


Supported Education
for students with mental health problems

Session 8
Overall summary & evaluation

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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Training objectives

- Participantss will be able to state the mission and philosophy of Supported Education
- Participantss will be able to describe the Supported Education process
- Participants will be able to put the SEd steps of the Keep phase into practice

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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 session 8

- Summary 5-steps Keep model
- Further explanation or clarification of parts of the 5-steps model
- Evaluation and closure

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Review session 1-7



Mission

The mission of Supported Education is to help students with mental health problems to remain at school

Supported Education is not therapy or mental health counseling!!

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SEd intervention

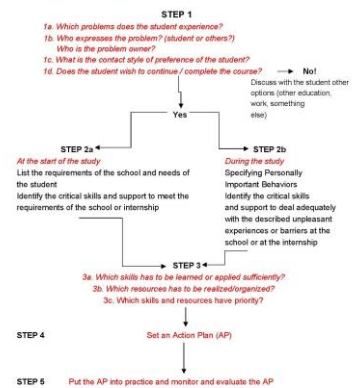
Student Sociology at the University of Calgary

Skills + Support

Success + Satisfaction

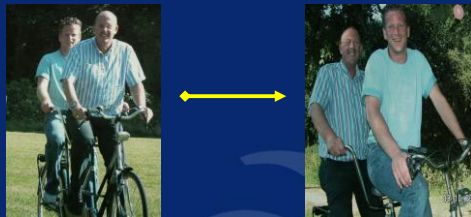
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Overview 5-steps Keep model



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Ownership & Partnership



Who is sitting in front of the tandem?
You or the student?

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Tailor-made support



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Checklist Supported Education Intervention

START	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 or 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?				
IDENTIFYING CRITICAL SKILLS (FUNCTIONAL ASSESSMENT) AND RESOURCES (RESOURCE ASSESSMENT)				
2a. Have the critical skills and resources been identified at the start of the study or prior to the planning?				
2b. Have the critical skills and resources been identified during the study or during the intervention?				
OVERVIEW AND PRIORITIZATION OF THE CRITICAL SKILLS AND RESOURCES				
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?				
SETTING AN INDIVIDUALIZED ACTION PLAN (AP)				
4. An individualized Action Plan (AP) has been set?				
IMPLEMENTATION, MONITORING AND EVALUATION				
5a. The action plan has been implemented?				
5b. The action plan has been monitored?				
5c. The action plan has been evaluated?				

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Step 1 Start

Student: John

Study/course: 1st year student Social Work

Directions

1. Ask the student what the problems are he/she experiences or are mentioned by educational staff:
What is the problem? (in words of the student and summarized by the S&L coach)

John is 24 years old. He has had a diagnosis of depression for 4 years. He has been hospitalized two times. He lives with his parents. He spends most of his leisure time alone in his room, sitting behind his computer. John tells me he is at the moment stable on his medication, but when he is feeling better he sometimes stops taken his medication and then he becomes depressed again.

John tells me he is in his first year of the bachelor study Social Work. His grades are moderate. Not passing two of the first five exams. He is glad that the study has a lot of practical, because what is most difficult is concentrating during lectures and on his last books. He goes to school four days a week, and also has to do homework and prepare for exams. Sometimes he feels nervous, especially with lecturers and fellow students at school. He does not have much contact with fellow students, partly because they are younger (about 19). Although he is very busy, he likes the study very much, because there are a lot of different subjects and he likes to continue his current education.

John still takes his antidepressant, but because of the side effects of the medication he has problems concentrating in class. Going to school cost him a lot of energy. When he comes home he is often so tired that he has to rest for a couple of hours. In the morning he has problems getting out of bed. John finds it difficult to work in project groups. During the breaks most of the time he is on his own. He feels isolated and don't know how to start a conversation.

2. Who express the problem? The student him-/herself?

Others, if yes who? (lecturers, deans, parents, fellow students)

Who is sitting in front of the tandem? You or the student?

I asked John what made him come to me. John told me that he needs support to deal with the barriers he mentioned at school, because he can't deal with them on his own. A fellow student told him about the available Supported Education service at the University.

3. Does the student wish to continue / complete his/her study?

Also, he told me that he liked his study Social Work very much and that he wanted to become a Social Worker. So I asked him if it was right that his intention was to continue his study Social Work. His answer was yes.

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If so: set an educational goal.

I intend to continue / complete my at (with success and satisfaction)

So I asked John to write this down on the whiteboard:

'I, John, intend for the current academic year to continue my study Social Work at the Hanze University Groningen', and asked him if he agreed on this and his answer was yes: 'this is my intention'

If not: what to do (actions)?

Not applicable

4. Does the student want support? If so, what is the contact style of preference?

John already stated that he needed support to overcome the aforementioned barriers.

In the way he talked with me about his problems I noticed that he was in a need for practical help. Although dealing with his depression was very emotional for him, he did not talk about his study in an emotional way. He said things like: 'I think I need help concentrating in the lecture room' and 'I need help getting out of bed on time'

Not: 'I feel anxious that I can't make it at school', or 'I believe that everybody is against me' or 'I am afraid that the school won't help me'. (He already talked with his mental health practitioner a lot about his emotions).

So, looking at the four contact styles of preference, he preferred a more intellectual or practical support, rather than physical, emotional or spiritual support

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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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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. Travelling to school				
6. Being attentive				
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. Being attentive 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 conversation	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				

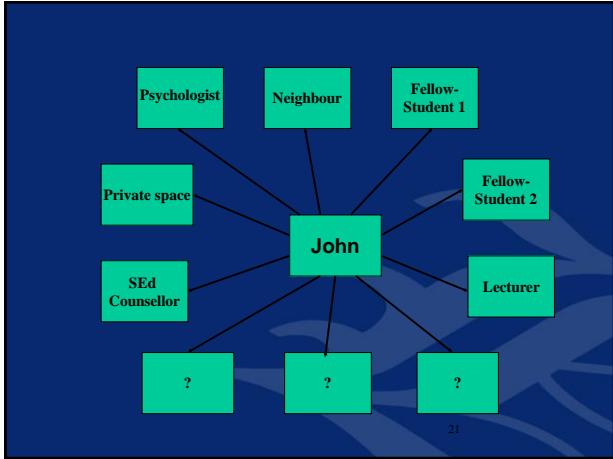
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Specifying personally important behaviors: example John

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 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.	Reading the newspaper	-	+	
	Walking outside	+	-	
	Continuing reading in classroom	-	-	
	Finding myself a study buddy to spend the breaks with	+	+	1. Selecting a study buddy 2. Formalizing the invitation 3. Say the invitation
	Talking with fellow students	+	-	
	Walking until others contact me	+	-	
	Stop this study and finding myself another study	-	-	

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

In many cases the critical resource is a person or a service.

Directions:

- Together with the student brainstorm which persons or services could help him / her to meet a requirement of the school or internship and / or to deal adequately with the described unpleasant experience or barrier
- Let the student determine (by means of giving scores) which person / service is the best to support him / her, based on the expertise, the relationship and the availability of the person / service (scores: High = 5, Medium = 3, Low = 1)
- Describe the circumstance and frequency in which the person / facility will / must provide the support (for example, the number of times per month that ... at the end of the week with me go through the events at the internship location).

Person/service	Expertise H-M-L 5-3-1	Relationship H-M-L 5-3-1	Available H-M-L 5-3-1	Total score	Use description
1.					
2.					
3.					
4.					
5.					
6.					

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Worksheet: Selecting a Resource

Describe resource / support use: Example John

Every Friday afternoon I like to talk with someone about my experiences at the internship of last week

Potential Resources	Available	Expertise	Relationship	Total
SEd counsellor: Lies	Low = 1	Medium = 3	High: 5	9
Colleague at work	3	5	3	11
Friend	1	1	5	7
Fellow student	3	3	3	9
Neighbour	5	5	5	15
Brother	3	1	5	9

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Examples of Describing Resources

Name of resource	Description of support	Circumstances	Frequency
Supported Education Coach	Meets John to discuss his school related problems	At school during her lunch break	Once per week
Fellow student	Spends with John the lunch break at school	From 12:30 – 13:15 hours	3x per week
Private Space	A quiet space where John makes her homework	At home in the evening	5x per week
Fellow student	Picks up John in the morning and travels with him to school	by 08:00 in the morning	3x per week
Mathematics Lecturer	Helps John to better understand mathematics	At school during lunch break	Once per week
Psychologist	Talks with John about his depression and domestic violence past	During their scheduled appointments	Once per month

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Step 4 Set an Individualized Action Plan

Actions (= What) Skill and/or resource description	Prioritizing actions				Most important	Who?	When?	Where?	Evaluation date
	Urgent	Immediate	Support	Alternative					

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Step 5 Action Plan Implementing

Actions are direct skills teaching, programming skill use, resource coordination, resource modification, resource creation.

Actions _____

Student _____ Self Coach _____ Date _____

Skills

Direct Skills Teaching

- Outline the context (defining the party) skills
- Planning the lesson
- Coaching the student

Programming Skill Use

- Identifying the barriers
- Developing the program
- Supporting student's action

Resources

Resource coordination

- Linking a student to a needed support

Resource modification

- Changing parts of resource to better meet the a student's needs

Resource creation

- Building a brand-new resource for a student or for a community

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Step 5 Action Plan Monitoring

Student: _____ Date: _____

Supported Education Coach: _____

Action	Successful			Continuation action	Extra action	Evaluation date
	Yes	No	Partly			

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An Explanation of the Four Common Types of Barriers

Lack of Confidence
The student does not feel able to perform the skill for a variety of reasons.

Clues that the problem is a lack of confidence include:

- Comments by the student that he or she is afraid or overwhelmed because he/she has never performed the skill in the specified circumstance
 - "I can't feel able to."
 - "The more I think about it, the more I don't want to."
 - "I'm afraid to."
 - "I can't handle it."
- Blaming other people or things for not trying to perform the skill:
 - "It wasn't my big problem, because..."
 - "It doesn't matter anyway because..."
- The student stating that he or she "forgot" or "forgot" to use the skill.
- An inability by the individual to explain his or her problems in using the skill.
 - "I just get stuck."
 - "I just don't do it."

Lack of Knowledge
The student does not have information that is required to use the skill as needed. This does not mean that the student does not know how to perform the skill, but rather that he or she lacks information regarding the requirements, responsibilities, circumstances and/or resources needed in order to implement the skill.

Clues that the problem is a lack of knowledge are comments such as the following:

- "I don't know who to talk to about it."
- "I don't know what was expected."
- "I don't know what the responsibilities were."

Lack of Foresight
The student doesn't think beforehand about the arrangements that are required to use the skill as needed. The barrier is a lack of mental preparation.

Clues that the problem is a lack of foresight are comments such as the following:

- "I didn't think it through."
- "I didn't plan ahead."
- "I didn't have enough time."

Lack of Resources
The student doesn't have all the people, places or things required to use the skill as needed.

Clues that the problem is a lack of resources are comments such as the following:

- "I don't have..."
- "..., and not available."

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Programming Skill Use Worksheet

Student: John Date: November 2010

Skill name: Scheduling School Tasks

Skill use name: 4 weeks per month, John writes a task by timeline list of the homework assigned for the week by school on Friday afternoon by the end of the schoolday

Problem	Type of barrier	Barrier	Step
"I am not always sure what needs to be done for homework for the next week"	Lack of forethought	John does not arrange to get homework assignments for the next week, at the end of the week	Arrange for a set weekly meeting time on Friday afternoon to list the homework assignments with a fellow student
"I don't have anything to keep track of the things I need to get done"	Lack of resource	John does not have a school diary with room to write his list of tasks	Buy a school diary with enough room for a weekly list of school tasks
"I don't know how long it will take to do the things I am supposed to"	Lack of knowledge	John does not know how much time to assign to some tasks	Research time requirements of all school tasks that could be assigned
"I don't feel like I can figure it all out every week"	Lack of confidence	John does not feel able to write the list by the end of the schoolday every Friday	Write a task by timeline list of weekly homework assignments on Friday afternoon for at least two weeks of the month

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Programming Skill Use Worksheet

Student: _____ Date: _____

Skill name: _____

Skill use name: _____

Problem	Type of barrier	Barrier	Step

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Excercise in small groups


Please go together through the 5 steps SEd Model.

Which steps of the model needs more explanation or clarification?

Take your questions with you to the plenary meeting

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Q & A



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Background Information

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Supported Education Toolkit
www.supportededucation.eu

Choose

Get

Keep



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Evaluation

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Thank you very much for your
attention and participation



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