ImpulSE: Supported Education for people with psychiatric disabilities

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Project team

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ImpulSE project 2013-2016
ImpulSE: Aim 1

1. Development of a toolkit for Supported Education services for students with psychiatric disabilities

- Target group: e.g. tutors, teachers, trainers, counsellors, mental health workers, managers
- The joint development of the toolkit will be done in English. The partners will then develop versions in their respective languages, for use ‘at home’

ImpulSE: Aim 2

2. Establishing a European Network

- A European Network on Supported Education (ENSeD) will be initiated, starting with a first International Conference on Supported Education
- Each partner finds himself a national and an international partner
- Partners outside Europe are welcome!

Activities

1. Assessment of barriers

- Literature review:
  - Both peer reviewed and ‘gray’ publications
  - Little SEd literature available in the four countries
- Questionnaires from experts in SEd
  - Norway: 10
  - Portugal: 3
  - Czech Republic: 4
  - The Netherlands: 13
- Interviews with focusgroups (students with p.d.):
  - Norway: 6
  - Portugal: 8
  - Czech Republic: 7
  - The Netherlands: 6
“What hinders (young) people with psychiatric disabilities in going (back) to school?”

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

## Results

**Barrieres when Choosing**

<table>
<thead>
<tr>
<th>Personal barriers</th>
<th>Barriers in educational environment</th>
<th>Barriers in social environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earlier negative experiences with going to school</td>
<td>Lack of support/clear information at the school</td>
</tr>
<tr>
<td></td>
<td>Lack of self-esteem</td>
<td>No match between educational offer and student’s needs</td>
</tr>
<tr>
<td></td>
<td>Fear of being stigmatized</td>
<td>Lack of information about support services</td>
</tr>
<tr>
<td></td>
<td>Self-stigma</td>
<td>Unfairness with support services among staff</td>
</tr>
<tr>
<td></td>
<td>Difficulties with choosing</td>
<td>Unclear and vague information about support services</td>
</tr>
<tr>
<td></td>
<td>Lack of financial means</td>
<td></td>
</tr>
</tbody>
</table>

**Barrieres when getting**

<table>
<thead>
<tr>
<th>Personal barriers</th>
<th>Barriers in educational environment</th>
<th>Barriers in social environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presence of (residual) symptoms and side effects of medication</td>
<td>Lack of financial, emotional and practical support from family and friends</td>
</tr>
<tr>
<td></td>
<td>Fear of failure</td>
<td>Lack of emotional and practical support from mental health professionals</td>
</tr>
</tbody>
</table>

**Barrieres 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></td>
<td>Direct consequences of psychiatric disability</td>
<td>Little or no support from family and friends</td>
</tr>
<tr>
<td></td>
<td>Difficulties with executive functioning skills</td>
<td>Little or no support from mental health professionals</td>
</tr>
<tr>
<td></td>
<td>Lack of self-esteem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dilemma of disclosure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feeling of stigmatization</td>
<td></td>
</tr>
</tbody>
</table>
What helps?

Choose
- Clear information about available support services at school
- A decision making course
- Support from social environment

Get
- Support from mental health professional with the application procedure and with finding special arrangements
- Information about what to do, where to find information and where to go with questions

Keep
- Frequent personal contact about study related issues with SEd professional
- Flexible school system
- Peer support group
- Support with disclosing ones psychiatric background

Activities
2: Social / Resource map
- Development of a Social Map for Supported Education by assessing the resources on a regional and national level, needed to remove the barriers.
- Identified stakeholders as potential resources are: Educational Organisations, Mental Health Organisations, Consumer & Family Organisations, Financial Aid & Social Security Organisations, Reintegration Organisations.

Activities
3. Good practices
- Based on the barriers assessment, the available resources and the developed methods/approaches, all partners describe their own good practice(s).
- These had to be worth transferring and exploiting in different contexts and environments by new users.

Outcome:
- Toolkit, including user manual
  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)

ENSEd
European Network on Supported Education

- Aim: to raise awareness in the EU about the educational needs of (young) adults/students with psychiatric disabilities and for services that are in place to help to remove the barriers for this target group.

- The starting conference of ENSEd will take place on November 16-17 2015, in Groningen.

• Toolkit will be freely available at:
  www.supportededucation.eu

• The website will include pages in other languages than English (specific country information).

• Also, an e-mail list of interested persons will be created, to send them newsletters.