

## **JOB COACH STANDARDS OF PRACTICE**

### **I. ACCOUNTABILITY:** *A Job Coach will:*

- A. Assist student success in community work activities for the purpose of providing paid and unpaid work experience and training towards job placement or training after high school.
- B. Maintain a positive working relationship with community or school district employer.
- C. Maintain good attendance and adhere to defined work hours.
- D. Demonstrate good decision making skills.

### **II. PROFESSIONAL/PERSONAL CHARACTERISTICS:** *A Job Coach will:*

- A. Dress neatly and in accordance with SEAPCO standards.
- B. Maintain appropriate interaction with students, school personnel, SEAPCO staff, families, and community work site personnel.
- C. Demonstrate enthusiasm and initiative.
- D. Uphold confidentiality of colleagues, students, and families.
- E. Follow directions of supervisor.
- F. Accept and attend to constructive criticism.

### **III. PROFESSIONAL DEVELOPMENT:** *A Job Coach will:*

- A. Attend workshops and required inservice opportunities.
- B. Pursue opportunities to keep current on new information in the field.
- C. Demonstrate willingness to try new approaches.
- D. Maintain paraprofessional eligibility.

### **IV. RESPONSIBILITIES:** *A Job Coach will:*

- A. Evaluate students and employers for the purpose of ensuring program success by matching job requirements to student needs and skills.
- B. Assist students with the understanding of rules and regulations related to job sites and functions.
- C. Assist in providing community-based instruction on an as-needed basis within and/or outside the school building.
- D. Train and job coach students to meet the employer standards and expectations as established.
- E. Effectively prioritize assignments.
- F. Maintain accurate travel log, student documentation, time sheets, and additional paperwork as requested.
- G. Assist in training and orientation of new staff.
- H. Monitor work sites and interact with employer site supervisors to assess and encourage a safe and healthy environment.
- I. Demonstrate clerical and technical skills to assist in implementation of the program.
- J. Work in attempt to resolve obstacles to student work performance, e.g., social interaction conflicts, transportation issues, and changes in job expectations.
- K. Provide adequate information to Pre-vocational Coordinator to facilitate their participation in transition planning as requested in order to provide information on student progress toward IEP transition goals.
- L. Maintain a positive relationship with employers, community members, and organizations for the purpose of building resources and expanding program capabilities.
- M. Maintain various records, schedules, files, rosters, etc., for the purpose of documenting and/or providing reliable information about student activities.
- N. Participate in trips to job and/or training sites for the purpose of exposing students to the work environment and/or educational or training programs.

- O. Prepare documents as requested (e.g. reports, letters of recommendation, student evaluations, etc.) for the purpose of communicating information to staff, students and community, and complying with program requirements.
  - P. Tutor students in academic and vocational skills for the purpose of enhancing their readiness for employment.
  - Q. Attend and participate in IEP or other professional meetings when requested.
- V. **COMMUNICATION:** *A Job Coach will:*
- A. Demonstrate effective listening skills.
  - B. Appropriately and effectively communicate with parents, students, school personnel, SEAPCO staff, and the community.

## **JOB COACH JOB DESCRIPTION**

### **I. JOB COACHES ARE ACCOUNTABLE FOR WORK HABITS**

- A. Support school, family, and community team members and maintain a positive working relationship.
- B. Maintain good attendance and adhere to defined work hours.
- C. Demonstrate good decision-making skills.

### **II. JOB COACHES DEMONSTRATE PROFESSIONAL CHARACTERISTICS**

- A. Dress neatly and in accordance with SEAPCO standards.
- B. Maintain appropriate interaction with students, school personnel, SEAPCO staff, and families.
- C. Demonstrate enthusiasm and initiative.
- D. Uphold confidentiality of colleagues, students, and families.
- E. Follow directions of supervisor.
- F. Accept constructive criticism.

### **III. JOB COACHES PARTICIPATE IN PROFESSIONAL DEVELOPMENT**

- A. Attend workshops and required inservice opportunities.
- B. Pursue opportunities to keep current on new information in the field.
- C. Demonstrate willingness to try new approaches.
- D. Maintain paraprofessional eligibility.

### **IV. JOB COACHES FULFILL THEIR JOB RESPONSIBILITIES**

- A. Submit required paperwork in a timely manner.
- B. Understand and demonstrate proper job coaching techniques.
- C. Effectively prioritize assignments.
- D. Maintain travel log and time sheets.
- E. Assist in training and orientation of new staff as requested.

### **V. JOB COACHES USE GOOD COMMUNICATION TECHNIQUES**

- A. Demonstrate effective listening skills.
- B. Appropriately and effectively communicate with families, students, school personnel, SEAPCO staff, and the community.

## GENERAL INFORMATION FOR JOB COACHES

### **JOB COACHING-DEFINITION (STEP Training Manual)**

On-the-job support provided by school personnel, student coach, co-worker, or other trained person to ensure that students with significant disabilities have access to paid, competitive, integrated training experiences in the community. Support can include, but is not limited to, **individualized job placement through task analysis and job restructuring, ongoing assessment, problem-solving, and job-site training.**

Job coaching provides the ability to analyze issues such as lack of previous work experience, minimal occupational skills, behavioral problems, learning differences, and physical impairments in a systematic fashion and use this information to develop training or employment strategies that will lead to appropriate behaviors and skills in these areas.

Job Coaches are a very important component in the overall success of an individual who is learning tasks and appropriate social skills in the workplace. Job Coaches have a tremendous ability to help a person's development and training. They often have the most personal contact with students in the program. Therefore, Job Coaches are a valuable member of the educational team.

Job Coaches are often the first members of the school community to become aware of issues or concerns that may have a negative effect on a student's success on the job. Other members of the team often include rehabilitation counselors, Case Managers, educators, the employer, and others.

Job Coaches provide services in the work environment for individuals with disabilities. Instruction is provided in the community work setting, which allows the individual increased opportunities to learn employable skills and behaviors.

### **JOB COACH RESPONSIBILITIES:**

A Job Coach provides support and training at the work site to students with disabilities between the ages of 16-22 years old that have the potential for independent employment. The goal of the coach is to systematically fade the amount of assistance they provide, moving the students to their maximal potential for independence in job-related skills

Data keeping-A Job Coach is responsible for implementation and assessment of IEP goals that pertain to the program. A Job Coach is also responsible for keeping data related to student work and training activities, attendance, and additional data collection as assigned by the Pre-Vocational Coordinator.

A job coach provides physical assistance, as needed to individuals unable to complete a task independently. This may include lifting, feeding, personal care, and additional assistance as needed.

A Job Coach must interact in a professional manner with individuals at the employer sites. This means that an employer representative may provide them with direction for the job site, but this does not denote that the employer representative is in a supervisory role. As a representative of SEAPCO, a Job Coach must be professional at all times. This includes professional dress and interactions in ALL circumstances. A Job Coach must maintain student confidentiality, refraining from sharing unnecessary personal information with individuals served or with the employer or their representatives.

If/when problems arise with any aspect of the program; Job Coaches are responsible for communicating these issues to their immediate supervisor.

## **PROGRAM DESCRIPTION - STEP**

**STEP** is an evaluation, training, and employment program that prepares students with disabilities for transition to employment and optimum community participation during and after high school.

To promote this emphasis, DHS/DRS have established the following Guiding Principles and goals for all STEP providers:

- Vocational skills development in integrated, employer paid, community-based training experiences utilizing Evaluation Sites, Training Sites, and Community Employer paid sites.
- Customized services that are responsive to the individual support needs and learning styles of students and include linkages to education, community agencies and adult services.
- Compliance with all state and federal Department of Labor (DOL) regulations.

## **GUIDELINES FOR PARTICIPATING IN STEP WORK PROGRAM DHS/DRS CASE MANAGEMENT GUIDELINES**

For many students, STEP will be a multi-year program of services that will serve many purposes. As such, case management and status movement decisions need to be responsive to the individual needs and circumstances of each student. An IEP team meeting will be convened and individual student plans will be updated for the following concerns:

Attendance: In accordance with school district policies

Behavior: In accordance with individual student behavior plans and in accordance with school and district policies and procedures

Quarterly Evaluation: Shows progress

## **PROGRAM COMPONENTS/SERVICE DESCRIPTIONS**

### **Work-Related Class (when available)**

Classroom instruction usually conducted within the school setting that includes, but is not limited to career exploration, job seeking skills, job placement skills, resume writing, completing/submitted job applications, and interviewing skills.

### **Pre-placement Evaluation**

This is intended to be an informal assessment where a student is evaluated in terms of aptitudes and abilities, work speed, work skills, ability to learn, quality of work performed, and additional work behaviors as identified. There can be multiple assessments when necessary and justified. Multiple assessments can also be used at the same site as long as a different work experience is evaluated.

## **TRAINING AGREEMENTS, MONTHLY EVALUATIONS, & TIME SHEETS**

### **Monthly Evaluations:**

Monthly evaluations should be completed with the employer(s). It is up to the individual site to determine who will write the evaluations. Some employers prefer to write the evaluation and have the Job Coach review what has been written. Others prefer to have the Job Coach write the evaluation and have the employer review what has been written.

It is important to hold the student to high standards. However, it is important to keep in mind the type and extent of each student's disability. The goal for all student workers is to be independent and productive workers. Please use this as a guide when completing evaluations.

Poor  
Below  
Average  
Above Average  
Excellent

650.665.16

**Training Agreement/Work Site Form:**

The Training Agreement is a contract between the Employer, Pre-Vocational Coordinator, Job Coach, Parent(s), and Student. ALL parties sign and keep a copy.

**Time Sheets:**

Time sheets are for on and off-campus training sites. There is a 2 year limit for this placement option.