

Job Coach Manual
June 2020
Feedback Exercises

Chapter 1 Feedback Questions

1. Which of the following describe the guiding principles, values, and assumptions that shaped policy and employment opportunities for people with disabilities?
 - a. Focus on getting people ready to work before they can have a real job
 - b. Focus on recognizing and encouraging capacities and gifts
 - c. Focus on providing individualized employment supports in real job sites
 - d. Focus on correcting skill deficits and behavior challenges
 - e. Focus on protecting people with disabilities from members of the community who would take advantage of them
 - f. Stress the importance of professionals in designing employment opportunities and support
 - g. Focus on professionals taking direction from the person with disabilities and people who know him or her
 - h. Shared decision-making among the person and his/her family and support network is essential.
2. Ticket to Work Legislation focused on removing _____ to work for people with disabilities.
 - a. Options
 - b. Limitations
 - c. Barriers
3. The goal of the Alliance for Full Participation was to _____ the employment rate for people with developmental disabilities by 2015.
 - a. Eliminate
 - b. Double
 - c. Equalize
4. Employment First initiatives emphasize employment in _____ settings.
 - a. Integrated
 - b. Supported
 - c. Segregated
5. “Medicaid Buy-In” legislation, allows people with disabilities who want to work, or who are currently working, to pay a monthly premium to obtain or maintain Medicaid - _____ coverage.
 - a. Direct-Support
 - b. Disability
 - c. Healthcare

Chapter 2 Feedback Questions

1. T F The four phases in supported employment overlap quite a bit.
2. When does Assessment and Career Planning take place?
3. What activities take place during Job Development and Job Matching?
4. What is the central focus of Job Development and Job Match phase?
 - a. Informed participant choice
 - b. Finding a job
 - c. Learning interview skills
5. Who is the person primarily responsible for the Systematic Instruction phase?
 - a. Family
 - b. Vocational Rehab Counselor
 - c. Job Coach
6. Briefly explain the “Place and Train” model and why it is important.
7. T F One of the characteristics of supported employment is that employees with disabilities will receive ongoing support throughout their employment.
8. What aspect of supported employment includes natural supports, provided once the time-limited services are complete?
 - a. Ongoing support services
 - b. Time-limited services
 - c. Extended Services
9. What are examples of services that may be provided during Follow-up?
10. In _____ the person with disabilities learns about a job by following an experienced employee during a temporary exposure to the workplace.
11. What kind of assessments evaluate work-related behaviors in a controlled environment?
 - a. Situational Assessment
 - b. Job Shadowing Assessment
 - c. Trial Work Assessment

12. What work experience option is designed for the employee to perform actual job duties in a real job situation with a predetermined beginning and ending date, with the purpose of determining the person's abilities and capacity to do the job?
 - a. Job Search Assistance
 - b. Job Shadowing
 - c. Work Trial
13. T F In reports, report only factual descriptions of situations, not your opinions.

Chapter 3 Feedback Questions

1. What needs to be given to individuals with disabilities in order to be successful in a real job in an integrated setting?
 - a. Multiple chances
 - b. Appropriate support
 - c. Consequences
2. T F If the employment vision for a person with a disability is something less than competitive employment in an integrated setting; it is much less likely that the person will ever attain that goal.
3. T F APSE best practices include sheltered workshops for people with disabilities.
4. Describe how you follow each of the following employment best practices supporting employment outcomes for people with disabilities
 - a. Choice and control
 - b. Natural environment
 - c. Inclusion
 - d. Natural supports
 - e. Person-centered approaches
 - f. Individualization
5. Comprehensive assessments:
 - a. Are the key to selecting a job goal.
 - b. Help identify the services necessary to support the employee in the job.
 - c. Identify unique strengths, resources, priorities, concerns, abilities, capabilities, and interests guides the job matching process.
 - d. All of the above
6. True or False Part of choice and control, along with dignity of risk, is for supported employees to learn through natural consequences of making certain choices.

7. APSE's best practices in employment support services include:
 - a. the use of natural supports
 - b. supported employment
 - c. evidence based practices
 - d. All of the above
8. What kind of language should you use when speaking to and interacting with people with disabilities?
9. Which of the following is considered respectful language by most people with disabilities?
 - a. "handicapped"
 - b. "crippled"
 - c. "wheelchair bound"
 - d. "uses a wheelchair"
 - e. "CP victim"
 - f. "person with autism"
10. List 5 tips for general etiquette:
11. T F When talking with a person in a wheelchair for more than a few minutes, sit in a chair whenever possible in order to place yourself at the person's eye level.
12. Which of the following is NOT recommended when communicating with a person who is Deaf or hard of hearing?
 - a. Shout
 - b. Tap the shoulder or lightly wave your hand to get the person's attention
 - c. Look directly at the person and speak clearly.
 - d. Noisy or dark environments
 - e. Use visual cues like gestures, actual objects, sign language

13. How can you assist a person who is blind when you and he or she:
- a. enter a room?
 - b. are eating?
 - c. are walking?
 - d. are in a conversation with a group?
14. What can you do to respect potential sensory sensitivities of employees with Autism Spectrum Disorders?
15. People with Autism Spectrum Disorders often appreciate: (more than one answer may be correct).
- a. Structure and dependable routines
 - b. A lot of verbal communication
 - c. Low pressure and low demands
 - d. Crowds
 - e. Being coaxed to do something after the person has refused once
 - e. Calm even tone of voice
16. What are 3 ways you can support an individual with a mental health disorder?
17. What are 3 best practices in the person-centered planning approach to supported employment?

Chapter 4: Feedback Questions

1. The goal of the job coach is to empower the supported employee, coworkers, and supervisors so that the job coach can__from the site.
- a. Be employed
 - b. Be faded
 - c. Be a part of
2. In all employment settings, the job coach will:

- a. Arrange the work site or station so that the person can complete a task more _____
 - b. Facilitate _____ interaction with the employee and his/her coworkers
 - c. Collect _____ and complete reporting requirements according to agency requirements.
 - d. Follow _____ for your agency and the business.
3. What is the first stage in creative problem solving?
4. What is a component of problem-solving that includes using creative energy of a group to develop a greater quantity and quality of ideas than could be generated alone?
 - a. Brainstorming
 - b. Making a decision
 - c. Coming up with the quickest solution
5. If the outcome of a problem-solving session is not acceptable to the _____ or _____, alternative solutions will need to be identified and implemented.
6. T or F A job coach must maintain the confidentiality of the supported employee as well as the employer.
7. Give 3 examples of ways active support can be used to encourage people to be engaged in meaningful ways at their workplace. .
8. T F When a person served by the agency is their own guardian, information is shared according to the request of that person. If there is a guardian, information is to be shared according to the limits set by the court.
9. T F For many supported employees, employment success depends on the support they receive from their families and/or the residential staff who support the person.
10. List 4 typical duties and skills job coaches use in various settings.

Chapter 5 Feedback Questions

1. T or F It is critical to use instructional techniques that draw as little attention as possible to the supported employee, yet still provide effective instruction.
2. T or F Every employee can be taught to complete job tasks under the right conditions.
3. Instructional supports (prompts, instructions, and reminders) should be seen as _____.
 - a. Temporary
 - b. Natural Support
 - c. Long-term
4. How long should the job coach use prompts, instructions, and reminders?
5. Why should natural supports be incorporated beginning with the first day on the job?
6. What is baseline/benchmark data and why is it collected?
7. List 3 examples of skills or behaviors that might be measured during baseline.
8. If the employee appears to be struggling to learn a task or not making progress on their production, which of the following needs to be analyzed?
 - a. task analysis
 - b. prompts
 - c. reinforcement,
 - d. data collection
 - e. all of the above
9. T F Never use more intrusive teaching techniques than are needed for the learner.
10. A _____ breaks down a complicated skill into smaller steps.

11. Why is it beneficial for the job coach to identify the natural cues for each step in the task analysis?
12. T F A job coach giving a prompt or instruction is an example of a natural cue.
13. Give two examples of indirect verbal cues or questions that you use with the people you support.
14. Explain how the “hierarchy system of prompts” is used to teach a job task.
15. How should the data the job coach collects be used?
16. What are two examples of ways that data can be collected without coworkers noticing that the job coach is keeping data?
17. Reinforcement refers to anything that follows a behavior that_____the likelihood that the behavior will occur again.
18. What are 3 things the job coach can do that can make reinforcement more effective?
19. Explain shaping and give an example of how you would use shaping with a person you support.
20. T F Shaping is a particularly good strategy to use for employees who may become easily discouraged.
21. T F While the employer and coworkers are the first choice for training and support, some people with disabilities will require systematic instruction to be successful.

Chapter 6 Feedback Questions

1. T or F Behavior usually happens because it serves a function for the person.
2. What does an ABC analysis tell us?
3. What are appropriate approaches to support employees with behavior that has a neurological or biological base (behaviors that the person cannot “turn on or off”)?
4. Sometimes characteristics in the environment create situations where it is almost impossible for the person to be successful. What are some distracting characteristics of job settings that many people could ignore, but prove to be intolerable for supported employees due to their disability?
5. People with disabilities often have trouble with_____, taking what they have learned in practice sessions and applying it to real work situations.
6. What are 3 strategies for promoting generalization?
7. _____ means withholding reinforcement by ignoring the behavior.
8. Give a specific example of how you might use the technique, “reinforcing alternative appropriate behavior” in a work situation. Pick an employee that you know and describe a challenging behavior and how you might identify a behavior that you would like to teach the employee to use instead of the challenging behavior.
9. Without_____ we don’t know if our efforts are having the intended results.
 - a. Shaping
 - b. Problem-solving
 - c. Data

10. Give one example of what can be measured with each of the following data collection methods.

- a. Duration -
- b. Latency –
- c. Interval –
- d. Frequency –
- e. Time Sampling-

11. T or F When using positive behavior support the goal is to replace challenging behaviors with adaptive, functional behavior.

12. List 2 considerations when using social disapproval.

Chapter 7 Feedback Questions

- 1. Explain the stabilization phase.
- 2. What are the goals of the stabilization phase?
- 3. Job coaches will be able to fade their support more quickly if they regularly assess for and teach_____.
 - a. Self-monitoring
 - b. Generalization
 - c. Accommodations
- 4. Define generalization:

5. Why is generalization training important?
6. T F People with intellectual disabilities cannot be taught to self-monitor.
7. _____ refers to techniques or strategies or devices that allow an individual to improve or maintain his or her own performance without the support of the job coach.
 - a. Stabilization
 - b. Feedback
 - c. Self-management
8. Give one example of how you might use each of the following self-management techniques with the employees you support:
 - a. Self-prompting
 - b. Self-reinforcement
 - c. Self-monitoring
 - d. Self-instruction
 - e. Self-elicited feedback
9. Describe accommodations that have been used or could be used with the employees you support to increase their quality, rate, capacity, and/or independence using each of the following:
 - a. Task adaptations
 - b. Job-site modifications
 - c. Job-modifications
 - d. Assistive technology

Chapter 8 Feedback

1. T F If the supervisor gives all of the instructions to the job coach and expects the job coach to tell the supported employee what to do, it will be more difficult to fade the job coach from the site than if the supervisor starts interacting with the employee shortly after he/she is hired.

2. What are the two main considerations that help determine the rate of job coach fading?
3. How does counting the number of prompts from the job coach help?
4. What times during the shift is it best to begin fading from the work site?
5. If you were job coach for Tom, a bagger at a large supermarket, what steps would you follow to ensure that he continued to be successful at his job while you faded coaching?
6. Give an example about how you have or could involve coworkers in beginning to take over activities that were previously completed by the job coach. Be specific - name the person, their job and what the coworker did in any of these roles: coworker as mentor, coworker as an evaluator, coworker as advocate, coworker as teacher.
7. Why is it a mistake to depend solely on the employer's willingness to tell the job coach about problems (no news is good news policy)?
8. What are four ways to identify problems that may be developing at the job site?