

## Play Attention Peer Review

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### Teaching/Use of Class Time

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

ineffective  moderately effective  effective  very effective

**Elaborate: When using Play Attention, you have the opportunity to talk to the child about their difficulty to focus and actually show them what it might be that is distracting them. You can teach the student to stop those habits and teach them to develop new ones that help them concentrate.**

2. Is the Play Attention environment effective for learning?

ineffective  moderately effective  effective  very effective

**Elaborate: We start out with a quiet room—an office not being used or an empty classroom. A smaller room with less distractions is better than a classroom, however. When an office is used and the door is shut, it keeps out the noise and gives your privacy. When the student is ready you can open the door to introduce some distractions that will challenge the students' attention. I say that the environment is effective and not very effective only because it depends on which school we are at and which students we are working with. Some students are embarrassed about wearing the helmet and are worried about the other students seeing them in the sessions.**

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

not engaged  moderately engaged  engaged  very engaged

**Elaborate: Everyday we discuss what it is that they need to work on. We discuss beating the time form the last game or getting better scores. The students like the challenge and their efforts are rewarded. Their teachers also remind them to use what they have learned in Play Attention to refocus in class.**

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

no opportunity  moderate opportunity  opportunity  great opportunity

**Elaborate: I discuss with the students how they can use the same techniques to focus in class as they do during Play Attention. Teachers are also aware of the rules & techniques the students have learned and remind them to try those things during class time. I have had teachers and parents report the transfer they have observed.**

**One teacher reported that her student had learned to refocus in the classroom. He used to get frustrated and give up easily. After learning focusing strategies during Play Attention, his teacher said that when assignments get difficult he sits back, takes a deep breath, refocuses and then proceeds with his work. These are the strategies we use during Play Attention.**

**One mother reported that she used to have to continually ask and remind her son to do his homework. Now that he has been doing Play Attention, he comes home and does his homework on his own. She no longer needs to argue with him about homework.**

**One student I worked with was easily distracted in the classroom. During our Play Attention sessions, we work on how to filter out distractions. His teacher came to me and said “you have to see this.” We went to see my student who was sitting quietly reading a book to himself while there were lots of distractions (other children and activity) around him. This is something he could not do prior to Play Attention training.**

**The counselor reported that one of our Play Attention students had actually increased his IQ by 20 points.**

#### 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: The students chosen for Play Attention are, of course, having trouble focusing & staying on task during class & even at home.**

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 different levels show me where the student is having the most trouble. Also, the object on the screen reacts when the students move, talk, etc. allowing me to point out to the student how those actions interfere with their concentration.**

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

doesn't understand  moderately understands  understands  clearly understands

**Elaborate: Most of the students are aware of why they are involved with the program, but there were a couple who didn't think they needed it. One of the students, I think, was too young & immature for the program (7 yrs. Old) & the other had behavioral problems that interfered with his learning. The others, however, do understand the goals & are up to the challenge.**

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: The rating scales, notes kept, etc. make it easy to track behavior, time & change of any kind & helps determine if the student is improving. The real proof, however, is the change in the classroom with the regular schedule.**

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

doesn't correlate  moderately correlates  correlates  closely correlates

**Elaborate: The techniques the students learn in Play Attention are also used in their classrooms & at home. They can transfer the lesson to other situations & meet the same goals, such as focusing, staying focused, & finishing a task.**

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

isn't comprehensive  moderately comprehensive  comprehensive  very comprehensive

**Elaborate: The Play Attention protocol is easy to understand and follow through on. It is also easy to explain to students & school staff.**

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

isn't appropriate  moderately appropriate  appropriate  very appropriate

**Elaborate: As I mentioned in the previous page, there were a couple of students that the program was not appropriate for. Play Attention is very appropriate for the other students still participating in the program. They understand the purpose & challenge the program.**

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: Each student involved in the program makes a slow but steady improvement. After they have mastered the beginner, the time increases more quickly & distractions are introduced to add challenge to their concentration. The students do increase in all areas.**

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

not effective  moderately effective  effective  very effective

**Elaborate: When the rating scales are used to show students how their movements & other behaviors affect the scores they then understand why we have the Play Attention rules. When students follow the rules, the information given after the sessions show the student that the techniques work.**

#### Graphical User Interface (GUI)

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

isn't easy  moderately easy  easy  very easy

**Elaborate: It's self-explanatory.**

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

don't provide  moderately provide  provide

**Elaborate: The first two levels are "boring" for most students, but this challenges them to try to pay attention to something that doesn't necessarily interest them. They feel that they are interacting more with the last three because there is more action.**

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

not easy  moderately easy  easy  very easy

**Elaborate: The graphs enable the student to follow their progress easily**

#### Hardware

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

not easy  moderately easy  easy  very easy

**Elaborate: The steps used to set up Play Attention are not complicated. The few steps that are there are so easy that most students need only a few times to do it themselves -- and they don't need to be reminded what to do.**

#### 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: I appreciate the plain English used in the manual. I had no problems finding answers to any questions I had.**

#### Customer Service

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

poor  fair  good  excellent

**Elaborate: customer service has always be answered my questions and help me with any problems I've ever had with the computer or program. If I had to leave a message might call was always returned promptly. The people I've spoken to have also been very courteous. Thank you**

#### Summary

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

**The only complaint had ever heard from the students is that they wish that they didn't have to wear a helmet. Is there a way to hook up the electrodes without a helmet?**

**I think that Play Attention is a wonderful program. I have had one of the student's doctors call wanting to know more about the program because he noticed such a change in its patient's behavior. Parents are also pleased with the results as well as teachers and the students themselves.**