STANDER PROCUREMENT, MAINTENANCE AND MONITORING by PT SIT Team

Procurement Considerations:

1. Ergonomic/ecological assessment
2. Physical assessment:
   - Available active and passive range of motion in hip extension, abduction, and external rotation; knee flexion, and ankle dorsiflexion
   - Head control
   - Spasticity of lower extremities
   - Skin integrity
   - Upper extremity function (i.e. can they do classwork on a tray while in the stander; could they self-propel a wheeled stander, etc)
3. Staff education
4. Cost effectiveness (dependent on age, size, etc)
5. Benefits

School Participation	Physiological
• Increase participation in social and academic environment • Increase social interaction at eye level with peers **NOTE:** Current evidence indicates the student must stand for at least 30-75 minutes daily to attain benefits (medically fragile get MD clearance as time may be shorter)	• Increase movement • Postural control • Weight bearing with doctor's clearance • Prevent contractures • Increase bone density • Improve respiration and digestion

6. Types of standers

	Prone	Supine	Dynamic
Benefits	• Upright social interaction • Improve head and trunk control • Minimize extensor tone • Pressure relief • Gradual increase in weightbearing • Improved hip extension and alignment • Greater student involvement • For seizure disorders	• Used for medically involved or student with more impaired cognition • Better for students with hip and knee contractures • Able to gradually increase weight bearing and tolerance to upright position • Ease of transfer – easier to train staff to use • Increase upright interaction	• Increase social interaction • Independent mobility • Improve weightbearing • Improve weight shifting and postural control • Improve trunk control 
Considerations	• Feeding tubes • Students with shunts or hydrocephalus may not tolerate prone standers; consult with physician.	Larger and more difficult to maneuver. Requires larger space in the classroom.	

Equipment Maintenance and Monitoring:

- Train paraprofessionals and classroom staff on maintenance
- When a part is broken or worn fix if possible (custodian may be able to assist), contact vendor with serial number to get a replacement part, contact SIT or supervisor for assistance

Daily	Use 10% bleach and water solution or disinfection wipes to wipe down all surfaces after the student is removed from stander.
Weekly	• Do thorough cleaning around each joint and the base of the stander, in addition to cleaning all upholstered surfaces. • Hand tighten all knobs and screws weekly and replace missing parts as needed
Monthly	• Lubricate moving parts with oil or WD40 as needed • Monitor student for growth and adjust stander to meet needs regularly • Monitor need for accessories • Keep an "Equipment Use Log" that documents ➢ Duration of time student spends in equipment ➢ Specific activities the student participates in while using the equipment

Student Monitoring:

- Observe student for pain, crying, fatigue, stressful facial cues, decrease in blood pressure, skin color change or sweating. FLACC Behavioral Pain Assessment Scale can be used for non-verbal students, http://wps.prenhall.com/wps/media/objects/3103/3178396/tools/flacc.pdf
- Monitor for skin breakdown such as redness or chafing
- Monitor alignment of straps and padding
- Monitor for pressure points
- Implement a standing schedule using a classroom chart
- Develop appropriate goals with functional progress i.e. document participation in class activities while in stander, amount of assistance student requires for transfers to and from the stander
- Train classroom staff in use of stander including student monitoring

Further Considerations:

- Environment and administration: Is the classroom large enough to accommodate the equipment? Is the staff willing and able to learn to use the equipment? Consult with administration before ordering any equipment.
- Anticipation of long term need: Does the student have a lifelong condition/disability that will necessitate a standing program throughout his/her education? Based on the student's age, is it expected that he/she will outgrow the equipment?
  - ➢ If student transfers to another school -> transportation of an IEP-driven-equipment can be arranged through PT supervisor
  - ➢ If student outgrows the equipment or graduates from school system -> equipment remains within school system -> Notify PT supervisor who will inform OTPTequipment@schools.nyc.gov to add the equipment into inventory