Job Coach Training Manual

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The North Dakota Statewide
Developmental Disabilities
Community Staff Training
Program

Job Coach Training Manual

This training manual was developed by the North Dakota Center for Persons with Disabilities and is intended to be used for educational purposes by North Dakota community provider agencies participating in the Community Staff Training Project through Minot State University.

The North Dakota Center for Persons with Disabilities is a member of the Association of University Centers on Disabilities (AUCD). AUCD is a national network of interdisciplinary centers advancing policy and practice through research, education and services for and with individuals with developmental and other disabilities, their families and communities.

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Chapter 1: History of Supported Employment

Objectives: After completing this lesson, job coaches will be able to:
- Identify key events that shaped the framework for supported employment.
- Explain significant legislation and initiatives that supports employment of people with disabilities.

New technology and changes in regulations affect how agencies support employees with disabilities. This training module is designed to provide basic information about the philosophy and principles of supported employment, and the skills and knowledge needed by the direct support professionals/job coaches that support employees at job sites.

Employment goals are supported in a variety of settings. Many employees with disabilities are supported in competitive jobs in community settings, working a few hours a month or full-time employment with benefits. Others work in community settings with more intensive supports. Self-employment and business ownership by people with disabilities are growing trends in many states, particularly in rural areas. There are many staff involved in the lives of people with intellectual/developmental disabilities. The professionals responsible for supporting employment goals have different titles depending on the agency where they work and the scope of their responsibilities. Common titles include employment specialists, job coach, and job developer. In this module, the direct support professional providing support in an employment setting will be referred to as a job coach.

Evolution of Supported Employment

The values that shaped sheltered or segregated employment for people with disabilities can be traced back to a time when there were no community-based options for people with disabilities. The development of community services was in part a reaction to deplorable conditions, abuse, and neglect in institutions. In the 1960s and '70s, sheltered workshops promised families security, consistency, and safety for their family member with disabilities. The goal of these early models was to train people in the skills they needed to be successful in the community and allow them to move from the segregated setting to a less restrictive setting.

Unfortunately, most people in segregated residential or work settings did not move to their own homes or community jobs. They remained in the segregated setting for years. Over time, people with disabilities, families, advocates, and professionals began to reject the "readiness model" in which people could not move to a more integrated living or work setting until they had all the skills needed to be successful. Segregated settings were openly criticized. This occurred as demands intensified for inclusive, individualized opportunities for people with disabilities. Being part of the community, control and choices by the person, and competitive work in integrated settings became the goals.

The following table shows a brief history of key events that shaped the framework for Supported Employment and movements that continue to shape employment for people with disabilities.

1960s	• Community options were being explored. • New federal programs directed at employment opportunities for persons who were either unemployed or underemployed. These initiatives emphasized real jobs for real wages. • The Fairweather Lodge, a group living and working environment in California, emphasized the self-help process and control by the individuals supported.
1970's	• Marc Gold's "Try Another Way" technique emphasized a functional approach to teaching, which changed some fundamental assumptions about the potential of persons with severe intellectual disabilities. This approach was based on the belief that: *Everyone can learn but we have to figure out how to teach; people with developmental disabilities have potential; and all people should have the opportunity to decide how to live their lives.* • Wolf Wolfensburg called for a new service delivery model which moved services away from segregated programs into the mainstream of society. • Centers of Independent Living were funded and opened around the country. • The Education for All Handicapped Children Act mandated a free and appropriate public education for all children in the least restrictive environment.
1980s & 1990s	• Supported Employment demonstration projects emerged and inclusion efforts gained momentum. • There was growing recognition that community options were realistic alternatives to segregation. • Lou Brown and his associates at the University of Wisconsin taught the importance of social interactions in integrated environments. • Tom Belamy and his associates at the University of Oregon focused on the performance of "real work" by persons with developmental disabilities. • At the Virginia Commonwealth University, Paul Wehman and his associates developed the "supported jobs" model of integrated, individualized placements with coaching as the essential support.
2000 – and beyond	• Community-based service and efforts to close institutions continue to grow. • Implementation of the Ticket to Work, Work Incentives Improvement Act, and other legislation in an effort to remove barriers to work for people with disabilities. • Employment First initiatives in many states emphasized that employment in integrated settings for competitive wages should be the first option for people of all abilities. • The State Employment Leadership Network (SELN) brought 18 states together to improve employment outcomes for people with developmental disabilities. • The Alliance for Full Participation (AFP), a formal partnership of leading developmental disabilities organizations, announced its new campaign, "Real Jobs – It's Everybody's Business," and its goal of doubling the employment rate for people with developmental disabilities by the year 2015.

Shifts in Assumptions

The names and dates in the previous table are not as important as the understanding of the **assumptions** that shaped policy and employment opportunities for people with disabilities. Some key value shifts that led to changes in the way employment supports are provided to people with disabilities include:

> ➢ FROM a focus on pre-requisites, readiness, and a continuum of services TO **providing individualized and customized supports so people can live, work, and contribute to their community.** Requiring people to "be ready" before receiving community employment meant that many people were never going to make it to a community employment opportunity. Instead of focusing on getting ready, **individualized supports are most effective when provided to an employee at an integrated job site.**

> ➢ FROM a focus on disabilities and trying to correct "deficits" TO **recognizing and encouraging capacities and gifts.** Successful employment is realized when support providers recognize and build upon the strengths and capacities of individuals with disabilities.

> ➢ FROM an assumption that professionals know best TO **taking direction from individuals with disabilities and the people who know them well. Shared decision-making** among the person and his/her family and support network is essential. Person-centered supports are developed, implemented, and monitored to support the individual's personal outcomes.

Emergence of Supported Employment

Out of these shifts in thinking, Supported Employment emerged as an alternative to segregated services. People with disabilities can be successful in employment in integrated settings with opportunities and appropriate supports. Supporting employment outcomes for integrated jobs in the community is a research-based employment support option. Interactions in the community often result in networking opportunities, expansion of life options and real choices.

Vocational Rehabilitation agencies, often referred to as "VR", are available in every state and are overseen by the federal government through the Rehabilitation Services Administration (RSA). In North Dakota, VR is a division of the Department of Human Services. VR is designed to help people with disabilities meet career goals, from entry-level to professional. It helps people with disabilities get jobs, whether the person is born with a disability, develops a disability or becomes a person with a disability while working. The RSA legislation that directly influences the lives of individuals with disabilities and their families. RSA plays a critical role in the development of federal regulations that bring legislation into effect and in monitoring that these federal regulations are followed. (ND Vocational Rehabilitation, 2020)

Legislation that Supports Employment of People with Disabilities

The social and political context that framed Supported Employment grew out of federal legislation. These laws demonstrated a growing commitment in society for integration of all people with disabilities. Rehabilitation legislation indicates a clear statement of legislative intent for vocational service delivery to those most in need, not necessarily those most able to benefit.

- **Developmental Disabilities Act**

  Supported Employment was first defined in the Developmental Disabilities (DD) Act of 1984. It emphasized that supported employment means **paid employment** designed for people with disabilities for whom competitive jobs at or above minimum wage was previously considered unlikely. This service was indicated for people with **severe disabilities** who need some individualized support **to get and keep a job**. A wide range of supports and services exist to meet the needs of people with disabilities. These supports are conducted in a variety of settings, particularly work sites in which persons without disabilities are employed. The DD Act reauthorizations have continued to support employment related activities including advocacy, capacity building, and systemic change activities.

- **Rehabilitation Act Amendments of 1998**

  The amendments define supported employment as "…**competitive work in integrated work settings,** or employment in integrated work settings in which individuals are working toward competitive work, **consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice** of the individuals, for **individuals with the most significant disabilities**
  (a) for whom competitive employment has not traditionally occurred; or
  (b) for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and
  (c) who, because of the nature and severity of their disability, need intensive supported employment services for the period, and any extension, described in paragraph (36)(C) and extended services after the transition described in paragraph (13)(C) in order to perform such work."

- **Americans with Disabilities Act (ADA)**

  The ADA, which prohibits discrimination on the basis of disability, is blazing a path of opportunity in the workplace for millions of Americans with disabilities. The ADA Amendment Act of 2008 amended the ADA of 1990 and other disability nondiscrimination laws at the Federal level of the United States. This act restored the intent and protections of the ADA of 1990 that were limiting the rights of people with disabilities based on interpretation of the original text.

- **Workforce Innovation and Opportunity Act (WIOA)**

  This act was signed into law on July 22, 2014. It was written to support individuals with disabilities to find jobs, education, training and related services in order to be successful in the workforce. WIOA has partnered with State Vocational Rehabilitation Services to assist individuals with disabilities to obtain employment. This legislation and federal regulations are designed to strengthen and improve our nation's public workforce system and help Americans with significant barriers to employment, including individuals with disabilities, into high quality jobs and careers and help employers hire and retain skilled workers.

- **The Work Incentives Investment Act of 1998**

  This act modernized the employment services system for people with disabilities. It affirmed the basic principle manifested in the ADA: that all Americans should have the same opportunities to be productive citizens.

- **The Ticket to Work and Work Incentives Improvement Act (TWWIIA) of 1999**

  This legislation encourages Social Security Disability Insurance (SSDI) beneficiaries and Social Security Insurance (SSI) recipients to use "tickets" to choose the service provider of their choice from an Employment Network (EN). This legislation also provides for expanded availability of health care. Before the implementation of TWWIIA, individuals with disabilities faced the dilemma of losing important Medicaid healthcare coverage if they obtained employment or increased their work hours or rates of pay at existing jobs. States like North Dakota that adopted "Medicaid Buy-In" legislation, allow people with disabilities who want to work, or who are currently working, to pay a monthly premium to obtain or maintain Medicaid healthcare coverage. Benefits provided include:
    - The possibility of employment without the fear of losing Medicaid healthcare coverage.
    - The opportunity to contribute to Medicaid healthcare coverage by paying a monthly premium.
    - The opportunity to have higher income and more assets then Medicaid normally allows.
    - No longer having to pay recipient liability.
    - The opportunity to increase hours of work and rates of pay.
    - Opportunity to enjoy increased independence.

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: Introduction to Supported Employment

Objectives: After completing this lesson, job coaches will be able to:
- Describe the general phases of supported employment.
- Understand supported employment terms and services.

Supported Employment (SE) provides training for individuals with the most significant disabilities who, because of the severity of their physical or mental impairments, have never been employed or have a history of sporadic employment. Individuals served by this program need ongoing intervention on or off the job in order to maintain employment. A job coach or employment specialist within private, nonprofit agencies generally provide intervention. Services provided by an agency could include work experience, on the job supports, specialized job placement or supported and customized employment.

ND VR provides intensive SE under a place and train model until employment stability is achieved for a period not to exceed 24 months. Service is provided as direct engagement with the individual and employer to obtain, maintain, and retain employment. Traditional SE means that, once employed, individuals begin training through the assistance of the job coach. The job coach will provide training to the employer and individual on job tasks, reasonable accommodations, and provide support to the individual to ensure he/she has the skills necessary to perform the work tasks as independently as possible. Intervention may include one on one coaching when employment begins, with gradual fading throughout the training. When stabilization is achieved, the individual then transitions into the extended services needed for job maintenance. The extended services are provided by a community provider or natural supports. (ND Vocational Rehabilitation, 2020)

When a person is assisted through supported employment, the provider agency and VR each have responsibilities:

Provider Agency Responsibilities	Vocational Rehabilitation Responsibilities
Provide job coaching.	Meet with the individual and the employer at the job site within the first 30 days of employment and additionally as needed.
Provide a monthly progress report to VR.	Review the monthly progress reports and process payments.
Contact VR to address problems.	Address problems or concerns.

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. The following are general phases that occur as the process to find and maintain employment occurs. The does not occur in isolation, they overlap with each other as the process evolves.

> **Assessment and Career Planning.** Assessment occurs at many levels including individual, community, and job site. Assessment information is used to make a good job match and to determine if the supports provided are effective. Assessment during the

teaching process and during follow-along help the job coach make decisions about how to help the person learn the job. Career planning is a lifelong process to determine the outcomes a person wants. Each person is assisted to identify and develop outcomes by their person-centered planning team.

Job Development and Job Match. The job development and job match phase is to identify and/or create job situations that match the person's interests, strengths, abilities, and career goals. The job development phase can be done through the person-centered planning process, which includes all professionals supporting the individual, family and others that are important to the person. During this phase, the person-centered planning team identifies learning strategies as well as barriers to learning that might affect the individual at a future job. This phase involves completing community surveys, ecological inventories, assessment of motivational barriers to employment, job and task analyses, compatibility analyses, as well as marketing and negotiating strategies involved with promoting the concept of supported employment.

Informed participant choice is the central focus. The individual is actively involved in selecting a job that matches his/her interests, personal values, career goals, abilities, credentials, and previous experience. During this phase, employment goal setting, job development, and decision-making activities occur. The participant may learn the skills of writing a resume, completing applications and interviewing for jobs which allow the participant to be more involved in getting the job, rather than being placed in a job. The *Demystifying Job Development* elective module in the Community Staff Training curriculum provides more information on Job Development.

Systematic Instruction. The job coach typically has primary responsibility for the systematic instruction phase. The new employee learns tasks related to the job and maintaining employment and establishing coworker relationships. Instruction is based on the needs of each individual. Data is collected by the job coach which assists in determining the employee's progress, need for additional support, and when fading support is appropriate.

Supported Employment is based on the "Place and Train" model. For a long time, it was thought that a person with disabilities must be "job ready" before she/he could get a community–based job. In the "Place and Train" module, the individual does not need to prove they are ready to work. The belief is that, given the proper supports, a person with disabilities can access community–based employment at any time. The best place to learn the job is at the actual job site. Systematic instruction will be addressed in more detail in a later chapter.

When an individual has the ability to perform the job duties with minimal intervention from the job coach, they have reached the stabilization phase. This phase is when all support needs have been addressed and any needed modification and accommodations have been made at the worksite; the individual is satisfied with the type of work and hours given; the individual is working to maximum ability as independently as possible;

and the individual and employer agree that the person is performing the job and meeting expectations of employment.

Follow-up: Ongoing Monitoring and Support. One of the characteristics of supported employment is that employees with disabilities will receive ongoing support throughout their employment. Extended services refer to the ongoing support services provided by a state agency, private nonprofit organization, or any other resource beyond the stabilization phase. Extended services, including natural supports, are provided once the time-limited services are completed. Support can take many different forms which should be individualized for each person. Some examples of supports funded during this phase include jobsite training, offsite job coaching/mentoring, follow-up with employers, follow-up family contact, or any services necessary to achieve and maintain the supported employment placement, throughout the term of the employment. More information about ongoing monitoring and support will be covered in a later chapter.

Supported Employment Terms and Services (ND VR)

- *Customized employment* (CE) is distinguished from traditional supported employment by the use of flexible strategies, services and supports for individuals with the most significant disabilities, beginning with a person-centered determination of the individual's strengths, needs and interests. The goal of CE is a placement which meets the specific abilities of the individual and the employment needs of the business. It may include employment developed through job carving, self-employment or entrepreneurial initiatives, or other job development or restructuring strategies that result in job responsibilities being customized and individually negotiated to fit the needs of individuals with a disability.

- *Competitive integrated employment* includes competitive earnings that are equal to or greater than the federal, state or local minimum wage rates, whichever is highest. Wages are comparable to the customary rate paid by the employer to employees without disabilities in similar positions with comparable skills, experience and training. The employee with the disability must also receive benefits comparable to those of employees without disabilities in similar positions. An integrated location is a setting typically found in the community. It is a setting in which the individual with the disability interacts while performing his or her job duties with employees without disabilities. The primary consideration is the interaction among employees with disabilities and their coworkers without disabilities in the work area and across the employment site.

- *Supported employment* means competitive integrated employment, including customized employment, in which an individual with a most significant disability is working toward employment that is consistent with the unique strengths, abilities, interests and informed choice of the individual with extended services.

- *Competitive work* means work that, at the time of transition to extended services, is performed weekly on a full-time or part-time basis, as determined in the individualized plan for employment, and for which an individual is compensated consistent with wage standards provided for in the Fair Labor Standards Act.

- *Extended services/individual employment supports* means ongoing support services

provided by a state agency, private nonprofit organization, or any other appropriate resource, from funds other than titles I, III- D, or VI-B of the Rehabilitation Act [29 U.S.C. 701, et seq.]. Extended services include natural supports are provided once the time-limited services are completed and consist of the provision of specific services needed by the individual to maintain employment.

- *Work Trial:* Experiences designed to explore an individual's abilities, capabilities and capacity to perform in work situations, including situations in which appropriate support and training are provided. During trial work experiences, the employee performs the actual job duties in an integrated employment situation. Performance is supervised and evaluated by the employer in coordination with a provider agency. There is a predetermined beginning and ending date; this activity is not necessarily intended to result in employment. The findings are documented, and a report is sent to the VR counselor for review and approval for payment.

- *Situational Assessment:* An assessment process for evaluating work-related behaviors in a controlled environment. Although any type of task or situation may be used, real work is most often used in order to add relevance. The situational assessment is distinguished from other types of assessment due to the ability of the evaluator or community rehabilitation provider to control and vary the task, so an individual can be assessed under a variety of conditions or situations. The findings are documented, and a report is sent to the VR counselor for review and approval for payment.

- *Job Shadowing:* People learn about a job by following an experienced employee. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the individual. Individuals witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model individual behavior through examples and work requirements.

- *Comprehensive Assessment:* Intended to clarify the individual's vocational interests and aptitudes. May include further evaluations such as job shadowing, situational assessments, functional capacity assessments, psychological evaluations, etc.

- *Reporting:* Programs funded through the Division of Vocational Rehabilitation are required to complete periodic progress updates. Your agency will provide the VR Employment Progress Summary form that should be used for reporting. Reports and updates should include:
  - Always start with something good to say about the individual.
  - Follow this simple format
  - Part 1: Factual description of what is new since last report
  - Part 2: Changes, concerns, examples of work behavior
  - Part 3: Next steps (staying within plan)

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: Guiding Principles

Objectives: After completing this lesson, job coaches will be able to:

- Give examples of the supported employment best practices.
- Follow disability etiquette when supporting people disabilities.

Guiding principles and values help to direct our thinking and our behavior. It's important to consider our own values, the values of the people we support, and the guiding principles of the agency where we work. This can have a direct effect on personal outcomes for people with disabilities.

Employment Vision

People with disabilities can be successful in competitive employment in integrated settings. Success depends on being given opportunities and being provided appropriate supports. If a person is not employed in the community, it is important for the job coach and planning teams to understand *why* the person is not in an integrated employment setting. Sometimes it is because we have not been able to find a way to provide the support the person needs to be successful in an employment setting. It can be challenging with the resources that are currently available. However, if the vision is something less than competitive employment in an integrated setting, it is much less likely that the person will ever attain that goal. This vision requires that we shift our thinking from getting people ready for work to assuming that everyone has the potential to work in integrated settings. Everyone is respected and valued as employable. Our focus is on the person's work interests and what supports and teaching might be necessary to help the person achieve their goal.

Association of People Supporting Employment First (APSE)

APSE is a national organization devoted to Employment First. APSE believes employment in the general workforce is the first and preferred outcome in the provision of publicly funded services for all working age citizens with disabilities, regardless of level of disability. In the APSE 2019 competencies, the following best practices in employment support services are identified (APSE, 2019):

- Use of natural supports
- Supported employment
- Evidence-based practices
- Motivational Interviewing techniques

- The importance of non-traditional vocational evaluations
- Best practices in school-to-work and community living transition
- Funding options for employment services, state departments of education, Ticket to Work, Medicaid, and veteran's benefits.
- Current context of competitive integrated employment supports service and labor market metrics in your state.

These APSE best practices are consistent with best practices in the person-centered planning approach to supported employment, which include:

- ***Zero Exclusion.*** Zero exclusion refers to the philosophy that no individual should be refused participation in employment services based on his/her disability. In fact, Supported Employment was really established for people with the most severe disabilities.

- ***Choice & Control.*** We all experience making choices in our lives. Whether a correct or incorrect choice is made, we feel some ownership in the decision, and have control regarding what happens to us. People with disabilities need to feel that same control. Choices can be as small as choosing which shirt to wear to work, who to sit by during break, which task to complete first, or as large as deciding whether to keep or quit a job. Satisfaction for many people hinges upon the amount of control they are able to exercise in finding and keeping a job, as well as the amount of flexibility to structure routines in their job. Choice in a person-centered model of employment supports would mean that job seekers are presented with a variety of experiences, options, and supports to achieve career goals of their choice. Having a job and income impacts choices in all areas of life from where the person can afford to live to how she/he spends free time. Honoring choices means that people are allow the dignity of risk which comes from opportunities to experience the risks encountered in everyday life. Part of choice and control, along with dignity of risk, is for supported employees to learn through natural consequences of decision-making.

- ***Natural Environment.*** Employees with disabilities should receive instruction at the job site where they will actually use the skill. On-the-job training allows the individual to experience the natural distractions and consequences present in the job. It promotes the employee's ability to perform a task across various settings, using different materials, and/or with different people. Learning to clean a motel room that is set up in a simulated environment is not the same experience as cleaning a room at a local hotel/motel. Doing laundry in the group home does not prepare a person to work in a hospital laundry. People who learn these skills in artificial settings will need to relearn the job tasks when they become employed at a community business. The equipment, supplies, supervision, and job tasks will all be different and create new learning challenges for a person with intellectual disabilities. Time spent "learning" in the simulated setting is lost wage-earning time for the employee.

- ***Inclusion.*** Building relationships at the job site is vital to full inclusion and achieving employment satisfaction. The office or business setting is where many social relationships are formed. Although a person with disabilities may be involved in community- based employment, it does not guarantee the individual is involved in social

interactions at the work site. If meaningful social interactions do not happen naturally, the job coach may need to plan and provide supports for increased opportunities. The job coach may also need to guide and support people with disabilities on appropriate and meaningful social interactions at work. Having good social interaction will be a positive experience in the workplace for all employees.

- *Active Supports.* The term "active supports" refers to providing active and continuous support for an individual to be actively engaged throughout their day. Active support will be covered in more detail in a later chapter of this module.

- *Active Treatment.* The term "active treatment" is different from active support. Active treatment is intended to increase a person's independence. It is intended to reduce dependency on job coaches and help individuals with disabilities reach their goals. This does not mean that a job coach will not help a supported employee at work, but the goal of this support is to improve the individual's ability to work independently. This is to ensure that individuals are engaged in meaningful activities throughout the day.

- *Natural Supports.* The phrase "natural supports" refers to linking employees with disabilities to existing supports in the work environment. Natural supports may include coworkers, supervisors, or others in the workplace. The job coach guides the supported employee in using the natural supports that are available instead of relying on the job coach to answer all questions or provide all support. Using supports that are different from what other employees receive can be stigmatizing. As much as possible, we want to access on-the-job assistance from coworkers, peers, and supervisors. Effective natural workplace supports require efforts to link the supported employee to the resources available to all employees from the first day of employment.

- *Individualization*. Supported employment has been successful for persons with various disabilities. An understanding of the characteristics typically related to various disabilities might be helpful to a job coach as he or she provides instruction to that person. However, the job coach must remember that although an individual has a particular diagnosis, it does not mean that he or she exhibits the common characteristics of the label. The job coach must base instruction on the individual, not on his or her label.

- *Comprehensive Assessment.* Individualized assessment is the key to selecting a job goal and determining the services necessary to support the goal. No single assessment method is best for all individuals. The identification of each person's unique strengths, resources, priorities, concerns, abilities, capabilities, and interests guides the job matching process and the development of an individualized plan of training and supports.

- *Quality of Life*. Improvement in the quality of life of persons with severe disabilities can be a direct result of employment opportunities. Work opportunities enable inclusive opportunities in community life, and meaningful social interactions and rapport with coworkers. Criteria for a quality job and ultimately a quality life may include factors such as a reasonable wage, opportunities for advancement, and work activities that are status enhancing and valued by other community members.

Disability Etiquette for Job Coaches

The following sections will provide information to help job coaches show dignity and respect when supporting people with disabilities. This information may be familiar as it is covered in more detail in the introductory Community Staff Training Program (CSTP) module .39 *Supporting Individuals with Disabilities in the Community*.

People First Language

The language we use reflects our attitudes and values. Words have the power to build positive or negative perceptions. One of the ways that we can show dignity and respect to people with disabilities is through how we speak to and about them. Fortunately, the way that we describe disabilities has changed over the years. Old language has been replaced by People First Language which takes the emphasis away from the disability and focuses on the person.

People First Language puts the person before his or her disability. It describes what a person *has* instead of who a person *is.* A person may *have* cancer but we would not say he or she *is* cancerous. The same is true for people with disabilities. Instead of saying the "disabled student," it is more respectful to say, "the student who has a disability." Also, it is important to avoid using terms such as "afflicted with," "suffers from," "confined to," or "wheelchair bound." These terms are negative and demeaning. They result in the misperception that people with disabilities are living pathetic and tragic lives and that they want pity and charity. These misperceptions are false. People with disabilities just happen to have a disability condition. They are not afflicted with or suffer from a disability. Similarly, people are not confined or bound to a wheelchair. They are able to leave their wheelchairs for activities such as sleeping and using the bathroom.

It is important to recognize that some people with disabilities and families prefer Identity First Language, which puts the disability first in the description (i.e. an "autistic person"). People with this preference often say their disability is part of who they are and they are proud of who they are. Never correct a person with a disability or family member if they use identity first language, such as "I am Deaf" or "my autistic daughter."

General Etiquette

- Be patient, positive, and flexible, not only with the person with the disability, but with yourself. As with all etiquette issues, when mistakes are made, apologize, correct the problem, and move on.
- Do not leave a person with a disability out of a conversation or activity because you feel uncomfortable or fear that he/she will feel uncomfortable. Include him/her as you would anyone.
- Do not focus on the disability, but on the individual and issue at hand.
- Never distract a service animal from their job (such as petting a service dog) without the owner's permission.
- If you do not understand, ask the person to repeat it. If the person does not understand you when you speak, try again.

- When planning a meeting or other event, find out specific accommodations a person will need. If a barrier cannot be avoided, let the person know ahead of time.
- Speak directly to the person, rather than to a companion or sign language interpreter who may be present.
- Use a normal tone of voice when speaking to a person with a disability.
- If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions. Do not automatically assume someone needs help. Ask first.
- Allow 15-20 seconds for a person to process information and respond.

People who are Deaf or Hard of Hearing
- Tap a person who has a hearing disability on the shoulder or lightly wave your hand to get the attention of a person who is Deaf.
- Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If so, try to face the light source and keep hands, cigarettes, and food away from your lips. Avoid looking down at your phone or other items while speaking.
- If a person is wearing a hearing aid, do not assume that they have the ability to identify your speaking voice.
- Never shout at a person. Just speak in a normal tone of voice. Shouting actually distorts sounds accepted through hearing aids and inhibits lip reading.
- A noisy or dark environment or where people are talking simultaneously might make communicating more difficult for people with a vision, speech, or hearing disability.
- Be prepared to offer a visual cue to help a person understand, e.g. picture, sign language, gestures, notes, actual object.

People who are Blind or have Low Vision
- Speak to the person when you approach him or her and do not raise your voice.
- Be descriptive when giving directions; verbally give the person information that is visually obvious to people who can see. For example, if you are approaching steps, mention how many steps.
- As you enter a room with a person who is blind, describe the layout and location of furniture, doorways, exits, etc. Be as specific as possible with describing the location of objects. (There is a chair three feet from you at 11 o'clock.)
- Always identify yourself, and others who may be with you, when meeting someone with a visual disability.
- When conversing in a group, identify the person to whom you are speaking.
- When eating with a person, ask if you can describe what is on his or her plate. Some people who are blind use a "clock" such as, the water glass is at 3 o'clock.
- Never leave a door ajar, keep corridors clear of clutter for people who are blind.
- A person who is blind may not realize you extended your hand. Say, "I'd like to shake your hand."
- When walking with a person who is blind, always let him/her take your arm. Let him or her control his or her own movements.

- Tell people who are partially sighted or blind if you bring new items into their environment; describe the item and where you place it.
- Most people who are considered blind have some sight. Be prepared to offer a verbal cue (turn right after the last row of books) to a partially sighted person.

People who have a Physical Disability or Use a Mobility Device

- A wheelchair, scooter, or walker is like a bicycle or an automobile; it is a personal assistive device that helps someone get around.
- 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.
- Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering either hand is an acceptable greeting. For those who cannot shake hands, touch the person on the shoulder or arm to welcome and acknowledge their presence.
- Do not lean against or hang on someone's wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies.
- At the worksite, provide clear paths for wheelchairs.
- Never push a wheelchair without first asking the user if you may do so.

People with Intellectual Disabilities

- Use short sentences and appropriate words in conversation. Avoid complex words and sentences.
- Wait at least 15-20 seconds to allow the person to process and respond to information.
- If necessary, repeat what you say. Rephrase if the person doe not understand.
- Move from an area with lots of distractions to a quieter area. Do not be offended if the person has trouble attending to what you are trying to explain or directions you have given.
- Allow the person time to tell or show you what he/she wants.
- Don't assume the person is not listening just because you are getting no verbal or visual feedback.
- Ask a person if you can help with filling out forms or explaining written instructions. People with intellectual disabilities may have limited reading/learning skills. Wait for the individual to give you permission to assist.
- Give extra time for decision-making.
- Stay focused on the person as he/she responds to you.

People with Limited Verbal Communication

- Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers or a nod of the head.
- Never pretend to understand; instead repeat what you have understood and allow the person to respond. After trying to understand the person repeatedly, ask the person if they have another way to communicate, e.g., writing, a communication device, or sign

language.
- Allow at least 15 to 20 seconds for a person to process information and respond.
- Pay attention, be patient, and wait for the person to complete a thought. Do not finish for them.
- Keep your manner encouraging rather than correcting.
- Be patient when communicating with someone using a communication device. Ask yes/no questions when applicable. Give individuals prompts as needed to use their device and give them time to respond.

People with Autism Spectrum Disorder
- Clarify and give specific expectations of the job.
- Clearly and directly explain etiquette and unwritten rules of the workplace.
- Plan in advance and avoid cancelling plans or rescheduling without much notice.
- Be concise and direct in your verbal communication when giving directions (Ex. 'make 3 copies of this and give them to Sam, Charlie, and Jess.') Supplement verbal communication with visual strategies.
- Provide clear and direct feedback. Avoid sarcasm and idiom phrases (Ex. 'this place is bananas', or 'working like a dog')
- Ensure that the work environment is well-structured, organized with tasks, daily and weekly routines.
- Be aware of sensory sensitivities. You may need to make other employees aware that these factors may be aversive or distracting to the person you support:
  - Fragrances such as cologne, perfume, lotion, or laundry detergent
  - Music or loud noise – employee might want headphones
  - Breath (i.e., cigarettes or strong food odors)
  - Long hair, dangling earrings or facial jewelry
  - Tone of voice – low, smooth, calm and even is best
  - Clothing colors
  - Temperature
  - Fluorescent lights

People with a Mental Health Disorder
- Communicate clearly without judgment. Don't make assumptions or judgements based on a diagnosis or label. Communicate with employee calmly without letting judgements interfere with your response. Be aware of your own reactions to the employee's performance as this might be an emotional trigger. Be sensitive when addressing issues with work or work performance.
- Address performance, not personality. When offering support to an individual with a mental health disorder, remember to address issues in their performance, not their personality. (Ex. Instead of saying, "It's rude when you walk in late to meetings," you could say, "When you're late, we are not able hear your contributions to the meeting.")
- Be aware that people have the right to decide whether or not to disclose their disability. Some may choose not to disclose due to the social stigma associated with mental illness.

- If the person has difficulty maintaining energy and endurance allow flexible scheduling, or longer and more frequent breaks if possible. Provide additional time to learn new responsibilities. Match the employee to jobs/tasks that allow for self-pacing. Allow the person to work from home during part of the day or week if possible.
- Reduce distractions in the work area as much as possible. Allow for use of white noise or music. Provide natural lighting or provide full spectrum lighting. Look for opportunities where the employee could work from home. Plan for uninterrupted work time. Allow for frequent breaks. Divide large assignments into smaller tasks. Use visual instructions as well as verbal.
- If the employee has difficulty staying organized and meeting deadlines, suggest they make daily To-Do lists and check items off as they are completed, use calendars to mark meetings and deadlines, or divide large assignments into smaller tasks and goals.
- Provide sensitivity training to coworkers and supervisors. Do not mandate that employees attend work-related social functions. Role play/rehearse social interactions.
- Recognize that a change in the office environment or in supervisors may be difficult for a person with a mental health disorder. Maintain open channels of communication between the employee and the new and old supervisor to ensure an effective transition. Provide periodic meetings with the employee to discuss workplace issues and production levels.
- High or low needs for sleep can interfere with job performance. Select job shifts that are consistent with the employee's highest energy level. Support healthful habits such as regular exercise and limiting alcohol.
- Present information in small units, especially for employees who experience hallucinations, delusions, or illogical thinking. Monitor thought processes by frequent questions; have the employee think aloud. Use thought stopping or other intrusive stimuli to break into perseveration (tendency to repeat responses to an experience in situations where it is not appropriate).

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: Job Coach Roles and Responsibilities

Objectives: After completing this lesson, job coaches will be able to:
- Describe typical duties of job coaches in various employment settings.
- Explain the importance of confidentiality in supported employment.
- Describe how family and service providers impact employment outcomes.
- Explain the process of creative thinking and problem solving.
- State the importance of modeling.
- Identify time management strategies.
- Build trust and success with employers.
- Explain and use the concept of active support.

Job Coach Roles and Responsibilities

The roles of a job coach are diverse. Although many of the basic skills and competencies are similar, the job description may differ from agency to agency. The position description may vary depending on the needs of the workers being supported and the businesses who hire them. In all situations, the job coach plays a critical role in supporting people with disabilities to identify and achieve personal outcomes related to work. As supported employees find jobs, learn job tasks, adjust to new supervisors, or change jobs, the job coaches' responsibilities may also change. The goal of the job coach is to provide coaching so that the supported employee no longer needs a job coach.

The funding to support employment goals of people with disabilities in North Dakota is primarily from the Department of Human Services Divisions of Vocational Rehabilitation and Developmental Disabilities. Other funding streams are used to supplement these sources including Social Security Work Incentives. The funding source often dictates the employment supports it will fund, eligibility, and reporting requirements.

The following competencies are typical duties and skills of job coaches in various settings.

- Know a supported employee's interests and preferences.
- Maintain a positive relationship with the employee.
- Facilitate social interaction between the employee and his/her coworkers.
- Help employees learn their jobs and improve their performance (teach).
- Arrange the work site or station so the employee can complete a task more independently.
- Collaborate with the employee and the team to overcome barriers to employment outcomes, this may include making job modifications and introducing assistive technology when appropriate.
- Provide the necessary support to assist supported employees to remain employed, including positive behavior and natural supports.
- Participate in a supported employee's person-centered planning meeting.
- Maintain professional conduct.
- Follow dress code for your agency and the business.

- Advocate for necessary accommodations.
- Assist the supported employee to become a valued member of a work team.
- Consult with employer and coworkers about supports that will promote the employee's long-term success.
- Communicate effectively verbally and in writing with coworkers and employer.
- Follow safety requirements specified by the business as well as your agency, including use of required equipment (i.e. OSHA) .
- Assist the supported employee to get to and from work.
- Collect data and complete reporting requirements according to agency requirements.

In general, people with disabilities want the following from their job coach:
- *Understand how I want to live.*
- *Understand the role of work in my life.*
- *Learn about my dreams, desires, gifts, and capacities.*
- *Do not try to make me independent. (Recognize that everyone needs support from others in their work.)*
- *Do not "place" me. Offer me a job that will make sense to me.*
- *Help me become part of my workplace. (This includes being a part of the social life of the workplace.)*
- *Be there if I need help because of challenges in other parts of my life.*
- *Keep listening to my words (and behavior) for requests for a change (i.e., a change in responsibilities, supervision, pay, or where I work).*
- *Help me find new jobs as I want or need them.*

~Michael Smull

Creative Thinking and Problem Solving

Success as a job coach requires flexibility, interpersonal communication skills, problem-solving skills and creativity. Job coaches often are called to use creativity while assisting people with significant disabilities to find careers that they find satisfying and rewarding. Attitudes and fears can create barriers to success. Some examples of barriers that can inhibit creative solutions include:

"That's not logical.... practical...affordable!"
"We must follow the rules."
"That's not my area." "Don't be foolish."
"We've never done that before." "That won't work."
"We tried that already."
"I must find THE right answer." "We can't make any mistakes."

It is very difficult to try to think creatively if you focus on practicality. Sometimes we need to forget about the what we know for a while; our minds remain full of ready-made answers - answers that prevent us from thinking in a new way. Think about the history of people with developmental disabilities for a moment. What would our field look like right now if we or our colleagues had decided that supported employment or community-based services "weren't practical" or didn't follow the "rules"?

New thinking and moving away from ready-made answers and "one size fits all" approaches is not easy. Sometimes new ideas are generated by problems or failures; sometimes a surprise or an unexpected situation reveals a solution; sometimes it is just a new pair of eyes or ears looking at or hearing about a situation or a problem. For example:

- It could happen when, after spending two hours trying to determine how the employee with limited strength will be able to open a heavy door, you realize that just down the hall is a light swinging door that will get him to where he needs to go.

- It could happen when, after implementing numerous behavior programs to reduce screaming behavior in the warehouse work setting, you realize that all the employee needs is a set of earplugs to wear because the machine noise is stressful to her. Once she has earplugs, she stops screaming.

Creative thinking might help us spot a potential problem before it arises; it could help us discover an opportunity that was previously not apparent; or it could help us generate some new ideas. Job coaches often encounter situations that seem to have no solutions. Learn to recognize when the barrier is merely a "mental block" and look for alternatives that will support the person's goal. Consider these four stages of creative problem solving:

- Define the Problem.
- Generate Possible Solutions.
- Choose and Implement a Solution.
- Evaluate the Outcome.

Define the Problem - The problem must be defined in a way in which a person from outside the situation could understand the problem. The problem must be defined as objectively as possible in an attempt to avoid prematurely labeling a possible cause or solution. When defining a problem, it is helpful to have others analyze it to see if a problem really exists and to obtain social validation.

Case Study: John works at a drug store where he consistently comes in to work 10 minutes early and stands in front of the display window for five minutes before starting work. The job coach was fairly concerned about this behavior. When he asked the

employer if he had any ideas why John was doing this, the employer stated that he did not see this as a problem because John was completing his tasks in a competent manner. The employer was not concerned about John standing in front for five minutes, therefore, there was not a problem. The job coach was not socially validated in his definition of the problem and therefore there was no need to pursue possible solutions. If his opinion had been validated, the next step of the problem-solving process would be to generate possible solutions.

Generate Possible Solutions - After the problem is defined and validated, possible solutions are generated. If the job coach has attempted to find solutions to a critical situation and feels that he/she needs assistance identifying a solution, he/she can ask others (supervisors, coworkers, job coach/employment specialist, family members, residential providers, employer or others) for suggestions. Since no one person sees the individual in every area of his/her life, bringing people together who do see him/her in many situations might easily solve the problem. One process to use to generate ideas is brainstorming. The goal of brainstorming is to use the creative energy of the group to develop a greater quantity and quality of ideas than could be generated alone. When the brainstorming team includes a diverse membership, a greater variety of ideas will be generated than if only employment staff participate. During the first stages of brainstorming, the focus is on quantity. There is no criticism or judgment of any ideas suggested. Instead, participants focus on extending or adding to ideas. This increases the chance of producing radical effective solutions. Unusual ideas are welcomed when we suspend assumptions and perspectives based on what has always been done in the past. Good ideas are combined to form a better idea.

> *Case Study***:** Jerri has lost three jobs in the last year and had just received a poor evaluation at her current job. The team recognized the need to get together to brainstorm some possible solutions to this problem. When the group began discussing the issue, they realized that the problem had not been completely defined; they needed to identify "why" Jerri lost her jobs abruptly after several weeks of what appeared to be satisfactory performance. It was discovered that Jerri lost her jobs because she was late for work. After more discussion, it was learned that Jerri depended on her brother to give her a ride to work. Her brother was pretty reliable when Jerri started a new job but later lost his enthusiasm for getting up early to get her to work on time. Jerri and the job coach did not think that there were other transportation options because their community lacked public transportation. During the brainstorming session at the meeting, Jerri's supervisor at work had suggestions of employees that lived near Jerri. Her family knew one of the employees that worked at the same company. Several other creative options for getting Jerri to work on time came out of the brainstorming session.

Choose and Implement a Solution - Select the most appropriate solution or series of solutions and define a method of implementation.

Evaluate the Outcome - Once a solution is implemented, the outcome needs be evaluated. If the outcome is not acceptable to the supported employee or the employer, alternative solutions will need to be identified and implemented.

Time Management and Organization Skills

Due to the variety of tasks and responsibilities the job coach performs, organization and time management are critical skills. Although making a schedule and sticking to it can be difficult and often impossible, it is one of the most important steps to time management.

There are various strategies for time management. The job coach is encouraged to identify a system most efficient for his or her personal needs. Whether the job coach uses a planner or a scheduling app on an iPhone or iPad to organize materials, tasks, and appointments, the following scheduling considerations should be considered:

1. Identify tasks such as meetings, instructional time, paperwork, documentation, breaks, or travel time. Your agency may provide a schedule to assist in your planning.
2. Block out specific times on the schedule for tasks that are not flexible such as: instructional time needed for an employee on a specific task at a certain time, predetermined meetings, etc.
3. Block out time for other tasks. For those tasks that are flexible, space them out in the schedule to avoid overscheduling.
4. Tasks should be identified which allow for secondary tasks (e.g., paperwork, telephone calls) to be completed. The job coach should have the materials or information required for the secondary task with him or her. If planning does not take place and the materials are left at the office; valuable time can be wasted. Example: The job coach might consider doing paperwork when she or he must remain at the job site even though the employee is working fairly independently (unless your agency prefers that you refrain from doing paperwork at the job site).
5. Although the job coach must often schedule breaks and lunch around the needs of the employee, she/he must remember to take needed breaks. Breaks help the job coach to manage job-related stress.
6. Identify times most convenient to support networking with the supervisor, employer, and coworkers based on the routines and customer traffic throughout the workday or week.
7. Plan employment related skill training, e.g., bus training, grooming for work.

Talking with other job coaches may help a new job coach identify strategies for time management. An effective time management system can be very beneficial to a job coach, by:
- reducing job-related stress
- using time more efficiently
- completing more tasks
- planning ahead
- documenting activities

Employer Relations

Job coaches who support employees with disabilities in community-based employment settings

represent the agency, the funder of the employment supports, the employer, and the employee. This type of representation calls for a high degree of professionalism expressed through attitude, appearance, interactions, and behavior. Interactions must communicate trust to the employer and leads to open communication which can ultimately lead to a successful employment situation. Some considerations when involved in interactions with employers include:

- Dress appropriately for the type of business environment.
- Refrain from discussing personal information about a supported employee with business employees.
- Be aware of the employer's needs and expectations. Respect the business and customer's schedules to avoid interrupting them at busy times.
- Follow the appropriate lines of communication. Address issues, concerns, and questions with the appropriate personnel. Authority for decisions may vary from one shift to the next in the same business.
- If the employer has a problem or concern that can be handled more appropriately by someone else in your agency, contact that person and inform him or her of the situation.
- Network with coworkers and build in opportunities for natural supports from the first day the supported employee starts work.
- Ask questions, listen, and observe; communication is the key to success.
- If the employer has a concern, the job coach should acknowledge it and pursue a solution.
- Remember: The business is in business to meet the needs of its customers. The supported employee and supported employment provider must help the business succeed in satisfying its customers or the placement will fail.
- Networking with employers through community service or professional organizations can build the foundation for strong supported employment programs. Often, supported employment placements develop from informal contacts with employers in community service work.
- Employer relations and education do not stop after the placement is secured. There must be ongoing communication to ensure that the placement remains successful.
- Look for opportunities to provide information and answer questions related to supported employment.

Model Appropriate Interactions
Many coworkers, supervisors, or business owners may have little experience in interacting with people with disabilities. They will observe the job coach's interactions and very likely model what they see. It is critical that job coach's actions demonstrate the belief in the right of the person to work in an integrated setting and the ability of the person to learn the job and perform as a valued member of the work team. Respectful interactions between coworkers and the supported employee are more likely when they observe a respectful relationship between the job coach and the supported employee.

In addition, the job coach needs to convey their role as a temporary support to the supported employee. From the first day the supported employee begins their new job, the job coach is collaborating with the business to facilitate natural supports. The job coach shares responsibility to ensure the individual's success with the business and the employee's coworkers.

Confidentiality

Maintaining confidentiality is an important role of a job coach. Through ongoing interactions with employers, a job coach gains access to information regarding the practices, personnel, and overall operation of a business. The job coach must not share that information with coworkers or friends. Such practice will damage the trust relationship with the employer. Once that trust has been compromised, it is often difficult to regain. In some cases, an employer could even choose to terminate the placement at that business which would mean a job loss for the supported employee.

The job coach should also not discuss or volunteer personal information regarding the supported employee with employees of the business. Information should be shared only on a need-to-know basis, and always done in private.

Building Supporting Relationships with Families

Supported employment may involve a higher level of risk than segregated work and may require support for the supported employee from the family or residential service providers. Traditionally, programs serving individuals with disabilities have assigned the duty of communication with families to case managers or social workers rather than to job coaches or other direct support professionals. If issues arise with the family of a person you support, you need to follow your agency policy regarding family contact. For some supported employees, success on the job hinges on support they receive at home from their family or residential support staff. Families and residential support staff can be a rich source of information about the person's interests, strengths and support needs. These can be particularly valuable during situational assessments and trial work experiences. It is important that families understand the importance of matching the employee's preferences to the job and that they are aware of the employer's expectations for their family member.

It is critical when interacting with the individual's family to show respect to the family as well as the supported employee. Some people with disabilities do not want their families involved. 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, advocate, or court order, information is to be shared according to the limits set by the court. Supporting employees and families from different cultural backgrounds requires sensitivity to different values, experiences, and beliefs. Job coaches are encouraged to study the *Interpersonal Communication* and *Working with Families* modules of the Community Facilities Staff Training Program.

Active Support

The concept of active support may be familiar to you, as it is discussed in other training modules. Active support is a person-centered approach to providing direct support. The goal of

Active support is to ensure that people with disabilities, have ongoing support to be actively engaged in all parts of their daily life. For job coaches this means not only supporting people to learn job duties, but also supporting people to be engaged in meaningful ways at their workplace. There are countless ways to draw people in to each part of their day. At a work site, this could mean:

- visiting with coworkers during breaks or lunch,

- participating in a work site potluck,

- making small talk with coworkers at the water fountain,

- greeting people as they arrive for the day,

- asking coworkers for directions or help,

- asking people about their weekend plans.

There are four core elements in the definition of Active Supports: helping people to be actively, consistently, and meaningfully engaged in their own lives regardless of their support needs. In this definition, these terms are defined as follows:

Be Engaged – doing things, participating, spending time with others, making decisions, making choices.
Actively – each day, throughout the day whenever there is an opportunity.
Consistently – with approaches that provide enough structure and routine that people experience comfort, continuity, and have a better ability to be engaged.
Meaningfully – in ways that
- increase competence and opportunity,
- help people be and stay connected to others (socially),
- provide enhanced esteem,
- are focused on needs, preferences, and goals of the person.

These videos provide additional information regarding active support.
- An introduction to active support.
https://www.youtube.com/watch?v=u2zBeY5vY64&list=PL7Nixh78GXauVX4rVdy1vy1p8__0CnzWm

- Every moment has potential.
https://www.youtube.com/watch?v=0PL1qCNB6VE&list=PL7Nixh78GXauVX4rVdy1vy1p8__0CnzWm&index=5

- The 4 essentials of active support in practice.
https://www.youtube.com/watch?v=fPuJXX6XTvQ

- Support staff comment on active support.
https://www.dropbox.com/home/ACTIVE%20SUPPORT/UNM%20VIDEOS?preview=Rebecca+1.wmv

Putting it All Together

Steve Tenpas (2003) gives some good advice to job coaches regarding employer relations:

> *"Many factors contribute to the success of a supported employee. Your ability to encourage positive relations with the employer and problem solving are two of the most important ones. A veteran job coach will tell you that even the best support may not always lead to a successful job. Despite your best efforts, problems may arise at a site. You may see the situation gradually build, or learn of a problem during a spot check. You must be able to react appropriately to solve problems. Employers will look to you. When you become aware of a problem, identify it before attempting to solve it. Talk to the employee, the employer, supervisor and coworkers. Ask questions to clarify and be sure you have all of the information. Once you understand the problem, work to discover its root cause. Finally, remember that something you perceive as a problem may not be a problem for others. Don't attempt to correct something that doesn't need it."*

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: Systematic Instruction

Objectives: After completing this lesson, job coaches will be able to:
- Explain the reason to establish baseline data.
- Give examples of different types of systematic instruction and data collection.
- Understand the prompting hierarchy.
- Fade instructional support as quickly as possible
- Create a task analysis for a supported employee
- Use reinforcement effectively to teach employment skills.

The type and amount of training and support an employee receives from a job coach will vary greatly depending on the needs of the employee and the employer. Sometimes intensive supports are provided by the job coach initially and gradually faded. The job coach may be on-site assisting with the employee orientation and training until the employer is comfortable with the employee's performance. In other situations, the employee receives very little support on the job site. The employee might participate in the company's training process with other new hires, and no job coach present.

While the employer and coworkers are the first choice for training and support, some people with disabilities will require systematic instruction to be successful. Support and teaching need to focus on job tasks and the work culture, including social interaction skills.

Every employee can be taught to complete job tasks under the right conditions. Using the right teaching principles at the right time can lead to the development, reduction, or generalization of skills and behavior. Teaching a job skill to a supported employee at the work site can be a little intimidating at first. In some situations, it may seem as if the job coach and supported employee are in the spotlight with other employees and supervisors watching their every move. It is critical that the job coach focus on using instructional techniques which draw as little attention as possible to the supported employee, yet still provide effective instruction. Talking with other job coaches and your supervisor may give you some suggestions on how to best provide "invisible" supports on the job.

One of the most important concepts when planning instruction for a supported employee is to also plan how the instruction will be faded. Instructional supports (prompts, instructions, and reminders) should be seen as temporary. They are used only as long as needed for the person to learn the skill. As soon as the employee learns a particular task or part of a task, the job coach fades his/her instructional support and/or transfers it to natural supports available on the jobsite, e.g., the supported employees' coworkers or supervisors. The fading process is more easily accomplished if natural supports are incorporated from the first day the supported employee begins the job. By teaching the supported employee to use cues either naturally present in the environment or customized for the employee rather than prompts from the job coach, we are implementing a coaching plan that will be more easily faded.

If employment support is being provided, the job coach and the employee both need to know how much progress is being made. The job coach needs information to make decisions about where to focus teaching. The person-centered planning team, along with the job coach, gathers information about the job, the employee, and the support environment to help make data-based decisions about how to support the employee most effectively.

Establishing a Baseline

In order to determine the employees progress in learning the job we need to compare the employee's performance with what is expected. This part of organizing the job is used to establish a baseline to determine how well the person is doing the job prior to systematic instruction. Different types of jobs will require different approaches.

Types of	
Job moves through a sequence of tasks during shift. Example: prep cook The job has a routine, mostly the same from day to day. Staying current with the schedule is a priority.	Prep Cook: 8:25 clock in 8:30 pick up today's specials list 8:35 check walk-in cooler for products 8:45 begin salad prep 9:10 begin baked potato prep 9:55 begin "special of the day"
Job involves repeating the same set of tasks over and over. Example: hotel housekeeper The focus is on moving through the cycle quickly while maintaining required quality.	Hotel Housekeeper: - Cleaning bathroom - Vacuuming - Dusting - Stripping and Making bed
Job involves responding to the directions of others. Example: working in retail store The job duties are more variable from day to day. Priority is being swift, accurate and effective.	Retail Store Worker: - Attends to directive, clarifies if necessary - Starts in a timely manner - Completes task correctly, quickly, efficiently - Follows through with any lingering issues - Completes routine, scheduled tasks

By collecting baseline data, the job coach will be able to identify which steps the person already knows how to do without prompts, correction, or reinforcement. Following instruction, baseline data is compared to instructional data so that the person's mastery of a particular skill or activity can be measured. Baseline data will let the job coach and team know if an instruction strategy is effective.

Baseline data may measure several different skills or behaviors, for example:

- Does the employee complete the task on time? This is a measure of how fast he/she works and looks at the person's ability to get everything done by sticking to his/her schedule.
- How independent is the employee at performing his/her tasks with normal supervision? Which steps are not completed without prompts?
- What level or type of prompting is needed?
- Is there a behavioral issue that needs to be addressed?

The chart below shows an example of baseline data collected on work tasks and behavior. You can see there is a section on the data form to fill in after the instruction begins.

Learner's Name:		Baseline			Instruction				
Steps/Trials		1	2	3	1	2	3	4	5
10	Leave	-	+	+					
9	Say good-bye to coworkers	-	-	-					
8	Clock out	-	-	-					
7	Take boxes to compactor	-	-	-					
6	Remove empty boxes	-	-	-					
5	Stock items	-	-	-					
4	Get items to stock	-	-	-					
3	Greet coworkers	-	-	-					
2	Clock in	-	-	-					
1	Enter store	-	+	+					
Total # of independent/correct steps (# of +'s or I's)		0	2	2					
% of independent/correct steps (total number of +'s divided by total number of steps)		20%	20%	20%					

This next graph shows the frequency of yelling behavior during baseline, and then again after intervention. The decrease in the frequency between the baseline and intervention phases indicates the intervention is working to decrease the frequency of yelling.

Date	Frequency of Target Behavior (Baseline)	Frequency
5/17	Yelling ///// /////	10
5/18	Yelling ///// ///	8
5/19	Yelling ///// ////	9
5/20	Yelling ///// /////	10
5/21	Yelling	10

Date	Frequency of Target Behavior (Intervention)	Frequency
	~~THL~~ ~~THL~~	
5/24	Yelling	8
	~~THL~~ ///	
5/25	Yelling	7
	~~THL~~ //	
5/26	Yelling	7
	~~THL~~ //	
5/27	Yelling	5
	~~THL~~	
5/28	Yelling	5
	~~THL~~	

Systematic Instruction and Data Collection

Systematic instruction is the key to teaching complex tasks to people with intellectual disabilities. Consistent teaching step-by-step repeated over time makes learning any task achievable for people who have difficulty learning. However, complicated data sheets, stop watches, and lengthy task analyses should only be used if they are needed and if they fit the natural setting. Your knowledge of the supported employee's learning style will help you and the team to develop an instructional program that is effective, generalizable, and appropriate to the job site. Never use more intrusive instructional techniques than are needed for the learner. However, if the employee appears to be struggling to learn a task or not making progress on their production, the teaching need to be analyzed, including the task analysis, prompts, reinforcement, and the data collection. New systematic instruction need to be tried if current methods are not working. Lack of success at the job is sometimes due to lack of consistent instruction or a mismatch between the teaching procedure and the learning style of the employee. The *Writing Behavior Objectives and Measuring Behavior* module explains data collection in a detailed way. Below is an overview of some procedures that you might use.

Checklist

A checklist can be used to track whether a person is completing a variety of tasks as part of his/her job. Below is an example of data collected using a checklist for a person assigned to clean hotel rooms. If the task was successfully completed, a plus (+) was recorded. If the task was not completed, a minus (-) was recorded. If for some reason there was no chance to complete the task, a slash mark (/) was recorded.

Date	Make Bed	Clean Bathroom	Empty Garbage	Clean Floors	Wipe Surfaces	Totals			
						+	-	/	%
6/6	+	+	+	-	+	4	1	0	80%
6/7	+	-	+	-	-	2	3	0	40%
6/8	+	+	-	+	-	3	2	0	60%
6/9	+	-	-	-	+	2	3	0	40%
6/10	+	+	+	-	-	3	2	0	60%
6/11	+	+	-	+	+	4	1	0	80%
Totals									

+	6	4	3	2	3	
-	0	2	3	4	3	
/	0	0	0	0	0	
%	100%	66%	50%	33%	50%	

Task Analysis
A task analysis can be used to teach a new skill. After skills are targeted for instruction, a task analysis breaks down a complicated skill into smaller steps. A task analysis can be used for any activity that can be broken down into smaller steps including daily living, employment, and recreation/leisure skills as well as functional academics, positive behaviors, communication, and social skills. Rather than requiring the person to master an entire activity all at once (which can be overwhelming for some people with intellectual/developmental disabilities), a task analysis allows the person to learn the activity one step at a time. Used in conjunction with other systematic instructional practices (e.g., prompting, chaining, and reinforcing), a task analysis procedure can be used to effectively teach a new skill.

Task analysis data collection allows the job coach to track progress made on each step of the task. Decisions can be made to break down complicated skills into smaller steps, or to offer more support, such as using partial participation, when data indicates the person may be struggling. It is also an effective way to monitor the level of independence in performance of the task. A disadvantage of the task analysis method of data collection is that the job coach is required to closely monitor the person doing the activity to score each individualized step.

There are three main ways for a job coach to break down the targeted activity into more manageable steps. These include:

1) Observing another person (in real time or via video) completing the activity and recording the steps.
2) Completing the activity themselves and recording each step.
3) Asking another staff person to help the individual with intellectual/developmental disabilities perform the chain and recording the steps and the kinds of prompts that are used.

The following Task Analysis on cleaning a bathroom might be sufficient for an employee who knows how to perform each of the separate tasks:

1. Clean Counter
2. Clean mirror
3. Restock soap, towels, toilet paper
4. Clean toilet
5. Empty garbage can
6. Sweep
7. Mop
8. Clean sink

However, for some employees the steps for each of these tasks will need to be broken down much farther. This is an example of how cleaning the sink might be broken down into teachable steps for someone who needs more extensive instruction in learning that job task:

1. Gather sink cleaning products
2. Wet cloth/sponge for cleaning sink
3. Wring out excess water from cloth/sponge for cleaning sink
4. Apply cleanser to sink
5. Wipe inside of sink
6. Wipe around faucet and rim of sink
7. Rinse sink area after cleaning
8. Inspect sink for cleanliness
9. Rinse cloth/sponge
10. Wring cloth/sponge
11. Dry faucet
12. Put away cleaning material

If the supported employee is struggling to learn one of the steps in the task analysis, the job coach may need to break the step down into smaller steps. The employee may perform the task differently than the job coach, but if it works and the outcome will satisfy the employer, don't try to change the employee's method, change the task analysis. Be sure to also consider whether assistive technology might be useful.

Building connections from step-to-step through the task analysis is a powerful teaching tool. This is especially true if the job coach highlights **natural cues** as a part of teaching with the task analysis. Cues are clues that inform the supported employee about what to do next. A job coach telling the employee what to do next is an example of a verbal cue/prompt. However, these instructions from a job coach are **artificial cues/prompts**. If the employee gets a lot of prompts from the job coach, it will be more difficult to fade the job coach from the worksite because the employee will learn to rely on the coach's support to know what to do next. Natural cues do not need to be faded because they exist as a part of the task. Some examples of natural cues on a job site include:

- A flashing light on a copier that indicates it is time to add more paper.
- Other employees leaving for break is a natural cue that it is break time.

Sometimes the most effective prompts are those that highlight the natural cues. They help the employee learn to notice cues in the environment instead of the prompts provided by the job coach. **Indirect verbal cues or questions highlight the natural cues in the environment**. For example, "Now that the container is full, what do you need to do?" or "What do you do when the light flashes on the phone?" Pointing to the clock is another way to highlight a natural cue for "time to go on break." Asking "What's next?" is an indirect verbal prompt that a job coach can provide to maintain the pace or work rate for an employee who might otherwise slow down

or pause too long between tasks or steps in a task. If the person doesn't respond to the natural cue, a cue can be added. For example, a preset alarm on a watch can be a cue to go to break and/or return from break. All artificial cues should be as nonintrusive as possible.

If other than natural cues are needed temporarily to teach a task, the assistance provided depends on the learning preferences of the supported employee. One way to systematically select prompts needed during the training phase is to use **a hierarchy system of prompts.** The job coach starts with the least intrusive prompt. If the employee doesn't respond correctly to this prompt, another prompt is provided. The job coach progresses from **natural cues** (the least intrusive prompt), to physical prompts (most intrusive) on each step of a task not performed correctly, until one prompt stimulates the correct response. The hierarchy of prompts, from least intrusive to most intrusive is shown in the table below.

Prompting Hierarchy	Description	Example
Natural Cue/ Independence	Learner completes the behavior without a prompt.	The washing machine turning off indicates the laundry is ready to be put into the dryer.
Visual Prompt	A picture of the step to be completed.	If employee is struggling with alphabetizing for the filing system, have a printout of the alphabet or a picture of the alphabet on their phone to refer to would help them identify the order they need to file.
Verbal Prompt	A spoken cue that tells the person what to do.	"Rinse the soap off the pan."
Gestural Prompt	The use of body language (e.g., point, nod in the direction of what to do, etc.) that signals what to do.	Pointing to the computer to remind the employee to clock in for work; tapping a wrist watch to prompt the employee to take a lunch break.
Modeling	Demonstrating or showing the person what to do.	Job coach sweeps the crumbs out of the corner and into a dustpan, while the employee watches.
Partial Physical Prompt	Partially assisting the person to complete the step (e.g., nudge to elbow, guiding person's wrist, etc.).	Job coach places their hand over the employee's hand and guides it to the table. When the employees starts the wiping motion, job coach removes her hand and the employee continues the work on her own.
Full Physical Prompt	Fully assisting the person to complete the step (e.g., hand-over-hand).	Job coach stands behind employee, places his hands with the employee's hands on a mop, and moves it in the appropriate mopping pattern.

During the instructional phase, the job coach records the prompt level that is needed to elicit the correct response on each step of the task analysis. A code can be used to record each prompt level as shown below.

Prompt Level	Code
Independent/Correct	I
Visual	V
Verbal	VP
Gestural	G
Model	M
Partial Physical	PP
Full Physical	FP

Matching-to-sample is also a type of cueing that can be used easily during job site instruction. The job coach cues the correct response by showing the employee a sample of the correct choice. For example, when the employee is required to stack clean dishes on a dish dolly, the job coach can place a sample piece of dinnerware into each appropriate compartment on the dolly. The employee is then able to match the dishes to be stacked with the sample of dinner ware already in the compartment.

The chart below shows an example of recording the level of prompt used during instruction.

Learner's Name:		Baseline			Instruction				
Steps/Trials		1	2	3	1	2	3	4	5
10	Leave	-	+	+	I	I	I	I	I
9	Say good-bye to coworkers	-	-	-	V	V	V	V	I
8	Clock out	-	-	-	PP	PP	PP	PP	PP
7	Take boxes to compactor	-	-	-	G	G	G	G	G
6	Remove empty boxes	-	-	-	G	V	V	V	I
5	Stock items	-	-	-	M	M	G	V	I
4	Get items to stock	-	-	-	G	I	I	I	I
3	Greet coworkers	-	-	-	V	V	I	I	I
2	Clock in	-	-	-	FP	PP	PP	G	G
1	Enter store	-	+	+	I	I	I	I	I
Total # of independent/correct steps (# of +'s or I's)									
% of independent/correct steps (total number of +'s divided by total number of steps)									

Linking the Steps in the Task Analysis. Chaining involves teaching the person how to link one behavior to another. It is possible to teach many tasks using forward, backward, or whole task chaining. The decision on which method to use depends on the task and the learner. All

steps in the task analysis are completed no matter which method is chosen, but the teaching focuses initially on the first step(s) of the task analysis in forward chaining and on the last step(s) in backward chaining. In the whole task teaching, the teacher is teaching on all steps of the task.

These examples will illustrate each method of chaining for teaching an employee how to wash dishes. We start with the task analysis:
1. Scrape the food into the trash can
2. Rinse the dish
3. Place the plate in the dishwashing tray
4. When the tray is full, load it in the dishwasher or close the door
5. Add the soap
6. Turn the dishwasher on
7. Remove the tray from the dishwasher when the rinse cycle is complete
8. Stack the plates
9. Put the plates away

Forward chaining teaches the first step in the task, then the second, and so on until the final step is reached. When a job coach teaches an employee how to wash dishes using forward chaining, the first step that the job coach would teach the employee is how to scrape food into the trash can. The job coach would provide prompts to support the person in completing the rest of the steps in the task analysis as well, but the teaching and data collection will focus on the first step. When the first step is mastered, the job coach would wait to provide assistance until step 2, rinsing the dish. Teaching would focus on rinsing the dish. After rinsing, the job coach would continue to provide prompts in how to finish the task. Each step in the task analysis would be added in the same manner until the employee completes the whole task independently. The process of gradually focusing on the next successive step will ensure the person is able to complete the entire task in the correct sequence using one step as a natural cue to complete the next step.

In **backward chaining,** instruction starts with the last step or behavior in a sequence. The employee completes the last step on the first trial. When she/he is successful on the last step, the last two steps are performed, and so on, until the employee can start at the beginning and complete all the steps independently. Let's say you want to help a person learn how to make a bed. Using backward chaining, you would help them make the bed the same way you eventually want them to do it. When you get everything done except for pulling the bedspread over the pillows you would ask them to finish "making the bed. Provide only as much assistance as is needed to do the last step. When they pull the covers over the pillows, reinforce them for "making the bed." Gradually you would expect the person to do more and more of the task. If you keep working backwards, they will learn to make the bed independently. This could work for teaching chores at home or at a job setting, if the person is learning to be a hotel or hospital housekeeper.

The advantage of backward chaining is that it offers an automatic reward system. Learning to buy pop from a machine is a good example of when and why to use backward chaining. If the

learner did not know how to use the machine, it would be best if the first step they learned was to get the can of pop after it dropped down. The "teachers" would complete all of the steps from finding the money, placing the money in the appropriate slot, and selecting the pop.

Whether you use a forward or backward chaining procedure will depend to some degree on the nature of the task and on what seems most effective for the learner. Some skills can only be done forward chaining. Some people learn much better with backward chaining. It takes some trial and error to figure out what is best for each learner.

Whole task presentation teaches all the steps during each teaching session. This is a more time-consuming method, but the employee learns the entire job and can progress to fine tuning the steps as the job gets done. In the dishwashing example, the job coach using whole task presentation would teach and collect data on all nine steps.

Cue Enhancements. Sometimes the reason the employee struggles is that he or she is not clear on what to do next. The following cue enhancements provide direction on the task sequence. Notice how many of these enhancements do not require an increase in the level of job coach prompts.

Pre-Starting Options:
- Use pre-instruction "Ok Susan, let's go through what to do before your start…" Record these instructions so the person can play them on their smartphone when the job coach is not present.
- Establish a "ritual" that gets the employee started correctly. Tom always follows the same order each time he completes the task.

Flow/Pacing Options:
- Photos of the employee performing each task.
- Setting up checkpoint times "By 11:15 all racks should be filled."
- Developing a checklist.

Self-Instruction Options
- The employee reminds herself what to do while working by reviewing a list of printed instructions, a sequence of pictures or symbols, or an audio recording on a smartphone with coach's descriptions of what to do.
- The job coach can take a video of the employee completing their list of tasks. The employee can watch the video as a reminder of the tasks they need to complete.

Environmental Enhancement
- Add colored dots to highlight location of important controls.

- Label needed supplies with numbers (e.g., #1, #2, #3) to indicate the order of their use.
- Create a map that simplifies movements.
- Give a sample photo of the finished product to use as a guide.
- Create a jig that compensates for skill deficits. For example, 10 bins for parts that need to be packaged 10 per package for a person who cannot count.

Correcting an error on a work task is important because it:
- Allows the employee an opportunity to perform the task correctly;
- Prevents the supported employee from believing the step is correct by continuing with the task; and
- Allows the employee additional practice on the steps she/he completed incorrectly.

When you recognize that an error has been made:
- Do not make a big deal out of the error.
- Correct the employee as soon as the error is made.
- Return the employee to the task at the end of the previous step so that you create a natural cue for the step where the error was made. If necessary, recreate the situation yourself, never have the employee recreate it (since that is not part of the task).
- Provide the next level of assistance. You may want to say something neutral like "Let's try again" if it feels right, but do not draw unnecessary attention to the error.

Some employees will accept correction well. Others may not. In any case, if the job coach can help the employee avoid the mistake, there will not be a need to make a correction. Always try to get to the source of an error that is repeated and see if there is a way to set the employee up for success rather than the possibility for mistakes.

Frequency data
A frequency count is used when it is important to know how many times a target behavior happens. A frequency count (also knows as event recording) is simply a count of the number of times the behavior occurs within a certain period of time. There are several ways to easily and discreetly record the number of behavior occurrences, such as:

- Recording tally or check mark each time the behavior occurs on a data collection form.
- Using a hand counter (i.e. pressing a button each time the target behavior occurs).
- Making marks on a piece of masking tape adhered to a table, desk, piece of clothing, or wrist.
- Using an object to count the number of events, e.g., transferring a small object like a coin, paper clip, or button from one pocket to the other.

Frequency count should be used only for behaviors that have a clear beginning and end and occur for short time frames rather than for extended periods. The chart below shows frequency data collected for a person who asks unnecessary questions, which can be disruptive at a work site.

Date	Activity/Time	Frequency	Length of Observation	Frequency
5/17	Work 9am – 3pm	Asking Unnecessary Questions ~~//// //// ////~~	5 hours (did not include a one-hour lunch break from 12-1pm)	14
5/18	Work 9am – 3pm	Asking Unnecessary Questions ~~//// //// ////~~	5 hours (did not include a one-hour lunch break from 12-1pm)	15
5/19	Work 9am – 3pm	Asking Unnecessary Questions ~~//// ////~~ /	5 hours (did not include a one-hour lunch break from 12-1pm)	11
5/20	Work 9am – 3pm	Asking Unnecessary Questions ~~//// //// //// //// //// //// ////~~ ////	5 hours (did not include a one-hour lunch break from 12-1pm)	39

Duration Data

When a record is kept of how long a target behavior occurs from beginning to end, the data collected is a duration recording. This system is useful when it is necessary to know how long a target behavior is occurring so that it can be increased (such as being on task) or decreased (such as off task behavior). Using a stopwatch or the timer on an iPhone or iPad, the job coach can time the behavior from the moment it started until the moment it stops. The following chart shows an example of a duration recording of a person who has periods of falling asleep during work tasks.

Date	Activity/Time of Observation	Time when behavior begins	Time when behavior stops	Duration of behavior
5/17	Stuffing Envelopes 9-11am	9:11am	9:24am	13 minutes
		10:03am	10:18am	17 minutes
Observation Summary				Total Duration
				30 minutes
5/18	Stapling collated papers 9-11am	9:03am	9:11am	8 minutes
		10:03am	10:16am	12 minutes
Observation Summary				Total Duration
				20 minutes

Reinforcement

A major component of systematic teaching is reinforcement. Reinforcement refers to anything that follows a behavior that increases the likelihood that the behavior will occur again. Reinforcement procedures are based on the following learning principle: A desired behavior followed by a pleasant or positive consequence will increase the frequency or maintain the behavior. This principal has been proven true through countless hours of research, covering all aspects of life. Further, research has shown that there are many things the job coach can do to make reinforcement more effective.

- The timing of the positive consequence, or reinforcement, is important when attempting to increase the desired behavior. Reinforcement should be given quickly (within 3 seconds) and immediately following the occurrence of the desired behavior. By the immediate praising of a specific skill, the likelihood of repeating that desired skill is increased.

- The reinforcement should follow a specific behavior that is clearly identified. Rather than saying, "Good job," tell the employee exactly what they did that was good. "You wiped all the streaks off of the window. Look how clean it is."

- During initial training of a new skill, continuous reinforcement is used for each step in the task that is correctly completed. As the employee's independent performance level increases, the amount of reinforcement is gradually faded to a less frequent schedule. Intermittent reinforcement refers to the delivery of a reinforcer after a period of time or after a number of correct responses. For more information on reinforcement schedules see the *Achieving Personal Outcomes* or the *Positive Behavior Supports* modules in the North Dakota Community Staff Training curriculum.

- Reinforcement should be individualized. Before job placement and during the orientation and assessment phase of job site training, the job coach will learn the likes and dislikes of the new employee. This may involve observing and interviewing the employee, family members, residential staff, and others who know the person well. Reinforcement needs to be appropriate for the work site, and age appropriate. In delivering a comment like "good girl" the employee may respond with the desired behavior, such as continued on-task behavior, but coworkers may think of the employee as less than adult if the employee is a 40-year-old woman. A better comment would be "The floor looks very clean, Gina. Keep up the good work." The same is true for physical reinforcement. At integrated job sites in the community, "thumbs up" signs, and a smile with a head nod are appropriate reinforcers.

- Ideally, only natural reinforcers such as verbal praise, or receiving a paycheck, will be necessary. If the job match has been carefully made, it is more likely that a supported employee will be learning a job for which she/he has some interest. This will make the need for artificial reinforcers less likely. However, sometimes the employee's disability interferes with their ability to perceive verbal praise or a paycheck as reinforcing. For example, if the employee doesn't process verbal information very accurately, praise will not be effective. If the employee isn't able to connect a paycheck

at the end of the month with the work that completed in the past two weeks, then the paycheck will not be reinforcing.

Shaping
Shaping is when reinforcement is given for a series of small changes in behavior so it becomes more and more like the behavior/skill you want to see. Reinforcement is given only if the behavior or skill being practiced is more like the desired behavior or skill than the last time it was done. Shaping is used when:

      a. The person does not do the skill or task, even if given help; or
      b. The person displays a form of the behavior, but it needs improvement.

Many learners with intellectual disabilities' first attempts at a job task do not meet the speed or accuracy that the employer requires. In these situations, it is helpful to set goals that are more easily attained to motivate the employee as well as the job coach. Gradually, as the employee develops their skills and/or speed, the expectations for performance are increased. For example, initially a new employee washing pots in a restaurant may earn reinforcement for completing one pot. Gradually the number of pots that need to be cleaned is increased until the person is washing all of the pots with the same level of prompts and reinforcers that are typical of other employees at that business.

Often the aspect of a job that needs to be shaped is the speed of performance. If a baker told the job coach that the last person who did janitorial work mopped the bakery floor in 15 minutes, we might set that as our final goal for the supported employee. However, when first learning how to mop the floor, the employee may be reinforced for mopping the floor in 30 minutes. Gradually, as the employee will need to mop faster, the reinforcement will be given when the employee completes the task faster. The next goal might be to complete the task in 25 minutes before receiving reinforcement, and then in 20 minutes, and finally after completing the task in 15 minutes.

Shaping is a particularly good strategy to use for employees who may become easily discouraged. For example, someone who has poor self-esteem or gives up quickly may be motivated by achieving goals. Initially reinforcement would be given for something the person can do already. Very gradually, requirements before receiving reinforcement would be increased.

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 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: Supporting Employees with Challenging Behavior

Objectives: After completing this lesson, job coaches will be able to:

- Explain the positive impact of a job on challenging behavior.
- Identify the components of positive behavior supports.
- Describe how to determine the function of behavior.
- Describe the characteristics of employment settings that might be difficult for some employees with disabilities.
- Explain a variety of behavioral approaches.
- Explain the importance of collecting behavioral data in employment settings

Some supported employees may exhibit unusual, socially inappropriate, or excessive behaviors. If the behavior threatens the person's ability to keep their job or interferes with the employee's ability to develop social relationships at work, it may be necessary to support the person to develop more appropriate on-the-job behaviors. These are issues the person-centered planning team will address to ensure that the most effective techniques are used.

Sometimes people with disabilities have limited communication skills. When people are not able to communicate in words, they may use behavior to tell us what they need. There is a universal need to communicate. If the emotion or need is intense the need to communicate is even stronger. Unfortunately, many caregivers, parents, and professionals fail to understand what the person is trying to communicate. This adds to the frustration the individual is experiencing.

The *Positive Behavior Supports* and *Designing* and *Implementing Positive Behavior Supports* modules in the North Dakota Community Staff Training curriculum provide extensive information on supporting appropriate behavior in people with intellectual disabilities. The following information summarizes and includes examples of positive supports for challenging behavior in employment settings.

Positive Supports
Developing an intervention without knowing the individual in any meaningful sense is usually ineffective and always disrespectful. Successful employment has the potential to fulfill several key qualities of life elements that Pitonyak (2005) identifies as critical to supporting people with challenging behavior:

- *Relationships make all the difference*. Many people with disabilities experience lives of isolation. A job can be a way to link people with disabilities and their coworkers and an opportunity for enriching the lives of both the person with a disability and his/her coworkers. The job coach's role in fostering these relationships and building the skills necessary to sustain long–term relationships is critical.
- *Help the person to develop a positive identity*. Opportunities to contribute through one's job can help overcome the negative image the person may have developed based on what others have heard about his or her challenging behavior.

- *Instead of ultimatums, give choices*. For people who have been "outside of power" for too long, a job can give them the opportunity to experience decision-making and develop self-determination skills.

Instead of thinking about behavior as "good" or "bad", "positive" or "negative", "appropriate" or "inappropriate", view behavior as functional. Behavior usually happens because it serves a function for the person. Even behavior that others view as inappropriate, abnormal, bizarre, or problematic, serves a purpose for the individual. The person performs the behavior for a reason that makes sense to him or her. Getting to know the people you support will help you understand why they use certain behaviors to get what they want. When using positive behavior support the goal is to replace challenging behaviors with adaptive, functional behavior.

> *"Supporting a person with difficult behaviors begins when we make a commitment to know the person."*
>
> ~David Pitonyak

Positive Behavioral Support (PBS) involves more than simply reinforcing appropriate behavior or controlling events that follow a behavior. Positive Behavioral Support (PBS) approaches are:

- **Proactive** – we take steps to make it less likely for a behavior to occur.
- **Respectful** – Designed to help others achieve a desired lifestyle.
- **Data-driven** - Based on **functional assessments** that determine the purpose the challenging behavior serves.
- **Build capacity** – teach news skills rather than getting rid of unwanted behavior.
- **Comprehensive** – they consider the impact of **social demands, environments, and people**.
- **Multi-dimensional** - they include **many components and methods.**
- **Individualized** to the desires, abilities, environments, and preferences of individuals.

The term "behavior" refers to any action that can be seen or directly observed by others. Smiling, walking, and saying "Thank you" are all examples of "behaviors". Kicking, hitting or yelling are "behaviors" too. The term "behavior" refers to **any** action that is observable. Positive behavior support (PBS) is a part of person-centered planning. Descriptions of behavior must be observable and measurable so that we can document when the behavior occurred and how often. Using descriptive terms also helps when measuring changes in the behavior.

After a behavior has been defined, the team gathers data. They look at what happens before and after the behavior. This information helps determine the "function" of the behavior. The term "function" is used when attempting to describe why the person uses the behavior to get what he/she wants.

An A-B-C (Antecedent-Behavior-Consequence) analysis is one method to collect information. The data is used to form a hypothesis (guess) as to why a behavior is used. Staff record what

happens right before (antecedent) and after (consequence) the target behavior. In the "Antecedent" column staff write everything that occurred in the environment before the behavior. It could be things that were said or done by staff or peers. Descriptions of environment (i.e., noise level, people present, lighting) are also listed. In the "Behavior" column, staff write what they observed the individual say or do. Finally, everything that happened after the behavior is listed in the "Consequence" column. Descriptions of the setting right after the challenging behavior are also listed.

A   •   **Antecedent** – what happens right before the target behavior.
B   •   **Behavior** – what the person said or did (the observable and measurable behavior).
C   •   **Consequence** – what happens immediately after the target behavior.

An antecedent can also be any occurrence or event in the environment that may stimulate a behavior or occur before a behavior. For example: when the telephone rings, you pick up the receiver and say something; when a bright light is suddenly flashed in a person's face, he will squint or shield his eyes.

After determining which antecedents and/or consequences influence the behavior, the Positive Behavioral Support (PBS) plan is written. The team decides whether to revise the antecedents or the consequences to the behavior (or both). Antecedents and consequences can influence behavior in several ways:

- Some antecedents prompt or trigger a behavior such as a bright light or loud sound.
- Some antecedents may prompt or trigger a behavior **not** to occur such as eating in a signal to be silent.
- Some consequences maintain behavior. If a job coach talks with and attends to a person immediately following an outburst, the behavior may continue.
- Some consequences will decrease a behavior such as having to wait a week to get a new mailbox key after losing it for the third time that month.
- Some consequences and antecedents can be manipulated to teach a new skill such as prompting a person to put on clean clothes and then praising him or her for looking so nice.
- Consequences can be positive, e.g. praise, encouragement, pat on the back. They can be negative, e.g. saying "no" or using a stern voice. Neutral consequences are those that are neither positive nor negative.

In work environments, the team may specifically seek answers to:
- What time of day does the behavior occur?

- Are there specific areas of the job site where the behavior occurs?
- Does this occur around specific coworkers?
- How do coworkers react?
- Does this occur during specific job duties?
- Is the behavior driven by disability – something the person cannot control?
- Is the person and the environment a poor match?
- Is the behavior used as a form of communication?

People do not choose their disabilities and they can't turn them off. The job coach's responsibility, with direction from the team is to minimize the behavior's impact on the job. For example, Nancy has an unusually sensitive startle response. The job coach and the team helped compensate for the disability by:

- Careful Job Match – Nancy got a job as an evening custodian in a clinic, so there are not so many people around while she works.
- Accommodation – Nancy's job coach assisted her to use an app on her smartphone or tablet with modified music that had embedded "calming messages."
- Coworker Education – Nancy's coworkers were carefully asked to announce themselves when approaching Nancy so as not to accidentally surprise or startle her.

Positive supports for challenging behaviors that have a biological or neurological base may be supplemented, in some instances, by medication.

People's behavior can be influenced by their surroundings and this is important for the job coach to remember as they support employees. Sometimes employees find workplace stimuli (e.g. sounds, smells, temperature) at certain jobs so unpleasant that it is impossible for the employee to be successful. It may be related to a person's inability to control sensory information. One woman with Asperger's syndrome described the dread she faced when she was asked to work the retail store's cash registers. The sounds, lights, people, and activity were almost more than she could endure. Interventions to support employees faced with environmental challenges can include the following strategies:

- Support the employee to develop coping strategies.
- Look for accommodations. Work with the business to make changes.
- Educate the employer, supervisor, and/or coworkers.
- Sometimes it may be necessary to accept that the job is not a good fit. Visit with the employee and the team for possible next steps.

Other issues that may need to be addressed at the work site include:
- Skill deficits (too slow; does not know task steps)
- Social awkwardness (unskilled interactions)

- Time management (good intentions, poor execution)
- Soft skill deficits (not team player; bad manners; does not know what to do when there isn't something to do)
- Hidden secrets (disclosure issues; work histories)
- Self-advocacy deficits (easily run over; picked on)

The job coach and the team typically start with two questions: 1) Does the employee know how to do it? OR 2) Does the employee know how to do it, but chooses not to do it? If the answer is no to the first question, this suggests teaching may be the answer. If the answer is yes to the second question, it may indicate a need for other behavioral approaches.

Some examples of *teaching options* include:
- The job coach helps Barb learn to better manage time and responsibilities at work.
- Cindy, a coworker, gently encourages Melissa to stand up for her rights in the break room.
- David sets a timer to see if he can wash 15 pots in ten minutes.
- Jim, the employee, has a list of "filler" activities that he can use to fill the time when he is caught up on his work tasks.

Teaching options for improving social skills in the workplace can include behavioral rehearsal and role playing. Behavioral rehearsal involves practicing outside of a job on issues such as responding to criticism or asking for help. Rehearsing soft skills can be done before or after work. The job coach can prompt the employee and they can practice what they are going to say. Roleplaying consists of setting up situations to practice back-and-forth interactions between two people. This is sometimes used for issues like anger management. The problem with either approach is that many people with intellectual disabilities have a hard time generalizing what they have learned with the job coach and applying it in the work situation.

To overcome this difficulty with generalization, the job coach needs to teach in a way that will allow the employee to apply skills to new people and in different situations. Some solutions include:
- Teach Diversely – Use enough different examples and situations, multiple teachers (e.g. coworkers, job coaches, supervisors), and settings that the skill is easily applied to the next situation.
- Support the Employee with Reminders – Use cues to help the person remember. This could be note cards, electronic recordings saved on a smartphone or tablet, or even practice with actual coworkers whose presence will be a reminder.
- Modeling/Mentoring – The job coach/coworker steps in and demonstrates how to behave in a situation. Handled respectfully, this method can be very powerful for visual/auditory learners. It can have the advantage of modeling for coworkers as well when the job coach demonstrates how to clarify an instruction.

Other Behavioral Approaches. If the person knows how to do something, but chooses not to do it, or has inappropriate behavior at work, the job coach and team need to look at other

interventions. This could include one of the following approaches:

- Reinforcing Alternative Appropriate Behavior - Behavior changes (increases or decreases) based on the consequences that follow the behavior. In most PBS plans, we add a consequence to increase the occurrence of a behavior. This positive consequence is a reinforcer if the behavior occurs again. Positive reinforcers are consequences that follow a behavior and make it more likely the behavior will occur in the future. Often a challenging or inappropriate behavior exists because the person does not know what to do in a given situation or they have not been reinforced for the appropriate behavior in the past. The team asks, "What behavior do we want to see in this situation?" After the targeted appropriate behavior is identified, the employee is reinforced when it occurs. For example, if the employee is late, he/she will be reinforced for arriving on time. Reinforcing punctuality, therefore, reduces the chances of being late. Another example would be assigning vacuuming to an employee who likes to waste time by talking to others. These are incompatible tasks. If the employee is reinforced for vacuuming and vacuuming increases, talking to others will decrease.

- Extinction – Extinction is used when a behavior is maintained by the attention it gets from others. Using extinction means withholding the reinforcement by ignoring the behavior. When the attention is taken away, the undesirable behavior will be reduced or eliminated. Extinction is often used in combination with reinforcing alternative appropriate behaviors. We reinforce the appropriate behavior and ignore the challenging or inappropriate behavior. The use of extinction in employment situations requires careful consideration. Some behaviors cannot be safely ignored, as the employee may severely injure themselves and/or others. Also, research shows that when a behavior is first ignored, the frequency of the behavior may escalate for several days until the employee sees that reinforcement or attention is definitely not coming. Unfortunately, ignoring inappropriate behavior may result in the person losing the job before the behavior is modified.

- Social disapproval – This consists of short statements informing the person that the behavior in which he/she is engaging in is inappropriate and it should stop. Some important considerations when using social disapproval include:

  - Say the person's name. This is especially true if there are several people in the same room.
  - Say "no", "do not," or "stop" and then identify the inappropriate behavior. Identification of the behavior should be specific. Saying "Amy, stop hitting Joe.", will be more effective than simply, "Amy, stop it."
  - Use a firm tone of voice and talk directly to the person.
  - If possible, give the social disapproval only once. Repeating the statement before the person complies may teach the supported employee to ignore the initial statement. In addition, repetition may be perceived as attention by the person and may result in reinforcing the behavior.
  - Like any consequence, social disapproval should occur as soon as the behavior occurs. In inclusive employment settings it is critical that the person's dignity and privacy be respected.

o Often, it is better to identify the behavior you want the person to be doing rather than giving social disapproval. See the examples below:

Social disapproval	*Statement of desired behavior*
"Jim, stop turning the lights on and off."	"Jim, please leave the lights on"
"Mike, don't eat food off the floor."	"Mike, please throw the dirty food away."

Data

The use of data is critical in positive behavior support plan development and implementation. Without data we don't know if our efforts are having the intended results. Inge (2011) gave these reasons for collecting data in employment settings:

- Data is used to guide the development of the support plan.
- Data is the only objective way to evaluate the effectiveness of your plan.
- Data provides information that tells how and when to fade the job coach support.
- The target behavior in the support plan, may not be the real concern. Other issues may surface that have greater priority.

The best data collection methods provide the needed information with the least amount of time and effort. Some ways to collect data include:

- Frequency recording – Documenting each time a specific behavior occurs.
- Interval recording – Recording only if the behavior occurs during a specific interval of time.
- Duration – Recording how long a behavior lasts.
- ABC recording - Recording what happens before and after the specific behavior. What is going on and who is present when the behavior occurs.
- Time Sampling – In order to get a more representative sample of the behavior, the job coach pops in briefly periodically. For example, he/she checks every 10 minutes to see whether the behavior is occurring or not.

Types of behavior measurement tools and support plan development and implementation are discussed in greater detail in the *Writing Objectives and Measuring Behavior* and *Designing and Implementing Positive Behavior Supports* modules in the North Dakota Community Staff Training curriculum.

It's a mistake to make decisions about whether or not the plan is working based on informal observations or staff opinions about how things are going. Data provides the only reliable measure of the effectiveness of the support plan. Discuss concerns and suggestions for changes

with your supervisor and team members. Job coaches should never implement changes in the plan without directions from their supervisor. It is important to keep everyone informed about the support plan and any problems or suggestions. Periodic summaries of the data give support and encouragement to those working hard to see change in the person's behavior.

An additional consideration is that sometimes if a person knows how to do something but is not performing, it occurs because the person wants more control or even resents their need for support on the job. If the job coach and team try to correct the behavior of the person, the person may push back further, unwilling to change or grow. Reinforcing the skills that the person is performing well and working with them to find more independent solutions for skills that need improvement may be the best step. A third party can make growth occur faster because they have a neutral supportive stance. For example: if person is not transitioning from wiping tables to washing trays, a watch that beeps to remind them may be helpful versus a job coach stating the reminder. Supporting the person to find solutions by making accommodations or accessing technology gives them control to find what will work for them to improve in this area. ND Assistive is the state's assistive technology organization that is in place to help people find technology solutions. Additional information will be covered in chapter 7.

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: Increasing Independence and Long-Term Success

Objectives: After completing this lesson, job coaches will be able to:
- Explain the stabilization phase of supported employment.
- Explain the importance of generalization.
- Describe how employees can monitor his or her work performance by using self-management procedures.
- Give examples how accommodations are used on the job site.

After an employee has learned how to complete a job duty independently, the job coach monitors to assure the task continues to be performed to the quality and other standards required by the employer under normal working conditions. It is important to recognize that it is the employer/supervisor who sets the standard for the job. Employment success hinges on the supported employee's ability to meet the employer's expectations for job duties.

Stabilization

Typically, the job coach moves into the stabilization phase for a specific job duty when the employee has performed it independently for a specified number of trials. After the employee can perform the task correctly, instructional goals shift to increasing production (speed) on that task. When production meets the company standard, the goal is fading support while maintaining task performance and speed.

The goals during stabilization are to:
- Increase the employee's production rate on each main job duty.
- Expand and maintain the employee's performance across all job duties.
- Systematically shift assistance for employee to the natural supports at the work site.

Expanding Performance across Job Duties

In most cases, systematic instruction in all job duties at the same time is not possible when teaching employees with significant disabilities. Instead, the job coach teaches the employee two or three duties, while the other tasks are completed with assistance. Skills not being taught should be performed in a consistent manner by referring to the task analysis for each task. Once the supported employee performs the targeted job duties independently, the job coach begins systematic teaching on the next major duty. As each new duty is learned by the employee, the job coach begins instruction on another job duty until all of them are being performed by the employee.

The following guidelines will help the job coach during the critical learning period.
- Initially, target only two or three major job duties from the entire sequence of duties for intensive systematic instruction.

- When systematic instruction of other job duties is not being conducted, the employee should still complete all or part of the remaining job duties with the job coach. Follow the steps in the task analysis that will be used to teach the task later.
- When an employee is able to complete a job duty independently, the job coach should begin initial skill training on another job duty.
- Increase the employee's work rate on a job duty, if necessary, as soon as it is performed independently. This prevents having to increase work rate on several tasks at once.
- Monitor each job duty being performed independently once a week to make sure that correct task performance and productivity are maintained.
- Repeat this process until all job duties in the sequence are completed independently.
- Model how the job should be done; do not do the job for the employee.

Often, the job coach is providing different levels of support for several job duties at the same time. For example: a job coach may be supporting an employee with daily teaching on a new duty, implementing strategies to increase production on another job duty, and fading from the work area on a third duty.

In the example below, a job coach is supporting an employee in a dishwashing position. Two skills are being taught, while the employee is learning to work faster on another skill and the job coach is fading support on the fourth.

Stabilization Example: Harold began working as a dishwasher two months ago. His first month on the job, he learned how to scrub pots. Harold was introduced to natural supports available in his job from the beginning, so he has other people besides his job coach to ask questions. He was very thorough at this job and only had one pot returned for rewashing after the third week on the job. However, he was a lot slower than the last person who had the job, so the job coach focused on teaching Harold to increase his productivity. Last week, the supervisor agreed that Harold's speed at washing pots was typical of what was expected of kitchen employees. The job coach is now working on fading his support from that task and Harold will look to his natural supports for guidance. The job coach is still collecting data to ensure that Harold's speed and accuracy for that task are maintained by the supervision that is natural to the work environment. Harold has also learned to take dishes off and operate the dish machine correctly. However, his pace is still very slow. The job coach is implementing a reinforcement schedule to support Harold in increasing his rate of taking dishes off the rack. The job coach is still using systematic instruction to teach Harold two other tasks – collecting dirty dishes and breaking down the dish machine at the end of the shift. A summary of the supports Harold is receiving every day looks like this:

- Skill Acquisition – Systematic instruction to teach collecting dirty dishes and breaking down the dish machine.
- Stabilization – Implementing a reinforcement schedule to increase speed on taking dishes off the rack.
- Stabilization – Fading supports for pot scrubbing; continued data collection.

Attention to Task
During the stabilization phase of job site training and the later follow-up period, it is important to monitor the employee's on-task behavior. Knowing that an employee is attending to a task helps the job coach to make decisions about how and when to fade from the job site. Carefully monitor if the employee is using the natural supports in the workplace or if they are relying solely on the job coach for questions or support. When an employee has problems staying on-task, this affects work rate as well as relationships with supervisors and coworkers.

Generalization of Work and Work-Related Behaviors
Generalization refers to the employee's ability to perform a task in more than one setting, using different materials, and/or being under the supervision of various people. Some people have a more difficult time generalizing work performance from one set of circumstances to another. For example, if an employee is employed by a grocery store chain that has multiple locations, they might be accustomed to the one store where they work. This could cause an issue if they are asked to work at a different store location and have not had the opportunity to generalize. This can also happen if the usual job coach is sick or not available to support the employee and a different job coach is assigned for support. Planning for varying conditions is a proactive support critical to many employees with disabilities. Conditions naturally change over time--a job coach might take a vacation or the employee may be asked to complete the same task but in a different location. When changes unexpectedly arise, it is helpful if generalization has already been addressed with the employee.

The only way to determine if the employee is able to generalize their work skills is to assess for that ability directly and regularly. If the employee is not able to transfer the skills to a new situation, new materials, or with a new supervisor, additional instruction should be provided. Generalization can be facilitated by using more than one person to teach a task or teaching a task at a different location. Job coaches will be able to fade their support more quickly if they regularly assess for and teach generalization in different settings, use various materials, and utilize other instructors, e.g. coworkers, supervisors, natural support.

Self-Monitoring/Self-Management
Self-monitoring refers to employees who monitor their own work performance and provide their own feedback. Self-monitoring procedures are commonly used on a job site to assist the employee in situations such as following the daily job duty sequence, completing a specific job duty correctly, or even social skills. For example: Tom talks too much. He keeps track of the number of times he talks to coworkers. If it is less than five times before morning break, he rewards himself with a small candy bar or 10 minutes to use his smartphone.

Self-management refers to techniques, strategies or devices that allow an individual to improve or maintain his or her own performance without the support of the job coach. Using self-management techniques can help employees learn to do their jobs when the job coach and work-site supervisor are not physically present.

Everyone uses self-management techniques to help them organize themselves on the job.

Calendars, to-do-lists, notes, and apps on smartphones or other devices are a few examples. Employees with intellectual disabilities often need support in learning how and when to use these techniques. Some examples of self-management techniques include:

- Self-prompting – Pictures, lists, sample assemblies, or taped instructions allow the employee to seek out direction on their own. Examples:
    - Picture Cues - A drawing which shows the appropriate sequence for replacing the dividers in a dish machine.
    - Pictorial Job Duty Booklet - A multiple page booklet can be made with pictures of the employee showing their job sequence and task list.
    - Pre-taped Instruction or video - A pre-recorded video with verbal instruction can be recorded and saved on the employee's smartphone or tablet. The employee can play the video as needed to complete the job task.
    - Tactile Cue - A piece of sandpaper can be glued to the off button for a garbage disposal. The employee identifies the rough surface as the button to push when turning off the garbage disposal.
- Self-reinforcement – Self-administration of a reinforcer for performance of a task. A reinforcer can also be self-selected, meaning that the person can choose how she/he will be reinforced. Example:
    - After cleaning five motel rooms, John takes a coffee break.
    - The employee uses part of their paycheck to buy something they want.
- Self-monitoring – Monitoring one's job-related behaviors by recording them. Example:
    - A person doing an assembly task might record on a chart the completion of each assembly.
    - A list of the sequence of job tasks can be developed using a single picture to represent each task. The employee can check off each task upon completion.
- Self-instruction – Employees can teach themselves to do a job. The person can watch someone else do the task, look at a completed example of a job, or use typical training materials such as manuals or videotapes. Examples:
    - A person in a janitorial position must clean several sinks and shower stalls in a truck stop. The employee verbally states the tasks to be completed (i.e., "Clean the sinks") and then performs the job. The process is simply one of saying, then doing.
    - A pot scrubber discriminates pots that need to be soaked versus those to be scrubbed immediately by picking up a pot and verbally labeling each one as a "scrubber" or a "soaker". This process allows the employee to organize the work area independently.
- Self-elicited feedback – A person asks a coworker or supervisor about feedback regarding his/her work.

Accommodations

Typically, individualized adaptations to increase an employee's quality, rate, capacity, and independence are arranged before the person starts the job. However, sometimes the need for

accommodations does not become apparent until after the person begins the job. If the employee is having difficulty achieving independence with the support of the instructional strategies previously discussed, the team might want to consider one of the following accommodations:

- **Task adaptations** – Changing how a task is performed such as highlighting the critical information on a work order, color coding filing systems, or altering the order in which a task is completed.
- **Job-site modifications** – Structural changes to the work environment to accommodate a physical disability (i.e., wider doorways, ramps), replacing knobs on doors with levers that can be pushed down to open/close.
- **Job-modifications** – Restructuring the job or redistributing tasks the employee is unable to perform through "job creation" or "job carving." This sometimes allows an employee to work in a setting even though they are unable to complete all the tasks that typically are associated with that job. Through redistribution, the supported employee exchanges responsibilities with a coworker. For example: In a large insurance company, each department was responsible for its own mailings. Through job carving, a supported employee was hired to complete all of the mailings for all departments.
- **Assistive Technology –** The use of assistive technology can help an employee perform his/her job more independently. Most assistive technology solutions are rather simple and inexpensive. Post-its, highlighters, book stands are all examples of low-tech assistive technology. Jigs can be used to aid in tasks such as folding, stapling, or dispensing. Smartphones and tablets have apps that can be used for assistance on the job with skills such as counting, tracking, or task lists. These are easily used and blend in while at a work site. Examples of assistive technology for communication includes a voice output system or a picture symbol book. . For problem solving what assistive technology may be beneficial for the employee, ND Assistive is a great resource. They provide free advice and equipment trials, as well as connect employees with potential funding sources if equipment needs to be purchased. More information can be discovered by touring their locations in Mandan and Fargo, ND or on their website: https://ndassistive.org/

Job Coaches do not need to be able to identify whether a particular accommodation is an adaptation, modification, or assistive technology. In fact, the categories often overlap. However, it is important to know what questions to ask when a person is not becoming independent in a work task. A tool to assist teams in identifying the need for adaptations or assistive technology can be helpful; an Assistive Technology Assessment tool is located in the appendix.

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: Ongoing Monitoring and Supports

Objectives: After completing this lesson, job coaches will be able to:
- Describe considerations that help determine the rate of job coach fading.
- Describe the role of coworkers during fading..
- Give examples of the different roles which can be assumed by a coworker.

Fading Job Coach Support

One difficulty in reducing staff assistance is that job coaches often become personally involved in a person's progress and feel it is necessary to be continually present. While this is a worthy goal in terms of ensuring the employee's work performance with the employer, it does not foster independence on the job. It is a natural emotion to be uncomfortable about leaving the person alone; however, the daily presence of a familiar person may, in fact, cultivate a person's dependency on the job coach. Avoiding dependency on the job coach hinges on involving coworkers as natural supports and the supervisor in the training and supervision of the supported employee at the very beginning of the placement. Waiting until the employee learns the job will result in dependency on the job coach.

Initially all instruction, prompts, and job requests may be filtered from the supervisor through the job coach to the individual. This is especially true with employees who are nonverbal or who have other disabilities which might inhibit direct communication initially between the supported employee and employer or supervisor. As the number of job coach prompts approaches those that are normally required of a supervisor to direct an employee who does not have a disability, the job coach should begin involving the supervisor in giving the employee instructions and feedback. This is done initially by modeling prompts while the supervisor is near. The job coach can later explain to the supervisor what prompts have been used to assist the person in completing the job.

A second challenge can be that sometimes managers do not want the job coach to leave. If no systematic efforts have been made to have the employee with disabilities interact with and/or take instructions from the supervisor, the job coach will be seen as a necessity for the employee's job retention. Consider a case where the supervisor directs all instructions to the job coach who, in turn, directs them to the individual. While this may be appropriate for a few days initially, if it is continued too long, fading the job coach from that site will be difficult. The manager has not been prepared to supervise with the supported employee and may not even want to. The supervisor will continually request assistance and daily on-site support from the job coach.

A technique for overcoming employer or employee dependence on the job coach is to systematically reduce the job coach's presence and encourage reliance on natural support. It can be hard for job coaches to observe the new employee work without offering comments. That is why keeping data on the number and kinds of prompts is helpful. Counting prompts forces job coaches to think about what they say and do to support the employee.

After the employee is performing the task correctly and efficiently and the number of prompts

has been reduced to what other employees receive, the job coach decreases support (for example, 5-minute checks; then 10-minute checks; then 20-minute checks). The goal is to turn the responsibilities of the job coach over to the employee, coworkers, and supervisor gradually and in a way in which the coach is present to step in if needed. This will give the employee an opportunity to use their natural supports, if needed. When the job coach fades in this way:

- The employee now has to figure things out for himself and utilize the natural supports.
- Coworkers are not able to use the coach as a translator.
- The supervisor has to manage the employee.
- We can see how things would work when we are not there.

The initial periods of job coach absence should be during a time when the activity is at a slower pace and when the supervisor is not under pressure. At these times, the natural supports in the business will be more available to offer assistance. Eventually the job coach's presence is reduced over more days and during higher pressure times. Each supported employee does require differing job coach reduction schedules. In addition, some minimal assistance may be necessary on a continuing basis for persons with more severe disabilities.

The job coach should have a good idea of what supports the employee with disabilities will need even before she/he begins working. In fact, the team should identify the supports needed by the individual and who will provide them. This happens during the job discovery process initiated and led by the VR counselor. This process will give information necessary to the employer and the needs of the employee.

Another issue to be considered is how quickly to withdraw staff assistance. Is it appropriate to think that all employees should initially require daily supervision and two weeks later three day-a-week supervision, culminating in weekly checks for 60 days? In short, at what point can the amount of staff be reduced? These questions cannot be answered the same for all employees but rather should be considered on an individual basis with each employee's data serving as the basis for decision making. The use of on-off task performance, amount and type of prompts, and supervisor's evaluations will quickly provide feedback to the job coach as to the rate with which fading can occur.

There are two primary areas to remember when determining the rate of job coach fading. First, rapid withdrawal of job coach assistance may very well result in complete loss of any behavioral gains established earlier. And second, fading which occurs too slowly leads to employee and supervisor dependency.

Example of Fading
1. Discuss the fading schedule with the employer; agree on a day to begin.
2. Inform the employee that you are leaving the work site and why.
3. Inform the employer and coworkers that you are leaving and provide them with your phone number.
4. Fade gradually (begin with 15-minute intervals).

5. Continue to record on-task/attending and production data on the established schedule.
6. Record probe data so that all major duties are probed a minimum of once per week.
7. Review the data.
8. Continue fading your presence from the job site as long as the employee continues to perform all duties at company standards.
9. Continue to collect employee evaluations on the established schedule.
10. Continue to complete progress reports on the established schedule.

> Job Coaches benefit from having a mindset similar to the performer, Shawn Michaels, who stated:
>
> *"I'm one of those people who would be OK with fading back into the background a little bit"*

Role of Coworkers during Fading – Use of Natural Support
The involvement of coworkers is a critical part of the ultimate success of the employee with disabilities as this is a crucial setup of natural support in the workplace. The coworkers and supervisors are the natural support. Natural support is anyone in the workplace that would offer guidance, answer questions, and provide support to an employee. Involvement of the natural support of coworkers and supervisors can greatly enhance the fading process as they begin to take on roles that were previously completed by the job coach.

> *Mentor*. After initial job development, analysis, and training by the job coach, it is ideal that the coworker assumes the role of natural support and/or a mentor. The support and encouragement of coworkers as mentors is important for success on most jobs. The coworker can provide many natural supports including feedback, reinforcement, ideas for dealing with a difficult coworker, companionship, and humor. This role should not be underestimated; the presence of a mentor at the work site can greatly enhance success. The job coach maintains communication and assistance when necessary. The mentor option is one of many possible roles coworkers or supervisors might fulfill and should be a natural process and support.
>
> *Evaluator.* Coworkers can often provide a more accurate evaluation of the employee's performance than the job coach since the job coach's presence may affect the employee's performance or the job coach may not be around most of the time. The coworker can, at times, provide information to the job coach regarding the employee's performance, if necessary. This should not look like the coworker is telling on the employee to the job coach, but rather relaying information. If possible, include the employee in these conversations so they know how to improve.
>
> *Advocate*. This advocacy may take many forms. It could mean that the coworker assists the employee in difficult situations or with challenging tasks. There are many different

advocacy roles; some are more involved than others. The advocate role can be a very important one for a follow-up program. The coworkers can keep the job coach informed of potential retention problems.

Teacher. Sometimes coworkers can become involved as a teacher. Although the initial training may be done by a job coach, follow-up training might be completed by coworkers. Coworkers sometimes assist the job coach with stabilization and generalization activities.

Be Proactive

Depending solely on the employer's willingness to tell the job coach about problems can be a mistake. Some people will write about issues, but they will not mention them verbally. Others will deny that problems exist when others can see them clearly. If job coaches use a variety of methods to detect problems, they will be far more effective than if they put all their efforts in one approach. Provide the employer opportunities to evaluate and give their professional opinion as to how things are going. Sometimes employers need the opportunity to share information. A combination of approaches to being proactive will cover a wide variety of situations.

- Ask employer specific questions about the employee. Don't just ask, "How is he/she doing?", instead, ask "Did all the garbage cans get emptied last night?"
- A paper/email evaluation form that the supervisor fills out will provide feedback that the person may not have mentioned in-person.
- Conduct in-person visits to the business to visit with the supervisor, coworkers, and the employee.
- Be open to feedback from coworkers, family, advocates, or friends who may see a problem developing or might be aware of a situation that could be difficult for the employee.

Learn from Mistakes

When an employee leaves a job, write down the reasons you suspect might have contributed to the job loss. Some might be the result of the employee's actions. Others could come from job coaching errors. In still other cases maybe the employer or others at the business did something to cause the job loss. Use the accumulated job loss data to focus future efforts for program improvement. The list of job-loss reasons will eventually indicate trends that are worthy of your attention.

Summary

Job coaches play a valuable role in the lives of the people they support. There are many ways that job coaches positively impact employees with disabilities who are working in competitive work environments. When people are supported to find, learn and maintain employment their confidence soars, they become more self-sufficient, and many enjoy an expanded social network. A job well done as a job coach means that you are not only contributing to your own level of personal satisfaction and professional fulfillment, but for the person you support as well. It's a win-win situation!

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?

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Other Resources

Job coaches may need to supplement general best practice strategies for teaching job tasks and social skills with disability specific support strategies. Several modules in the North Dakota Community Staff Training curriculum will provide more in-depth information on characteristics and support needs of various conditions including:

- *Autism Across the Lifespan*
- *Returning to Work after Brain Injury*
- *Achieving Personal Outcomes*
- *Dual Diagnoses*
- *Positive Behavior Supports*
- *Writing Behavioral Objectives and Measuring Behavior*
- *Person-centered Planning*

Assistive Technology Assessment

Name: _____ Date: _____

Completed by: _____

This assessment was devised to help probe what assistive technology (AT) devices or strategies could provide ease, improve the safety, or increase the independence of the person. Explore with the person if they would consider trying one of these areas as a goal.

1. | Yes | No | **Is assistance needed with memory, organization, or problem solving tasks?**

   If yes, please check where assistance is needed:
   - ☐ Trouble remembering (to take meds, to eat, appointments, where they left things, etc.)
   - ☐ Trouble with planning daily tasks, meals, etc.
   - ☐ Trouble problem solving (coffee pot not working, see if it is plugged in)
   - ☐ Trouble handling finances/money?
   - ☐ Trouble staying on task or remembering to finish tasks, maintaining daily routine
   - ☐ Anxiety related to daily tasks, routines, etc.
   - ☐ Other: _____

   AT currently used:
   - ☐ Alarms for reminders (timers, reminders on iPad, etc)
   - ☐ Labeled areas of home (text or picture) for placing specific items
   - ☐ Visual routines/task lists (printed or on iPad)
   - ☐ Vibration watch for staying on task

Notes:_____
_____
_____

2. | Yes | No | **Is assistance needed to be safe?**

   If yes, please check where assistance is needed:
   - ☐ Medication Management
   - ☐ Calling for help in an emergency – ability to call for help independently
   - ☐ Needs assistance on icy surfaces, walking outdoors near home
   - ☐ Will remove seatbelt in vehicle while driving
   - ☐ Understanding how to respond in a dangerous situation, alarms, etc.
   - ☐ Wandering or leaving home, walking alone in community
   - ☐ Locked out of home, can't use key
   - ☐ Other: _____

   AT currently used:
   - ☐ Medication dispenser
   - ☐ Life alert system or call button

- ☐ Shoe grippers
- ☐ Seat belt lock
- ☐ Monitoring equipment such as motion or door sensors that notify support staff

Notes:_____

_____

_____

3. | **Yes** | **No** | **Is assistance needed with vision?**

If yes, please check where assistance is needed:
- ☐ Seeing/reading mail/newspapers/phone text
- ☐ Field Cuts/Tunnel Vision
- ☐ Perceiving depth, distance, and edges of things
- ☐ Seeing in dim, reduced, or changing lights
- ☐ Light Sensitivity, Glare, Sensory sensitivity
- ☐ Other: _____

AT currently used:
- ☐ Glasses / contact lenses
- ☐ Magnifier
- ☐ Bill reader for money
- ☐ Additional lighting
- ☐ Intentional product color choices (white mugs for coffee, dark glasses for milk)
- ☐ Large print/Modified settings on cellphone or technology
- ☐ Wearing hat or sunglasses

Notes:_____

_____

_____

4. | **Yes** | **No** | **Is assistance needed when communicating with others?**

If yes, please check where assistance is needed:
- ☐ Speaking
- ☐ Reading and/or writing
- ☐ Using the telephone- dialing phone numbers, holding the phone, answering calls
- ☐ Communicating with others they've just met or don't know well
- ☐ Other:_____

AT currently used:
- ☐ Communication device/communication book/Eye gaze system
- ☐ Apps for speak to text for filling out forms, Dragon Dictation, etc.
- ☐ Photo button dialer for telephone
- ☐ Voice dial/answer for telephone such as Alexa

Notes:_____

_____

_____

5.

Yes	No

Is assistance needed with hearing?

If yes, please check where assistance is needed:

☐ Speech/voices in person

☐ Speech/voices on the phone-cell/landline

☐ Hearing TV/Radio/Mobile device/Computer/Doorbell/Phone ring

☐ Hearing sounds in specific environment such as smoke alarm during the night (consider all aspects such as background noise/wears CPAP while sleeping, etc.)

☐ Other:_____

AT currently used:

☐ Hearing aids

☐ Amplifiers (especially for situations with background noise such as church)

☐ Alerting Devices- visual or vibration

☐ Monitoring equipment to alert support staff

Notes:_____

_____

_____

6.

Yes	No

Is assistance needed with mobility, seating, or positioning?

If yes, please check where assistance is needed:

☐ Walking short/long distances

☐ Balance/falling

☐ Entering/exiting house

☐ Climbing/descending stairs

☐ Getting up from the floor

☐ Sitting down/getting up from a chair/bed

☐ Sitting with stability

☐ Getting into/out of a car, or into/out of other transportation vehicles

☐ Managing doorway thresholds/opening heavy doors

☐ Managing slippery surfaces

☐ Other:_____

AT currently used:

☐ Wheelchair/power wheelchair/scooter

☐ Walker Type: _____

☐ Swivel seat

☐ Pillows for positioning

☐ Lift chair

☐ Automatic doors

☐ Hand rails: Locations_____

Notes:_____

_____

_____

7. | **Yes** | **No** | **Is assistance needed in doing tasks with arms or hands?**

If yes, please check where assistance is needed:
☐ Engaging in fine-motor tasks such as keyboarding, eating, writing, or handicrafts
☐ Grasping/squeezing/manipulating objects; toothpaste/scissors/knobs/or handles
☐ Coordination or usage of both hands at once such as tying shoes
☐ Preparing meals including opening containers, cutting foods, pouring, measuring
☐ Turn and twisting movements such as door knobs and jar opening
☐ Limited strength and/or reaching
☐ Tremors
☐ Sensing hot/cold temperatures
☐ Other:_____

AT currently used:
☐ Modified writing/eating utensils (modified grip/angle, weighted silverware, vibration, sup spoon, stylus, Obi dining robot,etc.)
☐ Modified handles, key grippers
☐ Grabber/Reaching aid
☐ Nosey cups / cups with handles
☐ Pouring aids such as milk gallon pourers
☐ Pull down/roller shelves in cabinets
☐ Switches to run small appliances
☐ Zulay safety knives, one touch can opener, choppers
☐ Pot stabilizer for stovetop, non-slip bowls for mixing
☐ Mixing valve/lighted faucet, periodic water heater temperature checks
☐ Other:_____

Notes:_____
_____
_____

8. | **Yes** | **No** | **Is assistance needed in the bathroom, dressing, or personal hygiene?**

If yes, please check where assistance is needed:
☐ Getting in/out/on shower/bathtub/toilet
☐ Turning the water on/off
☐ Managing slippery surfaces
☐ Overflowing the bathtub/sink
☐ Completing grooming tasks: hair/makeup/teeth
☐ Managing dressing tasks: shoe laces/buttons/snaps/zippers
☐ Other:_____

AT currently used:
☐ Grab bars/sliding shower chair
☐ Touch faucet
☐ Non-slip mat
☐ Water sensor alarm
☐ Modified brushes/automatic handsfree toothbrush
☐ No buckle belt/tie free shoelaces/button hook dressing aid
☐ Stocking donner for compression socks
☐ Other:_____

Notes:_____

_____

_____

9. | Yes | No | **Is assistance needed with leisure activities?**

If yes, please check where assistance is needed:
- ☐ Caring for a pet
- ☐ Taking care of houseplants
- ☐ Engaging in crafts or independent activities
- ☐ Reading
- ☐ Personal Electronics (music player, radio, computer)
- ☐ TV/Video Games/DVD

AT currently used:
- ☐ Self waterers/feeders
- ☐ iPad stand/modified cases/keyboards
- ☐ Large or simplified television remote such as Flipper
- ☐ Talking Book program through North Dakota State Library
- ☐ Switch/Voice access through Alexa for turning on electronics
- ☐ Xbox adaptive controller for gaming

Notes:_____
_____
_____

Which assistive technology needs are priority for the person at this time to gain independence and reach current goals?

_____
_____
_____
_____

Resources:

ASSISTIVE ND is the assistive technology organization for North Dakota. For more ideas on assistive technology visit their home centers in Bismarck or Fargo. Contact them for more information at 1-800-895-4728, www.ndassistive.org, email:info@ndassistive.org
- AT4ALL program: loan library to try out equipment, https://nd.at4all.com

Feedback Answers

Chapter 1: History of Supported Employment

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: Introduction to Supported Employment

1. The four phases in supported employment overlap quite a bit. **True**

2. When does Assessment and Career Planning take place?

> **Assessment occurs before a job match is made and after the person is working to determine if the supports are effective. Career planning is a lifelong process.**

3. What activities take place during Job Development and Job Matching?

> a. **Identifying and/or creating job situations that match the person's interests, strengths, abilities, career goals and desired outcomes.**
>
> b. **Completing community surveys, ecological inventories, assessment of motivational barriers to employment, job and task analyses, compatibility analyses**
>
> c. **Implementing the necessary marketing and negotiating strategies involved with promoting the concept of supported employment.**
>
> d. **Employment goal setting, job development, and decision-making activities**
>
> e. **Preparing a resume, completing applications and interviewing for jobs**

4. What is the central focus of Job Development and Job Match phase?

> d. **Informed participant choice**
> e. Finding a job
> f. Learning interview skills

5. Who is the person primarily responsible for the Systematic Instruction phase?

> d. Family
> e. Vocational Rehab Counselor
> f. <u>Job Coach</u>

6. Briefly explain the "Place and Train" model and why it is important.

> **The individual does not need to prove they are ready to work and with the appropriate supports, individuals with disabilities can access community-based employment. It's important because the job is the best place for an individual to learn what the actual job entails.**

7. One of the characteristics of supported employment is that employees with disabilities will receive ongoing support throughout their employment. **True**

8. What aspect of supported employment includes natural supports, provided once the time-limited services are complete?

> d. Ongoing support services
> e. Time-limited services
> f. **Extended Services**

9. What are examples of services that may be provided during Follow-up?

> **Some examples of supports funded during this phase include jobsite training, offsite job coaching/mentoring, follow-up with employers, follow-up family contact, or any services necessary to achieve and maintain the supported employment placement, throughout the term**

                of the employment.

10.   In **job shadowing** 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?
   - **d. Situational Assessment**
   - e. Job Shadowing Assessment
   - f. 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?
   - d. Job Search Assistance
   - e. Job Shadowing
   - **f. Work Trial**

13.   In reports, report only factual descriptions of situations, not your opinions. **True**

Chapter 3: Guiding Principles

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.   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. **True**

3.   APSE best practices include sheltered workshops for people with disabilities. **False**

4.   Describe how you follow each of the following employment best practices for people with disabilities.
   - a. Choice and control
   - b. Natural environment
   - c. Inclusion
   - d. Natural supports
   - e. Person-centered approaches
   - f. Individualization

         Answers will vary, see information in Chapter 3

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. **<u>All of the above</u>**
6. Part of choice and control, along with dignity of risk, is for supported employees to learn through natural consequences of making certain choices. **<u>True</u>**
7. APSE's best practices in employment support services include:
   a. the use of natural supports
   b. supported employment
   c. evidence-based practices
   d. **<u>all of the above</u>**
8. What kind of language should you use when speaking to and interacting with people with disabilities? **<u>People First Language</u>**
9. Which of the following is considered respectful language by most people with disabilities? (more than one answer may be correct
   a. "handicapped"
   b. "crippled"
   c. "wheelchair bound"
   d. **<u>"uses a wheelchair"</u>**
   e. "CP victim"
   f. **<u>"person with autism"</u>**
10. List 5 tips for general etiquette.

   - **<u>Be patient, positive, and flexible, not only with the person with the disability, but with yourself. As with all etiquette issues, when mistakes are made, apologize, correct the problem, and move on.</u>**
   - **<u>Do not leave a person with a disability out of a conversation or activity because you feel uncomfortable or fear that he/she will feel uncomfortable. Include him/her as you would anyone.</u>**
   - **<u>Do not focus on the disability, but on the individual and issue at hand.</u>**
   - **<u>Never distract a service animal from their job (such as petting a service dog) without the owner's permission.</u>**
   - **<u>If you don't understand, ask the person to repeat it. If the person doesn't understand you when you speak, try again.</u>**
   - **<u>When planning a meeting or other event, find out specific accommodations a person will need. If a barrier cannot be avoided, let the person know ahead of time.</u>**
   - **<u>Speak directly to the person, rather than to a companion or sign language interpreter who may be present.</u>**
   - **<u>Use a normal tone of voice when speaking to a person with a disability.</u>**
   - **<u>If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions. Don't automatically assume someone needs help. Ask first.</u>**
   - **<u>Allow 15-20 seconds for a person to process information and respond.</u>**

11. 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. **True**

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 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. enters a room? **Describe the layout and location of furniture, etc. Be as specific as possible with describing the location of objects. (There is a chair three feet from you at 11 o'clock.)**
    b. are eating? **Ask if you can describe what is on his or her plate. Some people who are blind use a "clock" such as, the water glass is at 3 o'clock.**
    c. are walking? **Let him/her take your arm. Let him or her control his or her own movements.**
    d. are in a conversation with a group? **Identify the person to whom you are speaking.**

14. What can you do to respect potential sensory sensitivities of employees with Autism Spectrum Disorders?

    > **Assess the extent that these factors may be aversive or distracting to the employee: Cologne, grooming products; breath (i.e., cigarettes or strong food odors); laundry detergent; long hair, dangling earrings or facial jewelry; tone of voice – low, smooth, calm and even is best; clothing colors; music; temperature; fluorescent lights. You may need to make other employees aware that these factors may be aversive or distracting to the person you support.**

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
    f. **Calm even tone of voice**

16. What are 5 ways you can support an individual with a mental health disorder?
    > **There are many correct answers, see information within chapter 3**

17. What are 3 best practices in the person-centered planning approach to supported employment?
    - **Zero exclusion**

- **Choice & control**
- **Natural environment**
- **Inclusion**
- **Active supports**
- **Active treatment**
- **Natural supports**
- **Individualization**
- **Comprehensive assessment**
- **Quality of life**

Chapter 4: Job Coach Roles and Responsibilities

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. <u>Be faded</u>
   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 **independently.**
   b. Facilitates **social** interaction with the employee and his/her coworkers
   c. Collect **data** complete reporting requirements according to agency requirements.
   d. Follow **dress code** for your agency and the business.

3. What is the first stage in creative problem solving?
   defining the problem

4. What is a component of problem-solving that includes is to creative energy of the 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 **employee** or **employer**, alternative solutions will need to be identified and implemented.

6. A job coach must maintain the confidentiality of the supported employee as well as the employer. **True**

7. Give 3 examples of ways active support can be used to encourage people to be engaged in meaningful ways at their workplace.
   There are many correct answers, see examples in chapter 4

8. 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. **True**

9. For many supported employees, employment success depends on the support

they receive from their families and/or the residential staff who support the person. **True**

10. List 4 typical duties and skills job coaches use in various settings.
    There are many correct answers, these are examples given within the chapter:
    - **Know a supported employee's interests and preferences.**
    - **Maintain a positive relationship with the employee.**
    - **Facilitate social interaction between the employee and his/her coworkers.**
    - **Help employees learn their jobs and improve their performance (teach).**
    - **Arrange the work site or station so the person can complete a task more independently.**
    - **Collaborate with the employee and the team to overcome barriers to employment outcomes, this may include making job modifications and introducing assistive technology when appropriate.**
    - **Provide the necessary support to assist supported employees to remain employed, including positive behavior and natural supports**
    - **Participate in a supported employee's person-centered planning meeting.**
    - **Maintain professional conduct**
    - **Follow dress code for your agency and the business.**
    - **Advocate for reasonable accommodations.**
    - **Assist the supported employee to become a valued member of a work team.**
    - **Consult with employer and coworkers about supports that will promote the employee's long-term success.**
    - **Communicate effectively verbally and in writing with workers and employer.**
    - **Follow safety requirements (i.e. OSHA), including use of required equipment.**
    - **Assist the supported employee to get to and from work.**
    - **Collect data and complete reporting requirements according to agency requirements.**

Chapter 5: Systematic Instruction

1. It is critical to use instructional techniques that draw as little attention as possible to the supported employee, yet still provide effective instruction. **True**

2. Every employee can be taught to complete job tasks under the right conditions. **True**

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?
    Prompts, instructions, and reminders should be used by the job coach only as long as is needed for the person to learn the skill. As soon as the employee learns a particular task or part of a task, the effective job

coach fades his/her instructional support and/or transfers it to natural supports available on the job-site (i.e., the supported employees' coworkers or supervisors).

5. Why should natural supports be incorporated beginning with the first day on the job?
   The fading process is more easily accomplished if natural supports are incorporated from the first day the supported employee begins the job. By teaching the supported employee to use cues either naturally present in the environment or customized for the employee rather than prompts from the job coach, we are implementing a coaching plan that will be more easily faded.

6. What is baseline/benchmark data and why is it collected?
   Baseline/benchmark data compares the employee's performance on a job with what is expected. This information will help us assess the employee's progress.

7. List 3 examples of skills or behaviors What factors are measured during baseline and while monitoring progress?
   a. **How fast is/are the task(s) completed? Doe the employee follow the schedule? Are tasks completed on time?**
   b. **How independent is the employee? How many times does the job coach say or do something? How much of the task, if any, is the job coach performing?**
   c. **What level or type of prompting is needed?**
   d. **Is there a behavioral issue that needs to be addressed?**

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. Never use more intrusive teaching techniques than are needed for the learner. **True**

10. A **task analysis** breaks down a complicated skill into smaller steps.

11. Why it is beneficial for the job coach to identify the natural cues for each step in the task analysis?
    Natural cues inform a person about what to do next. The natural cue is what the supported employee can learn to use as the job coach is faded.

12. A job coach giving a prompt or instruction is an example of a natural cue. **False**

13. Give two examples of indirect verbal cues or questions that you use with the people you support.
    There are many examples, including: "Now that the container is full, what do you need to do?"; "What do you do when the light flashes on the phone?"; "what's next?"; pointing to the clock.

14. Explain how the "hierarchy system of prompts" is used to teach a job task.

The job coach always starts with the least intrusive prompt. If the employee doesn't respond correctly to this prompt, another prompt is provided. In this system, the job coach progresses from natural cues (the least intrusive prompt), to verbal, to modeling, to physical prompts (most intrusive) on each step of a task not performed correctly, until one prompt stimulates the correct response.

15. How should the data the job coach collects be used?

Once the data is gathered, charting will show how well the employee is progressing. This information can be used to show progress or identify the need modifying the task analysis by breaking one or more of the steps into smaller steps or the need for additional or enhanced cues.

16. What are two examples of ways that data can be collected without coworkers noticing that the job coach is keeping data?

Examples include: Recording tally or check mark each time the behavior occurs on a data form; using a hand counter; making marks on a piece of masking tape that's adhered to a table,; transferring a small object like a coin from one pocket to the other.

17. Reinforcement refers to anything that follows a behavior that **increases** the likelihood that the behavior will occur again.

18. What are 3 things the job coach can do that can make reinforcement more effective?
    a. **Give reinforcement quickly and immediately following the occurrence of the desired behavior.**
    b. **Tell the employee exactly what they did that you are reinforcing**
    c. **Use continuous reinforcement during learning a new skill. Gradually fade to a less frequent schedule as the person becomes more independent.**
    d. **Use individualize reinforcers**
    e. **Select natural reinforcers unless they are not effective.**

19. Explain shaping and give an example of how you would use shaping with a person you support.

Shaping is when reinforcement is given for a series of small changes in behavior so it becomes more and more like the behavior/skill you want to see. Example should describe a situation in which the expectations for performance are gradually increased as the employee develops their skills and/or speed, the expectations for performance are increased.

20. Shaping is a particularly good strategy to use for employees who may become easily discouraged. **True**

21. While the employer and coworkers are the first choice for training and support, some people with disabilities will require systematic instruction to be successful. **True**

Chapter 6: Supporting Employees with Challenging Behavior

1. Behavior usually happens because it serves a function for the person. **True**
2. What does an ABC analysis tell us?

    What happens before the behavior? What does the person do? and What happens after the behavior?

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")?

    Any of these:
    a. **Developing an accommodation**
    b. **Careful job matching**
    c. **Employer/coworker education**
    d. **Medication**

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?

    Challenging environments with distractions that interact with the employee's disability include noise, lights, smells, temperature, activity, people, etc.

5. People with disabilities often have trouble with **generalization**, taking what they have learned in practice sessions and applying it to real work situations.

6. What are 3 strategies for promoting generalization?
    a. **Teach diversely – use different situations, teachers, and settings.**
    b. **Reminder strategies**
    c. **Modeling/mentoring**

7. **Extinction** 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.

    Answers will vary. Check with your trainer or supervisor.

9. Without_____we don't know if our efforts are having the intended results.
    a. Shaping

      b. Problem-solving

      c. <u>Data</u>

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

      a. <u>Duration - How long did it last?</u>

      b. <u>Latency – How long before she started?</u>

      c. <u>Interval – recording if the behavior occurs during a specific interval of time.</u>

      d. <u>Frequency –Document how many times the behavior occurs.</u>

      e. <u>Time Sampling – In order to get a more representative sample of the behavior, the job coach pops in briefly periodically. For example, he/she checks every 10 minutes to see whether the behavior is occurring or not.</u>

11. T or F When using positive behavior support the goal is to replace challenging behaviors with adaptive, functional behavior. **<u>True</u>**

12. List 2 considerations when using social disapproval.

      <u>Correct answers include:</u>

- **<u>Say the person's name.</u>**
- **<u>Say "no", "do not," or "stop" and then identify the inappropriate behavior.</u>**
- **<u>Use a firm tone of voice and make contact with the person you are talking to.</u>**
- **<u>If possible, give the social disapproval only once.</u>**
- **<u>Social disapproval should occur as soon as the behavior occurs.</u>**
- **<u>The person's dignity and privacy be respected.</u>**
- **<u>Often, it is better to identify the behavior you want the person to be doing</u>**

Chapter 7: Increasing Independence and Long-Term Success

1. Explain the stabilization phase.

   <u>The job coach moves into this phase for a specific job duty when the employee has performed it independently for three consecutive trials. After that, the employee can perform the task correctly, instructional goals shift to increasing production (speed) on that task. When production meets the company standard, the goal is to fade support while maintaining task performance and speed.</u>

2. What are the goals of the stabilization phase?

   - **<u>increase the employee's production rate on each major job duty</u>**
   - **<u>expand and maintain the employee's performance across all job duties</u>**
   - **<u>systematically shift assistance provided to the employee to the natural supports available at the work site</u>**

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:
Generalization refers to the employee's ability to perform a task in more than one setting, using different materials, and/or being under the supervision of various people.

5. Why is generalization training important?
Conditions naturally change over time. When these changes unexpectedly arise, it is helpful if the employee has received generalization instruction.

6. People with intellectual disabilities cannot be taught to self-monitor. **False**

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 – **Pictures, lists, sample assemblies, taped instructions. They allow the person to seek out a prompt on their own. Examples:**
    b. Self-reinforcement – **Self-administration of a reinforcer for performance of a task. A reinforcer can also be self-selected, meaning that the person can choose how she/he will be reinforced. Example:**
    c. Self-monitoring – **Monitoring one's job-related behaviors by recording them. Example:**
    d. Self-instruction – **Employees can teach themselves to do a job. The person can watch someone else do the task, look at a completed example of a job, or use typical training materials such as manuals or videotapes. Examples:**
    e. Self-elicited feedback – **A person asks a coworker or supervisor about feedback regarding his/her work.**

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 – Changing how a task is performed (i.e., highlighting the critical information on a work order; color coding filing systems).
    b. Job-site modifications – Structural changes to the work environment to accommodate a physical disability (i.e., wider

doorways, ramps).

    c. Job-modifications – **Restructuring the job or redistributing tasks the employee is unable to perform through "job creation" or "job carving."**

    d. Assistive Technology – **The use of equipment that helps the employee perform his/her job. Most assistive technology solutions are rather simple and inexpensive.**

Chapter 8: Ongoing Monitoring and Supports

1. 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. **True**

2. What are the two main considerations that help determine the rate of job coach fading?

   - **First: rapid withdrawal of job coach assistance may very well result in complete loss of any behavioral gains established earlier.**
   - **Second: fading which occurs too slowly leads to consumer/parent dependency and real supervisor dependency.**

3. How does counting the number of prompts from the job coach help?

   Counting prompts forces job coaches to think about what they say and do to support the work

4. What times during the shift is it best to begin fading from the work site?

   When activities are at a slower pace and the supervisor is not under pressure.

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?

   Answers should reflect this general sequence:

   a. **Discuss the fading schedule with the employer; agree on a day to begin.**
   b. **Inform the employee that you are leaving the work site and why.**
   c. **Inform the employer and coworkers that you are leaving and provide them with your phone number.**
   d. **Fade gradually (begin with 15 minute intervals).**
   e. **Continue to record on-task/attending and production data on the established schedule.**
   f. **Record probe data so that all major duties are probed a minimum of once per week.**
   g. **Review the data.**
   h. **Continue fading your presence from the job site as long as the employee continues to perform all duties at company standards.**

   i. **Continue to collect employee evaluations on the established schedule.**

   j. **Continue to complete progress reports on the established schedule.**

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. If you work in integrated employment settings, 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.

   Answers will vary depending on the people the person supports and the setting where they work.

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)?

   Some people will write about issues but they will not mention them verbally. Others will deny that problems exist when others can see them clearly. If job coaches use a variety of methods to detect problems, they will be far more effective than if they put all their efforts in one approach.

8. What are four ways to identify problems that may be developing at the job site?

   Ask the person how things are going; paper or email evaluation that the supervisor fills out on a regular schedule; visiting with the supervisor and coworkers; communicate with the employee's coworker; and communicating with people who see the employee at home (family, advocate, friend, staff).