



The Learning Community
for person centered practices

Person Centered Thinking© Trainer
Credentialing Process Handbook

Board Approved -October 2016

Getting Started

Congratulations on taking this step towards becoming a Person Centered Thinking© (PCT©) Trainer. This designation is an internationally recognized level of achievement within The International Learning Community for Person Centered Practices (ILCPCP).

Please review all the material set out in this handbook to ensure that you have the information you will need to continue on. Contact a Mentor Trainer with the ILCPCP for suggestions on how to fulfill the Foundational Requirements and Prerequisites and to make arrangements for their support throughout the credentialing process. Approved Mentor Trainers are listed on the ILCPCP website at www.learningcommunity.us

Person Centered Thinking© Trainer Certification is required to also train Person Centered Thinking© Coaches, and/or to be certified as a Person Centered Plan Facilitator Trainer.

Note: This credentialing process is related to certification for the 2 Day Person Centered Thinking curriculum. Person Centered Plan Facilitation, PCT Coaches Training, PCT Family Training, and People Planning Together, each have credentialing processes and requirements. Check the ILCPCP website for more information on these certifications.

Foundational Requirements

Prerequisites

The Person Centered Thinking© Trainer Candidate:

- Must have lived experience either through their personal life or work with the target audience/sector for which they are becoming Trainers.
- Must have participated in a full 2-day Person Centered Thinking© Training, and be using the skills in day-to-day work.
- Must have the commitment to the time and effort needed to master the skills and develop the ability to train effectively.
- Must have passion for supporting people in a person centered manner, and willingly share that passion with others.
- Must be willing to contribute to The International Learning Community for Person Centered Practices and attend a Gathering.
- Must be willing to become a member in good standing with access to the ILCPCP Trainer's section of the ILCPCP website.
- Must be familiar with and have a willingness to embrace and support the ILCPCP Board's Vision, Mission and Plan.

Competencies

The Person Centered Thinking© Trainer Candidate must have skills sufficient to communicate effectively with the training audience. This includes having the skills to use verbal enhancers that more fully communicate and explain essential concepts and information, including examples and illustration, creative phrasing, analogies, quotation,

rhetorical questions, and comparing and contrasting concepts. He/she must have demonstrated experience with training groups of adults.

The Person Centered Thinking© Trainer Candidate must know strategies to engage and involve participants who display resistance or lack of involvement, or who exhibit disruptive behaviors that interfere with the development of constructive group process. He/she must have demonstrated experience with managing group dynamics.

Detailed Credentialing Process

	ACTION	SPECIFIC STEPS	PURPOSE	TIME/\$\$ REQUIRED
PRE-REQUISITE	Attend a 2-day Person Centered Thinking training AND put your learning to immediate practice	Begin using the tools you have learned with the people (or person) you support. These experiences should be captured on the Person Centered Thinking© Trainer Candidate Portfolio (section IV of this document)	Real-life, on-going use of the tools is required of every certified trainer.	-2 full days + practice -Registration fee
	Ask yourself	<ul style="list-style-type: none"> ✓ Am I familiar with the ILCPCP Board’s Vision, Mission and Plan ✓ Am I committed to supporting 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 & effort required to become certified? ✓ Am I willing to contribute to The International Learning Community for Person Centered Practices and attend a Gathering? ✓ Am I willing to become a member in good standing with access to the ILCPCP Trainer’s section. ✓ 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? 	Delivering PCT© training is more than just standing in front of an audience and delivering a canned speech with a PowerPoint. Rather, it is teaching tools to a diverse audience with varying backgrounds, interest levels, and interests. We are invested in ensuring good training that helps people have better lives, not just better paper.	-Your time and personal introspection 6-10 hours
	Contact a Mentor Trainer	Mentors are listed on the following website: http://www.learningcommunity.us (click on a country, then a state/province and look for names of mentor trainers)	Certification is not possible without a Mentor Trainer. Failure to contact a Mentor early in your process may mean you have to repeat steps unnecessarily.	-The price of a phone call or an email and your time
STAGE 1 Agreement & Practice	<p>Enter in agreement with Mentor Trainer to embark on the credentialing process</p> <p>Document your Practice – begin Portfolio</p>	<p>The agreement may be a formal (typed and signed agreement) or informal (verbal) based on the Mentor Trainer’s practice and own employment requirements.</p> <p>Document the ways you use the tools and what you learn from your practice. For each tool, capture detailed information in a word document (use the chart as your guide of the information needed) and add checkmarks to the portfolio chart as you complete each component. Submit the completed tools and detailed notes along with your portfolio to your Mentor.</p>	<p>The Mentor will ensure that you have taken the necessary steps to begin the certification process. We don’t want you wasting time/effort unnecessarily.</p> <p>The Mentor will review each tool to ensure that you fully understand the tools and how to use them. They will provide you with feedback as well as mentoring if needed.</p>	<p>- Mentoring Fee for entire process – all Mentor travel expenses or conference call/long distance calling costs</p> <p>20-40 hours</p>

STAGE 2 Preparing to Train	<p>Observe PCT© Training</p> <ul style="list-style-type: none"> ▪ Trainer Candidates can work in pairs. Talk with your Mentor about working with a Co-Trainer Candidate. 	<p>Your Mentor will provide you with the Two-day Person Centered Thinking© Trainer’s Guide and other training materials. You will have opportunity to discuss your questions and review your observations with Mentor after the session.</p> <p><i>* Take note:</i></p> <ul style="list-style-type: none"> ▪ Training techniques ▪ Examples, stories, & activities ▪ Effective management of questions and concerns ▪ Time management <p>Review & discuss with Mentor after session.</p>	<p>This stage provides you the opportunity to observe the training thru the trainer’s eyes, with the scripted curriculum in front of you. See how questions are answered, time frames are managed, and activities are facilitated.</p>	<p>-Trainer’s Guide (materials fee) -2 days to observe training +discussion/question & answer time with mentor – Trainer Candidate & Mentor</p>
	<p>Meet with Mentor to prepare for your first Training demonstration</p>	<ul style="list-style-type: none"> ▪ Develop your learning plan ▪ Receive support preparing for your 1st demonstration ▪ Determine if you will be delivering the training alone, with another trainer candidate or with the Mentor ▪ Review logistics requirements, including registration process for participants, location, materials preparation and printing, electronic equipment i.e. lap top, projector, speakers, etc. ▪ Determine when/how your Mentor will support you and assist with the actual training session if needed 	<p>The devil is in the details! You will do a minimum of 2 demonstrations prior to credentialing. Good preparation will make each demo easier to deliver.</p>	<p>– Meet in person, or via phone/email - 3hours – 1 day (as needed)</p>
	<p>Self-study of materials, notes and logistics</p>	<ul style="list-style-type: none"> ▪ Expand your knowledge of material, sequence, learning objectives, and time frames ▪ Organize your materials ▪ Gain insight into the training activities and how to facilitate them successfully ▪ Familiarize yourself with The International Learning Community’s website ▪ Practice delivering the training and facilitating the exercises (in front of friends, family, a few co-workers, in front of a mirror, by video-taping yourself, etc.) ▪ If you are co-training, work with your Co-Trainer to determine which sections will be trained by whom and have this reviewed and agreed by your Mentor ▪ With your Co-Trainer, determine how transitions will occur and how you will support each other 	<p>Your familiarity with the script, logistics, training materials, and how to facilitate the stories and activities will be a critical component to your success when it’s time to deliver the training.</p>	<p>-Mentor Trainer available via phone/email Minimum 20 hours</p>

<p>STAGE 3</p> <p>Practice</p>	<p>Deliver PCT® Training with Mentor Trainer OR with another Trainer Candidate.</p> <ul style="list-style-type: none"> Candidates are required to deliver the training <u>TWO times</u> (more may be required based on level of competence and readiness) 	<p>Must be observed by a mentor trainer</p> <ul style="list-style-type: none"> Demonstrate knowledge of materials and presentation methods Demonstrate skills: <ul style="list-style-type: none"> Communicating instructions Managing diverse audiences, backgrounds, and interest levels Answering questions, facilitating learning Effective time management Discuss & review with Mentor trainer at the end of each session (or as needed) Mentor will provide written comments and recommendations 	<p>Effective delivery of this material requires a strong knowledge of the Two-day Person Centered Thinking® Trainers' Guide, Linked Exercises and plenty of experience in the practical application of the tools. Practicing your delivery will give you opportunities to:</p> <ul style="list-style-type: none"> Address typical sticking points for participants and help them through the learning. Answer challenging questions from participants. Adjust timeframes as needed Experience the intricacies of using the training activities 	<p>-4 Full days + lunch discussion and review at the end of the session – Trainer Candidate & Mentor Trainer</p>
<p>STAGE 4</p>	<p>Submit 2 person-centered descriptions to your Mentor trainer for review. Submit 2 one page descriptions to your Mentor trainer for review. (One should be your Trainer One Page Description which will be uploaded to the TLCPCP website)</p>	<ul style="list-style-type: none"> A person-centered description of yourself A person-centered description of a person who uses services Both descriptions provided electronically to Mentor Mentor will review and return with comments and recommendations 	<p>We should never plan for another person until we have planned for ourselves; never use the PCT tools on another until we have used them on ourselves. Developing descriptions/plans using the PCT tools will ensure that you are prepared to teach others how to use the tools</p>	<p>6-10 hours to gather information and develop a PC description for each <i>Mentoring fee + applicable Mentor travel expenses</i></p>
	<p>Meet with Mentor Trainer (in person or by phone/email) to review and evaluate your progress.</p>	<ul style="list-style-type: none"> Review current status and ensure all steps have been completed to Mentor's satisfaction Review requirements for ongoing certification Complete/Update your Trainer's One Page Profile Review and sign Standards of Practice declaration 	<p>An opportunity to ask any further questions, to address any concerns, and to review the requirements for continued certification beyond your first year.</p>	<p>– 1-3 hours (in person, or via phone/email) – Trainer Candidate & Mentor</p>

The checklist found on the following pages can be helpful in keeping track of your credentialing process.



Prerequisite Evaluation and Learning Plan

Name of Trainer Candidate/Contact Info: _____

Name of Mentor Trainer/Contact Info: _____

Date process initiated: _____

Prerequisite Evaluation

What is your experience with using person centered skills in your work? (how and for how long)	
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.	
If you are working within an agency and becoming a trainer as part of your role, your employer's commitment to Person Centered Thinking©	
What support do you have from your agency to become a trainer?	
As part of this process, will you be training people from your agency, another agency or do you need to organize open registration sessions?	
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	

Prerequisite Evaluation and Learning Plan

Credentialing Learning Plan

Requirement / Certification Activity	Supports Needed	Target Date	Date Completed
Attend Trainer Candidate Orientation			
Identify Co-Trainer and plan/practice 2 Day Training			
Complete at least 2 x 2 day courses while being observed/mentored by a Mentor Trainer. The Trainer Candidate must satisfactorily deliver each section of the course, demonstrating mastery of material and the ability to help others learn.			
Review training experiences with Mentor Trainer and demonstrate the capacity to self-evaluate and learn and grow from mentor feedback.			
Submit two Person Centered Descriptions to the Mentor Trainer for review, demonstrating the ability coach others in using tools/skills to write good PCDs and OPPs.			
Submit two One Page Profiles to the Mentor Trainer for review.			
Complete and submit your trainer One Page Profile			
Demonstrate capacity to learn/grow from feedback of Mentor Trainer.			
Demonstrate ability to coach others to use the tools/skills and to write good One Page Profiles.			
Complete your Person Centered Thinking Trainer Candidate Portfolio			
Pay your annual fee to the ILCPCP			
Sign the ILCPCP PCT Trainer Standards of Practice form			

Trainer Candidate Signature

Date

Mentor Trainer Signature

Date

Maintaining PCT© Trainer Certification

All PCT© Trainers who desire to maintain their credentials as a Person Centered Thinking© Trainer must:

- ❑ Write 2 One Page Descriptions per year that meet best practices. (resource attached)
- ❑ Deliver the full 2 days of Person Centered Thinking© Training at least 2 times per year and/or use all curriculum components to train in a context suitable to own circumstances at least 2 times per year. There are many possible ways to facilitate PCT© training outside of the traditional boxes. You must keep a log of each curriculum component delivered including the date it was delivered.
- ❑ Stay current by completing one or more of the following each year:
 - Attend a Gathering endorsed by The International Learning Community for Person Centered Practices that includes a Trainers' session and/or
 - Attend a session with a Mentor Trainer to obtain updated training curriculum and ILCPCP information as well as have an opportunity to further develop skills/knowledge through activities/exercises. This could be done in person or remotely and includes an opportunity for questions, discussion and networking with the mentor and possibly other trainers and/or
 - Have individual discussions with Mentor Trainer on changes to curriculum/materials/supplies/etc.

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

- ❑ Be a member in good standing by:
 - Meeting the requirements to stay current as described above
 - Reading and sign the Standards of Practice declaration
 - Paying your annual Trainer's fee to the ILCPCP. The fee gives you:
 - Access to the current PCT© curriculum
 - The right to list your information on the ILCPCP website
 - The right to belong to the Trainers' subgroup on The International Learning Community website.
 - Permission to continue delivering the training
- ❑ Share with the ILCPCP knowledge, experience, innovation and learning gained throughout the year. This can be done by making a contribution in the following ways:
 - Share your information or ask questions via the ILCPCP website
 - Upload your best practice resources to the ILCPCP website
 - Get involved in a ILCPCP gathering by presenting or helping in the organization/planning of the gathering
- ❑ Contribute to requests for comment on new exercises/trainings/learning methods developed

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 2-day curriculum and demonstrate knowledge and skill in order to regain their credentials.

Other Credentialing Options

Training in A New-To-You Sector

If a 2-day Person Centered Thinking Trainer is in good standing and wishes to train in a sector that is new to them i.e. Aging, Mental Health, Homelessness, etc. they need to gain context knowledge and develop their experience by:

- ❑ Spending time with a Mentor Trainer who has experience in this sector and can share examples and stories that are more suited for the target audience as well as provide insight in terms of context for this sector
- ❑ Researching this new sector to gain understanding of current context, issues, practices, etc. This can be done by discussing the following with the organization that is asking for the training:
 - What are their learning objectives?
 - What is the general knowledge base of the group regarding Person-Centred Thinking and Planning?
 - Is there a sense of optimistic or cynical discontent about change 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 and can include:
 - Meeting people supported by the organization
 - Learning some of the language used in this service sector

1 Day Curriculum for E-Learning

If a 2-day Person Centered Thinking© Trainer is in good standing and wishes to become credentialed in the 1-day curriculum that is part of an e-learning, they need to:

1. Complete the e-learning
2. Spend time with a 1day curriculum Mentor Trainer to review the curriculum and be observed presenting the 1-day workshop by a Mentor Trainer
3. Create a One Page Profile as a PCT© Trainer
4. Follow the requirements to stay credentialed and be in good standing as a 2 Day PCT Trainer.

What's Your Learning Style?

(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 learns and processes information in our own special ways, though we share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the box that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer will offer insight about how you learn.

1. 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?
2. 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?
3. 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?
4. 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?
5. Meeting someone again	Do you forget name 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?
6. 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?
7. 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?)
8. 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?

9. 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?
10. 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?
11. Interpreting mood	Do you mostly look at facial expressions?	Do you listen to the tone of voice?	Do you watch for body language?
12. 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: _____ **Your secondary learning style:** _____

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more. For instance, the following suggestions can help you get more from reading a book.

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.

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.

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>

SECTION IV: Complete your portfolio

PERSON CENTERED THINKING© TRAINER CANDIDATE PORTFOLIO

Trainer Candidate Name:

Date portfolio started:

For each tool/skill, place checkmark in each column completed.

Person Centered Thinking© Skill/Tool	Focus person's name	Background info re: person and situation (brief)	Why this skill/tool was chosen	Who was involved, how you used the skill/tool	The outcome – what worked / didn't work	What you learned what you will do differently next time	Date sent to Mentor Trainer
Your Trainer Candidate one-page profile							
Your Learning Style results							
Important to/for							
Doughnut							
Relationship circle							

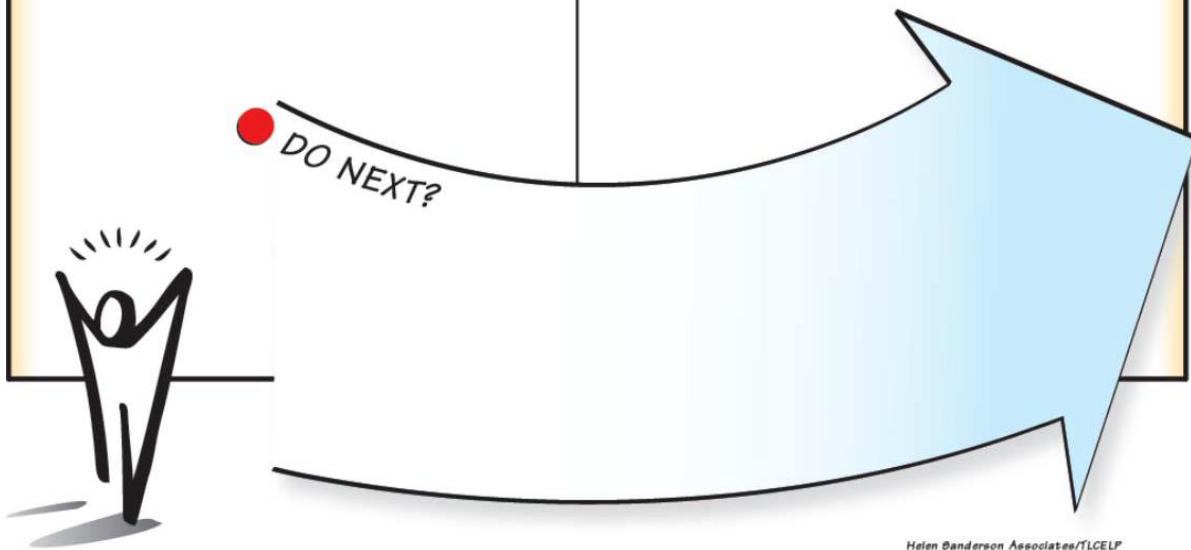
Person Centered Thinking© Skill/Tool	Focus person's name	Background info re: person and situation (brief)	Why this skill/tool was chosen	Who was involved, how you used the skill/tool	The outcome – what worked / didn't work	What you learned what you will do differently next time	Date sent to Mentor Trainer
Matching staff							
Communication chart - I communicate with you							
Communication chart - You communicate with me							
Learning log							
Working/not working - different perspective							
4 +1 questions							

Capturing your learning

Use the 4+1 to capture your learning regarding preparing for delivering the training and for your experience of delivering the trainings.

FOUR + ONE QUESTIONS

● TRIED?	● LEARNED?
● PLEASED ABOUT?	● CONCERNED ABOUT?
● DO NEXT?	



PCT© Trainer Candidate Observation/Feedback Form –

This feedback will assist you in covering all the important points listed in the 'Script' section of your trainer guide. Areas that will be commented on include presentation of material, communication of content and facilitation of participants learning. This tool can also aid in offering feedback on specific areas where you and your mentor have discussed you would like to work on (ex: not saying 'um' or not speaking loud enough). As with all Learning Community products, your feedback on this tool is welcomed and expected.

Presentation –

- Voice carries and not monotone
- PowerPoint and other visual aids used well
- Directions clear
- Trainer candidate knows where they are in the training (not lost)

Communication of content

- Is the trainer candidate communicating what is supposed to be communicated in that part of the training 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?
- Are the answers to questions responsive and helpful?
- Is the trainer candidate using language and actions that are responsive to auditory, visual, and kinesthetic learners?
- Is the trainer candidate responding to those who challenge or are disinterested in a way that is responsive to the issue presented and keeps the training moving for the rest of those in training?

The methods of evaluation will be: Pass or Not Pass

- Pass is defined as having met the necessary requirements in a section taught.
- Not Pass is defined as not having met the necessary requirements of a section taught and will need to teach again.

Day One

Section/Part of training	Presentation Skill	Communication of content	Facilitating learning
Welcome/ Introductions/Agenda/rounds Presented on: Observed by: Evaluation:			
Core Concept Presented on: Observed by: Evaluation:			
Overview of the Tools Presented on: Observed by: Evaluation:			
Terminal Irritation Presented on: Observed by: Evaluation:			
Important To/For Presented on: Observed by: Evaluation:			

Donut- Presented on: Observed by: Evaluation:			
Donut Presented on: Observed by: Evaluation:			
4+1 Presented on: Observed by: Evaluation:			
Learning Log Presented on: Observed by: Evaluation:			
Working Not Working Presented on: Observed by: Evaluation:			
End; Tool Summary, Close Rounds, Highs and Lows, Logistical reminders for day 2 Presented on: Observed by: Evaluation:			

Day Two

Section/Part of training	Presentation Skill	Communication of content	Facilitating learning
Day Two Opening / Rounds Presented on: Observed by: Evaluation:			
Person Centred Description Presented on: Observed by: Score:			
Relationship Map Presented on: Observed by: Evaluation:			
Morning Ritual Presented on: Observed by: Evaluation:			
Good Day Bad Day Presented on: Observed by: Evaluation:			
Communication Chart Presented on: Observed by: Evaluation:			
Reputation Exercise Presented on: Observed by: Evaluation:			

Matching and Two Minute Drill Presented on: Observed by: Evaluation:			
Your Description Presented on: Observed by: Evaluation:			
End; Tool Summary, Close Rounds, Evaluation, Certificates, Communities of Practice announcement Presented on: Observed by: Evaluation:			
Additional Comments (Date & Initial each comment)			

One Page Profiles

Getting them right



A good one-page profile makes you feel like you have met the person, just from reading it. Check your one-page profile is the best it can be.

1

Is it detailed?

Great one-page profiles go beyond one or two words, they explain how often, who with, when and where too.

Instead of this – “cycling”
It is better to write this - “My bike and the freedom it gives me. I aim to get out on it three times a week for a minimum of at least 20 minutes but a full hour of cycling is best.”

2

Is it specific?

Look out for the word ‘regularly’ – it could mean daily, weekly, monthly or annually.

Instead of this – “going swimming regularly”
It is better to write this - “To go swimming every Monday evening with my friend Susan, and then to have a cappuccino in the cafe afterwards for a good chat.”

3

Could you use it?

The 'how to support me' section should give you good specific information, so that if you had to support that person, or be part of their team, you would know exactly how to do this well.

"I do not like wasting time - if you are going to be late, please let me know."

"I don't like to be rushed, so give me time to answer questions. If you think I haven't understood, ask me again, but use the same words."

"When I am anxious I squeeze my hands together tightly. If you notice this, give me my stress ball and that will help me to relax."



Now check...

You know you have a great one-page profile, when you could take the name and photo off the profile and people would still recognise the person from the information on it. Try it out and see for yourself!

For more information: info@hsacanada.ca



The International Learning Community for Person Centered Practices (ILCPCP)

Trainer Standards of Practice

The preservation of the highest standards of integrity and ethical principles is vital to the responsible practice of Person Centered Thinking. Certified Trainers commit to these standards to preserve the highest standards.

- **Be accountable** to the ILCPCP
 - Maintain your certification
 - Contribute back to The International Learning Community (see core values on TLC website)
 - Hold fellow trainers accountable (address misinterpretations, misunderstandings, misuse of materials and/or stories; offer a different perspective).
- **Adhere** to The International Learning Community for Person Centered Practices values (see values on the website)
- **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.)
- **Connect & Participate**
 - Website: www.learningcommunity.us
 - Local Communities of Practice
 - Coaches Meetings
- **Be credible**
 - Research and collaborate to acquire and develop subject matter knowledge and experience
 - Model person centered practices in your professional life
- **Maintain integrity**
 - Published curricula should be presented as published.
 - Honor trademarks and copyrights
 - Modifications made only by Mentor Trainers.
 - Any shortened teaser or overview training should be developed with a certified Mentor Trainer with subject matter expertise

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

I, _____, **commit to adhering to the ILCPCP 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 written 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 International Learning Community for Person Centered Practices including a Trainers' session and/or one of the other update options offered in the credentialing handbook. (see page 8)
- I have paid my annual Trainer's fee to ILCPCP.
- I share with ILCPCP 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