Community participation through Education
Supported Education for young people with psychosocial problems

SECiSe project, September 21st 2017
Presenters: Lies Korevaar & Jacomijn Hofstra

Overview

- Introduction of Supported Education
- What hinders and what helps?
- Supported Education Toolkit
- Questions & discussion

Introduction of Supported Education

Ryan's educational story

A journey from despair...
...to a life filled with purpose

Research project 'Recovery After an Initial Schizophrenia Episode (RAISE)
• No or little (structural) attention for students with psychosocial and/or mental health problems in regular educational settings

• No or little (structural) attention for the life area of learning in the MH Care System

1998

2017

• Educational issues
• Mental Health issues
• Economic issues

Educational issues...
• Early school leaving is a big problem (in Europe)
• An estimated 6% of students in Higher Education report mental health problems serious enough to need mental health services (2001/2005)
• 50% of them needs extra support to finish their education
• Yet on most colleges, students with mental health problems can’t get appropriate services
• Inflexible structure of the school system
Mental health issues ...

- Most college students are young adults
- Young adulthood represents a high risk for the onset of mental health and psychosocial problems
- Typical onset for many serious mental illnesses is between ages 17-25, as most young people are beginning higher education & careers
- Currently we see more and more youth in the age between 12-17 with mental health problems dropping out of school

THREE ASPECTS OF CARE

- Safety, Health & Stability
- Environmentally oriented
- Support (Care)
- Developmentally oriented
- Treatment (Cure)
- Psychosocial Rehabilitation
  (Living, Working, Learning, Socializing)

Traditional treatment plan

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

SEd / 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 of mental health or psychosocial problems contributes to under- and unemployment through its effects on education
- People with longterm mental health or psychosocial problems who enter the labour market, most of the time, end up in low-paid jobs

Two sub groups

Youth and young adults with mental health and psychosocial problems

- “Drop outs”
  - Return to school
  - Choose & get Education
- Current students
  - Remain at school
  - Keep Education

Mission of SEd

To help young people with psychosocial and/or mental health problems to choose, get and keep regular education

(Unger & Anthony, 2002)
What hinders and what helps?

Jacomijn Hofstra, PhD

Background

• European ImpulSE project (2013-2015)
  – Aim: Development of a Toolkit Supported Education
  – Partner countries: Norway, Portugal, Czech Republic and the Netherlands

• Important question: ‘What hinders and what helps students with psychosocial problems/psychiatric disabilities when choosing, getting and keeping a study?’

Method

Literature review:
Both peer reviewed and ‘gray’ publications

30 questionnaires from experts in supporting students with psychiatric disabilities (both educational and mental health professionals)
  (NO 10; PO 3; CZ 4; NL 13)

27 interviews with students with psychiatric disabilities (focus groups)
  (NO 6; PO 8; CZ 7; NL 6)
  13 male, 14 female, Age between 17-60, Diagnoses e.g.: depression, PTSS, schizophrenia, anxiety disorder).

Analysis

• For each question
  ➢ the findings/answers were put together in one document
  ➢ Findings/answers with more or less the same content were given a color. E.g.: all answers about ‘lack of self-esteem’ were coded in red. This way, it was easier to identify categories or ‘factors’ in the answers.
  ➢ The experts gave feedback on the results/conclusions
Results

• Little SEd literature available in the four countries

• Three categories of barriers
  ➢ Personal barriers
  ➢ Barriers related to the educational environment
  ➢ Barriers related to the social environment

<table>
<thead>
<tr>
<th>Barriers when Choosing (mentioned in at least 2 of the 4 countries)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose</strong></td>
</tr>
<tr>
<td>Personal barriers</td>
</tr>
<tr>
<td>Earlier negative experiences with going to school</td>
</tr>
<tr>
<td>Lack of self-esteem</td>
</tr>
<tr>
<td>Fear of being stigmatized</td>
</tr>
<tr>
<td>Self-stigma</td>
</tr>
<tr>
<td>Difficulties with choosing</td>
</tr>
<tr>
<td>Lack of financial means</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Barriers when getting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Get</strong></td>
<td><strong>Barriers in educational environment</strong></td>
</tr>
<tr>
<td>Personal barriers</td>
<td></td>
</tr>
<tr>
<td>Presence of (residual) symptoms and side effects of medication</td>
<td>Difficulties with application procedure</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>Several institutions involved and no communication between them</td>
</tr>
</tbody>
</table>
Barriers when keeping

<table>
<thead>
<tr>
<th>Personal barriers</th>
<th>Barriers in educational environment</th>
<th>Barriers in social environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Direct consequences of psychiatric disability</td>
<td>• Lack of support</td>
<td>• Little or no support from family and friends</td>
</tr>
<tr>
<td>• Difficulties with executive functioning skills</td>
<td>• Inflexible structure of the school system</td>
<td>• Little or no support from mental health professionals</td>
</tr>
<tr>
<td>• Lack of self-esteem</td>
<td>• Lack of understanding, expertise and empathy of staff</td>
<td>• Stigmatization or discrimination by teachers</td>
</tr>
<tr>
<td>• Dilemma of disclosure</td>
<td>• Little or no support from fellow students</td>
<td></td>
</tr>
<tr>
<td>• Feeling of stigmatization</td>
<td>• Stigmatization or discrimination by fellow students</td>
<td></td>
</tr>
</tbody>
</table>

Conclusion

• Frequently mentioned barriers:
  – Fear of failure
  – Stigmatization
  – Problems related to illness or medication
  – Lack of support

• More similarities than differences between the countries
  – Portugal: lack of financial means
  – The Netherlands: lack of information about support services

What helps?

<table>
<thead>
<tr>
<th>Choose</th>
<th>Get</th>
<th>Keep</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear information about available support services at school</td>
<td>• Support from mental health professional with the application procedure and with finding special arrangements</td>
<td>• Frequent personal contact about study related issues with SEd professional</td>
</tr>
<tr>
<td>• A decision making course</td>
<td>• Information about what to do, where to find information and where to go with questions</td>
<td>• Flexible school system</td>
</tr>
<tr>
<td>• Support from social environment</td>
<td></td>
<td>• Peer support group</td>
</tr>
</tbody>
</table>

Supported Education Toolkit
**Outcome: Toolkit**

1. **Introduction**
   - Background (numbers and facts)
   - Philosophy
     - 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-practitioners etc)
   - Staff training
   - Sustainability (quality, evaluation and finances)
Toolkit

- Toolkit is freely available at: www.supportededucation.eu
- The toolkit has been translated into Dutch, Norwegian, Czech, Portuguese and Swedish

Closer look at the services professionals can provide

Choosing & getting

Preparation course

Decision Making Course

- Duration: 12 weeks
- Frequency: 1 day per week for 6 hours
- Participants: young people who dropped out of school, want to return to school, but do not yet know what kind of education they prefer

ImpulSE course
How do we support the participants?

What do I want?
What is available?
How do I choose?

Decision making box

<table>
<thead>
<tr>
<th>Personal criteria</th>
<th>Accountancy</th>
<th>course at college</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Small classes (max. 25 students)</td>
<td>++</td>
<td>+</td>
</tr>
<tr>
<td>2. Lecturers who give extra explanation</td>
<td>?</td>
<td>+</td>
</tr>
<tr>
<td>3. University level leading towards a diploma</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>4. Not too much working in groups</td>
<td>--</td>
<td>+</td>
</tr>
<tr>
<td>5. Nearby home</td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>6. Quiet place at school to work</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

Choosy modified for highschool students with autism

Closer look at the services professionals can provide

Keeping

Onsite & Mobile Support
SEd principle

Role + setting of preference
(student) + (educational)

Skills + Support

Success + Satisfaction

Ownership

Skills & Support

Educational Goal

Success + Satisfaction

Skills+Support

Skills+Support

Services

Medical Assessment
Psychological Assessment

Functional Assessment (FA)
Resource Assessment (RA)
related to the educational goal of the person
**Critical skills!!**

&

**Critical resources!!**

**Peer Support for students with (mental health) problems**
What?
The Peer Support group provides self help for students with (mental health) problems through exchange of experiences, providing mutual support and (study) tips

Why?
To provide a group resource for students with mental health or psychosocial problems to remain at school

Choose-get-keep model
→ focus on the keep phase

The focus is on the student role instead of on the problems or the role of patient

Who?
Participants
- 8-10 students

Group supervisors
- 1 expert by experience (ex. consumer & graduate nurse)
- 1 expert in group dynamics & rehabilitation

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
### Summary in dilemmas

<table>
<thead>
<tr>
<th>Patient role</th>
<th>vs</th>
<th>Student role</th>
</tr>
</thead>
<tbody>
<tr>
<td>MH practitioner</td>
<td>vs</td>
<td>Teacher</td>
</tr>
<tr>
<td>Professional problem owner</td>
<td>vs</td>
<td>Student as problem owner</td>
</tr>
<tr>
<td>Professional as process owner</td>
<td>vs</td>
<td>Student as process owner</td>
</tr>
</tbody>
</table>

### “To tell or not to tell”

**Disclosing your (mental health) problems**

### Benefits

- More understanding and acceptance
- More interest, care and support from teaching staff
- Having access to certain adjustments/rights/entitlements
- Not being seen as a troublesome student
- Being able to receive support and advice

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

(Rapportage Gehandicapten, 2002)

**Benefits**

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**People with chronical diseases and disabilities**

Belong to the most disadvantaged group of people in our society.

_Rapportage Gehandicapten, 2002_
Disadvantages

- Others may feel threatened, due to ignorance and personal experience
- The burden of having to explain your disability
- The fear of discrimination
- Feelings of rejection
- The fear of being singled out in class
- Misunderstanding by others of the disability’s impact

5 aspects of the skill Disclosing

- Whether
- How
- Who
- When
- What

A B C of Supported Education
Not only runners move forward, also they who limp

Not only Sarah Sjöstrom moves forward, also young people in Sweden with psychosocial problems
Thank you for your attention

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