

Evaluation Analysis Report
Young People's use of EIGER
Standing Desks

For

I Want A Standing Desk Ltd.

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Contents

The Study	3
Participant Information.....	3
Findings.....	4
Behaviours- impact of EIGER desks on behavioural manifestation of needs	4
Focus- Impact of EIGER desks on students' focus and comfort.....	5
Mark-making- EIGER desks and accuracy in written tasks	7
Engagement at home- EIGER desks and homework	9
Conclusions and Next Steps	9

The Study

This study was undertaken during the summer of 2022 remotely and was commissioned by I Want A Standing Desk Ltd, to explore parents' views on their children's use of the EIGER standing desks at home when doing their homework. The study aimed to gain understanding of how standing during homework tasks affected young people's ability to focus on their work, their comfort, their accuracy in mark-making and their engagement with, and willingness to do homework. The project also explored how young people's needs/challenges manifested differently when standing to work versus when seated to work.

Families were selected to participate in the study through completion of an online application form, held on Google Forms. They were asked to reflect on their children's ability to focus on work whilst seated, their accuracy in mark-making, how their educational needs manifested during their work and any other comments through some open questions. As an incentive for families to participate in the project, the EIGER desks were to be made available to buy for those who participated in the project at a substantially discounted rate if they wished. In total 197 applications were made and 10 families were invited to participate. 1 family later chose not to pursue participation in the study. Further information about participants is given below.

Families were asked to use the desk at home for four weeks. They then reflected on how their children worked with using the desk to complete homework tasks, versus when their children were seated to work. Families completed another survey questionnaire on Google Forms at the end of the four weeks. This form collected parents' views, and was designed so that questions drew comparable information to pre-study questionnaire data.

Participant Information.

All participants gave full, informed consent to participate in both elements of the study and have consented for their comments to be used in testimonials for marketing purposes.

Family	Child's identified needs	Are needs formally diagnosed?	Child's gender	Child's age
1	Autism – male aged 12 ADHD- male aged 10	Yes	Both male	10 and 12 ¹
2	Autism; dyspraxia, hypermobility, hypotonia	Yes	Female	8
3	ADHD	No	Male	9
4	ADHD and DCD ²	Yes	Male	10
5	Autism	Yes	Female	8
6	ADHD and Autism	Yes	Male	9
7	ADHD	No	Female	11
8	ADHD	Yes	Male	10
9	ADHD, Dyslexia, Dysgraphia	Yes (awaiting Tourette's and hypermobility assessments)	Male	10

Table 1- Participant Information

¹ This family referred to having two children with SEND but in feedback the parent/carer does not differentiate between the two boy and it is not clear which child participated in the study, or whether both boys did.

² DCD- Developmental Coordination Disorder is another name for dyspraxia.

All data is held in line with data protection regulations and will be anonymised in any published report or testimonial, with identifying information removed. Information about the participants is given in table 1.

Findings

Here, findings of the study are outlined following data analysis. Survey questions were grouped thematically and the responses to those questions are discussed in relation to the manifestation of young people's needs when working seated versus standing. Young people's ability to focus on tasks and the likelihood of them remaining focussed on their work, as well as remaining in place are explored. Accuracy of mark-making is explored through discussion of young people's handwriting broadly and their ability to remain within the lines when writing. Their engagement with homework is examined via parental/carers' views of their children's willingness to work independently and their general willingness to complete work without a standing desk, compared with when they do have access to a standing desk. The descriptors on the Likert scales were given labels for the purposes of consistency in this report. However on the original Google form, they were numbered and the links of outcome to numbers given in each question as needed.

Behaviours- impact of EIGER desks on behavioural manifestation of needs

All families commented that their children were restless and had a low frustration tolerance when they undertake homework tasks seated. These were the most commonly observed behavioural traits. It was also noted by 8 families (89%) that their child avoided work, which likely connects more broadly to their ability to focus on tasks and their willingness to tackle their homework (see below). Seven families (78%) noted that their child could be disinterested in activities and at times hyperactive, which links to their challenges in starting work as described by family number 7, whose daughter "struggles to start" work. Six families (67%) reported that their child felt over-stimulated and was often disorganised when working sitting down, and that they had poor coordination. Coordination weaknesses link to challenges in handwriting and as was noted by

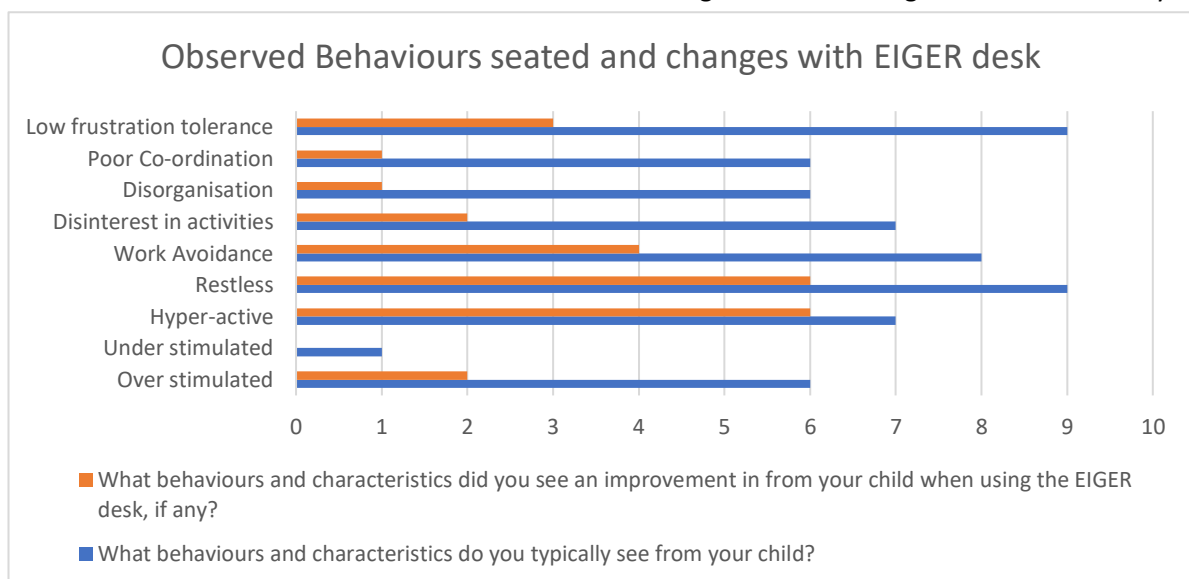


Figure 1- Observed behaviours seated and changes with EIGER desk

families 8 and 9, using the EIGER did help their children to engage and write more neatly. Only one family reported that their child at times was under stimulated (family 2). However, the child has a

relatively complex profile, which may link to this. Nevertheless, full exploration of this is outside of the scope of this study.

When using EIGER standing desks, the act of being able to stand appeared to improve young people's restlessness and hyperactivity, with 6 families (67%) reporting that these were areas of improvement. Four families (44%) noted that their children's disinterest reduced, which likely links to their improved ability to focus on tasks and greater willingness to undertake homework tasks (see below). Family 1 commented that, "Having the ability to put the desk absolutely anywhere has been a really great tool to getting my son to do tasks," and that being able to walk off and come back to his work was helpful for him. Family 2 echoed this, commenting that the desk, "does help with her need to move," when their daughter uses it. Family 9 also found that their son, "liked to be able to move around more," although his writing didn't improve as he wasn't able to keep his legs still enough.

Focus- Impact of EIGER desks on students' focus and comfort

Focus on Homework

When parent/carers were asked about their children's ability to focus on homework when sitting, generally families felt that their children had experienced substantial difficulties in focusing on their homework, with 8 families (89%) reporting that their children focussed either poorly or not

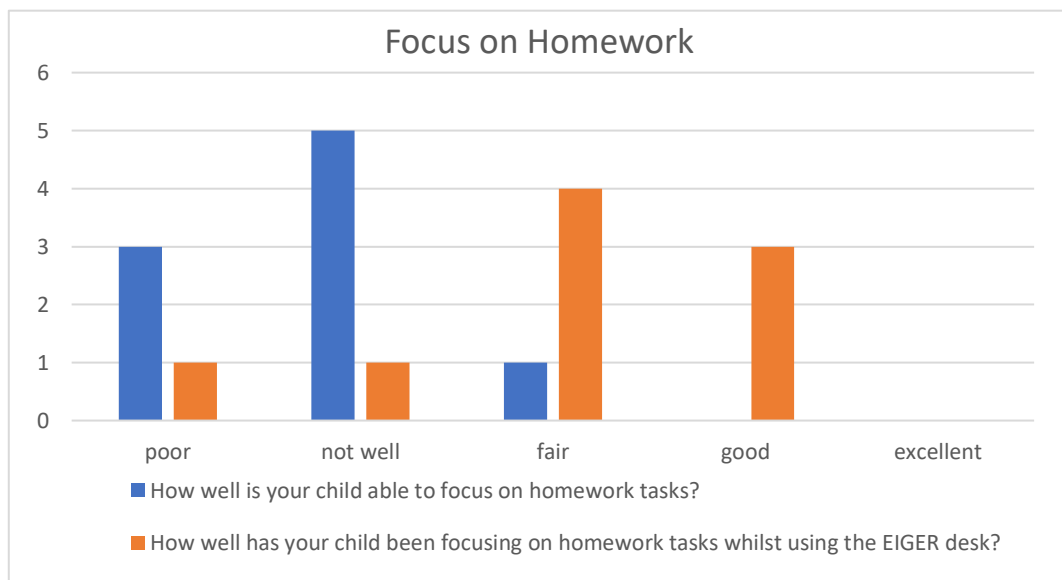


Figure 2- Focus on Homework

well when seated and doing their homework. When working using an EIGER desk however, all but one family noted an improvement in their child's capacity to focus, with 7 families (78%) noting that it was either fair or good when their child was standing. One family did comment that their child found it trickier to focus when standing; family 7 did note that their daughter seemed to experience less frustration when working standing but that her challenges in concentration and restlessness were not abated. Family 1 commented that their son's "focus and willingness to do the work was greatly improved" when using an EIGER desk.

Likelihood of Movement During Tasks

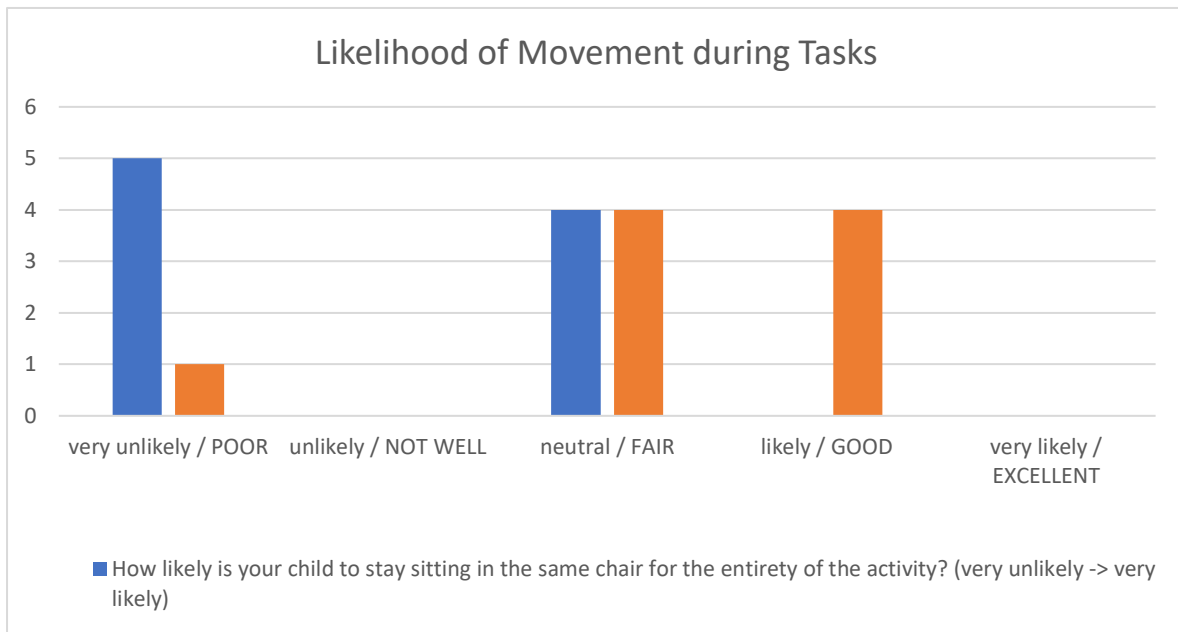


Figure 3- Movement during Tasks

When their children were working on homework tasks, 5 parents (56%) reported that their children were very unlikely to be able to remain in their chair for the duration of the task. Other families felt that it was equally likely that their child would remain in their seat versus them moving. When working, standing at an EIGER desk, all but one family (family 7) noted that there was an improvement in their child’s capacity to remain next to their work-station. Family 3 commented that they, “...definitely said less things like sit properly and try and sit still,” when their child was working standing up.

Difficulties Sitting versus Standing

When working seated, 7 families (78%) reported that their children found it somewhat or very challenging to sit still for an extended period of time. Of those whose children did not experience substantial difficulties in sitting still for an extended period of time, one student’s needs were not formally diagnosed and another student had co-occurring difficulties. For these students, it was not noted whether ADHD-based difficulties or other difficulties were the main challenge experienced by the student as we did not have access to their learning profile for this study. Generally parents/carers agreed that it was easier for young people to stand when completing homework tasks, than when they were expected to work sitting down. Family 8 noted that, “having the option of a more ergonomic piece of equipment to complete tasks is very beneficial,” and family 9 commented that their child, “liked to be able to move around more.”

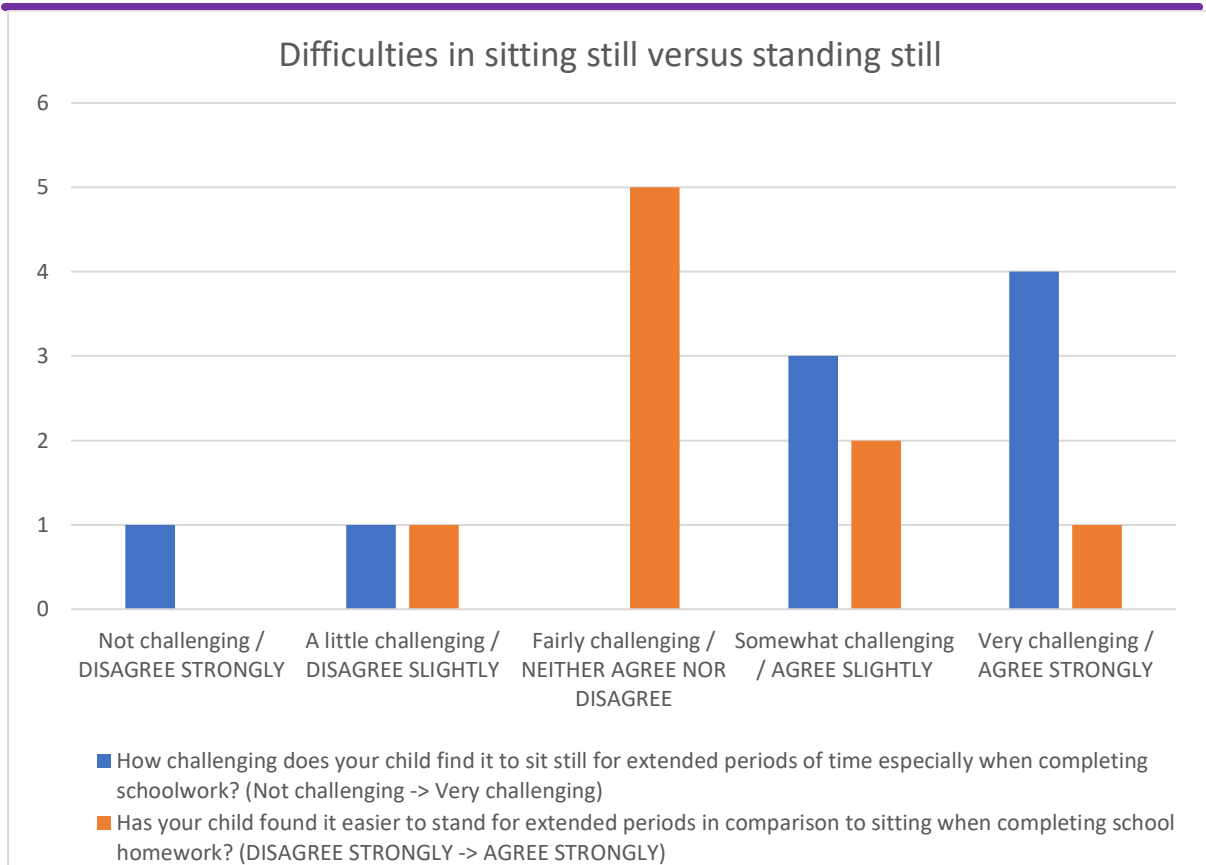


Figure 4- Difficulties in sitting still vs standing still

Overall

The outcomes from this study show that generally participants in this study were better able to remain on task when using an EIGER desk versus when sitting down. 78 percent of families in this study reports that their children found it somewhat challenging to remain in their seat but when working standing up, the same percentage of participants was able to stand for extended periods and complete their work. 89% of families reported that their children difficulties focussing when seated but 78% of families reported that their children were able to focus when standing. The comments from families and the outcomes from survey data suggest that being able to move and adjust the EIGER desk ergonomically made a substantial difference to young people’s focus on homework tasks and ability to remain at their work-station and subsequently engaged in their tasks.

Mark-making- EIGER desks and accuracy in written tasks

Writing seating and standing

In this study, 7 families (78%) reported that their children’s written work is very untidy or untidy when they are seated, with 2 families reporting that their children’s writing is neither untidy nor tidy (neutral). However, on using the EIGER standing desk, all families reported an improvement in their child’s writing, with 8 families (89%) stating that their child’s writing was either neutral or neat.

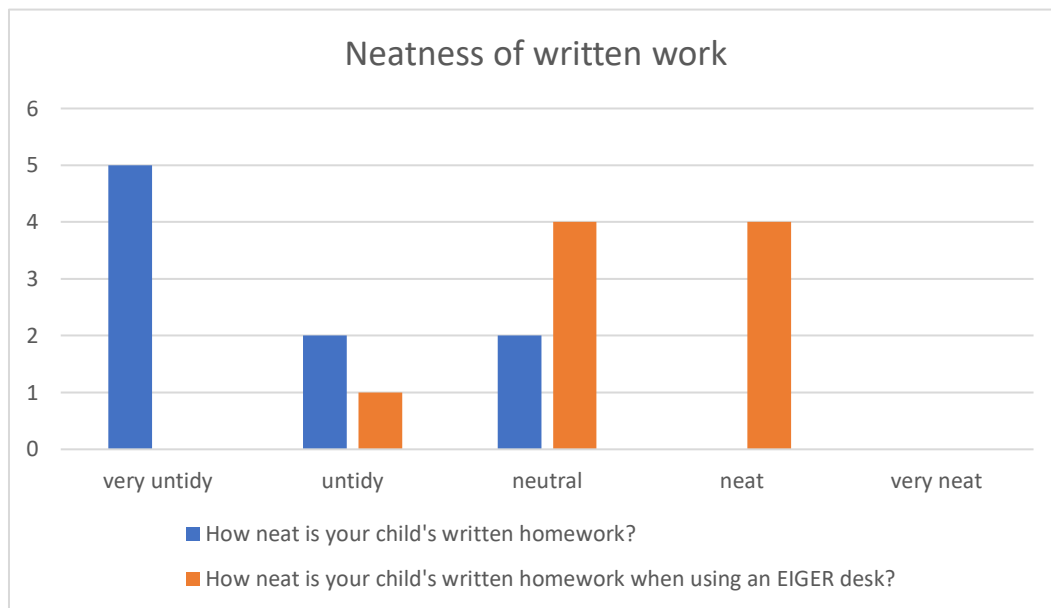


Figure 5- Neatness of writing

Accuracy in writing

While more families (6 versus 5) reported that their children were more able to write within the lines when they used an EIGER standing desk, not all families found that their children were able to write more accurately within the lines. Two families reported that their child was not more able to write within the lines when using an EIGER desk. Interestingly these families did report that there was an improvement in their child's handwriting, which suggests that the using the EIGER desk had minimal impact on some elements of mark-making. However, two families also reported that using the EIGER desk did make it easier for their children to stay within the lines. Family 6 reported that their child felt more comfortable when using the desk, which likely helped him to write more neatly.

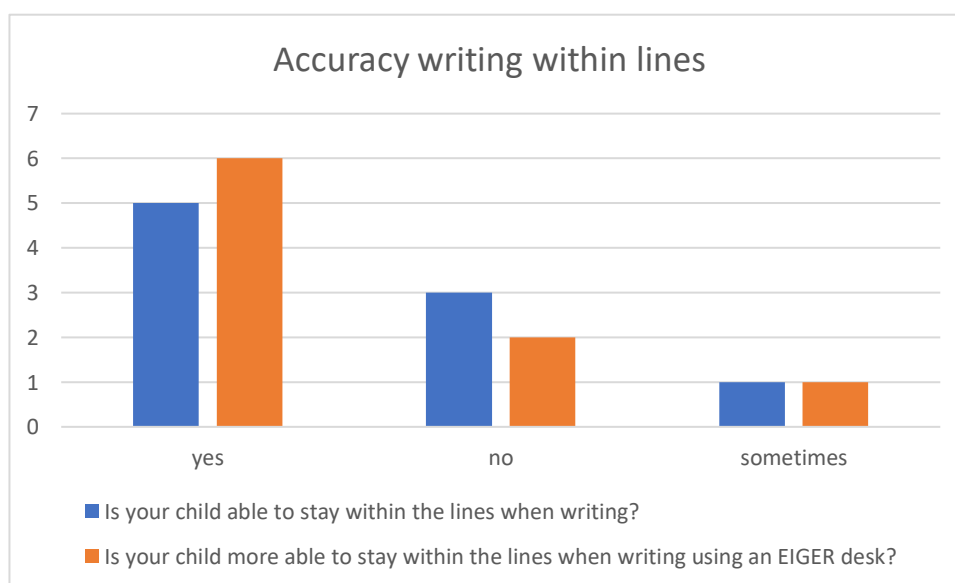


Figure 6- Accuracy writing within lines

Family 8 commented that their son's, "handwriting is poor but is helped with being able to stand as he is more likely to do the task."

Use of the EIGER standing desk had a positive impact on the neatness of young people's writing in this study. Although families did not necessarily feel that using a standing desk had a substantial effect on young people's writing within the lines. However as was noted above, there was a general improvement in focus linked to young people using the EIGER desks, which may link to their improved writing and neatness.

Engagement at home- EIGER desks and homework

In this study, 7 families (78%) reported that their child was very unwilling to undertake their homework independently, with the other 2 families (22%) reporting that their child was unwilling. Families were also questioned on their children's willingness to undertake homework tasks more widely, without working independently. In this study, we can see from figure 7, that families did report that young people were slightly less reticent to undertake tasks where they were not

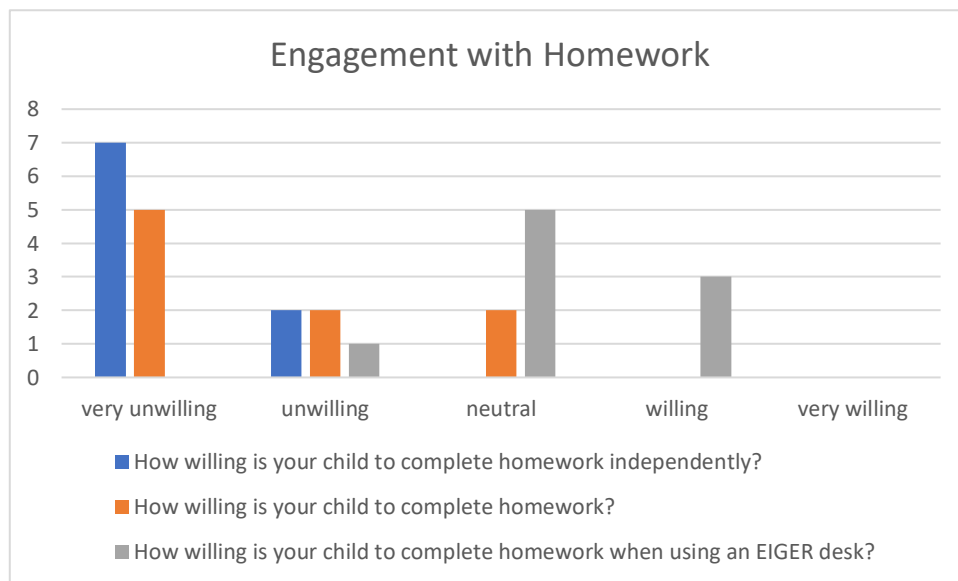


Figure 7- Engagement with Homework

expected to work without support. Five families (56%) reported that their child was very unwilling to undertake homework tasks, and 2 families (22%) commented that their child was unwilling. However, when young people were given access to an EIGER desk, their willingness to undertake homework tasks improved substantially. Three families (33%) noted that their child was willing, with 5 families (56%) reporting that their child's willingness was neutral. This alone shows that having access to a standing work-station versus a seated space to complete their work provides means for young people to address their hyperactivity and their restlessness, so that they can then focus on the task at hand. This is supported by comments from families who noted that their children felt "calmer and less busy" (family 5), "very positive" (Family 8) and that they liked, "Having the ability to put the desk absolutely anywhere," because it, "has been a really great tool to getting my son to do tasks. It has even been out in the garden with him. We love it!".

Conclusions and Next Steps

While this study was undertaken on a small scale, the positive effects of using an EIGER standing desk are clear; young people were able to focus better on tasks and more willing to tackle their homework. The qualitative feedback from families shows that young people did generally

engage well with the desks. That the EIGER desks provided young people with a workstation that allowed them to relieve their restlessness and their hyperactivity; as was noted by family 1, their child was able to move around, reset and then reengage with his work. The findings of this study suggest that providing spaces for young people, with needs such as ADHD and other neuro-diversities, allows for their needs to be met so that the barriers to learning associated with those needs are removed. This then allows them to focus on tasks and subsequently their willingness to complete homework was noted as improving by parents.

Given the small scale and short-duration of this study, it may be useful for a further, in-depth study to be undertaken over a longer period of time, to gain a deeper understanding of how, to what extent and why working in a standing position with an EIGER desk may have a positive impact on young people's engagement with homework tasks. It would also be useful to formally explore young people's experiences of using them in school and at home through engagement with young people directly. However, the findings from this study do provide very useful insight into the benefits of young people using an EIGER standing desk as a work-station rather than working seated.