



Effective Job Coaching – Session 1  
Innovations in Employment Support

1

---

---

---

---

---

---

---

---

---

---

**Distance Learning Protocol**

1. You are expected to be on-time for an online training just like an in-person training. It is best to join the room a few minutes early so you can address any technical issues should they arrive.
2. Ensure you are in an environment free from distraction. Close your work email application so you will not be distracted by email notifications.
3. Follow any instructions given by the trainer regarding attendance so you can receive credit for the class. This will include filling out an evaluation after the session.

2

---

---

---

---

---

---

---

---

---

---

**Distance Learning Protocol**

4. You must be able to attend all sessions of the scheduled training to receive credit. For example, if it is a two-part course and you only attend one part, you will need to register for the course at a later date and attend both parts in order to receive credit.
5. Participation in polling questions and chat box discussions is required.
6. Please cancel your registration if you are unable to attend the webinar so you are not marked as a "no-show".
7. Each registered student should use their own device to participate in the webinar so Innovations staff can accurately account for who attended. Multiple students should not participate using the same computer.

3

---

---

---

---

---

---

---

---

---

---

### Important information from OPWDD

- **OPWDD is open for business!** ETP Supervisors are available to answer questions and assist you.
- Requests to bill Intensive and Extended SEMP hours are being processed regularly. If an individual is in need of hours, please submit a request.
- Please submit any employment and vocational service questions you may have to:  
[employment.technical.assistance.questions@opwdd.ny.gov](mailto:employment.technical.assistance.questions@opwdd.ny.gov)

4

---

---

---

---

---

---

---

---

### Important information from OPWDD

- Please be sensitive to the unique situations and difficult circumstances of the people you work with.
- Know who is on your roster and what services could benefit them.
  - *What can they be working on now? Discovery? Work Readiness?*
  - *Will they be ready to get back to work if they've been furloughed or terminated? Are they maintaining or learning new skills?*
- What services do you need to request now in order to be ready to support people returning to work?

5

---

---

---

---

---

---

---

---

### Sessions 1 & 2

SCHEDULE	PURPOSE	PAYOFF
Class Credits	To gain a deeper understanding of coaching supports	Gain more skills to support people on the job Understand how our role enhances employment success
How to Engage!	Explore a variety of coaching techniques and strategies through discussion and practice	Ability to create deeper relationships with businesses

6

---

---

---

---

---

---

---

---



- ✓ Benefits of Job Coaching
- ✓ Instructional Techniques
- ✓ Workplace Culture
- ✓ Understanding Natural Supports
- ✓ Long-term Career Development
- ✓ Documenting Allowable Services

---

---

---

---

---

---

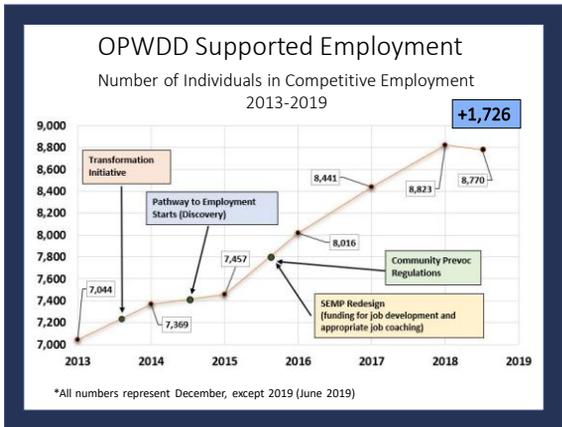
---

---

---

---

7




---

---

---

---

---

---

---

---

---

---

8

Community Pre-Vocational (Waiver Service)	Pathway to Employment (Waiver Service)	Employment Training Program (ETP) (Program)	Supported Employment (SEMP) (Waiver Service)
Prepares people for paid employment or meaningful activities	Creates a vocational plan and prepares people for paid work	Provides an opportunity time limited paid work experience after Discovery and targeted job development	Provides job coaching, job development and support on a job
<b>2 years or more</b>	<b>1 year</b>	<b>1 year or less</b>	<b>On-Going</b>
Discovery, community work experiences, volunteer opportunities and career planning	Discovery, community work experiences, and develop a vocational goal	Discovery, job development, Intensive SEMP, and Internship/Work opportunity at a community business that agrees to hire the individual	Community-based, competitive, integrated employment
Unpaid/Volunteer work or 14C Paid Experiences	Unpaid/Volunteer Experiences or paid at minimum wage	Wages paid by OPWDD at Minimum Wage until business hires	Paid by business at Minimum Wage or higher

---

---

---

---

---

---

---

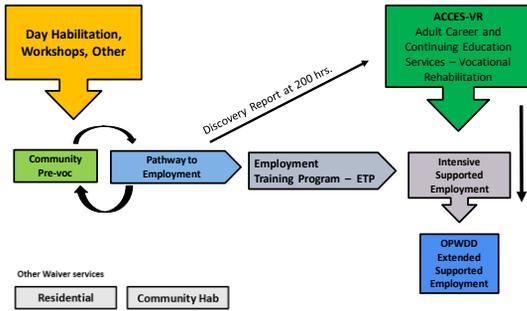
---

---

---

## Tools in the Toolbox

9



## Employment Process

10

“Job coaching refers to the training of an employee by an approved specialist, who uses structured intervention techniques to help the employee learn to perform job tasks to the employer’s specifications and to learn the interpersonal skills necessary to be accepted as a worker at the job site and in related community contacts. In addition to job-site training, job coaching includes related assessment, job development, counseling, advocacy, travel training and other services needed to maintain the employment.”

[https://ocfs.ny.gov/main/cb/vocrehab\\_manual/08-38\\_Job%20Coaching.htm](https://ocfs.ny.gov/main/cb/vocrehab_manual/08-38_Job%20Coaching.htm)

## Job Coaching

11

### Expectations of a Job Coach

- Maintain communication with all stakeholders
- Evaluate work performance
- Analyze tasks
- Understand the workplace culture
- Identify natural supports
- Map career paths
- Document services

12

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



## Purpose of a Job Coach

1. Employer interaction
2. Teach job tasks
3. Teach and ensure acceptable work-related behaviors
4. Assist with navigating workplace culture
5. Facilitate reliance on natural supports
6. Continue career and skill development

13

---

---

---

---

---

---

---

---



1.  
**EMPLOYER INTERACTION**



- Site Observation
- Build a Relationship
- Learn the Job
- Discrepancy Analysis
- Communication Expectations
- Fading Plan

14

---

---

---

---

---

---

---

---

## EMPLOYER INTERACTION



### Conduct a site observation

- What does the physical environment look like? Any challenges?
- What does the flow of people and/or goods look like?
- What can you observe about the culture?

### Establish a good relationship with the supervisor

- Learn the chain of command
- Learn their supervision style (hands-on, hands-off, preferences)
- Clearly communicate the role of the Job Coach
- Identify who the employee should go to if that supervisor isn't available



15

---

---

---

---

---

---

---

---



## Job / Site Analysis

- Core tasks – Essential functions of the job
- Episodic tasks – Things you do on occasion
- General requirements – Qualifying criteria (i.e., licenses, certifications, physical abilities)
- Work environment – Indoors / outdoors, temperature, noise, dust, lighting, etc.
- Work Culture Considerations – Elements of the work setting, including the people, that exist and increase the likelihood of inclusion

Pages 2-3 - Workbook




---

---

---

---

---

---

---

---

---

---

16



## EMPLOYER INTERACTION

### Learn the job (before day 1 if possible)

- Observe the job duties
- Shadow an employee
- Try to do the work yourself (if possible)
- Make sure you know exactly what the supervisor expects (quality, quantity, etc.)
- Ask questions

### Ensure a thorough Discrepancy Analysis has been done

- Requires clear understanding of the job tasks
- Use Discovery Reports and documentation to understand employees' abilities
- May have been done by the Job Developer

---

---

---

---

---

---

---

---

---

---

17

## EMPLOYER INTERACTION



### Setup communication expectations

- What is the supervisors' preferred communication method?
- How often would they like you to check in?
- What time of day would they prefer to meet?



### Communicate the fading plan

- What does independence look like to the supervisor?
- How long do you expect the intensive phase to last?
- How often will you be there in the intensive and extended phases?

---

---

---

---

---

---

---

---

---

---

18




**2. TEACHING JOB TASKS**

- Learning Styles
- Prompting Levels
- Instructional Techniques

19

---

---

---

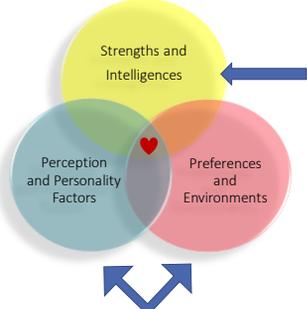
---

---

---

---

---

**Learning Style**

20

---

---

---

---

---

---

---

---



**Multiple Intelligences**  
[Pages 4-9, Workbook]

Linguistic	Logical
Visual	Kinesthetic
Musical	Interpersonal
Intrapersonal	Naturalistic

21

---

---

---

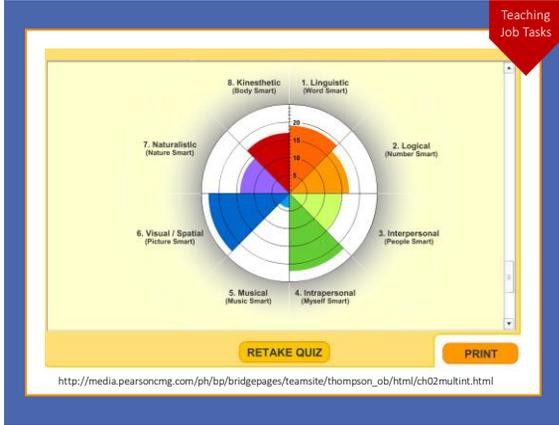
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

22




---

---

---

---

---

---

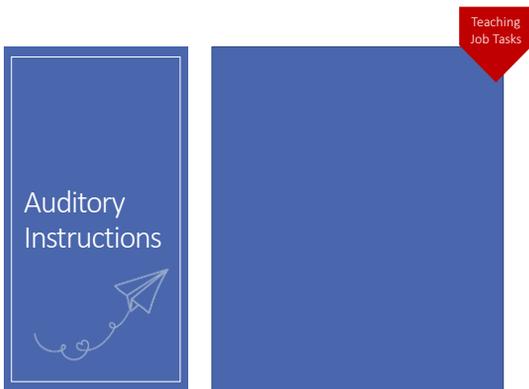
---

---

---

---

23




---

---

---

---

---

---

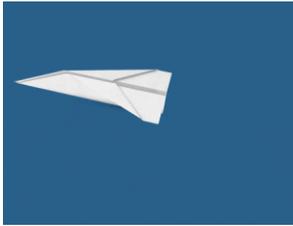
---

---

---

---

24



Teaching  
Job Tasks

# Visual

25

---

---

---

---

---

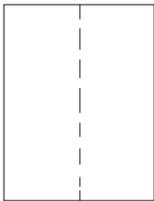
---

---

---

## Kinesthetic – Visual - Auditory

Teaching  
Job Tasks



DIG. 1

1) First take a rectangular A4 (8 1/2" by 11") sheet of paper and fold down the center dotted line on [DIG. 1](#) opening it out again afterwards.

26

---

---

---

---

---

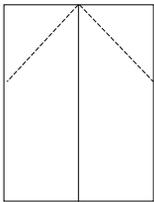
---

---

---

## Kinesthetic – Visual - Auditory

Teaching  
Job Tasks



DIG. 2

2) Take the rectangular sheet and fold it on each side along the dotted line in [DIG. 2](#).

27

---

---

---

---

---

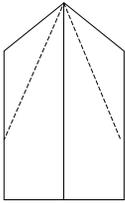
---

---

---



### Kinesthetic – Visual - Auditory



3) Fold again along the dotted lines in [DIG. 3](#).

DIG. 3

28

---

---

---

---

---

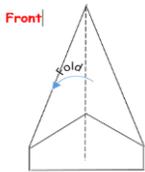
---

---

---



### Kinesthetic – Visual - Auditory



4) With the folds facing up, fold the paper in half, down the middle where the first fold was made, bringing the edges together. [DIG. 4](#) as a front view.



DIG. 4

29

---

---

---

---

---

---

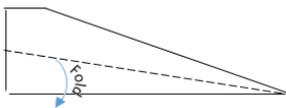
---

---



### Kinesthetic – Visual - Auditory

5) Fold the wings down along the dotted line in [DIG. 5](#) one either side of the center. The plane is now ready to fly!



DIG. 5

30

---

---

---

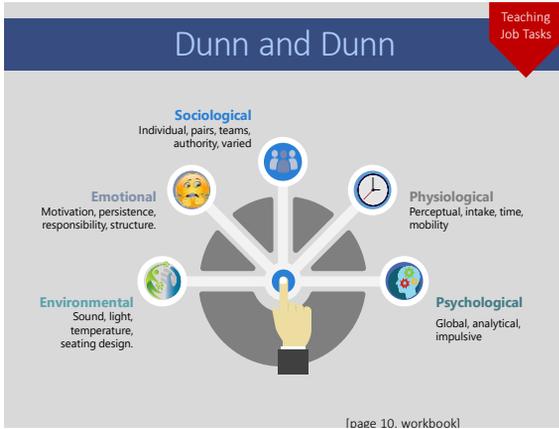
---

---

---

---

---




---

---

---

---

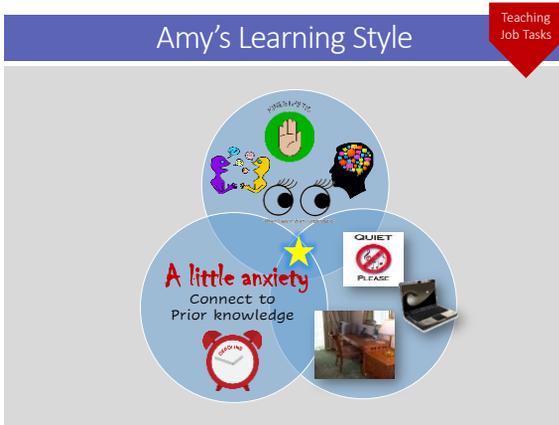
---

---

---

---

31




---

---

---

---

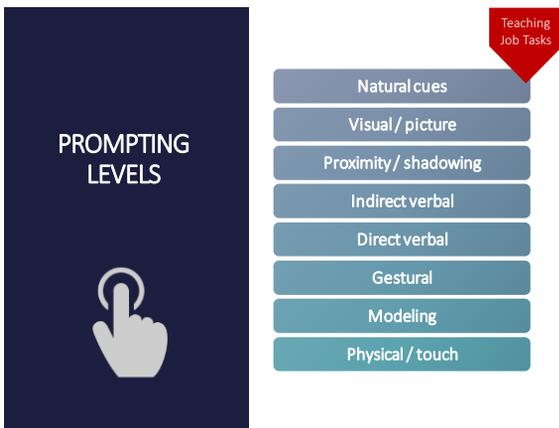
---

---

---

---

32




---

---

---

---

---

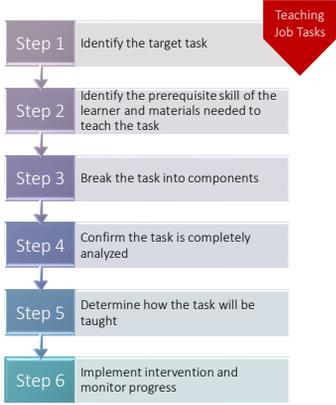
---

---

---

33

# COMPLETING A TASK ANALYSIS



34

---

---

---

---

---

---

---

---



[Page 32, workbook]

35

---

---

---

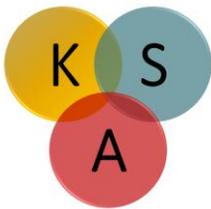
---

---

---

---

---



What is measurable?

Requisite Skill

- Knowledge
- Skill
- Ability

vs.

- Aptitude
- Personality characteristics

36

---

---

---

---

---

---

---

---



## TASK ANALYSIS CONSIDERATIONS

Natural cues and contrived cues?

What does the task look like if it is done correctly?

Where does the task fit into the full cycle of the job?

---

---

---

---

---

---

---

---

---

---

37

## Forward Chaining



➡ Working on it    ✓ Mastered    ✗ Not Mastered

ROUND 1	ROUND 2
➡ Measure 1 cup of cream and pour into jar	✓ Measure 1 cup of cream and pour into jar
✗ Measure 1 tsp vanilla and pour into jar	➡ Measure 1 tsp vanilla and pour into jar
✗ Measure 2 tbs sugar and pour into jar	✗ Measure 2 tbs sugar and pour into jar
✗ Screw lid on jar	✗ Screw lid on jar
✗ Shake vigorously for 5 minutes	✗ Shake vigorously for 5 minutes
✗ Put jar in freezer and leave over night	✗ Put jar in freezer and leave over night
ROUND 3	ROUND 4
✓ Measure 1 cup of cream and pour into jar	✓ Measure 1 cup of cream and pour into jar
✓ Measure 1 tsp vanilla and pour into jar	✓ Measure 1 tsp vanilla and pour into jar
➡ Measure 2 tbs sugar and pour into jar	✓ Measure 2 tbs sugar and pour into jar
✗ Screw lid on jar	➡ Screw lid on jar
✗ Shake vigorously for 5 minutes	✗ Shake vigorously for 5 minutes
✗ Put jar in freezer and leave over night	✗ Put jar in freezer and leave over night

---

---

---

---

---

---

---

---

---

---

38

## Backward Chaining



➡ Working on it    ✓ Mastered    ✗ Not Mastered

ROUND 1	ROUND 2
✗ Measure 1 cup of cream and pour into jar	✗ Measure 1 cup of cream and pour into jar
✗ Measure 1 tsp vanilla and pour into jar	✗ Measure 1 tsp vanilla and pour into jar
✗ Measure 2 tbs sugar and pour into jar	✗ Measure 2 tbs sugar and pour into jar
✗ Screw lid on jar	✗ Screw lid on jar
✗ Shake vigorously for 5 minutes	➡ Shake vigorously for 5 minutes
➡ Put jar in freezer and leave over night	✓ Put jar in freezer and leave over night
ROUND 3	ROUND 4
✗ Measure 1 cup of cream and pour into jar	✗ Measure 1 cup of cream and pour into jar
✗ Measure 1 tsp vanilla and pour into jar	✗ Measure 1 tsp vanilla and pour into jar
✗ Measure 2 tbs sugar and pour into jar	➡ Measure 2 tbs sugar and pour into jar
➡ Screw lid on jar	✓ Screw lid on jar
✓ Shake vigorously for 5 minutes	✓ Shake vigorously for 5 minutes
✓ Put jar in freezer and leave over night	✓ Put jar in freezer and leave over night

---

---

---

---

---

---

---

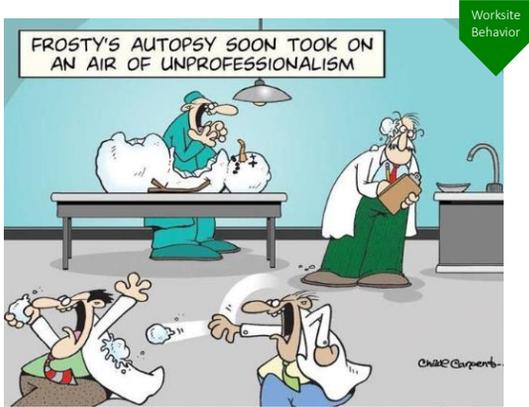
---

---

---

39





43

---

---

---

---

---

---

---

---

## PROFESSIONALISM

Modeling workplace behaviors

Dressing the part

Using appropriate language

Acceptable workplace language and the language of the business

Setting boundaries

44

---

---

---

---

---

---

---

---

Problem Solution

Worksite Behavior

**JOB SITE CHALLENGES**

- Determine the scope of the problem
- Do some fact finding
- Redefine the problem/issues to be addressed
- Generate alternative solutions
- Determine best alternative

45

---

---

---

---

---

---

---

---



Functional Limitations  
vs.  
Lack of skills

- Determine the root of the issue
- What can be controlled?
- How can we provide support?

46

---

---

---

---

---

---

---

---



Effective Job Coaching

4. NAVIGATING CULTURE
- What is Culture?
  - How do we Assess for it?

47

---

---

---

---

---

---

---

---



### Workplace Culture

- Co-worker Support
- "Gathering Places"
- Break Routine
- Special Language
- Personalization of workspace
- Celebrations

48

---

---

---

---

---

---

---

---



**Discussion**  
Describe something unique, special or quirky about your workplace?

---

---

---

---

---

---

---

---

49



**Effective Job Coaching**

**5. Facilitating Natural Supports**

- Natural supports
- Inclusion
- Fading

---

---

---

---

---

---

---

---

50



**Examples of Natural Supports**

- ✓ Co-workers
- ✓ Relatives
- ✓ Friends
- ✓ Classmates (former)
- ✓ Clergy
- ✓ People at local stores
- ✓ Postal Workers
- ✓ Local Merchants
- ✓ Crossing Guards
- ✓ Neighbors
- ✓ Teachers
- ✓ Staff – Present/Former

---

---

---

---

---

---

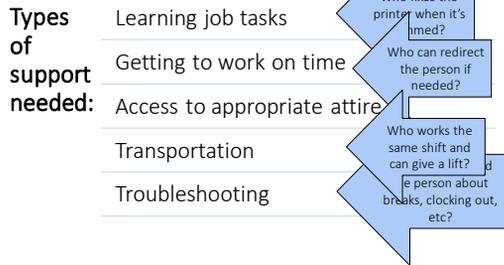
---

---

51

Natural Supports

# Natural Supports




---

---

---

---

---

---

---

---

52



Natural Supports

## NATURAL SUPPORTS

### Don't Foster Dependency and Learned Helplessness

- What are you doing for the person that should be done by a supervisor or other natural support?
- What are you doing for the person that they should be doing for themselves?
- Are you giving them space and freedom to fail?




---

---

---

---

---

---

---

---

53

Natural Supports

# WHAT IS INCLUSION?

---

---

---

---

---

---

---

---

54



Discussion

Describe how you know **you** are integrated & included in your job?

---

---

---

---

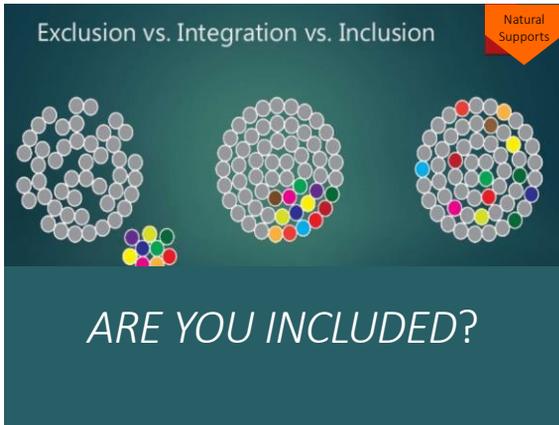
---

---

---

---

55



Exclusion vs. Integration vs. Inclusion

Natural Supports

ARE YOU INCLUDED?

---

---

---

---

---

---

---

---

56



Natural Supports

### BENEFITS OF INCLUSION

EMPLOYEE	BUSINESS
Higher self-confidence	Greater diversity
Increase of available supports	Enhanced morale
Increased job satisfaction	Improved retention
Improved Quality of Life	Increased employee satisfaction

---

---

---

---

---

---

---

---

57



58

---

---

---

---

---

---

---

---



59

---

---

---

---

---

---

---

---



60

---

---

---

---

---

---

---

---



Natural Supports

# Developing a Fading Plan

[Page 35 – Workbook]

---

---

---

---

---

---

---

---

61



Natural Supports

- Create a schedule
- Document progress
- Provide ongoing Communication
- Initiate an Extended Services planning process
- Be ready to increase support if needed
  - New tasks
  - Personal challenges




---

---

---

---

---

---

---

---

62



Effective Job Coaching

### 6. Continuing Career Development

- Job retention
- Providing feedback
- Accommodations

---

---

---

---

---

---

---

---

63



Career Development

## Employee Retention

- Continue to set SMART goals to keep progressing in the job
- Support and facilitate building relationships
- Assess for ongoing satisfaction with current position
- Explore opportunities within business
- Cross-train in other positions or tasks
- Keep the conversation, about career development, ongoing

64

---

---

---

---

---

---

---

---



**UPSKILLING: Definition:**  
Teach (an employee) additional skills

- Improves retention
- Boosts morale
- Increases employer satisfaction

65

---

---

---

---

---

---

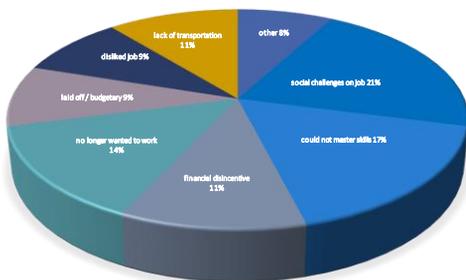
---

---

## WHY PEOPLE LOSE JOBS

*Have you addressed these?*

Career Development



66

---

---

---

---

---

---

---

---

## PROVIDING FEEDBACK

Career Development



- Keep it Positive
- Be Specific and Timely
- Ensure Open, Two-Way Communication

Adapted from <https://blogs.managementconcepts.com/a-quick-refresher-on-giving-feedback/#.XUJ7huKJlU>

67

---

---

---

---

---

---

---

---

**Accommodations**

Icons: People, Braille, Hearing aid, Sign language, Dog, Wheelchair, AD, Large Print

Career Development

68

---

---

---

---

---

---

---

---

**Discussion**

Describe how you use your phone or other technology to support your life?

Career Development

69

---

---

---

---

---

---

---

---

## APPS: The New Revolution in Job Supports

- ❑ **Readily available and pre-installed APPs** and technology can be used for a variety of job placement support needs
- ❑ **Can assist with:** attendance, tardiness, leaving early, attitude, appearance, appropriateness, taking initiative, communication, abusing break times, staying on task, etc.
- ❑ **Types of APPs – Examples:**
  - ❑ Picture schedules
  - ❑ Video modeling, video prompting, continuous video modeling, video feedback
  - ❑ Task sequencing
  - ❑ Time management
  - ❑ Communication
  - ❑ Transportation




---

---

---

---

---

---

---

---

70



Please type your name in the chat box

---

---

---

---

---

---

---

---

71




Contact Information

[info@Eleversity.org](mailto:info@Eleversity.org)  
[www.eleversity.org](http://www.eleversity.org)  
 (585) 340-2051

---

---

---

---

---

---

---

---

72