Certification For TCI Trainers

Therapeutic Crisis Intervention

Certification Guidelines for TCI Trainers

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Dear TCI Trainer,

The Therapeutic Crisis Intervention (TCI) certification program is designed to develop, maintain, and strengthen the standards of training performance for individuals who have successfully completed the requirements of the train the trainer course for TCI, TCI for Families and TCI for schools. This process affirms our commitment to ensure that TCI is implemented in organizations caring for children in a manner that meets the developmental needs of children and the safety of children and staff. The TCI training certification includes an agreement to practice in accordance with TCI principles, which provide a framework for TCI practice and training. General standards include levels of certification, regulations, and requirements for continuing or maintaining certification.

Certification represents a high standard of professional practice. As an associate TCI trainer, you may provide direct TCI training at your home organization (the organization where you are an employee) as part of your employment.

Professional certification is the highest level of certification offered by the Residential Child Care Project (RCCP). As a professional TCI trainer, you may provide direct training within your organization and fee-for-service training that your organization sponsors. Agencies may not charge for TCI training unless the training is delivered by a professionally certified trainer. Professional TCI trainers may also provide TCI training independently on a fee-for-service basis. All TCI training must adhere to RCCP guidelines.

Professional Certification builds upon Associate Certification status, which represents a high standard of professional practice. This brochure is designed to provide guidance for the associate and professional TCI trainer as well as information about how to apply for professional certification. It also outlines specific guidelines that the professionally certified trainer must follow to maintain the professional certification status.

Sincerely,

Project Director
Residential Child Care Project

Please note: In this document, when we say TCI, we are referring to all TCI programs including TCI for Residential Services, TCI for Schools, and TCI for Families.

Contents

The Purpose of Certification

The certification program is designed to develop, maintain, and strengthen the standards of performance for individuals who have successfully completed the requirements of the five-day Therapeutic Crisis Intervention (TCI) Training of Trainers course. This process affirms the Residential Child Care Project's (RCCP) commitment to ensure that TCI is implemented in child caring organizations in a manner that meets the developmental needs of children and the safety of children and adults. Certification includes an agreement to practice in accordance with TCI principles that provide a framework for TCI practice and training and general standards that include levels of certification, regulations, and requirements for continuing or maintaining certification.

Notes

★ Please note that in this document, the use of the term TCI includes all TCI programs, including TCI for Residential Services, TCI for Schools, and TCI for Families.

Associate Certification

ASSOCIATE CERTIFICATION represents a high standard of professional practice. An associate certification is granted at the completion of training if the participant successfully completes the training and evaluation requirements. Associate trainers have demonstrated the capacity to deliver the TCI course in a clear and articulate manner that enhances learning, the ability to assess the level of competency of participants, demonstrate the depth of TCI skills in an exact and precise manner, and to coach participants through the stages of skill development.

To maintain associate level certification, certified trainers must attend, and successfully complete, a Cornell sponsored TCI update every two years (New York State, United Kingdom, and Ireland trainers must be recertified annually). Attendance at Cornell sponsored TCI updates only certifies trainers to train material to staff. If trainers are expected to use physical skills with children, they need to be assessed by trainers at their organization at least every 6 months.

Individuals seeking certification as an associate trainer are granted the ability to train their staff in all prevention, de-escalation, safety, and recovery material. Associate trainers can choose which physical restraints they wish to certify in, if any. Consideration should be given to organizational policy, licensing body guidance, and individual physical ability. Techniques include protective interventions, standing restraint, seated restraint, small child restraint, supine restraint, and/or prone restraint. Associate Certification is contingent upon successful completion of a 5 day Train the Trainer.

Individuals seeking certification as an associate trainer may receive a conditional certification. As a conditionally certified associate trainer, individuals will work with a certified TCI trainer in their organization or region for 6 months to further develop their ability to train, assess, demonstrate, and coach TCI skills to individuals in their organization.

Associate certified TCI trainers may provide direct training within the organization where they are employed or co-train with a TCI trainer from another organization as part of a collaboration which both trainers are doing as part of their employment. Organizations and/or trainers may not charge a fee for the TCI training

To maintain associate certification, certified trainers must attend, and successfully complete, a Cornell sponsored TCI Update every two years (New York State, United Kingdom, and Ireland trainers must be recertified annually). Attendance at Cornell sponsored TCI updates only certifies trainers to train material to staff. If trainers are expected to use physical skills with children, they need to be assessed by trainers at their organization at least every 6 months.

Professional Certification

Professionally certified trainers can be viewed as the standard bearers of TCI. PCTs have advanced training skills and a focus on implementing TCI with fidelity. In order to receive professional certification, applicants must undergo a rigorous process which assesses their ability to undertake the privileges and responsibilities of a PCT. Those who become professionally certified offer further expertise to their organization, highlight their organization as a resource to others, and may offer direct training to other organizations looking to implement TCI.

Eligibility Requirements for Professional Certification

1. The applicant for Professional Certification must have been an Associate TCI trainer for a minimum of one year.

2. The applicant must have taught a minimum of four direct core TCI trainings, as follows:

   a. If physical interventions are included each training must have been a minimum of 28 hours of instruction and have been 4 or 5 days in length.

   b. If the training did not include the physical intervention component, the training must have been a minimum of 3 days with 20 hours of instruction.

   c. Each training course must have included the evaluation instruments provided by Cornell (i.e., items i – iii below). If Cornell evaluation instruments were not used, the substituted evaluation must have been pre-approved by RCCP evaluators.

      i. A written test

      ii. Skills checklists for Life Space Interview (LSI)

      iii. Skills checklists for physical interventions techniques (if applicable)

Application Process

The applicant must complete the following items:

1. The applicant will attend and successfully complete the TCI Update: Advanced Training Skills.

2. The applicant will send a letter of intention to apply for professional certification to the RCCP, including a copy of the applicant's latest certification letter and reasons for seeking professional certification. Upon receipt of the letter of intention, the RCCP will assign a mentor to assist the applicant during the application process. Letters of intention can be sent to Zachary Barry at zjb7@cornell.edu and Eugene Saville at eas20@cornell.edu. Please note a formal letter should be attached to the email.

3:. The applicant will build a portfolio with guidance from their mentor.

4. Before submitting the portfolio, the applicant will review the portfolio with their mentor.

5. When complete, the applicant will send the portfolio via Google Drive to Zachary Barry at zjb7@cornell.edu and Eugene Saville at eas20@cornell.edu

Portfolio Requirements

The following items must be included in the portfolio.

1. A submission letter outlining the contents of the portfolio and any details that explain the attendance sheets, test scores, or video recordings, etc.

2. A current resume.

3. A sample training agenda the applicant used in the core TCI trainings with specific times for activities, breaks, etc.

4. Training Summaries for four complete TCI core trainings. A training summary template will be provided by the mentor and includes:

   a. Attendance

   b. Test scores for the LSI, written, physical skills (if applicable)

   c. Passing score for the written test and why it was selected

5. Video recordings taken during the core trainings (not refresher training) of the following three different types of training activities.

   a. A presentation and group discussion of one of the following activities:

      i. Stress Model of Crisis

      ii. The Power Struggle

      iii. Help Me Help Myself: Crisis Co-regulation

   b. A demonstration of the prone, supine, or small child restraint conducted by the applicant with a co-trainer. The video recording must also include the applicant coaching several participants through the technique after the demonstration. If physical interventions were not taught, please substitute an active listening demonstration and coaching of participants during the active listening practice activity.

   c. A demonstration of the LSI, with the applicant playing the role of staff member and a co-trainer playing the role of the child. Included in the video should be introducing the demonstration and processing the demonstration.

6. The applicant's own self-assessment of the video recordings using the "Professional Certification Evaluation Instrument" located in the Appendix on page 9. An electronic copy can be provided by the mentor.

7. A non-refundable application fee of $150.00 (£ or equivalent) payable to Cornell University. Please ensure that the sound quality is good and consider the use of a remote microphone. Pay attention to camera placement to ensure that the reviewers can see the training room set-up, the participants, and can hear the presentations, questions, and comments of both the trainer and participants. Acceptance of a portfolio for review is at the sole discretion of the RCCP. Submitted portfolios become the property of the RCCP.

The Review Process

Selected members of the certification committee review portfolios and recommend professional certification. All written material will be reviewed for compliance with TCI standards and standards of good practice.

Applicants must demonstrate competence in the following:

1. **Setting the Stage:** the trainer establishes the context of the presentation, gains participants' attention, states goals and objectives, and reviews previous points, if applicable

2. **Presentation Skills:** the trainer is organized, uses a variety of methods and materials, uses open questions to stimulate discussion, encourages active participation from the group, uses appropriate language, highlights key points, and facilitates discussion when using slides.

3. **Group Process and Communication Skills:** the trainer remains focused on group and training processes, paces material to the group, handles group process demonstrating good listening skills, encourages questions, manages tension, and balances group participation

4. **Knowledge of Subject Matter:** the trainer reflects a depth of understanding of the concepts, makes connections between activities, places material in the context of practice, builds on participants' knowledge, provides corrective feedback to participants

5. **Demonstrations:** the trainer sets up the demonstration with instruction on what to look for in the demonstration, demonstrates skills clearly and appropriately delineating each step in the proper sequence, and follows protocols outlined in the activity guide. Processes the demonstration to assess the learning and make key points.

6. **Coaching and Feedback:** the trainer builds rapport, listens actively, provides encouragement, cues participants by using questions, makes suggestions, gives corrective feedback, and follows protocols outlined in the reference guide

7. **Management of Training:** the trainer stays within time frames, has necessary materials, sets the room up appropriately, and uses audio-visuals effectively

Applicants are notified of the results of their application by email with formal letter attached after the certification committee review process is completed. There are four possible outcomes:

1. Professional Certification

2. Professional Certification with conditions that must be met within six months to achieve professional certification status

3. No professional certification with recommendations for resubmission. The $150.00 application fee is waived for second submission.

4. No professional certification

This process takes 10–12 weeks after the application and portfolio are received by the RCCP.

Privileges of Professionally Certified Trainers

The professionally certified TCI trainer (PCT) has all of the privileges of an associate certified trainer and expanded privileges as listed below:

1. Professionally certified TCI trainers (PCTs) may deliver TCI training to organizations on a fee-for-service basis.

2. The PCT's employing organization may offer TCI to other organizations or include participants from other organizations in their onsite training for a fee.

3. PCTs will be listed on the RCCP website as approved trainers for organizations to contact for direct TCI training.

4. PCTs may be called upon to assist the RCCP with local TCI activities.

Responsibilities of Professionally Certified Trainers

The professionally certified TCI trainer (PCT) has all of the responsibilities of an associate certified trainer and additional responsibilities as listed below:

1. PCTs must practice in accordance with TCI principles.

2. Prior to beginning training outside of their home organization, PCTs must contact their assigned mentor to discuss the assessment and planning needs as well as documentation requirements when training staff at other organizations or schools. All training delivered by a PCT must follow the guidelines for training TCI:

   a. All training must meet the minimum of instructional hours and days as outlined in the activity guide. The PCT does not have

permission to revise or change the TCI training material for direct core training.

b. All TCI training must follow the TCI activity guide, or if delivering refresher training, the TCI update activity guides or designing refresher model.

c. When training TCI to participants employed by an organization other than the PCT's employer, the PCT must purchase from the RCCP a TCI student workbook, or if training a refresher a TCI update student workbook for each participant.

d. The RCCP evaluation instruments must be used to evaluate participants in trainings.

3. PCTs must adhere to the TCI Trainer Code of Conduct as outlined in the Appendix on page 15.

4. PCTs must maintain attendance and testing records for all training courses.

5. PCTs contracting with organizations to train TCI must follow the TCI implementation guidelines. Any organization using physical restraint techniques must have appropriate policies and procedures, regulatory and/or licensing authority, a system to provide clinical supervision and monitoring, direct supervision and monitoring, and proper documentation and oversight. Core training and refresher training standards must be met. PCTs should request documentation from the organization

6. Before delivering training outside of their home (employing) organization, PCTs must submit evidence to the RCCP from the contracting organization of adherence to TCI implementation guidelines. This evidence may be a summary of assessment and planning. This documentation should be sent with the order form for Student Workbooks for the TCI course.

7. Within 30 days of the completion of all training courses delivered outside of their organization, PCTs must submit the agenda, attendance records, and evaluation records to the RCCP.

8. The RCCP reserves the right to assess fidelity and ensure guidelines are being followed by the PCT during any TCI training delivered by the PCT.

9. The PCT must submit an annual report to the RCCP. Annual reports can be sent to Zachary Barry at zjb7@cornell.edu and Eugene Saville at eas20@cornell.edu

Recertification of Professionally Certified Trainers

1. All PCTs must attend and successfully complete TCI updates to be recertified and maintain their professional certification status. PCTs from the United Kingdom, Ireland, and the Office of Children and Family Services (OCFS) in New York State must recertify every year. All other PCTs must recertify every two years

2. PCTs must have previously submitted sample agendas, attendance records, and evaluation records of all training courses delivered outside of their organization to the RCCP when applying for recertification.

3. PCTs must have submitted evidence of following implementation guidelines if training outside of their employing organization (e.g., a summary of assessment and planning).

RCCP Communication With Professionally Certified Trainers

1. The RCCP will notify PCTs through email three months prior to their recertification date.

2. The RCCP mentor assigned in the pre-application process will remain available to the PCT for telephone and email consultation support as needed.

Appendix

Professional Certification Evaluation Instrument

TCI Trainer

Date Reviewed   Reviewer

Videotaped Activities

1) _____

2) _____

3) _____

Key
5 = Outstanding
4 = Evident most of the time
3 = Evident some of the time
2 = Not evident
1 = Inappropriate
0 = Not applicable

Expertise in Subject Matter and Ability to Share

_____   Thoroughly familiar with TCI concepts and skills

_____   Reflects a depth of understanding and skill level

_____   Makes connections between activities

_____   Places material in context of daily practice

_____   Reinforces use of professional judgment

_____   Exhibits enthusiasm for the material and participants' input

Comments:

_____

_____

_____

_____

_____

_____

Figure 3. Professional Certification Evaluation Instrument

Demonstration – Life Space Interview

_____ Demonstrates active listening clearly and appropriately

_____ Demonstrates seven steps in sequence and thoroughly

_____ Demonstrates LSI clearly and appropriately

_____ Uses appropriate scenario

Comments:

_____

_____

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Demonstration – Physical Restraint Technique

_____ Demonstrates physical restraints clearly and appropriately

_____ Uses appropriate child

_____ Demonstrates the techniques correctly

Comments:

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_____

Coaching

_____ Informs participant of expectations

_____ Listens actively to what participant is saying

_____ Provides encouragement and help

_____ Sets informal/supportive climate

_____ Coaches and monitors practice sessions according to skill development

_____ Cues participant by using questions

Coaching, continued

_____ Makes suggestions

_____ Demonstrates if appropriate

_____ Allows for individual differences/paces to participant's skill level

_____ Gives participant feedback on performance (positive and corrective)

Comments:
_____
_____
_____
_____
_____
_____

Use of Instructional Strategies

_____ Reviews main points of previous session if relevant

_____ Assesses participants' knowledge and skills

_____ Paces material according to ability of participants

_____ States goals and objectives clearly

_____ Presents materials in a well-organized fashion

_____ Uses a variety of methods and materials (i.e., Analogies, Real Life Experiences, Audio Visuals, Humor, Discussion, Demonstrations, etc.)

_____ Encourages active participation through discussion, questions, exercises

_____ Builds on existing knowledge of participants

_____ Highlights what is important and summarizes key points throughout

Comments:
_____
_____
_____
_____
_____

Communication Skills

_____   Listens to understand

_____   Promotes discussion by using questions

_____   Involves all participants in question and answer sessions

_____   Encourages questions and provides appropriate answers

_____   Uses questions to stimulate learner interest and check learning

_____   Uses language participants can understand

_____   Uses correct grammar, avoids jargon

Comments:
_____

_____

_____

_____

_____

Group Process Skills

_____   Handles group process effectively

_____   Encourages group to answer questions and learn

_____   Allows group to problem solve and make essential points

_____   Manages tension and/or confrontation

_____   Balances group participation

Comments:
_____

_____

_____

_____

_____

Organizational Support/Environment

_____   Assigns reading prior to the training

_____   Has necessary materials for training

_____   Sets up training room appropriately

_____   Ties material into organization's expectation

_____   Stresses application of skills in workplace

_____   Facilitates transfer of learning to job setting

Comments:

_____

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_____

Professional Integrity

_____   Trains to a professional practice standard

_____   Reinforces youth and child care principles

Comments:

_____

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_____

Supportive Written Materials / Comments

Submission Letter

_____

_____

Training Agenda

_____

_____

Attendance Sheets

_____

_____

Test Scores

_____

_____

Recommend for Professional Certification:

_____

_____

Positive Practice Steps to Take:

_____

_____

Code of Conduct: TCI Trainers

The following code of conduct provides appropriate ethical standards for all those engaged as TCI trainers in the training and evaluation of the TCI curriculum to organizations. Please note TCI refers to all TCI, TCIS and TCIF trainers. Adherence to a code of conduct is necessary to ensure that TCI is implemented in child caring organizations in a manner that meets the developmental needs of children, the safety of both children and staff, and that avoids any potential conflicts of interest, exploitation, or personal bias in the instruction or the evaluation aspects of TCI work.

TCI trainers evaluate participants' performance and recommend whether or not a participant will be certified. As such, TCI trainers may have significant influence over a participant's employment.

Given the inherent power differential between trainer and participant, the possibility of intentional or unintentional abuse of power should always be kept in mind.

1. **TCI trainers will integrate core values and ethical standards** for the child and youth care profession into the context of TCI training to ensure that TCI is implemented in child caring organizations in a manner that meets the developmental needs of children and the safety of both children and staff.

2. **TCI trainers will adhere to training and evaluation guidelines** as outlined in the TCI training activity guide and the TCI reference guide. Any deviation from these materials is not authorized.

3. **TCI trainers will assure that the testing process is fair and consistent,** and that there is an equal opportunity for practice, coaching, and study for all participants.

4. **TCI trainers will assure that opportunities for re-taking the test are consistent** from one participant to another and from one training program to another. Opportunities for re-test training, practice, coaching, and supervision should meet the standards of fairness and consistency.

5. **TCI trainers when confronted with a potential conflict** in any of the above areas will discuss the matter with appropriate administrative personnel.