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### Effects Fidget Toys Have on Focus

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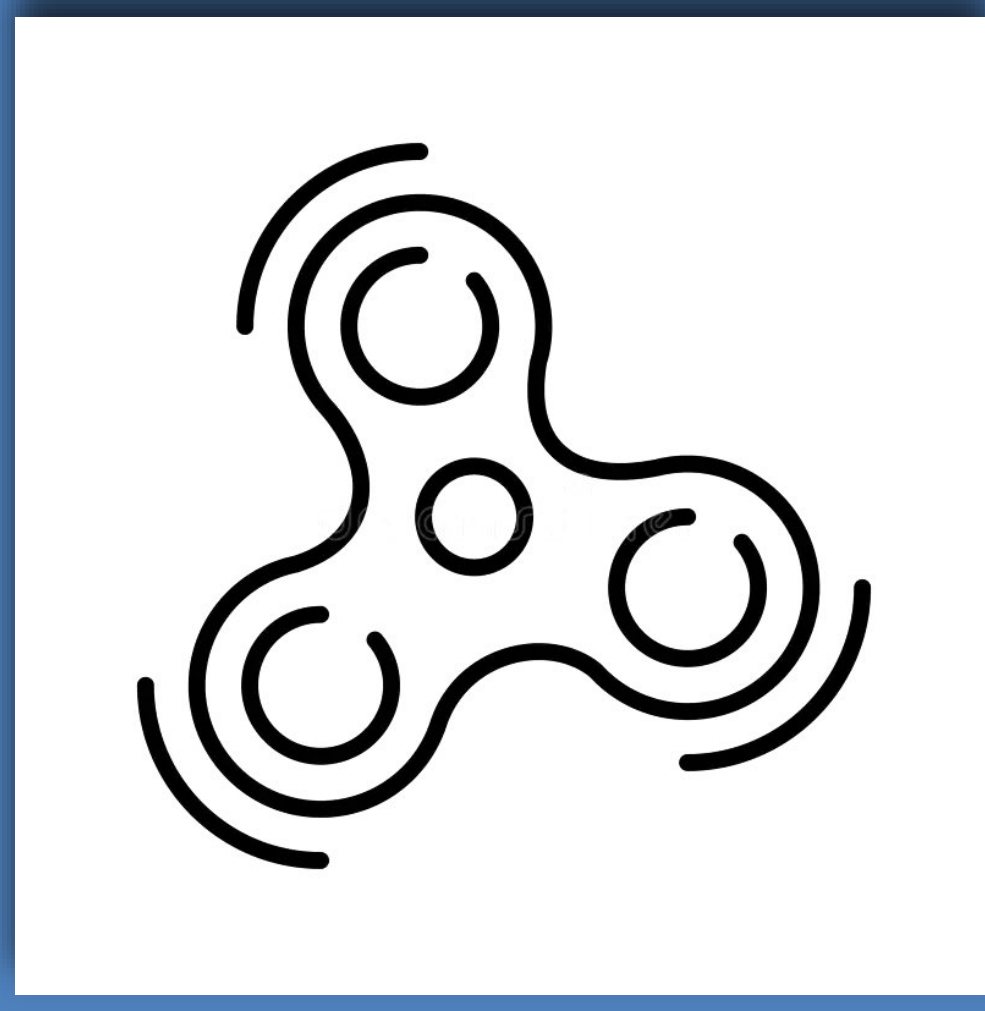
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# Effects Fidgets Have on Focus

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## Background

- College students' lack of focus and on-task behavior is extremely debilitating to their educational journey. Fidget toys have been shown to help decrease fidgeting and attempt to increase attention in the younger ages (Aspiranti & Hulac, 2021), but they have not been studied with college students.
- Research Question: Do fidget toys increase the focus of college students during independent seat work and decrease off-task behavior?
- Hypothesis #1: College students with attention disorders will score better on the RRC Scoring System when given fidget toys and have more on-task behavior during the second math assessment.
- Hypothesis #2: College students with attention disorders will get a better grade on the second math assessment when given fidget toys.
- This study was a conceptual replication from a study done on three 3rd graders with ADHD (Croley et al., 2022).

## Method

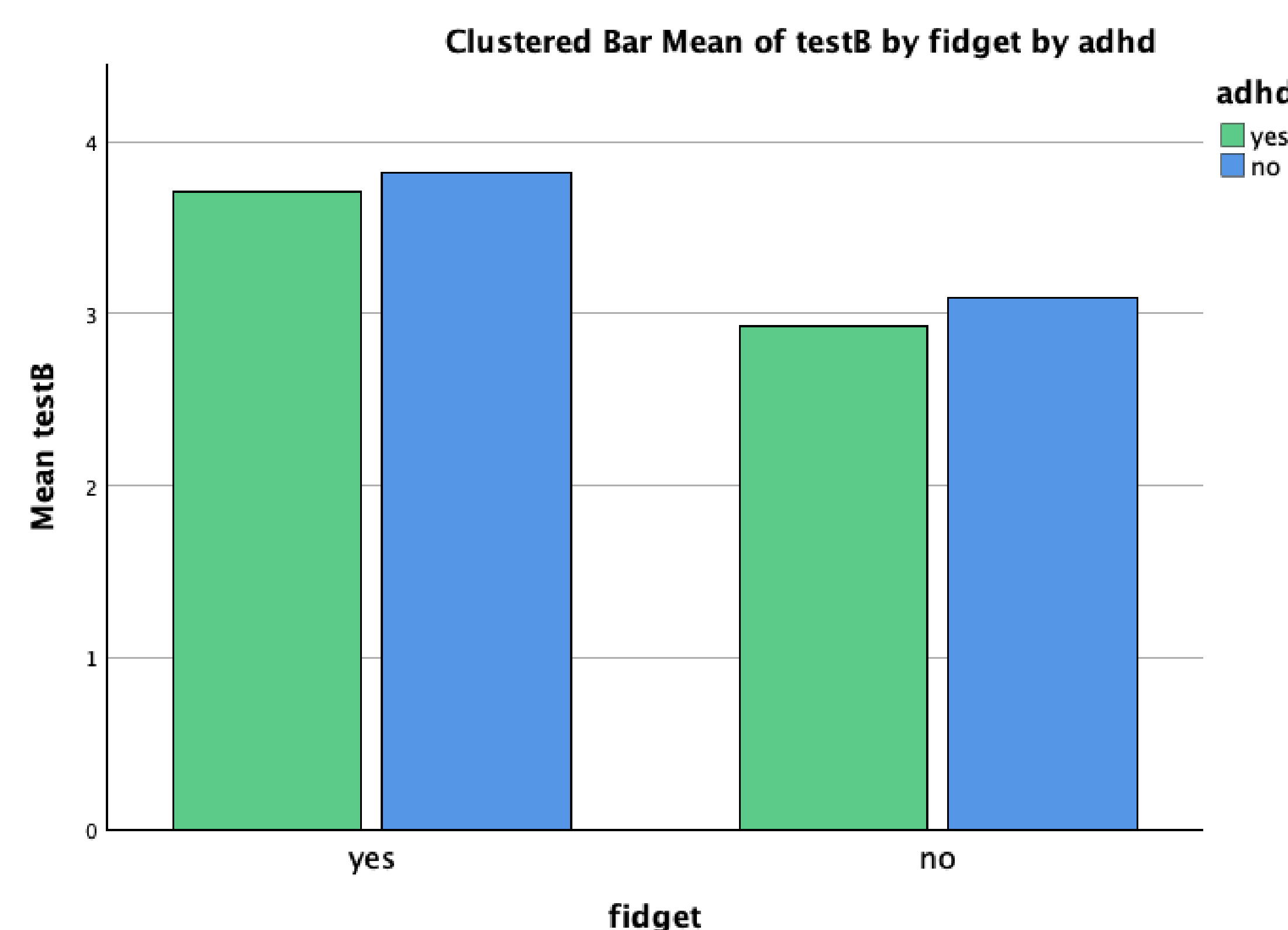
- Each trial held a maximum of 3 participants with all 3 researchers in attendance to observe each participants behaviors. The two conditions were randomly assigned before each trial.
- After participants signed the Informed Consent, the Demographic Questionnaire was given, which included ethnicity, and current diagnosis of ADHD.
- Then, the first 10-question math assessment was passed out to each participant, they had 15 minutes to complete it while the researchers used the RRC System to score off-task behavior.
- Once the 15 minutes were up, the researchers showed participants an amusing 5-minute video.
- Depending on the condition of the trial, the researchers either passed out a fidget toy and then math test B or passed out only math test B.

- Participants had 15 minutes to complete the second math assessment.
- There were a total of 92 participants, and 46 of them were given a fidget toy. Out of all the participants only 20 of them had been diagnosed with ADHD.

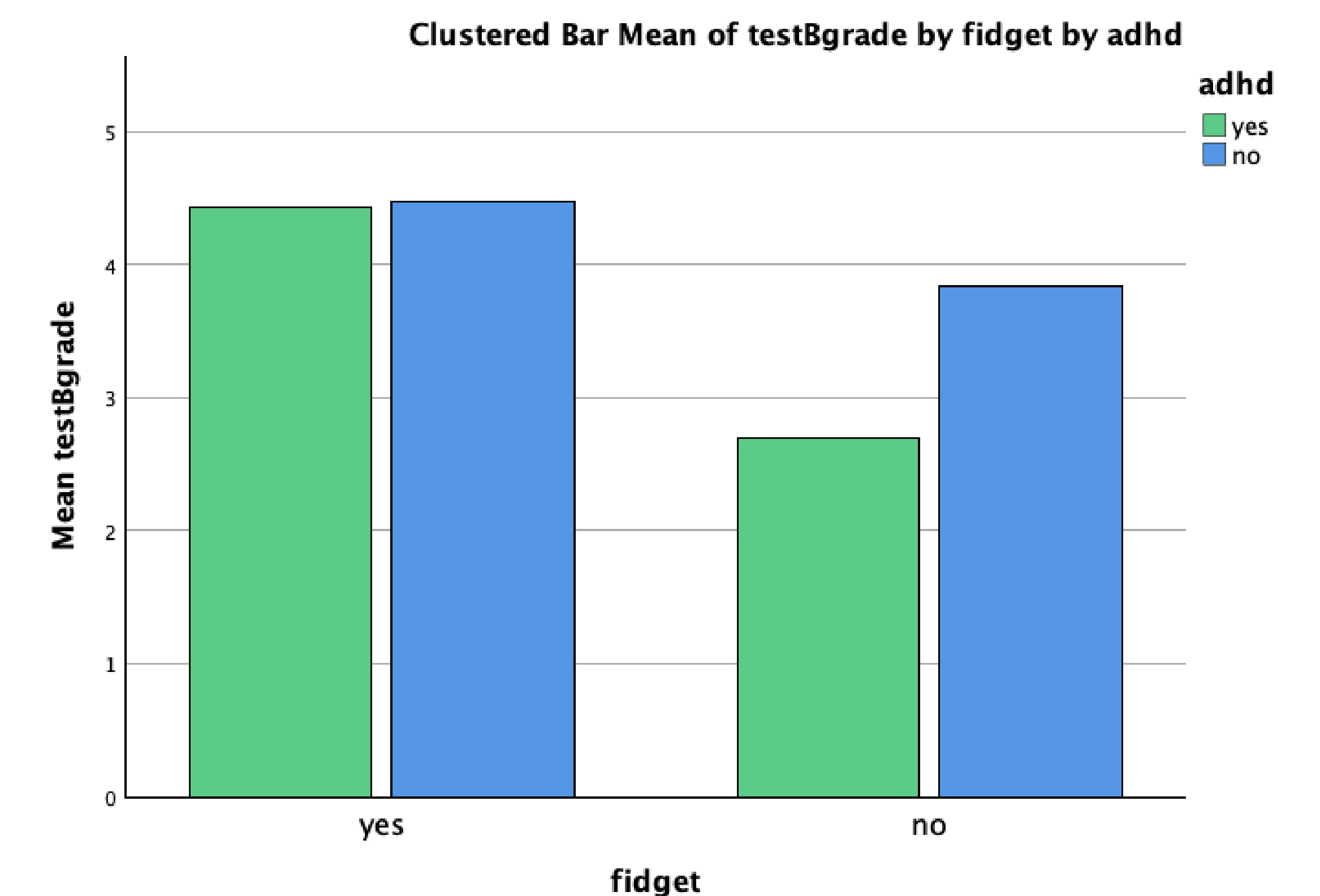
## Results

- The fidgets showed an overall significance for main effect ( $p = .025$ ) in the ANOVA ran for the RRC System scores on test b, but not for grades on Test B, ( $p = .077$ ).
- There proved to be a significant difference between participants who were given a fidget and those who did not regardless of an ADHD diagnosis.
- A simple main effects test revealed that participants who had a fidget, got a significantly better RRC score,  $F(1, 88) = 5.17, p = .025, \eta^2 = .055$ .
- A simple main effects test did not reveal any significance regarding how a fidget effected the participants grade on test b.
- Both ANOVAs also showed there being no significant interaction between ADHD and fidget.

## RRC Score during Math Test B



## Math Test B Scores



## Conclusions

- The results of the study greatly supported our hypothesis.
- Participants who had been given a fidget toy did significantly better on test b and had a more desirable score on the RRC System.
- However, there are changes that could be made to improve results and gain better knowledge on this subject.
- For future researchers, it would be more beneficial to conduct this study with a larger sample of participants.

## References

