



# MIND ANCHOR

Group 7

# INTRODUCTION

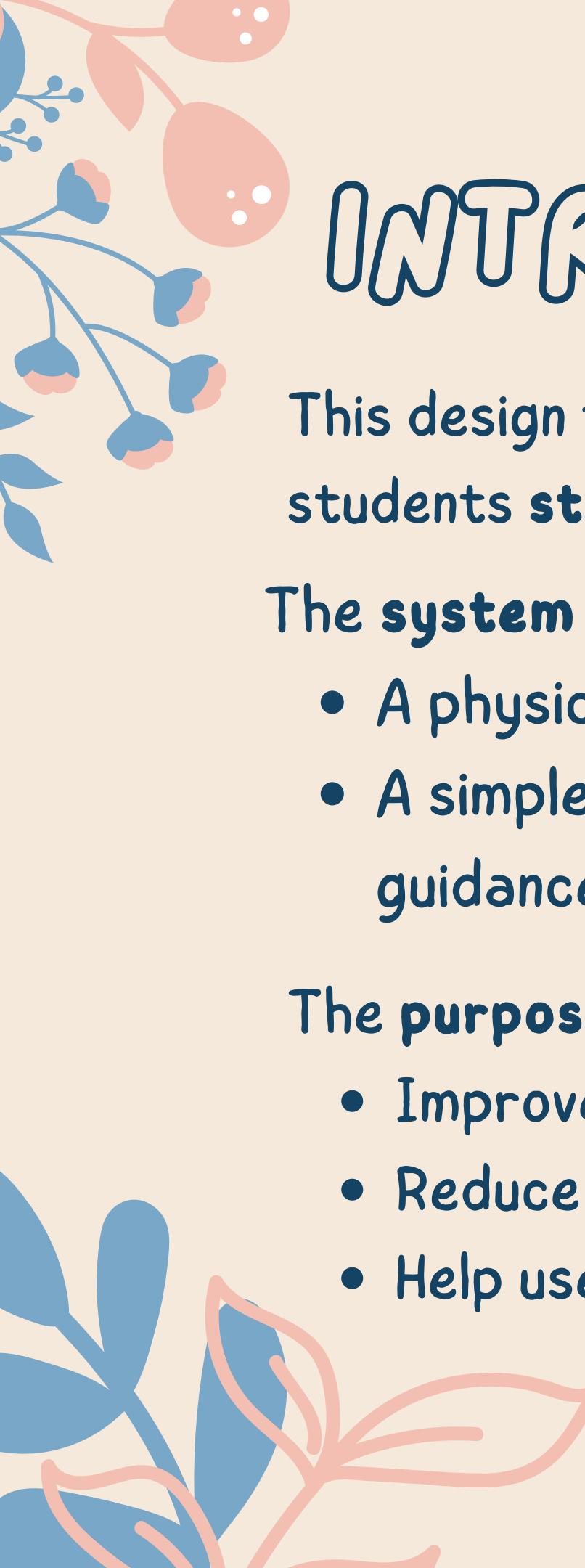
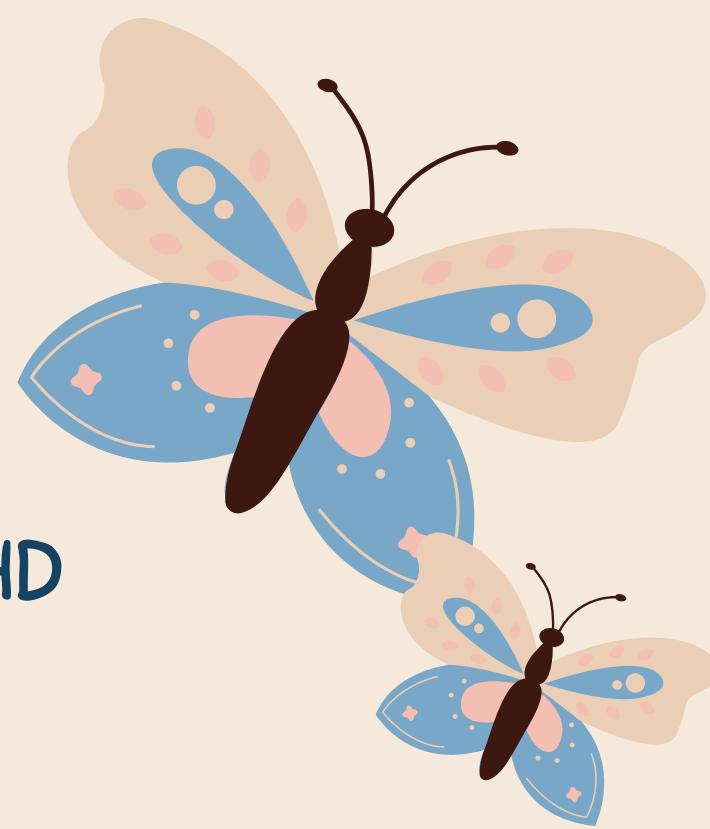
This design thinking project focuses on designing a digital system to help ADHD students **stay focused without using a tracking system**

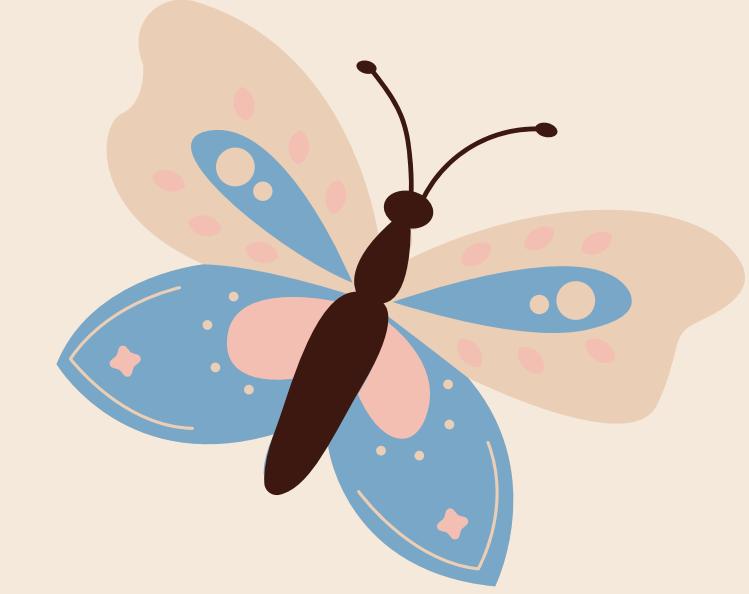
The system combines:

- A physical Focus Regulation Tool
- A simple mobile application that provides clear and structured guidance

The purpose of the system is to:

- Improve efficiency in learning and daily activities
- Reduce thinking effort
- Help users make simple decisions about how to focus





These phases ensure the proposed solution is:

- User-centred
  - Practical
  - Aligned with real ADHD behaviours
- 

# PROBLEM IDENTIFICATION

- ADHD students struggle to maintain focus while doing their daily routines
- Restlessness & overstimulation disrupt learning
- Existing apps fail due to tracking & demand too much mental effort
- Users forget or avoid using apps consistently

## KEY PROBLEMS

ADHD students need a way to regulate restlessness and maintain focus during their studies without relying on memory, self-tracking, or constant digital interaction.

### Using Sensory Products to Enhance Daily Living in Children with ADHD with Kozie Clothes

By Kozie Clothes, 11 March 2024



<https://share.google/OX4CvAKN06ajYSI8>

◀ WhatsApp 1:41PM Thu 8 Jan

pmc.ncbi.nlm.nih.gov

### Using Fidget Spinners to Improve On-Task Classroom Behavior for Students With ADHD

Kathleen B Aspiranti<sup>1</sup>, David M Hulac<sup>2</sup>

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PMCID: PMC9120292 PMID: 35692528

#### Abstract

Using fidget toys is one way to allow students with attention-deficit/hyperactivity disorder (ADHD) to move while completing academic assignments in the classroom. This study investigated the effect of fidget spinners on the on-task behavior of three second-grade students with ADHD. Before beginning treatment, the rules of use were briefly explained and demonstrated to students by the researchers; students were then provided with fidget spinners during treatment sessions in language arts class. A multiple-baseline design across students was used to determine whether each student had higher levels of on-task behavior when using the fidget spinner. Momentary time sampling was used to record on-task behavior; visual analysis of time-series graphs showed large immediate and sustained increases in on-task behavior during fidget spinner use. Implications for implementing a fidget spinner intervention and suggestions for future research are discussed.

Source: Sensory Integration Education  
<https://share.google/t2ip9Bvx4lbf5naQi>

# CORE PROBLEM

- feels restless even when trying to focus
- fidget unconsciously (pen, phone, clothes)
- get distracted because the brain seeks stimulation
- are told to “sit still” (makes ability to focus worse)

# TARGET USER

- ADHD Students  
(under 10 years old child need a guardian to assist)

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# RESEARCH

Sensory products have a remarkable ability to improve focus, attention, and self-regulation for children with ADHD. The combination of tactile engagement, visual aids, and time management tools provides a multi-sensory approach to managing ADHD symptoms. By offering controlled sensory experiences, these products promote calmness and enhance concentration, allowing children with ADHD to navigate their daily lives more effectively. Whether it's using fidget tools, weighted products, or visual aids, incorporating sensory products into daily routines can make a significant difference in improving the overall well-being and quality of life of children living with ADHD.

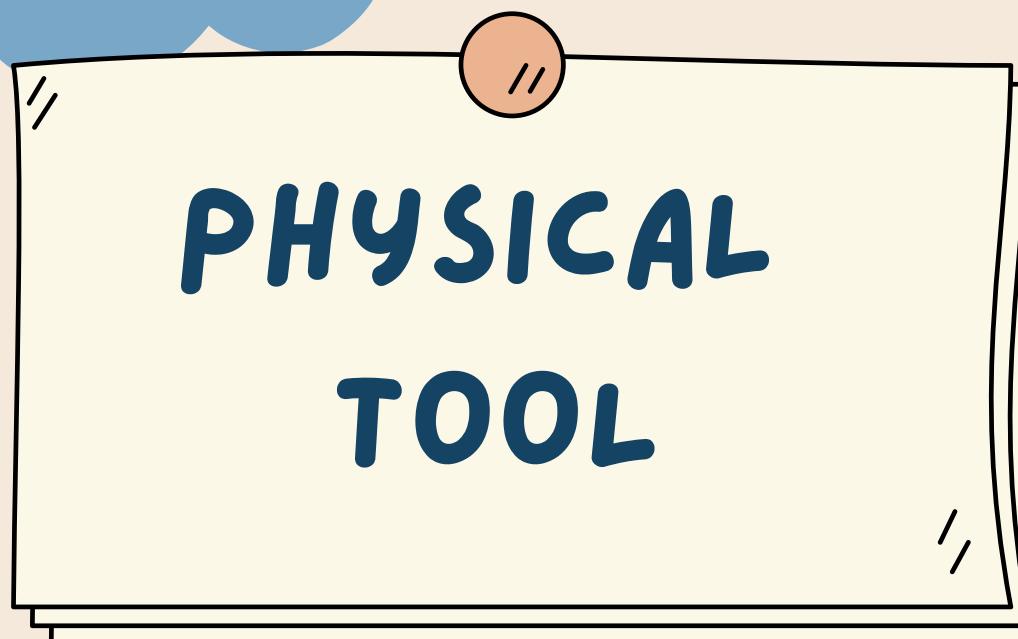
article from pubmed central

The evidence that is available is based on contentions that body movements during learning activities can improve a student's ability to concentrate (Rapport et al., 2009). In groups of boys aged 8–12 years, both students with ADHD and without ADHD moved more when completing tasks that purported to measure working memory (Rapport et al., 2009) and behavioral inhibition (Alderson et al., 2012). However, the movement that was measured by an actigraph, which tracked the acceleration of a student's body, was significantly more frequent for those with ADHD. For children with ADHD, increased movement was associated with increased correct responding on academic tasks (Hartanto et al., 2016). These studies suggest that inhibiting body movements may cause performance deficits.

article from sensory integration education

# SOLUTION

- Hybrid solution: physical focus tool + MindAnchor app
- Technology supports behaviour, not tracking
- Designed specifically for **ADHD focus regulation**



## 1. CALMING SIDE

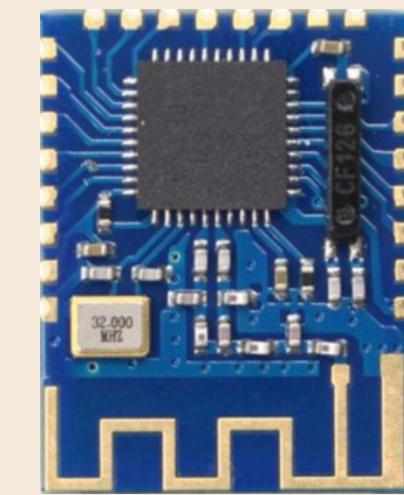
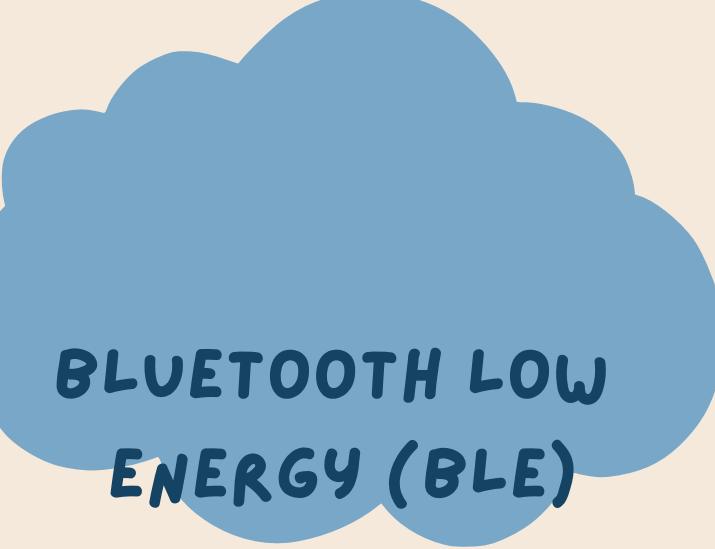
- Soft / textured surface
- For squeezing or slow pressing
- Used when: user feels overwhelmed or anxious
- Effect: reduces tension, stabilises focus

## 2. STIMULATION SIDE

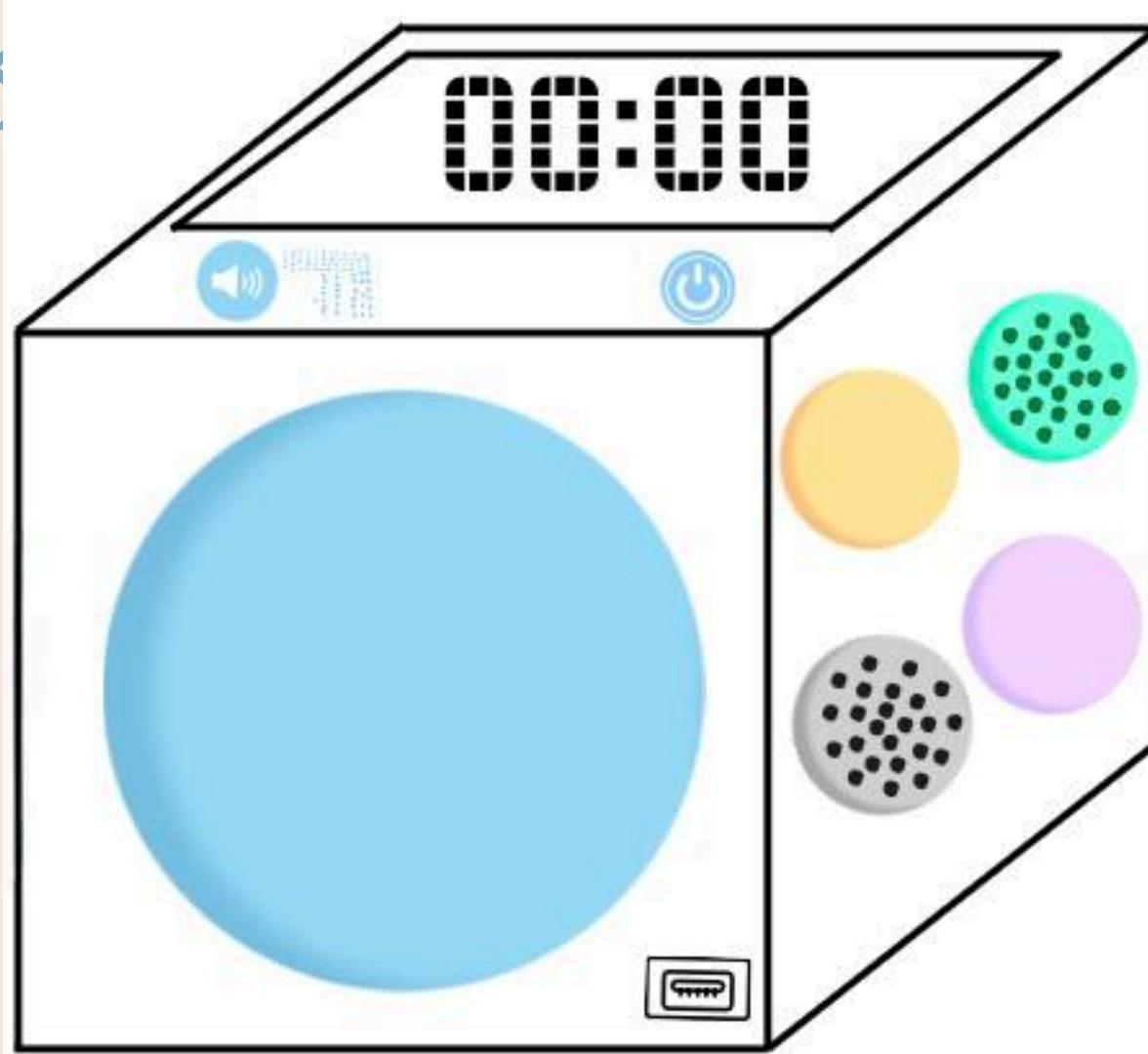
- Click & twist
- Slight movement or resistance
- Used when: user feels restless / hyperactive
- Effect: provides controlled stimulation without distraction

## 3. GROUNDING SIDE

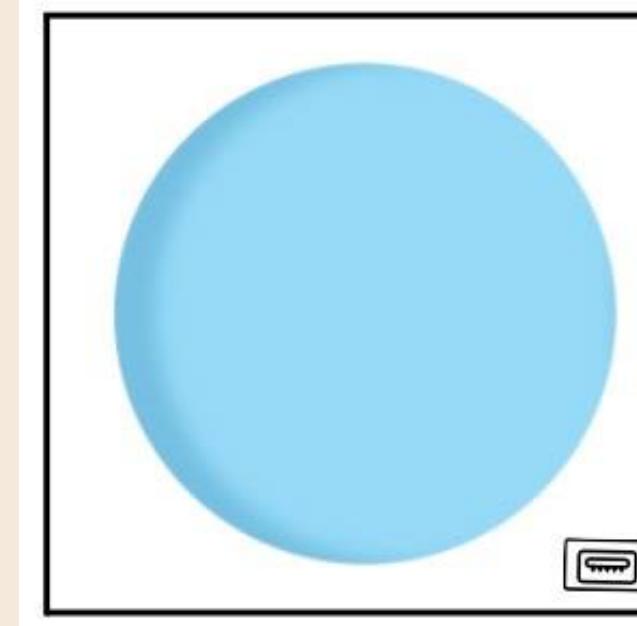
- tactile bumps & click
- Repetitive motion
- Used when: user feels bored or zoning out
- Effect: anchors attention during tasks



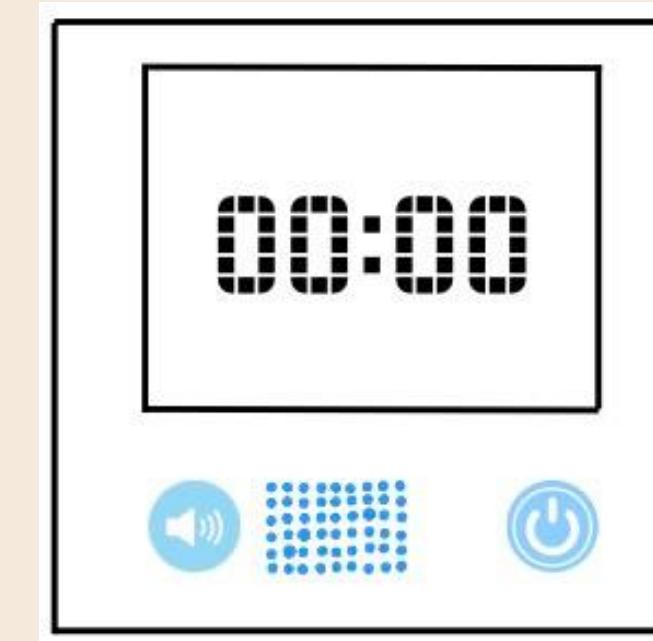
# PROTOTYPE - PHYSICAL TOOL



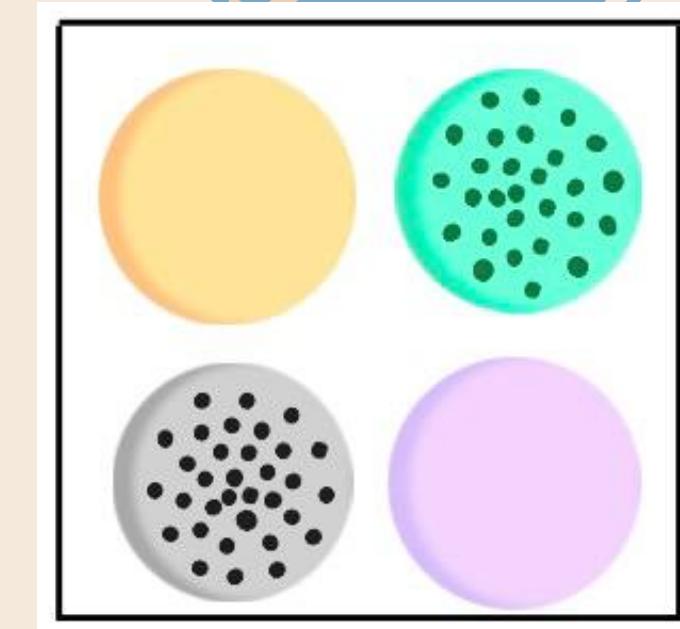
CALMING SURFACE



CONTROL &  
TIMER SURFACE



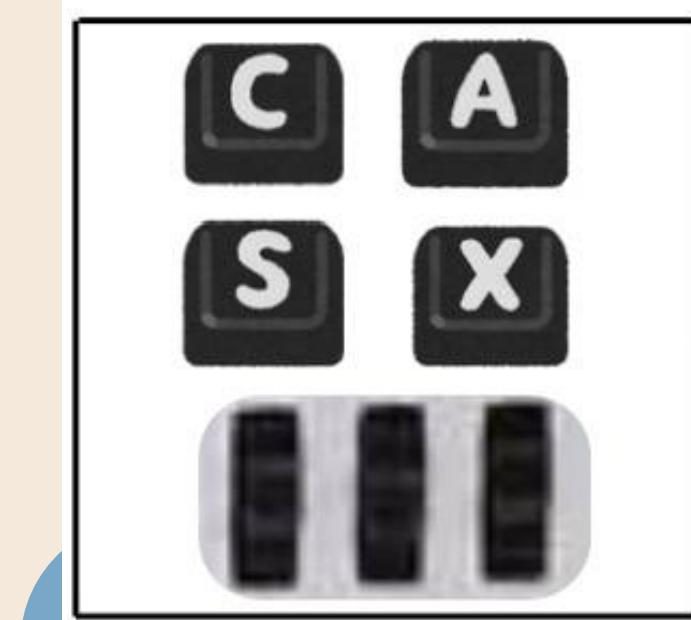
MULTI-TACTILE  
GROUNDING SURFACE



TEXTURED CALMING  
SURFACE



STIMULATION  
SURFACE



# SOLUTION



THE APP TELLS THE USER:

- WHICH SIDE TO USE
- WHEN TO USE IT
- FOR HOW LONG

EXAMPLE:

"USE THE TEXTURED  
CALMING SIDE FOR  
THE NEXT 15 MINUTES."

## 1. FOCUS STYLE SELECTION

- "I feel restless"
- "I feel overwhelmed"
- "I feel bored"

## 3. SESSION SCREEN

- Timer
- "Start focus" button

## 2. GUIDED USE SCREEN

- Shows how to use each side of the focus tool

## 4. REFLECTION SCREEN

One-tap feedback:

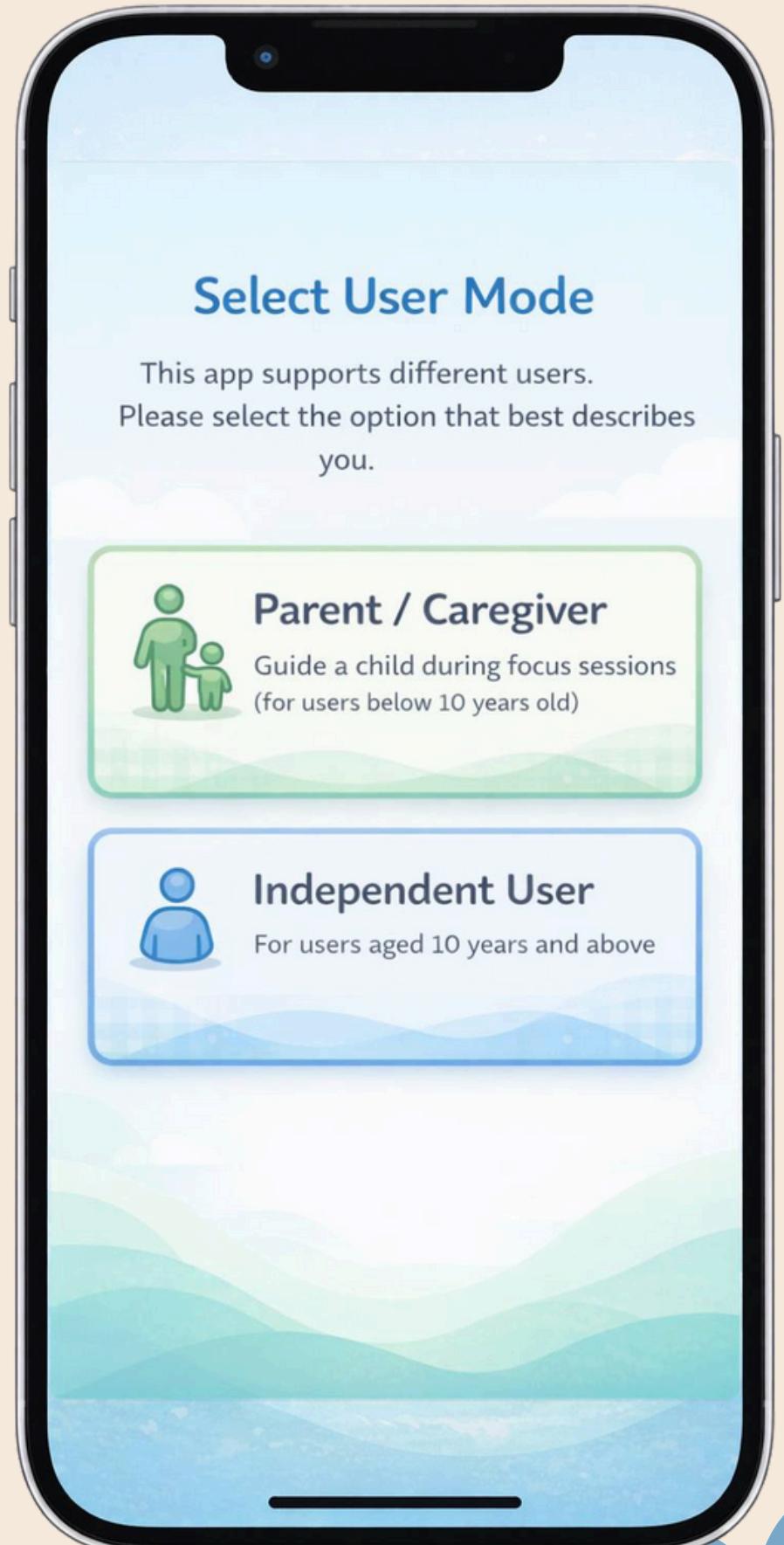
- Helped
- Neutral
- Didn't help

# PROTOTYPE SCREENS



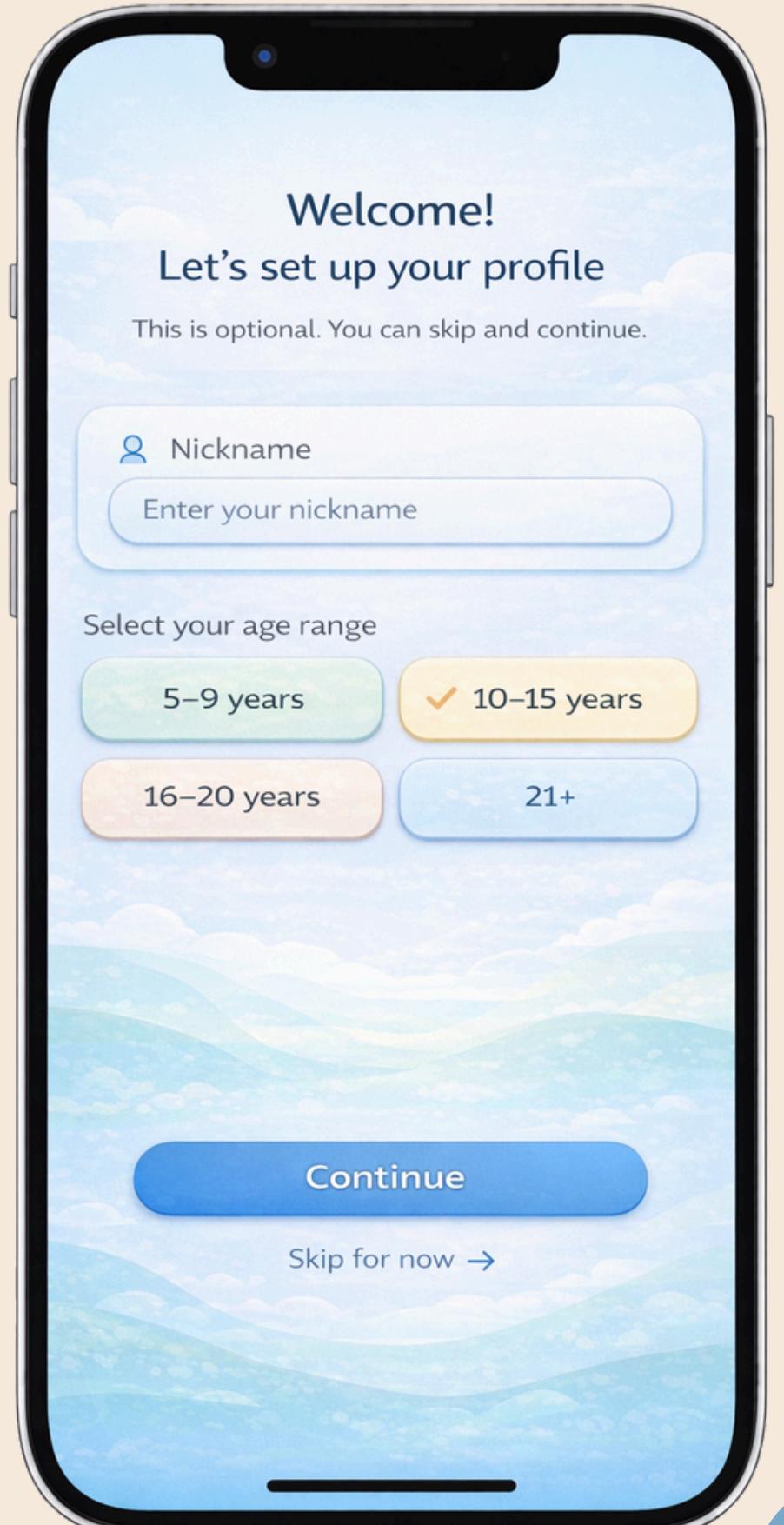
## WELCOME SCREEN

# PROTOTYPE SCREENS



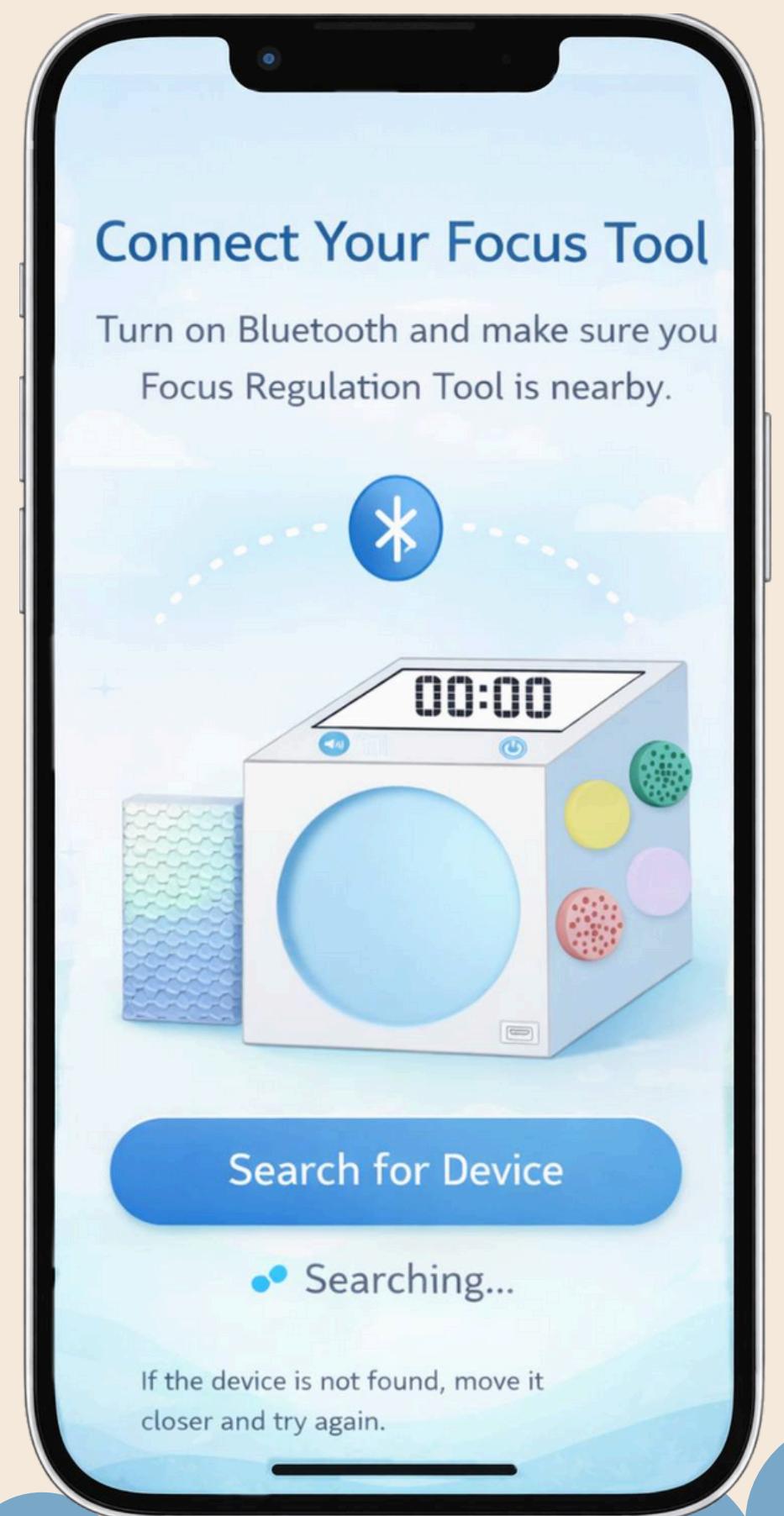
USER  
SELECTION  
SCREEN

# PROTOTYPE SCREENS



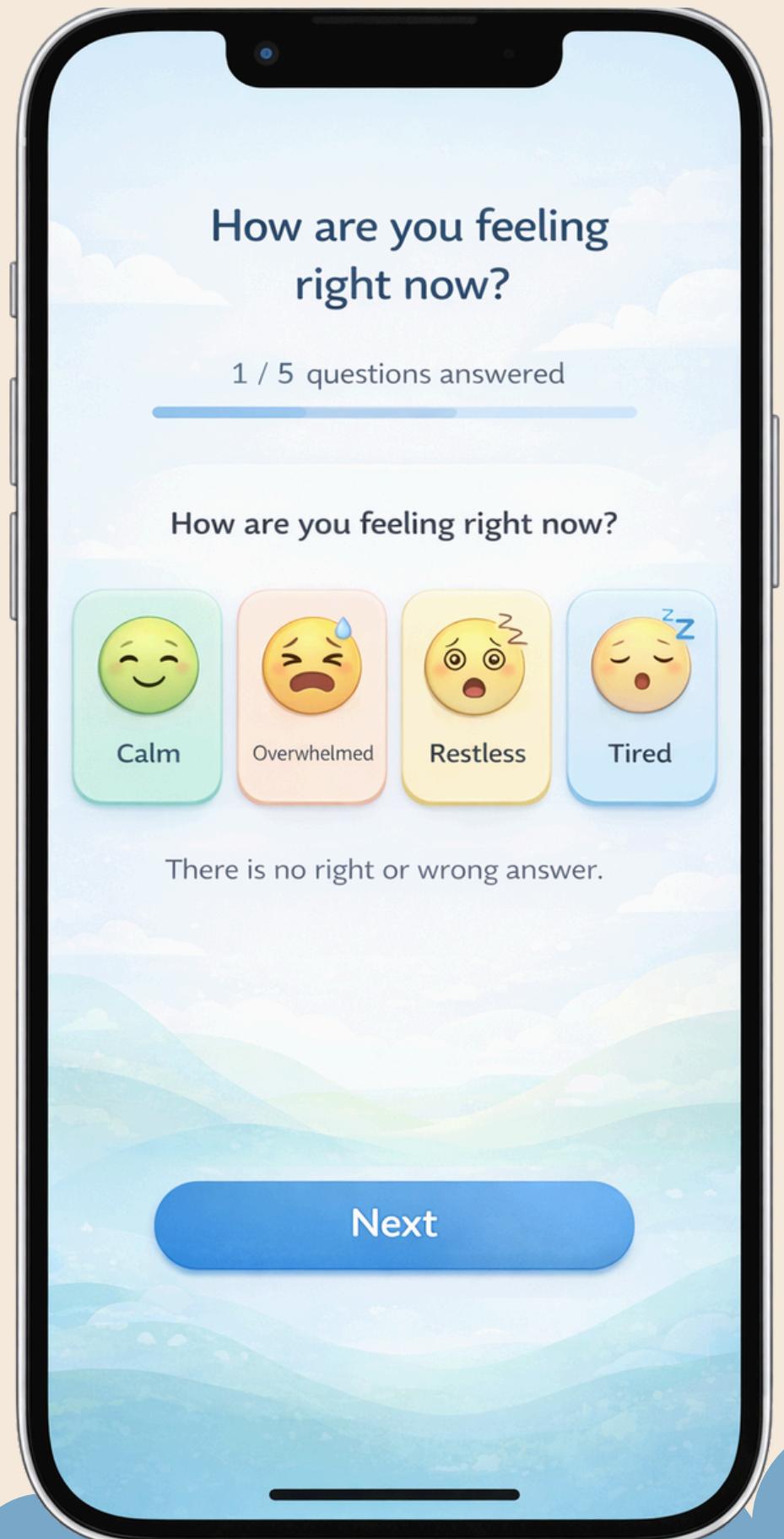
## LOGIN SCREEN

# PROTOTYPE SCREENS



**BLUETOOTH  
CONNECTION  
SCREEN**

# PROTOTYPE SCREENS



**SCREENING  
QUESTIONS  
SCREEN**

# PROTOTYPE SCREENS



## RECOMMENDATION SCREEN

# PROTOTYPE SCREENS



## FOCUS SESSION SCREEN

# PROTOTYPE SCREENS



**REFLECTION  
SCREEN**

# PROTOTYPE SCREENS



## PROGRESS SCREEN

# GROUP MEETING





THANK  
YOU