

Community Training: New Statewide Individual Program Plan

February 2025



Agenda

- Background and Overview
- Review of the New Individual Program Plan (IPP) Format
- Implementation
- Guides for Self-Advocates and Families
- Questions

Background and Overview



How We Got Here



September 2023: SB 138 was put into law

- Requires DDS to establish a standardized IPP and procedures
- Regional centers begin using the new IPP by January 1, 2025
- Provide statewide uniformity and consistency
- Promote equity in the practices and services of regional centers

Changes to the IPP

What's New



- Increased flexibility in what an individual wants to include in their plan
- Focus on strengths and links personal preferences to goals and desired outcomes
- Standard format and process across all regional centers
- Some areas or prompts may be new

What's The Same



- Statute and requirements of the IPP
- The regional center's role in the IPP
- The assessment of needs and services
- Documentation of required information sharing

Review of the New IPP Format



What is Included in the IPP



- Contact and Identifying Information
- Introduction
- How This Plan Was Developed
- Vision for the Future
- Communication
- Decision-Making
- Life Areas
- Emergency Planning

What are Life Areas?

- A way to talk about goals and supports needed to meet those goals
- Address a desired outcome or goal for the most important parts of the individual's life
- Includes information about:
 - What is currently happening
 - What is important **to** the individual
 - What is important **for** the individual
 - What needs to be done to meet the goals
- Choose as many Life Areas as the individual wants
- Funded services need to be tied to a Life Area



Life Area Options

Choice/
Advocacy

Community
Participation

Education/
Learning

Employment

Healthcare/
Wellness

Home Life/
Housing

Income/
Finances

Personal/
Emotional
Growth

Relationships

Safety
Considerations

Supports at
Home

Transportation/
Getting Around

The IPP Agreement and Signature Page

- Contact and Identifying Information
- Services and Supports needed
- Agreement of All or Some Services
- Additional Requests
- Exceptions to HCBS Settings Requirements
- Acknowledgements
- Additional Notes
- Signature Page
- Optional Survey



Implementation



Regional Center Implementation

Certified Person-Centered Thinking Facilitation Trainers

- SDRC has multiple PCT Trainers who teach Service Coordinators person-centered practices

Updates to Record System

- All 21 Regional Centers will include information in the new IPP Format
- Will be available in multiple languages

DDS Technical Assistance

- Instructional guide to support standard procedures
- Frequently Asked Questions based on trainings
- Provide ongoing support into 2025



Resources for the Community

Guides: Interactive tools to think about goals, strengths and successes

- Your Plan – for self-advocates and adults
- Your Child's Plan – for families with children ages 3-13
- Your Youth's Plan – for young adults ages 14-22 and their families
- Translations will be available in 11 languages (*coming soon*)

Videos: Additional ways to learn about person-centered practices and the IPP

- Interview-style series with individuals and families
- Animated series

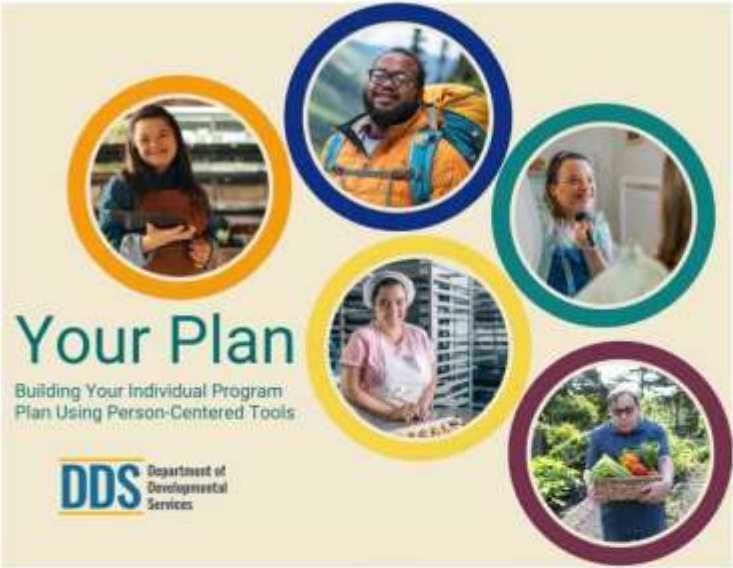
Please visit the DDS Website to download Your Plan Guide or to watch the videos – <https://www.dds.ca.gov/rc/ipp/>



Guides for Self-Advocates and Families



Resources for Individuals and Families



Your Plan
Building Your Individual Program Plan Using Person-Centered Tools

DDS Department of Developmental Services

The graphic features six circular images arranged in a cluster. The images show diverse individuals: a woman in a blue shirt, a man in an orange jacket, a woman in a blue shirt, a woman in a pink shirt, a woman in a white apron, and a man in a blue shirt holding a basket of vegetables. The circles are colored in shades of blue, orange, green, yellow, and purple.



Your Child's Plan

Support for Building Your Child's (ages 3-13) Individual Program Plan (IPP) Using Person-Centered Tools



Your Youth's Plan

Support for Building Your Youth or Young Adult's (ages 14-22) Individual Program Plan (IPP) Using Person-Centered Tools





Your Plan

Building Your Individual Program Plan Using Person-Centered Tools





What is this about?

In this workbook, you will have a chance to think about your life and the kinds of things that are important to you. When you're done, the information can be used to help build your person-centered IPP. On each page you will find a question and some words about what it means. It's best to use this workbook while you talk with people who know and care about you.

Remember, this is just one way to start your person-centered IPP process.

Look at the Notes (page 43) at the end of this guide for a list of other ways to start planning or ask your service coordinator about local resources for developing your own plan.

About You!

Information that will help you write
your Individual Program Plan

This workbook is about:

You may notice orange text or words at the bottom of the following pages.
This will help you understand where the information might fit in your IPP.



THINGS TO THINK ABOUT

- What are some great things about you?
- What do you like about you?
- What are some things you are good at or proud of?
- What are some nice things that people say about you?
- What groups do you belong to?

These are important things to think about when you are figuring out your goals, or the kinds of services and supports you need and want.

You might want to start by asking a friend or relative to answer these first. Write your answers in the box on this page.

What are some great things *ABOUT YOU*?



ABOUT YOU!

Your answers will help build the *Introduction* and *what is important to you* to parts of your person-centered individual program plan.



What You Might Want to Talk About at Your Planning Meeting

During your planning meeting, you are in charge of picking the areas of your life to set goals. Thinking about this ahead of time will help you be ready to talk about them. Look at the list below. Check the area(s) you want to include in your team meeting with an X or check in the box. You can pick as many of these life areas as you want. If you use a service from the regional center, you need to pick at least one of these areas.

Life Area

What You Might Want To Talk About

Choice/ Advocacy	<input type="checkbox"/>	Choices and decisions that you want to make and those when you want support. You can show your team Making Decisions at Your Meeting (page 26) in this guide.
Community Participation	<input type="checkbox"/>	Interests, hobbies, activities and places that you enjoy. New ways that you would like to spend time in your community.
Education/ Learning	<input type="checkbox"/>	Goals in school or college for you. Or, new things you would like to learn including skills or hobbies.
Employment	<input type="checkbox"/>	Getting a job or changing jobs. The kinds of support you need to find and keep a job.
Healthcare/ Wellness	<input type="checkbox"/>	Changes in your health needs or medicine. New doctors or new health issues in your life. Plans for a major health event or information you want your doctor to know.
Home life/ Housing	<input type="checkbox"/>	Changes in the services and supports you need at home. Or, changing homes or making your home more accessible and safe.

Continued on the next page



Life Area

What You Might Want To Talk About

Income/
Finances

You might want to talk about your benefits, or money earned from a job, or learning about spending or saving money.

Personal/
Emotional Growth

Services and supports you might need for your emotional well-being and/or mental health.

Relationships

Support you might need to build the kinds of relationships you want with friends, family, neighbors and others.

Safety
Considerations

Changes that you or your team feel is necessary for your safety at home or in the community.

Supports at
Home

Changes in your preferences, needs and supports when you are at home.

Transportation

Ways you get around in the community now and changes in transportation that will help you keep involved in your community.

Additional Goal Areas You Want to Talk About:



How to Tell if the Planning Meeting Went Well

Were all of the people that you wanted at the meeting? (Mark with an X or checkmark)

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Did everyone look at About You and Your List of Things You Want to Talk About at Your Planning Meeting?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Did you and your family, friends or advocates help decide what was written in the plan?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Did you get information about the kinds of services you need to support you?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Did you get to ask questions?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Did all of your questions get answered?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Are the goals and outcomes in your plan the ones you wanted?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Are there dates for completing goals?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

At the end of your planning meeting, you will receive a survey from your service coordinator about how things went.

What were the best things about the meeting?

What could have been better?

If there are a lot of “no” answers to these questions, then turn to page 42 and learn more about What You Can Do When Things Are Not Working.



Your Child's Plan

Support for Building
Your Child's (ages 3-13)
Individual Program Plan (IPP)
Using Person-Centered Tools





Appreciating and Celebrating Your Child

This is a place to talk about all the wonderful things you and others appreciate about your child. Your notes might include:

- Positive qualities, strengths, and talents
- What you and others like about your child
- What your child does that makes other people smile
- What you and others admire or appreciate about your child

Your Notes





SUPPORTING YOUR CHILD WITH DECISION-MAKING

An important part of growing up is learning to speak up for oneself and gradually making more important decisions over time. These are skills that will lead to your child becoming a confident self-advocate. Fill in the following chart with your child to identify potential IPP goals. You may want to add other responsibilities and skills for your child as well.

Responsibility and decision-making skills	At what age will this be important for my child?	What support does my child need? How could this skill be taught?
Choosing a healthy snack		
Helping around the house		
Choosing what to wear		
Being responsible for personal items		
Understanding social and relationship boundaries		
Completing homework		
Making safe choices		



Your Youth's Plan

Support for Building Your
Youth or Young Adult's
(ages 14-22)
Individual Program Plan
(IPP)
Using Person-Centered
Tools



Transition Planning with Your Regional Center Team

When your youth reaches middle school, it's not too early for your family to start thinking about the transition from school. Your young adult's school is responsible for developing an Individual Transition Plan as a part of the Individual Education Plan (IEP). However, you can also start planning for the transition from school with your regional center IPP team. Here are some things for you to consider doing or discussing with your service coordinator and IPP planning team.

Consider adding to your young adult's IPP:

- A vision for the future and the goals needed to support that vision.
- Community mobility skills, public transportation and travel training goals as needed.
- Goals regarding community safety and emergency help skills as needed.

Ask your planning team about:

- Financial resources that will be available to your youth, such as Social Security, SSI/SSP, or Medi-Cal.
- Living options like licensed homes, supported living services or independent living services, and Section 8.
- Employment options, adult day and vocational services.
- Health Care Directives, Power of Attorney, Representative Authorization, Special Needs Trusts and conservatorships.

Learn more about school and community opportunities:

- Community activities available through local Parks and Recreation Departments.
- Educational and transition programs available through your school.
- Community Colleges and four-year universities.
- Volunteering and community service activities.
- ID cards through DMV, registering to vote.
- Registering for the Selective Service.



Regional Centers and Schools Working Together on Transition

The goal of regional centers and schools working together is to ensure a smooth transition to adult living for students with disabilities. Here are some ways that regional centers and schools can work together on transition plans:

- **Transition Liaisons:** Regional centers can establish partnerships with local school districts to help children transition to preschool or kindergarten.
- **Individual Program Plans (IPPs):** Regional centers can help develop IPPs that outline the services and supports a student needs and prefers. IPP meetings are person-centered, meaning they focus on the student's choices and preferences.
- **Interagency collaboration:** School personnel and community representatives can work together to create teams that address issues related to post-secondary transition.
- **Department of Rehabilitation counselors (DOR):** DOR counselors can help with transition planning for employment, including creating an Individualized Plan for Employment.

Resources that can help with transition planning include:

- [Guideposts for Success](#): A document that identifies key educational and career development interventions.
- [Employment First Policy](#): Resources and guidelines to help transition age youth develop postsecondary goals.



Transition Skills to Consider Adding to Your Youth's IPP and IEP

The transition from school to adult life is challenging for all students. There are a number of skills which can make the transition easier. Transition skills for youth and young adults can include:

- Self-care: Basic self-care, dental, vision, health care, sexuality and mental health.
- Money management: Budgeting, tracking expenses, counting change, and starting a checking account.
- Household skills: Meal planning, cooking, laundry, recycling, and cleaning.
- Social skills: Communicating effectively, building relationships, understanding social situations, and dating.
- Self-advocacy: Understanding how your disability affects you and speaking up for yourself.
- Problem-solving: Solving common problems in everyday life.
- Safety: Staying safe in the community and protecting your privacy.
- Transportation: Driver's education and using public transportation.
- Vocational skills: Computer skills, workplace etiquette, and study skills.

The following page includes some tips for teaching transition skills.



Checklist for Transition Planning from School to Adult Services

You can use the checklist below along with the one-page description and vision for the future to help you and your youth in transition planning. Sit down with your young adult to go over the checklist. You can take this to your school (IEP) and regional center (IPP) meetings to help you and your youth build a person-centered transition plan. You can also use it to guide your answers to Life Areas for Goals Setting for your next IPP meeting on page 25. If you need more information about services, ask your school or regional center representative.

Housing

How do you want to live after leaving school?

- at home with family?
- on my own?
- with a roommate?
- other:

Things you might want more information about:

- home of your own
- adult foster care
- supported living
- group home
- home modifications
- other:

Supports at Home

Do you need support to take care of yourself?

- taking the bus?
- doing the laundry?
- buying food?
- paying bills?
- cooking and cleaning?
- other:

Things you might want more information about:

- social skills
- money management
- personal care
- household management
- other:

Healthcare/Wellness

Do you need support to stay healthy?

- taking medicine?
- eating healthy and staying active?
- getting to and from a doctor?
- other:

Things you might want more information about:

- dental care
- health insurance
- preventative health check-ups
- physical activity/exercise
- nutrition
- sexuality
- disability and special healthcare
- other:



Checklist for Transition Planning from School to Adult Services

Employment

Will you be looking for a job or training services?

- do you need help looking for a job?
- do you need help keeping a job?
- are there training services that might help you in the job market?

Things you might want more information about:

- supported employment
- community based training
- community college programs
- adult education
- volunteering
- other:

Personal/Emotional Growth

What kinds of support will you need from others?

- for seeing friends and family?
- for community activities and recreation?
- for dating?

Things you might want more information about:

- personal attendant/assistant
- faith communities
- social and recreation activities
- family life
- social media
- other:

Choice/Advocacy

What kinds of support do you need to advocate for yourself?

- training in being assertive?
- understanding rights?
- understanding benefits?

Things you might want more information about:

- self advocacy groups
- counseling
- legal assistance
- voting
- other:

Answers to Common Questions

- All 21 Regional Centers will begin using this IPP format January of 2025
- The standard procedures are included in the guide for regional centers
- Not all IPPs will change on the same day
- You will use the new IPP format the next time you have a new IPP meeting
- You can invite other people to participate in your IPP meeting
- The IPP does not replace your person-centered plan if you are in the Self-Determination Program
- Using the guides is not required but may help individuals and families think about their IPP ahead of time



For more information

SDRC Website: www.sdrc.org

DDS Website: www.dds.ca.gov/rc/ipp/

Reach out to your Service Coordinator

