

Collaborating with Employers



Strategies and
Tips for
Supporting
Students on the
Job



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A slide titled "Agenda" featuring a top-down view of a desk with a spiral notebook, a blue pen, a pink alarm clock, and two sticky notes (one pink, one green). The notebook has a list of agenda items.

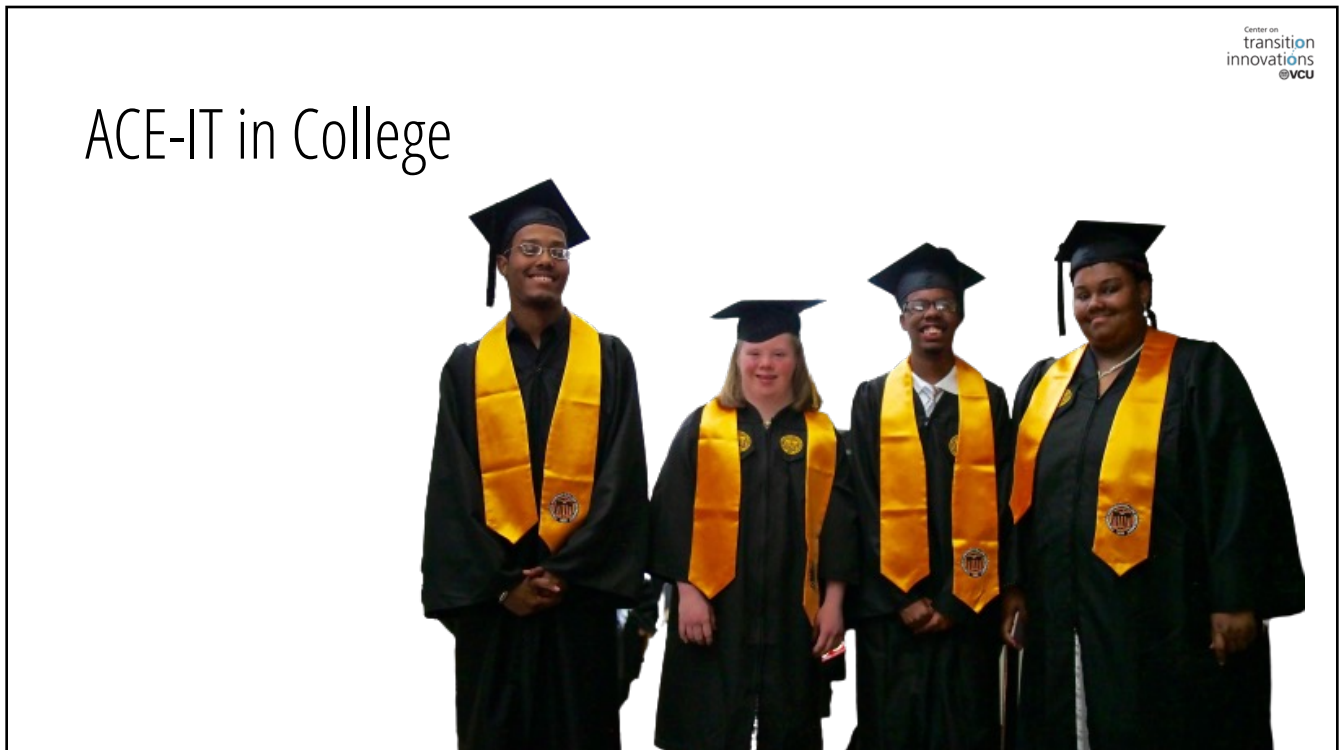
Agenda

- **VCU Background**
- **What is Your Role**
- **Tips to Support Employers**
- **Employer Perspective**
- **Maintaining Relationships**

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Key Terms

Job Coach. Someone that helps a person with a disability access employment and learn their job

Job Site Training. Employment supports provided once the job begins

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Why Employer-Focused Supports?

- Job coaching supports don't stop once a student obtains a position
- Employers are critical to student success
- Employers may be new to hiring a student with a disability
- Helping the employer helps the student



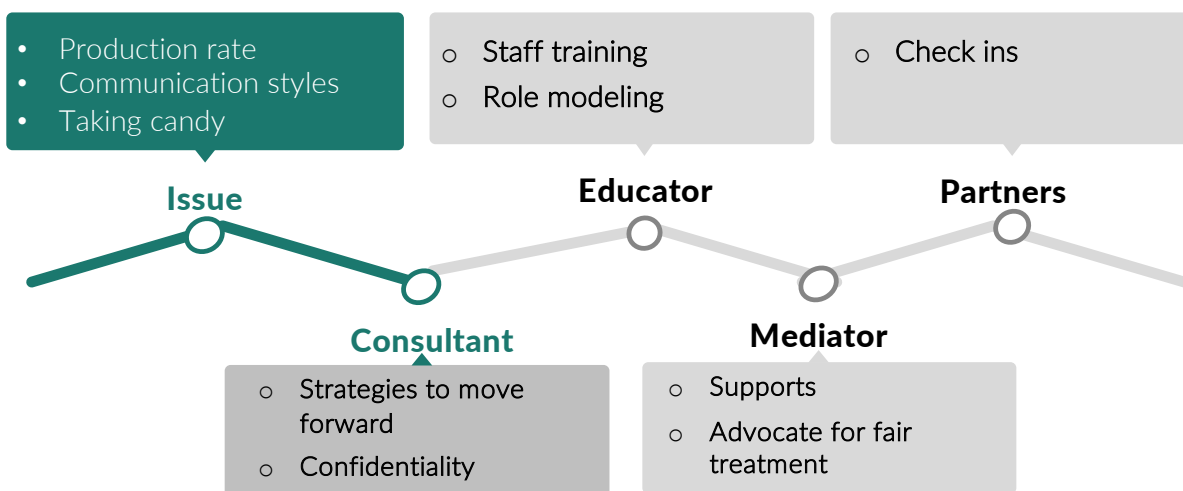
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Your Role



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Your Role in Action



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Critical Practices in Supporting Employers

- Establish clear roles and expectations
- Create open and honest communication
- Be trustworthy, reliable, and approachable
- Foster relationships with coworkers
- Assess, analyze, and be proactive
- Provide ways for employer to give feedback on the job coach

RELATIONSHIP BUILDING

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Establish Roles & Expectations

Employer

- Include student in all training and processes
- Provide reasonable accommodations
- Provide supervision
- Provide job coach accurate feedback

Job Coach

- Provide supplemental training and support
- Communicate fading plan
- Check-in with the supervisor
- Support the development and implementation of accommodations

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Communication

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- Establish frequency of check-ins
- Actively listen > collaborative plan of action (don't defend/minimize)
- Concrete and specific questions
- Reliable response time
- Be honest



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Be Trustworthy & Approachable

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- Be onsite when needed
- Have a coverage plan
- Be a resource
- Make time for conversations



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Relationships with coworkers

- Identify natural supports
- Training
- Get feedback
- Insight on culture
- Model



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Assess, Analyze, and be Proactive

- Task and business analysis
- Use data to show progress or areas of concern
- Don't wait for the employer to come to the student or you
- “ The data collected highlights___, what do you think about _____ ”

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Feedback on the Job Coach

- Two evaluation points
- Email, phone call, drop-in, survey
- Evaluation Questions:
 - Are you satisfied with the job coaching? Why/why not
 - What has been the most beneficial/challenging part of having the job coach support?
 - Would you like to meet with the job coach supervisor?



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Don't Forget!

- Take time for small talk
- Communicate in business' preferred method
- Speak their language
- Follow policies
- **Don't become a barrier**
- Include employer-focused supports in coach training



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VCU's Institute for Contemporary Art - Emerson Tedder

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Job Site Training				
Before 1 st Day	Initial Training Period	Performing Duties	Independence Growth	End of Semester/Employment
<ul style="list-style-type: none"> • Confirm logistics • Task Analysis • Support Development • Establish expectations 	<ul style="list-style-type: none"> • Take Notes/learn with the student • Make initial adjustments • Assess support needs • Get to know coworkers 	<ul style="list-style-type: none"> • Task training • Implement interventions • Data collection • Identify natural supports • Provide feedback 	<ul style="list-style-type: none"> • Develop and implement fading plan • Regular check-ins • Troubleshoot 	<ul style="list-style-type: none"> • Exit tasks • Evaluations and feedback • End of semester partnership conversations

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Relationship Maintenance

- End-of-semester conversations
- Other ways to partner
 - Workshops and events
 - Advisory Councils
 - Awards
 - Leveraging their networks
- Checking in without an ask



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Supporting Employers → Supports Students.



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Questions?

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