

# SELF DETERMINATION PROGRAM FOUNDATIONS



*Kelly Kulzer*  
Taft College

•

Page ID  
64416

Self Determination Program Foundations

Kelly Kulzer

Taft College

- This text is disseminated via the Open Education Resource (OER) LibreTexts Project (<https://LibreTexts.org>) and like the thousands of other texts available within this powerful platform, it is freely available for reading, printing, and "consuming."
- Page ID  
64417

The LibreTexts mission is to bring together students, faculty, and scholars in a collaborative effort to provide an accessible, and comprehensive platform that empowers our community to develop, curate, adapt, and adopt openly licensed resources and technologies; through these efforts we can reduce the financial burden born from traditional educational resource costs, ensuring education is more accessible for students and communities worldwide.

Most, but not all, pages in the library have licenses that may allow individuals to make changes, save, and print this book. Carefully consult the applicable license(s) before pursuing such effects. Instructors can adopt existing LibreTexts texts or Remix them to quickly build course-specific resources to meet the needs of their students. Unlike traditional textbooks, LibreTexts' web based origins allow powerful integration of advanced features and new technologies to support learning.



LibreTexts is the adaptable, user-friendly non-profit open education resource platform that educators trust for creating, customizing, and sharing accessible, interactive textbooks, adaptive homework, and ancillary materials. We collaborate with individuals and organizations to champion open education initiatives, support institutional publishing programs, drive curriculum development projects, and more.

The LibreTexts libraries are Powered by [NICE CXone Expert](#) and was supported by the Department of Education Open Textbook Pilot Project, the California Education Learning Lab, the UC Davis Office of the Provost, the UC Davis Library, the California State University Affordable Learning Solutions Program, and Merlot. This material is based upon work supported by the National Science Foundation under Grant No. 1246120, 1525057, and 1413739.

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation nor the US Department of Education.

Have questions or comments? For information about adoptions or adaptations contact [info@LibreTexts.org](mailto:info@LibreTexts.org) or visit our main website at <https://LibreTexts.org>.

The LibreTexts name, logo, and book covers are trademarked by LibreTexts, Inc. (a 501(c)(3) not-for-profit organization) and protected against unauthorized use.

This text was compiled on 07/17/2026

## TABLE OF CONTENTS

### [Self Determination Program Foundations](#)

### [Licensing](#)

### [1: SDP Background](#)

### [2: Principles of Self Determination](#)

### [3: History of the Self Determination Program](#)

### [4: The SDP Orientation](#)

- [4.1: DDS Directive on Revised Orientation](#)
- [4.2: Self Determination Program Orientation](#)

### [5: Person-Centered Practices](#)

### [6: Budget](#)

### [7: Spending Plan](#)

### [8: Financial Management Services](#)

- [8.1: Choosing an FMS](#)
- [8.2: Helping Clients Understand FMSs](#)

### [9: References](#)

### [Index](#)

### [Glossary](#)

### [Detailed Licensing](#)

### [Detailed Licensing](#)

## Licensing

- *A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).*

Page ID

64419

## 1: SDP Background

### How did we get here?

Page ID

64387

In *The Development, Conceptualisation and Implementation of Quality in Disability Support Services* by Jan Šiška and Julie Beadle-Brown (2021), the researchers share insights on how and why systems change over time:

As for any individual, group or organisation, social services do not operate in a vacuum. New systems always compete with existing ones for limited human, financial and material resources. The pretext for a new arrangement for delivering or assessing the quality of disability support services is often the assumption that the existing arrangement does not work well and that the new one will work better. However, the existing system is likely to be working for at least some of those within the system and understanding the incentives and obstacles to change is key to ensuring the resistance can be overcome (p. 137).

There is so much truth in this. For our purposes, the “new system” is the Self Determination Program (SDP). While the “existing system” often referred to as the “traditional” service delivery model was created with California’s Lanterman Act. Some might suggest that SDP is competing with California’s original service delivery model, but there is no reason both models cannot continue to serve the needs of people served by the regional center system in California. While the traditional system works for many people served by the regional center system, there are people served by the regional center system who are not able to meet their needs this way.

For people who have the characteristics that these programs were originally designed for, the traditional system meets many needs. There are also incredible service providers who are truly person-centered and can meet people’s needs creatively within their current structure.

Yet, there are many people whose needs have not been met in the traditional service delivery model. The obstacles to success in the traditional system create problems for many people. Some people served come from cultures that are not yet understood by regional centers or providers. This can go both ways – some people do not yet understand how the regional center system can support their needs.

Some people experience barriers related to language. Others have challenges in navigating transportation options and living in poorly-served areas, and the availability of services to support their disability-related needs.

Others are focused on a social model of disability or a strengths-based approach while the regional centers still largely communicate based on deficit models. This might highlight a barrier in communication, values, and expectations more than the services available.

Over time, these obstacles led to a desire to change the system. And what we have today is the option to enter the fascinating world of the self directed disability support service delivery system. In California, the statewide Self Determination Program is the most recent response to reducing the unmet needs in the traditional system.

---

At its core, the Self Determination Program is quite simple: meet people’s needs creatively and with flexibility. In practice, there are likely many ways to simplify and improve the Self Determination Program.

The five principles of self determination are freedom, authority, responsibility, support, and confirmation. When looking at self determination in terms of a person having the freedom to live as they choose, the authority to be the expert on their own lives, the responsibility for their decisions and how funds are used, the support to live their chosen life, and the confirmation to make decisions about their lives, we can see how challenging it can be to achieve this.

One important question to think about is: How can people be truly self determined when services and supports may be limited by inflexible systems?

The closest service delivery system that is designed with this flexibility in mind is the ideal implementation of the Self Determination Program. Yet, we know this system still has its obstacles and limitations. Reaching the ideal will take creativity and collaboration.

Bureaucracies of all kinds struggle to change as quickly as the world they exist to serve. The Department of Developmental Services is no different. If the original Supported Living Services (SLS) model had been allowed to continue to be as innovative as it started, it is likely its original design for flexibility and person-centeredness would have continued to meet the needs of many people well.

Budget cycles crash and expand. Views on disability evolve. And over time, the systems built to provide services to those entitled to them are pushed to meet the moment.

As people who care about self direction, keep in mind that there are ways to advocate within any system. Reaching the ideal of the Self Determination Program will take time, work, patience, and collaboration. If we each do a little bit to ensure the program lives up to its potential, we can help make this program exceptional for generations to come... or at least until the next better system is invented.

---

This page titled [1: SDP Background](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

## 2: Principles of Self Determination

### What we will learn

Page ID

- 64388 • The five principles of self determination
  - The purpose of plain language
  - The descriptions of the five principles in the law (statute)
  - How to use the five principles in budget and spending plan discussions

### Self Determination and the Self Determination Program

Self determination is a philosophy that people have the right to make decisions about their own lives. It is a general term used for countries and peoples around the world. It has made its way into the disability rights movement because the medical model of disability has become a barrier to autonomy for many people.

The Self Determination Program is a service delivery model in California's state law that focuses on ensuring people with disabilities served by the regional center system can live self determined and self-directed lives based on the five principles of self determination.

### The Five Principles of Self Determination

The principles of self determination are freedom, authority, support, control, and confirmation. To be clear, we are talking about simple and important concepts:

- Freedom: The right to make your own decisions.
- Authority: Control over an individual budget to meet goals.
- Support: Choosing the people and services that help you live a full life.
- Responsibility: Using public funds wisely and having a valued community role.
- Confirmation: Being the decision-maker and helping guide the support system.

### SB-468 Developmental services: statewide Self-Determination Program.

Five Principles of Self Determination Statute Language

(A) Freedom, which includes the ability of adults with developmental disabilities to exercise the same rights as all citizens; to establish, with freely chosen supporters, family and friends, where they want to live, with whom they want to live, how their time will be occupied, and who supports them; and, for families, to have the freedom to receive unbiased assistance of their own choosing when developing a plan and to select all personnel and supports to further the life goals of a minor child.

(B) Authority, which includes the ability of a person with a disability, or family, to control a certain sum of dollars in order to purchase services and supports of their choosing.

(C) Support, which includes the ability to arrange resources and personnel, both formal and informal, that will assist a person with a disability to live a life in his or her community that is rich in community participation and contributions.

(D) Responsibility, which includes the ability of participants to take responsibility for decisions in their own lives and to be accountable for the use of public dollars, and to accept a valued role in their community through, for example, competitive employment, organizational affiliations, spiritual development, and general caring of others in their community.

(E) Confirmation, which includes confirmation of the critical role of participants and their families in making decisions in their own lives and designing and operating the system that they rely on.

These five principles provide the core of everything in the Self Determination Program. When discussing an individual's dreams, goals, wants, and needs, keeping this language front of mind can help reframe conversations in positive ways.

### Deeper thinking about the principles of self determination

This will become an online discussion for our class. Start brainstorming now and review the sample recorded post if you would like to hear/read a sample.



### Prompt

Using the plain language explanations of the five principles, create a one minute explanation of why a certain need should be represented within a budget and spending plan.

Now, using the expanded language from statute, create a two minute explanation of why a different need should be represented within a budget and spending plan.

### Samples

There are samples for both the plain language and statute language in the online discussion within our Canvas class shell.

---

This page titled [2: Principles of Self Determination](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

### 3: History of the Self Determination Program

#### What we will learn

Page ID

64391

- How the Self Determination Program started
- How it became available to people served by the regional center system

#### Background

According to the Department of Developmental Services' SDP home page,

In October of 2013, Governor Edmund G. Brown Jr. signed [SB 468 \(Emmerson\)](#) into law to create the Self Determination Program. SDP provides individuals and their families with more freedom, control, and responsibility in choosing services and supports to help them meet objectives in their Individual Program Plan. During the 3-year implementation period of the SDP, the program only was available to 2,500 individuals. As of July 1, 2021, the SDP is available to all eligible individuals receiving services from a regional center. ("Self-Determination Program (SDP)")

#### Pilot Program

California's pilot program in self determination began in 1998 and served individuals at five regional centers: Kern, Eastern Los Angeles, San Diego, TriCounties, and Redwood Coast.

#### Slow Roll Out

After SB 468 was passed, the Department of Developmental Services decided to offer access to people served by the regional center through what was originally referred to as the "lottery" but later became known as a slow roll out of SDP. 2500 participants were selected based on demographic criteria. Within this 2500 possible participants were all of the pilot participants. Effort was made to ensure a mixture of people from rural, urban, and suburban areas were eligible for the slow roll out. Additionally, linguistic and ethnic diversity were represented. After the program rolled out, it was opened to the broader regional center community.

#### Advocacy

Over time, advocates, led by the family and disability-led organization, Disability Voices United, passed SB-468 Developmental services: statewide Self-Determination Program, sponsored by State Senator Emmerson in 2013. Disability Rights California, Disability Voices United, and many advocates worked tirelessly to bring this legislation forward. This community effort is another example of how advocacy is truly a marathon, and not a sprint. This grassroots addition to the Lanterman Act enhanced opportunity for people served by California's regional center system.

As time progresses, changes are made to statute through trailer bill language. This is one reason on-going professional development and training are so important.

#### Deeper thinking about the history of the Self Determination Program

Questions to consider:

- Why was the Self Determination Program a needed addition to California's developmental disability service delivery system?
- What additional supports would improve the program's on-going implementation?

This page titled [3: History of the Self Determination Program](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

## 4: The SDP Orientation

### What we will learn

Page ID

64392 • What information is in the required orientation

- How the orientation is delivered

### Required orientation

On April 1, 2026, the statewide required orientation shifted from orientation options around the state to the orientation created by the Department for Developmental Services for delivery by the State Council on Developmental Disabilities (SCDD). Make sure participants know that this new State Council on Developmental Disabilities SDP Orientation is now required per the Department of Developmental Services [directive released March 26, 2026](#). It is now the only orientation option.

There are a few things to keep in mind based on the directive and the orientation. The Self Determination Law says,

(A) The participant shall receive an orientation to the Self-Determination Program prior to enrollment, which includes the principles of self-determination, the role of the independent facilitator and the financial management services provider, person-centered planning, and development of a budget.

### Focus on other service delivery models

The directive adds this sentence immediately after the above list: “It is important for individuals to have the necessary information to make an informed decision about their participation in the SDP.”

It is important that people served by the regional center and their circles of support fully understand SDP before they enter the program. However, there may be different interpretations of “necessary information to make an informed decision.” The new orientation, which you have hopefully already completed, explains all three service delivery systems in part A of the orientation. The Self Determination Program is not mentioned with any detail until page 34 of 88 slides. The Department seems to have taken this opportunity to explain all three service delivery models.

Hopefully the intention of the non-SDP information in the SDP Orientation is meant to help people understand how the Self Determination Program works while simultaneously educating people about services available in all three service delivery systems. Ideally, when a person served by the regional center begins services, all three models would be thoroughly explained. This could potentially help so many more people understand what their options are and which model might work best for them. In theory, people’s needs could be served if the other two delivery models, traditional and participant-directed services, were better understood. This could be wonderful for someone who was unaware of the opportunities available in those systems, especially in the early years.

If you are supporting a participant who is trying to decide between the three delivery models, it is vital that you are sharing unbiased information with them so they can make an informed decision.

### Supporting participants with unbiased information

Independent facilitators are not missionaries for SDP. We exist to help facilitate success for and with people who want to use the Self Determination Program to meet their disability-related needs. There are many reasons why this program is overly complicated, but the most important part to remember is that people are at the center of everything we do. If a person we serve has needs that can be met in a different system, and they choose to a different route, that is great because their needs are met.

It is also vital that you, the IF, understand all three models. If a person wants to directly hire staff, the only options are sole employer and co-employer. The differences between these two models are based on the level of responsibility the participant has for their employees. Knowing the participant needs will help them choose the model that is right for them.

After discussions with people interested in SDP, there should be a clear understanding of what participants’ responsibilities and opportunities are in SDP.

### Deeper thinking about the orientation

Questions to consider:

- What should an orientation to a program include?
- Did the SDP Orientation address all of your questions about SDP?
- What is missing from the orientation?
- What would you add to the orientation?

Think about these questions before our online discussion within Canvas.

---

This page titled [4: The SDP Orientation](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

## 4.1: DDS Directive on Revised Orientation

March 24, 2026

Page ID

64393 **D-2026-Self Determination Program-002**

TO: REGIONAL CENTER EXECUTIVE DIRECTORS

SUBJECT: SELF-DETERMINATION PROGRAM: ORIENTATION UPDATE

This directive provides an update about the changes to the Self-Determination Program (SDP) orientation. This directive is issued pursuant to Welfare and Institutions Code (WIC) section 4685.8(p)(2), which authorizes the Department of Developmental Services (Department) to issue program directives or similar instructions for the SDP until regulations are adopted.

### Background

WIC section 4685.8(d)(3)(A) requires individuals to receive an SDP orientation that meets the standards set or developed by the Department prior to enrollment in the SDP. The SDP orientation must include information on the principles of self-determination, the role of the independent facilitator and the financial management services vendor, person-centered planning, and the development of the individual budget. It is important for individuals to have the necessary information to make an informed decision about their participation in the SDP.

### Individuals include:

- Adult receiving regional center services
- Parent or legal guardian of a minor
- Conservator or authorized representative of an adult receiving regional center services

### SDP Orientation

Effective April 1, 2026, the SDP Orientation will consist of two required two-hour sessions. Part A must be completed before Part B, and both must be finished prior to accessing SDP transition supports and SDP enrollment. Individuals who completed the SDP orientation before April 1, 2026, or who are already enrolled in the SDP, are not required to retake it but may do so voluntarily. Implementation Effective April 1, 2026, the California State Council on Developmental Disabilities (SCDD) is the only approved provider to offer the SDP orientation statewide. SDP orientations offered by other entities do not meet the requirement. The SDP orientation will be provided virtually and is available in English, Spanish, Chinese (Mandarin and Cantonese), Vietnamese, Tagalog, Korean, Hmong, Farsi, Armenian, Arabic, and American Sign Language (ASL).

More information and the orientation registration calendar can be found at SCDD Orientation webpage: <https://scdd.ca.gov/sdporientation/>.

The SCDD will issue a “Certificate of Completion” following completion of each part of the orientation. If the individual chooses to continue with enrollment into the SDP, the individual must provide their two “Certificates of Completion” to their regional center service coordinator. Once the service coordinator receives the two certificates, the service coordinator will review the certificates and provide the individual with information about the next steps for SDP enrollment.

Information the service coordinator must provide includes, but is not limited to:

- A copy of the individual’s most recent Individual Program Plan.
- Information on SDP transition supports, found in the July 2024 SDP Initial Person-Centered Plan and Pre-Enrollment Transition Supports directive.
- Information on Financial Management Services (FMS) transition supports found in the December 2023 SDP FMS Transition Supports directive.
- The steps to start the individual budget process.

### Reporting

Regional centers must continue to comply with June 2024 Updated SANDIS Reporting Requirements directive. Regional centers must verify that both Part A and Part B of the SDP orientation were completed by the individual and use the date on the Part B

“Certificate of Completion” for reporting purposes. The Department will offer training and technical assistance to regional centers on the implementation of these changes.

Questions from regional centers should be directed to the Department’s Self-Determination Program Branch at [sdp@dds.ca.gov](mailto:sdp@dds.ca.gov).

---

This page titled [4.1: DDS Directive on Revised Orientation](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

## 4.2: Self Determination Program Orientation

Page ID

64394

### State Council on Developmental Disabilities (SCDD)

To review the orientation materials, visit [SCDD's SDP Orientation website](#). If you do not want or need the certificate, use the slides and recording to familiarize yourself with the information your clients will have been presented.

### Orientation Part A Basics

Part A emphasizes how California's three service delivery models differ in the first third of the presentation.

Self-Determination Program (SDP) Orientation Part A introduces the core values, structure, and basic requirements of the program within the context of California's developmental disabilities system.

The main points of the required SDP Orientation part A include:

### The California Developmental Disabilities System

- Oversight and Values: The Department of Developmental Services (DDS) oversees 21 regional centers that coordinate services based on Lanterman Act values, such as making your own choices, living independently, and being included in the community.
- The Service Coordinator: Every eligible individual is assigned a service coordinator who acts as a main point of contact to help develop goals and coordinate supports.
- Generic Services: Participants must use all available generic services (such as Medi-Cal, IHSS, or school districts) before the regional center will pay for services.

### Service Delivery Models

The orientation compares three ways to receive services:

- Traditional Services: Services are provided by regional center vendors who are paid directly by the regional center.
- Participant-Directed Services: Participants can hire, schedule, and supervise their own employees for specific services like respite or personal assistance, using a Financial Management Service (FMS) to handle payments.
- Self-Determination Program (SDP): Offers the most flexibility, allowing participants to use various providers (including local businesses and employees), manage an individual budget, and create a custom spending plan.

### The 5 Principles of SDP

The program is built on five foundational principles:

1. Freedom: The right to make your own decisions.
2. Authority: Control over an individual budget to meet IPP goals.
3. Support: Choosing the people and services that help you live a full life.
4. Responsibility: Making decisions to have a valued community role and using public funds wisely.
5. Confirmation: Being the primary decision-maker who guides the system.

### SDP Eligibility and Requirements

- Who can join: Individuals must have Lanterman Act eligibility and live in the community or be moving there within 90 days.
- Mandatory Steps: To participate, individuals must complete the full orientation (Part A and Part B), use generic services first, and have their budget and spending plan certified by the regional center.

### Key Planning Components

- Individual Program Plan (IPP): This is a required written agreement identifying goals and needed services; it remains active and necessary even after joining SDP.
- Person-Centered Planning (PCP): An optional but highly recommended process that focuses on the participant's vision for the future, strengths, and preferences.
- Individual Budget: This is the amount of money available for services. It is calculated by the regional center based on the last 12 months of expenditures or identified unmet needs.

## The Transition Process

The transition period begins after completing the orientation and lasts until the official SDP start date. Participants can access SDP Transition Supports, such as paid person-centered planning or general self-directed supports, to help them navigate the enrollment process.

## Orientation Part B Basics

Part B covers the essential components of transitioning into the Self-Determination Program, including:

### Spending Plans

How to draft and certify the document that lists your chosen services and supports. The spending plan is how the budgeted money will be spent. The services and supports outlined in the spending plan are attached to a goal the participant is working towards achieving. All services and supports must be allowable in the Centers for Medicaid and Medicare Services regulations.

### Independent Facilitators

Their optional role in helping you navigate the program and the restrictions on who can serve in this capacity.

### Financial Management Services (FMS)

A detailed breakdown of the three models—Bill Payer, Co-Employer, and Sole Employer—and how they differ in terms of employer responsibilities.

### Employer Burden

The various costs, such as taxes and insurance, that are paid directly from your individual budget when you hire employees.

### Ongoing Requirements

The regional center service coordinator continues to support SDP participants with their on-going needs and complete work in the background to ensure authorizations are submitted in a timely manner

---

This page titled [4.2: Self Determination Program Orientation](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .



## 5: Person-Centered Practices

### What we will learn

Page ID

- 64764 • Why person-centered practices are important
  - How DDS has tried to improve the IPP process
  - What the new IPP template contains

All planning in the Self Determination Program focuses on the goals, desires, and dreams of the person served by the regional center.

### Person-Centered IPP

Recently, a statewide template for [a more person-centered IPP](#) has been implemented by the Department of Developmental Services. Hopefully this template will improve planning for individuals served by the regional center system. Focusing on an individual's strengths, instead of using a deficit-focused plan, can help more people thrive with the support of regional centers. Using the social model of disability instead of the medical model is a wonderful improvement to the services and supports delivered with our system.

As experienced and new service coordinators develop their careers at regional centers, the increased focus on a participant's strengths will undoubtedly improve outcomes for people served by the regional center.

Keep in mind this attention to person-centered practices does not change that an individual who wants to move into the Self-Determination Program is not required to create a person-centered plan. However, a detailed person-centered plan can help both the person served and the regional center focus on an individual's goals at an even deeper level. This means that someone who is providing person-centered planning and charging for services using service code 024, the purchase reimbursement code, can still contribute in meaningful ways to an individual's person-centered planning. These planners can influence and improve the IPP individualized program plans which should always reflect the strengths goals and plans to meet those goals with appropriate services and supports.

In the past regional centers focused highly on the medical model of disability. This means that the focus was on a deficit and the regional center's goal was to address the deficit as we increasingly shift to a strengths-based approach keeping in mind an individual's goals and desires making plans to reach these goals will undoubtedly focus on the steps needed to reach those goals. This often means there will be a deficit but the focus is not on what an individual cannot do— rather the focus is on what an individual *wants* to be able to do. Finding ways to meet these goals and provide appropriate supports is a huge part of the creativity in the self-determination program.

---

### [Statewide IPP Template: MY INDIVIDUAL PROGRAM PLAN](#)

Legal Name: click or tap here to enter first name click or tap here to enter last name

UCI Number: click or tap here to enter UCI number

Date of Birth: ....

IPP Meeting Date: ....

Amendment Date: ....

Next Review Date: ....

Type of Plan: click or tap here to select type of plan

OR

☐ Amendment: click or tap here to select a reason

---

### INTRODUCTION

**Things people should know about me:**

Click or tap here to enter text.

**What people like and admire about me:**

Click or tap here to enter text.

**Successes I want others to know about:**

Click or tap here to enter text.

---

## HOW THIS PLAN WAS DEVELOPED

**Where did my meeting happen?**

Click or tap here to enter text.

**What part did I choose to play in making my plan?**

Click or tap here to enter text.

**Who also helped with my plan?**

Click or tap here to enter text.

---

## VISION FOR THE FUTURE

**My short and long-term visions are:**

Click or tap here to enter text.

---

## COMMUNICATION

**How I communicate with others:**

Click or tap here to enter text.

**Important things you should know about how to communicate with me:**

Click or tap here to enter text.

---

## DECISION-MAKING

**When making decisions about click or tap here to choose a life area, the support I want from others is:**

Click or tap here to enter text.

**The people who assist me with decisions are:**

Click or tap here to enter text.

---

## LIFE AREA [Click or tap here to choose a life area](#)

**The outcome I desire is:**

Click or tap here to enter text.

**What is currently happening?**

Click or tap here to enter text.

**What is important to me?**

Click or tap here to enter text.

**What is important for me?**

Click or tap here to enter text.

**What needs to be done?**

Click or tap here to enter text.

---

## EMERGENCY PLANNING

**What is the emergency preparedness plan for me?**

Click or tap here to enter text.

**Who should be contacted in case of an emergency?**

Click or tap here to enter text.

**Important things to know and do to support me in an emergency:**

Click or tap here to enter text.

### Deeper thinking about person-centered practices

Questions to think about:

- Do you currently include emergency planning specifically in your person-centered planning practices?
- What makes a good PCP?
- What makes an exceptional PCP for use within the Self Determination Program

---

This page titled [5: Person-Centered Practices](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

## 6: Budget

### What we will learn

Page ID

- 64396 • How budgets are made
  - Challenges to the SDP budget process
  - How to identify services to meet current needs
  - Recent changes to the vendorization process

### Background

The SDP budget is the total money that a regional center would have spent on a participant in the traditional service delivery system. This should already be represented in the IPP with current authorizations. If current authorizations are already documented, the budget creation process can be easy.

However, for many participants, the budget in the Self-Determination Program seems to be one of the most complicated parts of the program. It often feels complicated because current needs are unmet for many people who want to be better served by their regional center.

The funds in the budget are always based on what the regional center would have provided in the traditional system. The traditional service delivery system has services like social recreation and camp, respite, personal assistant, day programs, employment supports, adaptive skills training, and more. These are all offered in the traditional system by vendors who are approved through regional centers.

### Identifying services to meet needs

Many people explore the Self Determination Program because they have needs that are not met using the services offered by the regional center. One way that this happens is that the person-served is not aware of the services offered, and often it feels like if people do not ask the right questions of the right person, they cannot get help and support that they need.

The State Council on Developmental Disabilities (SCDD) has recently released a tool to help people-served by the regional center system understand [the kinds of support their regional center can provide](#), along with the traditional system service code. Using this tool with their independent facilitator, service coordinator, and circle of support could help people better share their identified needs. Then the person-served can decide if their needs can be met in the traditional service delivery system or in participant-directed services with the support of a more hands-on service coordinator. When a person explores these services and cannot access them where they live, in the way they prefer, or when they need them, the Self Determination Program may be the best fit for effective service delivery.

The Self Determination Institute (SDI), a nonprofit dedicated to reducing barriers to the Self Determination Program, has also recently released [an SDP Knowledge Base](#). Within their document collection are two absolute treasures: 1) [SDP Service Codes](#) and 2) [Traditional Service Codes](#).

Take time to look at both SCDD and SDI resources. They are invaluable.

### Changes to the vendorization process

Starting March 1, 2026, vendors will apply at the state level through the Department of Developmental Services. This should mean that all service providers who have been approved by the Department will be available to participants throughout the state whose goals and needs can be met with the approved service. This connects to the budget directly because once vendors are approved by DDS, they should, in theory, be available to people served by all 21 regional centers.

Budgets are based on authorizations — not on the availability of a service. Once a service is authorized, those funds can be used in the Self Determination Program to address the goals that the service is based on.

Often a family can become frustrated with the lack of services in their area. When a person served by the regional center has no services—commonly referred to as “No POS”#--- enters the Self Determination Program, they are able to create the services they want to meet their needs.

One reason that the Self Determination Program is so popular is that there aren’t enough vendors to serve all who need services. SDP allows people to figure out how to reach their goals with services they prefer, instead of relying on the vendored services

currently available with their specific program plans, to meet their goals.

In short, budgets are built from vendored services available in the traditional system.

Budgets are simply the amount of money allocated by the regional center to meet the current needs of a person served based on the categories connected to their needs.

In theory, you should be able to describe a situation with a person's needs explained and your service coordinator should be able to translate that situation into a service and service code from the traditional system that your regional center can authorize to include in the SDP budget.

#### Deeper thinking about budgets

##### Questions to think about

- Is the request a want or a need?
- What kinds of support are needed to meet the goals listed in the PCP?
- How can you harness the experience and expertise of service coordinators to meet needs in the budgeting process?

---

This page titled [6: Budget](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

## 7: Spending Plan

### What we will learn

Page ID

64399 • Spending plans show how you will use the SDP budget to meet your goals.

- Spending plans list all of the services and supports that cost money.
- Spending plans include required information, but in 2026, there is no one required spending plan format.

### All spending plans must include:

- The service/support
- The goal addressed by the service
- How much the service costs (including frequency/annual units)
- The service code (budget code)
- FMS information: including number of monthly services billed

### SDP Law

Statute does state that by March 1, 2027, standardized processes and procedures will be in place, so the spending plan and other aspects of SDP could change.

According to statute, the Department shall reduce barriers to the Self Determination Program. Here is the law's text regarding barrier reduction:

(I) Reduce barriers to participation and improve equity in enrollment by establishing, with community input, no later than March 1, 2027, statewide standardized processes and procedures, including, but not limited to, timelines for these processes and procedures. Input from the community shall include, but not be limited to, consultation with the department's Lived Experience Advisory Group, individuals and families, caregivers, advocates and associations, service providers, regional centers, the State Council on Developmental Disabilities Statewide Self-Determination Advisory Committee, and legislative staff and shall include adequate notice, or 45 days at a minimum, for the community to review and provide feedback on draft processes and procedures, with review and consideration by the department of feedback prior to finalization for the March 1, 2027, deadline. The standardized processes and procedures shall be consistently applied by regional centers. The standardized processes and procedures shall include, but not be limited to, all of the following:

- (i) Enrollment.
- (ii) Individual budgets.
- (iii) Spending plans.
- (iv) Financial management services.
- (v) Access to transition supports.

In addition to this requirement, the Department shall also complete the following:

(b) The department, in establishing the statewide program, shall do both of the following:

(1) Set targets and benchmarks as set forth in paragraph (1) of subdivision (r).

(2) Address all of the following:

(A) Oversight of expenditure of self-determined funds and the achievement of participant outcomes over time.

(B) Increased participant control over which services and supports best meet the participant's needs and the IPP objectives. A participant's unique support system may include the purchase of existing service offerings from service providers or local businesses, hiring their own support workers, or negotiating unique service arrangements with local community resources.

(C) Comprehensive person-centered planning, including an individual budget and services that are outcome based.

(D) Consumer and family training to ensure understanding of the principles of self-determination, the planning process, and the management of budgets, services, and staff.

(E) Choice of independent facilitators, who meet standards and certification requirements established by the department, and who can assist with the functions specified in paragraph (2) of subdivision (c).

(F) Choice of financial management services providers who meet standards and certification requirements established by the department, and who can carry out the functions specified in paragraph (1) of subdivision (c).

(G) Innovation that will more effectively allow participants to achieve their goals.

(H) Long-term sustainability of the Self-Determination Program by doing all of the following:

(i) Requiring IPP teams, when developing the individual budget, to determine the services, supports, and goods necessary for each consumer based on the needs and preferences of the consumer, and when appropriate the consumer's family; the effectiveness of each option in meeting the goals specified in the IPP; the cost effectiveness of each option, as specified in subparagraph (D) of paragraph (6) of subdivision (a) of Section 4648; and the utilization of available generic services, as defined by the department.

(ii) The department may review final individual budgets that are at or above a spending threshold determined by the department of all individual budgets and use information from its review in the aggregate to develop additional program guidance and verify compliance with federal and state laws and other requirements.

Again, these requirements are due to be completed and reported on to the legislature by March 1, 2027. How this will impact the Self Determination Program remains to be seen.

To read [the entire law, visit the California Legislature's webpage](#).

### Level of spending plan detail

Additionally, it is wise to include as much detail as is available to reduce the need to return to the regional center (RC) for updates. Depending on both the Financial Management Services (FMS) and the RC, there may be pain points when adjusting the spending plan.

Keep in mind every time the spending plan is updated, multiple approvals could be needed to update it. This update may be needed for the FMS to purchase the services and goods approved in the spending plan.

Additionally, some regional centers have started to use these reviews as an opportunity to revisit already approved services. Keep in mind that the Individual Program Plan reflects the services needed to meet the needs of the person-served. If you have not changed the IPP, there is no change needed in the spending plan.

It makes sense to include as much information in the annual spending plan as you can. If you do not know which service provider will be a great match yet, then include a list of possible ones. That way, the FMS will be able to onboard the one you select on your list. Make sure to communicate this with the FMS. You do not want to create additional work for the FMS (or for yourself or the participants you support) by asking them to onboard all of the listed providers. Instead, tell the FMS which provider you will use now. If that service does not meet the participant's needs, try a different listed provider.

#### Tip to avoid spending plan headaches

Listing **possible service providers** within the spending plan with "or" allows the FMS to move between service providers when needed.

- Ask both the FMS and the RC if this practice works for them. Using "or" in the plan give multiple possible providers in case one provider does not meet the participant's needs.
- If including multiple provider works for your regional center and FMS, you might reduce the number of approvals and meetings you need throughout the year. Yippie!

Make sure to communicate with your FMS about which provider you intend to use.

Remember that the spending plan connects directly to the person-centered goals. Much like the IEP, the IPP contains goals. Also like the IEP, if there is no need identified in the IPP, there is no reason to spend money to meet the goal.

If there is a need, make sure to document it in the IPP. Take care to participate in the IPP each year with specifics and ideas of ways to meet goals. Once a need is reflected in the IPP, it is easier for the regional center to allocate funds to address that need with appropriate services and supports. If there is no need demonstrated in the IPP -- much like in an IEP --- there is nothing to fund,

hence, no service or support. Treat the IPP as seriously as you would treat an IEP, and hopefully, all needs will have connected services.

#### Deeper thinking about spending plans

Questions to think about:

- What are ways to reduce the number of edits to spending plans needed during a year?
- Do I have a checklist from the regional center and/or FMS with their required/preferred formatting?
- Does the regional center I am working with have a required spending plan template? Do I have the most recent version of it?

---

This page titled [7: Spending Plan](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .



## 8: Financial Management Services

### What we will learn

Page ID

- 64402• The role of the FMS
  - How the FMS is paid
- Things to consider when choosing an FMS
- What FMSs do
- How to find an FMS that meets your needs

Financial Management Services (FMS) are the only required vendored service in SDP. There are three models offered by FMSs: Bill payer, Sole-employer, and Co-employer models.

### Role of the FMS

Independent facilitators (IFs) must understand that a Financial Management Service (FMS) is a mandatory partner for every participant in the Self-Determination Program (SDP). The FMS is responsible for managing the individual budget, paying all service providers, and ensuring the participant complies with employment laws.

It is important to remember that the financial management service works for the participant. These vendored businesses are paid to support their customers. They are not doing participants a favor by providing excellent customer service – they are doing their job. If the FMS is not providing the support and service that the SDP participant needs, participants can move to a new FMS that better meets their needs.

The process of moving from one FMS to another can be difficult, but sometimes it is a necessary workload. Make sure you check with your regional center to see what the process entails. Changing to a new FMS or any service provider is fairly simple at the beginning of a new SDP year.

Independent facilitators should understand the core functions of an FMS to assist participants effectively:

- **Payment and Disbursement:** The FMS pays all service providers and employees directly based on the spending plan; they cannot reimburse participants for out-of-pocket expenses.
- **Verification:** The FMS verifies that service providers are qualified and have passed required criminal background checks before they begin work.
- **Reporting:** Every month, the FMS provides the participant and the regional center with an individual budget statement showing funds allocated, spent, and remaining.
- **Compliance:** They ensure all services meet the Home and Community-Based Services (HCBS) Final Rule and are eligible for federal financial participation.

---

This page titled [8: Financial Management Services](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

## 8.1: Choosing an FMS

### Choosing an FMS

Page ID  
65696

For some people, having an accurate and easy to use portal is the most important quality of the FMS. For others, it could be having one point of contact with the FMS. Still others want text options to communicate. Whatever the participant needs is the center of this choice. Independent facilitators can share their feedback, but keep in mind that IFs are not the ones who should be communicating with the FMS or making decisions about the plan. The participant needs to find the FMS that works best for them.

There are times when a participant needs more support to live well in SDP. In these cases, when a participant either chooses to not work within their family structure or the family is no longer available or able to support them, it is important to create this support within the SDP Plan.

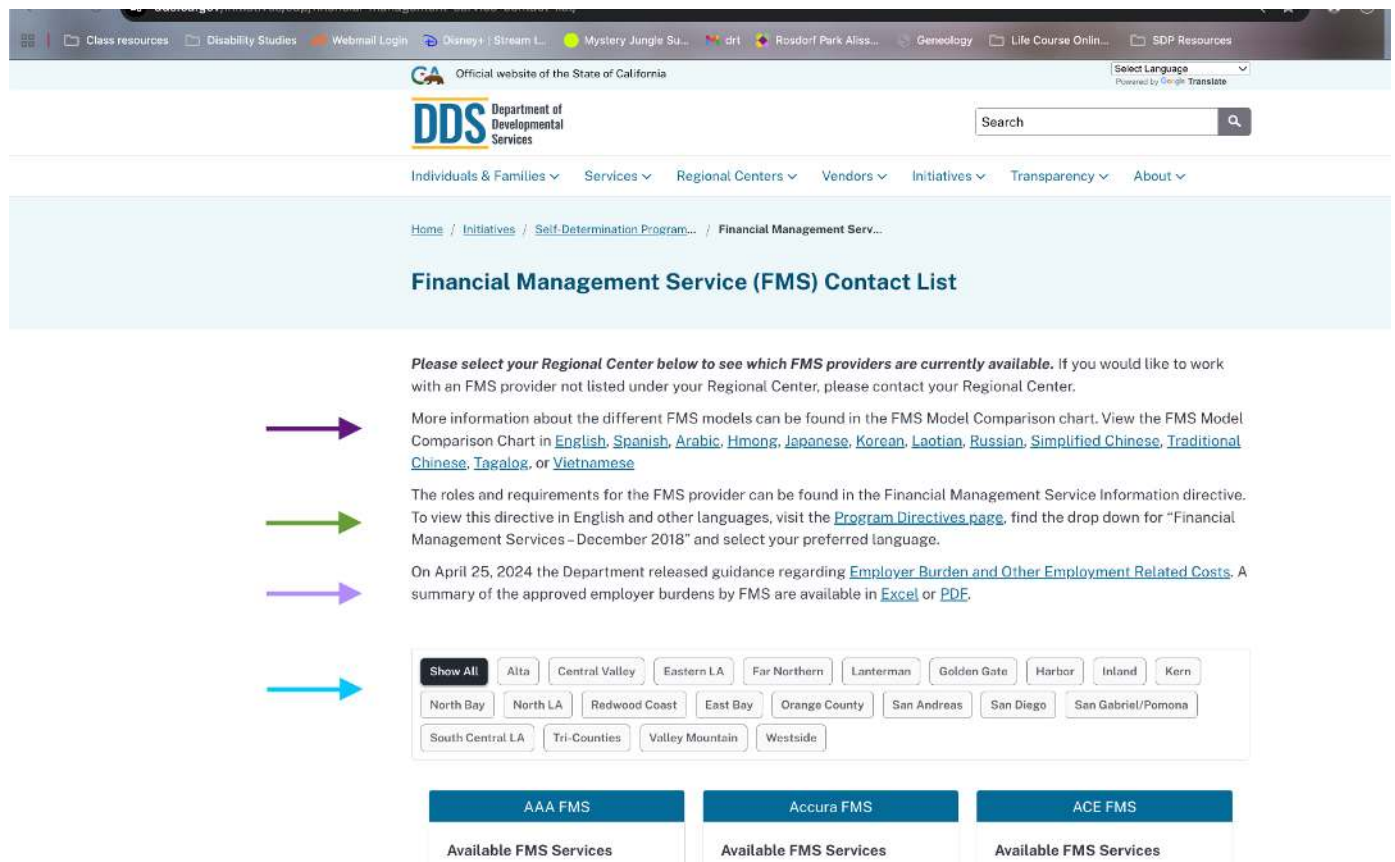
As an independent facilitator, I have shared with participants that there are FMSs I no longer work with because of delayed or missing payments. And if a client insists on using them for their services, I simply have to help them find an IF who is willing to work with that FMS. I do not get to direct my clients to a specific FMS, as I never want to be accused of having a conflict of interest. By funneling all of one's clients to a specific FMS, there could be an argument for this, and I do my best to avoid even the appearance of a conflict of interest.

Talk with your client about what they need, where they want to receive services, and have them investigate how the businesses like to be paid. If the business only accepts credit card payments, then the participant needs an FMS that is willing to pay with a credit card. If they already accept SDP funds for payment, then have the participant ask which FMSs are easiest to work with. Make sure the participant also asks if there is an FMS that they will not work with or have struggled with. This will ultimately result in a difficult situation for the participant.

### Things participants may want to consider when researching FMSs

- Do they already work with your preferred service providers?
- How often do they pay invoices?
- Do they offer the payment model you need? (Bill pay, co-employer, or sole employer)
- What is their response time to your preferred method of communication?
- How do they communicate (email, phone, text)?
- What are their California business hours?

### Financial Management Service (FMS) Contact List



**Financial Management Service (FMS) Contact List**

Please select your Regional Center below to see which FMS providers are currently available. If you would like to work with an FMS provider not listed under your Regional Center, please contact your Regional Center.

More information about the different FMS models can be found in the FMS Model Comparison chart. View the FMS Model Comparison Chart in [English](#), [Spanish](#), [Arabic](#), [Hmong](#), [Japanese](#), [Korean](#), [Laotian](#), [Russian](#), [Simplified Chinese](#), [Traditional Chinese](#), [Tagalog](#), or [Vietnamese](#).

The roles and requirements for the FMS provider can be found in the Financial Management Service Information directive. To view this directive in English and other languages, visit the [Program Directives page](#), find the drop down for "Financial Management Services - December 2018" and select your preferred language.

On April 25, 2024 the Department released guidance regarding [Employer Burden and Other Employment Related Costs](#). A summary of the approved employer burdens by FMS are available in [Excel](#) or [PDF](#).

Regional Centers: [Show All](#), [Alta](#), [Central Valley](#), [Eastern LA](#), [Far Northern](#), [Lanternman](#), [Golden Gate](#), [Harbor](#), [Inland](#), [Kern](#), [North Bay](#), [North LA](#), [Redwood Coast](#), [East Bay](#), [Orange County](#), [San Andreas](#), [San Diego](#), [San Gabriel/Pomona](#), [South Central LA](#), [Tri-Counties](#), [Valley Mountain](#), [Westside](#).

FMS Providers: [AAA FMS](#), [Accura FMS](#), [ACE FMS](#).

Available FMS Services: [Available FMS Services](#), [Available FMS Services](#), [Available FMS Services](#).

- The dark purple arrow shows where to find FMS information in languages other than English.
- The green arrow shows where Self Determination Program Directives issued by DDS are located.
- The light purple arrow shows where the Employer Burden and Other Employment Related Costs document can be found in either Excel or PDF formats.
- The blue arrow shows where the tabs for all 21 regional centers are located on the DDS FMS information page.

This page titled [8.1: Choosing an FMS](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

## 8.2: Helping Clients Understand FMSs

Page ID

65697

### Helping participants understand what FMSs do

#### Explaining Responsibilities and Employer Burden

When explaining these models to prospective participants, IFs should emphasize the following:

- If it's in the IPP...: If a service or support has been included in the IPP, the FMS must pay for it. Creating “shadow rules” or reacting to updates in the program’s administration do not lead directly to changes in how they are paid.
- IFs are not the choice-maker: We all probably have favorite vendors, favorite providers, and favorite regional centers. This does not mean we get to guide, direct, or cajole the people we serve to pick certain providers, including FMS's. If a participant insists on working with an FMS that you do not want to work with, you always have the choice to help them find an IF who better aligns with their needs and wishes.
- Employer Burden: If a participant chooses to hire employees (Co-Employer or Sole Employer), they must understand that mandatory costs—such as payroll taxes, workers’ compensation insurance, unemployment insurance, and paid sick leave—are paid directly from their individual budget. This looks slightly different between the co-employer and sole employer models. Make sure the spending plan reflects all of the requirements to ensure the participant is following California Labor Law. And remember that each FMS has different ways of providing these required services.
- Participant Control: Regardless of the model, the participant remains the decision-maker regarding who provides the services, when they are provided, and how they are supervised. The sole-employer models supports this control with the most autonomy. In the co-employer model, the participant shares responsibility with the participant, so they get to have a say in the employment portion of SDP.
- The Payment Approval Process: Participants are responsible for reviewing and approving all provider invoices or employee timecards before the FMS can release payment. Make sure the participant has communicated with the FMS about how their processes work prior to entering SDP.
- How to Choose an FMS: Participants should choose an FMS that serves their specific regional center and supports the types of services outlined in their draft spending plan.

#### Suggestions to find recommendations on FMSs

In addition to word of mouth recommendations from other participants, check with the providers in your spending plan. Ask them if they are currently accepting SDP funds. Then ask them which FMSs are the easiest to work with. Happy Providers; Happy Life. We want every provider supporting people served in SDP to be thrilled with their experience and interaction with the program.

#### DDS FMS List

The Department of Developmental Services maintains an SDP website where the FMSs are listed in two ways:

1. FMS lists by regional center and
2. All possible FMSs.

Soon, all FMS vendorization will be housed at San Diego Regional Center, so that could improve the FMS communication and standardize some of FMS practices and procedures. However, as of publication, this change has not been finalized.

Other information you can find on the [Department’s FMS webpage](#) includes:

- FMS information in different languages
- Links to Program Directives
- Explanation of Employer Burdens, how much they are, and what costs are included in the price

If the FMS you want to use is not working with your regional center yet, you can reach out to them to see if they would be willing to add your regional center to their areas served.

Participants must choose one of three models based on whether they intend to hire employees or use businesses.

#### Understanding the Three FMS Models

three FMS models with description and key responsibilities

| Model | Description and Use Case | Key Responsibilities |
|-------|--------------------------|----------------------|
|       |                          |                      |

|               |                                                                                                  |                                                                                                                                                                                                                                                                                                      |
|---------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bill Payer    | Best for those using local businesses or agencies only. Cannot be used to hire direct employees. | The FMS pays service providers directly after the participant reviews and approves their invoices.                                                                                                                                                                                                   |
| Co-Employer   | Used when hiring staff. The participant and FMS share employer responsibilities.                 | The participant recruits, schedules, and supervises staff, while the FMS handles payroll, taxes, and insurance.                                                                                                                                                                                      |
| Sole Employer | The participant is the sole "Employer of Record" and has the most responsibility.                | The participant must obtain an Employer Identification Number (EIN) and handle all legal employer paperwork, though the FMS still processes the actual payments. Different FMSes provide varying levels of support for this area. Make sure to deeply research what is needed at the FMS you choose. |

#### Deeper thinking about FMSs

Choose one FMS you are currently unfamiliar with. Explore their webpage and find as much information about their services as you can. Keep track of the URLs (copy and paste them somewhere) so you can share this with IF colleagues in the online discussion. Make a list of possible questions you want to answer before you head to the FMS's website.

As you explore the website, think about these questions and additional questions you want to explore:

- What is important to ask an FMS?
- As you explore FMS websites, check and see which questions are answered on their webpage.
- Find their FAQ page.
- What is the FMS missing from the FAQs?
- Is the regional center vendor number easy to find? (You need this for a spending plan.)
- Are their California support hours easy to find?

This page titled [8.2: Helping Clients Understand FMSs](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

## 9: References

### References

Page ID

64408

“Self Determination Program (SDP).” California Department of Developmental Services,  
<https://www.dds.ca.gov/initiatives/sdp/>

Šiška, J., & Beadle-Brown, J. (2021). *The Development, Conceptualisation and Implementation of Quality in Disability Support Services* (First edition). Charles University in Prague, Karolinum Press.

### Additional sources of information

- **Senate Bill 468 (SB 468):** The 2013 California law that created the statewide Self-Determination Program.
- **Lanterman Developmental Disabilities Services Act (Lanterman Act):** The foundational California law governing the regional center system.
- **Department of Developmental Services (DDS) Directive (March 26, 2026):** The official instruction that established the new required statewide orientation delivered by the State Council on Developmental Disabilities (SCDD).
- **State Council on Developmental Disabilities (SCDD):** The organization responsible for delivering the mandatory SDP Orientation (Parts A and B).
- **Centers for Medicare and Medicaid Services (CMS):** The federal agency whose regulations determine which services and supports are allowable for funding.
- **California Labor Law:** Cited regarding the legal responsibilities of participants who hire their own employees, specifically concerning "employer burden" costs like taxes and insurance.

---

This page titled [9: References](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by .

- Welcome to the Workforce Library. This Living Library is a principal hub of the [LibreTexts project](#), which is a multi-institutional collaborative venture to develop the next generation of open-access texts to improve postsecondary education at all levels of higher learning. The LibreTexts approach is highly collaborative where an Open Access textbook environment is under constant revision by students, faculty, and outside experts to supplant conventional paper-based books.

## Glossary

- **Authority:** Having **control over your own budget** to reach the goals in your plan.
- **Bill Payer (FMS Model):** A way to use your budget where the FMS pays businesses or agencies for you; it cannot be used if you want to hire your own employees directly.
- **Co-Employer (FMS Model):** A way to hire staff where **you and the FMS share responsibilities**. You find and supervise the workers, while the FMS handles the payroll and taxes.
- **Confirmation:** Being the **main decision-maker** in your own life and helping to guide the system you rely on.
- **Department of Developmental Services (DDS):** The California state office that oversees the 21 regional centers and the Self-Determination Program.
- **Employer Burden:** Extra costs—such as **taxes and insurance**—that are paid directly out of your individual budget when you choose to hire your own workers.
- **Financial Management Services (FMS):** A **mandatory partner** for everyone in SDP. They manage your budget, pay your providers, and make sure employment laws are followed.
- **Freedom:** Your **right to make your own decisions**, including where you live and who supports you.
- **Generic Services:** Other public services (like school districts, Medi-Cal, or IHSS) that you **must use first** before the regional center will pay for a service.
- **Independent Facilitator (IF):** An optional person you can hire to help you navigate the program, lead your planning, and find services.
- **Individual Budget:** The **total amount of money** available to you for services. It is usually based on what the regional center spent for you in the past year or your identified unmet needs .
- **Individual Program Plan (IPP):** A **required written agreement** between you and the regional center that lists your goals and the services you need.
- **Lanterman Act:** The California law that created the regional center system and says people with developmental disabilities have a **right to services**.
- **Participant-Directed Services:** A service model where you can hire and manage your own employees for **specific services** (like respite) while still being in the traditional regional center system.
- **Person-Centered Planning (PCP):** A planning process that **focuses on your dreams**, strengths, and preferences to build a vision for your future.
- **Regional Center:** Local, private non-profit agencies that help people with disabilities find and coordinate the services they need.
- **Responsibility:** Using your public budget money **wisely** and taking on a valued role in your community.
- **Self-Determination Program (SDP):** A voluntary way to receive services that gives you the **most flexibility** to choose your own providers and manage your own budget.
- **Service Coordinator:** A person at the regional center who is your **main contact** to help you develop your plan and coordinate supports.
- **Sole Employer (FMS Model):** A way to hire staff where **you take on all legal responsibility** as the boss, including getting a tax ID number, while the FMS processes the payments.
- **Spending Plan:** A document that shows exactly **how you will spend your budget** money to reach the goals listed in your IPP.
- **Support: Choosing the specific people and services** that help you live the life you want in your community.
- **Traditional Services:** The standard system where the regional center **chooses and pays businesses (vendors) directly** to provide services for you.

## Detailed Licensing

- Content in the Front and Back Matter, directories and similar can be uncopywriteable, being simple listings and these are also shown as *undeclared*.

Page ID

64423

### Overview

**Title:** [Self Determination Program Foundations](#)

**Webpages:** 24

**Applicable Restrictions:** Noncommercial

**All licenses found:**

- [CC BY-NC-SA 4.0](#): 83.3% (20 pages)
- [Undeclared](#): 12.5% (3 pages)
- [Other](#): 4.2% (1 page)

### By Page

- [Self Determination Program Foundations](#) - [CC BY-NC-SA 4.0](#)
  - [Front Matter](#) - [CC BY-NC-SA 4.0](#)
    - [Self Determination Program Foundations](#) - [CC BY-NC-SA 4.0](#)
    - [InfoPage](#) - [Other](#)
    - [Table of Contents](#) - [Undeclared](#)
    - [Licensing](#) - [Undeclared](#)
  - [1: SDP Background](#) - [CC BY-NC-SA 4.0](#)
  - [2: Principles of Self Determination](#) - [CC BY-NC-SA 4.0](#)
  - [3: History of the Self Determination Program](#) - [CC BY-NC-SA 4.0](#)
  - [4: The SDP Orientation](#) - [CC BY-NC-SA 4.0](#)
    - [4.1: DDS Directive on Revised Orientation](#) - [CC BY-NC-SA 4.0](#)
    - [4.2: Self Determination Program Orientation](#) - [CC BY-NC-SA 4.0](#)
  - [5: Person-Centered Practices](#) - [CC BY-NC-SA 4.0](#)
  - [6: Budget](#) - [CC BY-NC-SA 4.0](#)
  - [7: Spending Plan](#) - [CC BY-NC-SA 4.0](#)
  - [8: Financial Management Services](#) - [CC BY-NC-SA 4.0](#)
    - [8.1: Choosing an FMS](#) - [CC BY-NC-SA 4.0](#)
    - [8.2: Helping Clients Understand FMSs](#) - [CC BY-NC-SA 4.0](#)
  - [9: References](#) - [CC BY-NC-SA 4.0](#)
  - [Back Matter](#) - [CC BY-NC-SA 4.0](#)
    - [Index](#) - [CC BY-NC-SA 4.0](#)
    - [Glossary](#) - [CC BY-NC-SA 4.0](#)
    - [Detailed Licensing](#) - [CC BY-NC-SA 4.0](#)
    - [Detailed Licensing](#) - [Undeclared](#)



## Detailed Licensing

### Overview

Page ID

66417

Title: [Self Determination Program Foundations](#)

Webpages: 24

Applicable Restrictions: Noncommercial

All licenses found:

- [CC BY-NC-SA 4.0](#): 83.3% (20 pages)
- [Undeclared](#): 12.5% (3 pages)
- [Other](#): 4.2% (1 page)

### By Page

- [Self Determination Program Foundations](#) - [CC BY-NC-SA 4.0](#)
  - [Front Matter](#) - [CC BY-NC-SA 4.0](#)
    - [Self Determination Program Foundations](#) - [CC BY-NC-SA 4.0](#)
    - [InfoPage](#) - [Other](#)
    - [Table of Contents](#) - [Undeclared](#)
    - [Licensing](#) - [Undeclared](#)
  - [1: SDP Background](#) - [CC BY-NC-SA 4.0](#)
  - [2: Principles of Self Determination](#) - [CC BY-NC-SA 4.0](#)
  - [3: History of the Self Determination Program](#) - [CC BY-NC-SA 4.0](#)
  - [4: The SDP Orientation](#) - [CC BY-NC-SA 4.0](#)
    - [4.1: DDS Directive on Revised Orientation](#) - [CC BY-NC-SA 4.0](#)
    - [4.2: Self Determination Program Orientation](#) - [CC BY-NC-SA 4.0](#)
  - [5: Person-Centered Practices](#) - [CC BY-NC-SA 4.0](#)
  - [6: Budget](#) - [CC BY-NC-SA 4.0](#)
  - [7: Spending Plan](#) - [CC BY-NC-SA 4.0](#)
  - [8: Financial Management Services](#) - [CC BY-NC-SA 4.0](#)
    - [8.1: Choosing an FMS](#) - [CC BY-NC-SA 4.0](#)
    - [8.2: Helping Clients Understand FMSs](#) - [CC BY-NC-SA 4.0](#)
  - [9: References](#) - [CC BY-NC-SA 4.0](#)
  - [Back Matter](#) - [CC BY-NC-SA 4.0](#)
    - [Index](#) - [CC BY-NC-SA 4.0](#)
    - [Glossary](#) - [CC BY-NC-SA 4.0](#)
    - [Detailed Licensing](#) - [CC BY-NC-SA 4.0](#)
    - [Detailed Licensing](#) - [Undeclared](#)