

# MAINE STATE LEGISLATURE

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**LAWS**

OF THE

**STATE OF MAINE**

AS PASSED BY THE

ONE HUNDRED AND TWELFTH LEGISLATURE

**SECOND REGULAR SESSION**  
January 8, 1986 to April 16, 1986

**SECOND SPECIAL SESSION**  
May 28, 1986 to May 30, 1986

AND AT THE

**THIRD SPECIAL SESSION**  
October 17, 1986

PUBLISHED BY THE DIRECTOR OF REVISOR OF STATUTES IN  
ACCORDANCE WITH MAINE REVISED STATUTES ANNOTATED,  
TITLE 3, SECTION 163-A, SUBSECTION 4.

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J.S. McCarthy Co., Inc.  
Augusta, Maine

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**PUBLIC LAWS**  
OF THE  
**STATE OF MAINE**

AS PASSED AT THE  
SECOND REGULAR SESSION  
of the  
ONE HUNDRED AND TWELFTH LEGISLATURE  
1985

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## CHAPTER 776

S.P. 822 - L.D. 2082

### AN ACT to Continue the Mental Retardation Trainer Apprenticeship Program at Pineland Center.

Be it enacted by the People of the State of Maine as follows:

34-B MRSA §5402, sub-§5 is enacted to read:

5. Mental Retardation Trainer Apprenticeship Program. A Mental Retardation Trainer Apprenticeship Program is established at the Pineland Center to provide education and skill development for direct care staff to allow them to become knowledgeable and experienced journeymen in the mental retardation field. This program shall be designed to provide individuals with sufficient knowledge to work as paraprofessionals in a multitude of disciplines, including, but not limited to, physical therapy, occupational therapy, recreation therapy and speech therapy.

Effective July 16, 1986.

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## CHAPTER 777

H.P. 1342 - L.D. 1879

### AN ACT Relating to Day Treatment Services for Emotionally Disturbed Children.

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, day treatment programs for emotionally handicapped school-age children combine principles and practices from the areas of mental health, special education and family counseling and support; and

Whereas, day treatment programs can often eliminate the need for out-of-home or residential treatment placements of emotionally handicapped school-age children, by strengthening family unity while providing coordinated educational and therapeutic services in the most efficient and cost-effective manner; and