

ECHO: SEE - Education

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Peter Mastorakos, OT Reg. (Ont.)

Jessica Rosales, OT Reg. (Ont.)

camh



Objectives

Understand the Supported Employment and Education (SEE) role when working with clients pursuing post-secondary education

Using a case example, discuss the assessment process, intervention strategies and follow-up supports typically provided

Describe common cognitive and mood challenges that impact participation in an academic setting

Case Scenario: Isaiah

Background

- Male in their twenties
- Year 2 of 3 in EPI program
- Dx of Schizophrenia spectrum; no psychosis or mood symptoms at present
- Treated with Paliperidone LAI, 100mg q4wk
- Active with IRT/case management, SEE and psychiatry

BCATS

- Average working memory and verbal fluency
- Borderline impairment in processing speed
- Average overall cognition

Case Scenario: Isaiah

SEE

- SEE started in 2018
- School hx: transitioned to Canadian school system, placed in Grade 11; ++depressive symptoms in these years with academic decline (poorer performance, took leave); still, qualifying average for university 91%!
- Post-secondary: completed less than 2-years of a degree program; had first episode of psychosis; depression not really sustained (but flares in context of academic stress); pattern of low coping ability-> avoidance-> dropping classes-> leaves x2; official program withdrawal in December 2019
- SEE strengths: good judgment (clarify new school directions first, then take action); self-starter (began school/program searching on his own); optimistic despite past setbacks; education still meaningful

SEE Goals

- Return to post-secondary

Returning to Post-Secondary

School Planning

- Identify other academic interests, bigger career directions, values and skills
 - **In this case, client led a lot of this; he has a strong interest in business and entrepreneurship
- Can assign work values and skills identification exercises for home practice
- Engage in career-focused discussion
 - e.g., will career in finance draw out existing skills and strengths, and satisfy important work values he has?
- Map out post-secondary options on whiteboard
 - discuss pros/cons of each-> what other information would be helpful?
- Consider college programs
- Go get information
 - e.g., open house information sessions; occupational research; information interviews etc.
- In terms of school decision-making, support client's choice and preferences

Returning to Post-Secondary

School Applications

- Client submitted applications independently
- Accepted offer to another Canadian University, studying Bachelor of Commerce

Resources

<https://ceric.ca/guiding-principles-of-career-development/>. See workbook for Post-Secondary Students

<https://www.ucango2.org/publications/educator/HSSW.pdf>. (American)

http://www.manitobacareerdevelopment.ca/CDI/docs/plan_your_career.pdf. Career planning guide

<https://www.utm.utoronto.ca/careers/tip-sheets>. Good tip sheets

https://www.utsc.utoronto.ca/webapps/aacc-tools/SelfAssessment/online_inventory/. Self-assessment of skills, values etc.

<https://public.careercruising.com/en/>. Requires license

https://secure.okcollegestart.org/Home/_default.aspx. See career planning tab

Preparing for Post-Secondary

- Encourage occupational engagement and introducing demands
- Create buy-in by relating “doing” to bigger school goals
 - e.g., having regular routine now will facilitate school transition later
- Explore interest courses online or preparatory courses through university
- Support side hustles
- Consider volunteering for cognitive activation, skill practice and routine/structure
- Help with any problem solving in new volunteer or learner roles

Resources

<https://education.gale.com/l-tplmain/>. Need to be a library card holder

<https://www.learninghub.ca/>.

<https://www.volunteertoronto.ca/>. For volunteer searching

https://charityvillage.com/search/#results/5f5fa6d5d82d57cd7c0a5ba8?kw=&page_num=1. For volunteer searching

Accommodations



Ontario
Human Rights Commission
Commission ontarienne des
droits de la personne

- Registered with university's accommodations
- **Disclosure:**
 - Under the Ontario Human Rights Commission's Policy, the student does not have to disclose their specific diagnosis
 - School is primarily focused on the functional impacts of the person's symptoms
 - Accommodations are not recorded on transcripts

Resources:

<http://www.ohrc.on.ca/en/guidelines-accessible-education/confidentiality-and-disclosure-information>

Accommodations

- Medical documentation completed collaboratively with psychiatrist
- Academic areas most affected: managing high workload and multiple demands; school attendance; note taking; and test taking
- Accommodations recommended: extensions for assignments; reduced course load; school absence without penalty (if for medical reasons); more time for evaluations; note taking supports; and distributing examinations

Resources

<https://www.ocadu.ca/services/disability-services/information-health-care>. See OCAD's medical documentation form-> great Appendix with definitions and impacts on functioning

Accommodations

- Example of an accommodation form

Functional Limitations

Using the following scale, please rate the impact of the impairment caused by the disability as well as possible medication effects (if any) on the areas of functioning below.


1	2	3	4	0
Within normal limits	Mild or slight	Moderate	Severe	
No functional limitation evident in this area	Functional limitation evident in this area	Functional limitation evident in this area	Functional limitation evident in this area	Unable to assess or unknown at this time

B. Cognitive Skills

Attention/Concentration 1 2 3 4 0

OSAP / Financial Aid

Completed OSAP Disability Verification Fund

Ontario  **OSAP**
Ministry of Training, Colleges and Universities
Student Financial Assistance Branch

Disability Verification Form
Students Attending Ontario Public
Postsecondary Institutions

Purpose of this form

This form is used to collect information about your disability, including documentation from your health care provider (doctor or other regulated health care professional). This information is used to verify your status as a person with a disability for Ontario Student Assistance Program (OSAP) purposes.

If verified, you may:

- Get additional disability-related funding or the rules for getting OSAP may be adjusted (such as allowing a reduced course load).
- Qualify for funding through the Ontario Bursary for Students with Disabilities (BSWD) and/or the Canada Student Grant for Services and Equipment for Students with Permanent Disabilities (CSG-PDSE). These two programs help students with the costs of their disability-related educational services and equipment, such as note-takers, tutors, or assistive technology. You must submit a BSWD/CSG-PDSE application to be considered. The application is available on the OSAP website (ontario.ca/osap).

Help is available

The Office for Students with Disabilities or the financial aid office at your school can help you with any questions about this form. The Office for Students with Disabilities can also provide information about disability-related equipment, supports and services available at your school. For more information, see the "Questions?" section on page 2.

How to complete this form

There are two parts to this form: Section A and Section B.

- Fill out Section A, including the consents and declarations that you must sign and date.
- Section B is completed by your health care provider (doctor or other regulated health care professional whose scope of practice includes diagnosing) about your disability. Send all pages of Section B to your health care provider to complete.

Normally, you are only required to have this form completed once. Your health care provider may charge you a fee for completing the form. You are responsible for paying this fee yourself.

How to submit this form

Submit both Section A (completed by you) and Section B (completed by your health care provider).

Upload it online:
Log into your OSAP account at ontario.ca/osap and use the "Print or upload documents" feature

Send the form:
Send all sections of this form to the financial aid office at your school.

If you are sending in a paper copy, keep a copy of your form and related documents for your own records.

The privacy of all disability information is protected by the ministry under the *Freedom of Information and Protection of Privacy Act*.

OSAP Disability Verification form PUB (March 11, 2020) Page 1

Patient first name: _____ Last name: _____

Part 4: Mobility and movement impacts

Check all that apply:

Ambulation Standing Sitting Stair climbing
 Lifting/carrying/reaching Grasping/gripping/dexterity
 Other - Specify: _____

Describe impact(s): _____

No mobility and movement impacts

Part 5: Cognitive and/or behavioural impacts

Check all that apply:

Attention and concentration Memory Information processing (verbal and written)
 Stress management Organization and time management Social interactions
 Communication
 Other - Specify: _____

Describe impact(s): _____

No cognitive and/or behavioural impacts

OSAP Disability Verification form PUB (March 11, 2020) Page 9

OSAP / Financial Aid

- **OSAP Probation**

- Requires students with disabilities to pass 1 credit per term
- Students may still receive OSAP funding during probationary period
- But they need to obtain a minimum number of credits over the next year (see table), for probation to be lifted

Period of Study	General Requirements		Requirements for students with documented permanent disabilities	
	Minimum Credit(s) to receive OSAP (60% of a full course load)	Must Pass	Minimum Credit(s) to receive OSAP (40% of a full course load)	Must Pass
September to April	3.0 (1.5 credits per term)	3.0	2.0 (1.0 credit per term)	2.0
September to December	1.5	1.5	1.0	1.0
January to April	1.5	1.5	1.0	1.

OSAP / Financial Aid

- Isaiah was receiving full-time funding from OSAP
- Did not maintain a full-time course load during his first year back
- Submitted an appeal which was successful

Resource:

<https://www.utm.utoronto.ca/registrar/financial-aid-awards/student-loans/osap/osap-course-loads-and-academic-progress>

Note Taking

- Isaiah identifies note taking as an ongoing academic challenge
 - There are difficulties keeping up and with understanding lesson
 - Might be explained by cognitive and depressive symptoms??
- Goal is to increase skills in this area and accommodate

Note Taking

- **Teach note taking**

- Establish what works well already and preferences
- Orient to skill by explaining purpose and benefits
- Discuss components *I like describing note taking as three-part process (before, during and after lesson)
 - Touch on active listening for important lecture characteristics and non-verbal cues
 - Introduce note taking systems- e.g., outlining, Cornell style, directly on lecture slides??
 - Decide on handwritten or computer notes
- Model skill
 - Demonstrate by setting up role play
 - Show sample notes
 - Use other media like YouTube (lots of note taking videos)
- Allow for practice
- Give positive and corrective feedback
- More practice and evaluate

Note Taking

- Consider note taking applications and tools
 - Microsoft OneNote or Evernote
 - Other audio recording applications
 - Livescribe Smartpen
- Note taking accommodations may include peer note taker; audio recording permitted; access to course notes before lesson
- Can also refer to learning strategist or assistive technologist

Resources

<https://learningcenter.unc.edu/tips-and-tools/effective-note-taking-in-class/>.

<https://www.yorku.ca/scld/learning-skills/reading-and-notes/note-taking/>.

<https://students.wlu.ca/academics/support-and-advising/study-skills-and-course-support/assets/documents/active-listening.pdf>.

<https://www.youtube.com/watch?v=AffuwyJZTQQ&feature=youtu.be>.

<https://students.wlu.ca/academics/support-and-advising/study-skills-and-course-support/assets/documents/cornell-system-of-note-taking.pdf>.

<https://drc.arizona.edu/students/note-taking-apps>.

Avoidance / Procrastination

- Teaching practical time management skills
- Creating a Visual Calendar
 - Plugging in all evaluations and assignments
 - Scheduling in other commitments such as appointments
 - Blocking off independent study time in-between classes
 - Scheduling in self-care / breaks
- Behavioural Momentum
 - Create momentum by accomplishing small, manageable tasks vs. larger, more complex tasks

Avoidance / Procrastination

	Monday	Tuesday	Wednesday	Thursday	Friday
8	Wake Up	Wake Up	Wake Up	Wake Up	Wake Up
9		Study Time - Studio	Ecology	Study Time Ecology & Environment	Study Time - Studio
10	Work		Ecology		
11			Lunch	Lunch	
12		Lunch		Lunch	Lunch
1		Environment	Lunch	Environment	
2			Environment (Attendance)		
3					
4	Studio			Studio	
5					
6					
7					
8					
9					
10					

Other Follow-Along Supports

- Investigate transfer credits from previous university
- **Teach stress management**
 - See IRT module coping with stress
 - Bring in CBT skills for negative thinking; relaxation; and problem solving
 - Use academic accommodations
- **Consider addressing social participation in school environment**
 - Extracurricular activities
 - Friendships
 - Romantic relationships
- **Connect to other academic supports (see next slide)**
 - Important for discharge

School Resources



Accessibility Advisor

- Orient student to accommodations
- Help develop accommodation plan
- Refer students to other support services
- Help students navigate university policies in regards to their accommodations
- Facilitates access to assistive technology
- Supports with OSAP bursaries
- Consults university staff on disability issues



Academic Advisor

- Provides guidance on choosing programs and courses
- Helps navigate university policies e.g., academic petitions
- Provides information on scholarships, awards, and other opportunities



Learning Strategist

- Helps student develop strategies related to time management, reading, writing, test preparation and note-taking
- e.g., help create visual schedules, learn strategies for multiple choice tests

Thank You

camh

Questions?

Peter.Mastorakos@camh.ca

Jessica.Rosales@camh.ca