

**Young People in Foster Care and Their Leisure: Tools for
Living Independently**

A thesis presented to Western Sydney University in fulfilment of the
requirements of the degree of Doctor of Philosophy

by Nicole Peel

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Dedication

This thesis is dedicated to all the individuals who have encouraged me directly and indirectly through their inspiration during my life to go beyond my perceived limits.

The remarkability of many of these individuals is their ability to underestimate the impact they have made, unaware of their leadership influence.

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This research is the story of my doctoral experience. As with any story, it includes the voices of individuals who chose to share their stories and experiences. I would like to acknowledge my thanks and appreciation for the support of the following people.

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Statement of Authentication

The work presented in this thesis is, to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that I have not submitted this material, either in full or in part, for a degree at this or any other institution.



Nicole Peel

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KEY TERMS

Adolescence

Adolescence is a period in an individual's life when the brain is changing and the most malleable (Steinberg, 2015). It is also a longer period in life than previously thought. A period lengthened by early onset of puberty and the transition of young people into careers and financial independence. Young people are taking longer to become adults (Steinberg, 2015). Experiencing early puberty places individuals at risk for developing serious physical, mental and behavioural problems. The plasticity of the brain allows an opportunity for a young people in OOHC to experience positive experiences to assist them to develop and flourish for adulthood.

Behavioural School

The NSW Department of Education (NSW Department of Education, 2018) states:

Specialist behaviour education settings provide additional support for students with severely disruptive or complex behaviour.

- Learning centres provide a range of specialist programs for students with severely disruptive behaviours in Years 5-10 with the aim of returning the students to regular schools or supporting their transition to other education or employment opportunities.
- Tutorial centres provide an age appropriate short-term intervention for students in Years 5 to 10 with severely disruptive behaviours, who require intensive and significant levels of intervention that cannot be provided within a mainstream or support class setting.
- Suspension centres provide an intervention for students who are on long suspension from school and have been identified by their school as likely to benefit from a structured program to assist their successful return to schooling as soon as possible.

Birth Parent

A birth parent is the biological parent of the young person in the out of home Out of home care (OOHC) system.

Care Leaver

There are many terms used to refer to young people who have previously been in OOHC. A care leaver is by definition considered to be someone who has experienced ‘the cessation of legal responsibility by the state for young people living in out-of-home care under a child protection order from the Children’s Court’ (Mendes, Baidawi, & Snow, 2014) this can occur because a person leaves the system prior to eighteen years of age or has turned eighteen and aged out of the system.

Equity

Equity was a difficult term to define. Equity has been defined for the purpose of this study to acknowledge inequality and disadvantage experienced by some groups. Equity is referred to in the literature as ensuring all groups in society have the opportunity to participate successfully (Gale, 2015).

Formal Care

Formal care is care provided for a child or young person when a child protection intervention has been made. In Australia care may be formally or informally provided. Informal care consists of arrangements made without any statutory interventions. Formal care is applied when a child or young person is placed voluntarily into care or with a care and protection order (Victorian Department of Human Services, 2007).

Foster Care

Foster care is a type of home-based care, where a child is placed in the home of a carer who is reimbursed for expenses for the care of the child (Australian Institute of Health and Welfare (AIHW), 2015, p. 46). It is the accommodation type of all young people involved in this study.

Foster Carer

Is an individual who has undergone screening and received approval to provide placement for children and young people in out-of-home care within a private household (AIHW, 2016)

Further Education

Further education refers to education that is positioned between secondary schools and universities and prepares students for employment or further study (Canberra Institute of Technology, 2012) and can be referred to as vocational education.

Guardian

A guardian is considered the legal parent of the young person in foster care. Legal guardianship is granted to a relative or kinship carer, or foster carer by the NSW Office of the Children's Guardian to an individual who has long term full parental responsibility for a young person through a NSW Children's Court. The guardian takes on full parental responsibility of the young person until they turn 18 years of age (Family and Community Services, FACS, 2018).

Higher Education

Higher education can also be referred to as tertiary education. It is typically post-secondary education with a minimum of three years' study required at university and other higher education institutions (Australian Government, 2016).

Leaving Care

Leaving care, is the cessation of legal responsibility by the state for young people living in OOHC (Cashmore & Mendes, 2008). This thesis uses the term 'transition' to describe the process of leaving care at 18 years (Australian Institute of Family Studies, 2011). The term is used in Australian legislation and does not imply a mutual or negotiated agreement.

Out-of-Home Care

Out-of-Home Care is the term used in Australia that refers to children under the age of eighteen years of age who the state government has assessed as being in need of protection (Victorian Department of Human Services, 2007). It is the overall umbrella term applied to many other areas of accommodation for children in the child protection system. In Australia the term "Out-of-home care" (OOHC) refers to overnight care for a child (defined as a person 0-12 years) or a young person (defined as a person 12-18 years) to whom the state and/or territory jurisdiction makes a financial payment, or where a financial payment has been offered and declined by a carer (AIHW, 2016).

The overnight care of a young person as defined above refers to more than just one night of care.

The Australian Out Of Home Care Framework

This framework is the nation's effort to assist children who have been removed from their birth families.

Vocational Education

Vocational education refers to training that is directly related to assisting an individual to complete a trade qualification. Typically, in Australia, vocational education is training provided by the state funded Department of Technical and Further Education (TAFE) or a private Registered Training Organisation (RTO).

Widening Participation

Widening Participation is a framework utilised globally and gaining prominence in Australia that implies to widening participation in an activity. In reference to research widening participation refers to widening the entry of individuals who would not normally attend further and higher education courses to ensure equity (Gale & Parker, 2013).

Young Person

A young person is defined as a person aged between 9 and 18 years within this study. For the purpose of this thesis a young person is used to describe the participants aged from nine to sixteen years at the time of the interviews.

Abstract

This thesis utilises a case study method with a small cohort of young people in foster care to generate an explanation of how leisure can be used beneficially to move to and through their transition from care to independent living at 18 years of age.

The foster care environment, as a sub-set of Out-of-Home Care (OOHC), has been described as complex, regulated and one in which those in care have at times little or no control over important aspects of their lives. Indeed, it has been reported that young people in foster care are sometimes told by those in authority such as teachers that they need not concern themselves with ambition or aspiration because their life choices are already limited by their situation and their environment. Nevertheless, there are two sides to foster care and the second side involves supportive birth families, foster families, teachers, counsellors, case workers and friendships. As well, there is an inherent optimism among those in care reported by some authors.

This inherent optimism, frequently expressed through leisure, was found to be well established in the great majority of the twelve case studies undertaken. This optimism is evident in the study as an underpinning of the willingness of participants to look to the future, to plan, to understand their leisure environment, to actively apply personally held cognitive skills and to generate outcomes and experiences that were useful to them.

A number of interesting factors relevant to the use of leisure by young people in foster care have been articulated in the study. It is noted, for example, that the participants were using a range of cognitive resources to date unreported in the literature on foster care or OOHC and only reported as a limited allied concept in the leisure literature. However, the small amount of work in the leisure literature was not undertaken in regards to foster care. The use of personal cognitive resources was found to be widespread and multifaceted within the cohort studied. These resources were not leisure specific and while their application was, it does not need be. In effect then, participants were using, or creating and using, and practicing the use of sets of cognitive resources applicable to independent living after transition from care at the age of 18.

Chapter 1 Introduction

1.1 Background to the Research

This research continues and formalises a personal curiosity that was initiated in 1990 when I began working with marginalised individuals, in the role of Recreation Officer within a state government funded disability service. That role and every other role I have been employed in thereafter, has involved large scale government or organisationally directed change. I was, for example, involved in moving people with a disability from institutional accommodation to community based accommodation, a significant change for the institution and the individual clients involved. As a sole practitioner I integrated large groups of people from centre based day activity programs and back into their local communities. When working with clients who were parents who had a mild intellectual disability in 2006, or were at risk of incarceration, the challenge was how to work with and help them motivate themselves and facilitate change. The changes that occurred necessitated me developing policies, procedures, resources and templates for interpreting and implementing government legislation and processes within the organisation for service users, families and staff.

Through my working life I have been drawn to roles that improved my networking and operational skills regarding access and inclusion of services for individuals who were marginalised due to their condition or circumstances. In the beginning, I believed the changes were logical, as they were based on individuals' strengths and abilities. This was the first realisation of my passion for equal access, inclusion and advocating the rights of all individuals regardless of their ability or socio economic status.

My knowledge and experience of management and organisational theories was utilised through the implementation of functional, educational and behavioural change within individuals and organisations.

As an Operations Manager with a disability service provider, I was managing teams of psychologists, behavioural specialists and organisational process teams. This was my first experience of providing a service to young people in OOHC.

More recently, in 2013 I co-ordinated a university based after school care program for young people in foster care, utilising robotics as an intervention with the aim of raising educational aspirations. This after school care program was Commonwealth (Australian Government) funded and implemented at a university using a widening participation framework aimed at increasing long term participation in higher education for marginalised groups. I chose to create the group in the first place following an informal literature review that demonstrated no Australian university was undertaking such an intervention for young people in OOHC.

1.2 Research Question

How can leisure be utilised to enable young people in foster care to be better prepared for independent living?

Children in OOHC have been reported to be the most disadvantaged group within our community. They are known to be underrepresented in higher and vocational education, leave school earlier than their peers and be overrepresented within the criminal justice system.

Leisure is reported in the literature as being beneficial, and has the potential to assist young people with their development and learning (Irby & Tolman, 2002), transcend negative life events that can assist in coping with stress (Iwasaki, 2003). Leisure has been suggested as a method of self-protection and as self-restorative (Kleiber, Hutchinson & Williams, 2002) and even transform lives (Edginton, 2014).

And yet as far as could be seen there was no information on using leisure as a tool to assist in preparing young people in foster care for transition.

The research examines a number of bodies of literature and discusses them in sections: OOHC in Australia and NSW (site of the research); OOHC and its effects; Leisure and other related areas.

1.3 Justification of the Research

The thesis aims to explain whether leisure's social and cognitive benefits could be found within a highly disadvantaged population and how those benefits could be better used to improve opportunities. Particularly the thesis seeks to explain, within a complex environment and with a population considered to be vulnerable within society, **how young people in foster care can be better prepared for transition from care to independent living** so that their ability to identify, utilise and exploit opportunities in education, training and work are more useful to them.

In Australia, during 2017-2018, 47,915 children and young people were in OOHC, with 54,666 requiring a care and protection order (AIHW, 2018b). Not all young people who have a care and protection order are placed into the OOHC system. Of these children and young people not living with their originating families, 33,607 were of compulsory school age (AIHW, 2015) which is 5-18 years in Australia.

The number of children and young people in OOHC continues to rise in Australia, with an increase from 7.4 to 8.6 per 1,000 children from 2011 to 2017 (AIHW, 2018). With available figures showing 4 billion dollars spent in 2015-2016, an increase of \$283.7 million or twenty-eight percent over that period (Steering Committee for the Review of Government Service Provision, 2017).

When young people in foster care in Australia reach the age of eighteen years, their supporting family ceases to be eligible for any financial assistance and guardianship arrangements. Young people in foster care unlike their peers in the general population, operate within a regulatory framework that mandates cessation of support on turning 18 years. Young people may reach 18 years in year 11 or year 12, depending on the age they commenced school. Therefore, when other young Australians are completing or undertaking their final years of high school study, young people in foster care may

need to obtain employment and find a place to live rather than focusing on completing their schooling and often do this without support.

The foundations for behaviours that continue into adulthood occur during childhood and adolescence. Adolescence is an ideal time to ensure good foundations and behaviours with the assistance of supportive adults and mentors (Steinberg, 2015). Adolescence is a time in life that can be most challenging for individuals and those involved with them. Adolescence is a period for not only physical and sexual maturation, but the opportunity for experiences that move individuals toward social and economic independence, with the development of identity and the acquisition of skills needed to be an adult. It is also a time when considerable risk may be taken during social situations (World Health Organisation, 2016).

My particular interest was sparked by my experiences and observations, that young people in OOHC were not attending higher education in large representative numbers. On further investigation, it could be seen that a majority of young people in OOHC were not staying on to complete year 12 like their peers in the general population, this is discussed in more detail in the literature review. Further motivating my interest was my awareness that organisations that had the resources appeared to not identify children in OOHC as an equity group and use the resources to assist these young people in OOHC to access to higher education. When I first started liaising with non-government organisations (NGOs) I was taken aback by what seemed to be little interest given to young people in OOHC transitioning out of the education system at turning 18 years of age, compared with entering the education system at age five. This is based on the amount of research literature and organisations focused on providing intervention services early in a child's life (Australia. Department of Families, Housing, Community Services and Indigenous Affairs. & Council of Australian Governments, 2012) and the demonstrated gap in literature concerning young people and their educational pathways to vocation and higher education (Harvey, Andrewartha & McNamara 2015).

A local focus

Whilst this research will utilise Australian literature the research study has focused in Australia. The term referred to in the literature will be “Out-of-home care” OOHC when referring to children and young people who are officially in the Australian OOHC system. For the purpose of this research, families who were looking after children informally and not within the formal government systems have not been included, as they are an unknown statistic within the OOHC system.

This research will address a subset of OOHC, Australian young people in foster care, who are on care and protection orders under formal care arrangements in home-based care, called foster care and who will be transitioning to independent living at 18 years. For the purpose of this research, transition will be the term used for the young people move from foster care to adulthood/independent living.

Leaving care, or transitioning, is the cessation of legal responsibility by the state for young people living in OOHC (Cashmore & Mendes, 2008). The term transition is commonly used in Australian legislation and does not imply a mutual or negotiated agreement.

1.4 Methodology

This research is explanatory, with a pragmatic approach and uses qualitative methods. In seeking to explain aspects of real world situations the effort is to deliver answers to real world problems, guided by practical experience and the reality of the situations within which young people in foster care find themselves. Multiple case studies were used as the most appropriate research strategy for this thesis, based on a comparison of different available methods in Chapter 3. The purpose of the thesis is to explain **how leisure can be utilised to enable young people in foster care to be better prepared for independent living.**

The research did not use experimental design as it was not seeking to investigate different conditions or manipulate variables. Grounded theory or ethnographic studies

were not used as the research was not seeking to conceptualise a new theory or use long periods of observation.

A flexible design, utilising case study was used for the research. Semi structured interviews were selected and were conducted with all participants. Data analysis was completed in two phases; phase one used an abstraction process across each individual case study to draw out the themes. Phase two involved a thematic analysis and explanation building drawing out the themes searching for the deeper structure across the cases.

1.5 Outline of the Thesis

This thesis is comprised of five chapters. Chapter 2 is the literature review and describes the context of foster care in Australia with its complexity and multifaceted systems to understand where children, young people and foster carers fit within this context, the effects of being in OOHC on a young person and Leisure. Chapter 3 presents the methodology and describes alternatives and the selected research strategy. It also describes the method of analysis. Chapter 4 presents the analysis itself and is the largest chapter. Chapter 5 is the discussion and conclusion.

Leisure was chosen as a lens for this research because of my well-founded understanding of the benefits leisure provides for young people and because it is ubiquitous among young populations. This ubiquity meant that every participant had a familiar frame of reference through which to answer questions and through which to tell their story.

A Note about the Use of the Terms of OOHC and Foster Care in developed countries

Throughout the research, it is important to understand the concept of OOHC is referred to differently in other countries that use similar child protection systems. The term “foster care” is used in the United States of America to refer to all types of publically funded child welfare placements; this includes the different levels of care in Australia that are contained within the OOHC models. These differences are explained in further detail within the literature review. In The United Kingdom the term commonly used

is “looked after children”, often abbreviated to LAC (Thoburn & Courtney, 2011). This research will look at a subset of children in the OOHC system, namely, young people in foster care as a subset of home-based care transitioning from the OOHC system in Australia to independent living in adulthood. Within the literature review the term care and OOHC are used interchangeably to refer to the wider framework of children within various care systems, due to the limited literature that was available specifically on foster care. The study itself focused on children within foster care as a subset of OOHC.

1.6 Contributions

This research addresses a question neglected in the literature, which is that of using leisure to enable young people in foster care to be better prepared for independent living. In describing this explanation, the thesis brings together bodies of literature not previously connected and makes the following contributions.

- A description of extant cognitive resources, skills and behaviours utilised for leisure but readily transferable to independent living;
- Two models that describe the participants’ leisure environment and the mechanics of generating that experience.

1.7 The Scope of Research

The research is limited to a small group of young people in foster care, living in Western Sydney, Australia.

The research sites were two suburban campuses of a large metropolitan university in Western Sydney, where young people in foster care were already attending a university sponsored after school activity. The data was collected through individual interview with each young participant.

The research is not necessarily generalisable across the national population of young people in foster care but specifically points the way to further useful work on a larger scale. .

Chapter 2 Literature Review

2.1 Introduction

The range of literature reviewed for this thesis is perhaps broader than might be expected, for two reasons: The first is the lack of literature available about leisure and young people in foster care, the second is the development of concepts that can be ascribed to leisure, though rarely seen in the leisure literature, but more regularly seen and described in the literature of organisational culture, education and technology.

The discharge of an adolescent from foster care to a life of independence at the age of 18 has been shown to be an experience delivering a variety of outcomes, many not desirable. A term used commonly in the Australian legislation is 'transition' although sometimes the term 'discharge' is used in its place.

This thesis will use the term transition for those adolescents who are preparing to leave foster care at 18 years. A positive preparation for transition has been shown to be a vital component for successful transition. A good pre-transition process ensures that health and opportunities available to the adolescent can be positively inclined. These can include vocational or higher education, being included positively in society, employment, housing, financial stability, good self-esteem and a positive psychological well-being.

This chapter presents a literature review that will demonstrate a gap in the body of knowledge regarding the practicalities of the preparation of adolescents in OOHC for transition. Further, the review will explore the usefulness of leisure as a positive resource and motivator.

The chapter is divided into three principal sections:

- OOHC in Australia and NSW (site of the research)
- OOHC and its effects
- Leisure

2.2 Australian National Legislation & Regulation of OOHC

In the literature, Out-of-Home Care (OOHC) is the collective term applied to the publicly funded systems of child protection in Australia. OOHC is a section of child welfare which views children's needs as a priority whilst recognising the importance of providing services to families and people who care for children and young people, described in more detail later in the chapter.

Children and young people stay in care until they are able to return to their birth families or until they transition out of the OOHC system at age 18. As at 30th June 2017, the majority of children in OOHC, in Australia had been in care for more than one year, with sixty-eight percent in care continuously for one year or more, twenty-seven percent of these had been in care for more than two and less than five years, whilst forty-one percent had been in care for five years or more (AIHW, 2018).

Aboriginal and Torres Strait Islander (ATSI) children and young people are seven times more likely to be in the OOHC system than non-ATSI children and young people (AIHW, 2018).

The length of time a child or young person stays in OOHC requires all services to ensure they take a long-term view of the health and wellbeing of the individuals in their care.

Across all Australian jurisdictions an average of 24,800 households were approved to provide OOHC placements during 2015-2016. Ninety-two percent of these households were caring for multiple placements (children and young people). Most households with multiple placements had between two and four children and young people placed with them, following the government's priority of keeping siblings together where possible (AIHW, 2017).

The number of children and young people in OOHC in NSW, see Table 1, increased from 15,211 to 17, 879 from 2009 to 2017(AIHW, 2018). Or from 7.4 to 8.6 per 1,000 children.

Year	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	Total
2009	15,211	5,283	7,093	2,682	2,016	808	494	482	34,069
2010	16,175	5,469	7,350	2,737	2,188	893	532	551	35,895
2011	16,740	5,678	7,602	3,120	2,368	966	540	634	37,648
2012	17,192	6,207	7,999	3,400	2,548	1,099	566	700	39,021
2013	17,422	6,542	8,136	3,425	2,657	1,067	558	742	40,549
2014	18,192	7,710	8,185	3,723	2,631	1,054	606	908	43,009
2015	16,843	8,567	8,448	3,954	2,838	1,061	671	1,017	43,399
2016	17,800	9,705	8,670	4,100	3,243	1,150	748	1,032	46,448
2017	17,879	10,312	8,941	4,232	3,484	1,205	803	1,059	47,915

Table 1 Number of Children aged 0-17 in Out-of-Home Care, Australian Jurisdictions, 30th June 2009 to 30th June 2017 (Source: AIHW, 2018b).

In Australia, statutory protection and care of children falls within the jurisdiction of each state and territory. Within these jurisdictions, children and young people in need of protection can come into contact with OOHC systems by different means and for different reasons. However, there is no national data available as to the nature of these differences (AIHW, 2016). In general, concerns about a child’s safety can be reported by community members, family doctors, professionals, the child, the child’s parents, or another relative and the public. Child welfare intake services within each jurisdiction then determine whether any further action is required. Cases that need further investigation are considered child protection notifications or family support issues. Family support issues are usually referred to family support services and are not counted within the OOHC data. After further investigation a report is considered a substantiation if the child “has been, is being or is likely to be, abused, neglected or otherwise harmed” (AIHW, 2016, p.3). Children from low socio-economic status (LSES) areas are more likely to have substantiated reports and require protection, with 1 in 3 substantiations reported from LSES areas around Australia, as determined by the child’s post code (AIHW, 2018).

After substantiation, the appropriate state or territory department attempts to ensure the safety of the child through continued involvement; this includes providing services to the family and child. Where further intervention may be required, state or territory governments apply to their relevant court to place the child on a care and protection order and within their OOHC system. Australian jurisdictions aim to ensure that court is the last resort and look for extended family support to provide care where possible. There has been an increased national focus on providing early intervention and family

support services to prevent families and children and young people entering the system (Bromfield & Holzer, 2008).

Although there is no agreed definition of child abuse in Australia across the different jurisdictions (AIFS, 2016), abuse and neglect behaviours have been determined nationally for statistical reporting purposes as being emotional, physical, neglect and sexual (AIHW, 2016). The difference in the way each jurisdiction defines a child who has been abused or neglected is the point at which these behaviours become ‘abuse or neglect’; this impacts intervention timing for a ‘child’s protection’ (AIHW, 2016).

Legislated provisions as to what the definition of a child in need of care and protection is and at what threshold child protection intervention is triggered, also vary across each Australian jurisdiction. For example, some states and territories define the child as being at risk, and others as a child in need of protection. Nationally, the type of abuse reported as the one that is most likely to place a child at risk in the short term is referred to as the “primary” abuse (AIHW, 2016). Emotional abuse (forty five percent) and neglect (twenty five percent) were the most commonly substantiated primary types of abuse of children in the national care and protection system in 2016, with physical abuse reported at eighteen percent (AIHW, 2017).

After a child protection investigation of harm has been substantiated, each state or territory government service determines the next step, within their definition of a child in need of protection. Some jurisdictions substantiate the risk of harm to the child and others substantiate actions by parents or incidents that may cause harm. Many jurisdictions have moved to the outcomes of the child and shifted away from the actions of the parents.

Types of OOHC

Within the Australian OOHC system, children can be placed in a variety of living arrangements depending on their needs and the available resources. In NSW: The OOHC program works to provide children and young people who are unable to live at home with a safe living arrangement and support services geared to their developmental needs and circumstances. (NSW, Office of the Children’s Guardian, 2016).

In general, OOHC services can be grouped into five models of care; residential care, family group homes, independent living, 'other' and home-based care (AIHW, 2017). Residential care is for children and young people who are unsuited to family-based placements due to their challenging behaviours and/or high support needs. This care is provided through funding in each jurisdiction with paid staff working in an accommodation facility. A family group home is accommodation with services provided by the government department or a non-government organisation (NGO). Family group home accommodation has replaced the older, larger scale residential care model in most states and territories in Australia and is aimed at trying to keep siblings together. Home-based care occurs when children or young people are placed in the home of a carer who is reimbursed for the expenses of the child or young person. Home-based care is the most common placement for children in OOHC (AIHW, 2018).

Home-based care includes three sub-categories: relative/kinship care, 'other' home-based care and foster care. Kinship care (also known as relative care) is a type of care that places children with someone they already know such as a relative or someone who may have a community connection, as in the case of the ATSI communities This is the recognised placement option for ATSI Children (AIHW, 2018). 'Other' home-based care includes unknown placement types and may include options such as hospitals, hotels, defence forces and boarding schools (AIHW, 2018) Foster care, like kinship care, is family-based care; however, it differs in that it is with a family that the child or young person has not previously known. Table 2 presents the numbers of children in different types of OOHC in NSW.

Type of OOHC	NSW
Home Based Care	
Kinship/Relative Care	51.4
Foster Care	44.1
Other home based care	0.0
Total Home Based Care	95.5
Family Group Home	0.1
Residential Care	3.4
Independent Living	0.4
Other	0.6
Total OOHC	100

Table 2 Percentages of Children and Young people by Living Arrangements in NSW, as at 30 June 2017 (Source: AIHW, 2018).

Foster Care

Foster care is one of the three sub categories of home-based care and includes five different types of care arrangements, identified by the NSW Department of Family and Community Services (FACS) as: immediate or crisis care, respite care, short to medium term care, long term care, and relative or kinship care. Immediate or crisis care is provided for children in need of urgent assistance or who are experiencing a crisis causing removal from the originating family to be urgently required. Respite care is for families who need a break from their caring role and is short term in nature. Short term to medium term care is a placement for up to six months duration where there is a strong focus on trying to reunify the child with their originating parents or extended family. Long term care is where a placement is longer than six months and the child is not expected to return to their originating family. Relative or kinship care is when a child or young person lives with a relative or family member they know (NSW FACS, 2015).

In Australia a foster care household is co-ordinated primarily by NGOs. In all Australian jurisdictions, since 2011, NGOs ensure the members of a household considered for foster care undergo appropriate screening, selection and approval

processes, and have authorisation from the relevant government department to enable a child to be placed in their care. These foster care households are also involved in an ongoing process of review and support while they have a foster child. Foster carers are granted legal guardianship rights. For example, the NSW Children's Court grants guardianship status to a foster carer until the child, or young person in care reaches 18 years of age.

Foster carers in Australia are divided into three categories; respite carers, long term guardianship carers and foster and relative/kinship carers (AIHW, 2016). A foster carer who provides respite care expects that the individual in care will be staying temporarily and then be placed back into their original place of residence. Respite care may be to have a break from the originating family or the current OOHC placement. Long term guardianship involves undergoing screening and long term parental responsibilities for a child or young person, usually until the young person turns 18 years.

The participants within this study were in foster care in long term care arrangements.

2.2.1 National Framework

In Australia, statutory child protection is provided under a federal government model where it is the responsibility of the Australian jurisdictions (states and territories) to administer and operate child protection services (AIHW, 2016). Issues surrounding children and young people leaving OOHC were brought to national attention in Australia in 1989, when a federal inquiry into Australian homeless children found that large numbers of them had previously been in OOHC. The report also highlighted youth homelessness (Burkedin and Carter, 1989). As a signatory to the rights of children within the United Nations Convention on the Rights of the Child (1989) (AIFS, 2014), Australia has embedded many of the principles of the Convention in its child protection legislation in each jurisdiction.

Children in OOHC in Australia have services provided under The National Framework for Protecting Australia's Children 2009–2020 (Governments C. o. A., 2009). Figure 1 shows The National Framework and related standards. The Commonwealth

government states that the framework provides the highest level of collaboration between Commonwealth, State and Territory governments and NGOs to ensure the safety and wellbeing of Australia's children. The primary purpose of the framework is to reduce the number of children being abused and neglected (Australian Department of Social Services, 2016).

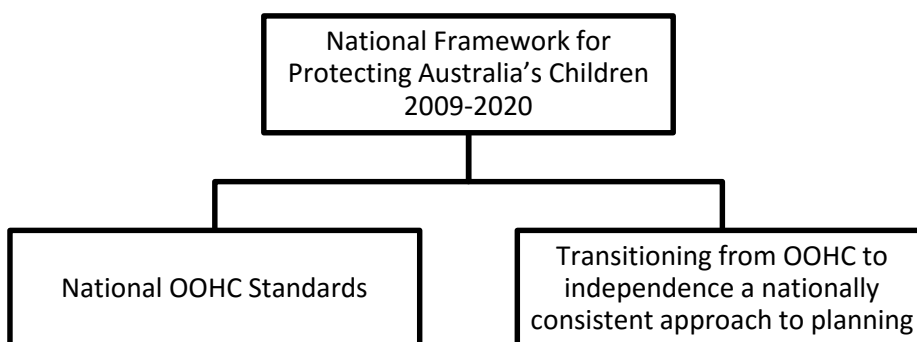


Figure 1 The Australian National Framework and OOHC National Standards

The National Framework reflects a public health model which looks in detail at the need for all jurisdictions and NGOs to work together to protect Australia's children. It includes six outcomes and outlines how these will be achieved between 2009 and 2020 within three, three-year action plans; phase one (2009 to 2012), phase two (2012 to 2015) and phase three (2015 to 2018). This new public health model allows for a greater commitment for support of young people transitioning from care to independent living.

The phase one action plan, Protecting Children is Everyone's Business: Implementing the First Year Action Plan, for 2009 to 2012, included 75 actions which were then divided into four broad action groups; National priorities, Major reforms, Ongoing initiatives for children and families and Community initiatives. There were then 12 national priorities developed, with each correlating to one or more supporting outcome.

Of the outcomes for the 12 national priorities, only one related to young people transitioning from OOHC. This is Outcome Four, Transition to Independence with an increase in support for young people leaving care to better establish their independence

and for state and territory government initiatives to better support young people as they leave care.

The phase two action plan, *Protecting Children is Everyone's Business: Implementing the Second Year Action Plan, (2012 to 2015)*, embedded achievements completed from the first action plan, including building on workforce capacity and expertise, improving evidence base and exploring the expansion of information sharing protocols between child protection services and commonwealth agencies. Developing and implementing the National OOHC standards, discussed below, was a priority under the second action plan.

The phase three action plan, *Driving Change Intervening Early: Implementing the Third Year Action Plan, 2015 to 2018*, was released in December 2015. The plan focuses on prevention and early intervention with the aim of strengthening the capacity of families and communities to care for children and young people. Key strategies for this action plan are:

- Early intervention with a focus on the early years, particularly the first 1000 days for a child;
- Helping young people in OOHC to thrive into adulthood;
- Organisations responding better to children and young people to keep them safe.

To help meet the third action plan strategy of helping young people thrive into adulthood, the Commonwealth Government is investing in a trial to support 80 young people in OOHC for three years, titled *Towards Independent Adulthood*. The trial is being undertaken in Western Australia and will test new models of care to better support young people transitioning to adulthood (Commonwealth Department of Social Services, 2018).

The major components of the trial include:

- an intensive case management service;
- priority access to government funded services; and
- online resources and support.

2.2.2 National OOHC Standards

The introduction of the National OOHC Standards in 2011 prompted the majority of Australian jurisdictions to review their OOHC legislation, policies and practices for compliance. The overall aim of the national standards is to provide a national picture of outcomes for children and young people in OOHC across Australia. The implementation and reporting of the National OOHC standards were designed as a gradual process where different standards would be phased in and reported from 2011, with the expectation that 22 measures would be reported annually by 2015. While Australia has no uniform policies across all jurisdictions for OOHC or leaving care, the 2011 National OOHC standards suggest minimum benchmarks across 13 standards (Commonwealth Department of Social Services, 2016).

The 13 National OHHC standards (see Appendix 2) were designed to improve the outcomes and experiences for children and young people in OOHC. The standards focus on key areas including health, education, care planning, connection to family, culture and community, transition from care, training and support for carers, belonging, identity and safety, stability and security (Department of Families, Housing, Community Services and Indigenous Affairs, 2011). Of the 13 OOHC standards, three relate to the concept of transitioning from care. These are detailed below. (Commonwealth, Department of Families, Housing, Community Services and Indigenous Affairs 2011, p.7).

- Standard 7 - Children and young people up to at least 18 years are supported to be engaged in appropriate education, training and/or employment
- Standard 11 - Children and young people in care are supported to safely and appropriately identify and stay in touch with at least one other person who cares about their future, who they can turn to for support and advice
- Standard 13 - All young people in care have a transition plan commencing at 15 years that details supports to be required when leaving care

Only one standard relates to leisure, detailed below.

- Standard 8 - Children and young people in care are supported to participate in social and/or recreational activities of their choice, such as sporting, cultural or community activity

A precis of these four standards is below:

Standard 7: Children and young people up to at least 18 years are supported to be engaged in appropriate education, training and/or employment. This standard states that the Australian jurisdictions have signed a National Partnership Agreement on Youth Attainment and Transition that allows all partners to work together to improve measures in educational attainment, engagement of young people aged 15-24 with education, training and employment and transition of young people from school to further education, training or employment.

Standard 8: Children and young people in care are supported to participate in social and/or recreational activities of their choice, such as sporting, cultural or community activity. This standard relates to young people in care having opportunities to experience an active life that connects them with the community and that includes education, social, sporting and cultural opportunities. This standard is measured by children and young people reporting their participation in activities consistent with others their age.

Standard 11: Children and young people in care are supported to safely and appropriately identify and stay in touch, with at least one other person who cares about their future, who they can turn to for support and advice. This standard concerns children and young people in care having at least one adult role model throughout their care.

Standard 13: within the National OOHC Standards requires that all young people in care have a transition plan commencing at 15 years that details supports to be required when leaving care (Australian Department of Families, Housing, Community Services and Indigenous Affairs, 2011). Standard 13 includes two national outcome measures for all young people discharging from care, as a minimum requirement.

Through practical assistance, Standard 13 aims to help young people prepare for their future. With this standard in place transition from care plans are required to include details of supports for young people to access affordable housing, health services, education and training, and employment and income support. All transition plans are

regularly reviewed (Commonwealth of Families, Housing, Community Services and Indigenous Affairs, 2011).

If a standard needs to be created to ensure children and young people undertake the same activity as their peers in the general population, then perhaps something is wrong or overly complex with the system currently in place.

2.2.3 NSW Legislation/Regulations/Standards

Within Australia there is a serious issue of young people in OOHC and the complexity of the system that aims to meet their current needs and their needs for transitioning to adulthood. This section looks at the main elements of NSW jurisdiction and how they relate to young people transitioning to adulthood.

In NSW, Australia's largest state in terms of population and economy, the oversight of the care and protection of children and young people, as well as OOHC, is the function of the Department of Family and Community Services (FACS). Families and children are covered under two major pieces of NSW legislation: The Community Welfare Act 1997 and The Children and Young People (Care and Protection) Act 2006. The Children and Young people (Care and Protection) Act 2006 is the primary legislation that outlines the legal obligations of the state towards children and young people who cannot live with their originating families. The Act sets standards for government agencies and NGOs that provide OOHC services; this includes home based care (NSW Government, 2016).

The Report of the Special Commission of Inquiry into Child Protection Services in NSW (Wood, 2008) offered 111 recommendations for changes in OOHC in NSW, 106 of these recommendations were accepted by the Government. The overall aim of the recommendations was to reduce the burden placed on the statutory child protection system and provide support to vulnerable children and young people before it was deemed necessary to remove a child from their originating family.

In response to the report, the NSW government reviewed its role in care and in 2009 launched, 'Keep Them Safe(Kts): a shared approach to child wellbeing'.

Kts has the following main objectives (Cassells, Cortis, Duncan, Eastman, et al, 2014 p.5):

Intervening early: ensuring the safety and wellbeing of vulnerable children and young people by enhancing the universal service system and early intervention services

Responding effectively: protecting children at risk of significant harm and ensuring that fewer children enter out-of-home-care and those children in out-of-home-care are well supported

Supporting Aboriginal children, families and communities: improving service delivery and aboriginal participation to address aboriginal over-representation in child protection

Changing practices and systems: improving interagency collaboration and information exchange across all services to provide effective support to children and families at all levels of risk

In November 2015, the NSW Child Safe Standards for Permanent Care came into effect to further strengthen the collaboration of government departments and NGOs for children in the child protection and OOHC systems. The new Child Safe Standards merged two previous documents, The NSW Standards for Statutory Out-of-Home Care and the Adoption Standards. These new standards provide minimum requirements for agencies for accreditation to provide care and adoption services (NSW Office of the Children's Guardian, 2015). The standards are designed to meet the Children and Young people (Care and Protection) Act 2006 and the Adoption Act 2000 as well as other relevant legislation to ensure all children and young people receive a high quality of service and their rights are upheld (NSW Office of Children's Guardian, 2015).

2.2.4 Changes in OOHC

The United Nations has implemented guidelines for the Alternative Care of Children and the literature recommends a gradual change to the transition of young people exited from care, along a continuum to ensure a smooth transition and more success in moving on (United Nations, 2010). To date there has been no change in NSW within the OOHC frameworks, to ensuring the transition process is gradual for young people and that after care supports are in place. However, there have been significant changes occurring across all Australian jurisdictions in regard to transition plans. It is a requirement of the National OOHC standards for Australia that all young people

transitioning from OOHC require a transition plan between 15 and 17 years of age (Commonwealth Department of Families, Housing, Community Services and Indigenous Affairs, 2011).

To help implement the Commonwealth's Transitioning from out-of-home care to Independence: A Nationally Consistent Approach to Planning framework, the Commonwealth and all jurisdictions have committed to ensuring best practice support and resources. The process supports a continuum approach to post care independence across 3 phases:

- Phase 1 recognises the importance of planning and adequate preparation.
- Phase 2 is the transition phase, where an emphasis is placed on the young person taking increasing responsibility for planning their goals for leaving OOHC and documented within the leaving OOHC plan.
- Phase 3, the post transition, independence stage, is designed to ensure a young person has appropriate access to an integrated service for long-term support (Department of Families, Housing, Community Services and Indigenous Affairs, 2011).

This approach is based on a systematic approach to young people in care and collaboration across agencies. The aim of phase 3 is independence.

Recent data (AIHW, 2015). reports that in 2012 across Australia, of the 2294 young people aged between 15 and 17 years who required a leaving care plan, seventy-seven percent had one. In 2013 the figure had increased to seventy-seven point two percent and in 2014, of the 4361 young people required to have a leaving care plan, fifty-nine percent had one. This latest figure of fifty-nine percent is based on four jurisdictions only: NSW, Queensland, Victoria and Western Australia as this was the only data available. These figures demonstrated that approximately half of young people in OOHC have a plan. Although, having a plan does not equal implementation.

The Australian OOHC system now provides financial support through the Transition to Independent Living Allowance (TILA). Under the National Report on the Youth Pathways Action Plan Taskforce, the TILA is a one-off payment of \$1,500 to young people aged from 15 to 25 years who are preparing for transition from OOHC or have

been transitioned from OOHC. The payment is designed to assist young people during the transition process to make links to meet transition plans (Commonwealth Department of Social Services, 2016).

The TILA was reviewed in the phase one action plan within the National Framework for Protecting Australia's Children 2009-2020 and recommendations were made and completed to adjust the communications of the TILA to young people to reduce barriers for utilising the payment, amend payment issues to ensure the funds are received in adequate time, explore administrative issues to remove some of the difficulties experienced by staff administering the system and to analyse why there was an underspending of the payment (Commonwealth Department of Social Services, 2015).

The OOHC system is a complex system to understand with many changes occurring across Australia that impact NSW. Whilst these changes have occurred to frameworks, standards, legislation and regulations the impacts of the changes have still to reach their true potential for a young person within OOHC. The next section following looks at some of the current effects of transitioning for young people or young people who have left the OOHC system.

2.3 OOHC and Transition

Despite policies to support the effective transitions of young people in OOHC and government legislation and frameworks, many young people still do not have adequate assistance during and after their transition for a stable and healthy future. OOHC young people were characterised as the most disadvantaged group in society by Johnson & Mendes (2014).

2.3.1 Foster Carers

As the focus of this research is on children and young people in foster care it is relevant to understand what a foster carer is. Foster carers broadly fall into two categories within the literature; those whose 'fostering care' involves taking children for short term semi-permanent care stays, of days that is task centred; and those who become a foster care parent for one child or a sibling group for the long term, over years

(Thoburn & Courtney, 2011). The participants within this study come from both types of foster carers situations.

Regular foster carers make up the largest portion of those involved in the foster care outcome literature (Testa & Rolock, 1999). Some foster carers may start out as “task-centred” carers and become long term foster parents. Although many foster carers may not be sure which role they are in (Beek & Schofield, 2002).

2.3.2 Transition from OOHC

The United Nations guidelines for the Alternative Care of Children recommend that young people transitioned from care be provided with after care support, which includes ongoing educational and vocational training opportunities (General Assembly of United Nations, 2009, para.131-136).

Transitioning from Care is a process of phases along a continuum that begins with the preparation for leaving care and ends at an independent adult (Maunder, Liddell, Liddell & Green, 1999).

Young people develop and improve these skills gradually over time and usually depend on the support from their parents, family, communities, schools, services and workplaces to learn important skills to cope with pressures they face in transitioning from adolescence into adulthood (WHO, 2016). For young people in OOHC, the challenges of this transition are often compounded by the fact that they are in the system. Leaving OOHC is a major life event, where a young person goes from a supported environment to one of independence while still in late adolescence. Australian researchers have defined transition from OOHC as the process of commencing independent living and moving into adulthood after being in the OOHC system (Maunder, Liddell, Liddell & Green 1999). Past Australian (Cashmore & Paxman, 1996) and international (Stein, 2008) investigations recommend that the transition for young people in care needs to be more flexible and gradual to assist the young person develop skills and maturity not based solely on biological age.

Following is the vision the Australian government has for young people transitioned from OOHC (Commonwealth Department of Social Services, 2016, p.4):

All young person's discharging from out of home care to independence receive support from governments, non-government organisations, family members and/or carers, business and the community to experience an effective transition and reach their full potential for social and economic participation.

This is stating what should occur, not what necessarily does.

Australian data shows that in 2012-2013, fifty-three percent of young people aged 18-24 in the general population were still living at home and seventeen percent of 25-34 year olds were still living at home (Australian Bureau of Statistics (ABS), 2015a) thereby continuing to receive emotional, financial and practical support from their families.

Young people transitioned from care at 18 take on adult responsibilities at a younger age relative to their peers (Dixon & Stein, 2005).

The OOHC system implies that the requirements of the system may be more important than the outcome of successful independence for the young person themselves. As discussed earlier in this chapter, with the implementation of the National Framework the setting of benchmarks has become a vital component of the system and of reporting mechanisms. The framework also has a greater commitment on transition than before.

Treatment of the period of transition from adolescence to adulthood varies across the literature. Mendes (2008) and McDowall (2009) suggest that the period of transition to adulthood for young people in the general population occurs between 15 and 25 years. Samuels and Price (2008) refer to the transition of young people from care to adulthood as early conferral of adult status and independence; a transition where young people feel responsible for their own development and safety. Transitioning from care can be a challenging time and has been conceptualised as a process comprising a series of "phases" that occur along a continuum (Maunder, Liddell, Liddell & Green, 1999), as is summarised in the figure below.

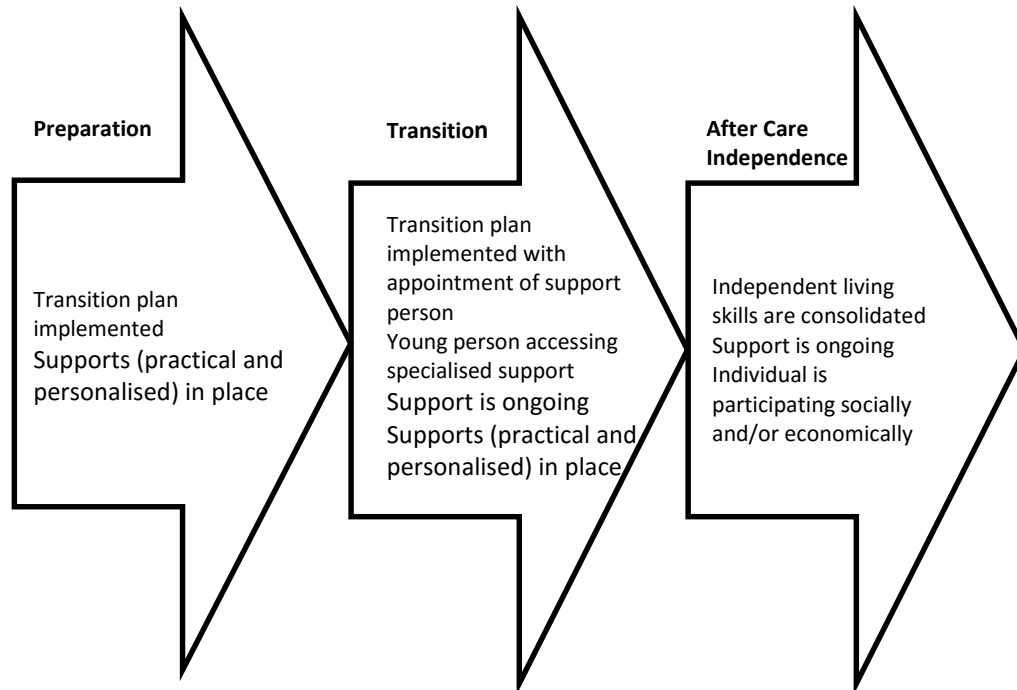


Figure 2 Summarised from Maunders, Liddell, Liddell & Green, 1999

Pecora, Whittake, Maluccio and Barth (2000) suggest that young people in care need to be viewed more holistically as human beings who are developing, and that policies for service providers be developed that do not inhibit a young person’s long-term wellbeing, as informed by the social determinants of health, education, inclusion in society, employment, housing, financial stability, good self-esteem and positive psychological well-being.

Children and young people in OOHC are one of the most vulnerable groups in our community and have been for some time, with emotional abuse and neglect being the most common primary types of substantiated abuse experienced (Fernandez 1996; AIHW, 2016). Children and young people in OOHC may have experienced significant trauma before entering care which can impact on their ability to learn and interact in socially appropriate ways. Research shows that early trauma due to abuse or neglect can influence a child’s ability to think, concentrate and develop positive peer relationships (Perry & Pollard, 1998). The NSW Parliament (2012) advises that these issues may manifest themselves in poor academic performance, poor engagement with the school environment and with peers and behavioural problems resulting in

educational difficulties and exclusion though Stein (2008) reminds us that some young people who have been in OOHC do well despite their experiences.

Maunder, Liddel, Liddell and Green (1999), recommend that effective models of support take account of the need to provide a continuum of care for young people to allow for a graduated transition from care to increasing independence as they mature and grow. As seen in Figure 2 above, they advocate a model that consists of three components: preparation, transition, and post-care offering. Preparation for leaving care includes providing a high quality of stable care, improved case planning and flexible support that encourages interdependence. Transition includes assistance for young people to develop personal social networks, provision of effective social support and living skills programs, provision of information about the young person's past and options for their future and the involvement of suitable mentors. After care offering should include the continued support and resources from care agencies.

Whilst such a continuum may be regarded as simplifying the process, it acknowledges the need for an ongoing process rather than one final day. Understanding the significance of the transition process for young people can be assisted by having a grasp of the research on how education can impact young people in OOHC and their subsequent transition.

2.3.3 Studies of Education and Transition for Young People in OOHC

Education has been described as the gateway to future well-being (Jurczynszyn & Tilbury, 2012). Completing school and gaining a vocational or higher education qualification is the pathway for a young person that is becoming increasingly necessary for personal and economic success. Individuals associate a higher education qualification with other individuals who have improved self-worth and confidence (Hernandez & Naccarato, 2010) and are more likely to earn a higher level of income than those individuals who only finish year twelve (Cassells, Duncan, Abello, D'Souza, & Nepal, 2012).

A ninety percent target has been set by the Australian Government for young people aged between sixteen and 24 to have completed secondary education or an equivalent qualification, noting that eighty percent of jobs available in Australia require a post-secondary school qualification (Council of Australian Governments, 2010).

Young people in Australian jurisdictions attend secondary school between the ages of 12 and 18 years. As at 30th June, 2015 there were 33,663 compulsory school-aged children and young people in OOHC in Australia (AIHW, 2016).

In 2010, the Australian Federal government mandated that all young people be expected to attend secondary school until they are at least 17 years of age, that all students must finish year 10, which is approximately 15-16 years. From here students have three options: continue in education or vocational training, be in full-time work, or a combination of education and vocational training. Young people who wish to discontinue their schooling at year 10 may enter the workforce or attend vocational training via state or territory based technical and further education (TAFE) or a Registered Training Organisation (RTO). Like TAFE, RTO's are organisations that are registered with the Australian Government Australian Skills Quality Authority (ASQA) to deliver vocational education and training services. At the time of writing, there are approximately 5000 RTOs in Australia (ASQA, 2016). With a government mandated requirement for young people to complete school or attend training, educational aspirations and success become an increasingly important component of life for young people in OOHC. The education and career aspirations of these young people should be addressed well before the mandated transition stage of leaving care.

Australian Bureau of Statistics data shows that of the 33,607 children and young people in OOHC who were eligible to attend school between 2013 and 2014, 44 percent attended a secondary school. Of the young people who were aged between 15 and 18 years in OOHC, eighty-two percent were engaged in formal study, including vocational study (ABS, 2015b).

International research into higher and vocational education indicates that significant disadvantage exists in the access and participation of care leavers. Young people in care can often experience an unstable and hazardous experience whilst in the education

system, including changes in placement and disrupted schooling (CREATE Foundation, 2006; Townsend, 2011). School changes have been shown to have a negative impact on young people. In Australia, the NSW Department of Education (DOE) commissioned a report to review the issue and identify student mobility (Centre for Education Statistics and Evaluation, 2016). The study analysed enrolment data of children in NSW schools from 2008 to 2014 and found that students who were more mobile (changed schools) had lower reading and numeracy results and were more likely to leave school before completing their secondary education at 17 to 18 years. The more a young person moved schools, the higher the level of negative impact on their educational outcomes (Centre for Education Statistics and Evaluation, 2016).

In 2014, the completion rate in NSW for young people in the general population enrolled in their final secondary year was eighty-one percent (ABS, 2015b). This compares poorly with the most recent figures available for young people transitioning from OOHC in NSW, who had a thirty-five percent completion rate for secondary school (McDowall, 2009). While to date no national data collection or reporting of the higher education outcomes for young people in OOHC in Australia was found, a small number of studies looking at young people in OOHC and their educational outcomes provide insights into factors that may contribute to this disparity.

Osborn and Bromfield (2007) reported findings that young people leaving care are one of the most vulnerable and disadvantaged social groups. Children in OOHC are known to enter higher education later than their peers; they are also known to have poorer educational outcomes compared to their peers (Cashmore & Paxman, 2006). The Alternative Care of Children guidelines prepared by the United Nations state that people leaving care should be provided with after-care support which includes ongoing education and vocational training opportunities (General Assembly of the United Nations, 2009, para. 131-136).

Johnson and Mendes (2014) interviewed 77 young adults who had been in care in Victoria and Western Australia in suburban, regional and inner city areas. Those interviewed were an average age of 20.5 years and had been in care between the ages of 16 and 18. As a group they had experienced a high number of placements whilst in care, physical or sexual abuse prior to entering care or while they were in care, often

had a history of substance abuse and had all been homeless at some point. The authors categorised the participants into two broad groups, those who had a 'smooth' transition from care, meaning they had found relatively secure housing and those who had a 'volatile' transition, where their housing was unstable. Twenty three percent of the young adults interviewed had experienced a "smooth" transition and seventy seven percent experienced a "volatile" transition. This study highlighted the fact that both groups, regardless of their transition experience, felt they had been prepared "somewhat" or well in key living areas such as shopping, cooking, cleaning and living alone. Those who remembered any appropriate learning for transition preparation had a stable foster care or other living environment. In contrast, only a minority felt they had good money skills. The study found that thirty five percent of these young adults felt prepared to access employment and thirty one percent felt adequately prepared to access accommodation. Just over half of the group members reported that their lives had, since leaving care, significantly improved and they were navigating to an independent life. What seemed to be the driving factor behind their improvement towards independent living was their own self-determination, persistence and resilience.

Stein (2008, 2012) also comments on the experiences of successful young people and their transition from care, and suggests that young people leaving care fall into three categories: "moving on", "survivors" and "victims". Care leavers who fall into "moving on" demonstrate that they are in situations with stability and continuity in their lives after leaving care and have thrived on the challenges of leaving care and were using the assistance they were given in care well. Many in this group maintained contact with carers or support staff. 'Survivors' were care leavers who often experienced a 'rush job' of leaving care, left with few or no educational qualifications, and were more likely to experience placement breakdowns and problems after transition including homelessness, short-term employment or unemployment. Members of the survivor group were likely to experience problems in their personal life and professional relationships. This group noted that what made the difference was the aftercare support, including specialists and mentors.

'Victims' had the most damaging pre-care experiences and also experienced a high number of placement changes, low education levels and were most likely to have left

care early due to placement breakdown. Upon leaving care, the members of this group experienced high levels of unemployment, loneliness, mental health problems and were socially isolated. It was very important for this group to know there was somebody there for them.

In the same studies Stein suggested three key reforms to improve outcomes for young people transitioned from care: improving the quality of care, providing a more gradual and flexible transition from OOHC, and having more specialised after-care support. Support must be from significant adults and broader support networks which enabled participation in extracurricular social, cultural, community and work experience activities (Jackson, Ajayi & Cameron, 2005).

Stein (2008) proposed a process of “social transition” which had three stages: leaving, or disengagement, transition itself and integration into a new or different social state. This process would allow young people in care to transition at a more gradual rate. Preparing for leaving care may offer young people opportunities for learning to plan, solve problems and develop new competencies (Vorra, Rutter, Pickles, Wolkind & Hobsbaum, 1998; Newman & Blackburn 2002). New competences include the development of self-care skills, practical skills and interpersonal skills. When transition support is withdrawn at a fixed time based on chronological age, it may affect these young people negatively ((Mendes, Baidawi, & Snow, 2014).

The majority of literature available on vocational and higher education attendance of young people within OOHC is from Europe and the United States. The international literature describes the negative impacts of entering the care system, including being behind educationally, more likely to leave school with no or lower, qualifications: this then impacts poor employment outcomes and makes young people reliant on welfare payments. Young people who have been in care are more likely to be negatively involved with the justice system, be a young parent and to experience mental health issues or undertake risky behaviours (Courtney et al, 2007). Care leavers, according to these authors, stated that they felt unsupported, isolated and only in a contractual relationship with support staff, who demonstrated a lack of caring.

Stein and Wade (2008) undertook a comprehensive review of the literature on young people transitioned from care in sixteen countries: Australia, Canada, France, Germany, Hungary, Ireland, Israel, Jordan, The Netherlands, Norway, Romania, Spain, Sweden, Switzerland, the United Kingdom and the United States. The authors found that, although countries have different policies and care systems, young people transitioned from care were, in general, at a greater risk of social exclusion than other groups of young people.

Jackson (1998) established that children in OOHC in the United Kingdom did not do well in education and performed below national levels. Other research in the United Kingdom reported that three quarters of children who left care between the ages of 16 and 18 did so without any qualifications (Fletcher-Campbell, 1996).

Jackson, Ajayi, & Quigley (2005), in the By Degrees Project, involving 129 participants in a longitudinal study over five years in the United Kingdom tracked young people in care from 16 years of age and found that only six percent of them continued into higher education. These care leavers stated that their educational success was credited to someone who encouraged them and to having stability in their schooling.

The Young People in Public Care Pathways to Education in Europe (YIPPEE) study was a collaborative project to find out how more care leavers could be encouraged to complete their schooling and attend higher and further education. The research was carried out over three years across five countries; England, Denmark, Sweden, Spain and Hungary, using four phases of data collection: literature review, secondary analysis of published and unpublished statistics, surveys of responsible public organisations in care and education and in depth interviews of young people formerly in care in each country (Jackson & Cameron, 2011). The project reported many outcomes. Among them very little is known about the long term outcomes of children in care, the education gap for children in care was widening largely due to a lack of support for the participants and their education; low expectations for OOHC leavers' education and a lack of interest from social workers and carers towards education. The report also discussed the split in responsibilities between the education and care systems with the two systems working in isolation. The report recommended that

social workers and carers give greater emphasis to educational achievement, foster carers needed to understand that providing educational support is one of their most important functions. There is then a greater need to ensure children in care are placed with more educated carers.

In a longitudinal study, the Taking Care Education Project in the United Kingdom interviewed 80 young people in OOHC aged between 10-18 years, in 2001 and again in 2003. The study reported that most children interviewed said entering OOHC had a negative impact on their education, from which they could not recover (Harker, Dobel-Ober, Akhurst, Berridge & Sinclair, 2004). More recently, Flynn and Tessier (2011) had similar findings from a review of the cases of 418 young people in Ontario, Canada who had been in OOHC, and their educational outcomes. They found that twenty four percent of males and twenty one percent of females had completed grade ten or lower and were two years or more behind their peers educationally.

Literature concerning post transition life reports similar performance. In the United States there is an overrepresentation of care leavers amongst the unemployed. In 2004 Casey Family Programs found that, of those who had left foster care two to four years earlier, only fifty percent had retained employment (Casey Family Programs, 2004). A study of 106 care leavers from England and Wales in 2003 found improvements on previous figures in employment outcomes, however twenty nine percent of those studied were unemployed (Broad, 2008). Another English study demonstrates that of the 106 care leavers interviewed only ten percent were in full-time employment one year after leaving care (Dixon, 2008).

In the United States of America, the Midwest Study (Courtney, Dworsky, Lee & Raap, 2009), a collaborative project across Illinois Iowa and Wisconsin, participants who were in care or left care were interviewed at ages 17, 19, 21, 23 and 26 years in longitudinal phases from 2002 to 2007. The study found that sixty four percent of those interviewed were less likely to receive a general equivalency degree (an alternative to a high school diploma), with one third not having completed a secondary education. There was a troubling level of involvement with the justice system with many of these young people functioning in risky behaviour domains. The findings suggest that

policies are needed to meet the different needs of each individual and that foster parents need support for their own education as well as support with parenting.

Research in the United Kingdom by Rogers (2011), who examined young people undergoing transition from care in the South East of London, consisted of in-depth interviews with five young people and seventeen support staff across seven colleges with specific responsibility for children in care and care leavers. Each of the five interviewees entered care between 8 and 16 years of age and left care between 15 and 18 years of age. The author found that interviewees felt unsupported emotionally and without personalised support. These young people felt abandoned and isolated during the process of becoming care leavers. They believed relationships with support networks were contractual between themselves and the care staff and showed a 'lack of care' (Rogers, 2011).

Again in the United Kingdom, Biehal, Clayden, Stein and Wade (1995) undertook interviews with 74 young people transitioned from care. 42 of these had received support from staff in transition care planning roles, the remainder had received no support. The authors found that young people in long-term foster care received solid and phased practical support and guidance where they were encouraged to develop community networks. Young people in residential care services tended to receive life skills training and had less time to develop emotional skills and community relationships.

Still in the United Kingdom, Dixon, Wade, Byford, Weatherly and Lee's (2006), research conducted in York, interviewed 106 young people preparing to transition from care. Results indicated that most interviewees felt well prepared for transition as they were provided with knowledge around substance abuse, hygiene and diet issues. Most interviewees also reported having a leaving care plan and support from family members, staff or other professionals.

Dworksy (2005) researching in the United States, recommended actively looking for work experience opportunities for young people in care to increase the likelihood of successful transition.

2.3.2.1 In Australia

Once in the OOHC system children often undergo a number of placements within different accommodation settings and it is common for children to have up to four placements before they become settled (Townsend, 2012). Often these changes are accompanied by a change in school, disrupting opportunities to develop friendships, broader social networks and educational and social support resources that may actually inform and support a successful transition process.

McDowall (2013), reports that multiple placements for children and young people in OOHC are associated with lower engagement in learning and lower educational aspirations. Every time a child changes families, they usually also have to change schools, build new friendships, leave belongings behind, change study routines and sustain a willingness to continue with life routines. Mendes, Johnson, & Moslehuddin (2011), indicate that while one or two changes may not have a significant impact on children in care, multiple school transitions or attending more than four schools during their schooling has a cumulative negative impact on their academic and behavioural functioning. This can lead to young people lacking in skills to manage education, employment and other life preparatory skills to transition from OOHC.

Suspension from school is a significant issue for children and young people in OOHC as it places a systemic strain on the child's placement as well as disrupting their schooling, with some children citing suspension as the reason they left school (McDowall, 2011). Townsend (2012) found high rates of suspension on multiple occasions for children in OOHC across both primary and secondary education.

The first longitudinal OOHC study in NSW was undertaken by Cashmore and Paxman (1996) on the experiences of young people in OOHC. It involved 47 care leavers who had been transitioned from OOHC, as well as case workers. Interviews were held with young people three months before leaving care, three months after leaving, 12 months after leaving and finally four to five years after leaving care. This study found that one in four left school before the end of year 10, or by 15 years of age. Young people in the study were less likely than the general population to have finished secondary schooling, or be in full-time work or education. Only twenty percent had completed year 10 of 12 and only forty two percent had completed year 12, compared to eighty

percent of their peers, the others left before year 10. Twenty-five percent had no formal qualifications; seven percent were completing long-term vocational training courses and seven percent were attending university (Cashmore, Paxman & Townsend, 2007). These results indicate that young people leaving care face many challenges in all phases of the transition process. Challenges noted in the study included recovering from abuse and neglect occurring before entering care, feeling inadequately prepared for leaving care, instability with their accommodation after leaving care, a lack of financial and emotional support and having no direct family supports or community networks available to assist with their transition. Support appears to fail these young people at all phases of their transition.

London (2004) interviewed 10 young people who had transitioned within the previous five years. Experiences of these care leavers varied, with some stating they had not been given enough assistance with family relationships, accessing community resources, assistance with housing or understanding financial expenses to live independently. The study recommended good preparation in the areas of housing and employment, access to finance to purchase items such as furniture and clothes, learning independent living skills (including banking, sexual education, cooking and budgeting) and assistance with obtaining identification documents. Young people leaving care also required more assistance than they were given with practical skills including cooking, preparing a resume, access to work, finding suitable accommodation, and understanding the challenges of living alone. London (2004) recommended the development of a set of practice tools designed to assess young people's independence skills as they are transitioning from care to independence and a policy for discharging from care for the NGO. Suggested tools included a living skills assessment, transition plan checklist, transition plan, social network map, budgeting form, housing comparison list, important items for independent living, and accessing community resources.

McDowall (2009), surveyed 471 young people in care (196 of whom who had been transitioned from OOHC, with the remaining 275 approaching transition age). This research found that only thirty six percent had a formal leaving care plan whilst twenty two percent reported receiving no preparation for leaving care. Only thirty five percent of the sample group had finished secondary schooling, thirty five percent were

homeless in the first year after leaving care, twenty nine percent were unemployed, twenty eight percent were already parents themselves, and forty six percent of males were involved in the juvenile justice system. Eleven percent were at the time studying at government funded vocational education provider TAFE and three percent were studying at a higher education provider. Young people who had a leaving care plan reported some good experiences, while others reported that they found the plans unhelpful with particular reference to housing and finances. The young people surveyed recommended that practical skills be delivered through a face-to-face program via mentors.

Maunder, Liddell, Liddell and Green (1999), used focus groups from service providers across Australia and 43 young people aged 17-21 years who had at least six months of in-care experience between 15-18 years of age and been transitioned in the previous two years. Nearly two thirds of these young people were unemployed or on sickness benefits and only one in five had completed or was completing their final year of secondary school. Eighteen reported receiving some form of preparation for leaving care with eleven of the eighteen stating they did not feel adequately prepared. The authors recommended living skills programs, help with accommodation and assistance with developing personal support networks and mentors so young people would be better supported and not be as isolated when leaving care were needed.

McDowall (2011) surveyed 605 young people in care from Australia aged 15-17 years, and found that thirty-one percent had a final or partially complete leaving care plan. This study found differences across jurisdictions and recommended that case workers receive support around the awareness of young people preparing for transition from care. The study suggested that young people in foster care were not receiving adequate support to prepare for their transition from care.

Mendes (2010) interviewed nineteen young people aged 18-22 years who had transitioned from OOHC in Victoria. These young people were purposely selected for interviews as they had recently been involved in an employment and/or mentoring program supported by an NGO provider of leaving care and after care support services. Thirteen of the nineteen reported having a leaving care meeting or plan, however only five of these care leavers stated that the plan was of any value to them. Seven said it

was of no value. The majority of these young people in OOHC described their NGO as being positive in assisting them to leave care. The young people described some examples of the positive assistance given by NGOs for their transitions, including organising driving lessons, accessing accommodation, assisting with educational opportunities, talking through issues, and making medical appointments. Still, a number of the young people surveyed reported being frightened and unprepared for the transition.

Moslehuddin (2010) interviewed twenty care leavers aged 18 to 26. Only seven of the young people were employed, with five employed full-time and two on a casual basis. Twenty percent reported being adequately prepared for leaving care, with others reporting problems at or following their transition. The young people who reported a successful transition had experienced stable placements and ongoing support from caseworkers, secured stable housing and generally coped well with the transition process. The eighty percent who had experienced problems reported unhelpful support in their transition, limited independent living skills, and little opportunity to be involved in the transition process, a lack of emotional preparedness for the transition and an absence of basic necessities including housing. Moslehuddin stated that many of the young people reported being scared, confused and unsupported by their carers and case workers, which negatively affected their transition.

A small number of Australian studies have examined the efforts of young people transitioning from OOHC who have entered or completed higher or vocational education.

Mendis (2012) interviewed 18 academically successful women care leavers with ages ranging from mid-20, to early 60's across five states (New South Wales, Queensland, South Australia, Western Australia and Victoria) and found that fifty percent of these women had entered university directly from school and accepted whatever support was available in higher education. This research suggested that the following points were more likely to ensure success for a successful transition to independent living: practical and financial assistance with accommodation and the costs of study and psychological and emotional support from a mentor or caring adult who remained positive to education.

Another higher education study was completed by Jurczyzyn (2014) of young people in OOHC or transitioned from OOHC. In this study, 13 young people from Queensland were interviewed. They comprised three groups: those who were aspiring to higher or further education and were aged 13 to 15 years; young people who had left care and were currently at TAFE or University and aged between 21 and 23 years; and a group of people who had completed higher or further education aged between 28 and 47 years. Participants had all been in care for a mean of two years and on average had changed placement 7 or 8 times. All participants reported difficulties staying in secondary school settings and keeping up with their peers academically. The participants were completing, or had completed, courses at higher or vocational education in law, teaching, social work, nursing and youth work. The majority of the participants reported having limited preparation for leaving care and limited formalised after-care support. Nine of the participants had left care, one was still living with a foster carer and the other eight had left care and were living independently by the age of 19. All participants described leaving care as a hazardous end to care. Nine of the participants identified that they would not like to return home to their birth families and believed the contact with their birth family hindered their educational development. Three participants felt that their carers were there to support them by phone, while others felt that carers were not in a position to support them financially and as they had not been to further or higher education themselves were not able to assist with their education. One had a carer who had been to higher education and from an early age had been encouraged to go to university.

Jurczyzyn (2014) also identified areas that enhanced participation in higher education including effective co-operation between the OOHC and education systems after 18 years of schooling; optimism held by teachers, carers, case workers and the young person themselves; the ability to overcome many hardships along the journey; the importance of having someone to listen to; a mentor with experience in further and higher education to inspire educational aspirations and help exploring careers and university life.

Harvey, McNamara, Andrewartha and Luckman (2015), in a study of 28 Australian public universities, found that most did not have any policy, support structure or specific procedures concerning care leavers. However, the study found that two

universities had recruitment policies or guidelines developed, four universities were delivering outreach programs specifically aimed at care leavers, and one university had a scholarship program aimed at care leavers. These authors recommended a national framework for care leavers with consistent data collection across states and territories within Australia, legislation to assist care leavers after the age of 18, formal state collaboration between the education sector and the child protection sectors and bursaries for care leavers attending university. This national framework would, at minimum, give a baseline to understand the number of young people who had been in OOHC were attending post-secondary education and to start to identify gaps and resourcing requirements.

Recognising the value of education for young people in care, some Australian jurisdictions are beginning to encourage care leavers to complete vocational education. South Australia, Victoria and Western Australia have introduced a program of charging no fees for care leavers who enrol in training courses at Technical and Further Education (TAFE) institutes (Beauchamp, 2014). The NSW government has also introduced fee free scholarships for young people in care who are aged between 15-17 years or young people who: have previously been in care and are aged between 18-30 years to undertake a Certificate I, II, III or IV course (vocational training) at a TAFE College (NSW Government, 2016).

Australian research is reflective of international research.

2.3.4 OOHC and Barriers to Successful Transition

Jones, Nathan and Westwood (2004) identified four key barriers to employment for young people: personal, institutional, local and structural. Personal barriers include personal skills, lack of information about employment options, cultural background and disability. Institutional barriers include program design and delivery. Local barriers include public services such as childcare and transport options. Structural barriers include the hiring behaviour of employers and the state of the economy.

Foster carers in Australia are often dealing with disability and mental health issues related to the young people in their care and require complex support needs across

multiple agencies (Townsend, 2011). Children in OOHC tend to have low self-esteem, which is partly due to previous abuse and rejection (Schofield, Beek, Sargent & Thoburn 2000). Past and contemporary occurrences can impact on a young person's everyday behaviours and expectations.

Young people in care may have experienced school disruptions and low educational attainment. This may contribute to lost opportunities for experiences such as attending work experience and competing in school extra-curricular activities or after-school activities, including leisure. These missed opportunities may translate to a gap in skills and competencies including interpersonal skills, self-confidence and self-esteem, financial skills and the ability to be independent. At the same time, high achieving young people transitioning from OOHC can be told by career advisors to aim low (Jackson & Martin, 1998). Children in OOHC may have lower ideals placed on them and witness lower expectations for them to succeed by social workers, teachers and foster carers (Francis, 2000; Goddard, 2000; Stein 1994).

Creed, Tilbury, Buys and Crawford (2011) stated that a lack of ambition does not seem to be the problem with children in OOHC.

Children in OOHC also believed that improvements in their education came because of encouragement and support provided within their care placements (Harker, Dobel-Ober, Lawrence, Berridge, & Sinclair, 2003; Lynes & Goddard, 1995). With some children stating that their teacher helped them educationally to do well (Dobel-Ober, Harker, Berridge, & Sinclair, 2004). This suggests that a support person, whether it is through an NGO or a foster carer, may be well positioned to assist with a young person's successful transition to adulthood.

Examples of local barriers to success in education for children and young people in care include a lack of support from foster families and lack of additional support from school (CREATE Foundation, 2006). The educational level of foster carers is seen to be the most important factor in enabling children in care to catch up with their peers academically (Heath, Colton, & Aldgate, 1994). Recruiting and retaining enough carers to manage the increasing number of children entering the Australian care system is a mammoth task. With many carers lacking experience in attending higher

education, finding carers who understand the education needs of young people and have an understanding of the higher education system is even more difficult. A majority of OOHC leavers who achieve educational success credit that success to a well-informed foster carer or another adult who offered them support and encouragement (Jackson & Martin, 1998; Jurczyn, 2014).

Gemici, Bednarz, Karmel and Lim (2014) emphasised that young people from the general population whose parents want them to go to university are four times more likely to complete their secondary education than young people in OOHC. Butcher (2005) undertook interviews with 40 foster carers and 21 other key informants across NGOs representing foster carers in Queensland and found that the average age of a foster carer was 55 years, with the average school education attainment level being nine point five years, just below Year 10. Of the foster carers involved in the research, fifty-five percent requested more training and support for their roles. A NSW survey reported similar results, with forty-two percent of foster carers having obtained their Year 10 School Certificate, and thirty-five percent their Year 12 Higher School Certificate (Siminski, Chalmers & McHugh, 2005). Together these studies indicate that foster carers or other adults, such as case workers and teachers, may need to be better resourced and supported to cope with the demands of a young person's successful transition from care to independence, including their completion of schooling and contemplating or entering higher education.

Despite large financial investments, both in services and direct funding for young people moving towards transition from OOHC, there is no doubt that the various components of the OOHC system need to work collaboratively across structural boundaries to allow a greater chance of success for young people discharging from OOHC to independence, and to address the kinds of barriers described by Jones, Nathan and Wood (2004); personal, institutional, local and structural.

An effective pre-transition process is a vital component to increase the health and wellbeing of the young person and improve their future opportunities. These include a wholistic view of health utilising the social determinants of health approach: education, inclusion in society, employment, housing, financial stability, good self-esteem and a positive psychological well-being (Macdonald, 2005). These factors, in

an effective pre-transition process, have been grouped into three areas: an improvement in the quality of care; gradual and flexible transition process; after care support (Stein, 2008).

It is estimated that the number of young people transitioned from OOHC during 2015-2016 in Australia was 9,794 (AIHW, 2017). Young people transitioned from OOHC have, in effect, an accelerated move to independence, compared to their peers in the general population; they experience an “abrupt end” to any support available whilst in the care framework as government policies and frameworks transition them to independent living (Johnson and Mendes, 2014).

According to Mendes & Moslehuddin (2014), young people transitioned from care are seen as the most disadvantaged group in society. Young people who have been transitioned from care are at risk of social exclusion, poverty and poor outcomes in later life (Munro & Stein, 2008). Poor transition experiences exacerbate disengagement and poor educational outcomes for children and young people (NSW Parliament, 2012). Poor school outcomes have been well documented for children in OOHC.

Research has reported both positive and negative experiences and outcomes of the transition process for young people in care, with a majority of negative experiences than the positive. Young people in OOHC face many challenges to their education; beginning with the original trauma that may have been suffered due to abuse or neglect with the reason for their removal to the care protection system, as well school suspension, change of carers (which may also initiate a change in schools), lower engagement in school, mental illness, low levels of young people attending further and higher education, and high rates of unemployment.

2.4 Leisure

In this thesis the definition of leisure adopted is that of Dattilo (2015, p.214):

....an experience that results from being *intrinsically* motivated to participate in what is perceived to be *freely* chosen meaningful activity that when engaged in competently is a form of *self-expression*, contributes to a sense of *identity and connectedness*, and results in *positive emotions* such as enjoyment.

This definition refers to an individual's focus on the experience rather than on the activity itself, and emphasises the feelings and perceptions of a leisure experience.

A foundational perspective on leisure within the literature follows. Leisure can be integrated into an individual's life with the potential to be a 'monumental' force (Stumbo & Wardlaw, 2011) and may have positive consequences for a person's intrinsic motivation, autonomy, self-expression, sense of identity, connectedness and experience of positive emotions.

Leisure has the potential to transform lives (Edginton, 2014), transcend negative life events and assist in coping with stress (Iwasaki, 2003). Leisure has been suggested as a method of self-protection and as self-restorative (Kleiber, Hutchinson & Williams, 2002).

This section explores how leisure may assist young people and their foster carers in facilitating a better transition from OOHC.

Kraus (2011) writes that leisure can be described as those activities that people participate in during their free time. They participate in these activities for competition, relaxation, pleasure and growth (Hurd & Anderson, 2010). Leisure has been defined by Godbey (1999) as an opportunity to participate in an activity, whether dynamic or passive, which is not required by daily necessities. Leisure as an activity may be considered work to some people and leisure to others, for example a professional athlete can be employed to play football. Stebbins (1992, 1997, and 2007) defines this within two categories: casual leisure and serious leisure. Using different forms of intensity and duration, Stebbins (2007) compares activities that are short-term projects and others that are life commitments as two different types of leisure. For example, casual leisure can be further explained as a short-term project like the creation of a

painting. Serious leisure can be explained as an activity that becomes consuming and requires long hours of commitment to complete, such as a hobby.

Csikszentmihalyi & LeFevre (1989), Godbey (1999) and Kelly and Freysinger (2000) have all described leisure as an experience that a person may have chosen for its own sake. Mannell (1980) proposed that individuals experience satisfaction with their needs being met by participating in certain types of outdoor recreation activities. Importantly, this satisfaction does not lie in the recreation activity and the setting itself but in the self-contained meaning of the activity (Kelly & Freysinger, 2000). Research that examined leisure as a state of mind found that certain qualities distinguished non-leisure from leisure. These included intrinsic motivation, perceived freedom, enjoyment, perceived competence, novelty, intimacy and positive effect (Csikszentmihalyi, 1997; Iso-Ahola, 1980; Kelly, 1983; Neulinger, 1981; Roadburg, 1983 & Shaw, 1984).

Elkington and Watkins (2007), suggested that Stebbins' serious leisure theory relates well to self-determination theory as it allows individuals the chance for a great amount of effort and perseverance to produce long-term results. Neulinger (1974) and Gunter (1987). state that individuals are more likely to participate in leisure activities when activities are freely chosen and intrinsically motivated, as they are more involved in the actual activity rather than any goal, similar to Dattilo (2015).

2.4.1 Leisure as a Resource

Leisure and health as combined concepts have been attracting attention since the 1970s (see for example Neulinger & Breit 1971); however, the wholistic benefits of leisure to an individual have not been as widely documented. The fields of leisure studies and more particularly, the discipline of therapeutic recreation came into being for the purpose of studying the benefits that occur through participation in leisure for individuals and societies in the 1980s (Driver, Brown & Peterson, 1991).

Leisure's key component is the perspective that it can be intrinsically motivating. Self-determination theory (Deci, Ryan & Guay, 2013) contains the concept that intrinsic motivation directs and is directed internally. Individuals who are intrinsically

motivated will seek opportunities that challenge their competency and avoid activities that are too easy. Intrinsic motivation is an individual's natural direction towards mastery, spontaneous interest and exploration that represents a principal source of enjoyment (Csikszentmihayli & Rathunde, 1993). Individuals who are motivated intrinsically are more likely to learn, adapt and develop competencies that contribute to wellbeing (Datilo, Kleiber & Williams, 1998). Individuals are more likely to repeat a task in which they feel competent (Bandura, 2004).

Intrinsic motivation can be defined as having three levels; (1) global (personality), (2) contextual (or life domains); and (3) situational. Broadly, global motivation is where a person engages in activities that are both intrinsically and extrinsically motivating. Contextual motivation is that directed at specific domains within an individual's life (leisure, relationships and education). Situational motivation refers to the here and now. All three levels are operating within an individual's life and have the potential to make an impact on their outcomes and goals. When intrinsic motivation is self-determined motivation, an individual may flourish (Vallerand, 2000).

Motivations produce psychological outcomes within individuals. These outcomes are; (1) cognitive, affective and behavioural in nature; (2) particularly positive when generated through intrinsic motivation; (3) limited to the relevant level of intrinsic motivation. For example, global motivations have global consequences, contextual motivations have contextual consequences and situational motivations have situational consequences (Vallerand, 2000).

Dealing with the choices of increased freedom and autonomy during adolescence has been associated with stress for young people as there are very few clear guidelines on how to manage this process (Larson & Verma, 1999) and many young people have a lack of awareness of stimulating activities or motivation to undertake leisure, in order to make their free time meaningful and experience the benefits of their choices (Caldwell, Darling, Payne, & Dowdy, 1999). Whilst leisure is typically meaningful, the purpose of leisure has to be clear and valued in order for an individual to interpret an activity as meaningful (Dattilo, 2015).

Leisure provides a context for self-expression. Gilligan, (1999) states that leisure allows young people opportunities to take risks and be challenged within a safe environment that assists with the development of independence. Young people use leisure activities to enable them to develop appropriate ways of thinking about and managing life experiences (Calloway, 1991), and to develop the ability to be resilient when coping with pressure from peers, managing conflict or self-doubt (Pesavento, 2003). Being involved in leisure, cultural and sporting activities can serve as a preventative health function for young people in OOHC as it allows them to develop a positive self-image (Borge, 1996; Quinn, 1995). Young people who have been involved in work or were proud of something they did in their leisure time are happier (Sinclair & Gibbs, 1996).

Leisure is associated with positive emotions and these allow individuals to build their psychological, social, intellectual and physical resources (Fredrickson, 2001). The type of leisure and the amount of leisure activity contributes to perceived wellness: including physical, mental, emotional, spiritual and social and contentment (Lawton, 1994; Ragheb & Tate, 1993). The more regular the participation in leisure, the greater the psychological wellbeing and the lower the chance of depressive symptoms have of being exhibited (Dupuis & Smale, 1995). When a leisure activity is matched to an appropriate personality, an increase in wellbeing will be demonstrated. For example, a creative individual requires a creative leisure pursuit (Melamed, Meir, & Samson, 1995). Brown, Frankel and Fennell (1991) also found that variety in leisure activities was important to wellbeing. Ragheb's (1993) research showed that the particular leisure activity was less important than the satisfaction gained from the activity.

Cohen-Gewerc and Stebbins (2007) stated that for individuals to achieve innate satisfaction from their leisure they need support or a personal guide who also uses activities challenge and deepen the self through experimentation, risk taking and learning by doing.

Leisure can positively impact personal development and educational achievement. For example, Fredricks and Eccles (2006) report findings from a longitudinal study in the United States that followed young people at different phases from the seventh grade to one year after leaving school. At year 7 they had 659 children participate. They

found that participation in school clubs and sports predicted academic achievements at the eleventh grade and two years later. Another longitudinal study in the United States with 695 participants who were interviewed annually to the end of high school and again at age 20 found that consistent participation in extracurricular activities during early adolescence was positively linked to educational status and to growth in interpersonal competency (Mahoney, Cairns & Farmer, 2003). Similarly, Darling, Caldwell and Smith (2005) completed a study in California that found young people who participated in school based extracurricular activities were more likely to perform better in school. This study also identified a correlation between participation in activities and stronger academic aspirations.

Barber, Stone, Hunt and Eccles (2005) in Michigan, USA, completed a longitudinal survey of the activity participation of 1800 students. They found that participation in diverse clubs and activities allowed students to embed their identity, to experience multiple competencies and to assist school and adjustments in life. Laursen and Birmingham (2003) discussed the importance of leisure time as an opportunity for modelling and stimulating interest in learning in general for youth at risk. Fredricks and Eccles (2006) encouraged participation in a range of activities, particularly to counter any negative experiences that may occur in a single activity.

Broh (2002) suggested that parents, teachers and other school personnel can support and encourage leisure time activities for children to assist with educational progress. This study was not undertaken with young people in foster care but young people in general. For example, opportunities that stimulate support and affirm engagement by young people in their leisure time activities should be valued by parents and carers. Roth and Brooks-Gunn (2003) recommendations include the offering of opportunities during spare time that nurture supportive peer and adult relationships, empowerment of the child and positive behaviour

Using leisure activities to link children with peers who have strong educational aspirations, or at least allowing young people opportunities to mix with other peers with high aspirations, is linked to positive outcomes for young people (Rhodes, Spencer, Keller, Liang & Noam, 2006)

McGee, Williams, Howden-Chapman, Martin and Kawachi (2000) found that young people's participation in clubs and groups was significantly related to their attachment to parents, friends and schoolwork as well as self-perceived strength.

Broh (2002) found that undertaking extra-curricular school activities can positively impact academic performance. Data from the National Educational Longitudinal Study of 1998 in USA, showed that those students participating in competitive sporting events and music groups did gain academically from their involvement, and also found that participation in a drama club lead to improved reading. This research concludes that the key to linking activities to academic achievements are structure, adult supervision and parental involvement. This suggests the importance of carer involvement in school based extra-curricular activities.

Leisure has also been found to be a key component in a young person's development in the context of education and learning for decisions that impact health (Caldwell, Baldwin, Walls, & Smith, 2004). Researchers have argued that leisure engagements have the potential to contribute to a young person's successful transition to life and may offer opportunities for marginalised young people to join the mainstream (Smith & Carlson, 1997).

Leisure provides a chance to feel connected. Leisure can create opportunities for relationship formation and enhancement of existing friendship (Caldwell, Smith, Weissinger, Attias-Donfut, & Neveu, 1992). Young people in OOHC have a high risk of disruption in their life that would benefit from supportive relationships, which may provide a point of reference that somebody is interested in their progress. One important way this can occur is through leisure activities, both in and out of school to bring young people in OOHC in contact with people outside of the OOHC system to give them a sense of achievement and self-efficacy (Gilligan, 2001; Martin & Jackson, 2002).

It would appear that leisure can be a positive resource to assist people in many ways.

Leisure Education

Sivan and Stebbins (2011) suggest that leisure education is a model for intervention with individuals, one that has not necessarily been well described to those outside the field of therapeutic recreation. In summary, leisure education involves learning about leisure.

Csikszentmihalyi states (1997, p.65).

The popular assumption is that no skills are involved in enjoying free time, and that anybody can do it. Yet the evidence suggests the opposite: free time is more difficult to enjoy than work. Having leisure at one's disposal does not improve the quality of life, unless one knows how to use it effectively, and it is by no means something one learns automatically. All of this evidence points to the fact that the average person is ill equipped to be idle.

'Leisure education' is a lifelong dynamic learning process that promotes exploration of perspectives and opportunities which incorporates the development of six components: leisure ethic, be aware of self in leisure, explore leisure opportunities and resources, make leisure choices, make leisure decisions, and engage in social interactions (Dattilo, 2015)

Leisure education makes a distinction between intrinsic and extrinsic determination, the difference being that intrinsic determination benefits an individual and extrinsic determination has been linked to societal gains. The extrinsic approach focuses on the development of "good leisure values, attitudes and behaviours which are beneficial for society" (Mundy, 1998). This approach implies that there is a particular set of predetermined values that can be taught within society. However, Mundy (1998) discusses the possibility that with a wide range of values in society and the difficulty in determining what is right and wrong this may not be as effective to use as intrinsic determination approaches can be. The intrinsic approach focuses on the individual's ability to develop the skills to act independently in their leisure time (Mundy, 1998; Sivan & Stebbins, 2011). This means that intrinsic motivation is a behaviour that comes from within an individual, with no external reward but an interest in the activity the individual is undertaking. An example would be a young person running around the block because they enjoy the activity.

Leisure education definitions have three perspectives in common: content, process and context. A content perspective focuses on the subject matter, the teaching of skills and

the opportunity for participation in recreation activities (Mundy, 1998). A process perspective treats leisure education as a developmental process. Cohen-Gewerc and Stebbins (2007) and Kleiber (1999), emphasise the need to link the continuous enhancement of leisure knowledge, leisure skills and leisure awareness among individuals, which facilitates their decision to participate in leisure with the aim of improving their lives through rewarding and fulfilling activities. This perspective context utilises leisure settings and situations for education. Outdoor recreation is a good example (Pesavento, 2003; Henderson, 2007).

Griffin (2005) and Caldwell (2004) have designed leisure education programs to assist people who have been abused. Griffin, (2005) utilised motivations within a program for leisure choices and engaging in leisure education as self-reflection that enable individuals to participate in healthy leisure. Griffin concluded from the study that a healthy lifestyle is important for connecting to life after trauma. As demonstrated in the literature review OOHHC can be a traumatic experience. Caldwell (2004), completed research in the United States of America, found that leisure education programs focusing on competency and enhancement of personal control towards independent living with 634 adolescents in middle school was beneficial to improving individual motivation, decision making skills, initiative, and community awareness. Other leisure education programs have shown that activities can engender self-respect, as well as self-esteem and lead to greater acceptance and social inclusion in the larger community (Stebbins, 2011).

In essence leisure education is a resource that can be utilised by professionals as an intervention to assist people beneficially in various ways.

2.4.2 The Concept of Artefacts as Resources

There are a number of different ways the concept of artefacts is used within the literatures.

The most common use of the term is to describe things made by people. Artefacts are referred to as the physical remains of past human activity (Appadurai, 1988).

Artefacts can be objects, as described within the higher learning and education literature as student learning tools, for example websites and computer applications (Morales, 2013). Artefacts were used as a tool to evidence learning within tertiary education for example a contract, or an exam paper as well as students being encouraged to develop their own learning artefact through the use of their own creativity (Miller-Foster, Foster, Thoron & Barrick, 2015).

Or artefacts can be events. Within health care, the term is used to encapsulate organisational knowledge and learning (Eriksson & Ujvari, 2015). Learning artefacts are described as a tool or an output for learning to determine if learning has occurred or other elements have occurred such as creativity or understanding.

Shein (2009) identifies an artefact as practice between policies and behaviours, cultural artefacts are what you see, hear and feel. For example, attending a restaurant you see the way staff dress, their décor, signage, the music playing and the way this makes you feel.

Gergen (1985) describes a social artefact as a way to view the world. Not an object, for example a website, not a tool, not a board of instructions, but a developed view of social interactions that occur. This is not dissimilar to the concept of a mental model as described by Shein (2009). A social artefact can also be behaviours that are practiced and understood by individuals (Simonici & Contissa, 2013). Zaharias (2008) discusses artefacts with the use of useability for different learners with regard to technology and e-learning, which refers to the adaptability of an artefact to meet the needs of the user.

The use of leisure artefacts was barely represented in the leisure literature. Pooley (2008) uses the traditionally held view with regard to archaeology, of leisure artefacts as physical items that have survived the past and allow people to remember these leisure events. Mellette (2014) refers to a leisure artefact as an object that reminds individuals of their involvement within a meaningful leisure relationship that they are leaving behind. Resiliency and personal community are seen as artefacts that are developed from leisure participation (Cameletti, Lee & Frappier, 2016)

There is some evidence within the literature of personal resources such as self-awareness as a leisure resource (Stumbo & Peterson, 1998, Heyne & Anderson, 2012). Leisure resources allow individuals to engage fully in leisure activities and are useful when teaching people about leisure (Hood & Caruthers, 2007).

The description of artefacts within various literature ranges from an intangible use that represents learning that has occurred, tools that were utilised during an activity, social connections and interactions, behaviours and adaptability demonstrated by learners, to more tangible objects that represent a leisure experience.

The use of artefacts can be contextualised as individuals give meaning to objects but also as individuals give meaning to their lives (Miller, 2007).

2.4.3 Research on Young People in OOHC and Leisure

At the time of writing there had been limited research on the leisure of young people in OOHC and the use of leisure as a resource for young people in OOHC. Within the OOHC and transitioning literature, leisure appears only on the odd occasion because only a very small number of researchers are writing on the leisure of young people in OOHC. Further, no literature could be found on the topic of leisure as a resource in the process of discharging young people in foster care to independent living, or on using leisure to raise the aspirations of young people in foster care.

Daly & Gilligan (2005) reported on children in foster care and their leisure activities in a national Irish study of 205, 13 to 14 year olds in long term care and identified a positive correlation for these young people with participating in a hobby or activity outside of the home in their spare time, as well as a positive educational and schooling experience based on having one close friendship.

Gilligan (2007) discussed findings of a small number of young people in care and their spare time activities with colleagues. The study reported positive findings in relation to young people who participate in hobbies, changes in their schooling and educational expectations.

Clarke (1998) suggested that children in OOHC avoid activities that are linked to school in case of the need to change foster carers and, ultimately, the school they attend as this may mean needing to stop the activity.

A study involving all children, from 13 to 14 years of age in long term foster care in Ireland found significant relationship between social support from friendships and participation in activities or hobbies and a positive educational and schooling experience. This research indicated that a socially supportive friendship meant having at least one close peer friendship (Daly & Gilligan, 2005).

Gilligan (1999, 2000, 2007), reported on a study involving children in care and identified that the key to leisure time activities was that they must involve engagement with committed adults who can provide an appropriate balance of leisure.

2.5 Conclusion to the Literature Review

The OOHC system is complex. The overarching Australian legislative and regulatory framework combined with those of the various jurisdictions are in place to address the issues faced by young people requiring OOHC, as well as they can. OOHC organisations, both government and NGOs, appear on the surface to have a structured system in place for managing and protecting young people in their care. The literature shows a complex, varied system across jurisdictions that is continuously being reviewed and changed with new data collection requirements designed to give an overall picture of the system in context.

The legislation that covers young people transitioning from OOHC to independence, is now under a national framework. The national framework is designed to enhance wellbeing and manage an increasing demand for OOHC placements, monitor the ever increasing government financial inputs and manage a lack of available home-based carers. All jurisdictions within Australia have recently changed their legislation, standards and regulations to manage the increasing demands and complexity of their systems. However, young people who have been transitioned from OOHC become adults who are underrepresented in vocational and higher education, overrepresented among the homeless, overrepresented in unemployment figures and reliant on welfare

payments. Many young people within OOHC appear to be inadequately prepared for independence following transition. This includes a lack of adequate planning for transition and a scarcity of information for transition planning in the form of leaving care plans. It is unclear as to whether guardians of young people in OOHC, or their originating families, are prepared to assist or are indeed supported and resourced in the process of transition from OOHC.

There is little research that indicates that young people in OOHC have a smooth transition process, one that ensures the successful transition to independence. International research to date demonstrates that young people transitioned from OOHC have poor long-term health outcomes, which may be related to the low educational outcomes in secondary school which results in them having no or little formal qualifications, more likely to be unemployed, reliant on welfare payments, believing that their relationship with the staff that are there to assist them is tokenistic and that they are at greater risk of social exclusion than their peers within the general population. These negative experiences impact upon a young person's developing mind and emotional wellbeing and that impacts their overall health.

These poor patterns for education can impact a young person's success in a post transition life of independence. The literature suggests that young people leaving care do not just have a poor educational experience but experience many other disadvantages, including lack of trust, feeling alienated by the system, alienated by the community and a lack of appropriate social skills to prepare them for adulthood. The more school changes they have, the greater the impact that can be made on their emotional health.

For young people that did have a smooth transition process, the research has identified the preparation for transition as an important factor. Young people who report a successful transition process credit that success to having at least one supportive adult and a stable school environment.

Young people in OOHC can often experience a lack of support in education, with low expectations of OOHC leavers' educational needs, and a lack of interest from social workers and carers towards their education. For those in foster care, more time is

required for developing emotional skills and community relationships and there exists a real split between the education and care systems.

Successful transitions for young people in care have included the following experiences; interventions and supports in custodial settings; access to appropriate and affordable housing, the potential for reconnection with the originating family, positive contact with family members, trauma-informed approaches to individual support, maintaining links with education and training, removing barriers to accessing materials and supports, ongoing monitoring and support until at least 21 years of age, and support from care staff, having a stable placement, ongoing support from a case worker, finding stable accommodation, a young person that copes well with the transition process, having a leaving care plan, having a contingency in case things go wrong, having the ability to make independent choices, and being supported financial, emotionally and psychologically with the transition process.

Australian research also indicates the negative aspects of the transition process. These include low secondary school completion rates, being scared, a lack of financial and emotional support, no direct family support available and no community networks, not enough after care support, insufficient expertise to support young people within OOHC, insufficient support for carers, insufficient planning for young people, a disparity between policy and practice and a disjointed system for transition. Of importance is that young people themselves appear to lack trust in the system and feel alienated from the system.

Young people in care may have experienced school disruptions and low educational attainment that may affect their participation in extra-curricular or after school activities, including leisure. These missed opportunities may translate to a gap in skills and competencies including interpersonal skills, self-confidence and self-esteem, financial skills and the ability to be independent.

Leisure education may be a useful and positive resource that can assist young people within OOHC with a healthy and positive transition from OOHC.

There are indicators in the research that young people in OOHC may benefit from having the transition timing extended by several years longer than the current eighteen years of age to assist them with a more gradual phased transition into adulthood. Allowing opportunities for young people in OOHC to develop personal and practical skills that will facilitate independence building and allow individuals choice has been shown to influence a successful transition process. The development of social networks and supports both within current networks and new community networks has been demonstrated to be a positive influence in young people who have transitioned from OOHC.

This chapter has provided a contextual background to the thesis. A brief understanding of leisure and leisure as a resource was discussed. A limited amount of literature was located and discussed that specifically related to young people in OOHC and their leisure. What is clear is that leisure has the potential to assist a young person in OOHC that can assist their transition to independent adulthood.

The literature review suggests two propositions that could be usefully addressed:

1. The experience that leads young people to foster care and their experiences within foster care can often negatively influence their ability to learn, interact socially, think, concentrate and develop positive relationships, though some young people do well despite these experiences.
2. Leisure is capable of providing satisfaction, intrinsic motivation, personal development and competencies to assist school and adjust in life.

These propositions suggested the following research question:

How can leisure be utilised to enable young people in foster care to be better prepared for independent living?

This question was divided into three subordinate questions:

1. How do young people in foster care conceive of leisure?
2. How do young people in foster care use leisure?
3. What are the primary factors impacting the leisure of young people in foster care?

The next chapter explains the selection of the methodological framework for the research and the details of the process. Case study is discussed as the methodology for exploring leisure in the lives of young people in foster care within Australia.

Chapter 3 Methodology

3.1 Introduction

This chapter explains the methodologies chosen for data collection and for analysis and why these methods were selected.

The literature review, as presented in Chapter 2, suggested two propositions that this research could usefully address:

1. The experience that leads young people to foster care and their experiences within foster care can often negatively influence their ability to learn, interact socially, think, concentrate and develop positive relationships, though some young people do well despite these experiences.
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1. How do young people in foster care conceive of leisure?
2. How do young people in foster care use leisure?
3. What are the primary factors impacting the leisure of young people in foster care?

The methodology reviewed a broad range of research strategies and suggested that the use of multiple case studies would be appropriate. The unit of analysis (Yin, 2018) would be the leisure experience of young people in foster care. A case study would be bounded by the leisure environment of the young person in question. After considering a range of data collection methods the selected method was semi structured interviews. Interview questions were developed and a method for recording and transcribing interviews was selected.

This chapter also describes the selection of case studies, the gaining of ethics approval for the research and how the interviews were conducted in each case study.

3.2 Research Strategy

3.2.1 Alternative Research Strategies

Robson and McCartan (2016) note two fundamental research designs; fixed and flexible.

3.2.1.1 Fixed designs

According to Robson and McCartan (2016, p 103)

Fixed designs are usually concerned with aggregates: with group properties with general tendencies. In traditional experiments, results are reported in terms of group averages rather than what individuals have done.

Fixed design traditionally assume a 'detached' researcher to guard against the research having an effect on the findings of the research.....

They cannot capture the subtleties and complexities of individual human behaviour. For that you need flexible designs.

Robson and McCartan (2016) noted experimental as a fixed design research strategy.

According to Robson and McCartan (2016, p112-113).

Experimental

To 'experiment', or to 'carry out an experiment', can mean many things. In very general terms, to be experimental is simply to be concerned with trying new things – and seeing what happens, what the reception is.....

However, when experimentation is contrasted with the other research designs, a stricter definition is employed, usually involving the control and active manipulation of variables by the experimenter.

Experimentation is a research strategy involving.

- the assignment of participants to different conditions;
- manipulation of one or more variables (called *independent variables* (IVs) by the experimenter;
- the measurement of the effects of manipulation on one or more other variables (called *dependent variables* (DVs); and
- the control of all other variables.

The research was not seeking to investigate different conditions or manipulate any variables. This eliminated the traditional research strategy of experiment.

3.2.1.2 Flexible designs

Flexible designs are concerned with a single idea or problem that a researcher seeks to understand. The research question guides the design of the study (Robson & McCartan, 2016).

Robson and McCartan (2016, p.46) note the general features of flexible designs.

..... three influential design traditions within flexible design which are commonly used for real world studies; case studies, ethnographic studies and grounded theory studies.

Grounded theory

Glaser (1999) states that grounded theory seeks to generate a theory which relates to a particular focus of study from its data collection.

Robson and McCartan (2016, p.80) state, of grounded theory:

The central aim is to generate theory from data collected during the study. Particularly useful in new, applied areas where there is a lack of theory and concepts to describe and explain what is going on.

The purpose of this research was not to create theory. The purpose was to explain **how can leisure be utilised to enable young people in foster care to be better prepared for independent living**. Grounded theory was not an appropriate method for the research.

Ethnographic studies

Ethnographic studies were described by Ritchie, Lewis, Nicholls and Ormston (2013) as a long period of study within a well-defined community using many techniques including face to face contact with group members, with the researcher participating in the groups program in some manner. Savage (2000) agrees that ethnography involves observations over a long period of time in the field and expands with the researcher as being immersed within the community under study to gain detailed descriptions of the community's culture and beliefs.

Robson and McCartan (2016, p.80) describe ethnography as a strategy that:

Seeks to capture, interpret and explain how a group, organization or community lives, experiences and make sense of their lives and their world....
The study typically tries to answer questions about specific groups or people, or about specific aspects of the life of a particular group.

It was not the aim of this research to observe individuals over a long period and be involved in their activities nor was the aim one of understanding how members of a particular group make sense of their worlds. For these reasons ethnography was not a suitable research strategy for this thesis.

Case studies

Case study is a process that can be used with individuals, groups or organisations or whatever it is the researcher would like to understand more about. Case study research allows for development of a detailed, intensive knowledge about a single 'case' or related 'cases'. Typically, a sample case or a number of related cases is selected in a situation of interest or concern. The focus in case study research is on a case. A case may be an individual, a group, a setting or organisation. (Robson & McCartan, 2016).

According to Robson and McCartan (2016 p.150)

.... the case is the situation, individual, group, organization or whatever it is that we are interested in....

The central defining characteristic is concentration on a particular case (or small number of cases) in its own right. However, the importance of its context or setting is also worth highlighting.

According to Yin (2018, p.2)

You might favour choosing case study research, compared with others, when (1) your main research questions are "how" or "why" questions, (2) you have little or no control over behavioural events, and (3) your focus of study is contemporary (as opposed to entirely historical) phenomenon- a "case".

It would seem that case study could be applied to the research as:

1. the research questions were explanatory
2. the focus of the research was on contemporary events; and
3. behavioural events within the researched environment were occurring within a real world setting and were outside of the control of the researcher.

Robson and McCartan (2016) discuss two types of case studies; holistic and multiple.

Holistic Case Study

A holistic case study, according to Robson and McCartan (2016, p.153-154), is appropriate in two situations.

The *critical case* is a clear, though unfortunately rare example
The *extreme case* also provides a rationale for a simple, holistic case study.
.... Extremes include the 'if it can work here it will work anywhere' scenario, to the 'super-realization' where, say, a new approach is tried under ideal circumstances perhaps to obtain understanding of how it works before its wider implementation.

Yin (2018, p 53) adds to the two points above with a third point to justify using holistic research:

Overall, the single-case design is eminently justifiable under certain conditions- where the case represents (a) a critical test of existing theory, (b) an extreme or unusual circumstance, or (c) a common case, or where the case serves a (d) revelatory or (e) longitudinal purpose.

Multiple Case Studies

Yin (2018, p.59) states that:

The simplest multiple-case study design would be the selection of two or more cases that are believed to be literal replications, such as a set of case studies with exemplary outcomes in relation to some evaluation question such as "how and why a particular intervention has been implemented smoothly.....

Multiple case studies were chosen as the most appropriate strategy to look for the commonalities across the cohort studied.

3.2.3 Suggested Research Strategy

Yin (2018) notes that case study is an appropriate research method if a study has research questions that are explanatory, the focus of the research is on contemporary and behavioural events that occur within a real world context that is outside the control of the researcher. The thesis met all of Yin's (2018) conditions. Using Robson and McCartan's (2016) traditional area of research strategy and Yin (2018), case study allowed for a strategy which supported the thesis with reference to a study in context.

Case study is not a method but a research strategy as the context is part of the design and there are always too many variables to be addressed (Yin, 2018). Case study methods can be quantitative or qualitative (Hartley, 1995).

The thesis seeks to explain, within a complex environment and with a population considered to be vulnerable within society, **how young people in foster care can be better prepared for transition from care to independent living** so that their ability to identify, utilise and exploit opportunities in education, training and work can be better used to improve opportunities.

Case study may involve various methods, to assist with the research. These include participant observation and interviews (Hartley, 1995).

Participant observations

Participant observations are generally linked to fixed designs within an ethnographic approach that requires a large investment of time on the behalf of the researcher. Participant observation does not involve the researcher asking about participant's feelings, view or attitudes, but watching and listening to the participant (Robson & McCartan, 2016).

According to Yin (2018 p.124)

The participant observation technique has been most frequently used in anthropological studies of different cultural or social groups. The technique can also be used in a variety of everyday settings, such as in a large organization or in informal small groups.

Participant observations were not utilised due to the length of time required and due to the fact that participant's views and attitudes would be sought.

Interview

Interview is a research method that generally involves the researcher asking questions of participants. Robson and McCartan (2016, p.285) distinguish between structured, semi-structured and unstructured interviews.

- *Fully structured interview.* Has pre-determined questions with fixed wording, usually in a pre-set order. The use of greater number of open-response questions is the only essential difference from an interview-based survey questionnaire

- *Semi-structured interview.* The interviewer has an interview guide that serves as a checklist of topics to be covered and a default wording and order for the questions, but the wording and order are often substantially modified based on the flow of the interview, and additional unplanned questions are asked to follow up on what the interviewee says.
- *Unstructured interview.* The interviewer has a general area of interest and concern but lets the conversation develop within this area. It can be completely informal.

Semi-structured interview was selected to keep the interviews in check and ensure consistency across the cases.

3.2.4 Selected Research Strategy

The thesis sought to test 2 propositions suggested by the literature review:

1. The experience that leads young people to foster care and their experiences within foster care can often negatively influence their ability to learn, interact socially, think, concentrate and develop positive relationships, though some young people do well despite these experiences.
2. Leisure is capable of providing satisfaction, intrinsic motivation, personal development and competencies to assist school and adjust in life.

These propositions suggested the following research question:

How can leisure be utilised to enable young people in foster care to be better prepared for independent living?

This question was divided into three subordinate questions:

1. How do young people in foster care conceive of leisure?
2. How do young people in foster care use leisure?
3. What are the primary factors impacting the leisure of young people in foster care?

Case study allows the researcher to adapt and probe areas of the original research question and to explore emerging concepts (Hartley, 1995).

Single case studies can be used as a research strategy according to three rationales (Yin, 2018); 1) When the case represents a critical method for testing a well formulated theory, within a clear set of propositions that are believed to be true; 2) Where the case represents an ‘extreme’ or ‘unique’ case that is amazing or different; 3) Where the case represents a revolutionary case, where something particularly extraordinary has occurred.

Case study may also utilise multiple cases (Hartley, 1995).

According to Yin (2018, p.54)

The same case may contain more than a single-case. When this occurs, the case study has used a multiple-case study design....

According to Yin (2018, pp 55) the design of multiple case studies...

.... follows an analogous logic. Each case must be carefully selected so that the individual case studies either (a) predict similar results (*a literal replication*) or (b) predict contrasting results but for anticipatable reasons (*a theoretical replication*).

The multiple case study method allows for a credible and compelling perspective (Yin, 2018).

The research involved twelve young people residing in Greater Western Sydney in foster families. Each case study was bounded (Miles & Huberman, 1994) by the leisure environment of each of these young people. Yin (2018) proposed a model for researching multiple case studies which, in a slightly modified form is shown over the page.

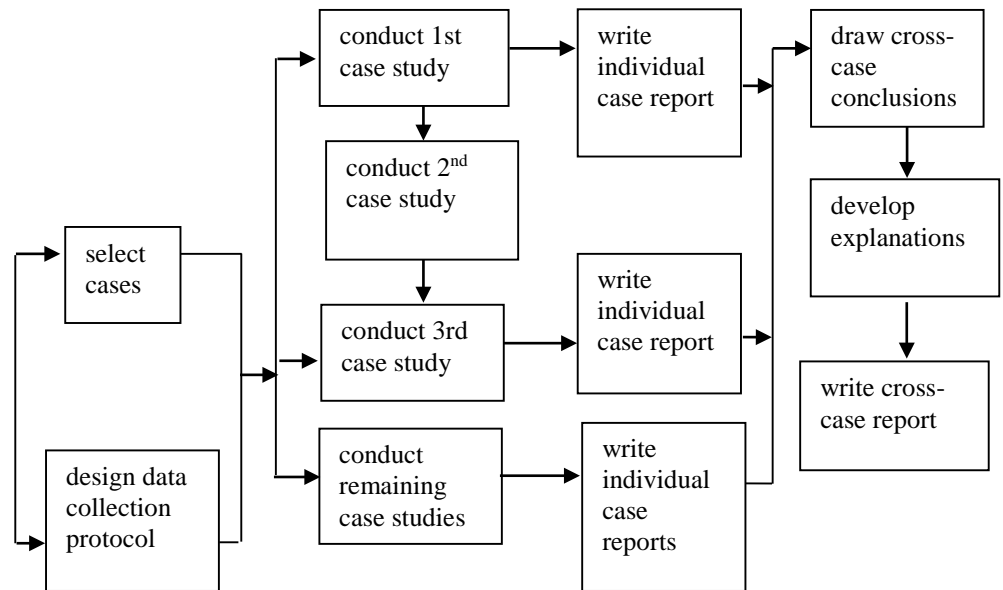


Figure 3 Model for Multiple Case Study Procedure Adapted after Yin (2018, p.58)

3.3 Case Studies

This thesis is concerned with the explanation of the real world environment of participants, activities within that environment and the impact of the environment on the participants. The explanation of this environment required qualitative research, where, as Cassell and Symon (1995, p.5) state.

Taking an explicitly contextual perspective recognises the influence that the situation has on behaviour and that behaviour has on situations

3.4 Unit of Analysis

The unit of analysis (Yin, 2018) is the leisure experience of the young person in foster care, within a leisure environment.

3.5 Participant Selection and Recruitment

Potential participants were given a Participant Information Sheet and their guardians consented formally for participants to be involved. All participants were advised that their responses would be de-identified and that there was no right or wrong answer to any question. At the commencement of each interview, the research was explained to the participants. Interviewees were monitored during the process to ensure they were comfortable during their participation. All interviewees were informed and in writing

of assistance services should any need arise through the questions asked, as were their guardians. A copy of the participation information and consent form can be found in Appendix 3. Each interview was audio recorded by the researcher and transcribed by a professional editor. A sample interview transcript, information sheet and consent form are available in Appendix 3.

3.5.1 Sourcing Participants

The Kids in Care (KiC) Club was a weekly after school care robotic program offered by a university in Western Sydney. The program was initiated as an educational aspiration raising program for young people in OOHC and was funded by the Commonwealth Government. The program offered one day per week from 3.30pm to 5.30pm to learn about robotics and was supervised by university staff who provided instruction and mentoring. Nine male and three female participants of the club participated in the research.

The participants were:

- Aged between nine and sixteen years of age.
- With an average age of thirteen;
- In foster care at the time of the interview; and
- Had an average time spent in foster care of ten years

3.6 Ethics Approval

The research was approved by Western Sydney University Human Research Ethics Committee (UWS HREC 02/2015) and carries the reference: H10810.

3.7 Data Collection

3.7.1 Alternative Collection Methods

Yin (2018, p.114) outlines six primary sources of data collection for case study research: documentation, archival records, interviews, direct observations, participant observation and physical artifacts and presents the relative strengths and weaknesses:

Source of Evidence	Strengths	Weaknesses
Documentation	<ul style="list-style-type: none"> • Stable—can be reviewed repeatedly • Unobtrusive—not created as a result of the case study • Specific—can contain the exact names, references and details of an event • Broad— can cover a long span of time, many events and many settings 	<ul style="list-style-type: none"> • Retrievability—can be difficult to find • Biased selectivity, if collection is incomplete • reporting bias—reflects (unknown) bias of any given document’s author • Access—may be deliberately withheld
Archival Records	<ul style="list-style-type: none"> • <i>[Same as those for documentation]</i> • Precise and usually quantitative 	<ul style="list-style-type: none"> • <i>[Same as those for documentation]</i> • Accessibility due to privacy reasons
Interviews	<ul style="list-style-type: none"> • Targeted—can focus directly on case study topics • Insightful—provides explanations as well as personal views (e.g. perceptions, attitudes, and meanings) 	<ul style="list-style-type: none"> • Bias due to poorly articulated questions • Response bias • Inaccuracies due to poor recall • Reflexivity—e.g. interviewee says what interviewed wants to hear
Direct Observations	<ul style="list-style-type: none"> • Immediacy—covers events in real time • Contextual—can cover the case’s context 	<ul style="list-style-type: none"> • Time consuming • Selectivity—broad coverage difficult without a team of observers • reflexivity—actions may proceed differently because participants know they are being observed • Cost—hours needed by human observers
Participant Observation	<ul style="list-style-type: none"> • <i>[Same as above for direct observations]</i> • Insightful into interpersonal behaviour and motives 	<ul style="list-style-type: none"> • <i>[Same as above for direct observations]</i> • Bias due to participant-observer’s manipulation of events
Physical Artifacts	<ul style="list-style-type: none"> • Insightful into cultural features • Insightful into technical operations 	<ul style="list-style-type: none"> • Selectivity • Availability

Table 3 Yin’s (2018, p.114) 6 Primary Sources of Data in Case Studies

Documentation would not be used for the research as it was not relevant to the research and confidentiality of documentation would be an issue.

Archival records would not be used in this research as the research was about contemporary events and did not require archived materials.

Direct observations would not be used within the research as it was not appropriate for the participants or the research question.

Participant observation would not be used as it would be too time consuming to undertake the process correctly, and was not necessary.

Physical artefacts were not used in this research as they would not add any relevance to the data collection.

3.7.2 Selected Data Collection Methods

Interviews

The research used interviews.

Robson & McCartan (2016, p.286) state:

The interview is a flexible and adaptable way of finding things out. The human use of language is fascinating both as a behavior in its own right and for the virtually unique window that it opens on what lies behind our actions.

According to Yin (2018, p.118)

One of the most important sources of case study evidence is the interview. Interviews can especially help by suggesting explanation (i.e., the “hows” and “whys”) of key events, as well as the insights reflecting participants’ relativist perspectives....

It would be important, as Yin suggests above, to hear the participants voice.

Whilst focused, these interviews were semi structured. Robson and McCartan (2016, p 290-291) note:

This type of interview is widely used in flexible and multiple-strategy designs. It is common to also include some more highly structure sequences (e.g. to obtain standard factual biographical and other material). The interviewer will have an initial topic but will then to some extent guided by the interviewer’s response as to the succeeding sequence of topics.

3.7.3. Interview Questions

The time available for the interview was the time available while the participants attended the KiC Club. So as to maximise the time of the interview, participants were asked to complete an online form that contained a small amount of biographical data, for example their name, age, school attended, country of origin and number of school changes.

Before each interview the participant was asked to confirm that they would like to participate in the study on that day. Each participant was given assurance that their answers were confidential, that their information would be de-identified and that there was no right or wrong answer to any questions. Several times scheduled interviews with participants were cancelled as it could be seen that the participant was not having a good day or they advised the researcher that they had not had a good day or week. On these occasions, the interview was rescheduled to ensure the well-being and the safety of the participant.

The subordinate questions derived from the research question were further broken down to develop a clearer understanding of the participant's leisure. This can be seen below.

1. How do young people in foster care conceive leisure?
 - 1.1 What do you do in your free time?
 - 1.2 What work, study or leisure activities do you participate in?
 - 1.3 What does leisure mean to you?
 - 1.4 What do you enjoy about KiC Club?

2. How do young people in foster care use leisure?
 - 2.1 Do you participate in leisure with your friends', school, family members?
 - 2.2 Do you do any organised activities?
 - 2.3 How often would you do your leisure activities? Would you try to do them every day?
 - 2.4 Do you believe leisure affects any other part of your life?
 - 2.5 Do you believe whether choices, hopes, dreams have developed or are impacted by participation in leisure activities?
 - 2.6 What other activities would you suggest you could do at the KiC club?

3. What are the primary factors impacting the leisure of young people in foster care?
 - 3.1 How often would you do leisure activities?
 - 3.2 How did you become involved in those activities?
 - 3.3 What choices do you get to make in your life?
 - 3.4 What have activities had you participated in the past in your free time?
 - 3.5 What would need to occur for you to participate in these activities now?

The interviews ranged from 12 to 45 minutes in duration. Some participants shared many stories while two participants were very keen to answer the questions minimally and leave. Interviews were recorded on an audio electronic device with participant's permission. Notes were taken during each interview to allow for the recording of participant's behaviours and to add depth to the data analysis process.

All transcripts were audio recorded by the researcher at interview with a professional transcription service transcribing the recordings. All audio recordings were kept and used as ongoing checks against the transcriptions during analysis.

3.8 Selected Data Analysis Methods

All data analysis was completed manually by the researcher, with no software used in the analysis. Data analysis took place in two stages.

1. The Ladder of Analytical Abstraction (Carney, 1990 in Miles & Huberman, 1994), was used to analyse individual case study data across three levels:

- Summarising and packaging
- Repacking and aggregating
- Developing and testing propositions to construct an explanatory framework.

The Ladder of Analytical Abstraction can be viewed on the next page.

LEVELS

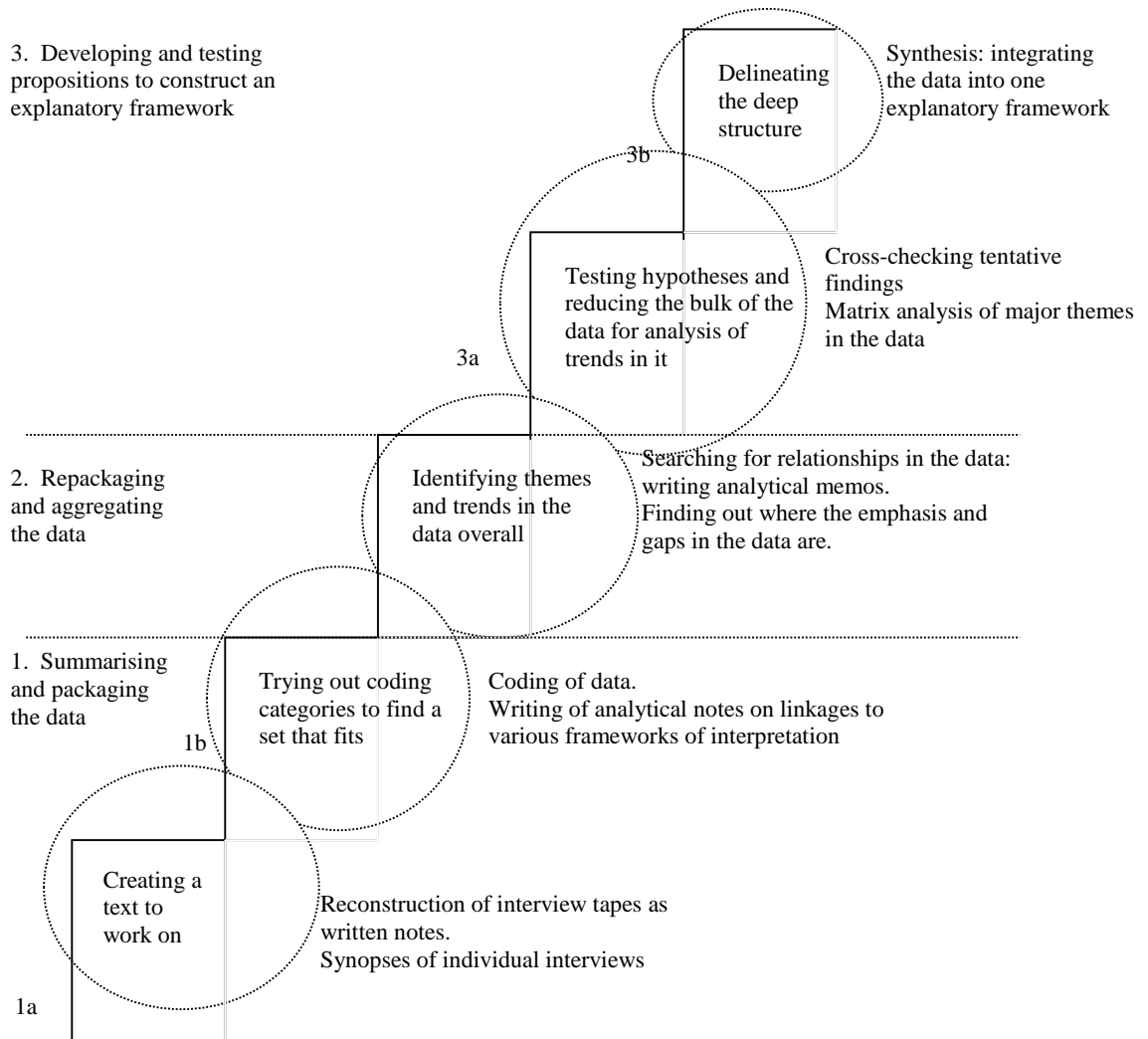


Figure 4 The Ladder of Analytical Abstraction (Carney, 1990 in Miles and Huberman, 1994, p.92).

2. For step 3b of the ladder, Delineating the deep structure, cross case analysis was then undertaken using explanation building (Yin, 2018). This iterative process allowed for a final deep explanation of what was happening within the data across the cases. Yin (1994, p.111) described the iteration:

- Making an initial theoretical statement or an initial proposition about policy or social behaviour
- Comparing the findings of an initial case against such a statement or proposition
- Revising the statement or proposition
- Comparing other details of the case against the revision Again revising the statement or proposition
- Comparing the revision to the facts of a second, third, or more cases
- Repeating this process as many times as is needed

3.8.1 Thematic Analysis

To utilise Carney's Ladder thematic analysis was undertaken across the cohort.

Robson and McCartan's (2016, p 469) recommendations for thematic coding were followed:

1. *Familiarizing yourself with your data.* Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. *Generating initial codes.* May be done by first devising a framework or template or inductively by interaction with the data. Extracts from the data are given codes in a systematic fashion across the entire data set, with similar extracts being given the same code.
3. *Identifying themes.* Collating codes into potential themes, gathering all data relevant to each potential theme. Checking if themes work in relation to the coded extracts and the entire data set. Revising initial codes and/or themes if necessary.
4. *Constructing thematic networks.* Developing a thematic 'map' of the analysis.
5. *Integration and interpretation.* Making comparisons between different aspects of the data using display techniques such as tables and networks. Exploring, describing, summarizing, and interpreting the patterns. Demonstrating the quality of the analysis.

Thematic analysis was used as a component of the cross case analysis through the explanation building process.

No software was used in any analysis process.

3.9 Conclusion to the Methodology

This chapter has detailed the values and assumptions that informed the research design. It has traced the evolution of the research design and provided a rationale for using a case study methodology and identified the research sample, recruitment and the methods of data collection and analysis. Trustworthiness is demonstrated in the rigour with which selected methods were arrived at and, in the following chapter which details the use of the selected methods in collecting and analysing the data, in the rigour of the application of those methods.

Chapter 4 Analysis

4.1 Introduction to the Analysis

The purpose of chapter 4 is to describe the analysis of the data using the methods selected in chapter 3.

This chapter provides an individual case study analysis for each of the twelve participants. The twelve individual cases include three females and nine males who were all aged at the time of the study between 9 and 16 years. The data was collected between March and December 2015.

As discussed in Chapter 3 the individual cases were analysed utilising Carney's Ladder of Analytical Abstraction, as displayed overleaf.

LEVELS

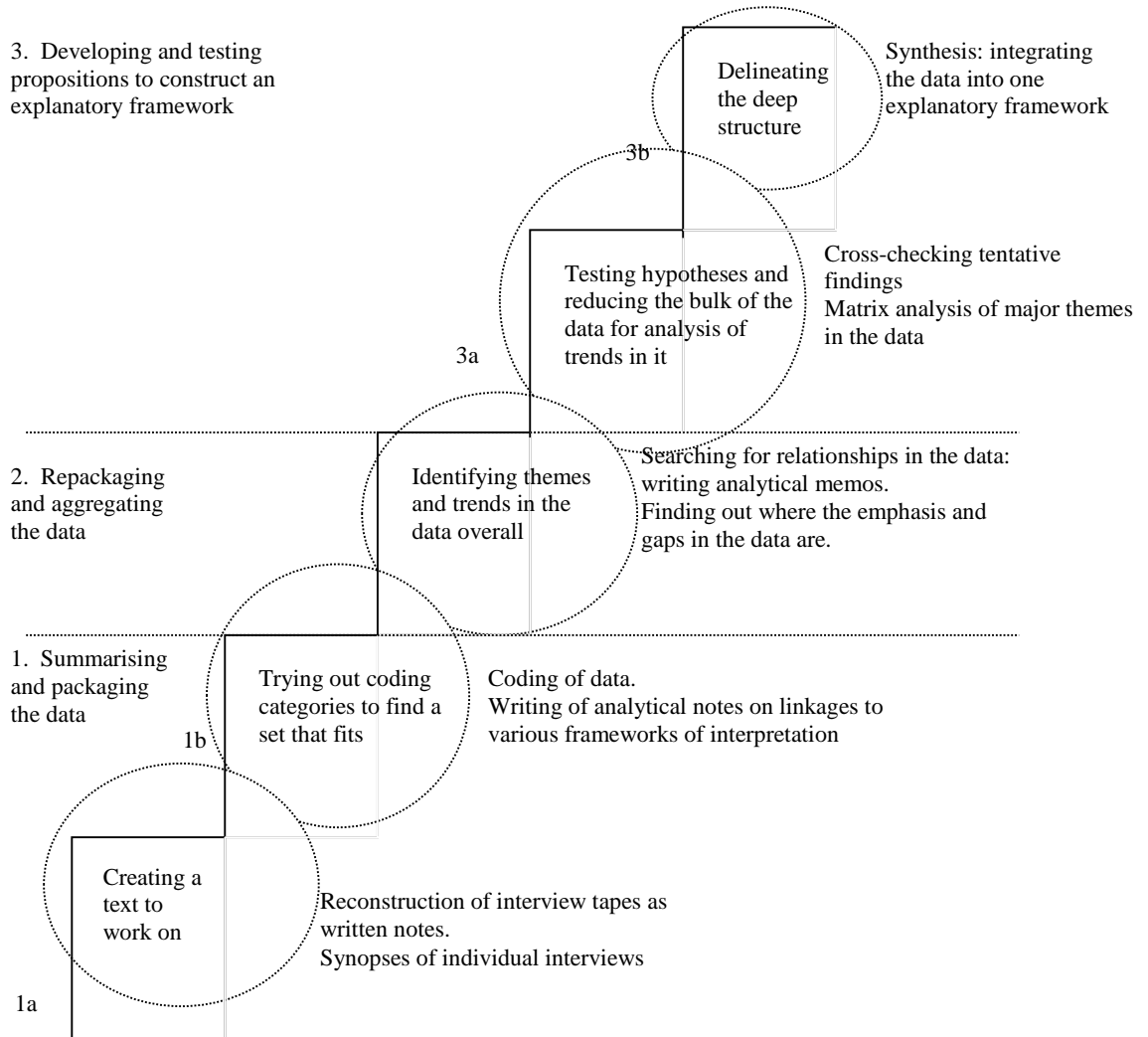


Figure 4 The Ladder of Analytical Abstraction (Carney, 1990 in Miles and Huberman, 1994,p.92).

The Ladder of Analytical Abstraction was used to develop and test propositions that would enable the development of an explanatory framework for each individual case that could then be easily applied for cross case comparison of each case through further analyses with the application of a deeper meaning.

Cross case analysis was undertaken using thematic analysis leading to explanation building (Yin, 2009). This iterative process allowed for a final deep explanation of what was happening within the data across the cases. Yin (1994, p.111) described the iteration:

- Making an initial theoretical statement or an initial proposition about policy or social behaviour
- Comparing the findings of an initial case against such a statement or proposition
- Revising the statement or proposition
- Comparing other details of the case against the revision Again revising the statement or proposition
- Comparing the revision to the facts of a second, third, or more cases
- Repeating this process as many times as is needed

Participants within the study are in the NSW OOHC system, in foster care. They have different reasons for being in care, different lengths of time in care and different life experiences.

4.1.1 Participants

The table below outlines the participants involved in the research.

Young Person	Age	Gender	Education	Age entered care	School Changes
Case study 1	10	Female	Primary School	Nine years	Five
Case study 2	14	Female	High School	Six months	Five
Case study 3	15	Female	High School	Fourteen years	Five
Case study 4	13	Male	High School	Birth	One
Case study 5	11	Male	Primary School	Birth	Several
Case study 6	14	Male	High School	Birth	Four
Case study 7	11	Male	Primary School	Birth	Several
Case study 8	13	Male	High School	7 months	Nil
Case study 9	16	Male	High School	4 years	Nil
Case study 10	13	Male	High School	Birth	Nil
Case study 11	9	Male	High School	8 months	Four
Case study 12	14	Male	High School	7 years	Three

Table 4 Participant Characteristics

The largest chronological concentration of participants was at 13 and 14 years of age.

Participants came from across Greater Western Sydney. All attended a state public school. Three attended primary school and nine attended high school.

Participants in the study had changed schools a varying number of times. Two stated that they had changed schools several times, with six participants having attended three to five schools during their lifetime. One participant reported changing schools four to six times but couldn't remember exactly. Such experiences are consistent with the literature. Three of the participants reported that they had never changed school.

4.1.2 Applying the Ladder of Analytical Abstraction

Data was analysed using Carney's Ladder of Analytical Abstraction, applied to the individual Cases. Due to the number of case studies analysed, two cases are displayed in detail, the remaining ten cases are displayed in an abbreviated form and then in detail in Appendix 7.

Leisure characteristics were drawn from each interview transcript and coded as CHn. These one hundred and fifteen leisure characteristics were derived from the 12 transcripts. For example, CH1 'I don't get free time' and CH12 'Well we can't really do much. We've got to go to her place, so we can't really. Well [birth family] usually tries to get some kind of art or anything like that'.

The leisure characteristics were then abstracted at step 1b of Carney's Ladder of Abstraction. Results of this first round of abstractions were coded 1RCn. For example, 1RC58 Leisure can provide diversion and 1RC15 Self-directed. This first round of abstraction created sixty six 1RC codes.

Following Carney's Ladder to step 2 the first round of abstractions were then further aggregated and repackaged to a second round of abstraction and given a new code 2RCn. For example; 2RC27 Broad social interaction and 2RC32 Opportunistic about leisure. The second round of abstraction resulted in thirty codes.

Finally, the second round of abstraction was aggregated into themes for each case, following step 3 in Carney's ladder. Themes and sub-themes were identified. Fourteen themes were described and then allocated a code, Tn. For example, T1: Purposive and T8: Enabling, for each individual case. Themes were classified as either a primary theme, a secondary theme or a sub theme. The classification being simply based on

the number of leisure characteristics within each theme compared to the total number of leisure characteristics in the case.

A primary theme relates to the largest proportion of leisure characteristics, containing fifty percent or more of leisure characteristics occurring.

A secondary theme had fewer occurrences than a primary theme, between twenty to forty-nine percent of the total characteristics.

The sub-themes comprised nineteen percent or less of leisure characteristics occurring in the case.

Some themes did not occur in every case and the classification of themes often changed from case to case.

A reverse thematic analysis was then completed to enable confirmation of the relationships between themes and leisure characteristics.

4.2 Individual Case Studies

Case studies one and ten begin this section. These cases will display the entire application of Carney's Ladder of Abstraction as between them the demonstrate the range of leisure experiences and environments. The remaining ten case studies then follow in an abbreviated form. Each of these, in complete form, may be found in Appendix 7.

As participants were attending an after school activity club, KiC they were asked for suggestions for KiC club activities

4.2.1 Case Study 1 Analysis

4.2.1.1 Introduction

Case study 1 involves a female participant, aged ten years, who attended primary school. This participant claimed to have changed school five times since entering the OOHC system at nine years of age. The participant had two birth siblings with her, in her foster family and was the oldest of the three.

4.2.1.2 Leisure

The participant stated that she spent 15 hours per week on leisure. But did not think of this time as leisure. These hours consisted of organised leisure activities after school, four times per week, for example the after-school care "Go Bananas" club, swimming lessons, visits to her birth mother and attendance at the KiC club. She visited her birth grandmother during the week once per month and on weekends spent time with her foster family. She stated that she had three school friends.

4.2.1.3 Reflections on the Interview

This participant presented as a loud, confident young female who had no hesitation in telling the interviewer what she believed. At times, the interviewer requested the participant slow her response so notes and concepts could be recorded. On many occasions the participant mentioned her siblings and spoke of the three of them as a collective.

4.2.1.4 Analysis-Level 1a- Creating a Text to Work on

4.2.1.4.1 Leisure Characteristics

Leisure characteristics were drawn from the interview transcript and coded (CHn) as seen below.

Code	Leisure Characteristics
CH1	I don't get free time.
CH2	Because we're too busy.
CH3	It's called Go Bananas [leisure facility], we only go there for fun
CH4	Play [electronic] DS
CH5	Play Barbies [dolls]
CH6	Swimming lessons. [Foster carer] says we have to go to swimming lessons
CH7	Weekends we're always doing something
CH8	Go to the shops, plaza, whatever [With foster family]
CH9	I don't remember. I don't keep track of stuff
CH10	And we visit nan on Monday, Tuesday I visit my [birth mother], every Wednesday to Go Bananas, [Thursday is KiC], Friday I've got to go to swimming lessons, Weekends we're always doing something
CH11	Well we can't really do much. We've got to go to her place, So we can't really. Well [birth mother] usually tries to get some kind of art or anything like that
CH12	[Foster carer] doesn't say we have to go to every activity but everyone, people, say it and we have to.
CH13	[comes to KiC] Because [sister] goes to gymnastics and we wanted to do something
CH14	[Fight]Well we're not allowed to. [foster carer] doesn't let us.
CH15	Yeah to go to my friend's house. Yeah, I'm just not allowed to go there
CH16	Maybe so we're not staying at home [I come to KiC]
CH17	Drama [suggestion for KiC activity]
CH18	Food [enjoys KiC club]

Table 5 Leisure Characteristics and Coding: Case Study 1

The participant undertook a scheduled activity every day of the week specified by others. She stated that she did not remember all her activities and that she did not keep track of stuff (CH9). She believed she did not have time for leisure, for example “I don't get free time (CH1), because we're too busy” (CH2) and she was not able to keep track of all her activities (CH10). All of these scheduled activities involved participation with other people. For example, the participant attended a weekly after school activity, called ‘Go Bananas’, but only attended for fun (CH3). Her foster carer told her she must attend swimming lessons (CH6). However, the foster carer did not

tell the participant that she had to attend every scheduled activity; someone else did (CH12). The after school activities she participated in included visits to two generations of her birth family. The participant's birth mother tried to create some type of art related activity, but was limited by her location (CH11). On the weekends the participant always did something that was directed by her foster family (CH7). This involved going to the shops or whatever else her foster family may have planned (CH8). In her previous foster family, when she was given opportunities to make choices during her leisure time, she chose to fight with her brother and sister (CH14) and visit her friends. In her current family, given a choice, she chose to play with Barbie dolls (CH5) and had recently started playing with a 'DS'[electronic game] (CH4). Her current foster family did not allow her to fight with her siblings (CH14) or visit her friend's house (CH15). She did have a free afternoon during the week and chose to join the KiC club (CH16), as her birth sibling attended gymnastics at the same time and the participant wanted to do something while her sibling was engaged (CH13). The participant enjoyed attending the KiC club for the food (CH18) and attended so she did not have to stay at home (CH16) If she was given a choice of what activities to do at the KiC club she would prefer drama (CH17).

4.2.1.5 Level 1b Summarising and Packaging the Data

The leisure characteristics were then summarised, packaged, categorised and coded.

This created first round abstractions, the IRC codes as seen below.

Code	Leisure Characteristics	Code	Description
CH1	I don't get free time.	IRC1	Perception of no free time
CH2	Because we're too busy.	IRC2	Always busy
CH3	It's called Go Bananas [leisure facility], we only go there for fun	IRC5	Formally directed
		IRC6	Feelings of enjoyment
		IRC20	Joint physical leisure activity with other/s
CH4	Play [electronic game] DS	IRC7	Individual electronic game playing
		IRC15	Self-directed
CH5	Play Barbies[dolls]	IRC78	Using leisure to create adventure
		IRC15	Self-directed
CH6	Swimming lessons. [Foster carer] says we have to go to swimming lessons.	IRC5	Formally directed
		IRC4	Directed by foster family
		IRC20	Joint physical leisure activity with other/s
CH7	Weekends we're always doing something	IRC4	Directed by foster family
CH8	Go to the shops, plaza, whatever [With foster family]	IRC4	Directed by foster family
		IRC71	Informal leisure choices
CH9	I don't remember. I don't keep track of stuff	IRC2	Always busy
CH10	And we visit nan on Monday, Tuesday I visit my [birth mother], every Wednesday to Go Bananas, [Thursday is KiC], Friday I've got to go to swimming lessons, Weekends we're always doing something.	IRC2	Always busy
		IRC41	Busy leisure schedule
CH11	Well we can't really do much. We've got to go to her place, So we can't really. Well [birth mother] usually tries to get some kind of art or anything like that	IRC43	Birth family facilitates shared leisure
		IRC13	Leisure time with birth mother is restricted
CH12	[Foster carer] doesn't say we have to go to every activity but everyone, people, say it and we have to.	IRC8	Activity directed by another
CH13	[comes to KiC] Because [sister] goes to gymnastics and we wanted to do something	IRC12	Exploiting opportunities
CH14	[Fight]Well we're not allowed to. [foster carer] doesn't let us.	IRC16	Fought with siblings for leisure
		IRC81	Activity stopped by a foster carer
CH15	Yeah to go to my friend's house. Yeah, I'm just not allowed to go there.	IRC81	Activity stopped by a foster carer
		IRC18	Stopped activity with friends
CH16	Maybe so we're not staying at home [I come to KiC]	IRC12	Exploiting opportunities
CH17	Drama [suggestion for KiC activity]	IRC77	Leisure to create a performance
CH18	Food [enjoys KiC club]	IRC19	Enjoyment as motivation

Table 6 Leisure Characteristics to First Round Categories: Case Study 1

The participant had a busy leisure schedule (1RC41), a perception of no free time (1RC1) and believed she was always busy (1RC2). These activities were directed by her foster family (1RC4), directed by another (1RC8) and involved Joint physical leisure activity with other/s.(1RC20) She did not recognise her daily scheduled activities as leisure and at the beginning of the interview stated she had no time available for leisure. She indicated a small number of informal leisure choices that were hers to make (1RC71). When the participant did have the opportunity to self-direct her activities (1RC15) she chose to play on her own with an electronic game (1RC7) or to create adventure, playing with Barbies (1RC78). She exploited opportunities for leisure when she could (1RC12). She stated that if she was given a choice of leisure activities she could undertake at the KiC club she would utilise leisure to create a performance (1RC77).

The participant had opportunities where shared leisure was facilitated by her birth family (1RC43) but these opportunities were also restricted due to her birth mother's location (1RC13). Two activities she considered leisure prior to joining the current foster family were stopped by her foster carer (1RC81). These were fighting with her siblings (1RC16) and going to her friend's house. (1RC18). This participant experienced feelings of enjoyment through leisure (1RC6) and used leisure enjoyment for motivation (1RC19).

4.2.1.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.1.6.1 Repackaging and Aggregating the Data

The leisure characteristics were then repackaged, aggregated and coded. This created second round abstraction, the 2RC codes as seen below.

Code	Description	Code	Description
1RC1	Perception of no free time	2RC1	Availability of time for leisure
1RC41	Busy leisure schedule		
1RC2	Always busy		
1RC78	Using leisure to create adventure	2RC2	Application of imagination
1RC77	Leisure to create a performance		
1RC43	Birth family facilitates shared leisure	2RC45	Facilitated leisure with family
1RC81	Activity stopped by a foster carer	2RC11	Directed to cease leisure activity
1RC18	Stopped activity with friends		
1RC8	Activity directed by another	2RC35	Intentional
1RC5	Formally directed		
1RC15	Self-directed		
1RC71	Informal leisure choices		
1RC4	Directed by foster family		
1RC6	Feelings of enjoyment	2RC5	Positive reaction to leisure
1RC7	Individual electronic game playing	2RC6	Limited social interaction
1RC15	Self-directed		
1RC13	Leisure time with birth mother is restricted	2RC30	Availability restriction
1RC16	Fought with siblings for leisure	2RC10	Deviant leisure activity
1RC19	Enjoyment as motivation	2RC5	Positive reaction to leisure
1RC12	Exploiting opportunities	2RC32	Opportunistic about leisure
1RC20	Joint physical leisure activity with other/s	2RC27	Broad social interaction

Table 7 First Round Categories to Second Round Categories: Case Study 1

The participant's directed leisure activities created a busy schedule for her during the week and on weekends (2RC1). She did not consider directed leisure activities as her leisure. These activities were intentionally directed (2RC35) and involved broad social interaction (2RC27). She shared some of her leisure time with her foster and birth families (2RC45). The participant mentioned other entities in her life directing her activities (2RC35).

As well as leisure activities being intentionally directed (2RC35), this participant had also enjoyed engaging in a deviant leisure activity [fighting with siblings] (2RC10). A directive was given by her current foster family to cease fighting and visiting her friends at their house (2RC11). In this study and the literature fighting could be considered deviant leisure as it was deemed unacceptable by her foster family.

The participant experienced availability restriction, due to her birth mother's location, and was also limited in the activities that she could do during the visit (2RC30). Her birth mother tried to ensure that activities undertaken together allowed the participant to apply imagination (2RC2). The participant also demonstrated an application of imagination in her own free time (2RC2). Play was mentioned on several occasions during her interview in reference to activities during leisure time. For example: "play Barbies [dolls], play [electronic] DS". These activities demonstrate a creative individual who enjoys using leisure for free play and self-expression when given the opportunity.

When she was not participating in formally committed leisure that was scheduled, and had restrictions placed on her choice of activity and with whom she could participate, she chose to undertake two activities that limited her social interaction; playing on an electronic DS game and playing with Barbie dolls (2RC6). Although the participant believed she was too busy for leisure she did enjoy some of her scheduled activities, using words of enjoyment to describe them, such as "Yeah but we only go there for fun". Food is a motivator for this participant in activities, indicating an individual who has a positive experience with leisure (2RC5). She displayed elements of being opportunistic with her leisure choices, by taking up a new activity, the KiC Club when she had spare availability within the week (2RC32).

4.2.1.6.2 Identifying Themes

4.2.1.6.2.1 Final Aggregation of Codes

Potential themes were drawn from the final aggregation and results are shown in the table below.

Code	Description	Code	Description
2RC5	Positive reaction to leisure	T1	Purposive
2RC10	Deviant leisure activity		
2RC35	Intentional		
2RC32	Opportunistic about leisure	T5	Initiative
2RC2	Application of imagination	T2	Creativity
2RC27	Broad social interaction	T6	Associated
2RC45	Facilitated leisure with family		
2RC6	Limited social interaction	T7	Disassociated
2RC11	Directed to cease leisure activity	T3	Disrupted
2RC1	Availability of time for leisure		
2RC30	Availability restriction	T4	Restricted

Table 8 Second Round Categories Aggregated to Themes: Case Study 1

This participant's leisure was Purposive (T1). The purpose of her activities was demonstrated through the involvement of both her foster family and another unidentified entity directing both her leisure time and activities. For example, swimming lessons are a common activity for school age children to attend.

She indicated a sense of Initiative within her choice of leisure activity (T5); this is evidenced through her chosen participation in an organised leisure activity during the time when her birth sister participated in gymnastics after school.

This participant's freely chosen leisure shows Creativity (T2). She used leisure to create adventure and suggested that if given the opportunity she would use leisure to create a performance. She chose to play with her Barbies. Playing with Barbies involves a sense of adventure and may offer opportunities for role modelling of positive leisure behaviours or experiences. She also demonstrated creativity in her response to interview questions, where she chose to deviate from the interview format and undertake her own short dramatic performance to a question.

All the formally directed activities she participated in, that she did not consider leisure, involved other people (T6).

Her birth and foster families facilitated these types of leisure opportunities. Her siblings were mentioned as a collective at times to describe involvement in activities. When the participant was allowed choice in leisure, she chose activities that were Disassociated from other people, some times (T7).

The participant's activities were Disrupted (T3). Disruption occurred for three reasons: 1) availability of leisure time with her birth mother is disrupted as she can only visit her birth mother on a particular day of the week; 2) when her foster family stopped two activities that involved attending her friend's house and fighting with her siblings; 3) availability of freely chosen leisure time was disrupted by the frequent formally directed leisure activity every week day.

This participant's leisure time with her birth mother was Restricted (T4) due to her birth mother's location.

4.2.1.6.2.2 Confirming Potential Themes

This section displays the relationship between the leisure characteristics and themes. This is done in part to confirm the derivation of the themes and in part to provide a direct and observable relationship between themes and leisure characteristics.

Theme	Characteristics
T1 Purposive	<p>CH3: It's called Go Bananas, we only go there for fun</p> <p>CH4: Play [electronic game] DS</p> <p>CH5: Play Barbies [dolls]</p> <p>CH6: Swimming lessons. [Foster carer] says we have to go to swimming lessons</p> <p>CH7: Weekends we're always doing something</p> <p>CH8: Go to the shops, plaza, whatever [With foster family]</p> <p>CH12: [Foster carer] doesn't say we have to go to every activity but everyone, people, say it and we have to</p> <p>CH14: [Fight] Well we're not allowed to. [foster carer] doesn't let us</p> <p>CH15 Yeah to go to my friend's house. Yeah, I'm just not allowed to go there</p> <p>CH18: Food [enjoys KiC club]</p>
T3 Disrupted	<p>CH1: I don't get free time</p> <p>CH2: Because we're too busy</p> <p>CH9: I don't remember. I don't keep track of stuff</p> <p>CH10: And we visit nan on Monday, Tuesday I visit my [birth mother], every Wednesday to Go Bananas, [Thursday is KiC], Friday I've got to go to swimming lessons, Weekends we're always doing something.</p> <p>CH15: Yeah to go to my friend's house. Yeah, I'm just not allowed to go there</p>
T6 Associated	<p>CH3: It's called Go Bananas, we only go there for fun</p> <p>CH6: Swimming lessons. [Foster carer] says we have to go to swimming lessons</p> <p>CH11: Well we can't really do much. We've got to go to her place, So we can't really. Well [birth family] usually tries to get some kind of art or anything like that</p>
T5 Initiative	<p>CH13: [comes to KiC] Because [birth sibling] goes to gymnastics and we wanted to do something</p> <p>CH16: Maybe so we're not staying at home [I come to KiC]</p>
T2 Creative	<p>CH17: Drama [suggestion for KiC activity]</p> <p>CH5: Play Barbies [dolls]</p>
T7 Disassociated	<p>CH4: Play [electronic game] DS</p> <p>CH5: Play Barbies [dolls]</p>
T4 Restricted	<p>CH11: Well we can't really do much. We've got to go to her place, So we can't really. Well [birth family] usually tries to get some kind of art or anything like that</p>

Table 9 Characteristics Linked to Themes: Case Study 1

Confirming themes produced the following results.

T1: Purposive contains 10 of a possible eighteen leisure characteristics (55%); CH3, CH4, CH5, CH6, CH7, CH8, CH12, CH14, CH15, CH18.

T3: Disrupted contains 5 of a possible eighteen leisure characteristics (28%); CH1, CH2, CH9, CH10, CH15.

T6: Associated contains 3 of a possible eighteen leisure characteristics (16%); CH3, CH6, CH11

T5: Initiative contains 2 of a possible eighteen leisure characteristics (11%); CH13, CH16.

T2: Creativity contains 2 of a possible eighteen leisure characteristics (11%); CH5, CH17.

T7: Disassociated contains 2 of a possible eighteen leisure characteristics (11%); CH4, CH5.

T4: Restricted contains 1 of a possible eighteen leisure characteristics (5%); CH11.

4.2.1.6.2.3 Reverse Thematic Analysis

A reverse thematic analysis was completed to verify the thematic analysis. It enables confirmation of the relationships between individual themes and leisure characteristics shown in the table above.

Characteristics	Themes							
CH1: I don't get free time.			T3					1
CH2: Because we're too busy.			T3					1
CH3: It's called Go Bananas, we only go there for fun	T1					T6		1
CH4: Play [electronic game] DS	T1						T7	2
CH5: Play Barbies [dolls]	T1	T2					T7	3
CH6: Swimming lessons. [Foster carer] says we have to go to swimming lessons	T1					T6		1
CH7: Weekends we're always doing something	T1							1
CH8: Go to the shops, plaza, whatever [With foster family]	T1							1
CH9: I don't remember. I don't keep track of stuff			T3					1
CH10: And we visit nan on Monday, Tuesday I visit my [birth family], every Wednesday to Go Bananas, [Thursday is KiC], Friday I've got to go to swimming lessons, Weekends we're always doing something.			T3					1
CH11: Well we can't really do much. We've got to go to her place, So we can't really. Well [birth mother] usually tries to get some kind of art or anything like that				T4		T6		2
CH12: [Foster carer] doesn't say we have to go to every activity but everyone, people, say it and we have to	T1							1
CH13: [comes to KiC] Because [birth sibling] goes to gymnastics and we wanted to do something					T5			1
CH14: [Fight] Well we're not allowed to. [foster carer] doesn't let us.	T1							1
CH15: Yeah to go to my friend's house. Yeah, I'm just not allowed to go there	T1		T3					2
CH16: Maybe so we're not staying at home [I come to KiC]					T5			1
CH17: Drama [suggestion for KiC activity]		T2						1
CH18: Food [enjoys KiC club]	T1							1
Total	10	2	5	1	2	3	2	

Table 10 Reverse Thematic Analysis: Case Study 1

The reverse analysis summarises the results of the analytical abstraction process and provides a view of two important pieces of information.

The first is the number at the base of each column of themes. This shows the number of leisure characteristics related to each of the derived themes.

The second is the number at the end of each leisure characteristic's row. This shows the number of themes related to each of the leisure characteristics.

The reverse analysis produced the following results:

- CH1: is related to a single theme, T3
- CH2: is related to a single theme, T3
- CH3: is related to two themes, T1 and T6
- CH4: is related to two themes, T1 and T7
- CH5: is related to three themes, T1, T2 and T7
- CH6: is related to two themes, T1 and T6
- CH7: is related to a single theme, T1
- CH8: is related to a single theme, T1
- CH9: is related to a single theme, T3
- CH10: is related to a single theme, T3
- CH11: is related to two themes, T4 and T6
- CH12: is related to a single theme, T1
- CH13: is related to a single theme, T5
- CH14: is related to a single theme, T1
- CH15: is related to two themes, T1 and T3
- CH16: is related to a single theme, T5
- CH17: is related to a single theme, T2
- CH18: is related to a single theme, T1

4.2.1.6.2.4 Classifying Themes

Themes were then classified as either a primary, secondary or sub-theme, the classification being simply based on the number of leisure characteristics a theme relates to, compared to the total characteristics in the case.

In this case classification results in two primary themes T1 Purposive; and T3 Disrupted; and five sub-themes: T6 Associated, T2 Creative, T5 Initiative, T7 Disassociated and T4 Restricted.

Primary Themes

A primary theme relates to a larger proportion of leisure characteristics than other themes, with a primary theme containing fifty percent or more of leisure characteristics occurring.

T1 Purposive

Of the ten leisure characteristics that relate to this theme, eight describe formal leisure activities and only two relate to a leisure activity freely chosen. All have purpose, whether that purpose is decided by the foster family; for example, swimming lessons every week, or decided by the OOHC system; for example, visiting her birth family, or in two instances freely chosen by the participant playing with barbies and playing electronic games.

The majority of this participant's leisure is purposive. This is demonstrated at two levels; her leisure activities are directed by others and herself. Other people within the participant's life direct activities that she will undertake every day that she does not consider to be leisure. The participant's self-directed actions demonstrate purpose through the choice of her activity, motivation for activities, attitude towards leisure and her lack of socialisation during leisure. The restriction of these four areas demonstrates a sense of external control by other people which limited her opportunity to make personal choices about leisure.

T3 Disrupted

First and importantly, the participant indicates having limited free time available for leisure, meaning that she does not recognise all of the activities that make up her free time as leisure. Her perception of leisure appears to be activities that are freely chosen. Disruption of her leisure activities occurs because of the busy time taken up by formally directed activities, leading to the idea that she is so busy she cannot keep track of what she is doing. In addition, disruption is also caused by her birth mother's circumstances at the time of interview which limit opportunities for leisure activities

and perhaps also the amount of time available for the visit. And again importantly, disruption occurs because her current foster family prevents leisure activities that she enjoys or that she undertook with her previous foster family.

Sub-Themes

T6 Associated

While this sub-theme is related to three leisure characteristics, which involve the participant visiting her birth mother, the bulk of her formally directed activities are activities which involve association with other people. The explanation of the apparent contradiction can be found below, in Disassociated, as the participant does not see these activities as leisure.

T7 Disassociated

This sub-theme contains two leisure characteristics, both of which relate to freely chosen leisure activities. In both activities it is clear that the participant disassociates herself from others. Disassociation also occurs with the participant through the purposive control of her activity schedule by others, and the selection of her activities. The participant's free time is heavily scheduled and directed by other people. Even though the participant attended an activity every day of the school week which involves other people, she is disassociated from these activities and did not consider them to be leisure. When she was allowed the opportunity to freely choose activities she choose to participate in activities that involved individual participation. There was also no mention of any friends during leisure activity participation, other than on the online survey.

T2 Creative

This sub-theme contains only two leisure characteristics. They are characteristics of the participant's freely chosen leisure, indicating that when given the opportunity to freely choose a leisure activity she will choose a creative activity, for example when asked at the interview for suggestions of the KiC club she immediately responded "drama", an obviously creative activity. Although the resources that she chooses in her freely chosen activities, electronic DS game and Barbies may appear simple but they enable the expression of creativity using her own skills, for her own purposes.

T5 Initiative

This sub-theme contains two leisure characteristics, both of which demonstrate the participant's initiative in choosing formally directed activities.

T4 Restricted

This sub-theme contains 1 leisure characteristic and it speaks to feelings of restriction in regard to the participant visiting her birth mother, which involves restriction of time and activities enabled at her birth mother's location.

Primary Themes: Purposive, Disrupted

Sub-Themes: Associated, Disassociated, Creative, Initiative, Restricted.

4.2.1.7 Conclusion to Case Study 1

The abstraction process has resulted in the themes mentioned above and they offer the following view.

It would appear that the dominance of purpose of activity, driven by others, results in disruption and lack of choice according to this participant. When the participant does make choices in her leisure she demonstrates initiative, creative, disassociated.

The leisure experience of case study 1 is impacted by others. With the purpose of directing or stopping activities. Within this environment the participant's choices for leisure involve being alone, demonstrating creativity and initiative. While this environment does place her with other people in order to participate in activities, when she has the choice, she chooses to be alone for her leisure.

This case study highlights the lack of leisure activity freely chosen by the participant and therefore a distinct and clear separation from the opportunity to make leisure choices freely.

Note

While T7 Disassociated was originally considered a sub-theme an examination of T1 Purposive and of the associated leisure characteristics shows the volume of activities formally directed by others and the attendant lack of opportunity for freely chosen leisure. It appears that the participant is formally separated from opportunities to make her own leisure choices. This, in effect, means the participant in the main, is disassociated from free leisure choices. The impact of this further disassociation is evident, for example, in the theme T3 Disrupted, which speaks in part to the participant's perception of having little or no free time available for leisure activities. This is regardless of the fact that much of her time is taken up with activities that most would consider to be leisure. This means that for this participant these activities are not leisure as they are not freely chosen.

As a result of this unstated disassociation and in combination with stated disassociations noted above, the decision was made to promote this sub-theme to a primary theme. Therefore, the lists of primary and sub-themes found for this case study are as follows:

Primary Themes: Purposive, Disrupted, Disassociated

Sub-Themes: Associated, Creative, Initiative, Restricted

4.2.2 Case Study 10 Analysis

4.2.2.1 Introduction

Case study 10 involves a male participant, aged 13 years who attended high school. He had been in care since birth. This participant had not changed schools during his time in OOHC and had no foster family changes that were known.

4.2.2.2 Leisure

The participant stated he spent 29 hours per week on leisure. He met up with his friends after school two or three days per week and they played together. He enjoyed undertaking activities with his friends in free play as well as a regular weekly soccer games. He had a foster sister who was trying to get him to play more electronic games, although his choices of available electronic games were limited. He tended to plan activities at the last minute. He enjoyed doing things with his foster father, particularly soccer-related activity. Usually, he played in an organised soccer competition, however in the season of the interviews he wanted to take a break. He also explored the bush near his home with his friends. He estimated he had one to two hundred friends.

Every two months during the school holidays he caught up with his birth sister and her children and they enjoyed watching a live football game.

4.2.2.3 Reflections on the Interview

This participant presented as a confident young person who could articulate his activities and was attentive to the questions during the interview. His answers to the questions were detailed.

4.2.2.4 Analysis-Level 1a- Creating a Text to Work on

4.2.2.4.1 Leisure Characteristics

Leisure characteristics were drawn from the interview transcript and coded (CHn) as seen below.

Code	Leisure Characteristics
CH90	Usually, say on the weekends, I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really, like, to do as much soccer related things as I can.
CH91	Yeah, in the bush usually I, well, like, recently me and my friends we, like, most of the time we just go down and Exploring. We try and go off the tracks as much as possible. We found, like, a tunnel that I think goes under the train line and we just, like, travelled underneath that. So we try to find interesting things or, like, we try to go off the tracks and kind of get ourselves lost a bit so then we can find out way back and, like, Yeah, so it just gives you, like, such a rush when you actually find yourself back.
CH92	Me and my friends do informal organised activities, like, so we'll kind of - it's become a tradition for our friends after school every Wednesday and Friday we'll go down to the park and have a game of soccer and that's become kind of, like, organised.
CH93	My [foster] brother moved out with his girlfriend and his child but my [foster] sister's still at my house and she's trying to get me to play as many different types of [electronic] games as I can.
CH94	Well bush, me and my friends just realised one day because we were going to organise to go for a swim at my house but it turned out to rain, not, like, heavy or anything, but, like, raining hard enough to not go for a swim. Then we realised that we all basically have the bush as our backyard.
CH95	With my blood family, with my sister mainly because I don't really have contact with my mum or my brother, so yeah with my sister we meet up at least once every holidays and my aunty. We meet up at least once every holidays and usually we try and do [leisure].
CH96	With my [foster] dad on the weekends he is a director, one of the three directors for the Blue Mountains Football Club so every Saturday I'll go help him out and it's pretty fun.
CH97	Yeah, I don't play this year but I think I'm definitely going to play next year because football when I was, I should say soccer because you might get confused with footy. I think I just wanted to give it a miss this year because yeah which I actually regret now because if I did that I would have got the five consecutive years with the club trophy but I didn't really give it too much thought but I'm definitely going to do it next year.
CH98	Then once I started to watch soccer on TV I started to give it a go and I got boots and a ball and I just practiced in the back yard and I actually realised that I'm kind of good at soccer.
CH99	Usually with me, I will admit, I am a last minute kind of person. Like, I will call up my mum after school and ask if I can, like, go to the swimming pool with my friends and stuff or I'll ask the night before to, like, have a sleep over or something. So I am a short notice kind of person.

Table 11 Leisure Characteristics and Coding: Case Study 10

The participant and friends explored the bush near home or played soccer. If he was not with his friends he might practice soccer in his backyard or watch television

(CH90). Whilst in the bush with his friends he liked to explore and go off the tracks as much as possible to find interesting things or even try and see if they could get themselves lost as he got “a rush” when he found his way back (CH91). He was introduced to the bush whilst playing with his friends and they then realised the bush was their backyard (CH94).

As a tradition, the participant met his friends every Wednesday and Friday to go down to the park where they played an organised game of soccer (CH92).

His foster sister was trying to get him to play as many different types of electronic games as he could (CH93).

He had contact with his birth family, mainly his sister and aunt with whom he tried to meet every school holidays, and they usually tried to undertake some leisure when they met (CH95).

On the weekends with his foster father he enjoyed helping out at the soccer club, where his foster father was a director (CH96). He did not play soccer when interviewed as he just wanted to take a break, but he regretted this. If he had played he would have been awarded a trophy for being with the club for five years, so he would play the following year (CH97).

He was introduced to soccer after seeing it on television. After he acquired some equipment, boots and a ball, he started to “give it a go” and realised he was good at it (CH98).

He believed he was a last minute, short notice kind of a person when it came to his leisure, as he would call up his mother and ask if he could go to the swimming pool or undertake other activities with his friends, or he might ask if he could sleep over at their house, the night before (CH99).

4.2.2.5 Level 1b Summarising and Packaging the Data

The leisure characteristics were then summarised, packaged, categorised and coded.

This created first round abstractions, the 1RC codes as seen below.

Code	Description	Code	Description
CH90	Usually say on the weekends I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really, like, to do as much soccer related things as I can.	1RC20	Joint physical leisure activity with others
		1RC34	Friends and belonging
		1RC33	Individual physical activity
		1RC12	Exploiting opportunities
		1RC22	Individual passive activity
		1RC15	Self-directed
CH91	Yeah, in the bush usually I, well, like, recently me and my friends we, like, most of the time we just go down and Exploring. We try and go off the tracks as much as possible. We found, like, a tunnel that I think goes under the train line and we just, like, travelled underneath that. So we try to find interesting things or, like, we try to go off the tracks and kind of get ourselves lost a bit so then we can find out way back and, like,. Yeah, so it just gives you, like, such a rush when you actually find yourself back	1RC73	Exploration during leisure
		1RC74	Leisure offers excitement
		1RC56	Leisure enables achievement
CH92	Me and my friends do informal organised activities like so we'll kind of - it's become a tradition for our friends after school every Wednesday and Friday we'll go down to the park and have a game of soccer and that's become kind of, like, organised.	1RC49	Committed to leisure
		1RC34	Friends and belonging
CH93	My [foster] brother moved out with his girlfriend and his child but my[foster] sister's still at my house and she's trying to get me to play as many different types of [electronic] games as I can.	1RC46	Shared leisure with foster family
		1RC68	Foster family facilitated leisure
CH94	Well bush, me and my friends just realised one day because we were going to organise to go for a swim at my house but it turned out to rain, not like heavy or anything, but like raining hard enough to not go for a swim. Then we realised that we all basically have the bush as our backyard	1RC12	Exploiting opportunities
		1RC34	Friends and belonging
CH95	With my blood family, with my sister mainly because I don't really have contact with my mum or my brother, so yeah with my sister we meet up at least once every holidays and my aunty. We meet up at least once every holidays and usually we try and do [leisure].	1RC43	Birth family facilitates shared leisure

Continued overleaf

Code	Description	Code	Description
CH96	With my [foster] dad on the weekends he is a director, one of the three directors for the Blue Mountains Football Club so every Saturday I'll go help him out and it's pretty fun	1RC46	Shared leisure with foster family
CH97	Yeah, I don't play this year but I think I'm definitely going to play next year because football when I was, I should say soccer because you might get confused with footy. I think I just wanted to give it a miss this year because yeah which I actually regret now because if I did that I would have got the five consecutive years with the club trophy but I didn't really give it too much thought but I'm definitely going to do it next year.	1RC71	Informal leisure choices
		1RC63	Discontinued a committed leisure activity
		1RC56	Leisure enables achievement
CH98	Then once I started to watch soccer on TV I started to give it a go and I got boots and a ball and I just practiced in the back yard and I actually realised that I'm kind of good at soccer	1RC59	Learn a skill
		1RC60	Master a skill
		1RC56	Leisure enables achievement
CH99	Usually with me, I will admit, I am a last minute kind of person. Like I will call up my mum after school and ask if I can like go to the swimming pool with my friends and stuff or I'll ask the night before to like have a sleep over or something. So I am a short notice kind of person.	1RC71	Informal leisure choice
		1RC12	Exploiting opportunities

Table 12 Leisure Characteristics to First Round Categories: Case Study 10

The participant utilised self-directed (1RC15) joint physical activity with others (1RC20) where he exploited opportunities (1RC12) that allowed him to enjoy spending time with his friends and belonging (1RC34). He also undertook individual physical activity (1RC33) with his friends. When he was not with his friends he would undertake individual passive activity (1RC22) and he enjoyed participating in as much individual physical activity that he could (1RC33).

This participant was able to use exploration during his leisure (1RC73) that offered him excitement (1RC74) and offered opportunities for leisure, to enable achievement (1RC56).

He demonstrated a commitment to a leisure activity (1RC49) when he had opportunities for friends and belonging (1RC34). With his friends, he exploited opportunities (1RC12).

The participant was able to experience shared leisure with his foster family (1RC46), with his foster family facilitating the leisure (1RC68) and his birth family also facilitating shared leisure(1RC63).

He made informal leisure choices (1RC71) for the discontinuation of a committed leisure activity (1RC63) that allowed him opportunities for leisure that enabled achievement (1RC56).

He was introduced to a leisure activity that allowed him to learn a skill (1RC59), master the skill (1RC60) and then enable achievement (1RC56).

The participant made informal choices (1RC71) in his leisure time where he was able to exploit opportunities (1RC12).

4.2.2.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.2.6.1 Repackaging and Aggregating the Data

The leisure characteristics were then repackaged, aggregated and coded. This created second round abstractions, the 2RC codes as seen below.

Code	Description	Code	Description
1RC20	Joint physical leisure activity with others	2RC28	Leisure for social reasons
1RC34	Friends and belonging		
1RC15	Self-directed	2RC35	Intentional
1RC33	Individual physical activity	2RC37	Physical activity
1RC12	Exploiting opportunities	2RC32	Opportunistic about leisure
1RC73	Exploration during leisure	2RC44	Leisure contains challenges
1RC74	Leisure offers excitement	2RC5	Positive reaction to leisure
1RC49	Committed to leisure	2RC34	Passion for activity
1RC46	Shared leisure with foster family	2RC45	Facilitated leisure with family
1RC43	Birth family facilitates shared leisure		
1RC68	Foster family facilitated leisure		
1RC71	Informal leisure choices	2RC42	Relaxed attitude
1RC63	Discontinued a committed leisure activity	2RC12	Interrupted leisure
1RC22	Individual passive leisure	2RC8	Passive leisure
1RC59	Learn a skill	2RC38	Goal achievement
1RC56	Leisure enables achievement		
1RC60	Master a skill		

Table 13 First Round Categories to Second Round Categories: Case Study 10

This participant intentionally (2RC35) used leisure for social reasons (2RC28) and was involved in physical activity (2RC37) and passive leisure (2RC8). He was opportunistic about leisure (2RC32). He engaged in leisure that contained challenges (2RC44) and that allowed him to express positive reactions to leisure (2RC5). He demonstrated a passion for activity (2RC34). He was able to experience facilitated leisure with his family (2RC45). He took a relaxed attitude (2RC42) to components of his leisure. The participant also experienced interrupted leisure (2RC12) of his own choosing.

The participant used leisure for goal achievement (2RC38).

4.2.2.6.2 Identifying Themes

4.2.2.6.2.1 Final Aggregation of Codes

Potential themes were drawn from the final aggregation and results are shown in the table below.

Code	Description	Code	Description
2RC28	Leisure for social reasons	T6	Associated
2RC45	Facilitated leisure with family		
2RC37	Physical activity	T10	Active
2RC32	Opportunistic about leisure	T5	Initiative
2RC44	Leisure contains challenges	T1	Purposive
2RC5	Positive reaction to leisure		
2RC35	Intentional		
2RC42	Relaxed attitude	T12	Impromptu
2RC12	Interrupted leisure	T3	Disrupted
2RC38	Goal achievement	T9	Goals
2RC8	Passive leisure	T13	Passive
2RC34	Passion for activity	T14	Commitment

Table 14 Second Round Categories Aggregated to Themes: Case Study 10

The participant's leisure was Associated (T6). He participated in activities for social reasons and shared facilitated leisure with his family. For example, many of his activities involve his friends.

He undertook leisure that was Active (T10). His leisure involved physical activity. This is demonstrated through his involvement in playing in the bush and playing soccer with his friends at the park. He mentions he likes to undertake as many soccer related activities as he can.

He demonstrated Initiative in his leisure (T5). Through being opportunistic about his leisure, he exploited opportunities for participation. For example, one day he was going swimming with his friends but it was raining too hard, this was when they realised they had the bush as their backyard and they began to use the bush for leisure opportunities.

The participant's leisure was Purposive (T1). This participant's leisure contained challenges, with a passion for the activity that involved commitment. For example, he discussed having a tradition where he meets his friends two days per week to play soccer. He was able to experience a positive reaction of excitement to leisure. For example, he mentioned getting lost in the bush with his friends as it gave him a rush when they found their way back.

With his relaxed attitude and the making of informal leisure choices he demonstrated an Impromptu (T12) approach to leisure at times. For example, he admitted to being a last minute kind of person who planned things with his friends at short notice.

The participant's leisure was Disrupted (T3). The participant had interrupted leisure where he discontinued a committed leisure activity. He stated that he did not play soccer the year of the interviews as he just wanted a break.

He used leisure for Goals (T9). The participant used leisure for goal achievement.

The participant's leisure was Passive (T13). During his leisure time the participant undertook individual passive activity. For example, he watched a bit of TV some times.

The participant demonstrated Commitment to leisure (T14). During his leisure time he was passionate about the activities he undertook.

4.2.2.6.2.2 Confirming Potential Themes

This section displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T6 Associated	<p>CH90 Usually say on the weekends I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really, like, to do as much soccer related things as I can.</p> <p>CH92 Me and my friends do informal organised activities, like, so we'll kind of - it's become a tradition for our friends after school every Wednesday and Friday we'll go down to the park and have a game of soccer and that's become kind of, like, organised.</p> <p>CH93 My [foster] brother moved out with his girlfriend and his child but my [foster] sister's still at my house and she's trying to get me to play as many different types of [electronic] games as I can.</p> <p>CH94 Well bush, me and my friends just realised one day because we were going to organise to go for a swim at my house but it turned out to rain, not, like, heavy or anything, but, like, raining hard enough to not go for a swim. Then we realised that we all basically have the bush as our backyard.</p> <p>CH95 With my blood family, with my sister mainly because I don't really have contact with my mum or my brother, so yeah with my sister we meet up at least once every holidays and my aunty. We meet up at least once every holidays and usually we try and do [leisure].</p> <p>CH96 With my [foster] dad on the weekends he is a director, one of the three directors for the Blue Mountains Football Club so every Saturday I'll go help him out and it's pretty fun.</p> <p>CH97 Yeah, I don't play this year but I think I'm definitely going to play next year because football when I was, I should say soccer because you might get confused with footy. I think I just wanted to give it a miss this year because yeah which I actually regret now because if I did that I would have got the five consecutive years with the club trophy but I didn't really give it too much thought but I'm definitely going to do it next year.</p> <p>CH98 Then once I started to watch soccer on TV I started to give it a go and I got boots and a ball and I just practiced in the back yard and I actually realised that I'm kind of good at soccer.</p>
T5 Initiative	<p>CH90 Usually say on the weekends I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really, like, to do as much soccer related things as I can.</p> <p>CH94 Well bush, me and my friends just realised one day because we were going to organise to go for a swim at my house but it turned out to rain, not, like, heavy or anything, but, like, raining hard enough to not go for a swim. Then we realised that we all basically have the bush as our backyard.</p> <p>CH98 Then once I started to watch soccer on TV I started to give it a go and I got boots and a ball and I just practiced in the back yard and I actually realised that I'm kind of good at soccer.</p>

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Theme	Characteristics
T10 Active	<p>CH90 Usually say on the weekends I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really, like, to do as much soccer related things as I can.</p> <p>CH94 Well bush, me and my friends just realised one day because we were going to organise to go for a swim at my house but it turned out to rain, not, like, heavy or anything, but, like, raining hard enough to not go for a swim. Then we realised that we all basically have the bush as our backyard.</p> <p>CH99 Usually with me, I will admit, I am a last minute kind of person. Like, I will call up my mum after school and ask if I can, like, go to the swimming pool with my friends and stuff or I'll ask the night before to, like, have a sleep over or something. So I am a short notice kind of person.</p>
T1 Purposive	<p>CH90 Usually say on the weekends I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really, like, to do as much soccer related things as I can.</p> <p>CH91 Yeah, in the bush usually I, well, like, recently me and my friends we, like, most of the time we just go down and Exploring. We try and go off the tracks as much as possible. We found, like, a tunnel that I think goes under the train line and we just, like, travelled underneath that. So we try to find interesting things or, like, we try to go off the tracks and kind of get ourselves lost a bit so then we can find out way back and, like, Yeah, so it just gives you, like, such a rush when you actually find yourself back.</p> <p>CH92 Me and my friends do informal organised activities, like, so we'll kind of - it's become a tradition for our friends after school every Wednesday and Friday we'll go down to the park and have a game of soccer and that's become kind of, like, organised.</p>
T9 Enabling	<p>CH91 Yeah, in the bush usually I, well, like, recently me and my friends we, like, most of the time we just go down and Exploring. We try and go off the tracks as much as possible. We found, like, a tunnel that I think goes under the train line and we just, like, travelled underneath that. So we try to find interesting things or, like, we try to go off the tracks and kind of get ourselves lost a bit so then we can find out way back and, like, Yeah, so it just gives you, like, such a rush when you actually find yourself back.</p> <p>CH97 Yeah, I don't play this year but I think I'm definitely going to play next year because football when I was, I should say soccer because you might get confused with footy. I think I just wanted to give it a miss this year because yeah which I actually regret now because if I did that I would have got the five consecutive years with the club trophy but I didn't really give it too much thought but I'm definitely going to do it next year.</p> <p>CH98 Then once I started to watch soccer on TV I started to give it a go and I got boots and a ball and I just practiced in the back yard and I actually realised that I'm kind of good at soccer.</p>

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Theme	Characteristics
T12 Impromptu	<p>CH97 Yeah, I don't play this year but I think I'm definitely going to play next year because football when I was, I should say soccer because you might get confused with footy. I think I just wanted to give it a miss this year because yeah which I actually regret now because if I did that I would have got the five consecutive years with the club trophy but I didn't really give it too much thought but I'm definitely going to do it next year.</p> <p>CH99 Usually with me, I will admit, I am a last minute kind of person. Like, I will call up my mum after school and ask if I can, like, go to the swimming pool with my friends and stuff or I'll ask the night before to, like, have a sleep over or something. So I am a short notice kind of person.</p>
T14 Commitment	<p>CH92 Me and my friends do informal organised activities, like, so we'll kind of - it's become a tradition for our friends after school every Wednesday and Friday we'll go down to the park and have a game of soccer and that's become kind of, like, organised.</p>
T3 Disrupted	<p>CH97 Yeah, I don't play this year but I think I'm definitely going to play next year because football when I was, I should say soccer because you might get confused with footy. I think I just wanted to give it a miss this year because yeah which I actually regret now because if I did that I would have got the five consecutive years with the club trophy but I didn't really give it too much thought but I'm definitely going to do it next year.</p>
T13 Passive	<p>CH90 Usually say on the weekends I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really, like, to do as much soccer related things as I can.</p>

Table 15 Characteristics Linked to Themes: Case Study 10

Confirming potential themes produced the following results

T6 Associated contains 8 of a possible ten leisure characteristics (70%); CH90, CH92, CH93, CH94, CH95, CH96, CH97, CH98.

T5: Initiative contains 3 of a possible ten leisure characteristics (30%); CH90, CH94, CH98.

T10: Active contains 3 of a possible ten leisure characteristics (30%); CH90, CH94, CH99

T1: Purposive contains 3 of a possible ten leisure characteristics (30%); CH90, CH91, CH92.

T9: Goals contains 3 of a possible ten leisure characteristics (30%); CH91, CH97, CH98.

T12: Impromptu contains 2 of a possible ten leisure characteristics (20%); CH97, CH99.

T14: Commitment contains 1 of a possible ten leisure characteristics (10%); CH92.

T3: Disrupted contains 1 of a possible ten leisure characteristics (10%); CH97.

T13: Passive contains 1 of a possible ten leisure characteristics (10%); CH90.

4.2.2.6.2.3 Reverse Thematic Analysis

A reverse thematic analysis was completed to verify the thematic analysis. It enables confirmation of the relationships between individual themes and leisure characteristics shown in the table above.

Characteristics	Themes								
CH90: Usually, say on the weekends, I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really, like, to do as much soccer related things as I can.	T1		T5	T6		T10		T13	5
CH91: Yeah, in the bush usually I, well, like, recently me and my friends we, like, most of the time we just go down and Exploring. We try and go off the tracks as much as possible. We found, like, a tunnel that I think goes under the train line and we just, like, travelled underneath that. So we try to find interesting things or, like, we try to go off the tracks and kind of get ourselves lost a bit so then we can find out way back and, like,. Yeah, so it just gives you, like, such a rush when you actually find yourself back.	T1				T9				2
CH92: Me and my friends do informal organised activities, like, so we'll kind of - it's become a tradition for our friends after school every Wednesday and Friday we'll go down to the park and have a game of soccer and that's become kind of, like, organised.	T1			T6				T14	3
CH93: My [foster] brother moved out with his girlfriend and his child but my [foster] sister's still at my house and she's trying to get me to play as many different types of [electronic] games as I can.				T6					1
CH94: Well bush, me and my friends just realised one day because we were going to organise to go for a swim at my house but it turned out to rain, not, like, heavy or anything, but, like, raining hard enough to not go for a swim. Then we realised that we all basically have the bush as our backyard			T5	T6		T10			3

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Characteristics	Themes								
CH95: With my blood family, with my sister mainly because I don't really have contact with my mum or my brother, so yeah with my sister we meet up at least once every holidays and my aunty. We meet up at least once every holidays and usually we try and do [leisure]				T6					1
CH96: With my [foster] dad on the weekends he is a director, one of the three directors for the Blue Mountains Football [soccer] Club so every Saturday I'll go help him out and it's pretty fun				T6					1
CH97: Yeah, I don't play this year but I think I'm definitely going to play next year because football [soccer] when I was, I should say soccer because you might get confused with footy. I think I just wanted to give it a miss this year because yeah which I actually regret now because if I did that I would have got the five consecutive years with the club trophy but I didn't really give it too much thought but I'm definitely going to do it next year.		T3		T6	T9		T12		4
CH98: Then once I started to watch soccer on TV I started to give it a go and I got boots and a ball and I just practiced in the back yard and I actually realised that I'm kind of good at soccer			T5	T6	T9				3
CH99: Usually with me, I will admit, I am a last minute kind of person. Like, I will call up my mum after school and ask if I can, like, go to the swimming pool with my friends and stuff or I'll ask the night before to, like, have a sleep over or something. So I am a short notice kind of person.						T10	T12		2
Total	3	1	3	8	3	3	2	1	1

Table 16 Reverse Thematic Analysis: Case Study 10

The reverse analysis summarises the results of the analytical abstraction process and provides a view of two important pieces of information.

The first is the number at the base of each column of themes this shows the number of leisure characteristics related to each of the derived themes.

The second is the number at the end of the leisure characteristic's row. This shows the number of themes related to each of the leisure characteristics.

The reverse analysis produces the following result.

CH90: is related to a five themes, T1, T5, T6, T10 and T13

CH91: is related to two themes, T1 and T9

CH92: is related to three themes, T1, T6 and T14

CH93: is related to a single theme, T6

CH94: is related to three themes, T5, T6 and T10

CH95: is related to a single theme, T6

CH96: is related to a single theme, T6

CH97: is related to four themes, T3, T6, T9 and T12

CH98: is related to three themes, T5, T6 and T9

CH99: is related to two themes, T10 and T12

4.2.2.6.2.4 Classifying Themes

Themes were then classified as either a primary, secondary or sub theme, the classification being simply based on the number of leisure characteristics it relates to, within each theme and therefore the number of leisure characteristics in play with the consideration of each theme.

In this case, classification results in one primary theme: T6: Associated; Five secondary themes: T10: Active, T5: Initiative, T9: Goals, T1: Purposive, T12: Impromptu; and three sub-themes: T3: Disrupted, T13: Passive, T14 Commitment.

Primary Themes

T6 Associated

The largest proportion of leisure characteristics fall within this theme and a reading of those characteristics will demonstrate the following:

Of the 8 leisure characteristics that fall within this theme, all describe undertaking activities with friends or family. The participant experiences feelings of enjoyment in his activities when participating with other people. The participant undertook leisure with his foster family on the weekends. When he participated in activities with his foster father he was helping him in his role as Director at a local soccer club. He participated in leisure with his birth sister and aunty. When they met during the school holidays they tried to participate in a leisure activity that they both liked. For example, in the previous school holidays, they met to attend a sports game. They try to make

these activities as exciting as possible. This participant had connections with friends and used leisure to maintain and enjoy those friendships. He undertook leisure that he enjoyed undertaking with his friends.

Secondary Themes

T10 Active

This theme contains three leisure characteristics where the participant was involved in forms of physically active leisure. The participant's physical leisure activities included exploring the bush, playing soccer, swimming and practising soccer by himself.

T5 Initiative

This theme contains three leisure characteristics that relate to initiative in leisure. The participant demonstrates initiative in his introduction, choice and location of activities. He was introduced to an activity when watching TV. For example, he watched soccer on TV then tried to play soccer. He chose to undertake activities with his friends, if he was not doing this he would then practice soccer. He realised one day when he playing with his friends that they had the bush as their backyard, so they started to use the bush for leisure.

T9 Goals

This theme relates to three leisure characteristics that relate to goals. The participant used leisure to achieve goals. He set himself goals that he found challenging when participating outdoors with friends. For example, in the bush he would get himself lost so he could find his way back home again. He planned to play soccer in the next season after the interviews so he could receive a trophy for being a member for 5 years. The participant used leisure for skill development goals. For example, he learnt and practised soccer until he realised he was good at it, so he joined a soccer team.

T1 Purposive

This theme relates to two leisure characteristics. The purpose of the participant's leisure was to be associated his friends and family. Of the two characteristics that relate to this theme, both mention activities with friends. When the participant was with his friends they were undertaking leisure activities. For example, he stated that a lot of his

activities were with his friends. When the participant met with his birth family they met for a leisure activity that they both enjoyed participating in.

T12 Impromptu

This theme relates to two leisure characteristics. The participant chose not to play an organised activity in the year of the interview. For example, he stated choosing to “give it a miss”, he would take up the activity in the following year as he realised he missed out on a trophy by not playing that year.

The participant plans activities at the last minute, with short notice.

Sub-Themes

T3 Disrupted

This sub-theme contains one leisure characteristic. The participant freely chose not to participate in an organised activity that was associated with team players. He would take up the activity again in the near future.

T13 Passive

This sub-theme relates to one leisure characteristic. The participant chose to undertake individual passive activity only if he could not play with his friends or practice his soccer. Once all his other options were exhausted he then would watch television.

T14 Commitment

This sub-theme relates to one leisure characteristic. The participant demonstrates commitment to activity with passion, when his friends were involved in leisure activities.

The list of themes and sub themes found for this case study is as follows:

Primary Themes: Associated

Secondary Themes: Active, Initiative, Goals, Purposive, Impromptu

Sub-themes: Disrupted, Passive, Commitment.

4.2.2.7 Conclusion to Case Study 10

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for case study 10 leisure is that the participant chose to undertake activities to be associated with his friends and family.

The participant had a small amount of disruption in his leisure that was self-directed, with his focus on active leisure where he demonstrated initiative in meeting his goals. At times he could demonstrate impromptu behaviour and was committed to activities.

This participant's leisure environment was one that allowed the participant to make choices in regards to his leisure activities. The participant made choices that offered him enjoyment and allowed the maintenance of existing relationships, both family and friends.

4.2.3 Case Study 2 Analysis

4.2.3.1 Introduction

Case study 2 involves a female participant, aged 14 years, who attended high school. This participant had changed school five times since entering the OOHC system, when she was six months old. The participant had one birth sibling with her in her foster family and is the older. She stated that she had 3 school friends.

4.2.3.2 Leisure

She enjoyed reading and carried a book around wherever she went. She also drew and designed on paper and played her electronic 'DS' when she was bored. On Saturdays she went to netball with her foster family for the day. She did not play netball but assisted a foster parent in organising netball teams within a local club. She enjoyed attending the organised KiC club to spend time with people.

4.2.3.3 Reflections on the interview

She spoke very softly during the interview.

4.2.3.4 Analysis-Level 1a- Creating a Text to Work on

4.2.3.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH19	Play my [electronic game] DS.
CH20	I just, like, design things. A pencil drawing and then after that I sketch it and then colour it.
CH21	But I have to study this week coming up because I've got my exams.
CH22	If I'm not in the mood to do anything I just listen to music.
CH23	But if I'm in the mood, like, to do reading, then I do. Sometimes, like at school I always make sure I have a book in my bag.
CH24	[Friends] yeah, I do sometimes but that's if netball's on. But it's not on most of the time.
CH25	No, they had all [netball] teams that they had to, like, they had to make and they didn't make up a team that I could go in. Like, I was the younger one. Yeah just this year but they said that they will try and get me in a team next year.
CH26	No, we're helping a family with a wedding at the moment. No, not me but someone else and we've just been helping clean out their garage and stuff but if we're not doing that well then I'm able to do, like, read.
CH27	We do go to netball [to volunteer] on Saturday and then on Sunday we go to church but we don't do it much if my [foster carer] – if my [foster carer's] tired we don't do it a lot.
CH28	I'm getting a computer but I'll probably, like, do my research on it and then probably watch a movie or something if I can.
CH29	[Attendance at KiC] I just like to come and spend time with everyone and then to – it's more fun than being at home as well every single day.
CH30	Well I don't really get to make choices. If [my foster carer] needs help, he tells us to help. Yeah I have to come and help. I've got really no choice. I'm not old enough to stay home by myself so I've got no choice really.
CH31	It's going, -like, reading will help me through life but I don't know about netball.
CH32	I guess. I don't really know but reading helps me to think, if I want to write stories because I can get things from it.

Table 17 Leisure Characteristics and Coding: Case Study 2

The participant played her electronic DS (CH19) and liked to design things by sketching and colouring them in (CH20). When she was not in the mood to do anything she just listened to music (CH22). But when she was in the mood she liked to read at home and sometimes at school, always making sure she had a book in her bag (CH24). During the week of her interview she had to study for school exams so she was unable to participate in her normal leisure activities (CH21). She described having friends and sometimes doing activities with them but only if netball was on, but netball had not been on most of the time lately (CH25). She would normally play netball on a Saturday

however in the year she was interviewed all the teams were made up without her included, as she was the youngest one. She states that they said they will try and get her in a team next year (CH26).

On Saturdays she attended netball with her foster family. On Sunday she attended church, however she did not go if her foster father was not well (CH28). With her foster father they were helping another family prepare their house for a wedding by cleaning a garage and other areas. When not doing this she was able to read (CH27). She stated that she was getting a computer soon and she would be able to do research for school and then probably watch a movie when she could on the computer as well (CH29). The participant enjoyed attending the KiC club as she was able to spend time with other attendees, and this was more fun than being at home every day (CH30). She believed she did not really get to make choices in her life. If her foster father needed help she just had to help, as she was not old enough to stay home by herself (CH31).

4.2.3.5 Level 1b Summarising and Packaging the Data

The participant was involved in individual electronic game playing (1RC7) and used leisure to create art (1RC3). Her creativity was demonstrated through her enjoyment of designing, drawing and colouring in her sketches. She had scheduled activity, directed by another (1RC8) during the week that restricted the availability of her leisure time (1RC11). When she was in the mood, she self-directed (1RC15) individual passive activity (1RC22). For example, listening to music and playing her electronic DS game. She also used leisure to create stories (1RC79). She could exploit opportunities for leisure (1RC12) as she took a book with her at school to read. Her activity with friends was infrequent (1RC30) and only happened when her foster father decided netball was on, which was infrequently available (1RC28).

She discontinued a committed leisure activity the year of the interviews (1RC63). She participated in ad hoc activity with her foster family that restricted her availability of leisure time (1RC9), where she had a perception of no free time when this occurred (1RC1).

She enjoyed attending the KiC club (1RC6) as she found friends and felt a sense of belonging (1RC34). She was able to exploit the opportunity (1RC12) given to her that allowed her to attend the KiC club rather than stay at home. The participant also believed leisure helped her with life, with reference to her reading, but was not sure if netball would help her (1RC35). Her reading also enabled her to use leisure to create stories. (1RC79).

4.2.3.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.3.6.1 Repackaging and Aggregating the Data

The participant's individual passive leisure activities (2RC8) allowed her an application of imagination (2RC2) with activities such as reading. However, other of her activities also involved no social interaction (2RC19) where she was opportunistic about leisure (2RC32). She had limited availability of leisure time (2RC1) as well as availability restrictions (2RC30) placed on her leisure time by her foster family with ad hoc activities where she would be required to help friends or her foster father as directed. She was engaged in school activities that were scheduled activities (2RC33).

Some of the participant's activities were intentional (2RC35) and allowed her to display a positive reaction to leisure (2RC5).

When the participant did have the opportunity to undertake activities where social interaction was possible they were infrequent to the point that no social interaction was encountered on a regular basis (2RC19), as her netball volunteer participation was often cancelled. Her netball participation became an interrupted activity (2RC12) when teams were formed the previous season and there was no available space for her as she was the youngest team member. Her reading became a source of her application of imagination (2RC2). She found socialisation opportunities (2RC28) in the KiC club and also believed that some leisure teaches (2RC29). Leisure enabled her escape at times (2RC39) when she carried a book with her to read when the opportunity arose.

4.2.3.6.2 Identifying Themes

4.2.3.6.2.1 Final Aggregation of Codes

Some of the participant's leisure was Disassociated (T7). Her activities included either no, or limited, social interaction, with the majority of her leisure activities comprising individual leisure.

Some of this participant's leisure was Associated (T6). When given opportunities, she enjoyed participating in activities where she could make friends and belong. Her participation within the KiC Club is an example of one of the associated activities she was undertaking.

The participant's leisure was Purposive (T1), demonstrated through the involvement of her foster family directing her leisure time and activities. Her self-directed leisure behaviours also demonstrated purpose through choice of activity, motivation for activities and attitude towards leisure.

The participant's leisure activities involved Passive individual participation (T13). She did take one of her leisure resources with her so that she could participate in the activity when the chance arose.

Leisure activities were Restricted (T4). The participant experienced restriction of leisure activities and availability of time to participate in leisure. She had limited time for leisure, with activities scheduled during the weekend with her foster family. She also had ad hoc activity that restricted her leisure time and she was needed to assist the foster family's activities when directed. Her scheduled activities also restricted her leisure participation.

The participant demonstrated Initiative (T5) and was opportunistic about leisure when she was in the mood to participate. She always made sure she had a book in her bag, so that when she was in the mood to read she could.

The participant used Creativity (T2) to create art and stories within her leisure. Her art and stories were individual activities where she drew and coloured in. She used her stories to benefit her writing and write stories.

Leisure was Disrupted (T3). The participant's leisure activity was interrupted causing her to discontinue involvement in a team based activity. She was unable to play netball the year of the interviews.

During her leisure time, this participant experienced Learning (T11). Leisure was able to teach her and help her with life. She was sure how one leisure activity could assist her, but not sure about how another activity may assist.

The participant used leisure as Enabling (T8). Leisure was used to enable an escape from her life. Through attending an organised leisure activity, the KiC club she was able to use leisure as a diversion. She stated it was more fun than being at home.

4.2.3.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics. For the associated tabular form see Table 82 in Appendix 7.

Confirming potential themes produced the following results:

T7: Disassociated contains 4 of a possible fourteen leisure characteristics (28%); CH19, CH22, CH24, CH28.

T4: Restricted contains 4 of a possible fourteen leisure characteristics (28%); CH21, CH26, CH27, CH30.

T1: Purposive contains 3 of a possible fourteen leisure characteristics (21%); CH21, CH22, CH29.

T13: Passive contains 2 of a possible fourteen leisure characteristics (14%); CH22, CH28.

T5: Initiative contains 2 of a possible fourteen leisure characteristics (14%); CH23, CH29.

T2: Creativity contains 2 of a possible fourteen leisure characteristics (14%); CH20, CH32.

T3: Disrupted contains 1 of a possible fourteen leisure characteristics (7%); CH25.

T6: Associated contains 1 of a possible fourteen leisure characteristics (7%); CH29.

T8: Enabling contains 1 of a possible fourteen leisure characteristics (7%); CH29.

T11: Learning contains 1 of a possible fourteen leisure characteristics (7%); CH31.

4.2.3.6.3.3 Reverse Thematic Analysis

The reverse analysis produces the following results:

CH19: is related to a single theme, T7

CH20: is related to a single theme, T2

CH21: is related to two themes, T1 and T4

CH22: is related to three themes, T1, T7 and T13

CH23: is related to a single theme, T5

CH24: is related to a single theme, T7

CH25: is related to one theme, T3

CH26: is related to a single theme, T4

CH27: is related to a single theme, T4

CH28: is related to two themes, T7 and T13

CH29: is related to four themes, T1, T5, T6 and T8

CH30: is related to a single theme, T4

CH31: is related to a single theme, T11

CH32: is related to a single theme, T2

4.2.3.7.3.4 Classifying Themes

In this case classification results in no primary themes. There are three secondary themes T7 Disassociated, T4 Restricted, T1 Purposive. There are also seven sub-themes: T2 Creative, T13 Passive, T5 Initiative, T3 Disrupted, T6 Associated, T8 Enabling and T11 Learning.

Secondary Themes

T7 Disassociated

This theme contains four leisure characteristics.

Three of the four describe individual passive activity and one relates to an infrequent activity with friends that she would like to play with. Disassociation occurs with the participant through her choice of self-directed activities and an activity that is disrupted by others. This theme contains two leisure characteristics, both of which relate to freely chosen leisure activities. In both activities it is clear that the participant disassociates herself from others. Disassociation occurs through the purposive control of her activity schedule, and the selection of her activities by others.

T4 Restricted

This theme contains four leisure characteristics.

All of these describe ad hoc activity that restricted the availability of the participant's leisure. All the restrictions were placed on her leisure by others. The restrictions affected her involvement in formal and informal leisure activities.

T1 Purposive

This theme contains three leisure characteristics. The participant experienced self-directed leisure and activity directed by another. The purpose of her self-directed activities involved being associated with others for enjoyment, showing initiative, and enabling escape through the use of leisure as a diversion. For example, she enjoyed spending time with others at the KiC Club.

Sub-Themes

T2 Creative

While this sub-theme contains only 2 leisure characteristics, they are characteristics of the participant's freely chosen leisure, indicating that when given the opportunity to freely choose a leisure activity she chose a creative activity. For example, she liked to design, draw and colour in.

T13 Passive

This sub-theme contains 2 leisure characteristics that relate to the participant's passive leisure participation. She enjoyed listening to music when she was not in the mood to do anything else and she was getting a computer that she could use for computer games and research. Both of these characteristics include disassociated activities where she undertook or planned to undertake leisure on her own.

T5 Initiative

This sub-theme contains 2 leisure characteristics that demonstrated the participant's initiative in leisure, where she participated in informal as well as organised activity. For example, she always carried a book with her when she was at school so she could read when the time was available. The participant was opportunistic with her leisure and able to use her initiative to be in an organised activity associated with friends. For example, she enjoyed attending the KiC, club where she liked to spend time with everyone and it was an alternative to staying at home every day.

T3 Disrupted

While this sub-theme contains one leisure characteristic, it affects the only organised team sport the participant wanted to participate in. She previously played in a netball team but was not able to play at the time of the interviews as there were no available places. This disrupted activity was the only activity she undertook with a team. Netball is an activity that involves associated leisure opportunities that have been disrupted for this participant.

T6 Associated

While this sub-theme contains one leisure characteristic, it is an important element of her leisure associated participation. KiC Club was the only leisure activity that she undertook with other people. For this participant, this one associated leisure activity

seems to have importance in her life because it allowed her to associate with other people.

T8 Enabling

This sub-theme contains one leisure characteristic. The participant used leisure to enable opportunities that allowed her enjoyment and associated activities with other people. She discussed enjoying the activity so she does not have to stay at home every single day. She used the leisure activity for enjoyment and a sense of belonging with her friends.

T11 Learning

This sub-theme contains one leisure characteristic. The participant was able to discuss how she used leisure for learning opportunities. She used one leisure activity for learning to help her through life. It is interesting that the activity she used for learning was reading. Reading is often thought of as an escape from one's life events.

Primary Themes: Nil

Secondary Themes: Disassociated, Restricted, Purposive

Sub-themes: Creative, Passive, Initiative, Disrupted, Associated, Enabling, Learning

4.2.3.7 Conclusion to Case Study 2

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The leisure experience for this case study appears to be one where the participant's freely chosen leisure is likely to be undertaken alone and opportunities for freely chosen leisure are restricted. When she chose her own leisure she used initiative, enjoyed passive and creative activities. She had experienced elements of disruption beyond her control, yet still demonstrated the use of leisure for enabling and to be with other people.

This participant's leisure environment restricted her opportunities for leisure by the need to complete obligated regular and adhoc tasks for her foster family. This impacted

upon her leisure experience by limiting time available for leisure, which in turn created the need for the participant to utilise her leisure to develop friendships.

4.2.4 Case Study 3 Analysis

4.2.4.1 Introduction

Case study 3 involves a female participant aged 15 years who attended high school. She came into foster care 8 months prior to interview and had changed school five times during her life.

4.2.4.2 Leisure

She listened to jazz music and enjoyed different styles of organised dancing that included jazz, hip hop and acrobat. She participated in these different types of dancing every week over three days. On average she reported spending 4.5 hours per week on leisure.

4.2.4.3 Reflections on the interview

This participant presented as a confident individual who was clear on her leisure activities and her reasons for undertaking them, yet kept her replies to interview questions very short.

4.2.4.4 Analysis Level 1a- Creating a Text to Work on

4.2.4.4.1 Leisure Characteristics

Code	Leisure Characteristic
CH33	Listen to music, listen to radio.
CH34	Dancing once a year concert
CH35	Jazz, hip hop and acrobat dance
CH36	Interactive games on the computer.
CH37	Two days per week for 2x 1hour 1x 1.5 hours.
CH38	When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.
CH39	Couldn't do netball and dance at the same time as netball clashed with dance. Eagle tag was getting injured a lot. I had to choose one of them so I chose dance.

Table 18 Leisure Characteristics and Coding: Case Study 3

The participant listened to music and the radio (CH33) in her free time and interacted on computer games (CH36). She participated in jazz, hip hop and acrobatic dancing (CH35) with a schedule that included two days per week with a two-hour class and one day with a 1.5-hour class (CH37). She danced once a year in a concert (CH34).

Her birth father introduced her to dancing when she was 7. After trying dance, she loved it and just kept going with it (CH38). She previously played netball, however she was not able to participate in two activities at one time, so she chose to participate in dance only. She also played eagle tag (touch football) but was getting injured a lot (CH39) and so had decided to stop this activity.

4.2.4.5 Level 1b Summarising and Packaging the Data

The participant experienced feelings of enjoyment (1RC6) with her formally directed (1RC5) joint physical activity with a small group (1RC52), dancing. She used her formally directed leisure to participate in the creation of a performance annually (1RC77). Her leisure involved three different styles of the same activity (1RC38) on multiple occasions weekly (1RC32). Her leisure also allowed her to enable achievement (1RC56). Her birth family facilitated her formally directed leisure (1RC69). When she was not participating in dance related activities she was involved in individual passive activity (1RC22) that included listening to music and the radio. She played individual electronic games (1RC7). She had the opportunity to self-direct (1RC15) her leisure and chose to discontinue a socialised activity (1RC39); netball, a team based activity (1RC47) and to participate in a joint physical activity with a small group (1RC52). She was choosing to stop two leisure activities; eagle tag due to health risks (1RC48) with injuries and netball due to an activity clash (1RC42).

4.2.4.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.4.6.1 Repackaging and Aggregating the Data

The participant's joint physical activity with a small group allowed her to express positive reactions to leisure (2RC5). She participated in leisure for social reasons (2RC28). In her free time, she was involved in passive leisure (2RC8) with no social interactions (2RC19), for example listening to music and the radio. She participated in individual passive activity with limited social interaction (2RC6).

She further limited her social interaction (2RC6) through her interrupted leisure activities (2RC12) and stopping an activity due to health risks. She demonstrated passion for activity (2RC34) in her formalised dance program. Dance is a physical

activity (2RC37) that allowed her goal achievement (2RC38) All her activity selection and activity interruptions were intentional (2RC35) based on her given needs. With the exception of her introduction to dance, which was facilitated intentionally by her birth father (2RC35). Her formally organised leisure activity allowed her the application of imagination (2RC2).

4.2.4.6.2 Identifying Themes

4.2.4.6.2.1 Final Aggregation of Codes

The participant's leisure was Purposive (T1). The purpose of her leisure was the introduction of dance by her birth father, believing that dancing would be an enjoyable activity for her. The purpose of her leisure was demonstrated through her passion for dance and the positive reactions she experienced.

Her main activity of dance was Associated (T6). As were her previously discontinued activities of netball and eagle tag.

In the participant's non dancing time her leisure was Passive (T13). She was involved in listening to music and playing games on her computer.

Leisure was Disassociated from friends (T7). The majority of the leisure activities undertaken at the time involved no social interaction. Even though the participant's main activity of dance involves other people she made no mention of other people participating in the activity with her.

This participant's leisure demonstrated Creativity (T2). She used leisure for imagination to create a performance with dance. She was able to create performance with dance for a yearly concert.

The participant's leisure allowed her to achieve Goals (T9). Through her personal satisfaction in dance and the yearly concert she used leisure to enable achievement.

This participant's leisure was Disrupted (T3). She stopped leisure due to injury risks and an activity clash. Disruption of activities was self-directed.

Her chosen leisure was Active (T10). She chose to participate in dance activities.

The participant demonstrated commitment to an activity (T14) in undertaking dance three times per week with three different styles of dancing.

4.2.4.6.2.2 Confirming Potential themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Confirming potential themes produced the following results:

T7: Disassociated contains 4 of a possible seven leisure characteristics (43%); CH33, CH36, CH38, CH39

T1: Purposive contains 3 of a possible seven leisure characteristics (42%); CH35, CH38, CH39.

T6: Associated contains 2 of a possible seven leisure characteristics (29%); CH35, CH38.

T13: Passive contains 2 of a possible seven leisure characteristics (29%); CH33, CH36.

T2: Creativity contains 2 of a possible seven leisure characteristics (29%); CH34, CH38.

T14: Commitment contains 2 of a possible seven leisure characteristics (29%); CH35, CH37.

T9: Goals contains 1 of a possible seven leisure characteristics (14%); CH34.

T3: Disrupted contains 1 of a possible seven leisure characteristics (14%); CH39.

T10: Active contains 1 of a possible seven leisure characteristics (14%); CH38.

4.2.4.6.2.3 Reverse Thematic Analysis

The reverse analysis produces the following result:

CH33: is related to two themes, T7 and T13

CH34: is related to two themes, T2 and T9

CH35: is related to three themes, T1, T6 and T14

CH36: is related to two themes, T7 and T13

CH37: is related to a single theme, T14

CH38: is related to a five themes, T1, T2, T6, T7 and T10

CH39: is related to two themes, T1 and T3.

4.2.4.6.2.4 Classifying Themes

In this case classification results in no primary themes, six secondary themes: T1 Purposive, T7 Disassociated, T2 Creative, T6 Associated., T13 Passive and T14 Commitment; and three sub-themes, T3 Disrupted, T9 Goals, T10 Active.

Secondary Themes

T1 Purposive

The largest proportion of leisure characteristics falls within this theme.

Of the three leisure characteristics that fall within this theme, all relate to formally organised dancing as an activity that has purpose. The purpose of the participant's leisure was originally directed by her birth father, who introduced her to dance, as he believed she would enjoy participation Her own purposive demonstrated at two levels; her passion for her participation in dance and her purposive choice of self-directed leisure behaviours. From this early introduction she enjoyed the activity to a level where dance became a passion for her. Her passion is demonstrated through her commitment to engaging in 3 different styles of dance every week, jazz, hip hop and acrobatic dancing.

T7 Disassociated

This theme contains the next largest proportion of leisure characteristics, with four.

Two of the leisure characteristics within this theme involve disassociated activity. The participant undertook mainly disassociated activities. She does participate in dance; however, she mentions no friends or people being involved in the activity. Whilst dance involves other people, dance can be a solo activity where one participates

alongside others, meaning a dance participant's outcome within the activity is not dependant on the performance or interactions with others. A dancer can learn a dance routine and perform on the same stage as other performers, without any interactions. Whilst dance is a leisure activity that is used to create a performance once per year, this performance can be practised individually at home by the participant.

T2 Creative

This theme contained two leisure characteristics, both of which relate to the participant's chosen and formally directed activity of dance. Dance is a creative activity that allows an individual to express themselves. The participant utilises formally directed dance to express her creativity.

T6 Associated

This theme contains two leisure characteristics. Dance in a pure sense can be as an associated activity where one is required to interact with other people. The participant is involved in attending 3 dance classes over two days weekly.

T13 Passive

This theme contains two leisure characteristics that relate to passive leisure activities. The participant enjoyed listening to music and the radio as well as playing computer games. These solo activities were undertaken at home.

T14 Commitment

The participant undertook dance on a regular basis to the point where this has become her passion. She was committed to a scheduled weekly program. For example, she participates in jazz, hip hop and acrobatic dance for three sessions over 2 days per week.

Sub-Themes

T3 Disrupted

This sub-theme contains one leisure characteristic that demonstrates disrupted leisure. The participant stopped her involvement in two activities, one because she was being injured and the other because the activity clashed with her dance commitment. Discontinued activities involved associated activities that were self-directed and dance was chosen as a favoured activity by the participant.

T9 Goals

This sub-theme contains one leisure characteristic. The participant uses a formally directed leisure activity to achieve goals and prepares for a final year dance concert.

T10 Active

This sub-theme contains one leisure characteristic that demonstrates involvement in Active leisure. The participant freely chooses to participate in physically active leisure on three occasions each week. She discusses the feelings of enjoyment she obtains from her leisure involvement. Dance is used for physical expression and enjoyment.

Primary Themes: Nil

Secondary Themes: Purposive, Disassociated, Creative, Associated, Passive and Commitment

Sub-Themes: Disrupted, Goals, Active.

4.2.4.7 Conclusion to Case Study 3

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for the participant is one where leisure is undertaken purposely and is self-directed. The participant undertook activities that involved her participating in passive and non-passive activities for creative reasons. These activities allowed her to meet goals and be Active.

This participant's leisure environment was one that allowed and supports the choices she makes for leisure. The participant had tried various other activities and had chosen to commit to one leisure activity and undertook this on numerous occasions every week.

4.2.5 Case Study 4 Analysis

4.2.5.1 Introduction

Case study 4 involves a male aged 13 years who attended High School. He had experienced one school change in the previous twelve months. He had been in foster care since birth with his brother. He claimed to spend 46 hours per week on leisure. He had changed foster parents recently and had moved 45 minutes drive from where he was previously living. He was in contact with his birth mother, who he saw monthly on a Saturday. On these Saturdays he spent time talking with his mother and just being together with her.

4.2.5.2 Leisure

The participant enjoyed informal football games with his brother and watching television. He also played the Xbox electronic game. With his brother, he engaged in a variety of leisure activities with their case worker once per month. He previously played competitive football in the form of rugby league. He claimed over 120 school friends.

4.2.5.3 Reflections on the Interview

The participant spoke very quickly and his answers to questions were short. The one impression that remained following the interview was the participant's love of football and his unhappiness at not being able to play. The participant's current foster placement was apparently in jeopardy, for reasons not explained, and plans were being made for another change in foster families.

4.2.5.4 Analysis-Level 1a Creating a Text to Work on

4.2.5.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH40	Sometimes I watch TV.
CH41	Yeah, I'll just run around.
CH42	Like chuck a softball around, like a baseball around. Play dodge ball and soccer. We just run up and down [play football with brother].
CH43	Play the [electronic game] Xbox.
CH44	I just [discovered KiC Club] - had my case manager come up and ask me or [paid mentor], one of the two, came up to me and asked me, like they picked me up one day and they said, would you like to do Robotics? I said, yeah, I'll do it.
CH45	I used to play football when I was younger. I got into [it] because my mates, they wanted a new player in their team. Someone fresh so I just came on down and they asked me.
CH46	Yeah [would like to play football again but is unable to] because I have visits [on the weekends] with my mum because the games are usually on the weekends.
CH47	I used to like play cricket for a school.
CH48	Sometimes I do [leisure activity] with my case manager, yeah, she comes and picks us up once a month and we go somewhere.
CH49	No, just sit there, like, lay around.
CH50	Yeah, kind of like a training thingy. Like, just muck around stuff.[suggestion for KiC].
CH51	Cricket, the school just-because we used to play cricket for, like, sport and then because we were playing they saw how I was playing and they wanted me on their team for the school.
CH52	Yeah because I was the only one that wasn't full [ethnic grouping] so he wanted to do the racial stuff. Because I was just, like, getting sick of the stuff that [the coach] was saying to me [reason for ceasing football].

Table 19 Leisure Characteristics and Coding: Case Study 4

The participant sometimes watched television (CH40) and played [electronic game] Xbox (CH43), although he stated that he really liked to just run around outside (CH41). When he went outside he enjoyed throwing a baseball or softball around and playing activities that included running around with his brother (CH42). He and his brother attended activities with his case worker once per month (CH48), where he had just discovered the KiC club as his case worker asked him would he like to attend (CH44). He last played rugby league when he was eight years old (CH45). It was his friends that introduced him to football, as they needed someone fresh in their team (CH45). He was unable to play football because he visited his birth mother once a month on the weekends (CH46). He stopped playing football as the team comprised players from a single ethnic background, which was not his, and he was unhappy with the way the

coach spoke to him (CH52). Prior to the interviews he played school cricket (CH47). He became involved in school cricket because someone saw how he played and asked him to join their team (CH51). When he was at home and not playing outside with a ball or running up and down, he layed around for leisure (CH49). If he could do whatever he would like to do at the KiC club he would just run around outside, “like a training thing” (CH50).

4.2.5.5 Level 1b Summarising and Packaging the Data

The participant was involved in individual passive activity (1RC22) that was self-directed (1RC15) and included individual electronic game playing when he was at home (1RC7). He just ran around on his own (1RC33). He participated in joint physical leisure activities with his brother (1RC20) He participated in a monthly leisure activity that restricted his available leisure time (1RC11), that was facilitated by his case worker (1RC44). He exploited opportunities for leisure when they were presented to him on three occasions (1RC12). These were: cricket, football and the KiC club. He had discontinued a socialised activity (1RC39), as well as discontinued another activity for personal reasons (1RC50) He participated in a leisure activity that restricted the availability of his leisure time (1RC51).

4.2.5.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.5.6.1 Repackaging and Aggregating the Data

The participant’s leisure involved limited social interactions (2RC6), for example playing with his brother, and no social interaction (2RC19), for example just sit there and lay around. When he was at home his leisure involved passive leisure (2RC8), such as watching television, that was intentional (2RC35). When he was younger he had experienced interrupted activities (2RC12) within his physically active leisure (2RC47). He spent time with this birth mother monthly; however, it was limited due to restrictions (2RC30). With his brother he experienced monthly case worker directed leisure (2RC22), where they would usually go somewhere. When presented with new opportunities for leisure he was opportunistic (2RC32) about involvement.

4.2.5.6.2 Level 2- Identifying Themes

4.2.5.6.2.1 Final Aggregation of Codes

The participant's leisure is primarily Associated (T6). As he participated in activities with others. He was involved with scheduled leisure activities that were directed by his case worker. A large component of this participant's leisure time was undertaken with his brother.

The participant's leisure was Disassociated (T7). He undertook some leisure activities on his own and was no longer involved in team sport.

The participant's activities were Disrupted (T3). Disruption occurred during his leisure in both the school and home setting. He had two team based activities he enjoyed that were stopped; cricket and football. These competitive team based activities were stopped for two reasons: the monthly weekend visits with his birth mother; and his perception of cultural differences with the coach of a sporting team at that time. Cricket and football are seasonally based sports, played in opposing seasons for six months of the year. Disrupted participation in these two sports in effect implies he was playing no sport for the year. He also participated in leisure once per month with his case worker. These leisure activities were outing based, implying that he was not involved in an organised or committed activity, but casual leisure with varied activities each month.

The participant's leisure was Purposive (T1). When given free choice of activity he chose to just run around. The purpose of his leisure was to spend time in informal activities with his friends and brother.

His leisure demonstrated Initiative (T5). This was demonstrated across the school and home setting. In his free time, when previously given choice, he joined a weekend football team. His school also included him in representative school cricket. He chose to attend the KiC club after conversations with his case worker.

The participant's leisure is active (T10). When he is given choice he enjoyed participating in active leisure with his brother and others.

This participant's leisure is also passive leisure (T13), playing an electronic game, on his own and at times just sitting around.

4.2.5.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Confirming potential themes produced the following results:

T3: Disrupted contains 5 of a possible thirteen leisure characteristics (38%); CH45, CH46, CH47, CH48, CH52.

T7: Disassociated contains 4 of a possible thirteen leisure characteristics (30%); CH40, CH41, CH43, CH49,

T5: Initiative contains 3 of a possible thirteen leisure characteristics (23%); CH44, CH45, CH51.

T13: Passive contains 3 of a possible thirteen leisure characteristics (23%); CH40, CH43, CH49.

T6: Associated contains 3 of a possible thirteen leisure characteristics (23%); CH42, CH48, CH50.

T10: Active contains 2 of a possible thirteen leisure characteristics (15%); CH42, CH50.

T1: Purposive contains 1 of a possible thirteen leisure characteristics (7%); CH41

4.2.5.6.2.3 Reverse Thematic Analysis

The reverse analysis produced the following result.

CH40: is related to two themes, T7 and T13

CH41: is related to two themes, T1 and T7

CH42: is related to two themes, T6 and T10

CH43: is related to two themes, T7 and T13

CH44: is related to a single theme, T5

CH45: is related to two themes, T3 and T5

CH46: is related to a single theme, T3

CH47: is related to a single theme, T3

CH48: is related to two themes, T3 and T6

CH49: is related to two themes, T7 and T13

CH50: is related to two themes, T6 and T10

CH51: is related to a single theme, T5

CH52: is related to a single theme, T3

4.2.5.6.2.4 Classifying Themes

In this case classification results in one primary theme T10 Active. Five secondary themes T7: Disassociated, T3: Disrupted, T6 Associated, T5 Initiative and T13 Passive, and one sub-theme T1 Purposive.

Primary Themes

T10 Active

This theme contains two leisure characteristics that demonstrate active leisure for the participant. These characteristics relate to activities freely chosen by the participant. The participant had previously participated in two physical activities that were disrupted. When given free choice and environment he tries to participate in physically active recreation activities. For example, he liked to throw a softball and baseball around, or play dodge ball or soccer.

Secondary Themes

T7 Disassociated

Of the four leisure characteristics that fall within this theme, each describes individual leisure activities.

T3 Disrupted

Of the five leisure characteristics that fall within this theme four involve the disruption of leisure activities. The participant played football on the weekend and cricket for the school in the past. Both activities were disrupted due to requirements out of his control. He was required to visit his birth mother on a Saturday when sport was played. He stopped playing sport also due to perceived cultural differences with a coach.

A requirement of being in OOHC, for this participant, was that he must meet with his case worker once per month. At the time, they participated in a leisure activity during this session. These activities changed every month, with no apparent outcome other than completing an activity. Participating in a scheduled monthly visit with his case worker also disrupted his ability to interact with peers and join other activities.

T6 Associated

This theme contains leisure characteristics that detail the participant playing with his brother or undertaking leisure with his case worker and brother.

T5 Initiative

This theme contains three leisure characteristics, all of which involve the participant demonstrating initiative when offered the opportunity. This was demonstrated in his past choices of activity participation, to play cricket and football. It was also his choice to attend the KiC Club suggested by his case manager.

T13 Passive

This theme contains three leisure characteristics where the participant chose to undertake passive leisure activities.

Sub-Themes

T1 Purposive

This sub-theme contains one leisure characteristic that demonstrates purposive leisure. The purpose of the participant's leisure appears to be activity for free play purposes. Through the participation in free play he has the opportunity to be himself.

Primary themes: Active.

Secondary themes: Disassociated, Disrupted, Associated, Initiative and Passive.

Sub-themes: Purposive.

4.2.5.7 Conclusion to Case Study 4

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture in this case is that leisure was likely to be undertaken alone due to the disruption present in the participant's life. When he was able, he undertook activities that were passive, displaying initiative. However, given the opportunity, he would rather be active in his leisure time. This participant appears to have a lack of choice available for him to make opportunities for leisure.

This participant's leisure environment involved disruption due to foster family and school changes. The participant was a person who enjoyed active team based sport, however due to the changes within his environment his opportunities for his preferred activity was limited. He undertook regular leisure with his case worker and when given a choice for leisure he undertook leisure activities informally with his brother.

Note

The derivation of T10: Active shows initially as a minor theme. However, as already noted above the participant seemed permanently disrupted from participating in active leisure that he chose when given the opportunity. His skills in active leisure had been recognised by others when he was invited to play for representative teams. Due to the disruption experienced within his life these opportunities were stopped. Within his environment he was able to modify his active play to engage with friends, play

football and soccer or just run around. This powerful choice of activity was still prevalent within his circumstances, resulting in reclassifying this theme from an apparently minor theme to a primary theme.

4.2.6 Case Study 5 Analysis

4.2.6.1 Introduction

Case study 5 involves a male participant, aged 11 years who attended primary school. The participant had changed school several times since entering the OOHC system at birth, with attendance at a behavioural school prior to the interview.

4.2.6.2 Leisure

The participant stated that he spent 5 hours per week on leisure. This consisted of informal dancing, listening to music and singing. He enjoys visiting different places on the weekend with his foster family. He claimed to have over thirty friends at the time of the interview. He visited a counsellor once per week, where he played and had fun.

4.2.6.3 Reflections on the Interview

This participant was very short with his responses and really tried to hurry through the interview, always keen to get back to his activities and not spend too long with the questions. He appeared as a happy male adolescent who was always engaged in some form of physical or conversation-based activity and could be easily distracted.

4.2.6.4 Analysis-Level 1a- Creating a Text to Work on

4.2.6.4.1 Leisure Characteristics

Code	Leisure Characteristic
CH53	Dance.... anything sing too.... Yeah free dance.
CH54	Fun stuff... I just go places. Go to the blue mountains. With my family. Most weekends.
CH55	They always [my family pick where we will go].
CH56	[after school] I go, walk home and tidy up home.
CH57	Yes, [psychological] counselling. You just go play.
CH58	Yeah I get excited to come to [KiC]. You get to make and break stuff.

Table 20 Leisure Characteristics and Coding: Case Study 5

The participant danced and sang and participated in a style of free dance (CH53). With his foster family, he enjoyed going places on the weekend (CH54). His foster family always chose destinations (CH55). After school he used his time to walk home and tidy up at home (CH56). He considered visits to his psychological counsellor as leisure where he just played (CH57). He was excited about his attendance at the KiC club as he was able to 'make and break stuff' (CH58).

4.2.6.5 Level 1b Summarising and Packaging the Data

The participant self-directed (1RC15) his individual physical activity (1RC33) in leisure to create a performance (1RC77) with his free dance and singing. These two activities were informal leisure activities (1RC71). He had the opportunity to participate in shared leisure activities with his foster family on the weekends (1RC46), where together they participated in informal leisure opportunities (1RC71). The informal leisure activities he undertook during his weekends were directed by another (1RC8) as his family always chose destinations. He had scheduled activity that restricted the availability of his leisure time (1RC11). He participated in formally directed activity (1RC5) where he experienced leisure during the counselling sessions (1RC54).

He demonstrated feelings of enjoyment (1RC6) through his attendance at the KiC club, where he enjoyed using leisure to create art (1RC3).

4.2.6.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.6.6.1 Repackaging and Aggregating the Data

The participant's informal individual leisure (2RC46) choices allowed him the application of imagination (2RC2) through active leisure (2RC47). He was able to experience facilitated leisure with his foster family (2RC45) on the weekends. He spoke of intentional leisure that was formally directed with his counsellor (2RC35) with leisure used as a component of the formal intervention (2RC36). He experienced availability of time for leisure (2RC1), due to some activities undertaken after school. He demonstrated positive reactions to leisure (2RC5) when he enjoyed attending the

KiC club. His informal leisure choice of dancing and singing demonstrated a relaxed attitude (2RC42) towards leisure.

4.2.6.6.2 Identifying Themes

4.2.6.6.2.1 Final Aggregation of Codes

The participant's leisure demonstrated Creativity (T3), through his application of imagination in using free dancing and singing as informal activities that were informally organised to create a performance. Through his participation in the KiC club he demonstrated an application of imagination in using leisure to create art, by "making and breaking stuff".

The participant's leisure was Associated (T6). He participated in informal facilitated leisure with his foster family and activity directed by his counsellor.

His leisure was restricted (T4) by his need to undertake other activities. He participated in leisure as a component of formal intervention where leisure was used in counselling.

He took an impromptu approach to aspects of his leisure (T12), demonstrating a relaxed attitude through his informal leisure choices, where he undertook "fun stuff" on the weekends that was directed by his foster family.

The participant's leisure was Purposive (T1). The purpose of his leisure was demonstrated through intentional formally directed leisure used during his counselling sessions. He displayed feelings of enjoyment with positive emotions experienced during his participation at the KiC Club.

The participant's leisure was Disassociated (T7). When the participant was able to choose his leisure he undertook leisure on his own.

The participant's leisure was Active, sometimes (T10). The participant enjoyed undertaking active leisure.

4.2.6.5.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Confirming potential themes produced the following results

T1: Purposive contains 3 of a possible six leisure characteristics (50%); CH53, CH57, CH58.

T2: Creativity contains 2 of a possible six leisure characteristics (33%); CH53, CH58.

T6: Associated contains 2 of a possible six leisure characteristics (33%); CH54, CH55.

T4: Restricted contains 2 of a possible six leisure characteristics (33%); CH56, CH57.

T12: Impromptu contains 2 of a possible six leisure characteristics (33%); CH53, CH54.

T7: Disassociated contains 1 of a possible six leisure characteristics (16%); CH53.

T10: Active contains 1 of a possible six leisure characteristics (16%); CH53.

4.2.6.5.2.3 Reverse Thematic Analysis

The reverse analysis produces the following result.

CH53: is related to three themes, T1, T2, T7, T10 and T12

CH54: is related to two themes, T6 and T12

CH55: is related to a single theme, T6

CH56: is related to a single theme, T4

CH57: is related to two themes, T1 and T4

CH58: is related to two themes, T1 and T2

4.2.6.5.2.4 Classifying Themes

In this case study classification results in one primary theme T1: Purposive; four secondary themes, T2: Creative, T4: Restricted, T6: Associated and T12: Impromptu; and two sub-themes, T7: Disassociated and T10: Active.

Primary Themes

T1 Purposive

This theme contains three leisure characteristics that demonstrate purpose in leisure. One indicates self-direction. Two indicate formal organised activities, both of which have the purpose of enjoyment.

Secondary Themes

T2 Creative

This theme contains two leisure characteristics. The participant chose dance and singing to undertake in his free time. He demonstrated creativity through his formal leisure activities as well, through his enjoyment of using leisure to create art. For example, he enjoyed attending the KiC club so he can “make and break stuff”.

T4 Restricted

This theme contains two leisure characteristics. The participant was required to attend formal psychological counselling, where he enjoyed playing as a component of the counselling. He spoke of the fun he had in participating in these sessions. He also spoke of the requirements to walk home and tidy his room in the afternoon, which restricted his time for leisure.

T6 Associated

This theme contains two leisure characteristics. The participant undertook leisure on the weekends with his foster family. The participant also participated in the KiC club.

T12 Impromptu

The participant had a relaxed approach to leisure with his choice of dancing and singing within an informal setting. He allows his foster family to direct his leisure activities on the weekend.

Sub-Themes

T7 Disassociated

This sub-theme contains one leisure characteristics. The participant took leisure activity on his own when he has the opportunity. He undertook some of his leisure with his foster family on weekends.

T10 Active

This sub-theme contains one leisure characteristic. The participant undertook active leisure when he had the time available.

Primary Themes: Purposive

Secondary Themes: Creative, Restricted, Associated and Impromptu

Sub-Themes: Disassociated and Active

4.2.6.7 Conclusion to Case Study 5

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for this case involved a sense of purpose directed by the participant and the involvement of his foster carers. He displayed an impromptu attitude towards his leisure where he used creativity and undertook activities with his foster family with some restrictions. This participant demonstrated limited opportunities for leisure choice.

This participant's environment was one directed by his foster family with mandated weekday chores and weekend leisure trips. He attended regular counselling sessions where he experienced leisure. When he had time available he enjoyed activities that involved self-expression and few resources.

4.2.7 Case Study 6 Analysis

4.2.7.1 Introduction

Case study 6 involves a male participant, aged 14 years who attended high school. This participant had changed school four times since entering the OOHC system, with the last change occurring in the 12 months prior to interview. He had been in foster care since birth.

4.2.7.2 Leisure

The participant stated that he spent two hours per week on leisure. During his leisure time he played electronic games on his PlayStation or rode his scooter at the local skate park. He preferred to ride his scooter on the weekends as he got a larger block of time to spend at the skate park, where he could stay all day and just ride. He used to participate in an organised soccer competition on the weekend, but had stopped as he no longer wanted to play soccer. He stated that he had 3 school friends.

4.2.7.3 Reflections on the Interview

This participant's interview was very short and difficult to control. The participant tried to control the interview and his responses were very short and sharp, giving the impression that he was not keen to share too much information about his life with an outsider. He also appeared to be trying to keep a particular image with his peers, perhaps not wanting to be seen talking to an adult leader within a group. He was a new participant of the KiC Club. This may have contributed to his guarded, short answers.

4.2.7.4 Analysis-Level 1a- Creating a Text to Work on

4.2.7.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH59	Ride around with the scooter, go to the skate park.
CH60	Watch movies, play the PlayStation [electronic game].
CH61	More time [for leisure activity on weekends] You spend the whole day doing it rather than just after school for the next three hours. I can spend the whole day there. I can go from what nine in the morning to eight o'clock at night, for an example.
CH62	Soccer. School I just don't do sport that much anymore. Seven years ago. [I last played soccer] Different family then I moved. My sporting things are scooter riding now...
CH63	[I like KiC because]. Get away from the house. Technology, mucking around, helping me in my job.

Table 21 Leisure Characteristics and Coding: Case Study 6

In his free time, he rode around with his scooter and would take his scooter to the skate park (CH59). He watched movies, and played the PlayStation [electronic game] (CH60). He preferred to ride his scooter on the weekends, as it allowed him to spend the whole day at a local skate park, from nine am to eight pm (CH61). He had played soccer seven years previously, when located with a different family. His leisure activity at the time of the interview was almost exclusively scooter riding (CH62), though he enjoyed coming to the KiC Club as it allowed him to get away from the house and use technology, play and, in his opinion, help him get a job (CH63).

4.2.7.5 Level 1b Summarising and Packaging the Data

The participant directed his own pursuit of leisure activities (1RC15). His self-directed leisure was an individual physical activity (1RC33) and he then also participated in jointly physical activity with others (1RC20).

The participant engaged in individual electronic game playing (1RC7) and individual passive activity (1RC22). His self-directed (1RC15) activity allowed him more time to spend engaging when leisure was used as a diversion (1RC58).

As a result of changing families a socialised activity (1RC39) was last played when he was 7 years old. He used leisure to enable aspirations (1RC24) and provide diversion (1RC58).

4.2.7.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.7.6.1 Repackaging and Aggregating the Data

The participant's self-directed leisure activities were intentional (2RC35) and physical (2RC37) with no social interaction (2RC19). He undertook activity on the weekends with limited social interaction (2RC6). His soccer involvement was interrupted leisure (2RC12), intentional (2RC35) passive leisure (2RC8) with no social interaction (2RC19). He used leisure to step towards a goal (2RC40) and as an enabler (2RC41).

4.2.7.6.2 Identifying Themes

4.2.7.6.2.1 Final Aggregation of Codes

Leisure was self-directed, intentional and Purposive (T1). His choices allowed him to participate in his chosen activity longer on the weekends than he could during the school week.

The participant had experienced Disassociated leisure (T7) that involved no or limited social interaction within his activities.

He used leisure for Goals (T9). With leisure activity being focused on helping him step towards a goal and provide him with aspiration.

He used leisure that was Enabling (T8). Leisure was used to enable diversion.

The participant's leisure was Disrupted (T3). He experienced this when a previous socialised activity stopped. The disruption was not within his control and as he stated, he participated in sport when he was with a different family, then he moved.

The participant's leisure was active (T10). He engaged in individual physical activity riding his scooter around at home with no social interaction and at the skate park, on the weekends, with limited social interaction.

Leisure was Passive (T13), involving no social interaction for the participant when he was watching movies and using the electronic PlayStation game.

4.2.7.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Confirming potential themes produced the following results.

T1: Purposive contains 2 of a possible five leisure characteristics (40%); CH60, CH61.

T7: Disassociated contains 2 of a possible five leisure characteristics (40%); CH59, CH60.

T8: Enabling contains 2 of a possible five leisure characteristics (40%); CH61, CH63.

T9: Goals contains 1 of a possible five leisure characteristics (20%); CH63.

T3: Disrupted contains 1 of a possible five leisure characteristics (20%); CH62.

T10: Active contains 1 of a possible five leisure characteristics (20%); CH60.

T13: Passive contains 1 of a possible five leisure characteristics (20%); CH60.

4.2.7.6.2.3 Reverse Thematic Analysis

The reverse analysis produces the following result.

CH59: is related to a single theme, T7

CH60: is related to four themes, T1, T7, T10 and T13

CH61: is related to two themes, T1 and T8

CH62: is related to a single theme, T3

CH63: is related to two themes, T8 and T9

4.2.7.6.2.4 Classifying Themes

In this case study classification results in no primary themes; seven secondary themes, T1: Purposive, T7: Disassociated, T8: Enabling, T3: Disrupted, T9: Goals, T10: Active and T13: Passive. There were no sub-themes.

Secondary Themes

T1 Purposive:

The two leisure characteristics that fall within this theme relate to self-directed activity that involved passive and active activities. The participant intentionally chose to participate in individual scooter riding, on weekends, rather than during the week as it allowed him to spend the whole day away from home rather than just three hours, available at other times.

T7 Disassociated

This theme contains two leisure characteristics which involved limited or no social interaction. The participant chose to participate in activities that involved little or no social interaction. On the weekends he spent the whole day doing where social interaction is limited. He had previously engaged in an activity that was socialised, however it was interrupted.

T8 Enabling

This theme contains two leisure characteristics that enable the participant's leisure. He uses leisure as a diversion to get away from his house. He stated his reason for attending the KiC club was to get away from the house and he participates on the weekends in an activity for twelve hours or so of the day, away from his house.

T3 Disrupted

This theme contains one leisure characteristic that demonstrates disrupted activities. The participant previously played soccer when he was seven. This was when he was with a different family, then he moved. Soccer was the only socialised activity mentioned. He stated that his new sporting thing was scooter riding. He engaged in two individual activities that involved limited or no social interaction.

T9 Goals

This theme contains one leisure characteristic regarding goals. The participant linked his reasons for attending KiC as getting away from the house and learning technology that would help in a job. His career aspiration was to work in information technology. This shows a connection between aspirations and leisure activity.

T10 Active

This theme contains one leisure characteristic that demonstrates active leisure for this participant. He engaged in self-directed physical activity with his scooter riding at home and at the skate park. He chose to ride his scooter on the weekends when he had more time and could do so for the entire day.

T13 Passive

This theme contains one leisure characteristic that demonstrates passive leisure. The participant was self-directed in watching movies and playing his electronic PlayStation.

Secondary Themes: Purposive, Disassociated, Enabling, Disrupted, Goals, Active and Passive.

4.2.7.7 Conclusion to Case Study 6

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall leisure experience for this case study was one where leisure was overwhelmingly likely to be undertaken alone. The participant had experienced disruption but was using active and passive leisure to enable goals. This participant had opportunities for some choice and leisure.

This participant's leisure environment appeared to be one where he had some control. He had tried team based sport seven years earlier, but was now participating in individual based leisure activities. He was able to control the time spent on his leisure

activity and chose to spend large amounts of time on the weekends riding his scooter at the skate park.

4.2.8 Case Study 7 Analysis

4.2.8.1 Introduction

Case study 7 involves a male participant, aged 11 years, who attended primary school. This participant had changed school several times since entering the OOHC system, and was attending behavioural school two days per week. He had been in foster care since birth and was in foster care with one of his brothers.

4.2.8.2 Leisure

The participant stated he spent 36 hours per week on leisure. This consisted of running, riding his bicycle, informal football with friends and computer games. He went for a run up and down his street for about 60 minutes when he could, as he really enjoyed running. He previously played competitive rugby league and reported having many school friends.

4.2.8.3 Reflections on the Interview

This participant presented as a young person who was anxious and cautious of those around him. His foster care placement was in jeopardy and likely to change in the near future, reasons not explained.

4.2.8.4 Analysis-Level 1a- Creating a Text to Work on

4.2.8.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH64	I normally ride my bike and play football with my brother or sometimes I go to my friend's house.
CH65	I run from my house sometimes- I run to the end of the, there's a park. I run to that and back up. It's probably 10 minutes each time. Ten to 15 minutes and I run there, back there and back for about an hour.
CH66	Because I like running. Yeah and I'm fit. Yeah, faster, further and sometimes I just jog until I feel like I would run really fast. When I was little I got put in the football [team] and I loved football and I started running a lot more. Then I started getting faster and faster and faster. Yeah and you need to be fit. You have to be fit enough because when you're running, if you get tired quickly you'll get tackled (in a football game) or you'll just be really - if you're really unfit then you won't really be able to do it
CH67	I ride my bike [with friends]. I play football with them or I go over their house and play the Xbox, PlayStation or they come over to my house and play the Xbox and PlayStation.
CH68	Oh yeah we go and see our mum every two months. We see our baby sister every month. Our actual mum she plays with us. Like she plays football with us, soccer and that.
CH69	I would play football and at school I would make it through the running like all the running things but I was too young to go to - until I got to Year 4 but in Year 3 they let me go to them all. Yeah, zone and that. In Year 3 they let me go because I was really fast because I'm a fast runner at long distance. Short distance I am fast but mostly long distance I'm better.
CH70	Yeah, I've asked [foster family] but because my foster dad's always at work I can't do it. I want to but they're always at work or my foster dad's always at work
CH71	Yeah, I'm in all the [current school] teams. I'm in their football team, I'm in their softball team.
CH72	And for the running I'm normally in their team but I'm only there for three days now. No, at Mt Annan and I'm at my behaviour school on Thursday and Friday.
CH73	A good effect is like I could make it into - for the running, I could make it to the Olympics. For the pushbike riding I could become a really good bike rider because I am good at it. I can ride no hands on my bars and stand up on my seat.
CH74	[KiC] I like the robotics. Program and build them.

Table 22 Leisure Characteristics and Coding: Case Study 7

The participant rode his bike, played football with his brother and sometimes he went to his friend's house (CH64). He ran from his house a local park and back, taking him about ten minutes each way and he continued to run for an hour (CH65). He enjoyed running, stating he was very fit, running faster and further. When he was younger he was put into a football team. He loved football. He ran to get fit enough as not to get tired and tackled in football (CH66). He also rode his bike or played football with his friends, going over to their house and playing the electronic Xbox and PlayStation

games (CH67). With his brother, he visited their birth mother every two months and their baby sister every month. His birth mother played with him with a football (CH68). At school he would participate in the running competitions, but was too young to do so competitively. However, when he was in year 3 they let him attend the competition as he was very fast (CH69). He no longer played football and stated he couldn't do it now, as his foster father was always at work. (CH70).

Previously he was able to play football and softball for the school team (CH71). The participant was, previously, also in the school running team. However, he was only at the school for three days per week (CH72) due to his required attendance at behavioural school. He believed that leisure could have a good effect on his life as he might be able to make it to the Olympics for running or for pushbike riding. He stated he could ride his bike with no hands on the bars and stand on his bike seat (CH73). The participant also enjoyed attending the KiC club as he liked robotics, programming and building robots (CH74).

4.2.8.5 Level 1b Summarising and Packaging the Data

The participant self-directed (1RC15) engagement in joint physical activity with others (1RC20) for friends and belonging (1RC34). He participated in self-directed (1RC15) individual passive activity (1RC33) with feelings of enjoyment (1RC6) for fitness (1RC55) that enabled his aspirations (1RC24) and his achievement (1RC56) with a demonstrated commitment to a leisure activity (1RC49). He played electronic games with friends (1RC67) for friends and belonging (1RC34). The participant engaged in birth family facilitated shared leisure (1RC43), every two months. He experienced discontinuation of a socialised activity (1RC39) that he had used for enabling achievement (1RC56). He discontinued a socialised activity (1RC39) due to restrictions of an activity by a foster carer (1RC17). He was able to participate in a joint physical activity with a team (1RC65) through. However, the participant experienced discontinuation of a committed leisure activity (1RC63) due to behavioural school attendance (1RC57). The participant was able to use leisure for creating (1RC80) and aspirations.

4.2.8.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.8.6.1 Repackaging and Aggregating the Data

The participant enjoyed leisure with friends (2RC28) that was intentional (2RC35). He demonstrated positive reaction to leisure (2RC5) and a passion for an activity (2RC37) that involved physical activity (2RC37), with no social interaction (2RC19). He experienced facilitated leisure with family (2RC45). Even though he had interrupted leisure (2RC12) he used leisure as an enabler (2RC41) and to apply imagination (2RC2).

4.2.8.6.2 Identifying Themes

4.2.8.6.2.1 Final Aggregation of Codes

Leisure was Associated (T6). The participant enjoyed leisure with friends that involved joint physical activity as well as electronic game playing for friends and belonging. He also engaged in facilitated leisure with his birth mother every two months.

The participant's leisure was Purposive (T1). He intentionally self-directed activities with his friends and his birth brother, sometimes going to his friend's house.

He experienced Creative leisure (T2), using leisure to apply imagination and to create. For example, he enjoyed programming and building robots.

The participant used leisure for Enabling (T9). He used leisure activities to enable achievement and aspirations.

He was active in his leisure (T10). He participated in physical activity for leisure, using leisure for fitness.

He experienced Disrupted leisure (T3). He had interrupted leisure activities with a discontinued committed leisure activity and a discontinued socialised activity.

The participant demonstrated Commitment to a leisure activity (T14). He was passionate about an individual physical activity that he participated in regularly, which was running.

The participant's leisure was Disassociated (T7). Some of his activities had no social interaction as they were individual physical activity where he ran from his house to the park and back for an hour.

4.2.8.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Confirming potential themes produced the following results

T6: Associated contains 4 of a possible ten leisure characteristics (40%); CH64, CH67, CH68, CH71.

T3: Disrupted contains 3 of a possible ten leisure characteristics (30%); CH69, CH70, CH72.

T9: Enabling contains 3 of a possible ten leisure characteristics (30%); CH66, CH69, CH73.

T1: Purposive contains 2 of a possible ten leisure characteristics (20%); CH64, CH66.

T10: Active contains 2 of a possible ten leisure characteristics (20%); CH65, CH66.

T2: Creativity contains 1 of a possible ten leisure characteristics (10%); CH74.

T7: Dissociated contains 1 of a possible ten leisure characteristics (10%); CH65.

T14: Commitment contains 1 of a possible ten leisure characteristics (10%); CH66.

4.2.8.6.2.3 Reverse Thematic Analysis

The reverse analysis produces the following result.

CH64: is related to two themes, T1 and T6

CH65: is related to two themes, T7 and T10

CH66: is related to four themes, T1, T9, T10 and T14

CH67: is related to a single theme, T6

CH68: is related to a single theme, T6

CH69: is related to two themes, T3 and T9

CH70: is related to a single theme, T3

CH71: is related to a single theme, T6

CH72: is related to a single theme, T3

CH73: is related to a single theme, T9

CH74: is related to a single theme, T2

4.2.8.6.2.4 Classifying Themes

In this case study, classification results in no primary themes; five secondary themes, T6: Associated, T3: Disrupted, T9: Enabling, T1: Purposive and T10: Active and three sub-themes; T2: Creativity, T7: Disassociated and T14: Commitment.

Secondary Themes

T6 Associated

Of the four leisure characteristics that fall within this theme, two are self-directed individual physical activity with the participant's brother or friends. The other involves him spending time with his birth family. The other characteristic was within a school setting, where he was included in all the current school sport teams. He was able to experience associated leisure both within his foster home and school setting.

T3 Disrupted

Of the three leisure characteristics that fall within this theme all include disruption of activities that was outside the participant's control. His activities were stopped due to behavioural school attendance and restriction of an activity by a foster carer. For example, he last played football outside school when he was younger and with a previous foster family. His current foster family were always at work so he could not play.

T9 Enabling

Of the three leisure characteristics that fall within this theme all include individual physical activities. The participant utilised leisure to enable aspirations and achievement. He had set goals for aspects of his leisure that enabled him to perform in other activities when he was able. He was able to link his current activities to short and long term aspirations.

Despite the disruption in his activities he continued to have aspirations of leisure and continued to commit to and participate in activities that he could self-direct. These enabled him to become faster and run further so he could be fit enough to not be tackled in a football game.

T1 Purposive

This theme contains only two leisure characteristics that are characteristics of the participant's freely chosen leisure, indicating that when given the opportunity he enjoys participating in physical activity.

T10 Active

This theme contains two leisure characteristics that involves the participant in outdoor active leisure. He enjoyed participating in running and playing football with his team mates. He was introduced to football when he was younger and from there he started to run a lot more. This ranged from jogging to running from his house to the park for up to one hour. His running had purpose and enabled aspirations.

Sub-Themes

T2 Creative

This sub-theme contains one leisure characteristic. He enjoyed programming and building robots at the KiC Club.

T7 Disassociated

This sub-theme contains one leisure characteristic. The participant undertook an individual physical activity that involved no social interaction. Running was an activity that appears to be central to his life. Running was an activity he enjoyed and is mentioned in five of the leisure characteristics. The participant ran by himself to maintain his fitness for football. He also ran by himself for his future aspirations of competing in the Olympics.

T14 Commitment

This sub-theme contains one leisure characteristic. The participant demonstrated a commitment to his running. He ran regularly and discussed this activity with passion.

Secondary Themes: Associated, Disrupted, Enabling, Purposive and Active

Sub-themes: Creative, Disassociated and Commitment

4.2.8.7 Conclusion to Case Study 7

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for case study 7 was that the participant had experienced disruption in his leisure and preferred activities with others that involved him in meeting his goals. He enjoyed activities that he currently self-directed, however lacked opportunities or choice within his leisure experiences. Within his current environment he displayed commitment and creativity, undertaking activities alone. It could be suggested that his ability to continually use leisure as aspirations through disruption requires creativity as he changes foster families whilst in care.

This participant was in an environment that impacted his leisure. He had seen changes in his foster family and schools attended. The participant enjoyed playing team sport, however due to his current foster family situation and behavioural school attendance he was not able to play. The participant did not appear to let this affect his goals for playing football again, as he continued to keep fit through regular running. Running was an activity that he believed was vital, to him playing football again. He also undertook informal leisure with friends and his brother.

4.2.9 Case Study 8 Analysis

4.2.9.1 Introduction

Case study 8 involves a male participant, aged 13 years, who attended high school. He had been in care since he was seven months old. This participant had not changed schools or families during his time in OOHC.

4.2.9.2 Leisure

The participant stated that he spent eighteen hours per week on leisure. He enjoyed participating in leisure activities with his friends, such as riding his scooter with them on most days after school. He participated in organised singing classes three times per week to improve his singing ability. He played organised soccer during the winter season. In the past he had ridden his motor bike around but he physically outgrew the motor bike. He stated he had 25 school friends.

4.2.9.3 Reflections on the Interview

This participant presented as a confident young person who could articulate his activities and was attentive to the questions during the interview.

4.2.9.4 Analysis-Level 1a- Creating a Text to Work on

4.2.9.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH75	Free time I normally go out with my friends, and riding my scooter.
CH76	When it's dark or raining I normally sit inside on my phone[playing games].
CH77	Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.
CH78	I must say, I have soccer which I don't have any more. Change to winter for soccer.
CH79	[past activities] Bike riding, motorbike riding, athletics. I'd have to get a new motorbike to go motorbike riding and I just don't really like bike riding anymore since I got my scooter. When you need a new motorbike because the other one was too small.
CH80	[leisure teaches] Like, you learn how to be responsible for things, like, money and all that.
CH81	[choices, hopes] Well with motorbike riding I practised, by riding my scooter because you can become a professional scooter rider and go in, like, competitions and all that. Yeah, just practicing a lot learning tricks and everything.
CH82	[I enjoy] Making friends [at KiC].

Table 23 Leisure Characteristics and Coding: Case Study 8

The participant used his free time to go out with his friends and to ride his scooter (CH75). When it was dark or raining he would normally sit inside playing games on his phone (CH76). He participated in singing lessons, where he learnt a new song each term. He then spent the term practicing the song. He had asked recently to learn one song for longer than a term, as he really liked it (CH77). He played soccer in winter (CH78). He previously rode a motor bike but had stopped since he outgrew the motor bike and got a scooter (CH79). He believed that leisure taught him to be responsible for things, like money (CH80). He stated that leisure could help with his hopes as if he practiced enough (CH81). He enjoyed making friends at the KiC Club (CH82).

4.2.9.5 Level 1b Summarising and Packaging the Data

The participant had self-directed (1RC15) leisure with joint physical activity with others (1RC20). The participant also undertook individual electronic game playing (1RC7). He used self-directed leisure to undertake an individual physical activity (1RC33) that created a performance (1RC77), allowed him to learn a skill (1RC59), master a skill (1RC60) and demonstrated a commitment (1RC49) that enabled an achievement (1RC56) through his regular singing lessons.

He participated in joint physical activity with a team (1RC65) through his soccer playing during the soccer season.

His self-directed (1RC15) individual physical activity (1RC33) was discontinued as he outgrew the resources (1RC10) and discontinued another activity as he obtained a more interesting resource (1RC61). He believed that leisure helped him with life (1RC35).

Through leisure he mastered a skill (1RC60) that could help him with life (1RC35) and enable achievement (1RC56) to meet his leisure aspirations (1RC24). He used leisure to find friends and belong (1RC34).

4.2.9.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.9.6.1 Repackaging and Aggregating the Data

The participant undertook leisure with broad social interaction (2RC27) and no social interaction (2RC19). He utilised leisure to learn (2RC29) and demonstrated intentional (2RC35) behaviours with an application of imagination (2RC2) and passion for the activity (2RC34). The participant undertook physical activity (2RC37). He experienced interruptions (2RC12) during his leisure activities. He used leisure as an enabler (2RC41) and to step towards goals (2RC40).

4.2.9.6.2 Identifying Themes

4.2.9.6.2.1 Final Aggregation of Codes

The participant's leisure was Disassociated (T7). He participated in an activity that involved no social interaction, an individual electronic game. For example, when it rained or was dark outside he used his phone to play games.

The participant's leisure was Active (T10). He participated in individual physical activity, as well as joint physical activity with others and in a team environment. For example, he rode his scooter with his friends and played soccer competitively.

The participant once experienced Disrupted leisure (T3) and interrupted activity for two reasons. Firstly, he discontinued an activity as he had outgrown resources. Secondly he discontinued an activity as he had obtained a more interesting resource. He had obtained, a scooter to ride and preferred it.

He undertook leisure that was Enabling (T8). The participant used leisure as an enabler of achievement and to master a skill.

The participant used leisure for Goals (T9). Discussing practicing with his scooter riding to participate in competitions.

Leisure was used by the participant to create (T2). He used leisure in the application of imagination to create a performance with his regular singing activities.

The participant used leisure for Learning (T11). Leisure was able to be used to learn skills and help with life. He discussed leisure affecting his life and learning how to be responsible for things like money.

This participant's leisure was Purposive (T1). He intentionally chose to self-direct physical activities during his free time with his friends, for example riding their scooters together. When it was raining or dark outside he was able to self-direct him to play games on his phone. On a monthly basis he directed his learning of singing.

The participant undertook activities that were Associated (T6). He enjoyed participating in joint activities with others during his free time. During the soccer season he played in a competitive soccer team.

The participant undertook activities that demonstrated a Commitment (T14) to leisure. He enjoyed learning and mastering his singing skills.

4.2.9.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in

part to provide a direct and observable relationship between potential themes and leisure characteristics.

Confirming potential themes produced the following results.

T7: Disassociated contains 3 of a possible eight leisure characteristics (37%); CH76, CH77, CH79.

T6: Associated contains 3 of a possible eight leisure characteristics (37%); CH75, CH78, CH82.

T10: Active contains 3 of a possible eight leisure characteristics (37%); CH75, CH78, CH79.

T11: Learning contains 3 of a possible eight leisure characteristics (37%); CH77, CH80, CH81.

T1: Purposive contains 2 of a possible eight leisure characteristics (25%); CH75, CH77.

T3: Disrupted contains 1 of a possible eight leisure characteristics (12%); CH79.

T8: Enabling contains 1 of a possible eight leisure characteristics (12%); CH81.

T2: Creativity contains 1 of a possible eight leisure characteristics (12%); CH77.

T9: Goals contains 1 of a possible eight leisure characteristics (12%); CH81.

T14: Commitment contains 1 of a possible eight leisure characteristics (12%); CH77.

4.2.9.6.2.3 Reverse Thematic Analysis

The reverse analysis produces the following result

CH75: is related to three themes, T1, T6 and T10

CH76: is related to a single theme, T7

CH77: is related to five themes, T1, T2, T7, T11 and T14 Commitment

CH78: is related to two themes, T6 and T10

CH79: is related to three themes, T3, T7 and T10

CH80: is related to single theme, T11

CH81: is related to three themes, T8, T9 and T11

CH82: is related to a single theme, T6

4.2.9.6.2.4 Classifying Themes

In this case study classification results in no primary themes; five secondary themes, T6: Associated, T7: Disassociated, T11: Learning, T10: Active, T1: Purposive; and four sub-themes, T2: Creative, T3: Disrupted, T8: Enabling and T9: Goals.

Secondary Themes

T6 Associated

All leisure characteristics that fall within this theme describe undertaking activities with friends or playing in a team. The participant normally enjoyed going out with his friends and riding his scooter. He participated in a soccer competition.

T7 Disassociated

This theme contains leisure characteristics describing leisure undertaken individually. Firstly, the participant enjoyed learning to sing. If it was raining or dark, he chose to play games on his phone, alone.

T11 Learning

The majority of this participant's leisure involved learning. This was demonstrated across the three leisure characteristics within this theme. He discussed practicing skills often, to become a professional scooter rider.

The participant stated that leisure teaches you how to learn and be responsible, implying a good understanding of why he practised leisure skills. He demonstrated learning through leisure activities in his singing. For example, he learnt a new song every term, even asking his singing teacher if he could take longer than a term to master the song as he really enjoyed it.

T10 Active

This theme contains three leisure characteristic where the participant demonstrated active leisure. Two of the characteristics involve associated activities with friends or a team. For example, he played soccer during the soccer season and went out with his friends in his free time. The other characteristic involved active play alone.

T1 Purposive

This theme contains two leisure characteristics where the participant undertook leisure with purpose. The purposes of the two leisure characteristics involve being self-directed.

Sub-Themes

T2 Creative

This sub-theme contains one leisure characteristic where the participant enjoyed learning and mastering a leisure skill. The participant chose to learn one song per term. He was enjoying learning a song so much at the time of the interviews that he had asked if he could keep learning for the next term.

T3 Disrupted

This sub-theme contains one leisure characteristic where the participant chose to discontinue individual physical activity due to the outgrowing of resources.

T8 Enabling

The participant used leisure to practice skills. For example, he practiced riding his scooter, learning tricks and anything else that he thought was useful for becoming a professional.

T9 Goals

The participant was able to understand how leisure could be used for his goals. Once he had learnt a skill he was able to practice that skill with a goal in mind. For example, he was keen on entering scooter competitions and singing.

T14 Commitment

The participant was able to apply his creative skills and discipline to learn and master a new song every term.

Secondary Themes: Associated, Disassociated, Learning, Active, Purposive.

Sub-themes: Creative, Disrupted, Enabling, Goals and Commitment.

4.2.9.7 Conclusion to Case Study 8

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for case study 8 was that the participant undertook the activities he chose to. The participant undertook activities on his own where he utilised learning and being active. He was able to self-direct creativity and disruption by choice, to allow him to enable his personal goals. He also enjoyed undertaking leisure activities with his friends and team mates.

This participant's environment appears to support the opportunity for him to make choices within his leisure activities. He had changed leisure activities in the past and moved to a mix of team sport and individual activity, as well as creative and active activities. The participant was able to try different activities and appeared to be happy with his leisure activities.

4.2.10 Case Study 9 Analysis

4.2.10.1 Introduction

Case study 9 involves a male participant, aged 16 years who attended high school. He had been in care since he was about 4 years old. This participant had not changed schools or families during his time in OOHC.

4.2.10.2 Leisure

The participant stated that he spent 21 hours per week on leisure. He enjoyed watching anime on TV and undertook karate 3 times per week, where he'd achieved a black belt. He had previously participated in organised soccer and swimming clubs outside of school. He stated that he had ten school friends.

4.2.10.3 Reflections on the Interview

This participant presented as a quiet individual who was direct and controlled with replies to the interview questions. He spoke modestly and briefly of his activities.

4.2.10.4 Analysis-Level 1a- Creating a Text to Work on

4.2.10.4.1 Leisure Characteristics

Code	Leisure Characteristic
CH83	Watch anime pretty much every day.
CH84	Karate. Three times a week. I've got a black belt. About five years.
CH85	Karate, a flyer went around and my [foster carer] looked at it and thought we could do that.
CH86	[leisure with friends] No not really.
CH87	I do make friends here and there.
CH88	[leisure to me is] Relaxation, like when, [I] do what I enjoy.
CH89	[Past activities I have participated in are] soccer and swimming. Swimming squads. I kind of got bored of and soccer, the club I played for is no more. It's gone. I would do them again. I'm happy doing whatever.

Table 24 Leisure Characteristics and Coding: Case Study 9

This participant watched Anime on television, every day (CH83). He had undertaken karate three times per week for 5 years prior to the interview and obtained his black belt (CH84). He was introduced to karate through a flyer that his foster carer had obtained (CH85). He did not really undertake leisure with any friends (CH86). However, he stated that he did make friends “here and there” (CH87). Leisure, to this participant, meant relaxing and doing what he enjoyed (CH88). In the past the participant played soccer and swam in squads. He stopped swimming as he became bored and the swimming club he belonged to was no longer operating, he would take up new activities again or undertake either swimming or soccer (CH89).

4.2.10.5 Level 1b Summarising and Packaging the Data

The participant undertook individual passive leisure every day (1RC22) and on multiple occasions weekly (1RC32). He participated in joint physical activity with others (1RC20). He used leisure to enable achievement (1RC56) and was able to master a skill (1RC60). He participated in the same activity on multiple occasions weekly (1RC32) that was formally directed (1RC5)

He exploited leisure opportunities (1RC12) that were presented to him. He had no friends involved in his leisure (1RC70). He demonstrated a relaxed attitude to friendship (1RC72) and searched for friends and belonging (1RC34). Leisure meant

feelings of enjoyment (1RC6) and was self-directed (1RC15). The participant discontinued a socialised activity (1RC39) at his own choosing (1RC15).

4.2.10.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.10.6.1 Repackaging and Aggregating the Data

The participant experienced interrupted leisure (2RC12). He had intentional (2RC35) leisure activities with no social interaction (2RC19). The participant had intentionally (2RC35) experienced physical activity for leisure (2RC37) with broad social interaction (2RC27) experienced during the activity. He used leisure for goal achievement (2RC38) where he demonstrated passion for the activity (2RC34). He had experienced at some point in time, limited social interaction (2RC6).

He intentionally (2RC35) interrupted his leisure activities (2RC12). He was opportunistic about leisure (2RC32). Leisure, to this participant, was utilising a relaxed attitude (2RC42) with positive attitudes (2RC5).

4.2.10.6.2 Identifying Themes

4.2.10.6.2.1 Final Aggregation of Codes

The participant's leisure was Disassociated (T7) He experienced self-directed activities with no, or limited, social interaction involved.

The participant's leisure did involve Active (T10) leisure. The participant undertook one activity that involved physical activity during his leisure time, on multiple occasions during the week.

The participant used leisure for Goals (T9). He was able to practice a skill for a physical activity on multiple occasions during the week, in order to master it.

Leisure was Disrupted (T3) for this participant. The participant self-directed the interruption of leisure activities that included social interaction.

The participant took up Impromptu (T12) opportunities during his leisure and had a relaxed attitude towards leisure.

The participant's leisure was Purposive (T1), in that he self-directed his involvement in all of his leisure participation and self-directed the interruption of leisure activities. The purpose of his leisure activities appears to be to chose activities to enjoy and to matter.

The participant demonstrated Initiative (T5) in his leisure. He undertook opportunities to participate in a new leisure activity when they were offered to him.

The participant experienced Associated (T6) leisure. The participant undertook leisure activity with a group friends.

The participant demonstrated Commitment within his leisure (T14). Through his passion for his karate.

4.2.10.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Confirming potential themes produced the following results.

T1: Purposive contains 4 of a possible seven leisure characteristics (57%); CH83, CH84, CH85, CH88.

T7: Disassociated contains 3 of a possible seven leisure characteristics (42%); CH83, CH86, CH87.

T5: Initiative contains 2 of a possible seven leisure characteristics (29%); CH85, CH88.

T9: Goals contains 1 of a possible seven leisure characteristics (14%); CH84.

T12: Impromptu contains 1 of a possible seven leisure characteristics (14%); CH87.

T3: Disrupted contains 1 of a possible seven leisure characteristics (14%); CH89.

T10: Active contains 1 of a possible seven leisure characteristics (14%); CH84.

T6: Associated contains 1 of a possible seven leisure characteristics (14%); CH84.

T14 Commitment contains 1 of a possible seven leisure characteristics (14%); CH84.

4.2.10.6.2.3 Reverse Thematic Analysis

The reverse analysis produces the following result

CH83: is related to two themes, T1 and T7

CH84: is related to five themes, T1, T6, T9, T10 and T14

CH85: is related to two themes, T1 and T5

CH86: is related to a single theme, T7

CH87: is related to two themes, T7 and T12

CH88: is related to two themes, T1 and T5

CH89: is related to a single theme, T3

4.2.10.6.2.4 Classifying Themes

In this case study, classification results in one primary theme; T1: Purposive; two secondary themes; T7: Disassociated and T5: Initiative; and six sub-themes, T3: Disrupted, T6: Associated, T9: Goals, T10: Active, T12: Impromptu and T14: Commitment.

Primary Themes

T1 Purposive

Of the four leisure characteristics that fall within this theme, all were self-directed actions to participate in, or interrupt, an activity. The participant undertook individual passive and physical activities. The purpose of this participant's leisure seems to be based on freely chosen activities, as well as his passion for one. His leisure demonstrates a willingness to try a variety of activities to find activities of benefit to him. For example, he interrupted leisure activities as he became bored. This participant clearly self-directs his leisure activities.

Secondary Themes

T7: Disassociated

Of the three leisure characteristics that fall within this theme, all involve no, or limited, social interaction. The participant demonstrated purpose in his choices for leisure to

be disassociated from others. He sometimes undertook activities completely by himself. For example, he watched Anime on television every day.

T5 Initiative

This participant demonstrated initiative through his ability to be opportunistic with leisure. He commenced a new leisure activity after seeing a promotional flyer.

Sub Themes

T3 Disrupted

This participant chose to disrupt his leisure activities when he thought it necessary. He interrupted two activities by choosing not to participate. He explained about getting bored with an activity. Even though he experienced disrupted leisure, it was seen as positive by the participant. He stated that he could do them again if he chose to, but he was happy to do 'whatever'.

T6 Associated

The participant experienced activities that were associated with others. Although, being associated with others was not the main reason for participation. There are people present within these activities due to the nature of the leisure activity itself.

T9 Goals

This participant used his leisure to achieve goals. Through his participation in karate he was able to earn a high level of skill. The participant stated that he was happy doing whatever he chose, implying that his then current leisure suited his needs.

T10 Active

This participant undertakes physical leisure activity. He undertook karate 3 times per week.

T12 Impromptu

The participant took a relaxed approach to friendships within his leisure activities. His activities and skill development appear to be the aim of the engagement as opposed to the development of friendships. For example, he stated that he does not really participate in leisure with his friends, but that he does make friends here and there.

T14 Commitment

The participant demonstrated commitment in his approach to leisure activity in particular, he undertook the same activity on multiple occasions every week.

The lists of themes and sub themes found for this case study are as follows:

Primary Themes: Purposive

Secondary Themes: Disassociated, Initiative

Sub-themes: Disrupted, Associated, Goals, Active, Impromptu and Commitment.

4.2.10.7 Conclusion to Case Study 9

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall leisure environment within which the participant undertook activities was one where he was free to make choices. His foster family supported and encouraged his leisure participation. The participant had tried a variety of individual and group based leisure activities, participating in activities that he enjoyed undertaking for the purpose of developing skills.

The participant focused on activities of his choosing with the focus of the activity not being on the development of friendships but the activity itself. He had undertaken active and team based activities in the past but became bored with these and had chosen to be involved in individually focused leisure.

4.2.11 Case Study 11 Analysis

4.2.11.1 Introduction

Case study 11 involves a male participant, aged 9 years who attended primary school. At the time of interview this participant had changed school four times since entering the OOHC system, at the age of eight months. The number of the participant's family changes was not given. He was currently in foster care with the same family as his birth sister.

4.2.11.2 Leisure

The participant rode his bike after school and played football informally when he could, with friends. He enjoyed drawing on canvas when he could. He spent Sundays attending church with his foster family. He stated that he had six school friends.

4.2.11.3 Reflections on the Interview

The participant was a young person who answered questions politely and demonstrated patience whilst waiting for each question. His voice became excited and slightly raised when he spoke of activities he enjoyed.

4.2.11.4 Analysis-Level 1a- Creating a Text to Work on

4.2.11.4.1 Leisure Characteristics

Code	Leisure Characteristic
CH100	Mostly go around and ride my BMX outside. Sometimes I go to the park which is like 10 minutes away.
CH101	On the weekends, this weekend we're going to netball so we get up early. Do all the stuff we have to do. Set the tent up, tables, chairs, water, set everything up
CH102	If there's like canvasses and that at my house because I have some. I'll just sit down and start drawing stuff
CH103	Mostly bike riding. That's what I mostly do. I'm usually outside seeing if my friends are there and if they are I end up going out with them.
CH104	I'm mostly doing burnouts, doing wheelies on it because I can actually go up and do a wheelie for about two minutes. It's quite hard to do. Because you've got to balance yourself while you're up there and keep peddling. Not all the time. I have two bikes. One of them is a black one, a normal BMX. The other one is a BMX Mongoose with black rims.
CH105	Sunday we'll go to church and then we will go out for lunch and then we'll come back and just sit down and watch TV.
CH106	[In the past I was] Mostly going outside and playing with my football and my team mates that used to come around but now they don't. Because they've moved further out. So from where we live, they live out - do you know where, what's that station again? Do you know [suburb].
CH107	Yeah, there's two new people I met that are [casual] friends so I go down and play with them sometimes
CH108	I can't because I've got bad eyesight. I'm blind in one eye and my vision in the eye that I see out of is not very good either
CH109	Teaches you how to get more socially involved with other people to learn how to actually do it and to get involved in it
CH110	[I enjoy KiC because] Being able to listen to music

Table 25 Leisure Characteristics and Coding: Case Study 11

This participant mostly rode his BMX bike around outside his house, sometimes he rode about 10 minutes away to the park (CH100). On Saturdays he would go to the netball courts, with his foster father and birth sister where he would set up tables, tents, chairs, water and any other equipment for a netball club (CH101). On Sundays he attended church with his foster family and birth sister, they usually went out for lunch as well, then home to watch television (CH105).

The participant rode his bike to see if his friends were outside so they could play together (CH103). He spent most of his bike riding time doing burnouts and wheelies and he could do this for about two minutes although he admitted to it being quite hard to do because you need to balance yourself (CH104).

In the past he played football with his team mates. He was now unable to do this as his friends had moved away (CH106). He had met two new casual friends and would play with them sometimes (CH107). He believed he could not play organised football as he was blind in one eye and had poor vision in the other (CH108).

He enjoyed sitting down and drawing on canvases at his house (CH102), and also enjoyed attending the KiC club as he was able to listen to music there (CH110).

He stated that leisure taught him how to be more socially involved with people, so he could get involved with them (CH109).

4.2.11.5 Level 1b Summarising and Packaging the Data

This participant undertook self-directed (1RC15) individual physical activity (1RC33). On the weekends he engaged in activity formally directed by another (1RC8). When he had the time he used leisure to create art (1RC3) at home.

He mostly exploited opportunities (1RC12) when he could to try and make friends and belonging (1RC34) and undertook individual physical activity (1RC33) to learn a skill (1RC59), master a skill (1RC60) and was able to use leisure to enable an achievement (1RC56).

On Sundays he was formally directed (1RC5) by his foster family in facilitated leisure (1RC68) when he attended church and related activities.

In the past, he had stopped activity with friends (1RC18) that had delivered friendships and belonging (1RC34). However, it was not his choice to do so (1RC76) He was experiencing infrequent activity with friends (1RC30).

He had previously stopped leisure due to physical limitations (1RC48). He was utilising leisure to learn a skill (1RC59) with opportunities for friends and belonging (1RC34). He had insight into his leisure needs (1RC75).

He had feelings of enjoyment (1RC6) in undertaking individual passive activity (1RC22).

4.2.11.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.11.6.1 Repackaging and Aggregating the Data

The participant undertook individual leisure (2RC46) that involved physical activity (2RC37). He participated in activities that were intentional (2RC35) and involved limited social interaction (2RC6). At home, he used leisure to apply imagination (2RC2). He engaged in leisure for goal achievement (2RC38). He experienced positive reaction to leisure (2RC5) with passive activity (2RC8). Across his leisure activities he had limited social interaction (2RC6) and tried to be opportunistic about leisure (2RC32). This participant had experienced interrupted leisure activities (2RC12). He believed leisure teaches (2RC29).

4.2.11.6.2. Identifying Themes

4.2.11.6.2.1 Final Aggregation of Codes

This participant's leisure was Active (T10). The participant engaged in individual physical activity.

The participant engaged in Passive (T13) leisure activity, individually, and enjoyed listening to music at the KiC Club.

This participant's leisure was Purposive (T1). He experienced leisure that was intentionally self-directed as well as formally directed at times by another.

His leisure demonstrated Creative leisure (T2). The participant applied imagination through using leisure to create art.

The participant used leisure to achieve Goals (T9), when he was presented with the opportunity to choose the activity.

This participant's leisure was Disassociated (T7). His leisure involved limited or no social interaction. He had infrequent activity with friends, as well as an activity that was discontinued by others. He had stopped activity with friends and was looking for new friends and belonging within his leisure time.

He had Disrupted leisure (T3). The participant's leisure activities were interrupted as he was stopped from participating due to health risks.

The participant used leisure for Learning (T11) He believed that leisure taught him a skill.

The participant's leisure displayed Initiative (T5). When he could be, he was opportunistic about leisure through the exploitation of opportunities.

4.2.11.6.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Confirming potential themes produced the following results.

T7: Disassociated contains 6 of a possible eleven leisure characteristics (55%); CH100, CH103, CH105, CH106, CH107, CH109.

T1: Purposive contains 4 of a possible eleven leisure characteristics (36%); CH100, CH101, CH105, CH110.

T9: Goals contains 2 of a possible eleven leisure characteristics (18%); CH104, CH109.

T10: Active contains 2 of a possible eleven leisure characteristics (18%); CH100, CH104.

T11: Learning contains 2 of a possible eleven leisure characteristics (18%); CH104, CH109.

T5: Initiative contains 2 of a possible eleven leisure characteristics (18%); CH103, CH107.

T13: Passive contains 1 of a possible eleven leisure characteristics (9%); CH110.

T2: Creative contains 1 of a possible eleven leisure characteristics (9%); CH102.

T3: Disrupted contains 1 of a possible eleven leisure characteristics (9%); CH108.

4.2.11.6.2.3 Reverse Thematic Analysis

The reverse analysis produced the following results:

CH100: is related to three themes, T1, T7 and T10

CH101: is related to a single theme, T1

CH102: is related to a single theme, T2

CH103: is related to two themes, T5 and T7

CH104: is related to three themes, T9, T10 and T11

CH105: is related to two themes, T1, and T7

CH106: is related to a single theme, T7

CH107: is related to two themes, T5 and T7

CH108: is related to a single theme, T3

CH109: is related to three themes, T7, T9 and T11

CH110: is related to two theme, T1 and T13

4.2.11.6.2.4 Classifying Themes

In this case study classification results in one primary theme; T7: Disassociated; One secondary theme, T1: Purposive; and seven sub-themes, T9: Goals, T10: Active, T11: Learning, T13: Passive, T5: Initiative, T2: Creative, T3: Disrupted.

Primary Themes

T7 Disassociated

This participant's leisure involved, for the most part, individual play. For example, he rode his BMX bike outside. He undertook activities on the weekend directed by his foster family. For example, he sat up an area for the netball club for his foster father on Saturdays and attended church on Sundays.

When this participant did have free time he looked for opportunities where he could be with or make friends. For example, he mentioned having previously played with friends who have moved away. At the time of the interviews he had just made two new friends.

He mentioned that leisure was teaching him how to be more socially involved.

Secondary Themes

T1 Purposive

The purpose of this participant's leisure was first to undertake activities that his foster father believed were appropriate. For example, on the weekends he went to netball and did what he had to do. Second, when he had opportunities for free time, he tried to sometimes make friends.

Sub-themes

T9 Goals

This sub-theme contains 2 leisure characteristics that relate to goals. The participant used leisure on his own to teach himself an activity as well as develop more skills within the activity. He believed the goal he reached within leisure was a challenging one. This is demonstrated by his comments on being able to do wheelies on his bike and trying to keep balance and peddle at the same time. The participant also stated that leisure was able to teach him social skills so he could learn to be involved with people.

T10 Active

This sub-theme contains two leisure characteristics. Both involve the participant riding his bike around outside He had two different styles of bikes to use.

T11 Learning

This sub-theme contains two leisure characteristics. The participant used his individual leisure activities to learn and develop new skills. He learnt leisure activity skills as well as other skills during his leisure. For example, he learnt how to do wheelies on his bike. He also learnt other skills for example how to be more socially involved during his leisure time.

T13 Passive

This sub-theme contains two leisure characteristics. This participant used creativity in his passive leisure. The participant enjoyed drawing on canvases and enjoyed listening to music whilst at the KiC Club.

T5 Initiative

This sub-theme contains two leisure characteristics. The participant used his initiative to develop social relationships. For example, he rode his bike outside in the hope of finding friends to play with.

T2 Creative

This sub-theme contains one leisure characteristic. When at home the participant used leisure for creative purposes. He liked to draw on canvases.

T3 Disrupted

This sub-theme contains 1 leisure characteristic that relates to disruption. The participant believed that he was not able to play organised team sport due to his poor eyesight.

Primary Themes: Disassociated.

Secondary Themes: Purposive

Sub-themes: Goals, Active, Learning, Passive, Initiative, Creative, Disrupted

4.2.11.7 Conclusion to Case Study 11

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for this case is one where the participant undertook many of his activities alone, not by his choice. He had experienced disruption within his leisure due to his health and demonstrated initiative with both passive and active leisure undertaken where he could learn and meet personal goals with socialisation a key element of his leisure.

The participant was keen to create friendships and improve his social skills through the use of leisure. He had obligated scheduled activity with his foster family that impacted upon the time available for leisure. When he had time available he was keen to go outside and play with individuals.

4.2.12 Case Study 12 Analysis

4.2.12.1 Introduction

Case study 12 involved a male participant, aged 14 years, who attended high school. At the time of interview this participant had changed school three times since entering the OOHC system at the age of seven years. He attended behavioural school two days per week.

4.2.12.2 Leisure

The participant stated he spent four hours per week on leisure. This consisted of playing his electronic Nintendo DS, watching the lifestyle channel television programming that his foster carer recorded for him ahead of time, to ensure his viewing time was monitored, and taking guitar lessons from the internet. His foster carer directed other activities such as journal writing and using the Bible as a resource to copy from. He undertook leisure activities every Friday with his case worker instead of attending school. He stated that he had seventeen school friends.

4.2.12.3 Reflections on the Interview

This interview, unlike any of the other interviews, was completed with the participant's primary foster carer in attendance. The foster carer answered some of the questions and prompted answers to, or appeared to give the participant permission to answer, other questions. The participant appeared to approve of this and see it as due course. The foster carer also told me that the participant could not be given any choices in his life. He presented as a nervous adolescent who was unsure of his abilities or direction. The information presented here is a result of the participant's responses to questions and the foster carers comments have not been included.

4.2.12.4 Analysis-Level 1a- Creating a Text to Work on

4.2.12.4.1 Leisure Characteristics

Code	Leisure Characteristic
CH111	A variety of things. I like to play my [electronic] DS [game], I go out, I sometimes watch the TV or relax, read a book
CH112	Guitar lessons. Journal Writing Probably come out and watch TV maybe, that would be a good option, yep Oh whatever [foster carer] picks.
CH113	.[Leisure] For me it means you know, it's like having a bit of leisure time, like a bit of free time, a bit of time in your space, a bit of time in your personal [space]
CH114	[I like coming to KiC],Like learning about new things and all that, that really gets me in a bind
CH115	I recommend [for KiC] pretty much anything like you know pretty much anything I recommend.

Table 26 Leisure Characteristics and Coding: Case Study 12

This participant undertook a variety of activities in his free time, such as playing his electronic DS game, sometimes watching TV or just relaxing and reading a book (CH111). He engaged in guitar lessons, undertook journal writing and perhaps watched TV or whatever his foster carer chose (CH112). Leisure for this participant meant having a bit of free time in his own personal space (CH113). He enjoyed attending the KiC club as he liked to learn new things and this really excited him (CH114). He recommended pretty much anything for the KiC Club (CH115).

4.2.12.5 Level 1b Summarising and Packaging the Data

This participant undertook individual electronic game playing (1RC7) that he self-directed (1RC15) as an informal leisure choice (1RC71). This involved individual passive activity (1RC22). He was directed by his foster family (1RC4) with an informal leisure choice (1RC71) where he participated in individual passive activity (1RC22) for leisure to create a performance (1RC77).

Leisure for this participant was informal leisure choices (1RC71) where leisure could provide diversion (1RC58). He enjoyed attending the KiC club as it offered excitement (1RC74), diversion (1RC58) and the opportunity to learn a new skill (1RC59). His recommendations for the KiC club were informal leisure choices (1RC71).

4.2.12.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.12.6.1 Repackaging and Aggregating the Data

This participant was involved in passive activity (2RC8) with limited social interaction (2RC6) and this was intentional (2RC35) on the part of his foster carer. He experienced positive reactions to leisure (2RC5). Where it was used to teach (2RC29). He displayed a relaxed attitude (2RC42) where leisure allowed the application of imagination (2RC2). Leisure enabled an escape for this participant (2RC39)

4.2.12.6.2 Identifying Themes

4.2.12.6.2.1 Final Aggregation of Codes

This participant's leisure was Purposive (T1). He engaged in leisure that was intentional and experienced positive reactions to leisure. The participant experienced self-directed and directed leisure. The purpose of this participant's leisure was that which was directed by his foster family. He could only watch television shows that his foster carer selected and pre-recorded for him.

He engaged in Passive (T13) leisure. The participant undertook passive leisure where he played individually on his electronic game when he had the opportunity. In his free time, he also read a book at times or watched pre-recorded television.

The participant's leisure involved Learning (T11). He used leisure to learn a new skill, for example at the KiC Club.

He demonstrated Impromptu (T12) behaviours in his leisure when he had the choice. He demonstrated a relaxed attitude to leisure with his informal leisure choices. When he did make recommendations for the KiC Club he suggested that any activity would be ok.

He used leisure for Creative (T2) activities. He applied leisure for imagination, using leisure to create a performance via his guitar lessons and journal writing activities, both directed by his foster carer.

The participant used leisure for Enabling (T8). He used leisure as an escape or a diversion. The participant viewed leisure as a bit of free time in his personal space.

His leisure was Disassociated (T7). All of the participant's activity involved limited social interaction and individual passive activities. He participated in activities on his own at home, every Friday with his case worker and other activities that were directed by his foster carer.

4.2.12.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Confirming potential themes produced the following results.

T12: Impromptu contains 4 of a possible five leisure characteristics (66%); CH111, CH112, CH113, CH115

T1: Purposive contains 3 of a possible five leisure characteristics (60%); CH111, CH112, CH114.

T13: Passive contains 1 of a possible five leisure characteristics (20%); CH111.

T11: Learning contains 1 of a possible five leisure characteristics (20%); CH114.

T2: Creative contains 1 of a possible five leisure characteristics (20%); CH112.

T8: Enabling contains 1 of a possible five leisure characteristics (20%); CH113.

T7: Disassociated contains 1 of a possible five leisure characteristics (20%); CH112.

4.2.12.6.2.3 Reverse Thematic Analysis

The reverse analysis produced the following results:

CH111: is related to three themes, T1, T12 and T13

CH112: is related to four themes, T1, T2, T7 and T12

CH113: is related to two themes, T8 and T12

CH114: is related to two themes, T1 and T11

CH115: is related to a single theme, T12

4.2.12.6.2.4 Classifying Themes

In this case study classification results in two primary themes, T12: Impromptu and T1: Purposive; no secondary themes; five sub-themes, and T7: Disassociated, T8: Enabling T13: Passive, T11: Learning, T2: Creativity.

Primary Themes

T12 Impromptu

The participant's leisure involves an impromptu approach. When given the opportunity to experience leisure he took a relaxed approach to the activities he undertook. For example, he discussed watching on television whatever his foster carer picked.

Leisure for this participant involved space, time and his own person. He specifically mentioned leisure as being free, personal time with his own space.

T1 Purposive

When the participant's foster parent was not directing his leisure, this participant's leisure involved, for the most part, individual directed leisure. The purpose of this participant's leisure appeared to be directed leisure approved by his foster carer. The foster carer pre-records documentaries on television for him to watch. When this participant was given the space and time to freely choose his own leisure his purpose was to escape and relax.

Secondary Themes

T8 Enabling

The participant used leisure for diversionary purposes. He undertook freely chosen leisure with an escape in mind. For example, he would read. The participant described the purpose of leisure as enabling escape. He stated that leisure was a bit of free time in his own space.

T13 Passive

This theme contains one leisure characteristic. The participant undertook passive leisure. For example, he read a book, watched TV or played his electronic DS game.

T1 Learning

This theme contains one leisure characteristic. The participant spoke of the enjoyment he experienced when he was learning during leisure activities. For example, he mentioned getting positive feelings when he learned.

T2 Creative

This theme contains one leisure characteristic. The participant was involved in activities that allowed him to express his creativity. These activities were directed by his foster carer. The activities include guitar lessons from the internet. He also undertook journal writing that was directed by his foster carer.

T7 Disassociated

This theme contains two leisure characteristics. The participant undertook a large part of his leisure alone. He did undertake leisure that was directed by his case worker, but it was also alone. He participated in guitar lessons that were sourced from the internet.

Primary Themes: Purposive, Impromptu

Secondary Themes: Disassociated, Enabling, Passive, Learning, Creativity.

4.2.12.7 Conclusion to Case Study 12

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall leisure experience for this participant is one of restriction and lack of choice, with the choices of activities made by the foster carer. Large amounts of his leisure were spent alone and directed and monitored by his foster family.

The participant met regularly with his case worker where they took him to participate in leisure activities. Many of the activities that he participated in with his case worker and foster family were not seen as leisure. He had a clear view that leisure, to him, involved relaxation and time in his own space. He enjoyed activities that were challenging and learning orientated.

4.2.13 Comments at the Conclusions of the Individual Case Study Analyses

Applying Carney's Ladder of Analytical Abstraction to individual case studies has allowed the aggregation of leisure characteristics. A reading of the characteristics in each case study indicates many apparent differences in the way that participants describe their leisure environments and leisure experiences. These were reduced to individual themes derived for each case. These themes were identified as primary, secondary and sub-themes. A primary theme was derived if it occurred across fifty percent or more of the leisure characteristics within the individual case. A secondary theme occurred between twenty to forty nine percent of the characteristics and sub-themes were occurring nineteen percent or below.

The individual case study analyses have, among other things, delivered results that reflect each participant's age, circumstances and experiences in life within the OOHC system. The results also reflect, albeit to a lesser extent, the roles, attitudes, experiences and circumstances of foster and birth families in the lives of the participants.

At the end of the individual case study analyses the following categories appeared to be logical groupings of individual participant descriptions of leisure environments and experiences.

1. Leisure Usage (Disassociated, Associated, Activity, Passive, Creative)
2. Leisure Facilitators (Goals, Learning, Purposive)
3. Leisure Behaviours (Initiative, Enabling, Commitment, Impromptu)
4. Leisure Barriers (Disrupted, Restricted, Purposive)

4.3 Cross Case Analysis

4.3.1 Introduction

The cross case analysis occurs at Level 3b of The Ladder of Analytical Abstraction; Delineating the deep structure in the data (Miles and Huberman, 1994). This process will comprise two phases. The first being a cross case thematic analysis. The second phase utilises explanation building (Yin, 2009) to expand on the results of the cross case thematic analysis and will, within itself, comprise four stages. These will be: messaging, artefacts, skills and outcomes. Environmental drivers of leisure and participant responses to drivers, a model of the leisure environment seen in the cohort and a model of the generation of the leisure experience will also be developed.

4.3.2 Cross Case Thematic Analysis

The table below shows the Primary, Secondary and Sub-Themes as they occur in each case study.

Themes by Cases

Code	Description.	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	
T1	Purposive	■	■	■	■	■	■	■	■	■	■	■	■	12
T2	Creative	■	■	■	■	■	■	■	■	■	■	■	■	8
T3	Disrupted	■	■	■	■	■	■	■	■	■	■	■	■	10
T4	Restricted	■	■	■	■	■	■	■	■	■	■	■	■	3
T5	Initiative	■	■	■	■	■	■	■	■	■	■	■	■	6
T6	Associated	■	■	■	■	■	■	■	■	■	■	■	■	9
T7	Disassociated	■	■	■	■	■	■	■	■	■	■	■	■	11
T8	Enabling	■	■	■	■	■	■	■	■	■	■	■	■	4
T9	Goals	■	■	■	■	■	■	■	■	■	■	■	■	7
T10	Active	■	■	■	■	■	■	■	■	■	■	■	■	9
T11	Learning	■	■	■	■	■	■	■	■	■	■	■	■	4
T12	Impromptu	■	■	■	■	■	■	■	■	■	■	■	■	4
T13	Passive	■	■	■	■	■	■	■	■	■	■	■	■	7
T14	Commitment	■	■	■	■	■	■	■	■	■	■	■	■	5

Key	Themes						
	■	Primary	■	Secondary	■	Sub	■

Table 27 Themes by Cases

The table makes the following apparent:

All themes do not occur in all case studies. Primary themes are the least evident themes across the cohort. Secondary and sub themes are at first glance evenly represented and between them are the predominant theme types. The classification of themes can

change from case to case. The number of themes related to cases varies from case to case.

Only six themes occur as a Primary across the cases: T1 Purposive, T3 Disrupted, T6 Associated, T7 Disassociated, T10 Active and T12 Impromptu. These occur in only seven cases: C1, C4, C5, C9, C10, C11, C12.

All case studies, except C1, have at least one secondary theme. All case studies except two, C6 and C12 have at least one sub theme.

There are eight themes that never occur as a primary theme: T2 Creative, T4 Restricted, T5 Initiative, T8 Enabling, T9 Goals, T11 Learning, T13 Passive and T14 Commitment.

Understanding what was driving the different classifications of themes from case to case would, it appeared, enable, or at least progress, understanding of the deeper structure of the data.

Themes were classified by calculating the leisure characteristics they contained as a percentage of the total leisure characteristics in each case study. The following table presents a view of the results of these calculations, providing a different view of the table above.

As noted previously a primary theme contains fifty percent or more of the leisure characteristics from the case.

A secondary theme had fewer occurrences, with between twenty and forty nine percent of the leisure characteristics from the case.

A sub-theme contains nineteen percent or less of the leisure characteristics from the case.

Themes by Percentage of Occurrence

Code	Description	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
T1	Purposive	55	21	42	7	50	40	20	25	57	30	36	60
T2	Creative	11	14	29		33		10	12			9	20
T3	Disrupted	28*	7	14	38		20	30	12	14	10	9	
T4	Restricted	5	28			33							
T5	Initiative	11	14		23					29	30	18	
T6	Associated	16	7	29	23	33		40	37	14	70		
T7	Disassociated	11	28	43	30	16	40	10	37	42		55	20
T8	Enabling		7				40		12				20
T9	Goals			14			20	30	12	14	30	18	
T10	Active			14	15*	16	20	20	37	14	30	18	
T11	Learning		7						37			18	20
T12	Impromptu					33				14	20		66
T13	Passive		14	29	23		20				10	9	20
T14	Commitment			29				10	12	14	10		

Table 28 Themes by Percentage of Occurrence

*a theme promoted within a case study (original calculations shown here)

The view presented in the table above, whilst displaying the differences in theme classification does not yet enable an understanding of the generation of those differences. In an effort to begin this understanding it was decided to map themes related to the leisure environment alongside those related to leisure experience. The basis for this separation of themes is sourced in the case study analyses, where participants clearly discriminate between environmental influences or impositions and their leisure experiences. The results of this exercise can be seen in the following table and section.

4.3.3 Dividing the Themes

Participants' leisure environments in the C columns (case studies) and leisure experiences in the P columns.

Code	Description.	C1	P1	C2	P2	C3	P3	C4	P4	C5	P5	C6	P6	C7	P7	C8	P8	C9	P9	C10	P10	C11	P11	C12	P12
T1	Purposive	▲	●	△	○	△	○	△	○	▲	●		○		○		○	▲	●		○	△	○	▲	●
T2	Creative		○		○		○				○				○		○					○		○	
T3	Disrupted	▲		△			○	△				△		△			○		○		○	△			
T4	Restricted	△		△						△															
T5	Initiative		○		○				○										○		○		○		
T6	Associated		○		○		○		○		○				○		○		○		○	●			
T7	Disassociated		○		○		○		○		○		○		○		○		○				●		○
T8	Enabling				○								○				○								○
T9	Goals						○						○		○		○		○		○		○		
T10	Active						○		●		○		○		○		○		○		○		○		
T11	Learning				○												○						○		○
T12	Impromptu										○								○		○				●
T13	Passive				○		○		○				○								○		○		○
T14	Commitment						○								○		○		○		○				

Key	Environment Themes						Experience Themes					
	▲	Primary	△	Secondary	▲	Sub	●	Primary	○	Secondary	○	Sub

Table 29 Dividing the Themes

Viewing the table above, it became apparent that, as far as participants were concerned, a small number of the themes were attributed to the environment; T1 Purposeful, T3 Disrupted and T4 Restricted, although only T4 is uniquely attributed. The level of influence of each is carried in its classification.

The balance of the themes displayed in the table were participant based representations of leisure experiences. The level of importance or influence of each is carried in its classification. Level of importance or influence is relative to the participants and is a reflection of the number of times a source leisure characteristic or aspects of a characteristic were mentioned at interview.

The themes across the cases were then organised in a restructured table, dividing leisure environment and leisure experience into separate sections, as below.

Distribution of Themes

Code	Description	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
T1	Purposive	▲	△	△	△	▲				▲		△	▲
T3	Disrupted	▲	△		△		△	△				△	
T4	Restricted	△	△			△							

Code	Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
T1	Purposive	●	○	○	○	●	○	○	○	●	○	○	●
T2	Creative	○	○	○		○		○	○			○	○
T3	Disrupted			○					○	○	○		
T5	Initiative	○	○		○					○	○	○	
T6	Associated	○	○	○	○	○		○	○	○	●		
T7	Disassociated	○	○	○	○	○	○	○	○	○		●	○
T8	Enabling		○				○		○				○
T9	Goals			○			○	○	○	○	○	○	
T10	Active			○	●	○	○	○	○	○	○	○	
T11	Learning		○						○			○	○
T12	Impromptu					○				○	○		●
T13	Passive		○	○	○		○				○	○	○
T14	Commitment			○				○	○	○	○		

Key	Environment Themes					Experience Themes					
	▲	Primary	△	Secondary	△	Sub	●	Primary	○	Secondary	○

Table 30 Distribution of Themes

Table 30 above shows that for a given pattern of environment themes there appear to be only random patterns of leisure experiences for participants. It appears that, overall, the leisure environment provides what might be referred to as a mid-level influence on the participants, in the view of the participants. Purposive appearing in the top (environment) section of the table involves another person's disruption to leisure or another person directing the purpose of the participant's leisure.

Looking at the top section of the table, the environment, it is evident that eleven cases generate a level of influence via their environment. In the majority of the case studies, participants perceive influence from the environment ranging from high level to low level. For example, in case study 1 the environment provides a high level of influence, in terms of actions for other people's purposes, which impacts on the participant's leisure experiences. Case study 3 shows a mid-level influence from the environment.

Participant 2 has, at a mid-level, the Purpose of others and at a lower level the leisure experience has been Disrupted. Participant 2 experienced a mid-level of restriction within the environment.

The lower section of the table shows that there are only eight high level priorities of any aspect of participants' leisure experiences. There is an almost equal mid-level and low level priority of leisure experience. For example, participant 1 has at a low level (sub-themes) Creative, Initiative, Associated and Disassociated, where participant 5 has, at a mid-level (secondary themes), Creative and Associated, with low-level occurrences of Disassociated and Active.

It is also evident that the provision of a purpose for leisure by the environment does not preclude participants' own purposes.

At the conclusion of the individual case study analyses four categories were suggested for the themes found: leisure usage, leisure behaviours, leisure facilitators and leisure barriers. These logical groupings were now used to categorise the contents of Table 29 using the following definitions.

Leisure Usage is the way the participants use their leisure and what leisure is used for.

Leisure Facilitators involve the use of something to facilitate leisure or the use of leisure to facilitate something.

Leisure Behaviours are actions that participants took within their leisure experiences.

Leisure Barriers are limitations placed on participants' leisure experiences by their leisure environments, in the view of the participants.

The reason for this exercise was to continue the search for a deep structure in the data. Up until this point it had become apparent that the relatively simple view of the distribution of themes across the cohort, seen in Table 29 above, contained two views: that of the environment and its influences on the leisure experience; and that of the leisure experience within the environment. It is

important to remember that each view is that of the participants alone. The distribution of themes, influences and priorities was now a little better explained.

Leisure was disrupted by the environment across fifty percent of the cohort with varying levels of impact. The provision of a theme by the environment does not preclude the appearance of that theme on behalf of participants.

The results of now grouping this information in the four categories can be found in the following tables.

Leisure Usage

Code	Description	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
T1	Purposive	●	○	○	○	●	○	○	○	●	○	○	●
T2	Creative		○	○		○			○			○	○
T6	Associated	○		○	○	○		○	○	○	●		
T7	Disassociated			○	○	○	○	○	○	○		●	○
T9	Goals						○		○	○	○	○	
T10	Active			○	●	○	○	○	○	○	○	○	
T11	Learning								○			○	○
T13	Passive		○	○	○		○				○	○	○
T14	Commitment			○				○		○			

Key	Experience Themes						
	●	Primary	○	Secondary	○	Sub	

Table 31 Leisure Usage

Table 31 makes the following apparent:

Leisure usage does not occur within all themes. Primary themes are the least evident across the cohort. Secondary and sub-themes at first glance are evenly represented and between them the predominant theme types. The leisure usage table shows the way participants use their leisure, or what they use it for. Participants use leisure in a number of different ways, for different reasons, with a number of different emphases. For example, P3, P4, P5, P8 and P10 use leisure for associated (socialised) activities and their usage has varying priorities that range from Sub to Primary. With the other participants there is a varied level of influence. Each type of, or reason for, usage has varying levels of emphasis. Participants are using leisure creatively, socially

and non-socially. A small number of participants are using learning and goals and some use leisure with commitment. While some participants undertake leisure as a socialised activity, some undertake it individually and fifty percent of participants do both and here again there are varying levels of priority.

Leisure Facilitators

Code	Description	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
T1	Purposive	▲		△	▲	▲				▲		△	▲
Code	Description	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
T1	Purposive	●				●	○	○		●	○	○	●
T3	Disrupted			●					●	●			
T5	Initiative	●	●		○					○	○	●	
T6	Associated		●			○		○			●		
T8	Enabling		●				○		●				○
T9	Goals			●				○		●		●	
T11	Learning		●						○			●	
T14	Commitment			○				●	●	●			

Environment Themes						
Key	▲	Primary	△	Secondary	▲	Sub
	Experience Themes					
	●	Primary	○	Secondary	●	Sub

Table 32 Leisure Facilitators

The table above makes the following apparent:

Leisure facilitators does not occur within all themes. Primary themes are the least evident across the cohort in this category. Secondary and sub-themes are relatively evenly represented and between them the predominant theme types. There is a variety of leisure facilitators. The environment and the participant can both facilitate leisure, and can use leisure as a facilitator. In the majority of cases participants recognise that the environment does facilitate some aspect of their leisure. For example, Participant 3 undertakes dance that is formally directed by another.

There are fewer instances of leisure facilitation than there are of leisure usage but there remains a variety of influence or priority.

Leisure Behaviour

Code	Description	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
T1	Purposive		○	○	●		○		○				
T2	Creative	●						●					
T6	Associated							○			●		
T7	Disassociated	●	○				○						
T9	Goals							○					
T12	Impromptu					○				●	○		●
T14	Commitment			○				●	●	●	●		

Key	Experience Themes						
	●	Primary	○	Secondary	●	Sub	

Table 33 Leisure Behaviour

Table 33 makes the following apparent:

Leisure behaviour does not occur within all themes. Primary themes are the least evident across the cohort. Secondary and sub-themes are relatively evenly represented and between them the predominant theme types. Leisure behaviours are the least frequently described aspect of the participant's leisure experience although there is still a variety of behaviours and priorities. Participants demonstrate purposiveness, creativeness, associated behaviour and disassociated behaviour in their leisure.

Leisure Barriers Within the Environment

Code	Description	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
T1	Purposive	▲	△			▲						△	▲
T3	Disrupted	▲	▲		△		△	△				▲	
T4	Restricted	▲	▲			▲							

Key	Environment Themes						
	▲	Primary	△	Secondary	▲	Sub	

Table 34 Leisure Barriers within the Environment

This table is only concerned with the environment. From the point of view of the participants, barriers are only provided by the environment. Leisure barriers can restrict opportunities for leisure, disrupt participants' leisure experiences and be influenced by the purpose of others. Leisure barriers occur

in three themes only; Purposive, Disrupted and Restricted. In this category primary themes are the least evident across the cohort. Primary and sub-themes are relatively evenly represented and between them the predominant theme types.

These tables demonstrate that themes can be used to reflect more than one meaning with regard to leisure usage, facilitators and behaviours. Every participant has a small group of themes that appear in more than one of these groupings and a subset of these can be seen in all groupings, evident in the following.

Leisure Usage

Code	Description	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
T1	Purposive	●	○	○	○	●	○	○	○	●	○	○	●
T6	Associated	○		○	○	○		○	○	○	●		
T9	Goals						○		○	○	○	○	
T14	Commitment			○				○		○			

Table 35 Leisure Usage as a Subset

Leisure Facilitators

Code	Description	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
T1	Purposive	●				●	○	○		●	○	○	●
T6	Associated		○			○		○			●		
T9	Goals			○				○		○		○	
T14	Commitment			○				○	○	○			

Table 36 Leisure Facilitators as a Subset

Leisure Behaviours

Code	Description	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
T1	Purposive		○	○	○		○		○				
T6	Associated							○			●		
T9	Goals							○					
T14	Commitment			○				○	○	○	○		

Key *	Experience Themes						
	●	Primary	○	Secondary	○	Sub	

Table 37 Leisure Behaviours as a Subset

*Key relates to the 3 tables above 35, 36 and 37.

It is apparent that, for this small group of themes, multiple participants have more than one and sometimes two or three different ways of describing their leisure. For example, Purposive appears in Leisure Usage, Leisure Facilitators and Leisure Behaviours across the cohort, but each grouping does not occur in all participants. Ten participants have an occurrence of Associated in; Leisure Usage, Leisure Facilitation or Leisure Behaviours. Goals occurs in seven of the 12 participants in; Leisure Usage, Leisure Facilitation and Leisure Behaviours. Commitment occurs across five participants in Leisure Usage, Leisure Facilitation and Leisure Behaviours

The tables immediately above help with an understanding of the themes. Themes describe aspects of leisure experiences bounded by a leisure environment. Themes were also a reflection of how often those aspects were mentioned and the frequency of mention was taken to be a measure of importance or influence of that aspect for the participant.

Themes described the participants' leisure experience in four categories; Leisure Usage, Leisure Behaviours, Leisure Facilitators and Leisure Barriers. Within these four categories there is an obvious difference in the leisure experience and leisure environment of participants.

The four categories of participants' leisure experiences were mentioned at the conclusion of the individual analysis, within the cross case analysis and again within the division of the themes. The persistence of some themes hinted at the existence of some constancy within the apparent variety. The next section reviews the participant's description of their leisure environment and leisure experience at the first round of abstraction.

4.3.4 Other Derivations from Leisure Characteristics

Leisure characteristics are unique in each case because they are a participant's description of leisure, environment and experience, in answer to the interview questions. Given the unique nature of each case study's leisure characteristics, it is useful to look at the first round abstraction of the characteristics as this expresses meaning rather than literality. A reading of the first round abstractions in the individual case studies shows that some recur. As a test, three case studies were compared to see the extent of these recurring abstractions. The table below shows the result.

Sample 1st Round Abstractions across Case Studies 3, 5 & 9

Participant 9	Participant 5	Participant 3
Discontinued a socialised activity		Discontinued a socialised activity
No friends involved in leisure		
Joint physical activity with other/s		
Individual passive activity		Individual passive activity
Leisure enables achievement		Leisure enables achievement
Master a skill		
Same activity on multiple occasions weekly		Same activity on multiple occasions weekly
Self-directed	Self-directed	Self-directed
Formally directed	Formally directed	Formally directed
Exploiting opportunities		
Feelings of enjoyment	Feelings of enjoyment	Feelings of enjoyment
Friends and belonging		
Relaxed attitude to friendship		
	Leisure to create performance	Leisure to create a performance
	Using leisure to create art	
	Shared leisure activity with foster family	
	Activity directed by another	
	Scheduled activity that restricts availability of leisure time	
	Leisure during counselling	
	Individual physical activity	
		Joint physical activity with a small group
		Team based activity
		Individual electronic game playing
		Stopped leisure due to health risks
		Stopped activity due to clash
		3 different styles of the same activity
		Birth family facilitates leisure

Table 38 Sample First Round Abstractions across Case Studies 3, 5 & 9.

Among the three participants in the table above, there are some 38 occurrences of various aspects of leisure abstracted from leisure characteristics. Eight of these recur. At first glance then, it appeared that at least some aspects of leisure within participants' leisure characteristics might be persistently described.

Given that some of the first round of abstractions could be seen to recur, two decisions were made. The first was to take all first round abstractions in all case studies and compare them across the cases. The results of this exercise can be seen in the following table.

The second decision was to now refer to these first round of abstractions as specific messages about various aspects of leisure. From this point forward these are referred to as Leisure Messages. The following section shows all leisure messages plotted against participants and describes the results of that exercise.

4.3.4.1 Leisure Messages

Messages		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Self-directed														12
Feelings of enjoyment														8
Individual Passive activity														8
Individual physical activity														8
Individual electronic game playing														7
Exploiting Opportunities														6
Joint physical leisure activity with other/s														6
Friends and belonging														6
Leisure enables achievement														6
Leisure to create performance														5
Formally directed														5
Discontinued a socialised activity														5
Learn a skill														4
Master a leisure skill														4
Informal leisure choices														4
Directed by foster family														3
Activity directed by another														3
Birth family facilitates shared leisure														3
Scheduled activity that restricts availability of leisure time														3
Discontinued a committed leisure activity														3
Leisure to create art														3
Leisure enables aspirations														3
Leisure can provide diversion														3
Perception of no free time														2
Stopped leisure due to health risks														2
Stopped activity with friends														2
Infrequent activity with friends														2
Shared leisure activity with foster family														2
Joint physical activity with a team														2
Same activity on multiple occasions weekly														2
Commitment to leisure activity														2
Leisure helps with life														2

Continued overleaf

Messages	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Leisure offers excitement													2
Always busy													1
Busy leisure schedule													1
Ad hoc activity that restricts availability of leisure time													1
Leisure time with birth mother is restricted													1
Restriction of an activity by a foster carer													1
Scheduled contact with birth family restricts a leisure activity													1
Activity is infrequently available													1
Discontinued activity not by choice													1
Activity stopped by a foster carer													1
Activity stopped due to behavioural school attendance													1
Culture difference causing discontinuation of an activity													1
Discontinued activity as outgrew resources													1
Stopped activity due to clash													1
Discontinued activity as obtained a more interesting resource													1
Foster family facilitates leisure													1
Birth family facilitates leisure													1
Leisure during counselling													1
Leisure activity with case worker													1
No friends involved in leisure													1
Relaxed attitude to friendship													1
Fought with siblings for leisure													1
3 different styles of the same activity													1
Joint physical activity with a small group													1
Electronic game playing with friends													1
Using leisure to create adventure													1
Leisure to create stories													1
Leisure to create													1
Leisure for fitness													1
Enjoyment as motivation													1
Exploration during leisure													1
Insight into leisure needs													1
Commitment to a leisure activity													1

Table 39 Messages Across the Participants

The plot shows that some fifty percent of all leisure messages occur with more than one participant. Nine leisure messages out of the sixty five occur with at least fifty percent of the participants. These messages were then considered persistent.

Of those persistent messages:

- One message occurs 12 times; Self-directed.
- Three messages occur eight times; Feelings of enjoyment, Individual passive activity and Individual physical activity.
- One message occurs seven times; Individual electronic game playing.
- Four messages occur six times; Exploiting opportunities, Joint physical activity with other/s, Leisure enables achievement and Friends and belonging.

There was now at least some evidence of a collection of persistent messages.

It was apparent though, as noted above, that other messages also recurred. While perhaps not recurring as frequently as those listed immediately above, they also required consideration.

Another observation from the table was that many of the messages were similar in their meaning. It was then decided to repeat the exercise above, but to group messages with similar meanings. The following section shows the results of this evolution.

4.3.4.2 Message Groups

Messages Grouped Together with Similar Meaning (Message Groups)

Message and Groups	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Leisure is self-chosen													
Self-directed													12
Participants contributing to this message group													12
Leisure is taken individually													
Individual passive activity													8
Individual electronic game playing													7
Individual physical activity													8
Participants contributing to this message group													12
Leisure is shared													
Birth family facilitates shared leisure													3
Shared leisure activity with foster family													2
Foster family facilitates leisure													1
Birth family facilitates leisure													1
Joint physical activity with a team													2
Joint physical leisure activity with other/s													6
Joint physical activity with a small group													1
Electronic game playing with friends													1
Friends and belonging													6
Participants contributing to this message group													11
Leisure is undertaken for enjoyment													
Feelings of enjoyment													8
Enjoyment as motivation													1
Leisure offers excitement													2
Participants contributing to this message group													10

Continued overleaf

Messages	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Leisure activities are discontinued													
Discontinued a socialised activity													5
Discontinued a committed leisure activity													3
Discontinued activity as outgrew resources													1
Discontinued activity as obtained a more interesting resource													1
Stopped activity due to clash													1
Participants contributing to this message group													8
Leisure is used to create													
Leisure to create performance													5
Leisure to create art													3
Using leisure to create adventure													1
Leisure to create stories													1
Leisure to create													1
Participants contributing to this message group													8
Availability or choice of leisure can be restricted													
Scheduled activity that restricts availability of leisure time													3
Ad hoc activity that restricts availability of leisure time													1
Leisure time with birth mother is restricted													1
Restriction of an activity by a foster carer													1
Scheduled contact with birth family restricts a leisure activity													1
Always busy													1
Busy leisure schedule													1
Discontinued activity not by choice													1
Culture difference causing discontinuation of an activity													1
Stopped leisure due to health risks													2
Stopped activity with friends													2
Activity stopped by a foster carer													1
Activity stopped due to behavioural school attendance													1
Directed by foster family													3
Leisure during counselling													1
Leisure activity with case worker													1
Activity is infrequently available													1
Participants contributing to this message group													8

Continued overleaf

Messages	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Leisure is used to enable													
Leisure enables aspirations													3
Leisure enables achievement													6
Participants contributing to this message group													7
Leisure is facilitated													
Formally directed													5
Activity directed by another													3
Participants contributing to this message group													6
Leisure involves opportunities taken													
Exploiting Opportunities													6
Participants contributing to this message group													6
Leisure is used for personal development													
Learn a skill													4
Master a leisure skill													4
Leisure helps with life													2
Participants contributing to this message group													6

Continued overleaf

Messages	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Leisure requires particular commitment													
Same activity on multiple occasions weekly													2
Commitment to leisure activity													2
3 different styles of the same activity													3
Leisure for fitness													1
Leisure requires a commitment													1
Participants contributing to this message group													5
Leisure is not shared													
No friends involved in leisure													1
Relaxed attitude to friendship													1
Infrequent activity with friends													2
Participants contributing to this message group													3
Informal leisure choices													4
Leisure can provide diversion													3
Insight into leisure needs													1
Exploration during leisure													1
Fought with siblings for leisure													1

Table 40 Messages Grouped Together with Similar Meaning (Message Groups)

Table 39 shows the recurrence of message groups. Any group that occurred with fifty percent or more of participants was now considered a persistent message group.

The strength of the message identified by these groupings is based on the number of participants providing the component messages.

Of those persistent message groups that occur in fifty percent or more of cases:

- Two persistent message groups occur twelve times; Leisure is self-chosen; and Leisure is taken individually. This is broken down equally into passive and physical activity.
- One persistent message group occurs eleven times; Leisure is shared. Sharing occurs in many different ways.
- One persistent message group occurs ten times; Leisure is undertaken for enjoyment. Enjoyment is a motivator, participants reported that leisure allowed enjoyment and excitement.
- Three persistent message groups occur eight times; Leisure activities are discontinued; Leisure is used to create; and Availability or choice of leisure can be restricted. Leisure activities are discontinued for varied reasons. Leisure is used to create performances, art, adventure and stories. Leisure is discontinued by participants and others.
- One persistent message group occurs seven times; Leisure is used to enable aspirations and achievements.
- Three persistent message groups occur six times; Leisure is facilitated; Leisure involves opportunities taken; Leisure is used for personal development. Leisure is facilitated by another or directed by others. Participants exploit opportunities for leisure outcomes. Participants learnt a skill, mastered a skill or assisted with life.

The two remaining message groups, Leisure requires particular commitment and Leisure is not shared. while not occurring as frequently as those listed above were not unimportant within themselves.

The following messages did not appear to fit comfortably within a message group.

Leisure can provide diversion

Insight into leisure needs

Fought with siblings for leisure

Exploration during leisure

Informal leisure choices

4.3.4.2.1 Collecting Message Groups

The conclusion to the individual case study analyses noted that the derived themes could usefully fall into one of four categories of leisure environments and experiences.

These were:

- Leisure Usage
- Leisure Behaviours
- Leisure Facilitators
- Leisure Barriers

It was thought that, as leisure characteristics were the sources of themes and now message groups, there could be value in investigating the relationship between the message groups and these categories.

The tables below show message groups collected under these categories.

.

Leisure Usage

Message Groups	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Leisure is self-directed													12
Leisure is taken individually													12
Leisure is shared													9
Leisure is used to create													8
Leisure is used to enable													7
Leisure involves searching for or maintaining friendships													6
Leisure is not shared													3

Table 41 Leisure Usage and Message Groups

Leisure Behaviours

Message Groups	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Leisure involves opportunities taken													6
Leisure requires particular commitment													5

Table 42 Leisure Behaviours and Message Groups

Leisure Facilitators

Message Groups	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Leisure is undertaken for enjoyment													10
Leisure is facilitated													6
Leisure is used for personal development													6

Table 43 Leisure Facilitators and Message Groups

Leisure Barriers

Message Groups	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	
Availability or choice of leisure can be restricted													8
Leisure activities are discontinued													8

Table 44 Leisure Barriers and Message Groups

Leisure Usage

Leisure usage is the category containing the largest number of message groups, with six message groups persistent. Once again, this could perhaps be expected as usage was the focus of the interview questions. All participants experience self-directed leisure at some point or another. Even when their leisure activities are directed by others they appear to keep leisure as a resource for themselves. The majority of participants shared their leisure with other people within their environment. "Other people" ranged from members of birth and foster families to friends, case workers, counsellors and others required for an activity such as team sports. Some participants used leisure for self-expression, such as participating in organised dance or music classes. Leisure was used to enable different elements of participants lives depending on their environment that they believed was important. Leisure was used to enable aspirations, goals, an escape, friendships, achievement and enjoyment. For some participants leisure was used as a tool to maintain friendships or search for new friendships. Some participants chose not to share their leisure and other participants wanted to share their leisure with people but were unable to. Some participants undertook leisure with the activity itself as the outcome. For a small number of participant's leisure was not shared.

Leisure Behaviours

This category contains two persistent message groups, one of which is persistent. For some participants leisure involved taking opportunities. These participants were able to see opportunities that arose and optimise them for their own outcomes. Opportunities taken included participants optimising time to commence new leisure activities, being prepared with resources to undertake a leisure activity when the time become available, taking control of leisure and planning events and creating friendships. Some participants demonstrated behaviours of commitment to participation in and continuation of their leisure.

Leisure Facilitators

Leisure facilitators contained three persistent message groups. Leisure for participants was facilitated in various ways by different people within the environment and the participant themselves. Many participants expressed their enjoyment in participating in leisure or were motivated by enjoyment to undertake leisure. Enjoyment was a central emphasis participants used in their description of their activities. For half of the participants leisure involved other people telling them what they could undertake for their leisure or another person actually facilitating the activity. Half of the participants used leisure for their personal development. Leisure was used to enable some skills, master a skill and help with life.

Leisure Barriers

Leisure barriers contained two persistent message groups involving restriction and discontinuation of activities. For some participants the environment contained restrictions that affected the availability of their leisure or restricted their choice of leisure. Restriction within a participant's environment was not their choice nor was it within their control. Leisure environments were restrictive due to other people's scheduling or ad hoc activities that limited participant's leisure time, one participant enjoyed sharing leisure with their birth family. However, due to location their leisure activity was limited. Leisure activities were also discontinued at some time or another. Leisure was discontinued either by the participant themselves or the choice was not within the participant's control.

The consideration of messages and message groups raised questions. How are for, example:

- participants doing what they say they are doing within their leisure environments?
- choosing their own leisure?
- sharing their leisure?
- dealing with the discontinuities to their leisure experience within their leisure environments?
- participants able to experience leisure within environments that appear to disrupt, restrict and have the purpose of others as a focus?

The Following is the beginning of the attempt to answer these questions.

4.3.4.3 Artefacts

One element that becomes obvious in reading the leisure messages and message groups is the apparent number of tools or resources that are implied by asking the simple question “how does any of this happen?” Closer inspection shows that while some of these tools and resources could be tangible, for example a bicycle, some could be better described as intangible, for example creativity. This concept is now examined.

The common concept of an artefact is something made by people (Oxford Dictionary, 2018) and this is frequently applied to tangible objects. A blanket outcome for all of this study’s participants, in using artefacts, is leisure. Participants’ leisure, however, varies depending on their circumstances and leisure environment. Artefact is a term used within various literatures in various ways. Artefacts as described in Chapter 2 can, for example, be a representation of learning, a capture of organisational knowledge, evidence of learning taken place or a way to view the world.

A leisure artefact is something that makes a leisure outcome possible. If these are to be characterised successfully it will depend on what the outcome is and what the context is. These artefacts can take a number of forms. They could take a material form such as a bike, an emotional form such as enjoyment, a social form such as a membership of a team or a physical capability form such as fitness. Leisure artefacts, it appeared, could be different for each participant depending on their personal leisure circumstances.

The use of leisure artefacts was barely represented in the leisure literature. Mellette (2014), refers to a leisure artefact as an object that reminds individuals of their involvement within a meaningful leisure relationship that they are leaving behind.

Using the literature noted in the review, a definition of an intangible leisure artefact was developed. For the purpose of this thesis intangible artefacts are: a tool or resource that is cognitively based, that is held by each participant, though not necessarily unique to each participant, and necessary to generate leisure outcomes.

Stumbo and Peterson (1986), use the concept of leisure education to refer to leisure resources being internal to the participant, as coming from the participant. In essence, whilst a small group of authors in the leisure literature are not using the term ‘intangible artefacts’, they are discussing similar concepts.

The table below provides a list of tangible artefacts described by participants.

Tangible Artefacts of Participants

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Barbies	■											
Scheduled block of time			■									
Shopping centre	■							■	■			
Drawing materials		■									■	
Music		■										
Netball		■										
Dance space			■									
Television				■		■						■
Yard				■								
Softball				■								
Electronic game		■		■		■						■
Cricket team				■								
The song					■							
Scooter						■						
Skate park						■						
Friends				■			■	■		■		
Birth family				■			■					
Foster Family								■		■		
Bicycle							■				■	
Football								■				
Soccer								■	■	■		
Motor bike								■				
Black Belt (karate)									■			
Bush										■		
Park											■	
Book		■										■
Guitar												■
Home								■				
Journal												■

Table 45 Tangible Artefacts of Participants

Participants’ tangible leisure artefacts include the obvious resources or equipment required to participate in leisure. For example, a bicycle, a scooter, a football, a book, a Nintendo DS, music sheets, paints, TV and Barbie Dolls. As well, other tangible artefacts include elements that allow participants to undertake leisure such as a cricket team or group of friends. These artefacts are focused on the individual. Friends and members of birth and foster families are also considered tangible artefacts as they refer to a resource for the participant rather than the intangible concept of the relationship

itself. For example, participant four plays football with a brother, he requires the brother as a resource to undertake the activity.

Given the large number of individually used tangible artefacts seen across the cohort, the following tables group them more usefully. There are three logical groupings that showed a great deal less variety compared to the previous table.

Locations

Description	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Shopping centre												
Dance space												
Yard												
Skate park												
Bush												
Park												
Home												

Table 46 Tangible Artefacts as Locations

Equipment

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Barbies												
Drawing materials												
Music												
Netball												
Dance space												
Television												
Softball												
Electronic game												
Scooter												
Skate park												
Bicycle												
Football												
Soccer												
Motor bike												
Black Belt (karate)												
Book												
Guitar												
Journal												

Table 47 Tangible Artefacts as Equipment

People

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Friends												
Birth family												
Foster family												

Table 48 Tangible Artefacts as People

Tangible artefacts were used by all participants within their leisure environments to enable leisure experiences. Tangible artefacts were accessible to participants within their environments. Participants used tangible artefacts in three groupings; by location, for equipment and people. Amongst the tangible artefacts there were two constants; the vast majority of participants have equipment available and the vast majority have leisure activity available. These artefacts were used to ensure leisure occurred and were varied for each participant with similar tangible artefacts being used by more than one participant.

Participants were also using, or creating and using, intangible artefacts. These can be seen in the table below.

Intangible Artefacts

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Motivation	■		■			■	■	■	■	■	■	
Enjoyment	■		■	■	■		■	■		■	■	■
Creativity	■		■		■			■			■	■
Communication	■			■			■	■		■	■	
Relationship	■			■			■	■		■		
Aspiration							■				■	
Optimism		■					■	■		■	■	■
Sense of identity			■				■	■		■		
Initiative			■								■	
Focus			■					■	■	■	■	
Self-efficacy			■				■	■		■	■	
Discipline			■		■			■	■			■
Self-awareness						■					■	■
Resilience							■					■
Commitment			■				■	■	■	■		
Spontaneity										■		
Scheduled time			■		■	■	■	■	■	■		

Table 49 Intangible Artefacts

Compared to the table of tangible artefacts, Table 45, it can be seen that there is a greater duplication of the occurrence of intangible artefacts across the cohort. Not all of these artefacts are reported by participants themselves, some are inferred. Participants are using unique collections of tangible resources for their unique leisure experiences. However, the same group of participants is using a more limited collection of intangible artefacts for the same experiences.

One participant was learning a song until he had mastered the song. Another participant was motivated to run faster to play football in the following year. One participant undertook three different dance styles three times per week and she

resourced the activity through her scheduled time. One participant was motivated and using planning and went looking for friends using his bike. Another was motivated to disrupt an activity as she was experiencing injuries and took up a new activity, dance.

Grouping Intangible Artefacts

As in the earlier part of the cross case analysis, shared meanings were used to help clarify the view. This resulted in four logical groupings; resourcing, decision making, learning and planning. These groupings are seen below.

Resourcing

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Motivation												
Enjoyment												
Creativity												
Communication												
Networks												
Optimism												
Sense of identity												
Initiative												
Self-awareness												
Resilience												
Spontaneity												
Scheduled time												

Table 50 Intangible Artefacts for Resourcing

Decision Making

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Motivation												
Communication												
Relationship												
Aspiration												
Initiative												
Discipline												
Self-awareness												

Table 51 Intangible Artefacts for Decision Making

Learning

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Motivation												
Enjoyment												
Creativity												
Communication												
Relationship												
Aspiration												
Sense of identity												
Focus												
Self-efficacy												
Discipline												
Self-awareness												
Commitment												

Table 52 Intangible Artefacts for Learning

Planning

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Motivation												
Communication												
Aspiration												
Initiative												
Focus												
Discipline												

Table 53 Intangible Artefacts for Planning

From these tables it can be seen that participants are often using the same intangible artefacts for more than one purpose, sometimes for many purposes. For example, enjoyment was used for decision making and learning. Motivation was used for resourcing leisure, making decisions, learning and planning.

Participants appear capable of resourcing their leisure experience in two ways; by using tangible resources within the leisure environment and by capitalising on their own cognitively based resources. The latter are applied to undertake or develop leisure experiences and provided outcomes that were within the participants' perceived environmental limitations.

It was thought that there could be value in investigating the relationship between intangible artefacts and the four leisure categories articulated at the end of the individual case study analysis; Leisure Usage, Leisure Behaviours, Leisure Facilitators and Leisure Barriers. Only three categories were used as leisure barriers was exclusively the domain of the leisure environment.

The tables below show intangible artefacts collected under these categories.

Leisure Usage

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Motivation			■			■	■	■	■	■	■	
Enjoyment	■			■	■	■	■	■		■	■	
Creativity	■	■	■		■			■			■	■
Communication	■			■			■	■	■	■	■	
Relationship		■	■				■	■		■	■	
Imagination	■											
Aspiration												
Optimism		■					■	■		■	■	■
Sense of identity			■				■	■	■	■		
Initiative			■								■	
Focus			■					■	■	■	■	
Self-efficacy			■				■	■	■	■	■	
Discipline			■		■			■	■			■
Self-awareness						■					■	■
Resilience							■					
Commitment			■				■	■	■	■		
Spontaneity										■		
Scheduled time			■		■	■	■	■	■	■		

Table 54 Leisure Usage and Intangible Artefacts

Leisure Behaviours

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Enjoyment	■							■				
Creativity	■		■		■							
Relationship							■					
Aspiration							■					
Spontaneity										■		

Table 55 Leisure Behaviours and Intangible Artefacts

Leisure Facilitators

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Motivation	■		■			■	■	■	■	■	■	
Enjoyment	■				■			■		■		
Creativity			■		■							
Communication								■				
Relationship		■					■	■		■	■	
Imagination	■											
Aspiration							■					
Optimism							■			■	■	
Sense of identity			■				■	■	■	■		
Self-awareness											■	
Scheduled time						■						

Table 56 Leisure Facilitators and Intangible Artefacts

The tables show that leisure usage is the largest category of intangible artefacts, followed by leisure facilitators and leisure behaviours. Intangible leisure artefacts were used, or created and used, for participants to experience leisure, facilitate leisure and allowed them to behave in a chosen manner within their leisure.

An attempt was made to understand the relationship between the groupings of intangible artefacts, for example resourcing and leisure usage. However, the multiple recurrences of artefacts in the various tables makes this understanding impossible because the leisure characteristics garnered from the interviews do not contain the necessary details of these connections.

Intangible leisure artefacts included artefacts for: resourcing, decision making, learning and planning. The list of intangible artefacts and their groupings is reminiscent of a list of tools or sets of tools that are cognitive and that participants bring to the leisure experience. As Bunker, Kautz, Anhtuan (2008) state “A tool requires skills not only to use it but also to understand the intent behind it”. This now begged the question of how the artefacts were applied and this is discussed in the following section.

4.3.4.4 Skills

Ayres, (1978 cited in Bunker, Kautz, Anhtuan, 2008, p 72) notes the following:

...human skills and the tools by which, and on which, they are exercised are inseparable. Skills always employ tools, and tools are such always by virtue of being employed in acts of skill by human beings.

In the leisure literature when skills are referred to they are commonly referred to as resources, see for example Stumbo and Peterson (1986).

The table below shows a number of skills that were inferred from the data by asking the question, “what skills could be necessary to apply or utilise the listed intangible artefacts so that leisure outcomes stated by the participants could be achieved?” The outcomes in question can be seen in Table 64.

Because they are inferred, there must not be an assumption that this initial collection of skills is by any means a complete one.

Inferred Participant Skills

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Actioning												
Imagination												
Organisation												
Self-assessment												
Planning												
Self-directing												
Adapting												
Networking												
Predicting												
Social interaction												
Setting goals												
Learning												
Managing time												
Exploring												

Table 57 Inferred Participant Skills

Grouping Skills

A reading of Table 57 shows a variety of inferred skills in use by participants across the cohort. Only three participants are using as few as three skills. The majority appear to be using a large number of skills. In the main, the skills used appear to be commonly held and could be gathered into three natural groupings: working for the future, self-guidance and skills for analysis. These are displayed below.

Skills for Working for the Future

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Imagination												
Organisation												
Planning												
Adapting												
Networking												
Predicting												
Social interaction												
Setting goals												
Learning												
Planning												
Managing time												
Exploring												

Table 58 Skills for Working for the Future

Skills for Analysis

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Actioning												
Imagination												
Organisation												
Self-assessment												
Planning												
Adapting												

Table 59 Skills for Analysis

Skills for Self-Guidance

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Actioning												
Self-assessment												
Planning												
Self-directing												
Imagination												

Table 60 Skills for Self Guidance

Participants were using skills that were not traditional leisure activity based skills, for example learning to catch a ball. Participants were applying skills that were cognitively based. Participants skills were about working for their future, involved analysis and used for self-guidance. Some skills were multipurpose and occurred across more than one grouping.

The conclusion to the individual case study analyses noted that the derived themes could usefully fall into one of four categories of leisure environments and experiences.

These were:

- Leisure Usage
- Leisure Behaviours
- Leisure Facilitators
- Leisure Barriers

Only three categories were used as leisure barriers was exclusively the domain of the leisure environment.

It was thought that as leisure characteristics were the sources of themes and now message groups, there could be value in investigating the relationship between the skills and these categories.

The tables below show skills collected under the three categories.

Leisure Usage

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Actioning												
Imagination												
Organisation												
Planning												
Self-directing												
Adapting												
Networking												
Predicting												
Social interaction												
Setting goals												
Learning												
Managing Time												
Exploring												

Table 61 Skills Applied for Leisure Usage

Leisure Facilitators

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Self-assessment												
Planning												
Self-directing												
Adapting												
Networking												
Predicting												
Social interaction												
Setting goals												
Learning												
Managing time												
Exploring												

Table 62 Skills Applied for Leisure Facilitators

Leisure Behaviours

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Self-assessment												
Planning												
Self-directing												
Adapting												
Networking												
Predicting												
Social interaction												
Setting goals												
Learning												
Planning												
Managing time												
Exploring												

Table 63 Skills Applied for Leisure Behaviours

The highest number of skills occurs in leisure usage then, to a lesser extent leisure behaviours and slightly fewer in leisure facilitators. All participants apply a number of skills in leisure, with many of these skills recurring across the participants. Some of these skills apply in all groupings, for example planning occurs across all 3 groupings.

Once again an attempt was made to understand the relationship between the groupings of skills, for example skills for working for the future and leisure usage. However, the multiple recurrences of skills in the various tables makes this understanding impossible because the leisure characteristics garnered from the interviews do not contain the necessary details of these connections.

The grouping of participants' skills into three tables allows for a further understanding as to what participant skill sets may be applied with artefacts. This expanded understanding of grouped skills posed the following question. "What are they applying these to deliver?" This was then explored in the following section.

4.3.4.5 Leisure Outcomes

The table below shows leisure outcomes indirectly or directly described by participants.

Outcomes of the Application of the Artefacts

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Enjoyment												
Self-awareness												
Network												
Achievement												
Self-expression												
Mastery												
Knowledge												
Choice												
Compliance												
Purpose												
Leisure variety												
Control												
Skill												
Opportunity												
Challenge												

Table 64 Participant Outcomes from Application of Artefacts

Grouping Outcomes

Outcomes were then grouped by similar meanings and appeared to fall quite naturally into; personal skills development, leisure activity and improvement. These are as seen in the tables below.

Outcomes Related to Personal Skills Development

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Enjoyment												
Self-awareness												
Network												
Achievement												
Self-expression												
Mastery												
Knowledge												
Choice												
Compliance												
Purpose												
Leisure variety												
Control												
Skill												
Opportunity												
Challenge												

Table 65 Outcomes Related to Personal Skills Development

Outcomes Resulting from Leisure Activity

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Achievement												
Mastery												
Knowledge												
Choice												
Leisure variety												
Skill												
Challenge												

Table 66 Outcomes Resulting from Leisure Activity

Outcomes Related to Improvement

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Self-awareness												
Network												
Achievement												
Mastery												
Knowledge												
Choice												
Compliance												
Purpose												
Skill												
Challenge												

Table 67 Outcomes Related to Improvement

Participants were using leisure for their own outcomes. Outcomes that were related to traditional leisure activity based functioning, for example mastering a leisure skill. As well, participants were seeking and achieving outcomes that allowed for their personal development and improvement in non-traditional based leisure. The list is not necessarily comprehensive as the study was not designed to look specifically for leisure outcomes.

Outcomes were also then mapped to three of the categories of leisure environments and experiences. These were:

- Leisure Usage
- Leisure Behaviours
- Leisure Facilitators

The tables below show outcomes collected under these categories.

Leisure Usage

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Enjoyment												
Network												
Achievement												
Self-expression												
Mastery												
Knowledge												
Choice												
Compliance												
Purpose												
Leisure variety												
Control												
Skill												
Opportunity												
Challenge												

Table 68 Outcomes of Leisure Usage

Leisure Behaviours

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Enjoyment												
Self-awareness												
Network												
Achievement												
Self-expression												
Mastery												
Knowledge												
Choice												
Compliance												
Purpose												
Leisure variety												
Control												
Skill												
Opportunity												
Challenge												

Table 69 Outcomes of Leisure Behaviours

Leisure Facilitators

Description.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Enjoyment												
Self-awareness												
Network												
Achievement												
Self-expression												
Mastery												
Knowledge												
Choice												
Compliance												
Purpose												
Leisure variety												
Control												
Skill												
Opportunity												
Challenge												

Table 70 Outcomes of Leisure Facilitation

Outcomes of participants' leisure experiences were distributed across the three leisure categories fairly evenly. All outcomes occurred across all three categories, for example enjoyment and imagination.

Once again an attempt was made to understand the relationship between the groupings of outcomes, for example outcomes related to personal skills development and leisure usage. However, the multiple recurrences of outcomes in the various tables makes this understanding impossible because the leisure characteristics garnered from the interviews do not contain the necessary details of these connections

The following figure displays the skills, artefacts and outcomes derived directly from the data or inferred through analysis. Artefacts were used, or created and used, via the application of skills to deliver outcomes.

Participant Skills, Artefacts and Outcomes

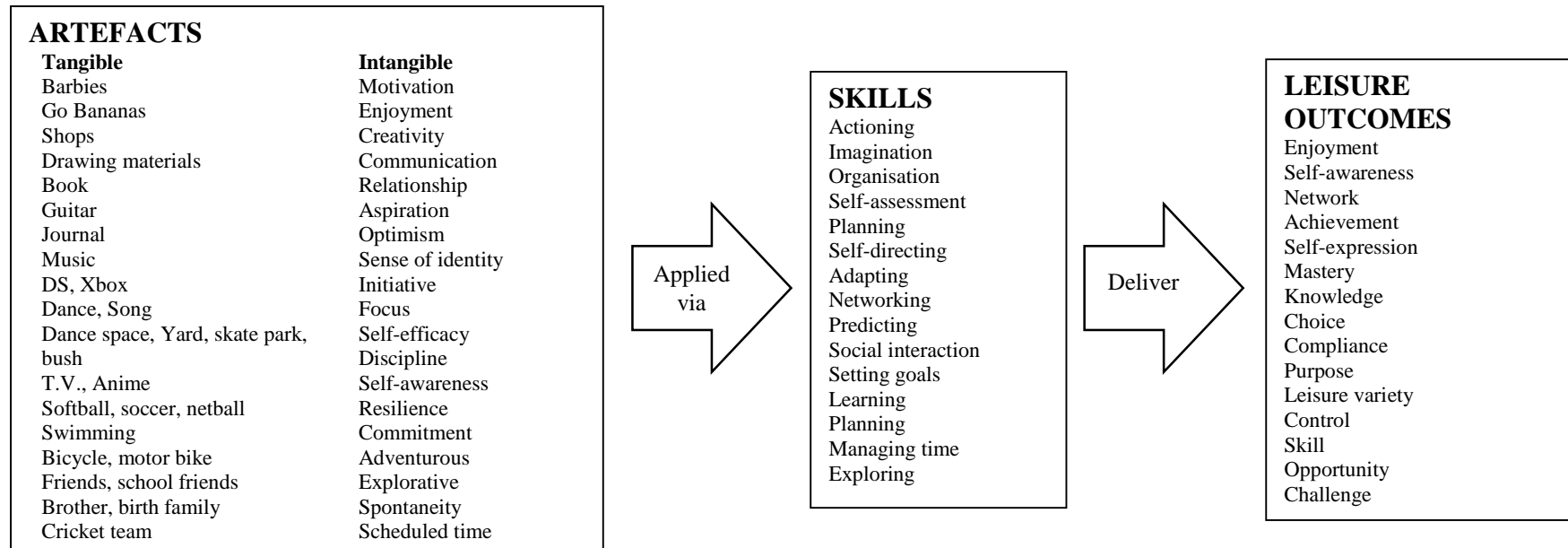


Figure 5 Participant Skills, Artefacts and Outcomes

Following are collections of each participant's artefacts, skills and outcomes as they appear at the time of writing.

Participant 1

Artefacts	Skills	Outcomes
Motivation	Actioning Self-directing	Enjoyment Network Self-expression
Enjoyment		
Creativity		
Communication		
Networks		

Table 71 Participant 1 Artefacts, Skills and Outcomes

Participant 2

Artefacts	Skills	Outcomes
Networks	Imagination Organisation Self-assessment Self-directing Planning Setting goals	Self-awareness Network Enjoyment Achievement
Creativity		
Optimism		
Aspiration		
Optimism		

Table 72 Participant 2 Artefacts, Skills and Outcomes

Participant 3

Artefacts	Skills	Outcomes
Creativity	Actioning Planning Self-directing Adapting Organisation Self-assessment Networking Social interaction Setting goals Managing time Setting goals	Achievement Self-expression Enjoyment Mastery Knowledge Network Choice Purpose
Enjoyment		
Sense of identity		
Motivation		
Networks		
Initiative		
Focus		
Scheduled time		
Commitment		
Self-efficacy		
Discipline		

Table 73 Participant 3 Artefacts, Skills and Outcomes

Participant 4

Artefacts	Skills	Outcomes
Networks	Self-directing	Network
Enjoyment	Networking	
Communication	Actioning	

Table 74 Participant 4 Artefacts, Skills and Outcomes

Participant 5

Artefacts	Skills	Outcomes
Creativity	Self-directing	Enjoyment
Enjoyment	Adaptability	Compliance
Discipline	Imagination	Self-expression
Scheduled time		Scheduled time

Table 75 Participant 5 Artefacts, Skills and Outcomes

Participant 6

Artefacts	Skills	Outcomes
Scheduled time	Predict	Achievement Skill
	Actioning	
	Adaptability	
	Organisation	
Self-awareness	Self-directing	
	Time management	

Table 76 Participant 6 Artefacts, Skills and Outcomes

Participant 7

Artefacts	Skills	Outcomes
Networks	Social interaction	Network Purpose Achievement Mastery Knowledge Enjoyment
Aspiration	Networking	
Sense of identity	Setting goals	
Commitment	Adapting	
Self-efficacy	Organisation	
Communication	Learning	
Scheduled time	Planning	
Motivated	Actioning	
Resilience	Self-directing	
Optimism	Managing time	
Enjoyment	Self-assessment	
	Planning	

Table 77 Participant 7 Artefacts, Skills and Outcomes

Participant 8

Artefacts	Skills	Outcomes
Enjoyment	Setting goals Adapting Learning Organisation Self-directing Networking Planning Social interaction Actioning Managing time Self-assessment	Mastery Networks Variety Choice Purpose Creative Self-expression Achievement Mastery Knowledge Choice
Creativity		
Scheduled time		
Focus		
Discipline		
Commitment		
Communication		
Self-efficacy		
Optimism		
Conceive goals		
Sense of identity		

Table 78 Participant 8 Artefacts, Skills and Outcomes

Participant 9

Artefacts	Skills	Outcomes
Sense of identity	Learning Planning Actioning Predicting Organisation Self-directing Adapting Setting goals Self-assessment Social interaction	Knowledge Purpose Goal achievement Variety Choice Self-expression Control Enjoyment
Motivation		
Self-efficacy		
Focus		
Commitment		
Communication		
Scheduled time		
Discipline		

Table 79 Participant 9 Artefacts, Skills and Outcomes

Participant 10

Artefacts	Skills	Outcomes
Communication	Learning Organisation Social interaction Networking Managing time Self-directing Exploring Adapting Actioning Planning Setting goals Self-assessment	Networks Enjoyment Achievement Skill Opportunity Choice Challenge Self-expression Knowledge Choice Purpose
Focus		
Networks		
Commitment		
Self-efficacy		
Scheduled time		
Motivation		
Spontaneity		
Risk		
Optimism		
Enjoyment		
Sense of identity		

Table 80 Participant 10 Artefacts, Skills and Outcomes

Participant 11

Artefacts	Skills	Outcomes
Communication	Adaptability Planning Organisation Networking Set goals Responsibility Self-assessment Self-directing Actioning Social interaction	Self-awareness Mastery Knowledge Achievement Opportunity Challenge
Aspiration		
Creativity		
Self-awareness		
Self-efficacy		
Initiative		
Focus		
Optimism		
Enjoyment		

Table 81 Participant 11 Artefacts, Skills and Outcomes

Participant 12

Artefacts	Skills	Outcomes
Creativity	Learning Adapting Self-directing Self-assessment	Knowledge Control Compliance Self-awareness Enjoyment
Plan		
Self-awareness		
Discipline		
Enjoyment		
Optimism		
Resilience		

Table 82 Participant 12 Artefacts, Skills and Outcomes

These tables provide an insight into each participant's use of intangible artefacts, skills and outcomes insofar as these can be discerned from the analysis. These combinations appear to enable participants to experience leisure within their unique leisure environments.

The leisure artefacts that were demonstrated by participants, for example focus and sense of identity, involve the way participants accommodated the choice or restriction provided by their environment to ensure they were able to participate in some form of leisure. The way participants used their environment demonstrates the impact of two main influences in play: an environment that is supportive and allows participants the ability to make choices for their leisure; and an environment that is more restrictive and impacts the ability of the participant to choose. The way participants used their environment also demonstrates that they have an understanding of that environment.

At the time of writing these are the artefacts, skills and outcomes that are apparent for each participant. It is not known with specificity if these represent the totality for each participant. It is also not known how artefacts; skills and outcomes directly relate to each other and in what specific circumstances the relationship occurs, nor with what level of success.

4.3.4.6 *The Leisure Environment and the Leisure Experience*

This section contains two models that various elements of the analysis have made apparent. The first is a model showing the components of the leisure environment and the second shows the mechanics of generating the leisure experience.

Components of the Leisure Environment

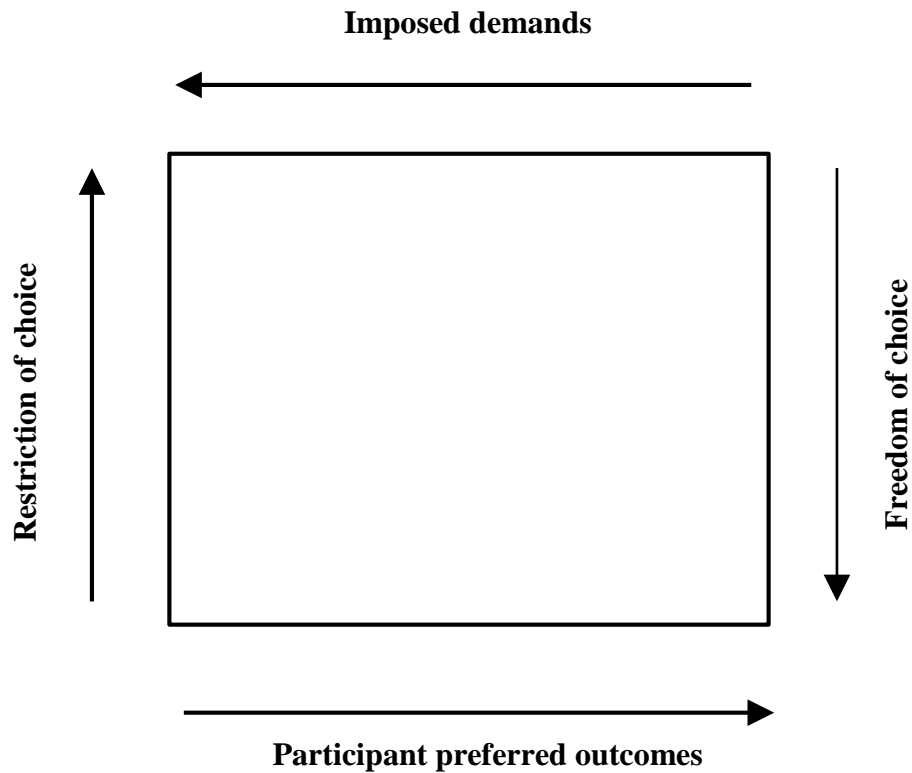


Figure 6 Components of the Leisure Environment

The model has two sets of opposing axes. When there is an increase in imposed demands there is a decrease in participants' preferred outcomes and vice versa. When there is an increase in participants' freedom of choice there is a decrease in restriction of their choice and vice versa.

The following model represents the mechanics of generating the leisure experience within the context of the leisure environment. The two models are related.

Generating the Leisure Experience

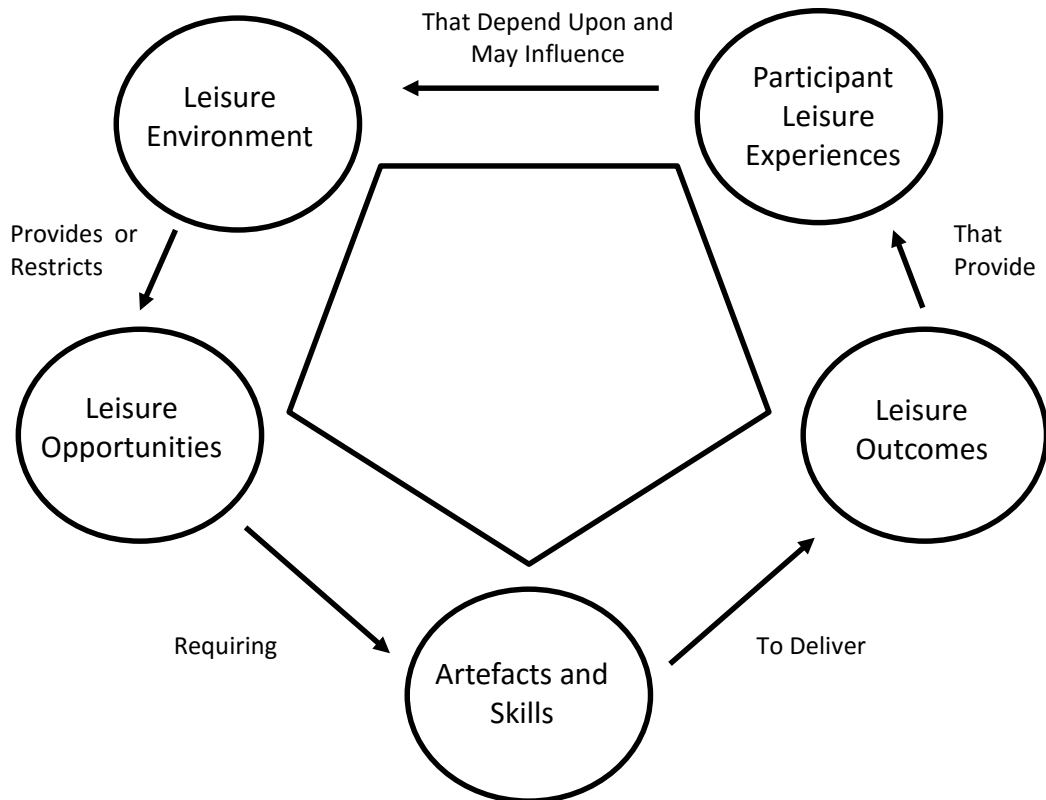


Figure 7 Generating the Leisure Experience

This is a processual model that represents sequential events and resource applications in participants' leisure experiences. Moving anticlockwise around the model, the leisure environment provides or restricts leisure opportunities and sometime resources for participants. When participants take up these opportunities they require the use, or creation and use, of tangible and intangible artefacts. The artefacts participants utilise are dependent on their understanding of the environments and their sought outcomes. For some participants' outcomes are clearly known, for others it may not always be known. Both tangible and intangible artefacts are applied via skills to deliver leisure outcomes. Leisure outcomes provide a purpose for participants' leisure experiences. The leisure experience depends upon and may influence the participant's leisure environment. This process can then repeat.

The leisure experience does not appear to be crafted around the environment. However, it always seems to be crafted with the environment in mind and sometimes can be limited or facilitated by the environment.

4.3.5 Comments at the Conclusion to the Cross Case Analysis

A cross-case analysis was conducted in two phases: the first phase used a cross case thematic analysis which led to the second phase, using explanation building and resulting in four stages of explanations; messaging, artefacts, skills and outcomes. Persistent leisure messages were grouped and provided the genesis of a set of questions that resulted in an understanding of artefacts, skills and outcomes. It was noted that participants were using, or creating and using, intangible artefacts via the application of skills to achieve their outcomes. Two models were produced that described the operation of the leisure environment and mechanics of the leisure experience.

Chapter 5 Discussion and Conclusions

5.1 Introduction to the Chapter

This chapter will summarise the research and then describe and discuss the findings of the research and then suggest primary implications of the findings and areas for further research.

5.1.1 Literature Review

The literature review, as outlined in Chapter 2 was framed around young people in foster care within the Out-of-Home Care environment, specifically on the following topics; OOHC, transitioning and leaving OOHC, post school options and motivators, leisure and leisure resources.

The review discussed the operational components that can influence a young person within the OOHC system and how there was limited literature or information available on young people in OOHC and their leisure, in Australia or internationally. The review provided a definition of leisure adopted for the thesis: Dattilo (2015, p 214) described leisure as being:

.....an experience that results from being intrinsically motivated to participate in what is perceived to be freely chosen meaningful activity that when engaged in competently is a form of self-expression, contributes to a sense of identity and connectedness, and results in positive emotions such as enjoyment.

The literature review produced the research question which was the basis for the interview questions for the study.

5.1.2 Methodology

A research methodology deemed appropriate to the research question, was developed from a range of alternatives that included ethnography, grounded theory and observations. The chosen research methodology utilised case study analysis (Yin, 2018) with Carney's Analytical Ladder of Abstraction (Miles and Huberman, 1990) and explanation building (Yin, 2009; Robson, 1996).

5.1.3 Products of Analysis

The use of leisure as an investigative tool has provided a common frame of reference for researcher and participants which contains a common language, that of leisure itself, and a common set of concepts which have enabled the following.

Themes from twelve individual case studies, which then produced the four categories: Leisure Usage, Leisure Behaviours, Leisure Facilitators and Leisure Barriers. Thematic analysis produced the suggestion of persistence amongst the variety of themes, influences and priorities. The suggestion of themes led to testing for the persistence in other areas. Testing produced persistent leisure messages and leisure groups. Understanding persistence led to uncovering intangible artefacts, skillsets and designed leisure outcomes. This led to two models. The first is a model showing the components of the leisure environment and the second shows the mechanics of generating the leisure experience. In all then, the analysis has produced an understanding that participants are routinely combining an understanding of their leisure environment, their desire for particular outcomes, cognitive skills and resources to produce a leisure experience that fits the environment.

5.1.4 Limitations of the Research

There were two primary limitations to this research, discussed below.

The study involved a small cohort of 12 young people in foster care. The information gathered offers a view of their world from their perspective only.

The explanatory nature of the research is a limitation. This does not limit the validity of the study.

5.2 Discussion

At first glance, variation appears to be the overwhelming characteristic of the leisure environment and leisure experiences for this cohort.

5.2.1 Framing the Leisure Environment

The variations that accompanied the participants included; age, reason for entering foster care, time spent in foster care, age at entering foster care, number of foster care families experienced, relationship with birth family, number of schools attended, types of schools attended, number of relationships lost due to changes of schools or family.

Some participants have been with the one foster family since entering care, while others had experienced many changes of foster families.

Some participants were in regular contact with their birth families while others did not mention any form of contact. Participants' birth family contacts also varied, with some participants living with birth siblings in the same foster family, some in contact with birth siblings in other locations and others in contact with birth parents or birth grandparents. The location and means of contact with birth families also varied, with some participants meeting birth family members at shared sporting events and others meeting regularly for shorter periods. One participant's birth parent was in a location that restricted their involvement in activities.

Participants also had different resources available to them within their leisure environments. Some had well-resourced environments, for example one participant had a backyard comprising of all of the bush he could walk around and a group of friends to share the activity with, while another had resources limited by the location of a birth parent. For other participants, their environments were more limited, for example one participants' foster family was too busy for him to participate in organised sport. Lack of support from foster families and a lack of additional support from school was seen as a barrier.

All the above frames the collective leisure environment for the cohort. This is discussed in more detail below using the components of the leisure environment model.

Model of the Leisure Environment

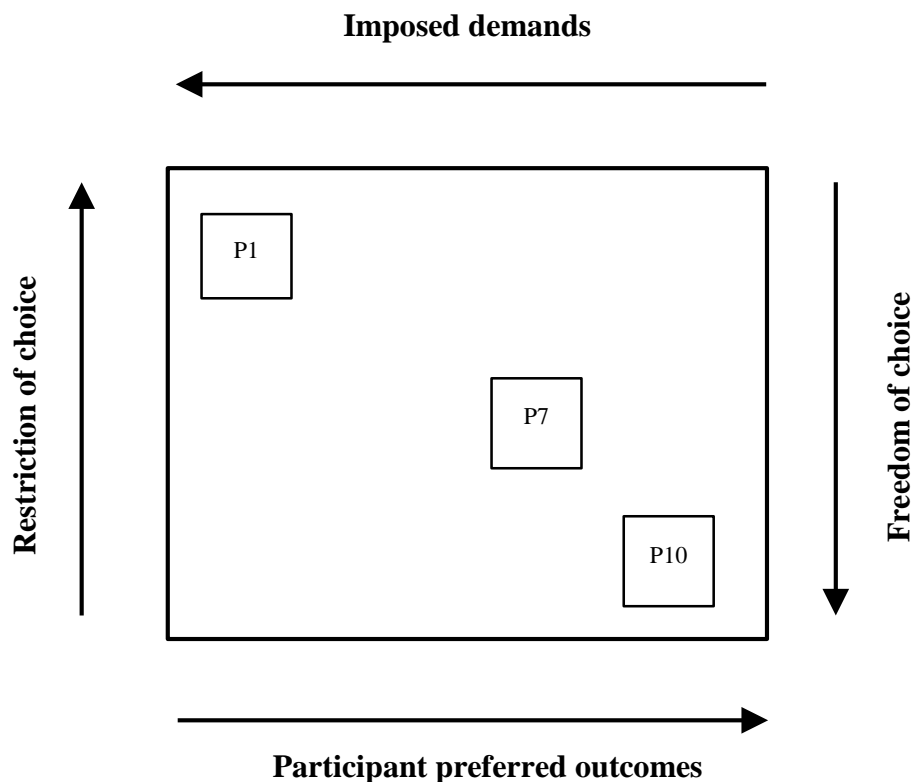


Figure 8 Mapping Participants onto the Model of the Leisure Environment

To demonstrate the operation of the model, three participants were mapped based on their descriptions of the leisure environment. Participant 1 had imposed demands placed on her by others which restricted her freedom of choice and limited her preferred outcomes. Although she did get to make limited choices she did not get to experience as many choices as other participants. Participant 7 undertook leisure with restricted choices, however he lacked the opportunity to make the choices he would prefer within his environment. This participant was preparing and waiting for his environment to change in order for him to have more opportunities for choice to meet his preferred leisure outcomes.

At the opposite end of the model is Participant 10. This participant had much freedom of choice within his leisure environment that allowed him the opportunity for preferred leisure outcomes.

Participant 1 is one of the youngest participants and Participant 10 is one of the oldest participants. Some of their placement within the model may relate to their age and the supervision required. These components within the leisure environment impact participant's leisure experience.

5.2.2 Framing the Leisure Experience

Participants' leisure experiences, it would appear, are contingent upon their leisure environment. This means that some aspects of the participants' life experiences that shape their leisure environment can also impact their leisure experiences.

Some older participants had chosen to discontinue activities as they found other activities of more interest. This was evident in some participants with the discontinuation of activities and the commencing of new activities. Some participants were directed by their foster families as to the leisure activities they undertook. Some participants had changed schools a number of times, and this affected their leisure experience as they were not able to play within a preferred school sporting team.

Changing foster families stopped team sport participation for some participants, as well as friendships.

For some participants organised activities were an important element of their leisure experience. For others leisure involved informal self-organised activities. Some participants pre planned or committed blocks of time for leisure and others took leisure as time allowed. Despite individual circumstances all participants were able to find some time for leisure within their lives.

Some participants planned their leisure activities around sharing time with friends while others' leisure involved looking for friends. Participants undertook activities with friends, with birth families, foster families, case workers and some without friends. For some participants, needing to meet foster families regularly altered their leisure experiences, as did spending time with case workers.

Leisure resources were used by many participants to undertake leisure activities, with some participants outgrowing resources and stopping activities as a result. Other participants used resources that were readily available to them, such as their back yards. For some participants, resources were transportable and could be taken with them and used when there was time.

All participants had different environmental influences, but they were all using leisure for their own particular purpose. Participants were using leisure differently. The variations found with participants' leisure experiences included; being creative, undertaking passive or active leisure, some undertaking leisure with others, or without others and undertaking leisure with demonstrated commitment, with initiative or to enable leisure experiences. Some participants were driven by their personal needs; others were driven by the needs of others.

Some participants were driven by personal passion, skill development and mastery, boredom, resource changes, escape, and health needs.

Participants were varied in their leisure experiences and this can be seen in their reasons for undertaking leisure, who leisure was undertaken with, how leisure was undertaken and the maturity of their application of leisure.

An understanding of their leisure environment allows participants to navigate to enable leisure experiences. Dependence on that understanding becomes apparent when viewing the model of generating the leisure experience on the following page.

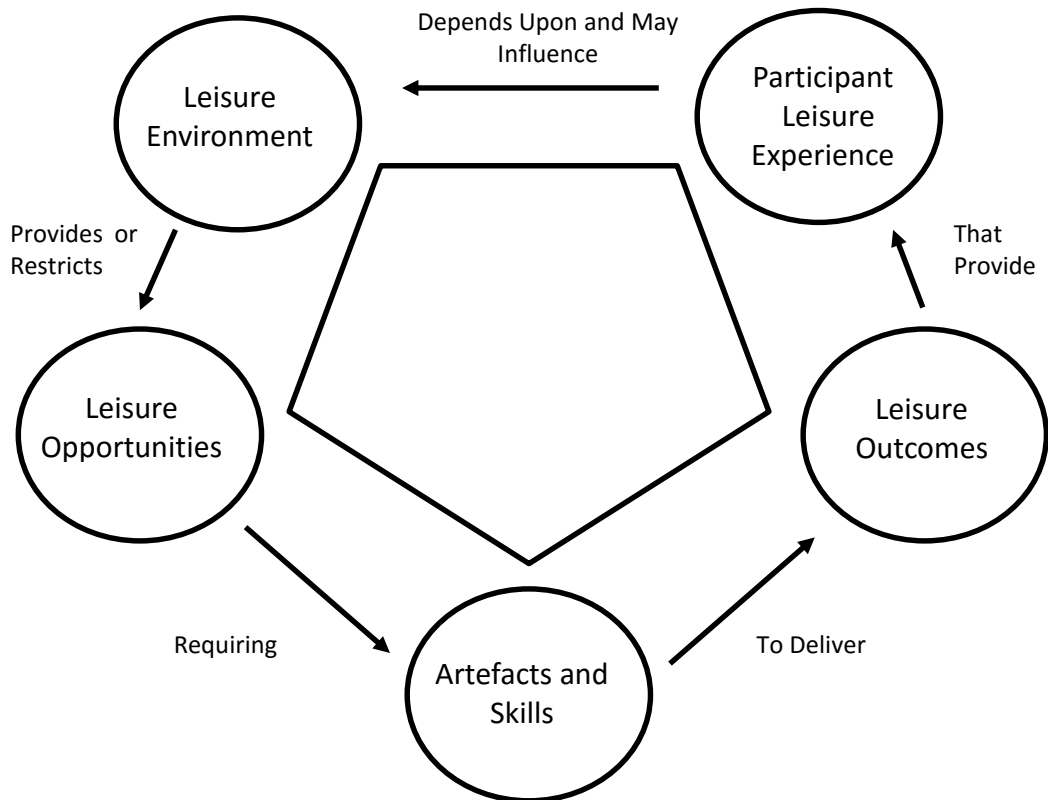


Figure 7 Generating the Leisure Experience

5.2.3 Within Many Variations, Some Constants

All leisure in the case studies has purpose. It does not matter if the purpose is that of the foster family, case workers, birth families or the participant. The vast majority of leisure is disassociated, with leisure undertaken individually. Again, in the vast majority of cases leisure is, or has been, disrupted. In the majority of cases participants were using leisure to set goals for themselves. Disruption of leisure is caused by others or the participant themselves. A majority of leisure undertaken is active.

From the large number of leisure messages articulated there were a number that were persistently articulated across the cohort. When grouped into similar meanings, persistent groups of messages indicated the following: In all cases leisure is self-directed when the opportunity arises. In all cases leisure is taken individually at times. In a great majority of cases leisure is undertaken for enjoyment. In a majority of cases leisure is shared. In a lesser majority of cases leisure is used to create. The availability or choice of leisure is restricted and leisure activities are discontinued

Participants were using skills to apply tangible and, particularly, intangible artefacts to their environments to generate outcomes. Skill sets were used by participants, with the most frequently evident having a focus on working for a future, followed secondarily by skills for analysis and skills for self-guidance.

Participants were capable of generating and using outcomes. The large majority of participants have outcomes related to accomplishing set goals. To a lesser extent participants have outcomes that were not the result of setting goals but never the less useful to themselves. For example, one participants goal was focused on mastering a skill and yet a by-product was having friends. Some outcomes were also artefacts. For example, the outcome of enjoyment was also a motivator that allowed and encouraged the participant to repeat the experience.

Some participants have other people in their lives trying to use artefacts for the purposes of the participant and themselves. However, as these participants don't view the outcomes of these interactions as leisure they do not benefit the participant in the eyes of the participant.

Participants were using common skills and artefacts to generate outcomes within their leisure environments. The vast majority of participants were thinking about the future and taking opportunities as they arose for their own accomplishment and motivation.

5.2.4 Tools of Leisure

The existence, generation and use of artefacts, skills and outcomes describes a group of young people who appear determined to make use of their leisure environment the best way they can by creating and utilising tools and resources that can achieve sometimes substantial outcomes.

It would appear that the use of artefacts is contextualised by the requirements of a combination of the leisure environment and the leisure experience as understood by the participant. With the context established, it is also used in the application of skills and the achievement of outcomes in participants' complex and structured lives.

Intangible artefacts appear to be used, or created and used by participants for two fundamental reasons; firstly, they are applied to deal with purposely designed disruption or restriction of leisure; secondly, they are brought into play to enable participants' preferred leisure to occur. Whilst not all leisure is purposely disrupted or restricted, there are other obstacles that require the creation of a resource to allow participants to navigate. These obstacles include changes in friends, families, schools, time, resources, commitments and health.

In terms of leisure participants do not appear to be as disadvantaged and vulnerable as the literature suggests they are in their lives as a result of being in foster care. Perhaps it is leisure that participants are using to overcome some of their disadvantages. Participants were using leisure intelligently and with constancy of purpose, regardless of the variety of their leisure experiences. Leisure is a good resource to take back some power for a young person within foster care.

This combination of contextualised intangible artefacts applied via skills and producing outcomes can be conceptualised as the practical and flexible use of a set of tools that are transferable to other aspects of life. They could, for example, be readily applied to independent living.

5.3 Conclusions

5.3.1 Answering Questions and Commenting on Propositions

The objective of the research presented in this thesis was to test the propositions developed at the conclusion of Chapter 2, the literature review.

The literature review suggested 2 propositions that could be usefully addressed:

1. The experience that leads young people to foster care and their experiences within foster care can often negatively influence their ability to learn, interact socially, think, concentrate and develop positive relationships, though some young people do well despite these experiences.
2. Leisure is capable of providing satisfaction, intrinsic motivation, personal development and competencies to assist school and adjust in life.

These propositions suggested the following research question.

How can leisure be utilised to enable young people in foster care to be better prepared for independent living?

This question was divided into three subordinate questions:

1. How do young people in foster care conceive of leisure?
2. How do young people in foster care use leisure?
3. What are the primary factors impacting the leisure of young people in foster care?

5.3.1.1 The Subordinate Questions

5.3.1.1.1 Subordinate Question 1

How do young people in foster care conceive of leisure?

Participants in the study conceived of leisure as something freely chosen, beneficial to the self and enabling the achievement of outcomes. This can be seen through, for example, the use of leisure for creative expression, physical development, artistic development, goal attainment and relationships.

The great majority of participants saw leisure as freely chosen activity where they could demonstrate purpose. This reflects Dattilo's (2015) definition of leisure as adopted for the thesis. In addition, one or two participants sometimes saw leisure as time for themselves, where they could choose to do nothing. Participants thought of leisure as something they chose for themselves.

Participants' view of leisure is coloured by their need to accommodate their circumstances. This depends on an ability to use, or create and use, tangible and intangible artefacts, to apply skills, to set outcomes and goals and to navigate that process successfully. This in turn appears to be to an extent relative to the age and experience of the participant.

5.3.1.1.2 Subordinate Question 2

How do young people in foster care use leisure?

Leisure was found to be used with purpose, flexibly and adaptably by the participants in this study. It was also found to be used in a number of different forms. For example, participants used leisure to plan, create, set goals, make choices, exploit opportunities, express themselves, network and set challenges. Leisure was used both positively and optimistically.

In using leisure in these different ways for different purposes participants were also displaying commitment, managing time, problem solving, organising, self-awareness and initiating the achievement of leisure experiences. They used tangible artefacts that

seemed to be generic to any population of 9 to 16 year olds in the wider population; bicycles, balls, scooters, spaces, books, art canvases and so on.

The means, or tools by which leisure was practiced were held in all participants and include; tangible artefacts such as bike or leisure space; intangible artifacts such as networks and imagination; skills such as planning and organizing; and outcomes such as enjoyment and self-expression. One other important tool also seen in use was to successful combination of tools for a purpose.

Leisure, for all participants, involved the development of personal outcomes. These included; skills, goal-setting, control, making choices, creating opportunities for leisure and networking.

All participants used leisure for outcomes of their choosing. Participants chose different outcomes depending on their leisure environment and the barriers that they perceived at the time. These participants used leisure optimistically and positively within their environments, most of the time.

5.3.1.1.3 Subordinate Question 3

What are the primary factors impacting the leisure of young people in foster care?

Being in foster care means that changes can be mandated; changes of location, families, schooling, relationships, leisure and friendships can all, at times, be out of the hands of the participants. Participants are required to navigate and accommodate these changes as they occur and result in new circumstances and environments. Being in foster care also means that the purpose of others can have precedence over the purpose of participants and this, when it happens, can remove opportunities for leisure.

Examples of the results of these impacts can be seen across the participants who have experienced multiple schools, multiple families and multiple case workers. It is possible to see the stopping of activities, discontinuation of friendships, seeking new friendships, escape, activities taken in isolation and participants waiting for changes to occur in their lives where activities to recommence.

5.3.1.1.4 The Research Question

How can leisure be utilised to enable young people in foster care to be better prepared for independent living?

Participants are freely choosing leisure that is beneficial for themselves and enables their own outcomes. Participants undertake leisure uniquely with flexibility and adaptability, depending on their environment, through the use, or creation and use, of artefacts, skills and outcomes. Leisure environments for participants can be disruptive and restrictive. The answers to subordinate questions 1, 2 and 3 describe how young people behave within the complex foster care environment to ensure they are able to access leisure to suit their own individual outcomes, as circumstances allow.

Participants were using intangible artefacts and skills to enable leisure to achieve outcomes for themselves. This requires a view to the future with motivation and a positive outlook. These artefacts, skills and outcomes, these tools, as listed and explained in a number of places in the thesis prove on examination to often be transferable to other areas of life. For example, the use of imagination applied via the skill of networking is as applicable to searching for rental accommodation as it is to combining with a group of friends to form a team (participant 10); the use of aspiration applied via the skill of planning is as applicable to preparing a job application as it is to practicing for the Olympics (participant 7); the use of self-awareness applied via the skill of goal setting is as applicable to creating learning opportunities when living independently as it is to creating leisure opportunities (participant 11). While understanding the concept of transferable tools does not answer the research question, it does create a foundation for the answer.

It is apparent that participants in this study are, at a scale relevant to their ages and other aspects of their life experiences and surroundings, utilising a number of sometimes sophisticated tools in the service of what is sometimes considered an unimportant aspect of life: leisure.

Leisure can be utilised to enable young people in foster care to be better prepared for independent living by;

Assisting young people in foster care to see the existence and transferability of their leisure tools to life after transition;

Assisting stakeholders in the lives of these young people, such as foster parents, birth parents, case workers, teachers and counsellors, to understand the existence and transferability of these tools to life after transition;

Enabling the stakeholders to work with their young charges to accomplish these transfers.

5.3.2 Two Propositions

At the conclusion of the literature review two propositions were suggested:

1. The experience that leads young people to foster care and their experiences within foster care can often negatively influence their ability to learn, interact socially, think, concentrate and develop positive relationships, though some young people do well despite these experiences.
2. Leisure is capable of providing satisfaction, intrinsic motivation, personal development and competencies to assist at school and to adjust in life

Response to Proposition 1

The following comments do not concern the aspects of Proposition 1 which refer to the generation of negative influences but to the stated results of those influences.

The results of negative influences regarding ability to learn, interact socially, think, concentrate and develop positive relationships was not seen in the cohort studied. In fact, for these participants, leisure provided opportunities to learn, be social, think, concentrate and create, develop and maintain positive relationships and in most cases each of these was seen to be enthusiastically embraced.

There are a number of persistent leisure messages that were about how participants were experiencing leisure: leisure is self-directed, leisure is taken individually, leisure is shared, leisure is undertaken for enjoyment, leisure activities are discontinued, leisure is used to create, availability or choice of leisure is restricted, leisure is used to enable, leisure is facilitated, leisure involves opportunities taken, leisure is used for

personal development. Despite restrictions and interruptions in some participant's leisure it appears participants are positive. Whatever participants' backgrounds, the reasons that brought them to foster care; their gender, the number of schools they attended, their families and so on, across the cohort participants were sending the same messages about their leisure.

Despite the view held in the literature that young people in care are the most disadvantaged groups in society (Johnson & Mendes, 2014), this small cohort in this part of their life, through leisure are not behaving as might be expected of a disadvantaged or vulnerable group. Leisure seems to be providing an opportunity at least at some level to counter the negative effects cited in the proposition.

Response to Proposition 2

This proposition has been supported. Not only is leisure capable of providing satisfaction, intrinsic motivation, personal development and competencies that assist at school and to adjust in life, with the study's participants' leisure demonstrably provides opportunities for the use, or creation and use, of transferable tools that are as applicable to independent living as they are to generating the leisure experience. Leisure also offered participants the invaluable opportunity to practice the use of these tools.

5.3.3 Research Findings

The research for this thesis has produced a number of findings.

Leisure for young people in foster care is multifaceted. Despite the circumstances of the participants, they were using leisure positively and intelligently. Participants were making intelligent choices in using skills to apply to artefacts for their outcomes.

Leisure is described in the cross-case analysis in two parts, the leisure environment and the leisure experience. The leisure environment is commonly seen as the source of restrictions of choice and imposed demands but is also acknowledged at times as facilitating leisure. Participants describe their leisure experience in terms of the way they use leisure, how leisure can facilitate or be a facilitator, how they behave at leisure and what barriers they experience in their leisure environment. As well, participants describe their leisure experience with different priorities or as having different levels of influence. This is observable in the cross case thematic analysis. High priorities or high levels of influence are relatively rare. More common and almost equally divided are mid and low level priorities and influences and this holds whether one considers leisure usage, leisure behaviours, leisure facilitators or leisure barriers. Barriers to leisure were almost always described as delivered by the environment.

Participants discussed their leisure barriers as restricting, disrupting or co-opting time and opportunity. Some participants saw their environment as controlled by other people, some saw it as something controlled by themselves and some saw the leisure environment as something useful to them, regardless of where the control lay. Participants were accommodating other people's actions and navigating through this complex environment to ensure they could undertake leisure.

Participants were using their leisure for varied outcomes; for example, they were using it to create, build skills, maintain friendships and make plans. This is reflective of the literature where Caldwell, Smith, Attias-Donfut & Neveu (1992) state that leisure provides a chance to feel connected, create, develop and maintain friendships.

Participants do not appear to be using leisure frivolously or capriciously. Leisure has meaning for the majority of participants. Participants have a use for leisure beyond

using up spare time. Leisure has a meaningful purpose for them. It is more than just undertaking the activity for the sake of the activity, it can be, for example, the mastery of a skill. For some of the participants leisure was meaningful both cognitively and emotionally, above and beyond its face value. As noted in Stumbo and Peterson (1998) and Heyne & Anderson (2012).

Participants appear capable of resourcing their leisure experience in two ways; by using resources within the leisure environment and by capitalising on their own abilities by bringing cognitive resources to their leisure experience. These resources are applied to undertake or develop a leisure experience that provides participants with outcomes.

Participants were creating and using resources that allowed them to experience leisure in complex environments. Some of these tools were tangible artefacts that could be expected of any young person, such as a bicycle or ball. However, participants were also using intangible artefacts that included motivation, enjoyment, creativity and imagination. Vallerand (2000) notes that motivations produce psychological outcomes within individuals that are cognitive in nature, positive when intrinsically motivated and relate to the environment. Intangible artefacts were used by all participants. However, it was found that it is a relatively small group of these artefacts that is in use across the cohort and therefore most of these are used for multiple different reasons. The intangible artefacts found can be used in many other aspects of life and are therefore transferable.

Participants were using skills to apply their artefacts. These skills were grouped into skillsets. Participants' skillsets were focused on working for the future, analysing, for example, resource needs and self-guidance, all with regard to planning and achieving leisure outcomes. There was a lack of specificity in the relationships between skills and artefacts because there was insufficient information in the data to explain the relationships. Participants were using multiple skills in their leisure environment which can be used in many other aspects of life and are therefore transferable.

Skills and artefacts were used to plan for leisure outcomes, generate these outcomes and to take advantage of them. Outcomes were focused on personal skills for

development, getting results from leisure activities, and improvement. In many cases it appears that the outcome of the leisure activity can be more important to the participant than the activity itself. The planning, generation of, management of and exploitation of outcomes are all tools that can be used in many other aspects of life and are therefore transferable.

Foster care is an environment that is legislated, regulated and controlled by others. For some participants at times, leisure appears to be a lonely, isolated place where opportunities are limited. However, participants were accommodating other people's actions within their lives and navigating through this complex environment to ensure that they could undertake at least some leisure.

Leisure appears to provide a place where the study's participants have opportunities to make choices, express themselves, form and maintain relationships, try new experiences, challenge themselves, be spontaneous, be adaptable, take risks, manage time, set goals, make plans, action those plans, experience accomplishment, practice and be by themselves. While it may not be the only place in their lives where these things can occur, it does, for the most part, appear to be a place where these things can be achieved via an enjoyable activity. This ability to experiment with combinations of experiences, challenges, goals and plans is also an ability applicable in other aspects of life that and is also therefore transferable.

Creed, Tilbury, Buys and Crawford (2011) state that lack of ambition does not seem to be the problem with children in care. This view was supported by the research. Despite the restriction and disruption caused by others, participants were aspirational, with some actively managing the results of changes in their leisure activities brought on by themselves or caused by others.

Participants were at times capable of reacting spontaneously to activities that arose ad hoc. Participants were prepared with the use of portable resources, that came in two forms; the first one was relatively simple form of a tangible artefact such as a book, the second came in a more complex form and was comprised of the set of cognitive tools carried by participants and accompanied by the experience of putting these tools to use. The use of these tools for this purpose is more readily seen in older

participants than younger.

Vorria, Rutter, Pickles, Wolkind & Hobsbaum (1998) and Newman and Blackman (2002) state that transition provides the facilitation whereby young people learn to plan, solve problems and develop new competencies. Participants in this study demonstrate that these can be developed and put to use as a part of everyday life well before the major transition event awaiting them at the age of 18 years.

Transferability of skills, artefacts and outcomes in combination practice achievement of outcomes. Even at the age of nine, ten or eleven young people can be assisted to learn how to take actions they are already doing and apply them to ensure they are prepared for transitioning from OOHC. Participants are already making the effort so there is no need to start from scratch, or they do not need to start from scratch. They already have at least part of the toolkit. It just needs to be recognised as applicable to independent living. The literature shows that people in care normally have their expectations lowered, these findings raise a legitimate question about why this should be occurring.

Following the answers to the research questions and the responses to the propositions posed by the literature the primary findings of this study are related to the number of times and the frequency with which participants demonstrate their ownership of and ability to make effective use of the personal cognitively held tools articulated above. The use of these tools and the experiences gained from that use have applications in far more aspects of life than leisure. Three of these aspects have been given as simple examples. They are searching for rental accommodation, preparing a job application and creating learning opportunities. It takes little imagination to see the vast range of activities related to independent living to which the tools used by these participants could be applied.

In essence leisure may be the opportunity these participants have to be who they are and start to develop who they want to become.

5.4 Implications

The implications of this research have potentially widespread application based in the understandings generated.

A subset of a group depicted in the literature as disadvantaged, vulnerable and subject at times to deleterious opinions of their life prospects has been found to be using their leisure in ways that demonstrate positive and intelligent attitudes and behaviours. This classification of those attitudes and behaviours is demonstrated in the use of cognitive tools that are easily characterised as forward looking, self-aware, purposefully applied, achievement oriented and – ordinary.

These tools, for example combining imagination with planning and a network of friends to achieve an enjoyable group experience, are not leisure specific and this means that not only are they ordinary, one might even say common, they are also transferable to others aspects of life, including independent living. However, it would be unimaginative to suggest that independent living after transition for foster care leavers is the only possible application for this concept of ordinary cognitive life-tools being transferable from one stage of life to another via some sort of transition event.

This thesis has described the use of artefacts, skills and outcomes that a small group of young people in foster care exhibit within their leisure environments, a description not found within the OOHC, or leisure literature, particularly in relation to intangible artefacts and skills.

In time the implications of this research could be applied to develop a better understanding of what breaks down for young people in foster care after transition to lead them to be underrepresented in higher and vocational education and over represented in welfare services.

The research produced a large amount of detail about leisure and its relationship to young people in foster care that could lead to more research for different people in foster care around the country as well as other disadvantaged or marginalised groups.

The definition of an intangible artefact as a cognitively held tool or resource that specifically applies to these participants, but may not be unique to their environment or situation should be tested.

The analysis and findings could provide a roadmap that contains information for undertaking research at the ground level to see what actually occurs in the lives of young people who are disadvantaged.

The tools that participants were using, creating and using can be beneficial in their future lives as they move towards into independent living. It is important that work is undertaken to ensure young people and important stakeholders in their lives understand what is already occurring, accept this information and understand how this may be applied for future lives. It is acknowledged that in this complex environment this will not be an easy task. Leisure is often not seen as a priority or necessity in people's lives.

This thesis has produced a range of tools and information that is lacking in the literature. They can be implemented and tested within broader OOHC environments and in other environments where people are transitioning through pivotal life events such as into residential care for elderly people or transitioning from school for people with a disability. Through the testing and discussion created there may be more opportunities to see how people within complex environments cope and can be assisted to cope.

Participants were using tools, artefacts, skills and outcomes with imagination, planning and involved friends. The research demonstrated that leisure can play a role in helping young people in foster care with their transition.

5.5 Areas for Further Research

The research completed to date should be confirmed in other places, particularly with other young people in foster care. More specifically, in order to understand how leisure can enable young people in foster care to be better prepared for independent living, an understanding of the participant's leisure environment and leisure usage is required.

An understanding of the following needs to be taken into consideration; current leisure usage, past leisure usage, current skill level, age of participants, what artefacts and skills they are already using and for what outcomes, and an understanding of their unique leisure environment. After confirmation, the research could then be expanded and taken into other OOHC environments, nationally and internationally.

The relationship between groupings of artefacts, skills and outcomes could not be fully explained within the study. A greater understanding of artefacts, skills and outcome groupings and their relationships needs to be created within foster care. Also, there needs to be an understanding generated that explains how these tools are connected within a given circumstance or set of circumstances. These understandings are imperative if the transferability of cognitive tools is to be understood and exploited by young people in foster care as they move to and through transition into independent life.

The potential or generalisability of the models across foster care needs to be tested.

There is potential to expand the study's findings to other communities where members of other marginalised populations are transitioning through major life events, such as elderly people moving into residential care settings or people with a disability transitioning from school to independent living, or perhaps people from incarceration to the general community.

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Appendices

Appendix 1-A Demonstration of Comparative Lack of Literature Available to the Thesis in Leisure and Young People in Foster Care.

On 23rd June 2016 a search was conducted of the literature available on the ProQuest Central online database available through the Western Sydney University library website using the following URL:

<http://search.proquest.com/central/advanced>

ProQuest central was chosen as it is a multidisciplinary database with over 20,000 titles that extensively covers 160 subjects including, health and medical, social sciences and business. A search was undertaken in the ProQuest site using a “All Basic Search Fields” for Scholarly Journals only. A search was completed using 25 keywords. The search was completed using the three data ranges of: Current (2011-2016); Backfile (1998-2010); Deep Backfile (1970-1997). Keywords and phrases were combined, as in “leisure + children in care” the Boolean expression and was used. The following phrases were considered primary search terms (PST) as they were primary foci of the research question:

“out-of-home care”, “in care”, “foster care”, “care leavers”, “children”, “young people”, “youth”, “adolescent/s”, “adolescence”

The following words were considered primary search filters (PSF) as they were primary foci of the research question:

“transition”, “transitions”, “transitioning”, “leisure”, “leisure education”, “motivate”, “motivation”, “motivated”.

The following words were considered nested search filters (NST) as they related to the research question.

“education”, “higher education”, “vocational educational”, “work”.

The tables below display the results of these searches.

Keywords	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970- 1997	Total References
children	640,796	927,058	182,268	1,750,122
“young people”	67,211	85,645	11,509	164,365
youth	184,279	255,344	66,671	506,294
adolescent/s	39,912	277,860	39,912	357,684
adolescence	62,719	79,105	11,934	153,758

Table A83 Young People Related Search Terms

Keywords	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970- 1997	Total References
“out-of-home care”	734	950	209	1,893
“in care”	25,550	19,532	1,547	46,629
“foster care”	3,958	6,523	1,363	11,844
“marginalised groups”	1,057	1,334	60	2,451
“marginalised individuals”	83	78	3	164

Table A84 Care Related Search Terms

Keywords	Number of references “Current” 2011- 2016	Number of references “Backfile” 1998- 2010	Number of references “Deep Backfile” 1970-1997	Total References
“care leaver”	28	4	0	32
“care leavers”	139	121	0	260
“leaving care”	208	272	14	494

Table A85 Care Leaver Related Search Terms

Keywords	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
transition	385,979	422,277	52,941	861,197
transitions	388,602	422,385	52,941	863,928
transitioning	16,851	10,548	322	27,721

Table A86 Transition Related Search Terms

Keywords	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
motivate	52,164	62,820	11,085	126,069
motivated	144,039	188,276	30,548	362,863
motivation	208,519	260,995	46,061	515,575

Table A87 Motivation Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure	47,388	64,104	12,412	123,904
“leisure education”	266	340	56	662

Table A88 Leisure Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
work	1,865,042	2,291,232	551,117	4,707,391
employment	190,501	265,740	73,886	530,127
education	809,057	1,039,901	266,284	2,115,242
“higher education”	142,859	157,025	30,537	330,421
“vocational education”	7,260	10,109	403	17,772

Table A89 Post School Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
“children in out-of-home care”	217	339	85	641
“youth in out-of-home care”	50	50	2	102
“young people in out-of-home care”	43	13	2	58
“adolescent/s in out-of-home care”	10	13	7	30
“adolescence in out-of-home care”	0	0	0	0

Table A90 Young People and OOHC Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
“children in foster care”	700	1,210	187	2,097
“youth in foster care”	293	242	6	541
“young people in foster care”	28	28	2	55
“adolescent/s in foster care”	117	136	22	275
“adolescence in foster care”	0	3	0	3

Table A91 Young People in Foster Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
“children in care”	561	750	107	1,418
“youth in care”	98	107	6	211
“young people in care”	130	135	0	235
“adolescent in care”	0	1	1	2
“adolescents in care”	29	40	6	75
“adolescence in care”	0	1	0	1

Table A92 Young People in Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
“child AND care leaver”	0	0	0	0
“ youth AND care leaver”	0	0	0	0
“young people AND care leaver”	0	0	0	0
“adolescent/s AND care leaver”	0	0	0	0
“adolescence AND care leaver”	0	0	0	0

Table A93 Care Leaver and Child Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
“children AND care leavers”	11	5	0	16
“youth AND care leavers”	0	0	0	0
“young people AND care leavers”	0	2	0	2
“adolescent/s AND care leavers”	0	0	0	0
“adolescence AND care leavers”	0	0	0	0

Table A94 Young People and Care Leaver Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
“children leaving care”	12	27	3	42
“youth leaving care”	42	58	1	101
“young people leaving care”	74	77	0	151
“adolescent/s leaving care”	0	1	0	1
“adolescence leaving care”	0	0	0	0

Table A95 Leaving Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND children	22,362	33,048	5,079	60,489
leisure AND youth	11,068	15,160	2,063	28,291
leisure AND “young people”	5,858	7,164	867	13,889
leisure AND adolescent/s	9,593	11,689	1,161	22,443
leisure AND adolescence	4,283	5,389	700	10,372

Table A96 Leisure and Child Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND education	30,509	38,965	6,140	75,614
leisure AND higher education	28,336	35,558	5,111	69,005

Table A97 Leisure and Education Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND work	39,277	53,654	9,550	102,481
“leisure education and work”	2	3	0	5
leisure AND Employment	13,534	19,445	3,717	36,696
“leisure education” and employment	100	119	19	238

Table A98 Leisure and Employment Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND “out-of-home care”	40	46	5	91
leisure AND leaving “out-of-home care”	19	22	0	41
leisure AND leaving “foster care”	64	89	29	182
leisure AND “care leaver “	2	0	0	2
leisure AND “care leavers”	14	16	0	30

Table A99 Leisure and Care Related Search Terms

Does not like quotes “leaving foster care”

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND “children in out-of-home care”	22	12	0	34
leisure AND “children in foster care”	31	31	0	2
leisure AND “children in care”	36	36	3	75
leisure AND “leaving care”	21	19	1	41
leisure AND “care leavers”	14	16	0	30

Table A100 Leisure and Care Leaver Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND “youth in out-of-home care”	4	1	0	5
leisure AND “young people in out-of-home care”	3	1	0	4
leisure AND “youth in foster care”	8	1	0	9
leisure AND “young people in foster care”	2	1	0	3
leisure AND “youth in care”	4	5	1	10
leisure AND “young people in care”	20	9	0	29

Table A101 Leisure and Young People in Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND “adolescent/s in out-of-home care”	0	1	0	1
leisure AND “adolescent/s in foster care”	5	5	0	10
leisure AND “adolescent/s in care”	4	1	0	5
leisure AND “adolescent’s care leavers”	0	0	0	0

Table A102 Leisure and Adolescents in Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure education AND “out-of-home care”	39	38	3	80
leisure education AND leaving “out-of-home care”	180	236	29	445
leisure education AND leaving “foster care”	62	83	27	172
leisure education AND “care leaver “	2	0	0	2

Table A103 Leisure Education and Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure education AND “children in out-of-home care”	9	11	0	20
leisure education AND “children in foster care”	28	29	2	59
leisure education AND “children in care”	33	34	3	70
leisure education AND “leaving care”	18	17	0	35
leisure education AND “care leavers”	14	16	0	30

Table A104 Leisure, Children and Leaving Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure education AND “youth in out-of- home care” leisure education	4	1	0	5
leisure education AND “young people in out-of- home care”	3	1	0	4
leisure education AND “youth in foster care”	9	9	0	18
leisure education AND “young people in foster care”	2	1	0	3
leisure education AND “youth in care”	5	4	1	10
leisure education AND “young people in care”	18	8	0	26

Table A105 Leisure, Children and Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure education AND “adolescents in out-of-home care”	1	1	0	2
leisure education AND “adolescents in foster care”	5	4	0	9
leisure education AND “adolescents in care”	5	1	0	6

Table A106 Leisure, Adolescents and Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivation/s	12,821	15,389	2,236	30,446
leisure AND motivating	2,462	3,121	423	6,006
leisure AND motivate	3,068	3,522	493	7,083
leisure AND motivated	7,040	9,861	1,352	18,253

Table A107 Leisure and Motivation Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivation AND children	6,943	9,579	1,256	17,778
leisure AND motivation AND youth	3,850	4,870	522	9,242
leisure AND motivation AND “young people”	2,192	2,348	227	4,767
leisure AND motivation AND adolescent/s	3,197	3,711	350	7,258
leisure AND motivation AND adolescence	1,578	1,958	229	3,765
leisure AND motivating AND children	1,414	2,059	226	3,699
leisure AND motivating AND youth	790	1,027	87	1,904
Leisure AND motivating AND “young people”	441	485	38	4,769
Leisure AND motivating AND adolescent/s/ence	632	716	61	1,409

Table A108 Leisure, Motivation and Children Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
Leisure AND transition	9,846	14,821	2,025	26,692
“leisure education” AND transition	71	107	14	192

Table A109 Leisure and Transition Related Search Terms

Keywords Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND transitions and “children in care”	21	17	0	38
leisure AND transition AND “youth in care”	4	1	1	6
leisure AND transition AND “young people in care”	15	4	0	19
leisure AND transition AND “adolescent/s in care”	3	0	0	3
leisure AND transition AND “adolescence in care”	0	0	0	0
leisure AND transition and “care leaver/s”	12	1	8	21

Table A110 Leisure, Transition, Young People and Care Related Search Terms

Keywords Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND transition/s and “children in out-of-home care”	6	3	0	9
leisure AND transition and “youth in out-of-home care”	3	1	0	4
leisure AND transition and “young people in out-of-home care”	2	0	0	2
leisure AND transition and “adolescents in out-of-home care”	0	1	0	1
leisure AND transition and “adolescence in out-of-home care”	0	0	0	0

Table A111 Leisure, Transition, Young People and OOHC Related Search Terms

Keywords Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND transition/s AND “children in foster care”	17	14	0	31
leisure AND transition AND “youth in foster care”	7	5	0	12
leisure AND transition AND “young people in foster care”	2	1	0	3
leisure AND transition AND “adolescent/s in foster care”	2	2	0	4
leisure AND transition AND “adolescence in foster care”	2	0	0	2

Table A112 Leisure, Transition, Children and Foster Care Related Search Terms

Keywords Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure education AND transitions and “children in care”	20	17	0	37
leisure education AND transition AND “youth in care”	4	1	1	6
leisure education AND transition AND “young people in care”	13	4	0	17
leisure education AND transition AND “adolescents in care”	3	0	0	3
leisure education AND transition AND “adolescence in care”	0	0	0	0
leisure education AND transition and “care leavers”	12	8	0	20
leisure education AND transition and “ leaving care”	14	9	0	23

Table A113 Leisure, Transition, Children and Care Related Search Terms

Keywords Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND transitions AND employment and “children in foster care”	14	10	0	24
leisure AND transitions AND employment and “youth in foster care”	6	4	0	10
leisure AND transition AND employment and young people in “foster care”	54	76	0	130
leisure AND transition AND employment and adolescent’s in “foster care”	40	65	3	108
leisure AND transition AND employment and adolescence in “foster care”	27	48	3	78
leisure AND transition AND employment AND “care leavers”	8	6	0	14

Table A114 Leisure, Transition, Post School Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND “marginalised groups”	102	134	26	262
leisure AND “marginalised individuals”	12	5	0	17

Table A115 Leisure and Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND transition/s	9,821	14,821	2,025	26,667
leisure AND transitioning	712	466	14	1,192

Table A116 Leisure and Transition Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivating AND “out-of- home care”	3	7	0	10
leisure AND motivating AND “foster care”	17	20	0	37
leisure AND motivating AND “in care”	64	56	0	120
leisure AND motivating and leaving “out-of-home care”	2	4	0	6
leisure AND motivating and leaving “foster care”	11	9	0	20
leisure AND motivating and “care leavers”	1	1	0	2

Table A117 Leisure, Motivating and Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivation AND children AND work	6,438	9,107	1,186	16,731
leisure AND motivation AND children AND employment	2,718	4,091	602	7,411

Table A118 Leisure, Motivation, Children and Post School Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivation AND youth AND work	3,553	4,574	500	8,627
leisure AND motivation AND young people AND work	6,569	8,884	1,016	16,469
leisure AND motivation AND adolescent-s AND work	2,882	3,378	322	6582
leisure AND motivation AND adolescence AND work	1,418	1,796	213	3,427

Table A119 Leisure, Motivation and Young People Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND “motivation AND work”	38	36	8	82
leisure AND “motivation AND employment”	0	1	0	1

Table A120 Leisure, Motivation and Employment Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivation AND “out-of- home care”	14	16	0	30
leisure AND motivation AND “foster care”	58	85	26	169
leisure AND motivation AND “in care”	279	193	9	481
leisure AND motivation AND leaving “out-of-home care”	6	2	0	8
leisure AND motivation AND leaving “foster care”	26	36	24	86
leisure AND motivation AND “care leavers”	6	2	0	8

Table A121 Leisure, Motivation and Care Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND (motivation AND youth people AND employment)	1,373	1,811	237	3,421
leisure AND (motivation AND young people AND employment)	2786	4011	514	7,311
leisure AND (motivation AND adolescent-s AND employment)	994	1255	134	2,383
leisure AND (motivation AND adolescence AND employment)	521	661	108	1,290

Table A122 Leisure, Motivation, Children and Employment Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND (motivation AND children AND work AND education) redo all these without any brackets	5458	7,574	898	13,930
leisure AND (motivation AND youth AND work AND education)	3,138	3,989	420	7,547
leisure AND (motivation AND young people AND work AND education)	5,486	7,362	1,062	13,910
leisure AND (motivation AND adolescent/s AND work AND education)	2,531	3005	399	5,935
leisure AND (motivation AND adolescence AND work AND education)	1,281	1,642	249	3,172

Table A123 Leisure, Motivation, Children and Work Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND (motivation AND children AND work AND higher education?)	5,277	7,354	852	13,483
leisure AND (motivation AND youth AND work AND higher education)	3,047	3,887	407	7,341
leisure AND (motivation AND young people AND work AND higher education)	5,239	7,159	756	13,154
leisure AND (motivation AND adolescent/s AND work AND higher education)	2,469	2,492	344	5,305
leisure AND (motivation AND adolescence AND work AND higher education)	1,268	1,611	172	3,051

Table A124 Leisure, Motivation, Children and 2 Post School Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND (motivation AND “children in out-of-home care” AND education) take brackets outs and redo search	3	6	0	9
leisure AND (motivation AND “youth in out-of-home care” AND education)	1	1	0	2
leisure AND (motivation AND “young people in out-of-home care” AND work AND education)	2	1	0	3

Table A125 Leisure, Motivation, Children and OOHC Related Search Terms

*no records Leisure AND (motivation AND “adolescent/s in out-of-home care” AND work AND education), Leisure AND (motivation AND “adolescence in out-of-home care” AND work AND education)

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivation AND “children in out-of- home care” AND education	3	6	0	9
leisure AND motivation AND “youth in out-of- home care” AND education	1	1	0	2
leisure AND motivation AND “young people in out-of-home care” AND education	2	1	0	3
leisure AND motivation AND “adolescent/s in out-of- home care” AND education	9	14	0	23
leisure AND motivation AND “adolescence in out-of- home care” AND education	8	9	0	17

Table A126 Leisure, Motivation, Children and Education Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivation AND “children in foster care” AND education	29	33	0	62
leisure AND motivation AND youth AND “foster care” AND education	39	66	24	129
leisure AND motivation AND young people AND “foster care” AND education	37	68	0	105
leisure AND motivation AND adolescent/s AND “foster care” AND education	37	60	1	98
leisure AND motivation AND adolescence AND “in foster care” AND education	27	42	70	139

Table A127 Leisure Motivation and Young People Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivation AND “children in foster care” AND education	9	11	0	20
leisure AND motivation AND youth AND “out-of-home care” AND employment	9	11	0	20
leisure AND motivation AND young people AND “out-of-home care” AND employment	9	10	0	19
leisure AND motivation AND adolescent/s AND “out-of-home care” AND employment	6	10	0	16
leisure AND motivation AND adolescence AND “out-of-home care” AND employment	5	8	0	13

Table A128 Leisure, Motivation, Children, Care and Post School Related Search Terms

Keywords and Keyword Combinations	Number of references “Current” 2011-2016	Number of references “Backfile” 1998-2010	Number of references “Deep Backfile” 1970-1997	Total References
leisure AND motivation AND “children in foster care” AND education	35	57	24	116
leisure AND motivation AND young people AND “foster care” AND employment	27	53	0	80
leisure AND motivation AND adolescent/s AND “foster care” AND employment	26	42	1	69
leisure AND motivation AND adolescence AND “foster care” AND employment	17	34	1	52

Table A129 Leisure, Motivation, Children, Care and Employment Related Search Terms

Appendix 2-National Standards for Out-of-Home Care and their

Measures

Department Families, Housing, Community Services and Indigenous Affairs
(2011, p. Appendix A).

Standard 1

Children and young people will be provided with stability and security during their time in care.

Measures

- 1.1 The proportion of children and young people exiting out-of-home care during the year who had 1 or 2 placements, by length of time in continuous care preceding exit.
- 1.2 The rate and number of children in out-of-home care who were the subject of a child protection substantiation and the person believed responsible was living in the household providing out-of-home care.
- 1.3 The proportion of children and young people in out-of-home care who report feeling safe and secure in their current placement.

Standard 2

Children and young people participate in decisions that have an impact on their lives.

Measure

- 2.1 The proportion of children and young people who report that they have opportunities to have a say in relation to decisions that have an impact on their lives and that they feel listened to.

Standard 3

Aboriginal and Torres Strait Islander communities participate in decisions concerning the care and placement of their children and young people.

Measure

- 3.1 The proportion of Indigenous children and young people in out-of-home care placed with the child's extended family, with the child's Indigenous community, or with other Indigenous people, by carer type.

Standard 4

Each child and young person has an individualised plan that details their health, education and other needs.

Measure

- 4.1 The proportion of children and young people who have a current documented case plan.

Standard 5

Children and young people have their physical, developmental, psychosocial and mental health needs assessed and attended to in a timely way.

Measure

- 5.1 The number and proportion of children and young people who have an initial health check of their physical, developmental, psychosocial and mental health needs within a specified period of entering out-of-home care

Standard 6

Children and young people in care access and participate in education and early childhood services to maximise their educational outcomes.

Measures

- 6.1 The proportion of children and young people achieving national reading and numeracy benchmarks.
- 6.2 The number and proportion of 3 and 4 year old children who participate in quality early childhood education and child care services.

Standard 7

Children and young people up to at least 18 years are supported to be engaged in appropriate education, training and/or employment.

Measure

- 7.1 The proportion of young people who complete year 10 and the proportion who complete year 12 or equivalent Vocational Education & Training.

Standard 8

Children and young people in care are supported to participate in social and/or recreational activities of their choice, such as sporting, cultural or community activity.

Measure

- 8.1 The proportion of children and young people who report they may choose to do the same sorts of things (sporting, cultural or community activities) that children and young people their age who aren't in care do.

Standard 9

Children and young people are supported to safely and appropriately maintain connection with family, be they birth parents, siblings or other family members.

Measures

- 9.1 The proportion of children and young people in out-of-home care who are placed with relatives and kin.
- 9.2 The proportion of children and young people who report they have an existing connection with at least one family member which they expect to maintain.
- 9.3 The proportion of children (as age-appropriate) and young people who report having contact with family members, by the reported frequency of contact, by their reported satisfaction with contact arrangements.

Standard 10

Children and young people in care are supported to develop their identity, safely and appropriately, through contact with their families, friends, culture, spiritual sources and communities and have their life history recorded as they grow up.

Measures

- 10.1 The proportion of Aboriginal and Torres Strait Islander children and young people who have a current cultural support plan.
- 10.2 The proportion of children (as age-appropriate) and young people who demonstrate having a sense of connection with the community in which they live

Standard 11

Children and young people in care are supported to safely and appropriately identify and stay in touch, with at least one other person who cares about their future, who they can turn to for support and advice.

Measure

- 11.1 The proportion of children and young people who are able to nominate at least one significant adult who cares about them and who they believe they will be able to depend upon throughout their childhood or young adulthood.

Standard 12

Carers are assessed and receive relevant ongoing training, development and support, in order to provide quality care.

Measures

- 12.1 The number of foster carer households with a placement at 30 June, by number of foster children placed, and number of foster carer households with a placement during the year.
- 12.2 The number of foster carers at 30 June, and the number of new approvals of persons as foster carers and the number of persons who cease to be approved foster carers during the twelve months to 30 June.
- 12.3 The proportion of foster carers and kinship carers (who had at least one placement during the year) who report feeling supported in their role and who feel their developmental needs relevant to their role are catered for.

Standard 13

Children and young people have a transition from care plan commencing at 15 years old which details support to be provided after leaving care.

Measures

- 13.1 The proportion of young people aged 15 years and over who have a current leaving care plan.
- 13.2 The proportion of young people who, at the time of exit from out-of-home care, report they are receiving adequate assistance to prepare for adult life.

Appendix 3-Sample Guardians Information Sheet and Consent Form

Project Title: Can Leisure Raise Aspirations for Children in Out Of Home Care?

Project Summary:

I would like to identify if leisure can influence young peoples' educational and career aspirations. Understanding this will help organisations to support students to reach those goals.

You are invited to participate in a research study being conducted by Nicole Peel, a PhD student within the School of Science and Health at the University of Western Sydney.

How is the study being paid for?

The study is being sponsored by The School of Science and Health within the University of Western Sydney.

What will I be asked to do?

Give consent for your child to complete 2 interviews as below.

- Complete an online 30-minute survey on their goals
- Then a week later complete a 30-minute face to face interview on the activities they do in their spare time.

How much of my time will I need to give?

I am asking for 1 hour in total of your child's time across 2x 30 minute meetings. The first online survey will be completed as part of the normal Kids in Care Group activity and the second face to face interview will be held at a time agreeable to you and your child, with you being present at the interview.

What specific benefits will I receive for participating?

You will benefit by understanding more information about aspirational requirements in children.

Will the study involve any discomfort for me? If so, what will you do to rectify it?

No

How do you intend to publish the results?

Please be assured that only the researchers will have access to the raw data you provide.

The findings of the research will be published as part of my PhD and in health and science journals as well as the International Leisure Review.

*Please note that the minimum retention period for data collection is five years.

Can I withdraw from the study?

Participation is entirely voluntary: and you are not obliged to be involved. If you do participate, you can withdraw at any time without giving any reason.

Can I tell other people about the study?

Yes, you can tell other people about the study by providing them with the chief investigator's contact details. They can contact the chief investigator to discuss their participation in the research project and obtain an information sheet.

What if I require further information?

Please contact Nicole Peel should you wish to discuss the research further before deciding whether or not to participate.

Nicole Peel PhD student n.peel@uws.edu.au

What if I have a complaint?

This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval number is [enter approval number once the project has been approved]

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Office of Research Services on Tel +61 2 4736 0229 Fax +61 2 4736 0013 or email humanethics@uws.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

If you agree to participate in this study, you may be asked to sign the Participant Consent Form.

Guardian Consent Form

Project Title: Can leisure raise aspirations for children in Out Of Home Care?

I, [print name]....., give consent for my child [print name].....to participate in the research project titled Can leisure raise aspirations for children in out of home care.

I acknowledge that:

I have read the participant information sheet [or where appropriate, 'have had read to me'] and have been given the opportunity to discuss the information and my child's involvement in the project with the researcher/s.

The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I have discussed participation in the project with my child and my child agrees to their participation in the project.

I understand that my child's involvement is confidential and that the information gained during the study may be published but no information about my child will be used in any way that reveals my child's identity.

I understand that my child's participation in this project is voluntary. I can withdraw my child from the study at any time, without affecting their academic standing or relationship with the school and they are free to withdraw their participation at any time.

I consent to the [insert specific activities] [if applicable] [list all components of involvement, e.g. audio/ video taping to ensure participants can indicate their willingness to participate in all or some of the research]. Please cross out any activity that you do not wish your child to participate in.

Signed(Parent/caregiver):

Name:

Date:

Return Address:

This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval number is: H1080

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Office of Research Services on Tel +61 2 4736 0229 Fax +61 2 4736 0013 or email humanethics@uws.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Participant Information Sheet – Foster Care Children

Project Title: Can Leisure Raise Aspirations for Children in Out Of Home Care?

Project Summary:

I would like to identify if leisure can influence young peoples' career and educational aspirations. Understanding this will help organisations to support students to reach those goals.

You are invited to participate in a research study being conducted by Nicole Peel, a PhD student within the School of Science and Health at the University of Western Sydney.

How is the study being paid for?

The study is being sponsored by The School of Science and Health within the University of Western Sydney.

What will I be asked to do?

- Complete an online 30 minute survey on your goals
- Then a week later complete a 30 minute face to face interview on the activities you do in your spare time.

How much of my time will I need to give?

1 hour

What specific benefits will I receive for participating?

You will benefit by understanding more information about yourself, particularly fun activities you may like to participate in and your career and educational goals.

Will the study involve any discomfort for me? If so, what will you do to rectify it?

No

How do you intend to publish the results?

Please be assured that only the researchers will have access to the raw data you provide.

The findings of the research will be published as part of my PhD and in health and science journals as well as the International Leisure Review.

*Please note that the minimum retention period for data collection is five years.

Can I withdraw from the study?

Participation is entirely voluntary: and you are not obliged to be involved. If you do participate, you can withdraw at any time without giving any reason.

Can I tell other people about the study?

Yes, you can tell other people about the study by providing them with the chief investigator's contact details. They can contact the chief investigator to discuss their participation in the research project and obtain an information sheet.

What if I require further information?

Please contact Nicole Peel should you wish to discuss the research further before deciding whether or not to participate.

Nicole Peel PhD student n.peel@uws.edu.au.

What if I have a complaint?

This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval number is [enter approval number once the project has been approved]

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Office of Research Services on Tel +61 2 4736 0229 Fax +61 2 4736 0013 or email humanethics@uws.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

If you agree to participate in this study, you may be asked to sign the Participant Consent Form.

Appendix 4-Sample Interview Transcript

NP: What do you do in your free time? So free time is usually things that you don't, you know when you're at school, that's not free time but any other time not at school is really free time. So what do you normally do in your free time?

Participant: Usually say on the weekends I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really like to do as much soccer related things as I can.

NP: So what do you do in the bush? You mean like the bush near where you live?

Participant: Yeah, in the bush usually I, well like recently me and my friends we like most of the time we just go down and Exploring. We try and go off the tracks as much as possible. We found like a tunnel that I think goes under the train line and we just like travelled underneath that. So we try to find interesting things or like we try to go off the tracks and kind of get ourselves lost a bit so then we can find out way back and like...

NP: Like you're trying to challenge yourself a bit, like if you can find yourself back?

Participant: Yeah, so it just gives you like such a rush when you actually find yourself back.

NP: So how long are you normally gone for when you do something like that, like time wise?

Participant: Well generally we don't really do it that long. We'll do it like we'll go pretty early in the morning and then basically we'll just do it for however long it takes us to find out way back. So it could take

anywhere from like 30 minutes to two hours and we try to do it as fast as possible just in case it does like take two hours and then generally after that we'll probably just go to one of each other's houses and have a swim or watch some TV or something.

NP: That sounds like fun.

Participant: Yeah, it is.

NP: I'd love to do something like that. Okay cool. So do you participate in any organised leisure activities? So you know how you come here to the Robots Club, I would call that something organised, so do you do any other organised activities like that?

Participant: Not really like we do - me and my friends do informal organised activities like so we'll kind of - it's become a tradition for our friends after school every Wednesday and Friday we'll go down to the park and have a game of soccer and that's become kind of like organised.

NP: That's good. So you guys have organised that yourselves? So every Wednesday and Friday you've organised that you will meet and play soccer at the park?

Participant: Yeah.

NP: Okay and do you do any after school study like tutoring or anything like that?

Participant: Yes, on Mondays I have a tutor that comes for an hour and helps me with what I - like with any homework I need to do at that time.

NP: Okay excellent. So how often would you do leisure activities or go down the bush, playing soccer?

Participant: I'd say - apart from school I'd say a lot. So basically a lot of my free time because basically like the only time I wouldn't be doing that is if my friends weren't free.

- NP:** Okay so can I ask you another question then, do you play games, PlayStation, Xbox, PC games?
- Participant:** Sometimes. I don't have a lot of games at the moment so I don't really play a lot of them but yeah, since my sister and my brother are very big gamers they're kind of trying to get me into it and yeah like I enjoy games but yeah.
- NP:** When you say your sister and brother are they living in the same house as you?
- Participant:** My brother moved out with his girlfriend and his child but my sister's still at my house and she's trying to get me to play as many different types of games as I can.
- NP:** So you talked about soccer and TV and bush, how did you become involved in those activities?
- Participant:** Well bush, me and my friends just realised one day because we were going to organise to go for a swim at my house but it turned out to rain, not like heavy or anything, but like raining hard enough to not go for a swim. Then we realised that we all basically have the bush as our backyard.
- NP:** Oh okay, that makes sense.
- Participant:** Yeah, so obviously my friends, they have to go down the road to get to the bush but I have the bush like right on my backyard so we'll go to the bush and then at first it was just like exploring and trying to find caves and hideouts and stuff but then we actually started to find like lots of tunnels and like bridges or like stuff that had been dumped in the bush.
- NP:** Like litter, cars or...
- Participant:** Yeah, like we found like wrecked cars, that was pretty cool.

- NP:** So did anyone introduce you to bushwalking or just going in the bush. Did anyone do that with you when you were younger or was it just something you went, this is our backyard, let's Exploring it?
- Participant:** Yeah so I can imagine that my parents would have taken me bushwalking at some point not that I can remember but yeah, I think when I was like nine and 10, I just thought - because the bush looks pretty amazing from my house so I thought it'd be pretty fun to go Exploring down there so then I asked my parents and they said, "As long as you can see the house from where you are that's fine".
- NP:** So how long have you lived in Glenbrook then, like close to the mountains?
- Participant:** Ever since I was six months old.
- NP:** So that's been your backyard pretty much the whole time?
- Participant:** Yeah, it's been my backyard.
- NP:** Okay so do you, apart from what you've mentioned with your friends, do you do any other activities with your friends, parents, family, any one, like do you do activities at school?
- Participant:** Well with my blood family because at the moment I'm in foster care. With my blood family, with my sister mainly because I don't really have contact with my mum or my brother, so yeah with my sister we meet up at least once every holidays and my aunty. We meet up at least once every holidays and usually we try and do - like with my aunty since she doesn't live that far away I just go to her place. But with my sister we try and make it exciting things because she has two kids so they're my two nephews which I can make that as exciting as possible. So I think last time we met up we went to a sports game and yeah, so we try and make it as exciting as possible. Like maybe go out into the city, go to a sports game, go to a concert, stuff like that.

NP: So is this the same sister that you talked about who is trying to get you into gaming as well or is that a different...

Participant: No, that's my foster sister.

NP: Okay, well that sounds exciting. So that's about once every two months did you say?

Participant: Yeah, once every holidays. At least once every holidays.

NP: What about the people you're living with at the moment, so your foster carers, do you do anything with them on the weekends?

Participant: With my dad on the weekends he is a director, one of the three directors for the Blue Mountains Football Club so every Saturday I'll go help him out and it's pretty fun.

NP: Do you actually play football too?

Participant: Yeah, I don't play this year but I think I'm definitely going to play next year because football when I was, I should say soccer because you might get confused with footy.

NP: So is it soccer that you're talking about?

Participant: Yeah, soccer.

NP: But you call it - you're a professional you call it football.

Participant: Yeah.

NP: Okay so soccer, I call it soccer okay.

Participant: When I was basically 10 I thought since everyone's doing it I'll give it a try so I tried it and I realised it's actually pretty fun and then I really started to watch soccer on TV like the A League and then I got higher and higher, so I went to the EPL and I watch now the La Liga. I'm starting to, yeah, so I'm starting to like go for certain types of teams.

NP: Can I just ask you why you didn't do it this year? Was there a reason why you didn't play soccer this year?

Participant: I think I just wanted to give it a miss this year because yeah which I actually regret now because if I did that I would have got the five consecutive years with the club trophy but I didn't really give it too much thought but I'm definitely going to do it next year. Then once I started to watch soccer on TV I started to give it a go and I got boots and a ball and I just practiced in the back yard and I actually realised that I'm kind of good at soccer.

NP: That's good. So is that a goal for next year maybe to play soccer then again when it comes around?

Participant: Yeah.

NP: Does your dad play soccer? You said he's a director, does he actually play as well?

Participant: No, he doesn't play. He just comes and helps out and organises everything for the club. But my brother played soccer, I don't know for how long but I think he definitely played until Year 8. My sister actually moved out and went to ADFA, the Australian Defence Force Academy and she plays for their team now. She plays for their women's team. As for my sister that is trying to get me into video games, I think she's played soccer twice, like two seasons.

NP: Excellent. So we're sort of about half way through. What choices do you get to make in your life, just with every day things? Do you get to make choices around you can go play with your friends or you can play soccer?

Participant: Usually with me, I will admit, I am a last minute kind of person. Like I will call up my mum after school and ask if I can like go to the swimming pool with my friends and stuff or I'll ask the night before to like have a sleep over or something. So I am a short notice kind

of person but as long as like my mum knows where I am and we're not doing anything, she'll probably let me most of the time.

NP: When you go with your sister in the school holidays sometimes do you get to maybe help decide where to go sometimes with your sister or is it something she decides?

Participant: It's a bit of both really. So when we went to see the sports game, because my sister who's trying to get me into video games, she works at the stadium, ANZ Stadium and if she books at least like two weeks before the game she can get four free tickets and then yeah, so I text with my sister and said - because it was a Rabbitohs versus Bulldogs game and since I go for the Rabbitohs and my sister goes for the Bulldogs I thought it wouldn't really be an offer to refuse.

NP: Yeah, it's a perfect game, both your teams playing. So who ended up winning, do you remember?

Participant: Sadly it was the Bulldogs that won.

NP: Oh was it?

Participant: Yeah.

NP: So that's all right for you but not for her. She was the Bulldogs fan and you were the - so that's good for you, oh no for her.

Participant: For her.

NP: Okay, so when I say the word leisure what does it mean to you? Have you heard that word before?

Participant: Not really.

NP: Okay, so what do you think it means if I say leisure?

Participant: I've actually heard of the word. In my history class I've actually heard of it.

NP: So if you had to maybe describe what you do when you go in the bush or play with your friends soccer what would you call that? If you were to tell me without saying I'm going to go to the bush or I'm going to do soccer, what would you tell me you were doing with your friends?

Participant: I'd probably say just like hang out with them.

NP: Usually, just a - what you're doing in the bush is what I would call leisure but it doesn't matter what you call it, that's good. Is there anything you've done in the past, an activity that you don't do anymore perhaps?

Participant: Yeah um...

NP: Well soccer, we talked about soccer and you're talking about maybe wanting to do that again. Was there anything else?

Participant: Like with soccer I didn't really actually give it a go till I was like 10.f

[End of Transcript]

Appendix 5-Glossary of Leisure Characteristics

Code	Leisure Characteristics
CH1	I don't get free time.
CH2	Because we're too busy.
CH3	It's called Go Bananas [leisure facility], we only go there for fun
CH4	Play [electronic] DS
CH5	Play Barbies [dolls]
CH6	Swimming lessons. [Foster carer] says we have to go to swimming lessons
CH7	Weekends we're always doing something
CH8	Go to the shops, plaza, whatever [With foster family]
CH9	I don't remember. I don't keep track of stuff
CH10	And we visit nan on Monday, Tuesday I visit my [birth mother], every Wednesday to Go Bananas, [Thursday is KiC], Friday I've got to go to swimming lessons, Weekends we're always doing something
CH11	Well we can't really do much. We've got to go to her place, So we can't really. Well [birth mother] usually tries to get some kind of art or anything like that
CH12	[Foster carer] doesn't say we have to go to every activity but everyone, people, say it and we have to.
CH13	[comes to KiC] Because Ella goes to gymnastics and we wanted to do something
CH14	[Fight]Well we're not allowed to. [foster carer] doesn't let us.
CH15	Yeah to go to my friend's house. Yeah, I'm just not allowed to go there
CH16	Maybe so we're not staying at home [I come to KiC]
CH17	Drama [suggestion for KiC activity]
CH18	Food [enjoys KiC club]
CH19	Play my [electronic game] DS.
CH20	I just, like, design things. A pencil drawing and then after that I sketch it and then colour it.
CH21	But I have to study this week coming up because I've got my exams.
CH22	If I'm not in the mood to do anything I just listen to music.
CH23	But if I'm in the mood, like, to do reading, then I do. Sometimes, like at school I always make sure I have a book in my bag.
CH24	[Friends) yeah, I do sometimes but that's if netball's on. But it's not on most of the time.
CH25	No, they had all [netball] teams that they had to, like, they had to make and they didn't make up a team that I could go in. Like, I was the younger one. Yeah just this year but they said that they will try and get me in a team next year.
CH26	No, we're helping a family with a wedding at the moment. No, not me but someone else and we've just been helping clean out their garage and stuff but if we're not doing that well then I'm able to do, like, read.
CH27	We do go to netball [to volunteer] on Saturday and then on Sunday we go to church but we don't do it much if my [foster carer] – if my [foster carer's] tired we don't do it a lot.
CH28	I'm getting a computer but I'll probably, like, do my research on it and then probably watch a movie or something if I can.

Continued overleaf

Code	Leisure Characteristics
CH29	[Attendance at KiC] I just like to come and spend time with everyone and then to – it's more fun than being at home as well every single day.
CH30	Well I don't really get to make choices. If [my foster carer] needs help, he tells us to help. Yeah I have to come and help. I've got really no choice. I'm not old enough to stay home by myself so I've got no choice really.
CH31	It's going,-like, reading will help me through life but I don't know about netball.
CH32	I guess. I don't really know but reading helps me to think, if I want to write stories because I can get things from it.
CH33	Listen to music, listen to radio.
CH34	Dancing once a year concert
CH35	Jazz, hip hop and acrobat dance
CH36	Interactive games on the computer.
CH37	Two days per week for 2x 1hour 1x 1.5 hours.
CH38	When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.
CH39	Couldn't do netball and dance at the same time as netball clashed with dance. Eagle tag was getting injured a lot. I had to choose one of them so I chose dance.
CH40	Sometimes I watch TV.
CH41	Yeah, I'll just run around.
CH42	Like chuck a softball around, like a baseball around. Play dodge ball and soccer. We just run up and down [play football with brother].
CH43	Play the [electronic game] Xbox.
CH44	I just [discovered KiC Club] - had my case manager come up and ask me or [paid mentor], one of the two, came up to me and asked me, like they picked me up one day and they said, would you like to do Robotics? I said, yeah, I'll do it.
CH45	I used to play football when I was younger. I got into [it] because my mates, they wanted a new player in their team. Someone fresh so I just came on down and they asked me.
CH46	Yeah [would like to play football again but is unable to] because I have visits [on the weekends] with my mum because the games are usually on the weekends.
CH47	I used to like play cricket for a school.
CH48	Sometimes I do [leisure activity] with my case manager, yeah, she comes and picks us up once a month and we go somewhere.
CH49	No, just sit there, like, lay around.
CH50	Yeah, kind of like a training thingy. Like, just muck around stuff.[suggestion for KiC].
CH51	Cricket, the school just-because we used to play cricket for, like, sport and then because we were playing they saw how I was playing and they wanted me on their team for the school.
CH52	Yeah because I was the only one that wasn't full [ethnic grouping] so he wanted to do the racial stuff. Because I was just, like, getting sick of the stuff that [the coach] was saying to me [reason for ceasing football].
CH53	Dance....anything sing too.... Yeah free dance.
CH54	Fun stuff.. I just go places. Go to the blue mountains. With my family. Most weekends.

Continued overleaf

Code	Leisure Characteristics
CH55	They always [my family pick where we will go].
CH56	[after school] I go, walk home and tidy up home.
CH57	Yes, [psychological] counselling. You just go play.
CH58	Yeah I get excited to come to [KiC]You get to make and break stuff.
CH59	Ride around with the scooter, go to the skate park.
CH60	Watch movies, play the PlayStation [electronic game].
CH61	More time [for leisure activity on weekends] You spend the whole day doing it rather than just after school for the next three hours. I can spend the whole day there. I can go from what nine in the morning to eight o'clock at night, for an example.
CH62	Soccer. St Christopher's I just don't do sport that much anymore. Seven years ago.[I last played soccer] Different family then I moved. My sporting things are scooter riding now...
CH63	[I like KiC because]. Get away from the house. Technology, mucking around, helping me in my job.
CH64	I normally ride my bike and play football with my brother or sometimes I go to my friend's house.
CH65	I run from my house sometimes- I run to the end of the, there's a park. I run to that and back up. It's probably 10 minutes each time. Ten to 15 minutes and I run there, back there and back for about an hour.
CH66	Because I like running. Yeah and I'm fit. Yeah, faster, further and sometimes I just jog until I feel like I would run really fast. When I was little I got put in the football [team] and I loved football and I started running a lot more. Then I started getting faster and faster and faster. Yeah and you need to be fit. You have to be fit enough because when you're running, if you get tired quickly you'll get tackled (in a football game) or you'll just be really - if you're really unfit then you won't really be able to do it
CH67	I ride my bike [with friends]. I play football with them or I go over their house and play the Xbox, PlayStation or they come over to my house and play the Xbox and PlayStation.
CH68	Oh yeah we go and see our mum every two months. We see our baby sister every month. Our actual mum she plays with us. Like she plays football with us, soccer and that.
CH69	I would play football and at school I would make it through the running like all the running things but I was too young to go to - until I got to Year 4 but in Year 3 they let me go to them all. Yeah, zone and that. In Year 3 they let me go because I was really fast because I'm a fast runner at long distance. Short distance I am fast but mostly long distance I'm better.
CH70	Yeah, I've asked [foster family] but because my foster dad's always at work I can't do it. I want to but they're always at work or my foster dad's always at work
CH71	Yeah, I'm in all the [current school] teams. I'm in their football team, I'm in their softball team.
CH72	And for the running I'm normally in their team but I'm only there for three days now. No, at Mt Annan and I'm at my behaviour school on Thursday and Friday.
CH73	A good effect is like I could make it into - for the running, I could make it to the Olympics. For the pushbike riding I could become a really good bike rider because I am good at it. I can ride no hands on my bars and stand up on my seat.
CH74	[KiC] I like the robotics. Program and build them.

Continued overleaf

Code	Leisure Characteristics
CH75	Free time I normally go out with my friends, and riding my scooter.
CH76	When it's dark or raining I normally sit inside on my phone[playing games].
CH77	Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.
CH78	I must say, I have soccer which I don't have any more. Change to winter for soccer.
CH79	[past activities] Bike riding, motorbike riding, athletics. I'd have to get a new motorbike to go motorbike riding and I just don't really like bike riding anymore since I got my scooter. When you need a new motorbike because the other one was too small.
CH80	[leisure teaches] Like, you learn how to be responsible for things, like, money and all that.
CH81	[choices, hopes] Well with motorbike riding I practised, by riding my scooter because you can become a professional scooter rider and go in, like, competitions and all that. Yeah, just practicing a lot learning tricks and everything.
CH82	[I enjoy] Making friends [at KiC].
CH83	Watch anime pretty much every day.
CH84	Karate. Three times a week. I've got a black belt. About five years.
CH85	Karate, a flyer went around and my [foster carer] looked at it and thought we could do that.
CH86	[leisure with friends] No not really.
CH87	I do make friends here and there.
CH88	[leisure to me is] Relaxation, like when, [I] do what I enjoy.
CH89	[Past activities I have participated in are] soccer and swimming. Swimming squads. I kind of got bored of and soccer, the club I played for is no more. It's gone. I would do them again. I'm happy doing whatever.
CH90	Usually, say on the weekends, I might do anything from go down into the bush with my friends or go to the oval or play soccer with my friends. Yeah so a lot of it involves my friends but if I'm not with my friends I'll probably practice my soccer in the back yard or maybe I'll watch a bit of TV but I generally really, like, to do as much soccer related things as I can.
CH91	Yeah, in the bush usually I, well, like, recently me and my friends we, like, most of the time we just go down and Exploring. We try and go off the tracks as much as possible. We found, like, a tunnel that I think goes under the train line and we just, like, travelled underneath that. So we try to find interesting things or, like, we try to go off the tracks and kind of get ourselves lost a bit so then we can find out way back and, like,. Yeah, so it just gives you, like, such a rush when you actually find yourself back.
CH92	Me and my friends do informal organised activities, like, so we'll kind of - it's become a tradition for our friends after school every Wednesday and Friday we'll go down to the park and have a game of soccer and that's become kind of, like, organised.

Continued overleaf

Code	Leisure Characteristics
CH93	My [foster] brother moved out with his girlfriend and his child but my [foster] sister's still at my house and she's trying to get me to play as many different types of [electronic] games as I can.
CH94	Well bush, me and my friends just realised one day because we were going to organise to go for a swim at my house but it turned out to rain, not, like, heavy or anything, but, like, raining hard enough to not go for a swim. Then we realised that we all basically have the bush as our backyard.
CH95	With my blood family, with my sister mainly because I don't really have contact with my mum or my brother, so yeah with my sister we meet up at least once every holidays and my aunty. We meet up at least once every holidays and usually we try and do [leisure].
CH96	With my [foster] dad on the weekends he is a director, one of the three directors for the Blue Mountains Football Club so every Saturday I'll go help him out and it's pretty fun.
CH97	Yeah, I don't play this year but I think I'm definitely going to play next year because football when I was, I should say soccer because you might get confused with footy. I think I just wanted to give it a miss this year because yeah which I actually regret now because if I did that I would have got the five consecutive years with the club trophy but I didn't really give it too much thought but I'm definitely going to do it next year.
CH98	Then once I started to watch soccer on TV I started to give it a go and I got boots and a ball and I just practiced in the back yard and I actually realised that I'm kind of good at soccer.
CH99	Usually with me, I will admit, I am a last minute kind of person. Like, I will call up my mum after school and ask if I can, like, go to the swimming pool with my friends and stuff or I'll ask the night before to, like, have a sleep over or something. So I am a short notice kind of person.
CH100	Mostly go around and ride my BMX outside. Sometimes I go to the park which is like 10 minutes away.
CH101	On the weekends, this weekend we're going to netball so we get up early. Do all the stuff we have to do. Set the tent up, tables, chairs, water, set everything up
CH102	If there's like canvasses and that at my house because I have some. I'll just sit down and start drawing stuff
CH103	Mostly bike riding. That's what I mostly do. I'm usually outside seeing if my friends are there and if they are I end up going out with them.
CH104	I'm mostly doing burnouts, doing wheelies on it because I can actually go up and do a wheelie for about two minutes. It's quite hard to do. Because you've got to balance yourself why you're up there and keep peddling. Not all the time. I have two bikes. One of them is a black one, a normal BMX. The other one is a BMX Mongoose with black rims.
CH105	Sunday we'll go to church and then we will go out for lunch and then we'll come back and just sit down and watch TV.
CH106	[In the past I was] Mostly going outside and playing with my football and my team mates that used to come around but now they don't. Because they've moved further out. So from where we live, they live out - do you know where, what's that station again? Do you know [suburb].
CH107	Yeah, there's two new people I met that are [casual] friends so I go down and play with them sometimes
CH108	I can't because I've got bad eyesight. I'm blind in one eye and my vision in the eye that I see out of is not very good either
CH109	Teaches you how to get more socially involved with other people to learn how to actually do it and to get involved in it

Continued overleaf

Code	Leisure Characteristics
CH110	[I enjoy KiC because] Being able to listen to music
CH111	A variety of things. I like to play my [electronic] DS [game], I go out, I sometimes watch the TV or relax, read a book
CH112	Guitar lessons. Journal Writing Probably come out and watch TV maybe, that would be a good option, yep Oh whatever [foster carer] picks.
CH113	.[Leisure] For me it means you know, it's like having a bit of leisure time, like a bit of free time, a bit of time in your space, a bit of time in your personal [space]
CH114	[I like coming to KiC],Like learning about new things and all that, that really gets me in a bind
CH115	I recommend [for KiC] pretty much anything like you know pretty much anything I recommend.

Table A130 Leisure Characteristics Coding

Appendix 6-Glossary of Coding

First Round Codes

Code	Description
1RC1	No free time
1RC2	Always busy
1RC3	Using leisure to create art
1RC4	Directed by foster family
1RC5	Formally directed
1RC6	Feelings of enjoyment
1RC7	Individual electronic game playing
1RC8	Activity directed by another
1RC9	Ad hoc activity that restricts availability of leisure time
1RC10	Discontinued activity as outgrew resources
1RC11	Scheduled activity that restricts availability of leisure time
1RC12	Exploiting opportunities for leisure
1RC13	Leisure time with birth mother is restricted
1RC14	Activity directed by an unknown entity
1RC15	Self-directed
1RC16	Fought with brother for leisure
1RC17	Restriction of an activity by a foster carer
1RC18	Stopped activity with friends
1RC19	Enjoyment as motivation
1RC20	Joint physical leisure activity with other/s
1RC22	Individual Passive activity
1RC24	Leisure enables aspirations
1RC28	Activity is infrequently available
1RC30	Infrequent activity with friends
1RC32	Same activity on multiple occasions weekly
1RC33	Individual physical activity
1RC34	Friends and belonging
1RC35	Leisure helps with life
1RC38	3 different styles of the same activity
1RC39	Discontinued a socialised activity
1RC41	Busy leisure schedule
1RC42	Stopped activity due to clash
1RC43	Birth family facilitates shared leisure
1RC44	Leisure activity with case worker
1RC46	Shared leisure activity with foster family
1RC47	Team based activity
1RC48	Stopped leisure due to health risks
1RC49	Commitment to leisure activity
1RC50	Culture difference causing discontinuation of an activity
1RC51	Scheduled contact with birth family restricts a leisure activity
1RC52	Joint physical activity with small group
1RC54	Leisure during counselling

Continued overleaf

Code	Description
1RC55	Leisure for fitness
1RC56	Leisure enables achievement
1RC57	Activity stopped due to behavioural school attendance
1RC58	Leisure can provide diversion
1RC59	Learn a skill
1RC60	Master a leisure skill
1RC61	Discontinued activity as obtained a more interesting resource
1RC63	Discontinued a committed leisure activity
1RC65	Joint physical activity with a team
1RC67	Electronic game playing with friends
1RC68	Foster family facilitates leisure
1RC69	Birth family facilitates leisure
1RC70	No friends involved in leisure
1RC71	Informal leisure choices
1RC72	Relaxed attitude to friendship
1RC73	Exploration during leisure
1RC74	Leisure offers excitement
1RC75	Insight into leisure needs
1RC76	Discontinued activity not by choice
1RC77	Leisure to create performance
1RC78	Using leisure to create adventure
1RC79	Using leisure to create stories
1RC80	Using leisure to create
1RC81	Activity stopped by foster carer

Table A131 First Round Codes

Second Round Codes

Code	Description
2RC1	Availability of time for leisure
2RC2	Application of imagination
2RC3	Birth family facilitates leisure
2RC5	Positive reaction to leisure
2RC6	Limited socialised interaction
2RC8	Passive leisure
2RC10	Deviant leisure activity
2RC11	Directed to cease leisure activity
2RC12	Interrupted leisure activities
2RC19	No social interaction
2RC22	Case worked directed activity
2RC25	Performance of leisure
2RC27	Broad social interaction
2RC28	Leisure for social reasons
2RC29	Leisure teaches
2RC30	Availability restriction
2RC32	Opportunistic about leisure
2RC33	Scheduled activity
2RC34	Passion for activity
2RC35	Intentional
2RC36	Leisure as a component of formal intervention
2RC37	Physical activity
2RC38	Goal achievement
2RC39	Leisure enabling escape
2RC40	Steps toward a goal
2RC41	Leisure as an enabler
2RC42	Relaxed attitude
2RC44	Leisure contains challenges
2RC45	Facilitated leisure with family
2RC46	Individual leisure
2RC47	Active leisure

Table A132 Second Round Codes

Themes

Code	Description
T1	Purposive
T2	Creative
T3	Disrupted
T4	Restricted
T5	Initiative
T6	Associated
T7	Disassociated
T8	Enabling
T9	Goals
T10	Active
T11	Learning
T12	Impromptu
T13	Passive
T14	Commitment

Table A133 Theme Codes

Appendix 7-Complete Individual Case Study Analyses Not Included in the Thesis

Case Study 2 Analysis

4.2.3.1 Introduction

Case study 2 involves a female participant, aged 14 years, who attended high school. This participant had changed school five times since entering the OOHC system, when she was six months old. The participant had one birth sibling with her in her foster family and is the older. She stated that she had 3 school friends.

4.2.3.2 Leisure

She enjoyed reading and carried a book around wherever she went. She also drew and designed on paper and played her electronic 'DS' when she was bored. On Saturdays she went to netball with her foster family for the day. She did not play netball but assisted a foster parent in organising netball teams within a local club. She enjoyed attending the organised KiC club to spend time with people.

4.2.3.3 Reflections on the interview

She spoke very softly during the interview.

4.2.3.4 Analysis-Level 1a- Creating a Text to Work on

4.2.3.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH19	Play my [electronic game] DS.
CH20	I just, like, design things. A pencil drawing and then after that I sketch it and then colour it.
CH21	But I have to study this week coming up because I've got my exams.
CH22	If I'm not in the mood to do anything I just listen to music.
CH23	But if I'm in the mood, like, to do reading, then I do. Sometimes, like at school I always make sure I have a book in my bag.
CH24	[Friends] yeah, I do sometimes but that's if netball's on. But it's not on most of the time.
CH25	No, they had all [netball] teams that they had to, like, they had to make and they didn't make up a team that I could go in. Like, I was the younger one. Yeah just this year but they said that they will try and get me in a team next year.
CH26	No, we're helping a family with a wedding at the moment. No, not me but someone else and we've just been helping clean out their garage and stuff but if we're not doing that well then I'm able to do, like, read.
CH27	We do go to netball [to volunteer] on Saturday and then on Sunday we go to church but we don't do it much if my [foster carer] – if my [foster carer's] tired we don't do it a lot.
CH28	I'm getting a computer but I'll probably, like, do my research on it and then probably watch a movie or something if I can.
CH29	[Attendance at KiC] I just like to come and spend time with everyone and then to – it's more fun than being at home as well every single day.
CH30	Well I don't really get to make choices. If [my foster carer] needs help, he tells us to help. Yeah I have to come and help. I've got really no choice. I'm not old enough to stay home by myself so I've got no choice really.
CH31	It's going, -like, reading will help me through life but I don't know about netball.
CH32	I guess. I don't really know but reading helps me to think, if I want to write stories because I can get things from it.

Table A134 Leisure Characteristics and Coding: Case Study 2

The participant played her electronic DS (CH19) and liked to design things by sketching and colouring them in (CH20). When she was not in the mood to do anything she just listened to music (CH22). But when she was in the mood she liked to read at home and sometimes at school, always making sure she had a book in her bag (CH24). During the week of her interview she had to study for school exams so she was unable to participate in her normal leisure activities (CH21). She described having friends and sometimes doing activities with them but only if netball was on, but netball had not been on most of the time lately (CH25). She would normally play netball on a Saturday however, in the year she was interviewed all the teams were made up without her

included, as she was the youngest one. She states that they said they will try and get her in a team next year (CH26).

On Saturdays she attended netball where with her foster family. On Sunday she attended church, however she did not go if her foster father was not well (CH28). With her foster father they were helping another family prepare their house for a wedding by cleaning a garage and other areas. When not doing this she was able to read (CH27). She stated that she was getting a computer soon and she would be able to do research for school and then probably watch a movie when she could on the computer as well (CH29). The participant enjoyed attending the KiC club as she was able to spend time with other attendees, and this was more fun than being at home every day (CH30). She believed she did not really get to make choices in her life. If her foster father needed help she just had to help, as she was not old enough to stay home by herself (CH31).

4.2.3.5 Level 1b Summarising and Packaging the Data

The leisure characteristics were then summarised, packaged, categorised and coded.

This created first round categorisation, the IRC codes as seen below.

Code	Description	Code	Description
CH19	Play my [electronic game] DS.	1RC7	Individual electronic game playing
CH20	I just, like, design things. A pencil drawing and then after that I sketch it and then colour it.	1RC3	Using leisure to create art
CH21	But I have to study this week coming up because I've got my exams.	1RC11	Scheduled activity that restricts availability of leisure time
		1RC8	Activity directed by another
CH22	If I'm not in the mood to do anything I just listen to music.	1RC15	Self-directed
		1RC22	Individual passive activity
CH23	But if I'm in the mood, like, to do reading, then I do. Sometimes, like, at school I always make sure I have a book in my bag.	1RC22	Individual passive activity
		1RC12	Exploiting opportunities
CH24	[Friends] Yeah, I do sometimes but that's if netball's on. But it's not on most of the time.	1RC30	Infrequent activity with friends
		1RC28	Activity is infrequently available
CH25	No, they had all [netball] teams that they had to like, like they had to make and they didn't make up a team that I could go in. Like I was the younger one. Yeah just this year but they said that they will try and get me in a team next year.	1RC63	Discontinued a committed leisure activity
CH26	No, we're helping a family with a wedding at the moment. No, not me but someone else and we've just been helping clean out their garage and stuff but if we're not doing that well then I'm able to do, like, read.	1RC9	Ad hoc activity that restricts availability of leisure time
CH27	We do go to netball [to volunteer] on Saturday and then on Sunday we go to church but we don't do it much if my [foster carer] – if my [foster carer's] tired we don't do it a lot.	1RC1	Perception of no free time
		1RC9	Ad hoc activity that restricts availability of leisure time
CH28	I'm getting a computer but I'll probably, like, do my research on it and then probably watch a movie or something if I can.	1RC22	Individual passive activity
CH29	[Attendance at KiC] I just like to come and spend time with everyone and then to - it's more fun than being at home as well every single day.	1RC6	Feelings of enjoyment
		1RC34	Friends and belonging
		1RC12	Exploiting opportunities
		1RC58	Leisure as a diversion

Continued overleaf

Code	Description	Code	Description
CH30	Well I don't really get to make choices. If [my foster carer] needs help, he tells us to help. Yeah I have to come and help. I've got really no choice. I'm not old enough to stay home by myself so I've got no choice really.	1RC9	Ad hoc activity that restricts availability of leisure time
CH31	It's going, like, reading will help me through life but I don't know about netball. I'm not really sure.	1RC35	Leisure helps with life
CH32	I guess. I don't really know but reading helps me to think, if I want to write stories because I can get things from it.	1RC79	Using leisure to create stories

Table A135 Leisure Characteristics to First Round Categories: Case Study 2

The participant was involved in individual electronic game playing (1RC7) and used leisure to create art (1RC3). Her creativity was demonstrated through her enjoyment of designing, drawing and colouring in her sketches. She had scheduled activity, directed by another (1RC8) during the week that restricted the availability of her leisure time (1RC11). When she was in the mood, she self-directed (1RC15) individual passive activity (1RC22). For example, listening to music and playing her electronic DS game. She also used leisure to create stories (1RC79). She could exploit opportunities for leisure (1RC12) as she took a book with her at school to read. Her activity with friends was infrequent (1RC30) and only happened when her foster father decided netball was on, which was infrequently available (1RC28).

She discontinued a committed leisure activity the year of the interviews (1RC63). She participated in ad hoc activity with her foster family that restricted her availability of leisure time (1RC9), where she had a perception of no free time when this occurred (1RC1).

She enjoyed attending the KiC club (1RC6) as she found friends and felt a sense of belonging (1RC34). She was able to exploit the opportunity (1RC12) given to her that allowed her to attend the KiC club rather than stay at home. The participant also believed leisure helped her with life, with reference to her reading, but was not sure if netball would help her (1RC35). Her reading also enabled her to use leisure to create stories. (1RC79).

4.2.3.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.3.6.1 Repackaging and Aggregating the Data

The leisure characteristics were then repackaged, aggregated and coded. This created second round categorisation, the 2RC codes as seen below.

Code	Description	Code	Description
1RC3	Using leisure to create art	2RC2	Application of imagination
1RC7	Individual electronic game playing	2RC19	No social interaction
1RC1	Perception of no free time	2RC1	Availability of leisure time
1RC9	Ad hoc activity that restricts availability of time for leisure	2RC30	Availability restriction
1RC11	Scheduled activity that restricts availability of leisure time	2RC33	Scheduled Activity
1RC12	Exploiting opportunities	2RC32	Opportunistic about leisure
1RC22	Individual passive activity	2RC8	Passive leisure
		2RC19	No social interaction
1RC15	Self-directed	2RC35	Intentional
1RC8	Activity directed by another		
1RC6	Feelings of enjoyment	2RC5	Positive reaction to leisure
1RC30	Infrequent activity with friends	2RC19	No social interaction
1RC28	Activity is infrequently available		
1RC79	Using leisure to create stories	2RC2	Application of imagination
1RC63	Discontinued a committed leisure activity	2RC12	Interrupted leisure activities
1RC34	Friends and belonging	2RC28	Leisure for socialisation
1RC35	Leisure helps with life	2RC29	Leisure teaches
1RC58	Leisure as a diversion	2RC39	Leisure enabling escape

Table A136 First Round Categories to Second Round Categories: Case Study 2

The participant's individual passive leisure activities (2RC8) allowed her an application of imagination (2RC2) with activities such as reading. However, other of her activities also involved no social interaction (2RC19) where she was opportunistic about leisure (2RC32). She had limited availability of leisure time (2RC1) as well as availability restrictions (2RC30) placed on her leisure time by her foster family with ad hoc activities where she would be required to help friends or her foster father as directed. She was engaged in school activities that were scheduled activities (2RC33).

Some of the participant's activities were intentional (2RC35) and allowed her to display a positive reaction to leisure (2RC5).

When the participant did have the opportunity to undertake activities where social interaction was possible they were infrequent to the point that no social interaction was

encountered on a regular basis (2RC19), as her netball volunteer participation was often cancelled. Her netball participation became an interrupted activity (2RC12) when teams were formed the previous season and there was no available space for her as she was the youngest team member. Her reading became a source of her application of imagination (2RC2). She found socialisation opportunities (2RC28) in the KiC club and also believed that some leisure teaches (2RC29). Leisure enabled her escape at times (2RC39) when she carried a book with her to read when the opportunity arose.

4.2.3.6.2 Identifying Themes

4.2.3.6.2.1 Final Aggregation of Codes

Potential themes are drawn from the final aggregation and results are shown in the table below. The results of the final aggregation are not yet coded as they are not yet classified as primary, secondary or sub-themes.

Code	Description	Code	Description
2RC19	No social interaction	T7	Disassociated
2RC28	Leisure for social reasons	T6	Associated
2RC35	Intentional	T1	Purposive
2RC5	Positive reaction to leisure		
2RC8	Passive leisure	T13	Passive
2RC30	Availability restriction	T4	Restricted
2RC1	Availability of leisure time		
2RC33	Scheduled Activity		
2RC32	Opportunistic about leisure	T5	Initiative
2RC2	Application of imagination	T2	Creativity
2RC12	Interrupted leisure activities	T3	Disrupted
2RC29	Leisure teaches	T11	Learning
2RC39	Leisure enabling escape	T8	Enabling

Table A137 Second Round Categories Aggregated to Themes: Case Study 2

Some of the participant's leisure was Disassociated (T7). Her activities include either no or limited social interaction, with the majority of her leisure activities comprising individual leisure.

Some of this participant's leisure was Associated (T6). When given opportunities, she enjoyed participating in activities where she could make friends and belong. Her participation within the KiC Club is an example of one of the associated activities she was undertaking.

The participant's leisure was Purposive (T1), demonstrated through the involvement of her foster family directing both her leisure time and activities. Her self-directed leisure behaviours also demonstrated purpose through choice of activity, motivation for activities and attitude towards leisure.

The participant's leisure activities involved Passive individual participation (T13). She did take one of her leisure resources with her so that she could participate in the activity when the chance arose.

Leisure activities were Restricted (T4). The participant experienced restriction of leisure activities and availability of time to participate in leisure. She had limited time for leisure, with activities scheduled during the weekend with her foster family. She also had ad hoc activity that restricted her leisure time and she was needed to assist the foster family's activities when directed. Her scheduled activities also restricted her leisure participation.

The participant demonstrated Initiative (T5) and was opportunistic about leisure when she was in the mood to participate. She always made sure she had a book in her bag, so that when she was in the mood to read she could.

The participant used Creativity (T2) to create art and stories within her leisure. Her art and stories were individual activities where she drew and coloured in. She used her stories to benefit her writing stories.

Leisure was Disrupted (T3). The participant's leisure activity was interrupted causing her to discontinue involvement in a team based activity. She was unable to play netball the year of the interviews.

During her leisure time, this participant experienced Learning (T11). Leisure was able to teach her and help her with life. She was sure how one leisure activity could assist her, but not sure about how another activity may assist.

The participant used leisure as Enabling (T8). Leisure was used to enable an escape from her life. Through attending an organised leisure activity, the KiC club she was able to use leisure as a diversion. She stated it was more fun than being at home.

4.2.3.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T7 Disassociated	<p>CH19 Play my DS.</p> <p>CH22 If I'm not in the mood to do anything I just listen to music.</p> <p>CH24 [Friends] yeah, I do sometimes but that's if netball's on. But it's not on most of the time.</p> <p>CH28 I'm getting a computer but I'll probably, like, do my research on it and then probably watch a movie or something if I can.</p>
T4 Restricted	<p>CH21 But I have to study this week coming up because I've got my exams.</p> <p>CH26 No, we're helping a family with a wedding at the moment. No, not me but someone else and we've just been helping clean out their garage and stuff but if we're not doing that well then I'm able to do, like, read.</p> <p>CH27 We do go to netball [to volunteer] on Saturday and then on Sunday we go to church but we don't do it much if my [foster carer] – if my [foster carer's] tired we don't do it a lot.</p> <p>CH30 Well I don't really get to make choices. If [my foster carer] needs help, he tells us to help. Yeah I have to come and help. I've got really no choice. I'm not old enough to stay home by myself so I've got no choice really.</p>
T1 Purposive	<p>CH21 But I have to study this week coming up because I've got my exams.</p> <p>CH22 If I'm not in the mood to do anything I just listen to music.</p> <p>CH29[Attendance at KiC] I just like to come and spend time with everyone and then to – it's more fun than being at home as well every single day.</p>
T13 Passive	<p>CH22 If I'm not in the mood to do anything I just listen to music.</p> <p>CH28 I'm getting a computer but I'll probably, like, do my research on it and then probably watch a movie or something if I can.</p>
T5 Initiative	<p>CH23 But if I'm in the mood, like, to do reading, then I do. Sometimes, like at school I always make sure I have a book in my bag.</p> <p>CH29 [Attendance at KiC] I just like to come and spend time with everyone and then to – it's more fun than being at home as well every single day.</p>
T2 Creative	<p>CH20 I just, like, design things. A pencil drawing and then after that I sketch it and then colour it.</p> <p>CH32 I guess. I don't really know but reading helps me to think, if I want to write stories because I can get things from it.</p>
T3 Disruption	<p>CH25 No, they had all [netball] teams that they had to, like, they had to make and they didn't make up a team that I could go in. Like, I was the younger one. Yeah just this year but they said that they will try and get me in a team next year.</p>
T6 Associated	<p>CH29 [Attendance at KiC] I just like to come and spend time with everyone and then to – it's more fun than being at home as well every single day.</p>
T8 Enabling	<p>CH29 [Attendance at KiC] I just like to come and spend time with everyone and then to – it's more fun than being at home as well every single day.</p>
T11 Learning	<p>CH31 It's going,-like, reading will help me through life but I don't know about netball.</p>

Table A138 Characteristics Linked to Themes: Case Study 2

Confirming potential themes produced the following results:

T7: Disassociated contains 4 of a possible fourteen leisure characteristics (28%); CH19, CH22, CH24, CH28.

T4: Restricted contains 4 of a possible fourteen leisure characteristics (28%); CH21, CH26, CH27, CH30.

T1: Purposive contains 3 of a possible fourteen leisure characteristics (21%); CH21, CH22, CH29.

T13: Passive contains 2 of a possible fourteen leisure characteristics (14%); CH22, CH28.

T5: Initiative contains 2 of a possible fourteen leisure characteristics (14%); CH23, CH29.

T2: Creativity contains 2 of a possible fourteen leisure characteristics (14%); CH20, CH32.

T3: Disrupted contains 1 of a possible fourteen leisure characteristics (7%); CH25.

T6: Associated contains 1 of a possible fourteen leisure characteristics (7%); CH29.

T8: Enabling contains 1 of a possible fourteen leisure characteristics (7%); CH29.

T11: Learning contains 1 of a possible fourteen leisure characteristics (7%); CH31.

4.2.3.6.3.3 Reverse Thematic Analysis

A reverse thematic analysis was completed to verify the thematic analysis. It enables confirmation of the relationships between individual themes and leisure characteristics shown in the table above.

Characteristics	T1	T2	T3	T4	T5	T6	T7	T8	T11	T13	
CH19 Play my [electronic game] DS.							T7				1
CH20 I just, like, design things. A pencil drawing and then after that I sketch it and then colour it.		T2									1
CH21 But I have to study this week coming up because I've got my exams.	T1			T4							2
CH22 If I'm not in the mood to do anything I just listen to music.	T1						T7			T13	3
CH23 But if I'm in the mood, like, to do reading, then I do. Sometimes, like, at school I always make sure I have a book in my bag.					T5						1
CH24 [Friends] Yeah, I do sometimes but that's if netball's on. But it's not on most of the time.							T7				1
CH25 No, they had all [netball] teams that they had to like, like they had to make and they didn't make up a team that I could go in. Like I was the younger one. Yeah just this year but they said that they will try and get me in a team next year.			T3								2
CH26 No, we're helping a family with a wedding at the moment. No, not me but someone else and we've just been helping clean out their garage and stuff but if we're not doing that well then I'm able to do, like, read.				T4							1
CH27 We do go to netball [to volunteer] on Saturday and then on Sunday we go to church but we don't do it much if my [foster carer] – if my [foster carer's] tired we don't do it a lot.				T4							1
CH28 I'm getting a computer but I'll probably, like, do my research on it and then probably watch a movie or something if I can.							T7			T13	2

Continued overleaf

Characteristics	T1	T2	T3	T4	T5	T6	T7	T8	T11	T13	
CH29 [Attendance at KiC) I just like to come and spend time with everyone and then to - it's more fun than being at home as well every single day.	T1				T5	T6		T8			4
CH30 Well I don't really get to make choices. If [my foster carer] needs help, he tells us to help. Yeah I have to come and help. I've got really no choice. I'm not old enough to stay home by myself so I've got no choice really.				T4							1
CH31 It's going, like, reading will help me through life but I don't know about netball. I'm not really sure.									T11		1
CH32 I guess. I don't really know but reading helps me to think, if I want to write stories because I can get things from it.		T2									1
TOTAL	3	2	1	4	2	1	4	1	1	2	22

Table A139 Reverse Thematic Analysis: Case Study 2

The reverse analysis produces the following results:

- CH19: is related to a single theme, T7
- CH20: is related to a single theme, T2
- CH21: is related to two themes, T1 and T4
- CH22: is related to three themes, T1, T7 and T13
- CH23: is related to a single theme, T5
- CH24: is related to a single theme, T7
- CH25: is related to one theme, T3
- CH26: is related to a single theme, T4
- CH27: is related to a single theme, T4
- CH28: is related to two themes, T7 and T13
- CH29: is related to four themes, T1, T5, T6 and T8
- CH30: is related to a single theme, T4
- CH31: is related to a single theme, T11
- CH32: is related to a single theme, T2

4.2.3.7.3.4 Classifying themes

In this case classification results in no primary themes. There are three secondary themes T7: Disassociated, T4: Restricted, T1: Purposive. There are also eight sub-themes: T2: Creative, T13: Passive, T5: Initiative, T3: Disrupted, T6: Associated, T8: Enabling and T11: Learning.

Secondary Themes

T7 Disassociated

This theme contains four leisure characteristics.

Three of the four describe individual passive activity and one relates to an infrequent activity with friends that she would like to play with. Disassociation occurs with the participant through her choice of self-directed activities and an activity that is disrupted by others. This theme contains two leisure characteristics, both of which relate to freely chosen leisure activities. In both activities it is clear that the participant disassociates herself from others. Disassociation occurs through the purposive control of her activity schedule, and the selection of her activities by others.

T4 Restricted

This theme contains four leisure characteristics.

All of these describe ad hoc activity that restricted the availability of the participant's leisure. All the restrictions were placed on her leisure by others. The restrictions affected her involvement in formal and informal leisure activities.

T1 Purposive

This theme contains three leisure characteristics. The participant experiences self-directed leisure and activity directed by another. The purpose of her self-directed activities involved being associated with others for enjoyment, showing initiative, and enabling escape through the use of leisure as a diversion. For example, she enjoyed spending time with others at the KiC Club.

Sub-Themes

T2 Creative

While this sub-theme contains only two leisure characteristics, they are characteristics of the participant's freely chosen leisure, indicating that when given the opportunity to freely choose a leisure activity she chose a creative activity. For example, she liked to design, draw and colour in.

T13 Passive

This sub-theme contains 2 leisure characteristics that relate to the participant's passive leisure participation. She enjoyed listening to music when she was not in the mood to do anything else and she was getting a computer that she could use for computer games and research. Both of these characteristics include disassociated activities where she undertook or planned to undertake leisure on her own.

T5 Initiative

This sub-theme contains 2 leisure characteristics that demonstrated the participant's initiative in leisure, where she participated in informal as well as organised activity. For example, she always carried a book with her when she was at school so she could read when the time was available. The participant was opportunistic with her leisure and able to use her initiative to be in an organised activity associated with friends. For example, she enjoyed attending the KiC, club where she liked to spend time with everyone and it was an alternative to staying at home every day.

T3 Disrupted

While this sub-theme contains one leisure characteristic, it affects the only organised team sport the participant wanted to participate in. She previously played in a netball team but was not able to play at the time of the interviews as there were no available places. This disrupted activity was the only activity she undertook with a team. Netball is an activity that involves associated leisure opportunities that have been disrupted for this participant.

T6 Associated

While this sub-theme contains one leisure characteristic, it is an important element of her leisure associated participation. KiC Club was the only leisure activity that she undertook with other people. For this participant, this one associated leisure activity seems to have importance in her life because it allowed her to associate with other people.

T8 Enabling

This sub-theme contains one leisure characteristic. The participant used leisure to enable opportunities that allowed her enjoyment and associated activities with other people. She discussed enjoying the activity so she does not have to stay at home every single day. She used the leisure activity for enjoyment and a sense of belonging with her friends.

T11 Learning

This sub-theme contains one leisure characteristic. The participant was able to discuss how she used leisure for learning opportunities. She used one leisure activity for learning to help her through life. It is interesting that the activity she used for learning was reading. Reading is often thought of as an escape from one's life events.

Primary Themes: Nil

Secondary Themes: Disassociated, Restricted, Purposive

Sub-themes: Creative, Passive, Initiative, Disrupted, Associated, Enabling, Learning

4.2.3.7 Conclusion to Case Study 2

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The leisure experience for this case study appears to be one where the participant's freely chosen leisure is likely to be undertaken alone and opportunities for freely chosen leisure are restricted. When she chose her own leisure she used initiative, enjoyed passive and creative activities. She had experienced elements of disruption

beyond her control, yet still demonstrated the use of leisure for enabling and to be with other people.

This participant's leisure environment restricted her opportunities for leisure by the need to complete obligated regular and adhoc tasks for her foster family. This impacted upon her leisure experience by limiting time available for leisure, which in turn created the need for the participant to utilise her leisure to develop friendships.

Case Study 3 Analysis

4.2.4.1 Introduction

Case study 3 involves a female participant aged 15 years who attended high school. She only recently came into foster care 8 months prior to interview and had changed school five times during her life.

4.2.4.2 Leisure

She listened to jazz music and enjoyed different styles of organised dancing that included jazz, hip hop and acrobat. She participated in these different types of dancing every week over three days. On average she reported spending 4.5 hours per week on leisure.

4.2.4.3 Reflections on the interview

This participant presented as a confident individual who was clear on her leisure activities and her reasons for undertaking them, yet kept her replies to interview questions very short.

4.2.4.4 Analysis Level 1a- Creating a Text to Work on

4.2.4.4.1 Leisure Characteristics

Code	Leisure Characteristic
CH33	Listen to music, listen to radio.
CH34	Dancing once a year concert
CH35	Jazz, hip hop and acrobat dance
CH36	Interactive games on the computer.
CH37	Two days per week for 2x 1hour 1x 1.5 hours.
CH38	When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.
CH39	Couldn't do netball and dance at the same time as netball clashed with dance. Eagle tag was getting injured a lot. I had to choose one of them so I chose dance.

Table A140 Leisure Characteristics and Coding: Case Study 3

The participant listened to music and the radio (CH33) in her free time and interacted on computer games (CH36). She participated in jazz, hip hop and acrobatic dancing (CH35) with a schedule that included two days per week with a two-hour class and one day with a 1.5-hour class (CH37). She danced once a year in a concert (CH34).

Her birth father introduced her to dancing when she was 7. After trying dance, she loved it and just kept going with it (CH38). She previously played netball, however she was not able to participate in two activities at one time, so she chose to participate in dance only. She also played eagle tag (touch football) but was getting injured a lot (CH39) and so had decided to stop this activity.

4.2.4.5 Level 1b Summarising and Packaging the Data

Code	Leisure Characteristic	Code	Description
CH33	Listen to music, listen to radio.	1RC22	Individual passive activity
CH34	Dancing once a year concert	1RC77	Leisure to create a performance
		1RC56	Leisure enables achievement
CH35	Jazz, hip hop and acrobat dance	1RC38	Three different styles of the same activity
		1RC52	Joint physical activity with small group
CH36	Interactive games on the computer. .	1RC7	Individual electronic game playing
CH37	Two days per week for 2x 1hour 1x 1.5 hours.	IRC32	Same activity on multiple occasions weekly
CH38	When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.	1RC6	Feelings of enjoyment
		1RC5	Formally directed
		1RC52	Joint physical activity with a small group
		1RC77	Leisure to create a performance
CH39	Couldn't do netball and dance at the same time as netball clashed with dance. Eagle tag was getting injured a lot. I had to choose one of them so I chose dance.	1RC69	Birth family facilitates leisure
		1RC15	Self-directed
		1RC47	Team based activity
		1RC48	Stopped leisure due to health risks
		1RC52	Joint physical activity with a small group
		1RC39	Discontinued a socialised activity
		1RC42	Stopped activity due to clash

Table A141 Leisure Characteristics to First Round Categories: Case Study 3

The participant experienced feelings of enjoyment (1RC6) with her formally directed (1RC5) joint physical activity with a small group (1RC52), dancing. She used her formally directed leisure to participate in the creation of a performance annually (1RC77). Her leisure involved three different styles of the same activity (1RC38) on multiple occasions weekly (1RC32). Her leisure also allowed her to enable achievement (1RC56). Her birth family facilitated her formally directed leisure (1RC69). When she was not participating in dance related activities she was involved in individual passive activity (1RC22) that included listening to music and the radio. She played individual electronic games (1RC7). She had the opportunity to self-direct (1RC15) her leisure and chose to discontinue a socialised activity (1RC39); netball, a team based activity (1RC47) and to participate in a joint physical activity with a small group (1RC52). She was choosing to stop two leisure activities; eagle tag due to health risks (1RC48) with injuries and netball due to an activity clash (1RC42).

4.2.4.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.4.6.1 Repackaging and Aggregating the Data

Code	Description	Code	Description
1RC6	Feelings of enjoyment	2RC5	Positive reaction to leisure
1RC52	Joint physical activity with a small group	2RC28	Leisure for social reasons
1RC47	Team based activity		
1RC22	Individual passive activity	2RC8	Passive leisure
		2RC19	No social interaction
1RC77	Leisure to create a performance	2RC2	Application of imagination
1RC22	Individual passive activity	2RC6	Limited social interaction
1RC39	Discontinued a socialised activity	2RC6	Limited social interaction
1RC7	Individual electronic game playing		
1RC48	Stopped leisure due to health risks	2RC12	Interrupted leisure activities
1RC42	Stopped activity due to clash		
1RC38	3 different styles of the same activity	2RC34	Passion for activity
1RC32	Same activity on multiple occasions weekly		
1RC5	Formally directed	2RC35	Intentional
1RC69	Birth family facilitates leisure		
1RC15	Self-directed		
1RC56	Leisure enables achievement	2RC38	Goal achievement
1RC52	Joint Physical activity with a small group	2RC37	Physical Activity
1RC7	Individual electronic game playing	2RC8	Passive activity

Table A142 First Round Categories to Second Round Categories: Case Study 3

The participant's joint physical activity with a small group allowed her to express positive reactions to leisure (2RC5). She participated in leisure for social reasons (2RC28). In her free time, she was involved in passive leisure (2RC8) with no social interactions (2RC19), for example listening to music and the radio. She participated in individual passive activity with limited social interaction (2RC6).

She further limited her social interaction (2RC6) through her interrupted leisure activities (2RC12) and stopping an activity due to health risks. She demonstrated passion for activity (2RC34) in her formalised dance program. Dance is a physical

activity (2RC37) that allowed her goal achievement (2RC38) All her activity selection and activity interruptions were intentional (2RC35) based on her given needs. With the exception of her introduction to dance, which was facilitated intentionally by her birth father (2RC35). Her formally organised leisure activity allowed her the application of imagination (2RC2).

4.2.4.6.2 Identifying Themes

4.2.4.6.2.1 Final Aggregation of Codes

Code	Description	Code	Description
2RC5	Positive reaction to leisure	T1	Purposive
2RC35	Intentional		
2RC28	Leisure for social reasons	T6	Associated
2RC8	Passive leisure	T13	Passive
2RC19	No social interaction	T7	Disassociated
2RC6	Limited social interaction		
2RC2	Application of imagination	T2	Creativity
2RC38	Goal achievement	T9	Goals
2RC12	Interrupted leisure activities	T3	Disruption
2RC37	Physical Activity	T10	Activity
2RC34	Passion for activity	T14	Commitment

Table A143 Second Round Categories Aggregated to Themes: Case Study 3

The participant's leisure was Purposive (T1). The purpose of her leisure was the introduction of dance by her birth father, believing that dancing would be an enjoyable activity for her. The purpose of her leisure was demonstrated through her passion for dance and the positive reactions she experienced.

Her main activity of dance was Associated (T6). As were her previously discontinued activities of netball and eagle tag.

In the participant's non dance time her leisure was Passive (T13). She was involved in listening to music and playing games on her computer.

Leisure was Disassociated from friends (T7). The majority of the leisure activities undertaken at the time involved no social interaction. Even though the participant's

main activity of dance involves other people she made no mention of other people participating in the activity with her.

This participant's leisure demonstrated Creativity (T2). She used leisure for imagination to create a performance with dance. She was able to create performance with dance for a yearly concert.

The participant's leisure allowed her to achieve Goals (T9). Through her personal satisfaction in dance and the yearly concert she used leisure to enable achievement.

This participant's leisure was Disrupted (T3). She stopped leisure due to injury risks and an activity clash. Disruption of activities was self-directed.

Her chosen leisure was Active (T10). She chose to participate in dance activities.

The participant demonstrated commitment to an activity (T14) in undertaking dance three times per week with three different styles of dancing.

4.2.4.6.2.2 *Confirming Potential themes*

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T7 Disassociated	<p>CH33 Listen to music, listen to radio.</p> <p>CH36 Interactive games on the computer.</p> <p>CH39 Couldn't do netball and dance at the same time as netball clashed with dance. Eagle tag was getting injured a lot. I had to choose one of them so I chose dance.</p> <p>CH38 When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.</p>
T1 Purposive	<p>CH35 Jazz, hip hop and acrobat dance.</p> <p>CH38 When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.</p> <p>CH39 Couldn't do netball and dance at the same time as netball clashed with dance. Eagle tag was getting injured a lot. I had to choose one of them so I chose dance.</p>
T6 Associated	<p>CH35 Jazz, hip hop and acrobat dance.</p> <p>CH38 When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.</p>
T13 Passive	<p>CH33 Listen to music, listen to radio.</p> <p>CH36 Interactive games on the computer.</p>
T2 Creative	<p>CH34 Dancing once a year concert.</p> <p>CH38 When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.</p>
T14 Commitment	<p>CH35 Jazz, hip hop and acrobat dance.</p> <p>CH37 Two days per week for 2x 1hour 1x 1.5 hours.</p>
T9 Goals	<p>CH34 Dancing once a year concert.</p>
T3 Disrupted	<p>CH39 Couldn't do netball and dance at the same time as netball clashed with dance. Eagle tag was getting injured a lot. I had to choose one of them so I chose dance.</p>
T10 Active	<p>CH38 When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.</p>

Table A144 Characteristics Linked to Themes: Case Study 3

Confirming potential themes produced the following results:

T7: Disassociated contains 4 of a possible seven leisure characteristics (43%); CH33, CH36, CH38, CH39

T1: Purposive contains 3 of a possible seven leisure characteristics (42%); CH35, CH38, CH39.

T6: Associated contains 2 of a possible seven leisure characteristics (29%); CH35, CH38.

T13: Passive contains 2 of a possible seven leisure characteristics (29%); CH33, CH36.

T2: Creativity contains 2 of a possible seven leisure characteristics (29%); CH34, CH38.

T14: Commitment contains 2 of a possible seven leisure characteristics (29%); CH35, CH37.

T9: Goals contains 1 of a possible seven leisure characteristics (14%); CH34.

T3: Disrupted contains 1 of a possible seven leisure characteristics (14%); CH39.

T10: Active contains 1 of a possible seven leisure characteristics (14%); CH38.

4.2.4.6.2.3 Reverse Thematic Analysis

Characteristic	Themes									Total
CH33 Listen to music, listen to radio.					T7			T13		2
CH34 Dancing once a year concert		T2					T9			2
CH35 Jazz, hip hop and acrobat dance	T1			T6					T14	3
CH36 Interactive games on the computer					T7			T13		2
CH37 Two days per week for 2x 1hour 1x 1.5 hours.									T14	1
CH38 When I was 7, my dad asked me did you want to do dance. I said no, dad said it will be fun. From there I loved it and just kept going with it. Dad was not into dance, he just thought it would interest me.	T1	T2		T6	T7			T10		5
CH39 Couldn't do netball and dance at the same time as netball clashed with dance. Eagle tag was getting injured a lot. I had to choose one of them so I chose dance	T1		T3							2
TOTAL	3	2	1	2	3	1	1	2	2	

Table A145 Reverse Thematic Analysis: Case Study 3

The reverse analysis produces the following result:

CH33: is related to two themes, T7 and T13

CH34: is related to two themes, T2 and T9

CH35: is related to three themes, T1, T6 and T14

CH36: is related to two themes, T7 and T13

CH37: is related to a single theme, T14

CH38: is related to a five themes, T1, T2, T6, T7 and T10

CH39: is related to two themes, T1 and T3.

4.2.4.6.2.4 Classifying Themes

In this case classification results in no primary themes, six secondary themes: T1: Purposive, T7: Disassociated, T2: Creative, T6: Associated., T13: Passive and T14: Commitment; and three sub-themes, T3: Disrupted, T9: Goals, T10: Active.

Secondary Themes

T1 Purposive

The largest proportion of leisure characteristics falls within this theme.

Of the three leisure characteristics that fall within this theme, all relate to formally organised dancing as an activity that has purpose. The purpose of the participant's leisure was originally directed by her birth father, who introduced her to dance, as he believed she would enjoy participation. Her own purposiveness is demonstrated at two levels; her passion for her participation in dance and her purposive choice of self-directed leisure behaviours. From this early introduction she enjoyed the activity to a level where dance became a passion for her. Her passion is demonstrated through her commitment to engaging in 3 different styles of dance every week, jazz, hip hop and acrobatic dancing.

T7 Disassociated

This theme contains the next largest proportion of leisure characteristics, with four.

Two of the leisure characteristics within this theme involve disassociated activity. The participant undertook mainly disassociated activities. She does participate in dance; however, she mentions no friends or people being involved in the activity. Whilst dance involves other people, dance can be a solo activity where one participates alongside others, meaning a dance participant's outcome within the activity is not dependant on the performance or interactions with others. A dancer can learn a dance routine and perform on the same stage as other performers, without any interactions. Whilst dance is a leisure activity that is used to create a performance once per year, this performance can be practised individually at home by the participant.

T2 Creative

This theme contained two leisure characteristics, both of which relate to the participant's chosen and formally directed activity of dance. Dance is a creative activity that allows an individual to express themselves. The participant utilises formally directed dance to express her creativity.

T6 Associated

This theme contains two leisure characteristics. Dance in a pure sense can be as an associated activity where one is required to interact with other people. The participant is involved in attending 3 dance classes over two days weekly.

T13 Passive

This theme contains two leisure characteristics that relate to passive leisure activities. The participant enjoyed listening to music and the radio as well as playing computer games. These solo activities were undertaken at home.

T14 Commitment

The participant undertook dance on a regular basis to the point where this has become her passion. She was committed to a scheduled weekly program. For example, she participates in jazz, hip hop and acrobatic dance for three sessions over 2 days per week.

Sub-Themes

T3 Disrupted

This sub-theme contains one leisure characteristic that demonstrates disrupted leisure. The participant stopped her involvement in two activities, one because she was being injured and the other because the activity clashed with her dance commitment. Discontinued activities involved associated activities that were self-directed and dance was chosen as a favoured activity by the participant.

T9 Goals

This sub-theme contains one leisure characteristic. The participant uses a formally directed leisure activity to achieve goals and prepares for a final year dance concert.

T10 Active

This sub-theme contains one leisure characteristic that demonstrates involvement in Active leisure. The participant freely chooses to participate in physically active leisure on three occasions each week. She discusses the feelings of enjoyment she obtains from her leisure involvement. Dance is used for physical expression and enjoyment.

Primary Themes: Nil

Secondary Themes: Purposive, Disassociated, Creative, Associated, Passive and Commitment

Sub-Themes: Disrupted, Goals, Active.

4.2.4.7 Conclusion to Case Study 3

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for the participant is one where leisure is undertaken purposely and is self-directed. The participant undertook activities that involved her participating in passive and non-passive activities for creative reasons. These activities allowed her to meet goals and be Active.

This participant's leisure environment was one that allowed and supports the choices she makes for leisure. The participant had tried various other activities and had chosen to commit to one leisure activity and undertook this on numerous occasions every week.

Case Study 4 Analysis

4.2.5.1 Introduction

Case study 4 involves a male aged 13 years who attended High School. He had experienced one school change in the previous twelve months. He had been in foster care since birth with his brother. He claimed to spend 46 hours per week on leisure. He had changed foster parents recently and had moved 45 minutes drive from where he was previously living. He was in contact with his birth mother, who he saw monthly on a Saturday. On these Saturdays he spent time talking with his mother and just being together with her.

4.2.5.2 Leisure

The participant enjoyed informal football games with his brother and watching television. He also played the XBOX electronic game. With his brother, he engaged in a variety of leisure activities with their case worker once per month. He previously played competitive football in the form of rugby league. He claimed over 120 school friends.

4.2.5.3 Reflections on the Interview

The participant spoke very quickly and his answers to questions were short. The one impression that remained following the interview was the participant's love of football and his unhappiness at not being able to play. This participant's current foster placement was apparently in jeopardy, for reasons not explained, and plans were being made for another change in foster families .

4.2.5.4 Analysis-Level 1a Creating a Text to Work on

4.2.5.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH40	Sometimes I watch TV.
CH41	Yeah, I'll just run around.
CH42	Like chuck a softball around, like a baseball around. Play dodge ball and soccer. We just run up and down [play football with brother].
CH43	Play the [electronic game] Xbox.
CH44	I just [discovered KiC Club] - had my case manager come up and ask me or [paid mentor], one of the two, came up to me and asked me, like they picked me up one day and they said, would you like to do Robotics? I said, yeah, I'll do it.
CH45	I used to play football when I was younger. I got into [it] because my mates, they wanted a new player in their team. Someone fresh so I just came on down and they asked me.
CH46	Yeah [would like to play football again but is unable to] because I have visits [on the weekends] with my mum because the games are usually on the weekends.
CH47	I used to like play cricket for a school.
CH48	Sometimes I do [leisure activity] with my case manager, yeah, she comes and picks us up once a month and we go somewhere.
CH49	No, just sit there, like, lay around.
CH50	Yeah, kind of like a training thingy. Like, just muck around stuff.[suggestion for KiC].
CH51	Cricket, the school just-because we used to play cricket for, like, sport and then because we were playing they saw how I was playing and they wanted me on their team for the school.
CH52	Yeah because I was the only one that wasn't full [ethnic grouping] so he wanted to do the racial stuff. Because I was just, like, getting sick of the stuff that [the coach] was saying to me [reason for ceasing football].

Table A146 Leisure Characteristics and Coding: Case Study 4

The participant sometimes watched television (CH40) and played [electronic game] Xbox (CH43), although he stated that he really liked to just run around outside (CH41). When he went outside he enjoyed throwing a baseball or softball around and playing activities that included running around with his brother (CH42). He and his brother attended activities with his case worker once per month (CH48), where he had just discovered the KiC club as his case worker asked him would he like to attend (CH44). He last played rugby league when he was eight years old (CH45). It was his friends that introduced him to football, as they needed someone fresh in their team (CH45). He was unable to play football because he visited his birth mother once a month on the weekends (CH46). He stopped playing football as the team comprised players from a single ethnic background, which was not his, and he was unhappy with the way the

coach spoke to him (CH52). Prior to the interviews he played school cricket (CH47). He became involved in school cricket because someone saw how he played and asked him to join their team (CH51). When he was at home and not playing outside with a ball or running up and down, he layed, around for leisure (CH49). If he could do whatever he would like to do at the KiC club he would just run around outside, “like a training thing” (CH50).

4.2.5.5 Level 1b Summarising and Packaging the Data

Code	Leisure Characteristics	Code	Description
CH40	Sometimes I watch TV.	1RC22	Individual passive activity
CH41	Yeah, I'll just run around.	1RC33	Individual physical activity
		1RC15	Self-directed
CH42	Like chuck a softball around, like a baseball around. Play dodge ball and soccer. We just run up and down. [play football with brother].	1RC20	Joint physical leisure activity with others
CH43	Play the [electronic game] Xbox.	1RC7	Individual electronic game playing
		1RC22	Individual passive activity
CH44	I just [discovered KiC Club] - had my case manager come up and ask me or [paid mentor], one of the two, came up to me and asked me, like they picked me up one day and they said, would you like to do Robotics? I said, yeah, I'll do it.	1RC12	Exploiting opportunities
CH45	I used to play football when I was younger. I got into [it] because my mates, they wanted a new player in their team. Someone fresh so I just came on down and they asked me.	1RC39	Discontinued a social activity
		1RC12	Exploiting opportunities
		1RC51	Scheduled contact with birth family restricts a leisure activity
CH46	Yeah [would like to play football again but is unable to] because I have visits [on the weekends] with my mum because the games are usually on the weekends.	1RC39	Discontinued a social activity
		1RC51	Scheduled contact with birth family restricts a leisure activity
CH47	I used to like play cricket for a school.	1RC39	Discontinued a social activity
CH48	Sometimes I do [leisure activity] with my case manager, yeah, she comes and picks us up once a month and we go somewhere.	1RC11	Scheduled activity that restricts availability of leisure time
		1RC44	Leisure activity with case worker
CH49	No, just sit there, like, lay around.	1RC22	Individual passive activity
CH50	Yeah, kind of like a training thingy. Like, just muck around stuff.[suggestion for KiC].	1RC20	Joint physical leisure activity with others
CH51	Cricket, the school just-because we used to play cricket for, like, sport and then because we were playing they saw how I was playing and they wanted me on their team for the school.	1RC12	Exploiting opportunities
CH52	Yeah because I was the only one that wasn't full [ethnic grouping] so he wanted to do the racial stuff. Because I was just, like, getting sick of the stuff that [the coach] was saying to me [reason for ceasing football].	1RC50	Culture difference causing discontinuation of an activity

Table A147 Leisure Characteristics to First Round Categories: Case Study 4

The participant was involved in individual passive activity (1RC22) that was self-directed (1RC15) and included individual electronic game playing when he was at home (1RC7). He just ran around on his own (1RC33). He participated in joint physical leisure activities with his brother (1RC20) He participated in a monthly leisure activity

that restricted his available leisure time (1RC11), that was facilitated by his Case worker (IRC44). He exploited opportunities for leisure when they were presented to him on three occasions (1RC12). These were: cricket, football and the KiC club. He had discontinued a socialised activity (1RC39), as well as discontinued another activity for personal reasons (1RC50) He participated in a leisure activity that restricted the availability of his leisure time (1RC51).

4.2.5.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.5.6.1 Repackaging and Aggregating the Data

Cat 1	Description	Cat. 2	Description
1RC22	Individual passive activity	2RC19	No social interaction
		2RC8	Passive leisure
1RC33	Individual physical activity	2RC19	No social interaction
1RC15	Self-directed	2RC35	Intentional
1RC20	Joint physical leisure activity with others	2RC6	Limited social interaction
		2RC47	Physical activity
1RC7	Individual electronic game playing	2RC19	No social interaction
1RC12	Exploiting opportunities	2RC32	Opportunistic about leisure
1RC39	Discontinued a social activity	2RC12	Interrupted leisure activities
1RC51	Scheduled contact with birth family restricts a leisure activity	2RC30	Availability restriction
1RC11	Scheduled activity that restricts availability of leisure time		
1RC44	Leisure activity with case worker	2RC22	Case worker directed leisure
1RC22	Individual passive activity	2RC19	No social interaction
1RC50	Culture difference causing discontinuation of an activity	2RC12	Interrupted leisure activities

Table A148 First Round Categories to Second Round Categories: Case Study 4

The participant's leisure involved limited social interactions (2RC6), for example playing with his brother, and no social interaction (2RC19), for example just sit there and lay around. When he was at home his leisure involved passive leisure (2RC8),

such as watching television, that was intentional (2RC35). When he was younger he had experienced interrupted activities (2RC12) within his physically active leisure (2RC47). He spent time with this birth mother monthly; however, it was limited due to restrictions (2RC30). With his brother he experienced monthly case worker directed leisure (2RC22), where they would usually go somewhere. When presented with new opportunities for leisure he was opportunistic (2RC32) about involvement.

4.2.5.6.2 Level 2- Identifying Themes

4.2.5.6.2.1 Final Aggregation of Codes

Code	Description	Code	Description
2RC6	Limited social interaction	T6	Associated
2RC22	Case worker directed leisure		
2RC19	No social interaction	T7	Disassociated
2RC30	Availability restriction	T3	Disrupted
2RC12	Interrupted leisure activities		
2RC35	Intentional	T1	Purposive
2RC32	Opportunistic about leisure	T5	Initiative
2RC8	Passive leisure	T13	Passive
2RC47	Physical activity	T10	Activity

Table A149 Second Round Categories Aggregated to Themes: Case Study 4

The participant's leisure is primarily Associated (T6). As he participated in activities with others. He was involved with scheduled leisure activities that were facilitated by his case worker. A large component of this participant's leisure time was undertaken with his brother.

The participant's leisure was Disassociated (T7). He undertook some leisure activities on his own and was no longer involved in team sport.

The participant's activities were Disrupted (T3). Disruption occurred during his leisure in both the school and home setting. He had two team based activities he enjoyed that were stopped; cricket and football. These competitive team based activities were stopped for two reasons: the monthly weekend visits with his birth mother; and his

perception of cultural differences with the coach of a sporting team at that time. Cricket and football are seasonally based sports, played in opposing seasons for six months of the year. Disrupted participation in these two sports in effect implies he was playing no sport for the year. He also participated in leisure once per month with his Case worker. These leisure activities were outing based, implying that he was not involved in an organised or committed activity, but casual leisure with varied activities each month.

The participant's leisure was Purposive (T1). When given free choice of activity he chose to just run around. The purpose of his leisure was to spend time in informal activities with his friends and brother.

His leisure demonstrated Initiative (T5). This was demonstrated across the school and home setting. In his free time, when previously given choice, he joined a weekend football team. His school also included him in representative school cricket. He chose to attend the KiC club after conversations with his case worker.

The participant's leisure is active (T10). When he is given choice he enjoyed participating in active leisure with his brother and others.

This participant's leisure is also passive leisure (T13), playing an electronic game, on his own and at times just sitting around.

4.2.5.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T3 Disrupted	<p>CH45: I used to play football when I was younger. I got into [it] because my mates, they wanted a new player in their team. Someone fresh so I just came on down and they asked me</p> <p>CH46: Yeah [would like to play football again but is unable to] because I have visits [on the weekends] with my mum because the games are usually on the weekends</p> <p>CH47: I used to like play cricket for a school</p> <p>CH48: Sometimes I do [leisure activity] with my case manager, yeah, she comes and picks us up once a month and we go somewhere</p> <p>CH52: Yeah because I was the only one that wasn't full [ethnic grouping] so he wanted to do the racial stuff. Because I was just, like, getting sick of the stuff that [the coach] was saying to me [reason for ceasing football]</p>
T7 Disassociated	<p>CH40: Sometimes I watch TV.</p> <p>CH41: Yeah, I'll just run around.</p> <p>CH43: Play the [electronic game] Xbox.</p> <p>CH49: No, just sit there, like, lay around.</p>
T5 Initiative	<p>CH44: I just [discovered KiC Club] - had my case manager come up and ask me or [paid mentor], one of the two, came up to me and asked me, like they picked me up one day and they said, would you like to do Robotics? I said, yeah, I'll do it</p> <p>CH45: I used to play football when I was younger. I got into [it] because my mates, they wanted a new player in their team. Someone fresh so I just came on down and they asked me.</p> <p>CH51: Cricket, the school just-because we used to play cricket for, like, sport and then because we were playing they saw how I was playing and they wanted me on their team for the school</p>
T13 Passive	<p>CH40: Sometimes I watch TV</p> <p>CH43: Play the [electronic] Xbox</p> <p>CH49: No, just sit there, like, lay around.</p>
T6 Associated	<p>CH42: Like chuck a softball around, like a baseball around. Play dodge ball and soccer. We just run up and down. [play football with brother].</p> <p>CH48: Sometimes I do [leisure activity] with my case manager, yeah, she comes and picks us up once a month and we go somewhere.</p> <p>CH50: Yeah, kind of like a training thingy. Like, just muck around stuff.[suggestion for KiC].</p>
T10 Active	<p>CH42: Like chuck a softball around, like a baseball around. Play dodge ball and soccer. We just run up and down. [play football with brother].</p> <p>CH50: Yeah, kind of like a training thingy. Like, just muck around stuff.[suggestion for KiC].</p>
T1 Purposive	<p>CH41: Yeah, I'll just run around.</p>

Table A150 Characteristics Linked to Themes: Case Study 4

Confirming potential themes produced the following results:

T3: Disrupted contains 5 of a possible thirteen leisure characteristics (38%); CH45, CH46, CH47, CH48, CH52.

T7: Disassociated contains 4 of a possible thirteen leisure characteristics (30%); CH40, CH41, CH43, CH49,

T5: Initiative contains 3 of a possible thirteen leisure characteristics (23%); CH44, CH45, CH51.

T13: Passive contains 3 of a possible thirteen leisure characteristics (23%); CH40, CH43, CH49

T6: Associated contains 3 of a possible thirteen leisure characteristics (23%); CH42, CH48, CH50.

T10: Active contains 2 of a possible thirteen leisure characteristics (15%); CH42, CH50.

T1: Purposive contains 1 of a possible thirteen leisure characteristics (7%); CH41.

4.2.5.6.2.3 Reverse Thematic Analysis

Characteristics	Themes							
CH40: Sometimes I watch TV					T7		T13	2
CH41: Yeah, I'll just run around	T1				T7			2
CH42: Like chuck a softball around, like a baseball around. Play dodge ball and soccer. We just run up and down. [play football with brother]				T6		T10		2
CH43: Play the [electronic game] Xbox					T7		T13	2
CH44: I just [discovered KiC Club] - had my case manager come up and ask me or [paid mentor], one of the two, came up to me and asked me, like they picked me up one day and they said, would you like to do Robotics? I said, yeah, I'll do it			T5					1
CH45: I used to play football when I was younger. I got into [it] because my mates, they wanted a new player in their team. Someone fresh so I just came on down and they asked me		T3	T5					2
CH46: Yeah [would like to play football again but is unable to] because I have visits [on the weekends] with my mum because the games are usually on the weekends		T3						1
CH47: I used to like play cricket for a school		T3						1
CH48: Sometimes I do [leisure activity] with my case manager, yeah, she comes and picks us up once a month and we go somewhere		T3		T6				2
CH49: No, just sit there, like, lay around					T7		T13	2
CH50: Yeah, kind of like a training thingy. Like, just muck around stuff.[suggestion for KiC]				T6		T10		2
CH51: Cricket, the school just-because we used to play cricket for, like, sport and then because we were playing they saw how I was playing and they wanted me on their team for the school			T5					1
CH52: Yeah because I was the only one that wasn't full [ethnic grouping] so he wanted to do the racial stuff. Because I was just, like, getting sick of the stuff that [the coach] was saying to me [reason for ceasing football]		T3						1
Total	1	5	3	3	4	2	3	

Table A151 Reverse Thematic Analysis: Case Study 4

The reverse analysis produced the following result.

CH40: is related to two themes, T7 and T13

CH41: is related to two themes, T1 and T7

CH42: is related to two themes, T6, and T10

CH43: is related to two themes, T7 and T13

CH44: is related to a single theme, T5

CH45: is related to two themes, T3 and T5

CH46: is related to a single theme, T3

CH47: is related to a single theme, T3

CH48: is related to two themes, T3 and T6

CH49: is related to two themes, T7 and T13

CH50: is related to two themes, T6 and T10

CH51: is related to a single theme, T5

CH52: is related to a single theme, T3

4.2.5.6.2.4 Classifying Themes

In this case classification results in one primary theme T10 Active. Five secondary themes T7 Disassociated T3: Disrupted, T6 Associated, T5 Initiative and T13 Passive and one sub-theme T1 Purposive.

Primary Themes

T10 Active

This theme contains two leisure characteristics that demonstrate active leisure for the participant. These characteristics relate to activities freely chosen by the participant. The participant had previously participated in two physical activities that were disrupted. When given free choice and environment he tries to participate in physically active recreation activities. For example, he liked to throw a softball and baseball around, or play dodge ball or soccer.

Secondary Themes

T7 Disassociated

Of the four leisure characteristics that fall within this theme, each describes individual leisure activities.

T3 Disrupted

Of the five leisure characteristics that fall within this theme four involve the disruption of leisure activities. The participant played football on the weekend and cricket for the school in the past. Both activities were disrupted due to requirements out of his control. He was required to visit his birth mother on a Saturday when sport was played. He stopped playing sport also due to perceived cultural differences with a coach.

A requirement of being in OOHC, for this participant, was that he must meet with his case worker once per month. At the time, they participated in a leisure activity during this session. These activities changed every month, with no apparent outcome other than completing an activity. Participating in a scheduled monthly visit with his case worker also disrupted his ability to interact with peers and join other activities.

T6 Associated

This theme contains characteristics that detail the participant playing with his brother or undertaking leisure with his case worker and brother.

T5 Initiative

This theme contains three leisure characteristics, all of which involve the participant demonstrating initiative when offered the opportunity. This was demonstrated in his past choices of activity participation, to play cricket and football. It was also his choice to attend the KiC Club suggested by his case manager.

T13 Passive

This theme contains three leisure characteristics where the participant chose to undertake passive leisure activities.

Sub-Themes

T1 Purposive

This sub-theme contains one leisure characteristic that demonstrates purposive leisure. The purpose of the participant's leisure appears to be activity for free play purposes. Through the participation in free play he has the opportunity to be himself.

Primary themes: Active.

Secondary themes: Disassociated, Disrupted, Associated, Initiative and Passive.

Sub-themes: Purposive.

4.2.5.7 Conclusion to Case Study 4

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture in this case is that leisure was likely to be undertaken alone due to the disruption present in the participant's life. When he was able, he undertook activities that were passive, displaying initiative. However, given the opportunity, he would rather be active in his leisure time. This participant appears to have a lack of choice available for him to make opportunities for leisure.

This participant's leisure environment involved disruption due to foster family and school changes. The participant was a person who enjoyed active team based sport, however due to the changes within his environment his opportunities for his preferred activity was limited. He undertook regular leisure with his case worker and when given a choice for leisure he undertook leisure activities informally with his brother.

Note

The derivation of T10: Active shows initially as a minor theme. However, as already noted above, the participant seemed permanently disrupted from participating in active leisure that he chose when given the opportunity. His skills in active leisure had been recognised by others when he was invited to play for representative teams. Due to the disruption experienced within his life these opportunities were stopped. Within his environment he was able to modify his active play to engage with friends, play football and soccer or just run around. This powerful choice of activity was still prevalent within his circumstances, resulting in reclassifying this theme from an apparently minor theme to a primary theme.

Case Study 5 Analysis

4.2.6.1 Introduction

Case study 5 involves a male participant, aged 11 years who attended primary school. The participant had changed school several times since entering the OOHC system at birth, with attendance at a behavioural school prior to the interview.

4.2.6.2 Leisure

The participant stated that he spent 5 hours per week on leisure. This consisted of informal dancing, listening to music and singing. He enjoys visiting different places on the weekend with his foster family. He claimed to have over thirty friends at the time of the interview. He visited a counsellor once per week, where he played and had fun.

4.2.6.3 Reflections on the Interview

This participant was very short with his responses and really tried to hurry through the interview, always keen to get back to his activities and not spend too long with the questions. He appeared as a happy male adolescent who was always engaged in some form of physical or conversation-based activity and could be easily distracted.

4.2.6.4 Analysis-Level 1a- Creating a Text to Work on

4.2.6.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH53	Dance....anything sing too.... Yeah free dance.
CH54	Fun stuff.. I just go places. Go to the blue mountains. With my family. Most weekends.
CH55	They always [my family pick where we will go].
CH56	[after school] I go, walk home and tidy up home.
CH57	Yes, [psychological] counselling. You just go play.
CH58	Yeah I get excited to come to [KiC]. You get to make and break stuff.

Table A152 Leisure Characteristics and Coding: Case Study 5

The participant danced and sang and participated in a style of free dance (CH53). With his foster family, he enjoyed going places on the weekend (CH54). His foster family always chose destinations (CH55). After school he used his time to walk home and tidy up at home (CH56). He considered visits to his psychological counsellor as leisure where he just played (CH57). He was excited about his attendance at the KiC club as he was able to ‘make and break stuff’ (CH58).

4.2.6.5 Level 1b Summarising and Packaging the Data

Code	Characteristic Description	Code	Description
CH53	Dance.... anything sing too.... Yeah free dance.	1RC77	Leisure to create performance
		1RC15	Self-directed
		1RC71	Informal leisure choices
		1RC33	Individual physical activity
CH54	Fun stuff.. I just go places. Go to the blue mountains. With my family. Most weekends.	IRC46	Shared leisure activity with foster family
		1RC71	Informal leisure choices
CH55	They always [my family pick where we will go].	1RC8	Activity directed by another
CH56	[after school] I go walk home and tidy up home.	1RC11	Scheduled activity that restricts availability of leisure time
CH57	Yes, [psychological] counselling. You just go play.	IRC5	Formally directed
		1RC54	Leisure during counselling
CH58	Yeah I get excited to come to [KiC]You get to make and break stuff.	1RC3	Using leisure to create art
		1RC6	Feelings of enjoyment

Table A153 Leisure Characteristics to First Round Categories: Case Study 5

The participant self-directed (1RC15) his individual physical activity (1RC33) in leisure to create a performance (IRC77) with his free dance and singing. These two activities were informal leisure activities (1RC71). He had the opportunity to participate in shared leisure activities with his foster family on the weekends (IRC46), where together they participated in informal leisure opportunities (1RC71). The informal leisure activities he undertook during his weekends were directed by another (1RC8) as his family always chose destinations. He had scheduled activity that

restricted the availability of his leisure time (1RC11). He participated in formally directed activity (1RC5) where he experienced leisure during the counselling sessions (1RC54).

He demonstrated feelings of enjoyment (1RC6) through his attendance at the KiC club, where he enjoyed using leisure to create art (1RC3).

4.2.6.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.6.6.1 Repackaging and Aggregating the Data

Code	Description	Code	Description
1RC77	Leisure to create performance	2RC2	Application of imagination
1RC3	Using leisure to create art		
IRC46	Shared leisure activity with foster family	2RC45	Facilitated leisure with family
1RC8	Activity directed by another		
IRC5	Formally directed	2RC35	Intentional
1RC15	Self-directed		
1RC11	Scheduled activity that restricts availability of leisure time	2RC1	Availability of time for leisure
1RC6	Feelings of enjoyment	2RC5	Positive reaction to leisure
1RC54	Leisure during counselling	2RC36	Leisure as a component of formal intervention
1RC71	Informal leisure choices	2RC42	Relaxed attitude
1RC33	Individual physical activity	2RC46	Individual leisure
		2RC47	Active leisure

Table A154 First Round Categories to Second Round Categories: Case Study 5

The participant's informal individual leisure (2RC46) choices allowed him the application of imagination (2RC2) through active leisure (2RC47). He was able to experience facilitated leisure with his foster family (2RC45) on the weekends. He spoke of intentional leisure that was formally directed with his counsellor (2RC35) with leisure used as a component of the formal intervention (2RC36). He experienced availability of time for leisure (2RC1), due to some activities undertaken after school. He demonstrated positive reactions to leisure (2RC5) when he enjoyed attending the

KiC club. His informal leisure choice of dancing and singing demonstrated a relaxed attitude (2RC42) towards leisure.

4.2.6.6.2 Identifying Themes

4.2.6.6.2.1 Final Aggregation of Codes

Code	Description	Code	Description
2RC2	Application of imagination	T3	Creativity
2RC45	Facilitated leisure with family	T6	Associated
2RC1	Availability of time for leisure	T4	Restricted
2RC36	Leisure as a component of formal intervention		
2RC42	Relaxed attitude	T12	Impromptu
2RC35	Intentional	T1	Purposive
2RC5	Positive reaction to leisure		
2RC46	Individual leisure	T7	Disassociated
2RC47	Active leisure	T10	Active

Table A155 Second Round Categories Aggregated to Themes: Case Study 5

The participant’s leisure demonstrated Creativity (T3) through his application of imagination in using free dancing and singing as informal activities that were informally organised to create a performance. Through his participation in the KiC club he demonstrated an application of imagination in using leisure to create art, by “making and breaking stuff”.

The participant’s leisure was Associated (T6). He participated in informal facilitated leisure with his foster family and activity directed by his counsellor.

His leisure was restricted (T4) by his need to undertake other activities. He participated in leisure as a component of formal intervention where leisure was used in counselling.

He took an impromptu approach to aspects of his leisure (T12), demonstrating a relaxed attitude through his informal leisure choices, where he undertook “fun stuff” on the weekends that was directed by his foster family.

The participant's leisure was Purposive (T1). The purpose of his leisure was demonstrated through intentional formally directed leisure used during his counselling sessions. He displayed feelings of enjoyment with positive emotions experienced during his participation at the KiC Club.

The participant's leisure was Disassociated (T7). When the participant was able to choose his leisure he undertook leisure on his own.

The participant's leisure was Active, sometimes (T10). The participant enjoyed undertaking active leisure.

4.2.6.5.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T1 Purposive	CH53 Dance.... anything sing too.... Yeah free dance. CH57 Yes, [psychological] counselling. You just go play. CH58 Yeah I get excited to come to [KiC]You get to make and break stuff.
T2 Creative	CH53 Dance.... anything sing too.... Yeah free dance. CH58 Yeah I get excited to come to [KiC]You get to make and break stuff.
T6 Associated	CH54 Fun stuff... I just go places. Go to the blue mountains. With my family. Most weekends. CH55 They always [my family pick where we will go].
T4 Restricted	CH56 [after school] I go walk home and tidy up home. CH57 Yes, [psychological] counselling. You just go play.
T12 Impromptu	CH53 Dance.... anything sing too.... Yeah free dance. CH54 Fun stuff... I just go places. Go to the blue mountains. With my family. Most weekends.
T7 Disassociated	CH53 Dance.... anything sing too.... Yeah free dance.
T10 Active	CH53 Dance.... anything sing too.... Yeah free dance.

Table A156 Characteristics Linked to Themes: Case Study 5

Confirming potential themes produced the following results

T1: Purposive contains 3 of a possible six leisure characteristics (50%); CH53, CH57, CH58.

T2: Creativity contains 2 of a possible six leisure characteristics (33%); CH53, CH58.

T6: Associated contains 2 of a possible six leisure characteristics (33%); CH54, CH55.

T4: Restricted contains 2 of a possible six leisure characteristics (33%); CH56, CH57.

T12: Impromptu contains 2 of a possible six leisure characteristics (33%); CH53, CH54.

T7: Disassociated contains 1 of a possible six leisure characteristics (16%); CH53.

T10: Active contains 1 of a possible six leisure characteristics (16%); CH53.

4.2.6.5.2.3 Reverse Thematic Analysis

Characteristics	Themes							Total
CH53 Dance....anything sing too.... Yeah free dance.	T1	T2			T7	T10	T12	3
CH54 Fun stuff.. I just go places. Go to the blue mountains. With my family. Most weekends.				T6			T12	2
CH55 They always [my family pick where we will go].				T6				1
CH56 [after school] I go walk home and tidy up home.			T4					1
CH57 Yes, [psychological] counselling. You just go play.	T1		T4					2
CH58 Yeah I get excited to come to [KiC]You get to make and break stuff.	T1	T2						2
Total	3	2	2	2	1	1	2	

Table A157 Reverse Thematic Analysis: Case Study 5

The reverse analysis produces the following result.

CH53: is related to three themes, T1, T2, T7, T10 and T12

CH54: is related to two themes, T6 and T12

CH55: is related to a single theme, T6

CH56: is related to a single theme, T4

CH57: is related to two themes, T1 and T4

CH58: is related to two themes, T1 and T2

4.2.6.5.2.4 Classifying Themes

In this case study classification results in one primary theme T1: Purposive; four secondary themes, T2: Creative, T4: Restricted, T6: Associated and T12: Impromptu; and two sub-themes, T7: Disassociated and T10: Active.

Primary Themes

T1 Purposive

This theme contains three leisure characteristics that demonstrate purpose in leisure. One indicates self-direction. Two indicate formal organised activities, both of which have the purpose of enjoyment.

Secondary Themes

T2 Creative

This theme contains two leisure characteristics. The participant chose dance and singing to undertake in his free time. He demonstrated creativity through his formal leisure activities as well, through his enjoyment of using leisure to create art. For example, he enjoyed attending the KiC club so he can “make and break stuff”.

T4 Restricted

This theme contains two leisure characteristics. The participant was required to attend formal psychological counselling, where he enjoyed playing as a component of the counselling. He spoke of the fun he had in participating in these sessions. He also spoke of the requirements to walk home and tidy his room in the afternoon, which restricted his time for leisure.

T6 Associated

This theme contains two leisure characteristics. The participant undertook leisure on the weekends with his foster family. The participant also participated in the KiC club.

T12 Impromptu

The participant had a relaxed approach to leisure with his choice of dancing and singing within an informal setting. He allows his foster family to direct his leisure activities on the weekend.

Sub-Themes

T7 Disassociated

This sub-theme contains one leisure characteristics. The participant took leisure activity on his own when he has the opportunity. He undertook some of his leisure with his foster family on weekends.

T10 Active

This sub-theme contains one leisure characteristic. The participant undertook active leisure when he had the time available.

Primary Themes: Purposive

Secondary Themes: Creative, Restricted, Associated and Impromptu

Sub-Themes: Disassociated and Active

4.2.6.7 Conclusion to Case Study 5

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for this case involved a sense of purpose directed by the participant and the involvement of his foster carers. He displayed an impromptu attitude towards his leisure where he used creativity and undertook activities with his foster family with some restrictions. This participant demonstrated limited opportunities for leisure choice.

This participant's environment was one directed by his foster family with mandated weekday chores and weekend leisure trips. He attended regular counselling sessions where he experienced leisure. When he had time available he enjoyed activities that involved self-expression and few resources.

Case Study 6 Analysis

4.2.7.1 Introduction

Case study 6 involves a male participant, aged 14 years who attended high school. This participant had changed school four times since entering the OOHC system, with the last change occurring in the 12 months prior to interview. He had been in foster care since birth.

4.2.7.2 Leisure

The participant stated that he spent two hours per week on leisure. During his leisure time he played electronic games on his PlayStation or rode his scooter at the local skate park. He preferred to ride his scooter on the weekends as he got a larger block of time to spend at the skate park, where he could stay all day and just ride. He used to participate in an organised soccer competition on the weekend, but had stopped as he no longer wanted to play soccer. He stated that he had 3 school friends.

4.2.7.3 Reflections on the Interview

This participant's interview was very short and difficult to control. The participant tried to control the interview and his responses were very short and sharp, giving the impression that he was not keen to share too much information about his life with an outsider. He also appeared to be trying to keep a particular image with his peers, perhaps not wanting to be seen talking to an adult leader within a group. He was a new participant of the KiC Club. This may have contributed to his guarded, short answers.

4.2.7.4 Analysis-Level 1a- Creating a Text to Work on

4.2.7.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH59	Ride around with the scooter, go to the skate park.
CH60	Watch movies, play the PlayStation [electronic game].
CH61	More time [for leisure activity on weekends] You spend the whole day doing it rather than just after school for the next three hours. I can spend the whole day there. I can go from what nine in the morning to eight o'clock at night, for an example.
CH62	Soccer. School I just don't do sport that much anymore. Seven years ago. [I last played soccer] Different family then I moved. My sporting things are scooter riding now...
CH63	[I like KiC because]. Get away from the house. Technology, mucking around, helping me in my job.

Table A158 Leisure Characteristics and Coding: Case Study 6

In his free time, he rode around with his scooter and would take his scooter to the skate park (CH59). He watched movies, and played the PlayStation [electronic game] (CH60). He preferred to ride his scooter on the weekends, as it allowed him to spend the whole day at a local skate park, from nine am to eight pm (CH61). He had played soccer seven years previously, when located with a different family. His leisure activity at the time of the interview was almost exclusively scooter riding (CH62), though he enjoyed coming to the KiC Club as it allowed him to get away from the house and use technology, play and, in his opinion, help him get a job (CH63).

4.2.7.5 Level 1b Summarising and Packaging the Data

Code	Leisure Characteristics	Code	Description
CH59	Ride around with the scooter, go to the skate park.	1RC15	Self-directed
		1RC20	Joint physical leisure activity with other/s
		1RC33	Individual physical activity
CH60	Watch movies, play the PlayStation [electronic game].	1RC7	Individual electronic game playing
		1RC22	Individual passive activity
CH61	More time [for leisure activity on weekends] You spend the whole day doing it rather than just after school for the next three hours. I can spend the whole day there. I can go from what nine in the morning to eight o'clock at night, for an example.	1RC15	Self-directed
		1RC58	Leisure can provide diversion
CH62	Soccer. St Christopher's. I just don't do sport that much anymore. Seven years ago. [I last played soccer] Different family then I moved. My sporting things are scooter riding now...	1RC39	Discontinued a socialised activity
CH63	[I like KiC because]. Get away from the house. Technology, mucking around, helping me in my [future] [information technology] job.	1RC24	Leisure enables aspirations
		1RC58	Leisure can provide diversion

Table A159 Leisure Characteristics to First Round Categories: Case Study 6

The participant directed his own pursuit of leisure activities (1RC15). His self-directed leisure was an individual physical activity (1RC33) and he then also participated in jointly physical activity with others (1RC20).

The participant engaged in individual electronic game playing (1RC7) and individual passive activity (1RC22). His self-directed (1RC15) activity allowed him more time to spend engaging when leisure was used as a diversion (1RC58).

As a result of changing foster families a socialised activity (1RC39) was last played when he was 7 years old. He used leisure to enable aspirations (1RC24) and provide diversion (1RC58).

4.2.7.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.7.6.1 Repackaging and Aggregating the Data

Code	Description	Code	Description
1RC15	Self-directed	2RC35	Intentional
1RC20	Joint physical leisure activity with other/s	2RC6	Limited social interaction
1RC39	Discontinued a socialised activity	2RC12	Interrupted leisure
1RC7	Individual electronic game playing	2RC35	Intentional
		2RC6	Limited social interaction
1RC33	Individual physical activity	2RC37	Physical activity
		2RC19	No social interaction
1RC22	Individual passive activity	2RC19	No social interaction
		2RC8	Passive leisure
1RC24	Leisure enables aspirations	2RC40	Steps towards a goal
1RC58	Leisure can provide diversion	2RC41	Leisure as an enabler

Table A160 First Round Categories to Second Round Categories: Case Study 6

The participant's self-directed leisure activities were intentional (2RC35) and physical (2RC37) with no social interaction (2RC19). He undertook activity on the weekends with limited social interaction (2RC6). His soccer involvement was interrupted leisure (2RC12), intentional (2RC35) passive leisure (2RC8) with no social interaction (2RC19). He used leisure to step towards a goal (2RC40) and as an enabler (2RC41).

4.2.7.6.2 Identifying Themes

4.2.7.6.2.1 Final Aggregation of Codes

Code	Description	Code	Description
2RC35	Intentional	T1	Purposive
2RC19	No social interaction	T7	Disassociated
2RC6	Limited social interaction		
2RC40	Steps towards a goal	T9	Goals
2RC41	Leisure as an enabler	T8	Enabling
2RC12	Interrupted leisure	T3	Disruption
2RC37	Physical activity	T10	Activity
2RC8	Passive leisure	T13	Passive

Table A161 Second Round Categories Aggregated to Themes: Case Study 6

Leisure was self-directed, intentional and Purposive (T1). His choices allowed him to participate in his chosen activity longer on the weekends than he could during the school week.

The participant had experienced Disassociated leisure (T7) that involved no or limited social interaction within his activities.

He used leisure for Goals (T9). With leisure activity being focused on helping him step towards a goal and provide him with aspiration.

He used leisure that was Enabling (T8). Leisure was used to enable diversion.

The participant's leisure was Disrupted (T3). He experienced this when a previous socialised activity stopped. The disruption was not within his control and as he stated, he participated in sport when he was with a different family, then he moved.

The participant's leisure was active (T10). He engaged in individual physical activity riding his scooter around at home with no social interaction and at the skate park, on the weekends, with limited social interaction.

Leisure was Passive (T13), involving no social interaction for the participant when he was watching movies and using the electronic PlayStation game.

4.2.7.6.2.2 *Confirming Potential Themes*

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T1 Purposive	CH60 Watch movies, play the PlayStation [electronic game] CH61 More time [for leisure activity on weekends] You spend the whole day doing it rather than just after school for the next three hours. I can spend the whole day there. I can go from what nine in the morning to eight o'clock at night, for an example
T7 Disassociated	CH59 Ride around with the scooter, go to the skate park CH60 Watch movies, play the PlayStation
T8 Enabling	CH61 More time [for leisure activity on weekends] You spend the whole day doing it rather than just after school for the next three hours. I can spend the whole day there. I can go from what nine in the morning to eight o'clock at night, for an example CH63 [I like KiC because]. Get away from the house. Technology, mucking around, helping me in my job
T9 Goals	CH63 [I like KiC because]. Get away from the house. Technology, mucking around, helping me in my job
T3 Disruption	CH62 Soccer. St Christopher's I just don't do sport that much anymore. Seven years ago. [I last played soccer] Different family then I moved. My sporting things are scooter riding now..
T10 Active	CH60 Watch movies, play the PlayStation
T13 Passive	CH60 Watch movies, play the PlayStation

Table A162 Characteristics Linked to Themes: Case Study 6

Confirming potential themes produced the following results.

T1: Purposive contains 2 of a possible five leisure characteristics (40%); CH60, CH61.

T7: Disassociated contains 2 of a possible five leisure characteristics (40%); CH59, CH60.

T8: Enabling contains 2 of a possible five leisure characteristics (40%); CH61, CH63.

T9: Goals contains 1 of a possible five leisure characteristics (20%); CH63.

T3: Disrupted contains 1 of a possible five leisure characteristics (20%); CH62.

T10: Active contains 1 of a possible five leisure characteristics (20%); CH60.

T13: Passive contains 1 of a possible five leisure characteristics (20%); CH60.

4.2.7.6.2.3 Reverse Thematic Analysis

Characteristics	Themes							Total
	T1	T2	T3	T4	T5	T6	T7	
CH59 Ride around with the scooter, go to the skate park.			T7					1
CH60 Watch movies, play the PlayStation [electronic game].	T1		T7			T10	T13	4
CH61 More time [for leisure activity on weekends] You spend the whole day doing it rather than just after school for the next three hours. I can spend the whole day there. I can go from what nine in the morning to eight o'clock at night, for an example.	T1			T8				2
CH62 Soccer. St Christopher's I just don't do sport that much anymore. Seven years ago. [I last played soccer] Different family then I moved. My sporting things are scooter riding now...		T3						1
CH63 [I like KiC because]. Get away from the house. Technology, mucking around, helping me in my job.				T8	T9			2
Total	2	1	2	2	1	1	1	

Table A163 Reverse Thematic Analysis: Case Study 6

The reverse analysis produces the following result.

CH59: is related to a single theme, T7

CH60: is related to four themes, T1, T7, T10 and T13

CH61: is related to two themes, T1 and T8

CH62: is related to a single theme, T3

CH63: is related to two themes, T8 and T9

4.2.7.6.2.4 Classifying Themes

In this case study classification results in no primary themes; seven secondary themes, T1: Purposive, T7: Disassociated, T8: Enabling, T3: Disrupted, T9: Goals, T10: Active and T13: Passive. There were no sub-themes.

Secondary Themes

T1 Purposive:

The two leisure characteristics that fall within this theme relate to self-directed activity that involved passive and active activities. The participant intentionally chose to participate in individual scooter riding, on weekends, rather than during the week as it allowed him to spend the whole day away from home rather than just three hours, available at other times.

T7 Disassociated

This theme contains two leisure characteristics which involved limited or no social interaction. The participant chose to participate in activities that involved little or no social interaction. On the weekends he spent the whole day doing where social interaction is limited. He had previously engaged in an activity that was socialised, however it was interrupted.

T8 Enabling

This theme contains two leisure characteristics that enable the participant's leisure. He uses leisure as a diversion to get away from his house. He stated his reason for attending the KiC club was to get away from the house and he participates on the weekends in an activity for twelve hours or so of the day, away from his house.

T3 Disrupted

This theme contains one leisure characteristic that demonstrates disrupted activities. The participant previously played soccer when he was seven. This was when he was with a different family, then he moved. Soccer was the only socialised activity mentioned. He stated that his new sporting thing was scooter riding. He engaged in two individual activities that involved limited or no social interaction.

T9 Goals

This theme contains one leisure characteristic regarding goals. The participant linked his reasons for attending KiC as getting away from the house and learning technology that would help in a job. His career aspiration was to work in information technology. This shows a connection between aspirations and leisure activity.

T10 Active

This theme contains one leisure characteristic that demonstrates active leisure for this participant. He engaged in self-directed physical activity with his scooter riding at home and at the skate park. He chose to ride his scooter on the weekends when he had more time and could do so for the entire day.

T13 Passive

This theme contains one leisure characteristic that demonstrates passive leisure. The participant was self-directed in watching movies and playing his electronic PlayStation.

Secondary Themes: Purposive, Disassociated, Enabling, Disrupted, Goals, Active and Passive.

4.2.7.7 Conclusion to Case Study 6

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall leisure experience for this case study was one where leisure was overwhelmingly likely to be undertaken alone. The participant had experienced disruption but was using active and passive leisure to enable goals. This participant had opportunities for some choice and leisure.

This participant's leisure environment appeared to be one where he had some control. He had tried team based sport seven years earlier, but was now participating in individual based leisure activities. He was able to control the time spent on his leisure activity and chose to spend large amounts of time on the weekends riding his scooter at the skate park.

Case Study 7 Analysis

4.2.8.1 Introduction

Case study 7 involves a male participant, aged 11 years, who attended primary school. This participant had changed school several times since entering the OOHC system, and was attending behavioural school two days per week. He had been in foster care since birth and was in foster care with one of his brothers.

4.2.8.2 Leisure

The participant stated he spent 36 hours per week on leisure. This consisted of running, riding his bicycle, informal football with friends and computer games. He went for a run up and down his street for about 60 minutes when he could, as he really enjoyed running. He previously played competitive rugby league and reported having many school friends.

4.2.8.3 Reflections on the Interview

This participant presented as a young person who was anxious and cautious of those around him. His foster care placement was in jeopardy and likely to change in the near future, for reasons not explained.

4.2.8.4 Analysis-Level 1a- Creating a Text to Work on

4.2.8.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH64	I normally ride my bike and play football with my brother or sometimes I go to my friend's house.
CH65	I run from my house sometimes- I run to the end of the, there's a park. I run to that and back up. It's probably 10 minutes each time. Ten to 15 minutes and I run there, back there and back for about an hour.
CH66	Because I like running. Yeah and I'm fit. Yeah, faster, further and sometimes I just jog until I feel like I would run really fast. When I was little I got put in the football [team] and I loved football and I started running a lot more. Then I started getting faster and faster and faster. Yeah and you need to be fit. You have to be fit enough because when you're running, if you get tired quickly you'll get tackled (in a football game) or you'll just be really - if you're really unfit then you won't really be able to do it
CH67	I ride my bike [with friends]. I play football with them or I go over their house and play the Xbox, PlayStation or they come over to my house and play the Xbox and PlayStation.
CH68	Oh yeah we go and see our mum every two months. We see our baby sister every month. Our actual mum she plays with us. Like she plays football with us, soccer and that.
CH69	I would play football and at school I would make it through the running like all the running things but I was too young to go to - until I got to Year 4 but in Year 3 they let me go to them all. Yeah, zone and that. In Year 3 they let me go because I was really fast because I'm a fast runner at long distance. Short distance I am fast but mostly long distance I'm better.
CH70	Yeah, I've asked [foster family] but because my foster dad's always at work I can't do it. I want to but they're always at work or my foster dad's always at work
CH71	Yeah, I'm in all the [current school] teams. I'm in their football team, I'm in their softball team.
CH72	And for the running I'm normally in their team but I'm only there for three days now. No, at Mt Annan and I'm at my behaviour school on Thursday and Friday.
CH73	A good effect is like I could make it into - for the running, I could make it to the Olympics. For the pushbike riding I could become a really good bike rider because I am good at it. I can ride no hands on my bars and stand up on my seat.
CH74	[KiC] I like the robotics. Program and build them.

Table A164 Leisure Characteristics and Coding: Case Study 7

The participant rode his bike, played football with his brother and sometimes he went to his friend's house (CH64). He ran from his house a local park and back, taking him about ten minutes each way and he continued to run for an hour (CH65). He enjoyed running, stating he was very fit, running faster and further. When he was younger he was put into a football team. He loved football. He ran to get fit enough as not to get tired and tackled in football (CH66). He also rode his bike or played football with his friends, going over to their house and playing the electronic Xbox and PlayStation

games (CH67). With his brother, he visited their birth mother every two months and their baby sister every month. His birth mother played with him with a football (CH68). At school he would participate in the running competitions, but was too young to do so competitively. However, when he was in year 3 they let him attend the competition as he was very fast (CH69). He no longer played football and stated he couldn't do it now, as his foster father was always at work. (CH70).

Previously he was able to play football and softball for the school team (CH71). The participant was, previously, also in the school running team. However, he was only at the school for three days per week (CH72) due to required attendance at behavioural school. He believed that leisure could have a good effect on his life as he might be able to make it to the Olympics for running or for pushbike riding. He stated he could ride his bike with no hands on the bars and stand on his bike seat (CH73). The participant also enjoyed attending the KiC club as he liked robotics, programming and building robots (CH74).

4.2.8.5 Level 1b Summarising and Packaging the Data

Code	Characteristics	Code	Description
CH64	I normally ride my bike and play football with my brother or sometimes I go to my friend's house.	1RC20	Joint physical activity with other/s
		1RC15	Self-directed
		1RC34	Friends and belonging
CH65	I run from my house sometimes- I run to the end of the, there's a park. I run to that and back up. It's probably 10 minutes each time. Ten to 15 minutes and I run there, back there and back for about an hour.	1RC33	Individual physical activity
		1RC15	Self-directed
CH66	Because I like running. Yeah and I'm fit. Yeah, faster, further and sometimes I just jog until I feel like I would run really fast. When I was little I got put in the football [team] and I loved football and I started running a lot more. Then I started getting faster and faster and faster. Yeah and you need to be fit. You have to be fit enough because when you're running, if you get tired quickly you'll get tackled [in a football game] or you'll just be really - if you're really unfit then you won't really be able to do it	1RC24	Leisure enables aspirations
		1RC56	Leisure enables achievement
		1RC49	Commitment to a leisure activity
		1RC55	Leisure for fitness
		1RC6	Feelings of enjoyment
CH67	I ride my bike [with friends]. I play football with them or I go over their house and play the Xbox, PlayStation or they come over to my house and play the Xbox and PlayStation.	1RC67	Electronic game playing with friends
		1RC34	Friends and belonging
CH68	Oh yeah we go and see our mum every two months. We see our baby sister every month. Our actual mum she plays with us. Like she plays football with us, soccer and that.	1RC43	Birth family facilitates shared leisure
CH69	I would play football and at school I would make it through the running like all the running things but I was too young to go to - until I got to Year 4 but in Year 3 they let me go to them all. Yeah, zone and that. In Year 3 they let me go because I was really fast because I'm a fast runner at long distance. Short distance I am fast but mostly long distance I'm better	1RC39	Discontinued a socialised activity
		1RC56	Leisure enables achievement
CH70	Yeah, I've asked [foster family] but because my foster dad's always at work I can't do it. I want to but they're always at work or my foster dad's always at work	1RC39	Discontinuation of a socialised activity
		1RC17	Restriction of an activity by a foster carer

Continued overleaf

Code	Characteristics	Code	Description
CH71	Yeah, I'm in all the [current school] teams. I'm in their football team, I'm in their softball team. A	1RC65	Joint physical activity with a team
CH72	And for the running I'm normally in their team but I'm only there for three days now. No, at Mt Annan and I'm at my behaviour school on Thursday and Friday.	1RC63	Discontinued a committed leisure activity
		1RC57	Activity stopped due to behavioural school attendance
CH73	A good effect is like I could make it into - for the running, I could make it to the Olympics. For the pushbike riding I could become a really good bike rider because I am good at it. I can ride no hands on my bars and stand up on my seat	1RC24	Leisure enables aspirations
CH74	[KiC] I like the robotics. Program and build them	1RC80	Using leisure to create

Table A165 Leisure Characteristics to First Round Categories: Case Study 7

The participant self-directed (1RC15) engagement in joint physical activity with others (1RC20) for friends and belonging (1RC34). He participated in self-directed (1RC15) individual passive activity (1RC33) with feelings of enjoyment (1RC6) for fitness (1RC55) that enabled his aspirations (1RC24) and his achievement (1RC56) with a demonstrated commitment to a leisure activity (1RC49). He played electronic games with friends (1RC67) for friends and belonging (1RC34). The participant engaged in birth family facilitated shared leisure (1RC43), every two months. He experienced discontinuation of a socialised activity (1RC39) that he had used for enabling achievement (1RC56). He discontinued a socialised activity (1RC39) due to restrictions of an activity by a foster carer (1RC17). He was able to participate in a joint physical activity with a team (1RC65) through. However, the participant experienced discontinuation of a committed leisure activity (1RC63) due to behavioural school attendance (1RC57). The participant was able to use leisure for creating (1RC80) and aspirations.

4.2.8.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.8.6.1 Repackaging and Aggregating the Data

Code	Description	Code	Description
1RC65	Joint physical activity with a team	2RC28	Leisure for social reasons
1RC20	Joint physical activity with other/s		
1RC67	Electronic game playing with friends		
1RC34	Friends and belonging		
1RC49	Commitment to a leisure activity	2RC34	Passion for activity
1RC15	Self-directed	2RC35	Intentional
1RC6	Feelings of enjoyment	2RC5	Positive reaction to leisure
1RC55	Leisure for fitness	2RC37	Physical activity
1RC33	Individual physical activity	2RC37	Physical activity
		2RC19	No social interaction
1RC43	Birth family facilitates shared leisure	2RC45	Facilitated leisure with family
1RC56	Leisure enables achievement	2RC41	Leisure as an enabler
1RC24	Leisure enables aspirations		
1RC63	Discontinued a committed leisure activity	2RC12	Interrupted leisure activities
1RC39	Discontinued a socialised activity		
1RC17	Restriction of an activity by a foster carer		
1RC57	Activity stopped due to behavioural school attendance		
1RC80	Using leisure to create	2RC2	Application of imagination

Table A166 First Round Categories to Second Round Categories: Case Study 7

The participant enjoyed leisure with friends (2RC28) that was intentional (2RC35). He demonstrated positive reaction to leisure (2RC5) and a passion for an activity (2RC37) that involved physical activity (2RC37), with no social interaction (2RC19). He experienced facilitated leisure with family (2RC45). Even though he had interrupted leisure (2RC12) he used leisure as an enabler (2RC41) and to apply imagination (2RC2).

4.2.8.6.2.1 Identifying Themes

Code	Description	Code	Description
2RC28	Leisure for social reasons	T6	Associated
2RC45	Facilitated leisure with family		
2RC35	Intentional	T1	Purposive
2RC5	Positive reaction to leisure		
2RC2	Application of imagination	T2	Creative
2RC41	Leisure as an enabler	T9	Enabling
2RC37	Physical activity	T10	Activity
2RC12	Interrupted leisure activities	T3	Disrupted
2RC34	Passion for activity	T14	Commitment
2RC19	No social interaction	T7	Disassociated

Table A167 Second Round Categories Aggregated to Themes: Case Study 7

Leisure was Associated (T6). The participant enjoyed leisure with friends that involved joint physical activity as well as electronic game playing for friends and belonging. He also engaged in facilitated leisure with his birth mother every two months.

The participant's leisure was Purposive (T1). He intentionally self-directed activities with his friends and his birth brother, sometimes going to his friend's house.

He experienced Creative leisure (T2), using leisure to apply imagination and to create. For example, he enjoyed programming and building robots.

The participant used leisure for Enabling (T9). He used leisure activities to enable achievement and aspirations.

He was active in his leisure (T10). He participated in physical activity for leisure, using leisure for fitness.

He experienced Disrupted leisure (T3). He had interrupted leisure activities with a discontinued committed leisure activity and a discontinued socialised activity.

The participant demonstrated Commitment to a leisure activity (T14). He was passionate about an individual physical activity that he participated in regularly, which was running.

The participant's leisure was Disassociated (T7). Some of his activities had no social interaction as they were individual physical activity where he ran from his house to the park and back for an hour.

4.2.8.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T6 Associated	CH64 I normally ride my bike and play football with my brother or sometimes I go to my friend's house.
	CH67 I ride my bike [with friends]. I play football with them or I go over their house and play the Xbox, PlayStation or they come over to my house and play the Xbox and PlayStation.
	CH68 Oh yeah we go and see our mum every two months. We see our baby sister every month. Our actual mum she plays with us. Like she plays football with us, soccer and that.
	CH71 Yeah, I'm in all the [current school] teams. I'm in their football team, I'm in their softball team.
T3 Disrupted	CH69 I would play football and at school I would make it through the running like all the running things but I was too young to go to - until I got to Year 4 but in Year 3 they let me go to them all. Yeah, zone and that. In Year 3 they let me go because I was really fast because I'm a fast runner at long distance. Short distance I am fast but mostly long distance I'm better.
	CH70 Yeah, I've asked [foster family] but because my foster dad's always at work I can't do it. I want to but they're always at work or my foster dad's always at work.
	CH72 And for the running I'm normally in their team but I'm only there for three days now. No, at Mt Annan and I'm at my behaviour school on Thursday and Friday

Continued overleaf

Theme	Characteristics
T9 Enabling	<p>CH66 Because I like running. Yeah and I'm fit. Yeah, faster, further and sometimes I just jog until I feel like I would run really fast. When I was little I got put in the football [team] and I loved football and I started running a lot more. Then I started getting faster and faster and faster. Yeah and you need to be fit. You have to be fit enough because when you're running, if you get tired quickly you'll get tackled (in a football game) or you'll just be really - if you're really unfit then you won't really be able to do it.</p> <p>CH69 I would play football and at school I would make it through the running like all the running things but I was too young to go to - until I got to Year 4 but in Year 3 they let me go to them all. Yeah, zone and that. In Year 3 they let me go because I was really fast because I'm a fast runner at long distance. Short distance I am fast but mostly long distance I'm better.</p> <p>CH73 A good effect is like I could make it into - for the running, I could make it to the Olympics. For the pushbike riding I could become a really good bike rider because I am good at it. I can ride no hands on my bars and stand up on my seat.</p>
T1 Purposive	<p>CH64 I normally ride my bike and play football with my brother or sometimes I go to my friend's house.</p> <p>CH66 Because I like running. Yeah and I'm fit. Yeah, faster, further and sometimes I just jog until I feel like I would run really fast. When I was little I got put in the football [team] and I loved football and I started running a lot more. Then I started getting faster and faster and faster. Yeah and you need to be fit. You have to be fit enough because when you're running, if you get tired quickly you'll get tackled (in a football game) or you'll just be really - if you're really unfit then you won't really be able to do it.</p>
T10 Active	<p>CH65 I run from my house sometimes- I run to the end of the, there's a park. I run to that and back up. It's probably 10 minutes each time. Ten to 15 minutes and I run there, back there and back for about an hour.</p> <p>CH66 Because I like running. Yeah and I'm fit. Yeah, faster, further and sometimes I just jog until I feel like I would run really fast. When I was little I got put in the football [team] and I loved football and I started running a lot more. Then I started getting faster and faster and faster. Yeah and you need to be fit. You have to be fit enough because when you're running, if you get tired quickly you'll get tackled (in a football game) or you'll just be really - if you're really unfit then you won't really be able to do it.</p>
T2 Creative	<p>CH74 [KiC] I like the robotics. Program and build them.</p>

Continued overleaf

Theme	Characteristics
T7 Disassociated	CH65 I run from my house sometimes- I run to the end of the, there's a park. I run to that and back up. It's probably 10 minutes each time. Ten to 15 minutes and I run there, back there and back for about an hour.
T14 Commitment	CH66 Because I like running. Yeah and I'm fit. Yeah, faster, further and sometimes I just jog until I feel like I would run really fast. When I was little I got put in the football [team] and I loved football and I started running a lot more. Then I started getting faster and faster and faster. Yeah and you need to be fit. You have to be fit enough because when you're running, if you get tired quickly you'll get tackled (in a football game) or you'll just be really - if you're really unfit then you won't really be able to do it.

Table A168 Characteristics Linked to Themes: Case Study 7

Confirming potential themes produced the following results

T6: Associated contains 4 of a possible ten leisure characteristics (40%); CH64, CH67, CH68, CH71.

T3: Disrupted contains 3 of a possible ten leisure characteristics (30%); CH69, CH70, CH72.

T9: Enabling contains 3 of a possible ten leisure characteristics (30%); CH66, CH69, CH73.

T1: Purposive contains 2 of a possible ten leisure characteristics (20%); CH64, CH66.

T10: Active contains 2 of a possible ten leisure characteristics (20%); CH65, CH66.

T2: Creativity contains 1 of a possible ten leisure characteristics (10%); CH74.

T7: Dissociated contains 1 of a possible ten leisure characteristics (10%); CH65.

T14: Commitment contains 1 of a possible ten leisure characteristics (10%); CH66.

4.2.8.6.2.3 Reverse Thematic Analysis

Characteristics	Themes								Total
CH64 I normally ride my bike and play football with my brother or sometimes I go to my friend's house.	T1			T6					2
CH65 I run from my house sometimes- I run to the end of the, there's a park. I run to that and back up. It's probably 10 minutes each time. Ten to 15 minutes and I run there, back there and back for about an hour.					T7		T10		2
CH66 Because I like running. Yeah and I'm fit. Yeah, faster, further and sometimes I just jog until I feel like I would run really fast. When I was little I got put in the football [team] and I loved football and I started running a lot more. Then I started getting faster and faster and faster. Yeah and you need to be fit. You have to be fit enough because when you're running, if you get tired quickly you'll get tackled (in a football game) or you'll just be really - if you're really unfit then you won't really be able to do it	T1					T9	T10	T14	4
CH67 I ride my bike [with friends]. I play football with them or I go over their house and play the Xbox, PlayStation or they come over to my house and play the Xbox and PlayStation.				T6					1
CH68 Oh yeah we go and see our mum every two months. We see our baby sister every month. Our actual mum she plays with us. Like she plays football with us, soccer and that.				T6					1

Continued overleaf

Characteristics	Themes								Total
CH69 I would play football and at school I would make it through the running like all the running things but I was too young to go to - until I got to Year 4 but in Year 3 they let me go to them all. Yeah, zone and that. In Year 3 they let me go because I was really fast because I'm a fast runner at long distance. Short distance I am fast but mostly long distance I'm better			T3			T9			2
CH70 Yeah, I've asked [foster family] but because my foster dad's always at work I can't do it. I want to but they're always at work or my foster dad's always at work			T3						1
CH71 Yeah, I'm in all the [current school] teams. I'm in their football team, I'm in their softball team.				T6					1
CH72 And for the running I'm normally in their team but I'm only there for three days now. No, at Mt Annan and I'm at my behaviour school on Thursday and Friday.			T3						1
CH73 A good effect is like I could make it into - for the running, I could make it to the Olympics. For the pushbike riding I could become a really good bike rider because I am good at it. I can ride no hands on my bars and stand up on my seat						T9			1
CH74 [KiC] I like the robotics. Program and build them		T2							1
Total	2	1	3	4	1	3	2	1	

Table A169 Reverse Thematic Analysis: Case Study 7

The reverse analysis produces the following result.

CH64: is related to two themes, T1 and T6

CH65: is related to two themes, T7 and T10

CH66: is related to four themes, T1, T9, T10 and T14

CH67: is related to a single theme, T6

CH68: is related to a single theme, T6

CH69: is related to two themes, T3 and T9

CH70: is related to a single theme, T3

CH71: is related to a single theme, T6

CH72: is related to a single theme, T3

CH73: is related to a single theme, T9

CH74: is related to a single theme, T2

4.2.8.6.2.4 Classifying Themes

In this case study, classification results in no primary themes; five secondary themes, T6: Associated, T3: Disrupted, T9: Enabling, T1: Purposive and T10: Active and three sub-themes; T2: Creativity, T7: Disassociated and T14: Commitment.

Secondary Themes

T6 Associated

Of the four leisure characteristics that fall within this theme, two are self-directed individual physical activity with the participant's brother or friends. The other involves him spending time with his birth family. The other characteristic was within a school setting, where he was included in all the current school sport teams. He was able to experience associated leisure both within his foster home and school setting.

T3 Disrupted

Of the three leisure characteristics that fall within this theme all include disruption of activities that was outside the participant's control. His activities were stopped due to behavioural school attendance and restriction of an activity by a foster carer. For example, he last played football outside school when he was younger and with a previous foster family. His current foster family were always at work so he could not play.

T9 Enabling

Of the three leisure characteristics that fall within this theme all include individual physical activities. The participant utilised leisure to enable aspirations and achievement. He had set goals for aspects of his leisure that enabled him to perform in other activities when he was able. He was able to link his current activities to short and long term aspirations.

Despite the disruption in his activities he continued to have aspirations of leisure and continued to commit to and participate in activities that he could self-direct. These enabled him to become faster and run further so he could be fit enough to not be tackled in a football game.

T1 Purposive

This theme contains only two leisure characteristics that are characteristics of the participant's freely chosen leisure, indicating that when given the opportunity he enjoys participating in physical activity.

T10 Active

This theme contains two leisure characteristics that involves the participant in outdoor active leisure. He enjoyed participating in running and playing football with his team mates. He was introduced to football when he was younger and from there he started to run a lot more. This ranged from jogging to running from his house to the park for up to one hour. His running had purpose and enabled aspirations.

Sub-Themes

T2 Creative

This sub-theme contains one leisure characteristic. He enjoyed programming and building robots at the KiC Club.

T7 Disassociated

This sub-theme contains one leisure characteristic. The participant undertook an individual physical activity that involved no social interaction. Running was an activity that appears to be central to his life. Running was an activity he enjoyed and is mentioned in five of the leisure characteristics. The participant ran by himself to

maintain his fitness for football. He also ran by himself for his future aspirations of competing in the Olympics.

T14 Commitment

This sub-theme contains one leisure characteristic. The participant demonstrated a commitment to his running. He ran regularly and discussed this activity with passion.

Secondary Themes: Associated, Disrupted, Enabling, Purposive and Active

Sub-themes: Creative, Disassociated and Commitment

4.2.8.7 Conclusion to Case Study 7

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for case study 7 was that the participant had experienced disruption in his leisure and preferred activities with others that involved him in meeting his goals. He enjoyed activities that he currently self-directed, however lacked opportunities or choice within his leisure experiences. Within his current environment he displayed commitment and creativity, undertaking activities alone. It could be suggested that his ability to continually use leisure as aspirations through disruption requires creativity as he changes foster families whilst in care.

This participant was in an environment that impacted his leisure. He had seen changes in his foster family and schools attended. The participant enjoyed playing team sport, however due to his current foster family situation and behavioural school attendance he was not able to play. The participant did not appear to let this affect his goals for playing football again, as he continued to keep fit through regular running. Running was an activity that he believed was vital, to him playing football again. He also undertook informal leisure with friends and his brother.

Case Study 8 Analysis

4.2.9.1 Introduction

Case study 8 involves a male participant, aged 13 years, who attended high school. He had been in care since he was seven months old. This participant had not changed schools or families during his time in OOHC.

4.2.9.2 Leisure

The participant stated that he spent eighteen hours per week on leisure. He enjoyed participating in leisure activities with his friends, such as riding his scooter with them on most days after school. He participated in organised singing classes three times per week to improve his singing ability. He played organised soccer during the winter season. In the past he had ridden his motor bike around but he physically outgrew the motor bike. He stated he had 25 school friends.

4.2.9.3 Reflections on the Interview

This participant presented as a confident young person who could articulate his activities and was attentive to the questions during the interview.

4.2.9.4 Analysis-Level 1a- Creating a Text to Work on

4.2.9.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH75	Free time I normally go out with my friends, and riding my scooter.
CH76	When it's dark or raining I normally sit inside on my phone[playing games].
CH77	Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.
CH78	I must say, I have soccer which I don't have any more. Change to winter for soccer.
CH79	[past activities] Bike riding, motorbike riding, athletics. I'd have to get a new motorbike to go motorbike riding and I just don't really like bike riding anymore since I got my scooter. When you need a new motorbike because the other one was too small.
CH80	[leisure teaches] Like, you learn how to be responsible for things, like, money and all that.
CH81	[choices, hopes] Well with motorbike riding I practised, by riding my scooter because you can become a professional scooter rider and go in, like, competitions and all that. Yeah, just practicing a lot learning tricks and everything.
CH82	[I enjoy] Making friends [at KiC].

Table A170 Leisure Characteristics and Coding: Case Study 8

The participant used his free time to go out with his friends and to ride his scooter (CH75). When it was dark or raining he would normally sit inside playing games on his phone (CH76). He participated in singing lessons, where he learnt a new song each term. He then spent the term practicing the song. He had asked recently to learn one song for longer than a term, as he really liked it (CH77). He played soccer in winter (CH78). He previously rode a motor bike but stopped since he outgrew the motor bike and got a scooter CH79). He believed that leisure taught him to be responsible for things, like money (CH80). He stated that leisure could help with his hopes as if he practiced enough (CH81). He enjoyed making friends at the KiC Club (CH82).

4.2.9.5 Level 1b Summarising and Packaging the Data

Code	Description	Code	Description
CH75	Free time I normally go out with my friends, going and riding my scooter.	1RC15	Self-directed
		1RC20	Joint physical activity with other/s
CH76	When it's dark or raining I normally sit inside on my phone [playing games].	1RC7	Individual electronic game playing
CH77	Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.	1R77	Leisure to create a performance
		1RC15	Self-directed
		1RC33	Individual physical activity
		1RC56	Leisure enables achievement
		1RC60	Master a skill
		1RC59	Learn a skill
CH78	I must say, I have soccer which I don't have any more. Change to winter for soccer [plays soccer, currently in off season]..	1RC65	Joint physical activity with a team
CH79	Bike riding, motorbike riding, athletics [are past activities]. I'd have to get a new motorbike to go motorbike riding and I just don't really like bike riding anymore since I got my scooter. when you need a new motorbike because the other one was too small	1RC15	Self-directed
		1RC33	Individual physical activity
		1RC10	Discontinued activity as outgrew resources
		1RC61	Discontinued activity as obtained a more interesting resource
CH80	[leisure affects my life] Like, you learn how to be responsible for things, like, money and all that.	1RC35	Leisure helps with life
CH81	[choices hopes for future] Well with motorbike riding I practiced, by riding my scooter because you can become a professional scooter rider and go in like competitions and all that. Yeah, just practising a lot learning tricks and everything.	1RC60	Master a leisure skill
		1RC35	Leisure helps with life
		1RC56	Leisure enables achievement
		1RC24	Leisure enables aspirations
CH82	[I enjoy] Making friends [at KiC].	1RC34	Friends and belonging

Table A171 Leisure Characteristics to First Round Categories: Case Study 8

The participant had self-directed (1RC15) leisure with joint physical activity with others (1RC20). The participant also undertook individual electronic game playing (1RC7). He used self-directed leisure to undertake an individual physical activity (1RC33) that created a performance (1RC77), allowed him to learn a skill (1RC59), master a skill (1RC60) and demonstrated a commitment (1RC49) that enabled an achievement (1RC56) through his regular singing lessons.

He participated in joint physical activity with a team (1RC65) through his soccer playing during the soccer season.

His self-directed (1RC15) individual physical activity (1RC33) was discontinued as he outgrew the resources (1RC10) and discontinued another activity as he obtained a more interesting resource (1RC61). He believed that leisure helped him with life (1RC35).

Through leisure he mastered a skill (1RC60) that could help him with life (1RC35) and enable achievement (1RC56) to meet his leisure aspirations (1RC24). He used leisure to find friends and belong (1RC34).

4.2.9.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.9.6.1 Repackaging and Aggregating the Data

Code	Description	Code	Description
1RC20	Joint physical activity with other/s	2RC27	Broad social interaction
1RC65	Joint physical activity with a team		
1RC34	Friends and belonging		
1RC7	Individual electronic game playing	2RC19	No social interaction
1RC33	Individual physical activity		
1RC77	Leisure to create a performance	2RC2	Application of imagination
1RC59	Learn a skill	2RC29	Leisure teaches
1RC15	Self-directed	2RC35	Intentional
1RC33	Individual physical activity	2RC37	Physical activity
1RC66	Joint physical activity with other/s		
1RC10	Discontinued activity as outgrew resources	2RC12	Interrupted leisure activities
1RC61	Discontinued activity as obtained a more interesting resource		
1RC35	Leisure helps with life	2RC29	Leisure teaches
1RC56	Leisure enables achievement	2RC41	Leisure as an enabler
1RC60	Master a skill		
1RC24	Leisure enables aspirations	2RC40	Steps towards a goal
1RC49	Leisure requires a commitment	2RC34	Passion for activity

Table A172 First Round Categories to Second Round Categories: Case Study 8

The participant undertook leisure with broad social interaction (2RC27) and no social interaction (2RC19). He utilised leisure to learn (2RC29) and demonstrated intentional (2RC35) behaviours with an application of imagination (2RC2) and passion for the activity (2RC34). The participant undertook physical activity (2RC37). He experienced interruptions (2RC12) during his leisure activities. He used leisure as an enabler (2RC41) and to step towards goals (2RC40).

4.2.9.6.2 Identifying Themes

4.2.9.6.2.1 Final Aggregation of Codes

Code	Description	Code	Description
2RC19	No social interaction	T7	Disassociated
2RC37	Physical activity	T10	Activity
2RC12	Interrupted leisure activities	T3	Disrupted
2RC41	Leisure as an enabler	T8	Enabling
2RC40	Step towards a goal	T9	Goals
2RC2	Application of imagination	T2	Creative
2RC29	Leisure teaches	T11	Learning
2RC35	Intentional	T1	Purposive
2RC27	Broad social interaction	T6	Associated
2RC34	Passion for activity	T14	Commitment

Table A173 Second Round Categories Aggregated to Themes: Case Study 8

The participant's leisure was Disassociated (T7). He participated in an activity that involved no social interaction, an individual electronic game. For example, when it rained or was dark outside he used his phone to play games.

The participant's leisure was Active (T10). He participated in individual physical activity, as well as joint physical activity with others and in a team environment. For example, he rode his scooter with his friends and played soccer competitively.

The participant once experienced Disrupted leisure (T3) and interrupted activity for two reasons. Firstly, he discontinued an activity as he had outgrown resources. Secondly he discontinued an activity as he had obtained a more interesting resource. He had obtained, a scooter to ride and preferred it.

He undertook leisure that was Enabling (T8). The participant used leisure as an enabler of achievement and to master a skill.

The participant used leisure for Goals (T9). Discussing practicing with his scooter riding to participate in competitions.

Leisure was used by the participant to create (T2). He used leisure in the application of imagination to create a performance with his regular singing activities.

The participant used leisure for Learning (T11). Leisure was able to be used to learn skills and help with life. He discussed leisure affecting his life and learning how to be responsible for things like money.

This participant's leisure was Purposive (T1). He intentionally chose to self-direct physical activities during his free time with his friends, for example riding their scooters together. When it was raining or dark outside he was able to self-direct him to play games on his phone. On a monthly basis he directed his learning of singing.

The participant undertook activities that were Associated (T6). He enjoyed participating in joint activities with others during his free time. During the soccer season he played in a competitive soccer team.

The participant undertook activities that demonstrated a Commitment (T14) to leisure. He enjoyed learning and mastering his singing skills.

4.2.9.6.2.2 *Confirming Potential Themes*

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T7 Disassociated	<p>CH76 When it's dark or raining I normally sit inside on my phone [playing games].</p> <p>CH77 Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.</p> <p>CH79 Bike riding, motorbike riding, athletics [are past activities]. I'd have to get a new motorbike to go motorbike riding and I just don't really like bike riding anymore since I got my scooter. when you need a new motorbike because the other one was too small.</p>
T6 Associated	<p>CH75 Free time I normally go out with my friends, going and riding my scooter.</p> <p>CH78 I must say, I have soccer which I don't have any more. Change to winter for soccer [plays soccer, currently in off season].</p> <p>CH82 [I enjoy] Making friends [at KiC].</p>
T10 Active	<p>CH75 Free time I normally go out with my friends, going and riding my scooter.</p> <p>CH78 I must say, I have soccer which I don't have any more. Change to winter for soccer [plays soccer, currently in off season].</p> <p>CH79 Bike riding, motorbike riding, athletics [are past activities]. I'd have to get a new motorbike to go motorbike riding and I just don't really like bike riding anymore since I got my scooter. when you need a new motorbike because the other one was too small.</p>
T11 Learning	<p>CH77 Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.</p> <p>CH80 [leisure affects my life] Like, you learn how to be responsible for things, like, money and all that.</p> <p>CH81 [choices hopes for future] Well with motorbike riding I practiced, by riding my scooter because you can become a professional scooter rider and go in like competitions and all that. Yeah, just practising a lot learning tricks and everything.</p>

Continued overleaf

Theme	Characteristics
T1 Purposive	<p>CH75 Free time I normally go out with my friends, going and riding my scooter.</p> <p>CH77 Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.</p>
T3 Disrupted	<p>CH79 Bike riding, motorbike riding, athletics [are past activities]. I'd have to get a new motorbike to go motorbike riding and I just don't really like bike riding anymore since I got my scooter. when you need a new motorbike because the other one was too small.</p>
T8 Enabling	<p>CH81 [choices hopes for future] Well with motorbike riding I practiced, by riding my scooter because you can become a professional scooter rider and go in like competitions and all that. Yeah, just practising a lot learning tricks and everything.</p>
T2 Creative	<p>CH77 Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.</p>
T9 Goals	<p>CH81 [choices hopes for future] Well with motorbike riding I practiced, by riding my scooter because you can become a professional scooter rider and go in like competitions and all that. Yeah, just practising a lot learning tricks and everything.</p>
T14: Commitment	<p>CH77 Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.</p>

Table A174 Characteristics Linked to Themes: Case Study 8

Confirming potential themes produced the following results.

T7: Disassociated contains 3 of a possible eight leisure characteristics (37%); CH76, CH77, CH79.

T6: Associated contains 3 of a possible eight leisure characteristics (37%); CH75, CH78, CH82.

T10: Active contains 3 of a possible eight leisure characteristics (37%); CH75, CH78, CH79.

T11: Learning contains 3 of a possible eight leisure characteristics (37%); CH77, CH80, CH81.

T1: Purposive contains 2 of a possible eight leisure characteristics (25%); CH75, CH77.

T3: Disrupted contains 1 of a possible eight leisure characteristics (12%); CH79.

T8: Enabling contains 1 of a possible eight leisure characteristics (12%); CH81.

T2: Creativity contains 1 of a possible eight leisure characteristics (12%); CH77.

T9: Goals contains 1 of a possible eight leisure characteristics (12%); CH81.

T14: Commitment contains 1 of a possible eight leisure characteristics (12%); CH77.

4.2.9.6.2.3 Reverse Thematic Analysis

Characteristics	Themes										Total
CH75 Free time I normally go out with my friends, and riding my scooter.	T1			T6				T10			3
CH76 When it's dark or raining I normally sit inside on my phone[playing games].					T7						1
CH77 Oh I do singing lessons. I learn a song for over a term and then I learn another song the next term and then another and then another. No I just learn the song and then I have to keep up practicing that song. Right now I'm learning Brood but I've been doing that since last term. I asked if I could keep on learning it through this term because I want to master this song because I really like it.	T1	T2			T7				T11	T14	4
CH78 I must say, I have soccer which I don't have any more. Change to winter for soccer.				T6				T10			2
CH79 [past activities] Bike riding, motorbike riding, athletics. I'd have to get a new motorbike to go motorbike riding and I just don't really like bike riding anymore since I got my scooter. When you need a new motorbike because the other one was too small.			T3		T7			T10			3
CH80 [leisure teaches] Like, you learn how to be responsible for things, like, money and all that.									T11		1

Continued overleaf

Characteristics	Themes										Total
CH81 [choices, hopes] Well with motorbike riding I practised, by riding my scooter because you can become a professional scooter rider and go in, like, competitions and all that. Yeah, just practicing a lot learning tricks and everything.						T8	T9		T11		3
CH82 [I enjoy] Making friends [at KiC].				T6							1
Total	2	1	1	3	3	1	1	3	3	1	

Table A175 Reverse Thematic Analysis: Case Study 8

The reverse analysis produces the following result

CH75: is related to three themes, T1, T6 and T10

CH76: is related to a single theme, T7

CH77: is related to five themes, T1, T2, T7, T11 and T14 Commitment

CH78: is related to two themes, T6 and T10

CH79: is related to three themes, T3, T7 and T10

CH80: is related to single theme, T11

CH81: is related to three themes, T8, T9 and T11

CH82: is related to a single theme, T6

4.2.9.6.2.4 Classifying Themes

In this case study classification results in no primary themes; five secondary themes, T6: Associated, T7: Disassociated, T11: Learning, T10: Active, T1: Purposive; and four sub-themes, T2: Creative, T3: Disrupted, T8: Enabling and T9: Goals.

Secondary Themes

T6 Associated

All leisure characteristics that fall within this theme describe undertaking activities with friends or playing in a team. The participant normally enjoyed going out with his friends and riding his scooter. He participated in a soccer competition.

T7 Disassociated

This theme contains characteristics describing leisure undertaken individually. Firstly, the participant enjoyed learning to sing. If it was raining or dark, he chose to play games on his phone, alone.

T11 Learning

The majority of this participant's leisure involved learning. This was demonstrated across the three leisure characteristics within this theme. He discussed practicing skills often, to become a professional scooter rider.

The participant stated that leisure teaches you how to learn and be responsible, implying a good understanding of why he practiced leisure skills. He demonstrated learning through leisure activities in his singing. For example, he learnt a new song every term, even asking his singing teacher if he could take longer than a term to master the song as he really enjoyed it.

T10 Active

This theme contains three leisure characteristic where the participant demonstrated active leisure. Two of the characteristics involve associated activities with friends or a team. For example, he played soccer during the soccer season and went out with his friends in his free time. The other characteristic involved active play alone.

T1 Purposive

This theme contains two leisure characteristics where the participant undertook leisure with purpose. The purposes of the two leisure characteristics involve being self-directed.

Sub-Themes

T2 Creative

This sub-theme contains one leisure characteristic where the participant enjoyed learning and mastering a leisure skill. The participant chose to learn one song per term. He was enjoying learning a song so much at the time of the interviews that he had asked if he could keep learning for the next term.

T3 Disrupted

This sub-theme contains one leisure characteristic where the participant chose to discontinue individual physical activity due to the outgrowing of resources.

T8 Enabling

The participant used leisure to practice skills. For example, he practiced riding his scooter, learning tricks and anything else that he thought was useful for becoming a professional.

T9 Goals

The participant was able to understand how leisure could be used for his goals. Once he had learnt a skill he was able to practice that skill with a goal in mind. For example, he was keen on entering scooter competitions and singing.

T14 Commitment

The participant was able to apply his creative skills and discipline to learn and master a new song every term.

Secondary Themes: Associated, Disassociated, Learning, Active, Purposive.

Sub-themes: Creative, Disrupted, Enabling, Goals and Commitment.

4.2.9.7 Conclusion to Case Study 8

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for case study 8 was that the participant undertook the activities he chose to. The participant undertook activities on his own where he utilised learning and being active. He was able to self-direct creativity and disruption by choice, to allow him to enable his personal goals. He also enjoyed undertaking leisure activities with his friends and team mates.

This participant's environment appears to support the opportunity for him to make choices within his leisure activities. He had changed leisure activities in the past and

moved to a mix of team sport and individual activity, as well as creative and active activities. The participant as able to try different activities and appeared to be happy with his leisure activities.

Case Study 9 Analysis

4.2.10.1 Introduction

Case study 9 involves a male participant, aged 16 years, who attended high school. He had been in care since he was about 4 years old. This participant had not changed schools or families during his time in OOHC.

4.2.10.2 Leisure

The participant stated that he spent 21 hours per week on leisure. He enjoyed watching anime on TV and undertook karate 3 times per week, where he'd achieved a black belt. He had previously participated in organised soccer and swimming clubs outside of school. He stated that he had ten school friends.

4.2.10.3 Reflections on the Interview

This participant presented as a quiet individual who was direct and controlled with replies to the interview questions. He spoke modestly and briefly of his activities.

4.2.10.4 Analysis-Level 1a- Creating a Text to Work on

4.2.10.4.1 Leisure Characteristics

Code	Leisure Characteristics
CH83	Watch anime pretty much every day.
CH84	Karate. Three times a week. I've got a black belt. About five years.
CH85	Karate, a flyer went around and my [foster carer] looked at it and thought we could do that.
CH86	[leisure with friends] No not really.
CH87	I do make friends here and there.
CH88	[leisure to me is] Relaxation, like when, [I] do what I enjoy.
CH89	[Past activities I have participated in are] soccer and swimming. Swimming squads. I kind of got bored of and soccer, the club I played for is no more. It's gone. I would do them again. I'm happy doing whatever.

Table A176 Leisure Characteristics and Coding: Case Study 9

This participant watched Anime on television, every day (CH83). He had undertaken karate three times per week for 5 years prior to the interview and obtained his black belt (CH84). He was introduced to karate through a flyer that his foster carer had obtained (CH85). He did not really undertake leisure with any friends (CH86). However, he stated that he did make friends “here and there” (CH87). Leisure, to this participant, meant relaxing and doing what he enjoyed (CH88). In the past the participant played soccer and swam in squads. He stopped swimming as he became bored and the swimming club he belonged to was no longer operating, he would take up new activities again or undertake either swimming or soccer (CH89).

4.2.10.5 Level 1b Summarising and Packaging the Data

Code	Description	Code	Description
CH83	Watch anime pretty much every day.	1RC22	Individual passive activity
		1RC32	Same activity on multiple occasions weekly
CH84	Karate. Three times a week. I've got a black belt. About five years.	1RC20	Joint physical activity with other/s
		1RC56	Leisure enables achievement
		1RC60	Master a skill
		1RC32	Same activity on multiple occasions weekly
		1RC5	Formally directed
CH85	Karate, a flyer went around and my [foster carer] looked at it and thought we could do that.	1RC12	Exploiting opportunities
CH86	[leisure friends] No not really..	1RC70	No friends involved in leisure
CH87	I do make friends here and there	1RC34	Friends and belonging
		1RC72	Relaxed attitude to friendship
CH88	[leisure to me is] Relaxation, like when, [I] do what I enjoy.	1RC15	Self-directed
		1RC6	Feelings of enjoyment
CH89	[Past activities I have participated in are] soccer and swimming. Swimming squads. I kind of got bored of and soccer, the club I played for is no more. It's gone. I would do them again. I'm happy doing whatever..	1RC39	Discontinued a socialised activity
		1RC15	Self-directed

Table A177 Leisure Characteristics to First Round Categories: Case Study 9

The participant undertook individual passive leisure every day (1RC22) and on multiple occasions weekly (1RC32). He participated in joint physical activity with others (1RC20). He used leisure to enable achievement (1RC56) and was able to master a skill (1RC60). He participated in the same activity on multiple occasions weekly (1RC32) that was formally directed (1RC5)

He exploited leisure opportunities (1RC12) that were presented to him. He had no friends involved in his leisure (1RC70). He demonstrated a relaxed attitude to friendship (1RC72) and searched for friends and belonging (1RC34). Leisure meant feelings of enjoyment (1RC6) and was self-directed (1RC15). The participant discontinued a socialised activity (1RC39) at his own choosing (1RC15).

4.2.10.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.10.6.1 Repackaging and Aggregating the Data

Code	Description	Code	Description
1RC39	Discontinued a socialised activity	2RC12	Interrupted leisure
1RC70	No friends involved in leisure	2RC19	No social interaction
1RC20	Joint physical activity with other/s	2RC37	Physical activity
		2RC27	Broad social interaction
1RC22	Individual passive activity	2RC19	No Social interaction
1RC56	Leisure enables achievement	2RC38	Goal Achievement
1RC60	Master a skill		
1RC32	Same activity on multiple occasions weekly	2RC34	Passion for activity
1RC15	Self-directed	2RC35	Intentional
1RC5	Formally directed		
1RC12	Exploiting opportunities	2RC32	Opportunistic about leisure
1RC6	Feelings of enjoyment	2RC5	Positive reaction to leisure
1RC34	Friends and belonging	2RC6	Limited social interaction activity
1RC72	Relaxed attitude to friendship	2RC42	Relaxed attitude

Table A178 First Round Categories to Second Round Categories: Case Study 9

The participant experienced interrupted leisure (2RC12). He had intentional (2RC35) leisure activities with no social interaction (2RC19). The participant had intentionally (2RC35) experienced physical activity for leisure (2RC37) with broad social interaction (2RC27) experienced during the activity. He used leisure for goal achievement (2RC38) where he demonstrated passion for the activity (2RC34). He had experienced, at some point in time, limited social interaction (2RC6).

He intentionally (2RC35) interrupted his leisure activities (2RC12). He was opportunistic about leisure (2RC32). Leisure, to this participant, was utilising a relaxed attitude (2RC42) with positive attitudes (2RC5).

4.2.10.6.2 Identifying Themes

4.2.10.6.2.1 Final Aggregation of Codes

Code	Description	Code	Description
2RC6	Limited social interaction activity	T7	Disassociated
2RC19	No social interaction		
2RC37	Physical activity	T10	Activity
2RCR38	Goal achievement	T9	Goals
2RC12	Interrupted leisure	T3	Disrupted
2RC42	Relaxed attitude	T12	Impromptu
2RC5	Positive reaction to leisure	T1	Purposive
2RC35	Intentional		
2RC32	Opportunistic about leisure	T5	Initiative
2RC27	Broad social interaction	T6	Associated
2RC34	Passion for activity	T14	Commitment

Table A179 Second Round Categories Aggregated to Themes: Case Study 9

The participant's leisure was Disassociated (T7) He experienced self-directed activities with no, or limited, social interaction involved.

The participant's leisure did involve Active (T10) leisure. The participant undertook one activity that involved physical activity during his leisure time, on multiple occasions during the week.

The participant used leisure for Goals (T9). He was able to practice a skill for a physical activity on multiple occasions during the week, in order to master it.

Leisure was Disrupted (T3) for this participant. The participant self-directed the interruption of leisure activities that included social interaction.

The participant took up Impromptu (T12) opportunities during his leisure and had a relaxed attitude towards leisure.

The participant's leisure was Purposive (T1), in that he self-directed his involvement in all of his leisure participation and self-directed the interruption of leisure activities. The purpose of his leisure activities appears to be to choose activities to enjoy and to matter.

The participant demonstrated Initiative (T5) in his leisure. He undertook opportunities to participate in a new leisure activity when they were offered to him.

The participant experienced Associated (T6) leisure. The participant undertook leisure activity with a group friends.

The participant demonstrated Commitment within his leisure (T14). Through his passion for his karate.

4.2.10.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T1 Purposive	CH83 Watch anime pretty much every day CH84 Karate. Three times a week. I've got a black belt. About five years CH88 [leisure to me is] Relaxation, like when, [I] do what I enjoy. CH85 Karate, a flyer went around and my [foster carer] looked at it and thought we could do that.
T7 Disassociated	CH83 Watch anime pretty much every day CH86 [leisure with friends] No not really CH87 I do make friends here and there.
T5 Initiative	CH85 Karate, a flyer went around and my [foster carer] looked at it and thought we could do that. CH88 [leisure to me is] Relaxation, like when, [I] do what I enjoy.
T9 Goals	CH84 Karate. Three times a week. I've got a black belt. About five years
T12 Impromptu	CH87 I do make friends here and there.
T3 Disrupted	CH89 [Past activities I have participated in are] soccer and swimming. Swimming squads. I kind of got bored of and soccer, the club I played for is no more. It's gone. I would do them again. I'm happy doing whatever
T10 Active	CH84 Karate. Three times a week. I've got a black belt. About five years
T6 Associated	CH84 Karate. Three times a week. I've got a black belt. About five years
T14 Commitment	CH84 Karate. Three times a week. I've got a black belt. About five years

Table A180 Characteristics Linked to Themes: Case Study 9

Confirming potential themes produced the following results.

T1: Purposive contains 4 of a possible seven leisure characteristics (57%); CH83, CH84, CH85, CH88.

T7: Disassociated contains 3 of a possible seven leisure characteristics (42%); CH83, CH86, CH87.

T5: Initiative contains 2 of a possible seven leisure characteristics (29%); CH85, CH88.

T9: Goals contains 1 of a possible seven leisure characteristics (14%); CH84.

T12: Impromptu contains 1 of a possible seven leisure characteristics (14%); CH87.

T3: Disrupted contains 1 of a possible seven leisure characteristics (14%); CH89.

T10: Active contains 1 of a possible seven leisure characteristics (14%); CH84.

T6: Associated contains 1 of a possible seven leisure characteristics (14%); CH84.

T14 Commitment contains 1 of a possible seven leisure characteristics (14%); CH84.

4.2.10.6.2.3 Reverse Thematic Analysis

Characteristics	Themes									Total
	T1				T7					
CH83 Watch anime pretty much every day.	T1				T7					2
CH84 Karate. Three times a week. I've got a black belt. About five years.	T1			T6		T9	T10		T14	5
CH85 Karate, a flyer went around and my [foster carer] looked at it and thought we could do that.	T1		T5							2
CH86 [leisure with friends] No not really.					T7					1
CH87 I do make friends here and there.					T7			T12		2
CH88 [leisure to me is] Relaxation, like when, [I] do what I enjoy.	T1		T5							2
CH89 [Past activities I have participated in are] soccer and swimming. Swimming squads. I kind of got bored of and soccer, the club I played for is no more. It's gone. I would do them again. I'm happy doing whatever.			T3							1
Total	4	1	2	1	3	1	1	1	1	

Table A181 Reverse Thematic Analysis: Case Study 9

The reverse analysis produces the following result

CH83: is related to two themes, T1 and T7

CH84: is related to five themes, T1, T6, T9, T10 and T14

CH85: is related to two themes, T1 and T5

CH86: is related to a single theme, T7

CH87: is related to two themes, T7 and T12

CH88: is related to two themes, T1 and T5

CH89: is related to a single theme, T3

4.2.10.6.2.4 Classifying Themes

In this case study, classification results in one primary theme; T1: Purposive; two secondary themes; T7: Disassociated and T5: Initiative; and six sub-themes, T3: Disrupted, T6: Associated, T9: Goals, T10: Active, T12: Impromptu and T14: Commitment.

Primary Themes

T1 Purposive

Of the four leisure characteristics that fall within this theme, all were self-directed actions to participate in, or interrupt, an activity. The participant undertook individual passive and physical activities. The purpose of this participant's leisure seems to be based on freely chosen activities, as well as his passion for one. His leisure demonstrates a willingness to try a variety of activities to find activities of benefit to him. For example, he interrupted leisure activities as he became bored. This participant clearly self-directs his leisure activities.

Secondary Themes

T7: Disassociated

Of the three leisure characteristics that fall within this theme, all involve no, or limited, social interaction. The participant demonstrated purpose in his choices for leisure to be disassociated from others. He sometimes undertook activities completely by himself. For example, he watched Anime on television every day.

T5 Initiative

This participant demonstrated initiative through his ability to be opportunistic with leisure. He commenced a new leisure activity after seeing a promotional flyer.

Sub Themes

T3 Disrupted

This participant chose to disrupt his leisure activities when he thought it necessary. He interrupted two activities by choosing not to participate. He explained about getting bored with an activity. Even though he experienced disrupted leisure, it was seen as positive act by the participant. He stated that he could do them again if he chose to, but he was happy do 'whatever'.

T6 Associated

The participant experienced activities that were associated with others. Although, being associated with others was not the main reason for participation. There are people present within these activities due to the nature of the leisure activity itself.

T9 Goals

This participant used his leisure to achieve goals. Through his participation in karate he was able to earn a high level of skill. The participant stated that he was happy doing whatever he chose, implying that his then current leisure suited his needs.

T10 Active

This participant undertakes physical leisure activity. He undertook karate 3 times per week.

T12 Impromptu

The participant took a relaxed approach to friendships within his leisure activities. His activities and skill development appear to be the aim of the engagement as opposed to the development of friendships. For example, he stated that he does not really participate in leisure with his friends, but that he does make friends here and there.

T14 Commitment

The participant demonstrated commitment in his approach to leisure activity in particular, he undertook the same activity on multiple occasions every week.

The lists of themes and sub themes found for this case study are as follows:

Primary Themes: Purposive

Secondary Themes: Disassociated, Initiative

Sub-themes: Disrupted, Associated, Goals, Active, Impromptu and Commitment.

4.2.10.7 Conclusion to Case Study 9

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall leisure environment within which the participant undertook activities was one where he was free to make choices. His foster family supported and encouraged his leisure participation. The participant had tried a variety of individual and group based leisure activities, participating in activities that he enjoyed undertaking for the purpose of developing skills.

The participant focused on activities of his choosing with the focus of the activity not being on the development of friendships but the activity itself. He had undertaken active and team based activities in the past but became bored with these and had chosen to be involved in individually focused leisure.

Case Study 11 Analysis

4.2.11.1 Introduction

Case study 11 involves a male participant, aged 9 years who attended primary school. At the time of interview this participant had changed school four times since entering the OOHC system, at the age of eight months. The number of the participant's family changes was not known. He was currently in foster care with the same family his birth sister.

4.2.11.2 Leisure

The participant rode his bike after school and played football informally when he could, with friends. He enjoyed drawing on canvas when he could. He spent Sundays attending church with his foster family. He stated that he had six school friends.

4.2.11.3 Reflections on the Interview

The participant was a young person who answered questions politely and demonstrated patience whilst waiting for each question. His voice became excited and slightly raised when he spoke of activities he enjoyed.

4.2.11.4 Analysis-Level 1a- Creating a Text to Work on

4.2.11.4.1 Leisure Characteristics

Code	Leisure Characteristic s
CH100	Mostly go around and ride my BMX outside. Sometimes I go to the park which is like 10 minutes away.
CH101	On the weekends, this weekend we're going to netball so we get up early. Do all the stuff we have to do. Set the tent up, tables, chairs, water, set everything up
CH102	If there's like canvasses and that at my house because I have some. I'll just sit down and start drawing stuff
CH103	Mostly bike riding. That's what I mostly do. I'm usually outside seeing if my friends are there and if they are I end up going out with them.
CH104	I'm mostly doing burnouts, doing wheelies on it because I can actually go up and do a wheelie for about two minutes. It's quite hard to do. Because you've got to balance yourself while you're up there and keep peddling. Not all the time. I have two bikes. One of them is a black one, a normal BMX. The other one is a BMX Mongoose with black rims.
CH105	Sunday we'll go to church and then we will go out for lunch and then we'll come back and just sit down and watch TV.
CH106	[In the past I was] Mostly going outside and playing with my football and my team mates that used to come around but now they don't. Because they've moved further out. So from where we live, they live out - do you know where, what's that station again? Do you know [suburb].
CH107	Yeah, there's two new people I met that are [casual] friends so I go down and play with them sometimes
CH108	I can't because I've got bad eyesight. I'm blind in one eye and my vision in the eye that I see out of is not very good either
CH109	Teaches you how to get more socially involved with other people to learn how to actually do it and to get involved in it
CH110	[I enjoy KiC because] Being able to listen to music

Table A182 Leisure Characteristics and Coding: Case Study 11

This participant mostly rode his BMX bike around outside his house, sometimes he rode about 10 minutes away to the park (CH100). On Saturdays he would go to the netball courts, with his foster father and birth sister where he would set up tables, tents, chairs, water and any other equipment for a netball club (CH101). On Sundays he attended church with his foster family and birth sister, they usually went out for lunch as well, then home to watch television (CH105).

The participant rode his bike to see if his friends were outside so they could play together (CH103). He spent most of his bike riding time doing burnouts and wheelies and he could do this for about two minutes, although he admitted to it being quite hard to do because you need to balance yourself (CH104).

In the past he played football with his team mates. He was now unable to do this as his friends had moved away (CH106). He had met two new casual friends and would play with them sometimes (CH107). He believed he could not play organised football as he was blind in one eye and had poor vision in the other (CH108).

He enjoyed sitting down and drawing on canvases at his house (CH102), and also enjoyed attending the KiC club as he was able to listen to music there (CH110).

He stated that leisure taught him how to be more socially involved with people, so he could get involved, with them (CH109).

4.2.11.5 Level 1b Summarising and Packaging the Data

Code	Description	Code	Description
CH100	Mostly go around and ride my BMX outside. Sometimes I go to the park which is like 10 minutes away.	1RC33	Individual physical activity
		1RC15	Self-directed
CH101	On the weekends, this weekend we're going to netball so we get up early. Do all the stuff we have to do. Set the tent up, tables, chairs, water, set everything up	1RC5	Formally directed
		1RC8	Activity directed by another
CH102	If there's like canvasses and that at my house because I have some. I'll just sit down and start drawing stuff	1RC3	Leisure to create art
CH103	Mostly bike riding. That's what I mostly do. I'm usually outside seeing if my friends are there and if they are I end up going out with them.	1RC34	Friends and belonging
		1RC12	Exploiting opportunities
CH104	I'm mostly doing burnouts, doing wheelies on it because I can actually go up and do a wheelie for about two minutes. It's quite hard to do. Because you've got to balance yourself why you're up there and keep peddling. Not all the time. I have two bikes. One of them is a black one, a normal BMX. The other one is a BMX Mongoose with black rims.	1RC33	Individual physical activity
		1RC60	Master a skill
		1RC59	Learn a skill
		1RC56	Leisure enables achievement
		1RC5	Formally directed
CH105	Sunday we'll go to church and then we will go out for lunch and then we'll come back and just sit down and watch TV.	1RC5	Formally directed
		1RC68	Foster family facilitates leisure
CH106	[In the past I was] Mostly going outside and playing with my football and my team mates that used to come around but now they don't. Because they've moved further out. So from where we live, they live out - do you know where, what's that station again? Do you know [suburb].	1RC18	Stopped activity with friends
		1RC34	Friends and belonging
		1RC76	Discontinued activity not by choice
CH107	Yeah, there's two new people I met that are [casual] friends so I go down and play with them sometimes	1RC30	Infrequent activity with friends
		1RC34	Friends and belonging
		1RC12	Exploiting opportunities
CH108	[I can't play football or team sport] because I've got bad eyesight. I'm blind in one eye and my vision in the eye that I see out of is not very good either	1RC48	Stopped leisure due to health risks
CH109	Teaches you how to get more socially involved with other people to learn how to actually do it and to get involved in it	1RC59	Learn a skill
		1RC75	Insight into leisure needs
		1RC34	Friends and belonging
CH110	[I enjoy KiC because] Being able to listen to music	1RC22	Individual passive activity
		1RC6	Feelings of enjoyment

Table A183 Leisure Characteristics to First Round Categories: Case Study 11

This participant undertook self-directed (1RC15) individual physical activity (1RC33). On the weekends he engaged in activity formally directed by another (1RC8). When he had the time he used leisure to create art (1RC3) at home.

He mostly exploited opportunities (1RC12) where he could to try and make friends and belonging (1RC34) and undertook individual physical activity (1RC33) to learn a skill (1RC59), master a skill (1RC60) and was able to use leisure to enable an achievement (1RC56).

On Sundays he was formally directed (1RC5) by his foster family in facilitated leisure (1RC68) when he attended church and related activities.

In the past, he had stopped activity with friends (1RC18) that had delivered friendships and belonging (1RC34). However, it was not his choice to do so (1RC76) He was experiencing infrequent activity with friends (1RC30).

He had previously stopped leisure due to physical limitations (1RC48). He was utilising leisure to learn a skill (1RC59) with opportunities for friends and belonging (1RC34). He had insight into his leisure needs (1RC75).

He had feelings of enjoyment (1RC6) in undertaking individual passive activity (1RC22).

4.2.11.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.11.6.1 Repackaging and Aggregating the Data

Code	Description	Code	Description
1RC33	Individual physical activity	2RC37	Physical activity
		2RC46	Individual leisure
1RC15	Self-directed	2RC35	Intentional
1RC5	Formally directed		
1RC8	Activity directed by another		
1RC3	Leisure to create art	2RC2	Application of imagination
1RC60	Master a leisure skill	2RC38	Goal Achievement
1RC56	Leisure enables achievement		
1RC22	Individual passive activity	2RC8	Passive activity
		2RC6	Limited social interaction
1RC34	Friends and belonging	2RC6	Limited social interaction
1RC18	Stopped activity with friends		
1RC30	Infrequent activity with friends		
1RC76	Discontinued activity not by choice		
1RC68	Foster family facilitates leisure		
1RC48	Stopped leisure due to health risks	2RC12	Interrupted leisure activities
1RC59	Learn a skill	2RC29	Leisure teaches
1RC75	Insight into leisure needs	2RC38	Goal achievement
1RC12	Exploiting opportunities	2RC32	Opportunistic about leisure
1RC6	Feelings of enjoyment	2RC5	Positive reaction to leisure

Table A184 First Round Categories to Second Round Categories: Case Study 11

The participant undertook individual leisure (2RC46) that involved physical activity (2RC37). He participated in activities that were intentional (2RC35) and involved limited social interaction (2RC6). At home, he used leisure to apply imagination (2RC2). He engaged in leisure for goal achievement (2RC38). He experienced positive reaction to leisure (2RC5) with passive activity (2RC8). Across his leisure activities he had limited social interaction (2RC6) and tried to be opportunistic about leisure (2RC32). This participant had experienced interrupted leisure activities (2RC12). He believed leisure teaches (2RC29).

4.2.11.6.2 Identifying Themes

4.2.11.6.2.1 Final Aggregation of Codes

Code	Description	Code	Description
2RC37	Physical activity	T10	Activity
2RC8	Passive activity	T13	Passive
2RC35	Intentional	T1	Purposive
2RC5	Positive reaction to leisure		
2RC2	Application of imagination	T2	Creative
2RC38	Goal Achievement	T9	Goals
2RC6	Limited social interaction	T7	Disassociated
2RC46	Individual leisure		
2RC12	Interrupted leisure activities	T3	Disruption
2RC29	Leisure teaches	T11	Learning
2RC32	Opportunistic about leisure	T5	Initiative

Table A185 Second Round Categories Aggregated to Themes: Case Study 11

This participant's leisure was Active (T10). The participant engaged in individual physical activity.

The participant engaged in Passive (T13) leisure activity, individually, and enjoyed listening to music at the KiC Club.

This participant's leisure was Purposive (T1). He experienced leisure that was intentionally self-directed as well as formally directed at times by another.

His leisure demonstrated Creative leisure (T2). The participant applied imagination through using leisure to create art.

The participant used leisure to achieve Goals (T9), when he was presented with the opportunity to choose the activity.

This participant's leisure was Disassociated (T7). His leisure involved limited or no social interaction. He had infrequent activity with friends, as well as an activity that was discontinued by others. He had stopped activity with friends and was looking for new friends and belonging within his leisure time.

He had Disrupted leisure (T3). The participant's leisure activities were interrupted as he was stopped from participating due to health risks.

The participant used leisure for Learning (T11) He believed that leisure taught him a skill.

The participant's leisure displayed Initiative (T5). When he could be, he was opportunistic about leisure through the exploitation of opportunities.

4.2.11.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T7 Disassociated	<p>CH100 Mostly go around and ride my BMX outside. Sometimes I go to the park which is like 10 minutes away</p> <p>CH103 Mostly bike riding. That's what I mostly do. I'm usually outside seeing if my friends are there and if they are I end up going out with them</p> <p>CH105 Sunday we'll go to church and then we will go out for lunch and then we'll come back and just sit down and watch TV</p> <p>CH106 [In the past I was] Mostly going outside and playing with my football and my team mates that used to come around but now they don't. Because they've moved further out. So from where we live, they live out - do you know where, what's that station again? Do you know [suburb].</p> <p>CH107 Yeah, there's two new people I met that are [casual] friends so I go down and play with them sometimes</p> <p>CH109 Teaches you how to get more socially involved with other people to learn how to actually do it and to get involved in it</p>
T1 Purposive	<p>CH100 Mostly go around and ride my BMX outside. Sometimes I go to the park which is like 10 minutes away</p> <p>CH101 On the weekends, this weekend we're going to netball so we get up early. Do all the stuff we have to do. Set the tent up, tables, chairs, water, set everything up</p> <p>CH105 Sunday we'll go to church and then we will go out for lunch and then we'll come back and just sit down and watch TV</p> <p>CH110 [I enjoy KiC because] Being able to listen to music</p>
T9 Goals	<p>CH104 I'm mostly doing burnouts, doing wheelies on it because I can actually go up and do a wheelie for about two minutes. It's quite hard to do. Because you've got to balance yourself why you're up there and keep peddling. Not all the time. I have two bikes. One of them is a black one, a normal BMX. The other one is a BMX Mongoose with black rims.</p> <p>CH109 Teaches you how to get more socially involved with other people to learn how to actually do it and to get involved in it</p>

Continued overleaf

Theme	Characteristics
T10 Active	<p>CH100 Mostly go around and ride my BMX outside. Sometimes I go to the park which is like 10 minutes away</p> <p>CH104 I'm mostly doing burnouts, doing wheelies on it because I can actually go up and do a wheelie for about two minutes. It's quite hard to do. Because you've got to balance yourself why you're up there and keep peddling. Not all the time. I have two bikes. One of them is a black one, a normal BMX. The other one is a BMX Mongoose with black rims.</p>
T11 Learning	<p>CH104 I'm mostly doing burnouts, doing wheelies on it because I can actually go up and do a wheelie for about two minutes. It's quite hard to do. Because you've got to balance yourself why you're up there and keep peddling. Not all the time. I have two bikes. One of them is a black one, a normal BMX. The other one is a BMX Mongoose with black rims.</p> <p>CH109 Teaches you how to get more socially involved with other people to learn how to actually do it and to get involved in it</p>
T5 Initiative	<p>CH103 Mostly bike riding. That's what I mostly do. I'm usually outside seeing if my friends are there and if they are I end up going out with them</p> <p>CH107 Yeah, there's two new people I met that are [casual] friends so I go down and play with them sometimes</p>
T13 Passive	CH110 [I enjoy KiC because] Being able to listen to music
T2 Creative	CH102 If there's like canvasses and that at my house because I have some. I'll just sit down and start drawing stuff
T3 Disrupted	CH108 [I can't play football or team sport] because I've got bad eyesight. I'm blind in one eye and my vision in the eye that I see out of is not very good either

Table A186 Characteristics Linked to Themes: Case Study 11

The derivation of themes produced the following results:

T7: Disassociated contains 6 of a possible eleven leisure characteristics (55%); CH100, CH103, CH105, CH106, CH107, CH109.

T1: Purposive contains 4 of a possible eleven leisure characteristics (36%); CH100, CH101, CH105, CH110.

T9: Goals contains 2 of a possible eleven leisure characteristics (18%); CH104, CH109.

T10: Active contains 2 of a possible eleven leisure characteristics (18%); CH100, CH104.

T11: Learning contains 2 of a possible eleven leisure characteristics (18%); CH104, CH109.

T5: Initiative contains 2 of a possible eleven leisure characteristics (18%); CH103, CH107.

T13: Passive contains 1 of a possible eleven leisure characteristics (9%); CH110.

T2: Creative contains 1 of a possible eleven leisure characteristics (9%); CH102.

T3: Disrupted contains 1 of a possible eleven leisure characteristics (9%); CH108.

4.2.11.6.2.3 Reverse Thematic Analysis

Characteristics	Themes									Total
CH100 Mostly go around and ride my BMX outside. Sometimes I go to the park which is like 10 minutes away.	T1				T7		T10			3
CH101 On the weekends, this weekend we're going to netball so we get up early. Do all the stuff we have to do. Set the tent up, tables, chairs, water, set everything up	T1									1
CH102 If there's like canvasses and that at my house because I have some. I'll just sit down and start drawing stuff		T2								1
CH103 Mostly bike riding. That's what I mostly do. I'm usually outside seeing if my friends are there and if they are I end up going out with them.			T5	T7						2
CH104 I'm mostly doing burnouts, doing wheelies on it because I can actually go up and do a wheelie for about two minutes. It's quite hard to do. Because you've got to balance yourself why you're up there and keep peddling. Not all the time. I have two bikes. One of them is a black one, a normal BMX. The other one is a BMX Mongoose with black rims.						T9	T10	T11		3
CH105 Sunday we'll go to church and then we will go out for lunch and then we'll come back and just sit down and watch TV	T1				T7					2

Continued overleaf

Characteristics	Themes									Total
CH106 [In the past I was] Mostly going outside and playing with my football and my team mates that used to come around but now they don't. Because they've moved further out. So from where we live, they live out - do you know where, what's that station again? Do you know [suburb].					T7					1
CH107 Yeah, there's two new people I met that are [casual] friends so I go down and play with them sometimes				T5	T7					2
CH108 [I can't play football or team sport] because I've got bad eyesight. I'm blind in one eye and my vision in the eye that I see out of is not very good either			T3							1
CH109 Teaches you how to get more socially involved with other people to learn how to actually do it and to get involved in it					T7	T9		T11		3
CH110 [I enjoy KiC because] Being able to listen to music	T1								T13	2
Total	4	1	1	2	6	2	2	2	1	

Table A187 Reverse Thematic Analysis: Case Study 11

The reverse analysis produced the following results:

CH100: is related to three themes, T1, T7 and T10

CH101: is related to a single theme, T1

CH102: is related to a single theme, T2

CH103: is related to two themes, T5 and T7

CH104: is related to three themes, T9, T10 and T11

CH105: is related to two themes, T1, and T7

CH106: is related to a single theme, T7

CH107: is related to two themes, T5 and T7

CH108: is related to a single theme, T3

CH109: is related to three themes, T7, T9 and T11

CH110: is related to two theme, T1 and T13

4.2.11.6.2.4 Classifying Themes

In this case study classification results in one primary theme; T7: Disassociated; One secondary theme, T1: Purposive; and seven sub-themes, T9: Goals, T10: Active, T11: Learning, T13: Passive, T5: Initiative, T2: Creative, T3: Disrupted.

Primary Themes

T7 Disassociated

This participant's leisure involved, for the most part, individual play. For example, he rode his BMX bike outside. He undertook activities on the weekend directed by his foster family. For example, he sat up an area for the netball club for his foster father on Saturdays and attended church on Sundays.

When this participant did have free time he looked for opportunities where he could be with or make friends. For example, he mentioned having previously played with friends who have moved away. At the time of the interviews he had just made two new friends.

He mentioned that leisure was teaching him how to be more socially involved.

Secondary Themes

T1 Purposive

The purpose of this participant's leisure was first to undertake activities that his foster father believed were appropriate. For example, on the weekends he went to netball and did what he had to do. Second, when he had opportunities for free time he sometimes tried to make friends.

Sub-themes

T9 Goals

This sub-theme contains 2 leisure characteristics that relate to goals. The participant used leisure on his own to teach himself an activity as well as develop more skills within the activity. He believed the goal he reached within leisure was a challenging one. This is demonstrated by his comments on being able to do wheelies on his bike and trying to keep balance and peddle at the same time. The participant also stated that leisure was able to teach him social skills so he could learn to be involved with people.

T10 Active

This sub-theme contains two leisure characteristics. Both involve the participant riding his bike around outside. He had two different styles of bikes to use.

T11 Learning

This sub-theme contains two leisure characteristics. The participant used his individual leisure activities to learn and develop new skills. He learnt leisure activity skills as well as other skills during his leisure. For example, he learnt how to do wheelies on his bike. He also learnt other skills for example how to be more socially involved during his leisure time.

T13 Passive

This sub-theme contains two leisure characteristics. This participant used creativity in his passive leisure. The participant enjoyed drawing on canvases and enjoyed listening to music whilst at the KiC Club.

T5 Initiative

This sub-theme contains two leisure characteristics. The participant uses his initiative to develop social relationships. For example, he rode his bike outside in the hope of finding friends to play with.

T2 Creative

This sub-theme contains one leisure characteristic. When at home the participant used leisure for creative purposes. He liked to draw on canvases.

T3 Disrupted

This sub-theme contains 1 leisure characteristic that relates to disrupted. The participant believed that he was not able to play organised team sport due to his poor eyesight.

Primary Themes: Disassociated.

Secondary Themes: Purposive

Sub-themes: Goals, Active, Learning, Passive, Initiative, Creative, Disrupted

4.2.11.7 Conclusion to Case Study 11

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall picture for this case is one where the participant undertook many of his activities alone, not by his choice. He had experienced disruption within his leisure and demonstrated initiative with both passive and active leisure undertaken where he could learn and meet personal goals with socialisation a key element of his leisure.

The participant was keen to create friendships and improve his social skills through the use of leisure. He had obligated scheduled activity with his foster family that impacted upon the time available for leisure. When he had time available he was keen to go outside and play with individuals.

Case Study 12 Analysis

4.2.12.1 Introduction

Case study 12 involved a male participant, aged 14 years, who attended high school. At the time of interview this participant had changed school three times since entering the OOHC system at the age of seven years. He attended behavioural school two days per week.

4.2.12.2 Leisure

The participant stated he spent four hours per week on leisure. This consisted of playing his electronic Nintendo DS, watching the lifestyle channel television programming that his foster carer recorded for him ahead of time, to ensure his viewing time was monitored, and taking guitar lessons from the internet. His foster carer directed other activities such as journal writing and using the Bible as a resource to copy from. He undertook leisure activities every Friday with his case worker instead of attending school. He stated that he had seventeen school friends.

4.2.12.3 Reflections on the Interview

This interview, unlike any of the other interviews, was completed with the participant's primary foster carer in attendance. The foster carer answered some of the questions and prompted answers to, or appeared to give the participant permission to answer, other questions. The participant appeared to approve of this and see it as due course. The foster carer also told me that the participant could not be given any choices in his life. He presented as a nervous adolescent who was unsure of his abilities or direction. The information presented here is a result of the participant's responses to questions and the foster carers comments have not been included.

4.2.12.4 Analysis-Level 1a- Creating a Text to Work on

4.2.12.4.1 Leisure Characteristics

Code	Leisure Characteristic
CH111	A variety of things. I like to play my [electronic] DS [game], I go out, I sometimes watch the TV or relax, read a book
CH112	Guitar lessons. Journal Writing Probably come out and watch TV maybe, that would be a good option, yep Oh whatever [foster carer] picks.
CH113	.[Leisure] For me it means you know, it's like having a bit of leisure time, like a bit of free time, a bit of time in your space, a bit of time in your personal [space]
CH114	[I like coming to KiC],Like learning about new things and all that, that really gets me in a bind
CH115	I recommend [for KiC] pretty much anything like you know pretty much anything I recommend.

Table A188 Leisure Characteristics and Coding: Case Study 12

This participant undertook a variety of activities in his free time, such as playing his electronic DS game, sometimes watching TV or just relaxing and reading a book (CH111). He engaged in guitar lessons, undertook journal writing and perhaps watched TV or whatever his foster carer chose (CH112). Leisure for this participant meant having a bit of free time in his own personal space (CH113). He enjoyed attending the KiC club as he liked to learn new things and this really excited him (CH114). He recommended pretty much anything for the KiC Club (CH115).

4.2.12.5 Level 1b Summarising and Packaging the Data

Code	Description	Code	Description
CH111	A variety of things. I like to play my [electronic] DS [game], I go out, I sometimes watch the TV or relax, read a book	1RC7	Individual electronic game playing
		1RC22	Individual passive activity
		1RC15	Self-directed
		1RC71	Informal leisure choices
CH112	Guitar lessons. Journal Writing Probably come out and watch TV maybe, that would be a good option, yep Oh whatever [foster carer] picks.	1RC77	Leisure to create performance
		1RC71	Informal leisure choices
		1RC22	Individual passive activity
		1RC4	Directed by foster family
CH113	[Leisure] For me it means you know, it's like having a bit of leisure time, like a bit of free time, a bit of time in your space, a bit of time in your personal [space]	1RC71	Informal leisure choices
		1RC58	Leisure as a diversion
CH114	[I like coming to KiC], Like learning about new things and all that, that really gets me in a bind	1RC74	Leisure offers excitement
		1RC59	Learn a new skill
CH115	I recommend [for KiC] pretty much anything like you know pretty much anything I recommend.	1RC71	Informal leisure choices

Table A189 Leisure Characteristics to First Round Categories: Case Study 12

This participant undertook individual electronic game playing (1RC7) that he self-directed (1RC15) as an informal leisure choice (1RC71). This involved individual passive activity (1RC22). He was directed by his foster family (1RC4) with an informal leisure choice (1RC71) where he participated in individual passive activity (1RC22) for leisure to create a performance (1RC77).

Leisure for this participant was informal leisure choices (1RC71) where leisure could provide diversion (1RC58). He enjoyed attending the KiC club as it offered excitement (1RC74), diversion (1RC58) and the opportunity to learn a new skill (1RC59). His recommendations for the KiC club were informal leisure choices (1RC71).

4.2.12.6 Level 2 Repackaging and Aggregating the Data and Identifying Themes

4.2.12.6.1 Repackaging and Aggregating the Data

Code	Description	Code	Description
1RC7	Individual electronic game playing	2RC8	Passive activity
1RC22	Individual passive activity	2RC6	Limited social interaction activity
1RC15	Self-directed	2RC35	Intentional
1RC4	Directed by foster family		
1RC74	Leisure offers excitement	2RC5	Positive reaction to leisure
1RC59	Learn a new skill	2RC29	Leisure teaches
1RC71	Informal leisure choices	2RC42	Relaxed attitude
1RC77	Leisure to create performance	2RC2	Application of imagination
1RC58	Leisure as a diversion	2RC39	Leisure enabling escape

Table A190 First Round Categories to Second Round Categories: Case Study 12

This participant was involved in passive activity (2RC8) with limited social interaction (2RC6) and this was intentional (2RC35) on the part of his foster carer. He experienced positive reactions to leisure (2RC5). Where it was used to teach (2RC29). He displayed a relaxed attitude (2RC42) where leisure allowed the application of imagination (2RC2). Leisure enabled an escape for this participant (2RC39)

4.2.12.6.2 Identifying Themes

4.2.12.6.2.1 Final Aggregation of Codes

Code	Description	Code	Description
2RC35	Intentional	T1	Purposive
2RC5	Positive reaction to leisure		
2RC8	Passive activity	T13	Passive
2RC29	Leisure teaches	T11	Learning
2RC42	Relaxed attitude	T12	Impromptu
2RC2	Application of imagination	T2	Creative
2RC39	Leisure enabling escape	T8	Enabling
2RC6	Limited social interaction	T7	Disassociated

Table A191 Second Round Categories Aggregated to Themes: Case Study 12

This participant's leisure was Purposive (T1). He engaged in leisure that was intentional and experienced positive reactions to leisure. The participant experienced self-directed and directed leisure. The purpose of this participant's leisure was that which was directed by his foster family. He could only watch television shows that his foster carer selected and pre-recorded for him.

He engaged in Passive (T13) leisure. The participant undertook passive leisure where he played individually on his electronic game when he had the opportunity. In his free time, he also read a book at times or watched pre-recorded television.

The participant's leisure involved Learning (T11). He used leisure to learn a new skill, for example at the KiC Club.

He demonstrated Impromptu (T12) behaviours in his leisure when he had the choice. He demonstrated a relaxed attitude to leisure with his informal leisure choices. When he did make recommendations for the KiC Club he suggested that any activity would be ok.

He used leisure for Creative (T2) activities. He applied leisure for imagination, using leisure to create a performance via his guitar lessons and journal writing activities, both directed by his foster carer.

The participant used leisure for Enabling (T8). He used leisure as an escape or a diversion. The participant viewed leisure as a bit of free time in his personal space.

His leisure was Disassociated (T7). All of the participant's activity involved limited social interaction and individual passive activities. He participated in activities on his own at home, every Friday with his case worker and other activities that were directed by his foster carer.

4.2.12.6.2.2 Confirming Potential Themes

This section, displays the relationship between the leisure characteristics and potential themes. This is done in part to confirm the derivation of the potential themes and in part to provide a direct and observable relationship between potential themes and leisure characteristics.

Theme	Characteristics
T12 Impromptu	CH111 A variety of things. I like to play my DS, I go out, I sometimes watch the TV or relax, read a book. CH112 Guitar lessons. Journal Writing Probably come out and watch TV maybe, that would be a good option, yep Oh whatever [foster carer] picks. CH113 [Leisure] For me it means you know, it's like having a bit of leisure time, like a bit of free time, a bit of time in your space, a bit of time in your personal [space]. CH115 I recommend [for KiC] pretty much anything like you know pretty much anything I recommend.
T1 Purposive	CH111 A variety of things. I like to play my DS, I go out, I sometimes watch the TV or relax, read a book. CH112 Guitar lessons. Journal Writing Probably come out and watch TV maybe, that would be a good option, yep Oh whatever [foster carer] picks. CH114 [I like coming to KiC],Like learning about new things and all that, that really gets me in a bind.
T13 Passive	CH111 A variety of things. I like to play my DS, I go out, I sometimes watch the TV or relax, read a book.
T11 Learning	CH114 [I like coming to KiC],Like learning about new things and all that, that really gets me in a bind.
T2 Creative	CH112 Guitar lessons. Journal Writing Probably come out and watch TV maybe, that would be a good option, yep Oh whatever [foster carer] picks.
T8 Enabling	CH113 [Leisure] For me it means you know, it's like having a bit of leisure time, like a bit of free time, a bit of time in your space, a bit of time in your personal [space].
T7 Disassociated	CH112 Guitar lessons. Journal Writing Probably come out and watch TV maybe, that would be a good option, yep Oh whatever [foster carer] picks.

Table A192 Characteristics Linked to Themes: Case Study 12

The derivation of themes produced the following results:

T12: Impromptu contains 4 of a possible five leisure characteristics (66%); CH111, CH112, CH113, CH115

T1: Purposive contains 3 of a possible five leisure characteristics (60%); CH111, CH112, CH114.

T13: Passive contains 1 of a possible five leisure characteristics (20%); CH111.

T11: Learning contains 1 of a possible five leisure characteristics (20%); CH114.

T2: Creative contains 1 of a possible five leisure characteristics (20%); CH112.

T8: Enabling contains 1 of a possible five leisure characteristics (20%); CH113.

T7: Disassociated contains 1 of a possible five leisure characteristics (20%); CH112.

4.2.12.6.2.3 Reverse Thematic Analysis

Characteristics	Themes							
	T1	T2	T7	T8	T11	T12	T13	
CH111 A variety of things. I like to play my DS, I go out, I sometimes watch the TV or relax, read a book	T1					T12	T13	3
CH112 Guitar lessons. Journal Writing Probably come out and watch TV maybe, that would be a good option, yep Oh whatever [foster carer] picks.	T1	T2	T7			T12		4
CH113 [Leisure] For me it means you know, it's like having a bit of leisure time, like a bit of free time, a bit of time in your space, a bit of time in your personal [space]				T8		T12		2
CH114 [I like coming to KiC], Like learning about new things and all that, that really gets me in a bind	T1				T11			2
CH115 I recommend [for KiC] pretty much anything like you know pretty much anything I recommend.						T12		1
Total	3	1	1	1	1	4	1	

Table A193 Reverse Thematic Analysis: Case Study 12

The reverse analysis produced the following results:

CH111: is related to three themes, T1, T12 and T13

CH112: is related to four themes, T1, T2, T7 and T12

CH113: is related to two themes, T8 and T12

CH114: is related to two themes, T1 and T11

CH115: is related to a single theme, T12

4.2.12.6.2.4 Classifying Themes

In this case study classification results in two primary themes, T12: Impromptu and T1: Purposive; no secondary themes; and five sub-themes, T7: Disassociated, T8: Enabling T13: Passive, T11: Learning, T2: Creativity.

Primary Themes

T12 Impromptu

The participant's leisure involves an impromptu approach. When given the opportunity to experience leisure he took a relaxed approach to the activities he undertook. For example, he discussed watching on television whatever his foster carer picked.

Leisure for this participant involved space, time and his own person. He specifically mentioned leisure as being free, personal time with his own space.

T1 Purposive

When the participant's foster parent was not directing his leisure, this participant's leisure involved, for the most part, individual directed leisure. The purpose of this participant's leisure appeared to be directed leisure approved by his foster carer. The foster carer pre-records documentaries on television for him to watch. When this participant was given the space and time to freely choose his own leisure his purpose was to escape and relax.

Secondary Themes

T8 Enabling

The participant used leisure for diversionary purposes. The participant undertook freely chosen leisure with an escape in mind. For example, he would read. The participant described the purpose of leisure as enabling escape. He stated that leisure was a bit of free time in his own space.

T13 Passive

This theme contains one leisure characteristic. The participant undertook passive leisure. For example, he read a book, watched TV or played his electronic DS game.

T1 Learning

This theme contains one leisure characteristic. He spoke of the enjoyment he experienced when he was learning during leisure activities. For example, he mentioned getting positive feelings when he learned.

T2 Creative

This theme contains one leisure characteristic. The participant was involved in activities that allowed him to express his creativity. These activities were directed by his foster carer. The activities include guitar lessons from the internet. He also undertook journal writing that was directed by his foster carer.

T7 Disassociated

This theme contains two leisure characteristics. The participant undertook a large part of his leisure alone. He did undertake leisure that was directed by his case worker, but it was also alone. He participated in guitar lessons that were sourced from the internet.

Primary Themes: Purposive, Impromptu

Secondary Themes: Disassociated, Enabling, Passive, Learning, Creativity.

4.2.12.7 Conclusion to Case Study 12

The abstraction process has resulted in the themes mentioned above and they offer the following view.

The overall leisure experience for this participant is one of restriction and lack of choice, with the choices of activities made by the foster carer. Large amounts of his leisure were spent alone and directed and monitored by his foster family.

The participant met regularly with his case worker where they took him to participate in leisure activities. Many of the activities that he participated in with his case worker and foster family were not seen as leisure. He had a clear view that leisure, to him, involved relaxation and time in his own space. He enjoyed activities that were challenging and learning orientated.