

Appendix 5.2: Case Study Report 2 Tish

Tish is of New Zealand Māori descent. He is 11 years old, & lives in Northbush, a small rural township with his father Sam, his stepmother Hannah, his older brother, & 2 older step sisters.

During the school holidays Tish usually stays with his mother & her new partner in the city. Sometimes Tish & his family stay at his grandfather's place at a beach up north.

Tish has a pet dog (Shazza) & a pet lamb.

Two years ago at age 9 years Tish sustained a severe TBI in a car

accident on his way to rugby practice.

His GCS was 8/15 at the hospital. He was in a coma for 3 days, & was hospitalized for 4 weeks before being discharged home.

Tish has now returned to full time attendance at Northbush primary school, & is in Year 7. His friends are Teri, Ethan, Hemi & Jonathan.

Before the accident Tish was a keen rugby player. He is proud of his cousin who plays rugby at a provincial & national level.

Playstation Mates

My bestest game would be Getting Up Under Pressure.... It's got this fella in it. He shoots & fights & runs around & does missions & all that. He goes in to wars.... Not in a gang, he's just got mates walking around with him. Oh, he's got this house, this old gallery thing, & then that becomes his place where he is, chills out. And he's got heaps of mates in there (Tish, CI, pp. 40-41).



Satisfaction

I asked Tish about surf-casting when they visited his grandfather. 'How many Kahawai did you catch last time?' [Researcher] 'I caught five. And my sister caught one & Hannah caught one & Dad caught, oh my granddad caught one I think or two.'
'You caught the most in other words' [Researcher]. 'And in one day too! ... And then I catch some more & I caught, oh I caught actually seven. I caught, I caught five on one day & then two on the next day' (Tish, CI, p. 34).

Case Two: Tish

Contents of Case Study Two

- Introduction to Tish. The poster Tish made about his occupations.....
- Contents of the case study. Key to the abbreviations used to identify quotations.....
- Display of participants & data sources in the case study. Quotations provide information about the data..... sources & Tish
- Timeline of key events since Tish’s accident.....
- Tish’s shared occupations. Quotations illustrate some of the occupations.....
- Diagram: Important aspects of Tish’s participation.....
- Discussion: Important aspects of Tish’s participation: The concepts in the diagram are explained & illustrated
- Qualifying the problematic situation.....
- Solutions to the problematic situation.....

Page

1
2
3

5
6
7
8
18
20

Key to Colors for Participation	
Green	Family
Yellow	Community
Blue	School
Pink	Rehabilitation (medical)

Key: Abbreviations used in citations of data sources for Tish’s case study

R	Researcher	Obs CV	Observations Classroom Visit
PI	Parent Interview (Sam & Hannah)	Obs MT	Observations Manual Training Visit
ChI	Child Interview (Tish)	Obs KH	Observations Kapa Haka Performance
TI	Teacher Interview (Tanya, Miss K)	Obs R	Observations Junior Rugby Game
TAI	Teacher Aide Interview (Susan)	Rehab EBRA	Rehabilitation Document: Education-based Rehabilitation Assessment
		Rehab PCR	Rehabilitation Document: Training for Independence Program Completion Report
		Rehab SPR	Rehabilitation Document: Speech & Language Pathologist Report

NB: Demographic details, including dates & the gender of some participants have been altered throughout the case study to support participant confidentiality

Contents & Key to Abbreviations & Colors

Sam & Hannah. Tish's father & stepmother

Married 8 years: Blended whānau - 2 boys, 2 girls. Tish is the youngest child. Sam - logging truck driver, previously coached rugby. Hannah - full time shop assistant, coaches girls hockey. Live on lifestyle block. Both grew up locally. Whānau support from aunties, & grandfather.

The Red School Bag

"He was still lying on the ground. They'd pushed the car back off him. As soon as I saw his red bag lying on the road, that's how I knew it was him. I flew with him in the chopper. They took him. Wheeled him in to this room, Ripped everything off him, stuck a tube down his mouth.... His head had swollen, like the inside all swollen" (Sam, PI, pp. 11-12).

The Key to his Health in a Bombshell

"[Identity excluded for confidentiality] is the key to his health in a bombshell. They could make it easier if they listened to, how we set the boundaries.... The youth leave gangs in another area of the country.... He comes home with the scarf on.... They hang out with hoods there. These people in Northbush love him.... If he was to turn into a mongrel mate, they wouldn't want to know him" (Sam, PI, pp. 89-97).

Tish: Introduction & photograph-taking session Interview & poster-making session

"I went to the disco ... it was cool ... I was just sitting there mostly playing with my phone ... I haven't got any credit now ... I've got hardly anyone to text anyway" (ChI, pp. 50-51).

Tanya (Miss K.) : Tish's Teacher

Age 23, 1st year of teaching. Grew up in area & attended Northbush school. Mother works in school office, father on school board. Boyfriend plays provincial rugby. School trip to city planned later in year.

Learn Together

"That's the dynamic in the room.... The kids ... really care about each other... you try & build that up.... That we're a team.... It's only going to work if we're going to learn together & help each other.... They don't treat him differently, they know he's got a different situation" (Tanya, TI, pp. 11-12).

Susan: Tish's Teacher Aide

Has worked with Tish 18 months. Mum to 3 teenage children. Employed 25 hours/week. Previous teacher aide experience with children with learning delays. Tish now attends remedial maths & electives without her support.

Going with the Flow

"That's our Tish, just goes with the flow. Unless he knows he can do something really, really well, he's just quite happy to hang, & go with it" (TAI, pp. 30, 34).

Researcher Visit to Kapa Haka

Tish plays a lead role in the performance.

Welcome

“A stately, middle-aged woman enters the marquee.... When the third group moves into position on the stage, the woman rises to her feet & performs a karanga which is strong & moving. The audience quiets to listen. As she finishes men move from the audience ... and spontaneously perform a haka to signal a welcome. A shell is blown in a lingering trumpet note by one of the children.... The compere talks of the way that these performers all belong to each other through being born on the W. harbour. I too am from the harbour, & although I am Pakeha, feel kinship or connectedness through place.... Whānau have travelled many miles to see and hear their children perform. There is such a sense of pride in the kids, but also of enjoyment & fun at being together & creating this special day together, membership of a big family” (Obs KH, pp. 3-4).

Researcher visit to Junior Rugby Game

At Coronation Park. Tish wears head gear, & plays in the forwards. The coaches & others are aware of Tish’s injury & concussion risks.

Researcher Visit to Room 4 Classroom

The class comprises 32 Year 7 children from diverse cultures & ethnicities. I observe physical education, writing & reading sessions.

Researcher visit to Horticultural Manual Training Class

Northbush secondary school. There are 20 boys & girls in the class. The teacher is Mr W. He was previously employed at the local hardware store.

A Small Community

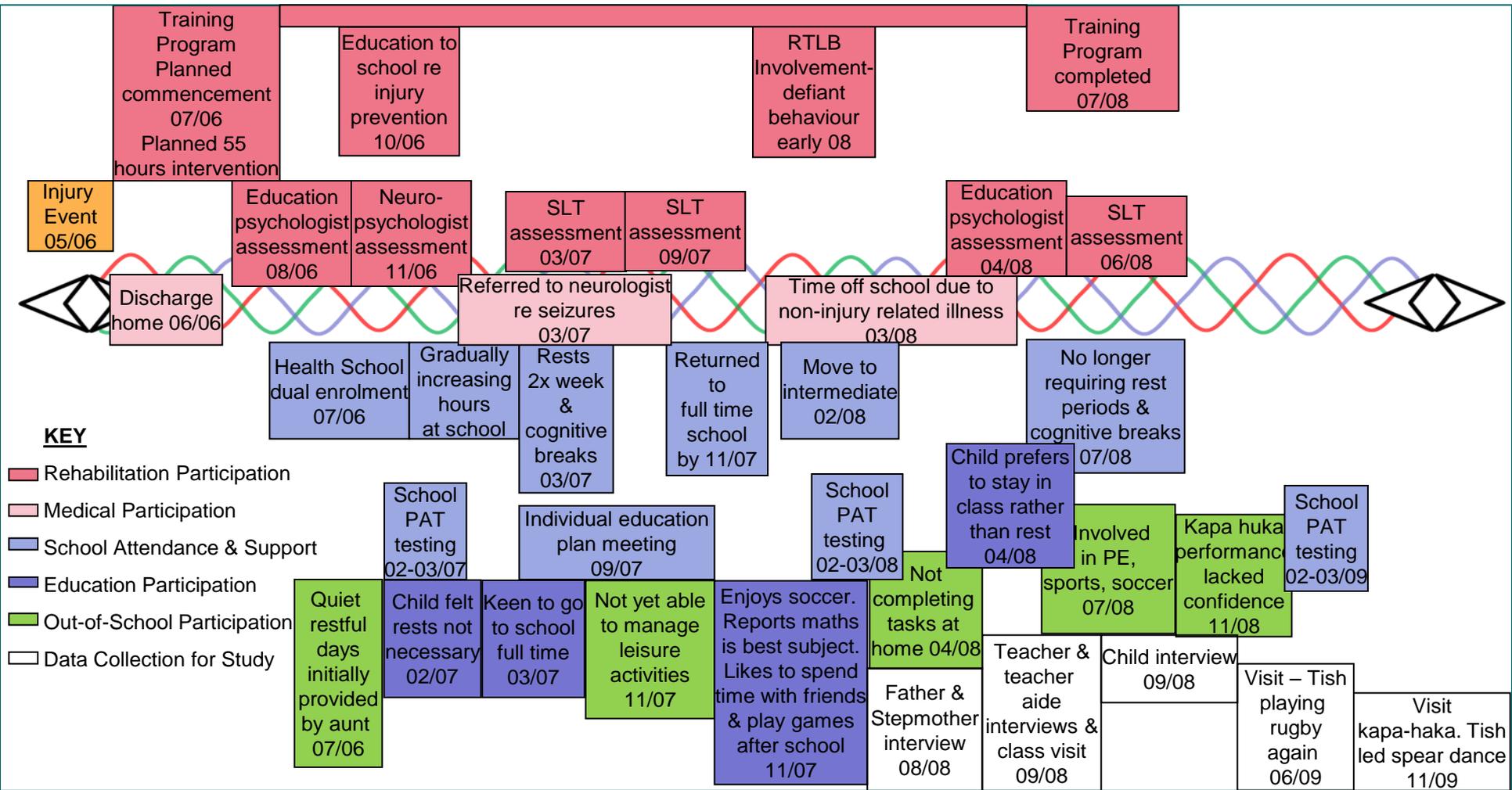
“A lot of the people here seem to know each other. Susan says that’s how it is in a small community. It’s very different to when she lived in [the city]- there no one even knows what the neighbors are doing. Susan chats to another child ‘How are you going David? Has your sister had her baby yet? When’s she due?’ ‘Six weeks’. ‘Same time as Mrs Gill eh!’” (Obs, MT, pp. 12-13).

Rehabilitation Reports: Newland Rehabilitation

Ongoing Difficulties

There has been no significant improvement noted in the difficulties... Tish has ongoing difficulties with attention (improving), fatigue (improving), noise sensitivity, task initiation, task completion, fine motor skills, written recording (Rehab EBRA, p.4).

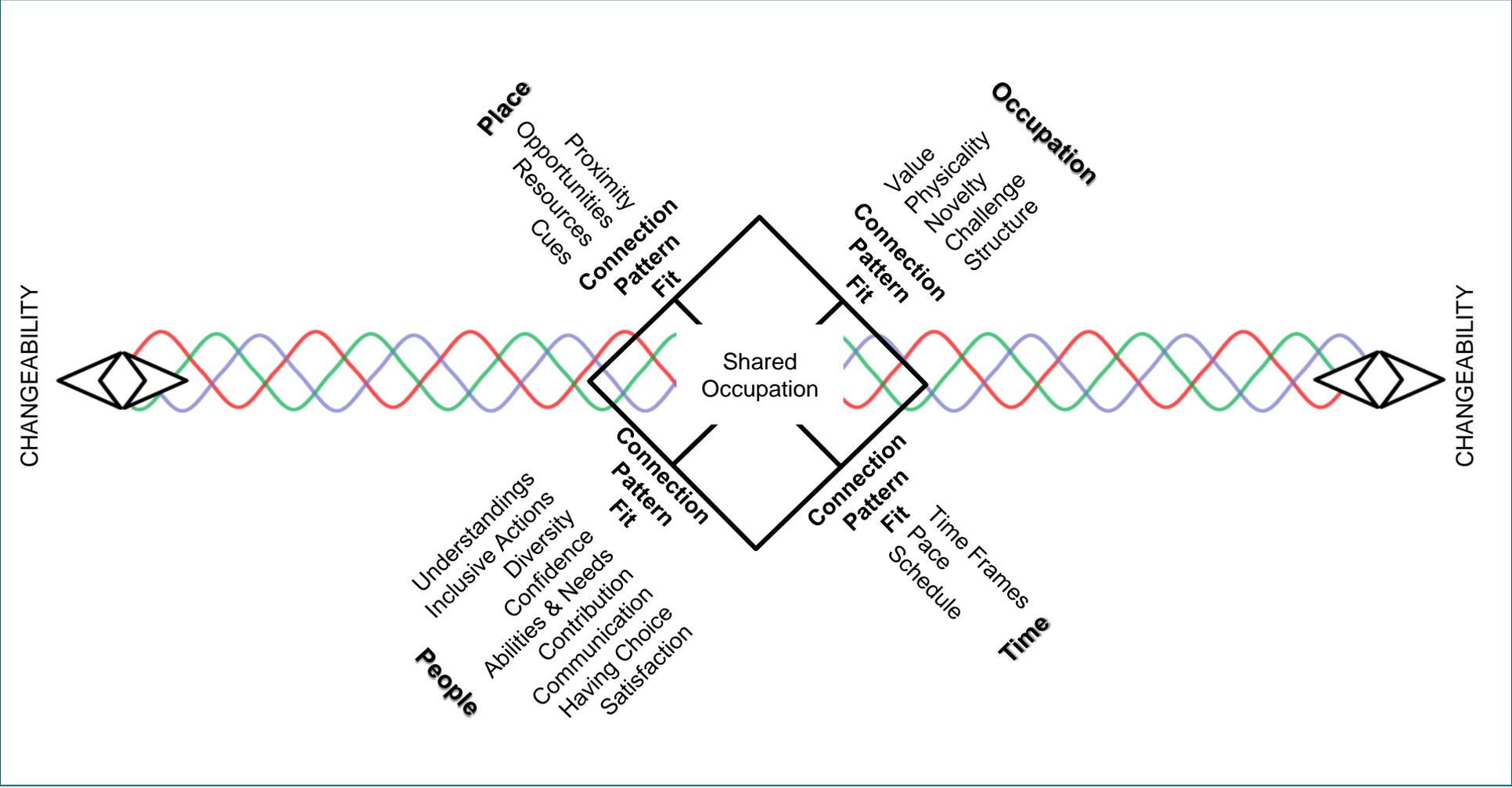
Display of Data Sources



Time Line Of Key Events Since Tish's Accident

Chores at Home	Dishes, washing, pack school bag, make bed, mowing the lawn, homework
Leisure Occupations at Home	Playstation, playing on the computer (not the internet), visits with friends (doesn't stay overnight), drawing, watching TV
Occupations with Whānau	Helping out with motors in the garage, playing poker with father, driving in truck with father, visiting mother, grandparents & aunties, baking, fishing, gathering shellfish, kapa haka practices & performances, watching netball games, riding motorbike in paddock, attending tangis, holidays with mother in city
Classroom Occupations	Writing, reading, topic (health, science), art, sharing circle, class speeches, team singing, assembly, remedial maths
Manual Training	Sewing, metalwork, horticulture
Extra-curricular Occupations	Rubbish duty, messages, electives—drama (not allowed to do rugby at commencement of case study), school camps, waiting to begin guitar lessons, pet day at school, visits to adventure park, school disco, walking to school, lift home with Hannah
Class & Playgound Sports & Games	Skipping, basketball, ball-tiggy, dodgeball, handball, linesman when senior rugby team visited, physical education
Rehabilitation & Assessment	Being in hospital, Training for Independence Rehabilitation Program: Physiotherapy, Occupational Therapy, Speech Language Therapy. Neurological Review, Psychologist appointment, Neuropsychology assessment, Support Needs Assessment
Community Sports	Soccer

Tish's Recent Occupations



What was Important about Tish's Participation?

Changeable Participation Over Time with Others

Twisted strands in the diagram represent the way Tish's participation was intertwined with others. As people shared in occupations together, changes occurred for them, their occupations & in the timing & location of those occupations. Arrows at either end of the twisted line point in two directions, indicating that people looked into the past as well as the future when talking of their participation. Tish's participation & that of his whānau changed markedly after the accident.

Shared Occupation

People engaged in meaningful activities together in particular places & at particular points in time. *"It's always important to me to have something to do with bringing each other together, working together"* (Tanya, TI, p. 111).

Occupation was shared in parallel, such as Tish & his classmates working side by side on individual written language tasks. Occupation was also shared collectively, where people collaborated in a group occupation such as a rugby game. In other instances, people shared through their responsibility for a particular task. For example, Sam spoke of the way Tish was learning to be independent, but simultaneously learning to contribute to whānau well being.

"He can put his own washing in the wash. He can put the soap powder in ... We taught him. He can turn the machine on. And when it's finished he can put the clothes in the basket & sometimes, if I'm home I'll give him a hand to hang them out" (Sam, PI, pp. 794-796).

Occupation was also vicariously shared, when people communicated with each other about their participation experiences in different contexts & times.

"Before they even start writing they talk ... to a partner & say 'oh I'm going to write about this because I did this & this', talk to each other ... And then ah, at the end ... into the sharing circle, share the best thing you write, just a little bit" (Tanya, TI, p. 23).

What was important about Tish's Participation?

Connections

Sharing in occupation with other people created connections between those people, places, occupations and time-points. Connection through shared occupation was apparent when the horticulture teacher took the roll. Connection was about shared experience & knowledge gained.

“What about you boys? I’ve still got to come around & have a jam with you & the guitars. I saw you at P’s place.... I read that book of your grandad’s. You need to get it in the school library. Show those fella’s down there how to hunt pigs” (Obs MT, p. 40).

Pattern

People’s shared occupations formed a pattern over time, such as the way Tish participated every Tuesday morning with others in his manual training group at the local college, the way he spent every holiday in the city, or the way he contributed on a daily basis to completing family household tasks. The pattern of Tish’s shared occupation changed after his accident. He ceased playing rugby & instead played soccer. He spent more time resting, with adults, & at home. He spent less time with his peers.

Fit

The match between people & different aspects of participation was important. Where there was misfit, shared occupation was hampered. This occurred for Tish, and also his whānau.

“I think socially he fits in. I think he fits in. There are times academically when I know he doesn’t and he struggles.... So in that respect he stands out” (Tanya, TI, pp. 14-15).

“They [school, rehabilitation, & ACC] made a plan of what was going to happen.... we had to take a lot of time out [of work] to meet with them.... it wasn’t working with the job ... I was at work and I was like ‘oh I have to go home at 11 because I’ve got a meeting’.... They weren’t gelling with us” (Hannah, PI, p. 24).

What was important about Tish’s Participation?

Understandings: peoples' beliefs & knowledge. When understandings misfitted with those of others, with a person's actual needs & abilities, or with the requirements of an occupation, tension occurred. Understandings changed through sharing in occupation, & this brought a better fit.

"Tish is a determined young man who is really keen to go to school full time. As a result of this he is reluctant to report any fatigue. It would appear that he is also lacking insight into his fatigue ... At the beginning of the 2007 school year he felt that rest periods were not required. This was trialed, however more recently it has become evident that Tish continues to experience considerable fatigue & this is impacting on his school functioning" (Rehab PCR p. 13).

"All of the kids [in class] know of Tish's situation [need to avoid further head injury] ... I have reminded them at the beginning of the year ... be careful... So the kids are good, are aware, & they're really good about it. It's not a big deal, they just know if someone's throwing the ball, it's like 'look out Tish' ... like they would for any of their friends" (Tania, TI, pp. 81-84).

Inclusive Actions: actions that helped to include others into shared occupation. Actions included: Welcoming, greeting, introducing, inviting, touch, checking progress, helping, reciprocating, explaining, encouraging, thanking, & treating people similarly. For this case, such actions signified a sense of being one, rather than a group of separate individuals.

"They haven't singled him out as being special or different" (Susan, TAI, 23).

"There is lots of physical contact here ... Some who find it easier are helping show others who find it harder" (Obs SV, p. 3).

Additional Interpretation

The use of inclusive action was very evident in this case study. This category may be reflecting cultural values & practices.

Diversity: variability amongst those sharing in an occupation. Diversity was present in appearance, ways of learning, ways of doing things, & abilities. Where group members were diverse, differences were less noticeable & accepted as the norm. Participation was readily facilitated.

"They're just used to it, & people are different ... it was in the health curriculum. And just working on that ... the kids needed to know that, this person is different, you're different, we're all different" (Tanya TI, pp.13-14).

Important Aspects of Tish's Participation: People

Confidence: A person's understandings about their ability to achieve during a shared occupation. Tish was described as lacking confidence. This limited his willingness to attempt novel or challenging occupations.

"Motivation & Tish's confidence when approaching an activity i.e. his perception of the difficulty level of the activity, also appear to have a bearing on his test endurance, participation & accuracy" (Rehab SPR, p. 4).

"Tish has been given a role of performing a spear dance - his performance is awesome - flawless, & strikingly confident. I remember Hannah telling me of last year how last time Tish got up on stage for the kapa haka he just froze - no confidence" (Obs KH, p. 5).

Abilities & Needs: a person's skills, & the things they need to enable them to participate in shared occupation. Rehabilitation documents highlight Tish's limitations at school & his need for support, but make little mention of his abilities & needs in the wider community. Tish's abilities & needs were changeable. The reasons for these fluctuations were unclear. There had been little long-term improvement.

"Tish was functioning in the exceptionally low range. His scores were suppressed by difficulties in visuo-perceptual skills ... There has been no significant improvement noted in the difficulties ... Tish has ongoing difficulties.... With support Tish is able to participate in the curriculum offered in his classroom.... Work is now set at a level where Tish is able to achieve" (Rehab EBRA, pp. 4-5).

"Tish came up with a safe way to play soccer. He's quite on to it because he uses his feet.... If he thinks he's going to head the ball, he'll back off & he'll use his foot & he'll just tap it to the next guy. Or he'll somehow gather it & then kick it on the ground yeah" (Sam, PI, p. 61).

Contribution: having a part to play in a shared occupation. Inclusive actions & leadership facilitated contribution. Where Tish was unable to play his usual part in a school rugby game, his teacher arranged for him to contribute as a linesman. Tish contributed to the kapa haka performance, but in class was often happy to sit back & let others take care of his contribution.

"Does Tish have some special responsibilities' [researcher]? He's got to get the notices ... he's the messenger" (Susan, TAI, p. 10).

"He tends to stand back & let others do things for him.... nobody learns, when somebody does it for you ... with the cooking ... I'd make him do the dishes. And he'd give the 'that's not fair' & I'd say 'yes, but that one & that one & that one have done everything else & you've just sat there'" (Susan, TAI, pp. 24-25).

Important Aspects of Tish's Participation: People

Communication: sharing information between people. Communication facilitated fit of people's understandings, consistent ways of performing occupations, & consistent patterns of participation between settings. Where communication was inadequate, participation was hindered.

Communication was spoken & written. It was aided by diaries, photos, dictaphone, texts, cell-phone, meetings, newsletter, & minutes of meetings.

"At the beginning of the year, we just talked every day, about what was happening.... They met with Tanya [teacher], & then all the, like written info is handed on to her" (Susan, explaining the communication at school between therapists & teaching staff. TAI, p. 26).

"doesn't ring, doesn't call ... A ten dollar phone card is all it takes to ring" (data source omitted to protect participant confidentiality)

Having Choice: expressing perspectives, & realizing choices about an occupation. Tish's choices were limited by his enforced participation in rest & rehabilitation. Fewer occupational choices were available due to safety concerns. Although he was sometimes defiant, his concerns were at odds with adults' understandings of his needs, & were often over-ridden. Where he did talk of things he would like to do, they often hadn't happened. His comments on such situations were dismissive, but perhaps covered disappointment.

"When asked if he was going to go to his horticulture class, Tish responded 'Nah, but we're not doing it tomorrow either ... Because hardly anyone's going to be there ... They're all going on a rugby trip.' 'Are you?' [researcher] 'Nah. I don't wanted to go on that, dumb!'" (Tish, CI, p. 15).

"He knew he couldn't play [rugby].... He's quite accepting about it yeah, didn't get snitzy about it or anything like that.... he's um very understanding. And I always explain to Tish ... we can't let you do this" (Susan, TAI, p. 45).

Satisfaction: the degree to which people were pleased with their participation. Tish was infrequently consulted as to his satisfaction.

Tish's teacher was asked about whether Tish liked Manual Training classes. Tanya responded "as far as I know ... he's enjoying that. It's hands on, so things like woodwork and stuff he's gonna" (Tanya, TI, p. 28).

"Miss K [teacher] asks the whole class 'Thumbs up if you think you can write a report. Middle if you think you need some help, down if you can't write a report!' Thumbs are pointed in all directions - Tish's is in the middle" (Obs SV, p. 6).

Important Aspects of Tish's Participation: People

Proximity: position of a person relative to others. Participation in shared occupation was facilitated when in closer proximity to others.

Tanya sat Tish close to her “up the front” (TI, p. 16), so she could monitor whether he was coping with tasks.

“You’ll notice my seating is in groups as well.... I just find that kids bounce ideas off each other & can work so much better when they get to talk about it & share” (Tanya, TI, p. 24).

I asked Tanya if Tish often asked his teacher aide for help. *“He was really reliant on her. Like she was sitting next to him pretty much all the time, & now not so much.... So she actually stepped back a bit”* (Tanya, TI, p. 32).

Opportunities: the opportunities afforded by an environment for a person to participate in shared occupation.

“All they do is watch t.v. [in the city] ... here he’s got the motorbike, he’s got dad’s truck.... So it’s a open, thing here” (Sam, PI, p. 93).

“We’ve got a whole week camp next term.... That’s B. [city name] urban camp, we’re staying on a marae down there, right in the centre.... We’re doing things like T. [skyscraper tower], L.s [aquarium] overnight, going out for dinner at W. [restaurant], going to J. [move theatre], going to the university, performing arts” (Tanya, TI, p. 29).

Resources: items used in shared occupation. Shared resources

facilitated participation.

“Children are getting up & down to fetch colored pencils, moving around, looking at each other’s work, coloring busily. “Who’s got the pencil sharpener today?”... [it] is located, & a queue forms waiting for the teacher to sharpen their pencils, or searching through the available colors” (Obs MT, p.9).

Cues: clues & reminders in an environment that support participation. Classroom cues used by children included charts, cue-cards, & the whiteboard.

“What sort of strategies do you use?” (Researcher). *“Give him ideas if he’s got to come up with ideas. Help him.... I get them out of him ... I’ll say to him, ‘okay, what have we done as a class this year?’ And he’ll think about it, & then he’ll put it ... And I’ll lead him that way, I don’t tell him.... Yes, yeah, a clue, a cue.... & then he can do the feelers off it”* (Susan, TAI, p. 37-38).

“Tish gets the sources of the answers [from his reading book] working closely with the girl next to him. Children are talking quietly together, helping each other.... Now Tish is doing the writing. He keeps on, then looks up. He looks puzzled again. The girl prompts him. She points to the page & shows him something in the book” (Obs SV, p. 1-2).

Alternative Interpretation

Tish’s use of environmental cues could also be interpreted under “People” as “following”. When Tish was unsure of how to carry out an occupation, he had learned, & showed skill at “following” others actions

Important Aspects of Tish’s Participation: Place

Value: the relative importance of a shared occupation to those sharing in it, & the meaning it holds for them.

Towards the end of the case study Tish began playing rugby again. *“Sam tells me Tish has been ‘wanting to do this for three years now’. I sense that this is big for Sam as well as Tish”* (Obs R, p. 7).

“We’re right into our rugby & cause um, lot of the boys, play.... But he was happy to stand on the side line & be the linesman” (Susan, TAI, p. 44).

“He enjoyed it [fishing up north]. And being with Granddad too you know (Hannah). Oh yeah Grandad just loved him (Sam). “Yeah. He’s only got one mokopuna eh?” (Hannah) “Yeah. He’s got one grandson” (Sam PI, p. 37).

Additional Interpretation

Through doing things together, Tish and his grandfather are being as one. Tish’s Grandad would value and use this opportunity to pass on traditional forms of occupation, or tikanga. He gifts his stories and skills to Tish, through mentoring and conversation. These memories will always be a part of Tish.

Physicality: sensory & movement experiences inherent to a shared occupation. Occupations that involved heightened sensation & movement were highly valued by Tish & his peers, but risked repeat head trauma for Tish. The need for safety was prominent in rehabilitation reports & interviews, & Tish’s participation in physical occupations was often limited by other people.

“I went to the, put the front brakes on & then it went whoosh... But I jumped off ... I was just rarking in the mud” (Tish, ChI, p. 13).

“He’s not allowed to tackle yeah.... That’s sort of the really important part of having Tish in our class is we need to make sure that his head is not getting hit because if it is, it could be potentially fatal ... So we’ve been told, which is quite scary.... I’ve really got to keep an eye on him & sometimes, you know if he falls over & I get worried. But I, I don’t want to exclude him from everything” (Tanya, TI, p. 6).

Novelty: the familiarity of a shared occupation. New experiences were a valued aspect of participation. However, novelty could also increase the level of challenge, & hamper participation. Susan felt a stable environment with familiar routines helped Tish’s achievement. Hannah had learned to introduce new occupations to Tish gradually.

“What’s good about kapa haka?” [R] I don’t know, just going to new places & meeting new people” (Tish, CI, p. 52).

“He’s good in the house.... He’s just learning a little bit as we go ... Like I introduce something new all the time but only in small stages ... So I just said, small things ... Rather than a big bulk” (Hannah, PI, p. 61).

Important Aspects of Tish’s Participation: Occupation

Challenge: the degree to which a shared occupation draws on the skills of those involved. Competition was often used to generate challenge & facilitate engagement. When a shared occupation presented too much challenge, Tish was reluctant to attempt it. Over time, he was seen as achieving & progressing when teaching staff learned to modify the degree of challenge to fit better with his abilities. Adjusting occupations reduced the level of challenge.

“His current class is structured & he is being provided with activities he is able to complete independently” (Rehab PCR, p. 2).

“He enjoys parts of everything if he can do it.... Even with maths you know we went through a stage where he was really enjoying maths because he could do what we were doing ... But once it hits.... yeah tricky, it all goes in to the too hard basket & I can’t do it.... It’s too easy for him to say I don’t know” (Susan, TAI, P. 6).

“Tanya gets the class to change seats. ‘C’mon, c’mon, into reading groups! The first ones to be finished get a group reward.’ Children are getting up, some running, crossing the room around the desks” (Obs SV, p. 8).

Structure: The aims, required steps, rules, & limits of shared occupations. Where the structure was unclear to Tish & his peers, they found it difficult to know what to do. Where the structure of an occupation was flexible it could be changed to better fit with the abilities of those participating.

“Next it is sports.... Tish is ... taking his cues from the teacher ... following others’ actions in a modified game of dodge-ball” (Obs SV, p. 3).

“Tish continues to follow a two-step instruction within context, providing the activity is understood. The context assists Tish to be cued in to the instruction. Tish’s new class is structured & instructions are clear during lessons” (Rehab, PCR, p.10).

“He’s not really getting it [classroom task] done. I think maybe it’s the scale of it.... A lot of them are having trouble with it, it’s not structured’. When I ask Susan to explain she says it is not broken down, no clear instructions about what to do” (Obs MT, P.11).

Important Aspects of Tish’s Participation: Occupation

Time Frames: the point in time at which a shared occupation or event occurred. The duration of a shared occupation or event. When people's time frames didn't fit, participation in shared occupations was hindered.

Hannah spoke about the difficulties trying to participate in rehabilitation planning meetings.

"We knew that it was important that we be there, but it was just ... trying to get to the main things eh ... Their time frame was way out of mine, yeah.... Our time frame off work was long, like, it was weeks eh? We must have taken off about 7 weeks" (Hannah, PI, 25-30).

Tish, his whānau, & members of the small community had shared occupations over long-standing time frames, & this supported connection.

"I've known Sam & that for a long, long time" (Susan, TAI, p. 28).

At school, the start of the year was an important time frame for children to get to know each other & become familiar with class routines.

"You try to build that up at the start of the year that we're a team.... What you need to do in the first few weeks at least it's all about getting to know the kids, & them getting to know you" (Tanya, TI pp. 11,13).

Pace: the speed at which a shared occupation is performed. The number of occupations, task-steps, or events that were fitted into a schedule. Tish completed occupations slowly. He needed extra time to

understand, & frequent breaks. Classroom occupations were often fast-paced, but early after his accident, rehabilitation reports indicate Tish's schedule & occupations were deliberately geared to be slow-paced.

Tanya spoke of the way she would instruct the class how to carry out a task.

"I would tell the whole class, & then either myself or Susan had to go & talk to [Tish] again & tell him again, one step at a time Whereas the rest of the Year 7 class was all, fire the instructions, go! And he was just like 'no, whoa, whoa, I'm at one and you're at five' ... it's not just him, there's a few of them" (Tanya, TI, 15).

Susan explained how breaking down tasks changed the pace to fit with the range of ability levels in the class.

"That way, everybody can work at their own pace" (Susan, TAI, p.12).

Important Aspects of Tish's Participation: Time

Schedule: the frequency & temporal patterning of shared occupations & events. Initially Tish only attended school part time. His schedule included frequent rest-times & participation in rehabilitation “work” (Rehab, IEP, p.1).

“He does get a bit bewildered ... If there’s too much happening” (Susan, TAI, p.10).

Regularity of schedules was important. At home household chores were regularly scheduled, & Sam saw these routines as essential to his son’s learning & health. Changeability was also an important dimension of schedules. Changeable class schedules meant Tish’s need for a slower pace could be accommodated. However too much changeability in Tish’s schedule hampered participation. Every holidays, his schedule was changed when he visited his mother, & it took some time & effort to re-establish *“I pull him back in”* (Tanya, TI, p. 30; Sam, PI, p. 100).

Important Aspects of Tish’s Participation: Time

Torn Apart: The accident and hospitalization wrought the whānau’s participation away from their community.

Interrupted: Reduced activity tolerance & illnesses created gaps in the pattern of Tish’s shared occupations.

Altered Patterns: Following the accident, there were changes in the pattern of Tish’s participation & that of his whānau. They participated with different people, in different occupations, & in different places.

“Sometimes he does struggle & he does mask. He won’t ask, he doesn’t ask me for help.... He doesn’t like Susan [teacher aide] to go with him.... And other things too, if he goes out with Kath [therapist] to do different things.... He doesn’t want Susan to go” (Tanya, TI, p. 31-35).

Imbalance: Initially after the accident, Tish spent little time at school & large amounts of time at home. Participation in additional rehabilitation “work”, & support meant that a lot of his occupations were now shared with adults.

Restricted: Tish’s shared occupations were bound by the limits placed to support his safety after the accident.

Pulled: Tish found it hard to participate when he was presented with multiple demands. Sam & Hannah also struggled to cope with being pulled to participate in multiple directions.

“You had to change shifts.... we had to take time out of work ... It wasn’t working with the job ... we get docked for it eh ... But then we put his welfare before ours.... but it was getting tough.” (Hannah, PI, pp. 20-25).

Misfit: Mismatches between elements of shared occupations & Tish’s abilities hampered his participation. Increased levels of challenge & novelty, a rapid pace, & unstructured occupations caused him to struggle. He lost confidence. He become over-reliant on assistance & would disengage.

Tensions: Oftimes, adults’ understandings of the need for safety, rests, & support were at odds with Tish’s love of physical occupations, & his wish to be allowed to participate in & be treated the same way in occupations alongside his peers.

“To support Tish in meeting his education based goals it is recommended that Tish continue to be supported by 25 hours of teacher aide support per week.... Tish will require ongoing SLT & OT support in the medium term” (EBRA, p. 7).

**Qualifying the Problematic Situation:
Misfits, Broken Connections, Uneven Patterns**

Disconnection: Sometimes, occupations were shared neither directly nor vicariously, with others. Where occupations were not shared across people, contexts, & times, these aspects became disconnected from each other. Participation was fragmented & confusing. Tish was unable to remedy these disconnections himself.

There was a disconnection between Tish's occupations in his home community, and his occupations in the city. *"It takes him a while to get back in to it... he's got to start making his bed again, he's got to start getting the wood in, he got to go back to school, he's gotta get changed. You know, doing all the basic stuff... routine's changed when he comes back... You got to start all over again... It takes him a long time to get back into doing"* (Hannah, PI, pp. 69-72).

Staying Close: After the accident, shared occupations were carried out with whānau close by his side. This close connection continued to be sought by Tish & his whānau.

Learning through Shared Doing: Sharing occupation with Tish directly & vicariously brought change for those participating, involving exchange of information, new understandings, & inclusive actions.

Going with the Flow: When there was a misfit between Tish's abilities & a shared occupation, he learned how to participate by following the lead of others.

Finding New Ways: Changing an occupation. Learning new ways to perform physical occupations, & providing simplified occupations & new roles improved the fit between Tish's needs & abilities, & occupations.

Background Support: As time passed, whānau & adult support people realized they needed to draw away from Tish. This reduced his reliance on others, & encouraged him to use his abilities. More time was spent with peers.

Over & over, bit by bit: New or challenging occupations were introduced very gradually to Tish to support his participation. Extra practice & time was required for him to learn the occupation.

Natural Breaks: People learned that taking a rest lessened tensions with Tish when it was re-framed as participation. A pattern of short but regular breaks coinciding with classroom routines enabled him to carry out simple tasks that contributed to his classroom community

Pulling him Back Inside the Boundaries: Tish's whānau & teaching staff found they needed to reinforce familiar patterns of occupation for him after his participation routines had been changed.

"Tish is now able to retell events that occurred at home when he is at school. This is evident in his sharing at news time. On one occasion he shared about an activity that he attended with another student in the class" (Rehab, PCR, p. 9).

Determining Solutions:
Shared Occupation & Learning: Securing & Building Connections, Adjusting Patterns

“While he [Tish] does cue from others, this appears to be related to Tish’s difficulty with the work content.... The Occupational Therapist has worked with the RTLB [Resource Teacher for Learning & Behavior] & class teacher to provide Tish with activities that Tish is able to achieve independently. When Tish is presented with these tasks, Tish is able to follow the routine to complete them. While the task is achievable & simple Tish is able to succeed.... Tish’s new class is structured & instructions are clear during lessons” (Rehab, PCR, p. 9).

“Even if he can’t do things, I’ll still get him to do something like he’s the referee or the touchee. So he’s still involved ... It’s not ‘you can’t do rugby’ classic.... I do that with all the kids, not just Tish. So you can be the ref & blow the whistle” (Tanya, T1, p. 36).

“Some things you have to go over & over & over before he retains it, but I mean that’s all part.... You know it’s taken us a year. And he’s slowly, you know” (Susan, TAI, p. 35).

Children in Tish’s class learned how to participate with him by following the lead of the teacher.

“They learned.... with Tish, they know be careful.... they might see me if I’m playing with them and I’m like ‘oh Tish, you had me there ... did you hit your head?’ And he gets up and laughs ... ‘I didn’t, I fell on my elbow’. The kids must know because of me” (Tania, T1, pp. 10-11).