

ACTIVITIES AND PROGRAMS DIRECTORY

**1ST LINE SOCIAL SERVICES
CHILDHOOD YOUTH FAMILY**



FIRST NATIONS OF QUEBEC AND LABRADOR
HEALTH AND SOCIAL SERVICES COMMISSION



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ACTIVITIES AND PROGRAMS DIRECTORY
1ST LINE SOCIAL SERVICES
CHILDHOOD YOUTH FAMILY

The development of **First Line Social Services** within First Nations rests on “the communities developmental” approach. It involves each community member, who so desires, to place the emphasis on the solutions and not on the problems. Individuals, groups and communities are invited to **define and prioritize actions** to be implemented to establish prevention services. This is an opportunity to begin anew, to get a grasp on reality and to act as a **change agent**. The **ultimate goal** of this approach is to bring forth the very best for the well-being of our children; ensuring that they remain within the family environment thus avoiding placements.

The First Line Social Services are the first level in accessing services; they must provide two types of services; that is to say provide **general services** for the whole of the population as well as **specific services** for individuals experiencing particular problems. Within these two services, **creativity** applies and allows experimenting with **new practices** that takes into consideration our **cultural identity**. Our role is to support and work with you in the development of your ability to act, starting with the potential (strengths, abilities, skills) we each possess, in order to gain a fairer access to the resources of the social network. Inventoried among the four pilot projects, as well as within Québec’s network, here is a **list of several possibilities concerning activities that could be delivered as per the three prong intervention:**

Promotion

“Promotion aims at increasing personal and collective well-being by developing strength factors and conditions favorable to health”.¹ It aims awareness and personal or collective information through cultural activities for the youth, organizing community and family activities, as well as community actions addressing various issues.

1 Henri Dorvil et Robert Mayer, « Problèmes sociaux. Tome 1. Théories et méthodologies. », p.159. Québec : Les presses de l’Université du Québec, 2003, 592 p.

Prevention

“Prevention aims at decreasing the incidence of psycho-social and health problems by addressing risk factors and pathogenic conditions”.² It can be done through support or respite services offered to parents, educational workshops on parenting skills, community kitchens, emergency help services (material help or other), group facilitation on various themes, establishment of a family house, or having community outreach workers present in the community.

Intervention

“Social intervention is a process that includes a variety of planned activities and uses the services of a social worker to support individuals, couples, families, groups, communities or organizations in reaching their objective of change and in meeting their psychosocial and community needs”.³ Within the intervention, we find activities such as: intake and referral, needs assessment, orientation and follow-up, on an individual, family group or community basis.



- 2 Henri Dorvil et Robert Mayer, « Problèmes sociaux. Tome 1. Théories et méthodologies. », p.159. Québec : Les presses de l'Université du Québec, 2003, 592 p.
- 3 http://www.optsq.org/fr/docs/membre_publication/publications_reservees/document_reference/11-Definition_Activites_Prof_Fr.pdf

EXAMPLES OF PROMOTION ACTIVITIES

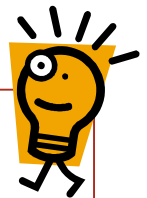
- Open door visits to resources or organizations
- Information and awareness meetings
- Family Holiday
- Community activities during Aboriginal Day
- Use of communication tools (telephone and Internet)
- Health Festival
- Carry out a survey among the community members to determine activities
- Create a "First Line" newsletter
- Advertise activities in the local newspaper and radio
- Place mats distribution
- Demonstrations (Hope Walk)
- Brochures (available resources)
- Conferences
- Brown Bag Lectures.
- Door to door.
- Forums.
- Intervention skits.
- Rallies
- Mailing of post cards or letters.

MEMO

What promotional activity do you plan on conducting?

Before conducting the activity, you should take the time to inventory the human, financial and material resources you have and plan on using.

You may want to use a work plan as it allows for each step of the activity to be examined, each related task to be defined, representatives to be assigned and deadlines to be set.



EXAMPLES OF PRÉVENTION ACTIVITIES

- Support activities at the Youth Center
- Youth Committee/ Council
- Intergenerational activities.
- Social breakfasts
- Family brunches
- Movie nights
- Sports leagues or tournaments
- Sports or outdoor activities
- Arts workshops/ dances/improvisation
- Returning to one's roots activities
- Hunting and fishing activities with the family
- Parenting skills workshops
- Fathers and men's groups
- Support services.
- Play break
- Day Care services during the parents' workshops
- Parents of Teen-agers Groups
- Sharing groups
- Family respite programs
- Workshops on drugs in collaboration with the NNADAP worker
- Cultural activities
- "Proud to be parents" groups
- Meetings/discussions over coffee
- Community kitchens
- Challenging activities
- Clothes bank
- Food bank



MEMO

Encourage parents and their children to get involved in planning and completing the activities. Give them interesting and fulfilling responsibilities. Challenge them so they can push their limits. Make sure to maintain a pleasant work environment. Avoid telling how to do things and encourage them whenever possible!

Parents and children who participate will acquire all sorts of skills including: the ability to communicate, the ability to set objectives, self-assertion and the ability to adapt to social skills, make decisions and solve problems.

EXAMPLES OF INTERVENTION ACTIVITIES

- Psycho-social evaluations
- Social interventions (individually, familial, group and community).
- Research and coordination of services
- Implementation of a social intervention plan
- Linkage or case management
- Referral to appropriate resources
- Telephone interventions
- Implementation of a follow-up plan and plan initiation of various measures
- Support and listening
- Support
- Facilitation
- Home visits



EMPORWERMENT AND INTERVENTION

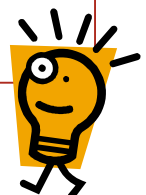
The intervention’s success depends on the existence of a trusting relationship between the service worker and the family but it especially depends on the existence of a cooperation relationship between them.

Engaging the Family

Work in close cooperation throughout the entire process. Get them involved in setting the goal they want to reach and in selecting their objectives and the activities they want to complete. It is important that the family itself decide on the measures to take.

To promote change, you must acknowledge the family as being the best judge of its own situation as it is the best placed to know its strengths, resources, preoccupations, factors contributing to the family problems and possible solutions to solve them.

Personal skill, awareness, motivation, information, creativity, power, value, cooperation, active participation, dialogue and promotion, to name a few, are all underlying concepts to the various definitions of empowerment.⁴



4 <http://www.genreenaction.net/spip.php?article5736>

Family-Childhood-Youth Programs

There are a multitude of support programs geared to parents to support them in their parental role. They offer various objectives and types of services; however they all tend towards improvement and positive changes in the attitude, knowledge and the parents' behaviors, with the main goal being to offer favorable living conditions for the children's personal development.

In order to support you in your approach in setting up these resources, The FNQLHSSC social services and early childhood sectors are working on developing an electronic platform which will be available via the Commission's website (www.cssspnql.com). You will therefore have the opportunity of learning about the programs, intervention tools as well as add your comments. Meanwhile, given there are so many, we developed a non-exhaustive list of some well known and used programs within the Canadian Social Services network.

For children aged 0 to 18 years:

***Programme – service jeunes en difficulté**

The *Programme-service jeunes en difficulté* regroups the services intended for youth, from early childhood until adulthood, who present developmental or behavioural issues, or social adaptation difficulties (delinquency, violence, suicide, etc.). This program is also intended for youth who require appropriate assistance to ensure their safety and development (abuse, neglect, etc.) or to avoid these from becoming compromised. This program also includes services intended for the families of the concerned youth.⁵

* Material available only in French.

5 Santé et services sociaux Québec, Offre de service 2007-2012 « Orientations relatives aux standards d'accès, de continuité, de qualité, d'efficacité et d'efficience », p.8. Bibliothèque et archives nationales du Québec, 2007, 92 p.

This document is intended for all interveners who work among the youth who are experiencing problems and their families, particularly in the Centres jeunesse and the Centre de santé et de services sociaux. The orientations specify the services to be implemented in all of the regions by 2012 and set the desired standards in order to improve the services that are provided to this particularly vulnerable clientele.⁶

For children aged 0 to 5 years:

MINIPALLY

This is a **promotion of social behaviors** program created for children 2 ½ to 4 years old. It aims particularly the development of basic social abilities (to make contact, to ask for things and accept contact from others), communication abilities (listen to the other, identify and express emotions), and self-control abilities (wait one's turn, calm down, tolerate a frustration).

@: <http://www.centrepse.d.qc.ca/>

***Le Cirque farfelu**

“Le Cirque farfelu” is a program for **self-esteem and social abilities development** for pre-school children (3 to 5 years old). “Le Cirque farfelu” is an adaptation of the promotion program of social skills “Contes sur moi”, aimed at children of kindergarten, 1st, 2nd and 3rd year levels (elementary and medium preparatory class), produced by the CECOM of the Hôpital Rivière-des-Prairies and the Public Health Direction of Montréal-Centre in 2003. Same as “Contes sur moi”, “Le Cirque farfelu” aims at preventing relationship difficulties and violence, allowing children to learn to live in harmony in a group setting and to resolve in a positive way, problems arising from life in society, right from their tender age.

6 <http://msssa4.msss.gouv.qc.ca/fr/document/publication.nsf/961885cb24e4e9fd85256b1e00641a29/7c5699a82a7a4961852573e0005418c7?OpenDocument>

“Le Cirque farfelu” was found to be a prized tool for the educators of early childhood centers, daycares, and pre-kindergarten classes. Through stories featuring characters and circus animals, the program of the “Cirque farfelu” broaches themes such as self-knowledge, respect of individual differences, expressing joy, sadness and anger, sharing, mutual aid, perseverance and effort. As a kit, “Le Cirque farfelu” includes eight story books, with two tales each; an educational guide which explains the program, the approach and suggested activities, a 26 minutes video which specifies the objectives and the conditions to ensure the program’s success by calling on the authors, the interveners and parents, whom had the opportunity to work with it ; a compact disc of ten songs created exclusively for the “Le Cirque farfelu”; 14 laminated stickers illustrating “Le Cirque farfelu” and its characters; and a CD-ROM with reproducible items for the activities.

@: <http://www.hrdp.qc.ca/webconcepteur/web/hrdp/fr/cecom/nav/catalogue.html?page=showItem.jsp&idItem=135430>

***Jouons avec Cornemuse et ses amis!**

“Let’s play with Cornemuse and her friends!” is a program for **precocious language stimulation** to promote an awakening to reading and writing among children 3 to 6 years old. Created by a group of speech therapists, members of the Order of Speech Therapists and Audiologists of Quebec, based on scenes from the television series “Vidéo Cornemuse”, this proven program integrates renowned, interesting and meaningful characters, for the children and their families. It offers concrete and amusing ways to develop the pre-requisites for reading and writing among the 3 to 6 years old. On top of this, it enables the detection, among some children, of problems related to spoken language that could be detrimental for them, when learning to write.

@: <http://www.hrdp.qc.ca/webconcepteur/web/hrdp/fr/cecom/nav/catalogue.html?page=showItem.jsp&idItem=156422>

Moi comme parent - *Me as a parent

The Kit “Moi, comme parent” is an **intervention support program towards parents of children aged from 0 to 5 years old**. Its conception is an important spin-off from a research group focused on parenting skills and supporting resources. Based on an approach that favors the parents’ viewpoints and strengths, the Kit “Moi, comme parent” aims at promoting communication with the parents and facilitating the implementation of parental support programs.

@: <http://www.hrdp.qc.ca/webconcepteur/web/hrdp/fr/cecom/nav/catalogue.html?page=showItem.jsp&idItem=116866>

*** Recipient of the professional price 2008, department of psycho-education, Ordre des conseillers et conseillères d'orientation et des psychoéducateurs et psychoéducatrices du Québec.

FLUPPY

Through this program, from pre-school to grade 6, children learn to **develop social abilities** they need to behave appropriately in groups. They learn to recognize and communicate their feelings and develop their abilities in resolving problems.

@: <http://www.centrepsed.qc.ca>

S.A.E.M

Le service d'aide à l'enfant et son milieu — The Help Services to the child and his environment — was created to bring **help and support to parents and caregivers** in their interaction with children aged from 0 to 5 years old, who demonstrate behavioral problems.

@: <http://www.saem.ca/top.html>

***Parents de tout-petits - Tots' parents**

This program was created to allow parents of children aged from 2 to 6 years old a progressive, practical, daily and instantly usable learning in order to promote the **accumulation of positive parenting experiences**.

@: http://www.entraideparents.com/entraide/index.php?option=com_content&view=article&id=48&Itemid=12

Nobody's perfect

This is an educational and support program for parents of children of less than 5 years old, whom are young parents, single, socially or geographically isolated, who have low income or limited formal education. Participation in this program is voluntary and entirely free.

@: http://www.phac-aspc.gc.ca/dca-dea/family_famille/nobody-eng.php

***L'abécédaire des tout-petits - The Little Ones' AbcDs**

The material is geared to the workshop facilitators and for parents of children aged from two to five years old. Its goal is to **develop parenting skills and sensitize parents to the importance of their role** as their child's first teacher. The general objective of the L'Abécédaire des tout-petits is to "promote among parents the appropriation of different awakening concepts to writing and the child's development within the parent-child relationship, through the notion of pleasurable activities".

@: <http://www.phac-aspc.gc.ca/dca-dea/pubs/lang/10-fra.php>

Programme Je suis capable - I Can Program

Is a **website dedicated to children aged 3 to 10 living with fears and behavioral problems**. It offers a variety of tools, created to offer a solution focused approach. The solving approach is fun, flexible and efficient. It is geared to parents, educators, teachers, and child specialists.

@: <http://www.jesuiscapable.ca/>

Vers le pacifique - Pacific Path

The goal of Vers le pacifique program is to **prevent violence through the promotion of positive behaviors**. This program is suited for children aged 4 to 5, as well as for children of elementary level. The objectives and activities are specifically aimed at the child's level.

@: http://www.institutpacifique.com/fr/vp_verslepacifique.php

*Attentix à la maison - Attentix at Home

For parents who want to support their child (4 to 12 years old) in the development of their attention and impulsiveness skills. Attentix à la maison's objective is to **promote in a new and fun way the child's skills development tied to attention and impulsiveness control**. It allows the child to work in an environment that promotes positive relationships. It helps him to autonomously manage his attention and impulsiveness. Parent User-friendly.

@: <http://www.attentix.ca/psychologie-enfant/index.cfm>

1234 Parents

This preventative education program developed by Michael H. Popkin, Ph.D. is a dynamic video-based interactive learning experience designed for all parents of young children. 1,2,3,4 Parents consists of 4 weekly 2-hour intensive group parenting workshops. The program **teaches parents the fundamental attitudes and skills necessary for parents of young children**: the importance of the parent's self-esteem; the value of the child and the job of parenting; the basic developmental stages from ages one to four; parental self-care; methods of bonding; non-violent discipline skills; encouragement skills and prevention techniques such as childproofing.

@: <http://www.activeparenting.com/x1234.htm>

Kids Have Stress Too!® (KHST! Pre-school program)

Kids Have Stress Too!® (KHST!) **helps parents and caregivers understand childhood stress and how to provide children with the tools to deal with stress effectively**. It is a broad-based primary prevention program to provide parents, caregivers, and communities with the knowledge, awareness, and skills to help young people become healthier and more resilient through learning how to manage their stress.

@: <http://www.psychologyfoundation.org/kidshavestresstoo.php>

Nobody's perfect

NOBODY'S PERFECT is a **parenting education and support program** for parents of children from birth to age five. It is designed to meet the needs of parents who are young, single, socially or geographically isolated or who have low income or limited formal education. It informs parents about the "when," "what" and "why" of the first five years of childhood. Participation is voluntary and free of charge to parents.

@: http://www.phac-aspc.gc.ca/dca-dea/family_famille/nobody-eng.php

You make the difference

You Make the Difference was designed to **support parents of typically developing children**, birth to 5 years, who would like to learn more about fostering and enriching their child's early language, social and literacy development during positive everyday interactions. It can also provide support to vulnerable families whose children's learning may be at risk due to environmental and / or societal challenges. For those parents who have limited communication skills or who may feel isolated and have limited social networks, You Make the Difference helps parents connect with other families and resources in their community.

@: <http://www.hanen.org/web/home/hanenprograms/tabid/81/youmakethedifference/default.aspx>

For children aged 6 to 12 years:

De la discipline à l'amour (5-12 ans) - From discipline to love (5-12 years)

This is a series of 9 meetings (day) or of 6 meetings (evening) for parents with children aged from 5 to 12 years old, who wish to **establish an efficient family discipline while improving their relationship and communication with their children**. This workshop is delivered through four objectives that are: improve one's self-awareness as parent, promote the acquisition of knowledge and skills related to the supervision of children and to parent-child relationship, create new ties and encourage a greater use of formal and informal social resources.

@: <http://laparentraide.ca/node/11>

Ensemble on découvre - Together we discover

Group intervention aimed at children 5 to 12 years old, **witness to domestic violence**, and towards their mother. This guide is designed for social workers and interveners who not only focus on children exposed to violence but on the different ways to address it.

@ : http://www.csssvc.qc.ca/services/fej_ensemDecou_guide.php

***Mission possible**

Mission possible is a method which helps youth 10 to 14 years old, **acquire the skills they will need to overcome their problems and discard their inappropriate behaviors**. This original method clearly accentuates the youth' skills and resources rather than concentrate on the problem affecting him. It helps the teen focus on his objectives, stay motivated and concentrate on reaching these.

@ : <http://www.psychostrategique.com/possible.php>

Système D - System D

Système D is for youth 11 to 12 years old (six graders) as well as for their parents. The program proposes a promotional and preventative approach, with the objective of bringing the students who are at the end of the third elementary cycle to **develop their social skills as well as healthy life styles**. This program also aims at easing the transition from elementary to secondary school level of the targeted students.

@ : <http://rire.ctreq.qc.ca/repertoires/fiche/?id=331>

*PARC - PARC

This program is geared towards children aged from 8 to 12 years old, exhibiting **behavioral problems (including impulsiveness), hyperactivity problems with predominant hyperactivity/impulsiveness and/or, oppositional defiant disorder.** The goal is to decrease the frequency of behavioral problems the student manifests on a daily basis (over-reactive behavior to the stimulus from the environment). In this way, the youth will increase the control over his behaviors. The intervention towards the parents consists of increasing their parenting skills. For its implementation and facilitation, this program requires the presence of a trained intervener, with a university degree in psychology or psycho-education.

@ : <http://rire.ctreq.qc.ca/repertoires/fiche/?id=25>

Les trucs de Dominique - Dominique's tricks

This program is geared specifically to children aged between eight to twelve years old, who wish to **acquire greater control over their reactions toward stress or anxiety.** It equips the children with the tools they need to face the unavoidable day to day worry sources which often complicate their lives. It initiates the children to cognitive-behavioral techniques in stress and anxiety management.

@ : <http://rire.ctreq.qc.ca/repertoires/fiche/?id=23>

Kids Have Stress Too!® (KHST!)

Kids Have Stress Too!® (KHST!) **helps parents and caregivers understand childhood stress and how to provide children with the tools to deal with stress effectively.** It is a broad-based primary prevention program to provide parents, caregivers,

and communities with the knowledge, awareness, and skills to help young people become healthier and more resilient through learning how to manage their stress.

@: <http://www.psychologyfoundation.org/kidshavestresstoo.php>

ADHD Kids with incredible potential being attached

This program researched and developed by Mary K. Bailey at the Village Family Service Center in Fargo, North Dakota, consists of 12 weekly 2-hour intensive **group parenting workshops for parents who have children that have been clinically diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**. Parents who suspect that their children may have these disorders are also invited to attend. Additionally, five (5) family counselling sessions are included in this program.

@: <http://www.kreaycounselling.com/Preventative-Education>

The Trickster Effect

The Trickster Effect is a sociocultural intervention program based on a series of activities implemented jointly with a group of young people and a group of elders, both from the same community. The program is provided by two counselors-artists, one of which is an Aboriginal, ideally from the same community where the program takes place. Young people are progressively led into staging a traditional Aboriginal tale which they will then present to their community at the end of the program by mixing tales, circus workshops, games, and other exercises. But mostly, the activities aim at accompanying young people in their identity quest by offering them means to physical and emotional expression, while developing their sense of belonging, their self-confidence, and their self-esteem. Thus, the program helps them become more conscious of healthy life habits via attractive physical activities, or via healthy eating habits for snacks and traditional meals.

@: <http://www.projetexeko.com/en/trickster-effect>

For children aged 13 to 18 years:

***Parents d'ados ... Une traversée (12 à 18 ans) - Parents of teens.... a crossing (12 to 18 years)**

This program aims at **supporting parents in the supervision of their teenagers** through healthy communication, establishing family rules and through conflict resolution. It also aims at promoting mutual aid between parents toward their problems, while taking into account their respective family reality.

@: http://www.entraideparents.com/entraide/index.php?option=com_content&view=article&id=50&Itemid=14

***Ad-Agr-A (Adolescents-Agressifs-Action) - Ad-Agr-A (Teenagers-Aggressive-Action)**

Is a program for adolescents aged between 13 and 18 years old, **experiencing behavioral or emotional problems related to aggressiveness**, usually manifesting themselves, either in an internal or external manner ; youth with suicidal ideation. The goal of the program is to show the youth new constructive ways to deal with their aggressiveness.

@: <http://www.pierrepotvin.com/8.%20Banque%20d'outils/Ad-Agr-A.htm>

@: <http://www.centrejeunessedequbec.qc.ca/institut/documents/ADAGRA%20-%20Programme%20-%20Site%20Web.pdf>

Heureux comme... - Happy as...

This prevention approach is for teachers, interveners, and parents of children 6 to 12 years old, and aims at **equipping school personnel and its environment** (teachers, school specialists, daycare workers, school directors, parents and the children too) to

the specificities in power struggles, their impacts on the victims and witnesses and applicable measures. It also aims at helping the school personnel and its environment to recognize power struggles and to distinguish them from conflicts and aggressiveness, deal with the youth's power struggles in order to stop and prevent them, promote equality among the youth, help them as well as their parents identify and denounce power struggles.

@: <http://www.pierrepotvin.com/8.%20Banque%20d'outils/Heureux%20comme.htm>

***Pare-chocs (Programme d'intervention auprès d'adolescents dépressifs) - Pare-chocs (Intervention program towards depressive adolescents)**

An **intervention program towards depressive adolescents**, which consists of twelve meetings between two facilitators and a group of 6 to 10 teenagers, between 14 and 17 years old, and of three meetings with the participants' parents. The program aims at teaching specific self-protective skills: social skills, self-control, increasing the level of pleasurable activities, decreasing cognitive distortions, relaxation techniques, communication, negotiation and problem solving skills, as well as self-esteem and positive body image.

@: <http://www.ctreq.qc.ca/produits/outils/pare-chocs.html>

***Programme PEC (Pratiquons ensemble nos compétences) - PEC Program (Let's practice our skills together)**

This program is specifically geared to students of the first secondary cycle (12 to 14 years old), and their parents, who show **adaptation problems related to behavior**. The intervention program towards the parents and the youth relies on the strengths of the family members rather than focus on the problem. The individuals' strengths are seen as the main lever to promote changes in behavior. Parental support is considered

as essential in order to promote, among other things, the maintenance and transfer of social skills that the teenagers must develop at school.

@: <http://rire.ctreq.qc.ca/repertoires/fiche/?id=749>

Active parenting of teens

Active Parenting of Teens has been one of our most popular parenting classes since its introduction. The basic psychology underlying the program—open communication, nonviolent discipline, mutual respect—remains timeless, but now we have revised the content to address our complicated day and age. The resulting new program will give parents the confidence and courage to meet the challenges (and savor the joys) of parenting teenagers.

@: <http://www.activeparenting.com/xteens.htm>

Driven by initiative

Driven by initiative is a socio-educational program that enables the participants to discover examples of positive change. It teaches them technical, theoretical, and reflexive tools in order to elaborate a collaborative project within their community.

The objectives are:

- **Make the participants realize** that each individual can act in favor of positive change
- **Transform** a latent feeling of helplessness, failure, and misunderstanding into a feeling of success by stimulating and encouraging personal and group initiatives
- **Increase** the participants' awareness of different local and foreign initiatives and

alternatives as a positive empowerment model

- **Hand over** the participants with the required tools to implement a project
- Directly **contribute** to the social development of the community
- **Perpetuate** the project thanks to an emphasis on knowledge exchange and a close follow-up of its implementation

@ : <http://www.projetexeko.com/en/driven-by-initiative>

Conclusion

The development of first-line social services in communities represents a huge challenge because it involves a global approach entailing the support of chiefs, advisers and managers in different sectors. It requires players within and outside the community to join efforts.

At the heart of this approach are our children, our future!

Mobilizing the population is vital to this global approach in order to respond to the needs of First Nations children.

Indeed, the possibility of choosing and deciding the best measures to take to ensure the protection and development of our children has been part and parcel of a shared vision for a very long time.

Now, not only do we have the opportunity, we have the power! We are the experts in our own culture, our realities and, above all, what we need.

This directory was prepared for the purpose of proposing potential activities and programs that might be deployed within your first-line social services network.

Step by step, with the combined effort of each community member, we will be able to achieve sustainable change resulting in solutions that mirror us.

FIRST NATIONS OF QUEBEC AND LABRADOR
HEALTH AND SOCIAL SERVICES COMMISSION

