber	<u>1</u>	<u>1</u>	<u>1</u>
Total	1	1	1

VOCATIONAL &
ACADEMIC

Principal	1	1	1
Educational Admn.	1	0	0
Secretary I	1	1	1
Inst. Teacher	18	15	12
Activities Spec. I	1	1	1
Custodial Wkr.	1	1	1
Vocational Instructor	<u>0</u>	<u>2</u>	<u>1</u>
Total	23	21	17

MAINTENANCE

Storekeeper II	1	0	0
Storekeeper I	1	1	0
Driver	3	2	2* (1 part-time)
Plant Engineer I	1	1	1
Electrician	1	1	1
Painter	1	1	0
Security Guard I	2	0	0
Boiler Plant Opr.	4 _{1/2}	4	4
Maint. Repairman I	0	2	1
Maint. Repairman II	3	2	2
Maint. Repairman Foreman	1	1	1
Maint. Worker I	2	1	1
Custodial Worker	3	1	0
Carpenter II	1	1	1
Carpenter I	2	2	2
Mechanic	1	0	0
Canteen Operator	0	1	1
Plumber	<u>0</u>	<u>1</u>	<u>1</u>
Total	27	22	18

Greenhouse & Grounds

Maint. Foreman	<u>1</u>	<u>1</u>	<u>1</u>
Total	1	1	1

TOTAL	185	162	136 (includes 4 part-time positions)
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TITLE I

Teacher Aide		2	2
Inst. Teacher		<u>3</u>	<u>2</u>
		5	4

DEPARTMENT OF SOCIAL SERVICES

INTEROFFICE MEMORANDUM

October 9, 1973

THE IOWA ANNIE WITTENMYER HOME

To: Mrs. Catherine Williams

From: Mr. James Holmes

Subject: Procedures to be Followed in case of Shutdown of IAWH
as Directed by House File 739

On May 18, 1973, just prior to the Senate Open Hearing held at this institution, a paper was written entitled, "Closing of The Iowa Annie Wittenmyer Home." In that paper there was a discussion of the present community resources and constraints to development of community programs. There was also a discussion of the need for an intensive program and a residential treatment center regardless of the possible abundance of foster or group homes in the community. Although this report discussed the constraints and the pessimism of the ability of the community to develop resources in the very near future, there was also a realization that the legislators may not agree with the feelings of the IAWH personnel or the agencies screened to find out what they thought about the need of the IAWH program.

In this report there were three recommendations involving institutional population:

Recommendation #1 indicated the continuation of The Iowa Annie Wittenmyer Home with no changes until communities did develop resources.

Recommendation #3 related to the immediate closing of the institution without consideration of the children at the institution or alternate community development of resources.

Recommendation #2 was a program for gradually reducing the number of students served at The Iowa Annie Wittenmyer Home with the expectation that this would give the legislators an opportunity to look at the needs of the community and the constraints in developing community resources before making a decision which was felt by the staff at IAWH not to be appropriate at this time.

As House File 739 seemed to follow the guidelines of recommendation #2, we have developed a projection of student population and budget to conform to what we feel might be the interpretation of House File 739. In developing the procedure, we wish to point out that we still don't feel there is a possibility of communities developing resources in sufficient number to take care of all of the children needing our care prior to December 31, 1974. Regardless of this, we will follow recommendation #2, at least until January 1, 1974, at which time we will be able to provide better information regarding the need of programming for our children. At that time we also would expect that the Department of Social Services would be able to indicate to us their recommendations to the Mental Health and Juvenile Study Committee as well as the committee's recommendation to the legislature.

With the above program in mind, we are submitting the following information relative to possible closure of the institution as the legislators so mandated.

PROJECTED POPULATION

	<u>Present Permanent Students</u>	<u>Temporary Admissions</u>	<u>Total</u>
July 1, 1973	107	0	107
October 1, 1973	89	24	113
January 1, 1974	71	24	95
April 1, 1974	53	24	77
July 1, 1974	35	24	59

The above projection of population decline could save approximately \$150,000 which would be available for community program development.

Temporary admissions would have to be eliminated in July in order to phase out institution completely by 12-31-74.

The ability of The Iowa Annie Wittenmyer Home to conscientiously lower the population of the institution below the projection of January 1, 1974 figure of 95 will depend a great deal on the ability of the community to develop alternative programs. We believe there would be a need for an intensive treatment program in a setting at least similar to IAWH regardless of development of community resources.

Mrs. Catherine Williams
October 9, 1973
Page 3

Although we feel we have a right to disagree relative to any consideration of closing of The Iowa Annie Wittenmyer Home program, we also recognize that if the legislature mandates a discontinuation of the present program, we would be forced to comply regardless of our opinions that are based on competence from professional experience.

j

M.

APPENDIX NUMBER 18
BUDGET AND EXPENSE
COMPARATIVE ANALYSIS
IOWA ANNIE WITTENMYER HOME

	TOTAL EXPENSES 4th QTR. 72-73	TOTAL EXPENSES 1st QTR. 73-74	TOTAL BUDGET 1st QTR. 73-74
<u>ADMINISTRATION</u>			
Administrative	\$ 15,747.79	\$ 10,251.95	\$ 15,708.00
Personnel	4,799.19	4,491.17	4,950.00
Storeroom	2,252.04	3,416.71	2,414.00
Mailroom	1,523.75	2,884.89	2,013.00
Business Office	11,285.95	11,563.79	12,043.00
Motor Service	3,442.58	4,406.42	4,269.00
Car Depreciation	750.00	500.00	701.00
Psychology	3,058.45	1,941.51	6,017.00
Pastoral Counseling	600.00	600.00	701.00
Miscellaneous			
Total	\$ 43,459.75	\$ 40,056.44	\$ 48,816.00
<u>SOCIAL SERVICES</u>			
Social Service	\$ 18,138.82	\$ 15,659.70	\$ 22,181.00
Clothing	4,117.96	2,269.69	3,506.00
Cottage Operation	109,417.45	101,775.77	107,204.00
Canteen	1,552.35	1,710.17	1,754.00
Psychiatric Service	4,953.30	2,685.00	5,000.00
Recreation	4,191.39	2,985.61	4,075.00
Speech Therapy	622.50		591.00
Foster Care	25,311.22	18,424.58	21,459.00
Barber Expense	46.05	60.21	722.00
Allowance & Spending Money	543.40	446.19	1,102.00
Evaluation Center	12,906.25	5,663.83	13,935.00
Miscellaneous			
Total	\$ 181,800.69	\$ 151,680.75	\$ 181,529.00
<u>NURSING SERVICE</u>			
Nursing	\$ 17,138.24	\$ 18,113.91	\$ 17,937.00
Medical & Surgical	1,996.50	1,067.65	1,904.00
Pharmacy	1,274.50	860.78	1,603.00
Dental	1,652.00	830.00	1,303.00
Radiology			
Laboratory	296.00	92.50	168.00
Ambulance Service	40.00	84.00	
EEG			
Miscellaneous			
Total	\$ 22,397.24	\$ 21,048.84	\$ 22,915.00

BUDGET AND EXPENSE
 COMPARATIVE ANALYSIS
 WA ANNIE WITTENMYER HOME
 Page 2

	TOTAL EXPENSES 4th QTR. 72-73	TOTAL EXPENSES 1st QTR. 73-74	TOTAL BUDGET 1st QTR. 73-74
<u>MAINTENANCE SERVICE</u>			
Housekeeping	\$ 1,075.00	\$ 718.91	\$ 7,081.00
Linen Service	1,429.46	2,509.19	4,126.00
Operation of Plant	24,725.79	13,714.98	25,389.00
Repair & Maintenance	28,715.27	29,824.93	34,390.00
Grounds	3,566.26	2,804.01	3,657.00
Miscellaneous			
Total	\$ 59,511.78	\$ 49,572.02	\$ 74,643.00
<u>DIETARY SERVICE</u>			
Dietary	\$ 34,898.79	\$ 34,093.81	\$ 36,285.00
Total	\$ 34,898.79	\$ 34,093.81	\$ 36,285.00
<u>SCHOOL EDUCATION</u>			
Professional Library	\$ 73.15	\$	\$
Library Services	2,410.97	2,167.57	2,362.00
Education Services	41,149.76	43,190.66	44,756.00
AILS Training	1,263.74	993.92	3,846.00
Total	\$ 44,897.62	\$ 46,352.15	\$ 50,964.00
GRAND TOTAL	\$ 386,965.87	\$ 342,804.01	\$ 415,152.00

FIRST QUARTER

	BUDGET SALARIES	EXPENSE	BUDGET OTHER	EXPENSE	TOTAL
<u>ADMINISTRATION</u>					
Administrative	10,898.00		4,810.00		
Personnel	4,850.00		100.00		
Storeroom	2,314.00		100.00		
Mailroom	1,412.00		601.00		
Business Office	11,742.00		301.00		
Motor Service	3,066.00		1,203.00		
Car Depreciation			701.00		
Psychology	6,017.00				
Pastoral Counseling			701.00		
Miscellaneous					
Total	40,299.00		8,517.00		
<u>SOCIAL SERVICES</u>					
Social Service	19,976.00		2,205.00		
Clothing			3,506.00		
Cottage Operation	100,389.00		6,815.00		
Canteen	1,754.00				
Psychiatric Service			5,000.00		
Recreation	2,872.00		1,203.00		
Speech Therapy			591.00		
Foster Care			21,459.00		
Barber Expense	722.00				
Allowance & Spending Money			1,102.00		
Evaluation Center	13,484.00		451.00		
Miscellaneous					
Total	139,197.00		42,332.00		
<u>NURSING SERVICE</u>					
Nursing	17,316.00		621.00		
Medical & Surgical			1,904.00		
Pharmacy			1,603.00		
Dental			1,303.00		
Radiology					
Laboratory			168.00		
Ambulance Services					
EEG					
Miscellaneous					
Total	17,316.00		5,599.00		
<u>MAINTENANCE SERVICE</u>					
Housekeeping			7,081.00		
Linen Service	1,626.00		2,500.00		
Operation of Plant	9,054.00		16,335.00		
Repair & Maintenance	32,386.00		2,004.00		
Grounds	2,414.00		1,243.00		
Miscellaneous					
Total	45,480.00		29,163.00		

DIETARY SERVICE

Dietary	20,251.00	16,034.00
Total	20,251.00	16,034.00

SCHOOL EDUCATION

Professional Library		
Library Services	2,212.00	150.00
Education Services	42,331.00	2,425.00
AILS Training	2,423.00	1,423.00
Total	46,966.00	3,998.00

GRAND TOTAL	309,509.00	105,643.00
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SECOND QUARTER

	BUDGET SALARIES	EXPENSE	BUDGET OTHER	EXPENSE	TOTAL
<u>ADMINISTRATION</u>					
Administrative	9,972.00		4,401.00		
Personnel	4,438.00		92.00		
Storeroom	2,117.00		92.00		
Mailroom	1,292.00		550.00		
Business Office	10,744.00		275.00		
Motor Service	2,805.00		1,101.00		
Car Depreciation			642.00		
Psychology	5,505.00				
Pastoral Counseling			642.00		
Miscellaneous					
Total	36,873.00		7,795.00		
<u>SOCIAL SERVICES</u>					
Social Service	18,278.00		2,018.00		
Clothing			3,208.00		
Cottage Operation	91,856.00		6,236.00		
Canteen	1,605.00				
Psychiatric Service			4,575.00		
Recreation	2,628.00		1,101.00		
Speech Therapy			541.00		
Foster Care			19,635.00		
Barber Expense	661.00				
Allowance & Spending Money			1,008.00		
Evaluation Center	12,338.00		413.00		
Miscellaneous					
Total	127,366.00		38,735.00		
<u>NURSING SERVICE</u>					
Nursing	15,844.00		568.00		
Medical & Surgical			1,742.00		
Pharmacy			1,467.00		
Dental			973.00		
Radiology					
Laboratory			154.00		
Ambulance Services					
EEG					
Miscellaneous					
Total	15,844.00		4,904.00		
<u>MAINTENANCE SERVICE</u>					
Housekeeping			6,480.00		
Linen Service	1,488.00		2,288.00		
Operation of Plant	8,284.00		14,947.00		
Repair & Maintenance	29,633.00		1,834.00		
Grounds	2,209.00		1,137.00		
Miscellaneous					
Total	41,614.00		26,686.00		

Dietary	18,530.00	14,671.00
Total	18,530.00	14,671.00

SCHOOL EDUCATION

Professional Library		
Library Services	2,024.00	137.00
Education Services	38,733.00	2,219.00
AILS Training	2,217.00	1,302.00
Total	42,974.00	3,658.00
GRAND TOTAL	283,201.00	96,449.00

	BUDGET SALARIES	EXPENSE	BUDGET OTHER	EXPENSE	TOTAL
<u>ADMINISTRATION</u>					
Administrative	9,056.00		3,997.00		
Personnel	4,030.00		83.00		
Storeroom	1,923.00		83.00		
Mailroom	1,173.00		500.00		
Business Office	9,758.00		250.00		
Motor Service	2,548.00		1,000.00		
Car Depreciation			583.00		
Psychology	5,000.00				
Pastoral Counseling			583.00		
Miscellaneous					
Total	33,488.00		7,079.00		
<u>SOCIAL SERVICES</u>					
Social Service	16,600.00		1,832.00		
Clothing			2,914.00		
Cottage Operation	83,423.00		5,663.00		
Canteen	1,458.00				
Psychiatric Service			4,155.00		
Recreation	2,387.00		1,000.00		
Speech Therapy			491.00		
Foster Care			17,833.00		
Barber Expense	600.00				
Allowance & Spending Money			916.00		
Valuation Center	11,205.00		375.00		
Miscellaneous					
Total	115,673.00		35,179.00		
<u>NURSING SERVICE</u>					
Nursing	14,390.00		516.00		
Medical & Surgical			1,582.00		
Pharmacy			1,333.00		
Dental			1,083.00		
Radiology					
Laboratory			140.00		
Ambulance Services					
EEG					
Miscellaneous					
Total	14,390.00		4,654.00		
<u>MAINTENANCE SERVICE</u>					
Housekeeping			5,885.00		
Linen Service	1,351.00		2,078.00		
Operation of Plant	7,524.00		13,574.00		
Repair & Maintenance	26,913.00		1,665.00		
Grounds	2,006.00		1,033.00		
Miscellaneous					
Total	37,794.00		24,235.00		

DIETARY SERVICE

Dietary	16,829.00	13,324.00
Total	16,829.00	13,324.00

SCHOOL EDUCATION

Professional Library	1,838.00	125.00
Library Services	35,177.00	2,015.00
Education Services	2,014.00	1,183.00
AILS Training		
Total	39,029.00	3,323.00
GRAND TOTAL:	257,203.00	87,794.00

FOURTH QUARTER

	BUDGET SALARIES	EXPENSE	BUDGET OTHER	EXPENSE	TOTAL
<u>ADMINISTRATION</u>					
Administrative	8,141.00		3,593.00		
Personnel	3,623.00		75.00		
Storeroom	1,729.00		75.00		
Mailroom	1,055.00		449.00		
Business Office	8,771.00		225.00		
Motor Service	2,290.00		899.00		
Car Depreciation			524.00		
Psychology	4,495.00				
Pastoral Counseling			524.00		
Miscellaneous					
Total	30,104.00		6,364.00		
<u>SOCIAL SERVICES</u>					
Social Service	14,922.00		1,647.00		
Clothing			2,619.00		
Cottage Operation	74,991.00		5,091.00		
Canteen	1,310.00				
Psychiatric Service			3,735.00		
Recreation	2,145.00		899.00		
Speech Therapy			441.00		
Foster Care			16,030.00		
Barber Expense	539.00				
Allowance & Spending Money			823.00		
Evaluation Center	10,073.00		337.00		
Miscellaneous					
Total	103,980.00		31,622.00		
<u>NURSING SERVICE</u>					
Nursing	12,935.00		464.00		
Medical & Surgical			1,422.00		
Pharmacy			1,198.00		
Dental			973.00		
Radiology					
Laboratory			126.00		
Ambulance Services					
EEG					
Miscellaneous					
Total	12,935.00		4,183.00		
<u>MAINTENANCE SERVICE</u>					
Housekeeping			5,290.00		
Linen Service	1,215.00		1,868.00		
Operation of Plant	6,763.00		2,202.00		
Repair & Maintenance	24,192.00		1,497.00		
Funds	1,803.00		929.00		
Miscellaneous					
Total	33,973.00		11,786.00		

Dietary	15,127.00	11,977.00
Total	15,127.00	11,977.00

SCHOOL EDUCATION

Professional Library		
Library Services	1,652.00	112.00
Education Services	31,621.00	1,812.00
AILS Training	1,810.00	1,063.00
Total	35,083.00	2,987.00

GRAND TOTAL	231,202.00	68,919.00
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APPENDIX NUMBER 19

ITEMS NEEDED TO MEET OSHA STANDARDS - IOWA ANNIE WITTENMYER HOME - DAVENPORT, IOWA

1.	Provide exit signs (\$500) & battery operated emergency lights (\$16,400)	\$ 16,900.00
	Business Office Administration Building**	
	Kitchen Bakery Administration Building	
	All Floors Warehouse**	
	Back & Dormitory Exits Cottage #16** (**back exit only))
	Back Exit Cottage #2**) Demolish (900.00)
	Basement Administration Building**)
	Throughout Old School Building**	
	Kitchen Hawthorn Cottage	
	**Access to exits need to be marked by readily visible signs.	
	Also Kitchen Pan Room Administration Building.	
	Cost for access to exit signs included above.	
2.	Ground all ungrounded wiring system	8,000.00
3.	Provide storage rooms or cabinets for flammable & Combustible liquids	600.00
4.	Provide free view of exit sign - Kitchen Administration Building	10.00
5.	Stack, block or otherwise secure upper storage shelves from collapse (Dietary Ingrid. Rm. Admin. Bldg.)	500.00
6.	Equip wooden step ladder with nonslip bases - Pan Room, Kitchen	150.00
7.	Provide sufficient means of egress at Basement, 1st, 2nd, & 3rd floors of Warehouse	15,000.00
8.	Sprinkle Store Room	8,000.00
9.	Adequately guard blades on wall exhaust fan - Admin. Bldg. Transformer	5.00
10.	Provide adequate storage for lumber in Carpenter Shop	600.00
11.	Stack, block or otherwise secure upper storage shelves from collapse in Carpenter Shop	20.00
12.	Provide protective eye equipment - Carpenter Shop	50.00
13.	Sprinkle Carpenter Shop	8,000.00
14.	Stack, block (secure) upper storage shelves in Pipe Shop	500.00
15.	Properly guard V-belts on two air compressors	30.00
16.	Provide proper storage for oxygen & acetylene cylinders (old coal shed)	50.00
17.	Provide proper ground cable - Hobart welden #5547 in old coal shed	100.00
18.	Provide protective equipment for eye, face & extremities - coal shed	100.00
19.	Provide nonslip base for wooden ladder in hospital tunnel	55.00

20. Provide sufficient means of egress, second floor, Maplewood Cottage	\$12,000.00
21. Equip Stairway to Basement with handrail (School Building)	100.00
22. Guard Sump Pump pit by cover and/or guardrail (School Building)	<u>50.00</u>
	<u>\$70,820.00</u>
Not needed	(900.00)
Iowa Annie Wittenmyer Home can accomplish without added cost	<u>(2,920.00)</u>
	<u>\$67,000.00</u>

Will Need from Capital Expenses

Exit and emergency lights	\$16,000.00	
Wire Grounding	8,000.00	
Fire Escape Maplewood	<u>12,000.00</u>	
	<u>\$36,000.00</u>	(36,000.00)
		<u>\$31,000.00</u>

Fire Escape Warehouse	\$15,000.00	
Sprinkler	<u>8,000.00</u>	
	<u>\$23,000.00</u>	(23,000.00)
		<u>\$ 8,000.00</u>

Carpenter Shop Sprinkler		
Might be consolidated in another bldg.		<u>(8,000.00)</u>

Capital Needs	\$59,000.00
Not needed	900.00
Iowa Maintenance Work	2,920.00
Probably not Needed	8,000.00

APPENDIX NUMBER 20
DISPOSITION OF CHILDREN REFERRED TO IAWH
FROM March 1973 - August 1973 - WHILE ADMISSIONS CLOSED

Date: September 12, 1973

Writer: Donald K. Granvold, ACSW
Director of Social Service

Edward - B. 5-15-57. Referred in March by Clinton County Dept. of Social Services. Ed was placed in and failed in four foster homes, ultimately returned home and subsequently admitted to IAWH on 8-27-73.

Connie - b. 7-16-57. Referred in March by Dubuque County Dept. of Social Services. Connie was in Hospital School at Woodward at the time and has remained there since, although Woodward staff do not feel Connie is appropriate for their facility because she functions higher intellectually than those for which the program there is designed. Connie will be admitted to IAWH for evaluation during September or October 1973.

John - b. 1-19-60. Referred by Linn Co. Probation in March. John was subsequently referred to and placed in Quakerdale.

Phillip - b. 5-24-59. Referred in March by the Linn Co. Dept. of Social Services. Phillip was referred to IAWH for an evaluation. He was subsequently evaluated at Psychopathic Hospital in Iowa City and placed in a foster home in Linn County.

Richard - b. 1-12-58. Referred in April by Linn Co. Probation. Richard was removed from his family and placed in foster care. His parents are engaged in divorce proceedings. Richard's adjustment in the foster home and in the public school has been poor. He will be admitted to IAWH for evaluation and possible admission in September or October.

Michael - b. 10-29-59. Referred in April by Scott Co. Probation. Mike was sent to Eldora for evaluation and subsequently returned to his home with protective services. He is back in public school at this time.

Richard - b. 12-21-56. Referred in April from Woodbury Co. by the field office. Richard was ultimately placed in Hope Haven.

Timothy - b. 2-4-58. Referred in May from Mahaska Co. Probation. Mike remained at home and was apprehended for committing more violations of the law. He was subsequently adjudicated delinquent and committed to the Boys' Training School at Eldora.

Boy - age 10 years. Referred in May from Child Psychopathic Hospital in Iowa City. The boy remained in the program at Iowa City since IAWH admissions were closed.

Edward - b. 8-5-62. Referred in May by the Scott Co. Dept. of Social Services. Eddie was subsequently referred to Beloit of Ames for an evaluation. Beloit staff felt that he was more appropriate for IAWH because the parents live locally and due to the program at IAWH. He was accepted at Beloit on a trial basis and has been placed in that program.

Charles - b. 8-5-62. Referred in June from Webster Co. by the Field Office at Fort Dodge. Charles was unsuccessfully tried in some local summer programs. The field worker worked with the family while Charles remained at home during the summer. The public school refused to accept 11 year old Charles back into the school. He was subsequently admitted to IAWH for evaluation and possible placement on 9-11-73.

Randal - b. 9-14-60. Referred in June by Des Moines Co. Probation. Subsequently Randal was placed in the Mental Health Institute at Mt. Pleasant.

Lisa - b. 3-30-58. Referred in June by Scott Co. Dept. of Social Services. Lisa was subsequently placed in the residential treatment program at Hillcrest in Dubuque.

Billy Jean - b. 9-24-56. Referred in June by Polk Co. Probation. Billy Jean has remained in Polk Co. Juvenile Home since June 26. She has been referred to Hope Haven and has an admission date of September 25.

Thomas - age 13 years. Referred in July by Linn Co. Probation. Thomas was involved in much delinquent activity. He was removed from the family and placed in a temporary foster home. Subsequently the family and Thomas moved to Texas.

Wade - b. 12-31-59. Referred in August from Webster Co. by the Field Office in Fort Dodge. Wade was placed in temporary foster care in which his adjustment was stormy. He was readmitted to IAWH on 8-24-73.

Cindy - b. 1-16-59. Referred in August from Webster Co. by the Field Office in Fort Dodge. Cindy has remained with the foster family with whom she has lived for many years. The field office is currently providing intensive services to Cindy and the family.

APPENDIX NUMBER 21
TENTATIVE PLACEMENT LIST OF CHILDREN AT IAWH

Name	Proposed Date	Placed	School Placement	Living Situation
Barbara	July 1973	7-20	Spec. Education (?)	Own home
John	July 1973	7-20	Voc. Training	Group home
Nancy	July 1973	7-21	Regular Educ.	Foster home
Michael	July 1973	7-20	Regular Educ.	Foster home
Mark	August 1973	8-17	Regular Educ.	Own home
Randy	August 1973	7-28	Work/Study	Own home
William	August 1973	8-25	Spec. Educ.	Own home (if fails group)
Denise	August 1973	8-27	Regular Educ. & Resource Room	Own home (if fails group)
Derek	August 1973	8-25	School for emotionally disturbed	Own home (if fails re-institutionalization)
Robert	August 1973	8-25	Regular Educ.	Group home (eventual home placement)
David	August 1973	8-25	Spec. Educ.	Group home (eventual Exceptional Person)
Jerry	August 1973	8-25	Work/Study	Group home (eventual home placement)
William	August 1973	8-25	Work/Study	Group home (independent living)
Bruce	August 1973	8-27	Regular Educ.	Foster home
Randy	August 1973	8-27	Regular Educ.	Foster home
Merlin	September 1973	10-8	Spec. Educ. (Eventual Voc. or Work/Study)	Own home
Donald	September 1973	9-11	Vocational training	Hope Haven (Group or foster home placement)
Teri	September 1973	10-27	Regular Educ. & Reading Resource Rm.	Foster home
Timothy	September 1973	9-7	School for emotionally disturbed	Hickory Knoll (Eventual placement with mother)
Betty	September 1973	9-17	Spec. Educ.	Group home
Timothy	September 1973	9-11	Vocational training	Hope Haven (group or foster home placement)
Liz	September 1973	8-31	Vocational training	Group home
Mark	Sept/Oct. 1973		Vocational or Work/Study	Group or foster home
Rick	October 1973		Spec. Educ.	Foster home
Carol	October 1973		Spec. Educ.	Group home
Randy	November 1973 (?)		Spec. Educ.	Foster home
Toni	November 1973	10-27 will leave	Regular Educ. & Resource Room	Foster home
Gordon	November 1973		Vocational training	Hope Haven
Ricky	November 1973		Regular Educ. & Resource Room	Own home
Nancy	November 1973		Vocational training/rehabilitation	Own home

Name	Proposed Date	Placed	School Placement	Living Situation
Darin	November 1973		Regular Educ. & Resource Room	Group home
Roger	November 1973 (?)		Regular Educ. & Resource Room	Group home
Daniel	November 1973		School for emotion- ally disturbed-spec. ed.	Own home
Rick	November 1973	10-14	Spec. Educ.	Foster home
Timothy	November 1973		Vocational train- ing	Hope Haven
Jeffrey	January 1974		Regular Educ.	Foster or group hom
Ron	January 1974		Work/Study	Own home or group home
Robert	January 1974		Spec. Educ.	Foster home
Angela	January 1974		Spec. Educ.	Group home
Pamela	January 1974		Regular Educ.	Group home
Rebecca	January 1974		Vocational/Work/ Study	Foster home or grou home
Laura	January 1974		Regular Educ.	Own home
Kathy	January 1974		Regular Educ.	Group home
Alva	January 1974		Spec. Educ.	Own home/group home
Phillip	January 1974		Spec. Educ.	Own home (?) foster home
Richard	January 1974		Vocational train- ing	Group home
Michael	January 1974		Vocational train- ing	Own home
Betty	March 1974		Regular Educ. & Resource Room	Own home/group home
Donald	March 1974		Spec. Educ.	Foster home
Robert	March 1974		Regular Educ.	Group home (eventua placement with fath
John	April 1974		Spec. Educ.	Foster or group hom (eventually own hom
Virgil	April 1974		Vocational train- ing	Group home
Daniel	April 1974		Spec. Educ.	Own home
Brian	April 1974		Regular Educ. & Resource Room	Own home or foster home
Robert	June 1974		Spec. Educ.	Transfer to Virgini state institution
Roosevelt	June 1974		Spec. Educ.	Own home (if fails, group home)
Danny	June 1974		Spec. Educ.	Foster home
Diane	June 1974		Regular Educ.	Group home/possible own home
Walter	August 1974		Regular Educ. & Resource room	Group home
Danny	August 1974		Spec. Educ.	Foster home
John	August 1974		Spec. Educ.	Group home
Charles	August 1974		Spec. Educ.	Own home/foster hom
Ella	August 1974		Spec. Educ./ Vocational	Group home
Steven	August 1974		Spec. Educ./ Vocational	Own home/group home
Vance	August 1974		Spec. Educ.	Group home

Name	Proposed Date	Placed	School Placement	Living Situation
Jerry	August 1974		Spec. Educ.	Foster home
Rhonda	August 1974		Spec. Educ.	Group home
Albert	August 1974		Spec. Educ./ institution school	Other institution
Susan	August 1974		Regular Educ.	Group home/own home
John	August 1974		Spec. Educ.	Own home
Terry	August 1974		Spec. Educ.	Own home
David	August 1974		Spec. Educ.	Foster home
Gary	August 1974		Spec. Educ.	Family
Tony	August 1974		Emotionally dis- turbed/Spec. Educ.	Specialized foster home
Darrell	August 1974		Spec. Educ.	Foster home
Joseph	August 1974		Spec. Educ.	High structured security
Alva	August 1974		Spec. Educ.	Institution
Terry	August 1974		Regular Educ.	Own home or Eldora
Ron	August 1974		Spec. Educ./ Work/Study	Group home
Dianne	September 1974		Spec. Educ.	Own home (if fails, structured living group home or inst
Della	September 1974		Inst. School	Other institution
Errol	August 1975		Spec. Educ.	Own home
Larry	(?)		Spec. Educ./Work Study Shel. Wkshop	Supervised group living
Daniel	(?)		(?)	(?) car accident
James	(?)		Spec. Educ.	Institution
Wanda	(?)		Vocational train- ing	Institution
Debbie	(?)		Spec. Educ.	Foster home
Teri	(?)		Spec. Educ.	Group home
Dean	(?)		Regular Educ. & Resource room	Group home or Eldor
Terry	(?)		Spec. Educ.	Group home
Bryan	(?)		Spec. Educ.	Institution
Victor	(?)		Vocational train- ing/ Sheltered workshop	Group home
Clarence	(?)		Spec. Educ./Voc- ational	Group home
Dennis	(?)		Spec. Educ.	Group home
Michael	(?)		Vocational train- ing	Group home/inst.
Dennis	(?)		Spec. Educ.	Group home
Stephan	(?)		Spec. Educ.	Institution
Donald	(?)		Spec. Educ.	Foster home
David	(?)		Spec. Educ.	Institution
Michael	January 1974		Vocational train- ing	Group home
Frank	(?)		Spec. Educ.	Foster or group home

APPENDIX NUMBER 22

IOWA
COMMUNITY NEEDS
FOR THE EMOTIONALLY DISTURBED
CHILD

Results of a questionnaire designed to ascertain the needs of Iowa communities regarding programs for the emotionally disturbed child.

January 9, 1973

It was decided by our staff that examining the needs of the communities we serve would be beneficial for our future planning. In order to achieve this goal, questionnaires were designed by Mr. Donald Granvold, Director of Social Service; Mr. Gene Stiles, Director of Evaluation Center; and Mr. Larry Jackson, Director of Education. Also included is a report completed by Mr. Jackson and Miss Sue Guenther, Public School Coordinator, as well as an attempted survey by Mr. James Holmes, Superintendent.

An additional purpose of these questionnaires was to give the communities a chance to communicate their needs and problems to us.

We are very pleased with the enthusiasm this project seemed to generate. Indeed, their responses will be helpful in our future planning.

SURVEY OF REFERRAL AGENCIES: REFERRAL, IAWH SERVICES,
AND LOCAL PROGRAMMING BARRIERS

By: L. Gene Stiles

Mr. Stiles' findings deal specifically with youngsters placed at The Iowa Annie Wittenmyer Home and the results are as follows:

A total of 106 questionnaires was sent to county Departments of Social Services, Area Departments of Social Services, or County Probation Offices who had children in residence at The Iowa Annie Wittenmyer Home (IAWH) as of 10-13-72. Fifty-two questionnaires were returned.

- I. Of the agencies returning the questionnaires, their children were referred to IAWH for the following reasons:
 - a. Recommended by mental health or psychiatric services - 25%.
 - b. Family requested placement - 2%.
 - c. Child could not handle a foster or group home - 13%.
 - d. A child needed a variety of services (for example, special education, a structured living situation, and evaluation services) all of which were not available in their community - 60%.

- II. Referral agencies were asked what other resources in their community or the state were considered before referring the child to IAWH. The following responses were received: foster homes, group homes, and other institutional or residential treatment facilities. However, it was felt these resources in the majority of cases did not have the structure needed and they lacked professional staff or an appropriate educational program. A majority of the children had already experienced other living situations before being referred to IAWH. Many agencies reported that their community did not have the total milieu program which the child appeared to need.

III. The referring agency was asked what they hoped to gain from our program for the child. The following variety of responses was reported and the percentage rates are listed below:

- a. Education program - 33%.
- b. Pre-vocational training - 6%.
- c. Complete evaluation of child - 9%.
- d. S-structured living situation - 33%.
- e. Professional counseling - 40%.
- f. Socialization skills - 48%.

Furthermore, the referral agencies mentioned that from our program, they hoped that the child would develop inner controls and a sense of responsibility, improved peer relationships, and develop a respect for rules and authority.

IV. Community agencies were asked what barriers they would encounter in developing local programs to meet their children's needs. The following responses were received and their percentage rates are listed below:

- a. Lack of financial support - 31%.
- b. Lack of professional staff - 25%.
- c. Lack of appropriate educational programs - 17%.
- d. Too few children needing specialized services to afford or justify a facility offering the kind of services available at IAWH - 21%.
- e. Lack of support by community - 15%.
- f. Lack of foster homes with ability to deal with emotionally disturbed children - 19%.
- g. Lack of structured setting - 25%.

SURVEY OF AREA WORKERS: CHILD NEEDS, COMMUNITY BASED RESOURCES,
AND LOCAL PROGRAMMING BARRIERS

By: Donald K. Granvold

A research questionnaire was sent to each area worker for each child in residence at IAWH. The questionnaire covered the following questions:

1. What do you see as the treatment needs of the above-named child?
2. Do you feel that this child could function in a group or foster home? If not, why?
3. If the child could function in a group or foster home, is there such a situation available to the child in his home community?
4. Assuming that the treatment program at IAWH was not available at the time of referral, what placement resources would you have used for this child?
5. In your opinion, did you feel that the other institutions in the state could effectively meet the needs of this child?
6. What barriers would you encounter in developing a local program for this child?

Of the 107 questionnaires sent out to the area workers, 69 were returned.

Responses to the questionnaire provided the following information:

1. Community social workers understand the program at IAWH and children placed here are appropriate in terms of presenting needs. Also, for the most part, other resources were considered prior to referring the child here; therefore, this facility could not be considered a "dumping ground."
2. Responses to the question regarding the child's current ability to function in a group home or foster home was as follows: no - 43; possibly - 5; yes - 18; no response - 3. Of the yes responses, a number of the children have either already been placed out or are scheduled to be placed in December 1972, or January 1973. A number of yes responses indicated that the child could be placed in a foster or group home after his treatment at IAWH and, furthermore, yes responses indicated that yes only if the foster or group home was treatment oriented.
3. Seventeen workers responded that their community had suitable foster or group home facilities available for the child in his own community. Of those 17 positive responses, however, seven indicated that the facilities were either full or they were inappropriate for the needs of this particular child. Fifty-two responses indicated no available foster or group homes in the community.
4. Placement resources indicated should the program at IAWH be unavailable included the following: mental health institutes; Beloit of Ames; Orchard Place in Des Moines; Bremwood in Cedar Falls; Woodward State Hospital-School Hickory Knoll Residential Treatment Center, Bloomfield; St. Vincent's Home in Davenport. Workers indicated they would make referrals to these placement resources but questioned the likelihood of getting a child accepted into the programs of these facilities.
5. Workers around the state who have children at IAWH expressed that other state institutions are not programmed for the type of child served at IAWH. Feeling expressed was that IAWH is the only institution in the state system that offers a program to aid the child in both areas of educational and behavioral problems. The indication was that the program is a unique service.
6. Factors creating difficulty in developing local programs for children who are currently enrolled in the program at IAWH were as follows: (a) lack of financial support; (b) community attitudes which are rather unaccepting of children who are "abnormal" in behavior; (c) lack of school resources for children with academic problems; (d) general lack of public interest and support; (e) community pressures against local programming; (f) difficulty in locating skilled personnel to staff a facility; (g) in many small communities, there are not enough children of the type to establish a facility on the local level; (h) lack of availability of adequate facilities; and, (i) lack of adequate professionally trained staff to supervise such facilities.

The following quote is taken from additional comments provided by one of the area workers:

I do feel it would be disasterous if The Iowa Annie Wittenmyer Home were closed without the State of Iowa first developing similar but perhaps smaller facilities in different parts of the state. This office refers a child to IAWH because there are no local facilities available to meet the particular child's needs. The group homes currently available in this community are not able to handle the retarded, the brain damaged, the unsocialized, or the child unable to cope with freedom. Most foster families are unable to handle the above situations and many children have been pushed from home to home as a result. I feel the children IAWH works with need very special foster parents, however, these parents are very few.

The information available from this questionnaire conclusively indicates the opinion of those who use the facility for placement of children is that a unique and necessary service is provided at IAWH. Furthermore, neither do communities have the available resources for meeting the needs of such children, nor are other state facilities appropriate placement resources. Many barriers currently block the development of local facilities to meet the needs of children such as those in residence at IAWH. Until such resources are developed, it would appear that the services at IAWH are necessary to meet the needs of children across the state.

READINESS OF PUBLIC SCHOOLS IN THE STATE OF IOWA
TO PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

By: Larry Jackson

In an attempt to determine the readiness of public schools to program for emotionally disturbed youngsters in the State of Iowa, a questionnaire survey was conducted. Requests for cooperation and questionnaires were sent to 76 schools throughout the State of Iowa where students currently in residence at IAWH had once attended. Sixty-nine replies were received resulting in a response rate of 90%. This questionnaire was designed to elicit responses centering around those items that are generally considered necessary for proper management and training of emotionally disturbed youngsters.

The split between elementary and junior high schools was even with 24 responses from each of those areas. Other questionnaires received covered either entire school districts or high schools. As it was difficult to separate high schools, junior highs, and elementary schools from these general responses, only statistics for elementary and junior high levels were separated from the overall figures.

Results: The first item on the questionnaire concerned itself with the number of classrooms in the public school sector specifically designed to handle the emotionally disturbed youngster. Of the 69 responses, only one school indicates that it has classrooms specifically designed to handle emotionally disturbed students, while the other 68 indicate that they do not have these facilities.

As many schools across the nation are moving toward the use of resource rooms for emotionally and educationally handicapped students, an item regarding the availability of resource rooms in Iowa Public Schools was inserted into the questionnaire. Results of that question

indicate that over 32% of the schools polled do not have resource rooms available, while only 17.4% indicate that such rooms are available. At the elementary level, 92% indicate that resource rooms are not available, while at the junior high level, 83% indicate a lack of availability of resource rooms and teachers.

The third item dealt with the degree (high, medium, low) to which counseling staffs in Iowa Public Schools are prepared to deal in terms of expertise and time on a day-to-day basis with a youngster manifesting acting out behavior and emotional disturbance. Overall, it is indicated that only 7% of the schools have counselors with a high degree of ability to deal with emotionally disturbed youngsters. Forty-seven percent of the schools indicate that their counseling staff has this ability to a medium degree, and 46% to a low degree. At the elementary level, 66% of the schools polled indicate that their counselors have the ability to deal with emotionally disturbed youngsters only to a low degree, while 17% indicate this attribute to a medium and high degree. The figure improves somewhat at the junior high level, where 58% indicate that to a medium degree their counselors can deal effectively with emotionally disturbed children, while 42% indicate this ability is at a low degree. None of the junior high schools polled indicated that their counselors had this type of expertise to a high degree.

Forty-six percent of the schools polled indicated that teachers in their classes could spend a portion of each class period on a one-to-one basis with each student. Forty-four percent indicated that this was not possible in their school situation. Only 25% of the schools reporting indicated that their teachers could spend a disproportionate amount of time with one student manifesting emotional disturbances during the course of a class period, while 75% indicated that this would not be possible. It would appear, then, that the majority of schools in Iowa do not feel they have class sizes small enough that a teacher could spend a disproportionate amount of time with one student manifesting emotional disturbance, nor could a teacher spend a portion of each class period on a one-to-one basis with each student due to class size.

Teachers and administrators of emotionally disturbed youngsters have long felt that individualized one-to-one instruction was most meaningful in trying to get youngsters to develop their academic skills. Sixty percent of the schools polled felt that individual instruction was provided to a medium degree in their schools' academic classrooms, while 28% said this could not be done. Individual instruction was defined in the questionnaire as meaning that each child is given lessons geared to his personal needs irrespective of the rest of the class. Twelve percent indicate that they could individualize to a high degree. It would appear, then, that individual instruction as defined in the questionnaire is not available in the schools polled to any great degree.

The use of behavior modification as a technique to overcome maladaptive classroom behavior is becoming more and more recognized by educators of emotionally disturbed youngsters. The survey contained the following statement:

Teachers and staff at our school are familiar with and can implement at this time the techniques of behavior modification to a: High Degree Medium Degree Low Degree.

Only 5% of the schools polled indicated that this was being done to a high degree, while 49% indicated it could be done to a medium degree, while a full 46% indicated that their teachers only had a low degree of expertise in this area. At the elementary level it

was indicated that 33% of the schools function at a low degree in this area, while 54% function at a medium degree. At the junior high level, 54% indicate that they have a low knowledge of behavior modification, while 46% indicate they have only medium knowledge. No schools at the junior high level indicate that they have a high degree of ability in the techniques of behavior modification.

Forty-seven percent of the schools polled indicated that only to a low degree is their school physically designed to control the movement of emotionally disturbed children whose movements need to be controlled. Forty-one percent indicate they have this type of physical setting to a medium degree and only 12% indicate it to a high degree.

Responders to the questionnaire were also asked to indicate in their opinion the ability of the school to handle and effectively teach emotionally disturbed children, functioning two to five years below grade level. (These are the kinds of youngsters currently being admitted to IAWH). Eighty-eight percent of those polled indicate that they cannot at this time handle the above-described type of youngster. Twelve percent indicate that they could handle this type of youngster.

The question was then asked as to what alternatives were used in the responding school district at this time for the emotionally disturbed, chronically acting out child. Forty-nine percent indicate that they try to first place the youngster in a special class if it is available. Forty-nine percent use the route of suspension, while 63% make referral to social welfare and the probation offices. Twenty-two percent use expulsion and 71% use referral to the school psychologist.

In the course of the survey we were also interested in determining what public school officials saw as limiting factors preventing their districts from developing classes for emotionally disturbed children. Of those polled, 80% indicate that a lack of funds is the greatest drawback to such development. Sixty-two percent indicate that there is a lack of trained staff within their schools to handle this kind of youngster and 49% indicate that they lack the physical setting. Only 12% polled indicate that there is no perceived need for such a program and only 9% cite community indifference for lack of such programming.

Although we feel that we could safely draw some broad generalizations from this survey, we will not attempt to do so at this time. We do feel, however, that the survey does indicate that of those 76 schools and districts responding, the vast majority of them do not feel that they are capable at this time of handling the emotionally disturbed youngsters in their public school classrooms. They further indicate that there is a need for funding in order to make this type of programming available and that there is also a need for in-service training and the hiring of trained qualified personnel to deal with this type of youngster.

SCOTT COUNTY READINESS TO ACCOMMODATE THEIR CHILDREN
ADMITTED TO THE IAWH

By: James Holmes, Superintendent

In order to test the readiness of the community to accept children now at IAWH, a questionnaire was designed to assess the resources and desire of the local (Scott) county to implement such a program.

Due to previous experience there was some skepticism of the community's cooperative and coordination capabilities. Through the Davenport newspaper on September 20, 1972, a challenge was issued to the county to provide needed services for the 15 Scott County children at IAWH. The institution agreed to cooperate in developing local resources. No reply or inquiry was received as a response to the news article.

On November 7, 1972, a questionnaire was sent to all the local agencies to get an indication of their desire and ability to be of assistance. Only two of the agencies have responded.

A follow-up request for the questionnaire was sent out in January 1973. We will continue to see if we can involve the local community. The next step is to schedule individual conferences and then a meeting with all agencies together.

No conclusions can be made in regard to this project as of now except that our preconceived skepticism of the community's cooperation seems validated.

INSTITUTIONAL PUBLIC SCHOOL COORDINATOR PROJECT
YEAR END EVALUATION FOR SCHOOL YEAR 1971-72

By: Larry Jackson
Miss Sue Guenther

As a result of difficulty in retaining youngsters leaving the State Juvenile Home at Toledo, and The Iowa Annie Wittenmyer Home in Davenport, in a public school setting, the idea of the Public School Coordinator was conceived in the Spring of 1971. It was felt that such a person working between the two institutions could make the return of the child to the public school easier on both the student and the school. Consequently, a project was written and funding was applied for from Title I ESEA in the form of a cooperative project between IAWH and the SJH. Title I agreed to fund the project in the amount of \$18,728 and to commence 8-1-71 and end on 8-31-72.

In writing the project, 13 objective tasks for the Public School Coordinator were outlined and the attached evaluation includes an assessment of those objectives. The objectives were designed in order to overcome six major problems that we felt were inherent in the child's return to the public school from the state juvenile institutions. These six identifiable problems are as follows:

1. Public schools lacking knowledge of a child's problems.
2. Child lacking support for first few months of return to the public school.
3. Failure of public schools to program adequately for the child oftentimes out of ignorance of needed program rather than more subjective reasons.
4. Inability of teacher to understand or cope with child's maladaptive behavior, again because of a lack of knowledge or effective techniques rather than the unwillingness to try to cope or understand.
5. Inability or unwillingness of parents or foster parents to support the public school in its efforts to educate the child.
6. Inability or unwillingness of a child to function in a public school setting.

The first objective of the Public School Coordinator was seen as interpreting to the public school personnel what experiences a student had had in the institution. Fulfilling this objective required a great deal of public relations work with public schools. At least one contact was made with each of 50 or more schools in southeastern Iowa. The majority of the contacts were in the major population areas of Cedar Rapids, Davenport, Clinton, Keokuk, Muscatine, and smaller areas of Oskaloosa, Tipton, West Branch, Vinton, Dysart, and Iowa City. During these contacts discussions were held with school personnel concerning the differences between the four state juvenile institutions in Iowa, the meaning of the phrase, "ward of the state," the definitions of adjudication of neglected, dependent, delinquent, and the types of experiences typical of students living at IAWH or SJH. During the year invitations were extended and arrangements were made for several public school personnel to visit one or the other of the institutions. A few times the public school person was invited to attend pre-placement staffings on a student which enabled them to get a much more accurate picture of the experiences a student would have had in the institution.

The second task of the PSC was to interpret to public school personnel report information submitted by professional staff concerning the student (psychological, psychiatric, educational). Initial contact at a public school was usually made with a counselor or administrator. From there, contacts were made with the teachers and sometimes the superintendent of the school system, depending on the size of the system. Interpreting report information amounted to sharing with the public school personnel what IAWH or SJH staff had been able to learn about the student. Most of the information was shared first with the counselor. Then, depending on how the counselor would use the information, other public school personnel would be included. The most effective and efficient way of disseminating this information in the public school system was usually a staffing which would include the counselor involved with the child, an administrator who would probably be involved with discipline, teachers who had been selected for the child in that school setting, and the nurse in the school system, especially if there were a need for medication or medical information. At all times there was concern for confidentiality in regard to the information which could be used appropriately by various school personnel dealing with the client.

Objective number three centered around helping public schools develop individual school programs for the student; i.e., grade placements, academic and/or vocational training, special education, etc. In order to develop a school program for the student, it was necessary to transfer the findings and recommendations from IAWH and SJH staff to the public school setting. This included transcripts of grades, number of credits earned while in the institution, recommended grade placement in public school, consideration of the public school tracking system, and course selections. This is the normal procedure of transferring any student from one public school to another. Added to this, because of the position of the PSC, consideration was also given to the specific selection of teachers for a particular student, encouragement for extra curricular activity participation, special schedules (i.e. half-day schedule, for example) in order to include a work program, and consideration of special interests and abilities of the student in question.

The fourth objective was to aid public school officials and teachers in dealing with maladaptive behavior the student may present. This help included the development of behavior modification programs, effective forms of discipline, and techniques of rational child management. Meeting this objective definitely took the major portion of the time spent in the school by the PSC, since it proved to be the major concern of public school

officials in dealing with children returning from state institutions. The relationship of the PSC to public school personnel was mainly supportive in nature, while at the same time, suggestions were made as to how they could deal with specific problems of a particular child. Some of the suggestions made required the coordinator to work with the student, teachers, and in some cases counselor, in order to explain what consequences would be open to the student, depending on his behavior. If, for instance, it was suggested to the school personnel that the student needed a definite structure and explicit guidelines to follow in the classroom setting, the coordinator would sit down with the student and the teacher in the presence of the counselor and discuss with them exactly what the structure of the classroom situation would be and the guidelines each would be expected to follow within that setting. Follow-up visits to the school were made for the purpose of reinforcing the teacher or counselor who was working with the child, and the student in order that appropriate behavior might be continued.

Other kinds of suggestions made to public school personnel included the technique of systematic exclusion for particular children, various reinforcement techniques which could be used in the classroom, and designating who the school should contact in case there was difficulty with a particular student. Also suggestions were made as to what form of communication would probably work best with parents or foster parents as well as the social worker involved with the students. Recommendations were also made as to the involvement of students in special programs within the system in order to facilitate their behavior. Public school personnel were also advised to the importance of appropriate models on a school staff that students could identify with. The idea of contingency contracting and behavior contracts was also introduced into several public school settings in order to facilitate the management of difficult behavior problem students.

Originally, it was felt it would be necessary for the PSC to present himself as a helper for the child and not as a public school critic. The fifth objective, then, was to develop an image of "helper" for the school in order to facilitate for the present and in the future the return of children from state institutions to those settings. The tone of the approach with the public school system was to offer services as a support system to help them deal with the child and to provide them with any information which they felt could be helpful in their district. It was felt that good relationships were developed with many of the school systems contacted while minimal relationships were developed with some of the others. Usually the effectiveness of relationships that were developed were in proportion to the amount of time spent within that system. Consequently, more effective relationships were developed in places like Cedar Rapids, as a great deal of time was spent in that system due to the number of youngsters being worked with. The program seemed to be well received in most of the schools contacted and outright refusal to cooperate was found in no school. All of the schools responded favorably to any information provided them in relation to the background of the student. Most of the schools at least attempted to follow through on suggestions that were made to them in regard to dealing with the student's program and behavior problems. These responses ranged from merely verbal agreement to taking definite steps to implement suggestions. It was found that usually only one person was needed as a contact in each school in order for progress to be made in relationship in the best interest of the child.

In the beginning it was felt necessary for the PSC to become acquainted with institutional children prior to their being placed. Because of the delay in the time the project was approved, the PSC found herself usually one step behind the sixth objective. The majority of the students contacted during the school year 1971-72 had already been placed outside of the institution prior to her being officially employed. This was found to be a definite

drawback in the program and it is thought that if the project is funded for school year 1972-73, even more success will be achieved as a result of the coordinator being acquainted and familiar with the child prior to leaving the institution.

An unexpected bonus that has come about as a result of attempting to achieve objective six has been the familiarization of the PSC with the student prior to his being admitted to the institution. Both institutions have used the PSC to obtain information on a youngster prior to his being admitted for evaluation to either of the two institutions. This has proven beneficial not only to the institutions but also to the PSC who is "on the inside", so to speak, with the public school before the youngster is even removed from that setting. We feel that this kind of information and relationship will be extremely important to insuring a successful placement of the youngster back into the community from the institution.

The seventh objective was to become familiar with the social, academic, and behavior program for individual students as they were being carried out in the institution and to carry this knowledge to the public schools. It was found that this objective was usually a combination of objectives 1-4 and has already been covered in the evaluation.

It was felt necessary that the PSC attend pre-placement staffings in both of the institutions prior to the child's return to the public school. This objective was met in most cases and has proven to be beneficial to the coordinator. There was some communication problems regarding when the staffings were being held on particular students but this problem was solved by finding one person at each institution who had a definite staffing schedule for the week.

Contact with public school officials prior to placement of the youngster back in the public school was also considered a major objective of the project. This objective could only be fulfilled with students who left the institution during the school year as a result of the difficulties already mentioned in relationship to hiring the PSC in the first place. This objective will definitely be part of the procedure followed during the school year 1972-73. It is thought that it is much more effective to have the public school prepared for the student's arrival before he begins attendance.

The tenth objective was seen as maintaining close contact with public schools and students until the student is able to support himself once he has returned to the public school. The amount of contact necessary to fulfill objective number ten varied considerably. The number of contacts made in regard to each student ranged from one to seventh-three over a period of ten months. The number of contacts for students varied because of several factors:

1. Student's need for support in the system because of his own behavior.
2. The student's need for support in the school situation because of behavior and expectations of the public school officials.
3. The amount of contact the student would have with his social worker and how much help the social worker was able to provide in the school setting.
4. The proportion of time the PSC would generally be able to spend at that particular school system.
5. The amount of parental support from the natural parents or foster parents working with the school.
6. How the student was able to utilize the services of a PSC in a particular school situation. In other words, did the student see the PSC as being helpful?

It was noted in a majority of cases that the public school's tolerance for the child in relation to their system was directly related to the number of return visits the PSC was able to make. The more often the coordinator was present in the school system, the longer the child seemed to be maintained in the school.

It was decided that another goal would center around the PSC's contact with the area social worker, particularly in regard to the child's school adjustment and the exchange of mutually beneficial information. Cooperation on the part of area social workers was tremendous and no difficulties seemed to be encountered in this area, other than that of communication. Again, the more regular the PSC was in a particular area, the better the communications. As a result, the relationship with the Cedar Rapids Area Office was probably better than that with any other, simply because more visits were made into that particular area as a result of the student load in Cedar Rapids and surrounding communities.

It was felt that the Public School Coordinator should also keep reports on each student, describing reasons for the contact, the pupil's problems, and attempted solutions to these problems, etc. Such reports were kept on a daily basis and submitted to the administrative head weekly. The reports submitted were kept in the form of a log of daily activities. As a result of this form of communication with the administrative head, there is a written record of all contacts with all students, public school personnel, social workers, and institutional staff on file. There is also a record of attendance of all meetings, seminars, conferences, staffings, work on various research projects with personnel from the University of Iowa, etc. Next year it is anticipated a separate notebook or file on each student will be kept in order to have a continual progress report available on each individual student. This is not to be intended for the use of the administrative head but solely for the use of the PSC. The daily log report will continue to be sent to administrative heads of the area offices, Mr. Fitzsimmons in Des Moines, and to Mr. Cal Peters, Principal of State Juvenile Home.

The final objective for the project consisted of the completion of an evaluation at the end of the school year. Attached to the narrative section of this report is a series of tables outlining some of the statistical information resulting from the project. Table I shows the total caseload breakdown from 8-19-71 through 6-1-72. There was a total of 129 cases handled during that period. Of these 129 cases, 80 were on the regular caseload, meaning that they were students who had at one time been placed at either IAWH or SJH. The majority of the 80 cases were students who had been placed out of these two institutions since 1-1-71. Seventeen of the 80 students were placed before 1971, and the social worker involved in the case requested assistance regarding the student's school situation. Sixty-two percent of the total caseload involved students who were placed in the community from one or the other of the two institutions.

Forty of the 129 cases were currently at the institution in August 1971, or were students who came into the institution during that ten month period. These 40 cases equaled 31% of the total caseload. Four of the students out of the 129 were special cases, meaning they were students who lived on grounds at one of the institutions and went to the public schools or lived off grounds and went to the institutional school or in one case, the student was a client out of the Boys' Training School. These four cases amounted to 3% of the total caseload. Five of the 129 cases were students who had never been institutionalized at any of the four state institutions for juveniles. This amounted to 4% of the caseload. Involvement with these students was in hopes of preventing institutionalization. These five students are wards of the State of Iowa.

Table II shows the regular caseload breakdown in terms of the amount of time spent working with different types of cases. Of the 80 cases, 43 were "inactive," indicating that some kind of contact regarding the student was made from 0-5 times during the ten month period. This amounted to approximately one contact per semester during the school year. Thirty-seven students were on the active caseload. Contact was made with these students or the social workers or school situation from 6-73 times during the school year, or an average of 19 times. These students were contacted approximately every two weeks. This also means that contact with these students ranged from three times a semester to twice a week. Obviously the amount of involvement necessary to maintain a student in a school situation varies considerably.

Table III gives an indication of the results of the activities of the Public School Coordinator. The last set of figures shows the return rate for the regular caseload. Out of the 80 students, 13 were returned to one of the four state juvenile institutions. Of these 13, seven were students who required a great deal of support in order to maintain them in their school setting. Six of these students were on the inactive caseload and they only had from 0-5 contacts before they were returned to the institution. This, for the most part, was because something about their placement deteriorated prior to there being time for the PSC to become actively involved in the public school situation. The most encouraging result is the recidivism rate as compared to the total number in the regular caseload that were released into the southeastern quarter of the State of Iowa since 1-1-71. That percentage of 16.4 compares rather favorably or is reduced considerably from the 41% of returnees to just the State Juvenile Home during the year 1970, and with a 43% return to The Iowa Annie Wittenmyer Home the same year. Of the 13 returned, approximately half were students whose placements failed almost immediately before they returned to the institution. The other seven were students who were being maintained in the public school setting but something happened in the community which necessitated the student's return to the institution. Thirteen to fourteen percent of the inactive cases returned to an institution and 18 to 19% of the active caseload clients returned.

The remainder of Table III shows the comparison between casework for the two separate institutions. The majority of time was spent in working with students who were placed in IAWH as they constituted the majority of the caseload. Seventy percent of the caseload was taken up working with the IAWH students or 56 of 80 cases. Thirty percent of the time was spent with students from the State Juvenile Home representing 24 of the 80 cases. The results of the extra involvement the PSC had with the students from both institutions was approximately equal. There was an almost identical percentage of SJH students who returned as there were IAWH students who returned. These percentages are 16.7% and 16.1% respectively. The return rate from southeastern Iowa for both institutions was fairly equal. The only major difference which shows up is that of the three students from the SJH whose cases received a great deal of attention were still not able to maintain themselves in the community. One of the students was actually doing quite well in school and was returned to the Boys' Training School because of being picked up on a drug charge in the community. The other two students from the Burlington Community Schools had problems both in the community and in their home situations and one was sent to the Boys' Training School while one was returned to SJH.

No evaluation could be complete without a cost breakdown on a per student basis. The Public School Coordinator project costs from 9-1-71 through 6-30-72 are as follows:

Salaries and Benefits	\$11,473.59
Transportation	2,334.10 (travel mileage averaged 2600 miles per month)
Food	396.46
Lodging	152.19
Business Cards	10.50
Registration Fees	<u>22.50</u>
Total Cost	\$14,389.34
Average per pupil expenditure	\$ 111.55

Conclusions: We are well aware of some of the problems that need to be ironed out in this particular project - the biggest one being the cost factor involved in mileage expense. However, considering the fact that the Public School Coordinator is operating in 22 counties, we feel that the cost factor for mileage and expenses was kept at a minimum. We would hope, then, that the second year of the project would be even more effective than the first and that by school year 1973-74, the State of Iowa will be ready to fund this project on its own and establish the position of Public School Coordinator in each of the ten area offices across the state.

Sincerely

THE IOWA ANNIE WITTENMYER HOME

BY: James J. Cirivello
James J. Cirivello, M.A.
Clinical Psychologist

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Table I

Public School Coordinator caseload for August, 1971 to June 1, 1972

<u>Description (Type of case)</u>	<u>Number of cases</u>	<u>Percent of Total cases</u>
Regular students placed out of IAWU or SJU Placed after 1-1-71 - 63 cases Placed prior to 1-1-71 - 17 cases	80	62%
Residents/students who were in an institution or who were admitted after 8-1-71	40	31%
Non-institutional residents (state wards) whose social worker requested consultation	5	4%
Special cases	4	3%
TOTAL CASELOAD	129	100%

Table II

Mean Number of contacts per student during the school year

	<u>Number of cases</u>	<u>Range of number of contacts</u>	<u>Mean No. of contacts</u>
Inactive - contact regarding the student was made once a semester	43	0-5	2
Active - contact regarding the student was made every two weeks	37	6-73	19
Regular caseload	80	0-73	10

Table III

Percent of Return Rate

		<u>Number of cases</u>	<u>Number of returns</u>	<u>Return Rate</u>
SJH 24 cases 30% of total caseload	Inactive	12	1	8.3%
	Active	<u>12</u>	<u>3</u>	<u>25%</u>
	Total SJH	24	4	16.7%
				(average)
IAWH 56 cases 70% of total caseload	Inactive	31	5	16.1%
	Active	<u>25</u>	<u>4</u>	<u>16%</u>
	Total IAWH	56	9	16.1%
				(average)
	Inactive	43	6	13.9%
	Active	<u>37</u>	<u>7</u>	<u>18.9%</u>
	TOTAL	80	13	16.3%
				(average)

OBJECTIVE WORK SHEET

Objective	Type of Objective	Action Plans to Achieve Objectives	Rating
<p>Area of Accountability: State Services for Children</p> <p>Objective: Help develop community alternatives to institutional commitment</p>	<p>P</p>	<p>Devise a state government grant to counties based on population as an incentive to development of local programs and less use of state institution programs.</p> <p>Devise rough plan 9-1-72. Make cost comparisons for counties of suggested and old plan costs 10-1-72. Discuss with Bureau Director 10-15-72. Discuss with Code Review Committee 11-1-72. Have completed plan ready to present to Legislative Social Service Committee 2-1-73.</p> <p>-----</p> <p>Devise plan to rent buildings and physical services of IAWH in order to develop local Social Service Area.</p> <p>Assign to Business Manager by 8-15-72 the responsibility of drawing rough small scale plans of building space (except those scheduled for demolition) and have returned by 12-1-72. Superintendent, Business Manager and Engineer confer and come up with cost assessment procedure alternatives by 1-1-73.</p>	<p>COMPLETE 10-1-73</p> <p>DONE 11-15-72</p> <p>DONE 12-1-72</p>

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Type of Objective

- P--Primary
- S--Supportive
- A--Administrative and/or developmental

End of Year Rating

- 5--Outstanding
- 4--Well above standard
- 3--Fully satisfactory--normal expectations
- 2--Generally satisfactory--some improvement needed
- 1--Unsatisfactory--definite improvement needed

OBJECTIVE WORK SHEET

Objective	Type of Objective	Action Plans to Achieve Objectives	Rating
<p>Area of Accountability:</p> <p>Objective:</p> <p>Community Programs (Page 2)</p>		<p>Submit rough plans and possible cost factors on each unit to Architect's Office by 2-1-73.</p> <p>Submit plans to Director of Family and Children's Services 2-15-73.</p> <p>Develop completed package of prints and costs by 5-1-73.</p> <p>Have program plans and progress report available for possible presentation to Social Service Committee of Legislators 2-1-73.</p> <hr/> <p>Devise plan for development of an area (100 mile radius) program for all children in that area needing institutional care.</p> <p>Slow learners with behavior problems. Program now established. Obtain intake and usage rate estimate 12-31-72.</p> <p>Average capability with behavior problems. Develop program guide 8-1-72 (See Social Service). Begin experimental program 9-1-72. Develop effectiveness testing 9-1-72 (See Psychology) Review project 3-1-73. Find potential area usage rate 4-1-73. Complete research finds 9-1-73.</p>	<p>QUESTION IF NEEDED NOW</p> <p>SUBMITTED 1-19-73</p> <p>COMPLETED</p> <p>UNABLE TO SET DUE UNAVAILABLE OF ENOUGH STU SENT OUT REPT TO ARCH OFF 12-72</p>

Type of Objective

P--Primary

S--Supportive

A--Administrative and/or developmental

End of Year Rating

5--Outstanding

4--Well above standard

3--Fully satisfactory--normal expectations

2--Generally satisfactory--some improvement needed

1--Unsatisfactory--definite improvement needed

OBJECTIVE WORK SHEET

Objective	Type of Objective	Action Plans to Achieve Objectives	Rating
<p>Area of Accountability:</p> <p>Objective:</p> <p>Community Programs (Page 3)</p>		<p>Evaluation and diagnosis Program now established. Obtain intake and usage rate 4-1-73.</p> <p>Detention Prior experience in program. Obtain intake and usage rate 4-1-73.</p> <p>Delinquency Obtain usage estimate 4-1-73. Obtain estimate of number needing close control 5-1-73. Estimate close security needs of other programs 5-1-73.</p> <p>Retarded Contact local Mental Retardation Association and Glenwood to determine program needs 12-30-72.</p> <hr/> <p>Devise estimate of personnel, supplies and capital needs 10-1-73.</p> <hr/> <p>Submit progress reports to Family and Children's Services 1-15-73, 3-15-73, 6-15-73, 12-15-73.</p> <hr/> <p>Have MBO and progress statement available for legislators 2-1-73.</p>	<p>PRELIMINARY RATE OBTAINED 1-15-73</p> <hr/> <p>UNABLE YET SET MEETING DATE</p>

Type of Objective

P--Primary

S--Supportive

A--Administrative and/or developmental

End of Year Rating

5--Outstanding

4--Well above standard

3--Fully satisfactory--normal expectations

2--Generally satisfactory--some improvement needed

1--Unsatisfactory--definite improvement needed

APPENDIX NUMBER 23

Chronic Disruptive & Emotionally
Disturbed Children in Iowa Public Schools:
Numbers & Needs

Report Written by:

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Iowa Annie Wittenmyer Home

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ABSTRACT

A survey was conducted with 200 Iowa schools to determine the number of chronic disruptive children enrolled. The survey also attempted to establish the needs of public schools in regard to their programming for these students. 2.70% of the surveyed population or 1,548 students, were identified as chronic disruptors. On the basis of total school population this amounts to approximately 17,200 such students in all public schools in the state. Of the schools responding, 63.34% indicate they do not have adequate resources to educate these children. Further details of the survey and recommendations for remediation are contained in the body of this report.

INTRODUCTION

This report is designed to give a broad overview of the needs and numbers of chronic disruptive children found in Iowa public schools at this time. Also presented here will be a look at the difficulties deviant-behaving children have in public schools regardless of whether they are characterized as chronic disruptors (CD), emotionally disturbed, or just students practicing maladaptive behaviors.

Iowa schools, like most public schools, are designed to educate the majority of the students as opposed to providing a particular brand of education for the minority student or that student who does not fall within the parameters of what one would generally consider a "normal" student. In recent years, however, the need for educational facilities for what could be characterized as special education students became well recognized. For the most part these classes are made up of students who are classified as educable or trainable mentally retarded (EMR or TMR). At no time has any great effort been made at a state level to provide public education for those students who for one reason or another have been unable to adapt to the public school setting due to emotional or behavioral difficulties.

Public schools have traditionally seen their role as that of a purveyor of academic information. In most cases such information is designed to maintain the status-quo of the community involved and little new direction has come directly from public schools without pressure having been applied first by members of the outside community. Public schools have also not generated a great deal of enthusiasm for developing programs that would help behavior-problem students to better adjust to the environment in which they find themselves or even developing adjusted school programs to aid individual youngsters in their seeking an education. There is no point in trying to blame public schools or anyone else for this not having been done. Little or no training is ever done at the college level for teachers in regard to the handling of discipline problems or the learning of techniques in behavior control and management. It has been expected by local schools and communities that children will go to school and that they will somehow automatically learn. They will not present a behavior problem and if they do they will be handled, punished, and disciplined in a variety of ways and that these ways will work because "we say so". As a student progresses through school and continues to be disruptive and continues to have behavioral difficulties, the same old techniques that have been tried and failed in the past continue to be used and the child who at the elementary level had minor behavior difficulties with accompanying learning difficulties will

become the extremely disruptive child at the junior high level and the kick-out or drop-out at the ninth grade and above.

Furthermore, it has been the experience of the juvenile institutions in the state of Iowa that many students who come to their doors are there as a result of difficulty in the public schools. Many of these youngsters could be characterized as chronic disruptive children. These are the children who for one reason or another, for a long period of time, in their school career have not been able to adjust to the expectations set for them in public school settings and consequently, disrupt classes, school buildings, school grounds, etc. These children are subsequently dismissed from public schools, some of them through illegal suspensions, and others through legal expulsions as provided for in the code of Iowa. Some of these students become wards of the state of Iowa and are placed in institutions, foster homes, or other alternate care facilities. Most, however, drop out and never complete a school program.

We hope in this report to present some information that will help legislators more clearly see the overall problem of a CD child in the Iowa Schools and the difficulty that public schools have at this time in programming for him and more importantly maintaining him in the community and school setting as opposed

to having him removed to the institution. Although this report will sound critical of public schools it must be remembered that criticism needs to be directed at all of us who at one time or another have had an opportunity to influence what public schools do and do not do and have failed to take that responsibility seriously.

SURVEY

Identification:

To aid in the compilation of this report a survey was conducted of 200 public schools in the state of Iowa to determine the needs that these schools have in relationship to handling chronic disruptive children. Of the 200 schools surveyed, 110 responded yielding a 55% response. Of the 110 responding, 15 were elementary schools, 32 were junior high schools, and 63 were senior high schools. The schools were selected at random from all over the state of Iowa and included school sizes from 100-200 students ranging to 1,000 students or more. The 110 schools had a total population of approximately 57,400 students.

Twenty-nine of these schools were cited as being urban, 62 were considered by the respondent to be rural and 16 to be suburban. One hundred schools surveyed have students currently in one of the four juvenile institutions and 100 of the schools surveyed do not have students at any of the juvenile institutions at this time. There were fifty schools responding to the survey who currently have students in one of the four juvenile institutions and 60 schools responded who do not have students in the institutions at this time.

Resources:

Thirteen of the schools with students in the institution at this time indicated that they had adequate resources to program for the CD child while 31 of the schools indicated they did not have adequate resources to program for this type of student. It must be assumed on the basis of this information, considering the fact that these 13 schools do at this time have students in one of the four juvenile institutions, that the student was sent to the institution for some reason other than difficulty in the school setting. For those schools responding who do not have students in institutions at this time 20 of them indicated that they have adequate resources to handle the chronic disruptive child while 26 indicated they do not have this kind of a resource. In total then 36.6% of the responding schools indicated that they had adequate resources to program for the chronic disruptive child while 63.34% indicate that they do not have adequate resources to program for this type of youngster.

Number of Chronic Disruptors:

Of the 57,400 students represented by the responding schools, 1,548 of them are characterized by their schools as being chronic disruptive students. This represents 2.70% of the surveyed population.

Conclusions that can be drawn from this portion of the survey would indicate that although the percentage may appear to be small in relationship to the number of children in the school situation the number is somewhat staggering when one looks at the total number of chronic disruptive children to be found in classrooms in the state of Iowa. According to estimated projections of school enrollment for Iowa public schools for school year 73-74, of the 638,000 estimated, 17,226 are projected to be chronic disruptors on the basis of protracting the survey information. This in effect means that there are over 17,000 students in Iowa public schools who are in need of some kind of behavior program that will aid them in adjusting to the public school situation in order that they may function not only on a day to day basis but may finish a school career and graduate.

Out of Community Placement:

Schools were also asked to respond to the number of chronic disruptive children in their population who are in need of out-of-community placement because of lack of school and community resources in the local area. Schools that responded to this part of the questionnaire indicated that of the 1,548 students involved, 551 of them required out-of-community placement representing 35.59% of the total. If this percentage were further broken down, to include percentages of these students needing

out-of-community resources it is possible to estimate that 6,130 of these students, according to the public schools at least, would be in need of out-of-community resources due to a lack of these facilities in the local community. One can only look at these figures as rather amazing.

Perceived needs:

The scope of this report would not allow us to break down in great detail what resources public schools saw themselves as needing in order to adequately program for the chronically disruptive child. We have, however, sifted through each one of the surveys and have tried to establish what appears to be predominate responses to this question. On that basis it appears that the majority of Iowa public schools are indicating that trained instructors for emotionally disturbed children as well as educational strategists are needed in order to better prepare themselves to handle a behavior problem child. Many schools are also indicating that modified curriculums which are more realistic for this type of youngster are needed and that these curriculums need to be accompanied by vocational experiences particularly at the junior high and senior high level. Many schools are also indicating the need for inservice training for their staffs in order to prepare those people to teach and handle the chronically disruptive child. There are also a number of schools indicating that they need full time psychologists, school social workers, and counselors in greater numbers in order to

handle this kind of youngster. Schools are also indicating the need for a move to individualized instruction and a different kind of structure than is available presently in their school setting.

Schools also appear to be extremely frustrated in working with homes from which these children come and feel that inservice training for parents is as necessary as it is for teachers. Some schools are also responding to the idea that alternative forms of education such as drop-in centers are needed to program and handle this kind of youngster. Many people replying to this survey indicate that reduced class size is necessary in order to allow more individual attention for each one of these youngsters. Practically all responders to the survey are either directly or indirectly stating the need for more funds in order to carry out their suggestions for aiding this kind of youngster. Some schools are also indicating the need for more educational hardware such as teaching machines in order to help individualize programs and better aid these students in making a successful adjustment to the academic setting. The biggest need, however, is for trained personnel to help schools and teachers deal effectively with the malbehavior student.

Behavior Changes Needed:

Schools surveyed indicated that behavior change is necessary in order for them to accept students of this nature back into their

setting from residential care or expulsion and suspension status. Changes needing to occur would consist of learning to control tempers and emotions, attitudinal changes toward the values of education, ability to accept authority when justly administered, respect for the rights of others, better study habits, knowing more about themselves, the ability to function within the rules and regulations, confidence in themselves, knowledge of how to gain success and reward from peers, self discipline, more participation in co-curricular activities, willingness to work, remediation in basic skills, etc., etc., etc. All of the schools surveyed indicated that if these changes in behavior occurred they would be willing to accept students back into their population.

Need for Educational Strategist:

Schools were also surveyed on the basis of how valuable they felt an educational consultant or educational strategist would be in terms of working with their staff regarding changes in student behavior while the student remained in the school setting as opposed to his being removed to an institution. At the elementary level one hundred percent of those answering the question responded in the affirmative in relationship to being able to work with this kind of a person. At the junior high level, 77% of those surveyed indicated

they would or could work with this kind of a person, while at the senior high level sixty six percent felt that this kind of a person would be valuable and that they could work with him. For the most part it would appear that schools are seeking some kind of outside help in dealing with youngsters who present severe behavior problems to them. It would also appear that they are extremely frustrated in trying to handle this problem themselves, and feel inadequate in reaching a solution.

Responsibility for Behavior Change:

We were also interested in the survey in determining who the public schools felt was responsible in terms of whether the home, the school, the church, the community, or the state could best handle the job of behavior change. At the elementary school level an almost equal number of responders felt that both the home and school had the most impact on remediation of behavioral difficulties. At the junior high level, most of the responders felt that the home had a bigger impact yet a significant number also indicated that the school could do a great deal in aiding these kinds of youngsters. Eighty seven percent of the high schools responding indicated that the home was the primary factor in overcoming behavioral difficulties for the youngsters. This percentage far outweighed how other levels of public school felt

they could influence behavior problem youngsters.

Results of the survey are certainly interesting and give us some indication as to what difficulties are being met by public schools when they find themselves faced with a disruptive child. As interesting as the results are, however, they are nothing new and have been known for sometime not only in this state but throughout the nation. A variety of studies have been done indicating that there are large numbers of chronic disruptive and emotionally disturbed children in our society who for the most part never finish school and later become delinquent or present such severe anti-social behavior that eventually psychiatric disturbances occur in their later adolescent or adult life. It should also be pointed out that on the basis of the research findings the percentage 2.70% of chronic disruptive children in public schools in Iowa is much lower than that generally found around the nation. In a study done by Speer, an incidence of aggressive problems in the general population of children yielded 14% with 23% of this group presenting some severe problems in relationship to aggression.

Sines, using a better design later, found that in the general population 6.7% were pronounced aggressive types. Werry and Auay found in a study dealing with 1,755 kindergarten and second grade students that 31% of the boys and 6% of the girls participated in

fighting incidents in the classroom, 7% of the boys and 5% of the girls displayed temper tantrums, 16% of the boys and 4% of the girls were destructive, and 23% of the boys and 10% of the girls displayed behavior that was characterized by schools as being irritable.

In a random sample of children using the Peterson-Quay Checklist, Speer found that 10% of the general population of boys have aggressive problems in school.

These statistics are presented here to indicate that the problem of aggressive-disruptive children is not limited to Iowa but is extremely widespread and the tragedy is that very little is being done about it. The remainder of this report will discuss what is being done at the present time and what needs to be done in the future as far as the public schools of Iowa are concerned.

DISCUSSION

Current situation:

Presently in Iowa, there are only 13 formalized educational programs employing 20 specially-trained teachers designed specifically for educational programming for emotionally disturbed children under the jurisdiction of the Department of Public Instruction. The bulk of these are associated with psychiatrically-oriented treatment facilities receiving such services either on an inpatient or outpatient basis. For the 452 school districts in the state, there are only 185 school psychologists, and 41 school social workers employed. These professionals, to a certain extent, provide some counseling services to emotionally maladjusted pupils in addition to the services they perform for other types of handicapped populations. The services of these people could not be expected to involve the more seriously maladjusted student due to their heavy caseload and the intensive involvement required in such a case. There are several reasons underlying the sparsity of adequate public school programs for emotionally maladjusted pupils. Among these are the following:

1. Because of the relatively few number of pupils displaying severe emotional disturbance and the high cost of providing adequate programs, the basic unit necessary to program for such children must have a much broader base than the public school district. This is particularly true in smaller districts and rural areas.
2. Programming for emotionally disturbed-chronic disruptive children must combine a continuum of service including psychiatric and psychological care, as well as a team involvement of as many significant others as possible in order to hope to reach the child. This kind of cooperation between schools and other community agencies has not been prevalent in the past. Although public schools can provide some measure of treatment for chronic disruptive children, they cannot of themselves provide the whole range of care needed.
3. Although the provision for special education services for all handicapped pupils is by law mandated upon the public school there are exclusion clauses (280.22) contained within the school statutes which permit a local school board to exclude a child from their program.

who, in its opinion, is so severely maladjusted that he cannot profit from the prescribed program (See sections 281.8, 282.3, and 299.18). An attorney general's interpretation supports the local board's authority to exclude such children. Therefore, regardless of the mandate, public schools have had no applied pressure forcing them to program for the behaviorally handicapped child as they can continue to exclude him legally.

4. Because of the complexities involved in providing adequate programs for emotionally disturbed, chronic disruptive children, there is a definite lack of know-how in most public school settings as to methods and techniques to be employed in serving this population. Colleges and universities do not train teachers and administrators to handle these kinds of problems particularly at the undergraduate level. It is little wonder, then, that school officials become frustrated in trying to handle this type of child and find it easier to solve their problem by removing him from the setting.

5. Instructional programs for an emotionally maladjusted pupil are very expensive programs. There is currently

very little financial incentive for local education agencies to embark on such an endeavor. The state handicapped aid for emotionally maladjusted pupils does not begin to cover the excess cost inherent in such programming. Furthermore, the local education agencies' capacity to raise the necessary revenue through its own tax resources for such programs is severely curtailed by budget ceiling limitations found in current statutes.

6. Federal funding under Title I for the purpose of educating the emotionally disturbed child has been severely curtailed in recent years. All Title I activities must be supplemental in nature. The school districts must prove the use of state and local funds for state mandated program activities and that Title I funds are being used only to supplement these basic programs. Title I activities also are categorical in nature and funds can be expended only for programs which educationally enhance the child achieving below his grade level. This excludes a large number of chronic disruptive children who are functioning at grade level. Title money also must be spent for those activities which

are primarily academic in nature. This stipulation would seem to preclude the use of behavior modification or rational management programs to overcome behavioral difficulties. It should also be noted that Title I is in the process of being renewed by Congress. There are many proposals that could change the direction and thrust of Title I but until final federal action is consummated, only speculation can prevail as to the future of this project.

Other Considerations:

It would appear that in 1973, we are long past the time when we can use the "get tough and treat em rough" approach that for many years has been the mainstay of educational discipline. This technique includes all of those who advocate the use of the paddle, the nightstick, and suspension and expulsion from school as a means of solving the child's problem. The only problem being solved here is that of the school and for the most part the solution is only temporary as this youngster's acting out behavior in the school setting is generally only a prelude to future community delinquency. The idea that the malbehaving youngster and his parents need to be severely blamed and punished for their wrongdoings and that they should be made to

feel guilty and to suffer for their evil deeds is not a viable alternative to therapeutic treatment at this time in our history.

This mood seems to predominate throughout the country. An NEA survey conducted in 1967 studying the working conditions of teachers indicate that the number two problem cited by teachers is that of the reluctant, recalcitrant learner. Forty five percent of the teachers urged that some provisions be made outside of the regular classroom for these disturbed or disturbing non-learners and 48% of the high schools interviewed endorsed this move. Even Conant and his REPORT OF THE HIGH SCHOOLS in 1960 subtly, if not wisely, urged that these youngsters might be eased out of school by the age of 14 if they could or would not learn. It is a fact that many of these youngsters are being eased out of school by the age of 14 and are filling up slots in the four juvenile institutions of the state of Iowa or wandering the streets of our communities.

Until this kind of archaic thinking is done away with, there will continue to be a need for resources outside of the home community that can provide a stable living situation and an academic environment in which these kinds of youngsters can survive. Little hope or help can be forthcoming from schools that are devoid of the knowledge and desire to program for these youngsters who operate away from the norm.

Work also needs to be done in the area of development of grade

differentiation of curriculum and instruction. We can no longer afford to assume that all of our high school graduates will fit the middle class mold and become members of the intelligensia and spend their leisure time involved in community affairs and reading the New York Times. Most high school graduates do not have college almas maters and so it would appear that we need to quit teaching all students as though they did. There is a student in our society who is non-mobile and stable and for whom middle class schools do not represent reasonable or realistic goals. A core curriculum that will be meaningful to this kind of youngster must be developed that would include leisure time pursuits, husband and wife relationships, child rearing skills, and beginning job competencies. As school curriculums are established at the present time, universal secondary education is a myth and will remain so. A failing youngster, by definition, cannot be a happy student. Is it any wonder that he disrupts and eventually drops out?

It should also be noted that recent national studies indicate that only 60-70% of the 17 year olds are being graduated from high school annually. The drop out rate for Iowa has ranged from 6,856 students in 1961 representing 2.45% of the school population to 7,874 in fiscal year 72' representing 2.56% of the population. It is amazing how close these drop out percentages compare to the 2.70% found in the

survey quoted earlier of chronic disruptive children in Iowa public schools. Studies on the national level also indicate that there is a very close correlation between the disruptive student and the drop out. The national studies of seventeen-year olds completing high school indicate this is probably a peak and unless the curriculum is broadened for many youngsters the American school will remain an ordeal to be sweated out. The schools of Iowa cannot afford to be caught up in the Rickover-Bestor tradition that calls for "change and improvement" by regressing to the college preparatory curriculum riveted to the hard core subjects of mathematics, sciences, and languages. This highly prestigious diet of academia will only serve to frustrate over half of our youth and force them into being early drop outs.

RECOMMENDATIONS

1. In order to adequately program for emotionally disturbed chronic disruptive children, the basic unit of care must be broader than that of the public school district. It will be necessary that some kind of restructuring or combining of school districts be done so as to provide the necessary incidents in funding capability to provide such programs. It would appear that a strengthening of the intermediate unit may be partial answer to this problem. Such a strengthening would have to include a responsibility on the intermediate unit for inclusion and exclusion of chronic disruptive children in a school program.
2. Exclusion clauses of the state of Iowa need to be amended in order to provide alternative education for all children who cannot fit into the regular school setting regardless of their handicaps. Those students who are excluded from regular school settings should be followed in terms of their academic progress by local school districts who should be responsible for continuing to provide financial support.

3. School districts, whether they be local or intermediate, need to begin working more closely with local agencies who can provide help and support for the chronic disruptive child in the classroom. Such cooperation could be done with local mental health agencies, county welfare departments, area social service offices, as well as volunteer and private agencies that may be able to provide services.

4. Colleges and universities, particularly at the undergraduate level, may need to be mandated by legislative action to begin including in their curriculum courses designed to aid teachers in developing behavior control and classroom management techniques.

5. Immediately, a network of institution-public school coordinators needs to be developed through the State Department of Social Services in order that students returning from institutions to public schools or leaving public schools to go to institutions may be better programmed for in order to enhance their survival in a public school situation.

6. An Educational Coordinator needs to be assigned to the State Department of Social Services in order to facilitate the development of relationships between county and area offices with local school districts and intermediate units. This kind of coordination would more easily enable school districts to become involved with community welfare agencies who in many cases deal directly with emotionally disturbed-chronic disruptive children.

7. It would appear that statute changes need to be made in order to make the Department of Public Instruction less of an advisory unit and more of an agent of change in relationship to curriculum and local school districts.

8. A close look needs to be given the statutes governing the financing of school districts. It would appear that those school districts who are developing or attempting to develop programs for the chronic disruptive-emotionally handicapped child need to be given some financial incentive above and beyond the foundation cost due to the greater expense of these

programs necessitated by small class sizes, possible consultive psychiatric services, and divergent curriculum needs.

9. Although there is no perfunctory prediction tool available at this time to spot future delinquents, schools need to take a stronger step in the early identification of those youngsters who are potentially going to drop out due to their inability to meet expectations established by public schools and to institute immediate remedial action.

10. Legislators will have to be willing to recognize the need for increased funding in order that the above suggestions and others can be implemented with enough financial backing to make them work.

Public School Coordinator Budget (Est.)

8-Public School Coordinators @ 12,528-----	\$100,224.00
1-State Education Coordinator @ 18,504-----	18,504.00
Fixed Charges (FICA, IPERS, BC & BS) @ 12,000-----	12,000.00
Mileage 300,000 @.10-----	30,000.00
Meals @3.00, daily-----	6,240.00
Lodging @ 64.00 monthly-----	<u>768.00</u>
<u>GRAND TOTAL</u>	167,736.00
Cost of program per month: -----	13,978.00
Six month Cost:-----	83,868.00

Public School Coordinator (Discussion Only)

Placement:

Field Division I

Sioux City

Ft. Dodge

Field Division II

Waterloo

Dubuque

Field Division III

Des Moines

Council Bluffs

Field Division IV

Cedar Rapids

Ottumwa

Discussion:

Each Coordinator could maintain offices in the city indicated and then work an established geographic area. A close liasion would be maintained with area and county workers regarding individual children. Goals of the Public school coordinators would be much the same as in the past, namely to maintain the student in:

the public school setting and help insure the best education possible for him. Final authority over the child would still rest with the area worker, and no great conflict is expected to result over this.

Administrative authority for the public school coordinators is open for debate. An educational coordinator at the state level could serve in that capacity, providing backup, inservice experience, and reinforcement. This person could also help deal with more difficult cases necessitating a familiarity with school law and procedure.

On the other hand, the area administrator could assume charge as though the public school coordinator were the equivalent of an area worker. I do feel, however, that a central administrator at the state level would be beneficial and could enhance the effectiveness of the public school coordinators because of his educational specialization, ability to contact and deal with DPI, and freedom from other responsibilities already assumed by area administrators that would allow him more time in the field working with the PCS's.

One of the first things that needs to be done is get Merit approval

for these positions and also determine if this can be an ongoing proposition or does the legislature propose this as a one-shot deal. If this is the case then we might as well find another way to spend the \$100,000. People hired into these positions are going to be hard enough to find without the stigma of only one year or less employment.

Some resolution will also have to be made regarding the role Annie Wittenmyer will continue to play vis a vis the PCS.

I.A.W.H. has 2 positions funded until 9-30-74 under Title I.

It is anticipated that the state will pick up on these two positions at that time, if the state project goes.

APPENDIX NUMBER 23

Supplement to Attachment 1

Activity: Institution-Public School Coordinator

PROBLEM:

Many times it has become obvious that students leaving the Iowa Annie Wittenmyer Home have had difficulty re-entering the public school. Much of this adjustment problem can be pin-pointed in the following areas:

1. Public schools lacking knowledge of child's problems.
2. Child lacking support for first few months of return to the public school.
3. Failure of public schools to program adequately for the child, often times out of ignorance of needed program rather than more subjective reasons.
4. Inability of teachers to understand or cope with child's maladaptive behavior, again because of a lack of knowledge or effective techniques, rather than an unwillingness to try to cope or understand.
5. Inability or unwillingness of parents or foster parents to support the public school in its efforts to educate the child.
6. Inability or unwillingness of child to function in a public school setting.

Other variables enter into this situation, but the six outlined above seem to be the major areas of concern. In order to combat this problem and reduce the rate of re-admission, the IAWH proposes the creation of the Position of Institutional-Public School Coordinator, to

operate as outlined herein and funded under Title 1.

PURPOSE OF INSTITUTIONAL-PUBLIC SCHOOL COORDINATOR

To aid students leaving the IAWH and other state juvenile institutions and returning to the public school in terms of their successful adjustment to those schools.

OBJECTIVES OF INSTITUTIONAL-PUBLIC SCHOOL COORDINATOR

1. Aid public schools in their efforts to educate children returning from IAWH and other juvenile institutions.
2. Help students leaving the institutions reacquaint themselves with public school procedures.
3. Support students returning to public schools in their initial weeks of re-adjustment.

OBJECTIVE TASKS OF INSTITUTIONAL-PUBLIC SCHOOL COORDINATOR

1. Interpret to public school personnel what experiences the student has had in the institution.
2. Interpret to public school personnel report information submitted by professional staff concerning the student (ie, Psychiatrist, Psychologist, Principal, Teachers.)
3. Help public schools develop individual school programs for the student (ie. grade placement, academic and/or vocational training, special education, etc.)
4. Aid public school officials and teachers in dealing with maladaptive behavior the student may present (ie. behavior modification programs, effective forms of discipline, etc.)
5. Develop effective public relations with the public schools, (ie. present himself as a helper for the child, not as a public school critic.)

6. Acquaint himself with those institutional children whose plan is to return to public schools, while they are still in the institution.
7. Become familiar with successful academic and behavioral programs for individual students and carry this knowledge to the public schools.
8. Attend pre-placement staffings for public school bound students to learn of total placement plan.
9. Contact public schools prior to public school placement concerning the student's return.
10. Maintain close contact with public schools and students until student is able to support himself in the new situation.
11. Maintain close contact with area social worker concerning the child's school adjustment and exchange mutually beneficial information.
12. Keep written reports on each student describing reason for contact, pupils problems and attempted solution to problems. Such reports kept on a daily basis and submitted to administrative head weekly.
13. Submit a year-end evaluation of effectiveness of program based on rate of re-admission, number of cases handled, cost of operation and recommendation for continuation, expansion, or discontinuance.

ADMINISTRATIVE RESPONSIBILITY:

Although this liaison person will be working with students from other institutions, he will be directly responsible to the Director of Education of the IAWH who in turn will have the responsibility of coordinating activities with other agencies.

AREA OF OPERATIONS:

The area of operation will be that area bounded on the north by Clinton, Jones, Linn and Benton counties, and on the west by Benton, Iowa, Mahaska, Lucas and Wayne counties. The south and east border are determined by natural and political boundaries. It is desirable for the coordinators to headquarter out of centrally located communities in order to cut down the cost of travel and overnight lodging as well as provide more time with students and schools and less time on the road.

VOUCHERS:

All claim vouchers and salary matters will be handled by the Business Manager of IAWH.

THE ELIZABETH S. TURNER SCHOOL: BRIDGING A GAP IN PUBLIC EDUCATION

During the 1966-67 school year, at least 91 Iowa seventh graders and 349 eighth graders dropped out of school. During 1967-68, at least 5,000 seventh through twelfth grade youngsters in Iowa quit school. These figures were gathered in limited surveys conducted by the Iowa Department of Public Instruction which feels that the actual number of dropouts is much higher.

These figures are distressing to those of us who feel that a child needs a basic education to live a productive life. But an unknown statistic is even more distressing to the board and staff of Iowa Children's and Family Services. This is the number of children who don't drop out of school, but who are pushed out because school authorities are not able to cope with their behavior problems. No one knows how many there are, but the guess is "Too many."

IC&FS became acutely aware of the problem when a number of schools reached the limits of forbearance with children under its care and refused to accept them in public school classrooms.

There was Bert, 12, who had been suspended from his fourth grade classroom for "belligerence, fighting, refusing to do what the teacher asked, talking back, and lack of interest in his subjects." Bert lived in a foster home, and had been out of school eight months.

There was Claude, eight-year-old first grader, shut off from school because of his physical attacks on other children; refusal to conform to class rules or to mind the teacher. He lived with his own family.

There was Gene, 10, who was called "a real hellion" in the suspension notice. Gene lived in one of the IC&FS group residences.

In each case, school authorities said, "This boy will not be allowed to return to school until he has been helped to get along in the classroom."



In public classrooms, children with special need for individual attention from the teacher often get it only when they behave badly. At the Elizabeth S. Turner School, the class is small enough that each child can have a share of the teacher's personal attention without extorting it from her by raising a rumpus. Attention that is given without being demanded helps a youngster feel he's worth bothering about, which is a vital need of disturbed children.

Children who were disturbed enough to be in the state mental hospital or in residential treatment centers received schooling. But some children who could live in the less controlled environment of a foster home or our group residences or their own homes were out, educationally speaking, because they kept the classrooms in an uproar.

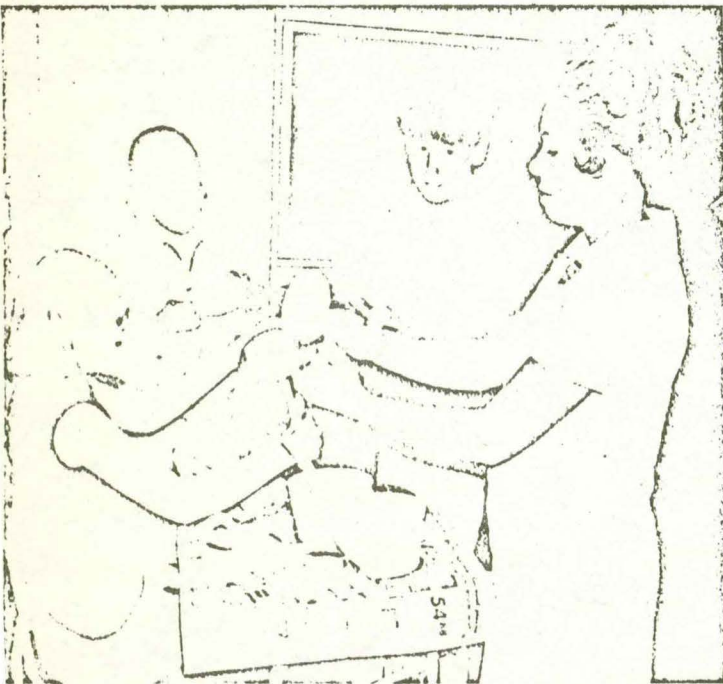
There are two questions in this situation: 1) What happens to a child's right to an education? 2) Do we let the child decide, by his behavior, that he isn't going to school anymore? The answer to the first is that the child's rights are obviously denied. Just as obviously, the answer to the second is "Yes, we let the child decide" unless we provide an alternative when the public school system says an absolute and final NO to a child's attendance.

The IC&FS board and staff decided that these youngsters' chance to learn had to be safeguarded. As a result of this decision, the staff sought and received the cooperation of the Des Moines Public School System in providing an alternative for pushed-out youngsters. IC&FS agreed to provide the school room facilities and the controls, and the school system the teacher.

In the fall of 1968, the Elizabeth S. Turner School began operation at IC&FS headquarters. Its capacity is eight to ten pupils, and children not under IC&FS care are accepted if space permits.

There have been ten youngsters in the school for varying periods of time. IC&FS provides an additional teacher when the public school teacher has to have help. The agency also provides staff time of a recreation and activity worker to take pressure off the teachers.

We have no shining success stories to report. One child was able to return to public school part time. Another will probably go back to public school full time this year. The problem was that we had no blueprint to use in planning and operating such a school. Everything had to be done by trial and error.

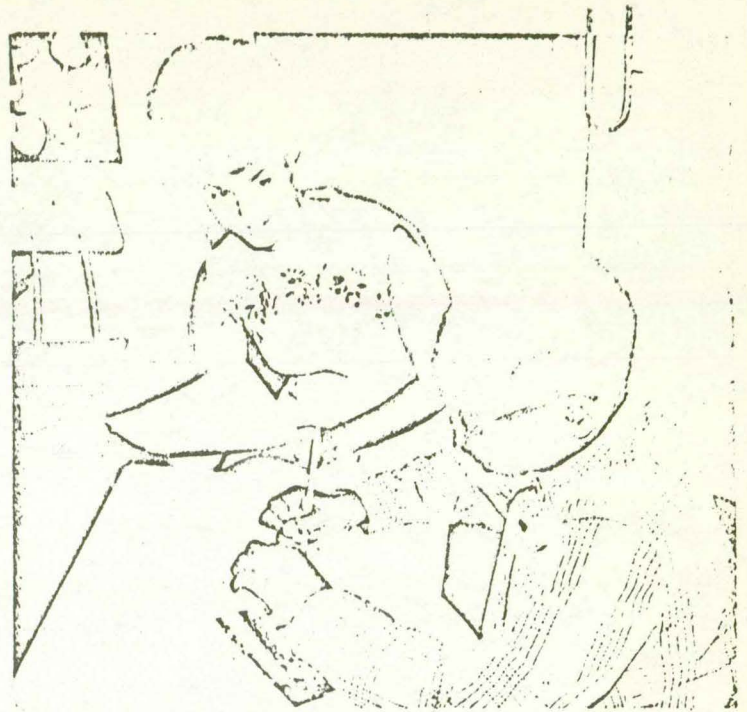


IC&FS headquarters is located in the Des Moines business district, so there are no playgrounds or other recreational areas for the use of the youngsters attending the Turner School. This means the teacher has to devise their ways to relieve the pressure involved in academic study for children whose attention span is short because of personal problems. Here the group takes a break from books by working together on a papier-mache project. Such projects provide valuable learning experiences, too, just as they do in public school arts and crafts classes.

The staff came to the conclusion that a teacher, to be able to help this kind of child, must have special training not only in teaching, but in dealing with disturbed children. An experienced teacher with special training at the Des Moines Child Guidance Center has been hired by the school system. During the summer she conducted morning classes and worked on plans for a more effective program for this school year.

IC&FS hopes that a school on the agency premises is not a long-term undertaking. Children disturbed enough to require the services of an agency such as this know they have problems, and that they are "different." It doesn't help their feelings about themselves when school officials decree that they are so different that they can't even go to school in the same building with other children.

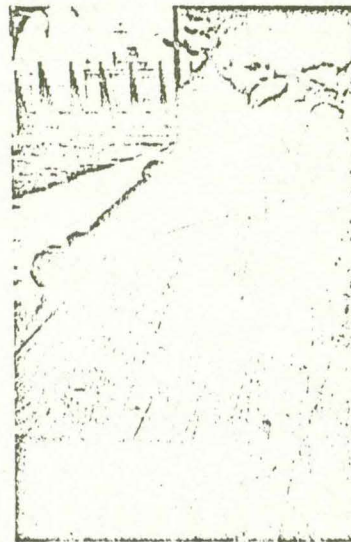
IC&FS hopes that the Elizabeth S. Turner School is merely bridging a gap in the public education structure, and that the school systems in the state will develop a program that is geared to the needs of this kind of youngster. When that day comes, this "last chance" school will close its doors, because it will no longer be needed. "Push outs" from the public schools will be a thing of the past.



When school has been an off-again on-again kind of experience for years, a youngster needs extra concentrated help with his studies. Even the small classes in the Turner School do not allow the teacher enough time to provide the extra help some youngsters need. Here a volunteer gives a Turner School pupil a hand in his struggle to catch up with other children his age on such subjects as reading and arithmetic.



Operating a school is a new experience for IC&FS. It takes a lot of conferring and cooperation with Des Moines School System personnel to try to come up with plans for procedures which will give the children a maximum amount of help. Here a Des Moines School psychologist, an IC&FS nurse, the IC&FS assistant director who acts as the Turner School principal, and the teacher pool their ideas during one of many planning sessions.



Do you belong to, or know about, an organization which is interested in programs about human needs and services in Iowa?

Iowa Children's and Family Services has a 35-minute slide presentation with soundtrack which tells about the agency's work with disturbed children and their families, with unwed parents, and with children needing adoptive homes.

If you are interested in this kind of program for a group you belong to or know about, please write Information Services Department, Iowa Children's and Family Services, 1101 Walnut, Des Moines, Iowa 50309 giving us the date, time and place of the meeting for which the program is wanted. You will be notified about arrangements. There is no fee for this program service.

BETA SIGMA PHI CHOOSES IC&FS AS SERVICE PROJECT

Iowa Chapters of Beta Sigma Phi, cultural and service sorority, have "adopted" IC&FS as their 1969-1970 Iowa State Service Project.

The organization has more than 200 chapters in Iowa, and a membership of more than 3,500. Each year the group votes to provide, on a state-wide basis, financial and moral support for a human service program. In recent years recipients have been: Congenital Heart Aid Station in Des Moines; playground equipment for the Psychopathic Hospital in Iowa City; career counseling and scholarship program for teachers of retarded

children; American Cancer Society toward the purchase of a Betatron for the University of Iowa Hospitals; and Services for the Blind, Inc.

IC&FS cited the following special needs in its letter requesting support from the Beta Sigma Phis: 1) Establishment and maintenance of a group residence for older teenagers trying to become self-supporting, independent individuals; 2) Funds for an expanded subsidized adoption program to make possible the adoption of children by families of limited income; and 3) Equipment for the Elizabeth S. Turner School at IC&FS headquarters for disturbed children denied public school attendance because of behavior problems.

Five agencies applied for the project support this year. An overwhelming majority of the Beta Sigma Phi chapters voted in favor of IC&FS, indicating again that IOWA CARES/ ABOUT IOWA'S CHILDREN.

IOWA CHILDREN'S AND FAMILY SERVICES
ELIZABETH S. TURNER SCHOOL

The Elizabeth S. Turner School is a cooperative effort by Iowa Children's and Family Services and the Des Moines Public School System to ensure the rights of children to an education. These children are those who are denied admittance to public school classrooms because of behavior problems.

The object of the school is to phase as many of the youngsters as possible back into public school classrooms. Some older youngsters have such severe social and academic deficiencies that re-entry into public schools is probably not possible. In these cases an attempt is made to provide a supportive, developmental program to help the students grow toward independent living.

WORK WITH PARENTS

If there are parents in the child's life, they are expected to work with the Turner staff. The parents are seen as a resource which needs support along with the child. The staff uses regular parent contacts, home visits, telephone contacts, office counseling, and child study conferences and meetings with the parents. Parents are invited in for social occasions, and sometimes go along on field trips. Sometimes a parent is required to be at a student's side in the classroom. The Turner staff has found that when parents feel good about themselves and the school and their youngsters, the youngsters usually make good progress.

WORK WITH CHILDREN

Academically all the children work on an individualized program at their own level, at their own pace, and in their own learning style. Most of the youngsters have had such severe long-term emotional problems that they rank three to five years behind in the basic fundamentals of reading, spelling, writing and math.

The objectives in the recreation and physical education program are to help the student learn basic body skills and brain skills for muscular coordination. Children with coordinating difficulties benefit greatly from the individualized help in basketball, baseball, volley ball, boxing, wrestling, etc. Some success

is inevitable, and this builds self-confidence in those youngsters who practically have no self-confidence.

Cooking classes are held Monday through Thursday. The students are taught to cash a check at the bank, to shop intelligently for food. They are taught nutrition, about calories, proper table service, cooking, cleaning-up chores. The purpose is to prepare students for independent thinking and living.

In the art class the youngsters are taught to understand concepts and ideas, to experiment and invent. The classwork demands that the students use their brains, their feelings, their senses, and sometimes their bodies. This aids in developing self-awareness.

All members of the staff work constantly with the children, their feelings and their behavior. All are involved in the almost constant disruptive behavior. But each child has a home-room teacher who is responsible for one-to-one counseling, a person to whom the child can look for special help when problems arise.

There are also group therapy sessions. Each student makes a contract with the therapist around some symptom of his problem, such as being a "hitter", a "mumbler", a "teaser". From there they may talk about anything they want to and interact at will, with intervention from the therapist, so that the youngsters can learn to understand themselves.

STAFF

The staff consists of one teacher supplied by the Des Moines public school system, and the following supplied by Iowa Children's and Family Services: Coordinator (principal), art and crafts teacher; teacher aide; and a part-time Drake student. Occasionally there are student volunteers.

FUNDING

Since Iowa Children's and Family Services has to charge fees in order to finance the school's operation, the Polk County Juvenile Court must authorize the use of county funds to pay the fees. An average monthly charge during the school year comes to roughly \$450 which the county is asked to pay. This charge includes the cost of administering the school program, staff salaries, equipment, rental at

the YMCA for recreational facilities, etc.

Some of the youngsters are referred by the Polk County Department of Social Services. The fees charged are approved by the County Board of Supervisors. These cases are, for the most part, low-income families who are usually on some form of public income maintenance where a worker sees a need for special service. Often the services include Iowa Children's and Family Services foster care and family counseling as well as Turner School for the child.

Turner School also has had referrals from other counties, and from Iowa juvenile institutions, the referrals usually coming through the area offices of the State Department of Social Services.

About half of the students at Turner School are referred by Iowa Children's and Family Services caseworkers. Each of these children has an Iowa Children's and Family Services parenting worker.

RECOMMENDATIONS

Turner School was established as a demonstration project -- to prove that misbehaving, problem children can be worked with effectively, given the right kind of personnel and providing the necessary casework. Enough children have returned to public school classrooms to demonstrate that this is a viable way to keep children from being denied an education.

Iowa Children's and Family Services feels that the time has come for the school system to take on responsibility for staff, equipment, and educational facilities for the kind of child referred to Turner School. Casework with the child and family could be the responsibility of other community resources which provide this kind of service. Acceptance of this responsibility for the school system is an urgent need, because referring agencies are reluctant to pay the high fees made necessary by staff time and facilities being provided by Iowa Children's and Family Services. This means that some children are being denied an education because of the economics involved.

The decision to accept responsibility would have to be made by the Des Moines School Board. Since the Iowa Children's and Family Services staff has

not been able to present this need to the Board, apparently the only way it is going to get done is through community leaders such as members of the Iowa Children's and Family Services Board of Directors. The needs of a relatively small handful of students compared with the total student body must be presented by advocates with some kind of "clout" if the effort is to be successful.

COMMENTS

The Turner School staff feels that the Des Moines public school system could utilize some of the concepts for helping such youngsters developed by Turner School during its five years of operation. For example:

1. The school system could provide more elementary and junior high classroom areas where individualized programs of academic and therapeutic approaches would be worked out for each student.

2. There would be a closely supervised, attentive staff with strength and understanding, a staff deeply committed to the idea of staying with a youngster in spite of his misbehavior.

3. There should be a home-room teacher, counselor, or caseworker assigned to each student to ride the storm with him and guide the progress of his schooling.

4. There should be frequent staffings and checkups following an intake procedure utilizing all social, medical, and psychological information.

5. There should be close work with parents and foster parents, involving them in the planning all the way.

6. There should be developed good supportive public relations and communications among the helping services such as courts, schools, agencies, clinics, etc.

7. The school system should assume the responsibility of accepting the hard-to-work-with youngsters and staying with them by plan, seeking alternatives when necessary.

Possible Iowa Children's and Family Services Contributions:

1. To provide know-how to inexperienced child care workers and teachers.

2. To reach out through public relations, social action, and staff and Board activities to make the needs of this kind of child known.

3. To provide caseworkers assigned to schools, with offices in the schools,

working directly with youngsters, teachers and counselors.

4. To prevent poor parenting, abused children, school failures, truancy and incorrigibility through assisting community efforts in early detection and treatment at child care centers, Head Start, kindergarten and early elementary grades.

September 1971

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ADD

MEMORANDUM

To: IAWH Social Workers

Re: Resource List of Facilities For Children

From: Gene Stiles

Date: Nov. 2, 1973

The attached information is a list of facilities and resources in Iowa that are available to serve children with various types of needs. This list is not all inclusive, nor does it provide specific information as to the program offered. The reader should be aware that we have Resource Files on most of the services listed here that would describe programs in greater detail.

If you are aware of other resources in Iowa that I have not included would you please let me know.

Guide for Resources for Children in Iowa

RESIDENTIAL TREATMENT FACILITIES:

A.) Beloit of Ames-Ames Iowa

A coed facility that provides large group home living situation and therapy, plus schooling for children with behavior and emotional problems. Accept chld. between 6-16 years.

B.) Orchard Place-Des Moines, Iowa

A coed facility for chld. between 7 and 16 years who are classified as moderately to severely emotionally disturbed, and have average potential intelligence. Facility has its own school. Prefer long-term cases with chld. remaining 3 to 4 years.

C.) Bremer Children's Home-Waverly, Iowa

A coed facility for chld. between the ages of 9 and 17 years. Have own education program, or chld. attend public school. Chld. are usually moderately emotionally disturbed.

D.) Hickory Knoll, Inc.-Bloomfield, Iowa

Residential treatment facility for boys between the ages of 11 and 16. Children are moderately to severely emotionally disturbed. Chld. may attend school within treatment facility, or attend public school.

E.) State Mental Health Institutes-

Independence, Cherokee, Mt. Pleasant, and Charinda

A.) Martin Luther Home-Beatrice, Neb.

Good facility for chld. between 6 and 16 years with measured IQ between 40 and 70. Provide living situation, academic schooling, and vocational training.

B.) Hope Haven-Rock Valley, Iowa

Good facility for chld. ~~between 6 and 16 yrs.~~ ^{to 18 yrs.} Clients live in group homes, or foster homes. Accept chld. who are physically handicapped, or functioning in the borderline range of intelligence, or lower. Provide academic training, or vocationally training for clients.

C.) Powell School-Red Oak, Iowa

Donot use.

D.) Systems Unlimited-Iowa City, Iowa

Provide residential care in foster, or group homes for chld. 8 yrs. and older who function in the borderline range of intelligence, or who have physical problems. Offer educational training, and vocational training.

EE.) Area Residential Care, Inc.-Dubuque, Iowa

Provide academic or vocational training for chld. 3 years of age and older who are mentally retarded, or who have physical handicaps. Servet North-east Iowa only.

F.) Comprehensive Systems, Inc.-Charles City, Iowa

Provide vocational, or educational training for chld. and adults who are of borderline intelligence, or who have physical problems. Clients live in group homes in the Charles City area.

G.) State Schools For Retarded-Glenwood and Woodward, Iowa

H.) Christian Opportunity Center-Pella, Iowa

Facility for chld. between 3 and 16 years. Children live in foster homes. Work with chld. who are multiple handicapped, or mentally retarded. Focus is on developing living or self-help skills and academic learning rather than vocational training.

I.) Exceptional Persons Group Home-Cedar Falls, Iowa

Provide group living for children who are involved in vocational training, or sheltered workshop program at Goodwill Industries in Waterloo, Iowa. Accept youths 16 years of age and older who have physical limitations, or function around the borderline range.

J.) Rehabilitation Education & Service Center-Des Moines & Oakdale, Iowa

Provide vocational evaluation and living situation for youths 16 and older who have physical, mental, or emotional problems that would make it difficult for them to complete school, or obtain a job on the labor market.

A.) Boys & Girls Home & Family Services-Sioux City, Iowa

Group care for boys and girls between the ages of 12 and 17 years. Child must be able to handle less structured living situation, and be able to attend public school.

B.) Hillcrest Services To Children & Youth-Dubuque and Cedar Rapids, Iowa

Group care for girls, under the age of 18. Girls attend public schools. Also, work with Unmarried mothers.

C.) Catholic Charities of Sioux City-Sioux City, Iowa

Group home care (Villa Maria and St. Anthonys) for boys and girls between 13 and 18 years. Child should have completed at least 8th grade.

D.) YMCA Boys Home-Johnston, Polk Co. Iowa

For boys 8 years of age and older who are more dependent than having serious behavior problems. Must be able to attend public schools.

E.) Jerry Rabiner Memorial Boys Ranch-Fort Dodge, Iowa

For boys between 10 and 18 years of age. Accept boys who are more dependent than having serious behavior problems. Boys must be able to attend public schools.

F.) Lutheran Home Finding Society-Fort Dodge, Iowa

Provide group living care for girls 13 years and older. Accept unsocialized, dependent girls. Girls must be able to attend public schools.

G.) Lutheran Social Service of Iowa-Des Moines & Iowa City

Provide group home care for boys and girls who are 13 and older. Must be able to attend public schools, or possibly work full-time. Agency also provides foster care for children as well as other social services to family and individuals.

H.) Children's Home of Cedar Rapids-Cedar Rapids, Iowa

Accept child between 8 and 16 years who have moderate behavior problems, but are able to attend public schools.

I.) Three Crosses Ranch-Strawberry Point, Iowa

Group home care in country for boys 12 and older. Must be able to handle public schools, and not have any serious behavior or emotional problems.

J.) Iowa Children's & Family Services-Des Moines, Iowa

Group homes for boys and girls who are moderately disturbed. Also has a home for black boys only. Agency has its own school if child is un

L.) Quakordale Home-New Providence, Iowa

Provide group care for boys and girls between 10 and 17 years of age. Must be able to attend public schools. Facility is geared for child. who donot have serious behavior, or emotional problems. Is located in a rural setting.

M.) Florence Crittenton Home-Sioux City, Iowa

Group Care for unmarried mothers, and also provide emergency shelter care for boys and girls from Sioux City area.

N.) The Young House-Burlington, Iowa
Muscatine Group Home-Muscatine, Iowa
Christamore House-Mt. Pleasant, Iowa

These are group homes for boys, or girls who are able to attend public schools, and who donot have serious behavior, or emotional problems.

O.) Cannon House-Dubuque, Iowa

P.) The State and several Counties in Iowa also operate Group Homes for boys and girls; e.g. Ames Group Homes; Waterloo Group Home; Lee Count Group Home in Fort Madison, Iowa; Siddharta House for Boys in Ottumwa.

FAMILY AND CHILDREN'S SERVICE

115 WEST SIXTH STREET, DAVENPORT, IOWA 52803
 MEDICAL ARTS BUILDING, MUSCATINE, IOWA 52761



KENNETH C. BOYD, ACSW, EXEC. DIR.
 LARRY L. HARRIS, ACSW, D.P.S.

PHONE (319) 323 1853 - DAVENPORT
 (319) 263-0067 - MUSCATINE

Delta

State has a copy

March 1, 1972.

Business Manager,
 Iowa Annie Wittenmyer Home,
 2800 Eastern Avenue,
 Davenport, Iowa. 52803.

Dear Sir:

Re: Foster Care Rates.

I wish to share with you that effective March 1, 1972, our agency increased foster care rates. This decision was made in conjunction with the Scott County Department of Social Services and the Scott County Board of Supervisors. We are complying with the new rate schedule approved by Scott County.

Since most of our foster homes are in and around Scott County, we feel it necessary to request all other agents that purchase services from us to honor the new increased rates. We would be unable to maintain quality services for non-Scott County children in foster care without payments comparable for Scott County children.

The new rates are:

<u>Age Group</u>	<u>Monthly Room and Board</u>	<u>Monthly Clothing Allowance</u>
1. Infant through age 4	\$90.00	\$8.00
2. Age 5 through age 11	\$108.00	\$10.50
3. Age 12 on up	\$125.00	\$13.50.

When submitting a claim for less than a full month, we will utilize the following daily rates:

1. Infant through age 4	\$3.27 per day,
2. Age 5 through age 11	\$3.95 per day,
3. Age 12 on up	\$4.62 per day.

The above figures are an average of the combined monthly care and keep and monthly clothing allowance.

Business Manager - Iowa Annie Wittenmyer Home - page 2,
March 1, 1972.

Additional authorized expenses which will be approved when receipts are presented are for:

1. Required school registration fees,
2. Supplies, equipment and insurance required for enrollment in certain classes and participation in athletics,
3. Summer school fees, if highly recommended or deemed necessary by school personnel.

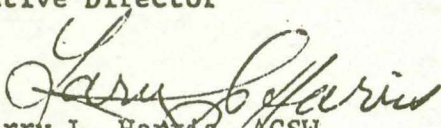
We will approve transportation reimbursement at the rate of \$.10 per mile. This is limited to foster parents who transport their foster child to Iowa City for medical care.

Our April 1 billing will reflect the increased rates. Thank you for your cooperation in this matter. Be assured of our continued cooperation and intent to deliver good services to those children placed under our supervision.

Sincerely,

Kenneth C. Boyd, ACSW
Executive Director

by


Larry L. Harris, ACSW
Director of Professional Services

LLH/mv



IOWA CHILDREN'S AND FAMILY SERVICES
1101 Walnut
Des Moines, Iowa 50309

M. Holman

1973 Rates

Foster care under five years:

Administrative	\$ 1.68
Professional Services	2.79
Room and Board	2.50
	<u>\$ 6.97</u> (per day)

Foster care five years and older:

Administrative	\$ 2.88
Professional Services	4.09
Room and Board	3.48
	<u>\$10.45</u> (per day)

Group Residence Care:

Administrative	\$ 7.69
Professional Services	12.22
Room and Board	7.95
	<u>\$27.86</u> (per day)

Casework Only:

Administrative	\$ 1.65
Professional Services	2.35
	<u>\$ 4.00</u> (per day)

Family Service:

Administrative	\$11.57
Professional	17.70
	<u>\$29.27</u> (per hour)

Elizabeth S. Turner School:

Administrative	\$ 4.93
Professional Services (School staff)	7.09
	<u>\$12.02</u> (per unit-1/2 day)

Clothing, medical care, allowances and other incidentals are extra charges and will be billed individually.

In circumstances where the per day rates are not appropriate, special fees for professional services will be negotiated by individual agreement. Statements will be sent monthly, including expenses incurred from the 21st of one month through the 20th of the following month.

September 1973
RBW:sf

INSERT NEW RATES

APPENDIX NUMBER 26

Dear Mrs. Williams:

This letter is in response to your inquiry concerning the role and maximum capacity of our agency in providing community based services to children. These services would be alternative types of care for children who previously have been admitted to institutions.

There are three ways that our agency could serve as an alternative to institutionalizing children:

1. Provide foster family homes for the children, as well as regular casework interviews with the child and foster parents;
2. Provide intensive foster family care coupled with specialized casework treatment interviews.
3. Provide foster group homeliving, plus regular or intensive casework interviews and group therapy.

The first and third type of care likely need no further clarification. However, the second alternative of specialized foster care may need illustration. Our agency has recently placed an autistic child from Woodward into a special foster care situation. Because of the difficulties in managing the child physically and the emotional drain on foster parents to care for such a child, very careful selection of foster parents for this child was done plus supplying a second foster family that will provide regular relief time for the first family so they might regain their emotional vitality. In addition, the agency worker will see the child for play therapy at the office twice each week. This worker has had special training at Menninger Clinic in play therapy. Further, another agency worker will work with the two foster families in dealing with their feelings around providing the kind of care that will most foster the growth of this autistic

child. The cost for this care is very high, ranging to as much as \$700 a month. There is reason to believe the child will respond favorably to such care and learn to live in a family setting and relate intellectually and emotionally to people. Such planning for children would be termed specialized foster care in our agency and could be used as an alternative to institutional care. The number of such plans that could be made is not predictable as it primarily depends on the special needs of each child and the availability of financial resources.

The children that can be planned for in regular foster family homes would diagnostically be the neurotic child and the child with a character disorder, an IQ of borderline or greater intelligence, with or without special learning disabilities, but who could generally be educated in a public school setting. *available* Another way of classifying these children would be to say they were found to be dependent, neglected, or delinquent or delinquent, but who could be worked with in a "non security" setting. In foster family care, the child would need dependent relationships and be able to gain satisfactions from them.

Those children who cannot tolerate dependency may better respond to group care, particularly if they are in the teenage years.

Considering the above definitions and limitations, the maximum number of children that Lutheran Social Service could plan for within the years 1974-1975, in addition to the children we presently serve, is:

1. Des Moines Office - 1 group home for 6 children (boys and girls)
10-15 children in foster family care
2. Iowa City Office - 1 group home for 6 girls
3. Waterloo Office - 1 group home for 6 children (boys or girls)
6-8 children in foster family care
4. Mason City Office - 1 group home for 6 children (boys or girls)
6-8 children in foster family care
5. Sioux City Office - 0 group homes *Family Service working on it*
6-10 children in foster family care

In summary, our maximum effort would allow foster family home living for 41 children and group home care for an additional 24 children.

To make this maximum effort there would need to be assurance from the State Department of Social Service that the above resources, when established, would be used and that the need would continue for 5 or more years. Further, the cost of acquiring the furniture and supplies to set up the home and the costs of renovating the group homes to meet state and local codes would be reimbursed by the state within a year of the time the expenses were incurred.

Group Care

The estimated cost of setting up each of the 4 group homes would be \$6,000 or a total of \$24,000.

The estimated monthly cost of service to each child in group care would be \$487.00 (\$16.00/day).

The estimated monthly cost for physical care to each child in group care would be \$274.00 (\$9.00/day) plus clothing, medical, dental and incidental expenses.

16.00
 $\frac{9}{25} + \text{clothing med dental incidental (School)}$

Foster Family Care

The estimated monthly cost of service to each child in foster care would be \$148.00.

The estimated monthly cost for physical care to each child in foster family care would be \$125.00 plus clothing, medical, dental and incidental expenses.

Summary

The cost for setting up 4 group homes : \$24,000

The monthly cost for service and physical care for 24 children in group care would be (exclusive of clothes, medical and dental expenses): \$18,264.00/mo.

The monthly cost for service and physical care for 41 children in foster family care (exclusive of clothes, medical, dental and incidental expenses) would be:

\$11,193/mo.

I hope this information will be of help as you look at ways of providing community based services as an alternative to institutional care for children.

Our agency would be interested in talking about providing some service to institutionalized adults should this be considered in the future.

Sincerely,

Leonard C. Larsen, ACSW
Director of Professional Services

APPENDIX NUMBER 27

Dear Mrs. Williams:

This letter is in response to your inquiry concerning the role and maximum capacity of our agency in providing community based services to children. These services would be alternative types of care for children who previously have been admitted to institutions.

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Sincerely,

Leonard C. Larsen, ACSW
Director of Professional Services

THE YOUNG HOUSE
Burlington, Iowa

Writer: Thomas Wilson

Date: June 14, 1973

Larry Jackson, Director of Education, Iowa Annie Wittenmyer Home, and ~~myself~~^I met with Brother Bob Reinke for a couple of hours on June 14 discussing the concept of group homes and the Young House in particular. We found Brother Bob to be extremely knowledgeable in the area of group home development and planning, and willing to share his knowledge and experience with us. An attempt will be made here to organize and structure the information we received.

Brother Bob indicated that there are two necessary criteria in a successfully functioning group home: (a) adequate and trained staff; and (b) community acceptance. Most group homes fail if these two criteria are not present. Brother Bob has three considerations in determining an adequate and trained staff. The first is that the staff must be "together people". (The reader can use his own definition of "together people".) The second consideration is the staff person's experience in working with children or adolescents in a group setting. He prefers locating individuals who have worked in a children's institution. Finally, the consideration of educational background is important. Ellsworth Junior College in Iowa Falls has a program in which a person can graduate with a child care degree. There is also a school in Ohio with a child care program. The University of Pittsburgh offers a masters degree in child care. Most of Brother Bob's staff came with him from the institution in Ohio where he was employed as an administrator.

The second important criteria for a successful group home is community acceptance. A community's initial response usually includes a fear that they or their children will be in physical danger, that items will be stolen in the neighborhood or gangs of kids will be roaming the streets. A second concern of citizens is that the value of their property will decrease. Junk cars, motorcycles, etc., will clutter up the neighborhood. A common response by community members is that "these kids should be taken to the country". Brother Bob suggests that in talking with the citizens the words delinquent or detention care should never be used. It is best to talk in terms of a group home for foster care children. Brother Bob attended a tea in which members of the immediate neighborhood were present. He met some very hostile people who were against a group home in their neighborhood but generally the tea proved to be a successful approach to gain support from the community. At this meeting, Brother Bob gave some guarantees to the neighborhood people, such as there would always be a staff member in the house, etc., and he asked for a one-year trial period.

Brother Bob has some definite ideas in terms of laying the ground work for the development of a group home. The first step is to define the needs of the children in the community. It is important to determine the number of children who are in need of living arrangements outside their own homes, the number of facilities available to care for these children, and to assess the services now being offered to the children in the community. Then go to the various social service agencies, and the judges, and the Board of Supervisors, with the

purpose of obtaining a letter stating that there is a need at present in the community. In addition, if these people and agencies indicated that a need did exist, ask them to name (first name only) those who could use the services immediately. This assures that a verbalization of the need is more than just talk but includes a specific and concrete need. People are susceptible to going along with an idea just because it is new and different.

The next step in laying the ground work involves creating a board. Brother Bob suggests that agency people be kept off the board because of the strong possibility of infighting occurring among agencies. This would detract from the goals of the board. Also, the board should not be a token board but rather an active and competent one. Board members should have a great deal of input not only in terms of planning but also in terms of tasks. The board that Brother Bob created consisted of individuals living within a two-block radius of the group home. It so happened that these people also were influential in the larger community. There are three members on the board but there are plans to increase it to five. Three members is felt not to be large enough. However, the board in Mt. Pleasant has 22 members and that is felt to be entirely too large.

The purchasing of a house for the group home is extremely important. It is helpful to have a large lot or a corner lot so as to keep some distance from next door neighbors. It is important to check out the zoning laws so neighbors cannot use that as a method of forcing the home to move. Also it is helpful to invite the fire and health departments to the house for inspection. These people are easier on regulations when they are invited as opposed to them coming uninvited. Brother Bob indicated that the floor plan is important but gave no specifics. After a home has been acquired, the first task should be to improve the outside appearance of the home. This will ease some of the concerns of the neighbors and perhaps change their attitude toward the group home.

The present per diem charge is \$17.00. Fifty-one percent of this goes for salaries and 49% for general maintenance. Brother Bob indicated that they have received large donations. Without this additional income the cost per diem would increase to \$20.00.

The staff consists of three full-time staff members which means 24 hours a day, five days a week. There are also two part-time staff members who work 30 hours a week. The staff is all male at Young House with the exception of the cook. This is purposeful as Brother Bob believes that boys need male figures to relate to because of their experience in female dominated homes.

Any questions that the reader has regarding programming, objectives, or admission policies to the Young House, can be answered in their statement of purpose.

In conclusion, I would like to state that my reactions to the Young House and to Brother Bob are very positive. The community involvement is impressive to say the least as are the qualifications and abilities of the staff members. I am hopeful that Brother Bob and his staff can be used as consultants and resource people as we attempt to develop a group home in Davenport.

jb

27

APPENDIX NUMBER 29
GROUP HOME PROPOSAL

Date: October 15, 1973

Writer: Thomas A. Wilson, Social Worker

I. Introduction

A. Purpose of proposal

1. Provide description of staff, program, and budget necessary to provide care for children going to a group home for treatment rather than an institution such as IAWH.
2. Overview of personnel:
 - a. Eight residents - ages 13-17 - must attend public school.
 - b. Eight professional child care workers.
 - c. One cook.
 - d. One Social Worker III (M.S.W.)
 - e. Professional services, such as psychiatric and psychological evaluations would be purchased from private practitioners.

B. Advantages of Group Home Placement over Institutional Placement

1. Treat children in a community setting rather than artificial setting.
2. Not necessary to remove children long distances from their home.
3. Children can be treated in small groups rather than large groups.
4. The social stigma of going to an institution is not present.

C. Disadvantages of Group Home Placement over Institutional Placement

1. May be unable to provide external structure necessary to deal with some individual children.
2. Community may not be willing to tolerate behavior patterns of the children and, therefore, undermine the group home program.
3. Schools may be unable or unwilling to provide the special education program necessary.
4. Group home may not have available the resources that an institution may have:
 - a. Organized recreational program.
 - b. Immediate medical services.
 - c. Full time psychological consultant.
 - d. Wide variety of jobs.

D. Financial Considerations in Group Home Development

Cost of care for institution and specialized group home appear to be comparable.

II. Goals and Barriers

A. Goals

1. Primary goal is for resident to return to a living situation either in a family setting or independent living situation.
2. Provide an opportunity for intimacy if desired by the resident.

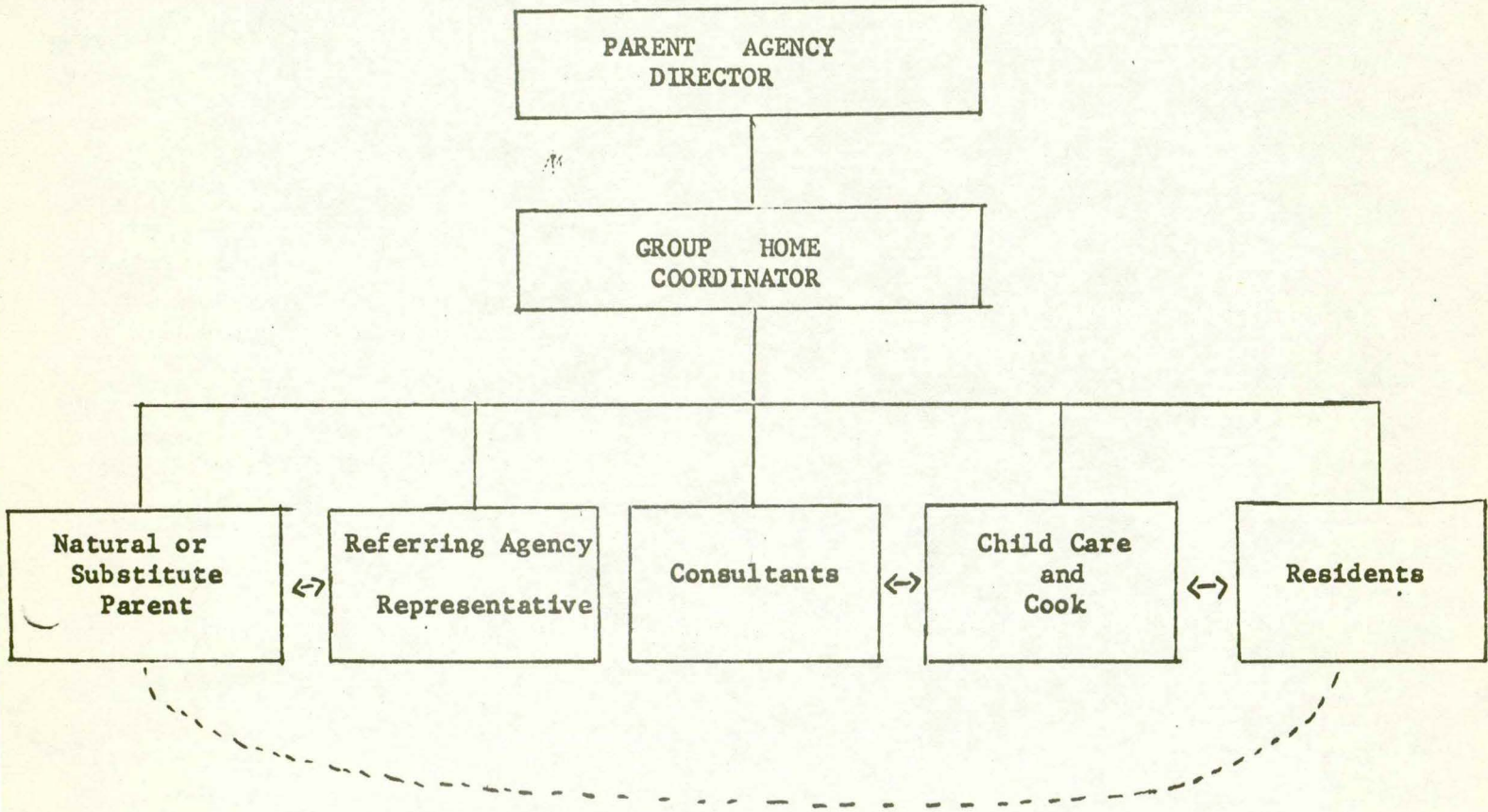
B. Barriers

1. Improve lack of social skills which have impeded successful interaction with peers and adults. Specifically:
 - a. Reduce physical striking out.
 - b. Reduce inappropriate verbal behavior.
 - c. Encourage acceptance of limits.
 - d. Teach and encourage all appropriate human interaction.
2. Improve personal hygiene, grooming, and eating habits.
3. Improve inadequate physical skills.
 - a. Fine and gross motor coordination.
 - b. Develop skill in games appropriate for age group.
 - c. Involvement in arts and crafts.
4. Improve lack of prevocational skills.
 - a. Household tasks
 - b. Yardwork, etc.
5. Overcome negative academic experiences.

III. Population to be Served

- A. Boys - ages 13-17 - must attend school, not be seen as candidates for foster care.
- B. Not able to serve boys who:
 1. Need a closed setting with intensive supervision.
 2. Have a well-established delinquency pattern who need to be protected from themselves and others.
 3. Is psychotic or near-psychotic.
 4. Is mentally retarded to the degree that he can be better served in a facility for the mentally retarded.

IV. Table of Organization



V. Group Home Personnel

A. Parent agency director

- 1. Overall administrative responsibility for group home.
- 2. Supervise group home coordinator.

B. Group home coordinator.

- 1. Responsibilities and duties:
 - a. Supervisory responsibilities for child care staff and cook.
 - b. Develop and carry out treatment program for each resident in conjunction with child care staff.

- c. Participation in selection of group home residents.
 - d. Responsible for all financial aspects of group home.
 - e. Be involved in placement planning for all children.
 - f. Arrange all aspects of home visits in coordination with field social worker, if appropriate.
 - g. Maintain close working relationship with school system and any other community system involved with the children.
 - h. Communicate with field social worker regarding program of the resident.
 - i. Maintain case records.
 - j. Record and schedule staff vacation and provide substitute personnel for sickness.
 - k. Make sure facilities are maintained in good condition.
 - l. Be a resource person to the child care workers in terms of community resources.
 - m. Be available for counseling if desired by the resident.
 - n. Assure medical and clothing needs of each resident are met.
 - o. Responsibility for medication given to a particular child.
 - p. Implement in-service training program.
2. Qualifications and training.
- a. M.S.W. or equivalent experience.
 - b. Experience in dealing with children on a group basis (prefer institutional experience).
 - c. General administrative knowledge.
 - d. Mature and stable.
 - e. Enjoy being with children.

C. Child Care worker

1. Responsibilities and Duties
 - a. Cultivate a meaningful relationship with each resident.
 - b. Provide a positive adult model.
 - c. Maintain a teamwork relationship with staff.
 - d. Adequately and consistently carry out treatment program for each child.
 - e. Participate in weekly supervisory and group conferences.
 - f. Keep adequate records of money.
 - g. See that each resident is adequately clothed and fed.
 - h. Supervise household and maintain up-keep according to licensing requirements.
 - i. Have constant knowledge of residents' whereabouts.
 - j. Keep daily written logs on each resident.
 - k. Handle rule infractions when they occur.
 - l. Hand out weekly allowances.
 - m. Dispense medication if necessary.
 - n. Provide transportation when necessary.
 - o. Participate in in-service training.
 - p. Do laundry tasks for each resident.
 - q. Participate in selection of group home candidates.

2. Qualifications and training
 - a. Experience in dealing with children on a group basis (preferably institutional experience).
 - b. Mature and stable personality.
 - c. High tolerance level for acting out behavior.
 - d. Not need reciprocal love and caring from the residents.
 - e. Have a positive attitude that human behavior can be changed.
 - f. Have some self-awareness.
 - g. Have ability to work as part of a team.
 - h. Care about children.

D. Group home cook

1. Responsibilities and duties
 - a. Preparation of meals.
 - b. Purchasing groceries and supplies.
2. Qualifications and training
 - a. Experiences in preparing food for ten or more people.
 - b. Emotionally stable and mature.
 - c. Care about children.
 - d. Knowledge of nutritional balancing of meals.
 - e. Ability to function as a team worker.

E. Field social worker

1. Responsibilities and duties
 - a. Retain ultimate responsibility in long-range planning with the resident.
 - b. Maintain contact with group home coordinator regarding progress of the resident.
 - c. Maintain contact with the family of the resident.
 - d. Maintain relationship with the group home resident.

VI. Group Home treatment program.

A. Cottage program

1. Focus is on providing a structured and intensive milieu program utilizing behavior modification in conjunction with life-space counseling.
2. Behavior modification procedures:
 - a. Observe behaviors and identify significant or important maladaptive behaviors.
 - b. Establish baseline count on related behaviors. It is important not to select more behaviors than can be dealt with at one time.
 - c. Implement a behavioral contract and a token economy; this implies group discussion or intervention procedures to be used.
 - d. Continue observing and charting behaviors.
 - e. Analyze results of intervention periodically and make necessary changes.

3. Teaching emotional competence

a.: Goals

- (1) ability to deal with anger.
- (2) ability to deal with solitude.
- (3) ability to deal with togetherness.
- (4) Ability to deal with fear.
- (5) ability to deal with frustration.
- (6) ability to deal with joy.
- (7) ability to deal with loss.
- (8) ability to deal with sadness and sorrow.

b. Methods of teaching

- (1) providing insight through explanations and conversation.
- (2) imitation learning - staff function as role models (identification; mimicry).
- (3) reward and punishment - enforcing natural and contrived consequences for behaviors displayed.
- (4) routinizing behaviors into behavior patterns. Put children through a sequence of activities.

4. Life-space counseling

a. Goals and tasks*

- (1) clinical exploitation of life events.
 - (a) reality rub-in.
 - (b) symptom estrangement.
 - (c) massaging numb value areas.
 - (d) new tool salesmanship.
 - (e) manipulation of the boundaries of the self.
- (2) Emotional first-aid on the spot.
 - (a) drain off of frustration acidity.
 - (b) support for the management of panic, fury and guilt.
 - (c) communication maintenance in moments of relationship decay.
 - (d) umpire services - in decision crises as well as in loader interactions.

5. Activities

a. Objectives

- (1) promote and develop group interaction.
- (2) develop and strengthen self-image.
- (3) provide socially acceptable means of eliminating tension.
- (4) promote and develop acceptance of others.
- (5) develop personal and group moral.
- (6) promote respect for others and their interests.
- (7) provide opportunity to learn social skills in areas of dance, parties and other racial functions.

*See When We Deal with Children, Fritz Redl

- (8) serve as part of the treatment program through records, behavior modification and counseling.

B. Academic program

1. There are basically two parts or segments in running a classroom in any situation. These include management and instruction and the argument over which comes first is akin to the chicken and the egg number. Very specialized programs in both of these areas are necessary for children who have the academic problems that are common at IAWH.

2. Instruction

- a. Teachers of these children should spend a good deal of time evaluating past performances and experiences of these children in every classroom situation. For instructional purposes, this includes especially investigating the results of past informal tests in math and reading and should ideally include informal examinations of their own. In addition, they should refer to actual classwork that individual students have done in the past.
- b. When step 1 has been completed, program implementation can take place and subsequent evaluations should be on a short term basis. A weekly schedule of examining progress should be maintained to ensure that present techniques are effective.
- c. Each time step 2 is completed and changes are suggested by this evaluation, intervention techniques can take place. To realize success in dealing with the children, the class size of six or less is a necessity. Specifically, the materials should be at a level that is commensurate with the child's abilities. Because these children are four or more years educationally retarded, high interest/low vocabulary materials are important for motivational purposes. Teaching machines or programmed instruction should also be used to facilitate motivation and to periodically remove the child from teacher interaction and to ensure that he will work independently for at least a short period of time.

C. Management

- a. The management program in the public schools will have to, in large part, entail a different philosophy in dealing with these children. Due to this and the necessity of specific procedures in dealing with these children, a good deal of in-service will be needed to facilitate an understanding of the aberrant behaviors presented by these children.
- b. Operant conditioning must be understood in all of its ramifications.

- c. The rational management of children as forwarded by Paul Hauck is basic to acquiring an ability to deal with these children consistently and fairly on a day-to-day basis.
- d. The four goals of misbehavior as forwarded by Rudolph Driekurs provide a framework of dealing with specific behavior problems. These children will lean on the disability misbehavior and specific action must be taken that is geared to the specific disability. If this is not done, the teacher will, in all probability, be acting in a counterproductive manner. Special devices for management control in addition to what has been mentioned are essential for establishing credibility in both the management and instruction programs of the classroom. These special devices deal particularly with the physical set up of the classroom setting and supportive services. Classrooms will need booths or carrels, a non-stimulus room, the complete cooperation of ancillary personnel in the school, including administrators, counselors, the psychologist, and teachers.
- e. To make a program of this type really effective, the classroom teacher or one of the ancillary personnel will have to be a specialist in the specific areas of the management portion of running an effective classroom for these children. It is important also to note that the in-service mentioned before must be an on-going process for, unfortunately, these children's misbehaviors do not stabilize under normal conditions.

BUDGET

Professional and Administrative

Child Care Staff (8)	\$6,576.00	\$52,608.00	
Social Work Staff (1)		10,000.00	
Consultants		<u>?</u>	
			\$62,608.00

Maintenance

Home Making Staff (1 cook)		\$ 5,500.00	
Food (12 people)		7,032.48	
Telephone		300.00	
Rent		4,800.00	
Utilities		1,800.00	
Maintenance (general repairs)		600.00	
Transportation		420.00	
Allowances		840.00	
Recreation		700.00	
Pest Control		300.00	
Personal needs (inc. clothing)		1,250.00	
Petty cash		600.00	
Capital expenditure replacement funds		900.00	
School		<u>9,943.33</u>	
			<u>\$34,985.81</u>
			\$97,593.81

Per diem rate - \$33.42

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