

Community Training: New Statewide Individual Program Plan

December 2024



Housekeeping



Interpretación en español: haga clic en el globo blanco en la parte inferior de la pantalla con la etiqueta "Interpretation." Luego haga clic en "Spanish" y seleccione "Mute original audio."



ASL interpreters have been "Spotlighted" and live closed captioning is active



This meeting is being recorded

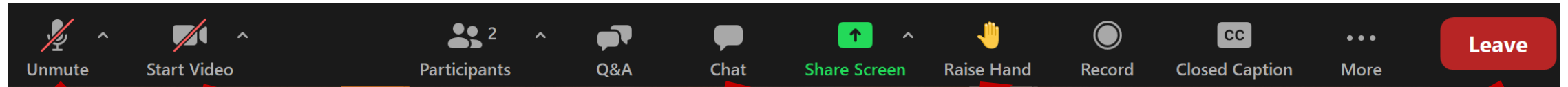


Materials are available: [Individual Program Planning : CA Department of Developmental Services](#)



Questions? Email: IPPSupport@dds.ca.gov

Zoom Tips



Unmute mic only when it's your turn to speak

Your video will be turned off

Attendees can type questions/ comments in the Q&A

Chat is available for everyone

At the end, please raise your hand when you want to speak

Leave the webinar at the end of the meeting



- For attendees, your video and microphone will not be available
- You will only see/hear DDS staff and presenters on screen



- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

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



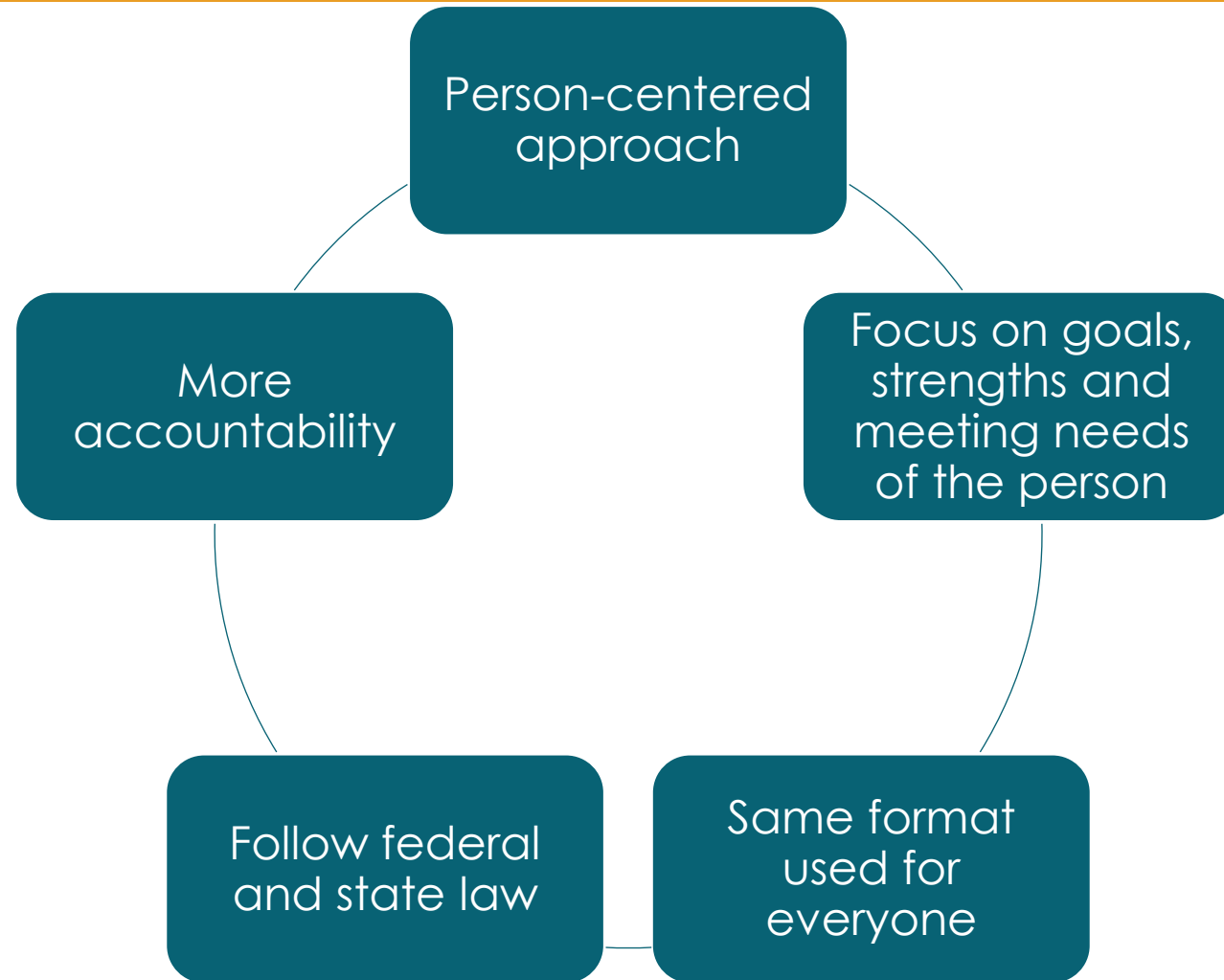
August 2022: Regional Center Performance Measures (RCPM) created measures for Person-Centered Services Planning

- People served by regional centers have person-centered services plans
- Regional center service coordinators demonstrate person-centered planning skills

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
- Be integrated with the new case management system
- Provide statewide uniformity and consistency
- Promote equity in the practices and services of regional centers

Goals of Standardization



Changes to the IPP

What's New



- Increased flexibility in what an individual wants to include in their plan
- Opportunities to practice person-centered approaches
- Focus on strengths and links personal preferences to goals and desired outcomes
- Standard format and process across regional centers
- Some areas or prompts may be new
- How Medicaid-Waiver eligibility is addressed in the IPP

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
- At least one Life Area in the IPP is needed
- 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

- Every regional center has at least one staff in this role
- Teach service coordinators person-centered practices
- Train staff on how to use the new IPP

Updates to Record System

- All 21 Regional Centers will include information in the new IPP Format, regardless of the record system used
- Will be available in multiple languages

DDS Technical Assistance

- Three training sessions for regional centers
- 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

Trainings: About the new IPP format and how to use the guides

- DDS Consumer Advisory Committee – November 12
- Family Resource Center Network of California – November 13
- For the Community – December 5 & 18
- Additional opportunities coming in January and beyond

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

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



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



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 Person-Centered Planning?

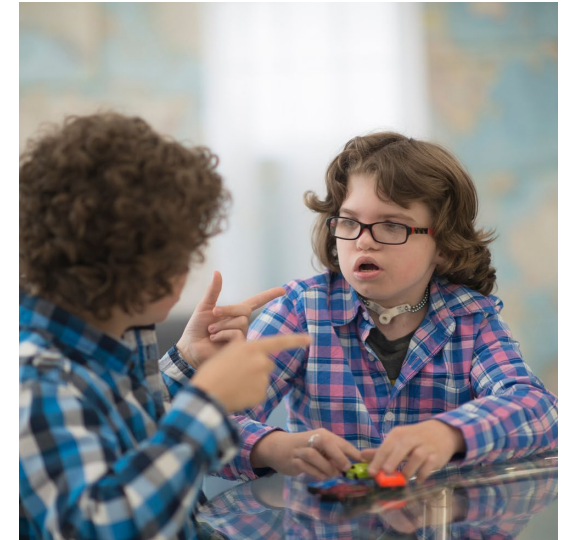
Person-Centered Planning is a way for you to tell other people what kind of support you need, how you want to get that support, and what's most important to you. It's about figuring out your life goals and what you need to achieve them. It starts with a shared conversation between you and people who care about you, like family and friends. It is a way to talk so that everyone respects your ideas and listens to you. The conversation helps figure out what you enjoy and what gets in the way of living the life you want.

The most important things to remember about person-centered planning are:

- You are the expert in your own life
- You are in the driver's seat
- It is about supporting the different ways that you choose to live

Your regional center service coordinator will be using person-centered practices to work with you on your next individual program plan (IPP). Your new IPP will talk about:

- Important things about you and information about your IPP meeting
- How you communicate and your vision for the future
- How you make decisions and the life areas important to you
- What to do in an emergency





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.

Tips and Ideas for Working on *About You!*

The questions in this guide are sometimes hard to answer on your own. It is helpful to ask people who have known you a long time to support you in completing the planning activities. Here are some ideas that will help you before and during your conversation.

Before Your Conversation

- Pick a place where you are comfortable and can talk out loud
- Decide whose ideas you want for your plan, invite them to talk with you
- You might want to include people who know you really well
- Think about including people who you trust, and you can rely on
- Ask people to help you talk about the questions in this guide
- Make notes about your answers
- Put a check mark beside the things you REALLY want included in your plan
- Decide if you want to lead your own meeting, or if you want someone else to lead it
- Think about the private things that you do not want to talk about in front of others
- Make a list of those private things





Tips and Ideas for Working on *About You!*

During Your Conversation

Set some rules for everyone to follow like:

- Keep things positive
- Take turns talking
- Start with things you are proud of, or happy about
- Respect everyone's right to choose not to talk
- Listen to one another
- Ask questions when you do not understand someone
- Be respectful of each other's ideas and information
- Support each other
- If a topic makes you uncomfortable or upset, stop talking about it
- End with a positive summary of what you talked about
- Bring this guide with you to your IPP meeting





Who is Part of Your Life?

Who are the people you feel close to? They might be people in your family, people at work or school, or neighbors and friends.

Who are the people you do things with?

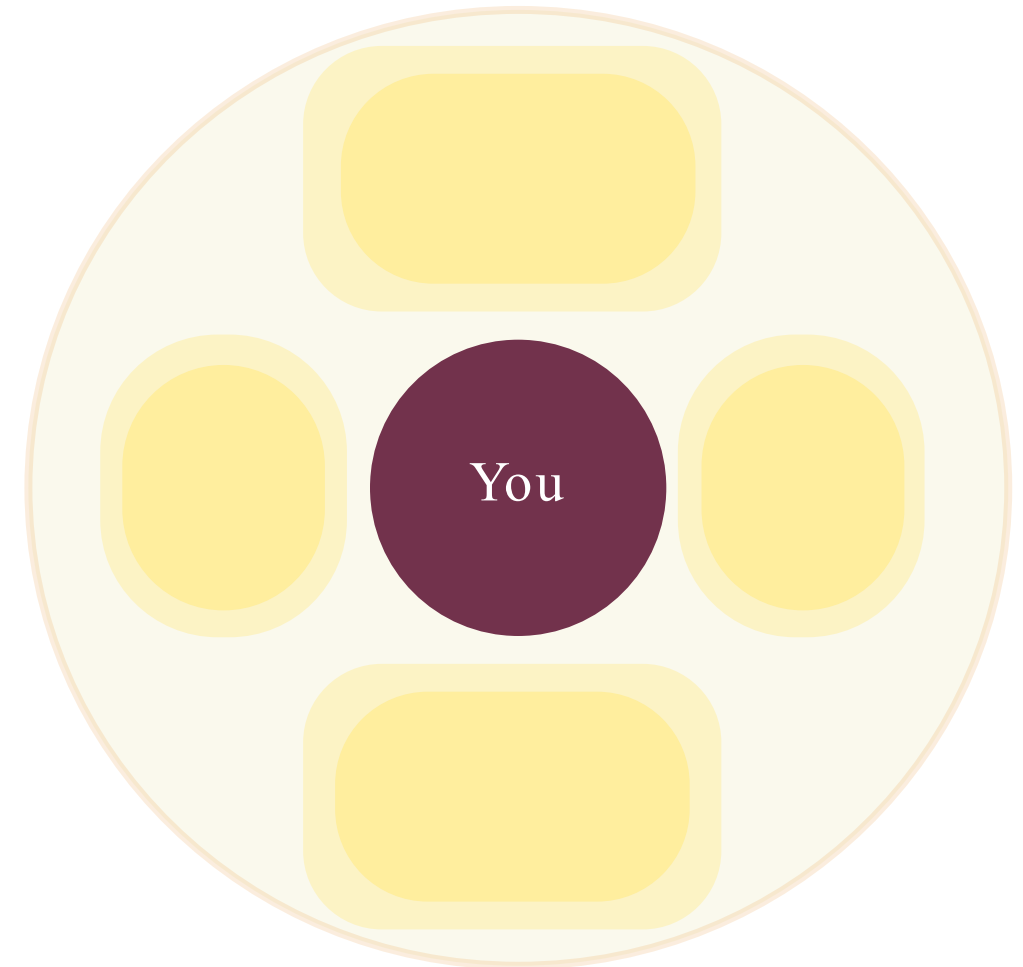
Who do you turn to for help?

Who do you spend the most time with?

Who are the people who know you best?

These are people who you might want to ask to give you ideas for your IPP or invite to come to your individual program planning meeting.

Think about who they are and write their names in this circle around you.



ABOUT YOU!

This will help you think about who to include in your planning meeting and who might provide you with services and supports once your plans gets started.



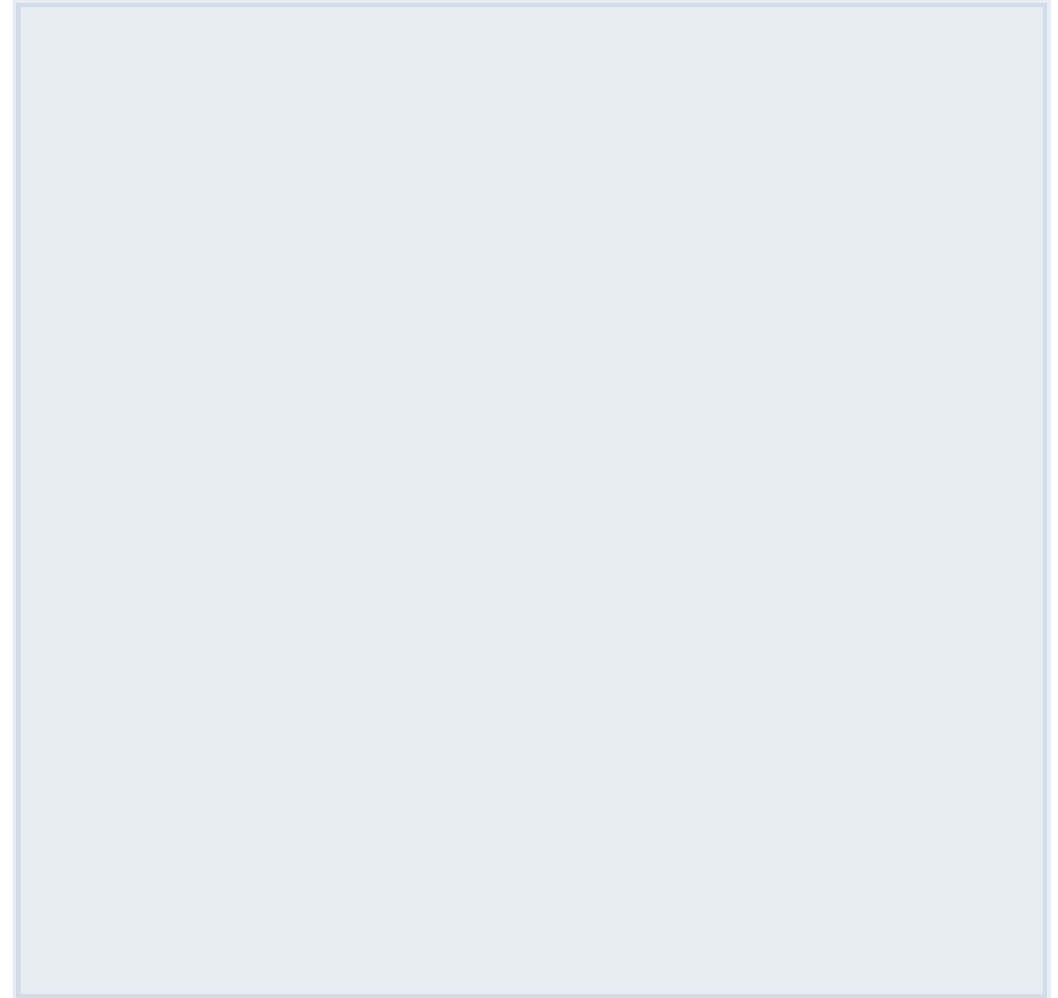
THINGS TO THINK ABOUT

- 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.



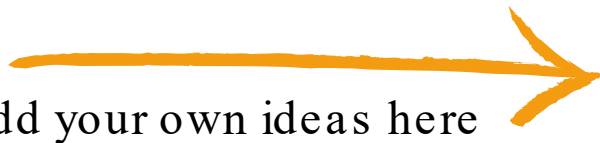
Decision-Making Checklist

You can use this page to think about and talk about things that may come up at your meeting and decide for yourself if you need support in those decisions.

Put an X or check the box that works best for you.

Make sure that you bring this checklist to your next planning meeting.

For more information on Supported Decision Making, visit [California State Council on Developmental Disabilities: Supported Decision-Making Resources](#).

Add your own ideas here 

CHOICES/ DECISIONS	Decisions I want to make myself	Decisions I want help with	Decisions I want my team to make
Things I want to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where I want to live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What job I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Things to do in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Things about my health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where I go to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How I spend my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Who my friends are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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.
Homelife/ 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:



When to Write a Plan in the First Person*

There is a belief that when the plan is written in first person, that “makes” it person-centered. It is true, writing a person-centered plan using first person (I, me, you) is a good idea. However, there are three times when using first person makes sense and a general rule about not using first person. They are:

1. Use first person when the person wrote the plan (or section of the plan) or when you are quoting the person whose plan it is and you are comfortable the person meant what they said.
2. Use first person when the person actively edited the plan along with the plan writer and clearly approved and understood what was said and how it was said.
3. Use first person when the person primarily communicates with his or her behavior (and not with words) only if:
 - The people who know and care about the person are absolutely sure that what is written is what the person would say;
 - The plan writer is comfortable that these are people who are close enough to the person and spend enough time with the person to truly know; and
 - What is written will be tested (and changed) by on-going listening to the person’s behavior.

In general, whenever, there is any doubt use third person (he, she, your first name).

*Abbreviated from *Guidelines for using 1st person in writing a person-centered plan* by Michael Smull, Support Development Associates



How to Tell if the Planning Meeting Went Well

YES NO

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

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

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

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

Did you get to ask questions?

Did all of your questions get answered?

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

Are there dates for completing goals?

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.



A Six Month Check-Up

About every six months, you should look at Your Plan to see if things are going the way they were written. You should ask yourself these questions:

- Are you working on the goals in your IPP?
- Are you getting the support listed in your IPP that helps you to live, work and be active in your community?
- Are you doing what you want to do during the day?
- Do you see your friends and family as often as they want?

Are there things that could be going better?

YES NO

If there are a lot of "no" answers to these questions or if things could be going better, then turn to page 44 and learn more about Tips on 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





PERSON-CENTERED PLANNING AND YOUR INDIVIDUAL PROGRAM PLAN (IPP)

(from A Consumer's Guide to The Lanterman Act)

The Lanterman Act is the California law that promises services and supports to people with developmental disabilities and their families. These services and supports are offered through the 21 regional centers and their service providers. The Individual Program Plan (IPP) is an agreement between your child and family and the regional center. The IPP is very important because it lists your child's goals, along with the services and supports that the regional center will help you receive. This guide will help you prepare for that meeting.

Your regional center service coordinator will be using person-centered planning to work with you on your child's next IPP. The new IPP will talk about:

- Important things about your child and information about the IPP meeting
- How your child communicates and your vision for their future
- How your child will learn to make decisions and the life areas important to your child
- What to do in an emergency

The activities and checklists contained in this guide have been used in a variety of ways. Any of the materials can be copied or changed to meet your needs.



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





What do people need
to know to best
support your child?

- What support is helpful?
- What information do people need to know so they will be able to support your child?
- Are there places where different kinds of support are needed?
- What skills are needed?
- What type of person works best with your child?

Your Notes



You can use the information you recorded here to make a One Page Description. It can be used as a resource guide for in-home, program and support staff. See next page for more information.



A ONE-PAGE DESCRIPTION

When you have time, you might consider taking the information from About Your Child to complete a one-page description. On this page is a one-page description for Tommy. His parents are using it as an introduction to his new preschool teachers. You can use it in a number of ways. For example, when your child starts a new year at school, is joining a club or a new sports team, or is transitioning to a new day care.

The purpose is to promote more person-centered support whatever the environment might be. You will find a blank one-page description on the next page.

One-page profiles or descriptions were first developed by Helen Sanderson and The Learning Community for Person Centered Thinking.

One Page Description for: Tommy

What people like and admire about Tommy:

- Clever and cool
- Funny
- Always kind
- Loves sports
- Good at playing the piano
- Happy and thoughtful
- Fun to be with

How to best support Tommy:

- Tommy is quiet and has lots of energy. He needs to release the energy by doing activities like running, jumping on or off things and playing outside.
- Tommy often puts other people's wishes before his own. He sometimes needs encouragement to say what he wants.
- Tommy can get anxious in certain situations that appear difficult. Talk to him about the issue ahead of time and he usually calms down.



What is important to Tommy:

- Drawing with water pastels and making pictures
- Talking to friends every day
- Having pizza for dinner at least once a week
- Playing with Forrest, Heather, Doggie and Sophia
- Playing with Tonka trucks
- Making things out of salt dough
- Having a sleepover with friends and making forts
- Going on the trampoline
- Watching tv and DVDs with popcorn
- Going to bed with favorite soft toy
- Getting lots of encouragement before trying new things

One Page Description for:

What people like and admire
about

Add photo

What is important to



LIFE AREAS FOR GOAL SETTING AT YOUR CHILD'S IPP MEETING

During your IPP meeting, you and your child are in charge of setting one or a few IPP goals. Those goals will fit into one or more of the life areas below based on what you know about your child's strengths and support needs. Look back at your Notes and check the life areas below that best cover what you have recorded.

Life Area

Goals That You Might Want to Talk About

Choice/
Advocacy

Choices and decisions that you hope your child will make in the future. For children it might be learning a chore, or choosing clothes, learning to express and set personal boundaries. Does your child currently need an advocate? Will they in the future?

Community
Participation

Interests, hobbies, activities and places that your child enjoys. New ways that you and your child would like to spend time in the community.

Education/
Learning

Goals in school for your child. Or, new things your child would like to learn.

Employment

What does your child want to be when they grow up?

Healthcare/
Wellness

Changes in your child's health needs or medicine. New doctors or new health issues in your child's life.

Homelife/
Housing

Changes in the services and supports your child needs at home, in changing homes or in making your home more accessible and safe.

Continued on the next page



Life Area

Goals That You Might Want to Talk About

Income/ Finances	<input type="checkbox"/>	You might want to talk about your child's benefits, or how they might earn money in the future, or learning about spending or saving money.
Personal/ Emotional Growth	<input type="checkbox"/>	Services and supports your child might need for their emotional well-being and/or mental health.
Relationships	<input type="checkbox"/>	Support your child might need building healthy relationships with friends, family, and others.
Safety Considerations	<input type="checkbox"/>	Any worries that you or your team have about the safety of your child at home or in the community. Helping your child begin to understand boundaries.
Supports at Home	<input type="checkbox"/>	Changes in your child's preferences, needs, and supports at home.
Transportation	<input type="checkbox"/>	Ways your child gets around in the community now and changes in transportation that will help them to be involved in your community.

Additional Support Goal Areas You Want to Include on Your Child's IPP:

You're almost ready for your meeting! There are a few more things to think about and you'll find them in Part 2: Before Your Planning Meeting.



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:



Life Areas for Goal Setting at Your IPP Meeting

During your IPP meeting, you and your youth are in charge of setting one or a few IPP goals. Those goals will fit into one or more of the life areas below based on what you know about your young adult's strengths and support needs. Look back at your Notes from About Your Youth and, if you completed it, the Transition Checklist and check the life areas below that best cover what you recorded.

Life Area

Goals That You Might Want to Talk About

Choice/ Advocacy	<input type="checkbox"/>	Choices and decisions that you hope your youth will make in the future. For youth it might be learning a chore, or choosing clothes, learning to express and set personal boundaries. Does your young adult currently need an advocate? Will they in the future?
Community Participation	<input type="checkbox"/>	Interests, hobbies, activities and places that your youth enjoys. New ways that you and your young adult would like to spend time in the community.
Education/ Learning	<input type="checkbox"/>	Goals in school for your youth. Or new things your youth would like to learn.
Employment	<input type="checkbox"/>	Getting a job or changing jobs. The kind of support your young adult needs to find and keep a job.
Healthcare/ Wellness	<input type="checkbox"/>	Changes in your youth's health needs or medicine. New doctors or new health issues in their life.
Homelife/ Housing	<input type="checkbox"/>	Changes in the services and supports your youth needs at home, in changing homes or in making your home more accessible and safe.

Continued on the next page



Life Area

Goals That You Might Want to Talk About

Income/Finances	<input type="checkbox"/>	You might want to talk about your young adult's benefits, or how they might earn money in the future, or learning about spending or saving money.
Personal/ Emotional Growth	<input type="checkbox"/>	Services and supports your youth might need for their emotional well-being and/or mental health.
Relationships	<input type="checkbox"/>	Support your young adult might need building healthy relationships with friends, family, and others.
Safety	<input type="checkbox"/>	Any ideas you or your team have about the safety of your youth at home or in the community. Helping your young adult begin to understand boundaries.
Supports at Home	<input type="checkbox"/>	Changes in your youth's preferences, needs, and supports at home.
Transportation	<input type="checkbox"/>	Ways your young adult gets around in the community now and changes in transportation that will help them involved in your community.

Additional Support Goal Areas You Want to Include on Your Youth's IPP:

You're almost ready for your meeting! There are a few more things to think about and you'll find them in **Part 2: Before Your Planning Meeting.**



Supporting Your Youth or Young Adult with Decision-Making

An important part of growing up is learning to speak up for oneself and gradually making more important decisions over time. It helps build important skills needed for self-advocacy as adults. Use the following chart as a guide with your youth and for goal planning.

Responsibility and decision-making skills	At what age is this skill important for my youth?	How could this be taught? What support is needed?
Getting around town		
Money management		
Shopping for personal items		
Living on own or with roommates		
Understanding social and relationship boundaries		
Getting and keeping a job		
Making safe choices		

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
- The guides will have shorter versions that you can use
 - ABOUT YOU
 - ABOUT YOUR CHILD
 - ABOUT YOUR YOUTH
 - DURING YOUR MEETING
 - AFTER YOUR MEETING
- Using the guides is not required but may help individuals and families think about their IPP ahead of time



Questions?

If you have any questions regarding IPP materials or trainings, please email: IPPSupport@dds.ca.gov

For more information, visit: [Individual Program Planning : CA Department of Developmental Services](#)

