

## 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:**

**In order to become productive adults and good citizens, students must learn that they can control their behavior. Play attention helps them to learn that they must accept the responsibility for their actions. Both parents and teachers have noticed a difference in the student's focus and concentration almost immediately. Students often state that they didn't know how to control their ability to focus and concentrate. Students increase their ability to attend to a task as well as their metacognitive skills when this tool is used in an appropriate learning environment with proper training. Play Attention helps an individual develop study skills through improved attention and concentration.**

2. Is the Play Attention environment effective for learning?

ineffective  moderately effective  effective  very effective

#### **Elaborate:**

**During the training session, the student is isolated from peers and concentrating on the task. This demonstrates to them that they can concentrate and pay attention to an assigned task. The task provides positive reinforcement for attending. The intense training provides the student with reinforcing fun activities that teach them that they can control their behavior. Students gain confidence as they realize that they are in control. Parents and teachers often notice the student's increased self confidence immediately.**

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

not engaged  moderately engaged  engaged  very engaged

#### **Elaborate:**

**Students often don't understand how it works, but they know that the only input device is their eye contact, concentration, and focus. This teaches them that they are in control. It helps them build self-esteem, assume responsibility for their actions, and accept consequences. Life-long skills such as persistence, short-term memory, sequencing, visual discrimination, and impulsivity are addressed through the activities provided. These skills**

**are needed not only in the academic world but in the work place, as well as in social relationships and demonstrate good judgment. Often parents and teachers discuss how the student has matured.**

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

no opportunity  moderate opportunity  opportunity  great opportunity

**Elaborate:**

**Students learn that if they can focus and attend during the training sessions that they can also focus and attend during class periods. Often parents and mainstreamed teachers comment how the student is better able to focus after just a few training sessions. Often students experience their first successful attempt at focusing and concentrating while using Play Attention. The feedback is immediate and they are instantly made aware of their success. This experience gives them the confidence needed to generalize to other environments. Parents often report positive results at home, such as following directions better, before teachers notice anything in the classroom.**

Analysis of Implementation

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

not defined  moderately defined  defined  clearly defined

**Elaborate:**

**The goals of Play Attention are to better enable students to attend to the task at hand, to better focus and concentrate. Each training session empowers the student through different tasks to perform better in the areas of concentration and focusing. Both teachers and parents report that students perform better in mainstreamed classes and at home. With the improvement in behavior, comes a dramatic improvement in performance and self esteem. Parents often note less time spend giving verbal directions. Teachers may note that the student takes more notes or demonstrates more eye contact.**

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

not relevant  moderately relevant  relevant  very relevant

**Elaborate:**

**Increasing attention, visual tracking, time on task, short-term memory sequencing, and discriminatory processing are necessary behaviors used daily in the classroom environment. Working on and mastering each of these goals assist the student in performing better in the mainstream. Mainstreamed teachers often note that a student is performing better and is better able to focus on lessons being taught. Students often note an improvement in understanding what is happening in the classroom as well as an improvement in their social relationships. These are skills that transition into every walk of adult life, not only academic, but work place, and personal.**

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:**

**Visual and audio feedback is provided to the student. The feedback provides immediate reinforcement to the student, making him/her aware of their satisfactory performance. They learn how to make the item on the screen respond, thus learning how to focus and concentrate. This feedback enables them to try harder and motivates them to continue. Short term memory is improved because they are focusing on the task and paying more attention. Parents note that students are better at home because they are more able to listen, follow simple directions, and participate. Students are not being punished at home as much as before for not following directions and meeting deadlines.**

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

doesn't understand  moderately understands  understands  clearly understands

**Elaborate:**

**Students need to be fully informed of the purpose of the program and the expected results before they become involved. Secondary students resist participation in something different just because the instructor asked; they need to know how it will improve their skills and their life. After several hours of training some students have noted a difference in their own behavior. They report that they perceive that they are better able to pay attention in class. Some have even explained that they are better able to focus on social conversation and feel they are more involved in personal relationships.**

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:**

**Students appreciate visual results of graphs and charts and the ability to compare previous performances with current performances. They appreciate seeing the progress they have made. Students also observe an improvement in their grades, as well as social relationships. That's even more reinforcing. The graphs and charts demonstrate through a visual modality the growth, while improved grades and relationships are perceived by the student. Positive comments from parents and teachers also reinforce the student. One parent was simply astounded at the progress her son made in his ability to focus and concentrate on instructions and events at home. As his grades improved his involvement in family activities become apparent.**

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

doesn't correlate  moderately correlates  correlates  closely correlates

**Elaborate:**

**Play Attention is a technical, interactive tool that enables students with an inability to focus and concentrate to perceive what is going on around them without medication therapy and to become involved participants in their world be it family, school, peers, reading, etc. Just as with any tool, training is a vital part of the success of the program. But the time and energy spent in training is well worth the results. Students learn to become productive individuals often without the aid of medication, make good judgments, and increase their ability to perceive and problem solve situations. Math will still contain difficult concepts to grasp but the student will be better prepared to pay attention in class, to focus on the lectures, to ask appropriate questions, and to spend the time necessary to learn the concepts (frustration and anger will be lessened).**

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

isn't comprehensive  moderately comprehensive  comprehensive  very comprehensive

**Elaborate:**

**Play Attention is a complete comprehensive tool that prepares students with an inability to focus and concentrate with the ability to focus on activities around them, to concentrate on academics, to spend the necessary time needed to learn without anger and frustration, and to develop better interpersonal relationships.**

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

isn't appropriate  moderately appropriate  appropriate  very appropriate

**Elaborate:**

**Secondary students at first think that the bird and fish are silly "kid games" but after several sessions they realize what it all about. They easily and enthusiastically "get into" the movement of on-screen objects through their powers of concentration. Often for the first time they realize what concentration is and what people mean when they say "concentrate", and best of all that they can do it.**

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:**

**Students realize that they are in control of their ability to focus and to remain on-task. One mother remarked that her daughter seemed to be more motivated, became frustrated less, and took more pride in her work. She completed a book report the other day, independently. She seldom completed assignments without assistance.**

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

not effective  moderately effective  effective  very effective

**Elaborate:**

**Objectives, rating scales, and all the provided charts and graphs enable the coach to present visual evidence of the student's improvement over a period of time. This information can be used to develop an individual behavior modification program for the student. Parents and teachers can use this data to observe progress and to develop effective plans in their environment to enable and reinforce further improvement.**

Graphical User Interface (GUI)

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

isn't easy  moderately easy  easy  very easy

**Elaborate:**

**The menu is easy for the student and coach to use. After becoming familiar with the program (two or three sessions) the older student can determine which level he/she wants to complete that day. Often students come in and say, "I am having a bad day, I need the fish."**

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

don't provide  moderately provide  provide

**Elaborate:**

**The games are motivational and challenge students with learning problems. My students enjoy the towers and the space ship. Often when I tell them the bell is about to ring they tell me they are not done and ask if they can stay to complete it.**

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

not easy  moderately easy  easy  very easy

**Elaborate:**

**Students can easily interrupt the graphs and often during IEP meetings I let the student explain the graphs to their parents. They tell them that this was a "bad day" or a "good day". Often they take pride in showing them that they are progressing and learning to focus and concentrate. Usually mainstreamed teachers are there to back up the results with grades and positive reports about classroom performance.**

Hardware

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

not easy  moderately easy  easy  very easy

**Elaborate:**

**At first students resist the helmet. But after a while they learn to accept it. Girls especially don't want to "mess up their hair." But they get over it.**

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 have never had a problem using or understanding the manual. It appears well written, concise, easy to read and complete.**

Customer Service

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

poor  fair  good  excellent

**Elaborate:**

**When I needed assistance (only once) I got immediate help from the 1-800 number. I have had e-mail contact and support from the company. I have found them to respond immediately and to follow up to make certain the problem was solved.**

Summary

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

**The helmet is a bit ugly. Teenage girls resist the use of it. Maybe you could make it more attractive or better looking somehow.**