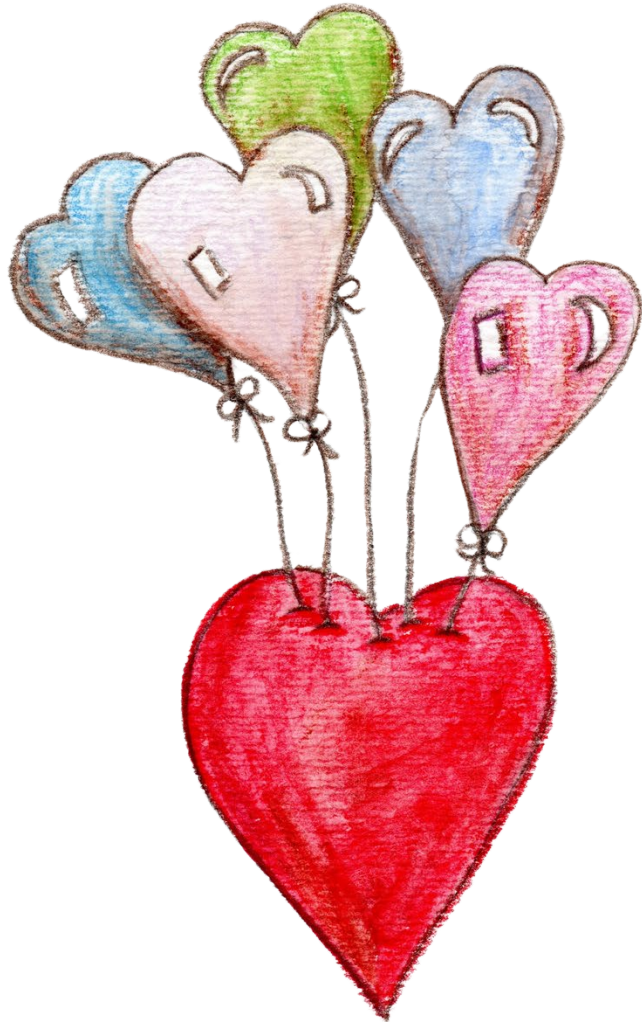




Your Child's Plan

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





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

This four-part guide was designed to help families build a person-centered Individual Program Plan (IPP) for their child (ages 3-13). It includes a workbook to help families identify their child's preferences, strengths and needs, and goals. You will also find tips for before, during, and after the planning meeting.

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.

Thanks also to William Allen of Allen, Shea & Associates and Mary Lou Bourne of Person Centered Consulting for their work on this guide.

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Artist Tracey Mensch, "The Balloon Bouquet of Love" (2023)



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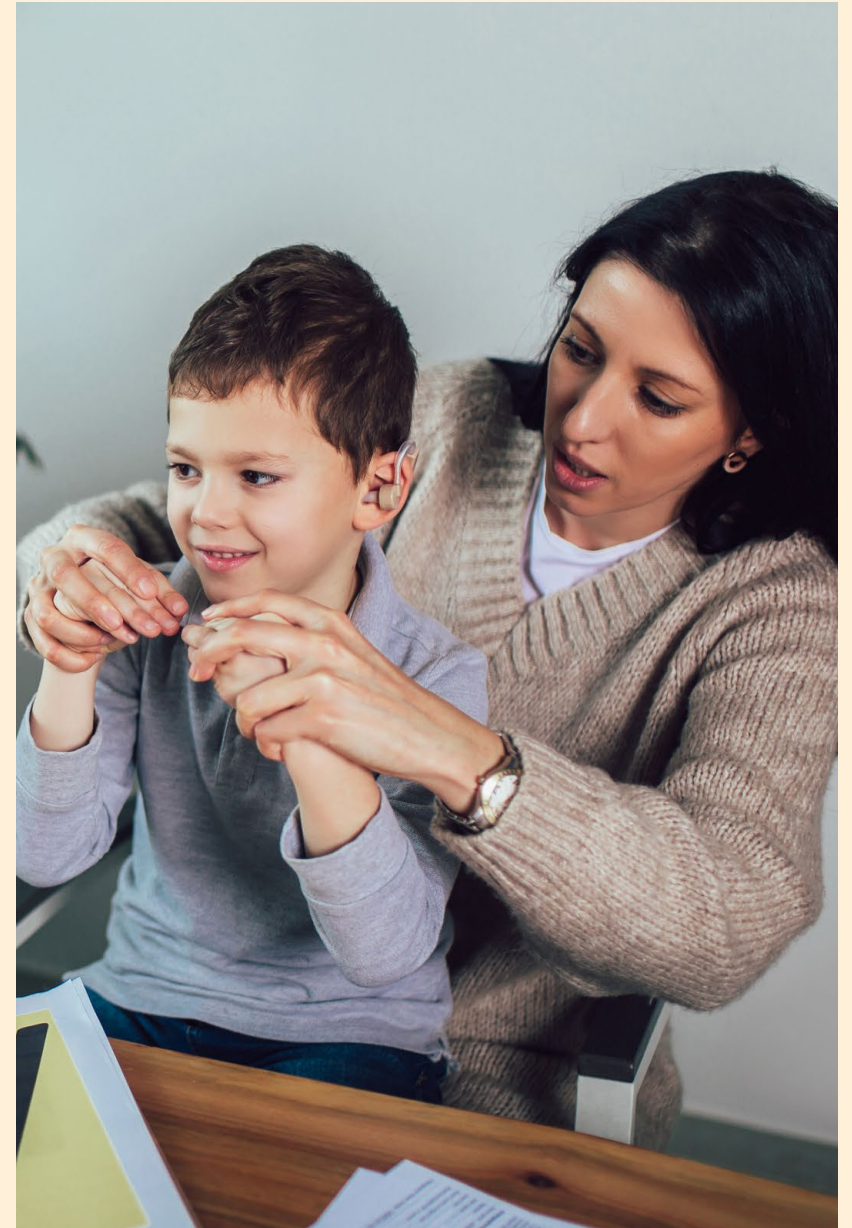




ABOUT THIS GUIDE

This guide is for families with children ages three to thirteen who have an intellectual or developmental disability and are enrolled at a Regional Center through the Lanterman Act. This guide is written to help parents, caregivers or other family members identify and record the preferences, strengths, and goals of your child. 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 child and your family, and identify your child's needs.
- Share your child'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 child's plan to make sure it shows your child's 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 your child's and your family's culture and identity is to you. It will help you find places to describe what parts of your culture and identity really matter the most for your child'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 child's priorities that drive the IPP process. We use the word "**child**" when talking about children between the ages of 3 and 13. Throughout this guide, we use the word "**family**" when talking about the caregiver, parent or other responsible adults in the child's life. Be sure to tell your service coordinator the words that you and your child choose to represent you.



SOME WORDS AND TERMS USED IN IPP PLANNING

<u>Word or Term</u>	<u>What it Means</u>
LIFE AREA	An area of a child's life where you might want to have goals like <i>education, relationships, or community participation.</i>
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 <i>Jerry dresses himself</i> or <i>Monique wants to make friends.</i>
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 that helps you figure out the services and supports your child needs to reach your family's short and long-term visions.
SUCSESSES/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.

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



Part 1

Getting Ready to Build Your Child'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 child. It starts with a shared conversation between parents and other supporters like a teacher, friends, or other people in your child's life. As a result, you will describe:

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

The conversation helps figure out what your child 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 child are the experts in their life.
- Your family is in the driver's seat.
- How your family chooses to live should be reflected in final plan.





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 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 practices to work with you on your child's next IPP. The new IPP will talk about:

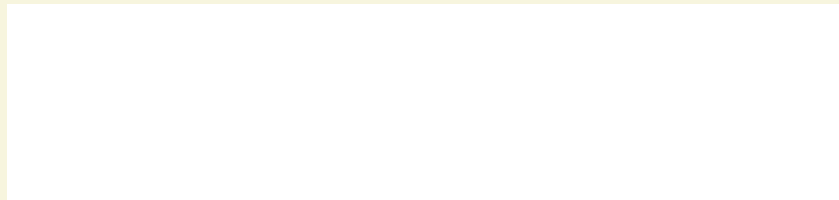
- Important things **about your child** and **information about the IPP meeting**
- How your child **communicates** and your **vision for their future**
- How your child will learn to **make decisions** and the **life areas** important to your child
- What to do in an **emergency**

**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.**



About Your Child

This workbook is about:



WHAT IS THIS ABOUT?

On the next few pages, you will have a chance to think about your child's life. It's a chance to write down the kinds of things that are important to your child and the kinds of support they need in everyday life. On each page, you will find some questions about your child 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 child's Individual Program Plan (IPP).

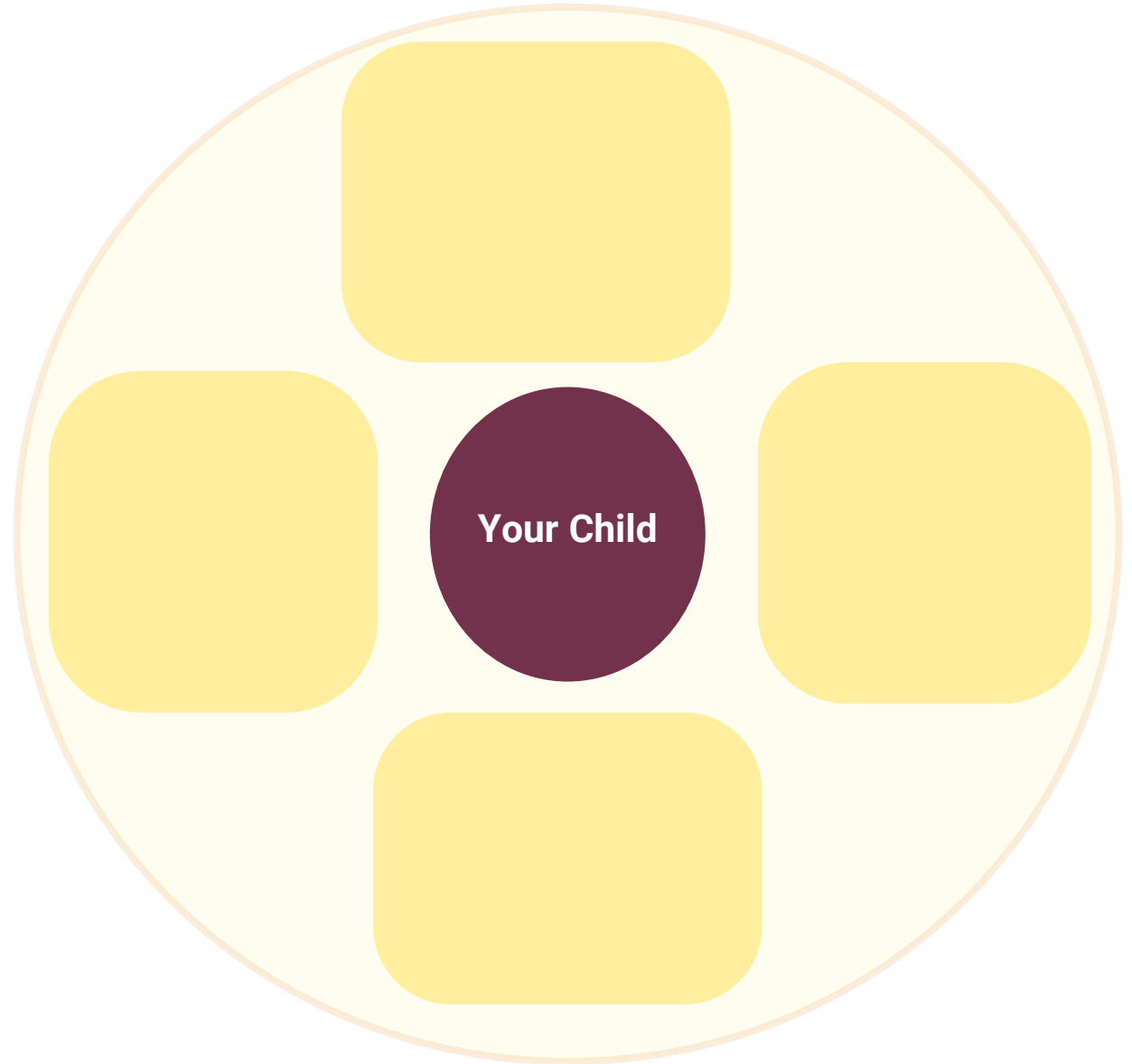
You can also use your notes to write up a **one page description** to use at home, school, and/or with any service that supports your child.

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 CHILD'S LIFE

Think about the people your child feels close to. It might be people your child turns to for help or has the most fun with. People who know your child best, and care about your child. These are the people who might help you describe what's important to your child. Write down their names in the colored circle that surrounds your child. 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 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





Important To Your Child

What matters to your child from their perspective:

- Things in life that help your child 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 Child

These are things that you and others see as necessary to support your child 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 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 page 15 for more information.**



A Vision for the Future

- What are your future plans and long-term goals for your child?
- What do you want your child to be able to do when he/she leaves school?
- What would the best possible life for your child look like? where would they live? go to school? work? community activities? relationships? services and supports?
- What steps do you and others need to take to help your child meet these goals?

Your Notes



This vision for the future will help you create long-term goals for both the school 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 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

How to best support

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

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

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

Relationships

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

Safety Considerations

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

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

Transportation

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.**



Part 2

Before Your Planning Meeting



SOME THINGS TO THINK ABOUT WHEN YOU ARE PLANNING FOR THE SERVICES AND SUPPORTS YOUR CHILD NEEDS

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

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

Children and youth often learn new skills from those around them, and in places where those skills are naturally used. Some other examples of when children 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 children or riding a bike.



YOUR CHILD'S INDIVIDUAL PROGRAM PLANNING AND RIGHTS

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

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

Who attends the meeting -

- Invite people whom your child and you want to come to your child's IPP meeting.
- Have the people you trust attend to support your child.
- 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 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 child needs to live and work more independently.
- Choose services and supports for your child 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 child or you do not like something in your child's plan.
- Disagree with any change in services on your child's IPP.



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		



Part 3

Your Child's Planning Meeting



HERE ARE SOME THINGS TO DO BEFORE THE IPP MEETING:

If your child 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 you want is invited to the meeting and the meeting is at a place and time that is easy for your family. If you need an interpreter, make sure you ask for one. If you have questions about your goals or the support you get now, write them down and take your notes with you to the meeting.

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 child to speak up and participate in the development of their plan.
- Ask questions and take time to pause to make sure your child understands what is being discussed.
- Take notes or bring a person to take notes for you.
- Remind people that you're here to write a plan that will help your child learn to do more things on their own at home, at play, at school, and in the community.
- If you do not agree with what is written in the IPP, ask your service coordinator about your appeal options.



YOUR CHILD'S INDIVIDUAL PROGRAM PLAN (IPP)

The following pages show you the sections of the IPP. All 21 regional centers in California use an IPP that includes these sections. Your child's IPP will be developed using a person-centered process. Here is the information that your child's IPP will include:

- What is happening in your family's life
- Your child's unique combination of strengths, gifts, talents and skills
- What is important to your child and family
- The goals and vision for the future of your child and family
- 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 child change.

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





SECTIONS YOU WILL FIND IN YOUR CHILD'S IPP

Introduction



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

Did you use **About Your Child** 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 Child
- Important To and Important For Your Child
- What do People Need to Know to Best Support Your Child?
- A Vision for the Future
- One-Page Description

Continued on the next page



SECTIONS YOU WILL FIND IN YOUR CHILD'S IPP

Decision-Making



What decisions do you make for your child? What decisions does your child make? Will your child need an advocate in the future? Is there anyone else involved in decision making for your child?

Life Area

These are a way for you to talk about your child'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 child's life that are most important. There will also be information about what needs to be done to help your child 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 you and the people around you know what to do. Do you have an emergency plan for your child? What are the steps needed to keep your child 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 child during an emergency?

Did you use **About Your Child** 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 Child
- What do People Need to Know to Best Support your Child?



YOUR CHILD'S INDIVIDUAL PROGRAM PLAN AGREEMENT AND SIGNATURE FORM

Services and Supports

During the IPP meeting you will talk about your child'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 child 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 child'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 child's IPP meeting. **This is an important form.**

When everyone leaves the IPP meeting you should know:

- Desired outcomes for each goal in your child's life
- Services and supports to help your child 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 child might have in the future
- How you want to get a copy of your child's IPP
- Programs and services available to your child
- How to file a complaint or report someone for breaking the law



YOUR CHILD'S INDIVIDUAL PROGRAM PLAN AGREEMENT AND SIGNATURE FORM

Acknowledgments

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

- What services and supports your child had last year
- What you might need in the future
- How often your child's IPP meeting will happen
- How you want to get a copy of your child'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

Signatures

As the child's parent, you will sign the IPP. If there are other legal representatives, they should sign the IPP. The service coordinator will also add their signature.

IPP Survey

After your child'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 Your Planning Meeting



HOW TO TELL IF YOUR CHILD'S PLANNING MEETING WENT WELL

- Were all the people that you wanted at the meeting?
- Was everyone willing to review **About Your Child** and **Life Areas for Goal Setting**?
- Did your family and child help decide what was written in the plan?
- Did you get information about the kinds of services you need to support your child?
- Did you have a chance to ask all of your questions?
- Were all your questions answered?
- Are the goals and outcomes in your child's plan the ones you wanted?

YES	NO

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 35 about **Tips On What You Can Do When Things Are Not Working.**



A SIX-MONTH CHECK-UP

About every six months, take a look at **Your Child's Plan** to see if things are going the way they were written in your child's IPP. Ask yourself these questions, is your child:

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

YES	NO

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 CHILD'S PLAN?

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

Who attends the meeting -

- The people your child and family wanted at the meeting were not there.
- Your child and family needed an interpreter, and one was not provided.

The quality of the meeting -

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

The quality of the plan -

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

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

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



TIPS ON WHAT TO DO IF THINGS ARE NOT WORKING WITH YOUR CHILD'S PLAN

Sometimes things may change in your child's life and their IPP no longer works. Other times the IPP service are not happening the way it is written in the plan. You should always talk to your service coordinator about things that are not working with your child's plan. If you need to change your child'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 help you figure out a better way to provide the services and supports your child needs.

Also, remember:

- If you want to, you can always bring a friend, advocate, or someone who knows and supports your child.
- 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 to your child. 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. [Department of Developmental Services: Appeals and Complaints](#)



MORE TIPS ON WHAT TO DO IF THINGS ARE NOT WORKING WITH YOUR CHILD'S PLAN

In addition to the previous tips, you may also:

- **Help your service coordinator get to know your child and your family.** Talk with your service coordinator so you can help them get to know your child and your 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 child's likes and dislikes, preferences and plans for the future.** This will help your service coordinator figure out what changes in services and supports your child 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.



NOTES: Resources for Your Child's Plan

This guide is 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 child's meeting. While they may be different, the purpose of each 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.

- [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. <https://www.dds.ca.gov/rc/rc-services/>

Find Your Regional Center If you are not sure which regional center you should contact, you can find out here. <https://www.dds.ca.gov/rc/lookup-rs-by-county/>

Office of the Ombudsman Assists you and your family to access regional center services available to you under the Lanterman Act. <https://www.dds.ca.gov/initiatives/office-of-the-ombudsman/>

Information for Individuals and Families For the families, friends and advocates who help them live their best lives. <https://www.dds.ca.gov/consumers/>

Self-Determination Program Provides individuals and their families with more freedom, control, and responsibility in choosing services and supports. <https://www.dds.ca.gov/initiatives/sdp/>

Emergency Preparedness Planning helps individuals and families be prepared for all kinds of disasters. <https://www.dds.ca.gov/consumers/emergency-preparedness-consumer/>

Appeals & Complaints Ways to solve problems and concerns when nothing else works. <https://www.dds.ca.gov/general/appeals-complaints-comments/>



Your Child's Plan

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



1215 O Street, Sacramento, CA 95814
<https://www.dds.ca.gov>