

Appendix 5.6:
Case Study Report 6 Ash

Ash is 9 years old. His mother Jessica is Samoan, and his father Piri is New Zealand Māori. He lives with his mother Jessica in a home with another family in Clearwater. A number of families who serve in the armed forces live in this suburb, their children attending the same pre-school, then going on to school and college together. Piri still serves in the army, but now lives across town. He has been separated from Jessica since Ash's babyhood, but he cares for Ash every second weekend. Last year, Jessica left the army, and spent 8 months in another area of the country completing her training as a nurse. Ash lived with Piri during that time. Jessica now works shifts. Ash sustained a moderate TBI in a pedestrian versus car accident when he was 2 ½ years old. His injuries included a fronto-parietal skull fracture, cerebral contusions, petechial hemorrhages, a left subarachnoid hemorrhage, a diffuse axonal injury, and a shearing injury to his basal ganglia. Ash has a significant hearing impairment,

experiences fatigue, and has behavioral disturbances when stressed. He is independently mobile, but has subtle balance difficulties, and has difficulty with activities requiring fine manipulation. He requires prompting to complete self-care tasks. He attends a Year 4 class at Clearwater Primary School 4 days/week. Ongoing community-based rehabilitation services were only discontinued a year ago, although a recent review has recommended further involvement of an occupational therapist and a psychologist. Ash loves swimming, watching movies, and playing with his father's dog, Dino. He is a skilled drummer, has fun performing parts from favourite movies, and takes part in kapa haka performances with his school. Last year he was in the school mini-ball team, and has also tried playing T-Ball. For the holidays he often flies down to the South Island to spend time with his uncle and cousins.

Whānau

"They are like a huge support network.... Yeah, all his connections" (Jessica, MI, p. 1)

All it takes is a Tennis Ball

"On the last Christmas here, all his cousins, hundreds of them.... They've got heaps of stuff to do. They're all stand offish at first, sussing each other out but then they, all it takes is a tennis ball or something and away they go" (Piri, FI, p. 15).

On the Edge

"The children come and sit on the mat again when the writing time is over. Ash is sitting very much on the edge of the group. Again, I don't think he is listening. Other children are talking to each other, but do not talk to him. He is not contributing to the discussion" (Obs R5, p. 12).



Case Six: Ash

Contents of Case Study Six

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

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

R	Researcher	SFI	Special Education Needs Coordinator(SENCO)/Family Friend Interview
MI	Mother Interview (Jessica)	Obs CWS KH	Observations - Clearwater School Kapa Haka practice
FI	Father Interview (Piri)	Obs Rm5 MonAM	Observations – Room 5, Monday morning session
CHI 1	Child Interview – poster-making (Ash)	Obs Rm5 FriAM	Observations – Room 5, Friday morning session
CHI 2	Child Interview re drums (Ash)	Obs Rm5CT	Observations – Room 5, Circle Time
CHI 3	Child Interview re play (Ash)	Obs Rm5R	Observations - Room 5, Reading
GMI	Grandmother Interview (Annie, Nana 1)	Rehab SNA	Rehabilitation Document: Support Needs Assessment report
GFI	Grandfather (Puru) & Step-Grandmother Interview (Nana 2)	Rehab IEP 09	Rehabilitation Document: Individual Education Plan 2009
TI	Teacher Interview (Brenda)	Rehab IEP 10	Rehabilitation Document Individual Education Plan 2010
TAI	Teacher Aide Interview (Sylvie)	Rehab ESAR	Rehabilitation Document: Education Support Assessment report

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

Contents & Key to Abbreviations & Colors

Jessica: Ash's Mother

"I guess, for us the main, important thing was him to mainstream ... I just wanted him to mainstream.... Yeah & just progress through.... He's in group reading now, & that's huge, for him. It's normally been withdrawn, one on one. But he's at the level of like four other kids. So that's an achievement in itself for him. So just keep him on track, just keep channelling into the reading.... How he fits into the scheme ... Yeah, how he fits into the scheme of things" (MI p. 3).

Piri: Ash's Father

"I think it was me that wouldn't let him do it. Because you know he'd jump in the shower & I'd think gees what if he went straight to hot & got burned.... Even Jess said that to me, she said 'man you've got to let him do some things'. Like even ride the bike. I was saying 'You should ride on the inside ... What if he falls over ... What if somebody picks him up?' Far! Yeah, but even my mates, go 'Far bro, you've got to let him just go man'" (FI, p. 11).

"That's one thing I want for him too, is to get him ... teach him little bits, but more into his culture.... Learning the ways of when you go onto marae you know ... I make him learn you know, get up there & get in there & do the dishes you know, make sure you take your hat off when you go somewhere ... just respect, values.... he's been to a few funerals, & he's still a bit scared about it.... Thinking back when I was young then, I was scared too. I never growl him you know, I just go 'oh well, don't worry, just go around & give everyone a kiss & you know, a hongi [nose rub]" (Piri). "I get shy" (Ash). (FI, p. 14).

Ash

What I'm Good At: *"Playing with my dog. running. Drawing. And, um, climbing trees. Playing football (ripper). Listening and writing" (Ash, Ch13, p. 10).*

"You didn't like the video of your drums?" (R).... "I, I don't like it.... It's because, I get little bit ... I got, got shy & I, forgot my drum sound" (Ash, Ch11, p. 14).

Annie, Nana 1

"We play on the Wii. Been to the craft shop. Just something to do so that he's not just in front of the t.v.... Well he says he's allowed to because he's resting. I said 'yeah, but is he allowed to watch it?' ... Well that must be part of his um, rehab.... And um, swimming. We're spending a lot of time.... All my kids love the water.... Yeah we were raised on you know, anything to do with the sea" (Nana, GMI, pp. 5-6).

"I did kapa haka. Rimu [cousin] did kapa haka. Wiremu [cousin] did kapa haka" (Ash). "Yeah at school, & then as he gets older ... he can go in & join a club. But that's good. That's really good. Good for him & mixing & learning the reo [Maori language]. And it's physical. You know especially for the boys. The haka and all that" (Nana, GMI, p. 23).

Puru & Nana 2

"I guess I'm a little bit protective of him too at times you know. Is he going to be alright down there [visiting a neighbor]? Are they going to treat him alright?" (Puru, GFI, p. 13)

Brenda: Ash's Teacher, Clearwater School, 2010

"Last year's teacher seemed to pull him out quite a bit ... Whereas this year we really tried to pull that back in and try and tighten that right up ... try and work, operate in a classroom ... make him realize that there are boundaries there and he's got to try and conform. So sort of to pull that back quite a bit" (TI, p. 1).

Sylvie: Ash's Teacher Aide, Clearwater School, 2010

"You see I think he sees himself, he is a part of the class ... At the beginning of the year he would just get up and wander away.... Now he'll sit on the mat, and he'll listen and he knows that he's doing what everyone else is doing ... he doesn't wander off.... I think it's really important ... not to focus so much that he's got a head injury, even though you're aware that he has and he is different" (TAI, p. 3).

Katrina: SENCO, Clearwater School, and Family Friend

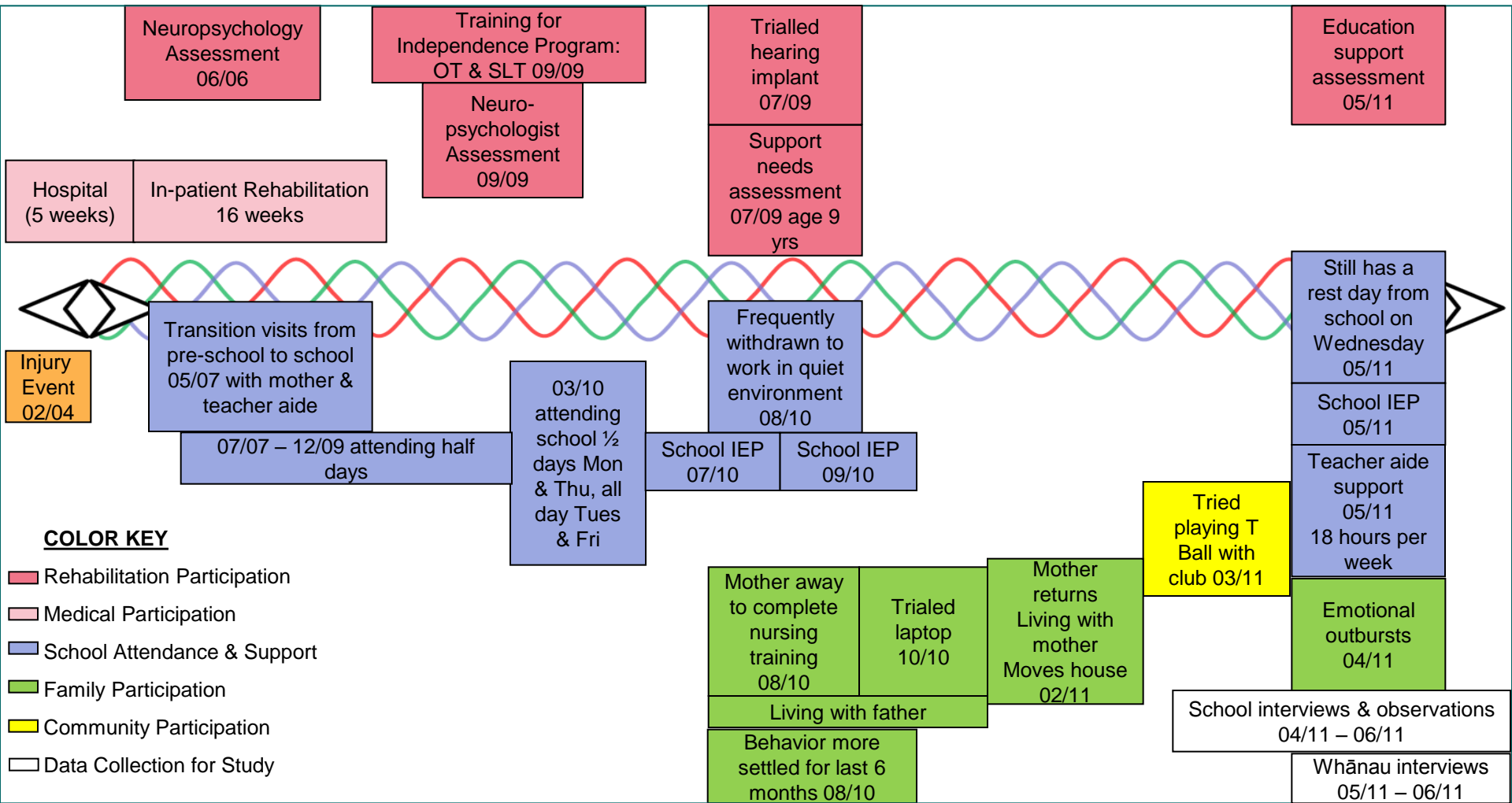
"When he first started school he was heavily reliant on his teacher aide ... the transition period into school was, slow, and he was heavily supported.... and then probably, 18 months he was only having half days ... because he couldn't handle his fatigue.... Through the years his level of concentration and his time at school has extended" (SF1, p. 2).

Observations Clearwater School: Year 5 Room 2 Classroom Visits and Kapa Haka Practice

"This is going to be class collaborative problem solving [about how playground games can be changed to be safer]. The children have to work in small groups.... tricky with so little room. Ash's group chooses rugby to change. The noise levels are really high, and each of the children in Ash's group are shouting different ideas over the top of each other.... One girl comes up with a good idea, then Ash promptly comes up with another idea, to hug the other person instead of doing a tackle. This is a really appropriate idea- Ash has obviously understood the goal of the discussion.... Unfortunately his idea is put down by another boy in the group, and when Ash attempts to defend his idea he is shouted down. The other boy moves back from the group and starts writing his own ideas down on the paper. Nobody has listened to the girl's idea" (Obs Rm5CT, p. 3).

Rehabilitation Reports

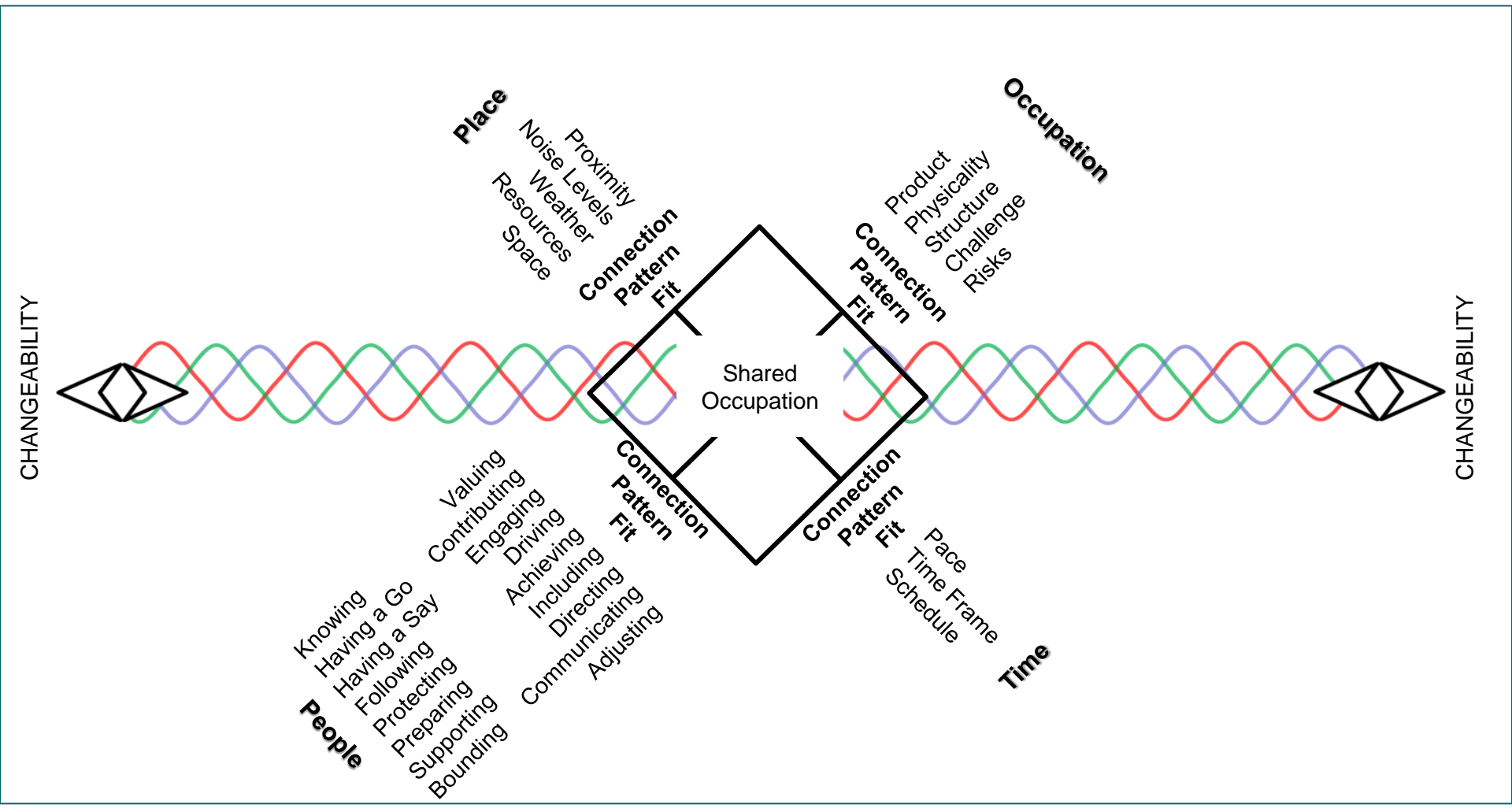
"... he is working at an academic level that is well below that of his class mates. He is removed from class for reading recovery with RTLB [Resource Teacher for Learning and Behavior]. Small group work is encouraged by his teacher aide to facilitate social skill development and modeling of appropriate behaviors. Ash currently has teacher aide support for 18 hours a week" (Rehab SNA, p. 7).



Time Frames for Key Events & Changes for Ash since Injury

Occupations with Whānau	Getting ready for school, being picked up from school, traveling home with father, having a shower, having dinner at the table, boxing training with father, play with same-age peer after boxing, going for runs, shopping with dad or nana, helping Puru in the garden, helping Puru feed the animals and collect eggs, fishing with Puru, attending tangis (funerals), unveilings, & reunions at marae, sleeping at the marae, helping in the kitchen at the marae, playing Wii tennis with dad or nana, skateboarding with nana, swimming at the pool with nana, watching uncle's new baby with nana, going to Waka Ama, camping up north, going to the beach, going eeling, swimming at the beach, playing ball or cards with cousins at family parties, learning waiata, playing and drawing with cousins in garage, travelling to and staying with whānau in Christchurch, jumping on the trampoline with Rimu or neighbor's child, watching TV, riding bike around the school with mum, watching movies, X Box games, coloring pictures, boy things in the back garden with Mike (owner of flat) – hardware store, putting up a basketball hoop, painting, play date with a friend (recent), reading books, fantasy stories on CD, climbing tree
Occupations with pets	Feeding the dog (Blue), walking Blue, running on the grass with Blue, wrestling with Blue, swimming with Blue, sleeping with Blue, petting the cat
Physical Education	Cross country training, jump jam fitness circuit, class gym lessons
Extra-curricular Occupations	Miniball, t-ball, basketball, going to individual drum lesson, playing drums at assembly, kapa haka: includes karakia (prayer), introduction, and learning waiata
Class Occupations	Roll call, planning for school camp, listening to story with Sylvie (teacher aide), class discussions on the mat, playing cards with a peer when other children at bible study, circle time, buddy reading with younger peer, learning spelling with a peer, maths games with Sylvie, maths with teacher & a peer, dictating stories to teacher aide, publishing stories with peer, testing (e.g. science knowledge), going to library for quiet-time, reading a book on couch in corner of classroom, going for a walk with Sylvie, listening to stories on the CD with a peer & Sylvie, card games & reading with supplementary learning support (SLS) teacher
Playground	Rugby ripper, playing on the field, walking around the playground, tackle ball

Ash's Recent Occupations



What was Important about Ash's Participation?

Changeable Participation Over Time with Others

The twisted strand in the diagram represents the way Ash's participation was intertwined with other participants, & the way this participation evolved over time. Multiple short-term changes meant travel, and temporary shifts in and out of different caregiving and living situations for Ash. Changes occurred at weekends, holidays and in response to his parent's work and study demands. People moved in and out of his life, with changes of teachers, support people, and rehabilitation staff. *"His team ... like his case workers and his support OTs and um physios and things like that have changed, numerous times over the years.... We'll just get notification that so and so case worker has finished on Ash's case and now our point of contact [at ACC] is someone else.... we've given him a term to settle into school and settle into home because his mum's come back from college"* (Katrina, SFI, p. 4).

Arrows point two ways, indicating participants looked to the past, but were also concerned for the future. The accident triggered a violent change in the course of Ash's life and that of his whānau. It changed life plans for Puru, Ash's grandfather. *"I worry about him, I worry about his future. I had plans for him when he was a little fella. And it all got chopped to bits"* (Puru, GFI, p. 13).

Changeability also refers to the ease with which aspects of Ash's participation could change, including change in people, time, place, and occupation. Some occupations such as classroom testing situations were not designed to be changed, and Ash was precluded from participating. He had a long-standing pattern of non-participation in

class occupations. Frequent disappearances from the classroom and withdrawal from activities suggested he had come to see himself as apart from the class. Observations of classmates also suggested they saw him as apart from them. *"The children come and sit on the mat. Ash sits on his own over on the couch reading his book. The children take no notice, seem unconcerned. They seem to accept that he is there, but doesn't always take part in what they are doing"* (Obs Rm5 FriAM, p. 6). This pattern of non-participation was proving hard to change, although by clarifying boundaries and expectations, there had been some gradual increases in his presence in class activities.

What was important about Ash's Participation?

Shared Occupation

Occupations that were shared with other participants were central to Ash's participation.

The occupations Ash shared with whānau were a rich source of participation experiences. *"Specially fishing.... Cause my, Puru, my granddad took me fishing the other day.... I caught, a little hammer head shark.... It was about, as big as my hand.... I threw it back in the water.... It was alive. And it was going rah, rah.... Yeah my granddad got a snapper"* (Ash, ChI, p. 7). However, extending participation experiences out from whānau was also seen as essential to his wellbeing.

"There's a word called support. There's a word called encouragement.... There's times when support can be, is a really good thing, there's time when it can be a bad thing, In as much as when that support is not there, what happens? And then there's the other side, of encouragement, extending themselves and what have you. So that if the support should fail, you know they're halfway to standing up, and moving on anyway.... They've just got to have another avenue for themselves.... And the wider scope is people, outside the family unit" (Nana 2, GFI, p. 13).

Ash shared occupations with others directly, and also indirectly, such as sharing his experiences verbally and in writing. Another aspect of shared occupation emerged in this case study, where occupations and skills for those occupations were shared through inheritance and also practically amongst whānau members. *"He loves music. He'll get that,*

*probably, oh you know, we're all into music, I used to DJ. My brother is in one of the, a well-known band, [*not named to support confidentiality]. Ash likes reggae, he likes drums.... Oh he's been hearing it all his life you know"* (Piri, FI, p. 13).

What was important about Ash's Participation?

Connections

Ash was continuously connected with, and part of a loving extended family, both living and ancestral, and with the land; his whakapapa. *“My grandmother [Ash’s great-grandmother] ... Yes, she’s [buried] in A., right around the coast. My brother, myself and my brother, and these are all first cousins. And we were all brought up together in the same house.... My nan brought them up because the mums were, in the city. They come to the city to work. And those are my, mum, and her sisters, and the burial site is just up over here.... That’s W’s son Rimu. This one here’s Ash. Piri, Tai, and Tamati, the one down in Christchurch ... Tai’s boy ... ”* (Annie, sharing family photos with me, GMI, pp. 1-2).

Connections were further woven with others in particular places and times through shared occupation, expressed as being *“with,” “in there,” “ties into,” “close to,” “joining in”* or *“getting on,” “part of,”* and *“fitting into.”* This same depth of connection was absent from rehabilitation documents, which instead spoke of *“interacting,” “influence,” “contacts,” “working with,”* and *“remaining on task”*. At school, connection with teaching staff was often described by them and rehabilitation providers as *“one-on-one”*.

Relationship was not only with others & place, but also with occupations. His mother described Ash as being *“into”* or *“drawn to”* physical and musical occupations. Ash would deeply engage in a shared occupation, shown through his focus, listening, watching, and effort.

Sharing in occupations with others meant connections could be linked through to other people, occupations, places, and times. *“Swimming! ...*

He’s a fish, yeah. Yeah definitely and I think a lot of that was because he did a lot of the swimming therapy [during inpatient rehabilitation] as well, so it just stemmed from that” (Jessica, MI, p. 6).

Connections between whānau contexts, and rehabilitation and school were sometimes lacking, where people in one setting were not easily able to communicate information about shared occupations with others in another setting. Ash himself had limited ability to share occupation experiences vicariously across settings. Jessica, who hadn’t been aware of Ash’s behavior problems when participating in class, discussed ways she could be more involved. *“He’s got cross country on Tuesday I think ... and he doesn’t want to do it. And I’m like, ‘well if I’m not working I’ll come and run it with you’. He was quite excited about that, so. Hopefully I’m not working ... Think I’m working a night shift”* (Jessica). *“Is it quite a good thing for you to be at school?”* (R). *“Probably for him, because around here all the mums are at school. And involved. But I’m never, been, involved within you know all those things.... I get to what I can ... But around here most of the mums can go to, all the soccer mums can go to all the school stuff”* (Jessica, MI, p. 9).

Outside of school, whānau provided opportunities to share in occupations with children of a range of ages, although Ash tended to connect more easily with younger children, and also had a close connection through play with Blue, his father’s dog. *“A lot of the time Ash relates to, kids that are a little bit younger than himself.... He gets on good with babies. You know like a lot of kids wouldn’t bother but he does.... he just likes younger kids”* (Puru, GFI, p. 2).

What was important about Ash’s Participation?

Pattern

At school, there was a pattern of Ash's occupations being apart from other children, sharing instead with adults, or one-on-one with another child with a disability. *"He is removed from class for reading recovery.... Ash is frequently withdrawn from class to a quieter environment with his teacher aide during writing tasks to increase his concentration"* (RehabSNA, pp. 7-8). In classroom activities, when he was not working one-on-one with an adult, he often removed himself from occupations in which other children were sharing. In the playground he did not easily share in occupations with his peers. *"If you watch him at morning tea when everyone's sitting down in their little groups eating, he is aimlessly walking around.... And at morning tea and lunchtimes, he basically wanders around the playground. Just walks from group to group"* (Brenda, TI, p. 6).

Ash's patterns of participation at school were detailed, and closely monitored through rehabilitation assessments and at his IEPs. *"Currently: Ash participates well for half the gymnastics session as he is in drums for the first half. Ash is generally participating well in daily fitness. Ash is often eating some or all of his food before school starts. Strategies: Ash is to join Room 2 for the first half of their session immediately after Room 3's gymnastics. To only eat at morning tea and lunch eating times. Ash will try coming on Wednesdays from 9:00-11:25 AM."* (Rehab IEP, p. 2). Whilst patterns at school were more regular, outside of school, changes in funding, care arrangements, home setting, and in his parent's work meant frequent shifts in the pattern of participation. *"Because obviously we're going to deal with things differently, and he copes with being bounced [between people &*

places], but I mean that's another coping thing that he has to deal with as well" (Jessica, MI p.4).

Fit

The degree to which Ash's abilities & actions were congruent with aspects of other participants, place, occupation & time involved in a shared occupation.

People's words and actions often picked Ash out from shared occupations in class, differentiating him from others who shared in the occupations, and emphasizing his misfit. Ash himself was increasingly aware of his difference. *"He's beginning to realize that he's not up to the level as other children"* (Jessica, MI, p. 2). *"Ash is sitting on a chair for a class discussion. The other children are all sitting cross-legged on the floor. Alan also attempts to sit on a chair. He is asked to get off the chair. He objects. 'It's not fair'. The staff member explains sharply that it is fair. 'Do you have something wrong with your brain?' 'No'. 'Well get off'"* (Obs Rm5 MonAM, p. 2).

What was important about Ash's Participation?

Knowing: understandings about each other's abilities and preferences, how to involve each other, places where participation was situated, and about the occupation.

"He knows what to do when we're inside a marae, when the whaikōrero (formal speech) is going, he knows you just don't get up and walk straight out, things like that" (Annie, Nana 1, GMI, p. 21).

Changes occurred in the context of shared occupation over time, and involved learning. Knowing in rehabilitation documents, was concerned with Ash's learning of curriculum content, and social skills.

Whānau and teachers were more confident about Ash's participation where others knew him.

"So yeah, I said, 'well if he goes down there [to stay at a different uncle's place], can you [Jessica] go with him? I don't want him to go down there by himself, you know because, well he doesn't really, know them'. Oh he does, but.... he might do something that might, get, a bit hoha [tiresome] with them, and they won't know how to handle it" (Piri, FI, p. 9).

With direction from adults, and with frequent chances to share with Ash in play, his cousins began to acquire skills at participating with him. *"It's not as though he's left out at any stage.... Through the years I've explained to them too that you know, you've got to include Ash in these things. He might be a bit slower, and they realize that.... they used to tease him a bit. I used to have to sit down and say 'hey listen, you know*

Ash's been through a bit of trauma in his life, you've got to look after him, take care, and, include him in your games and stuff like that ... have a bit of patience with him'. And they, start to realize that.... they're sort of starting to cotton on now" (Puru, GFI, p. 7).

Valuing: participants' enjoyment or like of, interest in, and preferences for a shared occupation. Participation was facilitated where an occupation was highly valued. Ash valued physical occupations, and occupations which were achievable for him.

"He likes his x-box" (Puru, GFI, p. 2).

"He's good at basketball, he loves shooting the hoops. He does great voices, he loves talking like an Aussie [Australian]. He is so funny. He would be great on stage" (Sylvie, TAI, p. 10).

Having a Go: attempting a shared occupation.

"He'll give things a go, like he really enjoys, things within the school curriculum, um, athletics, gymnastics, um, cross country not so much, but um swimming, all of the PE subjects. Um gymnastics he really thrives on that because he likes to challenge himself".

Although Ash more readily had a go at physical occupations, fear of failure or of appearing different often hampered him from having a go. *"Difficulty spelling words, and appeals for help before attempting to apply strategies to have a go himself"* (Rehab IEP 10, p. 3).

Important Aspects of Ash's Participation: People

Contributing: giving actions or ideas, or carrying out a role in shared occupation(s). Ash enjoyed having a role in class, and was responsible for taking down the chairs in the morning. He could listen, but found it hard to contribute to group activities unless in a one-to-one situation with a peer who also had a disability. His teacher felt his ideas contributed little, and his answers in class discussion were often incorrect. During a class problem-solving session, he was observed to contribute useful ideas, but they were not acknowledged by his peers.

“They had to brainstorm in the groups as many different disasters they could.... He’s very passive. He’s part of that group but he’s actually not contributing anything (Brenda, TI, p.6).... He just listened, he didn’t, contribute anything. He doesn’t contribute anything that’s particularly relevant” (p.9)

Having a Say: expressing preferences or making a choice about a shared occupation. Opportunities were given in class for children to choose activities, although Ash’s vote (along with others in the minority) might be over-ridden. Ash often voiced a request in relation to his preferences, although his requests were often refused. For many occupations, Ash did not have a choice, and where this was out-of-line with his preference, he became upset. Much of the time, he was seen to express his preference by refusal to participate or by withdrawing from shared occupation. At home he was increasingly arguing his preference or point of view. His new teacher aide was learning to encourage him to express his thoughts with some positive results.

“I did push him a little bit, but in the end he did this amazing work like he, finished it, a sentence independently ... and I was like ‘wow’. I’ve worked him out a bit more in the last week. But I says to him the other day, instead of getting really aggressive and angry , and sort of yelling at me, I said ‘I can’t read your mind. So you need to tell me, you know ‘Sylvie, I’m finding this hard, I don’t get it, whatever’. And we can explain it in a different way or try something else, but just going off, and he’s just got to learn to channel it in a different way. And he’s aware of it now” (Sylvie, TAI, p. 3).

Engaging: focusing on and exerting effort in a shared occupation. Ash found it hard to engage in many classroom occupations and was described as “needing constant checking and prompting” to “remain on task” (Rehab SNA, p. 22). He typically engaged in short bursts, although on occasion would over-engage, and become upset when moved onto another occupation. His engagement was expressed through listening, watching, concentrating, and persevering. When he was not well engaged he was described as unsettled or restless.

“It’s interesting with the drums.... the level of concentration that he had, showed and he responded just so quickly to an instruction ... This child [Ash] was very receptive, absolutely quiet, very settled, and just totally focused. And this guy was introducing something new, and Ash watched it, he concentrated, and he tried so hard to master it” (Brenda, TI, p.11).

Important Aspects of Ash’s Participation: People

Following: using similar actions to those used by other participants in a shared occupation. Following facilitated Ash to take part in occupations alongside his peers. “Teaming him” with another child helped him to follow the actions required for an occupation. Although Ash disliked doing things differently, he did not often follow his peers, setting himself apart from them. Following became problematic where Ash followed the actions of other children with behavior difficulties.

“He gravitates towards children with behavior issues and he’ll mimic their behaviors, or learning” (Katrina, SFI, p. 8).

“This morning we had, volleyball and he didn’t want to participate. But I don’t think he actually understood what was going on. And when we teamed him up with somebody and he felt confident and secure, he joined in.... He had removed himself from the group. He had his back to the group.... I said well hang on, look around, everybody else is still doing it. And he just got up and joined in again” (Sylvie, TAI, p. 4).

Driving: Pressing towards participation in a shared occupation. This involved having a vision for the participation, looking for participation opportunities and “channelling” Ash into that occupation using words and actions (MI, pp. 2, 3). Ash’s participation was largely driven by others, but on occasion he drove his own participation, particularly with whānau: *“He makes sure that he’s in there, you know”* (Annie, Nana 1, GMI, p. 12). At other times he refused to be driven: *“He’ll go ‘nah’, or ‘not!’”* (Sylvie, TAI, p. 3). There was a concern over his continued part-time school attendance, and people had begun to drive him towards full time participation.

“I try and promote Ash maybe, mixing, mixing with other kids outside the family.... Just have those other outlets you know what I mean? Like on my side, with my nephews, it opens a whole new door for him” (Nana2, GFI, p. 7).

Protecting: acting to ensure another participant’s safety and well-being. Ash’s whānau frequently expressed their need to protect him. This can be interpreted as a sense of kaitiakitanga, or stewardship towards Ash, but also shows their aroha (love) for their tamariki (children). Protecting was directed at ensuring both physical and emotional safety. It included tūpato or caution, safeguarding Ash in occupations that were seen as involving risk, watching out for him, and responding when he was unsafe. Piri recognized that he was sometimes over-protective of Ash, preventing him from participating. When Ash’s classmates were concerned about his unsafe behavior, they stayed away from him and informed an adult.

“[Jessica] needs to ‘keep an eye on him’ in most situations as he is not aware of dangers and is unable to project ahead in a ‘what if’ scenario. Jessica reported he has poor traffic safety awareness and she would not let him cross a street without adult supervision” (Rehab SNA, p. 17).

Important Aspects of Ash’s Participation: People

Achieving: performing a shared occupation to a satisfactory level. Ash was sometimes dissatisfied with his performance. In general he required support to achieve at classroom occupations, but gained pleasure from achieving without support. He enjoyed it when others recognized and shared in his achievement. Concrete rewards such as recordings, sticker charts or points, and products of the occupation meant he could share his achievement with others.

“He was typing up his writing on the computer. I showed him how... I can type like 60 words per minute and then all of a sudden of course that back-fired. ‘I’m not doing it because I can’t type fast’. I said ‘mate, that took me 15 years to learn that!’ ... he sort of looked at me and he was back into it... I said ‘I’ll just leave you there and let you get on with it’ and he was fine ... I walked off to get something ... And he was really good. Like really good. Very pleased with himself and he said to me ‘I’m being really good, I might get a certificate in assembly’. He wants the praise, he want the glory for it all. Which is fair enough” (Sylvie, TAI, p. 6).

Preparing: Readyng a person for participation in a shared occupation. Preparing included cues given to alert a person to and inform them about an occupation, teaching skills, and practice runs to ensure familiarity.

“They go down to the park for the actual cross country- another training for it. So they’ve asked if I’ll take him down I think next week on my own and just ... walk the course so he understands exactly what the course is and how far it is” (Sylvie, TAI, p. 8).

Including: actions towards another participant that facilitate them to be involved in a shared occupation. Actions reported and observed to be used by children and adults included, Noticing, Greeting, Introducing, Inviting, Touching, Listening, Asking, Explaining, Sharing resources, Turn-taking, Reciprocating, and Encouraging. Ash himself often used inclusive actions, and his skills were recognised by his whānau. In class and in the playground, Ash’s peers were seldom observed to use inclusive actions towards him. Reports of inclusive actions used by others were seldom evident in interviews with education personnel or in rehabilitation documents.

“The coach [at boxing] is real good ... it’s not focused on ah, beating everyone up type of thing, but ah, fitness, friendships too. The coach is real good, he makes everybody go around, shake everybody’s hand. Like when we first got there, everybody would come around in a circle and shake our hands and introduce ourselves” (Piri, F1, p. 5).

“How are you doing at basketball?” (R) “I don’t play any more” (Ash). “Do you think you might go back to it [basketball]?” (R) “Nah” (Ash). “What don’t you like about it?” (R) “Well, cause it my cousin Kevin, he never passes the ball ... But when I have the ball he passes, he passes it to me”. “You mean when you have the ball you pass it to him?” “Yeah, but he never passes it to me” (Ash, Ch1, p. 3).

Important Aspects of Ash’s Participation: People

Supporting: helping another participant to contribute their skills in a shared occupation.

Ash was initially “*heavily supported*” when he began school (Katrina, SFI, p. 2). His teacher described this as “*guiding*” and “*scaffolding*” (p. 1). Although the amount of help had reduced, he was still provided with high levels of support to take part in most curriculum activities. His teacher aide was learning that at times it was better to “*be quiet*” and “*let him get on with it*” (Sylvie, TAI, p. 6). At home, there had been some reductions in the support he needed to take part in household occupations.

“The [classmates] know that a teacher aide is there to work with him but then there are various teacher aides in the school helping other children for various needs or groups of children. So I think the whole school culture around getting that support, accessing support of the teacher aide, or not being able to do a set task, is very accepting.... The teacher aide helps to simplify the task and to act as a sounding board for him to complete the tasks and to um, manage his learning. And to not, not waste his learning time. Keep him on track and on task because concentration is an issue with him” (Katrina, SFI, p. 3).

Ash’s support was generally provided by adults, and this was accepted by children who held back from providing support themselves. On one occasion however, another child was directed to support Ash with his publishing on the computer. She showed skill in the way she provided support, facilitating Ash to carry out work on his own where he was able. “*Mary works patiently with him, standing at his side, responding*

gently to errors, reading the words out for him, and spelling the letters for most words. She waits patiently while Ash finds letters and the space bar. Sometimes, but not very often, she points to a letter on the keyboard. More often, she helps Ash with backspacing if he has made an error.... Ash looks often to his book, and consults Mary for help, but speaks little, concentrating on the task” (Obs Rm5 MonAM, p. 11).

Directing: establishing actions and processes for involvement in a shared occupation. Occupations were directed verbally, by modeling, and through written instructions.

“The teachers cue the children with abrupt, clear commands to line up properly, and some are prompted to take off sweatshirts and place them at the side of the room. After a little while, Katrina prompts Ash quietly, and he brings me a chair. The session begins with a karakia (prayer). The teacher speaks to the children in Te Reo, encouraging them to repeat words and phrases back. The karakia is written on the whiteboard and the children practice the words. Now they bow their heads, and say the karakia together. Next the children are instructed to sit in a big circle.... When it is Ash’s turn [to say his name], he is unable to speak.... The teacher speaks respectfully for him, then requests paki [clapping]”. (Obs CWS KH, pp. 2-4)

Alternative Interpretation

At kapa haka, the teachers words and actions towards Ash and the other children were helping them to learn about honoring differences or rerekētanga.

Important Aspects of Ash’s Participation: People

Bounding: Regulating performance, temporal and spatial boundaries, and people's involvement in a shared occupation. Boundaries were typically established for shared occupations in Room 5, although the boundaries were not always respected. The boundaries of occupations in which Ash did participate were made obvious to him to support his participation. People also recognised the importance of enforcing boundaries consistently in order for Ash to respect them. However, boundaries were also placed right around multiple occupations perceived to be unsafe for Ash, barring his involvement. Ash found it hard to cope where temporal and spatial boundaries were placed on shared occupations.

"Dad only lets him spend about an hour on it [x-box] a day" (Piri, FI, p. 12).

"He'll say to us 'oh can we go and work outside' and I ... said 'no, no, you've got your workspace here, you'll work in the classroom with us" (Brenda, TI, p. 2).

"Rough sports, he's not really allowed to get, too physical" (Annie, Nana 1, GMI, p. 14).

"When there is laughing [at children who are unable to introduce themselves], teachers rebuke them firmly, requiring respectful behavior" (Obs CWS KH, p. 4).

Adjusting: Changing an occupation. Some occupations were more flexible, and could be more readily changed than others.

"Ash needs curriculum modification, even within his group tasks" (Rehab ESAR, p. 3).

Ash's teacher adjusted the way the science test was delivered to Ash. *"Brenda shows Ash a colorful diagram depicting the stages of the water cycle, and explain what it is about, prompting Ash as she goes to talk about what he knows. Ash shows some understanding, 'the water all runs up into the clouds'. Ash is given the diagram, and goes off to sit at his desk. He is told he can use the diagram to help, but that he has to write about what happens"* (Obs Rm5 MonAM, pp. 10-11).

Important Aspects of Ash's Participation: People

Proximity: the location of people to each other, to resources, and to an occupation. Ash's habitual sitting places were at a distance from groups of other children in the classroom. When he was distant from an occupation or group however, he found it harder to see and hear. In contrast, he often worked in close proximity to adults in a one on one situation, and when unsure, he placed himself in close proximity to an adult.

Close proximity of people's workplaces, homes, and school settings facilitated participation: Less time was spent in travel, and it became easier for adults and children to share in occupation together. Many of Ash's whānau lived some distance away from each other and from their tūrangawaewae (place where one belongs through kinship and whakapapa or genealogy). This necessitated increased travel, although this was an occupation shared.

"I don't like the look of him sitting in the corridor which is where he would like to be. He likes to sit on the floor with his back to the wall by my door so he can hear us.... he'll usually sit behind my white board. Or ... he likes to sit right in front of me, right at the back on the periphery, but he's swinging the door or he's not actually focused... what I try and get him to do is come and sit right next, in front of me" (Brenda, TI, p. 3).

"Which marae do you go to?" (R). "Just my home ones ... down L. coast. Dad's one which is in M, X, and my mum's which is ah, north, A. But my main one is on P. because that's where I was born, that's where his ah afterbirth is buried.... He was up there [north] not long ago, we were up there just after Christmas. So we went all the way, we went all

the way from P. [far south], we drove all the way up to the north in one day. Fourteen hours" (Piri, FI, p. 14).

Noise Levels: Ash found it hard to participate in environments that had high noise levels. Higher noise levels occurred in environments that were very crowded, but also in environments that were large and prone to echo-effects. Some of Ash's responses to noise levels may have reflected his hearing difficulties. Room 5 was an older classroom, and was crowded with the number of people in it. It is possible Ash found the acoustics in the library facilitated his hearing, as well as his concentration, although this reduced his proximity to peers.

"I have to do [maths] with him in a different room, generally it's in the library, it's a lot quieter. Because maths we get quite noisy sometimes they're doing group things, yeah so it can get noisy" (Sylvie, TAI, p. 7).

Weather: Changes in the weather prompted shifts in the types and locations of shared occupations in which children engaged.

"I took him skateboarding.... Like in the summer, it depends on the weather" (Annie, Nana 1, GMI, p. 4).

Important Aspects of Ash's Participation: Place

Resources: things in an environment that afford opportunities for occupation or which facilitate shared occupation. Rehabilitation funding and education-based funding were a resource that facilitated Ash's involvement in curriculum occupations through provision of support and specialists. However this resource equally meant that Ash shared in occupations with adults more than his peers.

Communication resources were often mentioned in the case study, including diverse modalities such as phone and email. For Ash himself, rehabilitation funding provided technical resources that were intended to facilitate his communication, such as sound systems and a lap-top. However Ash found the sound system uncomfortable, and felt the lap top singled him out, preferring simple resources such as the writing books used by his peers, recorded stories, drawing and coloring materials, and photographs.

Simple resources were also used to good effect to facilitate engagement in maths activities, including the use of fingers, or bunched straws. Whānau were aware of the way simple resources such as balls or simple tools facilitated participation amongst cousins. In particular, Ash's nana and his father valued natural resources such as the sea, water, and sand for facilitating participation amongst children.

"[Ash] plays with the kids, plays hard out. Playing, running around.... cause there's always a rugby ball around.... It's just so much for the kids to do, and because we've got the sea just down the road.... they've got the sand hill.... they go down on cardboard eh?" (Annie, Nana 1, GMI, p. 7).

Space: the open-ness of an environment. Crowded spaces were a barrier to participation, with high levels of noise and activity. In contrast, environments with very open spaces supported engagement in physical, shared occupations.

"They've got the whole run of the place virtually you know ... they're not confined to here ... all their toys are out in the garage out there ... we've only got one acre, but um, as you can see we've got all the market gardens around us, there's no neighbors apart from over there and way up in the hills, so kids can make as much noise as they like" (Puru, GFI, p. 2).

Important Aspects of Ash's Participation: Place

Product: objects or tangible outcomes of shared occupation. There was little mention of the products of Ash's occupations by adults who were interviewed. However the products of Ash's shared occupation were very important to him, and were obvious in his own interviews. Objects resulting from a shared occupation supported him to share the experience of that occupation with others.

"How did you feel when you had to go and play [the drums] at assembly?" (R) "Kind of stage fright ... my mum was proud, my step-mum and, my little cousin, oh my little brother um ... he watches the DVD all the time ... he watches it every day after school" (Ash, Ch12, p. 2)

Physicality: levels of somatosensory experience associated with a shared occupation. Physicality resulted from occupations involving heightened levels of movement or touch. Ash enjoyed engaging in occupations with high levels of physicality, but was aware of safety risks associated with some of those occupations.

"What do you do with Blue [father's dog]?" (R) "I tackle him. And I play with him and. Um, I have this control thing and it makes him go crazy. And he goes rahhh! And I play wrestling with him. And I, play tug of war with the sock! And he bites my toes. And also he bites my fingers" (Ash, Ch11, p. 10).

Structure: the actions and steps involved in a shared occupation. Occupations which had a simple structure facilitated Ash's involvement. When he learned the structure of one occupation, it helped him with understanding the structure of others.

"Format of follow-up task is the same, but has variety" (Rehab IEP 10, p. 3).

"Ash requires task to be broken down into component steps and he completes one step at a time" (Rehab SNA, p. 14).

"The more intricate games, card games, I mean it's harder for him. If it's a real straight-forward, basic sort of game ... he can be alright" (Nana 2, GFI, p. 4).

Important Aspects of Ash's Participation: Occupation

Challenge: the degree to which an occupation drew on the abilities of those who shared in it. Ash was avoidant of occupations which he perceived were too challenging or which “extended him” too far (TI, p.2). Occupations provided challenge to participants at an individual, one-on-one, or team level. Ash had little participation in team-based challenges, but did participate in individual and one-on-one challenges.

“Learning Strategies: Set ‘personal best’ target. Ash is working on improving his own personal performance ... working with another student with the same ability which generates a competitive edge to the lesson” (Rehab IEP 10, pp. 3-4).

“I said tennis ... that seems to be a thing that he wants to do, individual ... that’s his achievement, but he still does need that team-work” (Jessica, MI, p. 11).

Risks: the dangers associated with a shared occupation. Dangers derived from the social and physical environment, and with the objects involved in an occupation. These presented risks when they became part of a shared occupation.

“I don’t let him ride his bike around my area eh.... There’s a lot of hoons driving up and down you know. I think Jessica lets him, oh you know, go to the school on his bike, but it’s a different area. It’s safe. I don’t tend to, yeah, let him ride around on his bike in my area” (Piri, FI, p. 6).

“We haven’t got a trampoline at my house ... I don’t like those because I saw a program about them man, and most injuries with kids these days is from a trampoline, spinal injuries, back, nah, that’s the last thing we need ... Oh he doesn’t ride his bike at my house without a helmet. Or his skateboard. Yeah, well a skateboard’s just as bad I think” (Piri, FI, p. 13).

Important Aspects of Ash’s Participation: Occupation

Pace: the speed at which a shared occupation was performed. The pace at which Ash performed in a shared occupation varied, from slow through to very quick. When he was given small, achievable chunks of work, he completed them very quickly. *“Probably seven to eight words is what we try & go for & then that really helps him. He just gets it down really quickly. He seems to fill up the gaps really quickly”* (Brenda, T1, p. 2).

At other times, he went too quickly, making errors. *“Ash confuses his answers sometimes- it feels more due to impulse responses. When he is prompted to slow down & think carefully he is able to correct himself”* (Obs Rm5 MonAM, p. 6).

Time Frame: the duration or point in time at which a shared occupation occurred. Ash’s tendency to over-engage or under-engage meant that time frames of his occupations were also variable. Sometimes, he would keep at a shared occupation he was enjoying for inappropriately long time frames. *“He’s a water rat. He’ll just stay in the water- even if it’s winter he’ll jump in. He’ll stay in there all day. Like Christmas, we were down at my girlfriend’s family, & he was in, him & the dog, & all the family were going ‘Far, look at that boy & that dog down there’, all day from about 7 in the morning till it started going dark”* (Piri, F1, p. 6). Other times Ash responded best with short bursts of a shared occupation. His specialist teacher recognized this, & structured her lesson with *“activities that were short in duration”* (Obs, Rm5 FriAM p. 2).

Some time frames fitted with Ash’s capacities better than others. He

began his days very early with his father. This meant that his days were long, & he was often tired by the end of his school week.

Important Aspects of Ash’s Participation: Time

Schedule: the arrangement of shared occupations over time. Schedules that were very regular were called “*structured*” by education & rehabilitation personnel. Ash’s schedules at school were highly regular, & detailed as to the times at which various shared occupations occurred. The exception was Friday, which was unstructured. In contrast, schedules at home were less regular over the time of a week, & less structured, with Ash spending time with different people out of school.

“We’re so busy, we’ve got this little window ... on Friday we’ve got children going to choir, he’s at kapa haka, so we’ve got these little windows of half an hour to do the spelling and then the basic facts tests and maths testing” (Brenda, T1, p. 3).

Schedules at home & at school were both very busy. This meant little time for whānau to spend with Ash at school to support his participation. When Ash became over-wrought, he needed time in his schedule to be alone & calm down.

“My hours have been pretty good so far with the school being able to do the week abouts. But yeah, I think he’s, he felt it this week, with me, um, working and he really wanted to ... come home, but he’s not coming home until Sunday night he’s staying with Piri until Sunday night because I’m doing day-shifts, and I’m working until Saturday” (Jessica, M1, p. 8).

Important Aspects of Ash’s Participation: Time

Dis-integrated: Ash's future was "*chopped to bits*" when the accident happened. Now, 6 ½ years later, Ash's ability to participate would begin to fray, then he would suddenly "*go to bits*", or have a "*melt-down*".

Misfitting: Others repeatedly highlighted the differences between Ash and his peers, labeling his abilities as at a lower level or inferior. Ash had become very aware of his difference. He saw himself as standing apart from the others. Fearing failure, and aware of people's eyes on him, comparing him to others, he often pulled away from group activities with his peers.

Unsettled: The patterns of Ash's participation were confused, and were characterized by continually shifting connections as he spent time with different family members in different places at different times, or "wandered aimlessly" around the playground, moving from place to place.

Resistant: In the face of unsettled patterns, Ash often resisted change or avoided new experiences. He found it hard to move from one situation to another, grieving when he left whānau, becoming angry when needing to stop an activity, or dawdling on his way between different classes and breaks.

Fragmented: When Ash did participate, it was typically for short bursts only. Although he had some good skills, it was often only for some aspects of an occupation. Likewise, he could carry out the actions for a shared occupation, or could interact with another in that occupation, but found it hard to do both at once.

Split: There were divisions between the different contexts with which Ash participated. Ash participated with his mother, with his father, or with extended family scattered around the country, and he participated at school, but these contexts were detached from each other, and Ash found it hard to make the connections and share information across settings. There were sometimes rules for one place, and rules for another.

One-on-One: Ash's connections tended to be with single people. He did not have siblings. He participated with one parent, or another, but not at the same time. At school, he participated one-on-one with a teacher, and sometimes one-on-one with another child, but avoided participation with a bigger group.

Imbalance: Ash spent more time with female adults, with younger children, and with girls. He spent limited time with male peers.

Uncertain: People were uncertain about Ash's future. Many, new to participating with him, were uncertain of what to expect. Ash was unsure of himself and his abilities. In unfamiliar situations, he lacked confidence, and was unclear about what to do. He was unsure of how to join in with a group.

Stretched: Many of those who shared in occupations with Ash were stretched in multiple directions. Ash's parents and teacher struggled to meet the multiple demands on their time. Jessica and Piri were often torn between spending time with Ash and workplace commitments.

**Qualifying the Problematic Situation:
Longstanding Disconnection, Irregular Patterns**

“The teacher aide [last year]...., she seemed to pull him out quite a bit when he was unfocused, or he’d lost his concentration, or things were too hard.... So I was a little bit apprehensive, because he used to look at me from a distance.... You know he enjoys adult companionship.... But when it comes to the structure of sitting down and settling down to routine and sticking to routine ... he finds it difficult. And knowing when to let him have the leeway, and just call it quits, or when we ... push him a bit harder, that’s the fine line that I find that is hard because he ... just switches off.... He actually went to bits after you left. He had a meltdown.... I don’t work with him enough, you know my teacher aide looks after him in that respect. In writing ... he’s just a little thing all of his own, because the others can all write, form an idea, and put it on paper. Whereas he has the ideas, but they’re all jumbled up” (Brenda, TI, p. 1).

**Qualifying the Problematic Situation:
Longstanding Disconnection, Irregular Patterns**

Continuity: Although connections were lacking in some areas of his life, and although Ash grieved at being physically distanced from whānau, there was always the presence of a strand connecting him to them, continuity with living and ancestral family. This thread sustained him and gave security and surety in times of uncertainty. Further continuity was provided by people in the community who remained part of his life over long periods of time.

Aggregated: By ensuring Ash shared occupation as one of a team, he was seen as a part of the whole, rather than apart.

Cottoning On: As people shared occupations with Ash, through trial and error, and working it out, people gradually “cottoned on” to him and how to participate with him. They came to know the fine line between what was comfortable for him, and how far he could be taken beyond that.

Simplified: Simple occupations meant certainty. People found that steps of more complex shared occupations that were performed one part at a time also facilitated Ash’s participation.

Over and over: Certainty increased with familiarity. Patterns of shared occupation that were repeated multiple times increased Ash’s confidence and that of those around him, as they learned how to participate together.

Securing: Tightening up routines for occupations, pulling loose ends in, and providing clear boundaries helped certainty when Ash was feeling unsure.

Gradual Transitions: Changes that were eased in slowly assisted Ash to learn new participation routines.

Interweaving Support: Support which was interwoven amongst participants worked as a scaffold, providing resilience. It freed up others when they were stretched. Ash’s parents both had support networks through whānau and friends.

“We’re typical grandparents, like when they need us we’re here.... we all work in” (Nana 2, p. 1).... “We try and involve him in most things we do” (Puru). “He is always ... involved with his cousins. They’re all very, very close ... He feels comfortable, he interacts with them really, really, really well and you’re talking from say 3, through to 12 ... because they’re family, he’s grown up with them, it doesn’t matter about the age there ... when he’s with his own relations, his whānau there isn’t that [feeling uncomfortable] at all.... They’re treated, they’re treated as a whole ... because they’re all treated the same.... I try to promote Ash maybe mixing with other kids outside the family. I just think it is important for Ash to just spread his wings a little bit further. Just have those other outlets” (Nana 2, p. 6-7).

Determining Solutions:

Learning to Share Occupation: Extending Connections from a Secure Base, Establishing Patterns