



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

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



Lies Korevaar, PhD

Why do we need (Supported) Education?



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

Overview workshop

09.00 - 09.15 Welcome and overview program

09.15 - 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

Different perspectives

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


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

Why is (supported) education needed for young people with mental problems

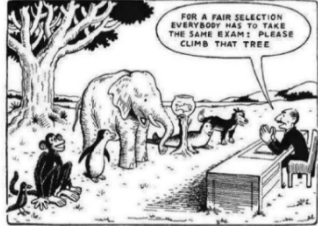
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what are the difficulties they experience at school?



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



Our Education 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

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 for 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



Impulse Supported Education for youth with psychiatric disabilities

Higher and advanced vocational education program young adults for a career and enhance their skills

The concept of mental illness generally occurs between 17 and 25 years

For young adults with psychiatric disabilities, educational resources are largely unavailable

Discrimination, stigma, and social exclusion

This results in higher unemployment and social isolation

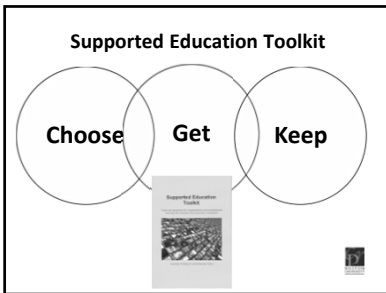
The project's goal is to provide 'supported' young adults to higher education, if possible, leading to higher education, if not, then to a vocational training program

The provision of individualized, practical support and resources to assist youth with psychiatric disabilities to achieve their educational goals

Activities:

- Assessment of barriers for students with psychiatric disabilities
- Model study for supported education based on regional and national resources
- Identifying Good Practices
- Development of a Toolkit Supported Education: case manual
- Establishing a European Network of Supported Education (ENSE)
- Collaboration by Stakeholders and Website: www.supportededucation.eu

Not an obstacle, but an opportunity



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

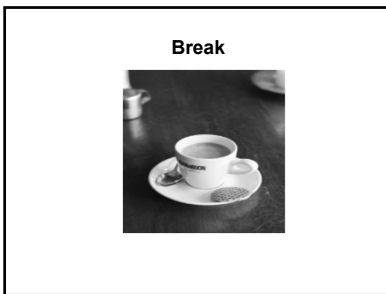
Norm vs Form

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

Is the (young) person ready to return and/or to remain at school?

- ### Readiness Assessment 2
- Skills**
- Inferring need
 - Validating commitment to change
 - Estimating personal awareness
 - Estimating environmental awareness
 - Discriminating personal closeness

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!!



Readiness profile

Participant: _____
Professional: _____
Date: _____

Profile:

6					
4					
3					
2					
1					

Level of Readiness	Need to Change	Commitment to Change	Environment of awareness	Self-awareness	Personal Closeness
6					
4					
3					
2					
1					

Conclusion: Setting an Educational Goal / Readiness development
Discuss the outcome with the participant!

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?

Adapted from: Farkas, M., Cohen, M., McNamara, S., Nemei, P., & Cohen, B. (2000). Assessing readiness for rehabilitation: Training package. Boston, MA: Center for Psychiatric Rehabilitation.

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?

Overall Readiness

Low 1 2 3 4 5 High

Very Low Readiness Very High Readiness

Considering 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?

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?

Environmental Awareness

Knowledge about potential places to learn

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

Readiness Assessment Profile

5
4
3
2
1

Need	Commitment to Change	Environmental Awareness	Self-Awareness	Personal Closeness

Strategy: Develop Readiness Choose Get Keep

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? + ± -

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?

Readiness profile

Participant: _____
Professional: _____
Date: _____

Profile	Need to Change	Commitment to Change	Environmental Awareness	Self-Awareness	Personal Closeness
5					
4					
3			X		
2	X		X		X
1	X	X	X	X	X

Legend: Readiness Level: Need to Change, Commitment to Change, Environmental Awareness, Self-Awareness, Personal Closeness

Contributor: Setting an Educational Goal: Readiness development

Discuss the outcome with the participant!

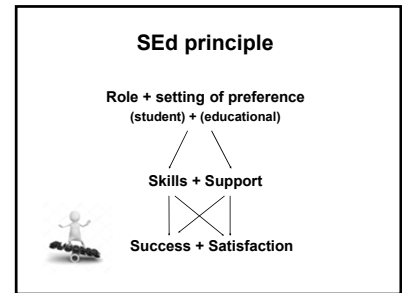
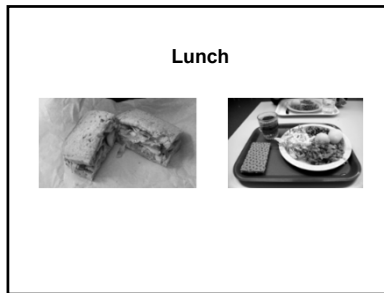
Readiness profile

Participant: _____
 Professional: _____
 Date: _____

Profile:

5						
4	X				X	X
3	X	X	X	X	X	X
2	X	X	X	X	X	X
1	X	X	X	X	X	X
Level / Readiness Goal	Need to Change	Considered to Change	Environment not supportive	Self-inefficacy	Personal Obstacles	

Conclusion: Setting an Educational Goal / Readiness development
 Discuss the outcome with the participant!



Overall Readiness

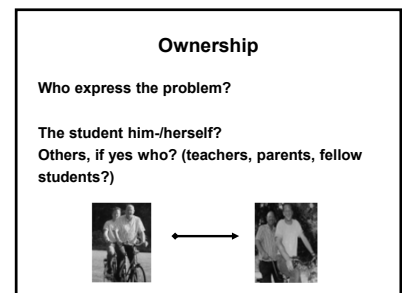
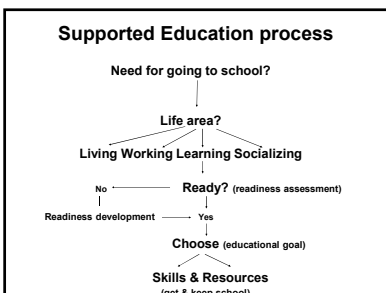
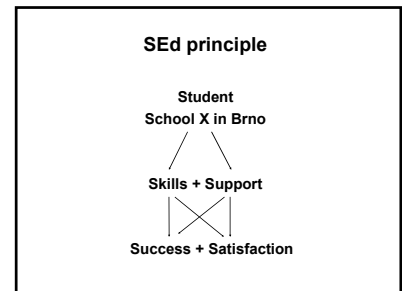
What should we focus our services on first?

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

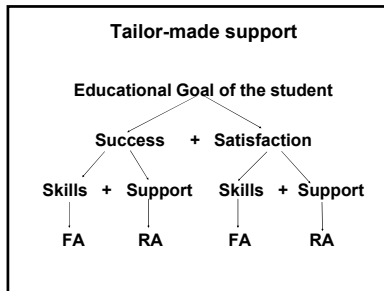
**What are the skills and the support
 young people need to
 remain at school?**



Contact style

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


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




Types of Skills

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

Hanze University Groningen, Research Department of Rehabilitation



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?

Requirements of the school

What do you have to do?

Which requirements do you have to meet?

Explicit and implicit requirements

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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

Critical skills!!

&

Critical resources!!

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	?

Requirements of the school (explicit & implicit)

Requirements	Needs identified	Needs on admission	Exploration
1. Having a name			
2. No profit			
3. No religion			
4. Being a school			
5. Being a school			
6. Being a school			
7. Being a school			
8. Being a school			
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10. Being a school			
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49. Being a school			
50. Being a 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.

Adapted from: Cohen, M., Danley, K., & Nemeec, P. (1985) TrainingTechnology: Direct Skill Teaching, Boston, MA: Center for Psychiatric Rehabilitation

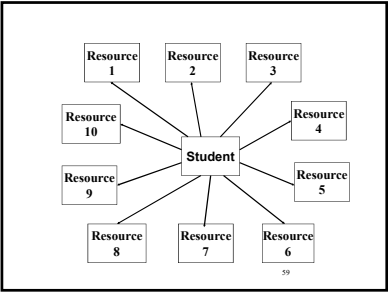
Supported Education Toolkit

www.supportededucation.eu

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?



Summary & Evaluation

Critical skills!!

&

Critical resources!!

Background Information

- ### 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?