



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](mailto:employment.technical.assistance.questions@opwdd.ny.gov)

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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?

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### Innovations Trainings

More information is available on our website at: [www.Elsevier.org](http://www.Elsevier.org)

Core Classes

Introduction to Employment

Discovery: Assessment and Planning

Effective Job Coaching

Basics of Business Engagement

Quick Bites

Technology for Vocational Services

Demonstrating the Benefits of Supported Employment to Businesses

A Case Study in Discovery

Other Offerings

Beyond Discovery

Job Development

Community Prevocational Services

Employment Training Program (ETP) 101

Management Skills for SEMP Leaders

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## 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

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

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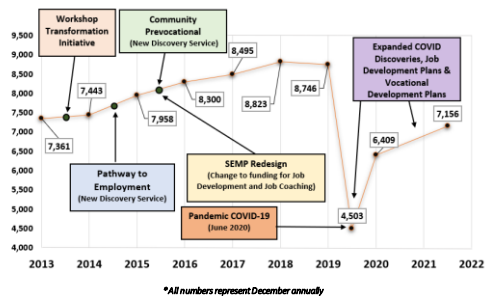
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## OPWDD Supported Employment

Number of Individuals in Competitive Employment 2013-2021




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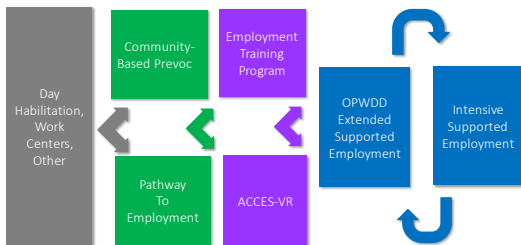
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Community Pre-Vocational (Waiver Service)	Pathway to Employment (Waiver Service)	Employment Training Program (ETP) (Program)	Supported Employment (SEMP) (Waiver Service)
Prepares people for paid employment or meaningful activities	Creates a vocational 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

### 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

<input type="checkbox"/>	Maintain communication with all stakeholders	<input type="checkbox"/>
<input type="checkbox"/>	Evaluate work performance	<input type="checkbox"/>
<input type="checkbox"/>	Analyze tasks	<input type="checkbox"/>
<input type="checkbox"/>	Understand the workplace culture	<input type="checkbox"/>
<input type="checkbox"/>	Identify natural supports	<input type="checkbox"/>
<input type="checkbox"/>	Map career paths	<input type="checkbox"/>
<input type="checkbox"/>	Document services	<input type="checkbox"/>

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### 1. EMPLOYER INTERACTION



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

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## 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




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Employer  
Interaction

## 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

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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

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## 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?




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Teaching Job Tasks

## 2. TEACHING JOB TASKS

- Learning Styles
- Prompting Levels
- Instructional Techniques

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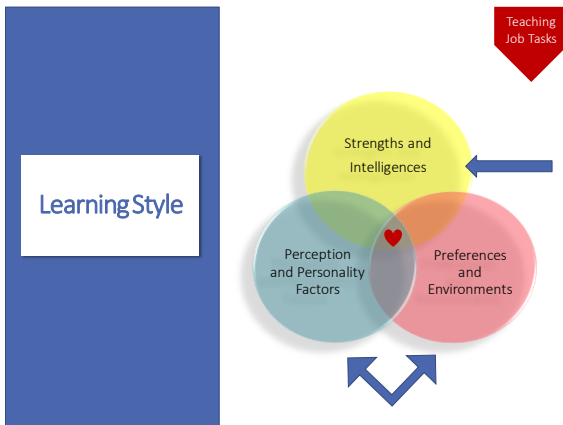
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Teaching Job Tasks

## Multiple Intelligences

[Pages 4-10, Workbook]

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

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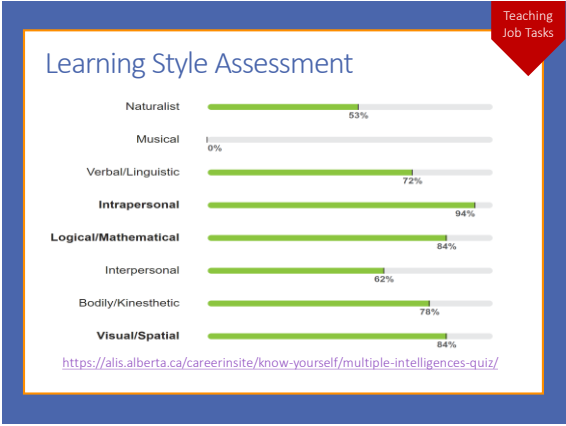
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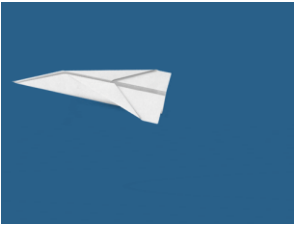
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Teaching  
Job Tasks

Visual

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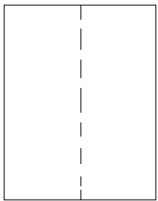
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## Kinesthetic – Visual - Auditory



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

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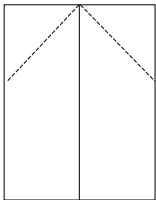
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## Kinesthetic – Visual - Auditory



DIG. 2

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

Teaching  
Job Tasks

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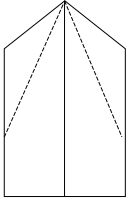
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Teaching  
Job Tasks

## Kinesthetic – Visual - Auditory



DIG. 3

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

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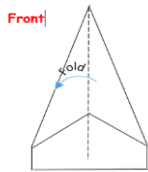
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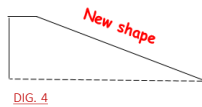
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Teaching  
Job Tasks

## 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

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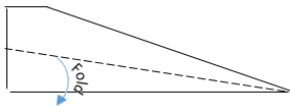
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Teaching  
Job Tasks

## 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

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### Dunn and Dunn

**Sociological**  
Individual, pairs, teams, authority, varied

**Physiological**  
Perceptual, intake, time, mobility

**Psychological**  
Global, analytical, impulsive

**Environment**  
Sound, light, temperature, seating design.

**Engagement**  
Persistence, responsibility, structure.

[page 10, workbook]

Teaching Job Tasks

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### Amy's Learning Style

**A little anxiety**  
Connect to Prior knowledge

[page 11, workbook]

Teaching Job Tasks

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### PROMPTING LEVELS

[Workbook Pg. 12-31]

Teaching Job Tasks

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

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## 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

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[Page 32, workbook]

Teaching  
Job Tasks

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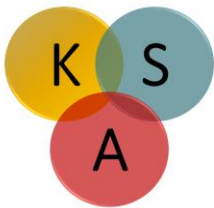
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What is measurable?

### Requisite Skill

- Knowledge
- Skill
- Ability

vs.

- Aptitude
- Personality characteristics

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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?

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## Forward Chaining

Teaching  
Job Tasks

➡ Working on it    ✓ Mastered    ✗ Not Mastered

ROUND1	ROUND2
➡ 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
ROUND3	ROUND4
✓ 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

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Backward Chaining

Teaching  
Job Tasks

➡ Working on it    ✓ Mastered    ✗ Not Mastered

ROUND1	ROUND2
✗ 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
ROUND3	ROUND4
✗ 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

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Mixed Chaining

Teaching  
Job Tasks

➡ Working on it    ✓ Mastered    ✗ Not Mastered

ROUND1	ROUND2
➡ 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
ROUND3	ROUND4
✓ 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

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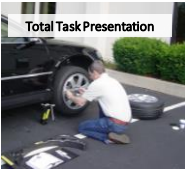
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Total Task Presentation



REPEAT



Repetition



Clustering

Teaching  
Job Tasks

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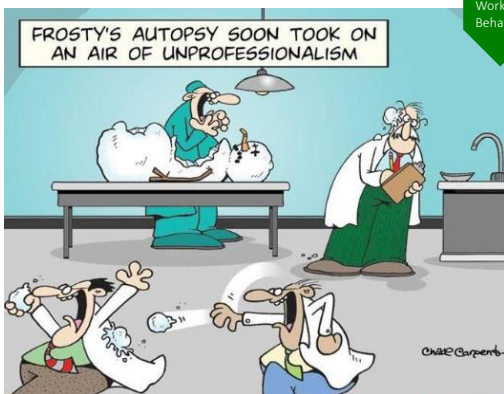
“Professional is not a label you give yourself — it’s a description you hope others will apply to you.”

~David Maister, *True Professionalism*

## Effective Job Coaching

### 3. Worksite Behavior

- Professionalism
- Responding to challenges



## PROFESSIONALISM

Modeling workplace behaviors

Dressing the part

Using appropriate language

Setting boundaries




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**Active Listening**

- Listening to understand
- Maintain attention
- Listening without judgement
- Maintain emotions
- Paraphrase content
- Act on directives
- Reflect emotion
- Asking questions
- Self-awareness
- Open-mindedness

**Responding**

- Comprehension
- Read and respond to body language
- Being empathetic
- Express self clearly
- Exhibit positive body language
- Offer clarity
- Being clear and succinct
- Tone of voice appropriate to person and setting
- Provide feedback
- Use of gratuities
- Assert thoughts
- Understanding right timing

**Communication**




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**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**

- 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

**Time Management**




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Functional Limitations  
vs.  
Lack of skills

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

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## 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?



### Navigating Culture

## 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?

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Effective Job Coaching

**5. Facilitating Natural Supports**

- Natural supports
- Inclusion
- Fading

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Natural Supports

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

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Natural  
Supports

## Natural Supports

**Types  
of  
support  
needed:**

Learning job tasks

Getting to work on time

Access to appropriate attire

Transportation

Troubleshooting

Who fixes the  
printer when it's  
broken?

Who can redirect  
the person if  
needed?

Who works the  
same shift and  
can give a lift?

Who can help the  
person about  
breaks, clocking out,  
etc?

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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?

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Natural  
Supports

*WHAT IS INCLUSION?*

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**Discussion**

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

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Exclusion vs. Integration vs. Inclusion



**Natural Supports**

*ARE YOU INCLUDED?*

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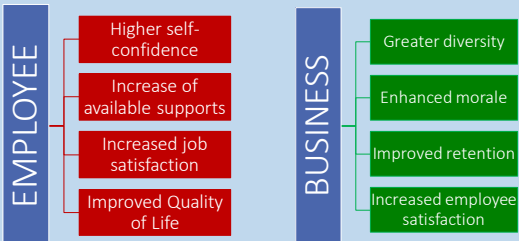
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**BENEFITS OF INCLUSION**



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

**Natural Supports**

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Natural Supports

FADING

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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

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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

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# Developing a Fading Plan

Natural Supports

[Page 35 – Workbook]

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- 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

Natural Supports

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- Effective Job Coaching
6. Continuing Career Development
- Job retention
  - Providing feedback
  - Accommodations

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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

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

- Improves retention
- Boosts morale
- Increases employer satisfaction

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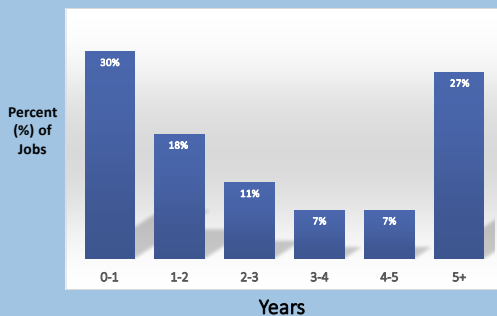
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Length of Employment for Individuals who  
Terminated Jobs in SEMP in 2019




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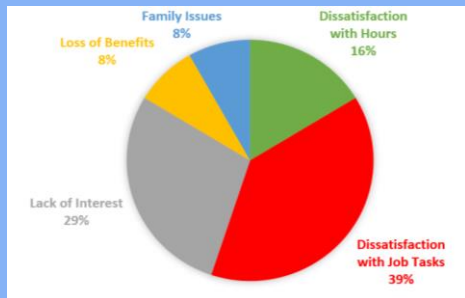
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Reasons Individuals Quit Jobs:  
Individuals in SEMP in 2019




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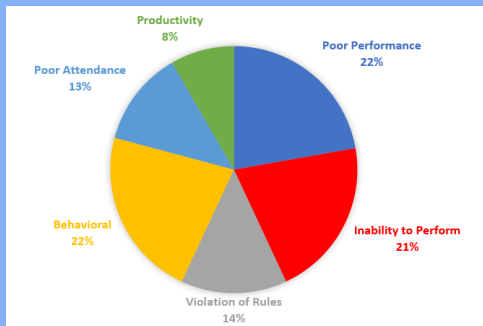
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Reasons Individuals were Fired:  
Individuals in SEMP in 2019




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## 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>

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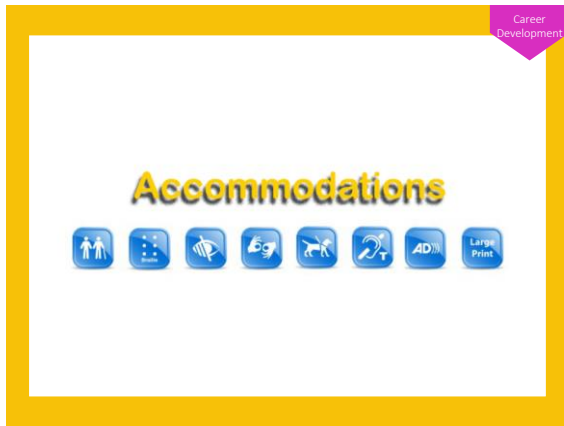
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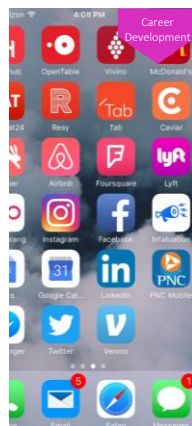
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## APPS: The New Revolution in Job Supports

- ❑ **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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Contact Information

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

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