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SOCIAL INTEGRATION SERVICES

ORGANIZATION GUIDE

Québec ✦✦

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ORGANIZATION GUIDE

June 1997

Direction de la formation générale des adultes

Foreword

The Direction de la formation générale des adultes is proud to present the *Organization Guide* and *Program of Studies* for Social Integration Services (SIS) for two special reasons. First, because the DGFA has had the pleasure of receiving competent and generous cooperation from the schools of Québec in preparing these documents. Secondly, the program of study comes at a time when the specific populations served by the DGFA are increasingly demanding appropriate responses to their specific needs. It is also worth noting that as society becomes more sensitive to these specific needs, it tends to offer a range of services, allowing the school to carry out its educational mission in a way that complements the other services.

In this spirit we present this *Organization Guide,* which comes with a complete program and focuses on certain essential elements. The *Organization Guide* and *Program of Studies* for social integration services will enable you to offer all social integration services immediately.

I would like to conclude by thanking everyone who contributed to producing this document, in particular Lise Chevrier-Doucet of the Commission des écoles catholiques de Montréal (CECM) and Marcel Landry of the Direction de la formation générale des adultes (DFGA), who have been working together since 1986 to establish a cooperative relationship of the highest quality between the partners.

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Ministère de l'Éducation

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Introduction

The *Social Integration Services (SIS) Organization Guide* is designed for management, counselling, and teaching personnel. It contains the essential information for organizing SIS. It does not repeat information included in other official documents put out by the ministère de l'Éducation.

The guide begins by describing the organization of SIS within a specific program: the SIS program. Then, basic information on implementing the program is provided: outline of the program in table form, choice of instructional materials, five criteria for admission of adults to the program, and preparing the adults to transfer their learning to their own environment.

The guide then provides information to help in establishing cooperation with partners, which is part of implementing the program, and carrying out summative evaluation of learning. Finally, the guide provides guidelines on the particular skills of teachers assigned to the SIS program.

This *Organization Guide* thus complements the *SIS program* by describing how to set up and run social integration services.

1. The organization of social integration services

1.1 The purpose of social integration services

Section 10 of the *Basic school regulation respecting educational services for adults in general education* defines the purpose of SIS as follows:

> Social integration services are designed to enable an adult who is experiencing adjustment difficulties of a psychological, intellectual, social or physical nature to gain access to individualized learning that fosters the acquisition of basic skills to prepare him for his activities and role in society and, where applicable, the pursuit of further studies.[1]

The organization of SIS is thus characterized by a comprehensive approach centred on the adults in interaction with their environment, an approach that takes into account all the dimensions of the adults' lives.

1.2 The provision of social integration services within the Social Integration Services program

The SIS program determines the teaching/learning content provided in SIS.

Implementation of the SIS program requires the organization of models and mechanisms for cooperation and sharing of responsibilities between the school board, the adult, and the partners in order to provide the appropriate guidance and support for the adults in their social integration learning process. Because of their difficulties, these adults need help from partners in choosing and applying their learning and transferring it to their own environments. This subject is dealt with in section 2.2 of the SIS program.

Implementation of the SIS program is also based on a close relationship with support services and enrollment and referral services. Joint action by the SIS and other services will ensure that the adults receive proper guidance appropriate for their difficulties.

Finally, implementation of the SIS program may be associated with programs in other instructional services, but the overall objective and general objectives of the SIS program must be respected.

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[1] R.S.Q., c. I-13.3, O.C. 732-94.

2.   **Implementation of the Social Integration Services program**

2.1   **Outline of the Social Integration Services program**

The SIS program is outlined in Table 1.

2.2   **The choice of instructional materials**

The appropriate instructional materials for implementing the SIS program consist of real, authentic, concrete, practical documents and items related to the autonomous and functional exercise of the adults' social roles.

2.3   **Admission of adults to the Social Integration Services program**

Adults are admitted to the SIS program on the basis of criteria described in section 3 of the program. A summary of these criteria is shown in Table 2.

Note: Admission of an adult to the SIS program does not take place because of a disability and the handicap associated with it, but rather on the basis of the social difficulties and disadvantages experienced by the person.

However, the adults' disabilities are taken into account in the formation and teaching of the classes.

2.4   **Formation of classes**

Classes are formed on the basis either of similar personal characteristics related to disabilities, difficulties, or social disadvantages, or of compatible learning needs in relation to a field of skills or a learning theme.

2.5   **Preparing the adults to transfer their learning to their own environments**

This question is covered in section 6 of the SIS program.

Preparation of the adults is based specifically on:

– the choice of appropriate learning objectives according to a list established by the student and the teacher (see section 5.2.4 of the program)
– the use of a variety of environments for learning (the customary learning environments and the students' own environments)
– the use of field 2 of generic skills, preparation for the transfer of learning, which is a necessary part and culmination of all the fields of skills used by the adults.

Field 2 is used to help the adults prepare to later transfer their learning to their own respective environments.

In field 2, a distinction is made between the preparation for transfer, which is the focus of this field, and the transfer itself, which is outside the field.

The preparation for the transfer is the shared responsibility of the adults and the school board; it involves practice supervised by the teacher, while the transfer as such is the adults' responsibility, with the support of their respective environments.

It is characteristic of the SIS program that the preparation for transfer consists of learning activities, although these activities may take place, where necessary, in the field or even the adults' environments.

In practice, the learning activities are considered and treated as field placements.

While the transfer of learning to the adults' own environments takes place out of the teacher's presence, the school board still has the responsibility to obtain the cooperation of the partners, especially in getting information on the results of the transfer of learning to the adults' environments. This makes it possible to be sure that the learning process has been completed.

In summary, preparing for transfer of learning is an integral part of the teaching/learning process; it has the same characteristics and requires the same rigour as any other andragogic activity and thus it is essential that it take place under conditions favourable to the success of the process. Furthermore, preparation must be supported by the organization of cooperation and sharing of responsibilities with the partners. This subject is covered in section 3.

Table 1
Outline of the Social Integration Services program

AIMS:
1. To provide adults with training that will allow them to integrate into society: social integration training.
2. To provide appropriate guidance and support for the adults in their social integration learning process through contributions by partners.

GUIDING PRINCIPLES:
1. A situation involving interaction between the adults, their own respective environments, and the exercise of their social roles.
2. The setting up of a process for solving concrete, immediate problems using reality-based learning.
3. Respect for the adults' characteristics and styles and those of their environments.
4. The acquisition and development of varied, numerous, multidimensional individual capacities for social integration by the adults.
5. An approach that enables adults to learn to learn, to learn to integrate, and to use their learning.
6. Reliance on support provided by partners with connections to the adults' respective environments.

OVERALL OBJECTIVE: To allow adults to have access to a series of objectives appropriate to their social integration plans, their individual situations, and their ways of learning. **SPHERES OF LIFE:** – personal life – school life – social life – work life **FIELDS OF SKILLS:** – fields of generic skills – fields of specific skills Field 2 of generic skills, preparation for transfer of learning, is a necessary part and culmination of all fields of skills used by the adults. **TWO-PART LEARNING MENU** **FOR EACH FIELD OF SKILLS:** – part A: minimal autonomy – part B: functional autonomy The learning themes, terminal objectives, skills indicators, and suggestions for activities are described for each part. **OBJECTIVES THE STUDENTS MUST WORK ON** **FOR A GIVEN PERIOD**	**FIELDS OF GENERIC SKILLS** **AND GENERAL OBJECTIVES:** 1. **Problem-solving skills (parts A and B):** To acquire the ability to use problem-solving strategies. 2. **Preparation for transfer of learning (parts A and B):** To acquire the ability to transfer their learning to their own environments. 3. **Communication skills (parts A and B):** To acquire communication skills that enable them to interact socially. 4. **Personal and social skills (parts A and B):** To acquire personal and social skills that allow them to interact socially. 5. **Instrumental mathematical skills (parts A and B):** To acquire the ability to use mathematical instruments. 6. **Psychomotor skills (parts A and B):** To acquire psychomotor skills.	**FIELDS OF SPECIFIC SKILLS** **AND GENERAL OBJECTIVES:** 7. **Management of daily life (parts A and B):** To acquire the ability to organize their daily life. 8. **Domestic skills (parts A and B):** To acquire the ability to keep their clothes and living quarters clean and neat. 9. **Family skills (parts A and B):** To acquire skills that foster family relationships. 10. **Work skills (parts A and B):** To acquire skills related to manual work. 11. **Sexuality (parts A and B):** To acquire the ability to take responsibility for their sexuality. 12. **Diet and personal care (parts A and B):** To acquire the ability to take care of their health, personal hygiene, and diet. 13. **Use of community resources (parts A and B):** To acquire the ability to use the resources of the community.

Table 2
Five criteria for admission of adults to the Social Integration Services program

1. **Continuing serious difficulties in learning and social adjustment:**

   – causing social disadvantages that limit them in pursuing their studies and fulfilling their social roles

   – giving them a record unsuited for other instructional services with the exception of orientation services

   – necessitating guidance and support by partners in their own environment

   Difficulties in learning and social adjustment experienced by adults result from disabilities caused by impairments, or other limitations. These difficulties cause marked disadvantages, or handicaps, for the adults.

Impairment or psychosocial limitation	⇒	Disability	⇒	Difficulty	⇒	Social disadvantage Handicap

2. **Suitability for teaching/learning and an approach favouring group work:**

   The following are examples of characteristics required:

   – behaviour that does not pose a danger to themselves or others

   – sufficient awareness and self-awareness to undertake a learning process

   – sufficiently good health to attend class regularly

   – autonomy with respect to basic personal hygiene

   – the use of physical, technical, or electronic means to compensate for limitations to physical mobility, including, where necessary, help by an attendant

   – sufficient cognitive abilities and skills to acquire significant learning in a classroom context (e.g., answering to their names, showing some ability to pay attention, ability to follow simple instructions, short-term memory)

3. **Learning needs in the realm of everyday living and the autonomous functional ability to fulfil their social roles**

4. **Commitment to becoming socially integrated**

5. **Appropriate guidance and support in their learning process by partners with connections to their own environments**

3. **Organization of cooperation and sharing of responsibilities with partners**

    3.1 **Networks the partners belong to**

    Cooperation and sharing of responsibilities between the school board, the adults, and the partners is based on a model designed to provide appropriate guidance and support for the adults in their social integration learning process. See section 2.2 of the SIS program.

    The partners who guide and support the adults generally belong to the following networks: natural or foster family, volunteers or friends, and government institutions and community groups.

    The adults' situations, the nature of their needs, and the characteristics of their own environments determine the appropriate network.

    3.2 **Establishment of mechanisms of cooperation and sharing of responsibilities**

    Table 3 shows the basic information for establishing mechanisms of cooperation and sharing of responsibilities with the partners' networks in relation to the adults' situations.

    Table 4 shows some of the mechanisms of cooperation and sharing of responsibilities with the partners' networks.

Table 3
Basic information for establishing cooperation and sharing of responsibilities
with partners

Networks partners belong to	Adults' situations	Types of partners	Special aspects of cooperation and sharing of responsibilities	Place generally used for learning
Natural or foster family network	Living with their natural or foster families, with or without the services of social workers	Fathers, mothers, other family members, or foster parents	Agreements with the family member or other person involved	Adult education centre
Network of volunteers or friends	Living with their natural or foster families, in residences, or in their own apartments Difficult or non-existent family relations because of their situation Families unwilling or unable to be involved in the environments in which the adults are learning to fulfil their social roles	Volunteers or friends of the adults' acquaintance connected with their own environments	The clearest possible agreements, written or unwritten, with the volunteers or friends Support as needed, less consistent than in the case of family members; less direct involvement in the adults' process of social integration	Adult education centre
Government institutions	Attendance at institutions belonging to the health and social services or justice network	Professionals or technicians on staff: educators, psychologists, psycho-educators, nurses, rehabilitation workers, etc.	Service contracts between the school boards and the institutions whose staff members are providing guidance and support to the adults, use of emergency resources in crises, and mechanisms for regular communication	The institution involved or the adult education centre, depending on the adult's ability to function appropriately in the latter
Community organizations	Affiliation with non-profit organizations for adults with social adjustment difficulties	Volunteers, professionals, or other persons representing the organization	Service contracts between the school boards and the institutions whose staff members are providing guidance and support to the adults, use of emergency resources in crises, and mechanisms for regular communication	The organization, in the case of adults who have serious difficulties functioning in an adult education centre

Table 4
Examples of arrangements for cooperation and sharing of responsibilities
between school boards and partners

Before the adults take part in the Social Integration Services program	Contributions by partners	Contribution by the school board in relation to the partners		
		Natural or foster family network Network of volunteers or friends	Government institution	Community organization
– Analyze the adults' needs, abilities, disabilities, and difficulties	– Communicate their observations on the adults' abilities and difficulties in learning and social adjustment	– Organize meetings with the adults and: • the parents or family members, or • the volunteers or friends	– Organize meetings with the adults and the partners designated by the institutions; propose alternative arrangements when the adults have difficulty participating	– Organize meetings with the adults and the partners designated by the organizations
– Help the adults establish social integration plans based on their goals	– Communicate their expectations, priorities, and possibilities with respect to the establishment of social integration plans based on the adults' social integration goals	– Communicate the social integration plans to: • the parents or family members, or • the volunteers or friends	– Communicate the social integration plans to the partners designated by the institutions	– Communicate the social integration plans to the representatives of the organization
– Establish arrangements for cooperation and sharing of responsibilities with the partners, with the adults' cooperation	– Define concrete measures to support the adults during training and transfer of learning – Agree on mechanisms for exchanging information on the transfer of learning as a means of testing the effectiveness of the training methods	– Organize meetings with the adults and: • the parents or family members, or • the volunteers or friends	– Organize meetings with the adults and the partners designated by the institutions; propose alternative arrangements when the adults have difficulty participating	– Organize meetings with the adults and the resource persons designated by the organizations

Table 4 (cont'd.)
Examples of arrangements for cooperation and sharing of responsibilities
between school boards and partners

While the adults take part in the Social Integration Services program	Contributions by partners	Contribution by the school board in relation to the partners		
		Natural or foster family network	**Government institution**	**Community organization**
		Network of volunteers or friends		
Preparation for transfer of learning – Acquire skills in the learning environment and the adults' own environments	– Facilitate conditions for learning in the adults' own environments through concrete supportive actions	– Communicate information on the adults' lists of objectives to work on during a specific period to: • the parents or family members, or • the volunteers or friends	– Communicate information on the adults' lists of objectives to work on during a specific period to the resource person from the institution who is responsible for supervising follow-up and monitoring transfer of learning	– Communicate information on the adults' lists of objectives to work on during a specific period to the partner from the organization
– Use field 2, preparation for transfer of learning, in close relation with field 1, problem-solving skills	– Facilitate conditions for preparing for transfer of learning to the adults' own environments through concrete supportive actions: before the field placement, during the supervised field placement, and during the independent field placement	– Communicate regularly with the parents, family members, volunteers, or friends to monitor the adults' learning and provide formative evaluation of the support given	– Communicate regularly with the resource person from the institution on the follow-up and formative evaluation of the support given to the adults by the resource person responsible for supervision	– Communicate regularly with the partner from the organization on the follow-up and formative evaluation of the support given to the adults by the partners
	– Depending on the specific case, change or encourage the adults to change the conditions of their situation or their environment to enable them to apply the skills acquired	– Advise the parents, family members, volunteers, or friends on the adults' living situations and conditions, etc.	– Advise the resource person from the institution on arrangements concerning the adults' living conditions, residence, etc.	– Advise the resource person from the organization on arrangements concerning the adult's living conditions, residence, etc.

4. Evaluation of learning and certification of studies

4.1 Types of evaluation of learning

The purpose of the evaluation of learning is both to help the adults in their learning and to provide the school board with the data needed for the granting of local official documents.

In order to achieve these aims, the school boards implement three types of evaluation:

– evaluation for admission purposes (not for purposes of classification)

– formative evaluation, which is extremely individualized and includes diagnostic evaluation (does not constitute an end-of-course or end-of-program report or attestation of learning)

– summative evaluation, which constitutes an evaluation of learning for purposes of attestation of learning and the possibility of pursuing further studies

While evaluation for admission purposes is, strictly speaking, the school board's responsibility, the ministère de l'Éducation can provide the boards with an instrument for doing it.

Formative evaluation is part of the teaching process related to learning. It should therefore support and guide decisions on the choice of learning contexts and teaching materials and methods. It is carried out by teachers in accordance with policies set by the school boards.

4.2 Summative evaluation of learning

For purposes of summative evaluation, the Ministère prepares and makes available to the schools and school boards a definition of the domain of the examination for each course. The preparation of examinations (written, oral, or practical, depending on the needs) for purposes of summative evaluation of learning and certification of studies is a local responsibility for the SIS program. Please consult the DFGA document entitled *Plan triennal : Responsabilités de la DFGA tenant compte des conditions d'obtention du diplôme d'études secondaires inchangées, 2 avril 1996.*

4.3 Attestation of learning and certification of studies

The adults' learning is certified by the school board and does not appear on the transcript issued by the Ministère. A local attestation may confirm the adults' learning in the SIS program.

Generally speaking, certification of studies for students in SIS is carried out in accordance with the customary rules, as described in *the Guide de gestion de la sanction des études en formation générale des adultes.*

5. **Particular skills of teachers in the Social Integration Services program**

Qualified teachers assigned to the SIS program must demonstrate special skills related to teaching social integration to adults with learning and social adjustment difficulties. The following are examples of such abilities:

– to identify the impairments, disabilities, abilities, difficulties, and handicaps of the adults to whom the services are offered

– to adapt teaching to the characteristics and needs of the adults enrolled in the program

– to apply the project method of teaching, individually or collectively

– to apply a reality-based teaching method whose purpose is to facilitate the transfer of learning to the adults' environment as quickly as possible

– to deal with learning and social adjustment problems by remedying or compensating for them

– to use specific methods to promote the transfer of learning

– to establish and maintain relationships with partners in other organizations

In addition to demonstrating these specific skills, the teachers should show the following qualities to a high degree:

– social awareness

– genuineness and openness

– generosity and sharing

– team spirit

– creativity in teaching

– acceptance of and respect for other people

– interest in research and professional development

Appendix

Codes for fields of skills in the Social Integration Services program

Field of skills	French code	English code
1. Problem-solving skills (part A)	FIN-Z-001-0	SIE-Z-001-0
Problem-solving skills (part B)	FIN-Z-002-0	SIE-Z-002-0
2. Preparation for transfer of learning (part A)	FIN-Z-025-0	SIE-Z-025-0
Preparation for transfer of learning (part B)	FIN-Z-026-0	SIE-Z-026-0
3. Communication skills (part A)	FIN-Z-003-0	SIE-Z-003-0
Communication skills (part B)	FIN-Z-004-0	SIE-Z-004-0
4. Personal and social skills (part A)	FIN-Z-005-0	SIE-Z-005-0
Personal and social skills (part B)	FIN-Z-006-0	SIE-Z-006-0
5. Instrumental mathematical skills (part A)	FIN-Z-007-0	SIE-Z-007-0
Instrumental mathematical skills (part B)	FIN-Z-008-0	SIE-Z-008-0
6. Psychomotor skills (part A)	FIN-Z-009-0	SIE-Z-009-0
Psychomotor skills (part B)	FIN-Z-010-0	SIE-Z-010-0
7. Management of daily life (part A)	FIN-Z-011-0	SIE-Z-011-0
Management of daily life (part B)	FIN-Z-012-0	SIE-Z-012-0
8. Domestic skills (part A)	FIN-Z-013-0	SIE-Z-013-0
Domestic skills (part B)	FIN-Z-014-0	SIE-Z-014-0
9. Family skills (part A)	FIN-Z-015-0	SIE-Z-015-0
Family skills (part B)	FIN-Z-016-0	SIE-Z-016-0
10. Work skills (part A)	FIN-Z-017-0	SIE-Z-017-0
Work skills (part B)	FIN-Z-018-0	SIE-Z-018-0
11. Sexuality (part A)	FIN-Z-019-0	SIE-Z-019-0
Sexuality (part B)	FIN-Z-020-0	SIE-Z-020-0

12.	Diet and personal care (part A)	FIN-Z-021-0	SIE-Z-021-0
	Diet and personal care (part B)	FIN-Z-022-0	SIE-Z-022-0
13.	Use of community resources (part A)	FIN-Z-023-0	SIE-Z-023-0
	Use of community resources (part B)	FIN-Z-024-0	SIE-Z-024-0