



ENDS 1 Consultation Report

IN PLAIN LANGUAGE

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

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Language reviewed by: Madison van Oene

“ASK, LISTEN, LEARN”



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The ENDS

The ENDS and Mission

Semiahmoo House Society (SHS) exists so that: People with disabilities live self-directed lives in the community at a justifiable cost.

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.

People have support to live self-directed lives.

If you do not have self-determination or self-direction, 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.

The cost to support people with disabilities is reasonable and fair.

What are the ENDS?

The ENDS are a way to help the organization meet the Mission.

The ENDS are a way of making sure that people are able to live the life that they want.

The ENDS are a list of things that people want and need to be happy, healthy and safe and have control of their lives.

At the **END OF THE DAY**...these are the things we need to be thinking about to help people live the life they want.

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.

IF YOU WANT A COPY OF THE ENDS DEFINED IN PLAIN LANGUAGE, CONTACT SOMEONE WHO WORKS FOR SEMIAHMOO HOUSE SOCIETY.

What are the ENDS consultations?

Semiahmoo House Society needs to check in and see how they are doing to help people live good lives.

To PROVE what SHS is doing well and to IMPROVE what SHS is doing to help people live good lives.



The best way to check in and see how things are going in people’s lives...IS TO ASK THEM. To find out:

- What SHS is doing well so they can keep doing it.
- What SHS can do better.
- What SHS can do differently.
- What has SHS learned.
- What are some recommendations.

How the consultations were done.

During the month of November 2021, SHS employees had conversations with **71** people that SHS supports.

It was the 5th year of the consultations.

This year SHS wanted to talk to people about ENDS 1.

The Questions that were asked: [Thinking about your life and ENDS 1...](#)

- What has been working...seems to be going well?
 What are some good things that have happened or are happening?
- What has not been working...not going well? What are some not so good things that have happened?
 What could be different or paid more attention to?
- What are people's hopes for the future?



All the things people said were combined to create a report and help the **ENDS Recommendation Committee** come up with some recommendations for Semiahmoo House Society based on what people had said.



The ENDS Recommendation Committee is made up of SAS Members (The Self-Advocates of Semiahmoo), SHS employees and one board member.



The Recommendations were delivered to Doug Tennant by the committee. Then Doug shared the report and the recommendations with the Board of Directors and with everyone at Semiahmoo House Society.

Some areas of life that people talked about.

The importance of relationships and the roles people have. Everyone deserves respect. Everyone wants to be valued.

Everyone has a right to live in an inclusive and accessible world.
 People want a full and meaningful community life.
 People want opportunities and experiences.
 Anyone can be a leader.
 Dealing with COVID-19 is still hard, but people are feeling hopeful.

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

People were asked what are their main concerns about life in relation to ENDS 1.

47 people were asked 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



Highlights of what people said and the Recommendations.

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.



See full report for details about what people said.

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.

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



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.”

“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.”

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.

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.



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.

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.”

“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.”

“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.”

“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?”

“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.

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.



Some things people said.

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

“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.”

“Places say they are accessible – but they are not. What some businesses or places consider accessible – isn’t really...”

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

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

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



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 homes.
- 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

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.”

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



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.

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.



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

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."

"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."

"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."

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

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.

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

“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.

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

“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 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.”

“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.”

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.

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 that 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 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?



- The end of COVID-19
- A happy, healthy and safe life
- To live my life to the fullest!
- A joyful life
- Time with family and friends
- New friends
- Fall in love- get married
- A social life
- A great job
- University
- Buy my own home
- Live on my own
- Travelling
- Parties!
- Get out in the world. Enjoy life!
- Give back to my community.
- Generate awareness about people with disabilities.

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

**Relationships
Positive people**

Encouragement
Good support
People I trust and depend on
Confidence
Counseling
Opportunities and experiences
Community life
A 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.

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

What Next? ...

Semiahmoo House Society will figure out how to share the recommendations with everyone and how everyone can continue helping people with disabilities live good lives in their communities.



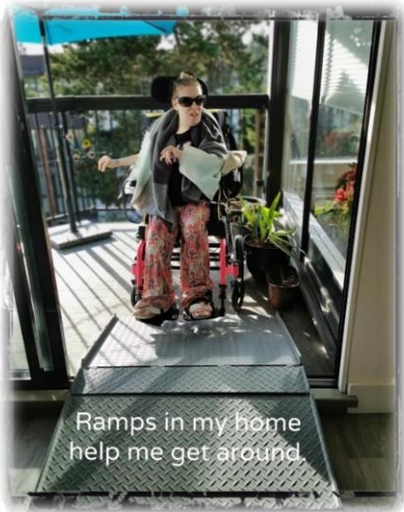
People SHS supports, staff, teams and leadership will work together to put the recommendations into action.

SHS will ensure there is a way to check in and 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

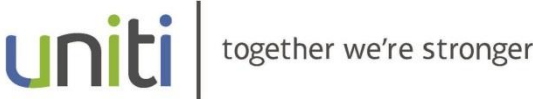
The other ENDS Reports can be found at:
<https://unit4all.com/home/about/reports-ends/>

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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