

Supported Education: Module 1

1. Main Scene

1.1 Title slide

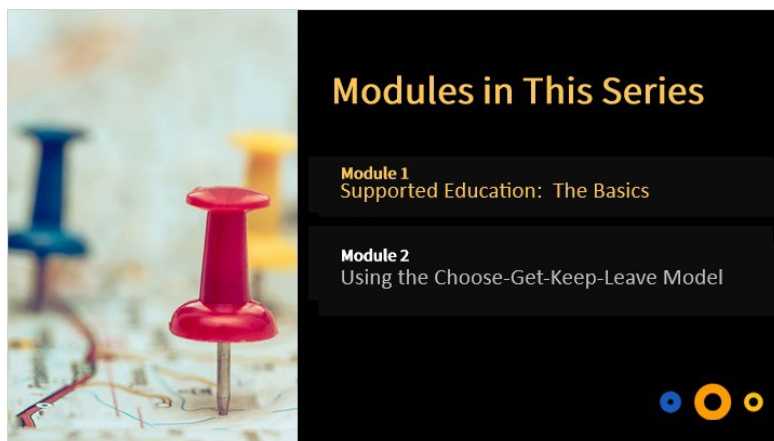


Notes:

Supported Education
Module 1: The Basics
Northeast and Caribbean MHTTC
2023

Amy Banko, MS, LAC, NCC, CPRP

1.2 Modules in This Series



Notes:

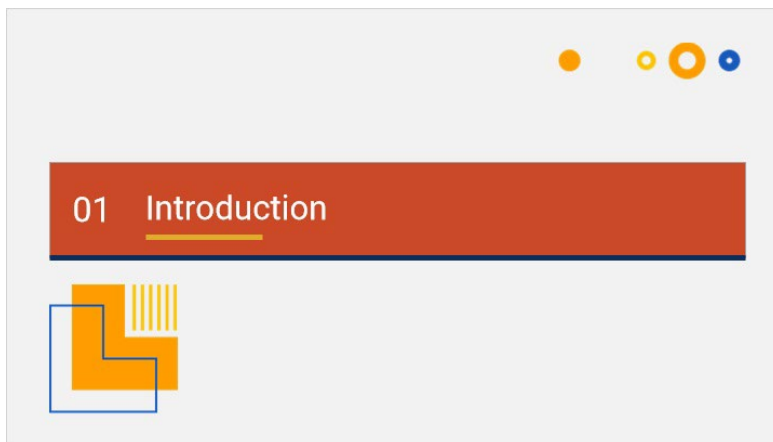
Welcome to the first module of our two-part series on Supported Education. We are pleased to have you join us for this important discussion.

This series consists of two modules, each designed to take approximately 45 minutes to complete. Each module focuses on different aspects of Supported Education and includes resources, multimedia, reflective opportunities, and assessments.

The two modules are:

1. Supported Education: The Basics
2. Using the Choose-Get-Keep-Leave Model

Navigating through the modules is simple. You will find links at the top for resources and a transcript, and you can pause the audio at any time.

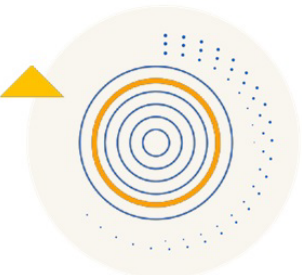
1.3 Introduction**Notes:**

Welcome to Module One. In this introductory module, we will explore the foundational concepts of Supported Education, commonly known as SEd. Our goal is to provide you with a clear understanding of its principles and significance.

1.4 Trends

Language

Throughout these course modules we will be using the term mental health condition in lieu of "severe and persistent mental illness" or "serious mental illness"



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MHTTC Mental Health Technology Transfer Center Network
Providing Evidence-Based and Research-Based Mental Health Services

Notes:

Throughout these course modules we will be using the term **mental health condition** in lieu of "severe and persistent mental illness" or "serious mental illness". This change in language aims to reduce stigma and the development of illness identity.


We encourage you to consider adapting your language in ways that reduce the development of illness identity for the people you serve.

1.5 Objectives

Objectives

Welcome! This course provides you with an overview of Supported Education.

At the end of this module you should be able to:

Use headphones for best audio experience 

Define Supported Education

Discuss the rationale for this service modality

Identify core Supported Education services

Evaluate possible service provisions by exploring a case scenario

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Notes:

At the end of this module, you will be able to:

1. Define Supported Education.
2. Discuss the rationale behind this service modality.
3. Identify the core services associated with Supported Education.

4. Evaluate potential service provisions through the exploration of a case scenario.

Throughout this module, you will explore the definition and history of Supported Education, discuss the rationale for this service modality, and gain an overview of the core services it offers. You will also have the opportunity to engage in Supported Education service provision by examining the story of Aditi.

These module objectives are designed to develop the contextual knowledge and framework necessary for understanding the provision of Supported Education services, as well as how to effectively integrate them into your existing services or program modalities..

1.6 Your Guide

Your Guide



Amy Banko, MS,LAC,NCC, CPRP
Lecturer
Rutgers School of Health Professions
Department of Psychiatric Rehabilitation and
Counseling Professions

- Delivers instruction in Supported Education and Supported Employment.
- Serves as lead trainer and consultant at the Integrated Employment Institute of Rutgers University.
- Coauthored a best practices manual for delivering career services to transition-age youth.
- Actively involved as Co-Principal Investigator and Co-Investigator on two qualitative studies.
- Applies insights and competencies gained from personal experience with a mental health condition to enhance practices and instruction.

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MHITTC: Mental Health, Technology, Training, and Career Services

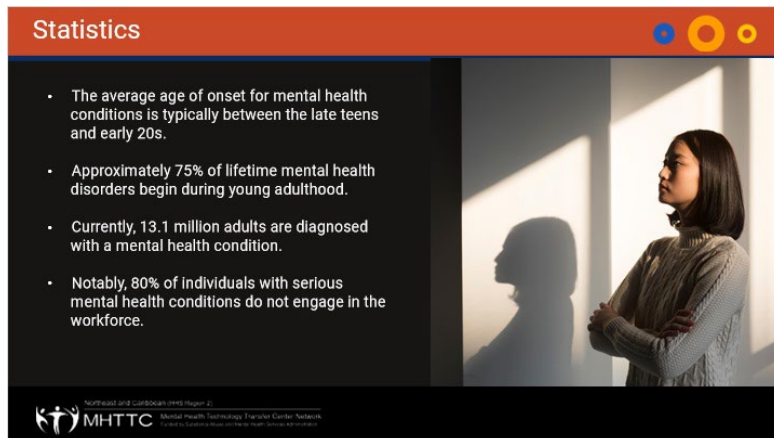
Notes:

Welcome to this module, guided by Amy Banko, a Lecturer in the Department of Psychiatric Rehabilitation and Counseling Professions at Rutgers University. Ms. Banko not only provides course instruction but also serves as a trainer and consultant at the Integrated Employment Institute of Rutgers. In her role, she facilitates trauma-informed training and implementation support for Supported Employment and Supported Education, aiming to enhance practitioner competencies and improve program outcomes. She co-developed New Jersey's first mobile outreach Supported Education program and played a key role in integrating the Supported Education (SEd) and Supported Employment (SE) programs to establish the state's inaugural Career Services program for individuals with mental health conditions. With over 15 years of experience in implementing, supervising, and evaluating Supported Education and Supported Employment services, Ms. Banko brings a wealth of knowledge to this module.

Previously, Ms. Banko contributed clinically to three federally funded studies focused on education, employment, and trauma among individuals with mental health conditions. She is also a co-author of a best practice manual designed to provide career services to

transition-age youth and young adults facing mental health challenges. Currently, she serves as Co-Investigator on two federally funded studies that explore post-secondary education, Supported Education implementation, mental health conditions, and trauma.

1.7 Statistics



Statistics

- The average age of onset for mental health conditions is typically between the late teens and early 20s.
- Approximately 75% of lifetime mental health disorders begin during young adulthood.
- Currently, 13.1 million adults are diagnosed with a mental health condition.
- Notably, 80% of individuals with serious mental health conditions do not engage in the workforce.

McIntire and Lurie Center (2019) Figure 2

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National, Collaborative, and Peer Support for Research and Practice

Notes:

Mental health conditions significantly affect individuals, families, and society as a whole, ranking among the leading causes of disability in the United States. The average onset age for these conditions typically falls between the late teens and early 20s, which can disrupt the developmental trajectory of young adults. Notably, approximately 75% of lifetime mental health disorders emerge during this critical period of young adulthood.

The impact of mental health conditions in early adulthood is linked to negative outcomes, including reduced participation in essential developmental roles such as student and employee. In the United States, around 13.1 million adults (5.2%) are diagnosed with a mental health condition that qualifies as a disability. Furthermore, approximately 80% of individuals facing more severe mental health challenges do not engage in the workforce.

1.8 Your Thoughts

Your Thoughts

How might the following developmental milestones be impacted by the onset of a mental health condition?

- Transition from high school to post secondary education
- Obtaining employment
- Dating & the formation of friendships

Please note your thoughts are confidential and will not be saved.

Type your reflection here. Compare your thoughts to ours on the next slide.

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Notes:

Reflect on how the following developmental milestones may be affected by the onset of a mental health condition:

Transitioning from high school to post-secondary education

Entering the workforce

Building romantic relationships and friendships

Please type your reflections in the box to the right. Afterward, compare your insights with ours on the next slide. Your thoughts are confidential and will not be recorded.

1.9 Our Feedback

Compare

YOUR THOUGHTS

TextEntry8

OUR COMMENTS

Impact of mental health conditions impedes ...

- Completing post-secondary education
- Engagement at work
- Development of vocational credentials
- Social Interactions
- Overall health and wellness

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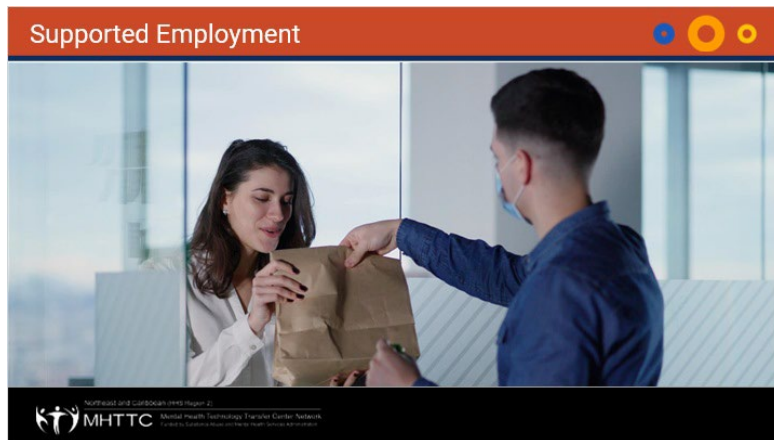
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Notes:

Thank you for sharing your thoughts.

There is increasing awareness of the disruptive effects that mental health conditions can have on essential developmental tasks, such as completing post secondary education and participating in the workforce. These disruptions often lead to extended periods of unemployment and a withdrawal from educational pursuits. The resulting limited income and the inability to obtain vocational credentials, such as post secondary certificates or degrees, can confine individuals to a life at or below the poverty line. Consequently, education and employment emerge as critical factors influencing a person's social determinants of health. These determinants encompass various elements that significantly affect our overall health and well-being. The lack of employment and educational opportunities due to mental health challenges can lead to poorer long-term health outcomes.

1.10 Supported Employment



Notes:

Unemployment and underemployment among individuals with mental health conditions carry significant economic and social consequences. The repercussions of unemployment can exacerbate mental health issues, leading to increased anxiety, depression, substance use, housing instability, suicidal thoughts, and higher rates of hospitalization.

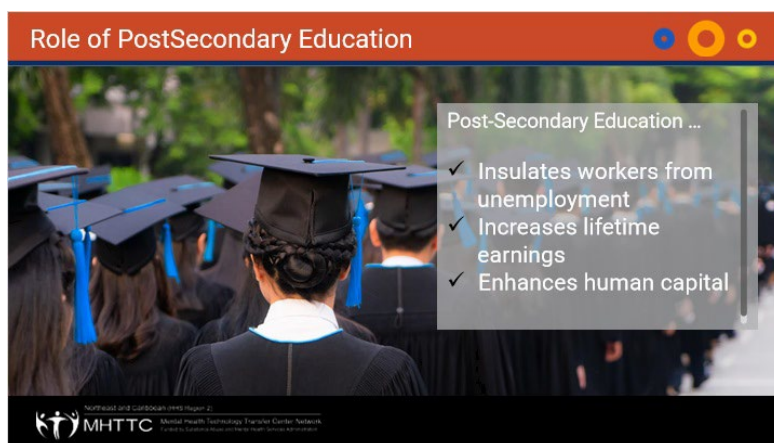
Support Employment services, established in the 1980s, were designed to mitigate these challenges and have shown success in improving health outcomes related to unemployment. However, individuals with mental health conditions who access these services often find themselves in secondary labor market positions with low wages, which can perpetuate reliance on disability benefits due to inadequate earnings.

Moreover, workers with mental health disabilities in low-wage jobs frequently occupy part-time and entry-level positions that lack health benefits, resulting in high turnover rates.

This situation leads to reduced income and hinders their ability to achieve living wages, thereby limiting their chances of exiting public assistance programs and attaining economic independence and genuine community integration.

A significant barrier to securing employment in the primary labor market for individuals with mental health conditions within the public mental health service system is often a lack of post-secondary education. Insufficient educational attainment is linked to poorer employment outcomes, while higher levels of education are associated with improved job prospects.

1.11 Post Secondary Education



Notes:

Educational attainment gaps significantly affect labor market outcomes and unemployment rates, particularly for job seekers with disabilities, including those with mental health conditions. Individuals with lower levels of education experience higher unemployment rates and lower lifetime earnings. On average, each additional year of education is associated with a 9% increase in earnings.

Furthermore, education is vital for enhancing an individual's human capital, which includes unique abilities and skills developed through education, advanced training, and specialized competencies. Human capital is cultivated through employment opportunities and the attainment of educational goals. A higher level of human capital is associated with increased labor participation and greater earnings over time.

1.12 Your Thoughts

Your Thoughts

What makes up your human capital?

List your employment and education experiences in the box to the right.

i A great way to explore the human capital of people engaged in services is by using the IPS Career Profile found [HERE](#).

Please note your thoughts are confidential and will not be saved.

Type your reflection here.

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Notes:

Reflect on the components of your human capital. In the box to the right, list your employment and educational experiences. Additionally, explore the Career Profile resource from the Individual Placement and Support Center. Afterward, proceed to the next slide where we will meet Aditi, whose journey we will follow throughout this module as she seeks Employment Education Services.

This real-life example will enhance your understanding of the complexities surrounding this topic.

1.13 Case Study


Aditi

Challenges

Outpatient Counseling

Supported Employment

Click on the tabs above to find out more about Aditi. We will follow her story throughout the module.



Notes:

Meet Aditi. As you listen to her story, consider the challenges she faces and reflect on your thoughts about her experiences. Click on each tab to the left.

Aditi:

Aditi is a 19-year-old cisgender female who immigrated from Ahmedabad, India, with her parents and three siblings when she was in first grade. Her passions include dancing, spending time with friends, writing poetry, and watching movies. She has a strong connection to her family and her Hindu faith. Aditi was an average student during her secondary education, with a particular love for the sciences, especially biology.

Challenges:

Aditi faced numerous challenges growing up in the suburbs of New York, including racism, stigma, and discrimination against her culture. During high school, she began experiencing symptoms of depression, starting with occasional sadness that escalated into a pervasive sense of hopelessness, severe fatigue, and a desire to stay in bed for days.

Despite her struggles, Aditi and her family believed she could manage her concerns well enough to attend college and major in biology. However, her symptoms worsened, leading to failure in her first two semesters. She was placed on academic probation, resulting in the loss of her financial aid. Unfortunately, Aditi could not return to school due to these issues and had to drop out. She never disclosed her health issues to the school or sought support services, unaware of how the institution could assist her wellness needs.

Regrettably, Aditi's symptoms escalated three months into her time off from school, leading to hospitalization for suicidal ideation.

Outpatient Counseling:

After her discharge, Aditi was linked to an outpatient counseling program where she learned about depression and received counseling support for her experiences of racial trauma. Her practitioner referred her to a Supported Employment (SE) program to help her find work, enabling her to save for tuition and other educational expenses. Her parents supported her in connecting with the IPS supported employment program while she is out of school.

The Supported Employment Coach:


Aditi meets with her Supported Employment provider to discuss her short-term goals of finding work. Within a few weeks of her job search, Aditi receives a job offer to work at her local coffee shop. She starts as a part-time barista, earning minimum wage without paid time off or health insurance benefits. Her manager is stern and provides explicit instructions on task completion. Additionally, two baristas quit shortly after she started, requiring her to work overtime. A coworker mentioned that many employees frequently leave this store, and they too are considering leaving soon. When Aditi receives her first paycheck, she is disheartened to find that, after

taxes, she earned less than \$375 for two weeks of work.


The following day, Aditi contacts her Supported Employment job coach, Jasmine, to express her concerns and schedule an urgent meeting. “What I really want is a job that pays enough for me to save for my college tuition. I want to return to school so badly, but my tuition is over \$10,000 a semester. How will I ever earn enough to save for school?”

In contrast, let’s learn more about Aditi’s job coach, Chloe, in the following slide.


Aditi (Slide Layer)

Aditi	
19 years old Cisgender female	
Immigrated from Ahmedabad, India with her family. Passions include dancing, spending time with friends, writing poetry and movies.	
Has strong connection to family and Hindu faith.	
Average student in high school, loves the sciences.	
Challenges	
Outpatient Counseling	
Supported Employment	


Challenges (Slide Layer)

Aditi	
Challenges	
Faced racism, stigma and discrimination in childhood.	
Started to experience depression, sadness, hopelessness, and fatigue in high school.	
In college, symptoms worsened. Failing after two semesters, she was placed on academic probation and lost her scholarship.	
Not looking into any support services, Aditi dropped out.	
Outpatient Counseling	
Supported Employment	



Outpatient Counseling (Slide Layer)

Aditi	
Challenges	
Outpatient Counseling	
<p>As a result of being hospitalized, she was enrolled in an outpatient counseling program after discharge. She was then referred to a Supported Employment program to find work.</p> <p>Aditi meets with her provider and they talk about her goals and finding work.</p> <p>Aditi finds work as a barista in a local coffee shop with little benefits and pay. She is disappointed.</p>	
Supported Employment	

The SE Coach (Slide Layer)

Aditi	
Challenges	
Outpatient Counseling	
Supported Employment	
<p>Her Supported Employment coach meets with Aditi to explore her disappointment.</p> <p>"I really want a job to earn money to save up for college tuition but my tuition is over \$10,000. How will I ever earn enough to save up for school."</p>	

1.14 Cast Study - continued

Chloe – The Supported Employment Coach	
	<p>Chloe</p> <ul style="list-style-type: none">• Receives a competitive salary that meets financial needs• Enjoys benefits including paid time off and sick leave• Has access to career advancement opportunities• Manages her own schedule
	

Notes:

Chloe, Aditi's coach, holds a master's degree in social work and has been employed full-time at a community mental health organization for three years.

She receives a salary that adequately covers her monthly expenses, along with paid time off and health insurance for herself and her son as part of her benefits package.

Next month, she plans to apply for a promotion to clinical supervisor, following her supervisor's anticipated promotion to director.

When Aditi requested a meeting to discuss her work experiences, Chloe had the autonomy and flexibility to schedule the meeting independently of her supervisor.

1.15 Comparison Exercise – Primary and Secondary Job Market

(Drag and Drop, 0 points, 4 attempts permitted)

Comparison Exercise – Primary and Secondary Job Market

Consider each item listed in pairs below. Determine if the item is a characteristic of the primary or secondary labor market. Click and drag to the appropriate **drop box**. Note that the item will only stay in the **correct** column!

Low Wages

Higher Wages

Benefits (i.e. Health Insurance, Time Off)

Little Benefits

Career Advancement

Little Opportunity to Advance

Authoritative Supervision

More job autonomy

Entry Level Position

Higher Level Position

Primary Labor Market

Primary Labor Market Drop Box

Secondary Labor Market

Secondary Labor Market Drop Box

Drag Item	Drop Target
Benefits (i.e. Health Insurance, Time Off)	Primary Labor Market Drop Box
Authoritative Supervision	Secondary Labor Market Drop Box
Little Benefits	Secondary Labor Market Drop Box
More job autonomy	Primary Labor Market Drop Box
	Primary Labor Market Drop Box
	Secondary Labor Market Drop Box

Drag Item	Drop Target
Low Wages	Secondary Labor Market Drop Box
Higher Wages	Primary Labor Market Drop Box
Career Advancement	Primary Labor Market Drop Box
Little Opportunity to Advance	Secondary Labor Market Drop Box
Entry Level Position	Secondary Labor Market Drop Box
Higher Level Position	Primary Labor Market Drop Box

Drag and drop properties
Return item to start point if dropped outside any drop target
Snap dropped items to drop target (Snap to center)
Delay item drop states until interaction is submitted

Feedback when correct:

Correct! Great job! The Secondary Labor Market is comprised of entry-level positions, that have short job tenure, low wages, lack of health benefits and paid time off, limited autonomy, and reduced career mobility. These positions do not require postsecondary education and are often in the service industry.

Feedback when incorrect:

You did not select the correct response. The Primary Labor Market is defined by careers that yield salaries, long job tenure, benefits including health insurance and paid time off, more autonomy, and career mobility.

Notes:

Aditi's role as a barista exemplifies a position within the **secondary labor market**, while her mental health practitioner operates in the **primary labor market**.

Reflect on the items listed below. Using the stories of Aditi and Chloe as references, categorize the labor market characteristics by dragging and dropping them into the appropriate sections for primary and secondary labor markets. Please note that each item will only remain in the **correct** column. Once you have completed the exercise, click the checkmark in the bottom right corner.

Feedback:

Correct: Great job! The Secondary Labor Market consists of entry-level positions characterized by short job tenure, low wages, limited health benefits and paid time off, minimal autonomy, and restricted career mobility. These roles typically do not require post secondary education and are often found in the service industry.

Incorrect: Your answer is incorrect. The Primary Labor Market is characterized by careers that offer competitive salaries, long job tenure, benefits such as health insurance and paid time off, greater autonomy, and enhanced career mobility.

Correct (Slide Layer)

Comparison Exercise – Primary and Secondary Labor Markets

Consider each item listed in pairs below. Determine which item is characteristic of the primary labor market and which is characteristic of the secondary labor market. Click and drag to the appropriate column. Items that are not in the correct column will stay in the **correct** column!

Low Wages	Authoritative
Higher Wages	More job tenure
Benefits (i.e. Health Insurance, Time Off)	Entry Level Positions
Little Benefits	Higher Level Positions
Career Advancement	
Little Opportunity to Advance	

Correct

Correct! Great job! The Secondary Labor Market is comprised of entry-level positions, that have short job tenure, low wages, lack of health benefits and paid time off, limited autonomy, and reduced career mobility. These positions do not require postsecondary education and are often in the service industry.


Continue

Incorrect (Slide Layer)

Comparison Exercise – Primary and Secondary Labor Market

Consider each item listed in pairs below. Determine whether each item is characteristic of the primary or secondary labor market. Click and drag to the appropriate column. Items that do not belong in either column stay in the **correct** column!

Low Wages	Authoritative
Higher Wages	More job
Benefits (i.e. Health Insurance, Time Off)	Entry Level
Little Benefits	Higher Level
Career Advancement	
Little Opportunity to Advance	

 **Incorrect**

You did not select the correct response. The Primary Labor Market is defined by careers that yield salaries, long job tenure, benefits including health insurance and paid time off, more autonomy, and career mobility.


[Continue](#)

Try Again (Slide Layer)

Comparison Exercise – Primary and Secondary Labor Market

Consider each item listed in pairs below. Determine whether each item is characteristic of the primary or secondary labor market. Click and drag to the appropriate column. Items that do not belong in either column stay in the **correct** column!

Low Wages	Authoritative
Higher Wages	More job
Benefits (i.e. Health Insurance, Time Off)	Entry Level
Little Benefits	Higher Level
Career Advancement	
Little Opportunity to Advance	


 **Incorrect**

That is incorrect. Please try again.

[Try Again](#)

1.16 Trends Section

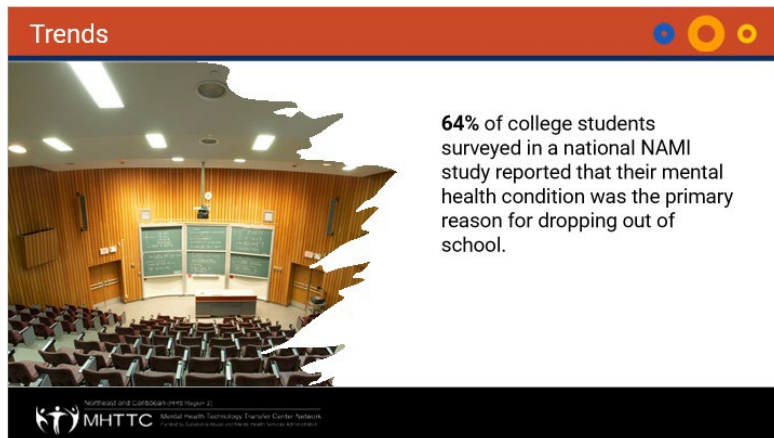
02 Trends in Supported Education



Notes:

Having examined the significance and advantages of post-secondary education, we will now delve into current trends in post-secondary education specifically for individuals with mental health conditions.

1.17 Stats - Trends



Trends

64% of college students surveyed in a national NAMI study reported that their mental health condition was the primary reason for dropping out of school.

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NAMI National Alliance on Mental Illness

Notes:

Post-secondary education provides significant advantages; however, individuals with mental health conditions frequently encounter obstacles that impede their academic success. These obstacles include lower enrollment rates, decreased course completion, and higher dropout rates compared to their peers.

Research shows that mental health conditions can significantly impact students' academic performance and GPA. Students experiencing severe mental distress are four times more likely to report low academic self-efficacy and twice as likely to face delays in their studies compared to those with few or moderate symptoms.

Graduation rates for students with mental health conditions are lower than those of any other disability group. Additionally, college dropout rates increase when these students feel unsupported by their institutions.

Providing early educational support services is crucial for students with mental health conditions to minimize disruptions to their vocational goals and personal development. These disruptions can be mitigated or prevented through targeted services that assist students in achieving their post-secondary educational objectives. Supported Education was developed to address this critical need..

1.18 Definition

What is Supported Education?



"Education in integrated settings for people with severe psychiatric disabilities for whom post-secondary education has been interrupted or intermittent as a result of a severe psychiatric disability and who, because of their [impairment], need ongoing support services to be successful in the education environment."

Karen Unger, 1990

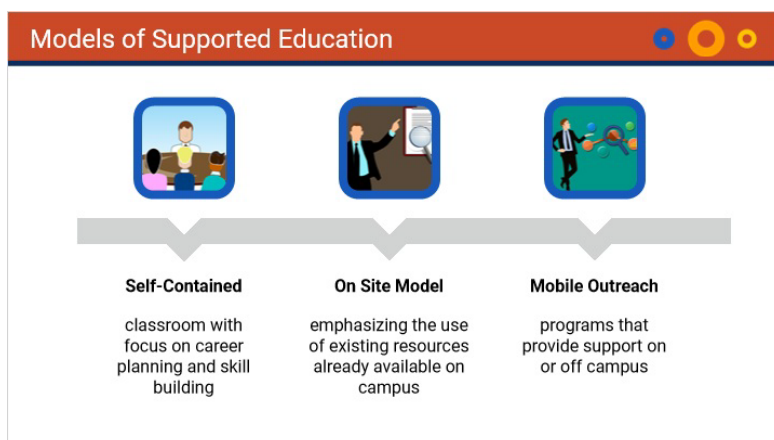


MHTTC
Mental Health Technology Transfer Center Network
Funded by the U.S. Department of Health and Human Services

Notes:

Supported Education, a term introduced in the 1980s by pioneers in Psychiatric Rehabilitation such as Dr. Karen Unger from Boston University, refers to educational support services designed for individuals with mental health conditions. This approach is an adaptation of the evidence-based Supported Employment (SE) model, with the key distinction that Supported Education focuses on helping individuals achieve educational goals that will ultimately enhance their future employment prospects. Historically, the interventions used in Supported Employment have been adapted for Supported Education, aiming to achieve similar positive rehabilitation outcomes.

1.19 Models of Supported Education

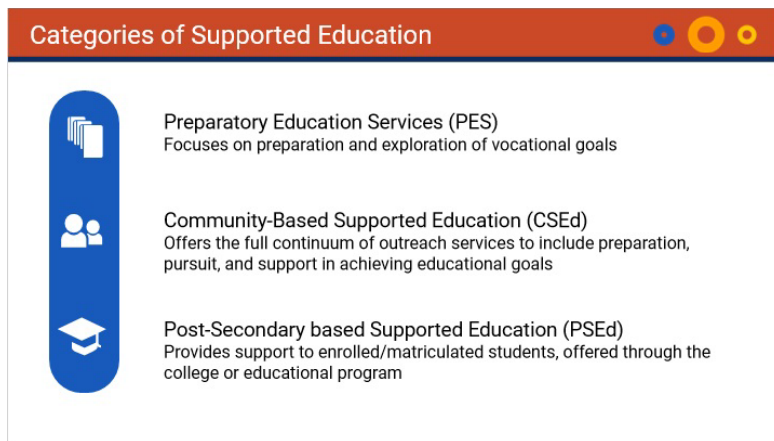


Notes:

Supported Education has evolved significantly over the decades. In 1990, Karen Unger identified three distinct models of Supported Education:

1. Self-contained classrooms that prioritize career planning and skill development.
2. On-site models that leverage existing campus resources to enhance learning.
3. Mobile outreach programs that offer support both on and off campus.

1.20 Models of Supported Education



Notes:

Currently, Supported Education programs are categorized into three distinct types:

1. Preparatory Educational Services (PES) assist individuals in getting ready for school, typically in self-contained classrooms or within psychosocial programs. These services emphasize exploration and addressing ambivalence to help individuals pursue their vocational aspirations.
2. Community-based Supported Education (CSEd) provides a comprehensive range of mobile outreach services that assist individuals in preparing for and actively pursuing their educational goals. These programs are often delivered by mental health organizations and are not tied to any specific school.
3. Post-secondary based Supported Education (PSEd) offers support to enrolled or matriculated students and is provided through the student's college or educational program.

1.21 Practitioners

Practitioners in Supported Education

Support Education Specialist or Support Education Counselors - Practitioners that provide Supported Education

Career Services Specialists - Provide both Supported Education and Supported Employment.



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Fostering Community-Based Mental Health Services

Notes:

Professionals who provide Supported Education are typically known as Supported Education Specialists or Supported Education Counselors. In some cases, these practitioners may also be cross-trained in Supported Education and Supported Employment, and are often referred to as Career Services Specialists.

1.22 Emerging Practice

Supported Education – An Emerging Practice



Those students experiencing first-episode psychosis showed improving academic engagement and course completion.

Notes:

Community-based Supported Education (SEd) interventions are designed to help individuals with mental health conditions access and fully utilize opportunities in post-secondary educational settings.

These programs emphasize mobile outreach services and provide long-term support for selecting, obtaining, and maintaining employment goals, ultimately guiding students

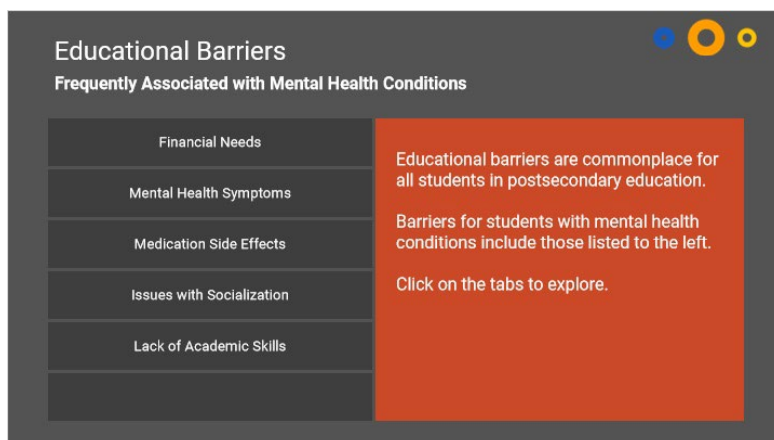
toward graduation.

Outcome studies on Supported Education have explored interventions aimed at various subgroups of undergraduates, including mature adults, traditional students, veterans, and individuals experiencing first-episode psychosis. These studies have shown that Supported Education can be effectively delivered by mental health or vocational rehabilitation providers, or on college campuses for students at nearby institutions.

There is moderate evidence supporting the effectiveness of these models in enhancing academic engagement and course completion. However, few randomized control trials have been conducted to assess their overall effectiveness, and the model is currently being adapted to better support transition-age youth.

In conclusion, while there is a limited but growing body of well-defined practices to guide Supported Education services for individuals with mental health conditions, further research is needed to strengthen these approaches.

1.23 Barriers



Notes:

Educational barriers are prevalent in post-secondary education, affecting all students. However, students with mental health conditions face unique challenges that require special attention.

Click on the tabs to the left to explore.

Financial Need

Many students struggle with financial constraints that hinder their ability to pay for tuition and essential school-related expenses, such as transportation, textbooks, and Internet access. These financial challenges can prevent students from pursuing or

completing their educational goals. Support Education specialists can assist students in accessing financial aid resources, including scholarship applications, FAFSA completion, and enrollment in state vocational rehabilitation services.

Mental Health Symptoms

Students' mental health symptoms can fluctuate throughout the semester, often exacerbated by external stressors such as academic demands. Many students report heightened symptoms during midterms and finals due to increased workloads. With appropriate support, students can effectively manage their mental health and enhance their overall well-being, leading to improved academic performance.

Medication Side Effects

The side effects of psychotropic medications can significantly affect students, particularly their cognitive abilities. Effectively managing these side effects is crucial for students to achieve their educational objectives.

Social Interaction

For students with and without mental health conditions, engaging with peers, professors, and college staff can be daunting. Building social connections and friendships is vital for a fulfilling college experience. However, students with mental health conditions often find these interactions even more challenging.


Lack of Academic Skills

Academic skills are essential behaviors that students must develop to successfully graduate from their programs. These skills include note-taking, seeking assistance from instructors, and managing study time effectively. Students may struggle in this area if their academic skills decline due to periods of disengagement from their studies.

Financial Need (Slide Layer)

Educational Barriers

Frequently Associated with Mental Health Conditions


Financial Needs	 <p>Students might lack the financial resources to pay for tuition, transportation, books or Internet services. Support Education can help students connect with resources.</p>
Mental Health Symptoms	
Medication Side Effects	
Issues with Socialization	
Lack of Academic Skills	

Mental Health Symptoms (Slide Layer)

Educational Barriers

Frequently Associated with Mental Health Conditions

Financial Needs
Mental Health Symptoms
Medication Side Effects
Issues with Socialization
Lack of Academic Skills




Mental health symptoms vary but typically increase as exams and assignments increase. Supported education can help students manage symptoms and gain better control.

Medication Side Effects (Slide Layer)

Educational Barriers

Frequently Associated with Mental Health Conditions

Financial Needs
Mental Health Symptoms
Medication Side Effects
Issues with Socialization
Lack of Academic Skills




Medication side effects can impact students in numerous ways including cognitive functioning. Managing medication side effects can be crucial to achieving academic goals.

Issues with Socialization (Slide Layer)

Educational Barriers

Frequently Associated with Mental Health Conditions

Financial Needs
Mental Health Symptoms
Medication Side Effects
Issues with Socialization
Lack of Academic Skills




Connecting with classmates, professors and college employees is challenging for students with mental health conditions.

Lack of Academic Skills (Slide Layer)

Educational Barriers

Frequently Associated with Mental Health Conditions

Financial Needs
Mental Health Symptoms
Medication Side Effects
Issues with Socialization
Lack of Academic Skills




Students can experience challenges in such academic skills as note taking, asking for help and managing time, especially if these skills have not been used recently.

1.24 Importance

Advancing Education for Students w Mental Health Conditions

Benefits for All Students <ul style="list-style-type: none">• Competitive job candidate• Increased options in the workforce• Better employment opportunities• Higher wages & greater earnings, over time• Benefits packages• Career mobility• Socialization & networking• Prestigious role	Benefits Unique for Students with Mental Health Conditions <ul style="list-style-type: none">• Positive identity development• New & normalized environment• Structure• Clean slate• Hope
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 **MHTTC** Mental Health Technology Teacher Center Network

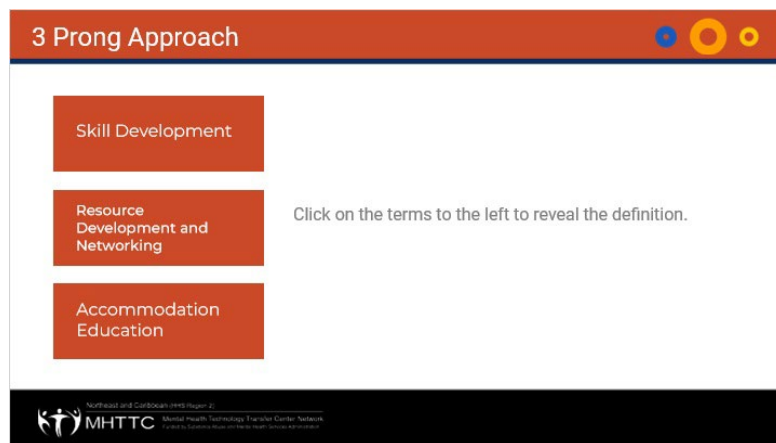
Notes:

In our previous discussion, we explored the significant advantages of obtaining post-secondary education degrees or certifications. These advantages encompass higher wages, improved employment prospects, enhanced compensation packages, and greater career mobility.

For individuals with mental health conditions, the benefits of post-secondary education are even more significant, influencing their identity development and enhancing self-efficacy. Achieving educational goals allows students with mental health challenges to engage in normative developmental life roles within a supportive environment.

Moreover, students can experience a renewed sense of structure in their daily lives as they organize activities around their new roles. This, in turn, fosters hope for a promising future, one that aligns with their values, interests, and preferences.

1.25 3 Prong Approach



Notes:

Supported Education programs provide three essential services through a stage-wise approach, utilizing the choose-get-keep-leave model of rehabilitation. This framework is designed to assist post-secondary students with mental health conditions in achieving their educational goals. Click on the tabs to the left to explore.

Skill Development

Skill development is a deliberate process aimed at teaching behaviors that promote well-being and academic success. This instruction is typically delivered by a Supported Education Specialist during sessions, focusing on academic, interpersonal, and wellness skills. Students practice these skills in sessions, receiving feedback from the practitioner to enhance their development and application.

Resource Development

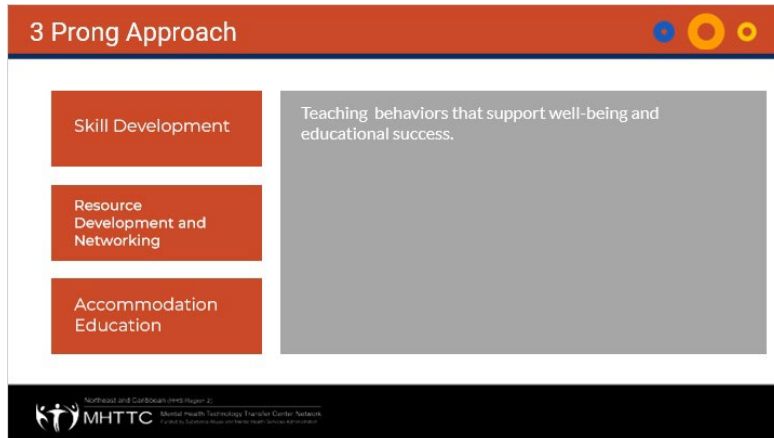
Resources are vital sources of assistance that provide support and benefits. Supported Education practitioners play a crucial role in connecting students to these resources. For students with mental health conditions, resources may include campus services such as financial aid and disability support, community resources like local libraries and mental health services, and natural supports from family and friends.

Accommodations

Accommodations refer to modifications or adjustments made to tasks, environments, or procedures, enabling individuals with disabilities to participate equally in academic programs or jobs (U.S. Department of Education, 2007). In post-secondary education, reasonable accommodations are formal adjustments that help individuals with mental health conditions learn and function effectively within academic institutions. Supported

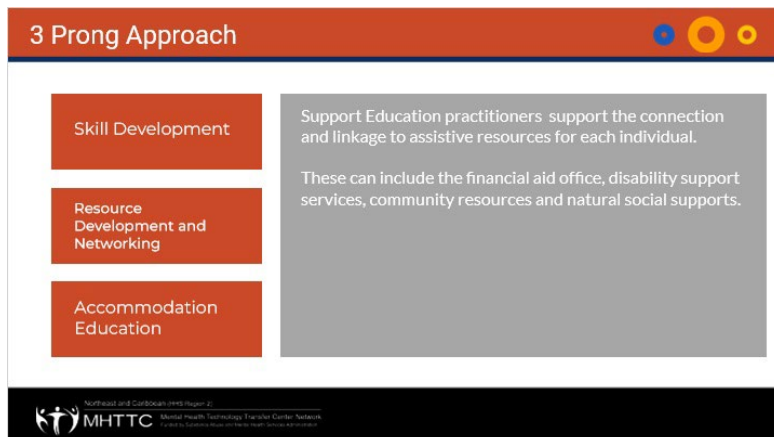
Education Specialists provide guidance on accessing these legal rights to reduce barriers related to health conditions.

Skill Development (Slide Layer)



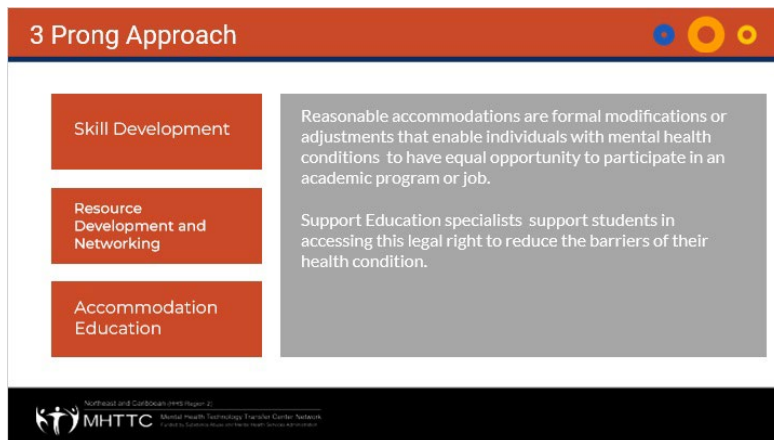
The slide features a red header with the text "3 Prong Approach" and three navigation icons (blue, yellow, and orange). On the left, three red boxes are stacked vertically, labeled "Skill Development", "Resource Development and Networking", and "Accommodation Education". The "Skill Development" box is highlighted. The main content area is a large grey rectangle containing the text: "Teaching behaviors that support well-being and educational success." The footer is black with the MHTTC logo and text: "Northeast and Caribbean 2020 Region 2", "MHTTC", "Medical Health Technology Transfer Center Network", and "Funded by National Science Foundation Grant #1546282".

Resource Development (Slide Layer)



The slide features a red header with the text "3 Prong Approach" and three navigation icons (blue, yellow, and orange). On the left, three red boxes are stacked vertically, labeled "Skill Development", "Resource Development and Networking", and "Accommodation Education". The "Resource Development and Networking" box is highlighted. The main content area is a large grey rectangle containing the text: "Support Education practitioners support the connection and linkage to assistive resources for each individual. These can include the financial aid office, disability support services, community resources and natural social supports." The footer is black with the MHTTC logo and text: "Northeast and Caribbean 2020 Region 2", "MHTTC", "Medical Health Technology Transfer Center Network", and "Funded by National Science Foundation Grant #1546282".

Accommodation (Slide Layer)



A presentation slide titled "3 Prong Approach" with a red header bar. The slide content is organized into two columns. The left column features three stacked orange boxes with white text: "Skill Development", "Resource Development and Networking", and "Accommodation Education". The right column has a light gray background with two paragraphs of text. The first paragraph defines reasonable accommodations, and the second paragraph mentions support education specialists. The slide includes navigation icons in the top right and a footer with the MHTTC logo and name.

3 Prong Approach

Skill Development

Resource Development and Networking

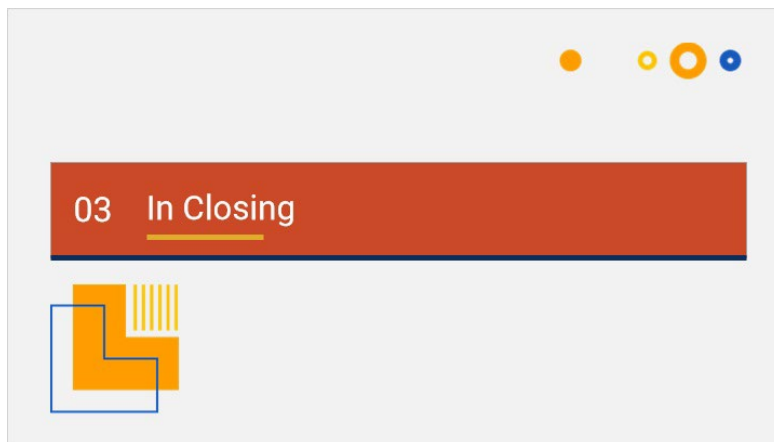
Accommodation Education

Reasonable accommodations are formal modifications or adjustments that enable individuals with mental health conditions to have equal opportunity to participate in an academic program or job.

Support Education specialists support students in accessing this legal right to reduce the barriers of their health condition.

MHTTC Northeast and Caribbean JMH Region 2
Mental Health Technology Transfer Center Network
Providing Quality Access and Better Health Services and Outcomes

1.26 In Closing



A presentation slide titled "03 In Closing" with a red header bar. The slide features a large orange graphic on the left side, consisting of a stylized 'L' shape and a series of vertical bars. The slide includes navigation icons in the top right.

03 In Closing

Notes:

As we close, let's finish with testing your knowledge. Proceed to the following slide.

1.27 Question 1

(Multiple Choice, 10 points, 2 attempts permitted)

Test Your Knowledge



Aditi states, "what I want is a job to earn money so I can save up for my college tuition. I want to return to school so very badly, but my tuition is over \$10,000 a semester. How will I ever earn enough to save up for school with this job?" How do you respond?

- ☐ Sit quietly and listen to the rest of the meeting. Aditi is in Supported Employment services and you are a Supported Education Specialist
- ☐ Inform Aditi about Supported Education services and how you could help her to link to financial aid
- ☐ Encourage Aditi to continue working, she's not capable of going to college due to a mental health condition
- ☐ None of the above

Submit

Correct Choice

Sit quietly and listen to the rest of the meeting. Aditi is in Supported Employment services and you are a Supported Education Specialist

X Inform Aditi about Supported Education services and how you could help her to link to financial aid

Encourage Aditi to continue working, she's not capable of going to college due to a mental health condition

None of the above

Feedback when correct:

Your answer is correct.

Feedback when incorrect:

Your answer is incorrect.

Notes:


Aditi states, "what I want is a job to earn money so I can save up for my college tuition. I want to return to school so very badly, but my tuition is over \$10,000 a semester. How will I ever earn enough to save up for school with this job?" How do you respond? Choose the best answer and then submit.

Sit quietly and listen to the rest of the meeting. Aditi is in Supported Employment

services and you are a Supported Education Specialist
Inform Aditi about Supported Education services and how you could help her to link to financial aid (correct)
Encourage Aditi to continue working, she's not capable of going to college due to a mental health condition
None of the above

Congrats! (Slide Layer)

Test Your Knowledge



Aditi states, "what I want is a job to earn money so I can save up for my college tuition. I want to return to school so very badly, but my tuition is over \$10,000 a semester. How will I ever earn enough to save up for school with this job?" How do you respond?

- ☐ Sit quietly and listen to the rest of the meeting. Aditi is in Supported Employment services and you are a Supported Education Specialist
- ☒ Inform Aditi about Supported Education services and how you could help her to link to financial aid
- ☐ Encourage Aditi to continue working, she's not capable of going to college due to a mental health condition


Congrats!
Your answer is correct.

Continue

Aditi will require support for her educational goals. Supported Education services will be a good match for these needs.

Sorry! (Slide Layer)

Test Your Knowledge



Aditi states, "what I want is a job to earn money so I can save up for my college tuition. I want to return to school so very badly, but my tuition is over \$10,000 a semester. How will I ever earn enough to save up for school with this job?" How do you respond?

- ☐ Sit quietly and listen to the rest of the meeting. Aditi is in Supported Employment services and you are a Supported Education Specialist
- ☒ Inform Aditi about Supported Education services and how you could help her to link to financial aid
- ☐ Encourage Aditi to continue working, she's not capable of going to college due to a mental health condition


Sorry!
Your answer is incorrect.

Continue

Please consider the aim of Supported Education when considering your response.

Try Again (Slide Layer)

Test Your Knowledge



Aditi states, "what I want is a job to earn money so I can save up for my college tuition. I want to return to school so very badly, but my tuition is over \$10,000 a semester. How will I ever earn enough to save up for school with this job?" How do you respond?

- ☐ Sit quietly and listen to the rest of the meeting. Aditi is in Supported Employment services and you are a Supported Education Specialist
- ☐ Inform Aditi about Supported Education services and how you could help her to link to financial aid
- ☐ Encourage Aditi to continue working, she's not capable of going to college due to a mental health

Sorry!
Your answer is incorrect.


[Try Again](#)

Here you can provide additional information on why the learner's answer was incorrect. You can use this space for text, animations, or even a small movie.

1.28 Question 2

(Multiple Choice, 10 points, 2 attempts permitted)

Test Your Knowledge



After informing Aditi about Supported Education services and financial aid linkage, she is concerned that even if she can afford school, she will fail again. How would you respond?

- ☐ Tell her that Support Education specialists will provide ongoing, comprehensive student support to encourage wellness and academic goal attainment
- ☐ Encourage her to complete an intensive outpatient program before considering an academic program
- ☐ Tell her that she's probably right and to consider more realistic goals
- ☐ Refer her to a psychiatrist to get written approval to return to school

[Submit](#)

Correct Choice

X	Tell her that Support Education specialists will provide ongoing, comprehensive student support to encourage wellness and academic goal attainment
	Encourage her to complete an intensive outpatient program before considering an academic program
	Tell her that she's probably right and to consider more realistic goals
	Refer her to a psychiatrist to get written approval to return to school

Feedback when correct:

Your answer is correct.

Feedback when incorrect:

Your answer is incorrect.

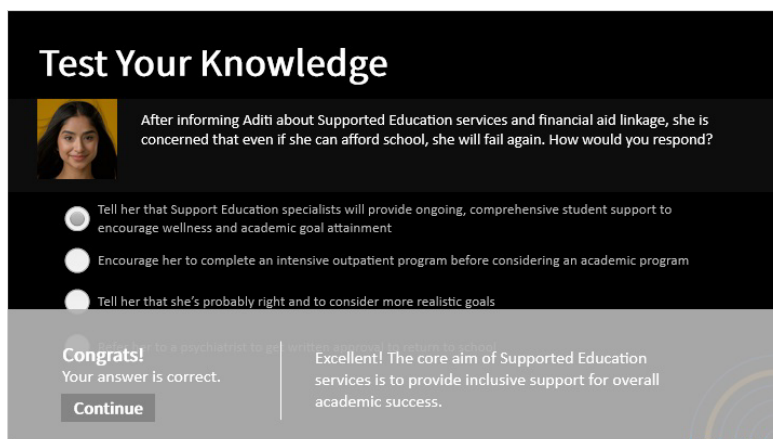
Notes:

After informing Aditi about Support Education services and financial aid linkage, she is concerned that even if she can afford school, she will fail again. How would you respond? Select the best answer and hit submit.


Tell her that Support Education specialists will provide ongoing, comprehensive student support to encourage wellness and academic goal attainment (correct)
Encourage her to complete an intensive outpatient program before considering an academic program

Tell her that she's probably right and to consider more realistic goals

Refer her to a psychiatrist to get written approval to return to school

Congrats! (Slide Layer)

Test Your Knowledge

 After informing Aditi about Supported Education services and financial aid linkage, she is concerned that even if she can afford school, she will fail again. How would you respond?

- ☒ Tell her that Support Education specialists will provide ongoing, comprehensive student support to encourage wellness and academic goal attainment
- ☐ Encourage her to complete an intensive outpatient program before considering an academic program
- ☐ Tell her that she's probably right and to consider more realistic goals


Congrats! to a psychiatrist to get written approval to return to school.
Your answer is correct.

Excellent! The core aim of Supported Education services is to provide inclusive support for overall academic success.

Continue

Sorry! (Slide Layer)

Test Your Knowledge



After informing Aditi about Supported Education services and financial aid linkage, she is concerned that even if she can afford school, she will fail again. How would you respond?

- ☐ Tell her that Support Education specialists will provide ongoing, comprehensive student support to encourage wellness and academic goal attainment
- ☐ Encourage her to complete an intensive outpatient program before considering an academic program
- ☐ Tell her that she's probably right and to consider more realistic goals


Sorry!
Your answer is incorrect.

Continue

Remember, Supported Education helps a person to enter an academic program or maintain their matriculation without stipulations regarding their mental health treatment.

Try Again (Slide Layer)

Test Your Knowledge



After informing Aditi about Supported Education services and financial aid linkage, she is concerned that even if she can afford school, she will fail again. How would you respond?

- ☐ Tell her that Support Education specialists will provide ongoing, comprehensive student support to encourage wellness and academic goal attainment
- ☐ Encourage her to complete an intensive outpatient program before considering an academic program
- ☐ Tell her that she's probably right and to consider more realistic goals

Sorry!
Your answer is incorrect.


Try Again

Here you can provide additional information on why the learner's answer was incorrect. You can use this space for text, animations, or even a small movie.

1.29 Summary

Up Next!

Join us for the next module where we will explore the Choose-Get-Keep-Leave model of Supported Education.



Summary

- Point 01**
Postsecondary education is a key factor for entering the primary labor market.
- Point 02**
Postsecondary students with mental health conditions have the highest dropout rate compared to other disability groups.
- Point 03**
Supported Education was developed to assist people with mental health conditions in completing posteducation and has shown to increase completion rates.

Notes:

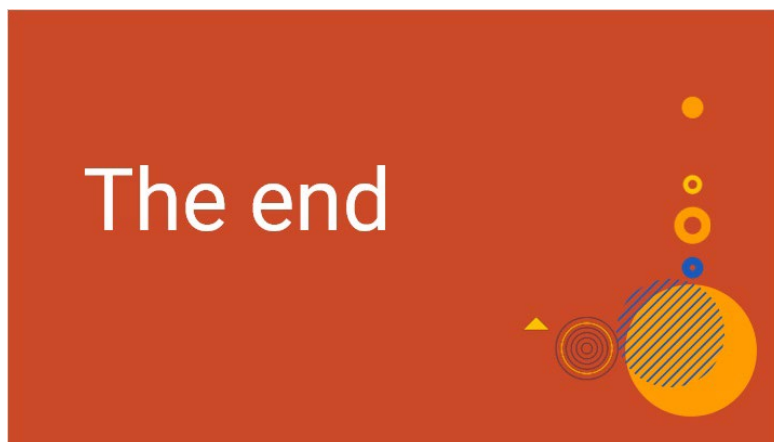
Before we proceed to the next module, let's take a moment to review some important points.

Post-secondary education plays a crucial role in accessing the primary labor market. Students with mental health conditions in post-secondary education experience the highest dropout rates compared to other disability groups.

Supported Education was created to help individuals with mental health conditions successfully complete their post-secondary studies. Research indicates that it significantly improves course completion rates for these students.

Join us in the next module as we delve into the Choose-Get-Keep-Leave model of Supported Education.

1.30 The End



Notes:

The End