



IO2 – Basic Clearing Method

Selection of Case Studies

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CASE STUDY 'Basic clearing' >Karl<

Headline and background:

- Date: 03/05/2017
- Name of the organization: HAFELEKAR
- Name of the project: SYMFOS
- Name of the counsellor: Virag Suhajda
- Name of the client: we will call him Karl
- Basic data of the client (age, school/ job, living situation, counselling setting): 17-year old boy, at secondary-level private institute. Well-off parental background. We have a weekly regular group with three youngsters with the aim of their self-reflection increase.
- Name of intervention: Basic Clearing
- Headline/ question of the intervention: Where are you going?

1. **Presentation:** (if possible with photo)

There were two phases of the intervention: First Karl was asked to choose symbols for the different areas, later the bridges. The opening question: what do you want? Where are you going? I gave an extra area (a black circle) for “anything which is a barrier for you”, with the comment, that this can be put next to any other area, but also separately.

Karl is a 17-year-old boy from a well-off family, still having one year ahead from secondary school.

Karl chose a piece of money and an Eiffel tower for the goal, as his main goal is to travel a lot and have enough money. For his health he chose a bottle as he said he is drinking a lot of alcohol, which he does not consider a problem by now. For his life circumstances (living conditions) he put a small Christian medallion, as he feels it is very good. Previous work: a lego, as he does not yet have too much work experience, but he feels that his experience in a party youth organization can be a good starting block. He gives extra importance for finishing his studies (brain), and for his support from his friends. (Actually his friends were there at the intervention). Heart is for finding someone to love.

For other, he put a small snowball: he thinks he looks quite plain, but he want to be seen like when the snowball is shaken: colourful, dynamic. For “any barrier” he puts a die: the number not important, but it shows that there are also unexpected things that can happen.



2. Factual questions: No

3. Perception

He had a stiff position with crossed legs. He was gesturing usually with his right arm, except, when he was talking about friends. There were not too many facial changes, how voice got deeper and got shaken when he was talking about his friends. He was touching nearly all symbols but the “living conditions” and the die (barrier).

4. Interpretation

While he was talking about his living conditions, he said positive things, but he did not touch, and also it seemed that he has problems on this area, most probably with his parents.

He seemed to be proud for his lifestyle (drinking), as he made statements about it in such manner.

He is very passionate about his friends (as his voice changed, and he touched the figure several times)

While he gives no importance to the number on the die, actually it is pretty high, meaning there might be high risks, it can be turned to one or two easily.

It is a question, whether he wants money for the travel, or money per se is the life goal – it does not seem to be a goal, rather a tool for the goal.

5. Agreement & action-plan

In his reaction, he admitted, that actually he has pressures about his living conditions. This is not at all bad, but he feels inner push to move away from his parents and live independently. Friends are indeed very important.

After the reaction, I asked him to build the bridges to the areas:



As it is visible, he reinforced, that the biggest issue for him to move from the parents (“thin ice”), however it is not yet possible until he finishes school. The second issue was non-healthy lifestyle, but he does not plan to make any

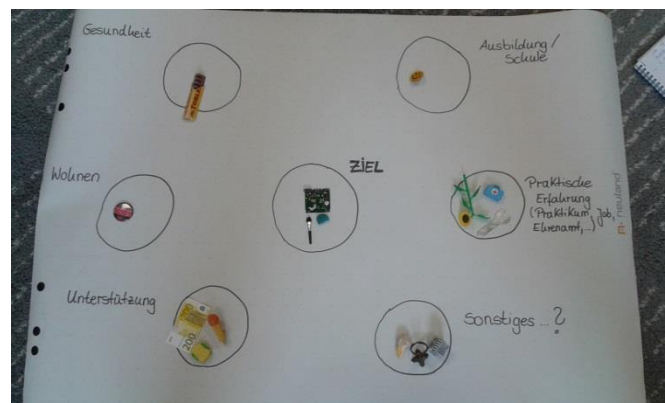
It is still visible, that he has no clear vision of what he wants, but next year actually he plans to go to university (to study political science). We discussed this area.

We decided to go on with the self-understanding symbol work in our series of meetings (next weeks).

CASE STUDY 'Basic Clearing' >Edwin<

Headline and background:

- Date: 22.05.2017
- Name of the organization: Sozialwerk Dürener Christen
- Name of the project: Jugend Stärken im Quartier – JUST Nord
- Name of the counsellor: Britta Roszinszky
- Name of the client: we call him Edwin (20 years; secondary school certificate; first year of training as a social assistant, but no approval for final examination; would prefer to work in the technical graphical area and start a new training ; since a few weeks he lives together with his friend in an apartment)
- Intervention: Basic clearing
- Headline / question of the Basic Clearing process: I would like to start a new education, preferably in the area of graphic design



1. Presentation:

For the area “school” I chose the smiley, as I bring with the school graduation of middle maturity good references.

The doctor's case in the field practical experience stands for my internship in the hospital. The wrench symbolizes my internship in the workshop for people with disabilities. And for my voluntary work in the retirement home I chose the sunflower.

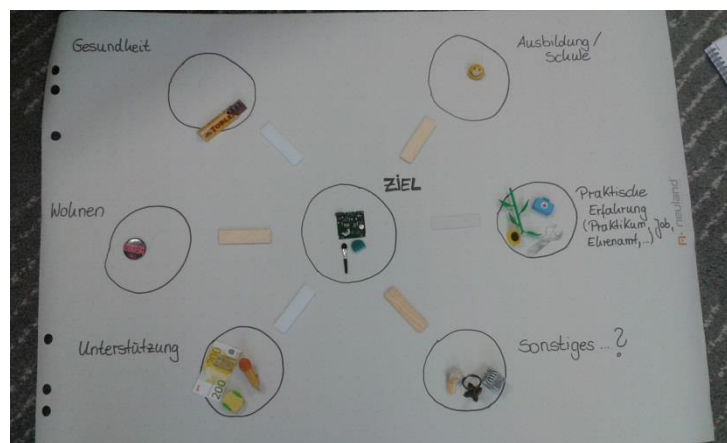
The beach basket, the shell and the Eiffel Tower on the field "Other things" stand for holidays. The move to the new apartment and the time before - it was very hard for me. To recharge my batteries, I need a little time-out together with my girlfriend.

In the area of support the lion stands for my girlfriend, who is always there for me and fights as a lion for me. Without this lion I would not be where I am now. The bill stands for the state services, of which I am currently financing my life. And sometimes when the money gets scarce, also food donations help me that I am full. For this I chose the bread.

With regard to living, I chose the button "off to the sofa", because in the new apartment I feel completely comfortable.

The chocolate in the field of health means that everything is in order.

For my goal, I chose the circuit board for the technical, the eraser and the brush for the creative. I would definitely like to do something creative.



Thick ice: I find the area of education, other things and living with a view to my goal very stable.

Slippery ice: in the field of support, I hope to find even more help with my goal of starting a new training course. And I want to take care of my health.

Thin ice: In the field of practical experience, I have not yet done an internship in the creative field.

2. Factual questions: No

3. Perception

The counsellor tells Edwin what he has perceived during her story.

You spoke very calmly and evenly.

You started with the field of education. As you spoke about the area “Other things” from your holiday plans, you laughed and looked at your girlfriend. Even with your health, you laughed and scratched your arm.

When you talked about your new apartment, your pitch was higher and you smiled and looked up.

Your goal you mentioned as last area and you’ve looked a lot on the poster.

4. Interpretation

Now the counsellor talks about Edwin.

I haven’t quite understood why Edwin has not been admitted to the final exam of his training as a social assistant and why he wants to take a very different path. So far he has had many experiences in the social field. Why doesn’t he build on this?

Perhaps Edwin should consider his goal more carefully. His decision seems to me very spontaneous and not yet thought through. Who can support Edwin more intensively? For example, he can arrange an appointment with the vocational counseling department, where she can find out more about the education and training opportunities that are available in graphic design and where exactly these are offered. At the same time I would advise him to gain practical experience in this field and to look for a suitable internship.

After Edwin has been involved in vocational counseling, she is welcome to continue to plan the next steps with us (for example with the Intervention Planning Road).

Edwin has a good and solid starting point at the area of school with her school leaving certificate. And with his girlfriend, the lion, he has a strong supporter by her side.

5. Agreement & action-plan

Edwin is sure that she does not want to work in the social field.

He will be calling the apprenticeship office tomorrow and arrange an appointment there.

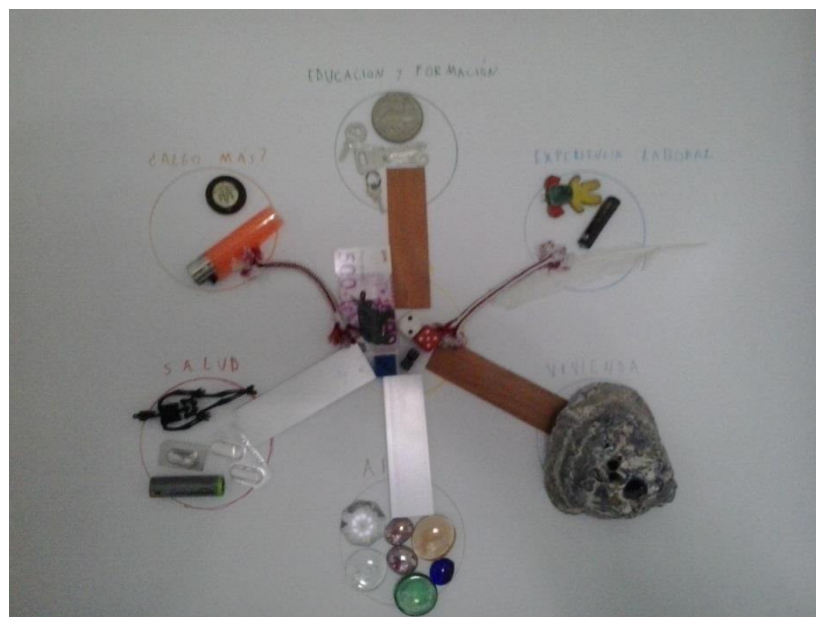
He will report back to me at the office next week to plan the next steps with the planning road. He would like to create a concrete time table with defined steps he wants to take..

CASE STUDY Basic Clearing >Thomas<

Headline and background:

- Date: December 19, 2017
- Name of the organization: Caminos
- Name of the project: SymfoS
- Name of the counselor: Chris.
- Name of the client: we call him Thomas
- Basic data of the client: 20 years old Anatomy student, living with his mother and older brother. For the counselling, the client and me are alone sitting on the floor around the Basic Clearing Sheet
- Name of intervention: Basic Clearing
- Headline/ question of the intervention: 1. Initial aim: To release his own developed Rol Game to the Market.
2. New aim: To get enough money or financial support to release his own developed role game to the Market.

1. Presentation:



- Aim: The toy soldier and dices represent role games in general. The 500€ note (added later) symbolizes the money or financial help he needs.
- Support: The stones represent the people that are important for his goal (family, friends and other contacts). The diamond represents the center he goes to play role). He thinks he has stable support though it is scattered. He still feels sure about it.
- Living: The shells symbolize his home, which he describes as something “good and bad at the same time”. He thinks he needs his home but spending too much time at home could be unproductive. He spends a lot of time at home. That’s why he uses the wooden bridge.
- Job Experience: The battery symbolizes that he needs to “ponerse las pilas” (Spanish expression that translates as “to need to get things done”). The figure symbolizes that he feels that he’s still a bit childish. The feather symbolizes that he is still not ready to work. He feels that he’s not ready to work yet. That is why he uses the wooden bridge
- Education: The keys represent that there are “many doors to be opened”. They represent his abilities. The coin symbolizes that he feels the outcome as random. He says that, in school, he passed or failed due to external conditions (teachers, colleges, luck...) that weren’t under his control. That is why he uses the wooden bridge to represent his feeling of instability in this area. (He is currently studying a Grade in Anatomy)
- What else? The lighter and the marijuana symbol represent the feeling of being surrounded by drugs. While he doesn’t drink, smoke or consume any other substance, his friends and acquaintances do. He feels that it’s something that is “evolving too fast” and he knows that someday it will affect him. He doesn’t feel comfortable with the situation and uses the “thin ice” bridge
- Health: The skeleton symbolizes that his health is not very good (he has high cholesterol and asthma). He uses a battery for the same reason as in “Job Experience” (he needs to get things done). The pills represent that he thinks he will need some sort of treatment in the future. He knows it’s important, but he feels stable (metal bridge) about it. He doesn’t give it much thought.

2. Factual questions: Yes.

3. Perception

From the beginning to the end, he held the same position: he sat in front of the Basic Clearing sheet with his legs crossed and leaning slightly forwards.

When speaking about his aim he touched the dice and the figure and lowered his tone of voice a lot.

When speaking about support his voice went down even more. He touched all the stones. He rubbed his fingers while talking about the people.

When talking about Living he touched the wooden bridge but not the shell (his home).

He touched everything, most of all the battery, when speaking about Job Experience.

When talking about Education he touched all the symbols and rubbed his fingers

In Health, he touched all the symbols. When talking about the empty pill container, he lifted it up and showed it to me, making direct eye contact.

In Anything Else? He touched his face and, for the first time, he changed his posture moving his legs.

The volume of his voice was low but went up gradually up until the end of the session.

4. Interpretation

Chris: His aim seems to be very clear to him. He knows exactly what he wants. His main supports are his contacts: friends and family. I wonder how exactly he thinks they support him.

About his health, he says that he knows it's not very good but at the same time he feels stable about it. I see a clear contradiction and I wonder if he knows of this. I'm interested in knowing the relation between his health and his aim.

He considers that his job experience is unstable because he considers himself immature. He hasn't got much experience yet.

He thinks that, in education, things are out of his control. He says that he trusts his own abilities but at the same time he says that the outcome is random. I wonder how in control of his education he really feels in this moment.

The atmosphere of his home makes him feel uncomfortable. I would like to know, more specifically, how he thinks being at home can be negative to him.

The drug-use around him has a negative effect on him and he's worried about it, though I think maybe he is more worried about other people than the effect it has on himself or on his aim.

During the intervention he has said anything about what he has done up to now to reach his aim. I couldn't see anything related to information or economy. Should it be there? Is this important?

5. Feedback interpretation

T. (Client): About my home, nearly all the work I have done toward my aim has been at home, on my computer. I only write at home. It's just something that has good AND bad effects on me. It's related to my personal development, to being able to go out, express myself. Being at home a lot is bad for me.

To continue with my project and expand it, I need people to try it out and evaluate it.

I still don't see myself ready to have a job yet. After I finish studying I can't see myself working. I think it's because I'm too focused on my aim to consider working.

Drug consumption affects me, so it will affect my aim too.

I'm completely conscious of my health and that I need to think about it more. I don't do exercise to lower my cholesterol and I'm not careful with my asthma. I see it too stable, but I'm not sure...

6. Agreement & action-plan

I invite him to make a change if he wants to. He thinks of it a bit but decides he doesn't want to change anything yet.

He says he needs money, and decides to add a new symbol: the 500€ note that symbolizes "money for his project". The aim has changed: ***To get enough money or financial support to release his own developed role game.***

I asked him where he thinks he can get money from. He thinks that when he finishes studying he may get a job, which will give him some money for his aim, but working will leave him with little time to work on his game. He says that this idea "self-destructs". I asked him what alternatives he can think of. He talked about support, contacts.

He spoke to me about a contact that offered him the chance to present his role game (when fully developed) to other people in a center he owns. As well, he has offered him to contact a company that specializes on realizing role games together and try to make a deal with them. Right now he's helping him get players to try out his game.

He admitted that he's not very close to him because they are not friends. He feels that he speaks to him out of need. I asked him if he has thought of anything that could change the relation between them. He would like to spend more time with him and other contacts but he told me that he only goes there to play role, not to make friends. He has a moral problem: he feels that he would be taking advantage of people. He feels that he would be forcing a friendship for the sake of his goal, though he realizes that not doing is taking advantage as well.

I asked him what is taking advantage and what is not taking advantage. He answered that anything a person does seeks some sort of advantage.

We decided, as a task, to meet up with them this Friday afternoon (22nd) to practice role-playing and stay with them after the game to get to know them better. He thinks he could make better relations with the people who have offered to help him.

I asked him if he had looked for information about economical help for people who create these things. He answered that he has little knowledge of it. I asked him if he can think of anybody he knows that could inform him about this, and he spoke to me about one of his teachers, who works with financial help for different types of projects. Though he feels shy about it, we agreed that he will go and speak to her, explain her his project and ask her for advice about financial help on Friday 22 December in the morning. If he can't find her, we agreed that he will speak to her in her office after the Christmas holidays.

At the end we agreed to meet on Saturday 23 so he can tell me about the outcome of what he will have done on Friday

- Action plan.
 - 1) Friday 22 of December in the morning: Talk to his teacher about financial help toward his project.
 - 2) Friday 22 of December in the afternoon: Go to the Role game center to play role and stay with the people there and with his important contact to get to know them a bit better.
 - 3) Sunday 24 of December: Meet up with me and report the result of what he has done on Friday so I can do a follow-up. Decide the next steps.

7. Feedback symbol work

He thought that it was very interesting and useful. He says he enjoyed the experience and he liked the visual result of the basic clearing (he did a photograph of it at the end).

8. Effectiveness

The process was quite helpful for the client to define his aims very accurately and talk about them (think out loud). He couldn't complete the plan of action because of the Christmas season: the two people he was supposed to talk to were away on holiday. We scheduled to speak again after the first school week of the year (8-14 of January) so he could attempt to contact the same people during this time.

9. Own reflection on counseling process

I think that the intervention was very useful for the client and that he enjoyed it. Though it was very new to him, he understood it quite well and was very active during the session. In this case, I will have the chance to do a follow up and maybe a second counselling session with the same person to see if he has



CASE STUDY 'Basic Clearing' >Lisa<

Headline and background

- Date: May 9th 2017
- Name of the organisation; Ballymun Job Centre
- Name of the project; Symfos- Symbols for Success
- Name of the counsellor: Ruth Brant
- Name of the client: we call her Lisa
- Basic data of the client : 20 year old student, living with parents,
- Name of intervention : Basic Clearing
- Headline / question of the intervention: How to become an Air Hostess

1. Presentation

She said that she would like to be an Air Hostess/Flight Attendant –She chose an Airplane to represent her goal

Lisa said she would like to travel and she thought that becoming a flight attendant would give her the opportunity to do a lot of travelling. She loves flying and has been on a few trips out of country. Her symbol for Education and Training was a Trophy cup. She said it represented her achievement as she obtained her Junior Certificate when she was 15 years old. She did not continue into senior cycle. After being out of school for a while she decided to continue studies in the local Youthreach Centre. She is currently doing a QQI Level 4 course and will be finishing her course in a few weeks. She wants to continue with her studies and is going to enrol for a Customer Service course at Level 5 in Youthreach. She choose a stone with the word BLUR to represent her Job experience. While in Youthreach she has completed 2 weeks work experience in the local supermarket and in a furniture store. She picked a key to represent her accommodation. Her living conditions are stable. She lives with her parents and 2 brothers in the family home. She receives a lot of support from them. She picked scales to show her health is balanced and has good physical and mental health. Her relationship with her family and friends is strong and she picked the heart for her symbol. She gets a lot of support from Youthreach too.

2. Factual questions: no

3. Perception:



She spoke with a low voice, but was very calm. She choose to sit on a chair and at times she kept her arms crossed.

4. Interpretation:

5. Agreement & action-plan:

See below

6. Feedback:

They focused on the themes that Lisa indicated that the connection to her goal was less stable. They discussed her job experience. Lisa said it was daunting starting a new job. She lacks self-confidence at interviews event though she has practiced mock interviews in Youthreach. She said that she had recorded a mock interview for her Level 4 Communications module. She would like to go to college in the future and tends to continue with her studies in Youthreach. A lot of airlines have training programmes, Ruth suggested she could talk to her career counsellor to find out what training she would need to do to become a flight attendant. She mentioned that she had difficulty arriving on time for appointments as she often over sleeps. Ruth explained that the Job Centre run an online project which help clients set goals, she might consider enrolling in the programme to help her improve her time management and set other goals.

AREA	STRENGTH /BARRIER
EDUCATION AND TRAINING	Complete her current studies and enrol in the Level 5 course,
JOB EXPERIENCE	Some Work experience, but needs to get more comfortable with starting new job.
LIVING	Good
SUPPORT	Good support from training organisation and family and friends
HEALTH	Healthy
WHAT ELSE--	Needs to build self-confidence

Action Plan Agreed

1. She will start Customer Service Level 5 next term
2. She agreed to link in with her guidance counsellor in Youthreach to explore training options after she finishes her Level 5 course
3. She will consider linking in with the Job Centre to set goals and in particular to improve her time keeping and increase her self-confidence.

Level of Intervention

Information	<input type="radio"/>	Career Counselling	<input checked="" type="radio"/>	Holistic Support	<input type="radio"/>
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CASE STUDY 'Basic clearing' >Malik<

Headline and background:

- Date: 23th May 2017
- Name of the organization: CESIE
- Name of the project: Symfos
- Name of the counsellor: Julia Isasi
- Name of the client: we call him Malik
- Basic data of the client: 17 years old, 3th year of middle school + internship in a restaurant.
- Name of intervention: Basic clearing
- Headline/ question of the intervention: What to do when I will be 18 years old.

1. **Presentation:** (if possible with photo)

Malik is 17 years old and he is from Senegal. He arrived to Palermo 2 years ago and since this moment he is living in a sheltered housing for unaccompanied minors, but in three months he will be 18 years old and he will have to leave this structure. (symbol: he chooses a clock because he feels pressure about the time) All his family is in his country of origin, so his support in Palermo are some friends, educators from shelter house and the workers on the restaurant where he is doing an internship, with an employment program.(symbols: an airplane because his family is far away and diamond because he considers his family, friends and new supports like a treasure) He studied a little bit in Africa, but in Europe are not recognized, so he is trying to improve Italian language and studying in an adult's school to have the 3th year of middle school.(symbol: paper and chalk represent the school) He is doing an internship in a restaurant and he has some experience as a carpenter from Senegal. (symbols: hamburger represents the restaurant and a piece of wood and the nails represent his carpenter experience) His health is very good, he feels strong and he is a sportive boy.(symbols: a lion because he feels strong and a ball because he likes to plays football) For what else, he tell us about his religion that is very important in his life and football, because this way he socializes with Italian peers. (symbols: he chooses a book to represents his religion)





His objective is to have a job and to go to live with other two friends who are in a similar situation, in three months. (symbols: pan and key to represent his work in the restaurant and his new home.)

- Thick ice stands for: health and what else?
- Medium thick ice is standing: Job experience (because he thinks that there are some possibilities to continuous in the restaurant) and support (because some persons in the restaurant are helping him a lot)
- Thin ice stands for: Education (because he is not really motivated with school, he knows that it is important in Italy, but important for him it's to have a job) and living (because in some months he needs to leave and to have an independent house.)

2. Factual questions: Yes

3. Perception

He is calm during all the tale. He smiles when he speaks about his job and his friends. His voice changes when he speaks about his family and his mother. He is serious when he speak about his experience as a carpenter in Senegal and he touches his chest when he tells us about his religion. He points with the finger the objective symbol several times.

4. Interpretation

He is aware about his situation. He is on the way to be successful in his objectives but he needs the correct support to arrive. He has a good support in the restaurant with his colleagues and his employer and it is good that he wants to work, but he shouldn't forget the importance of the language and of minimum studies license for the future and it is also important that he tries to have a more solid Italian network that can help him in his future and I think playing football it could be a good tool for this.

5. Agreement & action-plan

We will meet the next week again. During this week he compromises to speak with his employer to know if the possibilities in the restaurant that he told about are feasible or not. I will put in contact him with an association helping migrants with his studies (Comunità Exodos). Also during this week he will search some telephones from rented houses and I will help him calling together.

Case Study: Malik's Action Plan

GOAL: to have a job and to go to live with other two friends

Area	Strength/Barrier
Education	Strength: solid relationship with his employers and social workers. Awareness about his situation and possibilities.
Career	
Living	
Support	
How are you?	Barrier: he will have to leave the sheltered housing for unaccompanied minors, all his family is in Africa, he didn't finish

<p>What else? Please elaborate</p>	<p>his minimum studies yet.</p>
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<p style="text-align: center;">Action plan</p>	
<p>Action 1:</p>	<p>To speak with his employer to know if the possibilities in the restaurant that he told about are feasible or not</p>
<p>Action 2:</p>	<p>To put in contact him with an association helping migrants with his studies (Comunità Exodos)</p>
<p>Action 3:</p>	<p>To search some telephones from rented houses and I will help him calling together.</p>

<p>Level of intervention</p>	<p>O Information X Career Counselling</p> <p>O holistic support in the following area:</p> <p>_____</p>
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