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#toylikeme



“My best friend is barbie, even though she only has one arm she’s increadibal”

Using representative toys to influence attitudes of Scottish children to disability.

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Current Research: Scotland

Funding has allowed us to develop our pilot further in Scotland with the addition of several quantitative measures.

Same repeated measures mixed-methods design

Data from 5 schools in Edinburgh

$N = 293$ 7 –11 yos, mean age, 9.74 years

Sex: 128 girls, 143 boys, 11 non-binary, 11 missing.



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Additional Measure: Shanarri

The Shanarri Wheel (Scottish Government, n.d.)



Shanarri the Calamari



Further Questionnaire Measures

Time 1

Shanarri, 10 items, e.g., 'I am kind to myself' $\alpha = .823$

Empathy, 'When someone else cries, I feel upset' 3 items, $\alpha = .736$


Chedoke-McMaster Attitudes Towards Children with Handicaps (CATCH) (1986) affective / behavioral intentions scales, e.g., 'I would introduce a disabled person to my friends' 10 items, $\alpha = .774$,

Time 2

Chedoke-McMaster Attitudes Towards Children with Handicaps (CATCH) (1986) affective / behavioral intentions scales, 10 items, $\alpha = .870$

Can you use the balloon scale to answer these questions?

Put a tick in the circle that shows your answer

	not at all	a little bit	quite a lot	very much
				
I like school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to try new things at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I am part of my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe when I am at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People listen to me at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have friends I can trust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am kind to myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like who I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Further Additional Items

Time 1

- Do you have a disability?
- Do you know someone who does?
- Qualitative exploration of disability definition

Time 2

- Do you know someone who does?
- Qualitative exploration of disability definition

Thinking about disability:

What do you think "having a disability" means?

Do you have a disability? Circle your answer:

Yes

No

I don't know

Do you know anyone who has a disability? Circle your answer:

Yes

No

I don't know

Can you say more about that?

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Videos and Pupil Response Booklets


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TLM QMU Project Video 1 Pupil Introduction




Which is your favourite? Write that down for us.

TLM QMU Project Video 2 Pupil Assent and Booklet Part 1

Name.....

Toy Like Me
Scotland

Pupil Booklet





What is a disability?

- **Time 1**

- *I think having a disability is something you can't control*
- *Not having the ability as normal people*
- *Having a disability is basically having a disadvantage*
- *Having a disability means you can't do things that other people can*
- *Having a handicap in life. But that handicap can have some advantages but mostly a disability means having a disadvantage*
- *I think it's sad*
- *Being less able*
- *It's a superpower*

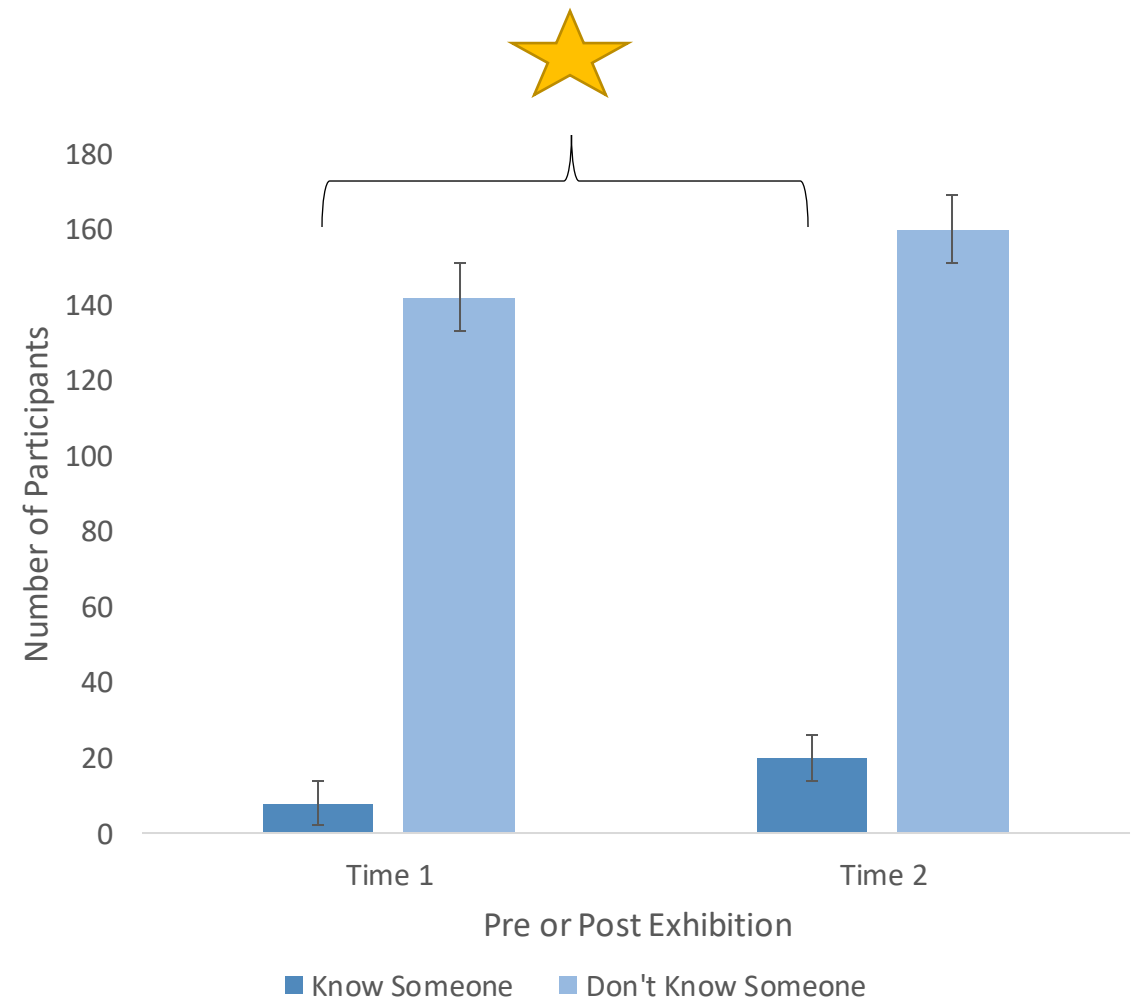
- **Time 2**

- *Being different to other people*
- *When you can't do something that someone else can do*
- *Can't do everything the same as others*
- *I think it means your body can be different and process in a different way it does not mean their body doesn't work properly, that is negative. Just say it in a more proper and kinder way.*
- *It means having a disadvantage to most things, but sometimes it can be an advantage, and sometimes you see them do crazy stuff*
- *I think it's just different*



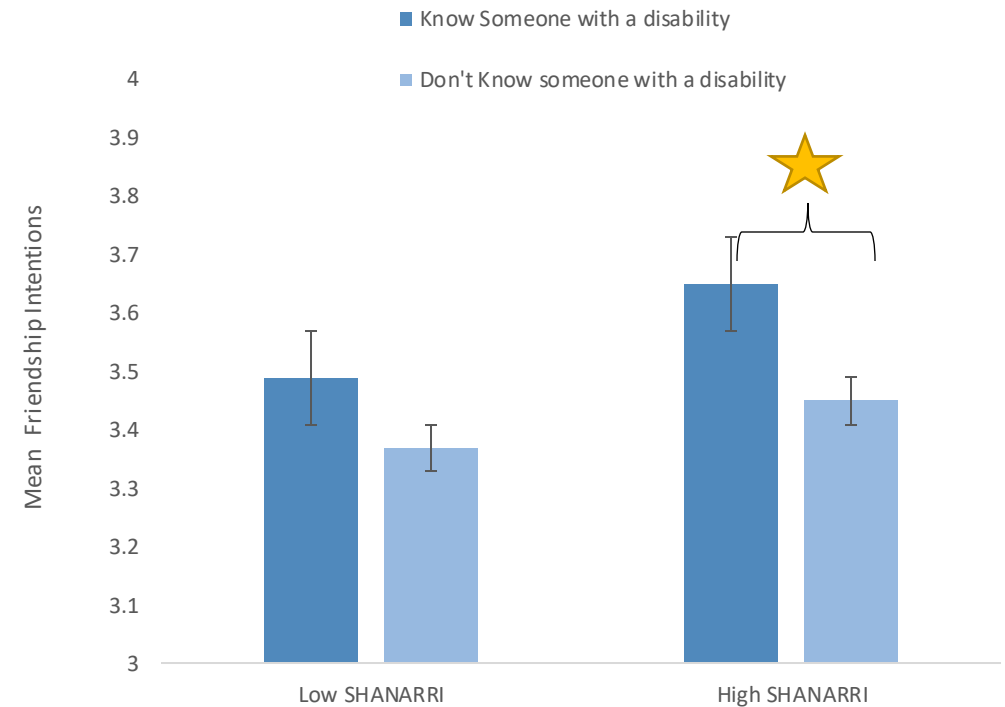
Identifying disability

Even in schools not visited by a disabled researcher (3 out of 5), children were significantly more likely to say that they knew someone with a disability after viewing the exhibition.



Changing Perspectives

Non-disabled children who said they knew someone with a disability had significantly higher friendship intention scores than those who did not know someone with a disability - and even more so when they had higher SHANARRI wellbeing indicator scores.

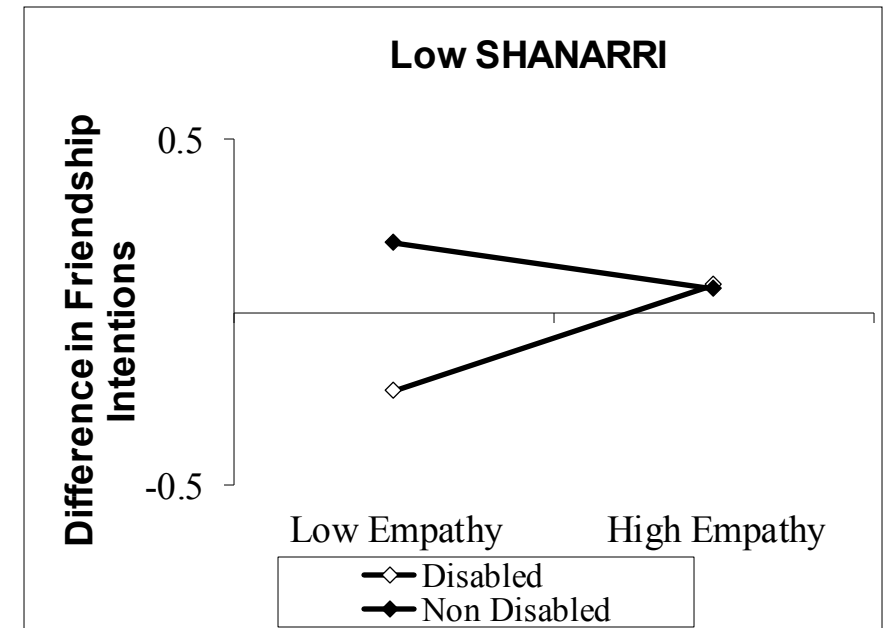
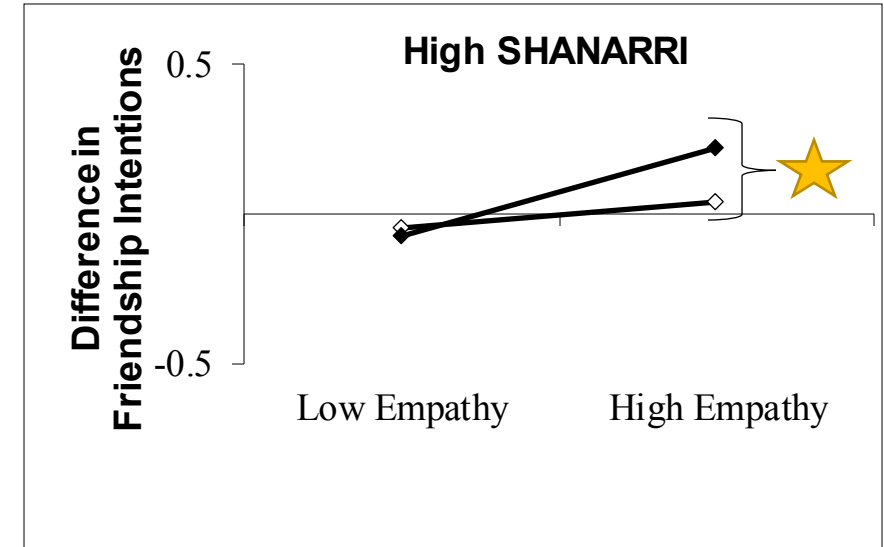


Friendship Intentions

T-tests showed that children who declare a disability have lower SHANARRI wellbeing, higher empathy with other children and higher friendship intentions towards disabled children than those who do not **before the exhibition**.

Regression modelling showed a three-way interaction between Empathy, SHANARRI wellbeing scores and whether children had a disability on **changes in their friendship intention** from pre and post exhibition.

This was driven by children with high empathy and well-being scores having a greater change in friendship scores when they had no disability compared to having a disability.



Qualitative data themes

Stories were analysed thematically looking for codes centering around core understanding of disability:

- Affect (+ve/-ve)
- Disability (+ve/-ve)
- Relationships
- Activity
- Paternalism (kindness)
- Also coded where there was no disability mentioned in the story.

- A range of attitudes and perceptions expressed in the children's stories e.g. stories representing a medical understanding of disability; that there is "something broken", or "that needs to be fixed", and with a reliance on a medical professional to help.
- Other examples showed a more positive attitude towards disability, an assertion that this should not lead to limitation. There is a tendency for the use of language that leads to an understanding that these characters are achieving goals "despite" their disability.
- "Doing for" was evident in many stories, framed as kindness, and often as well received and appreciated.
- Evidence of adaptive and inclusive behaviours



Pre-exhibition stories

*We went to the movies, shows and the shops but for the first time **I noticed that her leg looked odd.** I asked her "**why does your leg look odd?**" She replied with "I have a prosthetic leg, **I hope we can still be friends**" she said and **sadly I replied** "yes of course" and we were friends ever since.*

*Once upon a time I woke up from my sleep, my plush Dragg was gone. I searched everywhere except the fridge...**DRAGY WAS ALIVE!** He was eating all the honey! But then **he fell on his ear...** 1 day later...**He was at the Doctors** and **now he has a disability.** At least he can't hear the watch that rings every single day...*



*I'm playing in the playground when I hear someone teasing a person in the wheelchair. **I decide to step in.** Once **I've gotten him out of the mess** I find his name is Bob Brenton and he's really good at basketball. When my friends arrive I introduce him to Bob and we decide to play basketball. My friends really like Bob so I ask if he wants to play basketball tomorrow. He says yes and we all go home.*



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Post-exhibition stories

*"It was about 2PM and me and my best friend were going to go to a playpark. **When we arrived there was an amazing swing for wheelchairs and that was great because he had one***



*I went outside to meet my friend we walked to school and when we arrived **I had to help him into his seat because he used crutches.** At break time me and all my friends played table tennis. **Jack was really good at it despite using crutches.** All of my friends thought that **Jack's crutches were really cool** and when we walked home **Jack told me that this as one of the best days of his life.***

Mr potato has a "disability" but that **doesn't mean it disables him from doing anything that we can do well...Sometimes** but we don't treat him differently because he is the kindest "human" ever everybody likes him



*Today my toy came to life, so did my other one, we went flying on one of them. **I made sure there was a seat that the one with a walking stick could sit on** when we went for a walk in the park. **I made sure my toy with a walking cane wasn't left behind.***



Mapping to the CfE

#TOYLIKEME LINKS TO MAINSTREAM CURRICULUM

KS1

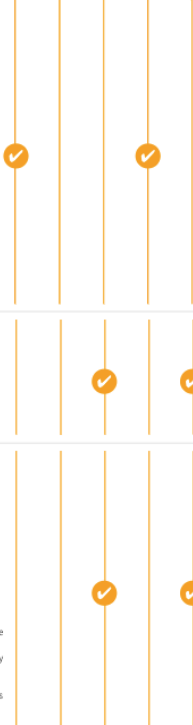
Core Subjects CURRICULUM LINKS TO KS1

English
Enable pupils to speak and write fluently so they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. To promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word.

Maths and Numeracy
Pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

Science
To enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. (continues...)

- Exhibition: You've got Mail! & Get Chatting
- Wheelchair & Hearing Aid Colouring Sheets
- Transform an old toy to a new #Toylikeme
- Class Challenge: Who's disabled?
- Design a fantasy building with wheelchair access
- Design a playground for children with mobility issues
- Re-design a building to accommodate mobility issues
- How can buildings be more disability friendly?
- Class Challenge: Who's disabled?
- Junk modelling - disability friendly home
- Wheelchair ramp challenge



First Level

CfE Tracker

CfE First Level Literacy and English

Talking about deafness	Talking about limb difference	Class challenge
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E & O	K & U Skills			
Listening and talking				
Enjoyment and choice				
I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.	I can select texts or subjects to talk about or to watch and listen to.			
	I can explain why I enjoy particular texts.			
I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a	I enjoy creating my own texts and in doing so I make my own decisions about subject, purpose, format and audience.			
Tools for listening and talking				
When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a	I can listen for specific information or instructions.			
	I can talk to people in different contexts and change my manner, tone and the vocabulary I use according to the situation.			
	I can recount information or answer questions about what I have heard to demonstrate my understanding.			
I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. ENG 1-03a	I can use pace, gesture, expression and emphasis when I'm talking and I am aware that these are all part of effective communication.			
	I can choose words carefully to match my audience or purpose.			



Summary

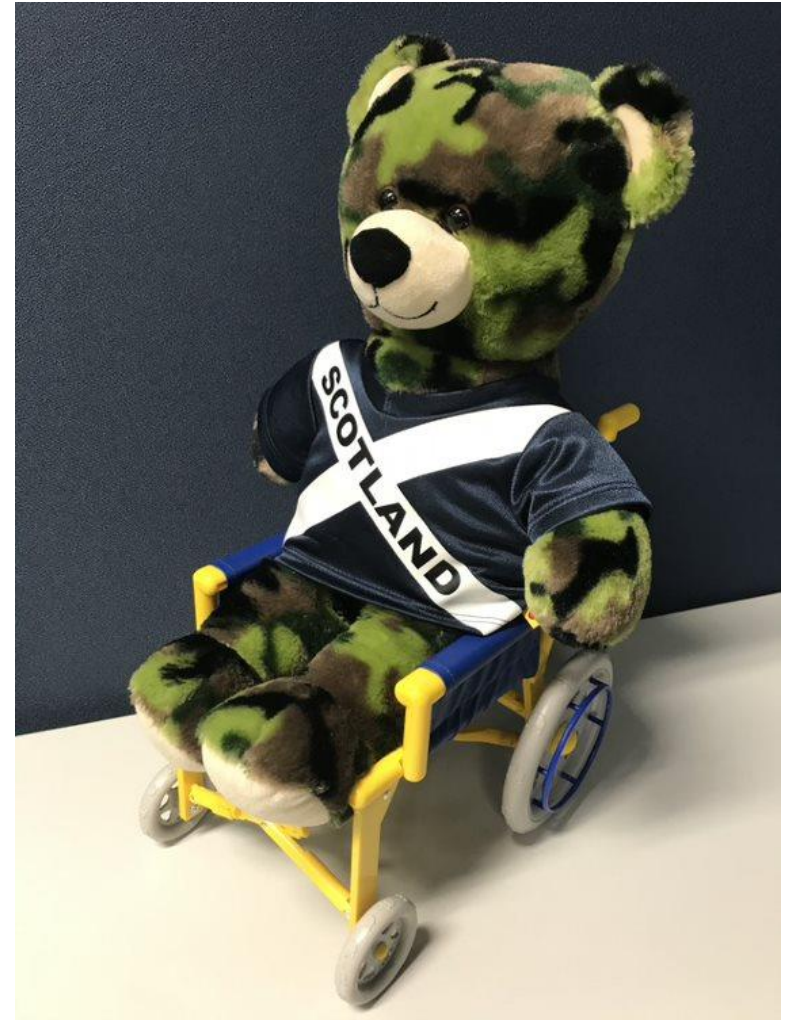
- Changes in discourse and intentions are seen in our evaluation, as we compare responses before and after the exhibition.
- Resources have been mapped to the CfE with many more opportunities for increasing the accessibility and reach of the resources in partnership with stakeholders.
- Our next steps will see these resources further developed through consultation with teachers, pupils and other stakeholders to develop a fully accessible suite of resources hosted by QMU as a not-for-profit social enterprise.



Thank you for listening

- Please follow our progress on Twitter @QMU_Toy_Research
- With thanks to the QMU Innovation Fund, especially Miriam Smith;
- to Rebecca Atkinson and Karen Newell at ToyLikeMe, <https://www.toylikeme.org/>;
- to the students in our ToyBox Research Group for their hard work in transcription and analysis;
- And to our fantastic participants for all their hard work.

- Any questions?



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