


ImpulSE Supported Education
Lifelong Learning Programme
SIA Begeleid
Leren

The implementation of Supported Education

Groningen , November 17 2015
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 Hanze University Groningen
APPLIED SCIENCES


Workshop Objective

Increased understanding of:
**the implementation of SEd in a
Edcational or Mental Health setting**

2

Overview

1. Introduction
2. Readiness team
3. Implementation quick scan
4. Implementation action plan
5. Q & A



3

Introduction

Involving 5-6 stakeholder groups

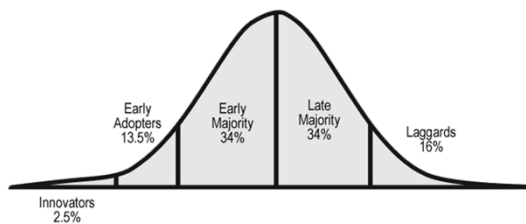
Local level:

- Consumers / students
- Family members
- Post secondary education
- Vocational rehabilitation
- Mental Health services, and
- Social security services (disability grants)

Readiness team



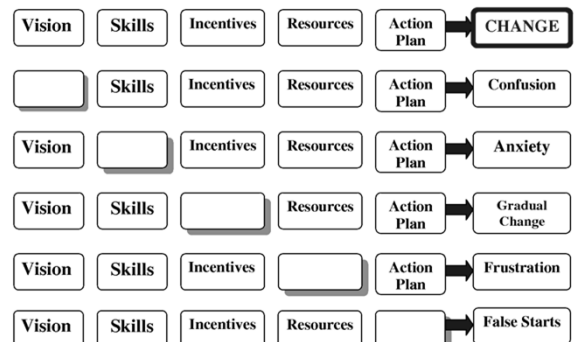
Categories of Innovativeness*



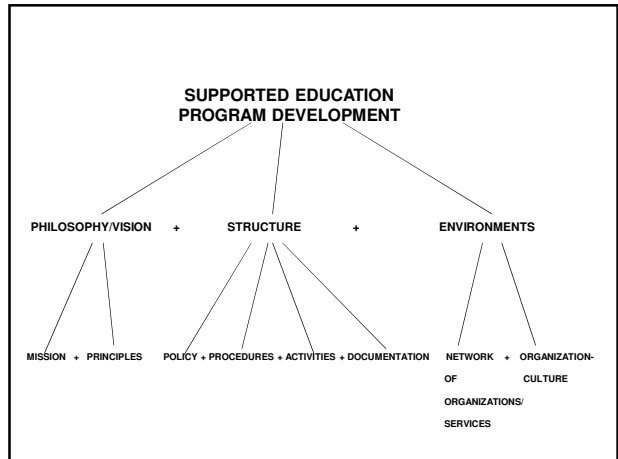
*From E.M. Rogers, *Diffusion of Innovations*, 4th edition (New York: The Free Press, 1995)

Managing Complex Change

(Ambrose 1987)



Implementation quick scan



Philosophy

Supported Education Mission Example:

Our mission is to increase the functioning of people with (serious) psychiatric disabilities so that they become successful and satisfied in the student role and educational setting they prefer with the least amount of professional intervention possible

Principles / Key SEd Values

- Person orientation
- Person involvement
- Self-determination
- Growth potential

(Farkas, Gagne, Anthony & Chamberlin, 2009)

Structure

Policy, Procedure, Activity, Documentation: Supported Education Example

Policy

- All clients shall have the opportunity and assistance needed to make an informed choice about whether or not they wish to commit to engaging in Supported Education now

Procedure

- In the intake interview the client is asked for his/her learning needs by the intaker

Activity

- 3 weeks scheduled for individual meetings and group sessions designed to teach clients about what Supported Education is, help them assess themselves in relation to their interest and readiness at this moment

Record Keeping

- A SEd Readiness Profile , with a "Choosing Direction" statement from client is in each record

Environments

Quality Assurance, Physical Setting and Network: SEd Program

Quality Assurance

- Monitoring program outcomes, such as homework maintenance, include measures selected by clients (*self-determination*)

Physical Setting

- Resources and accommodations are for everyone's use, also for students with psychiatric disabilities (*person orientation*)

Network

- Program links to services such as a Disability Office (educational setting) and Mental Health Crisis Service (MH setting) (*person orientation*)

Staffing: Supported Education Program

• Selection

Staff are hired based on their knowledge, attitudes and skills in creating a partnership relationship to support educational goals of the student (*person involvement*)

• Training

Staff training includes interaction and interviews with consumers who want to return to school and students who want to remain at school (*growth potential*)

• Supervision

Promotions, rewards and supervisor reinforcement reflects staff's ability to demonstrate educational outcomes through their Supported Education services as one of the important criteria (*growth potential*)

**Supported Education
Implementation Quick-Scan**

Organization: _____
 Name: _____
 Position: _____
 Date: _____

	1	2	3	4	5	6	7	8
6	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-	-
0	-	-	-	-	-	-	-	-
	1. Mission	2. Principles	3. Policy	4. Procedures	5. Activities	6. Documentation	7. Network of organizations / partnerships	8. Organization culture

Brief explanation:
 1. Mission: _____
 2. Principles: _____
 3. Policy: _____
 4. Procedures: _____
 5. Activities: _____
 6. Documentation: _____
 7. Network of organizations / partnerships: _____
 8. Organization culture: _____

Write separately on attached explanation!

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Implementation Action plan

- What? (to develop/improve)
- Why?
- Who?
- Where?
- When?
- How?



Q & A

**Thank you very much for your
attention and participation**



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