

Forward

The supported employment profession has been changing, growing and evolving along with the role of the Job Coach/Trainer. Our role in the lives of individuals with disabilities is specific to the needs of each person and their employer. This requires basic tools and knowledge to provide successful support for those in community jobs. This manual begins the learning process by providing the needed information to be a great job coach.

Our support services directly impact the successful integration of persons with disabilities into the work world. The difference we make with each person is measured by job satisfaction, pride in earning a paycheck, social opportunities that are opened to each individual, contributions made to the business, added income that results in consumerism, the impact on each place of employment as coworker lives are enriched and pride felt in being a part of the community in which you live!

These materials help you feel connected to our profession, learn best practices in supported employment, new teaching techniques, and how to develop successful and individualized approaches that work with people with disabilities and their employers. Our profession has many challenges, but it also has outcomes that benefit the individual, the employer, coworkers, taxpayers and the community. Make use of these materials as you challenge yourself to find the best job match with quality job supports that results in a successful placement. The goal is job satisfaction for the person you are supporting and for yourself!

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Introduction

This manual is designed to teach the basic principles of job coaching. Used in conjunction with the video program "Job Coaching Strategies," it explores the methods and practicalities of job coaching.

The video features Nick, a 23 year old man who, with the support of job coaches, holds three jobs in his community. Read about Nick below and throughout the book. Joining Nick in our instruction are six supported employees; Lori, Jay, Tyler, Mike, Beth and Marissa. You can also follow their progress throughout the book.

Go through the manual in chronological order and complete the activities provided. They are designed to help you practice some job coaching techniques. Reproducible forms are provided in the back of the manual. Use them as provided or alter them to fit your needs. Once you begin work as a job coach, you will find this manual a helpful resource. The index in the back will help you find specific information within the book.

For a complete description on using this manual with the accompanying VHS/DVD, see the Facilitator's Guide on page 113.

Nick

Nick is a friendly and outgoing 23-year-old man. He stays active with work, family and community activities. He lives in his own home and has three jobs.

Nick was born and raised in Wisconsin where he attended public school through high school. While in school, Nick received instruction in community activities such as using public transportation, shopping and ordering food at restaurants. He also received vocational training in community work sites. They included janitorial tasks at a private high school and stocking produce at Copps food center where he currently works.



After high school graduation, Nick kept his job at the grocery store and added two more jobs, University Bookstore and The Frugal Muse bookstore where he shelves books. Advanced Employment, a supported employment agency, works with him.

Nick has contact with a wide network of family and friends. His family includes father Dave and mother Jenny, brother Michael who is away at college, sisters Cori (age 17) and Katherine (age 14). Nick visits with his grandparents regularly and enjoys brunch on Sunday with his Grandmother. He also has close contact with his aunts, uncles and cousins who live in the area. Nick has many friends at work and they frequently eat lunch together and enjoy talking sports. On occasions, he meets one of them outside of work to attend a hockey or football game. Nick maintains contact with former classmates, and they occasionally go out to eat or to a movie together.




Nick is a tall man with a big smile. He walks with a limp as a result of paralysis of the right side of his body. He has limited use of his right arm and hand but compensates well with his strong left arm. Nick has limited vision that requires him to move slowly in unfamiliar environments. Nick has Right Hemiplegics Cerebral Palsy and Mental Retardation. He enjoys interacting with people around him and uses a variety of methods to communicate. Nick's speech is difficult to understand if you are unfamiliar with him or are unsure of the topic. He uses facial gestures and pointing to facilitate his communication.

Nick does well with familiar and routine activities. At work he is most successful stocking, once it is set up for him. He can also complete the punch-in and punch-out routine independently. At home, Nick regularly participates in cleaning and meal preparation. In general, he is cheerful. During times of high frustration he may become upset and bite his hand. This is infrequent and usually the result of having to deal with unfamiliar staff.

Editor's note: While Nick is an actual worker, whose picture appears throughout this manual, the other six "employees" profiled (starting on pg.29) are fictional composites; no real names are used and the photos are not those of the people in the stories.

Getting to Know Your Client

the functional assessment



Knowing your supported employee is a vital first step in a successful relationship. A functional assessment helps you focus on the individual. It gives an overview of her strengths, support needs, interests, aptitudes, future goals and a historical perspective. Follow the functional assessment with a supported employment assessment, focusing on more specific questions to develop a support plan. The combination of the functional and supported employment assessments give you the information you need to find the best possible job match for each individual you support.

A successful functional assessment includes interviews or conversations with the people who know each supported employee best. It's helpful to interview the employee's family members, especially his parents. Consider talking with teachers and current employers for a well rounded understanding of her needs and abilities.

In this chapter, you will learn about:

- Areas to explore when assessing someone
- Information that is important to collect for each area

Family Information

- Look for the person's support system, people to network with during job development.
- Learn about family vacations and holidays the individual will need off.

Gather as many details as possible about family members, and the supported employee's relationships with them, including extended family. They are a rich source of support. Ask questions. Families are all unique, so be open-minded. Understand how each family functions as it relates to the person you are serving.

Some areas to explore are: Siblings and their relationship to the person, parental relationships and involvement, family situations that contribute to success and those that create barriers to success.

EXAMPLE: Jenny, Nick's mom, fills his job coach in on family information.

Nick has one brother and two sisters. At home he loves to play Uno. He also likes to go out for breakfast on Saturday mornings and that's a special treat. He goes with his dad and he has breakfast with the "guys."



Knowing the skills the person uses at home can be applied to an employment situation. Get a sense of the atmosphere in which your client lives. Does he live in a noisy and busy household or a quiet and calm one?

Personal hygiene is an important consideration. Even after intervention and family support, your client's hygiene may not meet the standards for some working environments. Find employment that does not require strict hygiene standards. A job with little public contact or in open air would lead to a more successful match than a job in tight quarters.

Don't set your client up for failure by finding a job with cleanliness standards your employee cannot meet.

talkative? If the supported employee doesn't live with her family, look for the type of relationships the person has with the people at home.

Determine where the home is located in relation to potential job environments. Is it near transportation the employee can use?

EXAMPLE: When asked about Nick's home environment, his mom, Jenny responds: "He lives in his own home... and takes a lot of pride in his home. Nick does chores, including dusting, sweeping, making his bed and helping with laundry. Nick also has a garden and enjoys growing hot peppers. The hotter the better!"

Home Environment

- Notice what expectations are placed on the individual at home.
- Notice the individual's living environment, the noise levels, the activity levels, the cleanliness.
- Look for skills the individual uses at home.

People can be different when at home, so it's important to understand how the supported employee functions in his home environment. How does she act at home?

Observe the following: Is the individual relaxed or anxious? Does he show independence or is he dependent on support during your visit? Is he quiet or

Medical

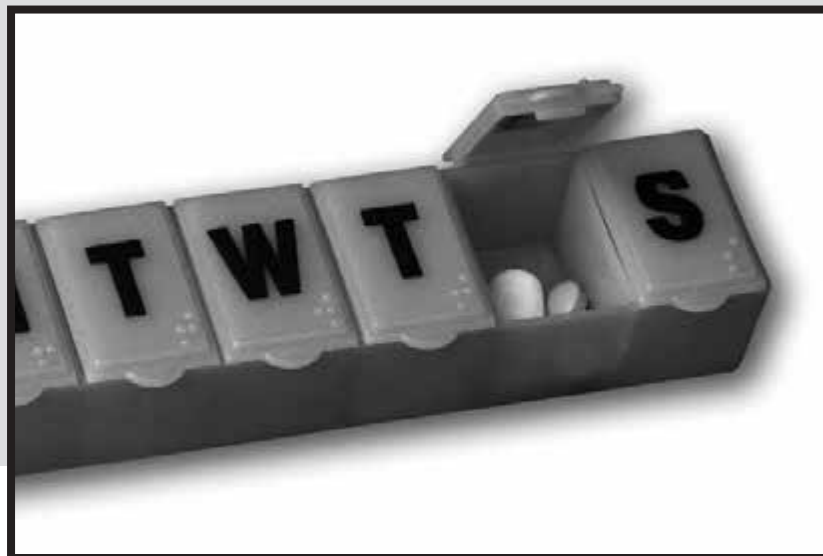
- Ask about medications. Seek out information on allergies and side effects.
- Does the individual need support in the bathroom?
- Does the individual use feeding tubes?
- Are there mental health issues to consider?
- Does the person have Medicare or Medicaid?
- What is the individual's emergency notification information?

You can gather medical information from a variety of sources. Be sure to have permission before investigating an individual's medical history.

Ask if the health of the individual may cause absenteeism, and be honest with the employer if this is a possibility. Check with potential employers about guidelines or rules about taking medications in the workplace. Determine if you need to provide assistance with a catheter, feeding tube or other medical support device. If this is a requirement, make sure you are fully trained in using the equipment.

As with any information be sure to consider it objectively and confidentially.

EXAMPLE: When asked about Nick's medical considerations, his dad responded: "The way that we've got it set up is that Nick takes his medication in the morning. We've been able to set up the structure so his medication is not a concern for his job coach."



Training Strategies

job task planning

As a job coach, providing consistent, responsive support to the person you serve is vital. The strategies listed in this chapter require careful planning and some extra effort on your part. Your client's success is directly linked to your support. Strategies in this chapter provide a process for successful fading, and like any skill, require practice. Use this section as a reference as you begin your support. The forms provided assist in planning. Feel free to change them to fit your needs.

Job task planning provides...

- A specific description of the job task.



Most jobs have specific routines, tasks and steps. Don't trust your memory or intuition to properly sequence a job. Think of the simple task of making coffee. In the example below, both coffee makers require different steps. Each coffee maker on the market differs slightly as do the steps required to make coffee.

Auto Drip Coffee Maker

1. Remove filter basket from coffee maker.
2. Place basket on counter.
3. Pick up one filter and place in basket.
4. Press filter to the bottom of basket.
5. Open lid to coffee container.
6. Put 3 scoops of coffee into filter.
7. Replace filter basket in coffee maker.
8. Pick up carafe.
9. Fill carafe to the water line.
10. Pour water into receptacle on coffee maker.
11. Replace carafe in coffee maker.
12. Turn pot on.

Coffee Percolator

1. Remove filter basket and stand from coffee pot.
2. Fill pot with water to the fill line.
3. Replace filter stand in pot.
4. Place basket on filter stand.
5. Open lid to coffee container.
6. Put 3 scoops of coffee into filter.
7. Place cover on filter basket.
8. Place lid on coffee pot.
9. Plug pot into wall.

Job task planning also provides...

A way to determine how to support

Carefully documenting a routine provides a foundation for creating a plan for support. Each step in a task requires a unique support strategy. Consider each and determine a strategy that ensures successful task completion. This record will serve as a script or lesson plan for your supported employee.

A permanent record of the job task

It's important to maintain a record of each job task for each activity. This can serve as a reference for the supported employee when negotiating a new job. The record will also help another job coach provide support when you are gone.

A permanent record of the job task.

This plan contains valuable support and instructional information that can be used as a basis for data collection.

Task planning: Teeth brushing

To become familiar with the process of listing task sequences, practice with a common routine such as brushing your teeth. Assume that the toothbrush and toothpaste you are using are lying next to the sink. Compare your list to the one on page 119.

Record each step of your teeth brushing sequence:

- | | |
|-----------|-----------|
| 1. _____ | 14. _____ |
| 2. _____ | 15. _____ |
| 3. _____ | 16. _____ |
| 4. _____ | 17. _____ |
| 5. _____ | 18. _____ |
| 6. _____ | 19. _____ |
| 7. _____ | 20. _____ |
| 8. _____ | 21. _____ |
| 9. _____ | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ | |

The job task planner is the first step in determining proper strategies for supporting the employee in a new job activity. It will help you focus on each step of the job task and assist you in determining the proper training strategy. Use a planner for major tasks for your employee. The job task planner should be completed vertically, column by column.

<i>Job Task Planner</i>				
Worker _____				
Work Site _____				
Job Tasks	Employee performance	Notes	Will learn task?	Training strategy

See page 126 for full- sized reproducible form.

EXAMPLE: Nick works afternoons at the University Bookstore. When he first started his job, Cherrie, his job coach, plotted Nick’s new tasks using a job task planner. The example on the following pages step you through the process of using the planner.

2. Completing the Supported Employee Performance Column

Record whether the employee is able to complete each step of the routine without job coach support. Record a plus mark (+) when the employee completes the step accurately and without support. Record a minus mark (-) when he fails to complete it unsupported.

<i>Job Task Planner</i>		<u>Worker</u>
		<u>Work Site</u>
Job Tasks	Employee performance	
1. Pick up book.	+	
2. Read author's name.	-	
3. Look on shelf to determine where book goes (alphabetical).	-	
4. Make space on shelf for book.	+	
5. Place book on shelf in opened space.	+	

EXAMPLE: After watching and documenting the routine, Cherrie asks Nick's coworker to show him how to complete the task. She then asks him to complete the task. Nick works to the best of his ability while she watches and documents his success with each step. This process requires her to withhold support, giving him an opportunity to demonstrate his ability. Nick is able to complete the first step and Cherrie enters a (+) in the column. Because he cannot read, he fails at step 2. Cherrie documents a (-) and steps in to provide enough support to allow him to move to the next step. Nick fails the third step. She documents a (-) and steps in to offer support. He is able to complete steps 4 and 5 on his own. Cherrie marks these steps with (+).

Job Task Planner

Worker _____

Work Site _____

Job Tasks	Employee performance	Notes	Will learn task?	Train
1. Pick up book.	+			
2. Read author's name.	-	Nick can't read	No	
3. Look on shelf to determine where book goes (alphabetical).	-	”	No	
4. Make space on shelf for book.	+			
5. Place book on shelf in opened space.	+			

4. Use your observation and best judgment to determine if the supported employee will learn the task.

For each task where you record a minus (-), determine whether the employee will learn in a reasonable amount of time. Record "yes" next to items you feel the supported employee will learn. Record "no" if the employee will not learn the task.

EXAMPLE: Because Nick is unable to read, Cherrie records "no" to indicate he won't be able to complete these tasks on his own.

Job Task Planner

Worker Mike

Work Site Banquet Hall

Job Tasks	Employee performance	Notes	Will learn task?	Training strategy
1. Move to open chair.	-	stood between chairs.	No	
2. Set placemat centered in front of chair; bottom 1" from table.	-	Difficult to set mat in relation to chair.	No	
3. Place napkin on center left edge of placemat.	-	Needed DVC and point cue.	Yes	
4. Place two forks side by side next to napkin.	-	Only set one fork.	Yes	
5. Place spoon on right edge of placemat centered 1" from edge.	-	Placed next to forks.	No	
6. Place knife in inside of spoon.	+			
7. Move to open chair.	-	stood between chairs.	No	

Take time to read through the job task planner examples on the next few pages. Notice how job coaches used planners to define training strategies for employees.

Mike's task at the Banquet Hall is to lay out place settings at all the tables. His coworker showed him how to do the settings. Mike had some problems when he tried it the first time. He had difficulty deciding where to stand and how to determine table setting placements. By step four, Mike was confused. See the Job Task Planner above for details.

Job Task Planner

Worker Tyler

Work Site Coffee Roaster-labeling coffee bags

Job Tasks	Employee performance	Notes	Will learn task?	Training strategy
1. Grab one bag of filters from box.	-	Started with label	Yes	
2. Peel one label from wax paper backing strip.	-	Difficulty	No	Use a roller dispenser.
3. Position label on bag.	-	Not straight	Yes	
4. Secure label on filter bag.	-	Forgot		
5. Place completed bag in "finished" box.	+		Yes	
6. Grab one bag of filters from box.	-	Needed verbal cue to continue.	Yes	

Tyler was given the task of labeling coffee bags at the Coffee Roaster Warehouse. He started with step two instead of one, which slightly flustered him. The label was hard to peel from the paper backing strip and he was not able to align it straight on the bag. Next, he forgot to press on the label to ensure that it would adhere to the bag. He had no problem picking up the completed bag and placing it in the "finished" box. When the task was complete, Tyler needed prompting to continue. He had many difficulties his first time attempting the task and his job coach completed the Job Task Planner above.

Job Task Planner

Worker Lori

Work Site Pancake House—
portion french fries

Job Tasks	Employee performance	Notes	Will learn task?	Training strategy
1. Scoop full of fries	—	scoop difficult— can't fill.	No	Easy to handle scoop
2. Hold plastic bag open with left hand.	—		No	Bag holder
3. pour scoop into bag.	—	bag not open	No	Bag holder incorporating funnel
4. Hold two top corners of bag.	—	Not able	No	Coworker complete bag closing routine.
5. Flip spin the bag 3 or 4 times to close.	+	Not able	No	
6. Place bag on freezer tray.	—	Need point cue.	Yes	
7. Scoop full of fries.	—			

Lori's task at the Pancake House was similar to Jay's. She was shown the task by a coworker, then attempted it herself. She was unable to complete any of the steps without intervention from her job coach. The scoop used for fries was difficult to handle and Lori had a problem trying to fill it. The plastic bags were difficult for her to handle and hold open and pouring the fries into the bag was problematic. Lori wasn't able to finish the task. See her Job Task Planner above.