

Consultative Employment Training & Supports (CETS)

Staging Record

# Job Demographics

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Worker |  | Date Initiated |  |
| Company |  | Date Completed |  |
| Contact Person/Supervisor |  |
| Phone |  | E-mail |  |
| Person completing CETS Staging Record |  |
| Proposed Job Title |  |
| Major Tasks or Projects |
|  |
| Proposed Work Hours | Proposed Days per Week |
|  |  |
| Anticipated Pay Rate | Anticipated Benefits |
|  |  |
| Reasonable Accommodations/Changes Implemented or Anticipated |
|  |
| Comments/Considerations |
|  |

Fill in your answers in the white areas.

Stage 1: The CETS Plan

# Company Culture and Job Related-Routines Support Plan

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| **Record observations regarding the rites and rituals of the company: e.g., unspoken and unwritten “natural” rules that are critical to employment success, dress code, commonly used language and slang that may be helpful to understand, valued personal attributes, acceptable humor parameters, initiation rituals for new hires, social interactions, description of sub-cultures, car-pooling, food sharing, outside-of-work company promoted socials, outside-of-work informal employee social interactions, holiday & birthday celebrations, et al.** |
| Culture of the Company Description |
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| Cultural Competency Plan |
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| Coworkers and/or Supervisors who believe in the employee and will act as a “positive interpreter” for the new employee |
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| **Record observations on Job-Related Routines: e.g., time-tracking, work hours, break times & lunch behavior, how to take care of personal property while working, communications with family/friends for emergencies, organizational emergency/health procedures, etc.**  |
| Observations on Job-Related Routines |
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| Job-Related Routines Plan |
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| **Description of “Looking Busy for the Boss” strategies used by co-workers. Are there “low-productivity/high-productivity” variations throughout the day that are “good enough” for the business, assuming an overall productivity level for the work-shift is met?** |
| “Looking-Busy” and Other Productivity Strategies Used by Co-Workers |
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| “Looking-Busy” Plan |
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# Consultative Employment Training and Supports: Job Duty Summary

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| --- |
| Project One |
| Description |
|  |
| Task Steps |
|  |
| Quality Measures |
|  |
| Tools Required |
|  |
| Speed & Accuracy Considerations |
|  |
| Natural Instructors/Supervision |
|  |
| Task Duration |
|  |
| Task Acquisition Concerns |
|  |
| Reasonable Accommodations and/or Changes  |
|  |
| Who will be the primary trainer for this project? What support will the Employment Specialist provide? |
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| --- |
| Project Two |
| Description |
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| Task Steps |
|  |
| Quality Measures |
|  |
| Tools Required |
|  |
| Speed & Accuracy Considerations |
|  |
| Natural Instructors/Supervision |
|  |
| Task Duration |
|  |
| Task Acquisition Concerns |
|  |
| Reasonable Accommodations and/or Changes  |
|  |
| Who will be the primary trainer for this project? What support will the Employment Specialist provide? |
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| Project Three |
| Description |
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| Task Steps |
|  |
| Quality Measures |
|  |
| Tools Required |
|  |
| Speed & Accuracy Considerations |
|  |
| Natural Instructors/Supervision |
|  |
| Task Duration |
|  |
| Task Acquisition Concerns |
|  |
| Reasonable Accommodations and/or Changes  |
|  |
| Who will be the primary trainer for this project? What support will the Employment Specialist provide? |
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| Project Four |
| Description |
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| Task Steps |
|  |
| Quality Measures |
|  |
| Tools Required |
|  |
| Speed & Accuracy Considerations |
|  |
| Natural Instructors/Supervision |
|  |
| Task Duration |
|  |
| Task Acquisition Concerns |
|  |
| Reasonable Accommodations and/or Changes  |
|  |
| Who will be the primary trainer for this project? What support will the Employment Specialist provide? |
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| Project Five |
| Description |
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| Task Steps |
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| Quality Measures |
|  |
| Tools Required |
|  |
| Speed & Accuracy Considerations |
|  |
| Natural Instructors/Supervision |
|  |
| Task Duration |
|  |
| Task Acquisition Concerns |
|  |
| Reasonable Accommodations and/or Changes  |
|  |
| Who will be the primary trainer for this project? What support will the Employment Specialist provide? |
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| Notes and Recommendations for on-site trainer, resource ownership, universal/assistive technology, further job modification, etc.: |
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# Ongoing Supports & Career Development

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| Ongoing Supports & Career Development Strategy, including updates and additional negotiations that address changes in work duties, promotions & new responsibilities, company leadership & co-worker changes: |
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| Ongoing Supports & Career Development Plan: |
|  |

# Consultative Strategies

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| Is a Co-worker primarily responsible for training the new employee, using ordinary company training practices? |
| o Yes o Sometimeso No  | Brief Explanation with Evidence of Examples: |
| Does Employment Staff ensure connections with other workers, even though they do not have a primary responsibility of training the employee?  |
| o Yes o Sometimeso No | Brief Explanation with Evidence & Names/Roles of Co-Worker Connections: |
| Does Employment Staff discretely consult with the natural trainers, co-workers, and the new employee regarding situation & person specific training and task completion improvement suggestions? |
| o Yes o Sometimeso No | Brief Explanation with Evidence of Examples: |
| Does Employment Staff enlist the support of other coworkers to brainstorm suggestions and offer guidance to the new employee—as they would for any other employee—prior to stepping in with the solution for challenges or issues that arise? |
| o Yes o Sometimeso No | Brief Explanation with Evidence of Examples: |
| Does Employment Staff support the primary trainer and other coworkers to teach the new employee unspoken and unwritten “natural” rules, that are critical to employment success, but not directly related to skill acquisition? |
| o Yes o Sometimeso No | Brief Explanation with Evidence of Examples: |