

Research Articles and Essays

Overcoming Barriers in Job Coaching for Adults with Intellectual Disability in

Supported Employment

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Abstract

This case study explored the barriers associated with job coaching for adults with intellectual disabilities (ID) in supported employment. Through field notes, interviews, and real-time observations, two main barriers were identified: task analyses and communication and continued presence and support within the workplace. These findings highlight the complexities of providing effective job coaching for individuals with intellectual disabilities.

Keywords: intellectual disabilities, supported employment, job coaching

Overcoming Barriers in Job Coaching for Adults with Intellectual Disability in Supported Employment

Job coaches assist individuals with intellectual disabilities in carrying out their job functions. Careful planning and specific strategies must be employed to keep these individuals on task. Since job coaches may work with individuals who have varying conditions such as autism, psychiatric issues, and other cognitive impairments, coaching must be personalized for the individual to attain the best work experience within their own capabilities. Job coaching is informal and involves the application of evidence-based “supported employment” (Frederick & VanderWeele, 2019; Probyn et al., 2021; Sundermann et al., 2022). In other words, job coaches work with employers in building disability awareness and problem-solving skills that will assist the job coach in slowly phasing out direct involvement.

In addition, the notion of supported employment ties in with the two roles of a job coach regarding client interaction: the individual with the disability and the employer who will hire the job seeker. It is important that the job coach represent the job seeker or client and vouch to the employer that the client will not be a liability while maintaining the support the individuals with ID will need to become successful employees (Probyn et al., 2021; Virginia Commonwealth University Rehabilitation Research and Training Center, 2022). Since a job coach works as a liaison between the client and the employer, there are certain barriers that can prevent successful supported employment.

One barrier is disability awareness. Individuals with intellectual disability may not be aware of the impact of their actions (e.g., acquiring items owned by others) and the outcome may make a difference in how they will be held accountable for such actions. If they are

unaware of the consequences of their actions, how will they be reprimanded? The job coach may eventually defend such actions given the individual's disability. However, the employer must enforce company policies.

A second barrier is the lack of problem-solving skills. An individual with intellectual disability will initially be trained in using equipment they will handle and other specific skills pertaining to their assigned task. But individuals with intellectual disabilities may have unpredictable mood swings, which can cause an inability to solve issues relating to their task. For instance, a job may entail some sorting, counting, or transferring items from one place to another. The job coach will devise strategies to assist crew members in finding solutions, i.e., by counting how many items will fill up any container. Nevertheless, individuals with intellectual disabilities must be encouraged to complete their assigned tasks, despite their mood swings. If there is refusal to work, they still are held accountable, and the employer will have to enforce company policies.

Scholarly Significance of the Study

Job coaches work with remarkable resilience alongside individuals with intellectual disability. Within the workplace, job coaches apply evidence-based supported employment practices and work with employers in building disability awareness and problem-solving skills. There are barriers implementing supported employment due to the disability surrounding individuals with intellectual disability. To ensure that supported employment is implemented successfully, additional insights are needed in the field to improve ways in which these barriers are explored, analyzed, and solved so the job coach can eventually and successfully phase out direct involvement. Furthermore, there is a gap in understanding or implementing the "phasing out" portion of job coaching that needs to be addressed. In this study, the job coach's intention is to follow the "phasing out." However, on most occasions,

the job coach regularly works with different clients, which requires a constant presence in the workplace. While some individuals with disabilities may function better compared to other individuals with cognitive and functional disabilities, some employers may be reluctant to work with such clients because of the amount of effort that it takes to supervise individuals with prominent disabilities. The job coach needs to uphold work efficiency and provide the emotional support that individuals with ID and their families need. Clients may not simply learn when job coaches tell them what to do in a job, finding ways to model those instructions. Thus, job coaches provide more than just workplace encouragement but also emphasize team success over individual success and set goals for their clients (Tyson & Nelson, 2023).

This study is potentially significant to employers who will engage with individuals with intellectual disability. Job coaches plan, find strategies, and assist individuals with intellectual disabilities in successfully carrying out their work tasks. Most often, job coaches to individuals and groups with multiple disabilities are hired in the same work location. Job coaches can assist individuals in diverse job tasks and support other hires in their first few days of acclimatization at the workplace. In some cases, employers and clients are trained to work with job coaches.

Based on the experiences of a job coach, he or she can work as a liaison between the individuals with intellectual abilities and the employer. The job coach can make the employer aware that individuals with intellectual disabilities can function productively in society if they are trained and given the proper tools to become successful in their assigned tasks. With the onset of the Americans with Disabilities Act (ADA), employers cannot deny employment based on someone's age, sex, gender, sexual orientation, and disability. The workforce should be inclusive and that means employing individuals with disabilities. To comply with

these provisions, a state agency can provide a job coach to train individuals with disabilities. Because of this setup, employers are gaining valuable support from a job coach who can train and guide individuals with disabilities, which at the same time greatly benefits the employer. In fact, there are appropriate contingency plans (e.g., contact with family or state agency) regarding stressful situations that a job coach can have in place and ready to execute anytime (Poses Family Foundation Workplace Initiative, n.d.).

Additionally, employees with disabilities should be treated no differently than other regular employees. They will still experience a regular review process to accomplish their tasks and responsibilities. If any conflicts arise, some employers may not even have to directly reprimand the client but rather direct any issues to the job coach as the liaison. The job coach must also be included in the review process and any feedback must be communicated by the job coach directly to the client.

Furthermore, the existence of a job coach can mitigate issues in the workplace and compliance from the clients. Job coaches can fill gaps such as problem-solving and communication that can create confusion in the workplace. Through this study, agencies and organizations who wish to employ individuals with disabilities, in compliance with state or federal regulations, can benefit from knowing about various barriers and how to overcome them through supported employment and using a job coach in the workplace. Although job coaching is a temporary situation that will phase out as clients acclimatize in their job, it is a necessary resource for training. While not overburdening clients, job coaches can review client work quality that could lead to productivity and other gains for the employer. Hence, there is a need to advocate for job coaches to remain in this field.

Definition of Terms

The following terms were utilized in the study and are defined as:

1. Client—refers to the individual or employee with intellectual disability.
2. Disability—refers to a person’s physical or mental condition that can limit their everyday activities. The term may cover physical impairments, learning disabilities, developmental disabilities, and intellectual disabilities.
3. Disability awareness—refers to the notion that an employer is aware an individual with intellectual disability will have unpredictable mood swings and may create a barrier in fulfilling job duties.
4. Intellectual Disability or ID—refers to a condition in which an individual has a below average intellectual function. This term was a shift from the mental retardation terminology.
5. Job coach—refers to an individual who plans and uses strategies to assist individuals with intellectual disability within the workplace environment.
6. Problem-solving skills—refers to strategies used by a job coach to assist individuals in completing their assigned tasks.
7. Supported employment—refers to a situation in which a job coach works alongside employers in building disability awareness and problem-solving skills followed by a slow phaseout of the coach’s direct involvement.

Perspectives

The notion of “identity” in the field of disability studies has come into focus in recent discussions about inclusion. We know that the concept of self (one’s essential being) has a large part in forming identity. As Shahnasarian (2001) wrote, this “self” concept, and the reality that confronts people with disabilities, has led many individuals with disabilities to certain “underachievement and inadequate fulfillment” (p. 276). Shahnasarian’s (2001) work in the integration of vocational and career development investigates this concept of self and

the broad reality confronting individuals with disabilities related to their education, personal growth, career, and community engagement. The implication of underachievement and inadequacy could equate to low self-esteem and negative self-image. However, they need to be given opportunities to work and engage with other members of the community. For instance, individuals with intellectual disabilities live a very structured life. They have family members caring and making decisions for them around the clock. Most often, family members are very active participants in their daily activities, even as grow into adults. Family members are also very disposed to allowing their relative with a disability, to stay engaged, regardless of their age, if they are willing to work.

Although we have been promoting equality regarding opportunities for individuals with disabilities through various regulatory boards and provisions, cultural and societal prejudices still abound. Even with the existence of laws, it does not mean that work discrimination ceases to exist. Shahnasarian (2001) noted that individuals with disabilities are not immune to bias by employers. Some employers are sometimes not willing to extend accommodations regardless of their obligations to the ADA. Accordingly, a career counselor could dispel any baseless notions about extending accommodations. Similar, a job coach could step in and work as a go-between the client and employer. He or she could be cognizant of a client's potential functional changes in abilities, remediate any problems in the workplace, plan to recognize other work options, and make decisions to enable transitions into flexible situations. Putting aside society's discouraging views and raising awareness that both client and employers could receive needed support, the bottom line is there is still a critical economic need to harness the capabilities of individuals with disabilities so they can effectively contribute to society (Shahnasarian, 2001).

This paper presupposes that an individual with a disability has the potential to develop

a self-identity (Watson, 2002) regardless of their disability. Shahnasarian (2001) defines “disability” as a diminished function based on a physiological or mental impairment that decreases an individual’s ability to engage in meaningful activities. Arneil (2009), in reference to Charles Taylor’s essay (2021) entitled “Politics of Recognition,” even highlights how the notion of individuals-with-disabilities-not-incapable-of-realizing-their-potentials or using words such as “handicap” or “disabled” have been subjected to negative language. In history, the term disability was associated with an affliction that someone was born with. Thus, any discussion must begin with acknowledging the language we use and the way it is construed.

As for identity, we derive its meaning from the works of psychologist Erik Erikson from the 1950s. Identity is a purported individual trait, expected behaviors, or a socially distinctive attribute in which a person takes unique pride. Moreover, in terms of self, identity, and disability, Murugami (2009) posits that individuals with disabilities try to negotiate their lives as normally as possible, calling the process normalization or assimilation, because they strive hard to live a life like a person with no disability. They ascribe normalcy in every aspect of their lives and even challenge the biological part of themselves (or the part that has the impairment) so to partake in the same activities as their counterparts (Murugumi, 2009). Thus, when it comes to the concept of self and identity for persons who have disabilities, it is vital that we analyze these concepts through a lens of empowering them while also considering society’s repressive and changing views. Furthermore, as Nick Watson (2002) writes, "Well, I know this is going to sound very strange to you, but I do not see myself as a disabled person" (p. 509). He explains that the individual with a disability can put aside his or her disability or impairment and express their self-identity based on their abilities. If the individual with a disability is unable to complete their tasks even if they are capable to do so

with proper mentoring, training, or supervision, the logical explanation is ascribed to societal barriers rather than the disability (Murugami, 2009; Watson, 2002). A person with the disability is willing to accept their own disability or impairment, and even do more than their counterpart, if limitations or restrictions are removed.

Indeed, there are certain challenges in the job coaching process. The job coach has two main roles: one is providing ongoing support to individuals with intellectual disabilities in the workplace and, second, as a liaison between the individual and the employer. Within the process of liaising, job coaches may encounter barriers that will keep the supported employment endeavor from being successful. A more thorough review of these challenges and the results found is warranted in this case.

Review of ADA, Supported Employment, and Related Literature

The following text will clarify provisions regarding the employment of individuals with disabilities under the Americans with Disabilities Act. The premise behind supported employment will also be reviewed as it is implemented in the workplace. A literature review will also examine the common barriers in the job coaching process, as well as identify the general support provided in job coaching.

Job Coaches and Provisions Under the Americans with Disabilities Act

There are requirements that employers need to comply with when employing individuals with disabilities. Employers are required to determine effective accommodations, while considering individual limitations, to meet provisions under the ADA. Employers are required to consider reasonable accommodations by adjusting a job to enable an individual with disability to enjoy equal employment opportunities and personalized job coaching. With personalized job coaching, tasks that are necessary include: assisting an individual with a disability to carry out specific job functions; conducting intensive monitoring; developing

strategies for communication and social skills; and providing individual assessments.

Since accommodations may differ for each client, there are a few considerations to utilize job coaches:

1. What physical or mental limitation is the client undergoing?
2. How do these limitations impact the client's job performance?
3. What accommodations are available to reduce such problems?

By considering these questions, a job coach can plan strategies accordingly to meet the needs of his or her clients. A job coach can also work with employers and find out if they are complying with the proposed reasonable accommodations.

Supported Employment in the Workforce for Clients with Intellectual Disabilities

Reynolds et al. (2016) explain that supported employment is an evidence-based practice that supports the effectiveness of a job rehabilitation program. Its three features include competitive employment that refers to equal compensation between disabled and non-disabled workers; integrated work sites so individuals with disabilities work alongside those without disabilities; and workers are provided ongoing support (i.e., a job coach) (Reynolds et al., 2016). Sundermann et al. (2022) noted “having employment and a supporting employer makes it easier to resume a job, which is important for self-image” (p. 673).

The support discussed in this context is considered bi-directional (Reynolds et al., 2016). For instance, a job coach works with individuals with ID and the employer in building a partnership. While the job coach works directly with the individual worker, the job coach also works with employers to ensure reasonable accommodations are implemented as stipulated from the ADA. One example is discussing with managers how to talk and work alongside workers without disabilities, particularly in giving instructions. Overall, the best

strategy is offering training on the job skills using “instructional techniques, adding assistive technology, [and] implementing training to help teach appropriate social skills on the job” (Virginia Commonwealth University Rehabilitation Research and Training Center, 2022, para. 9).

Barriers Faced by Job Coaches in Supported Employment

Job coaches are advocates for individuals with disabilities, particularly encouraging employers to become aware of disability issues in general. There are workplace situations such as encouraging a manager to be patient while giving instructions or articulating a request to the individual with ID to avoid non-compliant behavior. Hollins (2002) explains that depression occurs and is often overlooked in individuals with intellectual disabilities. Clients may suddenly refuse to work without reason anytime, walk out from their job station or even wander around a building. If an employer is unaware of their condition or behavior, the client will likely be reprimanded without exception and be held accountable for their actions. If an employer insists that company policies will have to be followed regardless of a disability, the job coach must assuage the employer, discuss the underlying disability, and then explore options to alleviate the foregoing situation. In fact, the client may be unaware of the infraction and its consequences. Hollins (2002) writes that depression is easily missed in people with social and communication disabilities, and common in people with intellectual disabilities and autism. If employers do not understand this occurrence, the job coach will automatically step up and defend the client. As Sundermann et al. (2022) explain:

“That an organizational culture characterized by discrimination, unfair treatment of workers by supervisors, or job insecurity can determine an individual’s stress reaction that leads them to quit the organization. These results were supported by other studies, which provided evidence that workplace culture and client inclusion in the team are

important in job tenure.” (p. 673)

It is vital to understand that organizational culture is related to employer and colleague attitudes, awareness of client needs, and whether coworkers stigmatize or support such challenges among individuals with intellectual disabilities. Moreover, Probyn et al. (2021) found in a systematic review on the effects of supported employment interventions that supported employment is more beneficial to people with conditions other than mental illness alone and competitive employment is possible given the opportunity (Sundermann et al., 2022).

Another barrier to job coaching pertains to problem-solving skills. For instance, a job coach can demonstrate strategies to help individuals solve common problems, socialize, and develop approachable relationships with supervisors and co-workers. The job coach can demonstrate how clients are able to track their working hours, count, sort items, and purchase food at the building canteen. But clients are prone to challenges such as mood swings anytime of the day.

In a study on mood disorders in intellectual disability, Hurley (2006) explains that individuals with mood disorders have more behavioral problems, including aggression, because of their inability to sometimes verbalize symptoms. It is vital to comprehend the intensity of these mood swings to track the disorder, as well as not “take what a person does in a manic or depressive state personally” (McHugh, n.d., para. 21). The job coach will teach the client how to manage their anger and frustration towards others (Reynolds et al., 2016).

But foremost, the job coach will have to ensure that these individuals stay on task since they receive compensation for the hours they work and can affect production time for the company. If they refuse, there are consequences, such as losing compensation. In the worst-case scenario, the client will be forced to “clock out” and the job coach will need to

arrange for pickup service as soon as possible by the job coach. The job coach will need to stay with the individual until he or she is picked up by a family member or contracted public transportation service.

Decreasing Support for Job Coaching in Supported Employment

Job coaches commonly help solve practical problems in the workplace, as well as demonstrate proper workplace social skills (Reynolds et al, 2016). As clients master the job skills, job coaches can eventually decrease support. But this does not mean the job of a coach will entirely disappear. They are still available for consultation and may reactivate the increased support whenever needed or as the situation arises. According to Community Living Toronto (n.d.), it is in the best interest of the client to gain as much independence as possible. Phasing out does not necessarily mean leaving the client to fend for themselves. It means when the client is showing confidence in taking on a task, then the job coach can gradually step back and restrict the usual hands-on approach they once provided. Community Living Toronto (n.d.) advises that it is vital to acknowledge when to step back in supporting an individual with ID.

Due to on-site and off-site models that are often employed for supported clients with various disabilities, some required assistance can lessen over time. In their study, Parsons et al. (2001; 1999) offered job assistance/coaching for three adults with severe multiple disabilities in a part-time community job. They assessed an off-site/on-site program for decreasing job coach assistance following evaluations of job performance. In lieu of the rigid coaching, the three individuals received more traditional day services when not at work. In essence, the program involved reviewing the total and category of assistance offered for each process in a worker's job assignments and then decreasing the assistance through environmental adaptations and instruction (Parsons et al., 2001; 1999). Following

implementation of the services in the nonwork setting the adaptations and instruction were extended to the work site and the amount of assistance provided by job coaches was reduced:

“No adverse effects on productivity were observed. These results suggest that an off-site/on-site approach to reducing work assistance represents a viable alternative to current supported work models. Social validity observations in 10 job sites highlighted the need to demonstrate ways to reduce work assistance provided for workers with severe multiple disabilities.” (Parsons et al., 2001, p. 162)

Case Study Overview and Method

This qualitative study is guided by the following research questions:

1. In what ways can job coaching implement supported employment between employers and individuals with intellectual disabilities?
2. What barriers arise in the liaison between the job coach and potential employers?
3. How does job coaching overcome these barriers?

To address these questions, a qualitative case study approach was used to observe a job coach and her clients with intellectual disabilities. Both the job coach and clients were employed by a nonprofit organization located in West Texas. The organization had over 200 employees and employed individuals who have varying physical and mental/psychological disabilities. When the study was conducted, the job coach was overseeing four clients with intellectual disabilities, four clients with physical disabilities, and one client with a mental disability. For this study, only the job coach and her interaction with her clients who have intellectual disability, were included and directly observed during their work schedule (including interactions with co-employees and completing tasks) and during their 15-minute

break time.

The study purposely investigated a single job coach. Erlandson et al. (1993) explain that case studies were developed from “data derived from key human sources in various social settings....” (p. 17). As in this case, names were changed and given pseudonyms, locations disguised, and other steps taken to preserve the anonymity of the participants (Erlandson et al., 1993).

An initial interview and a follow-up interview were arranged as part of this study. Field notes and reflections were jotted down in a journal and were triangulated.

To ensure trustworthiness, the first criterion employed was the credibility criteria of prolonged engagement. During the preliminary conversation with the job coach, the researcher was informed that clients with intellectual disabilities (including others with different disabilities) only worked 20 hours or less in a week. Hence, field observations were conducted only on certain days of the week when the clients were scheduled to work. The observations were conducted in three sessions for at least half an hour per observation. Erlandson et al. (1993) assert that “enough time” is considered the amount that enables the researcher to “understand daily events in the way individuals who are part of that culture interpret them” (p. 30).

The second criterion used was transferability by employing purposive sampling. Erlandson et al. (1993) explain that purposive sampling “seeks to maximize the range of specific information that can be obtained from and about that context” (p. 33). It was vital to the study that participants recruited were relevant to the study.

The third criterion was the confirmability audit to ascertain dependability by “enabling an external reviewer to make judgments about the products of the study” (Erlandson et al., 1993, p. 35). The researcher was referred by a colleague to the job coach

who was employed by the workforce development division of the nonprofit organization. The job coach had a combined number of over 28 years as an educator and job coach.

Data Sources

Using field notes, interviews, and three on-site observations, the following tables are examples of interactions observed between the coach and her clients. Note that as the researcher, I used the noun “I” to refer to my own reflections and descriptions of events as they happen at the time of observation. Refer to Appendix A for Tables 1.1, 1.2, and 1.3 for description of events and reflections of site visits numbered one to three. After each table, an explanation of events follows.

Thematic Data Analysis

Below is a description of the data sources utilized to answer each research question, as well as the evidence of themes during the coding process.

Research Question 1: In what ways can job coaching implement supported employment between employers and individuals with intellectual disabilities?

The data sources used for this research question are field notes and interviews. Open coding was utilized while perusing data several times and important events were summarized based on the meaning derived from the data. A table with headers was developed and includes fields such as open code, properties, and examples of participants’ words. Based on the open coding, six insights were gained from the experiences of the job coach: (a) providing support and assistance, (b) providing accommodations, (c) fulfilling required documentation, (d) monitoring job engagement, (e) assisting in decision making, and (e) liaising. By providing support and assistance, a job coach ascertained that client had opportunities to experience job tasks. According to an interview with the job coach, maintaining workstations for her clients was important and, if possible, she recommended it to management. A job

coach also provided needed accommodations to maintain employment and maximize productivity. In one of the field observations, the job coach managed to create pictures of various hangers so one of the clients could sort hangers by type and not by color. Documentation was also a large part of a job coach's daily routine. Case notes must be sent regularly to supporting agencies. This was an avenue to evaluate the progress or job performance of clients. Monitoring job engagement was another aspect of a job coach's work. This aligned with maximizing productivity and allowed the job coach to model the correct execution of a task, i.e., sorting hangers in appropriate bins. When decisions had to be made about sorting books, the job coach assisted and guided the client in implementing decisions—whether to accept or reject books that the computer system was not able to scan from a barcode. Most of all, conducting liaison work required external support for acquisition of certain equipment or securing necessary modification. Ultimately, the job coach must make recommendations to management, so clients are able to work efficiently despite their disability.

Research Question 2: What barriers arise in the liaison between the job coach and potential employers?

The data sources used were field notes and interviews. Open coding was utilized to derive meaning from data. One barrier that the job coach identified was task analyses. It was important to identify which aspect of work was manageable and difficult for the client. In one session, it was evident that Bob (pseudonym) could not read, and pictures were drawn. The pictures became substitutes for text so Bob could sort hangers, not by color, but by type. Annie and John (pseudonyms), who have a mental and physical disability respectively, read, used a machine (barcode scanner), and identified the ISBN (International Standard Book Number) in books. Clients were placed in certain workstations based on their level of

abilities. According to the job coach, the client's employer was aware of their disabilities and the necessary accommodations. The employer has been supportive of her recommendations. She hopes the employer will always accept and act on all her requests.

Another barrier mentioned by the job coach was communication difficulties. According to the job coach, an individual with autism was unable to immediately interact or respond to work instructions. A nonverbal client with autism may also react differently when approached, like tapping his or her chin, banging his or her head or hurting themselves overall. An incident involved Bob, and the job coach was worried. Although Bob's disability did not allow him to consciously consider his actions, management might sanction him for his own misbehavior. The job coach's opinions may be communicated to the employer, but it is not guaranteed that the employer will be understanding of the job coach's clients. Employee policies will have to be enforced per the policies established by an organization.

Research Question 3: How does job coaching overcome these barriers?

Data sources for this research question are field notes and interviews. As mentioned previously, there were two barriers: task analyses and communication. In task analyses, it was vital to identify which aspect of work was manageable and difficult for the client. These aspects are crucial in planning tasks. To overcome this barrier, work must be broken into smaller components and must focus on areas that are within the client's level of capabilities. This way, planning can be done appropriately, and the employer can be informed of any work modifications for each client. As for Bob, if sanctions were enforced to make him understand the consequences of his conduct, the job coach would comply with the employer's wishes and then communicate the reprimand to Bob's family. As for communication difficulties, the job coach realized it was more effective to communicate

through writing or hand signals if a client is nonverbal and not engaging otherwise. Bob, for instance, has a low retention rate. He mumbled a lot and was not coherent. So, instructions must be repeated regularly for him.

Implications

Job coaching for individuals with disabilities is a very challenging job. There must be consistent support to maximize productivity of clients within the workplace by providing accommodation and modifications, assisting with decision-making, and communicating with supporting agencies. Liaison work becomes crucial because the job coach serves as the bridge between the employers and the clients, between the clients and the supporting external agencies, and between the employers and external agencies.

Barriers to liaison work must be addressed in two ways: task analyses and communication. Tasks must be broken down to ascertain that tasks are being performed within the individual's level of capabilities. Any recommendations made by the job coach are open to scrutiny by the employer. There is no guarantee the employer will be fully on board with any requests, although by law employers must comply with the Americans with Disabilities Act. Communication is an issue with individuals who are not engaging. The employer will always rely on the job coach to communicate with clients. The employer will look at any infraction in the workplace, regardless of disability. The job coach may be able to present an argument on behalf of the client, but a job coach would have no control of any decisions made by the employer.

Job coaches generally help clients with intellectual, physical, and mental disabilities in carrying out work-related responsibilities. Clients may only be able to work for 20 hours or less to comply with Social Security regulations regarding weekly earnings. Clients may also have limited mental functions and skill sets to carry out their jobs (Reynolds et al.,

2016). The job coach must provide ongoing and consistent support to guarantee workplace success. The goal is to train clients for their major job functions and eventually allow them to work independently. A job coach may be able to forego direct involvement in the future.

Individuals with intellectual disabilities, and those with other disabilities, usually continue to rely on the traditional support of Supplemental Security Income (SSI) checks and health insurance in the form of Medicaid (Blanchett et al., 2009). However, giving clients opportunities to work will also give them a sense of accomplishment. Despite their disability, they can become competent and productive. To bring them along a path of productivity, the presence of a job coach is a crucial aspect of this success.

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