Supported Education
for people with psychiatric and cognitive disabilities

Stockholm, March 12th 2015
Presenter: Lies Korevaar

Overview
1. Why focus on (Supported) Education?
2. From a Mental Health point of view
3. From a person's point of view
4. What is Supported Education?
5. Putting theory into practice (Rotterdam Supported Education programme)
6. Supported Education services
   • Preparation course
   • Onsite & Mobile Support
   • Self disclosure
   • Peer Support Group
7. Current & future (research) projects
8. A B C of Supported Education

1. Why focus on (Supported) Education?

Educational issues...

- An estimated 6% of students in Higher Education report psychiatric symptoms serious enough to need mental health services (2001/2005)
- Psychiatric disabilities constitute the largest disability group
- 50% of them need extra support to finish their education
- Yet on most colleges, students with psychiatric disabilities can’t get appropriate services
Economic issues...

- Increasing #’s of young adults attend college; college degrees are required for success
- Early-onset psychiatric disability contributes to under- and unemployment through its effects on education
- People with psychiatric disabilities who enter the labour market, most of the time, end up in low-paid jobs

Community issue...

People with chronic diseases and disabilities belong to the most disadvantaged group of people in our society

(Rapportage Gehandicapten 2002)

2. Importance of SEd from a Mental Health point of view
THREE ASPECTS OF MH CARE

- Problem-oriented
- Developmentally oriented
- Environmentally oriented

Safety, Health & Stability

Support (Care)

Treatment (Cure)

Psychiatric Rehabilitation
(Living, Working, Learning, Socializing)

Traditional treatment plan

1. Medication (management)
2. Day-night rhythm
3. Personal hygiene
4. Financial problems
5. Cleaning the room
6. Return to or remain at school

Rehabilitation / Treatment plan

1. Return to or remain at school
2. Medication (management)
3. Day-night rhythm
4. Personal hygiene
5. Financial problems
6. (Cleaning the room)

Curricula of practitioner’s education
(Nursing, Social Work, Psychiatry, etc.)

- Problem-oriented
- Developmentally oriented
- Environmentally oriented

Support (Care)

Treatment (Cure)

Rehabilitation
(Living, Working, Learning, Socializing)

55%

40%

< 5%
“If all we have is a hammer, every problem looks like a nail”

Curricula of practitioner’s education  
(Nursing, Social Work, etc.)

- Problem-oriented
- Developmentally oriented
- Environmentally oriented

Rehabilitation  
(Living, Working, Learning, Socializing)  
1/3

Support (Care)  
1/3

Treatment (Cure)  
1/3

3. Importance of SEd from a person’s point of view  
(recovery or discovery)

Recovery Process: Definition

Recovery is the process of self-discovery and change as one grows beyond the catastrophe of mental illness

It is a way of living a satisfying and meaningful life with or without limitations caused by the illness

Anthony, 1990
Characteristics of Recovery

Recovery can occur without professional intervention

Rehabilitation is what practitioners do, recovery is what people with disabilities do themselves

The presence of people who believe in and stand by the person is important

Recovering from?

From Mental Illness to Psychiatric Disability

A person develops or has a Mental Illness

From Mental Illness to Psychiatric Disability

Stigma, discrimination + social exclusion
From Mental Illness to Psychiatric Disability

Iatrogenic effects of admission and treatment:
- experiences with fellow-patients
- side-effects of medication

Lack of Self-determination

Negative consequences of having no job or education

Broken dreams
This illness is not the same as the illness.

What is the illness?

What is the disability?
Summary

- Mental illness (autism)
- Stigma, discrimination and social exclusion
- Iatrogenic effects of admission and treatment
- Lack of Self-determination
- Negative consequences of having no job or education
- Broken dreams

4. What is Supported Education?

Mission of SEd

To help (young) adults with psychiatric and cognitive disabilities to **choose**, **get and keep** regular education

(Unger & Anthony, 1992)

Through....

- preparation, assistance and support (on-site & mobile)
- to individuals with a psychiatric or cognitive disability
- who wish to pursue post-secondary education or training,
- following a psychiatric rehabilitation model
SEd: the link between psychiatry and education

Psychiatry → SEd → Education

Patient → Client/consumer → Citizen → Learning → Student

SEd principle

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

Skills + Support

Success + Satisfaction

Ownership

Partnership, connectedness

First and foremost the focus of the professional must be on what the person/consumer connects to us and others, and not on what him or her distinguishes from us and others.
5. Putting Theory into Practice
A Supported Education programme

SEd programme in Rotterdam
The Netherlands
16,000,000 inhabitants
Rotterdam
650,000 citizens
Biggest port in the world
165 different nationalities
Community College ROC Zadkine
33,000 students
1,800 professors/lecturers
70 locations

Eligibility requirements
- 16 years of age or over
- Be willing to use an educational (group) environment to develop and utilize an educational plan
- Have experienced a severe disability due to mental illness of at least one year

Characteristics of the Participants (N = 45)
- Sex:
  - Female 51%
  - Male 49%
- Age (years):
  - Mean 30.6
  - Range 17-51
- Marital Status:
  - Single 80%
  - Married 20%
Characteristics of the Participants (N = 45)

- Diagnosis Category:
  - Schizophrenia 31%
  - Affective disorder 18%
  - Personality disorder 24%
  - Other (autism) 24%
  - Unknown 3%

- Years of contact with mental health organizations:
  - Mean 6.5 years
  - Range 1-24 years

- Psychotropic medication:
  - Yes 80%
  - No 20%

Characteristics of the Participants (N = 45)

- Living Situation:
  - Alone 42%
  - With family 31%
  - Sheltered/clinic 24%
  - Other 3%

- Education:
  - Primary education 31%
  - Secondary education 53%
  - Tertiary education 16%

SEd Services

Service 1: Preparation Class

- Duration: 12 weeks
- Frequency: 1 day per week for 6 hours
- Participants: (young)adults who do not yet know what kind of education they prefer

- Subjects include:
  - Orientation to college locations and services
  - Identifying Personal Criteria
  - Setting an overall educational goal
  - Academic & Social Skills building
  - Development of coping strategies
  - Resource Assessment & Coordination
Service 2: On Site and Mobile Support
- Duration: As long as needed and wanted
- Supports includes:
  - Emotional Support
  - Academic & Social Skills building
  - Advocacy with faculty for accommodations
  - Assistance with financial aid application
  - Peer Support Group
  - Development of coping strategies
  - Resource Assessment & Coordination

Outcomes

Outcomes 1
PREPARATION CLASS:
45 students started the Impulse course
30 of the 45 students completed the course (66%)
26 of the 30 set an Educational Goal
20 of the 26 students continued with regular education together with “regular” students

Outcomes 2
- ON-SITE & MOBILE SUPPORT:
  After 1 year full time education 17 of 20 students were still at college (≈ 38% of the 45)
  Most common problems:
  - Coping with stress
  - Disclosing the disability
  - Requesting support / modifications
  - Responding to feedback
  - Insecurity about social contacts and collaboration with fellow-students / professors
  - Internship (requires another role)
Integration of Services

6. Closer look at the services

Choosing & getting

6a. Preparation course

Preparation course in more detail
modified for highschool students with autism
Why a preparation course for highschool students with autism?

Experiences of and with students with autism
- Highschool Wolfsbos
- Hanze University Groningen

Why?
Because choosing is difficult!
- Limited self knowledge
- Limited knowledge of strengths and deficits
- Many, many educational options (> 1200)
- Difficulty with getting a concrete image of an educational environment based on only theoretical information

>>> especially for youth with autism

Higher Education in Holland
- 656,000 students in Higher Education (2011)
- 13 Universities, 50 Universities of Applied Sciences
- Number of students: 15 <-> 1000
- Drop out (15-25 jaar)
  10% ♂ 6% ♀
- Students with autism drop out

Common barriers for students with autism
- Processing Information
- Distinguish main and side issues
- Making connections
- Abstraction level
- Planning
- Flexibility
- Social-interaction
- Communication
  Use of language: literally <-> figuratively
- Tendency to engage in repetitive behaviors
Decision Making Course

Design

- Course
- Group and individual
- 7-8 sessions of 2 hours
- Workbook based on the choose-get-keep model
- Limited homework

How do we support the participants?

What is available?  How do I choose?  What do I want?

Programme-1

CHOOSING
1. Identifying Persona criteria
2. Describing educationals options
3. Making a choice (matching criteria with options)
## Personal criteria

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<th>1.</th>
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<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
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### Accountancy Course at university

<table>
<thead>
<tr>
<th>Personal criteria</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
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</thead>
<tbody>
<tr>
<td>1. Small groups (max. 25 students)</td>
<td>-+</td>
<td>+</td>
<td>++</td>
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<tr>
<td>2. Lecturers who give extra explanation</td>
<td>?</td>
<td>+</td>
<td>?</td>
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<td>3. University level leading towards a diploma</td>
<td>+</td>
<td>+</td>
<td>+</td>
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<td>4. Not too much working in groups</td>
<td>-</td>
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<td>+</td>
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<td>5. Nearby home</td>
<td>+</td>
<td>++</td>
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<td>6. Quiet place at school to work</td>
<td>+</td>
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### Programme-2

**GETTING & KEEPING**

**Preview**

4. Critical skills and resources to start education of preference?

5. Critical skills and resources to remain at school?

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### Programme modifications-1

- **Fixed structure** time, place, people, workbook
- **Assignments** in stead of tests

- **Assignments**
  - Concrete
  - Unambiguous language (not metaphorically speaking)
  - Maximum of 30-45 minutes
Programme modifications-2

• Involvement regular students > role model
• Individualized attention > searching together
• Involvement relevant others (family, friends, teachers)

Results

• WORKBOOK & MANUAL
• 18 of the 22 students have made a choice
• Good choice……?
• Comments students: involvement students and the individualized search
• Comments parents: extra attention and time

Finally

Einstein or 3 women
Closer look at the services

Getting & Keeping

6b. Onsite & Mobile Support

General support services

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?

Skills & Support

Educational Goal

Success + Satisfaction

Skills + Support

FA RA FA RA

FUNCTIONAL ASSESSMENT

<table>
<thead>
<tr>
<th>STEP</th>
<th>SUCCE$$</th>
<th>WHAT ARE THE REQUIREMENTS TO BE SUCCESSFUL?</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP 2</td>
<td>SATISFACTION</td>
<td>WHAT DO YOU NEED TO DO TO FEEL SATISFIED?</td>
<td>SKILLS</td>
</tr>
<tr>
<td>STEP 3</td>
<td>WHEN DO YOU WANT TO USE THE SKILL AND HOW OFTEN?</td>
<td></td>
<td></td>
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<tr>
<td>STEP 4</td>
<td>CAN YOU PERFORM THE SKILL, AND IF SO, DO YOU USE THE SKILL?</td>
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</table>
People with chronic diseases and disabilities belong to the most disadvantaged group of people in our society.

(Rapportage Gehandicapten, 2002)
Stigma
A mark of disgrace or discredit that sets a person aside from others.

Social stigma is severe social disapproval of personal characteristics or beliefs that are against cultural norms. Social stigma often leads to marginalization.

Self disclosure
Dilemma: do I tell or do I not tell others about my (psychiatric) disability?

Some important aspects:
• Do I benefit from disclosing my disability?
• Who do I tell and why?
• What, if people find out?
• What do they think of me?

Disclosure
“Disclosing your (psychiatric) disability” means that you tell someone about your (psychiatric) condition in the present and/or in the past

To prepare yourself whether to tell about your (psychiatric) disability, consider the following:
Steps:
1. Whether to Tell
2. What to Tell
3. Who to Tell
4. When to Tell
5. How to Tell

Mark
Mark is 22 years old and at the point in his study at the university to start a period of apprenticeship. He has an interview with a supervisor of the company where he likes to do his apprenticeship. During the interview the supervisor asks Mark why one year in his curriculum vitae is blank. Mark tells the supervisor that three years ago he was treated for a year because of behavioral problems due to autism. The supervisor ends the interview quickly and Mark never heard of the company again.
Exercise
Step 1: Identify Whether to Tell

a. Identify benefits
b. Identify risks
c. Compare the balance

Conclusion
Disclosing is a personal decision – the student with a psychiatric disability him-/herself is the only one who can make it, taking in account his/her own situation and circumstances

6d. Peer Support for students with psychiatric disabilities
Overview

• What?
• Why?
• Who?
• When & where?
• How?
• Results

What?
The Peer Support group provides self help for students with psychiatric disabilities through exchange of experiences, providing mutual support and (study) tips.

Why?

• To provide a group resource for students with psychiatric disabilities to help them to remain at school
• Choose-get-keep model → focus on the keep phase
• The focus is on the student role, not on the role of patient

Who?

• Participants
  - 8-10 students

• Group supervisors
  - 1 expert by experience (ex consumer and graduate student)
  - 1 expert in group dynamics & rehabilitation
When & where?
- One session per two weeks for two hours
- On the campus of the university

How?
One topic per session, prepared by 1-2 of the participants:
- Sharing concerns and successes
- Giving and receiving support
- Disclosure: 'To tell or not to tell'
- Balance between studying and personal problems
- Financial Aid
- Needed & available Support Services

7. Current projects
&
Conference
8. A B C of Supported Education

12 13 14 of Treatment

www.supportededucation.eu
www.supportededucation.eu/conference
www.begeleidleren.nl
A B C of Supported Education

EINSTEIN?

ALBERT

Thank you very much for your attention

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