

SEE - Education Slides

Supported Education Principles (Boston University)

1. Dignity
2. Self-Determination
3. Normalization
4. Reasonable Accommodations
5. Skills and Supports
6. Hope

Special Issues Regarding Supported Education

Special Issues

- The general strategies for supported education are the same as supported employment, with a few differences:
 - Use of “student” as opposed to “patient” when liaising with the school
- Many patients will have some school history – you can build on that.
 - Questions include: what kind of school(s) did they attend, when did they attend, did they graduate or receive a certificate?
- High school – could pursue an **Individual Education Plan (IEP)**
 - IEP plan permits more support
 - Can work with parents to the extent they allow
 - Can help patient with homework and learning strategies
 - May or may not get access to school

Special Issues

High School

What services are available for disabled students?

- IEP plan permits more support
- Can work with parents to the extent they allow
- Can help patient with homework and learning strategies
- May or may not get access to school; parents control but worth seeking
- Can time with SEE meet any course requirements? – art, health, physical education?
- Attending to *social* growth is **AS IMPORTANT** as *academic* growth

Special Issues

College/Trade Schools

Important to visit if patient is contemplating – observe how patient does on campus:

- Confident? Anxious?
- Comfortable? Excited?

Many issues to address

- Finances – bursaries, OSAP
- Degree program? Or gradual - start light to achieve early success
- Applications and acceptances
- Learning about specific support for disabled students
- Residence living – accommodations regarding this

Special Issues

- Linking patient with disability or accommodation services at school. Accommodations may include:
 - having a note taker
 - early enrollment
 - more time for testing
 - special career counseling
 - tutoring
- Help patient consider returning to school in small steps – starting with 1-2 courses at first.
- Consider cognitive demands of courses when developing course load.

Follow Along Supports for Education

Follow Along Supports

- Use the follow-along supports for education checklist from the manual
- Work out a way to get regular feedback on how patient is doing in class – ideally from professor
- Specialist can take a role in teaching study skills and reviewing homework
- Specialist can help patient improve their cognitive skills using handout in the manual
- Helping patient with socialization – participating in study groups or labs, need for small talk, talking about where to meet people on campus, etc.