

CS6: Ash Poster-making session - C.1.1
 Interview - Drums - C12
 - Play - C13

Structure/Form
 Unique - rugby ripper (2)
 Have to get them before touch end (4)
 (tackle ball (5))

Longstand TBI →
 ↑ disconnect (1)
 - Can't remember achievements (14)
 Remembers errors/failures more than achievement → disappointed (7)
 → ↓ confidence (16)
 Risks - physicality
 ↑ insight (15)
 Improve mobility (11)

Place
 Where does that pic hang?
 In my mums room, by TV (2)
 I did it at school (3)
 Those guys came to Dad's work (4)
 Go to my friend's house (12)

Resources
 ↓ drawing at dad's - no paper/pencils (3)
 Nana's got a pool table (16)
 sharing resources - drumsticks (1)

Communication Media
 Photos → uterious share (4) (7) experience (6)
 Recording - video - facilitates achievement (2)

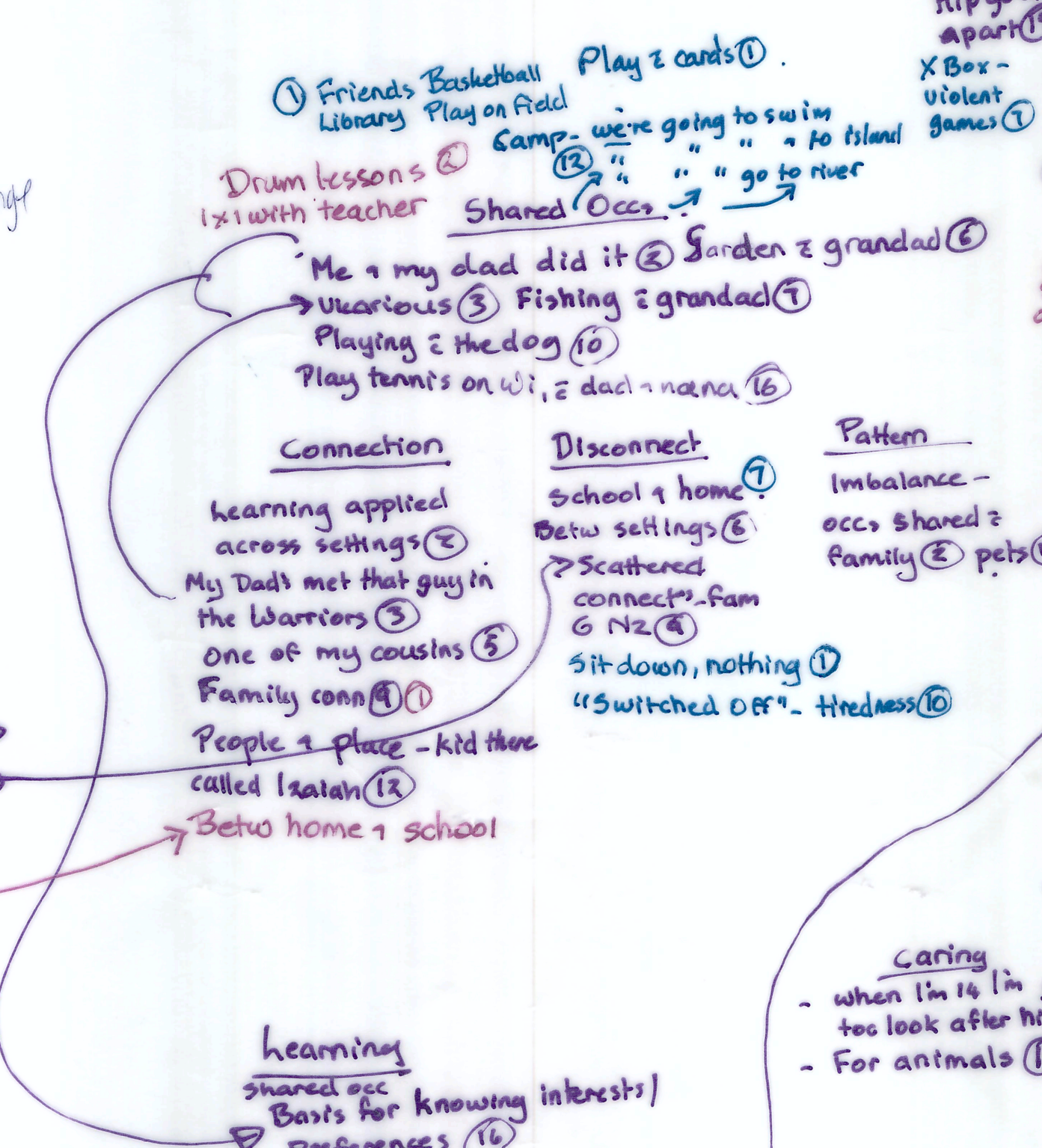
Timing - When
 at school, home (drawing) (3)

Schedule
 Nana on Weds (5)

Fragments of Info - Shared experiences
 - P. be a fireman (17)

Scattered/Extended Family Connections
 Multiple (9)

Imbalance - family/pets
 (9, 10)



CS6: Ash: Grandmother Interview

Journeys (2)
Feeding dog (3)

- Paternal grandmother
- confidence - driving
- Minds K 1/wk at father's home / her place

Opportunities
Nothing much to do at my place (5)
other kids to play with (5)
space (6) Sandhill (7)
Sea (7) Beach (1) Playground (1)
You can ride in the school (8)
So much for a kid to do in country (as city) (17)
Nowhere for them to play - no grass / yard (8)

Place (1)
- Where ancestors buried (1)
- stayed at the marae (6)

Weather
Limits outdoor activities (4)
- Going to leave it for summer (15)

Resources - (1) (2) (6)
Photos - aid communic (4)
Rugby ball (6) } Simple resources (6)
Dog (6)
Cardboard (8)

Proximity
Moved from A. to O. - spread conn. (1)
- loss of job/employment -> family widespread
-> but need to maintain connections
To home - affects knowledge of how to get there (4)
sea just down the road (7) Beach is right there (9)
Such a long way from beach in city (18)

Planning
My partner wants to take him
out one night on the track (15)
Duration
Frequency
"Spends a lot of time"
2 cousins - w/ghn (2)
"spend a lot of time" swimming (4)

Inherent Conn
We were raised on anything
do do = the sea (6)
His kids are into it too (7)
Shock - accident
Couldn't believe it (5)
Shifting Conn
"Picks up" when finish work
"Takes him" (2)
"Misses his cousins"
"cries" (9)
Concern re when Mum
picking me up (13)
Wanting to ring Dad (14)
Waiting for his Mum (24)

Learning
Marae protocol - by going all the time
when we go - pick it up, have to go. (21)
They've got to follow (22)
as you grow up -> get older - move onto
marae, start learning in the role (22)
a lot of kids do it without being told
because they've seen their parents do it (22)

Shared Occ
With ancestors (2)
Travel to burial place (2)
2 uncle & grandmother
Feed dog (3) Go to craft shop, jewellery (3)
Play on Wii (5) Watch TV (resting) (3)
Skateboarding (4)
used to visit when in hospital (5) Pool (4) (5)
shopping (5)
Whanau events - "unwelings" (6) Reunion (13) (15)
X sleeping at marae (6) - separate - with father (6)
Plays with the kids, running around (6)
Swim at the beach (7) Scared of seaweed (1)
Tennis on Wii (8) Playing golf at urupa (12) Zoo (13)
Families that sit at the table (20) - family meal (20)
First main job when you're young is the kitchen (22)
Scatter watercress, kaimoana (23)
Kapa haka (23) - join in, "I did" "Mixing" "learning" (23)

Disconnection
"Rest is away fr everything" (5)
"It's just him up here" (1)
He gets lonely (4)
No other kids around (4)
He has to leave (4)
- Loss of daughter - grandchildren
that won't be (6)
- City kids don't know - go back there ->
oh god (4) Lost the rec (23)
Moved away (23)
Maintain (6)

Flexibility
1 Extended C.
? spreading C.

Terrain
Rugged strong (18) - beach.

Schedule
In holidays (3)
Rests (4) (5)
Mother picks him up when
finishes work (5)

Knowing
Betw. families (3) - people
well known (uncle) (7)
- famous (7)
How to help K. to wait (11)
what to do when we're in marae (11)
city kids don't know (2) more sense (2)
ignorant (21)
They know all about it, K knows (22)

Multiple Connect
aunties, uncles, nana,
cousins (3).

Spreading
- NZ.
- to wider fam / comm (3)
- partner's grandchildren (5)
- you (he) can be friends with
anybody (discrimination) (11)

Connection
Grandmother
With ancestors: "she's in G." (1)
With place: "right around the coast"
(his grandmother)
We were all brought up together in same
house.
With living & 2 ancestors (1)
"Goes with them" (5)
He loves his cousins (4)
"There's kids all around" (4)
He's really friendly (11)
They get on, but (11)
He's right in there (12)
we were 2 Pura & Nana (13)
He's good company, just the two of
you (14)
- with disabled husband - go over to each
other's places for family occasions (10) -
get together when it's to do with kids
or moko
* - To pet - like a kind of brother (20)
Keep in touch, hooked up, re-union (24)

Continuity
it goes on like
that (22)

Pattern
Spends a lot of time
with cousins (2)
Varied - picked up when
finished wk (3)

Inclusive Actions vs Excluding
Never gets left out (12) - Go & watch you
Reassuring, normalising (17) TV - a nuisance (18)
"On basis of
language (23)

Protecting
all ch" near water
"adult takes them down" (7)
Children not allowed on rocks (7)
too rough.
Get protective over him (11)

Boundaries
Saying please (19)
Table manners (19)
We had to tell them, you can't
just do that (21)

Difference
He's younger, he's got
a um speech (11)
K. is aware of diff. (11)

Caring
Interest - baby cousin - concern (9) (13) (17)
" - researcher's family (10)

Risks
Dog - injury (10)
K - very concerned re injury risk (10)

Physicality
cuddling up to me (dog) (18)
Kapa haka - Physical - for boys (23)

How to Contributing
They've got to take over. (future - lead)
First main job is kitchen - clear tables, dishes (22)
-> gather food - sustain
one - another

People
me - sharing (3)
K - whanau
ances tors (2)
? Beach too packed (13)

Preferences
"Loves swimming" (6)
Basketball, cricket, baseball, bike

Challenge
Rugged terrain (2) Frustrat. - too much challenge (17)
Travelling @ city (4)
Wii - tennis (8)
Might be boring for him (15)

Achievement
I beat nana & dad (8)

Leading
Kaumatua

Valuing
Independence (14)
Contribution to home
Wash cup, make bed (14)
Tradition (21)
Contribution

Regulating TV
"allowed to" - by (3)
medical specs - asks me
not allowed - playstation (4)
Let's adult know what he's
going to do (wii) (4)
He has to leave (cousins) (9)
Rough sports - not allowed to get
too physical (14)

Effort/Intensity
"Hard out" (6)
Trying to explain/share
memories (15)
Frustration (11)

Driving
Uncle "gets them down"
(2) I took him s/bd (4)

Teaching
K's own drive - he makes sure he's
in there
"You've got to learn to do this"
"do that" (14)
To do things at home (14)
Manners - (7) skills (19)
"Set in that kitchen" we yell out. (23)

Abilities
I can just manage getting home - here
(4) He can swim a little
Remembering (11) (13) (13) - routes (16)
discrimination
Says grace in Maori (23) - learning

Difficulties
Listening (16)
Running - pace/sudden change
=> loss balance (16)

Reconnecting
Reunion (24)

Imbalance
Sets on well &
younger ch" (13)

Progress
come a long way (7)
long way to go (5)

OverConnection
He gets too friendly (11)

Confused
Memories (13)
seeing conn. where there
were none (13)

CS6: Ash: Grandfather + Step-grandmother Interview

FINAL (13)
* Encouragement vs Sppt
- extending... should sppt fail... (13)

Paopae = orator benches = manned.
= movement backwards & forwards

Inequality & things we can do @ it - book Wolfgang?

Opportunities
New outlets, avenues, doors (1)
Opened the door (8) - people - seek out?

Place
Hospital - J then U (1)
Moved houses 1.5 - same area (1)
Settled in rumpus room here (2)
Goes down to Y (6). They come up (6)
He can come down, bring up (4)
Come up here (9)

Resources
Mattresses (2) * bed
Big TV (2) - old garage
Space (2)
Bikes, tractors, trolleys (3)
Rugby balls, soccer balls (3)
Tennis ball on string (3)
Had his own tools (12)

Space
- old garage (2)
Set the run (4)
Not confined (2)
Only 1 acre (2)
No neighbours (2)
Way up in the hills (2)
leaves Freedom camp (5)

Noise
can make as much noise (2)

Establishing Patterns
- We say you pick those up - here a few days, he'll automatically do it (11)
- Sets into the groove (11)
- Been over & over it (11) - no pattern (11)

Proximity
Had to be handy to rehab (1)
Handy to the motorway (2, 3)
Down to Y (6)
A close-at-hand friend (8)
They're down here, locally (9)

Stay in the water (5) Didn't want to come home (7)
Set on for a short time (4) - 1.5h
K wants to keep going (6) Through the years (6)

Duration
We spent time at rehab - (1)
Not staying much - early on (7)
Lived in same house (12) -> continuity
spends lot of time out there & his toys (2)
We spend " " " out there & him (8)
leave me alone a bit (5)

Schedule
Busy (1) - Mum & Dad, come & me this wk - couple of days (1)

Frequency
stayed odd time - early on

Chopped to bits
accident (13)

Fragments/ed
leave me alone a bit (3)
Get on - short time (4)
Stay in water (5)
Stay there (1)
Thinks of the thing (11)
he's doing at the moment

Amongst our time (12)
* Making an Opening
We make time (2)
We try to involve ourselves (3)
Creating openings - seeking/creat opportunities (4)
Find the time (12)
Set aside time (12)
Split -
Betw school & home (3, 6)
Betw gpparents & home (2)
Hard (10)
at home gets away & it (11)

Working In
We all work in - interweaving (1)

Flexibility
Moving Between / Back & forth
So down, come up (6)
Set him over, bring him up (4)
Bring down (3)

Regulated/Bounded
Pull him up (10)

Telling (comm) contributes less to Knowing quality, than Shared Occ & duration of Connection (10, 9)

Shared Occupation
Interacted - kids in rehab (1)
Visited - Pura & Nana early on, (1)
After accident - share responsibility (1)
They spent time playing, drawing (2)
Quite often go to school functions (3) - culture, KH, grandparent days (3)
Kids parties (6) Spends hols with them (6)
Waka ama (3)
We've had parties here when their kids have come so they know him (9)
We're teaching them to do watawai (12)

With
a lot more & his parents - early rehab (1)
Especially & his cousins here (1)
Involved & his cousins (6)
with his whānau (6)

Building Conn
we've had parties here where kids have come so they know him (9)

Connection
Had to share responsibility (1)
Set on really well together (1)
actually very close (2) Together (2)
People "take to" K (3)
Sets on with (2) Relates to (2)
Sets on good & babies (2)
Betw school & home
Grauntates to younger ch (3)
Coming together (3)
Everybody gets on (5)
Very very close cousins (6)
Feels comfortable (6)
Interacts (6)
Comfortable in that realm (6)
Mixing with (6)

Continuity
2 of them have always been here (2)
I's here, other's here (3)
Srown up & them - cousins (6)
Through the years (7)
Nana, Poppa big in security stakes (9)
Known him for years (9)

Time Frame
Early on, Back there (1)
Short - couple of days (1)
Take his time (eating) (10)
Wants to get meal over & done (10)

Knowing
Got to know other kids - rehab (1)
Got to know them - became friends (5)
* Known him all the way through - he's as he is (7)
Starting to cotton on now (7) I think they can handle it (10)
You soon know where his comfort zone is (7)
Known him for years (9) Know him really well (9)
Known him for years (9) aware of his accident & what he's been thru (9)
Knowing them well (9) are they going to understand? (13)

Fit/Difference/Tailoring
a year's difference (2) It doesn't work (4)
He fits in & people (5) - deupt (2)
Younger children (2) Finds his level (8) bigger (1)
He fits in & people (5) Fits in good (5) Not taking him too far out of comfort zone (7)
Outgrowing her (6) Fits in good (5)
He's older but disab slows him down -> fit (5)
Whānau - age diff. goes out the window (6)

Learning
Practice coordination (5)
Through camping (5)
Had parties here where kids have come so they know him (9)
Trying to learn/teach them (11)
the boundaries (11)

Progress
He's come a long way (2)
Setting big (2)
growing up (7)
Got better & better over years (11) (slow change)

Imbalance
Grauntates to younger ch (5)
Finds his level (5)
We're older (7)

Tangle
Hurry, haste (10)

Physicality
outdoorsy rough & tumble (4)
Trampoline (4, 8)
Outdoorsy things & him (2)

Fighting
squabbles (3)

Reciprocating
Tries to include & vice versa (6)

Protecting
I'm not certain so we don't go there (10)
I wouldn't leave him down there (10)
I'm a bit protective (9)
I know them well (my family) (9)
Wouldn't take him somewhere he doesn't know them (1)
Back there - really watchful (1)
Not putting him & kids who get bored & leave him (7)
I watch. I watch. (7)
You know he's safe, secure (8)
I know them well (my family) (9)
I'm not certain so we don't go there (10)
I wouldn't leave him down there (10)

Disconnect
Mum & Dad split up (1)
Doing down things (1)
Goes betw J. & C. (2)
Older - does it really work (2)
leave me alone a bit (5)
I've had enough (4)
Left out (4) On own (4)
It doesn't work (4)
Got to be taught at home (10)
another set of rules at home (10)
at home gets away & it (11)

Care
Intricacies of what had to be done
-> specialised (1)
Others - concern & babies (2)
Got to look after him, take care (2)

Likes
Likes coming here (1) Loves camping (5)
Younger kids (2) "waker" (5)
His x-box (2) Wants to get meal over & done (2)
Likes ball games (5)
Loves his trampoline (4)

Treated the same.
They're treated as a whole (7)
Skills/Industry Actions
Patience (7)
us "short & him" patience (4)
us "set's left out" teased (12)
Tries to include K (6)
Involve him in things we do (6)
Not left out (7)
Seeking out (8)?

Draining
? We make time (5)
Try to involve kids in everything (5)
Wanting to get together (5)
Parties - make sure he's round (6)
We get him over bring him up (6)
Promote mixing & other kids (7)
Inuiting (7) Calling on (8)
Taking them out & the day (8)
Seeking out - opening the doors (8)
hike to see mixing & different types (8)

Leading
(uncle) Encourages them to get on well (6)
Treated as a whole, & the same (7)
Explaining - got to include (7)
look after him (7)

MISFIT

Value
Love their kids (5, 6)
Family oriented (6)

Having a Say
Stubborn (11)

Creating/Draining
Create their own things they want to do - with peers (12) = less driven by adults. Drive themselves

Variability
- Not a perfect kid (10)
- Can yell & scream & carry on (10) - extremes
- Had our traumas with him (10)
- Yell with happiness (10)
- Yell out (10)
- Used to have some times (10)
- Stubborn

Needs/Abilities
Specialised - early rehab - (1)
"hands on" more (1)
Not as quick of mind (4)
a bit slower (7)
Messy eating (10) Hasn't got hand control YET (10) (expects change) & be reminded (10) (re-remembering) (11) can't hold it in head (11)

Misfit
Different hours (1)

Stretched/Tension
Struggling (11)
Dad in army, Mum in security -> different hours (1)
Busy schedules (7)
Eating - the occ & the people - get meal done (2)
Harry/Hassle (10) are they going to understand? (13)

Spreading/Extending
Spread his wings a bit (7)
Other outlets / avenues (7)
new doors (7)

Uncertainty
I'm not certain so we don't go there (chancing it) (10)
I worry about his future. At school, it's taken care of. Things happen the way they're meant to. When he leaves school, how's he going to get on? (13) -> protect are they going to treat him alright

CS6 - Ash - Father Interview

6

7y since accident ①
Accident - age 2 1/4 ①
Family around NZ ② ③

Progress - Couple of years ago - ⑪
- Couple of showers, making bed
- Makes his breakfast now ⑪

? "Is Pattern" a dimension of Connection?
Not necessarily 1916

Risks - plus traffic ⑥ as "safe" area ⑥
"Trouble" in schools in sth/west of city ⑩
"confrontation"

Weather! Even if winter - stays in water ⑥
It's real dark now ⑦

Routine
Goes to carer after school → 4:30 ③
I pick him up after work ③
Drop him off school 6 ③
Mum took day (Wed) each wk to look after ③
Boxing - Mondays, Weds ⑤
stays at friends house Thurs ⑤
Home 6:30. Shower, tea, bed ⑦ ⑪
Up early, by 6:30
come to father's home ⑦

Trapping
Got to let him go man - won't do anything without you ⑪

Uncertainty
what's he going to do when he gets older? ⑩
worried about when he goes to college ⑩

Place
"Our" beach ⑥
⑫ stays here now
Location of my home marae ⑭ - go to where attend birth buried ⑭
Never give land up ⑮
its gifted land ⑮

Proximity
Just down the road - after school care ③
Beach - its not far ⑥
Zip's he's home
we've got a trip home ⑦
stay by me (brother) ⑧
- from South to North in 1 day ⑭
Family ⑥ NZ - spread out
- Police college 9 brother - close
"2 minutes from" ⑮

Resources
Funded care hours ③
Cut his hours
X-box ⑫
Has heaps of balls 13
Rugby ball! 13
Havent got trampoline 13
Motorbike - broke it ⑬
* Homestead for cousins ⑮

Schedule
Busy - too many/too much
→ ↓ time - reading
Try a slip a book in ⑦
vs Relax at father's ⑦

Duration
stays in water all day ⑥
? in morning til dark ⑥

Pattern
Imbalance - few connections outside family.

Shared Occ.

Jam packed
• Everyone was round - The whole team at the hospital ② all our friends, family ②
Pots, cookers, food ③ or * Last Xmas, all his cousins ⑮
Shared
• After school care - Virginia - her son ③
• Father - miniball, t-ball, basketball ④ Into music - ⑬
we've all ⑮
• Taken him to boxing to train ④ other kids there
• Swimming - dog run on grass - dog ⑫
• When you go onto a marae ⑭
- dishes, funerals
- Comes to family funerals ⑭
weddings, reunions

Connect
Trying to support
Physical conn - Hongi/Kiss ⑬
Kiss Dad is really close ⑬ - ⑭
Mum - regards my family as her family :: death another family member.
Mum's happy to be in him ⑮
Really close to cousins ⑮
* Connect thru shared occ. parents ↔ children ④
Fitness, Attitudes

Existing Connec
Platform for extel's conn ⑩
Over Connection - food ⑫
- x box ⑫
* I don't want him to be shut off ⑨
Good knit/network ⑩

Mates - go to let him go man ⑪
"We're all into music" ⑬
Inherited connection inherent?
⑭ Connection with culture

Knowing
Doesn't really "know" then ⑨ not growing
How to handle it if he's ho ha ⑨
He'll know most of them ⑥
They'll know him ⑩
all my mates, all kids, all parents - know him ⑩
"Just be careful with him"
Not knowing what's normal ⑪
Knowing his signs - of tiredness ⑪
This is normal ⑪
Stand-offish at first 15

Changing Patterns
Not really in a routine ③
Juggling him around

Shifting / Fragmented connections
Juggling him ⑥ ③

Unsure
"Saw red" - anger ①
Crying Worrying lost it ①
He gets frustrated ⑨
college - "stressful"
I'm fat ⑬
Funerals - scared ⑭
"I get shy" ⑭
* experience shared with me, with Dad

Extremes Behav
A cuddle & a kiss - that's all it takes for me ⑨

Disconnect

Away at time of accident - work
came back, got mother.
Grandfather took - hospital ①
Separate before accident - 2y ①
Missing out (father, - mtgs, drums) ④
anger - I don't send him to his room ⑨

Single child family - ⑪
see mother's needs siblings

Helping

I drove for my Mum ⑮

Caring / Protecting

- Do what I do to make sure he's alright ③
Not going to leave him at school by himself. ③ Be careful with him ⑩
- After school care Doesn't ride bike/skateboard zout helmet 13
- Wait until someone's at school to look after him ③ Had to turn shower on - it was me ⑩
- Mum - look after ③
- Only z head gear ④. Concern: head.
- For each other's mokopuna ⑧
- Don't want him to go down by himself ⑨
- I'm scared - fights at school. All it takes is one punch to the head ⑩

Learning?

As they get older they'll know this type of thing ⑩
Teach him little bits - his culture ⑭ heritage ⑭
want him to learn that ⑭ Learning the ways ⑭
* I never grow him ⑭
Through Shared Occ - all it takes is a tennis ball ⑮

Tom

I try to get away (for mtg). Where I am at moment I can't really ⑥

Sorting it Out

Context? Putting a homestead so cousins can all meet ⑮
Pull them in together ⑮

Physicality
Hongi, Kiss (p.14)

Risks

Of shower - burning ⑪
Riding bike - what if he falls over ⑪
what if somebody picks him up ⑪
Trampoline - risks - spinal inj ⑬

Inclusive Actions

Welcoming, introduce ④ Give everyone a kiss, hongi ⑭
Touch ④
"Sensitive" to child z disturb ⑤
* Respect ⑭
Regards my family as her family ⑮

Value

Work No violence ⑮
Staying out of trouble ②
Fitness ④ - get a sweat up ④ hot fit
Dislikes X Box ④
Own house - contribution ⑮
His culture ⑭
Independence ⑮

Having a Say

Refusing to work late ③
He says Dad I'm tired ⑪

Achievement

almost caught eel ⑥
Old man wanted results ⑩
Shower, bed, breakfast ⑪
stress Ties shoelaces ⑪
flew back by himself.

Restricting

Not allowed - rugby ④
You can play touch, golf
Don't let him ride bike ⑥
Let's him go to school - bike ⑥
Don't want him in navy ⑨
Police is too dangerous
It was me that wouldn't let him do it (shower on) ⑪

Heeding

Coachs - makes everybody go round, shake hands. ③
Introduce
Modeling inclusive actions ⑤

Boundaries

Doesn't muck around ⑮
Just his word ⑮

Effort

⑦ Going hard out on reading

Abilities

Makes his bed ⑪
Showers himself
↓ self regulation - food ⑮
" " " - x box ⑮

Preparation

others need to learn how to be with K ③

Stretched / Tension

- Trying to support her ①
" " " handle what had happened to K ⑩
" " " happened to girlfriend ①
- a bit hard, trying to juggle, keep work happy ③

CS6 - Ash - Mother Interview (7)

Father - army - away ext. periods (1) Tracking On (12)
Pacific (2)
! just wanted him to mainstream + prof: thru (3)
In army - lag ago. Just being able to go to school was achievement (2).

Place
To house after school (5)
Weather
Sitting colder -> swimming (1)
-> Indoor pools (1)

Communication
IET meeting - discuss (1)
I heard yesterday / suprised me (2)
shaded (3) no ideas (4)
Had a big talk to his dad (4)
- father - a bit shaded when I spoke to him about it (9)
Spoke to friend (10)
Tend to go thru me more & I was a way -> get home
-> small newsletters

Preparation/Planning
IET Meeting (1)
Transition - IEP - let II move classes (9)
Get him prepared now (12)

Time Frame
last week (4)
School camp coming up (1)
having 2 friend 12+ mths (12)
Not home -> sun nite. I'm day shifts + Sat/Sun
No time betw work & everything else (11)

Uneven Patterns
Gaps - I was away
Breakdown

Very Changeable
Back & forth
Propped
Used to wed no school
Doing week abouts

Resources
Get him iPod touch - reading / listen
Get in behavioral psych (4)
School - systems in place (8)
Had a computer
OT - sessions in class
Give teacher strategies
Medication - u

Proximity
Just down there (5)
walked home (5)
Live just down road (6)
Sees up north (7)
(2) Intermediate

Scheduling
1 thing at a time (5)
Setting to practices (5)
Wed s - no school (7)
- grandmother (7)
Quite a bit (7)
(up north)
Week abouts with my work (5)
Not home -> sun nite.
I'm day shifts + Sat/Sun
No time betw work & everything else (11)

Even
Be on same page (9)
Consistent

Needing Connection
- needs siblings (7)
- 2 mother

Lacking Connection
- with peers

Fragments
Shines in away
Can't do the lot (5)

Parents - Disconnect -> child disconnect.

Change
"Progress through" (3)

Changeability
Sees 0 - 10 (4)

Continuity
changeability? of Conn
Duration
of Ous - Dropped initial (5)
Dropped T/Ball
Kids he's gone all way thru with
Always been in water (6)
Back & forth on planes
Over the laptop (8)
Used to go to library
Will move classes (9)
(2) Intermediate

Pattern

Gaps

Even

Consistent

Knowing
He's Realising not at same level (2)
He knows (2)
I discovered at IEP
I know these issues would come (2)
I thought it was an age thing (4)
Doesn't know how to cope & emotions (1)
They're aware of what's happened (5)
They're all understanding (5)
Knows what he's been through (5)
Only child - we don't know / don't know different (6)
Might have answered a few Qs if I'd known (10)

Readiness
Whoa whoa whoa (12)
I don't want to think (6)
intermediate (12)

Experience
of ext. family - lucky (1)
Failure - touched him (2)
- bad (2)
Frustration (4)
Hard for us (6)

Shared Occupation
What he does with me (1)
Plays girls (5)
? Different from his Dad (2)
With Malcolm (1)
Sleeps with dog (3)
Didn't (P) in swim carnival (2)
Music / art - inherited connect (2) - Dad
Backgal stuff (2)
Group reading - "huge" (5)
They do / we do (4)
The whole 3 of them (10)
Not bringing stuff home
I'm not getting anything

Connection
- extended family = huge support network (1)
- all his connections (1) - army too
- when he's with me
- what he does with me (1)
- one on one (1)
- getting into reading (1)
"Targeting into what he likes & moving from there" (1)
Just getting in there (2)
"Drawn to" - physical (2)
-> channel into (2)
"Join" - swim club
How he fits into "the scheme"
Family envt, family structure - spars in home (3)
"Influence" (2) Relationships (4)
Me & father "get with" (4)
Move in same circles (5)
Interaction (5) Makes (6) Loves (6)

Disconnection
Pulling back frgp actus (2)
Didn't (P) (2)
Moving from thing to thing (5)
Normally withdrawn - 1 x 1 (5)
always been with me or Dad (3)
Storm Out (4)
They, they (4)
against each other
She hasn't been involved (7)
Had a fall out (7)
I've never been involved (9)
Breakdown?

Repair Conn
Bridged that mend that
Builds - Adapts to connection (6)
Builds Soc Relatshp (9)

Learning
Giving him tools (4)
Adapts to (6)
Influence (7) (3)

Confidence
Biggest thing
Shutting everything else down
Everything else branches off that (11)

Unclear
I wasn't sure (4)

Readiness
Whoa whoa whoa (12)
I don't want to think (6)
intermediate (12)

Experience
of ext. family - lucky (1)
Failure - touched him (2)
- bad (2)
Frustration (4)
Hard for us (6)

Extremes
Lashing out (4)
Attitude (4) Tantrum (4)
Slam Doors (4) Throw chairs storm out (4)

Physicality
Physical (2)

Refusing / Have Say
"He won't"??
answering back
Refuses - hearing aide (4)
Standing up
Defensive. argue back (6)
Let you know
Wanting to come home (8)
He's talked @ tennis (9)
Seems to be the feeling at the moment (9)
I'm not open to medication (11)

Preferences
Likes to swim (1)
Reading's a big thing (1)
Wants to do (11) Individual
Really really enjoys reading (3)
joy (3)
cool things (5)

Stemmed from that learning
enjoys maths
Doesn't want to do X countries
Excited if mother runs with him = comest-ten

Misconnection?
Fit (2) Misfit?
Not at same level (2)
Starting to compare
Valuing sameness? diversity?
vs difference
Compars. similarity? Discrete?
vs contrasting
Categorising / Splitting vs Joining
separating? Parting. Classifying us
"matching" at level - 4 other kids (3)
Including:
Treats him as if he was his son
Misfit - schedule (5)
Pit against us work tog? (5)
with
I'm different... I want to write in book like everyone else (5)
I want to be like everyone else (8)
Most of the other Mum's can go.

Focus Abilities
- 1 thing at a time (5) - schedule for him
- hearing 4 ear (6)

Tension
Parents schedule - work (5)
schedule of occupations
want to come home as work schedules (8)
Hopefully I'm not working (9)
Think I'm working a night one (9)
IEP mtg vs Working (father)
Stand-offs - Dad & child - leave stuff
Don't have time betw work & everything else (11)

Reciprocity/Rivalry
Standard like annoy'd brother (9)

Ability
Empathetic (6)
Good shot (5)
Big hitter (5)
Fantastic imagin (8)
No trouble - comm (6)
Tell a writt - struggling
Brilliant 2 small child (9)

Not having a go?
- Tennis

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Reciprocity/Rivalry
Standard like annoy'd brother (9)

Individual Effort
Drums, swimming (2)
Tennis (9)

? Symbol / Output / Reward / Product
Reward - library & CD book (1)

Achievement
Coming 1st & 2nd 3rd - that's what it's about to him (2)
"I come last" (3)
at level - 4 others (3)
He shined (5) - In areas (5)
Can't do the lot

? Including vs Excluding
Encouraging (2) vs Excluding
Say not nice things (5)

Abilities
Having a say
Empathetic (6)
Good shot (5)
Big hitter (5)
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Creating = Product
Put up a hoop (1)
Up ladder to paint
Set hammer out (1)
Play 2 friends (1)
Reading (1)
Drums (2)
Drawing, Painting (2)
Listening to fantasy stories
Running
Hard ware store (4)
Rugby match (4)
Cross country
School camp (4)

Structure
Dim: Consistency
Both on same page (4)
Dealing 2 it the same (7)
Send him back (5)

Regulating
Send him back (5)

Effort
Struggling

Detour
Channelling - art (3) Dad
- fitness (2) Mum
Encourage
Talk him into (2) - join swim club
Read 3 channelled at school (5)
Emphasising (3)
Get him more involved
Set him into swim club (9) (9)
Move of that (9)
Needs to do teamwork

Focus Abilities
- 1 thing at a time (5) - schedule for him
- hearing 4 ear (6)

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CASE STUDY 6: Ash: Teacher Aide Interview

lot year with K.
T.Aide at school 4y
2 children at school 9y, 11y.
Seen K. around, knows hx
Imagine what you would have been
like if you didn't have an accident

* Yltsaker -
have a say =
Q.P.P.R.
* Yltsaker - Asst.
Learning (people)
Work it out, trial & error.

Opportunity
concept 11 - opp
to contribute?

Communication Modalities
Meeting - 15P 13
Discuss K every day 15

Noise
Lot quieter in library 7
Maths - group thing - noisy 7

- Proximity
- Walk to school 11
 - Removed himself fr group 4
 - Had back to group 4
 - Set up & moved 2 me & sat 2 me at back of gp 4
 - I sat back quietly behind him 6
 - Sit back 6
 - Take him out 4 maths 7
 - Some days take out 4 writing 7
 - Going to the library 9

- Space
- 7 - group things
 - Can sit at back of room & quietly do it 8
 - Let him sit down by yourself, calm down 10

- Discuss K every day - teacher 15
- Schedule
- With K 5 days / wk 2
 - wed he doesn't come in 2
 - Better to have 4 straight days 2
 - Go to meet on day off 2
 - Friday a mixed up day 2, 15

- Time Frame
- With him all day 2
 - Keeping 2 the task, maintain focus 3
 - He got through it 6
 - 5 days too much 13

Unstructured / Uneven Pattern
If all the kids wandered off it would be a shambles 5

Single Conn
Loves 1x1 5

Uniform Pattern / Consistent Pattern

- 4 straight days 2
- Routine - really imp 2
- Needs routine 2
- More structure - better for him 3
- 1 rule for the whole class 3
- Were on the same page - discuss every day 15

Broken Conn.
- Take him out for walk around 9

- I'll read you a story 11
- He's going on the camp 11 Yrs + 6.
- Going to do a concert 11

- Shared Occupation
- With him - 3 days wk, all day - great 2
 - Maths, reading, writing 3
 - Took me to McDonalds, shops 5
 - Share a laugh 5
 - Typing up writing on computer 6
 - Work with him & L. at same level
 - Cross country
 - Lying on frid, looking at sky, another child with him 9
 - 9 Take him out & have b/ball game 2 him
 - 9 " " for a walk @ school for break & come back

Reconnect
Hard for him to get back into it 13 when comes back on Thurs. He got up & joined in again 4. Back into it 6

- Connection
- T/Aide - with him 2
 - Sees himself as part of class 3
 - Teamed him up 2 somebody 6
 - He joined in 4
 - They all buddied up 4
 - T. Aide - see proximity 4
 - Team him up 4
 - One on one 5
 - With an adult, with me 5
 - I think peers all like him 5
 - Loves the girls 5

Learning *

- Trial & error 7
- Kind of work that 1

- Knowing
- Knows he's doing what everyone else is doing 3
 - I've worked him out a bit more in the last week 2
 - Everybody knows everybody 6
 - Knowing when to stop (driving) 7
 - You kind of work it out 7
 - They've come thru whole school & know him so well 11
 - New teacher - drums -> confidence -> refusal

Difference/Fit
He is different 3

Progress
Doesn't wander off - keeping with the pattern 3
Doing really well 7

Untangle Conn.
Listens to both sides 11
Deal with 12

- 11 I've seen kids argue with him
- Conflict
Gets into a few scuffles 2
Frustration 3
Been 9 go in the playground 11

Structure
Under - not sure what's expected 4

- 11 Challenge
I little thing will put him off 7
- 13 Not doing it - can't type fast
13 Lot of structure, lot of focus
13 Protection
Doesn't need someone to watch him 2
Sit back & watch him 1

- Achievement
- Finished sentence indep 2
 - Amazing work 3 chart-stickers
 - He was good 6 certificate 6
 - Very pleased 2 himself 6
 - Came out 2 sentence on his own & wrote it 7
 - Some days - just not doing any good 7
 - Ran 1 lap 8

Regulating / Boundary
Where are you going? Come back 3
Behaviour for all kids 12
All know what can & can't do 12
Contract - signed by parents 12
Creative
Strong 11

- 10 Goes to drums on own
- 10 Stay clear 10
- 10 Some kids just keep clear 10
- 10 Step back
- 10 Walked off
- 10 I leave you there & let you get on with it 6

- Disconnect
- at start year - get up & wander away 2
 - Removed himself from group
 - Back to group.
 - Don't want you - want last yr table 2
 - I'm not doing it, I can't type fast 2
 - Not in a team this year 2

- In Equality
Treat the same
- 1 rule for the whole class 2
 - Not focus on head injury 2
 - Everyone was buddied up 4
 - Owe me time 16 bad in class 12

- Helping
- They'll always help 6
 - They're kind 6
 - Tolerant, considerate 6
 - Would probably help - but generally I'm with him 6
 - Prompt him to start 7
 - Sit back & watch him 7

- Having a Say
- Need to tell me I'm finding it hard, not just walk off 2
 - Sees nah or not 2
 - I'm not doing it 6, 7, 8
 - Quotidian - didn't want to do his writing 9 Say he's tired 9, 11

- Preparation
- 2 Took him over earlier - find out lesson time 10
 - 2 Having things ready/not
 - 3 Take him down & walk x country course

- Preferences
- Didn't want to 4
 - Loves 1x1 5
 - Balls, basketball
 - Didn't want to do his writing 9
 - Loves shooting hoops 10
 - Excited @ camp 11
 - Loves mouses 11

- Following
- Doing what everyone else is doing 2
 - I said look, everyone else is doing it, & he joined in again 4
 - Look at classroom - see how everyone else is behaving 7
 - Have a look, see what they're doing 9

Confidence
Felt confident & SECURE when teamed
confidence - change of people / loc

Variability
He'll change quickly 3
Anger, aggression now & then 5
Changes very quickly 7

Uncertain
Don't know why doesn't come in wed 2

Split
Can't cope 2 task & talk 6

Conflict
scuffle / tangle

Driving

- Going to try & get more school 2
- Push him a bit 3
- Pushing him to do more 7
- Really pushed him 7
- You've got to. If you don't practice you'll never be good 9
- Encourage - just get round once.

Capabilities / Needs

- Quite capable 2
- 2 Doesn't need someone to be watching him
- 3 Getting too tired 3, 9
- 3 Set on mat, listen.
- 6 Talking to too much - let him get on with it.
- 10 Good at drums 10 Good at basketball
- Fabulous on stage 10
- Recites things from mouses 10
- He's so funny 10

Secure Conn.
Teamed up 2 someone 4
-> confident, secure

Small school (3)

Noise
- Mini ball team (2)
- stadium, balls
- coaches directions } struggled

Communicate
- up to date - IEP (4)
- attend mtgs
- Liaise = acc
- " " parents
- acc - sometimes come to IEP (4)
- Therapy chgs / team chgs = hard to track.

Place
at their place =

Schedule
Needed PMs for rest (2)

Gaps
Behav hrs (6)
peers learning

Variability
Therapists (4)
who's on board, who's not (4)

Resources
- Device to sptt. hearing (5)
- suppl. learning sptt (5)
- setting + physio sptt G balance (5)
- laptop (10) Recording device (11)
- access. Referred him for behaviour, but because under acc, can't cross over = (11)
- Couldn't get sptt + counselling (11)

Proximity
Stand at back (7)
Sits on outer (4)
Takes the long way there (9)
To school (10) - bikes G's school after school.
(9) Comes down to share work
(10) Bring them down

Schedule
Learning sptt 2x wk (5)
in PMs
Kapa haka on Friday (7)
Routine - takes long way back to class - drink, mosey on up.
Miniball - Mon PM
Reading recov - 3 terms
1/2 hr/day (10)

Time Frame
- Known him since he was 3 (1)
- More dealings since he started school (1)
- Taught him 1 year (1)
- Reading recovery for 30 wks / 3 terms
- 18 mths - only 1/2 days (2)
- In pre-school, lots of PT sptt (5)
- Long sptt since age 5. (5)
- K.H. for 1 hour (7)

Disjointed Patterns
School - Mon AMs, all day Tues, not on wed, 1/2 Thurs, full day Fri.
- Changes - therapists (6)
- Going to live 2 Odd -> diff str + routines (11)

Read speech to 5y olds (13)
Share art-works, drawing (13)
Comes down to share his work to us
Brought writing down to (15)
Share 2 us (15)
Shared his speech (15)

They
Bike to school (9)
Play-tramp (9)
Don't see him out of school that often
Kids are playing (9) or at a BBQ
Bikes at school grounds + another adult (10)

Pattern
- Transit into school was slow (2)
- visits 1/2 days (2)
- Changeability - behaviour (2)
- Tantrum, meltdown, leary, A other extreme - wants cuddles (2)
- Moods change rapidly (2) people (2)

Familiarity
- Therapists - chg + A New kapa haka tutor (7)
New kapa haka songs, actions (7)
Intermediate - wole (10) other world for learning

Knowing
- Real fatigue vs avoidance (2) - aware of.
- Other kids - they know (2)
- Peers - know him (3)
- Know T/A's there to work 2 him (3)
- Confidence (6) - Boost.
- Couldn't ustd length time Mum away (11)
- ? Understanding (11)

Gradual Changes
(3) Transit period into school - slow
(4) Term to 'settle in' to school. 'settle in' to home

CASE STUDY 6: Ash: SENCO/FAMILY FRIEND INT

Big one was when Dad watched him play the drums (12)
Performing haka (12)
Shared Occupation

1 Taught him
2 Took him for reading + recovery
3 Served in army together
4 Plays sport - AM tea / lunch (2) with a coach (3)
5 Suppl. learning sptt 2x week 5
6 Playing drums in front of school
7 Kapa haka.
8 Grandpts come to watch him (7)
9 Play dates 2 some of friends (8)

Connection
- Mini ball, shoot hoops
Game-field, wrestle
T/Aide u udstg (11) Friends = actually Mum's friend
Goes to mts (13) his parents (1) They play well (8) They set on well (8)

Support
- Known since was 3y old (1)
- Still u. friendly 2 Mum (1) + Maring who they live with (1)
- Been 2 same peers the whole time (1)
- suppl. lng sptt since age 5 (5)
- Keen on bike-long time
Reconnect
(4) Mum's come home from training coll

Learning
(9) Specialises to ch's behav issue
(8) Plays 2 step-son
(10) Read recov = intense = 1x1

Difference/Fit
- Had a different pathway come to where he is now (2) Age difference age gap.
- Don't think see him as terribly different (3) Behind his cohort (10) would have been bigger gap (10) Well behind
- T/A's helping other ch (5)
- Gap between K + peers - learning (5)
- How he sees himself in relation to peers (6) (7)
- HUGELY AWARE THAT HE'S DIFFERENT (6)
- Everybody watching him (6) wanted to be like other children (10)
- He doesn't want to be singled out (7)
- Possibly cf. himself to the elite (8)

Progress
level of concent + impul (2)
Building on from ground work (5) ?
Achievement - 5, 6
Due to extra support (10)
Behind (10)
Slowed him down (11)

Product
- minball (9)
- Have a go (5)
- athletics, gym, x country, swim (5)
- gymnastics (5)
- ! Confidence (6)
- Doesn't reliably give it a go (2)

Achieving
- athletics - did well (5)
- Does well 2 shot-put (5) (16)
- Likes recognition (5) (6) (16) Boosts confidence (6)
- Set a certificate (5) - share.
- Extrinsic motivation (6)
- Perform drums - achieved (7)
- Every one - impressed (7)
- Chairs down for reward (13)

Disconnect
- Then I left (1)
- Wed. off for rest day (2)
- Set out of his way (2)
- Gap gets wider + wider (5)
- Therapy dropped off (5)
- Hasn't been to W. Home (9)
- Everybody watching him.
- Stands at back (7)
- Moving out (11)

Support
- Trying to get sptt (11)
- Put in support (11)
- Heavily reliant + T/Aide.
- Heavily sptt (11)
- T/A's help other ch (5)
- T/A - keep on track (11)
- sounding board (11)
- Physio + support - balance (5)
- Progress: extra sptt - agencies reading recov S.L.S (10)
- With cont'd sptt (10)

Enjoys
(10) Bike (9) skateboard (2)
(3) Looks forward to rest day
(5) Gym - thrives on that
(5) Challenge
(7) Performing

Preferences
(11) Wants it all written correct way
Opted
- Confident socially (8)
- Boosted by recognise achievement.
- Reluctant to do new songs - K.H. new actions Nervous.
- Performing - first with shirt off - centre front.

Adjusting
Play to fit with others needs (8)
Working Through
(11) Big change - he dealt with it (11)

* At odds 2 others
percepts
Likes it (5)
Things are challenging to him (6)

Structure
- No structured things on rest day (2)
- T/Aide simplifies task (3)
- Simplified tasks at suppl. learning sptt. (5)
- Structured practice - miniball (8)

Physicality
- Bike riding (9)
- Skateboard (9)
Challenges
- No sptt - made it tough (12)
- Boundaries - firmer. responds well. (4)

Driving
- Do drums in front of school (6) K-driving
- Team game like TBall would be great (9)

Preparing
- Ground work - for life skills eg money (5)
- Foundation stuff
- Build up to drum perform
- School game basis for life skills -> can fun. (10)

Following
- Everybody's doing it (8)
- Doing same as other boys (8)
Contributing
- Helping to put chair down (13)
- Responds well to responsibility (14)

Abilities/Needs
- Use of own abilities (2)
- Afternoons for rest + fatigue (2)
- Needs rest-day (3)
- Concentration an issue (7)
- Hearing issues (9)
- Balance + coordination (5)
- W leg + longer
- Mimic (8)
- To adjust play - K can (8)
- Set the ideas (11)

Stretched
He's at both their places
Shift work, work away

Age: SNA 9y
DOB 06/00
Maori-Pacifica
Inj details
Severe TBI
No GCS, no PTA
N/Psy Rnt - 4y 10m
Accident - Age 2 1/2
In year 4
Reading - Instr level 15

How will he learn more approp social intls & peers if he's always 2 adults & apart, & if can't hear?
Directed by others
Driven by others
Grandfather will accompany to camp
Parallel byt with t/aide
Emphasis - academic achievement
Tension - need to concentrate us

Resources
Training - Indep - Inrluk
RTLB - specialised reading prog
Visual timetables
Hearing technology
MOE adutor for deaf
Stories on tape/cd
Laptop -> differentiated

Proximity
Sit close to teacher - assembly
Position at front - PE
Sits at back & TA to minimise noise distraction
Have K close to teacher/taide aide in lng sits
Sit - single desk

Time Frame
Extra time needed for dressing
T/table includes short bursts-wk
longer travel times living w/ Dad
late back from break, K.H.
Ongoing therapy sppt Weds -> 2008

Schedule
Wish to attend full time as fatigue allows
Living full-time: father
Att school part-time
Alternate wknds & father
Mum provides more routine
Part-time school: fatigue
Needs regular IEP reviews
More likely to meltdown - AM
Extra-curricular now part of prog
Short bursts, rest-time
Responds well - consistent routines
Difficult to mg. persistence when busy
Fatigue mg plan - rest in sick bay - day off - Wed - active after school
Tired - Monday after weekend
advised - bursts therapy

Differentiated / Inferior
Below average range - social - cognitive
Academically - well below classmates
Closer slv than peers needed
Skills below age group
Shy, immature for age
Skills similar to 6 y old
Spelling age 8-10 yrs

No Shared Occ in Community on referral - space = empty
Playing mini-ball & peers at school
No siblings
Small gp work encouraged - developmt & modelling approp behav
Describes a recent event
Recalls holiday, family, social events
Engages - games by self - TV
Function 3 - whole class lng
Circle time, Co-op. learning opps
Swimming, fitness circuit

Continuity Connect
Always wk & reading gp
Social intls not sustained
SLT - visited school
Interacts approp peers
Teacher = positive influence
Strong reltshp built w/ t/aide
Willing to practice writing & drawing at home
Needs to practice desc & event at home & school
Miniball -> made more social contacts
Recognises familiar people, finds familiar places
Clear comm. betw home/school
Parents work well tog -> care

Understanding
Needs & strengths - teacher
Needs sppt to ensure udstds work
Dpps udstd of structure of day
Not aware of danger
Wants continuat of lng at school
Progress - behaviour
Targeting learning
Learning / dup soc. skills - approp behav
Progress - curriculum areas
Improving manip. for writing & scissors
Describes recent event
To conform

Learning
Wants continuat of lng at school
Progress - behaviour
Targeting learning
Learning / dup soc. skills - approp behav
Progress - curriculum areas
Improving manip. for writing & scissors
Describes recent event
To conform

Transition
Chg in routine -> Dad
To intermediate 2012
Between lessons
Transfer to intermediate - 2012

Conflict
Compromising his behav
Behav impud at school
Challenging at home (a handful)
Settled behavior
Sppt - to mg. meltdowns
Overtired - te influence - behav
Perseverates when doesn't get own way
Exhibits frustr behav
Tantrums, crying, refusal
Usually calm
Extremes of emotions

Disconnect
Form sets community apart
Therapy in clinic setting
Loses interest when tired
Mother moving to X to attend uni
Father unable to att. asst
Removed fr class - reading recovery
Betw performance & interact w peers
WD to quieter room for writing
Time out
Minimal w/d-out
Withdraw fr people
Noise - safety
Students leave him alone

Goals
To dup approp social intac w peers
Academic -
Concentrate in group
Contribute orally
Reading, writing, maths skills
Specialist therapy & sppt
T/A - facil approp social intls
Guidance to mg social & emot responses
Calls mother to assist - prob
Assistance to start & stop tasks
To stay on task
To facilitate gp work
In A.M. - more likely to have meltdown
Independent in play
Sppt - self cares
To refer to t/table
Ongoing sppt from therapists

Confidence
Udstd of needs & strengths -> confidence
Shy
Interacts confidently - adults & peers
Fear of failure
Adjusting curriculum - highly
Wears pull-up pants
Easy open food - school
Program modified for mail gp by teacher
T/A modifies K's work - 1st setting
Needs curriculum mod - gp tasks

Unsettled
Changing pattern
Mum provides more routine
vs Settled year at school
Settled behavior
Home life - when settled again
Frequently exp. chgs in care arrangements

Challenge
Set personal best target
Why & another stdt & same ability
Competitive edge
Most likely to have meltdown in cognitively challenging situation
Overextended

Reward
Good behavior
Daily treat
Behav contract -> listening & respond

Encourage
Coax to with other ch
Protect
Monitor fatigue
Strategies to mg meltdowns
Keep an eye on him - not aware of dangers

Particip Skills
Constant interrupts
Yells to get attent
Have a go
Asks for help first
Attempt all spelling

Concentrating
quieter rm for reading
Needs constant check, prompt to remain on task
Follow
Learning to conform
Wanted to write in book like rest of class

Structure
Break tasks into steps
Unchangeable steps
Format of tasks - same
Natural progression of tasks

Achieve
Completes SLT reading tasks with sppt

Regulating
only eat - AM tea & lunch

Abilities
To handle emot
Reading - L
Not efficient at writing ideas
Dressing
Mg own food - school
Describes recent event
Regulates emot
Fluent reading - L17
Writes high freq words, phrases
Concent - noisy envt
X hearing - noisy envt

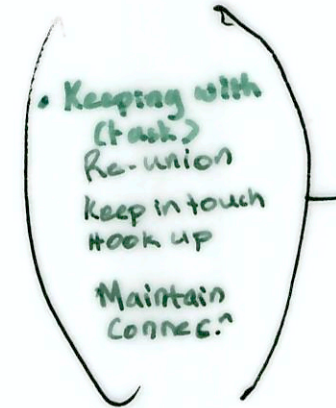
Flexibility
Father apply 9 for flexible wk hours

Case 6: Ash (11)

Aggregated
 consistent
 secure
 Teamed up
 a part of
 Teamed up with

- Uniformity
- Consistency
- 1 rule
- same page
- straight

Goals



- Readiness
- One thing at a time
 - Repair Conn. Bridge Repair Mend
 - Get back into it
 - Join in again.

Not wandering off Keeping with the power

Reconnected

Boundaries
 Pull him back in
 Tighten right up
 Boundaries

? Resilient
 Flexible

Simplifies
 Break down
 Deconstructing

Variety
 Flexible

Achieving
 Balance

Inherent
 of learning
 Continuity
 Goes on
 Passed on
 Knowing

Variety
 Multiple
 Conn.

Continuity
 (Connection)

Whānau - age diff
 goes out the window
 always, with
 through years
 → Security Stakes
 → Staying in there
 - Keep with - don't
 send to room
 - Kiss & Cuddle
 - Alternating
 - Doing nothing
 needs to be

Learning
 Teasing Out
 what to expect (tds)
 How to.

- Learning - getting to know
- Cotton on
- You know his comfort zone
- Handling it

Building & Moving
 Adapts to
 Spread Wings
 New doors
 Avenue
 other outlets
 Extended Conn. - from
 - what I like
 Learning new locats
 Out of comfort
 zone
 long way to
 go
 Long way
 come to
 Multiple Conn
 Huge network
 Spreading
 Extending
 Extending
 Get there slowly
 5 low Progress
 Outside comfort zone
 Support
 Freed Up

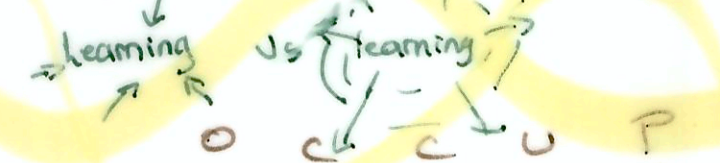
Building & ground ok Sppt
 Learning
 Connecting new
 with old to 346
 → Learning
 Not too far
 out of
 Comfort zone
 Finding hi's
 level
 - Learning the ways
 - Set hand of 7
 - Habituated
 non-P - hard
 to change
 Platform to ext
 connec
 Good
 knit/
 Network

Rituals x 2
 Familiarity
 Familiarity

Easing Transitions
 Gradual Change
 Slow Transition

(Shambled)
 Reconnect
 Putting whānau
 back in
 together

S H A R E D



O V E R T I M E

Mis-matched Fraying - 1.2.7

- Differentiated
 Standing Out *

Segregated
 Self fulfilling prophecy
 Realising Difference
 Differentiated
 Inferior. Below
 Standing Out
 Misfit
 Apart - all on his own,
 Misfit Being watched
 Only one
 Feeling different
 aware of difference
 Difference

Resisting
 change

Busy Pattern
 complex
 Detailed

Rigidity
 (child)
 ? overconn.

? Overconn.

Over connect
 Dysregulat

So different
 left out

MISFIT
 - hours/
 timing

Comparing himself
 Being watched
 Singled out

Not at same
 level
 Compared
 in different

- Behind
- Sup to Ash's
- peer learning
- aware he's different

Disintegrated
 Disrupt
 Ruptured - went
 to bits, meltdown
 Extremes
 hook

Trapped

Shambles

Chopped to bits

Storming Out
 Falling Out

Loose end

Confused
 Milling, diffac
 , dilemmas
 in a out, tricking

Confused
 Diff styles
 Diff instx.

Jumbled
 hoses track

Confused

Short bursts

only child - we don't know
 any different Jessica
 - answered a few questions if
 only I'd known

Gaps
 Broken
 Missed out

Fragmented
 Time out
 Break it up
 Short bursts

Fragments of
 info
 Spread widely
 Scattered family
 Spread out family
 Focus on the thing
 hes doing at the
 moment
 • alone for a bit
 • short time

Complex

Imbalance
 - Female adults
 - Top-heavy =
 boys

- Younger ch
 → connec outside family
 Imbalance
 family, pets

♀ = adults
 ♀ = girls
 Imbalance

Imbalance -
 gravitates to
 younger ch
 - We're older
 - Ch's behavior
 issues

Habituated
 non-P - Known
 Took out
 Doesn't join in
 unfocused
 Disconnected
 Withdraw, away from

Disconnected
 Pulled out
 Between spaces
 longstanding Disconn

Disengaged

wander off
 Wander away
 Removing
 Not in
 Broken conn.
 Take him out
 Missing Out - father

Gaps gets wider
 Therapy dropped off
 so - bag / stuff / not getting things
 - Disconn - resources betw
 school & home
 Lacking connec
 Needing connec

Gaps / breakdown -
 I was away
 Parent disconn →
 child disconn.
 Withdrawn - normally
 Pulling back fr group

One on one

Fine line
 Hard to know
 Difficult
 uncertain

Uncertain
 Difficult

Lacking
 confidence
 Hesitant

Uncertain
 Uncertainly
 Unsure

Uncertainty

Trusted adult

Intense
 One on one

One on one
 Me or Dad

Only child
 with me

Unclear
 Wasn't sure
 Unconfident
 Biggest thing
 shuts down
 Barrier

Uncertain

Pulled in
 multiple direc
 Time pressure

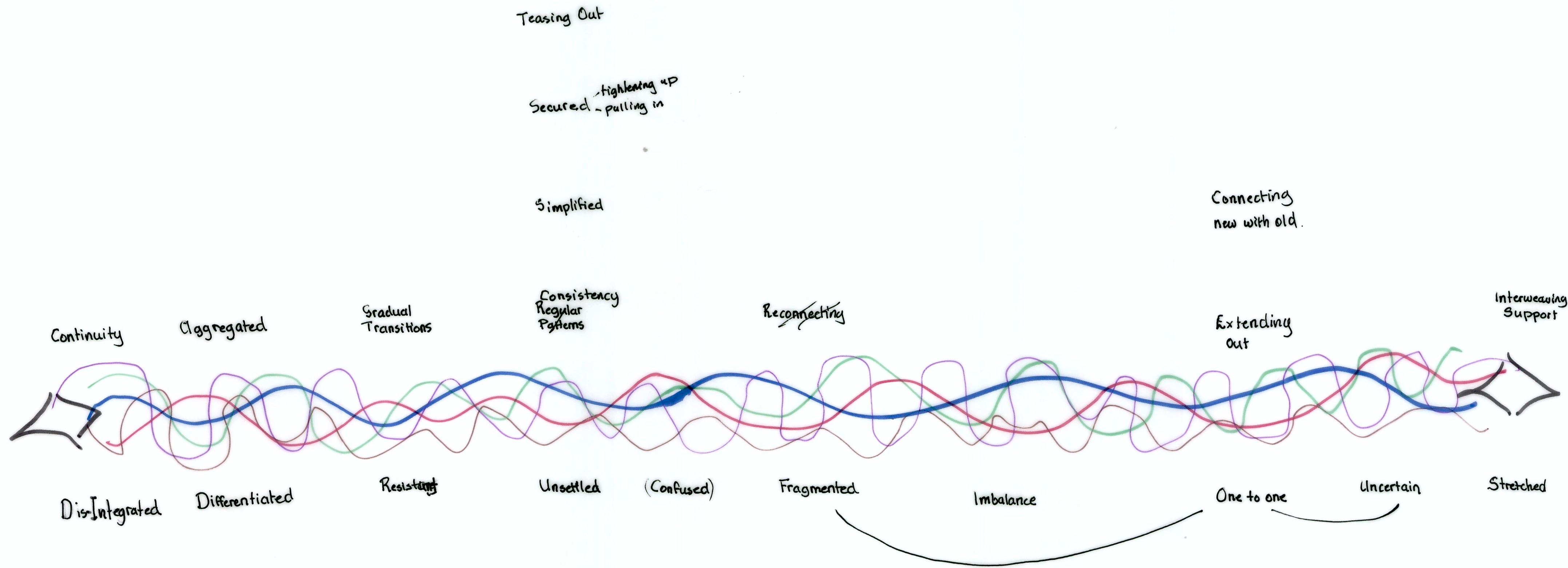
Uncertain
 Difficult

Torn
 Stretched
 Tensioned
 Juggling

Misfit - hours
 timing
 Stretched
 struggle
 busy

Stretched
 Tension /
 stretched
 stand off
 Misfit -
 schedule
 Pit against
 us
 against each
 other

Case Six: Ash. 12



Disconnection, Disjointed Irregular Patterns (Disrupted)

Reconnecting, Regularity Patterns

PLANNING = PREP
= People - meetings

FOLLOWING
C = same place

Case 6: Ash

Comfort

OPPORTUNITIES - SFI p7,8
← DRIVING

Place

Flexible Use
Chl - Communication Modalities
Shared occ - vicarow

Proximity - TAI - ↓ from group, to adults, taken out, close to school
 - TI - Want to be away vs being with. ? Circle, Close (to hear) to leader
 Rehab - to teacher - MI - school-home, to extended family up north ? word
 To front (chr) - SFI - to other children / family → travel, + FI
 To back (noise) Obs - To school & work → "know" each other (more time), to peers (charts), to door
 Apart - noise - To occ (can't see) FI - after school care
 Chl - To family → travel, + FI - To home
 SFI - at back / outer - to school (bikes), to staff area (shove)
 GMI - To natural resources, + FI

Space - TAI to sit quietly away fr others, ↓ for gp actives, (AMOUNT) = proximity
 TI - Lack of → go out (Amount) FI - Our beach, to Mariae
 PEOPLE - Bounded vs Net confined SFI - Moving houses, to run (2) - Rehab-transitions connections betw travel?
 Familiarity - (normal place) - Connection (belonging) - GM1 - where ancestors buried - our land - FI
 Familiarity vs change → connect - Movement betw bounded spaces/transitions.
 Obs - space - in class room Chl - Big space, go to / Movement betw bounded spaces/transitions.
 SFI - to school (bikes) to staff area, - Go to, long way there

Noise - TAI - quiet in lib, go things noisy. GM1 - no space in city (2)
 - TI - quiet during writing. R
 - SFI - ↑ Space/prox = noise OK (2)
 - Obs - Sound system, talking, too much vs quiet - levels
 - ? acoustics = quieter in libraries, noisier in hall (KH)
 - Rehab - needs quiet envt

Resources - T.I. - To sppt organis, teacher aide, swimming gear, writing loses
 MI - Pool touch, - reading, Psychology, special^s sppt-school, computer, meds x
 Effectiveness of resources - SFI - Balls (FI) tools, physical occs, mattress, simple resources v. impt. real pictures, rehab
 simple is better - Obs - Sound system, Reward chart, specialists, Taped stories, Familiarity
 Natural resources - Chl - Simple - drawing, (sharing) Pool table FI Care funding
 fingers, sea, sand - SFI - Sound system, Specialist sppt, laptop, recorder, - availability of Rehab
 GMI - Photos → communication Things to do - GM1 Comm. Modalities Funding

Weather - MI - Shapes location of shared occs
 GMI - limits outdoor play
 FI - light, water cold

Terrain - (GMI) - rugged, stony. (risks)
 Risks - traffic
 Hazards - crime, aggression (FI)
 MI PI

People

Case 6: Ash

How to do the task
How to include others
How to lead others
Understanding

Attempting
Have a Go - confidence
Resilience

Have a Say
Express Prefs

Participation Skills
Differentiating
Including
Support
Helping
Learning

Comfort

Driving

Encouraging

Reciprocating

Creating

Contributing

Valuing

Enjoying
Referring
Interests

Touch

Focussing
Concentration

Rewarding
Recognises achievement
Praising

Using
Effort Intensity

Communicating

Preparedness
Preparing

Directing
Teaching
Leading

Task Skills

(Health)

Adjusting

Modelling

Protecting
Monotony

Experience
Learning

Following

(Confidence)

Achieving

Regulating
Restricting

Variability -
changeability

Knowing

Having a Go

Having a Say

Driving

Leading

Preparing

creative
communicating

- listening
- supporting
- encouraging
- Turntaking
- Recognise achievement
- Introduct
- Touch

Contributing

Valuing

Using effort
Adjusting
Protecting

Achieving

Following

Protecting
Regulating

Overcome

Difference

Product