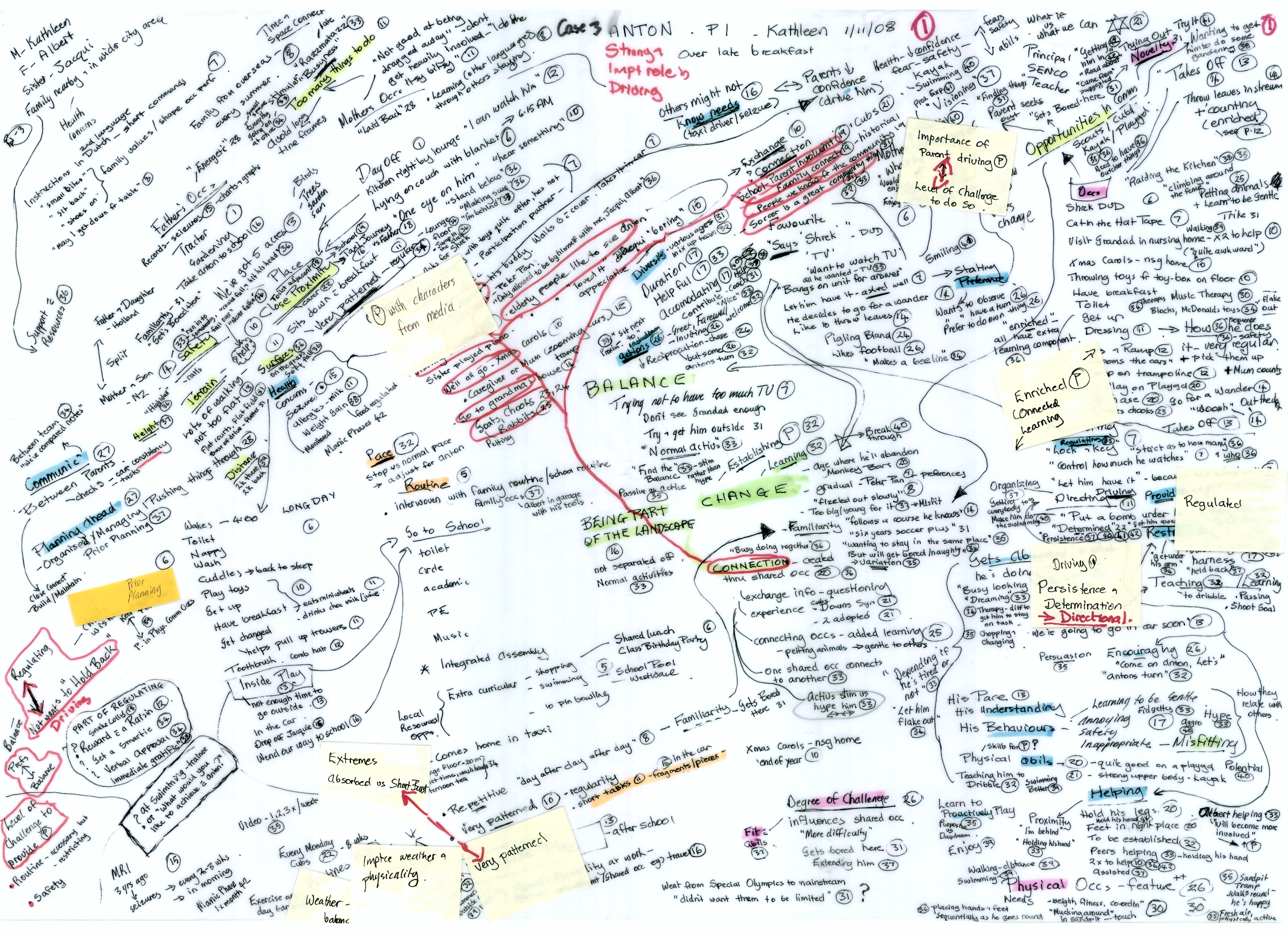




2 1/2 y - ind time
confronts abt. care ②
- Pres. relief + aide work ①
- Belief - need for male sppt
for boys ①
Anton - always been in same
satellite ②

**MISFT-
UNDERSTANDING**
Talking ① - Best way
- Wishes

Exclusion
Pull Back ⑦

Proximity
Sit. together ⑥
Sit. more than an arms length away ⑩
Never more than an arms length away ⑩
Step back ②4 stand back ②4
Never stand over him ②5
Give privacy ②5
vs Fluff over him ②3

Outside ⑩
vs
Inside

Safety
The worry ④
Worried ④
Drop seizures = bump head ④
Worries ⑩
Catch him ⑩
Helmet ⑩
Belt ⑩
Risks higher outside - less help ⑩
Safety risks inside-chase ②1

Health
Seizures, Medication ③
Freq. severity ④
awareness ④
Physio - an aspect
of health ①1
Weight, food restrictions

CONNECTION
I watch him ④
conscious ④
He loves Preston ⑤
Close ⑥
Friendship ⑥
Too familiar ⑥
Took to ⑦
Eric (partner 1)
Play with people ④
Pull back ⑦
Mainstream kids read or play games ⑧
Hold him back with mainstream kids ⑧
Not connects ⑧
Stepped back ⑧
Obsessive ⑧
Loosen connection ⑧

Treat the same ①
Sit down, Chako ①
Not speak down ①
Treat as friends ①
Sitting Together ⑥
Sday Make ②5
Greeting ②
Solving ④

RECIPROCAL
Grabbing ⑤

CASE: ANTON TEACHER AIDE INTERVIEW. 26/11/08 ②

"Have to really listen" ⑫
"Working out what he's saying" ⑫
Eric - son ⑥ of staff member ⑦
Experience ⑦
Untrained ③
(taxi driver - seizures)
See the signs ⑤
He understands Anton ⑦
Knowing why ⑦

EXPERIENCE

ATTITUDE
to activities ②3
affects willingness ②3
Interest ⑩6
Take to it ⑩6
Both enjoy ⑩6

PHYSICALITY

STRUCTURE
The way we do it - ⑩6
we changed toilet routine

Novelty? Risk Taking? ③
Give it a go ⑩0 * *
No experiences ⑩9

ACTIVITIES

Food ②
PE ②
climb ②
Run ②
T Ball ⑩
Adventure Playd ②
Walking ②
Throwing playdough ②
Pool playdough ②
Puzzles ②
Free Time - choice from a small selection ②
Cars + tube ②
Academic - Benefits Questionnaire ②
Prefers practical ②6

Befriending ②

Positive ② ②5
Not Regulating ②
Let him do what he wants to do ②4 ②5
Tend to let him do it ②2
lose the battle to win the war ②2
Us Free Time ②5

Preparing ②

Regulating

Help
I could catch him ⑩0
Need 2.

HAVING A SAY
Frustrated not being able to communicate ②3
Didn't want to do puzzle ②4
Said I want to play ②5
Visuals - choose what they want to do ②5
I throw it, you pickup ②5
PHYSICAL ②0
Wants to do ②0
A Battle ②0
Keen ②0
Given that chance ②5

PATTERN
clarity ②8

BALANCE
Watches TV too much ②5

CHANGE PROCESSES
changed his routine ②6
Reviewed Meds ③
Bad stage - seizures ③
Health fluctuates ③ ②2
Stranger behaviors as he drops ③
Become too familiar - relationships change ③
Got so big + weighty ②0
Variability in comm - depends how he's feeling ②2
A bit like that today, off-on ②3

LEARNING

"No-one talks 2 them about what to do" ③
But "Give Pointers" in context of occ. ③
To Participate - experience sharing ②2
To get him to blow ②9
Don't know what was expected ②2
Occs with ②9
Added learning ②9
* Just little Steps ②9
- Variability in learning - esp counting not consistently remembered. ②0
TIA Prefers Beliefs Practical/Phys - benefits - Practical tasks/activities. Think to FUTURE will be ever need.

Participation actions

Gaining attention ⑤
Physically initiating contact ⑤
Striding force? of contact? ⑤
Winding Up ⑤ ⑥
Terminating ⑤
x Talks without interacting ⑤
Bully ④
Tussle ⑥
Sitting Together ⑥
"Working" on that ②2
"Experience sharing" ②2
CERTAIN FAVOURED ACTIVITIES ②3
Have to be careful what we share ②3
Building ⑤
Wound Up ③
Level of Excitement ②3
Escalates ②3
Not grading force - contact ⑤
Running at people ⑦
Body weight forward ⑦
Load ⑦
attempts to kiss ⑧
Looks at people ⑧
Hitting me today ②3
Increase in ②3
ocd behaviour

Behav = Extremes ② - PHYSICALITY

Position - ①
Sit to read

Communicate
Talks without interacting ②1
Rant on his own ②2
Stimming ②2
Reinforces ②2
Food ②2
Family not direct communicate ②2

PLANNING
Don't get involved in planning ②1

CLARITY
The more extreme a child's behaviors the more skill others need to comm. ②2
Others Interpret of Behav. ⑦
Tension ⑦
Enjoyment in Lack of Enjoyment ⑦
Can't interact vs can't do Task won't attempt Task ⑦
Look at what he wants to do - let him do it ②5

Do ch = TBI learn through modelling?
Learning how to be together + do together thru P ⑧
Democracy - Research all input valued
Recognise parents preferences

Time Frames
In AM ③
Early in year - bad stage ③
Been in class the longest ⑤

Routine
Seizures in AM ③
School - 8.30-9 ③
Lunch - 2-3
No meds = 3-4/hr. ④
Routine health ③

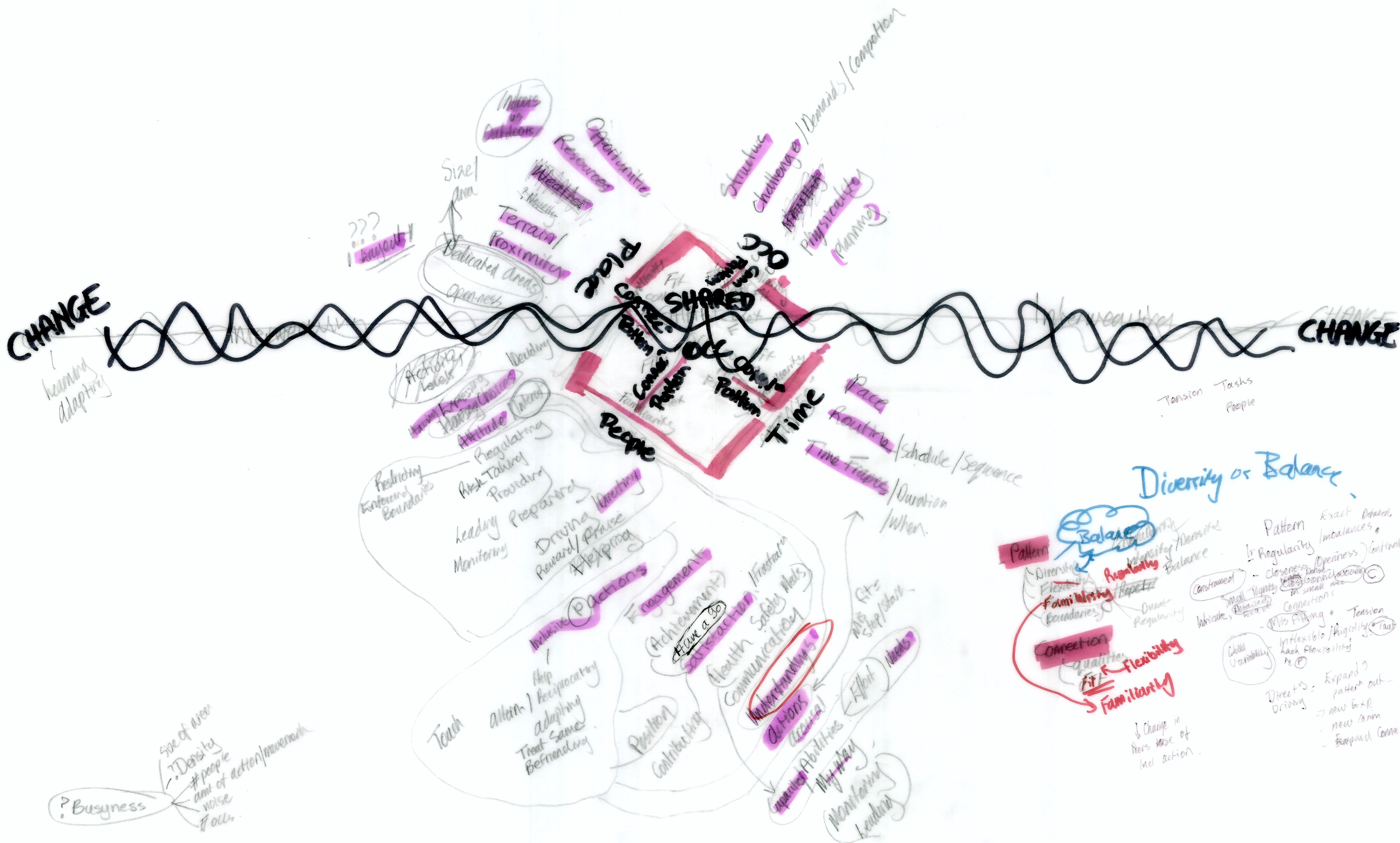
Busyness
Distractions - actus going on





[illegible]

Case Three : Anton ⑧



Case Three: Anton (a)

* Connect -> 6 people

Named Ocs

Driving-Directions!

Shared Occ
- Balance
- Flexibility
- com.

- Contributory
- Economy

- Shared Doc
- Opp for in-context, experience-based learning how to (P)

Diversity
= People



Values  **Pattern Required** - **Narrow** - close knit
 • **Imbalance**  in **work area** - can - em - **Mis**
 too many **Humans?**

• **Pattern** **Imbalance** $\Rightarrow$ too many **in** **work** **over** **hours**?
 - care
 - employment.
 Misfit.

- ↓ Preferences ^{modify} re (P) = careers
- Challenge ^{Modify} vs Capacities
- home work care family ^{Modify} _{Decs as Time}
- + Change ^{ability} in care (P)

↓ Satisfaction ^{↓ Connection}

↓ (P) for himself → ↓ change

↓ flexibility? re (P) for child.

↓ desire to drive (P)

• Health of child mismatch challenge } Times when $\textcircled{P}$ not approp. } ? Regulatⁿ $\rightarrow \downarrow P \rightarrow \downarrow \text{change}$

Diagram illustrating the relationship between **Overload**, **Changeability**, **Misfit connect**, **Dad - Alex & Robert**, **No choice**, and **In Pattern**.

The diagram shows a flow from **Overload** to **Changeability**, which leads to **Misfit connect**. **Misfit connect** is linked to **Dad - Alex & Robert**, which in turn leads to **No choice**. **No choice** is linked to **In Pattern**, which leads to **Changeability in his own**.

Case Three: Anton (10)

