Emma Eccles Jones College of Education & Human Services
Institute for Disability Research, Policy & Practice
UtahStateUniversity®

— Center for Employment and Inclusion —

Workplace Supports
Training Manual

Prepared by:

Institute for Disability Research, Policy & Practice
Emma Eccles Jones College of Education & Human Services
Utah State University
Logan, UT

Riesen, T, Hase, H., & Jones-Parkin, T. (2019). *Workplace supports training manual*. Center for Employment and Inclusion, Institute for Disability Research, Policy & Practice. Utah State University.

Table of Contents

Workplace Support Training Overview

The Workplace Supports training is offered by the Center for Employment and Inclusion (CEI) The CEI is a project at the Center for Persons with Disabilities at Utah State University. The Workplace Supports training is designed for job coaches and it is an eight (8) hour, hybrid training with five corresponding training modules.

- *Module 1, Introduction to Job Coaching*, provides an overview of supported and customized employment and an overview of job coach ethics and responsibilities.
- *Module 2, Professionalism in the Workplace and Collaboration* provides an overview of job coach professionalism and overview of building collaborative relationships with the employee, employer, family, and others.

Module 3, 4, and 5 are presented classroom based live sessions.
- *Module 3, Job Analysis* provides reviews how to conduct a Job analysis,
- *Module 4, Systematic Instruction,* reviews how to conduct a Task Analysis and implement instruction, and
- *Module 5, Accommodations and Assistive Technology in the Workplace,* reviews accommodations and assistive technology in the workplace.

Requirements for Certification

In order to receive the training certificate of completion trainees are required to complete the following:
1. Complete the online Modules 1 & 2 within twenty-four hours of the start of the live training.
2. Attend and complete all activities at the scheduled live training.
3. Take an online pre-test.
4. Take an online posttest with-in 24 hours of the live training date. Trainees must pass with a score of 80% accuracy.

Module 1: Introduction to Job Coaching

Introduction to Job Coaching

After completing module 1, you should understand the following:

1. The importance of employment for people with disabilities.
2. The definition of supported and customized employment.
3. The underlying values and assumptions aligned with the supported, customized, and Individual Placement and Support (IPS) models.
4. What the role of a job coach is in supporting supported and customized employees in competitive integrated work settings.
5. Ethics for job coaches.
6. The philosophy of people first language.
7. Required monthly documentation for the State Office of Vocational Rehabilitation.

Why Employment is Important?

Work plays a central role in the lives of all people living in the United States. According to Strauser, (2014), we work to meet a number of basic human needs including the need for survival and power, the need for social connection, and the need for self-determination and well-being. Clearly, there are a number of benefits to work. Unfortunately, people with disabilities, especially those with more significant disabilities, remain under and unemployed. The American Community Survey (ACS) collects employment and other related information from approximately three million people with and without disabilities on an annual basis. ACS collects data on specific disability categories including visual, hearing, ambulatory, cognitive, self-care, and independent living disability. A person is considered employed if he or she is either (a) "at work": those who did any work at all during the reference week as a paid employee (worked in his or her own business or profession, worked on his or her own farm, or worked 15 or more hours as an unpaid worker on a family farm or business) or (b) were "with a job but not at work,": had a job but temporarily did not work at that job during the reference week due to illness, bad weather, industrial dispute, vacation or other personal reasons. The reference week is defined as the week preceding the date the questionnaire was completed. Figure 1.1 shows aggregate employment data over the past seven-years for people without disabilities between the age of 16-65. People without disabilities are more than twice as likely to be employed compared to people with disabilities.

Survival and Power
- Wages and income to meet basic human needs such as food and shelter.

Social Connection
- Connect with individuals in social and community environments.

Self-Determination
- Promote autonomy.
- Build capacity.

Survival and Power
- Wages and income to meet basic human needs such as food and shelter.
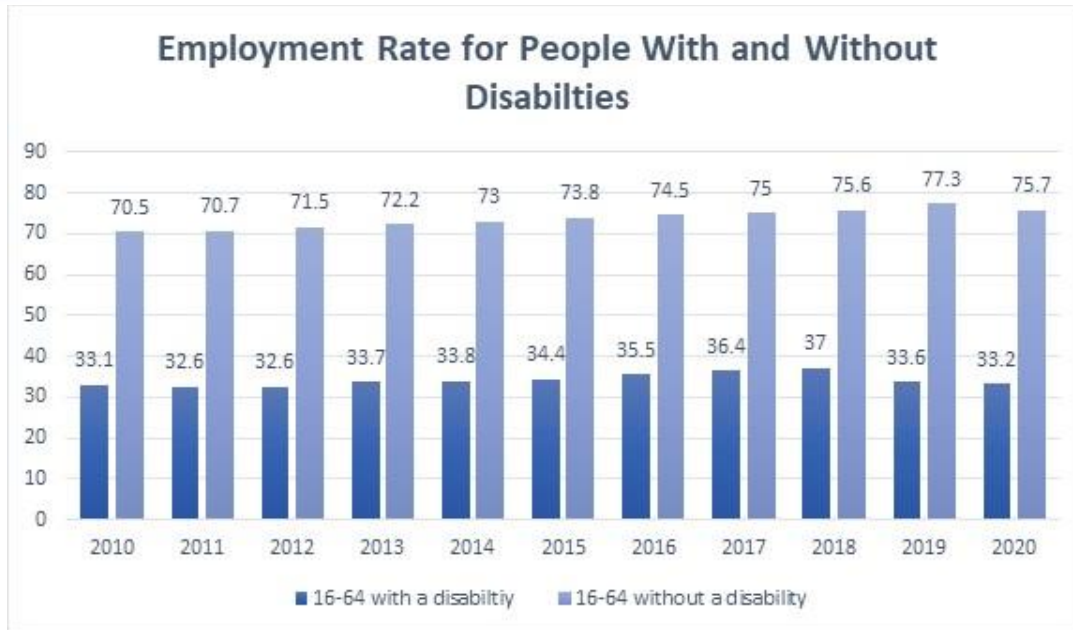
Figure 1.1. ACS and StateData on employment of people with disabilities. Disability Statistics from the American Community Survey (ACS). Ithaca, NY: Cornell University Yang-Tan Institute (YTI). Retrieved from Cornell University Disability Statistics website: www.disabilitystatistics.org;

The employment rate for people with more significant disabilities is even more troubling. For example, Figure 1.2. below shows that only 20.3% of people with intellectual and development disabilities are employed in competitive integrated employment. Figure 1.2 shows aggregate ACS and StateData employment data from 2010-2017.

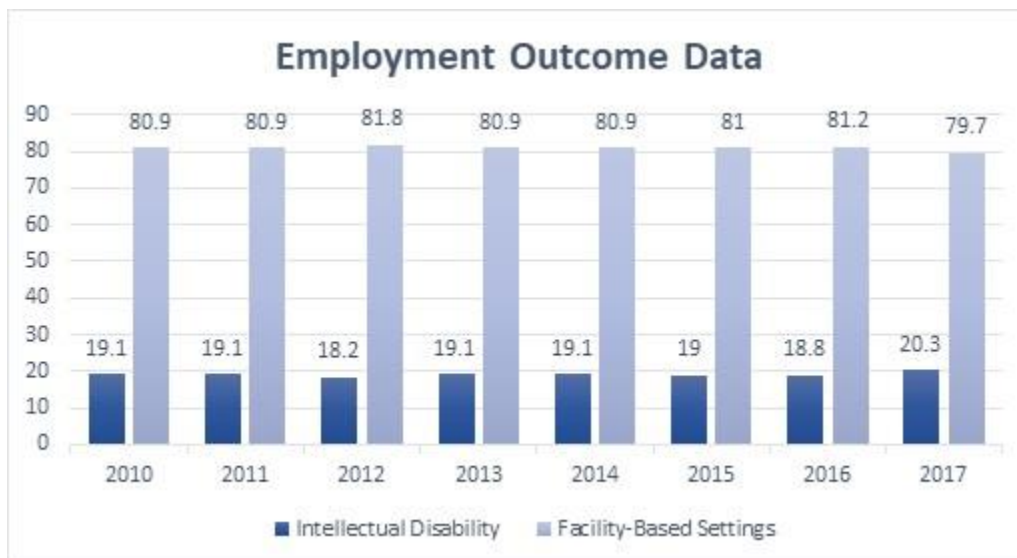*Figure 1.2. ACS and StateData on employment of people with disabilities. Source:* Erickson, W., Lee, C., von Schrader, S. (2020). Winsor, J., Timmons, J., Butterworth, J., Migliore, A., Domin, D., Zalewska, A., & Shepard, J. (2018). Retrieved from Cornell University Disability Statistics website: www.disabilitystatistics.org;

Given the employment rates for the majority of people with disabilities remains consistently poor, it is increasingly important to understand how to provide meaningful supports to individuals engaged in supported and customized employment.

What is Supported Employment?

Supported employment (SE) emerged in the 1980's as an alternative to sheltered workshops and other segregated services. The development of supported employment was influenced by the fact that segregated employment programs did not produce quality integrated employment outcomes for people with disabilities. As a result, advocates, researchers and policy makers abandoned the "train-place" model for vocational preparation and began to develop innovated methods to support an individual with significant support needs in the competitive labor market. SE is considered a "**place-train**" model that assumes the best place to learn an employment skill is in real, paid work settings. SE was included as a service provision in the Rehabilitation Act Amendments of 1986. Table 1.1 provides a timeline for SE legislation.
Table 1.1
Timeline for Supported Employment Legislation

Year	Definition	Changes
1986	The term "supported employment" means competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities— (I) for whom competitive employment has not traditionally occurred; or (II) for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and (ii) who, because of the nature and severity of their disability, need intensive supported employment services for the period, and any extension. (B) are based on a determination of the needs of an eligible individual, as specified in an individualized plan for employment; and (C) are provided by the designated State unit for a period of time not to extend beyond 18 months, unless under special circumstances the eligible individual and the rehabilitation counselor or coordinator involved jointly agree to extend the time in order to achieve the employment outcome identified in the individualized plan for employment.	Added Title VI, Part C supplementary formula grant program for states to develop and provide supported employment to people with severe disabilities.
2014	The term ''supported employment'' means competitive integrated employment, including customized employment,	Added a provision for customized

or employment in an integrated work setting in which individuals are working on a short-term basis toward competitive integrated employment, that is individualized and customized consistent with the strengths, abilities, interests, and informed choice of the individuals involved, for individuals with the most significant disabilities— (A)(i) for whom competitive integrated employment has not historically occurred; or (ii) for whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability; and (B) who, because of the nature and severity of their disability, need intensive supported employment services and extended services after the transition described in paragraph (13) (C), in order to perform the work involved.	employment. Extended time from 18 to 24 month …are provided by the designated State unit for a period of not more than 24 months, except that period may be extended, if necessary, in order to achieve the employment outcome identified in the individualized plan for employment.

Supported employment is a validated support option for people who, because of the severity of their disability, need intensive supports. As supported employment evolved over the years, researchers develop quality indicators for SE. For example, Wehman, Revell, & Brook (2007) outline ten specific indicators for SE programs:

Indicator 1. Meaningful competitive employment in integrated work settings.
> *Description:* The supported employee is hired, supervised, and paid by a community business.

Indicator 2: Informed choice, control, & satisfaction.
> *Description:* The supported employee selects a community service provider, a job coach, and work conditions.

Indicator 3: **Level and nature of supports.**
> *Description:* Program is skilled in identifying and developing workplace support options.

Indicator 4: **Employment of individuals with significant disabilities.**
> *Description:* Program serves individuals with the most significant disabilities. This includes individuals who truly need ongoing workplace supports.

Indicator 5: **Number of hours work per week.**
> *Description:* Program is achieving consistent work hour outcomes of 30 hours or more a week.

Indicator 6: **Number of persons from program regularly working.**
> *Description:* Majority of program participants work in competitive integrated employment.

Indicator 7: **Well-coordinated job retention system.**
> *Description:* Program maintains regular contact with supported employees to monitor job stability. Regular contact ensures the program can respond to planned and unplanned job retention support needs.

Indicator 8: **Employment tracking and monitoring systems.**
> *Description:* The program develops a system to track supported

employee employment status, wages, benefits, number of hours worked, and type of job.

Indicator 9: **Integration and community participation.**

    Description: Supported employees work in a job that facilitates physical and social interaction with co-workers. Employees are also satisfied with their job.

Indicator 10: **Employer satisfaction.**

    Description: Program is viewed as an employment service agency rather than a human service agency. Program is responsive to the business community.

What is Customized Employment?

    Customized employment is a set of strategies and interventions that are designed to support an individual with significant support needs to obtain paid employment. The term customized employment was first used in 2001 when the Office of Disability Policy was developing ways for One Stop Career centers to better serve individuals with disabilities. Customized employment was added to the Rehabilitation Act as service provision in 2014. Customized employment embodies the core principles of supported employment and represents a logical extension of the supported employment model. Customized employment builds on the strengths of supported employment in that it requires the employment process to be individualized and tailored to the unique strengths and capabilities of the individual. The process, however, is not based on the demands of the local job market. Rather, it seeks to establish a mutual relationship between the job seeker and an employer by carving, modifying, restructuring, or negotiating a specific job. The Office of Disability Employment Policy (ODEP, 2005) established a set of customized employment principles that illustrate the customized employment process. CE is based on an individual's strengths, needs, and interests and these needs are matched with the needs of a business. The Essential Elements of Customized Employment for Universal Application (WINTAC, 2017) highlights nine essential elements (Table 1.2).

Table 1.2
Nine Essential Elements of Customized Employment

Nine Essential Elements of CE WINTAC 2017	
Essential Element	**Description**
Negotiation of Job Duties	Job duties are set as a result of negotiations with employers.
Individualization	The employment relationship is individualized.
Negotiated Pay	CE pay is based on the successful negotiation of several factors including (a) the target wage set by the job seeker, and (b) the typical wage for positions that contain similar tasks.
CE in Community Business	CE should not include contract work and is consistent with the definition of competitive integrated employment.

Negotiates a Voluntary Relationship	Representatives seek to find a successful fit between specific areas of benefit and need for employers in the form of job tasks aligned to the employment seeker's strengths, needs, and interests.
Representation	Skilled representatives approach potential employers and identify tasks that fit the individual and benefit the employer.
No Fail Process	CE presumes that the employment seeker cannot fail.
CE Chosen by the Job Seeker	The job seeker used discovery to choose a job.
CE is individuals Unsuccessful with Traditional Employment	CE should be offered to individuals whose disability makes demand-side employment unlikely or impossible.

What is the Individual Placement and Support (IPS) Model?

The Individual Placement and Support model (IPS) is a supported employment model for people with mental illness. The IPS model is designed to support people with mental illness to obtain competitive integrated employment based on individual needs and preferences. IPS is considered an evidence-based practice (Bond & Becker, & Drake, 2011) and has been effective with a number of populations including people with PTSD, mental illness and substance abuses, individuals who are experiencing homelessness, and people with criminal histories. The IPS is based on eight principles that can be found on the IPS Employment Center web page

What is Competitive Integrated Employment (CIE)?

It is important to highlight that both supported and customized employment are designed to facilitate meaningful integration in employment settings. Both of these programs require that individuals are employed in community integrated employment (CIE). The Rehabilitation Act, as amended defines CIE *as work that is performed on a full-time or part-time basis for which an individual is (a) compensated at commensurate wages (at least minimum wage), (b) in a location where the employee interacts with other persons who are not individuals with disabilities, and (c) as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions* (29 USC § 705(5)).

What are the Values and Assumptions of Supported and Customized Employment?

Supported employment is often referred to as a value-based program. Researchers identified values that should be reflected in all supported employment programs (Wehman, 2012). As a job coach, you should reflect on each of these values and take steps to ensure that you provide employment supports in a way that embraces each of these values.

- **Value 1: Presumption of Employment.** Everyone, regardless of the level or the type of disability, has the capability and right to a job.
- **Value 2: Competitive Employment.** Employment must occur within the local labor market in regular community businesses.

- **Value 3: Commensurate Wages and Benefits.** People with disabilities should earn wages and benefits equal to that of coworkers performing the same of similar jobs.
- **Value 4: Focus on Capacity and Capabilities.** People with disabilities should be viewed in terms of their abilities, strengths, and interests rather than their disabilities.
- **Value 5: Importance of Relationships.** Community relationships both at, and away from, work leads to mutual respect and acceptance.
- **Value 6: Power of Supports.** A conviction that people with disabilities need to determine their personal goals and receive assistance in assembling the supports necessary to achieve their ambitions.
- **Value 7. Systems Change**. Traditional systems must be changed to support self-determination, which is vital to the integrity of supported employment.
- **Value 8. Importance of Community**. People need to be connected to the formal and informal networks of a community for acceptance, growth, and development.

What is the Role of the Job Coach?

A job coach performs a number of important tasks when supporting an individual with disability in maintaining competitive integrated employment. The types of support a job coach provides include (a) conducting a thorough analysis of identified work tasks for instructional purposes, (b) developing and utilizing appropriate instructional strategies to teach work tasks (instructional prompts, compensatory strategies), (c) fading instructional assistance, (d) developing strategies for self-regulation and management, and (e) identifying needed accommodations. The job coach also collects and maintains data on work job performance and maintains professional relationships with the employee and employer. According to Morgan and Riesen (2018), a job coach has a number of primary responsibilities included in the box below.

Guidelines for Job Coaching (Morgan and Riesen, 2018)

1. A job coach must establish rapport with the supported employee.
2. The job coach must be effective in describing how to perform the steps of a job task. This requires the job coach to analyze the steps of each task. The job coach offers feedback to the supported employee and provides instruction to ensure acquisition of the task(s).
3. The job coach must collect data on the performance of the supported employee. Decisions about how to teach, when to move forward, and when to focus on tasks with low performance are made by examining performance data.
4. The job coach must know how to fade assistance. When performance data show mastery of a job task, assistance must be gradually faded. The job coach uses appropriate response prompting and fading strategies.
5. The job coach encourages direct assistance from the employer and co-workers. Creating natural supports may include facilitating interactions between workers and the supported employee.
6. The job coach should assist the supported employee to become a contributing member of the work culture.
7. The job coach should be a model employee by arriving on time, dressing appropriately, following company standards, and behaving appropriately.

What are the Ethical Responsibilities for Job Coaches?

The success of a supported employee is contingent on a number of factors. One of these factors is the competence and commitment of the job coach (Luecking, Fabian, & Tilson, 2004). A job coach wears many hats and can positively influences employment outcomes for individuals with disabilities. The job coach should adhere to a certain ethical guidelines and principles. The Code of Professional Ethics for Rehabilitation Counselors (2017), outlines specific values and ethical guidelines for rehabilitation counselors. These values and principles have direct application to job coaches and can be adopted by professionals providing direct support to people with disabilities. The primary values aligned with the code include a direct commitment to:

1. Respect human rights and dignity;
2. Ensure the integrity of all professional relationships;
3. Act to alleviate personal distress and suffering;
4. Enhancing the quality of professional knowledge and its application to increase professional and personal effectiveness;
5. Promote empowerment through self-advocacy and self-determination;
6. Appreciate the diversity of human experience and appreciating culture;
7. Emphasize client strengths versus deficits;
8. Serve individuals holistically; and
9. Advocating for the fair and adequate provision of services.

In addition, the code also outlines six primary principles for ethical behavior outlined in figure 1.3. Job coaches should reflect on each of these core values and principles when providing employment supports to people with disabilities.

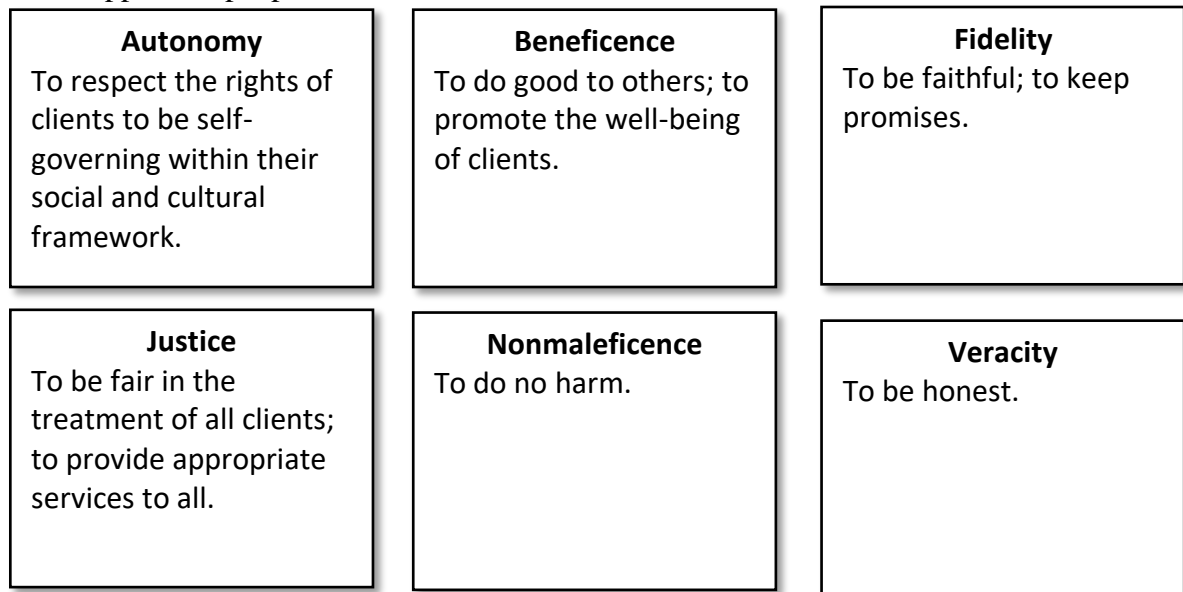| Autonomy	Beneficence	Fidelity
To respect the rights of clients to be self-governing within their social and cultural framework.	To do good to others; to promote the well-being of clients.	To be faithful; to keep promises.
Justice	Nonmaleficence	Veracity
To be fair in the treatment of all clients; to provide appropriate services to all.	To do no harm.	To be honest.

Figure 1.3. Six principles for ethical behavior

What is Person First Language?

Person first language is a simple concept that is used to reduce negative stereotypes about people with disabilities. The underlying rational behind people-first language is to recognize the

person first and the disability second. For example, instead of saying "disabled student" you would say "student with a disability." In addition, support professionals should follow basic people first guidelines:

- Always refer to the person first.
- Only use the word disability if it relevant to the conversation.
    a. For example, do not identify a student as "that downs kid" when you can identify him by name.
- Use the term disability instead of handicap. Handicap is an antiquated term that is considered offensive by many advocacy groups.
- When you need to identify a disability, avoid using negative descriptors of a student's disability. For example, do not say "suffers from autism" or "afflicted with spina bifida."
- Do not use terms like "normal" to describe people who do not have a disability. If you need to make comparisons say "students without disabilities."

What Documentation is Required from a Job Coach?

Figure 1.4. USOR Job coach tracker form.

The Utah State Office of Rehabilitation requires job coaches to complete standardized forms on a monthly basis: *Job Coaching Tracker USOR 95* and *Ongoing Supports Monthly Job Coaching Report USOR 93*.

Job Coaching Tracker USOR 95. The Job Coaching Tracking form is a fillable, PDF form that is formatted to allow for multiple entry dates. The form provides a list of specific job coaching services. The form should be submitted to the State Office of Rehabilitation on a monthly basis (figure 1.4). The top of the form provides fillable boxes to (a) fill out client's name, (b) indicate which authorization you're working off of, and (c) indicate which VR counselor you're reporting to. When filling out coaching hours, be sure to list the *total* number of coaching hours that you as the job coach were with the client at their workplace. List any hours the client worked that month independently, without a job coach present. The next section allows you to calculate the percentage towards independence. For example, if your client worked 10 hours that month, and 2

of those hours were spent working with a job coach, then $2 \div 10 \times 100\% = 20\%$. Therefore, if 10 hours is 100%, and you worked with the client 20% of that time, then $100\% - 20\% = 80\%$ of the time the client was working independently. It is important to list the percentage so that everyone can see how close a client is to becoming 100% independent. List the employer, and also what month and year that you are reporting on. Fill out the table format with each date you worked with the client, and the job coaches name. This will be the job coaches name, not the CRP the job coach is working for. List what time the job coach came in to work with the client, and what time they left. Under the Summary of Coaching services section, the job coach will refer to the list of the 15 different Coaching Services and fill out the number associated with the service that was provided.

Ongoing Supports Monthly Job Coaching Report USOR 93. This form is completed by the job coach. Figure 1.5 provides an example of the monthly job coach report. The form should be completed twice a month during visits to an individual's job site. The information will serve as a resource to assess progress, identify additional interventions needed, and determine the necessity for authorization of additional job coaching hours. This form must be submitted with the month's hour tracking log and billing statement. These forms are due by end of the business day on the 15th day of the following month. This form requires the job coach to interact with the supported employee's employer twice a month and will compare the employer's answers. This form lists the employer's overall appraisal of the supported employee's performance, any problems reported by the supported employee, and lists any interventions used and any additional recommended interventions.

Module 2: Professionalism in the Workplace

Introduction to Professionalism in the Workplace

After completing module 2, you should understand the following:
1. Job coach professionalism.
2. Building professional relationships with the employee, and related service providers.
3. Building professional relationships with the employer.
   a. Determining supervisors' satisfaction with the supported employee's job performance

What is the Professional Responsibility of a Job Coach?

As discussed in Module 1, a job coach performs a number of important tasks to support an individual with disability in maintaining competitive integrated employment such as a conducting a job and tasks analysis, developing instructional strategies, and developing specific work-place accommodations. Ensuring fidelity to completing each of these tasks is an essential function and your primary role and responsibility. Job coaches are also expected to act professionally when supporting the employee, when interacting with employers and family members, and when interacting with other related service providers. Larkin (2003) outlined a number of professional behaviors that are considered both acceptable and unacceptable for professionalism in the medical profession. These behaviors have universal application and were adapted for job coaches and listed in table 2.1. Each of the examples of behaviors described in table 2.1 serve as reminder about how to improve professionalism in the workplace.

Table 2.1
Examples of acceptable and unacceptable professional behavior.

Good Professional Behavior	
Ideal Job Coach Behavior	**Expected Job Coach Behavior**
• The job coach is generous and forgiving. • The job coach has a positive attitude and good sense of humor. • The job coach is altruistic and generates goodwill towards others. • The job coach consistently goes above and beyond the call of duty. • The job coach is a good and positive role model at the workplace. • The job coach has humility, doesn't brag or boast about themselves.	• The job coach arrives on time and is prepared for work. • The job coach dresses professionally and appropriately. • The job coach acts in a way that supports an individual's interests. • The job coach completes all reports/forms accurately and in a timely manner. • The job coach protects the confidentiality of an individual with disability. • The job coach treats individuals with disabilities, their coworkers, and other service providers with respect. • The job coach discusses difficult issues with compassion and actively listens. • The job coach accepts criticism from others.

Bad Professional Behavior	
Unacceptable Job Coach Behavior	**Intolerable Job Coach Behavior**
• The job coach arrives late and/or unprepared for work. • The job coach uses offensive or foul language at work. • The job coach accepts gifts from a person with a disability.	• The job coach lies, cheats, or steals. • The job coach engages in substance abuse during work/at the workplace. • The job coach refuses to learn from mistakes. • The job coach view or distributes offensive material at the workplace.

- The job coach has inappropriate relationships with coworkers, employees, or staff members.
- The job coach discriminates against people with disabilities or coworkers on the basis of race, gender, creed, disability, sexual orientation, or other objective characteristics.
- The job coach interacts disrespectfully with people with disabilities, employer, coworkers, or staff
- The job coach fails to respond appropriately to supervisor's direction or instructions.
- The job coach exposes confidential information.

- The job coach takes risks that threaten the safety of support employment others/not following workplace safety policies and procedures.
- The job coach harasses supported employees, employers, coworkers, or other service providers.
- The job coach verbally or physically assaults others.
- The job coach falsifies documentation or data.

When it comes to job coaching, there are four areas for professionalism that require more in-depth discussion. Specifically, job coaches should always (a) maintain consumer confidentiality, (b) avoid exploitative relationships, (c) model appropriate workplace behavior, and (d) use validated practices.

1. **Job coaches should maintain consumer confidentially**. The job coach should always maintain confidentiality of the supported or customized employee. A job coach should understand and uphold all state laws regarding confidentially and information that is considered privileged. The job coach should obtain a release of information prior to discussing any disability specific information with employers or other individuals.
2. **Job coaches should avoid exploitative or dual relationships.** The job coach should not engage in exploitative or dual relationships with the supported or customized employee. This includes borrowing or lending money to a supported employee, accepting gifts from a supported employee or their employer, investing in a supported employee's business, and engaging in any plutonic or romantic relationship with the supported employee or a family member. The job coach should also consider boundary issues such hugging and touching a supported employee.
3. **Job coaches should model appropriate workplace behavior.** The job coach should model appropriate workplace behavior including using appropriate verbal and non-verbal language. The job coach should dress appropriately and arrive on-time for work. The job coach should limit the personal use of cell phones and other technology while job coaching.
4. **Job coaches should use validated strategies.** The job coach uses validated job training and support methods to teach consumers essential functions of a job including work site analysis, task analysis, and systematic instruction. The job coach collects data on job and task performance on a regular basis to ensure continuous feedback.

How Can Job Coaches Build Professional Relationships with the Employee, Employer, and Other Related Service Providers

Throughout the employment process, a job coach performs important tasks, such as conducting a comprehensive job analysis and teaching job and related skills. While these tasks are a fundamental component a job coaches' major responsibility, it is equally important to establish professional relationships with the employee and other related service providers. When building professional relationships with the employee, a job coach should consider several factors such as how multicultural differences may impact employment and how to create respect for the employee.

Multicultural Differences

As figure 2.1 suggests, the United States has become more ethnically and culturally diverse. Unfortunately, research suggests that ethnic minorities with disabilities are less likely to receive services or obtain competitive integrated employment (Mwachofi, Broyles, Khaliq, 2009). To create a more professional relationship with an employee, a job coach should be aware of how multicultural differences impact employment for people with disabilities. Luecking, Fabian, and Tilson (2004) suggest job coaches should (a) have knowledge of personal bias and stereotypes that influence thoughts and behaviors toward others and (b) have the skills to advocate for and empower individuals from different cultural backgrounds to expand opportunities and take risks.

Figure 2.1 Multicultural Growth in the U.S.

Power (2006), suggests that professionals working with people with disabilities who have multicultural difference should be aware of four primary issues. First, professionals should be aware that cultural differences may impact the response style of an individual with a disability. Second, professionals should consider how cultural difference influence performance motivation. Third, professionals should be aware of any language differences. Finally, professionals should understand how acculturation affects the behavior expression of disability. That is, professionals should be cognizant of how beliefs, customs, and values impact employment.

Figure 2.2 Racial and Ethnic Diversity

Respecting the Employee

A job coach should work with people with disabilities in work settings in a respectful and dignified way. There are a number of specific actions a job coach can utilize that facilitate respectful interactions. An example of each of these is listed below.

1. The job coach uses verbal and body language that is based on a person's chronological age, not the developmental age. For example, if a 22-year-old person with intellectual and developmental disability has a developmental age of 6-years-old, the job coach communicates in clear and concise language used to communicate to a 22-year old. The job coach does not speak louder or slower than necessary.
2. The job coach does not use strategies that are demoralizing or demeaning. This includes the use of punitive or aversive teaching techniques, food as a reinforcement, or token economies.
3. The job coach respects and supports the individual learning style of the employee. The job coach reviews the employee's job profile and meets with appropriate personnel to determine the most effective teaching strategies to use.
4. The job coach supports the employee's capacity to learn and grow. The job coach uses age-appropriate strategies that facilitate the employee's self-confidence and the ability to acquire new employment skills.

How Do Job Coaches Develop Professional Relationships with Colleagues and Related Service Providers?

A job coach should also take steps to facilitate and maintain professional relationships with colleagues and related service providers. By the time the employee received a job offer and started working, he or she has probably been supported by a number of professionals within and outside the job coach's agency. It is critical that the job coach maintain a coordinated system of support by maintaining professionalism with colleagues and related service providers. Below are examples of creating a professional coordinated system of supports.

1. A job coach reviews the employee's vocational profile to determine the most effective teaching strategies.
2. A job coach corresponds with family members or group home to alert if there may be any triggering events that may impact work performance.
3. The job coach corresponds with family members to identify any transportation barriers.
4. The job coach determines the most effective mode of communication (text, phone call, email).

A job coach should also take steps to maintain professional relationships with related service providers such as a rehabilitation counselor or support coordinator. The job coach should practice professional communication in both written and verbal communication. The job coach should also ensure that all paperwork and reports are accurately filled out and are completed by the required deadlines.

How Do Job Coaches Build Professional Relationships with the Employer?

Maintaining a professional relationship with an employer is a critical component of the role of a job coach. When professionalism is breached in an employment environment, the employee with a disability is at risk of losing his or her job and the relationship with the employer may be tarnished. The job coach should identify and establish the most effective method of communication with the employer and respond quickly to address specific concerns. A job coach should always respond to emails or calls from employers before the end of a business day and respond immediately in the case of an emergency.

A job coach should also solicit feedback for the employer about the performance of the employee (Table 2.1). Soliciting feedback is critical, as employment theory suggests, that if employers are not satisfied with worker performance then the employee will not maintain that job. For example, the Theory of Work Adjustment by Dawis and Lofquist (1964) works off the assumption that successful employment occurs when the employee is satisfied or reinforced by the work he or she performs, and the employer has satisfactoriness with the work or output of the employee. There are two options if the employer is not satisfied with employer performance, (a) the employer can address these concerns and the employee can adjust performance, or (b) the employer does not address these concerns and the employee is terminated. As such, the job coach should develop strategies to measure how satisfied the employer is with the employee and address specific concerns an employer may have.

Table 2.1.
Employee Performance Review.

Employee Performance Review Form

Employee Name: _____   **Date:** _____
Employee Job Title: _____
Supervisor Name: _____

Areas of Evaluation	Below Company Standards	Meeting Company Standards	Exceeding Company Standards
Job Knowledge:	☐	☐	☐
Quality of Work	☐	☐	☐
Productivity:	☐	☐	☐
Dependability:	☐	☐	☐
Attendance:	☐	☐	☐
Relations with Others:	☐	☐	☐
Commitment to Safety:	☐	☐	☐
Overall Job Performance:	☐	☐	☐

Module 3: Job Analysis

Introduction to Job Analysis

After completing module 3, you should understand the following:

1. How to identify and utilize natural supports in the workplace.
2. How to examine the workplace to maximize integration and increase employee worktime.
3. How to learn about specific duties and requirements of the job.
4. How to outline skills needed for the employee to perform job duties.

A job coach provides direct support and assists a person with a disability to maintain competitive integrated employment. One way to ensure that the employee is meeting the essential function of job as outlined by the employer is to develop a comprehensive job analysis. A comprehensive job analysis is the first step to support the employee to learn all aspects of a new job.   A comprehensive job analysis documents information about (a) natural supports in the workplace, (b) specific duties and requirements of the job, (c) skills and tools needed to complete a job, and (d) strategies for self-management.

How to Identify and Utilize Natural Supports in the Workplace

Developing and utilizing natural workplace supports is not unique to people with disabilities. In fact, we all rely on supervisors and coworkers to provide support in our employment setting. Immediate supervisors provide direction on the tasks that need to be completed and general information about the requirements of the job. Coworkers can provide additional support by clarifying specific tasks, modeling appropriate responses, and creating an enjoyable work atmosphere. These relationships are essential to our success in the workplace and can also influence our experiences in social and community settings. For these reasons, it is important that people with disabilities experience the same working conditions and benefits that are enjoyed by workers without disabilities. In fact, researchers found that supported employees were more integrated into the workplace when job coaches focused on supporting the employee to: follow a typical work schedule, interact with co-workers, and participate in social activities during work and outside of work times (McHugh, Storey, & Certo, 2002). Unfortunately, too often, job coaches teach the essential function of a job to an employee and assume the primary responsibility of providing continuous training and support. This process has compounded issues of social isolation for people with disabilities in the workplace, because job coaches have unintentionally become a physical barrier to the natural lines of communication and support among coworkers.

Seven Reasons Why Natural Supports in Work Settings are Important

1. Employees with disabilities often remain socially isolated from other employees.
2. The presence of a job coach can impede the development of naturally occurring relationships.
3. Coworkers direct questions and suggestions to the job coach rather than to the employee.
4. Job coach support replaces the typical training offered to employees by the company.
5. Job coaches are expected to solve all of the problems.
6. Employment of people with disabilities is viewed as a "service" or "program".
7. The supported employee does not mainstream into the workplace culture. Jobs are often out of sight (e.g. kitchen, store room, etc.).

What are Natural Supports?

Natural supports refer to the "existing social supports in the work environment that are available either informally (from co-workers and peers on the job) or formally (from supervisors and company sponsored employment programs)" (Fabian, Edelman, & Leedy, 1993). Natural supports do not develop simply by fading or minimizing the presence of the job coach; they must be strategically

> **Key Points of Natural Supports**
> 1. Natural supports include increasing the employer's capacity to take ownership for the supported employee.
> 2. The development of natural supports begins during the early stages of employment.

developed by clearly defining the roles and responsibilities of the job coach and the employer. One of the roles of a job coach, therefore, is to develop and help facilitate relationships in the employment setting that allows full integration of the employee. The employer takes on the same role with the supported employee as they would any other employee; one of training, support, and supervision. The job coach acts as a consultant when issues arise, offering suggestions and helping to support the employer, co-workers, and employee in learning to work together. Job coaches can develop natural supports and social connections by:

1. Developing a relationship with the employer and talking about the role of a job coach.
2. Modeling interactions with the worker for supervisor and co-workers.
3. Highlighting the strengths and interests of the supported employee.
4. Reinforcing positive interactions between the worker and co-workers.
5. Giving practical advice to supervisor and co-workers regarding the supported employee.
6. Teach the supported employee conversational skills.
7. Utilizing natural tools for interactions like shared work spaces, and also seek out common interests and experiences between the worker with disabilities and co-workers.

What Strategies Facilitate Natural Supports?

Individuals who receive natural supports in the process of job acquisition, training, and support have experienced better outcomes including higher wages, benefits, and levels of workplace integration (Mank, Cioffi, and Yovanoff, 1998). Determining which supports are needed to ensure success in the workplace is a crucial responsibility of the job coach. Trach and Mayal (1997) describe six types of natural supports that can be implemented in a workplace to ensure success: organizational, physical, social, training, service, and community.

Organizational support. There are many routines within a work environment that may fall outside of the trained skill set for a particular job requirement but are nonetheless essential to

> **Consideration for Creating Natural Supports**
> 1. Discuss the idea of developing natural supports with the supported employee.
> 2. Is the person comfortable using natural support?
> 3. Explain to the natural support his or her particular role which emphasizes guiding and supporting, not completing any tasks for the supported employee.
> 4. Look for both formal and informal opportunities such as staff meetings, clocking in, break times, holiday parties.

successful employment. Organizational support allows for the employee to receive assistance in preparing and organizing activities in the workplace. This may include activities such as understanding a schedule, completing tasks in order, and finding the location of materials needed for the job.

Physical support. Consideration of the design and function of physical objects and equipment in a setting is an important step to ensuring success of the supported employee in the workplace. Are isles wide enough for a wheelchair to pass through? If an item is out of reach for the employee, is it possible to use a step ladder or reaching tool? Will the lighting, or lack thereof, be an issue for the employee? Consideration of the employee's individual needs, paired with the physical environment of the workplace, can begin during job development and continue as issues arise.

Social support. Ongoing interaction with co-workers, employers, and others in the workplace is arguably the single greatest indicator of job longevity. When employees like the people with whom they work with, they are more likely to exhibit desirable workplace behaviors (e.g. accepting feedback, arriving on-time, helping one another, etc.). Unfortunately, this can also be one of the most difficult support systems for individuals with disabilities to establish. Job coaches must consider the ongoing routines of others (i.e. carpools, lunch breaks, work functions, etc.) to ensure that the supported employee is included in these activities.

Training support. Many Job coaches quickly discover the difference between working with a supported employee to obtain a job—and helping them to keep it. There are several pitfalls that can be avoided if programs are carefully planned and individual needs are considered. Developing self-management and mentor programs can provide essential support to the employee. Self-management issues (i.e. appropriate workplace behavior, proper hygiene, and successful transitioning between tasks) are essential for successful, long-term employment. If the supported employee does not already possess these basic skills, additional training will be necessary so as not to jeopardize continued employment. Furthermore, it is important that this training is embedded within the ongoing routines of the workplace instead of in a separate environment.

An additional source of support can be provided by a mentor. Mentors provide needed assistance by serving as a positive role-model, providing insight, giving feedback, and welcoming questions. Job coaches can train co-workers to serve as mentors to the supported employee. It may be best to begin by selecting the co-worker(s) who already have a positive outlook regarding the employment of the person with disabilities. Once the mentor is selected and has accepted the position, the job coach can instruct them on the particular issues of support that are needed for the employee. For example, a mentor could check to make sure the employee is properly dressed and neatly groomed before beginning work. If the employee is not, the mentor could provide specific feedback about what needs to be corrected and then the employee could address it before starting work (e.g. combing hair, putting on their nametag, straightening their shirt, etc.)

Service support. Accessing professional and non-professional disability-related services is a crucial part of achieving quality education, community living, and employment for people with disabilities. However, these services can be hard to access and individuals with disabilities

may not even know they exist or understand what services they provide. Because of these issues, it is imperative that the job coach be knowledgeable about various programs (e.g. PASS plans, SSI, volunteer organizations, etc.) in order to help the employee make decisions about potential supports and how to access them. Job coaches must keep up-to-date on this information by continuing to receive additional training provided by local and state agencies and independently seeking out information from reputable sources (i.e. professional organizations, institutions of higher education, and disability advocacy groups).

Community support. Regardless of whether you live in a rural or urban area, the community has a support system that is available to all individuals. For individuals living in urban areas, the community may offer services such as public transportation systems, YMCA programs, and formal disability-specific advocacy groups. For individuals living in more rural locations, community support systems may include fewer formal programs like Rotary clubs, church groups, and 'tight-knit' community relationships. The bottom line is this: although the types of support may vary from community to community, each will have a unique way to support the citizens within it. A job coach needs to carefully consider what the particular community has to offer and make sure the individual with whom they work with has access to these types of supports.

Checklist for Examining Workplace Culture and Creating Natural Supports

One of the primary roles of the job coach is to facilitate the development of natural supports. While the job coach should not expect supervisors and coworkers to automatically assume the role, the coach can help guide this process. The following checklist can help a job coach facilitate natural supports in the workplace.

_____ New employee is introduced in the most positive, typical, and valued way.
- Unless there is great discomfort expressed by the employer or supported employee, this should be done by the employer. Assigning and evaluating work should be done by the employer from the start.

_____ Supported employee is oriented and trained as much as possible in the same way and by the same people as other new employees.
- Often times the training will be shared and negotiated with the employer and job coach. Work together to come up with ways the promote the value and social inclusion of the supported employee and the eventual transfer of workplace training to the employer and coworkers.

_____ Plan and strategize ways to reduce direct Job Coach involvement in training and supervision.
- Develop a relationship with the employer and clarify what the role of a job coach is. Observe the coworker/supervisors training style with other employees.

_____ Orientation and training include pre-work, break time, and post-work activities and interactions, if necessary.
- Supervisors and coworkers are great resources and involving them early on can help prevent the supported employee or their coworkers/supervisors from becoming

unnecessarily dependent on the job coach. Make observations of the work culture overtime and look for common themes.

_____ New employee is socially interacting with co-workers regularly.
- Reinforce positive interactions between the supported employee and their coworkers, seek out common interests and experiences shared by the supported employee and their coworkers. Look at the customs around mealtime, break periods, etc.

_____ The Job Coach, employer/supervisor, and supported employee have opportunities to modify training methods.
- When necessary, work together to come up with ways to adjust training methods that best fit the way that the supported employee learns best. Assist with some basic training skills and suggestions and information about the supported employees preferred learning style.

_____ Supported employee's performance is evaluated the same as any other employee.
- The job coach should not do an evaluation for the employer. Job coaches should be familiar with what the procedures are, and provide a supportive role in implementation if requested by the employer.

_____ Supported employee is socially interacting with co-workers in typical ways before and after work, and during breaks.
- Consider the supported employee's personality, are they shy or outgoing? Model appropriate workplace social interactions and help the supported employee connect with other coworkers over common interests. Reinforce positive interactions between the supported employee and coworkers and provide practical advice.

_____ Co-worker supports are greater, or will become greater, than those provided by the Job Coach.
- Identify common workplace areas, machinery used, or tasks that are shared, and what coworkers share these commonalities. How can they be better utilized by the supported employee?

_____ Transportation is being provided by co-workers or sources other than the Job Coach.
- Is there an opportunity for a supported employee to carpool with a coworker? Identify who works similar shifts or who lives in the same area.

_____ Supported employee is included in employer initiated social events such as picnics, retirement and holiday events, sports leagues, etc.
- Job coaches may not be aware of some of the formal social and other activities that go on at a certain workplace. A supported employee should be included in these activities if they choose to attend.

_____ Supported employee is invited to outside social events by co-workers, such as after work get-togethers, birthdays, parties, etc.
- Are there birthday parties and other celebrations? Where do people "hang out" during and after work? Are there holiday parties? Gift exchanges?

How Do Job Coaches Learn About Specific Job Duties and Requirements?

There are a number of steps to learning about the specific duties and requirements for a job. A job coach should understand each of these steps and be proficient at clearly communicating with the employer, clearly communicating with the employee, and clearly documenting the essential functions of the job.   Each of the steps for a comprehensive job analysis are listed below and discussed in the following sections.

Table 3.1
Routine Activity

Core, Episodic, and Job-Related Routines Activity			
Activity: Read through the job description and identify the Core, Episodic and Job-Related Routine tasks			
Job Summary			
Title: Barista Intern			
The primary goal of this job position is to acquire pre-employability skills that will assist our youth with further employment. Coffee shop baristas will promote coffee consumption by educating customers and serving a variety of coffee drinks, along with other snacks, sandwiches			
Job Task	Core	Episodic	Job Related
Welcome customers and determine their coffee interests and needs.			
Engage customers by presenting and explaining the menu and answering questions.			
Complete sales with customers; count change as necessary.			
Prepare coffee drinks by following prescribed recipes and preparation techniques.			
Maintain inventories by replenishing coffee bean supply; stocking coffee brewing equipment, maintaining supplies and food for coffee bar.			
Keep equipment operating by following operating instructions; troubleshooting breakdowns; maintaining supplies; performing preventive maintenance.			
Maintain safe and healthy work environment by following organization standards and sanitation regulations.			
Wash dishes; clean tables, chairs, and floors.			
Update job knowledge by participating in educational opportunities, workshops and food service publications			
Qualifications: • A Food Handlers Permit is not required for qualification but will be obtained within the training program.			
Enroll in the WIOA Youth Program online through DWS to secure income.			

Step 1: Determine Requirements. The first step to learning about the specific duties and requirements of a job is to determine the employer requirements and expectations for the

position. A job coach should ask the employer to clearly specify the policies, procedures, and requirements for work. In addition, the job coach should ask the employer to review dress code policy, break policy, late policy, vacation and time-off policy, unwritten rules and expectations, and other items that my impact employment.

Step 2: Conduct a Workplace Tour. The second step is to conduct a workplace tour. During this tour, the job coach observes the general work that is being performed at the employment setting. The job coach should also work with the direct supervisor or line supervisor to obtain specific information relevant for the job. During the process, the job coach should identify a number of routines that the individual will be engaged in during a typical work shift. Callahan & Mast suggest that work involves a number of routines: core routine, job related routines, and episodic routines. Core routines are jobs routines that have cycles that naturally occur throughout the workday; these are routines most frequently performed by the employee. Episodic routines are tasks that are required for the job and have cycles that occur infrequently; these may occur a couple of times per shift, once a day, or weekly. Job related routines are routines and skills that are not explicitly required by the employer for a job but are necessary for successful performance of a job.

Step 3: Document Routines. The third step is to document the routines as well as other important information related to the success of the employee. Specifically, information regarding the demand of the job should be clearly documented. This may include the physical demands, such as lifting and standing, academic demands, such as reading, writing, or arithmetic, or information regarding tools, clothing, and safety equipment. Finally, the job coach should identify specific accommodations the employee may need.

Job Analysis Form

Information obtained from a job analysis should be documented to ensure that a job coach develops the appropriate supports and strategies for the person with a disability. The job analysis form should contain the following information: (a) business contact information, (b) work Schedule (if known), (c) job description, (d) information about the core, episodic, and job-related routines, (e) information about tools and other material required for the job, and (f) general comments and concerns.

Table 3.2.
Sample Job Analysis Form.

Sample Job Analysis Form							
Name of Employee:	Mary Jane Jacobson						
Business:	Salt Lake County Recreation						
Supervisor:	John Jameson		Phone: 801-585-3322		Email: jameson@slcounty.org		
Position:	Recreation Center Cleaning Crew **Written Job Description ____Yes ____ No if Yes, attach to this form**						
Proposed Schedule							
Day	M	T	W	TH	F	S	SU
Time	9:00 -1:00	9:00 -1:00	9:00 -1:00	9:00 -1:00	9:00 -1:00		
Job Description: **Mary's primary responsibilities include cleaning the women's locker room, cleaning the upstairs women's**							

restroom, laundering rags, cleaning main entryway, and disinfecting exercise equipment.

Core Routines	Tools/Material	Comments/Concerns
Stock Cleaning Cart **Stock cleaning cart located in cleaning supply closet. Fill mop bucket, add cleaner tablet to mop water, assemble mop, place Windex, and Betco disinfectant of cart, place one roll of paper towel and 5 clean rags on second shelf of cart, and attach broom and pan to cart.**	Cleaning cart, cleaners, rags, paper towel, mop bucket, broom, dustpan.	Check that cleaning bottles have cleaner.
Laundering Rags **Roll dirty rag cart to laundry room. Put on gloves. Place dirty rags in washer. Place one cup of laundry detergent in washer, place on cup of booster in washer. Close door and start. Change laundry. Place laundered rags in dryer. Clean lint trap. (repeat washing cycle of more rags). Turn on dryer.**	Gloves, laundry detergent, and booster	Discriminate between detergent and booster.
Clean Women's Locker Room & Women's Bathrooms **Clean and disinfect toilets, sinks, counter tops, baby changing table. Fill empty toilet paper holders, remove hair from shower drain, disinfect shower floor, sweep stalls and floors, mop stalls and floors. Clean mirrors. Remove trash.**	Full cleaning cart	Discriminate between toilet and counter rags. Thoroughly clean and mop each stall
Disinfect Exercise Equipment. **Clean equipment that is not in use. Spray Betco disinfectant on cleaning rag and wipe down each machine**	Cleaning rag, Betco	Discriminate between toilet and counter rags.
Episodic Routines	Tools/Material	Comments/Concerns
Refill Cleaning Bottles **Stocking Cleaning Shelf ,TP, and Paper towels**	Bulk Cleaning Supplies TP & Paper Towels	Putting wrong cleaning supply in bottle
Job Related Routines	Tools/Material	Comments/Concerns
Clock in/ Clock out	ID Badge/Time clock	Forgets to clock out

Module 4: Systematic Instruction

Introduction to Systematic Instruction

After completing module 4, you should understand the following:
1. How to develop a task analysis.
2. How to develop training objectives.
3. How to teach for the acquisition of new skills.
4. How to develop compensatory strategies.
5. How to fade from the job site

The goal of supported and customized employment is to increase independence, productivity, and integration in competitive integrated employment settings. Job coaches play an important role in helping persons with disabilities achieve meaningful employment. Job coaches should understand how to effectively teach for the acquisition and maintenance of employment skills as validated instruction helps reduce overreliance on the job coach and ultimately shifts to naturally occurring supports. Job coaches must, therefore, understand how to develop a task analysis, how to conduct baseline on employee performance, how to teach for the acquisition of new skills, and how to collect and report instructional data.

How to Develop a Task Analysis?

A Task Analysis (TA) is developed after the job coach reviews the job analysis and observes the employee completing the required core, episodic, and job-related routines. Such observations are important as they help the job coach understand where the supported employee may need assistance acquiring new skills embedded in the required routines. At that point, the job coach should develop a task analysis (TA) to identify where assistance is needed.

What is a task analysis? A TA is a process of breaking a task down into smaller teachable steps. TA's are used when a supported employee is having a difficult time completing a specific job task or routine. TA's are useful as one can identify smaller discrete skills that are a part of a larger sequence and teach these skills to the supported employee. That is, the job coach identifies and isolates where the employee is having problems and develops a program to teach the skill. The most effective method for developing a comprehensive task analysis is to personally complete each step of the task. In addition, the job coach should develop a clear operational definition of the routine that the individual is expected to perform. Specifically, the job coach needs to describe what the individual is supposed to do and the description must be observable and measurable. The description should have a clear beginning and ending point with each step sequenced from the first step to the last. One also needs to identify speed requirements to complete the routine. Most employment activities or routines require the individual to perform a specific task in a timely manner. An example TA is provided in table 4.1. The speed in which an individual performs a specific routine is commonly referred to as "fluency." To build fluency in a particular routine, the job coach should document how long it takes to complete each step in the task. Finally, the

> **Consideration for Writing a Task Analysis**
> 1. Complete the task yourself.
> 2. Develop steps that are observable and measurable.
> 3. Sequence steps from the first to the last.
> 4. Identify speed requirements.
> 5. Identify tools need to complete the task.

job coach needs to identify quality requirements. Most employment routines or activities have specific quality criteria; if the employee performs work that does not meet quality standards, then he/she must improve his overall quality.

What Should a Completed Task Analysis Look Like? A completed task analysis should include all of the elements described above. Table 4.1 is an example of a TA with an observable and measurable training objective.

Table 4.1.
Complete TA for pizza making.

TA Deep-Dish Pizza		
Observable and Measurable objective: Given a deep-dish pizza pan, 4-ounce ladle, and a 6-ounce cheese cup, Jerry will independently make a peperoni deep-dish pizza with 100% accuracy for 5 consecutive trials according to the steps outlined in the task analysis. **Setting: Restaurant Kitchen.** **Materials: Deep-dish pan, pizza dough, 6-ouunce cup, sauce, ladle, cheese, pepperoni.**		
Step	**Quality and Speed**	**Comments**
Place square deep-dish on prep station.	Each pizza should take approximately 1 minute to make	
Punch dough down into pan with two fingers.		Punch dough too hard
Ladle pizza sauce on each deep-dish section.		
Spread sauce evenly on each of the sections with bottom of the ladle.		Sauce uneven
Fill 6-ounce cheese cup with cheese.		
Evenly spread cheese on each pizza section		Cheese uneven
Place 4 pepperonis on section 1, 2, 3, & 4		

How do job coaches develop training objectives?

Developing training objectives are a critical step in teaching an employee to acquire a new skill. Each objective should be operationalized in terms that are both observable and measurable. The objective should include the conditions where the skill will be performed, the tools needed to complete the task, and should include the criteria you will use to evaluate performance objectives. Descriptions should be written so two independent observers who watch the employee perform the target skill would generally agree that the target skill occurred or did not occur. If the description is

Training Objectives
1. Training objectives should specify the conditions where the task will occur.
2. Training objectives should identify the tools needed to complete the tasks.
3. Training objectives should identify the criteria to evaluate performance.

written using ambiguous non-descript terms, then it will be difficult to teach the skill and collect meaningful performance data. Consider the following example of an objective that is neither observable nor measurable: "Bill will clean the men's and women's restroom." The problem with this example is the term "clean" can mean a variety of things such as cleaning the sinks, toilets, or windows. The purpose of writing an objective is to highlight a specific task that the employee needs to complete. While cleaning the restroom is a part of an overall job description, Bill only needs instruction on correctly mopping the floors. Therefore, a more appropriate objective is: "Given a mop and bucket, Bill will mop the men's and women's restroom with 100% accuracy according to the steps outlined in the TA for three consecutive trials.

How Do Job Coaches Teach the Acquisition of New Skills?

Job coaches should be familiar with an array of instructional strategies that can be used to teach the acquisition and maintenance of employment tasks including response prompting and fading and compensatory strategies. The use of a particular strategy is based on the individual needs and learning style of the individual with a disability.

Response promoting and fading? When teaching an individual with a disability a work task or work-related routine, job coaches often need to deliver specific prompts to elicit a response. Researchers refer to these prompts as response prompts. Response prompts are teacher behaviors that are presented to increase the probability of correct responses (Wolery, Bailey, & Sugai 1988). Table 4.2 provide a definition of the types of most common prompts.

Table 4.2
Types of Response Prompts.

Response Prompt	Operational Description
Indirect Verbal Prompt	An indirect verbal prompt is an indirect verbal statement that cues a learner about an expected response. For example: "What do you need to do now?" or "What is next?"
Direct Verbal Prompts	A direct verbal prompt explicitly cues the learner about the expected response. For example, "Place the Windex on the cart", or "Spray the Windex on the mirror."
Model Prompts	When using a model, the job coach models and demonstrates how to perform the expected response.
Partial Physical Assistance	Partial physical assistance is brief physical contact with the employee to elicit a response. For example, the job coach might tap the employee on the elbow to cue him/her to grab a mop.
Full Physical Assistance	Full physical assistance is full contact with the employee to assist the employee with completing the expected response. For example, the job coach places his hand over the employee's hand to grasp a mop.

According to Wolery, Bailey, and Sugai (1988), there are six primary guidelines for using response prompts. In order to maximize the effectiveness of an instructional program and increase the effectiveness of the response prompt it is recommended that these guidelines be

followed:

- **Select the least intrusive but effective prompt.** The instructor should use the least intrusive prompt that effectively elicits the correct target behavior from the student. That is, the instructor should allow the student to perform the target behavior as independently as possible.
- **Combine prompts if necessary.** If necessary, instructors can combine or blend prompts to increase instructional effectiveness. For example, the instructor can blend a model prompt with a direct verbal prompt.
- **Select natural prompts and those related to the behavior.** Instructors should use prompts that reflect natural behaviors. That is, prompts should resemble behaviors that are used naturally in environments.
- **Prompt only when the individual is attending.** Response prompts are designed to assist an individual in performing a specific target behavior, therefore it is important that the individual is attending to the task at hand. If the individual is not attending, then he or she will not learn the target behavior.
- **Provide prompts in a supportive, instructive manner.** The purpose of response prompting is not to punish or adversely affect individual behavior. Therefore, prompts should never be used in a corrective manner, rather, they should be used to facilitate learning of a target behavior.
- **Fade prompts as soon as possible.** In order for an individual to perform a target behavior independently, instructors must systematically fade the prompts. Researchers call this transfer of stimulus control. That is, you do not want the individual's behavior to be contingent upon an instructor's prompts, rather you want natural cues/stimulus to prompt the individuals to perform the target task/behavior.

> **Key Terms**
> 1. *Non-controlling prompt.* A prompt that may or may not elicit a response.
> 2. *Controlling prompt.* A prompt that reliably and consistently elicits a correct response.
> 3. *Transfer of stimulus control.* When a behavior evoked by one stimulus (instructor prompt) comes under control of a different stimulus (natural cues).

> **Selecting an Appropriate Instructional Strategy**
> 1. *Select an effective and efficient strategy.* The strategy should result in fewer instructional trials, fewer errors, and less trainer involvement.
> 2. *Use less restrictive and the least intrusive strategies.* Do not use strategies that impinge, demoralize, stigmatize or intrude.
> 3. Use strategies that facilitate learner directed strategies to the maximum extent possible.

Response prompts are designed to make learning more positive and increase the efficiency of instruction by eliminating an individual's errors. Research suggests that the system of least-to-most prompts is effective in employment settings. (McDonnel & Hardman, 2010; Morgan & Riesen, 2015; Riesen & Jameson, 2018).

How do job coaches use least-to-most prompting strategy?

The system of least-to-most prompts allows the individual with a disability to respond at the level of prompt they need to complete the target behavior. This procedure requires that at least

three levels of prompts be used (Wolery, Ault, &. Doyle, 1992). For example, the first level is an opportunity for the individual to respond without a prompt and the second and subsequent levels are prompts that are arranged from least to most. According to Wolery, et al. specific steps should be followed when implementing least-to-most prompting strategy.

1. Select the types of prompts to be used in the hierarchy. Utilizes prompts on the hierarchy. A minimum of three levels of prompts should be used. The first level is the opportunity to respond with a prompt and the second and subsequent levels are prompts arranged from the least intrusive to the most intrusive.
2. Sequence the selected prompts from least to most assistance. Begin with the least amount of assistance and conclude with the controlling prompt (the prompt that reliability elicits the correct response).
3. Determine the length of the response interval. Allow a sufficient amount of time for the individual to respond before providing the next level of prompt.
4. Determine the consequences to be used for each response. Provide appropriate feedback for correct and incorrect responses.
5. Implement and adjust the program based on data patterns. Collect data on individual performance.

Figure 4.1 provides information about how to use a system of least prompts for making a deep-dish pizza.

Step 1: Starting the Instruction Trial
The employee is provided with an opportunity to independently respond after the job coach provides the cue or task direction. For example, when an employee is at the pizza prep station, the job coach waits the appropriate interval to see if the employee will place the deep-dish pizza pan on the prep-station.
- If employee responds correctly, positively reinforce and move to the next step.
- If employee does not respond or responds incorrectly, move to step 2.

Step 2: Use the First Non-Controlling Prompt)
If the employee does not elicit an independent correct response within the appropriate response interval (usually 2 or 3 seconds), the job coach should deliver the next prompt on the hierarchy (the non-controlling prompt).
- If employee responds correctly, positively reinforce and move to the next step.
- If employee does not respond or responds incorrectly, move to step 3.

Step 3: Use the Controlling Prompt
If the employee does not elicit an independent correct response within the appropriate response interval (usually 2 or 3 seconds), the job coach should deliver the controlling prompt.
- The controlling prompt consistently and reliable elicits the correct response.

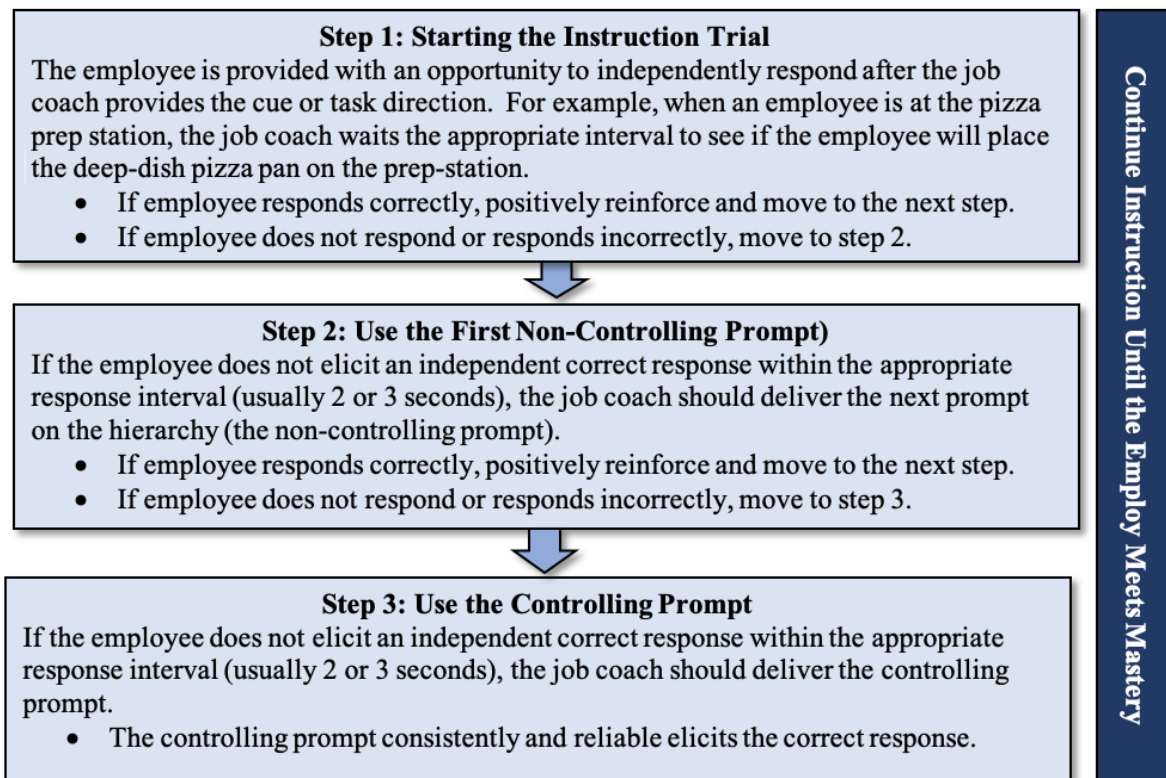Continue Instruction Until the Employ Meets Mastery

Figure 4.1. Steps for the System of Least Prompts.

How do Job Coaches Monitor Progress? Collecting meaningful instructional data can help job coaches determine how fast an employee is acquiring and new task. A job coach, therefore, should develop easy to use data collection sheet that can be converted to display data

graphically. Table 4.3 is an example of a least-to-most data collection sheet for making a deep-dish pizza. As, you can see, data is collected for each step of the task analysis and the job coach collects both baseline and instructional data. Baseline data is used to provide a baseline for employee performance on the task and determine the controlling prompt. The job coach documents the type of prompt needed to elicit the correct response for both baseline and instructional data.

Table 4.3.

Instructional Data for Least-to-Most Program

Instructional Data for Making a Pan Pizza Using a Least-to-Most Strategy								
Steps	**Baseline**		**Instructional Trial**					
			1	2	3	4	5	6
Place square deep-dish on prep station.	V	V	I	I	I	I	I	I
Punch dough down into pan with two fingers.	M	V	V	I	V	V	I	I
Ladle pizza sauce on each deep-dish section.	M	IV	IV	I	I	I	I	I
Spread sauce evenly on each of the sections with bottom of the ladle.	M	IV	I	V	V	I	I	I
Fill 6-ounce chees cup with cheese.	M	V	I	I	I	I	I	I
Evenly spread cheese on each pizza section.	M	V	I	I	I	I	I	I
Place 4 pepperonis on section 1, 2, 3, & 4.	m	V	I	I	I	I	I	I
Percent of unprompted correct responses	0	0	.71	.85	.71	.85	100	100

Information documented on the data sheet can be easily transferred and graphed to allow for a visual inspection of the data. This information allows the job coach to see if the employee is acquiring the new task. Figure 4.2 is an example of graphed data.   As you can see from the data, the employee is rapidly acquiring the task of making a deep-dish pizza. It took approximately four instructional trials to learn to make a pizza independently.

Job coaches should review data periodically and take that information into consideration when determining whether to adjust instructional strategies. If the supported employee is not making progress toward meeting the instructional objectives, the job coach should make adjustment to the instructional procedures. The job coach should determine what changes need to be made and identify any additional material that will assist the supported employee with completing the task.
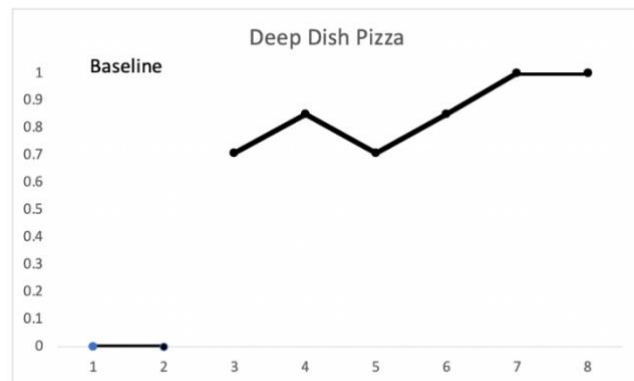

Figure 4.2. Example of Graphed Data.

What Compensatory Strategies Can be Used at a Job?

Comprehensive instructional programs can be enhanced by teaching an individual to independently recognize external cues or reminders to complete a task. In this case, you can develop compensatory strategies to enhance an individual's ability to perform a job without being dependent on a job coach. There are a variety of strategies that you can employ including picture books, memory cards, and written check-off lists. Each of these strategies must be individualized and care must be taken when designing the materials so that they do not stigmatize the supported employee.

- **Graphic Representation.** Pictures can be used to assist an individual with remembering his or her work schedule. You can use a variety of media to include in a picture book such as clipart, digital photography, or smart phones. Regardless of the material used, the pictures should be concise, the book should be age-appropriate, and it should be durable. For example, if you are teaching a person how to water plants at a garden shop, the picture book should follow a specific sequence with easy to follow pictures.
- **Check-off Lists.** Another effective compensatory strategy is to use written daily check off schedules. These schedules should be developed for each task or routine in which the individual needs some self-assistance.

How can Job Coaches Fade Support?

Whether a Job coach is using direct instruction, teaching self-management strategies, or establishing natural workplace supports, the goal of any job training is to promote a person's independence on the job. An important component of any job training plan is to develop a timeline for fading supports. When an employee demonstrates that he has learned to perform all job tasks correctly, the job coach should begin the process of fading. Fading should be incremental and should be based on a schedule. At first, the job coach may start to fade support from the immediate area as soon as the employee demonstrates mastery of a specific task or routine. For example, if the employee met the criteria for making a pan-pizza, the job coach could fade support by leaving the prep station but remain at the restaurant. Gradually, as the employee masters all of the essential functions of a job, the job coach would fade and leave the restaurant. During this process, the job coach should clearly review fading procedures with the employee and employer and provide immediate contact information.

During the fading process, the job coaches should ensure that unpaid, natural supports are in place. The job coach should also help the supported employee become familiar with co-workers and supervisors and provide contact information for these supports. In addition, the job coaches can engage in "what if" and role-play scenarios with the supported employee in order to ensure they will be able to respond to certain situations once the job coach has successfully faded their support. For example, the job coach could ask the supported employee question such as (a) what will you do if you are sick and cannot go to work? (b) what will you do if you are going to be late for work? (c) what will you do if there is an emergency at work? (medical emergency, fire alarm, power outage, weather-related problem) (d) what will you do if a co-worker, customer, or stranger is bothering you at work? (e) What will you do if you are not feeling well while at work? (f) what will you do if you are unsure of how to complete a job task?

Module 5: Accommodations and Assistive Technology in the Workplace

Introduction to Accommodations and Assistive Technology in the Workplace

After completing module 5, you should understand the following:

1. Methods to identify accommodation on an ongoing basis.
2. How to request an accommodation.
3. How to develop and implement individualized, low, medium and high-tech assistive technology as workplace accommodation.
4. How to coordinate transportation to and from work.

What are Workplace Accommodations?

The Americans with Disabilities Act (ADA) defines workplace accommodations as any change in the environment or in the way work tasks are performed that enables an individual with a disability to enjoy equal opportunities to work. It is important to note that not all supported employees need workplace accommodations. Each request for an accommodation is made on an individual basis. Specific workplace accommodations should be designed to enhance the capacity of a worker to complete the essential functions of a job. Employers are obligated to provide reasonable accommodations as provision of Title I of the Americans with Disabilities Act (1990).

> **Title I of the Americans with Disabilities Act**
>
> Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship.

Under Title 1 of the ADA, an employer is obligated to provide reasonable accommodations to employees or applicants for employment unless such an accommodation would cause undue hardship to the employer. The obligation to accommodate is required whenever a disability of a qualified applicant or employee is "known" to the employer and upon request from an individual with a disability. An employer is not required to accommodate without a request unless the individual's known disability impairs his or her ability to know of, or effectively communicate a need for, accommodation that is obvious to the employer. Under the ADA, Employers are not required to lower performance standards, create new positions, move or fire an employee without a disability to create a position for an employee with a disability, or make accommodations that cause "undue hardship" to the business. Determination of undue hardship is typically based on the following factors:

- The nature and cost of the accommodation needed.
- The financial resources of the business.
- The impact of the accommodation upon the operation of the business.
- The impact of the ability of other employees to perform their duties.

Assisting Job Seekers with Disclosure

An important component of the assessment process is to engage in conversations about disclosure with the job seeker. In regards to competitive integrated employment, qualified people with disabilities are protected from discrimination under Title I of the ADA and section 504 of the Rehabilitation Act. An individual with a disability needs to disclose his or her disability to an employer to receive a reasonable workplace accommodation.   According to the U.S. Equal Employment Opportunity Commission (EEOC, 2002), there are three categories of a reasonable accommodation:

1. Modifications or adjustments to a job application process that enable a qualified applicant with a disability to be considered for the position such qualified applicant desires;
2. Modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that position
3. Modifications or adjustments that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its other similarly situated employees without disabilities.

In addition, the EEOC list a number of reasonable accommodations that an employer may have to provide in connection with modifications to the work environment or adjustments in how and when a job is performed, including:

- making existing facilities accessible;
- job restructuring;
- part-time or modified work schedules;
- acquiring or modifying equipment;
- changing tests, training materials, or policies;
- providing qualified readers or interpreters; and
- reassignment to a vacant position.

While this list is not all inclusive, a job coaches should discuss with the job seeker the pros and cons to disclosure and the appropriate time for the job seeker to disclose if he she believes that a reasonable accommodation would be beneficial. The employment specialist should obtain a release of information from the job seeker before discussing disability and accommodations with the employer (see example below).

Release of Information

I give permission for the personnel of _____ to provide information to businesses and adult service providers concerning _____'s job performance, abilities, needs, and accommodations. Furthermore, I understand that it may become necessary for personnel to discuss sensitive information such as current disability, previous work history, and other employment related health concerns. I understand that this release is only in affect for businesses that provide an employment experience.

_____   _____

Client Signature   Date

_____   _____

Employment Specialist Signature   Date

How do Job Coaches Identify Accommodations on an Ongoing Basis?

Job coaches identify reasonable accommodations by observing the employee and by asking the employee what accommodations are needed to complete the essential functions of the job. Having a dialogue with the employee is critical because the employee is the expert on what he or she may need in order to be successful at the workplace. Based on the observation and conversation, a job coach should be able to evaluate how a supported employee functions in the workplace, which should lead to ideas to what support and accommodations would be helpful. The job coach should strive to provide the following:

1. Develop commonly available and non-stigmatizing accommodations and modifications;
2. Develop individualized adaptations;
3. Teach the use of assistive technology; and
4. Assess the ongoing need for, and appropriateness of adaptations and modifications.

What are the Steps for Requesting Reasonable Workplace Accommodations?

According to the Equal Employment Opportunity Commission (EEOC) and Title I of the ADA, when an individual decides to request an accommodation, the individual or his/her representative must let the employer know that s/he needs an adjustment or change at work for a reason related to a medical condition. There is no need to mention the ADA or use the phrase "reasonable accommodation" and each request for a reasonable accommodation must be considered on a case-by-case basis (ADA National Network, n.d.).

Worksite accommodations or adaptations should match the needs of both the supported employee as well as the employer. With the use of assistive technology, workplace modifications, or other accommodations, individuals with disabilities can perform job tasks just as well as their peers. And in most cases, legal and managerial, they're well worth the efforts, and are usually low cost and have considerable benefits. There are several steps that should be taken to request a reasonable accommodation.

Step 1. Ensure a release of information is signed by the supported employee. The first step to requesting an accommodation is to obtain a release of information. Prior to discussing any request for an accommodation, a job coach should obtain a release of information from the employee with a disability. The release should explicitly give the job coach permission to discuss information about job performance and accommodations with the employer.

Step 2. Research accommodations and solutions. The second step to requesting and accommodation is to research potential accommodations and solutions. Each accommodation should be tailored to the unique needs of the employee with a disability and be designed to ensure the employee can complete the essential functions of the job. While each accommodation is individualized, the Office of Disability Employment Policy (ODEP) provides examples of accommodation which include: flexibility in the workplace, modifying breaks, or flexible scheduling such as starting or finishing later, working from home on some days, or being able to work part time. Other accommodations could be slight workplace modifications such as dimming or increasing lights, reduction of noise or other distractions, or allowing the supported employee to wear noise canceling headphones. Other workplace modifications could include additional trainings or modified training materials, task and job analysis, modification or redistribution of job duties, checklists of job duties, and additional assistance when learning new job duties, providing ramps, moving furniture, or widening doorways. Everyone's needs and capabilities are different, and the most important thing the job coach can do is ask the supported employee.

Questions & Answers about Persons with Intellectual Disabilities in the Workplace and the Americans with Disabilities Act (ADA)

What specific types of reasonable accommodations may employees with intellectual disabilities need to do their jobs or to enjoy the benefits and privileges of employment?

The following are accommodations that employees with intellectual disabilities may need:

- reallocation of marginal tasks to another employee;

Example 5: An individual with an intellectual disability is hired as part of a crew of three employees that works at the concession stand at a baseball stadium. He helps stock the counter with candy and snacks; at closing time, he cleans the counters and equipment and restocks the counters with supplies. However, he cannot perform the function of accurately counting money at closing time, which is usually done by the crew leader. Another concession stand employee, who is able to count money when the crew leader cannot, sometimes performs the function of placing empty boxes and trash in designated bins at closing time. These are functions the employee with an intellectual disability can perform. Allowing the employee with an intellectual disability to perform these functions instead of counting money, which is a marginal function for his position, is a reasonable accommodation.

- training or detailed instructions to do the job, including having the trainer or supervisor;
- give instructions at a slower pace;
- allow additional time to finish training;
- break job tasks into sequential steps required to perform the task;
- use charts, pictures, or colors;

Source: U.S Equal Employment Opportunity Commission (n.d). Questions & Answers about Persons with Intellectual Disabilities in the Workplace and the Americans with Disabilities Act (ADA). Retrieved from https://www.eeoc.gov/laws/types/intellectual_disabilities.cfm?CFID=27065778&CFTOKEN=ce43f211dd54806c-C958E14E-C205-9E1C-ED044C46341199F1

Step 3. Notify the employer. The third step to requesting an accommodation is notifying the employer. Specifically, the job coach should make an appointment with the employer to make a request for the specific accommodation. The job coach should specify the type of accommodation the employee needs to complete the essential functions of the job. The Equal Employment Opportunity Commission (EEOC, 2002) indicates requests can be made by

someone other than the person with a disability. This may include a job coach. While the EEOC indicates that request do not need to be in writing, it may be beneficial to document the accommodation requests. The Job Accommodation Network suggest (n,d) letters requesting an accommodation include the following information:

- Information to identify the person as a person with a disability.
- Information that clearly states you are requesting accommodations under the ADA (or the Rehabilitation Act of 1973 if you are a federal employee).
- Information that clearly identifies the specific problematic job tasks.
- Information that clearly identifies accommodation ideas.
- A request for your employer's accommodation ideas.
- If appropriate, a reference to attached medical documentation if appropriate.
- Ask that your employer respond to your request in a reasonable amount of time.

Step 4. Negotiate and Collaborate. The final step in requesting an accommodation is to negotiate and collaborate with the employer regarding the requested accommodation. The job coach may propose an accommodation and the employer may offer another. Consider all ideas and when possible, provide multiple accommodation options and include the supported employee in the process. The EEOC indicates that an employer may choose to write a memorandum or letter confirming the individual's request. Alternatively, an employer may ask the individual to fill out a form or submit the request in written form, but the employer cannot ignore the initial request. An employer also may request reasonable documentation that the individual has an ADA disability and needs a reasonable accommodation.

Job coaches can often assist companies in becoming disability inclusive on a deeper level by adjusting the services provided and presenting services in ways that employers can recognize an immediate benefit. Services that offer obvious employer benefits are delivering disability awareness trainings, consulting on accommodations, providing job coaching and other onsite support services, advising on workplace accessibility, both physical and computer-based, and assisting with applying for disability employment and accessibility-related tax incentives.

How can a Job Coach use Assistive Technology for Workplace Supports?

Assistive technology (AT) may be used in the workplace to increase or improve the capacity of individuals with a disability to work in competitive integrated work settings. A job coach should be proficient at observing the employee with a disability to determine if assistive technology will help an individual perform the essential functions of the job and maintain employment. Assistive technology can be "low tech" or it can involve "high tech" approaches for support and should be developed based on the individualized needs of the person with a disability.

A job coach should be able to develop an array of low-tech assistive technology supports

Low Tech Support Ideas
- Post it notes,
- Pencil grips,
- Check lists,
- Stools,
- Reaching tools,
- Rearranging a work area or workplace modifications,
- Attachable wheelchair tray, or
- Labels or signs.

for an employee. For more complex AT ideas, a job coach may need to solicit the expertise from other professionals with experience with AT. There are a number of professional organizations, such as the Utah Assistive Technology team and the Utah Center for Assistive Technology (UCAT), that can provide free support of AT.

UCAT provides the following services:
- Design, build and fabricate custom devices.
- Modify devices to better meet a need.
- Help define seating and positioning needs to ensure maximum effectiveness of a seating solution.
- Help clients to learn to use aids to daily living (ADL), including electronic ADLs to extend their range of independent activity.
- Assess job and home-sites to determine the best way to facilitate client access.
- Identify and refer equipment and resources.
- Loan devices for trials of up to 30-days to ensure that they are suited to the need.

High Tech Support Ideas
- Calculators,
- Text to voice readers,
- Recorders,
- Adaptive keyboards,
- Specialized software,
- Voice recognition,
- iPads/touch screen devices,
- Scooters, or
- Sitting/standing desks.

Activity 5.1
Assistive Technology Matching Activity

1. ____A receptionist who is hearing impaired is having a hard time hearing the phone ring and hearing callers speak.	A. Use of a Digital Display Tape Measure.
2.___ A warehouse worker with cerebral palsy has difficulty holding his pen steady to check off inventory forms.	B. Use of an Attachable Wheelchair Tray Organizer.
3.___ An administrative assistant with dyslexia has difficulty remembering co-workers extensions when trying to transfer calls.	C. Use of an Ergonomically Designed Non-Slip Hand Grasper Extender
4.____ A courtesy clerk at a grocery store with a developmental disability has difficulty remembering her tasks as well as task	D. Use of a Multi-Sound Soother Relaxing Machine w/Headphones.

sequence.

5.___ A prep chef with traumatic brain injury forgets to wear all parts of his work uniform when leaving his apartment in the morning.	E. Use of a Motion Activated Voice Message Pad.
6.____ A movie theater usher who uses a motorized wheelchair has difficulty holding the ticket scanner and related items without having them fall on the floor.	F. Use of a Steady Write Pen.
7.___ A janitor whose is unable to see all areas of the floor when vacuuming.	G. Use of several 5-minute breaks during shift instead of just two 15-minute breaks.
8.____ A landscaper who trims shrubbery has developed arthritis and experiences pain when using standard clippers.	H. Use of an Attachable High Intensity Halogen Light.
9.____ A cabinet making apprentice with a learning disability has difficulty measuring.	I. Use of Spring –Loaded Ergonomically Designed Clippers
10.____ A retail associate who uses a wheelchair is unable to reach items on higher shelves.	J. Use of a Photo Phone.
11.____ An IT Network engineer with major depression requires numerous mini breaks throughout the day to refocus attention.	K. Use of a Picture or Photograph Task Board.
12.____ A social worker with general anxiety disorder has difficulty concentrating due to surrounding office distractions.	L. Use of a Telephone Amplifier.

What is a Job Coach's Role in Coordinating Transportation?

The first step in coordinating transportation is to review funding agency and other policy related to providing transportation. For example, the USOR transportation requirements outlined in Chapter 30, page 18 states: "If CRPs choose to provide transportation for USOR clients during an SE service, the CRP will be responsible for providing means for insurance coverage for transportation. USOR will not be liable for any accidents that may occur while USOR clients are under the care of the CRP" (p.18).

Assessment of transportation needs and development of the transportation routine/plan should be completed prior to the supported employee's start date. The job coach should understand how the supported employee is getting to and from work and should be able to develop related support needs such as reminders, prompts on phone, or a watch. The job coach should use this information to develop a contingency plan and ensure a plan is in place if a problem arises (ex. arranged transportation does not come, or there is an unforeseen issue). The job coach should also keep an updated list of people or alternative transportation services could be contacted. If approved by the supported employee, the employer should also have a copy of the contingency plan.The availability of public transportation will vary by the geographic region a supported employment lives. In addition, the job coach should anticipate that transportation challenges will arise. Below are some scenarios and solutions to transportation challenges

1. **Supported Employee is transferred to a different location and needs to learn how to get to and from work**.
    a.   The job coach can conduct a task analysis of the bus route and stops. This can be

done by going with the supported employee to the new work location on the bus route and creating a step by step task analysis and approximate times, including what steps to take if a stop is missed.

2. **Supported Employee normally gets picked up by Residential service provider after work, however the company vehicle has unexpectedly broken down.**
   a. The job coach can develop a list of other supports the supported employee can contact including neighbors, family members, and coworkers that have shifts ending at a similar time.
   b. If natural supports are not available, the job coach can provide a list of paid transportation services if they are available, such as a taxi or Uber Assist (for someone who needs accessible/modified vehicle or additional support).

3. **Supported Employee is no longer able to use regular bus route and needs support setting up para-transit services.**
   a. In order for a supported employee to utilize paratransit services, riders must be approved through an in-person interview and abilities assessment. Therefore, the job coach can provide support to schedule and go to the orientation with the supported employee if need be.
   b. Trips can be scheduled in advance, the job coach can support the person in learning how to schedule trips to and from work.
   c. The job coach can spend time ensuring the supported employee understands the policies and procedures of using para-transit services.
   d. The job coach (with permission of the supported employee) can educate coworkers and managers about policies and procedures of using para-transit services to strengthen natural support in the workplace.

References

Americans with Disabilities Act of 1990, 42 U.S.C § 12101 et seq.

ADA National Network. (n.d.). *Reasonable Accommodations in the Workplace*. Retrieved from
    https://adata.org/factsheet/reasonable-accommodations-workplace.

ADA National Network. (n.d.). *What is the process to request a reasonable accommodation in
    employment?* Retrieved from https://adata.org/faq/what-process-request-reasonable-
    accommodation

Bond, G. R. & Becker, D. R., & Drake, R. E. (2011). Measurement of fidelity of implementation
    of evidence based practices: Case example of the IPS fidelity scale. *Clinical Psychology
    Science and Practice*, 18, 126-141.

Callahan, M., & Mast, M. (2004). Job Analysis: A strategy for assessing and utilizing the culture
    of work places to support persons with disabilities. Marc Gold and Associates. Retrieved
    from
    https://static1.squarespace.com/static/57fa78cd6a496306c83a2ca7/t/58b456ec725e25115
    75250d5/1488213740992/Job+Analysis+Article+8-14-2015.pdf

Cornell Law School. (n.d.). *U.S. Code*. Retrieved from Cornell Law School Legal Information
    Institute: https://www.law.cornell.edu/uscode/text/20/1401

Dawis, R. V., England, G. W., & Lofquist, L. H. (1964). *A theory of work adjustment*.
    Minnesota: Industrial Relations Center, University of Minnesota

Erickson, W., Lee, C., von Schrader, S. (2017). Disability Statistics from the American
    Community Survey (ACS). Ithaca, NY: Cornell University Yang-Tan Institute (YTI).
    Retrieved from Cornell University Disability Statistics website:
    www.disabilitystatistics.org

Fabian, Edelman, & Leedy (1993). Linking workers with severe disabilities to social supports in
    the workplace: Strategies for addressing barriers. *Journal of Rehabilitation, 59*(3), 29-34.

Inge, K.J. (2001). Supported employment for individuals with physical disabilities. In P. wehman
    (Ed.), *Supported employment in business: Expanding the capacity of workers with
    disabilities* (pp. 153-180). St Augustine, FL: Training Resource Network.

IPS Employment Center, (n.d). What is IPS. Retrieved from
    https://ipsworks.org/index.php/what-is-ips/

Job Accommodation Network. (n.d.). *Accommodation and Compliance: Sample Forms*.
    Retrieved from Job Accommodation Network Topics: https://askjan.org/topics/Sample-
    Forms.cfm

Job Accommodation Network. (n.d.). *Benefits and costs of accommodation*. Retrieved from Job

Accommodation Network Topics: https://askjan.org/topics/costs.cfm#spy-scroll-heading-3

ODEP. (n.d.). *Accommodations | U.S. Department of Labor*. U.S Department of Labor. Available at https://www.dol.gov/agencies/odep/topics/accommodations

ODEP. (2005). *Customized employment: Practical Solutions for employment success.* U.S. Department of Labor. Available at ww.dol.gov/odep/pubs/custom/index.htm.

Larkin, G. (2003). Mapping, Modeling, and Mentoring: Charting a Course for Professionalism in Graduate Medical Education. *Cambridge Quarterly of Healthcare Ethics, 12*(2), 167-177. doi:10.1017/S0963180103122062

Luecking, R.G., Fabian, E.S., &Tilson, G.P. (2004). *Working relationships: Creating career opportunities for job seekers with disabilities through employer partnerships.* Baltimore, MD: Paul H. Brookes Publishing Co.

Powers, P. W. (2006). *A guide to vocational assessment*, 4th Edition. Austin, TX. Pro-ed.

Mank, D., Cioffi, A., & Yovanoff, P. (1998). Employment outcomes for people with severe disabilities: Opportunities for improvement. *Mental Retardation, 36*(3), 205-216.

McHugh, S. A., Storey, K., & Certo, N. J. (2002). Training job coaches to use natural support strategies. *Journal of Vocational Rehabilitation, 17*(3), 155-163. Retrieved from https://content.iospress.com/download/journal-of-vocational-rehabilitation/jvr00155?id=journal-of-vocational-rehabilitation%2Fjvr00155

McDonnel, J. & Hardman, M.L. (2010). *Successful transition programs: Pathways for students with intellectual and developmental disabilities*. Thousand Oaks. CA: Sage.

Morgan, R. L., & Riesen, T. (2018). *Job coaching*. In E. Braaten (Ed.), *The Sage Encyclopedia of Intellectual and Developmental Disorders*. Thousand Oaks, CA: Sage.

Morgan, R.L. & Riesen, T. (2016). *Promoting successful transition to adulthood for students with disabilities*. New York, NY: Guilford Press

Mwachofi, A. R., Broyes, R., Khaliq, A. (2009). Factors affecting vocational rehabilitation intervention outcomes: The case for minorities with disabilities. *Journal of Disability Policy Studies,* 20 (3), 170-177.

Riesen, T., & Jameson, J. M. (2018).   A comparison of prompting procedures to teach work tasks to transition-aged students with disabilities. Education and Training in Autism and Developmental Disabilities, 53 (1), 100-110.

Rehabilitation Act, 29 U.S.C § 701 et seq. (1973)

Strauser, D.R. (2014). *Career development, employment, and disability in rehabilitation. From*

theory to Practice. New York: Springer Publishing.

The U.S Equal Employment Opportunity Commision. (2017, December 20). *The Americans with Disabilities Act: Applying Performance and Conduct Standards to Employees with Disabilities*. Retrieved from eeoc.gov: https://www.eeoc.gov/facts/performance-conduct.html#perf

Trach, J.S., and Mayhall, C.D. (1997). Analysis of the types of natural supports utilized during job placement and development. *Journal of Rehabilitation, 63*(2), 43.

United State Census. (2018). A more diverse nation. Retrieved from https://www.census.gov/library/visualizations/2018/comm/diverse-nation.html

United State Census. (2020). Racial and Ethnic Diversity Index by State: 2020. Retrieved from https://www.census.gov/content/dam/Census/library/visualizations/2021/dec/diversity-index.pdf

United State Equal Employment Opportunity Commission. (2002). *Enforcement guidance: Reasonable accommodation and undue hardship under the americans with disabilities act*. Retrieved from: https://www.eeoc.gov/policy/docs/accommodation.html - requesting

Utah State Office of Rehabilitation. (2020). *Client Services Manual: Chapter 30: Supported Employment*. Workforce Services Rehabilitation. https://jobs.utah.gov/usor/vr/about/chapterthirty.pdf

Wehman, P. (2012). Supported employment: What is it? *Journal of Vocational Rehabilitation*, 37, 139-142.

Wehman, P., Inge, K. J., Revell, G. W., & Brooke, V. A. (2007). *Real work for real pay: Inclusive employment for people with disabilities.* Baltimore, MD: Paul H. Brookes Publishing.

WINTAC, (2017). The essential elements of customized employment for universal application. Workforce Innovation Technical Assistance Center. Retrieved from: www.wintac.org/topic-areas/resources-and-strategies-competitive-integrated-employment/resources.

Winsor, J., Timmons, J., Butterworth, J., Migliore, A., Domin, D., Zalewska, A., & Shepard, J. (2018). StateData: The national report on employment services and outcomes. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Wolery, M., Jones Ault, M., & Munson Dolye, P. (1992). Teaching students with moderate to severe disabilities: Use of response prompting strategies. New York: Longman.

Wolery, M., Bailey, D., & Sugai, G. (1988). Effective teaching: Principles and procedures of applied behavior analysis with exceptional students. Massachusetts: Allyn and Bacon.