

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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Foreword

This document grew out of the addition of a 14th field of skills (*Parenting skills*) to the *Social Integration Services* program [1998]. Its structure is modeled on that of the organization guide for social integration services (SIS [1998]). It is an addendum to the organization guide designed to facilitate implementation of the content associated with this new field of skills, which features terminal objectives, skills indicators, suggestions for activities and 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

Designed with the characteristics of the population targeted by Field 14 in mind, this addendum to the organization guide for SIS is addressed to managers, teachers and others working in the social integration field.

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Introduction

This addendum to the SIS organization guide is intended to help implement the learning content associated with **Field 14, *Parenting skills***, and contains information on:

- the outline of the *Social Integration Services* program
- the choice of instructional materials
- five criteria for admission of adults to the *Social Integration Services* program
- preparing adults to transfer their learning to their own environments

This document also provides information that will facilitate cooperation and sharing responsibilities with outside partners, as well as information on the evaluation of learning.

Lastly, this document provides a few suggestions for the conditions for success needed to promote the development of parenting skills that reflect the needs expressed by adult students who must assume a parental role.

1. The *Social Integration Services Program*

1.1 Aims

Social integration is one of the educational services set forth in the *Basic Adult General Education Regulation*. "The purpose of instructional services is to help adults acquire the theoretical or practical knowledge that will enable them to achieve their learning objectives."¹

Since July 1, 2000, section 9 of the *Basic Adult General Education Regulation* has stipulated that:

"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

The fields of skills in the *Social Integration Services* program are the means used by schools to attain the goal described in section 9 of the *Basic Adult General Education Regulation*.

1.2 Management of the *Social Integration Services* program

Models and mechanisms for cooperation and sharing of responsibilities between the school board, adults and outside partners must be established in order to provide the appropriate guidance and support to adults in their social integration learning process. Because of their difficulties, these adults need help from outside partners in choosing and applying their learning and transferring it to their own environments. This subject is dealt with in Chapter 2 of the SIS organization guide.

The SIS program may be managed in conjunction with programs in other instructional services, but the overall objective and general objectives of the SIS program must be respected.

1. Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, *The Basics of the Basic Regulation*, Information Document 2005, section 3.

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

2. Implementation of the *Social Integration Services Program*

2.1 Outline of the *Social Integration Services program*

See Table 1.

2.2 The choice of instructional materials

The instructional materials required for implementing the SIS program consist of real, authentic, concrete, practical documents and items related to the autonomous and functional exercise of the adult's 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 Table 2.

Note: An adult is admitted to the SIS program not because of a disability or its associated limitations, but rather on the basis of the social difficulties and disadvantages this person is experiencing. However, the adult's disabilities are taken into account in the formation and teaching of the classes.

2.4 Formation of classes

In general, classes are made up of adults who have personal characteristics related to social disadvantages and difficulties or whose learning needs are compatible with one another.

2.5 The adult student's learning process

Together with the people in their own environment and the chosen partner, the adults develop their own social integration plan. This plan incorporates the learning content that will teach them to accomplish activities designed to give them greater autonomy and to exercise their social roles.

In response to the demands expressed by a number of social integration workers in adult education centres, a Web-based service featuring the entire learning contents of the *Social Integration Services* program was created. Teachers can use this tool to gain a clear view of what is expected of each adult student at different stages of his or her learning process. It also facilitates the task of coordinating the efforts of all those who play a role in the student's social integration progress. This SSIP (Student Social Integration Plan) service is free. To find out more, consult the Web site of the Direction de la formation générale des adultes, at www.gouv.qc.ca/dfga/english/portail.html. In the *Social Integration* section, you will find: *Student Social Integration Plan* which contains basic information on how to access the SSIP service.

2.6 Preparing adults to transfer their learning to their own environments

This topic is covered in section 6 of the *Social Integration Services* program.

Preparing adults to transfer their learning involves:

- choosing appropriate learning objectives from a list prepared by the student and the teacher (see section 5.2.4 of the SIS program)
- using a variety of settings for learning: the customary learning environments and the students' own environments (see Table 3)
- applying 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 adults prepare to 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 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 people within their respective environments.

Preparation for transfer consists of learning activities. These activities may take place in a setting other than school, even in the adults' own environments. In practice, the learning activities are considered and treated as field placements.

Since the transfer of learning to the adults' own environments takes place without the teacher present, the school board is responsible for obtaining the cooperation of the outside partners, especially with respect to information on the results of the transfer of learning to the adults' own environments. This makes it possible for the stakeholders to observe the results of the learning process. In summary, preparation for the transfer of learning:

- is an integral part of the teaching/learning process
- has the same characteristics and requires the same rigour as any other andragogic activity
- must take place under conditions that are both favourable and necessary to the success of the process
- must be supported by the school organization in cooperation and consultation with the adult students and partners (this topic is covered in section 3 of the SIS organization guide [1997])

2.7 Relationships among the fields of skills in the *Social Integration Services* program

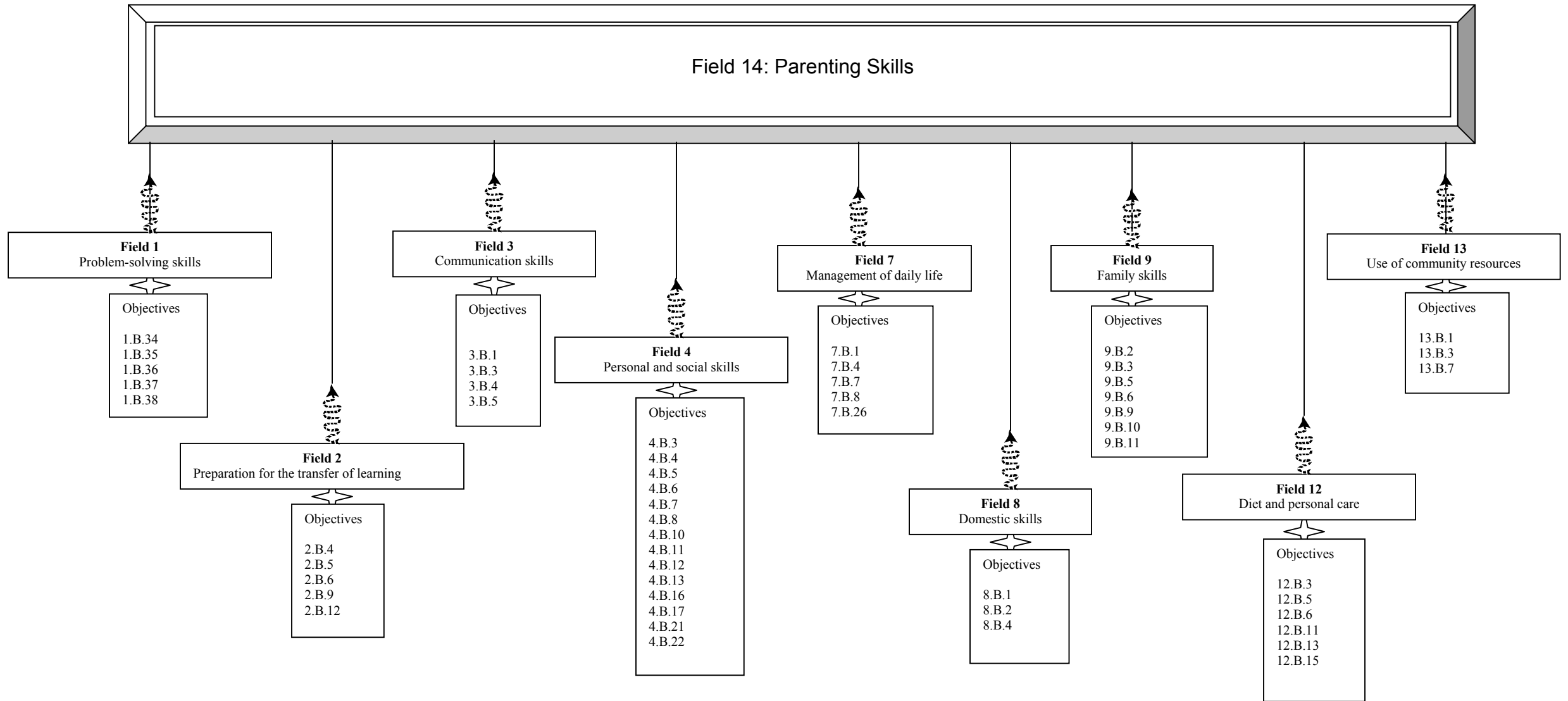


Table 1 – Outline of the *Social Integration Services* program

<p>AIMS:</p> <ol style="list-style-type: none"> 1. To provide adults with training that will enable 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. <p>GUIDING PRINCIPLES:</p> <ol style="list-style-type: none"> 1. A situation involving interaction among adults, their own respective environments, their spheres of life and the fulfillment of their social roles. 2. The initiation of a process for solving concrete, immediate problems using reality-based learning. 3. Respect for the adults' characteristics and styles and the characteristics of their environments. 4. The acquisition and development of varied, numerous, multidimensional individual conditions for adult's social integration. 5. An approach that enables adults to learn to learn, to learn to integrate, and to use their learning. 6. Making effective use of support provided by outside partners with connections to the adults' respective environments. 		
<p>OVERALL OBJECTIVE:</p> <p>To allow adults to have access to a set of objectives appropriate to their social integration plans, their individual situations, and their ways of learning.</p> <p>SPHERES OF LIFE:</p> <ul style="list-style-type: none"> – personal life – school life – social life – work life <p>FIELDS OF SKILLS:</p> <ul style="list-style-type: none"> – fields of generic skills – fields of specific skills <p>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.</p> <p>TWO-PART LEARNING MENU FOR EACH FIELD OF SKILLS:</p> <ul style="list-style-type: none"> – Part A: minimal autonomy – Part B: functional autonomy <p>The learning themes, terminal objectives, skills indicators, and suggestions for activities are described for each part; however, Field 14 is described only for Part B.</p> <p>OBJECTIVES THE STUDENTS MUST WORK ON FOR A GIVEN PERIOD</p>	<p>FIELDS OF GENERIC SKILLS AND GENERAL OBJECTIVES:</p> <ol style="list-style-type: none"> 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 skills 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 the personal and social skills that enable 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. 	<p>FIELDS OF SPECIFIC SKILLS AND GENERAL OBJECTIVES:</p> <ol style="list-style-type: none"> 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): 14. To acquire the ability to use the resources of the community.* Parenting skills (Part B) To acquire skills related to fulfilling the parental role.

*Ministère de l'Éducation, Direction de la formation générale des adultes, *Social Integration Services, Program*, June 1998.

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

<p>1. Continuing serious difficulties in learning and social adjustment:</p> <ul style="list-style-type: none"> – causing social disadvantages that limit them in pursuing their studies and fulfilling their social roles – necessitating proper guidance and support by outside partners in their own environments 	<p>2. Suitability for teaching/learning and an approach favouring group work:</p> <p>The following are examples of the characteristics required:</p> <ul style="list-style-type: none"> – being a parent – showing an interest in becoming involved – having sufficient concentration ability to undertake a learning process – being in sufficiently good health to attend class regularly – exhibiting behaviour that does not pose a danger to themselves and others – using physical, technical or electronic means to compensate for limitations to physical mobility, including, where necessary, help by an attendant – having sufficient cognitive abilities and skills to acquire significant learning in a classroom context 	
<p>3. Learning needs in the realm of everyday living and the autonomous functional ability to fulfil their social roles</p>	<p>4. Commitment to a social integration plan.</p>	<p>5. Appropriate guidance and support in their learning process by partners with connections to their own environments.</p>

3. Organization of Cooperation and Sharing of Responsibilities With Partners

3.1 Networks the outside partners belong to

Cooperation and sharing of responsibilities among the school board, adult parents, and outside 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 *Social Integration Services* program.)

The partners who guide and support the adults generally belong to the following networks: natural or foster family, volunteers or friends, public and parapublic organizations, community groups and non-profit organizations. The adults' situations, the nature of their needs, and the characteristics of their own environments determine the appropriate network.

3.2 Establishment of mechanisms for cooperation and sharing of responsibilities

Table 3 shows the basic information for establishing mechanisms for cooperation and sharing of responsibilities with the networks of partners with connections 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 mechanisms for cooperating and sharing responsibilities with outside partners

Networks partners belong to	Types of partners	Examples of partners	Special aspects of cooperation and sharing of responsibilities	Place generally used for learning	Adult parents targeted
Natural or foster family network	Fathers, mothers, grandparents, other family members, or foster parents		Agreements with the family member involved	Adult education centre	Adolescent mothers
Network of volunteers or friends	Volunteers or friends of the adults' acquaintance connected with their own environments, classmates	Recreation committees Volunteer agencies Governing boards	The clearest possible agreements, whether written or unwritten, with 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	Premises of public or parapublic institution Premises of various organizations	Adult victims of violence Parents or grandparents in crisis situations Immigrants
Public and parapublic institutions	Professional or technical staff: educators, psychologists, psychoeducators, nurses, rehabilitation workers, etc.	Adult education centres, vocational training centres, Agence de développement d'un réseau local de services de santé et de services sociaux (RLSSS), local community service centres (CLSCs), youth centres, public daycare centres (CPE), libraries, adoption system, Direction de la protection de la jeunesse (DPJ), Conseil régional des élus, municipalities, 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	Parish hall Municipal offices	Disabled adults Homeless adults Former drug addicts
Nonprofit or community organizations	Volunteers, professionals, or other persons representing the organization	Maison de la famille centres, women's shelters, single-parent family groups, parents' associations, women's groups, men's groups, mutual help groups, religious congregations, assistance services groups, sports associations, 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	Any other place deemed appropriate	Adult offenders or former offenders Other

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

<i>The adult parents' social integration plan</i>	<i>Contributions by partners</i>	<i>Contribution by the school board</i>		
		Networks: <ul style="list-style-type: none"> • natural or foster family • volunteers and friends 	Institutions: <ul style="list-style-type: none"> • public • parapublic 	Nonprofit organizations
– Identify the adults' needs	– Provide information on the adult parents' needs	– Establish contact with a person in the social network	– Exchange information with the partners designated by the institutions and adult student	– Exchange information with the adults and partners designated by the institutions
– Help the adults prepare their social integration plans	– Communicate their expectations, priorities, and opportunities within their own environments with respect to implementing the adult's social integration plan	– Help the adults develop means of communication and support by relying on their networks	– Communicate the social integration plan to the partners designated by the institutions	– Submit the social integration plan to the organizations' representatives
– Establish arrangements for collaborating with outside partners, with the adults' cooperation	– Define concrete measures to support the adults throughout their training – Establish mechanisms for exchanging information and promoting cooperation among peers	– Agree on mechanisms for exchanging information	– Agree on mechanisms for exchanging information	– Agree on mechanisms for exchanging information
<i>Preparation for transfer of learning</i> – Acquire skills that can be transferred to: <ul style="list-style-type: none"> • the educational setting • their own environments 	– Support the transfer of learning to their own environments – Participate in the evaluation of learning	– Regularly inform the adults of their progress (formative evaluation)	– Regularly inform the adults of their progress (formative evaluation)	– Regularly inform the adults of their progress (formative evaluation)

Note: The adults must be present and participate in all the stages.

4 Evaluation of Learning and Certification of Studies

4.1 Types of evaluation of learning

The purpose of the evaluation of learning is to help the adults in their learning and to provide the school board with the information it needs to issue official documents.

To achieve these aims, school boards use three types of evaluation:

- evaluation for admission purposes (not for purposes of classification)
- formative evaluation, which is extremely individualized and includes diagnostic evaluation (and does not take the form of 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

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

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.

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. However, a local attestation may confirm the adults' learning in the SIS program.

Generally speaking, certification of studies is carried out in accordance with the customary rules, set out in the *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Education*.

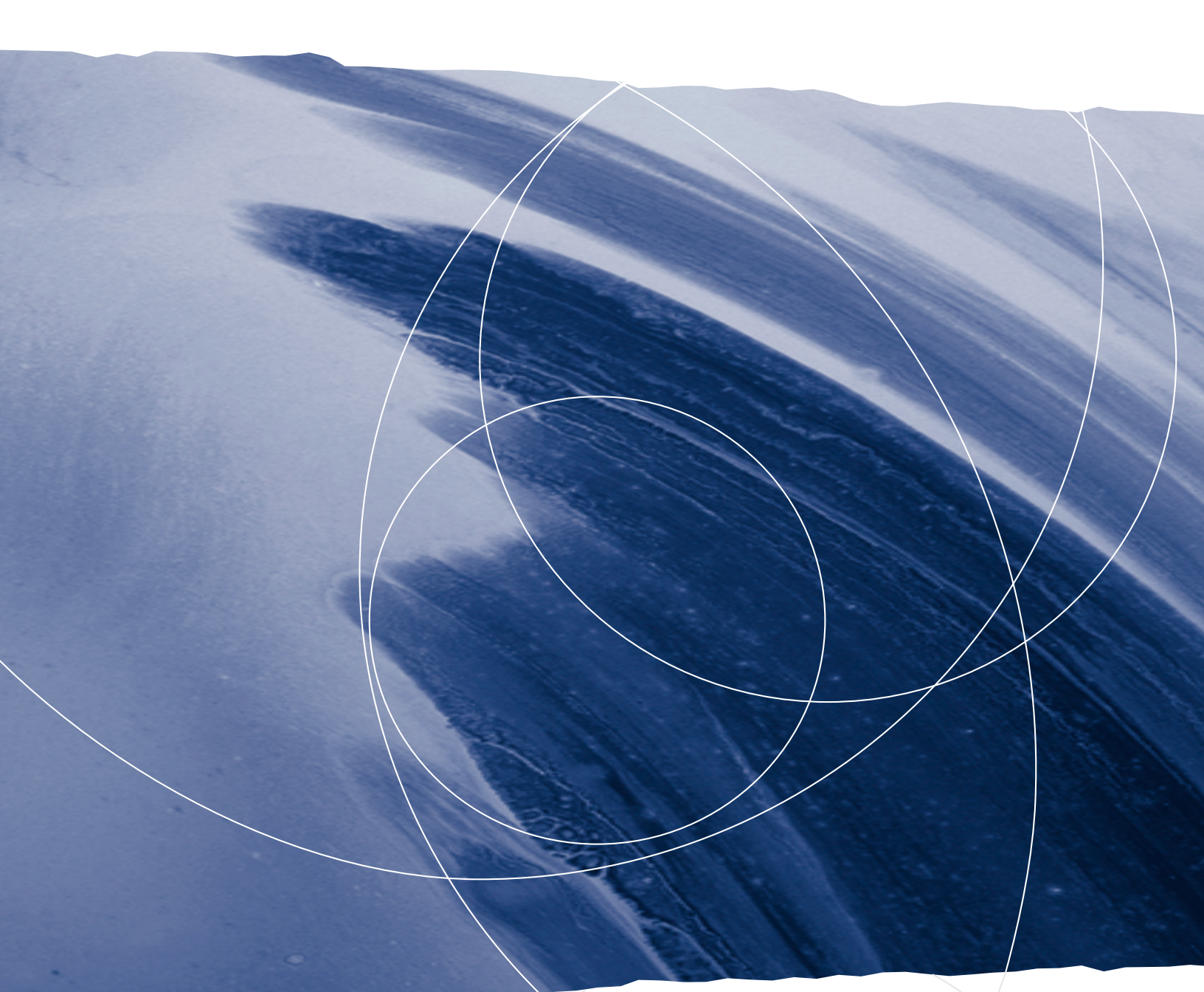
5. **Conditions for Success**

Teachers assigned to training aimed at the development of parenting skills must demonstrate special abilities. The following are examples of such abilities:

- have acquired positive and concrete life experiences in their role as parent
- be able to recognize problems related to being parents
- be genuine, flexible and open
- be familiar with the training content
- subscribe to the andragogic approach
- adapt teaching to the characteristics and needs of the adults enrolled in the program
- show versatility in their teaching strategies (e.g. reality-based teaching, project-based teaching)
- encourage and support the transfer of learning to the adults' environments
- be familiar with community resources
- be aware of the limitations of classroom-based education and match the adult up with a partner, as applicable
- have team spirit
- make sure the adults develop a social integration plan that is suitable for them
- be interested in research and professional development

Appendix – Alphanumeric Codes of Fields of Skills in the *Social Integration Services Program*

Field of skills	French code	English code
1. Problem-solving skills (Part A) Problem-solving skills (Part B)	FIN-Z-001-3 FIN-Z-002-3	SIE-Z-001-3 SIE-Z-002-3
2. Preparation for the transfer of learning (Part A) Preparation for the transfer of learning (Part B)	FIN-Z-025-3 FIN-Z-026-3	SIE-Z-025-3 SIE-Z-026-3
3. Communication skills (Part A) Communication skills (Part B)	FIN-Z-003-3 FIN-Z-004-3	SIE-Z-003-3 SIE-Z-004-3
4. Personal and social skills (Part A) Personal and social skills (Part B)	FIN-Z-005-3 FIN-Z-006-3	SIE-Z-005-3 SIE-Z-006-3
5. Instrumental mathematical skills (Part A) Instrumental mathematical skills (Part B)	FIN-Z-007-3 FIN-Z-008-3	SIE-Z-007-3 SIE-Z-008-3
6. Psychomotor skills (Part A) Psychomotor skills (Part B)	FIN-Z-009-3 FIN-Z-010-3	SIE-Z-009-3 SIE-Z-010-3
7. Management of daily life (Part A) Management of daily life (Part B)	FIN-Z-011-3 FIN-Z-012-3	SIE-Z-011-3 SIE-Z-012-3
8. Domestic skills (Part A) Domestic skills (Part B)	FIN-Z-013-3 FIN-Z-014-3	SIE-Z-013-3 SIE-Z-014-3
9. Family skills (Part A) Family skills (Part B)	FIN-Z-015-3 FIN-Z-016-3	SIE-Z-015-3 SIE-Z-016-3
10. Work skills (Part A) Work skills (Part B)	FIN-Z-017-3 FIN-Z-018-3	SIE-Z-017-3 SIE-Z-018-3
11. Sexuality (Part A) Sexuality (Part B)	FIN-Z-019-3 FIN-Z-020-3	SIE-Z-019-3 SIE-Z-020-3
12. Diet and personal care (Part A) Diet and personal care (Part B)	FIN-Z-021-3 FIN-Z-022-3	SIE-Z-021-3 SIE-Z-022-3
13. Use of community resources (Part A) Use of community resources (Part B)	FIN-Z-023-3 FIN-Z-024-3	SIE-Z-023-3 SIE-Z-024-3
14. Parenting skills	FIN-Z-043-3	SIE-Z-043-3



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