

# Supported Education Coaching

Session 2  
March 26th 2021

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



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# Objective

The objective of the coaching sessions is to support four participants of the previous Supported Education Training to become experienced Supported Education mentors

# Overview coaching sessions

**Session 1 (February 12th 2021: 09.00 – 11.00 hours)**

**Introduction and overview coaching**

**Discussing student cases**

**Session 2 (March 26<sup>th</sup>: 09.00 – 11.00 hours)**

**Discussing student cases**

**Session 3 (May 7<sup>th</sup>: 09.00 – 11.00 hours)**

**Discussing student cases**

**Session 4 (June 11<sup>th</sup>: 09.00 – 11.00 hours)**

**Discussing student cases**

**Summary & evaluation**

# Overview session 2

March 26th 2021: 09.00 – 11.00 hours

- **Discussing student cases**

# Discussing practice experiences with students

- **Presenting a student**
- **What is your question?**

# SEd intervention

Setting an educational goal:

Student Sociology at  
Mid Sweden University

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graph TD; A[Setting an educational goal: Student Sociology at Mid Sweden University] --> B[Skills + Support]; B --> C[Success + Satisfaction]; B --> C;
```

Skills + Support

Success + Satisfaction

# Overview 5-steps Keep model

## STEP 1

1a. Which problems does the student experience?

1b. Who expresses the problem? (student or others?)

Who is the problem owner?

1c. What is the contact style of preference of the student?

1d. Does the student wish to continue / complete the course? → No!

Discuss with student other options (other education, work, something else)

Yes

## STEP 2a

*At the start of the study*

List the requirements of the school and needs of the student

Identify the critical skills and support to meet the requirements of the school or internship

## STEP 2b

*During the study*

Specifying Personally Important Behaviors

Identify the critical skills and support to deal adequately with the described unpleasant experiences or barriers at the school or at the internship

## STEP 3

3a. Which skills has to be learned or applied sufficiently?

3b. Which resources has to be realized/organized?

3c. Which skills and resources have priority?

## STEP 4

Set an Individualized Supported Education Plan (ISEP)

## STEP 5

Put the ISEP into practice and monitor and evaluate the ISEP



# Checklist Supported Education Intervention

<b>START</b>	Completely	Partly	Not	Explanation
1a. The barriers/problems experienced by the student has been listed?				
1b. Who expressed the barriers/problems? (student or others?) Who is the problem owner?				
1c. Has the contact style of preference of the student been identified?				
1d. Whether the student wants to continue to follow/complete his/her current study program has been determined and formulated?				
<b>IDENTIFYING CRITICAL SKILLS (FUNCTIONAL ASSESSMENT) AND RESOURCES (RESOURCE ASSESSMENT)</b>				
2a. Have the critical skills and resources been identified at the start of the study or prior to the internship?				
2b. Have the critical skills and resources been identified during the study or during the internship?				
<b>OVERVIEW AND PRIORITATION OF THE CRITICAL SKILLS AND RESOURCES</b>				
3a. Have the skills that the student still has to learn or learn to apply been listed?				
3b. Have the resources that the student needs to realize been listed?				
3c. Has the skills and resources been prioritized?				
<b>SETTING AN INDIVIDUALIZED SUPPORTED EDUCATION PLAN (ISEP)</b>				
4. An Individualized Supported Education Plan (ISEP) has been set?				
<b>IMPLEMENTATION, MONITORING AND EVALUATION</b>				
5a. The plan is/has been implemented?				
5b. The plan is/has been monitored?				
5b. The plan is/has been evaluated?				