

## With preparation to a new education

**One of the participants of the first hour, Loes Boode, is now in the Transition stage. A stage of preparation for returning to school.**

**Within short time she will start in an other education direction than her first choice was. She tells about her experiences at Eega and the return to regular education.**

For a number of participants the direct return to school is a bridge too far. They need more time, for instance, to get accustomed to the idea that an other professional direction is more fitting, or they lack a number of skills to start right away. In the Transition stage special attention is paid to this.

Loes Boode is one of the participants who takes part in the Transition stage. Loes was trained for SPW (Social Pedagogic Work), a professional direction that fitted her like a glove according to her own words. In the traineeship however she couldn't manage. The problems lay especially in the field of executive aspects that belong to this education and her limitations (Nonverbal Learning Disabilities); that's why she couldn't succeed.

Through her coach she came in contact with the Regular Plus project. During the first six weeks, the Intensive Introduction, she learned to know herself. "It was a nice group. But for the practical assignments like constructing a water pipe and building a bridge of paper, I didn't like that. For the rest I learned a lot, especially being myself within the group", Loes tells about this period. "The people from the group and the coaches often had to rescue me from a fit of giggles. Normally I don't unbend that easily, for me a sign too that I felt at home and understood." In this period, inquiries have also been made into the chosen professional direction. It appeared that an administrative, secretarial direction should fit her better. "A direction that I didn't see coming off at all in the first place!" she reacts a bit rebellious. "I didn't see myself as a "typist". And the idea to pass the whole day behind a computer, I



couldn't quite imagine."

During the Intensive Introduction she accepted the choice.

"Honestly speaking, I had no idea what the work implied, that I was going to study for. That's why a short period of probation was arranged at Refugee Work", Loes explains. "Here I saw that Secretarial Administrative work is more than I had in mind." Slow but sure, through various conversations too, she became enthusiastic about this professional direction. "Now that it's almost time to go back to school again, I see it coming off at all", she tells.

### Preparation

The six weeks of the Intensive Introduction weren't long enough for her to return to school. Besides at that moment there was no starting moment in the new education. To bridge over this period, the Transition stage for Loes started.

At Eega she has had the necessary preparation, with concern to the professional direction too, for her new education. She had little experience in working with computers. "I knew how to start or stop the computer. I also knew a little about word processing with MS-Office Word, but I learned a lot new tricks. Before that I didn't like to work with the computer. Now I use it a lot more at home too", Loes explains.

### Project

In the project, also through Loes' story, it came forward that the Transition stage is very important and that a number of participants needs coaching at various spheres. The discussion has got under way subsequently, who can fill in which part of the stage best. First it was agreed that Eega should fill in the whole Transition stage. But this appeared not to be logic; as to the competence the ROC's have much more knowledge.

With new people in a Transition stage a new program is made that will be executed partly at the ROC and partly at Eega. At Eega the accent lies on enlarging self confidence,

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physical exertion and relaxation for enlarging the taxability and social skills. This all is meant for learning to coop with the limitation. At the ROC the contents comes up for discussion.

**Transfer to school**

The question whether she felt like going back to school again, Loes answers that she was glad with the extra time before the start of the education. She says that she has got more self-confidence, she has got some professional knowledge that gave her just a start in her new education. "That doesn't alter the fact that I fear the new school, all those new people, a new environment. Eega feels safe, I feel at ease. But I know that after a while I'll feel safe at school again too and I have a mind for it!" she sounds self-confident.

Loes gets the necessary coaching at school in the form of Ambulant Coaching. She'll visit Eega a day every week, too. There she's being trained in personal skills and there are group discussions. "Here we are taught to speak with each other about things", Loes tells. The target of the group discussions is enlarging self-confidence by sharing things with the group members. "In the group are all participants, who have "something", I feel more understood there", Loes ends her story.



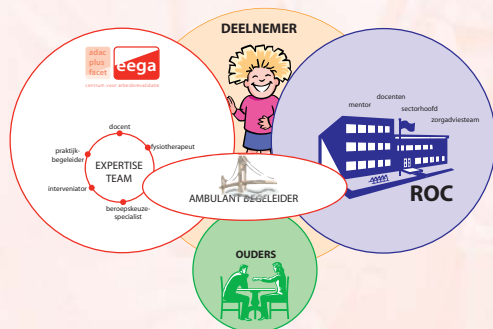
"In the early days my classmates called me **"the zombie of the school"**.  
I came, sit down on my chair and listen to the teacher. Without saying any words I left school. Now I have learned to communicate with the other students.  
The first thing was 'goodmorning'....."

## To school, but with coaching

**The return to the ROC doesn't mean that participation at the project Regular Plus has ended. Extra coaching is necessary for a number of participants to finish school. During the project this is arranged with someone in the function of Ambulant Coach. Someone who controls the progress and has an arranging and controlling role. Has everything been arranged for the participant, is this sufficient, has anything more to be done? Doesn't the participant fall back in his "old behavior"?**

**Think in solutions**

Ambulant Coach is a varied function. The target is building a bridge between the participants, the parents and the teachers. The Ambulant Coach is creative in looking for solutions. There are participants who find it difficult to divide the time when they're at home and so they've never finished their homework. The solution can lay at home where the parents keep an eye on it. But at school too, so that the homework is finished when the pupil goes home. Then room is arranged where the participant can do what has to be done and there's a person, for instance the coach, who keeps an eye on it. For other participants an adaptation in the program has to be realized. Anyway it's important that everyone involved knows how has to be dealt with the participant, how the lessons have to be offered and where extra attention and coaching is needed. The Ambulant Coach has a close relation to participant and the stage. There's a contact about it on a regular basis. "When there's a need to, I go and sit in the class", Machteld Donk says with a smile. But I've an arranging and controlling function in the first place." Machteld is an Ambulant Coach of the ROC Aventus. From the very first moment that a participant starts in the Regular Plus project, I'm involved. The official start is our intake, where is decided whether he belongs to the target group of Regular Plus. Then he's brought under the attention of Eega where an intake follows and often



a participant starts in the Intensive Introduction at Eega. This lasts six weeks and the possibilities are being examined for the person involved. In the third week the "new" direction for the participant is known. At that moment the arranging work for me work starts", Machteld explains. She looks for the right persons within the chosen direction and starts to prepare the people there already. Besides she chooses the possibilities for the participant involved. "When the participant returns to school, I'm the point of address with questions and problems. My experience taught me that listening and attention does a lot already, especially with the target group of Regular Plus. Because I'm involved from the very first moment in the participant, they know me and therefore it's not necessary that he/she repeats his/her story over and over again."

**Network**

"Aventus knows many sectors and divisions. We have mapped out what all these sectors and divisions are. But every sector works in a different way. And every divisions works different too. Properly speaking you need a script to get insight", Machteld explains. She works at the ROC but neither for her all is clear. Because of her former function she always had a lot of contact with the various divisions; now she makes eagerly use of it. Even now she'll go to the various divisions



regularly to give information to teachers and coaches about the Regular Plus project. This gives the project more notoriety and for Machteld it's more simple to approach the right person. "My network was large already, but through this function it's growing more and more! We are now busy too, applying for LGF (special budget for one pupil) for one of the participants. Something that makes that the contacts lie outside the ROC", Machteld explains.

**Personal Development Plan**

During the Intensive Introduction at Eega a Personal Participation Plan is laid. In this plan is described what the coaching of study and personality of a participant is and whether the program needs adaptations. According to this the Ambulant Coach gets busy. At the moment is being worked on giving the coaches of the various Roc's access to the clients system of Eega. They get access then to the data of the Personal Development Plan. With this the Ambulant Coaches get a view of the capacities, the taxability, skills and details of a participant. It has also been described what developments are attainable and in what way it's to be achieved. The way of coaching in study and personality can be found here as well. The greatest asset of this is that everybody works from the same information. About this, commitment has been achieved in the Intensive Introduction or for instance in the Transition stage. "We, as Ambulant Coaches, fill in our experience there to get the picture as complete as possible. Then you can interfere in time when things go wrong", Machteld ends.

## Experiences

**In the project in every field new experiences are gained over and over again.**

**Bed**

In the latest newsletter has been described that a participant with a chronic inguinal problem got a bed at her education. For her this meant the possibility to complete her education. It was successful; now she's in for another education. This is given at another school however, and in another town. Her personal situation hasn't been changed and so, at her new school, has to be looked after a place where she can rest. She will have to travel to reach this school. For her this is a problem. The solution for this is that an apartment had to be found where hot meals are prepared for her. This apartment is in the neighborhood of her new school, so she can make use of her bed if necessary. In good thought a lot is possible, it appears all the time.

**Assen**

As was stated in the latest newsletter, the settlement in Assen is operational. The building has been equipped, the coffee machine has been attached. The first participants have arrived.



Altogether 16 persons have started in the Regular Plus stage; one person started in another training. The other participants are still present. There has been much talk about who belongs to the target group. Because these are the first participants, for all parties in the region it means exploring the possibilities. As a result of this five participants have stopped early. At the start, the process about the target group had to be sorted out in the other regions as well. Because the necessary practical experience is present inside the stage, in Assen too, things became clear soon.



## EU Toolkit

When a project has been financed with money from the European Union there has to be a cooperation with a number of parties in other countries. Exchange of knowledge, experience and new ideas has a central place in it.

Regular Plus has joined C2E2. In it are parties from Sweden, England, Slovakia and the Netherlands.



Within C2E2 four working groups are busy with each an own theme that has to be worked out. Concrete products have to be delivered too. To give form to these products, seminars have to be organized.

One of the products in development is the Toolkit. The Toolkit is meant for professionals, participants and employers. In this Toolkit are products and experiences of participants of the various stages with a limitation. Professionals can find tools here to put in for the target group.

## Registrations

The counter of the number of registrations in the meantime shows 142 (21 February 2007). Here's a summary of where the different participants are now.

From these 142 participants in the meantime a large group (61) returned to a regular education. 48 participants started a new education and 13 participants have returned to their former education. Two participants haven't returned to school but have found a job.



A number of them are in the middle of a stage, for instance in an Intensive Introduction or in a Transition stage. In the Transition stage start participants who can't return to regular education after the Intensive Introduction. The cause of this can be that there's no starting moment of the education. Then they're in for a Transition stage; this is filled in by the Roc. It's possible that for personal effectivity training the participant comes back to Eega.

It's possible too, that someone needs more time to be prepared even better for going back to school again. In that case Eega both cares about the lessons as well as the personal effectivity.

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- ROC Aventus
- ROC Landstede
- ROC van Twente
- ROC Drenthe College
- Gemeente Assen

### International:

- Great Britain: Healthy Minds at Work
- Sweden: FIRE
- Slovakia: Quality in Supported Employment
- The Netherlands: Mission for Mission