

Program of Study

Social Integration Services (Addendum)

Field 14 : Parenting Skills

December 2005



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Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

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PRODUCTION TEAM

We would like to thank everyone who contributed to producing this document, in particular Odette Dion, Josée Martin and Bernard Terrisse. The *Social Integration Services* program (1998 version) now has a new field of skills. This 14th field, called *Parenting skills*, is addressed to adults wishing to acquire more skills in order to be in a better position to assume their parenting role.

We hope that the content associated with field 14, *Parenting skills*, will be well received by the various partners in the education sector.

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INTRODUCTION

The content associated with this new field of skills, called *Parenting skills*, is presented in the form of an addendum to the *Social Integration Services* (SIS) program. This 14th field has been added to the existing 13 fields in the *Social Integration Services* program, which was published in 1998. This new field of skills includes eight learning themes. Each learning theme features terminal objectives, skills indicators and suggestions for activities.

The main responsibility of adults who are parents is to bring up their children and help them adjust to the cultural, physical, social and economic context of which they are a part so that they can fully assume their role as adults in society. Naturally, these adults must be sufficiently autonomous to take on such a responsibility. Accordingly, the content associated with field 14, *Parenting skills*, is designed for those adults who have already acquired functional autonomy.

Most parents need to feel respected and supported in their role. Some of the more vulnerable parents are aware that certain conditions are more conducive than others to the development and education of their children. These are the parents who will benefit the most from the *Parenting skills* field. The content associated with this field is based on *La taxonomie des objectifs d'éducation et de soutien parental (TOESP)* (Terrisse, 1997). Training related to the parenting skills described in this field is intended to help parents fulfill their role in educating their children. Its objective is to help them better harness the educational resources available to them, to develop their sense of educational competence, and to organize and use the educational resources in their environment. It is based on the study and analysis of:

- the abilities, attitudes and practices of the parents enrolled in this course
- the effects of these abilities, attitudes and practices on the behaviour and learning of their children
- the variables that characterize the setting in which they exercise their role as parents

Three personality components are targeted in parents:

- the cognitive component, including metacognition (acquisition of knowledge and reflection on the processes involved in this acquisition)
- the socioaffective component (relations with others, self-esteem, expression of feelings)
- the sociobehavioural component (the learning of practices)¹

Among the attitudes that foster this teaching-learning process are openness and an interest in the realities and viewpoints of others. Thus, little by little, an attitude of mutual help is developed among the participants as well as with partners, including the instructor.

Each person, including the social integration worker, recognizes the importance of mutual respect and considers everyone involved in the process as having relevant knowledge and experiences to share. This attitude of respect is based on a feeling of equality on the human level, regardless of differences in sociocultural and professional status.

1. B. Terrisse, *La taxonomie des objectifs d'éducation et de soutien parental*, Saint-Sauveur, Éditions du Ponant, 1997, p. 4.

1 HISTORY

1.1 The *Social Integration Services* program

The SIS program is the end result of a lengthy collective effort made in the school boards of Québec, with a view to responding to the training needs of adults who have persistent and significant learning and adjustment difficulties of a psychological, intellectual, social or physical nature.

In the early 1990s, the Direction de la formation générale des adultes (DFGA) of the Ministère de l'Éducation (MEQ) created *Social Integration Services* under the *Basic Adult General Education Regulation*. Section 9 of the *Basic School Regulation* defines the purpose of SIS as follows:

"Social integration services are designed to provide adults experiencing adjustment difficulties of a psychological, intellectual, social or physical nature with access to individualized learning that will enable them to acquire basic social skills and will prepare them for further studies, if they wish to do so."²

A SIS program was then developed, taking into account existing programs, various approaches, and the results of research. Working groups made recommendations on the structure, content and formulation of the program. Many experts also contributed to the development of fields of skills related to their areas of expertise. The program was tested by more than 20 school boards. This combined effort ensured the reinvestment of local innovations, in particular those related to the acquisition and development of skills required to prepare the adults to transfer their learning to their own environments. In this regard, the partners are part of the education process.

From 1997 to 1999, a large percentage of the people registered for Social Integration Services in adult education centres suffered from intellectual impairments or mental health problems. Since then, other groups of adults considered to be at risk or vulnerable have benefited from these services:

- Immigrants
- People in crisis situations (e.g. violence, abuse)
- People with a substance abuse problem (e.g. alcohol, street and prescription drugs)
- Young people
- Homeless people (with no fixed address)
- Convicts and ex-convicts
- Young parents
- Parents and grandparents

2. R.S.Q., c. I-13.3, O.C. 652-2000.

1 HISTORY (cont.)

1.2 Field 14: *Parenting skills*

These changes in the adult groups, together with new realities and new needs in social integration, led players in the field of adult education to make adjustments in the services they offer. They have therefore explored and implemented innovative ways to ensure the success of the training plan for these new groups. In this context, the Direction de la formation générale des adultes was given the mandate to enrich the *Social Integration Services* program by adding learning content aimed at developing parenting skills. Work in this area began in 2000-2001 and the results of this work were validated in the summer of 2005.

2 AIMS OF THE SIS PROGRAM AND OF THE *PARENTING SKILLS* FIELD

2.1 The *Social Integration Services* program

The aim of this program is to provide:³

- **Training that will allow the adults to integrate into society: social integration training.**

This means fostering the optimal development of individuals' functional skills that are required in the course of everyday life. Social integration is a complex operation leading to the exercise of adult social roles, in their concrete, functional aspects, with respect to the spheres of personal, social and school life, and with respect to work. This operation is complex for the following reasons:

- it acts on an interactive system, an "ecosystem" that includes adults who have learning and adjustment difficulties, as well as their own respective environments where these social roles are exercised
 - it is part of a continuum of life
 - it must take into account multiple dimensions related to the adults and their own environments
 - it involves varied, numerous, multidimensional, individual conditions for exercising their social roles
- **Appropriate guidance for the adults in their social integration learning process through contributions by partners.**

The outside partners supplement the teaching activities of the program through their activities in guiding and supporting the adults during their learning. In this way they facilitate the adults' education process and help them transfer their learning to their own respective environments: their families, communities, workplaces and educational institutions.

3. MEQ, DFGA, *Social Integration Services, Program*, June 1998, pp. 15-18.

2 AIMS OF THE SIS PROGRAM AND OF THE *PARENTING SKILLS* FIELD (cont.)

2.2 The *Parenting skills* field

The *Parenting skills* field is part of the aims of the *Social Integration Services* program. Thus, the general objective of field 14 is to help adults acquire the skills they need to fulfill their parental responsibilities. This objective applies to the personal and social spheres of life. "A sphere of life represents a dimension in the life of an adult that permits the grouping of the fields of skills (...)"⁴

Field 14 consists of eight learning themes:

- Physical and psychological health
- Legal responsibilities
- Family planning
- Support and supervision of the child
- Conflict situations
- Academic success
- Coping with separation, loss or grief
- Cases of abuse, violence, substance abuse and other types of addiction

Each theme features terminal objectives, skills indicators and suggestions for activities.

2.3 Target group

The *Parenting skills* field is addressed to anyone who is enrolled in adult education and who wishes to develop functional autonomy (Part B of the program) and not minimal autonomy (Part A of the program). It is useful to remember that functional autonomy results from "the mastering of complex skills in order to exercise social roles"⁵ while minimal autonomy results "from the use of simple skills in the exercise of activities related to personal survival."⁶

The *Parenting skills* field is addressed to adults who periodically experience major difficulties in exercising their role as parents.

4. MEQ, DFGA, *Social Integration Services Program*, June 1998, p. 31.

5. MEQ, DFGA, *Social Integration Services Program*, June 1998, p. 33.

6. MEQ, DFGA, *Social Integration Services Program*, June 198, p. 33.

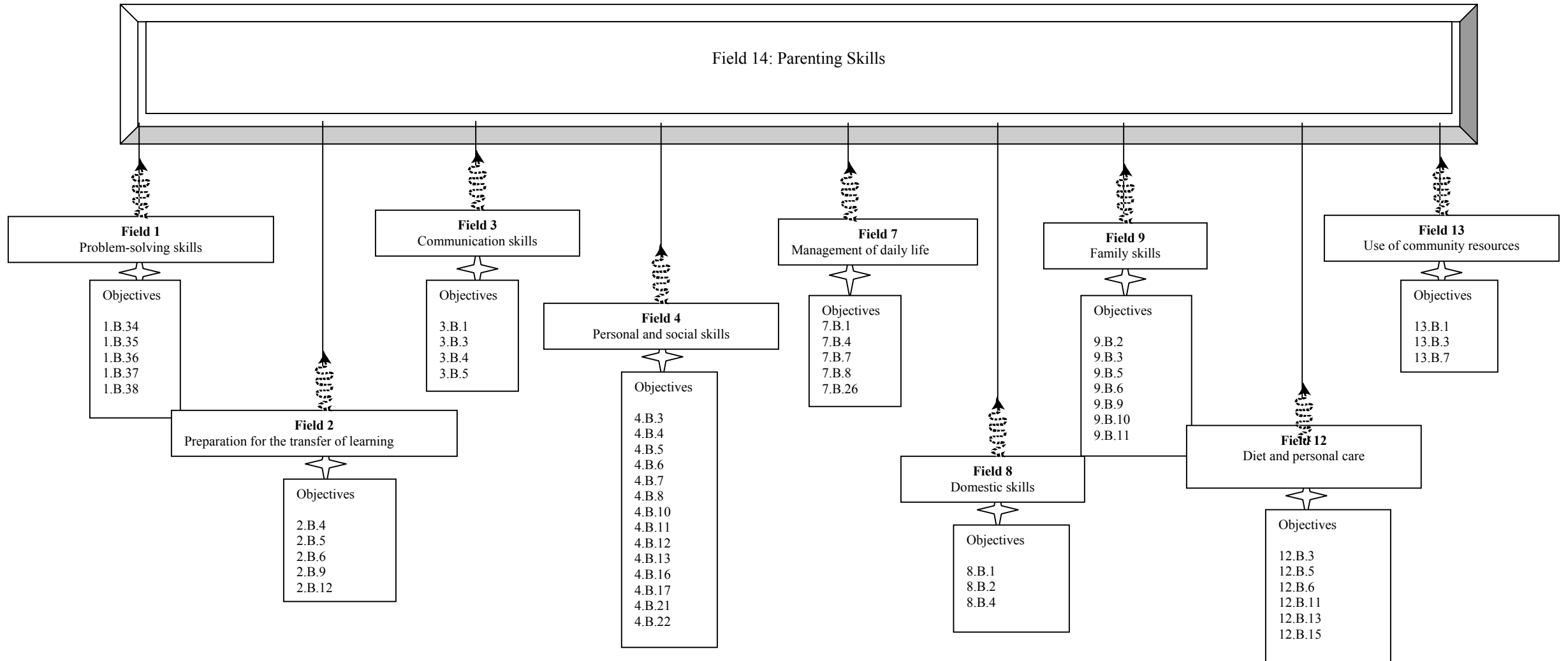
3 GUIDING PRINCIPLES

The guiding principles of the *Parenting skills* field are the same as those of the *Social Integration Services* program:⁷

- A situation involving interaction among the adults, their own respective environments, their spheres of life and the exercise of their social roles
- The initiation of a process for solving concrete, immediate problems using reality-based learning
- Respect for the adults' characteristics and styles and the characteristics of their environments
- The acquisition and development of varied, numerous, multidimensional, individual conditions for the adults social integration
- An approach that enables adults to learn to learn, to learn to integrate, and to use their learning
- Making effective use of the support provided by outside partners with connections to the adults' respective environments

⁷ MEQ, DFGA, *Social Integration Services Program*, June 1998, p. 25.

4 Relationships Among the Fields of Skills in the *Social Integration Services* Program



5 CONTENT OF THE *PARENTING SKILLS* FIELD

SPECIFIC FIELD OF SKILLS
FIELD 14: *PARENTING SKILLS*

<p>GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.</p>		<p>Spheres of life:</p> <ul style="list-style-type: none"> - personal - social <p>Social roles:</p> <ul style="list-style-type: none"> - father or mother - grandparent - user of community resources
<p>THEMES:</p> <ul style="list-style-type: none"> <li style="width: 33%;">- Physical and psychological health <li style="width: 33%;">- Support and supervision of the child <li style="width: 33%;">- Coping with separation, loss or grief <li style="width: 33%;">- Legal responsibilities <li style="width: 33%;">- Conflict situations <li style="width: 33%;">- Abuse and violence <li style="width: 33%;">- Family planning <li style="width: 33%;">- Academic success <li style="width: 33%;">- Substance abuse and other types of addiction 		
<p>Part A: Minimal autonomy</p>	<p>Part B: Functional autonomy</p>	
<p>NOT APPLICABLE</p>	<p>THEME: Physical and psychological health</p> <p>14.B.1 To determine children's needs based on the stages in their development.</p> <p>14.B.2 To choose parenting behaviours that promote children's physical health.</p> <p>14.B.3 To choose parenting behaviours that promote children's psychological health.</p> <p>THEME: Legal responsibilities</p> <p>14.B.4 To determine the parental responsibilities that are prescribed by law.</p> <p>THEME: Family planning</p> <p>14.B.5 To organize family life.</p>	

Part A: Minimal autonomy	Part B: Functional autonomy
	<p>THEME: Support and supervision of the child 14.B.6 To use effective means of supporting and supervising children.</p> <p>THEME: Conflict situations 14.B.7 To use effective means of resolving conflict situations.</p> <p>THEME: Academic success 14.B.8 To use effective means of fostering children's academic success.</p> <p>THEME: Coping with separation, loss or grief 14.B.9 To use effective means of coping with separation, loss or grief.</p> <p>THEME: Abuse and violence 14.B.10 To choose effective means of solving problems of abuse or violence.</p> <p>THEME: Substance abuse and other types of addiction 14.B.11 To choose effective means of solving problems related to substance abuse or other types of addiction.</p>

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Physical and psychological health	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>14.B.1 To determine children's needs based on the stages in their development.</p>	<ul style="list-style-type: none"> - Naming the main stages in child development. - Matching the child's needs with the stages in his or her development. - Matching a need with the appropriate parenting behaviour. 	<ul style="list-style-type: none"> - Main developmental stages: <ul style="list-style-type: none"> • birth to age 2 • ages 2 to 6 • ages 6 to 12 • ages 12 to 18 - Examples of needs: <ul style="list-style-type: none"> • need for security, need to be listened to, need for affirmation, for autonomy, for recognition, for socialization, for affection, for respect, etc. - Examples of appropriate parenting behaviours: <ul style="list-style-type: none"> • supervision; discussion; motor, cognitive perceptual and language stimulation; meeting physical needs; providing affection and encouragement; smiling; active listening, etc.
<p>14.B.2 To choose parenting behaviours that promote children's physical health.</p>	<ul style="list-style-type: none"> - Naming the main factors involved in the development of the child's physical health. - Recognizing common illnesses and their symptoms. - Matching a symptom with the appropriate parenting behaviour. - Identifying preventive resources in the health care sector. - Identifying resources that can provide assistance in improving the child's physical health and learning how to use them. 	<ul style="list-style-type: none"> - Main factors involved in the development of physical health depending on age: <ul style="list-style-type: none"> • nutrition, hygiene, growth, etc. - Common illnesses and symptoms: <ul style="list-style-type: none"> • contagious diseases: cold, flu, measles, whooping cough, mumps, etc. • symptoms: fever, indigestion, headache, coughing, etc. - Preventive resources: <ul style="list-style-type: none"> • type and frequency of medical exams depending on age • health record, vaccination • contents of a medicine cabinet • other - Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Physical and psychological health	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>14.B.3 To choose parenting behaviours that promote children's psychological health.</p>	<ul style="list-style-type: none"> - Naming the main factors involved in the development of the child's psychological health. - Recognizing the behaviours associated with psychological distress. - Matching a child's behaviour with the appropriate parenting behaviour. - Identifying resources that can provide assistance in improving the child's psychological health and learning how to use them. 	<ul style="list-style-type: none"> - Main factors involved in the development of psychological health: <ul style="list-style-type: none"> • socialization • construction of personal identity • other - Excessive behaviours: <ul style="list-style-type: none"> • shyness • isolation • irritability • moodiness • concealing • aggression • agitation • lying • stealing • jealousy • fears • other - Appropriate parenting behaviour: dialogue, checking the facts, making rules, use of the 10 disciplines, etc. - Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Legal responsibilities	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>14.B.4 To determine the parental responsibilities that are prescribed by law.</p>	<ul style="list-style-type: none"> - Recognizing the legal responsibilities of parents and the rights of the child. - Establishing a relationship between a lack of parental responsibility and consequences for the child and the parent. - Identifying resources that can help them fulfil their legal responsibilities and learning how to use them. 	<ul style="list-style-type: none"> - Parents' responsibilities and legislation: <ul style="list-style-type: none"> • Youth Protection Act, Young Offenders Act, etc. - Declaration of the Rights of the Child (United Nations, 1959). - Examples of parental responsibilities: <ul style="list-style-type: none"> • teaching children to develop healthy habits with respect to meals, sleeping, personal hygiene, watching television, etc.) • responding to children's basic needs (love, security, food, clothing, cognitive, language and motor stimulation, communication, socialization, etc.) • children's physical and psychological protection • other - Examples of situations involving a lack of parental responsibility: <ul style="list-style-type: none"> • negligent parent (failure to act): insufficient food, lack of hygiene, insufficient stimulation • abusive parent: emotional abuse (excessively harsh punishment), sexual abuse (incest), physical abuse (violence), etc. - Consequences for the child: <ul style="list-style-type: none"> • loss of trust toward the parent, academic failure, imitation of deviant behaviours, affective disorders, behavioural disorders, personality disorders, etc. - Consequences for the parent: <ul style="list-style-type: none"> • Placement of the child, legal action, etc. - Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Family planning	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
14.B.5 To organize family life.	<ul style="list-style-type: none"> - Determining the factors to be considered depending on how family life is organized. - Preparing a family plan (objectives, activities, means, deadlines). - Identifying resources that can provide assistance with the organization of family life and learning how to use them. 	<ul style="list-style-type: none"> - Type of family: <ul style="list-style-type: none"> • nuclear family • single-parent family • family with same-sex parents • merged family • extended family • shared custody • other - Aspects of family life organization: <ul style="list-style-type: none"> • meals, chores • custody or responsibility for children • homework • shared responsibilities at home • family budget • recreation • holidays • other - Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Support and supervision of the child	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>14.B.6 To use effective means of supporting and supervising children.</p>	<ul style="list-style-type: none"> - Explaining the place the child occupies in the parent's life depending on the type of family ties involved. - Recognizing the influence or absence of values in parental role models. - Determining strategies for providing the child with support and supervision. - Experimenting with support and supervision strategies and styles of authority. 	<ul style="list-style-type: none"> - Tie with the child: <ul style="list-style-type: none"> • mother-child: mother's bond with the child during pregnancy, breastfeeding and the child's everyday life • father-child: father's role during the pregnancy and in the child's early and current life • other - Characteristics of tie: <ul style="list-style-type: none"> • extent of family cohesiveness • ability to respond to the child's demands • degree of openness to the child's plans • involvement with and presence in the child's life • love and security • knowledge of the world • other - Values present in parental role models: <ul style="list-style-type: none"> • protection • self-control • autonomy • sense of responsibility • love • empathy • other - Support and supervision strategies: <ul style="list-style-type: none"> • communication, reformulation, direct expression of feelings, use of "I" statements • discipline, rules to get along in daily life • giving the child more responsibilities, mediation • consequences, rewards • support, explanations • reprimands, praise • other

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Support and supervision of the child	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
14.B.6 To use effective means of supporting and supervising children. (cont.)	- Identifying resources that can help parents provide their child with support and supervision and learning how to use them.	- Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Conflict situations	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
14.B.7 To use effective means of resolving conflict situations.	<ul style="list-style-type: none"> - Identifying potential problems associated with the stages in the child's development. - Determining strategies to prevent conflicts. - Experimenting with conflict resolution strategies. - Identifying resources that can provide assistance in conflict resolution and learning how to use them. 	<ul style="list-style-type: none"> - Examples of potential problems: <ul style="list-style-type: none"> • aggression, hyperactivity, insecurity, instability, rivalry, regression, withdrawal, etc. • problems at school: rejection by peers, failure, learning difficulties, etc. - Prevention strategies: <ul style="list-style-type: none"> • setting rules of family life • attitude of respect and trust • openly discussing various problems (drugs, violence, stealing, rape, etc.) and suggesting possible solutions for each • contract (with respect to behaviour) • confidentiality • use of "I" statements • other - Conflict resolution strategies: <ul style="list-style-type: none"> • positive expression of anger and frustration • conciliatory approach • taking secondary aspects of the problem into account • other - Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Academic success	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
14.B.8 To use effective means of promoting children's academic success.	<ul style="list-style-type: none"> - Distinguishing between his or her experience of school and that of the child. - Determining support strategies designed to ensure the child's academic success. - Experimenting with support strategies designed to ensure the child's academic success. - Identifying resources that can provide assistance in cooperating with the child's school and learning how to use them. 	<ul style="list-style-type: none"> - Comparison between the child's and the parent's school systems. - Strategies for promoting academic success: <ul style="list-style-type: none"> • clarification of school assignments • work area set aside for the child • help with homework • valuing school and academic success • homework schedule • sleep, diet and rest • types of emulation, encouragement, rewards • expression of satisfaction, pride • other - Activities that promote the parent's involvement and cooperation with the school: <ul style="list-style-type: none"> • school programs, monitoring of the child's progress at school, communication with school staff, involvement in school committees, meeting with the people concerned, etc. - Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Coping with separation, loss or grief	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>14.B.9 To use effective means of coping with separation, loss or grief.</p>	<ul style="list-style-type: none"> - Recognizing the stages involved in separation, loss or grief. - Recognizing the parent's and the child's reactions. - Determining strategies for coping with situations involving separation, loss or grief. - Identifying resources that can provide assistance in situations involving separation, loss or grief. 	<ul style="list-style-type: none"> - Stages in a separation, loss or grief process: <ul style="list-style-type: none"> • loss of contact with the environment • search for lost person • depression • acceptance of situation and restructuring of one's life • other - Parent's or child's emotional reactions: <ul style="list-style-type: none"> • emotional numbness, sadness, anger, resentment, impatience, denial, haggling, guilt, etc. - Parent's or child's behavioural reactions: <ul style="list-style-type: none"> • regression, irritation, inappropriate demands, disobedience, strained relations, decline in performance at school or at work, etc. - Strategies for coping with the situation: <ul style="list-style-type: none"> • expression of emotions, staying busy, contact with friends, acceptance of change, etc. • assessment of consequences (advantages, disadvantages) • stable, reassuring routine • preparation of a plan for the future that includes the roles of each person • postponement of important decisions until the situation has stabilized • asking for help: friends, professionals, etc. • other - Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Abuse and violence	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>14.B.10 To choose effective means of solving problems of abuse or violence.</p>	<ul style="list-style-type: none"> - Recognizing abusive and violent behaviours. - Determining strategies for dealing with situations involving abuse and violence. - Identifying resources that can provide assistance in cases of abuse or violence and learning how to use them. 	<ul style="list-style-type: none"> - Types of abuse and violence: <ul style="list-style-type: none"> • verbal (provocation, insults, criticism, mockery, etc.) • physical (blows and injuries, destruction of objects) • psychological (intimidation, lies, threats, etc.) • financial exploitation (stealing, selling other people's property, etc.) • other - Changes in the child: <ul style="list-style-type: none"> • behavioural changes • changes in relationships • physical changes • other - Strategies: <ul style="list-style-type: none"> • communication with trustworthy persons • request for support • taking steps to change the situation • other - Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

GENERAL OBJECTIVE: To acquire the skills needed to fulfill parental responsibilities.	THEME: Substance abuse and other types of addiction	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>14.B.11 To choose effective means of solving problems related to substance abuse or other types of addiction.</p>	<ul style="list-style-type: none"> - Recognizing behaviours associated with substance abuse and other types of addiction. - Determining strategies for solving drug addiction problems (or other types of addition). - Identifying resources that can provide assistance in cases of substance abuse (or other types of addictions) and learning how to use them. 	<ul style="list-style-type: none"> - Types of physical and psychological addiction: <ul style="list-style-type: none"> • alcohol • street drugs • prescription drugs • gambling • neediness • food • other - Dynamics of addiction: <ul style="list-style-type: none"> • context • emotions • makeshift solutions • coping mechanisms • consequences for the child and the parents with respect to health, family, work, finances, etc. - Strategies: <ul style="list-style-type: none"> • identification of triggers • identification of motivating factors for changing • taking steps to get treatment • request for support • new interests • behaviour management and contract to change behaviour • other - Assistance resources and how to use them: <ul style="list-style-type: none"> • resources: public, private, community, etc. • accessibility and cost of resources and conditions for using them

6 PREPARATION FOR THE TRANSFER OF LEARNING

The following three elements constitute the preparation for the transfer of learning:⁸

6.1 Selection of learning objectives

Preparation of the adults for the transfer of learning is directly related to the Student Social Integration Plan (SSIP).⁹

6.2 The use of a variety of environments for learning

The use of a variety of environments for learning makes it possible to remedy problems experienced by the adults with respect to the transfer of learning. Learning can take place in their usual educational environment, but also in their own respective environments (e.g. friends, family, work environment).

Preparation of the adult for the transfer of learning requires the contribution of outside partners who support and accompany the adult in an appropriate manner over the course of his or her social integration education.

6.3 The use of Field 2 of generic skills: *Preparation for the transfer of learning*

Field 2 is used to consolidate the preparation of the adult for the transfer of learning. This field is closely related to Field 1 of generic skills: *problem-solving skills*.

The transfer of learning to everyday life is the goal of the Social Integration Services program. In fact, this program is offered only if there exist possibilities and means for transfer.

The transfer of learning to the adults' own environments consists in applying what they have learned to daily situations with a view to becoming socially integrated. Use of the skills that the adults have acquired and developed must be ongoing. The adults personally transfer their learning to their own respective environments.

8. MEQ, DFGA, *Social Integration Services, Program*, June 1998, pp. 17 and 43.

9. This fully Web-based pedagogical tool is the result of a joint venture between the Société GRICS and the DFGA of the Ministère de l'Éducation, du Loisir et du Sport.

GLOSSARY

The following definitions are from the *Social Integration Services* program produced by the DFGA in June 1998 (pp. 31 to 33).

Field of skills

A set of skills needed for the purposes of learning.

Functional autonomy

Autonomy resulting from the mastering of complex skills in order to exercise social roles.

Generic skills

Basic skills used in broad areas of action from which other actions can result (e.g. problem-solving skills, preparation for the transfer of learning, instrumental mathematical skills, psychomotor skills, communication skills, personal and social skills).

Minimal autonomy

Autonomy resulting from the use of simple skills in the exercise of activities related to personal survival.

Skills indicator

Statement, for each terminal objective, of observable behaviours that can be used as reference points to verify the attainment of the terminal objective.

Specific skills

Secondary skills used in limited, finite areas of action (e.g. domestic skills in the management of daily life, family skills, work skills, diet and personal care, parenting skills, use of community resources).

Learning menu

The learning menu is made up of the list of general objectives and the list of terminal objectives, divided into sections for each of the fields of skills to be mastered, according to the modes of social integration:

- Part A: minimal autonomy
- Part B: functional autonomy

Mode of social integration

The way in which the adult integrates socially and according to which the terminal objectives are divided.

Terminal objective

Objective used to describe a skill to be acquired and used as a target for learning.

Suggestions for activities

Information or suggestion that makes possible the effective use of the terminal objectives.

Sphere of life

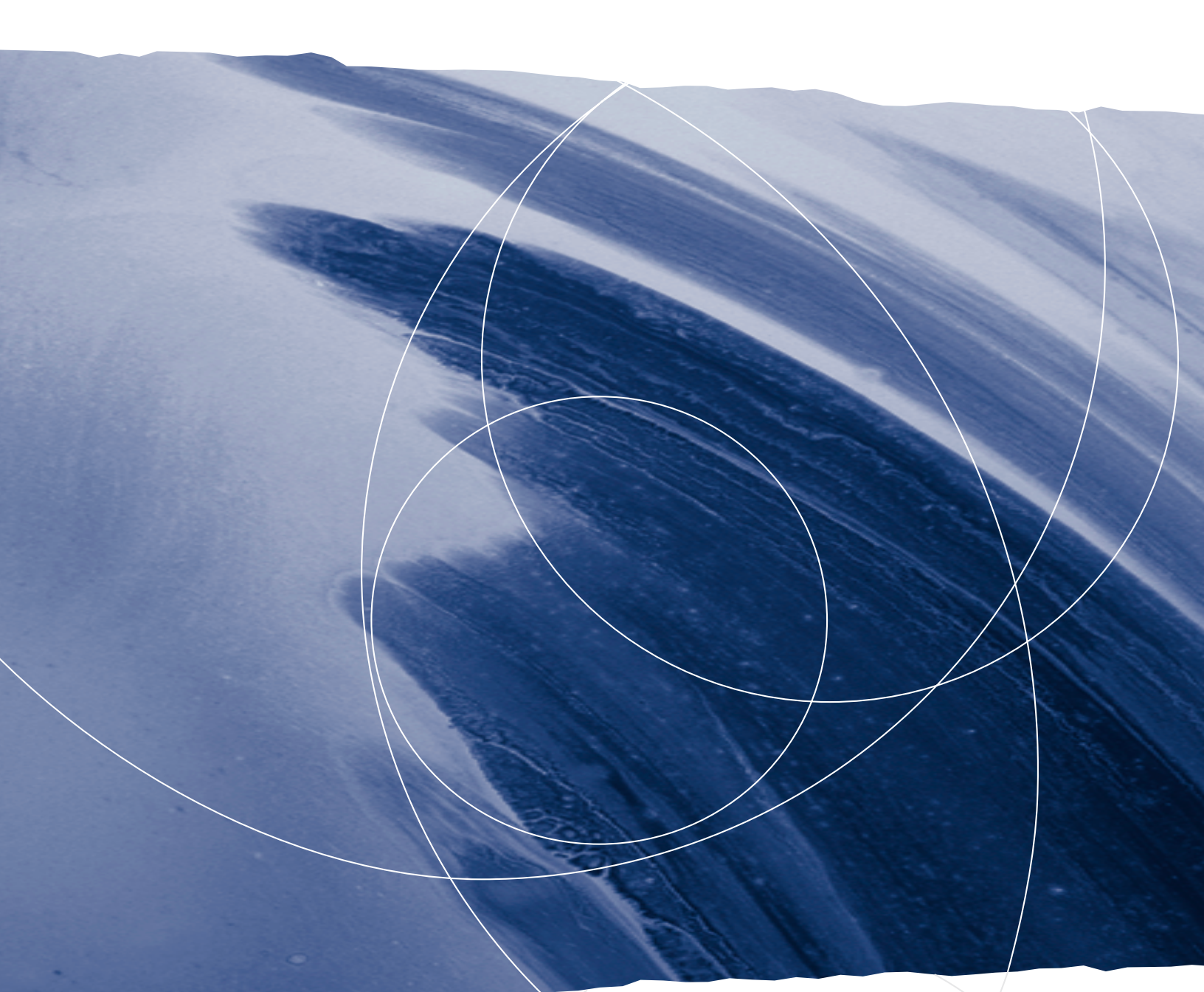
Dimension in the life of an adult that permits the grouping of the fields of skills in the *Social Integration Services* program.

Part

Group of terminal objectives that makes it possible to take into account individuals' modes of social integration.

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