

Interviewee name _____ Date _____

Interviewer: _____

Sheldon ISD Special Education Services

Interview Questions/Format
for the position of:
Job Coach

- Please share some information with us about yourself. (*What are you doing now, why do you want to be a job coach?*)

- Tell us why you applied in Sheldon ISD. (*Why are you interested in working in Sheldon OR Why do you want to move to the special education department or to this campus? Where else have you applied?*)

- Why do you believe you will be successful as a job coach?

Explain the job coach roles and responsibilities; caseload and process in district. Ask if this situation would be a suitable working condition or not. If not, not do proceed with interview. (See attached)

| Question | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1. How competent are you with using a computer? Share with us your computer experience. Have you ever used a computer program for writing and updating goals and objectives? (examples?) | | | | | |
| 2. What are your qualifications for this position? Have you any experience working with students with disabilities? | | | | | |

Scores: 40-50 points—exceptional candidate
30-39 points—good candidate
25-29 points—adequate; but needs guidance/monitoring
0-24 points—weak candidate; look further

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| | | | | | |
|--|--|--|--|--|--|
| 3. Describe your experience in the world of work, outside of school district employment? Have you ever had employee training or monitoring responsibilities in any of those positions? | | | | | |
| 4. How would you determine the best approach to working with students with disabilities of varying ability levels at community non-paid vocational training sites? | | | | | |
| 5. As a job coach, you represent the district and high school as you work with students out in the community. How would you ensure you would represent the very best of education and Sheldon ISD when you are in the community? | | | | | |
| 6. How would you go about establishing rapport with a student? Parent? Other teachers? | | | | | |
| 7. If you have worked in special education, have you ever seen an IEP and helped to implement goals and objectives listed on the IEP? | | | | | |
| 8. If you were assigned to work with a student who is mentally retarded and combative, what steps would you take to address the issue out in the community? | | | | | |
| 9. You have a student who is making minimal progress with his goals, what are some things you might consider the reason could be? | | | | | |

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|---|--|--|--|--|--|
| 10. What would you do if a parent of one of your students showed up at the business, training site and wanted an update on the child's progress? What about if an employee asks questions about the student with a disability at the non-paid or paid training sites? | | | | | |
|---|--|--|--|--|--|

TOTAL

Additional comments:

Questions asked by interviewee:

Interviewed by: _____

Recommend for position consideration? YES NO PENDING

Job Coach candidates should be personable, have good communication skills, be energetic, self-starters, well organized, trustworthy, and able to work effectively and efficiently with or without direct supervision. The candidate's personality should reflect a calm demeanor and an understanding of the student's instructional and support needs. Flexibility and consistency on a daily basis is to be expected. This candidate should be able to work well with others as a team player. The candidate must be willing to provide services in non-traditional education environments (the community). The emphasis on professionalism, ethics, accountability, and confidentiality is not only highly important, it is crucial to the implementation of the IEP, the safety and confidentiality of the student, and the reputation of the campus, district, and special education program.

SAMPLE ACCEPTABLE RESPONSES:

Q1: CLASS; SEAS; other web-based programs

Q2: Some job coach training or experience is good, though not necessary. Has the individual worked as a special education aid at the campus level? Was it secondary experience or elementary? What is the candidate's attitude toward working with students with disabilities at non-paid and paid training sites in the community?

Q3: Has the individual ever worked at a community business beyond the public school system? What was their role in the business? Were they ever responsible for helping new-hires or training individuals? If they were not appointed to train

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do they cite examples where they took it upon themselves to train or support individuals with whom they worked and who appeared to need the assistance?

- Q4: Discussion of how they identify strengths and needs. The use of strategies that help students succeed. Discussion of the use of district support systems to obtain information to better meet the needs of students.
- Q5: The discussion must result in evidence the person understands the need for professionalism, ethics, accountability and confidentiality. Treating students with dignity.
- Q6: Communication with the student, teachers, business employees; showing an understanding of the role of listening and business protocol.
- Q7: IEP goals and objectives, data collection, transition goals, etc.
- Q8: Separate the individual from the environment and observers. Use de-escalation strategies. Contact the WBL/VAC teacher and district behavior expert to help develop appropriate BIP, contract, or other effective means of addressing the problem in the community. It should become part of the goals and objectives.
- Q9: The use of task analysis if the person was a job coach in the past; or a method of problem-solving and instructional strategies that indicate a natural ability to trouble-shoot learning problems and match successful interventions.
- Q10: Politely request the parent to contact the WBL teacher/VAC to discuss the child's progress. If the parent continues, explain to the parent that you must train and supervise the students and therefore cannot be distracted. The candidate should show awareness of confidentiality such that others might overhear the conversation. Employee: if the co-worker is helping to train the student, answering questions to help the employee understand the disability is important. The discussion should be broad and not clinically specific, but help the co-worker understand the student they are helping to train and/or support. An understanding of legal, confidentiality requirements are important.

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