

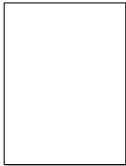


585-340-2051

Effective Job Coaching
Innovations in Employment Support

Before we begin...

- ☐ For this day you will need 3 sheets of paper, 8.5"x11". Does not need to be blank, scrap paper is fine.



Distance Learning Protocol

- Be on-time. Late arrivals will not be admitted.
- Choose an appropriate place to set up your webcam (e.g. not laying down or in bed, in front of a bright light)
- No smoking or vaping on camera
- Keep the camera centered and avoid moving around
- Minimize background noise and visual distractions
- Please, only 1 person per device
- Must attend the 2 days as scheduled to receive credit
- 100% participation is required (chat discussions, poll questions, etc.)
- **No cellphones** and tablets must be in landscape view.

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

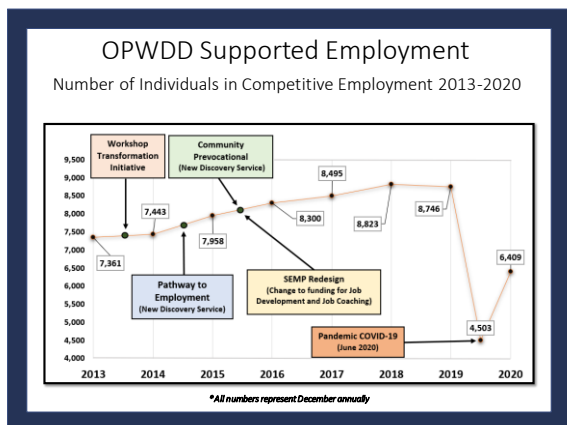
Important Information from OPWDD

- Please be aware of 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?

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



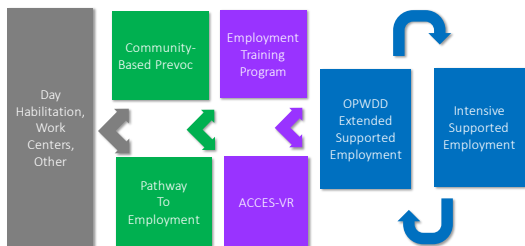
- ✓ Benefits of Job Coaching
- ✓ Instructional Techniques
- ✓ Workplace Culture
- ✓ Understanding Natural Supports
- ✓ Long-term Career Development
- ✓ Documenting Allowable Services



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
2 years or more	1 year	1 year or less	On-Going
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

How Do OPWDD Employment Services Flow?



**Chart is designed for illustrative purposes only. An individual may apply for services in the order that makes sense based on individual circumstances*



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

Expectations of a Job Coach

- 1. Maintain communication with all stakeholders
- 2. Evaluate work performance
- 3. Analyze tasks
- 4. Understand the workplace culture
- 5. Identify natural supports
- 6. Map career paths
- 7. Document services



1. EMPLOYER INTERACTION



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

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*





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



Employer Interaction

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

Employer Interaction

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?

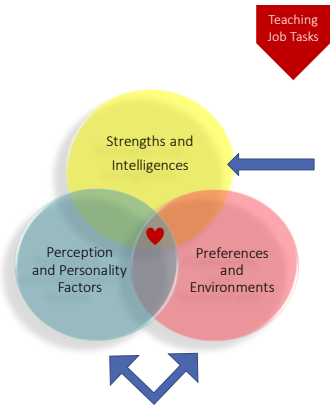


Teaching Job Tasks

2. TEACHING JOB TASKS

- Learning Styles
- Prompting Levels
- Instructional Techniques

Learning Style

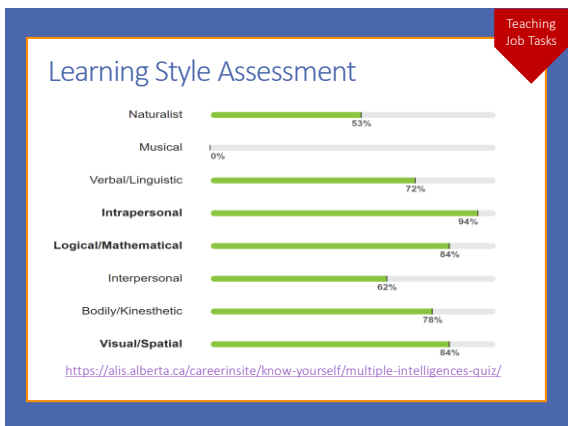


Multiple Intelligences

[Pages 4-10, Workbook]

Interpersonal	Intrapersonal
Linguistic	Visual/Spatial
Musical	Kinesthetic
Logical/Mathematical	Naturalistic

Teaching Job Tasks



How Do you Learn Best?

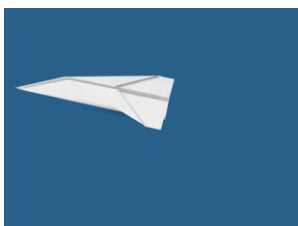


Teaching Job Tasks

Auditory Instructions



Teaching Job Tasks

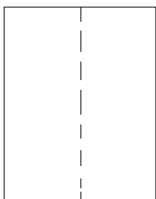


Teaching Job Tasks

Visual

Teaching
Job Tasks

Kinesthetic – Visual - Auditory

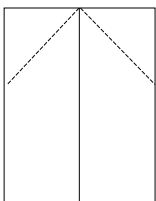


DIG. 1

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.

Teaching
Job Tasks

Kinesthetic – Visual - Auditory

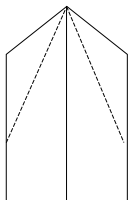


DIG. 2

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

Teaching
Job Tasks

Kinesthetic – Visual - Auditory

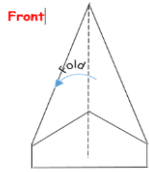


DIG. 3

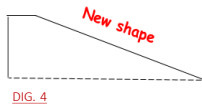
3) Fold again along the dotted lines in [DIG. 3](#).



Kinesthetic – Visual - Auditory



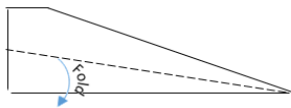
4) With the folds facing up, fold the paper in half, down the middle where the first fold was made, bringing the edges together. [DIG. 4](#) as a front view.





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

Dunn and Dunn

Sociological
Individual, pairs, teams,
authority, varied

Physiological
Perceptual, intake,
time, mobility

Psychological
Global, analytical,
impulsive

Environmental
Sound, light,
temperature,
seating design.

Emotional
Persistence,
responsibility,
structure.

(page 10. workbook)



Teaching Job Tasks

Amy's Learning Style

[page 11, workbook]

Teaching Job Tasks

PROMPTING LEVELS

[Workbook Pg. 12-31]

- Natural cues
- Visual / picture
- Proximity / shadowing
- Indirect verbal
- Direct verbal
- Gestural
- Modeling
- Physical / touch

Teaching Job Tasks

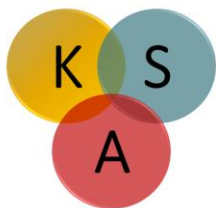
COMPLETING A TASK ANALYSIS

- Step 1 Identify the target task
- Step 2 Identify the prerequisite skill of the learner and materials needed to teach the task
- Step 3 Break the task into components
- Step 4 Confirm the task is completely analyzed
- Step 5 Determine how the task will be taught
- Step 6 Implement intervention and monitor progress

Teaching Job Tasks



[Page 32, workbook]



What is measurable?

Requisite Skill

- Knowledge
 - Skill
 - Ability
- vs.**
- Aptitude
 - Personality characteristics

Teaching Job Tasks

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?



Forward Chaining



➡ Working on it ✓ Mastered ✗ Not Mastered

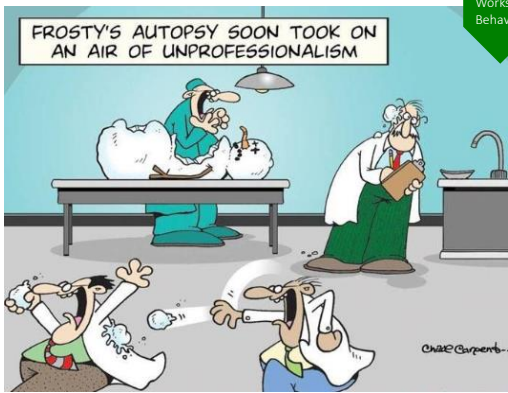
ROUND 1	ROUND 2
➡ Measure 1 cup of cream and pour into jar	✓ Measure 1 cup of cream and pour into jar
✗ Measure 1 tsp vanilla and pour into jar	➡ Measure 1 tsp vanilla and pour into jar
✗ Measure 2 tbs sugar and pour into jar	✗ Measure 2 tbs sugar and pour into jar
✗ Screw lid on jar	✗ Screw lid on jar
✗ 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

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
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Worksite Behavior

PROFESSIONALISM

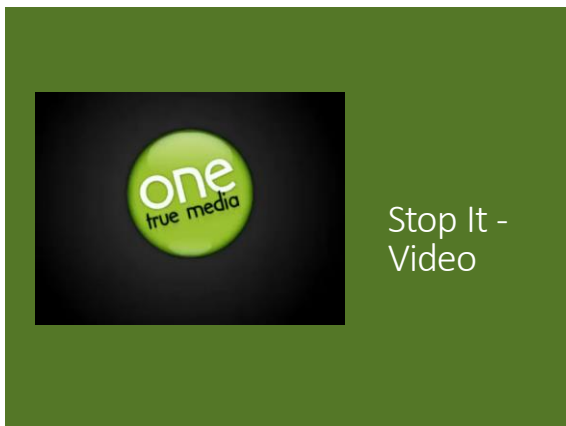
Worksite Behavior

Modeling workplace behaviors

Dressing the part

Using appropriate language

Setting boundaries





Discussion

What is your takeaway from Stop It?



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

Active Listening

Listening to understand

Listening without judgement

Paraphrase content

Asking questions

Maintain attention

Maintain emotions

Act on directives

Self-awareness

Open-mindedness

Responding

Communication

Express self clearly

Offer clarity

Provide feedback

Assert thoughts

Read and respond to body language

Being clear and succinct

Use of gratuities

Understanding right timing

Being empathetic

Exhibit positive body language

Tone of voice appropriate to person and setting


Hard Skills

- Tell time – analog and digital
- Understand how to utilize a calendar/day planner
- Identify tasks to be completed
- Use Outlook Calendar
- Have contingency plans
- Prioritize tasks in order of importance
- Forward Planning
- Backward planning

Soft Skills

Time Management

- Feel the passage of time – minutes, hours, weeks, months, years
- Envision end results
- Initiative
- Plan B - reprioritize
- Decision-making
- Multi-tasking
- Critical thinking
- Problem-solving
- Strategic thinking
- Value planning process – ownership
- Delegation





Functional Limitations vs. Lack of skills

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

Functional Limitations

- Mobility
- Communication
- Self-care
- Self direction
- Interpersonal skills
- Work tolerance



Effective Job Coaching

4. NAVIGATING CULTURE

- What is Culture?
- How do we Assess for it?



Workplace Culture

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



Discussion

Describe something unique, special or quirky about your workplace?



Effective Job Coaching

5. Facilitating Natural Supports

- Natural supports
- Inclusion
- Fading



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

Natural Supports

Types of support needed:

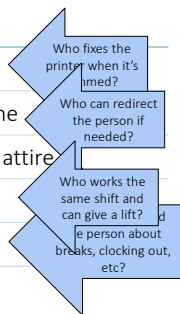
Learning job tasks

Getting to work on time

Access to appropriate attire

Transportation

Troubleshooting





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?



Natural Supports



Exclusion vs. Integration vs. Inclusion

Natural Supports

ARE YOU INCLUDED?

BENEFITS OF INCLUSION

Natural Supports


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

FADING

Natural Supports







Natural Supports

When to Fade - ETP

-  Talk to the employee you are supporting
-  Talk to the business (supervisor, coworkers) about Intern's progress
-  Communicate to ETP Supervisor and discuss plan to fade
-  ETP Supervisor/Coach will discuss plan with Business
-  Clearly explain the process that includes the decrease in job coaching presence
-  Communicate plan to support team

Natural Supports

When to Fade - SEMP

-  Talk to the employee you are supporting
-  Talk to the business (supervisor, coworkers)
-  Clearly explain the process that includes the decrease in job coaching presence
-  Provide assurances about ongoing follow up
-  Ensure business has contact information for coach/agency
-  Communicate plan to support team



Natural Supports

Developing a Fading Plan



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



Effective Job Coaching

6. Continuing Career Development

- Job retention
- Providing feedback
- Accommodations



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



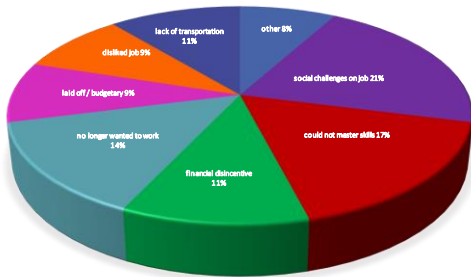
UPSKILLING: Definition: Teach (an employee) additional skills

- Improves retention
- Boosts morale
- Increases employer satisfaction

WHY PEOPLE LOSE JOBS

Have you addressed these?

Career Development



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/#XUO7huHkJU>

Career Development

Accommodations

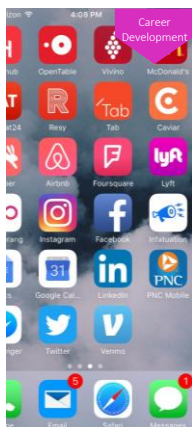
Career Development

Discussion

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

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





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