

Case Studies: Children with Fabrics

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Introduction

In my development for my multi textural children's book I am undertaking case studies which include a range of fabrics and textures within my illustrations, to get an understanding of what children and children with specific needs are interested in, I am going to go to sensory play groups with in my area and observe the children with my products. I will take on that I need to understand is safety with children from this I looked at a range of books such as (insert books here), this includes how to handle children, speaking to children and the ethics that come along with it. I am doing this so that my development work is aimed for children and children with specific needs and that the fabric and materials that are chosen are suitable for them.

What is ethics?

Ethics, is used for when dealing with professional content such as dealing with children, I am taking on that role so therefore I have researched into what ethics is. I found out that ethics is what not to do. By this it means being careful on what information you let out and confidentiality, I found out this information for the book Ethics (Seedhouse, 2009). I researched further into ethics and found that ethics has no right or wrong only morals and confidentiality, I am no trained professional in ethics, however I am raising an awareness that the case studies that I am undertaking are discussed in a professional and moral way, I am not including any ethics such as name, age, gender and location. I am only going to be observing the children and them with my projects, I am not including names, they'll be referenced as child A,B,C etc. this so that their identity is protected. If I encounter a child with a learning difficulty and disability, I am asking for permission to mention their learning difficulty and disability but under ethics I am not including their names, age, gender or location for protection purposes. I am able to do this as I have a DBS check and have taken consideration towards ethics. I have done this as I want my project to be taken seriously as I have based the multi textual children's book on children and children with specific needs. Due to the research I've done this will benefit me for when I do my teacher training in near future.

The problems of practice

Under any circumstances if there was a problem I am prepared to make any changes. By this I am prepared to being told I can not attend a sensory play group, this could be because of me being a student, not the right time or place and being accepted. I am prepared for some children not wanting to cooperate with the task at hand, or that parents or guardians

have declined my case studies. I am taking on the responsibility so that it shows I am a dedicated designer who can accept changes within my work. I am preparing myself for these problems as I can not always guarantee companies or schools will allow myself to observe their classes. This gets me prepared for the near future in becoming a teacher and professional designer.

Search for morality

The morals I am undertaking are human rights, by this I am observing children and I will have to accept that some children's parent or guardian won't want their child being observed. From this I have taken up a set of rules which I am following. Those rules are including. Not mentioning any ethical information which I covered in what is ethics, Understand observing children and making sure my project is health and safety approved which will be provided in my ethics form. I am doing this so that I follow the correct format on working with children, observing children and children with specific learning needs. This is done so that I do not have any resentment in my case studies. I am undertaking morals because with in my case studies I want my multi textual children's book to be acceptable for everyone which includes children with specific needs and to do so I am understanding what they want and how it works for them. This is to benefit my case studies within my case studies and my understanding with moral principles.

Ethical responsibilities

I plan to take ethical responsibilities. These responsibilities include recognising principles which are moral principles and the values that come with it. Basically I'm following my rules which I stated in search for morality and making sure I understand ethics. This is considered when working with children and observing them. Doing this will interact with my observing in a sensory playgroup and in my case studies. Knowing the responsibilities that I will be taken when doing my case studies shows my dedication towards my project and provide evidence in my near future within education and design work.

Observing children

This is my format on what my intentions are for working with children and observing them for my project. This includes objectives such as step by step of what I'm doing and what the projects are to be shown for the children. Preparations that need to be made, example the projects and looking into fabrics. Getting the children and parents or guardians involved and what they'll be doing with in the short periods of time so that I can make observations. The purpose of why it's necessary, what it's needed for and the outcome with the observation. These will benefit my development because it shows I've taken time to fully understand what my aims are for the multi textual children's book and how I am making sure it helps children and children with specific learning needs.

Objectives

Objectives I am considering are the step by step plans which will consist with information that “shows a role of inconspicuousness in observing children” (Bentzen, 2005), This is so that I have talked about what I did in the sensory play groups and how the progress was made, I’m showing that I have understood the consequences with observing children and the ethics behind it. This also helps with analyzing professionally with ethics and observation. This will improve my case studies and development work. I am following the set rules that I made so that I do not misplace any key factors that might be addressed, an example of this will be the confidentiality within working with children. I am doing this so that my development is taken seriously and that I am showing that my project is favourable for children and their educational needs.

Preparation for observing

I’ve looked at the book on Fabric Manipulation (Singer, 2013) for research in fabrics and safe fabrics, I did this too look at what is acceptable for using around children, In the book it showed organic fabrics such as wool and animal fibres. This book also included on how to naturally dye them with safe chemicals such as plant morants. I did this so that I had understanding on what is safe for children and not wanting allergies or choking hazards to occur when doing my observations. However due to my budgeting I could not afford to dye or prepare animal fibres to create the fabric for my multi textural children’s book so therefore I looked into a cheaper alternative. Before I did that I researched to see if faux fur was safe and I found on intertek website (Intertek.com, 2018) that test engineers researched into labelings such as faux fur and fibres which are safe for children over 36 months. I did this so that I kept the health and safety in mind and was able to carry on with my project. I did this research so that my developments are safe to use around children. This is too show that I acknowledged the safety around children and the importance of was for my multi textual children’s book.

Purpose

The purpose for observing and using ethics is so that I have a clear understanding on what children like and what they would enjoy in a multi textual children’s book. By observing and doing case studies I am able to identify what material they were drawn too and how I can interpret the illustration with in the multi textual children’s book. From this I am able to involve the children with the book and have them pick out which fabric they like the best or which fabric relates to the animal on the illustration; The animal in the illustration is a fox. By doing this I am able to show educational progress and the multi textual children’s book has a fox with fur attached to the body to show it's fur. By educational progress I mean the book is aimed to help children and children with specific needs know what an animal feels like or how they interpret animals. I am doing this so that my case studies are fully equipped for the children’s purpose over my own. With doing this I am prepared to observe over children with

fabrics and the health and safety behind that and what material the children like for the book and their educational needs in learning development. This will benefit for me in the near future in becoming a teacher and designer.

Three aspects of the observation process

In each case study I am taking on the three aspects of observation (Bentzen, 2015). Which are objective description, which will show the records I make with reports on how the children reacted to the fabrics, observing and correctly recording any important information that is shown when the children are interacting with the fabrics. Another aspect is interpretation/explanation, This will be when I go beyond the objective description and i'll go into further detail into the children's behavior with the fabrics. This means i'll describe more meaning into what they liked or how it made them feel while under ethics. Finally in my aspects I'll evaluate each case study, which means applying morals and attitudes while observing. This is so that I have a final outcome of judgement to what the child liked or disliked about the product. I am doing this so that it benefits with my development for the multi textural children's book and understanding what educational needs are expected for children and children with specific learning needs.

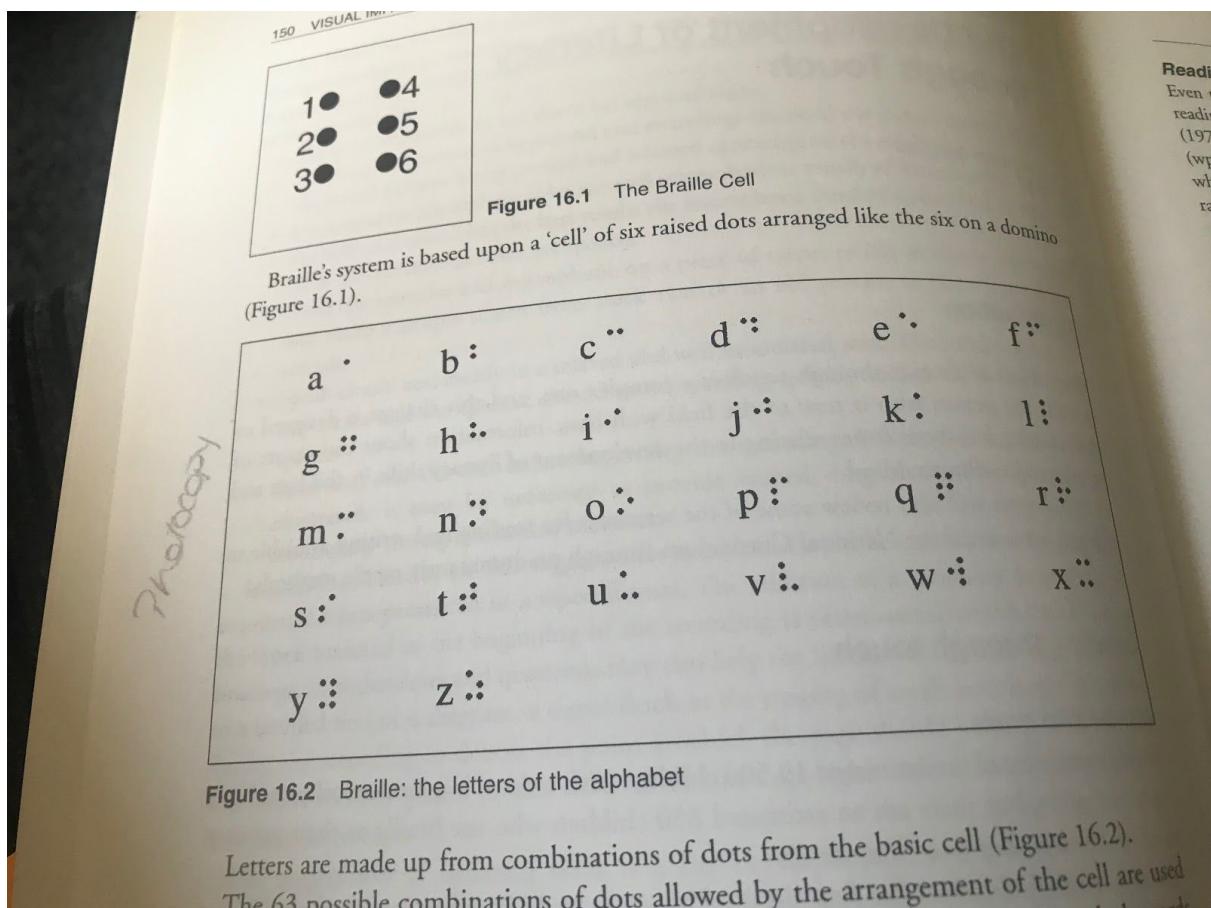
Looking into children with learning difficulties

In my studies and research about learning difficulties you look into the range of learning difficulties like dyslexia. Dyslexia is a difficulty of the brain understanding words and day to day activities. Although dyslexia has many forms and ranges the most common difficulty is reading and writing. However when researching other specific learning difficulties which go in learning disabilities for example dyspraxia. Dyspraxia is a learning difficulty which the brain struggles to do anything with hand eye coordination, it can also affect the abilities to draw, write and perform tasks. I looked into these types of learning difficulties because I am showing an awareness for children with learning difficulties within my artwork seems as I am creating a children's book based on children and children with specific learning difficulties. I am doing this so that I am able to keep in a clear and understanding mind set on what children need from my book.

Looking into children with learning disabilities

In my studies and research I looked into learning disabilities. I have researched into visually impaired, hearing impaired and other forms of special educational needs. I looked into visually impaired and found out about braille. I found a book on visually impairment and

found a section on braille (Mason and McCall, 1997). Here is an image of the section:



From this I have found the alphabet on what to follow for when I do braille in my project experiments. I learned that braille is based on six cells they are the dots and are arranged in ways for children and adults can read. I will be using this information that I've researched and use it to my project development. I've looked into hearing impairment. I found a book about special educational needs and I found information about hearing impairment. I investigated into this and found that hearing impairment can usually interact with high frequencies of sound waves with their hands. I am taking this as a consideration into my multi textual children's book. I could think of ideas on how they are able to interact with my book. I also research into special needs from the special education handbook (Farrell, 2012). This book tells you everything you need to know for educational and special needs. I have considered this book as a reference as I am looking into helping children with special needs and interaction with the multi textual children's book. I did this so that I have a pure understanding into what I needed for my development as a designer.

Case Study

Name of company: Springwell school, Hartlepool

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Email: admin.springwell@school.hartlepool.gov.uk

I. Summary

I have attended Springwell school with my artwork. My work was shown to a group of children with specific learning difficulties. I have attended a class with the teachers present and myself explaining the idea and the story to the teachers and the group of children. The group I observed have specific learning difficulty of which they are visually impaired or immobile. This meant for my group project to be observed with the correct staff so that the group are able to proceed with the activity.

II. Issue to be resolved

My project was a success in some cases more than others. In the group I shown my designs and had a few fabrics that I wanted to test out on the group. Some of the children didn't like certain fabrics. I will proceed with the fabrics that the group didn't like. The fabric I shown was felt, the group reacted uncertain of the fabric and didn't interact as well as I thought they would. This has enabled me to take way the felt from the project. I shown another fabric to the group. I presented velvet to them. The group was introduced to the velvet, The group seem highly unsatisfied with the velvet product therefore I will not be using that for my project. I then shown the group feathers. The group seem to like how the feathers feel and interacted with the feathers due to them being soft and had a tickle cessation when rubbed on the face and hand. My only concern with the feathers and that which I discussed with the teachers was that of the feathers could cause a choking hazard. Some children in the group have a tendency to place things in mouth. Therefore feathers are not the best option for my project. I introduced tissue paper to the group. The group seemed to like the rough effect of the tissue paper and liked how I presented it in a form of a tree or bush. The group interacted well with the tissue paper and seemed to follow the outline of the shape of the tree. Finally I shown the group faux fur. The group interacted extremely satisfied with the faux fur. The group seemed to like how they could understand what animal they were looking for and wanted to keep touching it.

III. Action taken

From my investigations with the group and the teachers. I have presented my fabrics and scaled them down from a few to two materials that I can use. I presented my sketchbook to the group and explained the story. I got feedback from the teachers and reactions from the group. I will explain my reaction from the group. The group seemed to love soft textures and bright colours. The group interacts better with red and yellow colours although the group did interact with my riso graphs which are a fulesant orange. The group reacted pleasantly to the story that I explained. The group seemed to correspond well to the fox in space illustration. Both the group and the teachers found that the hot press vinyl that I presented as a

woodland scene was very effective for all children, this was because the vinyl was shiny and textured lightly. The teachers suggested for my final outcome of the multi textual children's book, that I should consider scratch material and material that is crinkled. This is so that more interaction for those who are visually impaired can be more involved with the book when is created. The teachers also suggested sounds. The idea is to include squeakers, crinkled paper for a ruffle sound and also bells. The teachers also suggested having the outline of the fox to be raised up so that the group could feel for the fox better than just a fur tail or stomach. The teachers also suggested foldover doors so that it's more interactive for the group to use a train of thought to find the fox. An example of this could be a dustbin and having the fox underneath the flap to find the raised outline fox.

IV. Result

The result of my investigation with the group and teachers has been taken to consideration. From the results I have considered the materials that I am going to use are faux fur and tissue paper. I am also taking consideration from the suggestions off the teachers. From this I am going to use sound interaction and other form of tactile materials. I found this to be really useful with in my studies as now I have full understanding for what fabrics and materials are suitable for children with specific needs. I am taking consideration of using bright colours such as red, yellow and fluorescent orange. I am doing this as from my investigation I have found that the group interacts better with the bright colours. This is also for interaction with partially sighted children as reds and yellow help them to be interactive. I am also taking suggestions of the outline being raised up. This will be helpful for the group with visually impairment to be able to vision what a fox looks like by interacting with touch and feel. I have found this to be useful for my final outcome of the multi textual children's book and have a clear understanding.

V. Next Steps

My next steps from this investigation is finalising and creating final products. I have taken suggestion of which I am proceeding with and have made note of what is expected and needed for children with specific learning difficulties. I am taken all my research and suggestion into my project with confidence to create content for the book. By this I am exploring into using vinyl and a screen printing technique together on creating braille and interactive scenes. I have the next step on using faux fur and tissue paper for the textual fabrics. I am also introducing textures that create sound such as crinkle paper, I am also going to use sound interaction where I will use squeakers and bells. I am also considering using folding doors for hidden features as I have found for this to be educational and help mind development to children with specific learning difficulties. I, as a designer have found this case study to be extremely helpful on learning about fabrics and interaction, colour and vision, emotion with sound interaction. I think that doing this case study has developed myself as a designer and as a future educator. I have found new skills to involve in. I have found myself to understand more about creating an image in a tactile way.