


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



Wellington, April 11th 2024
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Overview Session 1

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

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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

April 11th, 2024
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 2024
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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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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Individualized tailor-made support



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SEd principle

Role + setting of preference
(student) + (educational)

Skills + Support

Success + Satisfaction



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Functional Assessment (FA)

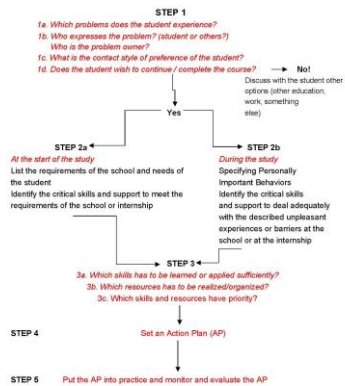
- What are the skills the student needs to be successful and satisfied at school?

Resource Assessment (RA)

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

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Overview 5-steps Keep model



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Q & A



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