


Supported Education

for students with mental health problems

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



Cagliari, October 9th 2023
Lies Korevaar, PhD & Jacomijn Hofstra, PhD

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Overview Session 1

- Acquaintance
- Training objectives
- Overview training
- Introduction in Supported Education

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Acquaintance

- * Who are you?
- * What is your position?
- * How many clients of you are going to school?

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Training objectives

Participants will be able to state the mission and philosophy of Supported Education

Participants will be able to describe the Supported Education process

Participants will demonstrate how to implement the keep phase of the SEd process

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Overview training

October 9, 2023
Acquaintance & overview training
Introduction in Supported Education

Step 1: Start of the SEd process

Step 2a: Requirements of the school

Step 2b: Personal Important Behaviors
Step 3a: Listing critical skills

October 10, 2023
Step 3b: Listing critical resources

Step 3c Select the critical resource (person or service)

Step 4: Setting an Educational Action Plan
Step 5: Monitoring progress

Overall summary & evaluation

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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...

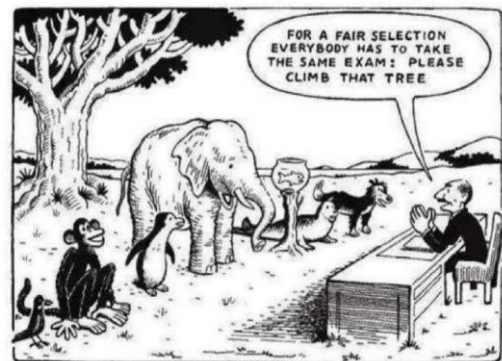
- Increasing #'s of young adults attend college; college degrees are required for success
- Early-onset of mental health or psychosocial problems contributes to under- and unemployment through its effects on education
- People with long term mental health or psychosocial problems who enter the labour 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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Our Education System

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Personal perspective ...



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Barriers in going (back) to school

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Barriers

Cognitive

Social-emotional

Environmental

Illness related



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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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Discussion in small groups

We divide the group in smaller groups.

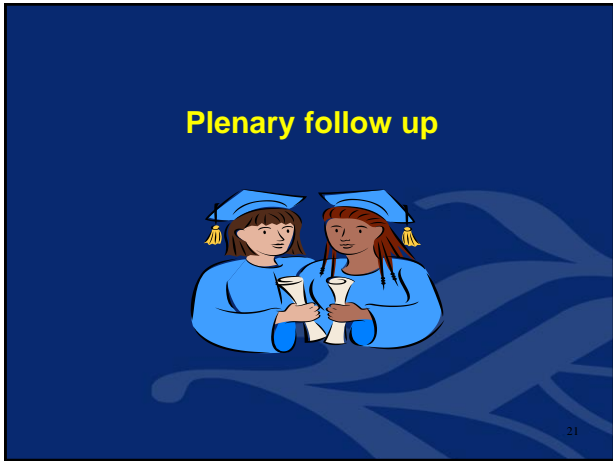
The group participants will be at random assigned to the groups for 20 minutes

Please answer the following questions:

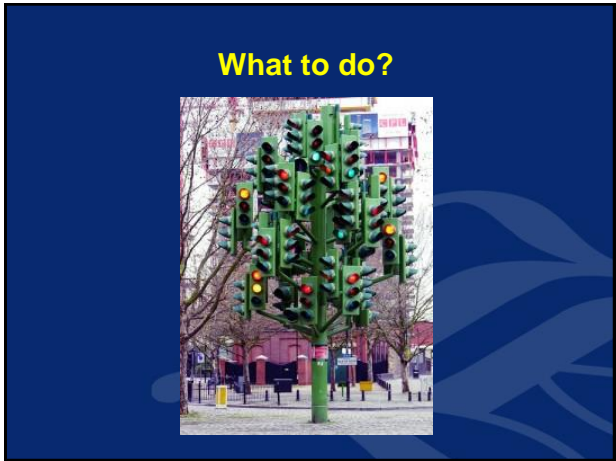
1. What kind of mental health problems do your clients/students have (depression, anxiety, AD(H)D, Autism, other wise)?
2. What kind of barriers do these students/clients experience?

Take the answers of the questions with you to the plenary part of this session

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Supported Education for youth with psychiatric disabilities

Raise University Groningen (NL) - Leibniz, Pirm (CZ) - AUPN Lisbon (PT) - Swedish Welfare organization of Bergen SSB & NVA (NO)

BACKGROUND

Higher and advanced vocational education prepares young adults for a career and enhances their life goals.

The onset of mental illness generally occurs between 17 and 25 years.

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

Overwhelming obstacles are stigmatization and discrimination.

This results in under- or unemployment and social exclusion.

The Impulse project will contribute to empower young adults to

- ✓ get better access to higher education
- ✓ be able to complete a study successfully.

INNOVATION of SUPPORTED EDUCATION

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

Choose

Get

Keep

Not at students, but WITH students!

CONSORTIUM

AIMS and ACTIVITIES

- ✓ Assessment of barriers for students with psychiatric disabilities
- ✓ Social Map for Supported Education, based on regional and national resources
- ✓ Describing Good Practices
- ✓ Development of a Toolkit Supported Education (user manual included)
- ✓ Establishing a European Network of Supported Education: ENSIED
- ✓ Communication by Newsletters and Website www.supporteducation.eu

More info: j.korfing@hva.no

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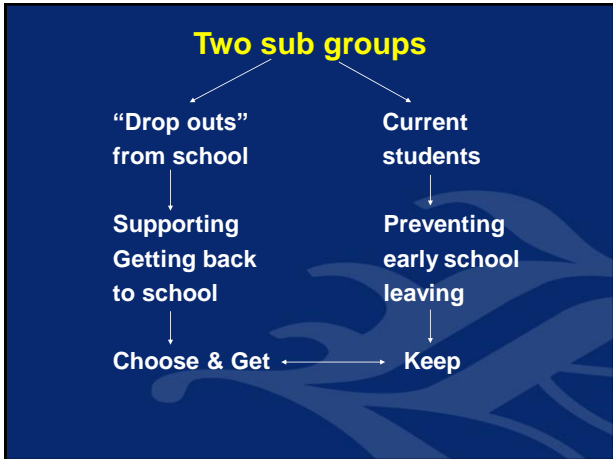
Supported Education Toolkit

Choose

Get

Keep

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Mission

The mission of Supported Education is to help (young) people with mental health problems to choose, get and keep mainstream education of own preference

Supported Education is not therapy or mental health counseling!!

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Values

Person orientation, a focus on the student as a whole, rather than as diagnostic label or illness

Support, a focus on providing assistance for as long as it is needed and wanted

Involvement, a focus on the participation of the student

Growth potential, a focus on a person's inherent capacity to grow, and to hope

Adapted from Farkas, Anthony & Cohen (1989)

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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

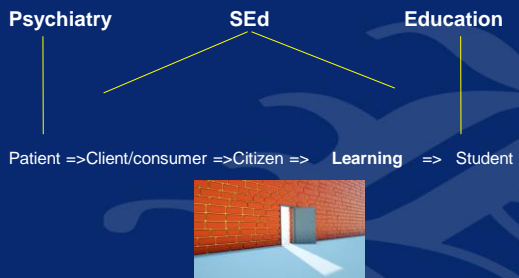
Drop out vs Time out

Norm vs Form

School vs Internship

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SEd: the link between psychiatry and education



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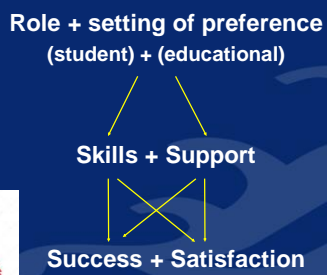


Individualized tailor-made support



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SEd principle



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SEd principle



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Tailor-made support



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Functional Assessment (FA)

- What are the skills the student needs to be successful and satisfied at school?

Resource Assessment (RA)

- What are the resources the students needs to be successful and satisfied at school?

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Critical skills!!

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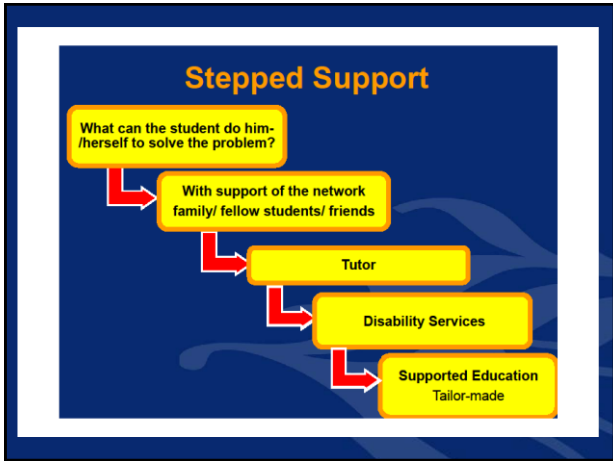
Critical resources!!

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Partnership, connectedness

First and foremost the focus of the professional must be on what the student (with mental health problems) connects to us and others, and not on what him or her distinguish from us and others

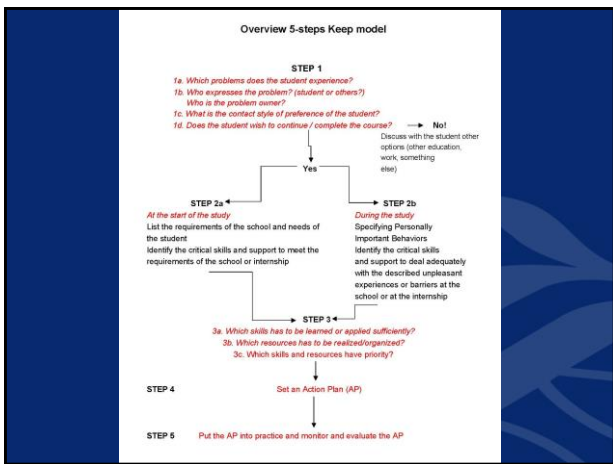
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- ### 5-steps model 'keeping'
- Step 1: Start of the SEd process
 - Step 2a: Requirements of the school
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 - Step 3b: Listing critical resources
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 - Step 5: Monitoring progress

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