



IO4 – Counselling Scenarios / Interventions

Selection of Case Studies

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CASE STUDY 'Planning pathway >Malisa<

Headline and background:

- Date: 18.01.2018
- Name of the organization: ZeMiT
- Name of the project: Symfos
- Name of the counselor: Vesna Cekic
- Name of the client: we call her Malisa
- Basic data of the client (age, school/ job, living situation, counselling setting): 16, finished secondary school, parents house, ZeMiT office
- Name of intervention: planning pathway
- Headline/ question of the intervention: What is the best job for me in the future?

1. Presentation:

Malisa is a 16 years old boy. He finished secondary school in Serbia when he was 15 years old. In the same year he moved to his parents to Austria. With 16 years he attended the evening school to learn German. Now he is visiting a German course. He uses the following symbols:

5 years: (flour) – he ate a big pizza with his friend in the nursery

7 years: (cake) – he remembers his baptism, (eraser) – first grade primary school

8 years: (male figure) – he was playing much with his schoolmates

10 years: (fir) – his first trip with school

13 years: (airplane) – his first time in Austria

15 years: (books) finished secondary school, (red house) – moved to Austria

16 years: (pencil) – evening school, (frog with book) – German course

He explains that he has the following skills and abilities:

(bicycle) good agility, (football) friendly, boxing glove (fast reactions), (car) good attention

Personal characteristics: (penguin) is very slow, (weight) is very shy, (clock) accuracy

He takes the following symbols which can help him in the future: (football) friendship, (clock) accuracy, (bicycle) agility, (car) attention

2. Factual questions: no

3. Perception

5 years: he touched the flour and explained surprised, 7 years: quiet voice, picks up the cake, shows confused on the eraser, 8 years: he laughs, 13 years: touches the airplane, thoughtful, 15 years: takes the red house, turns it back and forth, 16 years: turns the pencil in another direction

4. Interpretation

He is very shy and it was difficult for him to talk about his life. He grew up in a small village with his grandparents. He is not sure about what he can work in the future. He needs to improve his German language skills. He needs much information about professions and education opportunities.

5. Feedback interpretation

I am a very shy person and I never spoke about my past life with others. I need job experience and should improve my language skills.

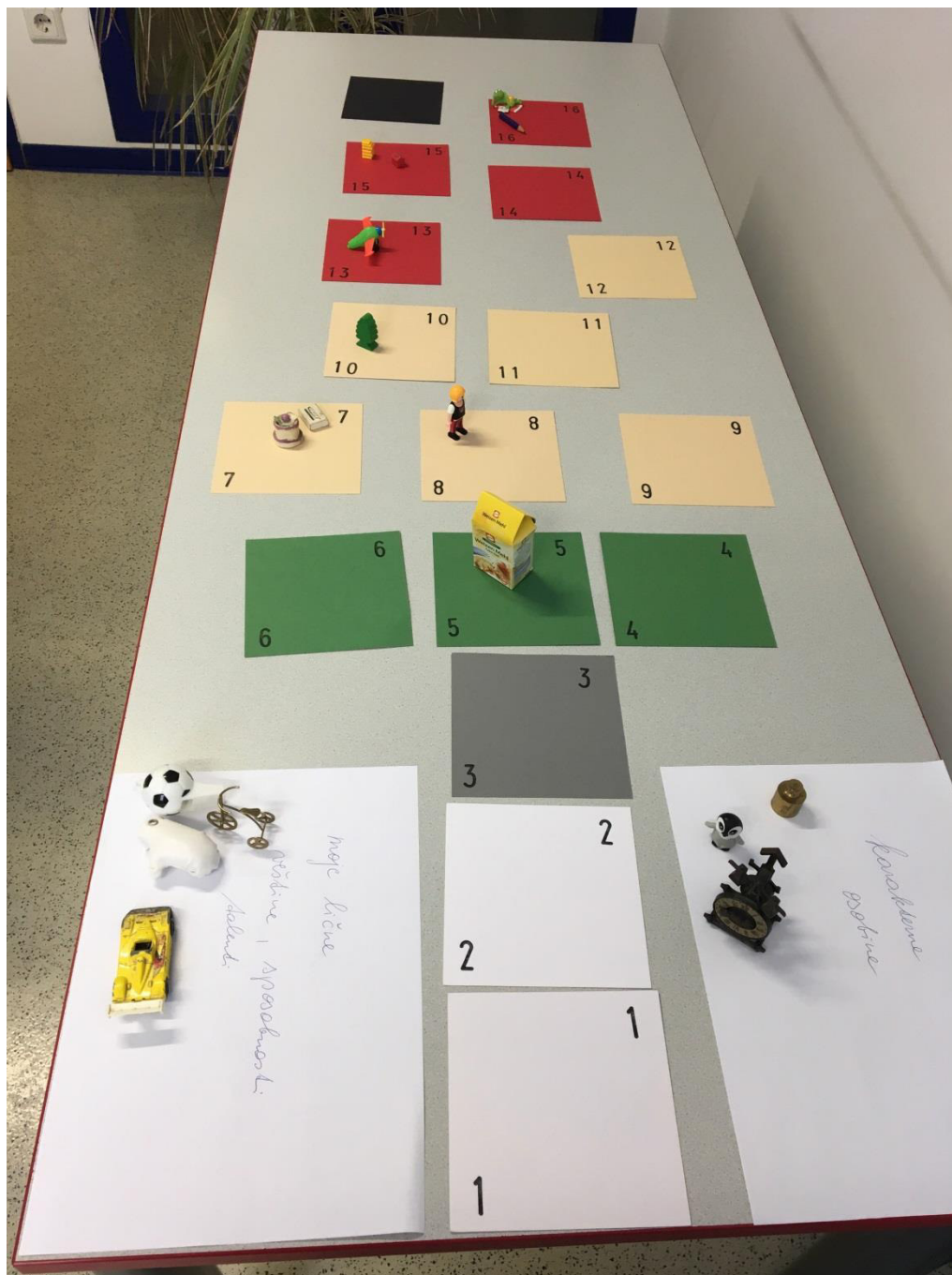
6. Agreement & action-plan

- Changes and decisions in the work
- Agreements
- Action plan
- in future: task of the buddies

He worked 2 weeks as a car washer and 8 days as a tire fitter. Earlier he was interested in car mechanics, less today. Since he is in Austria he didn't find an apprenticeship. He would like to work as a bus driver, but this will be possible when he turns 21. He would like to be a racing driver, but he does not know how to do it. In the next two week he wants to get information about the requirements in a driving school. He knows a friend of his father who is a bus driver and will also talk to him about this profession. He wants to research the internet about the profession bus driver. For now, he will continue to look for some work and gain work experience.

7. Feedback symbol work:

It was not so easy to work with the symbols, but it is an interesting method to work on one's goal.



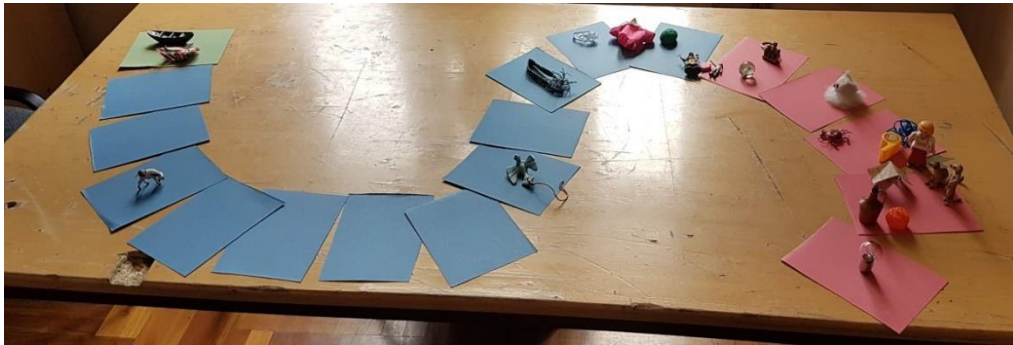
CASE STUDY 'Resource and competence pathway' <Lidia>

Headline and background:

- Date: 17/05/2017
- Name of the organization: HAFELEKAR
- Name of the project: SYMFOS
- Name of the counsellor: Virag Suhajda
- Name of the client: we will call her Lidia
- Basic data of the client (age, school/ job, living situation, counselling setting): 17-year old girl, at secondary-level private institute. Dual citizen, born in the US. Mother died
We have a weekly regular group with three youngsters with the aim of their self-reflection increase.
Last week we had Lidia's case discussed with islands of emotions, and we agreed to have listen to her Life Path.
- Name of intervention: Life Path
- Headline/ question of the intervention: Tell us about your life

1. Presentation: (if possible with photo)

Lidia shared her life path with us. It turned out she was born in the US, and at a young age her mother got cancer, when they moved back. Her mother died when she was 8. Since her early teenage she struggled with depression and mood disorder, and have had very serious problem periods. She had big conflicts with her step mother. In the last couple of years she had found a lot of friends and also was in therapy, and she is much better now, although still struggling with the past. She chose a light bulb to show that she is starting to see the light at the end.



2. Factual questions: (Have there been questions and if yes have they been answered? Just yes or no)
Yes

3. Perception (without evaluation, interpretation...)

Open body position, bending over the symbols. She was touching all the symbols, but the dove (mother's death) and the dog (conflicts with stepmother). She was playing with the marble. She changed the position of the girl figure representing her standing up from depression to the direction of the ending years.

4. Interpretation

Her not touching the dove suggest that she still struggling to find peace with the death of the mother. Her voice and not touching of the dog also suggest that she is still in conflict with the stepmother.

The was she moved the figure moving towards the future is a sign that at that time she chose to look forward to her own goals and life.

Her cuddling the figures for friends (and on one case for love) shows that for her friends mean a lot. As her voice got firmed by the end of the session, it also shows that she is coming out of turmoil.

5. Agreement & action-plan

After having her reacting for our interpretations, first we stood up and went around the table to see from which position the picture feels better. She felt the best from the side from which these years are shown best.

Later she was asked to choose those symbols (of life events) that can give them strength in their goals and future:



She put herself like a choir conductor (the figure representing her with hand towards the figures representing friends). She said she feels much more in power around her life.

She felt happy to share all these things with her friends, and found it very interesting to oversee her life, which also gives her strength.

Fallstudie 'Inseln der Gefühle' >Doris<

Überschrift und Hintergrund:

- Datum: 27.03.2017
- Name der Organisation: Sozialwerk Dürener Christen
- Name des Projektes: Jugend Stärken im Quartier – JUST Nord
- Name der Beraterin: Britta Roszinszky
- Name der Klientin: wir nennen sie Doris (21 Jahre alt; Ausbildung zur Kinderkrankenschwester / Nanny; lebt in ihrer eigenen Wohnung; ist seit über einem Jahr in unserem Beratungsbüro)
- Name der Intervention: Inseln der Gefühle
- Überschrift / Frage der Beratung: Ich werde Mama- Kann ich das?

Ein Volk wird für eine genauere Beobachtung ausgewählt. Es gibt fünf Inseln auf dem Wasser. Auf einer Insel befinden sich drei Figuren. Eine weitere Figur befindet sich zwischen zwei Inseln.

1. Präsentation:

Ich habe die Insel des Vergnügens gewählt, weil ich das Vergnügen der Veränderung spüre. Und es gibt Freude und Glück. Ich freue mich auf die Schwangerschaft. Aber es gibt auch Angst und Sorge. Ich frage mich, ob und wie ich das alles machen werde.



2. Sachfragen:

Frage A: "Wer sind die 3 Figuren auf der Insel der Freude?"

Antwort A: "Das sind meine drei Geschwister. Sie freuen sich auf die Schwangerschaft mit mir und werden mich unterstützen."

Frage B: "und wer ist die Figur zwischen Freude und Glück?"

Antwort B: "Das ist Peter, der Vater meines ungeborenen Kindes. Er freut sich auch über die Schwangerschaft. Aber da er im Krankenhaus ist, hatten wir keine Zeit, um richtig über die Situation zu sprechen. Wir machen es, sobald er wieder zu Hause ist."

3. Wahrnehmung

Du hast deutlich und langsam gesprochen, mit wenig Nachdruck. Während du gesprochen hast, hattest du zwei Figuren in der Hand und hast sie von einer Hand in die andere gelegt. Du hast leise gesprochen, mit wenig Veränderung in der Tonhöhe deiner Stimme. Als du über die Insel der Freude und des Glücks gesprochen hast, war ein kleines Lächeln auf deinem Gesicht. Am Ende, als du über Sorgen und Ängste gesprochen hast, hast du die Figuren in deiner Hand aneinander gerieben.

4. Interpretation

Angst und Sorge sind die dem Ort Doris am nächsten gelegene Insel. Dennoch hat sie ihre Geschichte mit der Insel des Vergnügens begonnen. Ich habe ein wenig von ihren Emotionen vermisst. Ihre Geschichte klang ein wenig trocken und distanziert. Neben Doris' Platz, auf dem Haufen der ungenutzten Inseln, liegt ganz oben die Insel der Liebe. Fehlt hier nicht die "Liebe"? Auf welche Veränderungen freut sie sich? Es ist gut, dass Doris mit der Insel der Freude drei Unterstützer an ihrer Seite hat. Vielleicht kann hier ein Teil ihrer Ängste und Sorgen eingefangen werden? Ich frage mich über die Gestalt des Peter. Sein Platz zwischen den beiden Inseln sieht sehr wackelig aus. Warum ist Peter an diesem Ort? Und gehört er nicht auch zu allen anderen Inseln auf dem Wasser? Was passiert, wenn Peter ins Wasser fällt?

5. Vereinbarung & Aktionsplan

Es gibt Änderungen im Bild. Doris ist nun immer zuversichtlicher in Bezug auf ihre Schwangerschaft. In einem ersten Schritt stellt sie Angst und Sorge auf die Seite. Auf dem Bild bleiben Vergnügen, Freude und Glück. Und Peter erscheint jetzt auf allen Inseln.



Doris erzählt, dass sie lange Zeit darüber nachgedacht hat, ob die Liebe zum Bild gehört und sich dagegen entschieden hat. Jetzt will sie, dass die Liebe auf dem Stoff liegt.



"Es ist ein schönes Gefühl, dass ich schwanger bin und einen großen Bauch bekommen werde. Ich fühle mich erleichtert, dieses Gefühl auszudrücken. **Ich werde "fett" sein, aber voller Liebe**". Zuerst spricht sie diese Worte leise und unsicher, aber immer lauter und selbstbewusster. Schließlich findet die Insel des Stolzes ihren Platz auf dem Bild.



Bist du mit deinem Bild zufrieden? Fehlt etwas? Brauchst du noch irgendeine Form von Unterstützung?

"Es fühlt sich sehr gut an, sich ein neues Bild anzusehen. Ich hole mein Baby. Mit Freude, Stolz und Liebe kann ich es tun. Und natürlich mit der Unterstützung meiner Geschwister. Ich werde mit Peter reden, sobald es ihm wieder besser geht."

CASE STUDY 'Resource and competence pathway' and 'planning pathway' >Jana<

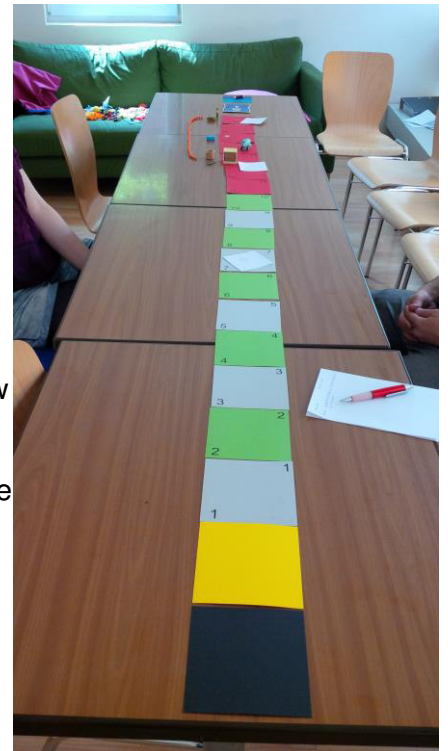
Headline and background:

- Date: 24.05.2017
- Name of the organization: Sozialwerk Dürener Christen
- Name of the project: Lernpunkt
- Name of the counsellor: Anne Mostert
- Name of the client: we call her Jana (17 years, lower secondary school, ninth grade, lives in an resident group with 7 other girls)
- Intervention: Resource and competence pathway and planning pathway
- Headline / question of the intervention: "How do it get to my big dream/aim – to have an own tailor's?"

1. Presentation:

"My aim and my big dream is to have an own tailor's one day. I'm in an internship in a sewing workshop at the moment and I love it. So I put the sewing thread on the blue card. At the beginning I chose the black card because I was a little devil in my mothers belly. It wasn't a good pregnancy. I don't remember anything about the first eleven years of my life. The first thing I really remember is that I got in stress with my mother at the age of 12/13. I felt like in a cage and I had to fight a lot (sword). When I was 14 I drank a lot of alcohol so I thought I could fly (plane). With 15 I got pregnant and lost my baby (star). And I got to know some skills I could do to avoid hurting myself ("skills"-suitcase). At the side there is the pearl necklace which stands for my best friend who is always with me – actually not physical because she doesn't live near but in my heart. Now I am 17 and I am more stable in my personality (lock) and I have to be careful not to give in (cone). There is a approximation to my mother again (clamp) and I am better in school than ever (note with a book on it)."

2. Factual questions: No



3. Perception

The counsellor and the observer tell Jana what they have perceived during her story.

You laughed while you were talking about the difficult pregnancy of your mother.
When you got to the point when you were 12/13 and talked about the stress with your mother you got more serious and didn't laugh anymore. After that point you started smiling and laughing again.
You lifted up the cone several times.
When you were talking about the lock you were calm.
While talking about the clamp you had a more serious voice.

4. Interpretation

Now the counsellor and the observer talk about Jana.

Why does she talk about herself as a little devil?
It is remarkable that the road cards are all lying in a line but only at the point of 12/13 the cards are crooked.
In the lock there is much energy.
It is a typical biography: In the age of 12/13 there is a detachment/separation from family, at 17 approximation again.
Instead of the book she could have chosen more symbols for her actual school career.

5. Agreement & action-plan

The counsellor asked Jana to put all symbols which are important to reach her aim on the parking spot.
Pearl necklace: Her best friend is important for everything she does.
Book: School is necessary to get the graduation.
Sword: To fight for the aim.
Star: Jana can sew something to remember her lost baby which is not that permanent than for example a tattoo, so she can also put it aside to get more distance.
Cone: Don't give in.
Suitcase: To feel secure to have alternatives to hurt herself.
Lock: All her personality. -> **"I have to be me to do my dream job."**

Now the counsellor asked Jana to make a distance between Parking spot and aim. What has to happen until she can reach her aim?

Jana puts 8 carts (years) between it.
1. Candles: lower graduation (in lernpunkt)
2. Diamond: higher graduation (on another school)



3. little button: first year of training
4. middle button: second year of training
5. bigger button: third year of training (after that there will be a big party -> disco ball)
6. Little money
7. More money
8. Good money -> stable independence (balloons -> opening party of her tailor's)

Now the counsellor asked Jana to put stones where she thinks there could be difficulties (stumbling blocks).

1. stumbling block: another big school with many new people can be difficult for Jana
2. stumbling block: Again many new people on the professional school
3. stumbling block: To reach the final exam
4. stumbling block: Finances

-> The size of the stones represent the size of the difficulties.

Resources again: chain, sword, lock, cone

Agreements:

Diagnose and therapy have to be first.

Should Stefan join the next therapy session?

Is the therapist able to make a diagnosis?

What kind of Diagnosis will it be?

Does the diagnosis hinder her to reach her dream job?

Is Jana able to get an own flat/to live alone?

-> This all should be clarified while Jana is in the "secure" lernpunkt.

Next week Jana asks her therapist about Stefan to join the next therapy session (before summer holidays).

Stefan asks Anna (a colleague) about the assisted living.

The diagnosis should be when Jana is 18. (She will be 18 in June.)

The "HPG" (help plan talk) will be in June, the move in an own flat can take place in the summer holidays.

Stefan phones to the Youth Welfare Office or to Jana guardian Hr. Jongen to get to know how the plan is about the own flat.

CASE STUDY 'Resource-/ competence pathway' >Fabian<

Headline and background:

- Date: 31/03/2017
- Name of the organization: Caminos
- Name of the project: SymfoS
- Name of the counsellor: Cristina Escudero Medero
- Name of the client: we call him Fabian
- Basic data of the client (25 years old, waiter in summer, he lives with his parents and his sister)
- Name of intervention: Life Road Map / Resources and competences map
- Headline/ question of the intervention: He would like to live in the country field someday

1. Presentation:

My mother's pregnancy was wanted. With 10 years, I remember childhood as the purest and innocent moment of my life (symbol: soap). At age 11, I had many friends (symbol: toy), at age 12 I lived my first teenage love (symbol: heart). At 16 I started smoking marijuana and hashish (symbol: marijuana). At age 17, I felt I hated everyone (symbol: clothing clips, plaque with text: Die, thank you). At the age of 20, I began to travel to nature, to the countryside, to the mountains, with my van. To live as I have always wanted. And I learned many things (symbol: seed). At age 23, I started drinking alcohol almost daily and I started working in the summer in my parents' bar (symbols: beer stopper, gold piece). With 25 years old, I found zen's philosophy. My skills: I am patient (symbol: tree), strong (symbol: warrior), I don't need big things to be happy (symbol: blue stone), wild as an animal (symbol: animal). Skills: I am strong (symbol: cross), and observer (symbol: whistle), I know how to survive in nature alone (symbol: animal). My goal is to live outside the city, in the countryside, in a self-sufficient way





2. Factual questions: No

3. Perception

He moves his hands all the time. He also moves his feet. When he talks about the moment he started smoking marijuana, he holds his hands. Speaking of the period of 17-18 years, he shakes his head. He talks most of the time without looking me in the eye.

4. Interpretation

C: You haven't talk about your family. Maybe smoking marijuana and drinking beer on a daily basis will not get you to get your target. It is important to consider this aspect of your life. You have the skills necessary to achieve your goal. You have a job too. Do you think the problem is?

F: The problem is, I'm disorganized. I haven't discipline. I don't have stability.

C: Have you ever tried to do something about this?

F: No, I always sleep late, I wake up tired ... This causes me many problems. I don't want do everything I have to do during the day. This makes me sad, so I drink.

C: Your goal is achievable as long as you have perseverance. What do you think you could do about it?

F: I don't know

C: Do you consider it good for you to drink daily and smoke marijuana?

F: I have not smoked marijuana in a while, but I still drink. I know it's not good for me but help me to "survive in civilization".

C: Could you at least think about it?

F: I can try.

C: Do you know the consequences of daily alcohol consumption?

F: Yes, I do.

C: Regarding the disorganization, what do you think you can do?

F: Maybe I could do a month schedule or calendar. But it's too long I think.

C: Many times, it is good to set short-term goals. When we do, we feel good and increase our motivation, so we can continue to set other goals. If you consider that a month is a long time and you won't meet it, what other option do you have?

F: I can try planning a week.

C: When could you do it?

F: Today for example

C: Okay, you do it today. Could you send it to my email?

F: Ok

C: About your alcohol consumption, you could reflect on it and see you the following week. Do you agree?

F: Ok.

5. Agreement & action-plan

Organization of time: planning thinking about his alcoholism and next week talk again about it to try to find a solution.

1. Presentation- Participant 3

- Date: Feb 7th 2018
- Name of the organisation; Ballymun Job Centre
- Name of the project; SymfoS- Symbols for Success
- Name of the counsellor: Aisling
- Name of the client: Isabelle (Not her real name)
- Basic data of the client : 24 year old
- Name of intervention: Life Road Map

GOAL: *The client presents the heading/ topic of his/her presentation.*

To begin work in the IT industry (symbolised by a keyboard)

2. DESCRIPTION: *The client tells his/her story using the symbols displayed.*

Isabelle moved to Ireland when she was 15 with her father (symbolised by an airplane). She had first considered moving to Australia with several of her friends but she could not afford to do this. She agreed to move to Ireland with her father until she earned enough money to travel to Australia. Since moving to Ireland she has gained many years of experience working in the catering industry (symbolised by a cake). She also gained work experience in a casino (symbolised with a dice and poker chip). Isabelle met her partner and they married (symbolised by a heart). She is now looking to move out of the catering industry, as she has developed a shoulder injury and finds the physical work too difficult. She also mentioned that she would like a job with more variety and chance for progression

3. Factual questions: *Record what the observers ask about the meanings of symbols.*

No

4. Perception: *Record what the observer(s) states about the client while the client listens.*

Isabelle had a sombre expression on her face when discussing the financial situation which prevented her travelling to Australia. Her face remained serious when she spoke about her experience in the catering industry. She smiled when speaking about working in the casino and when she met and married her husband.

5. Interpretation: *Record what questions and suggestions the observers make while the client listens but does not intervene in the conversation.*

It was discussed that perhaps Isabelle was seeking a to develop a *career*, rather than simply getting a job. Developing a career may therefore allow Isabelle to gain the progression and variety she seeks. There was also a question regarding Isabelle's intention to remain in Ireland (as opposed to travelling to Australia for example), and perhaps after getting married and becoming more settled Isabelle felt it was the right time to develop a career as she may be intending to stay here long term.

6. Feedback: *Record what the client says regarding the considerations given and a discussion ensues about the steps to achieve the goal.*

Isabelle agreed that she is settled in Ireland and does not have any plans in the near future to travel. She also agreed that this was contributing to her decision to develop a career in which she can

Documenting Life Road Map

progress, rather than accepting short term jobs. Isabelle also mentioned that, as she can speak French fluently, this might help her to gain a position in a larger company.

7. Agreed Actions:

Isabelle agreed to research and create a list of 3 jobs which interested her and she felt like she would be suited to in the IT industry, by looking through a recommended online jobs portal.

Action Plan Agreed

1. She agreed to research jobs within the IT sector online which interested her and would be suited to her
2. She agreed to make a list of at least 3 such jobs and report back to her Guidance officer to discuss this list.

CASE STUDY 'Islands of Emotions' >Laura<

Headline and background:

- Date: March 9th 2017
- Name of the organization: CESIE
- Name of the project; Symfos- Symbols for Success
- Name of the counsellor: Julia
- Name of the client: we call her Laura
- Basic data of the client : 17 year old student, living in mother and baby home. Train the trainer setting
- Name of intervention : Island of Emotions

Topic Explanation: During the basic clearing process the counsellor asked the client if she needed support for the themes connected to the thinner and thin ice on the chart. She selected health. After a short discussion it was suggested she add another symbol representing an obstacle preventing her achieving full health. She picked a stone and placed it on the health theme. She named this as her little diagnosis. She was asked if she would like to discuss the theme further and she was offered two methods, the Planning road or Islands of Emotions. She asked Stefan to choose, he chose the islands of emotions. The counsellor described the contents of Islands of Emotions. She asked her to choose a question. Her question was how to handle her diagnosis. She asked her to make a picture with the material.

1. Presentation:

She laid out the islands in two distinct groups. Most of the ones close to her seemed to be negative emotions. The positive emotions she put at the far end of the fabric. She put a figure on the depression slate, which represented herself. She described her emotions in clear terms identifying her anger, shame, worry, rage, desire, grief, loneliness, anxiety and depression in one group. The other smaller group had happiness, love, joy, proud emotions slates.

2. Factual questions: Yes

3. Perception (without evaluation, interpretation...)

The observers described how she spoke in a serious voice when talking about shame, worry, and rage. She touched and picked up most of the slates and turned them around.

She looked down a lot at the beginning; she changed posture when she spoke about grief. She smiled when she spoke about her boyfriend, but also looked sad and anxious at times. She named him numerous times.

4. Interpretation:

Had not been documented.

5. Agreement & action-plan:

Had not been documented.