Overview Supported Education

- History of SEd in the Netherlands
- Supported Education
- SEd projects (past, present, future)
- Q & A

1999

- No or little (structural) attention for the life area of learning in the MH Care System / Psychiatric Rehabilitation
- No or little (structural) attention for students with psychiatric disabilities in regular educational settings
2017

- Mental Health Research
- Economic issues
- Educational issues
- Person’s point of view

From mental health research:

- Most college students are young adults
- Young adulthood represents a high risk developmental stage for the onset of psychiatric symptoms
- Typical onset for many serious mental illnesses is between ages 17-25, as most adults are beginning higher education & careers

Mental health: 3 aspects of care

- Problem-oriented
- Environmentally oriented
- Developmentally oriented

Support (Care)

PSR (Living, Working, Learning, Socializing)

Traditional treatment plan

1. Medication (management)
1. Day-night rhythm
1. Personal hygiene
1. Financial problems
1. Cleaning the room
1. Return to or remain at school
**PSR / Treatment plan**

1. Return to or remain at school
2. Medication (management)
3. Day-night rhythm
4. Personal hygiene
5. Financial problems
6. (Cleaning the room)

**Economic issues...**

- Increasing #’s of young adults attend college; college degrees are required for success
- Early-onset psychiatric disability contributes to under- and unemployment through its effects on education
- People with psychiatric disabilities who enter the labour market, most of the time, end up in low-paid jobs

**Educational issues...**

- Early school leaving is a big problem in Europe
- An estimated 6% of students in Higher Education report psychiatric symptoms serious enough to need mental health services (2001/2005)
- Emotional/psychological disabilities constitute the largest disability group
- 50% of them need extra support to finish their education
- Yet on most colleges, students with psychiatric disabilities can’t get appropriate services

**From a person’s point of view (recovery)**
**Recovery Process**

Recovery is the process of self-discovery and change as one grows beyond the catastrophe of mental illness.

It is a way of living a satisfying and meaningful life with or without limitations caused by the illness.

The role of student (most of the time) supports the recovery process of the (young) adult with psychiatric disabilities.

*Anthony, 1990*

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**Mission of SEd**

To help (young) adults with psychiatric disabilities to **choose, get and keep** regular education.

*Unger & Anthony, 1992*
Through…
preparation, assistance and support
(on-site & mobile)
to individuals with a psychiatric disability
who wish to pursue post-secondary education
or training,
following a psychiatric rehabilitation model

SEd principle
Role + setting of preference
(student) + (educational)
Skills + Support
Success + Satisfaction

SEd: the link between psychiatry and education

Skills & Support
Educational Goal
Success + Satisfaction
Skills+Support
FA RA FA RA
Skills+Support
FA RA
General support services

Functional Assessment (FA)
• What are the skills you need to be successful and satisfied at school?

Resource Assessment (RA)
• What are the resources you need to be successful and satisfied at school?

The Supported Education Center of Expertise

Aim of the Center
To develop products and services for and provide information to students, clients, family members, educational staff and MH practitioners about studying with a psychiatric disability

Activities of the Center
• SEd initiatives and programmes in ≥ 20 cities or regions
• Five national SEd conferences
• Website www.begeleidleren.nl (Begeleid Leren = Supported Education)
• ≥ 25 articles in journals; 2x a special issue in Journal of Rehabilitation, ≥ 80 presentations & workshops
• Dissertation about SEd (in Dutch, English summary)
• Interest from and contacts with other (European) countries: Belgium, England, Norway, Portugal, Sweden, Czech, Australia, New Zealand, South Africa, USA
• SEd courses for MH practitioners and Educational staff
• Workshops for students
SEd projects (past, present, future)

Previous projects
- Studying with Support Project 2004-2005
- Studying with Autism in Higher Education Project (2006-2007)
- Good Practice study (2008-2009)
- Studying with a disability at the Hanze University Groningen (2010-2012)

www.begeleidleren.nl

National Supported Education project

European Supported Education project
European Supported Education project ImpuSE:

to develop a
Supported Education Toolkit
1. Introduction
   - Background (numbers and facts)
   - Supported Education
     ➢ Mission
     ➢ Principles
     ➢ Target group
     ➢ What hinders?
     ➢ What helps?

2. Choose-get-keep interventions
   Choose-get: decision making course
   Keep:
     ➢ Functional assessment: Skills inventory educational settings
     ➢ Resource assessment: Resource inventory educational settings
     ➢ Disclosure
     ➢ Peer support group
     ➢ Support for educational staff

3. Implementation manual
   ➢ Introduction
   ➢ Involvement of stakeholders
   ➢ Needs assessment
   ➢ Resource scan: social map
   ➢ Good practices
   ➢ Communication plan
   ➢ Information brochures (students, family, mh-professionals etc)
   ➢ Staff training
   ➢ Sustainability (quality, evaluation and finances)
### Decision making course

**Goal**

To help young adults with psychiatric disabilities who dropped out of school to choose and get back to regular education

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### Program

**Making an informed choice**

- Identifying personal criteria
- Describing alternative educational options
- Choosing a college or university
- Setting an Educational goal

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### Decision making course

modified for highschool students with autism

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### “To tell or not to tell”

Disclosing
People with chronic diseases and disabilities belong to the most disadvantaged group of people in our society

(Rapportage Gehandicapten 2002)

Disclosure

"Disclosing your psychiatric disability" means that you tell someone about your past /current psychiatric condition"

To decide whether to tell about your psychiatric disability or not, you could consider the following aspects:

5 aspects of the skill Disclosing

Whether

How

Who

When

What

Peer Support group for students with psychiatric disabilities
What?
The Peer Support group provides self-help for students with psychiatric disabilities through exchange of experiences, providing mutual support and (study) advice.

When & where?
One session per two weeks for two hours
On the campus of the college or university

How?
One topic per session, prepared by 1-2 of the participants:
➢ Sharing concerns and successes
➢ Giving and receiving support
➢ Disclosure: ‘To tell or not to tell’
➢ Balance between studying and personal problems
➢ Financial Aid
➢ Needed & available Support Services

Handbook Supported Education
Current & Future projects

- Evaluation study Disclosure
- Cognitive Remediation
- TopUp: Online introduction course
- SEd for youth 12-17 years
- StuDent: peer support for students with depression
- Study Success
- Randomized Controlled Trial (7 MH org)

www.supportededucation.eu

www.begeleidleren.nl

Q & A