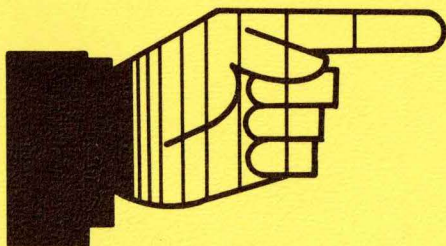


A PARENT HANDBOOK:
TRANSITION
FROM SCHOOL TO ADULT LIFE

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**SECTION D: WHAT CAN YOU DO?
APPENDICES**

**A PARENT HANDBOOK:
TRANSITION FROM SCHOOL TO ADULT LIFE**

John W. Struck

**SECTION D: WHAT CAN YOU DO?
APPENDICES**

May 1987

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Mountain Plains Regional Resource Center (MPRRC)
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and

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Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

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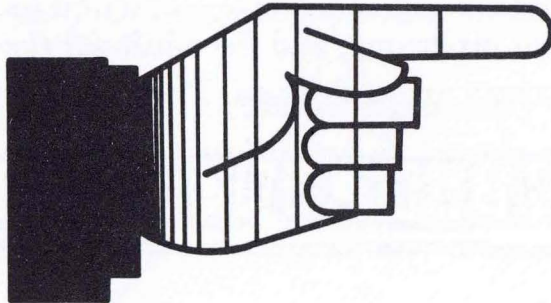
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INTRODUCTION

In the first section, "*What Is Transition?*" we discuss what transition is, why it is important, and a transition planning process. In *Section B: "Where Are We Going?"* we discuss various employment options and living arrangements once your son or daughter leaves school. In *Section C: "Who Can Help Us Get There?"* we share information about high school programs, post-high school programs, and adult service agencies. In this last section, "**What Can You Do?**" we discuss your role in transition and provide you with some questions to ask future employers, training institutions, and service agencies. The Appendices for the entire document are also included in this section. Although the material contained in this section applies equally to both males and females, we have used female nouns and pronouns throughout the entire section so that it is easier to read. *A reminder as you read this section: be sure to encourage and expect schools, adult service providers, your daughter or son, and yourself to communicate, cooperate, and commit to developing a plan that leads to a meaningful adult life.*

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SECTION D: WHAT CAN YOU DO?

SCENE FOUR:

(A teacher and principal are chatting in the hall at school.)

Ms. Smith: "Wow! What a great parent conference. It's so neat to work with parents like Linda's. They are so concerned, so supportive. They really ask relevant questions and provide good insight into her needs."



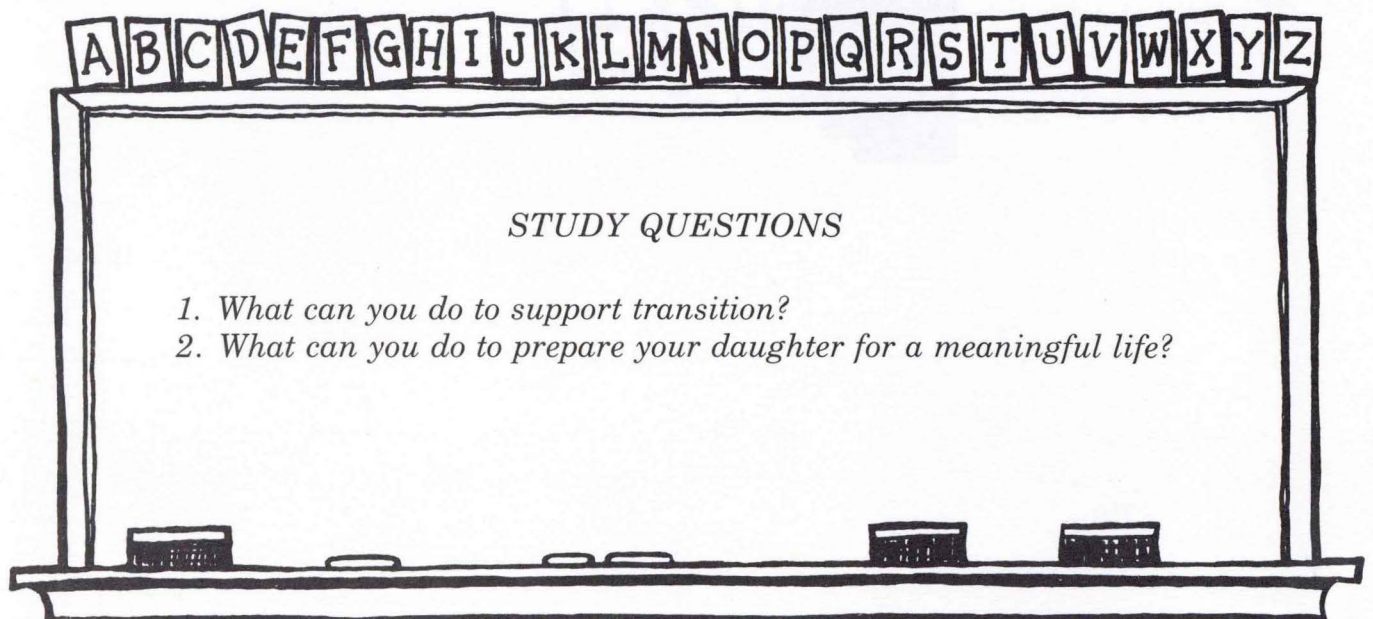
Mrs. Richardson: "Yes, I agree. This conference was a good example of the home and school working together."

Ms. Smith: "We need parent input and involvement. Linda's Transition Plan is great."

Mrs. Richardson: "I must admit, I wasn't sure of the need to discuss transition issues before students graduated; but, the idea of planning for what students will do when they graduate makes sense. Linda's parents are a good example of *what parents can do* when planning."

As you begin this final section, take a minute to reflect on major points discussed so far. We have discussed (a) what transition is, (b) the transition planning procedure, (c) employment options, (d) living arrangements, (e) social and leisure skills, (f) high school programs, (g) post-high school programs, and (h) adult service agencies and groups.

In the last section, two questions are addressed. They are listed on the chalkboard.



It is important to remember the words "extended family" or "special friend" can be substituted in this handbook whenever "parent" is implied. Extended family members include uncles, aunts, brothers, sisters, grandparents, and in-laws. Family, work, personal commitments, and burnout are reasons why some parents do not have enough time to work with schools and agencies in the area of transition. Using extended family or close friends in supportive or representative roles is fine. You need to reach a comfort level with transition activities in which you choose to become involved. Doing what you can or are interested in will make your involvement more satisfying. No parent should feel obligated to do everything listed in this handbook. As we look at the Transition Tips (activities you can do), please keep in mind this list also applies to extended family or special friends.

Transition Tips

The following tips are taken from *Vocational Training and Employment: Guidelines for Parents* by M. Sherrill Moon and Andrew V. Beale. Most of the tips are based on common sense. However, they might move your thoughts into actions.

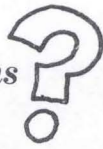
- ✓1. Take part in the development of the Individual Educational Plan (IEP) and transition planning procedure.
- ✓2. Support the school's effort to provide job training.
- ✓3. Make sure vocational training is part of your daughter's IEP.
- ✓4. Help identify employment opportunities in your community.
- ✓5. Request that a Transition Plan be developed.
- ✓6. Help identify your daughter's needs and interests.
- ✓7. Work on social skills at home.
- ✓8. Let your daughter prepare meals, go shopping, or make a budget.
- ✓9. Join advocacy groups.
- ✓10. Encourage your daughter's participation in community activities.
- ✓11. Find information on employment and living options in your community.
- ✓12. Ask questions.

Questions to Ask



There are a variety of questions to ask about employment, living arrangements, high school programs, post-high school training, and adult service agencies. This section lists questions you or your daughter may ask as the Transition Plan is developed or carried out. Consider your task as a fact-finding mission and these questions as your guide. In this section, names are used in place of "your son or your daughter." These questions are taken from *Effective Transition from School to Work and Adult Services: A Procedural Handbook for Parents and Teachers* by John McDonnell, Martin Sheehan, and Barbara Wilcox.

Questions on Employment Options



1. What hours will Jane work?
2. What fringe benefits are provided?
3. What are the entry requirements for this job or program?
4. Will a vocational assessment be completed on Jane?
5. Is a job coach provided?
6. What is the average annual wage of individuals in the program?
7. How will this money affect her Supplemental Security Income (SSI)?
8. What is the goal of this program (e.g., competitive employment)?

Questions about Living Arrangements



1. What type of staff works here?
2. How many people live here?
3. What type(s) of disability(ies) do the people who live here have?
4. How will Tom's privacy and belongings be maintained?
5. Is contact with family and friends restricted?
6. Who pays for this? Does Tom qualify for financial support?
7. How long can Tom live here? What happens then?
8. What type of leisure activities are available?
9. Where is your home located? I would like to take a tour before I decide to let Tom live here.
10. If Tom decides to live in your facility, how long will it be before he can move in?

Questions Concerning the High School Program



1. What are the career and vocational objectives on Mary's Individual Educational Plan (IEP)? How were they developed?
2. On what social skills does the team think Mary needs to work?
3. I would like Mary included in more vocational classes. What classes do you suggest?
4. Will she be taught functional math and reading?
5. What is Mary's Transition Plan going to include?
6. Is there an objective on recreation activities and how does it tie into her Transition Plan?

Questions for Post-High School Vocational Training or Education Programs



1. What training programs are offered?
2. What is the length and cost of the programs?
3. What are the entry requirements for this program?
4. If Mike signs up today, how long will it be before he can start the program?
5. What support services are available for him?
6. How and where can financial assistance be obtained?
7. What is the name of the contact person for each program?
8. What is the application procedure?
9. Describe the specific vocational training you are going to provide.
10. Do you provide assistance in locating a job when Mike finishes your program?

Questions for Adult Service Agencies



1. What programs and services are offered by your agency?
2. What types of disabilities do you serve?
3. How do you determine eligibility?
4. What services would you provide Linda? What is the cost? Can financial assistance be obtained and if so whom do I contact?
5. For what vocational program is Linda qualified?
6. Is there a waiting list for your program? If so, how long?
7. Who is the contact person?

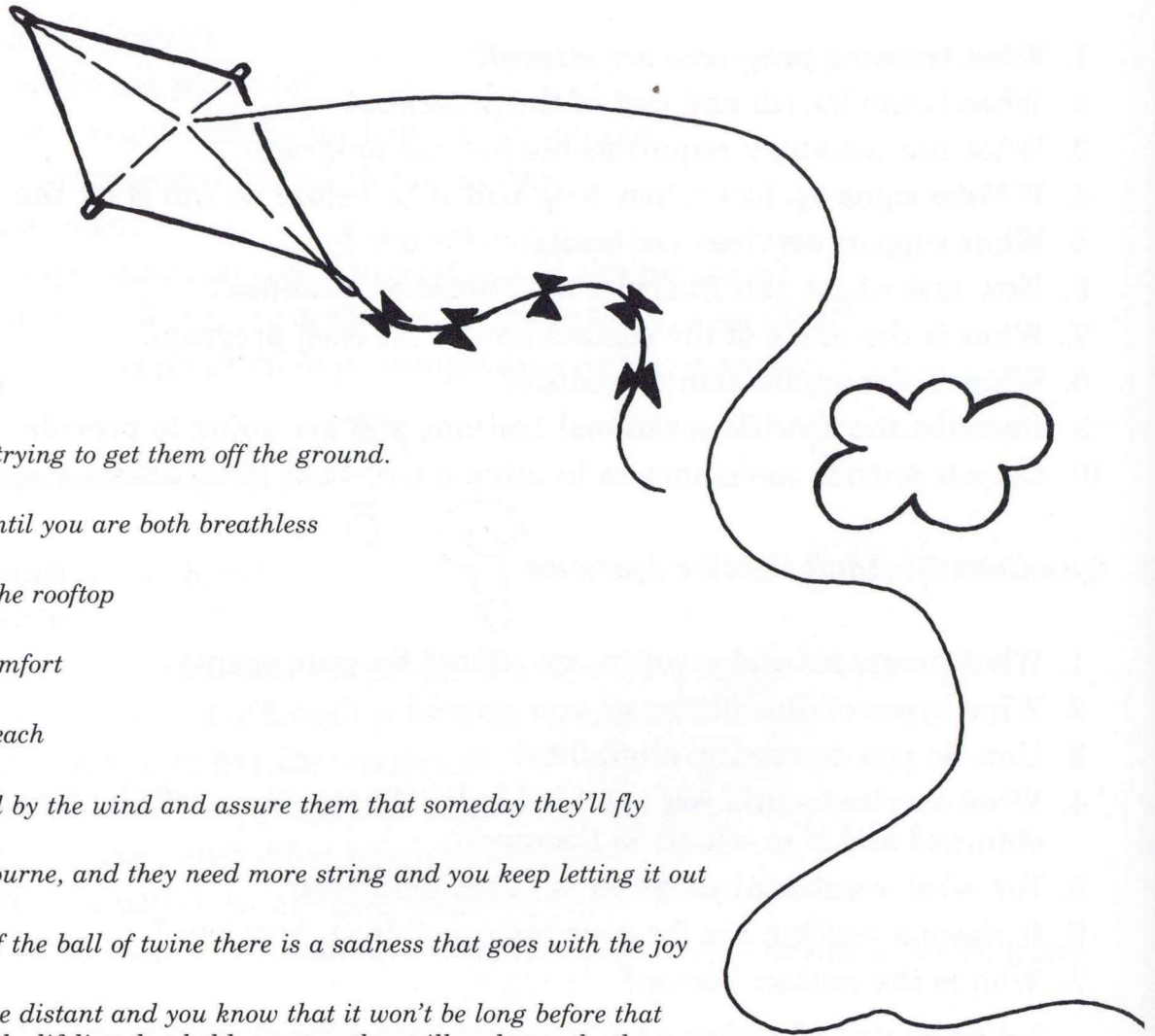
You are Important



What is your role in transition? Your role is *as important as you want it to be*. Educators see it as critical. Your involvement is needed in order to improve post-high school employment and living options for adults with disabilities. Sam Kirk, a nationally known special educator, tells how he feels about your importance.

If I were to give credit to one group in this country for the advancements that have been made in the education of exceptional children, I would place the parent organizations and parent movement in the forefront as a leading force.

Your involvement at times may be frustrating, stressful, discouraging, and time consuming; but, it is always important. You *can* play a major role on the transition team. This handbook has given you information, questions to ask, and suggestions for you to become (or continue to be) an active member of the team. A poem, presented by a parent at a conference on transition, is an appropriate way to end this handbook on transition.



I see children as kites

You spend a lifetime trying to get them off the ground.

You run with them until you are both breathless

They crash, they hit the rooftop

You patch and you comfort

You adjust and you teach

You watch them lifted by the wind and assure them that someday they'll fly

Finally they are airbourne, and they need more string and you keep letting it out

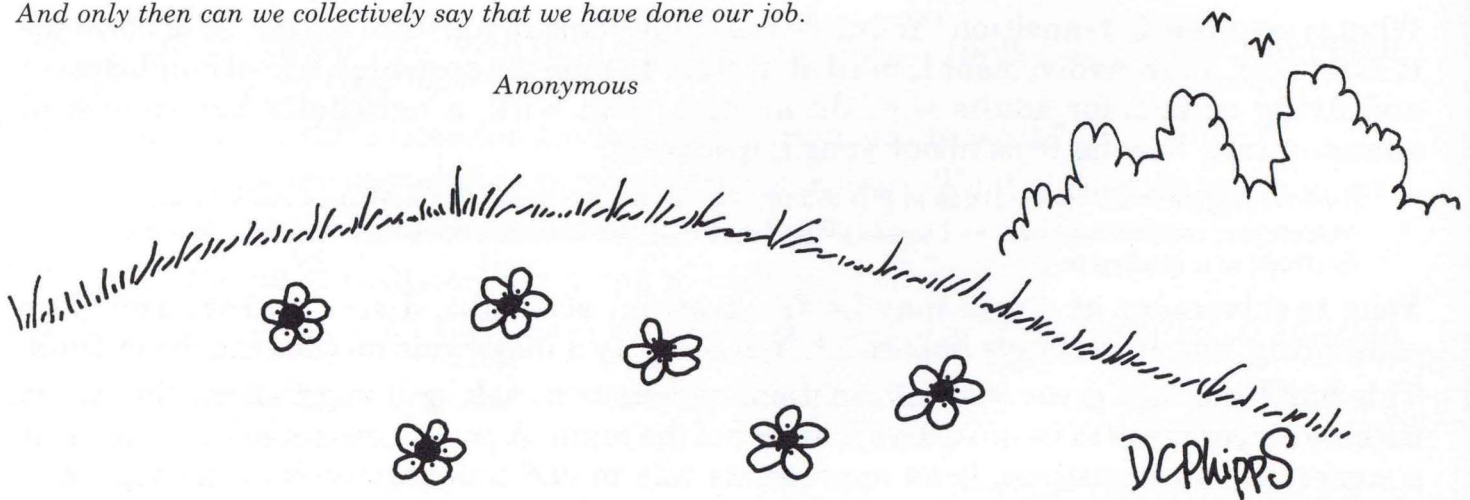
But with each twist of the ball of twine there is a sadness that goes with the joy

The kite becomes more distant and you know that it won't be long before that string will snap and the lifeline that holds you together will no longer be the same

A child, as a kite, must be prepared to soar, as they are meant to soar, free and alone, to the greatest extent possible.

And only then can we collectively say that we have done our job.

Anonymous



DCPhillips

APPENDICES

- A. Parental Needs Assessment**
- B. Examples of Formal Transition Plans**
- C. Listing of Sample Social Skills**
- D. Employability Skills Checklist**
- E. Leisure Interest Checklist**
- F. Transition Resources — State Level**
- G. Examples of Advocacy and Support Groups**

**APPENDIX A
PARENTAL NEEDS ASSESSMENT**

Please read the statements and mark *yes*, *no*, or *not sure*. If you mark *no* or *not sure* refer to the page listed for more information.

	Yes	No	Not Sure	See Page
1. I know what the term "transition" means.	_____	_____	_____	<u>A-2</u>
2. I know what services are available to provide my daughter with vocational training after graduation and how to obtain them.	_____	_____	_____	<u>C-6</u>
3. I know what programs are available to provide residential services to my daughter after graduation and how to obtain them.	_____	_____	_____	<u>B-4</u>
4. I understand the role that Vocational Rehabilitation plays in vocational planning for my daughter and how to obtain their services.	_____	_____	_____	<u>C-8</u>
5. I know what a sheltered workshop or work activity center does.	_____	_____	_____	<u>B-4</u>
6. I know about SSI and Medicaid and the effect of my daughter's employment on payments.	_____	_____	_____	<u>C-10</u>
7. I know about post-secondary training options available for my daughter.	_____	_____	_____	<u>C-5</u>
8. I understand the type of vocational training my daughter is currently receiving.	_____	_____	_____	<u>C-3</u>
9. I know what the long-term vocational goals are for my daughter.	_____	_____	_____	<u>A-7</u>
10. I understand the role of the Department of Human Services in providing assistance to my daughter following graduation.	_____	_____	_____	<u>C-9</u>
11. If my daughter needs assistance in getting a job, or applying to a trade school or a college, I know whom to contact.	_____	_____	_____	<u>C-5</u>



ANNUAL GOALS/SHORT TERM OBJECTIVES

STUDENT Joe Jones

FROM _____ TO _____
 FROM _____ TO _____ INDIVIDUALIZED EDUCATION PROGRAM

GRADE 11 BIRTHDATE _____ AUTHOR Mary Smith, SCI Teacher REVIEWER _____ DATE _____

<p>PRESENT LEVEL Joe is currently finishing his 10th grade program and has participated in three community job explorations. (see work experience goal sheet).</p>	<p>ANNUAL GOAL FOR _____ TRANSITION (CONTENT AREA) Joe will complete his secondary program and move from school to work in the least restrictive, appropriate community environment.</p>	<p>OUTCOME ABOVE <input type="checkbox"/> EXPECTED <input type="checkbox"/> BELOW <input type="checkbox"/></p>
--	--	---

<p>SHORT TERM OBJECTIVES (STATE WHAT THE STUDENT WILL DO, HOW WELL.)</p> <ol style="list-style-type: none"> 1. Parents and Joe will identify post-graduation services and resources for Joe in the following areas: <ul style="list-style-type: none"> A. <u>Vocational/Post-Secondary Education</u> <ol style="list-style-type: none"> 1. Joe will apply for Vocational Rehabilitation services. 2. Joe and parents will discuss vocational services with Vocational Rehabilitation counselor. B. <u>Living Arrangement</u> <ol style="list-style-type: none"> 1. Parent and Joe will meet with staff from appropriate adult residential programs. C. <u>Mobility</u> <ol style="list-style-type: none"> 1. Joe will obtain a driver's license. D. <u>Financial Planning</u> <ol style="list-style-type: none"> 1. Joe and parent will identify financial support resources for adult services. 	<p>STRATEGIES/MATERIALS</p> <ol style="list-style-type: none"> 1. Teacher will arrange for parent to fill out parent survey prior to the IEP conference or during the IEP conference. A1. Teacher will provide forms for parent and student to complete. Teacher will send forms to V.R. 2. Teacher will arrange a meeting of Joe, parent, and V.R. counselor. B1. Teacher will give parent information manual describing residential services in Area 10. 2. Teacher will arrange a meeting with appropriate residential service providers (Systems Unlimited) parent, and Joe. C1. Joe will participate in Driver's Education during his junior year. 2. WEC will obtain Handicapped Bus Pass. D1. Teacher will arrange meeting of Joe, parent & DHS caseworker. 	<p>EVALUATION CRITERIA/PROCEDURES</p> <p>10/15/86</p> <p>12/01/86 Intake interview completed.</p> <p>09/28/86 Meeting. Placed on waiting list for services.</p> <p>01/10/87 Issued Driver's License.</p> <p>09/15/86 Bus pass obtained.</p> <p>10/10/86 Meeting.</p>
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D-8

APPENDIX B

Name: _____

Date: _____

Participants: _____

COMPREHENSIVE TRANSITION PLANNING - A FORMAT

NEED AREA	OBJECTIVES	RESPONSIBILITIES			
		PARENT/GUARDIAN	SCHOOL	INDIVIDUAL	ADULT SERVICE PROVIDER
		Action	Action	Action	Action
Career/ Vocational Skills					
Living Skills					
Leisure Skills					
Personal/ Interpersonal Skills					

APPENDIX B

D-9

Timeline

Parent/Guardian

School

Individual

Adult Service Provider

Career/Vocational Skills

Living Skills

Leisure Skills

Personal/Interpersonal Skills

APPENDIX C

SAMPLE SOCIAL SKILLS PROJECT C.A.S.T. Social Skills*

PERSONAL

Taking responsibility for work
Being dependable
Telling the truth
Being polite and courteous (saying please, thank you)
Maintaining grooming/hygiene
Expressing positivism, enthusiasm, friendliness

INITIATING

Greeting others; initiating conversations; giving information
Introducing self, others
Asking for help/assistance/feedback/questions
Giving a compliment (positive feedback)
Giving negative feedback; making a complaint
Apologizing; excusing self
Giving directions
Joining others in groups/activities

RESPONDING

Listening and responding when others speak
Following instructions
Handling negative feedback
Recognizing the feelings of others
Responding to peer pressure, teasing, name calling
Problem solving (dealing with an angry person)

**Note: These skills are taken from PROJECT C.A.S.T. (Career and Social Skills Training) which is a joint project of Area Education Agency 7, University of Northern Iowa, and Iowa Department of Education.*

APPENDIX D

EMPLOYABILITY SKILLS

Date of Evaluation: _____

Student Name: _____ Employer Name: _____

	YES	NO
ATTENDANCE - Does the student come to work unless there is a reasonable excuse?	_____	_____
RELIABILITY - Is the student dependable? Can you count on the student to do a job?	_____	_____
COMPLETES ASSIGNED TASK - Does the student finish a job before a new one is undertaken?	_____	_____
DISPLAYS PROPER RESPECT - Is the student courteous and polite? Does the student treat you and others in a manner that is expected?	_____	_____
FOLLOWS INSTRUCTIONS - Once the student understands your instructions, are they obeyed?	_____	_____
APPEARS TO BE BENEFITING FROM INSTRUCTION - Is the student getting something out of his job site?	_____	_____
UNDERSTANDS INSTRUCTIONS - Does the student demonstrate comprehension of your instructions?	_____	_____
USES AND CARES FOR EQUIPMENT RESPONSIBLY - Does the student make use of and take care of things properly?	_____	_____
SELF-CONTROL - Does the student exercise self-discipline to the extent that the student's actions do not interfere with the situation?	_____	_____
SATISFACTION WITH SITE - Do you think the student likes the site?	_____	_____
FOLLOWS RULES - Does the student obey the regulations?	_____	_____
ACCEPTS CONSTRUCTIVE CRITICISM - If you inform the student of something that is being done incorrectly, does the student take it in stride and attempt to correct it?	_____	_____
SEEKS ADDITIONAL WORK WHEN FINISHED WITH ASSIGNED TASK - Does the student either ask you what to do next or go on to a routine job as opposed to standing around?	_____	_____
GETS ALONG WITH FELLOW WORKERS - Is the student friendly? Does the student fit into the group or situation?	_____	_____
GENERAL APPEARANCE - Does the student have proper grooming habits?	_____	_____
KNOWS RULES OF JOB - Is the student aware of the regulations for the situation?	_____	_____
AMOUNT OF OVERALL IMPROVEMENT - Does the student do a better job than he did at the start?	_____	_____
FUTURE EMPLOYMENT - Would you hire or recommend this student for a job on a regular basis?	_____	_____

APPENDIX E

LEISURE INTEREST CHECKLIST*

	Do	Don't Do	Interest	No Interest		Do	Don't Do	Interest	No Interest
BARBEQUES	___	___	___	___	MANUAL ARTS	___	___	___	___
BASEBALL	___	___	___	___	MATH	___	___	___	___
BASKETBALL	___	___	___	___	MENDING	___	___	___	___
BIKE RIDING	___	___	___	___	MODEL BUILDING	___	___	___	___
BILLIARDS	___	___	___	___	MOSAICS	___	___	___	___
BOWLING	___	___	___	___	MOVIES	___	___	___	___
BRIDGE	___	___	___	___	NEEDLEWORK	___	___	___	___
CAMPING	___	___	___	___	PAINTING	___	___	___	___
CARD PLAYING	___	___	___	___	PARTIES	___	___	___	___
CARPENTRY	___	___	___	___	PHOTOGRAPHY	___	___	___	___
CAR REPAIR	___	___	___	___	PIANO	___	___	___	___
CERAMICS	___	___	___	___	PING PONG	___	___	___	___
CHESS	___	___	___	___	PLAYS	___	___	___	___
CLASSICAL MUSIC	___	___	___	___	POKER	___	___	___	___
CLOTHES	___	___	___	___	POLITICS	___	___	___	___
COLLECTING	___	___	___	___	POOL	___	___	___	___
CONCERTS	___	___	___	___	POPULAR MUSIC	___	___	___	___
CONVERSATION	___	___	___	___	PUZZLES	___	___	___	___
COOKING	___	___	___	___	RADIO	___	___	___	___
CROCHETING	___	___	___	___	READING	___	___	___	___
DANCING	___	___	___	___	RELIGION	___	___	___	___
DATING	___	___	___	___	SCIENCE	___	___	___	___
DECORATING	___	___	___	___	SCOUTING	___	___	___	___
DRAMATICS	___	___	___	___	SCRABBLE	___	___	___	___
DRIVING	___	___	___	___	SERVICE GROUPS	___	___	___	___
DRUMS	___	___	___	___	SEWING	___	___	___	___
EXERCISE	___	___	___	___	SHUFFLEBOARD	___	___	___	___
FOOTBALL	___	___	___	___	SHOPPING	___	___	___	___
GARDENING	___	___	___	___	SINGING	___	___	___	___
GOLF	___	___	___	___	SOCIAL CLUBS	___	___	___	___
GUITAR	___	___	___	___	SOCIAL STUDIES	___	___	___	___
HAIRSTYLING	___	___	___	___	SOLITAIRE	___	___	___	___
HISTORY	___	___	___	___	SWIMMING	___	___	___	___
HOLIDAYS	___	___	___	___	TABLE GAMES	___	___	___	___
HOME REPAIR	___	___	___	___	TELEVISION	___	___	___	___
HORSE RIDING	___	___	___	___	TENNIS	___	___	___	___
JEWELRY MAKING	___	___	___	___	TRAVELING	___	___	___	___
KNITTING	___	___	___	___	UPHOLSTERY	___	___	___	___
LANGUAGES	___	___	___	___	VISITING	___	___	___	___
LAWN GAMES	___	___	___	___	VOLLEYBALL	___	___	___	___
LEATHERWORK	___	___	___	___	WOODWORKING	___	___	___	___
LECTURES	___	___	___	___	WRITING	___	___	___	___

Please list any other special interests not listed above:

*This list is taken from Project Transition: Career Planning for Handicapped Students, a joint project of Iowa Department of Education and Drake University.

APPENDIX F

RESOURCES FOR TRANSITION AT THE STATE LEVEL

1. DEPARTMENT OF ECONOMIC DEVELOPMENT — DIVISION OF JOB TRAINING
200 East Grand
Des Moines, IA 50319
(515) 281-4219

2. DEPARTMENT OF EDUCATION
 - a. BUREAU OF COMPENSATORY AND EQUITY EDUCATION
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3912

 - b. BUREAU OF SPECIAL EDUCATION
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3176

 - c. DIVISION OF VOCATIONAL REHABILITATION SERVICES
510 East 12th Street
Des Moines, IA 50319
(515) 281-4311
Outside Des Moines: 1-800-532-1486

3. DEPARTMENT OF EMPLOYMENT SERVICES (Formerly JOB SERVICE OF IOWA)
1000 East Grand
Des Moines, IA 50319
(515) 281-5387

4. DEPARTMENT OF HUMAN SERVICES
Hoover State Office Building
Des Moines, IA 50319
(515) 281-3147

5. IOWA ASSOCIATION OF REHABILITATION AND RESIDENTIAL FACILITIES
1200 35th Street, Suite 120
West Des Moines, Iowa 50265
(515) 223-6635

APPENDIX G

EXAMPLES OF ADVOCACY & SUPPORT GROUPS

ASSOCIATION FOR RETARDED CITIZENS/IOWA
715 E. Locust St.
Des Moines, IA 50309
1-800-362-2927

COMMISSION FOR PERSONS WITH DISABILITIES
Department of Human Rights
Lucas State Office Building
Des Moines, IA 50319
(515) 281-5969

COMMUNITY MENTAL HEALTH CENTERS ASSOCIATION OF IOWA, INC.
900 Des Moines St.
Des Moines, IA 50309
(515) 266-5944

IOWA ASSOCIATION FOR CHILDREN & ADULTS WITH LEARNING DISABILITIES
P.O. Box 267
Fort Dodge, IA 50501
(515) 573-8964

IOWA ASSOCIATION OF REHABILITATION AND RESIDENTIAL FACILITIES
1200 35th Street, Suite 120
West Des Moines, IA 50265
(515) 223-6635

IOWA COALITION FOR THE DISABLED
2530 University Avenue
Waterloo, IA 50701

IOWA EXCEPTIONAL PARENT CENTER
3312 North 12th
Fort Dodge, IA 50501
(515) 576-5870

IOWA PILOT PARENTS
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870

IOWA TASH
THE ASSOCIATION FOR PERSONS WITH SEVERE HANDICAPS
P.O. Box 94292
Des Moines, IA 50394

