



Play Attention is the #1 educational solution to attention problems. Used in over 450 school systems, learning centers, hospitals, and psychologist's offices, worldwide. It has been [featured in the national news media on Good Morning America, NBC News, Woman's World, the Boston Globe, and many other national and international media.](#)

Play Attention is a structured program for attention difficulties that develops:

- ***Improved Focus.*** Play Attention can increase focus and concentration. And it does more. Much more. It develops core skills like ignoring distractions, increasing memory, increasing organization, finishing tasks, and following instructions.
- ***Improved Behavior.*** Hyperactivity and impulsivity are often problems at both school and home. Your child can learn to control these behaviors through Play Attention's patent pending behavior shaping tool. Focus more, fidget less. Once these behaviors are controlled, it's easier for your child to make friends and succeed at school.
- ***Improved Academics.*** If you're tired of seeing your child struggle through school, Play Attention is right for you. Play Attention has helped thousands of school children. It has been used by the public school system since 1996. It is now available for home use. It can improve skills that are necessary to survive and thrive in the classroom. Developed by an educator to help his ADHD students, Play Attention is now the world leader in solving attention.
- ***Improved Social Interaction.*** Play Attention can help improve relationships between siblings or with other children at school. Play Attention can also improve interactions between parents and adolescents with ADHD. Your child does not have to be an outcast or feel different. Play Attention can help your child make friends and learn the skills necessary to keep them.

How Play Attention Works

To understand how Play Attention works, it is important to understand how new neural networks are formed during the learning process.

Current research clearly demonstrates that the brain is always changing (adjusting our neural networks) due to learning and our environment. This process is termed neuroplasticity. Simply put, the brain constantly changes when we learn something new. The brain is an amazing instrument that also has the ability to compensate when it's not fully functioning.

Play Attention students actually train themselves to control the conductor that controls

attention! The brain will change if we instruct it to. This is the foundation of all teaching and learning from pre-school to post graduate. Heretofore, attention was nearly impossible to teach because it is not tangible - not something that is concrete like a pencil. **Play Attention students can see their attention in real-time by controlling the computer screen with their attention alone. Now, attention is concrete and controllable.**

What is Play Attention?

It is powerful learning system that uses a high-tech helmet to read brain signals indicative of focus or concentration. These brain signals control our computer games. Your mind becomes the mouse or joystick! Play Attention allows the user to view the attentive state in real-time. Over time, through deliberate practice, Play Attention students can learn to increase focus and concentration. Deliberate practice entails setting goals to improve skill performance. These games not only teach you to improve focus, but also to ignore distractions, develop memory skills, finish tasks, and become organized. Gradually, the student can retain the skills necessary to be successful in the classroom, work, and home. These skills can improve schoolwork, improve self-esteem, and make life at home much happier.

Can I see a live demonstration?

Every week, we offer free, one-to-one demonstrations of Play Attention. You get to experience it yourself. The demonstration takes about 45 minutes, and you have to opportunity to ask questions in addition to taking control of the computer with your mind.

Attention Is A Skill

Attention can be thought of as the synchrony of brain cells and the networks they form all working together in harmony. Attention, then, is like the conductor of an orchestra. According to Northwestern University researcher, Yee Joon Kim, "The individual players are just playing their own tune, but once the conductor stands in front of the orchestra members, they start playing together. Each individual player in this case is a neuron in the brain."

According to psychology Prof. Satoru Suzuki, attention not only synchronizes neurons, but also makes them function more precisely. "Attention seems to coordinate this whole bunch of neurons so they more precisely follow the changes in the environment," Suzuki said.

The skill needed to control attention is lacking in AD/HD individuals. Their conductor has a difficult time leading his orchestra.

AD/HD Defined

AD/HD is a misnomer of sorts. Persons with Attention Deficit Disorder do not actually have a lack or deficit of attention. AD/HD people actually have a lack of control over attention. This causes their attention to be diffused or scattered over a wide field of stimuli. In other words, their conductor has a difficult time leading his orchestra.

What Is ADHD?

Attention-deficit hyperactivity disorder (AD/HD) is currently defined as a neurological disorder (brain disorder).

ADHD affects both children and adults. It is characterized by symptoms of inattention, impulsivity, and sometimes, hyperactivity.

Conservative estimates indicate that ADHD affects between 5 to 7 percent of school age children, and about 5 percent of adults. The ratio of ADHD boys to girls treated in clinical settings is typically 4:1. Girls are often overlooked, as they do not frequently display hyperactivity or behavioral problems.

The label, attention-deficit/hyperactivity disorder, is a misnomer of sorts. People with the disorder do not have a deficit or lack of attention, but they do have diffused attention; attention that is fleeting and can be sustained only for short periods before moving on.

Often accompanying inattention are such problems as frequent distractibility, difficulty being organized, keeping track of things, making careless mistakes, and failing to complete tasks, etc.

Hyperactivity is often characterized by excessive talking, constant fidgeting, or constantly being on the go as if driven by a motor.

Since most everyone exhibits these characteristics periodically, the AD/HD diagnosis is dependent upon the frequency that the characteristics are exhibited.

ADHD can be easily mistaken for other problems like learning disabilities, unidentified mood disorders or parenting problems.

A subjective diagnosis can be made by a qualified professional using a variety of tests including computerized tests of attention, parent and teacher behavioral checklists, interviews of parent and child, and other tests.

ADHD is commonly treated with medication and medication used in conjunction with educational support and behavior shaping programs.

What Causes ADHD?

Currently, the cause of ADHD is a mystery.

Although ADHD is considered a brain disorder, according to the National Institutes of Health, no certain brain abnormality exists that definitively establishes the presence or absence of ADHD.

ADHD has no biological marker, no place in the brain that clearly marks its location, and so it is not identifiable as to physical location or magnitude. Current research indicates that it may be caused by a variety of factors.

AD/HD may be passed along in families genetically. Immediate family members seem to be more vulnerable to AD/HD. For example, if one identical twin possesses AD/HD, there is a 93% probability that its twin will possess it too. If one parent has ADHD, there is a 25% chance that he or she may produce a child with ADHD.

Although a few studies on ADHD and heredity have been completed, data regarding heredity and AD/HD are primarily based on observation. Further long-term evaluation seems to be necessary, as conflicting data have been produced in various studies regarding ADHD and specific genes.

Using brain scans, researchers have reported structural and functional brain differences between subjects considered normal and those considered having ADHD.

Scanning and techniques like brainwave mapping or QEEG are currently considered new technologies that need more investigation.

Since ADHD has no identifiable location in the brain, it is usually diagnosed by a clinician who uses a series of tests.

Play Attention's Benefits: NASA Inspired

As a schoolteacher, Play Attention's founder was concerned that no tools were available to help ADHD children. He watched them struggle and often fail due to lack of focus and skills necessary to learn. He began researching attention training and found that NASA was using feedback-based technology to improve astronaut performance on flight simulator training.

Since he had training from the National Science Foundation in educational computer programming, he began to develop Play Attention - enhancing NASA's technology for use in the classroom and home.

After years of research and development, Play Attention was introduced to the public school systems throughout the US. Play Attention is now used internationally in homes, learning centers, school systems, psychologist's offices, hospitals, athletics, and industry.

Peter Freer, the teacher who invented Play Attention, spoke at the National Space Society Conference (Washington, DC 2005) at NASA's request to discuss his patented advance of NASA technology. Play Attention is now certified by the Space Foundation.



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