TCI Trainer Certification Guidelines
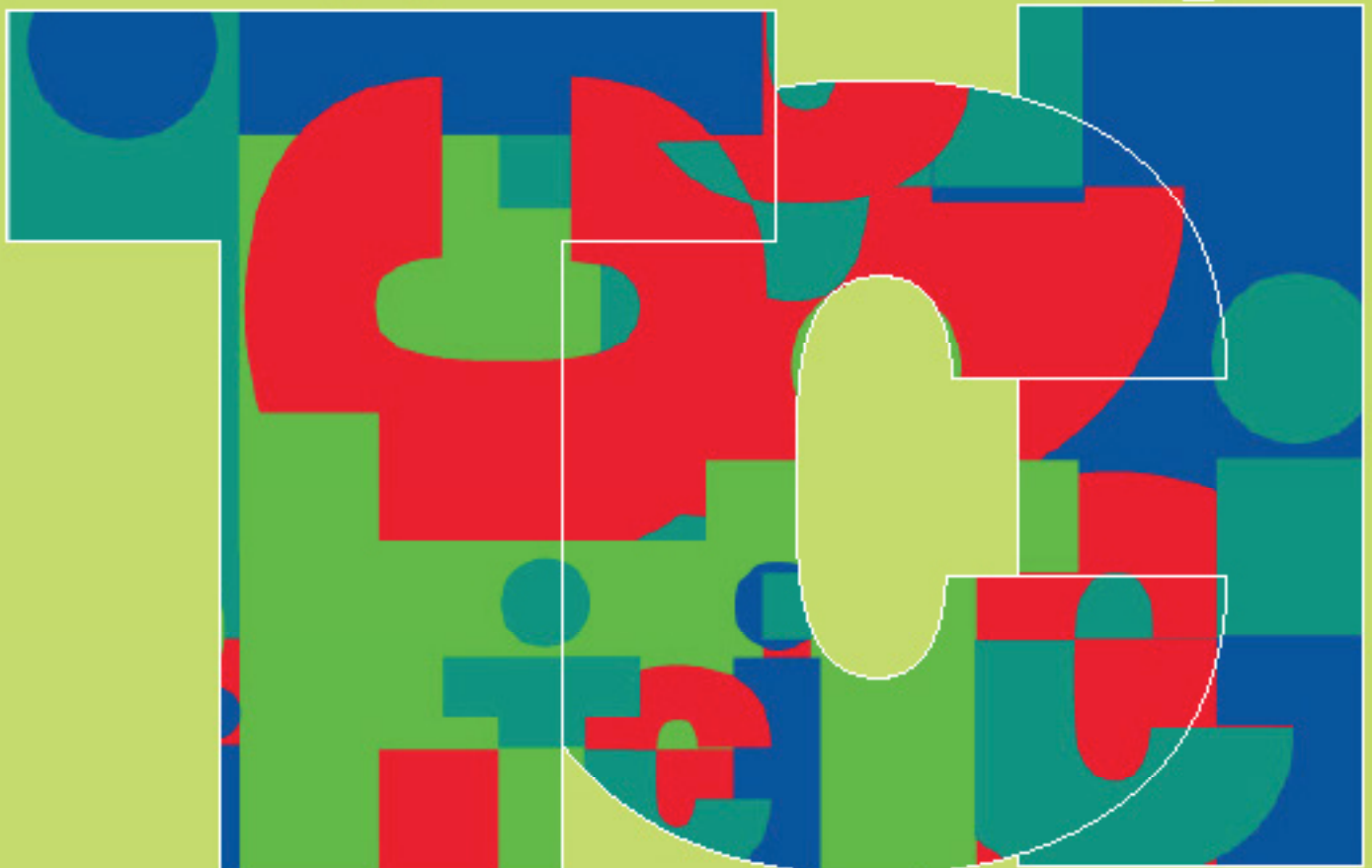
Therapeutic Crisis Intervention

Certification Guidelines for TCI Trainers

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 five-day TCI training of trainers, TCI for Families training of trainers, and the TCI for Schools training of trainers. This process affirms our commitment to ensure that TCI is implemented in child care organizations and schools 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 provides 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 level TCI trainer, you may provide direct TCI training at your level of certification at your home agency (the agency 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,

Martha Holden
Senior Extension Associate
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

Associate Certification

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 our commitment to ensure that TCI is implemented in child caring and school organizations in a manner that meets the developmental needs of children and the safety of children and staff. 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.

Associate Certification

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. 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).

Levels of Associate Certification

Participants may apply and receive different levels of certification. All levels require that the applicant successfully complete the 5 day TCI training and pass all written, physical (if applicable), and verbal competency evaluations. The following describes what is included in the certification levels.

Cert #3S/P: All prevention, de-escalation, safety, and recovery material, supine + prone restraints, standing restraint, seated restraint, small child restraint, and protective interventions.

Cert #3S: All prevention, de-escalation, safety, and recovery material, supine restraint, standing restraint, seated restraint, small child restraint, protective interventions.

Cert #3P: All prevention, de-escalation, safety, and recovery material, prone restraint, standing restraint, seated restraint, small child restraint, protective interventions.

Cert #2: All prevention, de-escalation, safety, and recovery material, protective Interventions, standing restraint.

Cert #1: All prevention, de-escalation, safety, and recovery material.

Privileges of Associate Certification

Associate certified TCI trainers may provide direct training (at their level of certification) within, or sponsored by, the home organization/agency (where they are employed) or co-train with another TCI trainer at the home agency as part of their employment. Agencies and/or trainers may not charge individuals or organizations for the TCI training.

★ 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.

Professional Certification

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

    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 in the order they are listed:

Step 1: The applicant must attend and successfully complete the *TCI Update: Developing Professional Level TCI Training Skills.*

Step 2: The applicant must 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 intent, the RCCP will assign a mentor to assist the applicant during the application process.

Step 3: The applicant will build a portfolio with guidance, via telephone and email, from the mentor.

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

Step 5: When complete, the applicant should send the portfolio to the RCCP. Letters of intent and portfolios should be sent to:

Eugene Saville
RCCP/BCTR
Beebe Hall
Cornell University
Ithaca NY 14853

Portfolio Requirements

The following items must be included in the portfolio. Incomplete portfolios will be returned.

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

2. A current resume.

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

4. Attendance sheets for four complete TCI core trainings.

5. Test scores, not copies of the tests, for the four complete TCI core trainings for each participant. Please include scores for each instrument (i.e., a–c below) and indicate what is a passing score and why it was selected (i.e., agency requirement, pilot testing).

   a. The written test

   b. Skills checklists for LSI

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

6. A DVD taken during the core trainings (not refresher training) of the following three different types of training activities. The DVD must have three separate activities.

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

      i. Stress Model of Crisis

      ii. The Conflict Cycle

      iii. Help Me Help Myself: Crisis Co-regulation or

      iv. Choosing a Safety Intervention

   b. A demonstration of the prone, supine, or small child restraint conducted by the applicant with a co-trainer. The DVD 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 or participant playing the role of young person.

7. The applicant's own self assessment/critique of the videotaped training session using the "Professional Certification Evaluation Instrument" located in the Appendix on page 13.

8. A non refundable application fee of $150.00 (£ or € equivalent) payable to Cornell University.

Please use a remote microphone and pay attention to camera placement to ensure that the reviewers can see the training room set-up and 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 Residential Child Care Project. Submitted portfolios become the property of the RCCP.

The Review Process

Selected members of the certification committee review portfolios and recommend professional certification. This certification committee may be composed of RCCP staff, TCI instructors, and professionally certified TCI trainers. 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 uses the Stimulus-Response–Feedback loop

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 demonstrates skills clearly and appropriately delineating each step in the proper sequence, and follows protocols outlined in the reference guide

6. **Coaching:** 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 in the mail 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 are eligible to review professional portfolios.

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

Responsibilities of Professionally Certified Trainers

The professionally certified TCI trainer 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 manual. The PCT does not have permission to revise or change the TCI training material.

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

    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 an update, 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 19.

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 agency 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 or school of adherence to TCI implementation guidelines. This evidence may be a copy of an agreement between the PCT or home organization and the contracting organization or school or a copy of the policies and procedures that comply with the implementation guidelines. 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 quality assure any TCI training delivered by a PCT.

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. PCTs in the USA, except for NY OCFS agencies, and all other countries 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. These submissions will be reviewed with the PCT during the update.

3. PCTs must have submitted evidence of following implementation guidelines if training outside of their employing organization (e.g., a copy of an agreement between the PCT and organization or a copy of the documentation of compliance with implementation guidelines from the organization).

RCCP Communication With Professionally Certified Trainers

1. The RCCP will notify PCTs through email and/or standard mail three months prior to their recertification date.

2. The RCCP will maintain the mentor assigned in the pre-application process to each PCT for telephone and email consultation and support as needed. If the PCT would like other mentoring/coaching activities during the pre-application process, these can be negotiated with the RCCP for a fee.

3. The RCCP will maintain the mentor assigned in the pre-application process to each PCT for telephone and email consultation and support through their first 'fee-for-service contract.

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 on part of participants

_____   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:
_____
_____
_____
_____
_____

Demonstration – Physical Restraint Technique

_____ Demonstrates physical restraints clearly and appropriately

_____ Uses appropriate "young person"

_____ Demonstrates the techniques correctly

Comments:
_____
_____
_____
_____
_____

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 principles

_____ 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 from each other

_____ 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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_____

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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 Therapeutic Crisis Intervention curriculum to agencies. Adherence to a code of conduct is necessary to ensure that TCI is implemented in child care facilities 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 care facilities 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.

For more information about the Residential Child Care Project, please visit our web site at http://rccp.cornell.edu