

## **Drawing on new ideas (and paper) to better understand kids' toileting needs**

CULMER, Peter and WHEELER, Gemma <<http://orcid.org/0000-0002-4429-160X>>

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## Drawing on new ideas (and paper) to better understand kids toileting needs



*Pete Culmer*

IMPRESS Network  
University of Leeds

*Gem Wheeler*

TITCH  
NIHR Devices for Dignity Healthcare  
Technology Cooperative



Introduce talk

Introduce IMPRESS and TITCH / D4D – aims, overlap, collaboration....

Desire to work together and use our combined skills....

# Why?

## explore the needs

of young children and teenagers from their own perspective..

## draw out ideas

on how they see these might be met using new technologies

## meet the demand

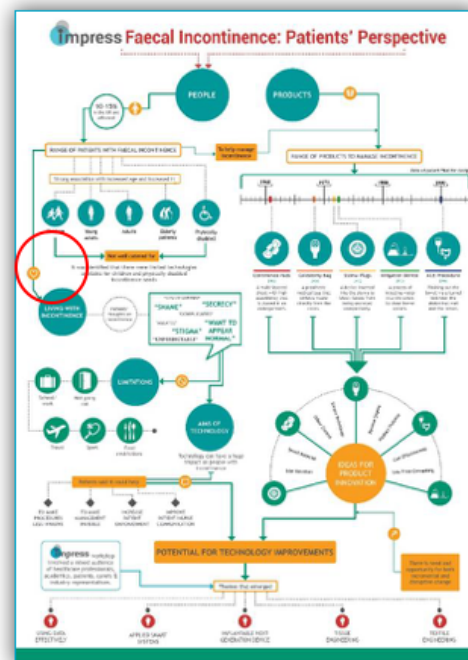
Urinary Incontinence **10.5%**

Faecal Incontinence **4.4%**

Constipation **22.6%**

USA study in 2007 of 482 children aged 4-17

Loening-Baucke V. Prevalence rates for constipation and faecal and urinary incontinence. Archives of Disease in Childhood 2007;92:486-489.



So why did we decide to run Kid's Toilet talk?

This was something that was raised at our Faecal Incontinence Workshop back in 2016 where we identified that children beyond Early Years age but under Adult age are not well catered and you can see there at the bottom that incontinence in this age group is more prevalent than people might expect but this isn't currently reflected in the level of research.

So we wanted to explore the needs of this age group from their own perspective and draw out their ideas on how these might be met using new technologies.

# How?

**Kid's Toilet Talk**

**INCONTINENCE WORKSHOP AND FUN DAY FOR CHILDREN AND YOUNG PEOPLE!**

Museum access plus some fun medical-themed activities with museum staff!

Morning workshop for primary-aged children      Afternoon workshop for secondary-aged children

Includes buffet lunch!      Activities for all ages!

Where:  
Thackray Medical Museum  
141 Beckett St, Leeds, LS9 7LN

When:  
30th September 2017  
Mid morning to mid afternoon

All pre-registration enquiries to:  
[impress@leeds.ac.uk](mailto:impress@leeds.ac.uk)

Logos: Impress, DD, TITCH, NHS

**NHS**

**Bladder & Bowel UK**  
Supporting people with bladder and bowel problems  
formerly PromoCon      part of Disabled Living

**eric**  
The Children's Bowel & Bladder Charity

**Impress**      **Kid's Toilet Talk**      **DD**      **TITCH**

Demand / Advertising / Recruitment process - important for this demographic

*Explain that having the workshop as a half day with museum activities before/after for siblings too - made a difference to attendance as parents had a day out for the whole family.*





Framed the day around Challenges, how children/families currently solve the issues (i.e. any home hacks, tips and tricks) and how they would like to solve the issues in the future – which gave us a chance to get creative!

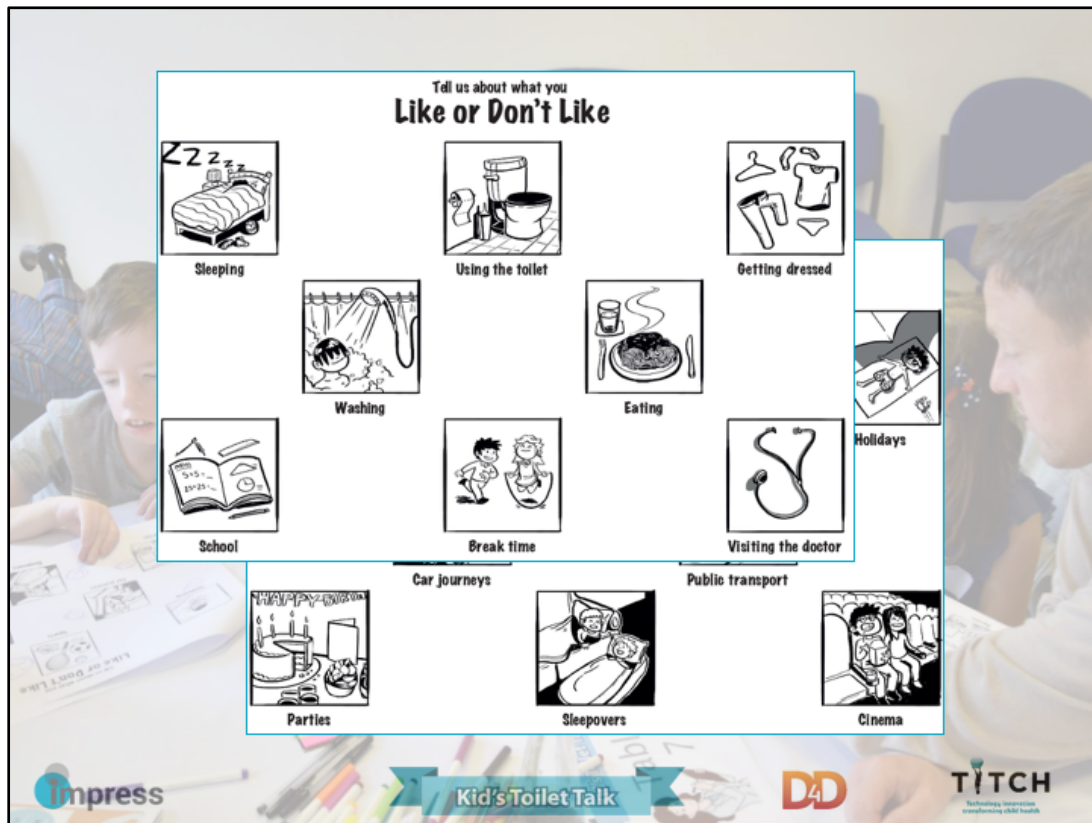
Also important to support children and their families in thinking about their wider worlds and how their continence issues affects their daily lives, rather than simply asking them 'What's difficult?'

Perhaps most importantly, need to make it a fun day if at all possible. We're talking about difficult issues but that doesn't mean we can't be playful and empowering in how we discuss them. We designed some bespoke materials with an illustrator that could also be used by their siblings.

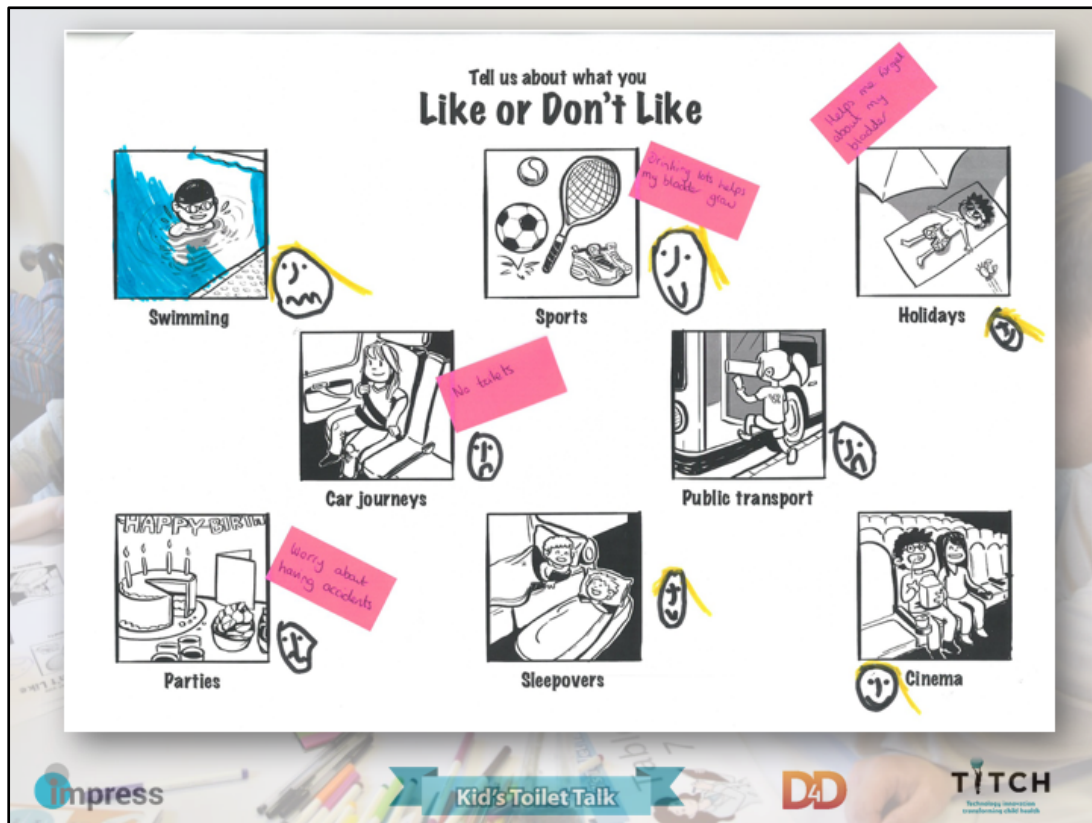


Explain design literature suggests children engage well when activities are related to them as individuals, and present an opportunity for self expression

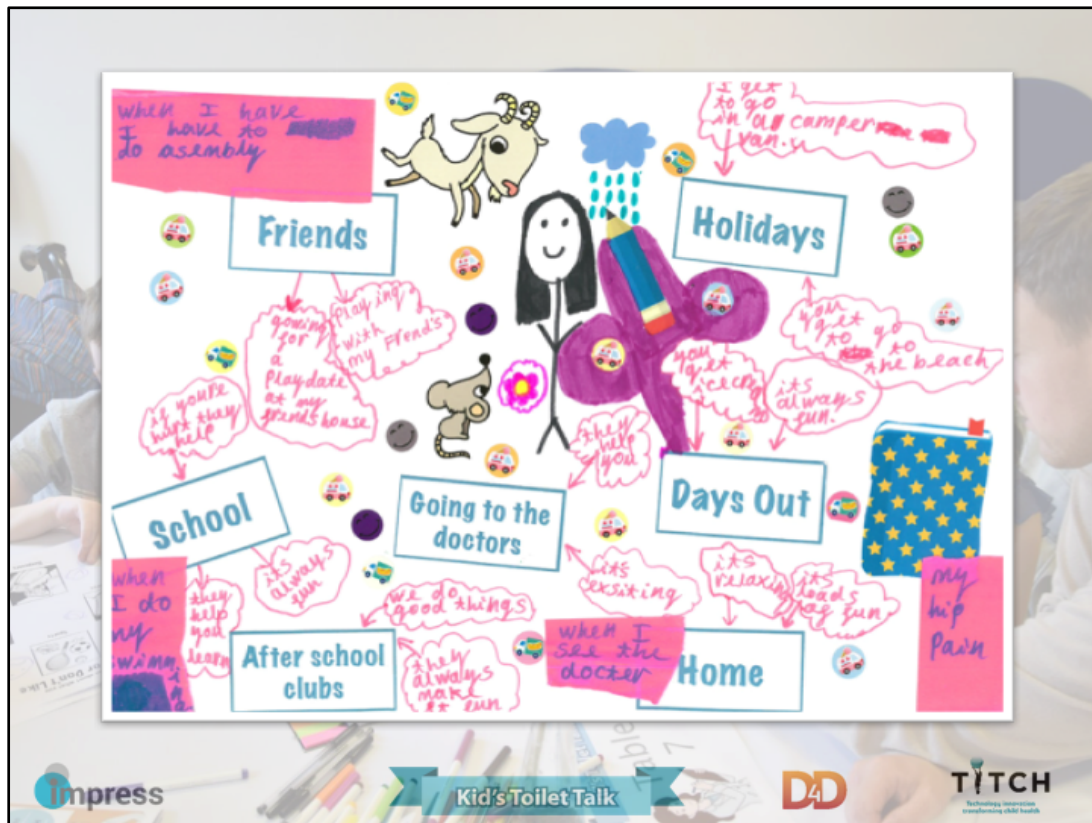
We worked with an illustrator to design bespoke materials to support our workshop activities, which I will briefly talk through now.



First, a quick activity to help children reflect on the different aspects of their lives – aim for quick wins here and get them warmed up!



Explain how first asked to add happy/sad faces, then take a second pass using post-its to explain their reasons why in relation to their incontinence – parents helped too but all seemed to engage well with this. It was easy to understand and elicited a rich picture of life with continence issues - so much so we gave a bit more time to it!

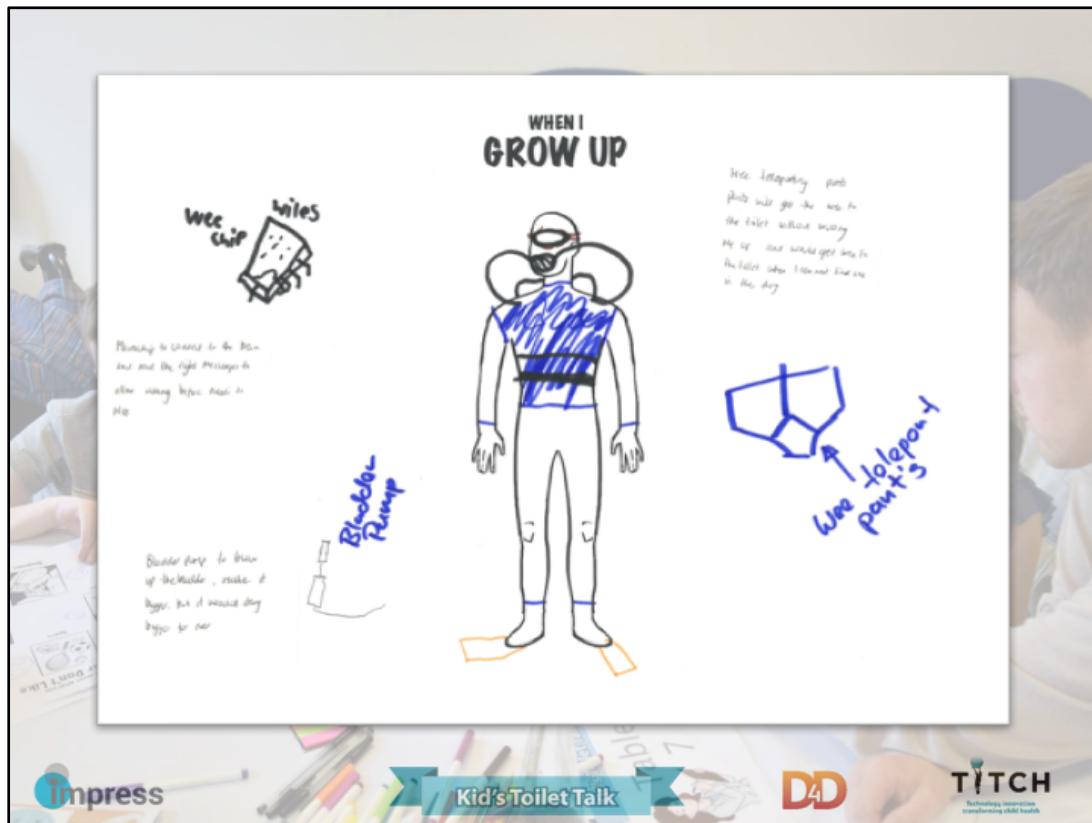


Similar activity but more about their life worlds, hobbies and interests.

Explain first given these different area cards to think about (like home, school, doctors, etc), annotate with stickers, cut and sticking, drawing – shows we are interested in THEM and helps them to reflect on their worlds.

Again, go over what they have already achieved in this activity and use it as a tool to think about the challenges they face. Fun for siblings too!

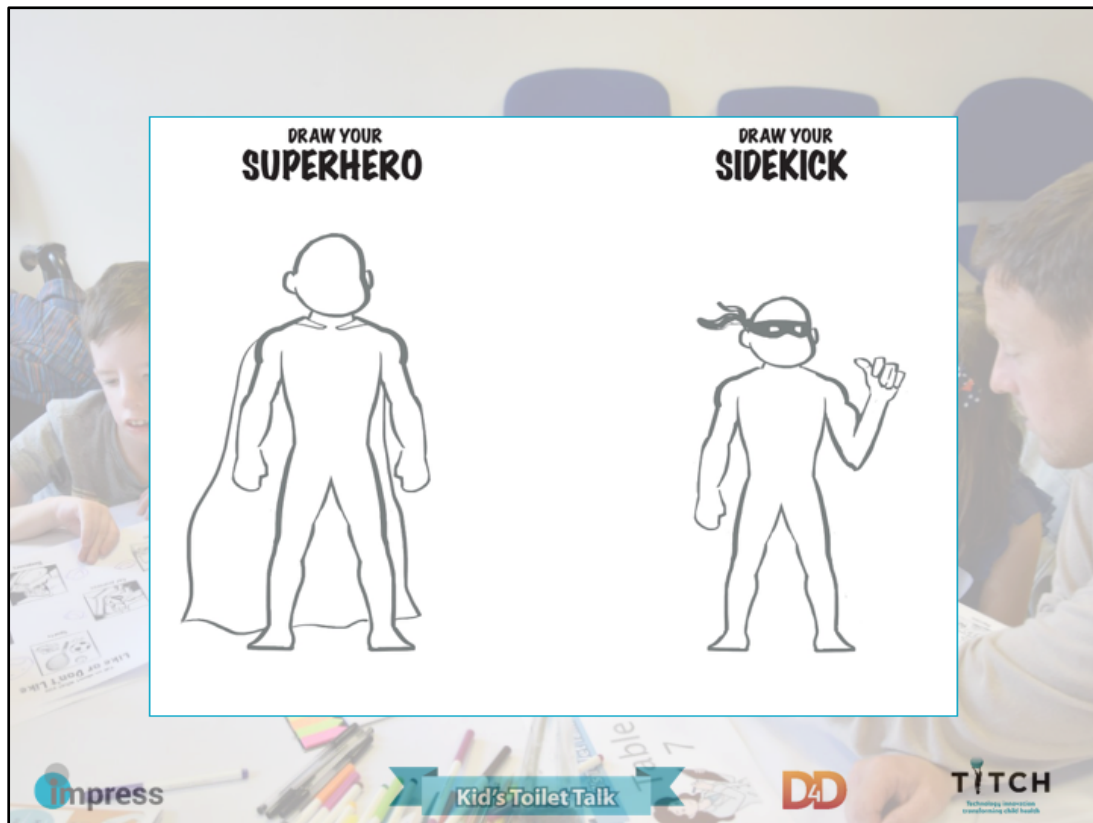




Moving from 'what is' to 'what could be'

As I said, keeping it related to them and their self-expression – talk about what they want to be when they grow up, and put them in the position of inventors: What gadgets or services etc do they need to get to this future?

Talk through an example and invention they suggested.



We also had a different version of this method for older children – engaged in creative idea generation by asking them to show us how they are a superhero (so how they currently address their issues) and how a sidekick could help them (so ways they would like to address their issues), this included superpowers, special gadgets, etc.



Because we knew children and siblings would finish at different times, or perhaps lose interest, we had a range of bonus activities on hand too, including advice speech bubbles, 'thank you' medals to give to someone who has helped them with their incontinence, and a comicboarding sheet to anthropomorphise their incontinence issues and talk about ways to address them.

The range of activities throughout the workshop allowed all the children to find a way they were comfortable with to discuss their continence issues. As you can imagine this generated a lot of findings, which I will now hand back over to Peter to talk though.



# Personal Narratives...



Impress

Kid's Toilet Talk

D4D

TITCH  
Technology Innovation  
Transforming Child Health

So we now have lots of insight - detailed personal narratives and perspectives from each child and family.

Some of the key challenges raised were things like

- the state of toilets – they might not be clean, well lit, big enough for changing, without toilet roll etc
- secrecy – children generally wanted to hide their condition from their peers
- appearing different – children didn't want to stand out as different
- the unfairness of the condition – all the toileting meant less time to play compared to others
- parental stress – so things like family outings make my parents anxious, changing beds gets annoying

*Least liked was going to the toilet, going to the doctors, getting dressed, public transport, car journeys, school – to do with having to get changed a lot, not being near a loo or knowing where one is, not wanting to talk about their incontinence, not having as much time for play as other children.*

# ...and 'The Big Picture'

The map is a hand-drawn illustration of the African continent, divided into three main regions, each representing a different aspect of the 'Kid's Toilet Talk' project:

- CHALLENGE SWAMP:** Located in the top left, this region is characterized by wavy lines representing water. It contains several handwritten notes about challenges:
  - 'TRAVELLING MEANS THERE'S NO TOILETS!'
  - 'NEARLY TO DRIVE'
  - 'FOREIGN TOILETS'
  - 'PEOPLE MIGHT FIND OUT AT SCHOOL TOILETS'
  - 'GOING TO THE DOCTORS WASTES TIME'
  - 'GOING TO THE TOILET WHENEVER I WANT'
  - 'IT'S UNDER SOME DIRT/DIRTY'
  - 'ALWAYS NEED A CHANGE OF CLOTHES!'
  - 'SHARED TOILETS'
  - 'NOT ALLOWED TO SLEEP/POO'
  - 'REGULAR SHOWER + CHANGE OF CLOTHES'
- SOLUTION FOREST:** Located in the top right, this region is characterized by tree icons. It contains handwritten notes about solutions:
  - 'DON'T TAKE YOUR FEELINGS OUT ON EVERYBODY IN MY CLASS!'
  - 'TEACHING MEAT COOKING IN THE KITCHEN'
  - 'TEACHERS ALWAYS SOMEBODY TO HELP!'
  - 'HELPERS HELP EVERYONE FOR A BETTER!'
- IDEA ISLAND:** Located in the bottom right, this region is characterized by a small island shape. It contains handwritten notes about ideas:
  - 'TOILET SATIN!'
  - 'MAYBE WE CAN HAVE A TOILET IN THE SCHOOL!'
  - 'THE BETTER TOILET... WE CAN HAVE A TOILET IN THE SCHOOL!'
  - 'NO ONE TO DRINK!'
  - 'GIVING MEAT COOKING IN THE KITCHEN!'
  - 'BED IS A MUST! 300!'

A person is shown pointing at the map, specifically towards the 'IDEA ISLAND' region.

*This served several purposes:*

- *Gave an immediate summary of the findings of the day – rewarding for the children and families to see they're truly being listened to and allowed the other facilitators to be 'in' the activities without worrying about the results*
- *Built the day around a narrative – we started in Challenge Swamp and progressively worked through Solution Forest and Idea Island. This provided a level of abstraction that enhanced the creativity in the room:*

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*The mural was particularly useful at the end of the workshop, as we could validate the findings we'd gathered so far in their language – in a visual form that they can engage with. We asked the children to gather round and talk through the mural with us, to see if they agreed or if they wanted to change/add anything.*

*It's important that this became the kids' space – parents had their own separate discussion which was useful for them too.*

*Sharing the findings and maintaining this community is important to us, so:  
We're currently developing some resources as outputs from the workshop, in particular we're working on a comic book for the children to summarise their challenges and ideas in story form and ultimately we'll be producing a paper as a resource for researchers and parents.*



Talk through some of the emergent findings listed here



Explain that we have also presented the findings in a child-friendly format (a comic) to promote ongoing engagement from this child and family community.  
Also disseminated in journals and NHS Fab academy





*In summary, kids can be engaged to talk about difficult issues – we find it works best when you take a fun and flexible approach!*

