

QUATSEE COURSE OF SUPPORTED EMPLOYMENT

LESSON 4

NECESSARY CONDITIONS AND PHASES OF *SUPPORTED EMPLOYMENT*

OBJECTIVES

At the end of this lesson, you should:

- Know the necessary conditions to start a service of supported employment.
- Know the characteristics of the professional team that should carry out the service.
- Know the phases and technologies of supported employment.

4. 1. NECESSARY CONDITIONS TO START A SERVICE OF SUPPORTED EMPLOYMENT.

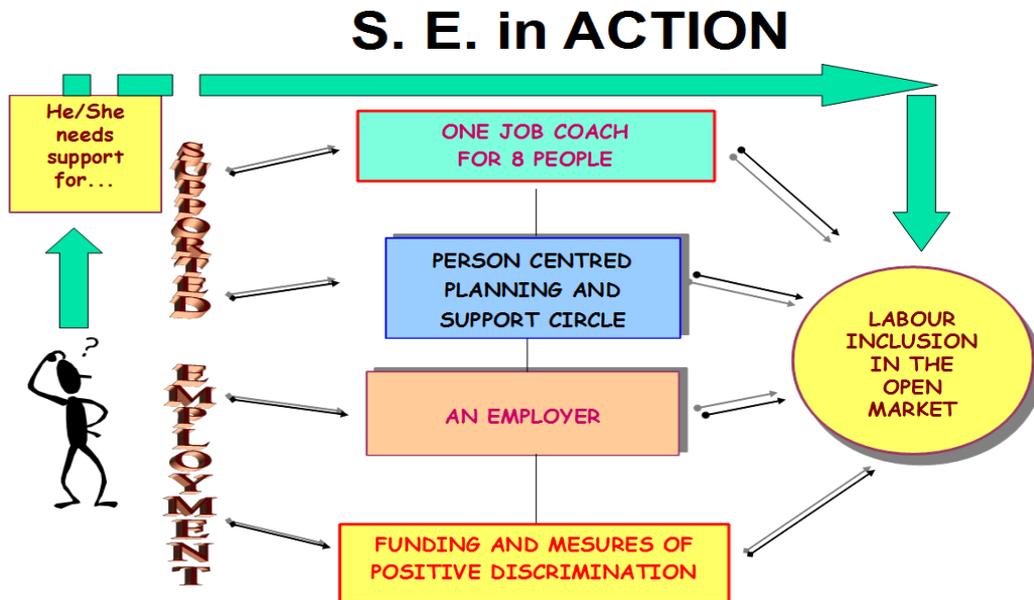


Figure 4.1. Intermediate components that are needed to start.

Instrumental nature of a program or service

In the slide in Figure 4.1, the first thing you see is the person, this represents all citizens with disabilities who need support to successfully reach the final element: his/her inclusion in the open labour market. Between these extremes there are various intermediate elements or instrumental conditions that will lead to the final goal of the yellow circle. Everything in between is therefore necessary and useful to help the person to overcome any difficulties to get a contract in a company or entity of the labour market. This mechanism is called *program or service of supported employment*.

We emphasize the instrumental feature of a program or service of supported employment, from the beginning of this course, because for professionals of social services sometimes is hard

to accept this concept. The program or service of supported employment is only an intervention, not a place of arrival, an intervention for participants to get their labour inclusion in the regular system of work and thus a status of full citizenship and a better quality of life, and this is the ultimate objective.

Temporary nature of the support

The entity should not stigmatize

The program or service, the mediating entity, can change the instruments, change its structure, adapt their procedures, innovate, etc., but it should keep unchanged its mission, and guide all activities and approaches. In the figure, we can see the philosophy required of all supported employment service: is the person who, through the mediation of the program, will achieve the goal of his/her labour inclusion. Once achieved and maintained this objective, it may disappear even the ascription of this person to the program or service, when he/she is self-sufficient and autonomous.

1st condition: a determined entity

In order to start a supported employment service is required, therefore, first, that the promoter entity takes this philosophy and the principles and values we discussed in the didactic unit 2, as well as the lead character of the people served. In this sense, the structure of mediation should always be flexible and should never lose sight that it exists to serve people. The program or service: 1) must not bring conditions, whose sole function would be to filter and select candidates; 2) it must always act with respect and discretion to avoid stigmatizing users; and 3) it should know how to move away, when services are no longer needed. In other words, users of a supported employment service should not have the feeling that "go into" a hospital/facility, or something similar, or that are being cared by a special structure, that mark and label them excessively...

A professional team: at least 2 job coaches

Professionals conversion

Team task: quality image

Consequently, the most important thing is that the first necessary condition to start a program or service of supported employment is that there is a determined social service entity to launch this new line of social intervention, to promote labour inclusion in the open market. If this occurs, the entity will restructure its organization and will send to this line of action the staff needed to implement the new service.

The professional team which is sent to supported employment must consist of at least two components and better if these two are job coaches, able to complement each other. It is not advisable that the entity starts this new service putting a single job coach and if we had to choose, it would be preferable to start with two job coaches without a coordinator, rather than a coordinator and a job coach.

They can be part of this new team of supported employment, in addition to job coaches, other professionals of the entity that so far performed functions in other lines of employment or training, we refer to professionals such as a psychologist or a social worker, who could carry out functions of support to job coaches, coordinating with them. If necessary, there will have to convert some of these staff roles, depending on the new mission assumed by the entity.

The essence of this first condition is that the entity starts this service line with a team task: the ground to be tread is complex and it is necessary to take firm steps to ensure the effectiveness and quality. The image of the entity before the business and before the community of people with diverse abilities will depend on the

team design to be made.

2nd condition: an intervention strategy

The second necessary condition of a program or service of supported employment is the individual service planning or person-centered planning. The main content of the program is precisely this: the support that the person will receive to succeed in the labour inclusion within the ordinary market. This support will vary according to each candidate and will be adapted to the characteristics and needs of each one. Therefore, it will be required to think a strategy of intervention, in which the plan that is designed is unique and not transferable to each worker with different capacities.

Individual plan

Some participants will require a more intensive support and an exhaustive individual plan that considers all risky aspects that influence labour inclusion. Others, however, will have to work deeply some personal goals or the planning of the support and the instruction in the company or the adaptation plan to their co-workers, etc.. Anyway, we must always work the objectives and personal goals, designing an action plan customized to each case.

A joint design

The plan must be drawn together with the worker, he or she is the main character and owner of "his/her" plan, therefore, he/she should feel it as belonging to himself/herself and not as something imposed from outside by the service entity. The more this worker is involved, the more his/her plan will have more guarantees of success.

Features of the plan

The mediator entities of social services are used to design individual plans. Sure you are familiar with such strategies and perhaps you are now following in your professional life some

individual plans with people you are accompanying. Here we will only recall some features that should be applied to these individual plans of supported employment:

1) The plan is different for each individual, as we have said, if it is a plan of the individual and for the individual, as there is not two identical individuals, the resulting plan will necessarily be different for each one. This first feature also includes the employee involvement, from the first time, in the preparation of his/her plan.

2) The plan is built for work and social inclusion of people with different abilities, so it must be designed from the wishes and aspirations that he/she has in this field and seeking guarantees of continuity in the future and his/her personal satisfaction as a citizen integrated in the community. The plan should take into account support needs of the individual in all work areas that are set.

3) The plan will set the policy areas and objectives and targets to achieve in each of them. We will work with: Independent living (personal autonomy), social life (labour and community social skills), and working life (which includes training).

4) Strategies to be used and the activities undertaken to achieve the objectives and targets set will be set.

5) Finally, it will determine who will perform the activities, that is, who is responsible for its compliance and the date of achievements (results), making, therefore, the calendar of the proceedings.

The individual plan should always consider the familiar surroundings of the central person and the social networks of natural support, to be used as valuable resources in each of the areas.

Signature and copy

“Circle of

support"

Once drafted and set all the elements of the individual plan, the next step is the signing of the document by all parties involved, thus it becomes a real instrument of mediation, which should be checked regularly and that will guide the provision of support services this person needs. The protagonist of the plan should keep a copy of it and monitor its compliance. Furthermore, the mediating entity must ensure to the person with diverse abilities and his/her family the confidentiality of the plan.

Definition

Another useful strategy of intervention to achieve labour and social inclusion of the participant may be the "circle of support", an innovative strategy recommended for people with significant support needs and whose most outstanding virtue is effectively orchestrate the natural resources of support around the individual. The goal is the same: get to make an action plan whose implementation and development revitalize the life of the central person, leading him/her to the achievement of a job that allows him/her to feel useful, participating and contributing to society, like other citizens.

Features

The *circle of support* is a human team composed of people close to the person with diverse abilities (central person) mostly volunteers, who come together and agree to work together to achieve the objectives set out in an action plan led by the Central person. The *circle* has a "facilitator" who is in charge of energizing and motivating the group, to oversee the work to be done and to ensure results. This facilitator would be in our context the job coach.

The methodology of the *circles of support*

has the following features:

1. It is composed of those invited to participate by the central person. They tend to be family, friends, neighbors and any significant person in his/her life.
2. Each *circle* also has a "facilitator", who is the sole member with gainful dedication, in charge that everything runs right, in the direction marked by the central person.
3. *Circle* meetings usually take place in the house of the central person, not in social services offices nor in professional's offices. It creates a positive atmosphere.
4. Facilitator thoroughly prepares each *circle* meeting, previously talking to each of the participants, and reviewing the objectives and progress of the action plan agreed.
5. *Circle* meetings are held at intervals of a month or two, depending on the stage of the process in which the person is, unless the group decides a higher frequency.
6. Each *circle* member assumes commitments and get out of each session with one or two assignments, with a deadline compliance, and shall report the results to the group at the next meeting.
7. Meetings are convened by the central person or his/her guardian, in writing and with an agenda. All *circle* members participate as equals, being very valuable all contributions.
8. During the meetings, pictograms, continuous paper, colored markers, etc. are used to express graphically the content of

Pattern of meetings

what is being said and planning, particularly when the central person has language or understanding problems.

9. Periodically, the *circle* celebrates the successes achieved to maintain a high motivation of its members along a path fraught with difficulties.

Summary

The *circle of support* will meet periodically, following this pattern:

- First Meeting: each *circle* member will contribute with information he/she has to build in the first place, the profile of abilities and support needs of the person.
- second meeting: all the obstacles that stand in the way and the opportunities that could represent a step in the right direction will be appreciated. A consensus will be sought to enable the person to take advantage of new training resources, social contact, a contract of employment, improvement in quality of life, etc.
- third meeting: it will be the *circle* itself, with all elements of information and assessment, which will prepare the Action Plan for labour inclusion and participation in the community, directed and approved by the person with different abilities.

Subsequently, the meetings of monitoring and verifying of the compliance of the agreed plan will be convened, at intervals established by the *circle*¹.

¹ You can consult the concept of *circles of support* in this bibliography:

- Falvey, M. A., Forest, M., Pearpoint, J. y Rosenberg, R. L. (1994): *All my Life's a Circle. Using the tools: Circles, MAPS & PATH*. Inclusion Press: Toronto, Canadá.
- Mount, B. y Zwernik, K. (1988): *It's Never Too Early, It's Never Too Late*. Saint. Paul: Metropolitan Council.

In short, the mediating entity and the professional team (1st condition of Supported Employment) should implement a strategy of mediation (2nd condition), which will lead basically towards an individualized plan, which can be reached also through a *circle of support*.

REVIEW ACTIVITY 4.1.2

You are about to start to accompany a reference person in his/her way of labour inclusion, you should make a template or tab/bracket as the *individual plan* of this person, in which you will bring together all aspects that will work together and you will need to consult it frequently. Would you mind to try to build this template, very simple, so that it can be useful for your work?

3rd condition: an employer

Supported employment cannot be started under any circumstances, if there is not an employer in the ordinary market decided to offer a job for a person with different abilities. This is the critical condition of the entire system, the element that does not depend on us but on the open market. This market is very dynamic and supports not only the constant creation of new businesses and new jobs, but also the mobility of workers, resulting in new jobs.

However, we must also recognize that daily market companies disappear, taking away their jobs, and in the open market come very different groups with different stigmas and unequal training, which sometimes makes very difficult its labour inclusion.

Because of the intrinsic difficulty that may entail the labour inclusion of certain groups of

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- Snow, J. y Forest, M. (1986): *Support Circles: Building a Vision*. G. Allan Roehr Institute: Downsview, Ontario. Canadá.

Essential element, but not problematic workers, it is required an effective support system to complement the disadvantage and becomes an argument of security and safety for the employer when hiring a worker who has an entity and a support program.

Public or private employer The employer is therefore a key and essential element of supported employment, but it is not a problematic or difficult element of the system. Those who work in this field must always think that there must be an employer somewhere that will hire my candidate, if I have not found him/her yet is because I have not searched enough or because I should improve my marketing and negotiating strategies...

Supported self-employment The employer must be searched among the varied business activities in our city or region and using all possible media and marketing ways. Maybe we find him/her in the field of public business or administration. But surely we find the best opportunities in the field of private business.

Know the business Another line to explore is the "supported self-employment", that is, the person is established as autonomous to develop a supported activity, or the fact of entering as a partner in a co-operative, with the same rights and obligations as other co-operators. In these two cases we could say that the job is created by oneself, or instead of seeking a foreign employer, oneself has become an employer, though, of course, he/she will also be a worker.

Supported employment will always require an employer and a job, therefore the mediating institutions and social service professionals who want to start a program of this nature will have to leave their ivory tower and

4th condition: an incentive environment

get out of the walled enclosure where they used to move, in order to peer into the world of ordinary business, coming into contact with the business on the open market, so as to know their ways of thinking and acting, their worries and difficulties, their needs of human and economic resources, their demands for competitiveness and quality, and their values and priorities.

Push from the public administration

After learning about the world of entrepreneurship and its patterns of behavior, the mediating entity will argue its collaboration in the project of supported employment, so that the employer has sufficient motivation to participate in this experience.

Push from the entities of this sector

The fourth condition to start a program or service of supported employment is that from the public administration it has been created an incentive and enabling environment that promotes this type of service. Although there is not a regulatory framework for supported employment at the state level, in many countries there are some incentive measures of hiring people with disabilities or other people in a disadvantaged situation.

Push from universities

But the incentive environment is not only made by the economic measures of support that can articulate the public administration, but also by other determinants that play a decisive role in promoting supported employment.

Regulator framework and funding

We refer, first, to the role of the most innovative parent associations and people with diverse abilities. In some countries these institutions prompted the investigation of this new line of labour inclusion and launched pioneering experiences that attracted international attention, almost thirty years ago.

*Slow development
generally speaking*

Secondly, other entities that have played a key role in the development of supported employment have been universities which, together with entities of the disability sector, developed successful demonstration programs with different groups of people. This resulted in numerous publications with experimental data in Canada, USA, Australia, New Zealand, Japan, etc. and replicas from different countries, which together form a solid block guarantor of supported employment system. European universities subsequently joined, and have been investigating supported employment with many target groups of people.

Third, the legislative framework of a country and the financing of support services, are the main promotional element of supported employment that will lead to wider this system throughout the national territory. The appropriate labour legislation and the measures of affirmative action are always necessary for a country to put into practice the principle of equal opportunities and the development of a fair society. The pace in every country is different. In Figure 4.2 you can see the evolution followed by supported employment in different countries and the influence that environment has had on its development.

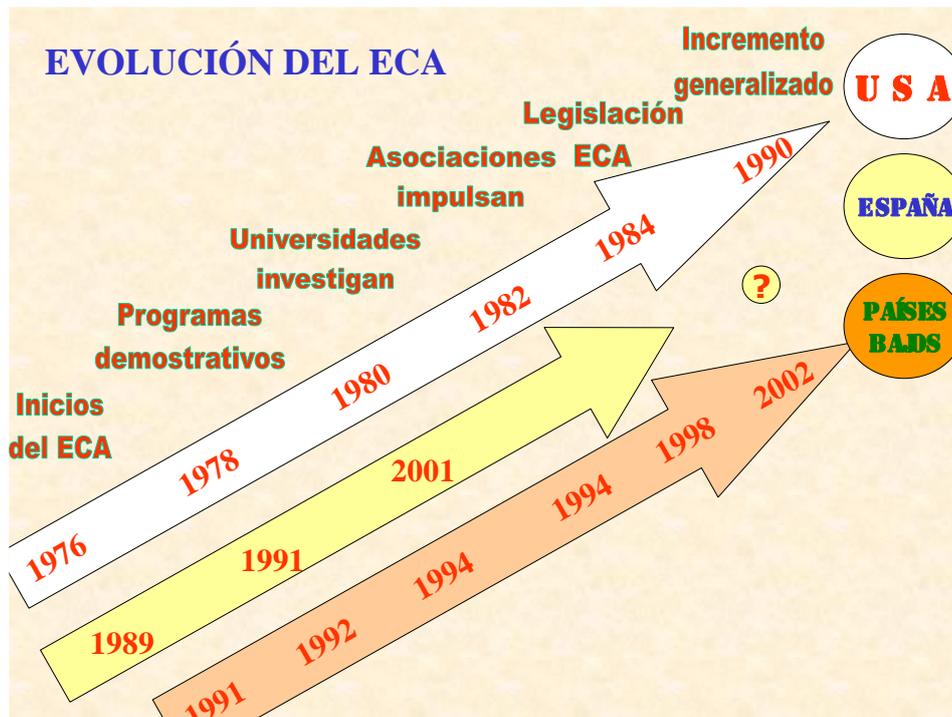


Figure 4.2. Evolution of supported employment in different countries.

4. 2. CHARACTERISTICS OF THE PROFESSIONAL TEAM THAT SHOULD CARRY OUT A SERVICE OF *SUPPORTED EMPLOYMENT*.

The professional team needed to conduct a supported employment service will vary depending on the group of people to whom the service is going to be provided and probably according to the geographical area where it will be introduced. Within the team, the central figure is the job coach, but the job hunter or prospector, psychologist, or social worker can also be part of this team.

We have already said that the recommended minimum cell is a team of two job coaches. If there is no figure of job seeker on the team, this important function will be performed by the job coaches themselves. Likewise, if there

is not a psychologist in the team, the important role of evaluating candidates for employment will also be made by the job coaches.

Naturally, depending on the characteristics of the population to be supported, the team should be strengthened with the psychologist, especially when people with mental illness or behavioral disorders are accompanied, and with the figure of a professional to seek jobs when the size of the program or service is required.

Depending on the organization and distribution of work to do by the mediating body, the team of professionals could have more social functions rather than labour functions, these being more typical of social workers. But, the most common thing, is to start a program of supported employment with few specialists and attributing to the professional figure of job coach the most part of services.

Let's see what is a job coach.

THE JOB COACH.

The job coach is the main support agent that guides the whole process of labour inclusion of people with diverse abilities or in any disadvantaged situation. Sometimes he/she is known as "consultant", "facilitator", or "job integration technician". He/she is a professional agent, specialized in facilitating and providing technical support to the person to be guided.

Definition

Wehman and Melia (1985) give the following definition:

"... Is a professional or possibly a paraprofessional who provides one by one individualized assistance to the client in matters of job situation, transportation, training in job skills in the workplace, continuous and long-term assessment; it is expected that over time the job coach can reduce their presence in the company, as the worker is better adapted and more independent at work."

The job coach is therefore a multi-faceted professional, who is at the service of workers he/she guides. These direct and determine their actions. Acting together as a team (worker and job coach) should succeed in the difficult path of full inclusion in society through employment.

Human characteristics

CHARACTERISTICS AND SKILLS:

A) Human:

- Person with well-established *principles and values*, convinced of the necessity of working for equal opportunity and inclusion for all in society.
- Person who *puts himself/herself in someone else place*, treats with respect the problem that is presented, able to listen.
- A person who is always *positive, optimistic and imaginative* in finding solutions.

Professional skills

B) Professional:

- Able to *observe and analyze* situations and environments with technical procedures and tools.
- Able to identify *natural supports* in all scenarios.

Social characteristics

- Able to design *learning programs*, and to use systematic instruction and behavioral modification techniques.
- Able to *evaluate processes*, collect objective data, and write technical reports.
- Able to *seek employment* and be a good communicator.
- Person *informed* and updated on all matters relating to labour and social legislation.
- Able to *negotiate, guide and advise* employers and workers.
- Person that foresees events and *acts preemptively*, before a conflict is declared.

C) Social:

3 types of functions

- Individual able *to work in team*, motivating and energizing the members of the "circle of support".
- Open Person with knowledge of the local business community and *well related* to the various sectors of the business community and trade unions.
- Person informed and with updated *knowledge* of all the *support resources* in the community.
- Individual *reachable* and does not deny their contact numbers.
- Person who facilitates and gives support, builds connections, but *knows when to retire* from the scene.

From the features and mentioned skills, functions that the job coach must develop can be deduced. Basically they are focused on:

Functions of personalized support to each of the workers, so that they have more power and independence (empowerment) and can carry out their plans; This involves knowing the maximum possible to each individual and their environment.

Professional profile of the job coach

Technical functions of instruction and facilitating adaptation to the workplace; this involves working in defense or protection of each person (*advocacy*) to succeed in maintaining the employment, using, if necessary, technical assistance and making reasonable adaptations.

Social functions, for the marketing and job search, and to build support networks around each individual, both in the workplace, and in other community settings.

The professional profile required in several countries to develop the role of the job coach is equivalent to an intermediate level technician, and he/she is used to be: social educator, social worker, job technician, or any other university degree like teacher. Although often these seats are occupied by psychologists or pedagogues, earning the salary as an intermediate level technician².

According to Paul Wehman³, the skills of the job coach are:

📁👤 Job coaches must be able to respond in a variety of work situations based on the community. This means that the job coach should dress, behave and speak the same language that employers, so that this can help people with disabilities to adapt better to

2 If you want to widen this topic, you can consult:

- Kregel, J. (1994): *Natural supports and the job coach: an unnecessary dichotomy*. Richmond: Virginia Commonwealth University. Newsletter of *Rehabilitation Research and Training Center on Supported Employment*.
- EUSE, 2010: How to Guide nº 5 of the EUSE Toolkit for Diversity (**recommended reading**)
- Supported Employment UK National Occupational Standards (2013).

3 Paul Wehman, 1992: *Life beyond the classroom*. Baltimore: Paul H. Brookes.

different companies in the community.

- 📄👉 Job coaches should search and create jobs in the open market and in companies where training and development of people with disabilities will occur.
- 📄👉 Job coaches should be able to capture all the requirements and needs of a specific job. This activity is known as "*job analysis*". The analysis should also include all related skills, affecting the success of the candidate in this workplace.
- 📄👉 Job coaches must know to restructure a job to facilitate success. This task requires negotiating with the employer to approve any restructuring of working routines.
- 📄👉 Job coaches should implement systematic skills to assist individuals with disabilities to perform their tasks effectively. This includes facing inappropriate behaviors that may jeopardize the success of the individual at work. These skills should include effective measures for the aid to be declining, while producing an acceptable work. This concept is called "*fading*".
- 📄👉 The job coach must be willing to actively participate in the workplace whenever necessary to ensure that expectations are met, to help in emergencies, and to encourage workers to gradually take on new responsibilities.
- 📄👉 Job coaches should be able to promote relations between peers, supervisors or managers and people with disabilities. This is very important to ensure lasting success.
- 📄👉 Job coaches should provide long-term services, as long as necessary, to each employee.

In order to do this, they must develop individualized agreements with employers on continuous or intermittent support, it will be necessary to keep the worker in the workplace.

 Job coaches should be prepared to offer assistance and training for the needs and skills outside the company. This may include transportation, financial assistance, resolution of personal and family problems, and other issues not directly related to the job.

 Job coaches should regularly inform the worker and his/her family of how things are going at work. Effective job coaches recognize that the working life of the individual and their family life are closely related.

 Job coaches are mediators in problems or conflicts that may arise in the workplace, such as production problems, difficulties in the way of performing the tasks, difficulties in relationships with peers, boredom, frustration, support, etc.

Finally, we emphasize the importance of organizing a professional team oriented to effectiveness and adjusted to the real needs in supported employment: for example, the figure of "counselor" can be dispensed because the job coaches will guide better, who are in daily contact with their workers; the same could be said of psychologists or psychiatrists, if only they were conceived to pass tests and make evaluations.

In short, a team of supported employment must consist of experts in the integration of persons with diverse abilities in the regular labour market, helping them with the transition from an inactive life to an active and fulfilling working life.

Therefore, in this womb should predominate professionals working in the arena of business and community, leading the support to the inclusion of workers.

4. 3. PHASES AND TECHNOLOGIES OF SUPPORTED EMPLOYMENT.

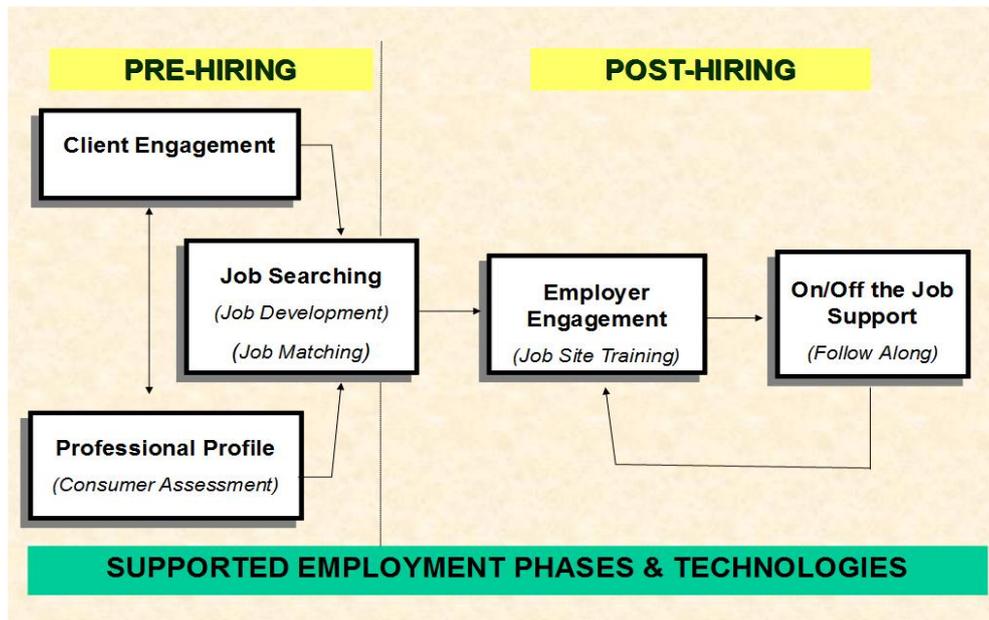


Figure 4.3. Phases and technologies of supported employment.

Five phases In Figure 4.3 the most important phases of labour inclusion system known as *supported*

employment are outlined. In this didactic unit we will just briefly describe them to have an overview, as we enter into the following units to study in depth the content and technologies of each phase.

Pre job matching and post job matching

The system is divided into two parts: **pre-hiring** or pre job matching and **post-hiring** or post job matching; *pre job matching* includes the operations and processes that must be performed during the first three phases of the system, before the participant initiates a formal contract, and *post job matching* consists of two phases covering interventions and processes to be performed after the participant signs a formal contract.

Preparatory phase

Although is not listed in the table, a program or service of supported employment should start with a phase of *preparation of materials* and registration forms or protocols. It is normal that the mediating entity foresees which printed materials will be presented to employers to inform them and ask for their participation, which registration protocols are to be used at each stage, which data should be collected, etc. Therefore, the professional team will take responsibility for a few weeks for deciding which information will be sufficient to gather at each stage and which artwork will presented to the business. This preparatory phase of materials is very beneficial for the professionals, because it usually serves to unite the team and provide security to its components, having the opportunity to answer questions, make joint decisions and acquire a sense of belonging to a new initiative.

1st phase

According to EUSE (*Toolkit for Diversity-How to Guide n° 1*) the first phase of supported

2nd phase

employment is **client engagement**, where the Supported Employment Service (SES) welcome the people with support needs and inform him/her on the process and services he/she can access to get a job in the open labour market; during this phase the SES assists people to make a decision on the services they want to receive and to sign an agreement to achieve together their personal aims. This initial phase is not considered in the USA terminology

The second phase according to EUSE (*Toolkit for Diversity- How to Guide n° 2*) is the **professional profiling** or the **consumer assessment**, according to Inge et al, 1991:

It is the process of assessing the current skills and interests of a candidate and the anticipated needs of support in order to do the best job fit.

3rd phase

Job coaches should take the time during this phase to get to know participants and gather accurate and plentiful information on his/her personality and behavior, education, labour, medical, family, where he/she lives, skills, interests and preferences, fears and rejections, the resources available and the resources of the environment, the contacts in the community and the support networks, etc.. We must never forget at this stage to assess the support needs of participants or candidates to perform job functions and tasks.

During this phase, interviews, meetings, formal and informal observations, analysis of professional reports, valuations of behavioral situations, and even labour practices can be conducted.

The third phase of supported employment is **job searching** (*Toolkit for Diversity- How to Guide n° 3a*) or **job**

development:

It is the research of the local and regional labour market to identify existing vacancies that may fit better to our candidates with diverse capacities, including their potential for self-employment.

Operations and technologies to be applied during this phase are:

- Explore the labour market
- Contact businesses and employers
- Observe jobs and workplaces
- Perform job analysis.

This last operation is to make systematic observations of a job, to determine their main tasks or duties, professional and non-professional skills required, the time required for each task, and environments where it is performed.

During this phase, our services are presented to employers while they are invited to participate in our project. Job hunting should be made thinking about any particular candidate and adapting to the requirements of employers.

4th phase

In the third phase as well you have to do the job matching, as defined by Schalock and Jensen, 1986,

It is the comparative study of the behavioral skills of a person and performance requirements of a job, including identification of significant misalliances.

It is a critical phase of supported employment, if things are well done here, it is very important in the labour inclusion of the placed candidate, so the time should be taken

5th phase

before deciding, have and across all data of the workplace and the candidate, having made all necessary observations and resolved the doubts. The professional must ensure that in the job match all the key elements are met.

According to EUSE the fourth phase is the **employer engagement** (*Toolkit for Diversity- How to Guide n° 3b*), where the employer accomplish the company's social responsibility plan by hiring people in a disadvantaged situation and with support needs. Once you have got the cooperation of the employer, you can do the job site analysis and make an *individualized action plan* to train the new employee and achieve the best labour inclusion in the company; for this reason this phase is referred in the USA terminology as the **job site training** which can be defined as follows:

It is the direct and systematic instruction of work tasks and relevant professional skills, given in the same workplace for a job coach, or a partner formed by him/her, to a worker with diverse abilities.

According to EUSE (*Toolkit for Diversity- How to Guide n° 4*) the fifth phase is **on/off the job support** which includes support services of job site training and **follow along**. This phase has more technical content and in which the job coach must apply his/her teaching methods, reinforcement and continuous assessment, for the worker to properly fit his/her new job and get a good social integration in the company. The instruction for the performance of his/her functions can be done directly by the job coach or by coworkers (natural supports) formed by the job coach.

In the USA terminology the fifth and last phase is called **follow along**:

It is a systematic and individualized process

that aims to provide the support that the worker needs, to keep his/her job and improve the position in the company as a valued member of staff.

Supported employment would not be such, if it did not offer at the end of the whole process of insertion, follow-up services and ongoing support, and evaluation of all occupational and extra-occupational aspects affecting job retention and the success of inclusion.

All phases above mentioned are all important and require the maximum attention and the application of precise and verified technical procedures.

The described system aims to provide the means necessary for the individual to get maintained successfully in the workplace, always so competitive. So the diagram in Figure 4.3 provides the ability to return to phase 4, when problems or deficiencies have been identified in phase 5. This indicates eloquently what this system pursues.

During the following didactic units, we will study deeply these phases.