

ABSTRACT

Introduction

This study investigated the effects of using a seating wedge on attention, posture and on-task behaviour of a sample of 34 children with Attention Deficit Hyperactivity Disorder (ADHD) at a school for learners with special education needs (LSEN school).

Methodology

Using a pre- and post-test research design, the changes in posture, attention and on-task behaviour of the sample were determined before and after the experiment of using a seating wedge on the child's chair in the classroom for a two-week period. Before and after scores for posture (using an adapted Chailey's levels of ability), attention (Using Connors Rating Scales) and on-task behaviour (Using an adapted Daily Behaviour Checklist) were calculated. A comparison of the pre-and post-test scores for these same three variables to the population norms was undertaken. Finally, the association between the changes in posture, attention and on-task behaviour, before and after the intervention was determined.

Results

There were no statistically significant changes in attention, however there were small clinical effects which showed a reduction in hyperactive behaviour. Significant statistical findings in terms of postural changes were discovered, particularly in loadbearing and pelvis positions which improved when the participants made use of the seating wedge. There were also clinically significant improvements indicating the over-all changes in posture when using the seating wedge. In terms of on-task behaviour, statistically significant changes, particularly in internal and external distractibility were identified and clinically significant changes were observed in the majority of the other on-task behaviours indicating that using the seating wedge improves the on-task behaviour in ADHD children at a LSEN school.

Conclusion

It is evident that in all variables, attention, posture and on-task behaviour there were changes in scores which were more in line with population norms when children were positioned on the wedge cushion.

There was a correlation between aspects of attention and aspects of on-task behaviour particularly work speed and learning. A correlation between increased movement and improved attention was identified. The correlation between posture and on-task behaviour revealed no valuable insights and over-all, the posture of the child appears to have no correlation to on-task behaviours.

