

# **Play Attention<sup>®</sup> – Focusing on Success**

A New Product Review

By: Judith A. Siglin

Unique Logic & Technology, Inc. recently released Play Attention<sup>®</sup>, a feedback-based integrated learning tool designed to increase focus, time-on-task, short-term memory, visual tracking and discriminatory processing skills. This easy-to-use, computerized learning system was specifically designed for students who have difficulty focusing and paying attention, and those exhibiting restless behaviors.

The founder of Unique Logic & Technology and inventor of Play Attention is Master Teacher, Peter Freer. He realized that educators have very few resources to accommodate the needs of children and adults who have attentional difficulties. Recent studies state these characteristics are ascribed to 5-10% of this nation's school-aged children and 3-5% of all adults.

Freer, a seasoned educator and innovator, says, "Play Attention was born because I frequently encounter students with attentional problems who have been labeled, 'uncontrollable' and 'unteachable.' As an educator, I constantly seek educational solutions that allow each student to take control of his or her life, feel successful, and optimize learning potentials."

Synthesizing the available educational, theoretical, and clinical research from NASA and leading universities that spanned over two decades, Freer sought ways to teach students the skills of focusing and concentrating. His search led him to develop this advanced educational method of training students' minds to focus.

Freer adapted sophisticated instrumentation to fit the personal computer (PC) environment, and then incorporated a peripheral bicycle-style helmet to process brain output and translate it onto a computer screen. This new learning tool allows the user to manipulate game action via the powers of concentration alone –no keyboard, no mouse, no joystick! Users practice paying attention by making video games respond to their minds' outputs in *real time*-- an amazing twist – no hands required! This is accomplished through a lightweight, comfortable helmet with sensors that access brainwaves indicative of focus and cognitive processing.

What are the results? When students learn what it feels like to focus and pay attention, they can carry over this behavior to the classroom and their daily life. This results in an increased sense of self-esteem and success for these students, thus opening the door for them to realize their full potential.

Gwen Sorley, a teacher who uses Play Attention in the classroom and in private tutoring sessions has had incredible success. “JL was a bright second grader who could perform difficult math problems in his head. When it came to homework and he had to get the answers down on paper, he could never finish. He was easily distracted and hyperactive. This made it very difficult for him to finish either homework or tests. JL felt a loss of control over his life. This caused him to have lower self-esteem and poor social interactions.

“I began using Play Attention with JL with the hope that we could just get him to finish homework and class work. Within weeks, JL began to control impulsive behaviors, especially calling out in class. Play Attention had allowed him to realize that his hyperactive behaviors interfered with his ability to learn. More importantly, he learned that he could control these behaviors. I was no longer the classroom enforcer, JL took over the responsibility for improving his behaviors. I simply reinforced the lessons that we learned through Play Attention. Last year he scored in the 99<sup>th</sup> percentile on the North Carolina End of Grade Math Test.

“This clearly demonstrated that Play Attention had taught JL the skills he needed to be successful. Needless to say, his self-esteem has increased and he is very happy.”

“Play Attention,” says Freer, “is popular with students because of its entertaining game format. It keeps the student engrossed while he or she practices reaching new levels of concentration.” He adds, “The system is success based and includes behavioral modification techniques based upon success.

“Studies demonstrate that children trained on Play Attention experience a greater sense of self-esteem, enhanced social interactions, and improved grades as a result of their own newly developed abilities.”

Sorley has worked with adults using Play Attention. “Since I had great classroom success, I was confident that Play Attention could benefit adults who had the same issues, so I began using it with a twenty-five year old male who had recently failed a carpentry class at a local technical college. He is very intelligent, but had struggled with attentional problems since middle school. He had lost his confidence to do any academic work because of his repeated failures.

“Play Attention taught him that he didn’t truly lose his ability to attend, but gave him direction and refined his ability to focus. Three quarters of the way through his Play Attention training, he began a literature class at the University of North Carolina. He successfully completed the class with a high B average. He intends to finish his college career and to possibly work with others who have similar learning difficulties.”

“Feedback-based learning,” says Freer, “empowers individuals to deal with their personal challenges by learning how to use their own resources, thereby bringing about a sense of accomplishment, self-worth, and success.”

Play Attention enables the educator to establish an environment to teach those skills necessary to be successful in the classroom. It is a unique educational method to help children and adults with attention problems.

Play Attention has also been successfully implemented in a clinical setting. Two case studies were performed by Dr. Jerry Coffey of Sylva Clinical Associates, P.A., a specialist in psychology, psychiatry, and education.

Two males, one 6½- year old and one 10-year old, were assessed both before and after training with Play Attention using the IVA CPT, a standardized test for measuring attention. IVA test scores are normalized identically to the familiar Intelligence Quotient (IQ).

The 6½-year old scored 92 on the IVA's Response Control Quotient (RCQ) before and 99 after training with Play Attention. The 10-year old scored 81 on the RCQ before and 114 after training with Play Attention. A higher RCQ corresponds to lower impulsivity and faster reaction times.

The IVA also produces an Attention Quotient (AQ) which corresponds to increased attention and attention stamina. The 6½-year old scored an AQ of 64 before and 107 after using Play Attention. The 10-year old scored 103 on the AQ before and 121 after using Play Attention.

The children increased their RCQ's 7 and 33 points, and they increased their AQ's 43 and 18 points. One can relate these improvements in IVA scores to an equivalent rise in IQ scores. These dramatic and highly significant increases of the normalized scores show the potential of the Play Attention system.

The boys can now sit and read books with their parents, have normal social interactions, and be attentive in class. Their parents have reported fewer arguments at home and are pleased with the training because of better social and academic reports from school.

Play Attention is easy to set up and use. Students often will take over the control of the system and the teacher or parent becomes a guide through the learning process.

This unique learning system, including all equipment, instructional videotape, user manual and resource materials, is available now for \$2495.00. To request a free demonstration video, contact Unique Logic + Technology at (800) 788-6786, or visit the web-site at <[www.playattention.com](http://www.playattention.com)>.

**Judith A. Siglin** is a former educator who is applying Play Attention training with elementary students. She has a B.A. in English Literature and Education from Purdue University.

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