

# JOB COACH HANDBOOK

*A Practical Guide to Job Coaching*

## EDITORS

Kenji Kuno • Yeo Swee Lan • Hiroshi Ogawa • Daisuke Sakai

**Job Coach**  
Network Malaysia



# **JOB COACH HANDBOOK**



# **JOB COACH HANDBOOK**

*A Practical Guide to Job Coaching*

## **EDITORS**

Kenji Kuno • Yeo Swee Lan • Hiroshi Ogawa • Daisuke Sakai

**MPH**

PUBLISHING



Published by  
MPH Group Publishing Sdn Bhd  
Lot 1, 1st Floor, Bangunan TH, No. 5 Jalan Bersatu 13/4  
46200 Petaling Jaya, Selangor, Malaysia  
email: *mphpublishing@mph.com.my*

Distributed by  
MPH Distributors Sdn Bhd  
Ground Floor, Bangunan TH, No. 5 Jalan Bersatu 13/4  
46200 Petaling Jaya, Selangor, Malaysia  
email: *distributors@mph.com.my*

MPH Distributors (S) Pte Ltd  
No. 12 Tagore Drive, Habitat Warehouse, Singapore 787621  
email: *sales@mph.com.sg*

Copyright © 2012 Kenji Kuno, Yeo Swee Lan, Hiroshi Ogawa and Daisuke Sakai  
All rights reserved. No part of this book may be reproduced in any form  
or by any means without prior permission from the copyright holders.

Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

Kuno, Kenji  
Job coach handbook: a practical guide to job coaching / editors  
Kenji Kuno ... [et al.].  
ISBN 978-967-415-877-4  
1. People with disabilities—Vocational guidance.  
2. People with disabilities—Employment. I. Kuno, Kenji. II. Title.  
331.702087

Printed by  
MPH Group Printing (M) Sdn Bhd  
No. 31 Jalan 2/148A  
Taman Sungei Besi Industrial Park  
57100 Kuala Lumpur, Malaysia

# Contents

---

Contributors	vii
Preface	ix

## Section 1: **Introduction**

<b>Chapter 1</b>	Introduction to Supported Employment and Job Coach	1
<b>Chapter 2</b>	The Origin and The Concept of Job Coach	17
<b>Chapter 3</b>	Benefits and Services for Employment of Persons with Disabilities	25
<b>Chapter 4</b>	Categories of Disabilities	31

## Section 2: **The Job Coach Approach**

<b>Chapter 5</b>	Assessment of Person with Disabilities	39
<b>Chapter 6</b>	Finding a Workplace and Assessment of Workplace	59
<b>Chapter 7</b>	Job Matching	69
<b>Chapter 8</b>	Negotiation and Consultation	77
<b>Chapter 9</b>	Intensive Support at Workplace: Job Duty Analysis	87
<b>Chapter 10</b>	Intensive Support at Workplace: Systematic Instruction I: Task Analysis	95
<b>Chapter 11</b>	Intensive Support at Workplace: Systematic Instruction II: Minimum Intervention	103
<b>Chapter 12</b>	Intensive Support at Workplace: Systematic Instruction III: Manuals and Jigs	115
<b>Chapter 13</b>	Natural Support	125
<b>Chapter 14</b>	Employment Support Plan	137
<b>Chapter 15</b>	Fading and Follow-up	147



Section 3:

**Job Coach in Practice**

<b>Story 1</b>	Employment Support for Ahmad Ahwan bin Ramli	159
<b>Story 2</b>	Employment Support for Lim Yee Han	169
<b>Story 3</b>	Employer's Perspective on Employment of Persons with Disabilities	177
Postscript		183
Appendices		185

# Contributors

## Editors:

### **Kenji Kuno, PhD**

Senior Advisor on Social Welfare for the Japan International Cooperation Agency (JICA).

### **Yeo Swee Lan**

Consultant, The Project to Support Participation of Persons with Disabilities, Department of Social Welfare Malaysia and JICA; and Founding Member of Job Coach Network Malaysia.

### **Hiroshi Ogawa**

Professor of Otsuma Women University, Japan and Founding Director of Job Coach Network Japan.

### **Daisuke Sakai**

Director of the Department of Supported Employment, Kashima Yuai-Kai, and Board member of Job Coach Network Japan.

## Contributors:

### **Terumi Shikata**

Expert of JICA Malaysia, The Project to Support Participation of Persons with Disabilities, Department of Social Welfare Malaysia and JICA Malaysia; and Founding Member of Job Coach Network Malaysia.

### **Nesan Kandiah**

Senior Human Resource Manager, GCH Retail (M) Sdn Bhd and Founding Member of Job Coach Network Malaysia.

### **Wan Fadlina Wan Husain**

Senior Assistant Deputy Director of Department for Development of Persons with Disabilities and Founding Member of Job Coach Network Malaysia.

### **Sharifah Hafizah Saad Hassan**

Assistant Deputy Director of Department for Development of Persons with Disabilities.



**Gayathri Vadivel**

Head of Job Placement and Employment Support, Department of Return to Work, Social Security Organisation (SOCSO).

**Suriana Md. Hamil**

Job Placement Officer, Department of Return to Work, SOCSO.

**Clarissa Chang Fan Choon**

Director, Executive Director's Office Malaysian Care.

**Yeong Moh Foong**

Lead Coordinator of United Voice (Self-Advocacy Society of Persons with Learning Disabilities).

**Noor Yasmin Abdul Karim**

President, Community Based Rehabilitation (CBR) Network Malaysia.

**Nurulhuda Zainal**

Assistant Deputy Director of Department for Development of Persons with Disabilities.

**Mohd. Azib Hassan**

Assistant Deputy Director of Department for Development of Persons with Disabilities.

**Nor'ain Mohd Salleh**

Case Manager, Department of Return to Work, SOCSO.

**Mohd. Shopian Harun**

Job Placement Officer, Department of Return to Work, SOCSO.

**Mazayu Kasan**

Job Placement Officer and Job Coach Cheshire Home Selangor.

**Grace Gan Wei Cheng**

Leader of Job Coach Services, Department of People with Special Needs, Malaysian Care.

**Wendy Ho Wai Sam**

Director of Human Resource InterContinental Kuala Lumpur.

**Guest Contributor:**

**Pauline Wong Poh Lin**

Director of Services, Department of People with Special Needs, Malaysian Care.

# Preface

Supported Employment is an innovative approach which shifts the paradigm of employment support for persons with disabilities. It promotes open and competitive employment for persons with disabilities rather than a separated and protected form of employment such as sheltered workshops, by providing appropriate supports and services for employers and persons with disabilities. This approach that has been implemented since the 1980s in the US, Europe and Japan has in recent years been actively promoted in Malaysia.

Job Coach plays a key role in Supported Employment, applying various professional skills and approaches such as Assessment, Task Analysis, Job Duty Analysis, Job Matching, Job Modification and Systematic Instruction.

This Job Coach Handbook is the fourth in a series of Job Coach books published as part of the Project to Support Participation of Persons with Disabilities implemented by the Department of Social Welfare, Ministry of Women, Family and Community Development and the Japan International Cooperation Agency (JICA). This project aims to promote the participation and inclusion of all persons with disabilities, especially in the aspect of employment.

Job Coach Network Malaysia, a network of Job Coaches in Malaysia was formed in 2006 as part of this project. The Project has sent officers from the Department of Social Welfare, Social Security Organisation, Non-Governmental Organisations, and some private companies to Japan for training on Employment of Persons with Disabilities and Training of Trainers for Job Coach Training Course.

Professor Hiroshi Ogawa, a professor of the Otsuma Women's University Japan and the Founding Director of Job Coach Network Japan and Mr. Daisuke Sakai, a board member in charge of the human resource development of this network were appointed the key resource persons to train Malaysian Job Coaches to be trainers of Job Coaches in Malaysia. We are grateful to them that through their trainings and guidance, a team of Malaysian Job Coach trainers are now actively conducting Job Coach Training Courses throughout Malaysia successfully.

This Job Coach Handbook is developed based on the Job Coach training materials of Job Coach Network Malaysia. The Job Coach trainers in Malaysia have, over the recent years of active training, adapted resources originally developed in Japan to suit the Malaysian context while maintaining the core concept of the Job Coach approach from the original training resources of Job Coach Network Japan. On behalf of the editors, I would like to congratulate them for their commitment and achievement in developing a Job Coach training



programme in Malaysia. Their contributions as resource persons in the production of this book are greatly appreciated. We would also like to express our gratitude to Ms Yeoh Joo Ai, the Senior Principal Assistant Director, Department for the Development of Persons with Disabilities, Ministry of Women, Family and Community Development for her constructive comments and for proofreading this book.

This book consists of 16 Chapters in three main Sections. Section 1 introduces the Concept of Supported Employment, the Concept of Job Coach, the Benefits and Services for Persons with Disabilities and the Employers and Categories of Disabilities. Section 2 explains the various roles and skills of a Job Coach. Finally, in Section 3 the Job Coach in Practice looked at two examples of persons with disabilities who benefitted from the support of Job Coaches and one employer's perspective on working with Job Coaches in employment of persons with disabilities.

The aim of this Handbook is to provide practical information and guides for readers to understand the Job Coach approach in providing employment support to persons with disabilities. The Department of Social Welfare and JICA are very encouraged by the response from the private sector in opening employment opportunities for persons with disabilities, including those with severe disabilities.

The trainers of Job Coach Network Malaysia have been conducting Job Coach Training Courses to the relevant government officers, NGOs and the private sector throughout Malaysia. It is our hope that more Job Coaches will be trained and equipped to support persons with disabilities to achieve sustainable employment.

Kenji Kuno  
Senior Advisor (Social Welfare),  
Japan International Cooperation Agency (JICA)

March 2012

# Chapter 1

## Introduction to Supported Employment and Job Coach

# Introduction

This chapter introduces readers to the objective of this book. It includes a brief introduction to disability and an overview of Supported Employment. The general concept of the Job Coach and a brief review on the roles and skills of a Job Coach will be highlighted.

Topics:

- o Employment: Social Participation in Life
- o The Process of Job Coach Support
- o What is Disability?
- o Definition of Disability
- o Reasonable Accommodation
- o Supported Employment
- o The Roles of a Job Coach
- o The Skills of a Job Coach
- o Promote Sustainable Employment
- o Traditional Approach vs. Job Coach Approach
- o Match or Modify
- o Cost Effectiveness in Hiring Persons with Disabilities
- o Conclusion

## Employment: Social Participation in Life



This book aims to promote social participation in life for persons with disabilities through employment. Employment is not merely a means of economic independence but a critical mode of social participation and self-actualisation for all of us. Employment gives us self-confidence, consciousness on roles and obligations in the community, and hopes for future. I believe we all remember how excited we were and the dreams and ambitions we had when we first had a job.

This Job Coach Handbook aims to provide readers a guide to learn a new approach to support both persons with disabilities and companies to realise this, i.e. Supported Employment and Job Coach.

This Handbook is developed based on a five-day Job Coach training manual. The materials and contents are re-developed and modified to enable self-learning. Readers can learn the entire process and the various skills which are required to provide Job Coach Services.

## The Process of Job Coach Support

Assessment of Person with Disability

Finding a Workplace

Assessment of Workplace

Job Matching

Negotiation and Consultation

Intensive Support

Natural Support

Fading and Follow-up

The services provided by a Job Coach in Supported Employment is a commitment to support the person with disabilities in the pre-employment preparation stage right up to the follow-up stage after employment on a one-to-one basis. The support provided varies from one person with disabilities to another depending on the intensity of support needed. Persons with mild disabilities may need only very minimal support while a person with more severe disabilities may need intensive support for a much longer period. The complete process of a Job Coach support is as follows:

<b>Assessment of Person with Disabilities</b>	Understand the person's preferences, abilities and challenges faced.
<b>Finding a Workplace</b>	Find suitable job and workplace for the person with disabilities according to his/her preference and abilities.
<b>Assessment of Workplace</b>	Evaluate the physical and human environments of the workplace.
<b>Job Matching</b>	Match the job and person, modify the job and the environment to enable the person with disabilities to work effectively.
<b>Negotiation and Consultation</b>	Negotiate and consult with employer to ensure that the person with disabilities is given equal benefits and the appropriate support needed for sustainable employment.
<b>Intensive Support at Workplace</b>	Apply concepts and skills of Systematic Instruction which enable the person with disabilities to work independently.



<b>Natural Support</b>	Ensure retention of the employee with disabilities by developing Natural Support amongst co-workers.
<b>Fading and Follow-up</b>	Gradually Fade out of support at the workplace when Natural Support is formed but continues to Follow-up periodically.

## What is Disability?



© CBR DTC

A Job Coach supports employment of persons with disabilities. So, what does disability really mean? Look at the illustration above and make a short sentence to explain disability by completing the sentence, "Disability is ...". Disability has often been referred to as merely the malfunctions of individuals, such as, "cannot see", "cannot hear", or "cannot walk". However, this illustration may give you a much wider perspective to see the meaning of disability to identify the causes and impact of disability. Is disability merely an individual's functional problem or something more than that?

The next crucial question is, "where is the disability?" i.e. the location of disability. If you are allowed to point out only one spot, where would it be on the illustration? Is it the legs of the person? Is it the wheelchair? Or, is it the stairs? This is the most critical question for whoever is working on disability.

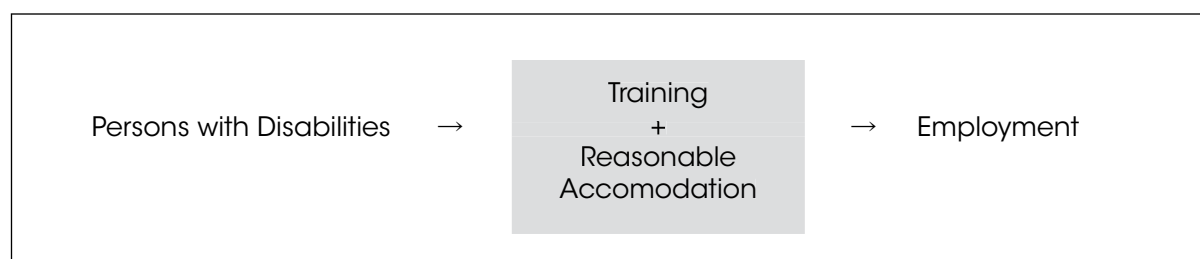
## Definition of Disability

... results from the interaction between persons with disabilities and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with persons without disabilities  
(Persons with Disabilities Act 2008, Malaysia)

Disability (and its result) is the restriction of participation and inequality of opportunities in various aspects of their living, e.g. attending school and being employed. The true nature of disability is the social exclusion and inequality imposed upon them by our society.

Malaysian legislation on disability clearly explains disability as the hindering of equal participation that is caused by various social barriers. The Malaysian government ratified the United Nations Convention on the Rights of Persons with Disabilities in 2010, which also states the meaning of disability in a very similar way: "...results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others". (UN 2006) <sup>2)</sup>

## Reasonable Accommodation



*\*A 'normal person' is considered a discriminative expression since it gives the impression that a person with disability is 'not normal', or 'abnormal'. Use either 'person without disabilities' or 'non-disabled person'.*

One of the major limitations in previous approaches in employment support is the expectation of persons with disabilities to perform the same as persons without disabilities. In other words, expect them to be so-called 'normal'. However, as a matter of fact, persons with disabilities have certain kinds and levels of functional limitations, e.g. a blind person cannot see and the Deaf person cannot hear. What is needed is not to require only individuals to overcome such limitations through rehabilitation or training but the relevant community should also provide necessary support to enable them to complete a required task. Such support is called Reasonable Accommodation which includes modifications to the environment, e.g. barrier-free environment, provision of assistive devices such as computer screen readers for blind people, and human supports such as Job Coaches.

## Supported Employment



Supported Employment is a concept and approach to promote employment of persons with disabilities in paid employment with on-going support in the integrated work site. The Job Coach is the key professional for this approach.

Supported Employment was developed based on the understanding that employment opportunities of persons with disabilities have been limited to the form of separated and sheltered workshops, even though many of them have the potential to work in open and competitive employment with Reasonable Accommodation and support. Supported Employment was initiated in 1970s in the USA, and adopted by various countries as a new approach to promote employment of persons with disabilities. Supported Employment has the following three key components:

**1. Paid Employment:**

Persons with disabilities should receive the same wages and benefits as other employees in similar jobs. They should have not only equal opportunities in employment but also equal benefits from it.

**2. On-going Support:**

Provision of on-going support for both persons with disabilities and employers to retain employment is one of the important features of Supported Employment.

**3. Integrated Work Sites:**

Inclusion and Integration are the key features of Supported Employment. Persons with disabilities should be included in the same work site with others.



## The Roles of a Job Coach

	<b>Traditional Approach</b>	<b>Job Coach Approach</b>
Focus:	Inability	Ability
Process:	Train then Employ	Employ and Support
Service:	Training	Support
Recipient:	Person with Disabilities only	Company and Person with Disabilities

The Job Coach approach focuses on the abilities of individuals (i.e. what he/she can do), rather than inabilities (i.e. what he/she cannot do) in order to find a suitable job that matches their abilities. A key element in the approach is to provide support to both persons with disabilities and companies, which includes changing the working environment and creating

a supportive atmosphere in the company, rather than merely training persons with disabilities. The Job Coach plays a key role in implementing Supported Employment.

## The Skills of a Job Coach



It is essential for a Job Coach to acquire the following skills in order to carry out his/her duties efficiently:

### 1. **Assessment of Person with Disabilities**

This is to assess the abilities of the person with disabilities and what kind of job is suitable for him/her. If any support is needed, an analysis of the support to be provided will be carried out.

### 2. **Assessment of Workplace**

This is to assess the suitability of the job for the person with disabilities based on accurate information collected during the assessment.

### 3. **Negotiation and Consultation**

Negotiation with employers to convince them to employ the person with disabilities without discrimination and that Job Coach support is necessary during pre-employment. Constant consultation with the employer is necessary to establish a partnership that enables the person with disabilities to achieve meaningful and sustainable employment.

### 4. **Job Duty Analysis**

Breaking down the entire process of work into a systematic sequence to help the person with disabilities understand the entire flow of the day and the tasks assigned.

### 5. **Job Matching**

This involves modification of the job by making necessary adjustments in the work tasks with approval of the employer to enable the person with disabilities to work.



## 6. Systematic Instruction

Systematic Instruction is an essential Job Coach skill to apply an easy-to-understand gradual teaching method that leads the person with disabilities to work independently and efficiently.

## 7. Natural Support

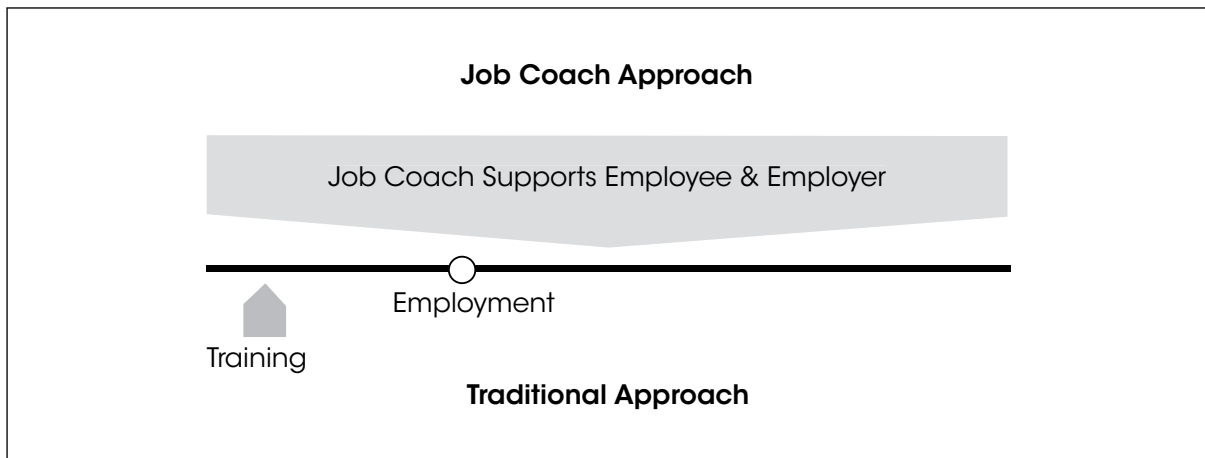
Natural Support is created by the Job Coach whereby the co-workers are trained to support the person with disabilities in the absence of the Job Coach.

# Promote Sustainable Employment



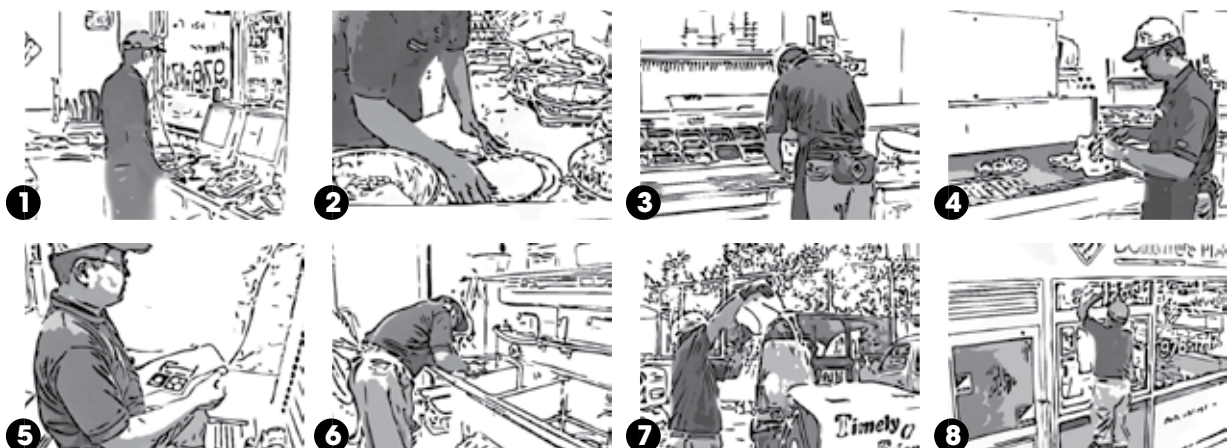
Although there are various advantages of applying the Job Coach approach to support the employment of persons with disabilities, one of the most important aspects is the result or impact of this approach in sustainable employment. A research in Japan shows that the retention rate of employees with disabilities that are supported by Job Coach services after six months is 84.5 per cent, which is much higher than the retention rate of employees who are graduate students from secondary schools.

## Traditional Approach Versus Job Coach Approach



One of the key differences between the traditional approach and Job Coach approach is “when” and “what” and “how” services are given. The traditional approach focuses on provision of vocational skill training to individuals with disabilities prior to employment. On the other hand, the Job Coach approach pays attention to Job Matching and support throughout the period of employment. Services include training and support for both employees with disabilities and their employers (especially supervisors and co-workers). The Job Coach approach focuses on the entire process and aspects of employment, instead of focusing only on vocational skills. Therefore, a Job Coach is able to respond appropriately and proactively when any issues arise. As a result, sustainable employment is realised.

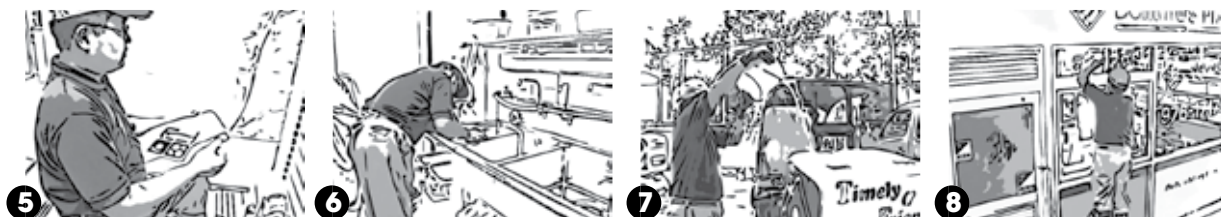
### Match or Modify



Another important aspect of the Job Coach approach is Job Matching, which is different from traditional job matching. For example, a pizza shop owner wants to employ a person who can perform all the eight tasks shown in the above pictures. A person with disabilities would be

employed if he/she can do all of these eight tasks. If he/she cannot do the first four tasks, what would you do? Will you train him/her until she/he can do it all? (Can she/he learn all the tasks through training? How long would it take?) Or, will you give up on him/her and find someone else? Both could be possible options. There is an alternative way: Job Modification.

- **Job Modification**



If there are three employees working at this shop at same time, negotiate with the employer to assign the person with disabilities only four tasks that he can do as shown in the pictures above. These four tasks include assembling pizza boxes, cleaning the kitchen sink, washing delivery motorcycles and cleaning glass windows and doors. But, he will do all these four tasks for his other co-workers. Instead, the other first four tasks which he cannot do will be done by his co-workers. This approach will be explained in Chapter 7.

Employment of persons with disabilities often fail due to the application of very rigid modes of Job Matching, i.e. find persons with disabilities who can really perform all required tasks given by the employer without any consideration to modify or readjust them. A Job Coach can play an important role to modify job tasks by consulting employers and persons with disabilities.

## **Cost Effectiveness in Employing Persons with Disabilities**

- Double Income Tax Deduction of remuneration paid
- Job Coach Service Programme by Department of Social Welfare
- Incentive from Human Resource Development Fund

There are two key reasons employers are hesitant to employ persons with disabilities: extra cost and lack of support (both financial and technical). Employers should be informed of the benefits of employing persons with disabilities. Companies will get double income tax deduction for the remuneration paid to employees with disabilities, and a single deduction on the expenses used for workplace modifications (e.g. renovation of accessible toilets). The Job Coach Service is paid for by the Department of Social Welfare. Human Resource Development Fund provides contributors financial assistance for Job Coach services and for sending company staff to participate in Job Coach training courses. Employers should

also be informed that research has shown that the retention rate of persons with disabilities with Job Coach support is higher than that of non-disabled employees. The benefits for employing persons with disabilities will be discussed in Chapter 3.

## Conclusion

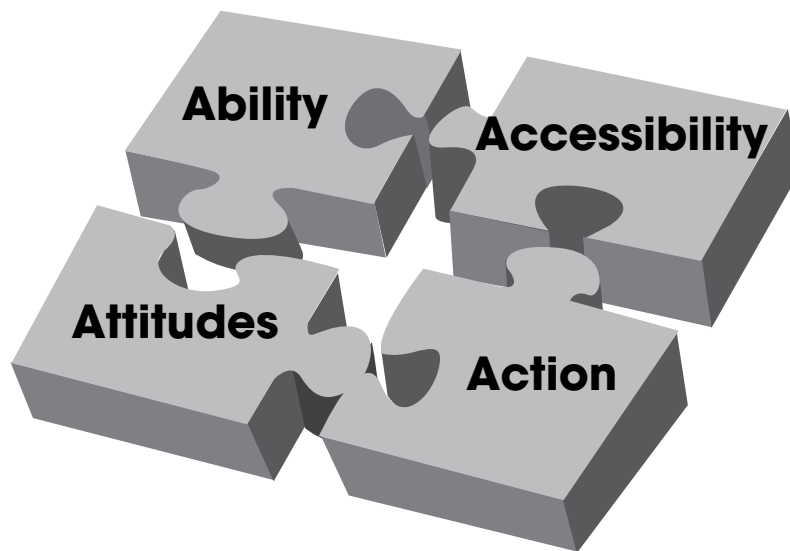
- **Yes, We Can!**



Can we really do it in Malaysia? Yes we can, and we actually did it. We cannot list all the companies here but pioneering companies in various sectors have applied the Job Coach approach and realised better retention of employment of persons with disabilities. This includes the following companies: GCH Retails (M) Sdn Bhd (Group Management of Giant Supermarket, Cold Storage and Guardian), Carrefour (M) Sdn Bhd, Mydin Mohamed Holdings Bhd, Jebco (M) Sdn Bhd, Omron (M) Sdn Bhd, InterContinental Kuala Lumpur and so on. In the last few years, we have seen more than 300 persons with disabilities being employed with Job Coach support and they are experiencing new meaningful lives with self-esteem.



- **Four “A” for Employment**



The four “A” aspects must be paid attention to by Job Coach to realise the employment of persons with disabilities.

**Accessibility:**

Companies should ensure accessibility in various aspects, which includes physical environment, information, and communication. It is difficult for wheelchair users to work if there are steps around the workplace. Think about barrier-free environments, universal design and supportive services as reasonable accommodation.

**Ability:**

Job Coaches and employers must have precise understanding of the abilities of employees with disabilities, what they can and cannot do, and able to work with what type and level of support.

**Attitude:**

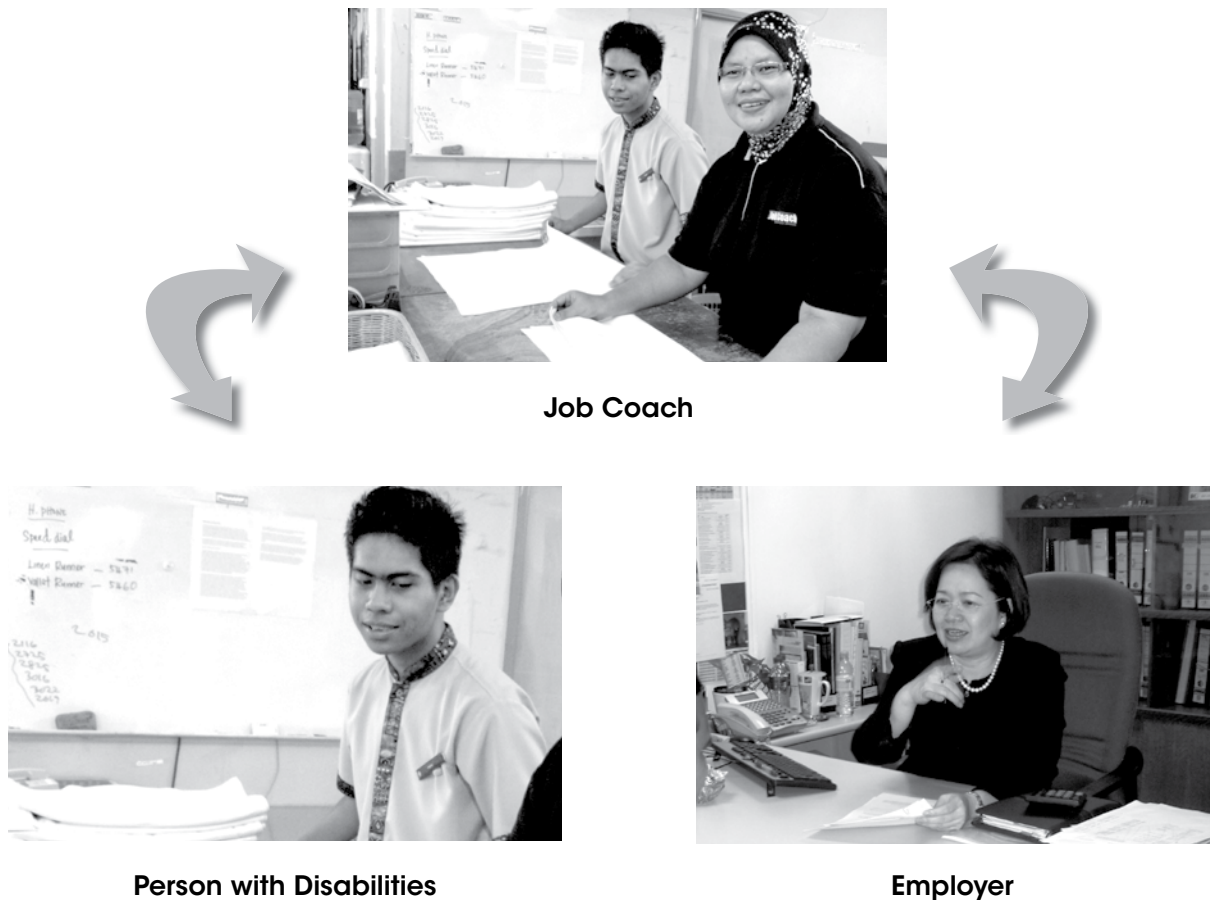
Motivation and commitment of employees with disabilities is essential. However, supportive attitudes among colleagues, especially their supervisors, are crucial to successful employment. Provision of accurate and sufficient information on disability and further supporting structure for supervisors and colleagues are also effective to foster such attitudes among them.

**Action:**

Knowing does not mean anything if there is no action. Proactive actions by all related personnel are required!



- **The Job Coach is a Bridge**



A Job Coach is neither merely a trainer nor a matching agent. A Job Coach is a professional who supports the entire process of employment from the beginning until the end. A Job Coach acts as a bridge to connect persons with disabilities and companies by understanding the culture of both welfare and business sectors, and using communication and networking skills and other skills which you will learn in this book. And much more vital is your passion and conviction that persons with disabilities are able to work in open employment with proper support and Reasonable Accommodation; and act to realise it. We call it the Job Coach spirit.

## References

1. United Nations (2006) Convention on the Rights of Persons with Disabilities
2. Malaysia Government (2008) Persons with Disabilities Act 2008 (Act 685), PNMB, Kuala Lumpur





# Chapter 2

## The Origin and The Concept of Job Coach

# Introduction

The origin and brief history of Supported Employment will be presented in this chapter. The approach and concept of Job Coach will be explained. A comparison between Supported Employment and Traditional Occupational Rehabilitation Approach will be examined.

Topics:

- o The Origin of Supported Employment
- o Traditional Occupation Rehabilitation
- o Job Coach Approach
- o Job Coaches in the Local Communities
- o Concept, Methodology, Technology and System
- o The Concepts of Job Coach
- o The Roles of a Job Coach
- o Supported Employment Increases Retention Rate
- o Summary

## The Origin of Supported Employment

Supported Employment was institutionalised in the U.S. in 1986 by The Rehabilitation Act Amendments 1986



- Focus was changed from 'Preparation before Employment' to 'Support after Employment'
- 'On the Job' assessment, training and support
- Job Coach System was established in the local community

Supported Employment, though initiated in the Seventies, was institutionalised in the United States only in 1986 under the Supported Employment System, as a result of the amendment of the Rehabilitation Act in 1986. The Job Coach approach, being the key component of Supported Employment has become a popular method used in developed countries to support persons with disabilities in employment.

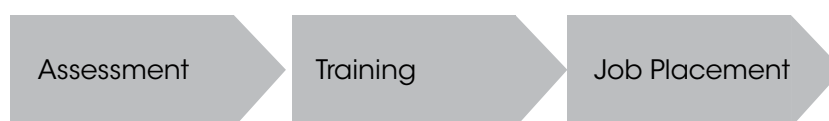
There are three important elements in the Job Coach approach. The first element is that, it transformed the focus from assessment and training before employment to assessment, training and continuous support at the workplaces. This type of support approach is especially helpful for persons with more severe learning disabilities. Often, persons with learning disabilities faced difficulties in applying what they learned at the institution to their workplaces in open employment. Training at their actual workplaces has proven to be more effective.

The second element of the Job Coach is that, the assessment and training is conducted at the actual workplace before employment. It is very important to conduct practical training in the actual workplace for more accurate assessment and effective training.

The third element is that, occupational rehabilitation is not something done only by special institutions. Instead, the working support should be based in the local communities by engaging the Job Coaches of the Job Training centres within the local communities.

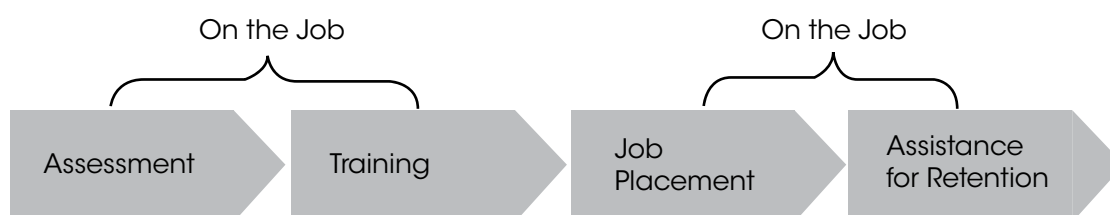


## Traditional Occupational Rehabilitation



The traditional occupational rehabilitation approach focuses on assessment and training before job placement. This approach is effective for those who have physical disabilities. However, this approach does not work effectively for persons with learning disabilities and psychosocial disabilities (formerly known as mental disabilities) who require training and support at the actual workplace. Often, persons with learning disabilities and psychosocial disabilities have problems transitioning from an institutional environment to a private sector environment. Due to the inability to adapt to different work environments, employment retention using the traditional approach is relatively low compared to the Job Coach approach.

## Job Coach Approach



The main focus of a Job Coach is to provide support for persons with disabilities at the workplace after recruitment. But, assessment and training before the job placement is also important. Often, it is not easy to do assessment and training at the workplace in the beginning and, therefore, it is very helpful to get information in advance about the person to be supported. However, assessment of a person's work ability at the actual workplace is a more accurate assessment compared to assessment that is based on work assessment tests, work samples and observation of one's behaviour at work that is conducted in the institution. A person's performance may change according to the environment. To know one's real ability at work, it is important to see his/her behaviour in the real environment at the actual workplace and through practical training at various workplaces. The support by Job Coaches does not end with the intensive support at the workplaces after employment. It is essential to continue support with follow-ups in partnership with the local community.

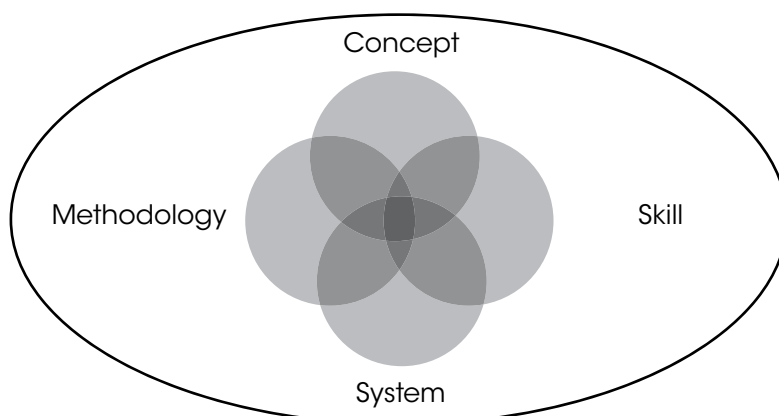
## Job Coaches in the Local Communities



In the US as well as in Japan, it is not only a few public institutions that have Job Coaches. Various local institutions (mainly NGOs) also conduct employment support by Job Coaches with subsidies and supervision on the method of the support from the public work rehabilitation institutions. This is because Job Coaches are needed to support persons with disabilities in local communities. This picture shows the type of institutions in the community that have Job Coaches, which may include a sheltered workshop and training or rehabilitation centres run by NGOs.

In the case of the US, there is no qualification system for private Job Coaches. However, in the case of Japan, certified Job Coaches are required to take some courses, if he/she is paid by the national finance. The Non Profit Organisation (NPO) named Job Coach Network is one of the organisations that conduct such certified Job Coach Courses approved by the government of Japan. In Malaysia, Job Coaches who are paid by the DSW are required to have adequate experience working with persons with disabilities and have attended approved Job Coach Courses by the DSW. Please refer to Chapter 3 for more information.

## Concept, Methodology, Technology and System



There are four key aspects in Job Coaching: Concept, Methodology, Skill and System. First of all, we need to believe that people with learning disabilities, including those with severe learning disabilities and psychosocial disabilities, can work independently in the society, before we move on to learn the methods and skills needed to realise that. The concept, methodology and skill are common globally, though the system may vary from country to country.

## The Concept of Job Coach

Support for paid employment within the society

Support at workplaces

Support for persons with severe disabilities

Support for person with disabilities and companies

Continuous support rooted in the community

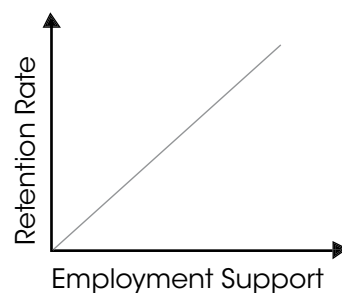
The Job Coach provides support for persons with disabilities who work in open employment. Those who support persons with disabilities working in institutions are not classified as Job Coaches. To provide continuous support for persons with disabilities who work in open employment, the support of the community in the workplace is vital. The service provided by Job Coaches is not limited to persons with severe disabilities. However, this support is costly because one Job Coach supports only one person at a time. Therefore, this service should be provided mainly for people who are unable to get paid employment without Job Coach support.

## The Roles of a Job Coach

Preparation Stage	Intensive Support Stage	Retention Support Stage
<ul style="list-style-type: none"> <li>▪ Assessment</li> <li>▪ Finding a Workplace</li> <li>▪ Job Matching</li> </ul>	<ul style="list-style-type: none"> <li>▪ On the Job Support</li> <li>▪ Adaptation to Work Environment</li> <li>▪ Formation of Natural Support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow-up</li> <li>▪ Collaborate with the Organisations Concerned</li> </ul>

A comprehensive Job Coach support comprises planning and carrying out the whole process, which includes the preparation stage, intensive support stage, right up to the retention support stage. In this process, Natural Support is created amongst other employees as they observe and learn the methods to support persons with disabilities at work from the Job Coach. Job Coaches provide support not only for persons with disabilities but the companies that employ them as well. Job Coaches have to understand the companies' concerns, such as the apprehension and anxieties in employing persons with disabilities and the challenges they face in employing them. Finding the solutions for these concerns is one of the Job Coaches' roles. It is also the Job Coaches' role to ensure that persons with disabilities are entitled to salary without discrimination.

## Supported Employment Increases Retention Rate



In Japan, the main disability group that requires Job Coach support is the learning/intellectual disabilities group and the psychosocial disabilities group. In the national Job Coach system in Japan, the rate of retention with Job Coach support (a period of six months) is 83.6% (April 2006).

The success rate in employing persons with disabilities is the main reason for establishing Supported Employment and the Job Coach system. This system will enable more persons with learning/intellectual disabilities and psychosocial disabilities to be employed. We believe that, as Job Coach support increases, the employment of persons with disabilities in Malaysia is also expected to improve significantly.

## Summary



The Job Coach approach promotes sustainable employment for persons with disabilities. This approach is especially needed by persons with severe learning disabilities and psychosocial disabilities. The Job Coach provides services not only for persons with disabilities but also for the employers by creating a better understanding of persons with disabilities and to ensure continual support is provided in the absence of the Job Coach. The Job Coach approach has proven to be successful in some developed countries like Japan and the United States. In recent years, it has also shown remarkable results in Malaysia. The number of companies that are interested to work with Job Coaches are increasing. Some companies send their Human Resource personnel for Job Coach Training Courses to better enhance their support for employees with disabilities. Organisations, including Community-Based Rehabilitation Centres that have used the Job Coach approach, have seen better success rates in employment for persons with disabilities, especially those who have learning/intellectual disabilities.





# Chapter 3

## **Benefits and Services for Employment of Persons with Disabilities**

# Introduction

The Malaysian Government, through various related ministries, provides benefits and services not only for persons with disabilities but also for employers of persons with disabilities. Benefits given to the employers include double tax deduction of employee's salary, tax deduction for cost incurred in modification of the workplace, Job Coach Service Programme and financial assistance from the Human Resource Development Fund (HRDF) for participation in a Job Coach training programme. The process of application and payment of Job Coach Service Programme by the Department of Social Welfare will be explained.

Topics:

- o Benefits and Services for Employment of Persons with Disabilities
- o Department of Social Welfare
- o Department of Labour
- o Social Security Organisation
- o Inland Revenue Board
- o Human Resource Development Fund
- o Summary

## Benefits and Services for Employment of Persons with Disabilities



To promote the employment of persons with disabilities, the Malaysian government provides employment services and benefits for persons with disabilities as well as the employers. Since the Disability Act is enforced in 2008, various related government departments are making efforts to improve their services and provisions to enable persons with disabilities to have better access to employment. These benefits are only entitled to persons with disabilities who are registered with the Department of Social Welfare.

The following are the services and benefits provided by the various government departments:

### Department of Social Welfare (DSW)

RM300 allowance for those earning below RM1,200

Job Coach Service Programme

Launching Grant for Self-Employment

The DSW provides Employment Allowance for Employees with Disabilities (*Elaun Pekerja OKU* (EPOKU)). Currently, an employment allowance of RM300 is entitled to persons with disabilities who earn below RM1,200, and who are aged 16 and above.

In 2012, the Job Coach Service Programme was launched to provide Job Coach service for employees with disabilities who need employment support. Employers can use this programme provision to engage Job Coaches to support employees with disabilities who require employment support. For more information on this programme, please refer to the document on Job Coach Service Programme in Appendix 1 (pages 185-186) and *Elaun Perkhidmatan Job Coach* in Appendix 2 (pages 187-193).

A Launching Grant (*Geran Pelancaran* (GP)) that offers a maximum of RM2,700 was introduced as a provision for persons with disabilities who wish to be self-employed.

(Source: Department of Social Welfare, Malaysia)

## Department of Labour

Job Placement System for Persons with Disabilities

Self-Employment Scheme

The Job Placement System, *Sistem Penggajian OKU* (SPOKU) is an online registration set-up by the Malaysian Department of Labour for job-seekers and employers. This job search portal enables employers to advertise vacancies in their companies.

Under the SPOKU programme, the JobsMalaysia Centre (JMC) and JobsMalaysia Points (JMP) are established based on the Community-Based Employment Support Service (CESS) concept. These operations are leads to career guide services and job matching. JMCs are established at strategic locations in all main cities in the country since 2009. A total of 99 JMPs are allocated at all offices and training institutes under the Ministry of Human Resource. The JMPs provide facilities for job-seekers to access job registration, searching and matching in the JobsMalaysia portal.

This department also offers a Self-Employment Scheme (*Skim Bantuan Galakan Perniagaan Orang Kurang Upaya* (SBGPOKU)) that provides grants for persons with disabilities who wish to be self-employed by setting up enterprises.

(Source: Department of Labour, Malaysia)

## Social Security Organisation (SOCSO)

Return to Work Programme

The Social Security Organisation of Malaysia (SOCSO) has a Return to Work Programme that was established with the objective of assisting SOCSO's Insured Persons with employment injury as well as those claiming invalidity pension to be able to return to work through a bio-psychosocial and multi-disciplinary approach as quickly and safely as possible. SOCSO aims to provide total protection which enables persons with disabilities. The organisation not only focuses on compensation alone but aims to assist persons with disabilities to be included (not excluded) into the society.

(Source: Social Security Organisation of Malaysia)

## Inland Revenue Board (IRB)

Personal Tax Relief for employees with disabilities

Double deduction of remuneration paid to employees with disabilities is entitled to Employers

Double deduction for expenses spent for training of employees with disabilities

Deduction for expense on equipments and alteration of work environment for employees with disabilities

The Inland Revenue Board of Malaysia (*Lembaga Hasil Dalam Negeri*) provides Personal Tax Relief for employees with disabilities [Paragraph 46(1)(e)] with additional personal relief of RM6,000 for disabled individuals. Example: Individual relief RM9,000 + Additional relief RM6,000 = RM15,000

Employers are entitled to a double deduction of remuneration paid to disabled workers. Eg: For an employer who employs a disabled person, the salary per year paid to the employee with disabilities is RM12,000 (RM1,000 x 12), salary paid to the employee is an allowable expense under section 33 (1) Income Tax Act 1967. According to this rule, an additional/further deduction of RM12,000 is allowable in calculating the adjusted. Therefore, the employer is allowed to deduct RM24,000 per year instead of RM12,000. To qualify for deductions, the person claiming (employer) the deduction shall have to prove to the satisfaction of the Director General of IRB that the employee has a disability and is not able to perform the work of a non-disabled person. The employee must be registered with the Department of Social Welfare.

A company can also benefit from a double deduction for expenses spent in training persons with disabilities who are not employees of the company, under the Training Programme conducted in Malaysia that is approved by the Minister of Finance, as well as Training Programme conducted by any approved training institution.

An amount equal to the amount of expenditure incurred by the relevant person in the relevant period on the provision of any equipment necessary to assist any disabled person employed by him in the production of gross income of his from the business. Scope of expenses is extended to alteration or renovation of premises with effect from year of assessment 2008. Eg: Lowering the height of a workbench or constructing a wheelchair ramp.

(Source: Inland Revenue Board, Malaysia)



## Human Resource Development Fund (HRDF)

Financial assistance for fees incurred in engaging a Job Coach

Training Grant for fees incurred in participating in Job Coach Courses

In the Employers Circular No 3/2010 (please refer to the Appendix 3, pages 194-196), HRDF states that employers are entitled to financial assistance for fees incurred in engaging a Job Coach to support an employee with disability: *The purpose of this circular is to inform employers that Job Coach programmes for persons with disabilities are eligible for financial assistance from the Human Resource Development Fund (HRDF) under the SBL (Skim Bantuan Latihan).* Fees that can be claimed from the HRDF will be based on the rate of RM50 for each hour for the first two hours and RM30 for each subsequent hour but will not exceed RM300 per day. Other allowable costs that are claimable will be subjected to the current guidelines and regulations. Financial assistance will only be given to employers employing persons with disabilities who have contract of service with the employers.

Employers are also eligible to training grant (Training Grant Under the *Pembangunan Sumber Manusia Berhad* Act 2001) for fees incurred in participating in Job Coach Courses approved by HRDF.

(Source: Human Resource Development Fund, Ministry of Human Resource, Malaysia)

## Summary

The commitment of the Malaysian Government to promote employment of persons with disabilities is evident in the services and benefits provided by the various departments. Efforts are made to encourage employers to provide employment opportunities for persons with disabilities. Besides financial assistance for employers, Supported Employment services such as Job Coach training and Job Coach services are carried out as an effort to create sustainable employment amongst persons with more severe disabilities.



# Chapter 4

## Categories of Disabilities

# Introduction

In Malaysia, the types of disabilities are categorised into seven different major categories of disabilities by the Department of Social Welfare. Each of the categories of disability is defined. Included in this chapter is also a brief overview on the employment situation of persons with disabilities in Malaysia.

Topics:

- o Categories of Disability
- o Hearing Disabilities
- o Visual Disabilities
- o Speech Disabilities
- o Physical Disabilities
- o Learning Disabilities
- o Mental Disabilities (Psychosocial Disabilities)
- o Multiple Disabilities
- o Employment of Persons with Disabilities
- o Summary

## Categories of Disabilities

Hearing Disabilities
Visual Disabilities
Speech Disabilities
Physical Disabilities
Learning Disabilities
Mental Disabilities*
Multiple Disabilities

In 2010, the Department of Social Welfare (DSW) has categorised the types of disabilities into seven categories as listed above. The DSW has also defined each of these categories.

Persons with disabilities of all categories desire to live life, like everyone else. The many challenges they face as a result of their disabilities could be reduced with appropriate support systems and accessible environments. By understanding the challenges faced by persons with disabilities, the community can learn to relate and support them better.

Services and provision for persons with disabilities in Malaysia have improved over the recent years with better education and support system from various sectors, including welfare, health care and disabled-friendly environments. Though persons with disabilities of each category of disability have their specific challenges and needs, many have braved the odds and succeed in their careers. This chapter will provide the definition of persons with disabilities of each category according to the Guidelines on Registration of Persons with Disabilities by the DSW.

---

\* Internationally recognised term is Psychosocial Disability

## Hearing Disabilities

Hearing Disabilities means unable to hear clearly in both ears with or without assistance of hearing aids. There are four levels of hearing impairment:

- **Minimum:** 15 - < 30dB (*children*), 20 - < 30dB (*adults*)
- **Mild:** 30 - < 60dB
- **Severe:** 60 - < 90dB
- **Profound:** > 90dB

## Visual Disabilities

Visual disabilities means unable to see or having limited vision in one or both eyes with or without using visual aids such as spectacles or contact lenses. There are two types of visual impairment:

- **Low Vision:**  
Vision less than 6/18 but equal to or better than 3/60 with or without visual aids or visual fields less than 20 degrees from fixation
- **Blindness:**  
Vision less than 3/60 or visual field less than 10 degrees from fixation .

## Speech Disabilities

Speech Disabilities means chronic difficulties which interfere with communication and unable to be understood by those who interact with them. This condition is permanent or will not heal.

## Physical Disabilities

Physical disabilities means incapability of the body to function normally due to bodily defect or loss of any body parts resulting in the inability to fully perform basic activities such as personal care and mobility. These conditions are the results of injury (trauma) or malfunction of the nervous system, cardiovascular, respiratory, hematology, immunology, urology, hepatobiliary, musculoskeletal, gynecology system and others.



Examples of physical disabilities:

- a. Limb defects (congenital/acquired), including loss of a thumb
- b. Spinal cord injury
- c. Stroke
- d. Traumatic brain injury
- e. Dwarfism (Achondroplasia) that is  $\leq 142\text{cm}$  bagi men and  $\leq 138\text{cm}$  for women
- f. Cerebral palsy

## Learning Disabilities

Learning Disabilities means the development of the brain that is not consistent with the biological age. Those who fall into this category are those with Global Developmental Delay, Down Syndrome and Intellectual Disabilities. This category also includes conditions that affect the individual's learning ability such as Autism (Autistic Spectrum Disorder), Attention Deficit Hyperactivity Disorder (ADHD) and specific learning disabilities such as Dyslexia, Dyscalculia and Dysgraphia.

## Mental Disabilities (Psychosocial Disabilities)

Mental disabilities (psychosocial disabilities) refers to severe mental disorder that affects a person's ability to partially or fully function in life activities. Among the types of mental disabilities (psychosocial disabilities) are severe and chronic Organic Mental Disorder, Schizophrenia, Paranoia, Mood Disorder (depression, bipolar) and other Psychotic Disorders such as Schizoaffective Disorder and Persistent Delusional Disorder.

## Multiple Disabilities

Multiple Disabilities means having more than one type of disability and generally not suitable to be classified in the other six categories.

## Employment of Persons with Disabilities

There are no absolute statistics regarding the employment of persons with disabilities in Malaysia. According to the DSW (2011), the number of persons with disabilities receiving Disabled Workers Allowance (*Elaun Pekerja Orang Kurang Upaya (EPOKU)*) is 49,407. This figure includes persons with disabilities who are working in Sheltered Employment and Social Enterprises. The Inland Revenue Board (2009) reported 35,604 persons with disabilities for the Disabled Individual Tax Relief Claim.

The Disability Unit of the Ministry of Human Resource (2010) reported a total of 7,956 persons with disabilities were being placed for employment by February 2010. The breakdown from the report by the ministry showed that placement numbers for persons with visual disabilities was 788; hearing and speech disabilities 2,872; physical disabilities 3,469 and others, which include persons with learning disabilities, 872.

As of 2011, the number of persons with disabilities registered with the DSW was 359,203. Persons with learning disabilities have the highest number registered with a total of 134,659 persons. However, in terms of employment, persons with learning disabilities are observed to be least employed compared to the other categories. A localised research conducted in Penang by Asia Community Service (2006:30) showed that only 14% of 198 adults interviewed are working in the open labour market employment, while 16% are working at sheltered employment and 53% are unemployed.<sup>1</sup>

Yeo (2010) reported that since the Eighties, significant changes are made in legislations and policies of most developed countries to ensure that even persons with severe learning disabilities are given the opportunity to work. In the last three decades, some key strategies such as Supported Employment have been developed to create sustainable employment for persons with learning disabilities. There are many success stories of persons with learning disabilities working in open employment.<sup>2</sup>

## Summary

In Malaysia, the types of disabilities are categorised into the following seven categories:

- Hearing Disabilities
- Visual Disabilities
- Speech Disabilities
- Physical Disabilities
- Learning Disabilities
- Mental Disabilities (Psychosocial Disabilities)
- Multiple Disabilities

It is noted that persons with learning disabilities are the least employed amongst the major categories of persons with disabilities. Supported Employment is noted to be effective in creating sustainable employment, especially for persons with learning disabilities and mental disabilities (psychosocial disabilities) in many developed countries. Based on this very reason, the Job Coach approach is being promoted in Malaysia to enable more persons with disabilities who are in these categories to work in the open employment.

**Reference:**

1. Asia Community Services (2006). *Exploring the issues of People with Intellectual Disabilities in Adulthood. A Report on the People with Intellectual Disabilities in Penang*. Penang: Asia Community Service.
2. Yeo, S. L. (2010). Employment Services for People with Learning Disabilities in the UK. *Research report: Towards a culturally sensitive disability studies: Interconnections of disability studies in and across Malaysia and the UK*. Research Project of Manchester Metropolitan Research Institute for Health and Social Change and University Malaysia Sarawak Research Project.





# Chapter 5

## **Assessment of Person with Disabilities**



# Introduction

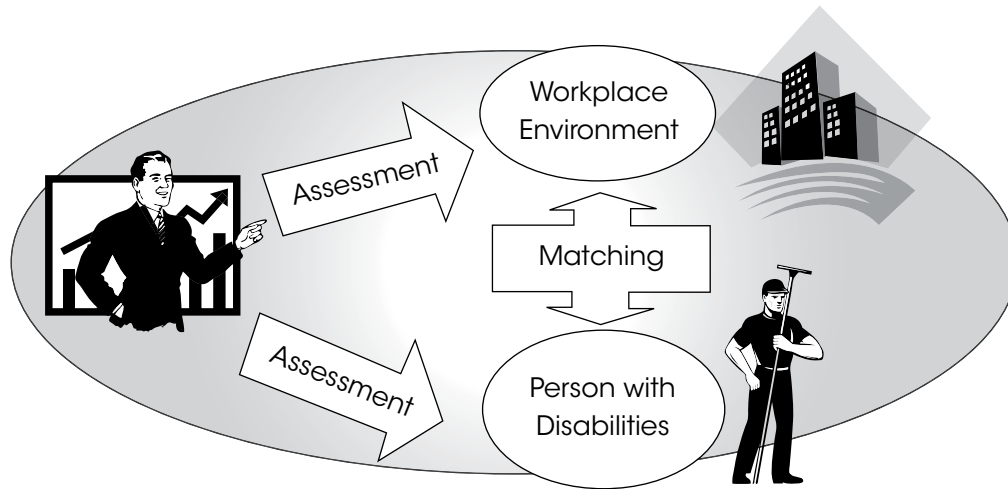
Assessment of Person with Disabilities
Finding a Workplace
Assessment of Workplace
Job Matching
Negotiation and Consultation
Intensive Support at Workplace
Natural Support
Fading and Follow-up

Assessment of the person with disabilities who is seeking a job is the first task for the Job Coach. The assessment will determine the intensity of the Employment Support Plan for the individual. A comprehensive assessment of the person with disabilities is essential before Job Matching can take place.

Topics:

- o Assessment is Essential
- o Basic Process in Assessment of Person with Disabilities
- o Collecting Basic Information
- o A Sample Initial Assessment Form
- o Assessment at the Training Centre
- o Assessment at the Workplace
- o Overall Assessment
- o Summary

## Assessment is Essential



Assessment has to be conducted in order to know more about the person with disabilities and the company. It focuses on the person with disabilities and the workplace. Assessment is essential before Job Matching can take place. During assessment, all the necessary information needed for the support plan has to be collected.

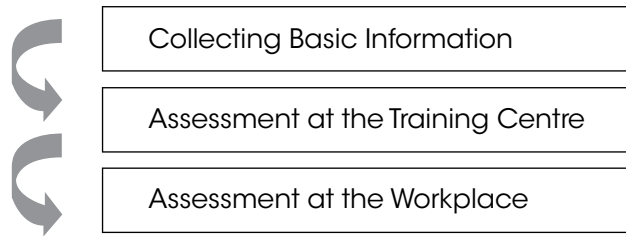
In the traditional occupational rehabilitation approach, assessment usually focuses mainly on the person with disabilities and insufficient in-depth assessment is done on the workplace environment. The Job Coach approach conducts in-depth assessments of both. In the traditional approach, the job assessment is used to assess the readiness of the person with disabilities for employment. Efforts are then made to increase the readiness by conducting occupational training. Only those who are 'ready' get a job placement.

In the case of persons with severe disabilities, it is difficult for most of them to reach the 'readiness' state. In most cases, job assessment for them only examines their weak points and little effort is made to analyse the support needed to succeed in employment.

The assessment in the Job Coach approach is to find out how the person with disabilities may succeed in employment. The Assessment in this approach aims to find out what the strengths of the person with disabilities are and what kind of job is suitable to match the strengths. If there are any areas that need support, an analysis of the support to be provided will be carried out. This support will then be recommended in the Employment Support Plan for the person with disabilities.

To be successful in Job Matching, the Job Coach must have a comprehensive knowledge of the person with disabilities and requirements of the work as well as the situation in the workplace. Therefore, a comprehensive assessment is essential in a Job Coach Process.

## Basic Process in Assessment of Person with Disabilities



The assessment of a person with disabilities may include the following:

### 1. Collecting Basic Information

Basic information on the person with disabilities can be collected by:

- Interviewing the person with disabilities and guardian (for those with severe disabilities)
- Studying information from documents such as the person's profile, medical report, referral letters, etc
- Conducting a formal test such as vocational evaluation and intelligence test
- Assessment of work experience (if applicable)

### 2. Assessment at the Training Centre

For those who have no work experience, a more thorough Assessment of the person with disabilities should be carried out at the Training Centre by observing the following:

- Work ability and attitude inside and outside the training centre
- Work ability and attitude towards various simulative scenes and tasks
- Communication level and interaction skills

### 3. Assessment at the Workplace

A practical assessment at the workplace is important. This assessment is carried out not with the presumption of employment in the company but only for assessment and experience. During this practical assessment, the Job Coach will observe how the person with disabilities performs in the actual workplace environment. This practical approach in assessment provides an accurate assessment of the person's ability in the tasks he/she is assigned to. With this assessment, the Job Coach can assess the support needed by the person with disabilities. Assessment at the Workplace should include:

- Assessment of behaviour in each different environment and task assigned
- Assess the differences observed at the Training Centre and at the Workplace

The detailed information to be collected in each of these three areas of assessment will be discussed further.

## Collecting Basic Information

Profile and Physical Assessment

Cognitive Assessment

Attitude and Behaviour Assessment

Work Experience Assessment

There are four major aspects of assessment to be carried out in collecting basic information on the person with disabilities as listed above.

These assessments of the person with disabilities will provide the basic information that is essential before Job Matching. The result of these assessments will help the Job Coach identify and decide which jobs are suitable for the person with disabilities. The detailed information to be assessed in each of these aspects will be discussed as follows.

### • **Profile and Physical Assessment**

The following are some aspects to note in a basic profile, and the various aspects to assess on the level of the individual's physical ability:

#### **Basic Profile:**

- Name, date of birth, gender
- Religion, race
- Address, telephone contact
- Educational background
- Types of jobs being sought
- Past employment experience
- Favourite activities - hobbies, interests
- References - feedback evaluation from third parties

#### **Physical Assessment:**

- Type and cause of disability
- General health condition and medication
- Usage of aid and support
- Abilities in daily living skills - travelling, money management, personal hygiene
- Vocational abilities
- Specific difficulties
- Adaptability to physical environment - effects of noise, temperature, space, smell, brightness

By collecting information from the person's profile and physical assessment, the Job Coach can gauge the person's abilities, interests, physical challenges and determine what support the person needs.

## • **Cognitive Assessment**

Cognitive assessment examines the level of intellectual abilities of the person with disabilities. The following are some important aspects to assess:

- Examination results obtained (e.g. UPSR/PMR/SPM/STPM/vocational or tertiary courses)
- Report from psychological tests and examination
- Medical and specific diagnosis report (e.g. Attention Deficit Disorder, Dyslexia, Dyscalculia, etc)
- Memory skill and comprehension level during interview
- Information from teachers, trainers, supervisors
- Information from family members

Cognitive assessment will help the Job Coach assess the ability and aptitude of the person. Cognitive level of a person may affect attention span, attentiveness, performance at work, type of learning style, judgment, analytical skill and accuracy in following instructions.

## • **Attitude and Behaviour Assessment**

The attitude and behaviour of the person with disabilities can be assessed by observing:

- Behaviour and attitude at work
- Speech and conduct at work
- Eye contact in communication
- Body language and posture in communication
- Feedback from third parties (e.g. trainers, supervisor, friends, family members and past employment reference)

This is an important assessment as it will determine the person's skill in communication and inter-personal relationships. It will also help Job Coach to gauge the person's emotional control and stress tolerance.



## • **Work Experience Assessment**

Assessing the work experience of the person with disabilities can help the Job Coach to know the person's readiness, ability, attitude towards employment and the challenges faced in employment. Information to collect from past work experience includes:

- Name of company or companies
- Type of business, number of employees
- Nature of work or job scope
- Types of jobs preferred
- Types of jobs disliked
- Any positive or memorable experience in past work experience
- Any unpleasant past work experience
- Reason for termination of employment
- Satisfaction in employment
- Assessment or feedback by others – former employers and colleagues

This information can be collected by interviewing the person with disabilities or family members, for those with more severe learning disabilities.

## **A Sample Initial Assessment Form**

The Initial Assessment Form in pages 50-57 is developed by Malaysian Care (2007), a Non-governmental Organisation (NGO) that provides Vocational Training and Job Coach Service for persons with learning disabilities. This sample form includes the assessment of the following aspects:

1. Profile of Person with Disabilities
2. Information of Referral
3. Home Environment
4. Medical Condition
5. Physical Condition
6. Emotional Condition and Behaviour
7. Socialisation Skill
8. Communication Skill
9. Educational Level
10. Employment History
11. Family Situation

This Initial Assessment provides only basic information on the person with disabilities. A more detailed assessment, for example, more detail on the Work Experience Assessment could be added in this form. For an in-depth assessment, the Job Coach should also consider:

- Assessment at the Training Centre
- Assessment at the Workplace
- Overall Assessment

## Assessment at the Training Centre



In situations where person with disabilities do not have work experience in open employment, the Job Coach needs to assess the individual's basic vocational skills by observing his/her performance in the various tasks assigned at the training centre.

In vocational skills, a wide range of assessment, including working attitude, communication skill, skilfulness in work and grooming skill should be assessed.

Observations should include assessment of behavioural changes in the person according to each different task assigned.

Besides assessment through observation, the Job Coach should also find out about the vocational assessment of the person by the training centre. Assessment done by the centre is usually based on a longer period of observation which can provide a more accurate assessment on attitudes in work and consistency in performance on various tasks.

## Assessment at the Workplace



Assessment of the person with disabilities at the actual workplace will provide a more accurate assessment. By having practical training at the actual workplace, the Job Coach can assess the ability of the person to adapt in different environments, ability to take instructions of the related job and the skilfulness in the tasks assigned.

Assessment on the person's ability to relate with other colleagues and communication skill will help the Job Coach gauge the person's interaction and social skill.

The Job Coach works together with the person with disabilities during this assessment for a few days to have an in-depth assessment on the person's ability to work, work attitude as well as adaptability to the physical and human environment.

## Overall Assessment



The person with disabilities' readiness to work will depend on his/her competency in vocational aptitude and life management skills. A holistic assessment will include examination of the vocational aptitude, ability to handle basic work practices, interpersonal skill, daily living management and basic health care as shown in the Readiness Pyramid. The following are specific areas to be considered for assessment in each aspect:

### Vocational Aptitude

- Work skill and abilities
- Learning style
- Work preference

### Basic Work Culture

- Greetings and reply
- Appearance and punctuality
- Report, notification and consultation

### Interpersonal Skill

- Emotional control
- Manners
- Communication skill

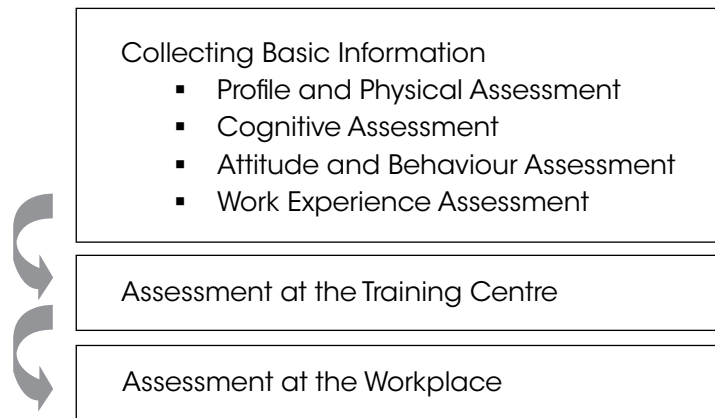
### Daily Living Management

- Basic living skills
- Financial management

### Mental and Physical Health Care

- Diet or nutrition management
- Physical condition management
- General health management

## Summary



The performance of persons with disabilities at work can be affected by the environment. They respond positively in their learning curve in an integrated and inclusive environment. A detailed assessment of the workplace and a comprehensive Assessment of persons with disabilities are essential for successful Job Matching. These assessments also determine the intensiveness of the Support Plan needed by the individuals. A comprehensive Assessment of persons with disabilities should include these components:

1. Basic Information
  - Profile and Physical Assessment
  - Cognitive Assessment
  - Attitude and Behaviour Assessment
  - Work Experience Assessment
2. Assessment at the Training Centre (if applicable)
3. Assessment at the Workplace

A holistic or overall assessment should include examination of vocational aptitude, ability to handle basic work practices, interpersonal skills, daily living management and basic health care.



## INITIAL ASSESSMENT FORM

Ref: No: \_\_\_\_\_

Date: \_\_\_\_\_

Photo

### 1. PERSONAL DETAILS:

a. Name: \_\_\_\_\_  
(in BLOCK LETTERS)

I.C./B.C No: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: ☐ Male ☐ Female

Race: ☐ Chinese ☐ Malay ☐ Indian ☐ Others \_\_\_\_\_

Religion: ☐ Christian ☐ Buddhist ☐ Muslim ☐ Others \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Telephone No: \_\_\_\_\_ (Home)

b.i) Father's Name: \_\_\_\_\_  
(in BLOCK LETTERS)

I/C No: \_\_\_\_\_ Age: \_\_\_\_\_

Occupation: \_\_\_\_\_

Telephone No (office): \_\_\_\_\_ (H/P): \_\_\_\_\_

Email: \_\_\_\_\_

ii) Mother's Name: \_\_\_\_\_  
(in BLOCK LETTERS)

I/C No: \_\_\_\_\_ Age: \_\_\_\_\_

Occupation: \_\_\_\_\_

Telephone No (office): \_\_\_\_\_ (H/P): \_\_\_\_\_

Email: \_\_\_\_\_

c. Household Income (per month) ☐ < RM1000 ☐ RM3000 - 5000  
☐ RM1000 - 2000 ☐ RM5000 & above  
☐ RM2000 - 3000

### 2 A) How did the parent come to know about this center?

☐ Through newspaper ☐ Through relative ☐ Through teacher \_\_\_\_\_

☐ Through friend ☐ Through doctor ☐ Others, please state: \_\_\_\_\_

**REFERRED BY**

i) Name: \_\_\_\_\_

Address: \_\_\_\_\_

Tel No: \_\_\_\_\_

ii) How did he/she come to refer the person?

\_\_\_\_\_  
\_\_\_\_\_**3 B) HOME ENVIRONMENT**

i) Where does this person normally live?

- ☐ At home ☐ At relatives' home
- ☐ At grandparents' home ☐ others, please state: \_\_\_\_\_

ii) Who is the main carer? \_\_\_\_\_

iii) How many in the family? Who are they? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**4. i) BRIEF MEDICAL HISTORY**

(e.g. premature, normal delivery, any hospitalisation, heart condition, high fever, fall, etc.)

\_\_\_\_\_  
\_\_\_\_\_**ii) MEDICAL DIAGNOSIS**

Describe the handicap \_\_\_\_\_

\_\_\_\_\_

What is the problem? \_\_\_\_\_

\_\_\_\_\_

### iii) RELATED MEDICAL CONDITION

- |   |  |
|---|--|
| <input type="checkbox"/> EYESIGHT       | <input type="checkbox"/> HEARING       |
| <input type="checkbox"/> INSOMNIA       | <input type="checkbox"/> ASTHMA        |
| <input type="checkbox"/> DIABETES       | <input type="checkbox"/> HEART PROBLEM |
| <input type="checkbox"/> BLOOD PRESSURE | <input type="checkbox"/> SKIN DISEASE  |

Any Fits? ☐ YES ☐ NO

How many times a day? \_\_\_\_\_

On any medication? ☐ YES ☐ NO

Type of medication: \_\_\_\_\_

How many times a day? \_\_\_\_\_

Immunisation taken? (tick where appropriate)

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> HEPATITIS A, B | <input type="checkbox"/> CHICKEN POX |
| <input type="checkbox"/> MEASLES        | <input type="checkbox"/> RUBELLA     |
| <input type="checkbox"/> OTHERS:        |                                      |

Comments: \_\_\_\_\_

### 5. PHYSICAL CONDITION

	INDEPENDENT	NEEDING HELP	TOTALLY DEPENDENCE
TOILETING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FEEDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DRESSING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BATHING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENSTRUATION CARE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MOBILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does he/she walk with a limp?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Would he/she benefit with walking aids?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Good limp function?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Dominant hand:		<input type="checkbox"/> Right	<input type="checkbox"/> Left

Any eating and drinking problems (e.g. problem swallowing, vomiting, allergies, etc)

---



---

What is his/her dental condition: \_\_\_\_\_

Others: \_\_\_\_\_

---

## **6. EMOTIONAL CONDITION/BEHAVIOUR**

a. Any unusual behaviours to watch for?

---

b. Any particular fears?

---

c. Any particular dislikes?

---

d. Any particular likes?

---

e. Any strong emotional behaviour display? (e.g. throwing things, hitting other persons)

---



---

f. Relationship with member of family? (e.g. How well he interacts and to which member?)

---



---

g. Any conflicts with member of family? \_\_\_\_\_

If yes, to which member? \_\_\_\_\_

h. Any particular attachment/attraction to a particular person within/outside family?

---

i. Can he/she express his/her feelings? ☐ YES ☐ NO

j. If yes, how does he/she express? \_\_\_\_\_

---

## **7. SOCIALIZATION**

a. How does he/she spend most of the day?

i) Morning \_\_\_\_\_

ii) Afternoon \_\_\_\_\_

iii) Evening \_\_\_\_\_

b. Where does he/she spend most of his/her time? \_\_\_\_\_

\_\_\_\_\_

c. Does he/she play or interact with others? Who with? \_\_\_\_\_  
(e.g. talks, does things together, plays, etc.)

\_\_\_\_\_

d. Does he/she do simple household chores? \_\_\_\_\_

\_\_\_\_\_

e. Can this person be left on his/her own for short period? \_\_\_\_\_

\_\_\_\_\_

f. Does he/she has a close friend? \_\_\_\_\_

g. Any favourite activities/hobbies? \_\_\_\_\_

\_\_\_\_\_

## **8. COMMUNICATION**

a. Any speech?

\_\_\_\_\_

b. What can he/she understand? (e.g. normal conversation. Simple short sentences, single word, gestures, etc.)

\_\_\_\_\_

c. Does he/she try to communicate? How? (e.g. gesture, single word, 2 – 3 words sentences, simple, full sentences, etc.)

\_\_\_\_\_

d. Languages used at home \_\_\_\_\_

e. Does he/she talk to others at home?

\_\_\_\_\_

f. Can he/she read? \_\_\_\_\_ write? \_\_\_\_\_  
(e.g. alphabets, numbers, words, sentences)



**9. EDUCATIONAL LEVEL**

a. Schools/Centres attended and duration

---



---



---

b. Why did he/she leave?

---



---

**10. EMPLOYMENT HISTORY**

a. Work experience and duration

---



---

b. Why did he/she leave?

---

**11. REGISTRATION**

a. Is the person registered with Department of Social Welfare ? \_\_\_\_\_

b. Registration No.: \_\_\_\_\_

---



---

c. Registered with any schools/centres? Where?

---



---

d. Registered with any support group? (e.g. PERKOB, Dignity & Services, United Voice)

---



---



---

## **12. FAMILY SITUATION**

a. What problems does this person present to the family? (e.g. future, aggressive behaviour, tantrums, dependence on family, etc.)

---



---

b. What services do the client and the family wants for him/her?

---



---

c. What is your goal/goals for your child?

---



---



---

d. Follow-up discussion to work out realistic goals

---

e. What support can family offer to achieve those goals?  
(e.g. in providing transport, training, caring, etc.)

---



---

f. Follow-up discussion to work out realistic/alternative support

---



---



---

**N.B. Be very sensitive to the client and his/her family. If some questions related are sensitive issues do not ask the family member in the client's presence.**

FOR OFFICE USE ONLY:

ACTION TAKEN BY STAFF \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

RECOMMENDATIONS MADE TO THE FAMILY

\_\_\_\_\_

\_\_\_\_\_

REFERRED TO:

\_\_\_\_\_

\_\_\_\_\_

OTHER COMMENTS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

INTERVIEWED BY: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_





# Chapter 6

## Finding a Workplace and Assessment of Workplace



# Introduction

Assessment of Person with Disabilities
<b>Finding a Workplace</b>
<b>Assessment of Workplace</b>
Job Matching
Negotiation and Consultation
Intensive Support at Workplace
Natural Support
Fading and Follow-up

One of the important duties of a Job Coach is to find a workplace that is suitable for the person with disabilities. Workplace Assessment is a process whereby the Job Coach collects accurate information about the job and the work environment. The suitability of the job for the person with disabilities can then be examined based on all the information collected during the assessment. The steps on how to conduct a Workplace Assessment will be explained in this chapter. Factors that will indirectly influence the employment of the person with disabilities such as physical environment, human environment, job duties and corporate culture will be examined.

Topics:

- o Finding a Workplace
- o The Objective of Workplace Assessment
- o Basic Workplace Assessment Process
- o Components of an Assessment of a Workplace
- o Basic Corporate Information on the Employment of Persons with Disabilities
- o Work Process
- o Human Environment
- o Physical Environment
- o Job Modification
- o Summary

## Finding a Workplace



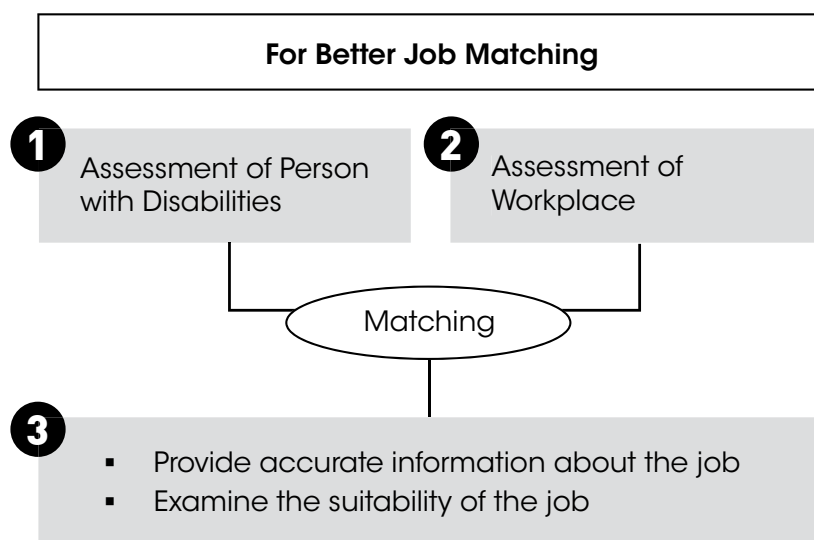
Most persons with severe disabilities who have no working experience require support in finding a workplace. Job Coaches play an important role in finding a workplace for the persons with disabilities whom they are supporting through the media or personal contacts. Making personal contacts with the employers is often the most effective way of finding suitable jobs for persons with disabilities. Job Coaches could also gather information on employment opportunities from the following government agencies:

- Department for the Development of Persons with Disabilities, Department of Social Welfare
- JobsMalaysia Centre and JobsMalaysia Points, Department of Labour Malaysia

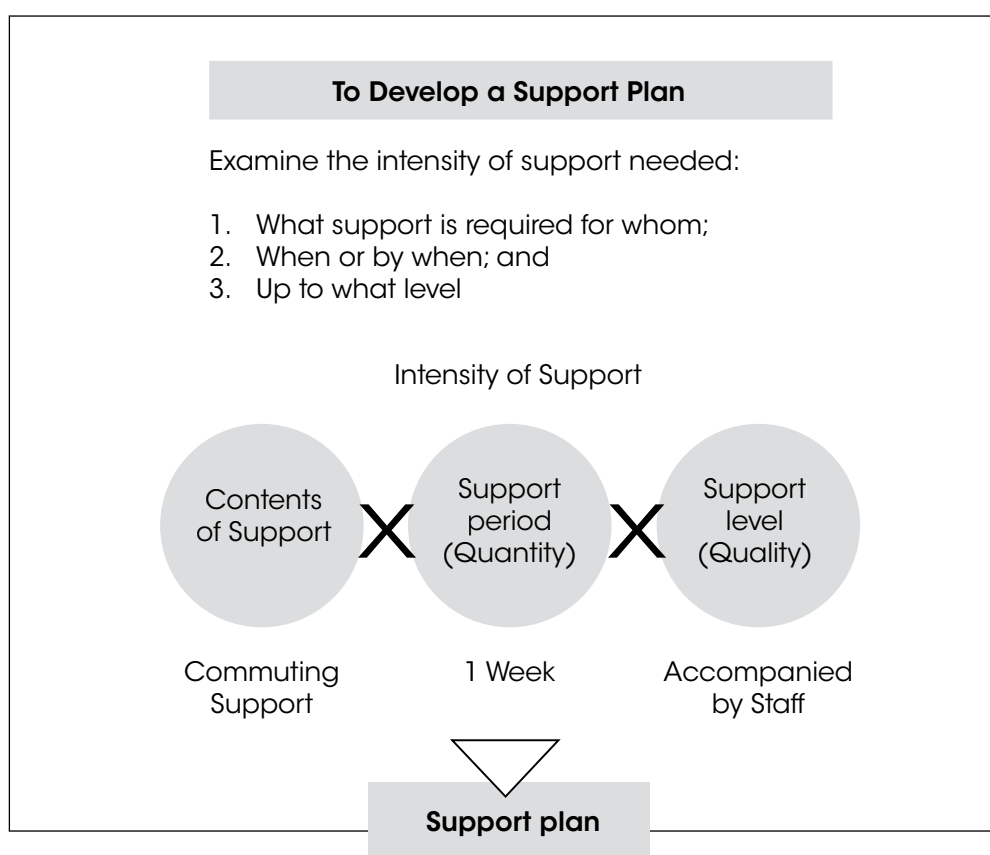
The Department of Labour Malaysia also organises Job Fairs from time to time at national and local levels to create opportunities for job seekers to meet potential employers. Though these are possible avenues to find employment for persons with disabilities, often it is through personal contacts with employers who are willing to consider partnerships with Job Coaches that sees more success in sustainable employment for persons with severe disabilities.

Job Coaches could take the initiative to approach employers and ask for opportunities to share about the employability of persons with disabilities. Employers should be informed on how Job Coaches could support the persons with disabilities and the employers in the employment process. More ideas on how to contact employers and encourage them to consider employing persons with disabilities will be discussed in Chapter 8, Negotiation and Consultation.

## The Objective of Workplace Assessment

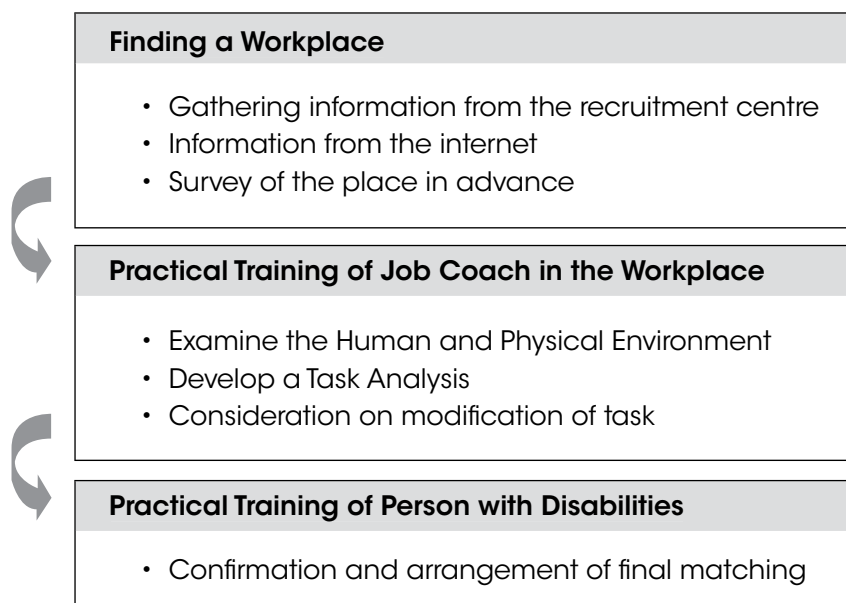


A comprehensive Workplace Assessment will enable the Job Coach to develop better Job Matching for the person with disabilities whom he/she is supporting. Through assessment of the workplace, the Job Coach is able to collect accurate information about the job and the work environment. The suitability of the job for the person with disabilities can then be determined based on all the information collected during the assessment.



The Assessment of Workplace has to be carried out before a Support Plan is developed. A detailed assessment of the job and the work environment will help the Job Coach decide on the intensity of support needed, which includes the content, the period and the level of support. For example, if commuting support from home to work is needed, the Job Coach has to find out what transportation is available and gauge the period of support needed before the person with disabilities can travel independently to and from work. From the assessment, the Job Coach can also explore if it is possible for the person with disabilities to be accompanied by one of the company staff who may be travelling from the same station as the person with disabilities.

## Basic Workplace Assessment Process



Workplace Assessment should be conducted before the person with disabilities starts working there. A re-assessment of workplace should also be carried out if a person with disabilities who is already working encounters a situation where job modification is needed.

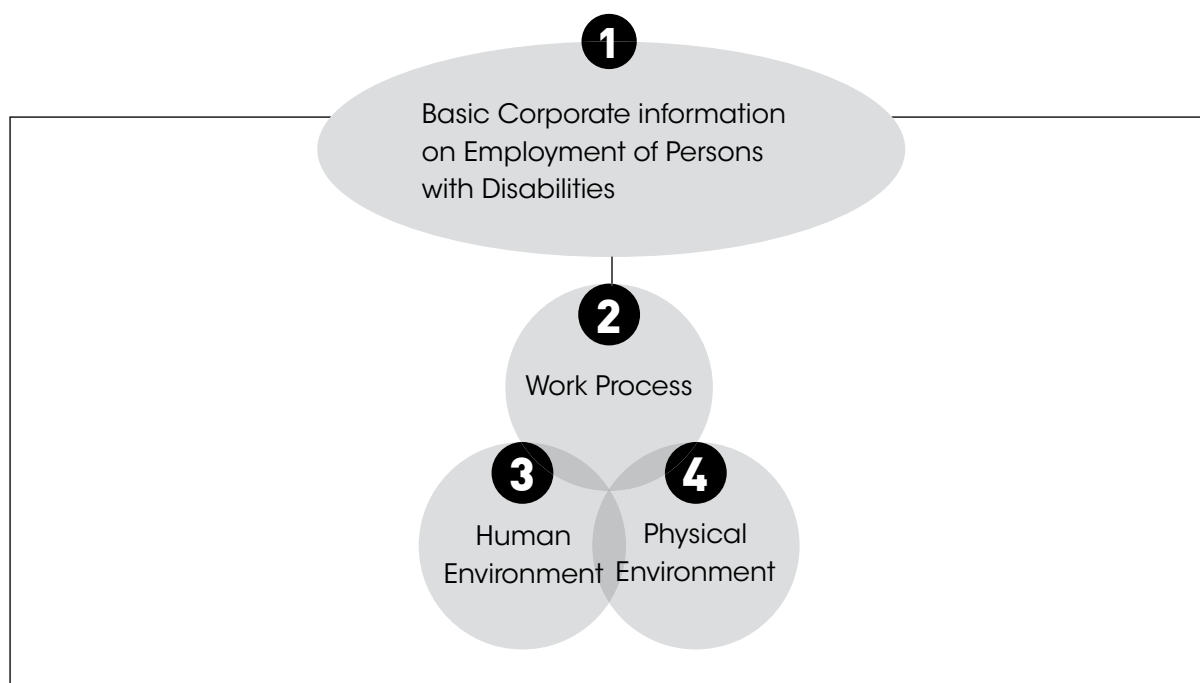
Assessment of the Workplace is conducted on an on-going basis as long as the person with disabilities is working there. It is important for the Job Coach to know what information is needed before an assessment is conducted at the workplace. The information should be based on the condition and needs of the person with disabilities that were noted when assessing the person.

Information on a company is collected from the Workplace Finding stage. Information on a workplace from a placement centre is usually insufficient. Some larger companies may provide online information. For smaller companies, it is important to conduct a survey of the place in advance. Some useful information can be obtained by surveying the workplace and observing the atmosphere of the employees working there.

Assessment of the workplace by experiencing the actual work is an ideal approach. It is not enough to just observe the workplace. In order to provide support in workplaces, Job Coaches themselves need to be at the workplace and experience the actual job and interact with the employees. With hands-on experience at the workplace, the Job Coach will understand the physical environment, human environment, the work process, complexity of the tasks, the atmosphere such as temperature, smell, noise, strength required, etc. The Job Coach can also assess the interpersonal relationships amongst the employees.

## Components of an Assessment of a Workplace

**Information to be collected are broadly divided into the following four categories**



Assessment of Workplace and information to be collected can be broadly divided into the following four components:

- Basic Corporate Information on Employment of Persons with Disabilities
- The Work Process
- Human Environment
- Physical Environment

A thorough observation and assessment of these four aspects are important before Job Matching and designing a Support Plan for the person with disabilities.

## Basic Corporate Information on the Employment of Persons with Disabilities



Information on the corporate approach and policies in employing persons with disabilities are important. It will help the Job Coach to have a better understanding on the company's structure, expectations, salary and benefits as well as its attitude towards employees with disabilities. The information that a Job Coach needs to find out would include the following aspects:

### Corporate Philosophy and Organisational Structure

This information will provide the Job Coach an idea of what the chain of command would be like in the company. For example, in companies with an organisational structure, the immediate supervisors will be the person in charge, whereas in small companies, the employer himself could be the supervisor.

### Location and Size of the Company

The location of the company will determine the accessibility for the person with disabilities if he/she is dependent on public transport. The number of staff in the company may affect the security of the person with disabilities. For example, in big companies where there are many staff, the person with disabilities may be at risk of bullying by staff from other departments who do not understand the person's condition. Plans have to be made to avoid such incidents.

### Conditions of Employment

Conditions of employment, such as job description, the specific place of work, working hours, salary, social insurance and basic requirements, are important information in job matching.

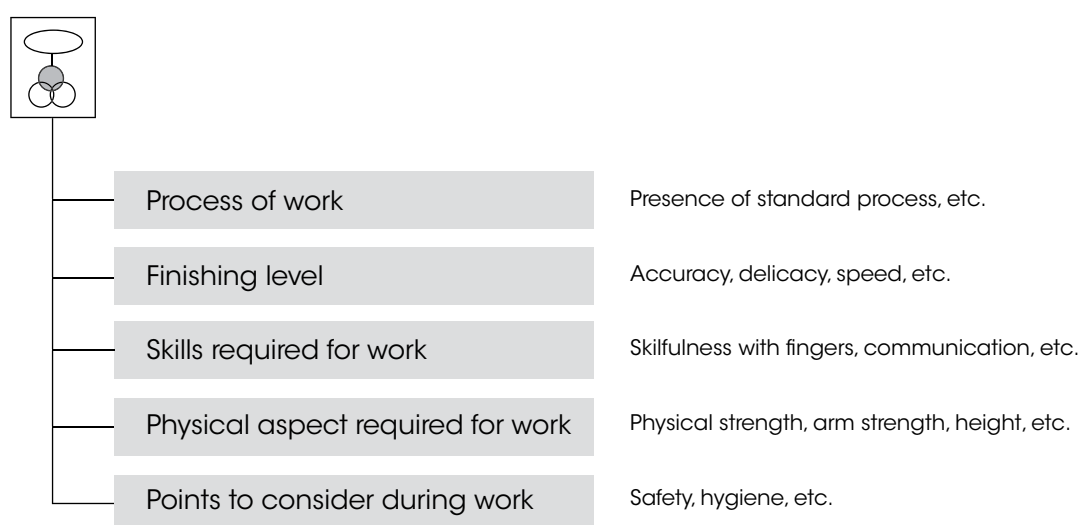


## Experience in Employment of Person with Disabilities

This information will help the Job Coach gauge the support needed by the employer. These are some concerns to be examined:

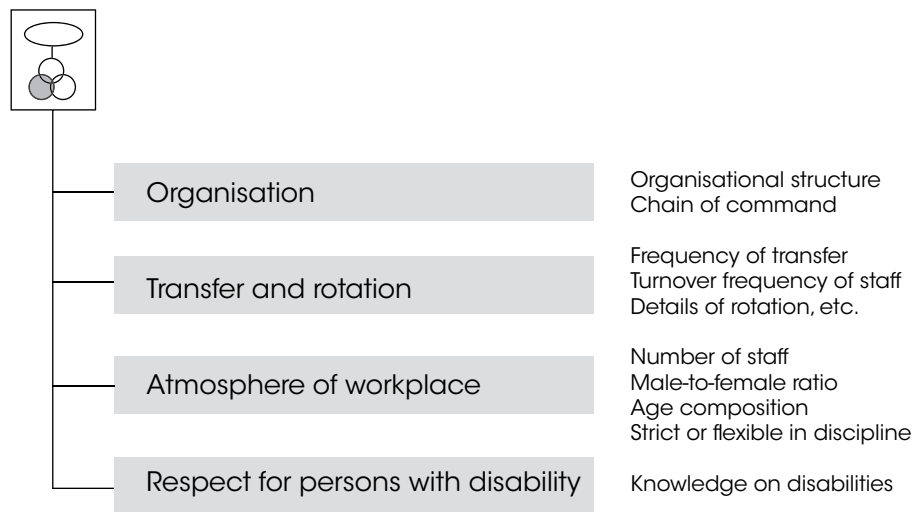
- Experience in employment of persons with disabilities and the number of persons with disabilities employed;
- Reason of employment (non-employment) of persons with disabilities;
- Anxiety or problem in employment of persons with disabilities, etc.

## Work Process



The Job Coach will be able to understand the work process of the job by having a practical training on that specific job. Assessment of a person's ability to cope with the job is most effective by requesting that the person be given practical training. During training, the Job Coach will assess the work process. The Job Coach should note carefully the standard of the work process. The accuracy in following the standard process will determine the quality of finishing level. The Job Coach needs to observe all the skills needed for the entire work process which may require specific mental and fine motor skills or physical strength. Points to consider during work, such as safety and hygiene, should also be assessed.

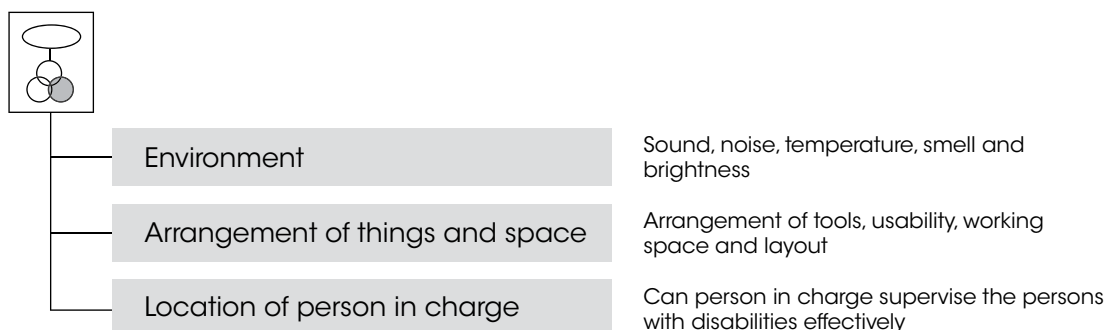
## Human Environment



It is vital for the Job Coach to assess the Human Environment carefully as this factor has a high impact on the sustainability of employees with disability. The organisational structure, turnover of staff, number of staff, atmosphere of the workplace and the organisation's awareness on disabilities are some important factors to note. A good Human Environment can better support the employee to meet expectations.

These are important factors to note as it will affect the formation of Natural Support. It will provide necessary information to develop better communication with the employer and persons in charge. In cases where there is frequent transfer or frequent turnover of staff, there is a need to monitor the Natural Support and to ensure the smooth transition of Natural Support when needed. Chapter 13 will discuss the development of Natural Support in detail.

## Physical Environment



The Physical Environment may affect the person's ability to adapt to the environment and ability to learn the skills needed for the tasks assigned. A well-organised workplace will create less confusion, hasten adaptability and work skill development.

The concentration span of some persons with disabilities may be affected by noise, smell, lighting and temperature. Therefore, it is important to assess these factors.

It is also important that the staff in charge (supervisor or key co-worker) is within sight of the person with disabilities for effective supervision.

## Job Modification

Job Modification involves simplifying the work process to enable persons with disabilities to work efficiently.

The result of Workplace Assessment will enable the Job Coach to confirm if the job is suitable for the person with disabilities. It is not easy to find a job that perfectly matches the job seekers' ability. In instances where the job is suitable but there are certain tasks of the job that might be too difficult for the person with disabilities, the Job Coach will consult the employer to consider Job Modification to enable the person to work. This Job Modification may include modification of the job duties by simplifying the work process. The following chapter will discuss Job Modification and Reasonable Accommodation in detail.

## Summary

The Assessment of Workplace is needed for better Job Matching and enhances the effectiveness of Support Plan designed for the person with disabilities involved. Components of Assessment of Workplace include:

- Basic Corporate Information on Employment of Persons with Disabilities
- Work Process
- Human Environment
- Physical Environment

A careful assessment of these aspects will help the Job Coach understand the tasks to be assigned as well as the work environment.

All the information collected through the assessment will help the Job Coach develop a comprehensive Support Plan for the person with disabilities. Support for the employer includes consultation on Job Modification, advice to create an accessible environment and Natural Support. Job Matching that includes a comprehensive Workplace Assessment will lead to effective partnership with the employer in creating sustainable employment for the person with disabilities.



# Chapter 7

## Job Matching

# Introduction

Assessment of Person with Disabilities
Finding a Workplace
Assessment of Workplace
<b>Job Matching</b>
Negotiation and Consultation
Intensive Support at Workplace
Natural Support
Fading and Follow-up

In the Job Coach Approach, Job Matching is not merely about placing a job seeker with disabilities into a suitable job. In some instances, Job Modification is part of the process of Job Matching where the Job Coach, in consultation with the employer, modifies the job to match the ability of the person with disabilities. This chapter will also discuss the technical approaches involved in Job Modification.

Topics:

- o The Purpose of Job Matching
- o The Process of Job Matching
- o The Process of Job Modification
- o Reasonable Accommodation
- o Summary

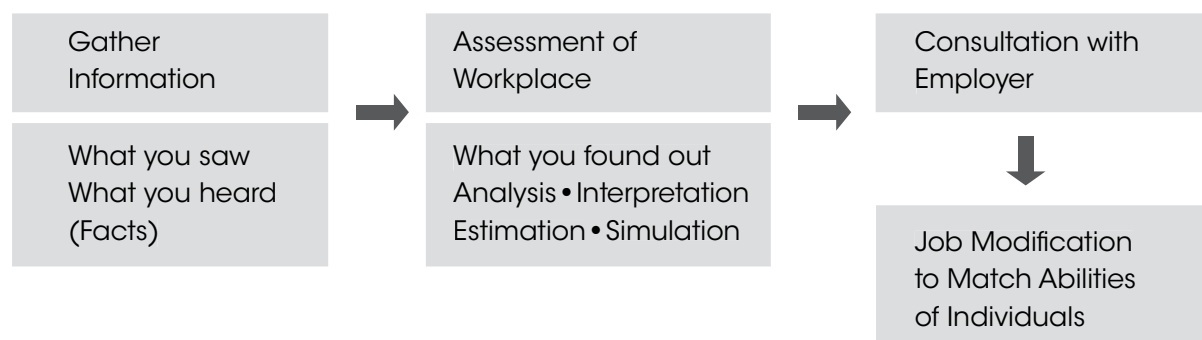
## The Purpose in Job Matching

80% of the success of a Job Coach is determined by the results of Job Matching

Job Matching is one of the key roles of a Job Coach. It is noted in Japan that 80% of the success of a Job Coach is determined by the results of Job Matching.

In Job Matching, the best match between the abilities of the person with disabilities and work demand is created. Conventionally, Job Matching used to be carried out during job placement. It is found that there is a significant difference in success of sustaining employment for persons with disabilities by the intervention of Job Coaches through assessment of workplaces before job placement.

## The Process of Job Matching



The process of Job Matching involves four basic stages: Gathering Information, Assessment of Workplace, Job Matching through Consultation and Job Modification.

### 1. Gathering Information:

Upon finding a job vacancy, the Job Coach makes an appointment to meet with the employer to gather information about the job. At this stage, the Job Coach matches the job information and the job seeker. This could be done by reading written information available and interviewing the employer.

### 2. Assessment of Workplace:

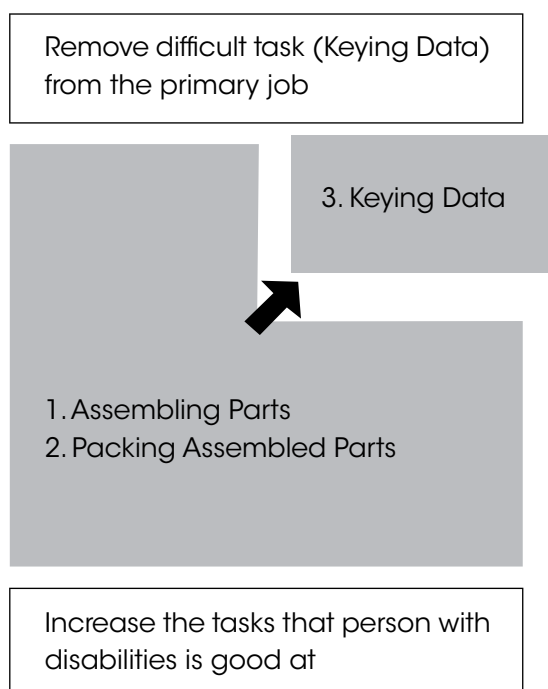
If a suitable match is found, the Job Coach has to confirm the suitability by assessing the workplace, with the employer's permission, to have a hands-on experience on the job. During this assessment, the Job Coach assesses the corporate culture of the company, the job duties as well as the workplace environment as discussed in Chapter 6.



### 3. Consultation with Employer:

The Job Coach should consult the employer with regards to the job process, work environment and support system for the person with disabilities. The Job Coach should seek the employer's approval if there is a need for Job Modification. The employer should have a clear understanding of why the modification is necessary and how the modification can be made possible without disrupting the production or workflow of the company.

### 4. Job Modification:



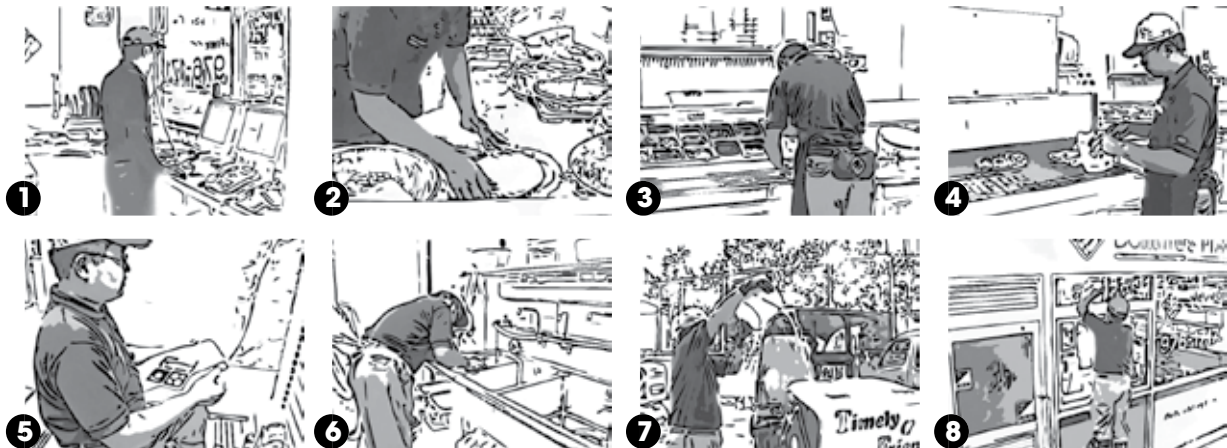
As mentioned in the last chapter, it is rare to find a perfect match in employment, especially for people with severe disabilities. In such situations, Job Modification is used, if necessary, to simplify the job to enable the person with disabilities to work efficiently.

The purpose of Job Modification is not to reduce the workload of the person with disabilities but to simplify or change difficult tasks to enable maximum productivity. For example, as shown in the diagram, there are three tasks in the Job Duty. If keying in data is a challenge for the person with disabilities, the Job Modification required is to remove task 3, keying in data. Instead, from the Job Duty, the production volume for task 1, assembling parts and task 2, packing assembled parts are increased to match the required productivity standard.

Job Modification must always be done in consultation with the employer. The approval from the employer is necessary before the proposal of this Job Modification is implemented. The process of Job Modification is explained in the following.

## The Process of Job Modification

### 1. Analyse the Job Duty and the Tasks



The pictures above as presented in Chapter 1, indicate that there are eight tasks in the daily Job Duty of a Pizza Shop Assistant:

1. Taking pizza orders
2. Preparing pizza pastry
3. Filling pastry with ingredients
4. Bake and pack pizzas
5. Assembling pizza boxes
6. Cleaning the kitchen sink
7. Washing delivery motorcycles
8. Cleaning glass windows and doors

These tasks are carried out by three assistants who are working in the morning shift. The Job Coach analyses each task carefully to observe the skills and aptitude needed in carrying them out.

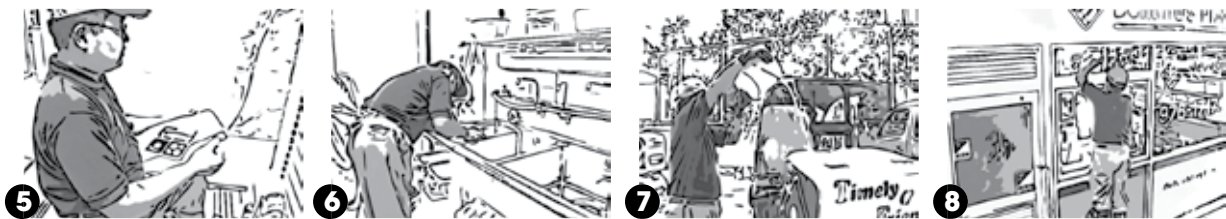
### 2. Match the Analysis of the Job Duty and the Tasks with the Assessment of the Person with Disabilities

The Job Coach's assessment of the job duties showed that it is too difficult for the person with disabilities who has learning disabilities to accomplish all eight tasks efficiently. A proposal of Job Modification is required in order for the person with disabilities to work efficiently as a Pizza Shop Assistant.

The Job Coach's proposal should be based on the assessment of the job and the assessment of the person with disabilities. In this situation, for example, based on the Job Coach's assessment of the person with disabilities, he would have difficulty with the following tasks:

1. Taking pizza orders
2. Preparing pizza pastry
3. Filling pastry with ingredients
4. Bake and pack pizzas

Abilities required in these four tasks include: communication skill, precision in moulding the pastry, accuracy in estimating the quantity of ingredients and ability to handle hot ovens and competency in bulk preparation during peak hours. The person with disabilities has difficulties in communication skills, fine motor skills and ability to make judgments.



However, the person with disabilities would be happy to do tasks 5 to 8 since he has no problem with gross motor skills and he is already familiar with these tasks. Besides, he could do these tasks at his pace without having to meet the demands of customers.

### **3. Job Modification Proposal**

Since there will be a total of three assistants on duty in the morning shift, the Job Coach could negotiate with the employer to allow the person with disabilities to focus on tasks 5 to 8 only, while the other two assistants focus on tasks 1 to 4, assuming that this is a fair share of work distribution amongst the three staff. The share of work has to be fair so that neither the person with disabilities nor the other two staff are over-burdened by any extra work.

The Job Coach should make an appointment with the employer to discuss this Job Modification proposal. Usually, employers who understand the situation of the person with disabilities will be willing to compromise and would allow a good proposal of Job Modification to take place.

## 4. Practical Training

Upon the approval of the employer, the Job Coach could propose a practical training or trial period for the person with disabilities to work with the support of the Job Coach. The practical training period may vary from a few days to a few weeks, depending on the ability of the person.

## 5. Recruitment and Continuous Support

If the proposal works out well and the employer as well as the person with disabilities are happy with the Job Modification, the Job Matching is considered a success. The employer will then offer the person with disabilities the job as an assistant of the pizza shop. The Job Coach continues to provide support to the person with disabilities and the employer based on the Employment Support Plan made.

## Reasonable Accommodation

The Job Coach should consider other Reasonable Accommodation besides Job Modification to ensure that persons with disabilities have equal access to employment. Reasonable Accommodation is any change in the work environment or work process that enables persons with disabilities to enjoy equal employment opportunities<sup>1</sup>. Broadly, Reasonable Accommodation may include Job Modifications, modification of work environment and equal employment benefits.

In situations where persons with disabilities may have physical disabilities or any other disabilities such as visual and hearing disabilities, modification of environment would be necessary to create an accessible environment to enable the employee with disability to have access to facilities in the workplace. For persons who have difficulties in reading and writing, easy-to-understand signage and symbols should be used at the workplace to communicate any messages or instructions.

The Job Coach plays an important role to help the employer consider all possible means and resources to provide employment for persons with disabilities. The following are important questions for employers to consider when providing Reasonable Accommodation for any person with disabilities:

1. What limitations are the employee or potential employee with disability experiencing?
2. How do these limitations affect the employee and the employee's job performance?
3. What specific job tasks are problematic as a result of these limitations?
4. What accommodations are available to reduce or eliminate these problems?
5. Are all possible resources being used to determine possible accommodations?

6. Has the employee with disability been consulted regarding possible accommodations?
7. Once the accommodations are in place, would it be useful to meet with the employee to evaluate the effectiveness of the accommodations and to determine whether additional accommodations are needed?
8. Do supervisory personnel and co-workers need training regarding the support needed for the employee with disability?

## Summary

- In Job Matching, the best match between the abilities of the person with disabilities and the work demand is created.
- The process of Job Matching involves four basic stages: Gathering Information, Assessment of Workplace, Consultation with Employer and Job Modification.
- Job Modification, an important component of Job Matching is not to reduce the workload of persons with disabilities but to enable maximum productivity.
- The Job Coach plays an important role to ensure that Reasonable Accommodation is considered in employment of persons with disabilities.
- A good Job Matching will lead to success in retention of employment for persons with disabilities.

## Reference:

1. Americans with Disabilities Act (2002). Enforcement Guidance: Reasonable Accommodation and Undue Hardship Under the Americans with Disability Act.





# Chapter 8

## Negotiation and Consultation



# Introduction

Assessment of Person with Disabilities
Finding a Workplace
Assessment of Workplace
Job Matching
<b>Negotiation and Consultation</b>
Intensive Support at Workplace
Natural Support
Fading and Follow-up

Consultation with employers is one of the key roles of a Job Coach. Being the 'Bridge' between the employers and the persons with disabilities, the Job Coach needs to develop skills to negotiate and to consult with employers on issues related to employment of persons with disabilities. This chapter will provide tips to develop skills to contact and communicate with the employers. Questions that are commonly asked by employers will be discussed and the process of negotiation and consultation will be examined.

## Topics:

- o Introduction
- o When is Negotiation and Consultation Needed
- o A Company's Views on Employment of Person with Disabilities
- o Questions Frequently Asked by Employers
- o Process of Negotiation and Consultation
- o Summary

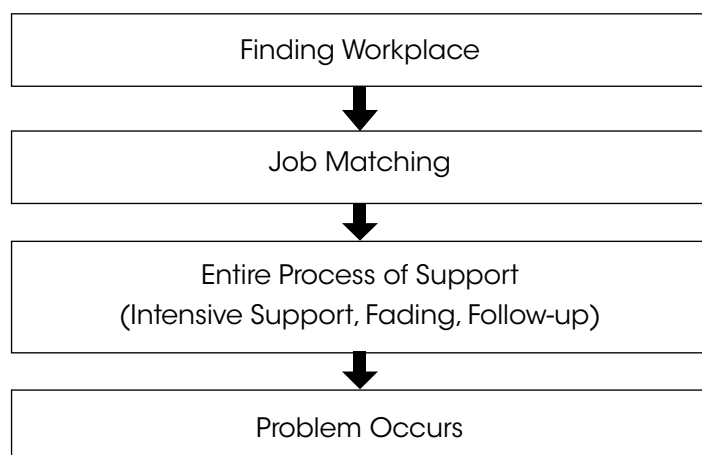
## Introduction



As a Bridge between the employers and the persons with disabilities, the Job Coach has to be skilful in consultations with the employers to discuss the employment of persons with disabilities. The role of the Job Coach is to help the employers understand persons with disabilities and therefore is expected to provide answers and advice to the queries that employers may have regarding employment of persons with disabilities.

The Job Coach uses a consultative approach to discuss and negotiate with the employers on the suitability of the job, job modification and adjustment of work environment if necessary, as well as salary, benefits and any other related matters. The employers have to be informed on the importance of Job Coach support and agree to cooperate with the Job Coach to provide the support needed by persons with disabilities for sustainable employment.

## When is Negotiation and Consultation Needed



Negotiation with employers is required, when finding jobs for persons with disabilities, to discuss job opportunities, the company's interests and terms of employment for persons with disabilities. The Job Coach negotiates with employers to ensure that persons with disabilities are given the necessary support that leads to sustainable employment.

The Job Coach should always consult employers regarding Job Matching and Job Modification. In fact, consultation is on-going throughout the support period for each person with disabilities since the final decision on all proposals from the Job Coach comes from the employer.

The Job Coach has to provide information regarding the importance of Intensive Support: what it entails, how will it be carried out and who are the parties involved. The employer has to be consulted on appointing a staff in charge (For example: the supervisor or a key co-worker of the person with disabilities) whom the Job Coach can train to provide support to the person with disabilities.

Employers need to consult the Job Coach regarding issues related to employment of persons with disabilities. Employers can also consult the Job Coach when a problem occurs after employing persons with disabilities. For example, when an employee with disabilities is having problems communicating with a new supervisor, the Job Coach who is consulted has to advise the employer on how to handle the matter and, at the same time, provide assistance to the person with disabilities and the new supervisor in the transition of the support system for the person with disabilities at the workplace.

## A Company's Views on Employment of Persons with Disability

Has the company employed any person with disability?

What is the company's view on employing persons with disabilities?

What are their apprehensions in employing persons with disabilities?

What is the company's policy on employment of persons with disabilities?

What are the vacancies available for persons with disabilities?

Before approaching a company, the Job Coach should consider the company's views and policies regarding employment of persons with disabilities. The following are some questions as a guide to understand a company's views on employing of persons with disabilities:

1. Why does the company employ persons with disabilities?

- As a Corporate Social Responsibility
- Wish to secure a stable workforce
- Personal value of decision maker

2. Why doesn't the company employ persons with disabilities?

- Unable to imagine what work persons with disabilities can do
- No confidence in job training and employment management
- Low priority in organisational agenda

Answers to these questions will give clues on whether the employer is interested in employing persons with disabilities. Each company has its respective agenda with regards to employing persons with disabilities. The Job Coach should have at least some basic ideas about their agenda and policies before the meeting. This will help the Job Coach anticipate the questions that might be raised.

## Questions Frequently Asked by Employers

Employers who do not have experience in employing persons with disabilities may have some pre-conceived ideas about persons with disabilities. Due to a lack of awareness, some of their ideas about persons with disabilities are stereotypical or incorrect. The following are some questions that are frequently asked by employers. Job Coaches should be able to answer these basic questions. Take some time to write down your answers to these questions:

1. Are they able to work?
2. Is it costly to employ persons with disabilities?
3. What type of facilities do we need to install to employ persons with disabilities?
4. What sort of problems are we likely to encounter in employing persons with disabilities?
5. How can the Job Coach support us?
6. Can we employ persons with disabilities without any experience?
7. Are there any benefits from the government for employers?

## Process of Negotiation and Consultation

The process of Negotiation and Consultation with the company begins from the very beginning of finding a workplace for a person with disabilities. Though some companies offer vacancies to persons with disabilities through NGOs, the DSW or Department of Human Resource, often the Job Coach has to approach the company personally to enquire about jobs. In such a situation, making appointments with the potential company to discuss the possibility of jobs is necessary. The process of Negotiation and Consultation includes:

1. Collecting Information on the company
2. Making an appointment
3. Preparation
4. Meeting the employer

### 1. Collecting Information on the company

The Job Coach has to make effort to collect the following information on the company:

- **Company background**  
The business, their policies and company structure
- **Job vacancy**  
Qualification needed and work process
- **Work environment**  
Physical and human environment
- **Person in charge**  
Eg: recruitment officer, officer in charge of employees with disabilities, supervisor of the division

Details in the previous page are as discussed in Chapter 6. It is important to collect these information before appointment is made for consultation with the employer.

## **2. Making Appointment**

When making an appointment to meet with the person in charge, it is important that the Job Coach is well prepared in the following:

- **Choose an appropriate timing**  
Avoid making a call when the person in charge is most busy.
- **Self-Introduction**  
Provide basic information such as your name and the organisation you are representing.
- **Explain the purpose of your call**  
Explain briefly that you are looking for employment opportunities for a person with disabilities. Provide brief information of the person with disabilities, experience and readiness for employment.
- **Request to make an appointment**  
Make an appointment to meet, to know more about the company and discuss the possibility of employing this person with disabilities. Confirm time and venue proposed by the employer.

## **3. Preparation**

Presenting a good impression on the first meeting with the employer often has a significant impact in determining the extent of the company's cooperation. The following should be taken seriously in preparation for the meeting with the employer:

- **Be punctual**  
There should not be any excuse for being late.
- **Be professional** in the way you communicate.
- **Bring along supporting documents** such as name card, brochure of your organisation and resume of the person with disabilities.
- **Be prepared to listen** and understand the company's point of view.
- **Be prepared to provide clear answers** to questions and enquiries.
- **Remember you are there to promote employment** for the person with disabilities and not to force them to employ the person.



## 4. Meeting the Employer

Some tips to consider during negotiation and consultation with the employer:

- **Begin with appreciation, self-introduction and purpose of visit**  
Thank the person in charge for the opportunity to meet up. Begin by giving a self-introduction and brief information of your organisation. Explain the purpose of your visit.
- **Listen to company's views about employment of person with disabilities**  
Always listen carefully to the company's views. A capable salesperson is a good listener. You will have a better understanding of the company by listening to information regarding their policies, structure and needs.
- **Provide useful information on successful examples and benefits**  
Explain your role as a Job Coach and benefits of having support from a Job Coach. Share successful examples of other companies in employment of persons with disabilities and inform them of all the benefits provided by various government sectors for companies that employ persons with disabilities.
- **Provide clear answers to all questions and concerns**  
Allow the employer to raise questions regarding employment of persons with disabilities. Be prepared to provide answers or responses when questions are asked or concerns are raised.
- **Ask appropriate questions with regards to employment of persons with disabilities**  
Find out about the company's policies in employing persons with disabilities. If the company shows interest in employing persons with disabilities, ask if they would consider working with a Job Coach. Explain the importance of having a Job Coach for the person with disabilities as well as for the company.
- **Make a proposal to visit work-site and pre-employment training**  
If the company shows interest to employ the person with disabilities, make a proposal to visit the work-site. When the company agrees to employ the person with disabilities, ask if it is possible for a pre-employment practical training for you as a Job Coach to understand the work process – explain your purpose for doing so.
- **Important to know when to end your meeting**  
It is important to know when to end the negotiation and consultation session. Make a next appointment if possible and state the purpose of the next meeting. Consider the issues and challenges raised in this negotiation and consultation session in preparation for the next meeting.

## Summary

Do's	Don'ts
<ul style="list-style-type: none"> <li>▪ Be strictly punctual</li> <li>▪ Bring along supporting documents.</li> <li>▪ Know the benefits for employing persons with disabilities</li> <li>▪ Respect and understand the company's needs</li> <li>▪ Listen to the company's point of view</li> <li>▪ Explain the Job Coach concept</li> <li>▪ Share successful stories</li> <li>▪ Show that you are interested to work together with the company</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do not expect that the company will be willing to employ persons with disabilities after the first meeting</li> <li>▪ Do not force the company to employ persons with disabilities if they are not ready</li> </ul>

Negotiation and Consultation with Employer is a role that all Job Coaches have to learn. To establish successful recruitments for persons with disabilities, the Job Coach has to build good rapport with the employers or staff of the company. Good relationship skills with employers will win the confidence and trust of employers to work together with Job Coach in recruitment and in creating sustainable employments for persons with disabilities.

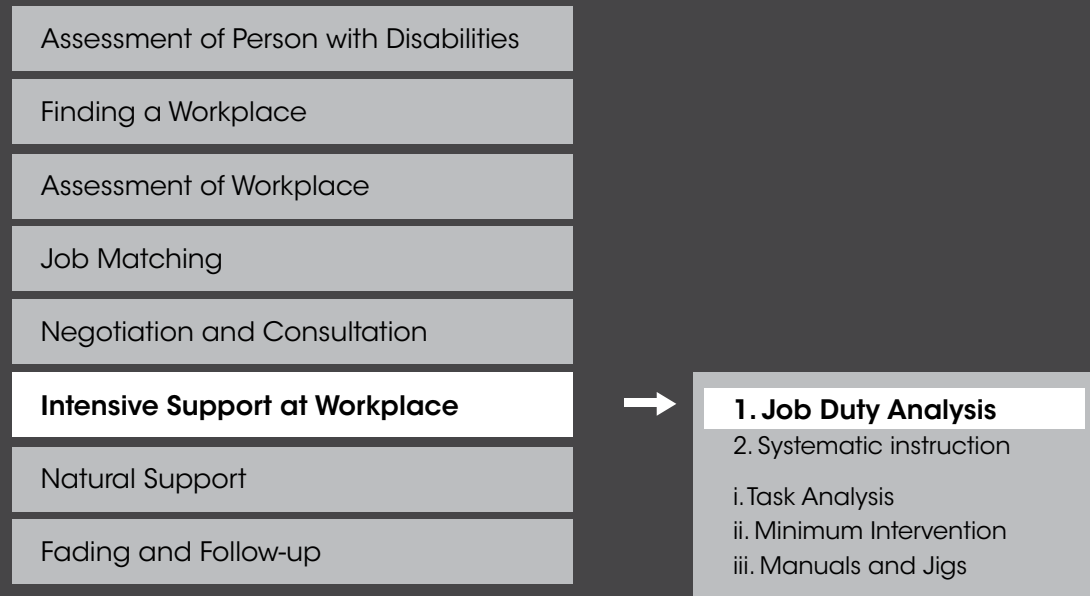
The above Do's and Don'ts should be observed to ensure success in negotiation and consultation with employers. Punctuality, being well-prepared, acquiring knowledge on important information, respect for the company's point of view, good communication skills and sensitivity to readiness of the company are some of the important practices to be observed in negotiation and consultation with employers.



# Chapter 9

## **Intensive Support at Workplace: Job Duty Analysis**

# Introduction



A Job Duty Analysis is an analysis of the workflow to be done for the day. A Job Duty Analysis is necessary to help the Job Coach understand the workflow and tasks or duties that will be assigned before preparing a support plan. Based on the Job Duty Analysis, a work schedule is developed to help the person with disabilities understand the entire flow of the day. The schedule begins from clocking-in for work to clocking-out of work. A Job Duty Analysis is also a useful reference for the staff-in-charge of supporting person with disabilities.

## Topics:

- Introduction
- The Importance of Job Duty Analysis
- Three Key Components of Job Duty Analysis
- Information Collection
- Analysis of Workflow and Creating a Work Schedule
- Summary

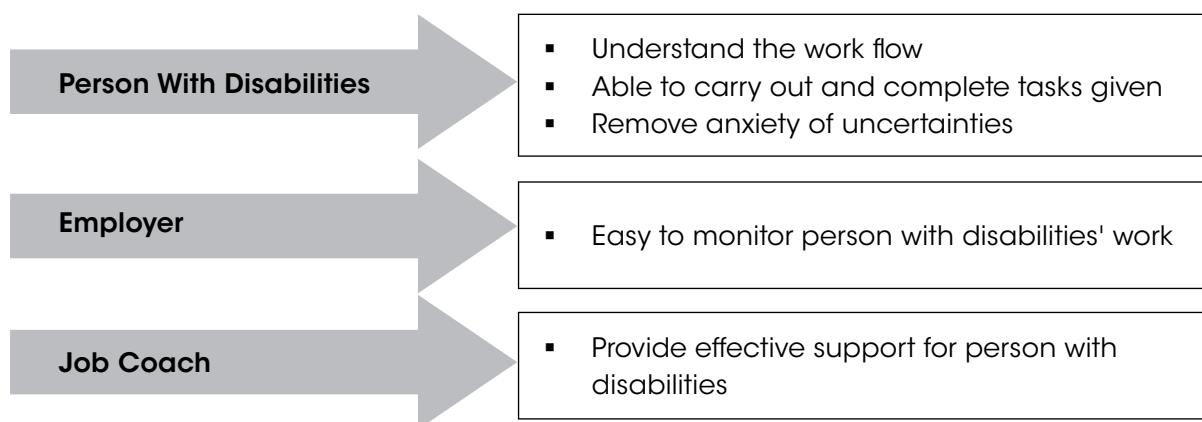
## Introduction



A Job Duty Analysis is the analysis of the flow of work to be done in a day. It shows the work procedures that should be done from the moment the person with disabilities steps into workplace till the end of the day. The Job Duty Analysis is done with the information collected during the Workplace Assessment and Job Matching. With this analysis, the Job Coach develops a work schedule to explain to the person with disabilities the entire workflow in a day. This is done before the person with disabilities begins working at the workplace.

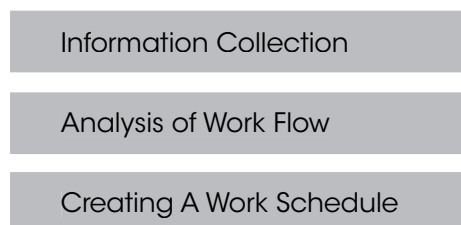
The work schedule becomes a guide for the person with disabilities at work. Based on the schedule, the Job Coach observes and supports the person with disabilities at the first week of work until he/she is familiar with the entire workflow.

## Importance Of Job Duty Analysis



A Job Duty Analysis will enable the Job Coach to prepare a good support plan for the person with disabilities and the staff-in-charge. Based on the Job Duty Analysis, the Job Coach develops a work schedule for the person with disabilities in consultation with the staff-in-charge. This work schedule becomes a guide for the person with disabilities. It helps reduce his/her anxieties due to uncertainty of the workflow. The work schedule is also useful for the staff-in-charge to monitor the person with disabilities' work.

## Three Key Components



The three key components of Job Duty Analysis are: information collection, analysis of work and development of a work schedule.



## Information Collection



The Job Coach gets the needed information from staff-in-charge during Workplace Assessment and Job Matching process and makes sure no important information is left out. The 5Ws (What, Where, When, Who, Why) + 1H (How) technique is recommended. From the information collected, the Job Coach analyses the job duties and prepares a work schedule in consultation with the staff-in-charge.

The following is an example of how the information collected at a workplace are being analysed and how to clearly inform the person with disabilities about the work schedule:

### 1. Tasks Identification

The Job Coach must know the list of tasks to be done by person with disabilities.

Example:

To clean the canteen and kitchen, the specific tasks include:

- Canteen: Sweep and mop the canteen floor, and wipe tables clean.
- Kitchen: Sweep and mop the kitchen floor, and wash the dishes.

Tasks need to be written in complete and short sentences. Eg: "Sweep the canteen floor", "Mop the canteen floor", and so on.

### 2. Comprehensive Work Schedule

The Job Coach should know the time for each task to be performed based on the assignment given by the staff-in-charge. With this information, the Job Coach can develop a work schedule to guide the person with disabilities.

Example:

- 9.00 am Sweep and mop canteen floor
- 10.00 am Wipe tables in canteen

### **3. Clock-in time, Clock-out time and Break times**

The Job Coach should include the time to clock-in for work, clock-out of work, break times and actions that need to be done in the work schedule

Example:

8.30 am Clock-in (change uniform in room A)  
 11:00 am Break - tea and snack in canteen  
 13.00 pm Lunch in canteen and rest  
 17.10 pm Clock-out

### **4. The Work Location**

The person with disabilities should be informed of the exact location where he/she does the assigned tasks – if necessary, use signage to help the person with disabilities recognise the location.

Example:

9.00 am Sweep and mop canteen floor  
 10.00 am Wipe tables in canteen  
 11:15 am Clear tables and wipe tables in canteen, wash dishes in kitchen

### **5. Equipment Used**

The Job Coach should identify the tools or equipment that would be used by the person with disabilities for each task by using tags or colours to identify the equipment used if necessary.

Example:

10.00 am Wipe tables in canteen  
 (Equipment: pink cloth, blue bucket, Sunlight detergent)

### **6. Rules and Regulations at Workplace**

Identify the rules and regulations for the person with disabilities to follow in order to carry out the duties.

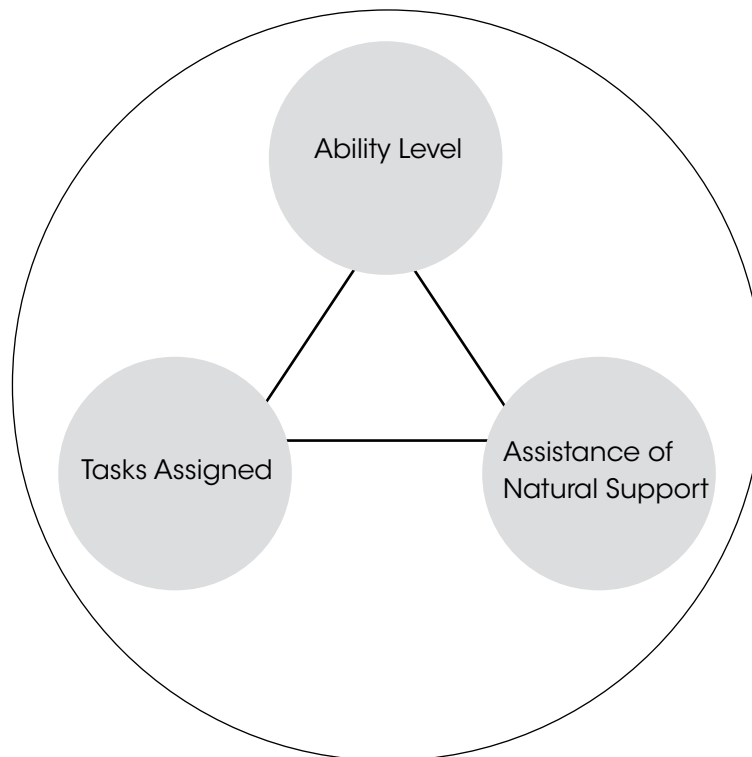
Example:

13.00 pm Lunch in canteen and Rest

### **7. Other matters of importance on work**

The Job Coach should always take note of any other important matters that the person with disabilities should know and convey them clearly at a level the he/she can understand to avoid any confusion. For example, who is the immediate supervisor, who to report to should there be a problem at work, how to apply for annual leave, etc.

## Analysis of Workflow and Creating a Work Schedule



Three important factors that need consideration when creating a Job Duty Analysis:

1. Ability level of the person with disabilities
2. Tasks assigned
3. Assistance of Natural Support (co-worker assigned to support person with disabilities).

Attention should be given to all of the above factors to ensure the person with disabilities can work independently and Natural Support is created. Discussions should be held regularly with the employer/staff-in-charge, who will be the Natural Support for the person with disabilities in the absence of the Job Coach. The work schedule derived from the Job Duty Analysis should be drawn based on the tasks assigned and the person's level of abilities. For those who are unable to read, pictures and symbols are needed to help them understand.

### An Example of a Work Schedule based on a Job Duty Analysis

8.45 am	Clock-in (Change into uniform in changing room)
9:00 am	Sweep and mop canteen floor (Equipment: mop, green bucket, Max Clean detergent)
10:00 am	Wipe tables in canteen (Equipment: pink cloth, blue bucket, Sunlight detergent)
11:00 am	Break - tea and snack in canteen
11:15 am	Clear tables and wipe tables in canteen, wash dishes in kitchen (Equipment: pink cloth, blue bucket, sponge, Sunlight detergent)
13:00 pm	Lunch - in canteen and rest
14:00 pm	Clear tables and wipe tables in canteen, wash dishes in kitchen (Equipment: pink cloth, blue bucket, sponge, Sunlight detergent)
16:00 pm	Sweep and mop kitchen floor (Equipment: mop, green bucket, Max Clean detergent)
17:00 pm	Keep all equipment in storeroom.
17:05 pm	(Change clothes in changing room)
17:10 pm	Clock-out

The Job Coach has to go through the work schedule with the person with disabilities carefully and at a pace he/she can follow. Allow him/her to ask questions on any information that is not clear. Ask the person with disabilities to explain the work schedule to you to check if he/she has understood the workflow, tasks to be done and all the detailed information. During the first week of work, the Job Coach has to observe if the person with disabilities is able to follow the schedule and tasks assigned. If the person with disabilities has any confusion regarding the time or the tasks, the Job Coach should provide support and guidance until he/she becomes familiar with the entire workflow. The staff-in-charge should observe how the Job Coach provides support for the person with disabilities in preparation to provide the necessary support in the absence of the Job Coach.

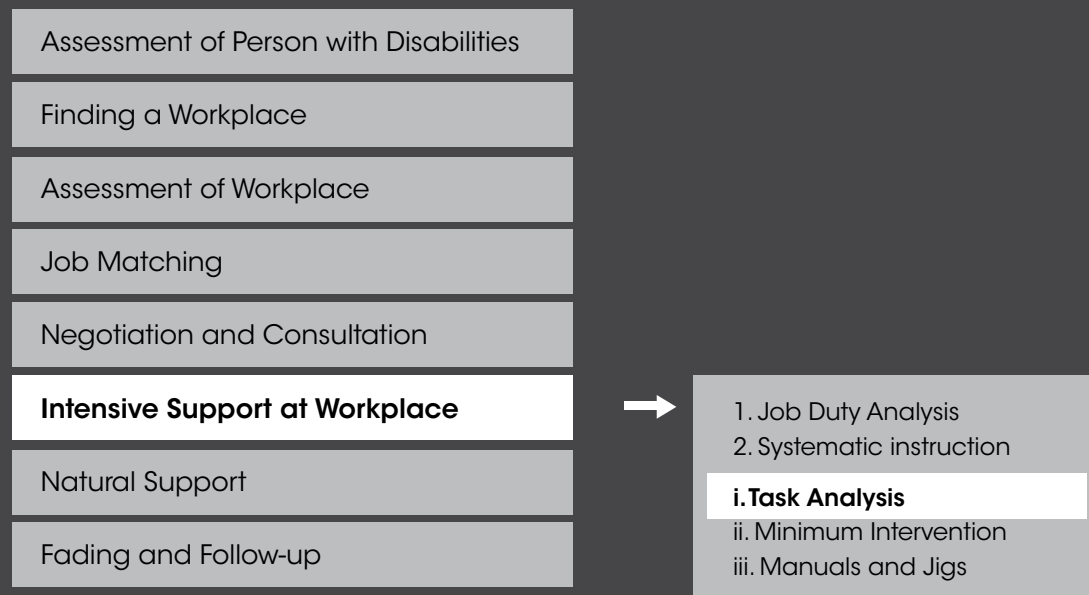
## Summary

- A Job Duty Analysis is an essential process in ensuring the person with disabilities understands the workflow to be done for the day.
- The Job Coach prepares a work schedule based on the Job Duty Analysis.
- The work schedule enables the person with disabilities to understand the tasks assigned, the tools to be used, the time for each task or breaks and location of each activity. An easy-to-follow work schedule helps reduce stress that is due to uncertainties of workflow and it produces better performance results.
- It also helps prepare the staff-in-charge to support the person with disabilities in the absence of the Job Coach.

# Chapter 10

**Intensive Support at Workplace:  
Systematic Instruction I:  
Task Analysis**

# Introduction



During Intensive Support for persons with disabilities at work, Systematic Instruction is used by the Job Coach to help them develop competency in their work with three key methods:

- Systematic Instruction I: Task Analysis
- Systematic Instruction II: Minimum Intervention
- Systematic Instruction III: Manuals and Jigs

The purpose of Systematic Instruction will be explained and Task Analysis will be discussed in detail in this chapter. Task Analysis is a pre-teaching preparation to develop teaching procedures by dividing the task into smaller units of actions to enable persons with disabilities to understand and follow the work procedure for each task with minimal error.

Topics:

- Introduction on Systematic Instruction
- Task Analysis
- The Purpose of Task Analysis
- Process to Develop a Task Analysis
- Simple and Easy to Understand Instructions
- Examples of Task Analysis
- Summary

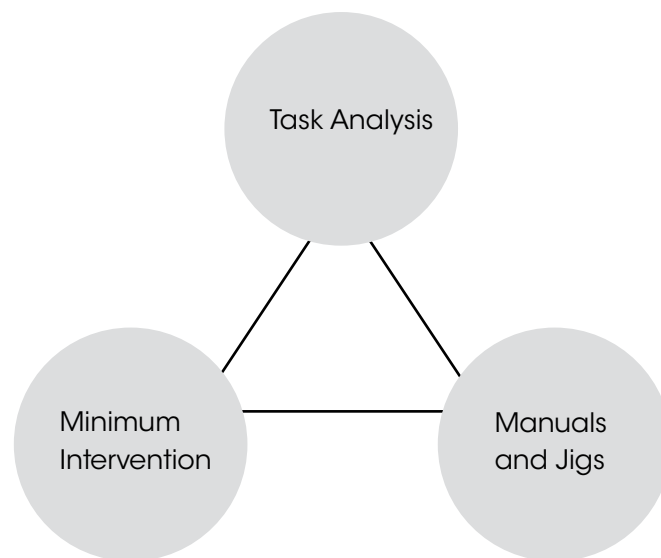
## Systematic Instruction

Systematic and consistent methods used by Job Coach:

- to teach persons with disabilities self-reliance at work
- to enable co-workers to support persons with disabilities at work

Systematic Instruction is an easy-to-understand method to teach persons with disabilities to work in a self-reliant manner. It may include teaching a person with disabilities to travel from home to workplace, teaching a person with disabilities to perform a task procedure independently or teaching a person with disabilities to communicate effectively with co-workers. It is essential for a Job Coach to have skills to teach in an easy-to-understand manner to promote self-reliance in all aspects, such as traveling to work, performing a task assigned, adapting to work environment and communication. By using Systematic Instruction, the Job Coach also enables the staff-in-charge to develop a systematic approach in supporting the person with disabilities. Such approach is proven to be effective in training a person with disabilities to be self-reliant to perform at their best.

## Task Analysis



Task Analysis is one of the three important components in Systematic Instruction. Task Analysis is a pre-teaching preparation to develop teaching procedures by dividing the task into smaller units of actions to enable the person with disabilities to understand and follow the work procedure for each task with minimal error. Without a Task Analysis, it would not be possible to develop Minimum Intervention and effective Manuals and Jigs which will be discussed in following chapters.



## The Purpose of Task Analysis

Task Analysis is needed by the person with disabilities, the Job Coach and the staff-in-charge or appointed co-worker to support the person with disabilities to achieve maximum productivity.

- **For the Person with Disability**

- Easy to learn
- Able to work with clear procedures
- Reduce the risk of making mistakes
- Be more independent

A Task Analysis will make it easier for the person with disabilities to learn the task by having a clear understanding of the work procedure. A work procedure that is well organised with easy steps to follow will help to reduce mistakes in production. A good Task Analysis will enable the person with disabilities to work independently and effectively.

- **For the Job Coach**

- Easy to identify process with difficulty
- Consistent teaching methods
- Guide to develop manuals and jigs

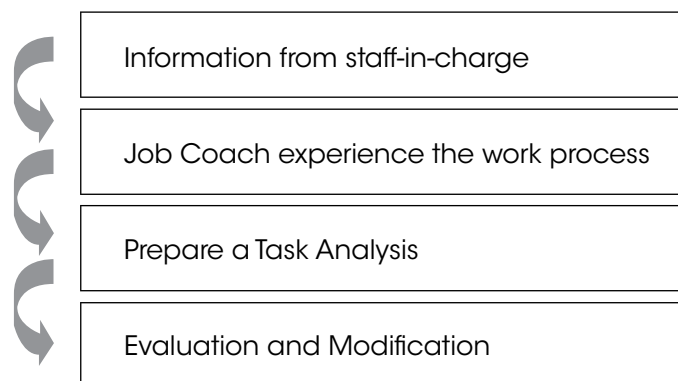
A Task Analysis will enable the Job Coach to identify the process which the person with disabilities might have difficulty handling. In developing a Task Analysis, the Job Coach has a hands-on experience on the job. By doing so, the Job Coach who has assessed the person's competency will anticipate the easy and difficult tasks based on the person's abilities. For tasks that are difficult, the Job Coach has to develop ways to modify the procedure or create manuals and jigs to help make the procedure easier for the person with disabilities. With Task Analysis, the Job Coach will develop consistent teaching methods and procedures that are easy for the person with disabilities to understand.

- **For the Staff-in-charge**

- Knows the modified procedure of the task
- Reduces intensive supervision
- Helps record and chart progress
- Helps create a good system and support plan

The Task Analysis will help the staff-in-charge or co-worker to know the modified procedure of the task. When the person with disabilities is more efficient at work, intensive supervision can be reduced. A systematic procedure of carrying out a task makes monitoring of progress easier. Generally, a good system and support plan can be created when Task Analysis is carefully planned.

## Process to Develop a Task Analysis



Before a Task Analysis is developed, the Job Coach collects information from the staff-in-charge. The Job Coach requests permission to experience the job of the person with disabilities to understand the entire work process and considers all aspects in the work process that may affect the person with disabilities. Each Task Analysis is prepared based on a careful assessment of the entire work process. Evaluation and modification has to be made if it is found that any part of the work may pose difficulty for the person with disabilities to understand or to perform.

## Simple and Easy-to-Understand Instructions

- Be simple and not too detailed
- One unit of action per sentence
- Be consistent
- Name the objects
- Name the actions

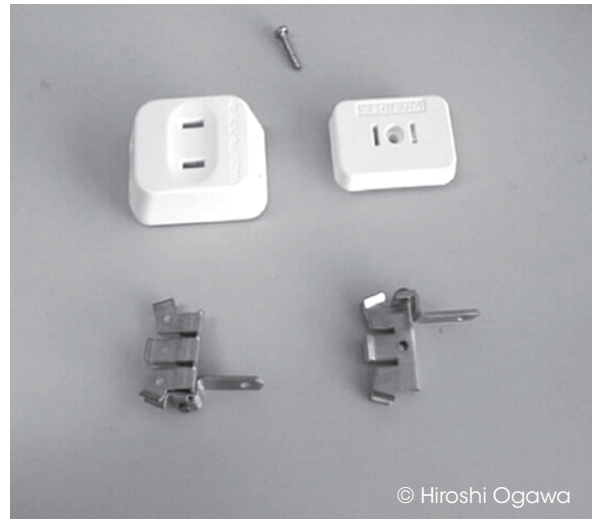
Task Analysis should be simple and easy to understand. Avoid using detailed and long sentences which might confuse the person with disabilities. There should only be one unit of action in each sentence of instruction. Name the objects used and name each action carried out to complete the task. Be consistent when giving instructions. Changes in terms, words or names used in the same instruction will confuse the person with disabilities.

## Examples of Task Analysis

### • Task Analysis Example 1: Assembling a Plug

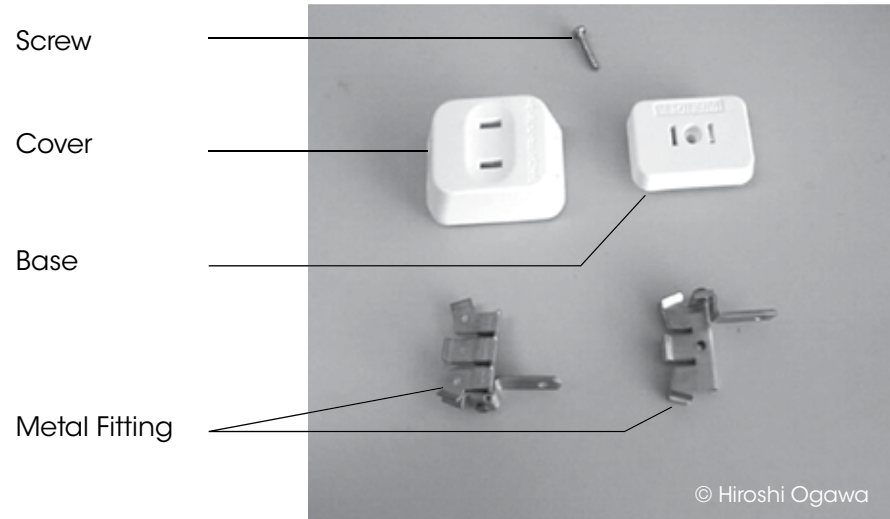
#### 1. The procedure in assembling the plug:

- i. Insert metal fitting into base
- ii. Attach the cover
- iii. Turn over
- iv. Place it on the table
- v. Put the screw in



## 2. Label the Components

It is important to label the components. This can help avoid confusion when giving instructions.



## 3. Task Analysis



i. Insert metal fittings into the base



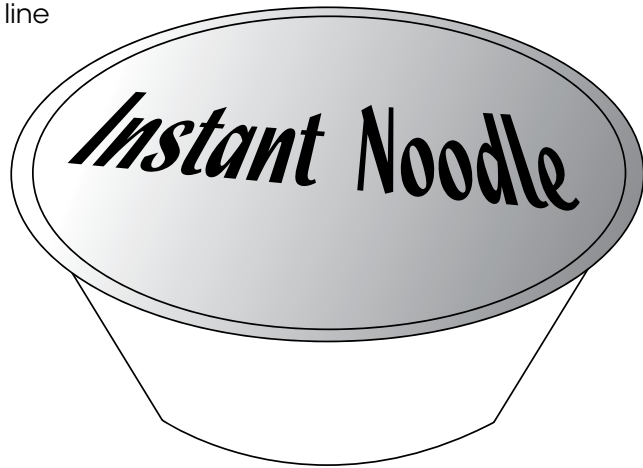
ii. Attach the cover



iii. Turn over  
iv. Place it on the table  
v. Put the screw in

- **Task Analysis Example 2: Preparing Instant Noodles**

- i. Open the cover half-way
- ii. Pour in the flavouring
- iii. Pour in hot water until the marked line
- iv. Cover the cup
- v. Wait for 5 minutes
- vi. Stir noodles with fork



## Summary

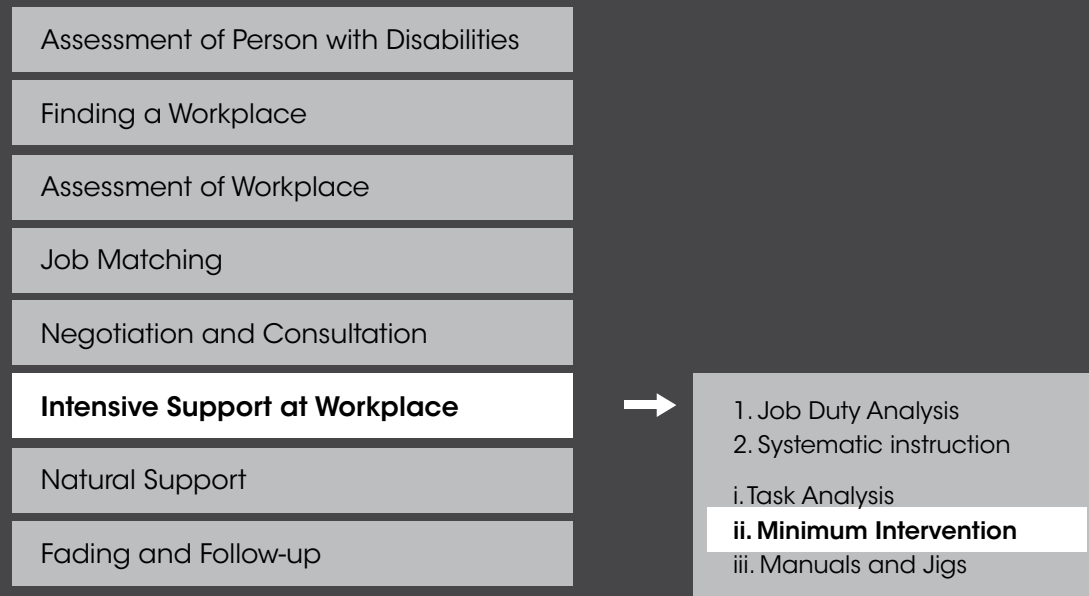
- Systematic Instruction is an easy-to-understand method to teach persons with disabilities to work in a self-reliant manner.
- By using Systematic Instruction, the Job Coach and staff-in-charge will develop a systematic approach in teaching the person with disabilities to work effectively.
- Task Analysis is a pre-teaching preparation to develop teaching procedures by dividing the task into smaller units of actions to enable the person with disabilities to understand and follow the work procedure for each task with minimum error.
- Task Analysis is needed by the person with disabilities, the Job Coach and the staff-in-charge to help the person with disabilities achieve maximum productivity.



# Chapter 11

**Intensive Support at Workplace:  
Systematic Instruction II:  
Minimum Intervention**

# Introduction



The aim of Minimum Intervention is to lead the person with disabilities to self-reliance in the shortest possible period of time. The Job Coach uses the Four Level of Instructions to teach the person with disabilities with an easy-to-understand approach. This approach also determines the level of support needed by the person with disabilities. As the person with disabilities progresses in performing the tasks assigned, the level of support or intervention gradually reduces and fades out when the person with disabilities is self-reliant. Skills to achieve Minimum Intervention and keeping a Progress Record will also be discussed in this chapter.

Topics:

- Introduction on Minimum Intervention
- Four Levels of Instruction
- Skills to Achieve Minimum Intervention
- Errorless Learning and Trial-and-Error
- Keeping a Progress Record
- Summary



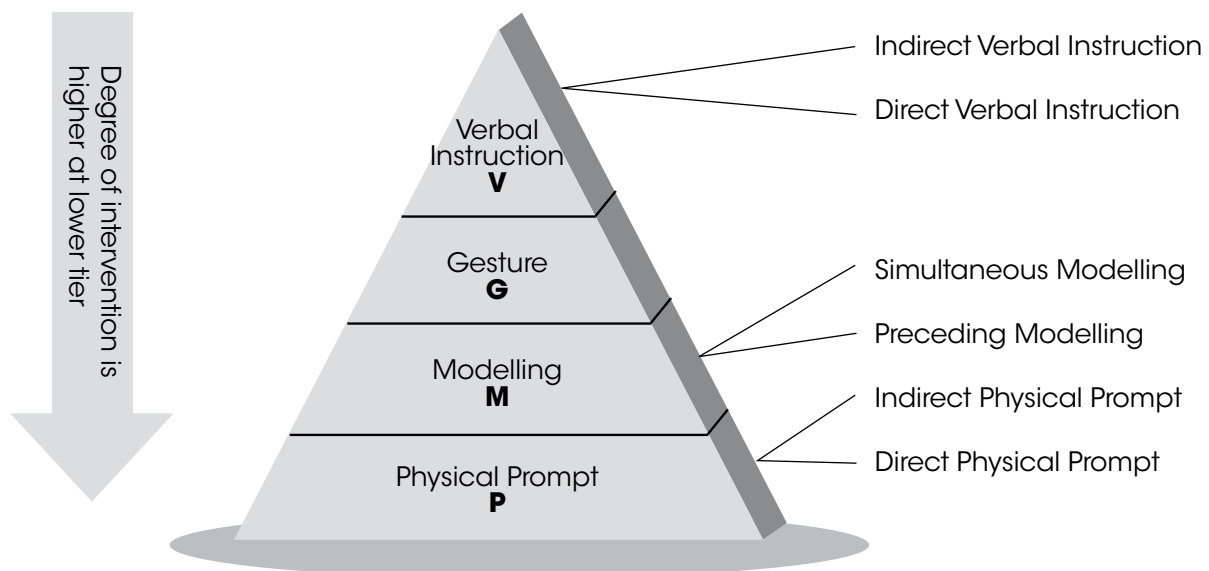
## Minimum Intervention

Instructing systematically by using:

- Task Analysis
- Four Levels of Instruction
- Minimum support
- Shortest period of time possible

To achieve Minimum Intervention, a Job Coach uses a systematic approach by developing a Task Analysis to carefully study the work process, the procedures in each task and the equipment to be used. The Job Coach then uses the Task Analysis to teach the person with disabilities the procedure of each task by using the Four Levels of Instruction. The Four Levels of Instruction is used to determine the support needed by the person with disabilities in carrying out the task. The Job Coach always aims to reduce the number of instructions or minimise intervention as the person with disabilities' job performance progresses. The Minimum Intervention approach gradually leads the person with disabilities towards self-reliance in the shortest possible period of time. The following discussion will examine how this process is achieved.

## Four Levels of Instruction



This illustration shows the Four Levels of Instruction which includes Verbal Instruction (V), Gesture (G), Modelling (M), Physical Prompt (P). The level of intervention is higher at the lower tier. Physical Prompts are usually used for people with more severe disabilities and who need intensive support. The Job Coach gradually moves the level of instruction to a higher tier as the

performance of the person with disabilities improves. For example, if the person with disabilities can do the task with Modelling, then move on to Gestures and then Verbal Instruction to reduce the intervention with the aim to enable the person with disabilities to work independently. The following illustrations will describe each level in more detail.

## 1. Verbal Prompt

Verbal Prompt or Verbal Instruction includes Direct Verbal Instruction and Indirect Verbal Instruction:

- **Direct Verbal Instruction:**

Instruct using words such as, "Wash the white plates." When this task is completed, the Job Coach may give another new instruction, for example, "Now, wash the pots and pans."



**Direct Verbal Instruction**

© Hiroshi Ogawa

- **Indirect Verbal Instruction:**

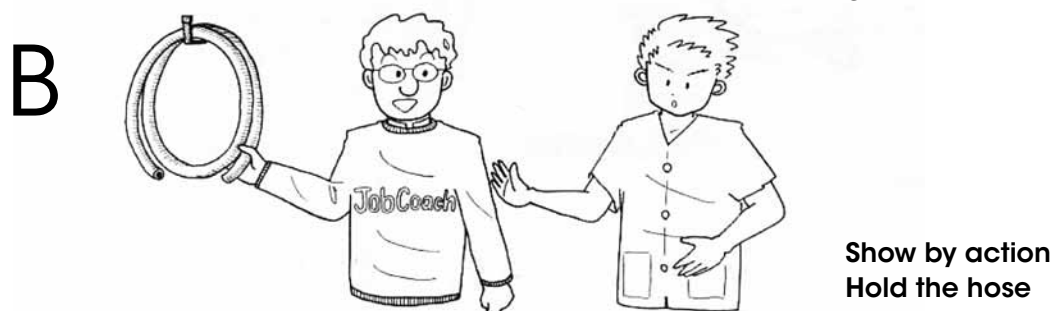
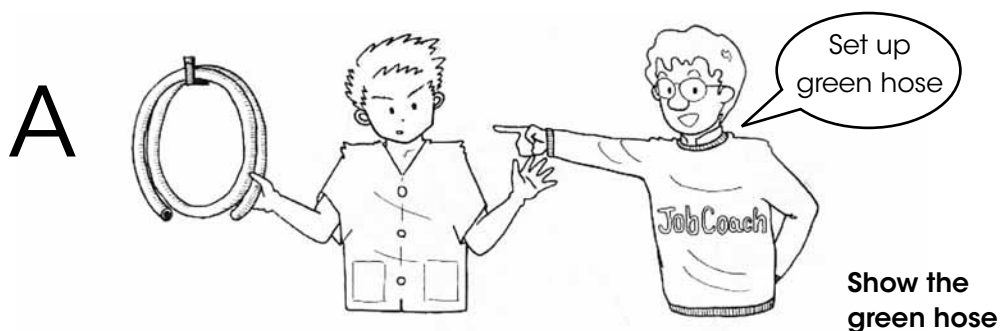
Offering hints such as "What's next?" The person with disabilities should respond verbally, for example, "Wash white plates" or just point to the white plates if he has difficulties communicating verbally. When he has completed washing the plates, the Job Coach prompts again, saying, "What's next?" If the person with disabilities is able to follow indirect verbal instructions, he will be able to respond, "Wash the pots and pans."

**Indirect Verbal Instruction**

© Hiroshi Ogawa

## 2. Gesture

Gesture is a teaching method that provides an example of action. The degree of intervention is slightly lower than modelling. Gestures are usually used together with verbal instruction. As shown in illustration A, the Job Coach points at the green hose while saying, "Set up green hose." If the person with disabilities has difficulty understanding verbal instructions or what a green hose is, the Job Coach will hold the object while giving the verbal instruction, "Set up green hose," as shown in illustration B.



© Hiroshi Ogawa

### 3. Modelling

In Modelling, the Job Coach does the work beside the person with disabilities. There are two methods of modelling: Preceding Modelling and Simultaneous Modelling.

- **Preceding Modelling**

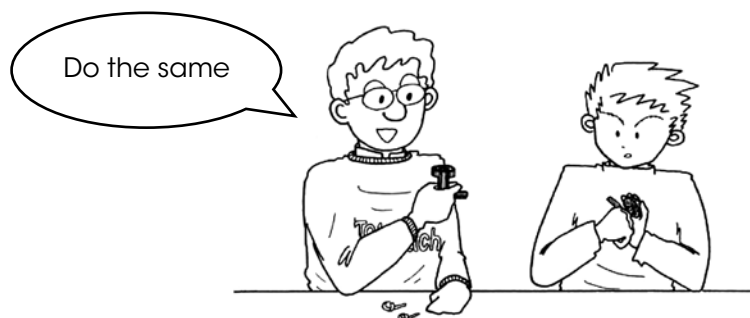
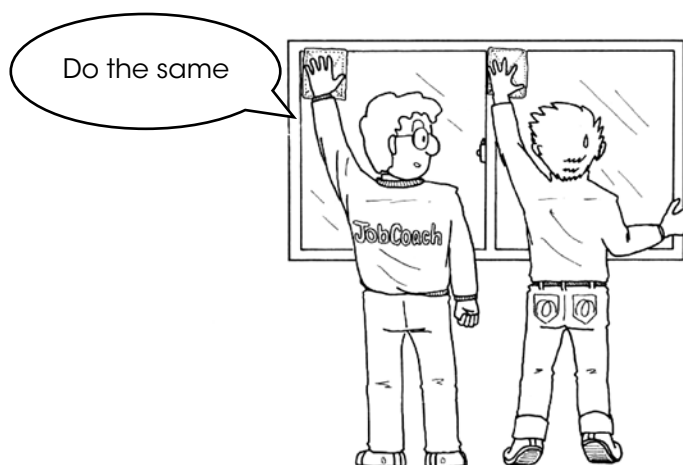
- The Job Coach shows the person with disabilities how the task is done.
- The person with disabilities tries to do the task by himself after observing the Job Coach.



© Hiroshi Ogawa

- **Simultaneous Modelling**

If the person with disabilities has difficulties following Preceding Modelling, the Job Coach uses Simultaneous Modelling whereby, he does the work together with the person with disabilities as shown in the following illustrations.

**Simultaneous Modelling** (Assembling components)

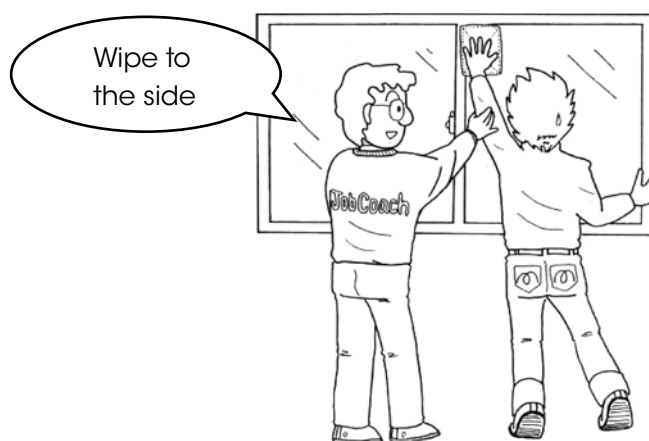
© Hiroshi Ogawa

**Simultaneous Modelling** (Wiping windows)

#### 4. Physical Prompt

Physical Prompt is the highest level of support or intervention which is used to support persons with severe disabilities. Physical Prompt or physical instruction requires physical touch as shown in the illustration below. The Job Coach gently touches/holds the elbow of the person with disabilities to prompt the movement needed to clean the window.

- **Indirect Physical Prompt**

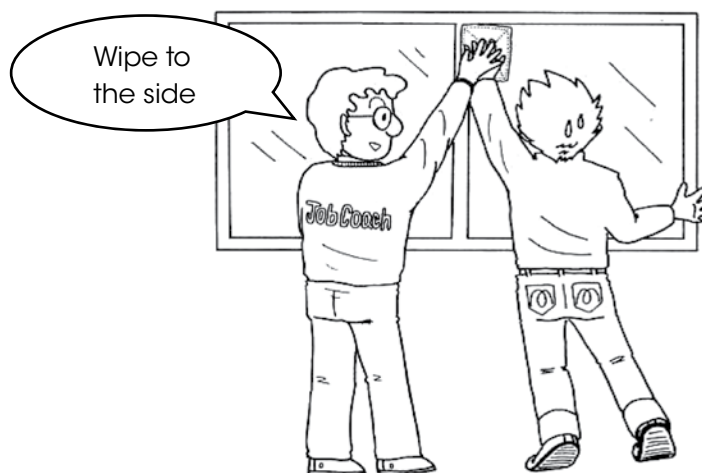


© Hiroshi Ogawa

**Indirect Physical Prompt** (By holding the elbow)

If the person with disabilities has difficulty following the Indirect Physical Prompt of the Job Coach by holding the elbow as shown above, the Job Coach will then use Direct Physical Prompt. This is a more intensive intervention by directly holding the hand of person with disabilities to guide him to clean the window with the correct movement and strength needed, as shown in the picture below.

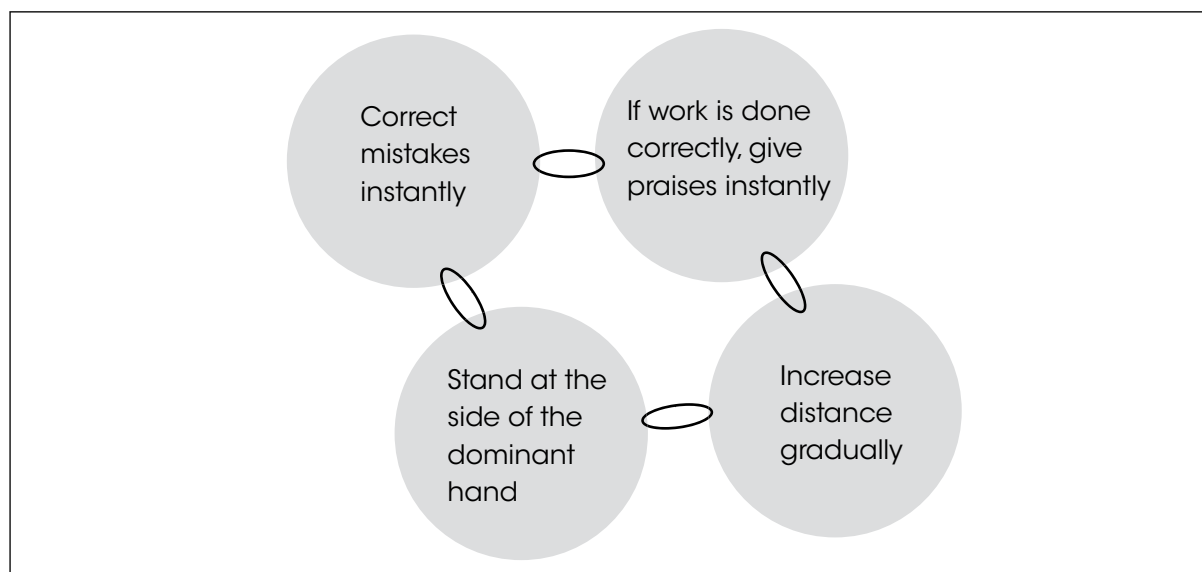
- **Direct Physical Prompt**



© Hiroshi Ogawa

**Direct Physical Prompt** (By touching the hand)

## Skills to Achieve Minimum Intervention



The Job Coach who successfully applies the Minimum Intervention approach should also have the abilities to appropriately Praise, Correct, Position and Distance

**1. Praise/Affirmation**

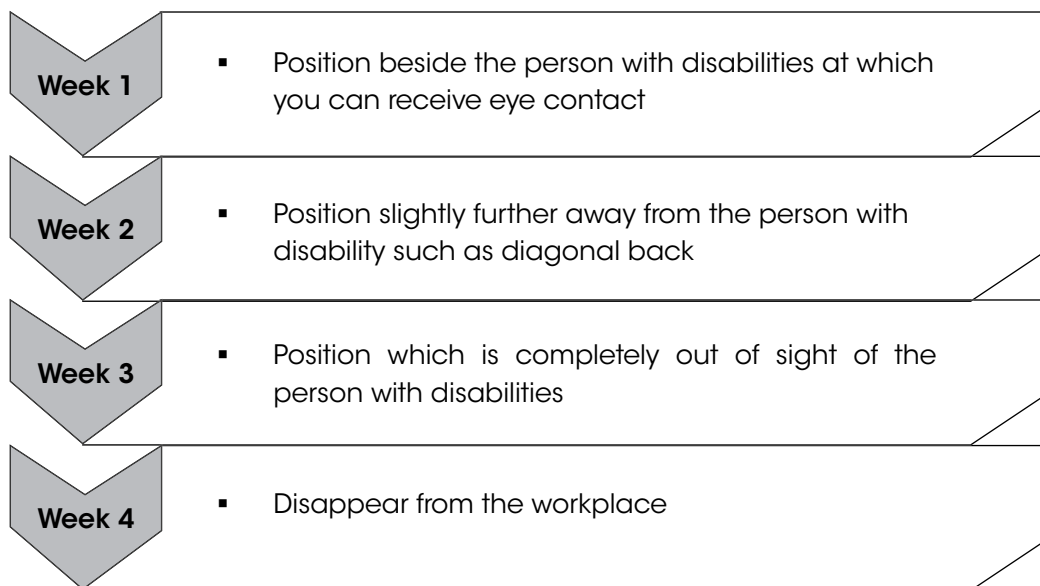
While teaching the person with disabilities to carry out a task, it is important to reinforce correct actions by praising the person for the correct action on the spot. Affirm the person by saying, "That's right", "It is correct", "Good" and by nodding.

**2. Correction**

When the person with disabilities makes a mistake, show and instruct the correct way on the spot. Avoid using negative words that may discourage the person. Affirm the person when the mistake is corrected.

**3. Position**

The Job Coach should gauge the appropriate distance to position himself/herself from the person with disabilities. It is important that the Job Coach gradually distances himself/herself from the person with disabilities when the level of self-reliance increases. Initially, the Job Coach should be in the position beside the person with disabilities and have eye contact for effective communication. Face-to-face position causes left-right reversal and makes physical prompt difficult and confusing.

**4. Distance**

When self-reliance is acquired, the Job Coach should observe the person with disabilities from a distance where the person with disabilities is not aware of his/her presence. By doing so, the Job Coach can observe and assess the person with disabilities' ability to cope with the work in his/her absence. The Job Coach should gradually fade out of the workplace as shown in the diagram above. However, the timing for Job Coach to fade out of workplace depends on the ability of the person with disabilities in acquiring the work skill and in adapting to the work environment.



## Errorless Learning and Trial-and-Error

Errorless Learning is suitable for the person who is:	Trial-and-Error approach is suitable for the person who is:
<ul style="list-style-type: none"> <li>▪ Unable to understand the difference between "correct method" and "mistake" without repeated instruction</li> <li>▪ Has poor memory and does not remember the previous trial clearly</li> <li>▪ Has no confidence and wishes to be taught carefully and repeatedly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Able to logically understand the difference between "correct method" and "mistake" at once</li> <li>▪ Has good memory and is able to recall the previous trial without fail</li> <li>▪ Has willingness and positive attitude to grow</li> </ul>

Under Systematic Instruction, the Job Coach basically adopts a learning style to give instructions in advance to prevent the person with disabilities from performing wrong actions (Errorless Learning) until they have learnt the procedures to a certain extent. In general, Errorless Learning is suitable for persons with severe learning disabilities.

The Trial-and-Error approach is where the Job Coach allows the person with disabilities attempt to do something even when they have not learnt it properly. If the person with disabilities performs an incorrect action, the Job Coach indicates the sign of error, by asking, "Is it correct?" And when the person with disabilities performs the correct action through Trial-and-Error, the Job Coach praises by saying, "That is correct!" This approach is suitable for people with mild learning disabilities who are able to logically understand the difference between a correct method and a mistake.

## Keeping a Progress Record

Self-reliance	+
Verbal Instruction	V
Gesture	G
Modelling	M
Physical prompt	P

} Four Levels of Instruction

Using symbols as shown above to record the progress of a Systematic Instruction on a Task Analysis chart enables the Job Coach to identify the tasks in which the person's self-reliance

has been achieved, and the tasks that require support. The chart below is a sample recording of the progress of a person with disabilities at work.

Day	1	2	3
1. Open the locker	+	+	+
2. Put the bag in the locker	G	V	+
3. Wear the uniform	M	G	V
4. Wear the cap	P	P	P
5. Wear the mask	G	V	V
6. Close the locker	V	V	+

It is important for the Job Coach to understand the person's level of understanding for each unit of action. A record chart is a useful tool to help the Job Coach assess the progress of the person with disabilities. The record chart is also used in discussions with the person with disabilities and staff-in-charge to achieve a common target in the performance progress at work.

## Summary

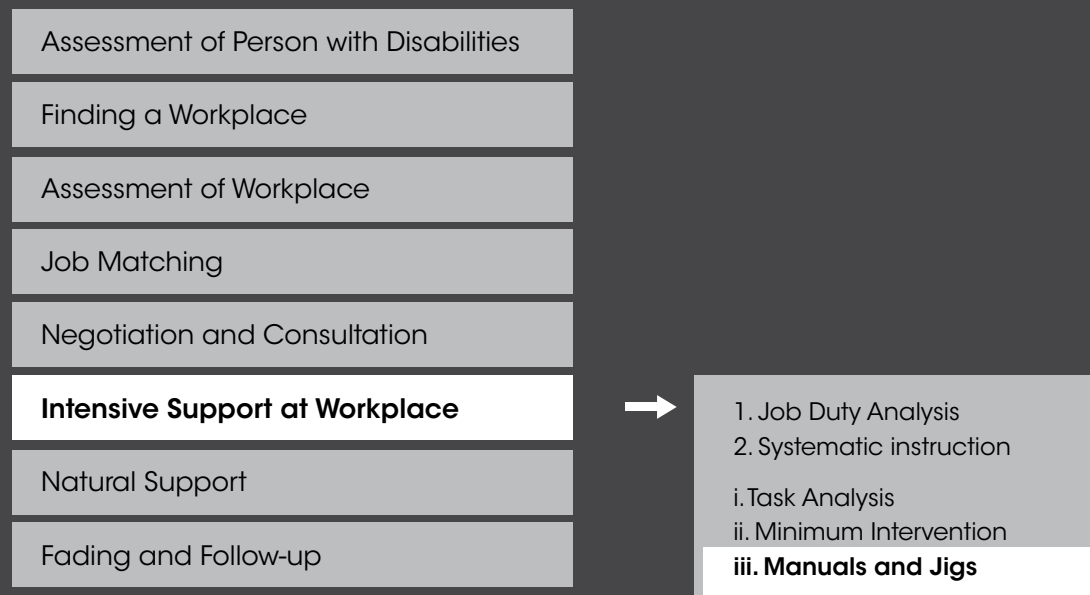
- Minimum Intervention is an approach used by the Job Coach to lead the person with disabilities towards self-reliance at work.
- The Four Levels of Instruction is used to teach the person with disabilities with an easy-to-understand approach. With this approach, the Job Coach enables the person with disabilities to learn the job in an efficient way and helps the staff-in-charge to learn the right approach to instruct the person with disabilities.
- It is important to keep a Progress Record to monitor the progress of the person with disabilities in achieving the target set by the person with disabilities and staff-in-charge.
- The Job Coach gradually reduces support and fades out when the person with disabilities is ready to be self-reliant in the absence of the Job Coach.



# Chapter 12

**Intensive Support at Workplace:  
Systematic Instruction III:  
Manuals and Jigs**

# Introduction

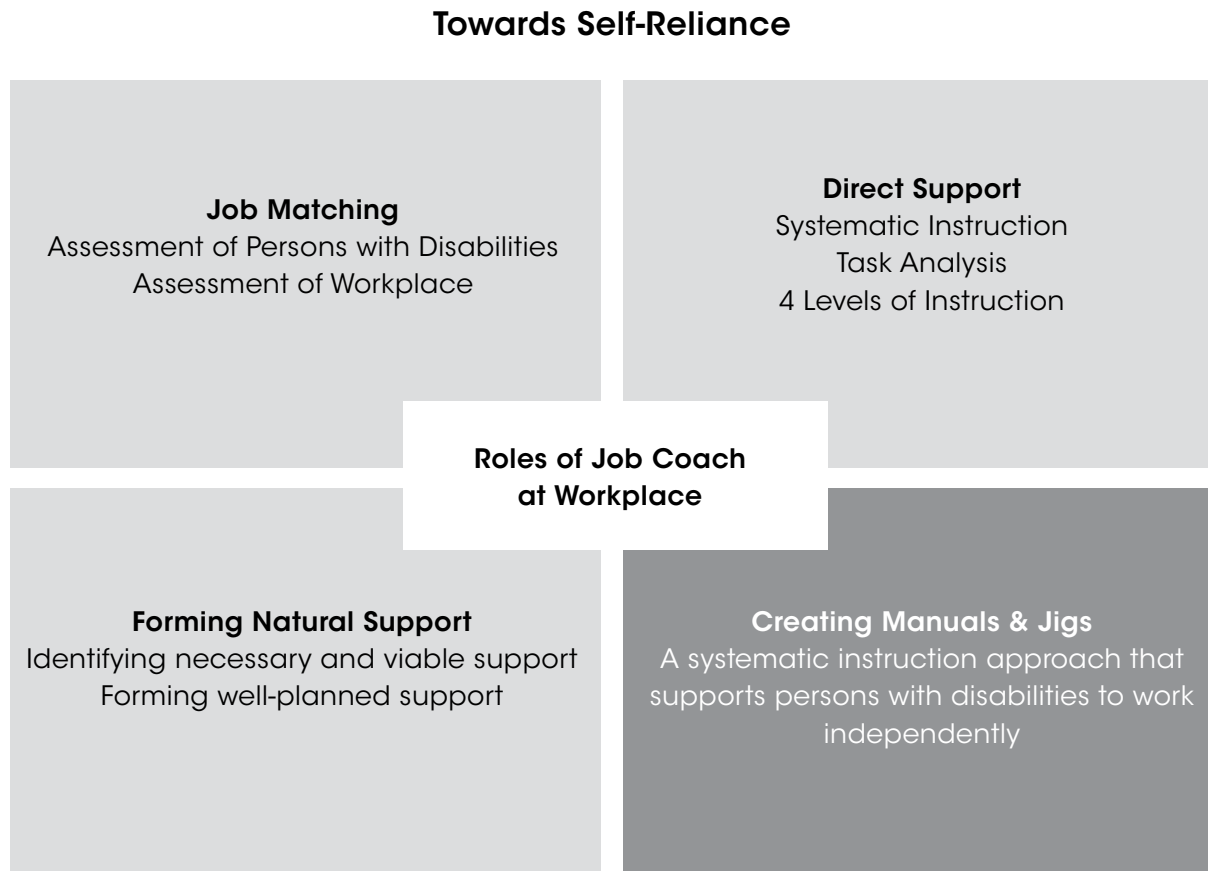


Manual and Jigs are used to assist persons with disabilities in the absence of the Job Coach. As a tool for guidance and self-checking, an Instruction Manual helps persons with disabilities to be independent at work. Jigs are tools created by the Job Coach together with the staff-in-charge to make a work process simpler for the person with disabilities to follow.

Topics:

- o Manuals and Jigs Enhance Self-Reliance
- o The Importance of Manuals and Jigs
- o A Sample Instruction Manual
- o A Sample Instruction Manual Visual Cards
- o Sample Jigs
- o Provide Aids that are Useful and Approved
- o Steps to Achieve Self-Reliance
- o Summary

## Manuals and Jigs Enhance Self-Reliance



Manuals and Jigs are part of the Systematic Instruction approach to equip persons with disabilities towards self-reliance at work. One of the roles of the Job Coach is to create supportive aids to guide persons with disabilities to work independently without a Job Coach's direct support.

An Instruction Manual is used as an aid for persons with disabilities in the absence of Job Coach. A manual provides information needed by persons with disabilities to carry out assigned work without support from the Job Coach. This manual should include the workflow and the procedure used to carry out the work. It should be written in simple and clear language with pictorial communication since such a manual is used as a work guide for persons with disabilities who need simplified instructions.

Jigs are material aids, devices and tools created to help persons with disabilities work more efficiently. Jigs are designed to make work procedures easier for persons with disabilities to follow. Jigs that are well designed can guide persons with disabilities to work efficiently even in the absence of the Job Coach.

## The Importance of Manuals and Jigs

Enables **Job Coach** to reduce support for Person with Disabilities

Enables **Person with Disabilities** to work independently

Enables **Co-workers** to support effectively

Manuals and Jigs are used to reduce intensive support from the Job Coach. Instead of referring to the Job Coach, the person with disabilities is trained to refer to a manual if he/she has forgotten a task procedure or method to complete a task. Jigs can help simplify a work process and this will enable the person with disabilities to work smoothly without having to frequently refer to others for support or guidance. It is important that the Job Coach ensures that all the supportive tools needed by the person with disabilities are available before fading out from supporting the person with disabilities.

Manuals and Jigs are also useful to reduce failure in performing a task since they are guides to ensure accuracy in following the procedures of each task. The person with disabilities can self-check his/her work by going through the manual, step by step. This will reduce the tendency in failure to perform the tasks assigned and ensure that tasks are done accurately, without any error or defect. Such aids will enable the person with disabilities to work independently.

In order to equip the staff-in-charge to support person with disabilities, the Job Coach should create Manuals and Jigs with the support of the staff-in-charge. By doing so, the staff-in-charge will learn the importance of Manuals and Jigs and be equipped to inform other co-workers on the purpose of Manuals and Jigs. When co-workers are informed of the purpose and importance of Manuals and Jigs, they will better understand the person with disabilities' need for systematic instruction at work. Such an approach will develop an effective Natural Support system at the workplace for the person with disabilities.



## A Sample Instruction Manual

### Task: Packing Carrots



### Instruction Manual

Prepare: Plastic Bags, Tape Dispenser, Price Tagger

1. Insert 3 carrots into bag
2. Twist the bag
3. Fasten with tape
4. Tag price label
5. Put into the basket

The above is a sample Instruction Manual. These five instructions are stated in short sentences. The person with disabilities is then trained by the Job Coach to follow the manual step by step, while making sure that none of the instructions is missed out. The Job Coach will demonstrate how each step should be done and allow the person with disabilities to practice the steps until he/she is able to do it correctly.

After several rounds of practice using the manual, the person with disabilities will gradually memorise the instructions and remember how each step is done. Whenever the person with disabilities has forgotten any of the steps, he/she will then refer to the manual for guidance.

## Sample of an Instruction Manual with Visual Cards

An Instruction Manual in the form of visual cards communicates most effectively for persons who have difficulties in reading. There should be only one instruction on each card. Use simple and clear illustrations on each card. Below is an illustration of Visual Cards:

### Card 1

1. Insert 3 carrots into bag



### Card 2

2. Twist the bag



### Card 3

3. Fasten with tape



### Card 4

4. Tag price label

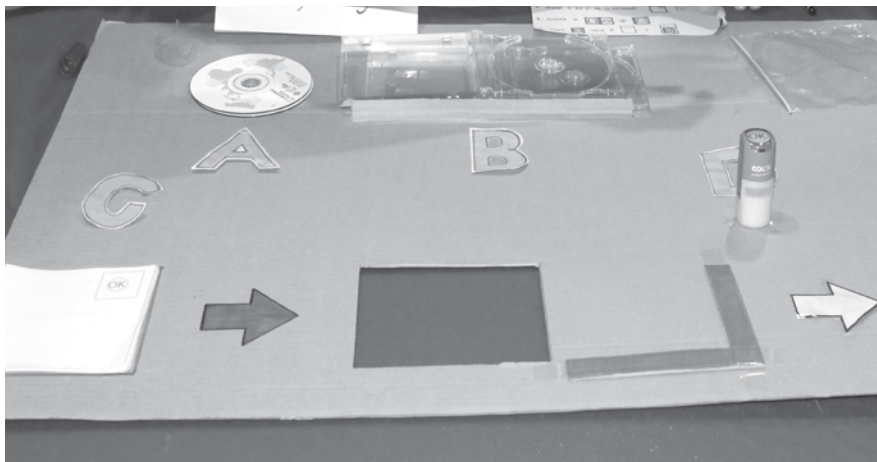


## Card 5

5. Put into the basket



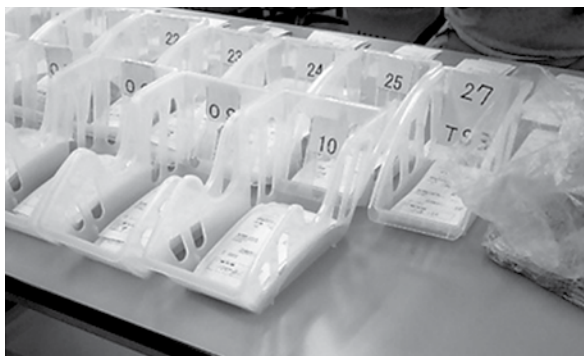
## Sample of Jigs



Template



Digital Watch



Sorting Tray with Labels



Automatic Tape Dispenser

Jigs are tools, instruments, templates or any kind of aid used to assist persons with disabilities who have difficulty in handling a task. For example, a template as shown in previous page can be used to assist a person with disabilities who may have difficulty assembling CD labels. The sorting tray becomes a tool that is easier to use when labels are added to guide those who have difficulties arranging documents in order. An automatic tape dispenser should be used when precise measurement of tape is needed for packaging. For those who have difficulty reading time, a digital watch is an excellent alternative. Jigs can usually be created with simple materials.

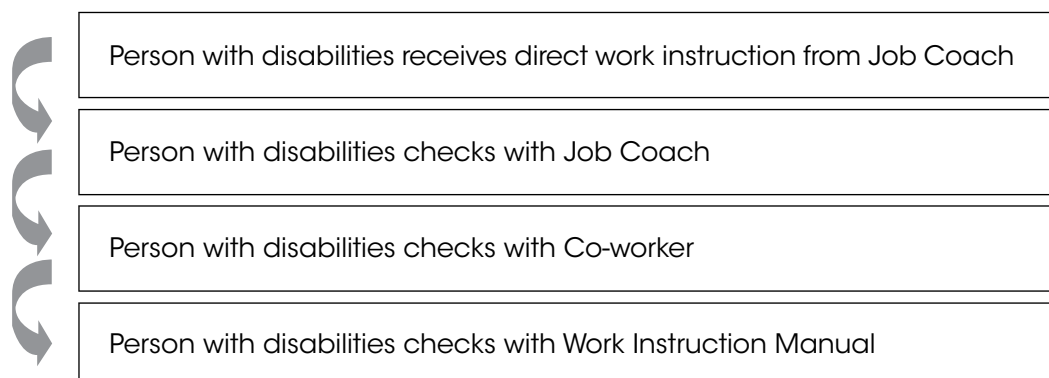
## Provide Aids that are Useful and Approved

Provide Aids suitable for Person with Disabilities	Provide Aids Approved by Employer
<ul style="list-style-type: none"> <li>Do not provide support on the areas that person with disabilities is already self-reliant.</li> <li>Provide appropriate aids when it is needed.</li> <li>Make an assessment on usability of the aids, tools or materials recommended</li> </ul>	<ul style="list-style-type: none"> <li>Propose support or aids that are approved by the employer</li> <li>Create aids needed in consultation with staff-in-charge</li> <li>Aids recommended should not have negative effect on the system or environment of the workplace</li> </ul>

It is important to provide aids such as manuals or tools that are agreed by the person with disabilities and the employer. Aids such as Instruction Manuals should be based on assessments of the person with disabilities and the workplace. The Job Coach must not provide support on areas where the person with disabilities is already self-reliant. Always seek advice and approval from the employer or staff-in-charge regarding the aids or tools to be recommended to assist the person with disabilities to work more effectively. Avoid recommending any aids or support that has negative effects on the system or environment of the workplace.



## Steps to Achieve Self-Reliance



The chart above shows how support of the Job Coach and co-workers gradually reduces as the person with disabilities learns to check an Instruction Manual for support:

1. The Job Coach provides intensive support by giving instructions on each task at the beginning of support.
2. The person with disabilities refers to the Instruction Manual created by the Job Coach and staff-in-charge or key co-worker. The person with disabilities asks the Job Coach for support when needed.
3. As the Job Coach begins to fade out from workplace, the person with disabilities continues to refer to the Instruction Manual for guidance when necessary. The key co-worker is consulted for support when the person with disabilities encounters with difficulty at work.
4. The person with disabilities gradually progresses to self-reliance at work by referring to the Instruction Manual for guidance instead of co-worker.

## Summary

- Manuals and Jigs are useful for the person with disabilities, the Job Coach and the Co-workers.
- The Job Coach should provide aids that are suitable for the person with disabilities and approved by the employer.
- The person with disabilities can achieve self-reliance by self-checking with an Instruction Manual.



# Chapter 13

**Natural Support**



# Introduction

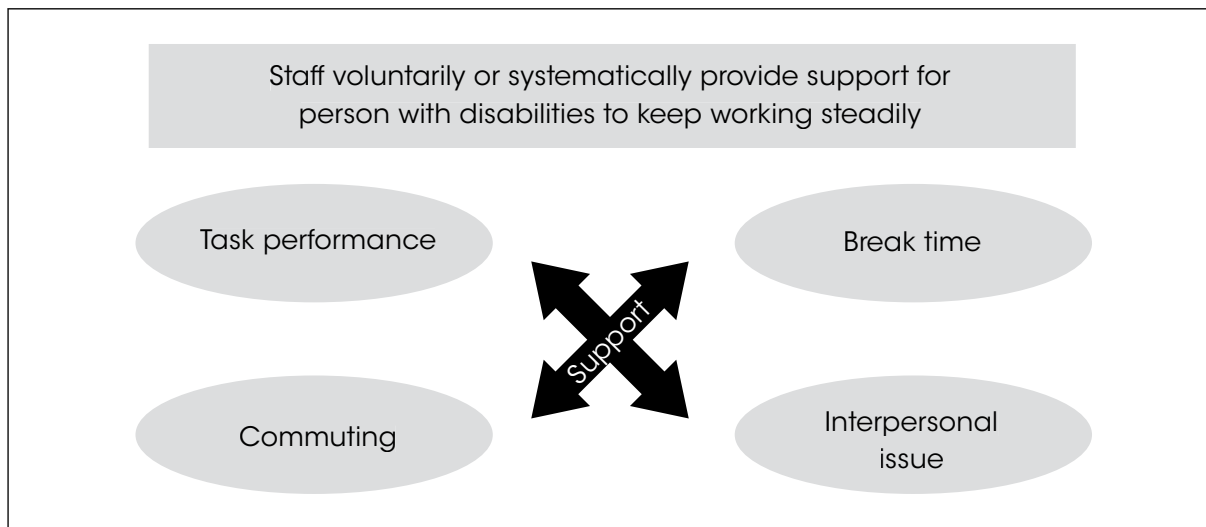
Assessment of Person with Disabilities
Finding a Workplace
Assessment of Workplace
Job Matching
Negotiation and Consultation
Intensive Support at Workplace
<b>Natural Support</b>
Fading and Follow-up

Natural Support is a term used for employment support provided by co-workers of person with disabilities in the absence of a Job Coach. This support is essential for the person with disabilities, the employer and the Job Coach, to enable the person with disabilities to achieve sustainable employment. The Job Coach aims to create Natural Support for the person with disabilities from the very beginning of recruitment. The approach to create a Systematically-Developed Natural Support will be discussed in this chapter.

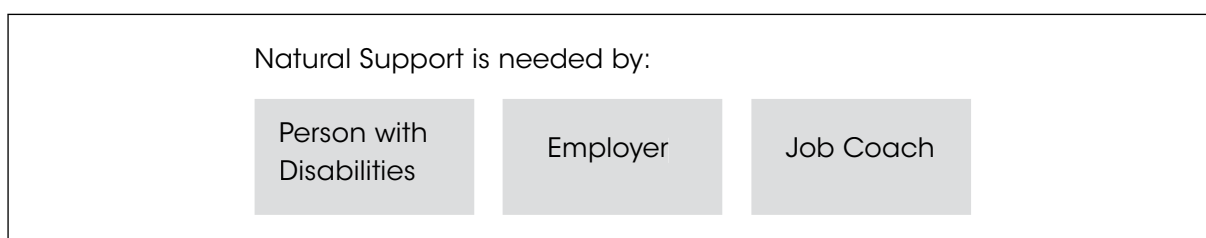
## Topics:

- o Natural Support Promotes Sustainable Employment
- o Job Coach-Focused Model and Natural Support-Focused Model
- o Indirect Support Model Stabilises Performance
- o Creating a Support Plan
- o Flow of Employment Support
- o Two Types of Natural Support
- o Creating Systematically-Developed Natural Support
- o Summary

## Natural Support Promotes Sustainable Employment



Natural Support or support provided by co-workers for the person with disabilities, be it voluntarily or systematically-developed, is essential to create sustainable employment for the person with disabilities. The support needed by person with disabilities could be in commuting to work, performing a task, interacting during break time or handling interpersonal issues amongst co-workers. For example, Izuddin has the potential to work in a laundry of a hotel, but commuting by public transport is too much of a challenge for him. However, with the support of a co-worker who lives near Izuddin's house, he is able to travel to work daily with the support of his colleague who meets him at the bus-stop every morning and accompanies him home after work. By the second month of work, Izuddin is already familiar with the route to work and home. He is now confident to travel by himself without any support.

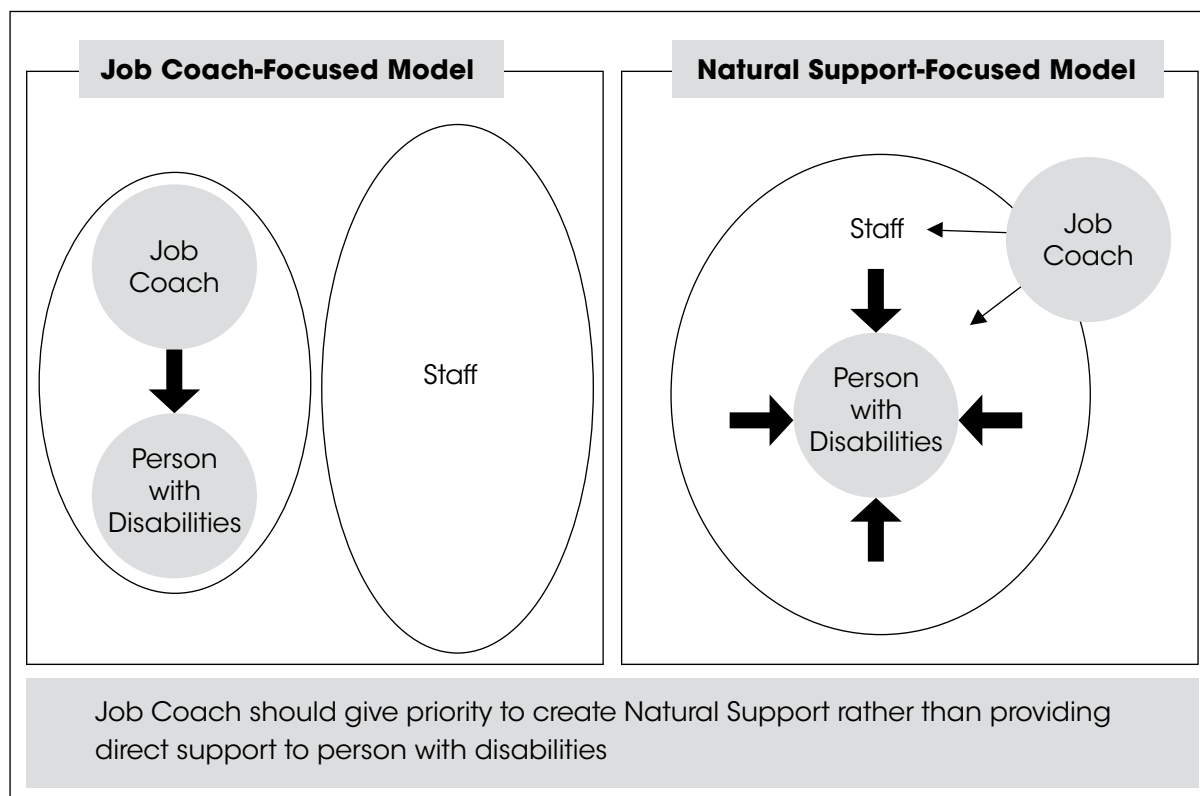


The **Person with Disabilities** will be able to achieve self-reliance faster with appropriate support from co-workers. His/her potential to continue in work is higher with the support given by other colleagues at work.

The **Employer** that has developed Natural Support by assigning a key co-worker to provide support for the employee with disabilities promotes successful and sustainable employment for employee with disabilities. Such a company also promotes a positive image of the employee with disabilities as a good workforce for the company.

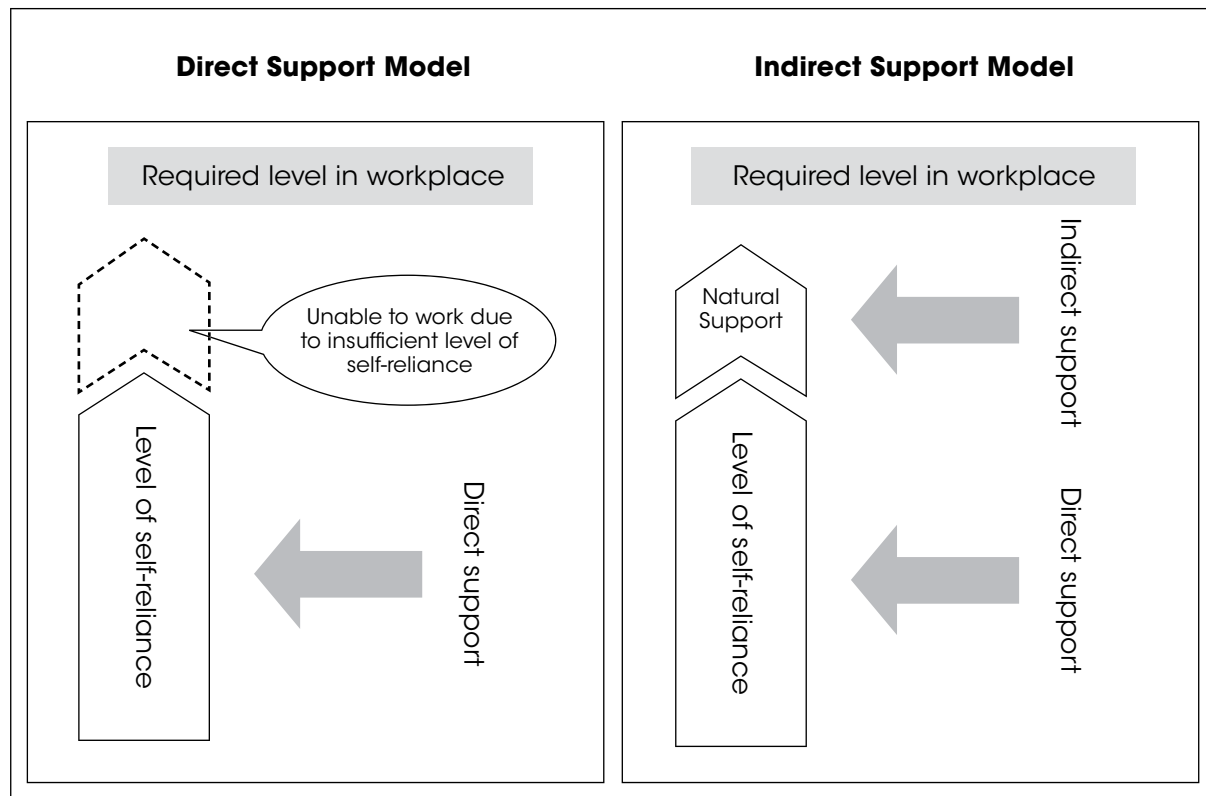
The **Job Coach** support will eventually fade from the workplace when Natural Support is successfully created. In this situation, the Job Coach is said to have successfully achieved support for both the person with disabilities and the employer because the person with disabilities can now work efficiently without the presence of the Job Coach.

## Job Coach-Focused Model and Natural Support-Focused Model



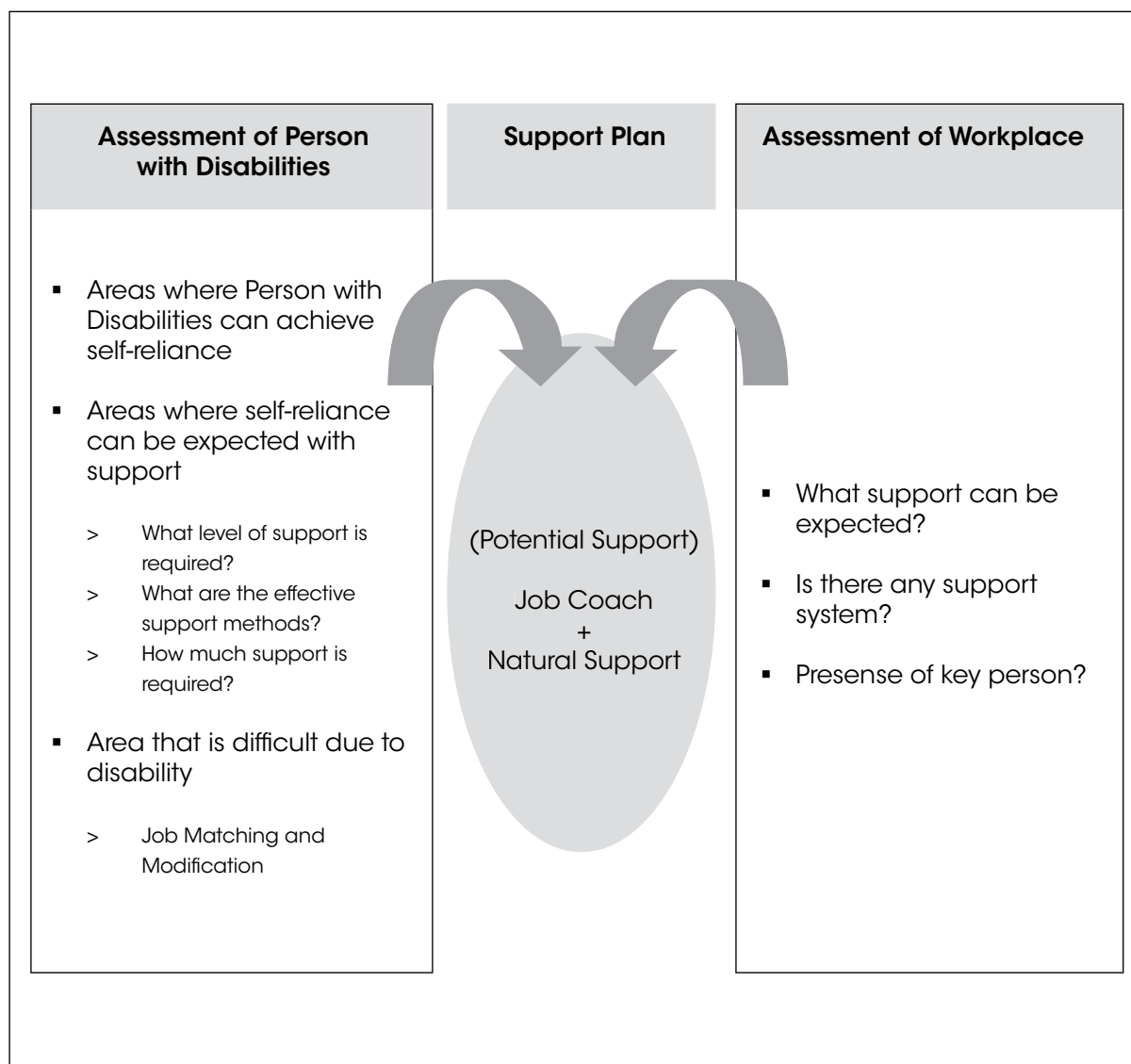
The Job Coach-Focused Model as shown in the diagram focuses on the Job Coach being the only key player in supporting the person with disabilities. In the Natural Support-Focused Model, the Job Coach works with the key co-worker to support the person with disabilities at the workplace. The Job Coach must always give priority to creating Natural Support instead of providing direct support to the person with disabilities. The person with disabilities has to learn to receive instructions and support from the assigned co-worker while the Job Coach is present so that the co-worker will learn all the appropriate skills to relate to and support the person with disabilities.

## Indirect Support Model Stabilises Performance



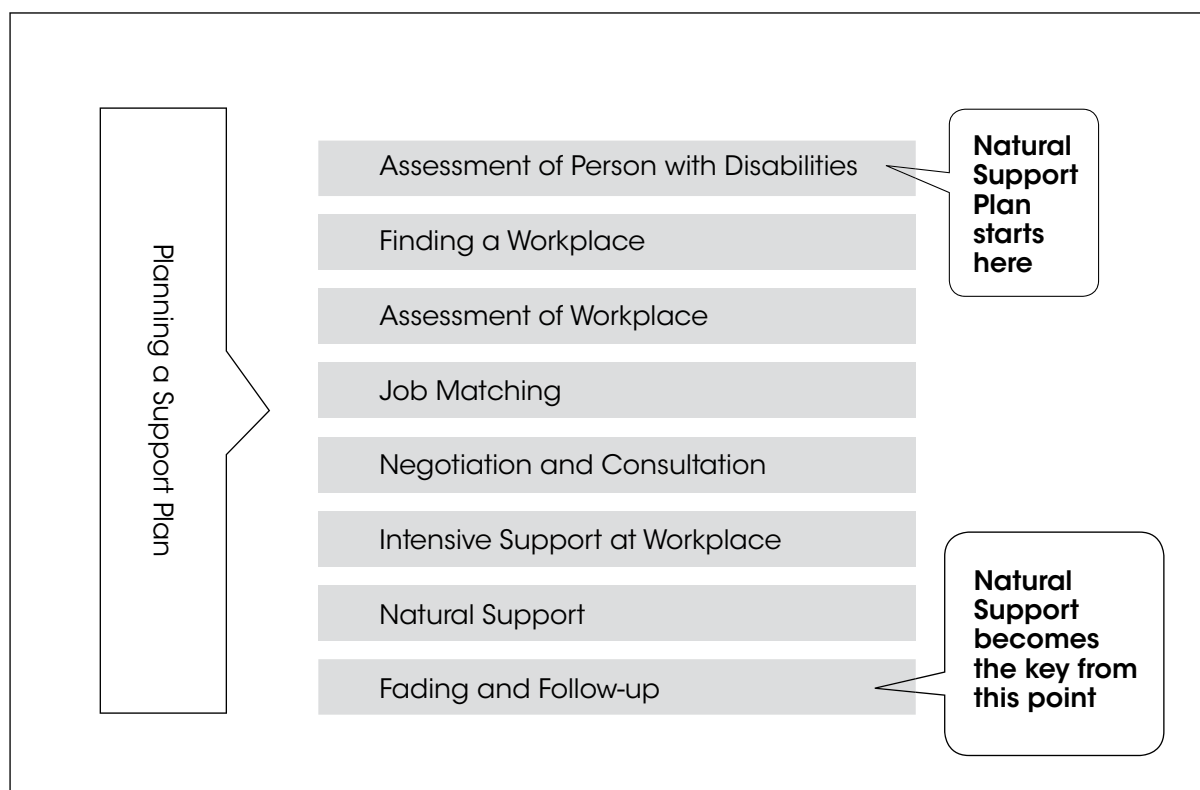
The illustration above shows that the Direct Support Model may not be able to support the person with disabilities to achieve the expected work performance in the absence of the Job Coach. In this case, the person with disabilities becomes too dependent on the Job Coach. On the contrary, the Indirect Support Model where the key co-worker or Natural Support is trained to support the person with disabilities, the potential to achieve better performance is higher because the Natural Support is always available to provide support when needed. This illustration clearly shows the importance of establishing Natural Support instead of relying on a Job Coach's Direct Support.

## Creating a Support Plan



Since Natural Support is essential in promoting successful employment of persons with disabilities, every Job Coach must learn how to create an Employment Support Plan. As shown in the above Support Plan illustration, Assessment of the Person with Disabilities and Assessment of Workplace have to be done before a Support Plan is made. The Job Coach needs to have an accurate assessment on the level of support needed by the person with disabilities and the available support at the workplace. With these assessments carefully analysed, the Job Coach has to develop a Support Plan based on the potential support, which includes the support of the Job Coach and the Natural Support that can be developed.

## Flow of Employment Support



The above illustration of an Employment Support Flow shows that the Natural Support plan has to be considered from the moment an Assessment of Person with Disabilities is conducted. When the process of Job Matching is finalised, a well-organised Support Plan is made to provide support for person with disabilities to adapt to the workplace and to be able to work efficiently. The staff-in-charge and the key co-worker who works together with the person with disabilities should be involved in the Support Plan to fully understand and agree with the plan. During Intensive Support, the Natural Support has to be involved in supporting the person with disabilities with the guidance of the Job Coach. Natural Support becomes the key support when Fading of Job Coach takes place. The following are some recommended steps to develop Natural Support.

### 1st Step:

#### Building Good Rapport

##### 1. Official meeting before the commencement of support.

It is important to have an official meeting to exchange information. During this meeting, the Job Coach provides the employer and staff-in-charge (manager and supervisor) a basic understanding of disability, the profile and character of the person with disabilities, details of potential challenges and measures to overcome these challenges.

## **2. Explain the role of a Job Coach.**

The Job Coach should give a clear explanation on the roles of a Job Coach and how the Job Coach will support the person with disabilities and the employer. Explain your aim to create a Natural Support and explain how you will train the staff-in charge and the appointed key co-worker to be the Natural Support in your absence.

## **3. Establish a good relationship with the staff-in-charge.**

Effort should be made to establish a good relationship with the staff-in-charge and the key co-worker. The staff of the company should feel comfortable to have the support of the Job Coach and not feel intimidated by Job Coach's presence.

## **2nd Step:**

### **Establishing a Good Working Relationship**

#### **1. Establish a good communication with the supervisor and key co-worker.**

In every visit, be sure to inform the staff-in-charge and key co-worker the purpose of your visit and discuss what you would like to do so that he/she is involved in the support you plan to carry out for the person with disabilities.

#### **2. Work together to help the person with disabilities achieve self-reliance.**

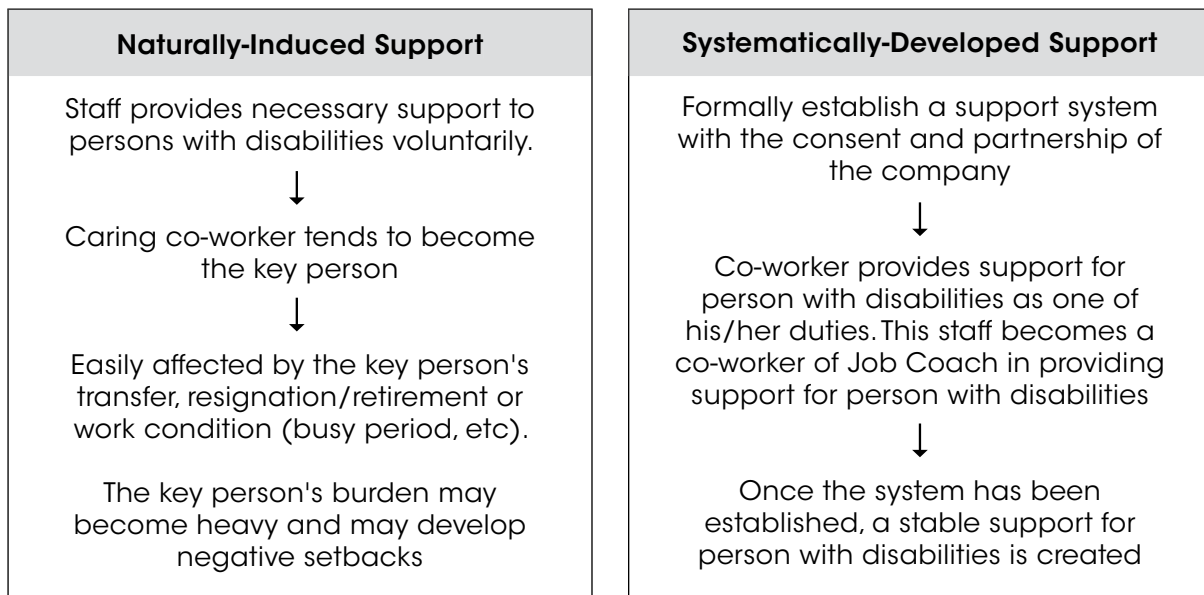
Make it clear from the beginning that you aim to work together with the key co-worker to help the person with disabilities achieve self-reliance. Explain how this can be achieved by explaining your support plan to the person with disabilities.

#### **3. Inform the key co-worker clearly the support needed by the person with disabilities.**

It is important to inform the key co-worker clearly the support needed by the person with disabilities. The Job Coach is a role model for the staff of the company in the way the Job Coach communicates, relates to and instructs the person with disabilities. Therefore, it is important to set a good example and good standard. Explain to the key co-worker the systematic approach you will be using to teach the person with disabilities and request for the key co-worker to observe how you use Systematic Instruction to guide the person with disabilities to work.



## Two Types of Natural Support



There are two types of Natural Support: the Naturally-Induced Support and the Systematically-Developed Support. These supports play a role in supporting the person with disabilities at the workplace. However, Systematically-Developed Support is preferred since it is a more stable support.

### Naturally-Induced Support

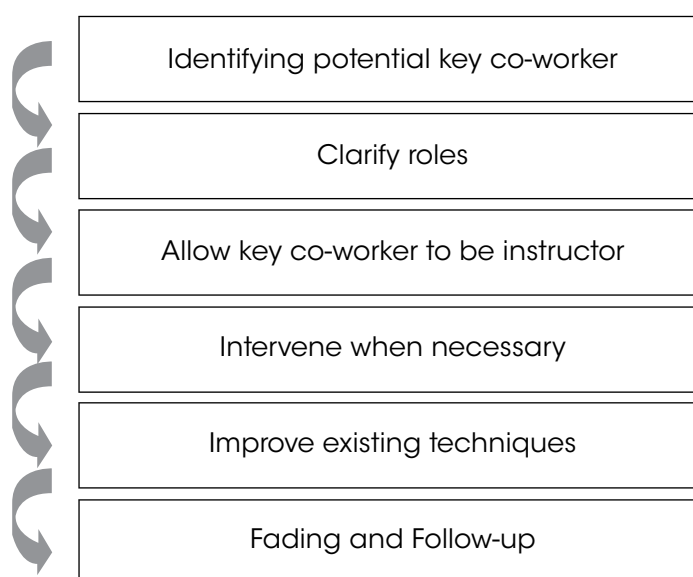
- Naturally-Induced Support is formed when a co-worker provides support for the person with disabilities voluntarily.
- Often, it is a caring co-worker that tends to become the key person to provide support for the person with disabilities.
- This is however not the best approach as it is easily affected in the absence of this co-worker if there is no proper transfer of responsibility to another staff.
- When this co-worker feels the burden of supporting the person with disabilities alone, negative setbacks may also develop.

### Systematically-Developed Support

- Systematically-Developed Support is planned by the Job Coach with consultation with the employer.
- The Job Coach explains to the employer the reasons of having Natural Support and requests the company to establish a proper system of support for the person with disabilities by appointing a key co-worker to provide support.

- The key co-worker works together with Job Coach in supporting the person with disabilities. In the absence of the Job Coach, this key co-worker will be able to support the person with disabilities who gradually becomes self-reliant.
- This key co-worker may then train one or two other co-workers to assist in supporting this person with disabilities and can take over the role in the absence of the key co-worker.

## Creating Systematically-Developed Natural Support



In the process of creating a Systematically-Developed Natural Support, the following steps are carried out by the Job Coach:

### 1. Identify a potential key co-worker to support the person with disabilities

It is important to choose someone who has the aptitude and attitude to learn how to work with a person with disabilities. The Job Coach should identify a suitable co-worker to support the person with disabilities.

### 2. Clarify roles

Explain to the key co-worker clearly his/her role as a support to the colleague with disabilities. The key co-worker is not a teacher but a 'buddy' to this colleague with disabilities. The key co-worker provides support in carrying out the work duty, helps this colleague to integrate with the other co-workers and provides support in any other needs or issues that may arise at workplace.

### 3. Allow key co-worker to be instructor

First, allow key co-worker to observe how you support or provide systematic instruction to the person with disabilities. Explain clearly to the key co-worker how you would explain each step to the person with disabilities. Then, allow the key co-worker to be the instructor. If there is a need for any Job Modification, the Job Coach should work together with the staff-in-charge and the key co-worker to do so.

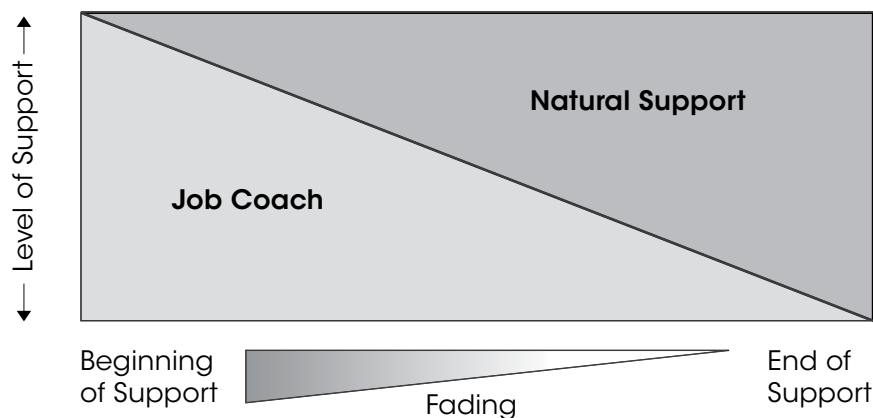
### 4. Intervene when necessary

The Job Coach should intervene when necessary. For example, if you observed that the key co-worker is using a wrong method to instruct the person with disabilities, talk to the key co-worker and make the necessary steps to improve his/her skills in instructing the person with disabilities.

### 5. Improve Existing Techniques

If the Job Coach discovered that a particular technique used is difficult for the person with disabilities to follow, a Task Analysis and Jig could be made in consultation with the employer and discussion with the key co-worker. The Task Analysis and Jig are then used to teach the person with disabilities to carry out the task more effectively.

### 6. Fading and Follow-up



As shown in the diagram above, when the key co-worker is ready to support the person with disabilities, the Job Coach will gradually fade out from the workplace. Fading is possible only after the formation of Natural Support. The Job Coach then makes periodical Follow-ups to assess the support given by the key co-worker. The Job Coach should affirm the key co-worker if all is well done. However, if there is any problem, the Job Coach should talk to the co-worker and suggest ways to improve the situation. If it is a technical issue in carrying out a task, Job Modification or Systematic Instruction Approaches could be applied if necessary.

There could be situations where the person with disabilities may have a relational problem with other co-workers. In such a case, the Job Coach should then intervene by counselling the person with disabilities and advise the key co-worker on the necessary intervention to be taken to improve the situation.

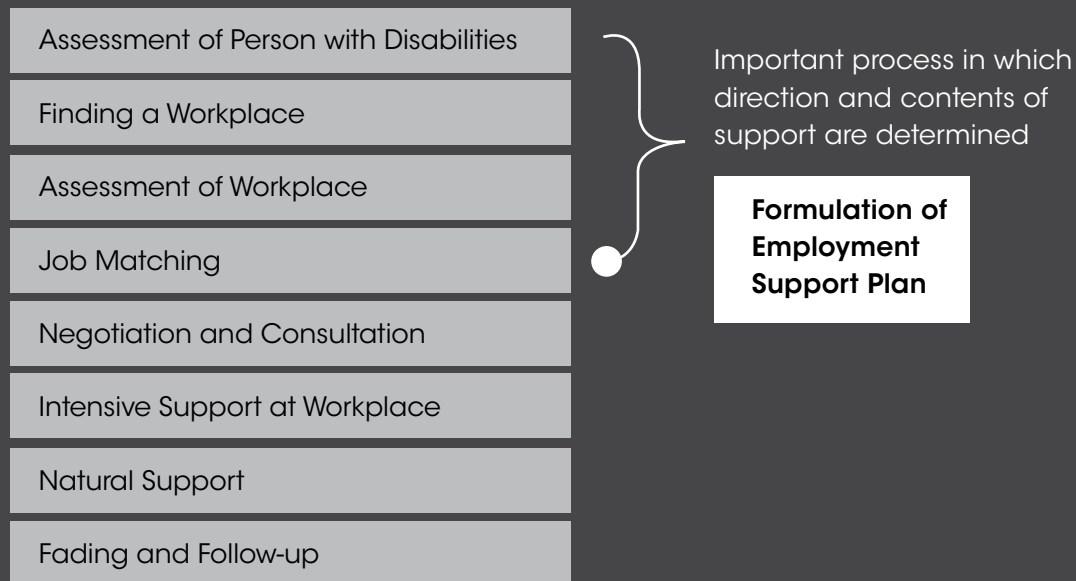
## Summary

- Natural Support is crucial for the person with disabilities to achieve sustainable employment.
- The main aim of having Natural Support is to enable the person with disabilities to be self-reliant at work.
- Job Coach should establish a good working relationship with the key co-worker.
- Prior to developing a Natural Support, assessment of the person with disabilities and the workplace, developing a support plan and official meeting with employer have to be carried out.
- During Fading and Follow-up, it is important to check if there are changes at the workplace or in the tasks assigned to the person with disabilities. The Job Coach should intervene to improve the situation if needed and appropriate advice should be given to ensure that Natural Support in the company continues to provide the necessary support for the person with disabilities.

# Chapter 14

## Employment Support Plan

# Introduction



This chapter provides a framework to understand the role of a Job Coach in the formulation of an Employment Support Plan. A well-organised Employment Support Plan is essential to ensure effective service delivery as a Job Coach. The plan should entail the whole process of the Job Coach service. This support plan is necessary to ensure that the person with disabilities and the employer are given the appropriate support to create sustainable employment. Topics that will be discussed include:

- o Objective of an Employment Support Plan
- o A Person with Disabilities-Centred Approach
- o A Holistic Approach
- o Designing an Employment Support Plan
- o Support Plan Based on Assessment
- o Parties Involved in an Employment Support Plan
- o A Sample Employment Support Plan
- o Review of Employment Support Plan
- o Keeping a Record
- o Closure
- o Summary



## **Objective of an Employment Support Plan**

Employment Support Plan is a structured plan that is developed to ensure proper steps are taken to achieve the goals to meet the needs of the person with disabilities at the workplace through consultative communication with the person with disabilities and the employer. The Employment Support Plan also includes plans to support the employer and the family of the person with disabilities.

The Job Coach develops an Employment Support Plan to ensure that the person with disabilities and the employer are given the support needed to create sustainable employment. A good recording of documents and report of all support given as well as assessment on the progress of each person with disabilities is kept systematically and carefully for Follow-up. A good support plan will promote quality cost-effective outcomes.

## **A Person with Disabilities-Centred Approach**

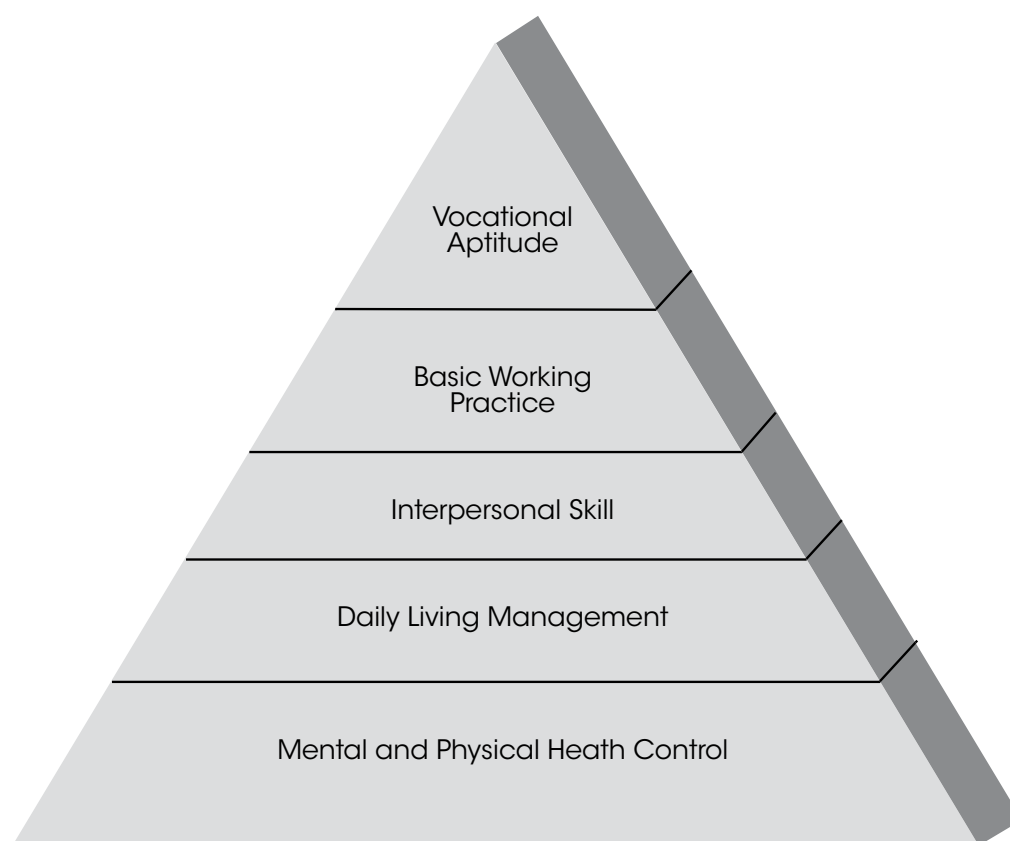


The Job Coach must adopt the principle that the persons with disabilities have autonomy and choice to express their needs and to be involved in decision making. Their values are respected and their dignity must be guarded. As a partner in this Employment Support Plan, each person with disabilities shares the responsibility of goal setting and are motivated to achieve the goals. Clear and open communication is used throughout this support plan with



a flexible, dynamic and individually focused approach. The person with disabilities and the Job Coach have realistic, achievable and commonly shared goals. Any unrealistic expectations have to be clarified early in the consultation.

## A Holistic Approach



An Employment Support Plan should be a holistic approach. The Job Coach should assess each of these aspects shown in the diagram above based on the current working environment of the person with disabilities. Besides work skill and interpersonal skill, daily living management as well as mental and physical health management should be considered.

In examining the support needed, the Job Coach should consider the challenges that the person with disabilities may face and make plans to help the person with disabilities to cope with possibly challenging situations.

The Job Coach should prepare the person with disabilities that, in the event of difficulty in relating with any co-worker, they should address the challenges in a mature and professional way. The person with disabilities should be advised to consult the key co-worker in such a situation and if necessary, contact the Job Coach for advice.

## Designing an Employment Support Plan

### **Support for Persons with Disabilities**

- Support plan for person with disabilities to achieve self-reliance
- Support for person with disabilities to cope with the level of expectation at the workplace

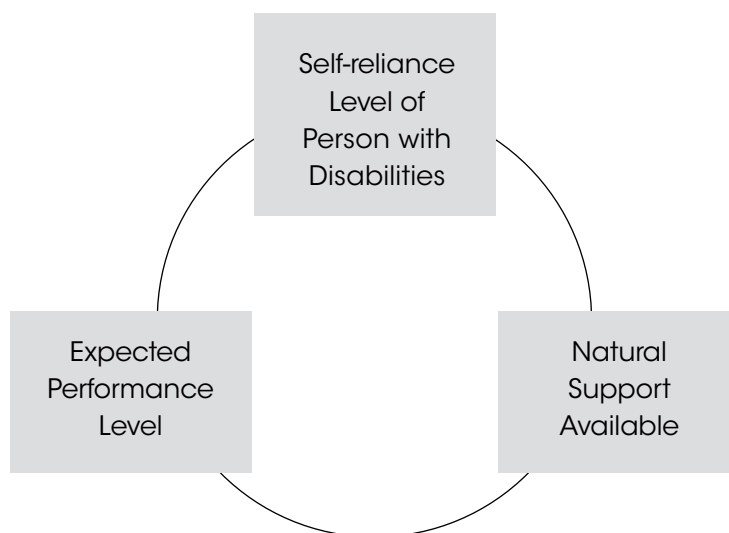
### **Support for Employer**

- Support plan to understand person with disabilities
- Support plan for the formation of Natural Support

An Employment Support Plan is a structured plan that is developed in consultation with the person with disabilities and employer to ensure proper steps are undertaken to achieve the required goals. Construction of an Employment Support Plan involves:

1. Clarifying the broad goals, specific objectives, activities to be carried out and time frame.
2. It is important that the person with disabilities decides on the choice of job.
3. The person with disabilities and employer are involved in designing the plan.
4. Plans should contain goals that are realistic and measurable.
5. The plan should be written in language that is easily understood by the person with disabilities.
6. The person with disabilities should be informed of the key parties involved in the services.
7. The employer should be given the necessary information to understand the person with disabilities and the individual's challenges and needs.
8. A concrete plan to established Natural Support amongst the co-workers should be discussed.
9. For persons with more severe disabilities, a support plan for the family is necessary. Cooperation with other relevant organisations should be considered when there is a need for collaboration support.

## Support Plan Based on Assessment



An Employment Support Plan should be based on an assessment of the following:

### Self-reliance Level of the Person with Disabilities

In this assessment, the self-reliance of the person with disabilities is being assessed. The amount of support needed should be noted. The specific challenges faced by the person with disabilities should be listed so that countermeasures can be carefully planned.

### Expected Performance Level

The Job Coach should analyse the level of expectation in the performance of the person with disabilities. For example, the number of towels to be folded or the amount of data to be keyed in within an hour. Assess the communication level expected and examine the potential changes that could happen at the workplace.

### Natural Support Available

The availability of Natural Support should be examined. The name and contact number of the person in charge should be noted. Making plans to create potential systematic support must be in the priority list of the support plan.

## Parties Involved in an Employment Support Plan

As shown below, a comprehensive support plan would consider all parties involved which may include the person with disabilities, the superior at work, the family and the relevant organisation if there is need for collaboration. A Job Coach is expected to have good communication and inter-personal skills since there is a need to communicate with all parties mentioned in the process of employment support services provided for persons with disabilities.

### **Support for Persons with Disabilities**

- Support to develop self-reliance
- Support on company regulations and work ethics
- Support frequency

### **Support for Staff-in-charge and Key Co-worker**

- Work together to help person with disabilities achieve self-reliance
- Provide information on characteristics of disability and points to consider

### **Support for Family**

- Sharing information on progress of person with disabilities
- Establish cooperation from family

### **Collaboration with Relevant Organisations**

- Information sharing through inter-organisational collaboration
- Establishment of Follow-up structure

# A Sample Employment Support Plan

Date:

<b>Name of Person to be supported</b>	Daniel Param	<b>Guardian</b>	Mr Param Arumugam
<b>Company to be supported</b>	PLKL Sdn Bhd		
<b>Job Coach</b>	Ms Jasmine Lee JC Centre	<b>Person in charge of company</b>	En Mustaffa Jais
<b>Support Period</b>	<p>August 2, 2011 to October 1, 2011 (2 months) (Pre-employment support: August 2, 2011 to August 12, 2011)</p> <p>(Intensive support period) Aug. 2 to Sep. 1      (Transition support period) Sep. 2 to Oct. 1</p>		
<b>Workplace environment Work details</b>	<p>Facility cleaning and administration assistance 8:30 to 17:00 (Saturdays, Sundays and public holidays off)</p>		
	<b>Goals and Support Identified</b>	<b>Support Plan (Description, Method, Frequency, etc.)</b>	
<b>Support for person with disabilities</b>	<p>(1) Setting of job description and work flow</p> <p>(2) Improvement of work performance</p> <p>(3) Support for interpersonal relationship and human interaction at workplace</p>	<p>(1) Sort out the daily work flow through consultation with the company in order for the Job Coach to understand the tasks person with disabilities should do and facilitate job retention.</p> <p>(2) Provide support for improvement of the work performance of person with disabilities, checking how he/she handles each duty and follows the work procedures. Job Duty Analysis, Task Analysis and Systematic Instruction should be applied based on the needs of the person with disabilities.</p> <p>(3) As this is the first employment experience for this person with disabilities, provide support on how he/she should adapt in the workplace and for smooth communication with superior and co-workers.</p>	
<b>Support for Company</b>	<p>(1) Setting of job description and work flow</p> <p>(2) Support for teaching methods and environment setting</p> <p>(3) Coordination of relationship between the company and family</p>	<p>(1) The duties of the person with disabilities will be a combination of cleaning, as planned, and other duties which will be newly assigned. Therefore, consultation and coordination with staff-in-charge is necessary for setting of job description and work flow that the person with disabilities can understand and can cope with.</p> <p>(2) Together with the company, think about the method and environment in which the person with disabilities can work effectively.</p> <p>(3) Plan a meeting for the staff-in-charge in the company and family to discuss cooperation.</p>	

<b>Family Support</b>	<p>(1) Coordination of relationship between the company and family</p> <p>(2) Consultation on involvement of family to help person with disabilities achieve a sustainable employment</p>	<p>(1) Arrangement is made for family to meet employer/staff-in-charge.</p> <p>(2) Keep in contact with the family by making a report on how the person with disabilities is doing at the workplace and asking how he/she is at home. Discuss with family on plans to help him/her sustain the job.</p>
<b>Cooperation with relevant Organisation</b>	<p>(Only for relevant situation)</p> <ul style="list-style-type: none"> <li>▪ CBR Work Link</li> </ul> <p>Request CBR Work Link (where person with disabilities has had vocational training) for support on the personal life of the person with disabilities and support for the family.</p>	
<b>Others</b>	<ul style="list-style-type: none"> <li>▪ Support frequency</li> </ul> <p>Support is provided almost daily in the first and second week of the intensive support period. Thereafter, the support frequency will be gradually reduced according to the person's adaptation to the workplace.</p>	

## Review of Employment Support Plan

Establish with the person with disabilities an expectation that the plans will be reviewed and updated regularly throughout the support period. This will assure the person with disabilities that the plan is a flexible document and will be adapted to reflect his/her changing needs. When reviewing the support programme with the person with disabilities, it is vital to refer to the initial goal and plan of activities to acknowledge achievements and discuss any setbacks or difficulties. This helps the person with disabilities to develop problem-solving skills and be involved in finding solutions. Regular reviews are important to ensure that the support programme is relevant and effective. Reviews help us look at all the available alternatives and keep the support programme on track.

## Keeping a Record

Decisions are to be adequately documented so that if they are reviewed the Job Coach is able to explain the rationale behind them. Records should:

- Be clear and written in simple everyday language
- Be written on every discussion with the person with disabilities or employer or whenever a support and service is provided

- Record only relevant details
- Record decisions and their rationales
- Document the approval of the person with disabilities, where required, for any changes to the plan

## Closure

Though the Job Coach's role in supporting each person with disabilities has a closure at the end of Intensive Support and initial Follow-ups, **the support will not have a permanent closure**. A Job Coach will always be available whenever the person with disability needs support. The need for on-going support could be as long as half a year after employment, three years or even five years later. The person with disabilities might face new challenges when there is a change in job duties or change in physical or human environment.

The Job Coach may be contacted by the employer or the person with disabilities. It is the role of the Job Coach to find out the situations and the needs for support of person with disabilities in order to provide the most appropriate service. The services needed may vary, depending on the needs of each individual. Some may need counseling due to family situation, others could be affected by an illness, working relationship with fellow colleagues or a need to modify the task of a new assignment.

In situations where a record needs to be reopened, a review of previous records would be useful information in the assessment of the current situation. In a revisit to an old record, the same principles of Employment Support Plan are applicable, though the goals and objectives are now different from initial employment.

## Summary

- An Employment Support Plan is a structured plan that is developed to ensure proper steps are undertaken to achieve the required goals to support the person with disabilities, the employer and the family of person with disabilities.
- Employment Support Plans should contain goals that are realistic and meaningful in consultation with those involved. An Employment Support Plan should be reviewed regularly to ensure that the support programme is relevant and effective.
- All decisions should be properly recorded to facilitate periodical reviews.





# Chapter 15

## Fading and Follow-up

# Introduction

Assessment of Person with Disabilities
Finding a Workplace
Assessment of Workplace
Job Matching
Negotiation and Consultation
Intensive Support at Workplace
Natural Support
<b>Fading and Follow-up</b>

The role of a Job Coach in supporting a person with disabilities will gradually fade. The supportive role of a Job Coach does not end when he/she fades out of the workplace. Instead, the Job Coach continues to keep in touch with the staff-in-charge within the company and does Follow-ups on the progress of the person with disabilities. The Job Coach makes periodic Follow-up visits to assess the situation for the person with disabilities at work. In this chapter, the requirements for further support and provisions needed to address any arising problems will be discussed.

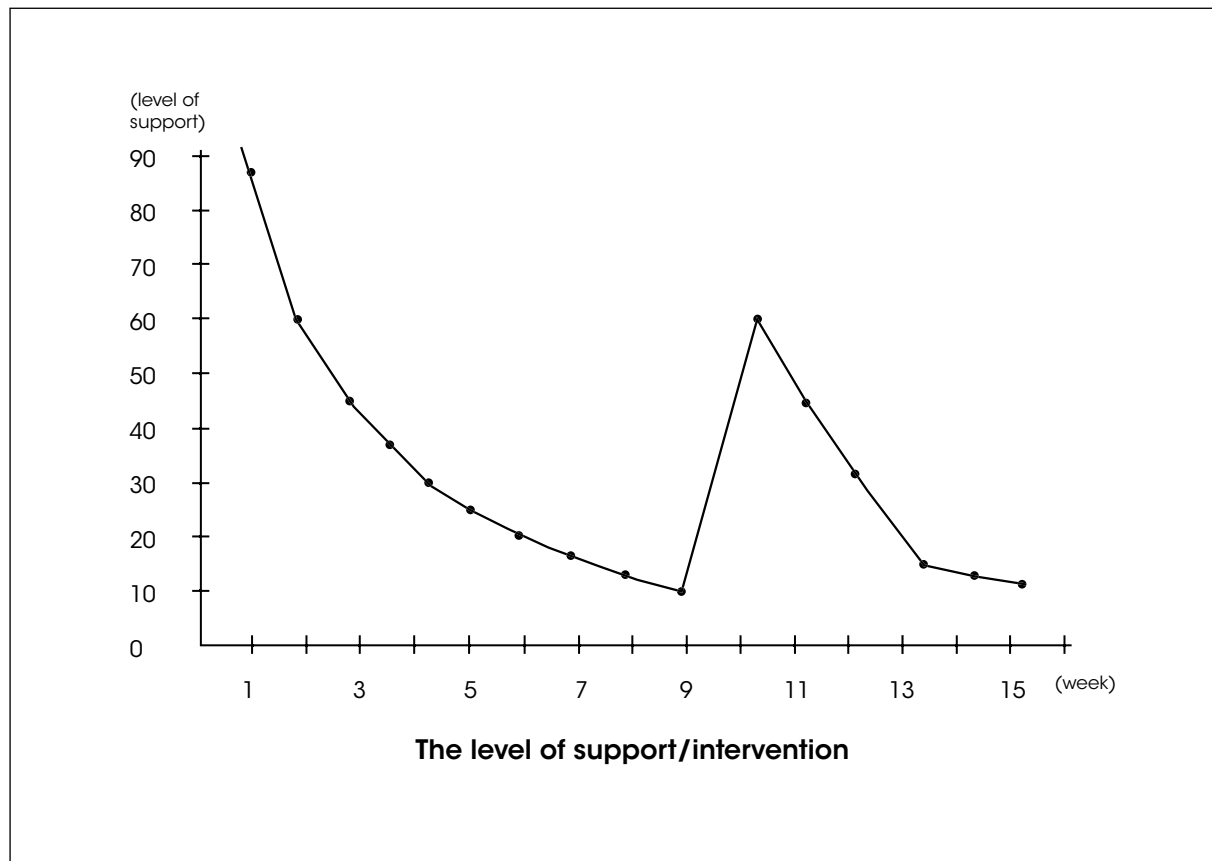
Topics:

- o The Importance of Fading and Follow-up
- o The Process of Fading
- o Fading and Natural Support
- o Systematic Fading
- o Follow-Up
- o Follow-Up Methods
- o Assessment and Training a Person with Disabilities
- o Supporting Through Network and Collaboration
- o Summary

## The Importance of Fading and Follow-up

Fading is when a Job Coach reduces the level of support given to the person with disabilities on a gradual basis while Natural Support increases. Fading should begin from the very first day of support as an intention for the person with disabilities to be self-reliant.

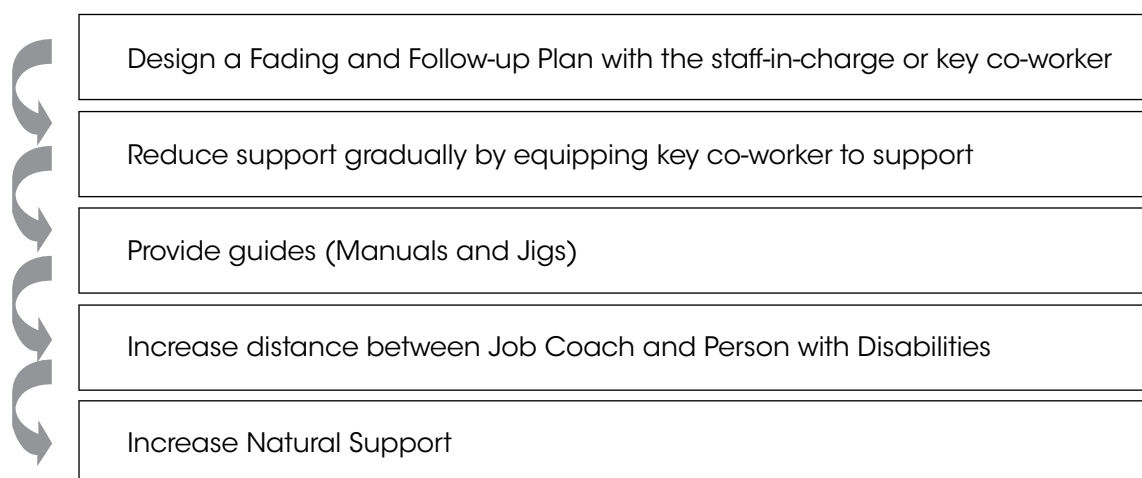
Follow-up is a monitoring process for the person with disabilities and employer to review new developments and to ascertain that the person with disabilities has adjusted to the workplace.



Fading reduces dependency on the Job Coach. It is a process that leads the person with disabilities to independence and thus enables the Job Coach to focus on other persons with disabilities. The Fading approach is cost effective as it is costly to engage a Job Coach.

The Follow-up is an important task for a Job Coach, since it is during follow-up that any arising problem is attended to before it becomes serious. The Follow-up is one of the essential ingredients for sustainable employment.

## The Process of Fading



### 1. Design a Fading and Follow-up Plan with supervisor and key co-worker

Planning should be made in discussions with staff-in-charge and key co-worker to have their full support and involvement in the process.

### 2. Reduce support gradually by equipping the key co-worker to support

The Job Coach should aim to reduce support from the beginning by equipping co-workers to support and assist the person with disabilities in every area where the person with disabilities needs support. It could be support in the production process, in interacting with other co-workers or during meal times.

### 3. Provide guides (e.g. Manuals and Jigs)

As the Job Coach prepares to reduce direct support for the person with disabilities, it is necessary to consider producing a manual which the person with disabilities can refer to when necessary, in place of the Job Coach. In some instances, Jigs are prepared by the Job Coach to enable the person with disabilities to work independently.

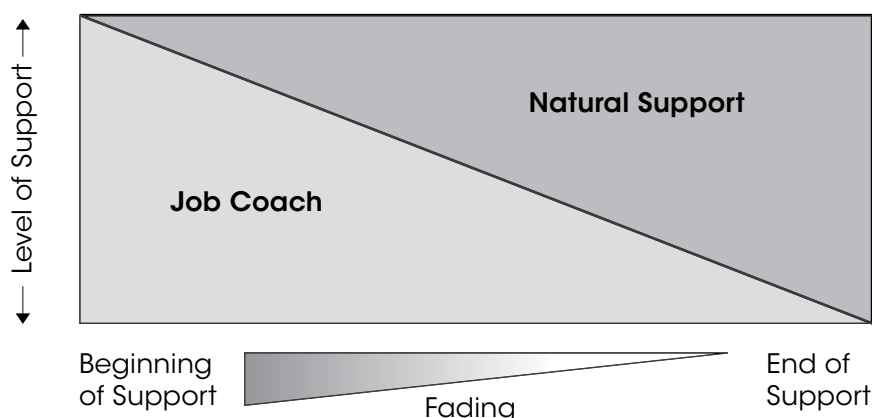
### 4 Increase distance between Job Coach and person with disabilities

The Job Coach usually supervises beside the person with disabilities at the beginning of support. The Job Coach then gradually moves to stand diagonally behind the person with disabilities to reduce support. Eventually, when direct support from the Job Coach is not needed, the Job Coach will observe the performance of the person with disabilities by standing at a distance not noticeable by the person with disabilities.

### 5. Increase Natural Support

As the Job Coach reduces support for the person with disabilities, Natural Support from key co-worker increases.

## Fading and Natural Support



The graphic above clearly shows an ideal situation where Natural Support increases as the Job Coach gradually fades from supporting the person with disabilities. A proper training programme for the key co-worker on the various roles of a Job Coach should be planned as discussed in Chapter 12, Natural Support. The key co-worker's partnership in the fading process is vital for a successful transition of the support role from the Job Coach to the co-worker. The Job Coach must not assume that the key co-worker is able to take over his or her role. Transferring of skills on how to support the person with disabilities in the absence of the Job Coach should be done carefully and an assessment of the co-worker's skill in supporting the person with disabilities should be made so that areas that need improvement are attended to appropriately.

## Systematic Fading



A Job Coach who has done a good assessment of the person with disabilities and Assessment of Workplace will be able to gauge a more accurate timing of fading without neglecting any important aspects, such as equipping the key co-workers to support and training the person with disabilities to be independent. If the Job Coach fades off too early,

before the key co-worker is ready to support the person with disabilities, it will end up with errors in support which may reduce the performance level of the person with disabilities or it may also cause frustration and tension for the parties involved. A Job Coach who does not plan well often ends up staying too long at the workplace which may result in dependency on the Job Coach instead of support from the key co-worker and taking the challenge to be self-reliant. A Support Plan that includes a systematic Fading and Follow-up Plan will result in progressive success in performance and can reduce time of training.

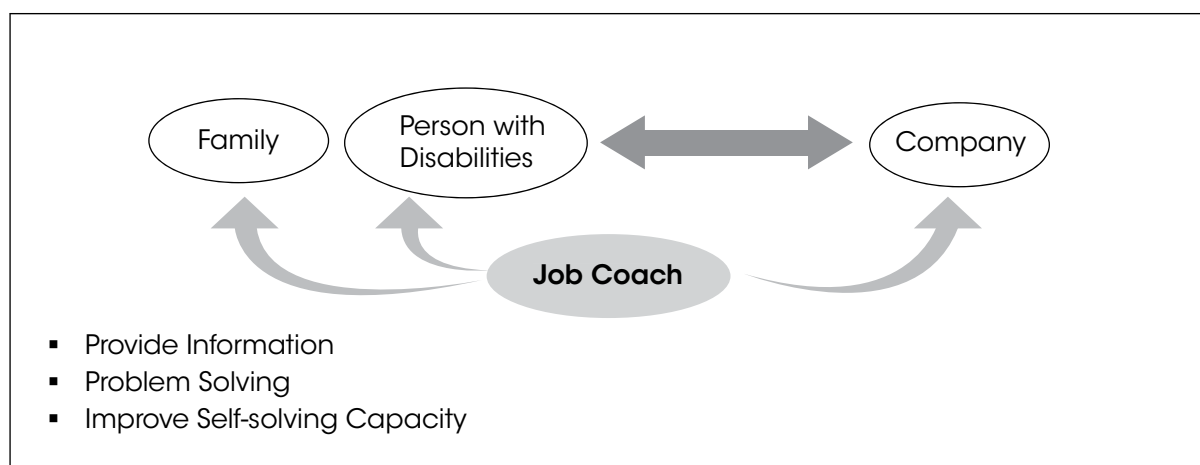
## Follow-Up

A Job Coach's role and support is on-going. After the Job Coach has faded out of support at the workplace, periodical Follow-ups at the initial stages are essential to ensure sustainable employment. The Job Coach should be contactable even if the person with disabilities is able to work independently without support.

There could be changes in situations that may affect the performance of the person with disabilities at work. It could be due to an illness, change of role, change of Natural Support or it could be due to family problems or a personal issue.

In situations where the person with disabilities is in need of medical care due to some illness that need regular support, the Job Coach may liaise with service providers from a Health Institution to provide the care or support needed for person with disabilities to continue working.

## Follow-Up Methods



The Job Coach provides Follow-up support not only for the person with disabilities but also for the company and the family of the person with disabilities. Follow-up includes three important components:



- To collect relevant information to understand the current working situation of the person with disabilities and the company's views of his/her performance.
- To solve a problem that may have developed.
- To improve self-solving skills.

Various methods can be used during follow-up. Each party involved may have different needs that require the Job Coach's attention. Follow-up could be done through a telephone conversation for updates and periodical information collection. For persons who have more severe disabilities and have verbal communication challenges, a visit and interview is necessary.

Sometimes, during a Follow-up session, the Job Coach may have to conduct a retraining session or training of new skills. More examples will be discussed in the following sub-topic.

### • **Telecommunication and Interview**

The Job Coach could be in touch with parties involved via telecommunication or visit to collect information on new updates regarding the progress of the person with disabilities at work. Relevant updates and information collected from the person with disabilities, family or relevant organisation should be communicated to the company. For example, the company should be informed through the staff-in-charge or key co-worker if the person with disabilities is very happy at work, appreciates the support of co-workers and talked about the new friends at work.

Information collected from updates are useful data that will help the Job Coach to have an objective evaluation on the performance of the person with disabilities at work. With this information, the Job Coach has to consider if there is a need to affirm the person with disabilities for good performance or is there a need for retraining, adaptation and develop a self-management system to help the person with disabilities improve performance.

Updates can also include information of challenges faced by the person with disabilities. For instance, if the person with disabilities is finding it difficult to communicate with other co-workers or had been bullied by other co-workers, the Job Coach should contact the supervisor to understand the situation better. The Job Coach should seek clarification on any negative situation before making a conclusion or giving advice to any of the parties involved. An interview with relevant probing questions will help lead to better clarification of situation raised.



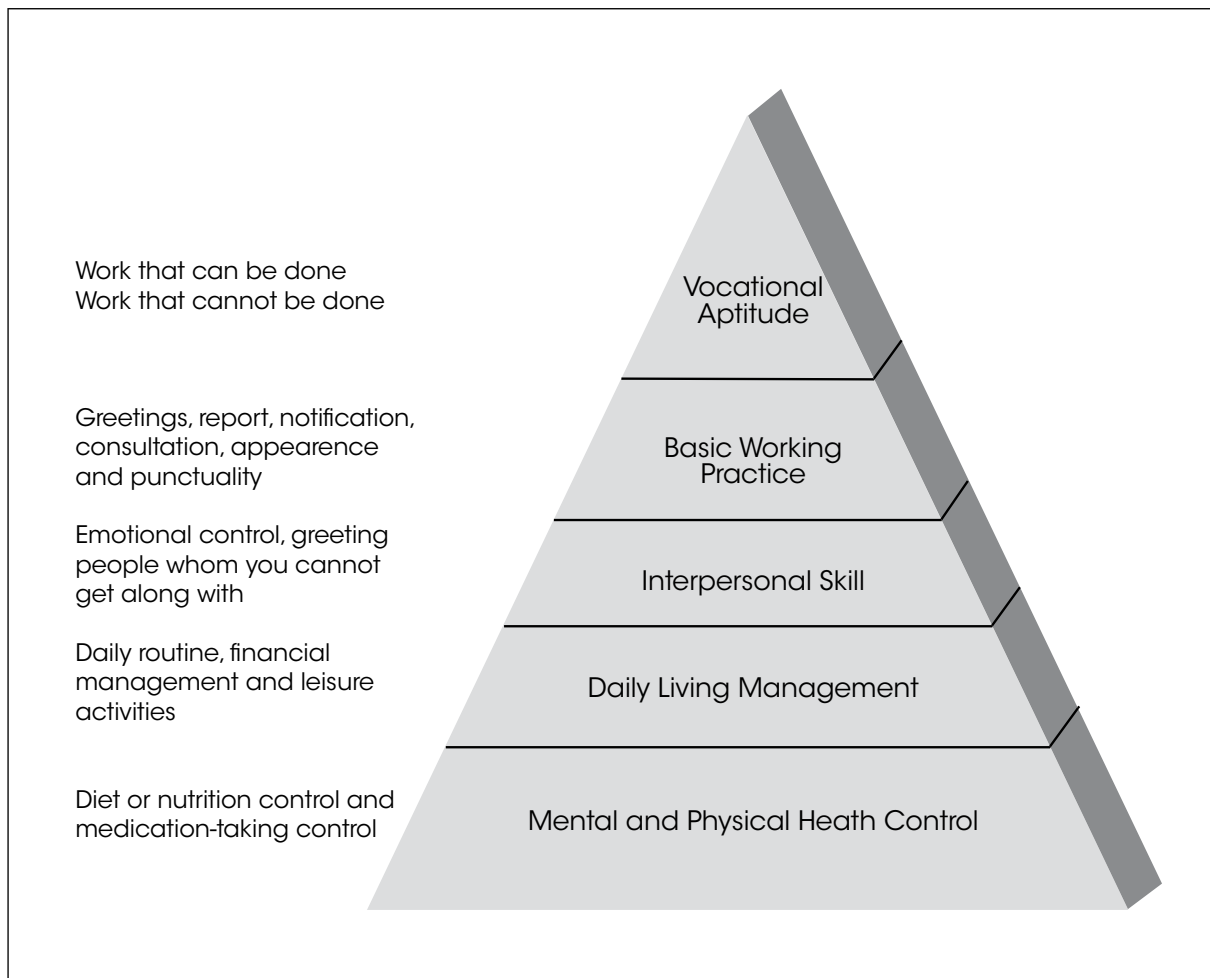
• **Workplace Visit**

Difference between Intensive Support and Follow-Up	
Intensive Support	Follow-up
<ul style="list-style-type: none"> <li>▪ Establish trusting relationship with person with disabilities and staff-in-charge</li> <li>▪ Sharing anxiety (needs)</li> <li>▪ Analyse potential problems that may arise in future</li> <li>▪ Provide information and inform methods to prevent potential problem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be open to discuss successful and unsuccessful experiences</li> <li>▪ Sharing dissatisfaction or challenges faced</li> <li>▪ Solving specific problem that is currently taking place</li> <li>▪ Provide specific solutions</li> </ul>

The chart above displays the different roles of a Job Coach during Intensive Support period and Follow-up. The Job Coach is required to make periodical work site visits to assess the work situation of the person with disabilities and get new updates from the employer. The Job Coach should spend time to observe and assess the current work situation for the person with disabilities from a distance to assess his/her working condition and performance. It is important to assess the Natural Support to see if the person with disabilities is getting appropriate support. If there is any problem, the following action should be taken:

1. The trusting relationship with the person with disabilities, staff-in-charge and key co-worker will enable the Job Coach to have an open discussion with them regarding the situation of the person with disabilities at work and the problem encountered.
2. In a problem-solving situation, it is important to find out if there is any dissatisfaction or challenges faced by the person with disabilities or co-workers.
3. It is important to find out the specific problem faced by the person with disabilities or co-workers. The Job Coach should listen to both parties for a fair and accurate view of the situation.
4. The Job Coach holds discussions with the person with disabilities, supervisor and co-worker(s) involved in providing Natural Support to find a solution to the specific problem. Their involvement in the plan of action to overcome the situation will have better impact.

## Assessment and Training Person with Disabilities



As discussed in Chapter 13 on Employment Support Plan, the support programme for the person with disabilities should be holistic. In the Follow-up programme, it is important that the Job Coach continues to conduct periodical assessments on the various aspects shown in the pyramid chart above. At the initial stage of employment, assessment should be done more frequently at a monthly or bimonthly interval. The assessment period could be extended to quarterly or half yearly as the person with disabilities becomes independent and stable at work. The Job Coach should be sensitive and observant in every telecommunication or visit to assess if the person with disabilities is keeping well in all the various aspects at work, interpersonal relationships, daily life management and health.

For example, if the person with disabilities shares the challenges faced in relating with any particular co-worker, the Job Coach should take time to listen. Appropriate counselling should be given to help the person with disabilities develop self-solving skills if needed. However, if the person with disabilities is affected by the situation and has become tense about it, the Job Coach should intervene by finding out more about the situation by contacting the supervisor or co-worker through telecommunication or visit the workplace. The proper procedure discussed under the sub-topic, Workplace Visit, should be applied.

## Supporting Through Network and Collaboration

Person with disabilities	Family	Company
<ul style="list-style-type: none"> <li>▪ Work meeting</li> <li>▪ Leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information exchange session</li> <li>▪ Seminar/Group study</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seminar</li> <li>▪ Group study</li> </ul>

Follow-up support could also be done in groups. Group meetings can be a motivational session where different members can share their experiences and update one another of their progress. Individuals can learn from one another through the sharing of experiences.

1. For persons with disabilities, a monthly or bimonthly work meeting could be organised for those who are working. During such meetings, persons with disabilities can be encouraged to share their experiences – the positive experiences as well as the challenging ones. If any member shares a problem, group members can provide comfort or even peer counselling. Others who had experiences in similar situations could share how they overcome those situations.

Besides meeting to discuss work, they could have social leisure activities together such as having a meal together, picnic or other sports activities like bowling, basketball, etc. Such group meetings give persons with disabilities an opportunity to interact and develop friendships which is an important aspect to keep a healthy lifestyle.

2. Families who are supporting family members with disabilities are often anxious to know how they are coping at work. Meetings for families to share information and group seminars on relevant issues could be organised once or twice a year for families to get together for mutual support.
3. Seminars for companies on issues related to the employment of persons with disabilities are good platforms for companies to share ideas and gather information from other companies, NGOs or government sectors. Companies can also share resources or co-organise seminars or training such as awareness seminars for the private sector, in-house Job Coach training and other topics related to the employment of persons with disabilities.

## Summary

- Fading and Follow-up are important components of a Job Coach Support Plan to ensure that persons with disabilities are prepared and supported for sustainable employment.
- Transferring of skills to key co-workers on how to support the person with disabilities in the absence of Job Coach should be carried out carefully.
- A Support Plan that includes a systematic Fading and an appropriate Follow-up Plan will result in progressive success in performance and reduce time of training.
- Follow-up support is needed for the person with disabilities, the employer as well as the family of person with disabilities.
- In the Follow-up programme it is important that the Job Coach continues to conduct periodical Overall Assessment of the person with disabilities. Appropriate action has to be taken if there is a need to improve the situation.



# Story 1

**Employment Support for  
Ahmad Ahwan bin Ramli**





## Employment Support for **AHMAD AHWAN BIN RAMLI**

Hotel InterContinental Kuala Lumpur

By **Mazayu Hassan**

Job Placement Officer and Job Coach

Cheshire Home Selangor



### Background

Ahmad Ahwan Bin Ramli, fondly known as Ahwan, is 27 years old and grew up in the state of Perak. He is the youngest child in a family of nine children. Ahwan studied at the Pengkalan Aur Secondary School, Taiping and completed the Lower Secondary Certificate level (PMR). Due to poor performance in the PMR examinations he was not able to further his studies in upper secondary school.

### Assessment of Ahwan

Ahwan has a physical disability that affects mainly his left limbs. He also has mild learning disabilities. Ahwan has a big build and he was active in sports when he was in school and had represented his school and district levels in the shot put event. Ahwan's self-confidence was affected by his disability, poor performance in school and unemployment.

Though Ahwan stammers, he is able to communicate his thoughts quite clearly. He enrolled for the Selangor Cheshire Home Economic Empowerment Programme from September 2010 to May 2011. After six months of training, his Job Coach, Mazayu Hassan, assessed that he is ready for Industrial Training. He was assigned for training in Housekeeping, Bakery and Laundry at the Grand Dorsett Subang Hotel from March 2011 to May 2011.



Ahwan at the Bakery of the Grand Dorsett Subang Hotel



Ahwan being awarded a certificate of completion of the Industrial Training Course by the Grand Dorsett Subang Hotel

## Assessment of Working Place and Job Matching

When Ahwan's Job Coach was finding a job for him, Hotel InterContinental Kuala Lumpur happened to be opening job opportunities for persons with disabilities. The Human Resource Director of the Hotel, Ms. Wendy Ho Wai Sam invited officers from JICA, DSW and a few Job Coaches to observe and assess the various job opportunities available in the hotel. Ahwan's Job Coach assessed the Physical Environment, Social Environment and the job procedures of each job available, mainly in the kitchen, laundry and housekeeping.

In her assessment, the Job Coach found that the laundry job is most suitable for Ahwan's condition and interest. The laundry has space that is suitable for Ahwan's big build and body movement. The co-workers comprise various races and seem friendly. Most important of all, they are open to persons with disabilities working in their midst. Though the working environment is quite noisy due to the machines, it will not affect Ahwan as he is used to such an environment during his training experience at the Selangor Cheshire Home and Grand Dorsett Subang Hotel.

## Interview and Recruitment



Interview by the HR Director of InterContinental Hotel KL, Wendy Ho

The Job Coach informed Ahwan about the job opportunities available in Hotel Intercontinental Kuala Lumpur. During discussion with the Job Coach, Ahwan agreed that the laundry job suits him best and is happy to give it a try.

Ahwan's resume was then sent to the Hotel's management by the Job Coach. The person in charge was informed that Ahwan was interested in the laundry job. Soon after an interview, Ahwan was offered an opportunity for five months probation in the laundry department which commenced on 19 September 2011.

He was paid the same salary as other staff during his probation. There is no discrimination in the salary scheme though Ahwan's performance is slightly slower than others due to his physical condition. His right hand is weak and slows down his performance a little. However, he is able to complete the tasks well.

The Job Coach provides minimal support for Ahwan as she observed that he could fit into the job quite quickly. His training at the Grand Dorsett Subang Hotel prepared him for the laundry job. However, being in a new environment, working with new colleagues and having to handle new machines, he had to refer to the Job Coach quite a lot on his first few days at work. His biggest challenge is folding napkins because of the condition on his right hand.



The Job Coach showed Ahwan how to place the bed sheets in the drying machine carefully and informed him of the danger of putting his fingers too close to the red band.

The Job Coach showed Ahwan how to fold the napkins, taking into consideration the weak motor skills on his left hand.



## Intensive Support

Ahwan found it a challenge to fold napkins at the initial stage due to the weak motor skills on his right hand.

### Task Analysis

The Job Coach developed a Task Analysis of the whole process of drying and folding napkins by trying the process several times. The Job Coach taught Ahwan how to dry and fold the napkins neatly and efficiently using the Task Analysis she has carefully developed.

### Job Modification

The Job Coach also explained to the supervisor and key co-worker how Ahwan's weak right hand affected his movement and showed the supervisor and co-worker how Ahwan was taught to overcome that by increasing his skills with his left hand. Instead of piling up completed napkins on the right hand side as standard practice, the Job Coach explained that it is more efficient for Ahwan to pile his completed napkins on the left hand side. The supervisor who now understands Ahwan's physical condition agreed to the request.

### Work Instruction Manual

To help Ahwan remember the steps he learned in folding the napkins, the Job Coach developed a Work Instruction Manual. This Instruction Manual was also useful for the supervisor and co-workers to remember the steps that Ahwan learned in drying and folding the napkins. With this knowledge the supervisor and co-worker is able to support Ahwan whenever he has difficulty remembering the flow of the task.

## Work Instruction Manual



Collect napkin



Take one napkin at a time



Place napkin on the presser machine



Wait for the napkin to be rolled out



Place napkin on the table

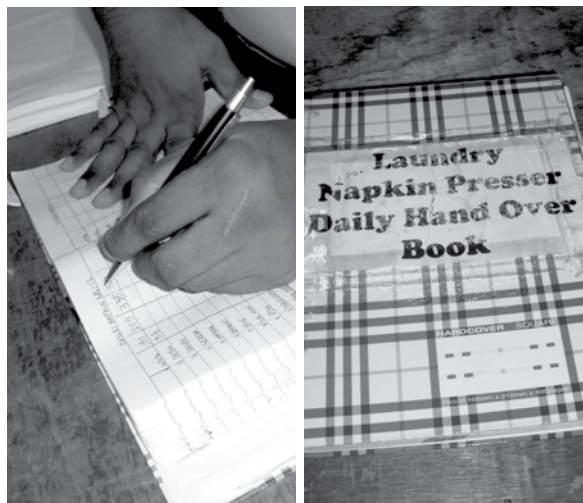


Arrange 10 pieces each pile





Fold into two



Record total folded napkins in the Laundry Napkin Presser Daily Hand Over Book



Send folded napkins to linen table



Place napkins on linen table

## Full-Time Employment

During this training period, Ahwan also attended the Hotel's staff training course together with the other new staff. Ahwan was supported by his co-workers and supervisor throughout his five months of training.

In February 2012, Ahwan was confirmed as a full-time staff in the laundry department. He can now work without any support. Ahwan is happily working here as he has friends amongst his co-workers. The supervisor and co-workers are always ready to help him whenever he encounters any problem at work.

## Independent Living



Ahwan has learnt to travel by public transport

The Job Coach provided support for Ahwan to be independent by teaching him to travel by public transport. He is now able to travel independently to and from Cheshire Home Selangor, Batu Caves and his workplace in Kuala Lumpur.

The Job Coach is now assisting Ahwan to apply for special housing for persons with disabilities through the Kuala Lumpur City Council in preparation for Ahwan to live independently.

## Fading and Follow-Up

The Job Coach began Fading out of support for Ahwan by the third week of his probation at the Hotel. When the Job Coach observed that Ahwan is already coping well at work and is able to interact with the other co-workers, she began to make her plans to fade out of the workplace. The Job Coach made sure that the supervisor and the key co-worker assigned to support Ahwan have already understood the areas of support needed and the skills to support him in those areas that he needs support.

Fading does not mean disappearing forever. Follow-up is very important. The Job Coach continues to keep in touch with Ahwan through telephone calls and occasional visits. Besides keeping in touch with Ahwan, the Job Coach also keeps in contact with the supervisor through telephone communications or visits to the hotel about once a month for the first six months.

The feedback from Ahwan's supervisor and from the HR director, Wendy Ho has been positive. He is able to cope with the tasks assigned and perform well at work. His supervisor is impressed by his commitment to work.



## Comment from Ahwan



I like to work in the Hotel InterContinental because my manager and supervisor understand my condition. My co-workers are helpful. The salary is quite high. I can give some money to my father and mother to support my family in the village. I want to thank my Job Coach because she has helped me a lot during my training period until I am confirmed at work.

I am grateful to the Hotel management for their willingness to take me and my other friends with disabilities as full-time staff.

Now, I am able to travel by the commuter, taxi and bus by myself. I am proud of myself for learning to be more independent and have developed more self-confidence.



# Story 2

**Employment Support for  
Lim Yee Han**





## **Employment Support for LIM YEE HAN**

Science Tech Education Sdn Bhd

by

**Pauline Wong**

Director of Services

**Grace Gan**

Leader of Job Coach Services

Department of Persons with Special Needs

Malaysian Care



### **Assessment**

Lim Yee Han, 28 years old, has learning difficulties and a mild speech impairment. He developed low self-esteem during his school days. After completing his secondary school in a mainstream school, Yee Han enrolled to Malaysian Care, a NGO that provides services for people with learning difficulties for further training. In year 2008, through the assessment, based on Yee Han's Employment Readiness Scale, it has shown that he was ready for employment.

## Job Matching and Negotiation with Employer

Prior to Yee Han's employment with Science Tech, he was placed with two other companies for Employment Placement Training. He was selected to participate in the Industrial Training by a hotel in Kuala Lumpur as part of their community project. Unfortunately the programme was discontinued after three months.

A few months later, Yee Han was placed with CARs International for an Employment Placement Program. After two months of training, he was taken out from the programme due to transportation problems. Through Yee Han's experience, there was a lesson learnt on the importance of Job Matching in assessing not just matching the skills but also the accessibility and workplace facilities.

Science Tech Education Sdn Bhd is one of the companies approached by the Job Coach of Malaysian Care to explore employment opportunities for persons with learning disabilities. The Job Coach visited the workplace and assessed the job skills requirements, facilities, accessibility of public transport, etc. The employer was also being informed of the government benefits for employers and employees. The Job Coach also assured the employer that support will be given to employers who employ persons with disabilities.

Yee Han was finally selected for this job. Prior to placement, Yee Han was briefed on the work requirement and the challenges he would be facing. The Job Coach brought Yee Han to see the workplace and the employer. After being informed of his placement training experience and his speech challenges, the employer decided to take him for job placement.

The Job Coach has negotiated for an allowance for Yee Han during his placement training period. Further negotiation was discussed with the employer on salary and other benefits when Yee Han was offered the job as a permanent employee in January 2009.



Yee Han at the workplace



Yee Han demonstrating assembling in school

## On-the-Job Training



From regular support to Natural Support: Yee Han at work

Based on Yee Han's job placement experiences, Science Tech was willing to recruit him without going through an official interview. However, he had to be on placement training for him to get familiar with the job skills requirement with adaptations.

The Job Coach accompanied Yee Han to work at Science Tech on the first day of his job placement. In July 2008, Yee Han started with half day's work for three days for trials, and extended to the full five days after two months. During that period, regular visits and observations were required in supporting Yee Han. The Job Coach supported Yee Han at work until he was familiar with all the tasks.

The Job Coach also provided training on Disability Awareness to the staff, supervisors and the management. They were taught to use Systematic Instructions on how to support and guide their colleagues with disabilities to integrate into their company. The supervisor and staff also learned by observing how instructions were used by the Job Coach to support Yee Han in a systematic way.



## Natural Support and Follow-up

While supporting Yee Han, Natural Support was created by the Job Coach to train the supervisor and staff to support Yee Han at work. This is the most effective way to empower Yee Han to be independent at his workplace. Finally, Yee Han was confirmed as a full-time staff in January 2009 after six months of placement. The Job Coach continues to provide support by keeping in touch with the Supervisor and pays occasional visits to Yee Han.

Yee Han is also involved in monthly group discussions with other working young adults conducted by the Job Coach. This is to give them a platform to share their work and personal issues and learn from each other.



Working adults discussion group

## Yee Han's Perspectives in his Working Experience

(This is Yee Han's story after four years working at Science Tech.)



Hello my name is Lim Yee Han. Here, I would like to share my working experience. I started training at Malaysian Care on January 2003 till 2007. I do packing straw and packing KFC.



From there, I learnt how to keep my grooming hygiene and how to behave. I supervised my friend at work and learnt how to be a good leader at Malaysian Care.

On 3 July 2006 till 30 September 2006, I started training at a Hotel in KL, hoping to find a job. There I was trained in housekeeping. I also helped to count towels in the laundry.

On 12 December 2006, I received a job placement training at CARs International at Subang Parade to work as a car washer. On 1 June 2007, I returned to attend a Malaysian Care Workbase programme because of bad working experience of poor attendance. It is because Subang Parade was very far away from my house.

On 1 July 2008, I was placed at Science Tech Education and my working time was 8:30am till 4:30pm. The Job Coach accompanied me to work. He slowly guides me on how to do the job. My work is to assemble Lego parts to design robots using Lego. We have three different types of Lego. First is the junior robot where children need to build the set according to the building men. Second is RCX where students need to build using motors; third is NXT where students need to programme using computers. We also do science models using recycled materials to build models: using torchlights, table lamps, dancing rabbits and many more.

I meet a lot of friends at my workplace. My father sends me to work and I go back by Light Rail Train (LRT). I also enjoy working at Science Tech.





# Story 3

## **Employer's Perspective on Employment of Persons with Disabilities**



## **Employer's Perspective on Employment of Persons with Disabilities**

By: **Wendy Ho Wai Sam**

Director of Human Resource  
InterContinental Kuala Lumpur

### **Motivation to Employ Persons with Disabilities**

In 2010, we were introduced to Job Coach Network Malaysia (JCNM) by Puan Gayathri Vadivel, Case Manager of Return to Work (RTW), Social Security Organisation (SOCSSO). Puan Gayathri, being a key member of Job Coach Network Malaysia (JCNM) explained to us the importance of Job Coach support in the employment of persons with disabilities.

When the hotel was rebranded to InterContinental Kuala Lumpur in February 2011, we stepped up our efforts in employment of persons with disabilities. This was largely driven by our business objective of delivering Responsible Business, through supporting the community. One key target was to employ three persons with disabilities for the fiscal year 2011.

Through the close collaborations with our new sister companies (Holiday Inn Kuala Lumpur Glenmarie and Crowne Plaza Mutiara Kuala Lumpur) we organised our first Disability Equality Training (DET) in July 2011 at InterContinental Kuala Lumpur.

The DET was conducted by Dr Kenji Kuno, the Senior Advisor of JICA and attended by Department Heads of our three InterContinental Hotels Group (IHG), Malaysian Cluster hotels. We were introduced to Supported Employment and the roles of a Job Coach by Dr Kenji. The management team was very happy with the knowledge gained and impressed with the support mechanism available for employers of persons with disabilities in Malaysia.

In November 2011, the IHG Malaysian Cluster hotels sent seven participants to attend the Introduction to Job Coach Training Course conducted by JCNM.

### **Eight Persons with Disability Employed in Less than a Year**

When the hotel first set out to employ persons with disabilities, our first attempt was to employ one or two visually disabled. This was in consideration of the hotel's earlier collaboration with the Malaysian Association for the Blind (MAB) during the Earth Hour charity drive in June 2011. We worked with MAB to assess possibility of installing the screen readers to enable persons with visual impairment to be employed in our Instant Service Department. We were greatly disappointed when advised that the interface was not possible since we do not have the required software.

Despite the initial setback, our first employee with disability was Encik Hasni Md Nor, who was successfully placed in September 2011 by SOCSO's RTW programme. Due to an accident, one of Encik Hasni's eyes is blind.

During the same month, we engaged three persons with learning disabilities from Cheshire Home Selangor. Puan Mazayu, who is a Job Coach from the Cheshire Home was introduced to us by JCNM. She works closely with us by analysing the workplace environment and approved the jobs assigned to these new employees.

By December 2011, we exceeded our persons with disabilities employment target by employing four persons with disabilities. To date, we have eight persons with disabilities working in our hotel. They include persons with visual impairment (1), learning disabilities (5), physical disabilities (1) and psychosocial disabilities (1).

## **Partnership with Job Coaches**

We engaged the services of Job Coaches to conduct Workplace Assessment and Job Duty Analysis before employing the persons with disabilities. We communicated our needs and expectations to the Job Coaches to enable their understanding of the work environment, job roles and expectations, remunerations and benefits. We also shared potential challenges in each position and the environment so that the Job Coaches can assess the suitability of the job for the persons with disabilities. This would enable both Job Coaches and employer to align both needs.

The Job Coaches visit the workplace on a weekly basis during the first month of employment and they fade off by the third month – in tandem with the successful confirmation of the persons with disabilities in their employment.

Working with Job Coaches expedites the job assimilation process of the persons with disabilities and the support given helps build the confidence level of these persons with disabilities. The Job Coaches also bridge the relationship between the persons with disabilities and the supervisor or manager to ensure further success of the placement.

## **Creating Natural Support is Essential**

We are glad that one of the roles of the Job Coaches is to train our supervisors and other employees to support the persons with disabilities. Before a person with disabilities attends our interview, we would ensure that the Department Head understands the disabilities and potential challenges of the person with disabilities by having a consultation with the Job Coach involved. Upon the employment of the person with disabilities, the Department Head will assign a supervisor to work closely with the Job Coach in supporting the person with disabilities at the initial stages of employment which may range from one to three months.





The Job Coach will ensure that the supervisor and co-workers of each person with disabilities have learned how to support the person with disabilities in the areas where he/she needs support before fading from our workplace. Now that our supervisors and other employees are trained to support our employees with disabilities we do not need to rely on the Job Coaches all the time. However, we are still in touch with them and whenever there is a need for their intervention, they would come in to assist us.

## **IHG's View on Employment of Persons with Disabilities**

We have been strongly encouraged by the performance and success of the current batch of employees with disabilities. They have proven themselves as viable and valuable manpower resources for the hotel and have assimilated very well with the work environment.

We have not only set a higher target for Department Heads to recruit up to ten persons with disabilities in 2012 but also encouraged them to consider employing persons with more severe disabilities, including those with psychosocial disabilities and those with multiple disabilities.

The hotel also strives to create a better accessible environment for persons with physical disabilities by building two toilet-shower cubicles in our male and female toilets for employees. We hope this will encourage a better level of support from all our people.

Employment of persons with disabilities should be a long-term commitment by all parties and championed by the top leadership. Through our experience, we have found that the Job Coach's role in providing psychological support and helping us to create Natural Support is most crucial in ensuring the placement success. Their ability to build a good link between the persons with disabilities, their families and the employers can ease the challenges faced by all parties, making the employment of persons with disabilities more manageable and successful.

# Postscript

I would like to congratulate the Job Coach Network Malaysia for producing this book, *Job Coach Handbook: A Practical Guide on Job Coaching*. The content in this book provides useful guides and resources on the roles and the skills of a Job Coach.

The Job Coach plays a vital role in supporting persons with disabilities, especially those with severe disabilities, to be gainfully employed in open employment. I am impressed with the development of Job Coach Network Malaysia in expanding the Job Coach Services by training more people to be Job Coaches. The commitment of the Department of Social Welfare Malaysia and Japan International Cooperation Agency (JICA) to establish and support the Job Coach Programme in Malaysia is indeed a very important step to enable more persons with disabilities, including those with severe disabilities, to engage in sustainable employment.

The response from the private sector in Malaysia to provide employment opportunities for persons with disabilities is commendable. In recent years, there seems to be more companies coming forward to consider employing persons with severe disabilities. It is important then to train more Job Coaches to meet the need to support them to have a meaningful job and to contribute to the workforce. Collaboration with the private sector in the Job Coach Programme is the way forward to achieve more success in employment for many persons with disabilities.

On behalf of the Job Coach Network Japan, I would like to wish Job Coach Network Malaysia success in their mission to increase and to strengthen the employment of persons with disabilities in Malaysia.

March 2012  
Hiroshi Ogawa  
Professor, Otsuma Women's University, Japan  
Director of Job Coach Network, Japan



# Appendices

## Appendix 1

### Job Coach Service Programme

#### 1. Introduction

Supported Employment is an approach to promote long-term employment of persons with disabilities (PWDs) by providing the support services of a Job Coach from the early stages of employment. The role of a Job Coach is to be the bridge between the person with disabilities and the company by giving support to both parties.

#### 2. Role of the Job Coach in Supported Employment

The role of the Job Coach in Supported Employment is as follows:

**Assessment of Person with Disabilities:** Assessing and understanding the situation of the person with disabilities.

**Workplace Assessment:** Assessing the workplace and its environment

**Job Matching:** Modify the working conditions and rearranging the tasks that suit the person with disabilities, in discussions with the management

**Intensive Support:** Provide support for the person with disabilities and employer at the workplace

**Natural Support:** Create support among the colleagues of the person with disabilities and gradually reducing the role of the Job Coach

**Follow-up:** Intermittent support to keep the person with disabilities at work

#### 3. Job Coach Programme

As part of the Supported Employment programme, the Department of Social Welfare has introduced the Job Coach Programme.

- i. Employers who employ persons with disabilities can apply for Job Coach Allowance through the Job Coach Network Malaysia.

- ii. This programme provides allowances up to RM900 for each person with disabilities. The Job Coach will receive an allowance of RM15 an hour up to 60 hours.
- iii. This allowance is open to members of Job Coach Network Malaysia.
- iv. Employers need to cooperate with the Job Coach in the Supported Employment approach to ensure effective support for persons with disabilities.
- v. The Job Coach will train co-workers in the company who support employed persons with disabilities through a systematic approach according to individual needs.
- vi. As employed persons with disabilities are being trained, Natural Support will develop. The Job Coach must be ready to withdraw, but will keep in contact and support employed persons with disabilities when needed.

#### **4. Job Coach Allowance Application Procedure**

The Job Coach can claim an allowance from Job Coach Network Malaysia by getting approval and confirmation from employers who provide jobs for persons with disabilities.

Application Procedures:

- i. Employer must agree and endorse the Job Coach's Allowance Application. (Please refer to *Borang Pemohonan Elaun Perkhidmatan Job Coach* in pages 187-193)
- ii. The Job Coach needs to fill in the Claims Statement Form for each visit to the workplace of the person with disabilities. The employer or company supervisor must confirm the Job Coach's total number of hours of services provided. (Please refer *Kenyataan Tuntutan to Job Coach* in pages 190-192)
- iii. The Job Coach then sends the Job Coach Allowance application form, Report (Please refer to *Laporan Job Coach* in page 193) and Claims Statement to Job Coach Network Malaysia for payment.
- iv. Job Coach Network Malaysia will make payment to the Job Coach's organisation as stated.

*Note: The above mentioned forms can be downloaded from [www.jobcoachmalaysia.com](http://www.jobcoachmalaysia.com)*

For further information, please contact:

**Job Coach Network Malaysia**

Social Welfare Department,  
Ministry of Women, Family and Community Development,  
Floor 6, No. 55, Persiaran Perdana, Presint 4, 62100 Putrajaya, Malaysia  
Tel: +603-83231000 Fax: +603-83232063  
E-mail: [jcnetmalaysia@gmail.com](mailto:jcnetmalaysia@gmail.com) Web site: [www.jobcoachmalaysia.com](http://www.jobcoachmalaysia.com)

## Appendix 2

### Elaun Perkhidmatan Job Coach

#### Borang Permohonan

Syarikat yang bersetuju dengan Program Perkhidmatan Job Coach boleh menghantar borang permohonan ini kepada Job Coach Network Malaysia

#### 1. PROFIL SYARIKAT

Nama Syarikat: \_\_\_\_\_

Nama Pegawai: \_\_\_\_\_

Jawatan: \_\_\_\_\_

Alamat Syarikat: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Poskod: \_\_\_\_\_

Telefon: (P) \_\_\_\_\_ (HP) \_\_\_\_\_

E-mel: \_\_\_\_\_

Nama Penyelia  
untuk pekerja OKU: \_\_\_\_\_

Tandatangan: \_\_\_\_\_

Nama: \_\_\_\_\_ Tarikh: \_\_\_\_\_  
(Pengurus Sumber Manusia)

## 2. PROFIL PEKERJA OKU

Nama: \_\_\_\_\_

Alamat: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Poskod: \_\_\_\_\_

Telefon: (R) \_\_\_\_\_ (HP) \_\_\_\_\_

E-mel: \_\_\_\_\_

Jenis Ketidakupayaan: \_\_\_\_\_

No. Kad OKU: \_\_\_\_\_ *(sila Lampirkan salinan kad OKU)*

Jawatan: \_\_\_\_\_

Tandatangan: \_\_\_\_\_ Tarikh: \_\_\_\_\_





## KENYATAAN TUNTUTAN JOB COACH

Nama Job Coach: \_\_\_\_\_ No. KP: \_\_\_\_\_

No. Telefon (P): \_\_\_\_\_ (HP): \_\_\_\_\_

E-mel: \_\_\_\_\_

Nama Pertubuhan: \_\_\_\_\_

Alamat Pertubuhan: \_\_\_\_\_

\_\_\_\_\_  
Poskod: \_\_\_\_\_

Nama Bank Pertubuhan: \_\_\_\_\_

(Sila sertakan salinan Penyata Bank)

No. Akaun: \_\_\_\_\_

Alamat Bank: \_\_\_\_\_

\_\_\_\_\_  
Poskod: \_\_\_\_\_

Jumlah Tuntutan: \_\_\_\_\_

Nama Pekerja OKU: \_\_\_\_\_

Nama Syarikat: \_\_\_\_\_

### PENGAKUAN

Saya mengaku bahawa;

- Sokongan yang diberikan pada tarikh seperti di dalam lampiran adalah benar dan telah dibuat atas urusan rasmi. Tuntutan ini disertakan senarai laporan bagi setiap lawatan ke tempat kerja OKU
- Tuntutan ini dibuat mengikut kadar dan syarat seperti yang dinyatakan di bawah prosedur Program Subsidi Perkhidmatan Job Coach.
- Butir-butir seperti yang dinyatakan di atas adalah benar dan saya bertanggungjawab terhadapnya.

Nama:

Tarikh:

Tandatangan:

### PENGESAHAN

Adalah disahkan bahawa sokongan pekerjaan tersebut adalah atas urusan rasmi.  
Nama Pegawai Job Coach Network Malaysia:

Tarikh:

Tandatangan:

Kenyataan Tuntutan Job Coach				
Tarikh	Waktu Sokongan		Tujuan/Sokongan yang diberikan	Tandatangan Wakil Syarikat
	Mula -Tamat	Jumlah Jam		

[illegible]

**Jumlah Tuntutan: RM  
(RM15.00/jam, Maksimum: 60 jam)**

## **LAPORAN JOB COACH**

### 1. Penilaian OKU

Kelayakan tertinggi:

Pengalaman pekerjaan:

Kemahiran:

Masalah yang dihadapi:

Lain-lain:

### 2. Penilaian OKU di tempat kerja

### 3. Senaraikan kaedah yang digunakan semasa Sokongan Intensif untuk OKU

4. Penilaian Natural Support : Berikan nama rakan sekerja yang bertanggungjawab dan nyatakan kemahiran rakan sekerja berkenaan dalam membantu OKU

### 5. Jelaskan secara ringkas tentang pencapaian OKU

### 6. Hal-hal lain

## Appendix 3



**PEMBANGUNAN SUMBER MANUSIA BERHAD** (545143 D)  
**KEMENTERIAN SUMBER MANUSIA**  
**Wisma PSMB**  
 Jalan Beringin, Damansara Heights  
 50490 Kuala Lumpur

Tel : 03-2096 4800  
 Faks : 03-2096 4999  
 Laman web :  
[www.hrdf.com.my](http://www.hrdf.com.my)

Our ref: (43)PSMB/20/8 Kulit 5  
 Date : 3 March 2010

### **EMPLOYERS CIRCULAR NO. 3/2010**

#### **FINANCIAL ASSISTANCE FOR TRAINING FOR PERSONS WITH DISABILITIES OR JOB COACH**

#### **1.0 PURPOSE**

- 1.1 The purpose of this circular is to inform employers that job coach programmes for persons with disabilities (PWDs) are eligible for financial assistance from the Human Resource Development Fund (HRDF) under the SBL Scheme.

#### **2.0 BACKGROUND**

- 2.1 PWDs have been defined as those having long-term physical limitation, mental, intellectual or senses that hinder them to participate fully and effectively in the community. The Department of Social Welfare Malaysia (DSW) has classified the PWDs into seven categories:-
- a) sight disability;
  - b) hearing disability;
  - c) physical disability;
  - d) speech disability;
  - e) slow learners;
  - f) mental disability; and
  - g) multiple disabilities.
- 2.2 Due to its limitations, PWDs could not effectively be trained through the traditional training programmes in terms of concentration and methods of learning. Thus, the DSW has adopted the Job Coach method to be implemented for special training for the PWDs.

- 2.3 Job Coach is a training programme conducted by expert trainers in preparing PWDs before employment (Assessment and Job Matching) and also provides assistance during employment through On the Job Training. Job coach is introduced to equip PWDs to work in a society or open employment and enjoy the suitability of jobs as well. Therefore, job coach will equip PWDs mentally and gain practical skills that make them able to work in the society.

### **3.0 PROGRAMME STRUCTURE OF JOB COACH**

- 3.1 Job coach training module for PWDs is different for each category of PWDs. Each category of disabilities has its own training needs. Duration of the training is also different and based on the ability of job understanding and self-adaptation in social environment as well as the physical working condition of the PWDs.
- 3.2 In the job coach module, PWDs will have to undergo two (2) weeks of training prior to employment for the assessment to ensure the right matching between the working environment and the PWDs. After the PWDs gain employment, the trainer will provide intensive support to the PWDs in the workplace through practical training. The job coach session can be conducted for just a few hours per day for a few days and the training programme can be for two (2) to three (3) months per session. The intensive support will be gradually taken out after a few training sessions were conducted.

### **4.0 PROCEDURE FOR APPLICATION AND CLAIM**

- 4.1 Employers who required financial assistance for job coach are required to submit applications under the SBL Scheme using form PSMB/PGL/1/09 prior to commencement of training together with the following supporting documents:
- a. a copy of trainee verification PWD card;
  - b. contents of the job coach training module;
  - c. quotation of job coach training programme; and
  - d. trainer(s) profile.
- 4.2 The course fee that can be claimed from the HRDF will be based on the rate of RM50 for each hour for the first 2 hours and RM30 for each subsequent hour but will not exceed RM300 per day. This rate has been fixed by DSW. Other allowable costs that are claimable will be subjected to the current guidelines and regulations. Employers must use form PSMB/T/1/09 to submit their claims.
- 4.3 Under this scheme, financial assistance will only be given to employers employing PWDs who have contract of service with the employers. Training conducted prior to employment of the PWDs will not be eligible for any financial assistance.



## 5.0 EFFECTIVE DATE

5.1 This circular is effective from the date of this circular letter.

Thank you.

**"PEKERJA TERLATIH MENJANA KECEMERLANGAN"**  
**"KERANA MU MALAYSIA MAJU"**

Yours sincerely,  
Manager  
Training Grant Division  
for Chief Executive  
Pembangunan Sumber Manusia Berhad



This is a comprehensive handbook on an effective approach to support persons with disabilities and the companies that employ them to achieve sustainable employment.

Initiated in 1970s in the United States, Supported Employment promotes integrated and paid employment for persons with disabilities who were confined to separated or sheltered employment. Supported Employment has proven that many persons with disabilities have the potential to work in open and competitive employment.

Job Coaches are the key personnel of Supported Employment. They provide individualised support for persons with disabilities from the pre-employment preparation stage right up to the follow-up stage during employment. The support provided varies from one person with disabilities to another, depending on the intensity of support needed. Persons with mild disabilities may need very minimal support while a person with severe disabilities may need intensive support for a much longer period.

With the information and examples given in this book, it is hoped that society can be convinced that persons with disabilities are able to work in open employment with proper support and reasonable accommodation.



ISBN 978-967-415-877-4  
ISBN 967-415-877-4



9 789674 158774