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Supported employment: Job coach versus natural support

Mildred Ann Leslie

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SUPPORTED EMPLOYMENT

JOB COACH VERSUS NATURAL SUPPORT

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A Project
Presented to the
Faculty of
California State University,
San Bernardino

_______

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies

_______

by
Mildred Ann Leslie
June, 1995
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ABSTRACT

Statement of the Problem

Students with severe disabilities need support to be successful in the world of work. The support provided may come from an outside person, such as a job coach, or be provided by a co-worker at the job site. The purpose of this study was to provide information on the support provided to persons with severe disabilities and to identify which is more beneficial to the student, job coach or natural (co-worker) support.

Procedure

This project represents a descriptive study of job coach interactions with their students in supported employment. Four job coaches were given a supply of Job Coach Site Visit Cards. They used the cards to collect information on various aspects of the support provided to eight supported employment students with severe disabilities.

Conclusions and Implications

The job coach's use of the Job Coach Site Visit Card proved to be instrumental in helping them see how they facilitated interaction between students and co-workers. The level of interaction increased, friendships were promoted and less support was required of the job coach. The fading process was also aided.
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CHAPTER ONE - INTRODUCTION

Problem Statement

Most studies agree that community employment is the preferred setting for persons with severe disabilities. Persons with severe disabilities include those who have substantial functional limitations in several major life activity areas. Community settings allow for increased income, improved quality of life, and an increased sense of self-respect and individual identity. Transition into employment is a difficult task for persons with severe disabilities. Students with severe disabilities need support to be successful in the world of work. That support may come from an outside person, such as a job coach, or be the natural support provided by a co-worker at the job site. Persons with disabilities continue to encounter resistance in their efforts to integrate into the community, especially in the workforce. The implementation of supported employment has increased the success rate of students with severe disabilities entering the workforce.

Problem Focus

Supported employment is an employment option that enables individuals with severe disabilities to work in an integrated setting within the community. Students with severe disabilities are receiving vocational training during high school, through the use of job coaches, yet are not able to maintain an independent job placement. Once the job
coach fades his/her presence, the students are not able to continue their employment. They have become too dependent on the job coach and natural supports have not been put into place.

**Purpose of the study**

This research study will provide information on the types and amount of support provided to persons with severe disabilities in supported employment settings. This will include support provided by both job coaches and co-workers. The study will also collect information on the types and amount of fading used by the job coaches. It will allow job coaches to monitor their own performance in the provision of support and in fading their presence at the job site.

The long range purpose of this study was to increase knowledge of how students with severe disabilities are supported in the world of work and perhaps to suggest areas where this support could be improved. Integration, normalization and economic independence are the desired end results for community employment of the severely disabled.
CHAPTER TWO - REVIEW OF THE LITERATURE

Introduction

This review of the literature will be a brief look at the concept of supported employment and its implications for persons with disabilities. The job coach role in supported employment will be evaluated as will the role of natural supports. The Review will continue with a synopsis of the major laws affecting supported employment and will include an appendix of definitions which will be helpful in understanding the concept of supported employment.

Supported Employment

Supported employment provides the opportunity for more meaningful and integrated employment of individuals with severe disabilities (Shafer, Rice, Metzler, Haring, 1989). Will's study (cited in Szymanski, Parker, Hanley-Maxwell, & Koch, 1989) describes supported employment as a relatively new rehabilitation service model created to expand employment opportunities for persons with severe disabilities. It was included in Title VII(c), of the Rehabilitation Act Amendments of 1986 for the first time as a major rehabilitation objective. This law defines supported employment as "...competitive work in integrated settings for individuals for whom competitive employment has not traditionally occurred..." services available (but not limited to) provision of skilled job trainers, on-the-job training, job development, follow-up services...[p.8911,
Rusch & Mithaug (1985) (cited in Hanley-Maxwell, 1989) wrote that when provided with appropriate training and management, many individuals with severe disabilities can learn skills that are critical for success in entry-level jobs. Further, Schutz & Rusch (1982) (cited in Hanley-Maxwell, 1989) found that acquisition of such skills indicates that persons with severe disabilities can become productive members of the workforce.

Supported employment was defined by Will (1984) (cited in Bellamy, 1990) as being composed of three program components and criteria: (a) paid employment, (b) integrated settings, and (c) ongoing support as needed by individuals who experience such severe disabilities that they had not traditionally been offered employment services. This concept was further discussed by Wehman et al. (1988) when they wrote that supported employment (a) is paid employment that cannot exist without a regular opportunity to work, (b) is considered integrated when it provides frequent daily social interactions with people without disabilities who are not paid caregivers, and (c) it exists only when ongoing support is provided to persons who require ongoing support. Supported employment involves the coordinated effort of many professionals, for example; rehabilitation counselors, job coaches and special educators (Szymanski, Parker, Hanley-Maxwell, & Koch, 1989).
However, supported employment is not just beneficial to the worker with disabilities. Supported employment providers and business can mutually benefit, by the manner in which support organizations, employees with disabilities and companies interact. There are four developments which address this interaction. First, employment strategies continue to evolve. Constant adjustments in service processes should generate new ideas for providing support. The notion of fostering natural workplace supports (Nisbet & Hagner, 1988) is an example of evolving support strategies. Second, early supported employment efforts provided only minimal involvement for the employer. Failing to involve employers in their conventional roles may restrict the integration and participation of employees with disabilities. Third, company resources present opportunities for support. The socialization rate of new employees can be increased through the use of company training programs, orientation, and buddy systems. Fourth, employers benefit from the skills brought by supported employment developers. Techniques such as environmental analysis, job restructuring and self management training that help disabled persons acquire vocational skills are useable by employers in improving their normal workforce (Rhodes, Sandow, Mank, Buckley, and Albin, 1991).

Many innovative and successful programs have used a variety of strategies nationally including (a) increasing
the employer's investment in the worker with disabilities in terms of a willingness to provide support, (b) increasing the employer's perception of the employee's competence (resulting in a higher tolerance for deviance), (c) increasing the credibility of the worker with disabilities or the program facilitating employment of the worker via the backing or individuals having esteem in the eyes of employers, and/or (d) providing support to the work environment to provide support to the worker with disabilities (McNair, 1991).

The three most commonly used supported employment options are individual placements, enclaves, and work crews. The individual placement consists of a single individual with a disability who works at a community site with support in the form of an employment specialist. Enclaves are made up of no more than eight persons with disabilities working within a regular industry. Supervision and training are usually provided by an employment specialist for an extended period of time. The work crew consists of up to eight individuals who perform specialized contract services such as custodial or groundskeeping services at various sites in the community (Storey and Horner, 1991).

**Job Coaches**

The job title given to the direct service provider in supported employment programs varies across agencies. Included are titles such as job coach, vocational training
specialist, and employment specialist (Winking, Trach, Rusch, and Tines, 1989). Regardless of the title used, this position has been identified as a crucial link between all individuals involved in the supported employment process, including the employer, co-workers, the local rehabilitation agency, and the worker with disabilities (Kregel & Sale, 1988; Rusch, 1986; Wehman & Kregel, 1985; Wehman & Melia, 1985; Winking, DeStefano, & Rush, 1988).

An article by Nisbet & Hagner (1988) examined, among other things, the role of agency sponsored job coaches in supporting employees with severe disabilities. They outlined five key program elements in their job coach model as follows:

1. Support services are provided by an agency staff member, known as a job coach, job trainer, job advocate, employment coordinator, or placement and training specialist.

2. Job coaches analyze the job to be performed. Then they implement systematic instruction and data collection procedures at the work site to teach the required job and related skills.

3. Initially, job coaches remain on site full time with the worker. But, as job tasks are mastered by the supported employee, the job coach gradually begins to fade his or her presence.

4. Job coach functions, other than direct supported
employee training, include (a) establishing rapport with supervisors and co-workers, (b) explaining training techniques and involving supervisors and co-workers in training, (c) explaining the worker's disability, background and behavioral characteristics to co-workers, and (d) encouraging co-workers to socialize with the worker and modeling appropriate ways to do it.

5. Communication with residences, arranging transportation, and other tasks that occur away from the job site may also be the responsibility of job coaches.

Nisbet & Hagner (1988) then outlined some of the problematic features of their job coach model. They found that most problematic has been the moderate rate of job retention for supported employees. Fading the presence of the job coach can also be problematic. Some of the problems associated with fading can be remediated with good staff training and job development, but those problems central to the model are not as easily addressed. Rusch & Menchetti (1981) found that job coach presence may be obtrusive and members of the work organization may systematically behave differently when job coaches are present. This can invalidate the observational data upon which fading decisions are made. Dudley (1983) found that job coaches may call attention to and exaggerate the disability of supported employees and contribute to their stigmatization. And finally, the cost effectiveness of long term support
using a job coach on a one-to-one ratio has been questioned (Shafer, 1986). Nisbet & Hagner (1988) went on to say that perhaps the central difficulty is that the job coach model of supported employment is an extension of principles and techniques developed by disability specialists, largely within special training and rehabilitation environments. These techniques are externally imposed on natural work environments, often based on a very meager and superficial understanding of how those environments function. They recommend an alternative approach which would start with an examination of the social interactions and supports characteristic of natural work environments prior to considering habilitation techniques. They would then design a support system intervention to build upon and augment the natural processes and interactions within the work setting. Natural Supports

Supported employment focuses upon wages, support, and integration among persons with severe disabilities. Federal policy suggests that integration is the key element to supported employment as reported by Chadsey-Rusch & Gonzalez, 1988; Chadsey-Rusch, Gonzalez, Times, & Johnson, 1989; Hughes, Rusch, & Curl, 1990; Likins, Salzburg, Stowitscheck, Lignugaris/Kraft, & Curl, 1989; Nisbet & Hagner, 1988; Rusch, Johnson & Hughes, 1990; Rusch & Minch, 1988; Shafer, 1986 (cited in Rusch, Hughes, Johnson, & Minch, 1991).
Most current services for people with disabilities do not promote the use of natural environments. The official planning vehicles used to determine service provision, the individualized habilitation or service plans (IHPs or ISPs) for adults and the individualized education plans (IEPs) for children, (a) focus on the person's deficits, (b) are primarily designed to fit a person into an existing program, and (c) rely almost completely on professional opinion and decision-making. However, these planning vehicles do not take into account the personal desires and unique needs of the individual, nor do they allow the individual to take the initiative and direct the action affecting his or her life (Mount & Zwernik, 1988). Even when service planning purports to be "individualized" or "client centered," the participation of the individual is so minimal that the language of "choosing" is stretched beyond recognition as found by Hagner & Salamone, 1989 (cited in Nisbet, 1992). In addition, this type of planning focuses not on the ongoing process of improving the quality of life of the person with a disability, but rather on a product, "the plan," which once written, often is forgotten completely until the next annual planning meeting (Nisbet, 1992).

Nisbet (1992) perceived a growing dissatisfaction with the human services delivery system and an emerging understanding of the capacity of typical communities to support individuals with complex needs. The terms used by
Nisbet to refer to this move away from highly professionalized service delivery is natural supports. Callahan (1992) defines natural supports as all the assistance typically available from an employer and other employees that can be used to learn job skills and sustain employment.

Several researchers have argued that co-worker interactions as a result of integrated employment may provide the support needed for these employees to obtain a measure of independence across varying demands and expectations often characteristic of competitive employment as found by Chadsey-Rusch & Gonzalez, 1988; Chadsey-Rusch, Gonzalez, Times, & Johnson, 1989; Hughes, Rusch, & Curl, 1990; Likins, Salzburg, Stowitscheck, Lignugaris/Kraft, & Curl, 1989; Nisbet & Hagner, 1988; Rusch, Johnson & Hughes, 1990; Rusch & Minch, 1988; Shafer, 1986 (cited in Rusch et al. 1991).

Because of their consistent presence in the work environment, investigators have recently begun to examine co-worker relationships in an effort to better understand employees' roles in promoting long-term employment and adjustment on the job (Lagomarcino & Rusch, 1988; Rusch, 1990; Rusch & Minch, 1988; Shafer, 1986; Wehman & Kregel, 1985). The term, co-worker, refers to employees who (a) work in the proximity of a supported employee, (b) perform the same or similar duties as the supported employee, and/or
(c) take breaks or eat meals in the same area as the supported employee (Rusch, Chadsey-Rusch, & Johnson, in press). At least six types of co-worker relationships have been reported in the applied research literature including (a) Co-workers advocating for supported employees (advocating), (b) Co-workers interacting socially with supported employees at the workplace (associating), (c) co-workers interacting socially with supported employees outside of the workplace (befriending), (d) co-workers collecting data on supported employees performance (collecting data), (e) co-workers evaluating supported employees performance (evaluating), and (f) co-workers training supported employees (training) (Rusch et al. 1991).

Although little research on co-worker support of individuals with severe disabilities has been reported, one consistent finding of the studies that have been done has been that supported employees interact regularly with their co-workers without disabilities but have difficulty being included in workplace friendship networks (Hagner, Cotton, Goodall, and Nisbet, 1992). Friendship is a natural support that meets a universal need, but the natural support provided by co-workers does not always translate into friendship. However, without this naturally supported relationship, the likelihood of friendships is diminished (Nisbet, 1992).

Supported employees tended to interact more with other
supported employees and to be more involved in greetings and receiving more commands than their co-workers. Co-workers without disabilities tended to interact more with other co-workers without disabilities, to tease and joke more often, and to be asked for information more often than supported employees as found by Hagner, 1988 (cited in Nisbet, 1992). Further, supported employees who were members of mobile work crews, experienced far less co-worker involvement than their colleagues who were employed in clustered or individual placements. Differences in level of co-worker involvement provided were observed to relate less to level of disability than to type of placement (Rusch, Johnson, & Hughes, 1990).

As a final comment in this section, we must beware of the possible perversions of natural support. Here are some clarifications of common misperceptions about natural support. First, just because its natural doesn't mean it's good. The real world has lots of naturally occurring elements which are harmful and are to be avoided. Second, natural support doesn't mean "place and pray." Dumping someone into an environment to learn by "natural consequences" is not a use of natural supports. Third, people need guidance and assistance in learning to use existing supports within a culture. Utilizing natural supports is not the same as training, fading and supporting generalization of skills to the regular environment. Rather, it means maximizing the use of existing supports.
from the start in job development, placement, and maintenance of employment. Natural support is not necessarily a quicker and cheaper alternative to do supported employment. There is no evidence that developing natural supports will translate to a solution to human service funding problems. The approach at this time is certainly no more costly, and may indeed be more efficient, but there are no data to support that it can mean cheaper placements and bigger caseloads for providers (DiLeo, 1992). However, turning support over to the natural environment may translate into less job coaching per individual which could ultimately result in reduced job coaching costs.

**Historical Perspective on Major Laws Affecting Supported Employment**

Transition evolution can be traced through public policy as reflected in legislation (Swartz, 1991). The purpose of federal special education legislation has been equality. This concept involves more than educational equality in the public schools. It involves full participation in adult life for the handicapped (DeStefano & Snaudaert, 1989). The transition movement was preceded by the work/study movement of the 60's and then the career education movement in the 70's (Halpern, 1992). As this concept became a part of the American mind set, legislation began to address the broader issues associated with transition. One of these issues, supported employment, will
form the focus of this review. Supported employment is a delivery model that has developed over the last 10-12 years as an alternative to the flow-through continuum of vocational and employment services (Simmons & Flexor, 1992). Following is a brief look at some of the more pertinent legislation which forms the foundation for the concept of supported employment.

The Elementary and Secondary Education Act of 1965. P.L. 89-10 formed the basis upon which all subsequent special education legislation was developed. The purpose of this act was to strengthen and improve educational quality and opportunity in the nation's elementary and secondary schools. It included two provisions directed to students who are handicapped; it authorized funding for "specialized instruction and equipment . . . for persons who are handicapped," and it authorized funding for "consultive and technical assistance and services relating to academic subjects and to particular aspects of education such as the education of the handicapped...." (DeStefano & Snauwaert, 1989).

Vocational Rehabilitation Amendments of 1968. P.L. 90-391, this act saw the beginning of training for persons with disabilities for competitive employment. Emphasis was on placement in integrated community settings (Swartz, 1991).

Education of the Handicapped Act (EHA) of 1970. P.L. 91-230: For the first time significant federal funding was
made available to the states to encourage the development of Special Education programs to meet the needs of children with disabilities (Swartz, 1991).

**Education of all Handicapped Children Act of 1975.**
P.L. 94-142 established a free, appropriate education as a right for all children with handicaps. It also provided funding to the states for special education. A key provision of this law was the Individualized Education Program (IEP), which paved the way for the provision of transition services. This law targeted the 18-21 age group for the provision of services (Swartz, 1991).

**Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978.** P.L. 95-602 focused on preparation for employment plus affirmative action for enlarging opportunities for competitive employment for individuals with disabilities. Authorized the use of funds to provide a variety of support mechanisms that allowed transition programs to be started (Swartz, 1991).

**Job Training Partnership Act of 1982.** P.L. 97-300 made incentives available to employers to accommodate persons with disabilities in community based employment settings (Swartz, 1991). In 1987-88, 46,350 adults with handicaps and 47,740 youths with handicaps were served under this law (Wright, 1990).


EHA Amendments of 1986. P.L. 99-457 recognized that transition was a theme of programming throughout a child's school career even though its purpose was transition to the adult world (Swartz, 1991).


Rehabilitation Act Amendments of 1986. P.L. 99-506 provided for the use of supported employment as an acceptable outcome for vocational rehabilitation. (Swartz, 1991). Expanded Supported Employment to include individuals who had not previously been served in programs that offered ongoing support (Bellamy, 1990).
Individuals with Disabilities Education Act of 1990. P.L. 101-476 promotes movement from school to post-school activities including supported employment. Programs are expanded to address the development of job skills for transition to the workplace (Swartz, 1991). Required that a statement of needed transition services be included in the individuals IEP by age 16, age 14 if appropriate.

Americans with Disabilities Act of 1990. P.L. 101-336 bars job discrimination against those with physical or mental disabilities (Swartz, 1991). This is important to supported employment because it tends to insure the acceptability of individuals with disabilities into societies work force.

Rehabilitation Act Amendments of 1992. P.L. 102-569 made substantial adjustments in the principles, purpose, process, and outcomes of the Rehabilitation Program to support persons across the full range of type and extent of disability to attain and maintain employment outcomes appropriate to their interests and abilities (Revell, 1993). This law, together with ADA and IDEA provide comprehensive guidance to rehabilitation, education and industry in providing support to persons with disabilities.

The focus on transition represents an important milestone in the history of efforts to serve people with disabilities. Past efforts were basically designed to guarantee access. Current efforts focus on the outcomes of
Special Education. Do our efforts result in the successful integration of individuals with disabilities into the adult world (Swartz, 1991)? The future success of the employment for persons with developmental disabilities rests squarely on the supported employment movement (Simmons & Flexor, 1992).

Summary

It is appropriate to conclude the review with a restatement of the guiding principles for public policy on natural supports as stated by Gerry and Mirsky (1992).

1. Services for people with disabilities should be based on the needs and wishes of the individuals themselves and, as appropriate, their families.

2. Services for people with disabilities must be inclusive to empower consumers and flexible to reflect the differing and changing needs of people with disabilities.

3. Every person with a disability must have a real opportunity to engage in productive employment.

4. Public and private collaborations must be fostered to ensure that people with disabilities have the opportunities and choices that are to be available to all Americans.

5. Social inclusion of people with disabilities in their neighborhoods, and communities must be a major focus of the overall effort.

Supported employment is much more than a job. In many ways, supported employment personifies a national civil
rights movement on the part of people with severe disabilities who have been excluded, devalued, and disenfranchised on the basis of their perceived lack of vocational competence. Supported employment represents serious social change (Wehman, Kregel, & Shafer, 1989).
CHAPTER THREE - METHODOLOGY

Research Questions

The survey data analysis will address the following research questions:

1. What types of support are provided by the Job Coach?

2. What types of support are provided by the co-worker?

3. How do job coaches fade the support they provide?

Sampling

This is a descriptive survey of job coaches in a vocational training program for students with severe disabilities. The students range in age from 18 to 22 years, and are currently in the public school system. Surveys were completed by four job coaches (see Table 1).

Table 1

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Education</th>
<th>Job Coach Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>46</td>
<td>A.A.</td>
<td>4 Years</td>
</tr>
<tr>
<td>M</td>
<td>45</td>
<td>M.A.</td>
<td>7 Years</td>
</tr>
<tr>
<td>F</td>
<td>21</td>
<td>H.S.</td>
<td>3 Mos</td>
</tr>
<tr>
<td>M</td>
<td>26</td>
<td>B.E.</td>
<td>5 Years</td>
</tr>
</tbody>
</table>

two male and two female. Ages range from 21 years to 45
years. Educational backgrounds differed, one had completed High School, the second had an Associate's Degree, the third possessed a Bachelor's Degree and the fourth has a Master's degree. Their experience ranged from three months to seven years. Hours worked per day ranged from three to seven.

Eight students (see Table 2), four males and four females received coaching support provided from the four job coaches. Student ages ranged from 18 years, 3 months, to 21 years, 4 months. Their reading grade level was first to fifth grade. Math grade level ranged from kindergarten to fourth grade. Their IQ's ranged from 40 to 74.

---

**Supported Employee Characteristics**

<table>
<thead>
<tr>
<th>SEX</th>
<th>ETHNICITY</th>
<th>AGE</th>
<th>IQ</th>
<th>READ</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Indian</td>
<td>21 yrs 4 mos</td>
<td>40</td>
<td>1st</td>
<td>K</td>
</tr>
<tr>
<td>M</td>
<td>White</td>
<td>21 yrs 1 mo</td>
<td>42</td>
<td>2nd</td>
<td>2nd</td>
</tr>
<tr>
<td>F</td>
<td>White</td>
<td>20 yrs 11 mos</td>
<td>67</td>
<td>5th</td>
<td>3rd</td>
</tr>
<tr>
<td>F</td>
<td>White</td>
<td>19 yrs 8 mos</td>
<td>57</td>
<td>1st</td>
<td>K</td>
</tr>
<tr>
<td>M</td>
<td>White</td>
<td>18 yrs 9 mos</td>
<td>71</td>
<td>2nd</td>
<td>4th</td>
</tr>
<tr>
<td>M</td>
<td>White</td>
<td>18 yrs 6 mos</td>
<td>74</td>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>F</td>
<td>Black</td>
<td>18 yrs 5 mos</td>
<td>61</td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>F</td>
<td>Black</td>
<td>18 yrs 3 mos</td>
<td>60</td>
<td>4th</td>
<td>2nd</td>
</tr>
</tbody>
</table>

fourth grade. Their IQ's ranged from 40 to 74.
**Instrument**

The data collection instrument for this research was a "Job Coach Site Visit Card" developed by J. McNair, P. Nevils, C. Gentile, A. Vessey & N. Muni at California State University, San Bernardino, California (see Appendix B). This survey instrument contained sections for identification of the specific evaluation being accomplished, a section providing information on type of support provided during the session, and a section eliciting information on how the job coach was fading his/her presence. Each job coach was given a copy of a pamphlet containing a description of the Job Coach Site Visit Card with instructions on its completion. Additionally, each job coach received training on Job Coach Site Visit Card completion. The researcher also visited the job site and observed each job coach at least three times during the study period. The researcher made no contact with the job coaches during the visits. The researcher completed Job Coach Site Visit Cards based on observation of job coach provided support during these visits and compared results with the cards turned in by the job coach covering the same session.

**Protection of Human Subjects**

The human subjects selected for this study had their confidentiality and anonymity protected at all times. The survey instrument utilized unique identifiers for each of
the job coaches surveyed. Identities are accessible only to the researcher.
CHAPTER FOUR - RESULTS

Data Analysis

The analysis utilized data obtained from completed Job Site Visit Cards (see Appendix B). Four Job Coaches completed a Job Site Visit Card each time they were with a student at a work site. Participation was 100% with 86 Job Site Visit Cards completed and returned. Data was analyzed using SPSS, Release 4.0 for Macintosh.

Four worksites were included in this research. Types of work performed were Restaurant Cleaning, Janitorial, Stock Preparation, Dishroom and Busboy.

Analysis of completed Job Coach Site Visit Cards revealed the following target population placements: 2.3% in an individual placement, 68.6% in a clustered enclave and 29.1% in a dispersed enclave.

Job coach time spent on the worksite with the student varied from zero to 210 minutes (3.5 hours) with a mean of 113.6 minutes. Time spent directly interacting with the student ranged from zero to 120 minutes (2 hours). The mean was 31.6 minutes. Time spent evaluating the target student varied from zero to 100 minutes with a mean time of 19.5 minutes.

Type of support provided, as recorded on the Job Coach Site Visit Card, is found in Table 3.
Table 3

Type Support Provided

<table>
<thead>
<tr>
<th>Job Coach</th>
<th>Co-worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.9% Training target employee on social skills</td>
<td>0.0%</td>
</tr>
<tr>
<td>79.1% Training target employee on specific job skills</td>
<td>5.0%</td>
</tr>
<tr>
<td>31.4% Training target employee on pre-employment skills</td>
<td>0.0%</td>
</tr>
<tr>
<td>Providing information to the employee with disabilities</td>
<td></td>
</tr>
<tr>
<td>19.8%</td>
<td>23.3%</td>
</tr>
<tr>
<td>23.3% Advocating with co-workers/supervisors</td>
<td>2.3%</td>
</tr>
<tr>
<td>83.7% Evaluating target employee performance</td>
<td>0.0%</td>
</tr>
<tr>
<td>18.6% Providing information to co-workers</td>
<td>0.0%</td>
</tr>
<tr>
<td>11.6% Facilitating advocating by co-workers</td>
<td>0.0%</td>
</tr>
<tr>
<td>19.8% Facilitating associations with co-workers</td>
<td>0.0%</td>
</tr>
<tr>
<td>14.0% Facilitating training by co-workers</td>
<td>1.2%</td>
</tr>
<tr>
<td>Facilitating provision of information by co-workers</td>
<td></td>
</tr>
<tr>
<td>19.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>0.0% Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Analysis of responses on ways used by the job coaches in fading his/her presence is found in table 4.

Discussion

Accomplishment of this research project proved to be very enlightening to the researcher and the Job Coaches.

26
Table 4
Fading Methods Used

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using less intrusive instruction</td>
<td>80.0%</td>
</tr>
<tr>
<td>Decreasing amount of time in direct interaction with target employee</td>
<td>82.6%</td>
</tr>
<tr>
<td>Decreasing amount of time in target employee's immediate area</td>
<td>55.8%</td>
</tr>
<tr>
<td>Decreasing amount of time present on the work site</td>
<td>24.4%</td>
</tr>
<tr>
<td>Decreasing number of periodic, on the work site checks</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

The Job Coach Site Visit Card performed a dual role, that of an instrument for gathering data and that of a learning tool. Its use helped to make all involved more aware of their role in the supported employee process and helped define expected behaviors and results.

Job Coaches recorded varying amounts of involvement in all support areas on the Job Coach Site Visit Card. Results, ranked by frequency of occurrence, are listed in Table 5.

Co-worker involvement/support, as recorded by the Job Coach, was evident in only four areas. Results, ranked by frequency of occurrence, are listed in Table 6.
Table 5

**Job Coach Provided Support**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating target employee performance</td>
<td>83.7%</td>
</tr>
<tr>
<td>Training target employee on specific job skills</td>
<td>79.1%</td>
</tr>
<tr>
<td>Training target employee on pre-employment skills</td>
<td>31.4%</td>
</tr>
<tr>
<td>Training target employee on social skills</td>
<td>27.9%</td>
</tr>
<tr>
<td>Advocating with co-workers/supervisors</td>
<td>23.3%</td>
</tr>
<tr>
<td>Providing info to the employee with disabilities</td>
<td>19.8%</td>
</tr>
<tr>
<td>Facilitating associations with co-workers</td>
<td>19.8%</td>
</tr>
<tr>
<td>Facilitating provision of information by co-workers</td>
<td>19.8%</td>
</tr>
<tr>
<td>Providing information to co-workers</td>
<td>18.6%</td>
</tr>
<tr>
<td>Facilitating training by co-workers</td>
<td>14.0%</td>
</tr>
<tr>
<td>Facilitating advocating by co-workers</td>
<td>11.6%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

What is significant here is that only 29.1 percent of returned cards indicated any co-worker involvement, 70.9 percent of cards indicated no co-worker involvement at all. The lack of co-worker involvement can be explained, in part, by the nature of the supported job. A majority of the supported employees in this study were placed at two of the job sites as part of a clustered enclave. The majority of the work was performed prior to the arrival of the regular work force. There were a couple of co-workers setting up for the day in a kitchen while the supported employees
Table 6

Co-Worker Provided Support

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing information to employee with disabilities</td>
<td>72.0%</td>
</tr>
<tr>
<td>Training target employee on specific job skills</td>
<td>16.0%</td>
</tr>
<tr>
<td>Advocating with co-worker/supervisors</td>
<td>8.0%</td>
</tr>
<tr>
<td>Facilitating training by co-workers</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

worked in the dining area. Two of the supported employees in these enclaves are very severely involved and require constant supervision and assistance. Because of the nature of the work and the disabilities involved, there was not much opportunity for co-worker interaction. Most of the co-worker involvement that did occur was at the other two job sites which were serviced with dispersed enclaves. A dispersed enclave allows the supported employee much more freedom and independence on the job site. Job Coaches reported that prior to their use of the Job Coach Site Visit Card, they relayed all instructions from co-workers to the supported employee. The supported employee brought all questions to the Job Coach. Use of the card, as reported by the Job Coaches, increased their level of awareness and caused them to facilitate more direct communication between co-workers and supported employees. This resulted in an increase in the level of natural support, as revealed in the analysis, in the form of "co-worker provided information"
and some "co-worker provided training." Of returned cards that indicated co-worker involvement (29.1 percent), 72.0 percent indicated that the co-worker was providing information to the supported employee and 16 percent indicated that the co-worker was providing training on specific job skills. There was also some "Advocating with co-workers/supervisors" (8 percent) and "Facilitating training by co-workers" (4 percent). Co-worker involvement could be improved by providing additional training in these areas for both the Job Coach and the co-worker when a disabled student is placed in a supported employment setting.

Job Coaches initially thought they were responsible for all training and evaluations. Job Coaches relayed all employer requirements to the supported employee. The Job Coach Site Visit Card helped make them aware of the co-worker's role in this process. Co-workers told the Job Coaches that they did not feel comfortable evaluating the supported employee. They were concerned that they would hurt a supported employee's feelings if they had to correct a poorly performed task or inappropriate behavior. This again points out a need for additional training for both Job Coaches and co-workers.

Fading methods used by Job Coaches ranked by frequency of occurrence are listed in table 7.
Table 7

Fading Methods Ranked by Frequency of Use

<table>
<thead>
<tr>
<th>Fading Method</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreasing amount of time in direct interaction with target employee</td>
<td>32.0%</td>
</tr>
<tr>
<td>Using less intrusive instruction</td>
<td>31.0%</td>
</tr>
<tr>
<td>Decreasing time in target employee's immediate area</td>
<td>21.0%</td>
</tr>
<tr>
<td>Decreasing amount of time present on the work site</td>
<td>9.0%</td>
</tr>
<tr>
<td>Decreasing number of periodic, on work site checks</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

Job Coaches reduced their direct interaction with supported employees as the most prevalent means of fading their presence. Using less intrusive instruction and decreasing amount of time in target employees immediate area were also used often. The last two fading methods were rated relatively low because the supported employees in this study are severely disabled. Two require constant supervision, and most will probably not be able to function entirely on their own. For this population, co-worker involvement is extremely important if the employee is to ever gain a measure of independence. Additional training is needed to help Job Coaches increase their knowledge of the role co-workers have in assimilating the supported employee into the workplace. Training should also be offered to co-workers at supported sites to help them understand the nature of the disabilities they will be working with and
their role in this process. This would also serve to help them overcome their reluctance to evaluating and assisting with training of supported employees.

Use of the Job Coach Site Visit Card proved to be a valuable instrument to the Job Coaches. It really helped them structure their activities at the job site. All Job Coaches saw the beginning and subsequent increase in social interactions between co-workers and the supported employee. Job Coaches reported instances where co-workers began inviting supported employees, while on break, to sit with them and then the co-workers made sure that the supported employee returned to the job at the proper time.

For students with severe disabilities, supported employment and careful planning for transition into the world of work provides an opportunity for them to live and work successfully as productive and contributing members of their community. This research project pointed out a need for further research in the area of natural supports and their effect on long term employment.
APPENDIX A - DEFINITIONS

Advocacy: The process of representing the rights and interests of an individual group in order to achieve the rights to which that individual group is entitled; to obtain needed services, to bring about changes (California State Council on Developmental Disabilities, 1992).


Cerebral Palsy: A disability resulting from damage to the brain before or during birth, often characterized by awkward or involuntary movements, poor balance, irregular walk, poor motor coordination and speech disturbances (California State Council on Developmental Disabilities, 1992).

Developmental Disability: Federal Definition; A developmental disability, as specified in federal Public Law 100-146 "means a severe, chronic disability of a person which:
1) is attributable to a mental or physical impairment or combination of mental and physical impairments;
2) is manifested before the person attains age twenty-two;
3) is likely to continue indefinitely;
4) results in substantial functional limitations in three
or more of the following areas of major life activity:

a. self care,
b. receptive and expressive language,
c. learning
d. mobility
e. self-direction
f. capability for independent living, and
g. economic self-sufficiency; and

5) reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services that are of lifelong extended duration and are individually planned and coordinated." [42 USC 6001(5)].

Developmental Disability: California Definition;

Under the state definition, a developmental disability "means a disability which originates before an individual attains age 18, continues, or can be expected to continue, indefinitely, and constitutes a substantial handicap for such individual...this term shall include mental retardation, cerebral palsy, epilepsy, and autism. This term shall also include handicapping conditions found to be closely related to mental retardation or to require treatment but shall not include other handicapping conditions that are solely physical in nature." [Welfare and Institutions Code Section 4512(a)]

Developmental Disability: Any mental and/or physical
disability that has an onset before age 22 and may continue indefinitely. It can limit major life activities. Term includes individuals with mental retardation, cerebral palsy, autism, epilepsy (and other seizure disorders), sensory impairments, congenital disabilities, traumatic accidents, or conditions caused by disease (polio, muscular dystrophy, etc.), (The Research & Training Center on Independent Living, 1990).

**Disability:** A physical or mental condition which limits, or will limit if not corrected, a person's functioning (California State Council on Developmental Disabilities, 1992).

**Disability:** General term used for a functional limitation that interferes with a person's ability, for example, to walk, lift, hear, or learn. It may refer to a physical, sensory, or mental condition. Use as descriptive noun or adjective, such as persons who are mentally and physically disabled or man with a disability. Impairment refers to loss or abnormality of an organ or body mechanism, which may result in disability, (The Research & Training Center on Independent Living, 1990).

**Employment Development Department (EDD):** A state agency which provides services related to employment such as job exchange for job seekers and employers, unemployment compensation tax collection and accounting functions for unemployment insurance and assisting welfare recipients and

**Epilepsy:** A symptom of a disorder of the central nervous system characterized by abnormal electrical-chemical discharge in the brain, (California State Council on Developmental Disabilities, 1992).

**Habilitation:** The process which individuals are assisted in acquiring and maintaining skills which enable them to cope more effectively with their personal needs and the circumstances of their environments, and to strive to reach their full physical, mental and social potential, (California State Council on Developmental Disabilities, 1992).

**Habilitation Services:** One of the two primary programs within the Department of Rehabilitation, the Habilitation Services program serves individuals through work activity programs and sheltered workshops, with an emphasis on developing skills for everyday living and self-care, (California State Council on Developmental Disabilities, 1992).

**Handicap:** Not a synonym for disability. Describes a condition or barrier imposed by society, the environment, or by one's own self. Handicap can be used when citing laws and situations but should not be used to describe a disability. Say the stairs are a handicap for her, (The

**Job Coach:** An individual providing ongoing support services to the target employee throughout each step of the employment process including job survey and development, job match, job placement, job maintenance, and job related services and interagency collaborations as defined by Rusch, Hughes & McNair (cited in McNair, 1991).

**Job Site Training:** A component of supported employment services which involves direct and systematic instruction of job tasks and related vocational skills provided by a job trainer to a worker who is disabled at a competitive job site, (California State Council on Developmental Disabilities, 1992).

**Mental Disability:** The Federal Rehabilitation Act (Section 504) lists four categories under mental disability: psychiatric disability, retardation, learning disability, and (physical) head trauma. Use these four terms for specific instances; otherwise, "mental disability" or "cognitive impairment" is acceptable, (The Research & Training Center on Independent Living, 1990).

**Non Disabled:** Appropriate term for people without disabilities. Normal, able-bodied, healthy, or whole are inappropriate, (The Research & Training Center on Independent Living, 1990).

**Seizure:** Describes an involuntary muscular contraction, a brief impairment or loss of consciousness,
etc. resulting from a neurological condition, such as epilepsy. Rather than epileptic, say girl with epilepsy or boy with a seizure disorder. The term convulsion should only be used for seizures involving contraction of the entire body (The Research & Training Center on Independent Living, 1990).

Severely Handicapped. Individuals whose disability results in substantial limitations in several areas of functioning (California State Council on Developmental Disabilities, 1992).

Supplemental Security Insurance (SSI): Federally funded program providing financial assistance to persons who are aged, blind, or disabled (California State Council on Developmental Disabilities, 1992).

Supported Employment: Paid employment which (a) is for persons with disabilities for whom competitive employment at or above the minimum wage is unlikely and who because of their disabilities need ongoing support to perform in a work setting, b) is conducted in a variety of settings, particularly work sites in which persons without disabilities are employed, and c) is supported by any activity needed to sustain paid work by persons with disabilities, including supervision training, and transportation, Federal Register, 1987 (cited in McNair, 1991).
Supported Employment (Supported Work): Job placements with on-going support services (e.g., job coaches) which assist individuals to be successful in work settings (California State Council on Developmental Disabilities, 1992).

Support Services: Those services designed to meet the total needs of the individual which are not traditionally met in a residential or day program (e.g., physical, speech, occupational therapy) (California State Council on Developmental Disabilities, 1992).

Transition: An education process and/or plan designed to help students move from school to employment and a quality adult life (California State Council on Developmental Disabilities, 1992).

Vendor: Any person or organization approved by an agency to provide services to people with developmental disabilities in exchange for payment from that agency (California State Council on Developmental Disabilities, 1992).
APPENDIX B - PROJECT MATERIALS

Job Coach Site Visit Card

Date_______Job Coach ID_______Target Employee ID_______

Work Site________________________Type of Job________________________

1. Type of Placement (circle one) Individual, Clustered
   Enclave, Dispersed Enclave, Other______________________________

2. What was the specific time you spent today on this
   worksite? From ___:____ To___:____ (____hrs____min)

3. How much time did you spend directly interacting with
   the target employee? (____hrs____min)

4. How much time did you spend evaluating the target
   employee? (____hrs____min)

5. Below, Mark with an "X" the type of support you provided
   as job coach and mark with another "X" the support provided
   by co-workers or others in the worksite (mark all that
   apply).

<table>
<thead>
<tr>
<th>Job Coach</th>
<th>Co-worker/others</th>
</tr>
</thead>
<tbody>
<tr>
<td>_  Training target employee on</td>
<td>_  Training target employee on specific job skills</td>
</tr>
<tr>
<td>social skills</td>
<td>_  Training target employee on pre-employment skills</td>
</tr>
<tr>
<td>_  Providing information to the</td>
<td>_  Providing information to the employee with</td>
</tr>
<tr>
<td>employee with disabilities</td>
<td>disabilities</td>
</tr>
<tr>
<td>_  Advocating with co-workers/supervisors</td>
<td>_  Evaluating target employee performance</td>
</tr>
<tr>
<td>_  Providing information to co-workers</td>
<td>_  Facilitating advocating by co-workers</td>
</tr>
</tbody>
</table>

40
Facilitating associations with co-workers
Facilitating training by co-workers
Facilitating provision of information by co-workers
Other
Other

6. In which of the following ways are you currently fading your presence?
Using less intrusive instruction (less intrusive prompting, thinning reinforcement, etc.)
Decreasing amount of time in direct interaction with target employee
Decreasing amount of time in target employee's immediate area
Decreasing amount of time present on the work site
Decreasing number of periodic, on the work site, checks
Job Coach Site Visit Card Description

Overview

The Job Coach Site Visit card is used to both assist agencies in collecting information on aspects of the support they provide in supported employment programs, and to help job coaches to monitor their own performance in the provision of support.

The instrument is based upon work by Rusch (Rusch, Hughes & McNair, 1988), and McNair (McNair, 1989; McNair & Rusch, 1991) relative to workplace support. It is useful in providing a baseline from which support services can be evaluated, in focusing support providers on the contribution of indigenous support, and in awareness of fading of support services when appropriate.

Description of Card Items

Date: In this space put the date you visited the target employee.

Job Coach ID: In this space put your initials.

Target Employee ID: In this space put the target employee identification number. This could be a social security number or some other type of identification.

Work Site: In this space put the name of the place where the student works.

Type of Job: In this space put the type of job the student is doing. Examples of job types are: dishwasher, bus boy, custodian, lawn keeper, etc.
Type of Placement: Circle the type of supported employment placement in which the student is working. An individual placement is a situation where one individual with a disability works in a setting typically without other workers with disabilities (Rusch, Trach, Winking, Tines, & Schutz, 1987). An enclave is a situation where several employees work in a single location. Target employees can work as a group in a clustered enclave situation or can be placed individually throughout a business in a dispersed enclave situation (Rusch et al., 1987).

How much time did you spend on this worksite today?
From:____:____ To:____:____ (___hrs___min).
In these spaces, first put the specific time you spent on the worksite. For example, From 1:20 to 3:45 if the job coach has spent that time on the job site. The job coach should then determine how much time that is altogether. So, from 1:20 to 3:45 is 2 hrs and 25 min which then should be placed in the space with parentheses.

How much time did you spend directly interacting with the target employee? (___hrs___min)
For this question, calculate approximately how much time you spent directly interacting with the target employee. By "directly interacting" we mean, time you spent a) talking with the target employee, b) providing instruction to the target employee, c) prompting the target employee, and/or d) praising or rewarding the target employee. Indicate how
many hours and how many minutes you spent directly interacting with the target employee on the space provided. How much time did you spend evaluating the target employee? (___hrs___min)

For this question calculate approximately how much time you spent evaluating the target employee. A distinction was made between directly interacting and evaluating because you may not be directly interacting when you are evaluating.

Indicate how many hours and how many minutes you spent evaluating the target employee on the space provided.

Mark with an "X" the type of support you provided as job coach and mark with another "X" the support provided by co-workers or others in the worksite (mark all that apply):

<table>
<thead>
<tr>
<th>Job Coach</th>
<th>Co-worker/others</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Training target employee on social skills</td>
<td>___</td>
</tr>
<tr>
<td>___ Training target employee on specific job skills</td>
<td>___</td>
</tr>
<tr>
<td>___ Training target employee on pre-employment skills</td>
<td>___</td>
</tr>
<tr>
<td>___ Providing info. to the emp. with disabilities</td>
<td>___</td>
</tr>
<tr>
<td>___ Advocating with co-workers/supervisors</td>
<td>___</td>
</tr>
<tr>
<td>___ Evaluating target employee performance</td>
<td>___</td>
</tr>
<tr>
<td>___ Providing information to co-workers</td>
<td>___</td>
</tr>
<tr>
<td>___ Facilitating advocating by co-workers</td>
<td>___</td>
</tr>
<tr>
<td>___ Facilitating associations with co-workers</td>
<td>___</td>
</tr>
<tr>
<td>___ Facilitating training by co-workers</td>
<td>___</td>
</tr>
<tr>
<td>___ Facilitating provision of info. by co-workers</td>
<td>___</td>
</tr>
<tr>
<td>___ Other</td>
<td>___________________________</td>
</tr>
</tbody>
</table>
We will take each of the above and discuss them separately.

**Training target employee on social skills.**

This support type relates to identified training needed in a specific social skill area. For example, a worker may need specific training in how to respond to greetings by co-workers. A program for providing that training would therefore be developed and carried out regularly. Additionally, progress is being monitored on an ongoing basis. If the job coach is providing this Training, an "x" should be made by this item under the heading of "Job Coach," and if the co-worker or others in the employment setting are providing this training, then an "x" should be placed under the heading of "Co-worker/others."

**Training target employee on specific job skills**

This support type relates to identified training needed for a specific job skill area. For example, a worker may need specific training in how to use a carpet scrubber. A program for providing that training would be developed and is being carried out regularly. Additionally, progress is monitored on an ongoing basis. If the job coach is providing this training, an "X" should be made by this item under the heading of "Job Coach," and if the co-worker or others in the employment setting are providing this training, then an "x" should be placed under the heading of "Co-worker/others."
Training target employee on pre-employment skills

This support type relates to identified training needed in a specific "pre-employment" skill area. By "pre-employment skills" we mean basic, generic work skills necessary across job environments. These skills include, asking for more work when current job is completed, asking questions if an instruction is not understood, responding to commands that need an immediate response, looking busy when work for the day has been completed, etc. By way of example, a worker may need specific training in reporting to work on time, another example of a "pre-employment skill." A program would therefore be developed for providing this training and carried out regularly. Additionally, progress is being monitored on an ongoing basis. If the job coach is providing this training, an "X" should be made by this item under the heading of "Job Coach," and if the co-worker or others in the employment setting are providing this training, then an "x" should be placed under the heading of "Co-worker/others."

Providing information to the employee with disabilities

Providing information is distinguished from training in that training is programmed planned input on a regular basis. Also, worker performance on training is monitored on an ongoing basis. Providing information, however, means giving information to a worker on a variety of topics only as needed. For example, someone may tell the target employee
not to spit in the water fountain, or to occasionally to slow down level of production because of a lack of materials, or to use a tool in a slightly different manner. In each of these cases, information was provided to the target employee to guide their performance, but systematic training was not provided and performance was not monitored as would be the case in training. If the job coach is providing information, an "x" should be made by this item under the heading of "Job Coach," and if the co-worker or others in the employment setting are providing information, then an "x" should be placed under the heading of "Co-worker/others."

Advocating with co-workers/supervisors

Advocating can be defined as optimizing, backing and supporting a worker's employment status. Optimizing means encouraging a supervisor to assign high-status and relevant tasks to the target employee. Backing refers to supporting a target employee's rights, for example, by attempting to prevent practical jokes aimed at the target employee. It also includes speaking up for the target employee or offering explanations during differences of opinion. Supporting means providing emotional support to the target employee in the form of association, friendship, etc. (Rusch, Hughes, & McNair, 1988). If the job coach is acting as an advocate, an "x" should be made by this item under the heading of "Job Coach," and if the co-worker or others in
the employment setting are acting as advocates, then an "x" should be placed under the heading of "Co-worker/others."

**Evaluating target employee performance**

Evaluating entails making judgments about the target employees performance which in some way will impact him. This impact may be felt by the target employee in the form of increased or decreased training, an increase or decrease in job tasks, and promotion or lack thereof. Evaluation might also relate to the justification of the payment of subminimum wages, or that subminimum wages are no longer appropriate. If the job coach is evaluating, an "x" should be made by this item under the heading of "Job Coach," and if the co-worker or others in the employment setting are evaluating, then an "x" should be placed under the heading of "Co-worker/others."

**Providing information to co-workers**

In most cases, job coaches or co-workers/others will not be providing training to co-workers in the job site about people with disabilities, supported employment programs, etc. However, it is highly likely that job coaches or co-workers/others may be providing a variety of information (as defined above) to co-workers about persons with disabilities or supported employment programs. This type of information is a form of providing support and was therefore included. If the job coach is providing this information, an "x" should be made by this item under the heading of "Job
Coach," and if the co-worker or others in the employment setting are providing this information, then an "x" should be placed under the heading of "Co-worker/others."

**Facilitating advocating by co-workers**

Advocacy as defined above includes optimizing, backing and supporting. Facilitating means encouraging or assisting others to do something. If the job coach is facilitating advocating, an "x" should be made by this item under the heading of "Job Coach," and if the co-worker or others in the employment setting are facilitating, then an "x" should be placed under the heading of "Co-worker/others."

**Facilitating associations with co-workers**

Associations are interactions between workers in the workplace and the worker with disabilities. Interactions may be talking, waving, gesturing, smiling, or other ways of interacting. Facilitating means encouraging or assisting others to do something. If the job coach is facilitating associations, an "x" should be made by this item under the heading of "Job Coach," and if the co-worker or others in the employment setting are facilitating associations, then an "x" should be placed under the heading of "Co-worker/others."

**Facilitating training by co-workers**

As stated above, this support type relates to identified training needed in a specific skill area. A program for providing training is one that has been developed to address
a specific skill and is being carried out regularly. Facilitating means encouraging or assisting others to do something. If the job coach is facilitating training, an "x" should be made by this item under the heading of "Job Coach," and if the co-worker or others in the employment setting are facilitating training, then an "x" should be placed under the heading of "Co-worker/others."

**Facilitating provision of information by co-workers**
Providing information is distinguished from training in that training is programmed, planned instruction provided on a regular basis. Also, worker performance on training is monitored on an ongoing basis. Providing information, however, means giving information to a worker on a variety of topics only as needed. If the job coach is facilitating information provision, an "x" should be made by this item under the heading of "Job Coach," and if the co-worker or others in the employment setting are facilitating information provision, then an "x" should be placed under the heading of "Co-worker/others."

**Other**
If there are other types of support provided by the job coach or co-worker/others, please check that space and indicate the type of support provided on the space.

**In which of the following ways are you currently fading your presence?**

_____Using less intrusive instruction (less intrusive
prompting, thinning reinforcement, etc.)

- Decreasing amount of time in direct interaction with target employee
- Decreasing amount of time in target employee's immediate area
- Decreasing amount of time present on the work site
- Decreasing number of periodic, on the work site, checks

Job coaches are not natural members of a work site. They are an intrusion to some degree, independent of how skilled they are. This is only because most individuals without handicaps do not need job coaches in order to gain and maintain employment. So, because we want employees with disabilities to be treated as much as possible like individuals without disabilities, we only want to involve job coaches in supported employment to minimum extent needed by the target employee. For this reason, job coaches should always be looking toward fading their presence as appropriate. In considering a fading process, it is important to remember that we are working in supported employment, which by definition includes the concept of ongoing support. Therefore, the job coach may never be able to totally fade her presence from some settings. At the same time however, all that needs to be provided in an ongoing manner is support. Who provides the support is a different issue. So when fading support, on the one hand we are looking to increase target employee competence, while on
the other hand we are looking to the employment environment
to be responsible for providing support in areas needed by
the target employee. With this in mind, let’s consider each
of the above strategies for fading a job coach’s presence
from the workplace.

Using less intrusive instruction (less intrusive prompting,
thinning reinforcement, etc.)

First, a job coach may use a less intrusive form of
instruction. Clearly with some employees, training
strategies needed are different than those typically used to
train employees without disabilities. As a target employee
becomes more competent training strategies should more and
more look like those used for employees without
disabilities. That is, hand over hand prompting should be
replaced with talking a target employee through a task.
Additionally, constant verbal praise should be replaced by
verbal praise being provided only every so often
(intermittently). In these ways the job coach is fading her
presence although still interacting directly with the
employee with disabilities.

Decreasing amount of time in direct interaction with target
employee

As a target employee becomes more competent, the amount of
time spent in direct interaction with him should be
decreased. The job coach is still in the target employees
presence, but her interactions with him are decreased.
Decreasing amount of time in target employee's immediate area

As a target employee becomes more competent, the amount of time spent in the target employee's immediate area should be decreased. The job coach is still present on the worksite, however, is in a different room, or different part of the work area away from the employee with disabilities.

Decreasing amount of time present on the work site

As a target employee becomes even more competent and independent, the amount of time spent at the workplace should be decreased. The job coach still makes brief visits, but just for short periods.

Decreasing number of periodic, on the work site, checks

Finally, with ongoing independent performance, periodic checks can be decreased.

References


REFERENCES


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