



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Work-Based Learning (WBL)— Supplemental Module B

Foundations of Job Coaching for Work-Based Learning  
Experiences (WBLEs)

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.





# Introductions



- Name
- Educational Organization (EO)
- Position

# An Overview of the WBL Series

# Goals of the WBL Series (1 of 2)

## Part 1

- Define quality WBL and its essential components
- Review the state and federal laws and regulations related to work-based learning experiences (WBLEs)
- Identify both registered and unregistered WBL experiences available to students
- Discuss the career development process and the EOs role
- Review the commonalities between WBL and the Career Development and Occupational Studies (CDOS) Commencement Credential

## Part 2

- Identify ways to document and incorporate work-based learning throughout the Individual Education Program (IEP)
- Compile proper documentation needed for WBL
- Select high quality instructional practices that support implementation of work-based learning
- Determine specific areas that may increase the success rate of the WBL program

# Goals of the WBL Series (2 of 2)

## Supplemental Module A

- Identify methods and approaches to positively engage with employers
- Utilize strategies designed to effectively recruit employers and build rapport
- Recognize and identify the family's role in job search and retention

## Supplemental Module B

- Describe the role and expectations of a job coach
- Recognize the importance of effective communication and problem-solving for successful WBLEs aligned with the student's IEP
- Create or utilize job and task analyses and training methods to support skill acquisition
- Identify and utilize methods for observing, collecting, and sharing student data
- Explain strategies used to encourage successful inclusion into the workplace



# Learning Objectives

## Participants will be able to:

- Describe the role and expectations of a job coach
- Recognize the importance of effective communication and problem solving for successful WBLEs aligned with the students' IEPs
- Create or utilize job and task analyses and training methods to support skill acquisition
- Identify and utilize methods for observing, collecting, and sharing student data
- Explain strategies used to encourage successful inclusion into the workplace

# K-W-L Activity 1

Take a moment to complete the first section of the “K-W” Activity and “L” Planning Tool.

- **K**—What do you **know** about **job coaching**?
- **W**—What do you **want** to know about **job coaching**?
- **L**—How can you **apply what you learn** here today to your EO?



# What Is a Job Coach?

- A job coach is a person who provides specialized on- and off-site training to assist the student with a disability in learning and performing the job and adjusting to the work environment.
- To participate in community-based work programs, students may require support services and accommodations, which would be specified in their IEP. An example of such support and accommodation is a job coach.

# Who Can Job Coach?



- Teacher
- Teacher assistant
- Transition specialist
- WBL coordinator
- Agency job coach contracted with the school

# Characteristics of a Job Coach



- Desire
- Responsiveness
- Enthusiasm
- Humor
- Honesty
- Flexibility
- Tolerance
- Commitment

## Job Coaching Readiness Self-Assessment

This form will help you determine your strengths and the things you can work on to improve your success as a coach. On the scales below, circle the number that reflects how difficult you think each task will be for you. **Circle 1 for "very challenging" and 6 for "very easy."**

|   | Challenging |   |   |   |   | Easy |
|---|-------------|---|---|---|---|------|
| Box 1                                       |             |   |   |   |   |      |
| Prepare for each job coaching session.      | 1           | 2 | 3 | 4 | 5 | 6    |
| Teach tasks according to company standards. | 1           | 2 | 3 | 4 | 5 | 6    |
| Check for trainee understanding.            | 1           | 2 | 3 | 4 | 5 | 6    |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Box 2   |   |   |   |   |   |   |
| Answer many questions from a trainee.                     | 1 | 2 | 3 | 4 | 5 | 6 |
| Be interested in the success of a new trainee.            | 1 | 2 | 3 | 4 | 5 | 6 |
| Ask the trainee questions to direct the learning process. | 1 | 2 | 3 | 4 | 5 | 6 |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Box 3                                     |   |   |   |   |   |   |
| Show a trainee what I like about the job. | 1 | 2 | 3 | 4 | 5 | 6 |
| Be excited about coaching.                | 1 | 2 | 3 | 4 | 5 | 6 |
| Avoid making negative comments.           | 1 | 2 | 3 | 4 | 5 | 6 |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Box 4   |   |   |   |   |   |   |
| Laugh when training doesn't go according to plan.     | 1 | 2 | 3 | 4 | 5 | 6 |
| Share stories about things I've learned the hard way. | 1 | 2 | 3 | 4 | 5 | 6 |

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| Box 5  |   |   |   |   |   |   |
| Admit to a trainee when I don't know the answer. | 1 | 2 | 3 | 4 | 5 | 6 |
| Address a trainee's concerns about the job.      | 1 | 2 | 3 | 4 | 5 | 6 |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Box 6   |   |   |   |   |   |   |
| Adapt lessons to the abilities of a trainee.          | 1 | 2 | 3 | 4 | 5 | 6 |
| Change job coaching sessions to meet new constraints. | 1 | 2 | 3 | 4 | 5 | 6 |

# Coaching Supports



## Discuss the following:

- What should a job coach do?
- What should a job coach not do?
- How often should a job coach be on site?
- When should a job coach begin to fade?



# Determining a Student's Need for a Job Coach



**The Committee on Special Education (CSE) should consider if the student needs:**

- Assistance with learning specific work duties and performance standards (doing the task)
- Development of work-related behaviors such as time and attendance, dress, communication skills, accepting supervision, and travel skills
- Help to acquire a sense of belonging at the worksite and encouraging an understanding of and a participation in employee programs, which involves socialization with coworkers

# The Reciprocal Relationship Among WBLEs and the IEP

# Aligning WBLEs With the Student's IEP

| INDIVIDUALIZED EDUCATION PROGRAM (IEP)   |   |
|--|---|
| STUDENT NAME: <input type="text"/>   | DISABILITY CLASSIFICATION: <input type="text"/>       |
| DATE OF BIRTH: <input type="text"/> LOCAL ID #: <input type="text"/>   |   |
| PROJECTED DATE IEP IS TO BE IMPLEMENTED: <input type="text"/>  | PROJECTED DATE OF ANNUAL REVIEW: <input type="text"/> |
| <b>PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS</b>  |   |
| DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS  |   |
| EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)<br><input type="text"/>   |   |
| ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS<br>LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:<br><input type="text"/><br>STUDENT STRENGTHS, PREFERENCES, INTERESTS:<br><input type="text"/><br>ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:<br><input type="text"/> |   |
| <b>SOCIAL DEVELOPMENT</b><br>THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:<br><input type="text"/><br>STUDENT STRENGTHS:<br><input type="text"/><br>SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:<br><input type="text"/>  |   |
| <b>PHYSICAL DEVELOPMENT</b><br>THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:<br><input type="text"/><br>STUDENT STRENGTHS:<br><input type="text"/><br>PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:<br><input type="text"/>  |   |

# Identify Specific Information Documented in the IEP

To successfully support a student, job coaches need to be aware of a student's:

- Present levels of performance, strengths, preferences, interests, and needs
- Annual and measurable postsecondary goals
- Accommodations and/or modifications needed
- Allergies or medical alerts
- Behavior Intervention Plans (BIPs)

# Job Coach's Awareness of Goal Setting in WBLEs

- Based on skill-based IEP goals
- Incremental progress toward larger goal
- Goals can be short term and long term
- Should link to instruction in the classroom setting

# Communication and Maintaining Confidentiality

- Focus on the student's abilities and ensure consent of the student before discussing their disability
- Refrain from talking about and using names of students or staff in public
- Ensure written materials about the student are safeguarded

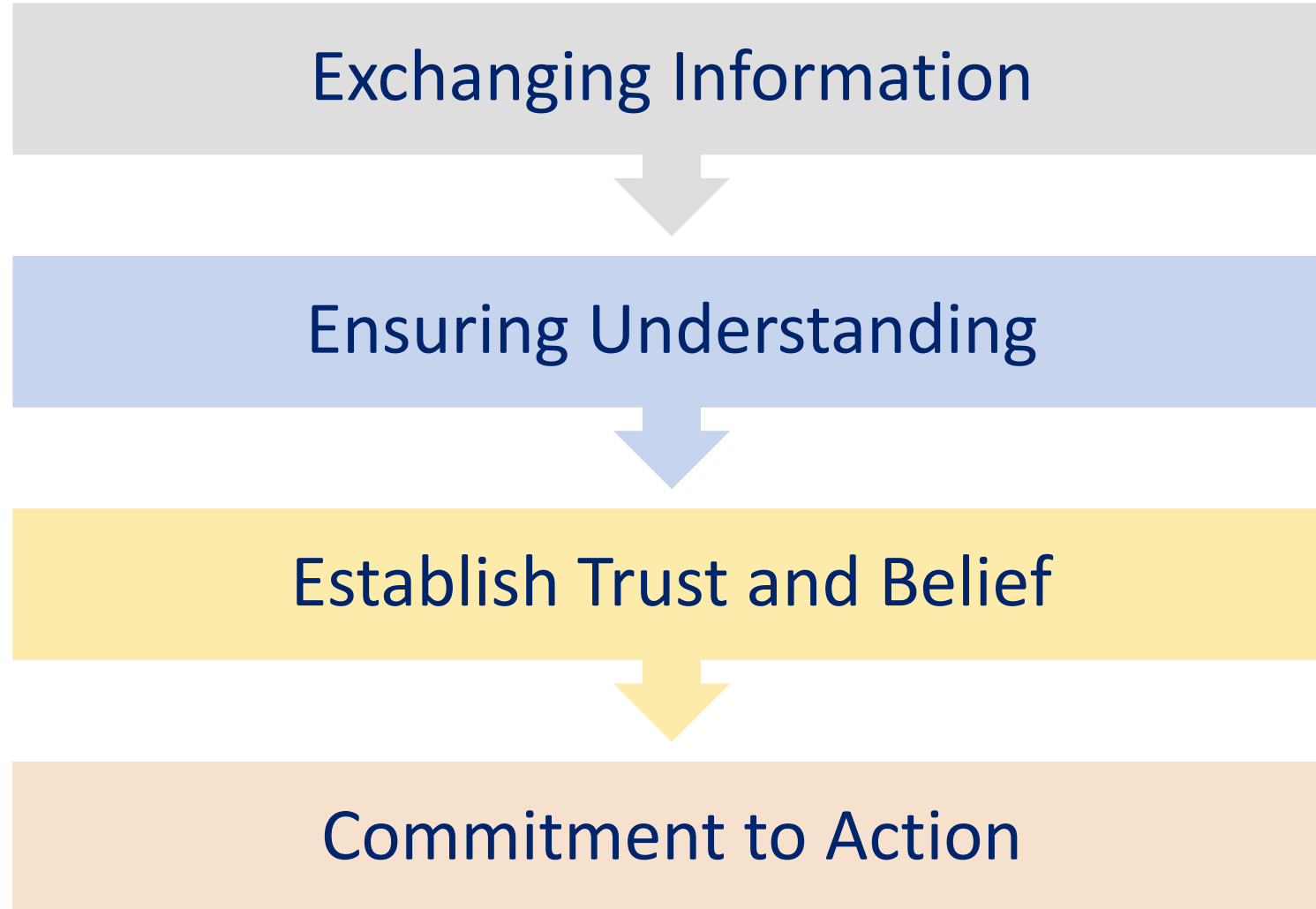


# Effective Communication

# Establishing a Relationship

- **Communication** allows the coach and student to understand each other's perspective and appreciate each other as people
- **Collaboration** occurs when the coach and student work together as equals
- **Commitment** ensures each person in the relationship fulfills their responsibilities

# Stages of Effective Communication



# People First Language

## Say This:

- People with disabilities
- A person who is blind, people who have a visual impairment
- Accessible parking/hotel, etc.
- She has a physical disability, or Jane uses a chair.

## Not This:

- The disabled or handicapped
- The blind person or blind people
- Handicapped parking/hotel room, etc.
- She's wheelchair bound, or Jane's confined to a chair.

# Communication Techniques

## Listening

- It is important to focus on what the student is saying in order to understand their perspective

## Observing

- Sometimes a student's body language may tell a lot about what they feel or understand

## Questioning

- Ask questions to find out what is important to the student

## Rephrasing

- Rephrasing clarifies the student's ideas or feelings and shows you are listening

# Communication Types

## Style

- Formal vs. informal
- Direct vs. indirect
- Sensitive to culture
- Positive vs. negative

## Non-verbal

- Paralanguage (tone, inflection, speed, pitch)
- Body language (arms crossed, nodding, moving slowly, fidgeting)
- Facial expressions (smile, rolling eyes, raising eyebrows, avoiding eye contact)



# Closed-Ended vs. Open-Ended Questions

## Closed-Ended Questions

- Result in a YES or NO answer
- Are not the most effective when training someone
- Begin with: do, is, can, could, would, should, will, shall

## Open-Ended Questions

- Help evaluate the student's understanding and establish their strengths and concerns and your concerns
- Provide much more information
- Begin with: who, what, when, where, why, how, which

# Providing Effective Feedback

# Providing Feedback

- Provide feedback in terms of clearly stated goals, which is one of the components of effective job coaching
- Be specific
- Avoid general comments
- Focus on concrete behavior that needs to be either reinforced or corrected
- Be descriptive rather than judgmental; focus on actions rather than on personalities

# Informal vs. Formal Feedback

- **Informal feedback** is given as issues arise
- **Formal feedback** is given at specified times (after completion of a series of steps or at the end of training)

# Corrective Feedback

| Student Response  | Teacher Provides Corrective Feedback  | Purpose of the Teacher's Actions            |
|---|---|---|
| Student gives a correct response                        | Teacher echoes back the student response                                      | Affirms and repeats loudly                  |
| Student gives a partial or tentatively correct response | Teacher elaborates the partial or tentatively correct response of the student | Affirms and extends                         |
| Student gives an incorrect response                     | Teacher re-explains and re-teaches  | Learn from errors—always go back to student |

# Feedback—Errors and Corrections

## Recognizing and Correcting the Three Types of Errors

| Error Type                      | Correction Procedure                                      |
|---------------------------------|---|
| 1. Careless/inattentive         | 1. Repeat question, student repeats correct response      |
| 2. Lack of factual knowledge    | 2. Say/demonstrate answer, student makes correct response |
| 3. Lack of procedural knowledge | 3. Prompt through step, student makes correct response    |



# Feedback—Affirmations

## Affirmations

### Praise

- Be specific, describe behavior
- Praise accomplishment and effort, not ability
- Catch students when they are “on”
- Match praise to preference

### Encouragement

- Arrange for success opportunities
- Recognize achievable steps
- Recognize attempts
- Prompt, don’t nag
- Cheers!

# Job Analysis

# Description of a Job Analysis

**What we need to know about the job to make a job match:**

- Core tasks (knowledge, skills, and abilities required)
- Episodic or occasional tasks
- General work requirements
- Environmental conditions
- Work culture (natural supports)

# Job Analysis Considerations

- Obtain clear performance expectations from employer
- Identify natural supports
- Identify possible adaptation, modification, and accommodation opportunities
- Organize the tasks of the job sequentially, with time required to perform each task
- Find opportunities to promote Universal Design

# Training Methods

# What Do We Need to Teach?

- **Acquisition**—Have they learned the skill?
- **Fluency**—Do they have the skill but are unable to do it as quickly/efficiently as would be required?
- **Performance**—Can they demonstrate the skill in isolation or a specific setting but cannot generalize the skill to a variety of settings?

# Explicit Instruction

## **I do**

- Model the desired behavior/skill for the student

## **We do**

- Practice with the student
- Provide feedback

## **You do**

- Student does the task independently

# Differentiated Instruction

**Content**—What the individual needs to learn or how they will get access to the information.

**Process**—Activities in which the individual engages in order to make sense of or master the content.

**Products**—Culminating projects that ask the individual to rehearse, apply, and extend what they have learned.

**Learning Environment**—The way the environment looks and feels.



# Appropriate Level of Support

**Determining the appropriate level of accommodation/supports requires consideration of the following:**

- Requirements of the job
- Student performance level
- Student experiences/comfort level
- Level of support available on the job site

# Appropriate Support is Available

- Make sure worksites are appropriately staffed
- Students should initially be accompanied by a school staff member, then as appropriate
- If students are not being supervised by a school staff member then they should be supervised by someone in the workplace
- Reference IEP for individualized supports
- Should be viewed as Least Restrictive Environment (LRE) concept—only offer help that is necessary
- Goal is to get the student to be as independent as possible

# Workplace Scenario and Solution



Tracy works for a company that maintains and repairs equipment for coffee shops, such as Starbucks. The primary task is to disassemble tools and sort them into specially marked bins. The supervisor noticed Tracy's level of productivity has declined steadily over the past week.

**Directions: Identify the obstacle and potential solution(s).**

# Developing Individualized Task Analyses

# Task Analysis

- A task analysis breaks down an activity into smaller, discrete steps
- This allows the learner to develop multiple simple skills as well as complex skills that would otherwise be difficult to acquire

# Task Analysis Questions to Consider

- What are the steps necessary to complete a task or process?
- Who comes in contact with the task or process?
- Are there natural cues?
- What does it look like if it is completed correctly?
- Where does the task fit into the full cycle of the job?

# Completing a Task Analysis

Step 1

Identify the target skill

Step 2

Identify the prerequisite skills of the learner and the materials needed to teach the task

Step 3

Break the skill into components

Step 4

Confirm that the task is completely analyzed

Step 5

Determine how the skill will be taught

Step 6

Implement intervention and monitor progress

# Task Analysis Example



**Table 1.** Task Analyses for Office Tasks.

| Collate and staple  | Prepare a letter  | Organize a binder  |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. Put 1st paper in center of desk</li> <li>2. Stack 2nd paper on first paper</li> <li>3. Stack 3rd paper on second paper</li> <li>4. Stack three sheets so they are even</li> <li>5. Put corner of papers under automatic stapler</li> <li>6. Put on desk to the right of other materials</li> <li>7. Put 1st paper in center of desk</li> <li>8. Stack 2nd paper on first paper</li> <li>9. Stack 3rd paper on second paper</li> <li>10. Stack three sheets so they are even</li> <li>11. Put corner of papers under automatic stapler</li> <li>12. Put on desk to the right of other materials</li> </ol> | <ol style="list-style-type: none"> <li>1. Fold paper one third</li> <li>2. Fold paper one third</li> <li>3. Open envelope</li> <li>4. Put folded paper in envelope</li> <li>5. Take top off pen</li> <li>6. Use pen to wet seal of envelope</li> <li>7. Close envelope</li> <li>8. Turn over envelope</li> <li>9. Remove address label and put in center of envelope</li> <li>10. Remove return address label and put in top left corner of envelope</li> <li>11. Remove stamp and put in top right corner of envelope</li> <li>12. Place envelope in basket</li> </ol> | <ol style="list-style-type: none"> <li>1. Open binder</li> <li>2. Open rings</li> <li>3. Pick up 1st paper and place in hole punch</li> <li>4. Push button to punch holes</li> <li>5. Put in three-ring binder</li> <li>6. Pick up 2nd paper and place in hole punch</li> <li>7. Push button to punch holes</li> <li>8. Put in three-ring binder</li> <li>9. Pick up 3rd paper and place in hole punch</li> <li>10. Push button to punch holes</li> <li>11. Put in three-ring binder</li> <li>12. Close rings</li> <li>13. Close binder</li> </ol> |



# Prompting and Fading Supports

# Prompting Continuum

Natural Cues

Visual/Picture

Proximity/Shadowing

Indirect Verbal

Direct Verbal

Gestural

Modeling

Physical/Touch

# Natural Cues

Stimuli in a setting that lets the student know that a behavior or activity needs to occur.

**For example:**

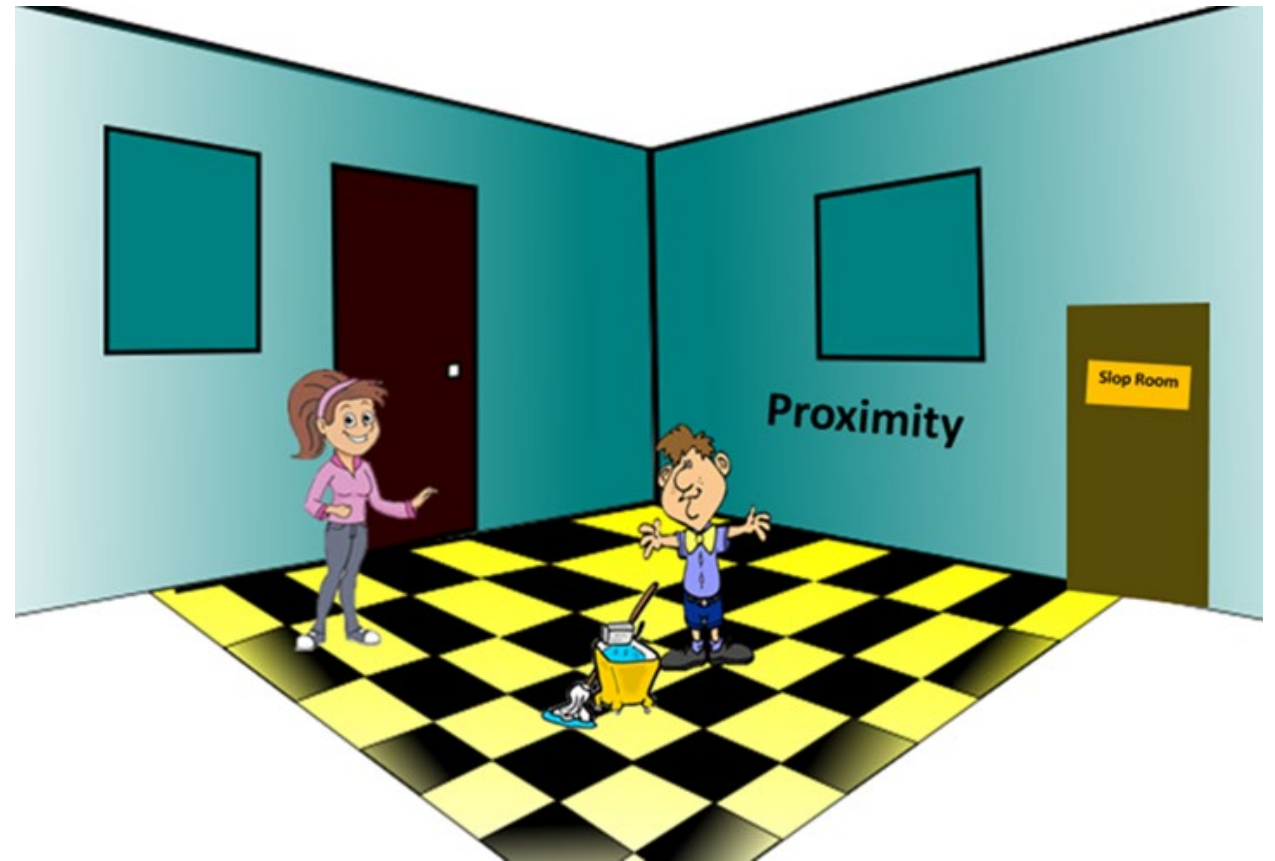
- Dirty dishes on a restaurant table after customers have left would be a natural cue for an employee to clear the table then wipe it down.

# Visual and Picture Cues

A visual prompt is an object that has been visually altered, or added to stand out, so the attention of a student will be drawn to it.

# Proximity

Proximity can refer to the distance between the coach and the student, or the distance between the student and an object or cue in the environment that lets a student know it's time to do a job.



# Shadowing

Shadowing refers to a student being observed by a job coach who is near enough to intervene only when needed.



# Indirect Verbal Prompt

- An indirect verbal prompt cues the student to perform a desired task but does not make an explicit statement of what to do.
- Another way to describe an indirect verbal prompt would be to ask an open-ended question.

## For example:

- Bob, what do you do when the people leave the restaurant table?

# Direct Verbal Prompt

Direct verbal prompts are statements to the student that tell them exactly what they need to do on a task.

**For example:**

- Bob, clean the restaurant table after the guests leave.



# Gestural Prompts

Gestures are physical movements used to cue the start of, next step, or ending of a task for a student.

**For example:**

- Thumbs up or down, pointing with finger, and holding up hand as a stop sign.

# Modeling

Modeling is completed by the coach or another person at the job, and demonstrates for the student what the task looks like when it is being completed correctly.

# Physical Prompts

- Physical prompts involve physically guiding the student's movement to engage in the desired behavior.
- Physical prompts can range from hand-over-hand guidance in learning how to turn a screwdriver, to a gentle tap on the hand or shoulder as a reminder to move to the next step in the task, or to refocus attention.

# Prompt Considerations

## **Consider how the student learns best:**

- Auditory: when the timer on the oven goes off, remove the pizza from the oven
- Visual: when the timer on the oven reaches zero, remove the pizza from the oven

## **Choose the prompt that requires the student to be as independent as possible:**

- You do not want the student to rely on the prompts
- Try to pick natural prompts when possible
- Continue to implement the least restrictive prompt when possible

# Prompting Best Practices

- Training begins where skill ends
- Tasks are best taught by supervisors or coworkers
- Feedback should be specific—avoid repeating “good job” over and over
- Do not reinforce a job well done with tangible items, such as candy or coffee
- Allow the student to struggle, and resist jumping in to help

# Fading

## **Purpose of fading:**

- Facilitate social inclusion, social support, workplace independence
- Facilitate self-esteem, human potential, meaning

## **Person-centered:**

- Based on the student's performance
- **Gradual with clear milestones established**

## **Establish natural supports:**

- Identify the people on the job (coworkers, supervisors) who can help the student
- Have the student ask questions to the appropriate people (coworkers, supervisors) while on the job site so they identify who the natural supports are

# Working Toward Independence

## Reflection



**In your work, what does independence look like for students?**

- Completion of tasks without undue assistance
- Utilization of resources/devices to meet personal needs
- “Self-skills” at individual ability level
- Participation in appropriate choices and decisions
- Being able to indicate what they know

# Documenting Student Progress



# Observation and Documentation at Work

- Work performance
- Work behavior
- Why observe and record?
- What to observe and record?

# Common Errors in the Observation Process

- Assuming what is not known
- Pre-conceived ideas
- Personal biases
- Contrast error
- Influence of others' opinions and attitudes

# Collect Objective Data

## Objective data is:

- Free from opinion
- Facts not distorted by personal feelings or beliefs
- Reporting what is observable, perceivable by all viewers
- Specific information provided that supports assertions
- Non-biased

## Data supports:

- Student progress
- Student need for assistance on the job
- Fading decisions
- Accommodations
- Modifications

# Collect and Record Objective Data

- Maintain detailed reports on student performance (for IEP development, modifications to the worksite, or program)
- Help develop portfolios and keep track of work experiences for student's employability profile, career plan, and future job applications
- Record attitudes and behavior in the workplace
- Identify prompting levels
- Indicate student's rate of progress in acquiring identified skills

# Objective vs. Subjective Data

**Subjective:** Aiden exhibited inappropriate behaviors at the worksite.

**Objective:** Job Coach spent 30 minutes observing Aiden assisting customers in the fitting room area. Job Coach observed him sitting down on the floor and texting on his cell phone while a customer was waiting for him to assist her by unlocking a fitting room door. The manager caught his eye and gestured toward the customer. Aiden rolled his eyes and then slowly walked toward the customer. He remained silent during his interaction with her and did not smile or acknowledge the customer. As she exited, he began telling the customer about the fight he had with his girlfriend last night and how upset he was about this.

# Evaluations



- Evaluation of student performance is conducted on a regular basis—usually by the employer with job coach input
- Plans for improvement are developed
- Needs are identified on a regular basis and program changed/altered as needed
- Used as a communication tool with employer, student, and parents

| EMPLOYABILITY PROFILE  |   |  |                            |  |  |   |   |   |   |   |
|--|---|--|----------------------------|--|--|---|---|---|---|---|
| Student Name:  |   | Identification Number:   |                            | School Name:   |  |   |   |   |   |   |
| Type of Work-based Learning Experience(s):   |   |  | Worksite Name/Location(s): |  |  | Description of Experience(s)  |   |   |   |   |
|  |   |  |                            |  |  |   |   |   |   |   |
| EVALUATION GRADING SCALE: General Key  |   |  |                            |  |  |   |   |   |   |   |
| Unsatisfactory (1)<br><i>Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.</i> |   | Needs Improvement (2)<br><i>Inconsistently demonstrates the skills needed for the position. Further development is needed.</i> |                            | Meets Expectations (3)<br><i>Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.</i> |  | Exceeds Expectations (4)<br><i>Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.</i> |   |   |   |   |
| PERFORMANCE SKILLS   | PERFORMANCE EXPECTATIONS  |  |                            |  |  | 1   | 2 | 3 | 4 | COMMENTS: STUDENT WORK READINESS SKILLS |
| ATTENDANCE   | Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.  |  |                            |  |  |   |   |   |   |   |
| PUNCTUALITY  | Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.                              |  |                            |  |  |   |   |   |   |   |
| WORKPLACE APPEARANCE   | Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.  |  |                            |  |  |   |   |   |   |   |
| TAKES INITIATIVE   | Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.                        |  |                            |  |  |   |   |   |   |   |
| QUALITY OF WORK  | Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.                     |  |                            |  |  |   |   |   |   |   |
| KNOWLEDGE OF WORKPLACE   | Demonstrates understanding of workplace policy and ethics.  |  |                            |  |  |   |   |   |   |   |
| RESPONSE TO SUPERVISION  | Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes. |  |                            |  |  |   |   |   |   |   |

# Job Coaching Strategies to Enhance Workplace Inclusion

# Social Skills Instruction

- Following formal/informal social codes
- Identify and teach expected behavior, valued work/non-work-related social skills
- Often learned simply by working, observing, and learning
- Job coach as role model
- A major responsibility of the job coach!



# Teaching the Social Culture

- Lack of previous opportunities to participate
- Teaching valued social activities/conversations
- Promoting positive relationships

# Natural Supports

**Supports from supervisors and coworkers, such as:**

- Mentoring
- Friendships
- Socializing at breaks and/or after work
- Providing feedback on job performance
- Learning a new skill

# Providing Advocacy

- Advocating on behalf of the worker
- Job coach as a “bridge builder”
- Highlighting worker’s vocational competence
- It’s the job coach’s responsibility to identify and promote social inclusion
- Coworkers learn by watching you!

# Successful Coaching Tools

# Steps to Successful Coaching

- Focus
- Explain and demonstrate
- Observe
- Feedback

# K-W-L Activity—Review

Take a few moments to review and edit the “K-W” Activity and “L” Planning Tool based on the information you learned today:

- **K**—What do you **now know** about **job coaching**?
- **W**—What do you **still want** to know about **job coaching**?
- **L**—Identify **new learning** about **how you can apply what you learned** here today to your EO.



# Preview of Supplemental WBL Modules

# Preview of Supplemental Module A

## Supplemental module A

- Identify methods and approaches to positively engage with employers
- Utilize strategies designed to effectively recruit employers and build rapport
- Recognize and identify the family's role in job search and retention



# Resources

[American with Disabilities Act: Questions and Answers](#)

[Ask Jan: Disability Disclosure](#)

[NTACT Job Coaching Training Guide](#)

[NYS APSE Supported Employment Tip Sheet for Parents](#)

[NYS Career Development and Occupational Studies \(CDOS\) Commencement  
Credential Q&A 2018](#)

[NYS WBL Manual](#)

# References (1 of 3)

Adult Career and Continuing Education Services (ACCES-VR) (2019). *Supported employment guidelines: Definitions, expectations and reporting*.

Jaloway-Gill, N., & MacArthur-Lee, F. (n.d.) Job skills trainer: The art of job coaching [PowerPoint slides].

Luecking, R. G. (2009). *The way to work: How to facilitate work-based experiences for youth in transition*. Brookes.

Mallett, L., Kowalski-Trakofler, K., Vaught, C., Wiehagen, W., Peters, R., & Keating, P. (2005). *Coaching skills for on-the-job trainers*. Department of Health and Human Services Centers for Disease Control and Prevention National Institute for Occupational Safety and Health.

# References (2 of 3)

National Technical Assistance Center Transition (2018). *System of least prompts procedure with a video prompt to teach office tasks.*

Neville, D. (2000). *Functional and situational assessment, supported employment training initiative.* In Functional and Situational Assessment, Supported Employment Training Initiative. State University of New York at Buffalo.

Quarles, W., & Tamburo, J. (n.d.). NYS CASE *Job Coaching from Job Match to Job Retention. Best Buddies Leadership Conference JOBS Boot Camp.*

Quarles, W., & Tamburo, J. (2020). NYS CASE Supporting Long Term Success [PowerPoint slides].

# References (3 of 3)

Scott, A., & Tamburo, J. (n.d.) NYS CASE Facilitating Job Coaching and Employment Supports [PowerPoint slides].

Tamburo, J. (n.d.). NYS CASE Fundamentals of Documentation & Reporting [PowerPoint slides].

Tomlinson, C. A. (2000, August). *Differentiation of instruction in the elementary grades* (ED443572). ERIC Digest.  
<https://files.eric.ed.gov/fulltext/ED443572.pdf>

# Contact Us

## TAP for Transition

Amber McConnell, Director  
[TAPtransition@cornell.edu](mailto:TAPtransition@cornell.edu)



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
for Transition



Cornell University

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.