



Providing a dynamic learning environment to improve focus in school

CHALLENGE:

Children with Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD) often face challenges when it comes to sitting at a desk for extended periods. These issues can be attributed to a combination of neurodevelopmental and behavioral factors inherent to these conditions.

Both ADHD and ASD can impact executive functioning skills, which include organization, planning, and time management. These challenges can hinder a child's ability to remain on task or follow a structured routine, further complicating their experience at a desk.

Furthermore, traditional desk-based learning environments might not be conducive to the needs and learning styles of children with ADHD or ASD. These children often benefit from more dynamic and flexible learning approaches that incorporate movement and hands-on experiences. The rigid structure of a typical classroom setting can lead to increased frustration and disengagement.

SOLUTION:

A standing desk can be beneficial for children with Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD) in several ways, as it provides an alternative and more dynamic learning environment compared to traditional seated desks.

At the middle school, two desks were put into one classroom where students rotate through the room for 6 out of 7 periods per day. The desks were used by a variety of students and were available to anyone. Many students enjoyed the desks in a variety of positions, from tallest position for peer/group work which allowed the students to be looking across at each other rather than down at their work, as would be the case with a standard height table. Being at eye level is extremely important when working with students with social challenges e.g. Autism, social anxiety etc.



"I love it because I am tired of sitting and I work harder and better standing, thank you"

KYLE

Data was taken on two students who both have Attention Deficit Hyperactivity Disorder. One of the students also has an additional diagnosis of Autism. Based on data collection one student was able to stay focused on his school work more using a standing desk than a traditional seated desk. His performance was so improved that the teacher found that she needed to call his name, to help him focus, 60% less than when he was in a seated desk. The teacher only needed to call the second student's name 50% less than when he was seated in a traditional desk.

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The occupational therapist observed that there was not only more focus and work production by the students, but also these individual students were less likely to be teased, had better behavior, and more often engaged in casual conversations with peers during breaks, when using the standing desks.

The teacher in the classroom stated that students would "utilize it not only to stand, but to place the desk in a location that does not distract him. That's a bonus!" The casters made this very easy to move and position.

Feedback from the students was all positive, without exception.

"I love standing when I work. I get more done"

CAYLAN

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- Program the LifeDesk for up to four sit-stand settings unique to each individual user. Includes user reminders to stand at pre-set intervals.
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- With its vast height range, commercial construction and a 7 year warranty, LifeDesk will last for a child's entire K-12 education.

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