

Ontario By-Name Lists 2023-2024

Housing Individuals with Higher Acuity



Land Acknowledgement

From coast to coast to coast, we acknowledge the ancestral territory of all the Inuit, Métis, and First Nations people that call this land home. We recognize the historic and ongoing impacts of colonization and are committed to decolonization of our systems and ongoing reconciliation, guided in our work by the United Nations Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, MMIWG Calls to Justice and the principles of empowerment and self-determination.

The Canadian Alliance to End Homelessness is committed to equity, dignity, justice and belonging. We are dedicated to serving equity-seeking communities as anti-racist, anti-oppressive and inclusive allies.

Agenda

10 min

Housekeeping and Updates

50 min

**Housing Individuals with
Higher Acuity: 6 Thoughts
for Increasing Housing
Retention & Improving
Quality of Service in Less
than an Hour**

Housekeeping

1. Today's meeting is being recorded:
 - The recording and PDF will be linked in the BFZ website
2. Please use the chat and/or raise your hand to ask questions throughout



Where to Find CoP Calls



Getting to Zero Track Our Progress **Resources** Get Involved About

FRANCAIS

DONATE

CHANGE PACKAGE

ONTARIO PORTAL

<https://bfzcanada.ca/>

BY-NAME LISTS

The information and resources here are intended to answer questions and support your community to develop and sustain a quality By-Name List on your journey to ending chronic and veteran homelessness.

Keep checking back here as we will be regularly updating materials and adding further resources.

What is a By-Name List?	⌵
10 Steps to Create and Use a By-Name List	⌵
By-Name List Scorecard 3.0 & Tools	⌵
Privacy, Consent and Data Sharing	⌵
Homeless Individual and Family Information System (HIFIS)	⌵
Sample By-Name List Excel Workbook	⌵
Sample Data Dashboards	⌵

Where to Find CoP Calls - cont.

10 Steps to Create and Use a By-Name List

Click on the box below to access the three-page **10 Steps to Create and Use a By-Name List** that provides you with the overall steps and links to further resources to help you develop, maintain and use a quality By-Name List. The webinar series below will walk you through the further details of the “10 Steps” and the community of practice presentations provide examples of how communities have created and use a By-Name List.

10 STEPS TO CREATE AND USE A BY-NAME LIST

16 pre-recorded webinars detailing the 10 Steps to create and use a By-Name List



GETTING STARTED WITH A BY-NAME LIST – WEBINAR SERIES

- Introduction to By-Name Lists (a 40 minute on-line course) – [access here](#) and use the key: BNLIIntro
- By-Name Lists – What and Why? – [Recording](#) (25 min) and [Presentation](#)
- 10 Steps to Create and Use a BNL – [Recording](#) (50 min) and [Presentation](#)

Links to CoP calls from 2021/2022 and 2022/2023 are now consolidated in these PDFs



GETTING STARTED WITH A BY-NAME LIST – ONTARIO COMMUNITY OF PRACTICE CALLS

- **Community of Practice Calls 2021-2022** – includes recordings and presentation PDFs for 24 calls focused on getting started with a BNL. Hear from communities both new and experienced with BNLS.
- **Community of Practice Calls 2022-2023** – includes recordings and presentation PDFs for 12 monthly calls focused on expanded BNL implementation and use of BNL data.
- **Community of Practice Calls 2023-2024** – includes recordings and presentations for monthly calls focused on maintaining and improving BNLS and connecting people with the services and supports they need.
 - Calls will begin again on July 14, 2023

New CoP calls for 2023/2024 are listed here



Upcoming CoP calls



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**What topic would you like the Feb 24th (2024)
Community of Practice call to focus on?**



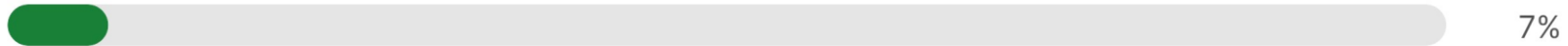
What topic would you like the Feb 24th (2024) Community of Practice call to focus on?

Multiple Choice Poll 15 votes 15 participants

Improving Data Integrity - 9 votes



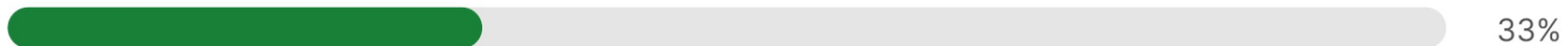
Building Sustainable Indigenous Partnerships - 1 vote



Child Welfare Partnerships - 0 votes



Sustaining Staff: Training & Engagement - 5 votes



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Are there any topics that we have not yet covered in a CoP that you would like discussed?



Are there any topics that we have not yet covered in a CoP that you would like discussed?

Open text poll 7 responses 6 participants



Anonymous

How to help high aquity people without supportive housing.



Anonymous

Encampments- balancing human rights and community backlash.



Anonymous

Rural solutions



Anonymous

How to better support justice involved persons



Anonymous

How to increase compliance



Anonymous

Integrated healthcare



Anonymous

How to continue with reduced funding commitments



Sign-up for the BFZ-C Newsletter

https://action.caeh.ca/sign_up

HOUSING INDIVIDUALS WITH HIGHER ACUITY

*6 Thoughts for Increasing Housing Retention and
Improving Quality of Service in Less than an Hour*



6 THOUGHTS

1. Practice impactful engagement
2. Understand & use motivational interviewing
3. Focus on active engagement, not passive engagement
4. Set the stage for contemplating even the smallest change
5. Ensure enough staff are adequately trained and practicing Recovery-Oriented, Housing-Focused Intensive Case Management
6. Expand supportive housing options through Community Housing or master leasing



**PRACTICE IMPACTFUL
ENGAGEMENT**

5 P'S OF IMPACTFUL ENGAGEMENT

Prepared

Present

Proximate

Patient

Professional



CORE COMPONENTS OF IMPACTFUL ENGAGEMENT

- Lead with empathy
- Avoid the “righting reflex”
- Listen to understand, not to reply
- Exercise radical acceptance



LEADING WITH EMPATHY

EMPATHY

Empathy is the ability to understand another person's experience and point of view; the act of perceiving, understanding, experiencing and responding to the emotional state and ideas of another person. Empathy is a vital skill that helps us to determine a participant's needs based on his/her/their unique experiences to efficiently & effectively provide services.

“Stepping into someone else's shoes” and recognising that experiences, perceptions and worldviews are unique to each individual enables us to better understand and build stronger relationships with the people we serve.

“If these shoes could talk...” – then listen.

Don't just step into someone else's shoes – step into someone else's pyjamas so you can understand their dreams.



EQUATING YOUR EXPERIENCES TO THEIRS IS NOT EMPATHY

Consider a situation where someone you are engaging shares that someone close to them has passed away.

That may make you immediately think of someone in your own life who passed away. And you may feel immediately compelled to share your experience.

Don't do that.

Your experience is not the same as theirs. **“Stepping into someone else’s shoes” doesn’t mean you already know what their shoes will feel like just because you have worn shoes before.**

All experiences are individual, and it is not about you.



AVOIDING THE “RIGHTING REFLEX”

RIGHTING REFLEX

Have you ever been talking with a friend and telling them your troubles and they immediately begin telling you what to do and what you need to “fix”?

This is the natural tendency to want to take the “positive” side of an argument and explain why someone “should” or “should not” do a certain behaviour.

We must be neutral.



ADVICE GIVING IS OFTEN PROBLEMATIC

Potential Problem of Advice Giving #1: the advice does not result in a particular action or outcome that the program participant thought (were under the impression of) they would realise. In these instances, it can create a dynamic where the program participant blames the professional that engaged with them. This can erode the relationship and foul the ability to explore service options with a program participant on any other matter going forward.

Potential Problem of Advice Giving #2: the advice results in a splendid outcome, perhaps even an outcome beyond the expectations of the program participant but can create an unhealthy relationship or a further reliance on the supporting professional going forward. In this scenario, the person being served decreases or stops independent thinking and problem-solving going forward.



**LISTEN TO UNDERSTAND,
NOT TO REPLY**

ASSUME YOU TALK TOO MUCH

If you are doing most of the talking, it may make you feel more in control (or even like you are helping more), but what you are really doing is inviting the person to disengage.

Impactful engagement isn't about you. It's about them. And if you are doing most of the talking, you are making it about you.



ASSUME YOU TALK TOO MUCH

The average human being can speak about 225 words per minute.

The average human being can listen to about 500 words per minute.

If you are doing the talking, the person you are engaging is going to fill in those other 275 potential words with other thoughts.

But if they are doing the talking and you are present in the moment and not distracted, the person you are trying to impactfully engage is going to feel a stronger connection. They will feel more in control. And they are less likely to be impacted by distractions because listening and talking at the same time in the same person is next to impossible



DON'T REPEAT YOURSELF

It is condescending.

If, for example, the person with whom you are trying to engage has made it clear they are not interested in trauma therapies, don't just keep repeating how much better/safer you think it would be if they would consider trauma therapies.



DON'T REPEAT YOURSELF

It is condescending.

Even the same slide, more or less, twice in a row. Is lame.

But it proves the point of how awful it is to repeat yourself.



**EXERCISE
RADICAL
ACCEPTANCE**

AFFIRM, BUT DON'T PARROT

"I hear you."

"Thank you for sharing."

"You have really deepened my understanding of..." (a situation, a feeling, a past experience, etc.)

Avoid things like, "What I heard you say is..." and then simply repeating everything you thought you heard them say.

Do not editorialize and do not pontificate and do not try to equate your experiences to theirs.



IT IS OKAY TO BE BRIEF

Engagements are best when they are **short enough to maintain interest**, but **long enough to cover the subject matter**.

Do not equate the length of a conversation to the value of a conversation.



“NONJUDGMENTAL” EASY TO STATE, DIFFICULT TO PRACTICE

People are experts in their own lives. If you don't believe that then you are standing in a place of judgment.

Your morality need not be their morality. Who people love, who they associate with, who they have sex with, whether they do drugs, what they spend money on, etc. – those may all be reflections of their morality, not yours.

If you do not value autonomy, you are less likely to have impactful engagements.



“NONJUDGMENTAL”

EASY TO STATE, DIFFICULT TO PRACTICE

Our efforts are aimed to helping people exit homelessness, not to live a life in accordance with your moral code.

Oh – and this can be hard to hear – **the values of the person you are engaging need not align to the values of the organization you work for or even your personal values.**

The values of your organization are intended to guide the work of your organization, they are not supposed to be an evangelization exercise.

The values of your own life are intended to guide your own life, not serve as the guide post to judge others against.



EMPOWER PEOPLE TO DESCRIBE THEIR OWN EMOTIONS & EXPERIENCES

Consider this scenario:

A person you have engaged is sharing their experience of people coming over and trying to take over their apartment by use of force.

You may first think of asking something like, “**Were you terrified?**”

But a better question would be, “**How did that make you feel?**”



UNDERSTAND & USE MOTIVATIONAL INTERVIEWING

MOTIVATIONAL INTERVIEWING “RULE”

R

RESIST telling people what to do:

Avoid telling, directing or convincing people about the path to change

U

UNDERSTAND their motivation:

Seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviors

L

LISTEN with empathy:

Seek to understand their circumstance, rather than solving it yourself

E

EMPOWER them:

Work with them to set achievable goals and to identify techniques to overcome barriers



“MASTER” MOTIVATIONAL INTERVIEWING

M EASURE	Your participant's willingness to change
A SSESS	Your participant's readiness for change
S TRENGTHEN	Your participant's importance to change by aligning to values, beliefs and goals
T RANSFORM	Your communication approach, having them outline their arguments for/against change
E XPLORE	Your participant's ambivalence
R EFRAME	Your participant's resistance in a constructive way



UNDERSTANDING MI

MI is an **intentional** conversation about change

MI is **person-centered**, respecting the autonomy of the individual as decision-maker

MI is **exploratory** in its inquiry, without purposely trying to create conflict

MI is **evocative** and through conversation seeks to call forth the person's own motivation and commitment

MI pays particular attention to **change talk**



UNDERSTANDING MI

Affirmation provides the fuel to keep on trying

When confidence is reinforced, people are more likely to maintain the action and move towards maintenance

The program participant is in control of the deliberations related to their decision making

When change slows, plateaus, or stops we need to reinforce that this is normal rather than judging the program participant



**FOCUS ON
ACTIVE ENGAGEMENT,
NOT PASSIVE ENGAGEMENT**

THE APPROACH TO ENGAGEMENT MAKES A DIFFERENCE

Passive engagement: waiting for the person to indicate to a worker what their needs and desires are

Active engagement: the worker intentionally asks about their needs and desires



THE APPROACH TO ENGAGEMENT MAKES A DIFFERENCE

Passive engagement: information is provided to the person on a need-to-know basis

Active engagement: the worker provides updates on a frequent basis, openly sharing relevant details about the support process, referrals, etc.



THE APPROACH TO ENGAGEMENT MAKES A DIFFERENCE

Passive engagement: the worker and system leaders are the experts

Active engagement: the worker and system leaders honour and get input from the person because they are seen as an expert in their own life



THE APPROACH TO ENGAGEMENT MAKES A DIFFERENCE

Passive engagement: a housing option is prepared for the person to consider

Active engagement: housing options are refined through conversation, unit viewings and deliberate dialogue about needs and preferences (and the difference between a need and a preference)



THE APPROACH TO ENGAGEMENT MAKES A DIFFERENCE

Passive engagement: telling the participant how to complete a task

Active engagement: completing a task with a participant to teach them how to undertake it successfully



**SET THE STAGE FOR
CONTEMPLATING
EVEN THE SMALLEST CHANGE**

KNOW YOUR PURPOSE

Yes, you should “meet the person where they’re at” but that doesn’t mean you should “leave them where they were”.

You are engaging to help solve a problem. The person is not the problem.

The problem could be something like overcoming barriers in navigating income supports, helping people overcome stigma or shame in order to engage with harm reduction services and education, helping a person access health care who otherwise is not using health care, etc.

If you don’t know what problem you are trying to solve, you may be very busy but not effective. You may have plenty of conversations without a defined focus or goal. You may be fooled into thinking connection and conversation and trust is the outcome instead of what change the person is able to make in her/their/his life as a result of the connection, conversation and trust.



THE CATERPILLAR & THE BUTTERFLY

We live in a society that loves butterflies, but forgets they were ever caterpillars.

We must understand the sensitivity and privilege of helping people engage in their own personal metamorphosis. This can include things like providing encouragement, and when asked, sharing knowledge and helping access resources.

Like the caterpillar, engaging in change can be an uncomfortable but necessary part of survival. **We need to embrace the responsibility of being present in the lives of others as they contemplate change. The engagement is not transactional – it is transformational.**

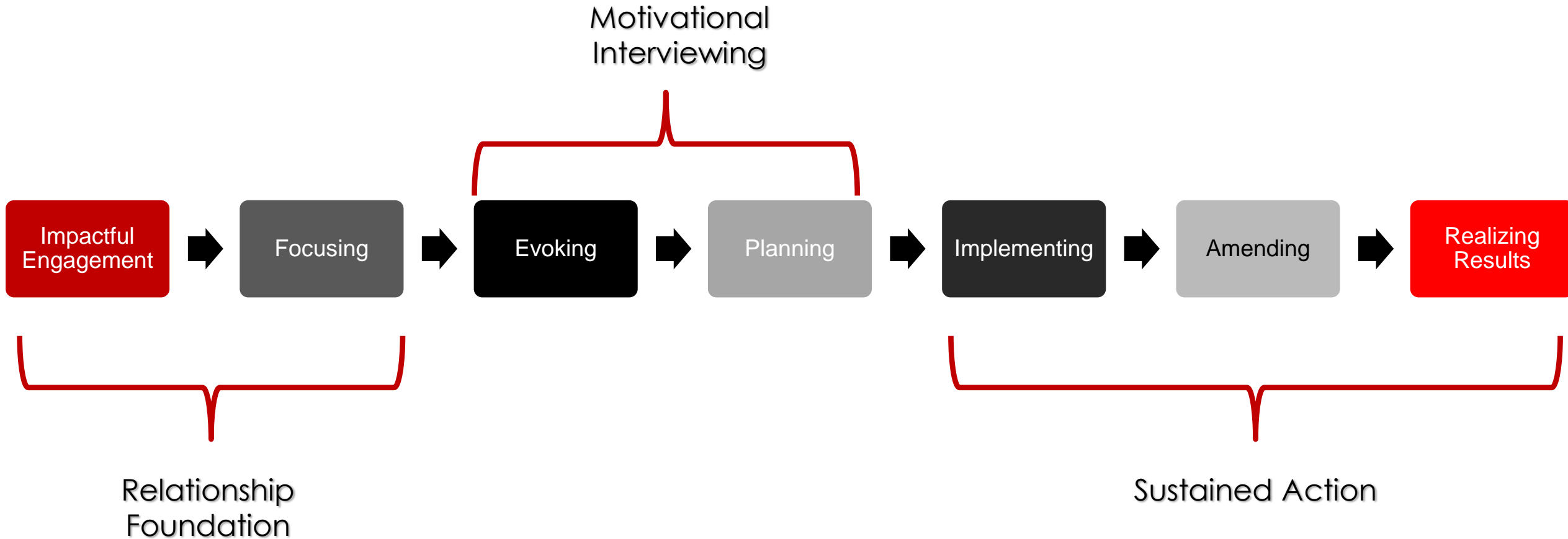


IT ISN'T "ALL OR NOTHING"

The smallest change a person commits to attempt is more important than the biggest change they identify but never try.



CONTINUING MOMENTUM THROUGH A CHAIN OF EVENTS



**ENSURE ENOUGH STAFF ARE
TRAINED AND PRACTICING
RECOVERY-ORIENTED,
HOUSING-FOCUSED INTENSIVE
CASE MANAGEMENT**

THE MODEL IN A NUTSHELL

PHASE: *Housing Stabilization*

TIMING: Months 1-3

PURPOSE: Provide specialized supports for the transition from homelessness to housing.

ACTIVITIES: The core activities include:

- Home visits, often multiple times per week
- Securing basic needs
- Enhancing personal safety
- Planning for crises
- Establishing a preliminary budget
- Provide direct supports
- Mediate conflicts
- Helping to establish and reinforce boundaries, especially as it relates to visitors



THE MODEL IN A NUTSHELL

PHASE: *Support Planning and Action*

TIMING: Months 4-16

PURPOSE: Setting goals, identifying tasks and accountabilities and timelines for task and goal completion, as well as building connections to other community resources and mainstream resources.

ACTIVITIES: The core activities include:

- Home visits, usually weekly in months 4-12 and gradually becoming once every two weeks from approximately months 13 through 16
- Goal setting and planning actions to realize goals
- Making referrals to other organizations and navigating the system of care
- Accompanying to appointments if/when appropriate
- Enhancing meaningful activities and social occupation
- Increasing and/or stabilizing the social network



THE MODEL IN A NUTSHELL

PHASE: *Self-Awareness & Self-Management*

TIMING: Months 17-20

PURPOSE: Help the program participant reflect on progress and skills development, taking initiative, and, setting and realizing goals.

ACTIVITIES: The core activities include:

- Home visits every 2-4 weeks
- Inventory of skills
- Trouble-shooting community connection difficulties
- Planning for exit from intensive supports
- Setting goals and taking action aligned to the goal, independent of supports



THE MODEL IN A NUTSHELL

PHASE: *Monitoring & Exit*

TIMING: Months 21-24

PURPOSE: Wind down services delivered by the case manager while ensuring community and mainstream connections remain intact.

ACTIVITIES: The core activities include:

- Update and implement exit plan
- Transfer of care meetings and case conferences



**EXPAND SUPPORTIVE
HOUSING OPTIONS
THROUGH COMMUNITY
HOUSING OR MASTER
LEASING**

DON'T WAIT FOR PURPOSE BUILT PSH

While there are a lot of great aspects of purpose-built permanent supportive housing, most communities cannot wait for that to come to fruition at scale.

Examine existing housing stock for opportunities to have housing that is affordable, with:

- Site-based services 24/7
- Intensive supports
- Assistance with guest management
- Property management services



COMMUNITY (SOCIAL) HOUSING CAN BE AN OPTION

Affordability is baked into community housing.

“Urgent homelessness” category is used in some jurisdictions to prioritize people experiencing homelessness for vacancies

It is possible to do it as an entire building or as a wing or floor of a building.

DSSMSSAB is an example where this has been done well.



MASTER LEASING CAN BE AN OPTION

Master leasing can allow for a subsidy to increase affordability.

This strategy has been used as part of Housing First programs for decades.

It is possible to go with a scattered site approach or an entire building.

Los Angeles City and County is a good example where this is starting to happen at scale.






THANK YOU!

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Thank You

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