



Addendum

Addendum: Mehta et al. Standing Up for Learning: A Pilot Investigation on the Neurocognitive Benefits of Stand-Biased School Desks. *Int. J. Environ. Res. Public Health* 2016, 13(1), 59; doi:10.3390/ijerph13010059

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The authors wish to update the Introduction in their paper published in the *International Journal of Environmental Research and Public Health (IJERPH)* [1].

In the middle of the third paragraph in the Introduction, they would like add a citation to the following sentence:

For example, the ability to mentally conceptualize a problem, store information temporarily in the visual-spatial sketchpad, develop a plan, evaluate and adapt complex goal-directed behavior has been identified as a product of working memory and executive function [2].

The changes do not affect the results. The manuscript will be updated and the original will remain online on the article webpage, with a reference to this addendum.

References

1. Mehta, R.K.; Shortz, A.E.; Benden, M.E. Standing up for learning: A pilot investigation on the neurocognitive benefits of stand-biased school desks. *Int. J. Environ. Res. Public Health* **2016**, *13*, 59. [[CrossRef](#)] [[PubMed](#)]
2. Vidrine, S.M. Analysis of Assessment and Hemodynamic Activation in the Prefrontal Cortex: An Investigation of Executive Function. Ph.D. Thesis, Texas A&M University, College Station, TX, USA, 2017.



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