



	Dental benefits	<input type="checkbox"/>	<input type="checkbox"/>	
	Employee discounts	<input type="checkbox"/>	<input type="checkbox"/>	
	Free or reduced meals	<input type="checkbox"/>	<input type="checkbox"/>	
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	
4. Strength – Lifting and Carrying	<input type="checkbox"/> Very light work (<10 lbs) <input type="checkbox"/> Light work (10-20-lbs) <input type="checkbox"/> Average work (30-40 lbs) <input type="checkbox"/> Heavy work (>50 lbs)			
5. Endurance	Work required for: <input type="checkbox"/> < 2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3-4 hours <input type="checkbox"/> >4 hours			
6. Orientation to Place	<input type="checkbox"/> Small area <input type="checkbox"/> one room <input type="checkbox"/> several rooms <input type="checkbox"/> Building wide <input type="checkbox"/> building and grounds			
7. Accessibility	<input type="checkbox"/> Fully accessible site <input type="checkbox"/> Accessibility issues			
8. Work Pace	<input type="checkbox"/> Slow pace <input type="checkbox"/> Average space <input type="checkbox"/> Sometimes fast pace <input type="checkbox"/> Continual fast pace			
9. Appearance Requirements	<input type="checkbox"/> Grooming of little importance <input type="checkbox"/> Cleanliness only required <input type="checkbox"/> Neat and clean required <input type="checkbox"/> Grooming very important			
10. Communication Required	<input type="checkbox"/> None/ minimal <input type="checkbox"/> Key words/ signs needed <input type="checkbox"/> Unclear speech accepted <input type="checkbox"/> Clear speech in sentences/ signs needed			
11. Social Interaction	Social interactions: <input type="checkbox"/> Not required <input type="checkbox"/> Appropriate responses required <input type="checkbox"/> Required infrequently <input type="checkbox"/> Required frequently			
12. Attention to Task Perseverance	<input type="checkbox"/> Frequent prompts available <input type="checkbox"/> Intermittent prompts/ low supervision available <input type="checkbox"/> Intermittent prompts/ high supervision available <input type="checkbox"/> Infrequent prompts/ low supervision available			
13. Sequencing of Job Duties	<input type="checkbox"/> Only 1 task required at a time <input type="checkbox"/> 2-3 tasks required in sequence <input type="checkbox"/> 4-6 tasks required in sequence <input type="checkbox"/> 7 or more tasks required in sequence			
14. Initiation of Work Motivation	<input type="checkbox"/> Initiation of Work required <input type="checkbox"/> Volunteering helpful <input type="checkbox"/> Coworker support available			
15. Daily Changes in Routine	<input type="checkbox"/> 7 or more changes <input type="checkbox"/> 2-3 task changes <input type="checkbox"/> 4-6 task changes <input type="checkbox"/> No task change			
16. Reinforcement Available	<input type="checkbox"/> Frequent reinforcement available <input type="checkbox"/> Reinforcement intermittent (daily) <input type="checkbox"/> Reinforcement infrequent (weekly)			

	<input type="checkbox"/> Minimal reinforcement (pay check)	
17. Coworker Supports Available	<input type="checkbox"/> None available <input type="checkbox"/> Low to minimum potential <input type="checkbox"/> Intermittent potential <input checked="" type="checkbox"/> High potential	
18. Supportive of Job Accommodations	<input checked="" type="checkbox"/> Very supportive <input type="checkbox"/> Supportive with reservations <input type="checkbox"/> Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Unknown	
19. Opportunity for Career Advancement	<input type="checkbox"/> Low to minimum <input type="checkbox"/> Average <input checked="" type="checkbox"/> Most probable <input type="checkbox"/> Procedures in place <input type="checkbox"/> No procedures in place	
20. Object Discrimination	<input type="checkbox"/> Does not need to distinguish between work supplies <input type="checkbox"/> Must distinguish between work supplies with an external cue <input type="checkbox"/> Must distinguish between work supplies	
21. Time Factor	<input type="checkbox"/> Time factors not important <input type="checkbox"/> Must identify breaks/ meal/ etc. <input checked="" type="checkbox"/> Must tell time to the hour <input type="checkbox"/> Must tell time to the minute	
22. Functional Reading	<input type="checkbox"/> None <input type="checkbox"/> Sight words/ symbols <input type="checkbox"/> Simple reading <input checked="" type="checkbox"/> Fluent reading	
23. Functional Math	<input type="checkbox"/> None <input type="checkbox"/> Simple counting <input checked="" type="checkbox"/> Simple addition/subtraction <input type="checkbox"/> Complex computational skills	
24. Visibility to Public	<input type="checkbox"/> Person not visible <input checked="" type="checkbox"/> Occasionally visible <input type="checkbox"/> Regularly visible <input type="checkbox"/> Visible throughout the day/ongoing	
25. Level of Social Contact	<input type="checkbox"/> Employment in an integrated environment on a shift or position which is isolated. Contact with coworkers or supervisor is minimal. Example: night janitor <input type="checkbox"/> Employment in an integrated environment on a shift or position which is relatively isolated. Contact with coworkers or supervisor is available at lunch or break. Example: Data entry position <input checked="" type="checkbox"/> Employment in an integrated environment in a position requiring a moderate level of interdependent tasking and coworker interaction. Example: Office Service Aide – copying documents. <input type="checkbox"/> Employment in an integrated environment in a position requiring a high degree of interdependent tasks and coworker interactions and/or high level of contact with business customers. Example: Walmart	

		greeter			
<b>JOB TASKS IDENTIFICATION</b>					
List the job tasks required for this position:					
JOB TASK	PERFORMING?		ACHIEVEMENT LEVEL	BASIS	
	YES	NO			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Person self-report <input type="checkbox"/> Supervisor report	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Person self-report <input type="checkbox"/> Supervisor report	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Person self-report <input type="checkbox"/> Supervisor report	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Person self-report <input type="checkbox"/> Supervisor report	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Person self-report <input type="checkbox"/> Supervisor report	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Person self-report <input type="checkbox"/> Supervisor report	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Person self-report <input type="checkbox"/> Supervisor report	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Person self-report <input type="checkbox"/> Supervisor report	
<b>Person Performance</b>					
Describe how this person has adjusted to his/her job, including any problematic issues or concerns that emerged and how they were addressed:					
Describe the evidence to support this person's and, if applicable, this person's legal representative's (family member or other) satisfaction with the job and the work environment.					

Identify areas of performance or behavior that require improvement and note strategies that will address these areas. Describe what types, methods, and strategies were used in training this person and the effectiveness of the training provided:

What new support or accommodation needs (if any) were identified during this period, and how were they addressed?

Identify and list potential natural supports:

Next Steps:

**Signature**

I, the Job Coach, certify that:

- The above dates, times, and services are accurate;
- I personally provided all services or supervised the Job Skills Trainer who provided the services;
- I documented the services and information described above in the report.

First and Last name of Job Coach:

Position Title:

Signature:

Date:

*\*Job Analysis adapted from manual developed by VCU-RRTC: Supported Employment: A Customer-Driven Approach (1997)*

Encl. Job Coaching Service Log

## JOB COACHING SERVICE LOG

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