

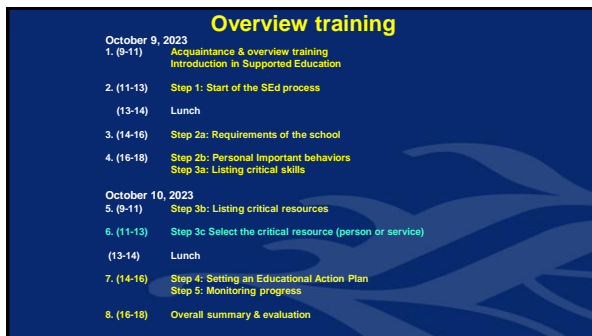
**Supported Education**  
for students with mental health problems

**Step 3c Select the critical resource (person or service)**

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

Cagliari, October 10th 2023  
Lies Korevaar, PhD & Jacomijn Hofstra, PhD

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**Overview training**

October 9, 2023

1. (9-11) Acquaintance & overview training  
Introduction in Supported Education
2. (11-13) Step 1: Start of the SEd process  
(13-14) Lunch
3. (14-16) Step 2a: Requirements of the school
4. (16-18) Step 2b: Personal important behaviors  
Step 3a: Listing critical skills

October 10, 2023

5. (9-11) Step 3b: Listing critical resources
6. (11-13) Step 3c: Select the critical resource (person or service)  
(13-14) Lunch
7. (14-16) Step 4: Setting an Educational Action Plan  
Step 5: Monitoring progress
8. (16-18) Overall summary & evaluation

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**Review**



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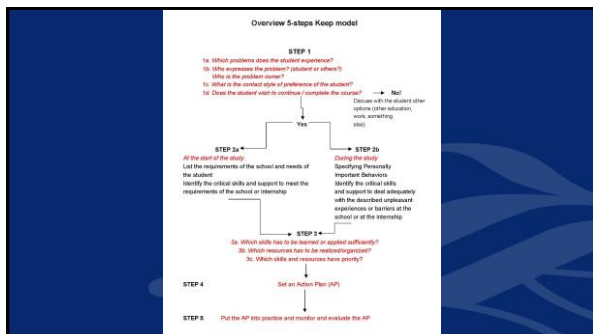


**Ownership & Partnership**

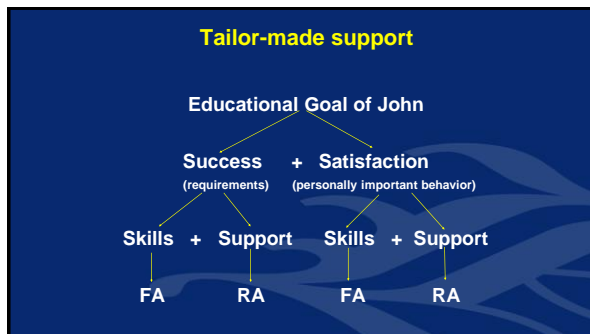


0. A student presents a problem. What's the matter?
1. Do you want to continue your education at Mid Sweden University?
2. If so, what hinders you from continuing your education?
3. Together with the student assess which skills and resources he/she needs to overcome the listed barriers

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Hanze University Groningen  
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**Resource Assessment**

Assisting participants to Assess and Develop Supports/Resources for School Functioning

Step 3b: Listing critical resources  
 Step 3c: Select the critical resource (person or service)

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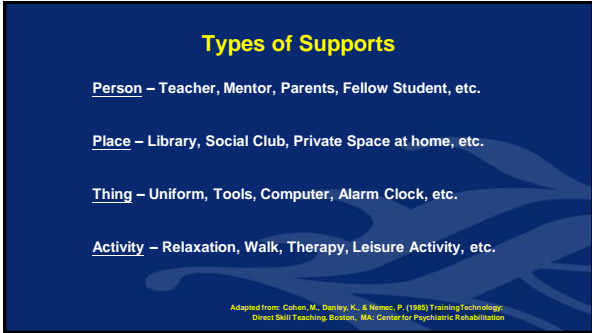
**RESOURCE ASSESSMENT**

STEP 1	SUCCESS	→	WHAT ARE THE REQUIREMENTS OF THE SUCCESSION? (WHAT DO YOU NEED TO BE SUCCESSFUL?)	→	RESOURCE (PEOPLE, THINGS, PLACES, ACTIVITIES)
STEP 2	SATISFACTION	→	WHAT DO YOU NEED YOURSELF TO FEEL SATISFIED?	→	RESOURCE (PEOPLE, THINGS, PLACES, ACTIVITIES)
STEP 3	WHEN DO YOU NEED THE RESOURCE AND HOW OFTEN?				
STEP 4	IS THE RESOURCE AVAILABLE AND IF SO DO YOU USE THE RESOURCE?				

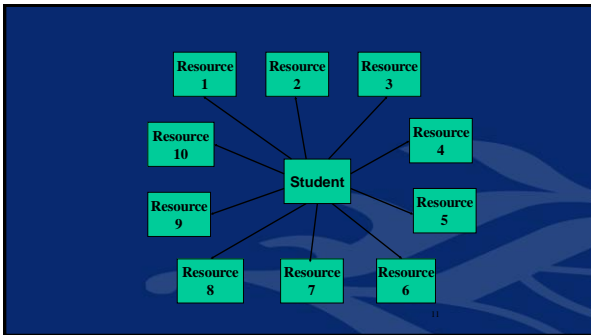
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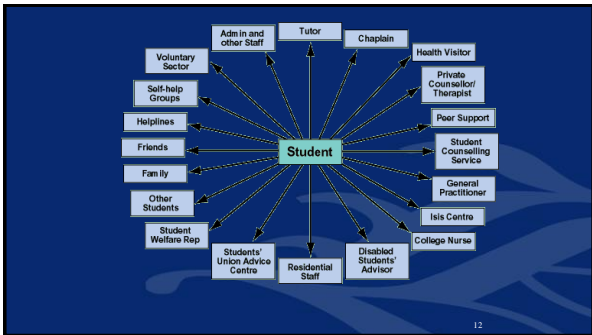
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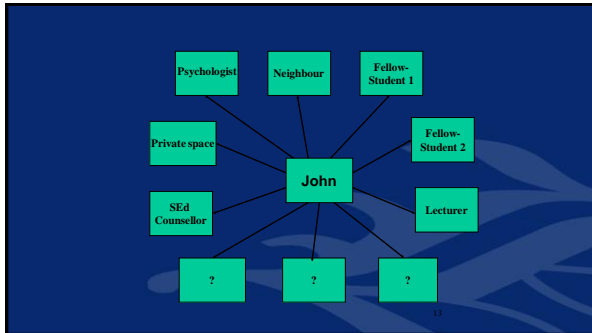
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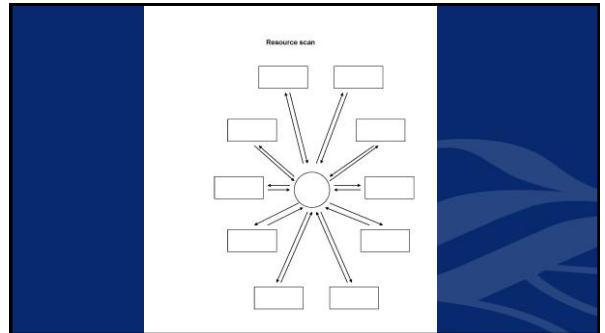
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**Exercise in small groups**

Take one of your clients/students and brainstorm about the resources the client/student is in a need for to remain at school.

Complete the resource scan for this client/student

Take the outcomes with you to the plenary meeting

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**Plenary follow up discussion**

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### 3c. Select the critical resource (person or service)

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**Step 3c: Select the critical resource (person or service)**  
 In many cases the critical resource is a person or a service.

**Directions:**

- Together with the student team(s) which persons or services could help them / her to meet the requirements of the national or international and / or their adequacy with the identified independent experience or barrier
- Ask the student identifying the means of getting access which person / service is the best to support him / her, based on the expertise, the relationship and the availability of the person / service (using step 3b, Section 7.3, Line 1-7)
- Describe the circumstance and frequency in which the person / faculty will / must provide the support: the expertise, the number of times per month / year, at the end of the same with me go through the available at the external faculty

Person/service	Expertise 0-4	Relationship 0-4	Available 0-4	Total score	Use description
1					
2					
3					
4					
5					
6					

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### Worksheet: Selecting a Resource

Describe resource / support use: .....

Potential Resources	Available	Expertise	Relationship	Total

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### Worksheet: Selecting a Resource

Every Friday afternoon I like to talk with someone about my experiences at the internship of last week

Potential Resources	Available	Expertise	Relationship	Total

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### Worksheet: Selecting a Resource

Describe resource / support use: **Example John**  
 Every Friday afternoon I like to talk with someone about my experiences at the internship of last week

Potential Resources	Available	Expertise	Relationship	Total
SEd counsellor: Lies	Low = 1	Medium = 3	High: 5	9
Colleague at work	3	5	3	11
Friend	1	1	5	7
Fellow student	3	3	3	9
Neighbour	5	5	5	15
Brother	3	1	5	9

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### Describing Resources Example John

Name of resource	Description of Support	Circumstances	Frequency
Supported Education Coach	Meets John to discuss the school related problems	At school during her lunch break	Once per week
Fellow student	Speaks with John the lunch break at school	From 12.30 – 1.15 hours	3x per week
Private Space	A quiet space where John makes her homework	At home in the evening	3x per week
Fellow student	Picks up John in the morning and leaves with him to school	by 08.00 in the morning	3x per week
Mathematics Lecturer	Helps John to better understand mathematics	At school during lunch break	Once per week
Psychologist	Talks with John about his depression and domestic violence past	During their scheduled appointments	Once per month

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### Q & A

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### Lunch break

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