


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

Session 7
Step 4: Setting an Educational Action Plan +
Step 5: Monitoring progress

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

1

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**


2

Overview session 7

- Step 4: Setting an Educational Action Plan
- Step 5: Monitoring progress
- Specific issues

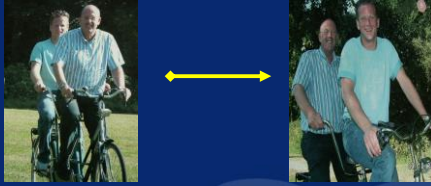
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Review session 1-5



4

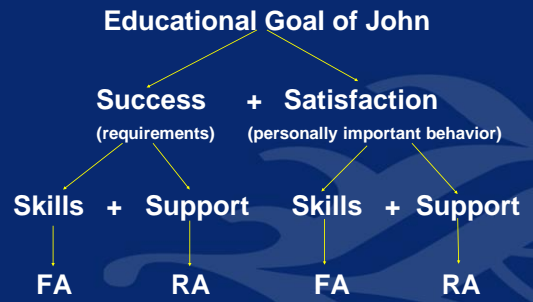
Ownership & Partnership



0. A student presents a problem. What's the matter?
1. Do you want to continue your education at the University of Cagliari?
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

5

Tailor-made support



6

Functional Assessment (FA)

What are the skills you need to be successful and satisfied at school?

Requirements of the school (current & future situation)

Solving problems during the study (past & current situation)

Listing **critical** skills

7

John's requirements of the school (explicit & implicit)

Requirements	Needs attention	Needs no attention	Explanation	Critical Skills & Support
1. Passing exams	X		Preparation for exams	Planning
2. No drugs				
3. No alcohol				
4. Being present				
5. Traveling to school				
6. Studying techniques				
7. Working together in small groups	X		Not doing my part of the project activities	
8. Making homework				
9. No aggression				
10. Being on time	X		Being too late too often for morning classes	
11. Finding your way around on campus				
12. No disturbing behavior in class				
13. Bringing your equipment				
14. Presenting in front of the class				
15. Personal hygiene				
16. Paying attention in class	X		Can't concentrate in the lecture room	
17. Self study				
18. Communicate by email				
19. Planning your weekly tasks				
20. Meeting the eligibility requirements				
21. Attending classes				
22. No bullying				
23. Gather information				
24. Informal discussion	X		Not having contact with fellow students during the break	
25. Responsibility				
26. Active participation in groups	X		Being very passive during the meetings-related behavior	
27. Managing budget				
28. Self discipline				

8

Specifying personally important behaviors: example John

Directions: For a student you know very well, describe an unsatisfactory experience. Remember to summarize what happened as well as to identify the intensity of the student's feelings towards the situation. Identify and label the cause of the experience. Identify helpful behaviors that might positively resolve the experience, and label the helpful strategies. Using the selection criteria (effective, realistic) select at least one personally important behavior.

Specifying Personally Important Behaviors			
Summarize recent unsatisfactory experience (Who?, What?, Where?, When?, Intensity of student's feelings) + causes (WHY?)	Brainstorm student behaviors that could positively resolve the experience		Needed skills (and resources)
	Helpful behaviors	Effective	Realistic
During breaks at school and after school I have no contact with other students. I don't think others like me and I don't seek contact myself. I always sit alone. I don't do anything. I find this very unpleasant.	Sitting alone	-	+
	Reading the newspaper	-	+
	Walking outside	+	-
	Continuing studying in class	-	-
	Finding myself a study buddy to spend the breaks with	+	+
	Talking with fellow students	+	-
	Visiting until others contact me	+	-
	Stop this study and finding myself another study	-	-

9

Step 3 Overview and prioritizing critical skills and resources

Step 3a Overview critical skills Example John

Directions:

- Together with the student, identify which skills he / she needs to meet the requirements of the school or internship and / or to deal adequately with the described unpleasant experiences or barriers.
- Evaluate with the student which skills he / she already has mastered and / or which he / she already applies sufficiently. Eliminate the mastered and sufficiently applied skills.
- Describe when, where, with whom and how often the student has to apply the skill.

Requirements personally important behaviors	Skills needed to meet the requirements and/or to perform personally important behavior	Strengths	Deficits	Application description (when, where, with whom, how often)
1. Passing exams	1. Lending the preparation tasks 2. Planning the tasks 3. Stick to the planning	1 + 2	3	For the coming 4 weeks every Tuesday and Thursday at 18:00 hours in my room at home
2. A study buddy to search the breaks with	1. Selecting a study buddy 2. Formulating the invitation 3. Say the invitation	1 + 3	2	Coming Friday evening with my brother at home
3.				
4.				
5.				
6.				
7.				

10

Resource Assessment (RA)

What are the resources you need to be successful and satisfied at school?

Listing critical resources!!

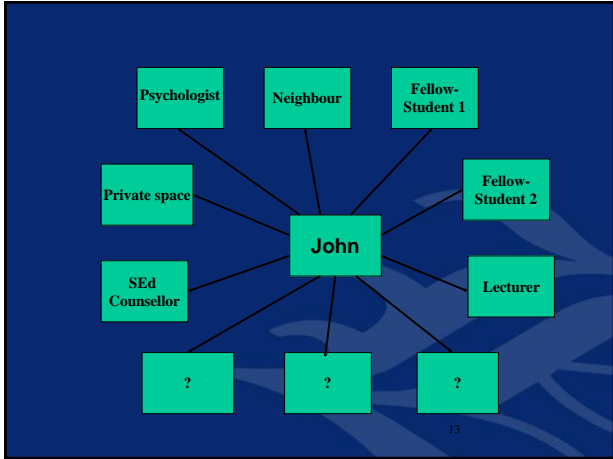
Select the **critical** resource (person or service)

11

Resources inside and outside education, formal and informal

	Inside education	Outside education
Formal	<ul style="list-style-type: none"> Studentcenter Psychological aid Studyguides resources for pedagogical staff (L1) Studydesk, tutor, PWT, workshops Library, work-oth Research med Center for the job search Workshops of basic net Studentcenter Practical Programmevoering Labors Stuudencent Libri vifores contact Unit Faulestadsrektorat en studenterat soen in andress 	<ul style="list-style-type: none"> Psychology Internation Social services Focus appoec companion-ney Internets Disability assistance Horizon help services Student Center CSI, Loan institutes Landing letters Program letter RSB
Informal	<ul style="list-style-type: none"> supervisor worksupervisor worksupervisor Studentcenter hos studenterat (S) Workshops for all time med workshops for social workshops Studygroup workshops metastock Center for research bank Truffel metan workshops Study at home ps Workshops workshops Social media Study Workshops 	<ul style="list-style-type: none"> Different books (net, etc) Friends Internets Other students Internets Church Study from home

12



13

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 brainstorm which persons or services could help him / her to meet a requirement of the school or internship and / or to deal adequately with the described unpleasant experience or barrier
- Let the student determine (by means of giving scores) which person / service is the best to support him / her, based on the expertise, the relationship and the availability of the person / service (scores: High = 5, Medium = 3, Low = 1)
- Describe the circumstance and frequency in which the person / facility will / must provide the support (for example, the number of times per month that ... at the end of the week with me go through the events at the internship location).

Person/service	Expertise H-M-L 5-3-1	Relationship H-M-L 5-3-1	Available H-M-L 5-3-1	Total score	Use description
1.					
2.					
3.					
4.					
5.					
6.					

14

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

15

Examples of Describing Resources

Name of resource	Description of support	Circumstances	Frequency
Supported Education Coach	Meets John to discuss his school related problems	At school during her lunch break	Once per week
Fellow student	Spends with John the lunch break at school	From 12:30 – 13:15 hours	3x per week
Private Space	A quiet space where John makes her homework	At home in the evening	5x per week
Fellow student	Picks up John in the morning and travels 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

16

Q & A



17

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 Action Plan
- Step 5: Monitoring progress

18



Step 4: Setting an Action Plan

19

Step 4 Set an Individualized Action Plan

Actions (= What) Skill and/or resource description	Prioritizing actions				Most Important	Who?	When?	Where?	Evaluation date
	Urgent	Important	Recent	Available					

20

Step 5: Implementing and Monitoring progress

21

Step 5 Action Plan Implementing

Actions are: direct skills teaching, programming skill use, resource coordination, resource modification, resource creation.

Actions

Student _____ Self Coach _____ Date _____

Skills

Direct Skills Teaching

- Outline the content (defining the party) skills
- Planning the lesson
- Coaching the student

Programming Skill Use

- Identifying the barriers
- Developing the program
- Supporting student's action

Resources

Resource coordination

- Linking a student to a needed support

Resource modification

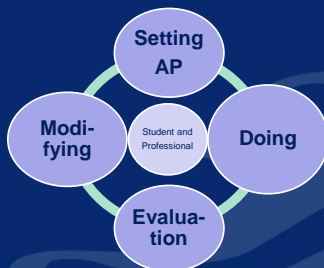
- Changing parts of resource to better meet the a student's needs

Resource creation

- Building a brand-new resource for a student or for a community

22

Step 5: Monitoring progress



23

Step 5 Action Plan Monitoring

Student:

Date:

Supported Education Coach:

Action	Successful			Continuation action	Extra action	Evaluation date
	Yes	No	Partly			

24

Q & A



25

25

Exercise in small groups

Please discuss together how the different elements of the Action Plan fits into the existing plans you are currently using in your own practice.

Take your questions with you to the plenary meeting

26

Plenary follow up discussion



27

27

Specific issues

1. Non-verbal students
2. Students with no-insight
3. Difficulties talking about emotions
4. Problems with performing a mastered skill

28

1. Non-verbal students

29

Student: _____
 Supported Education professional: _____
 Educational goal: _____

Skills Inventory Educational Setting (SIES) ¹				
A.	Environmental Skills	Can do	Needs help	Explanation
1.	Committing to campus			
2.	Maneuvering around campus			
3.	Using administrative services			
4.	Applying for educational finances			
5.	Selecting classes			
6.	Registering for classes			
7.				
8.				

¹Revised from Jo Anne Sharris (1997). Opening doors: College and you. Worcester: Quinsigamond Community College, Supported Education Services.

30

B.	Academic Skills	Can do	Needs help	Explanation
1.	Using college resources (library, learning center, etc.)			
2.	Clarifying assignments			
3.	Managing time: scheduling			
4.	Managing time: following schedule			
5.	Taking notes			
6.	Completing assignments			
7.	Preparing for tests			
8.	Taking tests			
9.	In-class participation: asking questions			
10.	In-class participation: answering questions			
11.	In-class participation: working in small groups in class			
12.	In-class participation: working in small groups (outside class)			
13.	In-class participation: managing internal distractions			
14.	Working with personnel: interacting with college staff			
15.	Reducing distraction			
16.				
17.				
C.	Emotional Skills	Can do	Needs help	Explanation
1.	Managing emotions			
2.	Managing emotional themes			
3.	Responding to feelings			
4.	Using strategies			
5.	Responding to feedback			
6.				
7.				
D.	Social Skills	Can do	Needs help	Explanation
1.	Meeting people			
2.	Making small talk			
3.	Listening			
4.	Demonstrating understanding			
5.	Managing free time on campus			

31

6.	Participating in in-campus groups			
7.	Using campus social places			
8.	Researching social activity groups			
9.	Participating in social activities			
10.	Handling social media			
11.	Requesting assistance			
12.				
E.	Personal Coping Skills	Can do	Needs help	Explanation
1.	Adhering to medication regimen			
2.	Remedication			
3.	Using support			
4.	Utilizing resources			
5.	Obtaining services			
6.				
7.				
F.	Downing Living Skills	Can do	Needs help	Explanation
1.	Identifying living spaces			
2.	Coordinating schedules with roommates			
3.	Resolving conflicts			
4.	Volunteering for dorm responsibilities			
5.	Monitoring quiet hours			
6.				
7.				

32

Student: _____
 Supported Education professional: _____

Educational goal: _____

Resource Inventory Educational Setting (RIES)

A. People				
	People	Needed	Present	Explanation
1	Teacher			
2	Mentor			
3	Yellow student			
4	Brother			
5	Friend			
6	Academic advisor			
7	Mental health practitioner			
8	Chaplain			
9	Supervisor			
10	General practitioner			
11				
12				

B. Places				
	Places	Needed	Present	Explanation
1	Library			
2	A study room			
3	Open learning center			
4	Cartoon			
5	Schoyard			
6	Disability Services Office			
7	Student Health Services			
8	Homework service			
9				
10				

33

C. Activities	Needed	Present	Explanation
1	Apprenticeship		
2	Discussion		
3	Group work		
4	Drinks		
5	Supervision		
6	Supervision or internship		
7	Fieldwork		
8			
9			

D. Things	Needed	Present	Explanation
1	Mobile phone		
2	Calculator		
3	Study book		
4	Student cap		
5	Accountant		
6	Fluoridating device		
7	Desk		
8	Alarm clock		
9	Financial advice		
10	Travel experience		
11	Money for travel		
12	Apps		
13	Software programs		
14			
15			

E. Accommodations	Needed	Present	Explanation
1	Education center		
2	Separate exam room		
3	Change in schedule		
4	Adjusted assignments		
5	Participation in class		
6	Participatory seating		
7			
8			

34

2. Students with no-insight

35

Requirement: Being on time for class

BEHAVIOR OBSERVATION
 Being too late for class

Student: John Date: _____
 Evaluator: John himself SEd counselor: J. Lee

Directions:
 1. Describe the situations when you arrived too late for class (what happened?).
 2. After each observation, check the appropriate box and add any comments needed to clarify.

Date	Time	Outcome (being too late for class)	Circumstances			John's behavior
			Went to class	Wasn't there	Wasn't there	

Comments: _____

36

Evaluation Skill
Responding to Feedback

SKILL USE OBSERVATION
SKILL NAME: Responding to Feedback

Student: _____ Date: _____
Evaluator: _____ Location: _____

☐ ☐

Directions:
1. Describe the situations when someone gives you input about your performance.
2. After each observation, check the appropriate box and add any comments needed to clarify.

Date	Time	Circumstances (clearly content of feedback)	Responded to Feedback		Performed Behaviors	
			Yes	No	1. Honor your Audience	2. Summarize Feedback
Comments:						

37

3. Difficulties talking about emotions

38

What are your feelings about the situation?

I'm feeling...

Calm	Happy	Silly	Relaxed
Nervous	Annoyed	Sad	Shy
Surprised	Hungry	Angry	Confused
Sleepy	Sick	Hurt	Hot

39

4. Problems with performing a mastered skill

40

Programming skill use

4 common barriers for not putting a mastered skill into practice:

- * Lack of confidence
- * Lack of knowledge
- * Lack of forethought
- * Lack of resources

41

An Explanation of the Four Common Types of Barriers

Lack of Confidence
The student does not feel able to perform the skill for a variety of reasons.

Clues that the problem is a lack of confidence include:

- Comments by the student that he or she is afraid or uncomfortable because he/she has never performed the skill in the specified circumstance
 - "I don't feel able to..."
 - "I'm never doing it before..."
 - "The teacher..."
 - "I can't do it..."
- Blaming other people or things for not trying to perform the skill.
 - "It wouldn't do me any good to... because..."
 - "It doesn't matter anyway because..."
- The student stating that he or she "forgot" or "forgot" to use the skill.
- An inability by the individual to explain his or her problems in using the skill.
 - "I just don't do it..."
 - "I just don't do it..."

Lack of Knowledge
The student does not have information that is required to use the skill as needed. This does not mean that the student does not know how to perform the skill, but rather that he or she lacks information regarding the expectations, opportunities, circumstances and/or resources needed in order to implement the skill.

Clues that the problem is a lack of knowledge are comments such as the following:

- "I don't know who to talk to about..."
- "I don't know what was expected..."
- "I don't know what my responsibilities were..."

Lack of Forethought
The student doesn't think beforehand about the arrangements that are required to use the skill as needed. The barrier is a lack of mental preparation.

Clues that the problem is a lack of forethought are comments such as the following:

- "I don't think it through..."
- "I don't plan ahead..."
- "I don't have enough time..."

Lack of Resources
The student doesn't have all the people, places or things required to use the skill as needed.

Clues that the problem is a lack of resources are comments such as the following:

- "I don't have..."
- "... isn't available..."

42

Programming Skill Use Worksheet

Student: John Date: November 2019

Skill name: Scheduling School Tasks

Skill use name: 4 weeks per month, John writes a task by timeline list of the homework assigned for the week by school on Friday afternoon by the end of the schoolday

Problem	Type of barrier	Barrier	Step
"I am not always sure what needs to be done for homework for the next week"	Lack of forethought	John does not arrange to get homework assignments for the next week, at the end of the week	Arrange for a set weekly meeting time on Friday afternoon to list the homework assignments with a fellow student
"I don't have anything to keep track of the things I need to get done"	Lack of resource	John does not have a school diary with room to write his list of tasks	Buy a school diary with enough room for a weekly list of school tasks
"I don't know how long it will take to do the things I am supposed to"	Lack of knowledge	John does not know how much time to assign to some tasks	Research time requirements of all school tasks that could be assigned
"I don't feel like I can figure it all out every week"	Lack of confidence	John does not feel able to write the list by the end of the schoolday every Friday	Write a 'task by timeline' list of weekly homework assignments on Friday afternoon for at least two weeks of the month

43

Programming Skill Use Worksheet

Student: _____ Date: _____

Skill name: _____

Skill use name: _____

Problem	Type of barrier	Barrier	Step

44