

Supported Employment Job Coaching Monthly Report

Job Candidate Name: _____

Member ID: _____ DOB: _____

IVRS Staff: _____ Case Manager: _____

Business/Company Name: _____

Location/Address of Business: _____

Telephone Number: _____ Title of Job: _____

Start Date: _____ Normal Hours of work shift: _____

Starting wage: _____ Hours per week: _____

Status: ☐ Part-Time ☐ Full-Time ☐ Benefits

Immediate Supervisor's Name: _____

Employment Specialist's Name: _____

Date of service provided:	Start Time:	End Time:	Unit(s) Claimed (15 min per unit):	Description of service provided (include medium provided - in person, phone call, virtual, email, etc.) and any progress made by JC to become independent:
Total Units:				

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Member ID: _____ DOB: _____

IVRS Staff: _____ Case Manager: _____

**1. Select the type of support provided to the job candidate to become independent in employment.
(Select all that apply):**

Accommodations

Co-Worker Training

Job Training

Assistance with Communication

Natural Supports Training

Self-advocacy

Soft-Skills

Time management

Transportation training

Appropriate appearance

Assistive technology use

Accommodation/

modification request

Stabilization

Other: _____

2. Employment Barriers Addressed (Select all that apply):

Attendance

Computer skills

Reading

Task Related

Punctuality

Appearance

Communication

Time management

Reading Comprehension

Writing

Transportation

Stamina

Odor

Integration of AT

Soft-Skills

Math

Coworker interactions

Building natural

supports

Self-Advocacy

Other _____

3. Natural Supports Training Developed (Select all that apply):

Disability Awareness

Workstation Design

Strategies for Learning

Reasonable

Accommodations and

Assistive Technology

Communication

Strategies

4. Change in job coaching support provided from last month:

___ Increased ___ Decreased ___ No change

Explanation:

5. Stabilization date and notification on contact made for transfer to Medicaid funds (waiver or Habilitation) effective on:

6. Conversation with staff that are identified as natural support(s):

Date of Conversation	Start Time:	End Time:	Relationship in relation to JC:	Details of the conversation (include medium provided etc. in person, phone call, virtual, email, etc.):

7. CRP Comments/Next Steps/ What would the team like to see?

CRP Signature completing form: _____ Date: _____

CRP staff submit this form MONTHLY to IVRS with any narrative if needed to document the provision of this service.

Definitions

1. The type of support provided to the job candidate to become independent in employment:

Accommodations: Helping the JC and the employer identify aspects of the job to use the strengths of the JC's knowledge, skills, interests, and ability to do the job and to overcome barriers to the JC's disability.

Under [Title I of the Americans with Disabilities Act](#) (ADA), a reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process. These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities. The ADA requires reasonable accommodations as they relate to three aspects of employment: 1) ensuring equal opportunity in the application process; 2) enabling a qualified individual with a disability to perform the essential functions of a job; and 3) making it possible for an employee with a disability to enjoy equal benefits and privileges of employment.

Self-advocacy: Teaching a JC how to appropriately ask for support needed to be successful on the job.

Accommodation/Modification Request: Helping the JC identify and appropriately ask for reasonable changes that are barriers for the JC's disability in order to do the task.

Coworker Training: Teaching coworkers how to work with an individual with a disability.

Soft Skills: Teaching the JC how to interact effectively and harmoniously with other people.

Job Training: Teaching the JC how to do tasks that the JC is hired to do.

Time Management: Teaching the JC how to use one's time effectively or productively.

Stabilization: Assisting the JC with maintaining job satisfaction, expectations and responsibilities.

Assistance with communication: Teaching the JC how to impart or exchange information or news while at work, with the public if the position interfaces with the public, with coworkers, and with superiors at work.

Transportation Training: Teaching the JC how to get to and from work based on the JC's resources.

Appropriate appearance: Teaching the JC appropriate hygiene practices, appropriate work attire based on the expectations of the employer, and based on the weather.

Natural supports training: Teaching the JC and coworkers to use the natural support plan which is the network of people at work who will assist the JC based on the situation that the JC may need help with and to empower the JC with confidence at work.

Assistive technology use: Teaching the JC how to incorporate the use of devices and applications that will assist the JC in overcoming barriers to his/her disability in order to be successful on the job.

2. Employment Barriers Addressed

Attendance: the action or state of going regularly to work or being present at a place or event.

Computer skills: the ability to interact and perform tasks on an electronic system (e.g. clocking in and out of work; signing onto the computer to check work schedule/payroll, using related software/applications to perform specific work related tasks; completing online applications/training/assessments; and etc.).

Reading: the act of decoding letters and sentences.

Task Related: activities that are specific to the job that the JC is hired to do.

Punctuality: the fact or quality of being on time

Appearance: the way that someone looks

Communication: the imparting or exchanging of information or news.

Reading Comprehension: the ability to understand the meaning of a word and sentences (e.g. following written instructions)

Writing: the manual scribing of letters, numbers, words and sentences (e.g. signing name, making a note on paper, documenting on paper, & etc.)

Transportation: the mode of getting to and from work.

Stamina: mental and physical endurance and the length of time that the JC can work nonstop.

Odor: a distinctive smell that is indicative of poor hygiene (e.g. bad breath, body odor, rotting food at the workstation, & etc.)

Soft Skills: personal attributes that enable someone to interact effectively and harmoniously with other people (e.g. situational awareness, resilience, collaboration, ability to implement feedback, communication skills, teamwork, etc.)

Math: the ability to read numbers, quantity and space.

Co-Worker Interaction: relationships between co-workers, managers, and other employees.

Building natural supports: creating a network of people at work who will assist the JC based on the situation that the JC may need help with and to empower the JC with confidence at work.

Self-advocacy: the ability to appropriately ask for support needed to be successful on the job.

Time Management: teaching the JC how to use one's time effectively or productively.

Integration of AT: Teaching the JC how to incorporate the use of Assistive Technology (AT) that will assist the JC in overcoming barriers to his/her disability in order to be successful on the job.

3. Natural Supports Training Developed:

Disability Awareness Training: provide disability related information to increase coworker understanding and ameliorate concerns for safety.

Workstation Design: looking at the layout of the workstation where the JC works and making it optimal for the JC to access and use the area to perform tasks based on the JC's abilities and accommodation needs.

Strategies for learning: learning how JC best learns and completes tasks and training the employer and/or trainer on those ways to best work with the JC.

Reasonable Accommodations and Assistive Technology (AT): any change to the application or hiring process, to the job, to the way the job is done, or the work environment that allows a person with a disability who is qualified for the job to perform the essential functions of that job and enjoy equal employment opportunities. Accommodations are considered "reasonable" if they do not create an undue hardship or change the product/service of the business. Assistive Technology (AT) is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Under [Title I of the Americans with Disabilities Act](#) (ADA), a reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process. These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities. The ADA requires reasonable accommodations as they relate to three aspects of employment: 1) ensuring equal opportunity in the application process; 2) enabling a qualified individual with a disability to perform the essential functions of a job; and 3) making it possible for an employee with a disability to enjoy equal benefits and privileges of employment.

Communication Strategies: learning how JC best communicates and training the employer and/or trainer on the best way to communicate with the JC.