

Hanze University Groningen
APPLIED SCIENCES

ImpuSE


UNIVERSITY of the
WESTERN CAPE

Supported Education

for students with mental health and/or psychosocial problems

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



November 25th 2019
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Overview

- Why do we need (Supported) Education?
- Barriers in going (back) to school
- Supported Education Toolkit
- Individualized tailor-made support
- Q & A


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Introduction Supported Education



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Why do we need (Supported) Education?



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Different perspectives

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

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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**

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Economic perspective...

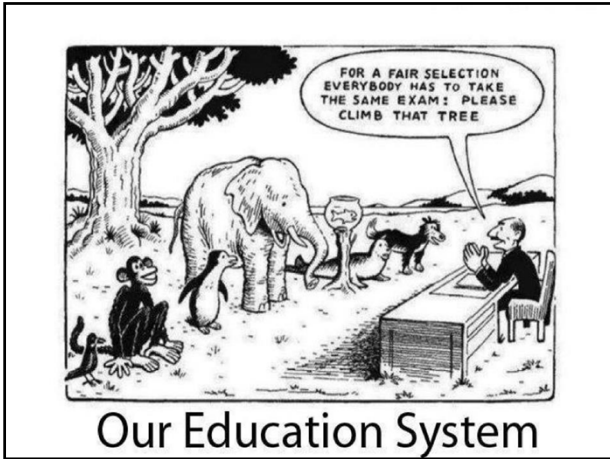
- **Increasing #'s of young adults attend college; college degrees are required for success**
- **Early-onset of mental health or psychosocial problems contributes to under- and unemployment through its effects on education**
- **People with long term mental health or psychosocial problems who enter the labour market, most of the time, end up in low-paid jobs**

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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**

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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

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Barriers in going (back) to school

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Barriers

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

A 3D illustration of a small white figure climbing a dark grey brick wall. The figure is positioned on the right side of the wall, with its hands and feet against the bricks, appearing to be in the process of climbing over the top edge.

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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

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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

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Environmental influences

Environmental problems that are an (extra) burden:

- Financial problems
- Living situation
- Disadvantaged families
- Stigma

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Illness related barriers

Fluctuating nature of the mental condition

Side effects of the medication

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

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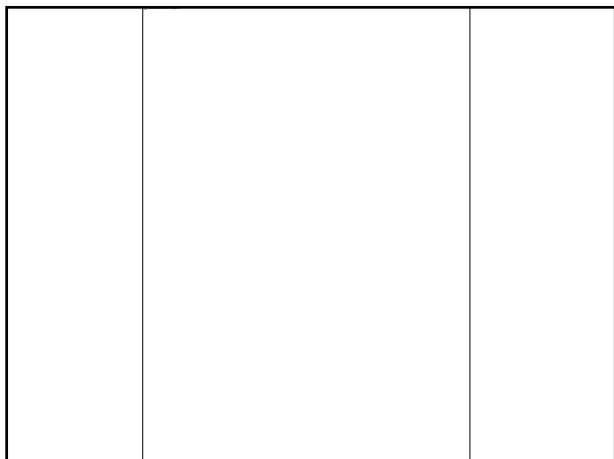
What to do?



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Supported Education-projects	Financier	Rol	Status
21. Nieuw Leven 2017-2018	Stadsbank	partner	Actiefase
22. ICT & Netwerken 2018-2022	ISDnetwerk	partner	In preparatie
24. Woon Alliantie 2017-2020	WOC/Conventus	partner	Locatie
23. Woonwoning project 2017-2018	ISDnetwerk	partner	Locatie
25. Invalide project 2017-2018	Geme. Groningen	partner	Locatie
26. Conceptieplan voor 2017-2022 Nationaal Wetenschapsgeschiedenis	WOC/LEU	partner, NLG, WOC/LEU	Locatie
28. Top 10 2017-2018	RAM, SA	partner	Locatie
18. Concept 2017-2018	WOC/LEU	partner	Locatie
19. Nieuw Leven 2017-2018	WOC/LEU	partner, Convent	Locatie
17. Nieuw Leven 2017-2018 (Nieuw Leven 2017-2018)	Zandbe	partner, WOC/LEU	Locatie
16. Winkler Cognitive Remediation 2017-2018	Agis	partner	Locatie
15. Studie succes 2018-2019	WOC/LEU	partner	Locatie
14. Winkler: Supportive education and Offloading (assistent met partners 2017-2018, Samenwerken en Samenleven)	ESF	partner, partner, WOC/LEU, Convent	Locatie
13. Ontwikkeling sociale inclusie door middel van educatie	Erasmus	partner, partner, Financ	Locatie
12. Support 2015-2018	Winkler Agis	partner	Locatie
11. Verandering van het werk 2018-2017	Gemeente Groningen	partner	Afgevoerd
10. Winkler: ondersteuningsgroep voor studenten met een depressie 2017	WOC/LEU, Winkler	partner	Afgevoerd
9. WOC/LEU: Support 2015-2018	RAM, SA	partner	Afgevoerd
8. Winkler: Winkler 2015-2018	Winkler	partner	Afgevoerd
7. Winkler: Winkler 2015-2018	Winkler	partner	Afgevoerd
6. Winkler: Winkler 2015-2018	Winkler	partner	Afgevoerd
5. Winkler: Winkler 2015-2018	Winkler	partner	Afgevoerd
4. Winkler: Winkler 2015-2018	Winkler	partner	Afgevoerd
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2. Winkler: Winkler 2015-2018	Winkler	partner	Afgevoerd
1. Winkler: Winkler 2015-2018	Winkler	partner	Afgevoerd

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Supported Education Toolkit

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Toolkit

1. Introduction

- Background (numbers and facts)
- Supported Education
 - Mission
 - Principles
 - Target group
 - What hinders?
 - What helps?

ImpuISE project 2013-2016

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Toolkit

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

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Toolkit

3. Implementation manual

- Introduction
- Involvement of stakeholders
- Needs assessment
- Resource scan/ social map
- Good practices
- Communication plan
- Information brochures (students, family, mh-professionals etc)
- Staff training
- Sustainability (quality, evaluation and finances)

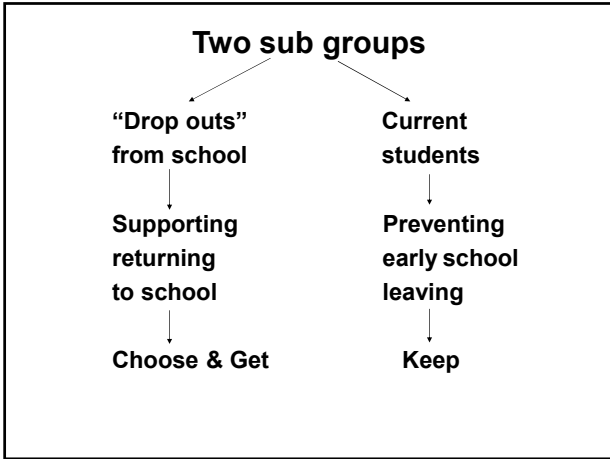
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Mission

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!!

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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

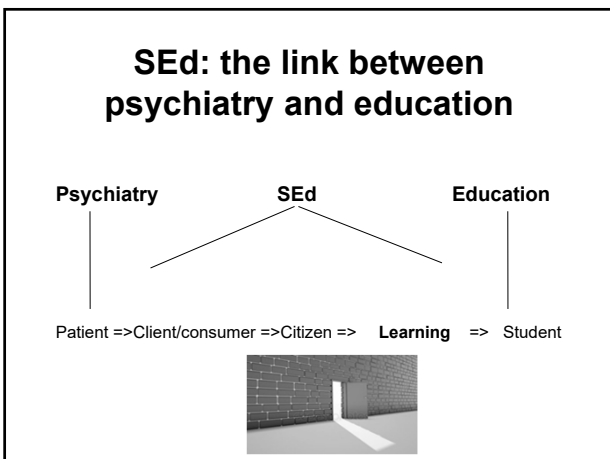
Involvement: A focus on including individuals as full partners in all aspects of SEd.

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 & Cohen (1989)

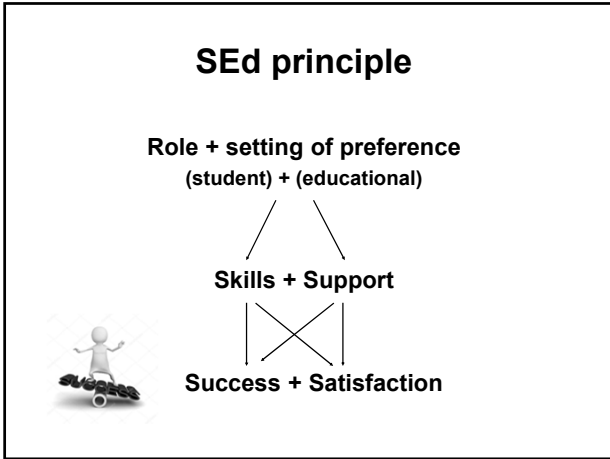
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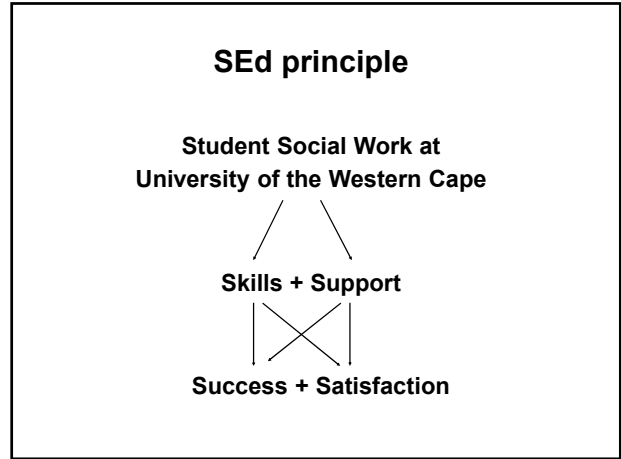
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Individualized tailor-made support

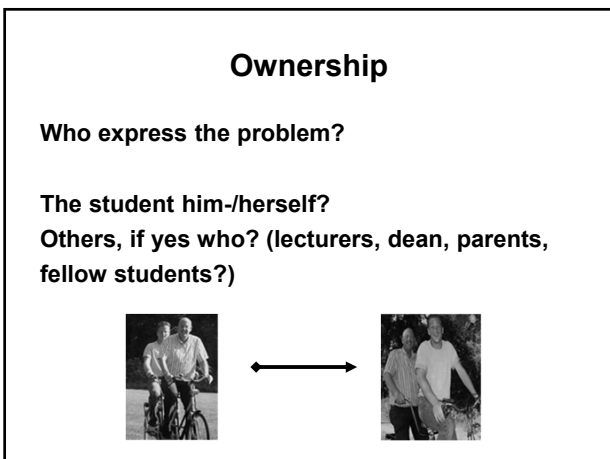
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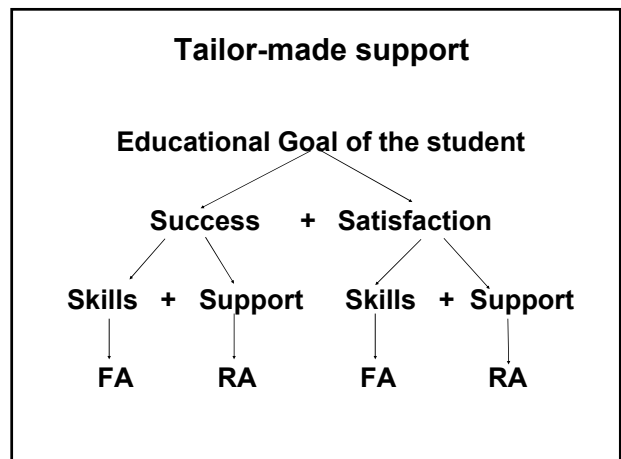
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Functional Assessment (FA)

- 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?

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Critical skills!!

&

Critical resources!!

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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
- Step 5: Monitoring progress

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Thank you for your attention

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