

EFFECTIVE JOB COACHING DISTANCE LEARNING WORKBOOK



Eleversity
NEXT-LEVEL WORKFORCE EDUCATION

Innovations in Employment Supports
www.eleversity.org
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Job/Site Analysis

<u>Core Tasks:</u> Day-to-day tasks. Part of the “essential job functions.”	
<u>Episodic Tasks:</u> Occasional tasks, i.e.. Weekly, monthly, yearly.	
<u>General Requirements:</u> Qualifying criteria for the job. I.e.. Driver’s license, degree/certification, physical abilities: standing, lifting, pushing, etc.	
<u>Work Environment:</u> Exposure to outdoor weather conditions. Indoor temperature, noise, dust, damp, lighting.	
<u>Work Culture Considerations:</u> Elements of the work setting, including the people, that exist and increase the likelihood of inclusion	
What else do you notice and wonder?	

Job Analysis Guidelines

1. Obtain a job description when at all possible.
2. Observe an entire shift (2,4,6, hours) in order to determine what cycles happen in a shift.
3. Observe interactions between co-workers, managers and customers.
4. Ask questions of individuals doing the same work after you observe the shift – particularly if you are not seeing people doing “episodic” tasks or seeing things that are “atypical” or “exceptions”.
5. Ask the person who typically trains new employees to train you. Perform the job yourself even if it is for part of a shift. This will give you a different perspective.
6. Identify all the core and episodic tasks of the job.
7. Clarify the employer’s expectations of work performance. (acceptable pace/speed).
8. Consult other employees/managers about how they mastered routine tasks and whether they used any special tools or training techniques.
9. Document specifics about the work environment (ie: noise, temperature fluctuations, degree of interactions with co-workers etc.)
10. Document any specific aspects of the work culture that will need to be taught to the trainee. Determine behavioral expectations of the work culture. For example what are the expectations in the areas of dress/hygiene?
11. Use verbs in the analysis documentation to reflect action and skill (Cuts up carrots, celery and peppers using a knife.)
12. Identify requirements for the job (driver’s license, keyboarding speed, ability to be bonded, specific certification, physical abilities).
14. If possible, videotape someone doing the specific job. Watch the video later to plan training strategies.
15. Complete Job Analysis documentation as soon as possible after observing and doing the work to ensure accuracy of the information.

MULTIPLE INTELLIGENCES CHECKLIST

This exercise helps you discover ways in which you are intelligent. Check the ones that apply to you and total each section. For every sentence you have checked, underline or circle strengths, skills and talents that can help you plan your future. Include your findings on your Summary Worksheet.

<p>Linguistic Intelligence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I write well and enjoy putting thoughts on paper (or in the computer) <input type="checkbox"/> I enjoy telling stories or jokes <input type="checkbox"/> I can remember names, places, dates or trivia <input type="checkbox"/> I enjoy word games <input type="checkbox"/> I enjoy reading books and magazines <input type="checkbox"/> I am a good speller <input type="checkbox"/> I enjoy nonsense rhymes, limericks, puns, etc. <input type="checkbox"/> I enjoy listening to the spoken word <input type="checkbox"/> I have a good vocabulary <input type="checkbox"/> I enjoy communicating by talking or writing <p style="text-align: right;">_____ Total</p>	<p>Logical-Mathematical Intelligence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I ask questions about how things work <input type="checkbox"/> I can do arithmetic problems in my head <input type="checkbox"/> I enjoy math classes <input type="checkbox"/> I enjoy math games, such as, computer math games <input type="checkbox"/> I enjoy chess, checkers, or other strategy games <input type="checkbox"/> I enjoy logic puzzles or brainteasers <input type="checkbox"/> I like to put things in categories or hierarchies <input type="checkbox"/> I like to use a variety of thinking skills to figure things out <input type="checkbox"/> I am good at thinking on an abstract or conceptual level <input type="checkbox"/> I clearly see cause and effect relationships <p style="text-align: right;">_____ Total</p>
<p>Spatial Intelligence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can visualize things clearly in my mind <input type="checkbox"/> I like maps, charts and diagrams better than words <input type="checkbox"/> I often daydream <input type="checkbox"/> I enjoy artistic activities <input type="checkbox"/> I am good at drawing things <input type="checkbox"/> I like movies, pictures and other visual presentations <input type="checkbox"/> I enjoy mazes, jigsaw puzzles, and Rubik's Cubes <input type="checkbox"/> I can manipulate three dimensional drawings in my head <input type="checkbox"/> I frequently doodle or sketch <input type="checkbox"/> I enjoy creating designs on paper or by computer <p style="text-align: right;">_____ Total</p>	<p>Bodily-Kinesthetic Intelligence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am good at sports <input type="checkbox"/> I fidget when asked to sit for very long <input type="checkbox"/> I am good at mimicking others' gestures <input type="checkbox"/> I like taking things apart and putting them back together <input type="checkbox"/> I like touching/holding objects and moving them around <input type="checkbox"/> I enjoy being on the go; running, jumping, moving, wrestling <input type="checkbox"/> I like working with my hands, such as, sewing, repairing, making things <input type="checkbox"/> I use many gestures when expressing myself <input type="checkbox"/> I experience different physical sensations when thinking or working <input type="checkbox"/> I enjoy expressing myself through movement, such as dance <p style="text-align: right;">_____ Total</p>
<p>Musical Intelligence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can distinguish among different sounds/tones <input type="checkbox"/> I remember melodies easily <input type="checkbox"/> I can carry a tune <input type="checkbox"/> I can play a musical instrument <input type="checkbox"/> I often hum or sing to myself <input type="checkbox"/> I am sensitive to noises, for example, rain traffic <input type="checkbox"/> I like doing things in a rhythmic way <input type="checkbox"/> I can hear music in my head <input type="checkbox"/> I enjoy reading music <input type="checkbox"/> I can keep a beat to a variety of music <p style="text-align: right;">_____ Total</p>	<p>Interpersonal Intelligence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I enjoy socializing <input type="checkbox"/> I am a natural leader <input type="checkbox"/> I am a good listener when friends have problems <input type="checkbox"/> I make friends easily <input type="checkbox"/> I enjoy clubs, committees and organizations <input type="checkbox"/> I like teaching things to others <input type="checkbox"/> I have many good friends and close acquaintances <input type="checkbox"/> I am good at seeing another person's point of view <input type="checkbox"/> I enjoy talking to groups <p style="text-align: right;">_____ Total</p>

This checklist is adapted from one developed by Thomas Armstrong, which appears in Multiple Intelligences in the Classroom, a 1994 publication of the Association for Supervision and Curriculum Development, Alexandria, VA. This exercise was prepared by Cal Crow, Ph. D., (National Training Support Center-Seattle, America's Career Resource Network) Phone 206 8703783 / FAX 2068705915 / Email. cerow@hcc.ctc.edu; http://www.learningconnections.org/cal_crow.htm • Rev. 7Feb02

Intrapersonal Intelligence:

- I know how to set goals and reach them.
- I clearly know my strengths and weaknesses.
- I am comfortable with myself and enjoy my own company.
- I feel good about who I am and what I stand for
- I would be described as someone who “has their act together”
- I stand up for what I believe, regardless of what others think
- I am continually learning from my successes and failures
- I am not much concerned about fads, fashion
- I am always honest and up front about how I am feeling
- I almost never feel bored or “down”

_____ Total

Naturalist Intelligence:

- I am good at noticing and classifying plants, animals, rock formations, and other natural phenomena
- I would describe myself as having a “green thumb”
- I enjoy collecting and studying items from nature
- I “have a way” with animals
- I learn more from “the great outdoors” than I do in a classroom
- I can name many different types of plants and animals
- I have always been interested in and fascinated by nature
- I watch many nature programs on TV
- I can detect subtleties in appearance and texture
- I view a walk in the woods or through the neighborhood as a great learning experience

_____ Total

Write your total for each Multiple Intelligences:

<u>INTELLIGENCE</u>	<u>TOTAL</u>
Linguistic	_____
Logical—Mathematical	_____
Spatial	_____
Musical	_____
Bodily—Kinesthetic	_____
Interpersonal	_____
Intrapersonal	_____
Naturalist	_____

Multiple Intelligences Checklist Wrap-up/Interpretation

Knowing the ways in which you are intelligent can help you play to your strengths when faced with new situations. For example, if you encounter a career planning issue, you can use elements from your highest intelligences to make sure you are operating at your intellectual best. You could: read or write about it, state it as a problem to be solved, create a visual representation, write a song, act it out, talk it over with others, call on your own knowledge experience, or “get in touch with nature” to help you think it through. (Most people would use some combination of these activities.)

Learning Styles

INTERPERSONAL Learns by using communication and interaction with others; attends to others needs	VISUAL/SPATIAL Learns through use of pictures, video, or the creation of images
INTRAPERSONAL Learns through observing and taking time to reflect; may learn best in one-on-one situations	MUSICAL Learns best when information is in rhyme, rhythm, tune or pattern
LINGUISTIC Learns by using language through hearing, reading, writing	BODILY – KINESTHETIC Learns by doing; uses physical movement and motion when thinking
LOGICAL/MATHEMATICAL Learns best with simple, precise, and logical steps; use of math may also be a strength	NATURALISTIC Ability to recognize and categorize plants, animals and other objects in nature

Interpersonal

THIS PERSON MAY LIKE TO:	STRATEGIES FOR LEARNING:
<ul style="list-style-type: none"> ⇒ Be talkative and listen ⇒ Think out loud ⇒ Be social and communicate well with others ⇒ Teach ⇒ Remember through stories or associations with others ⇒ Get feedback ⇒ Be a leader ⇒ Value relationships 	<ul style="list-style-type: none"> ⇒ Consider role-plays ⇒ Have someone check and give feedback on their work ⇒ Encourage asking for help ⇒ May respond well to a mentor or learning partner ⇒ Have them teach you what they learned ⇒ Acting out what they are learning ⇒ Brainstorming with others ⇒ Repetition ⇒ Working in groups ⇒ Encourage associations with people ⇒ Talk through ideas or problems with others ⇒ May read or write best with assistance

Learning Styles

Intrapersonal

THIS PERSON MAY LIKE TO:	STRATEGIES FOR LEARNING:
<ul style="list-style-type: none"> ⇒ Observe and reflect ⇒ Think or be alone ⇒ Have time to think things through ⇒ Have fewer but closer friends ⇒ Be independent ⇒ Be in quieter environments ⇒ Be a follower ⇒ Value relationship 	<ul style="list-style-type: none"> ⇒ Taping directions or letting them tape own instructions ⇒ Give them to think about what they are learning ⇒ Encourage positive self-talk ⇒ Consider training in a quiet place with few distractions ⇒ In louder environments, offer the use of ear plugs ⇒ Brainstorming ⇒ Allow time for discovery ⇒ Diaries to write what they are learning or thinking about ⇒ May want to read to self instead of aloud ⇒ Allow ample time for questions

Linguistic

THIS PERSON MAY LIKE TO:	STRATEGIES FOR LEARNING:
<ul style="list-style-type: none"> ⇒ Use talking and language when learning ⇒ Read, write and listen ⇒ Learn new words or verbal tasks ⇒ Present orally or in written word ⇒ Take formal training ⇒ Write or talk with creativity 	<ul style="list-style-type: none"> ⇒ Verbal instruction ⇒ Reading aloud ⇒ Taking notes while learning or training ⇒ Written or tape recorded messages ⇒ Use various written materials ⇒ Make up stories that apply to the task ⇒ “Sticky” notes available and encouraged ⇒ Keep a personal spelling log for written tasks

Learning Styles

Visual Spatial

THIS PERSON MAY LIKE TO:	STRATEGIES FOR LEARNING:
<ul style="list-style-type: none"> ⇒ Draw or visualize ⇒ Imagine ⇒ Use colors ⇒ Remember information in pictures ⇒ See information or how to do something ⇒ Create images in their mind ⇒ Can think through the design or process with the assistance of visuals, notes, or pictures 	<ul style="list-style-type: none"> ⇒ Use color codes ⇒ Consider large print for written tasks ⇒ Draw pictures on index cards instead of taking notes ⇒ Use a piece of paper to move down the page during reading ⇒ Highlight ⇒ Creative visualization ⇒ Use video or pictures of task sequences ⇒ Draw maps and graphs ⇒ Allow them to watch a role-play or someone performing task first ⇒ Associate pictures with words ⇒ Visualize in their mind someone saying words ⇒ Prepare visual models as samples or guides

Musical

THIS PERSON MAY LIKE TO:	STRATEGIES FOR LEARNING:
<ul style="list-style-type: none"> ⇒ Sing to themselves ⇒ Have music in the background ⇒ Tap or move to rhythms ⇒ Connect music to emotions ⇒ Be soothed by music ⇒ Use rhymes or rhythms with memorization ⇒ Listen to others ⇒ Avoid auditory distractions or other sounds when focusing 	<ul style="list-style-type: none"> ⇒ Learning by word or music association ⇒ Use rhyming or poetic patterns with instructions ⇒ Allow them to tap or keep a beat ⇒ Use headphones with music ⇒ Reading or repeating instructions aloud ⇒ Taping themselves and playing it back ⇒ Make silly songs

Learning Styles

Bodily—Kinesthetic

THIS PERSON MAY LIKE TO:	STRATEGIES FOR LEARNING:
<ul style="list-style-type: none"> ⇒ Be physically active ⇒ Have a variety of tasks ⇒ Make or create things ⇒ Think when body is moving ⇒ Express competency through movement ⇒ Do a task as they are being taught 	<ul style="list-style-type: none"> ⇒ Keep training experiential ⇒ Allow them time to experiment and play with new tasks ⇒ Have step-by-step instruction ⇒ Give them something in hand to squeeze or fiddle with ⇒ Walk and talk to them as they are walking ⇒ Take notes on flash cards ⇒ Practice, practice, practice ⇒ Do a little at a time and take activity breaks ⇒ Talking into a tape recorder ⇒ Cutting and pasting sequencing of notes ⇒ Repetitive note taking ⇒ Let them act out what they want to say

Logical / Mathematical

THIS PERSON MAY LIKE TO:	STRATEGIES FOR LEARNING:
<ul style="list-style-type: none"> ⇒ Have a specific goal ⇒ Figure out relationships ⇒ Know how to solve problems ⇒ Be precise ⇒ Work with numbers / facts ⇒ Measure progress with a graph or chart ⇒ Be organized and efficient ⇒ Manage money ⇒ Work on computers 	<ul style="list-style-type: none"> ⇒ Use checklists, to-do lists, and schedules ⇒ Record as much information as possible ⇒ Break tasks up into segments and sequences ⇒ Use an outline ⇒ Brainstorm and categorize ideas ⇒ Develop a system of organization ⇒ Use numbers as memory triggers ⇒ Maintain clear goals ⇒ Create a visual layout ⇒ Simplify tasks ⇒ Teach by using rules

Naturalistic

THIS PERSON MAY LIKE TO:	STRATEGIES FOR LEARNING:
<ul style="list-style-type: none"> ⇒ Work with and be involved with nature ⇒ Be outside ⇒ Classify item/information ⇒ Explore living things ⇒ Learn about plants, animals, natural events ⇒ Understand something through a world lens 	<ul style="list-style-type: none"> ⇒ Connect learning to how task fits into the global view ⇒ Teach in natural surrounding ⇒ Purposeful activities to better the earth, community ⇒ Help learner feel a definite sense of connection to the rest of nature

Adapted from the work of Ellen Arnold, Ed D

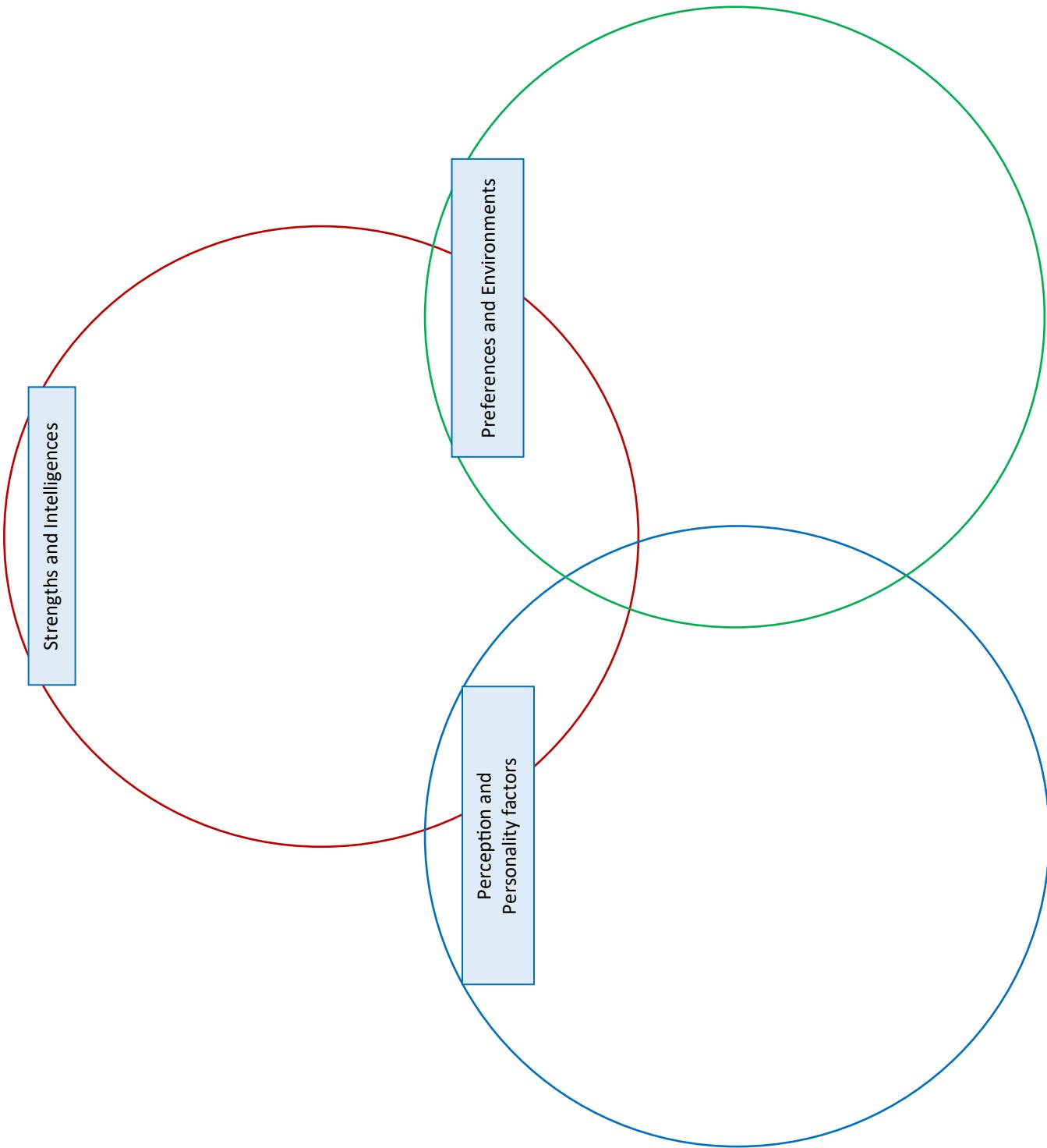
And, <https://www.greenhearted.org/naturalist-intelligence.html>

Dunn and Dunn's Learning Style Dimensions

DIMENSION	ELEMENTS	KEY QUESTIONS
Environment	Sound Light Temperature Seating design	Do you prefer a noisy, busy, well lit, warm environment or a quiet, subdued, cooler environment? Should the learning environment be formal (e.g. desks and chairs) or informal (e.g. couch and pillows)?
Emotional	Motivational support Persistence Individual responsibility Structure	Do you need a lot of emotional support? How persistent are you on learning tasks? Are there tasks where you are more persistent? Do you easily assume individual responsibility?
Sociological	Individual Pairs Teams Adult Varied	Do you learn best alone or working with someone? How much guidance from adults do you want or need? What is your response to authority?
Physiological	Perceptual Intake Time Mobility	Are you an auditory, visual, tactful, or kinesthetic learner? Do you like to snack while learning or reward yourself in the end? When is the optimal time for learning? [night owl vs. early bird] Do you require freedom to move during learning?
Psychological	Global Analytical Impulsive Reflective	Do you approach problems, globally or analytically? Do you jump into problems or pause to reflect before starting?

My Preference and Personality:

My Learning Style





This diagram provides a visual representation of prompts going from least restrictive, less direct contact with the trainee, to most restrictive, most direct contact and involvement with the trainee. When an individual that you are working with moves toward stabilization on the job, there will need to be a plan to fade the prompts so that the employee is able to perform the job independently. Not every prompt in the list needs to be used when teaching a skill. Prompts should be utilized based on what is most effective for a particular trainee and appropriate for the task being learned. Whichever prompts are used they need to be faded as quickly as possible to avoid prompt dependency. Now we will review one-by-one each of the prompts identified above.

Natural Cues

When the temperature reads 160 degrees, the burgers are done



Definition:

A **natural cue** is the stimuli in a setting that lets the trainee know that a particular behavior or activity needs to occur. These may also be called environmental cues. Whenever possible, the job coach should identify and associate a task with the natural cue in the environment that lets the employee know it's time to complete a task.



Implementing and associating natural cues:

Associating tasks with natural cues will promote independence and allow the coach to fade from the task more quickly. For example, dirty dishes on a restaurant table, after customers have left, would be a natural cue for a bus person to come clear the table and then wipe it down. A rack full of dirty dishes would be a natural cue for a dish room worker to run them through the dish machine. Natural cues are not created or contrived in the work environment and do not need a fade plan.

Visual and Picture Cues

Definition:

A visual prompt is an object that has been visually altered or added to stand out so that the attention of a trainee will be drawn to it. Visual prompts, such as photographs, can be used to number the steps of a task for an employee or to demonstrate what the end state should look like. For example: a finished pot sticker, a correctly made bed or a place setting at a table.





Implementation:

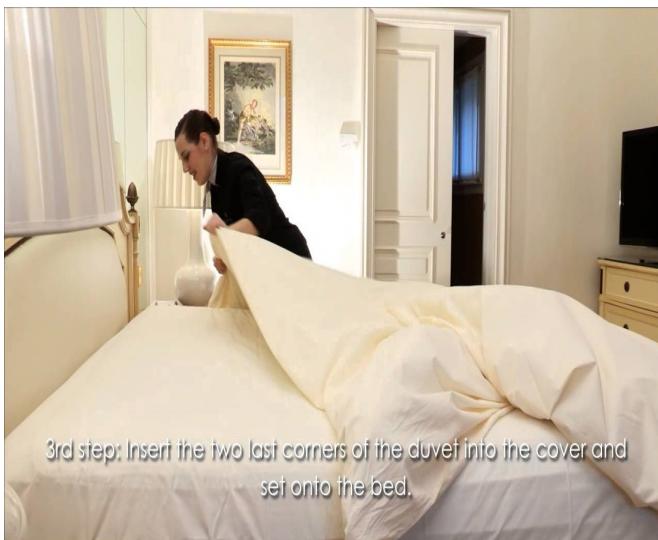
Examples of visual prompts can include: post-it notes, color-coded items or using colored tape on items to identify them. Photographs, diagrams, written lists, and drawings could also be used. Be aware that too many visual prompts can create clutter which will cause them to lose effectiveness. In a work environment, inform co-workers of the purpose of the visual cue and ask that it not be removed during training. Also, be sure to keep visual prompts up to date with new information, task changes or sequence changes.



Visual and Picture Cues

Fading visual and picture cues:

Unlike the other prompts, visual and picture cues can be easily transferred to a permanent adaptation instead of a prompt and therefore do not require fading and can be considered a modification or an accommodation.



Shadowing and Proximity

Definition:

Shadowing refers to a trainee being observed by a job coach who is near enough to intervene only when needed. This technique is often used when fading has started for a task. Generally, there is no intervention but the job coach is available in case any difficulty or questions arise. Shadowing allows the trainee to perform the job on their own but with support close by.

Proximity can refer to the distance between the coach and the trainee, but can also refer to the distance between the trainee and an object or cue in the environment that lets a person know it's time to do a job.

Example of using proximity of an object and fading:

Bob's job is to mop the floors at the end of each shift. When first learning his job, Bob forgets this task. To remind Bob to mop after each shift, the coach removes the equipment from the closet, places the bucket and mop in the room where it can be easily seen. As Bob learns the routine of his job, the coach will continually move the bucket and mop closer to the closet, where it should typically be kept, eventually placing the mop and bucket in the closet.

Each time the coach prompts Bob to mop the floor, he associates doing this task with the time, which is the natural cue in the environment that lets Bob know it's time to mop the floor.



Shadowing and Proximity

Fading:

Shadowing is most often used when fading has occurred from the job tasks. As the job coach is able to observe independence on the job, they should be able to gradually increase their distance from the trainee until they do not need to be present on the job site. A job coach will begin by moving further away, while continuing to observe. As the trainee continues to demonstrate ongoing independence, the job coach will continue to increase their distance, moving to areas where they are not able to observe, but will return periodically to ensure the trainee is not having any problems.

It is important while fading from the job site to communicate this process to the trainee, supervisor, co-workers and natural supports. When this process is not well communicated, it may have the appearance that the coach is not focused on the trainee and they are not doing their job.

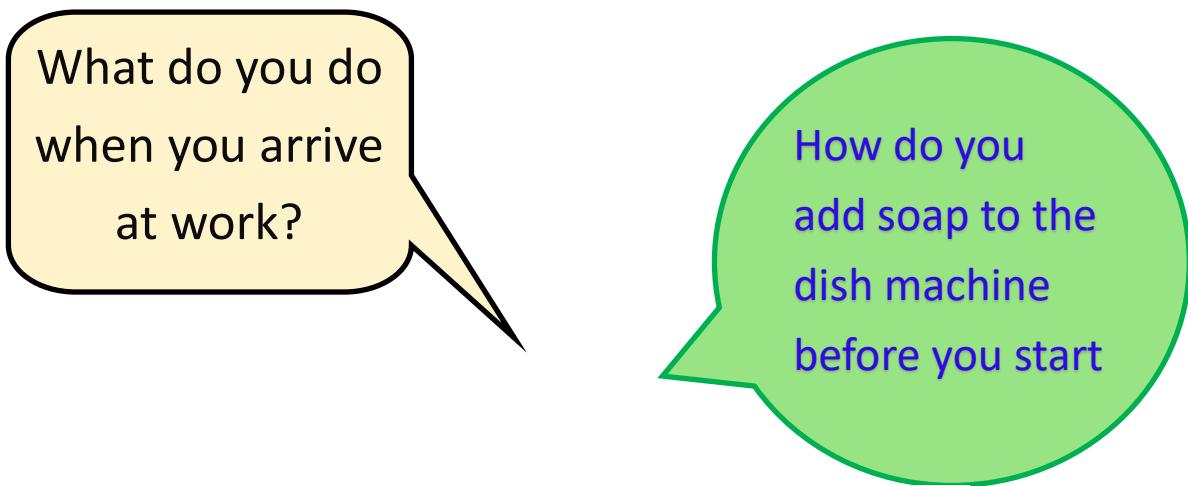
Bob, you are doing very well, I've noticed that you are able to ask for help, set up your station, and move the materials. I am going to stand back here and just observe you working for a while.



Indirect Verbal Prompts

Definition:

An indirect verbal prompt cues the trainee to perform a desired task, but does not make an explicit statement of what to do. Another way to describe an indirect verbal prompt would be to ask an open-ended question.



Indirect Verbal Prompts

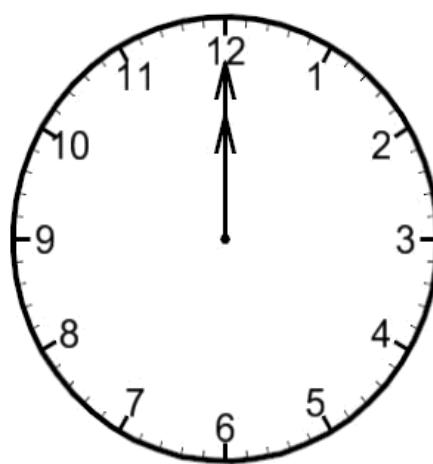
Implementing indirect verbal prompts:

Open-ended questions are questions that do NOT elicit a yes or no answer. Indirect verbal prompts do not contain instructions to complete the job task but help the trainee to recall the steps or process to perform a task or activity. These prompts lead the learner to engage in or correct their behavior without stating directly the desired behavior. Indirect verbal prompts are also helpful for the trainer to glean understanding as to where the trainee is in their understanding while learning the task.

Indirect verbal prompts will also help the trainee to make connections to natural cues in the environment such as a sound (buzzer, click, or bell), a visual cue (full garbage can, table of dirty dishes) or a length of time (morning break or lunch break). To use a question such as: “What do you do next?” may not be effective without more information or association with a natural cue for reference. Questions such as: “What do you do after you tie up the garbage?” or “How long is your lunch break?” are more useful to a trainee due to context.

Show me how long
your lunch break
should be...

How will you know
when your lunch
break is over?



Indirect Verbal Prompts

Fading indirect verbal prompts:

To fade indirect verbal prompts increase the time between the natural cue and/or visual cue in the environment and the prompt, allowing the learner to attempt the behavior independently, and decrease the directness. For example, “what do you put on your hands before you begin work?” could be changed to “you’re beginning work, what do first?” then to “you’re beginning work... (pause)” to “you’re beginning....(pause)” and finally to “beginning?” to prompting the trainee to put on gloves.

Caution: Verbal prompts in general are the most common type of prompts used, and are probably used more than they should be. They are the easiest to use and it can be difficult to sit quietly and observe the trainee struggle. Sometimes eagerness to teach by telling lulls the individual into being passive responders; they are encouraged to wait for instructions. When coaching, allow the trainee enough time to problem solve as well as to try different approaches as they learn.

**What do you do
when the people
leave the table?**



Direct Verbal Prompts

Stop the machine by pushing the red button.

Definition:

Direct verbal prompts are statements to the trainee that tell them exactly what they need to do on a task.

Implementing direct verbal prompts:

Direct verbal prompts are over used and difficult to extinguish, so plan to fade from this technique as soon as possible to reduce the risk of prompt dependency. Be aware that it is not always *WHAT* you say but *HOW* you say it that is effective. Your tone of voice, clarity of speech, volume and the amount of information you share is equally important. Be clear and concise at all times and use repetition appropriately to help the trainee retain the instructions to memory. Fade from this technique as soon as you are able to illicit the desired response using another prompt.

Fading direct verbal prompts:

When using a direct verbal prompt in conjunction with another prompt, the direct verbal prompt can be faded away while keeping the other prompt in place. One way to fade a direct verbal prompt is to increase the length of time between the cue and the prompt and/or decrease the directness of the prompt and moving toward indirect verbal prompts.

It is important to note here, if you are using 2 prompts simultaneously, you need to have a fading plan for both prompts. It can be tempting to use a different prompt and add a direct verbal prompt for clarity. This can lead to prompt dependency.

Gestural Prompts

Definition:

Gestures are physical movements used to cue the start of, next step, or ending of a task for a trainee.



Implementing gesture prompts:

Gestures are most effective when they are a natural movement and can allow the trainee to keep a low profile on a job. When using gestures, make sure that they are performed within the trainee's visual field. Gestures should never involve making any physical contact with the trainee. Gestures are not only made using your hands, but can also involve movements of the head, the entire body or facial expressions. As you begin to work with someone you may develop different gestures with different meanings. Be sure that the trainee is clear about what you are communicating with a specific gesture.

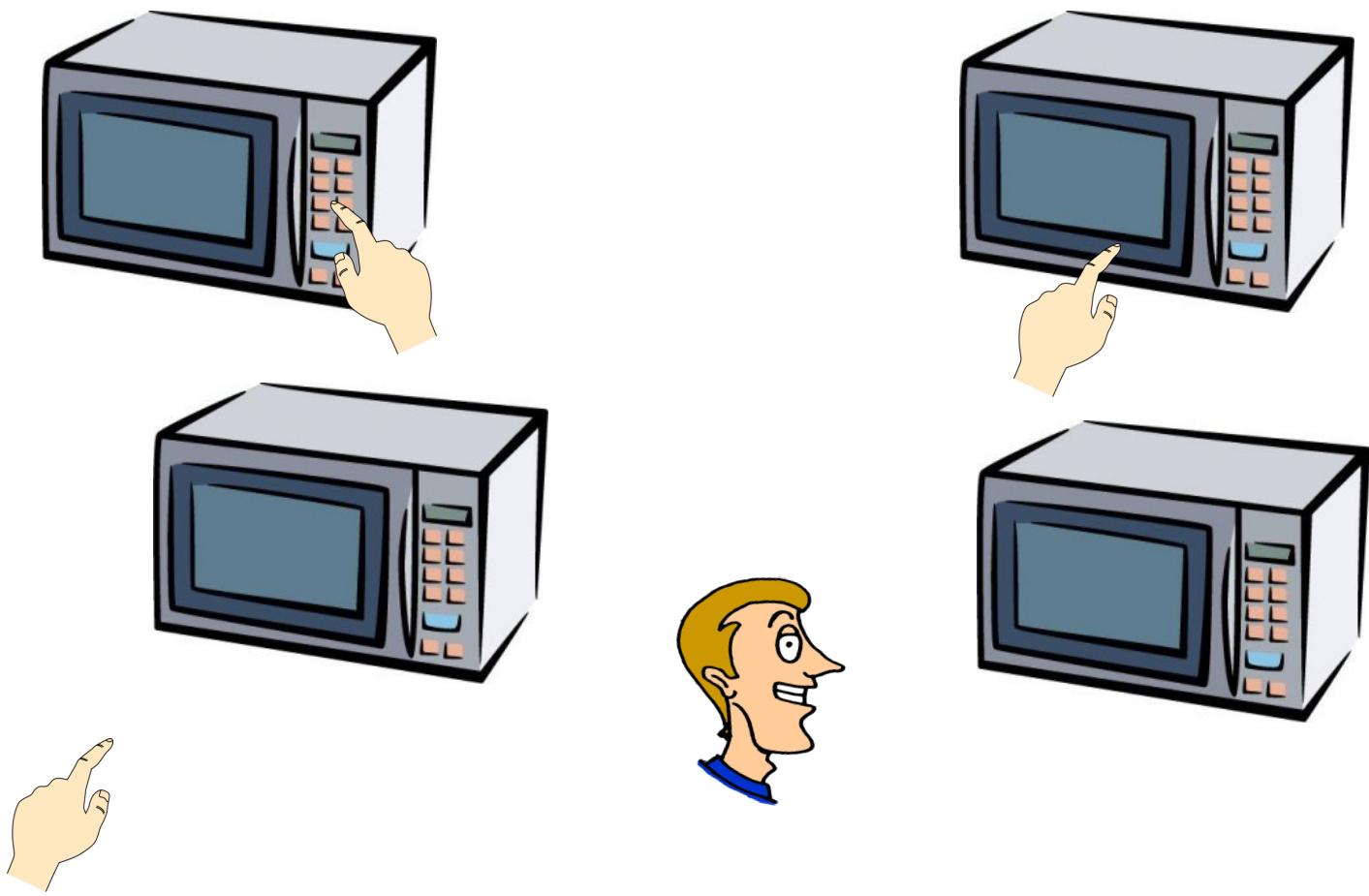
Caution: We often use gestures without being aware of what we are doing. While you're coaching remain alert to your eye, head and body movements when you're prompting a trainee.

Gestural Prompts

Fading from gestural prompts:

Gestural prompts are not difficult to fade. If you can get an appropriate response using this, use it in preference to direct verbal prompting. If you use both gesture and verbal prompting, you must have a fading plan for both prompts.

Begin by increasing the distance between the gesture and what the gesture is directing the learner to do. For example, if the prompter is pointing to a button on the microwave, they can point at the microwave face instead of the specific button, then to the microwave in general, and a head nod toward the kitchen. Additionally, decrease the duration of the prompt. For example, if the prompter is pointing to the microwave for 5 seconds, reduce to 4 then 3 then 2, and so on.



Modeling

Definition:

Modeling is completed by the coach or another person at the job and demonstrates for the trainee what the task looks like when it is being completed, as well as what it looks like when it is done correctly.



Preferably a co-worker or supervisor will model a task for the trainee, but in some instances the job coach will be required. When modeling a task for the first time, a coach can describe the steps as they are being completed. Be cautious of continuing verbal prompts on each trial of learning.



After the trainee has watched the task being completed correctly, the trainer steps back and observes the trainee, offering specific feedback to help correct and guide the task.

Implementing modeling:

Modeling is an effective training technique to use when the trainee is initially learning a job. Depending on the task, it might be helpful to allow the trainee to attempt the task. This will give the trainer feedback on where the trainee is in their understanding of how to complete a task and allow for a more effective training plan to be developed.

It is best to demonstrate one job task at a time and then allow the trainee to practice immediately after you demonstrate. You can repeat this process several times as needed. Modeling tasks allows the trainee to better judge the correct speed and accuracy that a task demands after seeing it done and then trying it. Modeling prompts are most appropriate when working with learners who have strong imitation skills or who are known to be visual and/or kinesthetic learners. When using modeling prompts, be careful about verbally explaining what you are doing. It might be necessary to do this during an initial demonstration, but you should not continue to couple modeling AND verbal prompts unless you have a plan to fade both.

Fading model prompts:

To fade model prompts, simply demonstrate less and less until the model becomes a gesture prompt. For example, if the job coach is using a model prompt to show the trainee how to stack plates in the dish rack, they can switch from putting the dishes in the rack to pointing to the dishes and then the rack, and then pointing to the rack and increasing the distance and length of time between prompts.

Physical Prompts

Definition:

Physical prompts involve physically guiding the trainee's movement to engage in the desired behavior. Physical prompts can range from hand-over-hand guidance in learning how to turn a screw driver, to a gentle tap on the hand or shoulder as a reminder to move to the next step in the task, or to refocus attention.

Implementing physical prompts:

All physical contact should be as gentle as possible and job coaches should ask permission of the trainee before making any contact. Some individuals with a diagnosis on the autism spectrum may be very uncomfortable with any kind of touch. If you feel any physical resistance to this prompt, discontinue using it and determine if it is appropriate for use with the particular job task or the individual.

There is a wide range of use for physical prompting, below are a few examples:

- ⇒ Teaching muscle memory, as in the case of showing the trainee what it feels like to hold a hand mixer or hammer a nail.
- ⇒ Guiding the trainee's elbow to the next task.
- ⇒ Proper grip.
- ⇒ Gentle tap on the arm to refocus.

Physical Prompts

Physical



Fading physical prompts:

Fading physical prompts can be fairly simple. Reduce the pressure of the physical prompt or the location of the prompt so that less assistance is being provided. Full physical prompts are generally easy to fade to partial physical prompts and partial physical prompts are generally easy to fade to independence.

Helpful Tips For Training



- **Training begins where skill ends.** Engage in some assessment before training to determine where the trainee is in their understanding of a task. This will help to ensure there is an accurate training plan.
- Whenever possible, tasks are best taught by supervisors or co-workers at the job site. A coach may need to supplement learning or offer suggestions on how best to teach a trainee.
- When reinforcing a job well done, offer specific, constructive feedback that lets them know exactly what they are doing correctly and where they need to focus more attention.

For example: “*Bob you’re doing very well clearing the table, carrying the bucket to the dish room and picking up the napkins. Let’s review again on how to wipe down the table so that it’s completely clean for the next customers.*”

Telling a trainee “good job”, or “you’re doing great” throughout the day does not let the trainee know where they are in the learning process.

- Do not reinforce a job well done with tangible items such as food, candy, or coffee. Pairing learning with receiving a treat can greatly interfere with fading.
- It can be difficult to stand back and watch a trainee struggle when they are learning a new job. This is an important part of problem-solving and learning. Resist the urge to step in too soon and too often. Allowing someone to struggle and learn will promote self-confidence and self-efficacy.
- Check for the trainee’s understanding throughout the learning process.
- Allow many opportunities for the trainee to ask questions and get clarification.

Peanut Butter and Jelly—Task Analysis

Steps	Skills Required

Building Independence and Natural Supports in Community Employment

“Natural Supports are any resource or form of assistance that exists or can be adapted at a job to enhance the person’s job performance or inclusion in the workplace culture.”

Building Independence and Natural Supports in Employment

- Periodically fade your instruction to test for increasing independence.
- Share the person’s progress with their supervisor and management.
- Utilize natural and environmental cues during instruction.
- Assist the person to enhance workplace relationships (supervisors, coworkers, customers) while supporting the person as inconspicuously as possible.
- Teach the intern reciprocity such as holding doors open for others and helping coworkers when possible.
- The job coach should refrain from participating directly in workplace activities in order to build task independence and promote coworker interaction.
- Set up times to step back and monitor from afar. Leave the worksite for incremental periods if the person has the safety skills and time alone in their plan.
- Set up natural supports and workplace accommodations that are reasonable and have workplace management approval.
- Assist the person to participate in all formal and informal workplace activities such as staff meetings, holiday parties, coffee breaks, etc.

Benefits of Using Natural Supports

- Promotes inclusion at the worksite.
- Allows relationships to build naturally.
- Contributes to heightened employee and coworker morale.
- Enhances success since employees perform better working cooperatively.
- Increases independence – decreases dependence on paid staff.
- Builds the person’s self confidence.
- Builds career skills for advancement.

Source: Introduction to the Employment Training Program for Consolidated Supports and Services, OPWDD

The “Unwritten Rules” of Work

1. Dress code

- a. Different: in different industries and same industries
- b. Conveys image of company
- c. Clothes, hair, makeup, tattoos, piercings, etc

2. Use of equipment / resources

- a. Phone, copiers, computer, fax machine, coffee /food supplies
- b. What is reasonable and what isn't?

3. Everyday protocol

- a. Arrival time (wiggle room)
- b. Breaks (frequency)
- c. Parking
- d. Lunch / employee lounge, lunch-time errands?
- e. Listening to music
- f. Celebrations

4. Unusual Circumstances

- a. Dr. Appointment– bank– children's school meetings – vet emergencies
- b. Acceptable / unacceptable reasons for tardiness
- c. Common reasons people are fired

5. Policies and procedures

- a. Sick time / vacation time
- b. Flex schedule
- c. Arrive early and leave early
- d. Questions – who to ask?

30 ways to Shine, Denise Bissonnette

Sample Fading Plan

Fading Achieved During Last Six Months (please describe):

Job Coach faded from being on site 100% of the time to 50% of the time as manager has expressed that the basic day to day duties such as greeting, taking orders and providing change with accuracy was occurring on a consistent basis.

If no fading was achieved, please explain:

N/A

Weekly Hours of Job Coaching Requested for Next Period of Service Authorization:

5 hours per week/20 hours per month, focusing on areas of concerns for the employer. Job Coach will come on site with a frequency of 2 hours, 1 hour, for his weekly shifts.

If this request represents an increase in the level of coaching previously approved, please explain why this is needed:

Plan for Fading During Next Period of Reauthorization

1. Amount of fading that will be achieved:

As job coach works on these areas of improvement and notices improvement, the job coach will be fading back 1 hour per week until they are not needed on site this will be communicated to Bill his Mother and the SC. Job coach and Bill would like stabilization and monitoring services after 100% fade is complete to make sure the level of quality remains high and Bill stats supported when needed.

2. Target date for achieving the targeted amount of fading:

3 Months to achieve 100% then stabilization and monitoring.

3. Job coaching methods (s) that will be used to achieve fading (describe in detail):

Scripting practice before shift and creation of scripting to work on at home, reflection and feedback during break, discussion with manager to see if improvements continue when offsite.

Fading Gracefully

Questions to consider:

- Is this the right job?
- Does the employer have the same expectations that you do?
- Does the work culture support fading?
- Has the training been geared toward fading on-site job coaching supports?
- Does the current job design encourage the use of natural supports?
- Are non-work issues / needs impacting the job?
- Are the needs and concerns of all parties being taken into account?
- Is what you are currently doing helping or hurting your fading efforts?
- What happens if something goes wrong on the jobsite when you're not there?

Suggestions to make the fading process easier for all involved parties:

1. Plan for and implement skill maintenance strategies as job coach support/reinforcement is decreased
 - A. Environmental cues
 - B. Natural reinforcers
 - C. Natural supports
 - D. Self-management strategies
2. Increase involvement of supervisor
 - A. Giving instructions
 - B. Feedback
 - C. Continued training
3. Recruit co-workers as advocates
4. Discuss fading schedule
 - A. Consumer
 - B. Supervisor
 - C. Co-workers
 - D. Family, residence, therapist as appropriate
5. Evaluate / unobtrusively observe that job is being done correctly before beginning to fade
6. Provide supervisor and co-workers with necessary training & information to handle situations that may arise
7. Fade slowly & systematically with frequent evaluations

Job Retention Supports

When successful job coaching supports are successful and the employee is performing according to the business' expectations, the employment specialist will slowly fade his/her on-the-job supports. It is essential, however, for the employment specialist to remain regularly involved at the job site with the employee and the employer to ensure job retention and continued growth. The employment specialist performs a variety of tasks during the job retention or follow along phase as listed below:

1. Periodic evaluation of the employee's performance based on information from the worksite supervisor and job coach observations.
2. Periodic surveys of the employee's job satisfaction by interviewing the employee and their circle of support.
3. Ongoing documentation of progress, issues and concerns.
4. Facilitation of positive coworker, supervisor and customer relations.
5. Troubleshoot periodic work issues and concerns with the employer, employee and the circle of support.
6. Ongoing reinforcement for a job well done and job retention.
7. Ongoing work skills instruction such as learning new tasks, building interpersonal skills, etc.
8. Assist the employee with work culture participation including staff meetings, holiday events, work recreation leagues, etc.
9. Assist the employee in staying abreast and understanding company policies and procedures.
10. Assist the employee in understanding and accessing company benefits.
11. Build work skills to advance the employee's career movement within the business.
12. Periodically assess the employee's job interests, skills and abilities.
13. Assist the employee with various career building activities.
14. Assist the employee in acquiring either formal or informal valued roles at the worksite such as mentoring new employees, organizing coworker events, or ordering lunch.
15. Provide other employment supports as necessary.

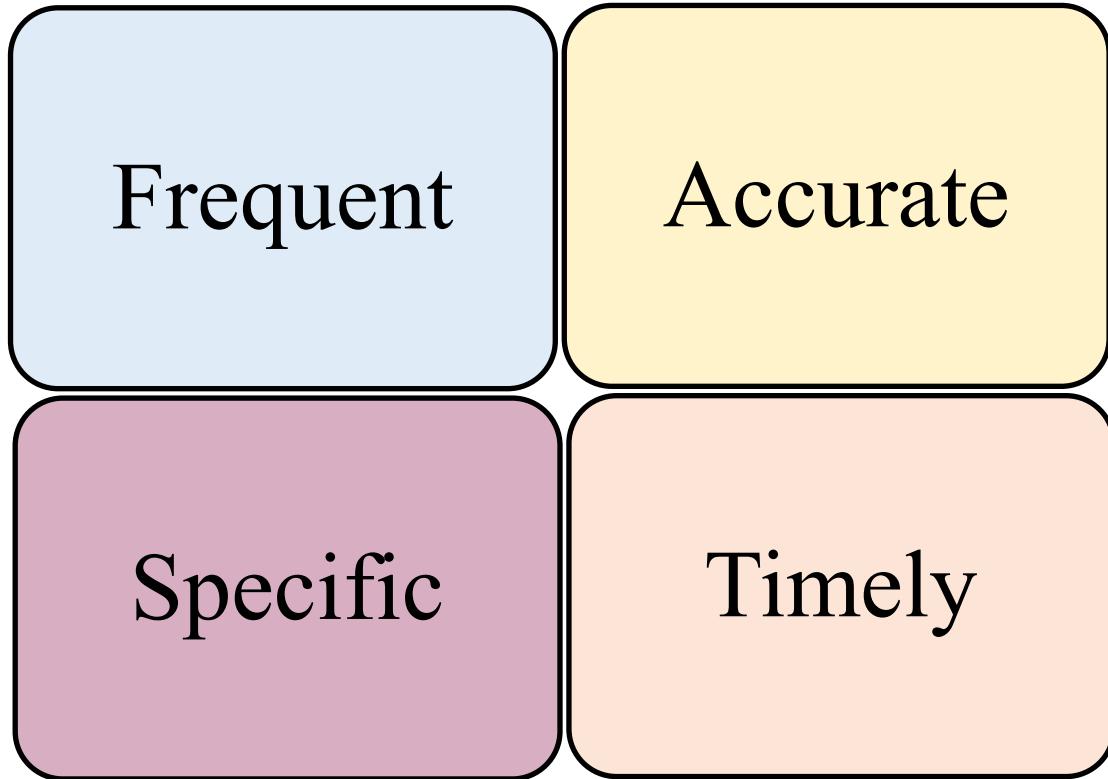
Source: Introduction to the Employment Training Program for Consolidated Supports and Services, OPWDD

Providing Feedback

Feedback is a reactive form of communication; that is, a response to some kind of action or input. For example:

- △ An answer to a question
- △ Fulfillment of a request for information
- △ Reply or rebuttal to a point of discussion
- △ Suggestion for work revision
- △ Evaluation of job performance

F.A.S.T Feedback



Tulgan, Bruce, FAST Feedback, 2nd Ed., 1999

BARRIERS TO COMMUNICATION

Physical	Often due to the nature of the environment, i.e. location, noise, lighting, temperature. All of these things can effect what is being communicated and what is understood.
System design faults	Refers to problems with the structures or systems in place, such as a program. Lack of training and role confusion can lead a coach to be uncertain about expectations.
Jumping to conclusions	When the listener believes they have all the information they need to draw conclusions. This can happen when a coach feels they know the trainee very well, or when we rely on only what we see.
Thoughts easily wander	We all experience this everyday when we're listening, but also when we're someone is listening to us. It takes discipline to listen carefully, but when your mind wanders be respectful and ask the speaker to tell you again.
Listening to respond	When we listen or "hear someone out" so that we can say what is on our mind.
Believing you're right and the other person is wrong	When we believe that the other person is wrong and we are right, we stop listening and focus on responding.
Pushing your own agenda	Coaches have an agenda to teach the trainee, but also to get the task done, and to demonstrate allowable services. If it seems the trainee is interfering with this, we can stop listening and focus on our own agenda.
Focusing on the "right" thing to say	A careful communicator wants to be sensitive, empathetic and helpful. When we are more focused on finding the right words to say we stop listening to the other person.
Words do not match non-verbal communication	This happens when we are careful to choose the right thing to say but forget what our body language is expressing. Coaches need to be aware of their body language, but also interpreting what the trainee is communicating.
Language	The words we choose are very impactful on the trainee. How we communicate to the trainee, but also how we communicate about the trainee to their family, the business and other service providers. Use asset based language and ask yourself if what you're saying will open doors or close doors for the trainee.

iPhone Accessibility—Sampling of Features

1. Invert Colors	The iPhone has multiple vision settings that are included for people with a range of vision needs, from low vision to color blindness and more. Settings -> General -> Accessibility -> Display Accommodations
2. Magnifier	This tool could be great for restaurants, or anywhere else where there's small print in low light. Enabling "Magnifier" turns your phone's camera into a magnifying glass. When you tap the side button on iPhone X or home button on earlier models, a window for your camera will pop up. Point it at the text or object you want to magnify, and voila. Settings -> General -> Accessibility -> Magnifier
3. Larger Text Size	Here's where you can adjust the size of your text. But you can also crank up that size even higher in apps that support Dynamic Type. There's a slider that allows you to choose just how big you want your text to be. Settings -> General -> Accessibility -> Larger Text
4. Zoom	If you want to be able to see larger text, or just more detail in an image, just when you want it instead of all the time, zoom is for you. By double-tapping three fingers, you can zoom in to the whole screen, or you can drag three fingers around the screen to zoom into specific parts. You can also change your maximum zoom level through a slider, which goes up to 5x zoom. Settings -> General -> Accessibility -> Zoom
5. Shake to Undo	'Shake to undo' is the iPhone's default setting — it's what causes the "undo typing" prompt to come up when the phone senses that shaking has caused it to press a bunch of random keys.
6. Subtitles & Captioning	This is super convenient. If you are someone who prefers closed captioning, it can be cumbersome to turn this on and off every time you go into a media app. By enabling Closed Captions + SDH under media in accessibility, when subtitles are available in an app, they'll automatically be turned on. Settings -> General -> Accessibility -> Media -> Subtitles & Captioning
7. Siri	With Siri enabled, the user has the ability to make calls, set reminders, and send messages through voice command. Settings -> Siri and Search