

SEMIAHMOO  
HOUSE SOCIETY



# Ends 3 Consultation Report

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

2019/2020

Ends 3 ???

→ How are we helping people live good lives?

SPEAK UP  
CHANGE MY MIND

-Freedom-

SAFE HAPPY  
HEALTHY

Treated well  
Comfort

Human Rights  
LISTENED TO  
Right to say NO

Asking  
People what  
they think?

Opportunities  
EQUAL

CONTROL

SECURITY  
Consent  
Awareness



CITIZENSHIP

Nolda Ware, Semiahmoo House  
Society

# “ASK, LISTEN, LEARN”



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## Mission Statement, Ownership and Ends Policies

### Semiahmoo House Society Ownership Statement

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

### Semiahmoo House Society Purpose Statement

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

### Our Mission

#### Semiahmoo House Society exists so that:

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

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

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

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

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

**Purpose...**

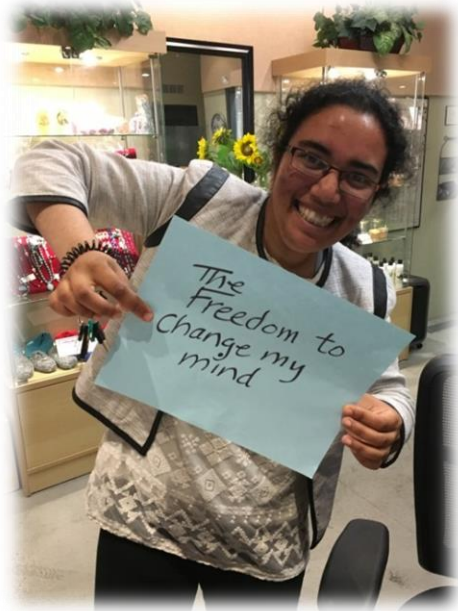
**WHY ASK, LISTEN and LEARN?**

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

The Chief Executive Officer has a responsibility to report to the Board of Directors each year on how the organization is doing in achieving the Board created Ends of SHS. 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...what we need 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 Organization's Strategic Plan.

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

**2017/2018 was the first Ends 1 consultation and 2018/2019 was the second Ends 2 consultation.** There has been much exploration over the last three years which has resulted in some key learning that applies to all the Ends consultations moving forward. Over the last three years, all the Ends have been through the consultation process which will now provide a good overview of learning in order to develop Ends Consultation process guidelines that can be used in the future consultations. Please refer to the Ends 1 Consultation Report 2017/2018 and Ends 2 Consultation Report 2018/2019 for the Ends Consultation history.

2019 was the year to examine the Ends 3 policies. Similar to the Ends 1 and 2 Consultations, the Self-Advocates of Semiahmoo (SAS), SAS Involvement Coordinators (Jillian Glennie and Charmly Smith) 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 3 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.

This year the consultation covered Ends 3:

### 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.

### From what the Ends team learned in the previous years...some changes were made to the process and some areas of the process remained the same:

- Similar to last year, we enrolled staff across the agency to assist in facilitating conversations and information gathering in various ways:
  - Focus groups within existing homes, programs and services.
  - One to one with a support staff of their choice.
  - For people who don't use words to communicate, staff teams worked together and 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, guidelines, tips about the process and various options of how to gather information in a way that made sense to the person or group of people.
- The facilitators were given two months to gather the information.



## In total, 102 people SHS supports were involved from...

### Residential supports and services:

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

### Employment/Community Inclusion Services:

Personal Development (PD), Transitions, Acquired Brain Injury Services (ABIS), WISE/SPARK, Rec & Leisure Services.

## Analysis of information gathered and developing recommendations for the organization...

The first two years reflected a need to revisit the process of developing recommendations to the organization in order to...

- Celebrate what we are already doing.
- Determine what needs more attention...do better, do different or change.

### What was tried this year...

- The consultation booklets contained a section for people involved in the consultation to add their Bright Ideas to assist in developing the final recommendations.
- An Ends 3 Recommendation Committee was created that consisted of 9 members of the Self-Advocates of Semiahmoo, Nolda Ware and Charmly Smith.
- The Ends 3 Recommendations were developed through the collaboration of ideas of everyone involved in the consultation and the Ends 3 Recommendation Committee.

### The purpose of the Ends 3 Recommendation Committee was:

- To hear about the results of the Ends 3 consultations and what was learned and what people said.
- To hear the Bright Ideas presented by people involved in the consultation.

- As a group, come up with some ideas (recommendations) that can help Semiahmoo House Society provide good support and services to help people live good lives based on the feedback from the Ends 3 consultations.
- Create a list of ideas (recommendations) and send them to the CEO.



## Executive Summary

**“I’ve always known that this process will only be genuine when we are made to feel uncomfortable. The tension we will face is necessary to truly move forward.” – Doug Tennant**

This is now the third year the Ends Consultation process has been used to listen to the people SHS supports to guide the direction of the organization. All the Ends policies have now been included in the consultations.

As with the previous consultations, the organization is able to reflect on the recommendations and celebrate what is already happening. Directional change efforts such as service redesign and co-production /co-design have enhanced the path to involve people more in where the organization is headed.

### Some other celebration highlights...

- Staff and supporters do a good job helping people stay healthy, safe and free from harm.
- Staff and supporters advocate for people.
- Communities are becoming more welcoming and supportive of people.



We learned in the previous years what worked and didn't work about this consultation process and incorporated changes to move towards a more efficient and successful consultation year. This year, possibly due to a more effective process, there have been some insightful themes that unfolded...

- People seem to want and need knowledge and understanding. What we know and do as service providers versus what the people the organization supports don't know in relation to operations, policies, procedures, practices, language and systems. This learning reflects the continued need to empower people with knowledge in order to foster equality and citizenship...to foster a culture of “power with versus power over”.



**“Wow, there is so much that Semi does that we have no idea about...but it affects us and our lives. Shouldn't we know what staff are supposed to do and why?” Quote by a SAS member.**

- People seem to want and need knowledge, education and opportunities related to the overarching Ends **“The Rights of People are Protected”** and all the sub Ends connected to rights.
- As from previous years, people continue to tell us they want to be involved and included more often in decisions and practices that affect their lives.
- People who don't use words to communicate and/or use wheelchairs don't always have the same opportunities as other people SHS supports.
- People need to be having more conversations about people getting older and/or their parents and supporters getting older.
- Recruitment continues to be an important topic for people who have paid support in their lives.

## Acting on what we hear...

It was recognized that the input and involvement of the people doing direct support is crucial to ensure following through with the recommendations for the Ends 1 and 2 consultations.

## Rolling out what was learned to the organization...May 2019

- The Ends 1 and 2 reports were shared with everyone in the organization.
- All recommendations from the Ends 1 and 2 consultations were amalgamated, themed and prioritized. The themes were linked to one or more of the 5 Strategic Plan goals.
- All staff teams were asked to review the recommendations and choose 3 recommendations that they felt should be the priority goals for the next three years based on where they work and the people they support.
- The staff teams were asked to provide feedback about "The Great Stuff Are We Going to do." This feedback included:
  - In relation to the recommendations...what are we already doing? What can we celebrate, maintain or enhance?
  - In relation to the recommendations...what are we going to do?
  - How are we going to involve and enrol the people we support?

## Next steps...

The involvement and collaboration of everyone is the key to progress and a successful path. But what do we do with all the overwhelming amount of learning, input and information?

Intentional work has begun to bring together the qualitative and quantitative learning. The first step will be including the Ends 3 recommendations. Then connect the Ends consultation recommendations, the Include Me report and the Strategic Plan to create alignment in the development of the organization's Strategic Directions to inform best practices.



**“Collect data to ensure people affected by our measurement are the agents of change...by telling us how they are affected by what we do.” - Dr. Caitlin Bailey**

## Highlights of Recommendations...

**See Full Recommendations for details.**

### **The Rights of people are protected. People exercise Rights.**

- Increase education, learning and awareness for everyone about Rights, and Right with Responsibilities.
- Ensure staff have the education, coaching and access to resources about Rights and Rights with Responsibilities.

### **People are safe.**

- Increase education and learning about safety.
- Ensure good, quality training and orientations are provided for SHS staff, employees and volunteers in all areas of safety.
- Ensure all accessibility issues at SHS and in people's homes are addressed.
- Continue to advocate for community accessibility.
- All people using social media to be educated on how to stay safe on-line.

### **People have the best possible health.**

- Increase education, learning and opportunities to help people have the best possible health.
- Ensure staff have all the proper information about people they need to support people's health.

### **People are treated fairly.**

- Increase education, learning and awareness to ensure people are treated fairly.
- Continue to coach supporters to help them practice person centred approaches.

### **People are free from abuse and neglect.**

- Increase education and learning to support efforts to ensure people are free from abuse and neglect. See recommendations related to safety and rights.

- Create a plain language resource about the SHS Complaint process for people SHS supports. Ensure people understand how to make a complaint or address an issue.
- Explore with people if they want or need to build their circles of support and personal networks.
- Ensure people have a Representation Agreement.
- Ensure people know SHS has a Guidance Counselor. Expand/increase Guidance Counselor services.

### **People experience continuity and security.**

- Support people to be in charge of their lives. See full recommendation.
- Focus on efforts of recruitment of well trained, happy and competent staff that are going to stick around.
- People SHS supports to be involved in all staff evaluations.
- People SHS supports to be involved in all interviews.
- Encourage and support staff to have the time to check in regularly with people.
- Ensure families and/or supporters are talking about and thinking about developing a plan for people's future – people getting older and parents/family/supporters getting older.

### **People decide when to share personal information.**

- Increase education, understanding and learning to support efforts to make sure people or their representatives are involved in giving their permission before personal information is shared with others and know what is written about them.
- Education and understanding for everyone about the laws, regulations and SHS policies about privacy consent, sharing information, informed decision-making, etc.
- People (or their representatives) to have a list of everything that is written about them by staff/SHS so that they are informed about what is written/recorded.
- Review applicable policies to ensure they are clear and aligned with laws and regulations.
- SHS to figure out what must be written/recorded about people and what does not need to be written/recorded about people.
- To make sure informed consent is a continual practice, ensure people understand what they are signing. If people are not able to give consent/understand consent, they need to have trusted people in their life to take on this role.

- Ask people what they want to share and with whom – and what they don't want to share. If it is important information to share – help them understand why it needs to be shared.
- People to be told what happens to all their private and personal information.
- People to be involved in what is written about them as much as possible.
- People to review their records at least twice a year. To either read it themselves or have staff read it to them.

### **The Community is aware of the universal rights of all people.**

- Increase education, learning, opportunities and practices to support efforts to help the community understand and be aware of the rights of all people.
- Increase education for everyone regarding "Tips for respecting people who use wheelchairs."
- Focus education/awareness on the younger generation.
- For people who don't use words to speak – explore opportunities to increase participation (if they want to) more often in Community Inclusion activities and events to raise awareness for others.

### **ENDS 3 General Recommendations:**

- People suggested many of the ideas should be led by the Self-Advocates of Semiahmoo. SHS needs to be mindful that SAS cannot and should not do everything or take on everything. SHS needs to build capacity and sustainability all across the board – people from all programs, services and homes should be given the opportunity to take on some of these ideas and not only rely on SAS. Build in SAS mentor capacity/opportunities.
- To develop a manual and offer a course/class that covers all areas of the Ends in Chapters in plain language.
- Intentionally and mindfully, ALL people SHS supports to be included and involved in recommendations and ideas.
- Education opportunities for everyone – education and learning opportunities that people have who go to PD and Transitions expanded for people who don't go to PD or Transitions.

## **Acquired Brain Injury Services**

**Due to the nature of ABIS and a different consultation process - people who attend ABIS and ABIS support staff have provided their thoughts about Ends 3 and ideas for ABIS recommendations in a separate document. See addendum.**

**ENDS 3 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 3 defined in plain language**

**3. The rights of people are protected:**

- 9. People are safe.
- 10. People have the best possible health.
- 11. People exercise rights.
- 12. People are treated fairly.
- 13. People are free from abuse and neglect.
- 14. People experience continuity and security.
- 15. People decide when to share personal information.
- 16. The community is aware of the universal rights of all people



**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.

### 3. The Rights of people are protected.

#### Definition:

#### The Rights of people are protected.

“Rights are rules that the country, government or an organization makes that help make people equal. You are allowed to have the same rights as everyone else because you are a person and a citizen.

Some rights are for everybody. These are usually called “human rights”. Some rights are yours when you are old enough. Some rights are yours if you live in Canada. There are laws to help make sure no one takes away your rights. When a right is a part of a law it is a “legal right”...People First

- All people have a right to be happy, healthy and safe.
- People have the same things in life as everyone else.
- People have the freedom to choose how to live their life.
- With rights we also have responsibilities **(examples):**
  - “I have the right to be heard – I feel that people listen to what I have to say. I have a responsibility to be respectful, listen and be open to what other people have to say.”
  - “I have the right to vote. I have a responsibility to be registered to vote and know who the candidates are.”
- People are equal. The law says everyone gets to have certain things in life and get to choose what they want in life: **(see the [UN Convention of Rights for Persons with Disabilities in easy language.](#))**

<http://www.peoplefirstofcanada.ca/wp-content/uploads/2014/11/EasyReadUNConvention.pdf>

- Rights and Citizenship: Simon Duffy says...
  - “People take you seriously, treat you as an equal and recognize that you have the dignity of being an individual human being, that you are worthy of respect.”
  - “Citizenship protects our individuality (who we are as a person) and offers us the opportunity to find out, on our own or with others, what we want to do with our lives.”

### 3.1 People are safe.

**Definition:**

- This means people are safe and feel safe.
- People are safe from harm. At home, work, school, public places, etc.
- People do not feel afraid, scared or fearful.
- Safety includes physical (your body), emotional (your feelings), financial (your money and personal belongings).
- The best way to be safe is to have family and friends and other people in your life who know and care about you.

### 3.2 People have the best possible health.

**Definition:**

- People get the same medical services and medical help as everybody else.
- People have regular check-ups with doctors.
- People take care of themselves to be healthy.
- People get help from others to get medical help or help with staying healthy.
- Peoples health needs are addressed and taken care of.

### 3.3 People exercise rights.

**Definition:**

- People understand what rights are and know what their rights are.
- People speak up for themselves.
- People have help to speak up for themselves.
- People are able to change their mind.
- People have the right to say NO.
- People are listened to.

### 3.4 People are treated fairly.

**Definition:**

- **People are treated the way they want to be treated.**
- People are treated in the right way – the proper way.
- People are treated as an adult human being like everyone else.



- People have the same opportunities as everyone else.
- People know what to do if they are not treated fairly or not treated right.

### 3.5 People are free from abuse and neglect.

**Definition:**

- People are free from harm.
- This includes physical harm (your body), emotional harm (your feelings), financial harm (your money and personal belongings).
- Abuse means being harmed, hurt or having bad things happen to you.
- Neglect means the things you need in life to be happy, healthy and safe are not happening if you need help and support from others – you are not looked after or cared for.
- **Examples:** not provided with proper food, clothing, a home, money, support/help that you need, medical care, emotional support.
- People in your life who are responsible do not give you the care and attention you need.
- If people are hurt, it is taken seriously and something is done about it.

### 3.6 People experience continuity and security.

**Definition:**

- People are free from danger and harm.
- People feel protected.
- People know what is going to happen in their life.
- People feel safe, secure and comfortable.
- People don't have changes happening that they don't know about.
- People in your life do what they say they are going to do.
- People can count on being supported the way they want and need to no matter what life brings them.
- People feel safe knowing others in their life will be there for them and to figure out how to best support them based on their desires, wants and needs as they change throughout their life.
- People have control over the things they want and need in life – and believe that these things won't be taken away. That their life won't be turned upside down without them knowing about it or being a part of the decision.

### 3.7 People decide when to share personal information.

**Definition:**

- People give their permission (their OK) before information can be shared about them.
- People know that there are laws to protect their personal and private information.
- People must give their consent (give permission for something to happen in their life – often related to health care or sharing information about them) before private and personal information about themselves can be shared.
- Consent also means that you allow your personal information to be shared. You get to say YES or NO before your personal information can be shared.
- If they are not able to, they have someone in their life they trust that can do this for them.

### 3.8 The Community is aware of the universal rights of all people.

**Definition:**

- Everyone understands that all human beings have the same rights.
- Everyone understands that people with disabilities have the same rights as anyone else.
- Everyone has opportunities to be educated and learn about the importance of rights for all people.



**What we learned is important to people...**

Information was gathered 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 in relation to Ends 3.**

Through the conversations and consultation process, there was much learned to celebrate. It is important to spread the word and feel good about what is already happening within programs, services, homes 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 3 statement.**

**The Rights of People are Protected.**

**3.1. People are safe.**

**“There can be such a thing as human dignity in risk. And there can also be a dehumanizing indignity in safety.” Robert Perske**

**Where do you feel safe? What makes you feel safe in these places?**

**What seems to be going well...**

- ▶ **AT HOME:** Most people said they feel safe. Some people said sometimes they feel safe.
  - The people they live with and/or the people they have in their life that are trustworthy and supportive such as family, supporters, staff, roommates, friends, neighbours and pets.

- Security such as locks, keys, alarms, home is in good shape.
- Not going out alone, not being home alone.
- Having their own private space, comforts and their own stuff.
  
- ▶ **AT WORK:** Most people said they feel safe.
  - Their co-workers, supervisors, team work.
  - Safety equipment.
  - Knowing their job – good training.
  - Working close to home.
  - Security systems.
  
- ▶ **AT SCHOOL:** Most people said they feel safe.
  - Teachers and friends.
  
- ▶ **AT SEMIAHMOO HOUSE SOCIETY:** Most people said they feel safe.
  - The relationships and people they know, like and trust: friends and staff.
  - Staff pay attention to safety and comfort.
  - It's a familiar place.
  
- ▶ **IN THE COMMUNITY:** Some people said they feel safe.
  - Not going out alone, not going out at night.
  - Going out with people they know, like and trust.
  - Knowing their neighbourhood – a safe neighbourhood.
  - Having good neighbours.
  - Close to the bus stop.
  - Good, reliable transportation.
  - Going to the same places where people say hi.
  - A welcoming community – people are friendly and nice.
  - Having a cell phone.
  - Having safety awareness education.

### On behalf of people who don't use words to communicate...

#### What seems to be going well...

- ▶ Supporters do a really good job of ensuring people are healthy and safe.
- ▶ Supporters learn what makes people feel safe or unsafe by getting to know them, watching and listening.
- ▶ People feel safe when they have the same supporters in their lives that they like

and trust.

- ▶ When people show signs of fear or distress, the people supporting them immediately help them.
- ▶ Staff and other people advocate for people...ensure they have a voice or help to be their voice.

## When and where do you feel afraid, scared or fearful? What are some reasons?

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

#### ▶ AT HOME:

- Strangers outside their apartment, other tenants, bad neighbours.
- Strangers in their home.
- New and unfamiliar staff. Staff changes.
- Being alone too long.
- Not knowing what to do in an emergency eg. power outage.
- House mates/roommates sometimes.

#### ▶ AT SEMIAHMOO HOUSE SOCIETY:

- Other participants/people supported by SHS.
- When it's loud and crowded.
- New and unfamiliar staff. Staff changes.
- Handydart issues: accidents, other passengers, the drivers.

#### ▶ THE COMMUNITY:

- Going out alone, going out at night.
- Not knowing enough about personal safety and emergencies.
- Strangers, homeless people, scary looking people, people asking for money.
- Being bullied or harassed by strangers.
- Being targeted as a person with a disability.
- Being robbed or attacked by strangers.
- Animals – strange dogs.
- New situations, new places, new experiences – strange and unfamiliar places.
- Noisy and crowded places.
- Doctors, hospitals, tests, medical procedures.
- Being stuck somewhere – miss the bus or ride doesn't show up.

### On behalf of people who don't use words to communicate...

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

- ▶ Sometimes it is hard to really know what people are telling us – but supporters always try to ensure people's world is safe.
- ▶ Too many different staff and new staff – staff turnover.
- ▶ The community does not always have wheelchair accessibility in some places.

### Questions about Social Media...

- ▶ Many people are on Facebook and Instagram.
- ▶ Many people are not on Facebook but want to be.
- ▶ Some people are not on Facebook and don't want to be.
- ▶ Everyone said they have never been involved in Facebook problems, fighting, drama, unsafe situations or didn't understand what this means.
- ▶ Very few people have ever taken a "Safe On- Line" course or workshop.

### Some things people said...

- ▶ "The regular staff who I like and trust...and who know me well – know what I like and need. They help me feel safe."
- ▶ "There are some people at SHS who are always ready to listen to people's concerns."
- ▶ "I really feel safe and comfortable at Semi."
- ▶ "We need to get to know new staff to feel safe."
- ▶ "It's hard to always feel safe when there are so many different staff in my life and some staff I don't know."
- ▶ "I don't get scared when there are people with me – I get scared when I am home alone or when I go out alone."

### Thinking about what was learned – Ends 3.1...

In general, people seem to feel that they are safe in most areas of their lives, notably in places they are supported through Semiahmoo House Society. It was also learned that there are some areas of people's lives to think about and further explore.

Social media: This is an area that should to be intentionally explored. Many people are on Facebook (and other social media platforms) and are engaging in potentially unhealthy and unsafe acts of sharing – and do not seem to understand the risks and consequences or have not had the education about the risks. Is on-line safety training something that should be a non-negotiable for people using social media? Is there a need for regular training for people, staff and families?

Many people are “scared” of people who are homeless and strangers – why and what can be done to alleviate this fear? To be cautious but also compassionate? What are people learning and hearing from others/society/media? What kind of support and education could people benefit from?

It was interesting to learn how many people said they are fearful of being alone – both at home and when out and about. How do we think about building people’s confidence? The “pressure to be independent” – how detrimental is this to people’s well-being when they are telling us they are scared of being alone or going out alone? What are people’s understanding and interpretation of the word independence?

**“The word independent is not the issue...it’s what other’s think it means.” - Michael Smull**

There was a very common theme throughout this consultation that people are feeling the impact of too many staff in their life coming and going and/or not knowing the staff they are spending time with. This will be further addressed throughout this document and in the recommendations section.

### 3.2 People have the best possible health.

#### What seems to be going well...

- ▶ People get regular exercise, are healthy and active.
- ▶ People regularly go to the doctor and other medical or health professionals.
- ▶ People have support to make appointments and go to health professional appointments.
- ▶ People take medications when they need to.



### On behalf of people who don't use words to communicate...

- ▶ People have a very high level of support and care from family, supporters, staff and professionals with all health and medical supports.

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

- ▶ Very few people go to counselling but some said they would like to.
- ▶ Very few people make their own appointments or go to appointments on their own. Some people would like to learn how to do this.
- ▶ Many people did not know what it meant to keep your "mind healthy" – emotional health and well-being.

### Some things people said...

- ▶ "I am so happy there are good staff in my life – they help me be healthy and safe."
- ▶ "I can't believe Semi has a Guidance Counselor! I want to go talk to her!"
- ▶ "I would like more people to help me through my ups and downs in life."
- ▶ "My mom makes all my appointments for me and always takes me. Maybe I could learn to do this on my own?"

### Thinking about what was learned – Ends 3.2...

People have a good understanding and/or have good support to have the best possible health.

In the areas of emotional health and well-being, many people have their own ways of keeping their mind healthy – doing things on their own they enjoy/comforts/things that are soothing. But less people seemed to connect this question with emotional wellness and options such as church (spiritual wellness), yoga, meditation, seeking out people to talk to, learning coping skills, stress management, counseling, etc.

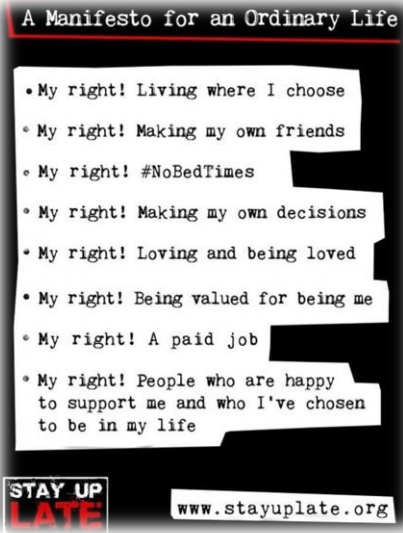
Very few people make their own appointments and go on their own. People living with family – family members do this for them – what happens when family is no longer around for people who are not able to do this on their own?



### 3.3 People exercise rights.

#### What seems to be going well...

- ▶ Some people know what their rights are and were able to give examples.
- ▶ People connected to Chorus, SAS, CSN and WISE seem to have a better understanding of the meaning of rights and able to give examples.
- ▶ Many people said they speak up for themselves when something is going wrong.
- ▶ Many people said they SOMETIMES speak up for themselves when something is going wrong.
- ▶ Many people feel people listen to them. Many people said sometimes.



#### On behalf of people who don't use words to communicate...

#### What seems to be going well...

- ▶ People's ability to exercise their rights depends on the knowledge, understanding and advocacy of staff and support network.
- ▶ Supporters advocates for people.
- ▶ Supporters know people individually and how they express what they want in life through sounds and/or body language.
- ▶ Supporter's help people speak up for themselves (in different ways) and make sure others listen to people through their sounds and/or body language.
- ▶ Some people are read their rights regularly – regardless if supporters think they understand or not.

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

- ▶ Many people do not know what "RIGHTS" mean but said they have rights.
- ▶ Many people do not know what their rights are and were not able to give examples.

- ▶ Very few people were able to give examples of rights and the responsibilities that go with them.
- ▶ Many people said they do not speak up for themselves when something is going wrong. Either they do not know how or they find it hard.
- ▶ Some people feel people do not listen to them.

**On behalf of people who don't use words to communicate...**

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

- ▶ People are not always treated as adults and with equal rights and opportunity.
- ▶ Supporters feel most people don't fully understand the topic of rights and exercising their rights.
- ▶ Staff don't always have a full understanding of people's rights – or don't talk about this enough.
- ▶ Some family members still consider people unable to have certain rights. Still see them as children and not able to treat their children like adults with the same rights as others.

**Some things people said...**

- "We don't get enough teaching about rights."
- "ADVOCACY AND SELF-ADVOCACY IS THE KEY."
- "Please listen to me."
- "I feel I am part of my family I live with. I get to make choices and decisions with the family. I have a choice. I compromise. I get my way as much as anyone else I live with."
- "My rights are deciding what I eat, what I wear and when I go to bed."
- On behalf of people who don't use words to communicate: "People recognize their rights in an abstract way – based on what they want in life – to be happy and comfortable. They are able to express with words, sounds, body language if they want something. What they want in life is profoundly basic. They know – not in words – but by the way they live. People need opportunities and choice before they can recognize their rights, what they want – and advocate for themselves – speak up! And with the right support, do they ever know how to!"
- On behalf of people who don't use words to communicate: "People who don't use words to communicate recognize the presence of rights if given opportunities to live a good life. They are dependent on the knowledge of rights and advocacy of the people who support them. This is the key!"

### Thinking about what was learned – Ends 3.3...

It is very apparent that more attention needs to be paid to Rights and to support people to understand what Rights mean, what their Rights are and how to exercise their Rights - to the best of their ability. This includes the conversation about With Rights Come Responsibilities.

This was a new topic for many people and there is a need for more time to be spent on educating people – people SHS supports, staff, family/supporters, Community.

It seems people who live in their own home (with support) and home share and/or were a member of the Self-Advocates of Semiahmoo or WISE Employment Services had more of an understanding of Rights.

People who live in group homes or with a family member seemed to have less of an overall understanding of Rights.

People have been exposed to learning about rights – but the deeper meaning in relation to full citizenship that is transferred to understanding and learning does not appear to be present for many people.

## 3.4 People are treated fairly.

### What seems to be going well...

- ▶ Most people feel they are treated fairly at home, at work, at school, at Semiahmoo House Society and in their Communities.
- ▶ Most people feel they are treated like an adult.
- ▶ Most people said they have people in their life that listen to them when they want to talk about their feelings.
- ▶ Most people feel they have someone in their life to help them if they are not being treated well by others.



### On behalf of people who don't use words to communicate...

#### What seems to be going well...

- ▶ Supporters make every effort to ensure people are treated fairly.

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

- ▶ Some people said sometimes they do not feel like they are treated fairly.
- ▶ People feel that they are still treated or spoken to like a kid.
- ▶ People feel they do not get to make enough decisions about things in their lives.
- ▶ At Semiahmoo House Society...
  - It depends which staff they are with.
  - Some staff don't always treat people fairly.
  - People feel sometimes they are treated like a kid, ignored or told what to do – even if they do not want to do what has been asked.
- ▶ In the Community, people in public are not always nice.

### On behalf of people who don't use words to communicate...

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

- ▶ People who use wheelchair and/or don't use words to communicate do not always have the same opportunities as other people SHS supports.
- ▶ Parent's concerns sometimes get in the way of people having opportunities.

#### Some things people said...

- "There is a need for people to be more respectful, kind, friendly, helpful and to advocate for others."
- "People assume that I cannot do anything. Please do not assume – ask me and I will tell you."
- "Speak to me and include me. Listen to how I feel and respect my choices."
- "Be the example. By the way you live and show others that everyone deserves to be treated fairly."

### Thinking about what was learned – Ends 3.4...

This section is very connected to People Exercise Rights. There is also much overlap with the other Ends 3 statements which will be addressed in the recommendations.

## 3.5 People are free from abuse and neglect.

**“To be vulnerable is not to be in jeopardy. To be vulnerable and isolated is the matrix of disaster.” David Pitonyak**

### What seems to be going well...

- ▶ Almost everyone said they get enough good food to eat to stay healthy, have enough clothes to keep comfortable, warm, dry, looking good - get enough help with their health, live in a home that is nice where they are happy and safe.
- ▶ Some people said they have control of their money and/or know how it is spent.
- ▶ Most people said they have people they trust in their life they can talk to if they are worried, scared, upset, sad or if something bad has happened to them.



### On behalf of people who don't use words to communicate...

#### What seems to be going well...

- ▶ People have a high level of support from other people in this area – there are very diligent supports in place.
- ▶ People living in SHS group homes have really nice homes and a good level of supervision to ensure they are happy, healthy and safe.
- ▶ Supporters learn what can cause fears and worries by watching closely and adapting the world/environment for people.
- ▶ Staff regularly meet and discuss as a team to ensure everyone is aware of how life is going for people in all areas.

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

- ▶ Some people said they do not have control of their money and/or do not know how it is spent.
- ▶ Many people said they want more control of their money and/or to know how it is spent.
- ▶ Some people said they want more people they trust in their life that they can talk to if they are worried, scared, upset, sad or if something bad has happened to them.
- ▶ Some people said they trust some staff but not all staff.
- ▶ People do not know that there is a complaint process or how to use the complaint process.

### On behalf of people who don't use words to communicate...

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

- ▶ People are at a higher risk of abuse and neglect when they cannot speak for themselves.
- ▶ Some people want and need a larger circle of support/personal support network.

### Some things people said...

- "I enjoy where I live and trust certain staff to help me when I need it. But I should be able to trust all staff that support me."
- "I have a team of people in my life. I have a network of minds and morals helping me feel safe, happy and healthy. They listen to me and grow with me."
- "Be gentle with me when I need you."
- "Having good friends is what keeps people safe – having friends to talk to when something bad happens to you."
- "Staff are too busy to check in and see how I am feeling and how things are going in my life."

### Thinking about what was learned – Ends 3.5...

The majority of people feel their world is safe and that they are free from harm. Even though just a few people feel they do not have people they can trust/go to...this is

important to explore. Do people have enough support networks/circles of support, staff and friends to look out for them?

Repeatedly, people said it is very important that others think about, take the time, explore and acknowledge how people feel...some people said that enough time is not always taken to check in with people.

**It was learned that people do not know there is a complaint policy/process and did not know they have the right to address an issue through the SHS complaint policy. They did not know how the process works or the steps to take.**

### 3.6 People experience continuity and security.

**“Meaningful relationships equal less loneliness. No matter how many people are in our lives each day or surround us, if the relationships are not meaningful, people are lonely.” – David Pitonyak**

#### What seems to be going well...

- ▶ Most people feel good about where they live and where they go during the day. Some people said “sometimes.”
- ▶ Many people said when they get up in the morning, they know what's going to happen for the day.
- ▶ Many people said other people let them know when there is going to be a change in their day or their life.
- ▶ Most people said they have people in their life that they trust and can count on to help them with the ups and downs in life...the good stuff and the bad stuff...

#### On behalf of people who don't use words to communicate...

#### What seems to be going well...

- ▶ Supporters make efforts to help people live good lives based on what matters to them individually.
- ▶ Staff communicate with their circles of support to ensure everyone is on the

same page.

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

- ▶ Some people said when they get up in the morning, they do not know what's going to happen for the day.
- ▶ Some people said other people let them know when there is going to be a change in their day or their life sometimes but not all the time.
- ▶ Some people said other people do not let them know when there is going to be a change in their day or their life.
- ▶ Most people said they worry about getting older or their parents getting older. Some people said they don't want to think about it but should think about it.

### On behalf of people who don't use words to communicate...

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

- It is difficult to know if people worry about getting older or about their parents getting older.
- It is important everyone has people in their life making plans ahead of time for when they get older/parents get older. This isn't the case for everyone.

### Some things people said...

- "Having the same people and the same staff around is a good thing."
- "I am sad when staff I like leave for another job and I don't get to see them anymore."
- "There are too many new and different staff in my life."
- "I want to be in control of what happens in my day and my life."
- "Letting me know about changes: SHS is pretty good but family is not so good."
- "I want to know what staff I am with each day ahead of time – but this doesn't always happen."
- "I wish staff would check in and see how I am feeling more often."
- "People help me understand when plans are changed suddenly – I appreciate that."



- “As staff, we must put ourselves in the shoes of the people we support to be able to even begin in a small way to understand and respond to the world from their perspective.”

### Thinking about what was learned – Ends 3.6...

There is a clear reminder of the importance that staff, family and supporters recognize how important routines, knowledge, involvement of changes, etc., are to people to provide a sense of security and well-being.

There is also a strong message that people want and need less staff turnover in their lives. People are saying that continuity and security is very connected to having staff in their lives that they like, know well and trust. It's all about relationships!

### Regarding getting older or parents/supporters getting older. What people have said they worry about...

- “Where will I live?”
- “Who will take care of me/help me with things?”
- “Who will take care of my parents?”
- “What will happen when I lose my parents?”
- “Who will be in my life? Who will be there for me?”
- “I don't want to think about it – but I should.”
- “Live for today yes – but plan for the future.”
- “Who will take care of my money and finances?”
- “What if I get sick? A disease? Can't walk anymore? Have a medical or health issue? End up in the hospital?”
- “How will I get out and about?”
- “Will I be lonely and alone?”
- “We need to be brave enough to have these same conversations we would have with anyone else. Are we protecting people too much?”

### Thinking about what was learned – Ends 3.6...

There was some profound learning that glaringly reflects the need to explore and have more discussion about people getting older and/or their parents or supporters getting older. Some people are not thinking or planning for their future. This is a real life conversation that does not seem to be happening with some people.

Are people prepared for the reality of getting older? Are families talking about this – planning for this? Is this a missed conversation?

Planning for everyone is needed. Even if people don't want to plan or talk about...it needs to happen.

What can SHS do to support people with the balance in this conversation? “Live for today – but plan for the future.” For people who worry about specific things – what can SHS do about this? See Recommendations.

### 3.7 People decide when to share personal information.

#### What seems to be going well...

- ▶ Many people have an understanding of what personal information is.
- ▶ Some people know that SHS records information about them on Share Vision (eg. Living Description, learning logs, reports.)
- ▶ Some people feel ok that SHS records information about them.
- ▶ Some people said they know why people write things about them.
- ▶ Some people said they get to read information written about them or staff read it to them.
- ▶ Most people said that people in their life ask them if it is ok to share personal information about them to others – or they have people to help them if they are not able to say yes or no.

#### On behalf of people who don't use words to communicate...

#### What seems to be going well...

- ▶ People have representatives they trust that make these decisions in their best interest.
- ▶ Staff share/read/review information recorded about people with them regularly – whether they think they can understand or not.
- ▶ Consents forms are used.

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

- ▶ Some people do not know that SHS records information about them on Share Vision (eg. Living Description, learning logs, reports.)
- ▶ Some people do not feel ok that SHS records information about them.
- ▶ Some people said they do not know why people write things about them.
- ▶ Some people said they do not get to read information written about them or staff don't read it to them – or that staff read it to them sometimes but not very often.
- ▶ People said they want to read what is written about them or have staff read it to them.
- ▶ Most people did not know there are laws to protect their personal and private information.
- ▶ No one knew what a Risk Assessment or Positive Behaviour Support Plan is.

### Some things people said when asked “do you know why SHS writes about you/records information about you?”

- “To provide me with better support.”
- “For my health and safety.”
- “Medical reasons.”
- “So everyone knows my likes and dislikes.”
- “For emergencies.”
- “For new staff to get to know us.”
- “Help us with goals and to build skills.”
- “Help with resumes.”
- “To record observations about the great things we do.”
- “Because staff care and want to know how we feel.”
- “Because SHS needs information about us.”
- “I don't know why but I want to know. And I want to know what is written about me.”
- “I have no idea why!”

### Some things people said when asked “how does it make you feel that SHS records information about you?”

- “I feel safe so staff know how to help and support me.”
- “I trust SHS keeps my stuff confidential.”

- “I like that SHS is watching over me.”
- “It makes me feel secure.”
- “OK as long as only staff have access to it.”
- “OK as long as it is not too personal and intrusive – not my private and personal life.”
- “Only if its information that helps me have a good day.”
- “OK – but I feel confused that ALL staff can see my information.”
- “Conflicted – one hand I am happy so people know what I want in life – on the other hand, I don’t like staff bringing up past negative information about me and writing it in Share Vision. This stops me from moving forward. Stop bringing up the past!”
- “I do not want my information shared if it’s too personal. Ask me first.”
- “I feel bad staff write about me and have information about me.”
- “I feel bad staff see my whole life.”
- “My information should never be shared with anyone.”
- “I want to know what is written about me and I want to see it.”
- “I am not ok with this – it takes away my independence and who I am as a person knowing information is out there about me. This is not ok – do people write about staff?”
- “I don’t like staff writing sensitive, negative stuff or stuff that is too personal.”
- “It is not ok I don’t know what is written about me.”
- “Wow! I’m shocked!”

### Thinking about what was learned - Ends 3.7...

**This section surfaced interesting conversations and was a hot topic! The Ends 3 Recommendations Committee took this section very serious and wanted the learning, questions and the bright ideas to be highlighted below and incorporated into the recommendations.**

### Highlights...

There were various levels of understanding of this topic. Most people had little knowledge of the areas discussed within this topic.

There was not a clear understanding of what kind of information is on Share vision or in other means of record keeping.

People are not aware of everything that is written about them.

People are concerned about personal and private information that is written about them.

People want to be told what happens to all their private and personal information. People want to know where it is kept.

Some people know there are laws but do not know what the laws are.

Some people who are able to give consent, did not understand that they have the right to say yes or no to sharing their information.

There was not much awareness of how people can accidentally share too much personal information on-line or other ways. Most people did not know that what they put on social media becomes public information.

Even though there are policies and procedures in place, people's involvement and level of understanding of the policies and procedures seems to be minimal.

### **Some challenging questions to explore...**

Do people really know everything what is written about them even when they say yes?

Do people really understand what is written when staff read it to them?

For people who can give consent, what actually is their knowledge and understanding of what they are consenting to?

How do we educate everyone about the laws and regulations?

Do staff and supporters have the coaching, support and time to spend with people in this area so that it doesn't just become about the "paper" - a "compliance or check the box" part of their job? How can the organization support staff to help people understand and be ok with what is written about them if they are able to understand?

Can people be more involved in what is written about them when possible?

If people are not able to understand or be involved in what is written about them or read to them – is there a system in place to mindfully address this? And ensure information written about them is warranted, respectful and only shared with people who need to know?

Is there enough support and education for supporters about the language they use when writing about people? How they write about people? What should and shouldn't be written and shared about people?

Do people know everything that is written about them or only some stuff?

If tough stuff needs to be written or recorded – are people given the chance to know this and understand why it is important? Do people have input in what and how it is written? Eg. PBS plans, behaviour and learning logs, risk assessments?

### 3.8 The Community is aware of the universal rights of all people.

**“Community is not a place, building or an organization...it is both a feeling and a set of relationships among people. Members of a community have a sense of trust, belonging, safety and caring for each other.” - David Chavis and Kien Lee.**

#### What seems to be going well...

- ▶ People feel it is important to help the Community understand that people with disabilities have the same rights as anyone else because:
  - So everyone understands and believes that all people have the same rights and equal opportunities.
  - So all communication is inclusive and accessible to everyone.
  - So all human beings are treated equally.
  - To make it a better community for everyone.
  - To respect each other's differences



- ▶ People feel staff do their best to involve people in their communities and to help communities be more aware of the rights of all people.

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

- ▶ People with disabilities are often under represented which leaves people vulnerable and open to abuse of rights. Especially people who can't voice their rights.
- ▶ Not all staff or others in people's lives fully understand what a good community life means to people.

### Some things people said...

- ▶ "We are all people...just people..."
- ▶ "Be a role model – live your life believing everyone has the same rights."
- ▶ "We are the channel of communication to the Community."

### Thinking about what was learned - Ends 3.8...

People were very engaged and passionate about conversations related to community understanding the rights of people with disabilities. Though most people were not able to give examples of Rights...the conversations included inclusion, accessibility, ordinary lives, being treated as an equal, belonging and being welcomed in their communities and living a good community life.

Most people felt positive and encouraged that their communities are becoming more welcoming and supportive of all people.

### IN GENERAL: Thinking about what was learned...

Throughout the consultations, people and supporters involved offered many bright ideas to help build the final recommendations. Many of the ideas suggested, people felt the Self-Advocates of Semiahmoo could lead, develop, create and carry out. As we witness SAS making changes through positive relationships and having a successful impact in the organization as well as the community, SAS is concerned the organization is relying on SAS too much to take the lead. SAS recognizes that they cannot and should not do everything or take on everything. SHS needs to build capacity and

sustainability all across the board and look at opportunities to empower everyone. **See recommendations.**

It was learned that people who don't communicate with words and/or people who use wheelchairs feel they are not as included and involved as other people SHS supports. **See recommendations.**

People who attend Professional Development or Transitions have a variety of educational opportunities and experiences. People supported by SHS but not through PD or Transitions, would like access to the same kind of education, opportunities and experiences.

The Ends 3 Recommendation Committee felt there were some specific areas of learning that warrants attention and could be priorities for the organization. **See recommendations highlighted.**

## The Recommendations...

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

Ideas for recommendations came from the Ends 3 consultation in the section where people were able to add their Bright Ideas to contribute to recommendations.

The Ends 3 Recommendation Committee went through all the bright ideas, added their own and developed the following recommendations.

The recommendations highlighted are areas the Ends 3 Recommendation Committee feel stood out as a priority for attention.





## The Rights of people are protected. People exercise Rights.

**What can Semiahmoo House Society do to help people learn about their rights and exercise their rights?**

### Recommendations:

1. Increase education and learning about Rights, and Rights with Responsibilities for:

- People SHS supports.
- Family members and people they live with.
- Staff and supporters.
- The public/community. Including but not limited to doctors, professionals, schools.

#### Some Bright ideas for education and learning

- Develop an advocacy class/class on Rights through PD and/or Transitions.
- Develop a workshop/presentation on Rights for each group of people listed above.
- Develop training and education opportunities for SHS staff and employees about Rights.
- Bring in guest speakers – workshops for everyone and/or to PD and Transitions classes. Ensure people who don't go to PD and Transitions are invited.
- Invite SAS to staff meetings to talk to staff teams about Rights.
- A workshop/class specifically for staff who work with people who need support to have their voice heard.

2. Increase awareness about Rights for:

- People SHS supports.
- Family members and people they live with.
- Staff and supporters.
- The public/community. Including but not limited to doctors, professionals, schools.

### Some Bright ideas for education and learning to increase awareness about people's rights.

- Have fun events, games and activities led by people SHS supports. Have some at SHS and have some in community spaces.
- Make videos – about The Semiahmoo House Society ENDS and about RIGHTS and RESPONSIBILITIES.
- Share life stories about the theme of Rights using website, social media, newsletters, etc.
- Make a booklet about Rights and Responsibilities in plain language with words and pictures.
- Develop a document/booklet that is a full package about the ENDS in plain language and send out to families, staff, supporters and others.

3. Incorporate education about the rights of people with disabilities into all staff, employees and volunteer orientations – including Core Training.
4. Explore the option to have a more diverse range of people become members of SAS (including but not limited to level of abilities and cultural).
5. Ensure staff have access to the resources available about Rights AND Rights with Responsibilities.

### People are safe.

#### What can Semiahmoo House Society do to help people be safe/feel safe and/or learn how to be safe?

#### Recommendations:

6. Increase education and learning about safety (information sessions, talks, workshops, classes, guest speakers) for:
  - People SHS supports.
  - Family members and people they live with.
  - Staff and supporters.
  - The public/community.

### Some Bright ideas for education and learning about being safe and feeling safe...

- An SHS SAFETY CLASS that teaches everything about staying safe and feeling safe in chapters/modules. To include but not limited to:
  - **Personal safety – at home and when out and about.**
  - **Public safety – including education and support to alleviate fears (to be cautious but compassionate) about strangers, homeless people, people asking for money or food.**
  - **Bullying and harassment.**
  - **First aid and food safe.**
  - **What to do in an emergency at home and when out and about – who to call and when.**
  - **Building confidence and skill: being alone at home or going out alone.**
  - **Ensure education and learning options meet different learning and communication styles (movies, videos, pictures, role playing).**
- A self defense class.
- Bring in or go out to Fire Departments, RCMP (and others) for presentations, talks, visits. Hands on through the experts/the right people – eg. City of Surrey, Library, Police, Fire department. Build partnerships to bring these people in or go out – don't reinvent opportunities that already exist.

7. Ensure good, quality training and orientations are provided for SHS staff, employees and volunteers in all areas of safety.
8. Build relationships within SHS (across programs and services) to share expertise and resources. Eg. Focus Group from Transitions to visit groups homes for sessions of things they know about.
9. To increase efforts to help people be safe, feel safe, secure and comfortable. Increase safety drills, practice and role plays– but not just for fires and earthquakes. Include real life situations that people may experience. Eg. personal safety, dealing with emergencies, safety at home, public safety, bullying, etc.
10. Ensure all accessibility issues at SHS and in people's homes are addressed. SHS to do an accessibility report of SHS – follow up and share with everyone. This is to include all areas of accessibility – building/environment, plain language, braille, visual, audio, etc.
11. Continue to advocate for community accessibility.

12. All people using social media to be educated on how to stay safe on-line and using social media safely.

**Some Bright ideas for education and learning to help people stay safe on-line.**

- Doug and Janek to do their internet safety presentation again.
- Bring police in to do presentations. (Chuck)
- People to go out to presentations/workshops that are available in our community. Public library – social media safety classes. Find out what's already out there.
- Transitions to teach an online safety class or workshop.
- People to have help to take the CLBC Stay Safe on Line session that is on their website.

**People have the best possible health.**

**What can Semiahmoo House Society do to help people have the best possible health?**

**Recommendations:**

13. Increase education and learning to help people have the best possible health.

**Some Bright ideas for education and learning to help people have the best possible health.**

- Attend workshops and events in the community.
- Develop workshops and classes at PD and Transitions.
- Develop workshops at SHS that anyone can come to – invite the general public. Like the Chalk Talks or have our own live cooking shows.
- Support people to take healthy cooking and nutrition classes, grocery shop tours, etc. outside of Semi. Tap into community resources and activities. Explore what is already out there.
- Create booklets/resources in plain language with words and pictures about exercise, being healthy, nutrition, etc.
- Help people make exercise fun! Eg. go out dancing, picnics at the beach.
- Learn more about "mind health" (emotional well-being) – nature, games, meditation, deep breathing, art, mindfulness, activities related to hope/happiness and gratitude.

14. Increase opportunities to help people have the best possible health.

**Some Bright ideas to increase opportunities to help people have the best possible health.**

- Set up and organize walking groups.
- Make it easier to go to yoga, Pilates, meditation, etc. - in the Community.
- Homes and day programs: provide more options and opportunities for people to do active things out and about that they enjoy.
- Help people make exercise fun! Eg. go out dancing, picnics at the beach.

15. Ensure staff have all the proper information about people they need to support people's health. Ensure people's records about their health are current and updated in Share Vision or other places.

**People are treated fairly.**

**What can Semiahmoo House Society do to ensure people are treated fairly?**

**Recommendations:**

16. Increase education and learning to ensure people are treated fairly (also see Recommendations from Rights section – they are very connected):

**Some Bright ideas for education and learning to help ensure people are treated fairly.**

- Training, workshops, classes, seminars for everyone (people SHS supports, staff, families, supporters, volunteers, community/public.)
  - How to treat people. What does it mean to be treated fairly?
  - Person Centred Thinking.
  - Rights education.
  - Self-advocacy and advocacy.
- Make a video.

17. To provide ongoing support for everyone to be attentive to the way people are treated.

**Some Bright ideas for ongoing support and to be attentive to the way people are treated.**

- **Ensure people we support who use wheelchairs and/or don't use words to speak have the same opportunities (if they want) as other people SHS supports. (see General Recommendation).**
- Provide ordinary adult experiences for people like everyone else their own age.
- Ensure people are included in everything about their life.
- Check in with people more often. Help each other out – look out for each other, notice opportunities to be helpful and nice.
- Welcoming Work Place at SHS – this could be for everyone. Keep doing it, working on it – a great idea but next step could be to include people supported by SHS, families, the public – anyone who comes to or visits SHS.

18. Continue to coach supporters to help them practice person centred approaches.

19. Create a GOOD DEED box to celebrate and share when people do good things to help another person or do something nice for another person.

**People are free from abuse and neglect.**

**What can Semiahmoo House Society do to ensure people are happy, healthy and safe?**

**Recommendations:**

20. Increase education and learning to support efforts to ensure people are free from abuse and neglect: Also see above recommendations related to safety and rights:

- People are Safe.
- People are treated fairly.
- People have the Best possible Health.
- People have Rights
- People exercise Rights.

**Some Bright ideas for education and learning to support efforts to ensure people are free from abuse and neglect.**

Develop workshops, classes, sessions for people SHS supports, families, supporters, staff, community. Include practice sessions and role plays. To include but not limited to:

- Safeguards.

- Support networks.
- Rights.
- Advocacy and self-advocacy.
- Conflict resolution/interpersonal conflict.
- **Awareness and understanding the Complaints process. (see separate recommendation)**

21. Create a plain language resource about the SHS Complaint process for people SHS supports. Include examples. Ensure people have the support to learn and understand how to make a complaint or address an issue.

22. Explore with people if they want or need to build their circles of support, friends and social life. ("The more people in our life...the safer we are...") Help people have more people in their life if they want or need it. Explore with people to see if they have a healthy, full circle of support/personal support network.

- Some Bright ideas to help have more people in their life and/or build their personal support network.**
- Help people make friends and maintain friends.
  - Help people stay in touch with their family.
  - Help people meet their neighbours.
  - Help people get out in the community more – get to know people and their neighbourhood/community.

23. Ensure people have Representation Agreements in place.

24. Ensure everyone knows that SHS has a guidance counselor they can go see and how to access her. Ensure everyone knows that the counseling sessions are confidential.

25. Expand/increase Guidance Counselor services. Explore the option of Guidance Counselor creating and facilitating classes, sessions, workshops.

**People experience continuity and security.**

**What can Semiahmoo House Society do to help people feel safe, secure and comfortable? Have help with changes in their life and with the ups and downs?**

## Recommendations:

26. Support people to be in charge of their life as follows...

- Help people learn different ways to manage their own schedules or calendars.
- Ensure people are in control of their days as much as possible – that they know their schedules and what's going to happen, know which staff they will be spending the day or evening with, know when things will change.
- Ensure people are included and involved in all schedule changes. Ensure people know ahead of time if they need to or if it matters to them.
- "Email me not my parents when there are changes to plans. Or at least include me in the email."
- Help people be more in charge of their money and/or how their money is spent.

27. Focus on efforts of recruitment of well trained, happy and competent staff that are going to stick around. (Be mindful that there are sometimes too many new staff and different staff coming and going in people's lives). Explore ways to reduce staff turnover. ...focus efforts to support staff to have what they need to be happy at work and enjoy their jobs.

### **"Happy staff stay!" - Krista Milne, Ends 3 Recommendation Committee member.**

- Continue to focus on matching people with supporters in all services, programs and homes.
- New staff (full time and casual) to have more training if needed and a thorough orientation to help staff to be comfortable and competent.
- New staff (full time and casual) to be introduced to people they will be supporting before working with them.

28. All staff evaluations to have input from people they support. People SHS supports to be involved in all staff evaluations.

29. All interviews to include people SHS supports.



30. If and when needed in people's lives, increase coordination and communication with parents/supporters to share information about changes happening in their lives and what people need for best support.

31. Semiahmoo House Society leadership to ensure direct support staff are encouraged and supported to have the time to check in regularly with people to make sure they feel safe, secure and comfortable when people need it. Make time for regular check ins if needed to see how things are going in people's lives. Help staff and others understand and know that it is important to think about, take the time, explore and acknowledge how people are feeling.

32. Ensure families and/or supporters are talking about and thinking about developing a plan for people's future – people getting older and parents/family/supporters getting older. Develop a framework/guide to support staff to have these conversations. Supporters to have the tools, skills, comfort and confidence to have these kind of conversations with people. Supporters need support and resources.

- Have resources and information about getting older and/or parents getting older available for people.
- Education, learning opportunities, training, workshops, sessions, classes for people SHS supports, staff, families, supporters.
- Bring in guest speakers about aging.
- A workshop for families, supporters and staff from CLBC (Aging report, results and publication).
- Hold another futures planning and estate planning session at SHS.
- Set up situations and experiences for older people to mentor younger people.
- Be prepared to support people through grief and loss when situations happen.
- Explore with people "what do they want and need when they are older?"

### People decide when to share personal information.

**What can Semiahmoo House Society do to help make sure people are involved in giving their permission before personal information is shared with others and know what is written about them?**

## Recommendations:

33. Increase education, understanding and learning to support efforts to make sure people or their representatives are involved in giving their permission before personal information is shared with others and know what is written about them.

### Some Bright ideas about education and learning...

- Help people have a better understanding of this section/Ends:
  - Conversations with family.
  - Education – classes, workshops, sessions for people, staff, families, supporters.
- Educate staff, families and professionals about using language people understand and ensure it is respectful and private.
- Education and understanding about sharing personal information publicly – on line, businesses, phone calls.
- Make an information booklet with words and pictures.
- Develop a plain language manual for people that cover everything in this section so people understand as much as possible.

34. Education and understanding for everyone about the laws, regulations and SHS policies about privacy, consent, sharing information, etc.

35. Education and understanding for everyone about Informed Decision Making - helping people make decisions/choices.

36. People (or their representatives) to have a list of everything that is written about them by staff/SHS so that they are informed about what is written/recorded. (People are not aware of everything that is written about them.)

37. Review applicable policies to ensure they are clear and aligned with laws and regulations.

38. SHS to figure out what must be written/recorded about people and what does not need to be written/recorded about people.

39. To make sure informed consent is a continual practice, ensure people understand what they are signing. If people are not able to give consent/understand consent, ensure they have trusted people in their life to take on this role.

40. Ask people what they want to share and with who – and what they don't want to share. If it is important information to share – help them understand why it needs to be shared.

41. People to be told what happens to all their private and personal information. People want to know where it is kept and what happens to it.

42. People to be involved in what is written about them as much as possible. Help teams of the larger programs and services figure out how they can best involve people in the midst of supporting lots of people and the time issue challenges.

43. People to review their records at least twice a year. To either read it themselves or have staff read it to them. To include:

- Ensure the person understands what is written to the best of their ability.
- Ensure they can understand the language used and that what is written is respectful, mindful and meaningful.
- Regularly review with people what is written about them (the list) – people forget if they are not reminded regularly.

## The Community is aware of the universal rights of all people.

**What can Semiahmoo House Society do to help the community understand and be aware of the rights of all people?**

### Recommendations:

44. Increase education and learning to support efforts to help the community understand and be aware of the rights of all people.

#### Some Bright ideas for education and learning to support efforts to help the community understand and be aware of the rights of all people.

- Have classes, seminars, workshops, presentations, meetings – and invite the community and/or have them in the community.
- Make videos.

- Share information and stories on Social media – FB, Twitter, Instagram.
- Blogs and sharing stories. Create life stories and share them.
- Newsletter to community/public.
- Have an inclusive art show in South Surrey.

45. Increase education (people SHS supports, employees, families, supporters, public) regarding “Tips for respecting people who use wheelchairs.”

46. Focus education/awareness on the younger generation. (eg. in schools, colleges, universities)

47. Increase opportunities and practices to support efforts to help the community be aware of the rights of all people.

**Some Bright ideas to support efforts to help the community understand and be aware of the rights of all people.**

- Continue to support SAS projects, events and initiatives. Reassess if more funding or staff is needed.
- SHS to continue to address/advocate for community accessibility issues.
- Increase opportunities for people to contribute to their communities and help out in their communities more often.
- Include people with disabilities in all events and projects that SHS has.
- Keep helping people get jobs and volunteer positions that they like. When people have jobs and volunteer it helps people in community learn this stuff about people with disabilities.
- SHS and people to spend more time in the community.
- Do more things with other associations, organizations and government groups. Increase partnerships and presence: city hall, city of surrey, politicians, other Community Living organizations, etc.
- Increase volunteers for people who don't use words to communicate to enhance their lives and experiences.
- Have more reliable transportation to get people out in the world more so everyone has opportunities.

48. Have people from all programs, services and homes sign up to take on one of the ideas! Can be big or small. Get everyone involved. Make them fun.

49. For people who don't use words to communicate – explore opportunities to increase participation (if they want to) more often in Community Inclusion activities and events to raise awareness for others.

### ENDS 3 General Recommendations:

50. People suggested many of the ideas should be led by the Self-Advocates of Semiahmoo. SHS needs to be mindful that SAS cannot and should not do everything or take on everything. SHS needs to build capacity and sustainability all across the board – people from all programs, services and homes should be given the opportunity to take on some of these ideas and not only rely on SAS. Build in SAS mentor capacity/opportunities.

51. To develop a manual and offer a course/class that covers all areas of the ENDS in Chapters.

52. Intentionally and mindfully, ALL people SHS supports to be included and involved in recommendations and ideas. People who don't communicate with words and/or people who use wheelchairs are not as included and involved as other people.

53. Education opportunities for everyone – education and learning opportunities that people have who go to PD and Transitions expanded for people who don't go to PD or Transitions – what about people who don't go to PD or Transitions?

## What Next? ...

- The ENDS 3 Recommendation Committee to send a letter to Doug Tennant with the recommendations.
- Complete full report with recommendations by the end of January 2020 and review with Doug Tennant.
- Present report to the Board of Directors and organization in March, 2020.
- Roll out and act on recommendations from ENDS 3.



- Development of ENDS process based on feedback from consultation facilitators and an analysis of what has worked and not worked over the Ends 1, 2 and 3 consultations.
- Align learning from the ENDS consultation, Include Me and Strategic Plan.
- Develop a process to follow up and check in with how the organization is doing with the recommendations.

## Final thoughts...

It is important to honour the excellence of Semiahmoo House Society to be brave enough to commit to this radical change in how the organization plans their future direction. Even with hearing tough stuff that may create tension, uncertainty and disagreement...the willingness and integrity of asking and listening to people is the foundation of human services.

When we are "stunned" by what people tell us, listen and act on it...then meaningful change can happen. Is there anything more wonderful than being given some DIRECTIVES by the people the organization supports? 😊

**“Change begins with ourselves. To create a better world we must think and act differently. Each one of us can help bring about the world we want to see – a world where our diversity is cherished and our equality is respected.” – from the Citizen Network Website.**

## Addendums

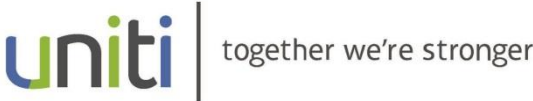
- ▶ Acquired Brain Injury Services

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



*An Inclusive Community Values all People*

Semiahmoo House Society  
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