



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





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

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Produced by the Technical Assistance Partnership for Transition at Cornell University.

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# 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.



# Introductions



- Name
- Educational Organization (EO)
- Position

# Meeting Norms

- Take care of your needs (water, food, restroom, etc.).
- Speak your truth; use “I” statements.
- Ask what you need to understand and contribute.
- Listen with respect.
- Push your growing edge.
- Participate and struggle together.
- Expect a lack of closure.
- Respect each others’ needs.

# 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.



# Training Materials

- Common Acronyms
- Know, Want, Learn (KWL) Planning Tool
- New York State (NYS) WBL Manual
- Job Coach Self-Assessment
- Job Analysis Survey
- The Disclosure Dilemma for Advocates
- Workplace Scenarios
- Task Analysis Observation
- Research to Practice Lesson Plan Starter
- Prompting Supports Activity
- Self-Monitoring Daily Checklist
- Coaching Checklist
- Jobsite Evaluation Rubric
- Employability Profile
- Student Worksite Evaluation

# Training Objectives

## Participants will

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



# K-W-L Planning Tool



Take a moment to complete the first section of the KWL 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?



# Exploring WBL in NYS



# Defining WBL



- WBL is **authentic learning experiences** that allow students to **explore their career goals, abilities, and interests** while **applying their academic and technical knowledge and skills** in a **real-world context**.
- These experiences are planned and supervised by instructional staff in **collaboration** with business, industry, or community partners.
- High quality WBL will provide **effective and equitable** experiences to empower all students to become confident workers and culturally competent citizens of NYS.

# Understanding WBL

## WBL is

- Driven by student-identified career interests
- A meaningful work experience in an integrated community-based workplace
- A continuum of workplace opportunities
- Students engaging in real work activities

## WBL is not

- Placing students in school settings that do not align with their interests and preferences
- Working in a segregated or sheltered work environment
- An isolated experience that is disconnected from the student's overall transition goals
- Students placed in sites without assessment or evaluations

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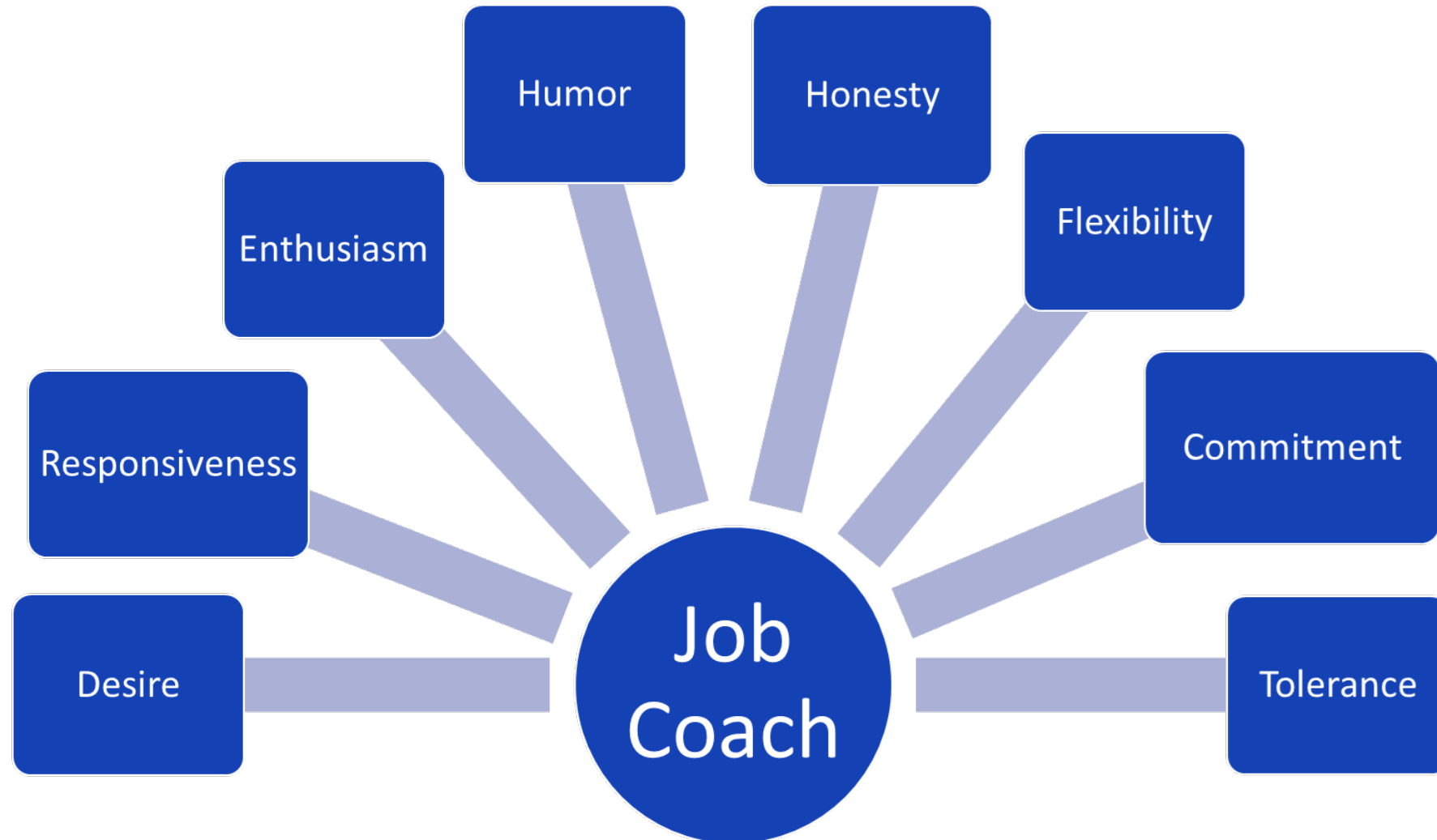
# Discovering Job Coaching



# What Is a Job Coach?

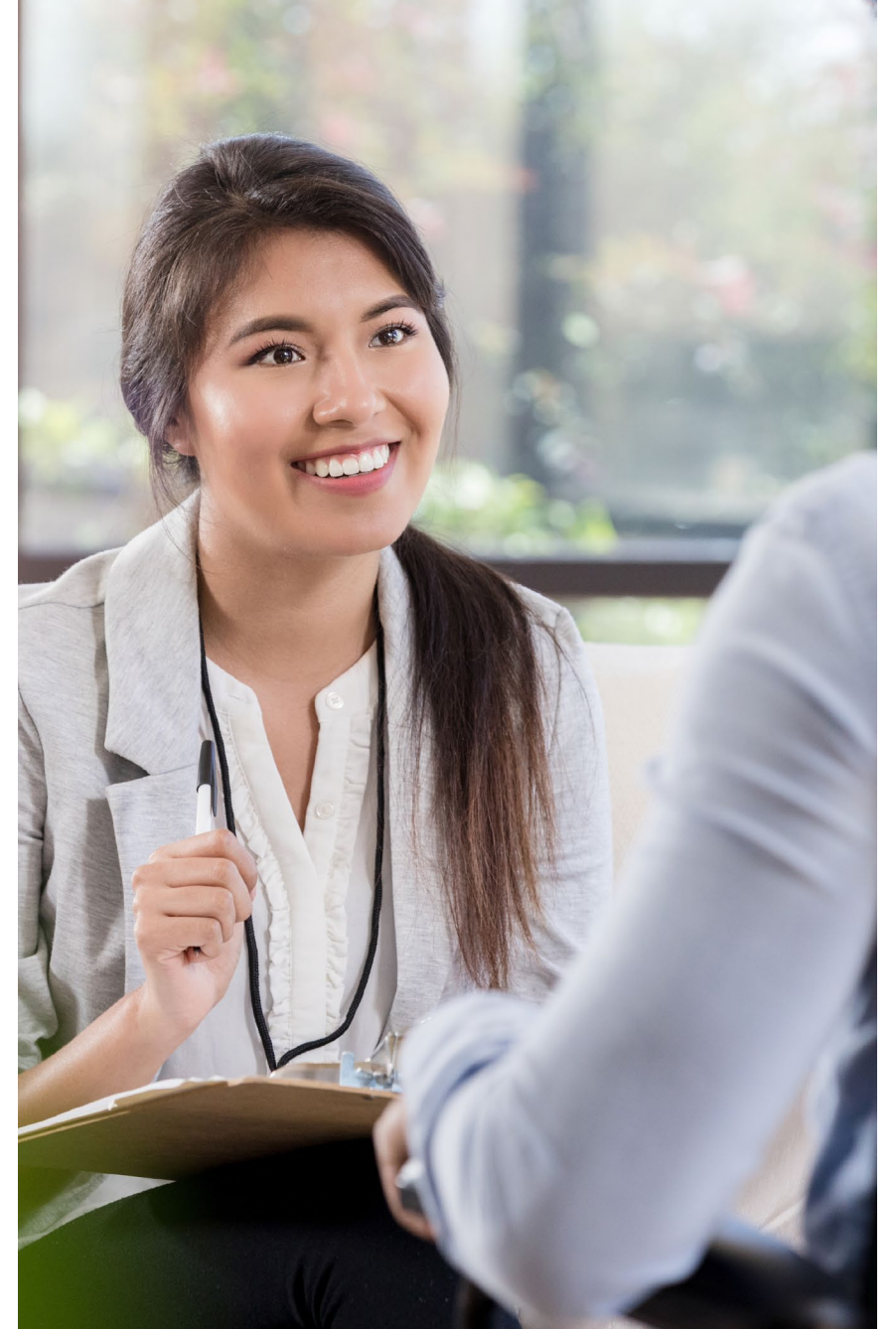
- A job coach is a person who provides specialized on- and off-site training to assist a student with a disability in learning and performing a job and adjusting to the work environment.
- To participate in WBL programs, students may require support services and accommodations, which would be specified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

# Characteristics of a Job Coach



# Who Can Job Coach?

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





# Coaching Supports



## Discuss the following

- What are typical responsibilities of a job coach?
- How often should a job coach be at the job 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 whether the student needs:**

- Assistance with learning specific work duties and performance standards (completing the task at hand).
- Development of work-related behaviors such as time and attendance, appropriate work attire, communication skills, accepting supervision, and travel training.
- Help to acquire a sense of belonging at the worksite and encourage participation in employee programs and socialization with coworkers.

# WBL Experiences Where a Job Coach May Be Needed



- Job shadowing
- Community service/volunteering/service learning
- Industry-based projects
- School-based enterprises (SBE)
- Mentoring
- Supervised Agricultural Experience (SAE)
- School Year/Summer Internships
- Entrepreneurship
- Community-based work experiences for students with disabilities

# Aligning Job Coaching with the IEP

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# The Job Coach Is an Integral Member of the Transition Planning Team

- Job coaches have valuable information related to student strengths, preferences, interests, and needs.
- Job coaches can complete situational and community-based assessments that provide specific information pertaining to a student's readiness for future employment.
- Input from job coaches needs to be included during IEP development; it is crucial for quality transition planning.
- Job coaches also need to be knowledgeable about the information contained in the student's IEP to provide appropriate support.

# 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 goals
- Measurable postsecondary goals
- Accommodations and/or modifications needed
- Allergies or medical alerts
- Behavior Intervention Plan (BIP)

# Description of a Job Analysis

**In order to make a job match, we need to know the:**

- 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



# Disability Disclosure and Maintaining Confidentiality



- Focus on the student's abilities and ensure consent of the student and/or guardian before discussing their disability.
- Limit information sharing to essential persons, determine who needs to know.
- Relate disclosure information in the context of how it will affect specific work situations.
- Refrain from talking about and using names of students or staff in public.
- Ensure written materials about the student are safeguarded.
- Discuss private information in a private setting.

# Establishing a Coaching Relationship

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# Developing a Relationship – The 3 "Cs"

- **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.

# 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.

# 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 Feedback

- 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. Suggestions include:**

- Demonstrate a correct procedure.
- Provide it in a timely and tension-reducing manner during the procedure.
- Do not overload the student with too much at once.
- Get a sense of how they think they are doing.

**Formal feedback is given at specified times (after completion of a series of steps or at the end of training).**

**Suggestions include:**

- Base your feedback on a written checklist.
- Start and end with a positive statement.
- Put areas that need improvement in the middle.
- If you present a problem, be ready to suggest a solution.

# Feedback - Affirmations

## Praise

- Be specific, describe behavior
- Praise accomplishment and effort, not ability
- Catch students when they are engaging in good work
- Match praise to preference

## Encouragement

- Arrange for success opportunities
- Recognize achievable steps
- Recognize attempts
- Prompt, don't nag
- Great job on (name the specific task)



# Instructional Methods

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# What Do We Need to Teach?

- **Acquisition**—Have they learned the skill?
- **Fluency**—Do they have the skill but are unable to perform 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 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.

# Determining 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

# Ensuring 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, they should be supervised by someone in the workplace.
- Reference the IEP for individualized supports.
- This should be viewed as Least Restrictive Environment (LRE) concept—only offer help that is necessary.
- The goal is to get the student to be as independent as possible.

# Workplace Scenario and Solution



Shawn is in a work experience performing minor computer and cell phone repair. Shawn continually chatters and makes inappropriate comments about celebrities. Coworkers have complained to the supervisor.

**Directions: Identify the obstacle and potential supports and/or accommodations.**

# Developing Individualized Task Analyses

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# 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?
- 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?
- What other workers contribute to the task or process?

# 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

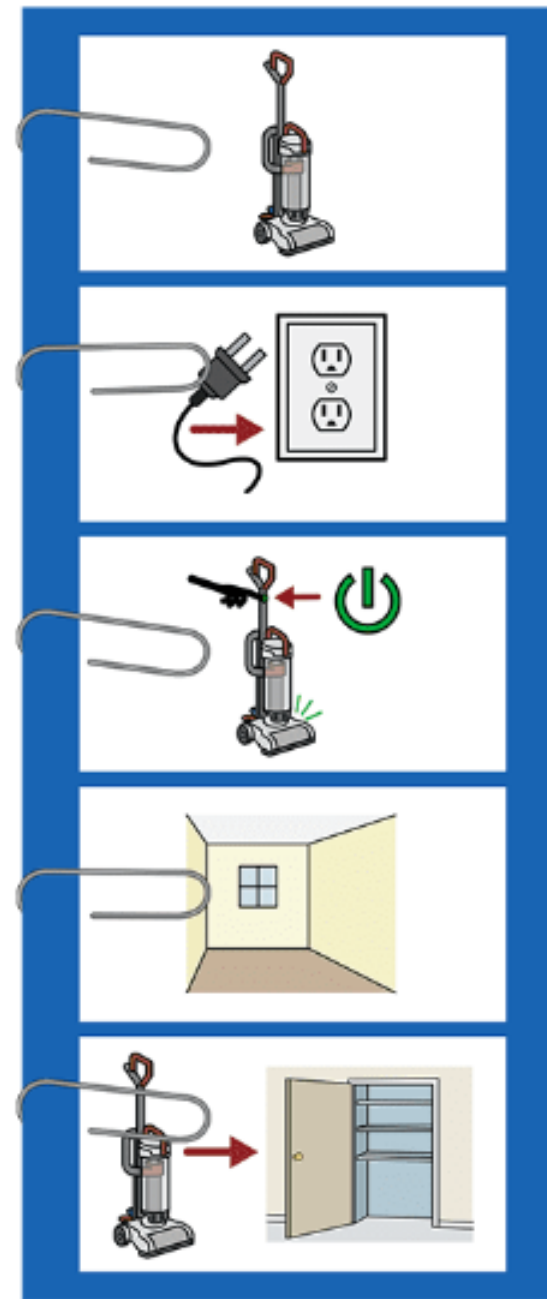
# Task Analysis Example



**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>

# Pictorial Task Analysis Example

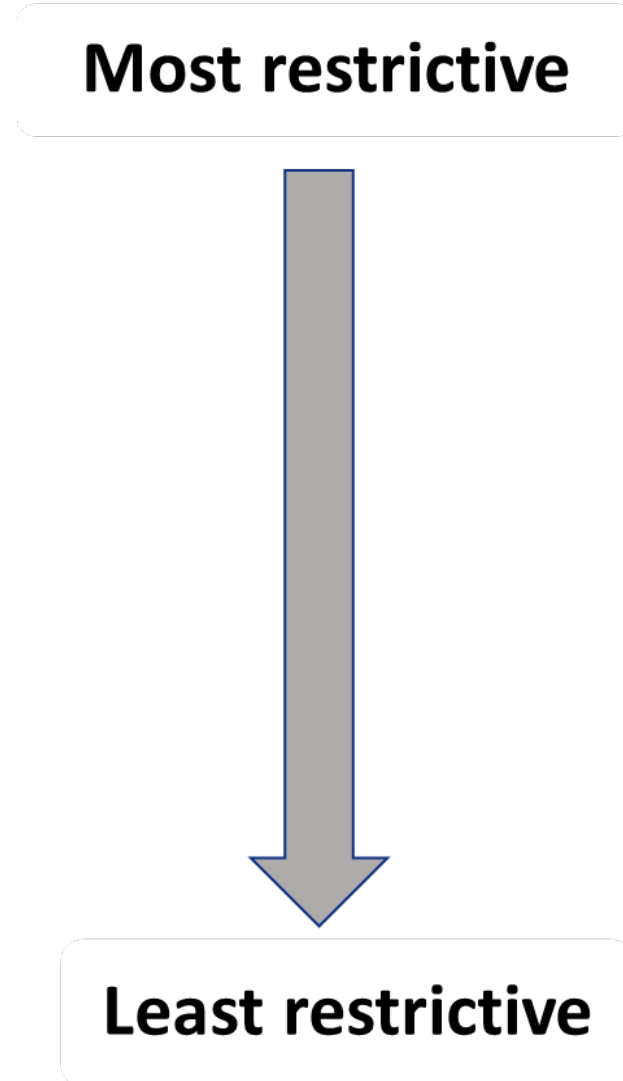
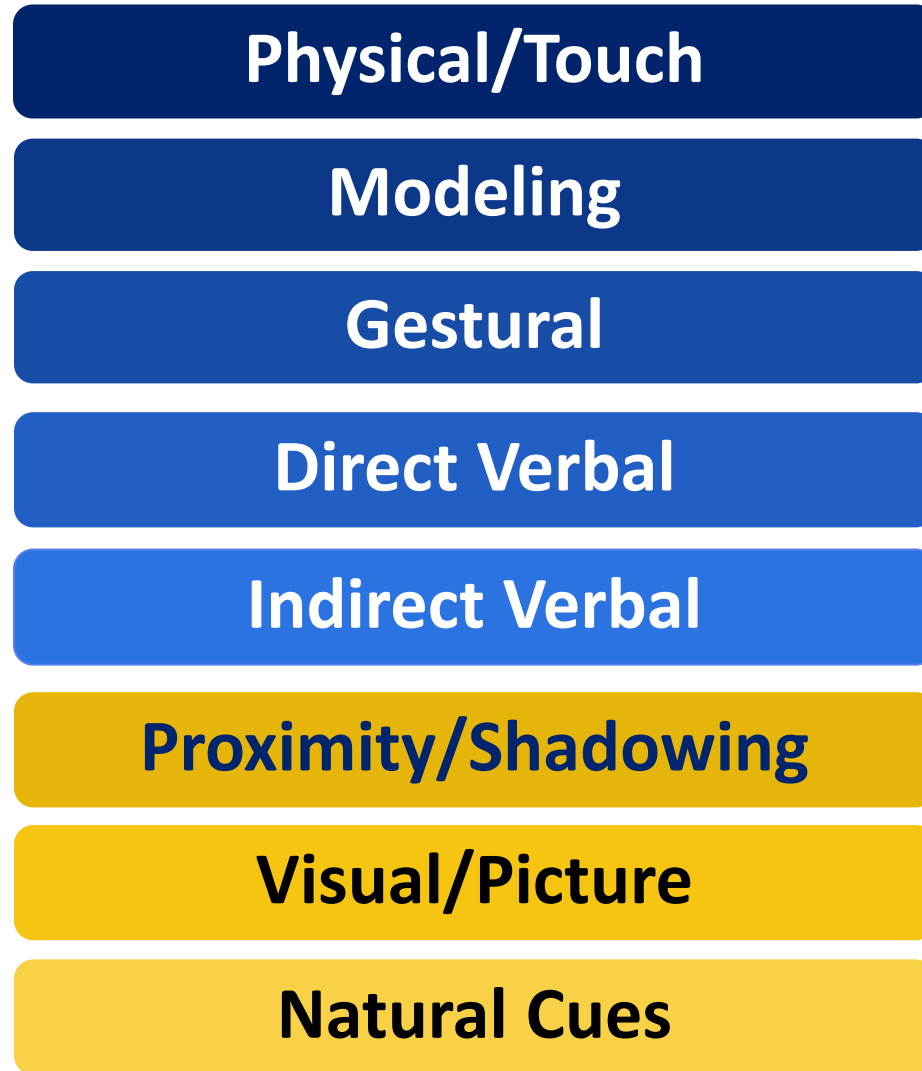


# Prompting and Fading Supports

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# Prompting Continuum



# Prompting Cues (1 of 2)

## Physical

Can range from physically guiding the student's movement to engage in the desired behavior to a touch on the arm to provide a reminder.

## Modeling

Demonstrates for the student what the task looks like when it is being completed correctly.

## Gestural

Physical movements used to cue the start of, next step, or ending of a task for a student

## Direct Verbal

Statements to the student that tell them exactly what they need to do for a task.

## Indirect Verbal

Statements or questions to the student that provide a cue as to what they need to do to complete a task.



# Prompting Cues (2 of 2)

## 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

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.

## Visual/Picture

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

## Natural Cues

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

# Prompting Supports Activity

## Let's Practice



Utilizing the handout provided, match each type of prompt/cue to an example given.

# Prompt Considerations

## Consider how the student learns best:

- Auditory: When the timer on the microwave goes off, remove the popcorn.
- Visual: When the timer on the microwave reaches zero, remove the popcorn.

## 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 who are natural supports in the workplace.
- 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 as appropriate to their ability and tolerance level, and resist jumping in to help.

# Fading

## **Purpose of fading:**

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

## **Person-centered (individual to each student):**

- 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

# Using Technology to Support Independence

Mobile applications (apps) can support success on the job

TaskAnalysisLIFE



CanPlan



MagnusCards



JABtalk



# 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-sufficiency skills” at individual ability level
- Participation in appropriate choices and decisions
- Being able to indicate what they know

# Enhancing Workplace Inclusion

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# Ways to Enhance Workplace Inclusion



Social Skills  
Instruction

Natural  
Supports

Provide  
Advocacy

# Steps to Successful Coaching



**Focus**

**Explain and  
Demonstrate**

**Observe**

**Feedback**

# Documenting Student Progress

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# Observation and Documentation

## What to Observe and Record

**Work performance:** Observable actions of the individual in relation to their performance of work tasks.

Can include:

- Abilities/Skills
- Work pace
- Physical capacities (work tolerance and stamina)
- Use of assistive technology

**Work behavior:** Observable actions of the individual in relation to the total work situation.

Can include:

- Adaptation to the work environment
- Response to changes in routine
- Interpersonal relationships (co-workers and supervisors)
- Response to job coach support

# Common Errors in the Observation Process

- Making assumptions
- 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
- Quality IEP development

# 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



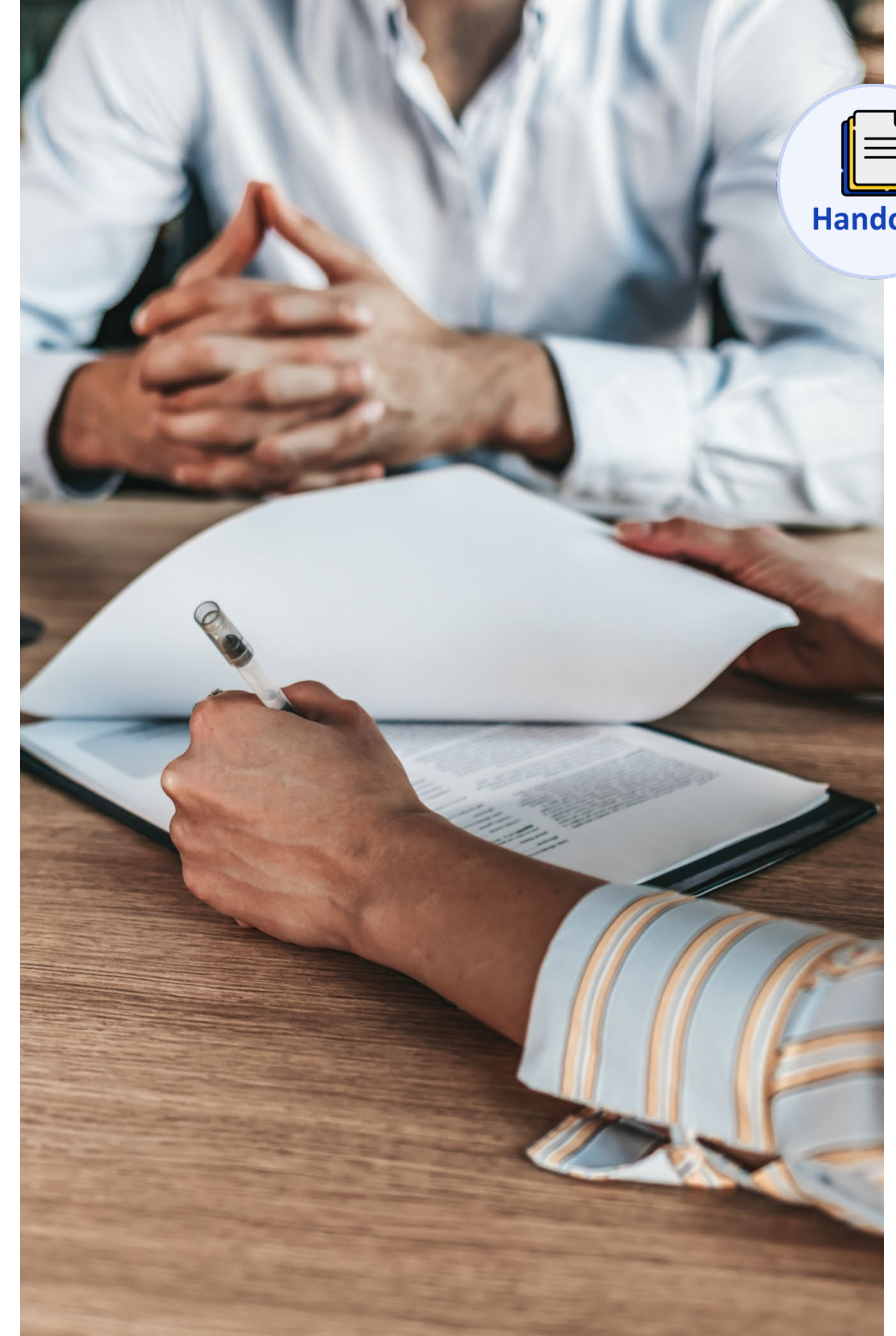
**Subjective:** Aiden exhibited inappropriate behaviors at the worksite.

**Objective:** Job coach spent 30 minutes observing Aiden assisting customers in the fitting room area. Job coach observed Aiden sitting down on the floor and texting while a customer was waiting for assistance unlocking a fitting room door. The manager caught Aiden's eye and gestured toward the customer. Aiden's eyes rolled and then Aiden slowly walked toward the customer. Aiden remained silent during the interaction with the customer and did not smile or acknowledge them. As the customer exited, Aiden began telling the customer about an argument with a friend last night and how upset it made Aiden.



# 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/altere d as needed.
- Used as a communication tool with employer, student, and parents.





# K-W-L Activity—Review

Take a few moments to review and edit the KWL 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.



# Additional WBL Trainings

## Continuing the Learning

**Fundamentals  
of WBL**

**How to  
Effectively Build  
and Manage  
Business  
Relationships  
for WBL  
Experiences**

**Using Web-  
Based Tools to  
Enhance WBL  
Experiences**

**Implementing  
Unregistered  
WBL  
Experiences**

**Supporting Your  
Child in WBL  
Experiences**

# Questions



# Resources

[Essential Guide to School Transition, Competitive Integrated Employment, and Compliance with the ADA, \*Olmstead\*, and Section 511 of WIOA \(y-tac.org\)](#)

[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 2)

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# Contact Us

## TAP for Transition

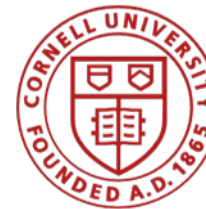
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**Cornell University**

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