

Person Centered Thinking

Trainer Credentialing Process

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The Learning Community
for person centered practices

The Learning Community for Person Centered Practice

Person Centered Thinking Trainers

Requirements and Process

The following describes the requirements and the process for becoming a Trainer for the two day Person Centered Thinking workshops. Becoming an effective trainer requires mastery of the material as well as demonstration of skills in training adults and facilitating/managing group dynamics. In addition, one needs motivation and time for studying and learning the material. This process is in place for all trainers recognized through The Learning Community for Person Centered Practices. (TLC PCP)

Trainer candidates need to demonstrate skills and effectiveness in teaching the material and supporting a positive learning experience for training participants. Each trainer candidate will be supported by and have access to a mentor trainer from TLC PCP. It is the trainer candidate's responsibility to complete all the steps outlined below and to demonstrate the skills needed to be credentialed as a Person Centered Thinking Trainer. Person Centered Thinking Trainer certification is required to also train Person Centered Thinking Coaches, or to be certified as a Person Centered Plan Facilitator Trainer.

The first step in the process requires attending Person Centered Thinking Training as a participant, and then using the tools in your day to day work. For those who are interested in becoming a trainer, contacting a Mentor Trainer via The Learning Community for Person Centered Practice (TCL PCP) is the next step. This Certification process is intended to describe, for both Trainer Candidates and Mentor Trainers, the expectations and process required to become a certified Trainer. Please address any questions you may have to either a board member of the Learning Community for PCP, or your Mentor.

Prior To Becoming a Trainer Candidate

Before becoming a Person Centered Thinking Trainer you need:

- ❑ Extended experience with using person centered tools in your work
- ❑ Participation in the full Person Centered Thinking Training
- ❑ Demonstrated experience training groups of adults.
- ❑ Demonstrated experience with managing group dynamics.
- ❑ Demonstrate competence in developing and growing plans.
- ❑ Recommendation to become a trainer from a member of The Learning Community for Person Centered Practice.
- ❑ Commitment to the time and effort needed to master the skills and develop the ability to train effectively
- ❑ Demonstrate a passion for supporting people in a person centered manner, and communicating that passion to others

Training Requirements

Developing and Demonstrating Skills

Action: Attendance at complete Person Centered Thinking Training as an observer.

Purpose:

- ❑ observation of techniques used by Mentor Trainer;
- ❑ note specific quotes/stories/examples/exercises to use;
- ❑ observe methods used to answer questions from audience;
- ❑ Note and observe time management techniques and needs

Time Required: Two full days, with discussion and review of learning and questions after session.

Action: Meet with Mentor Trainer to prepare for first training demonstration.

Purpose:

- ❑ to discuss and develop a learning plan;
- ❑ receive support on how to prepare for first training demonstration;
- ❑ get answers to questions and
- ❑ review all logistics requirements

Time Required: One full day.

Action: Self Study of materials and notes and logistic needs

Purpose:

- ❑ Expand knowledge of material, sequence, learning objectives and timeframes.
- ❑ Organize materials for use during training

- ❑ Acquire familiarity with information on The Learning Community website and history of the Learning Community's role and purpose.
- ❑ Strengthen skills in leading discussions and have mastery of material for at least two exercises per day of training. (Note: for those going through the training with other Trainer- Candidates only half the exercises may be practiced in the first round, however knowledge of all exercises is recommended.) Discuss with mentor trainer prior to training.
- ❑ Record list of questions for discussion with mentor trainer.

Time Required: Minimum of twenty hours for person centered thinking

Action: Deliver Person Centered Thinking with a mentor trainer OR with another trainer candidate with a mentor trainer observing.

Purpose:

- ❑ Demonstrate knowledge of material and presentation methods;
- ❑ Experience the need to manage group dynamics;
- ❑ Demonstrate skills at specific communication of instructions to groups;
- ❑ Discover/discuss the skills needed to adjust material according to background and interests of the audience;
- ❑ Demonstrate awareness of time management needs.

Time Required: Two full days, with discussion and review at end of each session (or as needed) with mentor trainer

Action: Self Study of materials and notes and methods.

Purpose:

- ❑ Develop mastery of material, order, learning objectives and timeframes.
- ❑ Organize materials in a manner that improves learning outcomes for audience.
- ❑ Develop mastery of at least two additional exercises per day of training.
- ❑ Record list of questions for discussion with mentor trainer.

Time Required: Minimum of twenty hours for person centered thinking training.

Action: Deliver Person Centered Thinking with a Trainer candidate partner or alone with observation by mentor trainer for 2nd time.

Purpose:

- ❑ Demonstrate mastery of PCT material to be presented in trainings;
- ❑ Demonstrate skill in managing group dynamics;
- ❑ Demonstrate improved skill at delivering instructions to groups;
- ❑ Demonstrate ability to adjust material according to background/interests of the audience, and explain to mentor-trainer when, how and why adjustments were made.
- ❑ Demonstrate ability to cover material within time limits.
- ❑ Demonstrate skill at understanding learning style differences of adult learners and need to present material in multiple methods.
- ❑ Demonstrate changes and adjustments to your training skills based on feedback received from Mentor Trainer.

Time Required: Two full days, with lunch discussion and review at end of each session;

Action: Submit two person centered descriptions to the mentor trainer for review: one is a person centered description for you and the second is one for a person who uses services.

Purpose:

- ❑ Demonstrate knowledge of the process for using person centered thinking tools
- ❑ Demonstrate sensitivity to the personal information gathered through the use of Person Centered Thinking tools
- ❑ Demonstrate an appreciation for feedback and open to learning

Time Required: Six to ten hours to gather information, and develop a description for each.

Action: Meet with Mentor Trainer to review activities and evaluate the process.

Purpose:

- ❑ to discuss current status of Candidate and any additional steps required;
- ❑ receive support on registration with Trainers List serve and receiving certification;
- ❑ Review person Centered Descriptions submitted.
- ❑ Review requirements and plan for delivering training and
- ❑ Review requirements for ongoing certification

Time Required: One full day.

Evaluation of Trainers

Criteria

New trainers are evaluated across three criteria. They are:

1. Knowledge of the material;
2. Presentation skills; and
3. Skills in facilitating learning.

Knowledge of the material is demonstrated in presentation, in response to questions, and in assisting with learning. More specifically, the following questions will be used by the Mentor Trainer when observing the Trainer Candidate:

- Does the Trainer Candidate present the material in a manner which demonstrates understanding by the trainer and facilitates understanding by the participants?
- Does the Trainer Candidate explain the material and respond to questions in a manner which increases the participant's comprehension and is helpful to the participants?
- Can the Trainer Candidate explain, when asked, how information of person centered thinking and the tools apply to the context in which the trainees work/live?

Presentation skills will be observed by the Mentor Trainer in response to the following questions:

- Does the Trainer Candidate present the material in the framework in which it was designed? Is the material presented in a way that is and demonstrates the trainer candidate's ability to not get lost in the training sequence?
- Is the trainer candidate's style of presentation engaging for the participants?
- Does the presentation approach facilitate learning and not interfere with learning? This includes clear, concise instructions and delivery methods.
- Does the Trainer Candidate cover the material with consistent timing (not rushed or slow)?
- Does the Trainer Candidate demonstrate the necessary organizational skills to keep materials, supplies, and room set up orderly so as to contribute to the smooth flow of the training?

Skills in facilitating learning are observed by Mentor Trainers in the following manner:

- Does the Trainer Candidate proactively monitor the learning taking place among the trainees and intercede when people need assistance?
- Does the trainer demonstrate the ability to -
 - Notice when participants need assistance
 - Intervene in a manner that is respectful and begins with where the participants are in their learning (as opposed to where they "should be")?
 - Help participants learn - give them the information that they need to move forward in a positive manner - does not do the work for them nor appear to be critical?
 - Provide encouragement to build the audience's confidence, and provides inspiration to help the audience develop their skills?

Feedback and Support

To begin the Trainer Credentialing process, each Trainer Candidate will meet with a Mentor Trainer, either alone or as a group, to set a plan for learning, review all requirements and agree on the logistics for the process. At this time, Mentor Trainers will discuss the Trainer Candidates' needs for support, and an agreement will be reached on how the Mentor Trainer will be accessible to the Candidates.

Following each training demonstration, Trainer candidates receive written feedback on each of the above criteria from the Mentor Trainer who observed their practice trainings. Each of the criteria above is qualitatively evaluated using clear statements of demonstrated ability, described in specific terms of what worked and what did not work within the identified area of the training. (see attached Trainer Candidate Feedback format). Mentors may or may not observe every aspect of the training (e.g., the morning of day one may be completed by candidate A, which does not allow

for observation of candidate B). All Trainer Candidates will receive written feedback through the attached Trainer Candidate Feedback Format.

Following each morning and afternoon session, Trainer Candidates meet with their Mentor Trainer to receive direct feedback on how the training has progressed and to receive support and guidance on technical aspects of the training in real time.

Trainer candidates are asked to self evaluate their skills at the end of the first presentation for person centered thinking. The self evaluation will include two questions:

- What are your skills and talents related to training in Person Centered Thinking? and
- What are your opportunities to improve your skills related to Training in Person Centered Thinking?

To answer these questions, the Trainer Candidate will think about what worked/didn't work about their demonstration training, and record specific examples under each criterion. (See attached Self Evaluation format). At the same time, the Mentor Trainer will respond to each question for the trainer candidates, and provide them written feedback on their skills and opportunities to improve.

After the two demonstration trainings completed by the Trainer Candidate, the Mentor Trainer and Candidate(s) will meet again to share evaluation views of the process, determine next steps, and to share support needed within any areas of learning.

Certification of Trainers

Following successful completion of the two sets of training demonstration, (if not completed sooner) the trainer candidate must submit their person centered description. This is reviewed by the mentor trainer, with feedback provided in writing. For PCT Trainer Candidates, submission of the description, and discussion of any feedback from the Mentor Trainer, is sufficient to meet this criterion.

The Mentor Trainer will inform the Trainer Candidate if they have successfully met all of the criteria for recognition as a certified Trainer. If the Trainer has not successfully met all of the criteria, the Mentor Trainer will explain the steps necessary for the Trainer Candidate to meet the criteria.

Following successful completion of all required steps, the Mentor Trainer will notify the board of TLC PCP that the Trainer Candidate has met all criteria required to be certified as a PCT Trainer. Mentor Trainer will then issue the certificate recognizing the candidate as a PCT Trainer. At this time, the Trainer's name will be submitted to the Trainer's List serve for inclusion, and posted on the website. The new Trainer will need to contact the website manager with accurate contact information to be included on the site.

Ongoing Certification Requirements

All trainers who desire to maintain their certification as a Person Centered Thinking Trainer must:

- Write at least one living description per year that meets Best Description Criteria
- Deliver the full two days of Person Centered Thinking Training at least three times per year
- Attend one of the following
 - Annual Gathering endorsed by The Learning Community for Person Centered Practices.
 - Updated training sessions delivered by a mentor-trainer, and discussions with mentor trainer on changes to material/supplies/etc.
- And agree to:
 - Participation on the Trainer's list serve
 - Share with The Learning Community knowledge gained through experience, innovation and learning throughout the year.
 - Contribute to requests for comment on new exercises/trainings/learning methods developed.
 - Acquire, evaluate and submit (when requested) evaluation information from at least two trainings completed in the past year.