

Return to school

Gerbert Kamphuis is one of the students who started a schooling after a stage with Eega. Gerbert dropped out during his construction schooling level 4 at the ROC of Twente. This was caused by his limitation PDD NOS / ADHD and the choice of his schooling. Now he attends a schooling to be an ICT employee, something quite different. How did it come about?

Wrong choice

After his secondary education the question for Gerbert was what he should want to do in the future and what schooling he wanted to attend. "At that moment I chose for Construction. A number of family-members worked in the construction and that's why I enjoyed it", Gerbert tells about the motivation of his choice.

Soon it became clear that Gerbert didn't feel at home in the organization of the ROC.

The ROC demands a reasonable part of independence of the student, especially in the level 4 schooling. Because of Gerbert's limitation he couldn't bring it off. The project Regular Plus was the solution for Gerbert. His name was entered for the project and soon after the intake he could start in the Intensive Introduction.

"The first 6 weeks were rather heavy, many assignments and a crowded program" he remembers. "In those weeks it became clear that I had to choose quite a different direction. Not Construction, but something with computers".

The specific schooling where his interest is in, is to develop applications. After that EEGA together with the ROC had a look how this could be reached.

Evening schooling

"The schooling to be a developer of applications (level 4) is a schooling for specialists at the ROC. Gerbert has no schooling in that direction and so he will have to attend a level 3 training first", explains Lianne Olymulder of the ROC of Twente. "This is a regular schooling for 5 days per week and lasts 2 years. The latter half year of it consists of a traineeship. So Gerbert should have to attend school for 5 days a week. With a view to Construction schooling and his limitation the chance to drop out was rather real. "At our ROC this schooling is given in the evening. The group there

differs quite as to age and background, but consists for the greater part of adults", Lianne goes on telling. In this group Gerbert feels more at home, with a view to his own age too.

"Another advantage of the evening schooling is that this offers more possibilities in differentiation in subjects and speed. The total number of teachers is less; one teacher teaches more subjects", Lianne explains.

This gives Gerbert more rest and structure. Gerbert attends evening school for two days per week now. There's a possibility

to use a third evening for extra support and free activities.

Besides that Gerbert visits Eega for two days. There he attends part of the training. This part is given at the ROC during the day schooling but lacks in the evening schooling. To get a complete diploma he attends these subjects at Eega.

To learn to coop with his limitation he follows a training for Personal Effectivity at Eega. He attends courses in social skills and physical exertions and relaxation. During the training in social skills he has to exercise role-playings to master the daily communication skills. It deals with the social intercourse with colleagues. In this way he gets more confidence in addressing people. Something he bumps into because of his limitation. Besides there are group discussions under the leadership of an intervener. This is done to enlarge his self-confidence. "I learn to coop with my limitation. Especially things that go without saying for others. I already notice that people look at me in a different way and I look at them differently too. I've got more guts to look for contact", Gerbert says.



Intensive Introduction

After the intake an intensive introduction is the start of the stage at Eega.

The intensive introduction is a six weeks' program.

It has been developed to make realistic choices for schooling and profession.

Limitations of the participant are taken into account.

The intensive introduction is a program with several parts like tests, teaching instructions, work instructions, exercises, presentations, group discussions, experimental periods and orientating periods.

Instructions

Instructions that have to be executed, don't have any direct links to the schooling. For instance there is an assignment to make an electric connection. Then there's looked at the subtle locomotion of the participant. So it isn't taught how the connection is working! Another assignment is the construction of a bridge of paper, it's done with a group. Not the cutting and gluing of the bridge is important

but how is this executed together with others. In both assignments the participant's behavior is important. Does he execute his task grumbling or does he show interest. Does he listen carefully to the instructions and does he execute them correctly? All important questions to get a good view of the participant. It's important to make this clear to the participants before they start with the intensive introduction. The participants aren't busy with the occupation they are going to learn during these six weeks.

Goal

The eventual goal of these six weeks is to find out exactly what the participant can or cannot. What are the possibilities. What's the perspective for labor and what is left to be developed to achieve that.

From stories and evaluations it seems that the participant is often surprised by the outcome. One participant for instance said: "A totally different direction from what I had chosen for my career was the outcome. Yet this direction is recognizable and I feel at home in it." Participants state that they learned to know themselves better, that their self-confidence in the future has grown and with that the motivation to go on at the ROC too. The result of the Intensive Introduction is that a clear choice has been made on a basis of real expectations. A choice has been made for a schooling direction fitting the limitation and in that way the (im)possibilities of the participant. With this choice the chance for a fitting career in the future has increased. A Personal Participation Plan has been written with the competencies that have to be developed by the participant. The way in which, where, when and by whom has been described extensively in this plan. The participant is involved in an active way in the composition of this. With the help of an interim report with the experiences of Eega, the participants write an own schooling plan. With this schooling plan the plan of approach is made concretely during the latter three weeks. One participant reacted on this as follows:

"Now there are directions for use for me." Not only for the participant does it give clarity but for the coaches too in what way the goal of Eega can be reached, in fact getting a certificate and to increase the chances on the labor market.



Coaching

There's not only coaching for Gerbert, but for his teachers and for his parents too. There are regular contacts between Eega, teachers and Gerbert. This is done to watch carefully whether there is a need to correct.

The question: What has the stage done to you?
One participant gave the following answer:
"It feels like the back of a chair"

Developing detection instrument

The detection instrument was developed by a working group which had the assignment to make an instrument that would be easy to handle and that can signal the problems in time. The working group is part of the project group Regular Plus. In it all project members are represented.

Instrument

The detection instrument is a checklist that can be filled out by a teacher, mentor or coach.

The developed detection instrument can be used to detect whether a student has a chance to drop out. With that it can be determined that a student is considered for taking part in the Regular Plus project. It's to be seen as an aid that can be used in a flexible way

at the intake or in a later stage during the schooling. The instrument isn't suitable to diagnose but it has a signaling function.

Status

The detection instrument has been spread under the project members in the form of a small book. At the moment it's used to see whether it works and fills a gap. In the beginning of 2007 the first results will be available and if necessary adjustments will be carried through. After that it can be used at a larger scale.



Experiences

The project has run for some time now and the registrations and stages get under way. Here you find a short report of the experiences and evaluations.

From the different ROCs the participants start in the Regular Plus project. A number of these participants is still in the stage and hasn't returned to school yet. The first reactions of both participants, teachers, parents and Eega are very positive. Before the summer holiday the registrations started to flow. At that time the discussions about the reports were held and it became clear for a large number of pupils that they weren't going to manage in this way. Pupils with limitations/restrictions were then registered for Regular Plus.



Contacts

There are good contacts between the different parties and consults where needed. The registrations all run via one person to be contacted of the school. Mentors announce to them the persons who have problems during their study because of a limitation. With the help of a detection form it's regarded whether this student fits the Regular Plus project. This person remains the person to be contacted by the school and the pupil. He/she takes care of the registration and the contacts between Eega and the mentor. He/she also receives the reports from Eega. From the side of Eega too there's one person to be contacted. This person knows all the ins and outs of the situation. For participant and parents arises clearness too. They know who they can contact with questions.



Guided tour

To give teachers a better view of the stages at Eega too, a number of ROCs have had a guided tour at Eega. Teachers and mentors have got more insight in the procedure of the project. The involvement in and reputation of the project has also been enlarged with this.

Practical

Gradually practical things arise that have to be solved. There are many schoolings that know only one intake

moment. In this way it can happen that someone has to stay at home for one long period. In the project this problem is tried to coop with. The participant isn't send home but placed in a so called linking stage. In this stage the return to school is prepared. In a number of cases certain competencies that whether lack or have been developed insufficiently are trained.

Just think of social skills, physical exertions and relaxation to enlarge the taxability. Eega takes care of these parts. Attention is also paid to vocational qualifying subjects in preparation for the schooling. This part is done by the ROC. Possibilities of a more flexible intake are regarded.

Bed

Throughout the project participants come forward who, with a little help, can find back the motivation to go on. A nice example is a participant who suffered a chronical inguinal injury and because of that got stuck in education. She couldn't complete the days and in fact needed a resting place with a bed where from time to time she could recuperate. This was arranged and the participant visits school again, laughing and happy!



Certificate

Some participants attending adapted schooling, sometimes in parts outside the ROC, don't get an official diploma. It can happen that a participant has enough professional knowledge but lacks certain competencies. Possibilities are looked for to provide an adapted certificate. Or even with an appendix in which the competencies that are mastered insufficiently or lack can be found.

Settlement Eega Assen

As is stated in the first newsletter Eega opens a settlement in Assen.



After a number of necessary rebuildings, just as this newsletter is going to press the settlement is operational! In the meantime the first registrations for the Regular Plus project have entered.

Registrations

At the moment **80 participants** have been registered for the project. A number of participants from the start of the project has returned to school now. Whether in the same schooling or another.

During the Intensive Introduction at Eega they got a clear picture about their possibilities and (new) choices have been made. After that they went on in



a linking stage or they've gone back to school. Coaching at school takes place by way of an ambulatory coach. He keeps contact with the school, the participant and the parents. After the holiday period the registrations keep on flowing.

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