



Supported Education

2.4.2 Resource assessment and resource inventory educational setting (RIES)

Abstract

What?

It is an assessment of the critical resources (people, things, places and activities) needed to be successful and satisfied in the educational setting of preference.

Why?

To understand which critical resources are needed to be successful and satisfied in the educational setting of preference, which skills are already present, and which skills have to be learned.

Who?

Supported Education professional together with the student with psychiatric disabilities.

When?

In the phase of getting and/or keeping his/her educational setting of preference.

Where?

In a place chosen by the student, inside or outside the educational setting.

How?

Using the resource assessment tool and/or resource inventory educational setting (RIES).

1. Introduction

One of the goals of Supported Education programs is to facilitate community integration, offering educational services to people with psychiatric disabilities so they can have access to resources in order to successfully remain in schools and complete their studies, as well as supporting educational settings to develop the necessary school accommodations.

Resource assessment assists the SEd professional and the student in defining together which are the critical resources needed to be successful and satisfied in their overall educational goal in the chosen environment. This assessment allows the student to determine the type, intensity and frequency of the resource use.

While conducting a resource assessment, always keep in mind that the services should meet the unique needs of each student as well as providing an environment that assures individual privacy and enhances personal dignity. The services should promote

access to non-stigmatizing resources that are consistent with the student's choice as well with the typical routines of a student's life. Coordinating with the different types of resources needed is necessary to help the student meet his/her overall educational goal.¹

In order to conduct a resource assessment it is fundamental to identify the resources needed using the tools described below, the resource inventory and the resource assessment chart; to describe the resource use; and to determine its availability. Throughout the process it is essential to respect the student's wishes and allow him/her to control and fully participate in determining the criteria for success and evaluating his/her own progress.

2. Resource assessment

Identify critical resources

Start a dialogue with the student about the critical resources needed or, if this is not possible or is too difficult, use the resources inventory educational setting (see RIES below) along with the student to identify which resources he/she considers critical to achieving his/her educational goal.

Describe resource use

After identifying the critical resources, analyze with the student what is the support (people) or use (tools) needed from each critical resource, in order to establish the intensity and frequency of the resource use.

Determine resource availability

In this final stage, support the student to plan how to connect with the chosen resources. If the student already uses the resource, help negotiate the necessary support or use. If the resource is needed but is not present, establish with the student how to find it.

¹ Revised from Unger, K. (1998). *Handbook on supported education: Providing services to students with psychiatric disabilities*. Portland, OR: Rehabilitation through Education.

3. Resources assessment chart

Student: _____

Supported Education professional: _____

Overall educational goal: _____

Critical Resource	Resource Use or Support	Availability		
		Needed	Present	Alternative Resource

Example.

Mary recently enrolled in an art history course of study. The university to which she applied has a monthly tuition fee of €200. She herself does not have the money to pay for attending this course, so she needs help in finding available resources to help overcome the financial barrier to accomplish her educational goal.

Student: Mary Stevens
 Supported Education professional: John Giddens
 Educational goal: Complete Art History Degree

Critical Resource	Resource Use or Support	Availability		
		Needed	Present	Alternative Resource
Tuition money	Monthly payment of €200 for school tuition fees	€200 / month	€100 / month from parents	Bursary

4. Resource inventory educational setting (RIES)

What?

Listing the critical resources the student is in need of to be successful and satisfied at school.

Why?

All students need skills and support (resources) to be successful and satisfied at school. A student with psychiatric disabilities sometimes needs, next to the more general skills and resources, specific skills and resources.

Who?

The Supported Education professional together with the student.

When?

We start listing resources when it is not possible for the student to learn the needed skill (for example, the skill of making an appointment) or when skills alone are not sufficient to solve the problem (for example, lack of transport to get to school).

Where?

Location of preference of the student.

How?

Tools (student loan, study books, a room for studying, an agenda, medication) constitute the indispensable hardware of the resource. In order to get the right tools, often support by persons is needed. The resources of an individual student can consist of parents, the Supported Education professional, a social worker and a job coach (the support), plus a student loan, a room for studying and the medication (the tools). The support people can help the student with choosing, getting and keeping the tools: the agenda, the medication and the student loan. Sometimes the person that supports the student and the tool coincide: then it is called personal (socio-emotional) support as a tool.

Individual resources

The result of the inventory (list of resources) is different for each student and depends very much on the educational environment the student is in.

Resources are people, places, activities or things that are critical for remaining at school, according to the student and other people. Resource assessment is an instrument for the professional to help the student to determine which resources are critical in order to achieve his/her educational goal. It is essential for the use of the resource that the student acknowledges the importance of the resource (support and/or tool).

Instructions

1. Review the chosen overall educational goal with the student/consumer. Discuss with him/her if this is the education of his/her own preference and if he/she owns the educational goal him/herself (not the family, the mental health practitioner or the educational staff).
2. Review the requirements of the (community) college/university and the related resources in the resource inventory with the student/consumer.
3. Assess the student's/consumer's ability to realize each of the listed resources by exploring with the student/consumer his/her impression of whether the resource is needed and present.
4. Explore the student's/consumer's feelings about the needed and present resources and what it may take to achieve his/her educational goal.
5. Ask the student/consumer to select which resources he/she thinks are most critical in relation to his/her educational goal.
6. If the resource is not present and the student/consumer cannot realize the resource him/herself and has little or no knowledge of the resource, then develop a resource intervention plan to help the student/consumer realize the resource.

7. If the resource is present, but the student/consumer does not use the resource as often or as well as needed, then assist the student/consumer to use the resource as needed.

Student/consumer: _____

Supported Education professional: _____

Overall educational goal: _____

Resource Inventory Educational Setting				
A.	People	Needed	Present	Explanation
1.	Teacher			
2.	Tutor			
3.	Fellow student			
4.	Brother			
5.	Friend			
6.	Study advisor			
7.				
8.				
9.				
B.	Places	Needed	Present	
1.	Library			
2.	A study room			
3.	Open learning center			
4.	Canteen			
5.	Schoolyard			
6.				
7.				
8.				
C.	Activities	Needed	Present	
1.	Appointments			
2.	Discussion			
3.	Role plays			
4.	Breaks			
5.	Supervision			
6.	Supervision at internship			
7.	Relaxation			
8.				
9.				
10.				

D.	Things	Needed	Present	
1.	Calculator			
2.	Study book			
3.	Notepad			
4.	Student loan			
5.	Social benefit			
6.	Recording device			
7.	Desk			
8.	Alarm clock			
9.	Drinks			
10.	Travel expenses			
11.	Money for books			
12.				
13.				
14.				