

# Employment for Youth with Intellectual Disabilities: The Role of the Job Coach and Strategies for Instruction Part 1

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# Let's assume the post-school outcome for all youth is paid community employment:

- Age-appropriate transition assessments need to identify each student's skills, motivators, contributions, ideal conditions of success, and support needs.
- An individualized evolution of work experiences prepares students for...
- A well-matched, paid job, with adequate supports in place prior to exit.

Just because someone is  
not “competitive”  
doesn’t mean that they  
cannot work...

It merely means that they need a different  
strategy to become employed.

# Role of the Job Coach

- Assist the employee with a disability to learn their new job, and facilitate their inclusion into the work environment.
- Support the employee to become an independent, competent & confident part of their new workplace.
- Support coworkers and supervisors to feel confident to support their new employee or coworker.

# Explaining your role and introducing the new employee:

- Help the employee fit in
  - Learn the culture and the language of the work environment and help the new employee learn it.
  - As the job coach, dress appropriate to the work environment just as the employee does (people don't wear nice shoes and pants to a job working in a barn).
- Confidentiality
  - If an employer or coworker asks about a person's disability don't share labels; share the *impact* of disability to enable the coworker to better communicate with and work alongside the new employee.

# People First Language

- Job coaches should model using People First language
  - People who use wheelchairs for mobility vs wheelchair users
  - People who experience Autism vs Autistics
- Think of the person first and the disability second.

# Avoid human services jargon in the workplace- it makes the employee stand out as different:

- When he becomes frustrated he sometimes walks away for a moment.
- When he is really excited he flaps his hands.
- He tends to bring up the same topic but if you tell him something about your weekend he will ask you questions about that.
- He is “having a behavior”
- He “self stims”
- He “perseverates”

# Role of the Job Coach

- Work with the employer and coworkers to be confident in supporting and supervising their new employee
  - Encourage the coworkers and supervisor to speak directly to the new employee rather than to you.
- You are a role model to others in the workplace
  - Interact with the employee in an age-appropriate voice, using adult language and a respectful manner.
  - Be respectful and tactful when providing instruction and feedback.
  - Facilitate interaction between coworkers and the new employee.

# It is not the job coach's role...

- To fill in on the job if the employee can't make it to work.
- To act as a coworker alongside the new employee.
- To ensure that the production quota is met for the employer.

# Job coach role in planning for ongoing supports:

- As you begin providing supports to the job seeker think long-term how to set the job seeker up to be successful without you being there forever.
- Do they know who to ask for help if they need it and how to ask when you aren't there?
- Do they start and end work & breaks at the expected times? If they don't tell time what strategy are you teaching them to be punctual?

# How do you explain 'Fading' to the coworkers and supervisor?

- You prepare the employer for the day you eventually fade on the new employee's first day of work!
- Let the supervisor and coworkers orient, train and support the new employee like they would any other new employee. Offer to be there for questions and suggestions if they encounter a glitch or question. Most times when a job coach steps in to provide training the natural supervisor steps away.

# Job Analysis

Analyzing the Job to Plan How to Teach It

# Steps to a Job Analysis

- Watch a coworker perform the job.
- Have them teach you the job.
- Perform the job for a shift.
- Observe culture, unwritten rules, job-related tasks.
- Document the company method for performing the task.
- Review method with supervisor.

# Why do a Job Analysis?

- To ensure the job is a good match for the employee.
- To identify all the tasks and skills the new employee will need to learn.
- To identify the 'methods' for performing tasks.
- To observe how new employees are trained.
- To observe the natural trainers.
- To develop a plan to train and support the new employee.

# Using Work Sites for Training and Assessment

- Think about all the skills and tasks the student could learn on this job site.
- What could you learn about what works and what doesn't work for this student?

# Method

- The method is the way each task is performed in the work environment.
- Each workplace has their unique method and ways of doing things.
- By learning the methods used in the company you honor their ways and their expertise and then you can train the new employee to perform the tasks like everyone else in the company.

# Things to think about:

- Do the tasks have a clear method?
- What informational strategies does the coworker use to teach the tasks?
- Would their training style be effective for your student or employee?
- What support could you offer them to increase the effectiveness of their training?
- Are there any tools that all new employees use, such as a checklist? Pictures of how the end product is supposed to look?

# Examples of unwritten rules and culture:

- People wear jeans on Fridays but always with their skirt tucked in and with a belt.
- On the last work day before a holiday coworkers bring in a desert to share at lunch.
- When the boss is on the floor people do not visit each other's desks and chat.

# Job-related Tasks

- Job-related tasks are those which you are required to do on the job but typically there isn't much training on these tasks. Examples include:
  - How to take a break at work.
  - Punching in and out on the computer.
  - Getting ready for work.
  - Calling in sick or asking for time off.
- Some employees may need assistance learning and completing the job-related tasks.

# Natural Supports

- Anything that is readily available within the environment to any employee.
- During your job analysis notice:
  - Any tasks that promote interaction between coworkers.
  - informal occasions for interaction such as checking your mail box in the morning, walking to the store to purchase lunch, or visiting the water cooler.
  - Formal occasions for interactions such as staff meetings, company holiday parties, consistent break times.

# Task analyses organize information in a step-by-step manner:

- To provide a vision of the steps of the tasks for the job coach.
- Provides the job coach with a way to measure the job seeker's performance on the job.
- The written list of steps will provide consistency across trainers.

# Example of a complex task with a method:



# By breaking a complex task down into measureable steps...

Job coaches can teach higher level tasks and people who have difficulty learning can perform these tasks competently.

# Example of a Task Analysis

## Task Analysis

**Job Site: Tee Shirt Factory**

**Student:**

**Task: Folding tee shirts**

**Job Coach:**

Task Steps

Date

1. Lay shirt on floor, logo up, collar to your right, bottom edge to your left									
2. Reach your left hand across the shirt ½ way between the top and bottom, two inches in from the edge, and grasp									
3. With your right hand grasp the top edge of the shirt, keeping both hands parallel to one another									
4. Still grasping shirt, pull your right hand over your left and grasp the bottom edge of the shirt, still parallel to the other hand									
5. Still holding existing edges pull left hand toward you and right hand to the right, making the shirt taught									
6. Swing the bottom of the shirt away from you, letting the sleeve fold under and folding the shirt on top of itself, logo side up									

Record level of student performance at least 1 time daily.

+ = performed the step 100% independently and 100% accurately. - = performed the step incorrectly or with some assistance.

# Vision of Correct Performance

In order for someone to teach a task, the trainer needs to have a step-by-step vision of how the task should be completed. It isn't adequate to just have the picture of the end result.

# Data Collection

- An efficient way to collect information on the job seeker's performance is to indicate which steps of the task they performed competently and completely independently.
- If they needed any assistance to start or perform a step, leave the box blank. Only mark the steps that were completed correctly and totally independently with a +.

# Example of a Task Analysis

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1. Lay shirt on floor, logo up, collar to your right, bottom edge to your left									
2. Reach your left hand across the shirt ½ way between the top and bottom, two inches in from the edge, and grasp			+	+	+	+	+	+	+
3. With your right hand grasp the top edge of the shirt, keeping both hands parallel to one another									
4. Still grasping shirt, pull your right hand over your left and grasp the bottom edge of the shirt, still parallel to the other hand									
5. Still holding existing edges pull left hand toward you and right hand to the right, making the shirt taught				+	+		+		
6. Swing the bottom of the shirt away from you, letting the sleeve fold under and folding the shirt on top of itself, logo side up									+

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# Why take data on performance?

- If the job seeker is having trouble on one step of the task, it might be time to find a different way to perform it.
- If your data shows that the job seeker is still needing job coaching it will strengthen your request to VR for additional job coach hours.
- It helps the job coach know when to fade supports on the job.

# How do you teach tasks that the employee doesn't get much opportunity to practice?

- A Discrepancy Analysis is another format for organizing information to be taught. This is a typical strategy to teach job-related tasks or tasks that the employee might only get a chance to perform a few times a week.
- When you don't have the opportunity to practice a task over and over, you might need to add in an accommodation or adapt the task more quickly in order for the learner to acquire the skill.

# Discrepancy Analysis

Task:

Peer Inventory	Natural Cue	Natural Consequence	Discrepancy? Actual Performance	Decision Teach/adapt
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

# Steps to complete a discrepancy analysis:

- 1) The first step is to watch someone who typically performs the activity and write down the steps that they do under the peer inventory column.
- 2) ID what the cue in the environment is that gives them the information to do that step.
- 3) ID what the natural consequence is if they don't do that step.

# Steps to complete a discrepancy analysis:

4) Model the task for the learner and ask them to perform it. If they get stuck on a step give them enough information to move to the next step. Record their performance in column 4.

5) The steps that they didn't do correctly and independently require some decisions. You can:

- Modify how the task is done
- Provide an adaptation to enable them to complete that step
- Teach the step as it occurs

# Example Case Study

As part of Peter's job at the grocery store he had to check in when he arrived to work and check out when he left. He was shown how to check in by a coworker. When the coworker asked, "You got that?" Peter smiled and nodded. The next day Peter walked into the store and forget to check in. The job coach asked, "What do you need to do first?" He then walked to the computer and touched the screen, which activated the screen. Peter hesitated and asked, "Which button?" The job coach pointed to the button that said...

# Example Case Study

“Employee Time Sheets.” Peter pressed the button, which caused a list of employee names to come up on the screen. He ran his finger down this until he found his name and double clicked on it. The computer screen then read, “Do you want to check in or check out?” and offered two boxes. Peter touched “Check out” and started to walk away. The job coach helped him re-login and then press “Check in.” Two weeks later, while he was doing well on his job, he still had the same performance while using the computer to check in.

## Discrepancy Analysis

### Task: Punching in and out

Peer Inventory	Natural Cue	Natural Consequence	Discrepancy? Actual Performance	Decision Teach/adapt
1. Walk to computer	Enter store	Don't clock in, don't get paid	On day 3, Peter remembered to walk to the computer	Continue to teach
2. Touch screen to activate	Dark screen	Screen stays dark	+	
3. Select Employee Time Sheet	Icon that is labeled Employee Time Sheet	Press wrong icon, don't punch in	During the first 2 weeks, Peter chose the wrong icon 65% of the time	Create a modification using Peter's iPhone: Take a photo of Peter pressing the Employee Time Sheet icon
4. Locate your name	Typed name on list	Press the wrong name, check someone else in or out	+	
5. Double click on your name	List on screen	Screen goes dark if no activity for 20 seconds	+	
6. Choose Clock In or Clock Out	Two boxes labeled Clock In or Clock Out	Clock out instead of in, paycheck is wrong	During the first 2, weeks Peter chose the wrong icon 35% of the time	Use the iPhone, take a photo of Clock In and color code it green for start and red for Clock Out

# Upon completion of your Job Analysis you will have:

- A clear view of the workplace culture;
- A list of tasks the employee will perform;
- Written task analyses for tasks that will require some systematic training;
- Discrepancy analyses for job-related tasks that will require teaching;
- A plan for who will provide training on each task; and
- A work schedule and starting date for the new employee.

# Work Experience Manual

- [http://www.ruralinstitute.umt.edu/transition/Articles/RIWorkExperience\\_Manual.pdf](http://www.ruralinstitute.umt.edu/transition/Articles/RIWorkExperience_Manual.pdf)

# Department of Labor Regulations

- Unpaid work experiences
- The Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act, Third Edition. Revised, updated, and edited by: David R. Johnson, Carrie Sword, and Barbara Habegger, February 2005. The entire handbook can be accessed at <http://www.ncset.org/publications/essentialtools/flsa/default.asp>

*This project is funded in whole or in part under a Contract with the Montana Department of Public Health and Human Services. The statements herein do not necessarily reflect the opinion of the Department.*