



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Engaging Parents, Developing Leaders: A Self-Study and Plan from the Annie E. Casey Foundation

Erin M. Thompson, MS, CCC-SLP, LSLS Cert. AVT

the little
place for big
miracles of
sound &
speech

THE
CHILDREN'S COCHLEAR
IMPLANT CENTER AT UNC



Our Mission

To maximize hearing access for optimal communication potential.

- *Provide quality services to children and their families regardless of their ability to pay*
- **Empower parents and families to be primary teachers and advocates**
- *Coach professionals in the skills and knowledge to serve children with hearing loss*

Our Need

To improve outcomes for children who are deaf or hard of hearing receiving cochlear implants in vulnerable populations.

How can we better engage families to increase outcomes?



Engaging Parents, Developing Leaders

A Self-Assessment and Planning Tool for Nonprofits and Schools

THE ANNIE E. CASEY FOUNDATION



EXIT



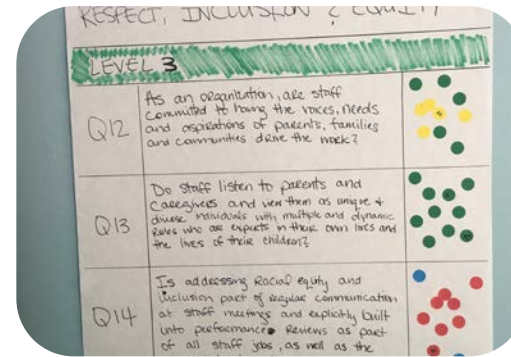
Stories & Working Agreements



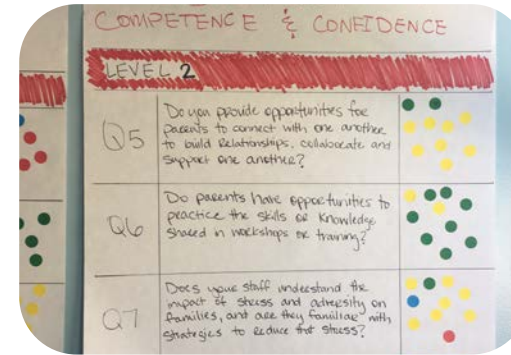
Working Agreements

- Not judge what others share
- Allow everyone to have a turn by providing space for others to talk and being aware of how much we talk
- Not being afraid to ask questions
- Listen without the need to offer our opinion
- Listen to understand - show empathy and care for others in the group
- Be casual - create a comfortable environment where no one feels rushed
- Share only what we are comfortable with: Challenge by Choice
- Brainstorm - all ideas welcome
- Acknowledge that each person's feelings are welcome and valid
- Consider the opinions and feelings of all
- Consider the perspective of others. Your experience is not the same as someone else's experience

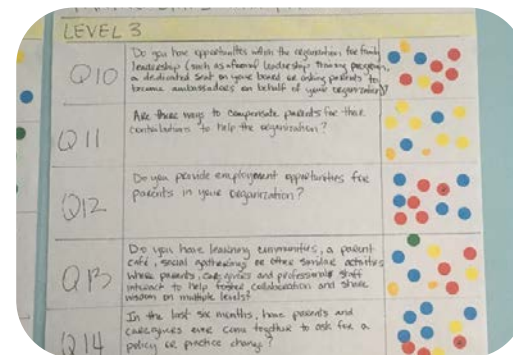
FOUR DOMAINS



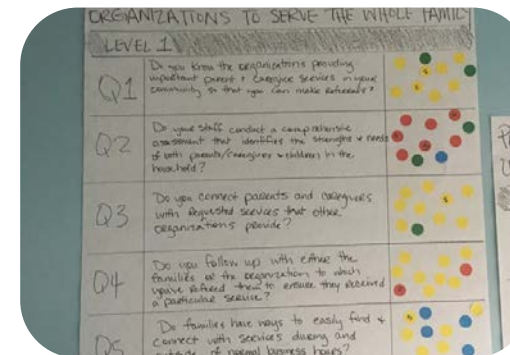
Building a Culture of Respect, Inclusion & Equity



Coaching Parents on Competence & Confidence



Listening To & Forming Partnerships with Parents



Partnering With Other Organizations to Serve the Whole Family

FOUR DOMAINS: A Self-Study

ALWAYS

SOMETIMES

NEVER

**DON'T
KNOW??**

Domain 1: Building a Culture of Respect, Inclusion & Equity

	ALWAYS	SOMETIMES	NEVER	DON'T KNOW?
<u>Level 1:</u> (6 questions)	18	12	10	20
<u>Level 2:</u> (5 questions)	4	23	4	19
<u>Level 3:</u> (3 questions)	15	5	8	2

Domain 1: Building a Culture of Respect, Inclusion & Equity

- Key area of **strength** identified during the self-study:
 - Staff listen to parents and caregivers and view them as unique and diverse individuals with multiple and dynamic roles who are experts in their own lives and the lives of their children.
- Key area of **opportunity** discovered during the self-study:
 - Staff culturally, racially and linguistically representative of parents and caregivers.
- Group brainstorming **ideas** created:
 - Creating Parent Ambassadors that represent all families we serve.
- Suggested activity **possibilities** from the tool:
 - Explore the assessment tool from Race Matters Institute including survey and an organizational self-assessment

Domain 2: Coaching Parents on Competence & Confidence

	ALWAYS	SOMETIMES	NEVER	DON'T KNOW?
Level 1 (4 questions)	8	16	12	4
Level 2 (4 questions)	12	18	3	7
Level 3 (4 questions)	11	14	8	7

Domain 2: Coaching Parents on Competence & Confidence

- Key area of **strength** identified during the self-study:
 - Provides training for parents and caregivers on parenting and child development.
- Key Area of **opportunity** discovered during the self-study:
 - Encourage parents to design their own workshops, events or other skill-building opportunities on their own.
- Group brainstorming **ideas** created:
 - A list of potential topics that parents could present on was generated, including: IEPs, cochlear implant surgery, big transitions (kindergarten, middle school, driving, etc).
- Suggested activity **possibilities** from the tool:
 - Move away from being the owners of information and experts in navigating the complex system to using coaching techniques to enable parents to solve problems, set goals and develop peer networks.

Domain 3: Listening To & Forming Partnerships With Parents

	ALWAYS	SOMETIMES	NEVER	DON'T KNOW?
Level 1 (4 questions)	17	8	6	9
Level 2 (5 questions)	14	20	3	11
Level 3 (6 questions)	1	25	16	17

Domain 3: Listening To & Forming Partnerships With Parents

- Key area of **strength** identified during the self-study:
 - Opportunities for parents and caregivers to communicate with organizational leaders
- Key area of **opportunity** discovered during the self-study:
 - Providing formal training for parents and caregivers to become community leaders and/or ambassadors for the program
- Group brainstorming **ideas** created:
 - Develop a program for leadership for parents (i.e. community leadership program at the university) that includes empowering parents to advocate for others
- Suggested activity **possibilities** from the tool:
 - Developing Parents as Leaders:
 - Parent Leadership Training Institute Model: <http://www.nationalpli.org/pdf/PLTI-purpose-and-program.pdf>

Domain 4: Partnering With Other Organizations To Serve the Whole Family

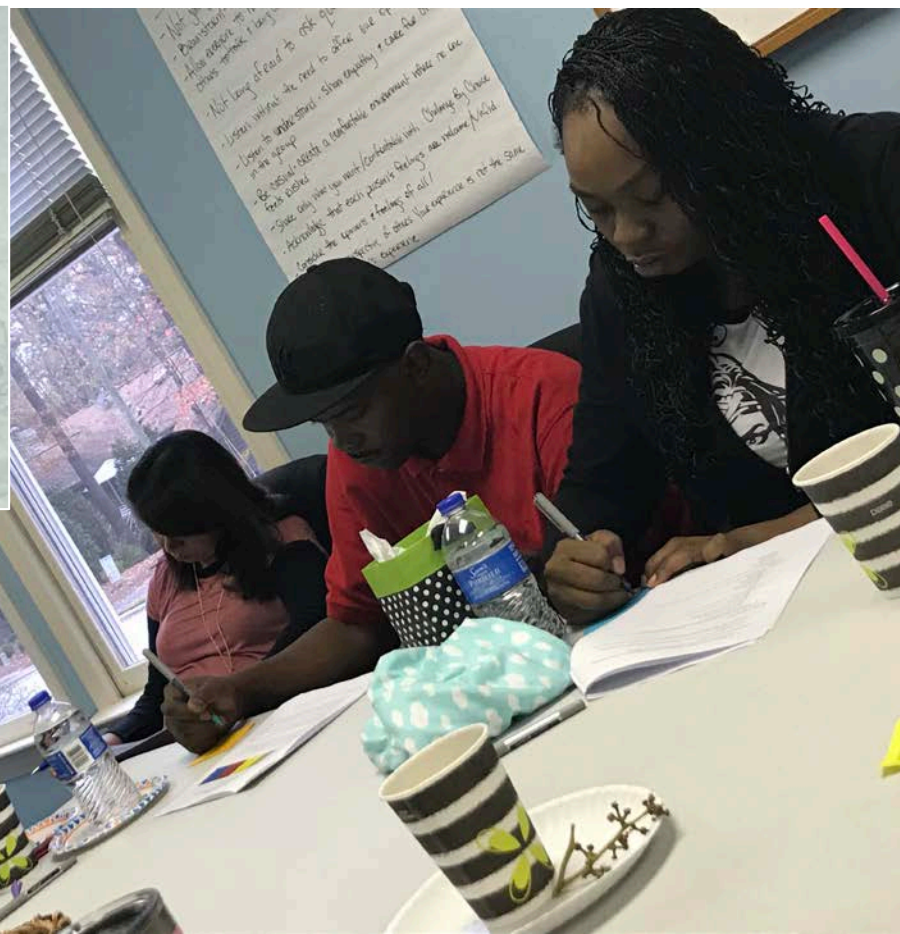
	ALWAYS	SOMETIMES	NEVER	DON'T KNOW?
Level 1 (6 questions)	5	40	10	2
Level 2 (4 questions)	9	15	6	10
Level 3 (5 questions)	18	19	0	10

Domain 4: Partnering With Other Organizations To Serve the Whole Family

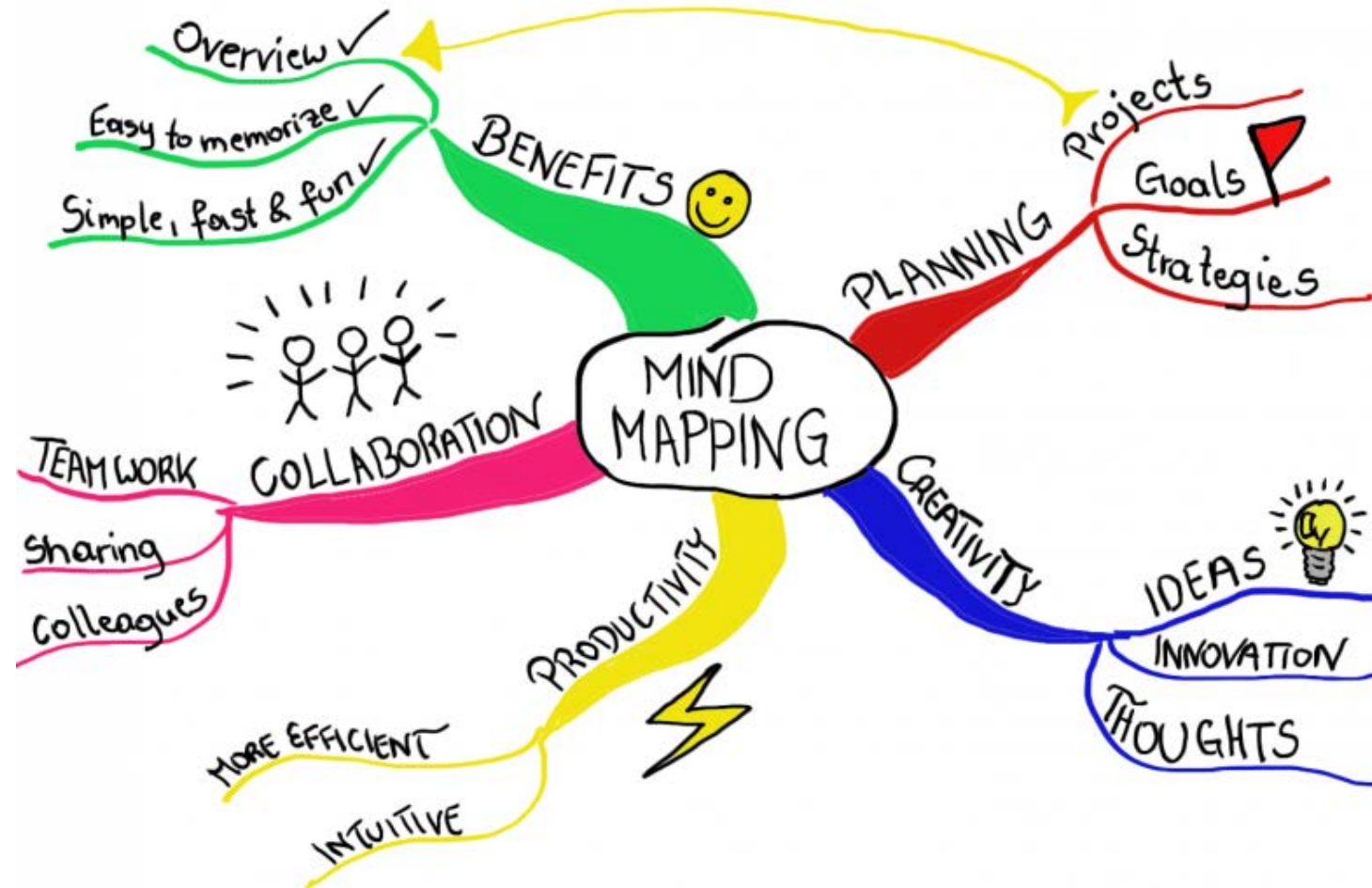
- Key area of **strength** identified during the self-study:
 - Family-level data records to track outcomes
- Key area of **opportunity** discovered during the self-study:
 - Organizations (ours plus others around NC) work together to streamline services for families including shared intake forms, co-location of services and other family-friendly processes
- Group brainstorming **ideas** created:
 - Shared intake form between organizations
 - Handouts to help families understand each organization and how they all work together
- Suggested activity **possibilities** from the tool:
 - Conduct a survey to collect data on how families interact with organization and other services
 - Set-up luncheons/round tables for staff to interact with staff from other agencies

Identifying Priorities

1
2
3



Identifying Priorities: Mind Mapping



Identifying Priorities: Mind Mapping



Task Force Priorities & Intentions: Tier 1

1. Parent Peer/ Coaching/ 1 on 1	Parent to Parent Connections
2. Parent to Parent Group (i.e. Facebook)	Parent to Parent Connections
3. Focus on Family Strengths/Stories	Focus on Whole Family
4. Training Staff on Community Resources	Staff Training
5. Training Parents on Community Resources	Parent training

Task Force Priorities & Intentions: Tier 2

<ol style="list-style-type: none"> 1. Staff Development Plan <ol style="list-style-type: none"> a. Poverty Simulation Training b. Chronic Stress c. Cultural Sensitivity d. Language Barriers e. Thinkposium f. Opening Doors Workshop g. Empathy 	<p>Staff Training</p>
<ol style="list-style-type: none"> 2. Parent Ambassadors (trained, reach out to every family) 	<p>Parent to Parent Connections</p>
<ol style="list-style-type: none"> 3. Research what other similar parents are doing to connect families 	<p>Parent to Parent Connection</p>
<ol style="list-style-type: none"> 4. Developing resources for parents - digital and other 	<p>Parent Training</p>
<ol style="list-style-type: none"> 5. Parent Led Trainings 	<p>Parent training</p>



Resources

- The Annie E. Casey Foundation. (2016). Engaging Parents, Developing Leaders: A Self-Assessment and Planning Tool for Nonprofits and Schools. Baltimore, MD: Retrieved from www.aecf.org.
- Marnane, V. & Ching TYC. (2015). Hearing aid and cochlear implant use in children with hearing loss at three years of age: Predictors of use and predictors of change in use. *International Journal of Audiology*, 54(8), 544-551.

Thank You

the little
place for big
miracles of
sound &
speech



THE
CHILDREN'S COCHLEAR
IMPLANT CENTER AT UNC



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

