

The Importance of Job Coach Training

Maria Peak, Director
ASPPIRE of Mid Michigan

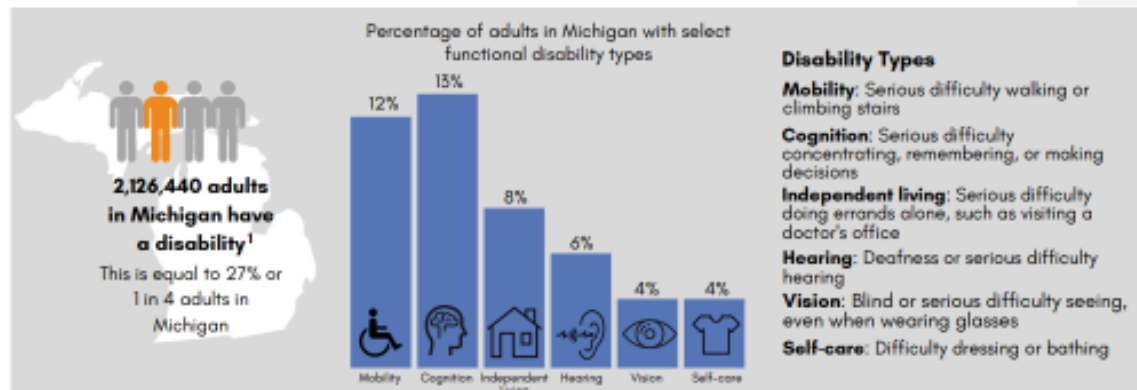


Introductions





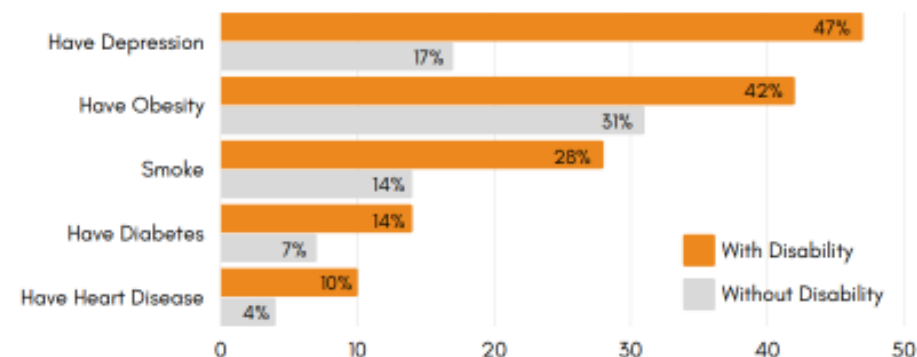
WHY DO WE
DO WHAT WE
DO?



DID YOU KNOW?

INFORMATION FROM CENTER FOR DISEASE CONTROL AND PREVENTION (2021 DATA)

Adults with disabilities in **Michigan** experience health disparities and are more likely to...¹



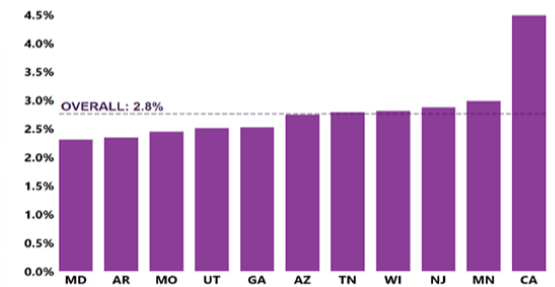
- 31% of children with ASD have an intellectual disability (intelligence quotient [IQ] <70), 25% are in the borderline range (IQ 71–85), and 44% have IQ scores in the average to above average range (i.e., IQ >85).

1 in 36

8-year-old children identified with ASD in 2020

*Based on tracking within 11 communities in the United States

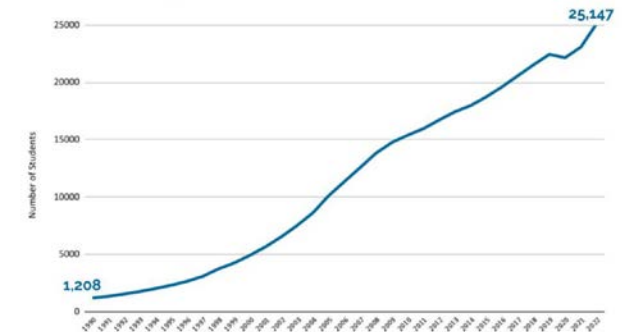
Percent of 8-year-old children identified with ASD by ADDM Network Sites



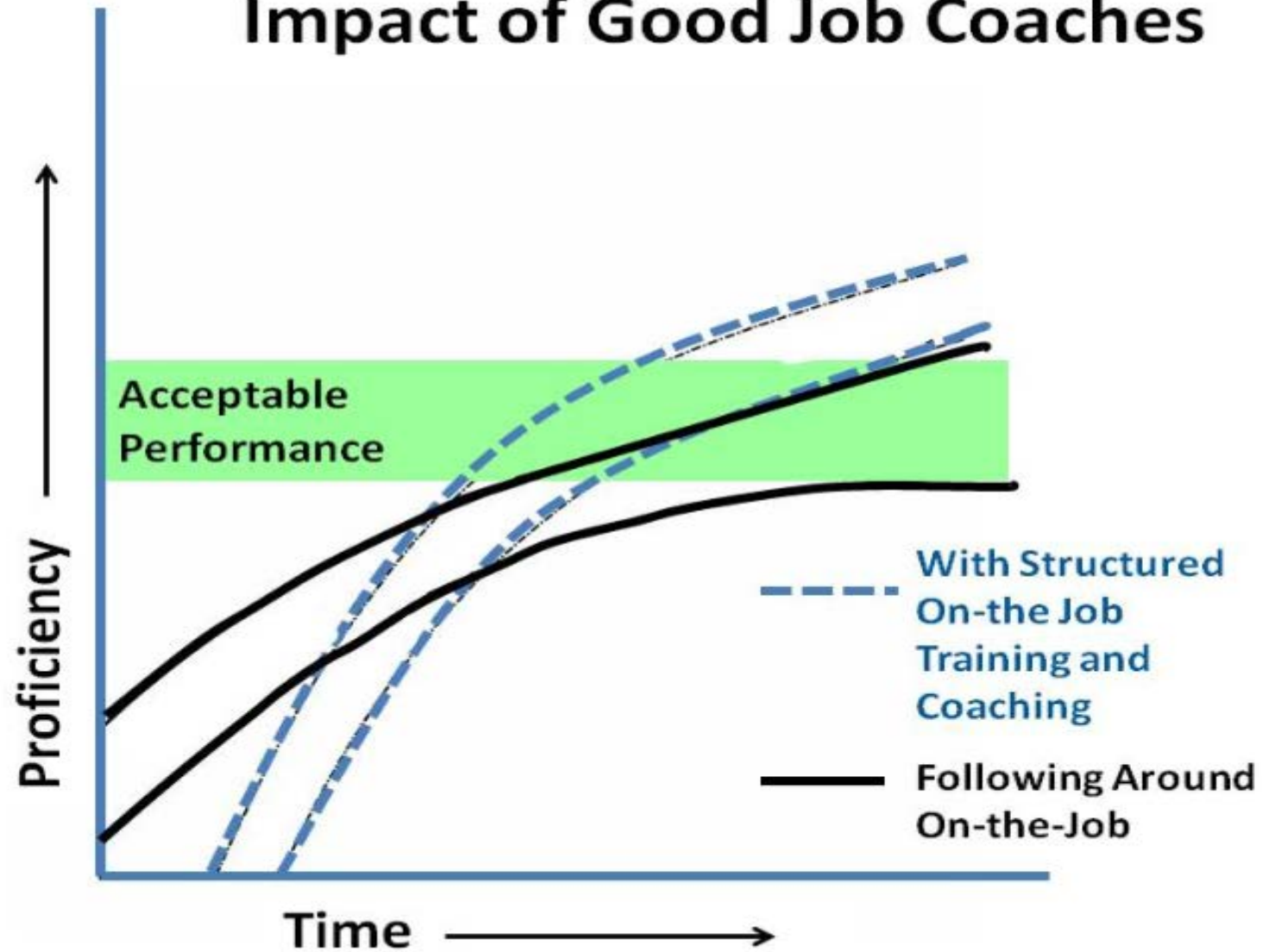
For every girl identified with ASD, boys were nearly 4 times as likely to be identified

In 2022-2023...


25,147 students in Michigan received special education services for ASD. This accounts for **12.0%** of the population of students receiving special education services.



Impact of Good Job Coaches



Training of On-The-Job Trainers, by Bill Weihagen, Don Conrad, Tom Friend, and Lynn Rethi



Begin with the end in mind

A job coach:

- Uses structured techniques to assist individuals with disabilities to learn and accurately carry out job duties.
- Provides on-the-job training and support
- Through support, the individual with a disability may become an independent employee that can maintain employment.



The Team Player



The Problem Solver



The instructor



The Advocate



The Talent Scout



The Professional




The Guide



The Detective

**The many
hats a job
coach will
wear!**



Job Coach Responsibilities

- Assessing knowledge and skills
- Organizing and planning training
- Developing relationships
- Teaching knowledge and skills
- Evaluating progress
- Suggesting changes



Job Coaching Avoidances

Getting in the way

“Expert”

Doing the job

Isolation

Over promising

“Wholly responsible”

Enabling

Characteristics of a Good Job Coach

Sincerity/Honesty

Responsiveness

Enthusiasm

Humor

Desire

Flexibility

Tolerance

Commitment

Patience



I Coach.



Information Gathering

- Trainee:
 - Abilities and limitations
 - Emergency information/contacts
 - Self care (money, eating, toileting, etc.)
 - Communication skills
 - Social skills
 - Health concerns
- Job Site:
 - Main contact(s)
 - Layout of building
 - Tasks to be completed
 - Safety concerns
 - Unstructured areas
 - Work culture

The Job Coach's Team

- The Trainee
- Job Developer/Employment Specialist
- Case Manager/Rehab Counselor (Education/Adult Services)
- Parent/Guardian/Support Person/Group Home
- Employer/Supervisor
- Co-Workers
- Others (Bus Drivers, Customers, OT, PT, SLP, AT, Family Members, Friends)





Effective Communication

Don't make assumptions

- ▶ People with disabilities may know more than we think and understand less than we think

“Say what you mean
and mean what you
say...but do it in fifteen
words or less.”

- - Gail Hawkins



Clear Expectation

Frequency/Amount - What needs to be done?

- "John you need to clean 10 tables"
- "Sarah you need to fold all of these boxes on this shelf"

Intensity - Quality of the work

- "Remember John, the whole table top must be washed. No crumbs or sticky stuff left."
- "Sarah make sure you follow your checklist and all the labels are facing you."

Duration - Time Frame

- "John, you need to finish 10 tables by 2:15 p.m."
- "Sarah, all your boxes need to be folded before the timer rings for break"



Closed-Ended Questions

- Usually result in a yes or no answer
- Usually begin with
Do..., Is..., Can..., Could..., Would...,
Should..., Will..., Shall...,
- Should be avoided
- Example:
“Are you ready to move to the next step?”



Open-Ended Questions

- Help evaluate trainee's understanding
- Establish strengths and concerns of the trainee
- Begin with
How..., Why..., When..., Where...,
What..., Who..., Which..., If...
- Example:
"What else do you need?"

Sensitive Conversations

Conversation occurs in private, make sure you check for understanding, have the conversation as soon as possible after the incident, and review consequences if behavior doesn't change.

Constructive feedback may be needed on the following sensitive topics:

- Hygiene
- Not meeting production
- Tardiness/absenteeism
- Inappropriate comments
- Not following directions
- Quality of work
- Personal relationships

Try to problem solve solutions!




Assessment

Assessment seeks to answer the questions of

- "How will you know if that task has been learned?"
- "How will you know if the learning goal has been reached?"





Why is a Task Analysis important?

Consistent sequence of steps

Allows multiple trainers

Identifies natural cues

Accurate assessment

Basis for systemic training

Support social instruction



It's not that easy 😊



Three Areas of Employment

- Production
- Social
- Navigation

Dr. Peter Gerhardt

Executive Director of the EPIC School in
Paramus, NJ





TRAINING STRATEGIES



Visuals

Pictures

Checklist

Color Coding

Picture Boards

Schedules

Reference Guides

Mind the Gap

Social Strategies

- Social Autopsy
- Comic Book Conversations
- Scripts
- Social stories
- Mirroring
- Role Playing
- 5 Point Scales



Other Strategies



- Formulas
- Rule Tools
- Video Modeling
- Third Party Praise



Work System

What work needs to be done?

How much work do I have to do?

When am I finished?

What is next?

Work Systems Work! Meet Aaron

Work Systems Work!

Audio by Nancy Kocsis, ASD Teacher Consultant
and Integration Specialist

Produced by The Kowalski Family, August 2013





There is a big difference



In School:

- Counselors and teachers are paid to help prepare you for success
- Decisions are around you and sometimes involve you
- Everyone wants you to succeed and tries to help
- If you do not work, you get disciplined, but you are encouraged to do better

In the Workplace:

- YOU are paid to do a job. You do it or you will not succeed
- Decisions revolve around the customer and company management
- Most coworkers do not care if you succeed. Some may not want you to succeed
- If you do not work, or do your job poorly, you get FIRED



Natural Supports

Any assistance, relationships, and interactions that:

- Allow a person to secure, maintain, and advance in a community job of their choosing
- Correspond to the typical work routines and social actions of other employees
- Enhance the individual's work and nonwork social life among his/her coworkers and other members of the community.

Anticipate - Accommodations

Job Accommodation
Network (JAN)

- <http://askjan.org/>






fading


fading

fading



Let's think of Fading differently

Fading does not necessarily require independence on the job, or mastery of the job. Fading does require availability of sufficient supports on the job, so ongoing presence of job coach is no longer needed



“...too little coaching leads to an
unprepared employee and too much
job coaching can lead to disaster...”

-Gail Hawkins



Average
person
has 170+
people in
their life

You

Those people likely
know another 10,000+
people

**As a job coach,
you are the liaison
and an ambassador
to the public,
influencing others'
view of the student**



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Thank you!
Feel free to contact us!

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