



Empowerment Support Solutions, LLC

SDP • Person-Centered Plan (PCP) for Omar

Date: 11/21/2025

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 – ESS Director

Format (in-person / virtual / hybrid)

In-person

PCP meeting date(s)

November 15, 2025

Location(s)

Omar's home in South El Monte, CA

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

Me (Omar Velasquez), My ESS Staff – Jadon Chavez, My mother (Juana Velasquez), My father (Jose Velasquez).

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

This PCP focuses on building my independence, confidence, emotional regulation, and everyday life skills while keeping my dreams and voice at the center. I am working on improving money management, routines, health awareness, emotional coping strategies, independence in transportation, and beginning my training journey to become an automotive mechanic. I want to work with ESS to learn real life skills the correct way and at my own pace with enough practice, support, and full time guidance.



Section 2 — Personal Profile

Who Omar is as a person

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

What people like & admire about Omar

I am a respectful twenty four year old who enjoys cars, family routines, and learning real life skills. I like working and being responsible, and I want to take more control of my life. My dream is to become a mechanic and have a stable full time job. I want to depend less on my family and learn to manage things like money, driving, appointments, and decision making. People say I am polite, hardworking, honest, friendly, and very respectful. They admire that I try my best, give effort, and listen well. They say I care about doing things correctly.



Omar's strengths

I am motivated to learn, and I follow instructions well. I listen and I try even when I am nervous. I speak clearly and I am open about what I want. I do better once steps are explained and practiced.



Communication style

I talk clearly and I can explain what I need. If I get anxious or unsure, I sometimes pause or get quiet, especially when making phone calls or speaking in professional settings. I do much better when someone models the steps and gives me time to think before responding.



Important TO Omar

It is important to me to feel respected, to have patient support, to practice new things without being rushed, and to grow more independent while still keeping strong family relationships.

Important FOR Omar

It is important for me to manage my health, stay safe when traveling, build emotional coping skills, understand appointments, and follow my routines correctly.

Sensory needs

I do not have major sensory issues, but I can get overwhelmed in loud, crowded, or fast paced environments, and I do better in calm and structured settings.

Behavioral & emotional considerations

I do not have behavioral problems, but I experience anxiety, and I may freeze, become quiet, or ask for help repeatedly when I feel unsure or overwhelmed.

Health & safety considerations

I take medication for cholesterol and anxiety. I need reminders to track appointments, follow safety steps in the community, and stay aware of health instructions.

Cultural or personal identity notes

I am proud of my Hispanic background and I value family connection, language, respect, and close support, while still wanting to build independence.

Section 3 — Daily Routines & Life

How Omar spends his days

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

Morning routine

In the mornings, I benefit from guidance to stay on schedule, remember hygiene, prepare for the day, and take medication.



Afternoon routine

In the afternoons, I either work or stay home, and I need help planning appointments, transportation practice, money skills, and independent tasks.



Evening routine

In the evenings, I relax with family, but I need support for hygiene, laundry, room organization, and preparing for the next day.



Community routines

I enjoy being out in the community, but I need help with transportation, planning, safety awareness, and following directions in public places.



What helps Omar during stress

Calm explanations, extra time to think, step by step support, and reassurance help me when I feel stressed or confused.



Known triggers

I become anxious when plans change suddenly, when I have to make phone calls, or when I need to make decisions without help.



Section 4 — SGPRC Life Areas & Outcomes

Life Area 1 — Choice / Advocacy

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

Goal in this life area

I will learn how to speak up, make choices, and express my needs.



Why this matters

I want more control over my life and decisions.



Current barriers

I get nervous and often rely on others to speak for me.



Teaching & support strategies

Practice decision making, communication modeling, and role play.



Progress measurement

I will make more choices during planning and appointments.



ESS Staff responsibilities

Support me in expressing my wants during real situations.



Timeline / expected progress

Six to twelve months.



Life Area 2 — Education / Learning

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

Goal in this life area

I want to explore automotive programs and learn how to enroll.



Why this matters

This supports my goal of becoming a mechanic.



Current barriers

Forms, applications, and scheduling are confusing for me.



Teaching & support strategies

Help researching programs and completing steps.



Progress measurement

I will finish research and begin school planning.



ESS Staff responsibilities

Assist with paperwork and planning support.



Timeline / expected progress

Twelve months.



Life Area 3 — Employment

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

Goal in this life area

I want to learn how to find better job opportunities and prepare for work in mechanics.



Why this matters

I want stable work that fits my interests.



Current barriers

I struggle with job searching, interviews, and transportation.



Teaching & support strategies

Practice work skills, applications, and interviews.



Progress measurement

Completion of job readiness activities.



ESS Staff responsibilities

Guide me through job skills and interview practice.



Timeline / expected progress

Six to twelve months.



Life Area 4 — Healthcare / Wellness

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

Goal in this life area

I will learn to manage my health appointments and medications.



Why this matters

This keeps me safe and healthy.



Current barriers

I forget appointments and need help communicating with providers.



Teaching & support strategies

Use calendars and practice making calls with support.



Progress measurement

Improved consistency with health routines.



ESS Staff responsibilities

Support planning, reminders, and practice.



Timeline / expected progress

Ongoing.



Life Area 5 — Home Life / Housing

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

Goal in this life area

I will learn how to clean, cook, and keep my living space organized.



Why this matters

I want to take care of myself independently.



Current barriers

I need reminders and step by step guidance.



Teaching & support strategies

Hands on teaching and routine building.



Progress measurement

Improved independence with tasks.



ESS Staff responsibilities

Teach home skills with practice.



Timeline / expected progress

Six to twelve months.



Life Area 6 — Personal / Emotional Growth

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

Goal in this life area

I will use coping strategies when I feel anxious or overwhelmed.



Why this matters

This helps me stay calm in real situations.



Current barriers

I sometimes freeze or stop responding.



Teaching & support strategies

Emotional coaching and practice using coping tools.



Progress measurement

Improved emotional reactions during stress.



ESS Staff responsibilities

Model and support coping strategies.



Timeline / expected progress

Six to twelve months.



Life Area 7 — Relationships

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

Goal in this life area

I want to communicate my needs while keeping strong family relationships.



Why this matters

Healthy communication helps me feel understood and independent.



Current barriers

I rely too much on others to make decisions for me.



Teaching & support strategies

Practice everyday communication and respectful boundaries.



Progress measurement

I will speak for myself more often during decisions.



ESS Staff responsibilities

Support me in practicing communication.



Timeline / expected progress

Twelve months.



Life Area 8 — Supports at Home

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

Goal in this life area

I want to learn how to use paid and natural supports correctly.



Why this matters

This helps me manage my own services.



Current barriers

I depend on family to coordinate everything.



Teaching & support strategies

Teach me how to direct support and plan routines.



Progress measurement

I will schedule and plan with less help.



ESS Staff responsibilities

Guide me in organizing supports.



Timeline / expected progress

Six to twelve months.



Life Area 9 — Transportation / Getting Around

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

Goal in this life area

I want to learn how to use public transportation and prepare for driving.



Why this matters

Transportation helps me work, learn, and be independent.



Current barriers

I do not travel on my own and my permit expired.



Teaching & support strategies

Practice using buses, Access services, and DMV preparation.



Progress measurement

Using transportation supports more independently.



ESS Staff responsibilities

Provide hands on travel training.



Timeline / expected progress

Six to eighteen months.



Section 5 — Individual Outcomes (Summary)

Outcome 1 — Community Engagement

Ties directly to IPP goals and SDP service domains.

Goal

I will practice travel, planning, and participation in community activities with support.



Why this matters

Being involved builds confidence and independence.



Current barriers

I become anxious and depend on others for planning and transport.



Teaching & support strategies

Practice community access with step by step coaching.



Progress measurement

I will attend more outings with less assistance.



ESS Staff responsibilities (John Doe)

Support me in planning and building confidence.



Timeline / expected progress

Six to twelve months.



Outcome 2 — Independent Living Skills

Daily living & functional independence.

Goal

I will improve budgeting, cooking, cleaning, and daily routines.



Why this matters

Daily skills help me live more independently.



Current barriers

I need guidance and reminders to stay on track.



Teaching & support strategies

Model and practice routines until I learn them.



Progress measurement

I will complete tasks with less prompting.



ESS Staff responsibilities (John Doe)

Provide modeling and structured support.



Timeline / expected progress

Six to twelve months.



Outcome 3 — Health & Safety

Medical, behavioral, and general safety stability.

Goal

I will manage appointments, medication, and stay safe in the community.



Why this matters

This keeps me healthy, prepared, and protected.



Current barriers

I forget steps and feel unsure in new places.



Teaching & support strategies

Use planning tools, reminders, and supervised practice.



Progress measurement

Successful management of health routines.



ESS Staff responsibilities (John Doe)

Support me in scheduling and safety skills.



Timeline / expected progress

Six to eighteen months.



Outcome 4 — Behavioral / Emotional Regulation

Helps RC see the behavioral support structure clearly.

Goal

I will learn healthy ways to manage anxiety and stay calm.

Why this matters

I want to respond instead of shutting down.

Current barriers

I freeze when overwhelmed.

Teaching & support strategies

Teach coping skills and emotional awareness.

Progress measurement

Using coping strategies in real situations.

ESS Staff responsibilities (John Doe)

Provide emotional support and practice.

Timeline / expected progress

Six to twelve months.

Outcome 5 — Communication & Self-Advocacy

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

Goal

I will practice expressing wants, needs, and choices.



Why this matters

I want to take more control of my life.



Current barriers

I rely on others to speak for me.



Teaching & support strategies

Use role play and speaking practice.



Progress measurement

I will speak for myself during meetings.



ESS Staff responsibilities (John Doe)

Support me in practicing real situations.



Timeline / expected progress

Six to twelve months.



Section 6 — Natural & Paid Supports

Circle of support

Shows why ESS is needed alongside family and community.

Natural supports (e.g., John Doe)

My parents and siblings provide emotional encouragement and some transportation.

Paid supports (ESS Staff)

ESS provides me direct instructional support for transportation, planning, emotional regulation, job exploration, budgeting and daily living skills.

Justification for paid supports

I need structured teaching, supervision, modeling and emotional support to build independence across all life areas and cannot reach these goals with natural supports alone.

Hours needed per month

I need 160 hours per month because I need full time hands on teaching, transportation training, emotional support, supervision for health and safety routines, job preparation, budgeting instruction and real life practice across all areas to build consistent independence.

Section 7 — Risk & Mitigation

Risks and protection plan

Supports dignity of risk while keeping Omar safe.

Behavioral risks

I may freeze or become unresponsive when anxious.

Medical risks

I take medication and may forget or misunderstand instructions.

Environmental risks

I am not yet safe traveling independently.

**Community risks**

I may become confused during appointments or public tasks.

**Crisis plan**

Contact ESS, parents, or service coordinator for immediate support.

**Mitigation strategies**

Provide coaching, planning, supervised practice, and emotional support.



Section 8 — Future Vision

Omar's future direction

Connects today's supports with long-term outcomes.

Omar's preferred future

I want to work as a janitor, manage my own routines, and drive.

**Goals for independence**

I want to handle appointments, money, transportation, and my own decisions.

**Community involvement**

I want to participate in work, family, and social activities more freely.



Long-term direction

To live safely, make decisions and build confidence with stable supports.



Section 9 — PCP Agreement & Signatures

Omar + ESS Staff

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

Omar Signature

ESS Staff Signature (John Doe)