Supported Education
for students with mental health and/or psychosocial difficulties

An Introduction

Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.
— A. Einstein

Lies Korevaar, PhD

Acquaintance

* Who are you?
* What is your position?
* How many students with mental health and/or psychosocial problems do you know?
* Could you give an example of a barrier one of your students experience remaining at school?

Training objectives

Participants will be able to state the mission and philosophy of Supported Education

Participants will be able to describe the Supported Education process

Participants will demonstrate how to implement the keep phase of the SEd process

Overview programme

Day 1 (10.45-17.00)
• Acquaintance & training objectives
• Overview training
• Introduction in Supported Education
• Keeping 1:
  • Step 1: Start of the SEd process
  • Step 2a: Requirements of the school

Day 2 (09.00-17.00) Keeping 2
• Step 2b: Personal Important behaviors
• Step 3a: Listing critical skills (Disclosure skill included)

Day 3 (09.00-15.00) Keeping 3
• Step 3b: Listing critical resources
• Step 3c: Select the critical resource (person or service)
• Step 4: Setting an Educational Support Plan
• Step 5: Monitoring progress
• Summary & evaluation
Introduction
Supported Education

Why do we need
(Supported) Education?

Different perspectives

- Mental health perspective
- Economical perspective
- Educational perspective
- Personal future perspective

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 higher 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 need 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

Personal perspective...

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

Research project ‘Recovery After an Initial Schizophrenia Episode (RAISE)’

Ryan’s educational story
Barriers in going (back) to school

**Barriers**
- Cognitive
- Social-emotional
- Environmental
- Illness related

**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

**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 for stigma and discrimination
- Low self-esteem
- Dealing with stress
- Responding to feedback
Environmental influences

Environmental problems that are an (extra) burden:

➢ Financial problems
➢ Living situation
➢ Disadvantaged families
➢ Stigma

Illness related barriers

Fluctuating nature of the mental condition

Side effects of the medication

➢ drowsiness
➢ fatigue
➢ dry mouth, thirst
➢ blurry look
➢ trembling hands

What to do?

Supported Education - projects

26. SEdinSA 2018-2020
Hugenote/HG

25. RCT BL-behouden 2018-2022
HG/partners

24. Move Ahead 2017-2020
NRO/Comenius

23. Kieskeurig-project 2017-2018
HG/partners

22. Impuls-project 2017-2018
Gem. Groningen

Nationale Wetenschapsagenda

20. Top Up 2017-2018
RAAK SIA

19. Corepro 2017-2018
HG/O&O

18. Nieuwe wegen in de GGz
GGz Nederland

17. Naar Inclusief Voortgezet Onderwijs (NIVO) 2017-2021
ZonMw/partner, UMCG

Agis

15. Studie-succes 2016-2019
HG/CSBR

14. SECiSo: Supported education and civil society (samen met partners uit Zweden, Denemarken en Duitsland)
ESF/partner, penvoerder RSMH, Zweden

13. Developing social rehabilitation through education
Erasmus+partner, penvoerder Finland

12. Openheid 2016-2018
Triodos / Agis

11. Vakkundig aan het werk 2016-2017
Gemeente Groningen/partner

10. StuDent, ondersteuningsgroep voor studenten met een depressie 2017
Handicap + Studie/partner

RAAK SIA

8. ImpulSE 2013-2016
EU-Erasmus+penvoerder

ZonMw/partner

SSGZ / Triodos

5. Studeren met een beperking aan de HG 2008-2011
SSGZ

SSGZ

Partner-organisaties en HG

2. Website Begeleid Leren 2005
NFGV, VSB Fonds

1. Impuls 2004-2005
H+S

Supported Education Toolkit

Choose - Get - Keep

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
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!!

Two sub groups

“Drop outs” from school
- Supporting returning to school
- Choose & Get

Current students
- Preventing early school leaving
- Keep

SEd VALUES

Person-orientation: A focus on the human being as a whole, rather than as a diagnostic label or illness

Functioning: A focus on performance of everyday activities at and around school

Support: A focus on providing assistance for as long as it is needed and wanted

Involvement: A focus on including individuals as full partners in all aspects of SEd.

Choice: A focus on the person’s preferences throughout the process.

Growth potential: A focus on improvement in a person’s success and personal satisfaction, regardless of the person’s current difficulties

Adapted from Farkas, Anthony & Gilban (1996)
Focus of Supported Education

At the university you are a student not a patient!

Supported Education is not therapy or mental health counseling!

SEd: the link between psychiatry and education

Psychiatry SEd Education

Patient => Client/consumer => Citizen => Learning => Student

Individualized tailor-made support

SEd principle

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

Skills + Support

Success + Satisfaction
SEd principle

Student Sociology at Mid Sweden University
Skills + Support
Success + Satisfaction

Tailor-made support

Educational Goal of the student
Success + Satisfaction
Skills + Support
Skills + Support
FA RA FA RA

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!!
5-steps model ‘keeping’

Step 1: Start of the SEd process
Step 2a: Requirements of the school
Step 2b: Personal Important behaviors
Step 3a: Listing critical skills
Step 3b: Listing critical resources
Step 3c Select the critical resource person/service
Step 4: Setting an Educational Support Plan
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Supported Education

Step 1

Lies Korevaar

5-steps model ‘keeping’

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Step 1 Start
Student: 
Course: 

1a. Ask the student what the problems are he/she experiences or are mentioned by educational staff. 

What is the problem? (In words of the student and summarized by the SEd coach)

Step 1 Start: Ownership

1b. Who express the problem? 
The student him/herself? 
Others, if yes who? (lecturers, dean, parents, fellow students?)

Step 1 Start: Educational Goal

1c. Does the student wish to continue / complete the course? 

If so: set an educational goal: 
I intend to continue / complete my ................................ at ............................. ... (with success and satisfaction) 

If not: what to do (actions)?

SEd attitude

Partnership, connectedness

First and foremost the focus of the professional must be on what the person/consumer connects to us and others, and not on what him or her distinguish from us and others
Step 1 Start: contact style

1d. Does the student want support? If so, what is the contact style of preference?

- Physical contact
- Emotional contact
- Intellectual contact
- Spiritual contact