

# Join In a Job!

## 6. Intense assessment

**Silvia Exenberger**

Intense assessment needs to be carried out when a moderate or large need for support has been established during initial assessment. In order to focus on the very gist of this issue, we are only going to discuss those thematic areas that turned out problematic during initial assessment.

Intense assessment is consistent with initial assessment. It involves:

- Asking questions concerning the nine areas of life; as opposed to initial assessment, they are more detailed (part I),
- Applying part IV (“the need for actions”) simultaneously with the main questions,
- Creating (part V - at the end, together with the young people) a detailed plan in form of a binding contract (see action plan in initial assessment).

There are some additional instruments in intense assessment, i.e. part II “Worksheets” and part III “In-depth instruments”. Usually, no personal data is gathered as it is often the same institution that carries out initial and intense assessment. If initial assessment has been carried out with a low level of interference and no data has been gathered, it may be done during intense assessment.

In the following chapter, we are going to describe the goals and target groups of intense assessment, as well as its contents and implementation of its five parts. We are going to focus on part I (main questions), so that we can provide the reader with the theoretical background of detailed and in-depth questions. At the end, we are going to present a framework for the implementation of assessment. There is also going to be a presentation of intense assessment within the *Join In a Job!* method.

### 6.1. Goals and target groups of intense assessment

*The target groups* of intense assessment includes those young people who have turned out to need more than just a single consultation and support while looking and applying for a job. *The goals* of intense assessment are to assess whether the need for support is moderate or large. *Moderate need for support* means there are difficulties or obstacles only in areas concerning the labour market. If there are also problems in other areas of life, it means there is a *large need for support*. The additional goal of intense assessment is to create a detailed help plan based on the whole assessment process.

### 6.2. Main questions - part I

In-depth questions concern all areas of life. They may be asked or formulated in any manner. It seems advisable to ask questions in a casual manner, as this way it may be easier to take into account the young person’s language level.

In-depth questions should help to get the idea of the background of the young person’s problem. It should constitute the foundation of a detailed help plan. When discussing the following thematic areas:

- Education and skills
- Work
- Financial situation

Young people also receive additional worksheets (part II) that they are supposed to do as their homework. The counsellor creates the main questions himself or herself, basing them on consultations with experts in particular areas. It is also possible to implement questions from special research questionnaires used in anamnesis and adapt them to the particular client's situation. References to literature we have used are provided in the descriptions of particular life areas.

Descriptions that accompany each life area are meant to inform about what issues are discussed within each of them. Providing theoretical foundations also leads to a better understanding of why certain questions are asked. Some questions concern more than just one life area they refer to. For example, the list of previous places of residence may sometimes allow deducing that the change of place of residence might have somehow influenced the young person's attitude towards the most important person for him or her.

### **Documents and legal aspects**

The first question concerning *documents* refers to the fulfilment of provisions of Integration Agreement. Citizens of third countries who settled in Austria after January 1st, 1998, and had the first settlement permit or settled in Austria after January 1st, 2003, and were granted the first settlement permit, are obliged to fulfil the requirements of the Integration Agreement. Fulfilment of Integration Agreement is necessary, to be granted a settlement permit (see FrG-Novelle 2002/AsylG-Novelle 2002<sup>1</sup>).

The next questions, concerning the possibility of obtaining a permanent work permit or residence permit, indicate that it is necessary to assess the young person's legal status as far as improvement of his or her professional status and settlement is concerned.

Questions related to "Legal aspects" have been created based on a discussion with Bernhard Trummer-Kaufmann, the manager of the Curator's department of the "Neustart" Association in Innsbruck, which took place in February 2006. The session was based on the requirements a young person needs to fulfil, so that he or she can benefit from the association's offer. It allowed creating main questions that can be used to determine the types of infringement of the law that young people commit.

### **Housing situation**

Explaining young people's current and ideal housing situation provides information not only about resources and threats, but also about their sense of reality in this field.

The answer to the question where young people lived until they turned 18 (taken from Dietrich, inter alia 2004) gives more information than just a simple list of previous places of residence. It often turns out that when a young person often moves house, what also changes is the person who is particularly important for him or her, i.e. constitutes his or her point of reference. It may turn out that as a child, this young person did not have the chance to establish a permanent relationship with adults, or even did not trust anyone as he or she did not want to be disappointed again (Zimmermann 1997). From this, we can infer that it will be difficult for such a person to trust the counsellor. Therefore, it is even more important that the

---

<sup>1</sup> (translation) amendment to Aliens Act 2002 / amendment to Asylum Act 2002

counselling work include feasible plans and stability. The counsellor should be careful not to make any promises he or she will not be able to keep.

### **Education and skills**

The “Education and skills” area is divided into three parts:

- School education
- Vocational education
- Skills / competence (additional resources, language)

*School education:* The sub-topic of school education contains biographical questions concerning the young person’s education in Austria and their country of origin. It also provides information concerning fields in which young people showed interest (favourite subjects and/or subjects they were good at) or had difficulties (truancy, number of hours skipped without an excuse, leaving school). It may also show reasons for these difficulties. Particular attention should be paid to the young person’s interests, as they contain potential resources, especially when a young person is willing to develop them on his or her own initiative.

When asking about difficulties, it is important to pay attention to the explanation and remember it for next answers to similar questions. This way, it is possible to discover the main reason of these problems. For example, a young person may lack persistence, find it difficult to obey superiors, have problems with coming to an agreement with peers, or not be able to cope with the intellectual challenge. These answers may provide clues on how to work with the young person and which areas to start with.

*Vocational education:* These questions mainly concern biographical data: finishing or interrupting vocational education in Austria or the country of origin, and finishing or interrupting an educational support programme in Austria. As we have mentioned before, resources and reasons for interrupting education should also be taken into account.

*Additional resources:* They include the young person’s mobility (e.g. the car at his or her disposal), commuting to work and considering a change of the place of residence. Taking part in a competence examination process may also be considered an additional resource. It is important to analyse the results of competence examination together with the young person and, based on them, avoid repetitions in the next counselling steps, such as the professional “must-have” list (see chapter 9). The aim is to show young people that their previous results are taken into account and treated seriously.

*Language:* The aim of this question is to show what languages a young person can speak. It also allows discussing the influence of using or neglecting a language on a young person. For example, if a person clearly prefers a certain language, it means this person feels like he or she belongs to a certain culture. If young people avoid speaking German as much as they can, it may be assumed they feel more connected with their parents’ culture. This statement becomes even more important when we assume that the term “native language” symbolises direct closeness to the family reference framework, within which cultural experiences are expressed with their first language (Schümann/Kracht 1997). According to Rehbein (1986, p. 106), native language is the “carrier of cultural context and knowledge”. What is also emphasised is the fact that the young person may play the role of an interpreter. This fact is really significant for his or her future position. Weisskirch/Alva (2002 in Lustig, inter alia 2004) assumes that being an interpreter is rather harmful than helpful. In such cases, children become not only a language bridge, but also a cultural one. On one hand, they gain much more power than they should have, but on the other, they lose the support of their parents as the people in charge of their life. This is the kind of support they might need when they feel insecure.

The issue of language is a really extensive one and it can be only discussed briefly during intense assessment. However, it provides helpful clues for two other areas, i.e. “Social relations” and “Immigration / life in Austria”.

In all three sub-topics, there is additional reference to worksheets in part II. Questions in this thematic area have been partially adapted from a working instrument for a probation officer (see Dietrich, inter alia 2004).

### **Immigration/life in Austria**

In this part, we are going to deal with the special situation of young people of immigrant origin. Young people are encouraged to reflect upon their immigrant origin, regardless of whether they emigrated themselves or not, or upon their current life in Austria.

*Immigration:* The aim of all questions concerning immigration is not only to present one’s way of perceiving experiences related to immigration, but also to take a look at things from the perspective of one of their important relatives. If there are difficulties in the young person’s family, a change of perspective may make it easier to understand one’s own situation, as well as the situation of other family members. It may also turn out that the decision to emigrate is not an easy one and it has consequences that may influence young people, even if they were born in Austria. (Sluzki, 1979 in Schlippe/El Hachimi/Jürgens, 2004) points out that, especially in the case of immigrant families, repressed feelings of guilt and adjustment of the first and second generation may result in a serious deterioration of family relationships in the third generation.

*Life in Austria:* conversations with young people on life in Austria focus on how they feel in Austria and whom they can turn to for support in case of problems. The question about support provides information on how much they are rooted in their society. Connection with different societies also helps to draw conclusions concerning their mood. In order to find out more details about the young person’s social surroundings, its potential resources and threats, it is advisable to implement social-diagnostic instruments that can be found in part III “Additional instruments”.

Questions concerning immigration are based on questions worked out by Schlippe/El Hachimi/Jürgens (2004), which aim at evaluating the clients’, counsellors’ and supervisors’ placement. Questions concerning life in Austria have been created independently. Both sub-topics have one thing in common, i.e. young people are encouraged to take a look at things from a different perspective or play a different role.

### **Work**

The aim of this thematic area is to find out more about any previous professional occupation of a young person. It is also supposed to check whether young people have any professional goals, if they are feasible and how they overlap with their parents’ ideas. In order to create a chronological list of professional experience, we encourage using the proper worksheet from part II.

### **Financial situation**

The young person’s financial situation provides information on how secure his or her existence is in the longer view. Beginning with the amount of money the young person has at his or her disposal every month, we ask what he or she spends his or her money on, whether he or she has enough money and if he or she has any debts that could make him or her commit a crime, etc. The most important thing is to establish whether the young person can handle money and what he or she can do to secure his or her financial situation. What is also important is how other persons can help him or her. An extensive form (taken from

counselling for debtors, Austria 2006) with a list of monthly income and expenses, can be found in part II of worksheets.

## **Health**

This thematic area consists of six sub-topics:

- Addiction
- Physical illnesses
- Physical disabilities
- Mental limitations
- Difficulties in learning
- Health - others

The aim of this thematic area is to discuss the young people's state of health (physical and mental). If any of the above health issues are present, another way of achieving integration into the labour market should be suggested to the young person.

*Addiction:* We need to say that during first contact or initial assessment young people will probably not admit being addicted to anything when asked about their health limitations. A counsellor needs to draw conclusions from small clues or inconsistencies in other life areas and carefully express his or her suspicion concerning addiction.

Questions asked during intense assessment deal with the type of addiction and its influence on the labour market. Questions also aim at establishing whether young people have already done something to free themselves from the addiction. Even though, according to World Health Organisation, immigrants are considered a risk group when it comes to drug overuse and in Germany fifteen per cent of immigrants are considered endangered (which is three times more than in the case of the rest of society). The topic of "Immigration and addiction" was publically discussed for the first time in Austria in 2005 by the Vorarlberg representative for drugs (see Bittner 2006). The main issue of this topic is prevention and therapy for the addicted. It makes sense, especially if we take into account the fact that present prevention and care programmes are almost non-existent among immigrants (see Bittner 2006).

*Physical illnesses, disabilities and difficulties:* The first goal of these sub-topics is to gather proper personal data. Different questions are asked, e.g. since when the young person has been handicapped. The next important thing is to examine how much health limitations influence his or her introduction into the labour market and how they can be compensated for. There are also questions concerning the scope of health limitations established by professionals (e.g. doctors). In the sub-topic entitled "Mental limitations", young people's self-responsibility is assessed by means of their dreamed-of therapy.

*Difficulties in learning:* Persons who do not meet general intellectual criteria are described as "persons with difficulties in learning" (see integration: Austria/Firlinger 2003). Young people are asked how their difficulties in learning influence their employment, how their problems express themselves and what they do to compensate for them.

*Health - others:* At the end, questions concerning young people's physical awareness are asked. They are asked if they do any sports. Apart from a good mood, there are some more positive aspects of doing a sport: it is possible to be a part of a group or have some sort of a time organisation. Actually, it is really hard to do a sport and behave in a way that is harmful to one's health. Question concerning health insurance provides information on young person's health security.

## Social relations

The areas “Social relations”, “Family”, “Siblings”, “Peers” and “Daily routine, free time, activities” are considered really significant. This area affects young people’s moods. If even personal growth activities (see Dreher/Artmann 1998 in Oerter/Dreher 2002) pose a challenge for young people without an immigrant background (e.g. moving out from the family home, developing a unique identity, development of personal autonomy and independence), then it may be even more difficult for young people of an immigrant background. There is a huge gap between adults and young people, determined by different perception of values, goals and life styles of both groups (see Oerter 1987). The gap between young immigrants and their parents could be even bigger than that between young Austrians and their parents, as young immigrants often follow the example of western culture, whereas their parents live by the traditional values and become helpless when they face their children’s new cultural development (see Bittner 2006). Peers become more important and the influence of parents decreases. This revaluation of social values may cause conflicts. In order to trace difficulties that may arise from the “Social situation”, it seems advisable to use in-depth instruments (part III), such as the Eco-Map and cooperation networks chart.

*Family:* If the counsellor is to get the proper image of young person’s family situation, it is necessary to ask questions concerning origin, education and professional careers of his or her parents. Detailed questions concerning each parent’s biography should indicate how much support parents can offer their children when they have to choose their profession and look for a job. Can parents set an example for their children?

Questions about siblings help to establish expectations that are set for the young person and tasks resulting from these expectations. There are also questions about relationship with parents and siblings. They aim at finding the starting point of conflicts, and a young person’s resources.

*Partnership:* Partnership is also important during intense assessment. Questions are the same as those asked in the case of parents. They aim at establishing whether the particular partner may provide the young person with support while he or she is looking for a job.

*Peers:* According to developmental psychology (e.g. Erikson 1976 in Oerter/Montada 1987), peers are considered very important for young people. A group of peers influences orientation and stabilisation, provides emotional security and helps young people to get free of their parents’ care.

Young people are asked if they have friends and if these friends have an immigrant background. Answers to these questions show the level of young people’s integration with the social network of friends. They also show the culture young people experience. The importance of friends can be seen in the amount of time young people spend with them. The influence of friends on young people can be seen when we take a look at things they do together, but it can be also be inferred from the friends’ education or occupation. The level of acceptance of friends by parents shows potential conflicts between them. The answer to questions about membership in groups or packs is compared to the answer to the first question, i.e. one about friends. It has to be mentioned that a social network of friends and a pack are significantly different as far as their structure is concerned (see Oerter 1987).

*Daily routine, free time, activities:* Questions concerning this sub-topic should provide information about a young person’s typical day. Having asked these questions, a counsellor should know how a young person organises his or her time.

*Social integration:* Social integration within the “Social relations” area refers to the support young people receives from their parents or other persons in the area of work and education.

### **Aid schemes and institutions**

When referring a young person to another institution or counselling centre, it is important to establish what offers of help available to the young person have already been implemented. It is also important to reflect upon what can be considered positive in the particular help offer, and what can be negative. Results of counselling processes that have already been implemented should be taken into account.

### **Key open questions**

All life areas of young people have already been examined. At the end of the counselling process, a young person should have a chance to talk about things that have not been discussed. Perhaps the young person has become more trustful and is willing to say something more.

### **6.3. Worksheets - part II**

There are additional worksheets to areas “Education and skills”, “Work” and “Financial situation”. They may be filled in by young people as their homework, so that they will give them a chronological outline of specific life areas and indicate forgotten resources or gaps (e.g. in education). There are three worksheets for the “Education and skills” area:

- *school career*
- *vocational education*
- *courses, training, other certificates.*

In the “Courses, training, other certificates” worksheet, young people should create a list of all their qualifications. It should include various courses a young person did in his or her free time, taken up because of his or her interests (e.g. painting course). There is also a “Work” worksheet, prepared for the “Work” area. The “Income/expenses” worksheet (taken from counselling for debtors) was designed for the “Financial situation” area. When young people are referred to a counselling centre for debtors, they may be given the filled in worksheet so that they can prepare for the visit.

Young people may not remember all the information and data they need to fill in a worksheet, therefore it should be given to them as their homework.

### **Connection with the professional “must-have” list**

Worksheets “School career, vocational education and work” look different from the remaining worksheets. They are horizontal and half of the page is empty. The remark “Proper resources are provided for in the professional ‘must-have’ list ‘thematic area I - assessing my strengths’” indicates that the professional “must-have” list (see chapter 9) makes use of various worksheets. The aim of the worksheets in intense assessment is to provide information, e.g. since when the young person has attended Volksschule<sup>2</sup>. Professional “must-have” list worksheets also contain questions like “Which subjects did I find the most interesting?” (see chapter 9, professional “must-have” list, worksheet “What did I learn at school?”). The aim of the professional “must-have” list worksheets is to provide information about potential resources of a young person.

### **6.4. In-depth instruments - part III**

In order to find out more about young people’s connection with the social relationships network, their social surroundings, biography and position within the family, counsellors may implement in-depth instruments. Processes presented below have been adopted by Pantucek (2005a). It means some aspects typical of immigrants were added:

---

<sup>2</sup> (translation) equivalent of a primary school

- Eco-Map
- Social relations network charts
- Biographical timeline
- Genograms

Pantucek (2005a) describes these processes as records of information, “Because, first of all, they put information concerning the particular case in a structural form and allow for its assessment” (p. 133). They are helpful when it comes to creating an image of the young person’s situation. Resources and threats are presented in a visual way, constituting the foundation for a discussion between the counsellor and the young person.

### **6.4.1. Eco-Map**

#### **Aim**

Social relations are visualised and assessed (e.g. positive, negative). The division of young person’s social relations is also presented.

#### **Description**

The Eco-Map consists of four concentric circles. The word “I” (meaning the young person) is put in the middle of the circle. Around this “I”, there are people he or she is in the closest relationship with. The next circle contains other relatives and friends. The third circle contains institutions, groups, etc., whereas in the fourth circle, there are systems (legal system, economic aid systems) that regulate the particular culture. Young people write down their attitude towards a given person, institution or system.

#### **Scope of use in intense assessment**

The Eco-Map may be implemented as an in-depth instrument in the following life areas: “Social relations”, “Immigration / life in Austria” and “Aid schemes and institutions”.

The Eco-Map can be also implemented within the professional “must-have” list (see chapter 9, counselling session 3). If Eco-Map is implemented during intense assessment, it may constitute the foundation for further work with the professional “must-have” list.

### **6.4.2. Social relations network chart**

#### **Aim**

The aim of social relations network chart is to visualise support networks and the young person’s connection with the social relations network.

#### **Description**

The “anchor person”, i.e. the young person, is the centre of the network. Young people should present the level of their relations with particular people and put them in one of the following areas:

- Friends
- Family
- School/work
- Professional relations

This instrument may be also implemented in the case of very limited networks.

### **Scope of use in intense assessment**

Just like the Eco-Map, network charts may be also implemented as an in-depth instrument in the following areas: “Social relations”, “Immigration / life in Austria” and “Aid schemes and institutions”. Network charts are better than the Eco-Map, because they allow the young person to see even very weak networks. However, in the case of the Eco-Map, the young person always sees the “full” worksheet that presents all possible connections.

### **6.4.3. Biographical timeline**

#### **Aim**

The aim is to visualise the individual history of the young person. Connection between events is also visualised.

#### **Description**

Biographical timeline consists of nine thematic areas that are more or less equivalent to the areas of the main questions. Young people should “take a step back”, look at their life and, if possible, put particular events from their life into proper thematic groups. At the end of the biographical timeline, they assess their life stages with “smileys”.

### **Scope of use in intense assessment**

The biographical timeline may be implemented within any thematic area, as all life areas of young people are visualised simultaneously.

This instrument corresponds with “My way of life” worksheet, which was implemented in the first counselling session within the professional “must-have” list (see chapter 9, counselling session 1). If the “Biographical timeline” is implemented within intense assessment as an additional instrument, the worksheet “My way of life” should not be implemented within the professional “must-have” list, because these processes are almost identical.

### **6.4.4 Genogram**

Sometimes, the client’s life situation is too complex or new for the counsellor. In order to get the whole picture, it is advisable to draw a genogram. Visualisation will show relationships and allow presenting complicated connections in a simple way (see Schlippe/El Hachimi/Jürgens 2004). According to Pantucek (2005), there is a risk that working with a genogram may divert the client’s attention from current possibilities, as it focuses on relationships that constitute his or her background. Therefore, a genogram should be implemented in a therapeutic rather than social setting. Within intense assessment, a genogram should be used more as a simple note-taking tool rather than starting point for extensive discussion of family history.

#### **Aim**

Writing down family relationships. We focus on people’s biological origin, their past and relationships that result from it.

#### **Description**

The genogram’s legend is used to create a genogram. This tool may be prepared together with the young person’s family, but it is not necessary. Creating a genogram always starts with his or her closest family. This tool is useful as an easy note-taking instrument that explains family relations. It may also constitute a starting point for an extensive analysis of client’s family history.

### **Scope of use in intense assessment**

The genogram may be implemented within the following thematic areas: “Immigration / life in Austria” and “Social relations”.

### **6.4.5 Need for support - part IV**

Just like in initial assessment, intense assessment also employs the main questions (part I) and the need for support (part IV). All nine thematic areas of the need for support correspond with a number of the main questions. Therefore, a counsellor may take notes concerning various thematic areas while asking the main questions.

“Need for support” worksheets in initial and intense assessment have the same goal, yet they are not identical. The difference is not only in the way they look, but also in their contents. They are of different size and they have a different page orientation. The “Need for support” worksheet in intense assessment consists of two horizontally oriented pages. Additional space is useful for writing down the “client’s point of view” and “counsellor’s point of view”. It means it is possible to take into account different ways of perceiving single thematic areas. There is also some additional space in each thematic area, where external notes can be written down (e.g. psychological opinions).

### **Taking into account three perspectives**

In the best-case scenario, there are three perspectives for each of the life areas. Presentation of the point of view of a young person and of a professional is perceived as an opportunity to see alternative actions in multi-perspective light (see Wolf 2002). The difference in division of power between the counsellor and the young person may be relative, because if a problem is seen in a different way, he or she has to present his or her point of view, which is not perceived as “the one and only”. Not all young people present, or are able to present, or defend, their point of view in front of a counsellor. It depends on the young person’s personal and psychological mood, but in some cultures objection is also perceived as something bad, so they often simply avoid it (see Handschuck/Klawe 2006). It is important that the counsellor be able to understand the problem in spite of cultural differences. It may even be considered a requirement for a counsellor (see Schlippe/ ElHachami/Jürgens 2004). Documents may provide an objective view of difficulties in understanding, or they may present different views in a different light. For example, the psychical mood assumed by the counsellor, (“this one’s depressed”) is confirmed or refuted by proper opinions.

### **6.5. The help plan - part V**

At the end of initial assessment, a counsellor and a young person create an action plan consisting of particular actions. The aim of intense assessment is to create a detailed help plan.

#### **6.5.1. Tasks of action plan**

Four important tasks of the help plan mentioned by Reis (2003b) refer to planning help within Case Management. They are also coherent for the help plan in intense assessment, and this plan is considered an integral part of Case Management within the *Join In a Job!* method. That is why we describe these tasks below.

## **Planning process**

If the young person and the counsellor are unanimous when it comes to presenting perspectives in various life areas, the gathered information may be turned into a planning process.

## **Professional, time and social level**

The background of a young person's problems allows setting the main goals, transitional goals and tasks, or goals of actions. These goals are put in a time structure. As far as the social level is concerned, young people receive an explanation concerning what persons or institutions should be taken into account to carry out the help process.

## **Binding nature**

The help plan is a binding document, because it becomes a contract that is put in the form of an agreement or oral arrangements. It is important to mention the conditions of abidance or breach of the contract and possible sanctions.

## **Quality control**

The help plan contains important elements of quality control. Counsellors have to predict a time range and regularly control the process of planning. If there are problems when help is being planned, there may be some unpleasant questions. Planning help also allows the counsellor to carry out self-evaluation.

The help plan as quality control refers to case managers rather than counsellors, because case managers take care of young people until they achieve their transitional goal, whereas most counsellors do not have the time for that.

## **6.5.2. Elements of the help plan in intense assessment**

The help plan consists of a primary main goal and several transitional goals that are also divided into particular tasks. All tasks and goals are placed in a single, set time structure.

### **Main goal**

As far as the main goal is concerned, intense assessment corresponds with the *Join In* project, i.e. integration of young immigrants into the labour market. This main goal is a long time ahead, especially for young people with a large need for support. The main goal is divided into several transitional goals.

### **Transitional goals**

Transitional goals refer to nine life areas included in main questions. For example, if the young person's housing situation is endangered, then the transitional goal (taking into account the main goal) is to secure this situation so that the young person's existence may be stabilised. If there are several transitional goals, it becomes necessary to put them in the proper order, beginning with the most urgent ones. Existential matters always come first. To achieve a transitional goal, several steps are planned and put in form of tasks.

### **Tasks**

Tasks are milestones set to achieve a transitional goal. They should be relatively easy to reach, because they allow young people to experience the feeling of success, which is very motivating.

In the case of transitional goal "Securing housing situation", a young person's task may be to arrange his or her temporary flat within the time limit set by the counsellor (setting the date is the counsellor's task). This example shows that there are tasks for both the young person and the counsellor. The division of tasks is a result of negotiations. The counsellor needs to use

his or her intuition during these negotiations, as they should constitute a mixture of support and demands. The young person should not be overburdened.

### **Time management**

In order to allow the young person to achieve the goal and fulfil the task, a deadline should be set in the appropriate column. It is set within the hierarchical division of transitional goals for the first transitional goal and its tasks. When the first transitional goal has been achieved, a deadline is set for the second transitional goal and its tasks.

As mentioned before, the intense assessment help plan is perceived as a part of Case Management conception within the *Join In a Job!* method.

## **6.6. Setting out time and the amount of time**

### **Single setting**

Just like initial assessment, intense assessment has been created for individual counselling; therefore, it should not be used in a group setting. Questions asked during intense assessment are in-depth and very personal. They should be discussed between the counsellor and the young person, if the counsellor was able to gain the young person's trust during initial assessment.

### **Important persons in intense assessment**

Parents or other important persons should not be present when main questions are asked. Their presence could induce young people to give answers that are socially desirable. Also, it is difficult to talk about attitude towards a particular person (e.g. "What's your attitude towards your father?") if this person is present.

Parents or other important persons may be present when working with a genogram, and that is when they can be invited.

### **The room**

Intense assessment should be carried out behind closed doors, in a room without any interference. This allows young people to be honest and confide in the counsellor. It is possible only when there are no phones or other external factors interrupting the young person.

### **Language level**

Just like all other instruments of the *Join In a Job!* method, intense assessment was created in German. If intense assessment cannot be performed in German, there should be a translator in the counselling centre or the young person should be referred to a counselling centre that can carry out the counselling process in his or her language. While using an interpreter, the counsellor should make sure he or she does not interpret word after word, but convey the message. A German-speaking counsellor will not understand the sentence "I have caught a cold to my head" if he or she does not know it means, "I have gone mad!" (Schlippe/El Hachami/Jürgens 2004, 80). When choosing an interpreter, it is also important to take into account his or her sex.

### **Voluntary attendance**

If the first contact of the young person with the counselling centre was involuntary, the next meeting should be voluntary. Based on limited trust and a nice atmosphere of the initial assessment session, it can be established that the young person will be willing to undergo intense assessment. If that does not happen, the counsellor has to spend some time building the young person's trust.

### **Anonymity**

The contents of intense assessment should remain anonymous. When referring a person to another counselling centre, he or she should be given his or her initial assessment form or decide whether data gathered during initial assessment should be passed to that place.

### **Amount of time**

Depending on the number of life areas to be discussed, intense assessment lasts about one and a half or two hours. However, just like in the case of initial assessment, there is no fixed time limit. If young people want to discuss some areas in a more detailed manner, they should be allowed to do so.

In most cases, an additional meeting is set, so that the worksheets that young people are asked to fill in at home can be discussed. Sometimes it is necessary to implement one of the in-depth instruments during the next meeting. They may be also implemented during first intense assessment meeting.

## **6.7. Connection with the general process**

At the end of intense assessment, it should be established how to work with the young person. Depending on whether he or she needs intense counselling on integration into the labour market, or long-term care, the professional “must-have” list or Case Management may be offered.

### **Moderate need for support**

Intense assessment deals with those life areas that have turned out to be problematic and difficult during initial assessment. However, during intense assessment, it may turn out there are relatively easy solutions to some of these problems, while real difficulties are those related to the labour market. In such a case, young people have a moderate need for support and they are offered help from within the professional “must-have” list. The need for support and the gravity of the problems depend on the general context of these problems. For example, lack of family support does not necessarily mean young people need large support. Lack of support may become a real problem when young people are in debt, have no place to live and their social relations network is non-existent (see chapter 1.2).

### **Large need for support**

If problems brought up during intense assessment turn out to be serious and related to several aspects of life, it means young people need large support to achieve integration into the labour market. Long-term care is necessary in such cases. In order to provide proper and systematic care, that focuses on the essence of the problem, and takes into account the mobilisation of resources, Case Management approach has been created. In the case of young people who need care, the most important thing is social integration that needs to be achieved before integration into the labour market. The long-term goal has to be achieved in a roundabout way.

The professional “must-have” list has been thoroughly described in chapter 9, whereas chapter 10 contains a presentation of Case Management method. Intense assessment and in-depth instruments can be found on the attached CD-ROM. To allow for voluntarily proper implementation of the process, the CD-ROM also contains a checklist.

## 6.8. Case study of Basma<sup>3</sup> - creating help plan

As we have already mentioned in chapter 6.9, we cannot present the whole intense assessment process. Below, there is a detailed help plan prepared by Ms Yigitsoy and Basma. It is based on information gathered during initial assessment (see chapter 6.9).

---

<sup>1</sup> name has been changed

## Help plan for Basma

| <b>Intense assessment – designed help plan</b>                                                                                              |                                                                           |                 |                                                                |                 |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------|----------------------------------------------------------------|-----------------|
| <b>April 2<sup>nd</sup>, 2007</b>                                                                                                           |                                                                           |                 |                                                                |                 |
| <b>Main goal: Begin education to become a nursery teacher</b>                                                                               |                                                                           |                 |                                                                |                 |
| <b>Transitional goals:</b>                                                                                                                  |                                                                           |                 |                                                                |                 |
| <b>Transitional goal 1: Participation in a German course</b>                                                                                |                                                                           |                 |                                                                |                 |
|                                                                                                                                             | <b>Client's task</b>                                                      | <b>Deadline</b> | <b>Counsellor's task</b>                                       | <b>Deadline</b> |
| 1. Task:<br>Find a proper course of German (not too expensive, it should start as soon as possible) – address, name of school, phone number | Find a proper course.                                                     | 23 . 4 . 07     | Find a proper course.                                          | 23 . 4 . 07     |
| 2. Task:<br>Visit Ms Yigitsoy.<br>Create a list of proper courses.                                                                          | Compare search results.<br><br>Create a list of phone numbers (together). | 23 . 4 . 07     |                                                                | 23 . 4 . 07     |
| 3. Task:<br>Contact organisations offering German courses (see: list).                                                                      | Call two organisations and write down their answers to questions.         | 07 . 5 . 07     | Call the remaining organisations and write down their answers. | 07 . 5 . 07     |
| 4. Task:<br>Meet Ms Yigitsoy and compare answers.                                                                                           | Decision to enrol for a course, over-the-phone application to the course  | 07 . 5 . 07     | Act a scene before the phone talk                              | 07 . 5 . 07     |
| 5. Task:<br>Create a list (organisation, address) to look for jobs other than a nursery teacher                                             | Together                                                                  | 07 . 5 . 07     |                                                                | 07 . 5 . 07     |

| <b>Transitional goal 2: Job alternatives to being a nursery teacher</b> |                                                                                                             |                 |                          |                 |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------|--------------------------|-----------------|
|                                                                         | <b>Client's task</b>                                                                                        | <b>Deadline</b> | <b>Counsellor's task</b> | <b>Deadline</b> |
| 1. Task:<br>Look for jobs similar to a nursery teacher (see: list 7.5)  | Look for similar jobs                                                                                       | 23 . 5 . 07     | Look for similar jobs    | 23 . 5 . 07     |
| 2. Task:<br>Visit Ms Yigitsoy                                           | Compare search results and make the decision what education is possible and when it should begin (together) | 23 . 5 . 07     |                          | 23 . 5 . 07     |

|                                                      |                                              |                           |                          |                           |
|------------------------------------------------------|----------------------------------------------|---------------------------|--------------------------|---------------------------|
| 3. Task:<br>Prepare for a visit at the Labour Office | Together                                     | 23.5.07                   |                          | 23.5.07                   |
| 4. Task:<br>Visit the Labour Office                  | Visit the Labour Office on the set day       | Not later than on 18.6.07 | Set a date; inform Basma | Not later than on 31.5.07 |
| 5. Task:<br>Visit Ms Yigitsoy                        | Discussion on the visit to the Labour Office | 26.6.07                   |                          | 26.6.07                   |

### Transitional goal 3: Extending social relations network

|                                                                    | Client's task                                                                                                          | Deadline | Counsellor's task                                            | Deadline |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------|----------|
| 1. Task:<br>Look for organisations that offer free time activities | Look for organisations that offer free spare time activities                                                           | 11.7.07  | Look for organisations that offer free spare time activities | 11.7.07  |
| 2. Task:<br>Visit Ms Yigitsoy                                      | + compare search results and choose one organisation (together)<br><br>+ choose and get in touch with one organisation | 11.7.07  |                                                              | 11.7.07  |

| <b>Transitional goal 4: Providing parents with general information on the education system and the education necessary to become a nursery teacher</b> |                                                                           |                           |                                                                                                                    |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------|
|                                                                                                                                                        | <b>Client's task</b>                                                      | <b>Deadline</b>           | <b>Counsellor's task</b>                                                                                           | <b>Deadline</b>           |
| 1. Task:<br>Set a date for a meeting with Basma and her parents                                                                                        |                                                                           |                           | Phone talk                                                                                                         | 05.9.07                   |
| 2. Task:<br>Hold a meeting with Basma and her parents                                                                                                  | Presentation of her dreamed-of job and reflection on how parents can help | Mid-September 2007        | Presentation of how Basma can become a nursery teacher + explanation of recognition of Turkish school certificates | Mid-September 2007        |
| <b>Transitional goal 5: Meeting the requirements necessary to become a nursery teacher</b>                                                             |                                                                           |                           |                                                                                                                    |                           |
|                                                                                                                                                        | <b>Client's task</b>                                                      | <b>Deadline</b>           | <b>Counsellor's task</b>                                                                                           | <b>Deadline</b>           |
| 1. Task:<br>Meeting the requirements necessary to become a nursery teacher                                                                             | Visit the Labour Office                                                   | Mid-October 2007          | Support                                                                                                            | Mid-October 2007          |
| 2. Task:<br>Professional "must-have" list                                                                                                              | Participate in the professional "must-have" list                          | October – December 2007   | Plan and implement professional "must-have" list                                                                   | October – December 2007   |
| 3. Task:<br>Check whether the job of a nursery teacher is the right one                                                                                | + look for a place to undergo teacher training<br>+ set a meeting         | Mid-December 2007         |                                                                                                                    | Mid-December 2007         |
| 4. Task:<br>Write an application to undergo nursery teacher practice                                                                                   | + create (together) and send a CV                                         | Beginning of January 2008 | Assist Basma when she writes her CV, proofread it                                                                  | Beginning of January 2007 |

**Referral to:** Labour Office

---



---



---

**Need for support**

moderate need for support

large need for support

**Figure 13: Intense assessment – help plan**

The above plan was created together with Basma on April 2nd, 2007. Transitional goals have been intentionally put in a chronological order, as Basma is not used to “simultaneous” work. The steps of the intense assessment action plan have been extended and changed. Parents were involved so that they could be informed about the education system in Austria, in

particular about the education necessary to become a nursery teacher. This step was considered particularly important by Basma and Ms Yigitsoy, because Basma's parents wanted to support her and this knowledge allowed them to do so.

Between October and December 2007, the professional "must-have" list will be implemented. Basma's resources and her aptitude for the job of a nursery teacher should be properly worked out. In October, Basma is also going to find out when the next course for nursery teachers begins. A visit to the Labour Office should allow her to find out what support is possible as far as the cost of the course is concerned.