Recruitment and Job Coaching for and with Intellectual Disability

Polo Europeo della Conoscenza (IT) | Lusófona University, CICANT (PT) | Wise Academy (SE) | Yoncalar Association (TR)

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Objectives

- Build **job-specific skills, social interaction capabilities, and work habits in PwID** to improve their employability;

- **Facilitate on-the-job training for PwID**, helping them adapt to their work environment and culture, ensuring they can perform their tasks effectively;

- **Support sustainable employment and career advancement** for PwID through ongoing assessment, adjustment of training, and **addressing workplace challenges**.

Job Coaching

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Job Coaching

- **Job coaches** are responsible **for ensuring sustainable employment** by providing the individual with ID with the support needed at different stages. This also means **supporting the components of the workplace where the individual is placed**.

- In order to better ensure the sustainable employment of PwID**, the coach should conduct a series of assessment studies prior to the placement**. This can help the coach to determine the level of functioning of the individual in employability skill areas.

Job analysis:

- This is done through **interviews, observations and portfolio reviews**. Checklists can also be used to determine the readiness of the PwID;

- These tools help to identify the **individual's level of competence, hobbies, interests and aspirations**, as well as potential working conditions and workplace culture;

- These tools help coaches to **find the most suitable job for the individual**.

Job Coaching

- Following the assessment, **the coach tailors the training sessions to meet the specific needs of the individual**. These sessions take place in the workplace, providing practical experience in a real environment.

- During this phase, **support is provided not only to the PwID** by job specialists, job coaches and vocational counsellors, **but also to the employers themselves**, offering assistance before, during and after work (Karaaslan, 2010).

- This is followed by an **evaluation of the individual's job performance** to measure their progress and effectiveness in their role.

- If there are no performance issues, **the level of support will gradually decrease over time**. However, it's important that the coach does not abruptly withdraw support during this transition period. Instead, the responsibility for support should be gradually transferred to other stakeholders, such as colleagues and the employer. To ensure the effectiveness of this process, the job coach should **carry out regular workplace observations, attend meetings with relevant stakeholders and share data on the progress of the transition**. This monitoring process, as described by Meaker (2016), helps to measure the success of the support fading strategy.

Job Coaching

Pre-Placement

- Employer expectations
- Interests and competencies of the individual

Placement

- Determining the job description
- Providing on-the-job training to individuals in area of need

After Placement

- Continuous evaluation
- Tracing

Job Coach Responsibilities

Job Coach Responsibilities

According to Cavkaytar and Artar (2019):

- Assessing the interests and needs of individuals with ID towards working life.

- Evaluating possible job opportunities in the environment where the individual with intellectual disability lives.

- Matching the PwID with a job suitable for their interests and abilities.

- Analysing workplace components (working conditions, employer expectations).

- Providing institution-centred training to the PwID for the requirements of the workplace.

- Placing the PwID in a job.

- Providing on-the-job training to PwID.

- Monitoring the performance of the PwID in the workplace.

- Providing support to PwID, when needed.

- Reducing the frequency and duration of the support according to the performance of the PwID.

Moreover:

- The job coach should act on subjects such as **teaching or adapting the travel skills necessary for the transportation** of the individual to the workplace, **meeting the information needs of the employer and colleagues**, if any, in the process, taking necessary measures to **increase social interaction during breaks and leisure times**;

- They should inform parents about the individual's working life at regular intervals and provide consultancy services, for future career planning (Pierangelo & Giulani, 2007).

Final Thoughts

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- **Job coaches are pivotal in facilitating the employment of PwID**, providing comprehensive support from pre-placement assessments to ongoing workplace integration, ensuring that job roles align with the individual's skills and needs.

- Supported employment models involve a **collaborative effort among job coaches, employers, and community stakeholders to create inclusive work environments that promote the professional development and sustainability of employment for PwID**.

- **The role of job coaches extends beyond professional training to include fostering social integration and coordinating with families** for long-term career planning, thereby enhancing the overall quality of life PwID and enriching workplace diversity.

Practical Activity

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- In this activity, we'll separate the group into two different teams.

- **Objective**: we ask you to draw a specific picture as closely as possible to the original, with the materials given.

- To the first team, the picture is only shown for a few seconds. The materials given are pens of the same colour.

- The second team will have a coach that'll have the picture in hand. And, without showing the picture, the coach should explain in great detail what the picture looks like and what colours each part is composed of.

- The materials given are pens of all colours.

This training module was based on:

Cura, G., & Kızılkum, Ş. (2024). Recruitment and Job Coaching for and with Intellectual Disability. In C. Sousa, J. Pereira, & C. Casimiro (Eds.), No Barriers: Strategies and Best Practices for the Employment of Individuals with Intellectual Disability (pp. 103-109). Edições Universitárias Lusófonas. https://doi.org/10.24140/nobarriers.v1.p02.04

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Questions?

Thank you