

## Play Attention Peer Review

Name: Debbie Gregory

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Current title: **Speech-Language Pathologist**

Degrees held:  Bachelors  Masters  Ph.D.  Other

### Teaching/Use of Class Time

1. As a teaching tool, I would rate Play Attention

ineffective  moderately effective  effective  very effective

**Elaborate: I have observed an ADD student with language and auditory processing disorders go from being in the L.D. resource room for half of the day to only needing one hour of resource help a day.**

2. Is the Play Attention environment effective for learning?

ineffective  moderately effective  effective  very effective

**Elaborate: The student cited in the previous comment is now achieving all A's and B's in his regular classes with little modifications. I feel his language and auditory processing disorder is now more of an issue than his ADD.**

3. Are students who use Play Attention actively engaged in the learning process?

not engaged  moderately engaged  engaged  very engaged

**Elaborate: Yes they are actively engaged during the play attention program. If the student is not paying attention to the screen, the activity does not react. Therefore, the student is the one actually engaging the computer during the session. One of my students commented that he is able to concentrate better in his regular classroom then before he started the program. He has been able to learn how to concentrate on the subject being presented instead of looking around the room every time there is a sound or movement in the room.**

4. Is there opportunity to insure generalization or transfer of learned behaviors?

no opportunity  moderate opportunity  opportunity  great opportunity

**Elaborate: I have slowly added more visual and auditory stimulation in the therapy setting to help simulate a regular classroom. I have had other students working in the room, music & white noise playing. A student I have worked with has gone from looking up at every little noise or movement in the classroom to successfully completing the play attention activities while there is a lot of activity going on around him.**

Analysis of Implementation

5. Are the goals in Play Attention's protocol clearly defined?

not defined  moderately defined  defined  clearly defined

**Elaborate:**

6. Are the goals in Play Attention's protocol relevant to the learner?

not relevant  moderately relevant  relevant  very relevant

**Elaborate:**

7. Does Play Attention provide feedback while teaching the student to learn (to focus, better time on-task, short-term memory, visual tracking, and discriminatory processing)?

no feedback  moderate feedback  good feedback  excellent feedback

**Elaborate: The activities will only react when the student is paying attention to the screen. There is also a flashing symbol & auditory signal to help reinforce their performance.**

8. Does the student reflect clear understanding of Play Attention's objectives and goals?

doesn't understand  moderately understands  understands  clearly understands

**Elaborate: Very often the students I will be working with have language and auditory processing disorders. After a demonstration of activities by the therapist, the students are able to get started.**

9. Does Play Attention allow for clear observation of student improvement (graphs, rating scales, anecdotal records, etc.)?

unclear observation  moderate observation  observable  clearly observable

**Elaborate: I have been regularly sending reports of one student's progress to his medical doctor. This information has been considered when making decisions for medication, etc.**

10. Does Play Attention's protocol correlate to the program's overall goals?

doesn't correlate  moderately correlates  correlates  closely correlates

**Elaborate:**

11. Is Play Attention's protocol comprehensive regarding its goals?

isn't comprehensive  moderately comprehensive  comprehensive  very comprehensive

**Elaborate:**

12. Is Play Attention's content appropriate to the student?

isn't appropriate  moderately appropriate  appropriate  very appropriate

**Elaborate:**

13. Are students able to achieve goals established by Play Attention (increase focus, increase visual tracking, increase time on-task, increase short-term memory, and increase discriminatory processing)?

not achievable  moderately achievable  achievable  definitely achievable

**Elaborate: I have had student's classroom performance increase after using the Play Attention program.**

14. Are the behavior modifications techniques provided in the Play Attention protocol effective?

not effective  moderately effective  effective  very effective

**Elaborate:**

Graphical User Interface (GUI)

15. Is the menu interface easy to follow and use?

isn't easy  moderately easy  easy  very easy

**Elaborate:**

16. Do the games provide appropriate stimulation levels for students with attention problems?

don't provide  moderately provide  provide

**Elaborate:**

17. Are the progress graphs easy to understand and use?

not easy  moderately easy  easy  very easy

**Elaborate:**

Hardware

18. Are the helmet and interface unit easy to use and setup?

not easy  moderately easy  easy  very easy

**Elaborate: I have successfully utilized the Play Attention program with a laptop computer & have carried from school to school.**

Manuals

19. Is the User's Manual clearly written to enable you to use Play Attention effectively?

not clear  moderately clear  clear  very clear

**Elaborate: The video tape that accompanies the manual is also helpful.**

Customer Service

20. How would you rate Play Attention's customer service?

poor  fair  good  excellent

**Elaborate:**

Summary

21. What, if anything, would you do to improve Play Attention?

**One of my student's commented it would be more fun if the activities were more complex.**