

Appendix 5.4:
Case Study Report 4 Dana

Dana is 10 years old. She lives in Bellview, a city suburb with her mother Erana, her younger sister, Sandi, & her mother's cousin, Dean. Dana is of New Zealand Māori descent. Two close family members have recently died. This has been a great loss to the family.

One year ago Dana sustained a severe TBI at age 8 years 9 months in a bicycle accident. Her injuries included a fractured arm, & a right temporal subdural hematoma. Her GCS was 7/15 at the scene, deteriorating to 5/15. She was in PTA for 21 days. She was hospitalized for 3 weeks, then had inpatient rehabilitation for 10 days. Dana now

experiences fatigue, & has difficulties with attention, memory, organization, problem solving, & expressive language. She mobilizes independently although she has mild balance difficulties. She is independent with self care activities but needs some reminders.

Dana attends a Year 5 class at St Mary's Primary 5 mornings & 2 afternoons/week. Before her accident, she was very active, playing hockey, netball & cricket. She was in a swimming team. Dana's family has a pet cat, & a dog.

Making Me Imagine

"Do you like it when [therapist] visits?" [R.] "Yeah it's okay" [Dana]. "What do you do with him?" [R.] "Oh he brings stuff. Because last time he came it was yesterday & he like tried to make me have a bigger imagination & stuff" [Dana]. "Oh is he making you think?" [R.] "Yeah" [Dana]. "Is it hard?" [R.] "Hmm kind of, I don't have that much of an imagination" [Dana] (Ch I, p. 16).



Where I Want to Be

"Where would you most like to go in the world?" [R.] "Hmmm. Asia. Because I'm part Asian I want to see Asia & they get lots of free stuff" [Dana]. "Oh. I wasn't expecting you to say that. I thought you might say Disneyland" [R.]. "Oh that's what [therapist] said because she said 'what's your favourite place in the world', & then I said 'home' & she thought I was going to say Disneyland". (Ch I, p. 15).

Case Four: Dana

Contents of Case Study Four

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

Page	Key to Colors for Participation	
1	Green	Family
2		
3	Yellow	Community
5		
6	Blue	School
7		
8	Pink	Rehabilitation (medical)
17		
18		

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

R	Researcher		
MI	Mother Interview (Erana)	Obs CV	Observations Year 5 Classroom Visit
ChI	Child Interview (Dana)	Obs HV	Observations Home Visit
Cous I	Cousin Interview (Dean)	Obs ClassPlgr	Observations #1 Year 6 Class, Playground
Ffrd I	Family friend Interview (Lani)	Obs MassPlgr	Observations #2 Mass, Playground
TI	Teacher Interview (Mitchell, Mr R)	Rehab SNA	Rehabilitation Document: Support Needs Assessment: January 2008
TAI	Teacher Aide Interview (Jenny S)	Rehab TI	Rehabilitation Document: Training for Independence Report: February 2009

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

NB: Citations of some data sources are omitted to support confidentiality.

Contents & Key to Abbreviations & Colors

Erana: Dana's Mother.

Homemaker. Mother to Dana & her younger sister Sandi. Single parent. Involved in parent & whānau groups 5 mornings/week at the school.

Feeling Thrown

"She was punched in the head yesterday.... little things like that can throw us.... I was there in a shot. I just needed to see her" (MI, p. 3).

Having Family Friends

"We have friends who live in N. [beach community] ... We go up there a lot, take the kids fishing ... up the sand dunes.... John's great, he'll take them everywhere. And Dean loves to fish ... Dana is OK with fishing" (MI, pp. 25-26).

**Dana: Introduction & photograph session
Interview & Poster-making session**
Dean: Erana's Cousin

Visiting from Australia at the time of the accident. Recently returned to Aotearoa New Zealand & living with the family.

Urged to Come Back

"I planned to come back & live, about a year earlier ... I said I would come down for Christmas you know, check out the situation.... I left a few days after she arrived home from the hospital.... It urged me to come back earlier.... Erana's, she's had a bad run" (Cous I, pp. 1-2).

Researcher Visit to Family Home

The home is a large, older-style house with a big garden. It is sited on a busy road.

"Dana seems tired ... She has been swimming today - Moira says they go every day at the moment, travelling by bus to a pool.... A car pulls up outside - it's Moira's friends. Dana rushes out ... She seems very excited" (Obs HV, p. 3).

Lani: Mother of Dana's friend, Mindy; Erana's friend

Lani & her husband actively teach their children about friendship. They regularly spent time with Erana, Dana, & their extended family after the accident.

Precious Moments.

"Mindy, she was devastated.... At the beginning [in hospital] we just gave her [Dana] that little bit of, Mindy time.... She said her first words to us ... We talked about friendship. You know, 'this is when you test your good friends. Are you a good friend Mindy?'" (Lani, Ffrd I, p. 1).

Got to Know Her

"Mindy was really good friends with Dana.... they became really close ... because they were so close, we used to invite Erana over for coffees. After they'd play & um I just got to know her" (Lani, Ffrd I, p. 1).

Mitchell (Mr R.): Year 5 Teacher, St Mary's Primary
Completed special needs paper when training. Graduated 2 years ago.

Sharing Experiences

"This is my second year. I didn't really know [Dana] before, so when she arrived it was just, this is the kid I got.... everything had to be taken very slowly.... which was hard for me" (Mitchell, TI, p. 1).

Jenny S: Dana's Teacher Aide

Experienced teacher aide. Dana is her first experience with traumatic brain injury. Has supported Dana since she returned to school. Hours are to be reduced from 15 to 10 /week.

Watching Him

"When I first started working with her, Erana said to me like she had to be careful going down steps.... She got out to the steps ... Next minute she gets about two from the bottom & she jumped! I just about had a heart attack!" (TAI, pp. 2-3).

Researcher Visit to Dana's Year 5 Classroom; St Mary's Primary School.

"The children are prompted to get their Topic books to write answers to the questions. Music is put on softly. Jenny gives Dana a prompt to go & get her book, & she helps her organize her pencil. Each child is writing.... talk seems acceptable, but it is quiet. Some are working separately, while others are sharing & talking about their experiences [at camp]. Dana is checking how to do the task" (Obs CV, pp. 3-4).

Observations: Year 6 Classroom, Playground, Mass Practice; St Mary's Primary School

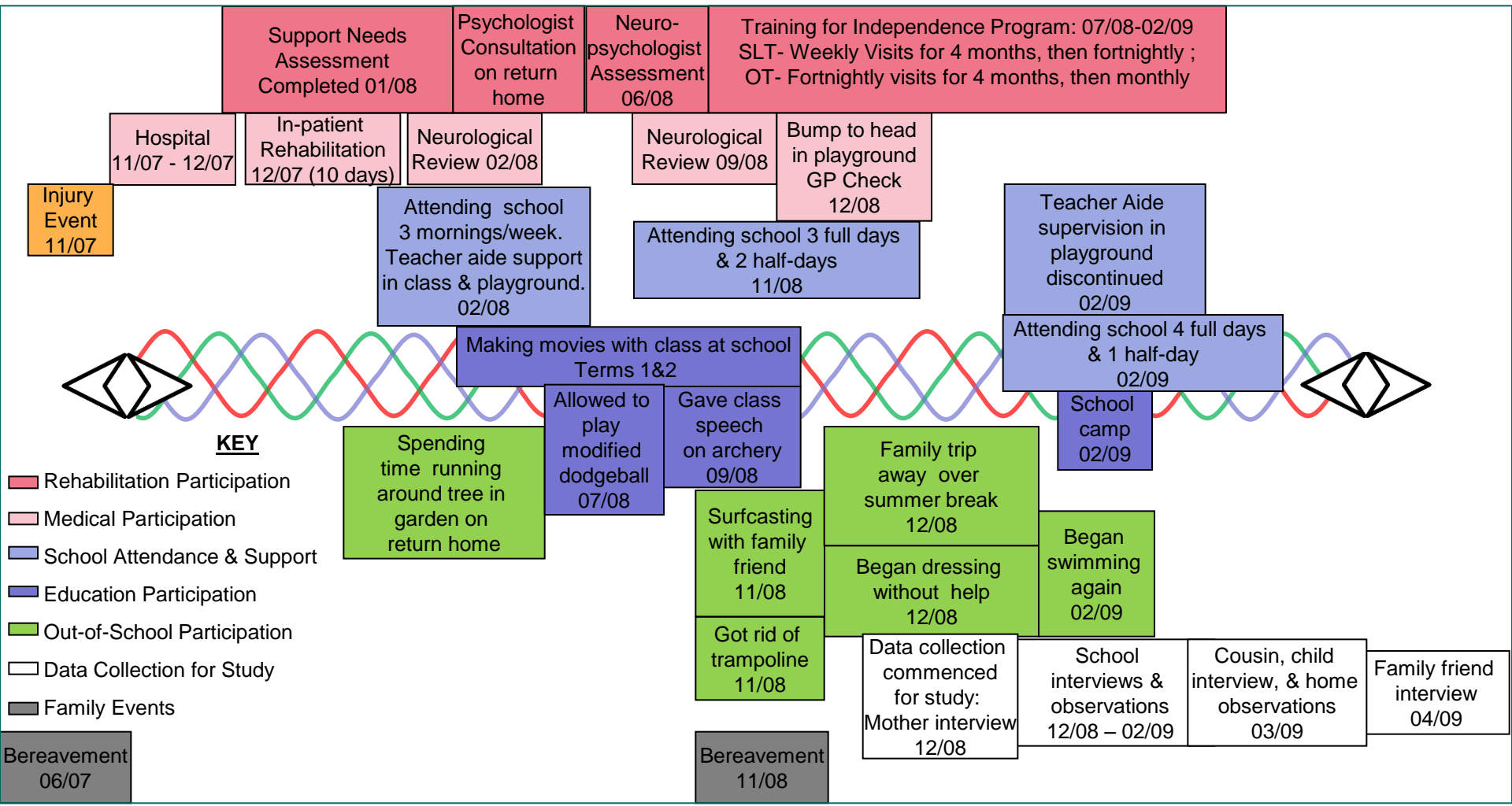
"There are so many different cultures & ethnicities in this class, children lots of different sizes.... I go out to the playground.... The children seem to gravitate to particular areas, although there is mixing of different ages - the younger ones move around from their areas" (Obs- ClassPlgr, pp. 1-2).

"A group [of children] is instructed to stand.... the children are encouraged to wear 'cultural dress' as this part of the ceremony will be celebrating the diversity of cultures.... The children will bring a symbol of their culture, come up, & put it on the altar" (Obs- MassPlgr, p. 2).

Rehabilitation Reports

Indirect supervision is also designed to keep Dana safe during school hours when she is now not at school ... e.g. to make sure she doesn't wander off, use the kitchen & burn herself, climb trees, fall over outside & hit her head (RehabSNA, p. 27).

PLAN: Dana has participated in one 4 x month TI program since her injury & overall has made pleasing steady progress.... cognitive difficulties are impacting on her participation in home & school activities. COMPLETION: Dana would benefit from further therapy input (speech language therapy, occupational therapy) to work on increasing her ability to cope more independently in a busy classroom setting.... her family have requested ... advice around increasing her stamina (RehabTI, p. 6).



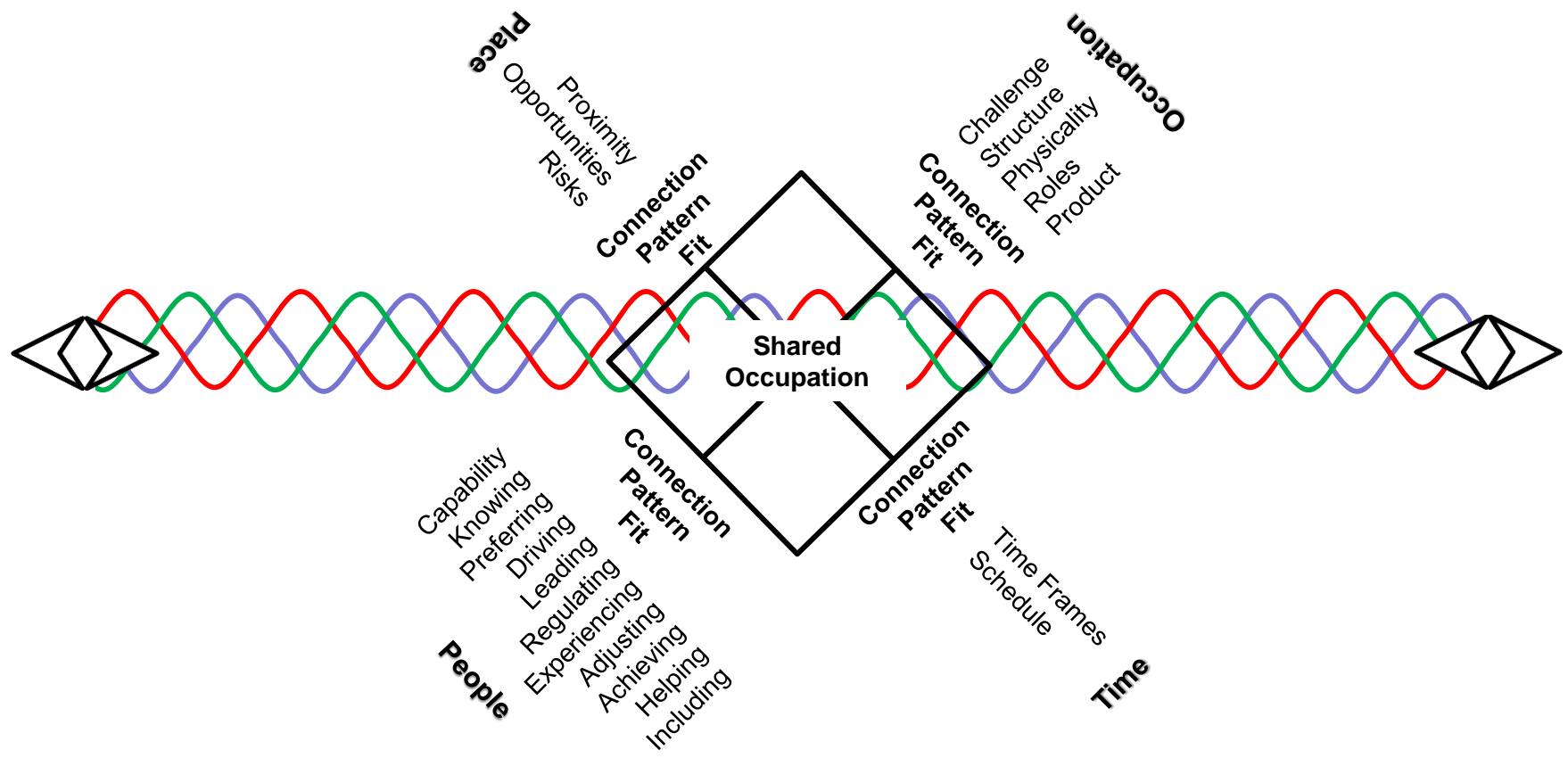
Time Line Of Key Events since Dana's Accident

Occupations with Family Friends	Flower Show, Gaming show, Craftshow, Fishing, Climbing sand dunes, Camping
Chores at Home	Maths books, maths games, Organizing school bag, Feed pets, Make bed, Set & clear table, Pull blinds, Getting dressed
Leisure Occupations at Home	T Ball on lawn, Running around tree, Looking for animals & birds, Play with cat & cat's toys, Swimming & play with pool toys, Kicking ball on the lawn, Hitting tennis balls in the garden, Playstation Games, Computer, Electronics, listening to uncle's radio, watch TV, Using camera, Putting stickers on uncle's radio, Has friends over, Teddies, Reading- archery, Making a sandwich <i>"We have some pheasants... she's trying to catch them. She's set up a box, & the opening is about this big. And the pheasant is about this big!! And she's saying 'the pheasant will go in Mum, he'll go in & he'll knock the stick. And it will trap him' "</i> (Erana, Ml, p. 16).
Family Occupations	Family meals, Walking dog in the park, Going to supermarket, hardware, Visit to P. Beach, walking up & down, Decorating Christmas tree, Family holiday- sculpture exhibition, fireworks display, beach, whale-watching, tangi (funeral)
Playground	Cricket, Chase, Ball play, Ball tiggly, Walking around, Running on grass & rolling down the hill
Classroom Occupations	Reading- archery books, Reading group, Worksheets-finding answers in reading book, Maths, Tidying up classroom, Topic, Class discussions, Testing, Project- class movies <i>"What's the good bit about school?" (R) "Ah I get to see all my friends". "What do you do with your friends? "Play" (Dana, Chl, p. 6).</i>
Extra-curricular Occupations	Camp- Kayaking, Sailing, Building raft, Fishing, Swimming, Orienteering, Ferry ride while others on walk, Scaring other children on night-walk, concert Library, Physical Education, Modified dodge-ball, Speech- archery, Swimming, Cross country, Eating lunch, Bus trip- to & from swimming, Travel to & from school, Mass, Responsibilities- monitors sports shed, open windows <i>"Were there some other things that you did at camp that you enjoyed?" [R] 'I kind of enjoyed orienteering?' 'What's orienteering?' 'Oh it's like using a compass & you have to go through bushes & things.... I went oh I went with Dean [cousin] & with another kid' (Dana, Chl, p. 10)</i>
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

Dana's Recent Occupations

CHANGEABILITY

CHANGEABILITY



What was important about Dana's participation?

Changeable Participation over Time with Others

The central intertwined line represents the way strands of Dana's participation were bound together with other participants, & the way this participation evolved over time. Arrows at either end point two ways, indicating participants looked to the past & the future.

Dana's participation underwent sudden change following her injury. Participation in most of her usual occupations ceased. Participation with a range of health professionals began. As her energy & capabilities improved, she participated more with peers at school, although this change was slow & was carefully governed. She responded with enjoyment & increased confidence.

"All she wanted to do was talk. Because she'd been shut up for the holidays & because ... she'd been in hospital.... She'd missed out really on the holidays with her mates. She was really only at school for a very short time, she needed to use that time, to just socialize.... but, she needed to slowly get back into her work as well" (Mitchell, TI, p.2).

The notion of changeability also refers to the ease with which aspects of participation, including people, time, place, & occupation could change. Dana's family were endeavoring to introduce some new participation options for her, but this situation was not proving easy to change: Occupations posed safety risks, or were at times that did not fit with her energy levels.

"She [Erana] might be waiting on something from the doctors saying what she can do.... I can barely think of anything that she can do except the swimming.... or rowing or kayaking.... I have trouble thinking of things that she would be interested in that don't have some kind of contact" (Dean, Cous I, p. 7).

Shared Occupation

Dana's participation was seen as occupations that were shared with others. In hospital, her friend shared her experiences there with her. Family & family friendships meant that she continued to share occupation with a range of people. Rehabilitation occupations were shared with professionals. Self-care tasks were now shared with her mother. School provided an important opportunity to share occupation with her peers. Occupations were also shared indirectly, both verbally & through objects produced.

"If they [students] share their experiences orally, then it's probably even better than writing down.... We ultimately learn as a society.... You don't learn in isolation" (Mitchell, TI, p. 2).

"We made class movies.... She was in a group with that, she had a starring role.... She needed a lot of prompting ... [classmates] were really good at, helping her.... We had an [award ceremony] ... We had invited all the parents & grandparents along & we provided free popcorn & drinks & we sold DVDs ... We hired a red carpet & some photographers & they had an autograph table" (Mitchell, TI, pp. 12-13).

What was Important about Dana's Participation?

Connection

Connection was being joined with a group & their occupation in a place, at a particular time. Through sharing occupation, connections were formed and strengthened. Connection involved the quality of relationship with others, & the degree of engagement with the occupation. There were also connections between different people sharing an occupation, & different time-points, places, & occupations. Connection was often spoken of in terms of “knowing”.

Connections were evident when the family attended a tangi [funeral]. The children experienced belonging and acceptance: *“It was great for the kids to see the same people that they’d seen at **’s funeral, again... they could remember Uncles & Aunts that they probably would never see. And these people... They had an interest in the children. The children weren’t just there... They were ‘ooh, Auntie so and so came over. She remembered me. She said ... I’ve got taller Mum’. They really appreciated it because the chances of them seeing these old people again are virtually nil ... They really, really felt, I think actually part, part of, of the iwi (tribe) & part of the family.... I think they found their place in the family.... Because we live so far away.... They knew who their great grandfather was & how important he was & who their grandmother was. They knew all that but they didn’t know where they fit”* (Erana MI, p. 31).

Some Connections changed, but others were closely woven & continuous, giving a stable background on which to build other participation experiences.

“Having Jenny [teacher aide] the whole year through has been good. That continuity” (Mitchell, TI, p. 8).

She likes to know where I am... close isn’t the right word but, it’s almost like um, even though we’re not physically touching each other, every moment of the day, we do like to know where each other are” (Erana, MI, p. 5).

Pattern

Dana’s shared occupations were patterned in terms of the people, times, places & occupations involved. A pattern was evident in Dana’s preference for physical occupations, but there was a gap in the pattern when they were eliminated for safety reasons: *“The boys & girls are going to be learning how to sail a small boat. . . It will only fit one child. So Dana can’t do that”* (Erana, MI, p. 23). Imbalanced patterns of people, time, & place occurred with Dana participating more with adults or electronic media indoors after school. *“Whenever she gets that urge, I do it, just get her outside because sometimes she feels like, ‘I can just stay inside & play games”* (Dean, Cous I, p. 3).

Fit

Fit was about the match between aspects of people, place, occupation and time. After Dana’s injury she was less capable at coping with fatigue & managing her own safety needs. This misfitted with timing of participation opportunities, & with terrain in her physical environment.

“She was a great swimmer before her accident. [After her accident] she just leaped in ... and then she realized it wasn’t working. So we had to organize new lessons for her. But they couldn’t see her until after four. Which was difficult because she was getting tired by four.... So I said well we’ll just leave it for the rest of the year” (Erana, MI, p. 14).

What was important about Dana’s Participation?

Capability: ability & potential to carry out occupations. Limited energy affected Dana's capability. Sharing capabilities helped others to participate.

They've [the class] got this huge walk.... It's going to take two hours. The chances of Dana being able to sustain a walk like that, up & down, up & down, it's not going to be good, because they've got to walk back" (Erana, MI, p. 24).

Dana's teacher shared his movie-making capabilities with the class. *"I helped with the script ... I showed them how to polish the scene changes.... I'm a bit of an amateur film [maker]"* (Mitchell, TI, p. 13).

Dana preferred to share dressing with her mother. *"Physically she could do it.... I think she just liked the company in the morning. Yeah. She was quite capable of doing it herself"* (Erana, MI, p. 4).

Knowing: using understandings, knowledge & beliefs in shared occupation. As people participated, what they knew changed. They learned about the occupation, other participants, & about how to share occupation with them.

"They [the students] change [group seating positions] around all the time.... I think it used to be every two weeks they'd change.... She [Dana] knows them all" (Jenny, TAI, p. 17).

"She was a good swimmer before. So looks like she's remembering you know, her strokes, &, how to swim" (Cous I, p. 3).

Preferring: having & expressing likes & dislikes about an occupation. Preferences arose from experiences in shared occupation, & these changed. Dana's preferences were often expressed by others as "likes" or "wants". Tensions arose when there was a misfit between Dana's preferences & her capability, or safety risks.

"She.... said 'I used to like maths but I don't like it any more'" (Mitchell, TI, p. 9).

"She likes netball & she likes softball.... she likes to do games & anything to do with the computer or electronics" (Mitchell, TI, p. 7).

Driving: visioning, learning about, weighing up opportunities, planning, preparing for, & pressing someone to share in an occupation. Dana's participation was often driven by other people.

"I'm the bad monster that comes behind & tells her to do it" (Jenny, TAI, p. 5).

"I'd love to get her into those things [water sports].... If she likes it, if she doesn't then I wouldn't push her" (Dean, Cous I, p. 3).

Important Aspects of Dana's Participation - People

Regulating: monitoring, controlling & restricting a person's participation in occupations. Dana's participation was regulated in response to rehabilitation & medical advice about the risk of a repeat head trauma & in response to her fatigue. Views of the regulation needs varied.

"They've made it very clear, that she's not to play hockey.... They did say yes to netball. But I find netball quite a rough game.... maybe it's different where the doctor lives, but in [our area] netball is a rough game.... We've been told to get rid of the tramp" (Erana, MI, pp. 21-22).

"She hasn't been able to run on concrete.... I did promise dodge-ball if she um, didn't run on the concrete at lunchtimes ... I was told after six months she could play dodge-ball.... They said, at that time she was under no more risk than any other child, so she joined in after that" (Mitchell, TI, p. 5).

"Do you actually have a bike?" [R] 'I do but I don't ride it. My mum said she might sell it.... I don't ride the bike.... It's tiring'" (Dana, ChI, p. 26).

"She used to jump from the driveway to the grass. So it's maybe that high. The other day when I was backing the car she says 'let me out here & I'll jump down'. And I went, 'no you can't'. She says 'Why not?' I said 'Because if you fall Dana, what could you hit if you fall?' 'My head'. 'So I don't want you go jumping off there' 'But I won't hit my head'.... I had to actually lock the door" (Erana, MI, p. 22).

"She wasn't allowed to go out at lunchtime. She'd be in a computer suite in the library.... " (XX, TI, P.18).

Achieving: completing a shared occupation to an acceptable or exceptional standard.

"Her speech [class talk] was interesting because she was really independent. Like she didn't want me to, fix it... She was quite determined that it would be hers & she, didn't want help with it.... We videoed her speech ... & she watched it back & had to write a reflection on it.... 'I think I did quite well, about a seven out of ten. It was, one of the best!'" (Mitchell, TI, p. 15).

"They were a good little [hockey] team. They were doing very well ... she was still as fast &, she still got goals [before the accident] ... she just liked it. The winning & achieving" (Erana, MI, p. 17).

Leading: directing, guiding, teaching, & coaching a shared occupation. A leader could influence opportunities for involvement, & other's use of inclusive actions.

"Mr R. takes the lead, commenting, drawing the discussion our further, prompting answers from children, providing examples & humor. She initiates the discussion, then takes the class further with it" (Obs, CV, p. 2).

Important Aspects of Dana's Participation - People

Adjusting: people changed the structure of an occupation, the place in which it occurred, or time frames.

“We did adapt it [dodgeball] so she could throw balls at people, but... they couldn’t throw balls at her. So we play a game where everyone’s always involved so you stand on the side line once you’re out. And you still get to keep getting people out. So she would join in that way. Um which isn’t a full game but it’s ... far less likely to get hit & they’re only soft balls” (Mitchell, TI, p. 4).

Helping: physically or verbally assisting another person to participate in a shared occupation. Helping could hinder participation when it treated a person differently or hampered their independence.

“They [classmates] watch out for Dana. They’ll tell her if they think what she’s doing is dangerous. Yeah, they’ll remind her if she’s walks out the door without her school bag. It’ll be from any one of them, it will not necessarily be her little group” (Erana, MI, p. 12).

“If she had to copy it off the board, I copy it on to a bit of paper & make her write it down.... I back off a bit. I said to her ... ‘if you need me for anything put your hand up, or just yell out’.... I sort of go round everyone else ... look over the top. If I see her struggling I’ll, help her.... because she’s not singled out” (Jenny, TAI, pp. 11-12).

Including: using actions that promote involvement in a shared occupation. Noticing, greeting, inviting, responding, encouraging, & reciprocating were actions used inclusively.

“Children are sitting in groups in the shade on benches along the side of a class block.... Dana gets up & draws another girl in with her & her friend. The two greet each other - two hands up, recognizing the gesture. They put their arms around each other, touch, laughing, agreeing on a game, three of them moving off” (Obs MassPlgr, p.4).

Important Aspects of Dana’s Participation - People

Experiencing: responding to participation in a shared occupation. Dana experienced losses to his participation with sadness, low confidence, & avoidance. As she participated more, she experienced enjoyment.

“She loved soccer. And it wasn’t necessarily just the game... Now that she knows she can’t play, she hasn’t kicked a soccer ball since. Not even in the yard... Because she’s not allowed to play” (Erana, MI p. 17).

*“** died in November. And ** used to live with us. Yeah, so she’s just a little, little apprehensive... After ** died she, she was quite, yeah she was, she was quite reserved. Quite withdrawn for quite some time, & she wouldn’t go to school, wouldn’t leave the house”* (Erana, MI, p. 6).

“We have ... Kiwi Quizzes. She wasn’t too sure before in case she got it wrong. I said ‘just put your hand up, give it a go, it doesn’t matter if you get it wrong’. She sort of did it on the odd occasion, but now it’s, her hand’s straight up. You know she doesn’t hesitate any more. She’s, she’s involved in it” (Jenny, TAI, p.7).

“Dana is continuing to experience a degree of cognitive fatigue, especially in unfamiliar & novel situations. She remains slightly more emotionally reactive than her peer group (e.g. will cry more easily when upset)” (Rehab TI, p. 4).

Alternative Interpretation

It is likely Dana’s responses also reflected grief for her family bereavements.

Important Aspects of Dana’s Participation - People

Proximity: the position of a person relative to others, or to aspects of the physical environment. Distances, removal from the classroom or close proximity of adults hampered Dana's participation. Closer proximity to peers, & adults stepping back supported participation.

"They [classroom peers] don't [help her], they keep away from her, because Jenny [teacher-aide] is there. So because Jenny is there they're like 'OK' if they work in a group.... Because they know Jenny is there, they'll wait, that's Jenny's role, her job" (Erana, PI, p. 12).

"You change their groups around quite a lot' (R). 'Yeah so, um every week or generally it's two weeks. Um & it's sort of randomly, well structured random, where I'll call out a name & just position them at different tables. And the whole idea is that they work with different people & they have to adapt & the groups are all different sizes as well, so they have to adapt to working with three people or five & ten.... It's important to be able to work with anyone, even if you don't necessarily get along with them'" (Mitchell, TI, pp. 2-3).

Opportunities: aspects of an environment offering possibilities for shared occupations. New opportunities were identified via participation, word of mouth, school newsletters, & inquiry. Suitable opportunities were limited for Dana.

"Because we've got such a large lawn I think that helps. So she'll get a bunch of tennis balls & get her tennis racquet & she'll actually see if she can hit the road. She can't yet. I dread the day she can" (Erana, MI, p. 15).

"It's difficult in a team environment. Um, to find sport that she really likes.... These are the sorts of things we have to look at. It, it's quite frustrating actually. Quite frustrating" (Erana, MI, pp. 18-19).

"I do swimming yeah. I used to do a lot of um, snorkeling, diving, spear fishing in Australia.... I'd love to get her into those things. Just, you know just get him to try it (p. 3).... She loved her kayaking [on camp]. And um, we did the sailing, only because I was able to go with her. And, you know I know how to sail. So I gave her, you know, just gave her a chance.... She didn't have any problem trying it.... I remember my camp, you know that's when you first kind of get a little taste of things. Might not get a chance to do that unless you, specifically signed up for a sailing class or a club" (Dean, Cous I, pp. 5-6).

Risks: gradients, surfaces, & obstacles that posed hazards in an outdoors environment.

"The obstacle course I felt wasn't safe, certain parts of it.... they had to walk across ... like three lines you just walk across one.... Yeah if something happened, I, I couldn't get underneath her either because it was like over trees.... high enough ... but ... she felt like she wanted to do it" (Dean, Cous I, p. 5).

"She was running on the concrete. I said to her, you know you're not allowed to run on the concrete.... I think I made her sit down in the classroom for five minutes. I said, 'you know I've told you and told you, you're not allowed to run on the concrete'" (Jenny, TAI, p. 12).

Important Aspects of Dana's Participation - Place

Challenge: the degree to which a shared occupation draws on the capabilities of those involved.

“Competition is huge, & especially when you start about [age] ten, I mean it gets a big deal & you want to win that, you want to do things well. And she’s just the same as everyone else ... sport & stuff gives you that competition & she, she kind of lost that. That’s a bit of a kind of real driving force” (Mitchell, TI, p. 10).

Structure: the aims, required steps, sequence, rules, & limits of shared occupations. Providing a clear structure facilitated Dana’s participation.

“I like her to check that she has everything in her bag that she needs before we leave the house.... I make her lunch but she has to make sure she has her lunchbox, she has her PE gear, she has her homework in her bag.... It’s important for her to make sure she’s ready for the day.... She doesn’t like being at school & not having her PE gear in her bag.... ‘Has the therapist taught you to do it like that?’ [Researcher] No um they asked me to just get some structure in her day” (Erana, MI, p. 3).

Product: physical article resulting from a shared occupation. Products supported participation to be vicariously shared with others at different places & times.

“Erana ... has been & picked Dana up from school. She is first in the door – she briefly says ‘hi’ & heads down the hall to her bedroom carrying her school-bag.... Erana asks if Dana has showed me her

‘Board’ yet... a big sheet of white card with photos on it that she took over her Christmas holiday. This activity appears to have grown out of the photo activity I completed with Dana” (Obs HV, p.1).

Physicality: sensory & movement experiences inherent to a shared occupation. Physical occupations presented risk of repeat head trauma, & participation in these was regulated

“It’s important we get outside at least once a day. Um just for a run around or whether it’s um, in a structured play or something like that. They need the oxygen, they need to run around to get their brains starting again & she wasn’t allowed to” (Mitchell, TI, p. 4).

Roles: the parts available in a shared occupation to which people can contribute & use their capabilities. Roles might be the same as others, different, follower, or leadership positions.

“She didn’t do the Burma Trail [night walk] because he [Dean, cousin] was worried about ... her tripping over a log, but I let her & Dean go hide & scare kids.... She walked up there with a torch, & she got into her position & started scaring people, so she really enjoyed that” (Mitchell, TI, pp. 5-6).

“The children are invited to get up & sit to one side if they would like to have a role [in the Mass]. A group of about 20 stand, & move to sit in a group of pews to one side, whispering nervously, & checking what their buddies are doing.... The children file out to lunch ... I spot [Dana] moving towards me with the last class ... She shuffles past with the other kids ...” (Obs MassPlgr, pp. 3-4).

Important Aspects of Dana’s Participation - Occupation

Time Frames: the timing & duration of an occupation. Time frames that were very tight or inflexible had the potential to be stressful for Dana & her mother. Long or late time frames could constrain her participation where she might not have adequate energy or endurance.

“She couldn’t go to her own swimming lesson until four & at four she’s getting a little bit tired” (Erana, MI p. 14).

“So as long as she’s up by 8:30, I don’t panic. Because I like her to get to school on time.... I find with Dana, if I really push her to be ready by a certain deadline, she stresses because she can hear it in my voice. So I don’t like her to stress in the morning because it can affect her whole day” (Erana, MI p. 1).

“Dana has continued to increase her hours of attendance at school gradually & is now attending for three full days (Monday, Wednesday, Friday) & two half days per week (Tuesday, Thursday). She is going to be attending school camp in Week 7 of term, & it is planned that she will attend for the duration of camp. Dana has not demonstrated any exacerbation in fatigue signs by the increase in school attendance” (Rehab TI, p. 3).

Schedule: the pattern of occupations across days & weeks. Dana’s schedule changed suddenly with her accident. Erana tried to ensure Dana had an even schedule.

“I would rather, chop out a chore in the morning, than rush her ... So normally as an example of the chore, normally she has to make sure she takes her bowl to the sink & takes everything from the table to the sink ready to be washed up. Puts her cereal away, things like that. If we’re really pushed for time, I won’t make her do that.... Just keep, keep, just keeping it a nice even morning” (Erana, MI, p. 2).

“Sport, big change [after the accident]. Dana swam twice a week. She played hockey on Saturdays with two trainings. She played t-ball, she played tennis on Wednesdays. And all that stopped. All of it ... So she’s gone from, usually having a sport every, at least every second day during the week, some, some days, she’d have tennis and swimming on the same day. But um, yeah, she went from being a very active girl ... to nothing. It was a big struggle for her” (Erana, MI, p. 17).

“Routine, when you’re in, senior part of the school here, nothing is really the same, there’s always things happening ... Camp, & sports exchanges &, maths ... routines are very changeable” (Mitchell, TI, p. 8).

Important Aspects of Dana’s Participation – Time

Enmeshed: Close & loving connections between Dana, her family, her closest friend, & family friends nurtured & sustained her participation. These connections were embraced by her & wrapped around, providing surety & protection in the face of sudden change & uncertainty. However, to develop her participation further, those around her could also see the need to encourage her to venture out beyond these confines.

Misfit: Opportunities to try new occupations often misfitted with Dana's safety needs & her energy levels, limiting variability in the pattern of her participation. There were some misfits between the challenges of occupations & her capabilities, creating hesitant or avoidant participation.

Tension: Dana sometimes tried to participate in occupations which posed risks to her safety. This created tensions when others prevented her from participating. Paradoxically, whilst people regulated her participation, they equally had concerns that she had little of her own drive to participate.

Closed Off: People had learned that the range of occupations in which Dana could share were tightly controlled on the advice of rehabilitation professionals. Participation was considered for risks involved. Occupations that posed possibility of repeat head trauma were out of bounds. Breaching the boundaries led to penalty. Her participation patterns lacked spontaneity & diversity.

Tangled: Some confusions were evident between data sources as to how closely to regulate Dana's participation.

"She just started playing t-ball not long before she had her accident, & she liked it a lot ... But she's not allowed to play it are you? Well not real, it's not a real t-ball so I suppose that doesn't count. Remember what Terry did to Ben one day when they were playing with the t-ball set? ... She's not allowed to ride her bike. Not allowed her skateboard, no, [the] tramp's gone- that's a good thing isn't it?" (Erana, Obs HV, p. 25).

"I think the hardest thing for Dana though coming into the year was, is she's a really active kid ... Really um adventurous & active &, being able, being told she couldn't run, & she couldn't play um dodgeball, & she couldn't play ... Everyone looks forward to playing dodgeball with my class you know ... She wasn't allowed to do it, & she wasn't allowed to do anything" (Mitchell, T1, p. 3-4).

Qualifying the Problematic Situation Misfits, Close-bound Connections, Contained Patterns

Maintaining Continuous Connections: Enduring connection with family, friends, familiar places, & familiar occupations provided a tether for Dana's participation. Dana's family also stood connected through land, and through whakapapa (genealogy).

Diverse Patterns: In the context of a school environment & home community which embraced a wide variety of cultures, ages, & occupations, & which believed in the value of diversity, Dana's differences were readily included as part of shared occupations. Some new participation experiences were facilitated.

Supporting Strands: Dana's teacher aide & cousin provided important background support. Tuarā, to support, was to give Dana resilience & extend her to more challenging occupations. Spliced from support of family & friends, others knew to include her into their own participation. They shared time, capabilities, & opportunities with Dana, reinforcing connections & giving variety to the pattern.

Being Flexible: Others' flexibility enabled leaders to make adjustments so that Dana could also participate, reducing misfit.

Extending Out: Aware of Dana's losses & needs, her mother & her cousin were actively driving her participation out beyond the existing pattern. They held a vision for her future participation, & sought to craft new opportunities for her to participate. Their efforts were supported by their own participation experiences & connections.

Pressing Through: Dana was sometimes fearful of & resistant to participation. Whilst acknowledging her preferences, those close to her provided encouragement & gently pressed her to take part.

"I'm going to get ... a really good outdoor netball hoop so that she can at least shoot some baskets outside. And Mindy will love to do that too.... Dean's going to take her to Z. [local pool] and just have a look ... they have one of those slides that goes down ... there are fast ones & there are not fast ones ... but he's going to try & get Dana just to go to the pool for fun.... If he doesn't think it's safe then we won't be ever going to Z. again.... Tennis I think she will pick up again, but we're going to have to find a good junior club for her.... It's a long way to go.... And it would be straight after school she'd have to go.... A friend on Saturday suggested um table tennis.... We thought well we might go down and have a look at that see what she thinks. She might like that.... It's really important to me that Dana meet other people outside of St Mary's.... I want her to be able to have friends from lots of different walks of life" (Erana, MI, pp. 18-19).

Determining Solutions:
Extending Connections & Patterns: Including, Leading, Driving in Shared Occupation