Competencies
- S2 Ability to conduct a task analysis, gather data, document progress, and prepare detailed notes.
- S3 Ability to facilitate and support critical thinking/decision making skills and promote self-advocacy.
- S4 Ability to appropriately support and recognize when to reduce direct support.
- S5 Ability to demonstrate, model, and teach appropriate behaviors.
- S9 Ability to foster appropriate working relationships at the work site.
- S10 Ability to access tools, technology and adaptation devices.

Concept to Practice

Modeling Appropriate Behaviors

(Lesson 7)

Modeling is an effective strategy that job coaches can use to teach students appropriate behaviors in the workplace. This activity will allow you to practice using this strategy, which will help you prepare for your role as a job coach. If you are already working as a job coach or a paraprofessional, practice modeling appropriate behaviors for a student with whom you work. Make sure that you obtain permission from a teacher and/or parent before working with the student. If you are not yet working as a paraprofessional, practice this strategy with a friend or family member. You can model appropriate behaviors for the workplace, classroom, or home.

Directions
Use the following “step-by-step” directions to implement this strategy, and then respond to the questions that follow.

Strategy Step-by-Step

1. Conduct observations or an interview to identify the job tasks, classroom behaviors or social skills that are difficult for the student.

2. Discuss the task or skill with the student, and explain how it is completed or why it is important. For example, you might explain to the student why using good eye contact is an important workplace skill.

3. Model the task or skill in the appropriate setting.

4. Ask the student to imitate your behavior and practice the task or skill.

5. Provide feedback and reinforcement to the student.
Follow-up Questions

1. Which task or skill did you choose to model for the student?

2. Why did you choose that task or skill?

3. What did you discuss with the student about the particular task or skill?

4. After the student imitated your behavior, what type of feedback and reinforcement did you provide?
5. What went well when you were using this strategy?

6. What was frustrating or did not go well?

7. What would you do differently when using this strategy in the future?