

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:

Kids immediately grasp concepts that otherwise are too abstract -- distractions, focus, impulsivity, etc. because of lost points or low scores or comparison of this week to last week [data].

2. Is the Play Attention environment effective for learning?

ineffective moderately effective effective very effective

Elaborate:

It is pretty user friendly, doesn't take lots of set up time. The only thing that would be better is computer generated, instant graphs (which I understand newer models have).

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

not engaged moderately engaged engaged very engaged

Elaborate:

All 5 of the students who have used the system have benefited. Only 1 child regularly fell asleep while playing. Bed times, sleep had been an ongoing concern.

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

no opportunity moderate opportunity opportunity great opportunity

Elaborate:

With tower builder to see if working on math or silent reading is productively occurring.

Analysis of Implementation

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

not defined moderately defined defined clearly defined

Elaborate:

Manual is quick & easy -- not very technical.

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

not relevant moderately relevant relevant very relevant

Elaborate:

I've not generated a goal that wasn't listed on the session rating scale.

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:

Both score and %, depending on age/sophistication of child.

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

doesn't understand moderately understands understands clearly understands

Elaborate:

Target behaviors are usually so specific and counting makes argument impossible. "No, I didn't" just doesn't seem to occur in this setting and with my students diminished markedly in the classrooms as well.

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 graphs have been clearest for my students - "WOW-look at how much better..." is often heard and progress is a motivator!

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

doesn't correlate moderately correlates correlates closely correlates

Elaborate:

The 5 components attacked in the levels nicely cover the attentional deficits of the ADD-ADHD kids.

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

isn't comprehensive moderately comprehensive comprehensive very comprehensive

Elaborate:

Well laid out and organized.

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

isn't appropriate moderately appropriate appropriate very appropriate

Elaborate:

Very captivating - perhaps glitzier graphics, but perhaps this is true of the upgrades.

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:

All my students have improved markedly.

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

not effective moderately effective effective very effective

Elaborate:

Simply identifying specific behaviors, targeting them and counting them increases student awareness & ownership. "How'd I do?" offers immediate feedback.

Graphical User Interface (GUI)

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

isn't easy moderately easy easy very easy

Elaborate:

Yes -- I do wish (and perhaps new versions do) "end session" didn't automatically exit the program, so that a reload was necessary. I tend to see kids in succession, so end session may only mean this session and return to sign in page would be helpful.

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:

It is an interesting skill to teach these kids, as a side bar

Hardware

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

not easy moderately easy easy very easy

Elaborate:

As a computer illiterate, I had it up and running in 20 minutes with minimal help.

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:

Unbelievably simple -- I had not understood, however, how the tower builder could be used with silent reading, etc. until a phone conversation - was the only exception.

Customer Service

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

poor fair good excellent

Elaborate:

Wow - phone calls to check in/encourage/problem solve are excellent -- quickly answered and often generated by you folks!

Summary

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

Other than the minor points and perhaps some snazzier graphics -- nothing --great product, great support, fairly priced. I've not seen it advertised in sources my colleagues would view - i.e., *Family Therapy Networker* or *Child Work/Child Play*, catalogues, etc. I only heard about it from my principal at a convention.