**DOCTORAL THESIS**

**Motor impairment in children's literature: perceptions and pedagogy**

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# Motor impairment in children's literature: perceptions and pedagogy

**by**

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And so as readers we find the experience of everyday life irresistibly shifted to the world of the novel where such fundamental life experiences are lived through vicariously. As we identify ourselves with the protagonist of a story, *we* live his or her feelings and actions without having to act ourselves. Thus we may be able to experience life situations, events, and emotions that we would normally not have. Through a good novel, then, we are given the chance of living through an experience that provides us with the opportunity of gaining insight into certain aspects of the human condition.

Van Manen, M. (1990: 70)

Abstract

This project explores how pupils respond to disabled characters encountered in two fictional stories and considers the potential implications such reactions hold for teaching and learning in schools.

The project reviewed three streams of literature, namely books for children in which disabled characters play a part, the literature of disability studies, and literature linked to inclusive education.

The research data set was gathered at group sessions held with a total of 41 pupils in four mainstream primary schools and two schools for SEN pupils. The sessions were recorded on DVD. This data set was analysed using a cluster coding convention and a grounded theory model.

The pupils discussed issues raised by two excerpts from works of fiction in which motor impaired characters play a significant role. The pupils responded actively, coming to grips with complex issues, presenting their own views, discussing the views of others and completing a brief written exercise. The views expressed by the pupils were often supportive of disabled people but critical where the behaviour of the disabled people in the stories warranted criticism.. They rarely used prejudicial language about disabled people and they appeared to be almost unaffected by anti-disabled prejudices .

One group session was held with disabled pupils at a part-boarding, part-day school for disabled pupils from age 7 to 19. These pupils showed a greater awareness of the day to day realities of life for a motor impaired person. They also showed enthusiasm for the use of books to familiarise non-disabled people with disability.

The project also demonstrated that fictional texts featuring motor impaired characters can be used to teach pupils about motor impairment and to encourage them

to think about what it means to be thus disabled. It identified key characteristics of the methods used for research with children. It also identified an opportunity for improved teaching in the area of disability. The KS2 curriculum for Personal, Social and Health Education (PSHE) makes only one mention of disability. Disability could feature more prominently in the curriculum taught by schools and individual teachers.

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Acknowledgements

The Media Services team performed a highly professional and technically expert job recording the group sessions in six schools and producing the DVD recordings.

**1 Introduction**

In this thesis I combine three different areas of research, namely research into children's literature (an area of growing importance in which the University of Roehampton is the national centre), into disability studies and into educational issues. I have encountered very few instances of these three subjects being studied in conjunction with each other.

The thesis contains seven sections, here briefly described. The first section introduces the project on which this thesis is based, explains its scope, its raison d'être, its method and its timeliness. The same section also poses the four research questions the project sets out to address. The second section reviews three streams of relevant literature, namely books for children, the literature of disability studies and the relevant educational literature. Section three deals with methodology and explains the tools used in the project. The same section also summarises the ethical considerations raised by the project, the role of children as co-researchers and the ethical stance of the researcher. The fourth section explains how group sessions were held in schools to acquire data, how the data set was built and how thematic clusters designed for analysis were constructed. The fifth section discusses the four research questions in the light of the views of the pupils expressed in the group sessions and of relevant scholarly evidence. Section six contains the conclusions of the study. The bibliography occupies section seven.

**1.1 Rationale for the project – four key issues**

**1.1.1 First key issue: what was the project?**

How do schoolchildren respond to motor impairment, to wheelchair users, in the books they read? (The focus of my research was on motor impairment, since 'disability' is an all-embracing category. Perceptions relevant to wheelchair users

might be inapplicable to disabled people with different impairments.) In this project groups of pupils were presented with excerpts from fictional texts in which motor impaired characters played a prominent part. The pupils were asked to discuss these texts and complete a written exercise. The sessions were DVD recorded and transcribed verbatim, forming a data set which was then analysed using grounded theory. From this analysis conclusions were drawn relating to children's understanding of disability.

### 1.1.2 Second key issue: why the project was worth undertaking

The project was worth undertaking as a result of disability research conducted in the past six decades. Since the 1950s scholars have been seeking a definition of disability which was precise and defensible. What do we mean when we say someone is 'disabled'? The World Health Organisation expressed a view through its International Classification of Functioning, Disability and Health (ICF). The ICF provided a yardstick for measuring impairment in an individual or a society. The WHO taxonomy became known as the 'medical model'. But the medical model was interpreted by others (not by the WHO) in a particularly restrictive manner. It was claimed to treat all people with a particular impairment as a single group. That was far from the intention of the WHO but it earned the medical model a bad reputation. It was said that this model tended to treat all members of a given category as the same, ignoring their individuality and individual needs, treating disability as 'a personal tragedy.' (Hughes, 2002: 62)

A different approach was to define disability in the light of society's failures to make provision for people with impairments, for example by ensuring that buildings were accessible to wheelchair users and equipment usable by blind people.

Such failures on the part of society amounted to a form of oppression. This approach was termed 'the social model'. See Oliver (1996: 22) quoted at 2.2.2.

The advocates of the medical model and the social model engaged in a discussion which sometimes became heated. The two models were depicted as mutually exclusive, so that anyone subscribing to one model was expected to reject the other. In recent years however a further argument has been formulated. The dichotomy between the medical model and the social model is said to be false (Norwich, 1996: 20). The medical model cannot afford to disregard the strengths and weaknesses of social provision. But the advocates of the social model cannot pretend that a wholly beneficent society taking total responsibility for provision would make impairments disappear.

A concept has now emerged known as the 'capability approach'. It argues that a coherent and defensible definition of disability can be achieved only by taking a balanced view both of the individual's impairment and of the social provision for the impairment. Each model can be understood and evaluated only in relation to the other. A discussion of these three ways of thinking about disability appears in section 2.2 of this thesis.

What purpose then will be served by my project? The debate about disability is led by scholars, but is not the exclusive domain of scholars. Jong-Gu Kang (2009: 173) argues that 'the meaning of disability… is produced through social interactions among people and history that give meaning to different types of impairment.' If we accept Kang's thesis, we have a responsibility to see that future generations are capable of taking part in the 'social interactions' that give meaning to disability. My project shows how the process of social interaction can begin even as early as with children at KS2. The pupils in the group sessions express their own views about

disability and the disabled characters in the stories. They discuss how disabled people should be treated and how their claims must be balanced against those of non-disabled people. My project is designed to help pupils raise their voices in Jong-Gu Kang's social interactions.

### 1.1.3 Third key issue: how the project was conducted

Groups of children in six schools were presented with two excerpts from works of fiction in which motor impaired characters appeared. A total of 41 pupils were involved. The adult supervising each session then invited the pupils to discuss what they had heard and perform a written exercise. The sessions were recorded and transcribed. The discussion of these sessions (sections 5 ff.) forms the research nucleus of the project.. Note that throughout this thesis the abbreviation SA is used to represent Supervising Adult.

### 1.1.4 Fourth key issue: the timeliness of the project

This project comes at an appropriate time. The British public appear to hold different and often conflicting views of disabled people. At the time of the London Paralympic Games in 2012, it was claimed that such sporting contests improve public attitudes towards disabled people. But did earlier Games generate such a result? What has been the extent of prejudice towards disabled people in Britain in recent years, and how does any such prejudice manifest itself? A report published in 2008 by Scope, the charity for people with cerebral palsy, sponsored by the United Kingdom's Disabled People's Council, alleged that anti-disabled prejudice manifests itself through hate crime against disabled people. The Scope report claimed that official statistics about such crimes are impossible to come by, since disability hate crime is not a separate offence but only an 'aggravating factor'.

The Scope report (Quarmby, 2008: 61) alleged that disabled hate crime 'appears to be common and widespread'. The report went on to argue (ibid.) that 'casual and institutional disablism is rife in our society'. The Scope report is significant. Its publication was backed by the government of the day, the Metropolitan Police and the Director of Public Prosecutions. But it was not an authoritative research report. It was a manifesto for a change in the law and in public attitudes which made no claim to be objective.

Roulstone and Mason-Bish (2012) shed further light on disability hate crime from the viewpoint of the criminologist.

In 2009 the National Centre for Social Research (NCSR) published its annual British Social Attitudes Survey. The survey assessed how prejudiced people were towards disabled people and how attitudes had changed over time. The question posed (NCSR, 2009: 23) was 'Do you think there is a lot of prejudice towards disabled people in general, a little, hardly any or none at all?' The resultant figures[1] are shown below.

**NCSR British Attitude Survey: prejudice towards disabled people**

|      | A lot | A little | Hardly any | None | Don't know | Sample size |
|-----:|-------|----------|------------|------|------------|-------------|
| 2009 | 26%   | 53%      | 15%        | 5%   | 1%         | 2282        |
| 2005 | 25%   | 50%      | 17%        | 8%   | 1%         | 3193        |
| 2000 | 35%   | 51%      | 9%         | 3%   | 2%         | 3422        |
| 1998 | 25%   | 51%      | 15%        | 6%   | 2%         | 3139        |

The proportion of respondents believing that there is some prejudice towards disabled people (a lot or a little) was never less than three quarters. The proportion believing there is no prejudice towards disabled people never reached one twelfth. The consistency of these figures over time (apparently unaffected by three Paralympic Games outside Britain staged during the period) suggested that little progress had

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[1] Later surveys in the same NCSR series have not repeated this question.

been made in reducing the level of prejudice towards disabled people over twelve years. That, at any rate, is what the public perceived to be the case.

'The general public believes,' the survey concluded (ibid.) 'that prejudice towards disabled people is widespread.'

It is necessary to generate in Britain an attitude towards disability which is based on evidence rather than on prejudice, on values which are rationally defensible and morally justifiable. This is a cultural issue. My project shows that it is possible for schoolchildren at KS2 to begin the process of developing such values in the classroom, and for educators to create opportunities for them to do so. They will thus play a part in the next important stage in societal progress.

## 1.2 The four research questions

In this thesis I pose and seek to answer four main research questions, listed below.

Q1: When young readers encounter a motor impaired character in a text, what is their spontaneous reaction?

Q2: How do we interpret such reactions? Is it possible to identify any influences (educational, philosophical, cultural or linguistic) which may have played a part in shaping these reactions?

Q3: Is there a difference between the responses of disabled pupils and their able-bodied peers? If so what is its significance?

Q4: What are the possible implications of this research for teaching and learning? These four questions are discussed in section 5 of this thesis. The discussion employs as evidence the views of the children who attended the group sessions, and where appropriate the relevant testimony of disability scholars and educationalists.

**2 Literature review**

Three separate published streams converge, a literary, a disability studies and an educational stream. The project on which this thesis is based stands at the confluence of these three streams.

The first research question posed in this thesis is how schoolchildren respond when they encounter a motor impaired character in a fictional text. The first part of the review of literature offers a brief account of six works of fiction, as examples of the genre, in which young people may encounter such a character. The books cited fall into two categories. Some are contemporary. Others date from the Victorian and Edwardian periods and form a literary canon. In order to understand the importance of this canon, it is essential to recognise that they are still widely read by today's children (see section 2.1 for evidence to this effect). The difference between the values implicit in these two categories of book reflects cultural changes in the past century.

The second research question posed in this thesis asks what factors can be identified as influencing the reactions of schoolchildren to motor impaired fictional characters, such as educational, philosophical, cultural or linguistic factors. Studies in disability help to shape the language used about disability – including definitions of 'disability' itself – as well as the philosophical base on which society builds its policies and actions and the pervasive culture that shapes attitudes towards disabled people. In short disability studies form the necessary context against which to evaluate whatever can be said about disability or disabled people. It is of course unlikely that these pupils have any familiarity with the scholarly research on disability. But they live in the world that such research has partly shaped.

The third research question posed in this thesis focuses on how the disabled pupils in one school (School 6) responded in the group sessions organised as part of the project, as compared with non-disabled pupils.

The final research question asks what pedagogic insights could be derived from the project. Insights into the educational needs of SEN pupils were not relevant to this question. Instead the focus was on how educators can help mainstream pupils to develop attitudes towards disabled people free from anti-disabled prejudice and stereotypes. Attention is also drawn to the curriculum for Personal, Social and Health Education (PSHE) which affords an under-exploited opportunity to encourage positive attitudes towards disability.

The first literary stream to be discussed is that of children's literature, including works of fiction in which motor impaired characters play a prominent part. The same stream also includes critical works commenting on such works of fiction.

The second stream of literature relates to disability studies. In the past half century the volume of this category of literature has expanded. Much of what has been said and written is targeted on attempts to define disability in a way that is coherent and defensible. These studies form at present a necessary conceptual context against which to view whatever can be said about disability.

The third and final literary stream is educational. It engages first with the experience in schools of children with disabilities, a subject which has been studied intensively by disability scholars such as Beckett et al. (2009), Morris (2001) and Gay (2009). It then turns to curricular questions. The curriculum for Personal, Social and Health Education (PSHE) proposes that schoolchildren should be taught to respect differences between people. Disability is cited as a case in point.  Yet, disability receives only this one mention in the published curriculum for PSHE at KS2. There is

an unexploited opportunity for educators to teach pupils about disability and disabled people.

## 2.1 Motor impaired characters in children's fiction: canonical and contemporary values clash

The review of literature now examines a number of fictional texts in which motor impaired characters play a significant part. As well as contemporary novels for children in which motor impaired characters appear (such as the three books described below at 2.1.6 ff.) there is also a canon of such books dating from the Victorian and Edwardian times. Keith (2001:11) comments on their longevity and enduring popularity. Keith's evidence shows that these canonical books are not merely of historical interest but are also widely read by children of the current age.

> The novels I have chosen to write about are those which seem to have given a great deal of pleasure to their readers over the years. All the titles have been in continuous publication since they were first in print. In Great Britain they are all published in the Puffin Classics imprint of Penguin Books. You can find them in almost every bookshop which has a children's department and every library. New editions – illustrated, abridged, paperback, hardback – come out each year… All these stories have been made into television series and/or films, sometimes several times over.

Porter's <u>Pollyanna</u> for example (first published 1913) is described by the Oxford Encyclopedia of Children's Literature (Zipes, 2006 s.v. Porter) as Porter's 'international best seller'. Keith is of course writing of the books included in her critical work, but all the three canonical works described in my review of literature also appear in Keith's list.

The importance of these canonical books is easily misread. Of course they have significance as indicators of the way attitudes towards disability have changed, significance of interest to literary historians. But their importance goes far beyond historical interest. The evidence of Keith cited above shows that despite their age these books have a widespread impact on today's children. In printed book editions

they populate school and public libraries, never out of print. But they have also

crossed the boundaries into other media – sound, TV and film. They must be

considered as an important part of contemporary culture, influencing how today's

children think about disability.

The moral values which underlie these two categories of book – contemporary

and canonical - are very different, as critics such as Keith (2001) and Pinsent (1997)

have demonstrated.

In order to understand how the canonical books and the contemporary books

may influence the views of today's schoolchildren, three examples of each category

will be examined.

## 2.1.1 The Victorian and Edwardian children's canon

Pinsent (1997: 52) makes the difference between canonical and contemporary

books clear.

> There are perhaps few issues about which attitudes have changed more in
> recent years than that of disability… The problem in past texts is partly that of
> language; until recently no one had any scruples about the use of the word
> 'cripple'.

No contemporary author would use the term 'cripple' unless to indicate that the

speaker was unaware of current sensibility. Language however is not the only

consideration. Pinsent explains that the role played by disabled characters in the

canonical books is limited, in much the same way as women were portrayed either as

saints or whores. Disabled characters are seldom portrayed 'simply as themselves'

(ibid.). They are either saintly in their patience or evil and sinister.

Keith points out that the values embodied in the canon derive directly from

earlier traditions sometimes underpinned by fundamentalist religious beliefs. She

quotes a passage from a seventeenth century sermon which might have served as an inspiration to some of the canonical authors. (Keith, 2001: 15)

> The evils that God inflicts are as real a part of his providence as the blessings he bestows… Therefore they are always sent for some wise and holy design.

Pinsent and Keith make clear that disabled characters are not included in these books because the reader might find interest in what they believe or say or do. Their role is to serve as evidence to illustrate some dogmatic belief about the human condition, very often a religious belief, as the following three examples will demonstrate.

Of the eight canonical works considered in Keith's 2001 book, in seven instances the disabled character is female, surely a significant proportion. Only in Burnett (first published in 1911) is the disabled protagonist male. These disabled heroines were expected to show, albeit to a more marked degree, the self-same virtues as were their able-bodied sisters, namely patience, an uncomplaining acceptance of their destiny and a belief that in some mysterious way what happened to them served some higher purpose.

Keith (2001: 87/88) points out the relationship between disabled women and able-bodied women.

> … The ideal girl of the Victorian novel was the one who waited on her father and brothers and by keeping them happy at home, prevented their feet from straying. The female invalid, always at home, would be the perfect comforter, the one who was always there to listen.

The duties and obligations of a disabled female were the same as those of her able-bodied peers, to keep the house running (performing what tasks she could and orchestrating others) and to protect her male relatives from temptation. But in the case of the disabled female, her constant availability for lack of an alternative, made her an even more convenient agent to undertake these tasks.

**2.1.2 God's school of pain: <u>What Katy Did</u>**

In my first canonical example a child's refusal to obey an adult brings misfortune. In <u>What Katy Did</u> (first published in1872) by Susan Coolidge the reader sees a girl of twelve, the oldest of six siblings, paying a high price for an act of disobedience to an adult. As was common in such books, Katy Carr's mother is already an angel[2] in heaven, her name piously mentioned in prayers. Katy is looked after by her Aunt Izzie, whose resources are stretched to and beyond their limits by the six little Carrs. Katy is a problem child. She takes no care of her clothes, hates handicrafts and doesn't care whether she is called good. Aunt Izzie is in favour of order and discipline. Dr Carr, the father, is of course a dear and kind man but also frantically busy with his medical practice. He also has modern ideas on the upbringing of children, favouring adventures and rough and tumble games. Perhaps encouraged by her father, Katy dreams of being a heroine, a warrior princess or a famous artist. But in her heart she knows what she must aspire to, being the good, well-behaved young woman of the Victorian ideal. As she grows up she must be a surrogate mother to her younger siblings, though the prospect depresses her hugely.

Aunt Izzie tells Katy not to use the new swing installed in the wood shed. It has not yet been properly fastened in place, though Izzie does not explain this to Katy. As she swings higher and higher Katy seems to enter a kind of reverie and to leave all her sombre thoughts behind. But then the swing breaks and she falls.

Katy enters a period when her limbs feel heavy and useless and she can do little but reflect sadly on the miserable life she now looks forward to. Her only solace comes from her cousin Helen. Keith (2001: 81) comments that Helen is one of the few characters in novels of this period who is disabled when the reader meets her and who

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[2] Coolidge however used religious themes less frequently in her work than for example Alcott. (Zipes 2006: Vol. 1 s.v. Coolidge).

does not experience either a miracle cure or death. Yet she is not convincing. 'Helen is so perfect and so loving and understanding that the reader knows that she really is an angel.' (Keith, 2001: 81)

As Katy lies wondering whether she will ever recover her mobility, Coolidge delivers her most crucial message. In God's school, 'He teaches all kinds of beautiful things to people.' (Keith, 2001: 85)

> 'It is called The School of Pain,' replied Cousin Helen, with her sweetest smile. 'And the place where the lessons are to be learned is this room of yours. The rules of the school are pretty hard, but the good scholars, who keep them best, find out after a while how right and kind they are. And the lessons aren't easy either, but the more you study, the more interesting they become.'

The lessons Katy must learn are patience, cheerfulness, making the best of things, hopefulness and neatness. Katy's paralysis will last until she is sixteen.

## 2.1.3 The curative power of self-belief: <u>The Secret Garden</u>

The second example of canonical works shows how a disability can be cured by the power of self-belief rather than by religious faith. Frances Hodgson Burnett's <u>The Secret Garden</u> (first published in1911) is a book which in the words of Keith (2001: 95) celebrates 'life, the freedom of the spirit and the restorative powers of the open air. … Children learn to thrive in the open air and the fear of death is renounced.' The parents of Mary Lennox die in a cholera epidemic in India. Mary is sent to live at Misselthwaite Manor with her widowed uncle Archibald Craven, who is described as 'a hunchback'. His son Colin is almost completely bed-bound with a mysterious ailment. Although there is nothing wrong with Colin's back, he is terrified that he is destined to become hunchbacked. Colin is given electric shock treatment in the hope of stimulating his muscles. His very existence is kept secret, Mary discovering him only as a result of her unauthorised nocturnal rambling. Colin and Mary become close. Mary finds that Colin's deceased mother had a garden. She asks

her uncle for permission to tend and restore the garden. When she has done so, Colin reluctantly agrees to visit the garden. After several visits to the secret garden Colin regains the power to walk.

The symbolism of the deformed back is powerful throughout the book. Though Mr Craven is initially the hunchback, as Mary (Burnett, 1993 edition: 95) comes to know him better and to find him more congenial, he becomes 'not so much a hunchback as a man with high, rather crooked shoulders'  Colin is obsessed with the fear of following in his father's footsteps. He expects to have a hunch on his back and to die.

> 'I felt the lump – I felt it,' choked out Colin. 'I knew I should. I shall have a hunch on my back and then I shall die,' and he began to writhe again and turned on his face and sobbed and wailed, but he didn't scream.
> 'You didn't feel a lump!' contradicted Mary. 'If you did it was only a hysterical lump.' (Burnett, 1993 edition: 191)

Two questions remain unanswered: if Colin had been hunchbacked, would Mary (and the author) have lost interest in him? And if indeed Colin's lump was 'hysterical', are psychosomatic symptoms to be lightly disregarded?

Unlike many books dealing with disability at this time, Burnett's book avoids religious messages. Mary and Colin never go to Sunday school. No one tells them that Christ is aware of their every thought and no reverend gentleman appears in the narrative. There are plenty of passages dealing with the question what makes children happy. There are even passages about what makes them good. But both discussions are undertaken in secular terms. Burnett does refer to something she calls 'Magic', but she seems to refer to the capacity for positive thoughts to drive out negative, and of positive thoughts to combat illness and disability.

The book, despite lacking religious appeal, has a distinguished status in the canon of children's literature, as explained by Roderick McGillis

> The Secret Garden is as much a book about children's books as it is a children's book. It demonstrates the Romantic ideology that has dominated children's books at least until recently. By *Romantic ideology* I mean a view of the world that is organic, optimistic, mythic, and symbolic. Misselthwaite Manor is something of a pleasure dome with its gardens and flowers and trees… The children are both noble wild creatures and precious innocents. (McGillis, 2011: 241)

The publication of The Secret Garden marks a turning point in the evolution of books in which disabled characters appear. The idea of 'God's school of pain' is ignored. Disability is no longer viewed as an instrument of the mysterious divine will, but rather as a misfortune which must be combated by the inner strength of the individual, with the help of human friends. Writers and readers of children's fiction were now free to think about disability without attributing it to the exercise of incomprehensible divine powers.

## 2.1.4 Playing the glad game: Pollyanna

The third example of works from the canon presents one of the most celebrated characters in the world of children's literature. When in 1913 Eleanor Hodgman Porter published Pollyanna, her book became an instant best-seller, selling a million copies in its first year. Yet Margery Fisher (1975: 287) described Pollyanna as 'possibly the most exasperating heroine in fiction. Fair, freckled, trusting and indomitably optimistic, she seems the epitome of everything that is priggish and sentimental in the fiction of fifty years ago.'

Pollyanna Whittier becomes an orphan when her clergyman father dies, her mother already being deceased. She goes to live with her maiden aunt Polly. Aunt Polly is irascible. She dislikes children. Pollyanna plays a game she learned from her father, named the 'glad game'. Whenever something unpleasant happens, the game is to think of the good side of it. Concentrate on the silver lining, not the cloud. Aunt Polly finds the game intensely irritating, and the modern reader is inclined to see why.

The people in the local village however respond well to the new arrival. Pollyanna has a genuine skill for cheering people up.

Pollyanna is run over by a motor car and is paralysed by her injuries. No one tells Pollyanna that her spine is injured. She believes she has broken legs and that when they mend she will be returned to full mobility. Meanwhile she plays the glad game with her broken legs. When she learns that her spine is injured and faces the prospect of never walking again, she breaks down. Even the glad game seems to have lost its effectiveness.

The conclusion to <u>Pollyanna</u> shows the eponymous heroine transferred to a distant hospital under an unnamed doctor who has apparently studied cases like hers for years. The book ends with Pollyanna reflecting that no one really appreciates the value of working legs until deprived of them, and expressing the confident hope of walking eight steps tomorrow.

> Perhaps Porter realised that the less said about this anonymous doctor, whose medical skill seemed to be confined to smiling a lot, the more likely the reader would be to swallow it. (Keith, 2001: 153)

Keith interprets this unconvincing ending as evidence that Porter had lost faith in her own construction of disability.

## 2.1.5 Concepts underlying canonical works

The concepts of disability underlying these canonical works have been summarised by both Pinsent and Keith. Pinsent observes that in texts of this period meant for adult readers disabled characters are often depicted as evil. A prime example is the one-legged Long John Silver in <u>Treasure Island</u> (Stephenson, 2003 edition, first published in 1883). In the case of children in contrast Pinsent (1997: 54) suggests the attitudes of authors are more frequently patronising than vilifying.

> Disabled children, however, are more likely to excite pity. I suspect many disabled people would prefer depiction as active characters, even those who are villainous, rather than them always being presented as objects of pity.

Keith (2001: 7) suggests that according to the canonical works 'there is nothing good about being disabled'. It is necessary to analyse the significance of Keith's comment. She is certainly not proposing that any character in the canonical books would opt to be disabled rather than not. She is however suggesting that in the canon such a bleak view is taken of disability that only a few outcomes can be envisaged for a disabled person. Such a person can (like Katy Carr) earn redemption by submission to God's will or (like Colin Craven) by the power of self-belief, or (like Pollyanna Whittier) through the miraculous power of medical genius. In other canonical works a graceful demise is also a favoured resolution. The resolution that is ignored by the authors of the canon is that a person remains disabled but learns nevertheless to lead a useful and satisfying life. The second insight of the canon is that disabled people must learn the same lessons that women have always been expected to learn, namely patience, cheerfulness and making the best of things. The disabled characters in the canon may be pitied rather than punished or victimised but they can never be accepted. Keith implies that they will not have the same rights as other members of society. Finally, impairments must be seen as curable. If a disabled person loves God enough, if she loves herself enough though not more than she loves others, then she will be cured. Keith's analysis (ibid.) of the concepts underlying the canonical works ends with an unwelcome observation.

> Unlike our ideas about women which have changed profoundly since these novels were written, society's ideas about disability and disabled people are not always so different to those held by the Victorians. (Keith, 2001: 7)

**2.1.6 Values underlying contemporary works with motor impaired characters**

Turning to the values underlying contemporary books for young readers in which motor impaired characters appear, profound changes have occurred. The three examples chosen to illustrate these changes are <u>Out of my Mind</u> by Sharon M. Draper (Draper, 2012), <u>The Gift</u> by James Riordan (Riordan, 2004) and <u>A Different Life</u> by Lois Keith (Keith, 1997).

The values underlying many contemporary works in which disabled characters appear show a deeper critical engagement with disabled people – especially disabled children – and a stronger intent to give disabled people a meaningful role in society. Pinsent (1997: 123) explains how such a value system manifests itself.

> The requirements of the Warnock report (1978) that mainstream schools should cater for children with disabilities has brought to the attention of teachers and pupils the needs of such children, and recent literature has generally handled such subjects with more sensitivity. There has also been a much greater sense of self-worth among the communities of those who experience certain kinds of sensory impairment.

Unlike the authors of the canon, modern writers are more inclined, Pinsent suggests, to show an awareness of the social context in which disabled people exist. However not all observers agree with Pinsent's more positive analysis. Keith (2001: 245) argues that the religious values prevalent in many of the novels of the canon, proposing that disability could be cured through love of God, have been replaced in contemporary society by other equally mystical beliefs which she terms 'New Ageism'.

> New Ageism uses the teaching of a number of different religions and philosophies, ancient and modern, to promote the idea that the power to heal is within us all… Such a view of the world replaces traditional religion in providing formulas for dealing with the difficulties of modern life and promote the idea that with the right approach and significant determination, health and happiness (and possibly wealth too) are within the grasp of the individual.

For this review of literature I have selected three contemporary books which present children with an opportunity to think more deeply about motor impairment. The first such book tells the story of a young disabled girl whose progress is halted by the lack of support from her classmates.

### 2.1.7 A voice unheard: <u>Out of my Mind</u>

In Draper's book <u>Out of my Mind</u> (Draper, 2012) Melody Brooks is an eleven year old pupil who is both motor impaired and aphasic. She is educated in the special needs section of a mainstream school in the USA. She hates her learning environment since it is starved of money and resources and underestimates her cognitive ability. At the age of eleven she is still compelled to follow a pre-school curriculum.

Then comes a break-through. Melody is given a communication device known as a Medi-talker. Melody types words on a keyboard and these are enunciated by the machine. At once her intelligence becomes visible. For certain classes she is transferred to the mainstream. The effect of the change on Melody is transformational. The wheelchair which used to be the indicator of her inferior status now becomes a symbol of aggressive power. (Draper, 2012: 102)

> Now when the bell rings, instead of wondering what's happening out there in the halls, I'm out there too. It's awesome. I plough through the crowds in my electric chair like a power mower in thick grass.

The change in Melody's performance and status also affects the way the school staff treat her (ibid: 103).

> During parent conferences earlier this month, my parents came in to meet Mrs Shannon and the other teachers. Instead of leaving me on my own in a corner somewhere, Mrs Shannon pulled me into the circle of teachers who are involved in the inclusion program. She is so great! She patted the arm of my chair and smiled. 'This child's got some serious smarts! She's going to be our star in this program.'

With the help of her communication device Melody not only holds her own with the rest of the pupils but outstrips them. Her main asset is a photographic memory and in consequence a bigger vocabulary than her peers. There are however grounds for her success to be suspect. She works with a Learning Support Assistant. The pupils she is surpassing are quick to express the suspicion that Melody is receiving covert help.

Melody's school is to take part in a national schools quiz league. Trials are held to see who should be picked for the team. In order to counter any possible accusation of cheating, Melody's assistant sets her up for the trial then leaves her on her own. Melody comes top of the trial scores and despite doubts on the part of her peers and of the teacher in charge of the quiz team, is picked to become a competitor.

The team from Melody's school must yet qualify for the national competition by winning their own state championship. They do so, with Melody playing a leading role in the triumph. At last the school team will fly to the national finals, to be held in Washington DC. Melody is excited by the prospect of the journey and the competition, and confident of her ability to play a leading role. But the story is not yet ended. Because of a snow storm the flight arrangements for the team are changed. The teacher in charge of the team neglects to tell Melody's family about the change, but asks Melody's friend Rose to pass on the information. Rose deliberately fails to do so and Melody misses the flight. Without Melody the school team occupies last place in the competition. When Melody challenges them, the teacher Mr Dimming makes feeble excuses about being busy counting people and luggage. He asked Rose to make the call.

> All eyes shift to Rose. She looks at the floor, then slowly she looks at me. A tear runs down her cheek. 'You couldn't have made it there in time anyway. I… I picked up my phone to call you. I flipped it open, then I looked at the rest of the kids on the team.' She pauses.
> I could imagine them standing there, thinking about the chance to be on *Good Morning America*, with that huge trophy… and me.

> Rose continues in a whisper. 'We looked at each other. Everyone made just a tiny headshake – no.' (Draper, 2012: 291)

Melody sees that the team would be happier losing without her than winning with her. Draper's story illustrates how easily aphasic people are automatically regarded as unintelligent. In fact, given the support they need to express themselves, some aphasic people can demonstrate high levels of cognitive ability. Draper also shows how the policies of inclusion can be implemented in ways that fall far short of what such policies are intended to deliver. The technology given to Melody in the form of the communication aid has the potential to transform her academic performance and to reveal skills no one suspected she possessed. However the benefit of such technical assistance is rendered null and void on this occasion because the pupils and her teachers cannot change their attitudes, assumptions and behaviour. Draper also demonstrates (Draper, 2012: 291) what might be termed a group impulse towards rejection. The individuals in her book who would (like Rose) on their own be generous and helpful towards a disabled person, in aggregate turn to cold and selfish attitudes.

**2.1.8 The unsuspected talents of a disabled twin: <u>The Gift</u>**

In Riordan's <u>The Gift</u> (Riordan, 2004) the reader encounters twins Bee and Fee. Bee is a motor impaired wheelchair user. She also has difficulty speaking. But her brain is active and she has literary talent as a poet. Fee is the physically active twin who discovers that she has a talent for sprinting. She is also an inspiring captain of her school athletics team. In the background is a benign figure, their paternal grandfather, '… the weirdo in the family. That is, he'd pulled himself up by his bootstraps and ended up with a string of letters after his name' (ibid.: 22). For Bee to develop her poetic talent she needs a computer. Her grandfather duly delivers one and Bee applies herself industriously to learning to use it.

The mother of the twins is different to the grandfather. 'Mum was forever on about putting [Bee] away in a home where 'she'd be looked after proper'… Nanna Ada [the grandmother] reckons she couldn't afford to let her go…' since Bee brings a substantial sum in welfare benefits (ibid.: 4). Being wheeled in a buggy, Bee also provides useful cover for her mother's shoplifting expeditions. Not even a hard-hearted store detective will search a disabled child's vehicle. She refers to her motor impaired daughter in terms such as 'that dimbo' (ibid.: 21) and 'dopey spastic' (ibid: 78).  Bee's mother is initially hostile to the idea of Bee having a computer. But she warms to the idea when she realises that she can use the Internet for online shopping, making purchases for which she has no intention of paying.

The relationship between the twins is strong. Fee is the only person who can understand Bee's attempts to speak. Yet even she has lessons to learn. She goes to visit the special school where Bee is educated and is astonished to find it a bright, modern and cheerful place (ibid.: 9). When Fee is required to produce some poems as a task in her own schooling, she gladly borrows some of her sister's poetic efforts. Both twins have events to look forward to. Bee is entering her work for a poetry competition. Fee is to take part in the inter-school athletics championships. But their mother decides unilaterally that they are to move to the North of England. Her reason for moving is that she has been banned from many of the local shops for shoplifting, and is too easily recognised by the store detectives. The children's aspirations mean nothing to her. ''S all done and dusted. Nice new council 'ouse. York – wherever tha' is. 'Movals on Sat'day' (ibid: 72). Bee and Fee must find a way to defeat their mother's plans. Against expectations it is the motor impaired twin who devises and executes the plan. Bee disappears from home. Even her mother has no choice but to

delay the move to York and involve the police. But when Fee turns up for the athletics meeting her sister is there incognito.

Riordan's story illustrates four insights about disability. The first insight is that disabled people can be presented in a narrative as real living characters capable of independent action, rather than as symbolic figures in a theoretical conflict. The second is that even a severely disabled person like Bee, incapable of independent movement or clear speech, may have talents that can be released if the right support is given. The third is that a severely disabled character like Bee is capable, when the need arises, of taking action in a way which is decisive or even ruthless. The fourth and final insight young readers can take from Riordan's book is what a difference it makes to the potential of a disabled child to have parents or guardians who, unlike Bee's mother, are understanding and supportive.

## 2.1.9 The journey to a new identity: <u>A Different Life</u>

<u>A Different Life</u> (Keith, 1997) tells the story of how a teenage girl adapts to being motor impaired. Libby Starling is an able-bodied teenager with typical aspirations. She wants to be attractive and popular, and to find herself the right kind of boyfriend. However after swimming in waters that may have been polluted Libby finds herself unable to walk. She becomes a wheelchair user.

At first she does not know whether this condition may prove to be temporary. But gradually she realises that her impairment is permanent. Keith's book tells the story of Libby's progression through the stages of her transition and records the reactions of those close to her. In the early period after she becomes motor impaired her young brother Robbie is endlessly solicitous for her. He showers her with presents. But Robbie is used to sharing the attention of relatives and friends. He

becomes resentful when his sister, as a result of her impairment, becomes the sole

focus of attention and care. He takes back all his gifts.

The medical treatment Libby receives does not give her confidence. The

doctor in charge of her case, Dr Singleton, often seems to speak about the way

Libby's problem affects him rather than her.

> 'The truth is – and however long you've been doing this, it's always very hard
> for a doctor to admit it – we don't exactly know what is the matter with Libby.
> It's clearly some kind of viral infection which has got right into her system
> and is affecting her quite badly. We've been treating this with anti-
> inflammatory drugs – steroids – and they do seem to be having some effect
> although not as quickly as we had hoped.' (Keith, 1997: 66)

When Singleton begins his explanation of Libby's problem he prefaces it by warning

her that she probably won't understand it. Libby goes through periods of utter

hopelessness and despair. A television company makes a documentary about Libby

but when she sees the programme she is horrified to see that it depicts her solely as a

miserable victim. She accuses her father of seeing her that way too. (Keith, 1997:

186/7)

> '…How am I going to face everyone in school after they've seen me like
> that?... You think I'm a pathetic victim too, that's why you think it doesn't
> matter how they showed me on the television.'

The process by which she forms a more balanced view of her situation is described in

detail and is convincing. Libby is fortunate in two respects. Her boyfriend Jesse

decides to stand by her. And she finds a role model in her social worker. Barbara is a

wheelchair user. She is also a determined and resolute young woman with a clear idea

of what she means to accomplish in life. Her attitude communicates itself gradually to

Libby. The point at which Libby arrives when her transition is complete is not to deny

the reality of her impairment. She lives with her impairment every minute of every

day. But she can see how using her abilities within the limitations imposed by her impairment she can lead a constructive and rewarding life – the different life of Keith's title. The conviction with which Libby's story is expressed may be related to the fact that the author herself is a wheelchair user.

Certain concepts about disability and disabled people underlie the three contemporary texts used as examples. In relation to the disabled characters in the canonical texts it is the impairment that is dominant. The disabled person is secondary. In contemporary texts the impaired person comes first. Who is she? What are her hopes and fears? How can she get the help she needs? The impairment is undeniably part of the identity of the character, by no means the whole.

## 2.1.10 Critical assessments of children's literature

Other scholars have examined the values underlying the presentation of disabled characters in children's texts. Beckett et al. (2010) report on a study of such texts. They report that although there are examples of contemporary works that take a constructive view of disability and disabled people, examples still appear where inappropriate language is used and disabled people presented in stereotypical fashion.

Skär (2010) conducted a study with over 200 children aged 7 to 12 years, who were asked to draw pictures with commentaries illustrating their concept of disabled people. The evidence in pictures and words suggested that the children were aware of the individual impairments of disabled people, of their need for technological aids and of their social needs.

 Quicke (1985) makes a praiseworthy attempt to reinforce, through a series of literary vignettes, the validity of van Manen's contention that fiction can transport the reader into otherwise unexplored regions of experience. Quicke is concerned with the utility of children's stories to educators. His book consists of a series of brief essays

on over forty novels depicting characters with a variety of impairments in various situations. In this way Quicke manages to describe a wide range of different situations (some including people with motor impairment, others not) and richly varied human responses. He draws significant insights from his surveys, not difficult to reconcile with that of van Manen, as quoted in my epigraph.

> Approaching the topic [of disability] through fiction has several advantages. It can provide an introduction to a particular difficulty or disability in a way that is less traumatic than a visit. It can act as a bridge between traditional and progressive approaches to curricula. It can deal with aspects which for one reason or another cannot easily be dealt with in any other way… Most importantly, however, fiction can provide a total picture of the experience of disability in the context of a story which captures the imagination of the reader. The child reads himself or herself into the world created by the author, and by doing so begins to see, almost without realising it, how disability functions in a particular social, emotional and even historical context. Thus the complexities and ambiguities of the topic can be dealt with in a way which the young reader is able to grasp (Quicke 1985: 5).

Quicke demonstrates a marked and commendable degree of interest in the contexts – family, educational and social - in which these disabled characters find themselves. It is accordingly both surprising and disappointing that Quicke shows little awareness of models of disability. Scholarly interest in such models was becoming more widespread and more profound at the time Quicke was writing. In Quicke's glossary of terms on pages 167/8 there is no entry for the medical model or the social model. In a note to his bibliography (1985: 166/167) Quicke states that the only non-literary resources on which he relies are those arising from his profession as a social psychologist.

Ayala (1999) examined a range of 59 books for young readers in which disabled characters appear. Ayala found that more books were being published than before with disabled characters and that a wider range of impairments was being presented. However in the context of the USA Ayala found some less satisfactory

features in these books. They were almost all written in English and the characters presented were not representative of the mixed ethnicities typical of the USA. Considering the cultural and linguistic diversity of the system of state education in the USA, the imbalance in the books was seen as striking.

Ayala refers specifically to the categorisation of disabled people as brave little souls. A source quoted by Quicke (1985) makes a similar point.

> A stereotype that we particularly resent is the one that says how brave we are. We find ourselves continually being put in the same position as the child who squirms with embarrassment as a fond parent boasts about achievements that she takes no particular interest in herself. We are not remotely as obsessed with out disabilities as many able-bodied people obviously assume, we have our own lives to lead and we get on with leading them (Sutherland, 1981: 67 quoted by Quicke, 1985: 157).

Turning now to the motor impaired characters in the modern tales used above as examples – Libby, Melody and Bee – compared with the characters of the canon they all have a clearer vision of what they might achieve within the limitations imposed upon them by their impairment and a far greater determination to achieve those potentialities. There is also a more authentic and balanced picture given in the contemporary works of the social context in which the impaired person finds herself and the ways in which this context limits the extent to which her aspirations can be fulfilled. In the case of Libby that context includes unsympathetic medical care and ill-judged family reactions. In the case of Bee it features a mother who uses insulting language about her and has no interest in her and her sister's aspirations. In the case of Melody it is represented by a school system that exhibits good intentions but fails to deliver what is promised.

How then to assess the values underlying a text featuring a disabled character? Saunders has attempted to create (Saunders, 2000) a method of assessing the merits of fictional works relating to disability. 'Disability,' she writes (2000: Roman numeral x)

'is not a cultural minority issue. It is a fundamental human experience which generally transcends all other social groupings…' Saunders sets out to provide educators with a manual for teaching children about disability, avoiding fostering in their pupils attitudes which may be implicit but which she designates (xi) as 'unhelpful'. To this end she has devised (2000: 31) a so-called DICSEY code (Disability, Image, Control, Society, Enabled, Young Carers) intended to measure the ability of books positively to shape the attitudes of young readers to disability. The attitudes that Saunders describes as 'unhelpful' are more strictly categorised in the text on the back cover of her book as 'out-dated or erroneous' illustrating the limitations of Saunders' approach. The use of the word 'erroneous' suggests that a work of literature is to be assessed primarily on the basis of its political and social worthiness, as opposed to its literary merits. The same is true in principle of the DICSEY code, which may all too easily be seen as a 'tick-box' approach to the evaluation of literature with disabled characters. A rigidly mechanistic approach to such books is unlikely to provide the required insight. My personal view is that a more promising approach is a holistic assessment of any given book based on concepts supported by an understanding of educational practice and disability studies.

**2.1.11 Criteria for literature about disability**

In the preceding section reference was made to the DICSEY classification of fictional works developed by Saunders (2000). The categorisation adopted by Saunders appeared to this researcher to be too mechanistic to gain widespread approval. In contrast however a more nuanced, less tick-box approach has been developed by Leicester (1992). The Leicester criteria are commended by Lewis (1995: 61). They are discussed at section 5.2.3.3.The twelve criteria developed by

Leicester are shown below converted to tabular form. These criteria[3] will be used in

two ways in this thesis. They will be used at 5.1.1 ff. and 5.1.2 ff. to evaluate the

views expressed by the pupils under the heading of two specific clusters (C1 and C2)

in the data set. And they will be used at 5.1.3.4, referring more broadly to the whole

data set.

**Leicester's criteria for assessing texts featuring disabled characters**

| 1 | Do the materials show a variety of life styles? |
|---|---|
| 2 | Do they show regard for, and acceptance of, people with disabilities? |
| 3 | Are people with disabilities featured as part of everyday life? |
| 4 | Are there characters with whom special children could identify? |
| 5 | Are such characters portrayed in a positive manner? |
| 6 | Do they show evidence of the ability to make decisions about their own lives? |
| 7 | Is there evidence of stereotyping concerning people with disabilities? |
| 8 | Does the language convey prejudice ('four eyes', 'dumbo' etc.)? |
| 9 | Are events seen only from the able-bodied viewpoint? |
| 10 | Are people with disabilities blamed for their conditions? |
| 11 | Are people with disabilities patronised? |
| 12 | Is the image of the able or able-bodied as having all the power reinforced (through text or illustrations)? |

**2.1.12 The language of disability**

Considering how children react when they encounter a motor impaired character

in fiction, it is also necessary to consider what language they use to describe what

they read and their own reactions. How should schoolchildren be encouraged to refer

to disability and disabled people? What terminology should be encouraged?

Norwich (2002: 490) has pointed out that the use of language and labels is a

feature of persistent interest in disability studies. Terminology and routine scripts play

a significant part in representing aspects of disability. Some scholars (for example

Hastings et al.: 1993) have also detected cycles in the field of disability labelling.

New terminology is introduced with the aim of being fresh and progressive.

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[3] Leicester's fourth criterion uses a phrase 'special children' that disabled writers might find objectionable, with its implication that non-disabled children are not special.

Eventually these same terms come to be criticised, exposed as derogatory when a new wave of innovatory language arrives.

Norwich points out that the acceptability or otherwise of a term may have little to do with the term itself, more to do with the usage of the term and the context of its reception by those who witness its use. The term 'special educational needs' was formulated in the 1970s. It replaced terms such as 'educational sub-normality'. It was designed to suggest a child-centred approach to individual need rather than treating children in impairment clusters. The emphasis was on positive intervention rather than personal impairment.

Perhaps the term SEN has, in the way Norwich described, become unacceptable. Some scholars have certainly argued that the language of SEN has come to be identified with a deficit model, and that it is a stigmatising and discriminatory term. (Corbett, 1995; Solity, 1991; Thomas and Loxley, 2001.) These critics see the SEN categorisation as leaning towards an individual and medicalised model of, for example, learning difficulties, as opposed to a social model that would place emphasis upon the limitations of the education system. The survey data reported by Norwich (2002; 491) suggest that current terminology associated with the SEN regime is quite acceptable to older and more experienced teachers but less so to young trainees.

Meanwhile it is interesting to note, according to Norwich, that only a small percentage of children statemented with moderate learning difficulties had even heard the term 'special educational needs'. The argument persists. Advocates of a social model argue that difficulties in learning arise from education systems unfitted for diversity. Other critics however claim that money is spent on special needs without a clear definition of what is special and what constitutes a need.

A subject closely related to the use of language about disability is 'disabling attitudes'. Such attitudes among children are discussed below at section 2.3.3.

## 2.2 Disability studies and a changing culture

Research question Q2 asks whether it is possible to identify any factors which may have shaped the ways children react to motor impaired characters in fiction. This section turns to literature relevant to this issue. The literature shows that the ways motor impairment and disability in general are viewed have changed fundamentally in the past half century.

It is unlikely that any children at KS2 are familiar with the work of disability scholars. But in the last half century important changes have been brought about in public attitudes towards disability. The world has changed. The children who grow up in this changed world are influenced by these changes, whether or not they are aware of them.

In their book Disability Studies Today (2002: 1) Barnes, Oliver and Barton refer to the growth of disability studies. 'Over recent years there has been an unprecedented upsurge of interest in the general area of disability amongst social scientists in universities and colleges across the world.' The authors point out that this heightened interest has provoked 'a number of important questions for all those interested in this newly emergent and increasingly important field of enquiry.' But it is not only scholars who shape this awareness. Kang (2009: 173) points out that attitudes to disability are shaped both by the work of academics and by discussion in the wider world.

For the past thirty years a vigorous debate has been held involving academics, governmental and international agencies and disabled people themselves. The subject of this debate, still in progress, is the taxonomy of disability. How should different

kinds of disability be classified? What implications flow from these categorisations influencing the ways disabled people are regarded, their place in society, what rights they have and how they can be enabled to lead the most fulfilling lives possible? As will be shown, this debate has sometimes become acrimonious. In the sections that follow, three different approaches to disability will be described.

**2.2.1 The World Health Organisation and the 'medical model'.**

Some children take a view of disability based almost exclusively on physical manifestations of impairment. This tendency has led some scholars (without direct supporting evidence) to associate the views of such pupils with the World Health Organisation's so-called 'medical model of disability', which will be summarised in this section. Beckett et al. for example write:-

> …Children demonstrated a preoccupation with the body as the site or source of the 'problem' of disability, thus providing more evidence of their tendency to understand disability in Medical Model terms. (Beckett et al. 2009: 11)

The World Health Organisation's taxonomic position is expressed (as well as in other published texts) in its International Classification of Functioning, Disability and Health (ICF). The ICF (WHO, 2001) building on earlier WHO formulations, was officially endorsed in 2001 by all 191 member states of the WHO. The ICF is the WHO's yardstick for measuring health and disability at the level of the individual as well as at the level of a population. This statement in the ICF has become known as 'the medical model' of disability.

The main purpose of the ICF is to provide a classification of health and health-related domains. These domains are classified from physical, individual and societal perspectives by means of two lists. The first list relates to body functions and structure. The second list relates to domains of activity and participation. The WHO also insists that since an individual's functioning and disability relate to that person's

context, the ICF also lists environmental factors. This is how the WHO explained the

extended scope of its ambitions.

> The ICF puts the notions of 'health' and 'disability' in a new light. It acknowledges that every human being can experience a decrement in health and thereby experience some degree of disability. Disability is not something that only happens to a minority of humanity. The ICF thus 'mainstreams' the experience of disability and recognises it as a universal human experience. By shifting the focus from cause to impact it places all health conditions on an equal footing allowing them to be compared using a common metric – the ruler of health and disability. Furthermore ICF takes into account the social aspects of disability and does not see disability only as a 'medical' or 'biological' dysfunction. By including Contextual Factors, in which environmental factors are listed ICF allows to records the impact of the environment on the person's functioning. (WHO, 2001)

In the final sentences of this declaration, the WHO was clearly trying to rebut a

certain criticism. The criticism was that the ICF's emphasis on the nature of the

individual's impairment – physical, cognitive or other – left the disabled person in the

hands of the medical profession without regard to the context in which that person

lived. Justly or otherwise, the allegation became current that the ICF delivered

disabled people into the hands of doctors without regard to their social context. The

accusation was that the medical model tended to treat all members of a given category

as the same, ignoring their individuality and individual needs, treating disability as 'a

personal tragedy.' (Hughes, 2002: 62)

It transpired that the medical model was faced with serious problems of

misinterpretation. The ICF classification of the impaired created a risk, the risk that

by other observers (not the WHO) all people who cannot walk unaided may be

categorised solely as wheelchair users. Grouping all non-ambulatory people under one

heading serves one useful purpose, namely the assessment of needs for equipment and

services. To know how many wheelchairs a nation needs, knowing the total of people

who cannot walk unaided is a prerequisite. But wheelchair users may vary hugely in

their capabilities. Some are highly intelligent. Others have learning difficulties. Some have medical problems in addition to motor impairment. Even if statistics generated by the medical model are useful for the organisation of supplies, the temptation to categorise individuals solely and exclusively by reference to an impairment is not a valid approach. According to Hughes (2002: 61), 'the medical model of disability is, and has been, strongly associated with the potentially reactionary theme that 'biology is destiny'… In the social world it is natural endowment that is the most efficacious variable.' Among scholars like Hughes working in the field of disability there is manifest a tendency to interpret the medical model in the most negative way.

The medical model, though it has its critics, still has spirited defenders. In the USA for example Fujiura and Rutkowski-Kmitta (2001) have pointed out that counting the numbers of disabled people is an important task for policy makers, social scientists and for the disabled people themselves. Regardless of the contentious arguments about what (if anything) should be measured, governments need to have a statistical base of evidence if they are to provide funding for health insurance as well as medical and social services, or to improve the environment. Governments cannot even contemplate changing the law to improve the environment for disabled people unless they know how many people might benefit. Fujiura and Rutkowski-Kmitta observe that 'although there are notable exceptions, the organised political state exists to promote the well-being of its people. Data inform this process and help inform the planning and organisation of state policy.' (2001: 70) Nevertheless dissatisfaction with the medical model of disability stimulated the development of an alternative approach, the social model of disability, to which I now turn

### 2.2.2    The social model of disability

The social model of disability was viewed as the 'big idea' of the British disability studies movement (Hasler, 1993). The model was developed in the 1970s and became what Shakespeare and Watson (2002) called the 'litmus test' for individuals and organisations, distinguishing the progressive from the rest. The emergence of the social model of disability involved disabled people themselves to a far greater extent than had the emergence of the medical model. Disabled people were becoming a movement. The core definition of the social model came from the Union of the Physically Impaired Against Segregation (UPIAS) and was quoted in an edited version by Oliver (1996: 22).

> In our view, it is society which disables physically impaired people. Disability is something imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society. Disabled people are therefore an oppressed group in society. To understand this it is necessary to grasp the distinction between the physical impairment and the social situation, called 'disability', of people with such impairment. Thus we define impairment as lacking all or part of a limb, or having a defective limb, organism or mechanism of the body and disability as the disadvantage or restriction of activity caused by a contemporary social organisation which takes little or no account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities.

The basis of the social model was an insistence that an impairment of any kind should not be treated as in itself disabling. What served to disable people who had an impairment was the obstacles that society placed in their way. The failure of society to make provision for them turned them from being impaired to being disabled.

Other scholars played a significant part in developing and disseminating the social model in Britain, while a different route was followed in the USA. In the USA a broader legislative plan was followed through the Americans with Disabilities Act of 1990, extending to the disabled legal protections similar to those provided since

1964 for victims of discrimination on grounds of race, gender, religion or national

origin. Scholars who contributed to the British model include Finkelstein (1980,

1981) and Barnes (1991) as well as Oliver (1990, 1996). The advocates of the social

model somewhat disparaged the medical model by describing it as belonging to a

'personal tragedy' category of approaches (Mercer, 2002: 233).

> …Traditional research is castigated for reinforcing a personal tragedy
> approach to disability that represents disabled people as victims of their
> individual pathology, largely passive to their circumstances and as in need of
> 'care and protection'.

The hostility expressed towards the medical model by advocates of the social model is

illustrated by this declaration on the website of the University of Leicester's Student

Support Service.

> For example, if a wheelchair using student is unable to get into a building
> because of some steps, the medical model would suggest that this is because of
> the wheelchair, rather than the steps. The social model of disability, in
> contrast, would see the steps as the disabling barrier. This model draws on the
> idea that it is society that disables people, through designing everything to
> meet the needs of the majority of people who are not disabled. There is a
> recognition within the social model that there is a great deal that society can
> do to reduce, and ultimately remove, some of these disabling barriers, and that
> this task is the responsibility of society, rather than the disabled person.
> (University of Leicester, 2013).

By the beginning of the new century dissent also began to arise between groups

favouring different interpretations of the social model. For example Shakespeare and

Watson (ibid.) state that the social model became an ideological and doctrinaire creed.

One key point in the argument concerned terminology. The social model purists used

the term 'impairment' to refer to whatever condition caused that person to be

classified as disabled. The term 'disability' referred to the burden of oppression

placed upon the impaired by an inequitable society. Authors such as Morris (1991)

deliberately departed from the orthodoxy, according to Shakespeare and Watson

(ibid.) and 'blurred the distinction between impairment and disability…'

The internal disagreement between different groups within the supporters of the social model was one phenomenon. But a further development was now in train, suggesting that both the medical model and the social model were in different ways inadequate. The alleged deficiencies of the medical model had been widely stated as the 21st century began. But certain limitations of the application of the social model were also made clear by Terzi (2009: 91).

> It is difficult to see, for instance, how the inability of a visually impaired person to read non-verbal cues in social interactions can be ascribed uniquely to social barriers…. [The] model overlooks the complex dimensions of impairment and its possible restricting effects on certain activities and abilities, and hence its relation to disability.

Perhaps the time had come when the advocates of the social model and the remaining defenders of the medical model could be persuaded that the basis of their conflict was a false dichotomy. It was time for a new approach.

## 2.2.3 The capability approach to disability

Thus far the two established models of disability had been claimed to be flawed, and to be placed in postures opposed to each other which were artificial. What was needed was an approach that took account both of the individual's impairments and of society's role in the provision of helpful services. Neither the individual nor society should dominate the argument at the expense of the other. Terzi (2005: 449) gave an example from the field of education challenging the concept of 'unilateral causality'.

> Positions in education can be identified in terms of the contrast between, on the one hand, asserting that difficulties are caused by factors essential to the individual child and, on the other, maintaining that they are caused by the limitations of schools and by institutional barriers. As we have seen, the opposition between individual and social elements presents consistent theoretical limits, which are mainly related to the assumptions of unilateral causality and of a fixed dichotomy that are made.

According to Norwich (1996: 20) the dichotomy is unnecessary and false.

> Individual difficulty versus the organisational inflexibility is a false causal opposition. The social and the individual are not exclusive alternatives between which causal accounts are chosen. We need accounts which can accommodate the individual person with the social organisational.

Terzi advocates an approach distinct from the medical or social models, an approach that makes clear that the interests of the individual and those of society need not be opposed. She turns to the work of Amartya Sen (1980, 1999). Sen maintains that the object of egalitarian social purposes relies not on a fair distribution of the world's wealth or the ability of society to satisfy the aspirations of individuals but in 'evaluating people's capability to achieve valued functionings.' (Terzi, 2009: 94) 'Functionings' are defined as beings and doings that constitute well-being. Being well fed or educated, or taking part in public life are quoted as possible functionings. 'Capability' represents the combinations of functionings that a given person can achieve. The aggregate of each person's functionings may be said to determine what kind of life that person can lead. Terzi (ibid.) summarises Sen's view of social justice in a way that establishes direct relevance to my project.

> According to Sen (1992: 39) a  just institutional order should pay attention to what a person is able to be (for example being well or poorly educated), and to do (for instance, appearing in public without shame, or performing rewarding activities), since this determines her quality of life, and hence her well-being.

Terzi mentions two situations in which a disabled person might find herself. She might be able or unable to appear in public without being ashamed of her impairment. She might be able or unable to perform what Terzi calls 'rewarding activities'. As it happens, both these situations arise in the two texts I selected as part of my project to be presented to the group sessions in schools. In the first of the two excerpts Sarah Warbeck, who is a wheelchair user, introduces herself to Saffy Casson, then sets out on the rewarding activity of helping Saffy find a memento of her lost childhood. Lily,

the motor impaired sibling in my second excerpt, finds a visit to a crowded shop a terrifying and humiliating experience. Thus the examples given by Terzi resonate with the two texts I selected to be presented to pupils. Terzi (2009: 88) summarises her thesis as follows:-

> I… present elements of a capability perspective on disability. This perspective, I argue, positively responds to the challenges made by disabled scholars, in that it suggests an understanding of disability as inherently relational, in the sense of resulting from the interaction of individual and social elements. Thus, disability is not simply seen as an inherent individual disadvantage.
>
> Nor can disability be seen solely as a causal outcome of a deficient social organisation. The relational nature of the concept of disability means that impairment cannot be assessed in isolation from its social context, and that the social context cannot be evaluated in isolation from the experiences of the impaired.

The medical model and the social model cannot simply be presented as exclusive opposites, and the observer forced to choose between them. This is as Norwich (1996: 20) states a false dichotomy.

Imagine a supposedly public building, a library or a town hall, that provides no access for wheelchairs. Think of an exhibition or museum where the display cabinets are at the wrong height, so that no one in a wheelchair can see the exhibits. Both these situations can reasonably be seen as society raising barriers against the motor impaired, and thus as examples of oppression according to the social model. However, merely providing wheelchair access in the building and altering the height of the display cases would not mean that a motor impaired visitor ceased to be motor impaired. The social context and the nature and extent of the individual's impairment interact to determine how just or unjust is the individual's existence. The interaction of the disabled person's individual impairment and the social context in which she finds herself must be understood as a way of defining disability and understanding the situation of disabled people. Neither the environment nor the situation of the

individual can be understood save in relation to the other. This is the insight

distinctively provided by the capability approach.

## 2.2.4 The capability approach: a critical evaluation

However, Terzi's formulation of the capability approach is not without its

critics. Reindal (2009) compares the capability approach with the social model of

disability as a means of understanding disability. Reindal explains Terzi's approach in

the following terms (2009: 156). He argues that Terzi misrepresents the social model,

and by so doing renders it vulnerable to her criticism.

> …Terzi… has criticised the social model for uniformly conceptualising
> disability as caused by social factors, such as oppression and discrimination.
> According to her, this is a flawed understanding of the relationship between
> impairment, disability and society, and it actually hinders the achievement of
> the aim of the social model: inclusion. (Terzi, 2004: 141).

Terzi, as Reindal points out (2009: 156) invites us to take part in a thought

experiment. Suppose a benign and powerful society identified all the barriers against

and discrimination towards disabled people – and abolished them. Nevertheless,

people with impairments would still have impairments. A motor impaired person

might have the world's best wheelchair: she would still not be able to walk unaided.

Reindal (2009: 157) asserts that Terzi's analysis arises from 'a misunderstanding of

the social model'. Advocates of the social model do not deny that a very real

difference of life experience exists between disabled and non-disabled people.

> The social model is not about showing that every dysfunctioning in our bodies
> can be compensated for by gadget, or good design, so that everybody can
> work 8-hour day and play badminton in the evenings. It's a way of
> demonstrating that everyone – even someone who has no movement, no
> sensory functions and who is going to die tomorrow – has a right to a certain
> standard of living and [to] be treated with respect. (Vasey 1992: 44; cited in
> Barnes and Mercer 2006: 38.)

In short Reindal accuses Terzi and other advocates of the capability approach of

taking the principles of the social model and discrediting them by extending them to

an impossible conclusion. Reindal is not the first to have launched this line of

criticism against the capability approach. Low also challenged the theoretical concept

that any society could conceivably meet all the needs of all the disabled people.

> Can one seriously imagine society undertaking all the transformations that
> would be required to accommodate all the special needs of all the groups
> which have them? Might these not come into conflict from time to time?... Is
> this not an unattainable ideal? Does the notion of 'special needs' have any
> meaning left at this point?... It is hardly to be expected that anyone's special
> needs will be adequately addressed by non-specialists charged with the task of
> meeting everyone's special needs simultaneously… Disabled people do have
> certain needs which it is right to think of as special. A system which attempts
> to meet everyone's needs together meets nobody's. Indeed the notion of
> special needs and fully inclusive provision is a contradiction in terms. (Low
> 2007:9)

In reality no society could ever eliminate every obstacle to every impaired person.

Reindal himself prefers to envision an adaptation of the social model, extending its

relations to individual impairment, avoiding the necessity to abandon the model in its

entirety. In section 2.2.1 of this thesis we saw how the World Health Organisation

extended its so-called 'medical model' to embrace contextual factors. Reindal is

attempting to apply a similar enlarging perspective to the social model.

**2.3 Perceptions of motor impairment in teaching and learning**

The third section of this review of literature considers issues relevant to

education

When educators seek to help KS2 children to a better understanding of

disability and disabled people, what educational issues arise? This section will

consider the question what is meant by the term 'special educational needs', how

pupils can be prepared for integration, what 'disabling' attitudes exist among children,

how prejudice towards disabled children can be countered, how the problem of social

isolation manifests itself for disabled people and finally the under-exploited

opportunity created by the curriculum for Personal, Social and Health Education (PSHE).

## 2.3.1 What is meant by 'special needs'?

In recent decades the educational provision for pupils with disabilities has been a subject of vigorous debate. Many scholars have contributed to the discussion of inclusive education and to the best way of providing education to children with special needs. Some scholars, e.g. Norwich (1993: 45), have questioned whether having a special needs category at all is an outdated concept. Attention has generally been focused, however, on the education of children with special needs rather than on how other pupils regard such pupils and how far they understand their needs.

In relation to my research questions Q1 and Q2, seeking to understand how children respond when they encounter motor impaired characters in works of fiction, and what influences may shape their reactions, a limited amount of significant research has been conducted in classrooms. Among the most relevant of such studies is the work of Angharad Beckett and her colleagues at the University of Leeds.

In a report sponsored by the Education and Social Research Council Beckett et al. (2009) have described focus groups conducted with disabled and non-disabled pupils in primary schools, a project designed to assess the views of schoolchildren towards disabled people. The children were invited to draw mind-maps illustrating their views. Examination of year 6 children's mind-maps showed that these children associate the experience of disability with being 'hard', 'horrible' and 'lonely'. Beckett et al. took these views as expressing sympathy for the disabled. The pupils expressed the view that non-disabled people have a duty towards disabled people. Some children defined this duty as being kind to the disabled and looking after them, others defining the duty as ensuring fairness for the disabled and not bullying them.

Year 2 pupils had difficulty distinguishing between temporary impairments such as a leg broken in an accident and permanent impairments. All the pupils, according to Beckett et al., had an inclination to view disability as rooted in the body and its deficiencies, subscribing as Beckett et al. saw it to the medical model of disability. Children expressed interest in questions relating to lives of disabled people: would they be able to work, have relationships, become parents?

Beckett et al.'s findings suggest that children who are not themselves disabled have a kindly view of those who are. They sympathise with their disabled peers. Beckett et al.'s research however records little evidence that the children are aware of the need for positive inclusive policies. In paragraph 4.3.2 of their report, dealing with the views of children, Beckett et al. state that 'children are thinking about how we (non-disabled people) ought to treat disabled people… [non-disabled] people ought to care for and look after disabled people.'

The instinct is kindly. But the implication in this report is that the disabled children should be cared for as a matter of charity, rather than as a matter of justice. The disabled children are in an isolated needy position.

## 2.3.2 Equipping children for integration[4]

An important educational issue affecting disabled and non-disabled pupils is how they might be integrated in mainstream education.

Lewis (1995) examines the needs that children might experience to equip them for disabled/non-disabled integration In order to understand these needs, Lewis organised what she entitled 'link projects'. Children from mainstream schools mixed with children with severe learning difficulties in the course of a year. Of course

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[4] Some scholars (e.g. Lewis 2005: 226) reject the notion that the term 'integration' is outdated, implying that between integration and inclusion there remains a valid distinction.

Lewis's programme is quite different from the one-off group sessions that my project involved. Apart from other differences, my project did not involve bringing together mainstream and motor impaired pupils, except vicariously through stories. But some of the insights gained from the link projects also have relevance in the context of a research project like mine, as they identify significant needs and illustrate significant attitudes. Nine such insights (Lewis, 1995: 52 ff.) are summarised below.

**The familiar is preferred to the unfamiliar**

Lewis observes that disabled people rarely appear in many publicly visible situations. She quotes mail order catalogues: in the USA disabled people appear in such catalogues much more frequently than in the UK.

**The more functionally disabling a disability, the stronger the negative attitudes towards people with that disability**

To counter this tendency Lewis advocates more emphasis on a person's capabilities than on the disability. Lewis refers to written works (though she cites autobiographies rather than fiction) as a medium to de-emphasise disability as a deviation from the norm and as the defining characteristic of the person.

**Visibility of disability seems to be a factor in acceptance**

The more visible disabilities are seen more negatively than the less visible, especially among younger children.

**Children who have had little contact with disabled people are more accepting of people with disabilities in school, than in home or community situations**

Lewis suggests that this finding may reflect broader social unease in the community. It may also indicate that the atmosphere in schools is more reassuring.

**In general, structured contact with disabled children has led children to have more positive attitudes towards those people than occurs with unstructured contact**

If children are left to mix in unstructured ways such as playtime, then the benefit of improved acceptance is lower than results from structured contact.

**Other factors likely to affect non-disabled children's acceptance of disabled people include those people's communication difficulties, unusual behaviours and interpersonal skills (particularly impression management)**

This finding, according to Lewis, suggests that both disabled and non-disabled people need to learn better communications skills.

**Attitudes towards known disabled groups are generalised to less well-known groups**

Adults need to avoid inadvertently reinforcing stereotypes of disability and making generalisations about disabled people. An antidote is for children to know people with varying impairments.

**Competent children tend to be seen more positively than are less competent children**

This may explain why a disproportionate number of children with special needs are found to be among those who are bullied (see Nabuzoka et al.: 1993).

**Categorised contact (i.e. when the disabled group is clearly labelled as such…) is more effective than decategorised contact (i.e. when differences between the disabled and the non-disabled are less obvious) in developing and generalising positive attitudes**

Some researchers have suggested that any contact with a disabled person is likely to result in a non-disabled person developing more positive attitudes towards the whole

group of people with that disability. Lewis's research suggests however that in some cases this might not be true. Sometimes contact with a disabled individual will help a non-disabled person to develop more positive attitudes towards that individual alone rather than any group. Lewis considers that the breadth of the positive attitude developed by a non-disabled person depends upon how far they see that one disabled person as truly representative of any group. She points out that the context in which any such contacts take place is crucial, highlighting the importance of the school ethos if that is where contact takes place.

### 2.3.3 'Disabling attitudes' among children

Beckett sets out to explore non-disabled children's ideas about disability. She sees research into anti-disabled prejudice as a neglected area.

> Curiously despite widespread acknowledgement in Disability Studies that negative attitudes towards disabled people – often termed 'disabling attitudes' – are a significant problem, little empirical research into these attitudes has been undertaken within this field. (Beckett 2013: 3)

She derives her data from twelve focus group meetings with children aged 6-7 and 10-11. Beckett employs a concept of theoretical structure developed by William H. Sewell and termed 'cultural schemata'.

> Cultural schemas (*sic*) for Sewell (1992: 7) are 'what people know', meaning-systems or organised sets of ideas and beliefs that people 'carry round in their heads' and that influence social practices consciously and unconsciously. (Beckett 2013: 4).

Beckett (2013: 4) sees Sewell's concept as offering valuable guidance through a complex and sometimes confusing array of theories about negative attitudes towards disability, 'disabling attitudes'. There is, she states, 'little agreement about how to theorise disabling attitudes or the disabling culture and how much time to invest in this.' Neo-Marxist theoreticians, states Beckett, view the disabling culture as a set of

ideologies that serve to perpetuate the advantages of the non-disabled majority. The underlying forces relate to power. Yet few go so far as to argue that the disabling culture is rooted exclusively in socio-economic considerations. Other theoreticians turn to feminism, anthropology or other analyses to offer an account of disability influenced by cultural ideas.

In Beckett's analysis disabling attitudes are interpreted as cultural schemata of disability, as beliefs and ideas about disability that people 'carry around in their heads' and inject into different situations. The actions and beliefs of non-disabled people are informed by certain resources associated with 'non-disablement'. Cultural schemata centred on non-disability guide non-disabled people to a judgment about a body, what skills and knowledge it possesses, so as to mobilise the 'useful' features of their own non-disabled attributes versus those who posses fewer such assets or none. The privileged position of non-disabled people is gained not because they are 'better' than disabled people, but just because they are more useful. This particular cultural schema is at root utilitarian.

Beckett's analysis leads her to a conclusion that non-disabled children do enact different cultural schemata in relation to disability, even questioning or transforming schemata, but that the schemata they primarily enact are 'hegemonic', designed to maintain their privileged position as non-disabled people.

> For the children, the broken or 'faulty' bodies of disabled people are problematic and undesirable because they are, to use their terms, bodies that do not work 'proper' or 'properly'… (Beckett, 2013: 11)

The assumptions embodied in the cultural schemata of these children apparently include the perception that disabled people cannot work or become parents. Suggestions that disabled people could undertake certain kinds of work were, says Beckett, 'not discussed further by the children, despite encouragement.' (Beckett,

2013:12). More positively however Beckett reports that few children seemed to subscribe to the stereotype of the 'disabled benefit scroungers'. (Beckett, 2013:13)

**2.3.4 Countering prejudice**

Children's views of disability and disabled people matter to society, as has been emphasised by Rieser and Mason (1990: 7).

> …Children are not born with prejudices against disabled people, but acquire them… When children become adults they reinforce and legitimise the misinformation and fear in the form of policies and practices over which they have varying amounts of control.

The report by Scope cited in section 1.1.4 (Quarmby, 2008) states that individual and institutional prejudice against disabled people is widespread in Britain

Cameron and Rutland (2006) describe an intervention with young children designed to reduce prejudice towards disabled people. The project employed a methodology recently developed for psychological application, extended contact (Wright et al., 1997). Reviewing past work in their area of interest, the authors indicate that developmental social psychologists have concentrated on the development of theoretical accounts of childhood prejudice. Educational psychologists on the other hand have concentrated their attention on interventions to reduce childhood prejudice. 'Unfortunately,' report Cameron and Rutland (2006: 470) 'the connection between theories of prejudice and educational interventions has been weak.' Sometimes educationalists are accused of simply ignoring the theoretical bases.

Cameron and Rutland have evaluated an intervention designed to reduce prejudice which is based on a recent development in adult social psychology. This development is termed the 'indirect cross friendship hypothesis' or the 'extended contact effect'.

Direct contact between different groups of people, for example disabled and non-disabled people, may result in a reduction of prejudice. However Cameron and Rutland state that a side effect of direct contact is anxiety. Extended contact means that the members of one group do not necessarily have contact with the other group, but they know that members of their own group have had such contact. The contact is by proxy. Extended contact allows prejudice to be lowered without the risk of the aforementioned anxiety. It can also be useful in situations where direct contact is difficult to arrange.

Cameron and Rutland staged sessions in schools. Stories were read to the pupils portraying friendships between disabled and non-disabled children. The children then discussed the stories, the discussion being led by the author of one of the stories. Six such meetings were held weekly. 67 children were involved.

So far the methodology of the Cameron/Rutland project is not so different from the procedure adopted for my project. Both projects use fictional texts to stimulate discussion about disability. But at this point the two projects take widely divergent courses.

The Cameron/Rutland sessions were designed according to certain parameters established for the purposes of psychological measurement and assessment. The sessions were aimed to generate certain statistical outcomes. The project was designed first and foremost to demonstrate the workability of extended contact as an effective instrument for psychological research in combating prejudice. Although the field of expertise in which Cameron and Rutland operate is one with which I can claim no familiarity, I have no reason to doubt that they achieved their goal.
The difference between this project and mine was clear. The stories of Sarah, Saffy, Daisy and Lily were central to my project. The stories and the characters mattered

greatly. These fictional resources are key to providing the kind of vicarious experience valued so highly by van Manen (1990: 70). With their methodological focus, Cameron and Rutland showed less interest in the texts they employed. They mention the stories only in a brief postscript, volunteering to send copies of the texts to anyone interested. Nevertheless, Cameron, Rutland and myself may be seen as co-workers, striving in our own fields of expertise to help non-disabled children better understand disability.

## 2.3.5 Classifying stereotypes

Beckett (2010) addresses the issue of stereotypes of disability. She includes these stereotypes in the form of guidance to candidates undertaking the role of the Special Educational Needs Coordinator or SENCO in schools, also sometimes now known as Inclusion Managers. Beckett emphasises that merely admitting pupils with special needs to a mainstream school does not amount to inclusion. Disabling attitudes must be tackled if school communities are to become supportive of disabled young people. Moreover the task extends beyond the school gates. If disabled people are to fulfil their potentialities then the whole of society must deal with disabling attitudes.

The Disability Equality Duty (DED 2006) imposed upon state schools a duty to 'promote positive attitudes towards disabled people'. The wider public sector equality duty came into force on April 5 2011. The SENCO has a responsibility to contribute to equality. Beckett (2010: 126) cites three issues that need to be considered before launching a strategy to encompass inclusion.

The first issue is to determine the justification for promoting positive attitudes towards disabled people. The second is to examine the evidence relating to non-disabled children's attitudes towards disabled people. The third issue is to address the

challenges teachers face – or feel they face – when they seek to promote positive attitudes towards disabled people.

Beckett recognises (2010: 127) that teachers already hard pressed to deal with an 'over-stuffed' national curriculum may regard duties under DED as a task too far. To deal with this reluctance Beckett believes teachers should be given an account of the struggle disabled people have faced to be recognised and told how far we still have to go before we leave disabling attitudes behind. To make her point as effectively as she can, Beckett cites ten common stereotypes with which disabled people are often confronted. Beckett's stereotypes are shown below, converted to tabular form.

**Beckett's range of disability stereotypes**

| 1 | Pitiable or pathetic (reduced to being the objects of charity) |
|---|---|
| 2 | Objects of violence ('dependent' and 'helpless', unable to fight back) |
| 3 | Sinister and evil (the 'baddy' in many media portrayals) |
| 4 | A curio (as having 'freakish' impairments) |
| 5 | An object of ridicule (the 'hapless fool') |
| 6 | The 'supercripple' (having to 'over-achieve' in order to be considered worthy of respect) |
| 7 | Their own worst and only enemy ('self-pitiers' who need to 'stop feeling sorry for themselves') |
| 8 | A burden (e.g. on a family) |
| 9 | A perpetual child (asexual) |
| 10 | Incapable of fully participating in everyday life (left out/sidelined) |

Beckett's list of stereotypes will be used in two ways in this thesis. They will be used in section 5 to evaluate the views expressed by the pupils under the heading of two specific clusters (C1 and C2) in the data set. And they will be used later in the same section, referring more broadly to the whole data set.

Disabled people will have encountered many or all of Beckett's stereotypes during their daily life. Beckett endorses the view of Rieser and Mason, already referred to at 2.3.4,  that children do not enter the world with prejudices like these.

They acquire them, consciously or unconsciously, as they grow up. Beckett believes that schools have a duty, whatever the difficulties, to play their part in preventing children from acquiring these prejudices.

Beckett next poses the question whether there is evidence that non-disabled children express disabling attitudes. Beckett observes (2010: 128) that children, like many adults, tend to see the body as the site of the 'problem' of disability, except (significantly) in one school where the social model of disability informed the school's approach. Beckett found some evidence that children exhibited the 'curio' attitude, the 'incapable' stereotype and the 'pitiable'. Though many children condemned the bullying of disabled pupils, this was often because they felt sorry for them.

The most significant finding of Beckett's research however (2010: 129) is that children's attitudes towards disability are open to influence. It is perfectly possible for attitudes towards disability to be improved.

What then, according to Beckett (2010: 129) are the challenges that teachers face when they seek to address disabling attitudes and stereotypes? Unsurprisingly, many schools cited lack of time as an obstacle. But a third of Beckett's sample schools also stated that they had no books that convey positive messages about disabled people. In fact such books are available: they are easy and cheap to acquire. Perhaps the SENCO should be encouraged to read a little more widely in the field of children's literature.

**2.3.6 Social exclusion among disabled pupils**

In relation to what she regards as the exclusionary practice prevalent in current forms of inclusive education Lloyd (2008) has used the analogy of a game. Disabled players come along and request permission to join the non-disabled players already

playing the game. They are told they can join the game, but only on condition that the non-disabled players continue to make the rules.

The development of the social model of disability with its focus on contextuality has made disability a candidate for study and analysis alongside other social divisions examined in texts such as Alcock (1996) and Payne (2000).

Morris (2001) has used interviews with young disabled people to compile a catalogue of the issues which they regard as characteristic of social isolation, in schools or in any other social context. Morris makes the point that in the past young people with severe disabilities would find themselves shut away in long-stay institutions of various kinds. In the present world the right of disabled people to active participation in the community is underwritten by the United Nations Convention on the Rights of the Child and in the United Kingdom by the Children Act of 1989. Government policy since the 1980s has been marked by a commitment to allow disabled people to participate in the life of the community. This commitment applies as much in schools as elsewhere. However Morris (2001: 1) points out that the views of those most closely engaged in these issues – young people themselves, whether disabled or not  – are often ignored.

> Hardly any of the information contained in the wealth of research about disabled children and young people comes directly from young people themselves.

The catalogue includes not being listened to, having no friends, finding it difficult to do the kinds of things non-disabled people their age do, such as shopping, going to the cinema, clubbing etc, being made to feel they have no contribution to make, that they are a burden, feeling unsafe, being harassed and bullied, and not having control over spending money, not having enough money.

All those involved in the debate about inclusive education – disabled and non-disabled pupils, teachers, educators and researchers – agree that schools need policies to encourage inclusion. However, the notion of inclusion is more complex than it might appear. Gay (2009) points out that for schoolchildren social relations are very often established in leisure activities such as play. And in the context of leisure activities, even the concept of inclusion is open to varying interpretation. Gay defines 'pseudo-inclusion' as when disabled and non-disabled pupils attend the same function but no help or support is given to allow participation. 'Active inclusion' is where disabled and non-disabled pupils participate with planned support and resources dedicated to encourage equal engagement. 'Opportunity inclusion' arranges for disabled pupils to take part in segregated activities, in bands according to the severity of their impairments. If the young disabled people manage their own activities, this definition of inclusion is termed 'Separate Provision'. Gay thus issues a reminder that the concept of inclusion needs to be critically examined whenever it is cited.

**2.3.7 PSHE: an unexploited opportunity**

The Personal, Social and Heath Education (PSHE) curriculum at KS2 is designed to help pupils to develop responsible attitudes and behaviours towards themselves and others in social and health matters.

The PSHE curriculum for KS2 is set out at a departmental website dated 2011: its URL is given in the bibliography. The PSHE curriculum is not a mandatory part of a school's curriculum but the website points out that no school can be regarded as offering a full curriculum without offering PSHE.

The published PSHE curriculum concentrates on indicating what subjects should be taught and what skills should be acquired by the pupils. It does not indicate how PSHE lessons should be taught, though relevant guidance can be obtained from

the PSHE Association, a body formed to give advice in this area.  Charities such as the RNIB (2013) and Scope (2013) also offer guidance on teaching PSHE.

From the viewpoint of this thesis, the published PSHE curriculum says surprisingly little about disability. It discusses the need for pupils to be aware of differences between people and mentions disability as one such difference, along with cultural, ethnic, racial, religious and gender differences. But is says nothing about ways to counter anti-disabled prejudice or discrimination. There exists an opportunity for educators to seize the initiative, to teach their pupils about disability and disabled people in a much more purposeful manner than the government website suggests.

## 2.4 The literature review and the four research questions

The first question quoted at 1.2 asks how pupils react to fictional texts in which motor impaired characters appear.  Van Manen (1990: 70) explains (in the passage already cited as the epigraph of this thesis) how literature can serve to expand human experience.

> And so as readers we find the experience of everyday life irresistibly shifted to the world of the novel where such fundamental life experiences are lived through vicariously. As we identify ourselves with the protagonist of a story, *we* live his or her feelings and actions without having to act ourselves. Thus we may be able to experience life situations, events and emotions that we would normally not have. Through a good novel then, we are given the chance of living through an experience that provides us with the opportunity of gaining insight into certain aspects of the human condition.

In the ways that van Manen so lucidly explains, educators can create for their pupils the space in which to form their own views rather than simply responding to widely accepted ideas about motor impairment. The review of literature has identified books pupils may read with insights into motor impairment. Such books can be used by educators to broaden children's understanding of motor impairment and motor

impaired people. For reasons of space only six books are mentioned here but there are many others that would serve the purpose.

Not all scholars however view fiction in quite the same way as van Manen. Fiction may blur the distinction between reality and imagination, as MacLure pointed out (2003: 79) in connection with an essay published by the then Chief Inspector of Schools, Chris Woodhead.

> It is striking that, in an article which prioritises the 'real world', Woodhead approves 'above all' the quality of the *writing*. It is the sub-Lawrentian prose style which most impresses. The line between fiction and the real world is quite blurred… [Woodhead's] comments unintentionally point to the textual fabric of the real world, and the power of fiction to pass itself off as reality.

What van Manen sees as a virtue, the ability to transport readers into another world of experience, MacLure sees as a danger.

The second question asks what influences may have shaped the views pupils express. The books they read will exert such an influence.

Other influences will be exerted by their families, the wider society and the school. In the past fifty years attitudes towards disability in the wider society have changed fundamentally, partly as a result of the work of scholars. The introduction of the social model and the advent of relevant legislation have changed the environment. In section 1.1.4 however we saw that prejudice towards disabled people is still regarded as widespread. The work of disability studies scholars forms an intellectual context against which everything that can be said about disability must be viewed.

The third research question asks how the views of disabled pupils differ from those of non-disabled pupils. The testimony of the disabled pupils from School 6 is paramount in addressing this question.

The final question of the four asks what insights can be acquired from this research in relation to pedagogy. Educational scholars are turning to such questions

with increasing frequency. There is work conducted by scholars such as Beckett (2009, 2010 and 2013), Lewis (1992, 1995 and 2005), Lewis and Lindsay (2000), Norwich (2002), and Cameron and Rutland (2006) designed to gain an understanding of how schoolchildren view disability, how they respond to disabled peers and how far they are influenced by stereotypes.

I now turn to methodological questions.

## 3. Method

Considering the methodology to be employed in this project, the first question to be addressed was whether, and under what conditions, group interviews with children could provide reliable research evidence. This question will be addressed with reference to scholars such as Lewis (1992).

Having considered whether schoolchildren can be reliably engaged in group sessions in schools, I then proceeded to design the sessions. A fairly detailed account of this design process will be offered, since without an understanding of the research process it would be impossible to assess the reliability of the conclusions arising from the sessions.

### 3.1 Children as research subjects

The methodology for establishing my data set will be further explained in section 3.3.4 of this thesis. Group sessions were held in six schools where texts featuring motor impaired characters were presented and discussed. The responses of the pupils were then tabulated and organised into clusters.

One of the features of this methodology is to have collected data directly from schoolchildren. The question therefore arises to what extent groups of children can form reliable research subjects.

Consulting children as research subjects poses certain problems, three of which are summarised by Mayall, reported by France et al. (2000: 151).

> Mayall (1996), for example, argues that this approach [to understanding childhood and youth] needs to have three major components. First, it has to conceptualise and accept children as competent reporters of their own experiences, recognising that they are capable of reflexivity. Second, giving children a voice means taking them seriously and putting their views at the centre of analysis. Third, the aim of research should be to work *for* children rather than *on* them…

The use of group interviews such as the sessions I have conducted is an established tool for educational research. It has not however been widely used, and where used it has often involved older children.

The advantages and problems of group interviews with schoolchildren are described by Lewis (1992). The method is effective in determining and exploring consensus beliefs.

> In a class in which children have learned to respect one another's contributions, a group interview can generate a greater range of responses than individual interviews. In that situation responses may trigger off ideas from others… (Lewis (1992: 414))

Lewis uses as a case study an investigation into primary aged children's attitudes towards pupils with Severe Learning Difficulties, an area contingent with the domain of my research. Group interviews add to the depth and breadth of responses, as compared with individual interviews, especially if an effort is made to encourage interaction between the pupils. The session transcripts cited verbatim by Lewis show the children reinforcing and extending each other's ideas, building on facts not known to the interviewer and helping each other amplify their responses. Children are encouraged by their peers to overcome barriers of reticence. As has been observed by Fisher (2011) pupils who are dissatisfied in literacy lessons tend not to reveal their dissatisfaction but to veil it in compliance.

As will be made clear in section 3.2 of this thesis, detailed guidance was given to the Supervising Adults (hereafter referred to as SA's) who would take charge of the group sessions in the schools. The guidance note covered the way the sessions should be structured and sequenced and the main discussion points to be stimulated. Lewis emphasises the importance of the role of the adult supervisor and underlines the justification for the precise guidance given to the adults who supervised the group sessions for my project.

> Much interviewing of children in educational research takes place in schools. Some teachers may be more sympathetic to group, than to individual, interviewing of children. This is particularly so if the class or school ethos encourages group and collaborative, rather than individual, work. Group interviews may also be more practicable than individual interviews for a teacher-researcher to carry out. However the teacher-researcher needs to consider carefully whether or not the children's inter-relationships as well as his or her relationship with the children will distort responses and so render data invalid. (Lewis, 1992: 417)

There are risks involved in the group interview, identified by Lewis. Children may 'tag on' to ideas initiated by others, with which they do not naturally accord. Pupils may divide into contending cliques within the overall group, as happened once or twice (though not frequently) within the group sessions I arranged. Diffident children can be closed out by more confident peers. Confidentiality is an issue. Clearly no one can guarantee that words spoken in a group interview will not be repeated. Chambers (1993) has also cited the further danger of children feeling constrained to offer views that would be congenial to the teacher.

Lewis also considers the practicalities of group interviews. She envisages that the interviews will be recorded in sound or vision. My group sessions were recorded on DVD. It is possible for relations between members of the group or with the interviewer to distort findings. (For this reason my briefing notes to the SA were key documents.) In my sessions relations between the members of a group varied. Sometimes they were classmates but relatively unfamiliar. Sometimes they were close friends, though in two cases the SA's ensured that close friends should not work too closely together. One group included twins. Spencer and Flin (1990) suggest that friendships between group members are an advantage, since children interact more freely with a friend. Friendship groups do however enhance the risk of cliques. Views differ on the optimum size for a group. In the five schools where group sessions were recorded and analysed, all the groups numbered eight pupils except School 3, where

there were five participants. Lewis refers to different authorities with different views on the optimum size. Ebbutt (1987) interviewed sixth formers in groups of nine to fifteen. Social psychologists cited by Lewis favour smaller groups to encourage participation. Breakwell (1990) suggested a maximum of six or seven pupils. Other scholars such as Waterhouse (1983) and Barnes and Todd (1977) have argued for even smaller groups.

The grouping of five to eight members adopted for my project lies below the maximum recommended by Ebbutt but higher than the levels recommended by certain other scholars. The transcripts of my group sessions suggest that from a practical viewpoint the number of pupils engaged did not form an impediment to their successful working.

Lewis considers the best arrangements for seating the group members and recording the interviews, the overriding requirement being that the recording equipment and any team conducting the recording should be as unobtrusive as possible, commanding as little attention as possible from the pupils whose voices or images they are capturing.

The interpretation of group interviews is, according to Lewis, a 'thorny area'. Lewis suggests, if not quite states, that statistical analysis of such interviews is not possible.

> Group interview techniques have tended to be discussed in the context of qualitative, rather than quantitative research methods… and so discussion has been of making 'insights' into transcripts rather than numerical codings. Numerical summaries of individuals' comments are inappropriate… (Lewis, 1992: 419)

Lewis observes that qualitative data analysis methods are more appropriate than quantitative methods when dealing with group interviews, and more appropriate when the research results sought are not statistics but rather insights into the thoughts and

feelings of the research subjects, as was the case with my project. It remained however a valid question whether the recording, transcription and analysis of the group sessions could produce a coherent narrative of the research findings. The process of interpretation was foreseen to be complicated by two factors, namely the constant need to be vigilant for research bias and the need to examine the views of the participants in the light of possible external influences. The experience cited by Lewis suggested that a coherent narrative could be established, but that it would be a narrative subtle and complex in character and depth and possibly marked by internal inconsistencies and even contradictions. It would in short reflect the complex feelings of the pupils engaged in the process.

Lewis sets out in a further article (2005) to record her insights into the processes of interviewing children. (Some of her points relate more particularly to children with learning difficulties. This summary will focus on the points that apply more generally to children, whether disabled or not.)

> My interest in interviewing children about their experiences of integration and inclusion has highlighted the acute ethical and sampling problems. Decisions taken about sampling will clearly have implications for the generalisability of findings. Reliability and validity of the data will be influenced (among other things) by the interviewer's way of initiating dialogue, sustaining that dialogue, particular phrases and the use made of context. (Lewis 2005: 226)

Lewis places emphasis here on the practical considerations relating to how the views of young participants in research might be gathered in ways that are reliable and valid. The methods used by different researchers vary widely: they include interpretive approaches (e.g. Allan 1999, Crozier 2000) often drawing on a sociological perspective with emphasis on a genuine discussion with the children.

Work from a contrasting legal and forensic viewpoint (e.g. Aldridge and Wood 1998 and Ceci and Bruck 1993) rests upon theories of developmental psychology and emphasises the need for information to be accurate.

Theoretical differences, however, do not deflect attention from the paramount aim, to secure a fair view of the child's perspective. All researchers must strive to encourage children to engage in discussion. Lewis points out (2005: 216) that while her observations apply to interviews with disabled or non-disabled children, there are more sensitivities and difficulties when interviewing disabled children, especially in relation to ethics. Children with, for example, learning difficulties may feel betrayed if information circulates about them. Their experience may tell them that their views are unlikely to be respected.

Measures designed to reinforce confidence may have the opposite effect. Lewis records an instance (2005:216) where children with severe learning difficulties were assured that the tapes of interviews with them would be destroyed when the project ended. The intention was presumably to assure them that unauthorised disclosure was to be prevented. However the children were offended, since it seemed their work was not worth preserving. Such incidents point the need to view research with children from the point of view of the children rather than that of an adult researcher.

Lewis also points out (ibid.) the difficulty of securing anonymity in the case of pupils in schools and their parents. My own observation is that even if complete anonymity is hard to achieve, every effort should be made to avoid identifying participants.

Some writers have referred to the distinction between a consent and an assent. Parents or guardians may give their consent for their child to take part in a project. The child herself must give her assent. Lewis states (ibid.) that in some projects the two forms are conflated. This was not the case in my project.

Questioning children about certain activities may, says Lewis (ibid.), change the way they think of these activities. Asking children for example about which activities they might or night not undertake with particular classmates, may make them think that the activities referred to are unusual or unexpected.

Lewis raises questions about the power of gatekeepers to give consent on behalf of the child. Head teachers may give their consent for pupils at their schools to take part in research. This consent is termed 'all-in' access. However, gatekeepers may then stipulate that individual pupils must opt in before their consent can be assumed. Alderson (1999) argues that such a stipulation is exclusionary, since opting in demands certain qualifications of skill and attitude. In the case of my project, consent was sought from head teachers, supervising adults, pupils and pupils' parents or guardians. It seemed to me to be essential to gain consent from anyone who had a right to be asked.

The selection of children to take part in a research project may be influenced by their possession or lack of certain skills. Begley (2000) reports that her work collecting information about pupils' views of Down's syndrome excluded children who lacked verbal communication. She felt that using a signer would have introduced a variable of unknown significance. Such considerations are in a sense discriminatory.

Lewis then (2005: 218) refers to the danger that the methodology used for coding the data set and constructing links between elements may itself introduce

distortion. The best safeguard against this danger is the method of constant comparison advocated by Pidgeon and Henwood (1996).

Lewis next considers how the interview techniques may be defined, moving in four stages, namely initiating the dialogue, sustaining the dialogue, making specific choices about phrasing and taking account of the context in which the dialogue takes place.

Dialogue may better be initiated, states Lewis, by offering statements that prompt a response rather than by posing questions. Questions may be felt to be pinning children down, reflecting a power relationship, the adult teacher keeping the upper hand. In the case of my project, the responses of the pupils were stimulated by two text excerpts from works of fiction, presented to them on DVD. The questions posed during the group sessions arose naturally from the presented texts.

Lewis (2205: 219) describes as 'a notorious trap' the use of multiple questions, where several questions are bundled up under the guise of a single question. The Adult Supervisors in my group sessions asked the pupils how, if they had written the stories presented to them, they would have ended them. This was in my view not a multiple question but rather a single question capable of multiple answers.

Lewis discusses how the dialogue with interviewees may be sustained, citing children and people with learning difficulties as difficult categories. She recommends the use of pauses, up to three seconds in duration, to punctuate the conversation. In the five group sessions which I analysed, the Supervising Adults did not employ pauses. They did however use phrases which were intended to signal the end of a phase in the discussion, to provide punctuation in the dialogue, and to give the pupils

a moment to relax and reflect before moving on to other pupils. An example from

School 1 follows.

> G4: Because she did a sort of spin in the wheelchair. *(She makes a gyratory hand gesture.)*
> SA: She was doing little tricks on her wheelchair? *(G4 smiles and nods agreement.)* OK that's a very good observation, I like that. *(To G5 and B5)* OK you two.

Another way of sustaining the dialogue is through the use of prompts. Children may

be prompted to expand their comments or responses to a question by a prompt: 'What

do you think he meant by that?' There is however a trade-off between prompted and

unprompted remarks. Unprompted remarks tend to be more accurate, i.e. more honest.

Prompted remarks tend to be fuller and more detailed but less reliable. Prompts, it

seems, create the impression on children that a more detailed response is expected:

and children hate to disappoint. It is easy for even a well-meaning adult interrogator

to press to hard for information, though I believe the adults who supervised my group

sessions resisted this impulse.

If children are to resist the inclination to invent responses just for the sake of

saying something, adult interviewers must ensure that they feel able to respond 'I

don't know'.

The phrasing of questions posed to children is a critical area. The question

'Did you see THE car?' produced both in adults and children a more affirmative

response than 'Did you see A car?' THE car suggests that a car did indeed pass by,

even if unnoticed.

Lewis also explains (2005: 225) how children's interpretation of material

presented to them is influenced by the context in which the information is framed.

Information about people whom the children know to be disabled may dispose them

to make judgments they would not make about non-disabled people. My group

sessions heard a story about a disabled girl who deliberately rammed her wheelchair into a stranger. The context of disability may have led some pupils more readily to brand her as crazy and a stalker. Lewis also concludes that children's recall of events is improved if they have the chance to discuss what has happened. The children in my group sessions certainly had the chance to discuss the texts read to them, and certainly deepened their understanding of disability as a result.

A final contribution to the literature on children as research subjects looks forward to a later stage in the process of data collection and analysis. France et al. (2000: 151) emphasise the danger of imposing an a priori theoretical dimension on the evidence of children.

> Theory… should not be the driving force to conceptualising the lives of children and young people; rather it should *emerge* from the data under investigation. Such an approach is clearly influenced by the writings of Glaser and Strauss (1967) and their work on 'grounded theory'. They argue that theory should be generated from the 'empirical world' ensuring that the theoretical model that evolves from the data 'must fit the situation being researched' (Glaser and Strauss 1967: 3)

I will also turn to a variant form of grounded theory as a means of basing my findings firmly on the evidence of the children taking part in the group sessions.

## 3.2 Design of the group sessions

A fundamental question relevant to my project was whether discussions with pupils held in a classroom setting could be relied upon to generate valid research findings. An answer to this question was given by Richard Pring.

> Educational Research, therefore, must be centrally, though by no means exclusively, focused on those transactions – on the ways in which learning is encouraged, nurtured, planned and brought about, and on the values which are embedded within them. (Pring, 2000: 121).

A further question which arose during the design of the group sessions was why it was decided to use books as the stimulus. It would have been possible to employ a medium other than fictional prose to stimulate the responses of the pupils. Many KS2

pupils are familiar with TV, DVDs, electronic games, e-books and web-based media.

But print books are still ubiquitous. Every school has a books budget.

Narrative prose has certain specific advantages. The importance of reading as a means

of learning is emphasised in the comments of Appleyard (1991: 59)

> …The growing child's experience of reading in the years 6 to 12 mirrors these changes in two important and related ways. Reading is a prime tool at one's disposal for gathering and organising information about the wider world and learning how that world works, which is why teaching children to read is one of the main purposes of early schooling and why from the fourth grade onward primary school learning consists largely of reading as a means of discovering new facts and ideas. But at the same time reading is a way of exploring an inner world, especially as the child gets older.

Chambers (1993: 20) also points out the utility and pleasure that can be derived from

joint reflection upon a story.

> In essence, talking about literature is a form of shared contemplation. Booktalk is a way of giving form to the thoughts and emotions stimulated by the book and by the meaning(s) we make together out of its text – the imaginatively controlled messages sent from the author that we interpret in whatever way we find useful or delightful.

A more detailed explanation of the different ways in which literature can stimulate the

imagination of the reader is given by van Manen. Van Manen (1990: 70) identifies

seven ways in which the significance of story is manifest for human science:-

(1) story provides us with possible human experiences;
(2) story enables us to experience life situations, feelings, emotions, and events that we would not normally experience;
(3) story allows us to broaden the horizons of our normal existential landscape by creating possible worlds;
(4) story tends to appeal to us and involve us in a personal way;
(5) story is an artistic device that lets us turn back to life as lived, whether fictional or real;
(6) story evokes the quality of vividness in detailing unique and particular aspects of a life that could be my life or your life;
(7) and yet, great novels or stories transcend the particularity of their plots and protagonists, etc., which makes them subject to thematic analysis and criticism.

Consistent with the guidance of Lewis (1992) and as explained in section 3.1 of this thesis, group sessions to be held in schools would ideally include six to eight pupils. The schools were asked to arrange mixed groups of boys and girls: most complied. They were also asked to recruit for the group sessions pupils of mixed literacy skills. The groups of pupils would have an age span of seven to eleven years. In section 3.5 of this thesis, covering the recruitment of schools to participate in the project, it is explained that the pupils who attended the group session at School 6 were from a slightly older age bracket. The reasons for this difference are also explained in the same section. The sessions would be held in a familiar setting in the school rather than in any specialised offsite location which the pupils might find alienating or intimidating. Each session would be managed by a SA known to the children, a teacher, teaching assistant or librarian. The SA's were selected by the teacher or head teacher in each school. Each group of pupils would be presented with two excerpts from books for young readers featuring a motor impaired character in a central role. It was originally intended that each school would have the choice of staging one session or two, in case studying both texts in a single session proved too taxing for the pupils or too disruptive of the timetable. In the event every school opted to hold a single session covering both texts, an arrangement that proved less disruptive than the alternative might have been. Each session was to be DVD recorded by a two-camera team from the Roehampton University Media Services unit, producing one DVD that concentrated on the SA and one that concentrated on the pupils. At my request no attempt was made to improve the presentational quality of the DVDs by editing. I preferred to have the evidence at first hand in order to base my analysis on the most complete transactional record possible.

Each school was issued with a briefing note, explained in greater detail in section 3.6 of this thesis, dealing with the preparation of schools. The briefing note served two main purposes. It gave guidance to the SA on how the group session should be structured and managed, encouraging the pupils to express themselves as freely as possible in terms that were as independent as possible of adult influence. The briefing note also served to fix in the minds of the pupils the essential data about the two excerpts, such as the names, identities and roles of the individuals appearing in the texts.

The arrangements made to ensure the ethical compliance of the project are described in section 3.8 of this thesis. Appendix I contains the risk assessment for my project and Appendix II the consent forms. Appendix III contains the guidance issued to the adults supervising the group sessions.

During the development of the project an important change was made to its design. As will be explained later, it was decided that a pilot group session should be held to ensure that the process was workable. The pilot was recorded on a single stationary DVD camera without a camera crew in the room. However it yielded valuable evidence. It became clear that the pupils were willing and able to discuss the excerpts with each other and with the SA. However it also became clear that too much of the session was taken up with the pupils addressing their remarks to the SA. Not enough time was spent with the pupils talking to each other. It was therefore decided to add to the session two breakouts where the pupils would form smaller groups. Each group would be asked to write down three words relating to two main characters from each of the two excerpts, three words for Saffy, three for the girl in the wheelchair, then three for Daisy and three for her sister Lily. Back in plenary session the pupils would then discuss their own and each other's words and the reasons for choosing

them. The SA's were asked to ensure that the papers on which the pupils had recorded

their words were returned to me to back up the evidence recorded on DVD.

This addition to the structure of the group session was reflected in amendments to the

briefing documentation. It worked well as a device for getting the pupils to engage

with each other.

## 3.3  Selection of an analytical methodology

### 3.3.1 Qualitative versus quantitative methods

The methodology which would be used to analyse my project's data set and

thus to support its conclusions needed to be identified before fieldwork began. If the

analytical method remained undefined, there would be a risk of collecting a data set

with characteristics ill-suited to the method eventually chosen. The choice of a

methodology was made by a top-down series of decisions.

The first decision to be taken was whether the analytical method used in my

project would be quantitative or qualitative. Miles and Huberman (1994: 9) explain

the nature of qualitative data.

> In some senses, all data are qualitative; they refer to essences of people,
> objects, and situations. We have a 'raw' experience which is then converted
> into words… The words are based on observation, interviews or
> documents…These data collection activities typically are carried out in close
> proximity to a local setting… Finally, such data are not usually immediately
> accessible for analysis, but require some processing.

The choice of quantitative or qualitative analysis depended upon the research

questions to be posed. As has been shown in section 1.2 of this thesis, the first

question related to the spontaneous responses of young readers encountering a motor

impaired character in a fictional text. The second question referred to influences

which might possibly have shaped the responses of the children. The third question

asked whether the responses of disabled pupils differed from those of non-disabled

pupils, and if so with what significance. Finally the question was posed what

implications for teaching and learning could be gained from these investigations.

The testimony of the pupils in the group sessions would be expressed with varying

degrees of subtlety and complexity, statements of opinion and sentiment rather than of

fact. As such the evidence base to be collected would be far better suited to some

form of qualitative data analysis. Seeking to determine whether the approach to my

project should be qualitative or quantitative, I encountered a significant piece of

evidence from Beckett, who made a relevant claim in relation to one of her studies

(Beckett, 2013:7) She stated that she adopted a qualitative approach to that study in

order to allow the children who were its research subjects to provide their own

categories and (quoting  Connolly, 2001: 20) so that the research might become a

platform for 'the perspectives and experiences of the respondents themselves.' It

seemed that Beckett's and Connolly's intentions exactly matched my own: I therefore

decided to follow their example.

Further evidence in favour of a qualitative approach in the case of my project

can be found in King (1994: 16/17).  King lists five sets of circumstances in which

qualitative research interviews may be appropriate. The first is where a study focuses

on the meaning of particular phenomena in the perception of the participants. My

project focuses on the meaning of motor impairment to the participants. The second

set of circumstances is where individual perceptions of processes with a social unit

are to be studied through a series of interviews. In the case of my project the relevant

social unit is the class. The third set of circumstances arises where individual

historical accounts are required of how a given phenomenon developed. In the case of

my project it is necessary to assess the extent to which current academic research and

adult public opinion may have influenced the thinking of pupils. The fourth and fifth

set of circumstances mentioned by King relate to qualitative work done in preparation for or in the aftermath of a quantitative study. Neither of these instances has relevance to my project.

There are however risks clearly associated with qualitative data analysis, risks summarised by Miles (1979: 591).

> The most serious and central difficulty in the use of qualitative data is that methods of analysis are not well formulated. For quantitative data, there are clear conventions the researcher can use. But the analyst faced with a bank of qualitative data has very few guidelines for protection against self-delusion, let alone the presentation of unreliable or invalid conclusions to scientific or policy-making audiences. How can we be sure that an 'earthy', 'undeniable', 'serendipitous' finding is not, in fact, wrong?

This observation was a warning against biased or facile conclusions that had to be kept in mind throughout the analytical process.

### 3.3.2 Tested hypothesis or grounded theory?

The next question to be answered was whether I had a hypothesis to be tested against the data set. If there was a working hypothesis relevant to all my research questions, then the research to be undertaken would be to put that hypothesis to the test against the data I would collect in the field. The standard scientific method in the natural sciences is (simplifying to a considerable degree) to frame such a hypothesis, to test it against observed data and to reject it if its predictions fail to correspond with observed reality. If no such working hypothesis can be found, then the researcher seeks within the data set itself for an explanatory theory. Such a search is grounded in the data set and is consequently termed 'grounded theory'. The nature of grounded theory is explored below.

In the case of my project there was no general working hypothesis. The pupils in the group sessions would express sentiments over a wide range of topics arising from the texts presented to them, among them topics relating to the attitudes and

behaviour of motor impaired individuals, the responses of able-bodied children and adults around them, the reactions of strangers and the responsibilities of parents and siblings. No single hypothesis could cover this range of responses. Accordingly I concluded that grounded theory would be a possible choice for my project.  Grounded theory is defined by Glaser and Strauss (1967), the originators of the method, as follows: 'the discovery of theory from data systematically obtained from social research'. Robson (2002: 190/191) amplifies the definition.

> A grounded theory study seeks to generate a theory which relates to the particular situation forming the focus of the study. This theory is 'grounded' in data obtained during the study, particularly in the actions, interactions and processes of the people involved… Grounded theory is both a strategy for doing research and a particular style of analysing the data arising from that research.

Other scholars such as Crooks (2001) have described grounded theory as a useful tool for exploring integral social relationships and the behaviour of groups in situations where little has been done to explore the contextual factors that affect the lives of individuals.

Grounded theory has been used in a number of research projects. These include Chenitz and Swanson (1986) on a range of nursing topics. Drisko (1998) used grounded theory to evaluate family preservation strategies. Glaser and Strauss (1965 and 1968) conducted the two original grounded theory cases dealing with the subject of dying in hospital. Madill et al. (2000) conducted grounded theory studies of the families of patients diagnosed as having schizophrenia. Morrow and Smith (1995) used grounded theory to examine the ways victims survive and cope with childhood sexual abuse.  Finally Wuest (2000) carried out a study of women's caring. These examples indicate that grounded theory is a sufficiently established research approach to be considered for my project. They also suggest that grounded theory may have

appeal in cases which other research approaches might find difficult, where a wide range of opinions and sentiments need to be recorded and analysed. The subjects of research to which these projects are addressed also suggest that grounded theory might be particularly well suited to studies focusing on topics about which the research subjects might have strong emotional opinions.

### 3.3.3 Grounded theory: an overall view

There are many variants of grounded theory. Some implementations display all the characteristics associated with the approach. Others include some but not all such features. Some implementations are, as Robson states (2002: 492) 'more in the general style' of the theory. This section will provide an explanation of grounded theory in preparation for describing my own implementation.

The aim of grounded theory is, according to Glaser and Strauss (1967: 2) to generate or discover a theory by examining a data set.

The aim of a grounded theory implementation is to discover what is central to a data set collected from the experience of the research subjects. The researcher's task is to find a central core category which is simultaneously at a high level of abstraction and also firmly grounded in the data set – usually in the words people have spoken and the ways they have interacted in relation to research themes of interest to the researcher.

Customarily this task is accomplished in three stages (Robson 2002: 493):-

1. Finding conceptual categories in the data set.

2. Finding relationships between these categories.

3. Conceptualising and accounting for these relationships through identifying 'core categories'

The three stages above are accomplished by the use of different coding strategies, described below. Open coding is used to identify the categories. Axial coding is used to establish connections between categories. And selective coding is used (as by Strauss and Corbin, 1998) to identify the core category or categories.

Throughout the analytical process the data set is continually and iteratively interrogated. Data set components are constantly compared and contrasted. What do they tell the researcher about themselves and each other? According to Pidgeon and Henwood (1996, 92-94) this process is termed the method of constant comparison.

In the open coding phase the text of the data set is divided into component parts. Each part may be a sentence, a phrase or an utterance. The boundary needs to be defined. In the case of transcribed interviews or discussions like mine, a spoken intervention may well be a natural component part. Robson (2002: 493) suggests that at this stage every discrete component may or may not be given a code or label. The label may be used to indicate the nature of the element, for example the exact spoken words, a report of the words or an inference.

Axial or theoretical coding is about linking together the categories which were devised in the open coding phase. It is a matter of establishing relationships between the component parts of the data set. The two scholars who originated grounded theory, Glaser and Strauss (1967) later differed in their approach to axial coding. Strauss and Corbin (1998) view axial coding as leading to an understanding of whatever phenomenon is described in the data. That understanding will include the context in which the phenomenon occurs, what triggers it, what action and reaction it provokes and the consequences thereof. Glaser takes what Robson (2002: 494) calls 'a more purist grounded line', arguing that axial codes and their forms should derive from the data rather than conforming to a predefined format. It is a mistake at this

stage to start prejudging what concepts the data elements might support or undermine. Whichever approach is adopted the basic distinction remains: the open coding serves to fracture the data into stand-alone pieces of content, while the axial coding serves to aggregate those fragments into newly assembled entities.

This stage of the grounded theory model is well described by Mertens (1998: 352)

> During this phase, you build a model of the phenomena that includes the conditions under which it (sic) occurs (or does not occur), the context in which it occurs, the action and interactional strategies that describe the phenomena, and the consequences of these actions. You continue to ask questions of the data; however, now the questions focus on relations between the categories.

The next stage in the grounded theory implementation is selective coding. The researcher must now select one aspect as the core category and focus on it. It is at this point, according to Robson (2002: 495) that the researcher 'should begin to get a feeling for what the study is about, in what way you can understand and explain the overall picture. This may well involve limiting the study to the major relationships which fit with this conceptualisation'. In the case of my project, the major relationships which will emerge from the data set are those which address and respond to my four research questions.

Robson (2002: 495) now explains what must follow.

> In grounded theory, there must be a central integrating focus to those aspects which remain in the study. If more than one remain, the notion is that they have to be integrated into a single one at a higher level of abstraction. This must remain grounded in the data but is abstract and integrated as well as being highly condensed. The core category is the centrepiece of your analysis.It is the central phenomenon around which the categories arising from axial coding are integrated.

Strauss and Corbin (1998) approach this task via what they called the story line. They begin with a description of what the axial coding has produced – with a narrative. It is then necessary to move from this descriptive text to a conceptualisation

of the story line. In other words the story line reveals a conceptual category through which it explicates itself. In the case of my project I believe it will become apparent that the central integrating focus is upon a specific story line: a small group of children are reading a book with an adult and discussing their feelings about what they read.

### 3.3.4 Chesler (1987) and my variant form

My own research methodology was partly based on that adopted by Chesler, though with certain modifications. For this reason there will now follow an account of Chesler's methods and (where appropriate) his reasons for making such choices as were necessary. The points at which my methods diverged from Chesler's will also be indicated.

The example of Chesler's published case (1987) appealed to me for three reasons. First, the research questions he posed – relating to medical issues - were complex and sensitive, as I felt my research questions to be. Second, Chesler's writing is clear and free from jargon. His arguments are always intelligible. Third, as he himself points out, not every author who writes about grounded theory cases gives a comprehensive account of the methodology used. There are sometimes gaps in the logic. Chesler himself gave a patient, lucid, step by step account of his work, which I found highly appealing.

Chesler posed three research questions about self-help groups to a total of 63 health professionals. Verbatim transcripts were generated from these interviews, though Chesler rather worryingly admits that some sessions were written up from memory if the recording equipment was missing or malfunctioned. My DVD records form a complete and comprehensive source.

At this point my method digressed from that of Chesler. Chesler arranged his data set in two columns. His raw data is placed in the first column and key phrases are underlined in the text. In the second column Chesler restates the key phrases in a form that is more readily understood, less open to ambiguity or interpretation, but 'in words as close as possible to the original text.' (Chesler 1987:9). The format of Chesler's data set is illustrated below.

**Presentation of Chesler's data set**

| Step 1: Underline key terms in the text | Step 2: Restate key phrases |
|---|---|
| Social worker, Gp.3: The professionals are afraid people will be <u>repeating misinformation</u>, that people will <u>compare one diagnosis to another</u> and come back and say, "Why aren't we getting XXXX?" There is a fear that they will <u>get people who are obsessed with the disease,</u> and <u>not coping well,</u> and totally <u>fixated in getting the secondary gains</u> from the disease. Frankly, I've seen that happen in a few individual cases.<br>Nurse, Gp. 6: Groups perhaps generate <u>unwarranted criticism of professionals.</u> | Repeat misinformation<br><br>Compare diagnosis<br><br><br>Obsession with disease<br>Cope poorly<br>Fixation on secondary gains<br><br><br><br>Criticism of professionals |

I chose to use three columns instead of two to display my data set (illustrated below) and not to use underlining. The first column contained the raw data. The second column headed 'Citation' identified which elements of the raw data had been selected as significant. (significant in relation to one of my research questions). The third column headed 'Cluster significance' showed the same element in a form in which its relevance to one of my four research questions (see 1.2) was made clear. The format used for my data set is illustrated below, taking as an example an excerpt from the transcript of School 3. The abbreviation SA stands for Supervising Adult.

**Presentation of my data set**

| Text | Citation | Cluster significance |
|---|---|---|
| SA: What do you think, [G2]? | | |
| G2: Probably because she probably doesn't have any friends and she wants like somebody to help her like make friends like and stuff… | …doesn't have any friends… | G2 assumes the disabled person lacks friends. |
| SA: OK, why do you think she hasn't got any friends? *(G1 and B2 raise their hands.)* | | |
| G2: I don't know, because like probably most other people don't have disabilities. And like people think look at her, she's in a wheelchair. *(Now G1, B2 and G3 all have arms raised.)* | …most other people don't have disabilities… she's in a wheelchair… | G2 suggests that motor impaired people differ from an assumed norm. The wheelchair alone is evidence of this. |
| SA: OK, so you think she crashed into her to be her friend? | | |
| G2: Yeah. | | |
| SA: *(To G3 )* So what did you think? What did you think, [G3]? | | |
| G3: Well… maybe she did it on a… accident. She could have done. | …accident... | G3 seeks to challenge the text, suggesting that the wheelchair crash was accidental. |

Note that at section 3.3.2 we cited the three coding conventions required for grounded theory. Open coding serves to fragment the text into its component parts. Axial coding binds these text fragments into thematic sub-assemblies. And selective coding

binds these sub-assemblies into coherent categories. In my implementation the divisions of open coding are created in the column marked 'Text'. The links of axial coding are effected in the column headed 'Citation'. The selective coding is achieved by the posting of contextualised elements to the thematic clusters.

It might be objected that in my treatment (as opposed to Chesler's) by the time I get to the cluster significance column I am two steps away from the verbatim account of what was said. I counter this objection by making sure, when I quote a pupil, that I go back in almost every case to that person's spoken words. The Cluster significance entry serves mostly to steer me to post that entry to the most useful cluster heading.

Chesler now describes how his selected data set components were organised into clusters.

> This step must be done generally several times, as different clustering patterns are tried, altered as phrases are moved to another cluster, and tried again. This process is a core element in the 'method of constant comparison' (Glaser and Strauss, 1967). Since the articulation of one cluster as distinct from another cluster involves making comparisons, only a constant series of comparisons enables the coder to feel secure about the creation of a conceptually distinct cluster.'

Chesler (ibid.) quotes a striking definition of this activity.

> Glaser (1978:55) describes these analytical processes as 'fracturing the data, then conceptually grouping it into codes'.

A further difference between Chesler's methodology and my own was that Chesler was working with a team of researchers. They would try placing data set components in a cluster, then send their work to a colleague for comment. A solitary researcher like myself must try something, forget it for a few hours, then return to it with a critical mindset.

In order to test the resilience of the clusters created in my project without the benefit of a research team, I adopted two critical tests to apply every time I completed a draft set of clusters. The first test was whether every element posted to a cluster seemed appropriate to the heading of that cluster. The second was whether any posting seemed to be placed alongside other elements that were inappropriate to it. Chesler reports that his initial attempt to place his data set elements into clusters produced forty cluster headings, too many to be analysed. He had to arrange his clusters into 'meta-clusters' before he could go on. My elements fell into eight clusters, their structure corresponding to my four research questions. I had no need of meta-clustering.

My cluster C3 is headed as follows:  'Pupils express diverse views about disability and impairment'. Six thematic cluster sub-headings follow. It might be objected that C3 is a somewhat artificial cluster, combining a whole range of views. However, the fact is that the pupils did express a wide range of views across the whole subject of disability and were encouraged to do so. If every topic on which they touched had been made a separate cluster, the number of clusters would have become excessive and there would have been a plethora of mini-clusters outweighed in significance by the others.

A further difference between the two approaches arose when Chesler's researchers started sending each other 'research memos'. They would seek theoretical explanations or insights emerging from the clusters and try them out on each other. Since I had no co-researchers, I would proceed directly from building the clusters to using them in detailed discussion of my research questions: see section 5 of this thesis.

Recapitulating for the sake of clarity, the table set out below explains in a step by step manner the way I organised and analysed my research data

**3.3.5 Tabular summary of the approach applied to this project**

The methodology applied for the analysis of my data set was selected as a result of the series of decisions described above. It consists of a five-step model. These seven steps may be regarded as normal stages in a typical grounded theory application: there is nothing innovative about the sequence of tasks. In order that each step, and the actions needed to complete it, should be clearly elucidated and the boundaries between steps equally clearly marked, the steps and their associated actions are presented in tabular form.

**Step by step through the project design**

| | |
|---|---|
| 1. Transcribe group sessions under the heading 'Text' | The verbatim transcripts of the group sessions held in schools were completed. The detailed line by line transcription of the DVDs involved extremely close reading and consideration of the multiple meanings contained in the text. |
| 2. Place key phrases in marginal notation under the heading 'Citation' | Significant items were highlighted in marginal notation. |
| 3. Create phrases for posting to the clusters under the heading 'Cluster Significance' | For each significant marginal note, a further note was compiled in the form of contextualised words needed to post to a cluster. |
| 4. Create clusters and send postings to the clusters | Each note was then posted under a cluster heading. The cluster headings were made in plain language without the use of abbreviated codes. The notes were assembled under a common cluster heading if the type of sentiment expressed in them showed them to belong to an identifiable group. The process was determined by content. The identity of the speaker played no part in determining where a note belonged. For example sentiments showing fellow feeling |

| | towards the motor impaired formed one cluster group, while sentiments lacking such fellow feeling formed another. If a note was found that did not fit any existing cluster heading, a new cluster heading would be created under which the item did fit. Thus the sequence of the cluster headings (of which there were finally eight) was determined logically by the sequence of material in the session transcripts.<br><br>In the case of certain postings, it would have been possible to make a case for their inclusion in more than one cluster. For example, some postings sent to C4 on the social isolation of the motor impaired might have been sent to C2, where they would be classed as showing a lack of fellow feeling for the motor impaired. The existence of such marginal cases is recognised, and is referred to by Chesler (1987: 10). The decision as to where each posting was sent depended on my judgement: where would it do the most useful work to strengthen or clarify other postings to the same cluster? |
|---|---|
| 5.  Launch discussion of the four questions.(section 5) | Discuss each of the four research questions in the light of the cluster postings and the relevant authorities. |

## 3.4 The roles of the research support team

In this section I will account for the members of the research team who supported my project. I decided that the two text excerpts to be presented to the groups should be pre-recorded on DVD. This arrangement had a number of advantages. First and foremost I considered that all the groups could best be presented with the texts in a standardised unvarying format. In this way any element of research bias engendered by the quality of reading would be reduced. If the reading of the texts had been left to an educator, then the quality of that person's reading ability and the pattern of emphasis would have represented a variable element. The validity of the

research results could be prejudiced. The same risk would have been even more in evidence if the pupils themselves had read the text off the page, since the reading skill of pupils and their ability to absorb a text vary greatly. If the pupils had been struggling to decode the texts, they would not have had the opportunity to grasp the issues of motor impairment to which I wished them to respond. I chose as the reader for the texts a principal lecturer in the English Literature and Creative Writing School of the University of Roehampton whom I knew from previous experience to be a skilled and expressive reader. The texts were presented to the group sessions in a clear and unembellished manner.

The six group sessions were led by SA's in the relevant schools, of whom two were male. The SA's were all teachers save one, the exception being the school librarian in School 3. It was in my view important that the sessions be led by someone familiar to the pupils rather than a stranger, since this would allow the pupils to be more open and less inhibited about their views. All the SA's studied my guidance notes carefully and observed the directions contained therein. They all understood that their role was to encourage the children to voice their thoughts and to take part in discussions. The SA's did not seek to impose their views on the groups. They also took care to stress that the pupils should not be tempted to say 'what the teacher wanted to hear'. In a few instances when the discussion among the children was wandering from the point, becoming repetitious or lacking in clarity, the SA would intervene to remedy the situation. Such action was compatible with the role outlined in my guidance note.

The crew from the University of Roehampton Media Services unit had the task of making the two-camera DVD recording of the group session in each school. It was required of the crew that they should make the most complete and systematic

recording of the group sessions, capturing not only everything that was said but also the movement and body language of the participants, which might have relevance to the spoken words. Some of the pupils actually expressed their feelings eloquently in gesture and expression, as well as verbally. The recording had also to be performed in the most unobtrusive manner possible, so that the attention of the pupils would not be distracted from the task in hand.

A further member of the support team was engaged, albeit for a brief period and for a specific task. A fellow-student on the Ed.D course was asked to check that in transferring the entries from the transcript pages to the clusters, I had not inadvertently inserted subjective elements of my own.  Two examples will illustrate the value of this colleague's interventions. A passage in the first text presented to the group sessions described a wheelchair user performing balancing tricks with her wheelchair. I commented (School 1, pages 14/15) that the pupils in School 1 accepted this passage as believable. The disabled pupils at School 6 spotted its implausibility. My colleague pointed out the comparison with the disabled pupils needed to be stated rather than just implied. At another point (School 1, page 20)  a pupil stated that crashing a wheelchair into someone was not a commonplace event. My colleague led me to consider whether my report of this observation was over-theorised. My colleague's comments served to underline that when reporting items to be posted to the clusters I had to report only what was in the text, not elaborate it with my own interpretations.

**3.5 The recruitment of schools**

Once it was determined that group sessions would be held in schools and sufficient clarity had been achieved on methodology and process to brief candidate schools, it became necessary to approach, identify and confirm the schools that would

participate in the project. The process by which schools were approached, recruited in some cases but not in others, is here described as accurately as possible, since the recruitment of schools was fundamental to the viability of my project.

Schools were not to be paid for participating, though each school was promised that it would be briefed on the results of the project when such results were available. The schools were also given guarantees that confidentiality would be maintained. Participating schools would not be named in the project records. Pupils and SA's taking part in the project would be rendered anonymous in the records of the sessions. DVD records of the sessions would be kept secure and would be seen only by the media team that produced them, myself, my supervisors and the scribe who would assist me to produce my transcripts. Each school was given a choice of dates. The sessions would take place during the school day, requiring curriculum adjustments but no extension beyond normal school hours. Consent forms were requested from pupils, parents or guardians, teachers and head teachers.

I had by now approached the Media Services unit of Roehampton University to ask them whether they were willing to record the group sessions on DVD. Although the unit does not usually take part in student projects, the management of Media Services agreed to support my project. The media team were all CRB certified and were requested to sign confidentiality agreements.

Two schools were natural choices to be approached early in the process, since I was working as a literacy tutor at both. One of the schools, a Catholic primary school in Richmond (eventually School 3), had already been informally advised of the nature of my project. This is a voluntary aided state school. The other school on the initial short list was a special needs primary school in Wandsworth, where I am a former pupil and chair of the school's Friends. The Richmond school quickly agreed

to stage a group session. After the head teacher of the special needs school discussed my project with her staff she declined to participate on the grounds that her pupils would not be cognitively able to take part. The unexpected decision of this school not to stage a group session was a serious setback. One of my research questions necessitated gaining information from disabled as well as able students. This question was of considerable significance to my project, since gaining insight into this area would substantially increase my claim to have generated new knowledge in my project. It was also a question which arose most directly from my own experience in schools. If this question was still to be addressed I needed to find another special school that would participate.

I made more satisfactory progress recruiting other schools. At this stage I decided to visit candidate schools in person before they considered joining the project. I recruited an independent primary school in Wandsworth (School 1). The head teacher was sympathetic to my aims since she herself had staged schoolroom research for her Master's degree. She also introduced me to a sister school in Chiswick, who on her recommendation joined the project (School 5). Another independent primary school in Wandsworth (School 4) agreed to participate: I had acted as a private tutor to the son of its head teacher. At this stage it was becoming increasingly clear that success in recruiting schools for my group sessions depended either upon having some prior relationship with the school, or at least some specific link such as a shared interest in classroom research. I set out below the disappointing results of my approaches to other schools where no such link existed.

The schools who had agreed to participate in the group sessions belonged to somewhat restricted socio-economic categories. Three of the four schools were independent fee-paying schools and all had catchment areas which were relatively

affluent. With the aim of having a more socially diverse sample I set out to recruit one or two schools from less affluent areas. I met with no success. I approached approximately fifteen schools in boroughs of south west London. Some schools indicated quickly that they were unable to participate. Others simply failed to respond to repeated emails and telephone calls. Some schools stated that they were already engaged on research projects. Others explained that they were stretched to the limit of their resources coping with curriculum pressures and with pastoral problems arising from the family situations of their pupils.

After the staff of the special needs school indicated that their pupils could not participate in the project, I decided to recruit another special school. I visited an all-age special needs school in Richmond and gained their agreement to take part in the project (School 2). A group session was held and recorded at this school on 5 March 2012. The transcript of this session is included in Appendix V. However unlike the other transcripts it has not been annotated or analysed. It became clear that despite vigorous efforts on the part of their SA and the pupils themselves, the pupils in this group session lacked the cognitive skill to follow and comment on the texts presented to them. The nature of their answers to questions put to them by their SA demonstrated the difficulties they were having responding to the presented texts. The transcript of this session is included in Appendix V as evidence that a serious effort was made to include these pupils in the project. Their testimony was not lightly discarded. The transcript also serves to illustrate an important lesson for the project. For pupils in the mainstream schools chronological age was an adequately reliable guide to cognitive level, allowing for the differences between pupils of varying ability and sensitivity. But for pupils with special needs I had to be guided by their cognitive

age rather than by their chronological age. The reasons for reaching this decision are explained below in section 3.5.1, dealing with the ages of the different pupils.

I approached School 6, a maintained special needs boarding and day school in Hampshire. The initial approach to this school was made to the teacher leading Key Stage 2 literacy. However, judging her pupils cognitively unready for such a task, this teacher referred me to her colleague teaching GCSE candidates. The level of comprehension of the texts demonstrated in the transcript from this school vindicates her judgment. The pupils in this group are older than those in the other schools. They were however selected on cognitive capability rather than physical age. In any case, from a statistical viewpoint, the margin by which the ages of these pupils exceed the highest age of the pupils from other schools is no greater than the margin by which the ages of the oldest pupils in the mainstream schools exceed the ages of the youngest in the same schools. In other words the spread of age across the whole sample (School 6 included) shows no major discontinuities. It was agreed with the Roehampton University Media Servicethat the schools recruited for the project would lie within the ambit of the M25. Situated in Hampshire, School 6 was outside the agreed range. However the Media Services unit helpfully agreed to make an exception and travel the extra distance.

**3.5.1 The ages and dispositions of the children**

The ages by year of the children participating in the group sessions and a brief indication of how they were arranged during the sessions are indicated in this section. The prefixes 'B' and 'G' indicate boy or girl. The School 6 pupils were three boys and five girls.

**Participating pupils classified by school, year and gender**

| School | year 2 | year 3 | year 4 | year 5 | year 6 | years 10/11 | Totals |
|---|---|---|---|---|---|---|---|
| 1 | | B3, G3 | B4, G4 | B5, G5 | B6, G6 | | 8 |
| 3 | | G3 | B1, B2 | G1, G2 | | | 5 |
| 4 | G3, G5 | | G1, G2 | B1,G4,G6,G7 | | | 8 |
| 5 | | G1,G2 | G3,G4 | G5,G6 | G7,G8 | | 8 |
| 6 | | | | | | All 8 | 8 |
| Totals | 2 | 5 | 8 | 10 | 4 | 8 | 37 |

Note that the four pupils who attended a group session at School 2 are excluded from the above analysis since their results were not included in the findings.

Describing the focus groups held as part of their project Beckett et al. (2009: 21) state that they recognised the danger that children as young as year 2 might find it difficult to 'discuss the potentially challenging concept of 'disability''. For this reason Beckett and her team used an introductory story to help the younger pupils understand what they would be asked to discuss,  a measure not necessary for the older children. After the pupils in my group sessions had heard the excerpts about Sarah and Lily (sometimes twice) they discussed the issues arising with confidence and clarity.

The difficulty in finding disabled pupils for my project was related to the way children are now admitted to primary schools. Since I was of primary school age, admissions policies for children with special needs have changed.. In many LEA areas in the 1980s pupils like me who were motor impaired but who had a cognitive level that matched that of non-impaired pupils often began their education (as I did) in a special needs school, transferring to the mainstream at a later stage. In the aftermath of the publication and implementation of the recommendations of the Warnock report (1978) in many LEA areas such pupils now tend to go straight into mainstream schools. I have worked at the same SEN school for ten years. During that time hardly

any pupils have been enrolled who did not have cognitive limitations, perhaps two at most.

A detailed discussion followed the problem encountered at School 2. What options remained? In some mainstream schools there would have been motor impaired pupils with cognitive levels comparable to those of their non-disabled peers. But could they be picked out and assembled for a group session? There would be a risk that such a procedure would be regarded as discriminatory, branding the disabled pupils in the eyes of the school as significantly different, risking damage to the policy of inclusion. I could not bring myself even to propose such a solution to a head teacher.

The other option was to find a school with motor impaired pupils who had the necessary cognitive skills, even if these pupils were older than their peers from the mainstream. That option would have the merit of allowing an answer to be given to research question 3, comparing the views of disabled and non-disabled pupils. It was a solution, even if not an ideal solution.

However when I examined the evidence (for example Lewis 2011) relating to recruitment of participants a more positive perspective became possible. I had regarded the recruitment of older disabled pupils as an expedient. However the evidence suggested a different view.

> The overall conclusions concerning effective methods when consulting with disabled children are that: the encounter needs to be genuine; 'one size will not fit all'; methods have to be adjusted to the individual child's needs and preferences; and a portfolio of methods through which various approaches are developed with each child is likely to be more useful than researcher- (or sponsor-) determined 'one shot' approaches. These may be regarded as applicable to all children, but are particularly significant for disabled children… (Lewis 2011:97)

I would not have a bespoke approach for every child, but I would have two slightly different approaches for two groups of pupils.

> Do disabled children require different methods when sharing 'voice' from those used with other children? Disabled children are heterogeneous, but aside from the inevitable human variability, there are some generalisable disability-related pointers. If an ethos of a listening culture pervades the exploration of voice, then disabled children will be able to guide the researchers about useful modifications, whether these are related to disability or other features of the context. Disability-oriented guidance, in particular, needs to be interpreted reflectively, as otherwise it may constrain thinking about methods. Lewis (2011: 97)

The children at School 2, despite their difficulties, were delivering an important message. The uniform method I had devised, suitable as it was for other children, could not be imposed on children with disabilities. I would have to modify my recruitment method, in respect of motor impaired pupils prioritising cognitive capability above chronological age.

I approached School 6 and received an enthusiastic response. The pupils would come from years 10/11. At last I had access to a group of pupils who were motor impaired and who would understand and respond to the texts. The group session at School 6 was recorded on 3 July 2012. These motor impaired pupils offered evidence that was distinctive, enlightening and self-aware.

The ways in which the pupils were arranged for the group sessions (in respect of age) are briefly summarised below. In School 1 the pupils were seated in pairs at desks, the pairs arranged in year order. At School 3 the pupils were not arranged in year order, but seated three in individual wicker chairs and two on a wicker sofa. The School 4 session took place in a gymnasium or sports hall. The pupils were seated on the floor of the room, not in year order. When they tackled the written exercise they spread out in pairs over the floor. The SA took care to separate two pupils (4/G1 and 4/G2) who were obviously bosom friends. The pupils at School 5 began the session seated cross-legged on the floor of a room where desks were visible behind them. They were seated in pairs in year order and moved to the desks for the written

exercise. The pupils at School 6 were seated at a horseshoe-shaped table, either in their wheelchairs or on standard school chairs.

### 3.5.2 The pupils from School 6

This section describes the pupils from School 6 who participated in the group session. All the pupils exhibited the necessary cognitive level to follow and comment on the texts.G1 was seated in a standard school chair. She exhibited a slight vocal impediment. She may have had mild cerebral palsy. B1 appeared to have spastic hemiplegia. His hands were mobile. He also used a standard school chair. G2 was seated in a powered wheelchair. She had severe quadriplegia, involuntary movement and speech impediment. Her LSA interpreted for her. G3 seemed to have moderately severe spastic quadriplegia. Her speech was clear but clearly required concentration to deliver.G4 had spastic quadriplegia. She had the most obvious postural difficulty, lying almost prone in her powered wheelchair. Her speech however was clear. G5 appeared to have mild cerebral palsy. Her speech and movement seemed unaffected but she exhibited reading difficulties.B2 appeared to have mild hemiplegia. He sat in a standard school chair but later used a manual wheelchair. He was the most articulate and mature of the male participants.B3 was the most severely disabled pupil in the group. He used a powered wheelchair and a headrest. He had a communications aid operated by his LSA under his direction. Even so, he found it hard work to contribute.

### 3.6 The preparation of schools

If the group sessions planned for the schools were to produce the desired research results, it was essential that the schools should be adequately prepared. The first stage in this process was to ensure that the head teacher or the head teacher's nominated representative in each school understood the purpose of the project, what

should take place within each group session and what was expected of the head teacher, the SA, the pupils themselves and their parents or guardians. It was essential that I should reassure each head teacher that the time and effort required for a group session was within manageable limits consonant with the demands of the regular curriculum.

Each school agreed that its session was to take place in a familiar location in the school. This arrangement was necessary particularly for the pupils who were motor impaired, since venturing into an unfamiliar environment may pose stressful questions about access and whether the necessary equipment such as communication aids can readily be accommodated.

Each group session would be led by a SA. The selection of the SA at each school was usually the responsibility of the head teacher or deputy head, though in the case of School 6 it was head of GCSE English who took on the task on her own authority. In the case of School 3 the SA was the school librarian. I also assured each school that the members of the research support team who came in contact with the pupils held CRB certification. It was also necessary to discuss with each school the prospect of having a two-camera DVD crew in the classroom while the group sessions were being held. The parents or guardians of the pupils who were scheduled to take part in the group sessions were made aware of the plan to video-record the session. Any parent or guardian who objected to this arrangement had to be given the opportunity to withhold permission for their child to participate. It was important that no parent or guardian should be put under pressure to give consent. The pupils themselves had to be informed that a camera crew was to be present as they spoke. It was important that the pupils should not be intimidated by the presence of the crew, or induced by the presence of the crew to play to the gallery. It was also made clear that

if any parent or guardian or any pupil had second thoughts and decided that participation in the project was not desirable, then they would be free to withdraw from the project without giving notice or stating a reason.

Of the six schools who would eventually be involved in my project I had face to face meetings with four.

The guidance note issued to the schools had two purposes. It demonstrated to the SA's the desired way of running the sessions. It also served to ensure that some basic facts were understood by the pupils. For example in the second excerpt one girl (Daisy) is buying a gift for her friend (Amy), accompanied by her disabled sister (Lily). The pupils needed to remember which girl had which name. The full text of the guidance notes appears in Appendix III.

**3.7 Ethical considerations**

This section of the thesis describes the ethical considerations arising in relation to the project and indicates how these issues are met. The importance of such ethical issues and their centrality to the relationship between the researcher and the teacher are emphasised by Dethridge (2000: 13).

> The teacher is frequently the interpreter and mediator between the child and the surrounding world. As the responsible adult, the teacher has a duty to protect the child and to ensure that observation and intervention are not detrimental to the child's well-being. This requires the researcher to develop a good working relationship with the teacher and wherever possible for the teacher-carer to be the person who effects any intervention leaving the researcher to observe and record.

Throughout my thesis the schools, supervisors and pupils who took part in the project are rendered anonymous. The session transcript files are kept on a computer at my home. The files are password-protected. The DVDs of the group sessions are kept under lock and key. I understand that in due course I may be directed to hand them over to the University.

Before any pupil was recruited to join a group session, certain consents needed to be gained from those who are customarily referred to as 'gatekeepers'. Masson (2000: 36) provides a summary of the responsibilities of gatekeepers. Children can rarely decide entirely for themselves whether to take part in research. In schools and in families they depend on adults to help them decide. Even if adults do not control the children directly, they often control the places where research might take place. Gatekeepers are also bound by laws. They may face penalties if they default on their responsibilities, being punished or losing their jobs. For this reason and others gatekeepers are highly motivated to prevent their charges being exposed to damaging or ill-designed projects. Researchers are best advised to study and understand what gatekeepers can do to help a project and to avoid situations where gatekeeping becomes an obstacle.

The head teacher of each school decided whether that school would join my project or not. This decision was usually made after consultation with staff, a process conducted in private. Thereafter every pupil who was a candidate to attend the group session would be asked for his or her signed personal consent. The nature of the required informed consent is described by Lindsay (Lewis and Lindsay 2011: 12).

> Note the two elements: consent must be given, and it must be informed. Researchers may be considered to have extra responsibilities when the participants are children. It is necessary to ensure that a child fully understands not only the short term implications of the research but also the long term (e.g. being a 'case study' in a paper or on television. Stanley et al. (1995) have reviewed the literature on consent and argue that, even in adults, the general trend is for studies to show comprehension of consent information to be poor. However, they argue that the competence of minors to consent to research is probably often underestimated.

It is noteworthy that Lindsay does not mention as an important contextual issue the degree of trust that pupils have in their teachers, head teachers and parents or

guardians. The presence or absence of such trust might have an influence on the way pupils regarded any consent form.

If there were more pupils willing to participate in my project than there were places available, the schools were asked to make the final choice randomly, for example by drawing names out of a hat. But I heard of no instance where a child indicated willingness to participate, only to fail to obtain a place. The consent form for pupils was designed to be read by children at KS2 age. Any pupil who was reluctant to join the project could decline the opportunity to do so. I saw no sign that pressure was exerted on pupils to take part. Consent forms were then signed by the head teacher of the school, by the staff member who would supervise the session and in most cases by the parents or guardians of each child. Consent or confidentiality forms were also signed by the TV crew and the reader of the two recorded excerpts. In the case of School 6, since some of the pupils were boarders, it was represented to me that the school stood legally *in loco parentis* to these pupils and that therefore parental consent was not required. In short, the school staff took on the whole of the gatekeeping responsibility. I consented. The assessment of risks for my project and the consent forms are included in Appendices I and II of this thesis.

Once pupils had agreed to take part in the project, certain potential ethical issues arose. Some of these issues were described by Lindsay (Lewis and Lindsay 2011: 4).

> The status of the child will vary with respect to age, general cognitive ability, emotional status and specific knowledge at the time of the research. These interact with each other, and also with the task itself. This meeting may be considered to lie on a continuum of intrusiveness, which includes considerations of a potential discomfort and harm as a consequence of the procedure (e.g. nightmares) and as a consequence of reporting the research (e.g. media attention).

A child might on reflection decide that he or she had made a mistake and become reluctant to participate. Part of the agreement to participate was a clear and binding undertaking that any child could at any stage, early or late, decide to leave the project. No reason need be given. No negotiation would take place. This unconditional right to leave the project was an important safeguard, though no child chose to exercise it. It was also possible that during a group session, one or more pupils might find the process emotionally disturbing. The adult supervising the session was encouraged, if such a situation arose, to terminate the session. Whether another session would be arranged was deliberately left open.

Children in a research project need to be encouraged to speak out on sensitive subjects and are entitled to have their views treated with respect. Some of the complex ethical issues arising over the testimony of children have been discussed under the heading of children's 'voice' and are considered at section 5.4.3.1 of this thesis.

In the case of disabled students, it sometimes happens that a medical emergency arises during a lesson. Such events are unfortunately regular at the special needs school where I act as a reading tutor. Even if the emergency happened in another class, the adult supervising the group session might have to hurry off to help. The staff in such institutions are trained to deal swiftly with medical emergencies. The safety of the pupil is the paramount consideration: everything else stops. The staff were told that an emergency in a group session should be handled in the same way as it would be handled during a lesson.

Electrical equipment would be temporarily installed by the TV crew. It was essential that the pupils in the group sessions not be exposed to the risk of electrical accident. The team at Roehampton University Media Services who would make the DVD recordings were of course fully aware of this potential danger. They

demonstrated that their equipment conformed to the highest industrial standard of PAT (Portable Appliance Testing). It was safe to use in schools.

Each head teacher was promised the opportunity to have a feedback session with the researcher when the project was concluded. Each head teacher will decide whether to accept this offer and if so who should attend. There is no plan to provide feedback on the performance of the groups of pupils or of individual pupils.

### 3.8 Children as co-researchers

In this section we will consider the role, status and contribution of the children whose evidence is gathered in research projects. Should they be regarded as passive research subjects? Or should they be given a more active collaborative role?

The group sessions held in the schools, the data set created during the sessions and these discussions had to be managed in the appropriate manner if the outcomes of the study were to be worthwhile. The children must not be seen as the instruments with which an adult researcher intervenes to achieve her desired result. The study must be seen not as an adult intervention manipulating children as its agents but rather as a joint enterprise undertaken by partners with equal rights.

This attitude towards pupils as colleagues, advocated below by scholars such as Alderson (2005), was in my case the product of years of literacy work with disabled and non-disabled pupils. I had long since discovered that any progress achieved with these pupils was not alone my accomplishment. The pupils and I were co-workers, pushing back barriers imposed by the nature of their impairments and mine.

Recent studies have emphasised that when academic researchers work with children, it is legitimate to regard the children not simply as passive sources of data

but as co-researchers with the adults. Alderson (2005) raises some of the relevant issues.

For professional researchers to work with child co-researchers poses extra ethical and scientific questions. Can they work together on reasonably equal, informed and unpressured terms? How much should professional researchers intervene to support children or to control the research? How can adults avoid exploiting or manipulating children? Should children be paid? How much should their gatekeepers – parents, guardians, head teachers or teachers – be involved? And who should have final control over the data and reports?

At this point remarks about my own situation may be apposite. I regard myself at least provisionally as qualifying as a 'professional researcher' in Alderson's terms. The possibility of paying pupils to take part in my research was never favourably considered. And post-graduate students like myself have the advantage of clear and non-negotiable rules about confidentiality, the use of data and reports, in regulations formulated by their university. Our obligation is to adhere to the rules.

Children are one of the constituencies who have come to be regarded as more than passive participants in the research process. Adults were recognised before children in this respect.

Bloor (as far back as 1976) conducted a study of doctors and patients in an ENT clinic and identified the contextual factors which led practitioners to adopt different intervention strategies for different patients. Acker et al. (1983) recognised the rights of women to be regarded as co-researchers rather than as passive witnesses when feminist issues were discussed. Arguments proposed by feminist and black researchers for the new insights they can bring when they do research about their own group also apply to children (Alderson, 2005: 61).

Alderson points out however that dimensions of inequality between researchers and their subjects other than gender or skin colour do arise, and might limit any attempt to match researchers and their participants. Age is just such a dimension, as is disability. There was in truth a gulf between the life experience of most of my research subjects and my own, between the life of an adult lifelong wheelchair user and non-disabled children. However, I intended that the fictional texts chosen to be presented to and interpreted by the children would create a locus, temporary but real, in which they and I could share perceptions. I like the idea of a neutral buffer zone where each partner in the research temporarily abandons any advantage she might own in order to enhance the combined potential of all involved. These are the zones I try to create in my daily work as a disabled literacy tutor.

A seminal work in which the status of research subjects was revised is that of Smith (1988). Smith did not actually cast her women research subjects in the roles of co-researchers but she did insist that comprehending their 'standpoint' was an essential element in achieving valid research findings. Like them she was a mother. Smith confronted the 'peculiar eclipsing' of women within a male culture, and shed new light on the tasks women undertake to support their children's education. Without intending to do so (according to Alderson (2005: 62)) Smith also demonstrated how adult-centred research eclipsed children just as effectively as male-centred research eclipsed women. For example women 'getting the kids off to school' (Smith, 1988: 188) was classified as work and had no recognition as friendship, companionship, shared enjoyment, reciprocal support or (she might have added) part of education.

Alderson argues that the example set by Smith in 1988 in respect of women research subjects should encourage contemporary researchers to undertake

'standpoint' research about children and with children. Child to child exchanges are important. Alderson recounts the experience of an interviewer aged 16 who talked to a boy she described as 'brain damaged'. He kept jumping around but he never stopped talking. The interviewer suggested that an adult interviewer would have encouraged him to keep still and say less.

Another 16 year old interviewer reported that her interviewee had been in hospital and claimed there were no nurses on duty at night. The interviewer knew this could not possibly be literally true, but having been in hospital herself knew the night time loneliness a patient can feel. As one young witness said:

> They (adults) didn't listen to me 'cos I was only a child. They don't listen when you're only a child. They should listen to children… (Alderson, 1995: 109)

This statement by a child summarises the thinking that lay behind my decision to arrange my project in the way that I did, drawing testimony directly from schoolchildren. If we are to teach children better ways of thinking about disability, it is essential first to give them the opportunity to state their own current views, rather than assume we adults know them better than they know themselves.

The position of children taking part in research changed not only in the eyes of the researchers with whom they would work but also in the eyes of the law. Until recently research about children reflected traditional priorities: what services did they require in health or education? How could they be protected from adult exploitation? And how could their passage to adulthood be assisted? However the UN Convention on the Rights of the Child (1989) sought to confer on children versions of the autonomy rights already bestowed on adults, envisaging children taking part more equally in activities and decisions that affect them. Article 12 says that state parties should assure:

'To the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.'

The structure, conditions, content, style and reporting of any research project involving children should be framed in line with the above guidance.

Alderson (2005: 65) has assembled a fascinating catalogue of research activities pursued in schools she has visited.

Five-year-olds made graphs about pets owned by their classmates. 16-year-olds tape-recorded interviews with their friends about their parents' divorces or researched local allotments threatened with closure by checking local authority records and observing council meetings. Ten-year-olds gathered materials to design a pond for the school. In such examples, learning, the main occupation for everyone at school or college, overlaps with research, but the wealth of research in schools is almost entirely unpublished and so cannot be reviewed in this chapter.

Where adults are responsible for the design of research projects, says Alderson (ibid.) it is still prudent for them to listen to children's advice about how their questions are posed. Alderson reports a case (Roberts et al., 1995: 236) of adult researchers asking children about accidents that had occurred on a certain housing estate and getting little response. The children advised the adults to ask instead about their scars: they did, and gained far more information.

Alderson next turns (2005: 66) to the stages in research at which children can play a significant part. Alderson argues that if children are given legitimate influence over a project, they will help to shape its initial and closing phases as well as the central phase of collecting and analysing data. The opening stage will include tasks such as picking the research team and the sample groups, avoiding tokenism, working out the team and power relationships and the protocols for resolving problems. The later phases include publicising the research outcomes and seeking to use them to bring about change.

In this respect my project fell well short of Alderson's standards. I chose to act as a solitary researcher without seeking a co-researcher. I chose the team members who would assist me, their roles described above at 3.4, and determined the limits of their responsibilities and power. I briefed the head teachers who would decide whether their school took part in my project and the staff members who would supervise the sessions if they joined. At no point did I consult the children, though I would argue that working with children and their books for a decade did give me a good basis to understand their needs.

A crucial consideration in child-centred research is to what extent adult researchers retain ownership of the project. The different degrees of involvement in the project that can be afforded to children have been compared with the rungs of a ladder (Arnstein 1969, Hart 1997).

At the lowest level there is no genuine sharing, just tokenism and exploitation. At the next level children are handed tasks to perform but they are informed about the purpose of the tasks. The top two levels are projects initiated by .and directed by the children. A single project may work at several levels. In my project the children were presented with certain tasks: they were asked to discuss two text excerpts, not to choose excerpts of their own. But they were free to discuss the texts as they wished. They were not limited to a rigid set of questions.

A significant feature of children's research is, according to Alderson (2005: 68), the way they combine work and play. The children use 'ice-breaking' moves to encourage confidence and willingness to share ideas. Alderson here echoes the tone of Chambers (1993:20) when he points out the pleasure and utility children gain from reading together. Alderson specifically mentions 'let's pretend' as a device for stimulating new ideas. In my project a similar aim was pursued when I asked the

children, if they were writing the stories of Saffy and Sarah and Daisy and Lily, how the stories would end. The children produced imaginative and (in some cases) playful narrative scenarios.

Children, concludes Alderson (2005: 72), are an underestimated and under-utilised research resource. Research about women and ethnic groups became more significant and more profound when women and members of those groups moved closer to the centre of the research focus and methods. In similar ways 'the scope of research about children could be expanded by involving children as researchers in many methods, levels and stages of the process.' The above section is rather long and should go in the methodology section not in the discussion of the findings.

## 3.9 The stance of the researcher

As a motor impaired researcher myself, I felt that I had a special responsibility to define my stance in relation to my project. Scholars such as Barnes and Mercer (1997) have argued that research into disability has been dominated by experts at the expense of disabled people.

> The primary issue for those who have focused on 'social relations' has been the asymmetrical relationship between researcher and researched. This is seen as a major reason for the alienation of disabled people from the research process. The power of the research-experts is enshrined in their control over the design, implementation, analysis and dissemination of research findings. As a consequence, the 'subjects' of research are treated as 'objects' with little positive input to the overall research process. (Barnes and Mercer, 1997: 6)

I saw it as an obligation for me and an opportunity for the pupils of School 6 to redress this imbalance in some measure.

Early in the life of the project, when the plan to hold group sessions in schools was conceived, I decided that I would elect not to be present at these sessions. If I was inviting children to give voice to their thoughts and feelings about motor impairment

and to discuss these matters candidly, then the presence in the same room of a person in a wheelchair would risk influencing or inhibiting the expression of sentiments. Lewis (1992: 416) lists 'the effects of interviewer characteristics on interviewees' as a well-documented factor leading to unreliability in interview data.

The fact that the wheelchair user in question was the same person at whose behest the meeting was taking place would only serve to increase the risk factor. The guidance issued to the Supervising Adults had to be specific and detailed, covering every possible eventuality, since I would not be present to resolve last-minute questions or problems. If the guidance notes issued to the Supervising Adults (and which appear in full in Appendix III to this thesis) appear to be excessively detailed and overly meticulous, then my absence from the sessions explains why.

The guidance notes issued to the Supervising Adults before the group sessions made clear that the sessions should not be regarded as an intervention. The aim was to elicit the views of the pupils and to encourage them to discuss each other's views with the minimum of adult influence. The adults would guide but not direct the pupils' discussion.

It was equally essential that the results of the group sessions should be reported as accurately and objectively as possible, as a record rather than an intervention. Any inclination to report the group sessions as a process through which the researcher could promulgate views of her own or views of other adults was resisted.

Other writers who have addressed themes relevant to disability and motor impairment have done so from a research stance committed to a particular viewpoint of disability, namely the medical model, the social model or the capability approach, these concepts being discussed under heading 2.2 in this thesis. Barnes, Oliver and

Barton (2002) for example are broadly committed to the social model. Terzi (2004, 2005, 2009 and 2010) is an advocate of the capability approach. I decided however that in my research project it would be more advantageous to maintain a neutral stance towards the competing frameworks of disability. If the views expressed by the pupils could be better understood and interpreted in the light of any given approach then I would not allow my judgment to be impeded by a commitment to that or any other framework.

## 4. Staging the sessions, building the data set and creating the thematic clusters

### 4.1 Staging a pilot session

In order to minimise the risk that the group sessions might not run well, it was agreed to hold a pilot session. The school that was to become School 3 volunteered to stage the pilot. The arrangements planned for the group sessions worked well. However it was noted that the pupils spent more time speaking to their SA than to each other. In order to encourage discussion among the pupils, they would be asked to work in smaller groups writing down three words they thought appropriate for each of the main characters in the texts. These words would be discussed in plenary.

### 4.2 Staging the group sessions

The six group sessions were held on dates between 29 February 2012 and 1 July 2012. The details of each session, including the number and gender of pupils, the physical arrangements and the arrangements for supervision are included in Appendices IV to IX.

### 4.3 Spoken contributions by year

Pupils of all age groups participated in the group sessions. Even the youngest pupils, the year 2 pupils from School 4, made their opinions heard. The table below records the contributions made by pupils in each year.

**Summary of spoken contributions**

|          | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 | YEAR 10/11 |
|----------|--------|--------|--------|--------|--------|------------|
| SCHOOL 1 |        | 47     | 41     | 38     | 34     |            |
| SCHOOL 3 |        | 39     | 96     | 108    |        |            |
| SCHOOL 4 | 40     |        | 31     | 88     |        |            |
| SCHOOL 5 |        | 30     | 26     | 35     | 56     |            |
| SCHOOL 6 |        |        |        |        |        | 85         |
| TOTALS   | 40     | 116    | 194    | 269    | 90     | 85         |

## 4.4 The clusters and their postings

Eight thematic clusters were constructed from the transcripts of the group sessions held in five schools, in processes described in sections 3.3.3 and 3.3.4 above. These clusters were constructed and ordered in a sequence determined by their relevance to the four research questions adopted for this thesis at 1.2. The eight clusters, C1 to C8, are set out below, together with the research questions to which they relate (Q1 to Q4) and a count of postings by school.

**Cluster postings and their relevance to research questions**

| Cluster No. | | Postings |
|---|---|---|
| | *Q1: When young readers encounter a motor impaired character in a text, what is their spontaneous reaction?* | |
| C1 | Pupils express fellow feeling for these motor impaired characters | 65 |
| C2 | Pupils fail to express fellow feeling for these motor impaired characters | 66 |
| C3 | Pupils express diverse views about disability and impairment | 101 |
| C4 | Pupils understand how motor impaired people feel isolated | 33 |
| | *Q2: How do we interpret such reactions? Is it possible to identify any influences (educational, philosophical, cultural or linguistic) which may have played a part in shaping these reactions?* | |
| C5 | Their family, their own experience and their school influence the views of pupils | 32 |
| C6 | Pupils concentrate on the purely physical aspects of impairment | 7 |
| C7 | Stories help pupils think about motor impaired people and their lives | 54 |
| | *Q3: Is there a difference between the responses of disabled pupils and their able-bodied peers? If so what is its significance?* | |
| C8 | The views of the disabled pupils | 14 |
| | *Q4: What are the possible implications of this research for teaching and learning?* | |
| | The implications for teaching and learning | |
| | Total postings | 372 |

**Cluster postings by School**

| Postings by school | School 1 | School 3 | School 4 | School 5 | School 6 | Total |
|---|---|---|---|---|---|---|
|  | 62 | 90 | 76 | 99 | 45 | 372 |

Note that there are no cluster postings below Q4. The pupils were not asked to propose what they saw as implications for teaching and learning. Accordingly when we turn to the discussion of Q4 at section 5.4, the discussion will rely more upon the evidence of educationalists than upon the views of the pupils.

**Postings from the session transcripts to the clusters**

| Cluster C1: School 1 |
|---|
| Pupils express fellow feeling for these motor impaired characters |
| 1/7: G6 tries to explain Saffy's lie [that the wheelchair crash didn't hurt her] in a way that makes Sarah seem guiltless.<br>1/37: [Lily's] crying is seen by G4 as the result of her disabilities.<br>1/45: B6 demonstrates a clear understanding of Lily's fears [in the shop].<br>1/47: B3 [sees Daisy as exploiting Lily's fears to her own advantage and] is disturbed by Daisy's tactics. |

| Cluster C1: School 3 |
|---|
| Pupils express fellow feeling for these motor impaired characters |
| 3/16: B1 suggests the knowledge and skills of the disabled and the able bodied may be complementary. No miraculous cure is envisaged.<br>3/32: B1 believes some activities, even if fewer, are still open to the girl in the wheelchair.<br>3/53: G1 suggests that Lily has interests of her own and wants autonomy to pursue them.<br>3/54: G2 tries hard to understand Lily. Lily imagines that people are laughing at her. The text does not say so. G2 regards Daisy as responsible for not defending her.<br>3/55: G2 believes an able sibling can be engaged in Lily's defence.<br>3/59: B2 regards Lily's fear of shopping as permanent and irreversible.<br>3/60: G1 suggests leaving Lily with her father and Daisy and mother shopping alone - a practical alternative to the joint shopping expedition.<br>3/71: B2 believes Lily is confused by the attention of many strangers in the shop.<br>3/72: G3 shows strong sympathy for Lily, even though there is no evidence in the text that the crowd need to be told to shut up.<br>3/73: B1 understands Lily's aversion to shopping.<br>3/74: G1 shows an understanding of the disabled person's dislike of being conspicuous. G1 does not indicate that the fictional character's desire for anonymity is the result of disability.<br>3/82: G2 does not blame Lily for the embarrassing scene but blames the people in the shop.<br>3/83: G2 suggests that even Lily's capabilities, limited as they are, should be appreciated and valued. |

| Cluster C1: School 4 |
|---|
| Pupils express fellow feeling for these motor impaired characters |
| 4/7: G1 describes the girl in the wheelchair as 'mysterious' but SA does not press her to say just what she means.<br>4/10: G3 proposes a battery of questions for Sarah to ask about adoption and her family, indicating that |

she understands Sarah's need for information.

4/23: B1 sees Sarah as inquisitive.

4/24: G4 sees Sarah as 'mysterious' because her actions and motives remain unexplained.

4/34: G5 reads into the text that customers are staring at Lily.

4/36: G1 understands that physical disability often causes pain.

4/37: G3 implies that good and bad days can arise for both disabled and able-bodied people.

4/37: G3 identifies Lily's aphasia as a principle source of frustration.

4/37: G6 adds another complaint Lily might make were she able to speak, 'I'm not OK'.

4/38: G6 considers that Daisy's indifference to her sister's unhappiness and preoccupation with her own concerns strike her mother as selfish and disturb her.

4/41: G3 says that if she were in Daisy's position her feeling for her sister would come first. Daisy is not as concerned for Lily as she should be. Public discomfort also affects the family.

4/42: G6 is considering what treats the mother can offer Lily as compensation for her experience in the shop.

4/47: G5 sees the extra price paid for the pens as justifying a gift for Lily.

4/50: G1 and G5 consider Daisy is angered by being hurried, indecisive and distracted about the pens and indifferent to Lily's needs.

4/60: G3 and G2 cite Daisy as selfish and rude to Lily and her mother but also thoughtful towards Amy.

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Cluster C1: School 5

Pupils express fellow feeling for these motor impaired characters

5/14: G3 gives voice to a very progressive notion, that disabled people should be treated the same as all others.

5/16: G2 gives Sarah credit for being concerned rather than just nosy.

5/20: G7 would run away from Sarah but not because of her disability.

5/21: G8 claims the disability is not the crux. Any stranger crashing into you is weird.

5/27: G7 states that a disabled person need not be hopeless. Friends who fail to share this view are the wrong friends.

5/28: G3 agrees with G7's positive view of a disabled life but points out that in the real world events can still get someone down.

5/29: G4 argues that the disabled should receive equal treatment. She would like wheelchair users to forget they are in wheelchairs.

5/31: G7 acknowledges that someone in a wheelchair can be 'really nice'. She also assumes that disability from birth makes someone more accepting of disability, more cheerful.

5/32: G6 argues that someone with a disability from birth would feel sad about it only if bullied.

5/39: G7 suggests that the identity of a wheelchair user is bound up with the vehicle. Leaving the wheelchair would challenge her identity.

5/44: SA interprets what G8 and her group say to suggest that through Saffy's being adopted and Sarah's being disabled there is a mutual bond of difference.

5/48: G6 is more annoyed with the other customers in the shop than with Lily.

5/49: G6 blames the customers staring at Lily and exonerates Lily.

5/53: G3 would be more annoyed than embarrassed in the shop because the embarrassment is caused by people staring.

5/54: G8 understands that Lily cannot control her reaction in the shop.

5/55: G7 points out that Lily's physical impairment is not the essential feature. Her emotional and psychological conditions are crucial. G7 goes on to suggest that such outbursts from Lily should be routine for Daisy.

5/58: G3 considers that being in a wheelchair is a possible explanation for disruptive behaviour.

5/61: G7 envisages the parents taking care of Lily but spending enough time with Daisy to ensure she doesn't feel neglected and feel jealous.

5/67: G8 sympathises with Lily's aversion to the crowded shop. It is not a reaction Lily has chosen or can be held responsible for.

5/67: Despite Lily's inability to speak G7 suggests she has a basic right to have her likes and dislikes taken seriously. Being stared at in public makes a situation worse: in this case the attention focuses on her disability. Lily's feelings are probably as strong as Daisy's.

5/69: G2 argues that the people in the shop are deliberately ignoring Lily because she is disabled. She wants to be noticed as much as an able bodied person.

5/75: G8 understands that Lily finds the environment of the crowded shop frightening.
5/76: G7 and her group emphasise the desperation Lily feels because she lacks any control of her environment.
5/77: G7 sees Daisy's frustration as being caused more by Lily not being understood than by her own situation.
5/79: G1 sees Lily's behaviour as the problem, rather than her disability itself.
5/81: G8 sees Lily's learning difficulty as the cause of her outburst.
5/84: G7 suggests Lily's wheelchair helps people understand her behaviour. But she recognises that this is not the right way for Daisy to think about disability.

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**Cluster C1: School 6**
**Pupils express fellow feeling for these motor impaired characters**

6/38: G1 describes Sarah as 'curious, damaged and inadequate'.
6/44: B1 and G1 regard both Sarah and Saffy as 'innocent'.
6/49: B1 and G1 regard Lily as 'helpless, scared and insecure'.
6/50: G4 and G5 see Lily as 'distressed, confused and uncomfortable'.
6/50: B2 and B3 see Lily as 'scared, confused and regretful'.
6/52: B1 and G1 give their view of Daisy as 'opportunistic, determined and restricted'.

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**Cluster C2: School 1**
**Pupils fail to express fellow feeling for these motor impaired characters**

1/11: G5 [uses the expression 'spoke to the wheelchair': she] sees Saffy addressing the wheelchair and ignoring its occupant.
1/36: G4 sees Lily behaving as a young child.
1/38: G6 sees Lily's reaction [over-reacting just because they're going shopping] as disproportionate.
1/41: [G4 and B4 want the mother and motor impaired sibling to leave the shop.] The parent and the impaired sibling are impediments.
1/48: G6 refuses to accuse Daisy of manipulation. [Lily's presence in the shop is coincidental.]
1/50: G5 ignores the risk of leaving [Lily], a motor impaired and aphasic minor alone.

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**Cluster C2: School 3**
**Pupils fail to express fellow feeling for these motor impaired characters**

3/15: B2 thinks the motor impaired girl may provide others with a welcome easy victory, being weak competition in sports.
3/19: B2 cites the case of a disabled girl stalking a boy.
3/19: B2 sees eccentric behaviour such as loud singing as symptomatic of disability.
3/47: B1 considers Lily's reaction to shopping is extreme and attracts attention.
3/48: G1 recognises how important the quality of Daisy's gift is. She expects Lily to be more patient and self-restrained.
3/49: B2 envisages the worst outcome for Daisy, leaving the shop with no gift.
3/50: G3 considers that Lily's aphasia embarrasses Daisy.
3/50: G3 sees Lily isolated by her limitations, attracting attention to herself and whoever is with her.
3/51: G1 sees that Daisy and the mother also attract attention. 'Wailing' is a loaded term.
3/52: G1 sees Lily's distress as a personal inconvenience for Daisy. Lily could calm down if she tried.
3/53: G3 sees Lily's distress as leading to confusion in Daisy.
3/71: Despite no evidence in the text, G2 assumes the crowd will find Lily's distress funny.
3/78: G3 thinks that Lily's aphasia embarrasses Daisy and that Daisy sees her disadvantage as unique.
3/80: Daisy's embarrassment is caused by Lily's behaviour in public.
3/83: G2 despite the lack of evidence in the text believes the people find Lily funny.

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**Cluster C2: School 4**
**Pupils fail to express fellow feeling for these motor impaired characters**

4/4: G1 assumes that Saffron wants to avoid Sarah.
4/6: G4, despite lack of evidence in the text, depicts Sarah as a stalker
4/9: G4 questions Sarah's sanity.
4/9: Sarah's behaviour is seen by G1 as sinister.
4/16: Like G4 earlier and despite no evidence in the text, G1 accuses Sarah of being a stalker.
4/17: G1 repeats the unsubstantiated stalking accusation.
4/17: G3 with evidence in the text suggests that Sarah is prying into family matters.
4/18: G1 sees Sarah's action as intrusion into private matters.
4/18: G3 regards Sarah as 'creepy' because she is looking at Saffy.
4/18: The accusation of stalking is repeated by G1.
4/20: G2 and G3 are far more critical of the wheelchair girl, who is rude, inquisitive and nosy.
4/21: B1 says the action of Sarah is arbitrary and irrational.
4/22: G4 sees Sarah as frightening.
4/22: G4 persists in accusing Sarah of stalking.
4/23: G4 again accuses Sarah of stalking.
4/28: G6 sees Sarah's intervention as evidence that she is crazy. Despite no evidence in the text, she sees Saffy as crashed against a wall.
4/30: G7 sees Daisy as annoyed at having to hurry her purchase.
4/30: G3 considers Daisy's mother and sister could leave her to shop alone at a leisurely pace.
4/33: G3 sees Lily's behaviour as preventing Daisy from making the best choice, and as embarrassing her in public.
4/33: The cause of G7's anxiety is that Lily's behaviour may lead the mother to abandon the shopping expedition unilaterally before anything is purchased.
4/34: B1 sees Lily's dislike of shops as a matter of taste rather than a cause of fear.
4/35: G4 imagines the customers in the shop irritatingly preoccupied with questions about Lily's impairments.
4/35: G5 suggests the interests of onlookers are more basic. Why is Lily screaming?
4/44: B1 considers that Daisy should punish Lily for spoiling her shopping expedition.
4/44: G4 suggests giving a pet animal a favourite toy of Lily's to destroy in revenge, placing it in the context of her brother and herself.
4/45: G6 assumes that Lily would be capable of writing a personal diary. She also assumes its secrets would deter any potential friend.
4/50: G1 and G5 regard the hubbub in the shop as disturbing for Lily. She was rude not to allow Daisy time. And she was cross at being ignored.
4/53: G6 contends that having a crying sibling in the presence of people you know is an embarrassing experience.

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**Cluster C2: School 5**

**Pupils fail to express fellow feeling for these motor impaired characters**

5/9: G3 detects in some people a belief that the disabled are by definition inferior.
5/26: G6 takes a gloomy view of a disabled life. 'Ruined' and 'no friends' are unqualified.
5/38: G7 states that someone who is a lifelong user of a wheelchair is the wheelchair. The person and the vehicle are one. But someone injured midlife can plan to escape from the wheelchair and return to mobility.
5/47: G6 sees Daisy as annoyed at being rushed and embarrassed by Lily's screams.
5/49: G5 stages a striking recitation of the events. Daisy is excited about the sleepover. Lily starts screaming. Mother is hurrying Daisy along. People are wondering what the noise means. Daisy wants the people to look away and let her choose the right present. The wrong present will make the donor unpopular. Mother and Lily contribute to Daisy's confusion and annoyance.
5/52: G4 sees not just Lily but Daisy and their mother as targets for inquisitive stares. The shop might contain people who knew Daisy. Embarrassment could spread to school. Daisy would have no friends.
5/59: G6 expresses the view that she would prefer her older sister not to be disabled. She could complain instead of screaming.
5/59: G5 fears that a disabled child might demand excessive attention from the parents, at the expense of other siblings.
5/61: G2 suggests that concern for the disabled sibling might exclude the other sibling.
5/62: G8 states that sibling rivalry will arise because Lily needs so much attention.
5/71: G6 supposes that finding out Daisy has a disabled sister may make her less popular with the

group.

5/72: G6 considers having a disabled sibling may create a good opportunity to bully Daisy.

5/78: Daisy is ashamed of Lily's disability.

5/82: G5 sees Lily's chronological age as key to judging her behaviour.

5/83: G7 considers that Lily's physical disability will lead people observing her to expect her to have intellectual shortcomings.

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Cluster C2: School 6

Pupils fail to express fellow feeling for these motor impaired characters

6/49: G2 and G3 regard Lily as 'spoilt, manipulative and restricted'.

6/53: B2 adds that Daisy is under pressure. B2 and B3 opt for 'alone, angry and pressurised'.

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Cluster C3: School 1

Pupils express diverse views about disability and impairment

1/6: G3 states that a motor impaired person can be aggressive.

1/6: G3 shifts responsibility [for an idea] to B3.

1/11: G5 and B5 [describe Saffy as 'protective' but] find it difficult to express their sentiments in words.

1/17**:** B3 mentions the idea of [Sarah] introducing herself [to Saffy].

1/21: Pupils suggest Saffy fails to understand Sarah's behaviour.

1/23: G4 recognises the high risk involved in unconventional tactics [crashing the wheelchair, and the] danger of negative outcome.

1/26: G5 sees Saffy find a pretext to walk away from the motor impaired…concealing her distress [at learning she is adopted]. G5 perceives Saffy as concealing her distress.

1/32: ['Feel two emotions at the same time…] B6 describes ambivalence.

1/32: ['…kind of opposite emotions…'] G6 shows an understanding of ambivalence

1/36: B3 identifies the social embarrassment [for Lily] of being the focus of attention.

1/37: B4 adds impatience to explanations of Lily's behaviour [in the shop].

1/38: G5 is struggling for appropriate terms [using the term 'disabilitied'.]

1/40: B5 sees public response to impairment [staring at Lily] shaping Daisy's reaction to her sister.

1/42: B5 sees the sisters' motives [Daisy to spend time choosing a gift and Lily to get out of the shop] to be mutually exclusive.

1/42: G6 suggests problems arising from impairment can and should be handled with negotiated coping strategies. G6 perceives that Daisy must have met more exceptional and difficult contexts than 'just a shop'.

1/43: G6 has confidence in such coping strategies.

1/47: G4 avoids blaming both sisters at the expense of the parent.

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Cluster C3: School 3

Pupils express diverse views about disability and impairment

3/9: B2 considers that the cultural norm is to walk by strangers.

3/10: B1 considers Sarah indulged in exhibitionism.

3/11: G3 suggests that Sarah wants a 'special friend'.

3/12: G1 sees that play is an important mechanism for cementing relations. Who to play with is a group decision. A person in a wheelchair will be excluded.

3/12: G1 sees Sarah as shy: motor impairment generates social unease.

3/14: G2 recognises the barrier of the wheelchair but sees the possibility of friendship.

3/14: G2 suggests injury feigned or exaggerated is a frequent device used by the able bodied for gaining sympathy.

3/17: G1 considers that the social engagement of play may be open to the disabled.

3/17: G2 sees the physical injuries sustained in the wheelchair crash as a uniting element.

3/18: G2 foresees a good outcome 'really good friends' from a hurtful episode.

3/18: B2 envisages the persistence of the girl in the wheelchair wearing Saffy down and making her accept friendship.

3/20: G3 considers the friendship of Saffy and Sarah will have normal ups and downs.

3/26: B2 judges Sarah's method of communication is physical not verbal, a circuitous route to friendship.

3/30: Sarah's failure to ask Saffy to be her friends is attributed by G3 to timidity.

3/31: Sarah's wheelchair crash is seen by B1 as a device for gaining attention.

3/32: B1 first sees others as declining Sarah's company, then sees her rejecting them.

3/38: G3 sees Saffy's adopted status as a disadvantage.

3/39: G2 sees Saffy as asking what motivated Sarah to crash into her.

3/39: B1 and G1 suggest that Saffy should count her blessings, finding adoptive parents.

3/41: G1 takes a practical view of the advantages of family life, siblings and toys.

3/43: B1 sees Saffy ignoring the fact that she has much to feel grateful for.

3/48: G1 understands the pressure on Daisy and her consequent unhappiness.

3/49: G2 sees Daisy's irritation focused on her mother's lack of understanding. She makes no mention of Lily.

3/51: B1 favours abandoning Daisy's shopping venture and trying again on another day.

3/53: G3 sees the mother as adding to the turmoil in the shop.

3/81: G2 argues that at least Daisy has a sister. Then she reports Daisy as annoyed with people who have no sister.

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Cluster C3: School 4

Pupils express diverse views about disability and impairment

4/4: G7 sees the crashed wheelchair as a means of achieving an introduction.

4/4: G6 sees the crash as a way of initiating a conversation.

4/6: G3 suggests that after two such shocks as the crash and her row with her adopted father, Saffy's need for reticence would exceed her irritation.

4/9: G7 says the crash was just a way of 'butting in' and being a friend.

4/17: Although she has accused Sarah of stalking, G1 also blames Saffy for ignoring Sarah.

4/19: G3 and G2 look for positive aspects of Saffy's behaviour towards Sarah and her adopted parents and praise her courage when injured.

4/23: Sarah's action has the ability to confuse Saffy.

4/24: G6 is seeking reasons to suggest it was unwise of Saffy's adopted parents to tell her the truth about her origins. She foresees that Saffy will become preoccupied with her true parentage, which turns out to be true.

4/26: G6 sees Sarah's questions about her parentage leaving Saffy with bruised feelings.

4/26: G7 justifies her description of Saffy as 'anxious' by referring to the mental image she has of a fictional character and imagining if she were adopted. She uses an expressive gesture, holding out rigid fingers, to express anxiety.

4/27: G7 sees Sarah as considering moving past Saffy, then deciding to crash into her and failing to apologise.

4/36: While others identify issues related to Lily's impairments, G6 tries to substitute for them concerns that would be more common for any young person such as missing her TV programmes.

4/45: G1 envisages that Lily's unhappiness is instantly relieved when she sees an object in the shop she wants to acquire.

4/52: G6 and G7 represent Lily as unaware of her location. They see her bored. They say she is difficult to understand, which refers to her lack of communication skills. But the SA interprets what they say as referring to Lily's lack of awareness of place.

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Cluster C3: School 5

Pupils express diverse views about disability and impairment

5/7: G1 proposes that Sarah knows no other way to gain Saffy's attention than to crash her wheelchair into her.

5/8: G1 considers a more conventional approach would be feasible.

5/8: G4 suggests Sarah being in a wheelchair rules out other approaches than the crash.

5/10: G5 considers it takes unusual courage for someone in a wheelchair to initiate a conversation with a stranger. The crash provides a start point.

5/11: G5 considers a straightforward approach may be 'weird'. A crash can start a conversation. She mistakenly says 'convocation'.

5/12: In response to SA's question G5 says that able-bodied people may also use unconventional or even aggressive means of starting conversations.

5/13: G8 sees being in a wheelchair would lessen Sarah's courage. She risks being ignored.

5/15: G2 believes Sarah has been watching events at Saffy's house and wishes to understand them.

5/17: G5 argues a number of possibilities. There may be few children in the neighbourhood. People may be unwilling to befriend a disabled girl. And Sarah likes the look of Saffy.

5/19: G7 sees the crash as a way of testing Saffy's attitude. Will she deride or abuse Sarah?

5/20: G1 would respond to such a crash by fleeing.

5/22: G4 understands the cumulative impact of the revelation about adoption, the row with her adopted father and the wheelchair crash.

5/22: G6 agrees that the events of Saffy's whole day have been unwelcome.

5/23: If G5 were Saffy she would speak to Sarah. She understands how Sarah might interpret her walking away as a slight on disability. But she would not answer Sarah's personal questions.

5/24: G7 suggests that Saffy might find Sarah willing to listen to her troubles.

5/27: G8 believes Sarah would regret crashing into Saffy when she learned that Saffy had just been told that she was adopted.

5/32: G3 believes that friends would more readily accept a disability if it was acquired midlife rather than at birth. This is a criterion for the quality of their friendship.

5/41: G8 lists the words her group developed for Saffy, 'sad, annoyed, unwanted, angry, lonely, different and mistreated'. Some of the terms relate to Saffy learning she is adopted, others to the incident with Sarah.

5/42: G7 and her group describe Saffy as 'sad, strange, upset and confused'.

5/43: G7 and her group find Sarah desperate to get out of the wheelchair and be treated as 'normal'. She is sad and keen to find a friend in Saffy.

5/43: G8 and her group see Sarah as pleased to have gained some attention, 'desperate for a friend, determined, shy, alone and different'.

5/48: G6 understands Lily's desire not to be in the shop and Daisy's conflicting desire to be there.

5/54: G8 says she would get annoyed with Lily, then adds that her disability is not her fault.

5/54: Lily can't change her behaviour but G8 feels sympathy for Daisy.

5/57: G1 envisages what things might be like at Lily's home, her screaming resulting from her immobility and lack of communication.

5/81: G6 considers the inability to communicate causes the disabled to scream.

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Cluster C3: School 6

Pupils express diverse views about disability and impairment

6/18: G1 sees Sarah crashing her wheelchair and demanding answers, giving a wrong impression of how disabled people behave.

6/22: B2's explanation of Sarah's behaviour combines her desire to attract attention with her desire to start a conversation.

6/23: G3 speculates that Sarah has already spent time and effort trying to make friends in a more conventional manner. Her efforts have been rejected and her self-confidence shaken. As a last desperate gesture Sarah makes a dramatic move, placing Saffy in a position where physically she can't ignore Sarah.

6/32: G4 sees Saffy's need to be alone and think about her family as a paramount need, overriding her obligation to answer a stranger's questions.

6/34: G4 points out that Saffy cannot fully explain matters she herself has not had the time to absorb and understand.

6/39: SA reports G3's words for Sarah as 'manipulative, neglected and misunderstood'.

6/40: SA reports G4's words for Sarah as 'curious, live wire and aggressive.'

6/43: G1 and B1 supply words for Saffy, 'damaged, vulnerable and lonely'. They regard both Saffy and Sarah as damaged.

6/45: G2 and G3 regard Saffy as an outsider, abandoned and mysterious.

6/45: G4 and G5 classify Saffy as 'withdrawn, troubled and confused.'

6/46: B2 and B3 classify Saffy as 'quite scared, innocent and quite kind.'
6/48: B1 considers that Daisy feels trapped and also neglected by her mother. B1
6/53: G2 and G3 see Daisy as 'alone, ignored and anxious'.
6/53: G4 and G5 see Daisy as 'embarrassed, frustrated and upset'.

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**Cluster C4: School 1**

**Pupils understand how motor impaired people feel isolated**

1/18: B5 considers that staging an accident may be a motor impaired person's way of starting to talk.
1/18: G6 recognises Sarah's need to have a friend.
1/18: G6 sees crashing the wheelchair as a device for starting a conversation.
1/22: G3 acknowledges otherness [of the motor impaired] and identifies the wheelchair as evidence thereof.
1/24: B5 suggests Sarah lacks the social skills to make friends.
1/44: G4 shows an intuitive understanding of the frustrations of non-verbal individuals.
1/45: G5 [sees Lily as 'the odd one out' and] demonstrates intuitive understanding of otherness.
1/49: B3 assumes Lily won't be invited to the party.
1/49: G4 assumes Lily is excluded from the party.

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**Cluster C4: School 3**

**Pupils understand how motor impaired people feel isolated**

3/3: B1 sees a motor impaired person using an extreme measure to gain an introduction.
3/4: G2 assumes the disabled person lacks friends.
3/5: G2 suggests that motor impaired people differ from an assumed norm. The wheelchair alone is evidence of this.
3/6: G1 suggests that if Sarah has one friend, that may induce others to befriend her.
3/7: G2 recognises that the crash situation is stressful for both Saffy and Sarah.
3/10: G2 sees the motor impaired are totally isolated.
3/27: G2 sees isolation as the result of disability.
3/27: G2 sees isolation as spreading. The isolation of the disabled may lead any able bodied persons who play with the disabled themselves to become isolated.
3/29: B2 assumes Sarah has no friends. If she had friends she would use them to negotiate new friendships.
3/32: G1 suspects the able-bodied deliberately choose physical activities to exclude the disabled.
3/34: B1 believes people will assume a girl in a wheelchair to be unintelligent, and will mock her.
3/34: G1 believes the friendship stop arrangement for helping pupils who want to make new friends won't work for the disabled. Reading a book is seen as proof of a solitary existence.
3/37: B1 sees unawareness of capability as dividing people, a gulf hard to bridge.
3/55: Lily alone in the shop uses a wheelchair. G3 emphasises the solitariness of the disabled.
3/75: G1 observes that Daisy has many friends. Lily is sad because she is friendless and obliged to use a wheelchair.
3/76: G1 gives a vivid interpretation of the ways in which she thinks a disabled person can be ignored.

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**Cluster C4: School 5**

**Pupils understand how motor impaired people feel isolated**

5/9: G8 suggests people in wheelchairs do get ignored.
5/13: Exclusion from conversation is a threat to Sarah.
5/16: G4 associates motor impairment with a lack of friends.
5/25: G2 sees loneliness as the spur that drives Sarah to an unconventional approach.
5/25: G5 recognises the isolating factors of disability, inability to play sports, lack of friends and lack of social engagements. 'Wheelchair freak' is an alienating term.
5/30: G5 considers that isolation in a wheelchair will trigger self-pity. However having plenty of friends can rebut this sentiment and make the wheelchair irrelevant. She also assumes the friends will

always remain consistent in attendance.
5/60: G5 identifies mobility and communication difficulties.
5/69: G7 sees screaming as Lily's desperate attempt to communicate.
5/76: G8 sees Lily as differentiated and isolated by her disability and annoyed at being so.
5/77: G8 and her group see both Daisy and Lily as excluded.

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Cluster C5: School 1
Their family, their own experience and their school influence the views of pupils

1/2: SA says there is no right or wrong answer and thus conforms to guidance provided by researcher.
1/7: SA is testing to see whether G6 believes different standards of behaviour are employed/ demanded when dealing with someone in a wheelchair. G6 does not confirm or deny.
1/8: SA [queries] whether being honest about her injuries would be impolite of Saffy.
1/12: G6 seeks an explanation of Saffy's untruthful answer [to the question about her injury] which shows Saffy in a good light.
1/14: G4 proposes that motor impaired can show off [by manipulating the wheelchair].
1/15: B5 suggests Sarah uses her wheelchair as barrier to eye contact.
1/20: [In relation to the wheelchair crash] G3 asserts that even the motor impaired must conform to social norms.
1/22: G6 pities Sarah for having no alternative to the physical action [of crashing her wheelchair].

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Cluster C5: School 3
Their family, their own experience and their school influence the views of pupils

3/13: In Saffy's position G1 would be willing to contact/ interact with a wheelchair user but feels inhibited.
3/42: G1 considers that Saffy is obliged to show a disabled person basic courtesy.

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Cluster C5: School 4
Their family, their own experience and their school influence the views of pupils

4/8: G3 sees the intrusion into Saffy's personal space as significant. The crash is more intrusive because it's a stranger not a friend.
4/8: The behaviour of the girl in the wheelchair strikes G5 as outside normal conventions.
4/9: G6 says Sarah's conduct is strange and also impolite.
4/42: G4 gives her own story and her brother's illness as an example of the power of sibling loyalty.
4/54: G7 explains that she has a sister with special needs and understands Daisy's embarrassment. She admits she sometimes wishes not to acknowledge her sister.
4/55: G6 points out that younger siblings or friends can be an embarrassment, whether or not they are disabled.
4/57: G4 and B1 have said that Lily was 'traumatised'. G1 asks the SA to define traumatised. He does so. Then B1 refers to his sister's experience but does not explain further what happened.

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Cluster C5: School 5
Their family, their own experience and their school influence the views of pupils

5/2: SA warns the pupils not to say just what the teacher wants to hear.
5/2: G3 clearly states the difference between a genuinely held opinion and a conventionally acceptable reply.
5/12: G7 believes an aggressive way of starting a conversation is a mistake. Have courage and ask the questions.
5/13: G3 insists that certain standards of behaviour must be expected of all people, whether they are

disabled or not.

5/58: Wrong as it may be, G3 admits that friends are evaluated in part on the strength of the gifts they bestow.

5/64: G3 suggests it is more usual for the siblings of disabled children to get extra gifts to make sure they don't feel neglected.

5/65: G2 reports her experience of disability with a pupil in her class who has a disabled brother.

5/70: G1 reports that the sibling of a disabled boy receives compensatory attention from her teachers.

5/79: G7 says it would be more embarrassing to have a screaming sibling who wasn't in a wheelchair.

5/80: G6 says an able bodied sibling would have less reason to scream.

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## Cluster C5: School 6
### Their family, their own experience and their school influence the views of pupils

6/4: SA asks whether it is important to have disability in books.

6/8: SA poses her pupils the task of choosing an angle of literary approach.

6/13: Based on what she knows of the students, SA is citing a possible aim to be served by having disabled characters in fiction.

6/19: B1 considers the normal situation is the able bodied bullying the disabled.

6/19: B1 considers it surprising that a disabled person can bully an able bodied person.

6/31: G4 chooses to regard the collision as accidental, thereby ignoring the text. At the same time she states that wheelchair users don't have an automatic right to run into other people.

6/42: SA raises the question whether introducing Sarah as 'the girl in the wheelchair' is acceptable.

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## Cluster C6: School 1
### Pupils concentrate on the purely physical aspects of impairment

1/10: Pupils cite physical rather than emotional impact [of the crash on Saffy].

1/22: B3 recognises motor impairment as a misfortune. He focuses on the physical limitation [Sarah being unable to use her feet…]

1/24: B3 cites [she couldn't use her muscles…] physical manifestation of disability.

1/36: G3 sees the wheelchair as the root cause of Lily's unhappiness.

1/37: G4 sees Lily's predicament as entirely physical… [she can't use her muscles…]

1/45: [Others are walking about.] Lily's exclusion from the shop community is seen by G5 as solely physical.

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## Cluster C6: School 4
### Pupils concentrate on the purely physical aspects of impairment

4/22: G4 sees the wheelchair as making Sarah more physically powerful.

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## Cluster C7: School 1
### Stories help pupils think about motor impaired people and their lives

1/26: B3 sees Sarah's house as a likely meeting point [for her and Saffy.]

1/26: G4 sees Saffy's house as the venue [for her and Sarah to meet].

1/26: [G4 sees Saffy and Sarah making friends,] a positive outcome.

1/33: B4 identifies Daisy's delay as patience.

1/34: [G4 sees that] Daisy's standing at the party will depend on her gift.

1/35: B5 cites the social status of a generous donor.

1/35: G5 explains Daisy's delay as indecisiveness.

1/35: Like B4, B6 explains the delay as patience.

1/40: Daisy's confusion arises from a difficult choice of pen rather than from her response to Lily.

1/49: Mother is abrupt with Daisy, according to B5 and G5,  but Lily is the one left alone [when mother takes Daisy to the party].

1/50: [Daisy decides she has bought the wrong gift.] B6 invents further manoeuvres for Daisy to carry out.

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**Cluster C7: School 3**

**Stories help pupils think about motor impaired people and their lives**

3/5: G3 seeks to challenge the text, suggesting the wheelchair crash was accidental.

3/56: B1 does not believe Daisy exploits the situation in the shop to buy a more expensive gift for Amy.

3/57:  B2 sees Lily's need to leave the shop helping Daisy buy what she wants.

3/57: B2 considers Daisy should be grateful for Lily's help.

3/57: G1 thinks Lily's cries make it harder for Daisy to choose calmly, but oblige the mother to allow Daisy her choice.

3/58: G3 sees Lily's behaviour only as a confusing factor.

3/58: B1 recognises the conflicting pressures, making Daisy decide quickly but making her mother pay more.

3/61: As B1 would complete the story, the gift is a big success. Daisy gets invited to all Amy's parties.

3/61: B1 says the quality of Daisy's gift would encourage generosity among the other party guests.

3/62: G1 sees Lily also attending the party. Lacking confidence in the gift, Daisy makes Lily present it to Amy.

3/62: Because Lily is aphasic, she has to rely on Daisy to speak for her. But according to G1's narrative this somehow leads to Daisy and her mother leaving Lily alone at the party.

3/64: G2 envisages Lily 'could go to the hospital and get better' - a miraculous cure for her disabilities. Lily expresses her gratitude to Daisy for help when she needed it.

3/65: B2 desires a dramatic development but engages Lily in tasks which would be beyond her, such as getting up at night and adding an extra gift for Amy.

3/70: B2 envisages Lily at the party, being interrogated by Amy but unable to reply.

3/78: G1 describes Daisy as experiencing conflicting emotions, glad to use Lily's distress to get a better gift but annoyed at her own behaviour.

3/84: G1 sees Daisy as benefiting from Lily's distress.

3/85: G1 suggests that Daisy's excitement at the prospect of the party is her dominant mood.

3/85: G1 sees Daisy as 'jumping for joy', a physical metaphor.

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**Cluster C7: School 4**

**Stories help pupils think about motor impaired people and their lives**

4/5: G6 imagines that outside the scope of this excerpt Saffy may have been bullying Sarah, who exacts revenge.

4/11: G1 fantasises that Sarah has revelatory information about her real parents for Saffy.

4/11: G6 extends G1's fantasy to describe how Saffy relates to her birth parents.

4/12: The author identifies Sarah as 'the girl in the wheelchair', anonymised for narrative purposes. G1 asks for this anonymisation to be accounted for.

4/39: SA begins to ask the pupils whether Daisy uses Lily's unhappiness to gain a more expensive gift for her friend. G6 appears to anticipate the question and hastens to answer 'No'.

4/40: B1 denies that Daisy uses Lily's unhappiness to get an advantage.

4/40: G3 considers that Daisy does use Lily's unhappiness to gain an advantage.

4/40: G3 explains Daisy's behaviour by citing her motivation inspired by generosity.

4/41: G3 highlights the pressure of events on the mother.

4/46: G3 sees the mother as sympathising entirely with Lily and blaming Daisy for her lack of understanding and patience. G3 considers that Daisy did exploit the situation for her own ends.

4/58: G4 and B1 find Daisy determined to buy the right gift, excited at the prospect of the party and 'complex' about the pens.

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**Cluster C7: School 5**

**Stories help pupils think about motor impaired people and their lives**

5/3: G8 asks whether the pupils should assess the characters just as convincing literary creations… or

what?

5/34: G4 hopes that Sarah can help mend the relationship between Saffy and her adopted father.

5/34: G5 has two quite probable scenarios to propose, Saffy and Sarah becoming friends, Saffy's true parents being found.  Then she proposes a miraculous cure for Sarah.

5/36: SA asks whether Sarah would actually wish to leave her wheelchair. G5 chooses to reply by listing what she would see as the disadvantages of being in the wheelchair and the advantages of not being so.

5/37: G8 consider that a lifelong wheelchair user would cling to a familiar way of life.

5/47: G2 sees Daisy as subject to pressure.

5/63: G1 suggests that Daisy exploits the situation to get a more expensive gift for Amy.

5/66: G6 states that Daisy did not use Lily's behaviour to get a better present but argues instead that Lily obstructed Daisy's search.

5/66: Several pupils agree that Lily did not deliberately distract Daisy from her shopping.

5/72: G5 sees Lily attending the sleepover party, commanding sympathy and communicating in writing instead of screaming.

5/73: G1 invents a miserable aftermath to the party. Amy pretends to like the gift Daisy brought her but really dislikes it, later throws it away and has Daisy witness the rejection.

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**Cluster C7: School 6**

**Stories help pupils think about motor impaired people and their lives**

6/35: SA asks G2 whether Sarah and Saffy might become friends. G2, who speaks with difficulty, says yes. SA then asks whether their friendship will proceed easily. G2 says no and with help vocalises the reason. The two girls are different.

6/36: G2 and G3 suggest that Sarah and Saffy might become friends but not best friends. Sarah may be able to help Saffy with her problems.

6/21: B2 also sees Sarah moving from abrupt and obnoxious to caring, but doesn't see the transition as convincing… as making sense.

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**Cluster C8: School 1**

**The views of the disabled pupils**

1/14: These able bodied pupils [in School 1] express admiration for the tricks Sarah performs with her wheelchair. Disabled pupils in school 6 doubt whether such tricks would even be physically possible.

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**Cluster C8: School 6**

**The views of the disabled pupils**

6/4: G4 proposes that readers (especially children) encountering disabled characters in books will prepare them to deal with disability in real life.

6/5: G4 proposes that seeing how disabled characters are handled in books will give a lesson in life.

6/5: B1 suggests that young readers being encouraged to place themselves in the position of a disabled fictional character is a worthwhile and enjoyable exercise of the imagination.

6/6: G3 considers that disabled characters in fiction can help to combat the hostile and negative views of the disabled which young readers would otherwise form. She contemplates a benefit to the social awareness of the next generation.

6/8: G1 proposes to write a diary of her own experiences as a disabled person.

6/10: B2 supports the idea of writing the diary of a disabled person but adds the element of comedy, the amazing things that can happen to a disabled person.

The result might resemble a TV situation comedy.

6/11: B2 proposes that a comic literary account of a disabled person's life might increase the readers' understanding of disability.

6/20: G1 starts off seeing Sarah's behaviour as rude and aggressive. But as Sarah asks Saffy questions she becomes more human and caring. Most of the able bodied students in other schools saw Sarah's

questions as further examples of rudeness and aggression.

6/26: B2 sees manual and powered wheelchairs not only as different modes of transport but also as different classes of weapon system, sometimes used accidentally. He also makes the point that a motor impaired person using a wheelchair as a weapon is like an able bodied person kicking someone.

6/27: G5 makes the point that a disabled person can manifest physical beauty. She appreciates the fact that the text reports this fact about Sarah.

6/29: B1 comments on the practicality of Sarah's manoeuvres in her wheelchair. The text does not actually state whether Sarah's wheelchair is manual or powered. In the case of a powered chair, spinning it on one wheel would be impossible. In the case of a manual chair it would be difficult but possible. The wheelchair users in the group are aware of these issues.

6/40: B2 reports B3 as emphasising that Sarah does not fully comprehend her own action or the possible effect of her action on Saffy.

6/41: B2 believes that Sarah's unawareness of the nature of her own actions amounts to a crisis of identity.

**5 Discussion of the four research questions**

In this section of the thesis the four research questions listed at 1.2 are discussed. The discussion is based both upon the views expressed by the pupils during the group sessions, posted in eight themed clusters as described in section 4.4, and also upon scholarly sources. Most of the comments made by the pupils refer to the two excerpts read to them, the stories of Saffy Casson and Sarah Warbeck and of Daisy and Lily. Some relate more generally to disability and motor impairment.

In this discussion section reference will be made to two documents developed by researchers. The first is Beckett's list of stereotypes about disability, shown again below.

**Beckett's range of disability stereotypes**

| | |
|---|---|
| 1 | Pitiable or pathetic (reduced to being the objects of charity) |
| 2 | Objects of violence ('dependent' and 'helpless', unable to fight back) |
| 3 | Sinister and evil (the 'baddy' in many media portrayals) |
| 4 | A curio (as having 'freakish' impairments) |
| 5 | An object of ridicule (the 'hapless fool') |
| 6 | The 'supercripple' (having to 'over-achieve' in order to be considered worthy of respect) |
| 7 | Their own worst and only enemy ('self-pitiers' who need to 'stop feeling sorry for themselves') |
| 8 | A burden (e.g. on a family) |
| 9 | A perpetual child (asexual) |
| 10 | Incapable of fully participating in everyday life (left out/sidelined) |

The second is the list of criteria by which texts featuring disabled characters may be assessed, the document developed by Leicester and presented again below.

**Leicester's criteria for assessing texts featuring disabled characters**

| | |
|---|---|
| 1 | Do the materials show a variety of life styles? |
| 2 | Do they show regard for, and acceptance of, people with disabilities? |
| 3 | Are people with disabilities featured as part of everyday life? |
| 4 | Are there characters with whom special children could identify? |
| 5 | Are such characters portrayed in a positive manner? |
| 6 | Do they show evidence of the ability to make decisions about their own lives? |
| 7 | Is there evidence of stereotyping concerning people with disabilities? |

| 8 | Does the language convey prejudice ('four eyes', 'dumbo' etc.)? |
|---|---|
| 9 | Are events seen only from the able-bodied viewpoint? |
| 10 | Are people with disabilities blamed for their conditions? |
| 11 | Are people with disabilities patronised? |
| 12 | Is the image of the able or able-bodied as having all the power reinforced (through text or illustrations)? |

. It is important to note that Leicester's criteria will be applied in two distinct ways. They will be applied to a text as presented, to the words on the page. But they will also be applied to the text as read, to the words as they resonate in the mind of a stated reader. The legitimacy of such dual usage arises from the literary phenomenon known as Reader Response Theory (Appleyard 1991: 4 – 8). A further elucidation is provided by Iser (1974: 275).

> The convergence of text and reader brings the literary work into existence, and this convergence can never be precisely pinpointed but must always remain virtual, as it is not to be identified either with the reality of the text or with the individual disposition of the reader. It is the virtuality of the work that gives rise to its dynamic nature.

It follows that the viewpoints expressed by the pupils about the texts presented to them should not be regarded as definitive statements about the texts, but as indications of what the pupils find interesting and rewarding to learn.

In this section individual pupils are identified by a two-part code such as 3/G4, school number and pupil code. References to the school transcripts take the form 1/17, School number and page number. The page number refers to the page on which that item begins. The Supervising Adult for each session is referred to as the SA. In the cases of Schools 1 and 3 to 5 inclusive, when a pupil is cited the year to which that pupil belongs is usually stated, so that the reader may assess the contribution in relation to the age of the pupil. In the case of School 6, all the pupils are in years 10 and 11.

**5.1 The reactions of the pupils**

This section describes the reactions of the pupils to the two presented texts, addressing the first research question: 'When young readers encounter a motor impaired character in a text, what is their spontaneous reaction?' Such reactions have significance, as indicated by Beckett et al.

> Despite ample evidence supporting the idea that, in the UK, we live in a disabling society (Barnes et al., 2002), in terms of 'academic knowledge' we know surprisingly little about how/if 'disabling' or *potentially* disabling attitudes emerge during childhood or what, if anything, schools are doing to promote positive attitudes towards disabled people. (Beckett et al. 2009: 17).

The first consideration is whether the pupils showed willingness or reluctance to undertake what was asked of them. The pupils in the group sessions took part in discussion and undertook the brief written exercise with signs of enthusiasm and enjoyment. The pupils showed that they could follow the texts presented to them and (more importantly) grasp the implications of the texts. A young age proved to be no barrier to participation: the two pupils from year 2, 4/G3 and 4/G5, contributed on a total of 40 occasions: see the table of contributions at 4.3.

Occasionally a pupil voiced an opinion of unusual depth or significance. At 5/39 the year 6 pupil 5/G7 expressed the view that the identity of a wheelchair user is bound up with the vehicle. Leaving the wheelchair would challenge her identity.

'But if all your time was spent in a wheelchair then you wouldn't like coming out because then who are you when you get out?'

At 4/54 4/G7 (year 5) explains in an intensely moving moment that she has a sister with special needs whom she is sometimes reluctant to acknowledge.

I was at this point reminded of a book chapter I had written (Butler 2009). In that work I found revealing instances where ambivalence marked the relationship between a disabled child and a sibling. Daisy and Lily were a case in point.

> Daisy's meticulous regard for correct terminology is revealing. She is well trained in enlightened expressions. But the reader may suspect that other less praiseworthy sentiments may be at work below the surface. Would Daisy secretly like to sound as cavalier and uncaring as she suspects Chloe might? Might Daisy defuse Chloe's animosity in private conversation by using derogatory language such as Chloe later uses? She may well be so tempted. Wilson has here constructed an outstanding example of the ambivalence that can mark the relationship between able-bodied and disabled siblings. It is revealing that Wilson feels it necessary to leave this ambivalence implicit, since rendering it explicit might divert her from what we shall increasingly see as a didactic aim. (Butler, 2009: 307/308)

4/G7 provided further evidence, albeit more candid than Daisy's, that the relationship between a disabled child and a sibling may be marked by ambivalence. The situation of the siblings of disabled children is considered further at 5.1.3.6 below.

5/G7 was not the only pupil to speculate how Sarah might feel if she could abandon her wheelchair. At 5/36 the SA raises the question whether Sarah would wish to do so. 5/G7 has answered this question by referring to Sarah's sense of identity.

5/G5 responds on a more practical level:

> 'I think she would like to be out of the wheelchair because I don't know about you but I wouldn't really like all the time being lifted into the car or maybe have to hold on to the side at the swimming pool or be wheeled round everywhere instead of running around and doing all like playing football or something, and picking flowers for my parents.'

Beckett's eighth stereotype is the disabled person seen as a burden to the family, here in the car or in the pool. Picking flowers for the parents is an eloquent symbol for a life that is normal and agreeable, the exact opposite of Beckett's eighth stereotype. Beckett's tenth stereotype is that of the disabled person incapable of belonging to everyday life. These passages illustrate the diversity of the pupils' responses and the ways they used their imagination to understand the circumstances in which the motor impaired characters lived their lives.

Taking part in the group sessions was voluntary. The pupils were all told that they could, if they wished, withdraw from the project at any stage without giving notice or

stating a reason: no child chose to exercise this option or even discussed doing so. On more than one occasion (e.g. at 1/17, 4/34 and 5/6) several hands were raised as pupils vied to be the next speaker. At 1/17 those wishing to speak came from three different years, 4, 5 and 6. No pupil showed any sign of boredom or irritation, with the possible exception of 3/B1, a year 4 pupil, who fidgeted with his chair and had to be admonished for so doing by the SA. The DVD does not clearly determine whether 3/B1 is bored by the proceedings or irritated by what is being said by other pupils or by his SA. At other moments such as 3/16 and 3/32 3/B1 makes comments which are lucid and fully engaged. In fact it is at 3/3 after making a useful comment (competing for the floor with 3/G1 and 3/B2) that 3/B1 first begins shunting his chair around.

The pupils rose to the opportunity: they sometimes manifested confusion, uncertainty and ambivalence (see 5.1.3.5 below) but never indifference. These pupils know that disability is an important subject and are keen to discuss it.

### 5.1.1 The pupils express fellow feeling for these motor impaired characters

Considering Q1, how the pupils react to these motor impaired characters, I now turn to specific responses from the pupils, beginning with Cluster C1 which records instances where the pupils spoke with fellow feeling for Sarah and for Lily.

The expression of fellow feeling for disabled people is in principle to be welcomed. However such fellow feeling, if general and unfocused, presents two dangers. One such danger is identified by Ayala (1999) who refers to disabled children (in the eyes of certain observers) as 'poor little things' and 'brave little souls'. Disabled people do not welcome such unfocused support. The second danger is identified by Thomas and Glenny (2005). Positive responses to disabled children, among them in this context inclusive education, are seen as charitable and therefore

laudable, but as too vague and unsubstantiated to serve as guides for policy. An

instance quoted as typical is Wilson (2000).

> Wilson begins with the acceptance that we all want to be kind and fair and that
> this is what motivates those who promote inclusive education. However, the
> argument proceeds, kind sentiments and high ideals are unsatisfactory as a
> basis for a large-scale change in educational policy, since on the one hand they
> are insufficiently clear or well defined, and on the other, evidence for them is
> unlikely to be of the right calibre to warrant any broad move in the direction
> indicated (Thomas and Glenny 2005: 9).

One purpose of this thesis is to play a part in the collection of evidence about

children's views of disability and disabled people, helping to meet the challenge

posed by critics such as Wilson.

It is also incumbent on authors to have their non-disabled characters encounter

disability in ways that are believable and positive. Quicke quotes an example of a text

in which young characters express views that seem too virtuous and too

knowledgeable to be convincing.

> …The children of Allan's novel (1979) seem to be too saintly and, particularly
> Dilys, too all-knowing to be true… We are told that she grew 'observant over
> Brian [a partially sighted boy] and knew he was clever'. She holds discussions
> with Brian's father which Quicke says read more like a case conference
> (Quicke 1985: 77).

At 5/14 5/G3 (who is year 4) gives voice to a very progressive notion, that

disabled people like Sarah and Lily should be treated just the same as everyone else.

> 'I think it may just be the character but I don't think it's really fair just to say
> about disabled people because if… there's no difference between disabled
> people and people who aren't disabled.'

5/G3 exemplifies good practice in regard to Leicester's second criterion,

showing regard for people with disabilities. Of the comments made by the pupils

expressing fellow feeling, the majority related to Lily, suggesting that her more severe

impairments (cognitive as well as physical) and her situation – unable to leave an

environment she hates - did more to stimulate fellow feeling among the pupils than

Sarah, who seems independently strong. Leicester's sixth criterion asks whether the depicted disabled characters demonstrate the ability to make decisions about their own lives. According to their texts Sarah Warbeck certainly does so. Lily certainly does not.

### 5.1.1.1 The pupils express fellow feeling for Sarah Warbeck

When pupils express fellow feeling for Sarah, there is often a common thread: they feel that Sarah is lonely, so desperate to initiate a conversation with Saffy that she crashes her wheelchair into Saffy, taking action that would in less exceptional circumstances be judged unacceptable. The pupils consider that her need for conversation excuses her admittedly drastic means of effecting an introduction. Some pupils (for example year 4's 4/G3 at 4/18) see Sarah's action in crashing her wheelchair into Saffy as evidence that she is sinister or demented. That assessment would cast Sarah in the role of Beckett's third stereotype, the evil figure. Not all pupils would agree. Sarah is certainly not a candidate for Beckett's tenth stereotype, unable to take part in daily life. She is determined to do so, whatever the cost.

At 5/21 5/G8, year 6, states that Sarah's disability is in any case not the main issue. Any stranger, disabled or not, crashing a chair into someone is a weird phenomenon. Disabled pupils may have a deeper insight into Sarah's character: at 6/38 6/G1 (year 10/11) describes her as 'curious, damaged and inadequate'. In their choice of terms these disabled pupils come close to casting Sarah in the character of Beckett's seventh stereotype, the self-pitying disabled person who needs to stop feeling sorry for herself. The wheelchair crash is seen as a symptom of insecurity.

A further relevant point is made by 5/G8 (year 6) at 5/44 when she and her group observe that Sarah's being disabled and Saffy's being an adopted child create a bond between the two girls, a bond of difference. 5/G8 may be seen as answering the

third criterion of Leicester, namely whether the text depicts a disabled person as able to take part in everyday life. The two girls share elements in their lives. The bond between Sarah and Saffy may (and as the story unfolds will) become more important than how they met. (This group consists of G6, G8, G5 and G1, two from year 5 and one each from years 3 and 6.) Some pupils however are more aware of the advantages to Saffy of being adopted: at 3/41 3/G1 of year 5 points out that Saffy has, unlike an unadopted orphan, the advantages of a family, siblings and toys. 3/G1's views appear to coincide with the positive view of adoption (as compared with being parentless) taken by scholars such as Brodzinsky (1993). The significance of Saffy's status as an adopted child is considered at 5.2.3.1.

At 1/17 1/G6 (year 6) accepts Saffy's assurance that the crash with Sarah's wheelchair did not hurt her. In fact the reading has told the pupils that Saffy is hurt, with a bleeding elbow. But to take Saffy's word for it that she is not injured also serves to lessen Sarah's culpability: no real harm has been done. Leicester's twelfth criterion asks whether the text in question depicts the non-disabled people as having all the power. In this case Saffy is certainly not in control. She has no ability to determine whether or not the crash occurs and has lost the ability to be honest about its consequences.

At 3/16 and 3/32 3/B1 expresses positive views about the ability of disabled people to combine their knowledge with that of non-disabled people.

> 'Well I would make [Saffy and Sarah] get to know themselves better, so like if one of them doesn't know the other one does. So the other one gets to know the other one too.'

Note that 3/B1 is the same year 4 pupil who showed signs of boredom or irritation, recorded above. At these points he shows no sign of a lack of commitment.

> 'Because like she's in a wheelchair and it doesn't mean she's not able to do things, she can still do them even though she's in a wheelchair. She can't do as many things as people that are standing but she can still do things.'

For a boy in year 4 3/B1 shows mature judgment: his assessment conforms to Leicester's second criterion, showing regard for and acceptance of someone with disabilities. His positive view resembles that taken by advocates of the capability approach when they refer to the 'functionings' of a disabled person.

At 5/20 5/G7 makes a striking point. If she were confronted by Sarah, she would run away, as 5/G1 has already said she would. But 5/G7 would not be fleeing from the disability.

> 'I think I'd probably do what [G1] did but that wouldn't be because of her disability just because it would be a bit weird if someone barged into you and asked you really personal questions.'

She suggests that Sarah's behaviour and attitude rather than her impairment are her alarming features. 5/G7 is year 6, and is a constant source of perceptive remarks throughout her group session. The same pupil, 5/G7, remarks that a disabled person should not feel hopeless: if her friends allow that, they are the wrong friends. Beckett's seventh stereotype sees the disabled person as a self-pitier, her own worst enemy. 5/G7's statement sets her in direct opposition to this stereotype.

At 5/28 5/G3 immediately points out that in the real world events can still get someone down, a year 4 girl expressing a mature view. As her third criterion Leicester asks whether a given text depicts disabled people as part of everyday life, inhabitants of the same world as the non-disabled. 5/G3 meets this requirement.

The pupils emphasise Sarah's need for friendship. At 4/23 4/B1, a year 5 boy, see Sarah as inquisitive. At 5/16 5/G2 of year 3 gives Sarah credit for being concerned rather than just prying. Once Sarah has made the initial contact, however unorthodox, at 4/10 4/G3 has a battery of questions she would like Sarah to ask of Saffy,

concerning her adoption and her adoptive family. These are perceptive questions for a year 2 pupil to raise, once again meeting Leicester's third criterion, that disabled people should be featured as part of everyday life.

Sometimes the most positive views expressed by pupils are tinged with a lack of realism: at 5/29 year 5's 5/G4 expresses the view that disabled people should receive equal treatment: she would like wheelchair users to forget that they use wheelchairs. A discussion arises between 5/G7 and 5/G6 (year 5) at 5/31 over whether people who are disabled from birth are more accepting of impairment, and whether it makes a difference if someone is bullied. No other group of children made such a clear distinction between people disabled from birth and those who acquired disability.

### 5.1.1.2 The pupils express fellow feeling for Lily

Having considered above how the pupils express fellow feeling for Sarah, I now turn to Lily. When the pupils express fellow feeling for Lily, they often cite the distress she feels at finding herself the only wheelchair user in the crowded shop, making an expedition from which she can derive no personal benefit and cannot escape. If the pupils show grudging admiration for Sarah's decisiveness, they show sympathy with Lily's helplessness. However, their sympathy involves certain risks, the risks that Lily earns their fellow feeling only by conforming perilously with no fewer than three of Beckett's stereotypes, being her own worst and only enemy (7), a burden on her family (8) and incapable of taking part in everyday life (10). Sometimes a disabled person may command the sympathy of non-disabled onlookers at too high a price in self-respect.

As she does on other topics, at 5/67 5/G7 (year 6) expresses fellow feeling for Lily in an articulate and relevant manner. Despite Lily's inability to vocalise her likes and dislikes, 5/G7 insists she has the right to have them taken seriously.

> 'Because she can't communicate properly it doesn't mean she can't feel things so maybe she was a bit upset that she was shopping in a strange place and she wanted to be treated like normal, like to go out and have time with her friends and then having people stare at you is never a great idea because it normally makes you worse so she must have felt they were staring at her because she was disabled so she probably felt things just as much as Daisy felt things, just in a different way.'

In this way 5/G7 strongly asserts that Leicester's second criterion (does the text show regard for disabled people?) must be respected. 5/G7 speculates, without relying on the text presented, that the crowd of shoppers are more aware of Lily's physical problems than of her emotional stress. Lily's feelings about her situation are no less strong than Daisy's. At 3/53 3/G1 of year 5 states that Lily has interests of her own and desires autonomy to pursue them. At 3/83 3/G2 expresses a similar sentiment: however limited Lily's capabilities, they deserve to be appreciated and valued. Leicester's ninth criterion asks whether the given text views events only from the viewpoint of the non-disabled. Wilson's <u>Sleepover</u> text may be held to fall into this category: it records little from Lily's viewpoint. But 3/G1 and 3/G2 make clear that they are not disposed to fall into the same error.

Other pupils as well as 5/G7 also express their understanding of Lily's predicament. For example at 1/45 1/B6, a year 6 boy, demonstrates a clear understanding of Lily's fears. At 1/47 year 3's 1/B3 goes further: he sees Daisy as exploiting Lily's fears. Pupils will explore the notion that Lily's outburst will make her mother anxious to leave the shop as quickly as possible. Daisy can benefit from this situation. Her mother will agree to spend more money on Amy's gift, just to get out of the shop. At 4/39 School 4's SA begins to ask the pupils whether Daisy uses

Lily's unhappiness to gain a more expensive gift for her friend. 4/G6 of year 5

appears to anticipate the question and hastens to answer 'No'. 4/G6 shows here that

pupils are able to see the implications of a question even if they disagree with the

implied answer. However 1/B3 (year 3) expresses fellow feeling for Lily since he

resents what he sees as Daisy's manipulative behaviour.

Some pupils like 1/B3 believe Daisy is exploiting this situation for her own

advantage: others like 4/G6 disagree. The texts are stimulating the pupils to take a

strong view and debate the views of others. But if Daisy is successfully exploiting her

sister's distress, as some pupils believe, then Lily is cast as the victim of Beckett's

first stereotype, the pitiable or pathetic.

Expressing fellow feeling for Lily may also extend to showing awareness of

her social context amidst the shoppers. At 3/82 3/G2 (year 5) blames the crowd of

shoppers, not Lily, for the embarrassing scene. At 5/48 5/G6 (also year 5) shares this

annoyance. At 3/59 3/B2 (year 4) shows an understanding of the depth and

permanence of the psychological problems that Lily faces.

> 'Um… if I was Daisy I'd feel a bit… well it's a bit selfish but a bit… unhappy
> because it's not likely that Lily's ever going to be like going to the shops
> again…'

When pupils express fellow feeling for Lily, they may nevertheless adopt

slightly differing analyses of her situation. At 4/38 year 5's 4/G6 observes that Daisy

is indifferent to Lily's unhappiness, which she interprets as a cause of anxiety for their

mother. 4/G3 goes further. If she were in Daisy's position her concern for her sister

would be the predominant issue. Public awareness of this neglect affects the whole

family. Once again in the case of 4/G3, this observation is astute for a year 2 pupil.

Though expressing fellow feeling for Lily – they see Daisy as acting rudely and

inconsiderately towards both Lily and her mother – 4/G2 and 4/G3 (year 4 and year 2

respectively) also understand that Daisy's primary focus is on the pressing need to buy a gift that will please her friend. The pupils find themselves divided by conflicting sympathies, as may be Daisy herself.

At 4/42 4/G6 of year 5 is considering a conciliatory move: what treats can Lily be offered by her mother as recompense for her ordeal in the shop? The implication of 4/G6's suggestion (though she may well not have thought it through) is that treating a motor impaired person inconsiderately can be compensated by a later treat. Leicester asks (criterion 11) whether in a given text disabled people are patronised. 4/G6's reading of the text falls into this category.

At 3/54 is seen the first of several occurrences of a significant phenomenon, a pupil's over-interpretation of the presented text about Lily. Elsewhere (for example at 4/6) we see that pupils accuse Sarah of being a stalker, without evidence from the text. In so doing these pupils conform to Beckett's third stereotype, casting the disabled person as the evil agent. They also form a view about Lily that is unsupported by textual evidence. Year 5 3/G2 believes that the people crowding the shop are mocking Lily for her disabilities, even though the presented text offers no evidence to this effect. The text states that people are staring at Lily (as noted at 4/34 by year 4's 4/G1) but not that anyone is mocking her. As was shown by Pinsent (1997: 54) instances where disabled people are seen as objects of derision are not rare in English literature. But to assert that Lily is the target of mockery is to conform to Beckett's fifth stereotype, where the disabled person is seen as an object of ridicule, 'the hapless fool'.

3/G2 also blames Daisy for not making a better job of defending her sister. At 3/55 3/G2 (year 5) states:

'Um… [Lily's] trying to get her sister's attention so her sister can tell the other people that it's mean to laugh at people in wheelchairs.'

Thus 3/G2 expresses fellow feeling for Lily based on a misreading of the text. In contrast however at 5/69 5/G2 (year 3) insists that Lily is upset because the people in the shop are ignoring her. She wants to be noticed as much as (and in the same way as) a non-disabled person.

At 3/73 3/B1 (year 4) states that he understands Lily's aversion to shopping. At 5/67 5/G8 (year 6) agrees: Lily's distress is not a situation she has sought or can be held responsible for. At the same point (as already noted) 5/G7 goes further: Lily has a basic right to have her likes and dislikes taken seriously. Being stared at only makes her more nervous. But is her anxiety reasonable? Once again the pupils risk subscribing to Beckett's fifth stereotype, seeing the disabled person as an object of ridicule.

The pupils discuss in different ways a key question: how significant are Lily's impairments in relation to her behaviour? At 5/79 year 3 5/G1 sees Lily's behaviour as the problem, not her disability. At 5/81 5/G8 (year 6) sees Lily's learning difficulty rather than her physical impairments as the root of her difficulty. At 5/84 year 6's 5/G7 expresses the expectation that strangers will recognise Lily's wheelchair as indicative that she is not like others: but 5/G7 knows Daisy as a sister ought not to think like this. At this point it becomes clear that there exists an important stereotype which is missing from Beckett's formulation. It is the stereotype that the presence of a disabled person will cause embarrassment both among the non-disabled people accompanying her and in the non-disabled onlookers.

At 3/72 3/G1 of year 5 shows a similar fellow feeling: Daisy or her mother should tell the other shoppers to shut up. There is no textual evidence that any of them has spoken about Lily.

Faced with the difficult situation in the shop, some pupils begin looking for practical ways in which Lily could be helped. At 3/60 3/G1 (year 5) suggests that Daisy and her mother might have shopped alone, leaving Lily at home with her father. This suggestion tells us something about the family backgrounds of the pupils, since it assumes that there is a father present, willing and able to care for Lily.  Although the suggestion that Lily should be left at home is intended to spare her distress, in fact it is also an example of Beckett's tenth stereotype: Lily is incapable of taking part in family life.

Another comment with a practical dimension comes from 5/G7, who observes at 5/55 that Lily's physical impairments are not the most important: her emotional and psychological difficulties are more pressing. Year 6 5/G7 also makes the telling point that coping with difficulties like these should be a familiar task for Daisy and her mother. 5/G7 is echoing a point made at 1/42 by 1/G6, year 6, that negotiated coping strategies would help Daisy and her mother respond better to Lily's problems. They must have encountered such problems in more taxing circumstances: this is 'just a shop'. At 5/61 5/G7, a perceptive year 6 pupil, points out that the parents of a disabled sibling must strike a balance. They must give the disabled child the care she needs but spend enough time and attention on the non-disabled sibling to make sure she does not feel neglected or jealous.

An important point about Lily's situation is made at 4/37. 4/G3 (in a perceptive comment for a year 2 pupil) states that Lily's aphasia is a source of frustration, while 4/G6 (year 4) points out that Lily cannot even indicate that she is 'not OK'.

**5.1.2 The pupils fail to express fellow feeling for these motor impaired characters**

I now turn to Cluster C2, recording instances where the pupils fail to speak with fellow feeling for Sarah and Lily. These passages exemplify a reality cited by Meek (1988: 20).

> When I read with inexperienced readers I find that their difficulties lie not in the words but in understanding something that lies behind the words, embedded in the sense. It's usually an oblique reference to something the writer takes for granted that the reader will understand, so that new text will mean more than it says.

Under the surface of whatever criticisms the children might make of these disabled characters, it might be construed that there lies the inherent suspicion towards disabled people as different, alien, other. Is that the assumption lying underneath the words of Hilary McKay and Jacqueline Wilson?

Whatever they may mask, Beckett (2013: 6) offers an explanation of how such sentiments arise in children and whence they are absorbed.

> Yet within Childhood Studies children are now widely viewed in this way, as 'active agents' who are both products and producers of their social world (James and Prout 1997, Uprichard 2010). Thus, while the cultural schemas (*sic*) of disability are properties of a wider disabling society, children are not disassociated from the social relations that generate those schemas. They are active in constructing the society within which they are embedded…

My experience tutoring disabled and non-disabled children over a period of years had convinced me, as Beckett argues, that children not only reflect the views of those around them but also influence those views. In particular I had noted that children around years 5/6 begin to develop the capability to influence children younger than themselves (sometimes younger siblings) for better or for worse.

When the pupils fail to express fellow feeling for Sarah or Lily, they usually cite something specific that the fictional character has done or failed to do, rather than uttering a general censure. On three occasions however comments of a wider

application are made. A discussion takes place over the question whether people disabled from birth and those who become disabled mid-life have different lives. 5/G7 (year 6) at 5/38 states that a person using a wheelchair from birth *is* the wheelchair: someone who becomes disabled has a chance to regain mobility. At 5/9 5/G3 (year 4) observes that for some people (by implication not herself) disabled people are defined as of inferior status. At 5/26 year 5's 5/G6 expresses a gloomy view, which she herself appears to hold. The life of a disabled person is friendless and 'ruined'.

### 5.1.2.1 The pupils fail to express fellow feeling for Sarah Warbeck

I now turn to those instances where the pupils fail to express fellow feeling specifically for Sarah Warbeck.

Some pupils take a negative view of Sarah's action when she deliberately crashes her wheelchair into Saffy. Although this event is seen as a desperate measure designed to gain Saffy's attention, at 4/21 4/B1 (year 5) sees the action as arbitrary and irrational.

> 'Because… um… the wheelchair girl pushed her over for no particular reason and…'

4/G4 (also year 5) sees Sarah's behaviour as frightening. So alarming is the wheelchair crash that at 6/31 the disabled year 10/11 pupil 6/G4 ignores the text, arguing that Sarah's collision with Saffy was accidental: her fellow feeling for Sarah is achieved only by ignoring the evidence. 6/G4 is so reluctant to fall into Beckett's stereotype 3, seeing the disabled person as the evil agent, that she ignores the given text.

An important way to deny fellow feeling for Sarah is to allow the wheelchair to take over her identity. At 1/11 year 5's 1/G5 (perhaps inadvertently) uses the expression 'spoke to the wheelchair'. The character of the wheelchair's occupant is negated. This is a perceptive remark by 1/G5: in the experience of the researcher

motor impaired people sometimes have the impression that non-disabled people confronted with a wheelchair user can see only the wheelchair and not the person occupying it. At 4/4 4/G1 (year 4) assumes that it is in Saffy's interests to avoid contact with Sarah. Once again it seems that Beckett's list of stereotypical views is incomplete: she has no category for seeing the disabled person as alien or the other.

Studying the excerpt from <u>Saffy's Angel</u>, we soon see why the pupils might want Saffy to avoid Sarah. The pupils sometimes level against Sarah accusations of threatening behaviour which are unsustained by the evidence of the text.. At 4/6, without any supporting evidence in the text, 4/G4 (year 5) sees Sarah Warbeck as 'a stalker'. At 4/16 and 4/17 4/G1 of year 4 repeats the stalking accusation. The pupils appear to embroider the text, depicting Sarah as a more sinister figure than they might if she were not a wheelchair user. Note that when one pupil makes the accusation about stalking, others join in. At 5/25 5/G5 (year 5) refers to Sarah as 'the wheelchair freak', though she seems to be guessing what other children might call Sarah rather than adopting the term herself, casting these other children in the role of subscribers to Beckett's fourth stereotype, ascribing freakish impairments to the disabled person.

The implication is clear. Sarah is seen as observing Saffy from a distance and planning this encounter. There is evidence in the text that the Casson family have seen Sarah travelling past in her wheelchair, but no indication that she has been stalking Saffy. At 4/9 4/G4 questions Sarah's sanity. At 4/9 too 4/G1 sees her as sinister. At 4/18 4/G3 sees her as 'creepy'.

> 'You might find her a bit creepy… *(Others laugh.)* …because she… *(Now she laughs.)* … just creepy is all.'

At 4/28. despite a lack of support from the text,  year 5's 4/G6 suggests that the wheelchair crash has pinned Saffy to a wall.

'…If she wasn't crazy then she wouldn't butt into, crash into, the other girl and crash her into the wall.'

## 5.1.2.2 The pupils fail to express fellow feeling for Lily

I now turn to those instances where the pupils fail to express fellow feeling specifically for Lily. The pupils were conscious that Lily could ruin her sister's shopping expedition. At 4/44 year 5's 4/B1 (asked to speculate about how the story might unfold) imagines that when the family reach home, Daisy might take vengeance on her disabled sister for spoiling the expedition. 4/G4, also year 5, goes one step further. At 4/44 she suggests that Daisy might find a favourite toy of Lily's and give it to the family pet to rip to pieces. Sibling jealousy is cited here in a more extreme fashion than at any other point in the group sessions. Lily is seen as deserving punishment. What stereotype might be in play here? In the light of Lily's impairments it is hard to see her as the active evil agent (Beckett 3). She might more accurately be seen as an example of Beckett's seventh stereotype, the self-pitier, her own worst enemy.

At 1/36 year 4's 1/G4 follows another path to deny fellow feeling for Lily. She states that Lily is behaving like a little child. (Elsewhere in Wilson's text in a passage not read to the pupils (p. 110) the hostile Chloe describes Lily as Daisy's 'totally batty, loopy, maniac baby sister who screams all the time.') At 1/41 1/G4 and 1/B4 (both year 4) view Lily and her mother as obstacles to Daisy's shopping expedition: they should both depart and leave Daisy to get on with her important task. The same proposal, leaving Daisy to shop alone, is made by year 2 4/G3 at 4/30. No mention is made of how Daisy would pay for her purchase.

Beckett's eighth stereotype is to see the disabled person as a burden on the family. Lily conforms to this stereotype. At 1/50 1/G5 of year 5 recommends leaving Lily at home alone, an impractical proposal since she is motor impaired and aphasic.

At 3/48 year 5's 3/G1 mentions how important it is for Daisy to pick the right gift for her friend Amy. Nothing, she implies, must obstruct this key task. She expects Lily to be more patient and self-restrained. At 3/49 3/B2 of year 4 envisages the most disastrous outcome of all: maybe Daisy will leave the shop without buying a gift. At 4/33 4/G7 voices the fear that the girls' mother will be the one who terminates the shopping expedition, as a result of Lily's behaviour.

At 3/51 3/B1, also year 4, considers another drastic solution: Daisy might herself abandon this attempt to buy a gift and return on her own on another day. At 3/52 3/G1 of year 5 sees evidence that Lily's disruption of the shopping expedition is partly deliberate. She could calm down if she tried. This is in contrast to other pupils (for example year 6 1/B6 at 1/45) who saw Lily's behaviour as beyond her control.

We have already seen Sarah accused of being 'a stalker' despite the lack of any evidence to that effect in McKay's text. Now we see an equally unfounded idea about Lily, an idea quite unsupported by Wilson's text.  Despite being year 5, 3/G2 assumes that the crowd of shoppers will find Lily's distress funny.  She repeats the claim at 3/83.

At 4/45 4/G6 (year 5) raises a point of great potential significance. She believes, somewhat optimistically, that Lily would have the capability to write a diary. But she also assumes that the contents of such a diary would deter anyone considering becoming her friend. There are two possible interpretations of 4/G6's assertion. One such interpretation is that the closer a non-disabled person moves to a disabled person, the less attractive that disabled person becomes as a potential friend. The other interpretation is that the inner thoughts and feelings of a disabled person, revealed in a diary, must always be unappealing, though the disabled pupils of School

6, whose views are reported at 5.3, believe that a disabled person's diary might be interesting and even amusing. Leicester's sixth criterion for texts is that they should show evidence that disabled people can take decisions about their own lives. The proposed diary would meet this criterion.

At 4/53 4/G6 raises another disturbing point. She imagines that some of the people in the shop may know Daisy and her family and that the disturbed behaviour of a disabled child is more embarrassing if it is witnessed by acquaintances. The implication of 4/G6's comment is that having a disabled family member causes more embarrassment when displayed to the immediate social circle than when displayed to society in general. At 5/52 5/G4 (year 4) makes a similar but more pointed argument: those observing Lily may pass on the information to Daisy's school and she would lose her friends. 5/G4's suggestion echoes Leicester's tenth criterion, that disabled people are blamed for their condition.

At 5/59 5/G6 (year 5) states that Daisy would prefer her older sister not to be disabled. In this context it seems that Lily's distress is seen as an inconvenience to her sister, who has the physical and cognitive gifts to become a social success. The negative impact of Lily's disabilities on Daisy is emphasised at 5/71 and 5/72, where year 5's 5/G6 supposes that revealing the truth about Lily may make Daisy less popular with her new friends, and where the same pupil can imagine Daisy's school peers having a good opportunity to bully Daisy for having a disabled sister. 5/G4 (year 4) at 5/78 sees Daisy as ashamed of her disabled sister.

At 5/83 5/G7 (year 6) makes a further significant point. Her opinion is that people observing Lily's physical impairments will automatically assume her to have intellectual shortcomings. Many disabled people would assent.

The comments of the disabled pupils from School 6 are hostile to Lily and understanding of Daisy. They see Lily as a disabled person letting the side down. 6/G2 and 6/G3 see Lily as 'spoilt, manipulative and restricted'.  At 6/53 6/B2 and 6/B3 see Daisy as 'alone, angry and pressurised'. Both Daisy and Lily in the reading of these disabled pupils appear to fall within Beckett's eighth category, a burden on the family.

**5.1.3 The pupils express diverse views about disability and impairment**

As well as expressing fellow feeling for the disabled characters in the readings, or failing to express such fellow feeling (see clusters C1 and C2 above) the pupils in the group sessions made other comments about disability and impairment reported here in cluster C3. Their views on a group of six related themes are examined in this section. The themes include their attitudes towards disabled/impaired people, the motivations of such people and the responsibilities of non-disabled people towards disabled people and vice versa. The themes also include the occurrence of stereotypes of disability and those occasions when pupils are reticent or ambivalent about disability. This section closes with a consideration of the situation of siblings of disabled people.

The diversity of the subjects covered in this cluster shows that the pupils were able to explore different aspects of disability and different issues affecting disabled people and their families.

**5.1.3.1 The pupils express their attitudes towards disabled/impaired people**

Beckett (2013) has addressed the linked questions of how non-disabled children view disability and disabled people and how children can be encouraged to discard 'hegemonic' cultural concepts that maintain the privileged positions of non-disabled people.

Assessing what progress has been made, what longer-term strategies may have been proposed encouraging non-disabled young people to develop more positive attitudes towards disabled people, and what role education might play in this process, Beckett (2013: 2) refers to Barton (2003), Beckett (2009) and Slee (2011). Beckett cites as influences on educational practice the 2006 Disability Equality Duty which obliged schools to 'promote positive attitudes towards disabled people' and the 2011 public equality duty which followed. The imposition of such duties, states Beckett, prompts questions such as 'what do we know about non-disabled children's attitudes towards disability and disabled people?' And 'what do we know about the role schools *currently* play in promoting positive attitudes towards disabled people?' Answering these questions might lead us to understand what roles schools need to play and might play in this regard.

Beckett states (2013: 3) that negative attitudes towards disabled people are acknowledged to be a significant problem. She might also have pointed out that the general population share this view, as demonstrated by the NCSR figures quoted at 1.1.4. But Beckett considers that little empirical research has been conducted, as witnessed by scholars such as Tregaskis (2000). Tregaskis argues that current studies of disability tend to place it in a social context. However, research into non-disabled people's perceptions of disability has been based on a different foundation, a psychologically driven individualistic model of disability that sees disabled people uncritically as 'the problem'. In this epistemological divide little work has been done to explore non-disabled people's views in a social context.

How then do ideas about disabled people take root in the minds of non-disabled people? Most disability studies authors see ideas about disabled people taking shape in social interactions, individuals in dialogue and practice with others,

their views anchored in traditions and ideologies. In other words such attitudes are the products of a disabling culture.

At this point Beckett (2013: 4) sees diverging views on how to theorise disabling attitudes and how much time and effort is worth expending on the subject. Some scholars see culture as an 'independent variable' possessing a relative autonomy in shaping actions and institutions. Others see culture as a 'dependent variable', effectively an ideological convention driven by objective forces.

Marxist critics unsurprisingly subscribe to the latter view, seeing culture as the products of economic and class forces, serving to justify the interests of dominant groups and maintain the status quo. In contrast, says Beckett (ibid.) authors drawing upon different traditions including feminism see accounts of disability as a recurring and dominant thread in prevailing culture.

How are children perceived in these theoretical frameworks through which attitudes towards disabled people are formed? It is, says Beckett (2013: 5/6) controversial to propose that children are active agents playing a role in the creation and transformation of ideologies about disability. Nevertheless as Alderson has argued (see pages 146 ff. of this thesis) children have the ability to become active agents, generating new insights into their social world. They are, says Beckett (ibid.) 'active in constructing the society within which they are embedded and within which they participate'.

At 1/6 1/G3 states that disabled people can also be aggressive, as demonstrated by Sarah crashing her wheelchair into Saffy. However, more complex observations about attitude are made. At 3/9 3/B2 observes that the cultural norm is to walk by strangers: in other words Saffy and Sarah should remain unacquainted unless and until they can meet in some mutually acceptable context such as school or family.

At 3/17 3/G2 (year 5) sees the physical injuries suffered by Saffy as a result of the wheelchair crash providing an opportunity for role reversal: Sarah takes Saffy home and cares for her wounds. At 3/18 3/B2 of year 5 suggests that the factor determining the outcome of this episode is Sarah's determination: she will not give up until she has made Saffy her friend.

**5.1.3.2 The pupils consider the motivations of disabled/impaired people**

At 1/23 1/G4 (year 4) sees the high risk involved when Sarah crashes her wheelchair into Saffy. There is a high probability that the manoeuvre will fail: a social introduction to Saffy will not be made. The implication is that Sarah is making a somewhat desperate move. Her motivation is that a more conventional approach is unlikely to succeed.

At 3/32 3/B2 (year 4) devises an imaginative interpretation of Sarah's motivation. He sees her as initially having been rejected by the non-disabled people she approaches for friendship. At a certain point however other non-disabled people are willing to befriend Sarah, but she rejects them. 3/B2 sees the power to select friends as belonging as much to a disabled person as to anyone. He also sees Saffy as (for whatever reason) the kind of person Sarah will choose.

At 5/12 5/G5 (year 5) makes a fundamental point: it is not only a disabled person like Sarah who can use aggressive tactics to start a conversation. Non-disabled people also do so. At 5/13 5/G8 (year 6) adds a further point: being in a wheelchair gives Sarah the nerve to act unconventionally since otherwise she risks being ignored.

**5.1.3.3 The pupils consider responsibilities of and towards disabled/impaired people**

How should non-disabled people treat disabled people? That question, as well as its vice versa, has been widely discussed by scholars. Wright (1960: 256) has observed:

> Attitudes and behaviour towards physical deviations are tenaciously held and transmitted to the young as much because they are felt to fit with sound and comprehensive beliefs and because of less clear emotional prejudice.

Wright is proposing that there is a tendency, held by adults and transmitted to the young, to be suspicious of difference. The pupils in the group sessions discuss how disabled people should be treated and should treat others.

What responsibility does Saffy have to deal constructively with Sarah's drastic intervention? At 4/6 4/G3 of year 2 sees the responsibility weighing more upon Sarah. Saffy has faced two daunting experiences, being bowled over by someone in a wheelchair and having a violent argument with a man she has just learned to be her adoptive father. 4/G3 believes Saffy is entitled to reflect in silence on these experiences, rather than discuss them with a stranger. As a rider to this comment, however, at 4/24 4/G6 (year 5) blames Saffy's adoptive parents for telling her the truth at this moment, when her 'father' is about to depart; Saffy is bound to be stressed.

The responsibility that non-disabled people have towards disabled people is only one social responsibility schoolchildren should come to recognise. Nor should the responsibility towards disabled people be seen as a unique social phenomenon. Other differences matter too.

> It is a mistake to treat disability as if it were a unique phenomenon, totally unlike anything else in human experience. For disability has much in common with other forms of adversity, such as discrimination on grounds of race,

gender or religious belief. Being black is not a huge disadvantage in life unless you have the misfortune to live in a white racist society. Being a woman is not a burden unless you live in a misogynistic society. The issue is significant. (Butler, 2005: 25)

### 5.1.3.4 The pupils refer to stereotypes of disabled/impaired people

I now consider to what extent the responses of the pupils in the group sessions reflect stereotypical views of disabled people. Beckett's categories of disability stereotype have been considered in relation to the evidence of the pupils as presented in clusters C1 and C2. In this section we will consider how, in the diverse views about disability the pupils express, various stereotypes manifest themselves. We will also consider how valid the Beckett stereotypes are when applied to books mentioned in the review of literature.

At 3/12 3/G1 makes an important point about the stereotypes that may exist in the minds of non-disabled children. She emphasises the importance of play as a way of establishing and cementing relationships. Who is admitted to the play and who is excluded, these are group decisions. The group stereotype favours exclusion. 'Oh, this person's in a wheelchair.  Let's not play with her, let's go play with someone else.' 3/G2 at 3/14 differs: she sees the barrier of the wheelchair but believes that it can be overcome. Both 3/G1 and 3/G2 belong to year 5. At 3/17 3/G1 revises the bleak opinion she herself expressed at 3/12: she sees the social engagement of play as being open to disabled people. This is a good example of a pupil revising her views as a result of the group discussion.

At 4/36 4/G6 (year 5) makes an attempt with significant implications. Other pupils are tracing the causes of Lily's unhappiness to her impairments. But 4/G6 conjectures that Lily is unhappy in the shop nor on account of her impairments but because she may be missing her favourite TV programmes. 4/G6 seems to be making

an effort to distance herself from a stereotype of a disabled person. Lily's motivation may be the same as any other young person's. However, turning her back on one stereotype 4/G6 finds herself confronted by another, namely the stereotype of young people addicted to their favourite TV show.

The list of stereotypes applied to disabled persons developed by Beckett (2010) appears on page 58 of this thesis and has already been used in the analysis of clusters C1 and C2. It is now time to consider how useful Beckett's list is in relation to the fictional works described in this thesis, though it is important to remember that the list was devised by a social scientist to be applied in real life, not by a literary critic for application to books.

Lily is a good example of the first (pitiable or pathetic) category. In so far as the pupils find grounds to understand her situation, they tend to do so from charity rather than feeling she has an entitlement. As 3/G3 says at 3/72: 'Because she'll say I can't talk… I wish I could tell them to shut up.' Sarah is someone to whom this stereotype would be impossible to attach: She begins with a dominant aggressive action. She will later earn the code name 'Mission Control'.

Beckett's second stereotype, dependent and helpless, vulnerable, also applies to Lily. She feels intimidated by the crowd of shoppers and by their unwanted attention, and there is nothing she can do to resist them. In the case of Melody in Draper (2012) the violence is subtler. Her non-disabled peers manoeuvre her into missing the opportunity to star in the quiz competition. But in her situation she is just as unable to resist them as Lily.

Beckett's third category, sinister and evil, is applied by the pupils several times to Sarah: she is 'creepy' (4/18), 'crazy' (4/28), 'a stalker' (4/6 and passim) and 'sinister' (4/9), one who (4/28) crashes Saffy against a wall. Daisy (though not

disabled) is also cast in the role of a bad character when two pupils at 4/44 suggest how Daisy might take revenge of her disabled sister for spoiling her shopping expedition.

The pupils in the group sessions avoided the stereotype described in Beckett's point 4, freakish impairment, with praiseworthy solidarity. At 5/25 5/G5 (year 5) uses the term 'wheelchair freak', but in my opinion she is citing the kind of insult unfeeling contacts might throw at a wheelchair user rather than drawing on her own vocabulary. She is demonstrating an awareness of a stereotype rather than subscribing to it.

The pupils see an example of the fifth category, the hapless fool, the object of ridicule, where no such conclusion is justified by the text. At 3/54 3/G2 of year 5 imagines the crowd of shoppers laughing at Lily when there is no evidence in the text of any such thing. A stereotype that people see even when it is absent is a powerful stereotype.

Beckett's sixth stereotype is the disabled person who has to over-achieve to gain acceptance. There is no strong candidate for this category in any of the texts described. After the presented passage, Sarah Warbeck will take the lead in Saffy's project to learn what she can about her true parentage and her childhood: she will smuggle Saffy in her parents' car to Sienna. In <u>The Gift</u> the disabled twin Bee seeks to lift herself out of the ordinary through her poetic ability. But a realistic assessment shows these two characters just to be determined and inventive rather than bent on over-achievement.

Beckett's seventh category is the disabled person gripped by self pity. At 3/52 3/G1 (year 5) casts Lily in this mould describing how Daisy might feel: 'I would feel… well.. upset and embarrassed because everyone's looking at me and you're just

like Oh my sister's causing such a commotion. Can you please stop, I'm trying to pick….' She imagines that Lily could control herself and stop crying if she tried. At 4/34. B1 sees Lily's dislike of shops as a matter of taste rather than a cause of fear. She feels sorry for herself having to undertake a task she dislikes.

The eighth stereotype relates to the disabled person who is a burden to the family. Lily attracts comments that mirror this stereotype on several occasions. At 4/33 4/G3 sees Lily's behaviour as preventing Daisy from making the best choice, and as embarrassing her in public. At the same page the cause of 4/G7's anxiety is that Lily's behaviour may lead the mother to abandon the shopping expedition unilaterally before anything is purchased.

Beckett's ninth category is the stereotype that sees the disabled person as asexual. This stereotype has no particular relevance to either Sarah or Lily, since they are both too young to be regarded in this way. In A Different Life however Libby Starling, as soon as she finds herself in a wheelchair, is anxious that Jesse will no longer find her attractive. In the event Jesse remains constant, so that Libby defies the stereotype.

Beckett's last stereotype sees the disabled person cast as passive, unable to participate in daily life. This stereotype may be seen as applicable to both Sarah and Lily. Lily is unable (or some would say unwilling) to take part in the retail expedition. 3/B2 of year 4 sees Lily as unable to join in: 'Um… if I was Daisy I'd feel a bit… well it's a bit selfish but a bit… unhappy because it's not likely that Lily's ever going to be like going to the shops again so she can't get that pen as she goes.' At 3/52 3/G1 of year 5 claims that Lily could be quiet if she made the effort: 'I would feel… well.. upset and embarrassed because everyone's looking at me and you're just like Oh my sister's causing such a commotion. Can you please stop, I'm trying to pick…'

Sarah is so desperate to be part of a circle of friends that she is willing to crash her wheelchair into a complete stranger to start a conversation. At 5/43 5/G8 (year 6) and her group state: 'For the wheelchair girl we got 'pleased to not be ignored', 'desperate' for a friend, 'determined', 'shy' 'alone' and 'different'.' As the story begins, Sarah, like Lily, conforms to the exclusionary stereotype. But as the stories develop, Sarah will enter fully into daily life, leading the expedition to Italy and subsequent events. Lily will also play an important role when it is Daisy's turn to hold a sleepover. At night she encounters Chloe, the most precocious and the most disparaging towards Lily of the Alphabet Girls. Chloe is frightened by Lily. But though Lily's part in the action is important, it also remains essentially passive.

In relation to this thesis Beckett's catalogue of stereotypes serves two useful purposes. First it encourages a researcher examining how disabled characters are presented in literature to adopt more informed and theoretically valid criteria. Second it allows the researcher to interrogate the views expressed by the pupils to see whether they conform to these criteria, and where they fail to do so.

**5.1.3.5 The pupils are reticent or ambivalent about disability**

Not all the responses of the pupils to motor impairment are easily understood and classified. Beckett et al. (2009: 4.3.4) indicate the tensions that can arise between children's different feelings about disabled people, for example in relation to their potential for forming relationships and engaging in a career.

> …year 2 children tended to believe that that disabled people would not be able to get married for 'practical' (as they see it) reasons, such as being unable to 'get a ring that fits', whilst at year 6, explanations focused upon perceptions that disabled people are not sexually attractive. Many children of both age groups stated that they did not think disabled people can be employed – this was the most frequent response – but some older children who were aware of disabling barriers in the labour market, stated that disabled people should be able to work, although they were sometimes denied this opportunity.

Beckett et al. also (2009: 4.3.6) describe how the pupils in this study conceive the relationship that should exist between disabled and non-disabled people.

> A final significant finding related to children's response to the question 'how do you think we should treat disabled people?' They stressed the importance of being 'kind'. To a degree, this is an extension of medical model and/or tragedy model thinking – disabled people need 'our' (non-disabled) care. It was also clear, however, that some children were employing the term 'kind' to mean that we should treat disabled people well or fairly.

In this passage, as noted elsewhere, Beckett and her colleagues suggest that the views of the pupils relate in some way to the medical model of disability. This is a puzzling view. Beckett presents no evidence to support a link between the views of the children and any theoretical taxonomy of disability. Nor have I seen any such evidence quoted by other scholars.

An important conclusion of Beckett et al.'s work, and one consistent with the findings of my own study, is that the positive feelings children experience towards disabled people can be interpreted in different ways. Those feelings may be interpreted as suggesting that it is a laudable human instinct to feel charitably about those who are disabled, including the motor impaired. But the feelings may also be held to manifest an instinctive feeling in the children that disabled people have a right to be treated with justice, an egalitarian instinct. Beckett et al. conclude that educators have important lessons to learn about primary children's views on disability and that more research to explore these views is justified.

At 1/6 1/G3 and 1/B3 (both year 3) propose the epithet 'faint' to describe Saffy. The SA queries what is meant. 1/G3 says she doesn't know, the word was 1/B3's idea. This episode, unimportant in itself, demonstrates that the pupils are willing to admit when they do not have a convincing answer to a question: they do not

feel under pressure to invent such a response. It also demonstrates that the pupils are willing to acknowledge working in a pair.

At 1/32  1/B6 and 1/G6 (both year 6) are seeking epithets for Sarah. 1/B6 comments: 'You can feel two emotions at the same time…' On the same page 1/G6 adds: 'But they're kind of opposite emotions.' Two pupils have combined to produce a convincing summary of the concept of ambivalence.

At section 5.1 reference has already been made to my own analysis (Butler 2009: 307/8) of Daisy's feelings towards her sister Lily, where the author Wilson implies rather than states feelings of ambivalence on the part of the non-disabled pupils towards her disabled sibling. At 1/38 1/G5 of year 5 finds herself at the limit of her own vocabulary to describe disability: she coins the term 'disabilitied', showing that she is unaccustomed to discussing disability.

### 5.1.3.6 The pupils consider the situation of disabled/impaired people's siblings

3/G2 at 3/52 sees Lily's sister as owing a duty to support her:

'Um… she's trying to get her sister's attention so her sister can tell the other people that it's mean to laugh at people in wheelchairs.'

The pupils sense that the sibling of a disabled child has a special responsibility. Since Sarah is (as far as the reader knows) an only child, consideration of this point restricts itself to Daisy and Lily. Daisy's reaction to Lily's behaviour in the shop is the subject of widespread and varied comment by the pupils. However at 1/40 1/B5 makes clear that Daisy's view is not formed in isolation: he sees the public reaction to Lily's behaviour (he imagines the crowd of shoppers staring at Lily) as shaping Daisy's reaction.

The point is also made that the impairments of a disabled child also have consequences for a non-disabled sibling. At 5/59 5/G6 of year 5 explains that if Lily could speak she could explain her needs, which would at least make life more

comprehensible for Daisy. At 5/59 and 5/61 5/G5 and 5/G2 (years 5 and 3 respectively) express similar fears: a disabled child may require most of the available care and attention, leaving a non-disabled sibling neglected.

The difficulties that can face a family with a disabled child have been summarised by Havens (2005) and Lavin (2001), reflecting the work of Dickman and Gordon, who state that 'it is not the child's disability that handicaps and disintegrates families; it is the way they react to it and to each other' (Dickman and Gordon, 1985: 109). A family which has a child with a disability will experience many challenges such as 'repeated physical and emotional crises, interactive family issues, ruined schedules, and additional expenses which can create financial burdens for a family.' (Lavin, 2001: 21). All the authorities cited emphasise the importance of coping strategies to families with a disabled member, routines developed to deal with difficult situations and to avoid conflict.

Porter and McKenzie (2000) have studied the behaviour and problems of children who have a disabled sibling. They argue that having a disabled sibling may have an affect on a brother or sister that is positive, negative or neutral, quoting Hannah and Midlarsky (1999). The consequences of having a disabled sibling depend upon a range of different factors, including the nature and severity of the impairment, children's ages, birth order and parental influence. An impairment which is visible, such as motor impairment, is easier for a young sibling to see and understand. An impairment such as autism may be less visible and less easily comprehended. Porter and McKenzie (2000) report that the competence level and communication ability of the disabled sibling have a profound affect on interactions, as is seen in the case of Daisy and Lily. If the disabled child is impaired so that more intensive care is required, the result may stress not only the parents but also the non-disabled sibling.

In the Wilson text, at a point beyond the excerpt presented to the group sessions, Daisy hosts her own sleepover. Lily must be dressed in a way that makes her care feasible, not in a style to impress her sister's friends. The emotional responses categorised as common by Porter and McKenzie include fear (might the impairment be infectious or genetic?), isolation (my family is not like others), guilt (do I look after my sibling when she is victimised?), anger (what did we do to deserve this?) and confusion (how do I balance my own expectations with those of my sibling?). When sentiments such as these are expressed in the Daisy/Lily excerpt, the pupils are well able to understand and chart them.

The difficulties of a disabled person's sibling are the subject of other works of children's fiction. Rodowsky (1976) is an example quoted by Quicke. In Rodowsky's novel Dorrie has a brother of eleven, Fredlet, who has Down's syndrome. Hatred for her brother and burning jealousy are the emotions with which Dorrie is trying to come to terms.

Fredlet seems to mess up his sister's life at certain crucial points. He embarrasses her as the school concert when he stands up and mimics the conductor. He smashes the ceramic cat she has won prize ribbons for. He embarrasses her on buses, and conversations with her mother on important matters are impossible when he's around. She can see nothing positive in him, no sign of improvement, and life is at best boring and repetitious, and at worst she even finds herself in a situation where she regards him as physically repulsive.

A specialised website (SIBS, 2010) has been set up for brothers and sisters of disabled children and adults. The existence of this community is evidence that the siblings of disabled people are a constituency deserving specialist attention.

A problem cited by a sibling of a disabled child is how the non-disabled child can undertake homework. 'Sometimes if I'm on the computer doing homework, he wants to be on and I have to let him so he doesn't kick off. It's not fair, especially with homework because I might get detention.' The non-disabled child is subject to two forms of injustice. Siblings may be burdened with the tasks of caring. 'It can be quite hard because we always have to keep an eye on him and stop him doing things.' Bullying is a cited problem, whether the disabled child or the sibling is the victim. Certain disabilities make children prone to violent outbursts in which sometimes the possessions of the sibling may be damaged or destroyed. As siblings reach an age to focus on their own career prospects, they become anxious about the situation of the disabled child. Members of this community report that they have been punched and bitten by disabled siblings. In extreme cases the fear of the disabled child's death hangs over the sibling.

In each of the above situations the SIBS website provides suggestions for how the disabled child's sibling should seek advice or support. The teaching and learning resources provided by the website serve purposes complementary to the aims of my project. My project as stated in section 1 of this thesis is designed to record and assess the ways in which schoolchildren, the majority of whom do not have a disabled sibling, perceive motor impairment and to identify implications for the teaching and learning process. The siblings for whom the SIBS website is designed (who do have a disabled sibling) will benefit if other pupils have a better understanding of disability.

**5.1.4 The pupils understand the social isolation of disabled people**

At 5/25 year 5's 5/G5 makes a succinct point: 'I'd feel really desperate just to get out and do like sports and not be the wheelchair freak at school or something and have tons of friends and tons of playdates.'

This section of discussion will examine the evidence that pupils understand how motor impaired people (like Sarah and Lily) can come to feel socially isolated, referring to the postings to Cluster C4.

The pupils show understanding of the isolation in which disabled people find themselves. At 5/9 5/G8 (year 6) observes that people in wheelchairs tend to be ignored. Sometimes the pupils are also aware of the devices used by non-disabled people to reinforce this isolation: at 3/32 3/G1 suspects that non-disabled people choose physical activities (including games and play) specifically intended to exclude disabled people. Unjustified assumptions make isolation more likely: at 3/34 3/B1 says that people assume a wheelchair user is unintelligent. At the same point 3/G1 discusses friendship stops in the playground. These are designated spots, rendezvous points, where someone seeking a playmate can stop and wait to be approached. 3/G1 suggests these spots will fail to attract companions for disabled pupils. The sign of isolation is that the disabled person may be reading a book. At 5/25 5/G5 (year 5) identifies the factors that isolate disabled children, namely the inability to play sports, the lack of friends and the dearth of social engagements.

Although the presented texts do not actually say so, at 3/4 3/G2 of year 5 also assumes that a disabled person like Sarah or Lily will lack friends. The pupils' awareness of the social isolation in which Sarah Warbeck finds herself explains her motivation in staging such an unorthodox approach to Saffy. At 1/18 1/B5 of year 5 states a simple case defending Sarah's tactics for getting to know Saffy: staging an accident is just a disabled person's way of starting to talk. (Later we will see that the disabled pupils of School 6 disagree.) At 1/22 1/G3 of year 3 remarks that being in a wheelchair marks Sarah out as an example of difference: the implication is that people who are different will observe different social rules.  However not all pupils agree that

Sarah's situation explains her action: at 1/24 1/B5 of year 5 suggests that Sarah's lack of social skills rather than her disability explains her difficulty in making friends. The extent to which impairment may make social skills harder to acquire is not explored.

Some children in school may, unsurprisingly, be more popular than others. In her study Gay (2009: 22) examines why, following the example of Furman (1984).

> The frequency and type of social interaction and judgements of whom others say are their friends have all been identified as patterns of social competence. Children can find themselves being actively disliked and socially rejected or not particularly liked and socially isolated by others.

Vernon and Swain (2002: 77) have argued that the social isolation of certain defined groups 'has a long history in social theory, particularly in association with understandings of inequality and hierarchies in power relations.' The views of non-disabled children towards their disabled peers and the possibilities of mutual respect and friendship were recorded and analysed by Gay (2009). Gay points out that a clear account of young disabled people's opportunities for inclusion in mainstream leisure activities should include evidence from non-disabled pupils as well as disabled pupils themselves. The views of disabled pupils are usually well represented.

> … [The] other side of the debate should surely be the views of the non-disabled children. This is an area of research which is under researched within leisure and only partially addressed within the inclusive education debate. In fact, non-disabled young people's opinions do not seem to have been officially acknowledged as existing at all, let alone being recognised as having value in their own right, their opinions and attitudes have not been given a voice.
> Gay (2009: 3)

Gay establishes (2009: 13) that disabled children want to be able to choose their own activities, where to go and with whom, a view confirmed by Murray (2002).

Gay's research, however, demonstrates that young disabled people regard themselves as deprived of the opportunities open to their non-disabled peers. Most teenagers (says Gay) meet in a range of contexts that include visits to each others'

homes, taking part in team sports or making shopping expeditions. From such

activities friendships often naturally develop. However for disabled children these

opportunities are scarce. According to Cavet (1998) they may have few if any local

friends. Some impairments also act in themselves as barriers to friendship. Allan

(2008: 40) quotes a deaf student.

> At breaks and lunch time all my hearing friends would go into groups. They
> would listen to music and talk about pop records, so I felt very isolated. I went
> through some depression. It was also extremely difficult to communicate with
> the teachers who could not sign.

Divisions and hierarchies leading to possible isolation have been studied intensively

by disability scholars. For example Jade and Wilson (1999) report on the way

disabled pupils are expected to perform academic work.

> Some young people said their teachers treated them like 'babies', giving them
> work which was too easy and not expecting enough of them. This was
> particularly true for students with speech and language difficulties, or who
> used wheelchairs.

Jade and Wilson (1999: 4 ff.) have shed light on the causes of the isolation

which may affect disabled pupils. They analysed the views of children some of whom

attend special schools and some attend schools where disabled and non-disabled

children were taught side by side. The disabled pupils in mainstream school said they

liked being in a school where disabled and non-disabled children could mix and

where their issues were taken seriously on a 'whole-school' level. They appreciated

the range of subjects and activities being offered to them, especially those pupils who

had transferred from special education. The disabled children did not like to 'stand

out' in any way and liked to take part even in PE and sports. Many of these pupils

mentioned access as an issue. Buildings that were claimed to be wholly accessible

sometimes were not. And the technology given to them, though often helpful, caused

jealousy among the non-disabled pupils, was sometimes unreliable and too limited in scope. Many young disabled people thought they were treated well at school – 'not like animals'. Pupils with visible impairments were better treated than those with less obvious impairments. Some able-bodied pupils had chosen to protect the disabled pupils from bullying, a move that created problems but was deeply appreciated. These pupils appreciated help from teachers but felt that LSAs sometimes interfered. They want an LSA to be available, not to supervise. They hated being treated as 'babies' and felt they had difficulty gaining the attention of teachers. Pupils taught in special units within a school had friendships only in that unit.

Jade and Wilson's report is less favourable when it turns to children in special schools. Most staff in such schools are enthusiastic, dedicated and proud of what they do. But the horizons of the pupils are limited. Some students went out to join local clubs and activities: but they did not make friends there. The researcher reported that she was treated 'with great disrespect' because she herself is disabled. She believed the pupils were treated the same way.

Citing contributory factors to the isolation of disabled pupils, Connors and Stalker (2007) point out that disabled children are more likely to attend a special school outside the catchment area where they and their neighbours live. An extra barrier in some school situations would be the presence of a Learning Support Assistant, a necessary provision but an obstacle to free conversation. According to Connors and Stalker, as children grow older the barriers to inclusive activities grow more obstructive and the level of frustration among the children rises.

Language also plays a part in dividing communities of children. The isolation associated with social class, ethnic origins, sexual preference, gender or impairment is

reinforced, according to Vernon and Swain (2002: 77), by prejudicial attitudes and discriminatory language.

French and Swain (2004) have examined the character, intent, protocols and limitations of communication. Their analysis relates to communication in a variety of situations in which disabled people young and old find themselves, including but not limited to the situation of schoolchildren.

French and Swain start with the emphasis professionals place on the need for effective communication with disabled people. Better health and social care services depend on the delivery of better information and crucially on the need for service providers to be good listeners. The same might also be said of educators. French and Swain point out that though they would not advocate medical and care staff – or educators - becoming poor listeners, listening alone is not enough. They cite a number of reasons for their position. The common understanding of what it means to be disabled has (say French and Swain) been challenged by disabled people and their allies, who have developed an insight into the context in which their impairments are positioned. French and Swain also refer to a barrier to two-way communication posed by institutional and hierarchical rigidity. Service providers fall naturally into the role of discourse leaders. Teachers may do the same. The power relations between service providers and disabled people using their services also enshrine inequality. The former determine place, time, agenda and permissible cost for every meeting and every outcome. What French and Swain call 'active listening' has the ability to transform the relationship between disabled people and service providers. Active listening 'can transform health and social care into a working alliance between disabled clients and professionals and create a communication environment in which disabled clients have control.' (French and Swain 2004: 3). In my opinion this aim, to

give control to the recipients of service, is not appropriate in a school. The aim in a school should be to create a communication environment which is open enough and respectful enough for the pupils' views to be openly expressed and validated. Such a communication environment is an essential prerequisite if pupils are to discuss motor impairment in a constructive manner.

Educators may nevertheless receive valuable guidance from the research conducted by Gay and others. If the teaching and learning process is to benefit from a deeper understanding of the ways non-disabled pupils regard disability, educators must understand the barriers that disabled children see blocking their path to inclusion. These are the very barriers that education might seek to reduce. Gay lists the main obstacles. They include barriers to the child, the family and the service, lack of information and features of the environment that include transport, access, childcare and the attitudes of others.

> Discovering and trying to understand the formulation and perceptions of disabling attitudes by non-disabled young people can help in providing baseline information for future planning and encouragement of more positive relationships. Gay (2009: 15)

Gay incidentally identifies herself as an avowed advocate of the social model of disability.

At 3/6 however 3/G1 of year 5 sounds a more optimistic note about social isolation, and one which my experience supports. If Sarah can befriend one non-disabled person, others will follow. At 3/29 3/B2 (year 4) confirms the point. If Sarah had any friends she would use them to generate new contacts, not resorting to a violent tactic. The hope is still implicit that Saffy may provide Sarah's entrée into the world of friendship. But at 3/27 3/G2 (year 5) strikes a more disturbing note: if a non-disabled person befriends a disabled person, then the disabled person's isolation may

spread to the non-disabled person. The social isolation of the disabled person is seen as potentially contagious.

At 1/44 1/G4 (year 4) shows an understanding of the frustration that must be experienced by someone who is aphasic. 1/G5 of year 5 agrees and sees Lily as 'the odd one out'. Here and elsewhere the pupils show an awareness of the way disabled young people can be regarded as alien, as 'the other'.  At 3/76 year 5's 3/G1 states the case: 'Because people don't like [Lily] and like don't look at her and just pretend you don't notice her and like she's right here and just walk right past her and look in the other direction.'

At 1/49 1/B3 and 1/G4 (years 3 and 4) both assume rightly that Lily will not be invited to Amy's sleepover party. At 3/37 3/B1 (year 4) makes the perceptive remark that the hardest gulf to bridge between disabled people and non-disabled people is the latter's unawareness of the former's capability. Non-disabled people, we may conclude, expect too little from disabled people.

At 3/75 3/G1 of year 5 also makes a very astute point. In Wilson's book a vivid portrait is painted of the Alphabet Girls, with emphasis on the camaraderie and fun that membership entails. Daisy's circle of friends is depicted in exciting detail. Nothing is said of Lily's social context. If she has friends, for example at the special school she attends, the reader knows nothing of them. It is not clear from the text whether the author sees this situation as likely to arise in the real world. But pupils like 3/G1 are certainly aware of the difference between the situations of the two sisters.

At 5/30 5/G5 of year 5 makes a point of fundamental significance. She considers that being a wheelchair user risks engendering self-pity. However the availability of friends will counter this tendency and help to make the wheelchair

irrelevant. She also assumes that friends, once acquired, will remain constant. In the real world (insofar as the researcher's experience is a guide) 5/G5's arguments are only partially sustainable. Friends do make a disabled person's life more acceptable. Situations sometimes arise in which the capabilities of a wheelchair–user are more important than the wheelchair. But the wheelchair is never irrelevant: it simply cannot be. And those situations where the wheelchair is less significant are rare in a disabled person's life. Finally, the constancy of non-disabled friends may not be taken for granted. Like any friends, they may move on.

## 5.2 The influences that may have shaped the reactions of the pupils

I now consider what influences may have played a part in shaping the responses of the pupils, addressing the second research question: 'How do we interpret such reactions? Is it possible to identify any influences (educational, philosophical, cultural or linguistic) which may have played a part in shaping these reactions?'

## 5.2.1 Their family, their own experience and their school influence the views of pupils

Clusters C5, C6 and C7 relate to research question Q2: they bring together evidence indicating what influences may have helped to shape the views expressed by the pupils in the group sessions. C5 relates first to the possible influences of the family and the school as well as the pupils' own possible experience of motor impairment; C6 next relates to the tendency of some pupils to see motor impairment exclusively as a physical phenomenon and finally C7 relates to the stories the pupils have heard and how they use their imagination to generate possible plot developments of those stories.

We consider first what evidence exists relevant to the family contexts of the pupils. In the report published by Scope (Quarmby, 2008: 61) it was stated that 'casual and institutional disablism is rife in our society'. Rieser and Mason (1990) have also argued that children acquire anti-disabled prejudices from the adults around them as they grow up. The evidence of my group sessions suggests that these pupils are growing up in environments that are largely free of such prejudice. A relevant consideration is the language that the pupils use.

We have already seen at 5.1.1. 2 that Sarah is accused of being a stalker, being crazy and smashing Saffy against a wall. We have also seen how pupils imagine the crowd of shoppers not only staring at Lily (for which there is evidence) but also mocking her and commenting on her (without evidence to support either accusation). At 3/51 3/G1 of year 5 describes Lily as 'crying and wailing'. But these examples of prejudicial language are rare exceptions. Overall, the views expressed by the pupils and language they use are free from prejudice. When the pupils fail to show fellow feeling for Sarah or Lily, as described in Cluster C2, it is almost always on account of what that person has done. They are not the targets of adverse comment simply because they are motor impaired.

Gay (2009) has described measures by which any prejudicial attitudes held by young people towards disabled people might be countered. The roles of adults such as educators include explicit teaching about disability as proposed by Stoneman (1993) and by Innes and Diamond (1999). Classroom interactions are also proposed between disabled and non-disabled children by Okagi et. al. (1998) and by Innes and Diamond (1999).

The subject of language applied to disability and disabled people is a subject of great interest to scholars from different disciplines. In section 2.1.1 we saw that Pinsent (1997) regards the language used to describe disability in fiction as a

contentious issue. Disability scholars such as Barnes argue that while communication is one of the functions of language, language is also about politics, domination and control.

> The first and most important thing to remember about discussions of language and disability is that they arise because disabled people experience discrimination daily and are denied the same rights and opportunities as the rest of the population. (Barnes, 1993: 8)

Cameron (1995) describes a process intended to counter the use of offensive language, a process she terms 'verbal hygiene'. Such attempts began with a drive to replace words such as 'cripple', 'retard' and 'handicap' with terms less pejoratively loaded. However Cameron argues that the process eventually ran out of control, moving through circumlocution to absurdity. Cameron argues that in such language the communicative purpose is being undermined by ideology. The effort to replace offensive terms began as praiseworthy, according to Thomas and Wareing (1999). But many of the terms intended to be inoffensive now cannot be used in any but a humorous context. The question of acceptable terminology in relation to disability is also discussed by Clark and Marsh.

Clark and Marsh (2002: 1) state exactly the logic linking the model of disability prevalent in society to the language used, and the consequent impact of language upon the way disabled people are regarded and treated.

> The language that people use reflects what they think and can influence how they deal with situations. If they behave as if the problem is with the individual, they will take a different approach than if they regard the problem as being with the attitudes, systems and practices that create disabling barriers. Therefore it is important to re-examine their origins and evaluate their meanings and connotations today.

Clark and Marsh assert that the language someone uses to describe disability or a disabled person is a token of the disability model or approach to disability to which the speaker subscribes. An example of this phenomenon is the way advocates of the

medical model use the word 'disabled' and the way supporters of the social model use the same word. When supporters of the social model use the word 'disabled' their usage includes all the barriers society erects to block the access of disabled people to their goals. The supporters of the medical model sometimes use the term 'disabled' to refer to the impairment of the individual.

The influence of any school, its prevailing culture and procedures, can be seen as likely to affect the attitudes of its pupils to many issues, motor impairment included. However, that influence must not be exercised in a way that limits the freedom of the pupils to express their own views. At 3.6.1 it was emphasised that the discussions with the groups of pupils must not be staged or presented as a form of intervention. The purpose of the sessions was to elicit and record the views of the pupils, not to influence them any further than was unavoidable. The adults who supervised the sessions undertook a major responsibility, to make clear that the views of the pupils should be independently expressed. This responsibility was emphasised in the guidance notes issued to the SAs, contained in Appendix III. The SA for School 1 at 1/2 makes the point that there are no right or wrong answers. Pupils should just speak their minds. At 5/2 5/G3 (year 4) clearly distinguishes between a genuinely held opinion and a conventionally acceptable reply. The SA asks what sort of answer is not required. 5/G3 answers: 'Say what you think you *should* say?'

The danger that an interviewer may inadvertently over-influence interviewees, thus injecting interviewer bias into the evidence, is recognised whether the interviewees are adults or children. Lewis (1992: 416/417) explains the danger of excessive interviewer influence, of treating an opportunity to gather unbiased information as an active intervention, citing four other authorities.

> Factors leading to unreliability in interview data, such as interviewer bias and
> the effects of interviewer characteristics on interviewees, have been well-

documented and apply whether adults or children, individuals or groups, are the subjects of the interview (Simons, 1981; Burgess, 1982; Hitchcock and Hughes, 1989; Tomlinson, 1989).

Chambers (1993) however suggests that when the interviewees are children, the danger of excessive interviewer influence is greater than with adults. The danger is that the children may produce views and arguments designed only to conform to what they imagine to be the expectations of the adult rather than what they themselves feel.

> Because all too many children know that their responses are often dismissed as 'wrong', 'irrelevant', 'silly', 'not helpful', 'childish' (and worse), they learn to keep their thoughts to themselves. Dismissing what children 'really think' leads to their disaffection from school-based reading. Or they play the game 'Guess what's in teacher's head': they report as their own the kind of responses they sense the teacher wants to hear. (Chambers, 1993: 45)

Supervising her pupils, most of whom are themselves wheelchair users, the SA for School 6 posed certain questions that might have been inappropriate in another setting. She asked at 6/4 whether it was important to have disability in works of fiction, and suggested a point of view they might consider in reply. At 6/8 she invited her pupils to exercise their own literary judgment on the excerpts. She asked at 6/42 whether the description of Sarah as 'the girl in the wheelchair' was acceptable or not. Discussing these points with the disabled students did not, in my opinion, amount to supervisory bias. If the pupils at School 6 had not taken account of these issues in the way they discussed the excerpts, I would have lacked evidence to answer my third research question, in what respects the responses of disabled pupils differed from those of other pupils.

At 1/7 the SA initiates a test to see how far 1/G6 (year 6) will go to maintain the independence of her view. He asks whether 1/G6 believes different standards of

behaviour are employed/ demanded when dealing with someone in a wheelchair. 1/G6 declines to express a view. She does not feel equipped to answer the question and does not feel under pressure to invent a response. She passes the test. At 1/14 1/G4 (year 4) interprets Sarah's manoeuvre with her wheelchair (spinning on one wheel) as a piece of ostentation: she is showing off. At 1/20 1/G3 of year 3 responds to 1/G4's point: even motor impaired people must abide by social norms. 'You can't… well not many people just come and crash your wheelchair into people.' Here and elsewhere the pupils demonstrate awareness of social norms – rules of behaviour that should apply to everyone, including motor impaired people – but it is not possible to say with certainty whether this awareness is influenced by the family, the school or both. At 3/42 however 3/G1 of year 5 makes clear what such courtesy involves: 'Well maybe she's sorry for the girl in the wheelchair, like she sees her each day but maybe like doesn't like notice her and carries on with her things. But she could talk to her, say 'Hello neighbour' or something. So maybe sorry for not doing it.'

At 1/22 year 6's 1/G6 states that Sarah has no option but to use a physical intervention – crashing the wheelchair – because her status as a wheelchair user makes conventional social access so difficult. 1/G6 feels sorry for Sarah. At 3/13 3/G1 states that she would be happy to communicate with a wheelchair user but would feel inhibited about doing so. Here 3/G1 is referring to a barrier between motor impaired people and others, without being able to say precisely what it is or what causes it.

At 4/42 4/G4 (year 5) refers to her own experience to illustrate sibling loyalty. When her brother claimed to be too ill to go to school, she alone believed him. There is here an implied criticism of Daisy, who should have been more supportive of Lily.

At 4/54 4/G7 of year 5 makes the most moving intervention of the group sessions:

 'I sometimes get a bit embarrassed with my sister because she has special needs and she sometimes… she… like if you have… if your sister or brother has special needs and they're crying and they can't speak, you get a bit embarrassed. And you think… is someone saying… is that your sister? And you might get… like a bit… pale because you didn't… you have to tell them the truth but you didn't want them to know that that's your sister.'

The implications of 4/G7's intervention are manifold. The siblings of disabled children like Daisy experience such emotions on many occasions. The fact that 4/G7 is able to make this statement reflects great credit on her school, her teachers, the SA and her fellow pupils. She can be honest in their domain. It also reflects credit on her family. When 4/G7 was invited to take part in the group session and its subject was known, she and her parents or guardians must have foreseen that the situation of her sister might arise. Nevertheless they all agreed that she would take part. Her sister's diagnosis, her medical and social problems, must have been candidly discussed in the family, together with appropriate terminology ('special needs') and the responsibilities of the family members. It seems likely that 4/G7 has been encouraged to express her reactions to the situation without reservation. At 4/55 however 4/G6 of year 5 points out that younger siblings can cause embarrassment, whether or not they happen to be disabled.

At 5/58 5/G3 admits that even if it is wrong, friends are often evaluated with reference to the gifts they bestow. It is certainly true that the Alphabet Girls in Wilson's text qualify as a donor society, one in which the quality of a valuable gift reflects credit both on the donor and the recipient. 5/G3 seems to be confessing that friendship circles in the real world work in the same way. Pupils who understand the importance of gifts in a donor community are more likely to endorse Daisy's priorities

in the shop. At 5/64 however 5/G3 adds a further point: if a non-disabled sibling feels neglected, extra gifts may be used to remedy the situation. At 5/70 5/G1 reports that a pupil who is known to have a disabled sibling received compensatory attention from her teachers.

From 6/4 to 6/13 there is a conversation among the disabled pupils and their SA about the potential importance of including disabled characters in works of fiction, with the aim of informing readers about disability. Note that School 6's SA goes further to provoke responses to key questions than did the SAs in the other schools. Her action should not be construed as ignoring the guidance given to SAs. In part her effort is designed to bring out attitudes and beliefs which the SA judges to be essential to the project. In part it is also because in schools that cater for pupils with special needs, disability is often a neglected subject: it is so much a part of daily life that it scarcely merits discussion. When it arises, it is often quickly closed down. Non-disabled adult carers sometimes feel the need to protect disabled children from self-knowledge.

At 6/19 6/B1 voices a gloomy opinion: Sarah may be using her wheelchair to bully Saffy, but the more typical situation is where the non-disabled person bullies the disabled person. It is not possible to judge whether 6/B1 has formed this opinion in the disabled community at School 6 or elsewhere.

## 5.2.2 Pupils concentrate on the purely physical aspects of impairment

The responses of the pupils to the presented texts may have been influenced by the way they view motor impairment. The pupils in the group sessions sometimes show a tendency to view the impact of the wheelchair crash on Saffy primarily as a physical event: they pay less attention to the emotional damage which may have been caused. Similarly they view Sarah and Lily's impairments primarily in physical terms.

At 1/22 for example 1/B3 (year 3) sees Sarah's misfortune as being unable to use her feet or at 1/24 her muscles.

At 1/45 1/G4 (year 4) sees Lily's situation in terms of mobility: while others are walking round the shop, she alone cannot do so.  At 4/22 4/G4 sees Sarah's situation in largely physical terms: but she also sees the wheelchair as a weapon placed under Sarah's control.

Scholars attach importance to this tendency, the tendency to see motor impairment as a purely physical phenomenon. Scholars such as Hughes (in Barnes, Oliver, Barton) see that perception of disability as a purely physical phenomenon leaves the disabled exclusively in the hands of the biomedical specialist, thereby labelling disability as an illness, since illnesses are the province of the biomedical profession. (Hughes, 2002: 63).

> Sociology accommodated itself to the medical agenda. Nomenclature was testimony; the study of disability was located within medical sociology. Disability was a sickness, a particular form of social deviance based on individual or mental 'incapacity'. In adopting an uncritical approach to the medical distinction between 'the normal and the pathological' (Canguilhem, 1991), medical sociology simply reiterated the thesis that impairment was invalidity, and thereby reinforced the modernist agenda by which the medicalisation of disability had ensured the social and cultural invalidation of disabled people.

Beckett et al. (2009:2) attach great important to the way children tend to concentrate on the physical manifestation of disability, employing the terms of the social model to make their point, and arguing that only work undertaken with a social model perspective has validity in this connection.

> A key problem is that there is research claiming to address children's understanding of disability, but this is somewhat misleading. Existing studies of this type (e.g. Burke 2003; Diamond et al. 1997; Lewis 1995) have not been undertaken from a Disability Studies perspective, i.e. one employing the Social Model of Disability as a 'tool' for gaining insight into the position of disabled people in society (Barnes et al. 2002; Finkelstein 2001). The implication of this is that whilst

undeniably valuable, existing research is *not* about children's understanding of and attitudes towards *disability*, but rather towards *impairment*; its nature, biological/other causes and physical or intellectual consequences

This analysis by Beckett and her colleagues seems too narrow, too restrictive and too doctrinaire, since it casts doubt on any testimony not based on the social model..Nor does it fully accord with the evidence of my data set. At some points the pupils in the group sessions certainly saw the disabilities of Sarah and Lily in physical terms. But at other times the same pupils were aware of contextual issues such as finding friends and playmates, joining in games and family life. They grasped the wider reality of disability. Perhaps the children are more flexible in their thinking than certain scholars.

A wider-ranging and less restricted view of children's ability to comprehend disability at different ages comes from Lewis (1995: 66). Lewis states that physical and sensory impairments can be recognised by children at about the age of five. The youngest pupils in my group sessions were from year 2, over this threshold age. The pupils in my group sessions show every sign of grasping physical impairment. Lewis recommends explaining to children the limitations of disabilities: wheelchair users have lost mobility but perhaps nothing more. (This is not to deny that being, for example, a wheelchair user has many other contextual implications in the life of the user.) Emotional maladjustment, says Lewis, is not understood by children under the ages of eight or nine.

Lewis's statement depends on the interpretation of the term 'emotional maladjustment'. At 4/6 4/G3 comments on Saffy's emotional state:

'You wouldn't really want… um, once they'd… er… crashed the wheelchair into me after I'd had a big row with my parents I wouldn't want to answer any questions so if she goes do you really hate your Dad that goes on my feelings, so…'

4/G3 is a year 2 pupil, yet she seems to understand Saffy's emotional maladjustment well. Perhaps Lewis means her observation to apply to a permanent state of maladjustment as opposed to a bleak episode.

Until the age of about eleven maladjusted behaviour tends to be seen as caused by something within the child, rather than external factors. Some types of maladjusted behaviour are seen as beyond the child's control, though aggressive maladjusted behaviour is seen as deliberate. In the case of Lily in the shop, the pupils in the group sessions showed a range of responses. Some saw her as struggling to cope with an unfair burden, one she could not hope to manage. Others saw her as giving way too easily to feelings she could have controlled. The older children such as 3/G2 (year 5) at 3/54 do make an effort to understand why Lily is as disturbed as she is.

Lewis finally points out that if children are familiar with the characteristics of a certain disability. They may attach those characteristics to other people with quite different impairments. It is not possible to determine whether the pupils will attach any of the characteristics of Lily and Sarah to any subsequently encountered persons, fictional or otherwise.

## 5.2.3 Stories help pupils think about motor impaired people and their lives

This section considers how far fictional texts themselves help shape the views of children. It deploys evidence from scholars such as Appleyard, Chambers, Wells and Meek. Is van Manen (1990: 70) right to suggest that books can give readers a vicarious understanding of other lives?

Wells (1987: 194), as cited by Pinsent, explains the potential importance for educators of story telling.

> Stories have a role in education that goes far beyond their contribution to the acquisition of literacy. Constructing stories in the mind or *storying* as it has been called – is one of the most fundamental means of making meaning; as such, it is an activity that pervades all aspects of learning… Through the

> exchange of stories, therefore, teachers and students can share their understandings of a topic and bring their mental models of the world into closer alignment (Pinsent 1997: 21).

Meek (1988: 30) suggests some of the ways in which young readers may signal their advancing skill and casts doubt on the validity of standard testing tools.

> The signs of genuine reading development are hard to detect as they appear, and bear little relation to what is measured by reading tests. For me, the move from 'more of the same' to 'I might try something different' is a clear step. So is a growing tolerance of ambiguity, the notion that things are not quite what they seem, even in a fairly straightforward tale about, say, a family seaside holiday or the unexpected behaviour on the part of parents.

Chambers (1993: 30 ff.) also examines the ways in which young readers learn to exercise their critical judgment. He asks whether children can tell 'the story of their reading', fulfilling the functions that W.H.Auden required of a literary critic[6].

Chambers also emphasises how easily the process of gathering critical inputs from children can go awry. He and his colleagues 'soon realised how much we do *not* notice…'

> Often children express themselves in rapid cut-and-thrust talk and the teacher, concerned as much with keeping order and saying what she wants to say as with what the children are saying, misses the kernels of thought peppered through that conversation. (Chambers 1993: 31)

Working together with other pupils also helps schoolchildren to learn from each other. In his book about how children can be helped to read cooperatively Chambers (1993: 25) offers an interpretation of how such exchanges between readers advance understanding under the heading 'Saying together'.

> The public effect of this conscious pooling of thought is that we come to a 'reading' – a knowledge, understanding, appreciation – of a book that far exceeds what any one member of the group could have achieved alone. Each member knows some part of it, but no one knows it all. And the members of the 'community of readers' knowingly apply themselves to a cooperative act

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[6] Introduce new authors, correct misjudgements, relate different works and cultures, give a deeper understanding, throw light on the creative process, illuminate links to science, religion, economics etc.

of discussion aimed at discovering more about the text than would otherwise be possible.

Under the heading 'Saying the new' Chambers (1993: 25) also explains the interest of novel readings.

> The private motivation here is the desire to engage in booktalk for the sake of the activity itself, because we have learned not only that 'saying together' produces a reading built of the segments of understanding we can offer individually but also that the talk often generates new understandings, increased appreciations, that no one till then could have articulated.

The problems pupils face when they encounter complex texts open to different interpretations, is well summarised by Bruner (1986: 159).

> I have tried to make the case that the function of literature as art is to open us to dilemmas, to the hypothetical, to the range of possible worlds a text can refer to

At what stage are children capable of following the intricacies of a fictional plot? Appleyard states that the ability to respond to stories like those of Saffy and Daisy marks an important benchmark in the developing skill of young readers. At the age of 9 or 10 (year 5/6, like 14 of our 37 pupils) young readers are able to adopt the viewpoint of an implied narrator, 'someone who reports objectively and impersonally the events of the story, who can follow the characters and the actions wherever they lead…'

> Other developments in reading fluency include mastering stories where the narrative point of view shifts from one character to another… (Appleyard, 1991: 81)

Appleyard suggests that there is a firm distinction between children who are old enough to have acquired this skill and those who are too young. My evidence however suggests that there is a spectrum of capability. Even the youngest children in my group sessions (year 2) interpreted the texts with some degree of skill.

Most of the pupils' comments cited here refer to Daisy and Lily, comparatively few to Sarah and Saffy. There is an explanation for this imbalance. Wilson tells the reader a great deal about what Lily cannot do and very little about what she can do. She is something of a blank. The pupils are attracted by the opportunity to fill this void, to provide what is missing from Wilson's portrayal.

In advance of the group sessions it could not have been guaranteed that the pupils would respond with enthusiasm to the tasks they were invited to undertake, namely discussing the two fictional passages, commenting on the views of other pupils and completing a brief written exercise. In the event however all five groups whose words were analysed did respond with enthusiasm. When the pupils were invited to cast themselves in the role of author and indicate how they might develop the stories, they responded not only with enthusiasm but in some cases with imagination. Sometimes the imagination of a pupil goes beyond what the text justifies: as when at 3/5 3/G3 of year 3 decides to challenge the given text, suggesting (despite contrary evidence) that the wheelchair crash was accidental. At another point, 5/3, 5/G8 (year 6) asks a question which shows how carefully she has considered the task on which she is engaged.

'My… When you say they… she [the researcher] wants to know how disabled people are seen, do you mean how they're portrayed in the book…?'

Should she be concerned with the credibility of the characters or rather with what insights they convey about motor impairment? Her SA leaves the pupil to decide.

How do pupils describe the process of immersing themselves in a story? How should an educator judge when the attention of the class has been seized? Appleyard (1991: 100) identifies the ways in which young readers respond to the fictional texts they read.

> They explicitly mention the experience of *involvement* with the book and *identification* with the character ('it was just like I was there', 'you can sort of lose yourself in it,' 'it could have been written about me', 'I couldn't get into it').
> They talk about the *realism* of the story ('it was true to life… believable', 'the characters have flaws like a normal person', 'I know kids just like that').
> And they say a good story *makes them think*. ('I like things that force me to think', 'a story that keeps you reading and constantly thinking about what's going on').

The evidence of the group session transcripts is that these thirty-seven pupils did indeed 'get into it', that these two excerpts made them think.

### 5.2.3.1 The influence of Sarah and Saffy's story

Seeking to understand how the presented texts may have influenced the responses of the pupils, we turn first to the story of Sarah and Saffy. At 1/26 1/G4 and 1/B3 (years 4 and 3 respectively) both see a positive outcome: Sarah and Saffy will meet. Their friendship can begin. However 1/B3 foresees the meeting taking place at Sarah's home, whereas 1/G4 sees the two girls meeting at Saffy's house. What might this difference of view signify? The initial presumption might be that the person on whose home terrain the meeting takes place has assumed a controlling or at least advantageous role, in a familiar context and supported by her family. However it must also be significant that if the meeting takes place at Saffy's house, it means that Sarah's aim – to break through into the Casson family circle – has been accomplished. If on the other hand the meeting takes place chez Sarah, then Saffy will have her first experience of an organised and well regulated domicile.

At 4/5 4/G6 (year 5) creates an original back story unsupported by the evidence of the text. The text suggests that when the wheelchair crash occurs, it is the first time Saffy and Sarah have met. As we have seen, most pupils see the wheelchair crash as a device by which Sarah gets to know Saffy. 4/G6 however supposes that Sarah and Saffy already know each other, that Saffy has been bullying Sarah and that

the crash is an act of deliberate revenge. This interpretation requires the reader to

assume that Saffy has concealed her acquaintance with Sarah, perhaps ashamed of

knowing a wheelchair user.

At 4/11 4/G1 (year 4) has another unsupported notion about Sarah and Saffy:

'She might take her somewhere and say come with me, I know where your real parents are.'

Though 4/G1 is wide of the mark, she shows a good instinct for how mystery

thrillers are developed. At 4/12 4/G1 asks a fundamental question about McKay's

story. Why is Sarah introduced as 'the wheelchair girl'? Saffy has a name. Why is

Sarah rendered nameless? School 4's SA ignored this question, possibly sensing that

to answer it himself would be to direct the discussion in a way he had been asked to

avoid. The presentation of Sarah Warbeck as 'the wheelchair girl' illustrates the way

non-disabled people may see a disabled person. Regardless of other attributes the

disabled person might possess, the wheelchair defines that person, eclipsing all other

considerations. It would be unjustified to assume that 4/G1 is aware of this tendency.

The most that can be concluded is that she is uneasy, she senses something is false or

misleading about the way Sarah is introduced, an astute response for a year 4 pupil.

Elsewhere in her story (McKay, 2002: 20) the author suggests the purpose of

presenting Sarah in this anonymous manner. Sarah is part of the daily routine, but an

alien part.

Waving goodbye to Daddy was as much a part of Casson life as the colour chart on the kitchen wall, and the guinea pigs on the grass, and the girl in the wheelchair.
Once Rose had pointed to her.
'Don't point!' her father had snapped furiously. '*Don't* point. And *don't stare!*'
None of the Cassons pointed or stared. But the wheelchair girl still kept going past the house now and then. She remained a stranger.

Thus the unnamed Sarah Warbeck retains in relation to the Casson family her status as 'the other'.

At 5/34 5/G4 (year 4) expresses an optimistic note, crediting Sarah with important skills in reconciliation. She hopes that Sarah will help Saffy restore her relationship with her adopted father, fractured in a public argument. At the same point 5/G5 of year 5 makes three forecasts of varying degrees of probability. She predicts that Sarah and Saffy will become friends and that Saffy's biological parents will appear. Her third prediction states:

> '…and maybe the wheelchair girl managed to get out of the wheelchair and actually walk.'

The disabled pupils of School 6 allow the story of Saffy and Sarah to influence them in distinctive ways. At 6/35 the SA asks 6/G2 whether the friendship of Saffy and Sarah will progress easily. 6/G2, who vocalises with the help of her LSA, responds that it will not. The girls are too different to enjoy a trouble-free relationship. Like 5/G4, 6/G2 and 6/G3 suggest that Sarah may be able to help Saffy resolve her family problem. But they doubt if the two girls will become best friends. At 6/21 6/B2 sees Sarah as making a transition from abrupt and obnoxious to caring: but he does not find the transition believable.

Turning now to the story of Saffy, what dominates her feelings during the excerpt presented to the pupils is unexpectedly learning that she is adopted. The couple she has grown up regarding as her parents are in fact her aunt and uncle. The pupils see this revelation as transforming Saffy's life expectations. They mention adoption frequently. Saffy's being an adopted child plays a major part in the way the pupils believe the story should be developed. For these reasons it is worth considering how children respond to adoption.

Expert testimony on the behaviour and attitudes of adopted children is available from scholars. For example Brodzinsky (1993) refers to a range of literature claiming beneficial results for adoption, particularly as compared with alternatives. Adoption is claimed for example by Bohman (1970) to be better for a child than institutional care or foster care. Bohman even argues that adopted children fare better than undesired children living with their biological parents. There are, says Brodzinsky, so many advantages in adoption for childless couples, woman facing undesired childbirth and the children themselves that any problems associated with adoption have tended to be overlooked. The remarks of 3/B1 and 3/G1 (years 4 and 5 respectively) at 3/39 and 3/41are relevant: they consider that Saffy is lucky to have found a loving adoptive family, though at the moment of revelation she cannot be expected to see matters in that light. However work initiated by Schechter (1960) and Kirk (1964) has focused more attention on the problems associated with adoption.

Brodzinsky (1993) reports that in the USA more adopted children are referred for mental health difficulties than non-adopted children. However, he points out that the adopted children are referred for relatively minor problems. He suggests that these adopted children are not necessarily more disturbed than other children. He cites three possible explanations for this phenomenon. Parents and experts may regard adopted children as a category to be more at risk of mental health problems. The problems of adopted children may be regarded as a more serious threat to the stability of the family, demanding more urgent action. Finally, as a result of the process of adoption the family may be more accustomed to having outsiders engaged in their family affairs.

According to Brodzinsky the differences in behaviour between adopted children and other children begin to be detectable at the age of seven. Saffy does not

learn that she is adopted until she is nearly a teenager. There is no guidance in Brodzinsky about how a later revelation of her adopted status might affect Saffy. Brodzinsky also reports that adopted boys are more inclined to unruly behaviour than adopted girls. He closes his paper with an appeal to outside experts to listen more carefully to what the adopted children say.

### 5.2.3.2 The influence of Daisy and Lily's story

Seeking to understand how the presented texts may have shaped the pupils' responses, we now turn to the story of Daisy and Lily. Daisy takes a long time choosing a gift for Amy in the shop. Among the pupils there are serious differences of opinion over Daisy's motivation. 1/B4 at 1/33 and 1/B6 at 1/35 (years 4 and 6 respectively) see the length of time Daisy spends choosing a gift as evidence of nothing more than patience. At 1/35 year 5's 1/G5 favours indecisiveness. But another group of pupils put more emphasis on the importance and difficulty of the task Daisy is undertaking. As has already been cited, the Alphabet Girls form a donor society. At 1/35 1/B5 and 1/G5 (both year 5) state that Daisy wants to 'impress Amy' with the quality of her gift.  At 1/40 1/G6 (year 6) attributes the delay to the difficulty of choosing the right pen as a gift. At 1/49 1/B5 and 1/G5 make a comment that suggests the emotional context of these transactions: the mother is abrupt with Daisy, but mother and both daughters know that Daisy will be attending the party while Lily is excluded. At 1/50 1/B6 decides not to cite the emotional context but to disrupt it: having bought her gift, without evidence in the text 1/B6 has Daisy decide she has bought the wrong gift and propose to change it.

A further important division of opinion arises among the pupils over the way they interpret Daisy's motivation. Does she deliberately extend the time to choose a gift, while Lily becomes more upset, in the expectation that her mother will agree to

spend more money, just to bring this painful process to a close? At 3/57 3/B2 (year 4) says that is what Daisy does. He sees Lily's distress as helpful to Daisy. When at 3/57 3/B1 says he does not believe Daisy exploits her sister's distress, 3/B2's rejoinder is to suggest Daisy should be grateful for Lily's assistance. At 3/58 3/B1 of year 4 declines to back one sister or the other. He sees both Daisy's need to choose carefully and also Lily's need to leave the shop. Unfortunately their needs conflict. At 3/78 3/G1 sees Daisy as experiencing conflicting emotions, aware that she is exploiting Lily's behaviour for her own ends but somewhat annoyed with herself for doing so.

> At 3/34 3/B1 (year 4) states of Lily:

> 'Yeah because she didn't have friends, seems lonely, she didn't have friends and people would just laugh at her because they would think she was dumb just because she was in a wheelchair.'

> At 3/54 3/G2 of year 5 agrees:

> 'Because… everybody's looking at her and she's feeling embarrassed because like everybody's laughing at her.'

> Pinsent (1997: 54) argues that finding disability worthy of derision is by no

means a rare phenomenon in English literature.

> Disabled people who excite derision are also frequent, at least in adult literature; the blindness of old Lancelot Gobbo in Shakespeare's <u>The Merchant of Venice</u> provides humour for the audience, as does the deafness of Jonson's Corbaccio in <u>Volpone</u>. Disabled children, however, are more likely to excite pity. I suspect many disabled people would prefer depiction as active characters, even those who are villainous, rather than them always being presented as objects of pity.

Disabled characters, says Pinsent, may provoke either mockery or pity. Neither response is satisfactory from the viewpoint of a disabled person.

> The crowd of shoppers, some pupils argue, are the ones who make Lily's

situation worse. Whatever her impairments, her situation is made worse by a cruel and hostile crowd. Some disability scholars see the attempts of society to deal positively with disability through the adoption of the social model as flawed by failings of

comprehension similar to those some pupils attribute to the shoppers. Hughes and

Paterson explain:

> There is a powerful convergence between biomedicine and the social model of disability with respect to the body. Both treat it as a pre-social, inert, physical object, as discrete, palpable and separate from the self. (Hughes and Paterson, 1997: 329)

Lily is in fact presented largely as 'an inert, physical object'.

Considering how they would complete the story of Daisy and Lily, at 3/61 3/B1 of year 4 says that Daisy's gift is warmly received, and moreover encourages the other Alphabet Girls to be generous. At 3/62 3/G1 of year 5 proposes a surprising outcome. Lily after all does accompany Daisy to Amy's party. Daisy finds she lacks confidence in the gift she has brought: she deputes Lily to present it for her. The implication is clear. Daisy is seen as hoping that if the gift fails to please, allowance will be made for a disabled donor. Daisy will avoid the stigma of a failed gift, she can blame Lily. A more improbable development follows. 3/G1 envisages that somehow Daisy and her mother depart, leaving Lily at Amy's party. At 3/64 3/G2, also of year 5, proposes that Lily will go to the hospital and get better, a miraculous cure that might be more suited to a canonical story. Once Lily gains the power of speech, she thanks her sister for her help. At 3/65 year 4's 3/B2 does not envisage a miracle cure. But he does envisage Lily undertaking tasks that are beyond her, such as getting up at night and adding a further present to Amy's package.

Seeking a phrase to describe Daisy's excitement about the party, at 3/85 3/G1 sees Daisy as 'jumping for joy'. The metaphor is physical, describing a celebration that would certainly be beyond Lily's capability. The choice of language illustrates the exclusive nature of the event which Daisy is anticipating.

The pupils engage strongly with the story of Daisy and Lily. Between 4/40 and 4/58 4/B1, 4/G3 and 4/G4 (years 5, 2 and 5 respectively) debate whether Daisy is

motivated by generosity or selfishness, and how the conflicting pressures affect the mother. The pressures on the mother are cited by the youngest of the three pupils engaged in this discussion, namely 4/G3. The strength of feeling expressed by all three pupils suggests how seriously they are engaging with the narrative presented.

At 5/66 5/G6 argues that Daisy is not to blame: Lily is the one who is obstructing Daisy's search, though she and other pupils agree that Lily is not acting deliberately. At 5/72 5/G5 (year 5) joins those who see Lily as attending Amy's party. Lily does not scream but communicates with the Alphabet Girls in writing. As already mentioned, 4/45 raised the possibility of Lily keeping a diary. At no point in her book does Wilson describe Lily's ability to write, a significant gap in the account of Lily offered by the author, a gap which the pupils are ready to fill.

At 5/73 5/G1 invents a miserable aftermath to the sleepover party. She envisages Amy pretending to like Daisy's present but secretly hating it. She abandons the pens in a waste bin, a rejection deliberately or accidentally witnessed by Daisy. Given the importance attached to gifts by the story and the pupils discussion thereof, 5/G1 intends the rejection of the pens to be tantamount to a rejection of the donor. If a pupil sees blame attaching to Daisy for her treatment of her sister in the shop, then the same pupil might see this as ample retribution.

Lily's mother has brought her to the shop with Daisy with the aim of including her in a family outing. The result turns out to be far less enjoyable than she might have hoped. The unintended consequence is that Lily must endure a very painful episode and Daisy fears that her shopping expedition might be spoiled.

There is a relevant episode in Keith (1997: 66).When Libby Starling seeks comfort and reassurance from her doctor, he speaks about her disability largely as it affects him rather than her. The family and/or the professional expert set out to

achieve beneficial results for the disabled person. But somehow their efforts miss the mark. The unintended consequence is to make the disabled person feel worse.

More than thirty years ago Finkelstein (1980) described what he called the paradox of disability. Those responsible for helping and supporting disabled people – medical staff and social workers – set out with the aim of benefitting their disabled clients. But they are many and well equipped and organised. The disabled person is alone and may feel isolated and intimidated. Since Finkelstein wrote about the paradox, much has changed. The social model of disability has emerged. Legislation to protect disabled people's interests has been enacted. Libby and Lily of course are fictional characters. We cannot assume that what happens to them has any relevance in the real world. But Libby's creator is herself a wheelchair user. Her creation is based on experience. My own experience with medical staff and social workers suggests that Finkelstein's message still has relevance in many cases today.  The intentions are helpful but the unintended consequence is that the recipient may (like Lily and Libby) feel lonely and marginalised.

### 5.2.3.3 Systematic criteria for the evaluation of texts featuring disabled characters

How should we evaluate the books children might read in which disabled characters appear? Some scholars see a problem finding helpful books. Beckett et al. (2009) conducted content analysis on 100 texts, fiction and non-fiction, published since 1990 and freely available to children. Beckett and her team report (2009: 24) that 45 of the 100 books contained 'disabling/disablist language or tone, and/or negative portrayals of disabled people.' Beckett et al. suggest that nearly half the

books they examined do not meet their criteria. Without closer investigation however that statistic may not be entirely helpful If we consider <u>The Gift</u> (Riordan, 2004) cited at 2.1.8 the appearance of a mother who calls her disabled daughter a 'dopey spastic' would certainly disqualify the book from the viewpoint of the Beckett project. However it is the unhelpfulness of their mother than makes the rebellion of the twins so brave and uplifting. The unfeeling mother is one of the driving forces of the book. My experience in thee two schools where I run literacy classes suggests that teachers are well able to pick texts that will help their pupils understand disability.

As cited at 2.1.11 Leicester (1992) has created a list of twelve criteria for assessing texts that feature disabled characters. We are here addressing Q2, seeking to understand what influences may have shaped the responses of the pupils in the group sessions. Some of the works of fiction cited in the review of literature might have been assessed in relation to the Leicester criteria: but since the pupils did not encounter these books, they offer no evidence as to what shaped the pupils' responses.

It is now time to examine the usefulness of the Leicester criteria, shown in tabular form at page 38: part of their value arises from the fact that, unlike the criteria developed by Saunders (2000) cited at 2.1.10, these criteria were developed by a social scientist rather than a literary critic intent on different values. (Leicester is Emeritus Professor in Adult Teaching and Learning at the University of Nottingham.)

In relation to Leicester's first criterion (variety of lifestyles) both the story of Sarah and Saffy and the story of Daisy and Lily show a variety of life styles. Saffy's family is chaotic or even dysfunctional. Both parents are artists with a tenuous grip on day to day realities. No one knows whether there is food in the Banana House. Saffy's brother is hoping to cure his acrophobia by hanging out of a high window. Sarah's

family is well organised and efficient. Her mother is head teacher of a well-known private school.

In Sleepovers the Alphabet Girls come from families with different life styles. Chloe's parents are younger and smarter than the others, intent on making an impression as fashionable and glamorous, willing to allow their daughter to appear older and more streetwise than she should be. Chloe herself wears clothes for a much older child, high heels and glitzy tops. The life style of Chloe's family is, as the story unfolds, shown to be superficial and short of values.

In relation to Leicester's second criterion (acceptance of people with disabilities) McKay's text shows respect for Sarah Warbeck. Sarah enters the story in dramatic fashion. Later she will establish herself as a determined and resourceful person. Although these later passages were not presented to the pupils and hence cannot be cited as influencing the views of the pupils, when they were asked how they would complete Sarah's story, their suggestions show they are confident that she will command respect. At 5/34 5/G4 of year 4 states:

> 'I like it that they would make friends and that the person in the wheelchair would help Saffron like enjoy her life and like not have any more arguments with her Dad.'

The same cannot be claimed for Jacqueline Wilson's book. Lily is depicted as a passive victim. Wilson's text offers the reader little or nothing to command respect for Lily, other than just pity. At a conference organised as part of Scope's In the Picture campaign I had the opportunity for an on the record conversation with Jacqueline Wilson about her depiction of Lily. She agreed that she had presented Lily in a way that ignored any positive traits, and thanked me for the observation.

Leicester's third criterion is to assess whether the disabled characters in the text are part of everyday life. This criterion needs to be interpreted carefully; just

whose everyday life is meant? Sarah begins by being anything but an inhabitant of Saffy's ordinary world. But the pupils sense that if Sarah and Saffy are to have a shared experience, Saffy must step forward some way into Sarah's world, the world of a motor impaired person in a wheelchair. The wheelchair crash makes this demand of Saffy in the most direct manner possible.

Lily can be regarded as part of everyday life, as long that life is circumscribed as the life of her family. In general, despite the episode in the shop, the family members are seen as dealing with her disabilities and including her in their activities. However, once the scene of the action expands beyond the immediate family circle, Lily can no longer be regarded as part of everyday life. She has no comfortable place in the shop. Most pupils believe she would have no comfortable place at one of the Alphabet Girls' sleepovers.

Leicester's fourth criterion asks whether there are in the texts being considered characters with whom a disabled child (I have already expressed my reservations about the term 'special child') might identify. In the case of Sarah Warbeck, it is noticeable that the disabled pupils in School 6 were more critical of her behaviour than the non-disabled pupils in the other schools. It seems that the disabled pupils see the wheelchair crash as letting down their side. In the case of Lily, as a result of the way Lily is depicted there is very little with which a disabled reader can identify.

Leicester's fifth criterion is a footnote to her fourth, asking whether the characters are depicted in a positive manner. On balance we can say that Sarah is depicted in a positive manner. Despite a violent entry to the scene, the pupils see her as having the potential to become a powerful and benign agent. We also saw that, exceptionally for a disabled person, she is seen by one pupil as having a beautiful physical feature (her eyes), a characteristic likely to be regarded as positive by any

disabled reader. It is unfortunately not possible to claim that Lily is depicted in a positive light.

Leicester's sixth criterion refers to the ability of disabled characters to make decisions concerning their own lives. Sarah Warbeck certainly meets this criterion. She decides she wants an introduction to Saffy and engineers one in her own decisive manner. Later she will launch the hunt for Saffy's antecedents by smuggling her aboard the car to Italy.

The case of Lily is more complicated. She would like to leave the shop. But she is incapable of deciding to do so. It is not stated whether she uses a manual or a powered wheelchair. If she uses a powered wheelchair she could leave the shop of her own volition. The illustration by Sharratt suggests the wheelchair is manual, in which case she is helpless. Thus Lily's ability to decide matters for herself is limited by the severity of her impairments. However, my experience suggests that even the most severely impaired children can have a communication strategy usable within their own family circle, even if no more widely. If Wilson's narrative mirrors reality in this case, Lily's inability to take decisions for herself results not only from her impairments but also from the failure of her family to provide her with what she needs. The pupils perceive this need. At 4/37 4/G6 of year 5 points out that Lily is not even able to say 'I'm not OK'.

Under her seventh criterion Leicester asks whether the text subscribes to stereotypes about disability. It is noticeable especially in cluster C2, 'Pupils fail to express fellow feeling for these motor impaired characters', that when the pupils find fault with Sarah and Lily, they do so on account of what these characters have said or done rather than simply on the basis of their being disabled. It is easier for pupils to maintain this posture, free from stereotyping, in the case of Sarah than in the case of

Lily, because Sarah provides more active evidence about her intentions. At those points however (see 5.1.2.1) when the pupils accuse Sarah of being 'creepy', 'a stalker', 'sinister' and 'crazy', there is evidence of stereotyping.

Leicester's eighth criterion asks whether there is prejudicial language in the text. Both Wilson's text and McKay's text as presented to the pupils are free of the kind of language Leicester cites such as 'four-eyes' or 'dumbo'. However the more subtly prejudicial term 'wheelchair girl' is used. And the term is prejudicial, as explained at 5.2.3.1 and as sensed by the pupils. At 4/12 4/G1 of year 4 asks: 'Why is it 'wheelchair girl'?' Why does Saffy have a name and at this point Sarah have none?

In the case of Lily, it is not so much the language about her that is prejudicial as the whole of her characterisation. The pupils try to be fair to her, but the task is far from easy. The Leicester criterion does not consider a case where a text can establish a prejudicial pattern without using prejudicial language. Yet that is the situation in which Lily finds herself, provoking unease in the pupils.

Leicester next asks (her ninth criterion) whether events in the narrative are viewed solely from the viewpoint of the non-disabled. In the case of Sarah, this is certainly not the situation. Sarah expressed her viewpoint, resorting to extreme tactics to do so. In the case of Lily, events are never viewed from her point of view.

Leicester's tenth criterion asks whether the disabled characters are blamed for their condition. In the cases of Sarah and Lily the answer is a firm no. Leicester next (eleventh criterion) asks whether people with disabilities are patronised. Sarah Warbeck is not patronised. She is too powerful a character for patronisation ever to be possible. In the case of Lily, patronisation is not an exact description of how she is treated. To patronise someone is to talk down to that person, to speak or behave as if

that person's inferior status could be assumed. In the shop Lily's only status is as a nuisance. Nothing is addressed to her. She is not patronised but victimised.

Leicester's twelfth and final criterion asks whether the image is presented in text or illustration of the able-bodied as having all the power. This criterion does not apply to Sarah, who with one violent act seizes all the power away from Saffy. In the case of Lily, the pupils did not see Sharratt's drawings that accompany the text. In those Lily is depicted as helpless and anguished, lacking all power. But the text reflects the same pattern. The discussion about Lily centres on what her sister and her mother might do about her. There is discussion about what she might want, but no one imagines that she can take action to secure it.

Leicester's array of questions serve as a useful tool for eliciting and interrogating the values embodied in a text about disability.

## 5.3 The difference between the views of the disabled and the non-disabled pupils

I now address research question Q3. There are differences between the views expressed by the disabled pupils in School 6 and those expressed by the non-disabled pupils in the other schools. This section assesses the potential significance of such differences. It refers to cluster C8.

The responses of the pupils from School 6, the disabled students, differ in significant ways from those of the other pupils. For reasons explained at 3.5.2, the pupils at School 6 were older than those from the other schools, belonging to years 10 and 11. Where their comments show greater maturity than those of other pupils, age is likely to have been a contributory factor. We begin this discussion by considering the words chosen by the disabled pupils of School 6 to be associated with Saffy, Sarah, Daisy and Lily.

**Words chosen by the disabled pupils as applicable to the characters in the texts**

| Saffy | Sarah | Daisy | Lily |
|-------|-------|-------|------|
|  |  |  |  |
| damaged | curious | opportunistic | helpless |
| vulnerable | damaged | determined | scared |
| lonely | inadequate | restricted | insecure |
| innocent * | manipulative | alone | spoilt |
| outsider | neglected | ignored | manipulative |
| arrogant | misunderstood | anxious | restricted |
| abandoned | curious | embarrassed | distressed |
| withdrawn | mysterious | frustrated | confused |
| troubled | aggressive | upset | uncomfortable |
| confused | ignorant | pressurised | scared |
| scared | identity crisis | alone | confused |
| innocent | curious | angry | regretful |
| quite kind | livewire |  |  |

* Though 'innocent' is initially applied to Saffy, 6/G1 observes that the word also applies to Sarah.

Sarah's action, deliberately driving her wheelchair into Saffy, appears to leave her in a position of power: she seems to be in control. She is described as aggressive. However, the disabled pupils of School 6 see this situation in a nuanced light. They see Sarah as manipulative, using the collision to make an impression on Saffy. But they also see Sarah (the aggressor) as damaged, inadequate and neglected. It seems that neither of the girls occupies a position of power. If Sarah is making a hegemonic bid, it has failed.

Sarah's physical impairments are obvious enough. But the disabled pupils also focus attention on her emotional and psychological burdens: she is inadequate, ignorant, neglected and misunderstood. However the pupils of School 6 have an equally clear perception of the psychological difficulties in which Saffy finds herself, as a result in part of learning that she is adopted: she is damaged, withdrawn, vulnerable and troubled. The confrontation between Saffy and Sarah is perceived as taking place between two diversely damaged individuals.

The wheelchair crash and the desperation that triggered it are seen as evidence of an identity crisis for Sarah. She must assert her identity by committing an act of otherwise senseless violence. The pupils know what Sarah does not know, the deeply ironic key to this episode. Saffy is confronted by the most intense crisis of identity imaginable: her parents are not her parents.

As has already been stated at 5.2.3.3, the reader is vouchsafed very little contextual information about Lily. If she has friends at the special school she attends, they are not mentioned in the book. Even with their deeper understanding of disability, the School 6 pupils can do little to remedy this situation. They see Lily as manipulative, suggesting that she might be exploiting – maybe exaggerating - her distress as a means of escaping from the shop. Otherwise all the epithets they apply to Lily emphasise her role as a passive victim, matching no fewer than three of Beckett's stereotypes – pitiable or pathetic (1), a burden on her family (8) and incapable of taking part in everyday life (10). It is disappointing that none of the School 6 pupils seems to have understood what a limited perspective the reader is given on Lily's life and times, and protested.

These pupils do however have a good understanding of Daisy's situation. She is anxious, frustrated, embarrassed and pressurised by the vital importance of her retail mission and her sister's behaviour, menacing the success of the mission. But at the same time the School 6 pupils grasp Daisy's determination to succeed, and even her willingness to turn Lily's distress into an opportunity. They know what pressure can be exerted by someone with serious impairments and have perhaps a grudging respect for one who can resist.

Finally, a wealth of significance is invested in the term mysterious applied to Sarah. The School 6 pupils know that the self same impairments that prevent Sarah

from taking part in many common activities for a girl of her age also add complexity and depth to her psychology. Sarah, as the rest of McKay's text will make clear, is a complex and multi-dimensional character. Saffy, unwilling at first to be drawn to Sarah, will find herself wrapt in the experience of exploring her new friend's hidden depths.

The disabled pupils show a greater awareness of the day to day realities of a disabled person's life. For example at 1/14 the pupils of School 1 express admiration for the skill shown by Sarah Warbeck, 'spinning backwards on one wheel like a gyroscope.' 6/B1 however doubts whether such a manoeuvre is feasible, and raises the relevant question whether Sarah is using a manual or a powered wheelchair, a question which might never occur to someone who had never used a wheelchair. With a heavy battery built in, a powered wheelchair would make this trick entirely impossible.

The pupils of School 6 also show a greater awareness of the potential value of the group sessions in familiarising non-disabled pupils with disability and disabled people. At 6/4 6/G4, perhaps unwittingly echoing the sentiment of van Manen (1990:70), explains the value of a vicarious experience of disability to non-disabled people, especially to children. 'So more people, especially children, have… are aware of people with disabilities and know how to react to them in real life.' If the words of a student can summarise why I decided to undertake this research, 6/G4's words have done so. 6/G4 suggests at 6/5 that non-disabled people will learn how better to deal with disability 'from seeing how it's done in books'. 6/B1 however goes further. At 6/5 he argues that the right kind of texts can be  'a good addition to children's fiction because it… *(At this point 6/B3 utters a loud cry of approval, causing many people to smile)* fiction is all about letting children's imaginations run wild and if they can do

that while learning something realistic about the world then they can have fun as well as learn in the wider sense of the word… in the idea.'

At 6/6 6/G3 sees literature as a valuable weapon in the contest against prejudice. This disabled pupil assumes (as do Rieser and Mason at 2.3.4) that children will acquire anti-disabled prejudices as they grow up. 'Basically I think it's important for fiction to represent disability particularly with children's books because opinions are formed by children from an early age by what they read and if they had for example a hero in the book who had a disability then they wouldn't stare at us and be mean about us, they'd accept us and they want to be our friends and I think that that would lead to a more accepting next generation.' 6/G3 agrees with the non-disabled children in the other schools in placing emphasis on friendship. How is it possible for disabled children to be friends with non-disabled children?

This contribution from 6/G3 poses a question about the authenticity of viewpoints. How it is possible to distinguish between on the one hand someone advancing an argument based upon relevant experience of the issue under discussion and on the other hand special pleading, someone advancing an argument from which she herself stands to benefit? A researcher might be expected to make such a distinction. One distinction might be between an argument designed to benefit only the person advancing it or at best a small group, and a more altruistic argument designed to benefit a substantial group of disadvantaged people, in this instance all disabled people. If that is a valid distinction, then the contribution of 6/G3 is equally valid.

At 6/8 we encounter a creative suggestion from 6/G1 which also shows a difference from the non-disabled pupils. 6/G1 proposes to write a diary of her experiences as a disabled person. 'I put down a personal diary. It comes from the

person's personal point of view, going through all that they're going through. And could maybe relate to the audience a lot more if it's [a] more direct approach.' As already cited, at 4/45 4/G6 has suggested that Lily, despite her impairments, might keep a diary. However she also suggests that the contents of this diary would be distressing for anyone else to read. She does not argue that Lily's diary would have any useful role in helping a non-disabled reader to understand the life of the diarist.

6/G1 illustrates an important difference between the way disabled pupils respond to the texts, as compared to non-disabled pupils. The non-disabled pupils show that they are willing to listen to the texts and discuss them, sharing and sometimes modifying their views. The disabled pupils go further. They see themselves as potentially engaged in a public mission to help non-disabled people (especially non-disabled children) understand disability and disabled people. 6/B2 responds enthusiastically to this suggestion at 6/10 and adds a further suggestion of his own:

> 'I was… I go along with the kind of video diary, day in the life idea of [6/G1] but I would kind of add a comic element, because there are certain things that happen that you couldn't write… you know, this could only happen to me, kind of thing. You know, this would… you know this is kind of unbelievable… You know use that to be almost like a… I don't want to say a TV sitcom but that kind of area.'

Among the contributions of the non-disabled pupils we find no instance where it is envisaged that what happens to disabled people may include a humorous element. We recall that at 5/26 year 5's 5/G6 expressed a gloomy view. The life of a disabled person is friendless and 'ruined'. There is no space for humour here, though 5/G6's view is not typical of all the non-disabled pupils.

At 6/11 6/B2 adds an important note to his idea of a comic episode. 'B2: Well it might… Humour is a great way of dealing with a lot of things and it might just embed in people's memories an understanding of how… increase the awareness and

understanding which is one of the… which is part of the first question. That might lead to…' 6/B2 sees comic invention as a medium for increased understanding, as might be exemplified in children's literature by Roald Dahl.

At 6/20 6/G1 sees Sarah's attitudes and behaviour changing, even within the brief span of the excerpt presented. She sees Sarah as initially rude and aggressive. But then Sarah becomes more human and caring. If there is a turning point in the exchange between Saffy and Sarah, from the viewpoint of 6/G1 it may come when Saffy informs Sarah that she is an adopted child. The transition in Sarah's approach is not something noted by most of the non-disabled pupils: they see Sarah as consistently rude and intrusive.

A further point not likely to be made by a non-disabled pupil comes at 6/26. 6/B2 sees the wheelchair in the hands of a disabled user as a weapon system. The powered wheelchair is a more potent piece of armament. 6/B2's comment reminds us of the episode quoted at 2.1.7 in which Melody's powered wheelchair becomes a symbol of aggressive power. (Draper, 2012: 102)

> Now when the bell rings, instead of wondering what's happening out there in the halls, I'm out there too. It's awesome. I plough through the crowds in my electric chair like a power mower in thick grass.

6/B2 also makes the point that a motor impaired person using a wheelchair as a weapon is like an able bodied person kicking someone: just as a non-disabled person's legs can be used as weapons, so can a wheelchair. At 6/18 6/G1 detects an ironic reversal of normal roles: 'To begin with it sort of gives a wrong impression because the girl in the wheelchair has knocked Saffron down and is demanding her to speak. So it's almost sort of bullying like.' A disabled person bullying a non-disabled person is such a strange phenomenon that 6/G1 proposes it with understandable hesitancy.

At 6/26 6/G5 comments on the passage where McKay describes Sarah's eyes as 'silvery green like light on deep water.'  'I thought that was beautiful, it was trying to say look, although she did this thing she's still a beautiful person and the fact that she's disabled doesn't make her any less beautiful.' Significantly, no non-disabled pupil commented on this passage, in which a disabled person is described as having an attractive physical feature.

We have already seen at 5.1.3.5 how the non-disabled children in the study conducted by Beckett et al. (2009) assume that disabled people are not candidates for marriage. Beckett and her colleagues report that the older children in their sample did not believe that a disabled person could be sexually attractive.

At 6/40 and 6/41 6/B2 (who on this occasion seems to be helping 6/B3 express his views) says that Sarah does not understand the complex implications of her own actions. Moreover he sees her incomprehension as evidence of a crisis of identity.

As was noted at 5.1.2.2 when the failure of pupils to express fellow feeling for Lily was examined, the comments of the disabled pupils from School 6 are more hostile to Lily and more understanding of Daisy. 6/G2 and 6/G3 see Lily as 'spoilt, manipulative and restricted'.  At 6/53 6/B2 and 6/B3 see Daisy as 'alone, angry and pressurised'.

It is not possible to contrast the different views of disabled pupils with those of non-disabled pupils without asking what is meant by such a difference. How is difference defined and what consequences flow from such a distinction? The very concept of 'difference' is difficult, as has been demonstrated by Allan (2008). The way difference is described and accounted for has serious implications for the way disabled people are regarded and treated, and how they stand in contrast to the mainstream population. Allan describes the debate about inclusion as 'plagued by

platitudes with regard to difference' (2008: 65). The language used to discuss difference is patronising and represents the kind of tolerance likely to enrage disabled people. The emergence of 'empty, vacuous platitudes' (ibid.) is linked to the use of a complex system of pathologies to define, describe and treat differences. The weakness of the argument and what Allan sees as the endless repetition of slogans about exclusion arise in fact from the fear of difference and a need to control it and make sense of it. Allan suggests that teachers as much as anyone else are prone to this fear.

Deleuze, as reported by Bogue (2004: 333) understands this fear. 'That which is new is not orthodox but paradoxical, and hence its sense seems nonsense, not good sense.' Howard (1998: 113) goes further to suggest that the New World Order 'levels all differences; alliance politics becomes identity politics and all members treat otherness as enemy.' Deleuze suggests (2004: 38) that difference is thereby 'mediated' by being subjected to identity, opposition, analogy and resemblance. The purpose of this process is to try to equalise difference or reduce it to make it 'liveable and thinkable.' Part of the paradox to which Deleuze referred is that analysing and segmenting difference in these ways makes all differences seem the same. Deleuze seeks in the words of Allan (2008: 65) to privilege difference over identity and to establish a concept of difference having no necessary connection with the negative or with negation.

> It is not difference which presupposes opposition but opposition which presupposes difference and which far from resolving difference by tracing it back to a foundation, opposition betrays and distorts it. (Deleuze, 2004: 62)

The notion of affirmative difference enunciated by Deleuze and Guattari has implications for minority groups and how they are viewed. They contend (1987: 105) that any minority is defined by the gap that separates it from the mainstream.

> The opposition between minority and majority is not simply quantitative. Majority implies a constant, of expression or content, serving as a standard measure by which to evaluate it… Majority assumes a state of power and domination, not the other way around.

The pupils have some intuitive understanding of these issues. Note that at 5/39 5/G7 of year 6 has suggested that the identity of a wheelchair user is bound up with the vehicle. Leaving the wheelchair would challenge her identity. But at 3/14, 3/G2 of year 5 suggests that able-bodied pupils often feign injuries to command attention. At 3/53 3/G1 (also year 5) suggests that Lily has interests of her own and would like the autonomy to pursue them. 4/G6 (year 5) understands (4/36)  that Lily has problems relating to her impairments but she also tries to attribute to Lily the typical concerns of any young person, such as the risk of missing her favourite TV programmes. These pupils recognise that motor impaired people can have the same emotions as others, a recognition which prevents the pupils' being included in an oppositional group to disabled people.

**5.4 Insights for teaching and learning**

The discussion now turns to the final research question, Q4. It assesses what implicationss the project has developed for teaching and learning. What benefit might educators and pupils gain from this project?

**5.4.1 The relevance of the research to teaching and learning**

External evidence is available to suggest that teaching pupils about disability is an important task and that it needs to be accorded a higher priority. Beckett et al. (2009) sent a survey form to 500 schools at a point in time when schools were required to have in place a Disability Equality Scheme (DES). 30 percent of schools had a DES that included their plans to promote positive views towards disabled people. 8 percent had a DES but admitted that it did not refer to promoting positive

attitudes. 14 percent had a DES in the making that would promote positive attitudes and 3 percent one that did not. 24 percent had no DES and no plans.

The results of the survey conducted by Beckett and her colleagues suggest that schools need to place a higher priority on promoting positive attitudes towards disability. 'Disability issues are not always accorded the salience that could be expected…' said Becket et al. (2009: 22). In the teaching of equality issues, 'race' is prioritised over both gender and disability. 56 percent of the surveyed schools ranked race as their first priority.

## 5.4.2 Works of fiction as a valuable teaching aid

The situation is not however wholly discouraging. The evidence gathered from my group sessions strongly suggests that the discussion of issues around motor impairment and motor impaired people did not become an unwelcome obligation imposed on pupils and adults by duty, but was instead an informative and even enjoyable episode. The books served their purpose. At 1/50 School 1's SA registers the fact that his pupils enjoyed the session. At 5/85 the pupils of School 5 made the same point responding to their SA. At 6/14, 6/52 and 6/54 the SA for School 6 suggests that she might schedule further discussions. She finds the terminology used by the pupils (applying 'restricted' to both Daisy and Lily) worth further attention. She bases the idea of further studies on the perceived value of the project so far.

The texts presented to my group sessions are not isolated examples of children's books that feature disabled characters, presented in a variety of positive and negative ways. The six works of fiction referred to in section 2.1 ff. are also candidates to be read and discussed. My thesis presents evidence to support van Manen's thesis (1990) that fictional texts can offer readers vicarious experiences beyond their own lives. In this instance the children are offered the opportunity to

imagine themselves encountering a motor impaired person under various circumstances, or actually themselves being such a person. Thus works of fiction are seen as a valuable teaching aid in an area of growing importance.

### 5.4.3 The role of the teacher-researcher

The teacher who may either act herself as a researcher with children or who may facilitate the work of another person who is a researcher faces important tasks. Some of these tasks are described at section 3.1, where children are considered as research subjects and at section 3.8 where their role as co-researchers is examined.

Kang (2009: 173 ff.) describes one of the analytical approaches which a teacher-researcher may employ in the classroom. Kang's evidence takes the form of a conversational narrative between himself and a pseudonymous special needs teacher Amy, a narrative he subjects to a process he terms critical discourse analysis.

> In this study I use critical discourse analysis to explore how one special education teacher who is informed by a sociocultural perspective of disability deconstructs disability in the way that she talks about her practice as a special educator and about her work with students who are labeled as having disabilities. By analysing her discourse, I reveal the positioning of the teacher in relation to her school and show the importance that language plays in constructing and deconstructing disability, knowledge, and power.

Kang concludes that binary contrasts such as "black/white" and "abled/disabled" are not natural phenomena, but socially constructed dichotomies that serve to position people according to what appear as self-evident differences.

> In this sense, disability is not given, but made…. People are, of course, different from each other. Disability, though, can be described as the effect of discursively embedded negative perceptions of people with differences and the subsequent exercise of restrictions of activity that privilege those who are deemed as abled. (Kang 2009: 175)

It is important to emphasise that Kang does not necessarily envisage the teacher-researcher being obliged to acquire highly specialised analytical skills. What he recommends is a change of attitude rather than a change of aptitude. There remains the critical issue of 'voice', how children are empowered to express themselves.

**5.4.3.1 Children's 'voice'**

Lewis (2011: 89) offers a significant explanation of the importance attached to 'voice'.

> 'Voice' matters not primarily for legal, rights or procedural reasons, but because it connects with a fundamental human urge to communicate the narrative of our lives and in so doing foster understanding and compassion.

Nevertheless rights matter. Lewis argues that all children, disabled or not, have a right to have their narratives heard and be asked about matters that concern them. Until recently consultations with disabled children lagged far behind those with their non-disabled peers. But in the early years of the current century the views of disabled children were more widely sought, leading to improvements in the provision of educational services such as libraries.

Lewis's argument confirms that my efforts to include a group of disabled pupils in my sample were justified, despite the difficulties I encountered in doing so.

Consulting disabled children however is not free of risk. The line of inquiry must take account of disability as a significant context in which a child lives her daily life. However, such a tactic may provide 'an unwelcome overemphasis on this aspect of the child at the expense of more important (to the child) personal characteristics such as age, gender, position in the family, personality or interests' (Lewis 2011: 92). To this list I would add cognitive ability.

Lewis turns to the role of gatekeepers, including research ethics committees. BERA has developed ethical guidelines in relation to research with potentially vulnerable people like disabled children. Lewis (2011: 92) suggests that such guidelines should be applied flexibly in the light of the research context rather than as a rigid book of rules.

It seems incontestable that any researcher dealing with children would give a guarantee of confidentiality. If research is conducted in a school, the testimony of the staff and pupils should remain confidential. But, asks Lewis, what is a moral conflict arises? Suppose the researcher unearths evidence of a criminal act such as sexual abuse? Suppose she had proof that disabled children were being bullied? Would she not be morally obliged to divulge the information to an appropriate authority? Would she herself incur (Lewis might have added) some criminal liability if she failed to do so?

It may be equally true that some children, including disabled children, might welcome their views being more widely known.

There is, reports Lewis (2011: 94) a tendency for researchers to guarantee anonymity to children participating in research projects but 'neither to offer nor to guarantee confidentiality'. Nevertheless I believe I was right to promise the participants in my project that the DVD records of the group sessions would not be seen by unauthorised persons, nor used in conference proceedings.

There are significant differences between the different levels of permission that might be given by those invited to take part in a research project, ranging from fully informed consent, through assent to a failure to object (Lewis 2011:94). Alderson and Morrow (2004) argue that fully informed consent is the ideal. To provide informed consent every child must possess an array of knowledge about the opportunity to take part, about the right to withdraw, about what each participants is expected to do and what the project is expected to deliver. Lewis points out that this information must be conveyed to the child, either by the researcher or by someone acting on the child's behalf, e.g. a teacher. Such a level of informed consent is not easy to achieve and will usually require detailed planning and preparation.

Less robust in Lewis's view (2011: 95) is a combination of consent given by another on the child's behalf (a parent, guardian or educator) and assent given by the child. The adult agrees the terms on which the intervention is to take place and the child expresses her acceptance of whatever the adult has negotiated. My observation is that such an arrangement expresses and depends upon the trust placed by the child in the adult.

Detailed evidence about consent processes is not plentiful, says Lewis. Snelgrove (2005) provides a careful discussion of consent and coercion in research involving children with moderate or severe learning difficulties. This includes an account of procedures concerning withdrawal from the research (and the possibility of an independent witness to this) as well as checks that the children knew how to decline involvement (Lewis 2011: 95)

Discussing how children give voice raises the issue of silence. Lewis (2011: 95) observes that certain factors may exert pressure on a child to continue taking part in a project. She mentions incentives and rewards for taking part, the location of the interviews, and introduction to the consultation in ways that reinforce the adult-child power relationship. During the recruitment of pupils to my group sessions I was aware that anyone who declined to take part might have been regarded as dropping out of the team and letting down the teacher, though I had no evidence that any such sentiment actually surfaced.

I examined the DVD recordings of my group sessions with great care to see whether any children seemed to opt for silence, or whether any child spoke only because she felt obliged to do so and would have preferred to keep silent. I calculated the average number of spoken interventions per year. The year 2 pupils spoke least

often, intervening 20 times each. The year 5 pupils spoke most often, 27 times each.

But there was no evidence of a disposition to silence in any group.

Both disabled and non-disabled children want the chance to express their views and to do so in authentic ways (Lewis 2011: 98). The views of disabled children and those of their parents often differ, which underlines the importance of seeking testimony directly from the children. In the aftermath of the Lamb Inquiry (DCSF 2009) emphasis was placed on parental rights and involvement, a move not always matched by closer involvement of the children.

Lewis notes (2011: 98) the constraints that may limit the lives of disabled children. They desire autonomy and independence, sometimes in the face of their parents' protective instincts (Connors and Stalker 2003). Lewis concludes that there is a need for more 'whole-community' involvement to support the moves of disabled children towards independence. Educational opportunities should be a part of such involvement. It is worth bearing in mind the comment of School 6's G3, a pupil with moderately severe spastic hemiplegia.

> Basically I think it's important for fiction to represent disability particularly with children's books because opinions are formed by children from an early age by what they read and if they had for example a hero in the book who had a disability then they wouldn't stare at us and be mean about us, they'd accept us and they want to be our friends and I think that that would lead to a more accepting next generation. *(G3 smiles as she concludes.)*

Lewis also notes that efforts to nurture contacts between disabled and non-disabled pupils in schools are fragmented, organised by schools in a one-off and sometimes opportunistic basis if funding seems to be on offer. There is little coordination. Nor is there (Lewis might have added) much opportunity for schools to learn from each other.

In conclusion Lewis (2011: 99) lists the issues she regards as critical for the future. She begins with a recursive and reflective approach on the part of educators.

Equally necessary are a listening culture and progress in methods to deliver messages from children that are authentic (true to what the child is saying) and valid (correctly interpreted by the adults).

Adults must understand that in some circumstances children will opt for silence. The silences of disabled children are harder to interpret, since the adult is inclined to see silence as the result of communication difficulties and to try harder for a response. Lewis warns her readers that profit-seeking enterprises will make exaggerated claims for technologically advanced systems that may be no more effective than paper-based systems (I would add such as books) and which may operate outside the ethical constraints of university and research boards. Lewis also (2011: 99) mentions the many different and uncoordinated contexts in which the voice of disabled children is sought. Such would include individual doctoral studies like my own.

> All children should have the chance to have their voices heard. The onus is on adults to find ways to facilitate this process. Methods for hearing disabled children's views are constrained more by researchers' and evaluators' imaginations than by children's capabilities. Limits to voice have been repeatedly overridden and a 'can do' approach will push boundaries further.

Teachers seeking to facilitate the process to which Lewis refers have at their disposal a major under-utilised resource. It is English literature's abundant store of books – ancient and modern – in which disabled characters play a significant part. Using this resource to widen and deepen awareness of disabilities (including motor impairment) will not be costly. Nor will it require lengthy and arduous training. It will also reduce any dependency on the technology-intensive resources about which Lewis is sceptical. Some of the books a teacher needs to start sessions are probably already in the school library.

**5.4.3.2 Teaching PSHE: an unexploited opportunity**

If educators seek a place in their curriculum where guidance on disability and disabled people naturally belongs, then the KS2 PSHE agenda is that natural locus. The published curriculum emphasises the importance of differences between people and even mentions (though almost en passant) the difference of disability. Sometimes educators are deterred from introducing the subject of disability by the admitted complexity of the subject matter. There is a major corpus of disability studies literature, with empassioned ideological debates in progress all the time. Do teachers have to come to terms with all that material? Take sides in all those debates?

**6. Conclusions**

The main conclusions of this study are set out below.

1. Fictional texts featuring motor impaired characters are a useful tool for educators wishing to encourage pupils to discuss disability in an open and constructive manner. Pupils at KS2 are willing and able to absorb such texts, discuss their implications, and exchange views among themselves. Such books are plentiful, cheap and easy to find.

2. Pupils at this stage are able not only to respond to and discuss such texts but also to use their imagination, placing themselves in the position of the stories' protagonists and gaining vicarious understanding of a disabled life, as envisaged by van Manen in the epigraph to this project.

3. Children as young as Year 2 are able to respond to texts featuring motor impaired characters and to play their part in discussion thereof, provided the texts are presented to them in a manner carefully designed for the purpose.

4. Motor impaired pupils can also participate effectively in discussions such as those staged in this project, provided appropriate arrangements are made for them. It may for example be a mistake to impose uniform recruitment criteria (such as age) on

all children irrespective of their impairments. One set of criteria will not apply to all candidate pupils.

5. Motor impaired children make a distinctive contribution of knowledge and experience to such projects, showing a deeper understanding of the context of disabled lives and arguing strongly for better understanding of disability among non-disabled children. When disabled fictional characters go astray, disabled readers are willing to be critical of their behaviour.

6, For educators who seek a more profound understanding of the issues raised by this study there are significant research hinterlands available (though not obligatory) to be studied. Such research exists in disability studies, in children's literature and in education, where the importance of teacher-pupil co-research and the facilitation of children's voice are research domains with far-reaching implications.

7. The pupils in my group sessions showed themselves to be largely free from prejudicial attitudes towards disabled people. The same results would not necessarily be forthcoming if a similar project were conducted in a socially and economically deprived area. The project identifies approaches and methods devised with the aim of reducing such prejudice among children.

8. My project identified two useful analytical tools, namely Beckett's classification of disability stereotypes and Leicester's taxonomy of texts in which disabled characters appear. I determined however that Beckett's list of stereotypes is in fact incomplete. Missing from Beckett's catalogue is a stereotype stating that the presence of a disabled person among a group of non-disabled people will generate embarrassment not only for the people accompanying the disabled person but also for other non-disabled onlookers. Equally absent is the stereotype that sees disabled people as alien, as strangers, as 'the other'.

9. Finally, there exists an underexploited opportunity for educators to advance their pupils' understanding of disability. The Personal, Social and Health Education curriculum (PSHE) is the natural setting in which pupils might discuss disability. In fact the government's published curriculum makes one brief mention of disability – then says no more. PSHE lessons might well be adapted to involve studying stories in which disabled characters appear.

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**Rebecca R. Butler**

**APPENDIX I: RISK ASSESSMENT**

**Title: Motor impairment in children's literature: perceptions and pedagogy**

| Risk Assessment No: | Event / Activity: | | | | Date Assessed: | Assessor's Name: | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | **Review Date:** | **Assessor's Signature:** | | | |
| | | **Uncontrolled Risk** | | | | **Residual Risk** | | | |
| | | **Severity x Likelihood = Risk Rating** | | | | **Severity x Likelihood = Risk Rating** | | | |
| **Hazard** | **To Whom** | **S** | **L** | **R** | **Control Risk by** | **S** | **L** | **R** | **Further Action Needed** |
| *List the hazards involved in your project* | *Who will be affected by the risk* | | | 0 | *List how you will control this hazard* | | | 0 | |
| *E.g. Emotional distress* | *E.g. Participant* | | | 0 | *E.g. Details of support groups will be given on the Debriefing Form; the participant will be informed they can withdraw at any time* | | | 0 | |
| Inability to explain project to participants | Teachers, teaching assistants | 1 | 1 | 1 | Clear briefing notes | 0 | 0 | 0 | No action required |
| Inability to respond/ participate | Pupils in group sessions | 1 | 1 | 1 | Encouragement by supervising adult | 1 | 1 | 1 | Withdrawal from project if participation is impossible |
| Distress or loss of focus | Pupils with disabilities in the special school | 2 | 2 | 4 | Intervention of staff who are fully trained and accustomed to such occurrences | 1 | 1 | 1 | Withdrawal from project if the problem is acute |

**Severity**

| HIGH | 3 | Fatality or major injury causing long-term disability |
|---|---|---|
| MEDIUM | 2 | Injury or illness causing short-term disability |
| LOW | 1 | Other injury or illness |

**Likelihood**

| HIGH | 3 | Certain or near certain |
|---|---|---|
| MEDIUM | 2 | Reasonably likely |
| LOW | 1 | Very seldom or never |

**Risk Matrix**

Likelihood

| Severity | | H | M | L |
|---|---|---|---|---|
| | H | 9 | 6 | 3 |
| | M | 6 | 4 | 2 |
| | L | 3 | 2 | 1 |

**Risk Rating**

| 6 - 9 HIGH RISK | Immediate action required to reduce risk |
|---|---|
| 3 - 4 MEDIUM RISK | Seek to further reduce risk |
| 1 - 2 LOW RISK | No action but continue to monitor |

# COMMON RESEARCH HAZARDS

*Please note that the table below contains only suggestions as to possible hazards and control measures. Each project will be different and you need to consider risk carefully in the context of your own project. The Health & Safety Office can advise on issues relating to risk assessment. You must consult with the Health & Safety Office if your project involves clinical trials, working overseas or with animals, or involves an abnormal level of risk*

**Main areas of risk for the participant**
1) Emotional – distress at what going on
2) Physical – environment/ room
3) Physical – project/ tests

**Main areas of risk for the researcher**
1) Physical – environment/ room
2) Sole worker safety

**Particular areas which may raise additional concerns:**
1) Animals
2) Administering substances to participants
3) Work overseas, especially fieldwork in remote areas
4) Prison environment
5) MRI scanner

| Possible Hazards | Possible Control Measures | Subject Area (Department) |
|---|---|---|
| Emotional distress of participant | Details of support groups should be given on Debriefing Form; student welfare centre; withdrawal at any time | All |
| Emotional distress of researcher | Take regular breaks and stop the research if necessary, work with other colleagues or in a familiar environment where possible, seek professional advice or contact support groups if necessary | All |
| Interference in process of therapy | Ensure participants are advised not to take part if they are currently receiving therapy or have completed therapy within the last six months | Psychology |

| | | |
|---|---|---|
| Discomfort at being audio recorded | Minimise intrusiveness of procedures; withdrawal | All |
| Upset at body weight data | Provide BMI calculator on information sheet so potential participants can self screen | Life Sciences, Psychology |
| Upset at health screening/ test results | Refer to expert advice/appropriate support groups on Debriefing Form | Life Sciences |
| Hazards associated with physical tests (e.g. for Sports Science applications) | Control will often include having a first aider present and adhereing to standard operating procedures for labs and equipment | Life Sciences |
| Lone worker safety for interviews (especially off site) | Follow Roehampton University Lone Working Policy: phone someone before and after interviews; have contingency plans in place for what happens if no call is made after the interview. Ensure car and mobile phone working. If in doubt seek advice from the Health & Safety Manager | All |
| Giving personal contact details of researcher/unwanted attention from participants | Give Roehampton University contact details where possible. Don't give out personal address. Conduct research with other colleagues/in familiar environment where possible. Follow lone working procedures where appropriate | All |
| Car travel/ travelling to and from interviewssxchools | Ensure usual transport safety procedures are followed. NB. May have insurance implications for researcher | All |
| Interviews in prisons | Adhere to prison guidelines | Psychology |
| Electrical equipment/ recording equipment/ tripping on cables/ equipment in interview room/ spills | Check room before interviews. Remove/tidy any hazards where possible | All |
| Electrical equipment failure | Ensure technical support available where required. Follow fire safety etc guideance where appropriate | All |
| Epileptic reaction to computer use | Check for medical conditions prior to participation | All |
| Computer/ display screen use/ eye tracking – eye strain/ headache/ tiredness | Take breaks. Roehampton University DSE work station risk assessment completed where appropriate | All |
| Keeping confidentiality/ anonymity (including photos/ videos) | Confidential data handling. Secure storage of electronic and hard copy data | All |
| Web security/ data storage | Secure storage of electronic and hard copy data. Data backed up. | All |

| | | |
|---|---|---|
| Reaction to gel/ tape/ disinfectants etc used in tests/ skin irritation | Ask about allergies/ test on a small area of skin first; first aider to be on hand; Disinfectant; wearing gloves; don't allow participation if there is a skin condition | Life Sciences, Psychology |
| MRI Scanning – physical risks | Adhering to local operating procedures | Psychology |
| MRI Scanning – risk to researchers from scanning environment | Adhering to local operating procedures | Psychology |
| Cross infection from electrodes on scull cap | Test; first aider to be on hand; Disinfectant; wearing gloves; don't allow participation if there is a skin condition | Psychology |
| Health of participants | Medical history/ pre screening form | Life Sciences, Psychology |
| Heat/ exercise induced injury (testing to exhaustion) | First aider on hand | Life Sciences |
| Blood sampling (for researcher) ie blood borne disease | Trained staff; protective clothing | Life Sciences |
| Blood sampling (for participants) - feeling faint | First aider on hand | Life Sciences |
| Sharps - Needles/ blades | Practise safe handling | Life Sciences |
| Chemical exposure/ fumes | Practise safe handling | Life Sciences |
| Overseas work | Always consult the Health & Safety Office for advice one month before the intended travel date. You will normally be advised to complete the Venture Risk Assessment for working overseas.See worksheet 3 | All |
| Overseas fieldwork/ disease/ kidnap/ injury | Always consult the Health & Safety Office for advice one month before the intended travel date. You will normally be advised to complete the Venture Risk Assessment for working overseas. See worksheet 3 | All |
| Hazards associated with working off-site at another organisation | Local rules/procedures/Health & Safety Guidelines will be adhered to. Obtain copy of host organisation risk assessment. Consult Health & Safety Office for advice where necessary | All |

# CHECKLIST OF POTENTIAL HAZARDS TO CONSIDER WHEN WORKING ABROAD

*Please note that the table below contains only suggestions as to possible hazards and control measures. Each project will be different and you need to consider risk carefully in the context of your own project. You should consult with the Health & Safety Office and complete the Venture Risk Assessment Form for working overseas. This is available to download from the Ethics Website.*

| Hazard | Examples of associated challenges |
|---|---|
| Animals (wild and domestic) | Allergies, asthma (bites and other physical contact, dermatitis, rabies, stings). |
| Climatic extremes | Dry/desert, hot, cold,  (high humidity, hypothermia), oxygen deficiency/rarefied air, sunburn, sunstroke, heat exhaustion dehydration, skin cancer, tidal and other water considerations, unusual winds (e.g. tornado, hurricane). |
| Cultural differences | Language, social customs and norms, standards of dress, faith and belief systems. |
| Electricity | Compatibility of equipment and supply, safety standards (higher/lower/different). |
| Emergencies (including fire) | Arrangements and procedures (first aid provision, "Help" numbers/contacts, response expected). |
| Excavations/ confined spaces/ tunnelling/ working at height. | Permits to work (risk appreciation, safe systems). |
| Food | E.g. allergies, food poisoning, hepatitis A. |
| Hazardous substances/ chemicals | Antidote availability (CHIP, spillage arrangements, transport requirements, MSDS information). |
| Insects | Bites/stings, disease e.g. Lyme's disease, malaria, yellow fever. Availability of antidotes/medical treatment in case of venomous insects. |
| Legal / Cultural differences | Local codes/guidance local standards, local statute. |
| Natural phenomenon | E.g. avalanche, earthquake, volcano, flood. |
| Needles (contaminated) | All blood borne diseases and pathogens e.g. HIV, hepatitis B. |
| Plants | Allergies, ingestion, stings. Availability of treatment in the case of toxic / harmful plants. |
| Physical attack | Assault, robbery, attempted or actual kidnap (gang related crime or politically motivated) |
| Reptiles | Bites/stings. Availability of antidotes/medical treatment in case of venomous reptiles. |
| Stress | Accommodation problems, civil unrest, crime, vandalism and violence, extremes of heat/cold, fatigue, language/communication problems, lack of support (especially |
| Theft, loss or damage | E.g. of travel documents, money, project equipment. |
| Transport | Incompetent driver(s), hazardous terrain, improperly maintained vehicles, unsuitable transport (including aircraft, water transport, and animals). |
| Water borne disease (all water sources including bottled) | E.g. cholera, diarrhoea, legionella, leptospirosis, polio, typhoid. |
| Workplace environment | Inadequate lighting, poor or no drinking water, poor ventilation, extremes of temperature, poor cleanliness, confined space, equipment, work areas, washing and sanitary facilities, traffic routes, freedom from fall & falling objects, clothing storage, changing facilities, rest areas etc. |

| Useful sources of advice |
|---|
| For country specific travel advice go to www.fco.gov.uk |
| For advice on overseas disease risks and immunisations go to www.nathnac.org www.masta-travel-health.com |

# CONSENT FORMS

The following documents are shown here:-

**Roehampton University London**

ETHICS BOARD

PARTICIPANT CONSENT FORM

Title of Research Project:  Motor impairment in children's literature: perceptions and pedagogy

Brief Description of Research Project:

Hello my name is Becky Butler. I'm working on a project to find out what children feel about disability.  I'm going to hold some meetings where parts of books are read out. These will be about people who use wheelchairs. I'll be interested to know what you think about them.

The meetings will be held in your school. One of your teaching staff will be in charge. There will be two meetings held in the next two years.

The meetings will be recorded on video but these will be kept private. You needn't worry about seeing yourself on Youtube! If you find at any point that you don't like being in the group, you only need to say so and you'll be able to leave.

If you want to ask any questions about this project, please ask your teacher or your parents. They can talk to me or to the people who are in charge of my project.

Thanks for thinking about taking part in this project. If you would like to take part please write your name below.

Consent Statement:

I agree to take part in the project about disability. I know I can pull out at any time.

Name ………………………………….

Date ……………………………………

**Roehampton University London**

ETHICS BOARD

PARENT/GUARDIAN CONSENT FORM

Title of Research Project:  Motor impairment in children's literature: perceptions and pedagogy

Brief Description of Research Project: To understand how young readers respond to disabled characters in books and stories. To understand how the teaching and learning process encompasses such texts. There will be group sessions when the children are presented with such texts and invited to discuss. Each pupil will be invited to attend two sessions of 40 minutes during 2011/12. The sessions will take place in their school.

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Name Rebecca R. Butler
Department  Education
University address Education Department, Roehampton University, Froebel College, London
Postcode SW15 5PJ
Email butlerer@roehampton.ac.uk

Telephone 0208 241 5920

Consent Statement:

I agree that my child ……………………….may take part in this research, and am aware that my child is free to withdraw at any point. I understand that the information provided will be treated in confidence by the investigator and that my child's identity will be protected in the publication of any findings. I agree to have my child's participation video recorded. I understand that the video recording is to form part of the project research findings and that it will be seen only by the researcher and her university supervisors.

Please sign one copy of this form and keep the other safe.

Name ………………………………….

Signature ………………………………

Date ……………………………………

Please note: if you have a concern about any aspect of your child's participation or any other queries please raise this with the investigator. However if you would like to contact an independent party please contact the Head of Department (or if the researcher is a student you can also contact the Director of Studies.)

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Head of Department Contact Details:
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Telephone: 020 8392 3493

ETHICS BOARD

TEACHER/TEACHING ASSISTANT CONSENT FORM

Title of Research Project:  Motor impairment in children's literature: perceptions and pedagogy

Brief Description of Research Project: To understand how young readers respond to disabled characters in books and stories. To understand how the teaching and learning process encompasses such texts. There will be group sessions when the children are presented with such texts and invited to discuss. Each pupil will be invited to attend two sessions of 40 minutes during 2011/12. The sessions will take place in their school.

The purpose of my research is to get candid and informative commentary on disability from these pupils, enabling me to get a genuine understanding of how they respond to disabled characters in the texts they read. This in turn will help me understand better the teaching and learning process through which pupils absorb their understanding of disability.

These texts have been provisionally identified for the group sessions. Some discussion points are also included.

Excerpt 1 from Saffy's Angel (p 53) by Hilary McKay:-

*A girl in a wheelchair deliberately crashes her chair into Saffron.*

Saffron sat up on the pavement and rubbed her knees. Then she pushed up her sleeve and twisted her right arm around to inspect her elbow. It was bleeding a little. She felt very tired. As if she had been running and shouting and crying for a long time.

The girl in the wheelchair who had knocked her over was watching intently. 'Speak!' she ordered at last, when it seemed that Saffron intended to sit there for ever. Saffron folded her arms across her hunched up knees and rested her head on them.

'I know you,' said the girl, spinning backwards on one wheel like a gyroscope. 'You come from that house where they're always waving. Did I hurt you?'

'No.'

'Aren't you going to get up?'

'Soon I will.'

'Why are they always waving from your house?'

'I don't know.'

'Why were you shouting at your father like that? Do you really hate him?'

'No,' said Saffron and then added, 'he's not my father. I'm adopted.'

'Are you all adopted?' asked the girl, still revolving, but more slowly now. 'The others too? The grown-up girl who looks like you and the little one and the boy?'

'No,' said Saffron. 'Only me.'

The girl in the wheelchair took a long look at Saffron. It was a very careful look. Her eyes, silvery green like light on deep water, were wide and intense.

Points:-

1. The girl has just deliberately crashed her wheelchair into Saffron. Why do you think she did that?
2. How would you feel if the same thing happened to you?
3. What do you feel about the girl in the wheelchair?
4. If you were writing this story, what would you make happen next? And why?

Excerpt 2 from Sleepovers (pp 17/18) by Jacqueline Wilson:-

*Daisy goes shopping with her mother and her disabled sister Lily, who is in her wheelchair.*

I went shopping with Mum to buy Amy a birthday present. I thought I might buy her a grown-up fountain pen as she likes writing. I wanted to spend a long time choosing, but Lily was with us too, of course, and she was having a bad day, crying a lot.

People started staring at us and it made Lily more upset. She cried and cried very loudly. '*Do* hurry up and choose Amy's present!' said Mum.

I couldn't decide which colour fountain pen Amy would like best. Bright red? Lime green? Sunny yellow? Sky blue? Amy liked wearing all different bright colours. I didn't know which was her favourite.

'Daisy! We'll have to go,' Mum said. Lily was bright red in the face herself – and screaming.

I suddenly saw a plastic case of special metallic roller pens all different colours: pink and orange and emerald and purple and turquoise, even gold and silver. I thought how great it would look writing with all these different colours.

'Can I get these for Amy, Mum? Please?'

They were more expensive than the fountain pens but Mum was so keen to get us out of Smith's that she didn't argue.

Points:

1. How do you think Daisy feels in the shop?
2. How would you feel if you were Daisy? Explain why?
3. What do you think might be upsetting Lily?
4. Does Daisy use the trouble with her sister to get more of what she wants? How do you feel about that?
5. If you were writing this story, what would you make happen next?

Both the text excerpts include characters who have a disability. Please ask the pupils to state how they feel about these disabled characters. It is of vital importance that you stimulate and encourage the children to speak, but that you avoid planting suggestions in their minds. The views they express must be theirs. Please try to encourage any shy pupils to speak and any loquacious ones to give them a chance. Make sure they comment on each other's remarks.

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Consent Statement:

I agree to take part in this research, and am aware that I am free to withdraw at any point. I agree to supervise the group sessions in line with guidance provided by the investigator. I understand that the information provided will be treated in confidence by the investigator and that my identity will be protected in the publication of any findings. I agree to have my participation video recorded. I understand that the video recording is to form part of the project research and that it will be seen only by the researcher and her university supervisors.

Please sign one copy of this form and keep the other safe.

Name ………………………………….

Signature ………………………………

Date …………………………………

Please note: if you have a concern about any aspect of your participation or any other queries please raise this with the investigator. However if you would like to contact an independent party please contact the Head of Department (or if the researcher is a student you can also contact the Director of Studies.)

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**Roehampton University London**

ETHICS BOARD

HEAD TEACHER CONSENT FORM

Title of Research Project:  Motor impairment in children's literature: perceptions and pedagogy

Brief Description of Research Project: To understand how young readers respond to disabled characters in books and stories. To understand how the teaching and learning process encompasses such texts. There will be group sessions when the children are presented with such texts and invited to discuss. Each pupil will be invited to attend two sessions of 40 minutes during 2011/12. The sessions will take place in their school.

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Postcode SW15 5PJ
Email butlerer@roehampton.ac.uk

Telephone 0208 241 5920

Consent Statement:

I agree that my pupils and staff may take part in this research, and am aware that I am free to withdraw them at any point. I agree that my staff may supervise the group sessions in line with guidance provided by the investigator. I understand that the information provided will be treated in confidence by the investigator and that the identities of the school, my staff and the pupils will be protected in the publication of any findings. I agree to have the group sessions video recorded. I understand that the video recording is to form part of the project research findings and that it will be seen only by the researcher and her university supervisors.

Please sign one copy of this form and keep the other safe.

Name ………………………………….

Signature …………………………………

Date …………………………………………

Please note: if you have a concern about any aspect of your participation or any other queries please raise this with the investigator. However if you would like to contact an independent party please contact the Head of Department (or if the researcher is a student you can also contact the Director of Studies.)

Director of Studies Contact Details:

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**Roehampton University London**

ETHICS BOARD

VOLUNTEER TV READER CONSENT FORM

Title of Research Project:  Motor impairment in children's literature: perceptions and pedagogy

Brief Description of Research Project: To understand how young readers respond to disabled characters in books and stories. To understand how the teaching and learning process encompasses such texts. There will be group sessions when the children are presented with such texts and invited to discuss. Each pupil will be invited to attend two sessions of 40 minutes during 2011/12. The sessions will take place in their school.

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Consent Statement:

I agree to take part in this research. I will record the two selected texts to camera as guided by the researcher. I understand that I have no claim to the copyright of the video recording.

Please sign one copy of this form and keep the other safe.

Name ………………………………….

Signature ………………………………

Date …………………………………

Please note: if you have a concern about any aspect of your participation or any other queries please raise this with the investigator. However if you would like to contact an independent party please contact the Head of Department (or if the researcher is a student you can also contact the Director of Studies.)

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**Roehampton University London**

ETHICS BOARD

TV RECORDER CONSENT

Title of Research Project:  Motor impairment in children's literature: perceptions and pedagogy

Brief Description of Research Project: To understand how young readers respond to disabled characters in books and stories. To understand how the teaching and learning process encompasses such texts. There will be group sessions when the children are presented with such texts and invited to discuss. Each pupil will be invited to attend two sessions of 40 minutes during 2011/12. The sessions will take place in their school.

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Telephone 0208 241 5920

Consent Statement:

I agree to take part in this research. I will record the group sessions as directed and will hand the recordings to the project researcher. The equipment used for the recording will be tested to industry standards and safely installed. I understand that I have no claim to the copyright of the material. I understand that the video recording is to form part of the project research findings.

Please sign one copy of this form and keep the other safe.

Name …………………………………

Signature ………………………………

Date ……………………………………

Please note: if you have a concern about any aspect of your participation or any other queries please raise this with the investigator. However if you would like to contact an independent party please contact the Head of Department (or if the researcher is a student you can also contact the Director of Studies.)

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This document is issued in preparation for the group sessions at your school. As discussed, please make sure the room where the session takes place has a DVD player or computer and screen. The group session can be expected to last between 60 and 90 minutes. (Note: By the time this guidance was issued, all the schools had opted to hold one session rather than two.)

The camera crew from the Roehampton Media Service will arrive on the due date and at the agreed time. They will take about 30 minutes to set up. The recording of the session will not be seen by anyone but me, my university supervisors and my scribe.

The context notes are intended to make sure the pupils understand what's happening in the excerpt. I have left it to the supervising teacher whether the DVD is played once or twice. Some teachers have said they would like the pupils to have printed copies of the excerpts. I am leaving that decision also to each school.

Discussion points are listed at the end of each excerpt. Use them at your discretion if you think they are needed to stimulate discussion.

**Sequence:**

**Read first context note**

**Play first excerpt on DVD**

**Repeat first excerpt if desired**

**Discuss first excerpt**

**First break-out into pairs**

**Read second context note**

**Play second excerpt on DVD**

**Repeat second excerpt if desired**

**Discuss second excerpt**

**Second break-out into pairs**

Please acknowledge receipt of this note and let me know if you have any queries. I will not be present at the group sessions, since the presence of a wheelchair user might generate bias.

(signed) Becky Butler

Both the text excerpts include characters who have a disability. Please ask the pupils to state how they feel about these disabled characters. It is of vital importance that you stimulate and encourage the children to speak, but that you avoid planting suggestions in their minds. The views they express must be theirs. Please try to encourage any shy pupils to speak and any loquacious ones to give them a chance. Make sure they comment on each other's remarks. The first excerpt follows at this point.

*PLEASE READ THIS CONTEXT NOTE TO THE GROUP*

*A girl in a wheelchair deliberately crashes her chair into Saffron.*

*Saffron (or Saffy) is a girl who has two sisters and a brother. But she has just discovered that she is adopted. The woman she thought was her mother is really her aunt. Her adopted father has just left for work, after having a big row with Saffy. The daughter of a neighbour is 'the girl in the wheelchair'. Saffy doesn't know her name but the girl in the wheelchair is determined to get to know Saffy.*


*PLAY THE SAFFY EXCERPT ON THE DVD. PLAY IT TWICE IF YOU THINK THE PUPILS NEED A SECOND LOOK*

Points:-

1.  The girl has just deliberately crashed her wheelchair into Saffron. Why do you think she did that?

2.  How would you feel if the same thing happened to you?

3.  What do you feel about the girl in the wheelchair?

4.  If you were writing this story, what would you make happen next? And why?

FIRST BREAK-OUT SESSION (Saffy)

Please ask the pupils to divide into pairs. If there is an odd number, have a three. Make sure they have pencil and paper. Ask them to write down "WHEELCHAIR GIRL" followed by three words that they associate with the girl in the wheelchair who crashes into Saffy. Then write down "SAFFY" and three words that they associate with Saffy herself.

One list per group, not one per child. They should discuss their choices and the reasons for them before they write them down.

They return to plenary, read out their words and discuss everyone's. Check that all the words have been reported and discussed. The second excerpt follows at this point.

*PLEASE READ THIS CONTEXT NOTE TO THE GROUP*

*Daisy goes shopping with her mother and her disabled sister Lily, who is in her wheelchair. Daisy has just joined the Alphabet Girls, a group of friends at her new school. She's very keen to make a good impression on her new friends. One of them, Amy, has a birthday coming up. Daisy will be invited to a birthday sleepover.*

*Daisy goes with her mother to buy Amy a nice present. But when Daisy goes to the shop she is accompanied by her older sister Lily, who uses a wheelchair and who hates shopping. Lily has learning difficulties and cannot speak.*

*So just to remind you. Daisy is the girl doing the shopping. Amy is the friend whose birthday present she wants to buy. And Lily, who uses a wheelchair, is Daisy's sister.*

*PLAY THE SLEEPOVERS EXCERPT ON THE DVD. PLAY IT TWICE IF YOU THINK THE PUPILS NEED A SECOND LOOK*

Points:

1. How do you think Daisy feels in the shop?

2. How would you feel if you were Daisy? Explain why?

3. What do you think might be upsetting Lily?

4. Does Daisy use the trouble with her sister to get more of what she wants? How do you feel about that?

5. If you were writing this story, what would you make happen next?

SECOND BREAK-OUT SESSION (Sleepovers)

If the same pupils are present for both sessions, stick to the same pairs.

Ask them to write down "LILY" followed by three words that they associate with Daisy's sister who sits in the wheelchair and is so unhappy. Then write down "DAISY" and three words that they associate with DAISY.

They return to plenary, read out their words and discuss everyone's. Check that all the words have been reported and discussed.

PLEASE COLLECT THE LISTS AND SEND THEM TO THE RESEARCHER WITH THE CONSENT FORMS.

The school is an independent primary school in Wandsworth. There are eight pupils in the group session drawn from Years 3, 4, 5 and 6. Each year provides two pupils, a boy and a girl. The pupils are identified by the initials B or G for boy or girl and a number for the year. Where proper names are used the fact of their use is indicated but for ethical reasons the name itself is omitted.

The supervising adult (SA) was a male teacher.

| Text | Citation | Cluster Significance |
|------|----------|----------------------|
| SA: Welcome. Year Three raise your hands. | | |
| (B3 and G3 smile and raise their hands.) | | |
| SA: Year 4? (B4 and G4 respond) Five? (B5 and G5 respond) Six? (B6 and G6 respond) | | |
| What you guys are going to be doing today is we're going to be going through an extract, I'm going to read something to you, we're going to look at the board and then we're going to discuss. | | |
| (All the pupils are paying attention. B5 looks somewhat nervous.) | | |
| You're going to discuss with your partners and then you can come up with some ideas and | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| words and questions and I *really* want you to express your opinion, it's not what I think, there's no right there's no wrong,  so don't think you're going to make a mistake, you're not going to make a mistake. If you like something or you don't like something or you want to express something, I want to hear what *you* have to say. I don't mind what it is, OK? | …there's no right there's no wrong… | SA says there is no right or wrong answer and thus conforms to guidance provided by researcher. |
| (He points to B6) Except for, you don't be silly, I want sensible answers, you know what I mean, you know, OK? | | |
| (All the other pupils turn and look at B6, some smiling, as if he has a reputation for making comical remarks. He smiles as if to acknowledge the reputation, so the teacher is not seen as picking on him.) | | |
| I really want you to share your ideas and your thoughts. So what I'm going to, I'm going to read a piece to you, then I'm going to show you something on the board,  and once I've shown you then we're going to do some activities afterwards. Finish that, I'll do a second | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| extract, I'll read it. You will then, a few little questions, a few things, and then we'll discuss both of those. Does that make sense? It's not hard, it's not hard. Right. (Reads from context notes.) *A girl in a wheelchair deliberately crashes her chair into Saffron. Saffron (or Saffy) is a girl who has two sisters and a brother. But she has just discovered that she is adopted.* Do you all know what adopted means? | | |
| B3: Um… They don't have a mother and a father so… | | |
| SA: The person who's their parent isn't necessarily their Mum or Dad, their birth parent. | | |
| *The woman she thought was her mother is really her aunt. Her adopted father has just left for work, after having a big row with Saffy. The daughter of a neighbour is 'the girl in the wheelchair'. Saffy doesn't know her name but the girl in the wheelchair is determined to get to know Saffy.* | | |
| Let's try it and see what happens. | | |

*DVD PRESENTATION TO PUPILS:*

Group session transcript: School No. 1                    Date recorded: 29/2/12

*Saffron sat up on the pavement and rubbed her knees. Then she pushed up her sleeve and twisted her right arm around to inspect her elbow. It was bleeding a little. She felt very tired. As if she had been running and shouting and crying for a long time.*

*The girl in the wheelchair who had knocked her over was watching intently. 'Speak!' she ordered at last, when it seemed that Saffron intended to sit there for ever. Saffron folded her arms across her hunched up knees and rested her head on them.*

*'I know you,' said the girl, spinning backwards on one wheel like a gyroscope. 'You come from that house where they're always waving. Did I hurt you?'*

*'No.'*

*'Aren't you going to get up?'*

*'Soon I will.'*

*'Why are they always waving from your house?'*

*'I don't know.'*

*'Why were you shouting at your father like that? Do you really hate him?'*

*'No,' said Saffron and then added, 'he's not my father. I'm adopted.'*

*'Are you all adopted?' asked the girl, still revolving, but more slowly now. 'The others too? The grown-up girl who looks like you and the little one and the boy?'*

*'No,' said Saffron. 'Only me.'*

*The girl in the wheelchair took a long look at Saffron. It was a very careful look. Her eyes, silvery green like light on deep water, were wide and intense.* (The concentration of the pupils is marked. During the reading B4 has his hand over his mouth in a nervous gesture. G3 turns and scans the rest of the group as if seeking to note their response to the reading.)

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: We'll play it again and then we're going to do some discussions. | | |
| (The same excerpt is repeated.) | | |
| SA: Right, what I would like you to do – which one's hard? What I would like you to do is just write down three words to describe Saffron. And three words to describe the girl in the wheelchair. Only three words, I know it's not easy, is it? Three words that come to your head, you can discuss with your partners. So if you can write 'Saffron' and then three words and then 'wheelchair girl' and three words. Three words, could you do that? Good luck. I'm going to come and see what you're doing. It doesn't matter what words you put down, remember it's up to you. | | |
| (The pupils begin to talk among themselves inaudibly. They take to the task with enthusiasm. SA stops at B6 and G6.) | | |
| SA: OK, good luck. (He crosses to B4 and G4.) It's hard, isn't it, three words? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G3 (to B3); I've got one for Saffron. | | |
| SA: (Moving to B3 and G3): What are you thinking? What do you think of Saffron? | | |
| B3: Faint. | | |
| SA: What do you mean by faint? | | |
| G3: I don't know. (Inclines thumb towards B3.) It was [his] idea. | It was [his] idea. | G3 shifts responsibility to B3. |
| B3: I meant tired. | | |
| SA: OK put faint slash tired. And what do you think about the girl in the wheelchair? | | |
| G3: Um, aggressive. | …aggressive | G3 states that a motor impaired person can be aggressive. |
| SA: OK aggressive. (To the whole group.) It doesn't matter about your spelling, guys. I'm not here about your spelling. (To B4 and G4.) I need three from each. OK I know it's hard, I know it's hard. (Moves and speaks to B5 and G5.) So you've finished Saffron, what about the girl in the wheelchair? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| (The pupils discuss this question in their pairs. In this and all subsequent discussions the SA affords most assistance to the youngest pair.) | | |
| G6: …Maybe because she lied to the wheelchair girl because she didn't want to make her feel guilty for pushing her over. | …lied to the wheelchair girl | G6 tries to explain Saffy's lie in a way that makes Sarah seem guiltless. |
| SA: Why? <br><br> B6: Stubborn… | | |
| SA: Stubborn? Why? | | |
| G6: When she fell over she hurt her elbow and the girl in the wheelchair said 'Did you hurt yourself?' and she said 'No.' | | |
| SA: So you think because she's in a wheelchair, she said 'I'm fine'. Why? | …because she's in a wheelchair… | SA is testing to see whether G6 believes different standards of behaviour are employed/ |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | demanded when dealing with someone in a wheelchair. G6 does not confirm or deny. |
| G6: Because she didn't want to make her feel guilty. | | |
| SA: And you said she didn't want to make her feel guilty. Why? | | |
| G6: It's polite. | | |
| SA: It's polite? (G6 looks doubtful.) Don't worry, I'm not… there's no right answer here. Don't think I want a specific… I'm just (he gestures with his hand to signal the openness of the discussion) I'm just … to see what *your* perceptions are, not my perceptions. I'm just curious to see what you guys think. So you think it's polite. So it would be impolite if she said 'No you've hurt me'? Would that be impolite? | It's polite? | SA is querying whether being honest about her injuries would be impolite of Saffy. |
| G6: Not really. It's just she… deliberately? (G6 seems to be hinting that the collision might be accidental.) | …deliberately? | G6 questions the authority of the text. |
| SA: OK but at the beginning did I not read that she deliberately. Did she? Does Saffron | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| know that? | | |
| G6: No. | | |
| SA: I don't know, I'm asking you. (He stands and prepares to move on.) OK you've got two words to go. (To B5 and G5) How you doing? (G5 inclines her head.) Yup. (He moves on to G4 and B4) | | |
| How are you doing? Are you happy with your words, do you understand, because I'm going to ask you in a minute? (He puts his hands on the shoulders of B4. Both B4 and G4 are looking up at SA with very trusting expressions. Then he speaks to G3) Are you happy? You've got three? (He resumes his place at the front of the group.) | | |
| SA: Right. We'll start over here and then we'll work our way round. | | |
| G3: We've only got two. | | |
| SA: It doesn't matter if you haven't got three. It can be very tricky sometimes. | | |
| SA; And you are only in year three. (He says 'three' very softly.) So you're quite little. We'll start over here, we'll ask everybody their words and we'll have some greater discussion, I've got some questions to ask you as well. Right, shall we do Saffron? What | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| did you say about Saffron? | | |
| G3: (Pulls the paper towards her.) Um… She was faint and tired. | | |
| SA: Faint and tired? So she didn't have much energy perhaps? OK. | | |
| G3: And then painful. | | |
| SA: Painful? Why would you say painful? | | |
| B3: When she fell over… | …fell over | Young pupils cite physical rather than emotional impact. |
| SA:  She hurt herself. OK very very good. Now we'll go to year 4. What did you have for Saffy? | | |
| G4: First hurt, aggressive and unhappy. | | |
| SA: Hurt, aggressive and unhappy? Why did you choose those three words? | | |
| G4: Hurt… she fell over… well the girl knocked into her. Aggressive because she was shouting at her… father… adopted… | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Her father figure. (G4 gives an appreciative smile when SA helps her.) | | |
| G4: And when the lady read it, she sounded quite unhappy when she expressed… | | |
| SA: So she felt unhappy when she's just found out some news? Is that what you were thinking? | | |
| (G4 smiles agreement.) OK we'll have a look. Year 5? | | |
| G5: We did protective, brave and shy. | | |
| SA: Protective, brave and shy? OK why? Why protective, would you say? | | |
| (G5 hesitates and looks to B5, as if protective is maybe his choice but he offers no support.) | …protective | G5 and B5 find it difficult to express their sentiments in words. |
| SA: Not sure? OK go for brave or shy. It doesn't matter. | | |
| G5: Brave because she didn't cry when she got hurt. And shy because she spoke very quiet, which is kind of like shy. When she spoke to the wheelchair… <br><br> SA:  OK so she was quite quiet to the girl in the wheelchair. (To Year 6) Could you, Saffy please. | …spoke to the wheelchair… | G5 sees Saffy addressing the wheelchair and ignoring its occupant. |

| Text | Citation | Cluster Significance |
|---|---|---|
| G6:  She's quite aggressive because when it says that she – when the wheelchair girl asked her if she was, why she was shouting at her Dad she was being aggressive. | | |
| SA: So you say she was quite aggressive in the nature of her relationship with her adopted father? OK. | | |
| G6: And strong because when she fell over she didn't say anything. | | |
| SA: OK. So she was quite a strong… OK yup. | | |
| G6: And considerate because when the wheelchair girl asked her if she hurt her, she said no. | …if she hurt her, she said no… | G6 seeks an explanation of Saffy's untruthful answer which shows Saffy in a good light. |
| SA: And you think she was being quite considerate to the girl in the wheelchair? What do you mean by considerate? Why have you used that word? | | |
| G6: Because she's being quite kind and thinking of other people. | | |
| SA: OK, OK. The girl in the wheelchair, who wants to share? Year 3, what did you have for the girl in the wheelchair? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G3: Aggressive and impolite. | | |
| SA: You had aggressive and impolite. Why? Remember there's no wrong answer here. | | |
| G3: Because… because she was quite aggressive when she knocked the other girl over. | | |
| SA: When she knocked her over in her wheelchair it was quite aggressive, OK fine and impolite you say? | | |
| B3: Because she was quite… it was done deliberately. | | |
| SA: Because they say she was done deliberately, she deliberately went into her. OK, very very good. | | |
| (To B4 and G4) You two, what words did you have? | | |
| G4: Caring, curious and show-off. | | |
| SA: Caring, curious and show-off? Good words! Why did you have caring, why was she caring? | | |
| G4: Because she asked if she was hurt. | | |
| SA: OK, what's your next word? | | |
| B4 and G4 (Together): Curious. | | |

Group session transcript: School No. 1                              Date recorded: 29/2/12

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Why curious? | | |
| G4: Because she asked millions of questions. (She makes a rotating movement with her hand as if to represent a flow of questions.) | | |
| SA: She did ask a lot of questions, didn't she, she kept on asking them? (G4 laughs.) And your final one was? | | |
| B4: Show-off. | | |
| G4: Show-off. (They both look rather proud of this reply.) | | |
| SA: Why was she, how was she showing off? | …showing off… | G4 proposes that motor impaired can show off |
| G4: Because she did a sort of spin in the wheelchair. (She makes a gyratory hand gesture.) | | |
| SA: She was doing little tricks on her wheelchair? (G4 smiles and nods agreement.) OK that's a very good observation, I like that. (To G5 and B5) OK you two. | …tricks with wheelchair | These able bodied pupils express admiration for the tricks Sarah performs with her wheelchair. Disabled pupils in school |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | 6 doubt whether such tricks would even be physically possible. |
| B5: We did curious, cocky and pushy. | | |
| SA: (Incredulous) Curious, cocky and pushy? Explain curious to me. | | |
| G5: (Taking over when B5 struggles to answer) Because she was asked… She was trying to find millions of answers from Sapphire… | | |
| SA: From Saffy. And cocky and pushy. Can I put those together? Or do you want to discuss them separately? (He uses B5's first name) What do you want to do? Do you want to discuss them separately or together? | | |
| B5: Separately please. Cocky because she was like spinning around, she was listening to the girl but she wasn't really having any eye contact, just spinning around. | Cocky | B5 suggests Sarah uses her wheelchair as barrier to eye contact. |
| SA: OK. And pushy? | | |
| B5: (He continues without turning to G5 for help, seeming to have gained confidence.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| Um, because she asked like… she rammed into the girl and she was like asking loads of questions and she was quite like stubborn. | | |
| SA: OK, I like that, I like that. It was a nice observation. OK (to B6 and G6) you two at the back. | | |
| B6: Curious because she asked lots of questions, it said at the beginning that she wanted to learn about Saffron. And also mean because she purposely pushed into Saffron and pushed her over. | | |
| SA: OK two words? Only two? And you're in Year 6? Right, then I'll ask you some questions. Question number 1: and I want you to think about this. The girl had just deliberately crashed her wheelchair into Saffron. Why do you think she did that? Remember she deliberately did it. Why do you think she did that? (B5 and B4 raise their hands to reply but the SA intervenes.) Have a chat. Have a chat with your partner. (The pupils enter into animated discussion.) | | |
| SA: (To B5) I loved your word motive there, keep going with that. (He kneels at the desk of B3 and G3.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G3: She asks lots of questions… | | |
| SA: Why does she do that? | | |
| B3: To get to know her. | …get to know her | B3 mentions the idea of introducing herself. |
| SA: Why does she want to get to know her? Mr (his own name) asks lots of questions, doesn't he? | | |
| G3: Because she's her next door neighbour. | | |
| SA: (Stands and bumps into a chair.) OK, OK. We've got some ideas. Oops-a-daisy silly chairs, I'm just too big for all classrooms, that's the problem. (G3 laughs as if she is conscious of the irony. During an episode in which someone crashes her wheelchair into someone, the teacher crashes into a chair.) | | |
| Right, who wants to share – remember the question, the girl has just deliberately crashed her wheelchair into Saffron. Why do you think she did that? So I want some suggestions. | | |
| (G4, B4, B5 and G6 raise their hands to respond. SA uses the name of B5). [You] had a great idea, I heard, yes? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| B5: Um, because if she… she's quite shy so she deliberately rammed into the girl because that would give her a motive to ask the girl are you OK. | | |
| SA: So are you saying the girl in the wheelchair was quite shy? | | |
| B5: She didn't want to ask the girl like directly so she deliberately rammed into the girl because that would give her a motive to then say are you OK and start a conversation. | …start a conversation | B5 considers that staging an accident may be a motor impaired person's way of starting to talk. |
| SA: So you're trying to say it was an opportunity to have a conversation? OK. | | |
| G6: (Raises her hand) Maybe because the wheelchair girl crashed into Saffron because she wanted to get to know Saffron and it could have been because she wanted to have Saffron as a friend. (G6 advances this view, which proves to be central to the scene and the whole narrative, nervously as if she is aware of its fundamental nature.) | …have Saffron as a friend | G6 recognises Sarah's need to have a friend. |
| SA: OK so a way of trying to engage? | | |
| G6: And because of that… Because she maybe didn't have any friends, so she didn't know how to start off a conversation so she crashed into her to start up a conversation. | …didn't have any friends… didn't know | G6 sees crashing the wheelchair as a device |

| Text | Citation | Cluster Significance |
|---|---|---|
| | how to start up a conversation | for starting a conversation. |
| SA: So maybe she was struggling to introduce herself and this was her way of introducing herself because she wasn't good at speaking perhaps? OK. Did you guys have similar ideas or anything you want to add to that? | | |
| B4: She wanted to start a conversation and, um… | | |
| SA: OK so it's very similar to what they were saying? (G4 looks as if she and B4 are being told they have failed.) That's fine, it's OK don't worry. And (to G3 and B3) you were the same, weren't you? She really wanted to have a conversation. | | |
| The next question. How would you feel if the same thing happened to you? So there you are standing and someone in a wheelchair, bump, knocks you over. How would you feel? | | |
| (The children discuss this question among themselves. SA moves to G4 and B4.) | | |
| SA: You'd be cross. Why would you be cross? | | |
| G4:  Because she did it on purpose. | | |
| SA: But do you *know* she did it on purpose? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G4: No. | | |
| SA: OK Let's go. Let's have some ideas. (Uses G3's name) let's start with you. | | |
| G3: Surprised. And angry? | | |
| SA: Angry? Why would you be angry? Well first surprised. Why would you be surprised? | | |
| G3: You can't… well not many people just come and crash your wheelchair into people. | …not many people… | G3 asserts that even the motor impaired must conform to social norms. |
| SA: OK. And then why would you be cross? | | |
| B3: Because it was done deliberately and you might feel quite annoyed that they did it. | | |
| SA: OK so who else said they would feel annoyed or cross? (G3, B5, B6, G4 and B4 indicate they would be annoyed.) Does anyone have anything other than just to be angry? Anything to add to that? Because I think it would be valid but if you're all angry there would be no point in… Yes? | | |
| B4:  Curious. | | |
| SA: Why would you be curious? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| B4: Because I really want to know what… why she did that. | | |
| SA: Yes you go like hey, why did you do that? Curious. Yes I'm curious, you would be curious. | | |
| G5: I would feel quite bruised. | | |
| SA: Yes you would be bruised and sore and… would you be feeling hey, what happened? Would you be feeling cross with the girl in the wheelchair? | | |
| G5 (thinks before she speaks): Yeah. | | |
| SA: Because she's just knocked you over and made you fall and hurt yourself. (SA names B5.) | | |
| B5: Bewildered? | | |
| SA: Bewildered, great word. Right next one.  Question number 3.  What do you feel about the girl in the wheelchair? What's your perception? What did you think about the girl in the wheelchair? What do you feel about the girl in the wheelchair based on the stories you've heard? Discuss that. | Bewildered… What's your perception? | Pupils suggest Saffy fails to understand Sarah's behaviour. |
| (The children discuss this question.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| B3 (To SA) I think she's quite unlucky. | | |
| SA: Why unlucky? | | |
| B3: Because she's in a wheelchair and she can't use her feet. | | B3 recognises motor impairment as a misfortune. He focuses on the physical limitation. |
| G3: Upset because she's not like other people because she has to be in a wheelchair and other people don't. | …upset because she's not like other people… …has to be in a wheelchair and other people don't | G3 acknowledges otherness and identifies the wheelchair as evidence thereof. |
| SA: So who wants to share? We've got some lovely ideas here. (He uses the name of G6.) I heard you say something quite interesting. | | |
| G6: I feel sorry for her that she had to bump into someone to start up a conversation. | …sorry for her that she | G6 pities Sarah for |

| Text | Citation | Cluster Significance |
|---|---|---|
| | had to bump into someone to start up a conversation. | having no alternative to the physical action. |
| SA: So you feel sorry for her? | | |
| G6: And also that she's in a wheelchair. | | |
| SA: So you feel sorry for her for two reasons, one that she had to do that to start a conversation and the second that she's in a wheelchair. OK is there anybody else? | | |
| (G4 raises her hand. SA uses her name.) | | |
| SA: OK | | |
| G4: Worried. | | |
| SA: Worried? Why were you worried? | | |
| G4: Because what she was doing may not work and then Saffron might go off because she's cross, like cross or something. And then she goes off and then trying to start the conversation wouldn't really work. (G4 shakes her head sadly as she speaks.) | … what she was doing may not work | G4 recognises the high risk involved in unconventional tactics, danger of negative |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | outcome. |
| SA: It wouldn't really work if you were really angry at someone. Then you'd just walk away, wouldn't you? I think that's valid.  (He asks B4 his opinion. B4 says the same as G4. He speaks to B3 and G3.) | | |
| How do you feel about the girl in the wheelchair? | | |
| B3. Errr, unlucky. | | |
| SA: That she was unlucky? Why was she unlucky? | | |
| B3: Because she couldn't use her muscles. | …couldn't use her muscles | B3 cites physical manifestation of disability. |
| SA: Because she couldn't use her muscles in her leg. And did you feel slightly unlucky for her? And (to B5 and G5) how about you guys? Similar or something different? | | |
| G5: Similar. | | |
| B5: I was going to say similar to what G6 said that I would like feel sorry for her that she had to do that like to start a conversation because she might not know like how to make a | …she might not know like how to make a | B5 suggests Sarah lacks the social skills to make |

| Text | Citation | Cluster Significance |
|---|---|---|
| friend. | friend | friends. |
| SA: Yeah she might not know how to make a friend and I agree with you, that's a nice idea. Right my final question before we watch the next bit of work. If you were writing this story what would happen next and why? Who remembers where it finished? I'll read the last line. | | |
| 'Are you all adopted?' asked the girl, still revolving, but more slowly now. 'The others too? The grown-up girl who looks like you and the little one and the boy?' | | |
| 'No,' said Saffron. 'Only me.' | | |
| The girl in the wheelchair took a long look at Saffron. It was a very careful look. Her eyes, silvery green like light on deep water, were wide and intense. | | |
| What would you say next? What happens next? Have a chat. What do you think happens next? Talk about it. (The children discuss this question.) I'm not going to help you. Go on, talk. (To B3 and G3) You have to extend the story, imagine it was your story where would it go? | | |
| OK who's got some ideas, who wants to share some idea with me? (To B3) You had a | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| lovely idea, I'll come to yours, you'll all have the opportunity even if it's similar. Share what yours was. | | |
| B3: They go back home and they talk a bit more and then they go to the park and then they go back to the girl in the wheelchair's house and have some tea. | …go back to the girl in the wheelchair's house | B3 sees Sarah's house as a likely meeting point. |
| SA: Have a lovely cup of tea. Interesting, interesting. You guys? | | |
| G4: It's quite like B3's where Saffron invites the wheelchair girl to her house and then they eventually make friends. | Saffron invites the wheelchair girl to her house | G4 sees Saffy's house as the venue. |
| SA: So Saffron invites her to her house and they become friends? OK. (To B5 and G5) You two. | …they become friends… | A positive outcome. |
| G5: We haven't quite finished it but… | | |
| SA: Well I'm expecting greatness because you're in year five. | | |
| G5: She would make an excuse to leave because she was hiding the fact that she was upset of being adopted. | … an excuse to leave | G5 sees Saffy find a pretext to walk away from the motor impaired. |

| Text | Citation | Cluster Significance |
|---|---|---|
| | …she was hiding the fact that she was upset of being adopted | G5 perceives Saffy as concealing her distress. |
| SA: OK. | | |
| G5: And then just walks off. | | |
| SA: OK so she… because she had a lot of emotional stuff going on in her life and she was internalising that, holding that in, she would just like I want to get out of here I want to go, and walk it off by herself. Is that what you're saying? (G5 agrees.) | | |
| B6: Well we think the wheelchair girl would ask Saffron is she wants a hand up and then they'll start, and Saffron will say no thank you I'm fine and and so they're walking off and they're starting to carry on with the conversation asking each other things and Saffron asks her about her own family and they start getting better friends. | | |
| SA: All interesting. Right are you ready for the next one? Listen very carefully. | | |

(Reads from context notes.)

*Daisy goes shopping with her mother and her disabled sister Lily, who is in her wheelchair. Daisy has just joined the Alphabet Girls, a group of friends at her new school. She's very keen to make a good impression on her new friends. One of them, Amy, has a birthday coming up. Daisy will be invited to a birthday sleepover.*

*Daisy goes with her mother to buy Amy a nice present. But when Daisy goes to the shop she is accompanied by her older sister Lily, who uses a wheelchair and who hates shopping. Lily has learning difficulties and cannot speak.*

*So just to remind you. Daisy is the girl doing the shopping. Amy is the friend whose birthday present she wants to buy. And Lily, who uses a wheelchair, is Daisy's sister.*

*SECOND DVD PRESENTATION TO PUPILS:*

*I went shopping with Mum to buy Amy a birthday present. I thought I might buy her a grown-up fountain pen as she likes writing. I wanted to spend a long time choosing, but Lily was with us too, of course, and she was having a bad day, crying a lot.*

*People started staring at us and it made Lily more upset. She cried and cried very loudly. 'Do hurry up and choose Amy's present!' said Mum.*

*I couldn't decide which colour fountain pen Amy would like best. Bright red? Lime green? Sunny yellow? Sky blue? Amy liked wearing all different bright colours. I didn't know which was her favourite.*

*'Daisy! We'll have to go,' Mum said. Lily was bright red in the face herself – and screaming.*

*I suddenly saw a plastic case of special metallic roller pens all different colours: pink and orange and emerald and purple and turquoise, even gold and silver. I thought how great it would look writing with all these different colours.*

*'Can I get these for Amy, Mum? Please?'*

*They were more expensive than the fountain pens but Mum was so keen to get us out of Smith's that she didn't argue.*

| Text | Citation | Cluster Significance |
|---|---|---|
| *SA: Do you want to hear it again?* (The pupils indicate assent, except G4 who shakes her head. A pause ensues while the SA struggles to find the correct point on the DVD. The children wait patiently during this hiatus.) | | |
| SA: It's not happening, Oh God. (He accidentally starts the DVD at the beginning of excerpt 1.) Oh my goodness gracious me. (In the end he mutes the screen and runs the DVD from the start, asking the pupils to tell him when it reaches excerpt 2. He fills the gap by reading out the second context note 'Daisy goes shopping…' again.) | | |
| SA: Are we still there? | | |
| B5: Yep. | | |
| SA: Don't you just love technology? Absolutely infuriating. What happened to good old paper pencil? Smart boards, computers, too many things. Again we're going to do a whole bunch of questions afterwards so please really listen to make sure you know exactly where we are. Any questions so far? No? You OK? What lessons are you missing, what should | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| you have now? | | |
| G3: Maths. | | |
| B4: Maths. | | |
| G3: I like maths… | | |
| SA: Maths, my favourite subject. | | |
| G5: Geography. | | |
| SA: Geography, not my favourite subject. That's OK. | | |
| B6: English. | | |
| SA: As long as it's not maths because it's all about the maths. What are you doing in maths? | | |
| G4: We don't really know but we could again be doing rehearsals. | | |
| SA: (to G4) How's the play going? Is it going well? (To G3 and B3) You're also in the play, you're doing some dances with (he uses a teacher's name)? How's that going? (They indicate that it's going well.) OK we should almost be there. Let's crack on then, put the sound up. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| (The same excerpt is repeated.) | | |
| SA: The same question again. I'd like you to write three words describing the two girls. Amy is the girl who… what? Who's Amy? Who are the two girls? | | |
| G3: Amy and Lily. | | |
| SA: Who's Amy then? Who can remember who Amy is? | | |
| B5: Amy is the girl that has the birthday party. | | |
| SA: So are we going to describe Amy? No. Who are the other two, who can remind me? (All the hands go up.) | | |
| B3: Daisy and Lily. | | |
| SA: Daisy and Lily. Now which one's Daisy, who can tell me? | | |
| G4: Daisy's the main girl. | | |
| SA: And who's Lily? | | |
| G4: Her sister, the one in the wheelchair. | | |
| SA: Daisy and Lily. Three words to describe each one of them please. (The children discuss the tasks inaudibly together.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| B6: You can feel two emotions at the same time… | You can feel two emotions at the same time… | B6 describes ambivalence. |
| SA: Can you? | | |
| G6: But they're kind of opposite emotions. | But they're kind of opposite emotions | G6 shows an understanding of ambivalence. |
| SA: Yeah always you can feel two emotions at the same time. | | |
| B6: I've been angry with my brother but happy. | | |
| SA: (Laughs) I don't want to know about it. | | |
| SA: (As G3 takes the pen from B3) You're very good at sharing, you two. (He tours the desks.) Thirty more seconds, guys, thirty more seconds. OK, if you can't get three I understand. It can be a little tricky, I don't want you sitting here trying to make up words if you can't. Right, shall we do Daisy first? Let's do Daisy first. Why don't we start with you two, up front here? What three words did you use to describe Daisy? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G3: Excited about the party. | | |
| SA: So she's excited … the party. Yes. | | |
| B3: Hesitating… from which pen to buy. | | |
| SA: Hesitating because she was taking quite a while to choose which pen. Good. And the final – do you have another word? | | |
| B3 and G3 (simultaneously): Happy. | | |
| SA: Happy? Why was she happy? | | |
| B3: Um… about all the… party… | | |
| SA; About the party and her new friends perhaps. OK, cool. Yeah. (To B4 and G4) Now three words for Daisy. | | |
| B4: She is… patient. | She is… patient | B4 identifies Daisy's delay as patience. |
| SA: Patient, why would you say patient? | | |
| B4: Because she takes her time choosing the pen. SA:  OK, yeah, next word (he uses G4's name). | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G4: She wants to be the best, because she wants to make a big impression. | … to make a big impression | Daisy's standing at the party will depend on her gift. |
| SA: She wants to make a really good impression and she wants to be liked. OK and the final one was? | | |
| B4: She was quite annoyed at her sister. | | |
| SA: Annoyed with her sister? Why was she annoyed with her sister? Why would you say that? | | |
| B4: Lily wants to leave and Amy wants to stay and choose the pen. (He means Daisy.) SA:  OK good. You guys? | | |
| G5: We've got two and – | | |
| SA: OK two is fine. | | |
| G5: Caring and hesitating. | | |
| SA: OK so why is she caring? | | |
| G5: Because she really wants to – | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| B5: Impress Amy. | Impress Amy… | B5 cites the social status of a generous donor. |
| G5:  Impress Amy – | | |
| SA: The friend who she's going to sleep over with… | | |
| G5: And hesitating because she can't decide which… | …she can't decide which… | G5 explains Daisy's delay as indecisiveness. |
| SA: She can't make a decision. Sometimes I can't make a decision. You two at the back here. | | |
| B6: Thoughtful, because she - | | |
| SA: Thoughful… | | |
| B6: Was choosing which colour to have. Annoyed at Lily because she wants to spend more time choosing and they have to go straightaway. | … choosing which colour to have | Like B4, B6 explains the delay as patience. |
| SA: OK she's annoyed with her sister because she wants to stay and she feels… OK. | | |
| B6: And happy because she had just joined the Alphabet Girls… | | |
| SA: So she's with her new group so she's got emotions of happiness… right. How about | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| Lily? Who would like to go? | | |
| G3: Lily's sad and shy. | | |
| SA: Sad and shy? Why? | | |
| G3: She's sad because she's in a wheelchair. | sad because she's in a wheelchair… | G3 sees the wheelchair as the root cause of Lily's unhappiness. |
| SA: OK. | | |
| B3:  And shy because everyone's staring at her. | shy because everyone's staring at her… | B3 identifies the social embarrassment of being the focus of attention. |
| SA: OK and everyone's staring at her. | | |
| (B5 raises his hand but the SA moves to B4 and G4.) | | |
| G4: She acts as though she's young because she cries and cries a lot. (She makes emphatic hand gestures) | acts as though she's young… | G4 sees Lily behaving as a young child. |
| SA: OK because she's crying a lot therefore she's acting as a young person. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G4: Because she's got… disabilities. | Because she's got… disabilities | Her crying is seen by G4 as the result of her disabilities. |
| SA: OK. | | |
| G4: Unlucky because she can't use her muscles. | can't use her muscles… | G4 sees Lily's predicament as entirely physical. |
| SA: Unlucky she's feeling. | | |
| B4: And impatient… | impatient… | B4 adds impatience to explanations of Lily's behaviour. |
| SA: Impatient… | | |
| B4: Because she wants to leave. | | |
| SA: OK, good three words. You guys? | | |
| G5: We've got annoyed, upset and embarrassed. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK explain them. | | |
| G5: Annoyed because Daisy's taking too long. Upset because she's disabilitied and embarrassed because everyone's staring at her.<br><br>SA:  OK great words, great words. You two. | disabilitied… | G5 is struggling for appropriate terms. |
| G6: Over-reacting that just because they're going shopping. A bit angry at Daisy because Daisy brought her shopping. She's annoyed because everyone's staring at her and it's quite embarrassing. | Over-reacting… | G6 sees Lily's reaction as disproportionate. |
| SA: OK she's embarrassed to be stared at. Great words. Let me ask you some questions and we're going to discuss. Again this is five questions this time. Um… How do you think Daisy feels in the shop? How does Daisy feel in the shop? What do you think? Discuss. (The children discuss this question in their pairs.) Right, we'll start at the front and work our way back. What did you say (he uses G3's name). You said… | | |
| G3: Happy. | | |
| SA: You said how was she feeling, happy, why was she feeling happy? | | |
| G3: Because she was going to go for a sleepover. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK. And do you get happy when you go for a sleepover? (G3 nods.) Cool. (He speaks to B3.) You said something else. | | |
| B3: I said hopping… | | |
| SA: You said hopping from one foot to the other. Why? | | |
| B3: Because she's going to the party and she wants to… um… quickly just go to the party. | | |
| SA: So she's so excited she's hopping from one foot to the other. OK you guys. | | |
| G4: Worried and cross. | | |
| SA: Worried and cross. Why? | | |
| G4: Umm… | | |
| SA: You've got to remember, there's no wrong answer, I'm just curious. | | |
| B4: She's worried because she doesn't know if she'll get the right colour pen. | | |
| SA: OK the right present, I understand that, good. | | |
| G4: And cross because she's annoyed with her sister Lily… | | |
| SA: Why is she annoyed with her sister? | | |
| G4: Because Lily wants to leave and she's crying and crying and crying. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G5: We've got embarrassed… | | |
| B5: Because Lily is crying and everybody's staring at her and so she's embarrassed. | crying and everybody's staring… | B5 sees public response to impairment shaping Daisy's reaction to her sister. |
| SA: She's embarrassed because everyone's staring at them. OK.  You two at the back? | | |
| G6: We did also embarrassed and we also did confused because she's confused on which pen to get. | confused because she's confused on which pen to get… | Daisy's confusion arises from a difficult choice of present rather than from her response to Lily. |
| SA: OK so why did you say she was embarrassed? | | |
| G6: Because Lily is there screaming and shouting and crying  and everyone's staring at them. | | |
| SA: OK fine. Question number two. How would you feel if you were Daisy? Explain why. So it's pretty similar. Imagine you were Daisy. How would you feel? Discuss. (The | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| children discuss this question in their pairs.) How would you feel? (To B4) Talk to her not me. OK, you ready? We've got some very fast workers there. If you were Daisy how would you feel? | | |
| B3: I would feel impatient. | | |
| SA: Why would you feel impatient? What would you feel impatient about? | | |
| B3:  Because you want to get home and get the present wrapped up to get to the – | | |
| SA: (Snaps his fingers) Oh she wants to go I've got the present, I want to wrap it up… Yeah OK. Are you agreeing (he uses G3's name: she nods agreement.) How would you feel? (The question is addressed to B4 and G4 but B4 draws sharply back, handing the leadership to G4.) | | |
| G4: I would feel quite like I really want them to leave (she makes a dismissive motion with her thumb) my family to leave and me to stay here just on my own and be… | my family to leave and me to stay here just on my own… | The parent and the impaired sibling are impediments. |
| SA: OK I want them to go so I can stay on my own and choose a present. Do you agree? (B4 assents.) You two? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G5: Excited, embarrassed and annoyed. | | |
| SA: OK so you're excited, why are you excited? | | |
| B5: Because she's going to the party. | | |
| SA: And embarrassed? | | |
| B5: Because Lily is crying and shouting and she wants to get out and she [Daisy] wants to get the present. | Lily is crying and shouting and she wants to get out and she [Daisy] wants to get the present | B5 sees the sisters' motives to be mutually exclusive. |
| SA: You guys. (B6 turns to G6. SA confirms he wants her to speak.) | | |
| G6: I think I'd be used to it. | | |
| SA: Why would you be used to it? | | |
| G6: Because I would have to deal with it every day for a very long time so I think it's not that a big deal because it's just a shop and I think Daisy must have had more embarrassing experiences… | I would have to deal with it every day for a very long time… | G6 suggests problems arising from impairment can and should be |

| Text | Citation | Cluster Significance |
|---|---|---|
| | it's just a shop… Daisy must have had more embarrassing experiences… | handled with negotiated coping strategies<br><br>G6 perceives that Daisy must have met more exceptional and difficult contexts than 'just a shop'. |
| SA: OK so she's just used to it. | | |
| G6: … than a shop. | | |
| SA: And how would you feel, would you just think… How would feel, because obviously you said you've had a lot of experience like this so how would you actually feel? | | |
| G6: I would feel a bit embarrassed but not that embarrassed. | not that embarrassed… | G6 has confidence in such coping strategies. |
| SA: OK. (To B6) Do you agree? (B6 assents.) Question number 3. What do you think might be upsetting Lily? What do you think is upsetting Lily? Discuss. What do you | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| think's upsetting Lily? (The children discuss this question in their pairs.) OK the first one was. | | |
| B3: She might be missing her television programme. | | |
| SA: She might want to get home to watch a telly programme, something on the telly? Yep, and what else did you say? | | |
| B3: She might want to do some homework. | | |
| SA: She might want to get home and do some homework? OK. You. What do you think's upsetting Lily? She might want to get home to watch telly or do some homework. What do you think was upsetting her? | | |
| G4: Well maybe she might be trying to say something, like you know when babies can't speak they just cry when they want something so maybe it's like that to Lily. | trying to say something… | G4 shows an intuitive understanding of the frustrations of non-verbal individuals. |
| SA: When she can't express herself she just starts to cry. | | |
| G4: She can't speak… communicate… (G4 uses a hand gesture to indicate repetition.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK so you think she can't say something that's why she's getting upset? OK. You guys. | | |
| G5: We think Lily's the odd one out. That's why she's upset. | Lily's the odd one out. That's why she's upset… | G5 demonstrates intuitive understanding of otherness. |
| SA: So she feels she's slightly… What do you mean by the odd one out? | | |
| G5: Because she's in a wheelchair, the other people around her are just walking. | she's in a wheelchair, the other people around her are just walking… | Lily's exclusion from the shop community is seen by G5 as solely physical. |
| SA: OK and that's probably upsetting her? OK. | | |
| B6: Lily doesn't like shops so that's really annoying her and people are staring at her. And it's very scary and she doesn't like people staring at her. | Lily doesn't like shops so that's really annoying her and people are staring at her. And it's very scary | B6 demonstrates a clear understanding of Lily's fears. |

| Text | Citation | Cluster Significance |
|---|---|---|
|  | and she doesn't like people staring at her. |  |
| SA: Shopping? She's upset because she doesn't like shopping? And secondly she's upset because people are all staring at her. Is that what you're saying? OK cool. Next question. We've got two to go.  Does Daisy use the trouble with her sister to get *more* of what she wants? How do you feel about that? The question is does Daisy use the trouble with her sister to get *more* of what she wants? Remember she gets those pens and they're more expensive than the normal fountain pens. Do you think she *uses* her situation, her mother's annoyed and wants to get out of the shop as well, does she use that to get a better present? Do you think so? And how do you feel about that? Discuss. (The children discuss this question in their pairs.) Right, let's see how we're going. We'll start over here as we always do. |  |  |
| B3: (Hesitant) She… |  |  |
| SA: Do you think she uses this to her own advantage? |  |  |
| B3: Yes. |  |  |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK and how do you feel about that? | | |
| B3: Quite upset. | Quite upset… | B3 is disturbed by Daisy's tactics. |
| SA: (To G3) And you? You were saying? | | |
| G3: She shouldn't use that, she should feel sorry for her sister. | | |
| SA: Why should she feel sorry for her sister? | | |
| G3: Because she can't speak properly and she's in a wheelchair and she can't walk. | | |
| SA: Because she can't speak or walk, OK? You guys. | | |
| G4: We don't think that she uses the advantage of her sister to but more because she just wants to get a nice present for Amy and Lily just happens to be there crying and so it's her mother's choice and not Lily's choice… | We don't think that she uses the advantage of her sister… it's her mother's choice… not Lily's choice | G4 avoids blaming both sisters at the expense of the parent. |
| SA: So it's her mother's choice and not Lily's choice? Fine, great. You two? | | |
| G5: We think yes because she can get really better presents and more expensive ones and – | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Why? Why can she get better presents? | | |
| B5: Her mother wants to just get it over and done with, to get out because Lily is crying and so she wants to get out, she'll do anything to get out of there really, so she could have bought something… (At this point the SA tells B5 not to place his hands in front of his mouth.) something really expensive she would still have bought it just to get out. | | |
| SA; So what do you think about that? | | |
| B5: Umm… it's a bit unfair on Lily. | | |
| SA: OK. You guys at the back. | | |
| G6: I don't think that Daisy uses Lily to her advantage I just think it was coincidental because Lily was just in the shop. And Daisy did expect her Mum to say it's too expensive, choose a fountain pen. But because of the situation they were in she just didn't bother to pick a fight. | I don't think that Daisy uses Lily to her advantage I just think it was coincidental… | G6 refuses to accuse Daisy of manipulation. |
| SA: OK I don't know how you follow that. And finally, if you were writing the story what would you make happen next? What happens next? If you were the author what would happen next? Discuss. Ok guys good luck. (The children discuss this question in their | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| pairs.) OK great ideas here. Do you want to share? | | |
| B3: They go home and wrap the present… | | |
| SA: Go home and wrap the present, yes? | | |
| B3:  And they go to the party. And then Lily starts crying because she isn't at the party and she's been left out. | Lily starts crying because she isn't at the party and she's been left out. | B3 assumes Lily won't be invited to the party. |
| SA: OK a very interesting story. What did you guys have? | | |
| G4: Well it takes them quite quick to get home because their mother desperately wants to get home and then they quickly wrap the present and then maybe their Mum asks everyone who's going to the party to see if they can drop Daisy off so that they don't have the same Lily situation. | Mother… asks everyone who's going to the party to see if they can drop Daisy off | G4 assumes Lily is excluded from the party. |
| SA: Oh so pick up Daisy to take her to the party? OK. Cool. Yup. | | |
| G5: We've got… the Mum… So Daisy goes to the counter and pays for it. The she runs out of the store and Mum grabs her by the wrist and pulls her out of the shopping mall with | …grabs [Daisy] by the wrist… they leave Lily | Mother is abrupt with Daisy but Lily is the one |

| Text | Citation | Cluster Significance |
|---|---|---|
| Lily in front of her, hop into the car, then wrap the present when they get home and then they leave Lily at home and they take Daisy to the party. | at home… | left alone. |
| SA: Ok they so they leave Lily at home, with anybody or on her own? | | |
| G5: On her own. | …on her own… | G5 ignores the risk of leaving a motor impaired and aphasic minor alone. |
| SA: OK cool. You guys at the back. | | |
| B6: We think that Daisy pays for the item, comes out and then says 'I just realised Amy doesn't like these colours' and her Mum says 'Oh you can't go back now, it's too late.' | 'I just realised Amy doesn't like these colours' | B6 invents further manoeuvres for Daisy to carry out. |
| SA: Aw, so you've got a bit of a controversial thing there. (B6 nods) Interesting. Nice one. Thank you. Did you enjoy that? (They signal agreement.) Some really great ideas, there's no right or wrong, I just want to find out what your perceptions are, what your ideas of different characters are, and what you would do in certain situations. Thank you very very | Did you enjoy that? (They signal agreement.) | SA registers that children find this discussion a pleasant experience. |

| Text | Citation | Cluster Significance |
|---|---|---|
| much for coming. So now you can prepare for your next lessons. If you could leave me your papers I'd appreciate that and your pens if you borrowed a pen from me. (The children prepare to depart.) | | |

School Number 2 is a special needs all-age school in Richmond. The date of recording is 5 March 2012. The Supervising Adult is female and sits at a semi-circular table facing four pupils, among whom sits one other female teacher. The pupils are identified from camera left to right as P1 and P2 (both female) and P3 and P4 (both male). These pupils, unlike those at school 1, do not appear to be grouped by year. They have been selected for the group session on the basis of cognitive ability.

This school opted to read the two text excerpts live and not to use the prepared DVD. The DVD did not include signing in BSL or Makaton. When the SA signs to the pupils she uses Makaton, which has a simpler, grammar-free structure than the more complex BSL.

Thus the stimulus employed to elicit a response from these pupils was not the same as that recorded on DVD and used as a stimulus for the mainstream pupils. It was the stimulus thought most likely to elicit a response in this group.

The decision to read the texts live was probably justified but was not discussed with the researcher in advance of the session.

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: So what we've got is two (she signs the number 2) stories (she signs a book in Makaton). Two stories. And you're going to listen (she signs 'listen') to them. And you're going to decide (at this point P3 attempts to seize the papers from which the SA is about to read. It is not obvious whether his attempt is prompted by curiosity or by the desire to wrest control from the SA. Both motives may be present. SA leans forward and recaptures her paper.) I'm just finding the right piece of paper. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| (She uses P3's name.) So, I've got the other bit, I've got the consent bit of paper. This is page one and… I've got the right bits of my stories ready now.  I'm going to tell you the story, now the first (she signs 'first') one comes from a book called <u>Saffy's Angel</u>. (As she names the book SA signs 'book', 'S' for Saffy in Makaton, then spreads and folds her hands to represent an angel's wings, then crosses them on her chest. Meanwhile P3 is bobbing and vocalising in apparent enthusiasm.) We're going to listen, you need to hear a little bit that tells you what's going to happen (she signs 'before') what's happened already in the book and then what's going to happen next. So there's a girl (she signs 'girl') who uses a wheelchair, not like [she names a pupil] sometimes, somebody like [two other pupils] who use it all the time. (The pupils accept as a matter of course that among their peers there are occasional and fulltime wheelchair users.) | | |
| So they – so this girl travels round in her wheelchair. (She signs 'wheelchair' with rotating hand motions.) And she deliberately crashes her wheelchair (she signs thumping one fist into the palm of the other) bump! into a girl called (signing 'S') Saffron. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| She's called Saffron – sometimes they call her Saffy. (She illustrates the use of an abbreviated name by leaning forward to reference P3.) OK so Saffy (she signs 'S') is her short name. And Saffy, the girl, has two sisters (she signs 'sister') and one brother (she signs 'one' and 'brother'). And she's just learned that she's adopted.  That means that her family (she signs 'family') is not the family she had when she was born. (She signs 'born') It's a new family she came to when she was a baby (she signs 'new' and 'baby') and that's where she lives, OK? And so the lady she thought was her Mum (she signs both 'lady' and 'Mum') is actually her auntie. (She signs 'auntie'.) | | |
| And the person she thought was her Dad (She signs 'Dad') has just gone to work. (She points 'gone' and signs 'work'). And he's just had a big argument (she clenches her fists for 'argument') with Saffy (she signs 'S'). And the daughter of a neighbour, that's… so, the girl in the wheelchair (she signs 'girl' and 'wheelchair') is a girl who lives next door (she gestures to indicate proximity.) Not in her house, in the next house. | | |
| P3: Like [names a pupil] | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: No [pupil] does not live next door to you. And she's (SA means the wheelchair girl in the story) not like [pupil] because [pupil] can walk (she signs walking). This girl uses a wheelchair (signs wheelchair) all the time. Like (she names two other pupils and a former pupil who are or were fulltime wheelchair users) lots of your friends. | | |
| P3: (Speaks but is not heard.) | | |
| SA: Sorry? | | |
| P3: Like [names the same pupil again, who uses a wheelchair but not all the time]. | | |
| SA: No we've said that one. So… And Saffy doesn't know the girl's name. But the girl in the wheelchair wants to know (she signs 'know' and 'S') Saffy. OK? So I'm going to read you… it's a little bit (she signs 'little') bit of story. We might read it twice. And then we're going to ask some questions. OK? | | |
| Saffron sat up on the pavement and rubbed her knees. (SA points to her own knees.) Then | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| she pushed up her sleeve and twisted her right arm around to inspect her elbow. (She rolls up her own sleeve and examines her elbow.) It was bleeding a little. She felt (she drops her head) tired. As if she had been running and shouting and crying for a long time (she signs all these four concepts.) | | |
| The girl in the wheelchair (she signs 'girl' and the wheelchair) who had knocked her over was watching (she signs 'watching') intently. 'Speak!' (SA signs 'Speak') she ordered at last, when it seemed that Saffron intended to sit there for ever. Saffron folded her arms across her hunched up knees and rested her head on them. (SA mimics all these reactions.) | | |
| 'I know you,' said the girl, (SA signs 'I', 'you' and 'girl') spinning backwards on one wheel like a gyroscope. 'You come from that house where they're always waving. (SA signs 'you', 'house' and 'waving'.) Did I hurt you?' (SA signs 'hurt') | | |
| 'No.'  (SA emphatically signs 'no') | | |
| 'Aren't you going to get up?' (SA signs 'get up'.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| P4: No. | | |
| 'Soon I will.' | | |
| 'Why are they always waving from your house?' (SA signs 'waving'.) | | |
| 'I don't know.' (SA shakes her head.) | | |
| 'Why were you shouting (SA signs shouting) at your father like that? Do you hate him?' (SA gazes round the pupils as if to emphasise the question.) | | |
| 'No,' said Saffron, (SA makes a sweeping gesture to emphasise the denial.) 'he's not my father. I'm adopted.' | | |
| 'Are you all adopted?' (SA makes an all-embracing gesture) asked the girl, still going round, revolving, (she makes a rotating gesture) but more slowly now. 'The others too? The grown-up girl who looks like you (the SA signs 'grown-up', 'girl' and 'you') and the little one and the boy?' (SA signs 'little' and 'boy'.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| 'No,' said Saffron. 'Only me.' (The SA makes a negative gesture, then signs 'S' and 'me'.) | | |
| The girl in the wheelchair took a long look at Saffron. | | |
| P4: I'm bored please. (The second adult present hushes him.) | | |
| (SA continues to read.) It was a very careful look. Her eyes, silvery green like light on deep water, were wide and intense. (The SA signs for 'eyes', 'green', 'light' and 'water'. Meanwhile the second teacher restrains a further attempt by P3 to seize the SA's papers.) OK, would you like me to tell you that bit again? (P1 nods, though P4 indicates dissent.) I'll just read it quite quickly this time and then we're going to talk about it. (SA signs 'talk'. The SA now repeats the reading of the first excerpt at much greater speed and with minimal signing. However during the reading the pupils show obvious signs of boredom and distraction. During the reading P3 stands and leans forward so that his face is close to SA. The SA treats this movement as a perfectly ordinary sign of interest. | | |
| SA: Now I'm going to ask you some questions and you can say whatever you like. (She | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| signs 'say'). The girl has deliberately, on purpose, crashed her wheelchair into Saffron (she signs 'wheelchair' and 'S' then thumps one fist into the palm of the other). Why do you think she did that? (SA looks around the group in an interrogative manner.) Why did she crash her wheelchair into Saffron? (SA repeats the same signs.) |  |  |
| P4: I don't know. (P4 makes this as an assertive statement, not as a reluctant admission.) |  |  |
| SA: You don't know. What do you think, [P1]? |  |  |
| (P1 shakes her head and shrugs, clearly implying she has no view and little interest.) Why might she do that? (SA makes an open-handed questioning gesture.) What do you think, [P3]? (There is a long pause.) Why did she crash her wheelchair into Saffron? (SA repeats the crashing signs. At this point P3 makes barely audible sounds.) |  |  |
| SA: I'm sorry I didn't hear that. What was that [P3]? (P3 makes no verbal response but leans forward over the semi-circular table towards SA. Unlike his previous approaches to SA, which were aggressive, he now seems calmer, seeking to establish communication |  |  |

| Text | Citation | Cluster Significance |
|---|---|---|
| rather than as on previous sorties to capture her papers. He reaches a hand out to SA.) Why do you think she crashed her wheelchair into Saffron? Do you know? Do you think you could guess? (SA turns to P1.) | | |
| SA: ]P1] what do you think? What might make you bump into someone else on purpose? | | |
| P1: (Patting her elbow.) Bleeding? | | |
| SA: Sorry? (P1 points again to her elbow.) She hurt her elbow, you're right, she did hurt her elbow. Do you think she *wanted* to hurt her elbow? (SA point to her own elbow. P1 shakes her head. P4 smiles, finding this idea amusing. SA turns to him and makes an exaggerated shrugging gesture.) So why do you think she did it? What do you think [P4]? (P4 smiles, stretches out his arms, then bends his fingers back and makes triumphant gestures with his thumbs.) | | |
| P4: She crashed the wheelchair. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: She crashed the wheelchair. Yes but why? Why do you think she did that? (P4 smiles and folds his hands in front of him but does not speak.) Not sure? OK. What would you feel (she points to P1) if that happened to you? If somebody crashed their wheelchair (she signs 'crash' and 'wheelchair') into you? Would you be happy, sad, angry or frightened? (SA signs all these elements.) | | |
| P3: Sad. | | |
| P1: Happy. | | |
| SA: Why would you be happy, [P1]? Why would you be happy? [P3] thinks he might be sad. | | |
| P1: (She names P2) should be happy. | | |
| SA: So you think P2 should be happy? | | |
| P1: Yeah. (She places her head affectionately on P2's shoulder. P2 smiles briefly in | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| acknowledgement. After a moment the second adult present at the session tells P3, who is slumped forward, to sit up.) | | |
| SA: Well P2 often is happy. But that's not really why… (To P3) Why do you think you'd be sad? | | |
| P3: …Hurt my elbow… | | |
| SA:  Because you hurt your elbow, yes that sounds like a good reason. (She signs 'good' then turns to P4.) How would you feel if somebody crashed their wheelchair into you, [P4?] Would you be happy or sad? (SA signs both. P4 hits his own arm with the other hand as if he is about to express anger. But his opinion is at odds with the gesture.) | | |
| P4: Happy. | | |
| SA: Why would you be happy? (P4 does not respond.) You might feel something different, you might be angry. You might be frightened. (SA signs 'anger' and 'fright'.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| P4: Frightened. (His reply is not prompted by SA but seems to be spontaneous.) | | |
| SA: You might be frightened, why would you be frightened? | | |
| (P4 fails to respond.) Not sure. Next question. What do you feel about the girl in the wheelchair? What do you think about her? (SA turns to face P1. But P1 does not respond.) What do you think about the girl in the wheelchair, [P3?] (The SA does not sign when she poses this question, suggesting that her confidence in the ability of the pupils to respond is diminishing.) | | |
| P1: Dead. | | |
| SA: Sorry? | | |
| P1: Dead. | | |
| SA: Dead? No she's not dead, she's alive because she's talking (she signs 'talking'.) and she's moving, she wouldn't crash (signs 'crash') her wheelchair if she wasn't alive. What | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| do you think about her? (P1 makes a movement of her hand which indicates hesitation, uncertainty.) What sort of person do you think she is? | | |
| P1: (Points to her elbow.) Hurt the girl… | | |
| SA: Yes she hurt the girl's elbow, didn't she? (SA signs 'elbow'.) Was that good or bad? (Signs 'good' and 'bad'.) | | |
| P1: (Instantly and with emphasis) Bad. (P1 signs 'bad' as she speaks.) | | |
| SA: Bad… So it was bad to hurt her. But we don't know why she did it. (As SA speaks P3 launches a further attempt to seize her papers and this time succeeds. SA regains the paper without difficulty. | | |
| SA: [P3] I need the piece of paper because we're going to use it. | | |
| (P1 proudly exhibits a wrist watch.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: You've got a new watch, it's very beautiful. (P1 speaks the name of her sister.) | | |
| SA: Your sister [name] gave it to you. (SA signs 'sister'.) Aren't you lucky? | | |
| P1: It made me happy. My Mummy's at work. (P3 stands up to look at the watch.) | | |
| SA: Listen [P1] we're going to talk about the weekend news in a minute. But we've got one more question about this and then we're going to have a different story. This says, if you were writing this story (signs 'writing' and 'book') what would you make happen next? (P3 launches yet another attempt to capture SA's paper. P1 indicates her elbow.) | | |
| SA: Her elbow? What would happen about her elbow? | | |
| P1: Blood. | | |
| SA:  Blood? So what does she need? | | |
| P1: Plaster. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: A plaster! So you think the girl should have a plaster on her elbow next? (P1 nods.) Well that sounds like a sensible suggestion. What do you think should happen next [P3]? | | |
| (P4 rests his head on the table, expressing boredom.) | | |
| P3: Plaster… | | |
| SA: Plaster… Anything else? What would they do? Do you think they're going to be friends or not friends? (SA signs 'friends' and 'not friends' and gestures to open this question to the whole group.) | | |
| P1 and P3 (Simultaneously):Friends… | | |
| SA: You think they'll be friends. Why? (SA signs 'why') What do you think they might do? | | |
| P3: Don't know… | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| P1: Happy… (P4 is now rolling on the table top to express serious discontent.) | | |
| SA: You hope they're going to be happy? That'd be nice. | | |
| P1: Yeah… | | |
| SA: What do you think, [P3]? (It is still apparent that P2 is not included in any conversation.) | | |
| P3: Be happy. | | |
| SA: Good. (Turns to P4.) What do you think might happen next? | | |
| P4: Be happy. | | |
| SA: OK so they're going to be happy. OK now we've got a different story. (SA signs 'different'.) This story is about a girl called Daisy. (SA signs 'girl' and 'D'.) She goes shopping with her Mum (SA signs 'shopping' and 'Mum') and her sister Lily (SA signs | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| 'L'.) And Lily is a little bit like our Lily.  This Lily uses a wheelchair (SA signs 'wheelchair') and she can be quite loud like our friend Lily. (SA signs 'friend'.) | | |
| P1: Lily… | | |
| SA: Well let's… So Mummy and Daisy and Lily are going shopping. (SA signs 'Mummy', 'D' and 'L'.) | | |
| P3: Daisy… | | |
| SA: So Daisy's the girl the story's about… And Daisy has just joined the Alphabet Girls (SA signs 'alphabet').who are a group of friends at her new school (SA signs 'friends' and 'new'.) And she wants to be good friends with her new friends (SA signs 'good' and signs 'friends' twice.) One of them Amy, has a birthday coming up (SA signs 'birthday') and Daisy will be invited to her birthday sleepover (SA signs 'birthday' and 'sleep'.) | | |
| P1: Not me… | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Not you… you don't have to go, no. | | |
| P1: [Names another pupil] | | |
| SA: [Names same pupil]. You'd like to go and sleepover at her house? | | |
| P1: Yes. | | |
| P3: What about me? | | |
| SA: So anyway Daisy (signs 'D') wants to go and her sister (SA signs 'brother' then corrects herself and signs 'sister') her sister Lily (SA signs 'sister' and 'L') has not been invited. (SA makes negative gesture. At this point P3 makes distressed sounds. The second adult seeks to comfort him but he launches another attempt to seize SA's papers, which she eludes.) And she wants to buy Amy a nice present. (SA signs 'present'.) But when Daisy goes to the shop Lily's there too and Lily does not (SA signs 'D' and 'L' and shakes her head emphatically.) like shopping (SA signs 'shopping'. P3 launches another unsuccessful | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| attempt to seize SA's papers.)  And like our friend Lily she doesn't talk (SA signs 'talk'.) So she doesn't talk (SA signs 'talk' again) but she *can* make a noise. And she can make a lot of noise if she needs to. | | |
| P3: What's that noise? (P3 is expressing curiosity about the significance of Lily's noise.) | | |
| SA: So Daisy's doing the shopping (signs 'D' and 'shopping') Amy's her friend (signs 'friend') and Lily who uses the wheelchair is Daisy's (SA signs 'wheelchair', 'L' and then turns to P1 seeking a response which does not come…) sister (SA signs 'sister') Daisy says… We'll read this one and then we've got some questions and then we're finished. | | |
| I went shopping with Mum to buy Amy (SA signs 'shopping', 'Mum' and 'A') a birthday present (SA signs 'present'). I thought I might buy her a grown-up fountain pen (she signs writing) as she likes writing. I wanted to spend a long (SA signs 'long') time choosing (SA signs 'choosing'), but Lily (she signs 'L') was with us too, of course, and she was having a bad day, crying *a lot*. (SA slows down and signs 'crying': researcher's italics.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| [Now] people started staring (SA signs 'staring') at us and it made Lily *more* (researcher's italics) upset. She cried and cried very loudly. (SA signs 'cried' and 'loudly') '*Do* hurry up and choose Amy's present!' said Mum. | | |
| I couldn't decide which colour (SA signs 'decide' and 'colour') [fountain] pen (she signs 'pen') Amy would like best. Bright red? Lime green? Sunny yellow? Sky blue? (SA signs all the colours in turn.) Amy liked wearing all different bright colours. I didn't know which was her favourite. (SA signs 'different', 'colours', 'didn't know' and 'good' for favourite.) | | |
| 'Daisy! We'll have to go,' Mum said (SA signs 'D', 'go' and 'Mum'.). Lily was bright red in the face herself – and screaming. (SA signs 'red' and 'screaming'.) | | |
| I suddenly saw a plastic case of special metallic roller pens all different colours: pink and orange and emerald and purple and turquoise, even gold and silver (SA signs 'pen', 'different' and each of the colours. She defines 'turquoise as 'a kind of blue'. As SA speaks P1 suggests 'black' but SA gently dismisses it). I thought how great it would look | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| writing with all these different colours. (As SA speaks P3 rises to his feet and gazes down at the paper on the table-top, as if he can see the pens in use.) | | |
| 'Can I get these for Amy, Mum? Please?' | | |
| They were more expensive than the fountain pens but Mum was so keen to get us out of Smith's that she didn't argue. (SA signs 'money' for expensive, 'pens' and 'get out') | | |
| SA: Now we're nearly nearly done, [P3]. How do you think Daisy feels in the shop? She wants to buy a pen but Mum and her sister want to go home. (She signs 'home').How does she feel? | | |
| P1 signs 'sad'. | | |
| Sad, you think? (SA signs 'sad') What do you think, [P4]? | | |
| P4: Happy. (P4 may be speaking just to differ from P1?) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: What do you think, [P3]? Sad. How would you feel if you were Daisy? Can you say why? So you want to choose a present for your friend. But your sister's being very loud and your Mum wants to go home. (SA signs 'sister', 'loud', 'Mum' and 'home'.) | | |
| SA: (Turns to P4) How would you feel if you were her? | | |
| (P4 resolutely ignores SA as if he has not heard the question. | | |
| The second adult leaves the table to fetch a tissue for P3.)  What do you think is making Lily sad? She's upset.  [P1] why do you think…? (P1 indicates she has hurt her hand. SA leans forward to inspect.) That is so tiny I can barely see it. I don't think it's a big injury. What do you think is making Lily sad? Because she's shouting in the shop. (SA signs 'shouting' and 'shop') | | |
| Why is she sad? | | |
| P1: (Agitated, waving her hand) Looking for Amy… | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: What do you think Lily wants? | | |
| P4: Pen. | | |
| P3: Go back home. | | |
| SA: Go back home? I think you're right, [P3]. Does Daisy use the trouble with her sister to get more of what she wants? Do you think she gets more of what she wants? I don't think we're quite following these questions. Daisy gets better pens which are more expensive (SA signs 'money') because Lily is so loud. (SA signs loud.) Do you think it was right for her to do that or not? (P4 reflects for a moment then nods, but P3 speaks.) | | |
| P3: No. | | |
| SA: No? That's OK.  That's a good thing. (To P1) Do you think it was right she got better pens for her friend because her Mum wanted to go home? (SA signs 'friend' and 'go home'.) Is that good or bad? (SA signs 'good' and 'bad'.) What do you think, [P1]? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| P1: Good. You think it was good and you (to P3) think it wasn't right. If you were writing the story what would you make happen next? (There is a long pause: the question puzzles the pupils.) What do you think should happen to Lily and Daisy next? (SA signs 'L' and 'D'.) | | |
| P4: Go home. | | |
| SA: They should go home. (SA signs 'go home'.) That sounds like a good plan. Anything else? | | |
| P3: Go back home. | | |
| SA: What do you think, [P1]? | | |
| P1: Go home. | | |
| SA: OK. Thank you. You did good listening and good speaking and you were very patient. (SA signs 'good', 'listening' and 'speaking'.) | | |

Group session transcript: School No. 2                    Date recorded: 5/3/12

School number 3 is a Catholic state primary school in Richmond. The date of recording was 16 March 2012. This is the same school that on 20 January 2012 ran the pilot study designed to test the working of a group session. The children who participated in the pilot were not candidates for inclusion in the group session. Otherwise the selection of pupils was random.

The researcher works at this school as a literacy tutor. As with all selected schools, the researcher is absent from the group session, to avoid the risk that a wheelchair user's presence might bias the results.

There are five pupils in the group, two boys and three girls, all Key Stage 2. Each pupil is identified by 'B' or 'G' (boy or girl) and a serial number allocated from left to right. The pupils are not grouped by year. B1 and G1 are seated in individual wicker chairs. G2, B2 and G3 are seated on a wicker sofa. The Supervising Adult (SA) is female, the school librarian.

B1 is Year 4 and G1 is Year 5. B2 is Year 4, G2 is Year 5 and G3 is Year 3.

SA:  OK so welcome children. What I'm going to do first, is I'm going to read you a little excerpt from a book called 'Saffy's Angels' (sic) which is written by Hilary McKay. Now can I just check has anyone actually read 'Saffy's Angels' (sic) before? Because I know one girl in the last group had. No? OK, excellent. So I'm going to read you a little extract from it and then we're going to watch a little DVD, OK?  (The pupils nod their agreement. SA reads from context notes.) *A girl in a wheelchair deliberately crashes her chair into Saffron.  Saffron (or Saffy) is a girl who has two sisters and a brother. But she has just discovered that she is adopted. The woman she thought was her mother is really her aunt. Her adopted father has just left for work, after having a big row with Saffy. The daughter of a neighbour is 'the girl in the wheelchair'. Saffy doesn't know her name but the girl in the wheelchair is determined to get to know Saffy.* OK?

*DVD PRESENTATION TO PUPILS:*

*Saffron sat up on the pavement and rubbed her knees. Then she pushed up her sleeve and twisted her right arm around to inspect her elbow. It was bleeding a little. She felt very tired. As if she had been running and shouting and crying for a long time.*

*The girl in the wheelchair who had knocked her over was watching intently. 'Speak!' she ordered at last, when it seemed that Saffron intended to sit there for ever. Saffron folded her arms across her hunched up knees and rested her head on them.*

*'I know you,' said the girl, spinning backwards on one wheel like a gyroscope. 'You come from that house where they're always waving. Did I hurt you?'*

*'No.'*

*'Aren't you going to get up?'*

*'Soon I will.'*

*'Why are they always waving from your house?'*

*'I don't know.'*

*'Why were you shouting at your father like that? Do you really hate him?'*

*'No,' said Saffron and then added, 'he's not my father. I'm adopted.'*

*'Are you all adopted?' asked the girl, still revolving, but more slowly now. 'The others too? The grown-up girl who looks like you and the little one and the boy?'*

*'No,' said Saffron. 'Only me.'*

*The girl in the wheelchair took a long look at Saffron. It was a very careful look. Her eyes, silvery green like light on deep water, were wide and*

*intense.*

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK children. Would you like to watch that one more time before we chat about it? Would that be helpful? What do you think?  (G1,G2 and G3 indicate assent. The DVD is repeated.) Let me try and rewind it… last time. (One of the TV crew makes a suggestion how to replay the DVD.) I don't know if it will, I think it will play excerpt 2…. Ah success, well done. (The DVD repeats.) OK children, now we're just going to have a little chat about what we've just watched. So the girl has just deliberately crashed her wheelchair into Saffron. Why do you think she did that? (B1, G1 and B2 raise their hands.) | | |
| B1: Maybe because she wanted to get to know her better? (After his intervention B1 shunts his chair backwards.) | …wanted to get to know… | B1 sees a motor impaired person using an extreme measure to gain an |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | introduction. |
| SA: Anyone else? [B2]? | | |
| B2: To get her attention. | | |
| SA: (To G1): Were you going to say the same thing? (G1 nods and smiles. Meanwhile B1 stands and readjusts his chair to its original position.) | | |
| SA: (To G3): Why do you think she crashed into her? | | |
| G3: Umm.. maybe because she wanted to talk to her. | | |
| SA: Yes OK. (To B1) Just leave your chair turned round, darling, the way it was before, honey. | | |
| SA: What do you think, [G2]? | | |
| G2: Probably because she probably doesn't have any friends and she wants like somebody | …doesn't have any | G2 assumes the |

Group session transcript: School No. 3                Date recorded: 16/3/12

| Text | Citation | Cluster Significance |
|---|---|---|
| to help her like make friends like and stuff… | friends… | disabled person lacks friends. |
| SA: OK, why do you think she hasn't got any friends? (G1 and B2 raise their hands.)<br><br>G2: I don't know, because like probably most other people don't have disabilities. And like people think look at her, she's in a wheelchair. (Now G1, B2 and G3 all have arms raised.) | …most other people don't have disabilities… she's in a wheelchair… | G2 suggests that motor impaired people differ from an assumed norm. The wheelchair alone is evidence of this. |
| SA: OK, so you think she crashed into her to be her friend? | | |
| G2: Yeah. | | |
| SA: (To G3 ) So what did you think? What did you think, [G3]? | | |
| G3: Well… maybe she did it on a … accident? She could have done…. | …accident… | G3 seeks to challenge |

| Text | Citation | Cluster Significance |
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| | | the text, suggesting the wheelchair crash was accidental. |
| SA: No we know she did it deliberately. It says that she deliberately crashed her wheelchair. | | |
| G3: Oh yeah… | | |
| SA: What do you think, [G1]? | | |
| G1: Well kind of like what [G2] says, just to try like to make more people know her and just having one friend may make more friends appear and get used to people with disabilities. | …just having one friend… used to people with disabilities. | G1 suggests that if Sarah has one friend, that may induce others to befriend her. |
| SA: So you think she hasn't got any friends at all? (G1 assents.) And that's why she's | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| crashed into her. Who else thought that? (B2 and G3 raise their hands.) | | |
| SA: Did you think that? | | |
| B2: Yeah. | | |
| SA: OK children, how do you think you'd feel if somebody crashed into you in their wheelchair? How would it make you feel? | | |
| B1: (Raising his hand eagerly): Not very good because you'd get very hurt. | | |
| B2: Sort of angry. | | |
| SA: [G2]? | | |
| G2: Sort of like Oh no, she's crashed into me. What shall I do, help myself or help her? Because like you have to think about other people too. | …help myself or help her? | G2 recognises that the crash situation is stressful for both |

| Text | Citation | Cluster Significance |
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|  |  | Saffy and Sarah. |
| SA: OK. |  |  |
| G2: She was probably looking at herself seeing – thinking - if she'd like hurt herself and she didn't even look at her. |  |  |
| SA: Didn't look at Saffy? (SA appears to have misunderstood what G2 said. G2 is saying that Saffy might have been absorbed in her own injuries and not even looked at the girl in the wheelchair. But G2 does not correct her. By now B1, G1 and G3 have raised hands.) |  |  |
| SA: Yes [G3]? |  |  |
| G3: Worried… if I've hurt myself. |  |  |
| SA: OK. |  |  |
| G1: Maybe puzzled, why has this person… erm…  bumped into me? |  |  |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Yeah, yeah... | | |
| B1: Puzzled. | | |
| SA: Were you going to say the same thing, a bit puzzled, confused? Yes? | | |
| B2: A bit confused because… oh (clutching his head) I forgot what I was going to say. | | |
| SA: OK, that's fine. So generally you wouldn't be very happy… | | |
| B2: (Suddenly remembers and shoots his arm up) Oh yeah, a bit confused because she's a stranger even though they live next to each other… and usually you just walk by past strangers. | … walk by past strangers… | B2 considers that the cultural norm is to walk by strangers. |
| SA: Do you? | | |
| B2: You don't actually talk to them or anything. | | |
| SA: OK. OK, what do you feel about the girl in the wheelchair? (B1 raises his hand | | |

| Text | Citation | Cluster Significance |
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| immediately.) | | |
| B1: That she crashed on purpose so she could attract the attention of the other one and both of them could talk to each other and ask questions and get to know themselves better. | | |
| SA: So what do you think of her, the girl who deliberately crashed into… | | |
| B1: Well I think she just did it for attention. | …for attention… | B1 considers Sarah indulged in exhibitionism. |
| SA: For attention… (To G1, whose hand is raised) What about you? | | |
| G1:  Lonely… | | |
| SA:  You think she's lonely? (G1 nods in agreement.) What do you think, [G2]? | | |
| G2: Um…Because like everybody to her are like… strangers and stuff. Because she just | …everybody… like | G2 sees the motor |

| Text | Citation | Cluster Significance |
|---|---|---|
| wants to have attention and… (inaudible) | strangers… | impaired are totally isolated. |
| SA: That's why she crashed into her… | | |
| G2:  She did it deliberately. | | |
| SA: She crashes into her deliberately, because she did it deliberately, yeah. (G2 nods.) | | |
| B2: Maybe because she…. Wanted to make more friends? | | |
| SA: OK. (To G3) What did you think? | | |
| G3:  Um she wanted… Maybe because she wanted a special friend. | …special friend… | G3 suggests that Sarah wants a 'special friend'. |
| SA: OK so you think that crashing her wheelchair into her was a way of trying to make | | |

Group session transcript: School No. 3                    Date recorded: 16/3/12

| Text | Citation | Cluster Significance |
|---|---|---|
| friends. Is that what you think? (B2 says 'yes' while G2 and G3 both nod.) | | |
| SA: Did everyone think that or did anyone think something a bit different? | | |
| G1: Well something a bit different to [names other pupils]. Like we're all friends. (She makes an open-handed gesture.) But you may not like think, um Oh, this person's in a wheelchair.  Let's not play with her, let's go play with someone else. (G2 and B2 have arms raised.) | Let's not play with her. | G1 sees that play is an important mechanism for cementing relations. Who to play with is a group decision. A person in a wheelchair will be excluded. |
| SA: OK. Is that how you feel, do you think? | | |
| G1: Well no, maybe a bit shy but not… | …a bit shy… | G1 sees Sarah as shy: |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | motor impairment generates social unease. |
| SA: You'd be a bit shy because someone was in a wheelchair? | | |
| G1: But not just going you can't play with us. (G1 makes a dismissive hand gesture.) | | |
| SA: So would you want to play with someone if they were in a wheelchair? | | |
| G1: Yeah but I'd be a bit shy at first. (G2 and B2 still have hands aloft. G2 has shifted forward in her chair. Much of the time that conversation does not include B1, he spends fiddling with his chair.) | …a bit shy at first… | In Saffy's position G1 would be willing to contact/ interact with  a wheelchair user but feels inhibited. |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: You'd be a bit shy. OK (to G2) what about you, [G2]? | | |
| G2:  Um I would probably be like most of the other people like um I don't really know that girl because she's in a wheelchair, I don't really speak to her but then you just have this one chance of speaking to her and then we could like get friends. | … I don't really know that girl because she's in a wheelchair… this one chance… | G2 recognises the barrier of the wheelchair but sees the possibility of friendship. |
| SA: OK. | | |
| G2: Because like other people in our class when they fall over like they always ask someone to take them to [the nurse] and then she… then everybody's coming… then she's like… like… the person who's fell [sic] over is always like 'Oh can somebody come with me and help me' like when she's probably got nothing wrong with her, she just wants to like make friends. | … probably got nothing wrong with her… | G2 suggests injury feigned or exaggerated is a frequent device used by the able bodied for gaining sympathy. |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Yes B2? | | |
| B2: Maybe um she… the girl in the wheelchair maybe she could um make friends with the other person to make the other person feel happy because maybe if they race it's obvious that um maybe if the other girl was slow then maybe she'd at least win that race because the girl in the wheelchair couldn't really run so she'd have to wheel her wheelchair. | …maybe she'd at least win that race because the girl in the wheelchair couldn't really run… | B2 thinks the motor impaired girl may provide others with a welcome easy victory, being weak competition in sports. |
| SA: OK, interesting. (G1's hand is raised.) Yes love? | | |
| G1: Like [G2] said, um well we kind of offer to help our friends if we like say she fell over would people offer to her? | | |
| SA: Are you talking about Saffy, the girl in the wheelchair? Sorry, are you talking about | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| the girl in the wheelchair or about Saffy? | | |
| G1: The girl in the wheelchair. | | |
| SA: You're talking about the girl in the wheelchair. OK, so if you were writing this story, what would you make happen next? (All the pupils immediately raise their hands.) | | |
| SA: (To B1) Let's start with you, love. | | |
| B1: Well I would make them get to know themselves better, so like if one of them doesn't know the other one does. (He makes an open-handed gesture.) So the other one gets to know the other one too. (He closes his hands and brings them together.) And then they're both going to make best friends and then they can like play with each other even if one is in a wheelchair. | … if one of them doesn't know the other one does… make best friends…  …even if one is in a wheelchair… | B1 suggests the knowledge and skills of the disabled and the able bodied may be complementary. No miraculous cure is envisaged. |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK so you'd have them becoming friends, would you? | | |
| B1: Yeah. | | |
| SA: [To G1] What would you say? | | |
| G1: I would like make them have friends and maybe like have playdates and [dubious reading 'holidays and'] just stuff like that. | … playdates… | G1 considers that the social engagement of play may be open to the disabled. |
| SA: OK. | | |
| G2: I would probably say the person who… the person in the wheelchair bumped into would like take her home and say 'Let me sort out your cuts and stuff' if she, if she like hurt herself and then they like they'll start talking and then like make friends and then the girl in the wheelchair would be better and they would make really good friends. | … your cuts and stuff… | G2 sees the physical injuries sustained in the wheelchair crash as a uniting element. |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: And the girl in the wheelchair gets better? Right OK. | | |
| G2: Yeah. (G2 clearly supposes that the girl in the wheelchair was also injured in the collision, although the text makes no mention of such an injury. SA makes no attempt to correct this interpretation.) And they'd be really good friends. | … really good friends… | G2 foresees a good outcome 'really good friends' from a hurtful episode. |
| SA:  OK. [B2]? | | |
| B2: That … um… Saffy runs off and tries to forget about it. Then the girl in the wheelchair keeps on following her until Saffy gets fed up and just says 'Look I'll be your friend'. | …keeps on following her… fed up… | B2 envisages the persistence of the girl in the wheelchair wearing Saffy down and making her accept friendship. |
| SA: OK. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| B2: Because once I saw that in real life. | | |
| SA: Did you? Tell me about that. | | |
| B2: Well it was at [another] school and this boy was going home from school and this disabled girl ran, and the boy tried to run away from her and it's sort of like the disabled person rounded him up back to school. | …the disabled person rounded him up… | B2 cites the case of a disabled girl stalking a boy. |
| SA: OK how did you know the girl was disabled? | | |
| B2: Because she was… I was with [two other pupils] and she was singing really loudly… | | |
| SA: OK, so she wasn't in a wheelchair? | | |
| B2: No. | | |
| SA: But you knew she was disabled? | | |
| B2: Uhuh. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Because she was singing loudly? | …singing loudly… | B2 sees eccentric behaviour such as loud singing as symptomatic of disability. |
| B2: Um, yeah. | | |
| SA: OK. (To G3) What about you, love? How would you make the story end? | | |
| G3: Well… | | |
| SA: What would you make happen next? | | |
| G3: Well I would… um… They make friends and there could be a problem. | | |
| SA: OK. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G3: Because then they have an argument and they don't see each other any more but then at the end they make friends again. | …they make friends again… | G3 considers the friendship of Saffy and Sarah will have normal ups and downs. |
| SA: OK so you're all pretty much agreeing that you'd like them to be friends? (Most of the pupils nod agreement.) Anyone feel different to that? You think it would be a good thing if they were friends. So what I'd like you to do next, I'm going to give you a piece of paper… I'm going to split you into… you three (G2, B2 and G3) together and you two (B1 and G1) together and I'm going to give you a piece of paper and one pen and what I'd like you to do is write down in the middle of that piece of paper the words 'wheelchair girl' and then just write down three words that you associate with the girl in the wheelchair, the one who crashes into Saffy. OK so maybe if we have one group down here, working on the floor down here… (G2, B2 and G3 leave their sofa and head for the designated work area.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| And (to B1 and G1) you two down here. (She indicates another spot on the floor.) | | |
| B2: [Names SA]… | | |
| SA: Yes? | | |
| B2: Shall we do me, [G3] and [B1] so that [G1] and [G2]? | | |
| SA: No. I'd like you to do the three that I've just said if that's OK. I'll give you a piece of paper here and a piece of paper here. (She places paper within reach of the two groups.) Write the words 'wheelchair girl' on your piece of paper, so you write 'wheelchair girl'. (B1 and G2 take up the two pens and act as scribes.) And then just three words that you associate with the wheelchair girl, the girl who crashes into Saffy. Have a little chat amongst yourselves about which words you're going to choose. (G2 hands the pen to G3. The pupils murmur.) So 'wheelchair girl' and then three words. OK so what do you think in this group here (indicates B2, G2 and G3) what three words do you think you might write down for the wheelchair girl? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G2: Um… | | |
| SA: Try not to listen to what they're doing, try and do your own. | | |
| G2: Friendly but… um… lonely. Friendly and lonely. | | |
| SA: Friendly and lonely. (SA  kneels midway between the two groups.) OK (to B1 and G1) what about you? (To G2, B2 and G3) Try and have a chat among yourselves in your group (SA makes a hand gesture that embraces the group of three). | | |
| G1: Attention… She wants… | | |
| B2: Fed up that no one wants to be friends with her. Shall I write 'fed up'? | | |
| G1: Sad… | | |
| SA: (To B1) What are you writing here? Lonely? (SA points to the paper) | | |
| G1: (whispers to B1) Attention. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: What are you writing here, darling? Lonely? | | |
| B1: Attention. | | |
| SA: OK. (SA begins to help B1 with the spelling of 'attention'.) Start it again underneath so we can read it. | | |
| G2: (Looking at what B2 has written) Shall we do a circle around it? | | |
| G3: That's a pound. | | |
| SA: Are you OK? Fed up, that's fine. Did I hear you say lonely? | | |
| G2: Oh yeah, | | |
| B2: That looks like a pound. (He is suggesting as written the 'f' of 'fed up' resembles '£'. G2 response inaudible.) | | |
| B2: It looks like eight pounds. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Fed up? That's OK I can read that, that's fine. (SA turns to B1 and G1.) | | |
| B2: (to G2) Lonely. (While G2 is writing he spells 'lonely' in the old-fashioned, non-phonetic manner.) | | |
| SA: What else? | | |
| G1: Well… sad. | | |
| G2: (To G3) What about you? (Hands pen to G3.) | | |
| G3: A bit shy, I think. | | |
| SA: (To B1) What do you think? What about you? Do you agree with all these words or would you like to add one? | | |
| B1: I actually think… (But the rest of his reply is missing or inaudible.) | | |
| SA: You agree. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G3: A bit shy, I think. (She leans forward to write.) | | |
| SA: You think the wheelchair girl is shy? | | |
| G3: A bit shy, I think. | | |
| SA: (To G2 and B2) Do you all agree with that? | | |
| G2: Yes shy because… (B2 cuts across her.) | | |
| B2: Yeah shy because she's too shy to… | | |
| SA: Is this the girl who crashes into Saffy? | | |
| B2: She doesn't speak, she does it in actions, she sort of like she won't say Hi can you be my friend, she tries to take it the long way. | She doesn't speak, she does it in actions… | B2 judges Sarah's method of communication is physical not verbal, a |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | circuitous route to friendship. |
| SA: OK so we've got lonely. | | |
| B2: Fed up. | | |
| SA: So why lonely? | | |
| G2: Because like she has no friends. And… | … she has no friends… | G2 sees isolation as the result of disability. |
| SA: OK. And why has she got no friends? | | |
| G2: Because she's in a wheelchair and people… people think that like if I play with her like other people won't want to play with me. | … if I play with her like other people won't want to play with me. | G2 sees isolation as spreading. The isolation of the |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | disabled may lead any able bodied persons who play with the disabled themselves to become isolated. |
| SA: Right. So if you saw someone in a wheelchair you say that you probably wouldn't play with them because then other people wouldn't play with you. Is that what you think? | | |
| G2: Yeah. Because I… (As this conversation takes place B1 is lying on his stomach writing on his and G1's paper.) | | |
| SA: OK. (To B2) Do you agree with lonely? | | |
| B2: Yeah, sort of… | | |

Group session transcript: School No. 3                    Date recorded: 16/3/12

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Sort of? | | |
| B2: Because… it doesn't tell you she's lonely but she could be lonely because she hasn't… um… brought any other friends into… if she's got any other friends she'd say do you mind… do you want to meet my friends, she wouldn't like… | …if she's got any other friends she'd say… do you want to meet my friends… | B2 assumes Sarah has no friends. If she had friends she would use them to negotiate new friendships. |
| SA: OK.  (To G3) So you agree lonely as well? (G3 nods agreement.) What about fed up? | | |
| G2: Yeah fed up because… um like… (B2 cuts across her.) | | |
| B2: Yeah, she's fed up that no one will be her friend… | | |
| G2 and G3: Yeah. | | |
| SA: And shy? You put shy? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G3: I put shy because I think that maybe… it's not only that nobody wants to be her friend but maybe she didn't have the courage… um… to say hello, can you be my friend? (SA nods agreement on the word 'courage'.) | … she didn't have the courage… um… to say hello, can you be my friend? | Sarah's failure to ask Saffy to be her friends is attributed by G3 to timidity. |
| SA: So you think she pushes her wheelchair in (SA makes a pushing gesture) because she hasn't got the courage to actually say… to actually talk? OK. Now (turning to B1) what about this group here? What have you written here? | | |
| B1: (Reading from the paper) We got she was mega-fed up. | | |
| SA: We need just three, darling. So shall we just work out which three? (SA pulls the paper clear from B1 to see it more clearly.) | | |
| G1: We put some extras… | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: You've got some extras, have you? But which are the main three just to start with? You put attention… Why did write that? (G1 starts to respond but B1 cuts across her.) | | |
| B1: Well because she bumped into her on purpose… | … she bumped into her on purpose… | Sarah's wheelchair crash is seen by B1 as a device for gaining attention. |
| G1: Not by accident or anything else. (SA takes the pen and adjusts the list to leave 'attention', 'lonely' and 'sad' as the list of three. SA is implicitly accepting the word 'attention' as denoting 'attention-seeking'.) | | |
| SA: OK so she's trying to get some attention. | | |
| G1: Yeah. | | |
| B1: And she was very lonely because… um… like some people wouldn't like to be her… | …some people | B1 first sees others as |

| Text | Citation | Cluster Significance |
|---|---|---|
| her friend and play… they would just… they say nah I don't want to be your friend, I'm going away because you won't be my friend and… | wouldn't like to be her friend and play… I'm going away because you won't be my friend… | declining Sarah's company, then sees her rejecting them. |
| SA: Why do you think people would say that? | | |
| B1: Because like she's in a wheelchair and it doesn't mean she's not able to do things, she can still do them even though she's in a wheelchair. (He makes emphatic hand gestures.) She can't do as many things as people that are standing but she can still do things. | … it doesn't mean she's not able to do things… | B1 believes some activities, even if fewer, are still open to the girl in the wheelchair. |
| SA: OK. | | |
| G1: I think because maybe… well… like… people are just like let's play a running game | … let's play a running | G1 suspects the able- |

| Text | Citation | Cluster Significance |
|---|---|---|
| so then the wheelchair girl doesn't have to play with us because she can't do it with us. | game… | bodied deliberately choose physical activities to exclude the disabled. |
| SA: OK.  And this is the other one you said, I think, wasn't it? | | |
| G1: Sad, yeah it was sad. | | |
| SA: It was sad. And why do you think she'd be sad, the girl in the wheelchair? | | |
| B1: Oh I think she was sad because she didn't have anyone to play with and she was lonely at home even though she had three… | | |
| SA: I think you're confusing the two girls, the girl in the wheelchair we don't know anything about her family, it was the other girl, Saffy, that we… | | |
| B1: Oh yeah. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: So why do you think… do you still think sad for the girl in the wheelchair? | | |
| B1: Yeah because she didn't have friends, seems lonely, she didn't have friends and people would just laugh at her because they would think she was dumb just because she was in a wheelchair. | …she didn't have friends and people would just laugh at her because they would think she was dumb just because she was in a wheelchair. | B1 believes people will assume a girl in a wheelchair to be unintelligent, and will mock her. |
| SA: OK excellent, well done. Now what I'd like you to do… (SA breaks off and turns to G1) Oh sorry darling. | | |
| G1: I think she's sad because when we're at school, well imagine at playtime I bet she'd be at the friendship stop and no one would like say Oh do you want to come and play with us, I bet she'd just be there all day, just sitting down reading a book. | …she'd be at the friendship stop and no one would like say Oh | G1 believes the friendship stop arrangement for |

| Text | Citation | Cluster Significance |
|---|---|---|
| | do you want to come and play with us, I bet she'd just be there all day, just sitting down reading a book | helping pupils who want to make new friends won't work for the disabled. Reading a book is seen as proof of a solitary existence. |
| SA: OK all right. Well done. What I'd like you to do now is write another word (she indicates where on the papers) write 'Saffy'. And I'd like you to write three words that you associate with Saffy. Have a chat in your groups and then… (G3 raises her hand with some urgency.) | | |
| G3: How will we… what if we get a bit confused… (G3 is concerned that the two sets of words may overlap and become muddled. SA intervenes and rules off the section used for the girl in the wheelchair.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Then you can write Saffy down her and draw your lines. | | |
| B2: Does it have two f's? | | |
| (SA spells 'Saffy' phonetically.) | | |
| SA: OK have a chat maybe between you about what you want to write. | | |
| G3: (To B2) Why are you writing in capitals? | | |
| B2: Do you think that's a bit too big? | | |
| G1: (to B1) She's adopted… | | |
| B1: And she wouldn't want to do anything like that… | | |
| (B2 hands the pen to G3.) | | |
| SA: (To G2,B2 and G3) In this group what pops into your head when you think about the | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| character Saffy? | | |
| G2: Um… Saffy… um. | | |
| B1: (Part of a different conversation) Well I just think it would be not really good and not really bad, she wouldn't be… if she had a friend in a wheelchair… | | |
| SA: (To B2 who has retreated to sit on the wicker sofa) What do you think [B2]? | | |
| B2: What? | | |
| SA: What comes into your head when you think about Saffy? | | |
| B2: Well she's sort of shy for saying… you don't just go round pushing people over and… | | |
| B1: (Simultaneously) …she would just ignore her… she would go to play with her but other friends, other people would just come and say I don't want you, you don't know what I can do (he makes a gesture as of throwing away) and I don't know what you can do… | … I don't want you, you don't know what I can do… and I don't | B1 sees unawareness of capability as dividing people, a |

| Text | Citation | Cluster Significance |
|---|---|---|
| (G1 responds inaudibly.) | know what you can do… | gulf hard to bridge. |
| SA: (To G2) What do we know about Saffy? | | |
| G2: She's a girl who lives next door to the girl in the wheelchair but they don't speak and they're like not friends but Saffy's probably upset because… | | |
| SA: (To B2 who is still seated on the sofa) [B2] come and sit down here, darling. (He obeys.) | | |
| G2: Because… why are you going into me? | | |
| SA: So upset, she's upset because she's been barged into? OK do you want to write upset? (To G3) What were you going to say, love? | | |
| G3: Well I think sad… because it's not very nice being adopted so I think she'll feel sad that she didn't… | … not very nice being adopted… | G3 sees Saffy's adopted status as a |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | disadvantage. |
| SA: That she's just found out she's adopted? | | |
| G3: Yes. I think she'll feel sad that she didn't know her real Dad. | | |
| SA: OK. Have you got three words? | | |
| G3: Sad. | | |
| G2: Anxious | | |
| SA: Anxious? Why do you say that? | | |
| G2: Anxious… probably anxious because she bumped into her… like she did it… | | |
| SA: This is Saffy, the girl who was bumped into. | | |
| G2: Yeah… (Recognising her mistake) Oh yeah… She's probably anxious because why | …probably anxious | G2 sees Saffy as |

| Text | Citation | Cluster Significance |
|---|---|---|
| did she bump into me?  (B2 has, on instructions from SA, left the sofa and sat down on the floor. But he has now withdrawn to a position halfway between his own group and the duo of B1 and G1.) | because why did she bump into me? | asking what motivated Sarah to crash into her. |
| SA: (To G3) Do you agree anxious? Do you want to write that down or have a chat? (G2 begins to write.) | | |
| (Turns to B1 and G1.) Have you got three words in this group? | | |
| G1: Yeah, angry, sorry and realising… | | |
| SA:  Realising? What do you mean by realising? | | |
| B1: Like she's got a lot of things and she's not realising she actually does have them. | | |
| G1: Well because she's adopted and she's got someone that adopted her and maybe your parents are dead but then they had to bring her in so then she'd be able to… um… | …maybe your parents are dead but then they had to bring her in… | B1 and G1 suggest that Saffy should count her blessings, |

| Text | Citation | Cluster Significance |
|------|----------|----------------------|
| | | finding adoptive parents. |
| B1: At least live and then have a happy life… | | |
| G1: And have someone to look after us still… | | |
| SA: So you're saying she's quite lucky even though she's adopted. She's got… why do you think she's lucky? | | |
| G1: Because she's got like… | | |
| B1: A family, even though her parents died… | | |
| G1: Like foster parents or adoptive… She's got brothers and sisters to play with, they've got toys she can play with them, she gets a meal every day a nice one. That's why… and she thinks she was shouting at her father… | …brothers and sisters to play with, they've got toys she can play with them, she gets a | G1 takes a practical view of the advantages of family life, siblings and toys. |

| Text | Citation | Cluster Significance |
|---|---|---|
| | meal every day a nice one… | |
| SA: OK, do you want to write lucky under there? | | |
| G1: Yeah. | | |
| B1: Write another line on realising. (B1 wants to make certain that 'lucky' is linked to 'realising'.) | | |
| SA: Realising that she's lucky. And what about this one, you've said she's sorry? | | |
| Why is Saffy sorry? | | |
| G1: Well maybe she's sorry for the girl in the wheelchair, like she sees her each day but maybe like doesn't like notice her and carries on with her things. But she could talk to her, say 'Hello neighbour' or something. So maybe sorry for not doing it. | …could talk to her, say 'Hello neighbour' or something. So maybe sorry for not doing it. | G1 considers that Saffy is obliged to show a disabled person basic |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | courtesy. |
| SA: Sorry for not being friends with her before? (To B1) Is that what you think as well? | | |
| B1: Yes. | | |
| SA: (Points to paper) And why did you write 'angry'? | | |
| B1: Well she could be angry because she was adopted. But she's not really, but she doesn't notice she's still got a happy life. | … she's still got a happy life. | B1 sees Saffy ignoring the fact that she has much to feel grateful for. |
| SA: OK, OK great. | | |
| B2 (to G1) Are you left handed? (B2 himself is left handed. G1 nods.) Same. | | |
| SA: On this side (G2, B2 and G3) we've got sad, upset and anxious. So why did you say | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| sad? Why is Saffy sad? | | |
| G3: Because she didn't get to know her real Dad. | | |
| SA: OK.  And anxious? | | |
| G3: Um… (Looks down and sideways.) I don't know… | | |
| SA: Who said anxious? | | |
| G2: (Raising her hand) Me. | | |
| SA: Why anxious? | | |
| G2: Because like as I said she's anxious like meaning that because like annoyed because she went into her quite hard, because it's – the wheelchair's quite hard. | | |
| SA: OK and upset, the same thing you think? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G2: Yeah. | | |
| SA: Excellent, well done. | | |

Right, OK. Now what we're going to do is we're going to watch one more. (The pupils resume their seats as before. SA reads from the context note)

*So in this DVD that we're going to watch Daisy goes shopping with her mother and her disabled sister Lily who is in a wheelchair. Daisy has just joined the Alphabet Girls, a group of friends at her new school and she's very keen to make a good impression on her new friends. One of them, Amy, has got a birthday coming up and Daisy will be invited to a birthday sleepover. Daisy goes with her mother to buy Amy a nice present but when Daisy goes to the shop she's accompanied by her older sister Lily who uses a wheelchair and who hates shopping. Lily has learning difficulties and she cannot speak. So just to remind you, Daisy is the girl doing the shopping, the one who's just started at the new school, Amy is her new friend at school and she wants to buy a birthday present for her and Lily, who uses a wheelchair, is Daisy's sister.* OK? (To B1 who is bent double in his chair) Sit nicely darling, I'm going to put it on now.

*SECOND DVD PRESENTATION TO PUPILS:*

Group session transcript: School No. 3                          Date recorded: 16/3/12

*I went shopping with Mum to buy Amy a birthday present. I thought I might buy her a grown-up fountain pen as she likes writing. I wanted to*

*spend a long time choosing, but Lily was with us too, of course, and she was having a bad day, crying a lot.*

*People started staring at us and it made Lily more upset. She cried and cried very loudly. 'Do hurry up and choose Amy's present!' said Mum.*

*I couldn't decide which colour fountain pen Amy would like best. Bright red? Lime green? Sunny yellow? Sky blue? Amy liked wearing all*

*different bright colours. I didn't know which was her favourite.*

*'Daisy! We'll have to go,' Mum said. Lily was bright red in the face herself – and screaming.*

*I suddenly saw a plastic case of special metallic roller pens all different colours: pink and orange and emerald and purple and turquoise, even*

*gold and silver. I thought how great it would look writing with all these different colours.*

*'Can I get these for Amy, Mum? Please?'*

*They were more expensive than the fountain pens but Mum was so keen to get us out of Smith's that she didn't argue.*

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK do you need to watch that one again? (G1 and B1 signal assent. SA attempts to play the DVD again but cannot master the technology so instead she reads the excerpt herself.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: (To B2) Have you got a question? | | |
| B2: Shall I pick the pen up? | | |
| SA: Don't worry love, we're going to use it again in a second. OK, so how do you think Daisy feels in the shop? (All except G2 raise their hands.) | | |
| B1:  Not very… good because they're going to have to go early because her sister who doesn't like shopping keeps crying and crying so everyone keeps staring at them and she gets shy and when she finds them they just go and I don't think she'll feel very well. | … doesn't like shopping keeps crying and crying so everyone keeps staring at them… | B1 considers Lily's reaction to shopping is extreme and attracts attention. |
| SA: So you think Daisy's unhappy? | | |
| B1: Yeah. | | |
| SA: (To G1) What about you? How do you think Daisy feels in the shop? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G1: I'm not sure what to say about Daisy… but a bit rushed, because her sister's just crying and her Mum's telling her to hurry up. And also a bit sad because she wants to spend more time looking for the perfect present to make her friend's… | …a bit rushed, because her sister's just crying and … also a bit sad. | G1 understands the pressure on Daisy and her consequent unhappiness. |
| SA: And why can't she? | | |
| G1: Because her sister… and then the other thing is that… (as G1 speaks B1 is bent in his chair, reaching for the floor while G2, B2 and G3 have their arms raised)  when she's picking… like she wants to give her something… really something she would like while her sister's just… shouldn't.. well she should be a bit more patient and not just be crying and crying. | … really something she would like while her sister's just… shouldn't.. well she should be a bit more patient and not just be crying and crying. | G1 recognises how important the quality of Daisy's gift is. She expects Lily to be more patient and self-restrained. |
| SA: OK. What about you, [G2]? What do you think about Daisy? How do you think Daisy | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| feels in the shop? | | |
| G2: She probably feels like annoyed at her Mum because like she wants to get the best present for… um… Amy and she wants Amy to be happy… because she likes writing, she wants to have more pens and write lots more and so like Daisy probably feels annoyed at the Mum because the Mum doesn't know how Amy feels but probably… | Daisy probably feels annoyed at the Mum because the Mum doesn't know how Amy feels. | G2 sees Daisy's irritation focused on her mother's lack of understanding. She makes no mention of Lily. |
| SA: So you think she's annoyed with her Mum? | | |
| G2: Yeah. | | |
| SA: OK. What do you think [B2]? | | |
| B2:  A bit upset and anxious and nervous because she's … um.. because her sister's crying and that makes her like think of loads of other things and she's being rushed and she's… she might think she's going to have to leave with no present and she's like trying to pick | …loads of other things… she might think she's going to | B2 envisages the worst outcome for Daisy, leaving the shop with no |

| Text | Citation | Cluster Significance |
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| oooh, which one, which one, which one? And then finally she picks one. | have to leave with no present… | gift. |
| SA: OK and (to G3, whose arm is still raised) what do you think? How do you think Daisy feels? | | |
| G3: A bit embarrassed because her sister, she can't talk. | A bit embarrassed because her sister, she can't talk. | G3 considers that Lily's aphasia embarrasses Daisy. |
| SA: Right. | | |
| G3: And she might feel oh, my sister's the only one who can't talk. And everyone will look at us. | …the only one who can't talk. And everyone will look at us. | G3 sees Lily isolated by her limitations, attracting attention to herself and whoever is with her. |

| Text | Citation | Cluster Significance |
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| SA: OK. Anyone else think that she might feel embarrassed? (G1 raises her hand.) Anyone else agree with that? (B1 also raises his hand.) | | |
| G1: She's embarrassed because her sister's crying and everyone's looking at her – them, because of her sister just crying and wailing. | … everyone's looking at her – them, because of her sister just crying and wailing. | G1 sees that Daisy and the mother also attract attention. 'Wailing' is a loaded term. |
| SA: How do you think you would feel if you were Daisy? | | |
| B1: Well I wouldn't feel nice because like you know the other people keep on staring at them just because of her sister so I would just say 'OK Mum, we're going away, we're picking a present another day.' | …just because of her sister so I would just say 'OK Mum, we're going away, we're picking a present another day.' | B1 favours abandoning Daisy's shopping venture and trying again on another day. |

| Text | Citation | Cluster Significance |
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| SA: OK. [G1]? | | |
| G1: I would feel… well.. upset and embarrassed because everyone's looking at me and you're just like Oh my sister's causing such a commotion. Can you please stop, I'm trying to pick… | …upset and embarrassed because everyone's looking at me and you're just like Oh my sister's causing such a commotion. Can you please stop… | G1 sees Lily's distress as a personal inconvenience for Daisy. Lily could calm down if she tried. |
| SA: OK. | | |
| G1: And that's what's making her feel upset. | | |
| SA: OK. [B2] what do you think? | | |
| B2:  Like… um.. Daisy's sister keeps on going 'be quiet, be quiet'. And as I said before a | | |

| Text | Citation | Cluster Significance |
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| bit anxious because she has to rush and pick a pen… | | |
| SA: What do you think darling? | | |
| G3: I think she was a bit puzzled because… (at this point SA asks B1 to sit nicely) she couldn't think straight because her sister was wailing and… | …a bit puzzled because she couldn't think straight because her sister was wailing | G3 sees Lily's distress as leading to confusion in Daisy. |
| SA: OK. | | |
| G3: And she was thinking what to pick and her Mum was shouting at her to… and telling her to hurry up so I think a bit puzzled. | … and her Mum was shouting at her… | G3 sees the mother as adding to the turmoil in the shop. |
| SA: A bit puzzled, OK. What do you think's upsetting Lily? (G1 raises her hand.) | | |
| G1: That everyone's looking at her and that she doesn't like to go shopping and just wants | …she doesn't like to go | G1 suggests that Lily has |

| Text | Citation | Cluster Significance |
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| to be left at home on her own, maybe doing what she likes to do, playing some games, maybe. | shopping and just wants to be left at home on her own, maybe doing what she likes to do… | interests of her own and wants autonomy to pursue them. |
| SA: OK. | | |
| G2: Probably feels like embarrassed and annoyed at other people who are laughing at her and probably saying 'Oh look at that girl over there in the wheelchair, she's crying. And… um… she's probably thinking like… like I can't talk to them, I can't say them to be quiet and say them that's mean. But like I can… my sister can tell them, my sister can tell them because she can talk. | …other people who are laughing at her … she's probably thinking like… I can't say them to be quiet and say them that's mean. But… my sister can tell them because she can talk. | G2 tries hard to understand Lily. Lily imagines that people are laughing at her. The text does not say so. G2 regards Daisy as responsible for not defending her. |

| Text | Citation | Cluster Significance |
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| SA: Oh OK so you think she's crying to get her sister's attention so that she can stop… | | |
| G2: Yeah. | | |
| SA: Explain that to me darling. | | |
| G2: Um… she's trying to get her sister's attention so her sister can tell the other people that it's mean to laugh at people in wheelchairs. | … her sister can tell the other people that it's mean to laugh at people in wheelchairs. | G2 believes an able sibling can be engaged in Lily's defence. |
| SA: OK all right. What do you think [G3]? | | |
| G3: Um… I think a bit embarrassed because she says Oh no I'm the only one in the supermarket who's in a wheelchair. | Oh no I'm the only one… who's in a wheelchair. | Lily alone in the shop uses a wheelchair. G3 emphasises the solitariness of the |

| Text | Citation | Cluster Significance |
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|  |  | disabled. |
| SA: Right OK. So you think she's embarrassed, Lily's embarrassed, and that's why she's crying? Yeah? (G3 nods agreement.) What do you think, [B1]? Why do you think Lily's crying? |  |  |
| B1: The same. Because she's the only one in a wheelchair. |  |  |
| SA: OK. Now, do you think Daisy uses the trouble with her sister to get more of what she wants? (The first reaction of B1 is to mutter 'No' and G1 shakes her head.) |  |  |
| B1: No I don't think she does. | I don't think she does. | B1 does not believe Daisy exploits the situation in the shop to buy a more expensive gift for Amy. |

| Text | Citation | Cluster Significance |
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| SA: Who thinks she does? | | |
| B2:  Um yeah because as she said her Mum said yes because Lily really wanted to go out so she bought so she bought the coloured pen. | Mum said yes because Lily really wanted to go out. | B2 sees Lily's need to leave the shop helping Daisy buy what she wants. |
| SA: Hmm… what do you think? How do you feel about that? | | |
| B2: Well if I was Daisy I would feel… I'd feel… I'd like thank Lily. | I'd like thank Lily. | B2 considers Daisy should be grateful for Lily's help. |
| SA: You'd thank Lily for making a fuss so that she could get the more expensive present (B2 smiles broadly as SA laughs.) What do you think? | | |
| G1: Well yes and no. It seems like they didn't thank Lily for making a commotion but she | Well yes and no. | G1 thinks Lily's cries |

| Text | Citation | Cluster Significance |
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| wanted to choose more straight it would be a bit easier for her to choose with her mind clear. But the good thing about it was her Mum's trying to get out and after all this commotion everyone's looking … I think the Mum felt embarrassed the most. | | make it harder for Daisy to choose calmly, but oblige the mother to allow Daisy her choice. |
| SA: Do you? OK. What do you think? | | |
| G3: Well I think it's a no because… um… she wanted to take her time and choose one but her sister she was wailing and she couldn't think straight so she just chose that. | … she couldn't think straight… | G3 sees Lily's behaviour only as a confusing factor. |
| SA: OK so you don't think she used the trouble with her sister to get more of what she wanted. (G3 shakes her head.) OK that's fine. What do you think, [G2]? | | |
| G2: She's probably thanking her sister for like helping me with my writing and like picking my pens because I don't… she probably thinks I don't know which one I would have, let her pick because she's my sister and she knows the same as me because like she | | |

| Text | Citation | Cluster Significance |
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| lives with her. OK [B1] what do you think, do you think Daisy uses the trouble with her sister to get more of what she wants? | | |
| B1: Well I don't think so because she was rushing picking… but I do think so because she picked a present that's really expensive. The Mum just wanted to get out. (He gestures vigorously towards the door.) So she said yes OK fine. (B2 raises his hand.) | Well I don't think so because she was rushing picking… but I do think so because she picked a present that's really expensive. The Mum just wanted to get out. | B1 recognises the conflicting pressures, making Daisy decide quickly but making her mother pay more. |
| SA: Yes [B2]. | | |
| B2: Um… if I was Daisy I'd feel a bit… well it's a bit selfish but a bit… unhappy because it's not likely that Lily's ever going to be like going to the shops again so she can't get that | … it's not likely that Lily's ever going to be | B2 regards Lily's fear of shopping as permanent |

| Text | Citation | Cluster Significance |
|---|---|---|
| pen as she goes. | like going to the shops again | and irreversible. |
| SA: OK. Yes [G1]? | | |
| G1: Well kind of… using… If I was the Mum I'd just like until Dad gets home, their Dad if they have one,  I'd leave Lily with him and *then* you should go shopping and then she would… then you would be able to spend less money on the thing. | If I was the Mum I'd just like until Dad gets home… I'd leave Lily with him and *then* you should go shopping… | G1 suggests leaving Lily with her father and Daisy and mother shopping alone - a practical alternative to the joint shopping expedition. |
| SA: OK. If you were writing the story what would you make happen next? (All the pupils except G3 raise their hands. SA addresses B1.) | | |
| SA: OK we'll start with you. | | |

| Text | Citation | Cluster Significance |
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| B1: What I would make happen next is they would get home and then on the day of the party I would give it and then Lily – or what was it? Amy – would love the present and then she would invite her to all the parties she had. | Amy would love the present and then she would invite [Daisy] to all the parties she had. | As B1 would complete the story, the gift is a big success. Daisy gets invited to all Amy's parties. |
| SA: Who would she invite to the party, love? | | |
| B1:  Amy would invite Daisy to all the parties. | | |
| SA: Just Daisy? | | |
| B1: And the rest of the people to all of her parties. So like then everyone… like then she could get really good presents because she really likes writing and then I would make her then (a brief inaudible passage follows) the other girl didn't like the present and then they'd have a conversation of how they both felt and then would get… again. | … like then she could get really good presents… | B1 says the quality of Daisy's gift would encourage generosity among the other party guests. |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK, what would you make happen next, [G1]? How would you end this? | | |
| G1:  What I'd do, when they go the party I'd make Daisy feel scared a bit like feeling ooh, I hope she likes the present. And made her sister hold the present and she just  gave it to her. | …when they go the party I'd make Daisy feel scared a bit like feeling ooh, I hope she likes the present. And made her sister hold the present | G1 sees Lily also attending the party. Lacking confidence in the gift, Daisy makes Lily present it to Amy. |
| SA: And so her sister would go to the party as well with her? | | |
| G1: Yeah. Just to like come in but she's behind her at first and then she gives her the present and they're like Oh thanks Daisy but she can't speak so she has to go with what she's saying and then that's her staying and then Daisy and her Mum go home. | … but she can't speak so she has to go with what she's saying and then that's her staying | Because Lily is aphasic, she has to rely on Daisy to speak for her. But according to G1's |

| Text | Citation | Cluster Significance |
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| | and then Daisy and her Mum go home. | narrative this somehow leads to Daisy and her mother leaving Lily alone at the party. |
| SA: So you'd have … | | |
| G1: Like a mix-up. | | |
| SA: You'd have Lily staying at the party… | | |
| G1: (Smiles) Yeah. | | |
| SA: And Daisy and her Mum going home. So Lily would get to go to the party instead of Daisy? | | |
| G1: Well Daisy would come to stay but she spends more time with Lily instead of Daisy. | | |

| Text | Citation | Cluster Significance |
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| SA: OK. [G2]. | | |
| G2: Um… After the party she's all happy… | | |
| SA: Who's happy, darling? | | |
| G2: The girl in the wheelchair, Amy. | | |
| SA: Lily's the girl in the wheelchair. Her sister in the wheelchair. | | |
| G2; Yeah, Lily. And like she could go to the hospital and get better and the person who helps her could make her speak again and she could tell Daisy thank you for all that… thank you for when I couldn't speak, thank you for looking after me and telling other people what I think and stuff. | And like she could go to the hospital and get better and the person who helps her could make her speak again and she could tell Daisy thank you for all that… | G2 envisages Lily 'could go to the hospital and get better' - a miraculous cure for her disabilities. Lily expresses her gratitude to Daisy for help when she needed it. |

| Text | Citation | Cluster Significance |
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| SA: OK. Yes love. | | |
| B2:  The night before the party… | | |
| SA: (To B1, who is bent double in his chair staring at the floor) Sit up please. | | |
| B2: …when Daisy's asleep Lily gets up, gets the present and like finds a really cool stationery set and puts it in with the pen and wraps it up and the next day in the morning Daisy's confused because she didn't wrap it up and she couldn't see her stationery set she's confused because she didn't wrap it up, then she was like Oh, I don't care it's time to go to the party then she was like in the car she grabbed a banana, in the car she ate her breakfast then she went to the party… | …when Daisy's asleep Lily gets up, gets the present and like finds a really cool stationery set and puts it in with the pen and wraps it up… | B2 desires a dramatic development but engages Lily in tasks which would be beyond her, such as getting up at night and adding an extra gift for Amy. |
| SA: Did she go to the party on her own? | | |
| B2: With Lily and her Mum but then Lily and her Mum left and she gave the present to | | |

| Text | Citation | Cluster Significance |
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| Amy and Amy was like Oh thanks, I only thought you were going to get me… you said… then she said 'you big fat fibber, you said you were going to get me one present not two.' And she was like stop lying, I did get you one present. | | |
| SA: (Laughs) You've got it all worked out, [B2]. What about you, darling, how would you finish this? What would you make happen next? | | |
| G3: Well I would say that the night before the party the Mum suggests why can't Lily go to the party with you? So Daisy… um… she … isn't that sure of that. Then the day of the party, she… | | |
| SA: Why isn't she sure? | | |
| G3: Well she's a bit worried that her sister, she might do something and she might get embarrassed and everyone might laugh. And so she goes to the party and everyone is asking Lily questions but… um… and then Daisy says she can't talk and so then they were all asking Daisy and Daisy didn't know what to say because… um… if her sister didn't tell | | |

| Text | Citation | Cluster Significance |
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| her… um… the friends at the birthday asked how is she, she doesn't really know if she's feeling good or feeling bad and so she was … just improvising anything. | | |
| SA: OK, OK. She just makes it up. OK, interesting. Anyone else? | | |
| G3: And then that leads her to a bit of trouble. | | |
| SA: Yes? | | |
| G1: Well like [G3's] Lily comes to the party too and well everyone's like, instead of having all the party stuff,  well they're playing with Lily and not with Daisy because maybe they haven't seen a disabled person and they'd like to meet her a bit more because they know Daisy, they just don't know Lily that much so they play with her. | | |
| SA: Great. [B2?] | | |
| B2: Well… um… Lily goes to the party and she… and there's loads of food and she keeps on eating all the food and she gets a really bad tummy ache and she has to go to the | | |

| Text | Citation | Cluster Significance |
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| hospital and then her Mum can't pick Daisy up from the party so Daisy ends up sleeping over at Amy's. | | |
| SA: OK excellent, great.  Well we're going to do another little exercise like we did before. (As she speaks SA sinks to her knees on the floor.) | | |
| B2: And then… | | |
| SA: Oh sorry, had you not finished the story? | | |
| B2: Daisy thanks Lily again. | | |
| SA: (Laughs) Because she got to get a sleepover. OK let's go back into our groups that we were in before. (The groups reassemble.) And just turn your paper over. And like you did last time…Write down for me… | | |
| G3: Have we missed lots of lessons? | | |

| Text | Citation | Cluster Significance |
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| SA:  Yes but it doesn't matter, darling. | | |
| G3: Yea, we've missed Italian lessons. | | |
| SA: OK so this time I would like to write down the word 'Lily' and write three words that you associate with Daisy's sister, the girl in the wheelchair… (G1 and B2 are writing as she speaks.) | | |
| B2: Oh this is hard. | | |
| SA: …who's so unhappy in the shop. So Lily and three words that you think… | | |
| B1: I missed my times tables… | | |
| SA; …think of when you think about Lily. Remember she's the one in the wheelchair in the shop. | | |
| B1: There's only one 'l' in Lily. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: It doesn't matter darling I'm sure Becky can… read it. (The pupils discuss their suggestions.) | | |
| G1: Because Lily's got… Daisy's got friends… | | |
| B1: Daisy's got friends and she like hasn't. | | |
| G1: So… sad. | | |
| SA: What do you think, [B2]? | | |
| B2: Lily feels a bit… erm…  confused… | | |
| SA: Confused? Why are you saying confused? | | |
| B2: Erm… because she's like never met Amy and she keeps on asking her loads of questions and she keeps on trying to say 'I can't speak'… | … she keeps on trying to say 'I can't speak'… | B2 envisages Lily at the party, being interrogated by Amy but unable to |

| Text | Citation | Cluster Significance |
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| | | reply. |
| SA: OK. (It seems that B2 is envisaging a situation where Lily is present at the party. Having spoken, B2 rises to his feet and moves back to the position intermediate between the two groups that he occupied earlier.) | | |
| SA: OK. We're thinking about Lily when she's in the shop, OK? When she's in the shop in the wheelchair. That's the situation. So you think she's confused when she's in the shop? | | |
| B2: Because there's loads of strangers looking at her and she's like… | Because there's loads of strangers looking at her… | B2 believes Lily is confused by the attention of many strangers in the shop. |
| SA: And you said embarrassed. (SA points to the paper.) Who came up with that word? | | |
| G2: Me. Because as [B2] said [and] like embarrassed says everybody's looking at her and | …she's feeling | Despite no evidence in |

| Text | Citation | Cluster Significance |
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| she's feeling embarrassed because like everybody's laughing at her. | embarrassed because like everybody's laughing at her. | the text, G2 assumes the crowd will find Lily's distress funny. |
| SA: And you thought angry did you? | | |
| G3: Because she'll say I can't talk… I wish I could tell them to shut up. | Because she'll say I can't talk… I wish I could tell them to shut up. | G3 shows strong sympathy for Lily, even though there is no evidence in the text that the crowd need to be told to shut up. |
| SA: OK. | | |
| G3: So I'm being a bit angry. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK.  A bit frustrated… a bit angry. OK. (To B2 and G2) Do you agree with all these words? Happy with these words? (B2 and G3 nod agreement. She turns to B1 and G1.) Have you got three words here? | | |
| B1: Yup. | | |
| SA: What do you think? How does Lily feel? | | |
| B1: Well sad, and puzzled (G1 echoes 'puzzled') and annoyed. | | |
| SA: Sad and puzzled and annoyed… So very similar words here… So why annoyed? | | |
| B1: Well I think she's annoyed because… | | |
| G1: She had to go to the shop… | | |
| B1: She had to go to the shop and I don't think she really likes shopping, as it said there… | She had to go to the shop and I don't think | B1 understands Lily's aversion to shopping. |

| Text | Citation | Cluster Significance |
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| | she really likes shopping… | |
| SA: Right. | | |
| G1: Sad because everyone's looking at her and she doesn't want them to… Like I read this book where there's this person that doesn't want to be noticed and just wants to blend in with… um… the background. | Sad because everyone's looking at her and she doesn't want them to… Like I read this book where there's this person that doesn't want to be noticed and just wants to blend in with… um… the background | G1 shows an understanding of the disabled person's dislike of being conspicuous. G1 refers to a character from another book (a non-disabled person) who also desires anonymity. |

| Text | Citation | Cluster Significance |
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| SA: Uhuh… | | |
| G1: But I think that she just wants to be… kind of… wants to… not be noticed. | | |
| SA: Not be noticed… And you said puzzled. Why puzzled? | | |
| B1: Well I think she's a bit puzzled… | | |
| G1: Why everyone's looking… | | |
| B1: Yeah. | | |
| SA: So she's think why is everyone looking at me?  OK and what about this sad? | | |
| B1: Because she doesn't have friends. | | |
| SA: She doesn't have friends? | | |
| G1: And Daisy has loads of friends. And she doesn't have to go in… um…a wheelchair | Daisy has loads of | G1 observes that Daisy |

| Text | Citation | Cluster Significance |
|---|---|---|
| like she does when… | friends. And she doesn't have to go in… um…a wheelchair like she does when… | has many friends. Lily is sad because she is friendless and obliged to use a wheelchair. |
| SA: OK. So you think she's sad because she hasn't got friends and she's sad because she's in a wheelchair? | | |
| G1: Yeah. | | |
| SA: Why do you think she's not got friends? (At this point B1 utters a shrill cry and sits bolt upright with hand raised. SA however encourages G1 to carry on.) | | |
| G1: Because people don't like her and like don't look at her and just pretend you don't notice her and like she's right here and just walk right past her and look in the other direction. (G1 is accidentally sitting on B2's hand.) | Because people don't like her and like don't look at her and just pretend you don't | G1 gives a vivid interpretation of the ways in which she thinks a disabled person can be |

| Text | Citation | Cluster Significance |
|---|---|---|
|  | notice her and like she's right here and just walk right past her and look in the other direction. | ignored. |
| B2: [G1] can you get off of me please? (They both smile and she moves. SA closes this section of the discussion without hearing B1's urgent message. He doesn't insist.) |  |  |
| SA: OK. Let's write down another word, let's write the word 'Daisy' this time. And I'd like you to do exactly the same thing, three words that you associate with Daisy. (SA places the pens on the papers, having taken control of them while giving the instructions.) Do we all remember who Daisy was? |  |  |
| G2: Yeah. |  |  |
| SA: OK? Three words. What do you think for Daisy? This is when she's in the shop, |  |  |

| Text | Citation | Cluster Significance |
|---|---|---|
| remember. Three words. With her sister and her Mum. How does she feel? | | |
| G1: Happy and sad. | | |
| B1: Oh that was mine. | | |
| SA: She's happy and sad? | | |
| G1: She's happy because like… she's happy that her sister was shouting, crying,  because then she gets more expensive, but sad because it's annoying when she's like doing that… frankly for a pen. | …happy that her sister was shouting, crying, because then she gets more expensive, but sad because it's annoying… | G1 describes Daisy as experiencing conflicting emotions, glad to use Lily's distress to get a better gift but annoyed at her own behaviour. |
| SA: OK. | | |
| G1: So happy and sad. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: (To B1) Happy's got a 'y' on the end, darling. | | |
| B1: Oh yeah that says 'happ'. | | |
| SA: And when you put sad you mean annoyed? Is that what you said? Is that what you said, darling? | | |
| G1: Yeah. | | |
| SA: Yep OK. (To B1) Can you write 'annoyed'? (She spells 'annoyed' using the phonic alphabet.) Leave sad, that's all right. It's just that [G1]… | | |
| G1: (Pointing to a free corner of the paper.) Up here. | | |
| SA: Shall we think of one more while we ask this group here? | | |
| G2: Can we get another pen? (SA ignores this request.) | | |
| SA: So you've come up with… Oh you've got annoyed as well. Why is Daisy annoyed? | | |

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| Text | Citation | Cluster Significance |
|---|---|---|
| Start with that one if you want, embarrassed. | | |
| G3: I thought she was embarrassed because she said… I've got a sister that can't talk… And not every… She's maybe thinking I'm the only one with a sister who can't talk. | …embarrassed because she said… I've got a sister that can't talk… I'm the only one with a sister who can't talk. | G3 thinks that Lily's aphasia embarrasses Daisy and that Daisy sees her disadvantage as unique. |
| SA: OK. | | |
| G3: And she feels a bit embarrassed that her sister's crying in front of the whole shop. And so… | … her sister's crying in front of the whole shop. | Daisy's embarrassment is caused by Lily's behaviour in public. |
| SA: OK so we've got embarrassed and we've got annoyed. Who said annoyed? Was that your word, [B2]? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| B2: No. | | |
| G3: No, [G2]. | | |
| SA: Annoyed. Who came up with annoyed? Was that you, [G2]? | | |
| G2: Yes, me. | | |
| SA: Why did you think that? (Before G2 has time to answer SA notices B2's attention wavering.) Do you agree with that, [B2]? | | |
| G2: She's annoyed because like every like because at least she has a sister but like some people don't and she's probably thinking she's annoyed at the other people who probably don't have sisters. | …at least she has a sister but like some people don't and she's probably thinking she's annoyed at the other people who probably | G2 argues that at least Daisy has a sister. Then she reports Daisy as annoyed with people who have no sister. |

| Text | Citation | Cluster Significance |
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| don't have sisters. | | |
| SA: So hang on, are you saying she's annoyed with the other people in the shop? | | |
| G2: Yeah. | | |
| SA: Or not annoyed with Lily? | | |
| G2: Not annoyed with Lily. | | |
| SA: She's not annoyed with her sister she's annoyed with the other people in the shop. | She's not annoyed with her sister she's annoyed with the other people in the shop. | G2 does not blame Lily for the embarrassing scene but blames the people in the shop. |
| G2: Yeah. | | |
| SA: And why is she annoyed with the other people in the shop? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G2: Because they were laughing at her. | Because they were laughing at her. | G2 despite the lack of evidence in the text believes the people find Lily funny. |
| SA: Because they were laughing. OK. And what about happy? Why is Daisy happy, [B2]? | | |
| B2: Because she got the really good pen. | | |
| SA: OK, excellent. | | |
| G2: And happy because she has a sister… she still can do stuff, because like some people can't move in a wheelchair, she can still do stuff but not talk. | And happy because she has a sister… she still can do stuff, because like some people can't move in a wheelchair, she can still do stuff but | G2 suggests that even Lily's capabilities, limited as they are, should be appreciated and valued. |

| Text | Citation | Cluster Significance |
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| not talk. | | |
| SA: (To B1 who is wriggling on the floor.) Come on, let's be sensible please. What words did you come up with? We discussed happy. You said happy because she… | | |
| G1: Because her sister was wailing and that made her have like a better present for her friend. | … her sister was wailing and that made her have like a better present for her friend. | G1 sees Daisy as benefiting from Lily's distress. |
| SA: OK. | | |
| G1: And sad because at first she was choosing a grown-up fountain pen but… um… her sister's wailing so it's making it harder to choose and she was bright red… (G1 laughs a little as she makes this observation. Meantime G3 is signalling eagerly that she wants to speak.) And excited was our last one. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Excited. | | |
| G1: Because excited means like she's excited for the party so she's making like… trying to get the best present ever for her… maybe because she… | … excited for the party so she's making like… trying to get the best present ever… | G1 suggests that Daisy's excitement at the prospect of the party is her dominant mood. |
| SA: Well she's excited about the party so when she's in the shop with Lily and her Mum you think she's excited about the party. | | |
| G1: She's jumping for joy. | … jumping for joy… | G1 sees Daisy as 'jumping for joy', a physical metaphor. |
| SA: Yes darling? | | |
| G3: Some people do choir – are we going to be late for choir? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: No darling we're nearly finished. | | |
| G3: OK. | | |
| SA: Has anyone got anything they'd like to add about any of these two girls, Lily or Daisy? That we haven't already discussed. (The pupils voice a few ums and ers but have nothing to add.) That's fine if you haven't, that's great, you've done really well. OK lovely thank you very much, you did really really well, children. (SA collects the papers and the pupils depart.) | | |

Group session transcript: School No. 4        Date recorded:  14/5/2012

This school is an independent primary school in Putney in the borough of Wandsworth. This group consists of seven girls and only one boy.

They are seated on the wooden floor of what looks like a gymnasium or sports room. Since the children are not seated at desks or chairs in fixed

positions, they need to be identified by elements of their appearance or attire. G stands for girl and B for boy.

G1 is a girl with centre parted hair, a Nike armband and blue trousers.

G2 is a girl with black hair and a buttoned down collar.

G3 looks identical to G5 but without a scrunchie.

B1 is the only boy.

G4 is a girl in a blue top.

G5 looks identical to G3 but has a pink scrunchie. (G3 and G5 may be twins.)

G6 is the only girl in a red top with no headband.

G7 is a girl in a red top with a red headband.

SA: So… I'm going to show you a video, two different videos, of a lady, the same lady, reading two different stories. Girls, just for now can we

not eat because the crackle will be picked up by the microphones. The first one is by an author called Hilary McKay and the second one is by

Jacqueline Wilson. Some of you might have heard of Jacqueline Wilson. (G1, G4 and G6 indicate they have.)  So there's two different stories.

The first one is *Saffy's Angel* and it's page 53. And what the story is, I'm going to tell you a little bit about the excerpt, and then we're going to

watch it and then… we might watch it a second time if you want to… and then we will talk about it and I've got a couple of questions I need to ask you to think about, and I'm going to put you into groups of two and I'm going to ask you to write some words down and then we'll come back… (As SA mentions pairs, G1 turns to smile at G2. G2 responds immediately and they link arms. G1 moves back to sit alongside G2. G2 moves to meet G1.They are clearly best friends.) We'll share what you've written and then we'll move on to the second excerpt. So there's a girl in a wheelchair and she deliberately crashes her chair into a girl called Saffron, Saffy. And Saffy is a girl who has two sisters and a brother but she's just found out that she's adopted and she didn't know before but she just found out she's adopted. The woman she thought was her mother is really her aunty and her adopted father has just left for work after having a big row with Saffy, a big rumble row. The daughter of a neighbour is the girl in the wheelchair and Saffy doesn't know her name but the girl in the wheelchair is determined to get to know Saffy, she wants to get to know her. So… (SA moves to the TV control) this should be…

*DVD PRESENATATION TO PUPILS*

*Saffron sat up on the pavement and rubbed her knees. Then she pushed up her sleeve and twisted her right arm around to inspect her elbow. It was bleeding a little. She felt very tired. As if she had been running and shouting and crying for a long time.*

*The girl in the wheelchair who had knocked her over was watching intently. 'Speak!' she ordered at last, when it seemed that Saffron intended to sit there for ever. Saffron folded her arms across her hunched up knees and rested her head on them.*

*'I know you,' said the girl, spinning backwards on one wheel like a gyroscope. 'You come from that house where they're always waving. Did I hurt you?'*

*'No.'*

*'Aren't you going to get up?'*

*'Soon I will.'*

*'Why are they always waving from your house?'*

*'I don't know.'*

*'Why were you shouting at your father like that? Do you really hate him?'*

*'No,' said Saffron and then added, 'he's not my father. I'm adopted.'*

*'Are you all adopted?' asked the girl, still revolving, but more slowly now. 'The others too? The grown-up girl who looks like you and the little*

*one and the boy?'*

*'No,' said Saffron. 'Only me.'*

*The girl in the wheelchair took a long look at Saffron. It was a very careful look. Her eyes, silvery green like light on deep water, were wide and*

*intense.*

| Text | Citation | Cluster Significance |
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| SA: Shall we watch that one more time, or are we OK? | | |
| G1 and B1: We're OK. | | |
| SA: Excellent all right, so the girl that deliberately crashed into Saffron, crashed the | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| wheelchair into Saffron, why do you think she might have done that? (G7 raises her hand.) | | |
| G7: She wanted to get to know Saffron. | … get to know… | G7 sees the crashed wheelchair as a means of achieving an introduction. |
| SA: OK she wanted to get to know Saffron. | | |
| G6: Or… or she could have wanted to get Saffron to talk to her and the girl called Saffron to listen… | …to talk to her and the girl called Saffron to listen… | G6 sees the crash as a way of initiating a conversation. |
| SA: To get her attention. Sure but thank you… | | |
| G4: She might want to be her friend. | | |
| SA: She might want to be her friend. Absolutely. | | |
| G1: She was trying to talk to her but Saffron was running away from her. | … but Saffron was running away from her. | G1 assumes that Saffron wants to avoid Sarah. |
| SA: OK could have been. | | |

Group session transcript: School No. 4                          Date recorded 14/5/2012

| Text | Citation | Cluster Significance |
|---|---|---|
| G3: The same. | | |
| SA: OK. Lots of people on the same page. | | |
| G6: Or the other person could have been bullying her so then she did something back. | … the other person could have been bullying her so then she did something back. | G6 imagines that outside the scope of this excerpt Sarah may have been bullying Saffy, who exacts revenge. |
| SA: Could well happen that she was doing something back to retaliate, OK. How do you think you'd feel if the same thing happened to you? What do you think? How would you feel if it happened to you, [B1]? | | |
| (G7 raises her hand.) | | |
| B1: Um…. | | |
| SA: If someone in a wheelchair crashed into you? After you'd had a big row with your Mum and Dad. | | |
| B1: Angry. Annoyed. | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Angry and annoyed. Anyone else? | | |
| G3: She wouldn't… | | |
| G1: (Cuts across G3) I wouldn't mind. | | |
| SA: You wouldn't mind? | | |
| G3: You wouldn't really want… um, once they'd… er… crashed the wheelchair into me after I'd had a big row with my parents I wouldn't want to answer any questions so if she goes do you really hate your Dad that goes on my feelings, so… | … crashed the wheelchair into me after I'd had a big row with my parents I wouldn't want to answer any questions… | G3 suggests that after two such shocks as the crash and her row with her adopted father, Saffy's need for reticence would exceed her irritation. |
| SA: Sure, good thinking. [G4]. | | |
| G4: I'd feel really annoyed like I'm always running away from this person because it's like they're out to get me and they're stalking me. | … I'm always running away from this person because it's like they're | G4, despite lack of evidence in the text, depicts Sarah as a |

| Text | Citation | Cluster Significance |
|---|---|---|
| | out to get me and<br><br>they're stalking me. | stalker. |
| SA: OK. [G5] what do you think? (G5 ponders but does not reply.) How would you feel if you had a big fight with Mum and Dad and someone in a wheelchair bashed into you, crashed into you? How would you feel, do you think? (G5 remains silent.) I'll come back to you. [G2]? | | |
| G2: Angry. | | |
| SA: You might feel angry, sure OK. | | |
| G6: Upset. | | |
| SA: Upset? OK. What was your perception, what did you think of the girl that was in the wheelchair? What did you think of her? How would you describe her as a person? (G3 raises her hand and is about to speak when G1 cuts in ahead of her.) | | |
| G1: Mysterious. (G3 turns and stares at G1. It is not clear whether she expresses admiration or irritation.) | Mysterious. | G1 describes the girl in the wheelchair as 'mysterious' but SA does |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | not press her to say just what she means. |
| G3: I think that if I was Saffron and that girl bashed into me, I'd think that she sort of was… er… a bit nosy. Because she wouldn't really want somebody who, if she didn't know her, if you didn't know them, wanting to know about what happened. | … if I was Saffron and that girl bashed into me, I'd think that she sort of was… er… a bit nosy.  … if she didn't know her, if you didn't know them… | G3 sees the intrusion into Saffy's personal space as significant.  The crash is more intrusive because it's a stranger not a friend. |
| SA: OK sure. [G5]? | | |
| G5: (Hesitantly) Well she… I might think she was quite… odd, wanting to talk to me like that. | …she was quite… odd, wanting to talk to me like that. | The behaviour of the girl in the wheelchair strikes G5 as outside normal conventions. |
| SA: Yup. [G6]? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G6: Strange and a bit rude. | Strange and a bit rude. | G6 says Sarah's conduct is strange and also impolite. |
| SA: OK. | | |
| G4: You might find her a bit crazy. | You might find her a bit crazy. | G4 questions Sarah's sanity. |
| SA: OK. | | |
| G1: You might find her a bit creepy… (Others laugh.) …because she… (Now she laughs.) … just creepy is all. | You might find her a bit creepy… | Sarah's behaviour is seen by G1 as sinister. |
| G7: I'm sort of… Because if she bashed into her she just wanted to be her friend, because maybe she just wanted to butt in with her and be her friend. | … maybe she just wanted to butt in with her and be her friend. | G7 says the crash was just a way of 'butting in' and being a friend. |
| SA: Sure. If you were writing this story what do you think you'd write that happened next? What do you think might happen next and then have a think about why you might have that happen next. (G1 and G6 immediately raise their hands.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G1: Well the girl might say sorry. (At this point the lights in the room inexplicably grow dim in the way they are meant to do when a DVD is being shown.) | | |
| SA: The girl in the wheelchair or Saffy? | | |
| G1: Or she might hit someone else. Yeah, hit someone else. (The lights come on, go off again and come on again.) | | |
| SA: Someone turned the lights on in the other hall. OK, anyone else have an idea about what they might have happen next after this girl and Saffy have been chatting? (G1 and G3 raise their hands.) Because I think it ended with the girl in the wheelchair taking a long look at Saffy, being really keen for information. | | |
| G1: (Sotto voce, not waiting to be called.) Creepy. | | |
| SA: What do you think would happen next? What would you do, [G3]? | | |
| G3: I think I'd put that the girl in the wheelchair would say, why are you adopted, why are you living with these people and if you say, and if they're not your parents why are you shouting at them? | …why are you adopted, why are you living with these people… and if they're not your parents | G3 proposes a battery of questions for Sarah to ask about adoption and Saffy's family, |

| Text | Citation | Cluster Significance |
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| | why are you shouting at them? | indicating that she understands Sarah's need for information. |
| SA: OK, all right. [G1]? | | |
| G1: She might take her somewhere and say come with me, I know where your real parents are. | … come with me, I know where your real parents are. | G1 fantasises that Sarah has revelatory information about her real parents for Saffy. |
| SA: OK. So it could go down that route. OK. [G6]? | | |
| G6: To add on to [G1's] bit, her parents don't really know who she is because she's changed a bit and then they're a bit upset. | … her parents don't really know who she is because she's changed a bit… | G6 extends G1's fantasy to describe how Saffy relates to her birth parents. |
| SA: OK, yeah. That's a really interesting way of taking the story on a tangent. (G4 calls the SA's name and points to the screen.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Yes, that's OK, the computer's gone to sleep while it's waiting for us to finish talking. What I'm going to do, I'm going to pop you into different groups… (G1 and G2 move together again.) And I'm going to give each group a piece of paper with 'wheelchair girl' and a piece of paper with 'Saffy' on it. | | |
| G6: Saffy? [SA] I can see the writing on the back… | | |
| G1: Why is it 'wheelchair girl'? | Why is it 'wheelchair girl'? | The author identifies Sarah as 'the girl in the wheelchair', anonymised for narrative purposes. G1 asks for this anonymisation to be accounted for. |
| G2: (To G1) Super… (They both make movements suggestive of eagerly driving the wheelchair forward.) | | |
| SA: OK I want you in pairs, in pairs because you're a nice even number. In your pairs what | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| I'm going to get you to do is to write, have a chat… In your groups, in your pair, I'm going to choose your groups for you, [G2], sorry. And I'm going to get you to put three words down that you think would describe the wheelchair girl. And then I want you to think about why you would choose those names to describe the two characters, OK? | | |
| (The SA pairs G6 and G7. He pairs B1 and G4. G4 grimaces as she gets the only boy. G1 draws G5 while G2 is paired with G3. The pairs withdraw to separate floor areas, taking pens and the papers SA gives them. These papers are to be sent in to the researcher.) | | |
| SA: Have a think. Choose words for yourself that you want to think of, to describe one the wheelchair girl and one Saffy, three words for each character. And then we're going to share them when we come back to the group. (The pupils talk loudly among themselves.) | | |
| G5: How do you spell 'nosy'? | | |
| SA: It's all right, it's not a spelling test. So just write the sounds in the word as you hear them. (To G6 and G7.) So three words for Saffy and three words for the wheelchair girl between you. To describe what that person's like. (G6 offers G7 the pen.) | | |
| G6: (To G7) Do you want to write your words and then I'll write mine? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: So if you talk together in your group and you come up with three words you agree on to describe Saffy, OK? And the same for the wheelchair girl. (SA moves between the groups giving advice.) | | |
| Unidentified pupil: Can we write more than three? | | |
| SA: Just three, three on each. | | |
| G3: How do you spell 'argumentative'? | | |
| SA: That's a nice word. (Although SA has said spelling is unimportant, he helps this pair to spell their word. He uses non-phonetic spelling. As the pupils discuss their words, it is clear they are conversing between as well as within pairs. SA is now freely handing out spelling advice.) | | |
| G1: Can we draw a picture? (She smiles as she speaks, knowing the answer. Is she in flight from the question of disability?) | | |
| SA:  No you girls, get ready to go through your reasons and why you chose those words. (The two pairs G1 with G5 and G4 with B1 are working side by side, almost as a quartet.) | | |
| G1: They're copying us. (G5 leaves the room for a toilet break.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA:  OK guys have you all got three words on each page? OK come on back and we're going to talk about the words you've chosen about Saffy. | | |
| B1: (Flourishes a sweets bag.) Can I go and throw this outside? Not outside, next door? | | |
| SA: Please go. Very quickly. Thank you. (B1 leaves the room. G5 has not yet returned.) | | |
| G6: [SA] do we miss our break? | | |
| SA: No, not at all. | | |
| G6: Do we… do you take us out? | | |
| SA: Yes, afterwards. We're going to start with this one but we'll wait till [G5] and [B1] get back. | | |
| G6: Where did [G5] go? | | |
| SA: [G5] went to the loo. | | |
| G3: Where did [B1] go? | | |
| SA: [B1] went to put the rubbish in the rubbish bin. (G3 gapes incredulously, as if she suspects he has some other motive.) He was being a very tidy person, very responsible, keeping the school nice and clean. Certainly very responsible, just like we were talking | | |

| Text | Citation | Cluster Significance |
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| about in [School # 4's] assembly this morning. (G5 and B1 return simultaneously.) | | |
| G6: [SA] it's not to do with this but… um… er… I forgot what I was going to say… | | |
| SA: It'll come back to you. | | |
| G6: Oh yeah, these pieces of paper with [School # 4's] name on, maybe everyone could have one and they could stick it on their desk and then maybe decorate it? Everybody when they open their desk… | | |
| SA:  Great idea, I love that suggestion. | | |
| G7: Maybe we can put them with the date at the top so that when we open our desks… | | |
| SA: What a great idea. I'll pursue that suggestion. OK so we've got for Saffy [G3] and [G1] have come up with 'upset', 'cross' and 'rude'. So why did you think Saffy might have been upset? | | |
| G1: Because she was always followed by someone and she didn't want to be followed. She wanted to be left alone. | … she was always followed by someone and she didn't want to be followed. She | Like G4 earlier and despite no evidence in the text, G1 accuses Sarah of being a stalker. |

| Text | Citation | Cluster Significance |
|---|---|---|
| | wanted to be left alone. | |
| SA: OK. And why did you think that she was cross? Why was Saffy cross? | | |
| G1: She was cross because someone was following her and they were annoying her. | … cross because someone was following her… | G1 repeats the unsubstantiated stalking accusation. |
| SA: Yeah. Anything you want to add to that, [G3]? | | |
| G3: She might be cross because she was trying to find out if she was adopted and… | … [Sarah] was trying to find out if [Saffy] was adopted and… | G3 with evidence in the text suggests that Sarah is prying into family matters. |
| SA: OK so it might have been to do with being adopted. | | |
| G1: And rude because someone was trying to talk to her and she didn't listen. | And rude because someone was trying to talk to her and she didn't listen. | Although she has accused Sarah of stalking, G1 also blames Saffy for ignoring Sarah. |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: OK. All right. Anything else you want to add to that, [G3]? (G3 remains silent.) Now the wheelchair girl. For the wheelchair girl you guys chose… | | |
| G1: Nosy… | | |
| SA: …'nosy', 'creepy' and 'rude' as well. What made you think she was nosy? | | |
| G1: Because she was butting into someone's business. | … butting into someone's business. | G1 sees Sarah's action as intrusion into private matters. |
| SA: OK, all right, and what about 'creepy'? What was it that made her creepy? | | |
| G1: Because she… | | |
| G3: (Cuts across G1.) Because she was looking at her. | Because she was looking at her. | G3 regards Sarah as 'creepy' because she is looking at Saffy. |
| G1: And rude because she was following her. | And rude because she was following her. | The accusation of stalking is repeated by G1. |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: And rude because she was following her and wouldn't give her any space. OK, all right, great. Um… | | |
| G3 and G2: (Brandishing their page.) We've got one. | | |
| SA: OK we'll do yours next. | | |
| G3: Yeah, we've got why as well. | | |
| SA: OK this is wonderful, they have even written their reasons why. OK so we've got for the wheelchair girl – no we'll start with Saffy again. For Saffy we've got that she was 'kind' because she didn't shout at the wheelchair girl when the wheelchair pushed into her and the wheelchair pushed her over.  She was 'argumentative' because she was shouting at her adoptive parents. And she was 'brave' because she was pushed over and she didn't cry even when it was bleeding. (SA is referring to Saffy's injured elbow.) Very good, I like those, they're very original. You guys have really thought long and hard about them. (G2 and G3 look thrilled by SA's acknowledgement.) And the wheelchair girl they've chosen that she was 'rude', because she pushed Saffy over on purpose, she was 'curious' because she was asking lots of personal questions, and she was a little bit 'nosy' because she was | SA reads the entries made by G3 and G2. For Saffy we've got that she was 'kind' because she didn't shout at the wheelchair girl...  She was 'argumentative' because she was shouting at her adoptive | G3 and G2 look for positive aspects of Saffy's behaviour towards Sarah and her adopted parents and praise her courage when injured. |

| Text | Citation | Cluster Significance |
|---|---|---|
| asking Saffy about her parents and life and adoption. (SA hands the paper back to G2 and G3) Can I get you guys to put your names on this, just so we've got them? (G4 hands in the paper she completed with B1.) Wonderful… (To G6 and G7.) Can you pop your names on yours? | parents. And she was 'brave' because … she didn't cry even when [her elbow] was bleeding. And the wheelchair girl they've chosen that she was 'rude', because she pushed Saffy over on purpose, she was 'curious' because she was asking lots of personal questions, and she was a little bit 'nosy' because she was | G2 and G3 are far more critical of the wheelchair girl, who is rude, inquisitive and nosy. |

| Text | Citation | Cluster Significance |
|---|---|---|
|  | asking Saffy about her parents and life and adoption. |  |
| G3: We can't find our pen. |  |  |
| SA: Do you still have it? You didn't give it back to me? (G3 and G2 search in vain for their pen.) Here you can have one of these then. (Supplies another pen.) All right now looking at this group, for [B1] and [G4] we've got that Saffy was 'annoyed', 'frightened' and 'confused'. So what made you think that she was annoyed? What was it that…? |  |  |
| B1: Um… |  |  |
| G4: (Cutting across B1.) She'd been pushed over and her parents, her adoptive parents, never actually told her she was adopted. |  |  |
| SA: OK, so because she hadn't been told she was adopted, she sort of found out later on. OK. What about frightened? What do you think you… made you think she was frightened? |  |  |
| B1: Because… um… the wheelchair girl pushed her over for no particular reason and… | … the wheelchair girl pushed her over for no | B1 says the action of Sarah is arbitrary and |

| Text | Citation | Cluster Significance |
|---|---|---|
| | particular reason… | irrational. |
| G4: (Cuts in.) She was just stronger… | She was just stronger… | G4 sees the wheelchair as making Sarah more physically powerful. |
| B1: Why… | | |
| G4: It's kind of scary… | … kind of scary… | G4 sees Sarah as frightening. |
| B1: (Raises a hand as if to fend off an attack.) Let's not go… | | |
| G4: It's like following another person round. (With her hands she mimics the movement of a predatory animal creeping up on its prey.) | It's like following another person round. | G4 persists in accusing Sarah of stalking. |
| SA: Sure, OK, makes sense, can see where you're coming from. Well done. And what about confused? Why did you think Saffy was confused? | | |
| B1: Because she had no idea… | | |
| G4: She had no idea… (G4 wants to take over from B1 but gaining confidence he won't allow it.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| B1: She had no idea that like one day, that day, a wheelchair girl was just going to push her over. | …no idea that … a wheelchair girl was just going to push her over. | Sarah's action has the ability to confuse Saffy. |
| G4: And she had no idea that someone was going to push her over. | | |
| SA: OK good. Now for the wheelchair girl they've chosen 'curious', 'frightening' and 'mysterious'. Now what made you think the wheelchair girl was curious? | | |
| B1: Because she was… um… curious about Saffy's life. | …curious about Saffy's life. | B1 sees Sarah as inquisitive. |
| G4: Asking all the questions about her life… | | |
| SA: OK. And what about frightening? What made you think the wheelchair girl was frightening? | | |
| G4: Well it's pretty creepy if someone's just following you around. | … it's pretty creepy if someone's just following you around. | G4 again accuses Sarah of stalking. |
| SA: OK that could make you feel frightened, I can understand that one. And mysterious? | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| B1: Because it's… | | |
| G4: (Cuts across him again.) She like comes out of nowhere and just starts pushing you over and following you. | … comes out of nowhere and just starts pushing you over and following you. | G4 sees Sarah as 'mysterious' because her actions and motives remain unexplained. |
| SA: OK that seems like an odd and mysterious thing to do. OK good. | | |
| (G6 calls SA's name and hands him the papers she and G7 have completed.) | | |
| G6: When some people are adopted and they're very young it's sometimes better to not tell them you're adopting them because otherwise they keep asking you can you tell me about my real parents and… | When some people are adopted and they're very young it's sometimes better to not tell them you're adopting them because otherwise they keep asking you can you tell | G6 is seeking reasons to suggest it was unwise of Saffy's adopted parents to tell her the truth about her origins. She foresees that Saffy will become preoccupied with her true parentage, which |

| Text | Citation | Cluster Significance |
|---|---|---|
| | me about my real<br><br>parents and… | turns out to be true. |
| SA: Possibly yeah. They might ask those sort of questions. (G7 raises her hand and SA calls on her.) | | |
| G7: I've got an aunty who's been adopted… | | |
| SA: OK. | | |
| G6: And here's a pen… (G6 is attempting to distract attention from G7's anecdote.) | | |
| SA: Keep the pen, there'll be a little bit more writing. OK [G6] and [G7] for Saffy you've got 'annoyed', 'bruised feelings' and 'anxious'. So what made you think that Saffy was annoyed? Why did you choose that word to describe Saffy? (G6 puts up her hand but then finds she has no words.) What do you think, girls? | | |
| G7: Do you mean annoyed? | | |
| SA: Yes. | | |
| G7: Oh, which… Because when the wheelchair girl bashed into her… | | |
| G6: And she cut her elbow… | | |

| Text | Citation | Cluster Significance |
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| G7: And she… and you normally get annoyed. | | |
| SA: When people hurt you. OK. I can see where you're going with that. And the bruised feelings? [G6]? | | |
| G6: Because the wheelchair girl kept asking her questions about are you adopted… | … the wheelchair girl kept asking her questions about are you adopted… | G6 sees Sarah's questions about her parentage leaving Saffy with bruised feelings. |
| SA: OK. And then anxious. Why did you think Saffy was anxious? | | |
| G7: Because I thought she looked a bit… I thought she looked a bit like… I thought if I was in there I… if I was in there in real life… I thought she looked a bit like that… (She holds out rigid fingers to express anxiety.) | Because I thought she looked a bit… I thought she looked a bit like… I thought if I was in there I… if I was in there in real life… I thought she looked a bit like that… | G7 justifies her description of Saffy as 'anxious' by referring to the mental image she has of a fictional character and imagining if she were adopted. She uses |

| Text | Citation | Cluster Significance |
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|  | (She holds out rigid fingers to express anxiety.) | an expressive gesture, holding out rigid fingers, to express anxiety. |
| SA: Might have felt a bit anxious after all that had happened, OK, all right. And now for the wheelchair girl you've got 'nosy', 'rude' and 'crazy', three really good descriptive words. What's made you think she's nosy? |  |  |
| G6: Because she was asking her questions about her parents and… |  |  |
| SA: And personal life and things. OK, sure. And rude? What was it that made her feel – that made you think she was rude? |  |  |
| G7: Well because she bashed in, maybe she wanted to butt past and then she realised, and then like she didn't really say anything. | … she bashed in, maybe she wanted to butt past and then she realised, and then like she didn't really say anything | G7 sees Sarah as considering moving past Saffy, then deciding to crash into her and failing to apologise. |

| Text | Citation | Cluster Significance |
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| SA: Didn't say sorry or anything? (G7 shakes her head, agreeing with SA.) Yeah OK. OK, crazy? | | |
| G6: Because… that's my nickname for [another member of the teaching staff]. Um… because she… if she wasn't crazy then she wouldn't butt into, crash into, the other girl and crash her into the wall. | … if she wasn't crazy then she wouldn't butt into, crash into, the other girl and crash her into the wall. | G6 sees Sarah's intervention as evidence that she is crazy. Despite no evidence in the text, she sees Saffy as crashed against a wall. |
| SA: OK, good. I can see where you're coming from with that. Right, OK. Now we're going to watch the next video clip and then we're going to… (G1 rises to her feet and offers her pen. SA instructs her to keep it.) We're going to watch the next video clip and then we're going to talk about that, and then you're going to write again three words to describe them and then we'll talk about them really quickly. OK, in this there's a girl called Daisy and she goes shopping with her Mum and her disabled sister Lily. Now Lily is in a wheelchair… | | |

| Text | Citation | Cluster Significance |
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| G3: Oh I know this story. It's <u>Sleepover</u> from Jacqueline Wilson. | | |
| SA: Oh it is. Daisy has just joined the Alphabet Girls. It's a new group of friends at her new school. So she's new to school. She's really keen to make a good impression with her new friends and because one of them's having a birthday party soon, her name's Amy, Daisy was invited to the birthday party, which is a sleepover. Daisy goes with her mother and her sister Amy (SA mistakes Lily's name) to buy a nice present but when Daisy goes to the shop she's accompanied by her… sorry she's buying Amy a nice present and when Daisy goes to the shop with her sister Lily in her wheelchair and her sister hates shopping. So Lily has learning difficulties and she cannot speak – she can't speak. And Daisy's the one doing the shopping. And it's Amy who's the friend who she wants to buy the present for. Lily's the one who uses the wheelchair and she's Daisy's sister and Lily's Mum is there as well. (The lights dim.) OK. | | |
| G3: I know this story, I've read everything twice through. | | |
| B1: Wow… I'm surprised… | | |
| G3: I know. | | |

*SECOND DVD PRESENTATION TO PUPILS:*

*I went shopping with Mum to buy Amy a birthday present. I thought I might buy her a grown-up fountain pen as she likes writing. I wanted to*

*spend a long time choosing, but Lily was with us too, of course, and she was having a bad day, crying a lot.*

*People started staring at us and it made Lily more upset. She cried and cried very loudly. 'Do hurry up and choose Amy's present!' said Mum.*

*I couldn't decide which colour fountain pen Amy would like best. Bright red? Lime green? Sunny yellow? Sky blue? Amy liked wearing all*

*different bright colours. I didn't know which was her favourite.*

*'Daisy! We'll have to go,' Mum said. Lily was bright red in the face herself – and screaming.*

*I suddenly saw a plastic case of special metallic roller pens all different colours: pink and orange and emerald and purple and turquoise, even*

*gold and silver. I thought how great it would look writing with all these different colours.*

*'Can I get these for Amy, Mum? Please?'*

*They were more expensive than the fountain pens but Mum was so keen to get us out of Smith's that she didn't argue.*

(During the reading G3, who has read the book, is kneeling looking alert and appreciative.)

| Text | Citation | Cluster Significance |
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| SA: OK, so I've got a couple of questions to ask and then we'll get you to do the writing again. So how do you think Daisy was feeling in the shop? (G7 raises her hand.) | | |
| G7: Annoyed because she had to really hurry up. | Annoyed because she | G7 sees Daisy as |

| Text | Citation | Cluster Significance |
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| | had to really hurry up. | annoyed at having to hurry her purchase. |
| SA: OK. | | |
| G3: She wanted to… I think she felt that she could have stayed in the shop on her own and that her Mum and sister could go back because she really wanted to take some time to choose which one. | I think she felt that she could have stayed in the shop on her own and that her Mum and sister could go back | G3 considers Daisy's mother and sister could leave her to shop alone at a leisurely pace. |
| SA: OK great. How do you think you would feel if it was you, if you were Daisy and you were buying a present for a friend and you wanted to make a really good impression, they were new friends, you were in a new school, how might you feel, [G1]? | | |
| (G3 is clearly bursting to answer but SA chooses others first, perhaps not wishing to have G3 use her pre-existing knowledge of the book.) | | |
| G1: I would spend all my pocket money to buy all the pens. | | |
| SA: OK great, so you'd go the extra one. OK. | | |

| Text | Citation | Cluster Significance |
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| G6: Well you want to get something that she likes because otherwise it would just be a waste of money and she won't really use it and that would be a bit upsetting, to buy something for somebody and they don't use it. | | |
| SA: And they don't use it. OK good. How would you feel, [B1] if you were Daisy and you were buying a present and you had to be rushed like that? Or if you were Donald if it's not… (Others laugh.) | | |
| B1: I would feel… (Some of the girls find B1's difficulty in finding words amusing.) | | |
| | | |
| SA: If you were being rushed and let's say [your brother] was making lots and lots of noise and your Mum was like 'Come on, we've got to go… I've got to take [your brother] home…' How would you feel? | | |
| B1: I would feel… anxious. (B1 smiles at his own response.) | | |
| SA: OK. [G5]? | | |
| G5: I would feel quite upset because you only have a little bit of time to choose what kind of pens you choose. | | |

| Text | Citation | Cluster Significance |
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| SA: OK. [G6] I'll come back to you. [G3]? | | |
| G3: I'd feel a bit uncomfortable because I wouldn't really… I'd like to choose something and take my time but then if my sister's screaming I wouldn't really like to stay in the shop very long and it would be a bit embarrassing so I'd feel a bit uncomfortable. | I'd like to choose something and take my time but then if my sister's screaming I wouldn't really like to stay in the shop very long and it would be a bit embarrassing | G3 sees Lily's behaviour as preventing Daisy from making the best choice, and as embarrassing her in public. |
| SA: OK great. | | |
| G7: I would feel a bit anxious just in case your Mum walks out the shop and then you're left there in the shop and you haven't got anything for your friend. | I would feel a bit anxious just in case your Mum walks out the shop and then you're left there in the | The cause of G7's anxiety is that Lily's behaviour may lead the mother to abandon the shopping expedition |

| Text | Citation | Cluster Significance |
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|  | shop and you haven't got anything for your friend. | unilaterally before anything is purchased. |
| SA: OK, good. Good, good, good point. What do you think might be the thing that's upsetting Lily so much? (G1, G6 and G3 immediately raise their hands. Just for once B1 speaks first, without signalling.) |  |  |
| B1: She doesn't like to go to shops. | She doesn't like to go to shops. | B1 sees Lily's dislike of shops as a matter of taste rather than a cause of fear. |
| SA: She doesn't like shopping. |  |  |
| G5: Maybe because there are hundreds of people there who keep on staring at her… | …hundreds of people there who keep on staring at her… | G5 reads into the text that customers are staring at Lily. |
| SA: OK. There might be lots of people staring at her because she's in a wheelchair, OK. |  |  |

| Text | Citation | Cluster Significance |
|---|---|---|
| G4: She probably maybe feels a bit embarrassed because she's in a wheelchair and like everybody else is wondering why she's never talking and what's wrong with her, they want to know what's wrong so it's really embarrassing and annoying. | She probably maybe feels a bit embarrassed because she's in a wheelchair and like everybody else is wondering why she's never talking and what's wrong with her, they want to know what's wrong so it's really embarrassing and annoying. | G4 imagines the customers in the shop irritatingly preoccupied with questions about Lily's impairments. |
| SA: OK. | | |
| G5: Well they might just want to know why she keeps on screaming. | Well they might just want to know why she | G5 suggests the interests of onlookers |

| Text | Citation | Cluster Significance |
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| | keeps on screaming. | are more basic. Why is Lily screaming? |
| SA: OK, true. | | |
| G1: Something might just hurt her very badly and she needs to go home. | Something might just hurt her very badly and she needs to go home. | G1 understands that physical disability often causes pain. |
| SA: Quite right. It could be something's hurting her and she wants to go home. | | |
| G6: Or there could be something like her favourite TV show on TV and she's missing it and if she didn't watch it… if she didn't watch it she wouldn't be like cool at school or something like that. | …her favourite TV show… and she's missing it and if she didn't watch it… she wouldn't be like cool at school | While others identify issues related to Lily's impairments, G6 tries to substitute for them concerns that would be more common for any young person such as missing her TV |

| Text | Citation | Cluster Significance |
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| | | programmes. |
| SA: Could be, quite possibly. [G3] you had your hand up, do you want to say something? | | |
| G3: I was thinking like [G4] if there were so many people staring at her she would be quite uncomfortable and especially if she's disabled and she's having a bad day, you'd be… you'd be quite… | … so many people staring at her she would be quite uncomfortable and especially if she's disabled and she's having a bad day | G3 implies that good and bad days can arise for both disabled and able-bodied people. |
| G6: And you're crying as well… | | |
| G3: And you're crying as well, you'd be quite upset and a bit uncomfortable because… and you'd be screaming because you wouldn't be able to say 'Oh I want to go out…' | … you'd be screaming because you wouldn't be able to say 'Oh I want to go out… | G3 identifies Lily's aphasia as a principle source of frustration. |
| G6: Or 'I'm not OK' or something… | Or 'I'm not OK' or something… | G6 adds another complaint Lily might |

| Text | Citation | Cluster Significance |
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| | | make were she able to speak, 'I'm not OK'. |
| SA: OK. | | |
| G3: And so you'd be screaming and then the Mum would be feeling a bit uncomfortable as well. | | |
| SA: OK, good thinking. | | |
| G6: The Mum would… just to add on to [G3's] the Mum would be feeling a bit uncomfortable as well because… because her daughter's crying and then her other daughter is trying to pick a present and she's like 'Oh I don't care about my sister, I just want to pick a present for a friend.' | Mum would be feeling a bit uncomfortable as well because… because her daughter's crying and then her other daughter is trying to pick a present and she's like 'Oh I don't care about my sister, I just | G6 considers that Daisy's indifference to her sister's unhappiness and preoccupation with her own concerns strike her mother as selfish and disturb her. |

| Text | Citation | Cluster Significance |
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| | want to pick a present for a friend.' | |
| SA: That leads on to this next question actually. | | |
| G6: Yea… | | |
| SA: Does Daisy use the trouble with her sister… | | |
| G6: No… | No… | SA begins to ask the pupils whether Daisy uses Lily's unhappiness to gain a more expensive gift for her friend. G6 appears to anticipate the question and hastens to answer 'No'. |
| SA:  To get more of what she wants? Do you think she uses her sister screaming and crying | | |

| Text | Citation | Cluster Significance |
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| to get something more… | | |
| B1: No, definitely not. | No, definitely not. | B1 denies that Daisy uses Lily's unhappiness to get an advantage. |
| SA: … of what she wants? | | |
| G3: Yeah a tiny bit… | Yeah a tiny bit… | G3 considers that Daisy does use Lily's unhappiness to gain an advantage. |
| SA: Do you think she might do that and how does that make you feel? | | |
| G3: She might be using it to get a little bit more of what she wants, because she really wanted to get the multi-coloured pens even though it was more than the fountain pens and because her sister was screaming so much… | She might be using it to get a little bit more of what she wants, because she really wanted to get the multi-coloured | G3 explains Daisy's behaviour by citing her motivation inspired by generosity. |

| Text | Citation | Cluster Significance |
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| | pens… | |
| G6: Her Mum didn't really care what… | | |
| G3: Her Mum really wanted to get out of the shop and make her stop screaming. So… | Her Mum really wanted to get out of the shop and make [Lily] stop screaming. | G3 highlights the pressure of events on the mother. |
| SA: OK and how do you feel about her doing that? | | |
| G3: I feel it's quite mean because you'd want to… if I was her I'd want my sister to be happy and not to be screaming and making my Mum uncomfortable and me uncomfortable. (G6 has had her hand raised most of the time G3 was speaking. G1 also raises her hand, moving forward with extreme urgency as she does so.) And because it could make everybody else uncomfortable. | …quite mean because you'd want to… if I was her I'd want my sister to be happy and not to be screaming and making my Mum uncomfortable and me uncomfortable. | G3 says that if she were in Daisy's position her feeling for her sister would come first. Daisy is not as concerned for Lily as she should be. |

| Text | Citation | Cluster Significance |
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| | And because it could make everybody else uncomfortable. | Public discomfort also affects the family. |
| SA: OK. [G4?] | | |
| G4: If it was a brother, like my brother… | | |
| SA: Yeah, like your brother… | | |
| G4: Then it would just be like… so most of the time I really don't like my brother because he annoys me but when he really felt sick one day I was the only one that believed him. My Nanny said 'No, no, no you've got to go to school.' My Nanny called my Mum and he said 'Mum I feel sick' and then my Mum just went 'You've got to go to school, I'm sorry I can't leave work to take care of you.' And then… | …when [my brother] really felt sick one day I was the only one that believed him. | G4 gives her own story and her brother's illness as an example of the power of sibling loyalty. |
| SA: OK. Did he enjoy the fact that you believed him and that you were trying to support him? (G6's hand rises.) Did he like that? (G4 nods agreement.) I'm sure he would have. | | |
| G6: Maybe after they got out of the shop, maybe the Mum bought the girl in the wheelchair something nice like a toy or an ice cream or something like that to make up to her. | Maybe after they got out of the shop, maybe | G6 is considering what treats the mother can |

| Text | Citation | Cluster Significance |
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|  | the Mum bought the girl in the wheelchair something nice like a toy or an ice cream or something like that to make up to her. | offer Lily as compensation for her experience in the shop. |
| SA: OK to try and cheer her up. OK.  [G1] you had your hand up. |  |  |
| G1: Um… (She has forgotten what she meant to say. G3 raises her hand but SA does not call her.) |  |  |
| SA: OK. If you were writing this story what would you have… make happen next? (G3 and G6 immediately signal.)  If you could write the story all by yourself… (To G3) I know you've read it… |  |  |
| G3: But I'm not going to… |  |  |
| SA: So you know what does happen next, but if you were writing the story what do you think you might make happen next. What would you do, [B1]? |  |  |

| Text | Citation | Cluster Significance |
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| B1: Um… When I get home I would get really annoyed at my sister and maybe hide all her best toys and maybe some even throw away. (B1 is speaking not of what he would do in the authorial role but of what he would do in the first person narrator's role.) | When I get home I would get really annoyed at my sister and maybe hide all her best toys and maybe some even throw away. | B1 considers that Daisy should punish Lily for spoiling her shopping expedition. |
| SA: OK, all right. [G4]? | | |
| G4: If you had a pet, say a dog or a cat, and say it's my brother's train set, because he really likes it, so I could just easily take a train and go 'Here you go kitten' and the cat would just destroy it. (The mood of vengefulness against the disabled is reinforced.) | If you had a pet, say a dog or a cat, and say it's my brother's train set, because he really likes it, so I could just easily take a train and go 'Here you go kitten' and the cat would just | G4 suggests giving a pet animal a favourite toy of Lily's to destroy in revenge, placing it in the context of her brother and herself. |

| Text | Citation | Cluster Significance |
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| | destroy it. | |
| SA: Right, OK. | | |
| G4: So I could simply do that. | | |
| G6: Or if like she had a diary she could read it and tell everybody at her school and she wouldn't be… nobody would want to be her friend any more because they knew all her secrets. (The mood of vengefulness against the disabled is further reinforced.) | Or if like she had a diary she could read it and tell everybody at her school and… nobody would want to be her friend any more because they knew all her secrets. | G6 assumes that Lily would be capable of writing a personal diary. She also assumes its secrets would deter any potential friend. |
| SA: They knew all her secrets, OK. OK. | | |
| G1: Well she's still in the shop and something strange happens. She stops crying, she stops screaming, she saw her favourite toy and wanted to get it and… (inaudible). | … something strange happens. [Lily] stops crying, she stops | G1 envisages that Lily's unhappiness is instantly relieved when she sees |

| Text | Citation | Cluster Significance |
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| | screaming, she saw her favourite toy and wanted to get it… | an object in the shop she wants to acquire. |
| SA: Until all of a sudden the little sister Lily changes her mind. OK, interesting. | | |
| G3: I would say they go back home and the Mum gets quite cross with Daisy because she was annoying her sister and making her very… and making everybody very uncomfortable. And then what I think the Mum would do is that she'd go and get a toy or something that Lily likes for Lily because it wasn't Lily's fault that she was screaming and it did say that she didn't like to go shopping, so… and maybe Daisy purposely took her time… | …the Mum gets quite cross with Daisy because she was annoying her sister... she'd go and get a toy or something that Lily likes for Lily because it wasn't Lily's fault that she was screaming and it did say that she didn't like to go shopping, | G3 sees the mother as sympathising entirely with Lily and blaming Daisy for her lack of understanding and patience. G3 considers that Daisy did exploit the situation for her own ends. |

| Text | Citation | Cluster Significance |
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| | so… and maybe Daisy purposely took her time… | |
| G6: Took her time… | | |
| SA: OK. | | |
| G3:  So I'd get Lily something and get a bit cross with Daisy. (G3 expresses a more understanding view of disability. A name coincidence between one of the characters in the text and one of the group causes the pupils to chatter among themselves until SA intervenes.) | | |
| SA: Sorry, I'm just going to let [G5] speak. | | |
| G5: Mum might look at them, look at the pens, and then she might give Lily a present… | Mum might look at them, look at the pens, and then she might give Lily a present… | G5 sees the extra price paid for the pens as justifying a gift for Lily. |
| SA: To the value of the price of the pens? That's interesting too. (SA now hands out the | | |

| Text | Citation | Cluster Significance |
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| papers for each pair to record three words for Daisy and three words for Lily.) | | |
| G3: Can we do why as well? | | |
| SA:  Yes please, that's wonderful. | | |
| G3: Yea. | | |
| (The pupils spread themselves in pairs across the floor. SA advises them to make sure both partners in a pair agree and can explain the choice. He warns them against pairs collaborating. SA moves around from pair to pair giving them guidance. They discuss their choices.) | | |
| G3:  [SA], how old is Lily? | | |
| SA: Lily? I think she's about ten or eleven, approximately. | | |
| G3: Weird… | | |
| SA: Oh sorry no, hang on. I'm thinking Daisy's ten or eleven. I don't know how old Lily is. (In the book Lily is older than Daisy, though the other Alphabet Girls often refer to her as Daisy's baby sister. The chronological information was not included in the brief.) | | |
| G2: Five or six? | | |

| Text | Citation | Cluster Significance |
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| SA: She might be five or six. It says that she's younger than Daisy. It says 'little sister'. (In fact this is not so.) I don't think it mentions in the story how old she is, I don't know. (SA continues to move from pair to pair, discussing their choices.) | | |
| SA: OK make sure your names are on your sheets please. And then let's bring them in and we'll have our sharing session. Come on in. | | |
| G1: Are we still having a science lesson? Has one lesson passed? | | |
| SA: Not a whole lesson. | | |
| G1: Why did you choose us? (She is referring to the eight members of the group session.) | | |
| SA: I chose people who I wanted to come in to talk about… to watch the movie, to watch the clip, and share their ideas – people that I knew would be able to share their ideas. | | |
| G6: [SA] why didn't you pick any… pick anybody else? | | |
| SA: I did pick a couple of other people but their Mums and Dads… because I had to ask the Mums and Dads before you were allowed to come in and do it, and their Mums and Dads said no. | | |
| G6: Why… why… why d'you have to ask them? | | |

| Text | Citation | Cluster Significance |
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| SA: Because I had to ask their permission just like I had to ask your permission. So come on in and we'll finish this off. And then we can go out. (SA collects the pens and calls the pupils to reassemble in plenary.) OK so here we go. [G1] and [G5] have written down that for Lily they thought she was upset, because she got red in the face and because she couldn't take the noise that was in the shop. She was a little bit rude because she did not give time for her sister to choose her present, she just wanted to get out of the shop and didn't… didn't… she was a bit rude because she didn't let her sister have some time in the shop. And she was probably cross because her sister Daisy wouldn't listen to her and doesn't care about her sister, she cares more about her friends. So that's what they chose about Lily. | …[G1 and G5] thought she was upset… because she couldn't take the noise… in the shop. She was a little bit rude because she did not give time for her sister to choose her present. And she was probably cross because her sister Daisy wouldn't listen to her… | G1 and G5 regard the hubbub in the shop as disturbing for Lily. She was rude not to allow Daisy time. And she was cross at being ignored. |
| OK and then we're talking about Daisy. They said that they thought Daisy was probably a | [G1 and G5] thought | G1 and G5 consider |

| Text | Citation | Cluster Significance |
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| little bit angry because her Mum asked her if she could hurry up when they first got there, so she never really had much time in the shop. She was messing about a bit because the pens looked so nice she couldn't choose, she was distracted by it all. And then she was rude because she doesn't care about her sister. So they felt she was a little bit rude because she wasn't really thinking about what was important for her sister. (G4 makes a joke about the similarity between the name of a character and the name of one pupil. SA acknowledges the similarity.) | Daisy was… angry because her Mum asked her if she could hurry up when they first got there…. She was messing about a bit because the pens looked so nice she couldn't choose, she was distracted by it all. And then she was rude because she doesn't care about her sister. | Daisy is angered by being hurried, indecisive and distracted about the pens and indifferent to Lily's needs. |
| OK, selfish. OK sorry, let's go back to Lily. We'll try and do Lily so we'll do the same one to start with. | | |

| Text | Citation | Cluster Significance |
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| G6: You could read all of the [words belonging to] Lily. | | |
| SA: I could have done, that's true. They felt that Lily was upset because she didn't know where she was, and she didn't want to be there. She was bored because she didn't have anything to do while she was in the shop waiting for her sister to choose which present to buy her friend. Um… and it says difficult because she was difficult to understand, she felt it was difficult to understand where she was. | … [Lily] didn't know where she was, and she didn't want to be there. She was bored…. Um… and it says difficult because she was difficult to understand, she felt it was difficult to understand where she was. | G6 and G7 represent Lily as unaware of her location. They see her as bored. They say she is difficult to understand, which refers to her lack of communication skills. But the SA interprets what they say as referring to Lily's lack of awareness of place. |
| G6: …where she was. | | |
| SA: Because she was struggling to communicate. OK. And the Daisy one. [G6] and [G7] | | |

| Text | Citation | Cluster Significance |
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| said that she was selfish, because she took her time and didn't really care about her sister even though her sister was getting upset and wasn't very happy. She was generous but she took her time and I think by that when you girls were explaining it to me you said she was generous because she was trying to be kind to her new friend and buy a really nice present… | | |
| G6: But then she was selfish to her sister. | | |
| SA: But she was selfish to her sister so she took her time. So that's why she was generous but did take her time so she was a little bit selfish because she took too long. And then you girls said she might have been embarrassed of her little sister. Um… what did you mean by 'embarrassed of her little sister'? | | |
| G6: Because her sister was crying and she's a bit older than her and if you have a sister that's crying then it can sometimes be a bit embarrassing. If you know someone in the shop. | Because her sister was crying and… if you have a sister that's crying then it can sometimes be a bit | G6 contends that having a crying sibling in the presence of people you know is an embarrassing |

| Text | Citation | Cluster Significance |
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| | embarrassing. If you know someone in the shop. | experience. |
| SA: OK if you know someone in a shop. OK, all right. [G7]? | | |
| G7: I sometimes get a bit embarrassed with my sister because she has special needs and she sometimes… she… like if you have… if your sister or brother has special needs and they're crying and they can't speak, you get a bit embarrassed. And you think… is someone saying… is that your sister? And you might get… like a bit… pale because you didn't… you have to tell them the truth but you didn't want them to know that that's your sister. | I sometimes get a bit embarrassed with my sister because she has special needs and she sometimes… she… like if you have… if your sister or brother has special needs and they're crying and they can't speak, you get a bit embarrassed. And | G7 explains that she has a sister with special needs and understands Daisy's embarrassment. She admits she sometimes wishes not to acknowledge her sister. |

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| | you think… is someone saying… is that your sister? And you might get… like a bit… pale because you didn't… you have to tell them the truth but you didn't want them to know that that's your sister. | |
| (As G7 explains the condition of her sibling the other pupils close in around her.) | | |
| SA: OK, all right. Thank you for sharing that. | | |
| G6: Sometimes when you have a friend or a sister and they're younger than you and you see your friends you pretend… well they don't know that you have a brother or a sister that's younger than you sometimes you walk away from them and they say come and play with me you say… some people say 'Oh I don't know who you are' and so they kind of | Sometimes when you have a friend or a sister and they're younger than you and you see | G6 points out that younger siblings or friends can be an embarrassment, whether |

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| block them out. | your friends you pretend… well they don't know that you have a brother or a sister that's younger than you sometimes you walk away from them… | or not they are disabled. |
| SA: OK. All right. So that's what you meant by she might become embarrassed by her little sister. OK right, so Lily. [G4] and [B1] thought that she might be a bit embarrassed because everybody was staring at her so that might be making her upset. She was a bit traumatised by having to stay in the shop when she didn't want to be, she was really angry and upset. | | |
| G1: What is 'traumatised'? | | |
| SA: It means that you're upset because something's happened. So when you're traumatised something's happened and it makes you feel upset. So if I stomped on your foot and it hurt lots, you might be traumatised because I stomped on your foot. | | |

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| B1: (Speaks softly.) My sister was traumatised. (B1 is one of the pair that offered the word 'traumatised'. It seems that this word emerged from an incident affecting his family. He is encouraged to explain by the candour of G7.) | My sister was traumatised. | G4 and B1 have said that Lily was 'traumatised'. G1 asks the SA to define traumatised. He does so. Then B1 refers to his sister's experience but does not explain further what happened. |
| SA: So if I gave you a chocolate cake you're probably not going to be traumatised if I gave you a chocolate cake because you're not going to be upset. Hopefully if I cook a nice chocolate cake… | | |
| G6:  [SA] you could have cooked it and then it got burned and then you could have covered it in chocolate. | | |
| SA: And then you eat it and you think it's going to be a nice chocolate cake but it's all burnt | | |

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| and yucky. And then that might be a trauma. | | |
| OK, angry. Um… because she's stuck in the shop and we said at the beginning that she doesn't like shopping, she doesn't enjoy shopping, it's not what she wants to do. OK but then to describe Daisy you said that she was determined because she just wanted to get Amy a present. Um… you definitely… she was determined, she was really focused on making sure she got her new friend a present so that she could have one for the sleepover party. She was excited because she was thinking about going to Amy's party… [G1] sit up please. She was excited that she was going to Amy's party and she was really keen to go and spend time with all of her new friends in the Alphabet gang. And she was feeling a little bit complex… what she was finding complex, it was difficult to decide which pen would be suitable to get for Amy, she couldn't decide whether it's sky-blue or green… [G6]? | [G4 and B1] to describe Daisy you said that she was determined because she just wanted to get Amy a present. She was excited because she was thinking about going to Amy's party… And she was feeling a little bit complex… what she was finding complex, it was difficult to decide which pen would be suitable… | G4 and B1 find Daisy determined to buy the right gift, excited at the prospect of the party and 'complex' about the pens. |

| Text | Citation | Cluster Significance |
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| G6:  What's the ABC gang thing? (She has forgotten the context note.) | | |
| SA: You remember I said at the very beginning before I pressed play – I'm trying to find the exact words I said – that Daisy had joined the Alphabet Girls, which was a new group in a new school and that was how she got the invite to Amy's birthday party. | | |
| G6: Is it like loads of girls they make a club and they call it the Alphabet Girls? | | |
| SA: They call it the Alphabet Girls, yes. | | |
| G3: (Who has read the book.) Maybe because there's Amy… and then Daisy… ABCD. | | |
| SA: The letters are starting their first names. OK, then this group said that Lily might have been embarrassed because they thought people might have been staring at her because she's in a wheelchair and was getting upset and crying. Lily might have been feeling a bit weird, because she was screaming and that screaming was making her very stressed, so that she was getting herself even more upset by crying and being upset. And they said that Lily might have been feeling a bit depressed because she didn't like going to the shop and she had to go shopping with her sister and she didn't really enjoy it. | | |
| G1: What does depressed mean? | | |

Group session transcript: School No. 4                    Date recorded 14/5/2012

| Text | Citation | Cluster Significance |
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| SA: Depressed means you feel really sad and really unhappy. And you just feel like there's nothing that will make you feel better. | | |
| G4: Like traumatised? | | |
| SA: Yeah, kind of. But a little bit worse, you feel that you can't fix it. When you're depressed you feel that just nothing will make it right. So even if, if you're feeling depressed, if your Mum says 'Why don't I take you to Alton Towers for the day and buy you a chocolate bar and a new dress and a pony or something'… | | |
| G3: That would be so nice! | | |
| SA: …and if you still felt sad after all those things, then you'd be feeling depressed because nothing would make you feel better. | | |
| G3: I'd like that, except for the dress part. | | |
| SA:  OK so [G3] and [G2] said that Daisy's feeling selfish, they felt that selfish was a word to describe her rather because she wasn't thinking about her little sister. Um… they thought that she was also thoughtful because she was thinking about her friend. And it's a friend she has only just met and she was trying to make a good impression, she was being thoughtful | [G3] and [G2] said that Daisy's feeling selfish because she wasn't thinking about her little | G3 and G2 cite Daisy as selfish  and rude to Lily and her mother  but also thoughtful towards |

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| thinking of her… (G1 gestures and suggests [G3] and [G2] have left their names off the top of their paper.) And also that she was a little bit rude because she was ignoring her Mum and her little sister and making them quite uncomfortable. | sister. Um… they thought that she was also thoughtful because she was thinking about her friend. And also that she was a little bit rude because she was ignoring her Mum and her little sister and making them quite uncomfortable. | Amy. |
| G3: Could you get that? Could you read that, 'uncomfortable'? Because I couldn't. And we even wrote it. | | |
| SA: Yeah, I could. | | |
| G1: They didn't put their name at the top. | | |

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| SA: They put it at the bottom. | | |

(The session terminates without the formal closure and thanks being recorded.)

DVD recording of the group session at School No 5. This is an independent mixed junior school in Chiswick, West London. It is a sister school of School Number 1. The date of recording was 30 May 2012. The pupils in the group are all female. They begin the session seated on the floor of a room where tables and chairs are visible behind them. The Supervising Adult (SA) is female.

The pupils are wearing identical school uniforms and are identified as:-

G1 has centre-parted brown hair and no band.

G2 is fair-haired with a pony tail.

G3 has a light green hair band.

G4 has two plaits and red bands.

G5 has light brown hair and spectacles.

G6 has blond hair in a braid.

G7 has the brightest blond hair.

G8 has dark brown hair and spectacles.

Though this is not stated, the pupils appear to be arranged in year order from youngest to oldest.

| Text | Citation | Cluster Significance |
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| SA: [The researcher wants to know] how people feel about disability. And there's a girl in a wheelchair for example in this first… in one of the extracts you're going to listen to. She wants to know your thoughts and your feelings. So what shouldn't you do? (G3, G5, G7 and G8 raise their hands.) [G3)? | | |
| G3: Say what you think you *should* say? | Say what you think you *should* say? | G3 clearly states the difference between a genuinely held opinion and a conventionally acceptable reply.<br><br>NB Chambers |
| SA: Yeah, don't say just what you think you should say because then there's no point. Then when this lady [the researcher] looks at all her research this is just going to be all sort of what you think I want to hear. It's not about that. There's no right and wrong answers, there's no way that you should think. I just want you to really be totally and utterly honest. | …just what you think you should say because then there's no point… what you think I want | SA warns the pupils not to say just what the teacher wants to hear. |

| Text | Citation | Cluster Significance |
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| And if you disagree with somebody in the room then have the… sort of… have the courage to say 'Well actually I disagree'. And then explain why. OK? So It's not about what I want to hear, it's really what you think. OK? Happy with that? You're not going to go all quiet and all shy and not say anything. OK? And you're going to be… and you've been picked because you're quite… I know that you've got opinions. (The researcher's recommendation that the selection of pupils for group sessions should be random appears in this case not have been applied. At this observation G6 and G7 laugh appreciatively.) So let's see if you can really make sure that we give them today. OK? Yes, [G8]? | to hear. | NB Chambers |
| G8: My… When you say they… she wants to know how disabled people are seen, do you mean how they're portrayed in the book, like if they make us sound like really people? | … how disabled people are seen, do you mean how they're portrayed in the book…? | G8 asks whether the pupils should assess the characters just as convincing literary creations… or what? |
| SA: OK well that's what we'll find out this morning. So basically what's going to happen | | |

| Text | Citation | Cluster Significance |
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| is, I'm going to read you a little background to a text. We're then going to just listen to someone reading part of this story some of you might have read already yourselves. And then we're going to… I've got s list of questions and we're just kind of go through the questions and have a chat as you kind of would do in a … in lessons. | | |
| G3: But are they going to be say if we asked to one of us or is it just an open chat? | | |
| SA: Open chat. | | |
| G3: OK. But do you have to like wait till the other person's finished before you start saying? | | |
| SA: Well, what do you normally do in class? I mean you don't talk over each other in class, do you? (G7 and G8 regard G3's question as comical and grab her from behind.) So, happy to get started? (Pupils signal assent.) Yeah, all right. So first of all I'm going to read you… (The session is interrupted by another class moving noisily in a nearby room.) OK I'm just going to read you a little bit of background to the excerpt we're about to listen to | | |

| Text | Citation | Cluster Significance |
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| and it's from a book called Saffy's Angel. Who's read Saffy's Angel? (G7 raises her hand.) Great, so just one. So basically what happens in it, in this part, is a girl's in a wheelchair and she deliberately crashes her chair into Saffron. OK? Now Saffron, or Saffy, that's the girl's name, she's got two sisters and a brother and she's just discovered that she's adopted. What does 'adopted' mean? (Hands raised by G1, G3, G5, G7 and G8.) What does 'adopted' mean, [G5]? | | |
| G5: When your parents die and you like get taken away by this other family who wants to look after you. | | |
| SA: OK it's not necessarily when they die but yes, you're brought up and you're looked after by a Mum and Dad who aren't your real – aren't your natural Mum and Dad. So she's just found out that she's adopted, this girl Saffy and the woman who she thought was her mother is actually her aunt and her adopted father, so her Daddy's just left for work after having this big row with her. OK so she's just had this big row with her Dad, and her Dad's gone off to work, and she's just found out that she's adopted. And this daughter of a | | |

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| neighbour is the girl in the wheelchair. So it's a neighbour and it's a neighbour's daughter and she's in a wheelchair. Now Saffy doesn't know this girl and she doesn't know her name. But the girl in the wheelchair is really determined to get to know Saffy. OK? So that's the kind of background, we're going to listen to the excerpt now. | | |

*DVD PRESENTATION TO PUPILS*

*Saffron sat up on the pavement and rubbed her knees. Then she pushed up her sleeve and twisted her right arm around to inspect her elbow. It was bleeding a little. She felt very tired. As if she had been running and shouting and crying for a long time.*

*The girl in the wheelchair who had knocked her over was watching intently. 'Speak!' she ordered at last, when it seemed that Saffron intended to sit there for ever. Saffron folded her arms across her hunched up knees and rested her head on them.*

*'I know you,' said the girl, spinning backwards on one wheel like a gyroscope. 'You come from that house where they're always waving. Did I hurt you?'*

*'No.'*

*'Aren't you going to get up?'*

*'Soon I will.'*

Group session transcript: School No. 5                    Date recorded 30/5/2012

*'Why are they always waving from your house?'*

*'I don't know.'*

*'Why were you shouting at your father like that? Do you really hate him?'*

*'No,' said Saffron and then added, 'he's not my father. I'm adopted.'*

*'Are you all adopted?' asked the girl, still revolving, but more slowly now. 'The others too? The grown-up girl who looks like you and the little*

*one and the boy?'*

*'No,' said Saffron. 'Only me.'*

*The girl in the wheelchair took a long look at Saffron. It was a very careful look. Her eyes, silvery green like light on deep water, were wide and*

*intense.*

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| SA: What do you think? (The pupils look surprised to be asked so bluntly, and laugh.) Well, first thing, the girl in the wheelchair has crashed into Saffron. Why? (G1,G5, G6, G7 and G8 all raise their hands.) [G1]? | | |
| G1: Because she wanted to ask her some questions and she didn't know how to get her attention. | Because she wanted to ask her some | G1 proposes that Sarah knows no other way to |

| Text | Citation | Cluster Significance |
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| | questions and she didn't know how to get her attention. | gain Saffy's attention than to crash her wheelchair into her. |
| SA: OK. How else do you think she could have done it, instead of crashing into her? | | |
| G1: She could have just asked her. | …just asked her. | G1 considers a more conventional approach would be feasible. |
| SA: Why do you think she felt… why do you think she… OK so going from what [G1] said, why do you think she didn't know how else to approach her? [G1] is saying she crashed into her because she didn't know how else to ask her those questions. | | |
| G4: Well maybe because she thought… because she was in a wheelchair she couldn't do anything.<br><br>SA: OK maybe. [G8]? | … because she was in a wheelchair she couldn't do anything. | G4 suggests Sarah being in a wheelchair rules out other approaches than the |

| Text | Citation | Cluster Significance |
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| | crash. | |
| G8: Maybe she thought she was going to be ignored by her because she was in a wheelchair. | … ignored by her because she was in a wheelchair. | G8 suggests people in wheelchairs do get ignored. |
| SA: Do you think people do ignore people in wheelchairs? | | |
| G8: Sometimes. | | |
| SA: Why? (Several pupils offer to respond.) | | |
| G3: Because some people think they're not as good as them because… well they're disabled… so they can't do as… Some people just think that they're not as… | Because some people think they're not as good as them because… well they're disabled… | G3 detects in some people a belief that the disabled are by definition inferior. |

| Text | Citation | Cluster Significance |
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| SA: As good as them? | | |
| G3: Yeah. | | |
| SA: OK. Do you think that? | | |
| G2 and G3: No. | | |
| G5: She could not have the courage just to go up and ask them because not many people do have the courage in a wheelchair just to go up and ask them – a stranger – some questions without like getting the beginning started. | … not many people do have the courage in a wheelchair just to go up and ask them – a stranger – some questions without like getting the beginning started. | G5 considers it takes unusual courage for someone in a wheelchair to initiate a conversation with a stranger. The crash provides a start point. |

| Text | Citation | Cluster Significance |
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| SA: OK. So… but you're saying some people in wheelchairs don't have the courage to go up… Do you think it's just… | | |
| G5: No, not everybody. Because some people… it's like…they just… if you go up to them and just say 'Hi, can I ask a question?' it sounds a bit weird. But then if you do something on purpose to them and you say sorry, then you go into the question, it's a lot, it doesn't… you may hurt them, but then it's easier to start a convocation – conversation. | … if you go up to them and just say 'Hi, can I ask a question?' it sounds a bit weird. But then if you do something on purpose to them … you may hurt them, but then it's easier to start a convocation – conversation. | G5 considers a straightforward approach may be 'weird'. A crash can start a conversation. She mistakenly says 'convocation'. |
| SA: OK. Do you think that just applies to people in wheelchairs? | | |

| Text | Citation | Cluster Significance |
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| G5: No. | No. | In response to SA's question G5 says that able-bodied people may also use unconventional or even aggressive means of starting conversations. |
| SA: So it's kind of… so it's anyone? Someone that's not disabled might go up and I don't know, pinch someone or do something like that to get their attention. OK. [G7]? | | |
| G7: I don't think that's right, though. I don't think you should really just bump into someone just to get their attention, because you could… even though they might ignore you, if you want to ask them questions you kind of need to pluck up the courage to ask them face to face instead of mowing them down in a wheelchair or pushing them over or anything to get the opportunity to ask them questions. | … you kind of need to pluck up the courage to ask them face to face instead of mowing them down in a wheelchair… | G7 believes an aggressive way of starting a conversation is a mistake. Have courage and ask the questions. |

| Text | Citation | Cluster Significance |
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| SA: OK and could you speak nice and loudly so we can hear you? (G7 nods.) [G8]? | | |
| G8: Maybe she didn't have enough courage and being in a wheelchair just made her courage less, because she thought she would be more ignored and just… | Maybe she didn't have enough courage and being in a wheelchair just made her courage less… | G8 sees being in a wheelchair would lessen Sarah's courage. She risks being ignored. |
| SA: OK. | | |
| G8: And just not talked to and… | And just not talked to and… | Exclusion from conversation is a threat to Sarah. |
| SA: OK. [G3]? | | |
| G3: I think it may just be the character but I don't think it's really fair just to say about | I think it may just be | G3 insists that certain |

| Text | Citation | Cluster Significance |
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| disabled people because if… there's no difference between disabled people and people who aren't disabled. | the character but I don't think it's really fair just to say about disabled people because if… there's no difference between disabled people and people who aren't disabled. | standards of behaviour must be expected of all people, whether they are disabled or not. |
| SA: OK. Well there is… | | |
| G3: Well there is a difference but there's no difference in how you should treat them. | Well there is a difference but there's no difference in how you should treat [the | G3 gives voice to a very progressive notion, that disabled people should be treated the same as all |

| Text | Citation | Cluster Significance |
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| disabled]. | | others. |
| SA:  OK, no difference as to how you should treat them. | | |
| G4:  Yet they want to be treated like… | | |
| SA: [G6] what do you think? | | |
| G6: I thought maybe the girl, she didn't have enough courage, and now that she's in a wheelchair her courage has gone less because… maybe… | | |
| SA: And what about why she went up to… Saffron. We know she wanted to ask her questions, but why? (All the pupils raise their hands in response.) Is she just nosy or why do you think she wanted to ask her questions? (All the pupils raise their hands.) [G2]? | | |
| G2: Because with what she's seen she's wondering what's going to happen, what's been happening… she wants to know… | Because with what she's seen she's wondering what's | G2 believes Sarah has been watching events at Saffy's house and wishes |

| Text | Citation | Cluster Significance |
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| | going to happen, what's been happening… she wants to know… | to understand them. |
| SA: What do you mean? Oh I see d'you mean what's been going on in Saffron's house? | | |
| G2: Yeah… yeah. So she wants to know if everything's OK. She like… | | |
| SA: OK, OK so you think she's doing it in a nice way? That she may be a bit… | | |
| G2: Concerned. | Concerned. | G2 gives Sarah credit for being concerned rather than just nosy. |
| SA: Concerned… [G4]? | | |
| G4: I thought that maybe because she's in a wheelchair she might not have many friends | …maybe because | G4 associates motor |

| Text | Citation | Cluster Significance |
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| and she wants to try and get to know Saffron. | she's in a wheelchair she might not have many friends… | impairment with a lack of friends. |
| SA: That's in the neighbourhood… maybe as like a neighbour and have a new friend there… that's a good reason. | | |
| G4: Yeah. | | |
| G5: Another reason a bit like [G4's] maybe there's not many little children nearby or maybe a school and because she's a disabled not many people like 'Oh she's disabled, why do you want to be friends with her?' So they're not really friends with her but she's seen Saffron and she's really nice and so she thinks 'Can I be…' and so she wants to go up to her and ask can I be friends with you? | …maybe there's not many little children nearby … because she's a disabled not many people like 'Oh she's disabled, why do you want to be friends with her?' So they're | G5 argues a number of possibilities. There may be few children in the neighbourhood. People may be unwilling to befriend a disabled girl. And Sarah likes the look |

| Text | Citation | Cluster Significance |
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| | not really friends with her but she's seen Saffron and she's really nice and so she thinks 'Can I be…' and so she wants to go up to her and ask can I be friends with you? | of Saffy. |
| (Note tendency of pupils to reinforce or challenge others' views.) | | |
| SA: So maybe the fact that she crashed into her was… we've got… she was concerned about what she'd seen but also maybe because she just wanted to make friends with her. OK [G8]? | | |
| G8: Maybe she was curious of like why… of the family and what's been happening. | | |

| Text | Citation | Cluster Significance |
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| SA: Yeah. | | |
| G7: Maybe she wanted to be friends with Saffron but she had to get to know her to make sure she wouldn't mock her because of her disability or be mean or unkind. | Maybe she wanted to be friends with Saffron but she had to get to know her to make sure she wouldn't mock her because of her disability or be mean or unkind. | G7 sees the crash as a way of testing Saffy's attitude. Will she deride or abuse Sarah? |
| SA: Mmm, definitely. How do you think you would have reacted if you had been Saffron? (G1 raises her hand excitedly.) Think about it. You've got… what's just happened. You've just had this big row with your Daddy and you've just found out that you're adopted and then this girl in a wheelchair comes up to you and crashes into you and starts asking you all | | |

| Text | Citation | Cluster Significance |
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| these personal questions, you know how do you think you'd react? | | |
| G1: Well when she crashed into me I would just run away from her because she'd be a bit strange just crashing into me. | … just run away from her because she'd be a bit strange just crashing into me. | G1 would respond to such a crash by fleeing. |
| G1: And it would be just not very nice. Or I would just lie here because I might have really hurt myself. | | |
| SA: Yeah. OK [G7]? | | |
| G7: I think I'd probably do what [G1] did but that wouldn't be because of her disability just because it would be a bit weird if someone barged into you and asked you really personal questions. | …I'd probably do what [G1] did but that wouldn't be because of her disability just because it would be a | G7 would run away from Sarah but not because of her disability. |

| Text | Citation | Cluster Significance |
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| bit weird if someone barged into you and asked you really personal questions. | | |
| SA: So you wouldn't like that?<br><br>G7: No, it would be a bit strange. (Others voice agreement.) | | |
| SA: OK. [G8]? | | |
| G8: Even if they weren't in a wheelchair or [if they were in] a wheelchair I still would have got a bit freaked out and not liked it because it's weird… a stranger crashing into you. | Even if they weren't in a wheelchair or [if they were in] a wheelchair I still would have got a bit freaked out and not | G8 claims the disability is not the crux. Any stranger crashing into you is weird. |

| Text | Citation | Cluster Significance |
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| | liked it because it's weird… a stranger crashing into you. | |
| SA: Maybe she wasn't a stranger, maybe she'd seen her on the street and as far as she's… she's not… she's another child the same age as you. So it's maybe slightly different. [G4]? | | |
| G4: I would have been really confused because lots of strange things kept on happening to me. | I would have been really confused because lots of strange things kept on happening to me. | G4 understands the cumulative impact of the revelation about adoption, the row with her adopted father and the wheelchair crash. |
| SA: OK. [G6]? | | |
| G6: I would have been really angry because how come she's run into me, I've had a bad | … really angry | G6 agrees that the events |

| Text | Citation | Cluster Significance |
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| day. | because how come she's run into me, I've had a bad day. | of Saffy's whole day have been unwelcome. |
| SA: (Laughs) Yeah, you've had a bad day and she's just making it worse. | | |
| G6: Yeah. | | |
| G5: I wouldn't walk away because I know that's not really polite and she might feel quite upset because she might think it's just because [of] her disability. So I would answer her but I wouldn't give her too many personal answers. | I wouldn't walk away because I know that's not really polite and she might feel quite upset because she might think it's just because [of] her disability. So I would answer her but I | If G5 were Saffy she would speak to Sarah. She understands how Sarah might interpret her walking away as a slight on disability. But she would not answer Sarah's personal questions. |

| Text | Citation | Cluster Significance |
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| | wouldn't give her too many personal answers. | |
| SA: OK. [G7]? | | |
| G7: If I'd had a really bad day I could have taken it in the way I said before or I could have made friends with her so then I could talk to someone else about what I was going through. I might have wanted to be friends with her because I wanted someone to share. (Hinting that disability and being adopted might create a bond? G8 nods a vigorous assent.) | …I could talk to someone else about what I was going through. I might have wanted to be friends with her because I wanted someone to share. | G7 suggests that Saffy might find Sarah willing to listen to her troubles. |
| G3: Probably because of the argument before I would have been quite confused and just | | |

| Text | Citation | Cluster Significance |
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| sort of not really answered her questions. | | |
| SA: OK. Because you'd still be thinking maybe about things at home, yeah? OK, what do you think about the girl in the wheelchair then? So let's think about it, let's now put ourselves in her shoes. (G1, G2, G4, G5, G6 and G8 raise their hands.) So we've put ourselves in Saffy's shoes, let's do the opposite now and think what would it be like sitting in that wheelchair and being the girl in the wheelchair. [G2]. | | |
| G2: You'd feel quite lonely so like maybe you'd want to do it for friends. | You'd feel quite lonely so like maybe you'd want to do it for friends. | G2 sees loneliness as the spur that drives Sarah to an unconventional approach. |
| SA: OK so you'd feel lonely. [G5]? | | |
| G5: I'd feel really desperate just to get out and do like sports and not be the wheelchair freak at school or something and have tons of friends and tons of playdates. | I'd feel really desperate just to get | G5 recognises the isolating factors of |

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| | out and do like sports and not be the wheelchair freak at school or something and have tons of friends and tons of playdates. | disability, inability to play sports, lack of friends and lack of social engagements. 'Wheelchair freak' is an alienating term. |
| G1: Yeah. | | |
| SA: OK. | | |
| G6: I'd feel really sad because my life had been ruined by whatever happened and I had no friends. | I'd feel really sad because my life had been ruined by whatever happened | G6 takes a gloomy view of a disabled life. 'Ruined' and 'no friends' are unqualified. |

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| and I had no friends. | | |
| G8: I would… umm… I'd feel… I think she'd feel sorry for Saffron after she found out that she was adopted and she just found out. And she feels bad that she crashed into her. | I think she'd feel sorry for Saffron after she found out that she was adopted and she just found out. And she feels bad that she crashed into her. | G8 believes Sarah would regret crashing into Saffy when she learned that Saffy had just been told that she was adopted. |
| SA: OK. | | |
| G7: I disagree with [G6]. I think that you could let your disability ruin your life or you could make it help you, if you don't let it get you down (G8 indicates strong assent) there's nothing that… if people make you feel bad about it then they aren't the right people to make friends with. (This enlightened view comes from the only pupil who stated at the | I think that you could let your disability ruin your life or you could make it help you, if | G7 states that a disabled person need not be hopeless. Friends who fail to share this view are |

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| outset that she had read 'Saffy's Angel'.) | you don't let it get you down… if people make you feel bad about it then they aren't the right people to make friends with. | the wrong friends. |
| SA: Uhuh. | | |
| G3: I think what [G7] said is the right thing to do but when it's actually in reality you don't really do that, you still get… you get quite upset and stuff. | I think what [G7] said is the right thing to do but when it's actually in reality you don't really do that, you still get… you get quite upset and stuff. | G3 agrees with G7's positive view of a disabled life but points out that in the real world events can still get someone down. |

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| G4: I think like when you've got a disability, even though people can see you're in a wheelchair, you want to be treated like other people will be treated so you forget that you're actually in a wheelchair. | I think like when you've got a disability, even though people can see you're in a wheelchair, you want to be treated like other people will be treated so you forget that you're actually in a wheelchair. | G4 argues that the disabled should receive equal treatment. She would like wheelchair users to forget they are in wheelchairs. |
| SA: Uhuh. And do you… just listening to what some of you have said, do you think that all disabled people are lonely and don't have lots of friends? (Most of the pupils shake their heads and murmur disagreement.) You know, just thinking of what some of you have said… [G5]? | | |

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| G5: If you're in a wheelchair and don't have much friends you can always think back to like 'Oh I'm in a wheelchair' and feel really sorry for yourself. But if you have tons of friends they always come over to you and be really nice so you can easily really forget you're in a wheelchair. (Note that most of the children evince little awareness of ambivalence. Should it be an educational aim to remedy?) | If you're in a wheelchair and don't have much friends you can always think back to like 'Oh I'm in a wheelchair' and feel really sorry for yourself. But if you have tons of friends they always come over to you and be really nice so you can easily really forget you're in a wheelchair. | G5 considers that isolation in a wheelchair will trigger self-pity. However having plenty of friends can rebut this sentiment and make the wheelchair irrelevant. She also assumes the friends will always remain consistent in attendance. |

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| G8: Not all people in wheelchairs are lonely because most of them have loads of friends, normal people. | Not all people in wheelchairs are lonely because most of them have loads of friends, normal people. | G8 says people in wheelchairs are not necessarily lonely since they mostly have many 'normal' friends. |
| G7: Yeah, I met a really nice girl in a wheelchair and also when we've been talking about disability sometimes you're just born with a disability, it's not always that you get… So if it's the only thing you know, would you feel sad about it? (As G7 speaks G8 says 'No' and shakes her head.) | Yeah, I met a really nice girl in a wheelchair and also when we've been talking about disability sometimes you're just born with a disability, it's not always that you get… So if it's the | G7 acknowledges that someone in a wheelchair can be 'really nice'. She also assumes that disability from birth makes someone more accepting of disability, more cheerful. |

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| | only thing you know, would you feel sad about it? | |
| SA: Exactly. Would you? [G6]? If it's the only thing you knew, if you were born with a disability would you feel sad about it because you wouldn't know any different? | | |
| G6: No. Not unless my friends were bullies, bullied me about it. | No. Not unless my friends were bullies, bullied me about it. | G6 argues that someone with a disability from birth would feel sad about it only if bullied. |
| SA: OK and made you feel that way? OK. [G3]? | | |
| G6: Yeah. | | |
| G3: I think that if… especially if you're not born with it, your friends should… if they're good friends then they usually would just react the same way because they're good friends | I think that if… especially if you're | G3 believes that friends would more readily |

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| and they'd understand. | not born with it, your friends should… if they're good friends then they usually would just react the same way because they're good friends and they'd understand. | accept a disability if it was acquired midlife rather than at birth. This is a criterion for the quality of their friendship. |
| G1: Yeah. | | |
| SA: OK. Let's move on to just one question before we listen to the next excerpt. What do you think – now [G7] you've read the story so perhaps you shouldn't sort of contribute to this part – but what do you think should happen next? If you were going to write the story and you were going to write the ending… [G1 interrupts but is not heard.] Pardon? | | |

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| G1: Did she answer the questions yet? | | |
| SA: Yeah, just from what you saw, just from the bits you saw, how do you think you'd quite like the story to then go on? [G4]? | | |
| G4: I like it that they would make friends and that the person in the wheelchair would help Saffron like enjoy her life and like not have any more arguments with her Dad. | … the person in the wheelchair would help Saffron like enjoy her life and like not have any more arguments with her Dad. | G4 hopes that Sarah can help mend the relationship between Saffy and her adopted father. |
| SA: OK, [G5]? | | |
| G5: Well Saffy might have been adopted when she was like a baby so maybe they became friends and then they found out who Saffron's really parents were and maybe the wheelchair girl managed to get out of the wheelchair and actually walk. | …maybe they became friends and then they found out who | G5 has two quite probable scenarios to propose, Saffy and Sarah |

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| | Saffron's really parents were and maybe the wheelchair girl managed to get out of the wheelchair and actually walk. | becoming friends, Saffy's true parents being found. Then she proposes a miraculous cure for Sarah. |
| SA: [Expresses surprise.] OK. | | |
| G3: I think the same as [G5] said about them actually finding out who Saffron's parents really are and then maybe she helps her to go and visit them or something. | | |
| SA: OK. | | |
| G2: Umm… I think like maybe… they make friends but then like they get out of the wheelchair and they don't argue. | | |

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| SA: OK and do you think that the girl in the wheelchair *wants* to get out of the wheelchair? (G1 emphatically shakes her head and murmurs 'No'.) Because two of you have just said that the way the story goes on is that in the end Saffy will find her real parents and the girl will get out of the wheelchair. Now does that make for a happy ending, just the girl coming out of the wheelchair? (G1, G5, G6, G7 and G8 have all raised their hands.) [G5]? | | |
| G5: I think she would like to be out of the wheelchair because I don't know about you but I wouldn't really like all the time being lifted into the car or maybe have to hold on to the side at the swimming pool or be wheeled round everywhere instead of running around and doing all like playing football or something, and picking flowers for my parents. | I think she would like to be out of the wheelchair because I don't know about you but I wouldn't really like all the time being lifted into the car or maybe have to hold on to the side at the | SA asks whether Sarah would actually wish to leave her wheelchair. G5 chooses to reply by listing what she would see as the disadvantages of being in the wheelchair and the advantages of not being so. |

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| | swimming pool or be wheeled round everywhere instead of running around and doing all like playing football or something, and picking flowers for my parents. | |
| SA: Don't you think she could do that if she was in a wheelchair? | | |
| G5: Well she couldn't really do football but she could pick flowers. | | |
| SA: OK. [G8]? | | |
| G8: Umm… If you're in a wheelchair then if that's all you knew and all you do then you really wouldn't want to get out because it's your life, so you wouldn't… | If you're in a wheelchair then if | G8 consider that a lifelong wheelchair user |

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|  | that's all you knew and all you do then you really wouldn't want to get out because it's your life, so you wouldn't… | would cling to a familiar way of life. |
| SA: And that's you. |  |  |
| G8: You are… |  |  |
| G7: You are the wheelchair. You're not the vic… (She seems to be about to say 'victim' but stops herself.) People describe you as the one in the wheelchair but you're not. Whereas if you'd been injured and then had to go in a wheelchair you probably wouldn't… you'd like coming out because it would be the old you. | G7: You are the wheelchair. You're not the vic… (She seems to be about to say 'victim' but stops | G7 states that someone who is a lifelong user of a wheelchair is the wheelchair. The person and the vehicle are one. |

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| | herself.) People describe you as the one in the wheelchair but you're not. Whereas if you'd been injured and then had to go in a wheelchair you probably wouldn't… you'd like coming out because it would be the old you. | But someone injured midlife can plan to escape from the wheelchair and return to mobility. |
| G8: Yeah. (She nods.) | | |
| G7: But if all your time was spent in a wheelchair then you wouldn't like coming out because then who are you when you get out? | But if all your time was spent in a | G7 suggests that the identity of a wheelchair |

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| | wheelchair then you wouldn't like coming out because then who are you when you get out? | user is bound up with the vehicle. Leaving the wheelchair would challenge her identity. |
| G8: Then you wouldn't want to change. | | |
| SA:  I'm going to do one thing just for a couple of minutes. I'm going to give you – just put you into two separate groups – and I want you just to write down a whole list of words to do with each of Saffy and the girl in the wheelchair – just any word  that springs to mind, word or phrase, to do with Saffron and to do with the girl in the wheelchair. Do you understand what I mean? (G8 nods.) Any words that come if I just said 'what do you think of Saffy?' or 'what do you think of the girl in the wheelchair?' Just write down all these words. I'm just going to give you a Post-it note.' | | |

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| (Recording is paused and resumes when the pupils are arranged in two groups. G7, G2, G3 and G4 are in one group. G6, G8, G5 and G1 are in the other group. The pupils discuss their choices and the SA moves from group to group offering support. Note that in other schools the pupils have been arranged in pairs: both members of the pair must agree each word chosen. Here the groups are larger and the SA instructs them to record all the words proposed.) | | |
| SA: OK shall we come back together and just have a little quick look through what you've done? Can you go back to your seats that you were in? (The pupils resume their places.) OK so [G8] why don't you give us some of the words you came up with for Saffron? G8: For Saffron? (Studies the note.) We thought she'd probably be 'sad', 'annoyed', 'unwanted', 'angry', 'lonely', 'different' and 'mistreated'. | For Saffron? We thought she'd probably be 'sad', 'annoyed', 'unwanted', 'angry', 'lonely', 'different' and 'mistreated'. | G8 lists the words her group developed for Saffy, 'sad, annoyed, unwanted, angry, lonely, different and mistreated'. Some of the terms relate to Saffy learning she is adopted, others to the |

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| | | incident with Sarah. |
| SA: Wow! A lot for Saffron. (To the second group.) What about yours for Saffron, [G7]? | | |
| G7: We also thought she'd be 'sad'. We thought everything would be strange to her because she didn't… because everything she knew had gone kind of weird. And she'd probably be wondering what was happening and kind of quite… very upset and confused. | G7: We also thought she'd be 'sad'… everything would be strange to her … everything she knew had gone kind of weird. And she'd probably be wondering what was happening and kind of quite… very upset and confused. | G7 and her group describe Saffy as 'sad, strange, upset and confused'. |

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| SA: Upset and confused. So it's not really a very good day for Saffy, is it? How about the girl in the wheelchair, [G7]? Why don't you tell us some things, some words that you thought about her. | | |
| G7: We thought she'd be desperate to get out of the wheelchair and to be treated like a normal person. And also perhaps quite 'sad' and wanting to be friends with Saffy.<br><br>SA:  OK. [G8]? | We thought she'd be desperate to get out of the wheelchair and to be treated like a normal person. And also perhaps quite 'sad' and wanting to be friends with Saffy. | G7 and her group find Sarah desperate to get out of the wheelchair and be treated as 'normal'. She is sad and keen to find a friend in Saffy. |
| G8: For the wheelchair girl we got 'pleased to not be ignored', 'desperate' for a friend, 'determined', 'shy' 'alone' and 'different'. | For the wheelchair girl we got 'pleased to not be ignored', | G8 and her group see Sarah as pleased to have gained some attention, |

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| | 'desperate' for a friend, 'determined', 'shy' 'alone' and 'different'. | 'desperate for a friend, determined, shy, alone and different'. |
| SA: Mmm… So actually you put 'different' for both of them? | | |
| G8: Yeah. | | |
| SA: You know in two different ways. Excellent. Right, let's move on to the next excerpt which we've got. And this is from <u>Sleepovers</u> by Jacqueline Wilson. Put your hand up if you've read <u>Sleepovers</u>. (G2, G5, G7 and G8 indicate, an unusually high count of previous readers. During the SA's explanation of context, two names are mentioned which coincide with the names of participants in the group. These coincidences are not reported, for reasons of confidentiality.) Awesome, so quite a few of you for that one. So let's just remind you and let the others know what's going on. So Daisy… Daisy goes shopping with | You know [different] in two different ways. Excellent. | SA interprets what G8 and her group say to suggest that through Saffy's being adopted and Sarah's being disabled there is a mutual bond of difference. |

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| her mother and her disabled sister Lily who is in a wheelchair. So we've got Lily in a wheelchair now. OK? Then Daisy has just joined the Alphabet Girls, a group of friends at her new school and she's really keen to make a good impression on her new friends. Now one of them, Amy, is having a birthday coming up. And Daisy is going to be invited to the birthday sleepover. So how do you think Daisy's feeling? (The pupils smile and murmur.) | | |
| G1: There's a party… | | |
| SA: She's really excited about it. So Daisy goes to the shop with her Mum to buy Amy a new present. But when Daisy goes to the shop she's accompanied by her older sister Lily who uses the wheelchair and who hates shopping. OK, so we've got Daisy who's really excited about going to the shop to buy this new present for Amy but she's got her older sister Lily with her who's in a wheelchair and who hates shopping. Now Lily's got learning difficulties and she can't speak. So Daisy is the girl doing the shopping. Amy is the friend they were buying it for. And Lily is Daisy's sister who's in a wheelchair. OK, so let's now listen to the excerpt. | | |

*SECOND DVD PRESENTATION TO PUPILS:*

*I went shopping with Mum to buy Amy a birthday present. I thought I might buy her a grown-up fountain pen as she likes writing. I wanted to spend a long time choosing, but Lily was with us too, of course, and she was having a bad day, crying a lot.*

*People started staring at us and it made Lily more upset. She cried and cried very loudly. 'Do hurry up and choose Amy's present!' said Mum.*

*I couldn't decide which colour fountain pen Amy would like best. Bright red? Lime green? Sunny yellow? Sky blue? Amy liked wearing all different bright colours. I didn't know which was her favourite.*

*'Daisy! We'll have to go,' Mum said. Lily was bright red in the face herself – and screaming.*

*I suddenly saw a plastic case of special metallic roller pens all different colours: pink and orange and emerald and purple and turquoise, even gold and silver. I thought how great it would look writing with all these different colours.*

*'Can I get these for Amy, Mum? Please?'*

*They were more expensive than the fountain pens but Mum was so keen to get us out of Smith's that she didn't argue.*

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| SA: OK, how do you think Daisy feels in the shop? [G2], go on tell us, how would you feel if that was you in the shop? | | |

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| G2:  I would really really want to get one, a present, but I would feel like I was being… (G1 prompts G2 to say 'rushed'. As she speaks G2 makes rotating movements with her hands, as if to project her words outwards.) rushed. So you know you couldn't choose. | I would really really want to get… a present, but I would feel like I was being… rushed. | G2 sees Daisy as subject to pressure. |
| SA: OK. | | |
| G2: Come on, come on, come on. And I wouldn't be able to choose. | | |
| SA: Do you not like being rushed? | | |
| G2: No. | | |
| SA: [G6]? | | |
| G6: Annoyed and embarrassed. Annoyed because she wanted to spend a long time and embarrassed because your older sister's screaming and everyone's staring at you. | Annoyed because she wanted to spend a long time and embarrassed | G6 sees Daisy as annoyed at being rushed and embarrassed |

| Text | Citation | Cluster Significance |
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| | because your older sister's screaming and everyone's staring at you. | by Lily's screams. |
| SA: OK well why do you think she might have been screaming? | | |
| G6: She didn't want to be in the shop. But if I was Daisy then I wanted to be. | She didn't want to be in the shop. But if I was Daisy then I wanted to be. | G6 understands Lily's desire not to be in the shop and Daisy's conflicting desire to be there. |
| SA: So you'd be annoyed at her? | | |
| G6: A bit. But more annoyed at the people. | But more annoyed at the people. | G6 is more annoyed with the other |

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| | | customers in the shop than with Lily. |
| SA: At what people? | | |
| G6: The people staring… because it wasn't really Lily's fault. | The people staring… because it wasn't really Lily's fault. | G6 blames the customers staring at Lily and exonerates Lily. |
| SA: [G5]? | | |
| G5: I would feel quite excited because I'm going to my first sleepover with my friends but then if my older sister comes [to the shop] and she starts screaming and shouting and crying and my Mum's going 'hurry up' and I just go 'oh my god, I want to choose a good present for my friend, can you just let me have some time to choose something'. And my sister keeps on screaming and everyone's going like 'why is she screaming, what the…' | I would feel quite excited because I'm going to my first sleepover with my friends but then if my | G5 stages a striking recitation of the events. Daisy is excited about the sleepover. Lily starts screaming. |

| Text | Citation | Cluster Significance |
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| And I'm like 'just stop staring at her and we can… I can find the present I want to get her [Amy] because if you're rushed you can sometimes get a wrong present and your friends won't really like you and so it's nice to have some time and if your mother keeps on going 'grrrr…' and your sister goes 'waaa…' it's just really confusing and annoying. | older sister comes [to the shop] and she starts screaming and shouting and crying and my Mum's going 'hurry up' and I just go 'oh my god, I want to choose a good present for my friend, can you just let me have some time to choose something'. And my sister keeps on screaming and everyone's going like 'why is she screaming, | Mother is hurrying Daisy along. People are wondering what the noise means. Daisy wants the people to look away and let her choose the right present.  The wrong present will make the donor unpopular. Mother and Lily contribute to Daisy's confusion and annoyance. |

| Text | Citation | Cluster Significance |
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|  | what the…' And I'm like 'just stop staring at her and we can… I can find the present I want to get her [Amy] because if you're rushed you can sometimes get a wrong present and your friends won't really like you and so it's nice to have some time and if your mother keeps on going 'grrrr…' and your sister goes 'waaa…' it's just |  |

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| | really confusing and annoying. | |
| SA: OK, [G4]? | | |
| G4: I would be quite embarrassed because people are staring at like not just Lily but her and her Mum as well so if like anybody she knew was in the shop they'd start talking about this at school and she'd get really embarrassed and have no friends. | I would be quite embarrassed because people are staring at like not just Lily but her and her Mum as well so if like anybody she knew was in the shop they'd start talking about this at school and she'd get really embarrassed and have | G4 sees not just Lily but Daisy and their mother as targets for inquisitive stares. The shop might contain people who knew Daisy. Embarrassment could spread to school. Daisy would have no friends. |

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| no friends. | | |
| SA: So do you think Daisy feels more embarrassed about what's going on or annoyed about the fact that she's being rushed? For you, what would you feel if it was you? | | |
| G3:  Well, a bit of both. A tiny bit more annoyed because if the people weren't staring then she wouldn't have to be rushed and she wouldn't be embarrassed. | Well, a bit of both. A tiny bit more annoyed because if the people weren't staring then she wouldn't have to be rushed and she wouldn't be embarrassed. | G3 would be more annoyed than embarrassed in the shop because the embarrassment is caused by people staring. |
| SA: OK, [G8]? | | |
| G8: Um… if it was me I would get annoyed with Daisy… | | |

| Text | Citation | Cluster Significance |
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| SA: Lily. | | |
| G8: … get annoyed with Lily. (As G8 speaks, a telephone rings and is hastily turned off. It is not clear who owns the phone.) Get annoyed with Lily, about her, but it's not her fault that she's disabled. | Get annoyed with Lily, about her, but it's not her fault that she's disabled. | G8 says she would get annoyed with Lily, then adds that her disability is not her fault. |
| SA: It's not her fault that she's disabled? | | |
| G8: So she can't really do anything about it but I still feel really sorry for Daisy. | So she can't really do anything about it but I still feel really sorry for Daisy. | Lily can't change her behaviour but G8 feels sympathy for Daisy. |
| SA: Would you still be… would you still feel annoyed at Lily? | | |
| G8: Yes but like there's no way… (The telephone rings again.) She just… she can't help | She just… she can't | G8 understands that |

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| herself. (As she speaks in defence of Lily G8 is smiling.) | help herself. | Lily cannot control her reaction in the shop. |
| SA: And do you think that's… you'd be annoyed with Lily even if she wasn't in a wheelchair? (The telephone continues to ring.) | | |
| G8: Um… | | |
| SA: So let's think about her being in a wheelchair but being… not being in a wheelchair. So if that was your sister or your brother you were out with and they were screaming and people were looking and people were staring, would you still be just as annoyed if they weren't in a wheelchair? (G1, G3, G5 and G7 have hands raised. G8 is nodding agreement that it's the sibling and not the wheelchair that causes annoyance.) | | |
| G7: Um… yeah… I don't think it was the wheelchair. I think we're kind of looking at it the wrong way because it wasn't Lily's fault but I don't think it's the wheelchair that makes her embarrassing because you can't help that, you can be perfectly normal in a | I don't think it was the wheelchair. I think we're kind of looking at | G7 points out that Lily's physical impairment is not the |

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| wheelchair, it's just that one or two of your limbs you've got a problem with. But I think the wheel… it's the fact that she's screaming and the learning difficulties slightly, but I think also because Daisy's had Lily like this her whole life it's kind of what happens, so quite matter of fact in her life, it's not just a shock that Lily's doing this suddenly. | it the wrong way because it wasn't Lily's fault but I don't think it's the wheelchair that makes her embarrassing because you can't help that, you can be perfectly normal in a wheelchair, it's just that one or two of your limbs you've got a problem with. But I think the wheel… it's the fact that she's screaming and the | essential feature. Her emotional and psychological conditions are crucial. G7 goes on to suggest that such outbursts from Lily should be routine for Daisy. |

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| | learning difficulties slightly, but I think also because Daisy's had Lily like this her whole life it's kind of what happens, so quite matter of fact in her life, it's not just a shock that Lily's doing this suddenly. | |
| SA: And how do you feel… think Daisy feels, the fact that she has been having… had Lily all of her life? I mean, how do you think things are at home? | | |
| G1: They might be quite noisy because when she's trying to say something, it might come out wrong like if she accidentally dropped something and she couldn't reach because she | …if she accidentally dropped something and | G1 envisages what things might be like at |

| Text | Citation | Cluster Significance |
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| was in a wheelchair she might start screaming and crying and someone might think something was wrong with Daisy maybe. | she couldn't reach because she was in a wheelchair she might start screaming and crying | Lily's home, her screaming resulting from her immobility and lack of communication. |
| SA: Uhuh, OK. [G3]? | | |
| G3: I… it would be… I think I'd be more annoyed with the… if they… if one of my brothers or sisters was not in a wheelchair because they can help it, a bit more than… they can when they're not in a wheelchair. | … if one of my brothers or sisters was not in a wheelchair because they can help it… | G3 considers that being in a wheelchair is a possible explanation for disruptive behaviour. |
| SA: OK. | | |
| G3: And also it would… I'd feel quite sort of… it's not going to go well if I'm being rushed so the friends wouldn't like me, even though that's not the right thing to think | … it's not going to go well if I'm being rushed | Wrong as it may be, G3 admits that friends are |

| Text | Citation | Cluster Significance |
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| because people don't like you because of what they give you [because of what you give them]. | so the friends wouldn't like me, even though that's not the right thing to think… | evaluated in part on the strength of the gifts they bestow. |
| SA: So you think that… Of course you think that… yeah. [G6]? | | |
| G6:  I think I'd want something to change. I'd want my older sister but I'd want her not with learning disable-ties [sic] and not in a wheelchair so she would help be a good sister. Because even if she still didn't like shopping she wouldn't be screaming, she'd be more complaining. | I'd want something to change. I'd want my older sister but I'd want her not with learning disable-ties [sic] and not in a wheelchair | G6 expresses the view that she would prefer her older sister not to be disabled. She could complain instead of screaming. |
| SA: OK, [G5]? | | |
| G5: Well it would be quite not very nice because your parents will spend, well, more time | Well it would be quite | G5 fears that a disabled |

| Text | Citation | Cluster Significance |
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| with Lily than with you and when you're younger you might not be… understand that, because when you want to be gained with them [to play games with them?] but you can't because they're too busy fussing over Lily and you just get really depressed. | not very nice because your parents will spend, well, more time with Lily than with you… because they're too busy fussing over Lily and you just get really depressed. | child might demand excessive attention from the parents, at the expense of other siblings. |
| SA: So you think the parents would fuss more over Lily? (G5 nods emphatically.) And you think that's just because she'd be in a wheelchair? | | |
| G5: Yeah because it might be quite hard for her to get upstairs and like think, what are you saying? [G5 is hinting at communication problems but lacks the vocabulary to explain just what she means.] | … quite hard for her to get upstairs and like think, what are you saying? | G5 identifies mobility and communication difficulties. |

| Text | Citation | Cluster Significance |
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| SA: And you don't think that's fair? | | |
| G5: No. [G2], do you think that's fair, that the parents might sort of spend more time with Lily? | | |
| G2: No. No. | | |
| SA: Why not? | | |
| G2: Because you'll feel like you're not wanted because all they're doing is… ooh is Lily OK? Ooh is Lily OK? | Because you'll feel like you're not wanted because all they're doing is… ooh is Lily OK? Ooh is Lily OK? | G2 suggests that concern for the disabled sibling might exclude the other sibling. |
| SA: OK. [G7]? | | |
| G7: I think the parents might, because the child is in a wheelchair and they think that Daisy | I think the parents | G7 envisages the |

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| might get jealous, try and spend more time with Daisy but still spend time with Lily because they have to but try and not make Daisy feel like she's playing second fiddle because she is important to them too and it's just because Lily needs help and they know that Daisy can cope with things on her own that they aren't spending as much time with her. | might, because the child is in a wheelchair and they think that Daisy might get jealous, try and spend more time with Daisy… | parents taking care of Lily but spending enough time with Daisy to ensure she doesn't feel neglected and feel jealous. |
| SA: OK, OK. Quite hard for the parents. (G7 nods.) Yes, [G8]? | | |
| G8: Daisy might be thinking like… I know… she knows her parents have to spend more time with Lily but she gets really jealous of her parents spending more time with Lily and then she gets annoyed with Lily for having all the attention. | Daisy … knows her parents have to spend more time with Lily but she gets really jealous of her parents spending more time with Lily and then she gets | G8 states that sibling rivalry will arise because Lily needs so much attention. |

| Text | Citation | Cluster Significance |
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| | annoyed with Lily for having all the attention. | |
| SA: And… and towards the end of the excerpt we heard Daisy basically finding these really more expensive cool-looking pens and sort of, you know, asks her Mum to get her those ones instead of maybe cheaper not so nice ones. So do you think Daisy might be in some way… I don't know… | | |
| G1, G2 and G3: Quite pleased. (These three, who seem to be the youngest, smile as if they recognise a familiar manoeuvre.) | | |
| G1: That her sister's shouting and screaming because then she gets the best present ever. | [Daisy is pleased] her sister's shouting and screaming because then she gets the best present ever. | G1 suggests that Daisy exploits the situation to get a more expensive gift for Amy. |

| Text | Citation | Cluster Significance |
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| SA: And do you think that's true? (Several pupils indicate assent. But G7 and G8 indicate dissent.) | | |
| G7 and G8: Not always… | | |
| SA: Do you think that Daisy used the fact that her sister was… | | |
| G1: Yeah, to get a good gift for Amy. [G3]? | | |
| G3: Admittedly this is not the case for all people who have brothers and sisters who are disabled but sometimes they are more spoilt… not spoilt but… OK spoilt than normal children so to make them feel that they're not left out they'll get things that they want to get. | …people who have brothers and sisters who are disabled but sometimes they are more spoilt… not spoilt but… OK spoilt than normal children so to make them feel that | G3 suggests it is more usual for the siblings of disabled children to get extra gifts to make sure they don't feel neglected. |

| Text | Citation | Cluster Significance |
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| | they're not left out they'll get things that they want | |
| SA: OK, good point. [G2]? | | |
| G2: Coming on to that, not all people, because there's a girl in our class who has a brother who's disabled and they… a bit like Lily except that he's not in a wheelchair, he just crawls around… | … there's a girl in our class who has a brother who's disabled and they… a bit like Lily except that he's not in a wheelchair, he just crawls around… | G2 reports her experience of disability with a pupil in her class who has a disabled brother. |
| SA: OK. | | |
| G2: They do spend a lot of time with him but they still spoil the other girl as well. | | |

| Text | Citation | Cluster Significance |
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| SA: OK, thank you. [G6]? | | |
| G6: I think that Daisy didn't use Lily but that Lily had distracted her from finding and looking properly. | G6 states that Daisy did not use Lily's behaviour to get a better present but argues that Lily obstructed Daisy's search. | G6 states that Daisy did not use Lily's behaviour to get a better present but argues instead that Lily obstructed Daisy's search. |
| SA: OK but do you think Lily did that on purpose? | | |
| G6: No. (Several others agree with G6.) | No. (Several others agree with G6.) | Several pupils agree that Lily did not deliberately distract Daisy from her |

| Text | Citation | Cluster Significance |
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| | | shopping. |
| SA: OK so what was wrong with Lily then? Like why was she behaving like that? [G8]? | | |
| G8: She just didn't like it where she was, it was too busy, you know too many people, she just didn't want to be there and it wasn't like her fault that she didn't like it, she just didn't like it. | She just didn't like it where she was, it was too busy, you know too many people, she just didn't want to be there and it wasn't like her fault that she didn't like it, she just didn't like it. | G8 sympathises with Lily's aversion to the crowded shop. It is not a reaction Lily has chosen or can be held responsible for. |
| SA: OK, [G7]? | | |
| G7: Because she can't communicate properly it doesn't mean she can't feel things so maybe she was a bit upset that she was shopping in a strange place and she wanted to be | G7: Because she can't communicate properly | Despite Lily's inability to speak G7 suggests |

| Text | Citation | Cluster Significance |
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| treated like normal, like to go out and have time with her friends and then having people stare at you is never a great idea because it normally makes you worse so she must have felt they were staring at her because she was disabled so she probably felt things just as much as Daisy felt things, just in a different way. | it doesn't mean she can't feel things so maybe she was a bit upset that she was shopping in a strange place and she wanted to be treated like normal, like to go out and have time with her friends and then having people stare at you is never a great idea because it normally makes you worse so she must have felt they were staring at | she has a basic right to have her likes and dislikes taken seriously. Being stared at in public makes a situation worse: in this case the attention focuses on her disability. Lily's feelings are probably as strong as Daisy's. |

| Text | Citation | Cluster Significance |
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| | her because she was disabled so she probably felt things just as much as Daisy felt things, just in a different way. | |
| SA: And because she finds it hard to communicate, that would make it more difficult. | | |
| G7: She had to scream to make it… | She had to scream to make it… | G7 sees screaming as Lily's desperate attempt to communicate. |
| SA: [G2]? | | |
| G2: Because… I think she was crying because people weren't looking at her and she thought it was because she was disabled and she didn't want people seeing her that way. | I think she was crying because people weren't | G2 argues that the people in the shop are |

| Text | Citation | Cluster Significance |
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| She wanted people to see her like any other person. | looking at her and she thought it was because she was disabled and she didn't want people seeing her that way. She wanted people to see her like any other person. | deliberately ignoring Lily because she is disabled. She wants to be noticed as much as an able bodied person. |
| SA: OK. [G1]? | | |
| G1: Going on from [G2]'s thing, the girl in her class who has a brother but… and also the school tries to help her by giving her lots of attention and everything and she [the class teacher?] lets her do lots of things… | Going on from [G2]'s thing, the girl in her class who has a brother but… and also the school tries to help her | G1 reports that the sibling of a disabled boy receives compensatory attention from her teachers. |

| Text | Citation | Cluster Significance |
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| | by giving her lots of attention | |
| SA: OK. | | |
| G1: …involving the school. | | |
| SA: OK. So two last things to do. One is what do you think is going to happen in the rest of the story? (G2, G5, G7 and G8 have already read the story and disqualify themselves from answering.) | | |
| SA: You can't answer because you know what's going to happen. So if you were going to write it, if you haven't read the book, what do you think might happen or what do you think would be nice to happen? | | |
| G6: I think this is what happens but maybe at the sleepover they might have found out about the disabled sister and they might not like Daisy any more. | …maybe at the sleepover they might | G6 supposes that finding out Daisy has a |

| Text | Citation | Cluster Significance |
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| | have found out about the disabled sister and they might not like Daisy any more. | disabled sister may make her less popular with the group. |
| SA: Why don't you think they'd like her just because… if she had a disabled sister? | | |
| G6: They might be bullies and they might think this is a good thing to bully her. | … they might think this is a good thing to bully her. | G6 considers having a disabled sibling may create a good opportunity to bully Daisy. |
| SA: OK [G5]? | | |
| G5: At the sleepover maybe Amy really liked the pens and she felt quite sorry for Lily and so did the other people and Lily did manage to communicate a bit by maybe having a book | …maybe Amy really liked the pens and she | G5 sees Lily attending the sleepover party, |

| Text | Citation | Cluster Significance |
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| and writing stuff down instead of screaming and stuff. | felt quite sorry for Lily and so did the other people and Lily did manage to communicate a bit by maybe having a book and writing stuff down | commanding sympathy and communicating in writing instead of screaming. |
| SA: OK. What do you think, [G1]? | | |
| G1: I think when they went to the sleepover Amy was a bit disappointed with her present, she really wanted a fountain pen. She didn't care maybe whatever colour, she liked all colours the same. She just wanted a fountain pen so… and she says 'Oh I love them' and then at the end of the party she throws them in the bin and then Daisy comes up to get her jacket and sees her… | …Amy was a bit disappointed with her present, she really wanted a fountain pen. She didn't care maybe whatever colour, she | G1 invents a miserable aftermath to the party. Amy pretends to like the gift Daisy brought her but really dislikes it, later throws it away and |

| Text | Citation | Cluster Significance |
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| | liked all colours the same. She just wanted a fountain pen so… and she says 'Oh I love them' and then at the end of the party she throws them in the bin and then Daisy comes up to get her jacket and sees her… | has Daisy witness the rejection. |
| SA: That doesn't sound very nice, does it? Not a very happy ending, your story. (G1 wears an impish smile as she concludes her story.) | | |
| G2: A bit like sad. | | |

| Text | Citation | Cluster Significance |
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| SA:  So one last thing to do which is just like you did last time, is to write down any words you can think of about Lily and any words that you can think of about Daisy. Don't… you don't need to sort of justify them all, just like you did last time, just try and write down any words that come out, it doesn't have to be ones that you agree with, just any words that you can think of to do with both of them. (The pupils scatter into their groups and discuss their choices.) | | |
| SA: OK are you ready girls? [G8] why don't you start us off. Let's talk about Lily. | | |
| G8: 'Upset' and 'scared'… | | |
| SA: Scared? That's interesting. Why scared? | | |
| G8: She didn't like the environment she was in and she just was scared about it. | She didn't like the environment she was in and she just was scared about it. | G8 understands that Lily finds the environment of the crowded shop |

| Text | Citation | Cluster Significance |
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| | | frightening. |
| SA: OK. | | |
| G8: 'Different', 'annoyed' at her surroundings, then 'excluded' and 'lonely'. | 'Different', 'annoyed' at her surroundings, then 'excluded' and 'lonely'. | G8 sees Lily as differentiated and isolated by her disability and annoyed at being so. |
| SA: Excluded, yeah. [G7] what did you get for Lily? | | |
| G7: We got she was 'annoyed', 'desperate', 'lonely'. She didn't feel she was in control of what was happening, and she felt different and frustrated. | G7: We got she was 'annoyed', 'desperate', 'lonely'. She didn't feel she was in control of what was happening, | G7 and her group emphasise the desperation Lily feels because she lacks any control of her |

| Text | Citation | Cluster Significance |
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| | and she felt different and frustrated. | environment. |
| SA: And frustrated…And what about Daisy? [G7] why don't you start us off with Daisy? | | |
| G7: We thought she was 'upset', 'jealous' but 'excited and happy' about the sleepover and a bit frustrated that her sister wasn't being understood. | We thought she was 'upset', 'jealous' but 'excited and happy' about the sleepover and a bit frustrated that her sister wasn't being understood. | G7 sees Daisy's frustration as being caused more by Lily not being understood than by her own situation. |
| SA: OK and [G8]? | | |
| G8: 'Annoyed' and 'embarrassed' and 'ashamed', 'lonely', 'excluded' and 'excited'. | 'Annoyed' and 'embarrassed' and | G8 and her group see both Daisy and Lily as |

| Text | Citation | Cluster Significance |
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| | 'ashamed', 'lonely', 'excluded' and 'excited'. | excluded. |
| SA: Why ashamed? Why do you think Daisy might be ashamed? | | |
| G4: She's ashamed that her sister's screaming and she has a sister that's a bit like disabled. | [Daisy is] ashamed that her sister's screaming and she has a sister that's a bit like disabled. | Daisy is ashamed of Lily's disability. |
| SA: OK and do you think it *is* that, do you think it's the disabled? (G7 shakes her head.) | | |
| G1: Yeah. | | |
| SA: Do you think she's ashamed of the fact that she's in a wheelchair rather than the fact | | |

Group session transcript: School No. 5                    Date recorded 30/5/2012

| Text | Citation | Cluster Significance |
|---|---|---|
| that she's sort of screaming? | | |
| G1: No. Not that she's in a wheelchair because lots of people are the same but just if you're screaming and shouting and making weird noises. | Not that she's in a wheelchair because lots of people are the same but just if you're screaming and shouting and making weird noises. | G1 sees Lily's behaviour as the problem, rather than her disability itself. |
| G7: I think if my sister or my brother started screaming I'd be more embarrassed than if they were in a wheelchair and screaming. | I think if my sister or my brother started screaming I'd be more embarrassed than if they were in a wheelchair and | G7 says it would be more embarrassing to have a screaming sibling who wasn't in a wheelchair. |

| Text | Citation | Cluster Significance |
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| | screaming. | |
| SA: So that goes back to what G3 was saying before… | | |
| G7: I don't think it makes a difference whether they're in a wheelchair or not, just screaming is quite embarrassing. | | |
| SA: OK. | | |
| G6: I'd be more annoyed if a brother or sister they weren't disabled were screaming because that was their fault. And if they were in a wheelchair then it wasn't really… and they were disabled… | I'd be more annoyed if a brother or sister they weren't disabled were screaming because that was their fault. And if they were in a wheelchair then it wasn't really… and | G6 says an able bodied sibling would have less reason to scream. |

| Text | Citation | Cluster Significance |
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| | they were disabled… | |
| SA: So are you saying that someone in a wheelchair can scream and cry as much as they can so they… | | |
| G6: If they could speak they'd probably say 'I want to get out of here' rather than screaming. | If they could speak they'd probably say 'I want to get out of here' rather than screaming. | G6 considers the inability to communicate causes the disabled to scream. |
| SA: OK. [G8]? | | |
| G8: Because she's not just physically disabled, she's mentally disabled so she can't help it but if you're not mentally disabled then you have no reason to just start yelling and screaming and crying unless you're like one. | Because she's not just physically disabled, she's mentally disabled so she can't help it but if you're not mentally | G8 sees Lily's learning difficulty as the cause of her outburst. |

| Text | Citation | Cluster Significance |
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|  | disabled then you have no reason to just start yelling and screaming and crying unless you're like one. |  |
| SA: OK. [G5]? |  |  |
| G5: I can understand if she was little, like younger than me, maybe three, four, if she's really upset about her older sister getting something and she not, but I can't… but an older person screaming and shouting looks a bit weird. I mean maybe she might be ten, Lily might be ten or maybe eleven and she's just screaming and shouting and everyone's like why is that ten-year-old… | …but an older person screaming and shouting looks a bit weird… | G5 sees Lily's chronological age as key to judging her behaviour. |
| SA: But as [G8] said you know sometimes… |  |  |
| G8: She's mentally disabled, she can't help it. |  |  |

| Text | Citation | Cluster Significance |
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| G5: Yeah, yeah… | | |
| SA: I suppose there's always something to think about. [G7] finally. | | |
| G7: Lily's unlucky because she's physically disabled and mentally disabled. I mean you don't have to be in a wheelchair to be mentally disabled and have problems. But I think in some ways her being in a wheelchair… I mean sometimes Daisy might feel glad because when she's screaming it kind of is an explanation for the people she doesn't have to say 'Oh sorry my sister's got learning difficulties.' | Lily's unlucky because she's physically disabled and mentally disabled. I mean you don't have to be in a wheelchair to be mentally disabled and have problems. But I think in some ways her being in a wheelchair… I mean sometimes Daisy might feel glad | G7 considers that Lily's physical disability will lead people observing her to expect her to have intellectual shortcomings. |

Group session transcript: School No. 5                    Date recorded 30/5/2012

| Text | Citation | Cluster Significance |
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|  | because when she's screaming it kind of is an explanation for the people she doesn't have to say 'Oh sorry my sister's got learning difficulties.' |  |
| SA: Yeah |  |  |
| G7: And she shouldn't really think this way, but because she's in a wheelchair it's kind of an explanation to why she might be screaming. | And she shouldn't really think this way, but because she's in a wheelchair it's kind of an explanation to why she might be | G7 suggests Lily's wheelchair helps people understand her behaviour. But she recognises that this is not the right way for |

| Text | Citation | Cluster Significance |
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| | screaming. | Daisy to think about disability. |
| SA: So it's an excuse? Maybe it could be an excuse to some sort of behaviour. | | |
| G7: Yes. (G3 has her hand raised.) | | |
| SA: [G3] we'll have to finish there. Girls that was very interesting, thank you very much. Did you enjoy that? (All answer in the affirmative.) Some very good conversation and some very good points you made, so well done. (The pupils stand and depart.) | | The pupils indicate to SA that they enjoyed the discussion. |

Group Session Transcript School No 6. Date recorded 3 July 2012. School No 6 is a special needs school outside London catering largely but not exclusively for boarding pupils. Note that the pupils in this group session are older than those in the other groups, Year 10/11 students aged 15 or 16.

One of the research objectives was to compare the reactions of disabled pupils to the selected texts with the reactions of the mainstream pupils. An earlier session was therefore recorded at another special needs school (School No 2). The pupils in this group were of the same chronological age as the mainstream cohorts. However it became apparent that the cognitive level of these pupils was far below that required to comprehend and comment upon the selected texts.

Accordingly it was decided to exclude that group from the analysis. In this context it was decided to recruit another special needs school, since otherwise one of the main research questions would have had to be abandoned and the claim of the project to creating new knowledge would be seriously weakened.

In the school chosen for case number 6 a discussion took place about the selection of pupils for the group session. It was decided that recruiting pupils of the same age as the mainstream cohorts would most likely lead to a repeat of the earlier experience, where the disabled students were not able to follow the texts. Any interpretation of the difference between the reactions of disabled pupils and those of non-disabled pupils would thus be rendered unsupportable.

The Director of Studies and Second Supervisor both emphasised that the pupils involved in the session must have a cognitive level enabling them to understand and respond to the texts. This was the paramount requirement rather than chronological age. Although the views and reactions of

the two groups – disabled and non-disabled – were to be compared and contrasted, no quantitative or statistical measure was to be attempted. The project has always envisaged qualitative analysis.

 A decision was therefore made to turn to a group of pupils who, irrespective of their chronological age, in the opinion of the supervising adult (SA) had the cognitive ability to follow and comment on the texts. Note that before embarking on the recommended sequence of tasks, the SA conducts a preliminary discussion of the issues which clearly demonstrates the cognitive capability of her pupils.

In any case, the age differential in this group is not exceptional in the context of the study as a whole. In mainstream schools the pupils have been drawn from Years 3, 4, 5 and 6. The youngest such pupils are probably seven or eight years old, the oldest probably eleven. The age differential of four years represents about half the age of the youngest pupils. Comparing Year 6 mainstream pupils with the pupils from School No 6, the latter at age sixteen are perhaps 5 years older than the former. Thus the differential is once more roughly half the age of the younger group. In this case the SA is a female teacher.

The pupils and Learning Support Assistants (LSA's) are seated at an oblong horseshoe table. There are five girls, three boys and five LSA's.

G1 wears spectacles and a purple top.

LSA1 is a blond woman in a pale blue sweater.

B1 is wearing a check shirt.

LSA2 has grey hair and is wearing a blue top with white sleeves.

G2 has long dark hair. She is wearing a stars and stripes shirt and spectacles.

LSA3 is wearing a grey sweater and a neck-scarf.

G3 is a powered wheelchair user who wears a yellow sweater and spectacles.

G4 is a powered wheelchair user who wears an orange sweater and spectacles.

LSA4 has grey hair and wears a pale grey cardigan.

G5 wears a light grey sweater and spectacles and wears a flower in her hair.

B2 wears spectacles and a blue and grey striped sports shirt. He is using a manual wheelchair.

B3 is a powered wheelchair user who wears a blue tee-shirt with a slogan and gold and silver symbols. He has a communication aid and LSA5 to

help him communicate. The communication aid is positioned in such a way that B3 is facing away from the other pupils.

| Text | Citation | Cluster Significance |
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| SA: They're doing a check on their sound to make sure we're all OK. So… if you hadn't remembered, as soon as you entered the room you were prompted to remember that today is the day we are participating in the Ph.D. research project. The lady contacted me to see if we had any students in the school who had the kind of ideas and would be able to respond to the topic of how disability features in fiction and of course I immediately thought of you guys. And that's why today we are discussing this topic. | | |

| Text | Citation | Cluster Significance |
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| As a little warm-up you have all been thinking about first of all is it important for disability to be represented in fiction? And if so, why? And if not, why not? What ideas do we have on this? We'll start with [G4] who's been thinking about this but didn't make notes. Is it important to have disability in books? | Is it important to have disability in books? | SA asks whether it is important to have disability in books. |
| G4: Yes. | | |
| SA: Why? | | |
| G4: So more people, especially children, have… are aware of people with disabilities and know how to react to them in real life. | So more people, especially children, have… are aware of people with disabilities and know how to react to them in real life. | G4 proposes that readers (especially children) encountering disabled characters in books will prepare them to deal with disability in real life. |

| Text | Citation | Cluster Significance |
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| SA: Ah. | | |
| G4: From seeing how it's done in books. | From seeing how it's done in books. | G4 proposes that seeing how disabled characters are handled in books will give a lesson in life. |
| SA: Interesting. So in a way we can learn from the books and the characters and the messages within that about many things but in this case specifically disability so people know better how to deal with it in real life – (G4 nods her head.) - nice answer. Any other thoughts on this, [B1]? | | |
| B1: Well I believe disability is a good addition to children's fiction because it… (At this point B3 utters a loud cry of approval, causing many people to smile.) fiction is all about letting children's imaginations run wild and if they can do that while learning something | Well I believe disability is a good addition to children's fiction | B1 suggests that young readers being encouraged to place |

| Text | Citation | Cluster Significance |
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| realistic about the world then they can have fun as well as learn in the wider sense of the word… in the idea. | because it… fiction is all about letting children's imaginations run wild and if they can do that while learning something realistic about the world then they can have fun as well as learn in the wider sense of the word… | themselves in the position of a disabled fictional character is a worthwhile and enjoyable exercise of the imagination. |
| SA: Excellent, thank you. So taking the opportunity of a child being immersed in, engrossed in imaginative fiction, to also learn alongside that. Great. Thank you. [G3]. | | |
| G3: Basically I think it's important for fiction to represent disability particularly with | Basically I think it's | G3 considers that |

| Text | Citation | Cluster Significance |
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| children's books because opinions are formed by children from an early age by what they read and if they had for example a hero in the book who had a disability then they wouldn't stare at us and be mean about us, they'd accept us and they want to be our friends and I think that that would lead to a more accepting next generation. (G3 smiles as she concludes.) | important for fiction to represent disability particularly with children's books because opinions are formed by children from an early age by what they read and if they had for example a hero in the book who had a disability then they wouldn't stare at us and be mean about us, they'd accept us and they want to be our | disabled characters in fiction can help to combat the hostile and negative views of the disabled which young readers would otherwise form. She contemplates a benefit to the social awareness of the next generation. |

| Text | Citation | Cluster Significance |
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| | friends and I think that that would lead to a more accepting next generation. | |
| SA: Interesting. Thank you. So you've got similar ideas here, haven't you? [B1], what [G3] said there was similar to you with different emphasis, different detail, all of you so far thinking it's positive to have disability represented in fiction. Let's have a look at people who might have had a chance to get some creative juices because for those of you who were here early, their second warm-up activity, if you were given the job of creating a character or a story-line that featured disability, and you were given the job of creating that, what kind of angle would you take? [G1]? | …if you were given the job of creating a character or a story-line that featured disability… what kind of angle would you take? | SA poses her pupils the task of choosing an angle of literary approach. |
| G1: I put down a personal diary (the explanation of the diary is inaudible.) It comes from the person's personal point of view, going through all that they're going through. And could maybe relate to the audience a lot more if it's [a] more direct approach. | I put down a personal diary… It comes from the person's personal | G1 proposes to write a diary of her own experiences as a |

| Text | Citation | Cluster Significance |
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| | point of view, going through all that they're going through. | disabled person. |
| SA: Interesting. So a bit of an Adrian Mole type style but with the central character being an individual who has a disability. (G1 nods agreement.) Would it be important that the author was somebody with a disability or could they create a character? | | |
| G1: I put down here [in the notes prepared before the session] use my own experiences to try and relate but… | | |
| SA: Interesting. Anybody here think they could write that kind of book in the future, maybe? (G1 and G3 raise their hands.) Great. Ah… where do we have some jobs like that? Wonderful. [B3] I'm going to come to you in a minute so if you can make sure your key words are down. (B3 uses the communication aid and his words need to be keyed into the equipment.) I know this could last a year, couldn't it? Maybe we'll follow this project up | | |

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| next year, basically if you'll still be with me. But let's get the key ideas now. And before you [B3] we'll go to [B2]. | | |
| B2: I was… I go along with the kind of video diary, day in the life idea of [G1] but I would kind of add a comic element, because there are certain things that happen that you couldn't write… you know, this could only happen to me, kind of thing. (While B2 is speaking, LSA5 is showing a paper to B3, agreeing with him the key words that are to be entered in the communication aid.) You know, this would… you know this is kind of unbelievable… You know use that to be almost like a… I don't want to say a TV sitcom but that kind of area. | I go along with the kind of video diary, day in the life idea of [G1] but I would kind of add a comic element, because there are certain things that happen that you couldn't write… you know, this could only happen to me, kind of thing. … I don't want to say a TV sitcom but | B2 supports the idea of writing the diary of a disabled person but adds the element of comedy, the amazing things that can happen to a disabled person. The result might resemble a TV situation comedy. |

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| | that kind of area. | |
| SA: And why do you think that humour would be a crucial or useful at least ingredient in this? | | |
| B2: Well it might… Humour is a great way of dealing with a lot of things and it might just embed in people's memories an understanding of how… increase the awareness and understanding which is one of the… which is part of the first question. That might lead to… | Humour is a great way of dealing with a lot of things and it might just embed in people's memories an understanding of how… increase the awareness and understanding [of disability]. | B2 proposes that a comic literary account of a disabled person's life might increase the readers' understanding of disability. |

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| SA: Yeah. So humour's a good way to get people on board, engaged… (At this point B3 sneezes loudly.) Bless you, caught on camera. Thank you, [B2]. [B3] where are we at with out story line idea? Can we hear? | | |
| LSA5: A hospital while they're being told… something. (LSA5 turns with a smile to SA. She does not yet know what is happening in B3's story.) | | |
| SA: That's a shame. We have to get the punch line for this. (During this exchange B2 taps B3's shoulder and appears to make a suggestion.) We can't have a teaser like that, we've had the lead in. A hospital where they're being told they… OK go with your punch line. [G5], what thoughts did you have? | | |
| G5: On the first one I thought… I gave the example of Avatar. Now I know it's not a children's book but it's a film and it was quite mainstream and I like the fact that the character in it wasn't thought imbecilic and I think that's something you need to think about when you do children's fiction, you need to portray to people that most disabled | | |

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| people nowadays can get jobs and are quite alert because they don't just have one mindset in their heads. | | |
| SA: So you would like to challenge stereotype of disability. People might have a particular idea of what it means to have a disability. You would challenge that and show the broader real picture. It's a real mixed bag, isn't it? Just like anybody. [G2]? (There is a silence as G2 fails to respond.) You were looking at the first question, weren't you? Do you think it's important to have disability represented in fiction? If so, why? If not, why not? (G2 vocalises with great difficulty and indicates that she wants LSA2 to read what she has written.) | So you would like to challenge stereotype of disability. People might have a particular idea of what it means to have a disability. You would challenge that and show the broader real picture. | Based on what she knows of the students, SA is citing a possible aim to be served by having disabled characters in fiction. |
| LSA2: [G2] wrote that it helps awareness of disability so along the lines… | | |
| SA: So similar? | | |
| LSA2: Yeah. (G2 looks at the other pupils and smiles.) | | |

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| SA: OK. Of  the ideas you've had so far imagine you're a publishing company that's had these pitches from [the pupils] is there one that you feel is really appealing, the diary, the humour…(G2 vocalises and SA interprets.) | | |
| SA: You'd like to go with which one? The diary one? You like the idea of the diary? (G2 indicates vigorous agreement.) Oh, do you now? Are we just creating some of my plans for next year here? (All the pupils and the LSA's laugh.) | Are we just creating some of my plans for next year here? (All the pupils and the LSA's laugh.) | SA considers having further discussions of this issue in the coming year. |
| G1: I'm sorry I won't be here next year. | | |
| SA: And so finally then just before we move on to the excerpts that… | | |
| LSA5: (Speaking on behalf of B3) We might well get my punch line. (The other pupils laugh. Their laughter seems intended not to mock B3 for his difficulty in finding expression but to express solidarity.) We've got a couple of excerpts that the lady doing the | | |

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| research project has picked out for us to look at, think about and discuss. Both excerpts are from popular teenage fiction and you will have a chance to freely think about how disability is shown there and then also I'll ask some very specific questions about it. So do we want an update on where we are, can I update [B3] on the story, the teasing story… ah… Last directions… (Handing out a paper.) This is a transcript – you OK with what that means? It's the written version of what we're about to listen to on the screen, if it hasn't gone into stand-by in a way I can't salvage. | | |
| UNIDENTIFIED VOICE: It's OK, [B2]'s in here. | | |
| B2: I was waiting for that. | | |
| SA: Technical backup. You'll be really upset you know because I probably will get it all right. | | |
| B2: The other thing we need is something like Mr Tumble with the Makaton. | | |

| Text | Citation | Cluster Significance |
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| SA: Oh yeah, he's really good. | | |
| B2: I have got friends who could do the Makaton. | | |
| SA: Yeah, you're right. So just while we're waiting for the teaser punch line, have a little read through of the excerpt in front so we'll prepare ourselves. And [G5] if you would like [LSA4] to read it to you quietly, that's fine or you can cope by yourself. | | |

(In this instance the playing of the recorded excerpt is not included in the DVD recording. It is however included here in the interest of completeness. The pupils consider the excerpt in pairs. The SA has also asked each pair to nominate a spokesperson.)

*DVD PRESENTATION TO PUPILS*

*Saffron sat up on the pavement and rubbed her knees. Then she pushed up her sleeve and twisted her right arm around to inspect her elbow. It was bleeding a little. She felt very tired. As if she had been running and shouting and crying for a long time.*

*The girl in the wheelchair who had knocked her over was watching intently. 'Speak!' she ordered at last, when it seemed that Saffron intended to sit there for ever. Saffron folded her arms across her hunched up knees and rested her head on them.*

*'I know you,' said the girl, spinning backwards on one wheel like a gyroscope. 'You come from that house where they're always waving. Did I hurt you?'*

*'No.'*

*'Aren't you going to get up?'*

*'Soon I will.'*

*'Why are they always waving from your house?'*

*'I don't know.'*

*'Why were you shouting at your father like that? Do you really hate him?'*

*'No,' said Saffron and then added, 'he's not my father. I'm adopted.'*

*'Are you all adopted?' asked the girl, still revolving, but more slowly now. 'The others too? The grown-up girl who looks like you and the little one and the boy?'*

*'No,' said Saffron. 'Only me.'*

*The girl in the wheelchair took a long look at Saffron. It was a very careful look. Her eyes, silvery green like light on deep water, were wide and intense.*

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| SA: OK. Let's share ideas with each other. That was just a chance to get the thoughts going. So what you're discussing now, hold on to and we'll have a chance for everybody to | | |

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| hear it. Thank you. Is everybody listening? To each other, as well as to me obviously, as importantly to each other? So what thoughts do you have, let's take it as a free text to start off with rather than specific questions, what thoughts do you have about the way disability is being represented here? We'll start with [G1] and [B1's] pair. The other people will listen and if you want to chip in just let me know and I'll let you know when it's time to also contribute. | | |
| G1: To begin with it sort of gives a wrong impression because the girl in the wheelchair has knocked Saffron down and is demanding her to speak. So it's almost sort of bullying like. | To begin with it sort of gives a wrong impression because the girl in the wheelchair has knocked Saffron down and is demanding her to speak. So it's almost sort of bullying | G1 sees Sarah crashing her wheelchair and demanding answers, giving a wrong impression of how disabled people behave. |

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| | like. | |
| SA: Right. | | |
| B1: So it's all about role reversal, sort of… And it… | So it's all about role reversal, sort of… | B1 considers the normal situation is the able bodied bullying the disabled. |
| SA: So it's the opposite, let's take that, it's the opposite of what you would expect? | | |
| B1: Yeah, quite a surprise as well. | Yeah, quite a surprise as well. | B1 considers it surprising that a disabled person can bully an able bodied person. |

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| SA: It's a surprise. To start off with, [G1], you think that the girl is almost like a bully? In the way she deliberately knocks her down, she just uses that one word 'speak'. | | |
| G1: And later on throughout the text she starts asking a lot of questions, becoming more curious and then more caring and towards the end you don't think she's all bad but you see sort of two sides to the girl in the wheelchair. | …she starts asking a lot of questions, becoming more curious and then more caring and towards the end you don't think she's all bad but you see sort of two sides to the girl in the wheelchair. | G1 starts off seeing Sarah's behaviour as rude and aggressive. But as Sarah asks Saffy questions she becomes more human and caring. Most of the able bodied students in other schools saw Sarah's questions as further examples of rudeness and aggression. |

| Text | Citation | Cluster Significance |
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| SA: Interesting. So your thoughts towards her changed as you read through the extract. Initially surprised, she's… it's not a good impression of the girl in the wheelchair. | | |
| G1: But as she learns more about Saffron she's more caring and intrigued. | | |
| SA: Interesting. Thank you. Anybody else in their pair have something to add to the first impressions we get of the characters? [B2]? | | |
| B2: Very… very abrupt, quite... [G1] said 'curious' but then it's a kind of odd combination of how… it's like almost direct contrast between the kind of… abrupt and obnoxious girl at the beginning and the caring, 'are you all right?', 'oh I've just knocked you over deliberately but did I hurt you?' It's kind of… it doesn't quite make sense. | …it's a kind of odd combination of how… it's like almost direct contrast between the kind of… abrupt and obnoxious girl at the beginning and the caring, 'are you all | B2 also sees Sarah moving from abrupt and obnoxious to caring, but doesn't see the transition as convincing… as making sense. |

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| | right?', 'oh I've just knocked you over deliberately but did I hurt you?' It's kind of… it doesn't quite make sense. | |
| SA: Any thoughts as to why she might have knocked her over deliberately? | | |
| B2: I think it's probably because… well I was going to say attention-seeking, but I think it was probably so she's got someone to talk to. | I think it's probably because… well I was going to say attention-seeking, but I think it was probably so she's got someone to talk to. | B2's explanation of Sarah's behaviour combines her desire to attract attention with her desire to start a conversation. |

| Text | Citation | Cluster Significance |
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| SA: Right, so we've got this mix of… the surprise of… your words kind of quite obnoxious, deliberately knocking her over, then caring towards her and – (B3 lets out a loud sneeze.) Wow! Is anyone keeping track of this? (Everyone laughs.) | | |
| B2: I think it's about four. | | |
| SA: And perhaps,[B2], she knocked her over deliberately as an attempt for attention-seeking, as a way into a conversation maybe. [G3] you had something to say. | | |
| G3: I feel that the reason the girl did what she did, is that she maybe spent ages trying to get friends the normal way, going up to people, but because she was disabled they might not have been too nice to her and wanted to be friends with her and that knocked her confidence so she thought 'I want to be friends with this girl but the only way is if I do something really dramatic and I force her to listen to me, I force her to speak to me, I force her to be in a situation where she doesn't want to run away from me. | I feel that the reason the girl did what she did, is that she maybe spent ages trying to get friends the normal way, going up to people, but because she was | G3 speculates that Sarah has already spent time and effort trying to make friends in a more conventional manner. Her efforts have been rejected and her self- |

| Text | Citation | Cluster Significance |
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| | disabled they might not have been too nice to her and wanted to be friends with her and that knocked her confidence so she thought 'I want to be friends with this girl but the only way is if I do something really dramatic and I force her to listen to me, I force her to speak to me, I force her to be in a | confidence shaken. As a last desperate gesture Sarah makes a dramatic move, placing Saffy in a position where physically she can't ignore Sarah. |

| Text | Citation | Cluster Significance |
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|  | situation where she doesn't want to run away from me. |  |
| SA: Interesting. So you've really gone there into the psychology and the potential background of this situation to understand why the girl in the wheelchair… |  |  |
| G3: Yeah. |  |  |
| SA: …might have behaved in a way that on the surface looks quite rude, quite obnoxious, quite aggressive maybe but to understand why she might have done that to do with her past failed attempts at making friendships and her confidence level. Interesting. (G3 looks thrilled to have her insight recognised by the SA.) What do people think about [G3]'s interpretation there. Do you reckon that could be a motivation? [G4] is nodding. Could be a reason for understanding… (B3 sneezes again.) |  |  |

| Text | Citation | Cluster Significance |
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| B2: You have people in manual wheelchairs as well. From a different angle. People go and knock people over accidentally, it's almost like using your legs as a weapon, isn't it? | You have people in manual wheelchairs as well. From a different angle. People go and knock people over accidentally, it's almost like using your legs as a weapon, isn't it? | B2 sees manual and powered wheelchairs not only as different modes of transport but also as different classes of weapon system, sometimes used accidentally. He also makes the point that a motor impaired person using a wheelchair as a weapon is like an able bodied person kicking someone. |

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| SA: Yeah. So do you think there's a danger there that people reading this might view that negatively and then head out and be jumping out of the way and (B3 sneezes yet again) presuming that there might be aggression there potentially? Any other thoughts, moving away perhaps from the opening, anything else in the extract that you found interesting in the way disability was presented? [G4] and [G5]'s pair. | | |
| G5: I liked the way that Hilary [McKay] described 'the watery silver eyes like the lake'. (G5 misquotes somewhat: the text reads 'Her eyes, silvery green like light on deep water…') I thought that was beautiful, it was trying to say look, although she did this thing she's still a beautiful person and the fact that she's disabled doesn't make her any less beautiful. | I liked the way that Hilary [McKay] described 'the watery silver eyes like the lake'. I thought that was beautiful, it was trying to say look, although she did this thing she's still a | G5 makes the point that a disabled person can manifest physical beauty. She appreciates the fact that the text reports this fact about Sarah. |

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| | beautiful person and the fact that she's disabled doesn't make her any less beautiful. | |
| SA: Interesting. So you like that very positive description there at the end? That she's beautiful. | | |
| G5: Yeah. | | |
| SA: That she's beautiful, that there's something positive about her that you can tell from her eyes. Anything else to add on the extract at all? (There is a muttered conversation between G5 and LSA4, the LSA pointing at the page as if to suggest a further point. G5 indicates that she understands the point but chooses to remain silent.) | | |
| SA: A few ideas around and about, anyone? [B1]? Good, I was looking for somebody who | | |

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| hadn't been the nominated spokesperson so far. | | |
| B1: I just think… the bit that says "'I know you' said the girl, spinning backwards on a wheel…" (The text reads 'one wheel'.) Like you, [B2]. (B1 points at B2. B2 laughs, as do most of the others.) That clearly shows… you couldn't do that in an electric wheelchair. That's ridiculous. But I think that shows people reading the story the difference between you know being able to do something in… because spinning backwards, that shows a lot of skill… | I just think… the bit that says "'I know you' said the girl, spinning backwards on a wheel…" Like you, [B2]. That clearly shows… you couldn't do that in an electric wheelchair. That's ridiculous. But I think that shows people reading the story the difference between you | B1 comments on the practicality of Sarah's manoeuvres in her wheelchair. The text does not actually state whether Sarah's wheelchair is manual or powered. In the case of a powered chair, spinning it on one wheel would be impossible. In the case of a manual chair it |

| Text | Citation | Cluster Significance |
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| | know being able to do something in… because spinning backwards, that shows a lot of skill… | would be difficult but possible. The wheelchair users in the group are aware of these issues. |
| SA: Yes. | | |
| B1: …on the part of the girl, and to keep herself stable like that. So I think that shows a complete difference between the transports of physically disabled people. | | |
| SA: Yeah, interesting. And so that's something that perhaps you guys here know, the kind of… the power, the skill, the potential, the manoeuvrability of a person in a chair, a manual chair or an electric chair but in this instance a manual chair. Do you think that's something that might be a surprise to people who perhaps don't have regular incidences with people who are wheelchair users? | | |

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| B1: I think so because it just seems a very bizarre… bizarre way of… um… being stationary, just balancing. But although I'm… the mystery… the mystery is being kept hidden because it says (he reads) 'spinning backwards on one wheel' and that gives a new picture of sort of being kind of sideways and sort of bobbing up and down like… It doesn't sound stable at all but… | | |
| SA: And yet her skill somehow has made it such. | | |
| B1: Yes, yes. | | |
| SA: If… if you were Saffy, if you were the person who has been knocked into deliberately by this person in a wheelchair, how would it… how would you feel? [G4]? | | |
| G4: Um… I think I'd be quite angry with them for knocking me over on p- … (she seems to be about to say 'on purpose') for… just for knocking me over, not looking where they were going. Just because they're in a wheelchair they don't have the right to go round | I think I'd be quite angry with them for knocking me over on | G4 chooses to regard the collision as accidental, thereby |

| Text | Citation | Cluster Significance |
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| running into people. | for… just for knocking me over, not looking where they were going. Just because they're in a wheelchair they don't have the right to go round running into people. | ignoring the text. At the same time she states that wheelchair users don't have an automatic right to run into other people. |
| SA: So you'd be annoyed, angry. Anything about the context that we know of for Saffy that might also make this one of the last things she needs at this moment? | | |
| G4: Well from the argument with her Dad I think she just wants to be left alone and not questioned by this person that she doesn't know… | Well from the argument with her Dad I think she just wants to be left | G4 sees Saffy's need to be alone and think about her family as a |

| Text | Citation | Cluster Significance |
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|  | alone and not questioned by this person that she doesn't know… | paramount need, overriding her obligation to answer a stranger's questions. |
| SA: Yeah. |  |  |
| G4: … about what's going on when really she doesn't understand herself what's going on. | … about what's going on when really she doesn't understand herself what's going on. | G4 points out that Saffy cannot fully explain matters she herself has not had the time to absorb and understand. |
| SA: So you've got some empathy for her in this position, because of what's going on with her, what she's just found out, the arguments. Maybe she wants to be on her own let alone be run down by somebody and somebody demanding to be with her and strike up a |  |  |

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| conversation. Do we have ideas and thoughts as to what might happen in the future of this story? If it were your story that you were writing, what would you make happen next? (G1, B1 and G3 have their hands raised. But SA calls on G2, who seems to have a view but not to be able to express it.) | | |
| SA: So let's start with[G2]. Do you think these two, [G2], are destined to be friends? | | |
| G2: I think so. (It is a considerable achievement for G2 to utter these words.) | | |
| SA: You think that they will become friends. Is it going to be a smooth and quick journey to becoming…? | | |
| G2: (Shakes her head.) No. | | |
| SA: A rocky one? And what might be the rocky elements in becoming friends, because they clearly aren't at the moment? | | |

| Text | Citation | Cluster Significance |
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| G2: (Vocalises with great difficulty, requiring help from LSA2 and SA.) I think they might be quite different... | I think they might be quite different... | SA asks G2 whether Sarah and Saffy might become friends. G2, who speaks with difficulty, says yes. SA then asks whether their friendship will proceed easily. G2 says no and with help vocalises the reason. The two girls are different. |
| SA: Quite different to each other? | | |
| G2: Yeah. | | |

| Text | Citation | Cluster Significance |
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| SA: OK, so that can work in friendships but it takes a while to recognise and appreciate differences as something you can rub alongside. | | |
| G2: Yeah. | | |
| SA: Did you have any other thoughts? I noticed [LSA2] was like you do have some other ideas down here, [G2]. (G2 smiles agreement.) | | |
| LSA2: Well, [G3] and [G2] both came up with they don't think they're best friends. | | |
| SA: Right. | | |
| LSA2: And [G3] said the girl in the chair may be able to help Saffron with her problems. | | |
| SA: Interesting. So not best friends but friends perhaps and maybe one can help the other with solving their problems. Maybe they can both help… | LSA2 and SA report G2 and G3 as saying Saffy and Sarah may | G2 and G3 suggest that Sarah and Saffy might become friends but not |

| Text | Citation | Cluster Significance |
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|  | not be not best friends but friends perhaps and maybe one can help the other with solving their problems. | best friends. Sarah may be able to help Saffy with her problems. |
| G3: Yeah. |  |  |
| SA: …help each other in solving some difficulties they've got. OK, final task on this extract then, again in your pairs, and I can give out more scrap paper if more scrap paper's needed, and I should have said at the start but just in case can you make sure just initials are at the top of the scrap paper so at the end I can check that all these bits are handed in. I'd like you to come up with three words that you would associate with the girl in the wheelchair and three words that you would use as association with Saffy. So you'll have to discuss this, as reducing it down to three words is perhaps quite tricky. But in the end we |  |  |

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| want for [B2] and [B3] just three words to describe the girl in the wheelchair, three words to describe Saffy. (There is a pause in the recording while the pupils discuss their words.) | | |
| SA: So let's go first of all with the three words that you used to associate with the girl in the wheelchair, [G1]. | | |
| G1: Um… 'curious'… | | |
| SA: Are there three words? | | |
| G1: Oh sorry… 'curious', 'damaged' and 'inadequate'. | … 'curious', 'damaged' and 'inadequate'. | G1 describes Sarah as 'curious, damaged and inadequate'. |
| SA: 'Curious, damaged and inadequate'. Interesting. [G3], which three words did you come up with? | | |

| Text | Citation | Cluster Significance |
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| G3: 'Manipulative'… | | |
| G2: 'Neglected'… | | |
| LSA2: Neglected… | | |
| SA: Manipulative, neglected… | | |
| G3: And 'misunderstood'. | | |
| SA: Manipulative, neglected and misunderstood. Thank you. [G4]? | SA: Manipulative, neglected and misunderstood. | SA reports G3's words for Sarah as 'manipulative, neglected and misunderstood'. |
| G4: 'Curious', 'a bit of a live wire' and… (G4 hesitates over her third term until LSA3 | | |

| Text | Citation | Cluster Significance |
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| leans forward and prompts her.) … 'aggressive'. | | |
| SA: Curious, live wire and aggressive. Thank you. [B2] and [B3]? | Curious, live wire and aggressive. | SA reports G4's words for Sarah as 'curious, live wire and aggressive.' |
| (B3's communication aid has now been repositioned so that he faces the table.) | | |
| B2: Well we had 'ignorant…' And I think what [B3] meant by 'ignorant' was perhaps… not fully aware of what she'd done… well, you know perhaps the mental implications of what she'd done to the… you know…  Because of how Saffron was feeling. Am I right? (B2 is struggling to express the notion of social unawareness, the lack of an understanding how to behave with strangers.) | Well we had 'ignorant…' And I think what [B3] meant by 'ignorant' was perhaps… not fully aware of what she'd done… well, you know | B2 reports B3 as emphasising that Sarah does not fully comprehend her own action or the possible effect of her action on Saffy. |

| Text | Citation | Cluster Significance |
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| | perhaps the mental implications of what she'd done to the… you know… Because of how Saffron was feeling. | |
| SA: So ignorant to describe her being unaware, oblivious of the impact of what she's just done on Saffy? | | |
| B2: Yeah. An identity kind of crisis. | An identity kind of crisis. | B2 believes that Sarah's unawareness of the nature of her own actions amounts to a crisis of identity. |

| Text | Citation | Cluster Significance |
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| SA: There are people trying to sneak in more than one idea… identity crisis, yeah. | | |
| B2: And 'curious'… | | |
| SA: Interesting. So curious is one that popped up quite a lot there. The reader is likely to feel curious towards her, want to know more about her, I guess. [B2] brought up the fact that – and perhaps you did in your discussions too – that she doesn't have a name at this point, does she? And how you feel, whether that's an OK way to introduce a character as 'the girl in the wheelchair', whether that's bound to be because maybe soon we'll get to know her name as Saffy gets to know her name. But it's an interesting point to note as well. | And how you feel, whether that's an OK way to introduce a character as 'the girl in the wheelchair', whether that's bound to be because maybe soon we'll get to know her name as Saffy gets to know her name. | SA raises the question whether introducing Sarah as 'the girl in the wheelchair' is acceptable. |
| LSA4: I think when they (she refers to G4 and G5) were saying 'curious' here, they meant | | |

| Text | Citation | Cluster Significance |
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| that the girl in the wheelchair wanted to find out about things, she was interested… | | |
| SA: Ah, inquisitive. | | |
| LSA4: Inquisitive… | | |
| SA: I see, I see. Thank you [LSA4]. Three words to describe Saffy, or associate with Saffy. (G1 does not wait to be asked but leaps in.) | | |
| G1: 'Damaged'… (LSA1 mouths the next word 'vulnerable'.) | 'Damaged, vulnerable and lonely…' | G1 and B1 supply words for Saffy, 'damaged, vulnerable and lonely'. They regard both Saffy and Sarah as damaged. |
| B1: (Attempting to play his part too.) I'll do it. 'Vulnerable…' | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| G1: … 'vulnerable' and 'lonely'. | | |
| LSA1: 'Damaged' appeared in both versions. | | |
| SA: Yeah, interesting. | | |
| G1: And also we have one in brackets, 'innocent'. Both the girls appear innocent in their own right to their situations. | And also we have one in brackets, 'innocent'. Both the girls appear innocent in their own right to their situations. | B1 and G1 regard both Sarah and Saffy as 'innocent'. |
| SA: Right, interesting. So that in a way is similar to what [B3] was saying. Thank you. Three words about Saffy? | | |
| G3: 'Outsider…' (After G3 has spoken she deliberately defers to G2, her partner who has speech difficulties. G2 struggles to enunciate.) | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Arrogant? Innocent? Outsider? | | |
| G2: 'Abandoned'. (LSA2 has to repeat the word before SA gets it.) | | |
| SA: Abandoned. Ah, that relates to her situation at this moment. | | |
| G3: And 'mysterious'. | G2 and G3: 'outsider, abandoned and mysterious…' | G2 and G3 regard Saffy as an outsider, abandoned and mysterious. |
| SA: Ah, interesting. Nice words. | | |
| G5: 'Withdrawn', 'troubled' and 'confused'. | G5: 'Withdrawn', 'troubled' and 'confused'. | G4 and G5 classify Saffy as 'withdrawn, troubled and confused.' |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: Withdrawn, troubled and confused is the last one. | | |
| G5: Yeah. (LSA4 nods her head.) | | |
| SA: Thank you. | | |
| B2:  We said 'quite scared', 'innocent' again and 'quite kind'. | B2 and B3: We said 'quite scared', 'innocent' again and 'quite kind'. | B2 and B3 classify Saffy as 'quite scared, innocent and quite kind.' |
| SA: Good. We'll keep these and collect these in at the end because I think it would be interesting to see and look more closely at the similarities between the different characters and the similarities amongst yourselves. But now I am aware of time and we need to move on to extract 2. | | |

(Once again the playing of the second extract is absent from the DVD but is included here for the sake of completeness.)

*SECOND DVD PRESENTATION TO PUPILS:*

*I went shopping with Mum to buy Amy a birthday present. I thought I might buy her a grown-up fountain pen as she likes writing. I wanted to spend a long time choosing, but Lily was with us too, of course, and she was having a bad day, crying a lot.*

*People started staring at us and it made Lily more upset. She cried and cried very loudly. 'Do hurry up and choose Amy's present!' said Mum.*

*I couldn't decide which colour fountain pen Amy would like best. Bright red? Lime green? Sunny yellow? Sky blue? Amy liked wearing all different bright colours. I didn't know which was her favourite.*

*'Daisy! We'll have to go,' Mum said. Lily was bright red in the face herself – and screaming.*

*I suddenly saw a plastic case of special metallic roller pens all different colours: pink and orange and emerald and purple and turquoise, even gold and silver. I thought how great it would look writing with all these different colours.*

*'Can I get these for Amy, Mum? Please?'*

*They were more expensive than the fountain pens but Mum was so keen to get us out of Smith's that she didn't argue.*

(The pupils have a printed version of the text.)

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: So let's have a think about Daisy. Daisy is the girl who is trying to buy her mate a birthday present. How do you think she feels in the shop? Perhaps it's a situation you can | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| empathise with. Family shopping expeditions sometimes do come fraught with a bit of something… often, don't they? So looking at Daisy, have a look at the extract here, have a look and a think. How does she feel in the shop? | | |
| LSA1: [B1]. | | |
| B1: I just think… it's quite usual… I think she feels rather trapped and that she… I think she feels she doesn't get enough attention and her mother doesn't focus on her life as much as she should. | I just think… it's quite usual… I think she feels rather trapped and that she… I think she feels she doesn't get enough attention and her mother doesn't focus on her life as much as she should. | B1 considers that Daisy feels trapped and also neglected by her mother. B1 considers such feelings as quite usual. |

| Text | Citation | Cluster Significance |
|---|---|---|
| (There is a break in recording.) | | |
| SA: So it's three words for each character. (The pupils then go into their discussions in pairs.) I can see some pressure on some faces now. | | |
| OK have we got three for each? Ready? Great. So let's take it again a character at a time. So we'll start with Lily, the shopping-hating sister. [B1] what three words did you and [G1] agree that you would associate with Lily? | | |
| B1: We came up with 'helpless', 'scared' and 'insecure'. | B1: We came up with 'helpless', 'scared' and 'insecure'. | B1 and G1 regard Lily as 'helpless, scared and insecure'. |
| SA: Helpless, scared and insecure. Thank you. | | |
| G3: 'Spoilt', 'manipulative' and 'restricted'. | G3: 'Spoilt', 'manipulative' and | G2 and G3 regard Lily as 'spoilt, manipulative |

| Text | Citation | Cluster Significance |
|---|---|---|
| | 'restricted'. | and restricted'. |
| SA: Spoilt, manipulative and restricted – or restrictive? | | |
| G3: Restricted, yeah restricted.<br><br>SA: Interesting. Quite a different angle there on the words from the first pair. Initially perhaps words that have more negative connotations than these guys (B1 and G1.) How about [G4] and [G5] for Lily? | | |
| G4: 'Distressed', 'confused' and 'uncomfortable'. | G4: 'Distressed', 'confused' and 'uncomfortable'. | G4 and G5 see Lily as 'distressed, confused and uncomfortable'. |
| SA: Distressed, confused, uncomfortable. | | |
| B2: 'Alone', no… 'scared', 'confused' and 'sorry it's happened'. (The SA leads the laughter that greets the final item.) | 'Alone', no… 'scared', 'confused' and 'sorry | B2 and B3 see Lily as 'scared, confused and |

| Text | Citation | Cluster Significance |
|---|---|---|
| | it's happened'. | regretful'. |
| SA: Regretful? | | |
| B2: That's it. | | |
| SA: So, sorry, confused and regretful for Lily. | | |
| B2: No, scared, confused and regretful. | | |
| SA: So on to Daisy now. This is the girl who was shopping to buy a present for her mate. Three words we associate with Daisy. | | |
| B1: 'Opportunistic…' | | |
| SA: Opportunistic? That's a nice word. That's presumably in relation to the gel pens that she… | | |
| B1: Yeah that's right. 'Determined'… and… | | |

| Text | Citation | Cluster Significance |
|---|---|---|
| SA: We could definitely have another lesson here, couldn't we, discussing these words. | | SA says they could definitely have another lesson here discussing these words. |
| B1: And 'restricted'. | 'Opportunistic, determined and restricted. | B1 and G1 give their view of Daisy as 'opportunistic, determined and restricted'. |
| SA: (Surprised) Ah. Restricted for Lily? Restricted for Daisy? It's interesting, isn't it, how the same words pop up sometimes for completely different characters. | | |
| B1: But that happened for Saffy and the disabled girl as well. | | |
| SA: Interesting, but that probably says something very profound we can think about in | … something very | SA suggests that the |

| Text | Citation | Cluster Significance |
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| another lesson. [G3] and [G2]. | profound we can think about in another lesson. | application of 'restricted' to both Lily and Daisy justifies further discussion. |
| G3: 'Alone', 'ignored' and 'anxious'. | G3: 'Alone', 'ignored' and 'anxious'. | G2 and G3 see Daisy as 'alone, ignored and anxious'. |
| SA: Alone, ignored, anxious. [G5]. | | |
| G5: 'Embarrassed', 'frustrated' and 'upset'. | G5: 'Embarrassed', 'frustrated' and 'upset'. | G4 and G5 see Daisy as 'embarrassed, frustrated and upset'. |
| B2: 'Under pressure'… | B2: 'Under pressure'… | B2 adds that Daisy is under pressure. B2 and |

| Text | Citation | Cluster Significance |
|---|---|---|
| | | B3 opt for 'alone, angry and pressurised'. |
| SA: Feeling the pressure, pressurised. | | |
| B2: And 'alone' as if she's having to think, you know, as if they're having more attention to Lily and 'angry'- you know there's a certain amount of anger. | | |
| SA: So the three words are 'alone', 'anger'… | | |
| B2: And 'pressurised'. | | |
| SA: …and 'pressurised'. Interesting, thank you. That is the end of our session today as you can tell from the time if not the end of the activity. Please can you make sure that your scraps of paper, particularly the ones with your three words on, for each of the characters are there, and your initials are on them so your bits of paper clearly belong together. Thank you very much for your hard work and your | It's got some legs, this, as a project, hasn't it? Reckon we could take this on further. | SA sees the value of the project and advocates further study. |

| Text | Citation | Cluster Significance |
|---|---|---|
| contributions. It's got some legs, this, as a project, hasn't it? Reckon we could take this on further. And I think, is there anybody in here now who hasn't signed their consent form? Just [G2], because I need to make sure we've got all of those. You're consenting now after the activity now, [G2], you know what it involved, you're consenting to take part in it, certainly the best way round of doing it but there we are. So we're right at the end of the lesson slightly over by a couple of minutes so please do make your way speedily back to the house and thanks again for your work. | | |