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JOB COACHING: A MEANS TO REDUCE UNEMPLOYMENT AND UNDEREMPLOYMENT IN THE DEAF COMMUNITY

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Historically, vocational rehabilitation approaches to assisting deaf people to succeed in employment have been lacking. This contributes to unemployment and underemployment among the deaf community. This article discusses barriers to employment experienced by deaf people, the traditional role of vocational rehabilitation services, and service gaps related to job retention and advancement. A model for the provision of job coach services is provided that calls for the coach to be a member of a team providing routine ongoing services. Current and future efforts to develop coach training opportunities are described as well.

Deaf people, like persons with other types of disabilities, have historically not fared well in employment (Bullis, 1988; Christiansen & Barnartt, 1987; Long, 1994; Long & Davis, 1986; Passmore, 1983). Christiansen (1982) reported that the employment rate of deaf people has typically lagged behind that of hearing people. Recent review of Census Bureau statistics shows this trend continuing with roughly half of working-aged persons with disabilities, including deaf people, actually working. This is less than the 81% reported for non-disabled people (McNeil, 1993).

The reported lag in employment rates for deaf people occurs despite intervention and assistance from the state-federal vocational rehabilitation (VR) services system. This is likely due to the predominant model of placement utilized by VR counselors which focuses on consumers preparing for and obtaining employment without giving adequate attention to job retention and career mobility issues. The lack of attention to post-employment service needs has resulted in unemployment and underemployment, and can create a "revolving door syndrome" for consumers within the vocational rehabilitation system (Anderson, 1985; Long & Davis, 1986).

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A need exists to revisit the traditional approach of job placement used with deaf people, including those who possess additional disabilities or who possess limited functioning skill levels. The purpose of this paper is to conduct such a review and to present a model for restructuring services to address the problem and assure long-term job success for deaf people. This will occur via a discussion of employment barriers commonly experienced by deaf people, the traditional role of VR, and VR service gaps. In addition, the model will be presented and discussed.

Employment Barriers

The nature of the deaf population has changed dramatically since the 1960s. The "rubella bulge," increasing numbers of severely disabled individuals (due to medical advances and higher survival rates of victims of accidents or disease), and other societal changes have lead to higher numbers of deaf individuals with additional disabilities than in the past (Trybus, Karchmer, Kerstetter, & Hicks, 1980). Some of these people fit a classification of "low functioning" because of factors that leave them poorly prepared for vocational success, among other things (Commission on Education of the Deaf, 1988; Dowhower & Long, 1992; Larew, Long, & Mittal, 1992).

Even for those deaf people without additional disabilities who are native users of American Sign Language (ASL), there can be significant communication barriers in employment, because most employers and peers at work do not have signing skills. Additional challenges for these individuals may result from limited understanding or use of the English language; lack of knowledge about "hearing culture" norms and values that are intrinsic to the work setting; difficulty applying skills gained through training; inexperience with organizational culture, policies, and procedures; and a lack of access to incidental information (that which is not conveyed explicitly to an individual but is overheard or inferred intuitively) (Bolton, 1976; Levine, 1956; Long & Davis, 1986). As noted by Foster (1992), "Even when deaf people are able to communicate with coworkers effectively in the performance of work tasks, they experience difficulty in joining informal interactions and conversations such as those involving the office grapevine" (p. 18).

Problems of unemployment and underemployment in the deaf community also relate to other, more global factors. One is the societal shift from an emphasis on manufacturing

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and unskilled and semi-skilled work activities to an economy dominated by technical, professional, and service employment (Johnston & Packer, 1987; U.S. Department of Labor, 1988). Deaf people, long overrepresented in manufacturing industries (Christiansen & Barnartt, 1987) have been underrepresented in the services industries (Vernon, 1973). The move toward increased service sector employment has produced a need for improved literacy skills of workers and supervisory staff and fewer career opportunities for those with limited understanding of English (Johnston & Packer, 1987). At a time when English literacy takes on more and more importance, only 52% of deaf 17- to 21-year-olds can read at a 4th grade level. Even fewer – 18% – can read at a 7th grade level (Nash, 1991).

Spoken language skills are also increasingly important in the workplace. As noted by Sheie (1985): "The farther one gets from the assembly line, the more activities are based on discussions, conceptual models and verbal interchange, putting the hearing impaired person at a distinct disadvantage" (p.100). The impact of the difficulties experienced by deaf workers in communicating with hearing coworkers is as much a problem today as 20 years ago when DiFrancesca and Hurwitz (1969) pointed to communication problems as a reason for unsuccessful placements of deaf people. Employment issues are also complicated by the fact that many young deaf students now attend mainstreamed educational programs and may have limited contact with deaf adults. This results in less exposure to individuals who can serve as role models and who can effectively communicate information about work ethics and appropriate work behavior. Because many hearing parents of deaf children do not achieve fluency in sign language, their ability to share and model information about work may be limited. Naivete on the part of a deaf employee about work expectations, norms, and mores can lead to misunderstandings and frustration for both employer and employee, because the workplace often reflects "hearing culture" norms and behavior. Job problems resulting from language or cultural barriers can affect individuals entering the workforce for the first time as well as people with many years of employment experience.

Another change in recent years is the dramatic decrease in numbers of large companies and the increase in the number of small businesses. In fact, small business is rapidly becoming the major employer in the U.S. with over 22 million jobs reported from the mid 1970s through the mid 1980s. From 1980-1986, small businesses accounted for the majority (64%) of all jobs in America (Forbes, 1990). The trend toward a proliferation of small companies rather than large corporations can create social isolation and less

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opportunity for meaningful (rather than superficial) communication when there is a single deaf employee in the workplace.

In the past, many workers found employment with one company and remained there until retirement. Now, for both hearing and deaf people, it is common to experience a multitude of job or career changes throughout one's work life. For the deaf person, each job transition presents new challenges in communication with coworkers and supervisors and in learning about the organizational structure of that particular institution. Similarly, changes in job responsibilities, supervision, coworkers, or the organizational structure of the workplace itself can result in interpersonal conflicts and/or require the acquisition of new skills and information on the part of the employee.

Successful completion of pre-employment skill or academic training may not eliminate potential barriers faced by the new deaf employee. It should not be assumed that persons who have graduated from postsecondary vocational or academic programs have no need for additional support in the placement process, or that their English literacy skills are adequate for reading and writing tasks at work. Some graduates of postsecondary training programs achieve high levels of technical expertise although their English literacy skills approximate 8th or 9th grade level. Despite acquired technical skills, however, an individual's inability to understand highly specialized and constantly revised technical manuals and procedures can seriously impede career mobility and advancement.

In addition to those difficulties experienced by some deaf people relative to educational experiences or "world of work" knowledge, a host of problems may be present in the discriminatory attitudes of coworkers (Long & Davis, 1986). These may result from a lack of information about deaf culture and be manifested by insensitivity or discriminatory actions toward the deaf individual. It is not uncommon for people to make erroneous negative assumptions about a deaf person's intelligence based solely on his or her speech or English language skills, or in reaction to behavior such as touching and facial expressions not considered acceptable in the hearing work milieu. Discrimination may also result if an employer or coworker has had negative experiences with one deaf person, influencing her or his perception of deaf people in general.

Lack of knowledge about technology and accommodations has also negatively affected deaf workers. Most employers are not knowledgeable about deafness, technology options, or work modifications, and are therefore not equipped to provide appropriate workplace accommodations. The absence of accommodations can result in the inability of

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a deaf employee to participate fully in the workplace processes and to demonstrate effectively skills and competence. It similarly can impair the ability of the deaf person to assimilate to the "workplace culture." It can even lead to errors and inefficiency if the employee does not have access to all of the information necessary for successful job performance. The occurrence of such problems may serve to reinforce already existing negative stereotypes.

Frustration, lack of self-advocacy skills, or an inability to meet the overall expectations of the job may cause a deaf employee to resign, be terminated from employment, or simply continue in a position that does not maximize employment potential and does not afford opportunity for advancement (Anderson, 1986; Bullis, 1988; Long & Davis, 1986). In these cases, the traditional method of vocational rehabilitation service provision cannot ameliorate the underlying barriers described above that contribute to underemployment and its effect on deaf people. *A new approach is needed.*

The Traditional Role of Vocational Rehabilitation Services

The state-federal vocational rehabilitation program traces its roots back to vocational education with the passage of the Smith-Hughes Vocational Act of 1917 (PL 64-347). This law provided federal grants to states to retrain dislocated industrial workers (Lassiter, 1972). Added impetus and scope was provided with the return of disabled soldiers after World War I when the Vocational Rehabilitation Act of 1918 (PL 65-178) added vocational services for disabled veterans. With the passage of the Smith-Fess Act of 1920, the program expanded to serve civilians (Jenkins, Patterson, & Szymanski, 1992). Its medical model approach for serving individuals with physical disabilities initially utilized a "train and place" philosophy that still serves as the foundation of most VR service delivery.

Traditional Approach: Train then Place

In the traditional model for provision of VR services, the role of the VR counselor is to work with an individual from the time of application until placement services are completed, and during post-employment status as necessary. The counselor completes an assessment to determine the nature and scope of the applicant's disability, as well as the resulting functional limitations and vocational impediment(s) that result in the need for VR

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services. An Individualized Written Rehabilitation Program (IWRP) is created by counselor and consumer to outline the vocational goal and services that will be provided. Services may include: counseling and guidance, physical restoration, training, rehabilitation technology, interpreting services, job seeking skills instruction, and placement assistance (Mandeville & Brabham, 1992).

If job placement assistance is one of the services outlined on the IWRP, a counselor may provide that service directly or contract for it because of time constraints or lack of expertise. For most counselors, counseling, case management responsibilities, and caseload size often combine to produce limited contact between counselors and employers either during or after job placement (Zadney & James, 1977). Because of the numerous responsibilities that befall a VR counselor working with deaf people, resources are often sought to assist in the actual job placement and post-employment activities. In many instances, this will include working with VR job placement specialists or contracting for the service through another agency (e.g., Goodwill) or individual (Long & Johnson, 1991)

The job placement specialist works with the client during the job search phase of rehabilitation. The length of time available for job-seeking skills training, mock interviews, and one-to-one or group meetings may vary, depending on the program set up, staff skills, and the amount of emphasis on successful placement numbers. There may be little time for the deaf person to address the myriad of topics classified as world of work information, including knowledge of the organizational structure of the company, "chain of command" etiquette, benefits, policies and procedures, employee-supervisor expectations, advancement opportunities, and appropriate work behaviors and relationships. Lack of such information can impact the individual's ability to successfully adjust to employment. Though job-seeking skills instruction is beneficial, it cannot address issues specific to a particular work site. At the same time, there may be some question as to the generalizability of the information learned in a classroom setting (Long & Larew, 1993).

If the job placement specialist is not fluent in sign language, interpreting services will be a necessary component of the rehabilitation process. Professional interpreters may also play a critical role in placement activities by facilitating communication during job interviews, job orientation, and ongoing meetings between employer and employee. The role of the interpreter, however, is to serve only as a communication facilitator between deaf and hearing persons.

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VR Service Gaps Related to Job Retention and Advancement

For a variety of reasons, the traditional VR "train and place" model does not foster employment retention and job satisfaction for many people who are deaf. For example, in the traditional model, skill and work adjustment training usually precede job placement. Unfortunately, communication barriers, such as limited English literacy and verbal skills, difficulty understanding technical terminology, and lack of accommodations at the work site, can combine to make the transfer of skills from training programs to the work environment difficult. As previously noted, even though discussions about "world of work" topics can be helpful for increasing knowledge of work in general, such theoretical discussions may not effectively impact on issues relevant to a specific employment situation and deaf employee.

A review of VR statistics may indicate that the traditional model of service provision is effective for deaf consumers. The percentage of successful outcomes for deaf people (in comparison to disability groups) is very high. Approximately 63% of deaf and hard-of-hearing persons accepted for services showed a successful "26" closure for fiscal year 1989 compared to 54% of those accepted with a digestive tract disability and 52% whose disability involved the absence of limbs. Closure status, however, simply reflects that the individual has been working for at least 60 days, but information about long-term job retention, career advancement, and consumer satisfaction is lacking. Most VR counselors working with deaf people can attest to a fairly high rate of recidivism, indicating that, although deaf people are able to find jobs, they may have difficulty retaining those jobs and advancing within their occupations (Anderson, 1985; Long & Davis, 1986; McHugh, 1975).

For long-term employment success, the "train and place" model seems particularly ineffective with many deaf people. Given communication difficulties and experiential deficits, successful assimilation to the workplace for such individuals necessitates intensive "hands-on" orientation, training, and information sharing (Long, 1988). Rehabilitation professionals cannot assume that this training will be provided by employers even if interpreting services are in place. Most employers do not have the expertise to provide the necessary extensive instruction and time-consuming task demonstration. Therefore, the provision of interpreting services alone does not ensure successful integration to the workplace.

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It should be noted that, for some deaf employees, interpreting services *are* an adequate accommodation for job orientation and skill acquisition. These individuals have self-advocacy skills, knowledge of their own accommodation needs, and the self-confidence and diplomacy necessary to successfully negotiate job site modifications. Deaf employees who do *not* possess these skills may require post-hire assistance in determining appropriate accommodations, securing rehabilitation technology or equipment, developing an effective communication system at work, and learning other job retention skills. As noted previously, the traditional rehabilitation model does not provide this assistance.

If problems arise at the work site, the job placement specialist, the counselor, or both may not be informed because that individual's relationship with the employer is limited in nature. The specialist or counselor often does not have an in-depth knowledge of the details of the employee's responsibilities or the company's performance expectations, policies, and procedures, and is, therefore, not perceived as a viable resource to assist the employer with resolving work concerns. Performance problems by the deaf employee can therefore escalate to the point of termination or resignation without further contact with the rehabilitation professionals by either the employee or employer, despite the theoretical availability of post-employment services.

The Proposed Model

Theoretical Framework for the Model

A creative "re-inventing" of vocational rehabilitation service delivery for deaf people is necessary. In this proposed model, many of the previously described job retention obstacles in competitive employment can be eliminated or reduced through the addition of job coaching services to the VR plan. In some agencies, the position title may be job coach, employment specialist, job trainer, job mentor, or job training-accommodation specialist. For this model, the term "job coach" will be used.

Job coaching is a well-established rehabilitation service for persons with developmental disabilities in supported employment settings (Wehman, 1981). In recent years, job coaching services have also been developed to fit the needs of persons with traumatic brain injury (Goodall, Groah, Sherron, Kreutzer, & Wehman, 1991) as well as persons with mental illness (Furlong, Jonikas, Cook, Hathaway, & Goode, 1994).

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Dependent upon the employee and the work setting, job coaching intervention may include provision of any or all of the following services: task analysis, performance evaluation, intensive skill training for the employee, development and implementation of behavior management strategies, mental health support, employer negotiation related to work tolerance and schedule adjustments, and disability awareness training.

The proposed concept of job coaching deaf people in competitive settings is innovative, yet requires skills and techniques similar to models already in use. In this model, however, the job coach must possess fluency in all forms of manual communication, knowledge of deafness and the psychosocial implications of hearing loss, sensitivity to cultural issues, familiarity with community services, and awareness of adaptive technology options. The goal of the model is to enhance the assimilation and success of deaf employees in competitive work environments. Unlike many supported employment settings for severely disabled persons, this model assumes that the need for job coaching assistance will diminish as the employee's overall skills and independence are developed, accessibility issues have been addressed, and workplace accommodations are securely in place.

The use of job coaching services for deaf consumers necessitates a paradigm shift on the part of some VR counselors. It is the counselor's responsibility to identify employment obstacles for individuals and to clearly define services on the IWRP that will ameliorate barriers. Many counselors assume that the provision of interpreting services will adequately address employment obstacles; but, as explained earlier, communication is only one obstacle deaf employees may face. In reality, the counselor should consider the provision of job coaching services in many situations including:

- the consumer has no substantial work history;
- the consumer's history includes termination or unexplained loss of jobs;
- the consumer identifies interpersonal conflicts in previous employment settings;
- the consumer lacks understanding about corporate culture, norms, and policies;
- evaluation results indicate that consumer job skills may not be at competitive levels;
- the presence of additional disabilities may impede job skill acquisition;

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- the consumer must learn how to identify and request appropriate work accommodations;
- more intensive training or adaptations is needed for this consumer than is routinely provided for new employees; or
- the employer has no knowledge of deafness or has reservations about working with disabled or deaf individuals.

The Role of the Job Coach

In this model, once a placement site has been determined, the job coach will thoroughly assess the client and work site information to identify existing or potential problems and develop intervention strategies and services. This will be done in coordination with the referring counselor. The following components are integral to the assessment and planning process.

1. A review of client data including:

- audiological records and assistive technology recommendations;
- preferred mode of communication;
- medical records regarding additional disabilities;
- vocational and psychological test results;
- interpersonal capabilities and limitations;
- education and vocational training history;
- employment history;
- related factors (i.e., transportation, family involvement, other service providers working with the individual).

2. An analysis of work site factors such as:

- company policies, procedures, and organizational structure;
- employee position description and job responsibilities, including the essential functions of the job;
- performance expectations;
- physical or sensory barriers;

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- existing communication systems;
- company safety procedures;
- workplace culture including awareness of disability and deafness issues;
- existence of workplace accommodations.

The job coach must then assess the effectiveness of the employer's standard training procedures for the new deaf employee. Successful training strategies must take into account the methods by which each individual learns most effectively. Due to the implications of profound hearing loss, people who are deaf often rely heavily on visual information. Those for whom English is a second language may benefit from the modification of written materials or the presentation of work information and instructions through ASL. For others, the use of pictures, diagrams, visual prompts, pantomime, gestures, and hands-on demonstrations (rather than written instruction or classroom participation) may be the most effective methods for explaining company policies and procedures as well as for teaching job skills.

The job coach will also analyze the deaf employee's ability to perform specific job duties by observing work speed and quality and identifying skill assets or limitations. If the deaf employee's production (quality or quantity) does not meet the employer's standards, the job coach must complete a thorough task analysis in order to pinpoint the reason(s) for performance problems. A task analysis includes identifying job duties and responsibilities as well as evaluating the steps and time frames required for task completion. The job coach then learns the job responsibilities and tasks by both observation of trained employees and hands-on experience. It is often necessary for the coach to actually perform the job tasks. By acquiring a thorough understanding of the job duties, the worker can identify remediation and training needs related to performance.

In addition, the job coach will note other, less tangible factors that are critical to overall job performance. These additional world of work factors include:

- reliability (attendance and punctuality);
- work attitude (willingness to be a "team player", flexibility, ability to accept and integrate feedback, including criticism);
- interpersonal skills;
- ability to follow directions and readiness to learn new skills;

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- adherence to company policies and procedures.

After analyzing the above factors and identifying job retention issues, the job coach and counselor will develop a job coaching plan outlining the intervention strategies and services needed. Intervention strategies may include providing information about appropriate work behavior, coaching on specific interpersonal skill areas, utilizing behavior modification techniques to effect change, or any combination of these. The creation of a job coaching plan requires knowledge of instructional techniques that are most effective for adult learners as well as instructional techniques appropriate for deaf learners. Recognition of the employee's transferable skills, life experiences, individual learning and communication preferences contribute to the establishment of a respectful learning environment.

Another critical component of the job coaching plan should address work site accessibility and communication options. Work site accessibility alternatives may include:

- communication access (interpreters, real-time captioning, notetaking);
- rehabilitation technology (alerting systems such as smoke and fire detectors, paging devices, flashing or vibrating signalers for work equipment, TTYs, use of message relay services);
- job modifications (e.g., the exchange of telephone responsibilities for other duties, setting up work space changes in consideration of visual needs); and
- use of computers and electronic mail systems.

In this model, the consumer is in a competitive work setting where the role of the job coach is time-limited; eventually, the coach will be phased out in favor of natural supports present in the workplace (e.g., people, policies, accommodations). The job coaching plan must therefore address long term work site communication issues. In this process, it is essential that the employer and coworkers receive information about deafness, deaf culture, sign language, communication tips, note writing guidelines, and the role of professional interpreters. Clarification of ADA accommodation responsibilities and a review of options, such as contracted interpreters or staff interpreters, should be included. This orientation can be provided by the job coach through formal staff training sessions or

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by informal and more individualized instruction. Ideally, this assistance will be provided by the coach along with the consumer who will eventually advocate independently.

It is clear that the job coach professional must possess many skills and have a great deal of flexibility. It should not be assumed that interpreting and job coaching are synonymous or interchangeable services. The Registry of Interpreters for the Deaf (RID) Code of Ethics is very clear about the parameters of the professional interpreter role. Prime among these is the limitation placed on the interpreter related to performing actions beyond pure facilitation of communication between parties. Also, interpreters do not usually have the training, skills, or knowledge necessary to provide job coaching services. Required competencies for the job coach role include:

- expertise in deafness and manual communication methods;
- knowledge of other disabling conditions;
- observation, assessment and reporting skills;
- teaching skills;
- knowledge of the appropriate laws (e.g., Americans with Disabilities Act, Rehabilitation Act of 1973 and amendments) advocacy strategies, and mediation techniques; and
- rehabilitation technology and job modification options.

In addition to the competencies listed, an effective job coach in this model will maintain professionalism and possess personal characteristics such as patience, sensitivity, tact, assertiveness, and good time-management skills. He or she must be able to quickly assimilate new information and establish working relationships with individuals in a variety of employment settings ranging from trade and technical to professional. Excellent communication is essential in all of its forms.

Teamwork skills and an understanding of the rehabilitation process are also crucial. The job coach is an integral member of an interdisciplinary team usually consisting of the employee, employer, job placement specialist and the VR counselor, although others may be involved. The coach works in concert with the team members, keeping them apprised of service needs and proposed interventions identified in the job coaching plan. It is important to recognize that job coaching is a support service and that the resolution of

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some issues should be deferred to the counselor. For this reason, both role expectations and parameters should be clarified at the time of the referral for job coaching services.

Summary

The routine addition of job coaching services to the existing vocational rehabilitation placement approach will enhance rehabilitation efforts and help to alleviate job retention and career mobility barriers often faced by deaf people. For these reasons, most deaf VR clients could benefit from some level of job coaching services. In some situations, the provision of an orientation to deafness training and information about interpreting services will suffice. Other individuals may need job coaching services to improve specific work skills or work behaviors, or to resolve accessibility and communication issues. A proactive approach to placement assistance for individuals who are deaf is intrinsic to this model of job coaching services. Too often, job coaching or other intervention strategies are initiated only after problems arise at the work site and job retention is threatened. A proactive rehabilitation plan that includes job coaching services can help to prevent job performance difficulties and employee - employer dissatisfaction.

It is critical for placement professionals working directly with employers to explain the benefits of job coaching services, which should be an attractive option for both employers and employees. Valuable employer time and money can be saved because the coach assumes part of the responsibility for training the deaf employee. The coach can also provide task analysis information useful in writing job descriptions for compliance with the Americans with Disabilities Act (ADA). If employee and employer are satisfied with the outcome of services, there is a greater likelihood of job stability and career advancement for the deaf worker, reducing the likelihood of unemployment or underemployment. The inclusion of job coaching services in the rehabilitation process can thereby result in a "win-win" situation for all parties involved.

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Future Directions

There are several programs gathering information and developing materials in the area of job coaching with deaf people. The NIU-RTC is currently conducting a study of "job coaches for the deaf." Through this effort, a description of the current state of the art of job coaching and post-employment services with "low functioning" deaf persons will be developed. The resulting model will be compared to the model proposed in this article, and follow-up efforts will refine the description of job responsibilities, and how the coach works within the VR process, as well as the knowledge, skills, and abilities required by coaches. The job coach information will be released as part of a comprehensive package directed to facilitating employment success for this population of deaf people.

The NIU-RTC is also working in collaboration with the Region V Interpreter Training project to develop training materials on job coaching. This collaboration came after identifying a need for interpreters to acquire job coaching skills. Based at Waubensee Community College in Sugar Grove, IL, the Region V interpreter training project is responsible for providing relevant training opportunities for the interpreters and interpreting students in Ohio, Indiana, Michigan, Illinois, Wisconsin, and Minnesota. Needs assessment surveys in these states indicated that interpreters are frequently called upon to serve as coaches without any formal training. The Waubensee-NIU-RTC training program is targeted for dissemination in the Fall of 1995.

An exciting job coach consortium is being developed in Baltimore, MD as well. Through a supported employment services grant from the Rehabilitation Services Administration, the People Encouraging People agency is working to enhance the pool of job coaches in its area. Working with local colleges' interpreter training and sign language instruction programs, a full semester course on job coaching with deaf people is being designed that could be replicated in other colleges as desired.

The Minnesota Division of Rehabilitation Services and St. Paul Technical College are exploring the need for workshops or other training opportunities which would enhance the quality of job coaching services provided for deaf people in competitive settings. By identifying the needs of coaches already in service, and anticipating the needs for coaches in the future, the Minnesota approach will likely provide guidance and assistance on a topic by topic basis. As part of the Waubensee interpreter training program region, Minnesota professionals will work with the project to identify the job coach information needed as

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well. Forums are being conducted and information from individuals currently employed as job coaches will be analyzed and used to determine factors to be addressed in a formal training program.

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