



**NTACT**

National Technical Assistance Center on Transition



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

# *Job Coach Training Guide*



*August, 2017*

This is a free training resource designed to provide all school personnel, including school personnel who fill the role of a job coach, and any other entity, with information on how to provide Community Based Employment Education to students with disabilities. It is meant to ensure that employment expectations of students are consistent along the continuum from high school all the way to exiting school, where they are then truly prepared to pursue their long term career.

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## Job Coach Training Plan

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<b>Welcome and Introductions</b> <ul style="list-style-type: none"> <li>▪ What Do You Expect?</li> <li>▪ Job Coaching Competencies</li> <li>▪ Coaching Pre-Assessment</li> </ul>		
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## **What do you expect?**

Write below what you expect to get from this workshop.

## **Job Coaching Competencies**

### **General Orientation of Job Coach or Employment Specialist**

- 1. Characteristics of individuals with behavioral, social/emotional, social communication, and mental health needs (K)**
  - a. Student/Client engagement, self-advocacy, encouragement (S)
  - b. Disability Awareness and understanding (K-S)
- 2. People First Language/Etiquette (K-S)**
  - a. Autism (K-S)
  - b. Emotional Disability (K-S)
  - c. Social Communication (K-S)
  - d. Mental Health (K-S)
- 3. Student characteristics that may affect performance on job sights (K)**
  - a. Example: Loud machines may be have a negative impact on a student with sensory issues

### **Job Coaching Basics**

- 1. Establishing Rapport/Develop Client Relationships (K)**
    - a. Job Coach-My job/ Client- your Job (K)
    - b. Determine client strengths, weaknesses, experiences, and interest
      - i. Interest surveys etc. (K-S)
    - c. Identify potential barriers due to client disability (K-S)
  - 2. Express clear expectations and modeling (K)**
    - a. Identify components of the job (K)
    - b. Demonstrate/Model job steps (K-S)
      - i. Fading
      - ii. Modeling
      - iii. Prompting
      - iv. Supports
    - c. Ensure client, employer, and guardian understand expectations (K-S)
  - 3. Communicates with client and/or guardian (K)**
    - a. Review written material with client and/or guardian (K-S)
    - b. Review timelines for completing reports (K-S)
    - c. Identify who will receive reports, when reports will be sent out (K-S)
  - 4. Assess job performance (K)**
    - a. Provide client and/or guardian performance feedback (S)
    - b. Provide employer performance feedback (S)
  - 5. Self-reflection and share coaching experiences with supervisor (S)**
- K=Knowledge                      S=Skill**

## Job Coaching Pre-Assessment

Name: \_\_\_\_\_

I have the following certifications and/or qualifications related to this topic:

I have experience or training in the following related areas:

<i>Specific Task, Skill, or Job</i>	<i>Classroom</i>	<i>Other</i>

# Unit 1

## What Is a Job Coach?



## What Is a Job Coach?

A **job coach** is a person who uses structured techniques to **assist** individuals with disabilities to **learn** and accurately carry out job duties. Job coaches provide **on-the-job** training and support the individual to adjust to their chosen work environment. With this support, individuals be able to become **independent employee's** that can maintain employment.



## Successful Job Coaching

This part of the workshop describes what it takes to be a good coach.

A **job coach** is a person who uses structured techniques to assist individuals with disabilities to learn and accurately carry out job duties. Job coaches provide on-the-job training and support the individual to adjust to their chosen work environment. With this support, individuals will be able to become independent employees that can maintain employment.

One reason you have been selected as a job coach is because of your work knowledge and skills.

But being able to do a job well does not always make a person a good job coach. When someone is very good at something, doing the task may have become so automatic that the person is not able to explain it to others (Johnson and Leach, 2001).

Other qualities also make people good job coaches. You are likely to have a number of these qualities since you were chosen for this program.

In this section of the workshop you will—

- Assess your job coaching strengths
- Discuss qualities that improve job coaching.

## NOTES

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## 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

### Box 7:

Listen to a trainee's opinions about doing a job.	1	2	3	4	5	6
Be open to negative comments.	1	2	3	4	5	6
Work with a trainee who is not like me.	1	2	3	4	5	6

### Box 8:

Participate in training to improve my coaching skills.	1	2	3	4	5	6
Use my supervisor's reviews to improve my job coaching skills.	1	2	3	4	5	6
Take my position as a job coach seriously.	1	2	3	4	5	6

See the "Characteristics of a Good Job Coach" discussion to learn more about the topics in each box.

## NOTES

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## Characteristics of a Good Job Coach

Even the best job coaches can improve with training and practice. The job coaching readiness self-assessment was designed to help you identify areas where you can improve your job coaching skills. The statements on the assessment and the related information in each box define the characteristics of good job coaches (adapted from Leach, 1996).

Even the best job coaches can improve with training and practice. The job coaching readiness self-assessment was designed to help you identify areas where you can improve your job coaching skills. The statements on the assessment and the related information in each box define the characteristics of good job coaches (adapted from Leach, 1996).

### **Box 1: Desire**

Successful job coaches want to coach. They take pride in sharing what they know. Improving their teaching skills is important to them. A successful on-the-job training program will have job coaches teaching jobs in standardized ways with an emphasis on safety.

### **Box 2: Responsiveness**

Successful coaches need to engage trainees. Their listening and communication skills are key to conveying the right information. Questions can be used to direct the learning process. Successful job coaches understand that learning will increase when trainees are comfortable asking questions.

### **Box 3: Enthusiasm**

Successful job coaching takes energy. Job coaching sessions take time to prepare and commitment to conducting them. Job coaches who feel good about their jobs will pass on those feelings.

### **Box 4: Humor**

Successful job coaches have a good sense of humor. Things do not always go according to plan. Everyone has learned something the hard way. Laughing about things that have gone wrong sends the important message that messing up while learning is OK.

### **Box 5: Sincerity/Honesty**

Successful coaches do not fake it. They truly care about the success of their trainees and deal with them in a straightforward manner. Trainees will respect a job coach who admits not knowing something, then goes, and finds the answer for both of them.

**Box 6: Flexibility**

Successful job coaches are adaptable. They know when to eliminate, adjust, or change what they are teaching to match the capabilities of the trainee or outside constraints.

**Box 7: Tolerance**

Successful job coaches are open to the opinions of others. They recognize and accept differences in personalities. They are interested in what others have to say, even when they do not agree, and accept negative feedback as a tool for improvement.

**Box 8: Commitment**

Successful job coaches improve over time. Training, practice, and honest reviews help job coaches develop and refine their skills. Formal certification programs provide a public statement of support from the company. Successful job coaches take their job coaching duties seriously.

Look back over your answers to the job coaching readiness self-assessment.

Boxes with more high numbers circled show areas where you are most confident. These qualities will help you be an effective job coach.

Boxes with lower numbers circled show what you can work on to improve your job coaching. You can be trained to incorporate these qualities effectively into your job coaching even if they do not come naturally to you.

If you gave a low rating because of a barrier related to company policy, practice, or procedure, discuss your concerns with your supervisor, safety department staff, or supervisor. If you are comfortable bringing up your concern during the workshop, you may find others have similar reservations, and changes are needed to make the job coaching program successful at your operation.

**Every job coach is different.  
Capitalize on your strengths and work to improve  
other areas.**

## **Super Job Coach or Blooper Job Coach?**

Think of someone who did a good job teaching you a skill.

List three things that this person did that made him or her successful.

1.

2.

3.

Think of someone who did a poor job teaching you a skill.

List three things that this person did that were not good coaching practices.

1.

2.

3.

## **Unit 2**

# **Establishing Rapport and Developing Client Relationships**



## NOTES

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## Establishing a Relationship

Job Coaching is a process that begins when you establish a relationship with the trainee. Remember the three C's that make up a coaching relationship (Hart, 2003).

**Communication** allows the job coach and trainee to understand each other's perspective and appreciate each other as people.

**Collaboration** occurs when the job coach and trainee work together as equals.

**Commitment** ensures that each person in the relationship fulfills his or her responsibilities.

In the box below are some techniques that will help you establish communication, collaboration, and commitment.

**Listening** It is important to focus on what the trainee is saying in order to understand his or her perspective.

**Observing** Job Coaching involves watching. Sometimes a trainee's body language may tell a lot about what he or she feels or understands.

**Questioning** Ask questions to find out what is important to the trainee. Be careful to ask questions in a constructive way.

**Rephrasing** After a trainee makes a statement, it is sometimes useful to restate what you think the trainee meant. This clarifies the trainee's ideas or feelings and shows you are listening.

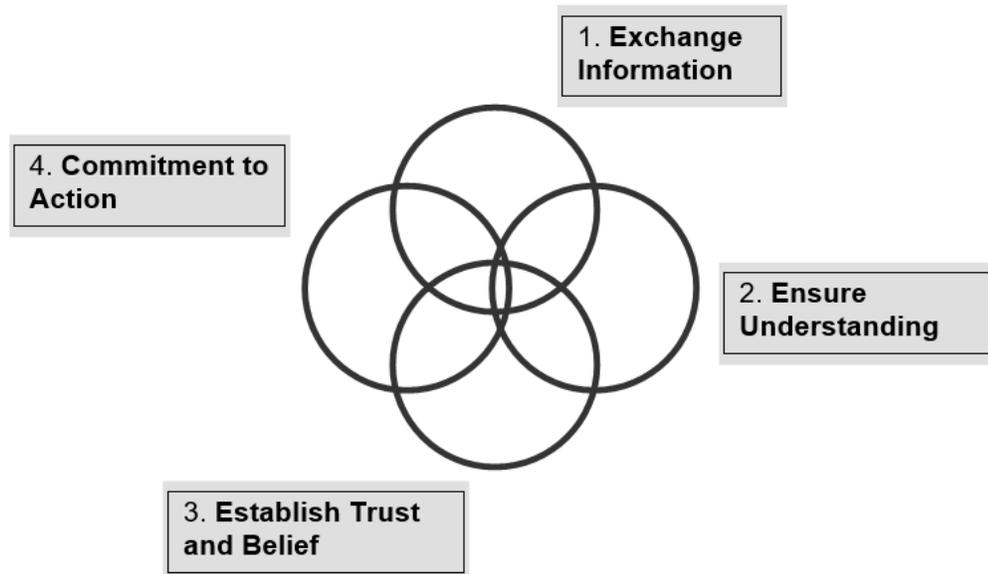
Remember that *developing a job coaching relationship is not the end goal*. The relationship is just a vehicle for helping the trainee develop his or her skills.

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## Effective Communication

### The Communication Process



The model above shows the sequence of steps needed for effective communication. If any step is missed or not completed, the process stops until that step is completed successfully.

Think about the following questions:

1. Is it true that all communication is an *exchange of information*?
2. What happens if we do not make sure that there is *understanding*?
3. How can anyone *believe or trust* if they do not understand?
4. How will they *commit to an action* if they do not believe it is in their best interest?

Effective communication involves the successful completion of each step in sequence.

Successful communication can be *learned*. In the following pages are specific techniques you can learn and apply as a job coach.

## NOTES

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## Listening Skills

### Good listeners—

- Don't interrupt or plan a response while another person is talking.
- Are not judgmental.
- Think before answering.
- Try to face the speaker and maintain eye contact.
- Watch nonverbal behavior; listen with eyes as well as ears.
- Ask questions and wait for an answer.
- Don't have to have the last word.

(Adapted from Richard Gemmet, 1977)

List some ways people communicate nonverbally.

## Asking Good Questions

Questions help to get the job coach and trainee talking. If asked appropriately, questions make the learner think and participate.

There are two types of questions: **open-ended** and **closed-ended**. Each leads to a different response.

### 1. Closed-Ended Questions

- Usually result in a straight *yes* or *no* answer.
- Begin with **do, is, can, could, would, should, will, or shall**.

*Example: Do you know how to bring this vehicle under control if it starts to slide?*

What are your concerns regarding the use of this type of question?

Is there a better way to ask this question?

## 2. Open-Ended Questions

- Help evaluate trainee understanding and establish strengths and concerns of the trainee.
- Begin with **how, why, when, where, what, who, which, or if.**

*Example: What would you do to bring this vehicle to a stop if it started into a slide?*

What are your concerns regarding the use of this type of question?

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Write an open-ended question below.

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**Closed-ended questions should be avoided as much as possible.** They do not lead to interaction or enhance learning.

**Open-ended questions should be encouraged.** They provide additional details, examples, and impressions.

Translate these closed-ended questions into open-ended ones.

1. Do you know how to operate this type of machine?

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2. Do you know what fluids this system uses?

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3. Should you inspect the tires as part of the preoperational check?

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4. Could you use different types of oil in that gear case?

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## **Giving Feedback**

Feedback goes hand-in-hand with successful job coaching. The purpose of feedback is to reinforce correct actions and point out actions that need to be corrected through further practice.

Some general suggestions for providing constructive feedback.

- **Provide feedback in terms of clearly stated goals, which is one of the components of effective job coaching.**

*“You did a good job on the preoperation inspection of your machine. You covered each step in the correct sequence. When should the sequence be modified?”*

- **Be specific. Avoid general comments.**

*Not, “We need to try that again.” Instead, say something like, “Let’s review step 2, remembering to turn the switch to neutral, and then you can try 1, 2, and 3 again.”*

- **Focus on concrete behavior that needs to be either reinforced or corrected.**

*“It is important to place your hand here, in this position, to keep your elbow out of the way when making a turn.”*

- **Be descriptive rather than judgmental. Focus on actions rather than on personalities.**

*Not, “You keep doing this wrong.” Instead, say something like, “What problems could you have if you hold the throttle in while trying to shift gears?”*

## **Feedback Techniques**

### **Praise**

- Let trainees know how well they are doing.
- Use sincere praise to create a more constructive atmosphere.

### **Clarifying**

- Restate what you heard the trainee say.
- Listen for confirmation that what you are saying is correct.
- Accept that trainees will often let you know if you are right or wrong.

### **Boomerang Question**

- Redirect a question back to the learner.
- Example: “That’s a good question. What do you think ought to be done in that situation?”

The skillful use of questions is important in giving feedback. It gives you the opportunity to listen and forces the trainee to think through what they are doing and why. Questions can help you guide the feedback session.

Effective Job coaches—

- Give plenty of positive feedback.
- Give negative feedback privately.
- Accept criticism without becoming defensive.

## Informal Versus 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).

Here are some suggestions for providing informal feedback.

Be *constructive* and provide feedback as issues arise.

*Demonstrate* a correct procedure rather than letting the trainee stumble along without guidance.

Provide feedback in a *timely and tension-reducing manner* during the procedure. This may be a good time to incorporate humor into the job coaching session.

Do not *overload* trainees with too much feedback. Get a sense of how *they* think they are doing.

Here are some suggestions for providing formal feedback.

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.

## **Communication Skills Summary**

Successful communication can be learned.

There are specific techniques you can apply as an effective job coach.

What are some of the key behaviors for good communication?

## **Responsibilities**

A job coach is part of a team. His or her supervisor, the supervisor of the trainee, and the trainee will be involved in the process. Successful training takes place when team members work together.

The job coach's responsibilities include—

- Assessing trainee knowledge and skills
- Organizing and planning training
- Developing a relationship with the trainee
- Teaching knowledge and skills
- Evaluating progress
- Suggesting changes needed to the program

The supervisor's responsibilities include—

- Pairing trainees with an appropriate job coach or coaches
- Providing on-going support for job coaches
- Assisting in determining training and task training materials
- Evaluating the trainee's proficiency
- Assessing coaching skills
- Initiating follow-up for trainees

The trainee's responsibilities include—

- Being actively involved in the training
- Developing a relationship with the job coach
- Mastering the material taught

## NOTES

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# Unit 3

## Characteristics of Student Learners



Some characteristics of student learners that research has taught us are shown on the pie chart below. Job Coaching strategies based on learner characteristics are given in the table.



<b>Characteristics of Learners</b>	<b>Job Coaching Strategies</b>
<b>Self-directed</b>	<i>Students tend to take the initiative in learning. As a job coach, you serve as a facilitator and allow the trainee to help set the pace based on how comfortable he or she is with the new skills.</i>
<b>Experience-based</b>	<i>Students have accumulated a foundation of knowledge over their lifetime. Help the trainee connect learning to this knowledge and experience base by drawing out experience that is relevant to what is being taught.</i>
<b>Practical</b>	<i>Students something in order to apply it. There must be a job-related application for what is being learned. Explain how the lesson content will be useful on the job.</i>
<b>Problem-centered</b>	<i>Students learn from real life examples. Show the trainee how new knowledge and skills can be applied to solving work problems.</i>
<b>Goal-oriented</b>	<i>Students appreciate a program that is organized and has clearly defined objectives. Show the trainee how the training will help him or her achieve goals.</i>

### Student Learner Activity

Based on the class discussion, write notes about how you would incorporate these characteristics into your job coaching.

<b>Characteristics of Students</b>	<b>Job Coaching strategies</b>
Self-directed	
Experience-based	
Practical	
Problem-centered	
Goal-oriented	

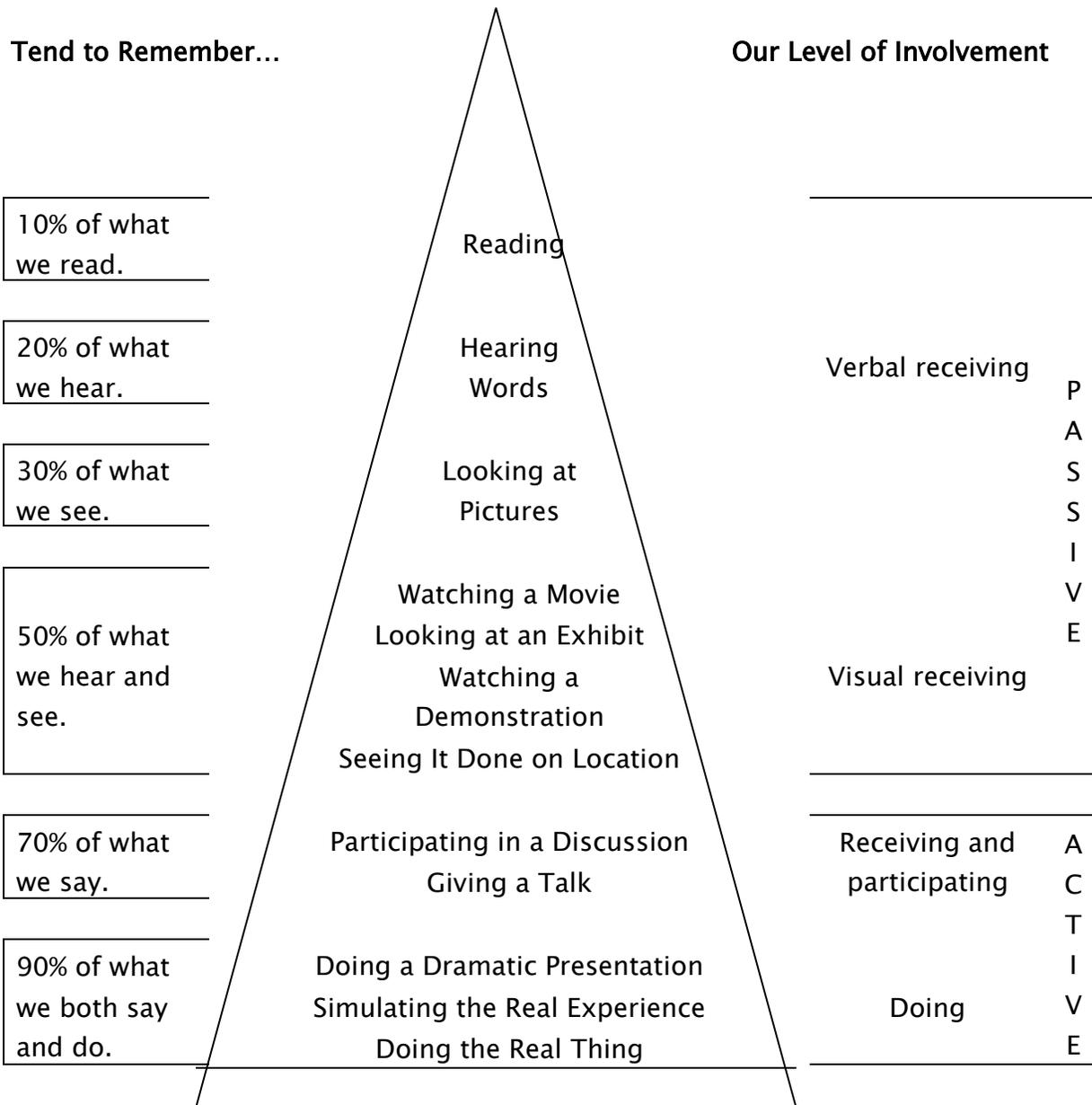
## NOTES

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## Experience and Learning

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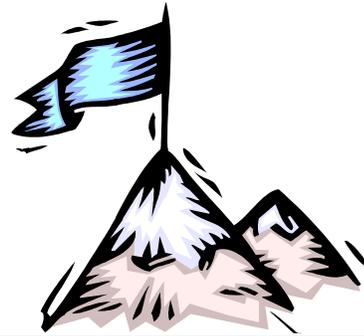
### Cone of Learning



Developed and revised by Bruce Myland from materials by Edgar Dale. URL: <http://php.indiana.edu/~bobweb/Handout/cone.html>

## Effective Job Coaching

1. Clear goals
2. Valid content
3. Appropriate delivery methods
4. Authentic assessment
5. Remediation



Components	Job Coaching Tips
<b>Clear goals</b>	The program presentation should be organized and have clearly defined capabilities the trainee will be able to demonstrate following the training, e.g., “conduct a walk-around inspection.”
<b>Valid content</b>	Training content is dictated by the training goals. For instance, if one goal or capability is to have the trainee be able to install a roof bolt, part of the content would be bolt installation.
<b>Appropriate delivery method</b>	"Delivery method" refers to how the message is gotten across. Using the example above, bolt installation should be taught by first demonstrating the task and then allowing hands-on practice.
<b>Assessment</b>	Some way of evaluating whether or not the trainee is performing adequately must be incorporated into the training. This may be as simple as watching the trainee operate the equipment and responding with feedback along the way.
<b>Remediation</b>	Remediation provides an opportunity for the trainee to correct his or her mistakes and practice doing the task(s) correctly.

## **Effective Job Coaching Activity**

Write notes about how each step would be covered for a specific topic.

### **Components**

**Clear goals**

**Valid content**

**Appropriate  
delivery method**

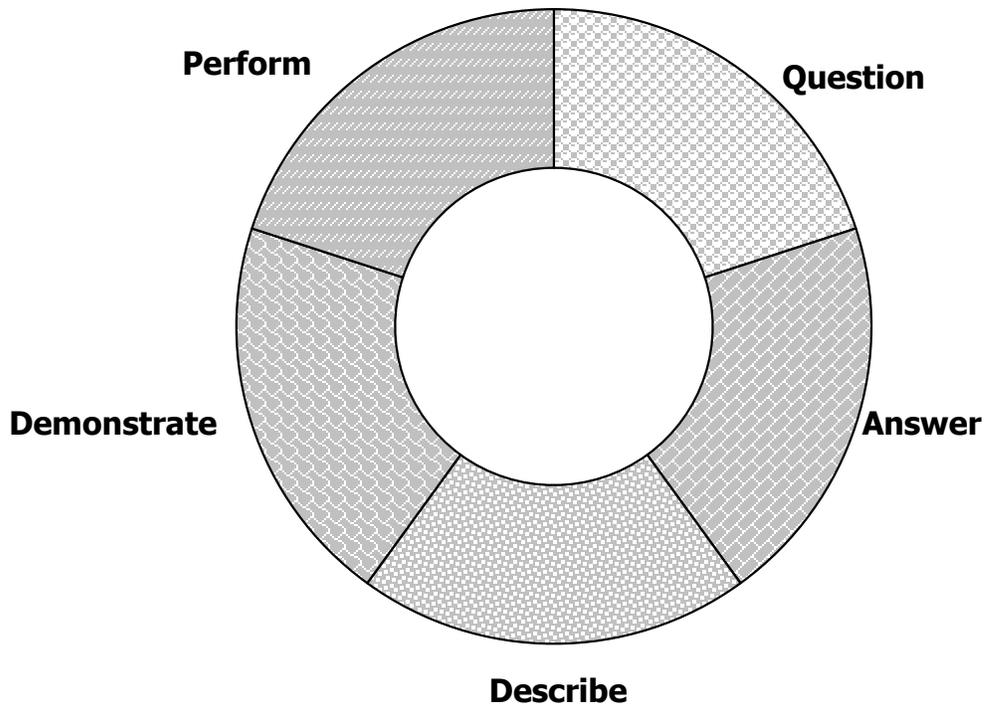
**Assessment**

**Remediation**

## NOTES

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## Effective Assessment



Assessment is key to the learning process and should be built into the program. Simply put, assessment seeks to answer the questions of "How will you know if your trainees have learned the task?" "How will you know if the learning goal has been reached?"

The effective assessment wheel will aid this process. The wheel has five components that reflect assessment questions.

1. Do the trainee's *questions* show they are engaged in learning?
2. Is the trainee able to *answer* your questions?
3. Is the trainee able to *describe* how to perform the tasks?
4. Can the trainee *demonstrate* the job tasks?
5. Can the trainee *perform* the job independently?

## **Job Coaching Checklist**

The checklist on the following pages is a job aid to use (1) as you are preparing to job coach, (2) while you are job coaching, and (3) for self-evaluation after job coaching. The checklist summarizes the job coaching steps and gives you tips for completing each one successfully.

## Job Coaching Checklist

Use this form as a guide when preparing to job coach, while job coaching, and/or for self-evaluation. Observers can also use the form when evaluating a job coach.

Job Coach's Name:	Observer's Name:
Job Skill Taught:	Evaluation Date:

<b>Step 1 –Focus:</b> Establish rapport, communicate your expectations, and find out what the trainee can do			
<input checked="" type="checkbox"/>	<b>Things to do:</b>	<b>Guidelines</b>	<b>Comments</b>
<input type="checkbox"/>	Greet trainee	Shake hands, maintain eye contact, and put trainee at ease.	
<input type="checkbox"/>	Determine what trainee knows	Ask questions to establish level of knowledge or experience.	
<input type="checkbox"/>	Encourage questions	Let trainee know it is OK to repeat steps. Explain that training is paced to trainee's prior experience and ability to learn the job.	
<input type="checkbox"/>	Share an overview of the job to be taught	Provide a copy of the module you and trainee will be using to guide training.	
<input type="checkbox"/>	Discuss training safety considerations	Ensure that trainee will be able to observe safely during demonstrations. Discuss other safety considerations.	
<input checked="" type="checkbox"/>	<b>Things to do:</b>	<b>Guidelines</b>	<b>Comments</b>
<b>Step 2 – Explain and demonstrate:</b> Explain the steps of the job, explain why these steps are important, and demonstrate them			
<input type="checkbox"/>	Explain the step(s) of job skill	Give only the amount of information trainee can learn in one pass. Do not overwhelm.	

<input type="checkbox"/>	Explain why, when, and how each step is important	Be sure job steps make sense to trainee. Ask questions to check understanding.	
<input type="checkbox"/>	Demonstrate how to do the job step(s)	Show trainee a safe observation location. Ask questions to determine knowledge and understanding before moving to next job step.	
<input type="checkbox"/>	Encourage questions	Emphasize trainee should ask questions when unclear or uncertain.	
<input type="checkbox"/>			
<b>Step 3 – Observe:</b> Have trainee explain and demonstrate what job coach presented in step 2			
<input type="checkbox"/>	Have trainee verbally walk through step(s)	Trainee explains the job (why, where, when, how, and any safety considerations) <b>before demonstrating</b> any part of it. – <u>They know it.</u>	
<input type="checkbox"/>	Select a safe observation location	Be sure you can safely observe the entire demonstration.	
<input type="checkbox"/>	Have trainee explain each step and <b>then</b> demonstrate it	Trainee tells what will be done just <b>before performing</b> each job step– <u>They know and can do it.</u>	
<input type="checkbox"/>	Observe trainee demonstrating job		

### Job Coaching Checklist

<input checked="" type="checkbox"/>	Things to do:	Guidelines	Comments
<b>Step 4 – Feedback:</b> Job coach and trainee discuss performance in step 3			
<input type="checkbox"/>	Ask trainee to do a self-assessment	Ask trainee to communicate perceptions of performance. This encourages trainees to discuss task and helps resolve issues.	
<input type="checkbox"/>	Give feedback on performance	Point out strengths and areas that need improvement or practice.	
<input type="checkbox"/>	Assess your coaching progress	Did I periodically check to establish trainee's level of understanding? How was my pace? Am I giving the trainee sufficient time to perform? Am I asking the right questions? How is the trainee doing overall? Should I go back and restate or emphasize something?	
<input type="checkbox"/>			

Cycle through steps 2, 3 and 4 as needed to develop the expected performance and to ensure understanding before moving on.

## Job Coaching Checklist

<b>Step 5 – Assessment:</b> Higher level of management or a predetermined evaluation team conduct formal evaluation. Local rules for this evaluation should be followed.			
<input checked="" type="checkbox"/>	<b>Things to do:</b>	<b>Guidelines</b>	<b>Comments</b>
<input type="checkbox"/>	Establish trainee’s readiness for evaluation	Prepare trainee by checking on level of comfort and readiness. Observe and ask questions. Create a win-win situation.	
<input type="checkbox"/>	Make arrangements for evaluation	Schedule with appropriate people. Make sure evaluator has evaluation checklist (often made from the training outline).	
<input type="checkbox"/>	Based on outcome of evaluation, consider the next steps	Celebrate. Congratulate and thank trainee for participating in training activity. Discuss follow-up plans. Retrain, if needed. Plan with evaluator’s input. Communicate results and retraining plan.	
<input type="checkbox"/>			

If the process is not over, then move back to the appropriate level and resume with the proper step. If the training is over, do a self-assessment to determine what you will do differently the next time.

## **Steps to Successful Job Coaching**

### **1. Focus**

- a. Establish rapport
- b. Communicate your expectations
- c. Find out what the trainee can do

THEN

### **2. Explain and Demonstrate**

- a. Explain the steps of the job
- b. Explain why they are important
- c. Demonstrate them

### **3. Observe**

- a. Trainee explains and demonstrates what the job coach presented in step 2

### **4. Feedback**

- a. Job coach and trainee discuss the performance in step 3

Cycle through steps 2, 3, and 4 to—

- Develop the expected performance
- Ensure understanding
- Move on

## NOTES

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# Unit 4

## Job Coaching Practice



## NOTES

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## Practice Job Coaching Activity

Changing a tire is a skill. You can use the same system to teach any skill.

As a class, select three simple jobs or parts of a job to be taught. In teams of three, have each person select a different one of the three jobs.

1. Each person should create a job coaching training outline for a couple of steps of their job. Use the form on page 76-77.
2. In your team, take turns being a job coach, trainee, and observer. Remember to use adult learning principles and the responsibilities of a job coach covered earlier in this training.
  - a. Always begin with a Pre-Assessment. Use the job coach trainee Pre-Assessment form (page 82).
  - b. During the practice job coaching, *the observer* should use the job coach observer form (pages 83-84).
  - c. After the practice coaching, *the job coach* should complete the job coach trainee progress review (page 85).
  - d. After the practice coaching, *the trainee* should complete the job coach trainee feedback form (page 86).

Discuss your job coaching practice sessions when the trainer brings your class back together.

## NOTES

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### Practice Job Coaching Activity

<b>Job:</b>		
<b>Group</b>	<b>Job Steps and Substeps</b>	<b>Job Coaching Considerations</b>

## Job Coach Trainee Pre-Assessment

Job Coach Training Activity \_\_\_\_\_

Name of trainee: \_\_\_\_\_

1. Trainee has the following certifications/qualifications related to this topic:

2. Trainee has experience or training in the following related areas:

<i>Specific task, skill, or job</i>	<i>Classroom</i>	<i>Other</i>

3. Trainee needs the following training before starting this job-coaching program:

## Job Coach Observer's Form (page 1)

Use this form while observing a job coaching session. Discuss it later with the job coach.

Job Coach Training Activity \_\_\_\_\_

Name of job coach: \_\_\_\_\_

Check the box if you see the job coach exhibiting the behavior listed.

### Box 1: Desire

- Was prepared for the session
- Taught tasks according to company standards
- Checked for trainee understanding

Briefly note what you observed.

### Box 2: Responsiveness

- Patiently answered the trainee's questions
- Seemed to want this trainee to succeed
- Asked questions to direct the learning process

Briefly note what you observed.

### Box 3: Enthusiasm

- Was positive about the job
- Avoided negative comments

Briefly note what you observed.

### Box 4: Humor

- Kept his or her sense of humor
- Shared stories about his or her experiences

Briefly note what you observed.

## Job Coaching Observer's Form (page 2)

Check the box if you see the coach exhibiting the behavior listed.

### Box 5: Sincerity/Honesty

- Admitted that he or she didn't know something
- Seemed to care about the trainee

Briefly note what you observed.

### Box 6: Flexibility

- Matched the training to the ability of the trainee
- Changed the teaching session to match some constraint

Briefly note what you observed.

### Box 7: Tolerance

- Was open to the opinions of the trainee
- Seemed comfortable with the trainee

Briefly note what you observed.

### Box 8: Commitment

- Has improved since my last observation.

Briefly note what you observed.

---

Write one thing you think the job coach should work on for future job coaching sessions.

Write one thing you think the job coach did well while job coaching this trainee:

## Job Coaching Progress Review

Subject of job coaching:

---

Name of trainee: \_\_\_\_\_

As of today ( \_\_\_\_\_ ), I believe this trainee:

- Has successfully completed this job coaching training.
- Should continue this job coaching training for—

<i>More training</i>	<i>More practice</i>	<i>On this specific task or skill</i>

- Should discontinue this job coaching training.

*Signature of job coach*

---

*Notes on trainee's progress:*

## Job Coaching Trainee Feedback

Job Coach Training Activity

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Name of job coach: \_\_\_\_\_

Please answer the following questions when you have finished your job coaching training and give the form to your supervisor. Your answers will help improve the job-coaching program.

-----

1. Check the box that best reflects how often your job coach did the things listed below.

**My Job Coach:**

	Always	Sometimes	Never	Doesn't apply
Checked to see if I understood				
Answered my questions				
Was patient with me				
Let me know he or she wanted me to succeed				
Was positive about the job				
Was prepared to teach my job coaching sessions				
Had a sense of humor				
Shared stories about his or her experiences				
Listened to my concerns about the job				
Explained things at a level I could understand				
Seemed comfortable with me				
Made me feel comfortable				

2. Check all the statements that reflect what you think about your job coaching experience.

**During My Job Coaching Training:**

<input type="checkbox"/>	The information was given to me at about the right speed.
<input type="checkbox"/>	I had enough time to practice my new skills.
<input type="checkbox"/>	Other employees made me nervous.
<input type="checkbox"/>	I understood what I was supposed to learn.
<input type="checkbox"/>	Tools and equipment were always available for my training sessions.
<input type="checkbox"/>	I was comfortable asking questions.
<input type="checkbox"/>	It was OK to make mistakes.
<input type="checkbox"/>	I became confident I could do the job.

3. List three important things you learned about the job or equipment during your job coaching training.

## **Job Coaching to Different Skill Levels Activity**

The topic for this activity is the same job that you used in the Practice Job Coaching activity. This time your instructor will play the role of different trainees having various levels of expertise and experience.

Class members chosen to be coaches should use the job-coaching trainee Pre-Assessment on the next page to determine how much experience he or she has with the job.

## Job Coaching Trainee Pre-Assessment

Job Coach Training Activity:

---

Name of trainee: \_\_\_\_\_

Trainee has the following certifications/qualifications related to this topic:

Trainee has experience or training in the following related areas:

<i>Specific task, skill, or job</i>	<i>Classroom</i>	<i>Other</i>

Trainee needs the following training before starting this job-coaching program:

# Unit 5: Wrap-up



## NOTES

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## Review of the Day

### Topic

#### Unit 1: What Is a Job Coach?

- Successful Job Coaching
- Job Coaching Readiness Self-Assessment
- Characteristics of a Good Job Coach

#### Unit 2: Establishing Rapport and Developing Client Relationships

- Establishing a Relationship
- Effective Communication
  - Listening Skills
  - Asking Good Questions
  - Giving Feedback
- Responsibilities

#### Unit 3: Characteristics of Student Learners

- Characteristics of Student Learners
- Experience and Learning
- Effective Job coaching
- Effective Assessment
- Job Coaching Checklist
- Steps to Successful Job Coaching

#### Unit 4: Job Coaching Practice

- Practice Job Coaching Activity
- Job Coaching Forms
  - Trainee Pre-Assessment
  - Observer's Form
  - Progress Review
  - Trainee Feedback Form
- Job Coaching to Different Skill Levels Activity

#### Unit 5: Wrap –Up/Next Steps

## Job Coaching Support

This workshop was designed to help you assess and improve your job coaching skills. Completion of the workshop is just the beginning. You will need to practice your job coaching skills.

As you continue to learn, you will have support.

When you would like to talk with someone about job coaching, contact—

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When you would like to read more about job coaching, find resources here.

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## **Preparation for Job Coaching Session**

Job coaching success is a result of being prepared. Use the following checklist for each job coaching session.

Employee scheduled for training.

Teaching materials developed and available.

Job tools and equipment available and on-site.

Training materials reviewed and job skills practiced.

Required forms and documents on hand.

### **Job Aids**

On the job, it is useful to have easily accessible sources for information. Job aids can help trainees remember key points after they finish training.

The job aid above will remind you of key things to do before each job coaching session. Think about other information from this workshop that will help you be a successful job coach and then create job aids for yourself to use and share with other job coaches.

## **Your Next Steps**

Being a successful job coach takes commitment. List below the things you will do to improve your job coaching skills.

## 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 job 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."

### 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 job 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 an 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

### Box 7:

Listen to trainee's opinions about doing the job	1	2	3	4	5	6
Be open to negative comments	1	2	3	4	5	6
Work with a trainee who is not like me	1	2	3	4	5	6

### Box 8:

Participate in training to improve my job coaching skills	1	2	3	4	5	6
Use my supervisor's reviews to improve my job coaching skills	1	2	3	4	5	6
Take my position as a coach seriously	1	2	3	4	5	6

## Workshop Expectations

At the beginning of this workshop, you wrote down what you expected to learn from this workshop, and your expectations were discussed with the class.

1. Which expectations were met?

2. Which expectations were not fully met?

## NOTES

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## Job Coaching Skills Workshop Evaluation

Please complete the following to help us monitor and improve the quality of training.

Job title: \_\_\_\_\_

Years of mining experience: \_\_\_\_\_ Have you conducted job coaching before? Yes No

How <b>relevant</b> was the training for you?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very relevant	Somewhat relevant	Mostly irrelevant	Totally irrelevant
How <b>easy</b> was the training to follow?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very easy	Somewhat easy	Difficult	Too difficult
How would you describe the <b>quality</b> of the training materials?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent	Good	Average	Poor
How do you rate the <b>delivery</b> of the training?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent	Good	Average	Poor

Would you recommend this course to others? Why or why not?

What was the most important thing you learned? Why was that important?

What would you change about this workshop and why?

What would you keep and why?

# **Appendix: Resource List Evaluation Forms**

# General Orientation of Job coach or Employment specialist

## Suggested Resources

Goal: To increase student/client engagement, self-advocacy, encouragement, disability awareness, understanding, and people first etiquette for individuals with behavioral, social/emotional, social communication, mental health needs.

Link	Description
<a href="#"><u>Information by Disability: A to Z:</u></a>	This link will provide overview information on impairments (listed in alphabetical order), as well as accommodation ideas.
<a href="#"><u>About Mood Disorders:</u></a>	The following link will provide descriptions of mood disorders such as depression or bipolar disorder.
<a href="#"><u>The 411 on Disability Disclosure:</u></a>	A Workbook for Youth with Disabilities is designed for youth and adults working with them to learn about disability disclosure.
<a href="#"><u>Employment Coach Tool Kit:</u></a>	This is a free training resource is designed to provide information for employment coaches on how to provide Community Based Employment Education to students with disabilities.
<a href="#"><u>Information by Disability: A to Z:</u></a>	This link will provide overview information on impairments (listed in alphabetical order), as well as accommodation ideas.
<a href="#"><u>About Mood Disorders:</u></a>	The following link will provide descriptions of mood disorders such as depression or bipolar disorder.
<a href="#"><u>Disability Etiquette/People First Language:</u></a>	Tips for Interacting with People with Disabilities.
<a href="#"><u>Information by Limitation: A to Z:</u></a>	A multi-step tool for finding accommodation ideas by disability.

Created 6/13/2017

JOB COACHING BASICS	
Suggested Resources	
Goal: To Develop and establish client rapport and relationships, communicate clear expectations using a variety of methods (modeling, fading, prompting etc.), communicate with client and/or guardian, and employer and to assess job performance of the coach and the client for individuals with behavioral, social/emotional, social communication, mental health needs.	
Link	Description
<a href="#"><u>Real People, Real Jobs: Stories from the Front Line:</u></a>	Learn more about success of individuals with disabilities and the promising practices that led to their success.
<a href="#"><u>Opening Doors to Self Determination:</u></a>	A handbook supports teachers, students, and families in self-determination and self-advocacy skills.
<a href="#"><u>Paraprofessional Guide to Teach Self Determination:</u></a>	A set of specific ways to promote self-determination.
<a href="#"><u>Information by Limitation: A to Z:</u></a>	A multi-step tool for finding accommodation ideas by disability.
<a href="#"><u>Information about Job Coaches:</u></a>	This accommodation and compliance series is designed to help employers determine effective accommodations and comply with title I of the Americans with Disabilities Act (ADA).
<a href="#"><u>Employment Coach Tool Kit:</u></a>	This is a free training resource is designed to provide information for employment coaches on how to provide Community Based Employment Education to students with disabilities.
<a href="#"><u>Employers 'Practical Guide to Reasonable Accommodations Under the Americans with Disabilities Act (ADA):</u></a>	A summary of some of the most frequent issues that employers have regarding accommodations and ADA compliance and practical ideas for resolving them.
<a href="#"><u>Partners with Business Toolkit:</u></a>	Partners with Business capitalizes on the natural supports (coworkers and supervisors) in the workplace and compliments this natural support with more formal supports when necessary for job success.

Created 6/13/2017

## **Evaluation Forms**

These forms were given earlier in this workbook. The additional copies are provided so they can be used in class or to make more copies without breaking up the workbook.

### **Job Coaching Readiness Self-Assessment.**

The purpose of this form is to help the job coach assess his or her teaching strengths and weaknesses. It can guide the job coach in seeking training and/or resources for improvement.

### **Job Coaching Training Outline.**

This chart is designed to help organize a training outline and prepare training sessions before they begin.

### **Job Coaching Checklist.**

This checklist summarizes the coaching steps. It is to be used as a job aid (1) before training, (2) while job coaching, and (3) for self-evaluation after job coaching.

### **Job Coaching Trainee Pre-Assessment.**

This form is used to determine the trainee's knowledge and skill level before training begins and can be a guide to help tailor training to the specific trainee.

### **Job Coaching Observer.**

This form provides feedback to the trainer on an OJT session. The observer could be a supervisor or another OJT coach.

### **Job Coaching Progress Review.**

This form provides feedback to the trainee. A supervisor or the job coach can complete it. It can also be used as a sign-off form to document completion of training.

### **Job Coaching Trainee Feedback**

This form is to be completed by the trainee to provide feedback to the job coach and the program champion. The information can be used by the job coach for self-improvement and by the program champion to assess whether or not changes are needed in the program or its implementation.

### **West Fargo Transition Academy Monthly Performance Profile for Trainee**

This form is to be completed by the job coach to provide feedback to the trainee.

### **West Fargo Transition Academy Job Coach Evaluation**

This form is to be completed by the job coach supervisor to provide feedback to the job coach.

### **West Fargo Transition Academy Job Coach Self-Evaluation**

This form is to be completed by the job coach to have time to .....

## 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 job 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			
<b>Box 1:</b>						
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

<b>Box 2:</b>						
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

<b>Box 3:</b>						
Show a trainee what I like about the job	1	2	3	4	5	6
Be excited about job coaching	1	2	3	4	5	6
Avoid making negative comments	1	2	3	4	5	6

<b>Box 4:</b>						
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

<b>Box 5:</b>						
Admit to a trainee when I don't know an answer	1	2	3	4	5	6
Address a trainee's concerns about the job	1	2	3	4	5	6

<b>Box 6:</b>						
Adapt lessons to the abilities of a trainee	1	2	3	4	5	6
Change coaching sessions to meet new constraints	1	2	3	4	5	6

<b>Box 7:</b>						
Listen to trainee's opinions about doing the job	1	2	3	4	5	6
Be open to negative comments	1	2	3	4	5	6
Work with a trainee who is not like me	1	2	3	4	5	6

<b>Box 8:</b>						
Participate in training to improve my job coaching skills	1	2	3	4	5	6
Use my supervisor's reviews to improve my coaching skills	1	2	3	4	5	6
Take my position as a job coach seriously	1	2	3	4	5	6

**Job Coaching Training Outline (page \_\_\_\_\_)**

<b>Job:</b>		
<b>Group</b>	<b>Job Steps/Substeps</b>	<b>Job Coaching Considerations</b>

Job Coaching Training Outline (page \_\_\_\_\_)

<b>Job:</b>		
<b>Group</b>	<b>Job Steps/Sub-Steps</b>	<b>Job Coaching Considerations</b>

## Job Coaching Checklist

Use this form as a guide when preparing to job coach, while coaching, and/or for self-evaluation. Observers can also use the form when evaluating a job coach.

Job Coach's Name:	Observer's Name:
Job Skill Taught:	Evaluation Date:

<b>Step 1 –Focus:</b> Establish rapport, communicate your expectations, and find out what the trainee can do			
<input checked="" type="checkbox"/>	<b>Things to do:</b>	<b>Guidelines</b>	<b>Comments</b>
<input type="checkbox"/>	Greet trainee	Shake hands, maintain eye contact, and put trainee at ease.	
<input type="checkbox"/>	Determine what trainee knows	Ask questions to establish level of knowledge or experience.	
<input type="checkbox"/>	Encourage questions	Let trainee know it's OK to repeat steps. Explain that training is paced to trainee's prior experience and ability to learn the job.	
<input type="checkbox"/>	Share an overview of the job to be taught	Provide a copy of the module you and trainee will be using to guide training.	
<input type="checkbox"/>	Discuss training safety considerations	Ensure that trainee will be able to observe safely during demonstrations. Discuss other safety considerations.	

## Job Coaching Checklist

<input checked="" type="checkbox"/>	Things to do:	Guidelines	Comments
<b>Step 2 – Explain and demonstrate:</b> Explain the steps of the job, explain why these steps are important, and demonstrate them			
<input type="checkbox"/>	Explain the step(s) of job skill	Give only the amount of information trainee can learn in one pass. Do not overwhelm.	
<input type="checkbox"/>	Explain why, when, and how each step is important	Be sure job steps make sense to trainee. Ask questions to check understanding.	
<input type="checkbox"/>	Demonstrate how to do the job step(s)	Show trainee a safe observation location. Ask questions to determine knowledge and understanding before moving to next job step.	
<input type="checkbox"/>	Encourage questions	Emphasize trainee should ask questions when unclear or uncertain.	
<input type="checkbox"/>			
<b>Step 3 – Observe:</b> Have trainee explain and demonstrate what job coach presented in step 2			
<input type="checkbox"/>	Have trainee verbally walk through step(s)	Trainee explains the job (why, where, when, how, and any safety considerations) <b>before demonstrating</b> any part of it. – <u>They know it.</u>	
<input type="checkbox"/>	Select a safe observation location	Be sure you can safely observe the entire demonstration.	
<input type="checkbox"/>	Have trainee explain each step and <b>then</b> demonstrate it	Trainee tells what will be done just <b>before performing</b> each job step– <u>They know and can do it.</u>	
<input type="checkbox"/>	Observe trainee demonstrating job		

## Job Coaching Checklist

<input checked="" type="checkbox"/>	Things to do:	Guidelines	Comments
<b>Step 4 – Feedback:</b> Job Coach and trainee discuss performance in step 3			
<input type="checkbox"/>	Ask trainee to do a self-assessment	Ask trainee to communicate perceptions of performance. This encourages trainees to discuss task and helps resolve issues.	
<input type="checkbox"/>	Give feedback on performance	Point out strengths and areas that need improvement or practice.	
<input type="checkbox"/>	Assess your job coaching progress	Did I periodically check to establish trainee’s level of understanding? How was my pace? Am I giving the trainee sufficient time to perform? Am I asking the right questions? How is the trainee doing overall? Should I go back and restate or emphasize something?	
<input type="checkbox"/>			

Cycle through steps 2, 3 and 4 as needed to develop the expected performance and to ensure understanding before moving on.

## Job Coaching Checklist

<b>Step 5 – Assessment:</b> Higher level of management or a predetermined evaluation team conduct formal evaluation. Local rules for this evaluation should be followed.			
<input checked="" type="checkbox"/>	<b>Things to do:</b>	<b>Guidelines</b>	<b>Comments</b>
<input type="checkbox"/>	Establish trainee's readiness for evaluation	Prepare trainee by checking on level of comfort and readiness. Observe and ask questions. Create a win-win situation.	
<input type="checkbox"/>	Make arrangements for evaluation	Schedule with appropriate people. Make sure evaluator has evaluation checklist (often made from the training outline).	
<input type="checkbox"/>	Based on outcome of evaluation, consider the next steps	Celebrate. Congratulate and thank trainee for participating in training activity. Discuss follow-up plans.  Retrain, if needed. Plan with evaluator's input. Communicate results and retraining plan.	
<input type="checkbox"/>			

**If the process is not over, then move back to the appropriate level and resume with the proper step. If the training is over, do a self-assessment to determine what you will do differently the next time.**

## Job Coaching Trainee Pre-Assessment

Subject of job coaching:

\_\_\_\_\_

Name of trainee:

\_\_\_\_\_

Trainee has the following certifications/qualifications related to this topic:

*Trainee has experience or training in the following related areas:*

Specific task, skill, or job	Classroom	Other

*Trainee needs the following training before starting this job coaching program:*

## Job Coaching Observer's Form (page 1)

Use this form while observing a job coaching session. Discuss it later with the job coach.

Subject of job coaching \_\_\_\_\_

Name of job coach: \_\_\_\_\_

Check the box if you see the coach exhibiting the behavior listed.

### Box 1: Desire

<input type="checkbox"/> Was prepared for the session
<input type="checkbox"/> Taught tasks according to company standards
<input type="checkbox"/> Checked for trainee understanding

Briefly note what you observed.

### Box 2: Responsiveness

<input type="checkbox"/> Patiently answered the trainee's questions
<input type="checkbox"/> Seemed to want this trainee to succeed
<input type="checkbox"/> Asked questions to direct the learning process

Briefly note what you observed.

### Box 3: Enthusiasm

<input type="checkbox"/> Was positive about the job
<input type="checkbox"/> Avoided negative comments

Briefly note what you observed.

### Box 4: Humor

<input type="checkbox"/> Kept his or her sense of humor
<input type="checkbox"/> Shared stories about his or her experiences

Briefly note what you observed.

## Job Coaching Observer's Form (page 2)

Check the box if you see the coach exhibiting the behavior listed.

### Box 5: Sincerity/Honesty

- |  |
|--|
| <input type="checkbox"/> Admitted that he or she didn't know something |
| <input type="checkbox"/> Seemed to care about the trainee              |

Briefly note what you observed.

### Box 6: Flexibility

- |  |
|--|
| <input type="checkbox"/> Matched the training to the ability of the trainee    |
| <input type="checkbox"/> Changed the teaching session to match some constraint |

Briefly note what you observed.

### Box 7: Tolerance

- |  |
|--|
| <input type="checkbox"/> Was open to the opinions of the trainee |
| <input type="checkbox"/> Seemed comfortable with the trainee     |

Briefly note what you observed.

### Box 8: Commitment

- |  |
|--|
| <input type="checkbox"/> Has improved since my last observation. |
|--|

Briefly note what you observed.

---

Write one thing you think the job coach should work on for future job coaching sessions:

Write one thing you think the job coach did well while coaching this trainee:

## Job Coaching Progress Review

Subject of job coaching:

\_\_\_\_\_

Name of trainee: \_\_\_\_\_

As of today ( \_\_\_\_\_ ), I believe this trainee:

- Has successfully completed this job coaching training.
- Should continue this job coaching training for—

More training	More practice	On this specific task or skill


- Should discontinue this job coaching training.

---

Signature of job coach

Notes on trainee's progress

---

## Job Coaching Trainee Feedback

Subject of job coaching: \_\_\_\_\_

Name of Job Coach: \_\_\_\_\_

Please answer the following questions when you have finished your job coaching and give the form to your supervisor. Your answers will help improve the job-coaching program.

-----  
 1. Check the box that best reflects how often your job coach did the things listed below.

**My Job Coach:**

	Always	Sometimes	Never	Doesn't apply
Checked to see if I understood				
Answered my questions				
Was patient with me				
Let me know he or she wanted me to succeed				
Was positive about the job				
Was prepared to teach my job coaching sessions				
Had a sense of humor				
Shared stories about his or her experiences				
Listened to my concerns about the job				
Explained things at a level I could understand				
Seemed comfortable with me				
Made me feel comfortable				

2. Check all the statements that reflect what you think about your job coaching experience.

**During My Job Coaching Training:**

<input type="checkbox"/>	The information was given to me at about the right speed.
<input type="checkbox"/>	I had enough time to practice my new skills.
<input type="checkbox"/>	Other employees made me nervous.
<input type="checkbox"/>	I understood what I was supposed to learn.
<input type="checkbox"/>	Tools and equipment were always available for my training sessions.
<input type="checkbox"/>	I was comfortable asking questions.
<input type="checkbox"/>	It was OK to make mistakes.
<input type="checkbox"/>	I became confident I could do the job.

3. List three important things you learned about the job or equipment during your job coaching.

## West Fargo Transition Academy Monthly Performance Profile for Trainee

### Work Related Behaviors:

- 0** – Unable to perform skill/task or never performs skill/task
- 1** – Performs skill/task with physical guidance or performs skill/task rarely
- 2** – Performs skill/task with demonstration or verbal cue or performs skill/task occasionally
- 3** – Performs skill/task with verbal cue or performs skill/task some of the time
- 4** – Independently performs skill/task or performs skill/task most of the time

Work Related Behaviors	Date:	Date:
Completes tasks timely	0 1 2 3 4	0 1 2 3 4
Completes tasks accurately	0 1 2 3 4	0 1 2 3 4
Seeks needed assistance/asks questions	0 1 2 3 4	0 1 2 3 4
Displays appropriate appearance	0 1 2 3 4	0 1 2 3 4
Displays appropriate behavior	0 1 2 3 4	0 1 2 3 4
Follows instructions	0 1 2 3 4	0 1 2 3 4
Cooperates and relates to others	0 1 2 3 4	0 1 2 3 4

Notes:

## **West Fargo Transition Academy Job Coach Evaluation**

*Think about your role as a job coach at a particular employment site. Use the following questions as a checklist to reflect on your professional activities and to note any improvements or changes that you plan on making.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Promotes independence in the student when working
  
2. Focused on doing direct job training instead of the job at hand
  
3. Expresses clear expectations and strong modeling for the student
  
4. Works effectively with others:
  - Possesses a genuine interest/aptitude in working with students
  
  - Interacts with students in an appropriate manner
  
5. Other:

## **West Fargo Transition Academy Job Coach Self-Evaluation**

*Think about your role as a job coach at a particular employment site. Use the following questions as a checklist to reflect on your professional activities and to note any improvements or changes that you plan on making.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Do I avoid intervening automatically when the person I support needs assistance?
  
2. Am I too focused on doing the job at hand instead of job training to support the individuals in the workplace?
  
3. Am I expressing clear expectations and strong modeling for the student?
  
4. Works effectively with others:
  - Am I possessing a genuine interest/aptitude in working with students?
  
  - Am I interacting with students in an appropriate manner?
  
5. Other:

## **Unit 3 Characteristics of Student Learners**