

SCHOOL-BASED JOB COACH TRAINING MANUAL



**Nebraska Department of Education
Job Coach Technical Assistance Guide
Revised July 2002**

Acknowledgements

The Job Coach Training Manual for school personnel was developed to enhance the quality of work experience programs for students with disabilities. The job coach is a critical link between the school and employment community and plays a pivotal role in the student's transition into the world of work.

This manual was developed by the following committee members, who are committed to quality training for school-based job coaches:

Mary Kay Anderson, Consultant
Denise Bengtson, Vocational Rehabilitation
Teresa Coonts, NTAC-HKNC*
Sigrid Eigenberg, Educational Service Unit #9
Barbara Fischer, Nebraska Department of Education
Patty Galbraith, Central Nebraska Support Service Program/Grand Island Schools*
Sue McGowen, Central Nebraska Support Service Program/Grand Island Schools*
Janet Miller, Career Solutions, Incorporated
Jack Shepard, Nebraska Department of Education

**A special thank you is extended to Patty Galbraith and Sue McGowen who took time to offer additional input and develop the modules of this technical assistance document; a special thank you to Teresa Coonts of the National Technical Assistance Consortium for Children and Young Adults who are deaf-blind (NTAC). This document was developed with the support and assistance of Teresa and NTAC.*

Published By
Nebraska Department of Education
Special Populations Office
301 Centennial Mall South
Lincoln, NE 68509-4987
402-471-2471

Funded By
Nebraska Department of Education under IDEA, Part B Funds
This publication does not necessarily reflect the position or policy of NDE, and no official endorsement of material should be inferred.

CHAPTER 1
OBJECTIVES:

- ❖ To describe how laws have shaped educational practices/IEPs/job training
- ❖ To state how information gathered from job experiences can help determine the direction of a student's instruction
- ❖ To state what is mandated by law concerning transition and education
- ❖ To explain the guidelines for unpaid work experiences
- ❖ To explain that the purpose of work experience is to meet the educational needs of the student—not designed to meet the labor needs of the site

CHAPTER 2
OBJECTIVES

- ❖ To list aspects of the roles of a job coach
- ❖ To identify the responsibilities of the role of a job coach
- ❖ To state the job description of a job coach/para-educator as included in the school policy manual

CHAPTER 3
OBJECTIVES

- ❖ To explain the difference between a disability and a handicap.
 - ❖ To give an example of “People First” language.
 - ❖ To state four general characteristics of a developmental disability.
 - ❖ To state six teaching tips when working with a student who has a developmental disability.
 - ❖ To explain the difference between a petit mal and a grand mal seizure.
 - ❖ To state what should be done when a student is having a grand mal seizure.
 - ❖ To list 10 behaviors or characteristics that may occur in a student who has a behavior disorder.
 - ❖ To list four teaching tips for working with students who have a behavior disorder.
 - ❖ To list five general characteristics of a student who has autism.
 - ❖ To list five teaching tips for instructing students who have autism.
 - ❖ To list three general characteristics of a student who has ADD or ADHD.
-

- ❖ To list six teaching tips for instructing students who have ADD or ADHD.
- ❖ To list three general characteristics of a student who has a hearing impairment.
- ❖ To list six teaching tips for instructing students who have a hearing impairment.
- ❖ To list three general characteristics of a student who has a visual impairment.
- ❖ To list four teaching tips for instructing students who have a visual impairment.

CHAPTER 4
OBJECTIVES

- ❖ To describe what kind of information is found on a student profile
- ❖ To discuss why behaviors are a form of communication and identify five messages that may be sent through behavior
- ❖ To state why proactive behavior management strategies are more effective than reactive strategies
- ❖ To identify and distinguish between proactive and reactive strategies
- ❖ To be able to find three proactive strategies that could be incorporated into a work site

CHAPTER 5
OBJECTIVES

- ❖ To state why it is important to teach social skills
- ❖ To give a reason why social skills should be taught not only in the classroom, but also at the work site
- ❖ To list or identify five social skills that are valued by employers

CHAPTER 6
OBJECTIVES

- ❖ To state the four stages of job training
- ❖ To be able to place prompts in order from most assistance to least assistance needed
- ❖ To describe the recommended process to determine a student's productivity

COMPETENCIES

GLOSSARY

CHAPTER 1

TRANSITION: IT'S THE LAW



Transition: It's The Law

What Does the Law Say About Transition?

Students with disabilities need a better chance to succeed in adult life. The Individuals With Disabilities Education Act (IDEA) is a federal law, passed in 1990, that requires planning for transition to adulthood, including employment, for a young person with a disability, starting at least by age 14, as part of his or her Individualized Education Plan. The transition service requirements of the Individuals With Disabilities Education Act recognize that education can improve the post-school outcomes of students with disabilities by doing a better job of planning and helping to prepare students and families for the challenges and complexities of the adult world.

Transition is the process designed to assist students in their move from school into the adult world. The concept of transition is simple: First, to help students and families think about their life after high school and identify long-range goals; second, to design the high school experience to ensure that students gain the skills and connections they need to achieve those goals.

The transition service requirements of IDEA provide opportunities to:

- Help students and families think about the future and consider what they want to do after high school;
- Jointly plan how to make the high school experience relate to students' dreams and desired outcomes;
- Help students and families make connections to services they will need after high school; and
- Increase the chance that students are successful once they exit school.

What Is an Individualized Education Plan?

The Individualized Education Plan (IEP) provides the process to identify the student's desired goals and outline his/her high school experience. The IEP is a team process that includes the student, parents, educators, agency personnel and others. The team members will decide the services that will be provided to help the student achieve his/her goals.

Everything that students do in high school should help prepare them for their own post-school goals. In essence, the IEP becomes a blueprint for the student's future. That, in simple terms, is what transition is all about. Transition makes education relevant to the student.

What Does the School Need to Provide?

Students with different levels of disability have different needs. However, all curriculum activities should be geared toward the outcome of life after school. There are three important parts of a good high school foundation:

- 1) Age appropriate/functional curriculum
- 2) Community-based training
- 3) Integrated settings

The more severe the disability experienced by the individual, the more critical these components become.

Why Do We Need Age Appropriate/Functional Curriculum?

The tasks we teach students with disabilities should be directly related to the types of tasks that their same-aged peers without disabilities are performing. For example, it would be appropriate and meaningful for a student to learn to sort laundry; however, it would be a meaningless activity for a student to spend time sorting colored pegs. Sorting colored pegs does not provide a useful experience or result in usable information.

There are some skills individuals with disabilities may never learn. Therefore, it is critical that a decision be made as to when to stop trying to teach a selected skill and look at ways in which the student can function without it. For example, many times we see juniors and seniors in high school working on simple math facts. We must ask ourselves: "We have been working on this skill for 10-11 years. The student has not learned it. Why do we think we can help him learn this in the next one or two years?" The answer is that we probably cannot. Therefore, it makes sense to teach the student to live without the skill, or provide accommodations such as the use of a calculator. Decisions such as this must be made by the IEP team.

Why Is Community-Based Training Important?

The second important part of a good school foundation is that instruction takes place in the setting in which the skill being trained is actually performed. For some students, only occasional instruction in the actual environment is necessary. For others, the majority of instruction should take place in the natural setting. It has been discovered that students with mild disabilities can often take what they learn in one setting and apply it to another. This is called generalization. However, for students with more severe disabilities, talking and discussing a particular skill would not be enough. For example, some students can learn job-interviewing skills during a classroom discussion. Others will only learn the skills through experience by practicing the skills in the community. They must be instructed at the site where the skill is used and be allowed to experience the activity. In this sense, *the community becomes an extension of the classroom!*

What Are Integrated Settings?

Integrated settings indicate that individuals with disabilities work in settings where individuals without disabilities work. Individuals with severe disabilities can learn work skills and become valuable employees. Work experience should always be conducted with an eye on the future so we can use the experience to determine the services and supports the student will need after he/she leaves school. We must be aware that just as students' educational needs vary, what they will need to maintain employment will also vary greatly from student to student. It is always important to consider what the student will need to transition into the world of work.

What Is the Intent of Work Experience?

Work experience is more than learning a specific work task. Students may be placed on a work site for issues and needs related to the development of social skills or other behavioral issues. The work experience gives the student an opportunity to practice social skills, functional academic skills, communication and motor skills in different environments. A student's performance on a particular job task may be slow or sporadic, and the "job" or task assigned may be beyond the student's capabilities. However, the goals documented on the student's IEP will dictate what is to be addressed at the work site. We must strive for improvement in the goal areas and increasing independence!

It is not the intent of work experience programs to furnish employers with employees—in fact, there are labor laws and educational policies that make that very clear. We must always see work experience as an extension of the classroom and ensure we have created a learning environment in the community that is directed by the needs of the student and driven by IEP goals. We must always re-evaluate these goals and keep the student moving forward.

What Student Work Issues Do We Need To Consider?

Your supervisor must consider several issues when placing students on job sites in the community. There are issues regarding federal and state labor laws for student workers and issues that relate to safety concerns for the student. Although your supervisor will have the responsibility to ensure each work site is consistent with labor laws and district policies, you should have a general understanding of the following issues:

- ® Students cannot work in hazardous jobs. The Department of Labor lists several categories of jobs which students may not perform. This varies with the age of the student. Your supervisor should have these regulations. Therefore, it is important that as a job coach you do not allow the student to perform any other job than what the student is specifically assigned to do without checking with your supervisor.

- ® Your school district will have policies covering liability for students involved in work experience in the community. Generally, school districts consider work experience an extension of the classroom and, therefore, consider students covered under their general insurance policy. This is particularly applicable for students who are not paid, and, therefore, are not covered by workers compensation, and for activities related to paid work that would not be covered by the employer's insurance (i.e. transportation). You should discuss this with your supervisor to ensure you understand your district's policies and procedures. Some school districts have chosen to add a specific rider to their general policy for coverage of work experience.

There are numerous other concerns and issues related to laws, district policies, and liability issues. It is not necessary to discuss these issues in detail.

It must be remembered that the work experience is to meet the educational needs of the student as outlined in the goals and objectives of the student's IEP, and is not designed to meet the labor needs of the employer.

What Are the Federal Guidelines for Students in Unpaid Work Experience?

Work experience for students may be paid or unpaid. If the experience is unpaid, generally, the student should not work in that specific position for more than 215 hours.

Where **ALL** of the following criteria are met, the U.S. Department of Labor **will not** assert an employment relationship for purposes of the Fair Labor Standards Act.

- ® Participants will be youth with disabilities
- ® Purpose is for vocational exploration, assessment, or training under general supervision of school personnel
- ® Placements are clearly defined components of the IEP
- ® Students and parents are fully informed of the placement, participate voluntarily, and acknowledge student is not entitled to wages
- ® Documentation of the student's enrollment in the program will be made available to Departments of Labor and Education (other than IEP)
- ® The activities of the student do not result in an immediate advantage to the employer

There is no displacement of employees

Students are under continued supervision by school or business employees

Placements are made according to requirements of the IEP

The period of time at any one site or job classification are limited by the IEP

Generally, each component will not exceed the following limitation during any one school year:

Vocational exploration – 5 hrs per job experienced

Vocational assessment – 90 hrs per job experienced

Vocational training – 120 hrs per job experienced

Students are not entitled to employment at the business at the conclusion of the IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement, unless in a clearly distinguishable occupation.

What Happens After They Leave High School?

A free, appropriate education for students with disabilities is mandated by law until they are age 21 or choose to graduate. However, services after graduation are NOT mandated.

As we consider the range of employment outcomes, it becomes apparent that the student's community-based experiences will provide a wealth of information for the student, their parents, and any adult service provider who may provide post-school employment services. The work experiences the student has while in school can be the guide and prescription for the student's post-school employment needs. The information gathered might determine who should provide adult services and help in the determination of eligibility for adult services. Most importantly, this information will determine what it will require to help the student achieve success.

No Special Services

Some students with disabilities leave school needing no assistance. They will be able to enter the work force with no special services. Most of the time, these students use the pathways available to all students to enter employment—that is, family and friends. They may also take advantage of services in the community which are available to all people. For example, they may attend some type of post-secondary training institute. Perhaps special accommodations are made, but for the most part, the students make the transition successfully using the services that their non-disabled peers use.

Time-Limited Services

A time-limited service probably describes the needs of the majority of students with disabilities leaving the school system. Students leave school and take advantage of special programs designed to provide temporary services leading to employment. Services of Vocational Rehabilitation are a good example of temporary, time-limited services. Training programs at vocational-technical schools are another example. They are intended to be short-term services leading to employment. For another example, a young adult may enroll in a semester or year of auto mechanics. After the training, the young adult is expected to be able to find employment in that area of training. He/she may need assistance in securing employment from agencies such as Vocational Rehabilitation, but after the services have ended, the individual is expected to be an independent employee.

On-Going Services

Some students will need assistance in securing and maintaining employment all their life. For the most part, these individuals include students with the more severe disabilities. However, just as instructional settings cannot be determined based on **TYPE** of disability, neither can the support necessary to make a successful transition. Rather, this decision should be based upon the needs of the individual, regardless of disability.

These on-going services have been defined as life-long.

What Happens to the Information We Have on Students?

Information gathered on students will help determine eligibility for adult services, who should provide adult services, and what it will require to help the student achieve success.

We must make the most of every work experience site and help the student achieve the greatest level of competency and independence. We must also be sure that we do not lose what we learn; written documentation of these experiences is critical to a coordinated system (schools and adult agencies) that builds upon each successive experience.

CHAPTER 2

THE ROLE OF THE PARA-EDUCATOR/JOB COACH



The Role of the Para-Educator/ Job Coach

You are a very important component in the overall success of a student’s learning tasks and appropriate social skills in the workplace. You are a valuable member of the team and it is our hope that this training will supply you with additional tools for the job.

You are also important in the ongoing relationship between the community and your school district. The manner in which you deliver job coaching services will be viewed by individuals in the workplace and can be very influential in affecting changes in the myths about persons who experience disabilities.

What Is A Para-Educator?

A para-educator is a school employee whose position is either instructional in nature, or who delivers other services to students. A para-educator works under the supervision of a certified teacher. The teacher is responsible for the overall management of the classroom, including the design, implementation and evaluation of instructional programs and student progress. “Para” means “alongside” of an educator.

What Is the Code of Ethics for a Para-Educator?

A code of ethics defines and describes acceptable practices. The following code of ethics for para-educators outlines the specific responsibilities of the para-educator, as well as the relationships that must be maintained with students, parents, teachers, school, and community.

Accepting Responsibilities:

- ® Recognize that the teacher has the ultimate responsibility for the instruction and management of students. You must follow the directions prescribed by him/her.
- ® Engage only in activities for which you are qualified or trained.
- ® You must not communicate progress or concerns about students to parents unless directed to do so by the teacher.
- ® You must refer concerns expressed by parents, students, or others to the teacher.

Relationships with Students and Parents:

- ® You should discuss a student’s progress, limitations, and/or educational program only with the supervising teacher in the appropriate setting.

- ® You should discuss school problems and confidential matters only with appropriate personnel.
- ® You must refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background or religion.
- ® It is important to respect the dignity, privacy, and individuality of all students, parents, and staff members.
- ® Present yourself as a positive adult role model.

Relationship with the Teacher:

- ® Recognize the teacher as a supervisor and team leader.
- ® Establish communication and a positive relationship with the teacher.
- ® Discuss concerns about the teacher or teaching methods directly with the teacher.

Relationship with the School:

- ® Accept responsibility for improving skills.
- ® Know school policies and procedures.
- ® Represent the school district in a positive manner.

What Is A Job Coach?

A job coach is usually a para-educator employed by the school district or educational service unit to work in employment settings with persons who have disabilities. Job coaching may be one of many responsibilities assigned to a paraprofessional/job coach.

What Is The Role of the Job Coach?

A job coach provides educational services in the work environment for students with disabilities. Instruction is provided in the community work setting which allows the student increased opportunities to learn employable skills and behaviors. Your role is to follow the Individual Education Plan (IEP) goals and objectives for each assigned student.

Because of your importance in the overall success of a student's work experience, it is imperative that you **demonstrate professionalism** in your daily activities. You will be setting an example for the student on the proper way to dress, behave and interact in the workplace. There are numerous areas, therefore, that you should be conscious of when you perform your job as a paraprofessional/job coach.

Part of your role as a para-educator/job coach will be to demonstrate the following:

- ® Proper dressing and grooming skills

- ® Punctuality
- ® Appropriate ways to interact with others in the workplace
- ® Ability to pro-actively problem solve
- ® Effective communication
- ® Patience
- ® Ability to use respectful and “people first” language in all phases of support activities

Job Coach Responsibilities

Typically, Job Coach responsibilities may include the following:

- ® **Become familiar with each student’s IEP and vocational objectives designed for the work site.** It is your responsibility to carry out these IEP goals and objectives as assigned.
- ® **Communicate with your supervisor about job training sites on a systematic and consistent basis, including problems and concerns.** You will be expected to “troubleshoot” problems that occur in work sites, such as production problems, the method of performing tasks, relationships with co-workers, boredom, frustration, etc. These problems need to be addressed and communicated with your supervisor.
- ® **Maintain confidentiality about all personal information and educational records concerning students and their families.** As a para-educator/job coach, you will have access to confidential information concerning the students you work with. It is very important that this information be treated with utmost discretion. You will be in settings with numerous individuals outside of the school building. People may approach you with questions about the student’s disability or other types of information about the student. Your response to these individuals should be made in such a way as to focus on the abilities of the student rather than specifics about their disabilities. You should not talk about any student, staff, school personnel, etc. that you are working with when you are in a public setting, especially not referring to that individual by name. Never leave written materials that you have about the student in any public area unattended. Keep all information at school in a designated area.
- ® **Follow district policies for protecting the health, safety, and well being of students.** These policies may vary among school districts; therefore, you will need to refer to your district’s policies. It is imperative that you follow your school district’s policies and procedures for confidentiality very carefully.
- ® **Collect and record data about student performance.** It is important, too, for you to understand that your job is a part of a much larger picture in the overall life of the students you are working with. Each job site enables those students to gain valuable skills. It will be extremely helpful for you to maintain detailed reports on how the student is doing at the work site. The information should include any changes noted in the student’s behavior, their attitude about doing the work, the speed with which

they are able to pick up assigned tasks, and how well the student is able to do the assigned tasks when you are not directly prompting them. Later, this information will be valuable to adult service providers in helping to determine the types of work skills that best match the student's unique skills, interests and abilities.

- ® **Follow through with suggestions and procedures given by your supervisor.** These instructions may come to you in the form of a task analysis, where specified job tasks are broken down into smaller, teachable increments. Remember that the community work experiences are to be learning experiences for the student. Your role will be to assist them in learning the appropriate social skills and the necessary work skills as outlined in the student's IEP.
- ® **Facilitate communication with employers, as appropriate.** This would include, among other things, schedule adjustments, changes, and feedback of student and staff performance.
- ® **Serve as a link between the school and community work site setting.** Remember, you are a public relations ambassador.
- ® A job coach may be asked to transport students.
- ® A job coach may also be a part of the student's IEP planning team.

Who Is My Supervisor?

You are an assistant to the Vocational Coordinator (Vocational Counselor, or other person designated at your school). Your first responsibility is to perform the tasks assigned by the Coordinator and to communicate all questions and concerns to the Coordinator. He/she is here to help you maximize the student's success. Your supervisor will specify what skills the student will be working on in a specific work setting.

CHAPTER 3

DISABILITIES



Disabilities

Disabilities Which Qualify Children and Youth for Special Education Services Under the Individuals With Disabilities Education Act (IDEA)

The Education of the Handicapped Act, Public Law (P.L.) 94-142, was passed by Congress in 1975 and amended by P.L. 99-457 in 1986 to ensure that all children with disabilities would have a free and appropriate (to meet individual needs) public education available to them. It was again amended in 1990 and the name was changed to IDEA.

IDEA defines “children with disabilities” as having any of the following types of disabilities: autism, deaf, deaf-blindness, hearing impairments (including deafness), mental retardation, multiple disabilities, orthopedic impairments, other health impairments, serious emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairments (including blindness).

Autism

Autism is a developmental disability, diagnosed by a medical doctor, which significantly affects verbal and nonverbal communication and social interaction, generally evident before the age of three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

General Characteristics

Autism affects all aspects of a person's life, particularly a person's ability to communicate to and have relationships with others. Students with autism may relate to people, objects, or events poorly. They may not be able to start or maintain relationships with others their own age, or show appropriate behavior under normal circumstances. They seem to prefer isolation and self-stimulation, but may develop an attachment to others over long periods of time. Physical, social, self-help, and language skills may be delayed, and there is an inability to learn that can't be explained by health or intellectual reasons.

Tips for Instructing a Student with Autism

It is best to provide a routine structure. The student will need consistent instruction over a long period of time with tasks taught in small steps. Teaching routines will help the student to adapt to the school and work settings. It's important to keep the environment consistent so that the student will be able to find his/her own materials. Feelings and verbal descriptions make no sense, so you must be concrete with descriptions. It is best to draw a picture, go to the actual setting, or examine the actual object. Social skills must be taught and positive behaviors should be consistently reinforced. Self-stimulating behavior should be ignored, unless it is harmful or interferes with learning or productivity. Because of difficulties with verbal communication, provisions for other modes of communication should be provided. Remember to be patient. The student is not doing things to make you mad, he is just doing them.

Deafness/Hearing Impairment

Deafness is a hearing impairment which is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. Hearing impairments shall also mean an impairment in hearing, whether permanent or fluctuating, which adversely affects a child's development or educational performance.

General Characteristics

For students with a conductive hearing loss (a problem with volume), hearing aids can help the student hear more, but do not necessarily give the student normal hearing. If a student has a hearing loss that is severe early in his/her life, it may affect the student's speech and language development. A student with a hearing impairment may use sign language or speech reading (watching the lips and face) in order to communicate. Reading, writing (sentence structure and word order), and social interaction are difficult to master. A student with a hearing impairment may talk too loudly or too softly, often interrupt others, or make noises accidentally.

Tips For Instructing A Student Who Is Deaf/Hearing Impaired

Reduce background noises, allow the student to sit near the speaker, and make sure the student is wearing his/her hearing aid at all times. Get the student's attention before talking or giving instructions. Face the student when talking-don't move around during instruction and don't stand in front of a light or window. Keep your face free of distractions-hair styles, facial hair, coffee cups, books, lots of jewelry. Use complete sentences when talking. DON'T exaggerate lip movements, slow down or speed up your speech rate. Present information in written form to the student or give hands-on instruction. Provide feedback to the student on inappropriate noises, voice volume, and interrupting.

Deaf-Blindness

Deaf-blindness is defined as simultaneous hearing and visual impairments, the combination of which causes such severe communication or other developmental and educational problems that a child cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Mental Retardation (Developmental Disability)

Mental Retardation shall mean significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's development or educational performance.

General Characteristics

Students who have a developmental disability (mental retardation) have a below average IQ (generally under 70) as well as problems in personal independence and social functioning. They will show lower academic achievement than peers in ALL academic areas, require more time to learn a task and behave less maturely than his/her peers. Generally, education programs emphasize more functional academics, and an increased focus on personal independence in the areas of domestic, community, recreation/leisure, and vocational skills. Because of their difficulty in transferring learning from one environment to the next, learning must take place in the environment where the skill naturally occurs i.e., money skills taught while actually shopping for groceries.

Tips For Instructing A Student With Mental Retardation

Encourage the student to be as independent as possible. Teach one thing at a time, divide tasks into shorter tasks, keep directions simple, and show the student how to do something (just don't tell). Be prepared to teach, reteach, and teach again. Practice skills in all environments. Poor social skills may be part of the disability. Be clear with expectations and repeat them often. Don't criticize, but offer support through instruction. Praise frequently for effort towards a goal, and be specific with praise.

Multiple Disabilities

Multiple disabilities shall mean concomitant impairments (such as mental handicap-visual impairment, mental handicap-orthopedic impairment, etc., the combination of which causes such severe developmental or educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

Orthopedic Impairment

Orthopedic impairment is defined as a severe orthopedic impairment which adversely affects a child's development or educational performance. The term includes impairments caused by a congenital anomaly.

Tips For Working With A Student Who Uses A Wheelchair

Ask the student using the wheelchair if he/she would like assistance before you help. When you talk to someone who uses a wheelchair for more than a few minutes, sit or squat down. Don't treat students who use wheelchairs as if they were younger or less capable. When giving location directions, include distance, physical obstacles, and any information important to a vehicle with wheels. To move a student from a wheelchair, first assess the situation. Can the student assist? Ask how the student wants to transfer. Does the student have unpredictable movements? Can someone else help you? (Consider height and weight of the student with your height and weigh and physical ability to lift.) Position the wheelchair to the transfer point. Lift or pivot the student to the toilet, chair, or seat following the specific guidelines provided by the student's case manager.

Other Health Impairments

Other health impaired is defined as having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that result in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, leukemia, heart condition, tuberculosis, rheumatic fever, nephritis, sickle cell anemia, hemophilia, epilepsy or lead poisoning which adversely affects a child's educational performance.

Students Who Have Attention Deficit (ADD) or Attention Deficit with Hyperactivity Disorder (ADHD)

General Characteristics

Students with ADD or ADHD will have difficulties coming to and maintaining attention. They may be in an almost constant state of motion (ADHD), or may sit still but are unable to focus on work or activity (ADD). The student will be impulsive: act first, think second, and be distracted by things and activities around him/her.

Tips For Instructing A Student With ADD/ADHD

Follow the plan that is provided by the student's case manager, which describes the accommodations that should be made to enable the student to be successful. Help the student get work started. Don't just tell-SHOW the student how to do things. Have him tell you what he is to do. Make sure the student is working in the least distracting area. Draw pictures, write out directions, or have the student point to or go get the needed materials for a task. Divide the assignment into small chunks-in number or time. Vary the activities, allow extra time to complete work, and give opportunities to move around. Make frequent contact by standing close to the student, or by saying his name. Give regular, consistent feedback.

Students Who Have Epilepsy (Seizure Disorders)

A student who has epilepsy experiences seizures. During the seizure, the brain's nerve cells are charged with extra amounts of electricity, causing the loss of functions i.e., attention, comprehension, and muscles control.

Petit Mal seizures are usually very short, lasting for 3-30 seconds. The student may appear to be daydreaming, stare straight ahead, have no reaction to stimuli, have rapid eye movement, or not seem to understand for a brief time. The student can immediately return to the activity at hand, and may not even be aware of the seizure.

Grand Mal seizures last longer-from a few minutes up to ten minutes or longer, depending on the individual. The student may experience any or all of the following-collapse and become rigid, have uncontrollable jerking of head, trunk and limbs, become blue around the lips and nose, and have a loss of bladder and/or bowel control. The student may be tired or confused when finished, so allow time for rest.

What To Do When Someone Has a Seizure

Stay with the student. Be aware of signals that may indicate a seizure is about to happen or is happening. Remain calm-remember the seizure is painless to the student. There is nothing you can do to stop the seizure from beginning and there is nothing you can do to shorten the length of a seizure. Do not rub the student's arms, legs or face-it may stimulate the student and prolong the seizure. Help the student to lie down. Lay the student on his/her side to let saliva flow out and to keep the airway open. Keep the student from harming him/herself by moving desks, chairs, or other items and people away. Never put anything in the mouth of someone having a seizure, or hold the student's head in your lap. Both actions can cause harm. Remove glasses and tight clothing if needed. Cover the student's abdomen area with their coat or blanket to save the student from embarrassment should he/she become incontinent. Stay with the student during the seizure. Don't offer anything to drink until the student is fully awake. Notify the nurse only after the seizure has lasted the time specified by the student's doctor. Record when the seizure happened, where it happened, what happened right before the seizure, and how long it lasted.

Serious Emotional Disturbance (Behavior Disorder)

A behavior disorder is a condition in which a child exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects the child's educational performance or, in the case of children below age five, development.

- ❖ An inability to learn which cannot be explained by intellectual, sensory, or health factors;

- ❖ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- ❖ Inappropriate types of behavior or feelings under normal circumstances;
- ❖ A general pervasive mood of unhappiness or depression;
- ❖ A tendency to develop physical symptoms or fears associated with personal or school problems.
- ❖ The term includes children with schizophrenia. The term does not include children with social mal-adjustments, unless it is determined that they have behavioral disorders.

General Characteristics

Students who receive special education services for behavioral or emotional disorders are identified by the frequency and intensity of their problem behaviors that have been observed in many different settings, and have created problems for the student. Some general characteristics of a student who has an emotional disability are social maladjustment, withdrawal, aggression, volatility, and excessive shyness. Many times the student can NOT wait, or will require assistance to start tasks.

Other behaviors that may occur might be displaying extreme anger in what seems to be a mildly irritating situation or for no apparent reason, showing mood swings (happy one minute, sad the next), appearing painfully shy in all settings, avoiding interactions with other students, frequently fighting with peers and arguing with adults, and making derogatory comments or inappropriate gestures to peers or adults. The student may worry about home or school almost constantly, cry more than is age-appropriate, and avoid uncomfortable situations by running away. Blaming others for feelings or failure, refusing to obey authority, stealing, displaying self-abusive behavior, or abusing substances such as drugs or alcohol is frequently seen.

Tips For Working With A Student With A Behavioral Disorder

When working with a student who has a behavioral or emotional disability, it is important

to follow the behavior management plan that is provided by the student's case manager. Be sure to understand the expectations for the student and the consequences for inappropriate behavior. Try to identify and avoid the "triggers" that may precede certain behaviors. Assist in improving the student's self-esteem by catching him/her being good. Start each day with a clean slate and do not hold a grudge. It is important to emphasize that it's the behavior that is unacceptable-NOT the student. Remember: you are NOT responsible for the behavior of the student, but you ARE responsible for your reaction to the student's behavior.

Specific Learning Disability

Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities; of mental handicaps; of behavior disorders; or of environmental, cultural, or economic disadvantage.

Speech or Language Impairment

A speech or language impairment is a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

Traumatic Brain Injury

Traumatic brain injury is an injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas including cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Visual Impairment

A student is considered to have a visual impairment if, even with correction (glasses, contacts, surgery), there are still problems with educational performance. The term includes both partially seeing and blind.

General Characteristics

A student with a visual impairment may rub his or her eyes, shut or cover one eye, or have unusual facial expressions. They may complain of dizziness, nausea, or pain in eyes or head. They may reverse letters, get letters confused, use poor spacing when writing, or have difficulty reading or lose his or her place while reading, and hold books and papers either too close or too far away.

Tips For Working With A Student Who Has A Visual Impairment

Use special aids; magnifiers, special lighting, large print.

Allow preferential seating and provide extra desk space for enlarged materials and special aids. Be specific and clear when giving directions, add details such as how to locate materials i.e., which direction to turn, how far back in the room, obstacles which may be in the way. Allow extra time on tasks if necessary. Obtain or make material for written directions in Braille or on audiotape. Assist with the student's orientation to the school or work experience site and talk about where things are. If you must assist the student with mobility (as a guide), don't lead him or her. The student's hand at your elbow or your hand on the student's elbow may be enough.

CHAPTER 4

BEHAVIOR MANAGEMENT



“When children begin to speak, they cry less. This is a natural progression. One language is substituted for another. As soon as they can say words...why would they say it with cries?”

Rousseau

Behavior Management

It is very important for individuals providing instruction to acknowledge that behaviors are a form of communication. A student's behavior, whether prompted by an environmental, individual or physical cause, often rises out of a person's inability to communicate in a way that he/she is understood. As a job coach working directly with the student, you may encounter some inappropriate behaviors. You will have guidance from your supervisor or the student's case manager as to how to deal with these behaviors. This could be in the form of a student profile that provides a variety of information about each student or it may be in a Behavior Plan that is included in the student's Individualized Educational Plan (IEP). Either document can provide information that helps everyone who works with the student to consistently respond to any messages a student may express through his/her behavior.

It is best to keep in mind that everyone must have reasonable expectations for each student on job training sites. No one is going to "fix" any student; we can only challenge and give everyone the chance to do their very best, to strengthen their abilities and to find ways to accommodate for their disabilities. Expectations for one student will not be the same for other students. This is why it is important to follow the guidelines that are given to you. This avoids unreasonable expectations and cuts down on everyone's stress level.

“New born beings have from the very first a way of screaming... So when a nurse would discover its desires she guesses from these indications what to offer it; if the child is quiet when something is offered it, she thinks she has found the right thing, but the wrong if it cries and screams.”(c. 348 B.C./1960, p. 174)

-Plato

What A Student May Be Trying to Tell Us

Individual:

- ® Inability to tell us what he/she wants or needs
- ® Inability to complete the task—he/she is overwhelmed by the expectation
- ® Inability to be flexible and change his/her behavior in different situations
- ® Inability to get reinforcement—he/she is not sure what he/she is doing is what people want or why they want it
- ® Job or job tasks don't match student's expectation

Biological:

- ® Thirst or hunger
- ® Health
- ® Medical problems (medications, seizures, allergies, illnesses)
- ® Diet, hormones
- ® Sensory disturbances (e.g., undiagnosed hearing loss, visual impairment)

Environmental:

- ® Crowding, noise, temperature, lighting
- ® Weather
- ® Accommodations for disabilities
- ® Changes in the environment
- ® Materials and physical objects in the environment

Grouping and staffing:

- ® Changes in group composition (too similar, too diverse)
- ® Person-staff ratio (too much/too little attention)
- ® Interactions between person and staff—co-workers, employer
- ® Staff expertise and consistency
- ® Staff/employer supervision
- ® Changing staff members

Programmatic:

- ® Meaningless, boring, or frustrating tasks and materials
- ® Too much or too little attention
- ® Too much or too little structure
- ® Consistency of reinforcement

Family/Home:

- ® Changes in the home environment
- ® Relationships with significant others
- ® Illness or separation from significant others
- ® Move from one environment to another

Adapted from:

Powell, T., Rainforth, B., Hecomovic, A., Steere, D.E., Mayers, M.G., Zouback, M.S. & Singer, A. (1985) Connecticut's data—based model: Developing integrated public school programs for students with severe handicaps, Storrs, CT: Connecticut University Affiliated Program, University of Connecticut.

When a person exhibits a problem behavior and our response is a form of punishment or restriction, we are actually reacting to the behavior after it happens. This type of strategy is known as a *reactive strategy*. Reactive strategies do not promote long-term improvement in behavior. Reactive strategies can make the behavior occur more often and become more intense or destructive. Reactive strategies reinforce the behavior.

However, if we act in anticipation of future problems, needs or behaviors, we are reacting to the behavior before it happens. This type of strategy is known as a *proactive strategy*.

How Do I Deal With Inappropriate Behaviors?

Proactive Strategies

Check individual student's behavior plan. These are general guidelines.

1. Focus on Appropriate Behaviors (catch them being good). Unless inappropriate behavior presents an imminent danger to the student or others, it is ALWAYS better to focus on appropriate behaviors than inappropriate behaviors.
 - a) Praise appropriate behaviors AT LEAST 6 times hourly. (Describe the appropriate behavior you are praising.)
 - b) Praise approximations of desired behavior and patiently provide corrective feedback to teach desired behaviors.
 - c) Praise only after observing the desired behavior (or approximation) for a set amount of time to be sure that the desired behavior is consistent
 - d) When a student displays a non-dangerous, inappropriate behavior, praise others in the environment who are behaving appropriately.
 - e) Tell students what TO DO, not what NOT TO DO.
2. Set up Your Environment
 - a) Have materials needed for tasks set up ahead of time and easily accessible
 - b) Students who disagree or agitate each other should not be close to each other
 - c) Know where everything and everyone is at all times.
3. Planned Ignoring: Often it is possible to ignore the misbehavior if it is not overly disruptive to others. In this way, you can avoid getting into an argument with the student and you will not be giving him your attention when he is being inappropriate (which is what he is seeking).
4. Proximity to Student: How close you stand to a student may profoundly affect his behavior. Normally, the closer you get, the better behaved a student will become when the behavior is minor. If the behavior escalates, it is usually more effective to move away from the student to give him more "space."
5. Show an Interest. You may try to boost the student's interest in his task or activity when you see that he may be becoming agitated or anxious. This can be done by asking him a question about the activity. Example: "How do you do this?" and talking

with him about it briefly for a minute or so. Then redirect him back to the task and walk away. Return when he is back on task and compliment him on working so well.

6. Humor: Humor can be used to “lighten” a tense situation. Avoid humorous comments about something going on in the environment.
7. Direct Appeal to Student. Occasionally, it is possible to diffuse a potentially explosive situation by pointing out the student’s feelings and looking for solutions to make him feel better. For example, “You appear to be angry with me. Is there something I’ve done to make you feel this way? What could we do differently?” Don’t do this if the student is using the behavior to seek attention (seen “Planned Ignoring”).
8. Remove Objects. If you think there are objects in the environment the student is likely to be distracted by or use inappropriately, remove these if possible.
9. Change the Activity. Many times it is possible to allow changes in daily routine. Plan ahead for the unexpected and allow for changes in plan, task or location based on the need to drain tension from the environment. However, if you change your plans for the group too much for any one student, the student may misbehave more so that he can “control” the class.
10. Maintain Routine: Many students benefit from the structure of a daily routine. Often the environment can be arranged so certain tasks are performed only in certain areas or at certain times. This helps some students know what is expected of them and may reduce their level of stress due to the “unknown”.
11. Use Responsibility as a Privilege. Many students like to have “independent” responsibilities (example, help staff) and are trustworthy with these tasks. Make this “privilege” based on the student’s completion of tasks or compliance with some other small request (example: Finish one or more piece of work, sit quietly for one minute).
12. Modeling. Often students become confused or forget what is expected of them during a particular task. At such times, it is often possible to model the step of the task. This helps the student “remember” what is expected without “losing face” by having to ask for help or seeking attention inappropriately.
13. Signals. Many times students become aware of certain nonverbal cues used by others. These nonverbal cues may be useful as “signals” to the student that his behavior is not appropriate. Allow the student to modify his behavior without more intervention. Examples of “signals” include facial expressions, hand signals, and tone of voice.

14. Brief Time Away. If a student is obviously agitated, but not dangerous (for example, pacing, talking loudly or quickly, tapping fingers/objects on table), it may be possible to redirect him by allowing a brief “escape” from the situation. The student may be allowed to go get a drink, use the restroom, or do another task briefly. NOTE: It is important not to completely remove the task or the demand from the student and allow only brief “escape”. Otherwise, the student may learn he can use inappropriate behavior to get out of activities when a problem occurs.

You provide a very important link in each student’s success on the job training site as you provide the eyes and ears for those who need to constantly monitor and change strategies to be successful.

When Should I Report A Behavior?

- When the suggested strategies don’t work
- When the student consistently has behavioral trouble during a specific time of the job training session
- When a new behavior occurs that has never been addressed
- When you are feeling that the plan is no longer working or you want more assistance to avoid becoming frustrated or defeated.

It is better to approach troublesome behavior as a form of communication and use a positive, proactive approach. Your **supervisor** or the **student’s teacher** has the responsibility to provide specific proactive strategies. **Your** responsibility is to provide **consistent, objective observations**.

What Is The Best Way to Report Any Behavior That Stops or Slows Down Progress?

Be specific. Describe the student's actions. DON'T judge the student. Example: "Every time I asked her to pick up a towel, she bit her hand." NOT: "She is so **lazy**, I couldn't even get her to pick up a towel." (Hint: Naughty, lazy, stubborn, spoiled, being a brat, and wants his/her own way are not helpful for others who are trying to help by finding out what the student is trying to say through behavior.)

Three Principles of Behavior

- ® All Behavior is Learned
- ® Any Behavior Being Maintained is Being Reinforced
- ® We are Part of the Problem; Therefore, We Have the Power to be a Part of the Solution

CHAPTER 5

SOCIAL SKILLS



Why Should We Teach Social Skills?

“Social skills are what allow us to pass as normal. Whether one can pass as normal depends not so much on whether one can read or write but rather on one’s level of social development.”

*Dr. Stephen Greenspan
Boys Town, Nebraska*

How Important Are Social Skills?

Studies show that students lacking in appropriate social skills have a high incidence of delinquency and of dropping out of school. Inadequate social skills have been related to lower self-esteem. Eighty-five percent of those who lose jobs do so because of inadequate social skills!

What About Students with Special Needs?

One method of communicating is through social behaviors. We cannot assume that students with special needs are picking up natural cues within the environment for guidelines on appropriate behavior. These students are frequently at a disadvantage in competitive employment because they lack appropriate communication and social skills. They often encounter problems when initiating interactions or responding to others. Studies have demonstrated repeatedly that good communication and interaction skills are essential for finding, getting, and holding a job. Employers today consider social behavior and good communication more important on the job than technical training. Employers also indicate that many employees lose jobs because of personality factors and the way they relate to people rather than because of inadequate performance of the job itself. It is critical, therefore, that school programs include instruction in the social skills necessary for job success.

What Social Skills are Most Valued by Employers for Entry Level Positions?

Asking for assistance, responding to criticism, following directions, offering to help co-workers, answering questions, greeting and conversing with others, giving positive comments and using social amenities are the most valued social skills by employers. These skills can and must be taught within the educational environment so students with disabilities can reach their maximum potential and become contributing members of society.

How Do You Teach Social Skills?

“There are those who would admonish their pupils to behave rather than teach them how to relate positively to each other. Seldom would we admonish a pupil to read in place of teaching the necessary skills.”

-Morse

Teaching Exceptional Children, 1982

Social skills are learned and, therefore, can be taught. Teaching social skills is a necessary component of any school curriculum and are best taught when and where the behavior occurs. There are many different social skills curriculums, such as the *Boys Town Social Skills Training* or *Teaching Social Competence to Youth and Adults with Developmental Disabilities*, available for schools to use in teaching social skills. They generally break down each social skill into teachable steps. For example, if you were teaching the social skill of following directions, you would teach the student that when someone gives him or her a direction, he/she is to 1) Look at the person, 2) Say okay, 3) Do it, and 4) Check back. When teaching social skills, the following sequence is generally used:

1. **Rationalize why social skills are important.** Target the social skill you have noticed the student is not displaying. That way, when you talk about why the skill is important, you can give specific examples in which you saw the skill NOT demonstrated. Give the student examples of why he/she should use that particular social skill. Additionally, giving examples of real-life situations usually makes it clearer for students.

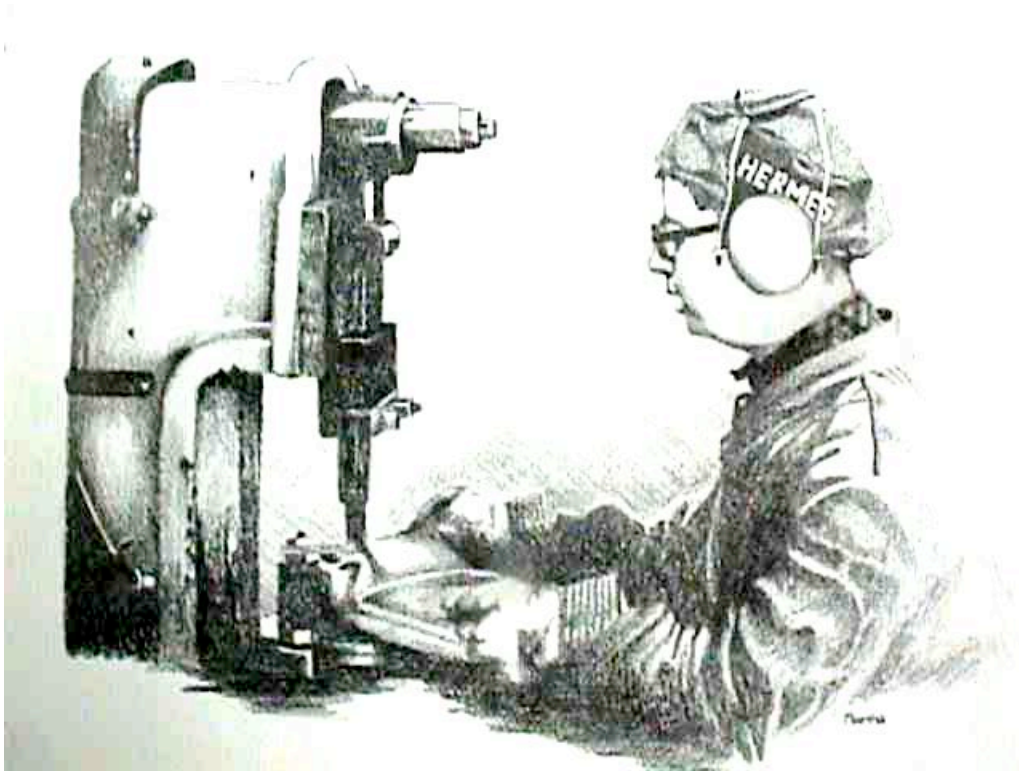
2. **Modeling.** If there are two staff persons, have both of them model a situation where the targeted social skill is needed. If there is only one staff person, use another student. In all likelihood, not all students will need training for all targeted social skills. Therefore, select a student who has demonstrated the targeted social skill. Use them as a model. Talk about the modeled situation.
3. **Role Play.** Have the student who does not have the social skill role play with you a situation which calls for the targeted social skill.
4. **Feedback.** Provide feedback to the student regarding his/her performance during the role play.
5. **Practice.** Different situations requiring the targeted social skill should be practiced until the student consistently demonstrates it. This step incorporates Steps 3 and 4. The process is the same. Practice the social skill until the student can do it consistently.

“Some children will do what you want them to if you just tell them what you want.”

Tom Lovitt

CHAPTER 6

HOW TO TEACH



*“We must change our way of thinking. We must truly believe in the concept that our students are not developmentally disabled, but rather they are developmentally delayed. **Delayed** tells us that learning can and will occur with repetition and practice. We must look at the student’s abilities and identify what is right. We must use every moment at school to the maximum and every moment must be part of the plan for long-term goals. These individuals feel hopeless when they can’t do things. The more we do for these students, the more dependent they become. Mastering tasks builds students’ belief in themselves. Doing something well has much more impact on self-esteem than talking about self-esteem issues.”*

Katy Wegner

How Do You Teach A Task?

Each person learns best in their own way. Some people prefer to listen to instructions, some are better at watching someone perform what's to be done, while others must practice the skill immediately to learn best. Information gathered on a particular student's learning style will help adult agencies provide more appropriate services for the student, and is essential for the student's success.

WHERE DO I START?

Begin by **explaining the task to the student**. Information should be shared with the student as to why this job is important, what happens to the finished product, why the job needs to be completed correctly and with high quality, etc. It is important for the student to understand the purpose or reason for the task. Like all of us, people with disabilities will be more motivated to do a job well when they understand the importance of what they are doing.

After you've explained to the student what he/she will be doing and why, **show** the student how to do the task. Model for the student the correct way while he/she watches you.

Once the student has watched you do the task, **let the student try it himself**. As he is performing the task, **observe the student** to see how he does it. If what he is doing is correct, **praise the student**. However, if the student is having difficulty doing the task, immediately **redirect** (re-teach) before the student does the task incorrectly.

HOW DO I REDIRECT?

First of all, give the student an **indirect verbal (natural) cue**. For example, if the student is to fold a towel you might say, “The towel is laying on the table and needs to be folded. What do you do now?” Wait about 2-3 seconds for the student to process the information you have just given. If the student has not responded, give a **direct verbal cue**. Tell the student exactly what to do. For example, you would say to the student, “Fold it over.” Again, wait about 2-3 seconds for the student to process this information. If the student still is not picking up one end of the towel and folding it over the other end, use a **gesture cue**. Through gestures, you guide the student through any given step of the task. For example, when folding a towel, you would point to the short edge of the towel and gesture that it needed to be laid on top of the other short edge. If the student has not picked up one end of the towel after about 2-3 seconds, you will need to give **partial physical assistance**. This means that the student requires some physical assistance or prompting in order to complete the step. For example, when folding a towel, you would be standing behind the student, guiding the student’s movements by placing your hands on the student’s elbows. Assist the student through the task of laying one short edge of the towel over the top of the other short edge. If, after 2-3 seconds the student is still not able to do the step, give the student **full physical assistance**. Full physical assistance is complete physical cueing and guidance. For example, when folding a towel, you would stand behind the student and in a hand-over-hand technique, you would lay one short edge of the towel over the top of the other short edge.

When you are giving instruction, it is important to remember several things:

- ® Never repeat a cue. Move “down” to the next cueing technique if the student is not able to do the step, and you need to redirect.
- ® Always allow processing time (about two seconds) before moving down to the next cue. Less time may not give the student an opportunity to process the cue he/she has been given. Too much time will give the student time to engage in inappropriate behaviors. Two or three seconds is typically the time used for most students; however, individual cases may require more or less time between cues.
- ® It is extremely important that you use clear, simple language. Do not “chatter” about other things going on. Typically, the only language used should be that in which you are giving the indirect and direct verbal cues and when you praise the student for completing the task correctly.

WHAT IS A TASK ANALYSIS?

A task analysis breaks down a task into small learning units or teachable steps. By breaking the task into teachable steps, you can help an individual concentrate on one step at a time. For example, brushing teeth consists of many different steps that generally should proceed in a certain order. Each step or unit should be the stimulus for the next step.

EXAMPLE OF TASK ANALYSIS

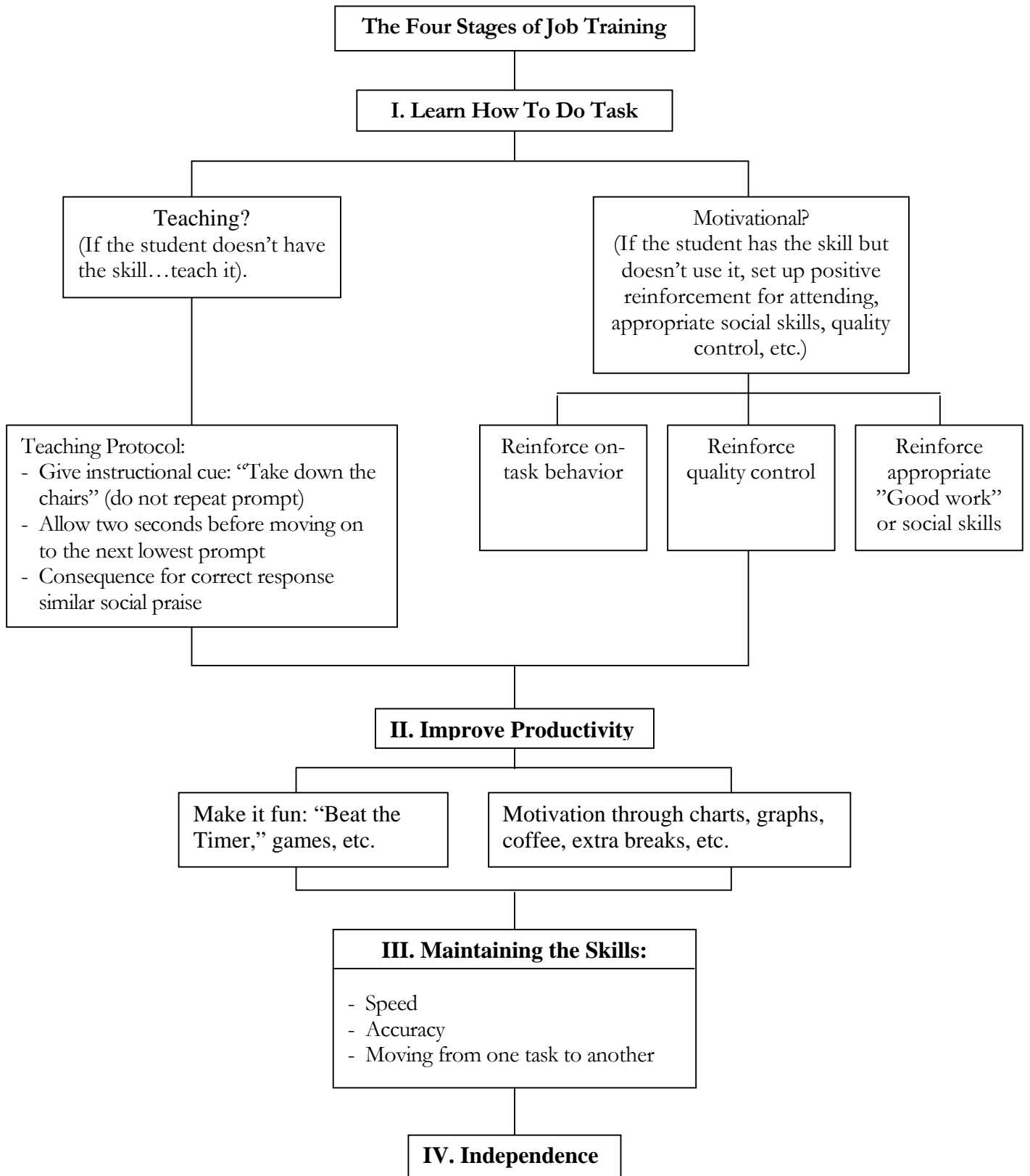
BRUSHING TEETH

<u>Natural Cue</u>	<u>Response</u>
1. After breakfast	Go into bathroom
2. In bathroom	Get toothbrush
3. Toothbrush in hand	Get toothpaste
4. Have brush & paste	Put paste on brush
5. Paste on brush	Brush teeth
6. Teeth brushed	Spit out
7. All spit out	Rinse mouth
8. Mouth rinsed	Rinse brush
9. Brush rinsed	Put brush away
10. Brush away	Put toothpaste away
11. Toothpaste put up	Leave bathroom

Not only is the task analysis essential to teaching the task, but the charting of progress on the steps of the task is also essential. If progress is not being made, the task analysis needs to be reviewed to see which step(s) is causing the student the most difficulty. These steps can be broken into smaller teaching units. The charting on the task analysis should be done at the time of instruction and the student should be actively involved in the charting process. This charting can also be used to help motivate the student to become more independent in each step of the task.

WHAT IS JOB TRAINING?

Teaching a task is just one part of job training.



After the student has learned how to do the task and is consistently doing quality work, improving productivity is the next concern of the job coach. Record keeping is also important in this stage to help student motivation and also to document the student's ability to be competitive in performing quality work within a reasonable amount of time. Taking productivity measured by time samples in a variety of settings helps future agencies identify variables that affect a student's productivity, and also helps identify what motivational variables are most effective. Once the task is learned and productivity increases, the challenge becomes maintaining the skills in speed, accuracy and combinations of tasks. The final stage is independence. Some students may not attain total independence at a particular job, but the data collected from the various stages will be invaluable for future planning.

COMPETENCY TESTS

1. IDEA is:
 - a. A federal law that requires all students to have an IEP.
 - b. A federal law that requires planning for transition to adulthood, including employment, for a young person with a disability.
 - c. A federal law that requires teachers to meet and “brainstorm” once a month.

2. Transition:
 - a. Helps students and families think about life after high school and identify long-range goals.
 - b. Designs the school experience so that students gain the skills and connections they need to achieve goals.
 - c. All of the above.

3. The Individualized Education Plan (IEP) is:
 - a. A team process that identifies the student's desired goals and outlines the school experience.
 - b. A plan dictated by the student's case manager.
 - c. The parents' request for special education.

4. Students with different levels of disabilities have different needs, but all activities should be geared toward independence. True False

5. Age appropriate/functional curriculum is:
 - a. High school students with disabilities listening to Walt Disney tunes.
 - b. High school students matching colored pegs in a pegboard.
 - c. A 19-year-old student with a disability sorting laundry by color at the Laundromat.
 - d. All of the above.

6. Community-based training is:
 - a. Looking at slides of street signs.
 - b. Reading the daily newspaper to students.
 - c. A 19-year-old student with a disability sorting laundry by color at the laundromat.
 - d. All of the above.

7. Integrated settings are:
 - a. Classrooms for students with disabilities located in the public school building.
 - b. Middle school students with disabilities playing softball on the school's softball field.
 - c. A 19-year-old student with a disability sorting laundry by color at the Laundromat.

8. Work experience is:
 - a. More than learning a specific work task.
 - b. Is dictated by the goals on the student's IEP.
 - c. An opportunity to practice academic, communication, motor, social, and work-related skills.
 - d. All of the above.

9. A student must be able to perform all of a task at a work site in order to justify that placement.
True False

10. The intent of work experience is to furnish employers with reliable workers.
True False

11. Federal guidelines state that students must be paid for their work experience.
True False

12. Students are entitled to employment at the business at the conclusion of their work experience if they are able to work independently.
True False

13. Services for students with disabilities are not mandated after they graduate or when they turn 21.
True False

14. A student's community-based work experiences provide information that will be used beyond graduation.
True False

15. Information gathered from community-based work experience will help determine:
 - a. Eligibility for adult services.
 - b. Who should provide services.
 - c. What it will require to help the student achieve success.
 - d. All of the above.
 - e. None of the above.

COMPETENCY TEST - CHAPTER 2

THE ROLE OF THE PARAEDUCATOR/JOB COACH

1. A para-educator is a school employee who works under the supervision of a certified teacher and who instructs and provides services to students.
True False

2. A job coach is a para-educator employed by the school district that provides educational services in the actual work environment for students with disabilities. True False

3. It is the job coach's responsibility to:
 - a. write the IEP educational goals and objectives for each assigned student
 - b. teach and monitor the IEP vocational goals and objectives for each assigned student
 - c. communicate with parents and other staff about the student's progress at a job site.

4. If a job coach sees something at a job training site he/she doesn't like, he/she should:
 - a. notify the Better Business Bureau
 - b. let his/her friends and relatives know
 - c. take the information to his/her immediate supervisor
 - d. All of the above

5. All personal information on a student and all educational records concerning students and their families is confidential, and can only be shared with your immediate family. True False

6. It is not important for a job coach to collect written data on a student as long as they tell their immediate supervisor how the student is doing. True False

7. A job coach is expected to:
 - a. transport students
 - b. make sure students are groomed and dressed properly for work
 - c. be punctual and follow a schedule
 - d. All of the above

1. An example of "People First" language is:
 - a. the blind girl
 - b. the crippled boy
 - c. the girl who uses a wheel chair

2. A handicap is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc.
True False

3. A disability is used to describe a situation or barrier imposed by someone else, the environment, or oneself.
True False

4. Check the appropriate words/phrases to use when speaking of someone with a disability.
 Confined to a wheel chair
 Child with a disability
 Invalid
 Mood disorder
 Crippled
 Of sort stature
 Retarded

5. Students who have a developmental disability (mental retardation):
 generally have an IQ below 85.
 require more time to learn a task.
 generally have difficulty in one specific subject area.

6. When working with students with developmental disabilities, you should:
 be clear with expectations.
 practice skills in all environments.
 be specific with praise.
 teach one thing at a time.
 None of the above
 All of the above

7. If a student is having a seizure, you should rub his/her legs to take away the pain and to shorten the length of the seizure. True False

8. You are not responsible for the behavior of a student, but you are responsible for your reactions to their behavior. True False
9. Students who have a behavioral disorder can be 'cured' if they are given structure, respect, and plenty of love and attention. True False
10. If you know the characteristics of various disabilities, it is easy to diagnose a student and plan their program accordingly. True False

1. If a student behaves in an inappropriate manner at a work site:
 - a. The job coach will have to decide whether or not to continue the student at that particular job site.
 - b. A behavior management plan provided by the student's case manager will provide guidance.
 - c. The job coach must assume full responsibility and will be automatically fired for letting the student get out of control.

2. Reactive strategies:
 - a. Do not promote long-term learning or improvement in behavior.
 - b. Can make the behavior occur more often.
 - c. Reinforce the behavior.
 - d. All of the above.
 - e. None of the above.

3. A student profile:
 - a. Is a form that is completed by a student's case manager that provides essential health/medical concerns that might affect the student's performance at a work site.
 - b. Is a form that is completed by a student's case manager that provides guidelines to action if the student has any inappropriate behaviors.
 - c. Is a form that is completed by the student's case manager that provides information about how the student communicates.
 - d. Is all the above.

4. Behaviors are never a form of communication, but rather a product of lenient families, poor structure from the classroom teacher, and a lack of control from the job coach. True False

5. Students communicate through their behavior:
 - a. That he/she must always get his/her own way.
 - b. That he/she has never worked before and certainly doesn't intend to start now.
 - c. That the adult with them already knows how to do the job, so they might as well do it.
 - d. All of the above.
 - e. None of the above.

6. Students may communicate through their behavior that:
 - a. He or she is unable to change activities without warning.
 - b. He or she is not sure what you expect them to do.
 - c. He or she is thirsty but you don't seem to understand their signal.
 - d. He or she can't work because it is too crowded and hot in the room.
 - e. All of the above.

7. Which of the following are proactive strategies to deal with inappropriate behaviors?
 - a. Focus on appropriate behaviors. Praise target behaviors and the beginnings of desired behaviors at least 6 times every hour (once every 10 minutes).
 - b. Know where everything and everyone is at all times.
 - c. Show an interest in the student's task if he/she is becoming anxious or seems to have lost focus on the task. Engage the student in a brief conversation about his/her work and then redirect him/her back to the task and walk away. Be sure to return with a sincere compliment on the work that is being done.
 - d. Remove objects that are likely to distract the student.
 - e. All of the above.

8. Nonverbal cues including facial expressions, hand signals, and tone of voice may serve as a proactive signal to the student that he/she is beginning to have behavior that is NOT appropriate.
True False
9. Label the following strategies used to manage inappropriate behaviors as P=Proactive or R=Reactive.
- a. ___ Tell the student what TO DO, not what NOT TO DO.
 - b. ___ Send the student back to school early without a break and withhold privileges from the student for the rest of the day.
 - c. ___ If a student starts to display an inappropriate, non-dangerous behavior (burping loudly), praise or reinforce others in the area who are behaving appropriately.
 - d. ___ Send the student who displays an inappropriate behavior out of sight of the work area and do not allow the student to return because "you were told last week what would happen."
 - e. ___ If the student has finished some work and shows early signs of inappropriate behavior, allow the student to perform a privileged responsibility. Example: "Peter, you have been working hard. I can tell by your humming that you need to quit soon. When you finish these two boxes and let me know that you are done by putting them on the 'finished' table, you may then load all the boxes and take them to your friend, Joe."
10. The student is the one responsible for his/her behavior. The job coach/para-educator is only responsible for how he/she reacts to the student and the behavior. True False

SOCIAL SKILLS

1. Social skills are important to teach because
 - a. 85% of those who lose their jobs do so because they have poor social skills
 - b. Inadequate social skills have been equated to lower self-esteem
 - c. Students without social skills have a high incidence of dropping out of school.
 - d. All of the above.
 - e. None of the above.

2. Social skills are best taught and enforced when and where the behavior occurs.
True False

3. Place check marks next to the 7 social skills that are valued by employers:
 - Following directions
 - Crying when receiving feedback
 - Disagreeing with people of authority frequently
 - Leaving the work area before quitting time
 - Taking unscheduled breaks
 - Greeting others appropriately
 - Answering questions
 - Responding to criticism appropriately
 - Using social amenities
 - Offering help to co-workers
 - Giving positive comments

4. Place a check mark next to the statements that describe the philosophy of Social Skills training.
- Social skills are what allow us to pass as normal.
 - There are people who would admonish their students to “behave” rather than teach them how to positively relate to one another. This admonishment should be enough.
 - Students will do what you want them to if you just tell them what you want.
 - Students learn best when skills are taught in one class by only one person.
 - If you teach someone what to do and give them lots of opportunities to practice the skill, and lots of support and reinforcement for using the skill, then the person will master the skill and maintain it as a tool to use for life.

HOW TO TEACH

1. Students with disabilities can and will learn if:
 - a. there is repetition and practice
 - b. every moment is used to the maximum and is directed toward achieving long-term goals
 - c. we build upon their abilities
 - d. None of the above
 - e. All of the above

2. The stages of job training are:
 - a. maintain skills, improve productivity, learn how to do the task, independence
 - b. independence, learn how to do the task, improve productivity, maintain skills
 - c. learn how to do the task, improve productivity, maintain skills, independence

3. If a student isn't doing the task, you need to decide if he can't do the task, or if he isn't motivated to do the task. True False

4. The job coach should introduce a new task by:
 - a. explaining the task to the student
 - b. explaining the purpose of the task
 - c. showing the student how to do the task
 - d. All of the above

5. A task analysis is the breaking down of a task into small learning units.
True False

6. The student is to fold a towel. You have explained to her why it is important that she fold the towel, and you have showed her how to fold it. She just stands there. What do you do?
 - _____ Pick up her hand and guide her through the motions of folding the towel. (Full physical assistance)
 - _____ Tell her to fold the towel. (Direct verbal cue)
 - _____ Point to the edge of the towel that needs to be picked up. (Gesture)
 - _____ Ask her, "What do you need to do?" (Natural cue)
 - _____ Put your hand on her elbow and gently guide her hand to the corner of the towel. (Partial physical assistance)

7. If the student is to do a task, and they are not doing it, you should repeat the prompt several times until you go to the next prompt.
True False

8. A student is to put a sticker in a box. You have told her why it is important the boxes have stickers on them, and you have showed her how to do it. Assuming the student needs more assistance after each prompt, number the prompts in the order that you would provide them.
 - _____ Put your hand over her hand and assist her in picking up the sticker.
 - _____ Tell her to pick up the sticker.
 - _____ Point to the sticker.
 - _____ Ask her, "What do you need to do?"
 - _____ Put your hand on her elbow and guide her arm in the direction of the sticker.

9. When charting productivity, you keep track of the amount of work the student has done during the whole work session.

True

False

10. Academic, communication, motor and social skills should be taught at the job site.

True

False

GLOSSARY



Understanding Terminology and Defining Disabilities

ABC OF BEHAVIOR

Identification of the antecedents of behavior, the behavior itself, and the consequences that follow the behavior.

ADVOCACY

Representing the interests of a person with disabilities to improve the stability and meaningfulness of his or her life. In employment, it includes assisting to obtain and succeed in the job opportunity a person desires.

AGE APPROPRIATE SKILLS

Skills which same-age peers who do not have disabilities are performing.

AMERICANS WITH DISABILITIES ACT (ADA)

A civil rights law that prohibits discrimination on the basis of disability in several areas, including employment.

ANECDOTAL RECORDING

A factual, written description of what has been observed.

ANTECEDENTS

Events or actions that occur directly before a behavior begins.

APPROPRIATE BEHAVIOR

Behavior that is generally accepted by society.

BASELINE DATA

Data taken the first time a student is charted that shows what skills the student is able to perform without prior instruction.

BEHAVIOR

A response which is observable, measurable, and repeatable.

BEHAVIOR MANAGEMENT PLAN

A plan developed by the case manager, with the assistance of the student's IEP team, that outlines the strategies to be used if the student shows signs of inappropriate behavior.

CAREER PLANNING

A process of putting together information about a person's career goals, capabilities, needs for support, and expectations in order to realize a job related to his/her desires.

CASE MANAGER

A certified staff member who oversees the development, implementation, coordination, monitoring and/or evaluation of a student's Individual Education Plan (IEP). The case manager is responsible for the student's IEP document and for scheduling and facilitating the IEP meeting.

CERTIFIED TEACHER

A teacher who has completed the state certification requirement, which generally includes at least four years of college with a major in education, and successful completion of a standardized competency test.

COMMUNITY-BASED INSTRUCTION

Instruction that takes place in the setting in which the skill being taught is actually performed. The community becomes the classroom.

CONFIDENTIALITY

The private information about students and their families. Confidential information may be about problems and disabilities, test scores, background, etc. Paras and other educators are required by law to respect the confidentiality of this information.

CONSEQUENCE

The outcome that is the direct result of a behavior.

DATA

The actual numbers gathered which communicate information about behavior.

DIRECT VERBAL CUE

The student is told what to do.

EMBEDDED SKILLS

Academic, social, physical and communication skills that can be taught in conjunction with the vocational, community, recreational or domestic skill being taught.

FULL PHYSICAL CUE

The student requires hand-over-hand assistance in order to complete a task.

GESTURE

The student's action is directed/guided through pointing or pantomime movements.

IEP TEAM

A team of people made up of parents/family, friends, educational staff and support personnel, who meet with the student to develop a yearly Individualized Education Plan, which includes objectives and goals based on the needs and vision of the student.

INAPPROPRIATE BEHAVIOR

Behavior that obstructs progress or learning and/or is generally shunned by society.

INDEPENDENCE

The student performs the task correctly without assistance or prompting.

INDIRECT VERBAL CUE

The student is given the natural cue (Example: You've finished folding the boxes) and then asked, "What's next?"

INDIVIDUAL EDUCATION PLAN (IEP)

A written plan, developed by a team made up of the student age 14 or older, the parents of the student, teaching and support staff, and others invited by the parents and student, that identifies the student's educational goals and objectives to be accomplished in the following year, as well as how the progress will be monitored, and who is responsible for directing the learning process. This plan is reviewed and re-written each year.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

A federal law, passed in 1990, that requires planning for transition to adulthood, including employment, for a young person with a disability, starting at least age 14, as part of his/her Individualized Education Plan.

INTEGRATED SETTINGS

Settings where individuals without disabilities work, learn, recreate, and socialize with individuals without disabilities.

JOB ACCOMMODATION

Using information from job analysis to develop strategies for changes in routines, equipment, and tasks so the employee can better perform the job. May include specialized equipment, interpreters, or modifications of existing tasks and settings.

JOB ANALYSIS

Assessing a job situation with employers to arrange specific duties, schedules, equipment, and other parts of the job for the employee to be most productive, safe, and satisfied.

JOB COACH

The person providing support and/or giving assistance to persons with disabilities, helping them succeed in their job site experience or paid employment.

JOB TRAINING SITE

An actual work environment in the community, serving as an extension of the classroom, where the student is involved in an unpaid work experience. The purpose of the experience is for vocational exploration, assessment, and/or training. (The unpaid job training experience needs to occur within Dept. of Labor guidelines.)

LEAST RESTRICTIVE ENVIRONMENT

A special education term meaning the placement in which a student has the best opportunity to achieve with the least amount of restriction, based on individual student needs and abilities.

MEASURABLE

A method of describing goals or behaviors so they can be measured objectively.

MODEL

Demonstrate a desired behavior or skill.

NATURAL CUE

A situation that naturally occurs that indicates the need to perform a specific task or use a specific skill.

OBSERVABLE

A behavior that can be either seen or heard.

OBSERVATION

The process of systematically viewing behavior.

ON-THE-JOB TRAINING (OJT)

Instruction provided in an actual work situation in which the employee learns to perform expected job tasks.

PARAPROFESSIONALS (PARA-EDUCATORS)

Additional educational personnel, working under the supervision of a certified teacher, hired to extend the services of a school's program. Paraprofessionals usually perform instructional, clerical, or student supervisory duties within a school or program. These duties are planned, monitored and evaluated by a certified teacher.

PARTIAL PHYSICAL ASSISTANCE

The student requires some physical guidance in order to complete the task.

PEOPLE FIRST LANGUAGE

A conscientious choice of language that describes a person's various abilities first and includes information on his/her disability only as needed in specific situations.

PERSON-CENTERED PLANNING

A planning process for the future of an individual that focuses on his or her strengths, interests, and life dreams.

PLANNED IGNORING

Purposefully ignoring an inappropriate behavior that presents no danger to the student or others.

PROACTIVE STRATEGIES

Behavior management strategies that anticipate future problems, needs or behaviors before they happen.

PRODUCTIVITY

The amount of work completed in a given amount of time.

PROMPT

The cue or degree of assistance needed to complete a step of a task.

PROVIDER

An individual, group of individuals, or organization offering one or more services, usually under some kind of fee or contract arrangement.

REACTIVE STRATEGY

Using punishment in reaction to a behavior after it occurs.

RESPONSE

What a person says or does in relationship to a cue or situation.

SOCIAL AMENITIES

Using terms of politeness: please, thank you, excuse me, I'm sorry, you're welcome, etc.

SOCIAL SKILLS

How people relate to each other in various situations.

SPECIAL EDUCATION

A federally-mandated program organized through state and local educational agencies that ensures and provides appropriate educational activities for students qualifying under categories of disabilities.

STUDENT PROFILE

Information from the student's IEP team, compiled by the student's case manager, that describes the student's strengths and needs, along with any medical concerns. This information is confidential and intended to be shared only with staff working with the student. The purpose of the profile is to provide consistent strategies and reliable information about the student.

SUPPORT

To maintain or help a student by providing needed assistance in a variety of intensities and methods.

SUPPORTED EMPLOYMENT

Paid community employment for those who need long-term, ongoing support in order to succeed on the job. It is characterized by regular opportunities for interaction with co-workers without disabilities and/or the public.

TARGET BEHAVIOR

A behavior chosen for evaluation or intervention.

TASK ANALYSIS

The division of a task into small learning units.

TEACHING PROTOCOL

A systematic plan for teaching a task that ensures the student will complete the task correctly and with the minimal amount of assistance needed.

TRANSITION

The process designed to assist students in their move from school into the adult world.

VOCATIONAL EVALUATION

A comprehensive process to aid in career development by determining vocational goals and expectations of persons based upon their interests, skills and experiences.

VOCATIONAL REHABILITATION

A federal and state supported service administered in each state that provides various resources and support to assist individuals with physical, learning, developmental and emotional disabilities in obtaining meaningful employment.

WORK ADJUSTMENT

A rehabilitation service that assists an individual in acquiring work habits and related social skills considered important for successful employment.