



Empowerment Support Solutions, LLC

SDP • Person-Centered Plan (PCP) for Hayden

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)

11/19/2025

Location(s)

Hayden's Home

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

Hayden Hull + Jadon Chavez

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

This Person-Centered Plan focuses on helping Hayden strengthen independent living skills, academic readiness, daily life skills, communication, safety, and long-term planning for college, work, and adult independence. It keeps Hayden's preferences, abilities, learning style, and family involvement at the center of all support.



Section 2 — Personal Profile

Who Hayden is as a person

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

What people like & admire about Hayden

Hayden is a polite and kind young man. He is very smart and is in college. Hayden is a hard worker that has many ambitions and drive. Hayden is family oriented, tech savvy and enjoys learning about history. Hayden enjoys learning about Paleontology. Hayden is currently enrolled in college and majoring in geology and one day will work as a paleontologist-discovering all sorts ancient animal remains. Hayden is funny, easy going and takes pride in foods. Overall, Hayden is well loved and liked by his family and friends.



Hayden's strengths

Hayden is academically strong, especially in science and history. He follows routines well, listens to directions, and is highly motivated to succeed in life. He is articulate, polite, and has good problem-solving skills. He is self-aware, responsible, and tries hard even when things are difficult.



Communication style

Hayden communicates verbally and speaks clearly, although he sometimes needs extra time to respond. He may smile or nod instead of answering right away. He can express feelings and opinions but sometimes needs encouragement to speak up and advocate for himself. He feels more comfortable when given patience and respectful guidance.



Important TO Hayden

Learning about history, nature, dinosaurs, and geology. Having personal time to relax. Going to school and pursuing his long-term dream of becoming a paleontologist. Spending time with family and eating foods he enjoys. Having calm environments and clear routines.

**Important FOR Hayden**

Encouragement to speak up and communicate his needs. Support in building independence in cooking, money management, hygiene, and transportation. Emotional support to feel comfortable when learning new tasks. Safety guidance, especially around cooking appliances, driving, and managing money.

**Sensory needs**

Hayden responds best in quiet, low-pressure settings. He avoids crowded, noisy, or overwhelming environments. He may get uncomfortable in loud places, during rushed conversations, or when too many people are present.

**Behavioral & emotional considerations**

When under stress, Hayden may isolate or disengage. When very upset, he may punch a wall, but never people or animals. He does not verbally express anger easily, so he benefits from clear coping strategies, reassurance, and gentle de-escalation.

**Health & safety considerations**

Hayden needs guidance for household safety, cooking, appliance usage, street safety, transportation, money supervision, and learning how to ask for help in emergencies.



Cultural or personal identity notes

Hayden's family is bilingual in English and Spanish, but Hayden prefers English. He values family traditions, holidays, and calm home routines.



Section 3 — Daily Routines & Life

How Hayden spends his days

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

Morning routine

Hayden wakes up at 5:40am daily and pack up his backpack for school. He also goes to into the kitchen to drink milk and prep for his school day.

**Afternoon routine**

In the afternoon Hayden eats lunch at school, and at home Hayden eats whatever is in the fridge available for him.

**Evening routine**

Hayden spends time in his room reading or watching videos. He occasionally washes dishes when asked. He does not initiate chores, laundry, or personal care tasks without reminders.

**Community routines**

Hayden is interested in museums, libraries, parks, and college campus activities, but he does not engage independently. He depends entirely on family for transportation, planning, or social outings.

What helps Hayden during stress

Quiet space, guided conversations, gentle tone, structured choices, time to prepare mentally before trying something.

Known triggers

Unexpected changes, loud environments, being rushed, being unsure how to do something, or being asked unpredictable questions.

Section 4 — ELARC Life Areas & Outcomes

Life Area 1 — Choice / Advocacy

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

Goal in this life area

Hayden will learn to express his own needs, preferences and decisions without waiting for others to speak for him.

Why this matters

It builds self-direction, independence, and reduces over-reliance on family.

Current barriers

Shyness, hesitation, limited confidence speaking up.
Strategies: Supported decision-making, role play, coached real-life scenarios

Teaching & support strategies

Supported decision-making, role play, coached real-life scenarios.



Progress measurement

Will state his choices at least twice per week with minimal prompting.



ESS Staff responsibilities

Teach voice, provide practice, reinforce independence.



Timeline / expected progress

Six - 10 months.



Life Area 2 — Education / Learning

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

Goal in this life area

Hayden will develop organizational habits for college, including using calendars, communication tools, and asking for help.



Why this matters

These are essential for success in higher education.



Current barriers

Shyness, avoidance of communication, difficulty asking for assistance.



Teaching & support strategies

Teach email use, practice classroom communication, schedule review.



Progress measurement

Use planner weekly and identify need for help one time per week.



ESS Staff responsibilities

Model communication, organize schedule, support academic planning.



Timeline / expected progress

Six - ten months.



Life Area 3 — Employment

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

Goal in this life area

Hayden will explore paleontology-related career paths through museums, volunteering, educational clubs, or job skills training.



Why this matters

Moves him toward his long-term career.



Current barriers

No job experience, limited real-world exposure, transportation barriers.



Teaching & support strategies

Museum trips, interest-based exploration, career research.



Progress measurement

Identify one potential career pathway.



ESS Staff responsibilities

Facilitate exposure, provide research support, community integration.



Timeline / expected progress

Twelve months.



Life Area 4 — Healthcare / Wellness

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

Goal in this life area

Learn proper hygiene routines, meal planning, basic health management, and how to schedule medical or dental visits.



Why this matters

These are essential for adult life.



Current barriers

Needs reminders, does not initiate hygiene tasks, avoids planning.



Teaching & support strategies

Visual schedule, hygiene checklists, role play for appointment calling.



Progress measurement

Complete three hygiene tasks and one phone call with support.



ESS Staff responsibilities

Teach routines, model tasks, supervise safety.



Timeline / expected progress

12 months.

Life Area 5 — Home Life / Housing

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

Goal in this life area

Learn and practice cooking, laundry, cleaning, organization, and responsibility sharing.

Why this matters

Supports future independent living.

Current barriers

Has never done laundry, avoids all cooking, lacks safety awareness.

Teaching & support strategies

Hands-on appliance training, step-by-step modeling, safety supervision.

Progress measurement

Complete one full load of laundry and one simple meal with support.

ESS Staff responsibilities

Provide in-person practice, monitor progress, reinforce.

Timeline / expected progress

nine months.

Life Area 6 — Personal / Emotional Growth

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

Goal in this life area

Learn healthy coping strategies for stress and emotional frustration.



Why this matters

Protects well-being and prevents withdrawal or unsafe behaviors.



Current barriers

Avoids situations, punches walls under stress.



Teaching & support strategies

Teach calm-down methods, emotion regulation practice, confidence building.



Progress measurement

Use one coping strategy weekly instead of avoidance.



ESS Staff responsibilities

Teach emotional tools, encourage self-awareness.



Timeline / expected progress

Six months.



Life Area 7 — Relationships

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

Goal in this life area

Improve comfort in conversations, family interaction, and expressing thoughts.



Why this matters

Builds natural supports and reduces isolation.



Current barriers

Quiet personality, relies on family to speak for him.



Teaching & support strategies

Guided conversation, confidence support, practice social responses.



Progress measurement

Start one conversation weekly with guidance.



ESS Staff responsibilities

Model communication, practice real interactions.



Timeline / expected progress

Six months.



Life Area 8 — Supports at Home

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

Goal in this life area

Understand how to use natural supports while learning to rely more on structured teaching for independence.



Why this matters

Shifts reliance from parents to planned independent living skill development.

Current barriers

Parents help but do not provide structured skill training.

Teaching & support strategies

Teach when to ask for help, practice self-reliance, build routines.

Progress measurement

Use independence planning tools weekly with staff.

ESS Staff responsibilities

Structure goals, supervise safety, reinforce independence.

Timeline / expected progress

Six months.

Life Area 9 — Transportation / Getting Around

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

Goal in this life area

Learn ACCESS, navigation skills and prepare for DMV permit.

Why this matters

Transportation is essential for adult life.

Current barriers

No independent travel experience, Hayden relies entirely on family.

Teaching & support strategies

ACCESS application, real trip practice, DMV study guide support.

Progress measurement

Use ACCESS once and pass sample DMV practice test.

ESS Staff responsibilities

Assist with applications, accompany teach safety.

Timeline / expected progress

12 months.

Section 5 — Individual Outcomes (Summary)

Outcome 1 — Community Engagement

Ties directly to IPP goals and SDP service domains.

Goal

Hayden will participate in meaningful community experiences such as museum visits, college resource events, library research days, and educational outings with the support of ESS staff, with the long-term goal of increasing safe independence in the community.

Why this matters

Being engaged in the community will help Hayden feel more confident, socially comfortable, academically enriched, and more prepared for future employment and college life.

Current barriers

Hayden does not initiate community participation on his own, relies fully on family for planning and transportation, and shows hesitation when in unfamiliar environments. He lacks transportation knowledge, confidence, and safe community navigation skills.

Teaching & support strategies

ESS staff will provide step-by-step planning, modeling, and direct supervision during outings. Staff will help Hayden plan visits, call locations, use ACCESS transportation, and practice safety, navigation, and social interaction. Role-playing and exposure will be used to reduce anxiety and improve comfort in real settings.

Progress measurement

Progress will be shown when Hayden participates in community activities at least once per month with support and begins to express comfort, ask questions, and identify safe travel choices.

ESS Staff responsibilities (John Doe)

The staff will organize outings, provide transportation training, teach travel safety, model appropriate behavior in public settings, and gradually reduce support as Hayden becomes more confident.

Timeline / expected progress

Six months to begin consistent community engagement with staff, with ongoing improvement toward partial independence.

Outcome 2 — Independent Living Skills

Daily living & functional independence.

Goal

Hayden will learn and practice daily living tasks including laundry, meal preparation, cleaning routines, and basic budgeting with in-person guided support.

Why this matters

These tasks are essential for Hayden to eventually live with less support, prepare for adulthood, and meet the expectations of college, employment, and personal safety.

Current barriers

Hayden has never done laundry independently, avoids cooking, does not understand appliance safety, and has little experience managing money, organizing bills, or shopping for personal needs.

Teaching & support strategies

ESS staff will provide hands-on teaching, modeling, repetition, visual checklists, task sequencing, prompting, and safety guidance. Staff will help Hayden practice budgeting, organizing clothes, using kitchen appliances correctly, following recipes, and safely performing home routines.

Progress measurement

Progress will be present when Hayden completes parts of a task with verbal reminders and demonstrates improving confidence and safety awareness.

ESS Staff responsibilities (John Doe)

The staff will supervise and teach each step of the tasks, guide decision-making, create routines, encourage independence, and monitor safety.

Timeline / expected progress

Ten months to learn and begin performing basic daily living tasks with supervision, with long-term goals of independent completion.

Outcome 3 — Health & Safety

Medical, behavioral, and general safety stability.

Goal

Hayden will learn to recognize and respond to health needs, handle kitchen and household safety, understand emergency procedures, and know how to ask for help appropriately.

Why this matters

This promotes long-term safe independence and prepares Hayden to live, travel, and work without risking harm to himself or others.

Current barriers

Hayden does not fully understand emergency protocols, lacks experience making safety-related decisions, and does not independently initiate safe actions when using appliances or navigating unfamiliar settings.

Teaching & support strategies

ESS staff will teach safety routines, model emergency response steps, provide visual cues, role-play common safety scenarios, and monitor his understanding of when to seek help. Staff will teach safe use of stove, oven, microwave, laundry machines, and household tools.

**Progress measurement**

Progress will be shown when Hayden asks for help in a potentially unsafe situation, demonstrates safe use of an appliance, and begins to describe safety rules in his own words.

**ESS Staff responsibilities (John Doe)**

The staff will teach, supervise, model safe actions, provide consistent coaching, and reinforce safe behaviors in real settings.

**Timeline / expected progress**

Twelve months for structured safety learning, with continued reinforcement beyond that.



Outcome 4 — Behavioral / Emotional Regulation

Helps RC see the behavioral support structure clearly.

Goal

Hayden will develop healthier coping strategies when experiencing sadness, frustration, or anger, and communicate his needs verbally rather than withdrawing or reacting physically.

**Why this matters**

Learning emotional regulation supports mental health, improves communication, prevents unsafe behaviors, and prepares Hayden for social, educational, and independent living environments.

**Current barriers**

When sad, Hayden AWOLS and avoids. If he is super angry, Hayden will punch the wall but never a person or animals. When Hayden is sad, he has difficulty expressing needs during stress and often shuts down rather than discussing feelings.



Teaching & support strategies

ESS staff will teach calming routines, emotional awareness, and safe expression strategies. Staff will help Hayden identify triggers, practice verbal expression, and replace physical reactions with safe responses such as asking for a break or expressing his feelings.

Progress measurement

Progress will be present when Hayden uses verbal expression or calming strategies instead of physical reactions or avoidance in difficult situations

ESS Staff responsibilities (John Doe)

The staff will help Hayden recognize emotions, provide modeling, support coping responses, and reinforce positive emotional regulation strategies.

Timeline / expected progress

Six months to begin using healthy coping strategies, with gradual improvement over time.

Outcome 5 — Communication & Self-Advocacy

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

Goal

Hayden will learn to express his needs, preferences, choices, and concerns in real-life situations with less hesitation and more confidence.

Why this matters

Self-advocacy allows Hayden to become more independent, make informed decisions, and participate actively in planning his future.

Current barriers

Hayden hesitates to speak up, avoids asking for help, allows others to speak for him, and lacks confidence in initiating conversations or requesting clarification.

Teaching & support strategies

ESS staff will model and practice verbal communication strategies, role-play common scenarios, and support Hayden to ask questions, make choices, and express opinions during daily life activities.



Progress measurement

Progress will be evident when Hayden expresses choices, asks for help, or verbally communicates needs without excessive prompting.



ESS Staff responsibilities (John Doe)

The staff will create opportunities for Hayden to speak, encourage responses, provide structured practice, and reinforce successful communication.



Timeline / expected progress

Six months to show improvement, with ongoing development expected.



Section 6 — Natural & Paid Supports

Circle of support

Shows why ESS is needed alongside family and community.

Natural supports (e.g., John Doe)

Hayden's circle of support includes his parents Robert and Maira Hull, his ESS staff and his Service Coordinator. Hayden's parents provide emotional support, general supervision and companionship. They encourage his goals but do not provide structured independent living skill



Paid supports (ESS Staff)

ESS staff provide structured teaching, modeling, coaching and supervision in areas such as money management, cooking, safety, transportation, hygiene, emotional regulation, daily living routines and self-advocacy.



Justification for paid supports

Hayden does not have any other day programs or service providers. He attends college only two days per week and has full availability for services. He cannot learn complex life skills without in-person modeling and supervised practice. Natural supports cannot teach structured daily living, budgeting, safety systems, or independent skill application. He needs focused, direct staff support to develop safe and functional independence.

Hours needed per month

Full-time support is required, totaling one hundred sixty hours per month.

Section 7 — Risk & Mitigation

Risks and protection plan

Supports dignity of risk while keeping Hayden safe.

Behavioral risks

Isolation, avoidance, or wall punching when overwhelmed.

Medical risks

Limited knowledge of when and how to seek medical help.

Environmental risks

Limited understanding of appliance safety, cooking risks, and community travel safety.

Community risks

Risk of becoming lost, confused, or unsafe in unfamiliar areas if alone.



Crisis plan

Staff will use calm verbal support, reassure Hayden, give quiet time, and help him express his needs safely and appropriately. Hayden will be guided to safe spaces and helped to process emotions.



Mitigation strategies

Staff will provide modeling, structured teaching, safety supervision, emotional coaching, and step-by-step emergency response training.



Section 8 — Future Vision

Hayden's future direction

Connects today's supports with long-term outcomes.

Hayden's preferred future

Hayden wants to graduate from college, become a paleontologist, and work in a museum or educational institution where he can study fossils and history. He wants to live calmly, safely, and with as much independence as possible.



Goals for independence

He wants to learn how to manage money, cook meals, clean his space, safely use transportation, maintain hygiene, and eventually live with limited family support.



Community involvement

Hayden wants to participate in educational outings, museum events, and possibly community clubs related to geology or science.



Long-term direction

His long-term direction is to live a meaningful life in a safe environment with moderate independence and engage in work or activities that match his interests.



Section 9 — PCP Agreement & Signatures

Hayden + ESS Staff

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

Hayden Signature

ESS Staff Signature (John Doe)