Workshop
Helping young people with mental health problems to return to and/or to remain at school

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Overview workshop
9.00 - 9.15 Welcome and overview program
9.15 - 10.30 Why is (supported) education needed for young people with mental problems and what are the difficulties they experience at school?
10.30 - 10.45 Break
10.45 - 12.00 Is the (young) person ready to return and/or to remain at school?
12.00 – 12.45 Lunch
12.45 – 14.00 How to support (young) persons to return to and/or to remain at school (Skills and Support)?
14.00 – 14.30 Summary and evaluation

Why do we need (Supported) Education?

Different perspectives
• Mental health perspective
• Economical perspective
• Educational perspective
• Personal future perspective

Why is (supported) education needed for young people with mental problems & what are the difficulties they experience at school?

Mental health perspective ...
• Most college students are young adults
• Young adulthood represents a high risk for the onset of mental health problems
• Typical onset for many serious mental health problems is between ages 17-25, as most young people are beginning education & careers

Economic perspective...
• 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 long-term mental health or psychosocial problems who enter the labour market, most of the time, end up in low-paid jobs

Educational perspective...
• Early school leaving is a big problem (in Europe)
• An estimated 10% of students in Higher Education report mental health problems serious enough to need mental health services
• 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
Ryan's educational story

Personal perspective...
A journey from despair…
...to a life filled with purpose

Research project: Recovery after an Initial Schizophrenia Episode (RAISE)

Cognitive problems
Cognitive problems vary from person to person, but often include difficulties with:
- Remembering to do things in the future
- Planning and ordering
- Sustaining attention and concentration
- Learning new information and remembering it
- Problem-solving in a logical way
- Flexibility in thinking

Illness related barriers
Fluctuating nature of the mental condition
- Side effects of the medication
  - Drowsiness
  - Fatigue
  - Dry mouth, thirst
  - Blurry look
  - Trembling hands

Difficulties young people with mental health problems experience in going (back) to school

Social-emotional problems
Also social-emotional problems vary from person to person, but often include difficulties with:
- Collaboration with fellow students
- Making and maintaining contact
- Presenting
- Fear of stigma and discrimination
- Low self-esteem
- Dealing with stress
- Responding to feedback

What to do?

Barriers
Cognitive
Social-emotional
Environmental
Illness related

Environmental influences
Environmental problems that are an (extra) burden:
- Financial problems
- Living situation
- Disadvantaged families
- Stigma
**Mission**

The mission of Supported Education is to help (young) people with mental health problems and/or psychosocial problems to choose, get and keep mainstream education of own preference.

*Supported Education is not therapy or mental health counseling!!*

**Principles of Supported Education**

- **Student role vs patient role**
  - Young person comes to school as a student, not as a patient
- **Teacher vs Therapist**
  - Teacher is not a therapist, therapist is not a teacher
- **Drop out vs Time out**
- **Norm vs Form**
- **School vs Internship**

**Readiness Assessment 1**

**Definition**

Readiness Assessment is finding out a person's preparedness to set an educational goal for him/herself.

**Readiness Assessment 2**

**Skills**

- Inferring need
- Validating commitment to change
- Estimating personal awareness
- Estimating environmental awareness
- Discriminating personal closeness

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**Supported Education Toolkit**

- Choose
- Get
- Keep
Internal need for going to school

Satisfaction & Success in current School Environment

Do you like/dislike
- the people,
- the building/location, and
- the activities
in the school you are now?

What are the reasons?

External need for going to school

Do others force you to go to school?

Is there pressure on you to change yourself or the environment?

Commitment to Change

Is there a felt need for going to school? + ± -

What are your expectations going to school? + ± -

Do you feel confident going to school? + ± -

Do important others support you going to school? + ± -

Self-Awareness

Knowledge about self related to choosing a school environment

What are your preferences and interests for the place you'd like to learn?

What are the personal values you use as a guide when making important decisions?

Environmental Awareness

Knowledge about potential places to learn

What are the types of places in the community to learn?

Personal Closeness

Perspective about the quantity and quality of interactions with staff

Are you satisfied with the amount of time that staff spend interacting with you personally?

Are you satisfied with how the staff relate to you?

Overall Readiness

Low

High

Very Low

Very High

Readiness

Consider ing all the readiness factors discussed so far, what is your overall level of confidence, hope, and motivation for choosing, getting, or keeping a place to learn?
Overall Readiness
What should we focus our services on first?

- Increasing confidence, hope, and Motivation: Readiness Development
- Choosing another place to learn within the next 6 months to 2 years: Choosing
- Developing the skills and resources needed to be successful and satisfied in the place you have chosen to learn: Keeping the Student Role

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

What are the skills and the support young people need to remain at school?

- Individualized tailor-made support

Supported Education process
Need for going to school?
Life area?
Living Working Learning Socializing
No Ready? (readiness assessment): Readiness development Yes
Choose (educational goal)
Skills & Resources get a help school!

Ownership
Who express the problem?
The student him-/herself?
Others, if yes who? (teachers, parents, fellow students?)
Contact style
Does the student want support?
If so, what is the contact style of preference?
- Physical contact
- Emotional contact
- Intellectual contact
- Spiritual contact

Tailor-made support
Educational Goal of the student
Success + Satisfaction
Skills + Support
Skills + Support
FA RA FA RA

Types of Skills
- Physical skills
- Social skills (interpersonal)
- Emotional skills (intrapersonal)
- Intellectual / cognitive skills

Goal of the student
Do you want to remain at school?
If so, what are the barriers to remain at school?
List together with the student which skills and support he/she needs to overcome the barriers
If not: what to do (actions)?

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?

Critical skills!!
&
Critical resources!!

Examples of educational goals of students
- I intend to remain the coming six months at school X
- I intend to start in September 2019 my internship at company Y
- I intend to return to school Z in Brno in May 2019
- I intend to get my degree at school A in 2019

Requirements of the school
What do you have to do?
Which requirements do you have to meet?
Explicit and implicit requirements

Functional Assessment (Skills)
Goal: I intend to remain at my current school for the next 8 months
Success: requirements of the school:
- Being present
- Being on time
- Present in front of the class
- Working together in small groups
- Writing a paper
- Passing exams
- Successfully completing internship

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Critical skills!!
&
Critical resources!!
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?

**Types of Supports/Resources**
- **Person** – Teacher, Mentor, Parents, Fellow Student etc.
- **Place** – Library, Social Club, Private Space at home, etc.
- **Thing** – Uniform, Tools, Computer, Alarm Clock, etc.
- **Activity** – Relaxation, Walk, Medication Monitoring, Therapy, Leisure Activity, etc.


**Supported Education Toolkit**
www.supportededucation.eu

**Critical skills!!**

**Critical resources!!**

**Summary & Evaluation**

**Summary Checklist**
1. What are the problems/barriers of the student?
2. Do you have a good relationship with the student?
3. What is the contact style of preference of the student?
4. Who is the owner of the problem/process?
5. What are the (critical) skills and resources the student needs?
6. How to realize them?

**Background Information**