# **Vocational Rehabilitation Job Coaching: Maintaining Competitive Integrated Employment**

A Guide for Supporting Individuals with Intellectual and Developmental Disabilities (IDD)

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# Introduction

Vocational Rehabilitation Job Coaching plays a pivotal role in maintaining **competitive integrated employment** for individuals with **intellectual and developmental disabilities (IDD)**. This guide, **AMSI VRJ1 – Vocational Rehabilitation Job Coaching: Maintaining Competitive Integrated Employment**, defines the profession, responsibilities, and standards of job coaches working within the Supported Employment (SEMP) system.

As recognized under the **Standard Occupational Classification (SOC) code 21-1015** – **Rehabilitation Counselors**, job coaching is a formally classified profession in the United States. This guide builds upon that classification by offering a detailed, field-informed standard tailored to the specific needs of individuals with IDD. It outlines how job coaching services—grounded in the **ADA**, the **Rehabilitation Act**, and other federal, state, and voluntary frameworks—can be delivered ethically, equitably, and effectively across a range of employment settings.

This guide is intended for use by:

- Vocational rehabilitation (VR) job coaches
- Supported Employment providers
- Care managers, supervisors, and trainers
- · Employers committed to inclusive hiring
- Policy makers and standards developers

# It provides:

- A detailed description of the VR job coaching profession, including its alignment with the SOC system
- An overview of the regulatory and quality framework guiding Supported Employment services
- Practical tools for harmonizing stakeholder interests and monitoring work quality
- Clear expectations for documentation, employer engagement, and personcentered outcomes
- Descriptive references to companion AMSI standards such as WSQ1, WSQ3, PSQ1, and RSS1

Job coaching is both a technical profession and a relationship-based practice. At its core, it requires the ability to **balance measurable service quality with meaningful satisfaction**—ensuring that individuals with IDD are not only employed, but empowered, supported, and respected in their chosen roles.

By clarifying expectations and providing a common structure for quality and compliance, AMSI VRJ1 aims to strengthen employment outcomes and advance **inclusive**, **personcentered practices** across the service industry.

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# **Terms and Definitions**

To ensure shared understanding, consistent documentation, and quality alignment across Supported Employment services, this section provides definitions of terms used throughout the AMSI VRJ1 Guide. These definitions support the work of vocational rehabilitation (VR) job coaches, service providers, employers, and others involved in supporting individuals with intellectual and developmental disabilities (IDD) in achieving and maintaining competitive integrated employment.

The terminology is informed by two core AMSI references:

- AMSI GDS1 Glossary of Developmental Disabilities and Supported Employment Terms
  - Provides definitions of terms and concepts derived from legal frameworks, professional standards, and widely accepted practices in the fields of developmental disabilities and supported employment.
- AMSI GQS1 Glossary of Terms for Quality, Satisfaction, and Stakeholder Harmonization in Supported Employment
  Focuses on terms related to work quality, satisfaction, documentation, measurable and non-measurable indicators, and how services align with the needs of all stakeholders.

Together, these glossaries support the consistent application of terms in alignment with AMSI standards, including WSQ1, WSQ3, PSQ1, and RSS1.

Refer to the full glossaries for detailed explanations and implementation notes. Available at: **amsi-inc.org**  $\rightarrow$  **Standards & Resources**  $\rightarrow$  **GDS1 & GQS1** 

These glossaries are maintained as **living documents** and are periodically updated to reflect developments in practice, policy, and regulation.

# 1. A Regulatory Framework

A comprehensive understanding of the regulatory environment is essential for vocational rehabilitation (VR) job coaches supporting individuals with intellectual and developmental disabilities (IDD) in maintaining competitive integrated employment. Federal, state, and local laws—alongside accreditation standards and employer policies—shape how job coaching services are defined, delivered, funded, and evaluated.

Job coaches must be knowledgeable about the legal and policy context in which they operate. This knowledge enables them not only to comply with service mandates but also to **advocate for the rights of individuals with IDD**, ensure service transparency, and promote access to inclusive, person-centered employment opportunities.

These regulations and standards form the foundation of ethical, accountable service delivery. They establish expectations for dignity, safety, autonomy, and non-discrimination, and guide the development of training, supervision, documentation, and evaluation systems in Supported Employment.

To avoid duplication and promote consistency across documents, this chapter refers to the companion AMSI standard:

# AMSI RSS1 – Regulations and Standards for Supported Employment and Intake Processes

This companion standard provides a concise summary of each legal, regulatory, and voluntary framework relevant to the work of a VR job coach. It is structured as a reference guide and organized into four primary categories:

- United States Federal Regulations
   Including the Americans with Disabilities Act (ADA), Rehabilitation Act of 1973,
   Workforce Innovation and Opportunity Act (WIOA), and others that define equal employment access, reasonable accommodations, and funding eligibility.
- New York State and City Laws and Governmental Regulations
   Governing the operation of SEMP services, ACCESS-VR, OPWDD, Medicaid
   documentation, and other public employment supports. These frameworks
   outline service coordination, billing and funding processes, quality assurance
   requirements, and eligibility verification protocols that directly affect VR job
   coaching.
- Voluntary Standards and Accreditation Requirements
   Developed by organizations such as CQL (Council on Quality and Leadership),
   NADSP, APSE, CARF, and CRCC. These standards reinforce person-centered values, competency-based training, and systems-level quality assurance.
- Employer-Level Policies and Operational Expectations
  Including onboarding practices, quality benchmarks, and inclusion policies that impact how job coaching is implemented at the worksite.

Each entry in AMSI RSS1 offers a brief but actionable explanation of how that regulation or standard applies to job coaching duties, service quality, and individual outcomes. Job coaches are expected to reference this standard regularly to maintain alignment with evolving legal and professional expectations.

Referenced Standard: AMSI RSS1 - Regulations and Standards for Supported

Employment and Intake Processes

Available at: amsi-inc.org → Standards & Resources

# 2. The VR Job Coaching Profession: SOC Classification and Service Structure

Vocational Rehabilitation (VR) Job Coaching is a professional service designed to help individuals with intellectual and developmental disabilities (IDD) succeed in competitive, integrated employment. To understand and improve such employment services, we must begin with how these services are formally defined. In the United States, the classification of services is guided by a national system that ensures consistency, recognition, and funding alignment across professions and support roles.

It plays a key role in the broader system of supported employment services by providing personalized, on-the-job assistance and long-term coaching based on each person's goals, strengths, and needs. **The VR job coaching profession (service)** is grounded in federal disability rights legislation, including the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, and can be considered a form of reasonable accommodation under the ADA when it supports an individual's ability to access, perform, and retain employment.

Under the Standard Occupational Classification (SOC) of professions (occupations) officially recognized by the US government, this service is classified under 21-1015 – Rehabilitation Counselors. The SOC is managed by the U.S. Office of Management and Budget (OMB) with the input of 12 government bodies. The SOC is the official catalog of 867 occupations (services), with the definitions of SOC services (occupations) which are used by all governmental bodies in the territory of the USA.

The SOC defines occupations by the nature of services performed—not by local job titles or the characteristics of the people served. The definitions of SOC services (occupations) are intentionally broad and are inclusive of all populations to be served. This approach supports inclusion for all groups of people. That's why the SOC service definitions do not include detailed descriptions of any profession (occupation), including VR job coaching for various specific population groups—such as individuals with IDD. The SOC service definitions don't explain how to meet the unique needs of specific populations, including individuals with IDD receiving VR job coaching.

Although the SOC classification under 21-1015 - Rehabilitation Counselors includes VR job coaching as an example, it does not provide detailed guidance on how this service supports individuals with intellectual and developmental disabilities (IDD) in maintaining competitive integrated employment. This is not an oversight but an intentional feature of the SOC system, which provides broad service definitions that apply to all populations. It is the role of support standards to offer the necessary specificity. AMSI fulfills this role by defining in this guide the specific function, responsibilities, and professional standards of the Vocational Rehabilitation (VR) Job Coaching occupation as it applies to people with IDD-including best practices, performance expectations, and quality assurance strategies. This guide describes how the SOC-recognized service is delivered in practice to promote long-term job retention, independence, and inclusion in the workforce. By doing so, the guide ensures that the profession of VR Job Coaching is clearly understood, appropriately implemented, and aligned with the goals of competitive integrated employment—without separating individuals with IDD from the broader national occupational framework.

In practice, however, the work of VR job coaches is often labeled under broader umbrella job titles such as "Direct Support Professional (DSP)" or "Supported Employment Specialist." These umbrella titles may include staff performing a variety of duties that align with different SOC occupations. This blending of different occupations under shared job titles is common in practice. Guidance on how to distinguish between occupations and job titles, and properly classify the work performed is provided in the SOC and further explained in AMSI SPG1 – What Is the SOC: A Guide for Intake and DSP Service Planning.

By clearly identifying VR job coaching as a distinct, SOC-recognized occupation, AMSI VRJ1 supports accurate role definition, equitable funding, and higher standards of service delivery. This guide helps clarify the expectations and core functions of job coaches and promotes alignment with national occupational standards and personcentered guality frameworks.

This chapter explores the structure of the VR job coaching profession. It outlines essential responsibilities, differentiates the role from other types of support positions, and connects job coaching practices to occupational standards and service quality frameworks developed by AMSI.

# 3. Maintaining Competitive Integrated Employment

Maintaining competitive integrated employment is not a one-time achievement, but a dynamic, ongoing process that depends on the **harmonization of interests** among all stakeholders supporting an individual with intellectual and developmental disabilities

(IDD). These stakeholders include the individual with IDD, employers, vocational rehabilitation (VR) job coaches, family members, service providers, regulatory agencies, and quality assurance entities (such as agencies or departments responsible for monitoring service standards and outcomes).

The VR job coach plays a central role in aligning these interests by guiding a structured process of planning, implementation, and monitoring. This process is designed to ensure that employment remains sustainable, person-centered, and consistent with both the individual's goals and the operational realities of the workplace.

By facilitating this harmonization, VR job coaches contribute to employment experiences that are not only inclusive and compliant with legal frameworks, but also meaningful and productive for the individual with IDD and the employer alike.

# 3.1. Harmonizing Stakeholders' Interests

Harmonization refers to the ongoing alignment of expectations, responsibilities, and outcomes among all stakeholders involved in supporting competitive integrated employment for individuals with intellectual and developmental disabilities (IDD). Effective harmonization focuses on three primary outcomes:

- The delivery of high-quality work by the individual with IDD to their employer and/or consumers
- The provision of high-quality, person-centered services by SEMP providers, including job coaches
- The assurance that job coaches are adequately supported and resourced by their service organizations

This process involves all relevant stakeholders—individuals with IDD, VR job coaches, employers, family members, service providers, regulatory agencies, and quality assurance entities (such as agencies or departments responsible for monitoring service standards and outcomes).

Harmonization unfolds across three interdependent stages:

- Planning & Updating Defining roles, setting shared objectives, and agreeing on service and work quality indicators
- **Implementation** Providing coaching, supports, and training tailored to the needs of both the employee and the employer
- Monitoring Tracking progress, assessing satisfaction, reviewing quality metrics, and adjusting services when necessary

These stages form a continuous quality improvement cycle that supports both accountability and responsiveness to the evolving needs of the individual with IDD and the employer.

# 3.1.1. Objectives of Harmonization

The objectives of stakeholder harmonization are to:

- Ensure stakeholder satisfaction through continuous, structured communication and feedback mechanisms
- Promote accountability by identifying nonconformities in services, performance, or expectations
- Uphold transparency through the use of documented evaluation tools and decision-making processes
- Foster collaboration across internal and external teams, including service providers, employers, family supports, and regulatory bodies
- Incorporate both latent (qualitative) and non-latent (quantitative) indicators to measure performance, progress, and outcomes over time

By aligning the interests of all parties through deliberate planning, coordinated service delivery, and ongoing review, VR job coaches contribute significantly to job retention, person-centered outcomes, and long-term satisfaction for individuals with IDD and their employers.

# 3.2. Stages of Stakeholders' Activities

# 3.2.1. Planning & Updating

In the planning stage, stakeholders collaboratively define expectations, responsibilities, and quality objectives that support sustainable competitive integrated employment for individuals with intellectual and developmental disabilities (IDD). Planning must incorporate both **non-latent indicators**—which can be directly observed or measured—and **latent indicators**—which cannot be observed directly but can be inferred through related observable variables.

Examples of **non-latent indicators** (objectives) include:

- Reduction of time late for work by 90% within the next month
- Reducing wait times for supplies delivery to the job site to under 10 days within the next month

 The presence of a documented policy that protects the rights of individuals with IDD

# Examples of **latent indicators** include:

- Developing self-advocacy skills
- Building social skills
- Promoting independence

Essential planning tools and documents used in Supported Employment services include:

- Individual Eligibility Evaluation Determines eligibility for vocational and employment-related supports
- Life Plan (LP) Identifies valued outcomes and life domains, prioritized by the individual with IDD
- Comprehensive Plan of Employment or Service Serves as the central coordination tool for employment services
- Staff Action Plan (SAP) Outlines job coaching strategies and supports aligned with LP outcomes
- **Protective Oversight Plan (POP)** Identifies supervision needs, medical conditions, and environmental risks
- Work Schedules Define daily and weekly job responsibilities, locations, and hours
- Work Quality Plans Set performance benchmarks, expected outcomes, and service quality objectives
- Orientation Checklists Verify that pre-employment steps (e.g., site orientation, safety procedures) are complete
- Stabilization/Extended Services Plans Describe transition supports for longterm independence
- **Job Security Verification** Confirms the individual's reliability, role clarity, and successful adaptation
- **Distribution Logs** Document when each plan is shared with team members and stakeholders
- Satisfaction Survey Templates Provide tools to assess both latent and nonlatent dimensions of service quality

These documents are developed and revised collaboratively by individuals with IDD, VR job coaches, care managers, SEMP providers, employers, and, when appropriate, family members. The planning process is person-centered and reflects the individual's voice and long-term employment goals.

Additional elements of the planning stage include:

Agreement on communication methods and frequency among stakeholders

- Clear identification of responsible parties for documentation, service delivery, monitoring, and updates
- Procedures for ongoing review and plan revisions based on feedback, observed performance, incidents, or changing needs

Planning is understood as a **dynamic process**, responsive to changes in work status, health, behavior, satisfaction, or environmental conditions. Documents may be updated at scheduled intervals or in response to significant developments.

See AMSI WSQ1 and AMSI WSQ3 for detailed requirements regarding planning documentation, quality plan structure, and the integration of measurable (non-latent) and experiential (latent) indicators.

# 3.2.2. Implementation

In the implementation stage, stakeholders put into action the supports and quality measures defined during the planning phase. The focus shifts to delivering services consistently and effectively to achieve the outcomes established in individual planning documents, while continuing to align with the interests of all parties.

The primary responsibilities of the VR job coach and the supporting team during implementation include:

- Supporting the performance of job duties by individuals with IDD using structured interventions
- Ensuring that service delivery follows the guidance and expectations outlined in documents such as the Staff Action Plan (SAP) and Work Quality Plans
- Adhering to applicable accreditation or employer-specific quality standards where relevant (e.g., CIMS 3000 for janitorial work)
- Applying reasonable accommodations and making worksite adaptations based on individualized needs
- Providing real-time coaching and re-teaching as needed to maintain performance, independence, and workplace safety
- Coordinating with employer-provided training to ensure consistency with organizational policies and workplace culture

Job coaches must align their own professional actions with the objectives and indicators (both latent and non-latent) described in the individual's planning documents. Their responsibilities include:

 Adjusting levels of prompting and coaching based on observed skill acquisition, retention, and independence

- Tracking work performance through structured observation, daily notes, service logs, or digital data entry
- Maintaining collaborative communication with coworkers, supervisors, and other support staff
- Identifying and addressing any environmental or interpersonal challenges that affect performance or well-being

Throughout the implementation phase, all parties—including the job coach, the individual with IDD, the employer, and other supports—must maintain shared attention to:

- Schedule adherence and consistency in attendance
- Work quality and productivity relative to job expectations
- Behavioral and emotional regulation, including coping strategies and peer interaction
- Health and safety protocols, such as proper lifting techniques, PPE usage, and site-specific rules
- Communication flow among stakeholders, ensuring that feedback and concerns are exchanged in a timely and respectful manner

In addition, implementation activities must proactively prepare for the **monitoring phase**. This includes ensuring that the tools, practices, and documentation methods needed to assess:

- Achievement of planned objectives
- Satisfaction of all stakeholders
- Compliance with individual plans and quality standards
- Data collection for continuous quality improvement

Implementation must also be aligned with **sector-specific guidance**, including employer-based frameworks and regulatory requirements relevant to the job (e.g., food safety protocols, customer service procedures in retail, OSHA guidelines in warehousing).

# 3.2.3. Monitoring

The monitoring stage is essential to ensuring that services remain effective, personcentered, and aligned with the individualized objectives defined during the planning phase. VR job coaches are responsible for the continuous evaluation of both employment outcomes and service quality—for the individual with intellectual and developmental disabilities (IDD) and the employer. Monitoring must address both **non-latent indicators**—measurable variables such as punctuality or adherence to procedures—and **latent indicators**—experiential variables such as satisfaction, autonomy, and self-advocacy. A comprehensive approach involves direct observation, documentation review, and structured stakeholder feedback.

## **Key Monitoring Responsibilities**

- Conducting real-time observation with the individual, employer, and supervisor to identify support needs as they arise
- Facilitating self-assessment with the individual to review work quality and progress toward goals
- Evaluating the **implementation fidelity** of planning documents (e.g., SAPs, Work Schedules, Work Quality Plans)
- Monitoring the use and effectiveness of behavioral and emotional support strategies, including coaching adjustments
- Ensuring adherence to site-specific health and safety protocols, updating practices as needed
- Tracking the flow of stakeholder communication, including responses to feedback, concerns, or complaints

# **Monitoring Tools and Methods**

- **Direct Observation** Daily review of task performance, workplace behaviors, and procedural compliance
- **Measurement Tools** Use of time logs, attendance records, and productivity checklists to assess non-latent indicators
- Documentation Review Verification of service delivery against plan objectives and required reporting formats
- **Surveys and Interviews** Collection of latent indicators (e.g., satisfaction, independence, inclusion) using standard templates
- **Self-Monitoring** Job coaches maintain a personal log, diary, or structured tool to reflect on their own coaching strategies
- Online Tools Use of digital platforms (e.g., Google Forms) to collect and organize structured monitoring data

### What Is Monitored

• **Job Performance** – Non-latent indicators such as task accuracy, productivity, punctuality, and safety compliance

- Social Behavior Quality of workplace interactions, teamwork, signs of stress or withdrawal
- Environmental Conditions Accessibility, workplace layout, presence of supports or hazards
- Satisfaction Levels Feelings of enjoyment, self-worth, and personal growth as reported by the individual
- **Service Integrity** Consistency between planned services and actual supports provided, as well as their relevance to the individual's goals

Monitoring is directly linked to compliance with **AMSI PSQ1** and the **CQL Basic Assurances**®, which emphasize dignity, rights, and responsiveness. VR job coaches contribute to quality assurance efforts by:

- Educating and engaging individuals and families in the monitoring process
- Documenting and contributing insights to the provider organization's internal quality improvement systems
- Supporting the implementation of the organization's **Basic Assurances® Monitoring Plan**
- Advocating for corrective actions and service modifications when gaps, risks, or unmet needs are identified

# **Monitoring Janitorial or Porter Roles**

When supporting janitorial workers or porters, job coaches must follow the quality assurance system outlined in **AMSI WSQ2 – Work (Service) Quality for Janitorial Workers**. This standard includes quality factors, indicators, objectives, and monitoring procedures specific to cleaning service environments, such as:

- Cleaning effectiveness, consistency, and responsiveness
- Use of personal protective equipment (PPE), proper chemical handling, and compliance with waste disposal protocols
- Training outcomes, accommodations, and the individual's ability to retain and generalize learned tasks

For additional guidance on monitoring responsibilities, refer to AMSI WSQ1, AMSI WSQ2, and AMSI PSQ1.

# 3.2.4. Sequence of Stages

The implementation and monitoring stages may occur **sequentially or concurrently**, depending on the service setting, the complexity of job tasks, and the individual support needs of the person with intellectual and developmental disabilities (IDD). It is not always necessary—or practical—to complete one stage entirely before initiating the next.

To ensure that monitoring remains effective and person-centered, all stakeholders—including the individual with IDD, the VR job coach, employer representatives, and other support personnel—must coordinate their actions to:

- Avoid confusion resulting from duplicated or inconsistent evaluations
- Reduce disruption or fatigue for the individual with IDD during feedback or data collection
- Minimize redundancy between formal documentation requirements and real-time support tasks, ensuring the feasibility of implementation in daily practice

The information gathered through monitoring is not isolated—it is integrated directly back into both the planning and implementation phases. This reinforces a **continuous cycle of service improvement**, where plans and strategies evolve in response to real-time data, observed needs, or changes in the employment environment. Immediate plan revisions may be necessary in cases involving health, behavioral, safety, or employment risks.

Successful harmonization across these three stages depends on:

- Clear delineation of stakeholder roles and responsibilities within each stage
- A timely and transparent flow of information among all parties
- A shared understanding of service quality indicators, stakeholder responsibilities, and expected corrective actions

The three stages—Planning & Updating, Implementation, and Monitoring—should not be viewed as fixed checkpoints, but rather as fluid, interrelated activities that require ongoing attention, flexibility, and coordination to ensure person-centered, high-quality, and sustainable employment outcomes.

# 3.3. Work (Service) Quality

**Work (Service) Quality** is defined as the measurable degree to which job coaching services support the delivery of high-quality, person-centered, competitive integrated employment for individuals with intellectual and developmental disabilities (IDD).

High work (service) quality is a shared outcome—achieved through the combined contributions of both the individual with IDD and the VR job coach. Together, they ensure that both service delivery and on-the-job performance align with the expectations and objectives of all stakeholders, including employers, service providers, individuals, and families. This mutual responsibility directly reinforces

the harmonization of stakeholder interests as described in Section 3.1.

Work (service) quality is not abstract. It must be **defined**, **documented**, **monitored**, and **continuously improved** based on established standards and individual needs. The AMSI framework for evaluating job coaching quality integrates multiple quality systems to ensure consistency, relevance, and equity across different work settings. These systems include:

- AMSI WSQ1 Universal work (service) quality structure
- AMSI PSQ1 Person-centered service quality aligned with rights and dignity
- AMSI WSQ3 Job coaching-specific quality expectations
- AMSI WSQ2 Sector-specific work quality factors for janitorial services

See AMSI WSQ1 §5, WSQ3 §3, PSQ1 §4, and WSQ2 §3 for full quality factor structures, indicators, and probes.

# 3.3.1. Person Work Quality

**Person work quality** refers to the ability of an individual with intellectual and developmental disabilities (IDD) to deliver consistent, high-standard work or services to both consumers and employers across various industries. Quality is measured through structured planning, implementation, and monitoring of individualized employment goals and job performance.

### **Planning Stage**

# **Work Schedule and Quality Plan Development**

During planning, the individual's **work schedule** is developed to outline daily activities, job site logistics, and expected timelines. A corresponding **work quality plan** defines measurable performance expectations, using quality factors and indicators that align with both employer requirements and the individual's goals.

These quality definitions may reference:

- AMSI WSQ1 General work quality structure
- **AMSI WSQ2** Janitorial work quality framework

• AMSI WSQ3 – Job coaching quality expectations

#### Collaboration

The work schedule and quality plan are developed jointly by the individual with IDD, the VR job coach, and the employer. During this phase, **reasonable accommodations**—whether environmental, physical, or procedural—are identified and incorporated into the employment plan.

# **Quality Plan Requirements**

- Define performance quality indicators and assurance methods
- Specify compliance with legal and workplace standards
- Identify who is responsible for monitoring, documenting, and adjusting the plan

**Example:** A cleaning contractor may follow AMSI WSQ2 or CIMS 3000 standards, applying quality factors such as "cleaning effectiveness," "schedule adherence," and "safety compliance."

## Implementation Stage

During implementation, the individual performs job duties under structured coaching. The job coach ensures that tasks are completed in accordance with the quality plan, accommodations are in place, and real-time feedback and support are provided. Adjustments are made based on observed performance to maintain consistency and progress.

#### **Monitoring and Improvement**

Monitoring is conducted by the job coach, the employer, and, where applicable, the consumer. Individuals are also supported in self-assessment and reflection. Methods include:

- Verbal or written feedback
- Observational logs
- Checklists or custom evaluation tools tailored to the worksite

Monitoring results are used to update quality plans and implement corrective actions as needed.

# **Quality Assessment Factors**

#### Job Performance

Measured by **non-latent indicators** such as task accuracy, productivity, and timeliness

#### Social Skills

Evaluated through observation and surveys measuring peer and supervisor interactions

## Safety and Security

Assessed through compliance with site-specific safety rules, use of PPE, and situational awareness

## Satisfaction (Individual and Employer)

Measured through coaching conversations and satisfaction surveys, considering enjoyment, sense of accomplishment, and confidence

See: AMSI WSQ1 §5.2 and AMSI WSQ3 §3.1–3.2 for general and job coaching quality factors. For janitorial work, refer to WSQ2 §3.1–3.4 for work-specific examples.

## **Monitoring Methods**

- Direct Observation Real-time visual review of job performance and behavior
- Measurement Tools Time records, productivity checklists, and attendance logs
- **Document Review** Quality plans, daily notes, and safety records
- Surveys and Interviews Tools to capture latent indicators such as satisfaction and engagement
- Online Forms Digital tools (e.g., Google Forms) for routine and structured data collection

Monitoring frequency and scope depend on the job site, individual support needs, and applicable regulatory requirements. All monitoring activities must be clearly documented and aligned with the individual's quality plan.

# 3.3.2. Person Training and Coaching

**Person training and coaching** are core responsibilities of the vocational rehabilitation (VR) job coach. Grounded in person-centered principles, they directly influence the individual's job performance, workplace autonomy, and social integration in competitive integrated employment settings.

# **Training and Coaching Distinctions**

- **Training** involves the structured transfer of knowledge and skills related to specific job tasks, workplace routines, and expected behaviors.
- Coaching focuses on applying these skills in real-time, guiding behavior, reinforcing independence, and building workplace confidence.

Both processes must be tailored to the individual's learning style, support needs, capabilities, and the expectations of the employer and consumers.

# **Initial Support and Progression**

Many individuals with IDD require intensive support during the initial employment phase due to limited prior experience, anxiety in unfamiliar settings, or specific functional limitations. VR job coaches may be present daily, providing hands-on support that is gradually reduced as the individual stabilizes and demonstrates independence.

The long-term objective is to achieve **high-quality job performance with the least intrusive level of support necessary**, following the principles of supported employment.

# **Alignment with Employer Standards**

All training provided by the job coach must align with **employer-specific expectations and training plans**, including organizational quality standards. For example:

 In janitorial work settings, coaches must follow protocols consistent with CIMS 3000 or AMSI WSQ2 to ensure correct use of cleaning products, PPE, and adherence to service procedures and safety protocols.

# **Coach's Role in Coordinated Support**

The VR job coach ensures that:

- Job duties and expectations are clearly explained and practiced
- The individual is introduced to coworkers, schedules, and workplace environments

- Adaptations are made to address sensory, behavioral, or physical needs
- Communication barriers are identified and addressed through tools such as visuals, gestures, or assistive technology

In addition, job coaches help prevent conflicts, reduce workplace stress, and reinforce professional etiquette.

## **Training Areas**

In alignment with **OPWDD expectations**, job coaches must be prepared to provide support in the following areas:

- Attendance, punctuality, and appropriate workplace appearance
- Effective communication, social interaction, and accepting supervision
- Motivation, endurance, work pace, and accuracy
- Transition routines, schedule adherence, and proper use of break times
- Safe use of assistive tools and adaptation to environmental changes

These areas are selected based on the individual's evaluation results, Life Plan outcomes, and job descriptions.

# **Training Methods**

Training may occur **on-the-job** or **off-the-job**, with job-site instruction often conducted in collaboration with coworkers and supervisors.

Common methods include:

- Verbal modeling and demonstration
- Visual supports (e.g., charts, checklists, photos)
- Physical guidance (as permitted)
- Environmental adaptations to enhance clarity and reduce confusion
- Errorless learning A method that prevents mistakes during skill acquisition by providing strong prompts and immediate support. The coach ensures success from the beginning and gradually fades assistance as the individual becomes more independent. This method is especially helpful in reducing frustration and improving retention.
- Cue fading and positive reinforcement
- Behavior support plans when applicable

## **Recurring and Reinforced Learning**

Training is not a one-time event. Continuous and refresher training are critical to maintaining quality and consistency—especially during:

- Transitions (e.g., new supervisors, changing job duties)
- Performance regression or medical/behavioral changes
- Shifts in workplace expectations or routines

Training plans must be **documented**, updated as needed, and monitored using quality indicators, progress checklists, and coaching observations.

# **Learning Styles**

Effective training honors the individual's preferred learning style:

- Visual Charts, signage, photos, and visual task sequences
- Auditory Verbal instructions, repetition, and auditory cues
- Read/Write Written steps, reminders, and instructional signage
- Kinesthetic Hands-on practice, guided repetition, and modeling

Coaches are encouraged to use **blended modalities**, observe learning outcomes, and adjust strategies to support long-term retention and generalization.

See AMSI WSQ1 §5.1, AMSI WSQ3 §3.3, and AMSI PSQ1 §4.2 for principles of individualized and measurable training plans.

# 3.3.3. Training and Coaching for Employer and Consumer Staff

The VR job coach plays a critical role in delivering **tailored training and coaching to employer and consumer staff**. These efforts are essential to fostering an inclusive, respectful, and supportive work environment where individuals with intellectual and developmental disabilities (IDD) can succeed in competitive integrated employment.

Training must promote a **person-centered approach** and support staff in learning how to interact effectively, legally, and respectfully with individuals with IDD.

# **Core Training Topics for Staff**

#### Introduction to IDD

- Clarifying what intellectual and developmental disabilities are
- Addressing common myths, misunderstandings, and stigma
- Emphasizing the unique abilities, learning styles, and rights of individuals with IDD

# **Person-Centered Thinking and Inclusion**

- Reinforcing the importance of autonomy, choice, and community participation
- Encouraging respect for individual preferences and dignity
- Highlighting values reflected in the CQL Basic Assurances® and AMSI PSQ1

#### **Effective Communication**

- Using plain language and a respectful tone
- Incorporating visual, written, and gesture-based methods where appropriate
- Applying strategies for de-escalation, clarification, and active listening

## **Accommodations and Supports**

- Identifying reasonable accommodations (e.g., flexible schedules, task modifications, assistive tools)
- Recognizing when adjustments are needed to support performance or well-being
- Addressing fatigue, sensory sensitivities, or anxiety in the workplace

# **Cultural Competency and Rapport Building**

- Promoting empathy, trust, and mutual respect
- Preventing discriminatory language or behavior
- Collaborating with the job coach to understand behavioral cues and support strategies

# **Addressing Workplace Challenges**

- Managing communication misunderstandings
- Responding to resistance to routine changes
- Supporting individuals during behavioral or emotional escalations
- Using basic conflict resolution techniques and involving the job coach when necessary

# **Ongoing Collaboration and Support**

Employer and consumer staff training is not a one-time intervention. The job coach helps establish ongoing collaboration through:

- Creating a feedback loop between job coaches, supervisors, and coworkers
- Scheduling periodic check-ins and debriefs to review progress and adjust expectations
- Encouraging supervisors to embed accommodations and inclusive practices into daily operations as part of a long-term organizational strategy

## **Coaching Formats May Include**

- One-on-one instruction with coworkers or supervisors
- Group sessions using written and visual materials
- On-the-job modeling and real-time coaching during active work hours
- Email tips and printable job aids for continued reinforcement
- Role-play and scenario-based learning tailored to industry-specific challenges

## **Expected Outcomes**

Training and coaching for employer and consumer staff should lead to:

- Increased comfort and confidence in working alongside individuals with IDD
- Improved long-term retention of employees with disabilities
- Fewer misunderstandings or preventable workplace incidents
- Greater alignment between organizational practices and disability inclusion goals

Job coaches are expected to **document training content**, **attendance**, **and participant feedback**. These records support the employer's inclusion strategy, help meet compliance with state regulations and workplace policies, and align with the broader quality goals outlined in **AMSI WSQ3**.

# For related quality indicators and training objectives, see:

- AMSI WSQ3 §3.4 Training and Support for Employers
- AMSI PSQ1 §4 Person-Centered Quality Supports
- AMSI WSQ1 §7 Monitoring and Improvement

# 3.3.4. Coach Work Quality

**Coach work quality** refers to the quality of services provided by a vocational rehabilitation (VR) job coach to individuals with intellectual and developmental disabilities (IDD), as well as their professional contributions to the Supported Employment (SEMP) service provider. High-quality coaching is critical for maintaining standards in competitive integrated employment and for ensuring alignment with the expectations of all stakeholders.

Coach work quality is evaluated using structured criteria across the **planning**, **implementation**, and **monitoring** stages of service, in accordance with the **AMSI WSQ3** standard.

# 1. Planning Stage

During the planning phase, the job coach collaborates with individuals with IDD, employers, care managers, and SEMP service providers to:

- Define clear quality factors, indicators, and measurable objectives
- Establish a scope of work aligned with the individual's **Life Plan (LP)**, the employer's expectations, and the job description
- Create a weekly work schedule that includes proactive coaching activities and evaluation checkpoints

See AMSI WSQ3 §2.2 and §3.1 for guidance on structuring performance-based quality planning.

# 2. Implementation Stage

In this stage, the coach delivers the services and supports outlined in the quality plan, which includes:

- Providing consistent, real-time support at the worksite
- Implementing individualized, person-centered strategies based on the Staff Action Plan (SAP) and LP
- Aligning their own actions with employer training protocols and site-specific standards
- Applying the measurable strategies identified in AMSI WSQ3 §3.1–3.4, such as coaching frequency, onsite presence, and the documentation of individualized supports

## **Example indicators** may include:

- Frequency and type of coaching interventions
- Consumer satisfaction survey results
- Timeliness and accuracy of coaching documentation

# 3. Monitoring Stage

Job coaches are expected to conduct regular **self-assessments** and work collaboratively with their supervisors to evaluate performance and identify opportunities for improvement. Monitoring strategies include:

- Use of a **coach's diary** or digital logging tools for real-time reflection
- Review of service documentation, communication logs, and coaching outcomes
- Evaluation against WSQ3 quality objectives and specific probes related to effectiveness, inclusion, and transparency

Simultaneous monitoring by the coach and supervisor promotes service accountability and strengthens a culture of continuous improvement.

See AMSI WSQ3 §4.2 – Quality Assessment Process and §5.2 – Selecting the Right Scale for models of coach evaluation.

# Coach Work Quality Is Evaluated Across the Following Dimensions

#### Job Performance of Individuals with IDD

Evidence of progress toward employment goals, attendance, task accuracy, independence, and consistency

# Stakeholder Feedback

Satisfaction levels reported by employers, individuals with IDD, families, and support team members

# Compliance with Person-Centered Practices

Respect for autonomy, cultural preferences, and inclusive workplace participation

# Documentation and Record-Keeping

Accuracy, clarity, completeness, and timeliness of required documentation (e.g., progress notes, service logs, reports)

#### Collaboration and Communication

Effective coordination with the service team, timely information-sharing, and conflict resolution

# Continuous Improvement

Participation in ongoing training, use of stakeholder feedback, and refinement of coaching strategies over time

See AMSI WSQ3 §3.5, §4.1, and §6.2 for detailed implementation and quality standards related to coach performance.

# 3.3.5. Coach Training and Evaluation

Ensuring the ongoing effectiveness and quality of a vocational rehabilitation (VR) job coach requires a **structured approach to training**, **evaluation**, **and self-assessment**. The quality of job coaching directly impacts the success of individuals with intellectual and developmental disabilities (IDD) in maintaining competitive integrated employment and fulfilling stakeholder expectations.

The **AMSI WSQ3** standard defines the specific quality factors, indicators, and objectives that apply to coach training, performance evaluation, and continuous improvement. These must be embedded into organizational practices and supervision cycles.

# **Training of Coaches**

Training for job coaches must be **recurring**, **targeted**, **and performance-based**, supporting all stages of the job coaching process: planning, implementation, and monitoring.

# **Required Training Areas include:**

- Supported Employment (SEMP) service structure
- Health and safety procedures
- Job task instruction and adaptation
- Communication and behavioral support
- Documentation practices and reporting obligations
- Ethical practice and legal boundaries
- Tools used in person-centered planning (Life Plans, SAPs, Quality Plans)
- Specialized sector knowledge (e.g., janitorial quality per AMSI WSQ2)

# Training may be delivered through:

- On-the-job methods such as mentoring, job shadowing, and guided supervision
- Off-the-job formats including formal coursework, workshops, and simulations

- Hybrid approaches that use online platforms, digital modules, checklists, and refresher content
- See AMSI WSQ3 §4.1 and §6.1 for training evaluation and improvement protocols.

#### **Evaluation of Coach Performance**

Job coach performance is assessed using both **non-latent indicators**—those that can be directly measured or observed—and **latent indicators**—those that cannot be directly observed but can be inferred through their relationship with other observable variables.

# **Key Evaluation Areas include:**

# Job Outcomes for Individuals with IDD

- Achievement of employment goals
- Mastery and retention of job tasks
- Independent work quality
  - Non-latent indicators

#### Stakeholder Satisfaction

- Employer, coworker, and family feedback
- Effectiveness of communication and coordination
  - Latent indicators

### **Service Alignment**

- Compliance with the Staff Action Plan, Work Quality Plan, and safety protocols
- Adherence to person-centered practices and CQL Basic Assurances® (PSQ1)

### **Documentation and Reporting**

- Timeliness, accuracy, and relevance of all required records
  - Non-latent indicators

### **Collaboration and Team Integration**

- Responsiveness to interagency communication
- Participation in team meetings, case reviews, and quality audits

#### **Ethical Practice and Conduct**

- Adherence to internal policies and external codes of conduct
- Transparency in handling conflicts or service gaps

#### **Evaluation Methods include:**

- Supervisor observations
- Review of coaching records and service documentation
- Feedback collected from stakeholder surveys
- Structured coach self-assessments
- See AMSI WSQ3 §4.2–4.4 for structured evaluation tools for job coaches.

# **Self-Assessment and Continuous Improvement**

Coaches must engage in ongoing reflection and self-improvement activities to ensure service quality and alignment with evolving best practices.

### **Recommended Practices:**

- Maintaining a Coach's Diary or logging tool to document daily performance and coaching adaptations
- Identifying challenges and proactively seeking guidance or retraining
- · Participating in structured feedback loops to refine service delivery
- Applying new knowledge and training content in real-time practice

Supervisors are responsible for supporting this process by helping coaches identify learning goals, track progress, and address training gaps through corrective or developmental actions.

#### Conclusion

High-quality training and structured evaluation systems are essential to maintaining coach competence and ensuring that services remain ethical, person-centered, and effective. These systems must be embedded in all SEMP provider operations, as required under WSQ3 §6.2 – Organizational Responsibilities for Maintaining Quality Coaching Services.

# 3.3.6. A Coach's Role in Person-Centered Services Quality

The VR job coach plays a vital role in ensuring that competitive integrated employment is grounded in **person-centered principles** and aligned with established **quality of life protections**. This responsibility requires the consistent integration of **dignity**, **respect**, **autonomy**, **safety**, and **individualized supports** into every aspect of employment service delivery.

The coach's duties extend beyond task support—they include **active implementation**, **documentation**, **and monitoring** of a comprehensive person-centered quality system, as defined by the **Council on Quality and Leadership (CQL) Basic Assurances®** and structured in the **AMSI PSQ1 – Person-Centered Quality Standard**.

# Ten CQL Basic Assurances® Quality Factors

Job coaches are responsible for supporting the following ten quality factors in their daily work:

- 1. Rights Protection and Promotion
- 2. Dignity and Respect
- 3. Natural Support Networks
- 4. Protection from Abuse, Neglect, Mistreatment, and Exploitation
- 5. Best Possible Health
- 6. Safe Environments
- 7. Staff Resources and Supports
- 8. Positive Services and Supports
- 9. Continuity and Personal Security
- 10. Basic Assurances® System

These ten factors provide the foundation for person-centered services and serve as the core benchmarks for organizations accredited by CQL or committed to quality-based service delivery.

#### Use of AMSI PSQ1 and WSQ1

Rather than restating the full details of these quality factors here, job coaches are **required to use AMSI PSQ1** as a **working guide** to:

Monitor person-centered service quality

- Align their daily practices with the indicators and probes established under CQL accreditation
- Fulfill their role-specific expectations related to safeguarding individual rights, promoting inclusion, and ensuring responsive supports

Additionally, the **AMSI WSQ1 – Work (Service) Quality Standard** is **strongly recommended** as a complementary tool to support broader service quality monitoring, improvement planning, and alignment across roles and sectors.

### Refer to:

- AMSI PSQ1 Person-Centered Quality Standard for quality factor definitions, indicators, and probes (mandatory in CQL-accredited settings)
- AMSI WSQ1 Work (Service) Quality Standard for the AMSI structure of service quality monitoring (recommended in all service settings)

#### 3.4. Stakeholders' Satisfaction

Maintaining stakeholders' satisfaction is critical to aligning their interests with organizational and service goals (see §3.1). Satisfaction is more than the absence of complaints—it reflects the extent to which services meet or exceed the expectations, preferences, and unspoken needs of individuals with intellectual and developmental disabilities (IDD), families, employers, coworkers, and service professionals.

Job coaches must recognize that **satisfaction is a subjective and internal experience**. Its accurate measurement requires continuous attention to both **non-latent indicators** (such as retention rates or punctuality) and **latent indicators** (such as trust, confidence, and comfort), observed or inferred through ongoing communication and reflection.

Monitoring satisfaction helps identify service strengths, address dissatisfaction early, and guide quality improvements that reinforce person-centered and inclusive employment outcomes.

# 3.4.1. Measuring Stakeholder Satisfaction

Accurately measuring satisfaction involves both **structured feedback** and **indirect observation**. Because satisfaction is an internal, subjective experience, it is typically assessed through structured tools such as surveys and stakeholder interviews.

### Key tools include:

- Annual participant satisfaction surveys
- Employer evaluations
- Employee (coworker or supervisor) evaluations

These instruments help evaluate service effectiveness, communication quality, environmental comfort, and perceived inclusion.

### **CQL Personal Outcome Measures® (POM)**

Developed in the 1990s by the **Council on Quality and Leadership (CQL)**, the **Personal Outcome Measures**® (POM) tool is designed to assess quality of life outcomes and satisfaction for individuals with IDD.

#### It includes:

- 5 Quality of Life Factors
- 21 Indicators
- Structured interviews with individuals and their support teams

Job coaches may participate in the POM as interviewers or respondents, helping to assess the individual's independence, participation, well-being, and self-determination.

# **CQL Basic Assurances® Survey**

The **Basic Assurances**® **survey** further supports satisfaction evaluation by focusing on safety, rights, and service reliability. It includes:

- 10 Quality Factors
- 46 Indicators
- **Two sets of interviews**: one for the individual with IDD and another for those who know them best (e.g., job coaches, employers)

### Job coaches contribute by:

- Sharing observational and service data
- Supporting individuals in expressing their preferences
- Participating in structured interviews to help assess the quality and responsiveness of services

The insights from the **CQL POM and Basic Assurances**® surveys align, allowing for continuous and cohesive data collection to drive improvement.

#### **Additional Guidance and Standards**

- For structured satisfaction monitoring systems, job coaches may refer to **ANSI/ISO 10004:2018**, a standard on customer satisfaction measurement.
- AMSI WSQ2 includes satisfaction as an integrated quality factor, especially in janitorial services, where satisfaction is measured through complex, role-specific methods.

Job coaches should follow internal procedures for documenting satisfaction, linking results to individual plans, and ensuring that findings guide action steps for service enhancement.

## See also:

- AMSI WSQ1 Work (Service) Quality Standard
- AMSI WSQ2 Janitorial Quality Standard
- AMSI WSQ3 VR Job Coaching Standard
- AMSI PSQ1 Person-Centered Quality Standard

# 3.5. Achieving a Balance: Service Quality and Stakeholders' Satisfaction

Is it possible to deliver services of high objective quality and still face stakeholder dissatisfaction?

Yes—particularly in vocational rehabilitation for individuals with intellectual and developmental disabilities (IDD). Even when services meet all documented quality indicators and performance benchmarks, individuals with IDD may still express dissatisfaction. This illustrates a core challenge of job coaching: the need to **harmonize person-centered satisfaction with structured service quality.** 

# **Understanding the Tension Between Satisfaction and Other Quality Factors**

Satisfaction is one of several quality factors. It is often assessed through **latent indicators** such as emotional comfort, autonomy, and perceived respect. These may conflict at times with other quality factors assessed through **non-latent indicators**, such as punctuality, task completion, and compliance with safety protocols.

This challenge becomes most evident when the **person-centered approach**—which prioritizes the comfort, preferences, and autonomy of the individual—comes into tension with indicators such as routine adherence, support documentation, and regulated interventions. In these situations, job coaches must weigh adjustments carefully and ethically.

# **Balancing Quality and Satisfaction in Practice**

The AMSI WSQ1 and WSQ3 standards define quality through measurable factors, indicators, and objectives—structured into rating systems that reflect compliance, performance, and improvement. However, maximizing person-centered satisfaction may require adjusting certain indicators, provided that such changes do not compromise safety or regulatory obligations.

# **Example:**

If an individual with IDD refuses a scheduled task or medication due to emotional discomfort, and this does not pose an immediate safety risk, the coach may recommend modifying related objectives (e.g., punctuality or adherence) in support of the individual's dignity, emotional stability, and long-term work engagement.

### Two Approaches to Harmonization

# 1. Preference-Based Adjustment

If a person's choice does not compromise safety or others' well-being, the job coach may adjust support strategies, task sequences, or work routines to reflect personal preferences—even if performance scores in certain quality areas are temporarily reduced.

These adjustments must be documented and justified in light of person-centered goals and agreed team strategies.

#### 2. Gentle Enforcement When Safety Is at Risk

If a person's preference conflicts with essential safety, health, or legal standards, the coach must preserve dignity while ensuring compliance. This includes:

- Educating the individual on the purpose of the task
- Using modeling, positive reinforcement, and scaffolding

Avoiding coercion while maintaining regulatory alignment

# Regulatory Priorities and Reasonable Accommodation

Certain quality factors are **non-negotiable**, including:

- Health and safety
- Abuse and neglect prevention
- Regulatory and legal compliance

These are reinforced by:

- CQL Basic Assurances®
- State and federal health and safety laws
- The Americans with Disabilities Act (ADA)

Under **Title I of the ADA**, job coaching itself may be recognized as a **reasonable accommodation** when it enables an individual with a disability to perform essential job functions. Accommodations—such as task restructuring, flexible scheduling, or modified training—must still support core responsibilities and not violate safety standards.

#### Conclusion: Harmonization as a Skill and Standard

Job coaches must develop the ability to balance what is **objectively measurable** with what is **personally meaningful**. This skill requires:

- Ongoing communication with the individual, employer, and service team
- · Adjustments to quality indicators only when ethically and legally sound
- Clear documentation of all modifications made for satisfaction-focused outcomes
- Use of tools outlined in AMSI WSQ1, WSQ3, and PSQ1 to assess outcomes in a fair and consistent manner

Harmonization is not a compromise of quality—it is quality. It ensures that services meet measurable standards and meet people where they are, enabling success in ways that are both inclusive and sustainable.

# 4. Documentation

Documentation is a cornerstone of high-quality vocational rehabilitation (VR) job coaching. It is not only required for compliance with regulatory and funding bodies but also central to monitoring service quality, ensuring person-centered alignment, and fostering stakeholder trust.

Job coaches are responsible for accurately completing, maintaining, and submitting documentation in accordance with Supported Employment (SEMP) service provider protocols and broader regulatory expectations. These documents support decision-making, protect individuals' rights, and demonstrate accountability across all stages of employment services.

Reference: For a full descriptive list of documentation types commonly used in Supported Employment services under New York State SEMP practices, see Annex 1 – Sample Documentation Descriptions for Supported Employment. This annex outlines 28 documentation examples used throughout the employment support process. While templates and requirements vary across providers, these examples illustrate the scope and function of documents typically used by VR job coaches.

Note: Not all documentation templates listed in this guide are required for every job coach or in every service setting. Requirements vary by provider agency, individual service plan, and funding body (e.g., OPWDD, ACCES-VR). The included examples serve as reference points to support planning, alignment, and quality assurance.

# 5. Engaging Employers in Vocational Rehabilitation

Employer engagement is essential to the success of competitive integrated employment for individuals with intellectual and developmental disabilities (IDD). Employers become part of the individual's support network, and their practices, expectations, and workplace culture directly influence both job satisfaction and retention. A well-prepared job coach plays a critical role in building and sustaining these relationships.

# 5.1 Understanding Employer Engagement

Employers are more than hiring entities—they are long-term partners in delivering inclusive, high-quality employment experiences. Whether in private enterprise or public

institutions, employers influence how individuals with IDD access, navigate, and succeed in their work environments.

Job coaches must understand:

- Employer expectations and workflow structures
- Sector-specific quality standards
- Workplace culture and communication dynamics

#### Common sectors include:

- Cleaning Services Guided by standards such as CIMS 3000 and AMSI WSQ2
- Messenger/Delivery Services Requiring skills in logistics, route navigation, and time-sensitive coordination
- Retail Emphasizing customer interaction, visual organization, and schedule consistency

Familiarity with each sector's terminology, safety protocols, and expectations enables coaches to prepare individuals with IDD effectively—and to foster mutual trust and accountability with employers.

# 5.2 The Job Coach's Responsibilities in Employer Engagement

Job coaches serve as:

- **Liaisons** Bridging the individual's needs with employer expectations
- Workplace Trainers Educating coworkers on disability inclusion and onboarding processes
- Quality Support Staff Assuring implementation of accommodations and service consistency
- **Cultural Interpreters** Translating differences in values, expectations, and communication styles

These roles require skill in **instruction**, **advocacy**, **documentation**, **and relationship management**.

# 5.3 Building Inclusive Employer Partnerships

Successful partnerships are built on clarity, respect, and shared commitment. Coaches must:

# **Establish Respect and Credibility**

- Demonstrate knowledge of job roles, regulations, and inclusion principles
- Uphold professionalism and reliability during all interactions

# **Clarify Roles and Responsibilities**

- Define responsibilities for onboarding, training, evaluation, and workplace monitoring
- Clearly communicate how often and in what capacity the coach will be present

## **Promote Employer Voluntary Standards**

Encourage alignment with workplace standards such as:

- AHRC NYC Personnel Manual
- Trader Joe's Values Guide
- TJX Global Code of Conduct

Use these as conversation tools to promote disability inclusion, dignity, and shared accountability.

# **Support Employer Training**

- Provide training on person-centered practices, inclusive communication, and accommodations
- Supply onboarding guides or walkthroughs tailored to the employee's learning style and needs

# **Address Concerns Early**

- Proactively surface and resolve concerns related to performance, culture fit, or support needs
- Use structured feedback loops and mediation practices to maintain employer trust

# **5.4 Employer Communication and Documentation**

All engagement with employers should be documented in alignment with AMSI standards. This includes:

- Initial job analysis reports
- Accommodation plans and implementation records

- Employer satisfaction surveys or informal feedback
- Coaching progress logs specific to the employer's priorities or concerns

These records support transparency, quality improvement, and team-wide alignment.

See: AMSI WSQ1 §6 and WSQ3 §4.1 for documentation protocols.

# 5.5 Compensation, Benefits, and Job Matching

Understanding employment terms is critical to supporting individuals in long-term success. Coaches must be prepared to explain and guide individuals through:

- Paid Time Off (PTO) policies
- Monetary compensation structures, including wages and bonuses
- Non-monetary benefits, such as health insurance, retirement plans, and schedule flexibility

In addition, **job compatibility assessments** should be used to align the individual's stamina, interests, and values with each specific workplace. These assessments promote retention and satisfaction by ensuring the right match between the employer and employee from the start.

# Supporting Tools and References:

- AMSI WSQ3 Work Quality for Job Coaching
- AMSI WSQ1 Quality System Structure
- AMSI RSS1 Employer Standards Overview

# **Using This Guide in Practice**

The AMSI VRJ1 standard—Vocational Rehabilitation Job Coaching: Maintaining Competitive Integrated Employment—is not a policy manual, a service contract, or a clinical guideline. Rather, it is a professional and quality standard designed to define, support, and elevate the work of vocational rehabilitation (VR) job coaches who serve individuals with intellectual and developmental disabilities (IDD).

This guide is grounded in principles of:

- Inclusion and Person-Centered Practice
- Regulatory and Ethical Compliance
- Quality, Satisfaction, and Stakeholder Harmonization
- Transparent Documentation and Role Accountability

It complements, but does not replace, agency-specific policies, Medicaid documentation standards, OPWDD service manuals, or organizational procedures. All VR job coaches must continue to follow the legal and administrative requirements of their service provider, care coordination organization, and funding agency.

Note: The terminology, quality expectations, and documentation guidance in this standard are designed to align with:

- Federal standards such as the ADA and Rehabilitation Act
- State-level requirements including OPWDD, ACCESS-VR, and Medicaid
- Voluntary accreditation frameworks such as those issued by CQL, CARF, NADSP, and others
- The Standard Occupational Classification (SOC) system for defining services by function, not population

This document may be used as:

- A training and supervision resource
- A reference for internal audits and quality reviews
- A guide for writing staff action plans (SAPs) and evaluating coaching performance
- A framework for aligning job coaching with national and state-level expectations

AMSI encourages the use of this standard alongside companion documents, including:

- AMSI WSQ1 Work (Service) Quality Standard
- AMSI WSQ3 Job Coach Quality Framework
- AMSI PSQ1 Person-Centered Quality
- AMSI RSS1 Regulations and Standards for Supported Employment
- AMSI GDS1 & GQS1 Glossaries for consistent terminology and definitions

The contents of this guide reflect a shared commitment to the dignity, inclusion, and long-term success of people with IDD in the workforce. It is a living standard and may be updated periodically to reflect evolving best practices, policy changes, and community input.

# Annex 1. Sample Documentation Descriptions for Supported Employment

(New York State Example – Based on OPWDD and SEMP Practice)

This annex provides a descriptive list of documents used across the vocational rehabilitation process in supported employment services. These examples are based on practices in New York State and are intended to illustrate the scope and purpose of common documentation, not to prescribe specific templates. Forms and formats may vary by SEMP provider.

Acknowledgement of Receipt – Learning About Incidents Brochure Confirms
that the individual with IDD (or their representative) understands the steps
involved in incident reporting, investigation, and prevention under OPWDD
regulations and Jonathan's Law.

# 2. Individual Eligibility Evaluation

Assesses whether an individual qualifies for VR job coaching and related services based on functional abilities, employment readiness, and other eligibility criteria.

# 3. Staff Action Plan (SAP)

Details individualized strategies and supports that align with the Life Plan (LP) and define the coach's responsibilities.

### 4. Stabilization / Extended Services Plan

Describes the frequency, methods, and duration of ongoing job coaching supports after initial placement, including criteria for transition to extended services.

## 5. Job Security Verification Form

Confirms the individual's continued employment stability through observable metrics such as attendance, supervisor feedback, and work performance.

### 6. Orientation Checklist

Ensures the individual with IDD is introduced to the workplace, trained on safety procedures, and oriented to daily expectations prior to job start.

### 7. Review of Staff Action Plan (SAP)

Used to evaluate whether the existing plan remains effective or needs to be updated due to new needs, environments, or challenges.

#### 8. Distribution Letter

Documents when and how key documents (e.g., SAPs, Life Plans, evaluations) were shared securely with relevant team members.

### 9. Code of Conduct Acknowledgement

Certifies that the job coach understands and agrees to abide by the code of conduct for custodians of people with special needs, including privacy and reporting obligations.

# 10. Daily Work Logs and Progress Notes

Captures daily support activities, behavioral observations, and coaching interventions in a professional and person-centered format.

# 11. Satisfaction Survey (Participant)

Gauges the individual's subjective experience of the service received, including communication, respect, and goal fulfillment.

## 12. Satisfaction Survey (Employer)

Seeks feedback from the employer on job performance, coach coordination, and satisfaction with the support model.

# 13. Satisfaction Survey (Coworkers or Supervisors)

Measures how inclusive and productive the working relationship is from the perspective of team members.

# 14. Coach Observation Log

Allows the coach to document ongoing support needs, coaching techniques used and observed changes in performance.

## 15. Coach's Diary

Encourages reflective practice and internal performance tracking by the coach, highlighting adjustments and outcomes.

# 16. Work Quality Plan

Outlines standards of performance for the individual's job role, including measurable objectives and supports for meeting expectations.

#### 17. Environmental Risk Checklist

Used to assess physical and procedural risks at the job site, ensuring adaptations and oversight are in place.

# 18. Behavioral Support Plan Summary

Describes positive behavior support strategies aligned with the person's developmental and mental health needs.

# 19. Task Adaptation Record

Logs any modifications to standard job tasks made to accommodate individual strengths or support needs.

# 20. Training Progress Chart

Tracks instructional sessions, skill mastery, and areas where additional training is needed.

#### 21. Assistive Technology Needs Form

Identifies tools, devices, or software required to support task completion and communication.

# 22. Safety Compliance Checklist

Verifies adherence to PPE use, emergency procedures, and site-specific safety protocols.

### 23. Work Schedule Template

Records daily hours, job tasks, and required supports at each shift.

#### 24. Schedule of Services

Provides a forward-looking view of support delivery dates, coaching sessions, and team meetings.

## 25. Extended Services Tracking Form

Documents job coaching activities during the extended services phase, including employer engagement and performance maintenance.

# 26. Employer Feedback Form

Used to obtain qualitative input on the individual's contribution, growth, and workplace integration.

# 27. Annual Performance Review (Individual with IDD)

Supports goal-setting and service planning through a comprehensive review of progress and emerging needs.

# 28. Documentation Audit Tool

Ensures records are complete, up-to-date, and compliant with program and legal standards.