



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.

Company Culture and Job Related-Routines Support Plan

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
Cultural Competency Plan
Coworkers and/or Supervisors who believe in the employee and will act as a “positive interpreter” for the new employee
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
Job-Related Routines Plan
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
“Looking-Busy” Plan

Consultative Employment Training and Supports: Job Duty Summary

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? What technology is needed/ will be used to support?

Project Two
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? What technology is needed/ will be used to support?

Project Three
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? What technology is needed/ will be used to support?

Project Four
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? What technology is needed/ will be used to support?

Project Five
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? What technology is needed/ will be used to support?

Notes and Recommendations for on-site trainer, resource ownership, universal/ assistive technology, further job modification, etc.:

Ongoing Supports & Career Development

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

Consultative Strategies

Is a Co-worker primarily responsible for training the new employee, using ordinary company training practices?	
<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No	Brief Explanation with Evidence of Examples: