1976

Increasing the movement of care home residents to independent living

Anna L. Kusick
University of the Pacific

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INCREASING THE MOVEMENT OF CARE
HOME RESIDENTS TO INDEPENDENT LIVING

A Thesis
Presented to
the Graduate Faculty of the
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Anna L. Kusick

May 1976
This thesis, written and submitted by

_______________________________
Anna L. Kusick

is approved for recommendation to the Committee on Graduate Studies, University of the Pacific.

Department Chairman or Dean:

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Chairman

Thesis Committee:

_______________________________
Chairman

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Dated September 30, 1975
ACKNOWLEDGEMENTS

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And finally, a special thanks to West Irvin who shared an office with me and let me hide under his desk when the going got rough.
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INTRODUCTION

The current emphasis on community treatment of the mentally ill is leading to the release from hospitals of many of the previously long-term chronic patients and to the short-term treatment and release of acute patients. Especially in the case of chronic patients, these individuals are often ill-prepared for release. Their long-term hospitalization often has included no training in social and independent living skills and has resulted in a breakdown of ties with friends and relatives. At release, such patients have no one to assist them in their transition to the community, and they are unequipped for moving to an independent setting (Chien & Cole, 1973). This leads to placement by social agencies in residential care facilities such as Board and Care homes.

Residential care facilities were originally conceived of as temporary, transitional facilities which would allow the ex-patient to become accustomed to living in the community and then eventually to continue on to independent living (Aviram & Segal, 1973). But in practice these homes often operate much like institutions (Lamb & Goertzel, 1971). The residents have little responsibility for their own care and are sheltered from living problems. For these residents,
community treatment of the mentally ill has only meant a change in the location of their continuing long-term hospitalization.

Several factors that were not anticipated by the creators of the community care system contribute to this situation. One set of such factors involves the operators and managers of residential care homes. First, since these homes are located in the community, operators of the homes prefer to have residents who they know will not cause problems with the neighbors and possibly lead to the closing of the home. This is most easily achieved by keeping residents passive and inactive, with little interest in going out into the local neighborhood or larger community. Second, home managers reduce their own workload and stabilize their own environments by caring directly for such basic needs of the residents as food, clothing, and bedding. The advantages of such an approach over guiding and supervising the individual efforts of residents to care for themselves are immediately apparent. Third, most, if not all, homes are operated for the financial return they give to the operators. Making a determined effort to help a resident move on to independent living involves a risk of not having a replacement, and thus a reduction in income from the home.

Another set of factors involve the social agencies which make the placements in the homes. They are charged primarily with keeping the residents from returning to the hospital, and the moving of a resident to independent living
can increase the risk of re-hospitalization. As a result such agencies are often very cautious about encouraging residents to move out of care homes. Also, caseloads in these agencies are often heavy, making it difficult to give the attention to individual residents that would be necessary to move them on to independent living.

These factors operate to actually encourage residents not to move out of care homes, even in the case of individuals who are capable of functioning adequately on their own. In the face of this, the idea to move out, and the motivation to do it, must come from the resident himself. However, the chronically hospitalized person has been characterized as passive and dependent (Goffman, 1973; Goldman, Bohr, & Steinberg, 1970; Hersen, 1973; and Paul, 1969). Therefore, steps need to be taken to develop the motivation to make the further transition to independent living and to withstand the pressures to remain in the care homes.

Several factors have been studied and manipulated in attempting to affect the transition from institutions to the community. Gordon and Groth (1961), using a questionnaire, found that "goers" from a mental institution had a much more pleasant concept of life outside of the hospital than "stayers". Therefore, they recommended that the main emphasis in motivating patients to leave the hospital should be on helping them to develop a more favorable view of the outside community. McArthur (1972) found that just prior to their release, many prisoners have no plans for their
future after they are released and have doubts about their ability to make it in the outer world. It is possible that the making of future plans would decrease apathy and self doubts and this in turn would lead to an improved attitude towards life in the outer community. Agigian (1973) has developed a pre-graduation class in a day treatment program for ex-mental patients in which clients form a cohesive group to discuss and formulate plans for the future. The result has been reports from the clients of an improved outlook on their future and an interest in accomplishing things. Schaefer and Martin (1966) and Atthowe and Krasner (1968) have shown that a program which leads to a decrease in apathy will increase the discharge rate of patients from a mental hospital.

Transitional facilities and programs have also been used to assist people in the move from institutions to the community. Chien and Cole (1973) arranged for people who had apartments in their homes to rent them to recently released hospital patients and to supervise the ex-patient in the daily self-care chores. Their supervision was gradually faded out until the ex-patients were caring for themselves. A team also visited the clients once a week to discuss problems and provide support. Lent (1970) proposed that supervision is the most important factor in making the transition to the community because it allows for the continuation of reinforcement. Fairweather (1969) demonstrated the feasibility of transitional facilities and programs by taking
volunteers and establishing a lodge for ex-mental patients. A number of the residents of this lodge later successfully moved into a home and took over the management of the home, payment of the rent, and management of a janitorial business that had been begun in the lodge. Paul (1969) recommended the release of chronic mental patients in groups of two or three as a "family" to provide significant others for one another and aid in the transition to the community. The Achievement Place program for juvenile offenders attempts to facilitate the transition of the boys back to their homes by encouraging visits to the homes for increasingly longer periods of time (Phillips, 1968). The Fountain House program in New York has rented apartments into which their clients can move and eventually take over as their own (Nessel, 1970).

The procedures of exposure-sampling (Ayllon & Azrin, 1968) have been used in several situations to increase utilization of reinforcing activities. These procedures involve arranging exposure to and sampling of all stimuli considered reinforcing and normally in existence during engagement in an activity. Ayllon and Azrin (1968) used reinforcement sampling to increase participation in such activities as taking walks, attending music sessions, and attending movies. O'Brien, Azrin and Henson (1969) used these procedures to increase suggestion giving. The reinforcers in this situation was the putting into effect of all feasible suggestions.

Other studies on exposure-sampling procedures have dealt directly with the transition of patients out of mental
institutions. Ayllon & Azrin (1968) arranged for a patient to be taken to a care home to sample the reinforcers for living in the home. This procedure led to the patient's seeking of a discharge from the hospital to the home. O'Brien and Azrin (1973) used these methods to increase the requesting of relatives for the release of patients to their homes. Visits were required when possible between patients and their families. The patients were transported to the home of relatives and attempts were made to change patients' behavior so visits would be reinforcing to the relatives. The procedures in this case were aimed at the relatives' exposure to and sampling of reinforcers for having the patients helping and being in the home. Weismann (1966) found that taking patients on camping trips led to 41 of the 90 participants seeking a discharge from their respective mental institutions. Weismann suggested that the increased freedom in the camping situation and the more relaxed interactions with the staff were the cause of the subsequent seeking of a discharge by the participants. More likely, this was an exposure-sampling situation.

The present study utilized a model apartment as a transitional facility in conjunction with exposure-sampling to increase the movement of care home residents to independent living. A model apartment is one set up with all items necessary for every day living, including dishes, pots and pans, bedding, cleaning articles, etc., which serves as an example of what the client might live in were he to move to his own
apartment. Little or no work has been done on the use of a model apartment as a transitional facility. Though the Fountain House program has apartments for their clients, they do not have a program to allow the clients to spend a finite amount of time in an apartment to adjust to independent living before making the full commitment of renting their own apartments. Exposure to and sampling of reinforcers was investigated as a means to maintain the return of clients to spend increasingly longer periods of time in the model apartment and to investigate whether the exposure to and sampling of reinforcers for living in an apartment would facilitate the clients' movement out of the care homes and seeking of their own apartments.

The complete treatment package examined also included training in planning for the future, the formation of client pairs, visitation of the clients while in the apartment, assistance in finding an apartment, and verbal reinforcement for apartment seeking behaviors. In cases where exposure to and sampling of reinforcers did not accomplish utilization of the apartment, shaping procedures were used as a back-up procedure to attempt to insure exposure to and sampling of the reinforcers for independent living. The present study investigated the effects of the treatment package on attitudes toward independent living, on the utilization of the model apartment, and on the client's behavior of looking for their own apartments.
METHOD

Clients

Clients for this program were obtained through referrals from the Community Services Section of the State Department of Health (CSS). CSS social workers were requested to locate and refer those clients on their caseloads between the ages of 18 and 55 currently residing in local care homes but capable of living and functioning in their own apartments. An additional criterion was the social worker's judgment that the gradual exposure to the model apartment would either be beneficial for the client's transition to independent living or would increase the probability of this transition occurring. Twelve referrals were obtained. The age limits chosen decreased the possibility of the clients requiring supervision for behavioral or medical problems.

Previous research (Fairweather, 1969 and Paul, 1969) has shown the importance of forming pairs or groups of ex-mental patients to aid in their transition to the community. From the pool of clients developed from the referrals, therefore, the author developed two pairs of clients. In addition, it was hoped that, if the members of each pair were compatible, they might eventually rent an apartment together. This outcome would maintain the support and companionship established in the model
apartment experience and also make finances more manageable. Due to the rather lengthy period of time required for each pair to complete the program, it was necessary to choose only two pairs of clients. To make the pairs as compatible as possible, they were formed on the basis of same sex, approximate same age, and approximate same level of functioning (as reported by CSS). If one of the members of the pair did not agree to participate, another client from the referral pool was selected who was as similar as possible on the basis of the above mentioned characteristics. This was continued until two pairs of clients had been obtained. It was not possible to match any of the men referred on the above mentioned characteristics. Therefore, both pairs of clients were comprised of women.

**Design**

A multiple baseline design was utilized with baseline data gathered on the second pair while the first pair of clients progressed through the program. Though the clients progressed through the program in pairs, all data was considered on an individual basis.

**Experimental Control**

The variables that needed to be controlled included social worker influence, home operator influence, and boredom and/or loneliness of the clients in the apartment. An attempt was made to control for the first two variables by
involving the social workers and home operators as much as possible in the program. Since the social workers made the decision as to the readiness of the clients to move on to independent living, they were committed to this action. In addition, they were asked to help in the selection of future plans and to intervene and reassure any home operators who appeared to be disrupting the program. The program was also explained to the home operators and their assistance sought in the selection of appropriate future plans for their residents. They were also assured that CSS would be made aware of the vacancy in their home if a client moved out.

While the clients were staying at the apartment they were visited regularly by the author. The time with the clients was spent in helping them with any apartment maintenance problems, finding entertainment, attempting to insure that they were eating properly and taking their medications, and providing moral support.

**Exposure to the model apartment.** The clients stayed in the model apartment for increasingly longer periods of time according to a pre-determined schedule. Since exposure to and sampling of reinforcers was being used to maintain the clients returning according to the schedule, the initial visits to the apartment were planned to allow maximum exposure to and sampling of the reinforcers. Evening and overnight hours were chosen as most likely to give the greatest exposure
to the reinforcers. The schedule for staying at the
apartment was developed partially on this basis. It was
also designed to allow the clients to slowly adjust to
independent living and for the author to deal with as many
self-care and home maintenance skill weaknesses as possible.
Those aspects of staying at the apartment that were con­
sidered to be reinforcing include:

I. Increased freedom
   a. Clients could come and go as they
desired
   b. Increased availability in some cases
      of recreational facilities
   c. Having friends over when desired
   d. Going to bed and getting up when
      desired
   e. Choosing and preparing own food
   f. Watching choice of tv programs

II. Increased privacy
   a. Sharing apartment with maybe one
      other person as opposed to living
      with many people
   b. Decreased supervision of activities
   c. Decreased fear of others stealing
      possessions

III. Having something of own
   a. Arranging furniture and possessions
      as desired
   b. Cleaning and maintaining apartment
      as their own place rather than
      someone else's

This list is primarily based on aspects of staying at the
model apartment that clients in a pilot study had listed
as being enjoyable.

Shaping. If at any point in the schedule the clients
were no longer interested in returning to the apartment, it
was assumed that they had not spent the time necessary to
gain sufficient exposure to and sampling of the reinforcers. Tangible reinforcement was, therefore, offered contingently for staying at the apartment at each progressive step in the schedule. Since it was being assumed here that reinforcement was the key variable, the schedule was not changed to make the steps smaller. The purpose of the shaping procedure was to gain the exposure and sampling of reinforcers. However, if the previously listed items were not reinforcing to the clients, neither the exposure-sampling or the shaping procedures were expected to have an effect on the clients' seeking of their own apartments.

Procedures

The procedures were conducted within the framework of the Independent Group Living Project of the University of the Pacific. For the initial contact with the potential client and the home operator, the assigned social worker accompanied the author to signify support for the program and introduce the author to the prospective client. The program was first explained to the home operator and cooperation and suggestions for feasible future plans for the prospective client solicited. The program was then explained to the potential client and her cooperation solicited. The explanation of the program included the following elements:

1. The rental and setting up of the model apartment by the Independent Group Living Project.

2. That it was possible for the client to stay at the apartment according to the schedule to see if she would enjoy living in her own apartment.
3. That if the client decided to stay at the apartment, she would be visited regularly to help with any problems and do things like play cards, go to movies, go shopping, talk and such.

4. That the client would meet another person of the same sex who would stay at the apartment at the same time as they did so they would not be alone.

5. That clients would be free to do pretty much whatever they wanted, including bringing any possessions they wanted, arranging the furniture any way they wanted, watching whatever tv programs they wanted, preparing just about any food they wanted, having friends over, etc.

6. That the only rules were no loud parties, no illegal drugs, and no destruction of property.

7. That clients would be encouraged to look for their own apartments and would be given assistance in and verbal praise for looking at advertisements for apartments for rent, for calling about apartments for rent, and for going to look at available apartments. A program entitled Finding and Keeping an Apartment (Polly & Gipson, 1974) was also made available to the clients (See Appendix I).

8. That the client did not have to move out of her care home at any time unless desired.

9. That we would also discuss any plans for the future they might have and try to find ways to achieve them.

After four clients who were willing to participate were found, an appointment was made with each of them. For those two beginning the program first, this appointment was held with both clients together and at the Independent Group Living Project office. The client was given a ride to this meeting to acquaint her with the location of the office, but an attempt was made to start her riding the local
municipal bus. Information was given on appropriate bus lines and times and passes were provided. At this meeting at the office, intake information was obtained on the client's educational background and previous independent living experiences. A questionnaire on Attitude Towards Independent Living (See Appendix II) was also administered at this time. For the second pair of clients, this first meeting was conducted with each individual client in the respective care home. At this time, the author administered the above mentioned questionnaire and set up a weekly appointment for collecting the baseline data.

Schedule for the Program

After the initial intake interview, it took six weeks for each pair of clients to progress through the program.

Week one. Week one was spent on the Future Plan Program (See Appendix III). The clients met with the author for three sessions of about an hour each to work on the program. Beyond these three sessions, however, the author continued to encourage the clients to work on the steps necessary to achieve their plans. The pair of clients were also engaged in a couple of activities of their choice during this week to further get them acquainted with each other.

Week two. During the second week, the clients began spending time in the apartment. On Monday of this week, the clients spent the evening between approximately 3 and
9 p.m. at the apartment and had their dinner there. Tuesday was a repetition of Monday. Thursday of this week, the clients spent the night at the apartment from approximately 3 p.m. on Thursday to 2 p.m. on Friday. During this week, the clients were visited for a minimum of 2 hours per day at the apartment and transportation was provided after the evening hours.

**Week three.** During the third week, the clients spent two consecutive nights at the apartment and had their meals there. Money was provided for food while the clients were at the apartment, and assistance given in determining shopping needs. During these two nights the clients were again visited by the author for a minimum of 2 hours per day.

**Week four.** On the fourth week, the clients spent from Monday afternoon through Friday afternoon at the apartment and had their meals there. During this week, the clients were visited for a minimum of 5 hours per week.

**Weeks five and six.** During weeks five and six, the clients spent a 10 day period in the apartment from the first Wednesday afternoon through the second Friday afternoon. The clients were visited for a minimum of 10 hours during this period.

The days listed in the above schedule were given mainly for example purposes, and were not followed strictly. Since one of the members of the second pair worked, the schedule
for this pair was arranged around weekends as much as possible to allow for maximum exposure to the apartment.

At the end of the sixth week, the Attitude Towards Independent Living questionnaire was re-administered to the clients. During the fifth week, intake information was obtained from the second pair and the questionnaire was re-administered to them. They then began the program. At the end of the program, the questionnaire was again administered to the second pair. The questionnaire was, therefore, administered three times to them.

The minimum length of time required to complete the total program precluded the possibility of selecting a greater number of pairs and emphasizes the importance of the pairs progressing through the program together. Therefore, every effort was made to keep the pairs together. Neither of the pairs had any problems that were serious enough to make them totally incompatible. However, if they had become incompatible, they would have been allowed to stay individually at the apartment on an alternating basis.

Clients unwilling to continue. If at any point during the schedule for staying at the apartment one or both of the clients no longer was interested in staying there, two steps were taken. First an effort was made to determine the reason. If this reason was that the pair was incompatible, they were given the choice of staying at the apartment alone as described earlier, or working out their problems together.
If these alternatives were not effective, shaping was instituted. When it became necessary to institute shaping, the following instructions were given:

We would like very much for you to spend time at the apartment. Therefore, you can earn a purchase worth up to $__ for staying at the apartment __ number of days.

The amount of money that could be earned for each length of time on the schedule was as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>2 evenings</td>
<td>$1.00</td>
</tr>
<tr>
<td>1 night</td>
<td>$2.00</td>
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<td>2 nights</td>
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<tr>
<td>1 week</td>
<td>$6.00</td>
</tr>
<tr>
<td>10 days</td>
<td>$10.00</td>
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</table>

If one member of the pair was willing to continue and the other was not but they were compatible, shaping procedures were instituted for the hesitant client but not for the client who was already willing to continue. During the course of the program, it became necessary to implement these procedures once. If neither member of a pair had been willing to continue, shaping would have been instituted for both of them.

Measurement Procedures and Dependent Variables

Four dependent variables were examined. Three of these deal with apartment seeking behaviors and the fourth deals with attitude towards independent living.

1. **Marking of advertisements for apartments.** One time per week the clients were given the classified section of the local newspaper and asked to put a mark next to ads for
any apartments in which they were interested. They were told to look in the rent range of $50.00 to $125.00 for a single apartment and in the rent range of $100.00 to $250.00 for a double apartment. The number of ads marked was then counted and figured as a percent of the total available single or double apartments, depending on which the client was interested in. Advertisements in which rent was not listed were also counted in the total. The clients were also instructed to bring to the author the address of any apartments they were interested in that were listed outside of the newspaper advertisements. These were then added into the number marked and the total of the newspaper advertisements. Also, if the client specified type of apartment (furnished/unfurnished) and area of town desired, only the apartments fitting these specifications were counted in the total. Except during the baseline period, the clients' marking of ads was consequence with verbal praise. During the baseline phase for the second pair, one time per week the classified section of the newspaper was given to the clients with the instructions regarding rent. This was collected the following week when a new advertisement section was delivered and the amount of ads marked was figured as described above. During this period, however, no verbal praise was given for ad marking.

2. & 3. Calling about and going to see available apartments. During the baseline period for the second pair,
the author's card was given to the clients and they were instructed to call the author any time they wanted to call about or go to see an apartment in which they were interested. About halfway through the baseline period, the author made sure the clients still had the card. Otherwise, the author said nothing more about calling or visiting available apartments. During the treatment phase for both pairs, however, one time per week the author gave prompts by asking if there were any apartments they would like to call about. They were also asked once a week if there were any apartment together, both members had to be present and sharing the responsibility for calling of looking at an apartment for both to receive credit for the calls or visits. The number of calls and visits for each clients were counted and totalled over the week. Calling and visiting were also consequated with verbal praise during the treatment phase.

4. Attitude towards independent living. This fourth variable was measured by the Attitude Towards Independent Living Questionnaire. There was also a subscore on this questionnaire which pertained specifically to those aspects of independent living which were considered reinforcing.
RESULTS

Each element of the apartment seeking behaviors was plotted over weeks of the program for each client. The data on each of the apartment seeking behaviors for each client are presented in Figures 1 - 4.

Client 1 - Figure 1

For Client 1, ad marking increased after the introduction of the program, while calling and visiting remained at the baseline level of 0. It is difficult, however, to make definite conclusions regarding the cause of the increase in ad marking. Additional prompting was introduced during Week 5 and continued through Week 6. This prompting consisted of reading each newspaper advertisement to her and having her indicate whether she was interested or not. However, at the same time as the additional prompting was introduced, the client decided to get married. It is difficult to determine which situation led to the increase. It is possible though that the program had an effect on her decision to get married.

Client 2 - Figure 2

Client 2 dropped out near the end of the program, and another client replaced her for the remainder of the program. For Client 2, ad marking, calling, and visiting remained at
a 0 level through the baseline phase and through Week 5 of the treatment phase when she dropped out.

**Client 3 - Figure 3**

For Client 3, ad marking, calling, and visiting increased after treatment was introduced. In addition, Client 4 rented her own apartment during Week 8 and moved into it at the termination of the program.

**Client 4 - Figure 4**

Client 4 left on vacation soon after baseline began, and therefore, only 2 baseline measures on each of the three variables were collected on her. Since Client 4 had spent several years in the care home without moving to her own apartment, and since the two baseline measures for each variable were at the 0 level, treatment was introduced without collecting additional baseline data. All three apartment seeking behaviors increased after the introduction of the program for this client. Client 4 also rented an apartment during Week 11 and moved into it at the termination of the program.

For Client 4, from the initial high point at Weeks 8 and 9, there is a steady decrease in all three apartment seeking behaviors. This is likely due to a narrowing of interest in type of apartment sought which is not reflected in the data. Also, once the clients rented an apartment, no further increases could be shown in interest in independent living. This indicates a ceiling effect of this type of data collection system.
Fig. 1a. Percent of ads marked per week
Fig. 1b. Number of calls per week

Fig. 1c. Number of visits per week
Fig. 2 - Client 2

Fig. 2a. Percent of ads marked per week
Fig. 3a. Percent of ads marked per week

Fig. 3 - Client 3
Fig. 3 - Client 3
(Continued)

**Fig. 3b. Number of calls per week**

**Fig. 3c. Number of visits per week**
Fig. 4a. Percent of ads marked per week

Fig. 4 - Client 4

-apt. rented
Fig. 4 - Client 4 (Continued)

Fig. 4b. Number of calls per week

Fig. 4c. Number of visits per week
The scores for each client on the questionnaire on Attitude Towards Independent Living are presented in Table 1.

**Table 1**

Scores on Questionnaire

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</tbody>
</table>

A *t* test for related groups (Matheson, Bruce & Beauchamp, 1970) was done to determine if there was a difference in the scores taken from the beginning and the end of the program. For Clients 4 and 5, the scores from the 2nd and 3rd administrations were used to compare with the other clients' scores at the beginning and end of the treatment phase. Neither the results from the overall questionnaire nor the subtest reached significance (*t*(overall) = .624, *p* < .05, d.f. = 4, *t*(subtest) = .117, *p* < .05, d.f. = 4).
DISCUSSION

The results seem to demonstrate that this program can have an effect on the movement of care home residents into their own apartments. There was an increase in the apartment seeking behaviors for two, and possibly three, of the clients. More importantly, however, two of the clients actually rented and moved into their own apartments by the end of the program. Since this was a multiple baseline design, changes in the dependent variables should have been demonstrated for both pairs as the program (treatment phase) was initiated. Since changes were primarily only seen for the second pair, it is not possible to state conclusively that these changes were due specifically to the program.

The program did not seem to have any appreciable effect on attitude towards independent living. It is possible, however, that the questionnaire is not sufficiently sensitive to demonstrate any significant changes in attitude. The two clients who rented their own apartments had highly favorable attitudes towards independent living at the beginning of the program. An alternative possibility, other than the insensitivity of the questionnaire, could be that an initial favorable attitude is necessary, and the program does not affect attitude, but rather serves mainly as a catalyst for apartment seeking behaviors.
From the intake data, no particular unifying characteristics could be found for the clients who moved into their own apartments as a result of the program, other than the initial favorable attitude towards independent living. Clients 1 and 2 had spent 6 and 8 years in the care home system. Client 3, who moved into her own apartment, had spent 6 months. However, Client 4, who also moved into an apartment, had spent 7 years in the care home system. Length of time in the care home system did not seem to have an effect, therefore, on the success of the program.

Further information on Client 4 demonstrates the beneficial effect of the program. Several previous attempts had been made to motivate this client to move into her own apartment. Both social workers and the home operator had made offers to help her find and move into an apartment. These offers had had no effect. This would indicate that at least for this client, a program was needed to effect the transition to independent living.

An analysis of the costs involved might be beneficial for anyone else attempting to set up this or a similar program. The breakdown of the basic costs for one pair of clients is as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartment rent for 6 weeks (1 bedroom, furnished)</td>
<td>$205.50</td>
</tr>
<tr>
<td>Utilities for 6 weeks</td>
<td>10.50</td>
</tr>
<tr>
<td>Food for 6 weeks</td>
<td>85.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$298.00</strong></td>
</tr>
</tbody>
</table>
This does not include the salary for the staff or the cost of transportation for looking at apartments and visiting clients. The Independent Group Living Project under which this program was conducted, is staffed by two graduate student coordinators working approximately 13 hours each per week at $2.65 an hour. These coordinators supervise undergraduate student volunteers in carrying out the activities of the project. Including the seeking of referrals, the soliciting of participants, and the actual program, the amount of staff time required for one pair was approximately 40 hours. The cost of staff time per pair was, therefore, approximately $114.00. If follow-up of clients after they move to their own apartments is included as it is in the Independent Group Living Project, this would add a few more hours of staff time. And at 12¢ per mile and approximately 300 miles, the transportation costs per pair equalled $18.00.

At the time of this study, an individual who receives Social Security and SSI and is residing in a residential care facility, receives $283.00 per month from state and federal agencies. Two hundred fifty dollars of this goes to the home operator and $33.00 of this goes to the individual. If this same individual moves to his own apartment, he receives only $235.00 per month. If an individual moves from a residential care facility to an apartment, the savings to taxpayers would be $48.00 per month. If 2 individuals moved into apartments as a result of this program and remained in their apartments for approximately 3 months, the savings to taxpayers during this
3 month period would cover the cost of the program. (Based on the basic cost of $298.00 for 1 pair of clients.) Any time that the individuals spend beyond 3 months would be clear savings to taxpayers.

The $48.00 difference for residential care goes primarily to the home operator and hence this loss would not have a specific financial impact on the individual who moves from residential care to his own apartment. This individual does gain in increased freedom and normalization.

There were problems encountered in carrying out this program. Only about half of the social workers made referrals. The others did not seem to have residents on their caseloads whom they considered capable of living independently. Either the caseloads are unbalanced, or the social workers who made the referrals are more successful in preparing their people for independent living, or cautiousness as described in the introduction was in operation here. Those social workers who worked with the author on the program were very cooperative, however.

Some difficulty was also encountered in finding care home residents willing to participate in the program. Two months were spent in contacting eight clients before four were found who agreed to try the program. The reasons given for not wanting to participate included a desire to remain in the care home, a fear of losing control and taking too much medication, fear of forgetting to take medications, and
fear of requiring re-hospitalization due to staying at the apartment. Future research in this area should explore ways of overcoming the difficulties in obtaining clients for the program. Some possible ways this could be achieved would be to try different approaches for seeking participation from the prospective clients and/or to find ways of exposing the prospective clients to various activities in the apartment prior to suggesting they try the program. Another alternative might be to try desensitization as a means to decrease some of the fears that seemed to prevent many of the potential clients from participating in the program.

Exposure to and sampling of reinforcers seemed to be successful in motivating the clients to return to the apartment according to the schedule in three of the four cases. A couple of days into the 10 day period in the apartment, one client returned to her care home and had no desire to return to the apartment. Tangible reinforcement was offered for finishing the 10 day period but this had no effect. Another client returned to finish the program with the other member of the pair.

If those aspects of independent living that are considered reinforcing are not reinforcing to the client, exposure-sampling cannot have an effect. That this was the case for the client that dropped out of the program seems to be confirmed by the fact that she demonstrated no apartment seeking behaviors. Since the tangible reinforcement did not have an effect, either the amount or type of reinforcer was not
appropriate for this client. However, her score on the questionnaire on Attitude Towards Independent Living on the second administration remained at about the same level as it was at the beginning. Therefore, either the program did not have a detrimental effect on her attitude towards independent living, or the questionnaire was not sensitive enough to detect the change in attitude.

Another client also expressed some reluctance at returning to the apartment for the 10 day period. It is possible that the jump from the 5 day to the 10 day stay in the apartment is too large. Possibly an intermediate stay of 7 days would make the progression to the 10 day stay easier. An alternative possibility, however, is that the final period in the apartment signifies the necessity of making a decision as to whether to rent an apartment or return to the care home. If this is the case, then perhaps a longer final stay in the apartment or further progressions such as initially having the clients rent their apartments for a finite period would ease this situation. Future research in this area should try out various schedules for staying at the apartment to determine which will lead to the smoothest transition to independent living.

One last problem was encountered in carrying out this program. One home operator complained to the head of the local CSS office that the program was disrupting the schedule of her home. At a meeting between the head of CSS, the assigned social worker, the operator, and the author, it was
explained by the head of CSS and the social worker that the client's needs were more important at that point than the operator's schedule. The client remained in the program. This followed the procedures outlined in the Experimental Control section and was successful in dealing with disruption from this home operator. Ideally, care homes should operate on an incentive basis so that those home operators who have residents move on to independent living would have their vacancies filled more readily. This was attempted to some extent here by informing CSS of the cooperativeness of the home operators and of vacancies resulting from clients obtaining their own apartments. However, a formal system set up on this basis could be more effective.

The combined elements of this program have been shown here to be effective in facilitating the clients' movement out of the care homes and seeking of their own apartments. Further research is needed, however, to determine which are the necessary and most effective elements of the program.
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APPENDIX I

FINDING AND KEEPING AN APARTMENT

If you want to move into an apartment of your own, this booklet will help you.

Section I asks you to think about having a roommate.

Section II shows you what it will cost you to live by yourself and with a roommate in an apartment.

Section III tells you how to look for an apartment.

Section IV tells you what to do when you are looking at an apartment you think you might rent.

Section V. Now you are ready to pick out an apartment.

Section VI. How to rent the apartment you want. Call the person who showed the apartment to you and tell them you want to rent it. They will tell you when to come to their place to sign the lease. Now read Section VII.

Section VII. How to move into your new apartment.

Section VIII. How to take care of your new apartment.

Section IX. This tells you about your rights and responsibilities after you rent your apartment. It also tells you what your landlord's rights and responsibilities are.

Section X. This tells you when you can break a lease.

Section XI. This tells you about what the landlord can do to make you move out of your apartment.

Section XII & XIII. These tell you what to do when your lease is over and you want to move into a new apartment.
Section I - Roommates

The following section discusses the good and bad things about having a roommate, where to find roommates, and what roommates have to decide on before they move in together.
-Roommates-

**Pros**
1. much less expensive to live this way
2. someone to talk to
3. safety purposes, better protection against strangers

**Cons**
1. less privacy
2. differences in cleaning habits
3. problems in getting along

Where to find roommates:

1) UOP housing office. Non-students cannot post a request for a roommate, but they can look at the ones posted. Usually a phone number will be posted that you can call.
2) Stockton Record and the Stockton News Weekly—both have listings in the want ad section. Look under “Roommates”.
3) In some supermarkets, there are bulletin boards that you can place advertisements on for roommates.
4) Ask friends and acquaintances if they know of anyone who wants a roommate.

If you have decided to have a roommate:

1. Try to get acquainted with your prospective roommate by getting together a few times before agreeing to live with them.
2. Set up a plan to decide:
   a) dishes—how they get washed
      1. each do his own, or
      2. each do them every other day, or every other week
   b) cleaning house (make a list of things to be kept clean)
      (decide how the house is to be kept clean)
      1. while one is doing dishes, the other can dust, vacuum, scrub, or
      2. do it together on a designated day
   c) cooking—who does it
      1. each do his/her own, or
      2. each cook half of the meals, or
      3. cook together
   d) food purchasing—who does it, who pays for it
      1. go shopping together and split the cost, or
      2. each shops every other week, or
      3. each buys his/her own food
   e) bills—who pays them
      1. every other month one pays bills so that one doesn't end up with all the check charges or
      2. each pays half the bills and evens out the expense
   f) Rent payment
      1. each gives their separate check to the landlord, or
      2. each writes the check every other month and is reimbursed.
Section II - How much it costs to live in an apartment

The following page includes examples of budgets for people living in apartments. This is designed to help the client determine the amount of money he will need to pay for bills and rent. It is also designed to encourage getting a roommate if they have a limited budget.
When figuring out how much rent you can afford, consider:

Average cost for one person each month:

1. gas and electric 10.00
2. telephone 5.00
3. laundry 4.75
4. transportation to work
   (uninsured) car 30.00
   bus 12.00
5. food 52.00

Example:

Joan Hartley lived in a nice studio apartment and took the bus to work every week day. After paying all her bills, including rent, gas and electric, telephone, food, bus and laundry, she had $70.00 left to spend on clothes, entertainment and doctor bills. Here is her budget:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>gas and electric</td>
<td>9.00</td>
</tr>
<tr>
<td>bus</td>
<td>11.00</td>
</tr>
<tr>
<td>telephone</td>
<td>6.00</td>
</tr>
<tr>
<td>food</td>
<td>50.00</td>
</tr>
<tr>
<td>rent</td>
<td>125.00</td>
</tr>
<tr>
<td>laundry</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>195.00</strong></td>
</tr>
</tbody>
</table>

Joan earned $265.00 per month, so after spending $195.00 on bills, she had $70.00 left. If Joan had a roommate she would have a lot more money remaining to spend on clothes and entertainment or to save.

On the next page is an example of a budget when two people are splitting expenses.
Kathy and Jill rented a one bedroom apartment with furniture for $145.00 monthly. They split the rent and other bills between them. The following is a sample of Kathy's budget for one month:

- $72.50 her half of the rent
- 2.50 her half of the telephone bill
- 6.00 her half of the PG&E bill
- 52.00 her half of the food bills
- 12.50 her bus transportation to work
- 4.00 her laundry expense

$149.00 total expenses for bills

Kathy earns a salary of $265.00 per month, so after she pays her bills she has $115.50 left to buy clothes or for entertainment or for emergencies. Kathy has $45.00 more per month than does Joan in the previous example, for extras.

Mark and Joe share a furnished two bedroom apartment for $175.00 monthly. It has a swimming pool, air conditioning, wall-to-wall carpeting, patio, and nice furniture. Each spends the following each month:

- $87.50 rent
- 3.50 telephone
- 4.50 laundry
- 15.00 for the car they share (gas, oil)
- 6.00 PG&E
- 60.00 food

$176.50 total expenses for bills

They each earned a salary of $265.00 per month, so they each had $88.50 to spend on whatever they wished.
Section III - Finding some apartments you might want to live in

After deciding on whether a roommate is a good idea, the client should consider getting a house or an apartment. Next is the location of housing and then where to find available rentals.
When deciding between a house and an apartment, consider:

How much room do you need for:

a) large pet  
b) children  
c) many roommates

How much money do you have for rent?

If you want a house with a yard consider:

a) the time it takes to water and mow the lawn and to weed the garden.

You will probably have to pay the garbage bill of $5.40 for three months.

When deciding on the location of housing consider:

Is it near your job? yes____ no____  
Are there recreational facilities nearby? yes____ no____  
What is the crime rate in the area? high____ low____  
- at the public library there is a report by the Housing Commission on crime rate areas; ask the librarian  
Are there stores within walking distance? yes____ no____  
Ask friends who know the area for recommendations of neighborhoods

When looking for places to rent, look in these places for apartments and houses:

_____Newspapers - the want ad section under apartments & houses  
_____Friends or acquaintances  
_____Supermarket bulletin boards  
_____UOP housing office bulletin board

If you are looking just for houses or duplexes, call real estate brokers found in the yellow pages under 'real estate', and ask if they have any rentals.
When you have decided to look for an apartment and are calling to find out about them, use the following questionnaire. Mark the answers in as you ask the questions. You need one for each place that you call.

There are two main kinds of apartments, furnished and unfurnished. Furnished apartments have chairs, tables, and other furniture for you to use. Unfurnished apartments don't have furniture, and you must have your own. Even though they cost more to rent, you will probably want a furnished apartment unless you have your own furniture already.

Which kind of apartment are you going to look for:

____ Furnished, because I don't have any furniture now.
____ Unfurnished, because I have furniture of my own.
When you call an apartment house, ask them the following questions:

1. Do you have any vacancies? Yes____ No____
2. How much does an unfurnished one bedroom apartment cost per month? ________
3. How much does a furnished one bedroom apartment cost per month? ________
   (Ask the same question for studios, two bedrooms)
4. How much deposit would you have to put down? ________
5. Is the deposit refundable? Yes____ No____ partial____

Ask them about anything that you really want your apartment to have:

6. Is there a swimming pool? Yes____ No____
7. Do you allow pets? Yes____ No____
8. Do you allow children? Yes____ No____
9. What utilities do you pay?
   water       Yes____ No____
   gas         Yes____ No____
   electric    Yes____ No____
   garbage    Yes____ No____
10. Is it air conditioned? Yes____ No____

After calling several places, decide on a few that are in your price range and have what you want, such as a pool, and call them back and arrange a time when you can see the apartments. Section IV will tell you what to do when you see the apartments.
Section IV - What to do when you are looking at an apartment you might want to live in

When you are looking at apartments, take the Personal Checklist with you and check yes or no for each thing as you are looking at the apartment.
**Personal Checklist for Looking at Apartments**

1. Is there a window or a fan in the bathroom?
2. Are the clothes closets big enough for your clothes?
3. Is there a storage area for your extra possessions?
4. Is there enough furniture to fill the room?
5. Is the furniture clean and untorn?
6. Are the drapes and blinds clean and do they work?
7. Do the walls need a paint job?
8. Are the rugs clean?
9. Is there an air conditioner?
10. Are there screens on the windows?
11. Is there a heater?
12. Are there enough lamps?
13. Are there enough chairs if you have company?
14. Is the landlord nice?
15. Does the apartment appeal to you?
16. Is it near a noisy street?
17. Does it have a view?

This checklist is good to bring with you when you go to look at an apartment. Check off yes or no as you look at the apartment, because it would be very difficult to remember every detail afterwards.
Use the Checklist for Landlords when you are interested in renting an apartment. When you think you want an apartment, give the checklist to the landlord to fill out.
- Checklist for asking landlord about an apartment -

1. Rent: $______ per month

2. Security deposit $______ . Refundable? Yes____ No____
   Cleaning deposit $______ . Refundable? Yes____ No____

3. Which utilities are included in the rent?
   - water yes____ no____
   - gas yes____ no____
   - electricity yes____ no____
   - garbage yes____ no____

4. Are there laundry facilities in the building? yes____ no____

5. How long must you stay before you can move out (lease)?
   ________ months _________ year(s)

6. Are children allowed? yes____ no____

7. Are pets allowed? yes____ no____

8. What painting can be expected? ___________________________

9. Is there a bus stop within walking distance? yes____ no____

10. Which cleaning supplies are available from the landlord?
    - vacuum yes____ no____
    - brooms yes____ no____
    - mops yes____ no____

11. What kitchen equipment is included?
    - stove yes____ no____
    - refrigerator yes____ no____
    - iron yes____ no____
    - other yes____ no____

12. Place to wash your clothes? yes____ no____
Section V - Picking an apartment to rent

After you have looked at several apartments, look at the checklists you have filled out for each one from Section IV.

(1) Look first at how much it will cost you to rent each apartment. Eliminate any that you cannot afford.

(2) Now pick the apartment that has the most number of things you want. Usually this will be the apartment that has the most number of "Yes" checks.
Section VI - Leasing Your Apartment

Now that you have picked out a place to rent, you must sign a lease before you can move in. This section tells you about leasing. But first, call the landlord and tell him you want to rent his apartment.
1. Usually when you rent an apartment or house, you have to lease it. This means that you must agree to rent it for a certain period of time. You do this by signing your name to a lease form. (A lease is sometimes called a contract.)

Example: John signed a lease agreeing to pay rent on an apartment for one year.

Questions:
  a) Joan wanted to rent an apartment for six months and she signed a _________.
  b) If Bill wanted to live in a house for a period of time, he must sign a _________ to do so.

2. The lease tells you what you can do, what you cannot do, and what you have to do, if you rent the apartment. It also tells you what the person you are renting from has to do for you. So never sign a lease without reading every word of it.

   No matter how nice the landlord is, no matter how much you trust the landlord, read every word of the lease before you sign it.

Example: John met a very nice landlord and agreed to take an apartment in his building. Before signing the lease, John read every word of the document.

Questions:
  a) Before signing a lease what should you be sure to do? _________.
  b) Carol had an uncle from whom she wanted to rent an apartment. He told her to sign the lease without reading it because she could trust him. What should she do? _________.

Here is an example of a lease. Look at it while you read the rest of this section on leasing.

3. You may not understand everything you read in the lease. If you don't, ask the landlord to explain what you don't understand.
Now we are going to tell you some of the things you should look for when you read a lease.

4. Before you sign a lease, check to see that it lists:
   1. your name and address
   2. landlord's name and address
   3. amount of rent to be paid each month
   4. amount of deposits and if they are refundable
   5. description of place to be rented
   6. the date

Question:
   a) John noticed that the amount of his cleaning deposit was not filled in, what should he do?

(John should mention it immediately to the landlord and not sign it until it is written in.)

Review Question:
What do you sign to agree to rent living quarters for a period of time? ________________

lease

If you answered lease you are correct. Good. Go on to frame 5.
If you answered with any other word or didn't know, go back to frame 1 and work through the problems again, and then go on to frame 5.

5. By signing the usual lease, you agree to make no improvements or alterations in your new apartment without the landlord's written consent. Painting, new locks and wall papering are all examples of improvements or alterations you make.

Example: Before Joan installed new locks in her apartment, she got her landlord's written consent.

Questions:
   a) Paula wanted to paint the house she was renting, and before she even buys the paint, she should get her landlord's written consent.
   b) Without her landlord's written consent Susie wall papered her apartment. Did Susie do the right thing? ________________
   c) Before painting murals on his bedroom ceiling, Jack got his landlord's written permission. Did Jack do the right thing? ________________
   d) Larry got his landlord's written consent before he put a pool in his backyard. Did Larry do the right thing? ________

yes
6. Sometimes when you want to rent an apartment, the landlord may promise to fix up or change part of it for you. No matter how kind the landlord may be, these promises must be written onto the lease form before you sign it. Otherwise the landlord may not keep his promises.

Painting the rooms over, fixing the air conditioning and heating, putting better locks on the doors, are all examples of things the landlord might promise to do.

Example: John had the landlord write into his lease his promise to install air conditioning in his apartment.

Questions:

a) If the landlord promises to paint your apartment, you should have him __________ it into the lease.

b) John took the word of his manager to put in a new heater when he moved in. Did John do the right thing? __________

c) Elsa had the landlord write into her lease his promise to paint her apartment. Did Elsa do the right thing? __________

d) Before Dave signed his lease, the landlord wrote into it his promise to install new door locks. Did the landlord do the right thing? __________

Review Question: Before signing a lease you must make sure all promised improvements are written in and what else must you do? __________

If you answered read it, good, you are correct. Go on to Frame 7.

If you gave any other answer, or didn't know the answer, go back to frame 2 and work through the examples, then go on to Frame 7.

7. If you have a year lease you must give at least a three month notice that you are leaving. Otherwise the landlord can legally insist that you must stay or pay for the rest of the year's rent.

Example: Claire had a year lease and gave only one month's notice that she was leaving. The landlord insisted that she be held responsible for the rest of the year's rent payments and he was perfectly legal in his demand.

Questions:

a) In order to legally terminate a year's lease, you must give a ________ month notice.

b) Joanne had a year lease and she gave a three month notice. Was she correct in her action? __________

c) Jose gave two months notice and he had a year lease. Did Jose give enough notice? __________

no, 3 months notice is essential
Section VII - How to move into your new apartment

A. You have picked out a new place to move into, now follow this checklist:

---

Call the Pacific Gas and Electric Company who are listed in the white pages of the phone book. (466-4381)
Tell them you would like service to begin the day before you move in and arrange a time when you will be there for the serviceman to come. For people never having had service before in Stockton, there is a $35.00 deposit that is refundable and you mail it to PG&E at 345 East Channel.

Go to Pacific Telephone at 44 W. Yokuts Avenue where you will have to pay $25.00 deposit to start your phone service and you will have to sign a contract agreeing to pay your bills.

Go to the post office stamp window and ask for a change of address card and fill it out, sign it, and return it to the person at the window. They will then forward all your mail to your new address.

If you are moving into a house, not an apartment, you must call the Stockton Sanitation Company (464-7357) to start your garbage service which costs $5.40 for two months. You have to mail in the first payment before they will start your service.

Arrange for moving your possessions:

---

Pick one day to get your friends together with their cars or trucks to help you move. This is the cheap way.

or

Arrange for a professional moving company to move you. They are listed in the yellow pages of the phone book under "Moving". Call different ones for estimates. You will have difficulty getting them to give an estimate over the phone, but try to describe how much you need to have moved and ask them the minimum they ever charge. If you have any questions about moving companies call United Van Lines for free at 1-800-325-3870. Professional movers come to where you live and put your possessions in a truck and then move all of your things into your new place. This is an expensive way.
Use the following checklist when you are moving into a house or apartment. It lists the supplies you need and the page after it tells you where you can find the supplies inexpensively.

To move into an apartment or house you need to have:

<table>
<thead>
<tr>
<th>cleaning supplies</th>
<th>bathroom supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>broom</td>
<td>toothpaste</td>
</tr>
<tr>
<td>dustpan</td>
<td>toilet paper</td>
</tr>
<tr>
<td>sponge</td>
<td>bath towels</td>
</tr>
<tr>
<td>dishtub</td>
<td>shampoo</td>
</tr>
<tr>
<td>dishsoap</td>
<td></td>
</tr>
<tr>
<td>handsap</td>
<td></td>
</tr>
<tr>
<td>all purpose cleaning liquid</td>
<td></td>
</tr>
<tr>
<td>(409 spray or Spic n Span)</td>
<td></td>
</tr>
<tr>
<td>clothing detergent</td>
<td></td>
</tr>
<tr>
<td>mop</td>
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<td>paper towels</td>
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<td>cleanser (Ajax, Comet)</td>
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<td>kitchen supplies</td>
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<td>tableware</td>
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<td>plates</td>
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<td>mixing bowls</td>
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<td>measuring cups</td>
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<td>large spoon</td>
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<td>spatula</td>
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<td>pancake turner</td>
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<tr>
<td>aluminum foil</td>
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<td>dish cloths</td>
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<td>dish rack</td>
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<td>dish tub</td>
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<td>baking pans</td>
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<td>frying pan</td>
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<td>1 qt. pan</td>
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<td>2 qt. pan</td>
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<tr>
<td>wastebasket</td>
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<tr>
<td>iron (sometimes provided by landlord</td>
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The following are places to purchase the supplies inexpensively:

K-Mart 2180 E. Mariposa or 5757 Pacific Ave.
Gemco 4707 Pacific Ave.
Payless Drug Stores 6445 Pacific Ave. or 1050 Wilson Way
Penneys 540 E. Main or Weberstown Mall
Goodwill Industries 730 E. Market
Salvation Army 1247 S. Wilson Way or 48 North Sutter
Thrifty's 48 N. American or 4950 Pacific Ave. or 8026 N. El Dorado
When you have decided on an unfurnished apartment, read the following to see what furniture you will need and where you can get it.

For an unfurnished apartment you will need to buy the following:

**Essentials:**
- bed: frame and mattress
- dining table
- chairs
- dresser
- lamps

**Nice Extras:**
- sofa
- bookshelves
- coffee table

Places to purchase furniture inexpensively:

1. **Garage sales** - these are held informally, usually on weekends in people's backyards and garages. People usually clean up all the old things they aren't using anymore and sell them for very little money. Garage sales are advertised in the local newspapers: Stockton Record, Stockton News. In the newspapers, look in the classified ads section under garage sales.

2. **Supermarket boards** - inside the smaller grocery stores, are bulletin boards where people put up ads selling furniture, pets and advertise garage sales.
Section VIII - Taking Care of your Apartment

The Cleaning House Checklist can be used as an example of what duties have to be done to keep a clean house. Roommates often have different standards of what a clean house should look like. Some people are not bothered by dirty dishes piling up, but might be irritated by full ashtrays. The checklist is an attempt to set a standard of cleanliness for the roommates to agree upon.
-Cleaning House Checklist-

I. **Daily**

   A. **Bedrooms:** each roommate keeps own bedroom clean

   B. **Living room**
      1. ashtrays emptied
      2. magazines stacked neatly
      3. bring dishes into kitchen
      4. pick up dust balls, pieces of paper and other large debris from carpet

C. **Bathroom**
   1. put away containers such as deodorant cans, hair spray, bobby pins

D. **Dining**
   1. wipe off table with sponge or paper towels
   2. remove dishes to kitchen

II. **Weekly** - for all rooms

   1. vacuum - sometimes landlords have them for tenants use
   2. dust with spray furniture polish on clean cloth
      a) shelves
      b) objects (lamps, vases)
      c) table tops
   3. using household cleaner such as 409 or Spic n Span, remove finger prints from walls and light switches
   4. change sheets on bed and towels in bathroom

III. **As needed**

   1. replace toilet paper
   2. scrub sinks with cleanser
   3. empty wastebaskets into garbage can
   4. clean mirrors with a wet newspaper or with Windex and clean cloth
Section IX - Your rights and responsibilities and your landlord's rights and responsibilities

In this section you will learn about what the law says you may do in your apartment and what you must take care of in your apartment. It will also tell you what your landlord can do in your apartment and what he must take care of in your apartment.
8. The landlord is responsible for any injury or damage to persons or property resulting from fallen plaster or boards, water or gas from pipes, and electric wire shorts, that aren't your fault.

Example: John's new rugs were soaked from water leaking from the pipes and the landlord rightfully assumed responsibility for the damage.

Questions:

a) In Kathy's apartment, a fire resulting from a spark in the electrical wiring, destroyed her possessions. Who should pay for the damage?  

b) Dave fell asleep in bed with a lighted cigarette and the resulting fire destroyed the apartment and the landlord did not have to pay for Dave's possessions. Why wasn't the landlord held responsible?  

c) In Janice's apartment, plaster blocks fell from the walls and cracked her dishes which were on the table. Who is responsible for the damage?  

d) Jonathan hammered a huge nail in the wall of his apartment and the wall cracked, plaster fell and broke his lamp. Who is responsible for the damage?  

Review Question: If the landlord promises to make any improvements where must they be written?  

If you answered in the lease, good, you are correct.  
Go to frame 9.  
If you gave any other answer, go back to frame 6 and work through the examples, then go on to frame 9.

9. Frequently landlords allow you to store some of your possessions in a storage room in the apartment complex. The landlord is not responsible for theft or damage to property in storage.

Example: Jack had his extra stereo speakers stolen from the landlord's storeroom and the landlord did not have to replace them.
Questions:

a) If you had stored your extra furniture in the storeroom and they were stolen, would the landlord have to replace them? ____________________________________________________________________________

No, because he is not responsible for your stolen possessions.

b) Kathy had her winter clothes stored in the landlords storeroom and they were stolen. Does the landlord have to replace them? ____________________________________________________________________________

No, he is not responsible.

Review Question: You can make no improvements nor alterations without the landlord's ________________ consent.

If you answered written, good, you are correct. Go on to next review question. If you gave any other answer, go back to frame 5 and work through the examples. Then go to the next review question.

Review Question: John used his apartment wall to play handball and big chips of plaster came out of the wall. Who is responsible for the damages, the landlord or John?

If you answered John, good, you are correct, go on to frame 10. If you said the landlord, go back to frame 8 and work through the examples and then go on to frame 10.

10. The landlord has to give you a reason for wanting to see your apartment. If he gives reasons that turn out to be excuses for getting into your apartment, you have the legal right to refuse to admit him.

Examples:

a) Alice's landlord asked her if she could enter her apartment and check for gas leaks in the stove. Alice gave her permission because it was a valid reason.

b) John discovered his landlord in his apartment and he did not have John's permission. The landlord's entry was illegal.

c) Alice let her landlord in and he proceeded to snoop around looking in closets and corners. He had no right to enter even with her consent if his real purpose was to satisfy his curiosity.

Questions:

a) Joe's landlord entered legally after getting Joe's __________ to enter.

permission, consent

yes

no, he did not have Joe's permission

b) Sue's landlord asked her if he could enter to repair the toilet and she consented. Was her action correct?

yes

no

no, he did not have Sue's permission

b) Dave's landlord entered without his permission to see if Dave was keeping the apartment clean. Was the landlord correct in his action?

yes

no

no, he did not have Dave's permission
Review Question: If Karen had a year's lease and she gave a months notice that she was leaving, could the landlord insist she pay the whole year's rent?

If you answered yes, good, you are correct. Go on to frame 11. If you answered no, go back to frame 7 and work through the examples. Then go on to frame 11.

11. The landlord does have the right to demand payment of rent and to make repairs in an emergency. If water or gas is leaking from your apartment, that is an emergency and he can enter.

Questions:

a) Dave failed to pay his rent on time and so his landlord entered without his permission. Was the landlord's action legal?

yes

b) A water pipe in the apartment complex burst and flooded several apartments. While John was gone, his landlord entered to check the damage. Was the landlord correct in his action?

eyes

c) Peggy's landlord told her he entered her apartment while she was gone and that she was a good housekeeper. Was her landlord's action correct?

no, he entered illegally, it was not an emergency

d) Sue's landlord saw bees flying out of her apartment and he called an exterminator and they evacuated the bees from her apartment. Was his action correct?

yes, it was an emergency

12. Legal action is when a person demands their rights in a court of justice.

Example: If your rent is overdue, the landlord can start legal action against you. This means that he asks the court to protect his right of collecting rent due him. The landlord usually gets a lawyer to go to court with him and to ask the court to help him demand the payment of rent.

Questions:

a) Alex's landlord demanded that he pay his overdue rent and when Alex didn't, the landlord started _________ action against him.

legal

b) When one demands their rights in a court of justice, what kind of action is this called?

legal
13. If the tenant believes he is being wronged by his landlord, he can also take legal action against him.

Example: John's landlord continuously entered his apartment without permission and so John took legal action against him to try and stop his entries. John was perfectly correct in his actions.

Question:

a) Can a tenant take legal action against a landlord? __________

14. If a landlord should force his way into your apartment or bother you unreasonably with constant demands and complaints, you can bring legal action against him.

Example: John's landlord complained that there were too many of his friends coming and going in and out of his apartment. He complained about this frequently and John was not rowdy or noisy, but liked visitors. John brought legal action against his landlord to stop the harassment.

One weekend Joan had her brother stay for a few days and the landlord burst in and accused her of getting a roommate without his permission. The landlord's actions were not correct and she could have sought legal action against him.

Questions:

a) Sue had failed to pay her rent for two weeks past its due date and finally the landlord entered and demanded she pay or move out. Was he correct in his actions? __________

b) Julie was having a loud party at midnight and failed to respond to complaints from her neighbors. The landlord entered and told her to be more quiet. Was he correct in entering her apartment? __________

c) Sam came home from work one day and found a note in his apartment from his landlord telling him to keep his apartment more clean. Was his action legal? __________

d) Three working girls shared an apartment and the landlady visited them everyday asking them their whereabouts and why didn't they keep a cleaner apartment. Could the girls take legal action against the landlady? __________
Review Question: Whose permission does the landlord need to enter your apartment?

If you answered yours or tenant, good, you are correct. Now go on to frame 15.
If you gave the wrong answer, go back to frame 10 and work through the examples, and then go on to frame 15.

15. It is your landlord's responsibility to do repairs that are not the tenant's fault, and you must notify him of what you want done.

Examples:
a) John's screen door broke off at its rusty hinges; and his landlord had to repair it.
b) Joan used her bedroom wall as a dart board and it is her responsibility to repair it.
c) Jan tried to bring legal action against her landlord for his failure to fix her refrigerator, but because it was proven that she had never even told him it was broken, the court ruled against her.

Questions:
a) Sue's toilet leaked. Who has to fix it? ____________

landlord

b) Henry's dog wet the carpet in his rented house. Who has to remove the stain? ____________

Henry

c) Alice's stove needed repair but she never bothered to tell the landlord about it. Is the landlord responsible for the broken stove? ____________

no, because she failed to tell him

Review Question: Edgar didn't pay his rent for two months. Does his landlord have the right to enter his apartment and demand payment of his rent?

If you answered yes, good, go on to frame 16.
If you answered no, go back to frame 11 and work through the examples and then go on to frame 16.
Section X - Breaking a Lease

16. Breaking a lease means moving out of your apartment before the end of the time you have agreed to rent it for.

Example: Henry had a six month lease, but he moved out after only three months. He broke his lease.

Questions
a) Edgar had a year's lease, but his company transferred him to another town. He moved out after living there only 6 months. Did he break his lease? ________

yes

b) Nancy had a six month lease, but she got married and moved out after three months. What is this called? ________

breaking a lease

c) Fred had a year's lease, and at the end of the year he moved out. Did he break a lease? ________

no

Review Question: When you go to court to demand your rights this is called what kind of action?

If you answered legal, fantastic, go to frame 17.
If you gave the wrong answer, go back to frame 12 and work through the examples. Then go on to frame 17.

17. You may break your lease without the landlord's agreement if the landlord has interfered with your rights.

If the landlord is constantly visiting and checking up on you or if he makes demands, complaints or is bursting in uninvited, this is called interfering with your rights.

Examples:
a) Ellen was constantly being visited by her landlord with his complaints of her odd hours of coming and going, and her noisy car muffler, and other trivial matters. She broke her lease because this was an infringement upon her rights.

b) Allan had frequent noisy parties late at night and his landlord was constantly bothering him about it. Allan did not have grounds for breaking his lease because he was causing a big disturbance.

Questions:
a) Jim's landlord was constantly visiting Jim to see if he was keeping the apartment clean and checking on who he had as visitors. Was the landlord correct? ________

no

b) Mary's landlord was constantly complaining about her barking dog because it kept the neighbors awake. Does Mary have the right to break her lease because of the landlord's constant complaints? ________

no, because she was causing a disturbance
c) Mark's landlord complained weekly to him about the smell of fish coming from his apartment but Mark continued to cook fish every night. Does Mark have ground for breaking the lease because of the landlord's complaints?

yes, Mark was not breaking any rules or laws

Review Question: If a landlord should force his way into your apartment and harass you with constant demands or complaints, what kind of action can you take against him?

If you answered legal, good, go on to frame 18.
If you answered incorrectly, go back to frame 14 and work through the examples and then go on to frame 18.

18. If the landlord has failed to keep up your apartment so that it is hard for you to live in it, then you may break your lease. You cannot break a lease if you have caused the property to be uninhabitable.

Example: If the property becomes rat or bug infested, or if repairs are not made, you may break your lease.

Questions:

a) Lionel's apartment became infested with roaches and his landlord failed to exterminate them, therefore can Lionel break his lease?

yes

b) Edgar had pet mice in his apartment and didn't clean up after them, which made the apartment uninhabitable. Did he have the right to break the lease?

no, because he caused the problem

Questions:

a) Barbara's landlord failed to paint her apartment even though the paint was chipping and falling down all over her apartment. Can she break her lease?

yes, the landlord was at fault

Review Question: Whose responsibility is it to make repairs that are not the tenant's fault?

If you answered landlord, great, you are right. Go to frame 19.
If you answered incorrectly, go back to frame 15 and work through the examples. Then go to frame 19.

19. If the landlord has caused you to go without heat or water over a period of time, you would be able to break your lease. If you have no heat or water for a few days because of difficulty the landlord is having in getting repairs done, you would not be able to break your lease.

Example: Debbie's landlord kept her apartment consistently cold and so she can break her lease.
Questions:

a) A water main down the street from Jack's apartment broke and he was without water for a day. Does he have the right to break his lease? no, it was not the landlord's fault

b) Allan was without heat for two days because the boiler broke down. Does he have the right to break lease? no, it was not the landlord's fault

c) Edgar's landlord turned off the heat for a week because he said the bill was too high already. Does Edgar have the right to break his lease? yes

Review Question: If you move out of your rented living quarters before the expiration date on your lease, you have your lease.

If you answered broken, good, you are correct. Now go on to frame 20.
If you answered incorrectly, go back to frame 16 and work through the examples. Then go on to frame 20.
Section XI - Eviction

20. Eviction means that the landlord is using legal action to make you move from your apartment. The landlord must inform you that he has done this and you would be given an opportunity to defend yourself in court.

Example:
a) Alex's landlord began eviction against him for not paying his rent. He informed Alex that he was beginning eviction against him and Alex paid his rent immediately and the landlord ended the eviction proceedings.

b) Chester's landlord informed him that he had begun eviction proceedings against him because his girlfriend frequently stayed overnight in his apartment. Chester went to court to defend himself because he felt he had done nothing to justify his eviction. The judge ruled in favor of Chester because he had broken no law and the case was dropped.

c) Alice's lease stated that she could not have a cat but she got a cat anyway and when the landlord discovered it, he warned her to get rid of it. She refused and he began eviction proceedings against her and the judge ruled in favor because she was breaking the laws of her lease.

Questions:
a) What legal proceedings can a landlord begin when he wants to get a tenant to move out? 

b) Lola's landlord wanted her to move out of her apartment because she frequently was late in her rent payments, so he began __________________ proceedings against her.

c) John's lease said nothing about accepting or refusing pets in the apartment, so he got a small dog. His landlord told him to get rid of it and when John refused, the landlord began eviction proceedings against him. Do you think the landlord will be successful in evicting John? 

I asked for your opinion, so no answer is incorrect, but probably the landlord would not be successful because the lease did not state any rule about pets.
Review Question: If the landlord is constantly visiting you, checking up on you or bursting in without a legitimate reason, what could you do if you wanted to move before the lease was up?

If you answered that you could break your lease, you are correct, good, now go on to frame 21.
If you answered incorrectly, go back to frame 17 and work through the examples, then go on to frame 21.

21. The landlord can evict you if you break any rule in your lease. You must be notified if the landlord is going to do this and be given an opportunity to correct the wrongdoing. Grounds for eviction vary, but a few common ones are: failure to pay rent, use of apartment for illegal purposes, acquiring a child or pet, or changing the apartment without written permission.

Example: John was late in paying his rent and his landlord told him he was starting eviction proceedings against him. John paid his rent and the proceedings were dropped.

Questions:

a) Carol's lease said that no pets were allowed and she put a cat anyway. Could the landlord evict her?

yes he could because she broke a rule of her lease

b) Jack painted his apartment without the landlord's permission. Could the landlord evict him for this?

yes, he changed his apartment without the written permission of his landlord

c) Adam had many friends visiting him every day and the landlord didn't like all of them walking in and out. Could the landlord evict Adam?

no, because there is no rule prohibiting friends from visiting

d) Karen's landlord objected to her black friends visiting her. Could he evict her?

no, her friends are none of his business

Review Question: When a person goes to a lawyer to arrange for a judge to issue an order that one must leave one's apartment this is called _proceedings_.

If you answered eviction, great, you are correct. Now go on to frame 22.
If you answered incorrectly, go back to frame 20 and work through the examples. Then go on to frame 22.
22. You must be given notice that the landlord is starting legal action against you and be given an opportunity to correct whatever the problem is.

Examples:

a) If you have failed to pay your rent on time, before he can evict you, he must tell you he is bringing eviction proceedings against you. By informing you of the action, he is giving you the opportunity to pay your rent.

b) Diane did not pay her rent on time and after 2 weeks the landlord told her he was initiating legal action against her. She then has an opportunity to pay or be evicted.

Questions:

a) Tim's lease says he can't have a pet cat in his apartment and his landlord discovered his cat and told him to get rid of it. If Tim keeps the cat, what action could the landlord take?

b) Jane had many noisy parties and her landlord never told her he was initiating legal action against her. Can he evict her?

Review Question: Mark's landlord refused to turn the air conditioner on unless the room temperature rose above 80°. Does Mark have grounds for breaking his lease?

If you answered yes, good, you are correct. Go on to frame 23. If you answered no, go back to frame 18 and work through the examples. Then go on to frame 23.
Section XII - End of the lease

23. When you leave your apartment at the end of your lease, you have the right to take all your personal possessions with you, even if you still owe the landlord rent.

Example: Phyllis owed 2 months rent when she left at the end of her lease and she took all of her possessions because the landlord had no right to them.

Questions:

a) Howard owed a month's back rent when he began to move out at the end of his lease, but his landlord changed the lock on his door and wouldn't give Howard his possessions until he paid. Was the landlord's action correct? ______ no, he had no right to hold the property & Howard could start legal action against him.

b) Janice hadn't paid her rent for three months when she moved out. Does the landlord have the right to hold her possessions until she pays? ______ no

24. You have the right to take with you any items that you have put in your apartment as long as their removal does not do serious damage to the apartment.

Example: John installed towel racks and shelves in the bathroom and when he moved out, he took them leaving tiny screw holes in the wall which are not considered serious damage.

Questions:

a) Bill put book shelves in his apartment and when he removed them he left a huge hole in the wall. Does he have to pay for damages? ______ yes he does because he caused serious damage to the wall

b) Janice installed new locks which were put in with gigantic screws. Would you think she should try to take them and risk damaging the wall? ______ it would be advisable in this case to ask the landlord and he would probably say to leave them
Review Questions - answer all of these

A. What must a landlord do when he begins eviction proceedings against you?
   If you answered that the landlord must inform you of his actions, good, you are correct.
   If you answered incorrectly, go back to frame 20 and work through the examples.

B. In reference to the lease, what can a landlord do if you break any rules of the lease?
   If you answered that the landlord can terminate the lease, you are correct, good.
   If you answered incorrectly, go back to frame 21 and work through the examples.

C. If the landlord is responsible for consistent lack of heat or water over a period of time, would you be able to break your lease?
   If you answered yes, good, you are correct.
   If you answered no, go back to frame 19 and work through the examples.

D. If the landlord is starting legal action against the tenant, must he inform the tenant of the action?
   If you answered yes, good, you are correct.
   If you answered no, go back to frame 22 and work through the examples.

E. If when you move out of your apartment you still owe back rent, does the landlord have the right to take your possessions until you pay him?
   If you answered no, good, you are correct.
   If you answered yes, go back to frame 23 immediately and work through the examples.
Section XIII - Moving out of your apartment

This is a list of things you must do when you move out of your apartment. Check them off with a pencil as you do them.

When you move out of an apartment, you are expected to:

1. remove all your trash and garbage
2. empty the refrigerator
3. take with you all your possessions
4. be moved out on the day your lease expires
5. leave your key with the landlord

If you have put down a cleaning deposit that may be refunded be sure the following are done:

1. Rent a carpet shampooer to clean the carpets if they are soiled. Shampooers can be rented at most large supermarkets for about $5.00
2. Remove all spots from walls and doors.
3. Clean all accessible windows.
4. If draperies and/or curtains are noticeably dirty, have them cleaned.
5. Clean spots from furniture with special furniture spot remover.
6. Dust wood furniture and wood paneling with polish.
7. Bathroom cleaning
   a) scrub toilet, tub, shower and sink with cleanser
   b) clean floor
   c) clear out drug cabinet and wash shelves
   d) clean out drawers thoroughly
   e) clean mirror
8. Kitchen
   a) clean refrigerator with baking soda to remove messes and smells.
   b) clean all cabinets and counters with damp sponge and cleanser.
   c) sweep floor and wipe with damp mop
   d) scrub sink with cleanser
   e) thoroughly clean stove with oven cleaner: top burners and inside oven
9. Remove all garbage from the apartment.
10. Ask the landlord to look at this list and tell you what else he wants you to do before he gives you your cleaning deposit back.
When you have decided to move out of where you are living, the following checklist tells you what packing equipment you have to collect and how to pack your possessions.

You will need cardboard boxes which are available in some grocery stores, but most can be found in liquor stores. Go into the store and ask if you can have some boxes because you are moving.

You will also need newspapers to wrap your fragile objects in.

A black crayon is needed to mark boxes with "FRAGILE" or "kitchen equipment". It is a good idea to label each box as to what room the box will go in when you move to your new place.

Plastic bags are good to put bottles of liquids in that might spill or leak. You can save the bags from vegetables at the supermarket or you can purchase "Baggies" at the supermarket.

Packing: Do all your packing before the movers or your friends arrive.

Wrap all fragile and breakable items in newspaper and put all of them in the same boxes marked "FRAGILE".

For out of town moves, empty all drawers & cupboards in your furniture.

For moves inside your town, remove all heavy objects from drawers and fill the drawers with light objects such items as towels, underwear and linens.

Pack all parts of each thing (such as parts to a lamp) in one box.

Group small articles from the same room in the same containers.

Packing cars and trucks

Move all large items first (chairs, desks, tables)

Then move the boxes

Next, fragile, single items that couldn't be packed in boxes (lamps, terrariums)
APPENDIX II

QUESTIONNAIRE

1. It would be easy to make friends if I were living in my apartment or house.
   - strongly agree
   - agree
   - somewhat agree
   - disagree
   - strongly disagree

2. It would be fun to live in my own apartment or house.
   - strongly agree
   - agree
   - somewhat agree
   - disagree
   - strongly disagree

3. I would have more freedom living in my own apartment or house.
   - strongly agree
   - agree
   - somewhat agree
   - disagree
   - strongly disagree

4. I would rather live in my own apartment or house than the home I am living in now.
   - strongly agree
   - agree
   - somewhat agree
   - disagree
   - strongly disagree

5. I would be afraid to live in my own apartment or house.
   - strongly agree
   - agree
   - somewhat agree
   - disagree
   - strongly disagree
6. It would be easy to find an apartment or house I would want to rent.
   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree

7. If I lived in my own apartment or house, I would enjoy cooking my own meals.
   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree

8. If I lived in my own apartment or house, I would enjoy keeping my place clean.
   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree

9. If I lived in my own apartment or house, I would enjoy arranging the furniture the way I wanted.
   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree

10. I can't afford the expense of living in my own apartment or house.
    ___ strongly agree
    ___ agree
    ___ somewhat agree
    ___ disagree
    ___ strongly disagree.

11. I would be happier living in my own apartment or house.
    ___ strongly agree
    ___ agree
    ___ somewhat agree
    ___ disagree
    ___ strongly disagree
12. There would be too many problems in living in my own apartment or house.

   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree

13. I am not yet ready to live in my own apartment or house.

   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree

14. There would be more for me to do if I lived in my own apartment or house.

   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree

15. It would be lonely living in my own apartment or house.

   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree

16. I would not be able to handle my money if I were living in my own apartment or house.

   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree

17. I would enjoy being able to choose the food I wanted to eat if I were living in my own apartment or house.

   ___ strongly agree
   ___ agree
   ___ somewhat agree
   ___ disagree
   ___ strongly disagree
18. I would meet many people if I lived in my own apartment or house.

___ strongly agree
___ agree
___ somewhat agree
___ disagree
___ strongly disagree

19. It would be fun to have friends visit me if I lived in my own apartment or house.

___ strongly agree
___ agree
___ somewhat agree
___ disagree
___ strongly disagree

20. I enjoy always having many people around me like I do in the home I am living in now.

___ strongly agree
___ agree
___ somewhat agree
___ disagree
___ strongly disagree

21. I would be bored living in my own apartment or house.

___ strongly agree
___ agree
___ somewhat agree
___ disagree
___ strongly disagree

22. I am afraid I will end up back in the hospital if I tried to live in my own apartment or house.

___ strongly agree
___ agree
___ somewhat agree
___ disagree
___ strongly disagree

23. I would be able to do more of the things I want if I lived in my own apartment or house.

___ strongly agree
___ agree
___ somewhat agree
___ disagree
___ strongly disagree
24. I am afraid I would meet people who would get me in trouble if I lived in my own apartment or house.

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

25. No one would visit me if I lived in my own apartment or house.

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

26. I would enjoy being able to come and go as I pleased if I were living in my own apartment.

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

27. I would be less worried about my possessions being stolen if I lived in my own apartment or house.

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

28. If I lived in my own apartment or house, I would enjoy having more to do.

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree
INSTRUCTIONS TO BE READ TO THE CLIENTS:

I am collecting information to help me evaluate the program. Will you please fill out this questionnaire to help me. On the questionnaire are 28 statements with 5 possible reactions to the statement. Please put a checkmark next to the reaction that is closest to your feelings about the statement.

SCORING INSTRUCTIONS:

For questions 1, 2, 3, 4, 6, 7, 8, 9, 11, 14, 18, 19, 23, 26, & 28:

- strongly agree = 4 points
- agree = 3 points
- somewhat agree = 2 points
- disagree = 1 point
- strongly disagree = 0 points

For questions 5, 10, 12, 13, 15, 16, 17, 20, 21, 24, & 25:

- strongly agree = 0 points
- agree = 1 point
- somewhat agree = 2 points
- disagree = 3 points
- strongly disagree = 4 points

Questions 7, 8, 9, 17, 19, 20, 26, 27, & 28 summed according to the above instructions to determine the subscore on the reinforcers.

Total points possible: Overall = 112 Subscore = 36
APPENDIX III

FUTURE PLAN PROGRAM

A. Below is a list of goals or plans which you may want to work towards. Check at least one (1) item and no more than three (3) items from the list that you think you may be interested in.

1. Finish high school
2. Go to school to learn a job skill
3. Go to college
4. Find volunteer work
5. Get a part time job
6. Get a full time job
7. Develop a hobby (ex., sewing, fishing, playing an instrument, working with leather, macrame, painting, collecting stamps, etc.)
8. Read about and study something I've always been interested in (ex., astronomy, history, art, trains, old cars, religion, etc.)
9. Learn to drive a car
10. Learn to ride a bicycle
11. Lose weight
12. Get more exercise
13. Learn to play a sport (ex., basketball, skiing, boxing, gymnastics, baseball, skating, etc.)
14. Take a trip somewhere
15. Find a man to marry
16. Find a woman to marry
17. Find location of my husband
18. Find location of my wife
19. Get a divorce from my husband
20. Get a divorce from my wife
21. Find the location of my children
22. Get custody of my children back
23. Have more contact with my family
24. Find a girlfriend
25. Find a boyfriend
26. End relationship with my girlfriend
27. End relationship with my boyfriend
28. Meet more people
29. End relationship with a friend that gets me in trouble
30. Have more contact with my friends
31. Get over fear of someone
32. Get over fear of something
33. Move out of the care home I am presently living in
34. Open a checking account
35. Open a savings account
36. Make a special purchase (ex., record player, radio, bicycle, car, clothing, watch, jewelry, furniture, dishes, fishing pole, etc.)

B.

You might have some goals or plans that were not mentioned on the list. Describe them on the lines below.
C. Check here if you have no goal or plans you are interested in working towards.

D. If you chose more than one goal, which one would you like to work on first?

E. Now that you have chosen a goal you want to work towards, you must determine what to do to reach them. On the next page are a list of questions to help you find out what you have to do to reach your goals. These questions include examples and some suggestions of things you may have to do to work towards your goal. If you answer Yes to any of the questions asked, then either circle one of the suggestions given that will help you to achieve your goal or plan and/or write in your own ideas as to what you can do to reach your goal or plan. After we have determined the steps necessary to achieve your goals, we will begin working on these steps.
F. Questions

I. Do I need information, answers to questions about what I want to do?

Example: Do I know what kind of job I am skilled enough to do?
Do I know what ways I can finish high school?

Yes ____ No ____

A. If I do need information, where can I go to find the information?

1. Suggestions:
   a. Adult Education
   b. Delta Junior College
   c. Woodruff Vocational School
   d. Vocational Rehabilitation
   e. Department of Human Resources
   f. Public Library
   g. ______________________
   h. ______________________

II. Do I have to convince someone that I am able to do this?

Example: Do I have to convince my social worker?
Do I have to convince my home operator?
Do I have to convince my wife?
Do I have to convince my husband?
Do I have to convince my girlfriend?
Do I have to convince my boyfriend?

Yes ____ No ____

A. If I do have to convince someone, what can I do to convince them?

1. Suggestions:
   a. Move to my own apartment and take care of it
   b. Get a job and hold it
   c. Stay out of the State Hospital
   d. ______________________
   e. ______________________
III. Do I have to fill out an application to do what I want?

Example: Do I have to apply for a job I want? 
Do I have to apply for a divorce? 
Do I have to apply for a marriage license? 
Do I have to apply for a driver's license? 
Do I have to apply for school? 

Yes ___ No ___

A. If I do have to apply, where do I have to go to make the application?

1. Suggestions:
   a. the business where I would like to work
   b. the court house
   c. Department of Motor Vehicles
   d. to a lawyer
   e. Adult Education
   f. bank
   g.
   h.

IV. Will what I want to do cost me money?

Example: Money for entrance fees 
Money for application fees 
Money for travelling expenses 
Money for renting an apartment 
Money for a purchase 

Yes ___ No ___

A. If it will cost me money, about how much will it cost me? $___

   a. Do I have enough money now?  yes ___ no ___
   or

   b. Will I have to save enough money to do what I want?  yes ___ no ___

V. Is any training required to do what I want?

Example: Training in secretarial skills? 
Training in carpentry skills? 
Improved reading skills 
Improved math skills

Yes ___ No ___
A. If I do need training what kind of training would I need?

1. Suggestions:
   a. finish high school
   b. go to trade school
   c. go to college
   d. go to Humphrey's Business college
   e. go to a union hall
   f. __________________________
   g. __________________________

VI. Would it help me if I changed my living arrangement?

   Yes ____  No ____

A. If it would, where should I move to?

1. Suggestions:
   a. my own apartment
   b. where a friend already lives
   c. my family's home
   d. __________________________
   e. __________________________

VII. Am I afraid to do this, even though I want to?

   Yes ____  No ____

A. If I am afraid, what can I do to overcome this fear?

1. Suggestions:
   a. have a friend go with me, help me
   b. talk to other people who have done the same thing
   c. force myself to do it and do something nice for myself afterwards as a reward
   d. __________________________
   e. __________________________

VIII. Do I have to meet some people first in order to do what I want?

Example:  Meet someone to marry
          Meet someone to be friends with

   Yes ____  No ____
A. If I do need to meet some people, what can I do to meet them?

1. Suggestions:
   a. Join a club
   b. Get a job
   c. Do volunteer work
   d. Move to an apartment complex where many people live
   e. _____________________________
   f. _____________________________

IX. Do I need to purchase some equipment to do what I want?

Example: Carpentry tools
          An instrument
          A fishing pole
          Needles
          Material
          Leather tools
          Car

Yes _____  No ____

A. If I do need equipment, how can I get them?

1. Suggestions:
   a. buy them
   b. take a course at a school where they are available
   c. rent them
   d. lease them
   e. _____________________________
   f. _____________________________

X. Are there more things to be done that did not come out in the questions?

Yes _____  No ____

A. If there are, list them below

1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
XI. Now that you have decided what some of the things are that need to be done to achieve what you want, what is the first thing you are going to do to achieve your goal or plan?

a. ____________________________