



Play Attention 6 User's Manual

Welcome to the Play Attention User's Manual!

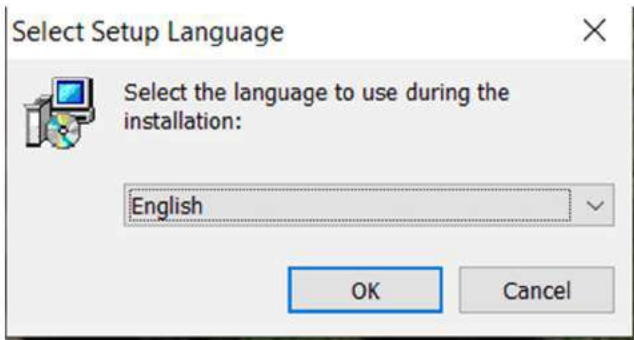
This manual will take you step by step through all of Play Attention's features.

The first step is to install the Play Attention software onto your computer. The software can be found on this CD. Also if you visit the Play Attention support page you can download the software from there. This will require your website login credentials, which were sent to you via email. If you do not have that email you can call 1-828-676-2242 and one of our agents will be more than happy to help you.

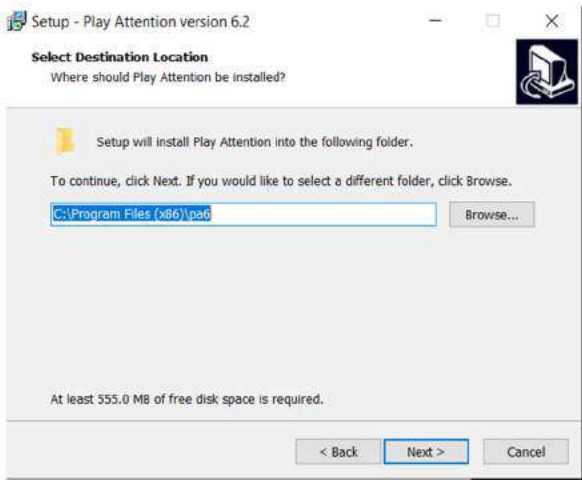
MAC users will find most of the instructions for installation and setup of PA6.2 are the same as our Windows users. We will try to point out where things differ. And as always, if you are stuck please call our Help Desk at 1-828-676-2242.

Installation

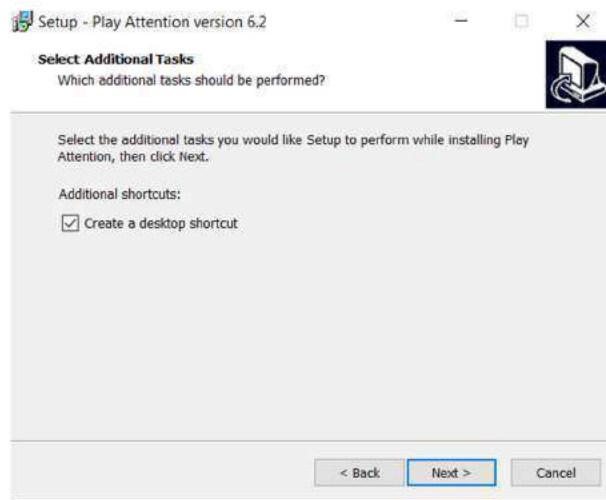
Run the software by double-clicking the file (Play Attention Version 6.2.xx). Select your language from the installer popup. And click **OK**.



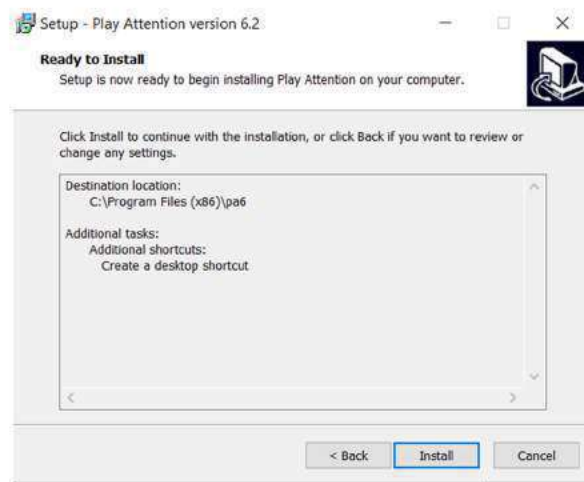
You will want to maintain the default destination. Don't change anything here just click **Next>**.



You will then be asked if you wish to create a desktop shortcut, once again click **Next>**.



Now we are ready to install, simply click the **Install button**, and we're on our way.



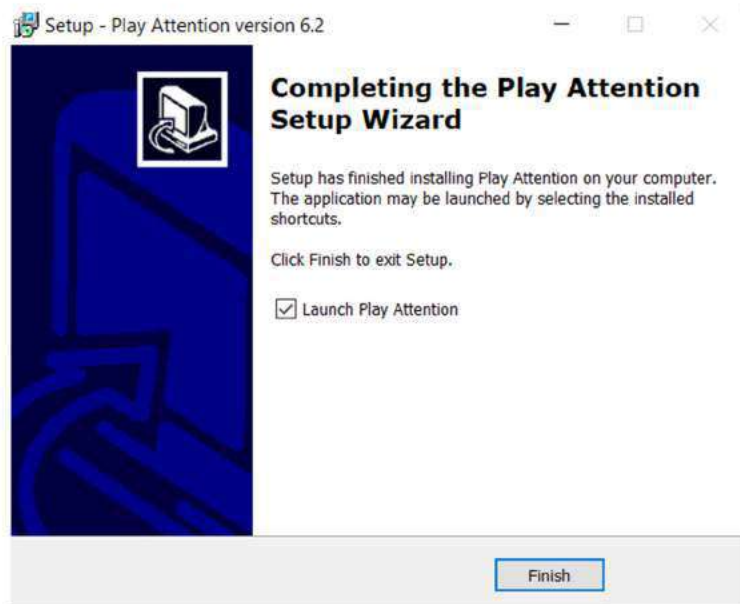
If Java is not installed on your computer then we will attempt to install it. Click **Install>**. MAC users will need to download the Java 8 JDK from Oracle's website and complete the install of Java separately.



And now **Close**.

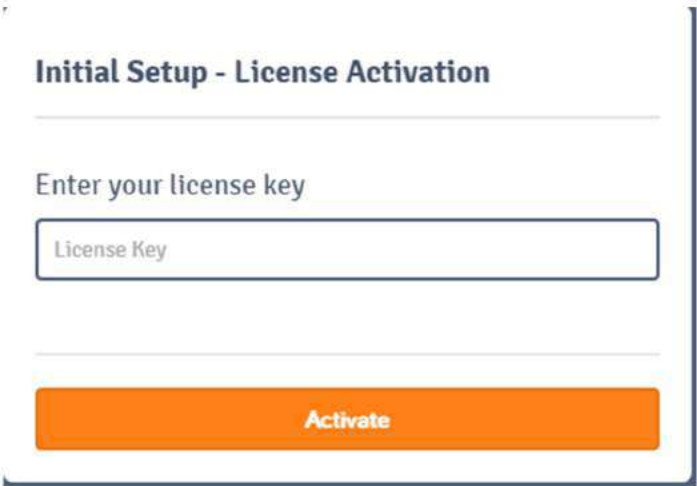


Click **Finish** to complete the installation.



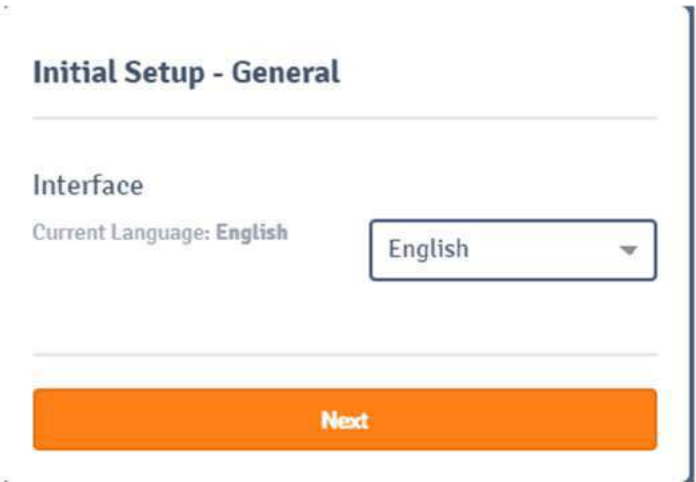
Initial Setup

The very first time you open the Play Attention software, you will be taken to this initial setup screen.



The screenshot shows the 'Initial Setup - License Activation' screen. It has a title bar at the top. Below the title, there is a text prompt 'Enter your license key'. Underneath this is a text input field with the placeholder text 'License Key'. At the bottom of the screen is a large orange button labeled 'Activate'.

The license key should have been provided to you by us. Please key it in when you see this screen and hit **<Activate>**. You will then be taken to this screen:



The screenshot shows the 'Initial Setup - General' screen. It has a title bar at the top. Below the title, there is a section titled 'Interface'. Under 'Interface', it says 'Current Language: English' next to a dropdown menu that currently shows 'English'. At the bottom of the screen is a large orange button labeled 'Next'.

Choose whichever language you prefer and click **<Done>**.

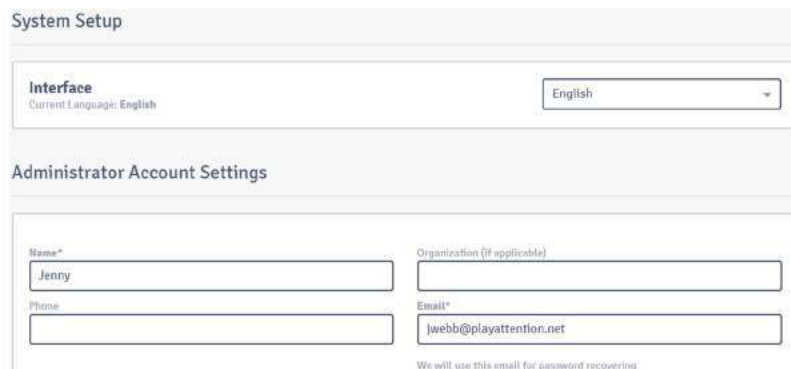
Next, you are asked to provide information to setup your Primary Account. The Name and Email fields are required. All other fields are optional.



The screenshot shows the 'Initial Setup - Register primary account' screen. It has a title bar at the top. Below the title, there is a section titled 'Primary account information:'. Under this section, there are four input fields: 'Name*' (required), 'Organization (if applicable)', 'Phone', and 'Email*' (required). Below these fields, there is a small text note: 'We will send you an email with login/password for primary account'. At the bottom of the screen is a large orange button labeled 'Done'.

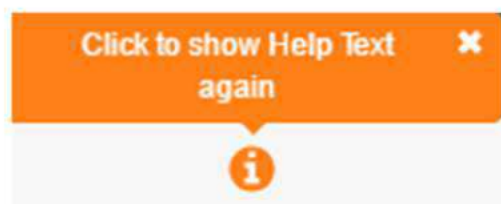
Fill in the fields with the appropriate information and then click **<Done>**. Play Attention will attempt to send the Primary Account an email. If the email is sent successfully then you are sent to the System Settings screen.

The System Setting screen looks like this:



The screenshot shows the 'System Setup' window. It has two main sections. The first section is titled 'Interface' and shows 'Current Language: English' with a dropdown menu currently set to 'English'. The second section is titled 'Administrator Account Settings' and contains four input fields: 'Name*' (filled with 'Jenny'), 'Organization (if applicable)' (empty), 'Phone' (empty), and 'Email*' (filled with 'jwebb@playattention.net'). Below the email field, there is a small note: 'We will use this email for password recovering'.

As you can see, you have the ability to change the language on this screen, and/or change the Administrator information you entered earlier. You may have also noticed the option to Click to show Help text again in the top right:



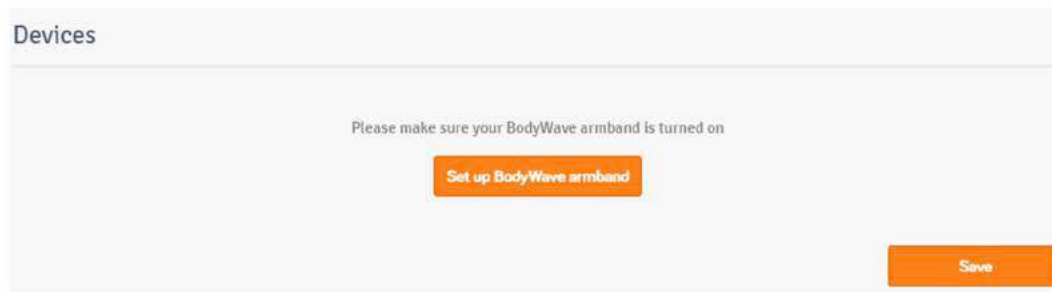
Various fields have little help bubbles that pop up over them the first time you run through the program. These bubbles tell you what each field is for. If you would like to see the bubble again, simply click the orange "i" in the circle.

We also have a secondary email field:



The screenshot shows the 'Email Settings' window. It contains a single input field labeled 'Secondary Email for Progress Review Request' with the placeholder text 'Email'.

This is used if the manager of your Play Attention program is someone other than the main Play Attention offices. This is usually only applicable to resellers. Assuming that you already plugged in your USB Bluetooth Adapter into the computer before beginning the installation process, the next step is to locate it and pair the Play Attention hardware to your computer.



At this time it would be good to assemble the Play Attention equipment. Again, assuming the USB Bluetooth adapter is already plugged into your computer, there are three additional steps:

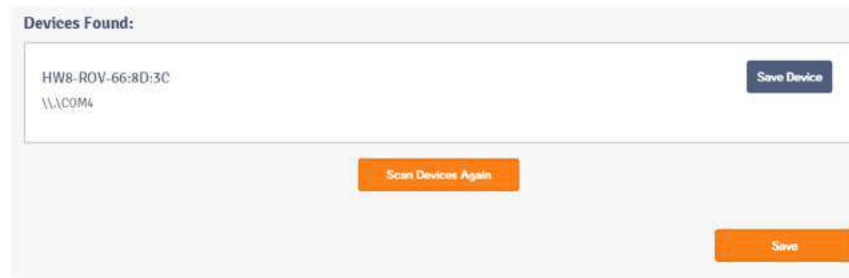
- Insert batteries into the interface box. These should be brand new high end name brand batteries.
- Insert the interface box into the armband sleeve.
- Plug the little blue cord from the armband sleeve into the interface box.

Note: if the interface box automatically turned on when you put the batteries in, (you'll see a red/orange light on the front if this happened), go ahead and turn the interface box off by holding the red button down until the red/orange light disappears.

You can now put the armband on you or another person. Even though it is called an "armband", it doesn't necessarily have to be on your literal arm. With this technology, the entire body is the medium through which the brainwave signals are picked up. Thus, it could be on your arm, your leg, your forearm - it doesn't matter where it attaches, as long as it is comfortable, and all three sensors are in good contact with bare skin.

Once you are wearing the equipment, turn the interface box on by pressing the red button on the front. The light will initially flash **green**, then it will go solid **red/orange**. That red/orange color means "Standby". Later on, when you are actually playing a game, it will start flickering green, which means that information is being exchanged between your interface box and the computer. Once the interface box is turn on, click the **<Set up BodyWave armband>** button.

You will see your device detected like so:



Click "Save Device".

Be sure to hit the **Save** button in the bottom right before moving on.

The Play Attention system has a variety of features that allow each person to customize their training experience. However, many of these customizations are not used by everyone. As such, this manual will go through a linear progression of the basic, most used, and primary features initially, and then at the end there will be multiple appendices that will describe all of the other features. Given that you just installed, you are currently logged in under the System Administrator username and password, which is wise to make note of.

username: **system**

password: **admin**

(All lowercase letters)

Create Your First Coach

Types of Users

There are 3 types of users in the Play Attention system. The **System admin**, the **Coach**, and the **Student**. You can see in the table below that each type has access to different features of the system.

Account Type	Username	Password	Game Session Data	Purchase Rewards	Create Rewards	Create Coaches	Create Students	Generate Reports	Setup BodyWave	Schedule Sessions
System Admin	system	admin	not saved	no	no	yes	yes	no	yes	no
Coach	user defined	user defined	not saved	no	yes	no	yes	yes	yes	yes
Student	user defined	user defined	saved and backed up	yes	no	no	no	no	no	no

A student account is for individuals who are actually training long term on the program. All data from all games played is saved and backed up to the cloud.

A coach account is for implementing the program with the student or students. They have the abilities to create student accounts, set up training schedules, create and review data, create rewards.


The system administrator is **not** the same as a regular coach account, it is used to create the initial coaching accounts and for testing or administrative tasks. The log in info for this is:

username: **system**
password: **admin**

Create Your First User

Let’s create a Coach first.


When you click on the **<Create New Coach>** button, the following screen appears.



Change Avatar

First Name

Last Name

Admin Privileges 

Username

Password

Confirm Password

Email

Phone

Assigned Students

Save Coach

First name and Last name are self-explanatory, but remember, you can use alias names if security is an issue.

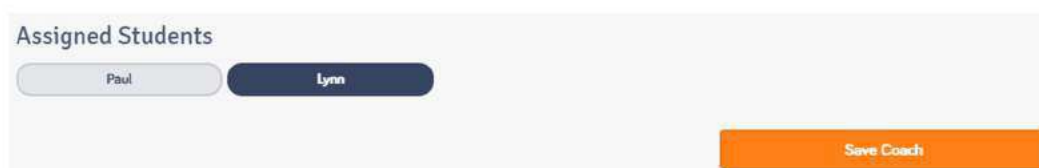
The Username and the Password can be whatever you wish, but please keep in mind that they are case sensitive. As such, you can use uppercase letters or lowercase letters or a mix of both. Confirm password is, of course, just typing in the Password a second time.

Email and Phone are not mandatory.

If you wish, you can upload a picture using the Change avatar button, this is optional.

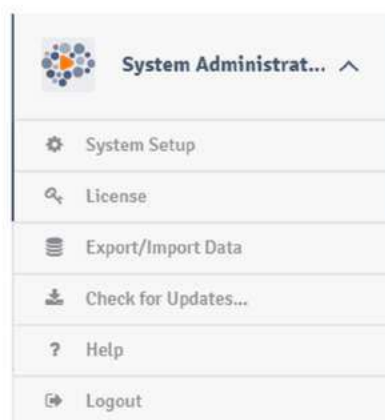
It is also important to take note of the Admin Privileges checkmark button in the top right. When a coach is created, this is checked by default, giving a coach the system administrator features available in Play Attention. This is usually the best scenario. If, however, you want to limit a coach's features to only those needed to implement the program, you can uncheck this.

Finally the Assigned Students row has a list of all students currently on that computer. If there's a situation where there are multiple coaches and multiple students, but not all coaches are working with all the students, the coach being created can click on those students with whom they are working with.



In the above example, one student (Lynn) was clicked and highlighted in dark blue, thus "assigning" that student to the coach being created. Click on the **<Save Coach>** button to complete the process.

Now that we've created our first coach, we're going to log out of the system. Let's log out using the drop down menu in the top right corner of the screen.

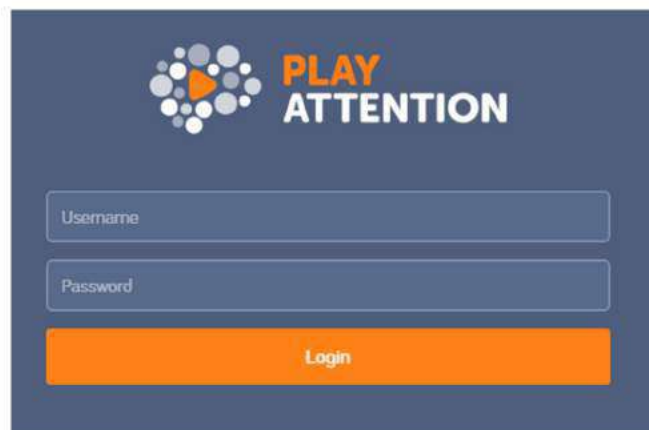


Click Logout at the very bottom, which will take you to the main log in screen. By the way, you may have noticed that at various times a screen will appear briefly that looks like this:



Play Attention has a built-in backup feature that uploads your usernames, passwords, and data from games played to the cloud, so that in the event of a computer crash, or if you change computers, you will always have access to your data.

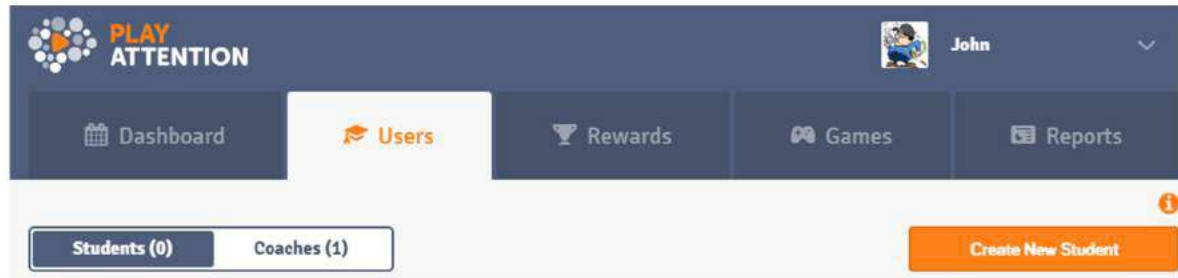
The above screen will disappear automatically once the backup is complete, you will now see the main log in screen.



Please type in the coach username and password that you just created, and then click **<Login>**.

Creating Your First Student

We still don't have any students, so let's click on the **Users** tab to create our first one.



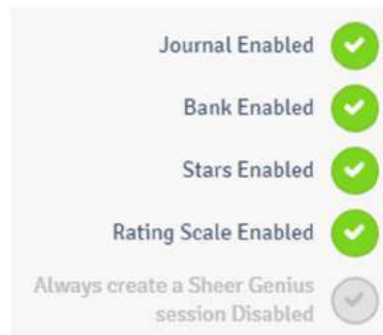
Click on the **Create New Student** button, which will reveal this screen:

The 'Create New Student' form is displayed. It features a large circular avatar placeholder on the left with a play button icon. Below it are buttons for 'Change Avatar', 'Male', 'Female', 'Child', 'Teen', and 'Adult'. The main form area contains input fields for 'First Name', 'Last Name', 'Username', 'Email', 'Password', and 'Confirm Password'. On the right side, there are four toggle switches: 'Journal Enabled', 'Bank Enabled', 'Stars Enabled', and 'Rating Scale Enabled', all of which are currently turned on (indicated by green checkmarks). At the bottom right, there is a checkbox labeled 'Always create a Sheer Genius session Disabled' which is currently turned off.

Just like with creating a coach account, the first step is to fill in all of the blank fields. (First name, Last name, Username, Email, Password and Confirm Password). Since many students don't have an email address, that field is optional. Once again you can upload a picture by clicking Change Avatar, this is also optional. You can also specify the student's gender and general age category underneath.

This is a close-up of the gender and age category selection buttons. The 'Male' button is selected, and the 'Child' button is selected. The 'Female', 'Teen', and 'Adult' buttons are also visible.

You may have noticed over near the top right hand corner of the screen we have several selections:



The first four are enabled by default, as this is the best situation for most students. That being said, generally you'll want to disable the Bank and Rating Scale features for adult users*. Here is a brief overview of each:

1. The **Journal** is a screen that appears at log out and asks questions to the effect of "What did I learn today?", "What am I proud of?", and "What do I need to improve next time?". This prompts the student to reflect on what happened in that day's session and think about what they wish to accomplish moving forward.
2. The **Bank** allows a student to earn points that they can use to purchase privileges or rewards. This kind of positive reinforcement often helps with motivation.
3. The **Stars** feature shows a student whenever they meet all criteria for advancement in a particular game. Each time they do this, a star lights up. There are 5 stars total, and once all 5 are lit, the student is automatically moved up to the next highest skill option.
4. The **Rating Scale** is used in behavioral shaping, by which the coach helps the student gradually diminish and eventually extinguish self-distracting/self-stimulating behaviors like fidgeting, calling out, impulsivity, etc.
5. The **Always Create a Sheer Genius Session** is disabled by default, but you can click on it to enable our software to put together sessions for the student automatically without the coach's input.

* Note: since most adult users work alone without a coach, neither the bank nor the Rating Scale is enabled.

The next feature of a Student User is the Circle of Success.



This refers to individuals other than the student's primary coach who can help provide outside feedback as the student progresses through the program. These are often parents, teachers, counselors, therapists, health care professionals or even just friends who see the student on a regular basis and can comment on the changes they observe in real life. Also, a person in a student's circle of success can receive updates from Play Attention if you choose to send them.

Click **Add Contact** to add a person to the student's circle of success:



A form titled "Circle of Success" with four input fields: "Name", "Email", "Phone", and "Relations..." with a dropdown arrow. A trash icon is to the right of the "Relations..." field. Below the fields is a link that says "Add another contact".

Further down the screen we have the first of our Sheer Genius Settings. Sheer Genius is the software's artificial intelligence, which helps with things like scheduling.

In the setting pictured below, for example, you can tell Sheer Genius how many games per session you want the student to do.



A form titled "Sheer Genius Settings". It contains a question: "How many games should Sheer Genius use per session?" followed by a hint: "(Hint: If you are doing a 15 minute session, we would recommend 3 games. If you are doing a 30 minute session, we would recommend 5 games. If you are doing a longer session, you may select a higher number of games.)". To the right of the hint is a dropdown menu.

Usually the number of games per session is directly dependent on how many sessions per week are being done by that student. Here are some of the most common scenarios:

- 2 sessions per week = 5 games/exercises per session
- 3 sessions per week = 4 games/exercises per session
- 4 sessions per week = 3 games/exercises per session
- 5 sessions per week = 2 games/exercises per session

Once Sheer Genius knows the number of games per session to schedule, you can use the section below to specify which games Sheer Genius pulls from to construct the student's weekly training schedule.



A section titled "Select Games For Sheer Genius List". It contains a list of games with their names, star ratings, and "Played: 0" status. The games are: "Attention Stamina" (5 stars), "Visual Tracking" (5 stars), "Time on Task" (5 stars), "Short-term Memory" (5 stars), "Discriminatory Processing" (5 stars), and "Academic Bridge" (5 stars). There are also links for "Select All", "Reset", and "Reset Custom Game Level". A note at the top says "This game has custom game level".

Click on a game to select it, which will highlight it in darker blue.

As you can see above, the “five core” games are selected by default, and these are Attention Stamina, Visual Tracking, Time on Task, Short Term Memory, and Discriminatory Processing. These are the default combination of games because we have found they cover the largest variety of skill sets needed for the largest percentage of students. As such, the “five core” are always a good choice.

This brings us to the question, “which games do I pick for my student?” Every game Play Attention offers will benefit each student, so there’s no way to go wrong. The reason this is true is because every exercise develops focus as a conscious skill. In addition to focus, each game also develops a secondary skill for which it is named, for example:

- Short Term Memory
- Time on Task
- Discriminatory Processing

If, for example, a student has good memory, but has trouble finishing homework on time, the coach might decide to de-select the Short Term Memory game and they might choose Time on Task game for the student’s exercises. This allows you to customize your student’s program to their individual needs. (For more guidance on which games to choose contact your Executive Functions coach)

Note: The number of different games you have access to depends on the number of games you purchased. A standard Play Attention comes with only the “five core” games and Academic Bridge, (more on Academic Bridge later). so the number of choices may vary.

Once all of the above sections have been filled out for the student, click the **Save Student** button. From then on your newly created student will appear on your User’s tab like this:



Clicking on an individual student will reveal more information about them.

	Lynn			
	Apr 25, 2019 <small>Joined</small>	- <small>Total Time in PA Games</small>	0 <small>Games Played</small>	- <small>Attention</small>
<div> <div>Edit Student</div> <div>Request Progress Review</div> <div>Generate Report</div> <div>Export</div> </div>				

Let's talk about each of the buttons in the middle of the screen above.

- **Edit Student** takes you to a screen that looks like the Create New Student screen, in case you need to make changes to any of the information you entered initially.
- **Request Progress Review** allows you to send the student's data directly to your Play Attention support adviser. He or she will then do a full evaluation of that student's data and reply with a report.
- **Generate Report** takes you directly to the Reports tab, which allows you to graph statistical or behavioral data so you can see how the student is progressing empirically. We'll discuss the Reports tab in greater detail later.
- **Export** allows you to export the student's data file for backup, or transfer to another computer.

A little further down on the same screen we have this section:

Student Rewards and Points

Student has 0 Points.

Redeemed

Bought

Gifts

Long Term

Give points

Give a Reward

Reward	Cost	Redeemed
--------	------	----------

Play Attention has a built-in positive reinforcement system where goals are automatically set for the student, and the successful accomplishment of those goals earn the student points they can spend to buy rewards. The coach sets up the rewards, and this screen gives an overview of the student's progress in that regard. The two buttons off to the right allow the coach to give additional points manually, or give a reward manually. We'll talk more about goals and rewards a little later in the manual.

Establishing a Training Schedule

Now that we've created a student, we can establish a training schedule.

The minimum training frequency for best results is one hour of accumulated play time per week and you can break that into as many sessions as you wish.

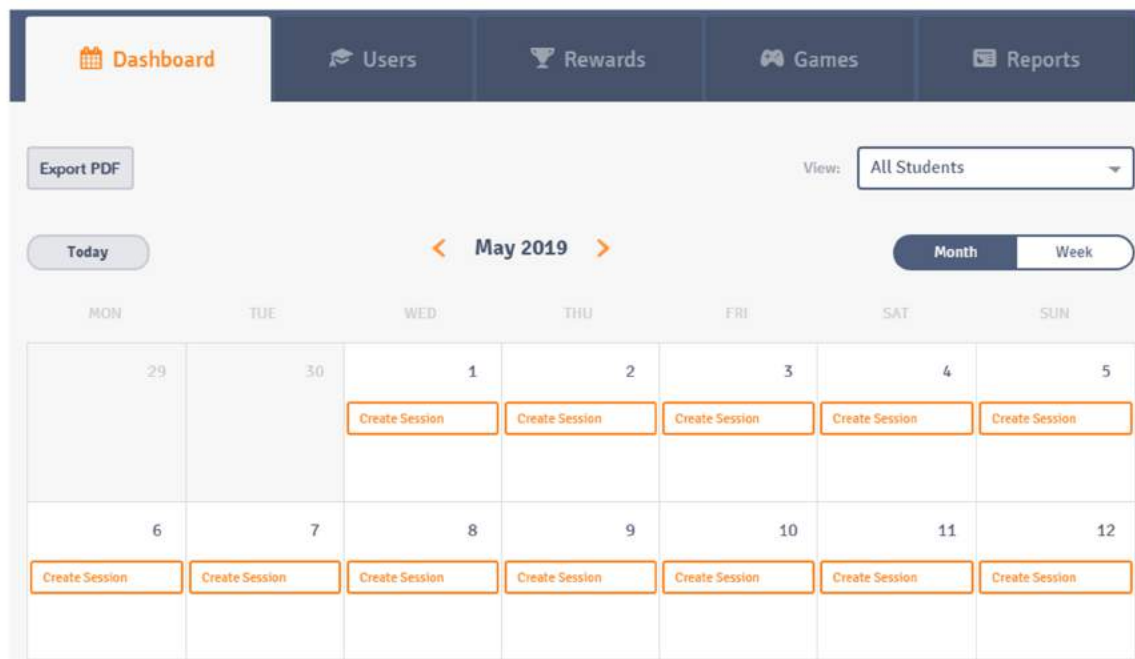
For example, you could do two 30-minute sessions in which you played five of the exercises, or you could do three 20-minute sessions in which you played four of the exercises, or you could do four 15-minute sessions in which you played three of the exercises, etc. We even have some students who play every day, but they just do two exercises or so.

No matter how many sessions per week you decide to do, you'll see the fastest progress if the sessions are "scheduled" ahead of time, like a routine. For example, if you were doing three sessions per week, perhaps you could play on Monday's and Wednesday's at 7:00 pm, and then Saturday mornings at 9:00 am. It doesn't matter what days you pick, nor does it matter what times on those days, as long as it's the same from week to week.

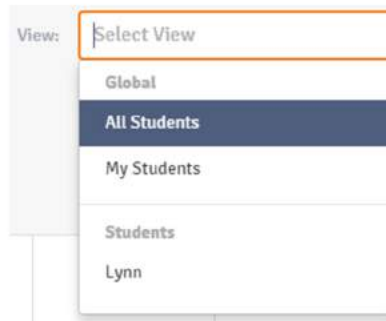
Feel free to mix and match what exercises you play from session to session, but please keep in mind that each individual game also has a recommended minimum play frequency, and that minimum is twice per week. In other words any individual exercise should be played twice per week, every week, minimum. With this in mind, it is usually best to pick 5 or 6 games to work on initially and leave the others out, (if you have access to more than 6). Playtime spread out over too many games will cause skill mastery to occur much more slowly. It is far better to leave some games out if you cannot play them all twice per week, and then months down the road, once the student has mastered their initial 5 or 6 games and graduated from them, you can put in games you left out in the beginning.

The above overview guidelines are more for your general knowledge than anything else. Play Attention's Sheer Genius artificial intelligence will greatly assist you in putting together a consistent training schedule for each student.

To begin scheduling, click on the Dashboard tab.

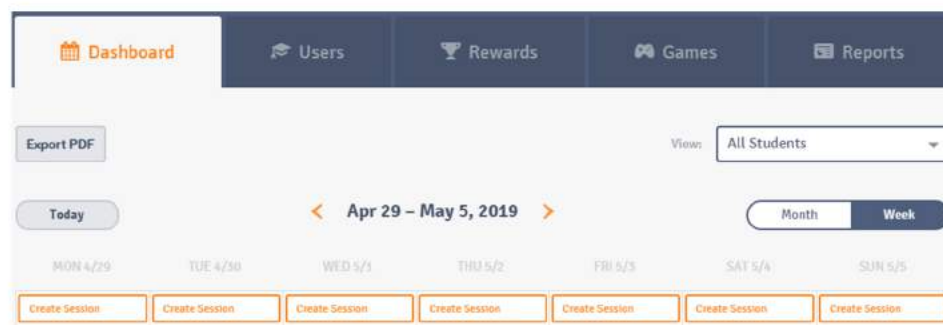


You'll notice in the top right hand corner there is a drop down menu that defaults to All Students. This allows you to view the schedules of every student all in one calendar. You can also use that drop down menu to narrow the view, like so:



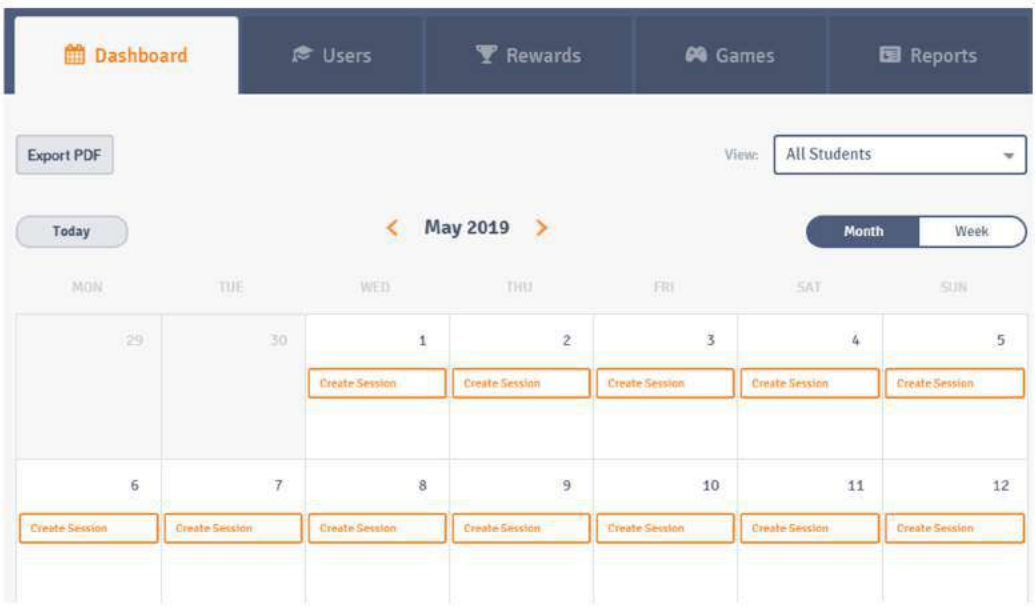
Instead of seeing the schedules for all students, you can see only those students assigned to you as a coach (My Students) or choose one specific student from the students list.

You can also use the buttons right underneath to toggle between Month view, (shown above) or a Week view shown here:

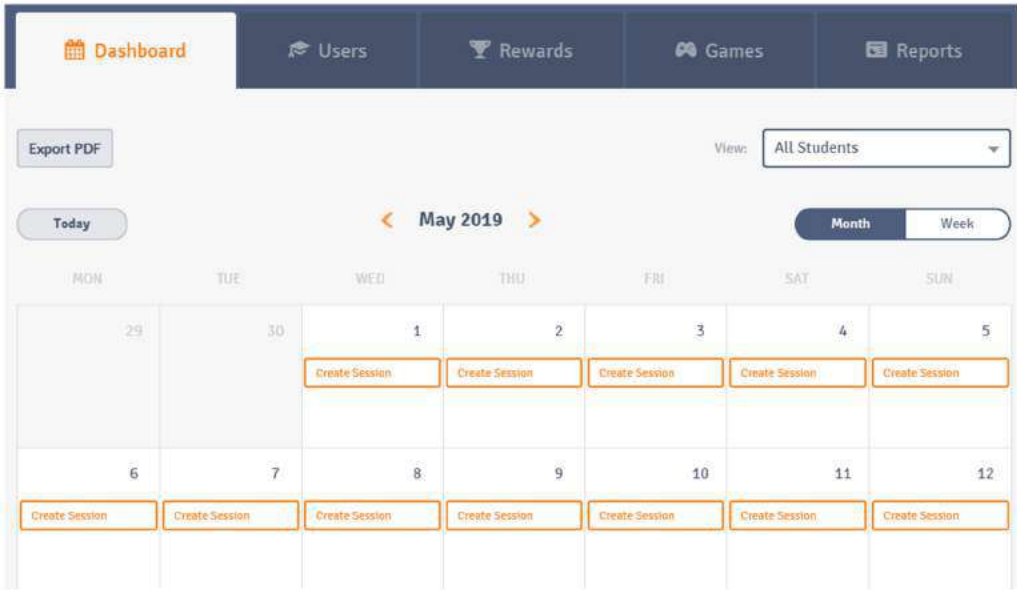


You can use the time frame guide (shown as "Apr 29 - May 5, 2019" in the screenshot above) to move forward or backwards in time, either by month or week, depending on which view you currently have toggled. To go back to present day, simply click the **Today** button in the top left corner.

Let’s stick with the “Month” view for now:



Now we can begin the process of creating a schedule by clicking on a particular date. For this example, we chose May 1st.



Choose the student that you want to schedule a training session:

Create New Session

Lynn

The date is already selected based on what you clicked on the calendar:

Date

05.01.2019

You have the option to change the date if you wish by clicking the calendar to the right:



Next choose the time you want the session to start on that date:

Time

12 :00 PM

Finally you can choose how long you want the session to last:

Duration 00:30

In addition, there are two buttons here that probably need clarifying.

Create Custom Session

Save Auto Session

Custom Session

Click the Create Custom Session:


Create New Session

Recurring Session? ☒

Date: 05.01.2019

Time: 12 :00 PM

Duration: 00:30

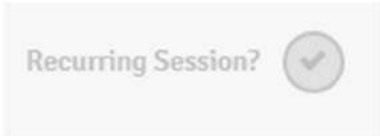
 **Lynn**
Coach
John
Johnson
April 25, 2019

Behavioral Objective

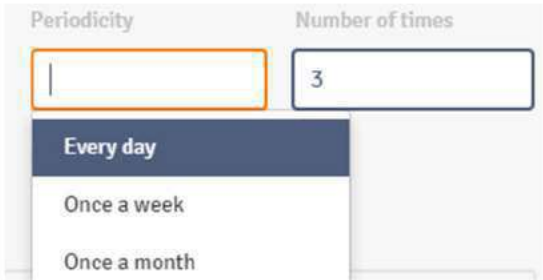
Games
3 Games selected

Save Session

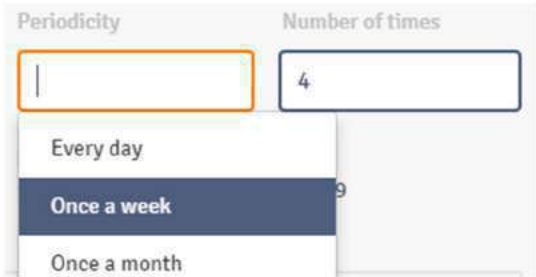
Notice there are more options now. One important feature is the **Recurring Session** check mark selection in top right corner:



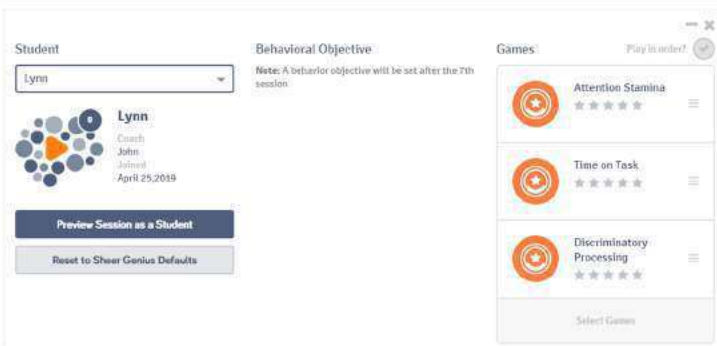
If the session you are creating is a session that you want to be scheduled again and again, you can check that circle and specify the interval at which you want it to reoccur.



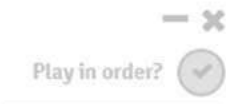
In the above example, this session will be scheduled every day for the next 3 days. In a second example below:



This session will be scheduled once a week for the next 4 weeks. Since most training routines are done on a weekly basis, this allows you to create a long term schedule with minimal amount of effort. The "Custom" part of Create Custom Session comes when you click the plus sign (+) next to the x.



You now have the ability to select the games you want that student to play in that session. You can also choose if the selected games have to be played in order, or if the order doesn't matter (see the Play in order? check mark circle in the top right).



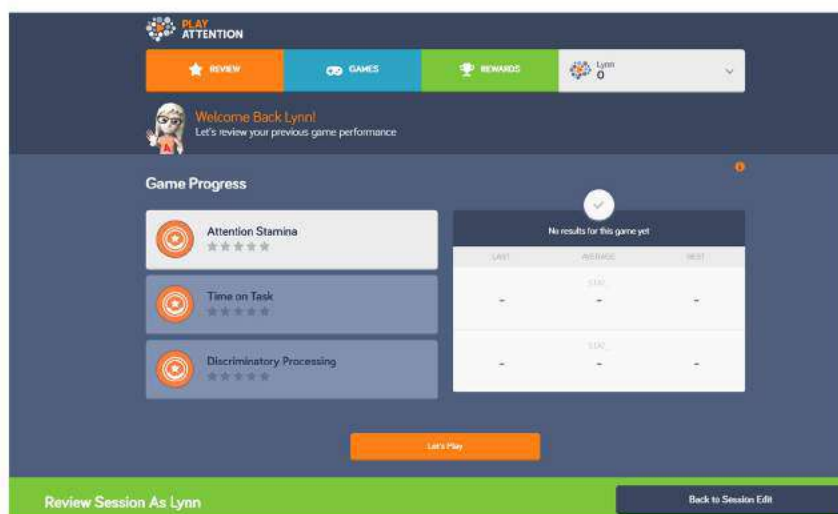
If you make changes, but then decide you do not want them, you can always click Reset to Sheer Genius Defaults.

Reset to Sheer Genius Defaults

The last feature is the Preview Session as a Student button:

Preview Session as a Student

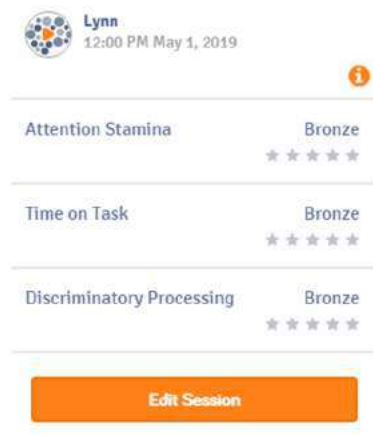
Clicking this will allow you to see what your scheduled session will look like from the student's point of view. (When the student logs in under their username and password):



You can simply click Back to Session Edit to return where we were.

The screenshot shows a 'Create New Session' form. At the top right, there's a 'Recurring Session?' checkbox. The form has fields for 'Date' (05.01.2019), 'Time' (12:00 PM), and 'Duration' (00:30). Below these fields is a section for session details. It includes a profile for 'Lynn' (Coach John, joined April 25, 2019), a 'Behavioral Objective' field, and a 'Games' section showing '3 Games selected'. At the bottom right is a 'Save Session' button.

Once you have the session the way you want it click Save Session. If you want to delete the session go back to the dashboard click on the session and click edit.



Click on the trash can to delete the session.



You will be asked Are you sure want to remove this session?

Are you sure want to remove this session?

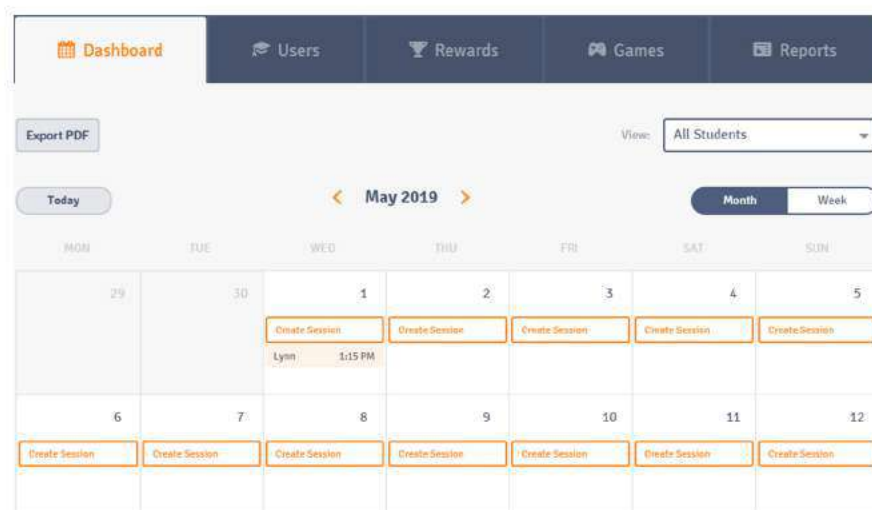


Auto Session


The other option we had was Save Auto Session.



Choosing this option will allow Play Attention's artificial intelligence (Sheer Genius) to create the session for you in one quick step. No matter which way you choose (Create Custom Session or Save Auto Session) after saving you will see the session you just created on the main calendar.




Click on the session itself to view the details, or you can edit it:



Lynn

1:15 PM May 1, 2019



Attention Stamina	Bronze
	★ ★ ★ ★ ★
Time on Task	Bronze
	★ ★ ★ ★ ★
Discriminatory Processing	Bronze
	★ ★ ★ ★ ★

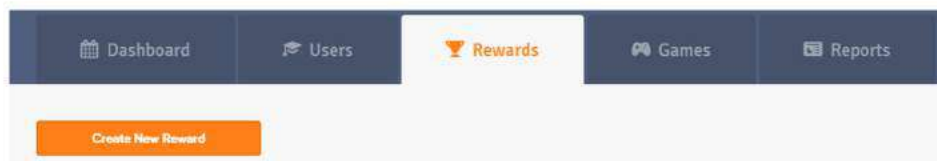
Edit Session

Creating a Rewards System

Play Attention has a built-in rewards system to help with motivation.

The software will set goals automatically for the student, and every time a student successfully accomplishes one of those goals, they are awarded a prize point. These points go into the Bank where they accumulate and can eventually be turned in for tangible privileges or rewards. Since the goals are set automatically, and the accomplishment of goals is done by the student, the only thing the coach is responsible for is creating the rewards themselves.

To do that let's click on the Rewards tab.



Click the Create Reward button.

A screenshot of the 'Create New Reward' form. The form is titled 'Create New Reward' in the top left corner. It features a large placeholder image with a black question mark on a gray background. Below the image is a dark blue button labeled 'Change Picture'. To the right of the image, there are three input fields: 'Reward Name' (a text box), 'Point Value' (a text box with the number '5' entered), and 'Description' (a larger text box). Below these fields is a checkbox labeled 'Available for all students' with a small icon to its left. At the bottom right of the form is an orange button labeled 'Save Reward'.

1. Change picture.



This allows you to upload a picture to visually represent the reward.

For example, if the reward is going to be a trip to the park, perhaps upload a picture of children in a local park.

2. Reward Name and Description.

Reward Name

Description

Perhaps the reward name is "Trip to the park." If more description is required this could be, "The student gets to go to the park on Tuesday afternoon after school for 1 hour."

3. Point Value.

Point Value

The number of points the student has to spend to purchase the reward in question. In this case it's 10 points.

Note: Depending on the way you set up the student's training schedule, most individuals play between 10 and 12 games per week. They have the potential to earn between 10 and 12 points per week.

That means you will need to multiply that number by the number of weeks you want your student to work before they're able to buy a particular reward, and that's the number of points you should put in for that reward. In the above example, the student should take about a week to earn their trip to the park.

4. Select which students will be able to achieve this reward by selecting their names, or click the **Available for all Students** circle to allow access for all students in the system.


☒ Available for all students

Lynn

Click the Save Reward button and your newly created reward will be listed on the main screen of the Rewards tab.

Dashboard Users **Rewards** Games Reports

Create New Reward



Trip to the park

Description
Lynn gets to go the park on Tuesday afternoon after school for 1 hour.

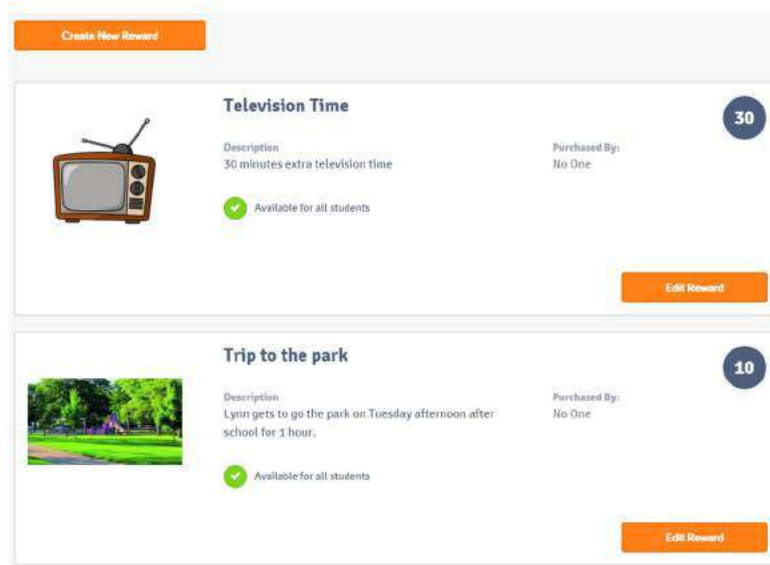
Purchased By:
No One

10

☒ Available for all students

Edit Reward

As each reward is created it is added to a list that you see whenever you click the Rewards tab.



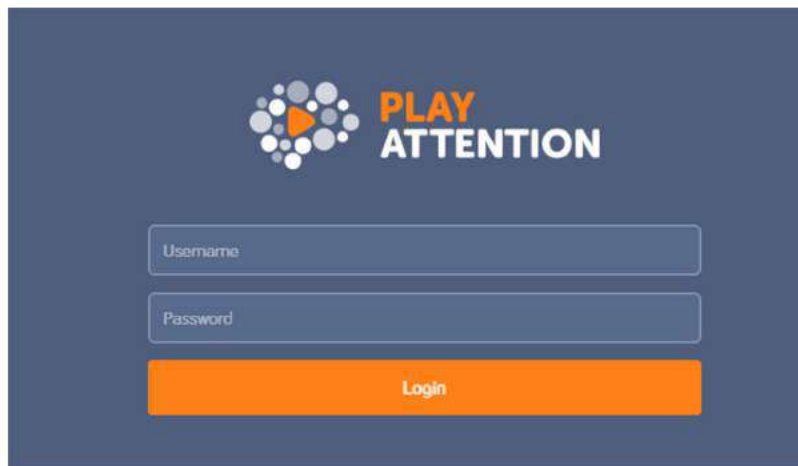
If you want to make any changes simply click on the **Edit Reward Button**.

It's time to log out as our Coach and look at what the Student is going to see when they log in.

To log out use the drop down menu in the top right corner:



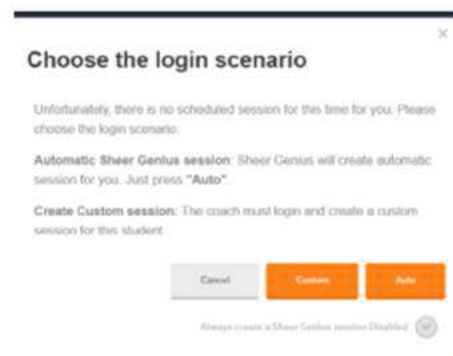
Logging in and Playing Your First Game



The login screen features a dark blue background. At the top center is the 'PLAY ATTENTION' logo, which consists of a cluster of white and grey dots forming a play button shape, followed by the text 'PLAY' in orange and 'ATTENTION' in white. Below the logo are two input fields: 'Username' and 'Password', both with light blue borders. At the bottom center is a large orange button labeled 'Login' in white text.

Type in your Student's username and password and click Login.

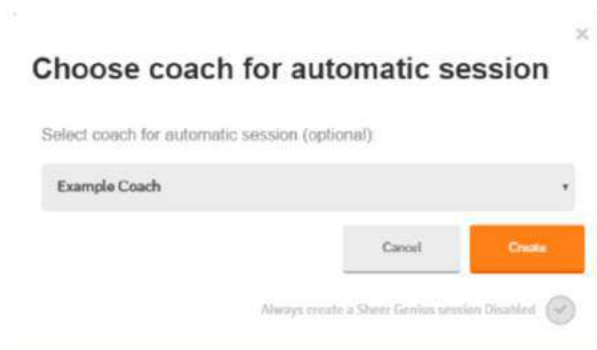
You may see this screen if you haven't created a session for this Day and Time:



This dialog box is titled 'Choose the login scenario'. It contains the following text: 'Unfortunately, there is no scheduled session for this time for you. Please choose the login scenario:'. Below this, there are two options: 'Automatic Sheer Genius session: Sheer Genius will create automatic session for you. Just press "Auto"' and 'Create Custom session: The coach must login and create a custom session for this student.' At the bottom, there are three buttons: 'Cancel' (grey), 'Custom' (orange), and 'Auto' (orange). A checkbox at the bottom right is labeled 'Always create a Sheer Genius session Disabled' and is currently checked.

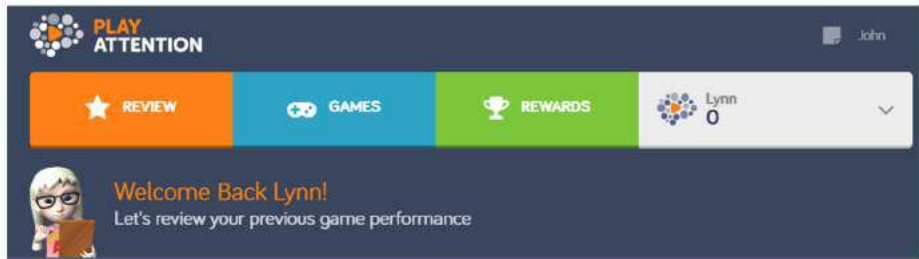
This is appearing because even though we may have created sessions for our Student those sessions are not scheduled for right now. They are scheduled at some time in the future.

Click **Auto** to allow Sheer Genius to create a session for us. On the next screen choose a coach from the dropdown menu and click **Create**.

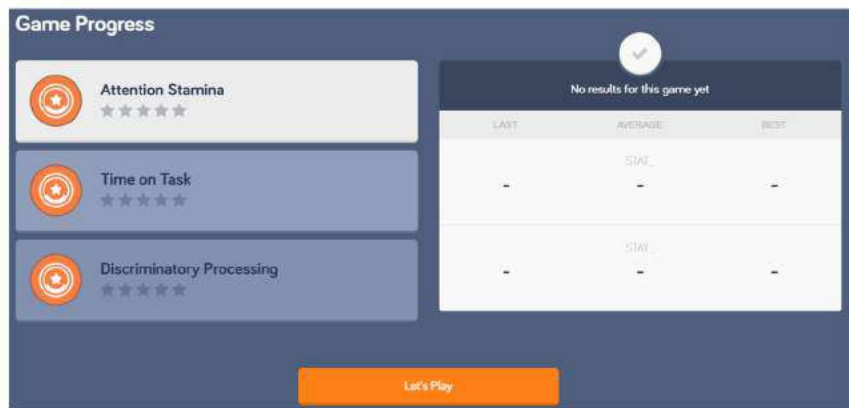


This dialog box is titled 'Choose coach for automatic session'. It contains the text 'Select coach for automatic session (optional)'. Below this is a dropdown menu with 'Example Coach' selected. At the bottom, there are two buttons: 'Cancel' (grey) and 'Create' (orange). A checkbox at the bottom right is labeled 'Always create a Sheer Genius session Disabled' and is currently checked.

You will now see the main student screens:



Notice the selections for a student are a little different than what we saw while logged in as a coach.



By default you will be on the Review tab (shown above) which allows you to see what the student did on the last session and how they performed. If our student hasn't played any games yet these fields are blank. (note: "No results for this game yet")

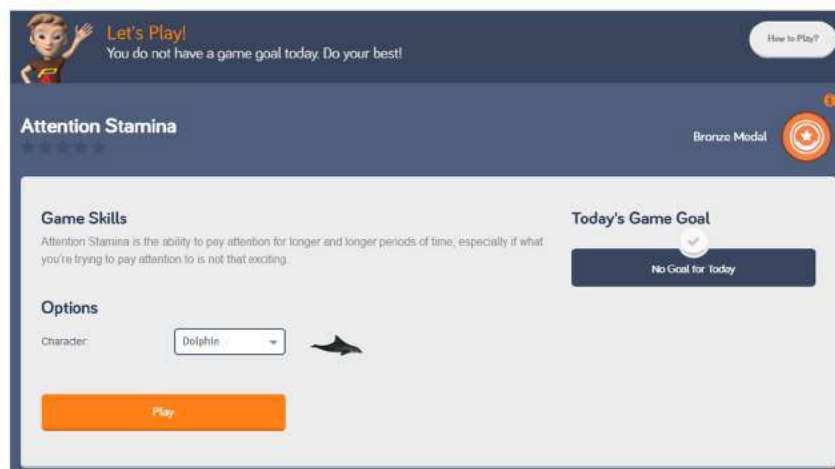
To start let's click on **Let's Play** at the bottom of the page.

This takes you to the Games tab which you could also get to by clicking on the tab at the top of the navigation bar.

You will now see all games scheduled for that student to play today:



Click on **Attention Stamina**.



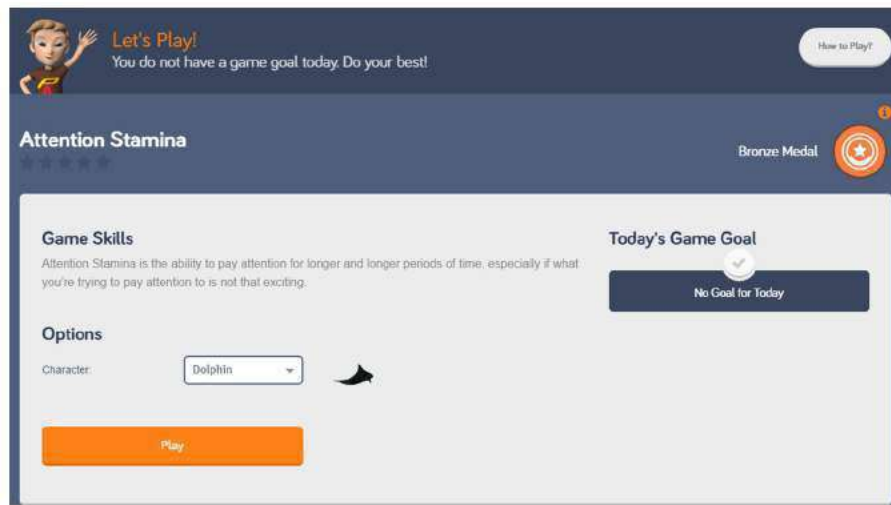
The above screen for Attention Stamina has a description of the skill being developed along with today's goal for the student. The Bronze Medal icon in the upper right indicates this student is on the beginner level of Attention Stamina.

All Play Attention games (with the exception of Academic Bridge and Lotus) have three levels. Bronze, Silver, and Gold and these levels get more complex as the student progresses through them. For this reason it is extremely important that a student thoroughly master the Bronze skill option before moving up to Silver. The additional elements put into Silver and Gold are meant to be distractions, and they are effectively stimulating if they are encountered too quickly, which defeats their purpose. The good news is Play Attention has a built in performance monitor that will tell you when it is time to move up in each game. In terms of linear time, if a student is accumulating at least the minimum of an hour per week, every week, most are on Bronze for the first 2 to 3 months. So there's no rush to move up. Premature advancement will always slow progress. Again the software will tell you when it is time to move up in each game.

To see the how-to-play information click on the **How to play?** button on the top right. All Play Attention exercises have this feature and clicking on it will give detailed instructions on how to play the game in question.



Once you've read the instructions for a particular game click Thanks to return to the main play screen:



Prepare your Hardware for game play.

- Plug the USB Bluetooth adapter into your computer.
- Make sure there are fully charged batteries in the interface box.
- Place the interface box inside the armband sleeve.
- Plug the little blue cord from the armband sleeve into the interface box.
- Make sure the armband is on a person with the sensors touching bare skin.
- Turn the interface box on. The little red/orange light on the front of the box is on.

Note: when you are actually playing a game the light will start flickering green. This means that information is being exchanged between your interface box and the computer.

The BodyWave armband is only monitoring brainwave activity. It has no idea where a student is looking or even if their eyes are open or closed. It only knows if they are focused (as opposed to daydreaming, or distracted). It's possible to look away from the screen and not necessarily cause the characters to react negatively. The student could still be very focused but focused on something else. The problem is if the student is not looking at the screen they are no longer receiving real time feedback on their level of attention and learning is no longer occurring. For this reason the primary component of this kind of training is that whenever a game is running the student's eyes are open and on the screen.

In preparations for the game we are about to play, take a deep breath, let it out slowly, and just try to relax. Once the Attention Stamina Beginner/Bronze begins, try to focus on the character without any kind of internal dialogue. You're not thinking "go down character" or anything like that. Instead you want to have a blank mind and try to be in the moment. Internal dialogue is like daydreaming, and will make it much harder to get the character to swim down.

Play for 45 seconds. After that please push the **<ESC>** key on your keyboard and you will be asked, "Are you sure you want to quit?" Please click Yes.

You will then see this message:



Click Yes again.

So how did you do? Were you able to get the character to swim down to the bottom? If not don't worry, it takes time and practice to improve your ability to focus.

After clicking Yes for the second time you should be seeing the Behavioral Shaping screen:

A screenshot of a "Behavior Shaping Input" screen. It has a dark blue header with the title "Behavior Shaping Input". Below the header are three rows, each with a behavior description, a score, and a slider. The first row is "Engages in nervous habits (e.g. twists hair, bite nails, chew objects)" with a score of 0 and a slider. The second row is "Off task (e.g. eyes moving off target)" with a score of 0 and a slider. The third row is "Cannot adjust behavior to expectations of situation" with a score of 0 and a slider. The scores are in green boxes, and the sliders are on a dark blue background.

The Star System and Criteria to Move up

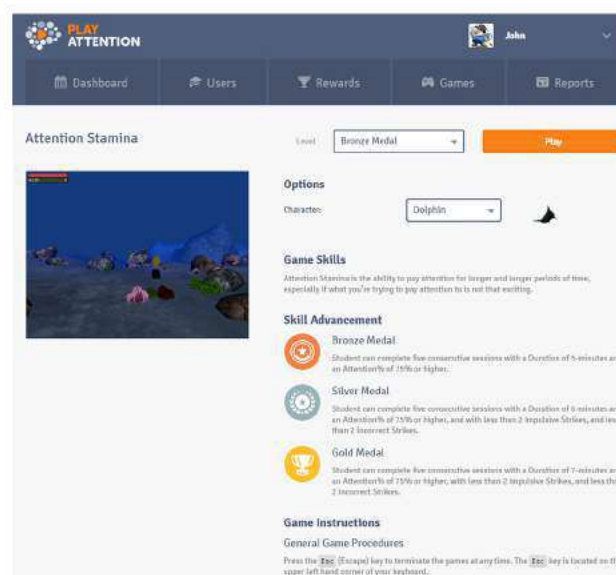
Every game has certain criteria a student must meet to advance through the skill options, (from Bronze/Beginner to Silver/Intermediate, to Gold/Advanced, and Gold/Advanced to graduate).

Every time a student meets all criteria for advancement within a particular game, one of their previously empty star slots lights up in that game. If they meet all criteria 5 times **in a row** within a particular game, (all 5-star slots are lit) the software moves them up to the next skill option within that game.

The “**5 times in a row**” part is emphasized because that’s very important to remember. All criteria have to be met in 5 consecutive attempts. If a student does not meet all criteria in a particular attempt, they effectively start over and their stars in that game disappear.

1. Each of the 5 times in a row must boast full duration attempts. This means playing each attempt until the game completes. For most exercises, this is 5 minutes on Beginner/Bronze, 6 minutes on Intermediate/Silver, and 7 minutes on Advanced/Gold. However, some games (like Time on Task for example) can go over those times, since they run until the task itself is complete.
2. Each of the 5 times in a row must boast 75% attention or higher.
3. Each of the 5 times in a row must boast 2 incorrect strikes or less per attempt, and 2 impulsive strikes or less per attempt in games where accuracy is applicable, (Discriminatory Processing, Visual Tracking, etc.)

To review specific criteria for advancement within a particular exercise, login as Coach, click on the <Games> tab, and then select the desired game for more detailed information:



Important Note on Advancement

Though coaches have the option to manually move a student up through the skill options, this is generally not recommended. Because Intermediate/Silver and Advanced/Gold are more complex than Beginner/Bronze, they are actually easier for a student who is moved up too quickly. In other words, the added elements we put in that are meant to be distracting to the student on Intermediate/Silver and Advanced/Gold, are actually **stimulating** if encountered before mastery of Beginner/Bronze has occurred. In fact, we actually see faster graduation rates among students who stayed on Beginner/Bronze for longer than was perhaps necessary, compared to those who moved up too quickly.

Premature advancement will almost always slow progress, so it's best to let Play Attention's Sheer Genius artificial intelligence move students up once mastery has been conclusively demonstrated.

Behavioral Shaping

This part of the program deals with Behavioral Shaping which is an integral component of coaching.

The 3 Duties of a Coach:

1. **Scan the eyes:** This means you are watching where the student is looking whenever a game is running. The BodyWave is only reading brainwave activity, so it is up to the coach to make sure that the student's eyes are open and on the screen. Depending on the coach/student relationship, each pair develops their own way of facilitating this. The one we most often suggest is for the coach to sit at a diagonal angle over the student's right or left shoulder, off at an angle so they can see one of the student's eyes in profile. If one eye is on the screen the other one is too. This method puts the coach out of the student's field of vision, making sure the coach isn't a distraction. This also allows for a less stressful situation for students who are sensitive to being watched. If the student can't directly see their coach they can forget the coach is there and focus solely on the Play Attention screen.
2. **Verbal redirection:** In Play Attention verbal redirection is constituted solely by single sentence commands. These can be as brief as, "John please keep your eyes on the screen." Or "John let's not talk until the game is over." While an exercise is actually running a coach must keep their interaction with the student to an absolute minimum. Otherwise the coach may become a distraction or they will cause the student's focus to shift away from the screen. Interaction is okay before games, after games or in between games, but it must be minimal during a game.
3. **Behavioral Shaping:** Each Play Attention system comes with a white laminated chart with a pen attached to it. On this chart are written lots of different behaviors. The Coach should use it to quantify any physically repetitive behaviors the student is doing during each game. Many students with attention challenges display what are called self-distracting or self-stimulating behaviors. These are things like fidgeting, calling out, impulsivity, fingernail biting etc. Such behaviors often evolved as coping mechanisms. Behavioral Shaping allows a coach to very gradually get rid of these behaviors over time and the first step in this process is simple observation. Use the chart to quantify the number of times the student does each behavior. Any physically repetitive movements should be quantified on the white laminated chart, usually using a hash mark for each incident of each behavior.

Then at the end of each game this screen appears:



PLAY ATTENTION

John

Behavior Shaping Input

Engages in nervous habits (e.g. twists-hair, bite nails, chew objects) 0

Off task (e.g. eyes moving off target) 0

Transfer the information you recorded on the white laminated chart into the software. If you marked it down that this student fidgeted a total of 5 times during this particular game, type '5' next to Fidgets:



Fidgets 5

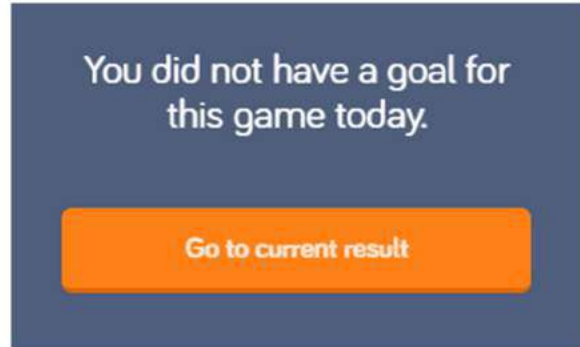
Once you have entered the number of times each behavior was recorded during the game click **Submit**.



Submit

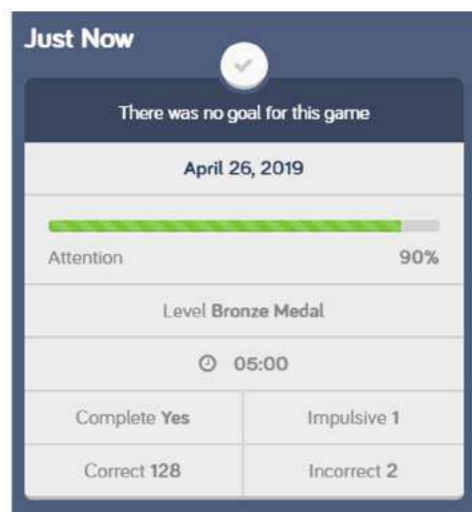
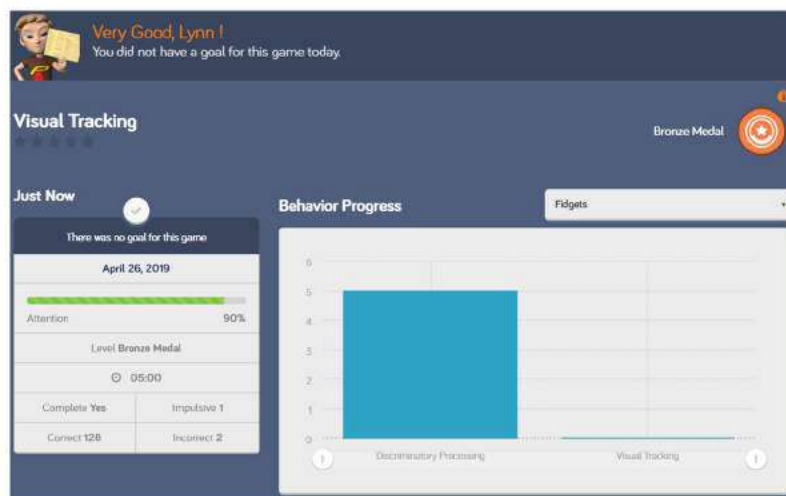
Game Results and Statistics

If this is the first time you've played a game you will see the following screen:



This is the case since there have been no previous attempts to base a goal on for today. Click **Go to current result**.

This screen shows a summary of how the student did during this session.



The date is clearly displayed, and underneath is the Attention percentage, the duration, which is how long the Student played the game during this session.

Most Play Attention exercises end automatically at 5 minutes on the Beginner/Bronze skill option. The student should play each game for its full duration. However, coaches always have the option to end a game early if they need to by pressing the **<ESC>** key on your keyboard.

When you press the **<ESC>** key while a game is running the game stops and you get a message that asks, "Are you sure you want to quit?" If you answer "Yes" the game ends early. If you answer "No" the game resumes.

Note: using the <ESC> key multiple times during a single game has proven to cause errors in the Attention%.

Play Attention embraces a philosophy of allowing students to play as long as they can play successfully. It is important not to push a student past their abilities. Play Attention will set goals for the student to play a little longer next time they try the game in question. This way the student can gradually build up to playing all of their games for the full duration.

Attention percentage is the most important statistic in Play Attention. In the example above this means that 90% of the 5 minutes the student was paying attention to the absolute best of their ability. The other 10% of the time the student was focused at a level that was less than her absolute best.

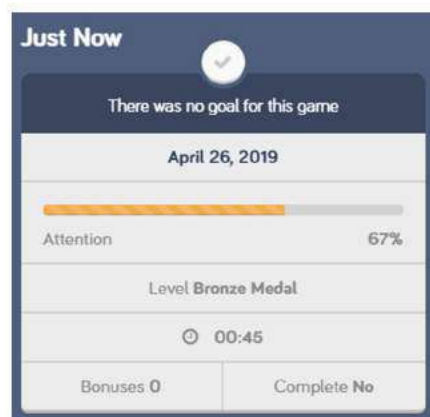
It's crucial to be very clear on what the Attention percentage is, and perhaps more importantly what it isn't. It's not the percentage of time the student was focused. It's the percentage of time that the student was at maximum focus. The ability to attain and sustain genuine maximum focus state is a skill that takes training to acquire. It takes practice like any other skill.

With this in mind the long term goal for Attention Percentage is 75% or higher consistently.

The 2 Primary Game Goals:

1. Play the Game to Completion.
2. Achieve an Attention Percentage of 75% or better.

Bonuses and Completion:



Bonuses and Completion are also tracked.

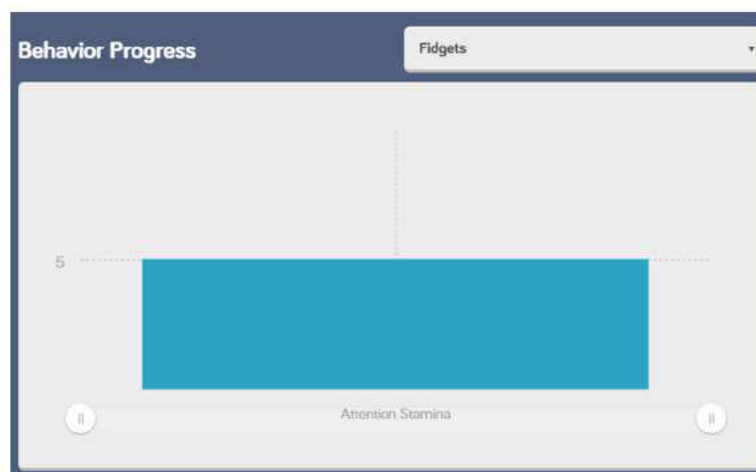
Bonuses are earned whenever the student is doing “extra” well in an exercise and it’s different from game to game. So there’s really no “optimal” or “perfect” number of bonuses. They are just for fun.

Complete lets you know whether the Student played the game to the end.

Behavior Graphs

This is a graph of the behaviors the coach recorded during the game. As subsequent games are played more graphs are shown. By the end of the session the coach can see very easily what behaviors are occurring the most and in what games.

The drop-down menu allows you to graph any behavior you want.

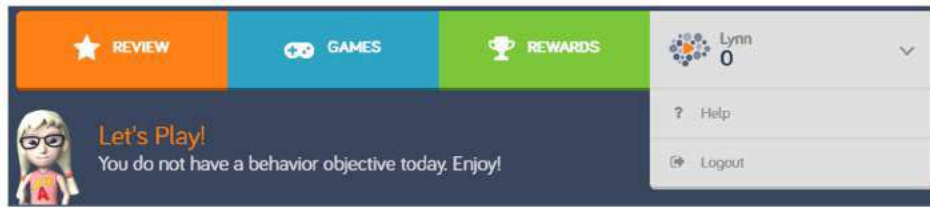


Once you’ve looked at the statistical and behavioral data, you can click the Back to Games button in the bottom right hand corner and you are ready for the next exercise in the session.

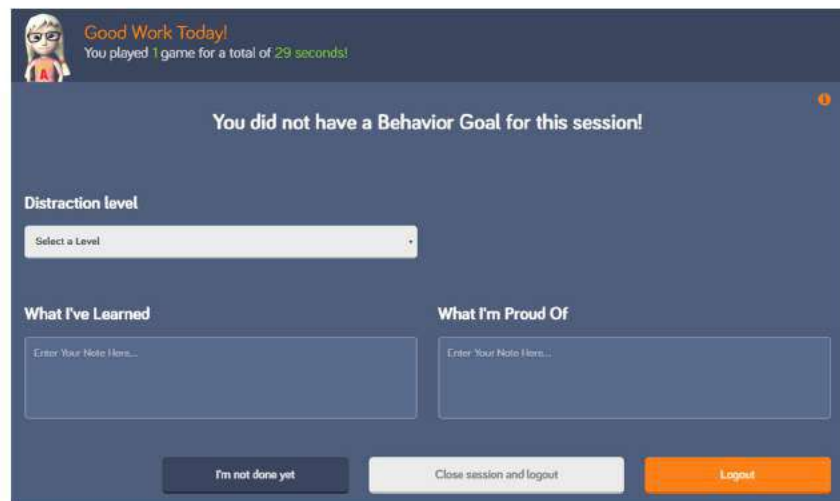


After all the Games are Played

Once you have completed your session click the drop-down menu in the upper right hand corner of the screen and click Logout.



Choose a Distraction Level.



The distraction level allows you to indicate what level of environmental distraction was going on during the session:



If it was quiet during the session select "Low". If it was noisy or a lot was going on you would select "Medium" or "High". This is subjective, general description of the environment. It won't affect the student's scores but when reviewing data later on it might help to know whether or not things were calm or hectic.

What I've Learned	What I'm Proud Of
<input type="text" value="Enter Your Note Here..."/>	<input type="text" value="Enter Your Note Here..."/>

What I've Learned and **What I'm Proud Of** are open fields that allow you or your student (or both) to type in anything about the session. The point of doing this is to provide an opportunity to dialogue because the more the student is prompted to talk about the session and answer questions about it, the longer the experience stays in their short term memory. There's no such thing as a wrong answer.

The purpose of the Journal is to praise the things the student did well. Not to focus on the things with which they struggled.


<input type="button" value="I'm not done yet"/>	<input type="button" value="Close session and logout"/>	<input type="button" value="Logout"/>
---	---	---------------------------------------

Once you've filled in these fields you can click Close session and logout. This will return you to the main log in screen.

Logout options:

1. **Logout** - This logs the student out but does not close the session. Choose this if the student will return to the session soon (an hour).
2. **Close Session and Logout** - This closes the session, data is written to the database and the student is logged out.
3. **I'm not done yet** - If you've forgotten something you can always go right back in by choosing this option.

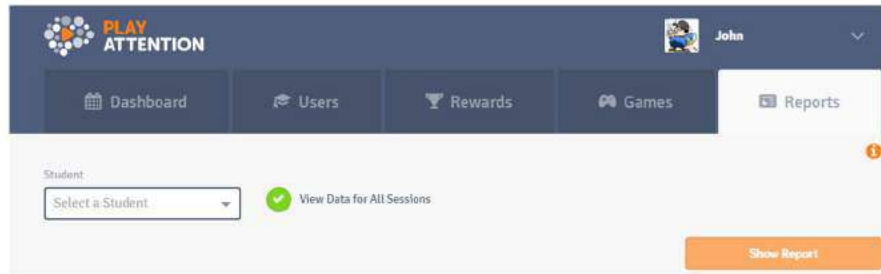
Either way you always want to log out to the main screen before closing the Play Attention program.



Reports

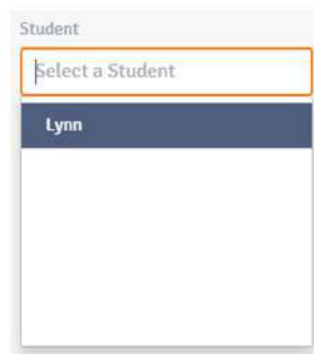
All data from each game a student plays is stored by PA6 and the Reports tab allows you to view that data.

Coaches have the ability to generate reports. Initially, there is not enough student data to make a report non-trivial. When a student has accumulated many hours of game play, these reports can tell the story of their progress.



The screenshot shows the 'PLAY ATTENTION' dashboard with a navigation bar containing 'Dashboard', 'Users', 'Rewards', 'Games', and 'Reports'. The 'Reports' tab is active. Below the navigation bar, there is a 'Student' dropdown menu with the placeholder text 'Select a Student'. To the right of the dropdown is a green checkmark icon and the text 'View Data for All Sessions'. At the bottom right is an orange 'Show Report' button.

To begin first choose the student for whom you wish to generate a report:



This close-up shows the 'Student' dropdown menu. The placeholder text 'Select a Student' is visible. Below the placeholder, the name 'Lynn' is listed as a selectable option.

By default the **View Data for All Sessions** is check-marked.

This generates a report with data from each session the student has ever played. If you click the **View Data for All Sessions** to deselect it, you can define a range of dates.



This screenshot shows the 'Reports' interface with the 'Student' dropdown menu set to 'Lynn'. The 'View Data for All Sessions' checkbox is checked. To the right, there is a 'Time Period' section with a 'Select Date' field and a calendar icon. An orange 'Show Report' button is at the bottom right.

Clicking on the Select Date field allows you to generate reports within a specific time period:

Student: Lynn

View Data for All Sessions

Select Date

April 2019

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
14	31	01	02	03	04	05	06
15	07	08	09	10	11	12	13
16	14	15	16	17	18	19	20
17	21	22	23	24	25	26	27
18	28	29	30	01	02	03	04
19	05	06	07	08	09	10	11

Tod... Clear Close

April 2019

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
14	31	01	02	03	04	05	06
15	07	08	09	10	11	12	13
16	14	15	16	17	18	19	20
17	21	22	23	24	25	26	27
18	28	29	30	01	02	03	04
19	05	06	07	08	09	10	11

Tod... Clear Close

Click on the Show Report button to see the Student's data.



Student: Lynn

View Data for All Sessions

Show Report

Lynn

All Sessions

	9 h 42 min Time Played	141 Points Earned	105 Games Played	45 Sessions
<div> <div>Request Progress Review</div> <div>Email Circle of Success</div> <div>Export PDF</div> <div>Export CSV</div> </div>				

The summary pictured above allows you to see the total amount of time the Student has played, the number of points earned for successfully accomplishing goals, and the number of sessions played. Notice also the buttons across the bottom.

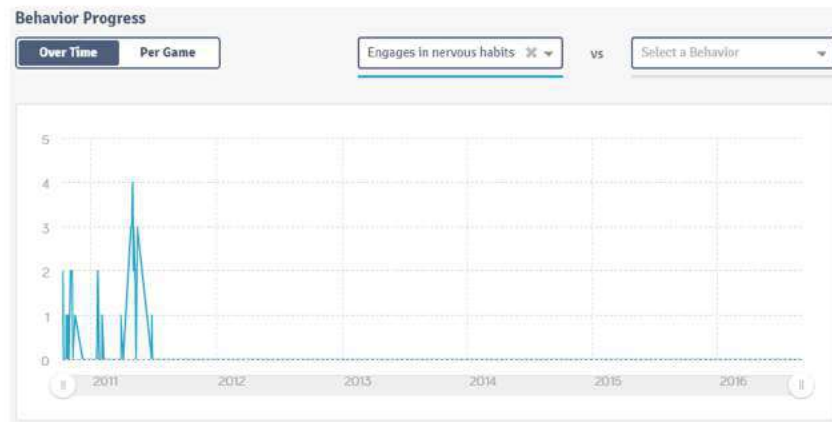
Request Progress Review allows you to send the student's Play Attention data to your Educational Support Adviser so an evaluation can be done.

Email Circle of Success allows you to send the reports you've generated to anyone who is a contact for that student.

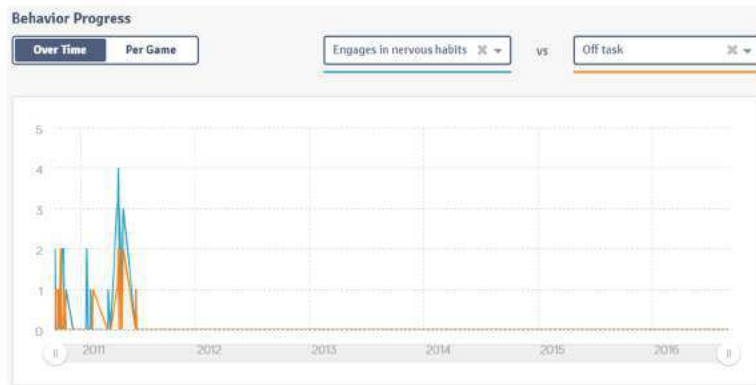
Export PDF creates a PDF of the report and allows you to save it locally.

Export CSV generates a 'comma separated value' file that can be imported into a spreadsheet or other analysis program.

Types of Graphs



In this case the statistic being graphed shows the frequency with which this Student engaged in nervous habits during her session. The blue line shows raw number of occurrences over time. The above graph shows just one behavior, but you have the ability to select a second behavior and graph both for comparison. In the following screen shot the frequency of being off task is being compared over time to the frequency of engaging in nervous habits.



The same data can be expressed Per game as opposed to Over time.



The next type of report deals with statistical information such as duration, impulsive strikes, and attention percentages. The first step in generating a report of this kind is to choose what game or games you wish to graph.



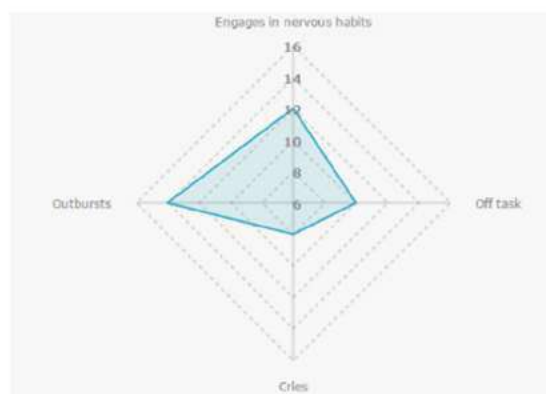
This can be done by clicking on a game or games from the list above. If no games are clicked, data for all games are shown. That can be a bit much to start with. We will begin by just viewing one game at a time. In the screen shot above we've clicked on Attention Stamina to reveal the following:



We are now seeing various statistics graphed over time, including the Attention Percentage, the Duration, and the number of Impulsive strikes. You can also see the number of Octopi correct, Octopi incorrect and bonuses. Each statistic is expressed via Last, Average, and Best.

- Last cites the last time the student played that game.
- Average cites the average of all the times the student played that game.
- Best cites the highest performance the student had with respect to that statistic.

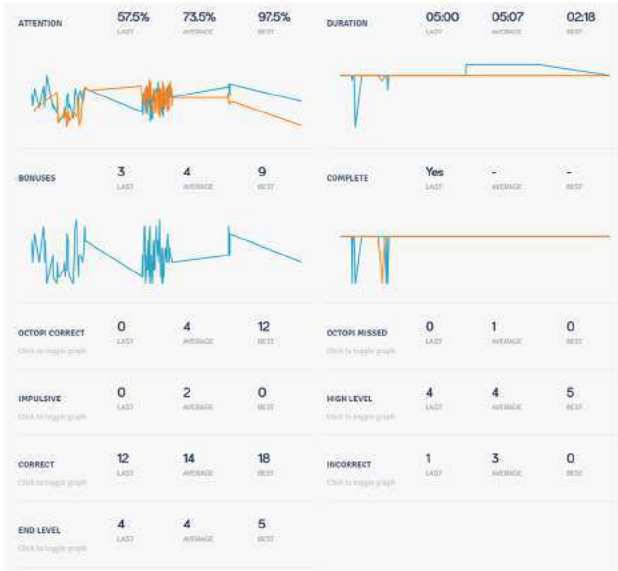
Finally a graphical representation of the behaviors the student exhibited in that game within the selected date range.



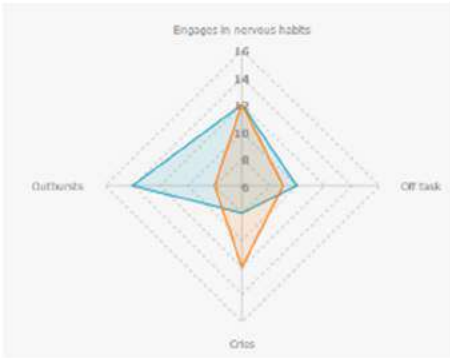
There are 4 behaviors shown in the above screen shot (Engages in nervous habits, Off task, Cries, and Outbursts) but these could be any 4 behaviors depending on which 4 that particular student is doing the most. The graph then compares the occurrences of all 4 in one display. In the above display, Outbursts is happening the most, followed by Engages in nervous habits, then Off task, and finally Cries, which is happening the least. The further away from the center the blue area goes, the more that behavior is occurring. The closer to the center the blue area is, the less that behavior is occurring. The above graphs were for only one game. In this case, Attention Stamina, but you have the ability to select a second game and compare the two. For example, we'll select Short Term Memory.



Notice above the Short Term Memory is underscored with a orange line and Attention Stamina is underscored with a blue line. These lines correspond to their respective data in the graphs themselves. Note: When comparing two different games at the same time in this way, the Last, Average, and Best numbers are an average of data from both games.



The same is true with the behavioral graph:



The orange represents behavioral data in Short Term Memory, while the blue represents behavioral data from Attention Stamina. This way you can compare the two. Another way statistical data can be viewed is via the correlation feature:

Correlation

All Games ▼ Select Results Type Select Results Type

All games are selected by default though you have the option to select individual games via the drop down menu. Once again we'll choose Short Term Memory.

Correlation

All Games ▼

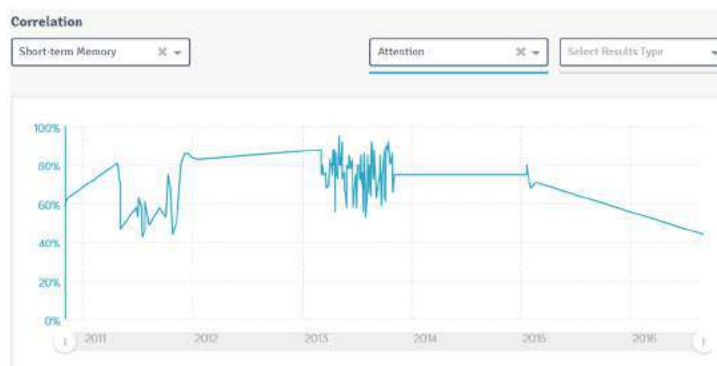
- Attention Stamina
- Discriminatory Processing
- Time on Task
- Short-term Memory**
- Visual Tracking

Next we choose the statistic you want to see via the Select Results Type drop down menu.

Select Results Type ▼

- Attention**
- Duration
- Bonuses
- Complete
- Distractors Correct

In this case we've chosen Attention. There are two Select Results Type boxes so you can compare two statistics if you wish. For simplicity we'll just take a look at a single statistic here.



Now we have a graph of the students Attention percentages over time for the Short Term Memory game. If we want to add in a second statistic...Duration, for example...the resulting graph will show both.



Once again the color of the line indicates which statistic is which in the graph. The purpose of this kind of graph is to be able to see the correlation between two different statistics. The final way data can be graphed is via the Game Data Comparison feature.



In this case you would select two different games then select a single statistic to compare between the two.



In the above example, we're comparing the student's attention percentages in Short Term Memory and Attention Stamina. Those are our data reporting features! These allow you to see progress occurring in a variety of ways.

Appendix I: Available Features for System Administrator or Coach

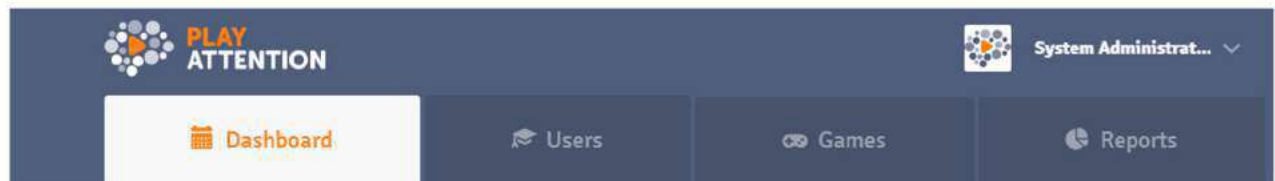
As previously discussed, coaching usernames and passwords are created using the system administrator username and password which are:

Username: **system**

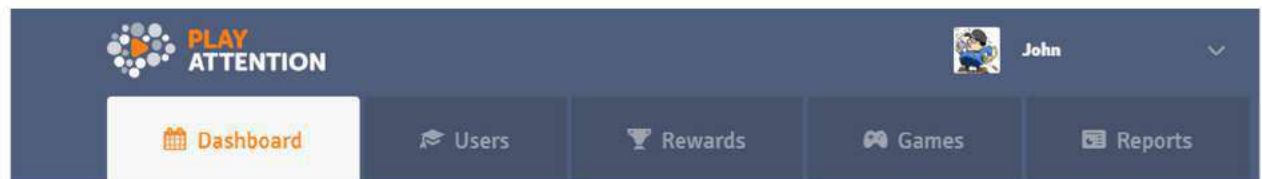
Password: **admin**

(All lowercase letters)

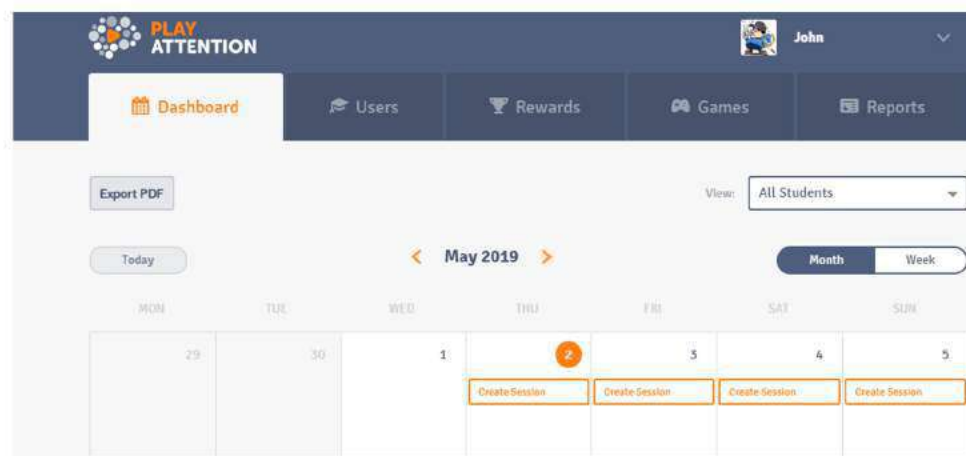
Coaching usernames and passwords have almost the same features as the system administrator with one or two exceptions. The main one is that the system administrator display (pictured below) does not have a **Rewards** tab:



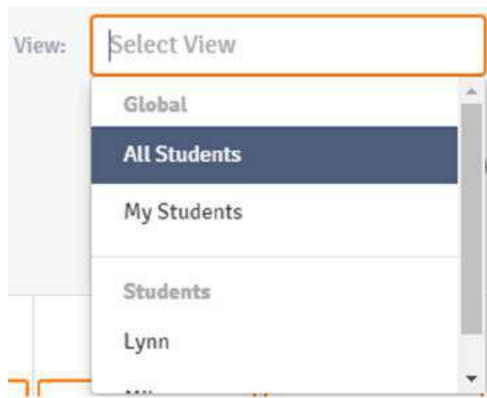
While a coaching username and password looks like this:



This is because system administrator is not considered to be an actual coach. So, if you are putting together rewards for a student, you should really be doing it under an actual coaching username and password.



As described in the *linear progression*, the **Dashboard** tab allows you to view a calendar which will have all scheduled sessions. You can use the **Select View** dropdown menu to choose between seeing all students at once, all students belonging to a specific coach, or only a specific student.

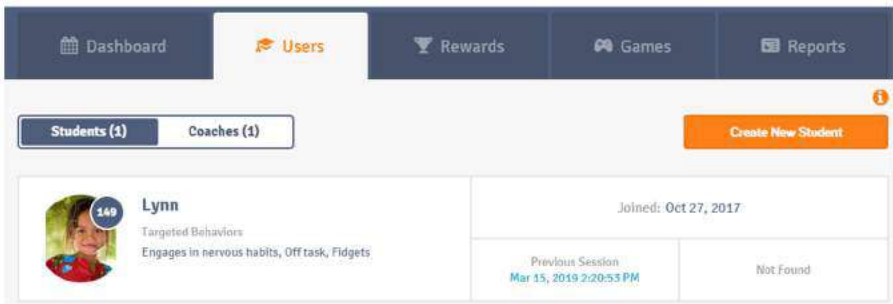


The **Month/Week** toggle allows you to switch between viewing one week at a time, or the entire month.




Coaches use this screen to schedule sessions for their students. The system administrator ID can be used to view schedules, but not create them (this is one of the exceptions mentioned above). This is the case simply because the system administrator is not considered an actual coach.

Also described in the *linear progression*, the **Users** tab allows you to create new coaches or new students, edit coaches or students previously created, or delete coaches or students from the system altogether. Since some features were not discussed during the *linear progression*, let's discuss those now.



From the **Users** tab click on the username you wish to work with. In this example, we will choose Lynn. This time, however, Lynn has been playing for a while. As such, you can see more information, including when she was created, how much total play time she has accumulated, how many total games she has played, and what her average Attention percentage is.



Lynn

Oct 27, 2017

Joined

10h 3m 17s

Total Time in PA Games

110

Games Played

91.9%

Attention

TARGETED BEHAVIORS

Engages in nervous habits (e.g. twists-hair, bite nails, chew objects)

Off task (e.g. eyes moving off target)

Fidgets

Edit Student

Request Progress Review

Generate Report

Export

Student Sessions


Session Time and Date	Points Earned	Behavioral Goal	
2:20 PM, March 15, 2019	2	Engages in nervous habits 1 time or less	<div>Review Session</div>
12:13 PM, March 15, 2019	1	Engages in nervous habits 0 times	<div>Review Session</div>
10:20 AM, March 15, 2019	3	Engages in nervous habits 0 times	<div>Review Session</div>

The **Edit Student**, **Request Progress Review**, **Generate Report** and **Export** features were previously discussed in our *linear progression*, but since this student has data, you can see a new feature labeled **Student Sessions**. This allows you to click on a particular session, (arranged by date) and see exactly what the student did that session:

Lynn

2:20 PM Friday, March 15, 2019

Engages in nervous habits 1 time or less



3m

Duration

1

Games Played

84%


Attention

Email Circle of Success

Export PDF

Export CSV

Game Data (1)

 Time on Task

★★★★★
Played: 10

Maintain 75% attention or higher

ATTENTION

86.5%
SELECTED

94%
AVERAGE


100%
BEST

DURATION

04:49
SELECTED

05:42
AVERAGE

01:01
BEST



This information may look a little unfamiliar, since we haven't seen a student with actual data before. Each of these features will be explained in detail later when we go over the **Reports** tab.

Notice the **Edit Student** button along the left side? Click it to see more options:



149

Lynn

Oct 27, 2017 Joined	10h 3m 17s Total Time in PA Games	110 Games Played	91.9% Attention
TARGETED BEHAVIORS			
Engages in nervous habits (e.g. twists-hair, bite nails, chew objects)	Off task (e.g. eyes moving off target)	Fidgets	

Edit Student


Request Progress Review

Generate Report

Export

Here you can edit various information.

Lynn



149

Change Avatar

Male

Female

Child

Teen

Adult

First Name

Last Name

Username

Email

Password

Confirm Password

Journal Enabled

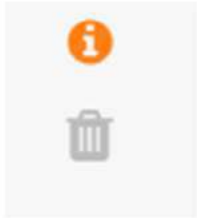
Bank Enabled

Stars Enabled

Rating Scale Enabled

Always create a Sheer Genius session Enabled

You can delete the coach or student entirely using the gray trashcan icon in the top right corner:




If you are doing this for a student, you will be asked if you want to export their data first, so no data is lost:

Dashboard

Reports

Lynn



149

Change Avatar

First Name

Last Name

Username

Email

Password

Confirm Password

Journal Enabled

Bank Enabled

Stars Enabled

Rating Scale Enabled

Always create a Sheer Genius session Enabled

Student deleting

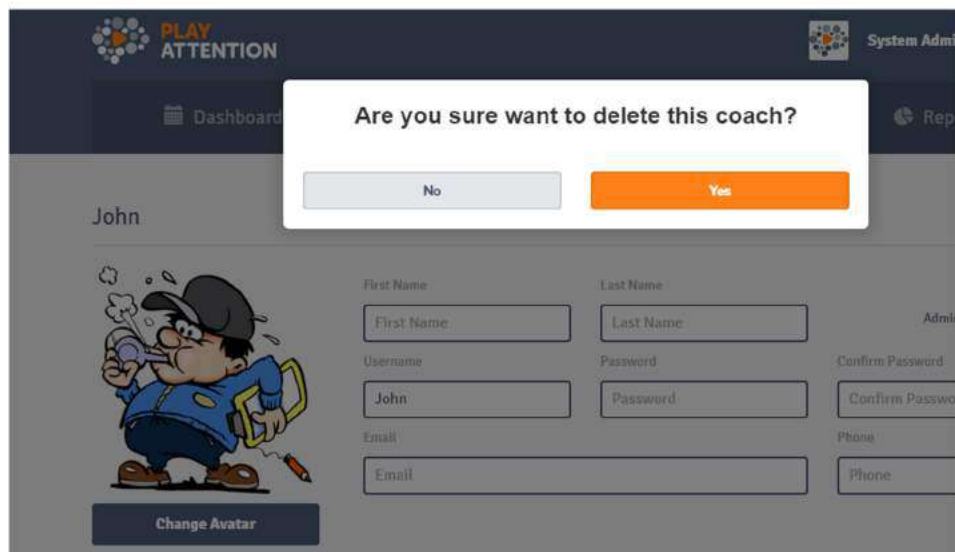
Would you like to export this user's data before deleting?

Cancel

No

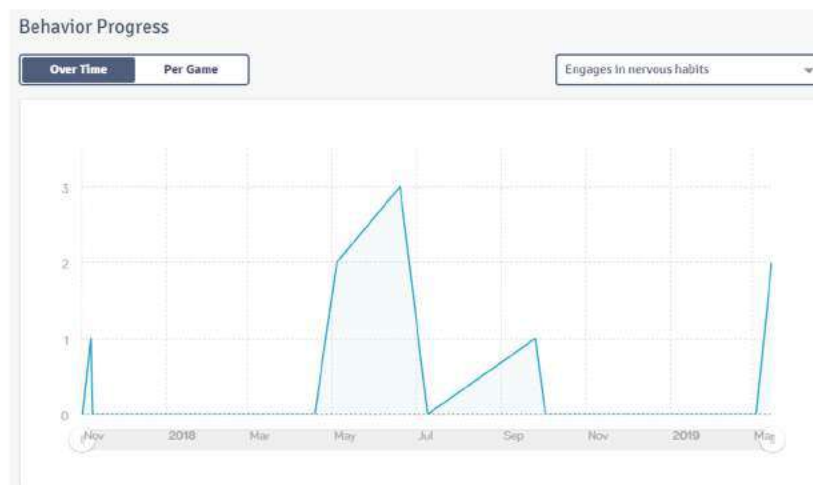
Yes

If you are deleting a coach, you will be asked if you are sure want to delete them:



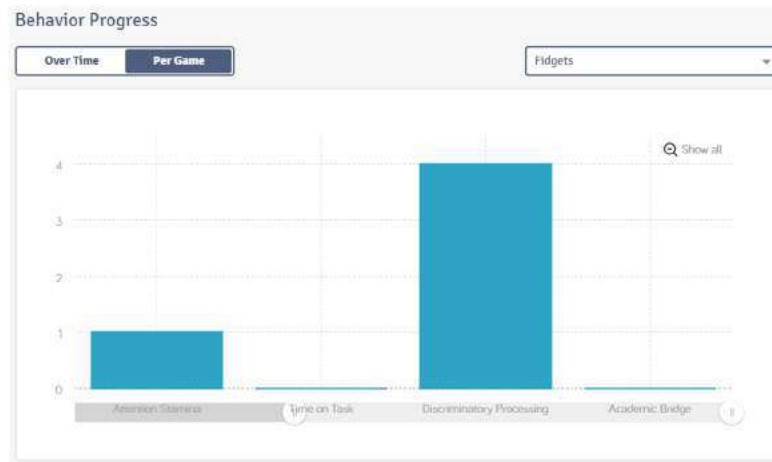
Click "Yes" to delete the user forever. Be careful. Once a username is gone, it is gone forever.

One other feature of the **Users** tab is that when you click on a student and scroll down, you can see all of their behavioral data as a graph.

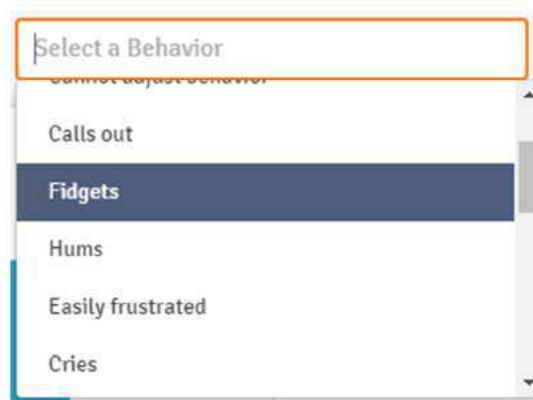


The graph shows the frequency with which the student engaged in nervous habits during her session. The graph shows raw number of occurrences **Over Time**.

Using the toggle in the top left, you can see the same information expressed **Per Game:**



You can use the drop-down menu in the top right to change the behavior you wish to graph:



The final feature of the **Users** tab when clicking on a student appears at the very bottom of the page:

Student Rewards and Points

Student has **101** Points.

Redeemed

Bought

Gifts

Long Term

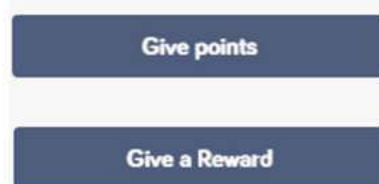
Give points

Give a Reward

Reward	Cost	Redeemed
Pizza	35	May 3, 2019

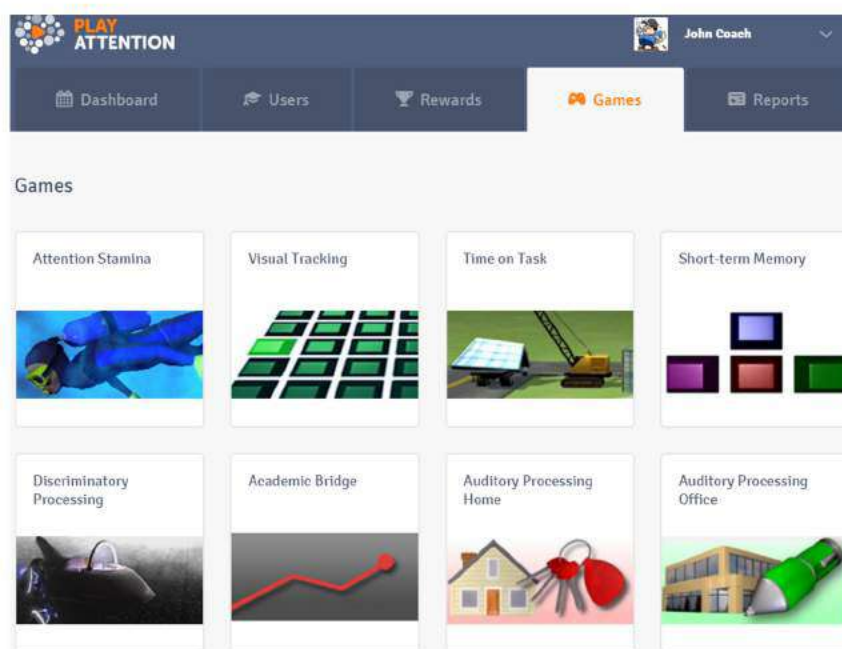
This shows you the rewards a student has **Redeemed** or **Bought**, along with any **Gifts** the coach has given them and any **Long-Term** rewards the student is saving towards.

Notice the two buttons to the right:



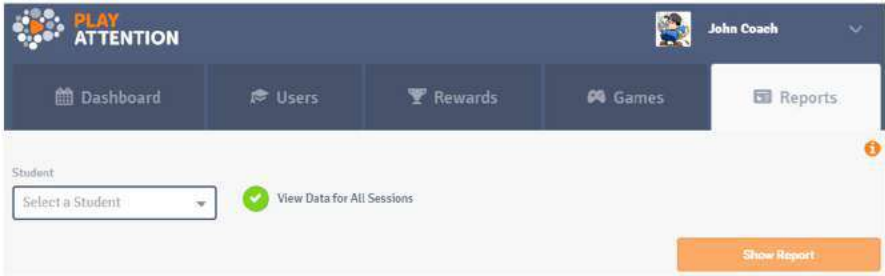
Usually a student earns points by successfully accomplishing goals Play Attention sets for them, and then they can use those points to buy rewards. However, the coach can give points or give rewards (Gifts) if they wish using these buttons.

The **Games** tab allows you to see what games your particular Play Attention platform has access to, and also to play them if you wish, (perhaps if you were a coach just trying to learn the games, or perhaps you wanted to show someone who wasn't an actual student how the games work).



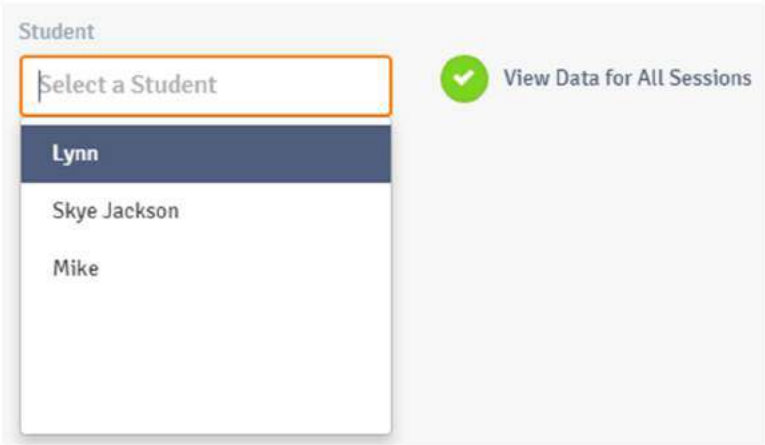
You also have the ability to go to our online store to purchase additional games if you wish via the **Browse Games on PA Store** button.

The fourth and final tab is the **Reports** tab:



Every single piece of data from every game a student plays is stored by the software, and the **Reports** tab allows you to view that data.

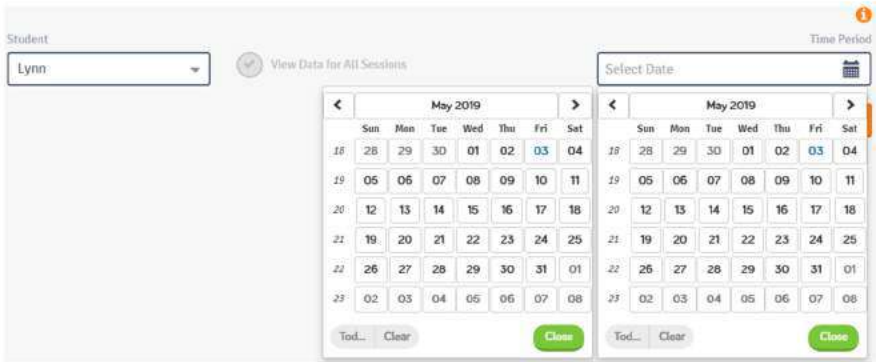
To begin, first choose the student for whom you wish to generate a report:



By default, the **View Data for All Sessions** is check-marked. This means exactly what it says. If you proceed with that checked, you will see data from every single session the selected student (in this case, Lynn) has ever played. If, however, you click the **View Data for All Sessions** to uncheck it, you will see this:

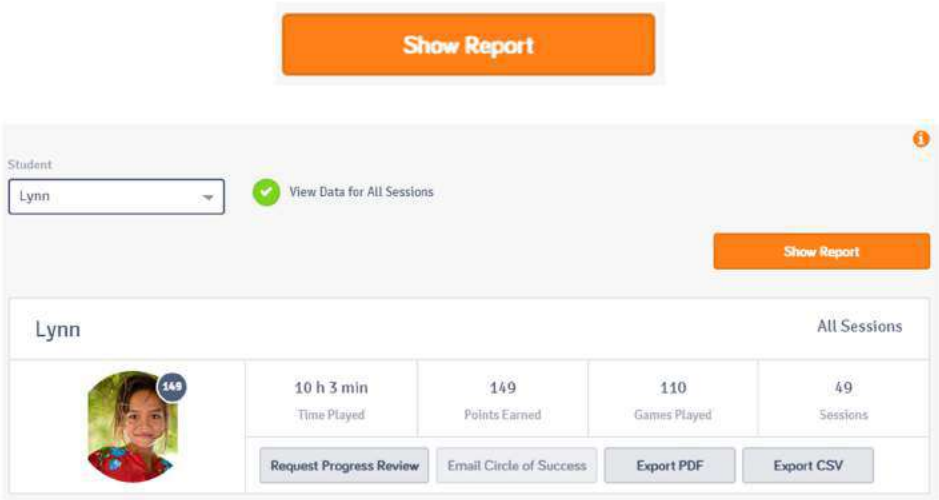


Clicking on the **Select Date** field allows you to generate reports within a specific time period.



For this example, however, we will leave the **View Data for All Sessions** selection checked so we will have more data to see.

Click the **Show Report** button to see Lynn’s data.



The summary pictured above allows you to see the total amount of time Lynn has played, the number of points she has earned for successfully accomplishing goals, and the number of sessions she has played. Notice the buttons across the bottom.

Request Progress Review allows you to send the student’s Play Attention data to your educational support adviser so an evaluation can be done.

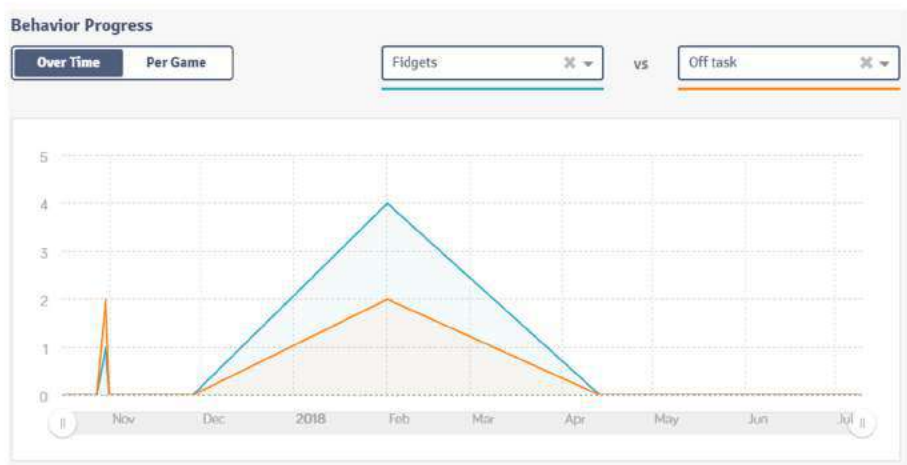
Email Circle of Success allows you to send the reports you’ve generated to anyone who is a contact for that student.

Then the two **Export** buttons allows you to export the reports as either a **PDF** file or as a **CSV** file.

Now let’s talk about some of the different kinds of reports. The first type is used to see progress with respect to self-distracting/self-stimulating behaviors.





The above graph shows just one behavior, but you have the ability to select a second behavior and graph both for comparison. In the following screen-shot, the frequency of fidgets is being compared over time to the frequency of being off task.



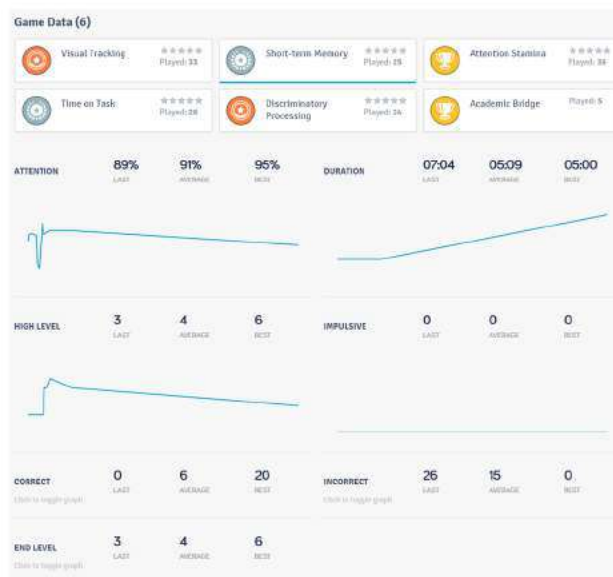
The same data can be expressed **Per Game**, (as opposed to **Over Time**).



The next type of report deals with statistical information such as duration, impulsive strikes, and attention percentages. The first step in generating a report of this kind is to choose what game or games you wish to graph.

Game Data (6)					
	Visual Tracking	★★★★★	Played: 33		Short-term Memory
				★★★★★	Played: 25
	Attention Stamina	★★★★★	Played: 36		Time on Task
				★★★★★	Played: 26
	Discriminatory Processing	★★★★★	Played: 24		Academic Bridge
					Played: 5

This can be done by clicking on a game or games from the list above. If no games are clicked, data for all games are shown. That can be a bit much to start with, so we will begin by just viewing one game at a time. In screen-shot above, we've clicked on Short Term Memory to reveal the following.

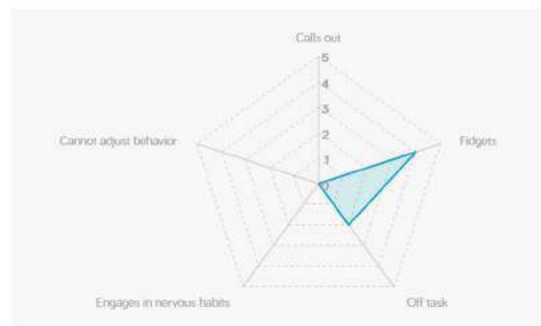


We are now seeing various statistics graphed over time, including the **Attention Percentage**, the **Duration**, the **High Level**, and the number of **Impulsive Strikes**. You can also see the number of **Correct** responses, **Incorrect** responses, and the **End Level**.

Each statistic is expressed via Last, Average, and Best.

- **Last** cites the last time the student played that game.
- **Average** cites the average of all of the times the student played that game.
- **Best** cites the highest performance the student had with respect to that statistic.

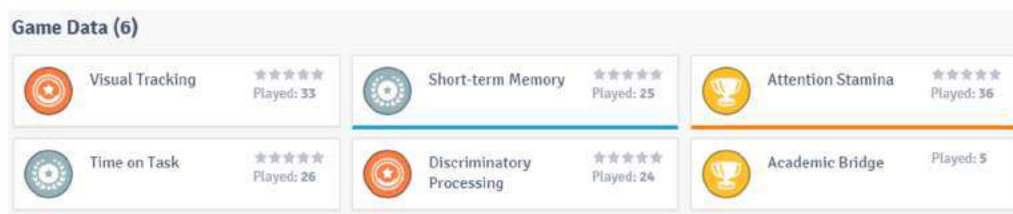
Finally, a graphical representation of the behaviors the student exhibited in that game within the selected date range:



There are 5 behaviors shown in the above screen-shot, (Calls out, fidgets, Off Task Engages in nervous behavior, Cannot adjust behavior), but these could be any 5 behaviors depending on which 5 that particular student is doing the most. The graph then compares the occurrences of all 5 in one display. The further away from the center the blue area goes, the more that behavior is occurring. The closer to the center the blue area is, the less that behavior is occurring.

The above graphs were for only one game. In this case, Short Term Memory. You have the ability to select a second game and be able to compare the two.

Let's select Attention Stamina:

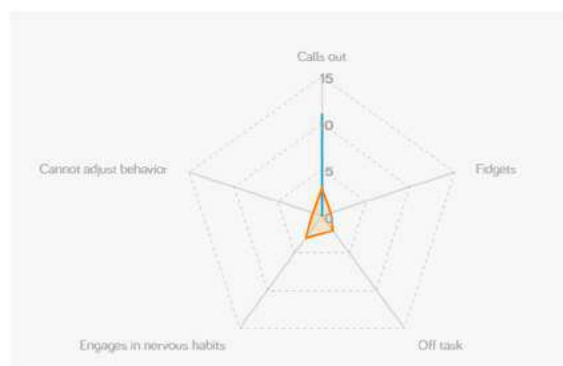


Notice above the Short Term Memory is underscored with a blue line, and Attention Stamina is underscored with an orange line, and that these lines correspond to their respective data in the graphs themselves.

Note: When comparing two different games at the same time in this way, the **Last**, **Average**, and **Best** numbers are an *average* of data from both games.



The same is true with the behavioral graph:



The blue represents behavioral data in Short Term Memory, while the orange represents behavioral data from Attention Stamina. In this way, you can compare the two.

Another way statistical data can be viewed is via the correlation feature:

Correlation

All Games ▼ Select Results Type ▼ Select Results Type ▼

All games are selected by default, though you have the option to select individual games via the drop-down menu. Once, again we will choose Short Term Memory.

Correlation

All Games ▼

Visual Tracking

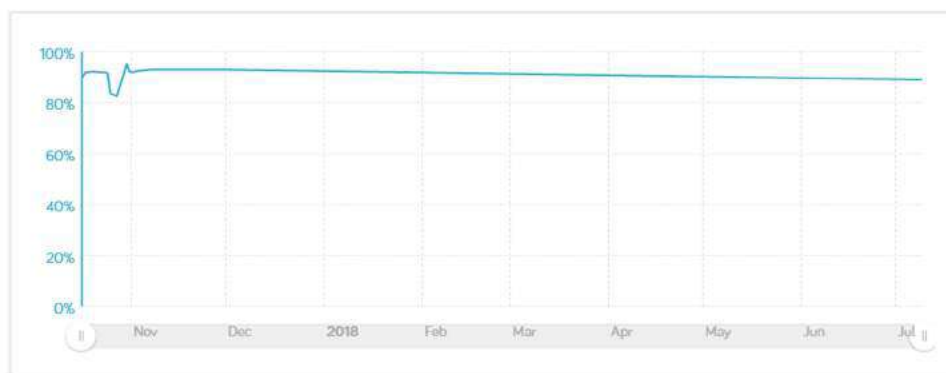
Short-term Memory

Attention Stamina

Time on Task

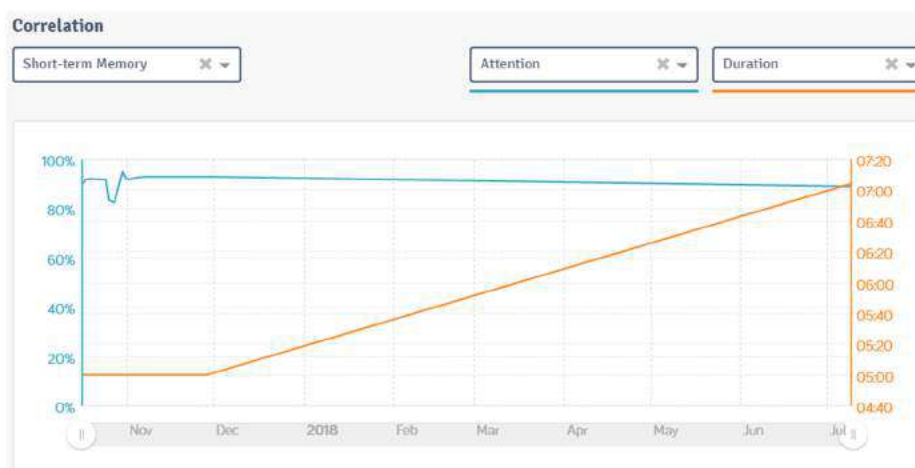
Discriminatory Processing

Next, we can choose the statistic you want to see via the **Select Results Type** boxes, so you can compare two statistics if you wish. For simplicity, we will just take a look at a single statistic here:



Now we have a graph of the student's **Attention** percentages over time for the Short Term Memory game.

If we now want to add a second statistic...**Duration**, for example the resulting graph will show both:



The color of the line indicates which statistics is which in the graph. The purpose of this kind graph is to be able to see the correlation between two different statistics.

The final way data can be graphed is via the comparison feature:



Game Data Comparison

Select Game Select Game Attention

In this case you would select two different games, then select a single statistic to compare between the two:



In the above example, we are comparing the student's attention percentages in Short Term Memory and Attention Stamina.

Those are our data reporting features! These allow you to see progress occurring in a variety of ways.

The last Coach/System Administrator feature we need to discuss deals with the drop-down menu in the top right-hand corner of the screen:



Let's go through each of these features one by one.

System Setup allows you to enter or change various settings that you initially chose when first setting up Play Attention, (previously discussed in the *linear progression*). As you can see below, this includes information like the language and secondary email address for Progress Review. With regards to this, if you request a review of a student's progress, entering a secondary email address will cause the completed review to be sent to the secondary email as well as the primary.

A screenshot of the "System Setup" form. The form is divided into several sections. The first section is "Interface", which includes a dropdown menu for "Current Language" set to "English". The second section is "Administrator Account Settings", which contains fields for "Name*" (filled with "Jenny"), "Phone", "Organization (if applicable)", and "Email*" (filled with "jwebb@playattention.net"). A note below the email field states "We will use this email for password recovery". The third section is "Email Settings", which includes a field for "Secondary Email for Progress Review Request" with the placeholder text "Email".

The **System Setup** also allows you to set up your BodyWave armband, again this should've already been done when you first configured Play Attention, and generally doesn't have to be done again.

A screenshot of the "Devices" section. It features a message that says "Please make sure your BodyWave armband is turned on". Below this message is an orange button labeled "Set up BodyWave armband".

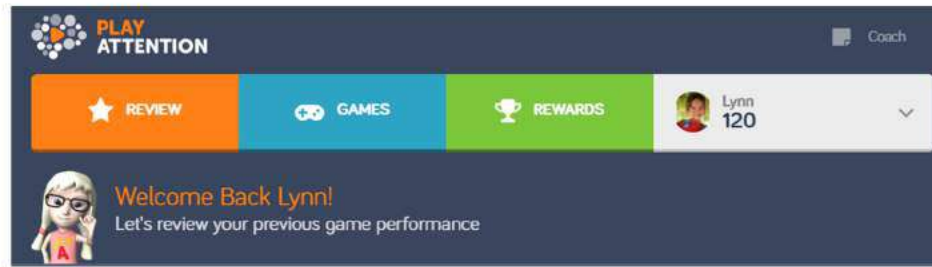
If you make any changes in **System Setup**, be sure to click **Save** before moving on.



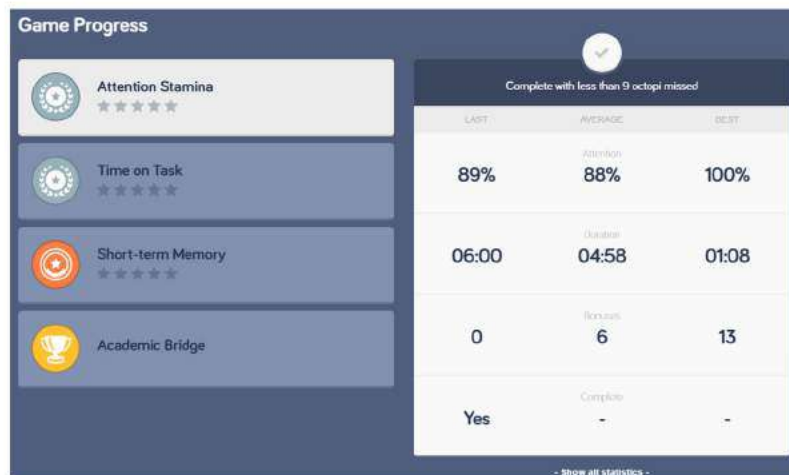
Next on our list is the **License** selection. You are given a license when you first purchased, and that of course is entered during the initial set up. If, however, your license changes, (perhaps due to an upgrade), the **License** selection will allow you to change it:

Appendix II: Additional Student Features

As discussed in our *linear progression*, when you log in as a student, you have access to various tabs:



By default, you are taken to the **Review** tab, and though we weren't able to see it with any data earlier, data has been added to our student so you can see what the **Review** tab normally looks like when populated with information:



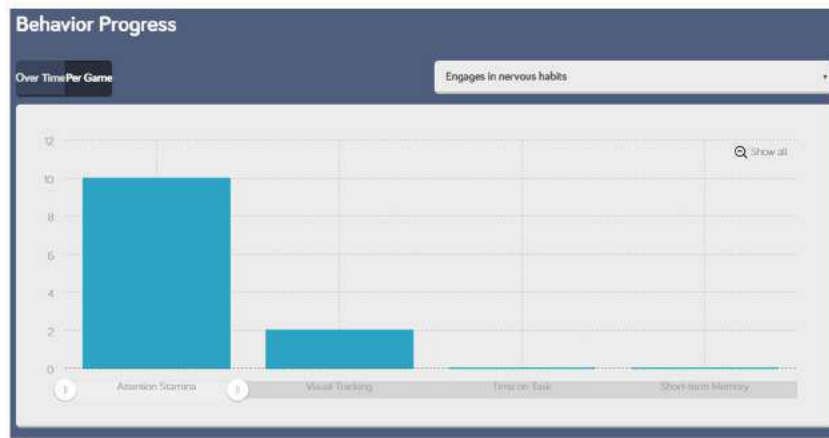
By default only 4 games are listed for the sake of screen space, though you can see all of your games that student has ever played by clicking **Show All Games**. Clicking on a game highlights it and generates a summary of how the student performed in that game during their last session. It also shows what their current average is for each statistic, and what the best number they ever achieved in each statistic was. The above screen shot, we see this for Attention Stamina Intermediate/Silver game.

Some games have more statistics that can easily fit on the screen, but you can still see them by clicking on **Show All Statistics**.

A little further down we have the student's behavior graphed:

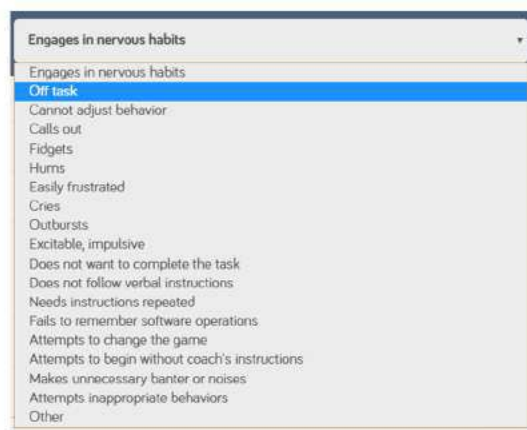


In this case **Engages in nervous habits** is displayed **Over Time**. You can of course change that to **Per Game** using the toggle in the top left:

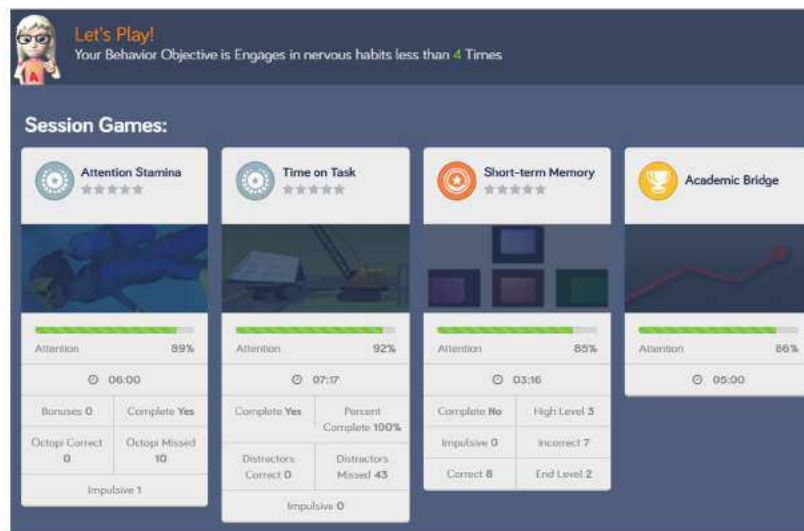


Now you can see how often the student engages in nervous habits for each game.

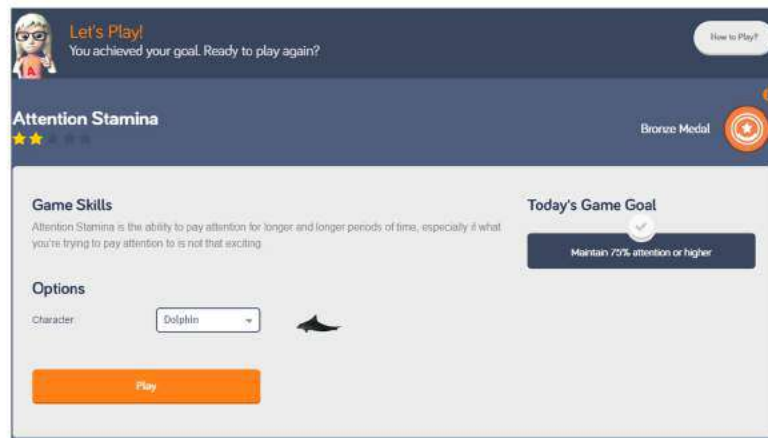
You also have the option to change the behavior by using the drop-down menu in the top right:



The next tab is the **Games** tab, which was also discussed previously in our *linear progression*. The only difference is that once a student actually has data, the Games tab not only shows what games the student is going to play in the current session, but also provides a summary of how they performed in each game last session:

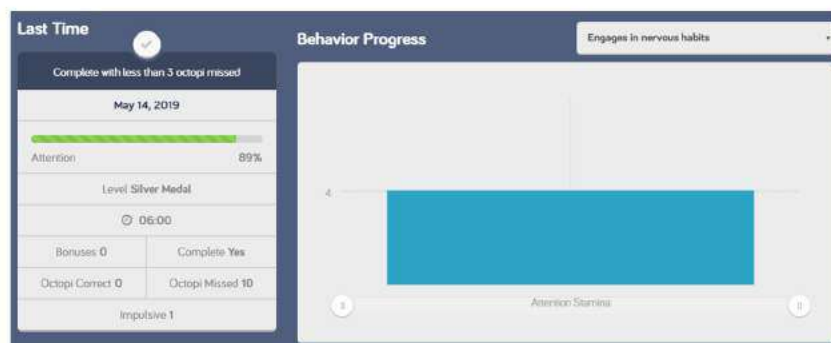


Let's click on the Attention Stamina game to see other changes that occur once a student actually has data:



Notice now that the student actually has a goal listed. In this case, "**Maintain 75% attention or higher.**"

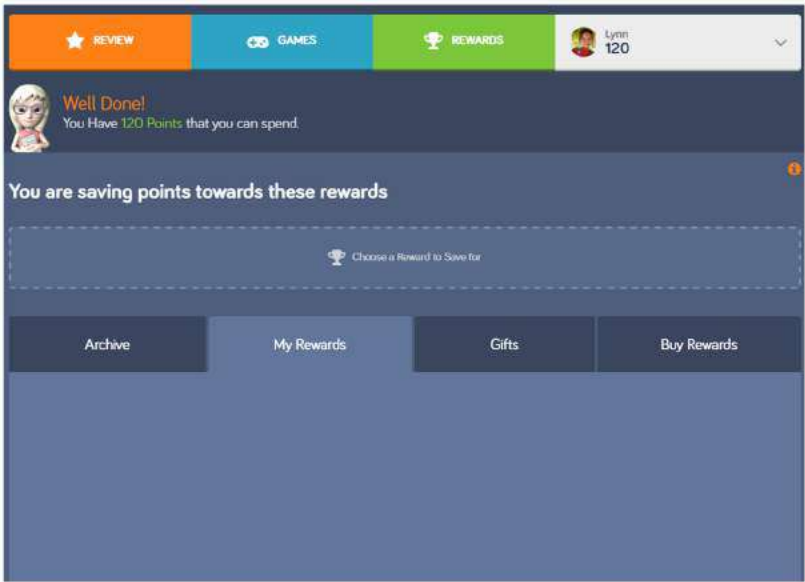
Further down the screen, you can see a summary of how the student performed in their previous attempt:



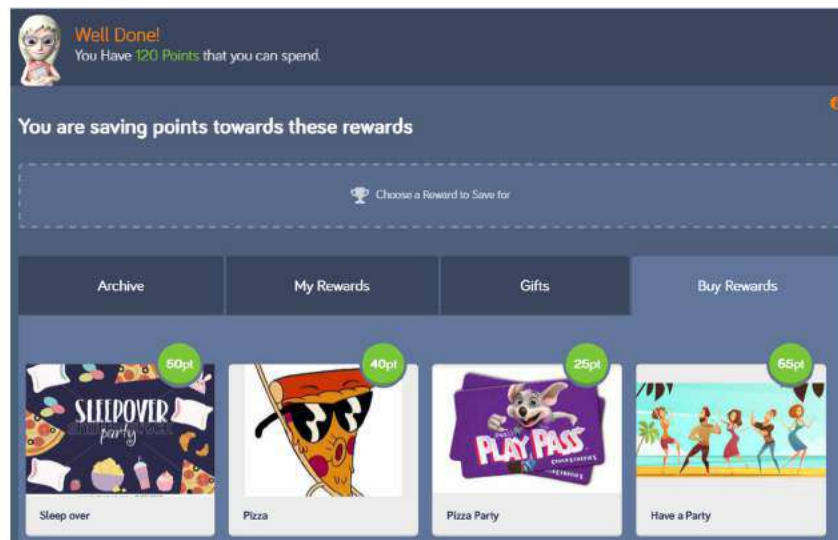
Further down, you can see additional summaries for every single time the student played this game in the past:

Previous Games		
<div>Complete with less than 9 octopi missed</div> <div>October 2, 2018</div> <div>Attention 79%</div> <div>Level Silver Medal</div> <div>06:00</div> <div>Bonus: 3Complete: Yes</div> <div>Octopi Correct: 9Octopi Missed: 3</div> <div>Impulsive: 2</div>	<div>Play for at least 2m 50s</div> <div>July 9, 2018</div> <div>Attention 92%</div> <div>Level Silver Medal</div> <div>06:00</div> <div>Bonus: 0Complete: Yes</div> <div>Octopi Correct: 0Octopi Missed: 10</div> <div>Impulsive: 0</div>	<div>Maintain 75% attention or higher</div> <div>June 19, 2018</div> <div>Attention 93%</div> <div>Level Silver Medal</div> <div>09:12</div> <div>Bonus: 0Complete: No</div> <div>Octopi Correct: 0Octopi Missed: 5</div> <div>Impulsive: 0</div>
<div>Play for at least 3m 53s</div> <div>May 4, 2018</div> <div>Attention 93%</div> <div>Level Silver Medal</div> <div>06:00</div> <div>Bonus: 9Complete: Yes</div> <div>Octopi Correct: 10Octopi Missed: 1</div> <div>Impulsive: 2</div>	<div>Complete with less than 9 octopi missed</div> <div>April 5, 2018</div> <div>Attention 92%</div> <div>Level Silver Medal</div> <div>01:08</div> <div>Bonus: 0Complete: No</div> <div>Octopi Correct: 0Octopi Missed: 2</div> <div>Impulsive: 0</div>	<div>Play for at least 5m 30s</div> <div>April 4, 2018</div> <div>Attention 93%</div> <div>Level Silver Medal</div> <div>06:00</div> <div>Bonus: 0Complete: Yes</div> <div>Octopi Correct: 0Octopi Missed: 10</div> <div>Impulsive: 0</div>

The next tab is the **Rewards** tab, and clicking on it will reveal the following:



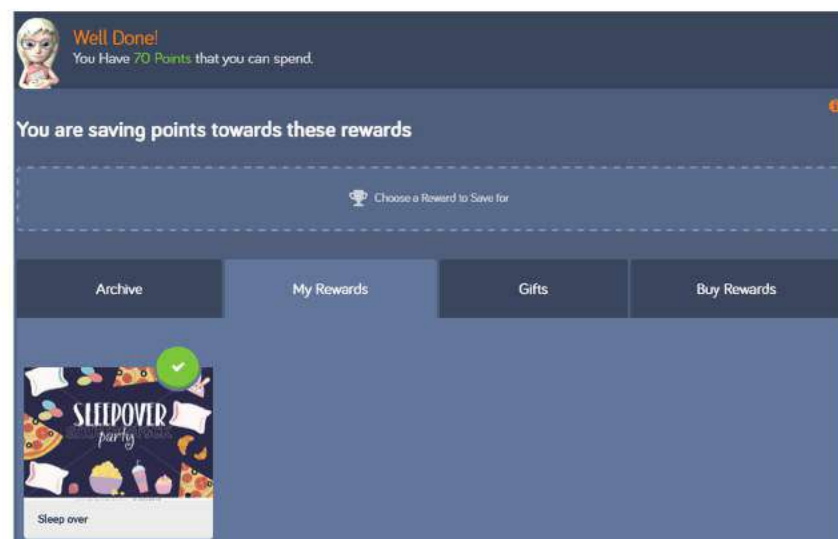
In this case, our student has 120 points to spend. The **Rewards** tab defaults to the **My Rewards** selection, which shows all of the rewards the student has purchased with their points, (remember, points are earned by successfully accomplishing goals that Play Attention sets for the student automatically). In this case, however, our student hasn't purchased anything with their points yet, so let's start with the **Buy Rewards** selection:



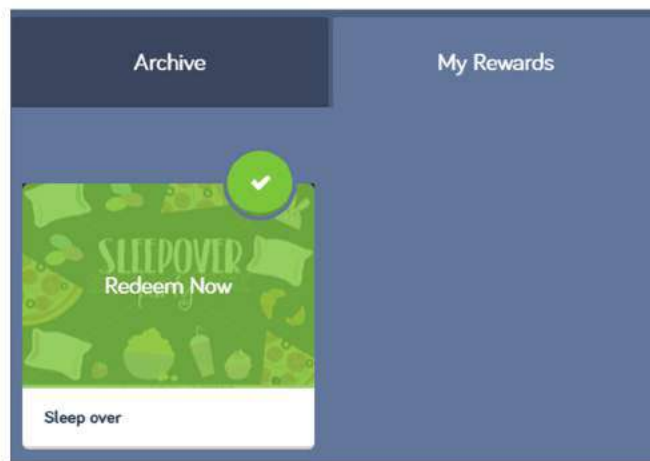
We now have a list of all of the rewards the coach has set up for the student. For this example, our student is going to “buy” a sleep over for 50 points. To do this, simply click on the reward itself. You’ll then be asked if you are sure you want to buy it:



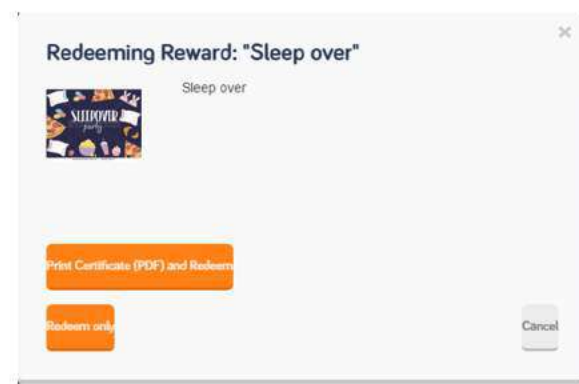
If you click “Yes”, the reward is now purchased and those 50 points are deducted from the student’s total number of points. Also, the reward itself is now sent to the **My Rewards** section:



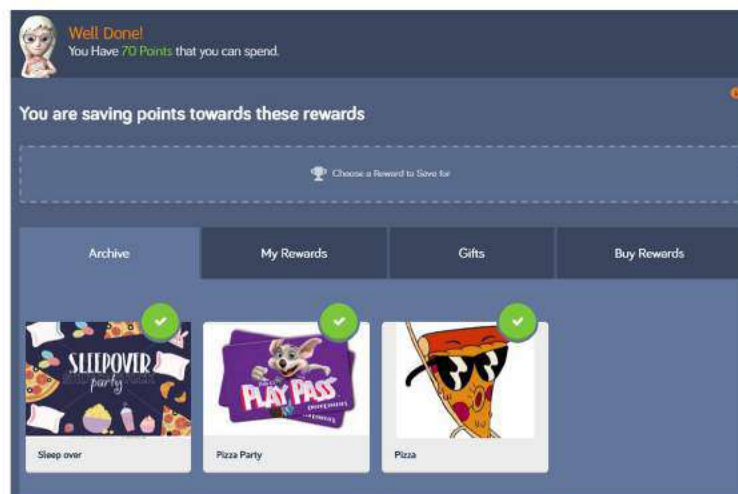
Now the student has purchased a reward, but they haven’t actually redeemed it, (meaning, they haven’t actually had their sleep over). Once it’s time for the sleep over, scroll over the reward and click on it to redeem it:



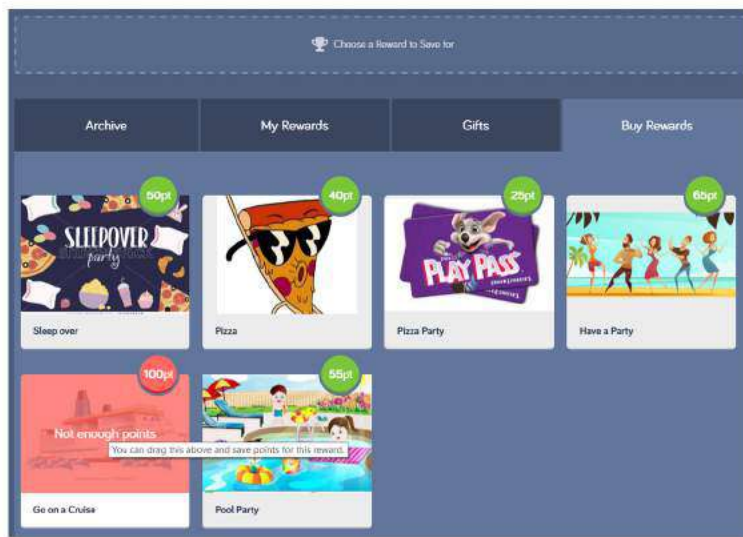
You will then be given the chance to actually print a certificate, or just redeem the reward:



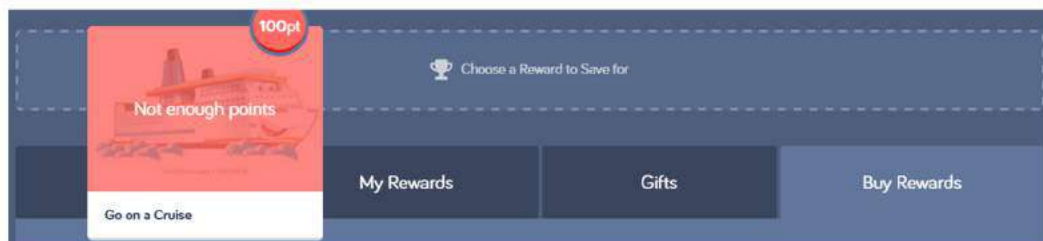
Once a reward is redeemed, it is placed in the **Archive** section:



If a student doesn't have enough points to buy a particular reward, they can designate that reward as something they want to save towards:



From the **Buy Rewards** tab, the student can click and drag the reward up to the field labeled **Choose a Reward to Save for**, like so:



The fourth section, **Gifts**, is where you will find any reward the student was given by the coach.

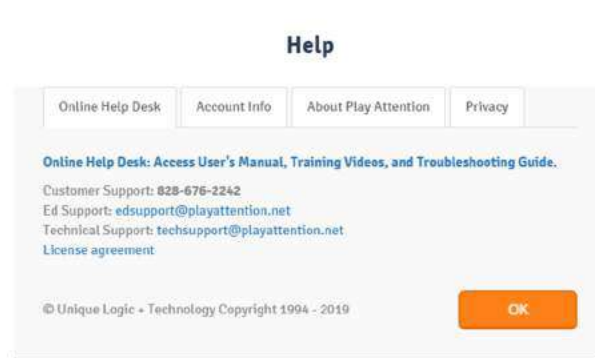


It works exactly like the **My Rewards** section, except that the student did not technically “earn” a gifted reward by spending points to buy it. You might remember the ability to give a student a gift was mentioned previously in Appendix I when discussing the **User’s** tab.

The last feature on a student’s display is the drop-down menu in the top right corner of the screen:



The **Help** selection displays various information including the version of Play Attention you are currently using, as well as support contact information and a link to our online help desk.



The last two features on this list are **Close session and log out** and **Logout**. Either can be used to log out of the system but the former is usually done only if you have completed everything and are done for the day. The session is thus “closed”

If, however, your session was interrupted, or had to be cut short, yet you may be able to log in later and finish it, choose **Logout**, which does indeed log you out of the system, but leaves that session open.

Both features take you to the **Journal**, which was discussed earlier during our *linear progression*.

Appendix III: Definitions

Duration: How long the student played a particular game in a particular attempt. This is expressed as minutes and seconds. Though games can be ended early using the <ESC> key, a complete attempt for most exercises is 5 minutes on Bronze, 6 minutes on Silver, and 7 minutes on Gold.

Attention: The percentage of time during a game attempt where the student was paying attention to the absolute best of their ability as an individual. The long-term goal for all students regardless of age is 75% or higher, consistently.

Impulsive: An impulsive strike happens if action is taken (the mouse is clicked, the space bar is hit, the arrow keys are pushed) and there is no stimulus to react to, or if action is taken more than once for the same stimulus. Examples would include clicking the mouse when no boxes are lit in Visual Tracking, or hitting the space bar when no white asteroids are present in Discriminatory Processing. One of the most common causes of impulsive strikes is hitting a key (often the space bar) and holding it down. On most commercial keyboards, hitting a key and holding it down will cause it to “rapid fire,” as if the student were hitting it over and over. This is of course will cause impulsive strikes to be generated. The long-term goal for all exercises is 2 impulsive strikes or less per attempt.

Incorrect/Misses: Incorrect strikes or misses occur when action is taken for the wrong stimulus, or taken for the correct stimulus in the wrong way. Examples include clicking on a box other than the one lighting up in Visual Tracking, or hitting the space bar for the red asteroid instead of the white one in Discriminatory Processing, or not hitting the space bar to dodge the octopus in Attention Stamina Intermediate or Advanced. Other sources of incorrect strikes or misses would be incorrectly repeating an offered sequence in Short Term Memory, or not hitting the space bar for the car distractor in Time on Task Intermediate or Advanced. The long-term goal for most games is 2 incorrect strikes or less per attempt.

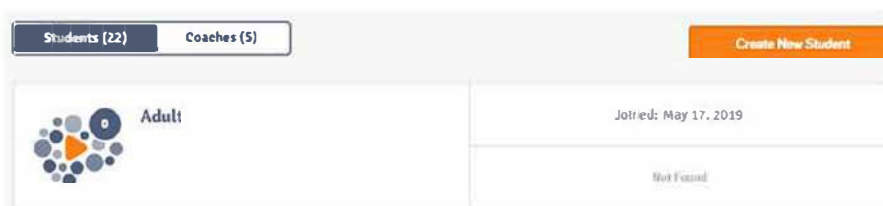
Recovery Time: The recovery stat is the “average time” it took for the student to return to the “good attentive” state after they have lost it. Example: I lost my focus and it took me 2.3 seconds to get back to being focused.

Appendix IV: Creating an Adult student account

Though this is not always the case, the vast majority of adult clients working with Play Attention do it alone. In other words, they train without the benefit of a coach. They still need access to coaching features. As such, whenever “Adult” is selected as the age category for a student:



...after creating an Adult account , you will need to create a coach account as well.



...and one is a coach ID:



This allows an adult working alone to still have access to all coaching functions and all student functions. The practical application of this becomes clear whenever an individual tries to log in with an Adult username and password:

Appendix V: Academic Bridge

Objective: Transfer/Generalization

The goal for Academic Bridge is for you to apply the skills you have learned within Play Attention to your real work activities.

Academic Bridge is to be used while doing homework or office work. You will receive real time feedback regarding your attentive state while doing your work.

You will not be looking at the screen when you are using Academic Bridge. You will be looking at your work i.e., reading, math, or writing a report. The feedback will be auditory. You will receive voice or tone notification letting you know how well you are paying attention.

There are several settings you can select when setting up Academic Bridge.

The first setting you will need to complete is documenting what activity you are working on during Academic Bridge. In this example, the client is doing their math homework.

Game Skills

Academic Bridge is used to make sure that the skill sets being developed in the other exercises are actually transferring into real life.

Activity

Academic Bridge allows you to monitor your attentive state while doing an academic or work related activity. For example, you might be doing a reading or math assignment or perhaps writing a report for work while you have the BodyWave armband on.

In order to begin, please notate which activity you will be doing today in the box below:

Math Homework



In the second section, you can change the look of the interface, time, sound, and reinforcement.

Options

Background: Blue

Foreground: Metal

Minutes: Unlimited

Reinforcement: 5s

Sound: Tone

Academic Bridge will be automatically activated after the user has played 12 sessions. If you want use Academic Bridge before 12 sessions are played, you can edit the student's account and enable Academic Bridge manually. This option is located at the bottom of the page when you edit the student account.

Academic Bridge Academic Bridge Enabled ✓

Academic Bridge allows you to monitor your attentive state while doing an academic or work related activity. For example, you might be doing a reading or math assignment or perhaps writing a report for work while you have the BodyWave armband on. Played: 0

Once Academic Bridge is activated, you will see Academic Bridge highlighted in yellow upon login. Click on the Academic Bridge icon to begin the exercise.

