

Hanze University Groningen
APPLIED SCIENCES


ImpuISE
Institute for Personalized Support

ctr
Coop. Sociale CTR Onlus

Supported Education for students with mental health problems

Step 3b: Listing critical resources

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 10th 2023
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Overview training

October 9, 2023

- (9-11) Acquaintance & overview training
Introduction in Supported Education
- (11-13) Step 1: Start of the SEd process
(13-14) Lunch
- (14-16) Step 2a: Requirements of the school
- (16-18) Step 2b: Personal important behaviors
Step 3a: Listing critical skills

October 10, 2023

- (9-11) Step 3b: Listing critical resources
- (11-13) Step 3c Select the critical resource (person or service)
(13-14) Lunch
- (14-16) Step 4: Setting an Educational Action Plan
Step 5: Monitoring progress
- (16-18) Overall summary & evaluation

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Overview 5-steps Keep model

STEP 1

- Which problems does the student experience?
- Who expresses the problem? (student or others?)
Who is the problem owner?
- What is the context style of preference of the student? → Na!
- Does the student wish to continue / complete the course? → Na!

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

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


- Which skills has to be learned or applied sufficiently?
- Which resources has to be realized/organized?
- Which skills and resources have priority?

STEP 4 Set an Action Plan (AP)

STEP 5 Put the AP into practice and monitor and evaluate the AP

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Review



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Ownership & Partnership



0. A student presents a problem. What's the matter?
1. Do you want to continue your education at Mid Sweden University?
2. If so, what hinders you from continuing your education?
3. Together with the student assess which skills and resources he/she needs to overcome the listed barriers

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Tailor-made support

Educational Goal of John

Success (requirements) + Satisfaction (personally important behavior)

Skills + Support Skills + Support

FA RA FA RA

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

Requirements	Needs attention	Needs no attention	Explanation	Critical Skills & Support
1. Passing exams.	X		Preparation for exams	Planning
2. No drugs				
3. No alcohol				
4. Being present				
5. Turning in school				
6. Being punctual				
7. Working together in small groups	X		Not doing my part of the project activities	
8. Making homework				
9. No aggressive behavior				
10. Being on time	X		Being too late too often for morning classes	
11. Finding your way around in campus				
12. No disturbing behavior in class				
13. Being your engagement				
14. Presenting in front of the class				
15. Personal hygiene				
16. Paying attention in class	X		Can't concentrate in the lecture room	
17. Self study				
18. Communicate by email				
19. Planning your weekly tasks				
20. Meeting the eligibility requirements				
21. Attending classes				
22. No bullying				
23. Gather information				
24. Informal socialization	X		Not having contact with fellow students during the breaks	
25. Responsibility				
26. Active participation in groups	X		Being very passive during the meetings, attend behavior	
27. Managing budget				
28. Self discipline				

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Specifying personally important behaviors: example John

Directions: For a student you know very well, describe an 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 (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 break reading the newspaper	Walking outside	+	-	
I always sit alone. I don't seek contact myself. I don't do anything. I find this very unpleasant.	Continuing studying in classroom	-	-	
	Finding myself a study buddy to spend the breaks with	+	+	1. Selecting a study buddy
	Talking with fellow students	+	-	2. Formulating the invitation
	Waiting until others contact me	+	-	3. Say the invitation
	Stop this 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 employment 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

Requires a personally important behavior	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. Lacking the preparation time 2. Planning the tasks 3. Skills to be planning	1+2	3	For the coming 4 weeks every Tuesday and Thursday at 16:00 hours in my room at home
2. I don't buddy to spend the breaks with	1. Searching 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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Resource Assessment

Assisting participants to Assess and Develop Supports/Resources for School Functioning

Step 3b: Listing critical resources
Step 3c: Select the critical resource (person or service)

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Resource Assessment (RA)

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

Listing critical resources!!

Select the critical resource (person or service)

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Listing critical resources

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Developing a resource map

To help the student to select and realize the right resource, it is important to have an overview of existing resources (services & people)

We can distinguish 4 types of resources:

1. Inside and outside the educational setting
2. Formal and informal resources

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Resources inside and outside education, formal and informal

	Inside education	Outside education
Formal	Break out room 1	Break out room 3
Informal	Break out room 2	Break out room 4

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Exercise in small groups

Group 1: brainstorm as much formal resources inside the educational setting you know

Group 2: brainstorm as much informal resources inside the educational setting you know

Group 3: brainstorm as much formal resources outside the educational setting you know

Group 4: brainstorm as much informal resources outside the educational setting you know

Take the outcomes with you to the plenary meeting

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Plenary follow up discussion



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Summary using example from Sweden

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INSIDE / FORMAL

- Matte stuga
- Peragogiskt råd
- Mentorer
- Skrivhjälpning
- Stöd av lärare
- Käran & dess utskott
- Bibliotek (manus, sakkärl etc)
- Studenthälsa, studieutvärdering
- Service center
- läsa utlånas kontor
- jurister
- juristadministratörer
- lärares
- professor (aukt)
- rektor

DISCUSSION + BIBLIOTEK & LITÄRATUR

- Arkiv
- Agora + software posteo

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