



ENDS 1 Consultation Report

ASK, LISTEN and LEARN

How is Semiahmoo
House Society Doing
Helping People Live
Good Lives of Their
Choosing?

2021-2022



**ASK, LISTEN,
LEARN!**

On November 9th, we invite you to join us in a conversation about the ENDS of Semiahmoo House Society and to give your say about the services we provide.

Where: The Round Up Cafe
When: 2-4 PM

By Nolda Ware, Semiahmoo
House Society

“ASK, LISTEN, LEARN”



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Mission Statement, Ownership and Ends Policies

Semiahmoo House Society Ownership Statement

The owners of Semiahmoo House Society are the people of the community.

Semiahmoo House Society Purpose Statement

Semiahmoo House Society, a non-profit organization located in South Surrey/White Rock, exists to provide quality services and support to people with disabilities and their families in the community.

Our Mission

Semiahmoo House Society exists so that:

People with disabilities live self-directed lives in the community at a justifiable cost and are valued members of the community.

The following Ends policies provide the organization with the direction to meet the Mission:

- 1. People are valued members of society:**
 1. People perform different social roles.
 2. People are respected.
 3. People live in integrated environments.
 4. People participate in the life of the community.
 5. People are leaders.
- 2. People decide how they live their lives, and make informed choices:**
 1. People are connected to personal support networks.
 2. People have intimate relationships.
 3. People choose where and with whom they live.
 4. People choose their work
 1. *People have paid employment opportunities*
 2. *People have volunteer opportunities*
 3. *People have entrepreneurial opportunities*
 5. People choose and use their environments
 1. *People choose services*
 2. *People have recreational opportunities*
 3. *People have travel opportunities*
 6. People have educational opportunities

- 7. People have opportunities to explore spiritual needs
- 3. The rights of people are protected:**
 - 1. People are safe.
 - 2. People have the best possible health.
 - 3. People exercise rights.
 - 4. People are treated fairly.
 - 5. People are free from abuse and neglect.
 - 6. People experience continuity and security.
 - 7. People decide when to share personal information.
 - 8. The community is aware of the universal rights of all people.

Introduction: The Purpose, The Plan, The Process

The Purpose

The Chief Executive Officer has a responsibility to report to the Board of Directors each year to check in and see how the organization is doing to work towards the Ends. Semiahmoo House Society (SHS) and its employees are responsible for exploring the Ends Policies with the people they support in order to support people to have a good life of their choosing.



To gather information and learning about what people SHS supports have to say about their lives in relation to the ENDS 1 policies. To check in and see how SHS is doing to help people live good lives.

To learn from people SHS supports to figure out:

- What SHS is doing well so they can keep doing it.
- What SHS can do better or pay more attention to.
- What SHS can do differently.
- What have we learned.
- What are some recommendations.

Create a report to be presented to the Board of Directors and the organization.

Act on the recommendations.

The Plan

To connect with people SHS supports across the agency from each service, program and home. Explore questions with people to hear about their experiences in relation to ENDS 1.



1. People are valued members of society:

- 1.1 People perform different social roles.
- 1.2 People are respected.
- 1.3 People live in integrated environments.
- 1.4 People participate in the life of the community.
- 1.5 People are leaders.

The Process

During the month of October and November 2021, SHS employees had conversations with approximately **71** people that SHS supports from:

Inclusive Living supports and services:

191A Street, Angus Place, 20th Avenue, 20A Avenue, 25th Avenue, Chorus Apartments, Community Support Network (CSN).

Community and Employment Services:

North Campus, South Campus, Acquired Brain Injury Services (ABIS), WISE, SPARK, CULA, Tidy-A-Lot, the Self-Advocates of Semiahmoo.

People were provided with a guide to help with conversations about how life has been going in relation to the ENDS 1 policies.

All the information gathered was compiled and organized to look at the learning to help the ENDS Recommendation Committee create some recommendations for SHS based on what people had said.

What are people’s main concerns about life?

What we learned are the main concerns in peoples lives in relation to ENDS 1...We asked 47 people to choose their top 5 concerns.

The areas of my life when thinking about the ENDS.	# of people
I don't go out to places in public or places in my community enough.	36
I don't get out and about enough – during the week, evenings and on weekends.	35
I want to have more roles in my life – like be a student, volunteer, employee, artist, actor, musician, teacher, athlete, romantic partner, husband, wife, part of a group or club, etc.	32
I want more opportunities to be a leader – like help with a class or a group, teach others what I know, do a presentation, be on a committee, go to meetings, help out with important jobs and projects, help plan and organize events, speak up for people’s rights.	32
When I go places, I often don't understand what is written – the words and language that is used is too hard to understand.	32
I don't get to help out in my community enough.	29
I have trouble going places because of accessibility (no ramps, elevators, side walks, getting on and off the bus, bad street lights, I can't see or hear signs and information.	18
I am not happy with what I do with my days.	12
I don't feel respected or listened to. People are not always nice, kind or friendly towards me. I am often not treated very well.	11
I don't feel welcomed in my community. I don't feel like I belong. I feel like an outsider.	8
I don't get enough privacy. I don't get my own quiet space when I want it.	4

Executive Summary

“It is important I am doing things I am passionate about and that have meaning to me.” Person who attends WISE and SPARK

The world continues to be unsettled as the pandemic carries on. Even though people said they have become more hopeful, people said they are still uncertain and worried about the future. Many people said “I want my old life back.”

There are areas of people’s lives that are still impacted by COVID-19 but this year many people said they are starting to feel more hopeful. **“Hope is being able to see that there is light despite all of the darkness.” ...Desmond Tutu**

Insights from the conversations and discussions about Ends 1

The importance of relationships.

Everyone deserves respect.

Everyone has a right to live in an inclusive and accessible world.

People want a full and meaningful community life.

Anyone can be a leader.

Highlights of recommendations

Refer to page 37 for details of recommendations.

Recommendation 1: Increase education, awareness and understanding about social roles for people SHS supports, staff, family, supporters and community. Increase opportunities and experiences for people to explore social roles.

Recommendation 2: Increase education, awareness and understanding for people SHS supports, staff, family, supporters and community about:

- What is respect – what does it mean.
- What respect means to each person.
- What it means to be respectful.
- How can we help build a more respectful world?



Recommendation 3: Change ENDS 1.3 statement to “People live in an inclusive and accessible world.”

Recommendation 4: Increase education, awareness and understanding for people SHS supports, staff, families, supporters and community about the right for all people to live in an inclusive and accessible world.

Recommendation 5: Reassess and evaluate all UNITI's locations and homes for level of inclusiveness and accessibility.

Recommendation 6: Ensure everything that needs to be in plain language and easy to understand IS in plain language and easy to understand.

Recommendation 7: Increase education, awareness and understanding for people SHS supports, staff, families, supporters and community about the importance of plain language.

Recommendation 8: Continue to help people build full and interesting community lives. Continue to redesign supports and services that are community based or include community involvement with different opportunities and experiences.

Recommendation 9: Create a monthly newsletter or calendar to share what is happening in each community SHS is connected to.

Recommendation 10: Support and teach people how to make plans and arrangements to get out and about doing things they enjoy with their friends and family.

Recommendation 11: Support people to build relationships and make friends. Support people to have trusted, dependable supporters in their lives so they have people to get out in the world with.

Recommendation 12: Increase opportunities for people to be a leader within SHS.

Recommendation 13: Increase opportunities for people to be a leader outside SHS.

GENERAL RECOMMENDATIONS

Recommendation 14: Create a policy and process to follow up with ENDS recommendations each year. Create a way to check in and see how SHS is doing with the recommendations. Report back to everyone connected to the organization.

Recommendation 15: Advocacy and self-advocacy is connected to all the recommendations and a big part of people living good lives they choose for themselves.

For people to direct their lives, they need to be able to advocate for themselves or have people advocate with them or for them.

To explore these questions:

1. How do we empower people towards having a more self-determined and self-directed life?
2. How do we support this path naturally not just through formal self advocacy groups or classes?
3. How do we support people who have told us about their main concerns in life?
4. How to support the supporters? How to support staff and employees to learn about the disability rights movement - past and present?

Final thoughts...

There continues to be no road map to guide people through the experience of living through a pandemic. SHS can continue to celebrate the efforts of navigating through the uncertainty and their responsiveness to figure out how to help people stay happy, healthy and safe.

Reflecting back over the last 4 years since the ENDS consultations began...as we listen to people, we can see common themes and messages that continue to emerge.



What is important to people

Relationships

Social roles

To be valued

To contribute

An inclusive and accessible community life and community connections.

Opportunities and experiences

Opportunities to be a leader

Mental health and wellbeing. To be safe.

Rights and a self-directed life

An important next step is mindfully reviewing the recommendations – figuring out how to act on what we hear and follow through - check in – see how it's going through out the organization...celebrate, enhance, change...

- What ENDS are we moving closer to?
- What ENDS do we need to pay more attention to?
- What can we do to act on what we have heard?

A great focus for 2022! 😊



A Summary of What People Said

“When we build in support for people to try things, experience things, do the things they love...this naturally equals increased social roles.”

...direct support staff from Inclusive Living

ENDS 1

People are valued members of society.

- People perform different social roles.
- People are respected.
- People live in integrated environments.
- People participate in the life of the community.
- People are leaders.



REFER TO ENDS DEFINED IN PLAIN LANGUAGE.

ENDS 1.1 People perform different social roles.

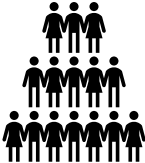
All people have different roles in their days and their lives. This is about who you are in your life and who you are to other people.

Social roles people feel they have.

Social roles people feel they have	35 people said
A friend to others	32
A neighbour	31
A family member to others	31
A customer	25
A member - part of a group or club	20
The “Life of the Party” – a social butterfly	18

A self advocate or advocate for others	17
A helper – help other people or help out at different places	15
A member – part of a gym, rec centre, organization)	14
A romantic partner	12
Part of a church or faith group	12
An athlete	12
A roommate	10
A performer (e.g. musician, singer, actor, dancer)	9
An employee	9
A volunteer	9
A co-worker	8
A public speaker/presenter	7
A creator (e.g. artist, photographer, writer/author)	4
A student	3
A wife or husband or married partner	2
A mom or dad or a parent	2
A boss or supervisor	0
Other roles people said they have: A comedian, a host, a grandson	

Social roles people said they would like to have more of.

<p>A wife, a husband, a married partner A romantic partner A friend A neighbour A presenter/public speaker An athlete A self-advocate A member of a group or club A customer. A shopper. A volunteer, a helper, an employee. A home owner. A tenant. The Life of the Party. A social butterfly. A creator. A performer. A traveller</p>	
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INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

The power of relationships and connections

People seem to experience their social roles through relationships, connections and places they go.

They build relationships with places they visit regularly. They are more than just customers – they are regular patrons where people know them and say hello.

Social roles naturally unfold when people live together. Caregiver, protector, advocate:

- People watch out for others – their roommates.
- Relationships develop between roommates. "Taking care of their tribe."
- People speak to staff on behalf of roommates – being an advocate and interpreter for each other.
- Hosts – people are proud to be hosts in their home.

Opportunities, exploration and experiences

Social roles are very connected to people's opportunities and experiences. People we support may not be aware of roles that they might value – unless exposed to different roles.

Our job is to provide different opportunities and experiences for people. They may see roles other people in their lives have that they don't have. Or they discover roles that may never have occurred to others.

We can explore people's gifts and talents in pursuit of exploring social roles.

Other roles people feel they have: The Queen of the House! A man of leisure. A hot tuber, a sailor. Roommate, family member, friend, neighbour. Artist, dancer, creator. An involved community member.

The Traveller role is so important to people – COVID has gotten in the way.

Some things people said.

"I help make cards for seniors. It feels good."

"We don't know what social roles people want if we have never taken people to try something. What are the roles people want? They don't know if they haven't tried..."

"Engage others when they are alone. Don't be shy – help people try new things!"

"I am proud to be an artist!"

"We recognize the changes and barriers due to COVID. COVID has put a lot of roles that people value on hold. People miss some of their roles in life."

"I really, really want to be a romantic partner...this is what I want the most in my life."

"People don't always have enough people in their lives to get people out and about to experience different roles."



Thinking about what was learned...

The main roles people feel they have, seem to be general roles that involve relationships and community life experiences. General roles that most people experience.

It seems less people experience roles that define them as an individual. How do we support people to explore more roles where they are directing their own lives and choosing their own paths? How do we create opportunities for people to explore the social roles they said they want more of?

ENDS 1.2 People are respected.

People are treated well. They are valued and listened to. People are accepted for who they are. People are able to be alone if they want to – privacy, space, quiet and down time.

REFER TO ENDS DEFINED IN PLAIN LANGUAGE.

Do you know what respect means?
28 people said YES!



“I want to be treated like an adult, not a child.”

“Be kind.” “Be nice.” “Use kind words.”

“Have good manners. Say please and thank you.” “Be courteous.”

“Be honest and trustworthy.”

“Be helpful. Be understanding.”

“Accept people for who they are.” “Everyone can be themselves.”

“See people’s views.” “Recognize other people’s opinions and beliefs.”

“Value people. Value ideas.” “Listen to others.”

“Give your full attention.”

“Give people their personal space.”

“Help people feel safe.”

“Think before you act.”

In order to be respected, people need to respect others.

“If you want to be treated with respect, you treat the other person with respect. If you have been listened to, you should listen back. If someone trusts you, trust them back.” ...**Chorus Apartment tenant**

What has been working...seems to be going well. What are some good things that have happened or are happening.

**People ask you what you think and what you want to happen in your life.
People take the time to listen to you and want to hear what you have to say.
People are kind to you. They are polite and friendly.**

- Many people feel "respected" as described above. Some people say it depends on the person they are talking to, the relationship and where they are.
- People feel good when others take the time to listen to what they have to say.
- People feel strangers, the public and the community are better than they used to be.
- Professionals more often address people instead of staff.
- In general, people feel staff are friendly, polite and kind.

People give you the space to spend time alone when you want to.

- People need regular time alone each day. To sit back, relax, recharge and reenergize.
- Privacy, space and time alone is VERY important to people.
- Most people said they have privacy and their own space when they want or need it.

INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

"People are treated with respect a lot. Staff listen to them. If they are not happy – staff pay attention. If they are happy – staff pay attention."

"Most people are confident and comfortable to go on their own to their room or where they want space."

"People are good at indicating if they have had enough of being around people. Staff are good at paying attention to what people want and need."

What has not been working...not going well. What are some not so good things that have happened. What could be different/paid more attention to.

**People ask you what you think and what you want to happen in your life.
People take the time to listen to you and want to hear what you have to say.
People are kind to you. They are polite and friendly.**

- People don't always listen to people's ideas or ask them what they think.
- Some people find it hard to put their ideas and thoughts into words.
- People in public places don't always take the time to listen.
- People are not always patient.
- The way people are treated depends on the relationship. Some people have others in their lives that do not make them feel respected or valued.

People give you the space to spend time alone when you want to.

- Some people feel their privacy is not always respected.
- Due to COVID, some people say they are spending too much time alone/on their own and feel lonely and isolated.

INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

"Mutual respect is not always present – we could do better."

"People do not like it when they cannot understand others and what is being said by people around them."

"People do not like it when staff or supporters are on their phones too much when spending time with them."

"Professionals still often address staff instead of people themselves."

"Some people definitely want more of their own space sometimes...living in a noisy environment can make this difficult."

“Respect means different things to people. Do staff and supporters have a full understanding of what respect means while we are working in someone's home? What does it mean for each person we support? How do we learn and honour this for each person?”

Some things people said.

“I am lucky – I live alone in my Kingdom. I am in control of my own space.” Chorus Apartment tenant

“People generally have a good heart and want to help.”

“People are considerate of my thoughts. People listen to me.”

“It is important to be respected and listened to if you are having a bad day.”

“Respect takes time and people need to get to know each other. This is hard when I have so many new staff in my life. Staff always come and go. Respect and trust has to be built all over again. There were some staff in my life that have left – I miss them.”

“When people are not polite and kind, it makes me feel sad. I feel rejected.”

“In public, sometimes people make fun of me or look at me strange.”

“Privacy. This is really, really important to me. I make sure people and staff in my life know to honour this.”

ENDS 1.3 People live in integrated environments.

People live, work and play in the same places used by others. People are able to get to places and to do the things they want and need to do in every part of their life. People are able to understand, see or hear things in public places.

REFER TO ENDS DEFINED IN PLAIN LANGUAGE.



What people do during their days.

What people do, where people go	39 people said
Semiahmoo House Society Community service or program	36
Stay at home some days	28
Go places in their neighbourhood/community	27
A combination	20
Work	9
Volunteer	8
School	8

Thinking about what was learned...

Many people enjoy a combination. Having a full and interesting life includes a combination of opportunities and experiences. If people want a combination – how can we help people have more days that are inclusive and accessible?

What has been working...seems to be going well. What are some good things that have happened or are happening.

People enjoy their days.

- It is important to people that they are spending their days doing what they choose to do, enjoy and is meaningful to them.
- Many people said they are enjoying their days and have a variety of opportunities.
- Some people feel they have choice and control about how they spend their days and what they choose to do.
- Being able to see friends throughout the day is important to people.
- Positive attitudes and positive environments. Being around good people.

Getting out and about to public places where everyone else goes.

- Many people feel they are out doing “interesting things in ordinary places.”
- People spend time in different places with different people.
- People are happy things are finally opening up – COVID restrictions.

People are able to get to places and to do the things they want and need to do in every part of their life.

- Some people feel the community is doing better with accessibility such as:
 - Ramps, elevators, automatic doors, grab bars, large washrooms, wide side walks, no curbs.
 - Places are easy to get around for people who use wheelchairs or walkers.
 - Streets have talking cross walks and flashing lights.
 - It is easier to get on and off a bus or sky train.
- People feel some communities are better than others.

People are able to understand, see or hear things in public places.

- Some people feel signs and information are in plain language and easy to understand.

- Some people feel there are enough signs and information that have pictures and symbols.
- Some people feel there are enough signs and information that have sounds and/or recordings to hear.
- Some people have seen signs and information in braille.

INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

People enjoy their days.

"It is not always perfect, but for the most part, people enjoy their days and choose what they do with their days."

"We honour homebodies and people's choice of their rhythm and pace of life."

"People are different – so we try to ensure their days are individualized."

"We try different things – when people like it, we keep doing it – when they don't – we stop."

"We try to ensure there is a good match between the person and the staff that are sharing the experience."

"Building the relationship and getting to know people is key. Knowing what people like to do with their days. It is hard for people when they don't know each other very well."

Getting out and about to public places everyone else goes.

"People definitely have full community lives. With not having structured day services or day programs within the system – their time is spent in their communities."

People are able to get to places and to do the things they want and need to do in every part of their life. People are able to understand, see or hear things in public places.

"It's a lot better than it use to be."

"Transit is getting better – we are finally seeing some changes."

What has not been working...not going well. What are some not so good things that have happened. What could be different/paid more attention to.

People enjoy their days.

- Some people have no choice and control about how they spend their days.
- COVID continues to interfere with the days of many people.
- Some people said they spend too much time alone at home.
- People continue to be lonely.
- People continue to want more friends or spend more time with their friends.

Getting out and about to public places where everyone else goes.

- Some people continue to only go places where people with disabilities go.
- COVID continues to interfere with opportunities for people to get out and about.
- Some people continue to be afraid to go out because of COVID.
- Some people don't have enough money to go places and do things they would like to do.

People are able to get to places and to do the things they want and need to do in every part of their life.

- Many people feel the community is not doing a good job with accessibility and have a lot of work to do with:
 - Ramps, elevators, automatic doors, grab bars, large washrooms, wide side walks, no curbs.
 - Places are not easy to get around for people who use wheelchairs or walkers.
 - Not enough streets have talking cross walks and flashing lights. Count downs are too fast.
- It is not always easy to get on and off a bus or sky train.
- Many voting poles were not in accessible spaces, crowded and no space for people who needed it.
- People who use a wheelchair cannot get upstairs at North Campus.
- Many places don't have enough space/width for people who use wheelchairs or walkers.

People are able to understand, see or hear things in public places.

- People feel SHS and SHS employees can do a better job with plain language.

- People said it is actually disrespectful to people to not have everything easy to read or understand.
- Plain language at SHS is needed not just for people they support, but also for staff when English may not be their first language.
- People feel the community and public places can do a better job of ensuring information is available in plain, easy to read and easy to understand language.
- People in the community and public places often do not speak in plain language.
- Many people feel that community and public places do not do a good job with:
 - Signs and information with pictures and symbols.
 - Signs and information with sounds and/or recordings to hear.
 - Signs and information in braille.

INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

People enjoy their days. Getting out and about to public places where everyone else goes.

"COVID continues to interfere with people's lives."

People are able to get to places and to do the things they want and need to do in every part of their life. People are able to understand, see or hear things in public places.

"Accessible environments also should include extreme noise. Environments that are typically quieter are harder to find. Many environments are not sensory friendly."

"Places say they are accessible – but they are not. What some businesses or places consider accessible – isn't really..."

"Older buildings, offices and stores are often less accessible."

"In many shops – we can get in the door but can't move around the aisles."

"It is often difficult to find parking for large wheelchairs vans."

"Finding a public pool with a lift and staff at the pool who are trained to use it is difficult. Other challenges include ramps in and out of pools/hot tubs and change tables."

“The general public doesn’t always understand what accessible means. It’s not just about having a ramp.” Direct support staff from Inclusive Living.

Some things people said.

“When I feel like I’m not alone and people understand where I am coming from, it makes my day.”

“I am retired! My days are my way – my choice – I have freedom!”

“I feel happy and accomplished in what I do.”

“I live in my own apartment and live my life my way because I am not “stuck” in programs. I get out and spend time in many different places just like everyone else.”

“I like living at Chorus because there is a mix of people who live there.”

“I don’t feel like I fit into services or day programs. I hate that I don’t have natural connections and friends, but instead so many workers in my life.”

“There is no braille anywhere for people who need it!”

“I have never seen braille except on elevator push buttons. This really isn’t ok for the many people who can’t see and need braille.”

“Public places don’t always follow the rules. They are supposed to be accessible but many are not.”

Thinking about what was learned...

We have heard from people that accessibility means much more than being able to enter or exit a building.



THINKING ABOUT LANGUAGE – LET’S REALLY START PAYING ATTENTION.

“Reading and language is the biggest challenge for so many people that needs to be addressed.”

“Language that is easy to understand is the main factor in an inaccessible world.”

“When places or organizations don’t ensure everything is in plain language – they are disrespecting and devaluing people with disabilities and staff/people where English is not their first language.”

“I believe SHS could do a better job making sure everything that needs to be in plain language is in plain language.”



ENDS 1.4 People participate in the life of the community.

People live a Community Life and Stay Connected to people and places.

People feel welcomed and included in their community, they are a part of their community. People help out in their community. People get out and about.

REFER TO ENDS DEFINED IN PLAIN LANGUAGE.

Places people go in their communities or neighbourhoods

Places people go	34 people said
Semiahmoo House Society Community service or program	32
Restaurants and coffee shops	22
Movie theatres	19
Library	15
Parks and beaches	15
Places of worship	14
Public recreation/community centres	13
Special Olympics	9
Sporting events	8
Concerts, live theatre	8
Public/community events and festivals	7
Community swimming pool	7
Pubs and bars	7
Community centre exercise class	2
Community centre art class	1
Community centre educational class	0

What people said they want to do more of:

- Travel – vacations and trips
- Concerts, music events and sporting events
- Parties and BBQ's
- Pubs, bars and night clubs
- Restaurants and coffee shops
- Community festivals and events
- Community educational classes – learn about technology.
- Movie theatres
- Shopping
- Swimming, bowling, roller skating
- Nature walks
- A rodeo, a car derby, horse racing, go-karting



What are the barriers to living a community life?

What is getting in the way	33 people said
I don't know how to find out what is happening in my neighbourhood.	23
I don't know how to make plans and arrangements.	22
I have no one to go out with. I have no one in my life to take me places.	22
Other people are too worried about me.	13
Someone else decides what I do and makes the plans for me.	12
Transportation issues.	10
It's not safe.	9
I'm not allowed to go out at night or stay out late.	9
I don't get to choose what I want to do/where I want to go.	6
Things I want to do are too far away from where I live.	5
Not enough money.	5

INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

"Financial barriers are not as bad as they used to be."

"Social lives are often based on staff schedules/shifts."

"Not enough resources. Being short staffed. Not always enough staff in the evening. No class 4. Not enough wheelchair vans."

"Some staff are routinized – stick to schedules and struggle to be flexible or spontaneous. Some people are supported by people who live by schedules and routines."

What has been working...seems to be going well. What are some good things that have happened or are happening.

People feel welcomed in their community. People are a part of their community and feel like they belong.

- Many people feel comfortable, welcomed and included in their communities.
- For the most part, people in community are friendly, nice and helpful.
- People want to do things they enjoy and spend time with people in their communities.
- Zoom has been helpful to stay connected to communities and neighbourhoods during COVID.

People go places they enjoy. They get out and about on the weekends and evenings. They get out and about enough.

- Some people feel they have full community lives and have a variety of opportunities.

People help out in their community or neighbourhood.

- Some people feel they have some opportunities to help out in their communities.

INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

People feel welcomed in their community. People are a part of their community and feel like they belong. People go places they enjoy. They get out and about on the weekends and evenings. They get out and about enough.

"People have MAJOR COMMUNITY LIVES! This is evidence of what can happen when people have good support that GET IT!"

"Community has come a long way. In the past, places and people were not so welcoming. There has been a shift – community seems more welcoming. People we support may not notice this – but we think they feel it."

"People are known – people are acknowledged – people are accepted for who they are and their differences."

"Inclusivity and connection – diversity and inclusion – these conversations are happening around the world. It's about time!"

"Staff make efforts to model for public which can have a positive impact. This is so important – the public is watching closely."

"Staff advocate for people – advocate for their rights to have a full community life."

What has not been working...not going well. What are some not so good things that have happened. What could be different/paid more attention to.

People feel welcomed in their community. People are a part of their community and feel like they belong.

- Some people do not feel comfortable, welcomed or included in their communities.
- Some people have had bad experiences in their communities and neighbourhoods where they were not welcomed or included.

People go places they enjoy. They get out and about on the weekends and evenings. They get out and about enough.

- Some people still feel disconnected due to COVID.
- Many people said they do not get out and about enough – especially on the weekends.
- Some people continue to say they do not have a choice in what they do in the evenings and weekends. It is decided for them by others.
- People continue to miss travelling.

People help out in their community or neighbourhood.

- People would like more opportunities to help out in their neighbourhoods.

INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

People feel welcomed in their community. People are a part of their community and feel like they belong.

"We can see that sometimes people do not feel welcomed in certain places. There are times when people are not treated well in public places. This is when we speak up and advocate for people."

"Sometimes people in community are fearful – this gives staff opportunities to educate and support awareness and understanding."

"Staff and/or supporters fear and worry that people won't be welcomed can sometimes hold supporters back from taking people to new and interesting places."

People go places they enjoy. They get out and about on the weekends and evenings. They get out and about enough.

"There are many barriers to accessibility – physical and environment, including places that are too noisy for some people."

"Some people would like to get out more in the evenings, but we don't always have enough staff."

Some things people said.

"I have a community life – not a service or programmed life. I have the freedom to go out and about and do my own thing because I live alone in my own place."

"My best days out and about are when I am with people I enjoy spending time with."

"I feel welcomed where I work. I welcome people when they come to my work place."

"I am happiest when I get to spend time on the weekend with my girlfriend."

"I do not have enough opportunities to do the things I enjoy for many different reasons. COVID is the main one."

"I am not allowed to go out when it's dark. This makes me sad and I miss many fun things that are happening."

"Some people don't have the time to connect with me or spend time with me."

"People not being vaccinated can affect my plans."

"I want to go out more often doing fun things. I want to do more things with friends. I want help to make plans with my friends."

"I want to make new friends."

"I would not be scared to go out at night if I had someone to go out with."

"I think because of my disability, it's hard to get out and make friends."



Thinking about what was learned...

People seem to want more opportunities that involve fun, learning and staying active.

The barriers people said to living a community life are interesting. In the past, we often heard the barriers were money, transportation, location and safety. There seems to be a shift as most people said the top 3 barriers are:

- I don't know how to find out what is happening in my neighbourhood.
- I don't know how to make plans and arrangements.
- I have no one to go out with. I have no one in my life to take me places.

ENDS 1.5 People are leaders.

People have opportunities to be a leader. People have opportunities to guide people towards success.

REFER TO ENDS DEFINED IN PLAIN LANGUAGE.

“People seem to enjoy “I’m in charge” of this and that. “It’s my job – it’s my role.” To have responsibility for things that matter and connecting it to people’s passions. It really is about tapping into what is important TO people...and create opportunities for them to take a lead, lead a piece or a part of something – to feel “in charge.” Direct support staff from Inclusive Living.



What opportunities have people had to be a leader?

Different ways to be a leader	35 people said
Contributing – helping out.	35
Trying to do your best, and trying to get better at it.	34
Show someone the ropes – be a role model – show someone how things work or are done. This could be a new roommate, a friend, family, a new person to the group, a new staff.	34
Stand up/speak up for yourself or others.	30
Look out for other people – a roommate, friend, family, neighbour.	29
Take the lead to welcome someone, help them feel comfortable.	27
Serve your community, help out, doing something helpful.	24
Being asked to come up with ideas for a project.	23
Helping out in a class or a workshop.	22
Planning something for family or friends (trip, party, gathering)	22
Being asked to help out with something important at SHS.	19
Tell your story or a story that helps make positive change in the world.	18
Part of a social cause/stand up for a cause or something that you believe in (a rally, petition, city hall, community change, fighting for rights of people).	17
Being someone that others look up to.	17
Leading or hosting a class. Teaching a class or a workshop.	15
Help to do evaluations of staff at SHS.	14
A member of SAS (Self Advocates of Semiahmoo)	12
Doing a presentation outside of SHS.	10
Being a part of a committee/work group at SHS.	10
Talking to people about what you know well/your experiences. (city hall, school, college, fundraiser)	10
Leading, organizing, heading up a project at school, work or SHS.	9
Being asked to help out with something important in your community/outside SHS.	9

Being a guest speaker or EMCEE.	9
Doing a presentation at SHS.	8
Being the main speaker/talker at a meeting.	6
Being part of a committee/work group outside of SHS.	5
A coach or captain of a sports team.	4

Do you want more opportunities to be a leader?

26 people said YES
 1 person said Maybe
 4 people said No
 4 people said I don't know



People want more opportunities to be a leader...what people said...

- Help with staff evaluations and interviews.
- Presentations at SHS.
- Be a guest speaker.
- Leading a class. Teach a class.
- Helping out in a workshop.
- Be a SAS member.
- Volunteering and helping out.
- Volunteering at SHS or Rec and Leisure.
- Planning events.
- Be a part of a group or committee.
- Helping out with projects.
- Help out with a sports team.
- Telling my story.

What has been working...seems to be going well. What are some good things that have happened or are happening.

Opportunities to be a leader.

- People feel good when they have opportunities to advocate for changes in their communities.

- People speak out about what is needed in their communities.
- People have opportunities to be a leader through UNITI.

INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

Other examples of being a leader

Host and hostess

Event planner

A supporter/caregiver – roommates taking care of each other, checking in on each other, helping each other out, helping each other feel included and involved.

Protector

Peacekeeper

Advocate – being the voice for a roommate who doesn't use words to communicate.

Keeping the house safe.

Taking the lead in an emergency situation – helping people stay calm.

Interviewer,

Bingo caller

"When people move in who use words to communicate – we see them become the voices for their roommates in the house who don't communicate with words. This has changed attitudes, thinking and approaches of the staff. Leaders of change! Advocates!"

What has not been working...not going well. What are some not so good things that have happened. What could be different/paid more attention to.

- Only some people feel they get a chance to be a leader or involved in something where they feel they are a leader.
- Some people feel they are not asked very often or not asked at all.

INCLUSIVE LIVING: On behalf of people who communicate in different ways or don't use words to communicate.

“Sometimes staff are too quick to help – not thinking about giving people an opportunity or a chance.”

“We need to explore more intentionally what “being a leader” means to people individually. Why is this important? When people have opportunities to lead something or be involved – it builds confidence, feels good, contribute, feel helpful and important – that they matter.”

Some things people said.

“I am the leader of my life. It’s my life – it’s a free life – I direct it – I control it – don’t ever forget it.” ...Chorus Apartment tenant

“What really helps is having support and time to practice for presentations or speaking to groups of people.”

“We made videos during COVID about how people are coping. I think these videos helped a lot of people.”

“I helped with the Extreme Weather Shelter and getting donations. This was important for our community.”

“I lead the class with the Code of Awesomeness.”

“I like to be the host at Round Up Café and welcoming people who come there.”

“My group is good at welcoming anyone new to SHS.”

“I want to try new opportunities – and not always do the same things.”

“We need to make sure other people have opportunities too – sometimes it seems like it’s always the same people.”



Thinking about what was learned...

People seem to feel they have day to day opportunities in life to be a leader – less opportunities in intentional, structured or formal ways. SHS can definitely create more intentional opportunities for people to take a lead, be involved, be a part of something they feel is important.

Being a leader means different things to people. People define being a leader in different ways – and it's not always what we think a leader is. Anyone can be a leader. We can explore deeper what this means to people.

What are your hopes for your future?

“Every day we get new opportunities to make something out of life.” Person who attends WISE.

What are your hopes for your future? What are you looking forward to in your life?

GETTING BACK TO NORMAL

- Looking forward to the end of COVID-19.

THE GOOD LIFE

- To always be happy, healthy and safe.
- To live my life to the fullest!
- To have meaningful and awesome days.
- To be as independent as I possibly can. More freedom.
- To have a more relaxed, easygoing, joyful life.

RELATIONSHIPS

- See peoples' smiles again.
- Spend more time with family and friends.
- To meet new friends. To meet new people.
- Fall in love. Get married.
- To have a better social life.

LIVE WORK PLAY

- Get a great job. A good paying job. A great career.

- Go to University.
- Buy my own home.
- Live on my own.
- Start travelling again.
- Getting back to doing things I enjoy.
- Parties!

COMMUNITY LIFE

- To have a better community life. Get out in the world. To have more community connections. Enjoy life!
- Keep trying new things. Keep learning.
- Give back more to my community.
- Help generate awareness about people with disabilities within our communities.



What can help you stay hopeful? What can you do or others do to help you have a good life?

“To stay hopeful is to reach out to others.” Person from Inclusive Living

RELATIONSHIPS

- To have strong relationships. Be around positive people.
- To have encouragement from family and friends.
- Reach out to family and friends.

SUPPORT

- To have good support in my life from people who care about me.
- To trust staff, to depend on staff, to care about each other.
- Help build my confidence.
- To continue with therapy and counseling.

OPPORTUNITIES AND EXPERIENCES

- To have more experiences and opportunities to try new things.

COMMUNITY LIFE

- To have help in my life to get out and about.
- To have help to build a better community life.

A HAPPY HOME

- Keep the fight up for affordable housing.
- To have a cozy, safe and happy home.

“Keep being thankful for what I have.” Person from Community Services

“WHAT I WANT YOU TO KNOW AND DO...”

- Spend time with me.
- Appreciate me.
- Listen to me. Understand me.
- Respect my rights.
- Respect my choices and decisions.
- Respect my wishes and my ideas.
- Include me...involve me.
- Encourage me.
- Help me fulfill some of my dreams.

The Recommendations

What can we do to act on what we have heard? The Bright Ideas...

Who is the ENDS Recommendation Committee?

The ENDS Recommendation Committee consists of a few members of the Self-Advocates of Semiahmoo, a few Semiahmoo House Society employees and one board member.



The purpose of the ENDS Recommendation Committee:

- To hear about the results of ENDS consultations - what people said and what was learned.
- As a group, come up with some recommendations that can help Semiahmoo House Society continue to provide good support and services to help people live good lives based on the ENDS consultations.
- Create a list of recommendations and deliver them to Doug Tenant.



ENDS 1.1 People perform different social roles

Social roles are important because they help us define who we are and where we fit in the world. Having different social roles helps us to be valued by others and feel like we belong.

People develop social roles through relationships, connections, opportunities and experiences.

Recommendation 1: Increase education, awareness and understanding about social roles for people SHS supports, staff, family, supporters and community.

Increase opportunities and experiences for people to explore social roles.

- To help people understand what social roles mean, what they are, why do they matter and the impact they have in the lives of people with disabilities.
- To explore with people – what roles do they have, what roles do they want or want more of.
- To increase opportunities and experiences for people to develop different social roles.

Some bright ideas...

- Increase volunteer opportunities.

- Build opportunities into all UNITI supports, services and programs for people to learn about and explore social roles.
- Get the word out: presentation, workshop, video, memes, posters, articles, sharing stories, have group discussions and learn together.

ENDS 1.2 People are respected.

“Respect is a two-way street – we need to think about how we treat each other.” ENDS Recommendation Committee member

Recommendation 2: Increase education, awareness and understanding for people SHS supports, staff, family, supporters and community about:

- What is respect – what does it mean.
- What respect means to each person.
- What it means to be respectful.
- How can we help build a more respectful world?

Some bright ideas...

- Create a workshop about respect and kindness.
- An inclusive workshop for people SHS supports and staff together.
- Inclusive team building exercises for people SHS supports and staff together.
- Teach skills in respectful communication.
- Get the word out: video, memes, podcast, posters, articles, share stories.

ENDS 1.3 People live in integrated environments.

Recommendation 3: Change ENDS 1.3 statement to “People live in an inclusive and accessible world.”

- This includes but is not limited to physical, environmental, transportation, sensory, visual, auditory and language.

Recommendation 4: Increase education, awareness and understanding for people SHS supports, staff, families, supporters and community about the right for all people to live in an inclusive and accessible world.

Some bright ideas...

- Advocate and speak up about the barriers people are faced with.
- Talk to or write to Government.
- Create educational opportunities for community (public places, schools, city hall, government) in different ways such as a workshop, presentation, video, memes, poster, brochures.
- Interview people in community and share stories.

Recommendation 5: Reassess and evaluate all UNITI's locations and homes for level of inclusiveness and accessibility.

- Revisit the Rick Hansen Foundation Accessibility Certification. Are there areas that could be addressed or improved? Do a similar check in of all other locations and home.
- Areas to think about:
 - Safeguards – yellow lines for all curbs, steps and sidewalks.
 - Automatic doors.
 - Can people reach things? Have access to things? Cupboards, shelves, tables, chairs, etc.
 - Sensory friendly places and spaces.
 - Getting upstairs at North Campus.
 - Communication: use larger print, braille, pictures, symbols, audio options (website, emails, etc.), adaptive communication options and devices.

Some bright ideas...

- Create reminders through videos, memes, posters, flyers, social media, articles, sharing stories.
- Designate specific people who are available to be the support to help people read things, explain things or for those who cannot read.

- Workshops on using different communication options (braille, sign language, creating audio options, adaptive communication devices, technology options, Apps)

“When places or organizations don’t ensure information is in plain language – they are disrespecting and devaluing people with disabilities and also staff/people when English is not their primary language.” Person supported through UNITI

Recommendation 6: Ensure everything that needs to be in plain language and easy to understand IS in plain language and easy to understand. Including but not limited to:

- All information that tells people what UNITI is all about and what they do (e.g. reports, handbooks, guidelines, brochures).
- Flyers, posters, advertising, social media.
- Memos, announcements, letters, emails – SHS communication that goes to everyone.
- All instructions and signs.
- Applicable policies and procedures to have a plain language addendum or summary.
- Share vision.
- Staff evaluations, job descriptions and evaluations.
- Property management information/tenant information.

Recommendation 7: Increase education, awareness and understanding for people SHS supports, staff, families, supporters and community about the importance of plain language.

Think about language used by people without disabilities when referring to people with disabilities. Share the ideas from The Self-Advocate Leadership Network’s Thinking About Language report.

- Make copies of the Self Advocate Leadership Networks principles “Thinking About Language” and give one to all UNITI employees, families and supporters.

- Build the Self Advocate Leadership Network “Thinking About Language” Report into all new employee and volunteer orientations as required reading. <https://salnbc.com/saln-projects/>
- Get the word out: videos, memes, podcasts, posters, articles, share stories.


Our Principles

THE SELF ADVOCATE LEADERSHIP NETWORK OF B.C.
 Thinking about language...



What can people keep in mind about language

- Ask people what they prefer.
- Ask people what words and terms they like...and don't like.
- Ask people if they understand the words and terms you are using.
- Ask people if they are easy to say.
- Try to use the person's name as much as possible.
- Try to use the word person or people as much as possible.
- Ask yourself, are the words you use positive, respectful, meaningful, helpful?
- Ask yourself, do the words you use promote inclusion or foster exclusion?



ENDS 1.4 People participate in the life of the community.

Recommendation 8: Continue to help people build full and interesting community lives.

Continue to redesign supports and services that are community based or include community involvement with different opportunities and experiences.

- Help people have better social lives. Support people to create their own social lives.
- Connect people to places that are more than places where just people with disabilities go.
- Support people to spend time in places where they are welcomed and feel like they belong.
- Have more inclusive events: dances, art shows, classes, clubs.
- Develop a class or workshop about community safety. Safety when out and about including at night.

“People can’t have a great community life if they don’t know what’s happening in their neighbourhoods?” Chorus Apartment tenant

Recommendation 9: Create a monthly newsletter or calendar to share what is happening in each community SHS is connected to.

- To include (but not limited to) events that involve music, theatre, sports, art etc., festivals, happy hours/pub specials, outdoor events, community centre events.
- Designate a group of people SHS supports to take a lead in creating a newsletter or calendar.
- To create for different communities – South Surrey/White Rock, Surrey, Delta, Cloverdale Langley, Abbotsford etc.
- Ensure people get the newsletter or calendar. Ensure it is shared in different ways – paper copies, mail, email, Facebook, Share Vision.

People said they don't know how to make plans and arrangements to get out and about doing things they enjoy. From report

Recommendation 10: Support and teach people how to make plans and arrangements to get out and about doing things they enjoy with their friends and family.

- Check out resources that we already have such as: "The Importance of Making Connections." "Making Plans and Arrangements in My Life."

People said they have no one to go out with – no one in their life to go places with them. From report

Recommendation 11: Support people to build relationships and make friends.

Support people to have trusted, dependable supporters in their lives so they have people to get out in the world with.

- Check in and see who wants and needs more people in their life.
- Check in and support people who are lonely and isolated.

ENDS 1.5 People are leaders.

Recommendation 12: Increase opportunities for people to be a leader within SHS.

- Create a leadership class or workshop run by people SHS supports and staff together that could include leadership skills, what is a leader, interview skills, running a meeting, how to plan an event, doing presentations, public speaking, building confidence, being part a team/committee/work group.
- Ask people to help out more often – invite people more often – include people to be involved in opportunities.
- Get the word out – let people know what about the opportunities and projects are coming up. Share across the organization – have a sign-up sheet – give everyone a chance.
- Create posters, videos, memes, podcasts, stories and articles about being a leader.

Some ideas people came up with - ways to involve people to be a leader.

Opportunities to mentor others.
Staff and employee interviews.
Staff and employee evaluations.
Invite people to be a guest speaker.
Committees and work groups.
Leading, organizing or helping out with UNITI projects.
Lead a class/workshop – help out in a class/workshop.
Create more co-teaching opportunities.
Planning events – helping out at events – running events.
Volunteer – helping out opportunities.
Ask people to help adapt information into plain language that is easy to understand.



Recommendation 13: Increase opportunities for people to be a leader outside SHS.

GENERAL RECOMMENDATIONS

Recommendation 14: Create a policy and process to follow up with ENDS recommendations each year.

Create a way to check in and see how SHS is doing with the recommendations.

Report back to everyone connected to the organization.

- ENDS recommendation committee to partner with PQI to develop a process that involves check ins once or twice a year.
- Check ins to include all programs, services and homes.
- Check ins to be led by a person SHS supports and a direct support staff together.
- Have the ENDS reports and recommendations part of required reading at all orientations.

Recommendation 15: Advocacy and self-advocacy is connected to all the recommendations and a big part of people living good lives they choose for themselves.

For people to direct their lives, they need to be able to advocate for themselves or have people advocate with them or for them.

To explore these questions:

1. How do we empower people towards having a more self-determined and self-directed life?

This means: If you have self-determination or self-direction then this means you are in charge of your own life as much as possible. You are living the way you want to live. You are in control of your life. If you do not have self-determination then other people are in charge of you and either decide how you will live your life or tell you how to live your life. People have support to live self-directed lives.

2. How do we support this path all the time and not just through formal self advocacy groups or classes?
3. How do we support people who have told us about their main concerns in life?
4. How to support the supporters? How to support staff and employees to learn about the disability rights movement - past and present?

“What I need is people doing WITH me instead of doing FOR me.”

Ends Recommendation Committee member

What Next? ...

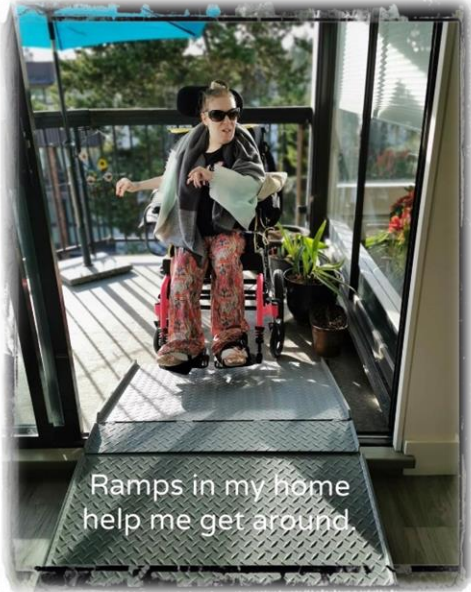
- The ENDS Recommendation Committee to deliver a letter to Doug Tennant with the recommendations.
- Complete full report with recommendations by the end of February 2022.
- Create a summary of report in plain language. Create a one pager of report.
- Present report to the Board of Directors in March, 2022.
- Share the report with organization, roll out and act on recommendations.
- Align with the Strategic Plan.
- Figure out a way to check in with SHS to see how things are going with the recommendations.



“We learn from everyone around us, even though it’s tough right now, we just have to keep going.” ENDS Recommendation committee member

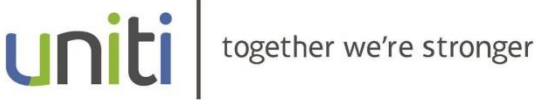
<https://unit4all.com/home/about/reports-ends/>

ASK...LISTEN...LEARN...and then act on what we hear.



An Inclusive Community Values all People

Semiahmoo House Society
A partner in



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