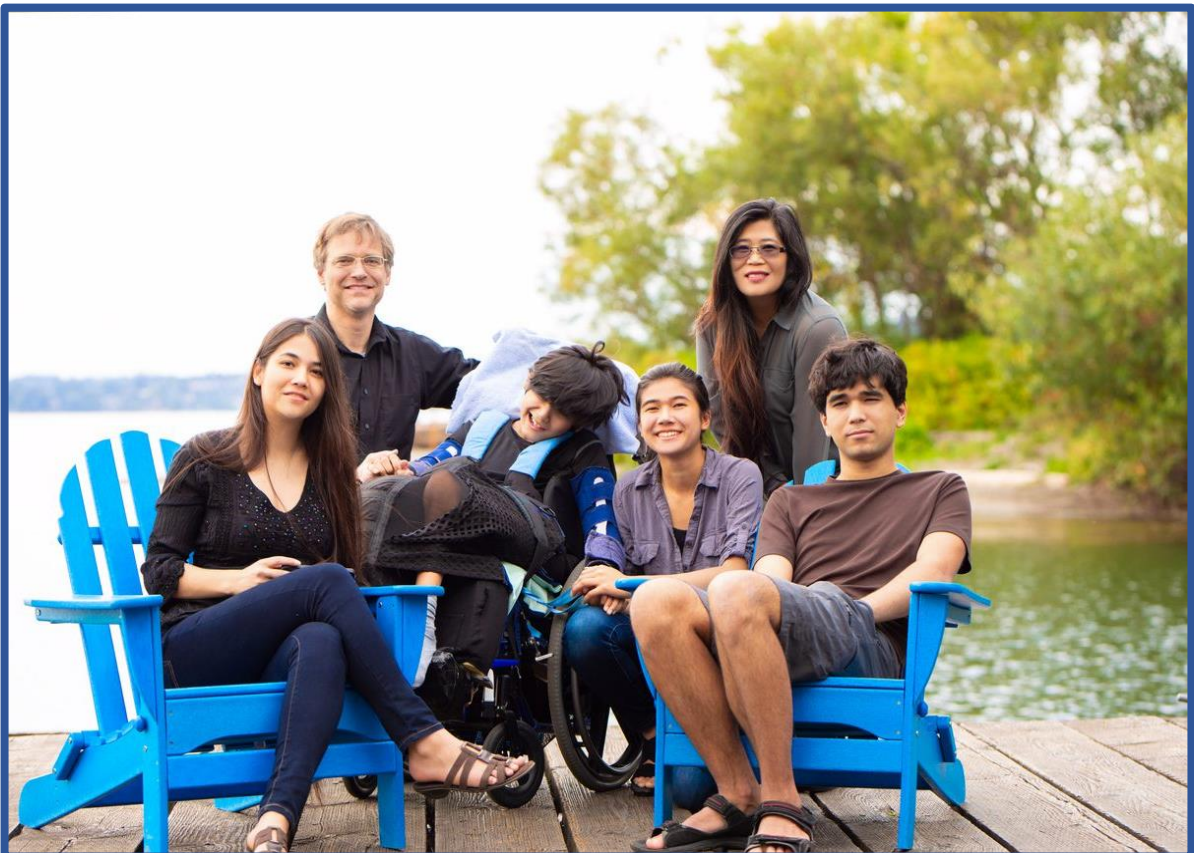




Person Centered Thinking©

Trainer Credentialing Process Handbook



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Getting Started

Congratulations on taking this step to becoming a Person Centered Thinking© (PCT©) Trainer. Being a PCT© Trainer is a status that is recognized internationally within The Learning Community for Person Centered Practices (TLCPCP).

This handbook provides all the information you need to move forward in your training. If this handbook does not address all your questions and concerns, please contact the TLCPCP Credentialing Committee Chairperson at tlcpcpcredentialing@gmail.com.

Please note that taking part in the credentialing process does not ensure that you will be credentialed as a PCT© Trainer. You will need to meet the criteria described in this handbook and complete activities in a satisfactory manner.

You are responsible for forming a mentor relationship with a certified Mentor Trainer who meets your needs. When selecting a Mentor, your matching strategy may include location, subject matter expertise, cost, supports needed, and personality characteristics. Visit www.tlcpcp.com to find a list of certified Mentor Trainers.

PCT© Trainer Certification is required to also train PCT© Coaches, and/or to be certified as a Person Centered Plan Facilitation Trainer, and Supporting Families Trainer.

Note: *This handbook and credentialing process is for the full Person Centered Thinking© curriculum. Person Centered Plan Facilitation, PCT© Coaches Training, PCT© Family Training, and People Planning Together each have credentialing processes and requirements.*

What is a Person Centered Thinking© Trainer?



As a Person Centered Thinking© PCT© Trainer, you will focus on **competency and character**. Competency is more than using, applying, and adapting person centered thinking skills; it includes skills in facilitation, managing the classroom, communication, and using

person centered values. Your success in adopting person centered values will be seen in the attitudes of the people you train.

Training for PCT© skills is a relationship-based process that only works when there is unity between the Trainer and the participants. As a PCT(s) trainer, you must create and maintain a constructive relationship with participants. You want to have meaningful interactions with each other, not just checking things off a list. TLCPCP is a network of relationships. You will connect participants with their own person centered values, with TLCPCP, and other members.

As a PCT© Trainer, your success will be when the participants adopt and use person centered thinking skills. You will have succeeded when participants embrace and pursue discovery and learning about the people they support in a genuine and caring way.

Finally, as a PCT© you must be able to inspire the participants to start the journey of being person centered. They will face disagreement, challenges, and all the other frustrations that leaders experience. How well you prepare them for the world outside the training will determine whether they become life-long learners of person centered practices or abandon their journey within the first few steps.

Basic Requirements

Competencies

Trainer candidates are expected to have basic skills necessary for training and facilitation. The Person Centered Thinking® (PCT®) Trainer Candidate has the skills to effectively communicate with the training audience. This includes the ability to:

- effectively communicate, explain, and link essential concepts and information;
- effectively use examples and illustrations from their own experiences;
- use creative phrasing, analogies, stories, and quotes,
- organize and prepare ahead of time, including knowing the audience and comparing/contrasting concepts.

The PCT® Trainer Candidate has experience with training groups of adults. The PCT® Trainer can manage group dynamics and pay attention to the development of constructive group processes.

The PCT® Trainer Candidate uses strategies to engage and involve participants.

Prerequisites

The PCT® Trainer Candidate must:

1. have experience through personal life or work with the target audience/ sector for which they are becoming Trainers.
2. have participated in a full Person Centered Thinking® Training, and be using the skills in day-to-day work.
3. commit to the time and effort needed to develop and master skills needed to train others effectively.
4. have passion for supporting people in a person centered manner, and willingness to share that passion with others.
5. be willing to contribute to The Learning Community for Person Centered Practices and attend gatherings.
6. be willing to maintain credentialed PCT® Trainer status. .
7. be willing to embrace and support the TLCPCP Board's Vision, Mission, and Plan.

Process Overview

Once the PCT© Trainer candidate has engaged a Mentor Trainer to pursue certification, the credentialing process includes:

- Review of prerequisites
- Introduction to expectations and process with Mentor
- Development of Learning Plan that includes agreement and practice
- Preparation for training and development of plans for practice
- Observation by Mentor Trainer of mentoring skills
- Submission of portfolio
- Review and signing of Standards of Practice
- Maintenance of PCT© Trainer Certification
- Payment of trainer fees

Competencies and Skill Set for Remote and In-Person Training

The Person Centered Thinking© (PCT©) curriculum is a well-designed curriculum that exposes participants to PCT© skills tools and concepts. The strong curriculum design allows for certified trainers to effectively deliver training. The curriculum supports trainers to deliver trainings in both a traditional classroom setting and virtually over an electronic platform, such as Zoom, Teams, or Webex.

The PCT© Trainer Candidates should develop confidence and competence to deliver the curriculum both in person and virtually. However, there may be reasons why a Trainer Candidate and their Mentor Trainer decide to focus on one or the other means for delivering the training:

- The Trainer Candidate is certain they will only be delivering the training one way.
- The Mentor Trainer and the Trainer Candidate want the candidate to become confident and competent in one platform first. In this case, there should be a plan in place to develop skills in the other delivery platform.
- The Mentor Trainer is only able to support the Trainer Candidate adequately in one of the platforms.

The next section lists features to consider when deciding what platform to use. You can consider the demands on the trainer, the class structure, and the materials in your decision. Below you have the top 3 strengths of each platform:

In-Person Training

Easier to build meaningful connections and provide personalized instruction during training time

Easily delivered by a single trainer with traditional facilitation skills

Activities and attendance generally require use of paper materials

Virtual Training

More people able to attend because no physical meeting space or travel is required

Breakout sessions offer privacy for partners and group work

Activities require use of various technology and online resources

Features of In-Person & Virtual Training

In-Person Training

Virtual Training

Demands on Trainer

Can connect with participants directly and easily	Can be difficult to connect with participants in a meaningful way; need to develop unique strategies to build connection
Easier to notice when participants are struggling; easier to provide individual support	Can be challenging to determine if participants are struggling; need to develop unique strategies to check for understanding
Group management skills are required: group focus, time management, etc.	Requires visiting breakout rooms to see how partner and group work is going to ensure people are discussing the task and understanding concepts
More easily delivered by a single experienced trainer when class size is limited to fewer than 30 participants	Recommended to have 2 Trainers to address technology demands and troubleshooting for trainer and attendees
Power Point skills and knowledge about computers, projection, and sound devices	Requires technology skills including knowledge of computer applications and troubleshooting; ability to multi-task for chat, webcam monitoring, multiple screens, creating breakout rooms, multiple application use, etc.
Use paper to document and verify attendance; use various paper materials to organize curriculum	Can take attendance based on names on the screen; limited or no use of paper throughout

Class Structure

Physical space is required; travel to training site is required	More people able to attend because no physical meeting space or travel is required
Possible to train up to 40 participants	Class size needs to be limited to approximately 20 attendees
Well-tolerated in a two-day format	When delivered in modules, training is spread out over time. This gives attendees a chance to practice skills but increases the risk for losing participants between sessions.
Activities involve full-class participation	Difficult to engage entire class in one structured activity at the same time
Partner work may be challenging with noise levels and little privacy	Breakout rooms provide privacy for partners; Requires extra time for attendees to enter/return from breakout rooms

Materials and Equipment

Computer, projection device with sound; presentation supplies, such as flip charts, stand, markers, etc.	Computer, dual monitors, strong consistent internet connection, good lighting, quiet space, good microphone and webcam, meeting/training platform (ex. Zoom, WebEx, etc.)
Knowledge of designing and presenting with Power Point	Knowledge of designing and presenting with Power Point
Preparation of handouts for attendees	Handouts are electronic or paper handouts must be made available in advance

Timeline for Credentialing Process

TLCPCP recognizes that each Mentor/Trainer Candidate relationship is unique. Therefore, there is no structured timeline to the credentialing process.

The Mentor and Trainer Candidate should decide a timeline together. They should keep in mind the following:

A reasonable timeline that will keep the energy and momentum going

A reasonable timeline that will maintain the commitment of both parties.

Consider each other and the time people have to put into the process

It will be up to the Mentor Trainer if timelines and deadlines need to be implemented to keep the Trainer Candidate on track.

The Mentor Trainer and Trainer Candidate should plan to practice skills before the Trainer Candidate does a formal demonstration.

If the credentialing process is interrupted:

Sometimes events happen that we can't control, such as a sudden illness, life changes, or world events. To continue the credentialing process after an interruption:



Continue where you left off



If the curriculum has changed, Trainer Candidate should:



1. Observe the current training
2. Deliver the current training with a Mentor observation
3. Complete all credentialing requirements

Overview: Orientation, Supporting Documents, and Resources

The Mentor Trainer will provide all necessary documents and appendices to the Trainer Candidate through the credentialing process. All documents that are referenced in this section can be found on the TLCPCP website.

(add link to website - Mentor group)

Prerequisite Review

The Mentor Trainer starts the prerequisite review by providing an overview of the process, commitment, and expectations. The Trainer Candidate then completes the prerequisite.



[Appendix 1 - Prerequisite Review](#)

What's Your Learning Style?

Learning styles are the way people prefer to approach new information. Each of us learns and processes information in our own ways. This worksheet will help the Mentor Trainer understand and support the Trainer Candidate's learning styles.



[Appendix 2 - What is your Learning Style Preference?](#)

Credentialing Process

Once a Trainer Candidate has decided to become a certified Person Centered Thinking© (PCT©) trainer, they find a Mentor Trainer. Certified PCT© Mentor Trainers are listed at TLCPCP.com. Most mentors have their own application process for accepting candidates. Your mentor may develop a contract or scope of work for the certification process with you and/or their organization.

Note: TLCPCP does not provide Mentor services. All contractual and financial relationships are between the Trainer Candidate (or their organization) and the selected Mentor Trainer.

The Certification Process Occurs as Follows:

1. Review and document completion of prerequisites with your Mentor Trainer.
2. Develop a One Page Description to understand yourself as a Trainer Candidate and share what you know about yourself. Describe the supports you will need from Mentor Trainer and others to be successful in your candidacy.
3. Complete any additional required materials.
4. Complete orientation with Mentor Trainer.
5. Observe a mentor-led full PCT© training as a Trainer Candidate. Then, review observations with your Mentor Trainer.
6. Practice each of the skills, write learning logs, and work on your portfolio with the support of your Mentor Trainer.
7. Once your Mentor Trainer determines your skill level is proficient with each of the skills, begin learning and practicing the PCT© Curriculum.
8. Deliver all components of the training curriculum in two or more training sessions.
9. Once your Mentor Trainer shares that they are satisfied with your training delivery, make sure your portfolio documents have been completed and submitted to your Mentor Trainer. This will include your final One Page Description as a PCT© Trainer.



[Appendix 3 for Credentialing Process](#) and [Appendix 4 for Credentialing Learning Plan Checklist](#)

Trainer Standards of Practice



Preserving the highest standards of integrity and ethical principles is vital to the responsible practice of Person Centered Thinking®. Certified Trainers must commit to these standards and principles. The *Trainer Standards of Practice* is signed once certification is complete.



[See Appendix 5 - PCT Trainer Standards of Practice](#)

***Note:** You can access a variety of resources and document samples to support the Credentialing process. Mentor Trainers and Trainer Candidates can use/adapt these resources or develop their own.*

PCT© Trainer Candidate Portfolio

The Trainer Candidate Portfolio is a way of organizing the credentialing process. It is developed over time through the credentialing process and documents your practice, the ways you use the Person Centered Training© (PCT©) skills, and what you learn from your practice.

We recommend engaging with each of the following exercises. For each skill, capture detailed examples, information, samples, notes, pictures, and/or stories. Detailed information on each skill can be found on the TLCPCP website.

PCT© Trainer
Candidate One Page
Description

Learning Styles Results

2 One Page Descriptions
with someone you
support

Your Person Centered
Descriptions

Person Centered
Description of someone
you support

Important TO
Important FOR

Two Minute Drill

Relationship Map

Working
Not Working

4 + 1 Questions

Learning Log

Communication Chart

Donut Sort

Morning Ritual

Good Day
Bad Day

Matching

PCT Trainer One Page
Description



See PCT© Trainer Candidate Portfolio Checklist on TLCPCP website.

All material, documents, and samples developed with someone you support must either:

Have their consent to share with the
Mentor Trainer

Remove names and identifying
information

Person Centered Descriptions

Trainer Candidates will develop 2 Person Centered Descriptions:

1.

**A Person Centered
Description about
yourself**

2.

**A Person Centered
Description about a
person you support**

Use the PCT© skills to develop a Person Centered Description for yourself and one with the person you support. Include those who know and care about the person in focus, even when it is you!



See Person Centered Description and Plan Review as a guide for best practices in *Resources* on TLCPCP website ([add website link - Mentor Group](#)).

Person Centered Candidate Observation and Feedback

Observation and feedback will assist you in covering all the important areas of the training. They will also help you to become more competent and confident. The Mentor Trainer will provide feedback for all observations including presentation of material, communication of content, and facilitation of participants' learning.

Presentation

- ✓ Uses their voice effectively and is not monotone
- ✓ Uses PowerPoint and other visual aids well
- ✓ Provides clear directions
- ✓ Trainer candidate knows where they are in the training
- ✓ Works effectively with a co-trainer (if applicable)

Communication of Content

- ✓ Is the Trainer Candidate communicating the appropriate content and main points?
- ✓ Is the Trainer Candidate communicating clearly and in an easily understood manner?
- ✓ Are they following the script or the intent of the script (but not reading it)?

Facilitating Learning

- ✓ Is the Trainer Candidate watching the faces of the learners and picking up on people who are confused? Need support?
- ✓ Are the answers to questions responsive and helpful?
- ✓ Is the Trainer Candidate using language and actions that appeal to auditory, visual, and kinesthetic learners?
- ✓ Is the Trainer Candidate responding to those who challenge or are disinterested in a way that keeps the training moving for the rest of those in training?



See samples of Person Centered Descriptions in *Resources* on TLCPCP website (add website link - Mentor Group).

One Page Descriptions

Trainer Candidates will develop 2 One Page Descriptions for people who receive supports, as well as their own One Page Description. One Page Descriptions provide an at-a-glance look at a person but are meant to support a specific need or issue (e.g., healthcare appointments, introducing the person to new support staff, getting a paid job). You can have multiple One Page Descriptions for one person.

One Page Descriptions:

- have a specific purpose
- include three components that are directly related to the purpose:

What people like and admire about the person

What is important TO them (in situation related to purpose)

How to best support them (in situation related to purpose)

While the purpose of the One Page Descriptions for the people who receive supports will vary, the purpose of your own One Page Description is to introduce you as a trainer to the people you will experience training with, including participants, co-trainers, and Mentor Trainers.

The first One Page Description you do on yourself at the beginning of the process will introduce you as a Trainer Candidate:

1. What do people like and admire about you as a trainer?
2. What is Important TO you as a Trainer Candidate? (This will include information about the certification process itself, as well as what happens during actual trainings.)
3. What supports will you need from your Mentor Trainer and others to be successful in the certification process and to meet your *Important TOs* through the process?



See Resources ([link to website - Mentor group](#))

The second One Page Description you do on yourself at the end of the process will introduce you as a Certified Candidate:

1. What do people like and admire about you as a trainer?
2. What is Important TO you as a trainer? The focus shifts here from the process of becoming a trainer to actually being a trainer.
3. What supports will you need from your co-trainers, co-workers, support staff, participants, and others who will support your work as a certified trainer? What can others do to help you meet your Important TOs as a trainer?



See Resources ([link to website - Mentor group](#))

Maintaining PCT© Trainer Certification

To maintain Person Centered Thinking© (PCT©) Trainer certification, PCT© Trainers must:

- Pay **annual** trainer fees and complete Annual Attestation Form, which is used to update your trainer certification annually.
- Deliver the full **PCT© Training at least 2 times per year**. There are many possible ways to facilitate PCT© Training outside of the traditional PCT© Training. Keep a log of each curriculum component delivered including the date it was delivered.
- Stay current and informed by completing **one or more** of the following each year:

At least once every three years, attend a Gathering endorsed by The Learning Community for Person Centered Practices that includes a Trainers' session

Arrange individual discussions with a Mentor Trainer on changes to curriculum and materials.

Maintain a relationship with a Mentor Trainer to receive updated training curriculum, materials, and TLCPCP information. This can include an opportunity to further develop skills and knowledge. This can be done in person or remotely and includes an opportunity for questions, discussion, and networking with the Mentor and other trainers

Please note that Mentor Trainers may need to charge a fee for this in order to cover their expenses and time.



See PCT© Trainer Candidate Portfolio Checklist on TLCPCP website.

PCT© Trainers are encouraged to maintain a connection to TLCPCP through contributions and sharing. You can do this by sharing knowledge, experience, innovation, and lessons learned through the year:

Share information, learning, innovation, experiences, or ask questions via the TLCPCP website.

Contribute ideas and suggestions in relation to the current PCT© curriculum.

Get involved in a TLCPCP gathering by presenting or helping in the organization/ planning of the gathering.

Join a TLCPCP committee.

Share resources with TLCPCP.

Create, facilitate, join, or encourage a local Community of Practice.

Regaining Status After It Has Elapsed

If a Trainer has not met the yearly training requirements to maintain their credentials, the Trainer needs to be observed by a Mentor Trainer delivering the latest full curriculum and demonstrate knowledge and skill in order to regain their credentials.

Other Credentialing Options

Training in A New-To-You Sector

If a Person Centered Thinking© Trainer is in good standing and wishes to train in a sector that is new to them (e.g., Aging, Mental Health, Homelessness, etc.), they need to gain content knowledge and develop their experience by:

- **Spending time with a Mentor Trainer** who has experience in this sector. The Mentor Trainer should be able to share examples and stories that apply to the target audience, and provide information to the PCT© Trainer about the new context.
- **Researching this new sector** to gain understanding of current context, issues, practices, etc. This can be accomplished by discussing the following with the organization that is asking for the training:
 - What are the organization's learning objectives?
 - What is the general knowledge base of the group regarding Person Centered Thinking© and Planning?
 - Is there a sense of optimistic or cynical discontent about change in the organization?
 - What is working and not working in the organization?
- **Collaborating with someone who has expertise** in this sector to fully understand the needs of the target audience. This can be done with the organization requesting the training or another organization providing the same type of supports. This can include:
 - Meeting people supported by the organization.
 - Learning some of the language used in this service sector.

Appendix 1: Prerequisite Review

Name of Trainer Candidate:

Name of Mentor:

Date:



**Mentor to provide an overview of the process, commitment and expectations.
Complete review document by answering the following questions:**

- What is your experience with using person centered skills in your work (how and for how long)?
- Why do you want to be a PCT© Trainer?
- What are your gifts and talents? What do people like and admire about you?
- What would be important TO you as a PCT© trainer?
- What would be important FOR you as a PCT© trainer?
- Describe any related education and/or experience (e.g., teaching experience, public speaking, facilitating groups).
- When did you participate in the full 2-day Person Centered Thinking© Training? Where?
- Describe your experience training groups of adults.
- Describe your experience with managing group dynamics.
- How can you demonstrate competence in developing and growing plans?
- Describe your confidence in your ability and motivation to complete the credentialing process, including the time and effort required to master the skills and develop the ability to train effectively.
- Describe your passion for supporting people in a person centered manner and how you communicate or demonstrate that passion to others.
- Tell a story of celebration in relation to person centered practices that you have been a part of or witnessed.
- If you are working within an employer and becoming a trainer as part of your role, what is your employer's commitment to PCT©?
- What support do you have from your employer to become a trainer?
- Describe your participation in a community of practice or learning community focusing on person centered practices.
- By when do you want to complete your certification?
- Develop Learning Plan and Submit to Mentor.

Trainer Signature

Date

Appendix 2: What is your Learning Style Preference?

This is an optional discovery about your learning style. Completion of this is not required as a part of the routine 2 Day PCT© Trainer certification process.

Learning styles refer to the ways you prefer to approach new information. Each of us prefers to learn and process information in our own special ways, though we share some learning patterns, and approaches. Getting to you yourself as a learner also can help you to realize that other people may approach the same situation in a different way.

Complete the following questionnaire to assess your preferred learning style:

1. **Read the words** in the left-hand column.
2. For each row, **circle the box** that best describes you. Answer as honestly as possible with the description that applies to you right now.
3. **Count the number of circled items** and write your total at the end of the questionnaire (next page).

Learning Style Preference Questionnaire

Concentration	Does seeing clutter or movement distract you? Do you notice things around you that other people don't?	Are you distracted by sounds or noises? Do you control the amount and the type of noise around you?	Are you distracted by activity around you? Do you shut out conversations and go inside yourself?
Visualizing	Do you see clear, detailed pictures in your thoughts?	Do you think in sounds and voices?	Do the images you see in your thoughts involve movement?
Talking	Is it hard for you to listen for a long time? Do you often use words such as see, picture, and imagine?	Do you enjoy listening? (Or, maybe, you're impatient to talk?) Do you often use words such as say, hear, tune, and think?	Do you like to gesture and talk with your hands? Do you often use words such as feel, touch, and hold?
Contacting People	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone for serious conversations?	Do you prefer to talk while walking or participating in an activity?
Meeting Someone Again	Do you forget names but remember faces? Can you usually remember where you met someone?	Do you tend to remember people's names? Can you usually remember what you talked about?	Do you tend to remember what you did together? Can you almost feel your time together?

Relaxing	Do you prefer to watch TV, see a play, go to a movie?	Do you prefer to listen to the radio, play music, read, talk with a friend?	Do you prefer to play sports, make crafts, build something with your hands?
Reading	Do you like descriptive scenes? Do you pause to imagine the storyline?	Do you enjoy the conversation most? Can you "hear" the characters talk?	Do you prefer action stories? (Or, maybe don't even enjoy reading for pleasure?)
Spelling	Do you try to see the word in your mind? Do you imagine what it would look like on paper?	Do you use a phonetics and spelling rules to sound out the word? Do you hear it in your thoughts or say it aloud?	Do you write down the word to find out if it feels right? Maybe you run your finger over it or type it out?
Doing Something New at Work	Do you like to see demonstrations, diagrams, and flow charts? Do you seek out pictures or diagrams?	Do you find verbal and written instructions helpful? Do you like talking it over? Do you ask a friend or someone sitting next to you?	Do you prefer to jump right in and try it? Do you keep trying? Do you try different ways?
Putting Something Together	Do you look at the picture and then, maybe, read the directions?	Do you like reading or talking with someone about it? Do you find yourself talking aloud as you work?	Do you usually ignore the directions and figure it out as you go along?
Interpreting Mood	Do you mostly look at facial expressions?	Do you listen to the tone of voice?	Do you watch for body language?
Teaching People	Do you prefer to show them?	Do you prefer to tell them? Write it out?	Do you demonstrate how it's done? Ask them to try it?
TOTAL			
	VISUAL	AUDITORY	TACTILE/ KINESTHETIC

The column with the highest total represents your primary processing style. The column with the second most choices is your secondary style.

Your primary learning style preference is _____.

Your secondary learning style preference is _____.

Suggestions for Boosting Your Learning Potential

Now that you know which learning style you rely on, you can boost your learning potential. Below is an example of how you can get the most out of reading a book based on your learning style preference.

VISUAL

If your primary learning style is visual, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you'll act out the subject matter.

AUDITORY

If your primary learning style is auditory, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.

TACTILE/KINESTHETIC

If your primary learning style is tactile/kinesthetic, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy – both mentally and physically.

More information on each style, along with suggestions on how to maximize your learning potential, is available in the book *Learn More Now* (Hoboken, NJ; John Wiley & Sons, 2004).

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See the latest assessment at <http://www.agelesslearner.com/assess/learningstyle.html>

Appendix 3: Credentialing Process

Name of Trainer Candidate:

Name of Mentor:

Date:



Delivering Person Centered Thinking© Training is more than just standing in front of an audience and delivering a speech with a Power Point. Rather, it is teaching skills and tools to a diverse audience with varying backgrounds and interests.

We are invested in ensuring good training that helps people have better lives, not just better paper.

Prerequisites

- ❑ **Attend a full Person Centered Thinking© Training.**
- ❑ **Use the skills in your day-to-day work and with people you support. These experiences and examples will be captured in your Trainer Portfolio.**
- ❑ **Ask yourself:**
 - Am I familiar with TLCPCP's Vision and Mission?
 - Am I committed to supporting people and working with people in a person-centered manner?
 - Can I effectively communicate that to others?
 - Do I have experience training groups of adults?
 - Do I have experience managing group dynamics?
 - Am I willing to commit to the time and effort required to be certified?
 - Am I willing to contribute to TLCPCP and attend Gatherings?
 - Do I have my employer's support for the time and resources needed in obtaining and maintaining my certification? Or am I committed to absorbing the costs myself?
- ❑ **Contact a Mentor Trainer. They are listed on the TLCPCP website www.tlcp.com. Certification is not possible without a Mentor Trainer.**

Stage 1: Agreement and Practice

- ❑ **Complete the Prerequisite Evaluation with support from the Mentor Trainer.**
- ❑ **Enter into agreement with Mentor Trainer to start the process.**
- ❑ **Document your practice. Begin creating Learning Plan and developing your Portfolio. Refer to supporting documents (*Resources* on TLCPCP website).**
 - Document the ways you use the skills and what you learn from your practice.
 - For each skill, capture detailed examples, information, samples, notes, pictures, stories.
 - Use the Portfolio Checklist as your guide.
 - Submit a One Page Description of yourself as a PCT© Trainer Candidate. This part of the credentialing process can be developed throughout your credentialing journey but must be completed, submitted, and reviewed by Mentor Trainer before final certification.
 - The Mentor Trainer will ensure that you have taken the necessary steps to begin the certification process.
 - The Mentor Trainer will review each skill to ensure that you fully understand the concepts, the skills and how to use them.
 - The Mentor Trainer will provide feedback as well as mentoring if needed.
- ❑ **Submit your first One Page Description of yourself as a PCT© Trainer Candidate.**

Stage 2: Preparing to Train

You will observe a full PCT© Training in action with the scripted curriculum in front of you.

You will notice how another trainer answers questions, manages timeframes, and facilitates activities.

You will do a minimum of 2 full demonstrations prior to credentialing.

Good preparation will make training easier to deliver.

Use the following checklist to guide you in your preparation and demonstration of a PCT© Training:

- ❑ **Observe a full PCT© Training.**
 - Option: Trainer candidates can work in pairs.
 - Mentor Trainer will provide you with a PCT© Trainer's Guide and other training materials.
 - You will have the opportunity to discuss, ask questions and review your observations with Mentor after the training.

- ❑ **During observation, take notes on:**
 - Training techniques
 - Examples and stories
 - Effective management of questions and concerns.
 - Time management
 - Flow of the training and agenda.

- ❑ **Review and discuss observations with Mentor Trainer after sessions.**

- ❑ **Develop your Learning Plan with support from Mentor Trainer.**

- ❑ **Meet with Mentor Trainer to prepare for your first training demonstration.**
 - Receive support preparing for your 1st demonstration.
 - Determine if you will be delivering the training alone, with another trainer or with the Mentor.
 - Review logistics requirements, including registration process, location, materials preparation, printing, equipment, set up, etc.
 - Determine when/how your Mentor will support you and assist with the actual training session if needed.

- ❑ **Study materials, notes and logistics.**
 - Build your knowledge of material, sequences, concepts, learning objectives and time frames.
 - Organize your materials.
 - Learn the training activities and how to facilitate them successfully.
 - Familiarize yourself with TLCPCP website.
 - Practice delivering the training and facilitating exercises (on your own, in front of friends or family, co-workers, etc.).
 - If you are co-training, work with co-trainer to determine which sections will be delivered by whom. Review and get agreement from your Mentor Trainer.
 - With co-trainer, determine how transitions and flow will occur and how you will support each other.

Stage 3: Practice before Formal Observation

Effective delivery of this training requires a strong knowledge of the PCT© Trainer's Guide, linked activities, and experience in applying a variety of skills.

Practice is important to build competency and comfort.

Practicing your delivery will allow you to:

- Help participants celebrate their understanding
 - Elicit and answer challenging questions from participants.
 - Adjust timeframes as needed.
 - Use and discuss a variety of activities in a meaningful way and with confidence
- **Deliver PCT© training with Mentor or co-trainer as practice.**
- Candidates are required to deliver the training 2 times minimum. More may be required based on Mentor Trainer's assessment of your competence and readiness.
 - The 2 formal observations by Mentor Trainer:
 - Demonstrate skills
 - Communicate instructions
 - Manage audience
 - Answer questions
 - Facilitate learning
 - Time management
 - Discuss and review with Mentor Trainer at the end of all trainings.
 - Mentor Trainer will provide written comments and recommendations.

Stage 4: Trainer Portfolio and Certification

Developing descriptions and plans using the PCT© skills will ensure that you are prepared to teach others how to use the skills.

We should never plan for another person until we have planned for ourselves – and experienced the process ourselves.

Never use PCT© skills with/on another until you have used them on yourself.

Arrange an opportunity to ask any further questions, to address any concerns, and to review the requirements for continued certification beyond your first year.

- **Submit 2 Person Centered Descriptions to your Mentor Trainer.**
 - See One Page Description overview and best practices.
 - A Person Centered Description of yourself.
 - A Person Centered Description of a person you support.
 - Both descriptions provided electronically to Mentor Trainer.
 - Mentor Trainer will review and return with comments and recommendations.

- **Submit 2 One Page Descriptions to your Mentor.**
 - See One Page Description overview and best practices.
 - A One Page Description of yourself as a PCT© Trainer candidate. This should be given to Mentor at Stage 1.
 - A One Page Description of a person you support.
 - Mentor will review and return with comments and recommendations.

- **Submit samples/examples of PCT© skills as per Portfolio checklist.**
 - Mentor will review and return with comments and recommendations.

- **Meet with Mentor to review and evaluate your progress.**
 - Review current status and ensure all steps have been completed to Mentor's satisfaction including your Portfolio.
 - Review requirements for ongoing certification.

- **Complete/update your Trainer's One Page Profile – from PCT© Trainer Candidate to PCT© Trainer.**

- **Review and sign Standards of Practice declaration.**

- **Complete certification.**

Appendix 4: Credentialing Learning Plan Checklist

Name of Trainer Candidate:

Name of Mentor:

Date:



Requirement/Certification Activity

Attend Trainer Candidate Orientation and complete Prerequisite Review.

Support needed:

Target date:

Date completed:

Meet with Mentor to ensure you meet the foundational requirements (competencies and prerequisites).

Support needed:

Target date:

Date completed:

Develop learning plan in partnership with Mentor.

Support needed:

Target date:

Date completed:

Appendix 5: Trainer Standards of Practice

Preserving the highest standards of integrity and ethical principles is vital to the responsible practice of Person Centered Thinking®. Certified Trainers must commit to these standards and principles.

1. Be accountable to the TLCPCP:

- Maintain your certification.
- Hold fellow trainers accountable (by addressing misinterpretations, misunderstandings, misuse of materials and/or stories; offer a different perspective).

2. Follow TLCPCP Values.

- The work we do is based on partnerships, respect and trust. Contribute back to the TLCPCP.
- <https://tlcpcp.com/about-us/>

3. Maintain Confidentiality

- Only tell stories you have permission to tell.
- Always change names and identifying details, even if the person says you don't need to. (Some stories included in copyrighted curricula are fellow trainers' stories. Don't reveal their connection to those stories in training.)

4. Connect & Participate

- Actively use the Website: <https://tlcpcp.com/>
- Participate in local Communities of Practice.
- Participate in PCT® Coaches Meetings and/or other organizational change initiatives.

5. Be Credible

- Model, research, and collaborate to acquire and develop subject matter knowledge and experience.
- Model person centered practices in your professional life.

6. Maintain Integrity

- Published curricula should be presented as published.
- Honor trademarks and copyrights.
- Modifications should be made only by Mentor Trainers. Any shortened teaser or overview training should be developed with a certified Mentor Trainer with subject matter expertise.
- Do not alter people's stories and examples in the curriculum to fit your own needs.

Failure to adhere to the spirit and purpose of these Standards of Practice may be considered unethical.

I, _____, commit to adhering to the TLCPCP Trainer Standards of Practice. My dated signature below reflects my knowledge of and commitment to these standards. It also declares my completion of the annual certification requirements.

- I have developed at least 2 One Page Profiles per year that meet best practices.
- I have delivered the full 2 days of Person Centered Thinking® Training at least 2 times this year and/or use all curriculum components to train in a context suitable to own circumstances at least 2 times per year. I have maintained a dated log of each curriculum component delivered.
- I have stayed current by attending an annual Gathering endorsed by The Learning Community for Person Centered Practices including a Trainers' session and/or one of the other update options offered in the credentialing handbook.
- I have paid my annual Trainer's fee to TLCPCP.
- I share with TLCPCP knowledge, experience, innovation and learning gained throughout the year.
- I contribute to requests for comments on new exercises/trainings/learning methods developed.

Trainer Signature

Date