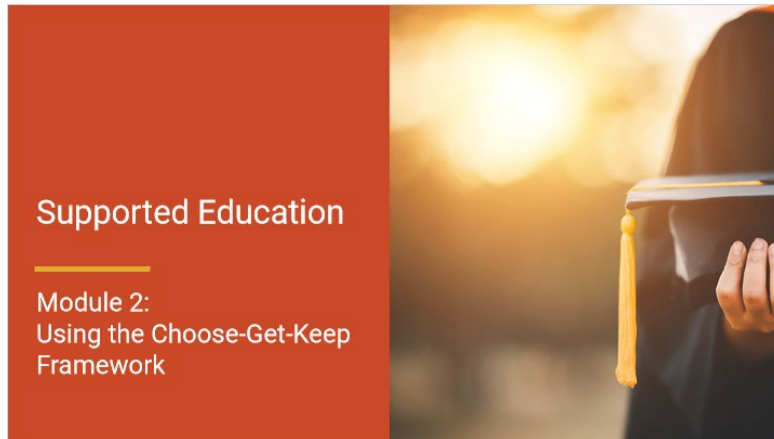# Supported Education: Module 2
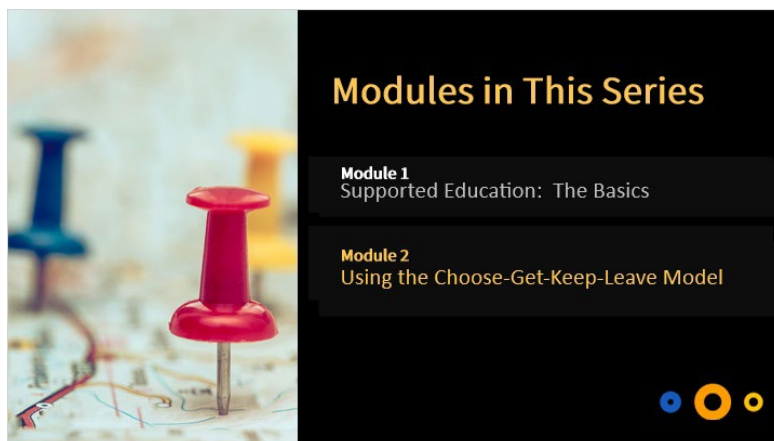
1. Main Scene

1.1 Title slide

Notes:

Supported Education
Module 2: Using the Choose-Get-Keep Framework
Northeast and Caribbean MHTTC
2023

Brittany Stone, MS, LAC, CRC, NCC

1.2 Modules in This Series

Notes:

Welcome to the second module in our two-part series on Supported Education. We are pleased to have you with us as we delve deeper into this vital topic.
This series consists of two modules, each designed to take approximately 45 minutes to complete. Each module focuses on distinct areas of Supported Education, providing resources, multimedia, reflective opportunities, and assessments. The modules are as follows:

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

Navigating through the modules is simple. You will find links to resources and a transcript at the top of each module. Feel free to pause the audio at any time.

1.3 Objectives

Notes:

By the end of this module, you will be able to:
1. Identify the four phases of Supported Education.
2. Describe the support strategies relevant to each of the four phases.
3. Analyze appropriate steps and strategies based on a case study scenario.
4. Explain how a Support Specialist can provide ongoing assistance after graduation.

These objectives are designed to deepen your understanding of Support Education and facilitate the integration of this module into your existing services or program modalities.

1.4 Introduction
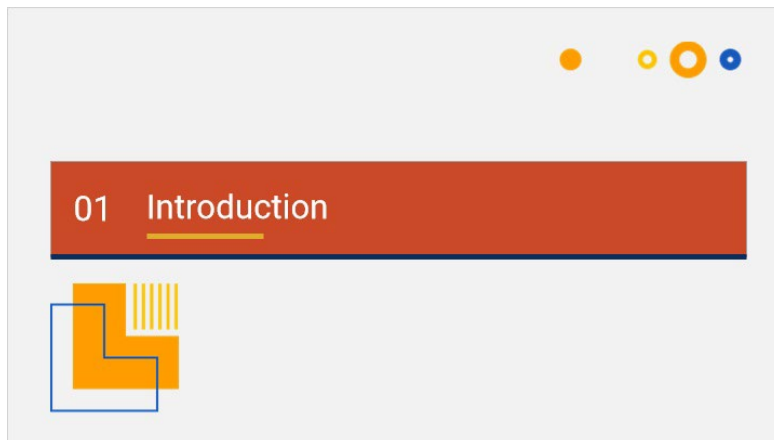
Notes:

In the first module, you explored the foundational aspects of Supported Education, including its definition, historical context, rationale as a service modality, and an overview of its core services.

In this second module, you will delve into the Choose-Get-Keep-Leave framework, a crucial component for developing Supported Education services. We will thoroughly examine each phase of the framework and the various services designed to assist students in progressing from selecting an educational program to gaining admission, maintaining enrollment, and ultimately achieving their educational aspirations.

This module will continue the narrative of Aditi, offering you the opportunity to actively engage in the provision of Supported Education services through the lens of the Choose-Get-Keep-Leave framework.

1.5 Your Guide

Notes:

Welcome to this module, presented by Brittany Stone, MS, LAC, CRC, NCC. Brittany is a Lecturer in the Department of Psychiatric Rehabilitation & Counseling Professions at Rutgers University School of Health Professions. She specializes in training, technical assistance, consultation, and course instruction in psychiatric rehabilitation, mental health, and wellness. Her research focuses on enhancing career development for individuals with mental health conditions, particularly within community-based mental health settings. Brittany has developed expertise in supporting college students facing mental health challenges to successfully complete their post-secondary education.

In addition to her teaching responsibilities, Brittany is a co-investigator on two federally funded research projects. One project aims to support post-secondary students with mental health conditions in career and technical education, while the other focuses on developing support systems for college students with PTSD. Currently, Brittany is pursuing her doctoral degree in Counselor Education and Supervision.

### 1.6 Supported Education

Notes:

Supported Education employs the "choose-get-keep-leave" model, which helps individuals make informed decisions about their educational and training pathways. This model guarantees access to appropriate educational opportunities and maintains student status until their goals are met. It provides a valuable framework for practitioners to create plans, structure services, and anticipate future steps.

In the next slide, we will delve into the principles of this model.

1.7 Principles of Choose-Get-Keep-Leave
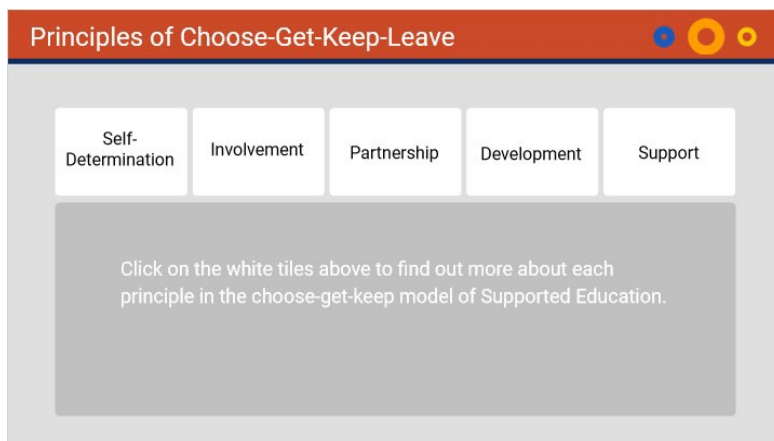
Notes:

Explore the white tiles above to gain insights into the principles of the Choose-Get-Keep-Leave model.

Self-Determination -

Students take ownership of their educational journey by setting personal goals and accepting responsibility for their learning process.

Involvement -
Students actively engage in their Supported Education process by defining success criteria and evaluating their progress toward achieving their goals.

Partnership -
A collaborative partnership exists between the participant and the Supported Education specialist.

Development -
Supported Education enhances participant skills while providing necessary environmental support and resources.

Support -
Supported Education provides assistance as long as it is needed and desired.

Self-Determination (Slide Layer)

Involvement (Slide Layer)

Partnership (Slide Layer)

Development (Slide Layer)

Support (Slide Layer)
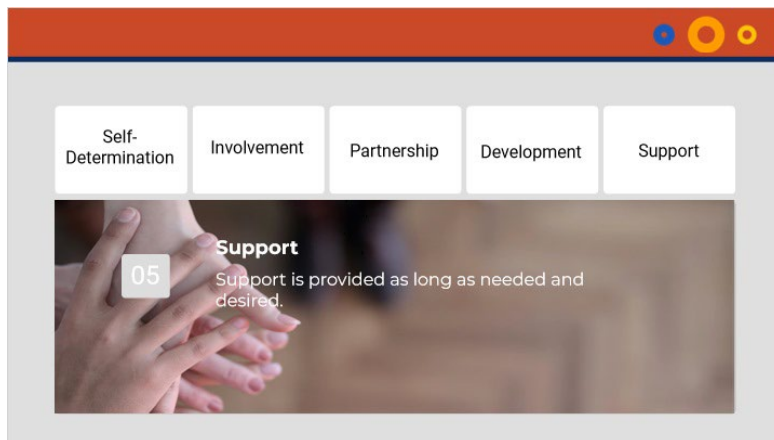
1.8 The Model In Detail
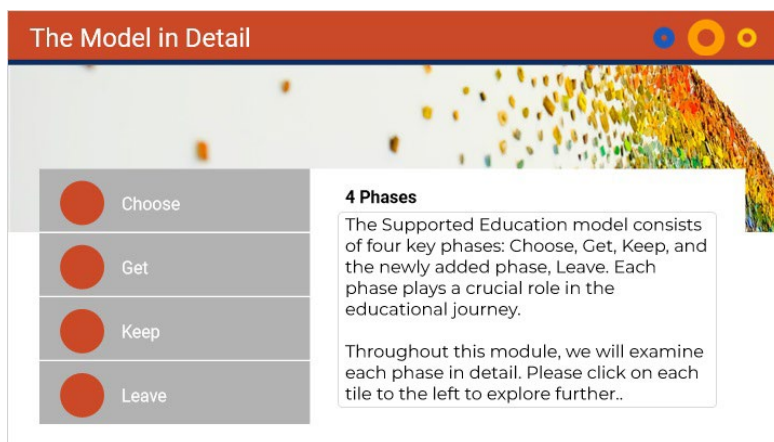
Notes:

The Supported Education model comprises four essential phases: Choose, Get, Keep, and Leave. Each phase is vital in guiding individuals through their educational and vocational paths.

Click on each of the four tiles to explore the details of each phase, after which we will analyze them in depth.

Choose:
The objective of the 'Choosing Phase' is to identify an educational or training program, or employment opportunity that aligns with the individual's values, skills, and learning needs.

Get:
The 'Getting Phase' emphasizes securing admission to a selected educational or vocational training program or employment opportunity.

Keep:
The 'Keeping Phase' aims to ensure that participants remain engaged in their educational or employment settings, enhancing their success and satisfaction through skill development and support.

Leave:
The 'Leave Phase' encourages individuals to make intentional decisions regarding pausing, terminating, or completing their education.
Before we delve deeper into each phase, let's take a moment to review our case study for Module 1, featuring Aditi.

Choose (Slide Layer)

The Model in Detail

Choose
Get
Keep
Leave

Phase 01
The aim of the 'choosing phase' is to select an education, training program, or employment that is compatible with the person's values, skills, and learning needs.

Get (Slide Layer)

The Model in Detail

Choose
Get
Keep
Leave

Phase 02
The 'getting phase' aims to secure admission to a preferred educational or vocational training program or employment.

Keep (Slide Layer)

Leave (Slide Layer)

1.9 Aditi - Introduction

Notes:

In Module 1, we were introduced to Aditi, a 19-year-old facing various challenges. Throughout this module, you will have the opportunity to recommend support strategies and resources for her. Let's begin by reviewing her story. Click on the tabs 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. She enjoys dancing, spending time with friends, writing poetry, and watching movies. Aditi has a strong connection to her family and her Hindu faith. During her secondary education, she was an average student, particularly excelling in the sciences, especially biology.

Challenges
Growing up in the suburbs of New York, Aditi faced numerous challenges, 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 these challenges, Aditi and her family believed she could manage well enough to attend college and major in biology. However, her symptoms worsened, leading to failure in her first two semesters and placement on academic probation, which resulted in the loss of her financial aid. Consequently, Aditi had to drop out of school without disclosing her health issues or seeking support services, remaining unaware of how her school could assist her with her wellness needs.

Outpatient Counseling
Unfortunately, Aditi's symptoms escalated three months into her time off from school, leading to hospitalization for suicidal ideation. After her discharge, she was linked to an outpatient counseling program where she learned about depression and received counseling support for experiences of racial trauma. Aditi's practitioner referred her to a Supported Employment (SE) program to help her find work to save for tuition and other educational expenses. Her parents supported her in connecting with the IPS supported employment program while she was out of school.

The SE Coach
Aditi met with her Supported Employment provider to discuss her short-term goals of finding work. Within weeks of her job search, she received a job offer at a local coffee shop as a part-time barista, earning minimum wage without paid time off or health insurance benefits. Her manager was stern and provided explicit instructions on job tasks. Shortly after Aditi started, two baristas quit, requiring her to work overtime. A coworker mentioned that turnover was common at the store, and many employees were also looking to leave. When Aditi received her first paycheck, she was disheartened to find that, after taxes, she earned less than $375 for two weeks of work.

The following day, Aditi contacted her Supported Employment job coach, Cloe, to

express her concerns and schedule an urgent meeting. During their meeting, Aditi shared her disappointment and emphasized her need for a job that would allow her to save for college tuition. Cloe responded empathetically, acknowledging that Aditi's ultimate goal is education and financial stability. She informed Aditi about a partner service called Supported Education, which could assist her in pursuing her educational goals and provide information on financial aid, scholarships, and funding for higher education.

Throughout this module, we will apply the Choose, Get, Keep, Leave Framework to support Aditi in her pursuit of higher education.

Aditi (Slide Layer)

Challenges (Slide Layer)

Outpatient Counseling (Slide Layer)

The SE Coach (Slide Layer)

1.10 Choose

Notes:

The CHOOSE phase is the foundational step in the Supported Education model, essential for effective service delivery. This phase focuses on enhancing the prospective student's self-awareness, understanding of the job market, and familiarity with educational environments.

To delve deeper into the CHOOSE phase, please click on the tabs to the left.

Analyze Interests and Identify Goals
When individuals express interest in education without a defined career path, it is the responsibility of practitioners to nurture these interests actively and provide experiences that help clarify their goals.

Practitioners should be well-versed in career exploration techniques, including formal assessments such as the Career Exploration Inventory (CEI), the Self-Directed Search (SDS), and O*NET's Interest Profiler, as well as counseling methods to gather insights about past and present experiences that shape interests.

The provider will collaborate with the individual to gather factual information about fields of interest from various sources, including online resources like O*NET and CareerOneStop.

Identify Opportunities
Additionally, practitioners will leverage their networks, as well as those of the individual, to seek opportunities for informational interviews, job shadowing, volunteer placements, or job sampling experiences.

Analyze Job Positions
Through job analysis, which involves detailing job duties and requirements and assessing their significance, practitioners will assist prospective students in enhancing their understanding of specific jobs and determining if they align with their interests, values, and skills.

Conduct Labor Market Research
Simultaneously, the individual and the practitioner will conduct labor market research to evaluate the projected growth of fields in specific geographic areas and analyze market trends, including salary information relevant to educational qualifications.

Evaluate Educational Environments
As individuals refine their career and educational objectives, practitioners and students will research and assess educational environments to ensure they meet personal criteria. This may involve exploring college websites, participating in campus tours, or attending program open house events.

Selecting Programs

Once the prospective student has selected programs or educational environments and established their educational goals for admission, they will transition to the GET phase of service.

Analyze Interests and Goals (Slide Layer)

Identify Opportunities (Slide Layer)

Analyse Job Positions (Slide Layer)

Conduct Labor Market Research (Slide Layer)

Evaluate Educational Environments (Slide Layer)

Select Programs (Slide Layer)
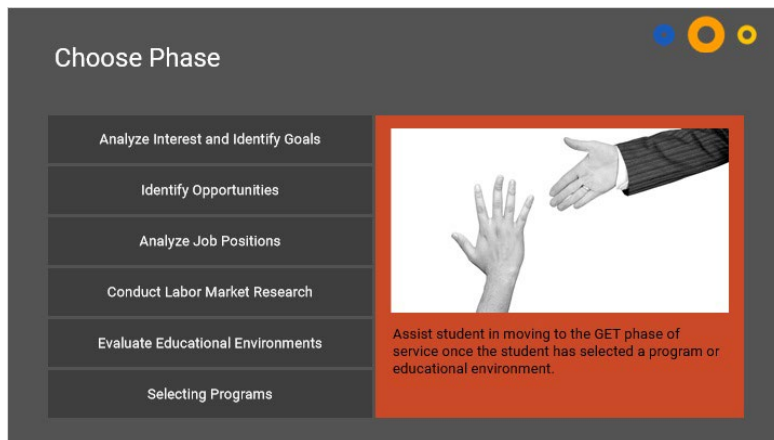
1.11 Aditi - Choose
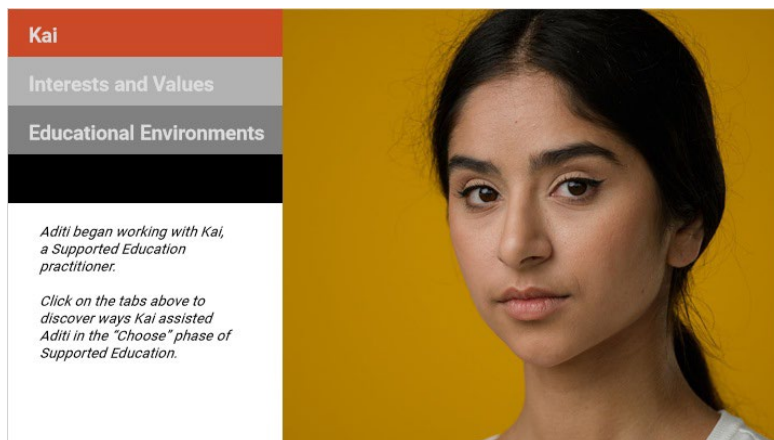
Notes:

In this section, we will revisit Aditi's journey during the Choose phase of Supported Education. We will explore how this phase is unfolding in her story.

Choe, Aditi's Supported Education coach, has connected her with Kai, a practitioner in Supported Education.
Click on the tabs above to learn how Kai assisted Aditi during the Choose phase of Supported Education.

Kai:
Kai works in Choe's Supported Education office, specializing in building long-term relationships with students facing mental health challenges. His role is to provide guidance, support, and resources throughout their educational journeys. He and Aditi are meeting for the first time to develop an individualized plan.

Interests and Values:
Initially uncertain about pursuing a biology degree, Aditi and Kai spent their first few sessions exploring interest and values inventories, as well as researching potential career paths associated with a biology degree. After conducting informational interviews and evaluating her options, Aditi decided to continue with a biology major, aspiring to pursue a graduate degree in microbiology.
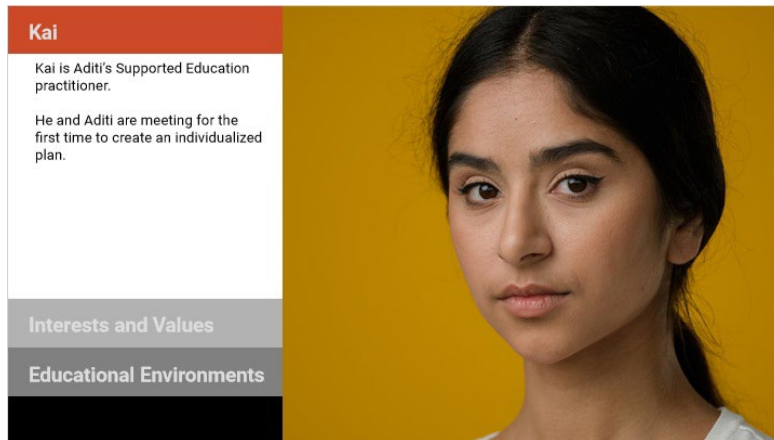
Educational Environments:
The next step for Kai and Aditi was to identify suitable educational environments. Although Aditi's previous school had a strong biology program, it was several hours away from home. Collaborating with Kai to explore her preferences and options, Aditi realized she would prefer to attend a four-year institution within an hour of her home, allowing her to live at home to save money and benefit from her family and spiritual community. Together, Aditi and Kai identified two post-secondary options that met her criteria: a large public university and a small private college. After touring both institutions with Kai, Aditi is considering applying to both, although she has a preference for the smaller college due to concerns about cost.

Educational Enviroments (Slide Layer)

Kai (Slide Layer)

Interests and Values (Slide Layer)

1.12 Get

Notes:

The Get phase is crucial for planning and achieving educational goals. For individuals pursuing education, this phase includes the admissions and enrollment process at their chosen educational institution. While the process may differ by program, it is vital for practitioners to grasp the key components involved.

Click each item to the left to explore further.

The Application Process:
To begin the application process, contact the program or research online to understand the admission process. This typically involves completing paperwork that includes demographic information and educational history. Many programs require a writing sample, personal statement, or portfolio. Students should follow the institution's guidelines regarding content and length. Common components of the admission process also include submitting academic transcripts, letters of recommendation, and participating in admissions interviews. Educational programs often request proof of high school completion or equivalent, along with documentation from any previously attended post-secondary institutions. Students may need to provide official academic transcripts and/or copies of diplomas. Additionally, they may be required to submit letters of recommendation or provide the names and email addresses of individuals who can offer a recommendation. Practitioners may need to assist prospective students in obtaining records, especially if they completed their education many years ago or in other countries. This may involve numerous phone calls or emails to gather the necessary information. Practitioners should offer support, guidance, and encouragement throughout this process. Budgeting for academic transcripts and identifying suitable individuals for recommendations are two important tasks for practitioners to consider. Be aware that some colleges and universities utilize a standardized application, allowing students to submit one application to multiple schools, which can streamline the process and help organize materials.

Admission Interviews:
Similar to Supported Employment, practitioners should assist prospective students in preparing for admissions interviews. Strategies such as mock interviews and role-playing can help students practice their responses to challenging questions and develop the skills necessary for success. Practitioners may also need to help students select appropriate interview attire or gather required supplies.

Placement Testing:
Most two-year and many public and some private four-year post-secondary academic programs require placement testing in mathematics, reading, and writing. Some programs may also require testing in foreign languages or science subjects. These tests are typically administered after a student has been accepted into the institution and are designed to assess the skills and knowledge the student possesses. The results determine the appropriate level of classes for the student, which may allow some to skip introductory courses while others may need remedial coursework to develop necessary skills for academic success. Practitioners should

collaborate with students to communicate with their funding sources to ensure that remedial coursework is covered.

Some states have standardized placement tests, while others vary by institution. Check the school's website for study guides, sample tests, or additional resources that students can use to prepare for the placement test. Utilizing these materials allows both the student and practitioner to identify strengths and create a plan to address weaknesses.

Some young individuals may experience anxiety related to testing or have concerns that their symptoms or medication side effects could affect their performance. Preparing students through practice tests and helping them develop coping strategies can alleviate test-taking stress. If students require testing accommodation, it is crucial to contact the school or check their website to understand the process well in advance to ensure their needs are met.

Transportation Planning:
Lack of accessible and affordable transportation is often cited as a barrier to education, preventing students from attending or completing post-secondary programs. Limited or no access to transportation can isolate prospective students from educational and employment opportunities. For students in areas with public transportation options, such as buses, trains, or subways, the cost can be a barrier. In contrast, students in rural or suburban areas without personal vehicles face limited options for reaching campus. This situation is further complicated for students with conditions requiring specialized transportation. Additionally, students with access to public transportation may not feel comfortable or familiar with using it. Practitioners must be aware of transportation barriers relevant to the students and communities they serve to seek out available resources. State Vocational Rehabilitation agencies may provide bus fare to and from school, and some colleges in rural areas may offer ride-share programs or school-sponsored shuttles.

Finding Funding - Federal:
One of the most critical tasks during this phase is exploring, identifying, and securing financial resources to support educational pursuits. Financial constraints are often cited as a significant barrier to education. Practitioners should be knowledgeable about Federal and State Financial Aid options available to students, including the differences between subsidized and unsubsidized student loans, application deadlines, and the process for completing the Federal Application for Student Aid (FAFSA). Federal Student Aid, an office under the United States Department of Education, manages federal assistance programs such as grants, loans, and work-study, with a primary focus on developing and processing FAFSA applications.

Typically, the application for state aid is integrated into the FAFSA process; however, states may require additional paperwork or documentation. Practitioners should inform students of these requirements. Additionally, students should be educated

about the implications of taking out student loans, including the risks of default and interest accrual.

Finding Funding – Other:
Practitioners should also connect students with their state's Vocational Rehabilitation (VR) services. Understanding the process and preparing in advance can significantly enhance the chances of successfully securing educational funding from VR. Clearly articulating educational goals and being knowledgeable about the labor market, particularly job growth, is essential.

Often, funding for education must be sourced from multiple avenues, including Federal and State Aid, Vocational Rehabilitation, and scholarships. Scholarships may be available from various sources, such as schools, community organizations, or public and private entities. They are typically awarded to students who meet specific criteria (e.g., Biology majors, students with a GPA over 3.5, volunteers at senior centers, or individuals with mental health conditions). Completing the FAFSA and applying to colleges or universities often triggers applications for school-based scholarships, but students should actively seek out and apply for additional opportunities.

If a student has a history of involvement with the justice system, practitioners should be knowledgeable about alternative funding streams and assist them in exploring these options if necessary.

The Application Process (Slide Layer)

Admission Interviews (Slide Layer)

Placement Testing (Slide Layer)

Transportation Planning (Slide Layer)

Funding - Federal and State (Slide Layer)

Finding Funding - Other (Slide Layer)

1.13 Your Thoughts – The GET Phase

Notes:

Considering our case study, what specific interventions would you recommend to support Aditi as she navigates the Get phase of service, particularly since she has narrowed her options to a public university and a private college?

Please share your thoughts in the box to the right and then compare your insights with ours on the following slide. Your responses will remain confidential and will not be recorded.

1.14 Our Feedback

Notes:

Thank you for sharing your thoughts.

Our Recommendations:
Considering Aditi's concerns about funding her education, especially if she opts for a private college, it is crucial to work together to explore various funding options. This should include financial aid, scholarships, and work-study opportunities. Additionally, assist Aditi in completing school applications, gathering letters of recommendation, and submitting her academic transcripts. Addressing transportation needs and associated costs is also important. Given Aditi's past interruptions in her education due to symptoms of depression, collaborating on developing coping strategies, creating a wellness plan, and informing her about available campus resources would be beneficial.

1.15 Keep
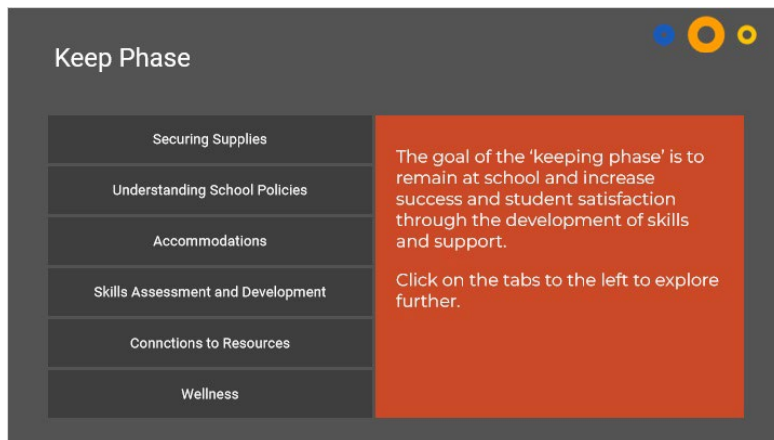
Notes:

The objective of the 'keeping phase' is to ensure that students remain engaged in school while enhancing their success and satisfaction through skill development and support.

Click on each item to the left to explore further.

Securing Supplies:
This involves acquiring essential items such as notebooks, pencils, pens, a backpack, and a computer, along with any specialized materials like art supplies.

Understanding School Policies:
It is crucial to help students comprehend school policies, including acceptable digital practices, attendance requirements, probation rules, drug and alcohol regulations, and their rights as students.

Accommodation Education:
Academic accommodations are often underutilized by students with mental health conditions, partly because they may not recognize their condition as a qualifying disability. As a practitioner, your role includes educating students about their rights and the disability services available at their school. Accommodations can be vital in helping students with mental health conditions achieve their academic goals. Consider accommodations as adjustments to standard practices that alleviate barriers related to a student's condition. Utilizing accommodations does not compromise the essential elements of a course or diminish technical standards. The aim of reasonable accommodations is to effectively eliminate barriers caused by health conditions that hinder a student's ability to learn and participate in the educational environment.

Skill Assessment and Development:

Different courses employ various methods of skill assessment. While most assessments are now digital, some courses still utilize paper, observation, projects, or hands-on evaluations. The Supported Education specialist can assist students in developing effective test-taking strategies to maximize their performance.

Resource Connection (Relationship Building):
Assist students in recognizing and utilizing educational and community resources that support their mental health and academic performance. A comprehensive understanding of available resources on and off campus will enable students to build their networks and expand their support systems, effectively addressing barriers and establishing a solid foundation.

Resources can take various forms, including educational, community-based, or natural supports.
Educational resources are services provided through participation in an educational program or institution. For example, tutoring services offered free of charge to students.
Community resources are those available and accessible within the local neighborhood where individuals live, work, or engage. An example would be a local library that offers free Wi-Fi and computer access.
Natural supports arise from interpersonal relationships and daily interactions. For instance, a classmate sharing their notes from a missed class serves as a natural support. Building these relationships is particularly important in higher education for networking and future career opportunities.

Wellness Planning:
Wellness planning is a proactive approach aimed at preventing the decline of mental health and overall well-being. Practitioners should engage in discussions about symptoms, triggers, early warning signs, coping strategies, and crisis planning. These conversations should be followed by check-ins and reviews of wellness tools to help manage distressing feelings or symptoms as they arise.

Securing Supplies (Slide Layer)

Understanding School Policies (Slide Layer)

Accommodations (Slide Layer)

Skill Assessment and Development (Slide Layer)

Connecting to Resources (Slide Layer)

Wellness Planning (Slide Layer)

1.16 Aditi - Keep
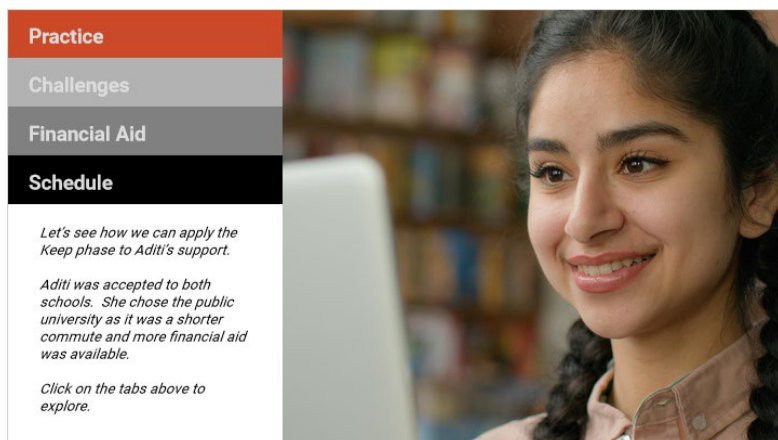
Notes:

Let's revisit Aditi's journey and explore how to effectively apply the Keep phase to her support system. Click on the tabs above to learn more.

Aditi was accepted into both schools but chose the public university due to a shorter commute of 30 minutes and greater financial aid coverage for her tuition.

Practice Makes Perfect
To prepare for the semester, Kai and Aditi conducted several practice trips to the campus using the train Aditi will take from her neighborhood. They familiarized themselves with the campus layout, and Aditi downloaded the campus map on her phone. Additionally, Kai helped Aditi create a time management plan that considers her commute, work schedule, and family obligations.

Medication Challenges
Aditi recognized that her morning grogginess from medication affects her ability to attend early classes, leading her to prefer classes scheduled for late morning or afternoon.

Financial Aid
They consulted with the financial aid office to determine the number of classes Aditi needs to take each semester to maintain her eligibility for aid.

Academic Schedule
With the time study and aid requirements in mind, Aditi felt empowered to meet with her academic advisor to discuss her decision to enroll in four classes during her first semester. Together, they reviewed her transfer credits and the courses available during midday hours. Aditi ultimately registered for Biology II, Biology Lab II, Public Speaking, and College Writing I.
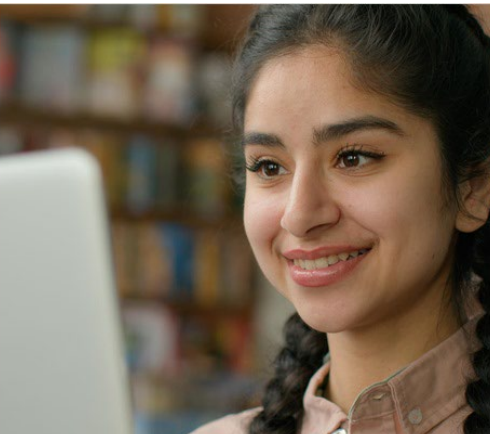
Practice (Slide Layer)

Practice

Kai and Aditi did a few practice trips to campus using the same train Aditi will take from her neighborhood to school.

Using the campus map, they walked through the campus, downloading the map to her phone.

They created a time study and time management plan which was realistic and comprehensive.

Challenges

Financial Aid

Schedule

Challenges (Slide Layer)

Practice

Challenges

Aditi identified that she was groggy in the early mornings from her medications so classes that met in the late morning or afternoon would work the best for her.

Financial Aid

Schedule

Financial Aid (Slide Layer)

Practice

Challenges

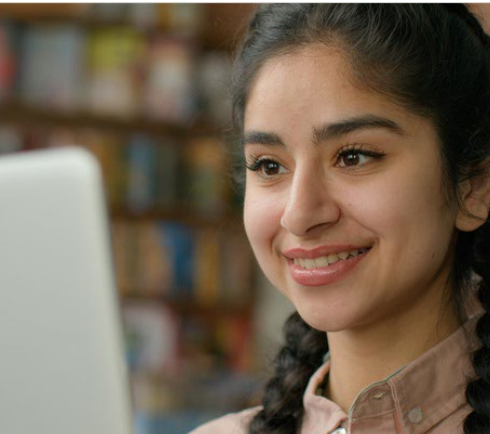**Financial Aid**

Aditi and Kai met with financial aid to determine how many classes she needed to take each semester to remain eligible for aid.

Schedule

Academic Schedule (Slide Layer)

1.17 Your Thoughts - Keep

Notes:

Reflect on the "Keep" phase of service. What specific types of support will you implement in your collaboration with Aditi? Consider a multifaceted approach to enhance effectiveness.

Please share your thoughts in the box to the right and then compare your insights with ours on the following slide.

1.18 Our Feedback

Compare – The Keep Phase

YOUR THOUGHTS

TextEntry10

OUR COMMENTS

The best ways you can support Aditi in the KEEP phase include:

- Talk with Aditi regarding how depression can impact her academics
- Assess campus and community-based resources that can support Aditi in maintaining academic success and wellness
- Provide education on utilizing disability services and rights

MHTTC — Northeast and Caribbean (HHS Region 2), Mental Health Technology Transfer Center Network, Funded by Substance Abuse and Mental Health Services Administration

Notes:

Thank you for sharing your thoughts.

In this phase, it is crucial to evaluate Aditi's skills, resources, and accommodations to support her academic success and well-being. Initiate a conversation with Aditi regarding how her symptoms of depression impact her studies. This discussion can help identify areas for skill development and necessary accommodations. Furthermore, it is important to assess campus and community resources that can assist Aditi in achieving her academic goals and overall wellness. These resources may include student support services such as counseling and financial aid, as well as campus programs like anti-stigma organizations or affinity clubs, including the Hindu Student Council. Additionally, educating Aditi about utilizing disability services and understanding her rights can be highly beneficial.

1.19 Leave

Leave Phase

- Graduation
- Transfer
- Class Withdrawl
- Medical Leave/Leave of Abscence
- School Withdrawl

There are many instances when a student may need help planning a school exit. Some are listed to the right. It is critical to understand the protocols, procedures and paperwork requirements to "stop" rather than "drop-out".

Click on the tabs to the left to explore further.

Notes:

The final phase of Supported Education is the LEAVE phase. Students may need assistance in planning their exit from school for various reasons, including completing an educational program, changing schools, transitioning from an associate to a bachelor program, taking medical leave for mental or physical health reasons, or realizing that their current educational path is not suitable for them at this time.

Regardless of the circumstances surrounding the LEAVE phase, it is essential for practitioners to understand the relevant protocols, procedures, and paperwork requirements to minimize any negative consequences. Supported education services empower students to make intentional choices to "stop" rather than "drop out" or "fail out." During the LEAVE phase, it is crucial to support students in planning for their future.

Click on the tabs to the left to explore further.

Graduation:
Preparing to graduate from an academic program can evoke a range of emotions, including happiness, relief, excitement, anxiety, and uncertainty. In this task, practitioners assist students in navigating the graduation process and managing the transition to their next goals. Here are some key considerations when working with students around graduation:

- Encourage students to meet with an academic advisor to ensure all requirements are fulfilled.
- Inform students about the graduation application or paperwork that must be completed by a specific deadline.
- Assist students in meeting with financial aid to complete exit interviews if necessary.
- Help students identify professors who can provide letters of recommendation or references.
- Provide emotional support to students experiencing sadness, fear, or uncertainty about graduation.
- Assist in updating their resumes.
- Initiate job searches and prepare for interviews.

Transfer:
Another aspect of the LEAVE phase may involve supporting a student in transferring from one institution to another. Many students transfer during their academic careers for various reasons, such as seeking opportunities their current school lacks, dissatisfaction, or moving from one level of education to another (e.g., AA to BA degree). Regardless of the reason, transferring is a common part of many academic

journeys. When assisting a student interested in transferring, help them negotiate deadlines, create or modify their financial plan, understand credit transfer policies (as some schools may not accept grades below a certain threshold and may limit the number of transferable credits), and brainstorm potential professors for recommendations.

Individual Class Withdrawal:
If a student needs to withdraw from a class, practitioners should work with them to assess any potential negative financial and academic consequences, including impacts on federal or state aid, scholarships, etc. This will enable the student to make an informed decision and determine whether taking an incomplete is a better option than withdrawal. Consider the following factors when making this decision:
- Is the class offered as a Pass/Fail course?
- What is the minimum grade required to receive credit for the course? If they can complete it, will they avoid receiving a grade of F?
- Is taking an Incomplete (I) a better option than a Withdrawal for maintaining satisfactory academic progress?

Medical Leave/Leave of Absence:
If a student needs to take a medical leave or leave of absence, practitioners should collaborate with them to minimize any negative financial and academic consequences.
- If the withdrawal is related to mental health or another medical condition, inquire about the school's policy on Medical Leave or Medical Withdrawal. Meet with the appropriate school official (e.g., Dean of Students) who handles these types of withdrawals.
- Weigh the pros and cons of the available options. Encourage the student to seek guidance from a trusted supporter, academic advisor, disability service provider, professional counselor, or legal counselor.
- If the student decides to withdraw or take a leave of absence, ensure that the necessary paperwork is completed and follow the school policy to minimize negative consequences associated with a complete withdrawal.

School Withdrawal:
A Supported Education Specialist plays a vital role in assisting students contemplating withdrawal from school for non-medical reasons. This professional offers personalized guidance tailored to each student's unique circumstances, acknowledging that the decision to leave school can be complex and emotionally taxing. They help students explore various alternative educational pathways, including vocational training, online courses, or alternative schooling options that may better align with their needs and aspirations. Furthermore, the specialist collaborates with the student to create a comprehensive transition plan that outlines actionable steps and timelines for revising their educational goals. This plan may encompass setting both short-term and long-term objectives, identifying potential obstacles, and strategizing effective solutions to overcome them in the future.

Graduation (Slide Layer)

Transfer (Slide Layer)

Individual Class Withdrawl (Slide Layer)

Medical Leave or Leave of Absence (Slide Layer)

School Withdraw. (Slide Layer)

1.20 Your Thoughts - Keep

Notes:

Aditi has been a committed student for 4.5 years and is now preparing to enter her final semester of undergraduate studies, with graduation scheduled for this spring. She plans to enroll in graduate school in the fall.
As Aditi's counselor, what strategies will you implement to support her during the transition phase of service?

Please share your thoughts in the box to the right and then compare your insights with ours on the following slide.

1.21 Our Feedback

Notes:

Thank you for sharing your thoughts.

Aditi should schedule a meeting with her academic advisor to confirm that she has met all graduation requirements. After this, she will need to apply for graduation following the school's procedures. It is essential to encourage Aditi to utilize her resources, prioritize self-care and wellness strategies, and continue to develop skills necessary for graduate work. Additionally, you should start collaborating with Aditi on the "Choose" phase items related to graduate school. This may include researching programs, registering for graduate record examinations, practicing interview skills, and creating a professional resume.

1.22 Ongoing Review

Ongoing Review

| Choose |
| Get |
| Keep |
| Leave |

Periodic Modifications

The Choose-Get-Keep-Leave framework isn't just a one time occurrence. It needs to be reviewed and modified during the academic semesters and years.

Click on the tabs to the right for more information.
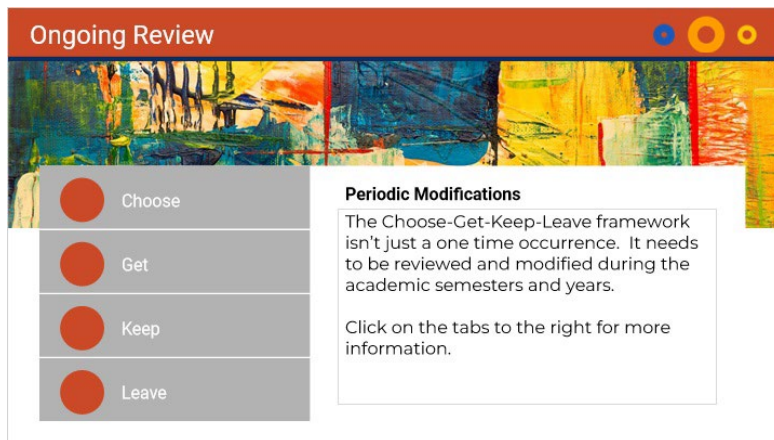
Notes:

The Choose-Get-Keep-Leave framework should be regularly reviewed to maintain its effectiveness.
It can be adapted for each semester, trimester, or aligned with the academic calendar.

Choose:
This may involve helping students select their classes for the upcoming semester or reminding them to schedule a meeting with their academic advisor during the registration period.

Get:
Students should complete the registration process early to secure their desired course sections and ensure they meet prerequisites, such as obtaining instructor or advisor approval.

Keep:
The KEEP phase may involve renewing or modifying academic accommodations each semester, establishing a calendaring system, forming study groups with new classmates, or adjusting time management plans based on course loads or internship requirements.

Leave:
Finally, the Leave phase involves identifying when students need to apply for graduation or recognizing the ADD/DROP period. Meeting with students beforehand can help them assess whether to keep all their courses or drop one or more. If they choose to drop, it is essential to evaluate any financial or academic consequences and ensure they follow the school's policies for dropping courses.

Choose (Slide Layer)

Ongoing Review

Choose

Get

Keep

Leave

Step 01- Choose

Help student select courses or educational opportunities for next semester. Remind student to meet with academic advisor during registration period.

Get (Slide Layer)

Ongoing Review

Choose

Get

Keep

Leave

Step 02 - Get

Help student get the sections of the courses they prefer by registering early, meeting any prerequisites needed or obtaining instructor approval if required.

Keep (Slide Layer)

Ongoing Review

Choose

Get

Keep

Leave

Step 03 - Keep

Renew or modify academic accommodations on a semester basis. Help student create a calendar, form or join a study group, or modify their time management plan.

Leave (Slide Layer)
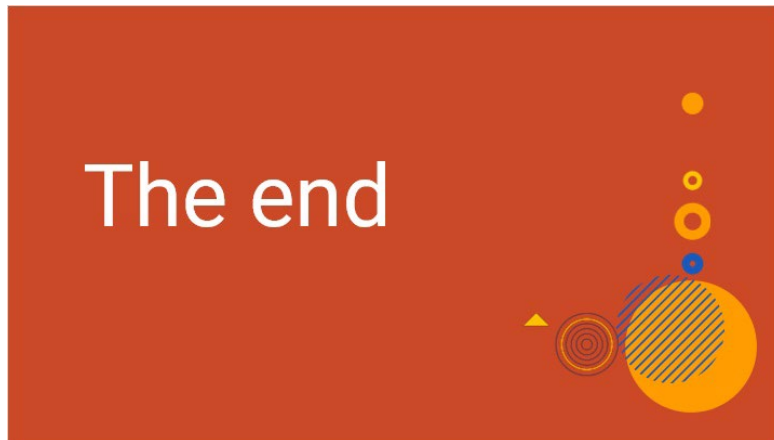

1.23 Summary

Notes:

Thank you for joining us on this enlightening journey through Supported Education.

In conclusion, let's summarize three essential points:

1. Supported Education is based on the "choose-get-keep-leave" model.

2. Each student's educational journey is unique; however, the different phases provide tailored support. This allows practitioners to develop plans, structure services, and anticipate future steps.

3. Supported Education services are available throughout a student's entire academic journey and into their initial employment.

1.24 The End

Notes:

The End