Supported Education Principles (Boston University)

1. Dignity
2. Self-Determination
3. Normalization
4. Reasonable Accommodations
5. Skills and Supports
6. Hope
Special Issues Regarding Supported Education
Special Issues

- The general strategies for supported education are the same as supported employment, with a few differences:
  - Use of “student” as opposed to “patient” when liaising with the school

- Many patients will have some school history – you can build on that.
  - Questions include: what kind of school(s) did they attend, when did they attend, did they graduate or receive a certificate?

- High school – could pursue an **Individual Education Plan (IEP)**
  - IEP plan permits more support
  - Can work with parents to the extent they allow
  - Can help patient with homework and learning strategies
  - May or may not get access to school
Special Issues

High School

What services are available for disabled students?

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

College/Trade Schools
Important to visit if patient is contemplating – observe how patient does on campus:

• Confident? Anxious?
• Comfortable? Excited?

Many issues to address

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

• Linking patient with disability or accommodation services at school. Accommodations may include:
  o having a note taker
  o early enrollment
  o more time for testing
  o special career counseling
  o tutoring

• Help patient consider returning to school in small steps – starting with 1-2 courses at first.

• Consider cognitive demands of courses when developing course load.
Follow Along Supports for Education
Follow Along Supports

• Use the follow-along supports for education checklist from the manual

• Work out a way to get regular feedback on how patient is doing in class – ideally from professor

• Specialist can take a role in teaching study skills and reviewing homework

• Specialist can help patient improve their cognitive skills using handout in the manual

• Helping patient with socialization – participating in study groups or labs, need for small talk, talking about where to meet people on campus, etc.