



So, I'm a Leader. Now What?

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Parent Leader

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My Credentials

- ◆ Jr. High & High School Leadership Class and roles
 - ◆ College leadership experience (Residence Hall Association, Programming Lead, Conferences)
 - ◆ Management Training Program
 - ◆ Corporate University (negotiations to ropes courses)
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- ◆ Parent of a deaf son
 - ◆ Parent Educator for Early Intervention Program
 - ◆ Founder of Georgia Hands & Voices...Director of H&V Guide By Your Side Program
 - ◆ Director of Chapter Support for Hands & Voices HQ/Coordinator of Leadership-to-Leadership (L2L) Program
 - ◆ FL3 Center (Family Leadership in Language and Learning Center)

HRSA-2-047 NOFO for EHDI Programs

- ◆ **“Strengthen capacity to provide family support* and engage families with children who are DHH and adults who are DHH throughout the EHDI system”**

*For the purposes of this funding opportunity, family support is defined as “the practices that ensure that the holistic nature of the process for families is sustained through the timelines, policies, and procedures by the varying entities that the family encounters through hearing screening, diagnosis, EI, and beyond.” See the [Background](#) section of this NOFO for the full citation.

- ◆ **Family-to-Family and DHH Adult Consumer-to-Family Support**

- ◆ Families with children who are DHH report the most valuable source of support received is specific to their child’s hearing status³⁰ and a preference for connecting with other families that have children who are DHH.³¹ A growing body of literature demonstrate that “parent-to-parent support groups provide positive assistance in managing the needs of parents with children who have disabilities and their families as they seek service for their child.”³² Family support is defined as “the practices that ensure that the holistic nature of the process for families is sustained through the timelines, policies and procedures by the varying entities that the family encounters through hearing screening, diagnosis, EI, and beyond.”³³ **Family support should come from professionals, other families who have children who are DHH, adults who are DHH, and current, up-to-date evidence-based information and resources.**³⁴

Getting Engaged

More opportunities for perspective sharing.



Broader array of perspectives leads to a broader spectrum of possible solutions.



Natural supports for sustainability as strategies have been proposed, validated, and implemented by those at the practice level.



Today's (brief) Conversation

- ◆ Personal Leadership
- ◆ Peer-to-Peer Leadership
- ◆ Professional Leadership

**GREAT LEADERS
BELIEVE THEY WORK
FOR THEIR TEAM,
AVERAGE LEADERS
BELIEVE THEIR TEAM
WORKS FOR THEM.**

ALEXANDER DEN HEIJER

“

A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be.

—
ROSALYNN CARTER

GRACIOUSQUOTES.COM

Teams Are Built On...

- ◆ Knowing who **I** am
- ◆ Knowing who **WE** are
- ◆ Knowing **WHERE** we are going
- ◆ Seeds of Trust
 - ◆ Old perceptions may show up in new relationships, let's be honest, so...
 - ◆ Past personal experiences
 - ◆ Show authentic appreciation
 - ◆ Everyone is consistently treated **with respect** for their role and views



Personal Leadership...what?



- ◆ **Simply having the responsibilities of a leader doesn't necessarily make a person an effective leader.**
- ◆ **These 2 areas of personal growth and development are key to your success:**
 1. **Self-confidence**
 2. **Positive attitude**

Who ARE you?

- ◆ Activist, , challenger, *change-agent*, collaborator, **community developer**, educator, facilitator, *framer*, innovator, life-long learner, **listener**, mediator, mentor and *coach*, negotiator, participant, professional, team member, **story-teller**, role model, supporter, **visionary**.....
LEADER

I have no
special talent.
I am only
passionately
curious.

ALBERT EINSTEIN

What Can I Offer?

Unique perspective of a
vested stakeholder

Motivated and personal
commitment to
improvement of the
system

Lifelong case manager:
Understands how
different
systems/seasons of life
relate to each other

Systems that are
appropriate for and
acceptable to families

The “system” is
relevant to the actual
diverse life experiences
of families

DHH Leaders may
speak to a child’s
upcoming needs

Parent-tested

DHH Leaders
positively influence
systems and services

Better outcomes for
kids

Peer-to-Peer Leadership

Q.

Y.

H.

W.

M.

Peers have more credibility.

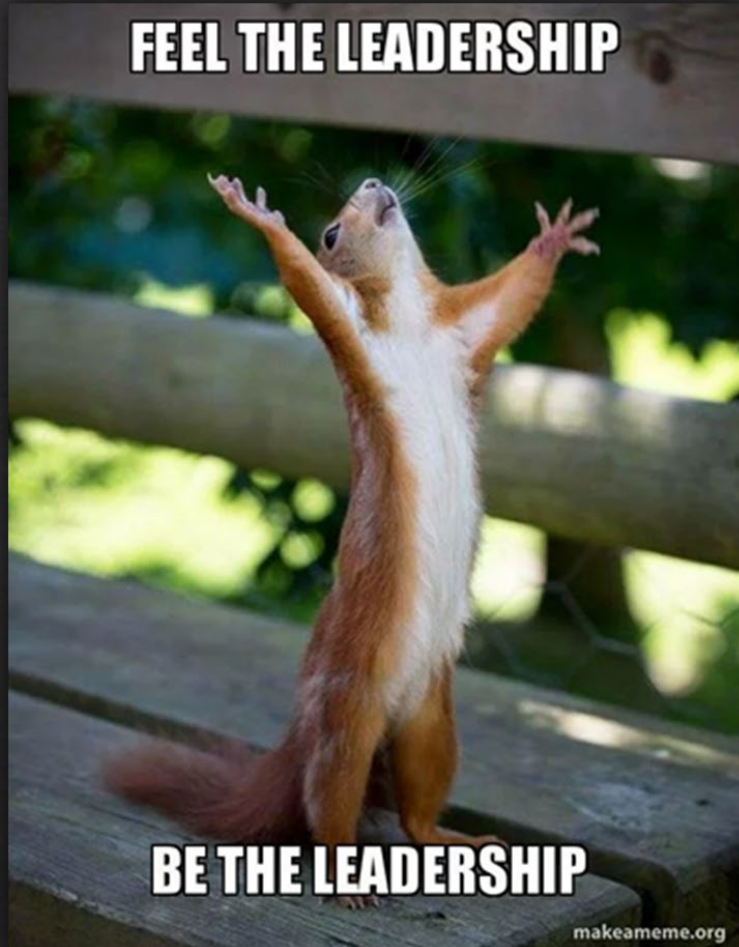
Peers have a better understanding of concerns and pressures.

Peers can be effective role models.

Peers can learn lifelong skills.

Professional Leadership

A Little Theory Snuck In...



- **Top-Down Leadership**
 - More formal
 - Grounded in authority
 - Involves more technical elements
- **Bottom-Up Leadership**
 - More informal
 - **Rises up from those who are impacted.**
 - Those affected drive for practice change **through a learning partnership** based on
 - research, data and diverse perspectives
 - Looks for solutions and creates an action plan
 - **Action is driven by shared recognition of persistent problems and consensus on strategies**

Learning the Language

- ◆ Different groups = Different ways of talking about shared issues
- ◆ Vocabulary, programs and funding streams contribute to the lack of clarity around shared interests
- ◆ So, do you create a common vocabulary...and add MORE terminology?
- ◆ Be intentional about learning how your partners describe your shared work...learn the language.



Learning the EHDI System

From This

- ◇ “Why can’t we write a law that says ALL children need to....”
- ◇ “The state should pay for that.”
- ◇ “All families should have a School for the Deaf contact.”



To This

- ◇ Familiar with EHDI guidelines, JCIH Guidelines, best practices, licensure
- ◇ “Have we tried?”
- ◇ Why is that?
- ◇ Know the state system intimately, and not just for your zip code
- ◇ And shed light on issues through story sharing

Considerations for New Leaders

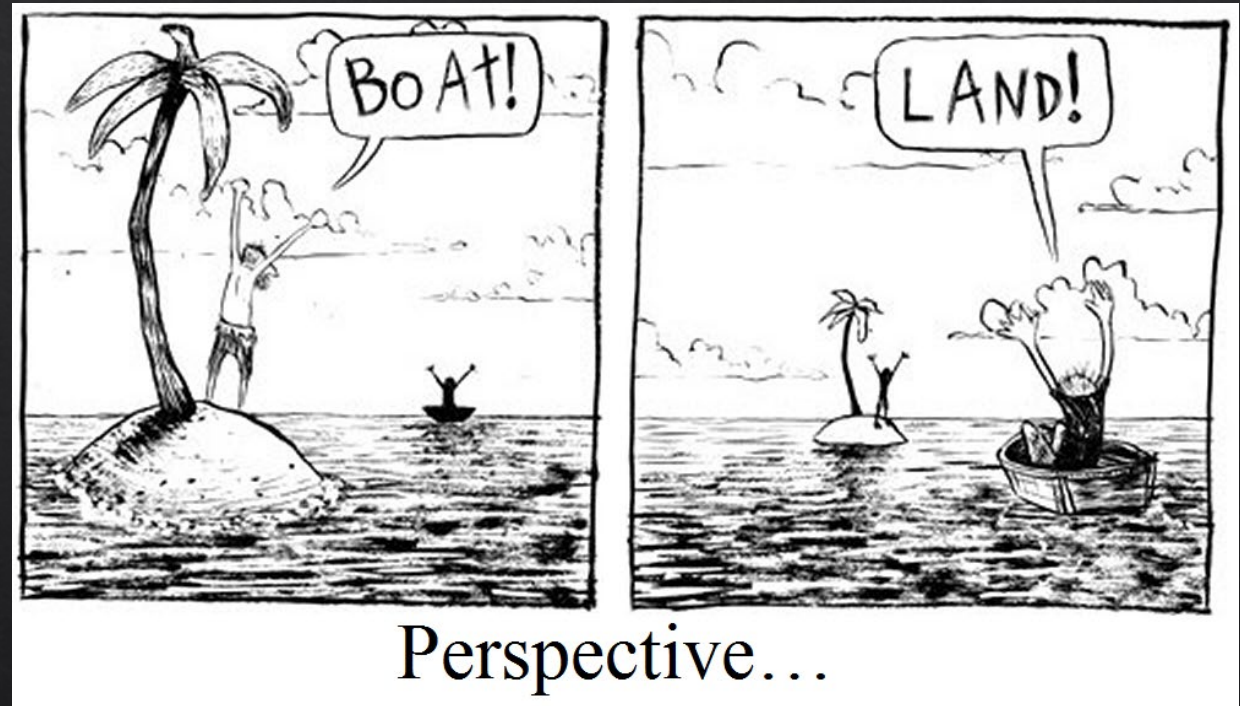
- ◇ Refining my own story (Should I even tell my story?)
- ◇ What is important about my story for *this* audience?
- ◇ What part of my story is important for effecting change with this group?
- ◇ Seeking out the stories of others.
- ◇ Have I had negative experiences that are still bothering me and will be difficult to share in a constructive manner?

As a parent leader, it is your job to bring the parent voice.

BRING IT.

More Considerations

- ◆ Acknowledge and value the differences of DHH adults' lived experiences AND families raising children who are DHH...and the need for both.
- ◆ Provide opportunities for DHH adults to interact and engage with a variety of families and vice versa.
- ◆ Training opportunities
- ◆ Peer-to-peer connections
- ◆ Live events vs. virtual engagement



Learning to Lead...



- ◇ Get some training & build your skills
- ◇ Get connected
- ◇ Consider your strengths/weaknesses
- ◇ Say “yes” to opportunities
- ◇ **Do what you say you’ll do**
- ◇ Recruit, delegate & inspire!
- ◇ Recognize your power as a parent/DHH leader
- ◇ Find a mentor(s)
- ◇ Finish tasks in a timely and efficient manner
- ◇ Create a work life balance

Let your needs be made known.

- ◇ More orientation needed?
- ◇ Ask to observe
- ◇ Lean on the expertise of others
- ◇ Take care of your own basic needs
- ◇ Who do you talk to about payment?
- ◇ Alphabet Soup in EHDI?

Make sure your role is clearly defined.

- ◇ Write your own job description with the team.
- ◇ Think about your aptitude and talents you possess and use them! Are you a good writer? Presenter? Researcher? Networker? Offer your strengths to contribute to the team.



Parents: Growing in Complementary Expertise

- ❖ **Don't 'demand' respect from professionals, 'command' it**
 - ❖ by being prepared for meetings,
 - ❖ coming on time,
 - ❖ staying succinctly on topic
 - ❖ and giving input and suggestions that can make a difference
- ❖ Not "*all about me*" but all about families
- ❖ Bring the day-to-day life with a deaf child back in view
- ❖ Scope of work: less of a "to do list" than bringing a full perspective from families
- ❖ Learn stories far afield from my own

- ❖ **Habits of Effective Leaders**
 - ❖ Searching for ways to do things better
 - ❖ Fostering collaboration
 - ❖ Challenging racist, sexist, and classist behavior
 - ❖ Faithfulness to the group and group members
 - ❖ Stewardship of the resources and work of the group
 - ❖ Recognizing the work of group members
 - ❖ Celebrating the accomplishments of the group
 - ❖ Saying thank you

*“I am only one, but still, I am one.
I cannot do everything, but still, I can
do something;
And because I cannot do everything;
I will not refuse to do something that I
can do.”*

Helen Keller: American author, political activist, first deaf blind person to obtain a college degree
June 27th, 1880- June 1st, 1968

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Most of us spend too much time on what is
urgent and not enough time on what is
important.

- STEPHEN COVEY