

## Non-Supported Employment Monthly Job Coaching

Job Candidate Name: \_\_\_\_\_

Member ID: \_\_\_\_\_ DOB: \_\_\_\_\_

IVRS Staff: \_\_\_\_\_ Case Manager: \_\_\_\_\_

Business/Company Name: \_\_\_\_\_

EIN: \_\_\_\_\_

Location/Address of Business: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Title of Job: \_\_\_\_\_

Start Date: \_\_\_\_\_ Work Schedule: \_\_\_\_\_

Current 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:	Units (1 unit = 15 min)	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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Job Candidate Name: \_\_\_\_\_

Member ID: \_\_\_\_\_ DOB: \_\_\_\_\_

IVRS Staff: \_\_\_\_\_ Case Manager: \_\_\_\_\_

### 1. Employment Barriers Addressed (Select all that apply):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Attendance      | <input type="checkbox"/> Communication         | <input type="checkbox"/> Soft-Skills               |
| <input type="checkbox"/> Computer skills | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Math                      |
| <input type="checkbox"/> Reading         | <input type="checkbox"/> Writing               | <input type="checkbox"/> Coworker interactions     |
| <input type="checkbox"/> Task Related    | <input type="checkbox"/> Transportation        | <input type="checkbox"/> Building natural supports |
| <input type="checkbox"/> Punctuality     | <input type="checkbox"/> Stamina               | <input type="checkbox"/> Self-Advocacy             |
| <input type="checkbox"/> Appearance      | <input type="checkbox"/> Odor                  |  |
| <input type="checkbox"/> Time management | <input type="checkbox"/> Integration of AT     | <input type="checkbox"/> Other _____               |

### 2. Select the type of support provided to the job candidate to become independent in employment. (Select all that apply)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Accommodations                | <input type="checkbox"/> Self-advocacy            | <input type="checkbox"/> Accommodation/<br>modification request |
| <input type="checkbox"/> Co-Worker Training            | <input type="checkbox"/> Soft-Skills              | <input type="checkbox"/> Stabilization                          |
| <input type="checkbox"/> Job Training                  | <input type="checkbox"/> Time management          | <input type="checkbox"/> Other: _____                           |
| <input type="checkbox"/> Assistance with Communication | <input type="checkbox"/> Transportation training  |   |
| <input type="checkbox"/> Natural Supports Training     | <input type="checkbox"/> Appropriate appearance   |   |
|  | <input type="checkbox"/> Assistive technology use |   |

### 3. Names of co-workers identified and job title or position in relation to job candidate:

### 4. Ongoing employment barriers still need to be addressed (Select all that apply):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Attendance      | <input type="checkbox"/> Reading        | <input type="checkbox"/> Math                      |
| <input type="checkbox"/> Computer skills | <input type="checkbox"/> Comprehension  | <input type="checkbox"/> Coworker interactions     |
| <input type="checkbox"/> Reading         | <input type="checkbox"/> Writing        | <input type="checkbox"/> Building natural supports |
| <input type="checkbox"/> Task Related    | <input type="checkbox"/> Transportation | <input type="checkbox"/> Self-Advocacy             |
| <input type="checkbox"/> Punctuality     | <input type="checkbox"/> Stamina        | <input type="checkbox"/> Time management           |
| <input type="checkbox"/> Appearance      | <input type="checkbox"/> Odor           | <input type="checkbox"/> Integration of AT         |
| <input type="checkbox"/> Communication   | <input type="checkbox"/> Soft-Skills    | <input type="checkbox"/> Other _____               |

5. Other pertinent information if needed:

Job Coach Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Job Coach submit this form to IVRS with any narrative if needed to document the provision of this service.*

## Definitions

### 1. 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.

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

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.

## **2. 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.

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.

#### **4. Ongoing employment barriers still need to be addressed**

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