



## Empowerment Support Solutions, LLC

SDP • Person-Centered Plan (PCP) for Jeremy

Date: 11/18/2025

### Section 1 — PCP Overview

#### Meeting details & participants

This page mirrors what Regional Centers expect to see on a formal PCP cover sheet.

PCP conducted by (John Doe)

Jadon Chavez



Format (in-person / virtual / hybrid)

In-Person



PCP meeting date(s)

11/18/2025



Location(s)

Community/Starbucks



People who participated (family, Jeremy, ESS staff, Regional Center, others)

Me (Jeremy Negrette) + My ESS Staff – Jadon Chavez



Summary statement (brief overview of what this PCP focuses on)

This PCP focuses on improving my health, building my independence, helping me explore day programs and potential community jobs, strengthening my money skills, and providing the support I need to develop stable routines. My goals include staying healthy, learning daily living skills, applying for SSI, and exploring work or program options that fit my interests.



## Section 2 — Personal Profile

### Who Jeremy is as a person

Keeps Jeremy's voice and preferences at the center of all services.

#### What people like & admire about Jeremy

My name is Jeremy Negrette. I am 32 years old and diagnosed with Mild Intellectual Disability and Autism Spectrum Disorder. I live with my family, and I communicate verbally using full sentences that people understand easily. I enjoy exercising, being active, spending time at home, and playing video games. I am friendly, polite, respectful, and I try my best in the things I do.



#### Jeremy's strengths

I have clear verbal communication skills, and I stay motivated to improve myself. I am comfortable with routines when someone explains them clearly. I am willing to try new skills and follow guidance when it is presented in a simple and direct way.



#### Communication style

I talk in full sentences and I can explain what I want or need. Even people who have never met me can understand me easily



#### Important TO Jeremy

It is important to me to stay active, enjoy my hobbies such as video games and exercise, and maintain a calm and predictable routine. I also want to explore work or day program opportunities at a pace that feels comfortable



#### Important FOR Jeremy

It is important for me to develop healthy habits, stay consistent with routines, follow through with medical appointments, and learn budgeting and independent living skills so I can continue becoming more independent



#### Sensory needs

I do better in quiet and calm environments. Loud or crowded places can overwhelm me and make it harder for me to think clearly



#### Behavioral & emotional considerations

I sometimes become stressed when routines change suddenly or when I am in overwhelming environments. I benefit from simple explanations, extra processing time, and calm communication



#### Health & safety considerations

I am learning how to maintain healthy eating habits, drink enough water, exercise regularly, and understand my basic medical needs. I need support scheduling appointments, understanding medications, and keeping track of my health routines



#### Cultural or personal identity notes

My family is a very important part of my life and supports me daily. They play a central role in my stability and comfort



## Section 3 — Daily Routines & Life

### How Jeremy spends his days

Supports Regional Center to see where ESS fits into daily life.

#### Morning routine

Jeremy typically wakes up later in the morning unless staff help encourage a healthy schedule. With support, he starts his day by brushing his teeth, washing his face, and getting dressed. Jeremy does better when staff help him prepare a basic breakfast (cereal, eggs, toast, etc.) and remind him about his hygiene routine and morning medications. He needs help remembering steps and staying on task. With encouragement, he can participate and begin the day calmly.



#### Afternoon routine

Jeremy spends most afternoons at home unless he has scheduled outings, appointments, or errands. With support, afternoons can include community activities, going to the gym (once he is re-established), practicing driver's permit study, working on independence goals, or preparing simple meals. He needs help planning his day, maintaining focus, and staying motivated. Jeremy also enjoys watching martial arts videos, listening to music, and relaxing. Support helps him stay productive instead of isolated or inactive.



#### Evening routine

Jeremy likes to wind down by having dinner at home, watching TV, playing games, or engaging in conversations with family. He often needs support to complete his evening hygiene routine (shower, brushing teeth, organizing clothes, setting up for the next day). He benefits from reminders, help establishing structure, and emotional support to end the day calmly. Without support, he may lose track of time and skip hygiene tasks.



### Community routines

Jeremy enjoys going out into the community when he has someone available to help and transport him. Activities include grocery shopping, martial arts events, visiting the gym, going to classes (once enrolled), church or family events, and exploring job interests like bartending or cannabis industry training. He struggles with initiating outings, planning transportation, budgeting money, social interactions, and navigating new environments without support.



### What helps Jeremy during stress

Jeremy benefits from calm verbal reassurance, step-by-step explanations, and being given time to process his thoughts without pressure. He feels better when someone helps him organize information, break tasks into smaller steps, and provide emotional encouragement. He responds well to guided breathing, positive reinforcement, and having a support person present when he feels overwhelmed, nervous, or mentally “stuck.”



### Known triggers

Feeling pressured, rushed, or put on the spot can cause Jeremy to shut down. Too many instructions at once, unfamiliar environments, or conflict can make him anxious. He may experience emotional overload when he doesn't understand something, feels judged, or senses tension in a social situation. Transportation problems, sudden schedule changes, and lack of structure are also known triggers.



## Section 4 — ELARC Life Areas & Outcomes

### Life Area 1 — Choice / Advocacy

Jeremy's choices, decision-making, and self-advocacy (including supported decision-making).

#### Goal in this life area

Jeremy wants to learn how to advocate for himself and be more confident expressing his wants, needs, and choices.



#### Why this matters

This matters because Jeremy sometimes gets nervous or overwhelmed in conversations, and he wants to be able to express himself instead of shutting down. Being able to speak up will help him feel more independent, respected, and included in decisions about his life.



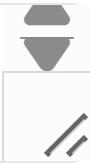
#### Current barriers

Jeremy becomes nervous and stuck when asked direct questions. He struggles to say what he wants without help. He may shut down when processing information or needing more time to respond.



#### Teaching & support strategies

Provide clear explanations in simple language. Give Jeremy time to think and respond. Use verbal modeling and role-play. Have a support person nearby to help him express himself when he is nervous or unable to speak up independently.



#### Progress measurement

Track how often Jeremy independently expresses a need, asks questions, or participates in meetings.



#### ESS Staff responsibilities

Support Jeremy during meetings, help him prepare what he wants to say, and practice role-play and supported decision-making.



#### Timeline / expected progress

Progress reviewed every 6 months with long-term goal of increased self-advocacy and confidence.



## Life Area 2 — Education / Learning

Goals around learning, training, and lifelong education inside or outside formal school settings.

#### Goal in this life area

Jeremy wants to continue improving his basic reading, writing, and math. He also wants to take a bartending class, and study for both his driver's permit and driver's license exam.



#### Why this matters

These learning goals will help Jeremy advance in employment, community access, independence, and boost his self-confidence.



#### Current barriers

Jeremy needs structured instruction and repetition. He struggles with memorizing and test-format questions without support.



#### Teaching & support strategies

Use step-by-step visual supports, practice worksheets, flashcards, and real-life examples. Use mock exam practice for permit testing.



#### Progress measurement

Monitor Jeremy's ability to complete worksheets, study with support, and pass practice permit tests.

#### ESS Staff responsibilities

Assist with daily study routines, finding classes, and transportation.  
Support Jeremy during enrollment.

#### Timeline / expected progress

6-month goal: consistent study routine. 12-month goal: be ready for testing/enrollment.

### Life Area 3 — **Employment**

Exploring and preparing for competitive integrated employment or meaningful day/work programs.

#### Goal in this life area

Jeremy wants to explore working as a bartender or in a cannabis-related company.

#### Why this matters

Jeremy wants to feel productive, have structure, and be part of a work environment that matches his interests.

#### Current barriers

Jeremy needs guidance on job readiness, interviewing, social communication, transportation, and workplace expectations.

#### Teaching & support strategies

Help Jeremy explore job options, attend workshops, visit work sites, and build resume/interview skills. Provide role-play and structured practice.

#### Progress measurement

Track milestones like job exploration, interviewing attempts, and class participation.

#### ESS Staff responsibilities

Provide job discovery support, help with paperwork, transportation to trainings, and emotional support.

#### Timeline / expected progress

12 months: Explore job sites, begin training/learning programs.

### **Life Area 4 — Healthcare / Wellness**

Medical, dental, mental health, and general wellness routines and support.

#### Goal in this life area

Jeremy wants to get his health under control, reestablish regular gym routines, and eventually compete in martial arts at a professional level.

#### Why this matters

It supports emotional regulation, physical health, confidence, and long-term well-being.

#### Current barriers

Jeremy struggles to maintain routines, needs help scheduling and attending appointments, and lacks motivation without structured support.

#### Teaching & support strategies

Help with gym orientation, training routines, meal planning, hydration reminders, and safe exercise guidelines. Help inquire about beginner martial arts training.

#### Progress measurement

Track gym attendance, activity routines, and consistency.

#### ESS Staff responsibilities

Help Jeremy maintain scheduled routines, transportation, and ensure health and fitness goals are safely pursued.

#### Timeline / expected progress

Short-term: attend gym with routine. Long-term: explore martial arts programs.



## Life Area 5 — Home Life / Housing

Where Jeremy lives, how daily life at home works, and what housing goals he has.

### Goal in this life area

Jeremy wants support at home when it comes to cleaning, cooking, laundry, personal care, routines, and general household management.



### Why this matters

Better home skills will help Jeremy become more independent, confident, and able to manage daily life.



### Current barriers

Jeremy requires step-by-step guidance, visual reminders, and consistent training.



### Teaching & support strategies

Break tasks into simple steps, use checklists, practice repetition, and use real-life practice.



### Progress measurement

Track how many tasks Jeremy can complete with partial or full independence.



### ESS Staff responsibilities

Teach, model, and reinforce daily life skills in Jeremy's actual home environment.



### Timeline / expected progress

Review every 6 months.



## Life Area 6 — Personal / Emotional Growth

Emotional well-being, coping skills, mental health growth, and self-improvement.

### Goal in this life area

Jeremy wants to be physically healthy, improve his emotional regulation, and have access to someone who can help when his emotions become too high.



### Why this matters

It helps Jeremy participate in daily life, avoid shutdowns, and express his needs when overwhelmed.



### Current barriers

Jeremy may struggle to self-regulate without support, especially when anxious, overwhelmed, or routines change.



### Teaching & support strategies

Use coping strategies, safe communication, deep breathing, grounding activities, and emotional coaching.



### Progress measurement

Track incidents of emotional escalation and how successfully Jeremy uses tools before needing outside help.



### ESS Staff responsibilities

Be available to coach Jeremy through emotional episodes using calm, supportive prompts.



### Timeline / expected progress

12-month plan to implement self-regulation routines.



## Life Area 7 — Relationships

Family, friends, and important people in Jeremy's life and how he wants those relationships to grow.

### Goal in this life area

Jeremy wants to learn how to build and maintain healthy family relationships, communicate better, and eventually learn how to date, pursue a spouse, and start his own family.



#### Why this matters

Positive relationships increase emotional stability, belonging, and long-term life satisfaction.



#### Current barriers

Jeremy needs help understanding communication styles, boundaries, healthy friendship/dating behaviors, and social cues.



#### Teaching & support strategies

Role-play, social behavior modeling, safe relationship education, and coaching during real interactions.



#### Progress measurement

Track Jeremy's communication attempts, relationship conversations, and emotional comfort.



#### ESS Staff responsibilities

Support Jeremy in practicing communication, navigating safe dating education, and exploring life goals.



#### Timeline / expected progress

Review every 12 months.



### Life Area 8 — Supports at Home

How family and paid supports help Jeremy in the home, and how those supports are organized.

#### Goal in this life area

Jeremy wishes to have a full-time paid staff member to help with his daily needs at home and in the community.



#### Why this matters

Jeremy does not work or attend school, making structured support essential to maintain growth and progress.



#### Current barriers

He cannot independently manage daily tasks, appointments, or routines without consistent assistance.



#### Teaching & support strategies

Provide daily coaching, hands-on assistance at home and in the community, and structured skill-building.



#### Progress measurement

Track improvements in consistency, independence levels, and ability to follow routines.



#### ESS Staff responsibilities

Deliver daily, ongoing support to meet health, emotional, and daily life goals.



#### Timeline / expected progress

Ongoing.



### Life Area 9 — Transportation / Getting Around

How Jeremy gets around (walking, rides, public transit) and what travel skills he wants to build.

#### Goal in this life area

Jeremy needs full-time transportation support to access appointments, errands, classes, social activities, and potential job sites.



#### Why this matters

Without transportation, Jeremy cannot access his community, attend training, explore job options, or maintain health routines.



#### Current barriers

Jeremy does not drive, cannot take public transportation independently, and lacks ride coordination systems.

#### Teaching & support strategies

Practice travel training, assist with routing, teach navigation, provide ride support, and help with driver's permit study.

#### Progress measurement

Track transportation usage, community outings, and permit test readiness.

#### ESS Staff responsibilities

Provide full transportation support to all appointments, meetings, classes, and community activities.

#### Timeline / expected progress

Ongoing, with review every 6-12 months.

## Section 5 — Individual Outcomes (Summary)

### Outcome 1 — Community Engagement

Ties directly to IPP goals and SDP service domains.

#### Goal

Jeremy will participate in community activities such as martial arts training, gym classes, church events, and beginner job-interest workshops (e.g., bartending, cannabis education) with support to plan, access transportation, and communicate independently.

#### Why this matters

Community access helps Jeremy practice social skills, grow his independence, and improve his physical and emotional well-being. It supports his long-term goal of becoming an active community member with meaningful relationships, employment, and a healthy lifestyle.

#### Current barriers

Limited planning skills, anxiety in new environments, transportation barriers, and difficulty initiating social interactions without support.

#### Teaching & support strategies

Use modeling, step-by-step planning, role-play for social interactions, visual schedules, transportation assistance, and emotional coaching when entering new environments.

#### Progress measurement

Track number of weekly community outings, Jeremy's ability to initiate participation, and comfort level during structured and unstructured community activities (self-report + staff observation).

#### ESS Staff responsibilities (John Doe)

Help plan outings, provide transportation or arrange rides, support communication, help Jeremy express preferences, encourage emotional regulation, and document participation.

#### Timeline / expected progress

Within 12 months, Jeremy will actively engage in at least two meaningful community-based activities per week with decreasing staff prompting.

## Outcome 2 — Independent Living Skills

Daily living & functional independence.

#### Goal

Jeremy will steadily learn and practice daily living skills, including cleaning, cooking, medication management, personal hygiene, budgeting, and organizing his home environment with guidance and consistent reinforcement.

#### Why this matters

Daily living skills are essential for Jeremy's independence, safety, and ability to eventually live with minimal support. These skills connect directly to long-term housing and self-sufficiency goals.

#### Current barriers

Poor task sequencing, lack of motivation without structure, limited executive functioning, difficulty remembering and completing multi-step routines.

#### Teaching & support strategies

Use visual checklists, modeling, gradual prompting, household routines, task breakdowns, reinforcement, and practice through real-life context at home.



#### Progress measurement

Monitor skill proficiency using task completion percentages, number of tasks Jeremy initiates independently, and progress toward weekly home care goals.



#### ESS Staff responsibilities (John Doe)

Provide consistent training, track skills in logs, reinforce progress, provide coaching and reminders, and help Jeremy stay engaged in home responsibilities.



#### Timeline / expected progress

Within 6 months, Jeremy will independently perform at least two daily living tasks with minimal prompting.



### Outcome 3 — Health & Safety

Medical, behavioral, and general safety stability.

#### Goal

Jeremy will reestablish and maintain a healthy routine, including regular exercise, gym membership, medication management, and practicing safe choices during stress or when making decisions.



#### Why this matters

Jeremy's physical health and emotional safety are essential for long-term goals such as martial arts training, employment readiness, and overall well-being.



#### Current barriers

Limited transportation, difficulty following schedules consistently, emotional dysregulation, challenges managing medications and personal safety.



#### Teaching & support strategies

Use structured health calendars, appointment reminders, emotional coaching, health education, gym routine planning, and motivational support.



#### Progress measurement

Document medical follow-up, attendance at gym or health activities, medication compliance, and reduction of high-risk behaviors or safety concerns

#### ESS Staff responsibilities (John Doe)

Help schedule and attend appointments, support gym routines, assist with medication reminders, reinforce healthy habits, and monitor early signs of emotional or health challenges.

#### Timeline / expected progress

Within 12 months, Jeremy will follow a consistent health routine at least three days per week with staff support.

### Outcome 4 — Behavioral / Emotional Regulation

Helps RC see the behavioral support structure clearly.

#### Goal

Jeremy will develop strategies to recognize emotional triggers, regulate stress, and use calming techniques with the help of staff to manage emotions in real time.

#### Why this matters

Learning how to manage emotions supports Jeremy's safety, social relationships, personal independence, and future goals including employment, family life, and community engagement.

#### Current barriers

Difficulty processing emotions, emotional impulsivity, anxiety, shutting down when overwhelmed, limited coping strategies.

#### Teaching & support strategies

Use modeling, breathing exercises, emotional coaching, decision-making worksheets, role-play scenarios, and timely support during high-stress moments.

#### Progress measurement

Track number of emotional incidents, frequency of staff support needed, and ability to apply coping techniques using self-reports and staff logs.

#### ESS Staff responsibilities (John Doe)

Provide emotional coaching, identify early warning signs, create structured routines, reinforce coping strategies, and document emotional progress.



#### Timeline / expected progress

Within 6-9 months, Jeremy will consistently use at least two self-regulation strategies with staff-provided prompts.



### Outcome 5 — Communication & Self-Advocacy

Supports Jeremy to speak up, request, refuse, and direct his life.

#### Goal

Jeremy will learn and practice how to express preferences, make decisions, say no, ask for help, and participate in his own planning and life decisions.



#### Why this matters

Self-advocacy empowers Jeremy to make independent decisions, build confidence, shape his own life goals, and direct his services successfully in the Self-Determination Program.



#### Current barriers

Fear of judgment, difficulty expressing needs when nervous, shutting down in conversations, limited problem-solving communication.



#### Teaching & support strategies

Use modeling, social scripting, communication practice, confidence coaching, role-play for requesting/refusing, and supportive presence in meetings.



#### Progress measurement

Track number of times Jeremy independently communicates needs, initiates decisions, or speaks up during planning or community situations.



#### ESS Staff responsibilities (John Doe)

Encourage expression, teach communication tools, support Jeremy in meetings, model advocacy language, and help him understand his rights and options.



#### Timeline / expected progress

Within 9-12 months, Jeremy will communicate preferences and needs at least twice per week without full staff prompting.



## Section 6 — Natural & Paid Supports

### Circle of support

Shows why ESS is needed alongside family and community.

#### Natural supports (e.g., John Doe)

Family, friends and extended relatives who offer emotional support, encouragement and occasional guidance. However, they are unable to consistently help with daily routines, emotional support transportation or skill development.



#### Paid supports (ESS Staff)

ESS will provide full-time staff to assist Jeremy with communication, transportation, emotional regulation, independent living skill training, community integration and self-advocacy development.



#### Justification for paid supports

Jeremy requires daily structured supports that family cannot provide. Due to limited executive functioning, communication barriers, transportation needs, emotional support needs and desire for growth in all 9 life areas, Jeremy requires DSPs and instructors to help build independence.



#### Hours needed per month

160 hours per month (full-time DSP/Coach support) under the Self-Determination Program.



## Section 7 — Risk & Mitigation

## Risks and protection plan

Supports dignity of risk while keeping Jeremy safe.

### Behavioral risks

Emotional overload, shutting down during stress, impulsive reactions, withdrawal behaviors, or difficulty processing overwhelming situations without guidance.



### Medical risks

NA



### Environmental risks

Difficulty maintaining safety awareness when alone (home safety, cleaning hazards, forgetting basic routines), risk of isolation and inactivity.



### Community risks

Limited safety awareness in public spaces, reliance on others for transportation, uncertain responses under stress in unfamiliar environments.



### Crisis plan

ESS staff will provide emotional de-escalation coaching, ensure safety during high-stress situations, use breathing and calming strategies, assist with crisis calls if necessary, and notify appropriate family or emergency contacts.



**Mitigation strategies**

Provide structure, emotional support, coping toolkits, supervision during high-stress situations, behavior tracking, safety planning, appointment management, transportation assistance and supportive community integration.



## Section 8 — Future Vision

**Jeremy's future direction**

Connects today's supports with long-term outcomes.

**Jeremy's preferred future**

My preferred future is to live a healthy, calm and stable life where I can participate in a job or day program I enjoy. My independence goals include improving my money management, following routines, and taking care of my health. I want to be involved in the community in ways that feel comfortable. My long-term direction is to continue growing in independence and confidence while staying supported where needed.

**Goals for independence**

My independence goals include managing money better, following daily routines more on my own, keeping up with my health, and being able to speak up for what I need.

**Community involvement**

I want to be part of the community in ways that feel comfortable, like attending a program, working in a setting that fits me, and going out more often with the right support.

**Long-term direction**

My long term direction is to keep learning, build more responsibility in my own life, and stay supported by my family and ESS so I can reach higher levels of independence over time.



## Section 9 — PCP Agreement & Signatures

**Jeremy + ESS Staff**

Signatures show the team participated and agrees this plan reflects Jeremy's goals.

Jeremy Signature

A handwritten signature consisting of two loops, one on top of the other, enclosed in a rectangular box with a dashed border.

ESS Staff Signature (John Doe)

A handwritten signature consisting of three distinct strokes: a large loop on the left, a horizontal line in the middle, and a large loop on the right, enclosed in a rectangular box with a dashed border.

Empowerment Support Solutions, LLC  
Self-Determination Program • Person-Centered Planning (PCP Compliant)