

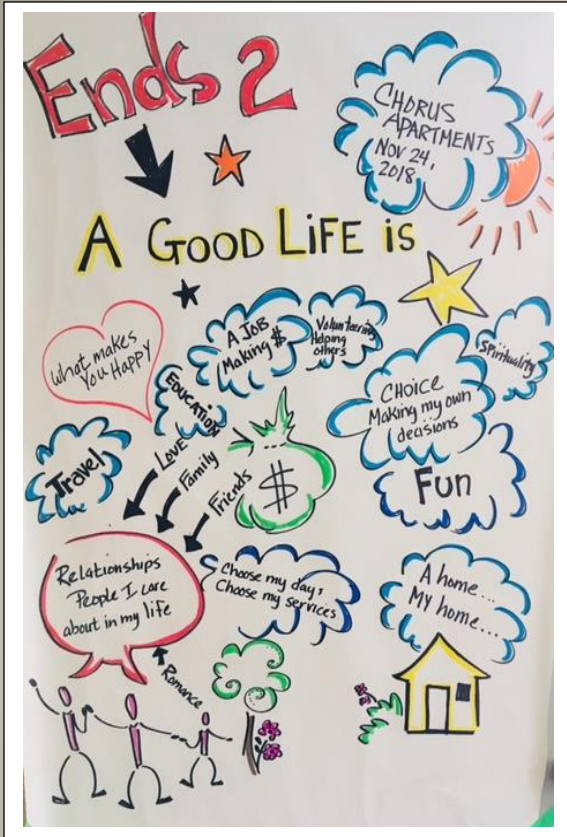
SEMIAHMOO
HOUSE SOCIETY



Ends 2 Consultation Report

How is Semiahmoo
House Society Helping
People Live Good Lives?

2018/2019



Nolda Ware. Semiahmoo House



“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.
- 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

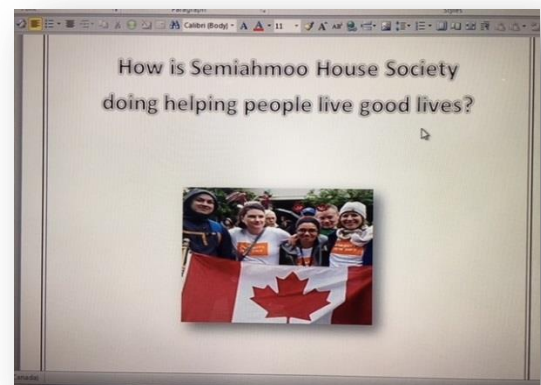
Introduction: What we tried...what happened...the process

Purpose...

WHY ASK, LISTEN and LEARN?

Semiahmoo House Society (SHS) exists to support people who have disabilities to live lives of their choosing in their community.

The Executive Director 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 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.



The best way to check in and see how things are going in people's lives...is to ask them...listen to them...and learn from them...

- To check in and see if SHS is working on its Mission. To see if SHS is doing a good job helping people to live good lives. To see if SHS is helping to make a difference in people's lives.



- To listen to people and see what they think.
- **TO PROVE** what we are striving to do and **TO IMPROVE** what we are doing. To discover what we need to pay attention to...to work on.
- To strive to act on what we hear by...
 - Celebrating what we are doing well so we can keep doing it – or enhance it.
 - Figure out what we can do better.
 - Figure out what we can do differently.
 - Figure out what we can change.
 - Act on what we hear to make recommendations to Semiahmoo House Society.
 - Strive to ensure SHS services and supports are helping people to move towards living lives of their choosing based on the ENDS.
 - Use the learning to inform the Leadership Strategic Plan.



So that people are living happy, healthy and safe lives in their communities.

2017/2018 was the first Ends consultation. There was much learning that first year which resulted in some deeper, foundational learning that applies to all the Ends consultations moving forward. In order to reduce the length of this report, please refer to the Ends 1 Consultation Report 2017/2018 for review of:

- What we tried...what happened...the process for **Ends 1 Consultation.**
- What to do with the learning.
- The Self Advocates of Semiahmoo.
- What we learned...do people really understand? What we are asking...what they are hearing?

2108 was the year to examine the Ends 2 policies. Similar to the Ends 1 Consultation, the Self-Advocates of Semiahmoo, SAS Involvement Coordinators and Nolda Ware worked in partnership to meet with people and support staff to ask questions, have conversations and learn from people about what seems to be going well and what could be better or different in people's lives in relation to the Ends 2 statements.



- To prove what we are striving to do and to improve what we are doing.
- To ask, listen, learn and act on what we hear.

2. People decide how they live their lives, and make informed choices:

9. People are connected to personal support networks.
10. People have intimate relationships.
11. People choose where and with whom they live.
12. People choose their work
 1. *People have paid employment opportunities*
 2. *People have volunteer opportunities*
 3. *People have entrepreneurial opportunities*
13. People choose and use their environments
 1. *People choose services*
 2. *People have recreational opportunities*
 3. *People have travel opportunities*
14. People have educational opportunities
15. People have opportunities to explore spiritual needs

From what the Ends team learned in the previous year...some changes were made to the process:

- Instead of having a small team of facilitators, we enrolled staff across the agency to assist in facilitating conversations and information gathering:
 - Focus groups within existing programs and services.
 - One to one with a support staff of choice.
 - For people who don't use words to communicate, staff who were close to the person/people gathered information on their behalf. If they were unsure or uncomfortable answering a question for someone – they were asked to record "I don't know or unknown."
- The facilitators were provided with a booklet of questions related to each Ends





statement, an overview of the process, coaching, tips and advice about the process but were given the space to be creative and work through the questions in any way that made sense to the person or group of people.

- The facilitators had a month to gather the information.
- There were 41 facilitators which included direct support staff, Managers and SAS members.

In total, 123 people SHS supports were involved from...

Residential supports and services:

191A Street, 25th Avenue, Angus Place, 20th Avenue, 20A Avenue, Chorus Apartments.

Employment/Community/Day Services/Self Advocates of Semiahmoo:

PD, ABI, Discover Yourself, Transitions, WISE, SAS.

This year we were able to include Rec and Leisure and Community Support Network.

The information gathered was analyzed by the ENDS Team to develop recommendations to the organization in order to...

- Celebrate what we are already doing.
- Determine what needs more attention...do better, do different or change.
- Align the recommendations from Ends 1 and 2 to the Strategic Plan.
- Develop a framework to roll out recommendations to the organization.
- Learn what worked/didn't work about the consultation process to make changes for the consultation next year.



Executive Summary

“If someone takes the time to give you information you need to do something about it.” – Dr. Caitlin Bailey

There is much to celebrate as we look at the recommendations and what is already happening. There is also much learning that will support the organization to continue to move in the direction of the ENDS.

As the organization continues to make efforts to listen to people SHS supports to take the lead in telling us how we are doing to work towards the Ends – there will be an ongoing need to pay attention. To continue to work together and figure out creative and empowering ways to act on what we hear. To celebrate what is already happening and work together to enhance and/or change things.

As the organization continues to learn from the Ends consultation process and gather information that reveals the realities of people's experiences, there exists the challenge of thinking about qualitative learning vs. quantitative learning. How do we give the human voice to surveys and research?

- **SHS is moving towards combining the two process:**
 - **Quantitative through “Include Me.”**
 - **Qualitative through “SHS Ends Consultations.”**

- **2019 SHS will be looking at how the two can be analyzed together for alignment and how to use the information and learning to inform best practices and act on recommendations.**

“Working out how to measure the right things can be difficult. It's easy to fall into the trap of counting what's easy and missing what matters. That seems to be especially true when it comes to measuring outcomes, where whatever we measure usually feels like it only gives a glimpse of what's important but not enough to know that we've actually met our purpose.” **Helen Sanderson**





"It takes way more time to measure the stuff that matters to people...but people will feel heard – and are more likely to tell you what you want and need to hear." **David Wetherow**

"We need to pay attention more to whether people are participating/included or not versus expecting them to know how to participate first. **Our job is not to change people – it is to include people.** Measure whether or not people FELT included and how this can happen in other parts of their life." **Dr. Caitlin Bailey**

Highlights of Recommendations...

People decide how they live their lives, and make informed choices.

- ▶ Provide support and learning for everyone in relation to informed decision making and informed choice.
- ▶ Support people to learn that with rights come responsibilities.
- ▶ Support people who don't use words to communicate or have language barriers... to have a stronger voice

People are connected to personal support networks.

- ▶ Support people to build/increase their personal support networks and family connections.

People have intimate relationships.

- ▶ Provide opportunities for people to build friendships and maintain friendships that are meaningful to them. Include opportunities for people to meet a boyfriend or girlfriend.
- ▶ Assess Health Relationship classes to ensure areas are covered that people said they want to learn more about.

People choose where and with whom they live.

- ▶ Listen and learn from people about where, with who and how they want to live.
- ▶ Support people and families to learn about/navigate the system to access supports and services of their choosing.

People choose their work. People have paid employment opportunities. People have entrepreneurial opportunities.

- ▶ Support people to have employment.
- ▶ Help people learn about different jobs.
- ▶ Create resumes.
- ▶ Honour and support people who are not ready to work, feel they can't work or are retired.



People have volunteer opportunities.

- ▶ Provide fun and engaging opportunities to volunteer that are based on people's passions, values and needs.
- ▶ Build community partnerships to access and support volunteer opportunities.
- ▶ Assess what SHS Volunteer Department needs for supports and resources.

People choose and use their environments.

- ▶ Support people to get out in the world.
- ▶ Develop a resource to know what is happening in communities.
- ▶ Explore barriers that people experience.

People choose services.

- ▶ Include everyone in co-production and co-design of services and service changes.
- ▶ Provide people with choice, options, opportunities, change and fluidity within the organization.
- ▶ Develop a service that will focus on older people and retired people.
- ▶ Develop a user friendly and accessible resource for Community resources and services.

People have recreational opportunities.

- ▶ Develop an accessible resource in plain language for everyone that provides information about all local community recreational resources, options and opportunities.
- ▶ Provide more experiences and opportunities for community based recreation and leisure options.
- ▶ Explore the barriers that people experience.

People have travel opportunities.

- ▶ Continue to provide travel opportunities through Rec and Leisure programs.
- ▶ Explore the barriers people said they experience.

People have educational opportunities.

- ▶ Develop an accessible resource in plain language for everyone that provides information about all educational resources, options and opportunities.
- ▶ Build partnerships with local educational institutions and programs.

People have opportunities to explore spiritual need.

- ▶ Explore individual spiritually with people.
- ▶ Support people to embrace and have access to their spiritual beliefs, religions and traditions.
- ▶ Provide opportunities for people to learn about different cultures and countries.



Loud and clear we heard...people want more say and want to be more involved in where the organization is headed and want to continue to have control/or have more control in choosing the life they want to live.

Two important questions that we can always be considering...

- ▶ How do we ensure that staff and families are supported to support people who don't use words to communicate or have language barriers...to be more included in the conversations, have a voice and support to be heard?
- ▶ **Creating WITH not Creating FOR**...how do we ensure we are evolving and ensuring we enrol people we support, their families, staff and community to be more involved in where we are headed?

A formula shared from a webinar through the **Alliance for Citizen Direct Supports** about Co-production (theory from the UK social work field) is something we can keep in mind:

The Co-Production Ladder	
DOING TO	Coercing Educating Informing
DOING FOR	Consulting Engaging
DOING WITH	Co-designing Co-producing

“Co-production is a practice in the delivery of public services in which citizens are involved in the creation of public policies and services. It is contrasted with a transaction based method of service delivery in which citizens consume public services which are conceived of and provided by governments. Co-production is possible in the private and non-profit sectors in addition to the public sector. In contrast with traditional citizen involvement, citizens are not only consulted, but are part of the conception, design, steering, and management of services.”- **Google**



Ends 2 defined in plain language

GLOBAL ENDS POLICY - MISSION: People with disabilities live self-directed lives in the community at a justifiable cost. (Semiahmoo House Society believes people with disabilities should Live the Life that they want.)

ENDS 2 defined in plain language

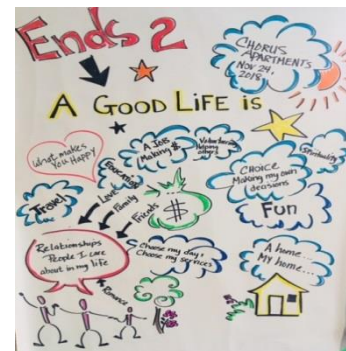
2. People decide how they live their lives, and make informed choices.
 - 2.1 People are connected to personal support networks.
 - 2.2 People have intimate relationships.
 - 2.3 People choose where and with whom they live.
 - 2.4 People choose their work.
 - 2.4.1 People have paid employment opportunities.
 - 2.4.2 People have volunteer opportunities.
 - 2.4.3 People have entrepreneurial opportunities.
 - 2.5 People choose and use their environments.
 - 2.5.1 People choose services.
 - 2.5.2 People have recreational opportunities.
 - 2.5.3 People have travel opportunities.
 - 2.6 People have education opportunities.
 - 2.7 People have opportunities to explore spiritual needs.

MISSION: People with disabilities live self-directed lives in the community at a justifiable cost.

Semiahmoo House Society wants to make sure that people are choosing how they live their lives and that people have information to make their own choices.

Definition: Choice and Control...

- 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. People decide how they live their lives, and make informed choices.

Definition of informed choice:

- When you make a choice, it should feel like the best decision you can make.
- Making decisions depends upon the information that you get about the choice you are making. Information that explains both the good things and the things to be concerned about. Good information that helps you to think about being happy, healthy and safe.
- Information is given to you in a way you best understand. You should choose how you get information.
- It can be helpful to talk to people to ask them what they think before you make a decision.
- When you have information, you can make a better choice. From this information, you make a choice. This is an informed choice.

Thinking about helping someone work through things and make an informed choice or decision...

The person	The supporter
Understanding the issue. Do you understand all the choices?	Help to explain the issue. Did you help explain the issue?
Make a list of choices, ideas and options. Did you make a list of choices or ideas or options?	Help identify and develop the choices and options. Did you help show choices and options?
Understand the outcome, result or consequences of the decision (what could happen next). Do you understand what could happen when you make your choice?	Help to understand what the decision will mean to your life or what the risks are in making the decision. Did you help the person understand what happens when they make the decision?
Make a decision. Do you feel like you made the best choice? Do you know why you made the choice?	Help to understand (make sense of) what you want or don't want to achieve. Did you help the person in knowing why they made the decision? Can the person say why or is the reason recorded somewhere?



Communicate the decisions (let people know).

Help to tell others what has been decided if needed.

Did you let people know the decision you made?

Does the person want you to help them tell people their choice or decision?

PROVIDING PEOPLE WITH THE INFORMATION TO UNDERSTAND THE ISSUE IS DETERMINED ON WHAT WORKS BEST FOR THE PERSON.

There are lots of ways to make an informed choice.

- Pictures, videos, vision board.
- DISCUSSION: talk to somebody you know and trust.
- Talk to a professional.
- Write down your good ideas. Journaling.
- Look on the internet for information. Ask people to help you on the internet.
- Tell people with your body language.
- Sleep on it!



2.1 People are connected to personal support networks.

Definition:

- People have people in their lives.
- A personal support network is more than one person in your life who you are close to and you care about. They help you with what you want and need help with in your life.
- They are people you trust and can count on.
- They care about you and want what is best for you.
- These people are not paid to be in your life. They can be family, friends, neighbours, co-workers, class mates, team mates or people you know from a Community group, club, gym or other organization.





2.2 People have intimate relationships.

Definition:

- People have people who really care about them. These people are part of your life right now.
- These are relationships you have with people that are very close and loving.
- Intimate relationships are personal or sexual relationships.
- These kind of relationships could be with your best friend, a boyfriend/girlfriend, a husband/wife, father/mother, son/daughter or other family members.
- These are the people that it is hard to imagine life without. They are usually the most important people in your life.



2.3 People choose where and with whom they live.

Definition:

- People choose where they want to live. This includes your community/neighbourhood of choice and the kind of home.
- People choose to live with people they want to live with or people live alone if they want to.
- Your home is a place where you feel safe and secure and it is the base of your life.
- People know what the options are, what is available and what is possible.



PEACEARCHNEWS.COM

South Surrey's Chorus development 'a model we want to replicate' - Peace Arch News

2.4 People choose their work.

Definition:

- People have jobs.
- People have skills for a job. People are prepared for employment.
- People have resumes.
- People have opportunities to learn about different jobs.



- People have opportunities to learn what gifts, talents and skills they have to earn money.
- People have opportunities to learn the skills to do different jobs they are interested in.
- People know what the options are.

2.4.1 People have paid employment opportunities.

Definition:

- People have opportunities to have a paid job.
- People have paid jobs under the BC Labour Standards and have help to know what the BC Labour Standards are.
- People are paid minimum wage or better.
- People know what the job options are.



2.4.2 People have volunteer opportunities.

Definition:

- People volunteer.
- People have opportunities to learn about volunteer work.
- People have opportunities to learn what gifts, talents and skills they have to share with the world.
- People have opportunities to learn the skills to do different volunteer work they are interested in.
- People know what the options are.





2.4.3 People have entrepreneurial opportunities.

Definition:

- People have opportunities to learn about different kinds of work.
- People have opportunities to learn what gifts, talents and skills they have to earn money.
- People have opportunities to learn the skills to run their own business (entrepreneurial).
- People have opportunities to have their own business or company.
- People know what the entrepreneurial options are.

2.5 People choose and use their environments.

Definition:

- People choose where they want to be and where they want to go.
- Your environment is the world around you. This includes where you live, work and play.
- People have opportunities to explore and be involved in the world around them.
- People get to choose where they go and what they do.
- People have support to get out in the world around them if they need it.
- People have opportunities to do interesting things in ordinary places – not just places that are only for people with disabilities.
- People know what the options are, what is available and what is possible.



2.5.1 People choose services.

Definition:

- People choose the SHS service or support they want to be a part of and



where they want to be.

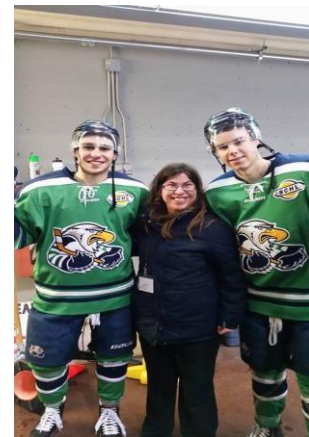
- People get to choose how they spend their days.
- People have support and help from others during their days if they want and/or need it.
- People have input and help create the services available. They help to make the services at SHS. They can help create classes and programs that they want to be a part of.
- People can change their mind.
- People know what the options are, what is available and what is possible.



2.5.2 People have recreational opportunities.

Definition:

- Recreation is what people do for enjoyment when they are not working. This can be for relaxation, fun, pleasure, entertainment, a hobby or something you are interested in.
- People get to enjoy life when they are not working.
- People get to try new things to see what they want to do or try.
- This includes ordinary places in your neighbourhood – not just places that are only for people with disabilities.
- People know what the options and opportunities are.



2.5.3 People have travel opportunities.

Definition:

- People go on trips and vacations.
- People visit other towns, cities, Provinces and countries.
- People have opportunities to explore the world around them.





2.6 People have educational opportunities

Definition:

- People get to go to college or university.
- People get to take classes, courses or workshops.
- People have learning opportunities.
- People have opportunities to learn using film/documentaries, books, from other people, etc.
- People have opportunities the same as everyone else – not just education places that are only for people with disabilities.
- People know what the options are.



2.7 People have opportunities to explore spiritual needs.

Definition:

- Spiritual means something that involves your spirit or soul. It is something that brings you peace and hope.
- Spirituality means different things to different people. It might be your religion, faith, culture or beliefs. It might mean your connection to nature, the earth, the sun, the stars or the sea.
- People have the right to learn about what this means to them and what they believe.
- People have the right to have what they believe in their life and follow their beliefs.
- People know what the options are.





What we learned is important to people...

Information was compiled from each program/service/home...and then summarized to capture agency wide information and learning about **what seems to be going well...what could be different/paid more attention to.**

Through the conversations and consultation process, there was much learned to celebrate. A separate document was developed to capture what is already happening within programs, services and supports to celebrate and value the people of SHS and the work that is being done to support, foster and enhance good lives.



A variety of questions were asked in different ways to find out what people's experiences are in relation to each Ends statement.

2. People decide how they live their lives, and make informed choices. This is about making my own choices and decisions.

What are some big decisions people your age make? Do you make big decisions about your life? What kind of decisions or choices do you make for yourself? What are some things you would like to decide or choose for yourself more?

What seems to be going well...

- ▶ Some people understood the difference between big life decisions and day to day decisions:
 - Where I work. Where I live. Who I live with.
 - Getting an education.
 - Who my friends are...who to date. To get married and have children.
 - How to spend my money. How to spend my days and free time.
 - What to do with my life.
- ▶ People said they make many day to day and small decisions about their life such as what I wear, what I eat, what I watch on T.V., what I do for fun.



- ▶ Some people make their own big life decisions such as where I live, work or go to school, how I spend my money.
- ▶ People have help to make big life decisions.

What could be different/paid more attention to...

- ▶ Some people were not able to provide examples of big life decisions.
 - What I eat for breakfast or lunch. What I order in a restaurant.
 - What to wear.
 - What time I get up or go to bed.
 - What I watch on T.V. What music I listen to.
- ▶ Some people said others make decisions for them.
- ▶ In all areas of life, everyone wanted to be able to make more decisions in their life, have more choice and control in their lives.

Have you ever made an unsafe or bad choice? Do you have help from people to explain the good and bad things about a choice or decision you want to make?

What seems to be going well...

- ▶ People said they have made a bad or unsafe choice in their life.
- ▶ People said they have people in their lives to help them make an informed choice or decision.

What could be different/paid more attention to...

- ▶ People want to learn more about informed decision making and informed choice (to get help to make decisions).

Some things people said...

- "People should be able to decide what kind of job, where to live, being in a relationship, doing what you are passionate about, what interests you, education, career path, growing up and learning responsibilities."
- "I wanted to live on my own and my parents and SHS helped me."
- "To support choice, staff advocate for people through body language, gestures and mood."
- "Decisions that have to do with physical and mental well-being are facilitated by staff and family members."
- "People always say DON'T DO THIS – DON'T DO THAT."
- "Others are in charge of me sometimes – brother, sister, mom, dad and staff."



- "I would like to choose whether I have a boyfriend for myself."
- "I want to be treated more like an adult."
- "I want to be able to make more choices about when to see my friends."
- "I want to hang out with my friends more and with the friends that I want to hang out with."
- "I want more choice on where I would like to go for leisure activities."
- "To decide who are the people around me – to choose the staff and friends."

- "Someone helps me to see the good and the bad side."
- "They help me see the pros and cons and sometimes they make the decision for me."
- "People coach me to make a better decision."
- "I would rather get help from my friends or staff...I am not always comfortable getting advice from my parents."

2.1 People are connected to personal support networks. This is about people who help me with what I want and need in my life.

What seems to be going well...

- People have personal support networks.
- People gave examples such as family, friends, roommate, pastor, coach, volunteers.

What could be different/paid more attention to...

- Even though personal support network is defined as natural and unpaid relationships – everyone included "paid" people in their personal support networks:
 - **Support staff**
 - **Home share providers**
 - Doctor, counselor, therapist
 - Teachers
- People want more people in their lives – more people in their personal support network – more people to go to when they need help or need someone to talk to.





- ▶ Some people would like to be more connected to their family and friends.

2.2 People have intimate relationships. This is about relationships with people that are close and loving.

What seems to be going well...

- ▶ People have examples of intimate relationships such as family, best friend, boyfriend/girlfriend, husband/wife, a pet.
- ▶ People have a best friend.
- ▶ People see their best friends in a variety of ways and go places out and about doing interesting things in ordinary places.
- ▶ People have a boyfriend or girlfriend if they want one.
- ▶ People have taken some kind of Healthy Relationship education/sexual health education.



What could be different/paid more attention to...

- ▶ People want a best friend or more friends.
- ▶ People only see their friends at Semiahmoo House Society programs or at places where only people with disabilities go. (eg. Special Olympics, SHS Rec and Leisure, SHS dances, live in the same home together.)
- ▶ People want a boyfriend or girlfriend.
- ▶ People who live with higher support needs have not had any education about healthy relationships or sexual health.
- ▶ When people were asked if they want to get married or have children – there were a combination of answers:
 - Many people said they want to get married one day but don't want children.
 - A few people said they would like to have children and be a parent one day.
 - Some people said NO WAY! To both...
- ▶ People want to learn more about healthy relationships in relation to:

- "To learn more about the steps to marriage."
- "How to have healthy sexual relationships."
- "How to be a good dad one day."



- “Where and how to meet a honey?”
- “Learn more about romantic stuff.”
- “To learn how to kiss.”
- “Safe dating and safe environments.”
- “How to argue nicely.”
- “What to do when you want to leave (when on a date) – smart, respectful and safe excuses.”
- “How to be in a healthy relationships.”
- “How to have more say in a relationship.”
- “How to meet someone that will treat me well.”
- “How to meet someone that has the same hobbies as me.”
- “I want to go out on more dates more often without staff or family.”

Some things people said...

- “My best friend: every day we talk and laugh. We hang out for our birthdays and holidays. We go bowling, to restaurants and hang out at each other’s homes. We hangout after work and on the weekends.”
- “I see my friends at SHS movie night, SHS day program, SHS dances, Special Olympics and birthday parties but not anywhere else.”

2.3 People choose where and with whom they live. This is about my home. I live where I want, I live with whom I want.

What seems to be going well...

- ▶ People like the city and neighbourhood they live in.
- ▶ If people are not living with family/parents:
 - People said they got to choose where they live if living in their own home or living in a home share/shared living situation.
 - Some home share situations and all group homes - people did not get to choose where they live.
- ▶ People’s privacy is respected and they have enough privacy when wanted and needed.
- ▶ People feel safe where they live because:
 - “Have people around me.”
 - “Living with people.
 - “Someone is always around me and there to assist and take care of things.”



- "The people I live with. Family and/or roommates."
- "I know my neighbours."
- "My dog."
- "Trusting support staff and caregivers."
- "The home is safe – locks, keys, alarm systems, peep hole."
- "Living in an accessible home."
- "A safe neighbourhood."
- "Living on the 2nd or 3rd floor."
- "Support staff checking in."
- "Staff are trained well."

What people like about where they live:

- ▶ Close to family and friends.
- ▶ Close to bus stop.
- ▶ Close to shops, restaurants, pubs, things to do.
- ▶ Close to nature – sea, parks, forest.
- ▶ Having a yard.
- ▶ A nice, safe, quiet neighbourhood. A safe neighbourhood.
- ▶ A nice home. An accessible home. Home is modified with all the equipment needed.
- ▶ Nice neighbours.
- ▶ Able to have a pet.
- ▶ Who they live with.

What could be different/paid more attention to...

- ▶ People would like more privacy/their own space.
- ▶ People said they would feel unsafe if:
 - "Being alone."
 - "Being alone without any support."
 - "Being home alone too long."
 - "Having to go places alone."
 - "Strangers at the door or phone calls from strangers."
 - "Living on a busy street or in an unsafe neighbourhood."
 - "Unsafe neighbours or other tenants in the building."
 - "Worry about fires and other emergencies."
 - "Having a serious health condition."



What people don't like about where they live:

- ▶ Too far from family and friends.
- ▶ Too far from transportation.
- ▶ Too far from shops, restaurants, pubs, things to do.
- ▶ Traffic. Too many cars.
- ▶ Too noisy: Neighbourhood and/or roommates.
- ▶ Who I live with.
- ▶ Not getting to choose roommates.
- ▶ I can't always do what I want.
- ▶ No pets allowed.
- ▶ Problems with other tenants.

People were asked "If you got to choose a different place to live one day, would you like...?"

- **To live alone in your own home.**
- **Live with a roommate in your own home.**
- **Have people come in and help you with things in your own home.**
- **Live in someone else's home with people to support/help you with things in your life.**
 - Live with other people in a home with staff.
 - Live with your parents forever!
- ▶ There was a variety of answers depending on the person and how much support they think they would need in their life, but most people liked the first four ideas the most. Though, some people said they want to live with their parents forever.



2.4 (2.4.1 and 2.4.2) People choose their work.

What seems to be going well...

- ▶ People have jobs.
- ▶ People understand the purpose and meaning of employment.
- ▶ Some people who do not have a job do not want one or feel they are not ready for a job or they are retired.



- ▶ People are retired and happy to be retired.
- ▶ People who are actively looking for a job or have a job, have resumes.

What could be different/paid more attention to...

- ▶ Some people who do not have a job...want one. Most people said part time.
- ▶ Some people who are not working, do not have a resume.
- ▶ People want to learn more about different jobs.
- ▶ People are not knowledgeable about "having your own business" (entrepreneurial opportunities.)

Some things people said...

Why do you want a job? Why do you think people should have a job?

- "To make my own money."
- "To make money so I can spend it on what I want."
- "To get a pay cheque and put it in the bank."
- "To be busy and to have fun."
- "Gives you more freedom."
- "To make money to pay the bills, travel, have fun with friends, to feel good and to meet people."
- "To be proud and be like everyone else."

2.4.3 People have volunteer opportunities.

What seems to be going well...

- ▶ People have volunteer opportunities and roles.
- ▶ Some people were very clear that they are not interested in volunteering.
- ▶ People volunteer at a variety of places such as a thrift store, Surrey Parks, food bank, SHS/SAS, Surrey Eagles, Special Olympics, Church, SPCA, with Seniors, at school.
- ▶ People understand the purpose and meaning of volunteering.

What could be different/paid more attention to...

- ▶ People want opportunities to volunteer.
- ▶ Some people want to volunteer but feel they have too many limitations – eg. many health or mobility challenges.
- ▶ People do not understand the purpose and meaning of volunteering.



When asked WHY people volunteer – thinking about “purpose and meaning”...some answers were:

- “Because staff says I should.”
- “Because mom says I should.”
- “It's on the program schedule.”
- “Because I have to.”
- “Fills up my day – gives me something to do.”
- “So I will go to heaven.”
- “I don't know.”
- “It looks good on my resume – can help me get a job.”
- “To gain experience.”
- “To feel more useful.”
- “Gives life more purpose.”
- “Being thanked for all your hard work.”
- “It makes me feel good because I am helping people.”
- “To give back – to help out my community.”
- “It makes the world a better place – and I want the world to be a better place.”
- “Because I love animals so much and want to make sure they are ok.”
- “Everybody should pitch in – then life will be better for everyone.”

There was a very broad range in people's answers as noted above...not connected to meaning at all or definitely connected to their sense of purpose in some way.

Over the next year, SAS and the Ends team will be collaborating with the organization, staff and various teams to further explore purpose, meaning and values.

The following is from an article in development by Michael Smull of The Learning Community for Person Centred Practices.

“We all want to have purpose and meaning in our lives. When it is present we feel fulfilled. Where we find it varies widely and when we don't have it we say we are “adrift”. It can be found in our faith, in a cause, in relationships (esp. family), in our work, or even politics. We see it (feel it) in our lives and in the lives of those close to us. The decisions about many aspects of our lives are influenced, often determined by what is needed to support our purpose. Sadly, we don't often look for purpose and meaning (or help support it) in the lives of those who use our services.

”



The Learning Community for Person Centered Practice's (TLC-PCP) definition of "important to" implicitly includes purpose and meaning. We say that what is "important to" are those things that result in feeling satisfied, happy, comforted, and fulfilled. Among those, feeling fulfilled only occurs when purpose and meaning are present. However, the implicit inclusion of purpose and meaning is not sufficient. Too often changes are made in the lives of people that do not consider the purpose and meaning present and efforts are rarely made to help people to develop and have opportunities that will result in feeling fulfilled."

2.5 People choose and use their environments. This is about enjoying the world around you – where you live, work and play.

What seems to be going well...

- ▶ People enjoy the world around them – where they live, work and play. For the most part, people enjoy what they do with their days.
- ▶ People know what is going on in their communities.
- ▶ People decide where to go and what to do.

What could be different/paid more attention to...

- ▶ People want to get out in their communities and neighbourhoods more often.
- ▶ People do not know what is going on in their communities.
- ▶ People do not decide what they do and where they go – other people decide for them.
- ▶ People experience barriers to getting out in their communities and neighbourhoods:
 - Not enough money.
 - No transportation or rides.
 - No one to go out with.
 - Nothing close to where people live.
 - No one to help people make plans and arrangements.
 - People don't get out and about enough.
 - Not knowing what happening/going on in the community and neighbourhood.
 - Evening safety. Or not allowed to go out at night.
 - Community accessibility issues.
 - Medical and health challenges.



2.5.1. People choose services. This is about choosing what you do with your days at Semiahmoo House Society.

What seems to be going well...

What do people like best about their days at SHS?

- Seeing and spending time with their friends.
- The staff. Co-workers. The people.
- Being around people.
- The fun environment.
- Getting out and about – doing different things.
- The different programs, classes and workshops.
- Having choices. Getting to choose what I do.
- Location – close to home, easy to get to.
- Volunteering, getting a job.
- Being a part of SAS.
- The Rec and Leisure trips, adult night out and Movie night.
- Getting out and about with Rec and Leisure.
- Where I live.

It was very clear through the information gathered and compiled, that the #1 reason people like being a part of SHS was about the relationships. Seeing friends, being around people, spending time with staff they like.

What could be different/paid more attention to...

What do people not enjoy/like about their days at Semiahmoo House Society?

- Lack of transportation (wheelchair van).
- During times when it is busy, crowded and loud.
- Some of the classes.
- Doing things I don't like.
- To do more things, different things, different experiences.
- Bossy people. When others are not nice, in a bad mood.
- The gossip and the drama.
- When people don't listen and pay attention to me.
- When left alone or feeling alone.
- The start to the day is too early.



- Being stuck indoors all day.
- More freedom, more flexibility.
- To have more help to access the community.
- Not enough funding to go to SHS enough.
- To have information ahead of time when things change.
- When there is not enough staff and staff shortages.

Do you get to decide what you want to do with your days/time at SHS?

What seems to be going well...

- ▶ People decide what they do with their days.
- ▶ People have the freedom to change their mind or choose something different or new if they want to.
- ▶

What could be different/paid more attention to...

- ▶ People do not decide what they do with their days. Other people decide for them.
- ▶ People do not get to change their mind if they want to try something different.
- ▶ People want more input to share their ideas about program, class and workshop ideas.
- ▶ People want to help create a class or workshop.
- ▶ People want to assist or lead a class or workshop.
- ▶ People want to see more focused opportunities for seniors/older people and retired people.
- ▶ People want to know more about all the services, supports and programs that SHS has to offer.





2.5.2 People have recreational opportunities. This is about doing things you enjoy outside of work or your SHS days.

What seems to be going well...

- ▶ People have full lives. They are out and about in their communities, doing interesting things in ordinary places with people they like.
- ▶ People have recreational opportunities through Semiahmoo Rec and Leisure.

What could be different/paid more attention to...

- ▶ People spend most of their free time involved in groups or organized activities that are just for people with disabilities.
- ▶ People spend most of their free time at home.
- ▶ People have a full range of interests and cool things they would like to do or try and would like more opportunities and experiences.

2.5.3 People have travel opportunities.

What seems to be going well...

- ▶ People have travel opportunities and experiences.
- ▶ People have travel opportunities through Semiahmoo Rec and Leisure and/or with family members...

What could be different/paid more attention to...

- ▶ People want more opportunities to travel and visit new places. And many would like to travel with friends instead of family.
- ▶ People experience barriers to travel opportunities:
 - Not enough money.
 - No one to go with.
 - No one to help me make plans and arrangements.
 - I don't know where I would like to go.
 - No transportation.

2.6 People have education opportunities.

What seems to be going well...

- ▶ People have had some kind of educational experience.



- ▶ People are interested in more educational opportunities.

What could be different/paid more attention to...

- ▶ People have not had any kind of educational experience.
- ▶ People's educational experiences have been non-inclusive college, non-inclusive courses, presentations/workshops or community centres.
- ▶ People want more information to learn what education opportunities are available. (including but not limited to college, university, courses, classes, workshops, community centres, lectures, presentations)

2.7 People have opportunities to explore spiritual needs.

This conversation was very interesting. Even when discussing the possible definition that was offered (see below) if people were not connected to a particular faith or religion, the conversations seemed challenging and complex for some people to think about.

Suggested definition during consultations...

- Spiritual means something that involves your spirit or soul. It is something that brings you peace and hope.
- Spirituality means different things to different people. It might be your religion, faith, culture or beliefs. It might mean your connection to nature, the earth, the sun, the stars or the sea.
- People have the right to learn about what this means to them and what they believe.
- People have the right to have what they believe in their life and follow their beliefs.
- People know what the options are, what is available and what is possible.

What seems to be going well...

- ▶ People have a religion, faith, culture or beliefs that they are connected to.
- ▶ People are connected to a religion or faith based on their family and upbringing.

What could be different/paid more attention to...

- ▶ People do not have a religion, faith, culture or beliefs that they are connected to.
- ▶ People have not had opportunities to explore what this means to them.
- ▶ People are interested in learning more about different cultures and way of life around the world.



What does spiritual mean? Some things people said...

- “Something that affects the human spirit or soul.”
- “Relating to a religion or a religious belief.”
- “Praying to God. God and church.”
- “Connecting to God.”
- “The Cross.”
- “The Sun – it gives you power!”
- “Living in peace.”
- “It's tough to understand. It's complicated.”
- “It's what you believe in.”
- “Life and happiness.”
- “My god. My inner brain.”
- Many people said they were not sure.



A profound conversation: In one of the focus groups, the facilitators took the opportunity to have some further, deeper conversations about spirituality. This discussion unfolded only after checking in with people to see if they were comfortable and recognizing the fact that the facilitators has close relationships with the people in the focus group. The group talked about:

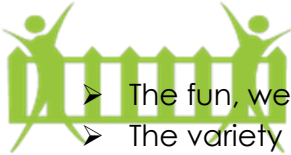
- What spirituality is, how people find their own peace and why.
- End of life and spirituality. What helps people cope and deal with death and loss. What people do to find comfort, hope and peace.
- Different beliefs and how they help people heal, find peace and find hope.

To wrap up the conversations during times spent with people, they were asked in general, what they like about SHS and what SHS could do better or different. Some of the highlights...

Incorporate some of these ideas into above sections?

What do you like about SHS?

- #1 – we heard from most people...the people, the relationships – friends and staff.



- The fun, welcoming, caring environment.
- The variety of programs and services.
 - “All the people I have met.”
 - “The classes, I feel safe, I feel happy, everyone greets me and my friends.”
 - “I like being involved with volunteers, special events and being involved as part of the community.”
 - “I like where I live.”
 - “I get help to find a job.”
 - “SHS helps give me a good, safe and fulfilling life.”
 - “Even if there is something to be addressed, the staff are there to listen and do their best to help make things better.”
 - “Thank you for wanting my opinion (comment about the Ends consultation process).”

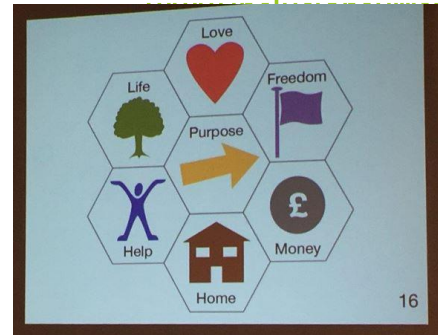
What could SHS do better or different?

- More variety in classes, programs and services.
- Try different things – get out in the world more often.
- More flexibility to try different programs, classes, services.
- Different hours.
- Ensure people know what's happening and the changes that are happening (people and families).
- More support connecting with the community.
- More community events – not just for SHS people.
- More adult things.
- Deal with transportation and accessibility issues.
- More freedom for people to do what they want.
- Be on top of equipment, building, home repairs and needs.
- To use the Chorus Common Room for apartment and/or community events and gatherings.
- “Use staff efficiently – take advantage of their skills, talents and education.”
- “I would like to be recognized for what I do more often – more thank yous.”
- “For seniors living in groups homes, to have access to Season's activities, music, crafts and other enjoyable things.”
- “That opportunities are more individualized to what people want to do and what their goals are.”
- “More inclusion, advocacy, attending conferences and ways to meet people and make friends.”



What can we do to act on what we have heard?

**The Bright Ideas!
The Recommendations!**



ENDS 2 General Recommendations:

- Acquired Brain Injury Services experience of the ENDS consultation process did not work for them for a variety of reasons. For the next consultation, the ABIS team and people who attend ABIS to take the lead in developing a process that will be welcomed and beneficial for ABIS.
- To provide support, education and coaching for staff and SAS to develop facilitator skills.
- To use facilitator feedback to inform process for ENDS 3 consultation.
- As the agency is in the midst of Community Inclusion Service Redesign, it is recommended that all the applicable recommendations are reviewed and incorporated into the direction of change. Recommendations to be shared with the Service Redesign Team to assist in informing their recommendations to SHS.
- To provide learning and educational opportunities for people SHS supports to understand the Ends and the impact they may have in their lives. Figure out ways to deeper explore value, purpose and meaning.
- Continue ongoing develop of the Community Development Advisor to foster partnerships that will address the recommendation.
- To access stakeholders and partners to increase education and awareness for leadership team, direct support teams and people SHS supports – eg. CLBC, Family Support Institute, Inclusion BC.



People decide how they live their lives, and make informed choices.

Recommendations:

- To provide learning, support and education for people SHS supports, staff and families in relation to informed decision making and informed choice. Understanding what this means, the why and the how.
- Explore ways to support people to further understand the difference between day to day decisions and big life decisions.
- Explore ways to support people to learn that with rights come responsibilities. Important To...Important For...and the Balance.
- Carry forward from Ends 1: People who support people who don't use words to communicate or have language barriers to take the lead in figuring out how to help people have a stronger voice.

People are connected to personal support networks.

Recommendations:

- Explore what SHS can do to help people build/increase their personal support networks and family connections.
- The Board of Directors and Executive Director to revisit the definition of personal support networks as most people included paid staff in their personal support networks. In order to maintain the integrity of the definition, it is recommended that the Board and Executive Director figure out where the role and value of paid staff in support networks could be added or mentioned. – eg. Ends 3.

People have intimate relationships.

Recommendations:

- Provide learning to understand what intimate relationships mean. Including but not limited to boyfriend/girlfriend, marriage, having children.
- To provide opportunities for people to build friendships and maintain friendships that are meaningful to them including opportunities to meet a boyfriend or girlfriend.
- Figure out where and when people can spend more time with their friends outside of places where only people with disabilities go.



- To review and assess present Healthy Relationship classes to ensure areas are covered that people said they want to learn more about. See Page ____

People choose where and with whom they live.

Recommendations:

- To continue to be attentive and mindful to the importance of listening and learning from people about where, with who and how they want to live. Continue to gather learning from people through the various person centred planning processes – including but not limited to Living Descriptions and Essential Lifestyle Planning.
- Support people to share information/develop plans for their future and support them to ensure CLBC is aware of how they want to live and how they want to be supported.
- Continue to support people and families to learn about the system and navigate the system to access supports and services to help people live the life they choose for themselves.
- Provide exploration and learning about what privacy means to people and honouring other peoples' privacy.
- Provide exploration and learning about what people need to feel safe and to be safe.

People choose their work.

- ▶ People have paid employment opportunities
- ▶ People have entrepreneurial opportunities

Recommendations:

- WISE and Transitions to continue providing the support people want and need to work.
- To explore with people:
 - The purpose, meaning and value of work – why people work?
 - To learn about different jobs.
 - To learn about entrepreneurial opportunities.
 - To have resumes.
 - To honour and support people who are not ready to work, feel they can't work or are retired.



People have volunteer opportunities.

Recommendations:

- Provide fun and engaging opportunities to volunteer that are based on people's passions, values and needs.
- Explore with people the purpose, meaning and value of volunteering – why people volunteer?
- Build community partnerships to access and support volunteer opportunities.
- Assess what SHS Volunteer Department needs for supports and resources.

People choose and use their environments.

Recommendations:

- Increase opportunities and experiences to support people to get out in the world-doing interesting things in ordinary places. To expand opportunities beyond places where only people with disabilities go.
- Develop a variety of resources in different mediums that people can access to know what is happening in their communities.
- Have more events that are open to the wider community.
- Intentionally explore the barriers that people experience to choose and use their environments. See Page _____.

People choose services.

Recommendations:

- Board of Directors and Executive Director to define "People Choose Services" to inform next Ends 2 consultation.
- Community Inclusion Service Redesign to take a lead in reviewing and incorporating applicable recommendations into the direction of change.
- Include people SHS supports in co-production and co-design of services and service changes. Give people opportunities to assist and/or lead classes and workshops. Create with...not create for.
- Involve direct support staff and families in the redesign of supports and services.



- Continue to enrol the Self Advocates of Semiahmoo in initiatives that support the Ends.
- Continue to work on changes of services that will provide people with choice, options, opportunities, change and fluidity within the organization.
- Develop a service that will focus on older people and retired people.
- Support people to get out in their communities more often through existing programs, services and supports.
- Provide awareness and access to generic and community services.
- Develop a user friendly and accessible resource for Community resources and services.
- Assess and explore the learning about what people like and don't like about their SHS services/supports and use this learning to inform Service Redesign ideas. Pass on information to Service Redesign Team.
- Develop a pamphlet in plain language about all the supports, services and programs available through SHS and figure out a way to intentionally share with people and families SHS supports.
- Recruitment: To enhance efforts to hire the right staff and focus on matching staff to programs, services, supports and people.
- To enhance efforts to focus on matching regarding natural supports and volunteers.

People have recreational opportunities.

Recommendations:

- Develop an accessible resource in plain language for everyone that provides information about all local community recreational resources, options and opportunities.
- Within existing supports and services, provide more experiences and opportunities for community based recreation and leisure options.
- To intentionally explore the barriers that people experience to access recreational opportunities of choice. See page _____.



People have travel opportunities.

Recommendations:

- Continue to provide travel opportunities through Rec and Leisure programs.
- Where and when possible, explore the barriers people said they experience in relation to travel opportunities. See page ____.

People have educational opportunities.

Recommendations:

- Develop an accessible resource in plain language for everyone that provides information about all educational resources, options and opportunities. Including but not limited to universities, colleges, Steps Forward, Community Centres, Community groups.
- Intentionally share resources with people and explore if they are interested.
- Continue to build partnerships with local educational institutions and programs.
- Ask people what they want to learn.

People have opportunities to explore spiritual needs.

Recommendations:

- Explore individual spiritually with people while being mindful and respecting people who are not interested.
- Ensure people are supported to embrace and have access to their spiritual beliefs, religions and traditions.
- Provide opportunities for people to learn about different cultures and countries.



What Next? ...

- Complete full report with recommendations for March 2019.
- Review Ends 1 consultation and analyze the factors that impact Ends 2 consultation. Assess for connections and global impact to inform recommendations.
- Roll out and act on recommendations from Ends 1 and Ends 2 reports.
- Development of ENDS 3 process based on feedback from consultation facilitators and an analysis of what has worked and not worked over the Ends 1 and Ends 2 consultations.
- Align learning from the Ends consultation, Strategic Plan and Include Me.



Final thoughts...

In order to continue striving towards our responsibility to watch for effect not just effort...are we making an impact? Are we making a difference in people's lives? It can be helpful to reflect on some thoughts and questions that came up...

- ▶ People with a high level of support needs, don't use words to communicate or have language barriers seem to make less decisions and choices themselves. They have less control of their lives and rely on trusted support from staff, families and others.
 - How do we reflect the importance of paid staff in people's lives...especially when some people do not have family or not many natural, unpaid relationships (if any)?
 - It is understandable health and safety is very important...but what else can be explored for people to live full, meaningful lives?
 - People need support making decisions – but how are people having opportunities to choose? What they do, where they go, wanting friends – How do we provide experiences, watch and learn?
 - How do we explore the shift in looking at people as “givers not just takers/receivers”? How to build social roles, contributions, opportunities to be valued by others...to move away from just needing things from others?



- ▶ Is there a disconnect between opportunities for a self-directed life with people's understanding/lack of understanding, opportunities/lack of opportunities and knowledge of what kind of decisions and choice people should or could have more control of for people their age?
- ▶ What is the correlation between people's level of support needs, age, living situation, history and having a good, inclusive community life versus usually only going places where people with disabilities go?
- ▶ What are the different perspectives between youth/younger people and adults/older people in relation to employment, education experiences, community life and other themes from what we heard?
- ▶ How do we be mindful to meet people where they are at? What is important and meaningful to adults in general and then provide the experiences and opportunities?
- ▶ How do we dig deeper into quality, meaning and purpose of life and not just settle with people having a "pleasant life"?
 - Example: "It's about my quality of friendships and what they mean to me – not how many friends I have, what we do together and how often. Do my friends miss me when I am not there? When I am sad, do my friends help me through rough times? Do people know my name when I show up?"
- ▶ How do we ensure we are responsive, flexible and adaptable using the co-production and co-design approach?
- ▶ How do we (as the agency) avoid determining what the experience will be first – before listening to people about the experience they are looking for?
- ▶ "We have done people a disservice by putting the burden on people. We expect people to be READY first (before they can be full citizens) versus what inclusion means to people and provide the right to experiences." **David Wetherow**

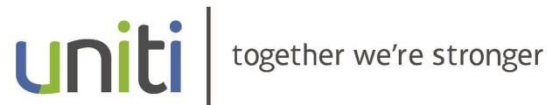
We ASK...LISTEN....LEARN...and then act on what we hear.



An Inclusive Community Values all People

Semiahmoo House Society

A partner in



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