

# The Emerging Transformational Leadership Program

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# Objectives

- Recognize the challenges of LEND programs that seek to have a direct impact on systems of care for people with intellectual/developmental disabilities
- Describe at least one training program designed to address these challenges
- Consider how the lessons learned from group-based intervention of post-service professionals may be applied to LEND training

Is it possible for a LEND program to have a direct impact on systems of care?



# LEND History

- 1960s/70s - Workforce development for DD population (interdisciplinary teams of professionals)
- 1980s/90s – Leadership, family-centered, culturally competent
- 2000s/10s – Autism, social determinants of health, systems change

# Mailman LEND

- 2001 – Measure CSHCN unmet health care needs
- 2006 – LEND program can reduce unmet needs
  - Not in a measureable way
- 2011 – LEND program can lead directly to systems change by post-graduates doing a group project
  - We are hopeful . . .

# Why unique?

- Leadership program with a twist
- Learn applicable leadership skills and disability content
- Focus on building/ enhancing leaders to serve an underserved population
- Group action project



# Emerging Transformational Leadership Program (ETLP) BORN!

**Vision:** Children with developmental disabilities will receive high quality health care, experience optimal individual development, and feel included in community activities.

**Mission:** To create and sustain an experiential learning program for emerging leaders that provides the knowledge, skills, and attitude to improve systems of care for children with developmental disabilities.



# ETLP Objectives

- A cohort of 5-8 emerging leaders will complete a 9 month mentored leadership experience.
- Each ETLP cohort generates a group project that provides an action plan to reorient local systems of care around continuous quality improvement for a specific outcome critical to children with NDD/ASD and their families.
- Within the next 5 years, at least one ETLP plan will receive community support and begin implementation in South Florida.

# ETLP Fellow criteria

**Participants** will be a select group reflective of South Florida's diversity and include 1 -2 participants from each of these categories:

- Recent LEND trainee graduate
- Early and mid-career individuals from community (e.g. professional in practice)
- Member of local MCH Title V program or public health department
- Parent/self-advocate
- Local not-for-profit agency



# ETLP Candidates will:

- Demonstrate potential for leadership
- Possess courage, compassion, conviction and integrity
- Are committed to working in the South Florida disability community
- Are creative and “outside the box” thinkers
- Demonstrate a passion to make a difference
- Open to activities and ideas outside their profession
- Accept responsibility to participate in **all** activities related to the program for a nine-month period
- Receive a written commitment from his/her employer (if applicable) agreeing to provide up to 5 non-consecutive days release time from work responsibilities in order to attend ETLP activities



# Nomination and selection process

- Advisory board
- Mailman Center Advisory Board (MAC)
- LEND faculty and staff
- Application
- Interview with Coordinator and Director



# Curriculum

Nine month program, meet twice a month

## Fall Topics

### **Diversity**

- Self-awareness/social model of disability

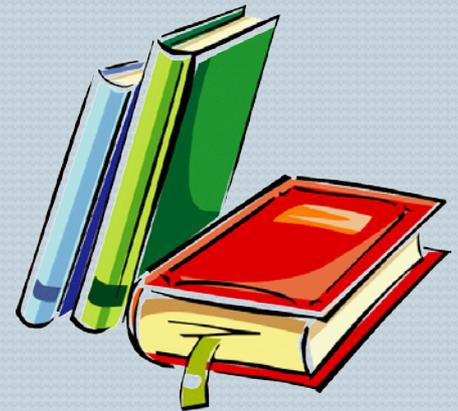
### **Disability Systems of Care**

- Education system
- Health & Well-being

### **Leadership Intensive (Full day)**

- Public policy/advocacy, communication skills, navigating conflict, leadership compass, public speaking

Spring Focus: development/creating group project



# ETLP Formula



that should  
be no  
pressure??



# ETLP Process- 2. Self-Discovery

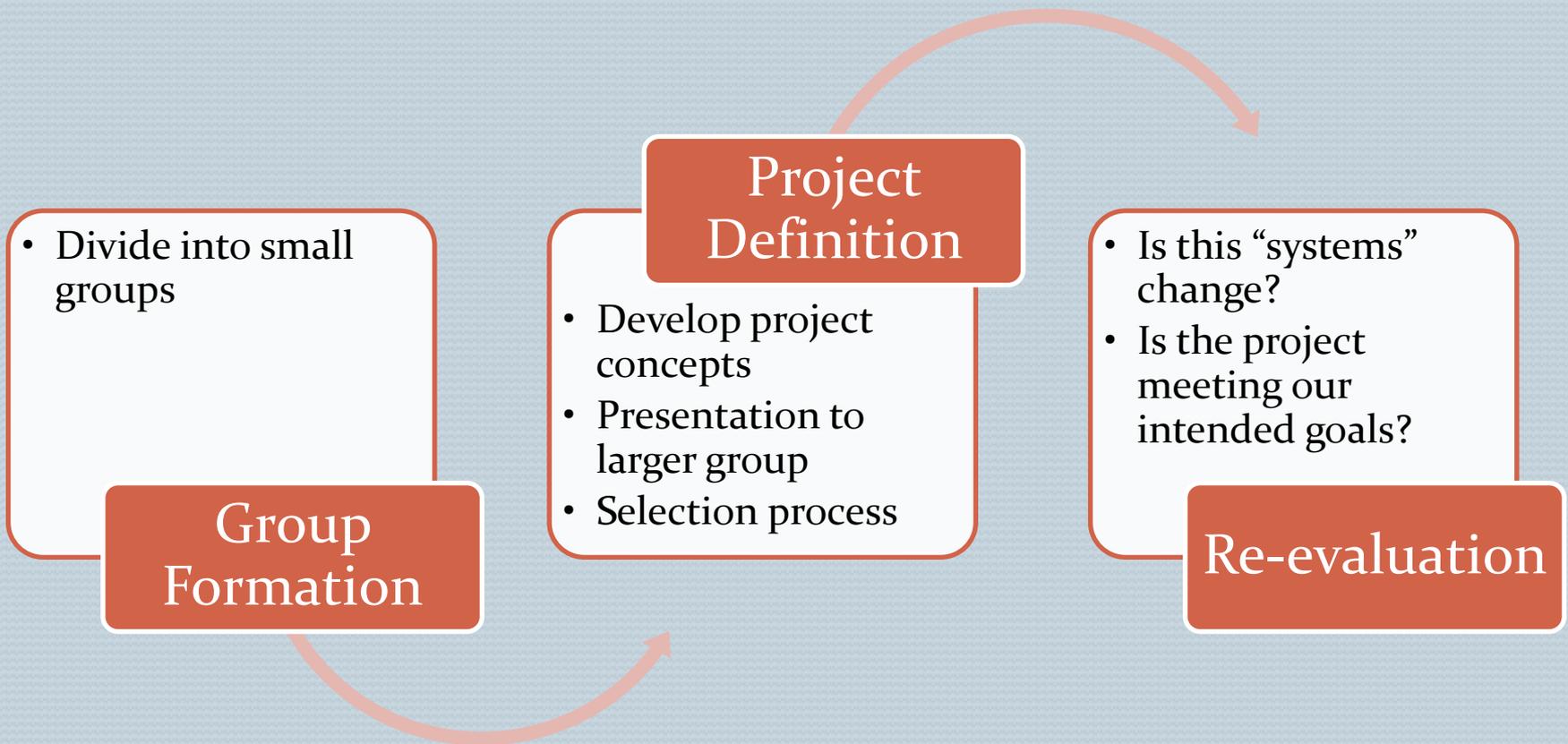
*Who am I?*

*What talents do each of us bring to the table?*

*What are we individually/ collectively passionate about?*

*What type of leader am I?*

# ETLP Process- 3. Project Selection



## ETLP Groups - 2011 to current

- Year One-four selected: public health, social work, special education and a parent
- Year Two- seven selected: two parents, self-advocate, special education (2), public policy, coordinator of Early Discovery
- Current Year- six Fellows: one parent, disability civil rights attorney (sibling), special educator, public health, occupational therapist and family care coordinator



# Group Action Project Ideas

- Inaugural Cohort- **Improving newborn screening in immigrant populations**
- Second Year Cohort- **Disability History and Awareness Curriculum**
- Current Class- in process- Boundless and Inclusive Parks, accessibility issues(equipment, paths) and increased programming, activities

## Fellow Feedback- Post completion of 9 months

- Increased knowledge about disabilities; newborn screening, disability history
- Met wonderful community leaders
- Learned type of leader would want to be and not to be
- Honored to be selected and part of new initiative
- Small changes can grow into bigger changes
- Clarity regarding own mission and commitment to the disability community
- Learning from other ETLP group members
- New confidence
- Increased comfort level speaking in groups
- Was able to share uncomfortable feelings to group, before would have walked away or held inside
- Look at self as leader and realized own strengths and weaknesses through self-reflective activities
- Can be a force for change and need to have by-in for my ideas

# Evaluation

- Utilize Leadership Practices Inventory by Kouzes & Posner, **pre and post: scores improved**
- Mid-semester evaluation of Fall topics- due in January
- End of program evaluation

# Lessons Learned

- Group project idea, start earlier in the program
- Larger cohort of Fellows
- Integrate LPI content throughout 9 months
- Have coordinator and consultant be more active in mentoring Fellow's individual leadership goals-**BEGAN coaching piece this year**
- Assist group in dealing with communication breakdowns

# Challenges, next steps, ideas

- Adult learners: balance of didactic and experiential
- Group process learning versus Coordinator intervening during communication breakdowns
- Web based learning community and sharing
- Developing a non-credit course at University
- Keep in touch with alumni, how are they integrating what they learned in ETLP to work, life?

# ETLP Impact-Where are they now?

## **11 alumni-9 responded to survey**

- 1 currently in PhD program
- 3 planning to enroll in higher education within the next 5 years
- 1 promoted to supervisory role
- 4 increased leadership responsibilities at job
- 6 involved on non-profit boards in community
- 2 involved in national/policy level initiatives  
(Reauthorization of the Combating Autism Act, Big Cities Coalition)

# Impact continued:

- “This has been a life changing experience for me. I am feeling more confident in my communication skills both professionally and personally...public speaking skills have improved greatly...when conducting committee meetings, more confident working in large groups with strong-minded individuals. I am definitely a better person having experienced this program.”
- “ I feel that the ETLP has had an impact on me professionally in that it helped me grow as a leader and helped me build my confidence in regards to public speaking...can now make connections between public health and childhood disabilities.”
- “Taught me to learn vital skills such as goal setting, policy development, and individual learning styles and approaches to work.”

# Acknowledgments

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- Michelle Schladant, Ph.D, Training Director, LEND Program
- Bethany Sands, Consultant/Co-Facilitator, Early Learning Coalition
- All three cohorts “ETLP Mailman Fellows”

# ETLP Fellows- Class I, II and III

