* View all work-related or behavioral challenges through the lens of functional communication
* Appropriately identify, label, and determine root causes of work-related or behavioral challenges, e.g., is task not getting completed because new employee does not know how or what to do (skill issue); because it’s more fun to talk to co-workers than to complete the particular task (motivation/preference issue); or because they had a rough morning or a coworker criticized them (situational/ issue)
* Address skill-based issues within context of CETS teaching plan
* Recognize and re-frame motivation/preference issues as universal and environmentally influenced (e.g., all employees have bad days, get off task, talk to coworkers when they should be working, etc.)
* Collaborate with coworkers and/or supervisors and the new employee to identify potential support strategies that fit within existing company protocols and culture
* Guide coworkers/supervisors to enact identified strategies, supporting only as needed, and fade
* Target preventive or environmental strategies first, relying on specific behavioral interventions only when necessary (and always in conjunction with broader prevention strategies)
* Ensure all strategies promote respect and dignity