


## Supported Education

for students with mental health problems

### Step 2a: Requirements of the school

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 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 Support Plan**  
**Step 5: Monitoring progress**  
 Overall summary & evaluation

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## Review



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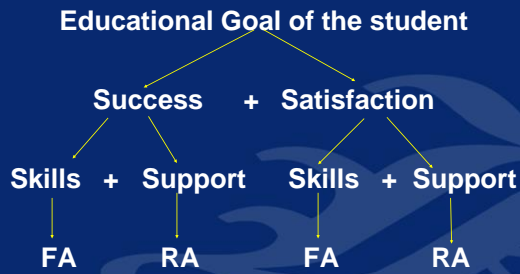
## SEd intervention

**Setting an educational goal:**  
 Student Sociology at  
 University of Cagliari



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## Tailor-made support



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## Functional Assessment (FA)

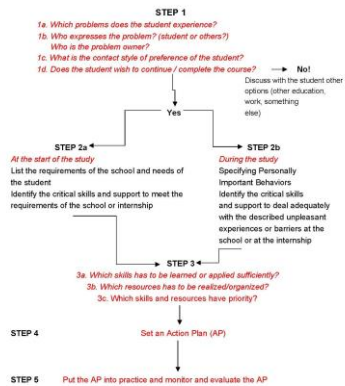
- What are the skills you need to be successful and satisfied at school?

## Resource Assessment (RA)

- What are the resources you need to be successful and satisfied at school?

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### Overview 5-steps Keep model



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## Start of the Supported Education process

1. Ask the student what the problems are he/she experiences
  - 1a. What is the problem? (In words of the student and summarized by the coach)
2. Who owns the problem? Whose problem has to be solved?
  - 2a. The student him-/herself? Others, if yes who? (lecturers, dean, parents, fellow students?) Who is sitting in front of the tandem? You or the student?
3. Does the student wish to continue / complete the course?
  - 3a. If so: set an educational goal: I intend to continue / complete my ..... at ..... (with success and satisfaction)
  - 3b. If not: what to do (actions)?
4. Does the student wants support?
  - 4a. If so, what is the contact style of preference?

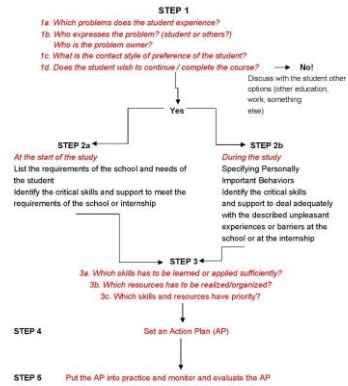
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## Step 2: Functional Assessment

Assisting Participants to Assess  
and Develop Skills for School Functioning

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### Overview 5-steps Keep model



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### FUNCTIONAL ASSESSMENT

STEP 1	SUCCESS →	WHAT ARE THE REQUIREMENTS OF THE ENVIRONMENT? (WHAT DO YOU HAVE TO DO TO BE SUCCESSFUL?) →	SKILLS
STEP 2	SATISFACTION →	WHAT DO YOU HAVE TO DO TO FEEL SATISFIED YOURSELF? →	SKILLS
STEP 3	WHEN DO YOU HAVE TO USE THE SKILL AND HOW OFTEN?		
STEP 4	CAN YOU PERFORM THE SKILL AND IF SO, DO YOU USE THE SKILL?		

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## Types of Skills

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

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**Step 2a. Requirements of the school**  
(at the beginning of the study or at the beginning of a new semester, year or internship)

**Step 2b. Solving problems during the study**

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## **Step 2a. 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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Inferring Behavioral Requirements	
Explicit	Implicit

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## **Excercise in small groups**

### **Inferring Behavioral Requirements**

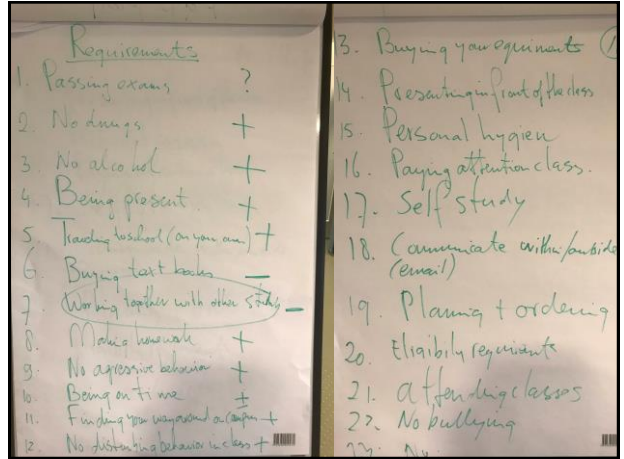
Brainstorm together a list of explicit (formal) and implicit (informal) requirements of the university / institute / school

Note: Do not discuss the requirements, just list them

**Take the outcomes with you to the plenary meeting to present to the other participants**

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**Plenary follow up discussion**



**Requirements of the school (explicit & implicit)**

Requirements	Needs attention	Needs no attention	Explanation
1. Passing exams			
2. No drugs			
3. No alcohol			
4. Being present			
5. Travelling to school			
6. Buying textbooks			
7. Working together in small groups			
8. Making housework			
9. No aggressive behavior			
10. Being on time			
11. Finding your way around on campus			
12. No disruptive behavior in class			
13. Buying your equipment			
14. Presenting in front of the class			
15. Personal hygiene			
16. Paying attention in class			
17. Self study			
18. Communicate by email			
19. Planning your weekly tasks			
20. Meeting the eligibility requirements			
21. Attending classes			
22. No bullying			
23. Challenging information			
24. Informal Socialization			
25. Responsibility			
26. Active participation in groups			
27. Managing budget			
28. Self discipline			

**Excercise in small groups**

**Inferring Behavioral Requirements**

First, take one of your students/clients. Go through the list with requirements and for this student mark which of the requirements needs attention and which do not.

Second, 1-2 of you present the outcome to the other group member and discuss which of the requirements has the highest priority to work on and why.

**Take the outcomes with you to the plenary meeting**

## Plenary follow up discussion



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## Summary using the example of John

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### Example John

Measurements	Needs attention	Requires attention	Explanation	Global Skills & Expertise
1. Planning course	X		Preparation for exams	Planning
2. The topic				
3. The activity				
4. The group/individual				
5. Sharing information				
6. Working together	X		Not doing my part of the project activities	
7. Working together				
8. Working together				
9. Working together				
10. Working together	X		Being too late to start the training session	
11. Working together				
12. Working together				
13. Working together				
14. Working together				
15. Working together				
16. Working together	X		Can't communicate in the lecture room	
17. Working together				
18. Working together				
19. Working together				
20. Working together				
21. Working together				
22. Working together	X		Not having contact with fellow students during the lesson	
23. Working together				
24. Working together	X		Being very nervous during the lesson, affect the lecture	
25. Working together				
26. Working together				

## Q & A



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