





Supported Education

for students with mental health problems

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

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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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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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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Example John

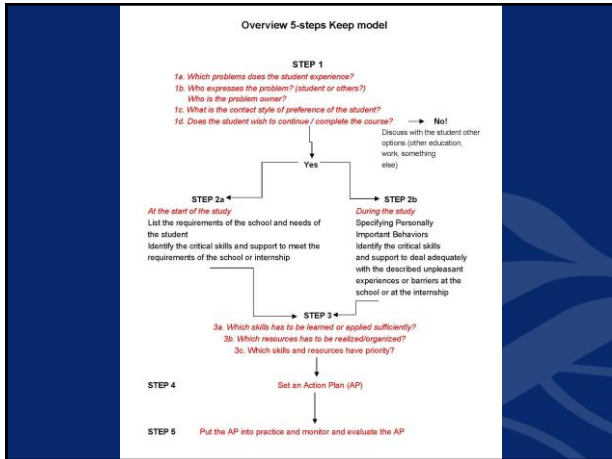
John's requirements of the school (explicit & implicit)

Requirements	Needs attention	Needs attention	Explanation	Critical Skills & Expertise
1. Planning course	X		Preparation for exams	Planning
2. The degree				
3. The activities				
4. Meeting the staff				
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Q & A

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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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Step 2: Functional Assessment

Assisting Participant to Assess and Develop Skills for School Functioning

Step 2a. Requirements of the school

Step 2b. Solving problems during the study

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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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Tailor-made support



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Step 2a. Requirements of the school

Step 2b. Solving problems during the study

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Step 2b Solving problems during the study: Specifying Personally Important Behaviors

Directions
Together with the student describe the presented unsatisfactory experience. Remember to summarize what happened as well as to identify the intensity of the student's feelings towards the situation. Identify and label the cause of the experience. Identify helpful behaviors that might positively resolve the experience, and label the helpful strategies. Using the selection criteria (effective, realistic) select at least one personally important behavior.

Summarize recent unsatisfactory experience (What? What? Where? When? Intensity of participant's feelings + causes (Why?))	Brainstorm student's behaviors that could positively resolve the experience		Needed skills (and resources)
	Effective	Realistic	

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1. Briefly describe concrete a recent unpleasant or unsatisfying experience (i.e., Who? What? When? Where ?) of the student

2. The intensity of the student's feelings (low, medium, high)

3. Find out the causes for these feelings (i.e., Why?)

- > Student's behavior
- > Other's behavior
- > Circumstances

Do not discuss the cause mentioned by the student!

4. Brainstorm with the student about behaviors that could resolve his or her problematic experience in a positive way

- > Changing your own behavior
- > Changing other people's behavior
- > Adjust / avoid the circumstances

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5. Select effective (E) and realistic / achievable (R) behaviors that are personally important to the student

Helpful behaviors	E	R
1		
2		
3		
4		
5		
6		

Example John

During breaks at school and after school I have no contact with other students. I don't think others like me, and I don't seek contact myself.

I always sit alone, I don't do anything. I find this very unpleasant.

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Specifying personally important behaviors Example John

Directions: Take the described unsatisfactory experience. Identify the intensity of the student's feelings towards the situation. Identify and label the cause of the experience. Identify helpful behaviors that might positively resolve the experience, and label the helpful strategies. Using the selection criteria (effective, realistic) select at least one personally important behavior.

Specifying Personally Important Behaviors			
Summarize recent unsatisfactory experience (Who?, What?, Where?, When?, Intensity of student's feelings) + causes (Why?)	Brainstorm student behaviors that could positively resolve the experience	Needed skills (and resources)	
		Helpful behaviors	Effective Realistic
During breaks at school and after school I have no contact with other students. I don't think others like me and I don't seek contact myself.			
I always sit alone. I find this very unpleasant.			

Specifying personally important behaviors Example John

Directions: Take the described unsatisfactory experience. Identify the intensity of the student's feelings towards the situation. Identify and label the cause of the experience. Identify helpful behaviors that might positively resolve the experience, and label the helpful strategies. Using the selection criteria (effective, realistic) select at least one personally important behavior.

Specifying Personally Important Behaviors			
Summarize recent unsatisfactory experience (Who?, What?, Where?, When?, Intensity of student's feelings) + causes (Why?)	Brainstorm student behaviors that could positively resolve the experience	Needed skills (and resources)	
		Helpful behaviors	Effective Realistic
During breaks at school and after school I have no contact with other students. I don't think others like me and I don't seek contact myself.		Sitting alone	
I always sit alone. I find this very unpleasant.		Reading the newspaper	
		Walking outside	
		Continuing studying in classroom	
		Feeling myself a study buddy to spend the breaks with	
		Waiting until others contact me	
		Stop this study and finding myself another study	

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Specifying personally important behaviors Example John

Directions: Take the described unsatisfactory experience. Identify the intensity of the student's feelings towards the situation. Identify and label the cause of the experience. Identify helpful behaviors that might positively resolve the experience, and label the helpful strategies. Using the selection criteria (effective, realistic) select at least one personally important behavior.

Specifying Personally Important Behaviors				
Summarize recent unsatisfactory experience (Who?, What?, Where?, When?, Intensity of student's feelings) + causes (Why?).	Brainstorm student behaviors that could positively resolve the experience			Needed skills (and resources)
	Helpful behaviors	Effective	Realistic	
During breaks at school and after school I have no contact with other students. I don't think others like me and I don't seek contact myself. I always sit alone. I don't do anything. I find this very unpleasant.	Sitting alone	-	+	
	Reading the newspaper	-	+	
	Walking outside	+	-	
	Continuing studying in classroom	-	-	
	Finding myself a study buddy to spend the breaks with	+	+	
	Talking until others contact me	+	-	
Stop this study and finding myself another study	-	-		

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Specifying personally important behaviors

Directions: Take the described unsatisfactory experience. Identify the intensity of the student's feelings towards the situation. Identify and label the cause of the experience. Identify helpful behaviors that might positively resolve the experience, and label the helpful strategies. Using the selection criteria (effective, realistic) select at least one personally important behavior.

Specifying Personally Important Behaviors				
Summarize recent unsatisfactory experience (Who?, What?, Where?, When?, Intensity of student's feelings) + causes (Why?).	Brainstorm student behaviors that could positively resolve the experience			Needed skills (and resources)
	Helpful behaviors	Effective	Realistic	
During breaks at school and after school I have no contact with other students. I don't think others like me and I don't seek contact myself. I always sit alone. I don't do anything. I find this very unpleasant.	Sitting alone	-	+	
	Reading the newspaper	-	+	
	Walking outside	+	-	
	Continuing studying in classroom	-	-	
	Finding myself a study buddy to spend the breaks with	+	+	1. Selecting a study buddy 2. Formulating the invitation 3. Say the invitation
	Walking until others contact me	+	-	
Stop this study and finding myself another study	-	-		

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Excercise Step 2b:

Specifying Personally Important Behavior

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Excercise in small groups

Group 1 + 2: Exercise 1

Group 3 + 4: Exercise 2

Brain storm together about behaviors that could resolve the student's problematic experience in a positive way

- Changing his/her own behavior
- Changing other people's behavior
- Adjust / avoid the circumstances

Take the outcomes with you to the plenary meeting

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Exercise 1 Specifying personally important behaviors John

Directions: Take the described unsatisfactory experience of John. Identify the intensity of John's feelings towards the situation. Identify and label the cause of the experience. Identify helpful behaviors that might positively resolve the experience, and label the helpful strategies. Using the selection criteria (effective, realistic) list one of you from the perspective of John select at least one personally important behavior.

Specifying Personally Important Behaviors				
Summarize recent unsatisfactory experience (Who?, What?, Where?, When?, Intensity of student's feelings) + causes (Why?) John indicates that in his project group of five students he regularly argues with her fellow students. He is regularly told that he is not keeping his task agreements and then he needs very angry. He can't help it that he has so little energy. His fellow students must be more flexible.	Brainstorm student behaviors that could positively resolve the experience			Needed skills (and resources)
	Helpful behaviors	Effective	Realistic	
	Responding angry	-	+	

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Exercise 2 Specifying personally important behaviors

Directions: Take the described unsatisfactory experience. Identify the intensity of the student's feelings towards the situation. Identify and label the cause of the experience. Identify helpful behaviors that might positively resolve the experience, and label the helpful strategies. Using the selection criteria (effective, realistic) select at least one personally important behavior.

Specifying Personally Important Behaviors				
Summarize recent unsatisfactory experience (Who?, What?, Where?, When?, Intensity of student's feelings) + causes (Why?) A student indicates that she is receiving mostly negative feedback from a colleague on her internship and little positive feedback. She has discussed with her mentor at school several times how to deal with this, but she did not lead to the desired solution in practice.	Brainstorm student behaviors that could positively resolve the experience			Needed skills (and resources)
	Helpful behaviors	Effective	Realistic	
	Walk away from the colleague	-	+	

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Step 3a: Listing critical skills

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Step 3 Overview and prioritizing critical skills and resources

Step 3a Overview critical skills

Directions:

- Together with the student, identify which skills he / she needs to meet the requirements of the school or internship and / or to deal adequately with the described unpleasant experiences or barriers.
- Evaluate with the student which skills he / she already has mastered and / or which he / she already applies sufficiently. Eliminate the mastered and sufficiently applied skills.
- Describe when, where, with whom and how often the student has to apply the skill.

Requirements + personally important behaviors	Skills needed to meet the requirements and/or to perform personally important behavior	Strengths	Deficits	Application description (when, where, with whom, how often)
1.				
2.				
3.				
4.				
5.				
6.				
7.				

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Step 3 Overview and prioritizing critical skills and resources

Step 3a Overview critical skills Example John

- Directions:**
- Together with the student, identify which skills he / she needs to meet the requirements of the school or internship and / or to deal adequately with the described unpleasant experiences or barriers.
 - Evaluate with the student which skills he / she already has mastered and / or which he / she already applies sufficiently. Eliminate the mastered and sufficiently applied skills.
 - Describe when, where, with whom and how often the student has to apply the skill!

Requirements + personally important behaviors	Skills needed to meet the requirements and/or to perform personally important behavior	Strengths	Deficits	Application description (when, where, with whom, how often)
1. Passing exams	1. Listing the preparation tasks 2. Planning the tasks 3. Stick to the planning	1 + 2	3	For the coming 4 weeks every Tuesday and Thursday at 18:00 hours in my room at home
2. A study buddy to spend the breaks with	1. Selecting a study buddy 2. Formulating the invitation 3. Stay the invitation	1 + 3	2	Coming Friday evening with my brother at home
3.				
4.				
5.				
6.				
7.				

Critical skills!!

&

Critical resources!!

Plenary follow up discussion



Summary using examples of John

Specifying Personally Important Behaviors

- The student comes to you with a recent unsatisfactory experience
- Together with the student describe the presented unsatisfactory experience.
- Summarize what happened (Who?, What?, Where?, When?)
- Identify the intensity of the student's feelings towards the situation (high, medium, low)
- Identify and label the cause of the experience (inside student him-/herself, outside the student: others, outside the student: circumstances). Do not discuss the cause mentioned by the student
- Brainstorm and list helpful behaviors that might positively resolve the experience
- Label the helpful strategies after the brainstorming phase (not during!). Using the selection criteria Effective and Realistic
- Let the student select at least one personally important behavior that is effective and realistic to his/her opinion
- Identify the skills and resources needed to perform the selected behavior

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Specifying personally important behaviors

Directions: Take the identified unsatisfactory experience. Identify the intensity of the student's feelings towards the situation. Identify and label the cause of the experience. Identify helpful behaviors that might positively resolve the experience, and label the helpful strategies. Using the selection criteria effective, realistic select at least one personally important behavior.

Specifying Personally Important Behaviors			
Summarize recent unsatisfactory experience (Who?, What?, Where?, When?, intensity of student's feelings) + causes (Why?)	Brainstorm student behaviors that could positively resolve the experience	Needed skills (and resources)	
	Helpful behaviors	Effective	Realistic
During breaks at school and after school I have no contact with other students. I don't think others like me and I don't seek contact myself. Always sit alone. I don't do anything. I find this very unpleasant.	Sitting alone	-	+
	Reading the newspaper	-	+
	Walking outside	+	-
	Continuing studying in classroom	-	-
	Finding myself a study buddy to spend the breaks with	+	+
	Walking until others invited me	+	-
	Stay the study and finding myself another study	-	-

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Step 3 Overview and prioritizing critical skills and resources

Step 3a Overview critical skills Example John

- Directions:
- Together with the student, identify which skills he / she needs to meet the requirements of the school or internship and / or to deal adequately with the described unpleasant experiences or barriers.
 - Evaluate with the student which skills he / she already has mastered and / or which he / she already applies sufficiently. Eliminate the mastered and sufficiently applied skills.
 - Describe when, where, with whom and how often the student has to apply the skill!

Requirements + personally important behaviors	Skills needed to meet the requirements and/or to perform personally important behavior	Strengths	Deficits	Application description (when, where, with whom, how often)
1. Finishing exams	1. Listing the preparation tasks 2. Planning the tasks 3. Stick to the planning	1 + 2	3	For the coming 4 weeks every Tuesday and Thursday at 19:00 hours in my room at home
2. I study buddy to spend the breaks with	1. Sending a study buddy 2. Formulating the invitation 3. Say the invitation	1 + 3	2	Coming Friday evening with my brother at home
3.				
4.				
5.				
6.				
7.				

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Q & A



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