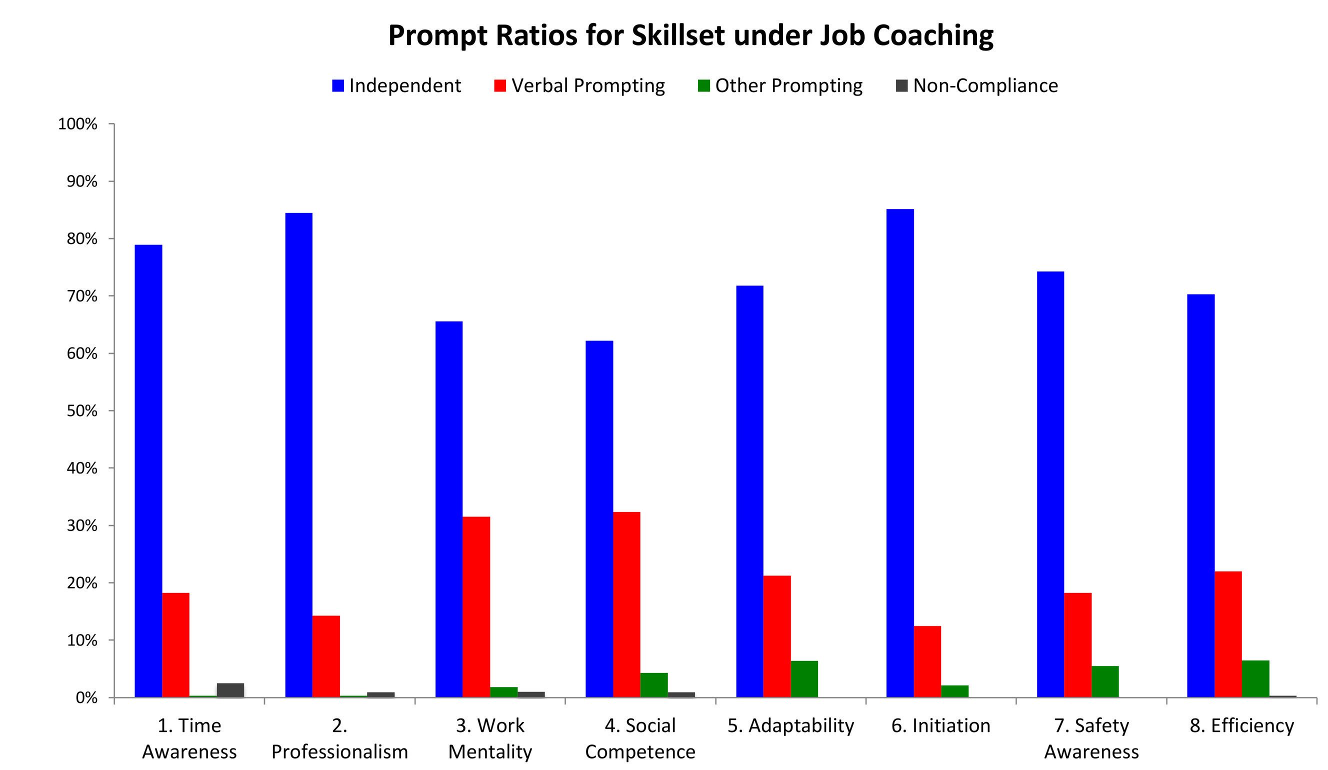
Job Coaching, Work Shift Summaries, and Employee Appraisals for Students with ID/DD

Work Experience Lessons from Wayfinders at Fresno State

Job Coaching

- **Sample**: Nineteen (19) students in their 1st Year of attending Wayfinders at Fresno State during the Fall 2019 semester.
- **Plot Points**: 8 areas previously determined to be important in Job Coaching support.
- **Scores**: 2,376 scores across the 8 areas.



Area 1. **Time Awareness**: Fundamentally, being on time to work is prioritized by students because of the inherent stakes of a job. i.e., missing or being late means less time at work which means less pay. It can also lead into disciplinary action from either employers and/or Wayfinders. Communicating to employers about missing work and/or being tardy helps mediate any disciplinary action.

Area 2. **Professionalism**: High levels of professionalism can help lead to career advances such as additional responsibilities, new positions, and full-time employment. This is exhibited by maintaining standards of appearance and being approachable. Students are told that they don't just represent themselves; they represent the company or organization that they are currently working for.

Area 3. **Work Mentality**: Having a positive attitude at the workplace affects several other areas relating to work. This includes their overall motivation, quality of work, task endurance, and receptivity to feedback concerning their work performance. The vast majority of businesses expect employees to provide excellent customer service skills. Work mentality can have a strong influence on this.

Area 4. **Social Competence**: This area includes skills related to interacting with employers, co-workers, and ultimately, the customers. Appropriate social interactions with others are important to build rapport and team work. This just makes the workplace a more comfortable place to work at and helps when mediating conflict.

Area 5. **Adaptability**: Being able to accommodate the work site needs is important to being adaptable. Companies and organizations have changing needs and students who are able to adjust appropriately, with the use of problem-solving skills and flexibility in thinking, will be more valuable to the company or organization.

Area 6. **Initiation**: Employers also value employees who initiate for further instruction, clarification, and additional tasks once they have completed their originally assigned work. Showing ownership of a task lets employers know that the employee values the work that they are doing. This also contributes to fully complete and higher quality work because when an employee values their work, they are more invested.

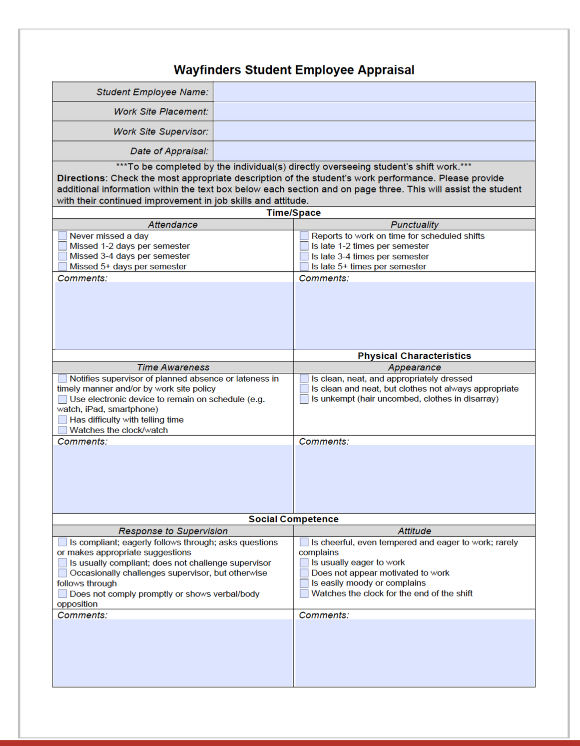
Area 7. **Safety Awareness**: The more time you spend at a work place, there is a higher risk of an incident involving safety. For example, having proper body mechanics is a targeted skill because this is a more regular threat to student safety. Other students are trained in safety protocols as needed as related to their position and responsibilities.

Area 8. **Efficiency**: This area includes a number of strategies that develop the student's ability to work smarter, faster, correctly, and ultimately complete more tasks within their work shift. Being able to go to the work site, day after day, with less and less need for supervision and doing regularly assigned tasks with more and more ease.

Center: Students Nathan Patt and Maria Wurster at their shared work site. Photo Credits: Cary Edmonson

Employee Appraisals

- Employee Appraisals help align students' *perception* of their performance and employers *evaluation* of the student's performance.
- Students get recognized for their strengths and accomplishments directly from their employer and/or supervisors.
- This creates an environment of constructive feedback which allows further discussion with the shared goal of improving employee performance and job satisfaction.
- This appraisal helps outline a plan of support to continuously improve specific skills that the individual student needs to work on during future work placement opportunities.



Wayfinders Student Employee Appraisal

Student Employee Name:	
Work Site Placement:	
Work Site Supervisor:	
Date of Appraisal:	

To be completed by the individual(s) directly overseeing student's shift work.
Directions: Check the most appropriate description of the student's work performance. Please provide additional information within the text box below each section and on page three. This will assist the student with their continued improvement in job skills and attitude.

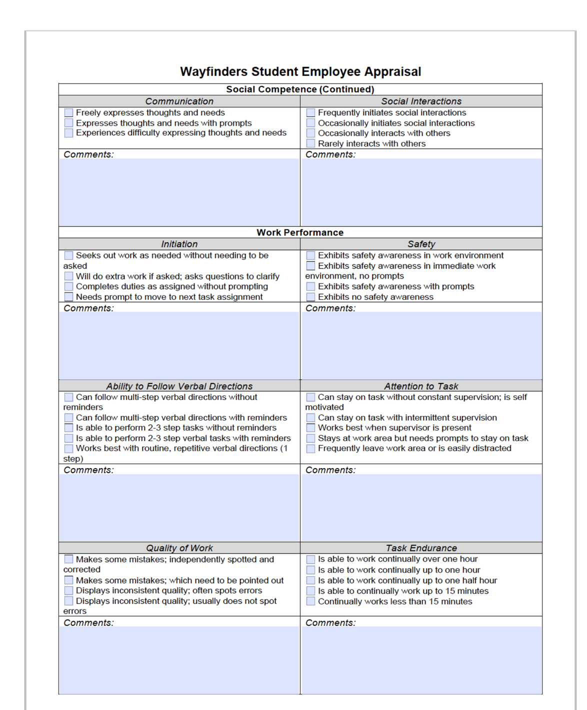
Time/Space

Attendance	Punctuality
☐ Never missed a day ☐ Missed 1-2 days per semester ☐ Missed 3-4 days per semester ☐ Missed 5+ days per semester	☐ Reports to work on time for scheduled shifts ☐ Is late 1-2 times per semester ☐ Is late 3-4 times per semester ☐ Is late 5+ times per semester
Comments:	Comments:

Time Awareness	Physical Characteristics – Appearance
☐ Notifies supervisor of planned absence or lateness in timely manner and/or by work site policy ☐ Use electronic device to remain on schedule (e.g. watch, iPad, smartphone) ☐ Has difficulty with telling time ☐ Watches the clock/watch	☐ Is clean, neat, and appropriately dressed ☐ Is clean and neat, but clothes not always appropriate ☐ Is unkempt (hair uncombed, clothes in disarray)
Comments:	Comments:

Social Competence

Response to Supervision	Attitude
☐ Is compliant; eagerly follows through; asks questions or makes appropriate suggestions ☐ Is usually compliant; does not challenge supervisor ☐ Occasionally challenges supervisor, but otherwise follows through ☐ Does not comply promptly or shows verbal/body opposition	☐ Is cheerful, even tempered and eager to work; rarely complains ☐ Is usually eager to work ☐ Does not appear motivated to work ☐ Is easily moody or complains ☐ Watches the clock for the end of the shift
Comments:	Comments:



Wayfinders Student Employee Appraisal

Social Competence (Continued)

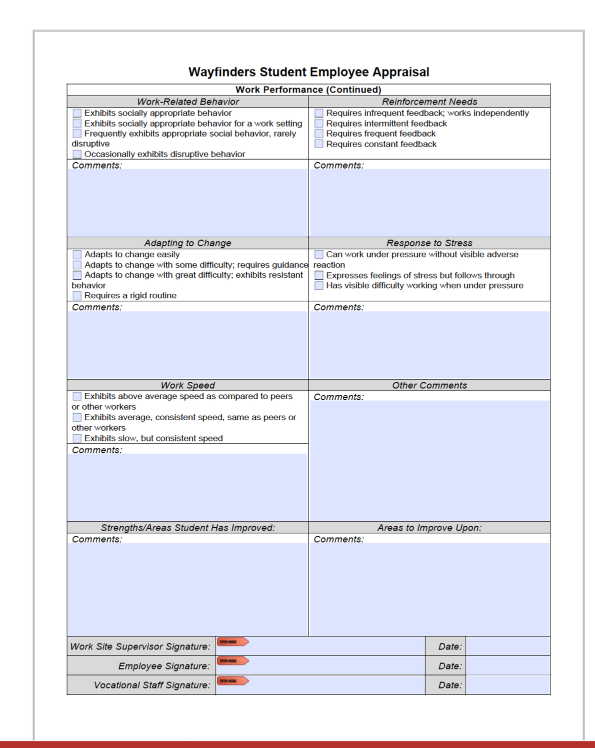
Communication	Social Interactions
☐ Freely expresses thoughts and needs ☐ Expresses thoughts and needs with prompts ☐ Experiences difficulty expressing thoughts and needs	☐ Frequently initiates social interactions ☐ Occasionally initiates social interactions ☐ Occasionally interacts with others ☐ Rarely interacts with others
Comments:	Comments:

Work Performance

Initiation	Safety
☐ Seeks out work as needed without needing to be asked ☐ Will do extra work if asked; asks questions to clarify ☐ Completes duties as assigned without prompting ☐ Needs prompt to move to next task assignment	☐ Exhibits safety awareness in work environment ☐ Exhibits safety awareness in immediate work environment, no prompts ☐ Exhibits safety awareness with prompts ☐ Exhibits no safety awareness
Comments:	Comments:

Ability to Follow Verbal Directions	Attention to Task
☐ Can follow multi-step verbal directions without reminders ☐ Can follow multi-step verbal directions with reminders ☐ Is able to perform 2-3 step tasks without reminders ☐ Is able to perform 2-3 step verbal tasks with reminders ☐ Works best with routine, repetitive verbal directions (1 step)	☐ Can stay on task without constant supervision; is self motivated ☐ Can stay on task with intermittent supervision ☐ Works best when supervisor is present ☐ Stays at work area but needs prompts to stay on task ☐ Frequently leave work area or is easily distracted
Comments:	Comments:

Quality of Work	Task Endurance
☐ Makes some mistakes; independently spotted and corrected ☐ Makes some mistakes; which need to be pointed out ☐ Displays inconsistent quality; often spots errors ☐ Displays inconsistent quality; usually does not spot errors	☐ Is able to work continually over one hour ☐ Is able to work continually up to one hour ☐ Is able to work continually up to one half hour ☐ Is able to continually work up to 15 minutes ☐ Continually works less than 15 minutes
Comments:	Comments:



Wayfinders Student Employee Appraisal

Work Performance (Continued)

Work-Related Behavior	Reinforcement Needs
☐ Exhibits socially appropriate behavior ☐ Exhibits socially appropriate behavior for a work setting ☐ Frequently exhibits appropriate social behavior, rarely disruptive ☐ Occasionally exhibits disruptive behavior	☐ Requires infrequent feedback; works independently ☐ Requires intermittent feedback ☐ Requires frequent feedback ☐ Requires constant feedback
Comments:	Comments:

Adapting to Change	Response to Stress
☐ Adapts to change easily ☐ Adapts to change with some difficulty; requires guidance ☐ Adapts to change with great difficulty; exhibits resistant behavior ☐ Requires a rigid routine	☐ Can work under pressure without visible adverse reaction ☐ Expresses feelings of stress but follows through ☐ Has visible difficulty working when under pressure
Comments:	Comments:

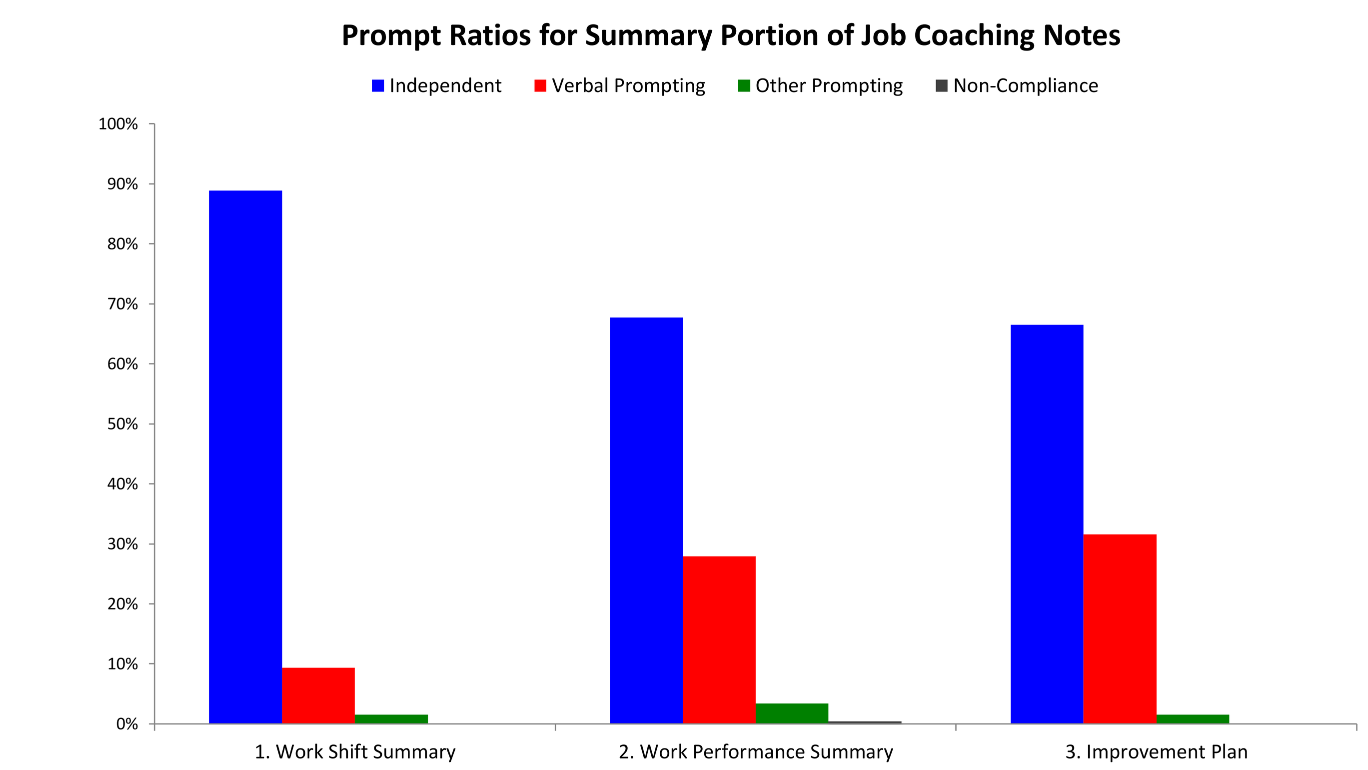
Work Speed	Other Comments
☐ Exhibits above average speed as compared to peers or other workers ☐ Exhibits average, consistent speed, same as peers or other workers ☐ Exhibits slow, but consistent speed	Comments:
Comments:	

Strengths/Areas Student Has Improved:	Areas to Improve Upon:
Comments:	Comments:

Work Site Supervisor Signature:		Date:	
Employee Signature:		Date:	
Vocational Staff Signature:		Date:	

Work Shift Summaries

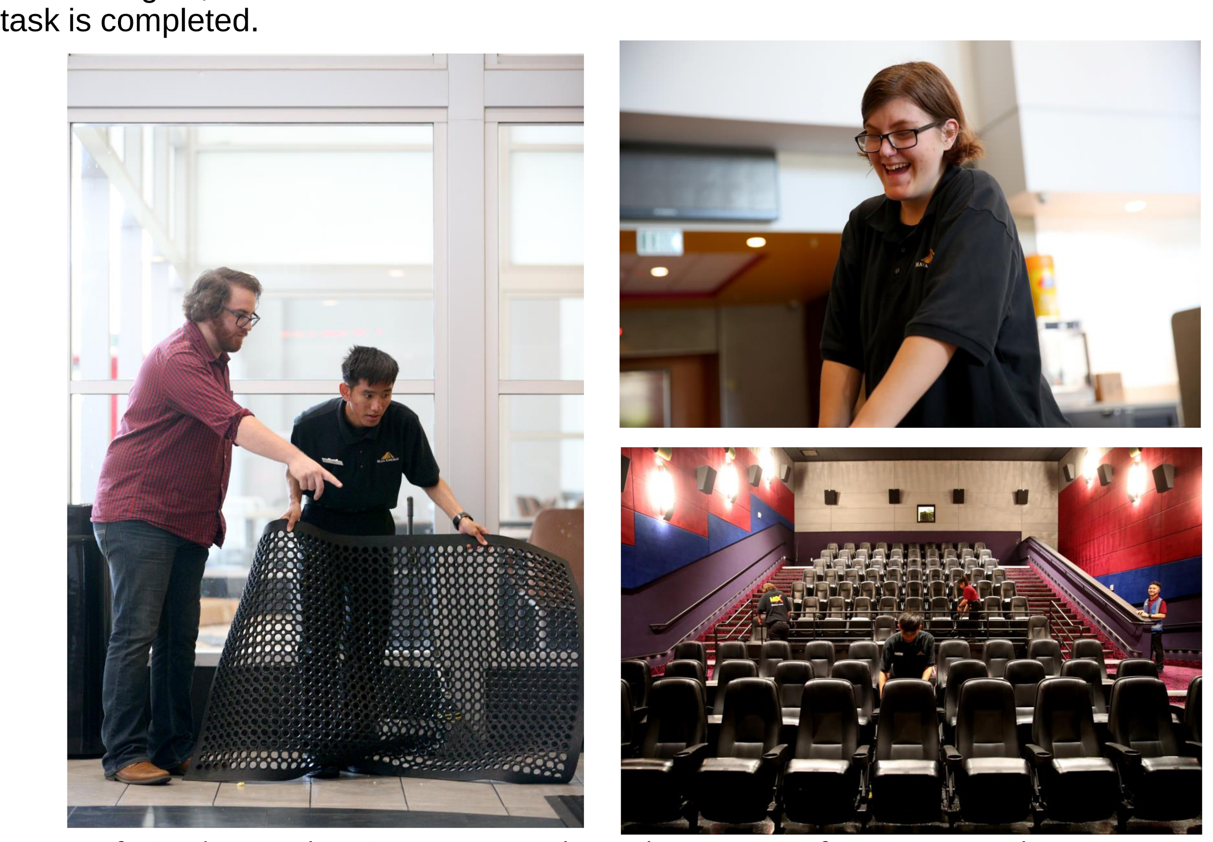
- **Sample**: Nineteen (19) students in their 1st Year of attending Wayfinders at Fresno State during the Fall 2019 semester.
- **Plot Points**: 3 summaries previously determined to be important in summarizing Job Coaching support.
- **Scores**: 821 scores across the 3 areas.



Summary 1. **Work Shift Summary**: Summarizing what tasks were assigned and completed is usually pretty easy for students to discuss.

Summary 2. **Work Performance Summary**: Students' interpretation of their work performance is different from student to student. Oftentimes, it is one of two case: either students give themselves too much credit for their work performance OR they sell themselves short.

Summary 3. **Improvement Plan**: Identifying the steps to improve their performance can be even more difficult than summarizing their work performance. Once the student and support staff have agreed about the work performance, then they must come up with a work performance improvement plan for the next shift and other future shifts. Improvement plans can incorporate several strategies, such as the use of a written list of tasks that the student can check off once the task is completed.



Left: Student Nathan Patt receives job coaching support from Vocational Assistant Daniel Reynoso. Top right: Student Maria Wurster. Bottom left: Students Nathan Patt and Maria Wurster working with staff from work site. Photo Credits: Cary Edmonson

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