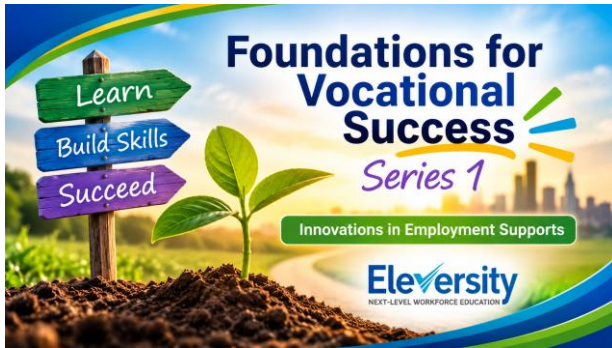
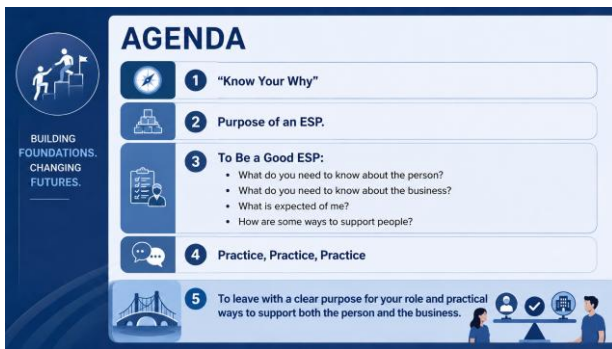




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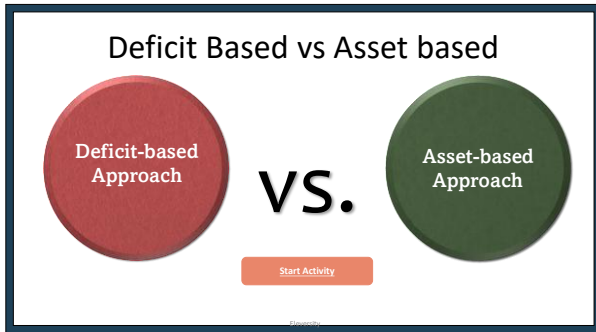
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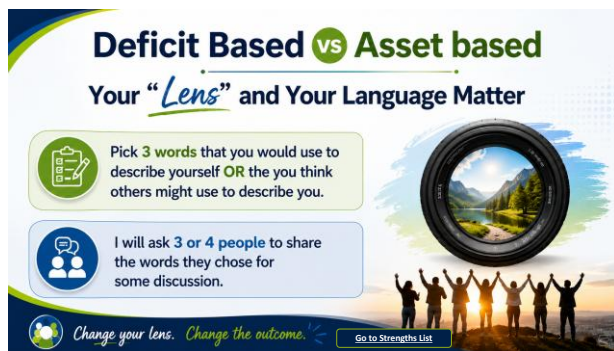
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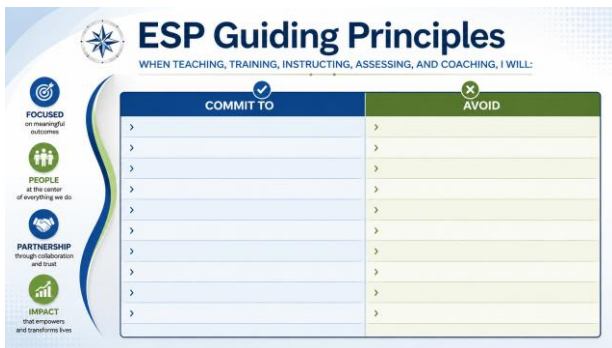
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Coaching in a New Job

1



You have just been assigned to support a person who will begin a brand-new job in two weeks:

- 1 What would you *LIKE* to know about the person to prepare for their first day and on the new job?
- 2 What information do you currently get?



2



Now you know about the employee, think about the job and where the person will be working:

- 1 What would you *LIKE* to know about the business and job to support the person.
- 2 What information do you currently get?



19

Coaching in an Existing Job

1



You have just been assigned to support a person who has been working in their job for 2 years:

- 1 What would you *LIKE* to know about the person to begin supporting the person in their job?
- 2 What information do you currently get?



2



Considering the job and the business relationship that has been established over the last 2 years:

- 1 What would you *LIKE* to know about the job, the workplace and the business?
- 2 What information do you currently get?



Know the person. Understand the job. Strengthen the relationship.

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Coaching in the Community

1. EMPLOYEE

- When do I meet them?
- What tasks they can do
- Skills they bring to do other tasks
- Preferred Learning Style
- Communication style/preferences
- Transportation needs/supports
- Safety issues, concerns, support needs
- Coaching strategies/techniques:
 - what works and what doesn't
- Transportation needs:
 - do they need a bus pass, schedule ride, bring a lunch, etc.

2. THE JOB & BUSINESS

- Company name, address, & job
- What are the workplace expectations?
- Core and episodic tasks and expectations of business
- Who and where do we report on day 1?
- Culture, communication preferences
- Schedule, breaks, opportunity for inclusion
- How will the business do initial training?
- Safety awareness, accessibility, etc.
- Dress code, breaks, unwritten rules.
- Business understanding of the Job Coach role.

 PREPARE • SUPPORT • COLLABORATE • SUCCEED

Great support. Strong start. Lasting impact.

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Coaching in the Community

START HERE! Job Seeker / Employee

Where can you get it?

Discovery Report

- Strengths/Independence
- Vocational Assessments
- Schedule/Transportation Needs
- Learning preferences
- Coaching strategies
- Demonstrated Hard/Soft Skills
- Possible Barriers/Support Needs

Job Development Plan:

- Hard & Soft Skills of employee
- Schedule & Transportation needs

Where can you get it?

Job Analysis & Discrepancy Analysis

- Duties/tasks and expectations
- Frequency of tasks
- Environment & Culture
- KSA needed for success
- Tools and equipment used
- Requirements (uniform, lunch, etc.)

Daily Documentation

Current Coach (if possible) or Job Developer
Worksite Placement Form (if ETP)

Gather the right information.
Build the right plan. **Create success.**

Strong information.
Stronger support.

Better outcomes.
Stronger communities.

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EMPLOYMENT SUPPORT PROFESSIONAL

Understanding Vocational Implications of Disability

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What Might Be Getting in the Way?



When teaching and training are not working, pause and ask:

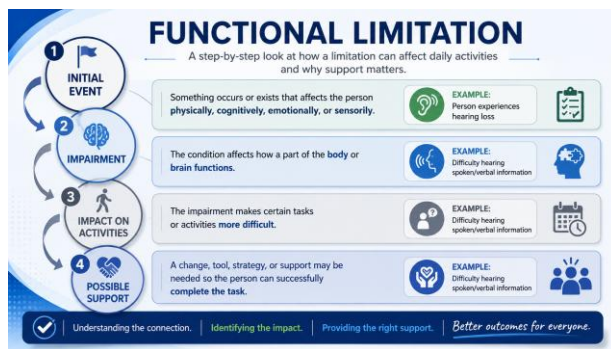
- ✓ Do they need more teaching, more time, or more practice?
- ✓ Is there a different way I can teach the task?
- ✓ Is this a skill that has not been learned yet?
- ✓ Could a functional limitation be affecting how the person performs the task?
- ✓ Would a support, accommodation, or task adaptation help?



If repeated teaching and practice are not leading to progress, it may be time to consider a functional limitation.

Excerpt

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SCENARIO:

You are observing Sam and it is Sam's first day volunteering in a busy setting. You observe Sam looking around and socializing with others which distract him from his tasks.

Is it fair to conclude that Sam has functional limitations related to self-direction and staying focused?

WHAT ARE SOME QUESTIONS TO ASK TO FIND OUT?

YES NOT ENOUGH INFORMATION NO

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SCENARIO:

You are observing Martha in the job she's had for about 22 weeks. Whenever her coach gives feedback with correction, Martha gets upset and cries.

Is it fair to conclude that Martha has a functional limitation related to interpersonal skills and/or social/emotional regulation.

WHAT ARE SOME QUESTIONS TO ASK TO FIND OUT?

YES NOT ENOUGH INFORMATION NO

30

SCENARIO:

You are at the Life Plan meeting for Gene, who has been in day services for 10 years. Gene states he would like to look for a job stocking shelves. Gene says he can't lift over 15 lbs.

Is it fair to conclude that Gene has a functional limitation related to lifting and should find a different job.

WHAT ARE SOME QUESTIONS TO ASK TO FIND OUT?

YES NOT ENOUGH INFORMATION NO

31



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"He Just Isn't Getting It"

The Situation
Marcus recently started stocking shelves at a grocery store.

What's Happening
He knows where most products belong, but he sometimes forgets to rotate older products forward and does not consistently face the labels.

The Coach's Approach
His coach has reminded him several times and has started saying, "Marcus just doesn't pay attention to details." The coach often fixes the shelf after Marcus moves on rather than having Marcus review his own work.

The Impact
Mistakes continue and opportunities to learn and improve are missed.

What are some next steps to support Marcus and his job?

Things to consider: Language used What is known vs. assumed? What was taught?

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"She Knows It, But Keeps Missing Steps"

The Situation
Tanya has worked in a restaurant for several weeks setting tables. She knows where everything belongs and can explain each part of the task.

What's Happening
However, Tanya regularly skips steps when completing the entire sequence independently.

What We've Tried
Her coach has demonstrated the task, practiced it with her, and tried verbal reminders.

What We've Learned
The coach notices Tanya is much more successful when she can look at a simple picture checklist.

- Tanya has worked in a restaurant for several weeks setting tables. She knows where everything belongs and can explain each part of the task. However, Tanya regularly skips steps when completing the entire sequence independently.
- Her coach has demonstrated the task, practiced it with her, and tried verbal reminders. The coach notices Tanya is much more successful when she can look at a simple picture checklist.
- How might you support Tanya and the business as the ESP?

How might you support Tanya and the business as the ESP?

Things to consider:

- ☒ Demonstrated skills
- ☐ Learning style
- ☐ What works
- ☒ What doesn't work

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"He Can Do It...Sometimes"

The Situation
David works in a retail store folding and returning clothing to displays. During quieter periods, his work is accurate and he completes the task with very little assistance.

What's Happening
When the store becomes busy, with customers talking, music playing, and coworkers moving around him, he begins putting merchandise in the wrong locations.

The Coach's Response
David's coach responds by standing closer and giving David more verbal directions.

The Result
But David becomes frustrated and makes even more mistakes.

- David works in a retail store folding and returning clothing to displays. During quieter periods, his work is accurate and he completes the task with very little assistance.
- When the store becomes busy, with customers talking, music playing, and coworkers moving around him, he begins putting merchandise in the wrong locations.
- David's coach responds by standing closer and giving David more verbal directions, but David becomes frustrated and makes even more mistakes.
- How might you support David and the business as the ESP?

How might you support David and the business as the ESP?

Things to consider:

- ☒ Successes seen
- ☐ Language used
- ☐ Patterns
- ☐ Who to talk to

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Try Harder Isn't Working

The Situation
Elena works in the dish room of a restaurant.

What We Know
She understands the process and can explain it, but has difficulty with certain physical tasks.

What's Happening
Feedback and reminders haven't helped. Elena continues to struggle and has dropped several dishes.

The Coach's Concern
The coach feels we should increase ours to help Elena with the tasks.

How might you support Elena and the business as the ESP?

Things to Consider:

- ☒ Successes seen
- ☐ Language used
- ☐ Patterns
- ☐ Who to talk to

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Contact Us

We're here to help. Reach out anytime!



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