

RECRUITMENT AND JOB COACHING FOR AND WITH INTELLECTUAL DISABILITY

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Abstract

This chapter explores the multidimensional facets of integrating individuals with Intellectual Disability (ID) into the workforce, highlighting the critical roles of job coaches and the importance of environmental assessments in job placements. The work discusses three primary employment models for people with ID: sheltered workplaces, supported employment, and competitive employment, each with its distinct set of stakeholders ranging from employers to families. By detailing the responsibilities of job coaches, including assessing the interests and abilities of individuals with ID, matching them with suitable jobs, and providing ongoing support and training, the study underlines the comprehensive approach required for successful job integration. Additionally, it underscores the need for job coaches to engage in activities beyond professional competencies, such as facilitating social interactions and advising on future career planning.

Keywords: Intellectual Disability (ID); Job Coaching; Supported Employment; Workplace Inclusion.

Relevance of the Chapter for People with Intellectual Disability (PwID)

The chapter is highly relevant for People with Intellectual Disability (PwID) as it sheds light on the critical facets of integrating PwID into the workforce, emphasising the pivotal role of job coaching and supportive employment practices. By discussing various employment models and outlining the responsibilities of job coaches, the chapter provides a comprehensive framework for understanding how to effectively support PwID in their pursuit of meaningful and sustainable employment.

Objectives of this Training Subsection

- 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.

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Introduction

Working life is a multidimensional process that includes the employment and working process (Cavkaytar & Artar, 2019). There are various characteristics and different responsibilities that the stakeholders in the process should have in order for an individual with intellectual disability to enter a job and work in this job in a sustainable way. If there are community-based working life alternatives in the job placement process of PwID, determining the characteristics of employers and colleagues in environmental assessments and considering them in decision-making processes will contribute to the process. On the 104

other hand, the fulfilment of certain responsibilities by the personnel involved in the job placement process (e. g. job coach) or by the parents, who can be qualified as natural stakeholders, is important in supporting the individual with Intellectual Disability (ID).

When it comes to the working life of PwID, different employment alternatives can be mentioned. Employment of individuals with ID is generally carried out according to three different models. These models are the sheltered workplace model, supported employment and competitive employment. While there are generally PwID in sheltered workplaces, in competitive employment, individuals with ID often work with typically developing individuals. Therefore, according to the model adopted in the job placement of the individual, the stakeholders in the working life may differ as seen in Table 1.

Table 1. Potential stakeholders in the working life of individuals with ID

Employment Model	Potential Stakeholders
Sheltered Workplace	Employer or responsible manager, workshop chief, other employees with disabilities, customers (if in the service sector, parents, families).
Supported Employment	Employer or human resources manager, job coach, typically, developing employees, customers, parents, and families.
Competitive Employment	Employers or human resources managers, typically developing employees, customers, parents, and families.

Job Coaching

It is an important factor in the participation of individuals with ID in working life. Job coaches play an important role in the supported employment model, which can be described as an application. Job coaches are responsible for ensuring sustainable employment by providing the individual with ID with the support needed at pre-placement, employment and working process stages. In addition, the job coach can play an important role in supporting the components of the workplace where the individual is placed.

The job coach should conduct a series of assessment studies prior to the placement in order to ensure the sustainable employment of PwID (Camuso & Baker, 2008). In this context, various checklists can be used to determine how ready the individual with intellectual disability is for employment. In these checklists, it is important to determine the level of functioning of the individual with intellectual

disability in employability skill areas. In addition to determining the individual's level of competence, the job coach should collect data on the individual's hobbies, interests and aspirations by conducting interviews, observations and portfolio reviews in order to determine the most suitable job for the individual. In this process, the job coach should decide on the most suitable workplace for the individual by determining the potential work alternatives in the environment where the individual lives.

In this process, which can be characterised as job analysis, the job coach should identify potential workplace conditions and workplace culture (Hagner, Dague and Phillips, 2015). Prior to job placement, the job coach provides information about the individual and the surrounding workplaces, and decides on the most suitable workplace for the individual by bringing together the data it collects (Nord et al., 2016).

Supported employment, which is a method of practice used all over the world, is an important practice. This type of employment is aimed at individuals with special needs to become a paid and permanent employee in the labour market and individuals are supported in this direction. In this employment model, not only individuals with disabilities but also employers are supported. In the supported employment process, individuals are supported by job specialists, job coaches, job and vocational counsellors before, during and after work (Karaaslan, 2010).

During the job placement phase, the job coach clarifies the job description to the individual by observing the day-to-day activities of the role for a certain period of time and meeting with the employer. The coach evaluates the individual within the scope of the skills required by this job description and plans training sessions for the individual's needs, if any. It is very important that these trainings take place on the job, in a real environment. The job coach realises the job placement of the individual after the relevant training. In this process, the job coach provides support to the individual and other components in the workplace (e.g. coworkers, employer) and evaluates the individual's job performance. If the job coach does not observe any problems in the individual's job performance, they will gradually fade the support

they offer. At this stage, it is important to note that the job coach should not leave the individual unsupported during the fading period but should ensure that the support they offer is naturally offered by other components in the workplace. In this way, both the support needs of the individual with intellectual disability will be met and possible decreases in work performance will be prevented.

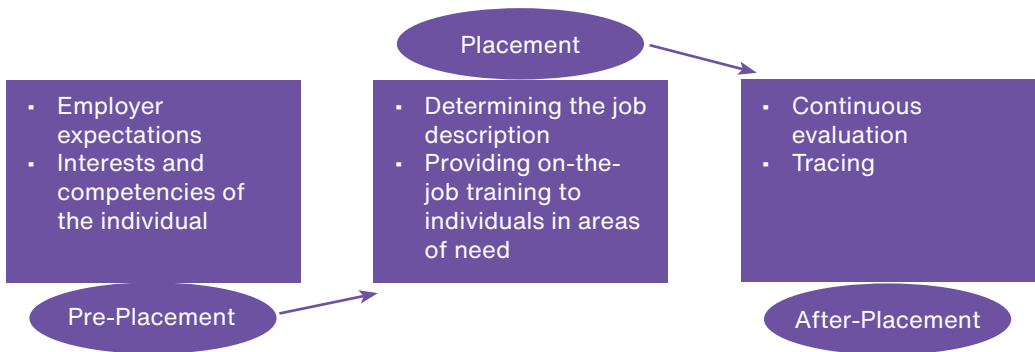


Figure 1. Tasks of the Job Coach

The job coach's activity in the process does not end after the job placement. The job coach should periodically make observations at the workplace where the person with intellectual disability works, meet with the stakeholders in the workplace and reveal data on how the process is going. This stage, which can be described as a monitoring process, is very important in ensuring sustainable employment (Meaker, 2016).

The responsibilities of job coaches are:

1. Assessing the interests and needs of individuals with ID towards working life.
2. Evaluates possible job opportunities in the environment where the individual with intellectual disability lives.
3. Matches the individual with intellectual disability with a job suitable for his/her interests and abilities.
4. Analyses workplace components (working conditions, employer expectations).
5. Provides institution-centred training to the individual with ID for the requirements of the workplace.

6. Places the person with intellectual disability in a job.
7. Provides on-the-job training to PwID.
8. Monitors the performance of the individual with intellectual disability in the workplace.
9. Provides support to individuals with ID, when needed.
10. Reduces the frequency and duration of the support according to the performance of the individual with intellectual disability (Cavkaytar & Artar, 2019).

Job coaches' duties and responsibilities in the process are not only about supporting professional competencies. For example, 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. Finally, job coaches should inform parents about the individual's working life at regular intervals and provide consultancy services to individuals with ID and their parents for future career planning (Pierangelo & Giulani, 2007).

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