



Your Youth's Plan

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

DDS Department of
Developmental
Services



Building Your Youth's Individual Program Plan (IPP) Using Person-Centered Tools

This four-part guide is designed to help families build a person-centered Individual Program Plan (IPP) for their youth or young adult (ages 14-22). It includes a workbook to help families identify their youth or young adult's preferences, strengths and needs, and goals. This guide has tips for before, during, and after the planning meeting. You will find information on the transition from school to adult services.

Acknowledgements

The material in this guide is based on **It's My Choice (Minnesota Governor's Council on Developmental Disabilities)** and **More Than A Meeting (California Department of Developmental Services - DDS)**

Special thanks to Colleen Wieck and the Minnesota Governor's Council on Developmental Disabilities for permission to adapt some of the content and format of *It's My Choice* for this California guide.

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ABOUT THIS GUIDE

This guide is for families with youth or young adults, ages 14 to 22 who have an intellectual or developmental disability and are enrolled at a Regional Center through the Lanterman Act. This guide is written to help youth or young adults, and their parents, caregivers or other family members identify and write down the preferences, strengths, and goals of the youth or young adult. These are all important parts of creating an effective Individual Program Plan. The guide will also help you:

- Think about what you want to discuss during the IPP process, and how to focus on what matters most to your youth or young adult and your family and identify those needs.
- Share your youth's and family's cultural and language preferences as you develop the plan together.
- Learn about your family's rights and the importance of exercising your rights in the planning process.
- Review your young adult's plan to make sure it shows their preferences and needs, and the best way to support them.






BEFORE YOU START

PLAIN LANGUAGE

This guide is written using plain language. Writing in plain language uses common words to explain things. Plain language means it is easy to understand. Writing this way shows respect for everyone. **People with developmental disabilities and their families, friends and advocates should have the same ACCESS to information as others.** Access means having information when you need it, and understanding what is written so that:

- People with developmental disabilities who read, can read it and use it.
- Families and friends who advocate for those who cannot read, can easily explain it.
- It can be easily translated into other languages and keep the same meaning.
- We can all understand the information in the same way.

A NOTE ABOUT CULTURE

Throughout the guide, you will see this symbol  for questions that may help you share how important culture and identity are to your family, your youth or young adult. When you see this symbol, be sure to share your thoughts about culture and identity that matter the most for your youth's development.

A NOTE ABOUT LANGUAGE

While this guide uses person-first language, we recognize that others prefer identity-first language. Whatever your language preference, we can all agree that it's your youth's priorities that drive the IPP process. When talking about individuals between the ages of 14 and 22, we will use either the words "**youth**" or "**young adult**." When talking about the caregiver, parent or other responsible adults in the youth's life, we use the word "**family**." Tell your service coordinator what words you choose to represent you and your youth.



Some words and terms used in IPP planning

Word or Term

What it Means

LIFE AREA

An area of a youth's life where you might want to have goals like *employment, relationships, or community participation*.

NEED

This tells what a person needs (like services and supports) to reach a goal.

OUTCOME

This is what actually happens with a goal, like *Jerry dresses himself* or *Monique lives in her own apartment*.

SHORT and LONG-TERM VISION

Short-term means something that will happen soon. In a year or less.
Long-term means something in the future, like two to twenty years.

SERVICE COORDINATOR

The service coordinator is the person from the regional center who helps you figure out the services and supports your youth needs to reach your family's short and long-term visions.

SUCCESSES/STRENGTHS

This tells what a person is good at or likes to do, progress made on goals from last year, or new things they've learned.

TRANSITION PLANNING

Planning that supports a youth in making a transition such as a place to live, a different school, school to work or an adult program.

If there are other words or terms used in IPP planning that you want to ask your service coordinator about, just write them down and ask:



Part 1

Getting Ready to Build Your Youth's IPP Using Person-Centered Tools



What is Person-Centered Planning?

Person-Centered Planning is a way for your family to tell other people what's most important to your young adult. It starts with a shared conversation between parents and other supporters like a teacher, friends, or other people in your youth's life. As a result, you will describe:

- Your youth's life goals and what support will help them achieve those goals.
- What your young adult likes to do for fun.
- What your youth is good at and the talents they feel they have.

The conversation helps figure out what your youth enjoys and what gets in the way of your family living the life you want in your chosen community. It should be done in a way so that everyone respects and listens to each other's ideas.

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

- You and your young adult are the experts in their life.
- Your family is in the driver's seat.
- Your final plan should reflect how your family chooses to live.





Person-Centered Practice 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 youth and family and the regional center. The IPP is very important because it lists your young adult'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 practices to work with you on your youth's next IPP. The new IPP will include:

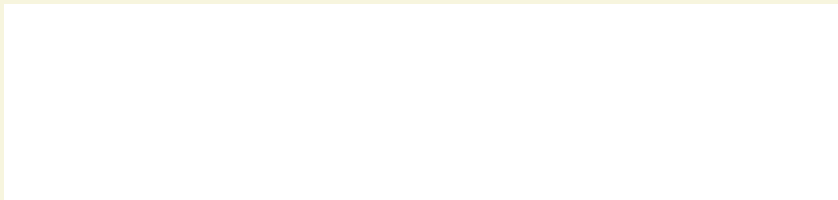
- Important things **about your young adult** and **information about the IPP meeting**.
- How your youth **communicates** and your **vision for their future**.
- How your young adult will learn to **make decisions** and the **life areas** important to your young adult.
- What to do in an **emergency**.

**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.**



About Your Youth

This workbook is about:



What is this about?

On the next few pages, you will have a chance to think about your youth or young adult's life. It's a chance to write down the kinds of things that are important to your youth and the kinds of support they need in everyday life. On each page, you will find some questions about your young adult and a place to write notes.

You can bring this information to your next planning meeting to help you, and your service coordinator build your youth's Individual Program Plan (IPP).

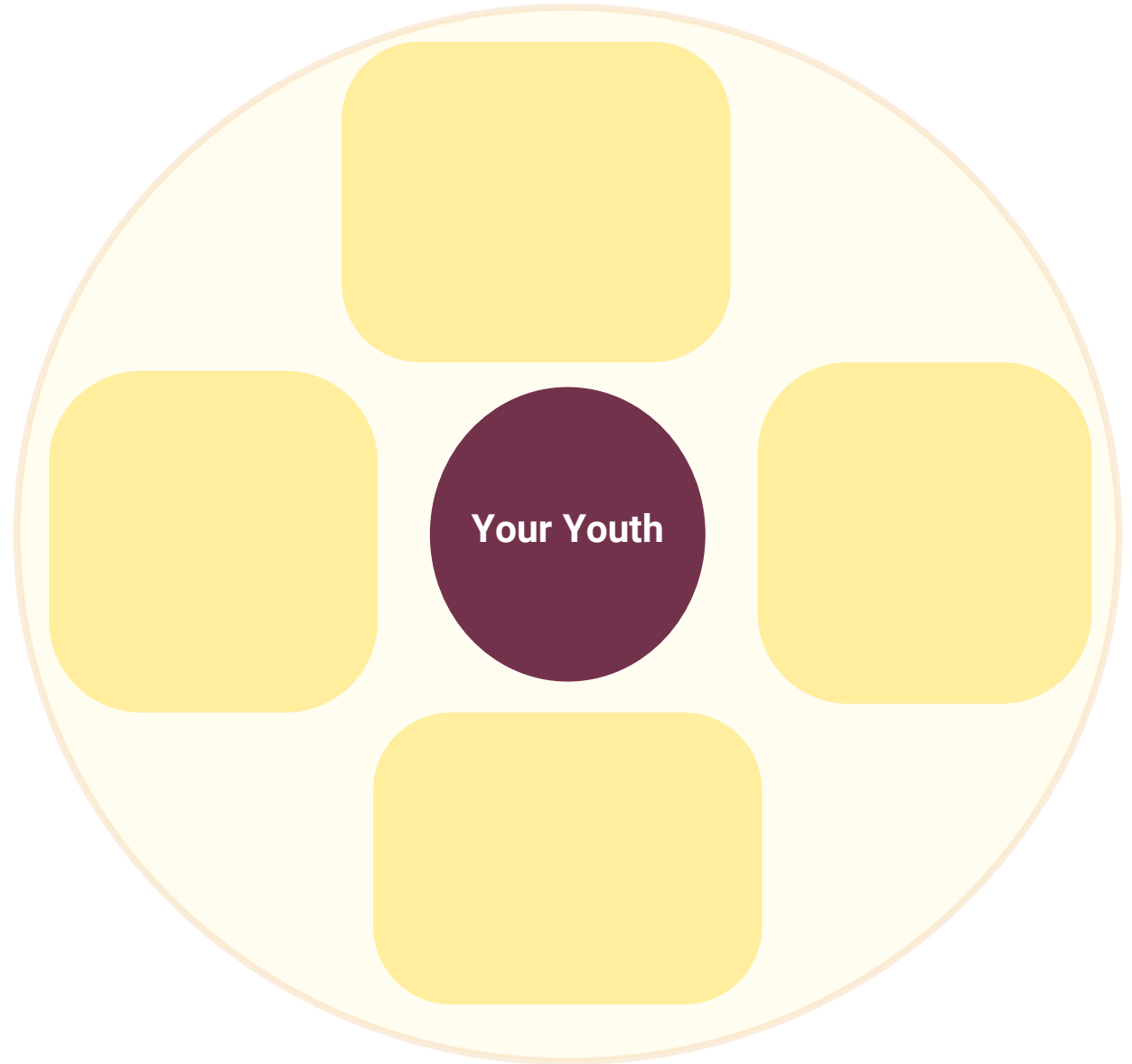
You can also use your notes to write up a **one-page description** to use at home, school, and/or with any service that supports your youth.

Note: This is just one way to start building an IPP. Look at the **Notes** at the end of this guide for a list of other ways to start planning or ask your service coordinator about local resources.



People who are important in your youth's life

Think about the people your youth feels close to. It might be people your young adult turns to for help or has the most fun with. People who know your youth best, and care about your youth. These are the people who might help you describe what's important to your young adult. Write down their names in the colored circle that surrounds your youth. This might include extended family members, people at school, friends, and neighbors. Invite them to share their thoughts as you answer questions on the following pages.





Appreciating and Celebrating Your Youth

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

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

Your Notes





Important To Your Youth

What matters to your young adult from their perspective:

- Things in life that help your youth feel satisfied, content, comforted, fulfilled, and happy
- People they prefer to be with, or relationships they rely on the most
- Things to do and places to go (hobbies/interests, when and how often)
- Important routines
- Their identity, the groups of people they like to associate with
- The parts of their heritage they relate with the most

Your Notes





Important For Your Youth

These are things that you and others see as necessary to support your young adult to:

- stay safe and healthy;
- stay free from fear; like intimidation or bullying;
- be a valued and contributing member of the community they choose; and,
- learn to take responsibility.

Your Notes





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

- What support is helpful?
- What information do people need to know to support your young adult?
- Are there places where different kinds of support are needed?
- What skills are needed?
- What type of person works best with your young adult?
- What is needed to help others communicate with your youth?

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 page 15 for more information.**



A Vision for the Future

- What are your future plans and long-term goals for your youth?
- What do you want your young adult to be able to do when they leave school?
- What would the best possible life for your youth look like? Where would they live? Go to school or work? Community activities? Relationships? Services and supports?
- What steps do you and others need to take to help your youth meet these goals?

Your Notes



This vision for the future will help you create long-term goals for both the school Individual Education Plan (IEP) and the regional center IPP. Look at the **Notes** as the end of this guide for other ways to create a vision for the future. Consider revisiting your vision every year to check progress and to revise it as needed.



A One-Page Description

When you have time, you might consider taking the information from **About Your Youth** to complete a one-page description. On this page is a one-page description for Sophie. Her parents are using it as an introduction to her new middle school teachers. You can use it in a number of ways. For example, when your young adult starts a new year at school, is joining a club or a new sports team, or is transitioning to a new school, adult service, or living arrangement.

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, followed by a checklist to support your youth in transition planning.

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

One Page Description for: Sophie

What people like and admire about me:

- Easy going
- Making my own decisions
- Leading my own planning meetings
- Let others know what I want
- My love of books
- I don't let things get me down

How to best support me:

- Spend time to get to know me
- Give me time to practice new things
- When I get mad, help me talk through my anger
- Encourage me to participate in school activities
- Reminders to take my seizure medicine
- Know my seizure plan and be ready to use it
- I am shy and it's hard for me to get used to new teachers and other students



What is important to me:

- Making my own decisions
- Going to the library
- Outdoor activities at school and home
- Having the support I need for my seizures
- My family, relatives and my friends from the old neighborhood
- Visiting my sister at college
- Going to school sports events
- People who are honest with me and understand me
- Going to summer camp
- Getting things done and doing a good job
- Knowing where to go if I need help



Sample One-Page Description

One Page Description for:

What people like and admire about

How to best support

Add photo

What is important to



Part 1.5

Getting Ready: Transition Planning

Note: If you are thinking about the transition from school to adult services for your youth, this section is for you. If you have already developed a transition plan or are not ready, feel free to skip to Part 2.



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 from secondary school to adult services.
- **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.



Tips for Teaching Transition Skills

It's important to think about – ways to increase the chances for your youth to learn skills that will support transition and to make sure that those opportunities are in the IPP.

Your youth's plan should list – supports and services that will help them learn what will move them toward transition goals – like riding the bus, getting dressed, or getting along with others.

Youth and young adults often learn new skills from those around them, and in places where those skills are naturally used. Some other examples of when young adults learn best are described below.

- **When they use real items** – like using real money when buying something at the store.
- **When they learn new skills at the time they usually happen** –like how to take a bus to get to school or learning to cook by helping to prepare meals.
- **From watching other people** – like learning how to do chores by watching or helping other people at home.
- **When the things that they learn are useful** – like using a smartwatch or a computer, playing with other youth or riding a bike.



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 (Cont.)

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:



Part 2

Before the Planning Meeting



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

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

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

Education/Learning

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

Employment

Getting a job or changing jobs. The kind of support your young adult needs to find and keep a job.

Healthcare/Wellness

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

Homelife/Housing

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

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

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

Relationships

Support your young adult might need building healthy relationships with friends, family, and others.

Safety

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

Changes in your youth's preferences, needs, and supports at home.

Transportation

Ways your young adult gets around in the community now and changes in transportation that will help them be 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		



Your Youth's Individual Program Planning and Rights

It's a good idea to go over your rights before your planning meeting.

Your young adult and family's rights in the IPP process include:

Who attends the meeting -

- Invite people whom your youth and you want to come to your youth's IPP meeting.
- Have the people you trust attend to support your young adult.
- An interpreter or a facilitator (a helper), if you need one.

How the meeting is conducted -

- Be referred to by the name and person pronouns of your choosing.
- Be provided with information in your youth and family's native language.

The quality of the meeting -

- Say when and where the meeting should be held.
- Have all questions or concerns answered as soon as possible.
- Choose the services and supports your young adult needs to live and work more independently.
- Choose services and supports for your youth in the most integrated setting possible and their chosen community.

When you do not agree with a part of the meeting or plan -

- Know what to do when your young adult or you do not like something in your young adult's plan.
- Disagree with any change in services on your youth's IPP.



Part 3

The Planning Meeting



HERE ARE SOME THINGS TO DO BEFORE THE IPP MEETING:

If your youth has a plan from last year, take a look at it. Think and talk about things that went well and things that didn't work well. Look at **Life Areas for Goal Setting Checklist** to see if it covers everything you want to include in your meeting. Make sure everyone is invited to the meeting that you want, and the meeting is at a place and time that is easy for your family. If you need an interpreter, make sure to ask for one. If you have questions about the goals or the support your youth is currently getting, make sure to write them down.

HERE ARE SOME THINGS TO DO AT THE IPP MEETING:

- Look back at this workbook and bring any notes you have to make sure you talk about everything on your list.
- Be positive, this is your family's meeting and everyone there wants to help.
- Encourage your young adult to speak up and participate in the development of their plan.
- Ask questions and take time to pause to make sure your youth understands what is being discussed.
- Take notes or bring a person to take notes for you.
- Remind people that you are here to write a plan that will help your young adult learn to do more things on their own at home, at school, at work and in the community.
- If you do not agree with what is written into the IPP, ask your service coordinator about your appeal options.



Your Youth's Individual Program Plan (IPP)

On the following pages you will see what the sections of the individual program plan look like. All of the regional centers in California will use an IPP that includes these sections. The IPP will be developed using a person-centered process. Here is some of the information that your young adult's IPP will include:

- What is happening in your youth's life;
- Your young adult's unique combination of strengths, gifts, talents and skills;
- What is important to your youth and family;
- The goals and visions for your youth's future;
- A list of services and supports that you and your planning team agree on.

IPP meetings can happen as often as the needs or goals of your young adult change.

You may call together your planning team by contacting your service coordinator.



Sections You Will Find in Your Youth's IPP

Introduction

This is where you share the important things you want people to know about your youth, what people like and admire about your youth, and what they are most proud of in their life.

How This Plan Was Developed

This is all about the planning meeting. Where did the meeting take place? Who was at the meeting? How did everyone participate in the meeting?

Vision for the Future

This is where you share information about your young adult's short and long-term goals. Short-term means something you want to happen soon, like in a year or less. Long-term means something in the future, like two to twenty years.

Communication

How we communicate is important. You want people to understand your youth. This is where you share how your youth likes to communicate. What is the best way to communicate with your youth? What do others need to know to communicate with your youth? Does your youth have supports or devices that they need to communicate? How does your youth show that they understand? Think about what other important information you want to share.

Continued on the next page



Did you use **About Your Youth** in this workbook to get ready for your meeting? If you did, information for these parts of your IPP can be found in:

- Appreciating and Celebrating Your Youth
- Important To and Important For Your Youth
- What do People Need to Know to Best Support Your Youth?
- A Vision for the Future
- One-Page Description



More Sections You Will Find in Your Youth's IPP

Decision-Making

What decisions do you make for your young adult? What decisions does your young adult make? Is there anyone else involved in decision making for your young adult?



Life Area

These are a way for you to talk about your youth's goals and any supports needed to meet those goals. Each Life Area will address a desired outcome and a goal for the parts of your youth's life that are most important. There will also be information about what needs to be done to help your youth meet that goal. You can choose to include as many Life Areas as you want. You need to have at least one Life Area in the IPP.

Emergency Planning

Everyone may experience an emergency in their life, but having a plan in place will help your young adult and the people around them know what to do. Do you have an emergency plan for your young adult? What are the steps needed to keep your young adult healthy and safe during an emergency? Who should be contacted when there is an emergency? What important things do people need to know and do to support your young adult during an emergency?

Did you use **About Your Youth** in this workbook to get ready for your meeting? If you did, this information can be found in:

- A Vision for the Future
- Life Areas for Goal Setting at Your IPP Meeting
- Important To and Important For Your Youth
- What do People Need to Know to Best Support your Youth?



Your Youth or Young Adult's Individual Program Plan Agreement and Signature Form

Services and Supports

During the IPP meeting you will talk about your young adult's desired goals for areas in their life. The information about the services and supports they need to meet those goals will be added here. You will find information about:

- Who will provide the services
- When it will start and when will it end
- How much of the service will be provided
- How often your young adult will receive the service
- Who is paying for the service

Agreement of Services

In this section you decide if you agree on all of the services or on only some of the services. You can also decide to have another IPP meeting within 15 days or later to talk more about your youth's services if you and the regional center do not agree. If you and the regional center still do not agree, you can ask to have a Notice of Action sent to you. It is a written document explaining the decision.

The IPP Agreement and Signature Form must be completed at your youth's IPP meeting. **This is an important form.**

When everyone leaves the IPP meeting you should know:

- Desired outcomes for each goal in your youth's life.
- Services and supports to help your youth meet those goals.
- Services you agree with or services you do not agree with.
- How often you will have an IPP meeting.
- What needs your youth might have in the future.
- How you want to get a copy of your youth's IPP.
- Programs and services available to your youth.
- How to file a complaint or report someone for breaking the law.



Acknowledgments

This section shows that your young adult's service coordinator provided you with information during your IPP meeting. They should talk to you about:

- What services and supports your young adult had last year.
- What you might need in the future.
- How often your young adult's IPP meeting will happen.
- How you want to get a copy of your young adult's IPP.
- Programs that offer more choice about who provides the services and how they are provided.
- How to file a complaint or report someone for breaking the law.
- Information about your young adult getting a job.
- How to register to vote as a young adult.
- If your young adult needs a plan to be more independent to travel to the places they want.

Signatures

The IPP must be signed by the parent, legal representative or a conservator, if your youth is under the age of 18. If your young adult is 18 years of age or over, they should sign the IPP. The service coordinator will also sign the IPP. Signing this page shows you agree with the ideas and actions in the IPP.

IPP Survey

After your youth's IPP is complete you will have a chance to tell us about the meeting.

It is your choice to take this survey.

We do not ask for your name so you can be open and direct with your answers.

You can take the survey on your phone or computer. We can also send you a paper copy in the mail.



Part 4

After the Planning Meeting



How to Tell if Your Youth's Planning Meeting Went Well

- Were all of the people that you wanted at the meeting?
- Was everyone willing to look at this workbook and your notes?
- Did your family and young adult help decide what was written in the plan?
- Did you get information about the kinds of services you need to support your youth?
- Did you have a chance to ask all of your questions?
- Were all your questions answered?
- Are the goals and outcomes in your youth's plan the ones you wanted?

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

What were the best parts of the meeting?

What could have been better?

If there are a lot of “no” answers to these questions, learn more on the page about **Tips On What You Can Do When Things Are Not Working.**



A Six Month Check-Up

About every six months, look at this workbook to see if things are going the way they were written in your youth's IPP.

Is your youth:

- Working on the goals in their IPP?
- Getting the support they need to live, work and be active in their chosen community?
- Participating in any social or recreational activity they request?
- Spending time with friends and extended family as often as they want?

YES	NO
<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 could be going better?

If there are a lot of “no” answers to these questions, learn more on the page about **Tips On What You Can Do When Things Are Not Working.**



What If Things Are Not Working with Your Youth's Plan?

If any of these happen during or after your meeting, see the next page for **Tips On What You Can Do When Things Are Not Working.**

Who attends the meeting

- The people your young adult and family wanted at the meeting were not there.
- Your youth and family needed an interpreter, and it was not provided.

The quality of the meeting

- The team did not discuss the ideas from this planning workbook.
- Your youth and family did not get to make final decisions about what is written in your youth's plan.
- Information about services and supports was not given to your young adult and family.
- Questions from your youth and family were not answered.
- The planning team did not respect or honor your young adult's preferences.

The quality of the plan

- There are no dates for completing your young adult's goals.
- Your youth and family are not getting the necessary support to update your youth's plan as life changes.

When you do not agree with a part of the meeting or plan

- Goals and outcomes in your youth's plan are not what your youth and family wanted.



Tips on What To Do If Things Are Not Working with Your Youth's Plan

Sometimes things may change in your youth's life and their IPP no longer works. Other times, the IPP services are not happening the way it is written in the plan. You should always talk to your service coordinator first about things that are not working with your young adult's plan. If you need to change your youth's person-centered service plan, ask the service coordinator to hold a planning meeting. When you ask the regional center for a meeting, openly talk with them about the changes you need. This way, the service coordinator can be prepared at the meeting to decide if they will be ready and able to provide the services and supports your youth needs.

Also, remember:

- If you want to, you can bring a friend, advocate, or someone who knows and supports your youth.
- Make sure you understand what people say, even if you don't speak English. The regional center will have an interpreter there if you need one.
- At the end of the meeting, the regional center will give you a list of services they will provide. If you disagree with the list, you can appeal the plan.
- You can also [file a complaint](#) with the Department of Developmental Services if things do not work out.

[Note:](#) These tips are abbreviated for and adapted for space from *Disability Rights California*.



More Tips on What To Do If Things Are Not Working with Your Youth's Plan

In addition to the previous tips, you may also:

- **Help your service coordinator get to know your youth and your family.** Talk with your service coordinator so you can help them get to know your young adult and family. Tell your service coordinator how you like to be contacted – by email, phone, or text. Keep your service coordinator's phone number and email in a safe place. You can also ask for their supervisor's name, phone number, and email.
- **After the IPP meeting, use this workbook or another planning tool to write down any changes to your youth or young adult's likes and dislikes, preferences and plans for the future.** This will help your service coordinator figure out what services and supports your youth might need.
- **Keep all your regional center papers in one place.** Make a folder or binder with your regional center papers or a folder on your computer.

[Note:](#) These tips are abbreviated for and adapted for space from *Disability Rights California*.



NOTES: Resources for Your Youth's Plan

Based on elements from **It's My Choice, Listen to Me, Your Personal Passport, More Than a Meeting: A Pocket Guide to the Person-Centered Individual Program Plan, Essential Lifestyle Plans, Families Planning Together, Pacer Center**, and **Helen Sanderson and Associates**.

Examples of Other Planning Tools

Here are some examples of planning tools you can use to get ready for your youth's meeting. While they may be different, the purpose of all is to support people in building a plan with goals based on choices, preferences, and community participation. Ask your service coordinator about local person-centered planning resources or by searching the internet.

- [Circles of Support and Circle of Friends](#) - Groups of people who you invite to give you support and to help you plan for your future.
- [LifeCourse](#) - Created to help individuals and families develop a vision for a good life and identify or develop supports needed to live that life.
- [MAPS and PATH](#) - Planning tools designed to identify do-able action steps in the direction of desirable futures.
- [Person-Centered Thinking and Planning](#) - Helps individuals identify strengths, goals, and health needs for community-based services, and desired outcomes.



Other Resources from the Department of Developmental Services (DDS)

[Regional Center Services and Descriptions](#): More information about what regional centers do and the services they offer in many different languages.

[Find Your Regional Center](#): If you are not sure which regional center you should contact, you can find out here.

[Office of the Ombudsperson](#): Assists you and your family to access regional center services available to you under the Lanterman Act.

[Information for Individuals and Families](#): For the families, friends and advocates who help them live their best lives.

[Self-Determination Program](#): Provides individuals and their families with more freedom, control, and responsibility in choosing services and supports.

[Emergency Preparedness](#): Planning helps individuals and families be prepared for all kinds of disasters.

[Appeals & Complaints](#): Ways to solve problems and concerns when nothing else works.



Your Youth's Plan

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



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<https://www.dds.ca.gov>