

# THERE'S AN APP FOR THAT: USING A MOBILE HEALTH APP TO SUPPORT OUR WORKFORCE

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[www.lionheart.org](http://www.lionheart.org)

# What is EQ?

**Emotional Intelligence**

**Social and Emotional Competence**

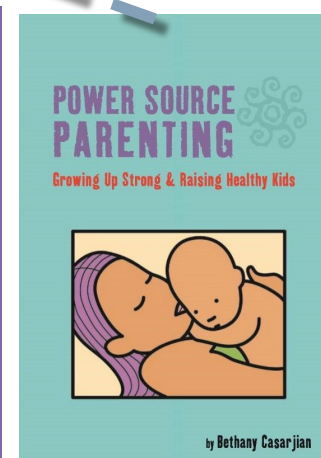
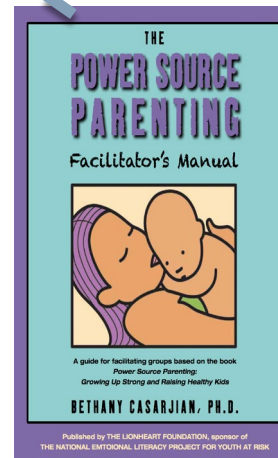
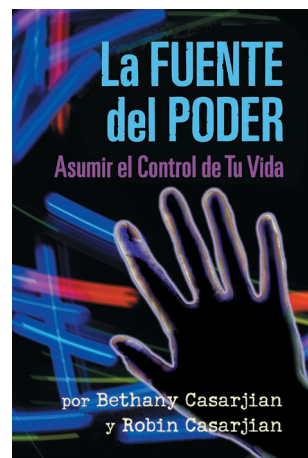
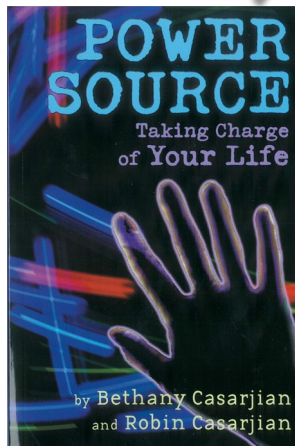
**Self-Regulation Skills**

**Showing Up:**

**Effectively, or... In a “Good” Way**



# What Does EQ2 Mean?



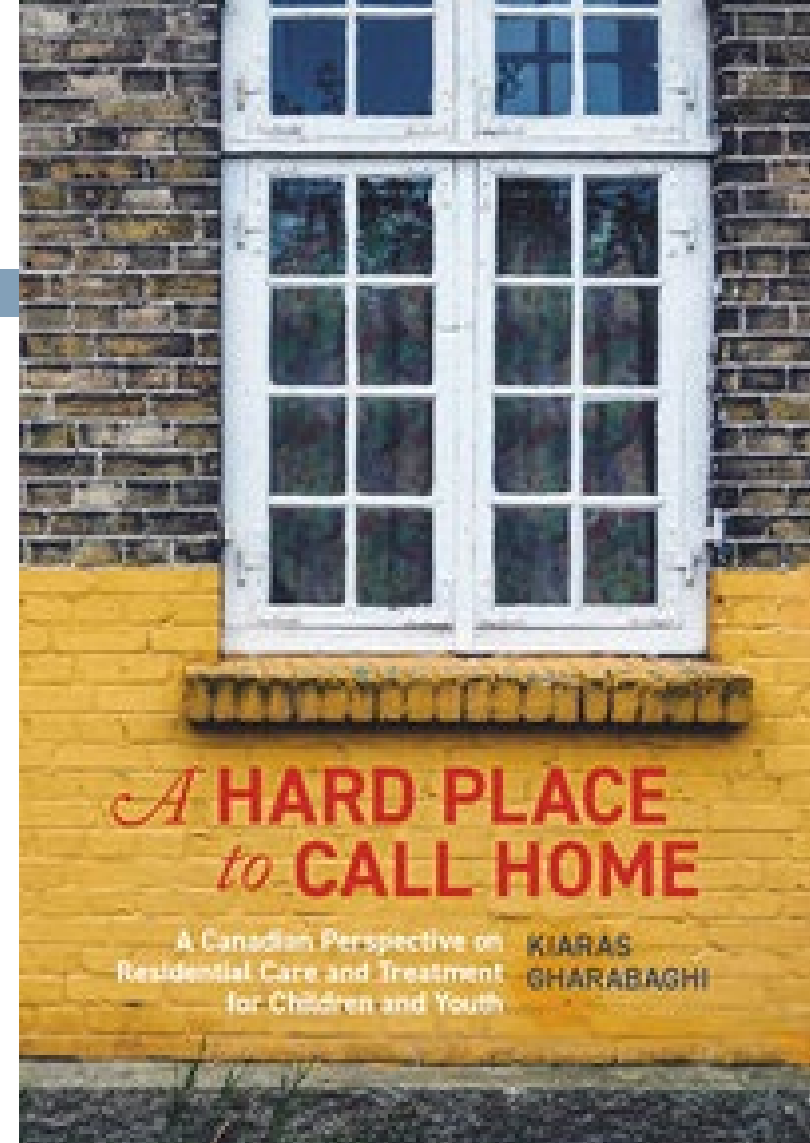
# Missing the Boat

- For the last 30 years, we have focused on youth skills with virtually no attention paid to building staff social and emotional competence (EQ).
- That's how we started out thinking too....

# Then it (slowly) dawned on us...

- Learning from the Riker's Study
- “Why don't you tell him to Stop, Breathe and Choose?”
- Teaching youth these skills without every single adult in the agency practicing, modeling, and encouraging these same skills is like trying to build a castle on quicksand.

“All the evidence-based practices, system design features, and policy initiatives have no value without “frontline” staff who **translate these into literally thousands of micro-interactions everyday.**”



“The extent to which a system is trauma-informed depends a great deal on the **moment-to-moment, day-to-day behavior** of its personnel.”



The Implementation and Effect of Trauma-Informed Care within Residential Youth Services in Rural Canada Baker, et al (2017)

“Decades of research have shown that the most significant **protective factor** for vulnerable youth facing adversity is **attachment to a helpful adult....”**

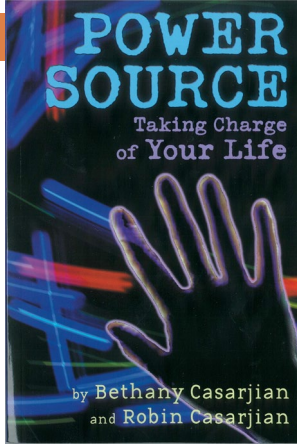
Hidalgo et al. (2016) Promoting Collaborative Relationships in

Residential Care of Vulnerable and Traumatized Youth





# Direct Care Workers are the “**crucial link...**”



...Between the youth in our care and effective interventions and programs.

(Moses, 2000)

**So what are we doing to empower staff with the skills and support they need to help youth heal?**

# One of the hardest jobs on the planet...

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**“It’s hard to stay calm when everyone is dropping “F” bombs on you.”**

--Angela, 2 years



# Be Like Mike...



# Who is YOUR Mike?

- Call to mind a staff who lowers the temperature in a room when they walk in.
- Who other staff want to work a shift with.
- Who youth go to in a crisis.
- Who supervisors want new staff to shadow.

**EQ2 is about operationalizing and teaching those complex social and emotional skills to all staff.**

# Tell Us About Your Mike

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Give us **three qualities** that make your  
Mike effective in his role with youth  
and coworkers

# Operationalizing What Mike Does

- Mike understands how trauma impacts youth's behavior (**insight/trauma-knowledge**).
- Mike has a long fuse (**patience**) but also has (**self-awareness**) to recognize his Survival Brain triggers and reactions. ("I'm a fighter... So when I feel that coming on I tap out.")
- Manages his own emotions (**self-regulation skills**) and thoughts before helping a youth manage theirs (**co-regulation skills**).
- Sees the fundamental goodness of every kid (**empathy & compassion**).

# EQ2 is Emotion Coaching

That helps staff **be like Mike** by:

1. increasing our understanding of how **trauma impacts youth behavior**;
2. building our own **self-regulation skills**;
3. teaching methods to **create reparative relationships with youth.**

# EQ2

HANDBOOK

Empowering Direct Care Staff to Build Trauma-Informed Communities for Youth



THE LIONHEART

# EQ2

FACILITATOR GUIDE

Empowering Direct Care Staff to Build Trauma-Informed Communities for Youth



THE LIONHEART FOUNDATION

# EQ2

## EQ2 Online Facilitator Training

Empowering Direct Care Staff to Build Trauma-Informed Communities for Youth

EQ2 Collection  
Being an Effective EQ2 Supervisor

Being An Effective EQ2 Supervisor



EQ2 Collection  
EQ2 Facilitator Guide Online Training



[View Our Online Training Material](#)

EQ2 Collection  
EQ2 Supplemental Online Resources & 'Go To' Guides



## Hello there, Virginia!

4th day in a row using EQ2.



Daily check-in

How are you feeling?



### Weekly goals



Set a goal



Set a goal

### Today's quote



Every youth in care needs one person to be their champion. This is how they heal.



“Ultimately, what determines how children survive trauma, physically, emotionally, or psychologically, is **whether the people around them – particularly the adults they should be able to trust and rely upon – stand by them with love, support and encouragement...** Human relationships can both create and destroy, nurture and terrorize, traumatize and heal.”

**Bruce Perry, MD, Ph.D.**

“Relationship isn’t the  
icing on the cake.

It IS the cake.”





# EQ2 Foundational Belief

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What has been hurt through relationship has to be healed through relationship.

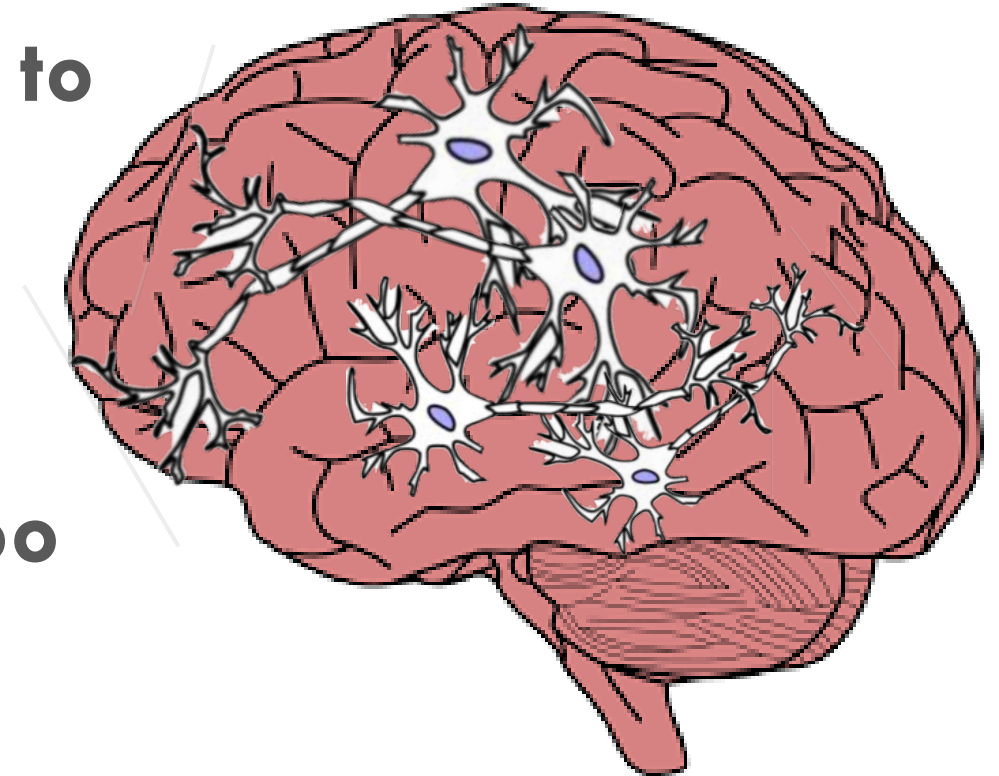
# Our Work is Creating Reparative Relationships

- 92% of youth in residential care with trauma histories have experienced multiple, chronic, traumatic exposures.
- The most effective interventions “**focus on corrective attachment experiences**” with **direct care staff**.
- Urge programs to focus less on “**control**” and more on “**trauma and attachment.**”
- Might be one of the few “**windows of opportunity.**”

# We are in the business of **BRAIN CHANGE**

Oxytocin (the bonding hormone) stimulates synaptic plasticity, biochemically enhancing the ability to learn and adapt... These times represent special opportunities for healing moments... (giving) a better shot of being 'wired in.' It's never too late to use our biology to our advantage for healing.

Interpersonal  
Neurobiology



**Nadine Burke Harris, The Deepest Well**

# The Relationship Paradox In Residential

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- Youth are coming to us after being hurt by relationships. They are rightly primed to be distrustful, suspicious, and wary of relationships.
- Yet it's through relationships that healing takes place.
- **“I treat youth the same way I treat everyone else.”**

# Recommendations from Moses's Study

1. Increase staff **social and emotional skills**
2. Enhance **self-awareness**
3. **Coach staff to:** respond sensitively and non-punitively, even when a youth is repeatedly acting out. Staff surprises the youth with a new experience that breaks the negative interactional pattern. **(This is no small ask!)**

# EQ2 Foundational Belief

Self-Regulation  
Precedes Good  
Relationship



# 7 Key Principles of Self-Regulation

1. foundation for lifelong functioning.
2. act of managing cognition, behavior and emotion.
3. influenced by individual and **external factors**.
4. **can be strengthened and taught like literacy**.
5. **dependent on co-regulation provided by caregiving adults**.
6. disrupted by prolonged stress and adversity including **poverty and trauma**.
7. **develops over an extended period from birth through young adulthood. (forever...)**

## ***Emotion Coaching Skills***

- **Use self-regulation skills**
- **Avoid personalizing youth behavior**
- **Know your triggers**
- **Be an active listener**
- **Hold youths' emotions**
- **Apologize**
- **See youth through a trauma-informed lens**
- **Be aware of facial expressions and tone**
- **Co-regulate with youth**
- **Show up as an emotional role model for youth**
- **Praise youth**
- **Keep flexible expectations**
- **See beyond behavior to the youth's Core Self**
- **Practice self-care**
- **Support co-workers**



# Self-Regulation Precedes Co-Regulation



# Workforce Trauma Histories



Recent studies have found that child welfare workers have experienced **significantly higher rates of childhood adversity (70%)** than the general population.

(Esaki & Larkin, 2013, Lee et al., 2017)

# Our Trauma Histories Matter

## Strengths:

- ▣ High motivation to help “credible messengers”
- ▣ Increased empathy

## Challenges:

- ▣ **More vulnerable to Secondary Traumatic Stress.** (Nelson-Gardell & Harris, 2003).
- ▣ **ACEs have been shown to impact self-regulation and our own neurobiological responses to triggers (fight and flight responses).** (Lackner et al. 2018)



# Ignoring Staff Trauma Won't Make It Go Away

Youth will “benefit by increased support to counter ACEs among their providers, including development of restorative organizational cultures.”

(Esaki & Larkin, p. 35).



# EQ2 Foundational Belief



Self-Regulation Requires  
Explicit Instruction and  
Practice and Community  
Support

# Where We Go Wrong...



- Programs often **underestimate how dysregulating** (from a fight/flight, neurobiological level) youth challenging behavior can be for staff.
- Many trauma-informed programs assume that staff **come to these roles equipped with the self-regulation skills** required to implement higher-order trauma skills.
- Directives like **“get calm first”** or **“don’t take it personally”** rarely help (“venting is not allowed”).

# A System-Wide Self-Regulation Framework

- Agencies **explicitly teach** and encourage self-regulation
- Supervisors **model** mindful responses to stressful events
- **Provide praise** when staff manage challenges in a self-regulated manner (Ford and Blaustein, 2013)
- The establishment of workforce descriptions making it **clear that staff's role** is to model self-regulating behaviors (Sichel, 2019)

**“We’re human, we can’t help ourselves...  
but we can catch ourselves.”**

Father Greg Doyle

**EQ2 isn’t about never  
getting triggered...  
It’s about knowing what  
to do when you are.**





# Why The App?

- TIC doesn't **explicitly impart these self-regulation skills.**
- Staff need opportunities to **build** self-awareness, **practice** SEL skills and **receive** structured feedback.
- Otherwise staff will self-regulate during easy times, not when stressed (**default to what they know**).

# Why The App?

- Mobile Health Technology is an increasingly growing field...  
“brings the care to the client”
- The App offers support that is **tailored to their needs** as direct care staff
- Chance to collect/analyze **aggregate data**
  - Offers supervisors/administration the opportunity to take the “pulse” of their teams in real-time
- Can be updated and upgraded with input from users

# But First... It's Been a Team Effort

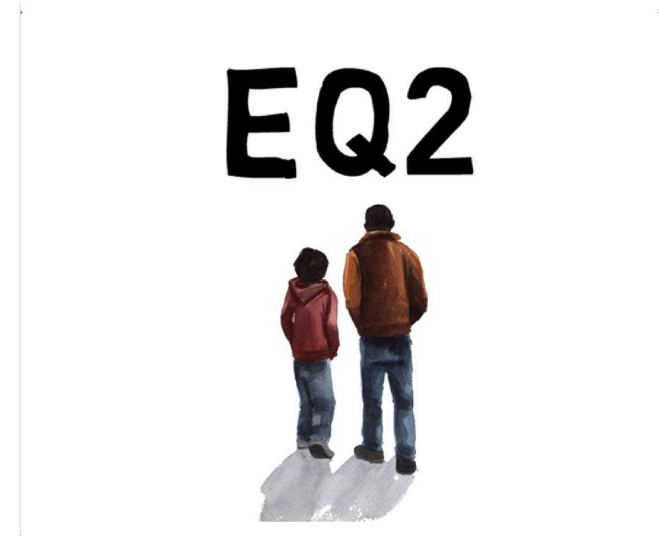
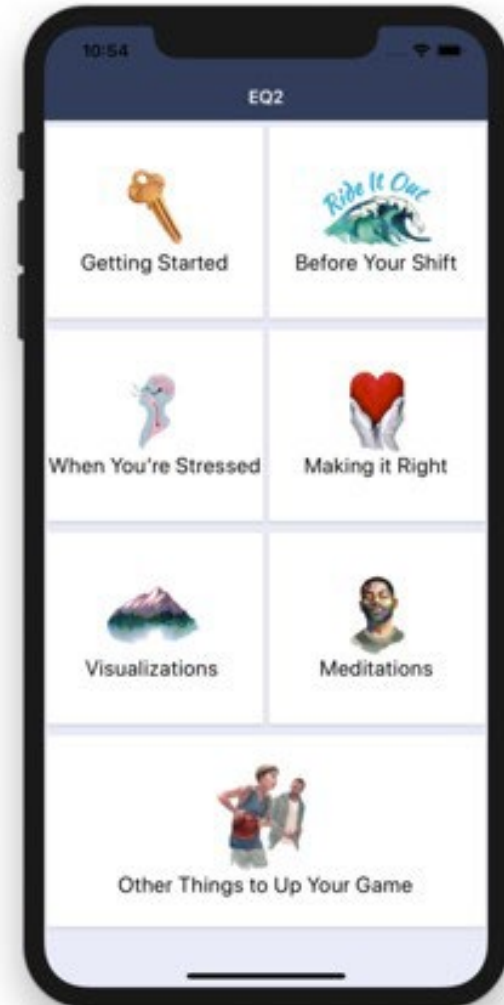
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- Guiding principle for us at Lionheart is that we serve the needs of the community
- Important for us to have input every step of the way
- A huge, huge thank you to all of those who tested the app and provided feedback!!!

# The Creation of the EQ2 App

There once was  
an App that  
wasn't...

Fondly dubbed our  
“electronic book”



**SIGNS  
OF  
SAFETY**

# Finding the Right Help: UX/UI Designers



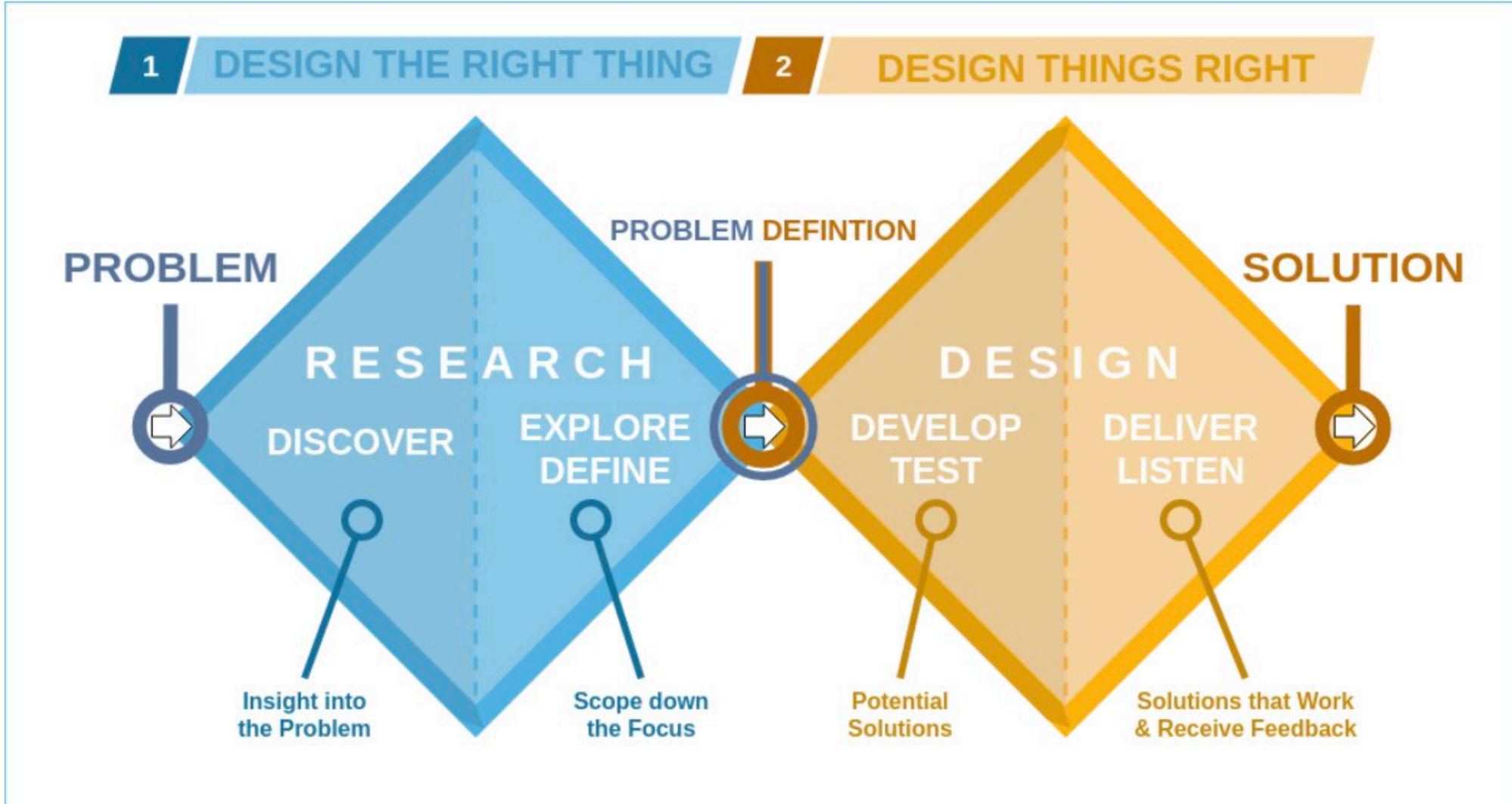
- “UX design focuses on the interaction between real human users and everyday products and services... It’s an extremely varied discipline, combining aspects of psychology, business, market research, design, and technology.”
- The end goal is to create an intuitive, user-friendly experience.

# Finding the Right Help: Developers



- “Sometimes referred to as software developers or software engineers, application developers are responsible for **building software and solutions for an organization and its customers.**”
- Coding, designing, application management, troubleshooting, monitoring updates and possible security threats, and providing end user support.

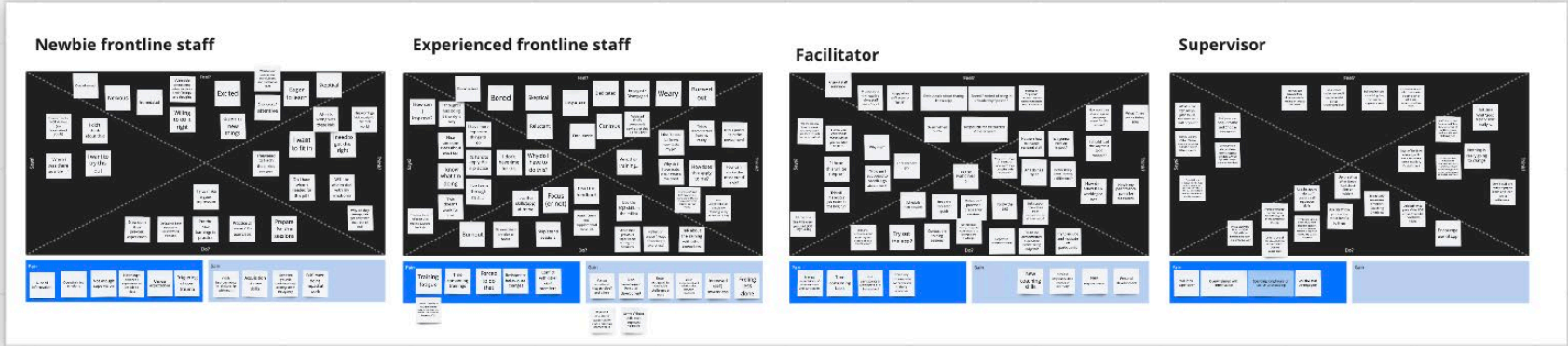
# Project plan



# Step 1: Define users, identify their needs, explore solutions

Empathy maps 🤔

Empathy maps



Journey maps ✈️

Frontline Staff



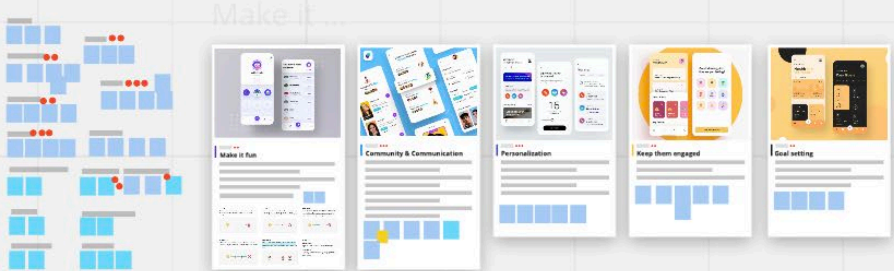
Facilitator



Supervisor



Concepts 🧠





# Empathy Mapping:

How/what might users...

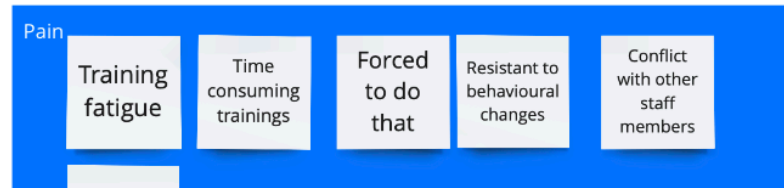
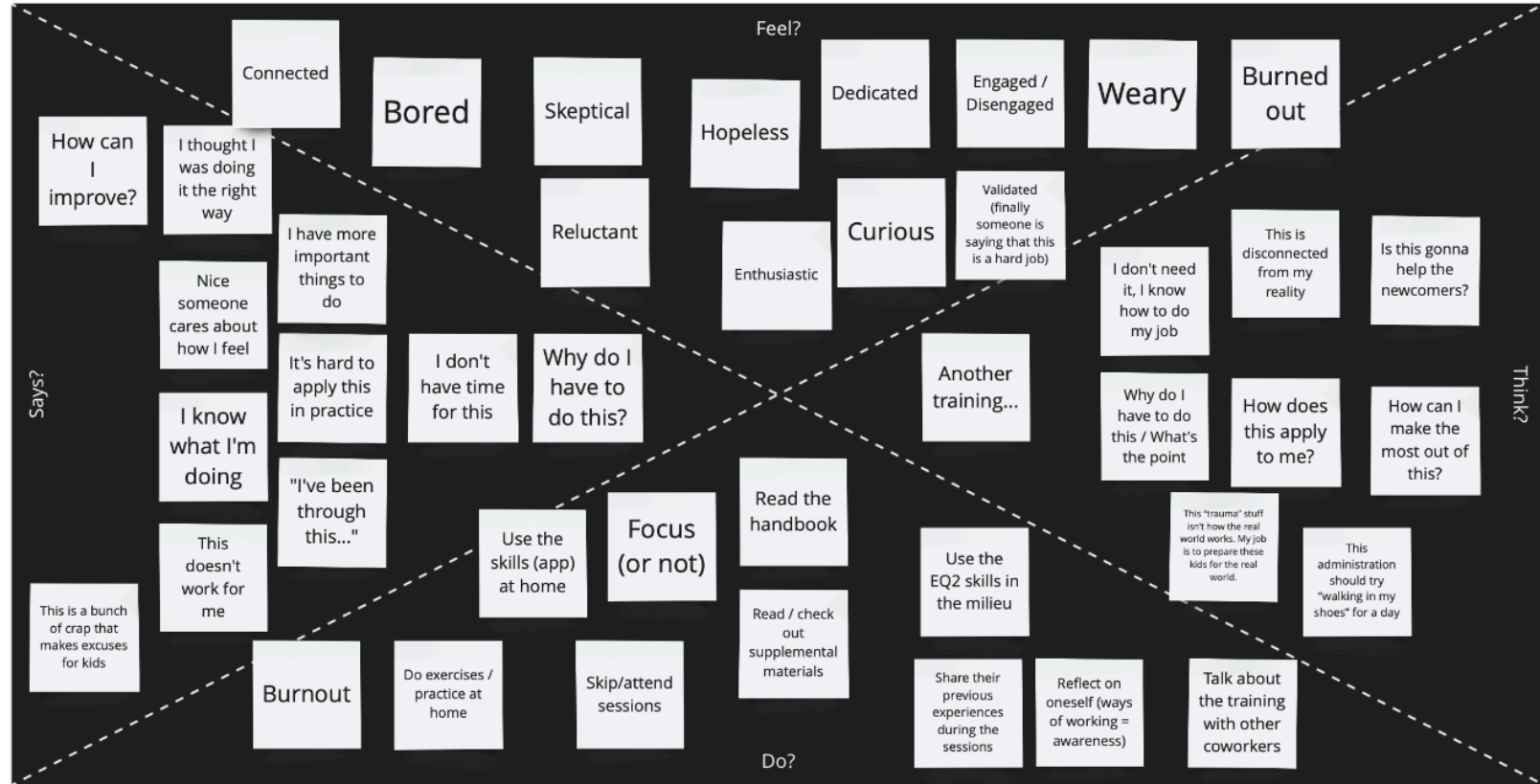
- Feel
- Say
- Think
- Do

...as they experience the program.

What's the pain?

What's the gain?

# Experienced frontline staff



Conflict in terms of how they see the roles of children and adults (kids "should" be respectful)



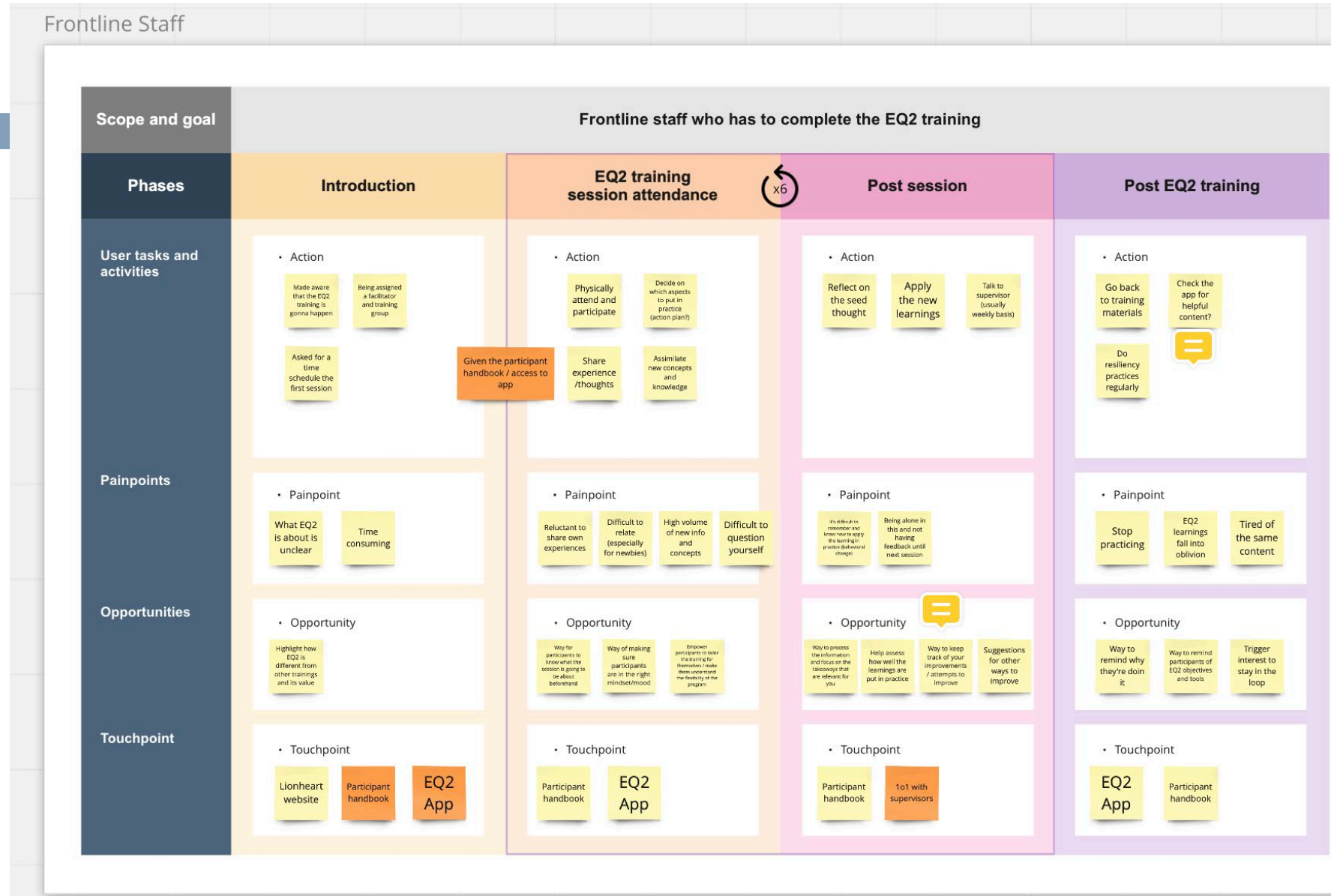
Repeated sessions for accountability and to reinforce learned skills

Some of these skills could improve home life

# Journey Mapping:

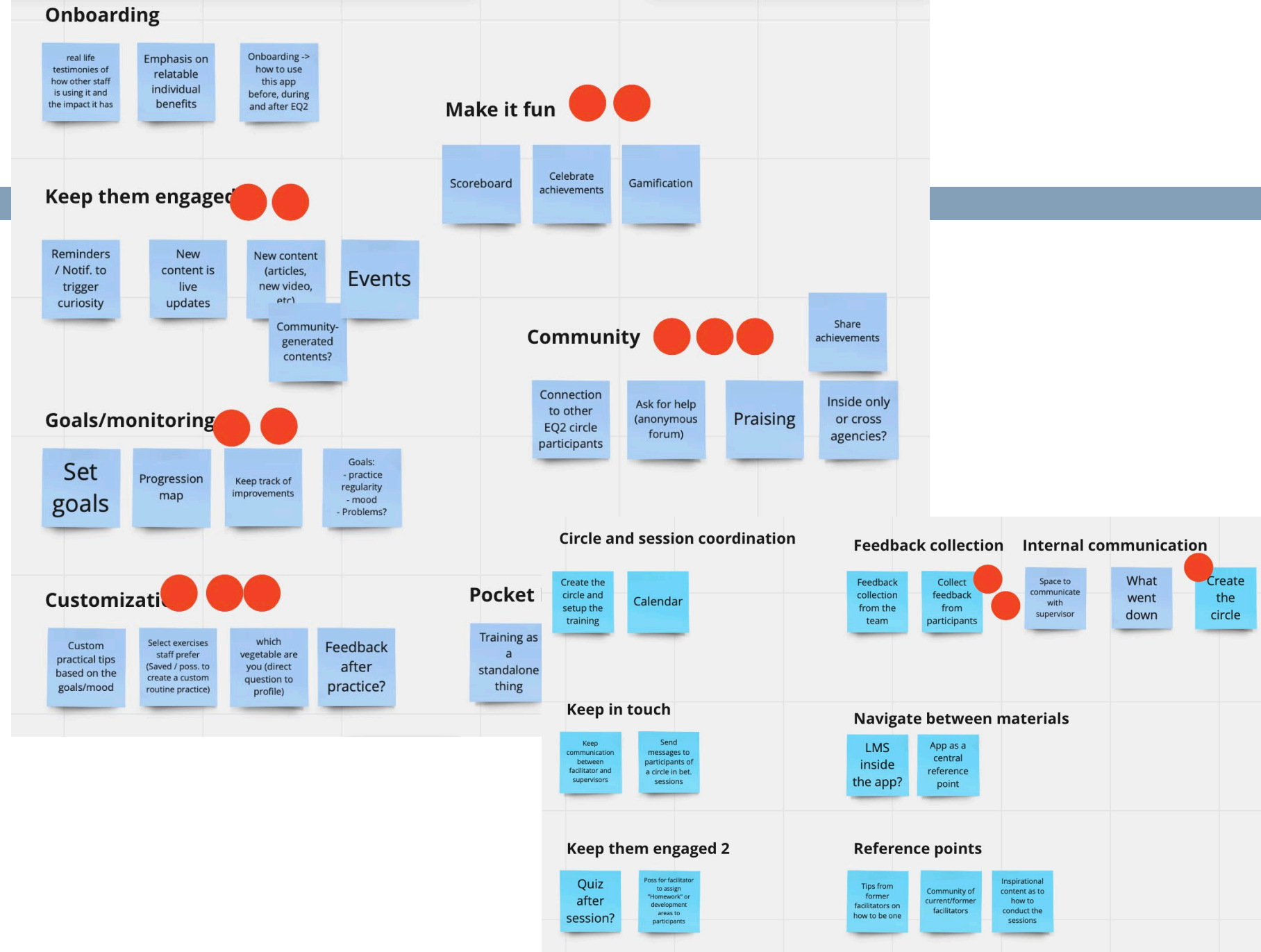
“A visual representation of the user experience”

What’s it like from start to finish for each user?



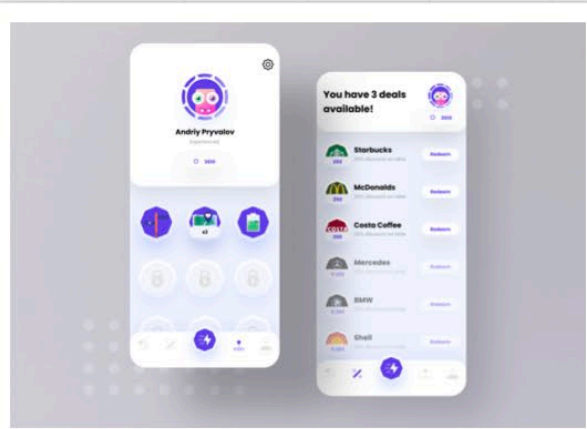
# Explore Concepts:

What overall 'big picture' concepts are important to us? What could the app be and how does it relate to other aspects of the EQ2 program?



# Explore Concepts

## Make it fun



CONCEPT ●●

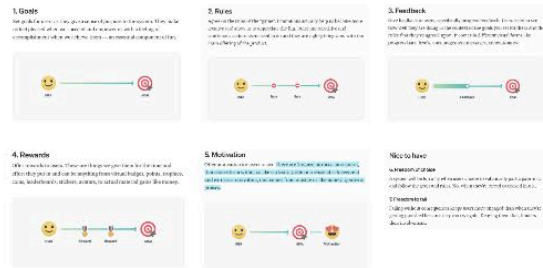
### Make it fun

Frontline staff experience stress, anxiety, and training fatigue. We want to leverage the disruptive approach of the EQ2 program by making staff intrinsically motivated to practice EQ2 skills.

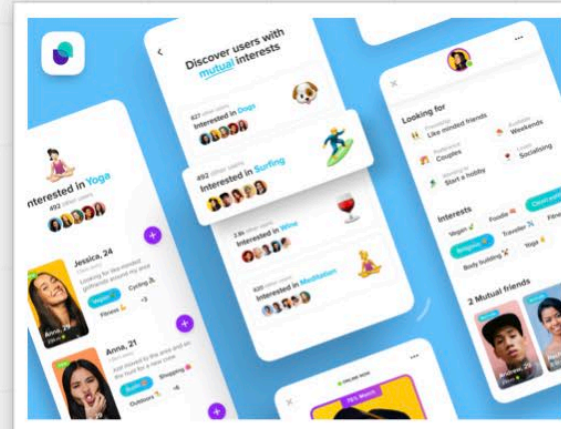
For that, we want to use elements of gamification, such as winning, curiosity, pride, and a sense of achievement to stimulate the staff's intrinsic motivation to develop their EQ2 skills by using the app. Gamification could also be helpful if we are to make some exercises accessible for youth.

*Gamification = The process of adding elements from games to non-game products or services.*

Storyboard    Content elements



## Community

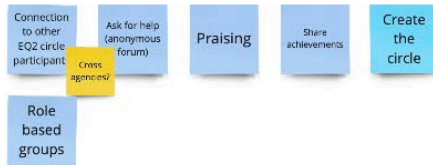


CONCEPT ●●●

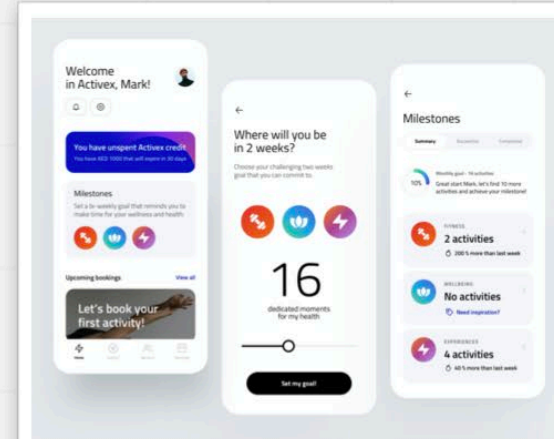
### Community & Communication

Conflict within facilities and between staff is a big source of stress. Developing a sense of fellowship and encouraging communication could help staff bond, improve their relations with one another, as well as develop solidarity. Staff working within the same place should help, praise, support each others and share knowledge. The app should create a safe space for them where they can share their struggles. We can create special channels for every circle (during the training). Another opportunity is to include the *what went down* worksheet inside the app and use it as a tool to structure the supervision (we can use it externally without having a proper communication tool).

Community could also go beyond the agency's walls, and encompass staff from many residential treatment facilities across the US. Community is about the staff feeling supported, as they see that they are not alone in this, and being supported in practice, because they are actually able to ask others for help and advice, whether it is within their agency or within the larger community.



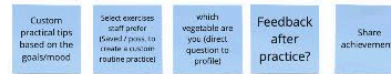
## Personalization



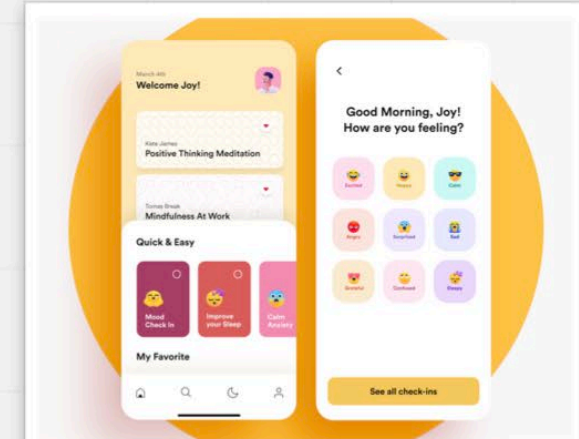
CONCEPT ●●●

### Personalization

The EQ2 training gives staff a multitude of tools and exercises they can use to build resiliency and EQ2 skills, but it acknowledges the fact that not all of them work equally well for everyone; there's no one-size-fits all (for instance, during EQ2 training sessions, participants are asked to reflect upon which cool thoughts and good moves work best for them or what they need to improve the most). For that reason, and to empower users by giving them control of how they want to get better at EQ2, we need to allow for customization within the app. Staff could for instance be able to make their own selection of exercises within the app. Elements of personalization could also be included, and the app content could be adapted based on a few questions, the user's customization or on the supervisor's recommendations.



## Keep them engaged



CONCEPT ●●

### Keep them engaged

Self-regulation skills are complicated skills that require regular and life-long learning. Since the app allows staff to practice these skills, we need to make sure they want to continuously use the app. To do so, we need to keep users engaged by notifying them when fresh and updated content has been uploaded, whether it is new videos, articles, community generated content or relevant events happening nearby.

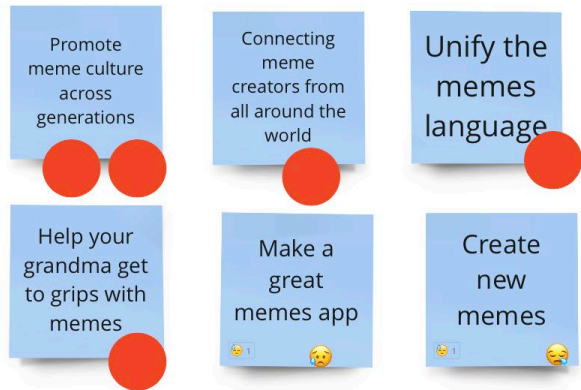




# Step 2: Explore and prioritize features

## Example Work Area

What do you want to achieve with this app?



Goal

## Our goal



## Our Goal:



Enable staff to continuously develop and pass-on mindfulness and self-regulation skills, thus improving their well-being in the workplace and beyond as well as that of youth, by:

- 1) providing them with a **toolbox** of techniques,
- 2) customized **practices** and interactive **exercises**,
- 3) allowing them to **track** their progress,
- 4) creating a **community** of practice for support and accountability

# “What Went Down/How Might We”

“Imagine we’re now in 2025 and the project was a total failure. Explain what went down, i.e. the reasons why it failed (can be external as well as internal). Then, formulate questions (How might we...?) as to how we can prevent these outcomes.”

## What went down / How might we

First, imagine we're now in 2025 and the project was a total failure. Explain what went down, i.e. the reasons why it failed (can be external as well as internal). Then, formulate questions (How might we...?) as to how we can prevent these outcomes.

### Participant 1 Work Area

**Participant 1 Work Area**

Tip: While this work area is for both exercises, only answer the question that is the current focus.

**Why did the project fail?**

**How might we...?**

### Participant 2 Work Area

**Participant 2 Work Area**

Tip: While this work area is for both exercises, only answer the question that is the current focus.

**Why did the project fail?**

**How might we...?**

### Participant 3 Work Area

**Participant 3 Work Area**

Tip: While this work area is for both exercises, only answer the question that is the current focus.

**Why did the project fail?**

**How might we...?**

### Participant 4 Work Area

**Participant 4 Work Area**

Tip: While this work area is for both exercises, only answer the question that is the current focus.

**Why did the project fail?**

**How might we...?**

### Participant 5 Work Area

**Participant 5 Work Area**

Tip: While this work area is for both exercises, only answer the question that is the current focus.

**Why did the project fail?**

**How might we...?**

### Participant 6 Work Area

**Participant 6 Work Area**

Tip: While this work area is for both exercises, only answer the question that is the current focus.

**Why did the project fail?**

**How might we...?**

### Participant 7 Work Area

**Participant 7 Work Area**

Tip: While this work area is for both exercises, only answer the question that is the current focus.

**Why did the project fail?**

**How might we...?**

# Benchmarking: What Features on Existing Apps are Valuable?

The image displays a benchmarking board for six mobile applications: Headspace, Qulture.rocks, Breeze, Reflecty, Fabulous, and Daylio. Each app's interface is presented on a vertical board, with various features highlighted by yellow sticky notes and colored markers (green and red).

- Headspace:** Features several sticky notes on the top and middle sections of the interface.
- Qulture.rocks:** Features multiple sticky notes and a green sticky note with the text "including feedback support for artists" on the bottom right.
- Breeze:** Features several sticky notes and a red sticky note on the bottom right.
- Reflecty:** Features several sticky notes and a green sticky note with the text "I like the UI" on the top right.
- Fabulous:** Features several sticky notes and two red sticky notes on the top right.
- Daylio:** Features several sticky notes and a red sticky note on the bottom right.



Jenny | 8

Progress reports/stats (once metrics are

Positive reinforcement reminders of their

Streaks (Snapchat,

Suggested content

Discussion forums

Quick relief section vs. long term goals

Location-based crisis hotline resources

Pickup keywords from journal entries/note

+

Emilie | 11

Possibility to create a list of favourite guided exercises, whether they are meditations,

Suggest users an exercise or content to go through/watch

Praise and achievement wall where users can share

Anonymous help forum where staff can reach out for advice and get answers from peers and supervisory staff. We should insist

Dedicated space within the app with the training content organised by

Emergency breathing exercise (or other relief exercise) that is easily

Interactive and game-like exercise for staff to practice mindfulness

Set reminders for

Marco | 15

Needs based content (worksheets and guided exercise) Like:

Login/Signup and profiling (CRM system

Organize all the instructional videos into "courses" that you

Customizable check-in

Widget for mood

Library with all the content divided by

Favorites and "last

Set reminders for practice (push

A "journey" of instructional video, practices, exercises, and check-ins based

Circles where they can suggest content to each other (Emilie

Beth | 12

A cache of good moves and cool thoughts that

Content/Knowledge Quizes (with the correct answers

Milestones regarding having watched (and

Badges (medals) for the times they used the effective emotion

Places for people to praise each other/support each

A place to offer

Push throughs for meditation reminders

LOVE the idea of a customizable check-in

Type something

Some kind of personalized thing to go to when they are super stressed like a picture of their kid... a

Personalized "quizzes" to track their progress. Like how many times did you praise a kid

Jess | 20

opening daily quote

Rating/mood tracker: specific prompts prior to shift, prior to EQ2 group, after EQ2 group, and/or daily and then a weekly/monthly 'in

(cont from above) if a person has marked low mood for X amount of days (5-ish), we push a notification to them that says something like "you've marked low mood at the start of your shift

(cont from above) 'tags' that users can add to their daily

**MUST INCLUDE!** Regular ratings on workplace climate that are anonymized and aggregated: how are you feeling about your work? what's the emotional weather? how are things going on the unit? How is the team doing? Allows staff to share how they feel about the climate of their workplace... with icons/emojis they can choose from (we

Varsha | 12

Dashboard/ Data visualizations to track progress and see

Streaks - similar to snap streaks to keep

A feature similar to Plant nanny where you "take care" of a cute animal/ plant to keep

Games that teach

Community similar to Reddit where people can share their

Coins system? Collecting coins after exercises? Way to track

Choose your own adventure based on

Videos/ Images > Text

Journaling/ Documenting progress/ Short

Push notifications as

# Personalisation



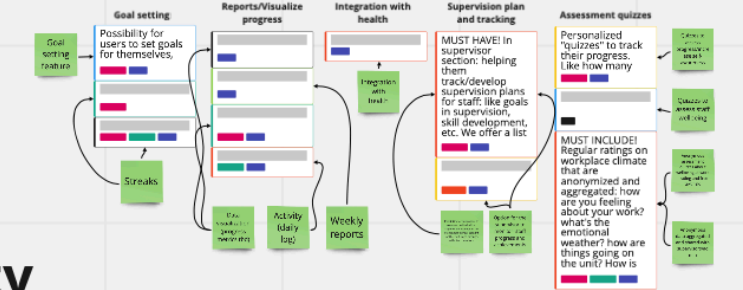
# Content



# Others



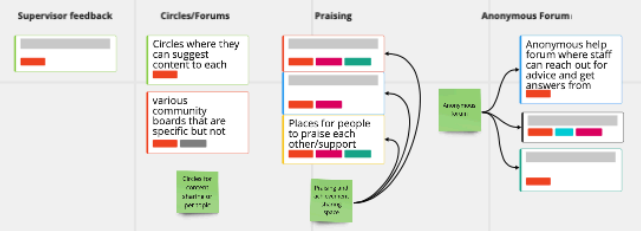
# Monitoring



# Engagement



# Community



# Kano Testing

- We conducted an internal features prioritization
- Then asked participants to prioritize the features:
  - ▣ 16 staff
  - ▣ 5 administration
  - ▣ 8 supervisors

## Features categorization frameworks

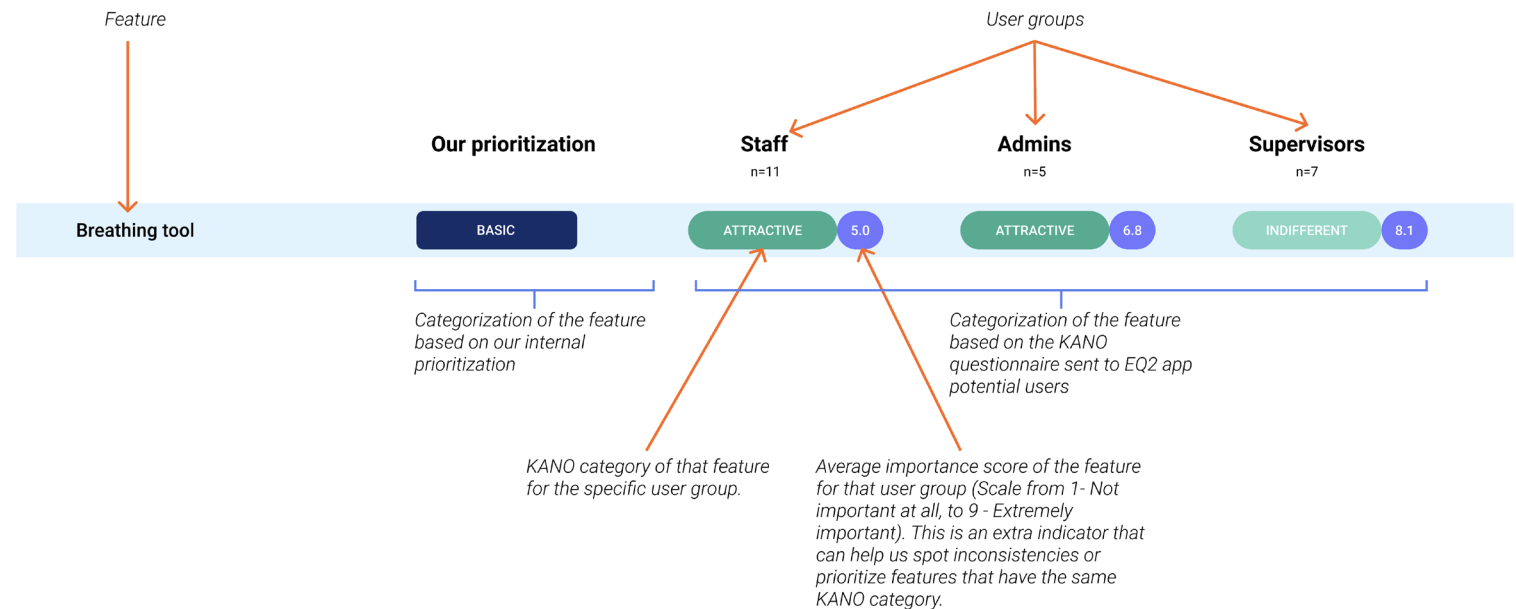
Categorization we used for internal features prioritization

- EXCITEMENT** These features are pleasant surprises that the customers don't expect but that once provided, create a delighted response.
- PERFORMANCE** The more you invest in these, the higher the level of customer satisfaction.
- BASIC** These are your must-haves - of you don't have these features, your customers won't even consider your product as a solution to their problem.

Categorization used for questionnaire (KANO model)

- QUESTIONABLE** When you get conflicting responses (such as "Like" and "Like") to both questions, you have a Questionable answer.
- REVERSE** Reverse answers positioned along two axes where reactions are either to like not having the feature or to dislike having it.
- INDIFFERENT** Indifferent features. These occur for any "I'm neutral" or "I can tolerate it" answer, for either the Functional or Dysfunctional questions. That is, they occupy the middle cells of the table (discounting any of the previously described categories).
- ATTRACTIVE** Attractive features are found when a customer likes having a feature that is not expected. This is another way of saying that what we're proposing is both new and attractive.
- PERFORMANCE** Performance features are the most straightforward to position. They are the ones where customers like having them and dislike not having.
- MUST BE** Must-be features are the remaining cases when a customer dislikes not having them. Customers go from tolerating to expecting to have the feature.

### How to read the results



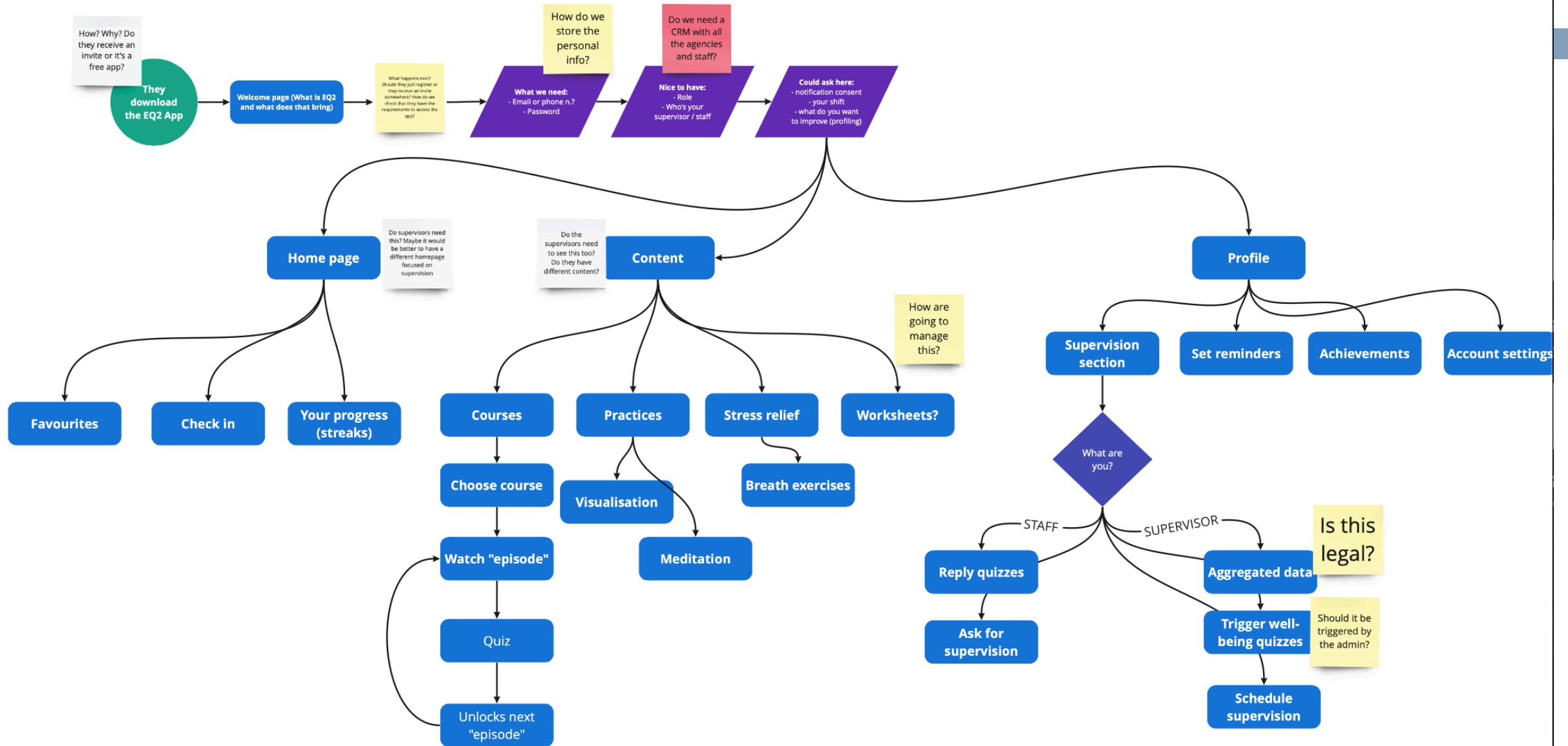


# Staff Results

Differences in what's important amongst groups of app users...

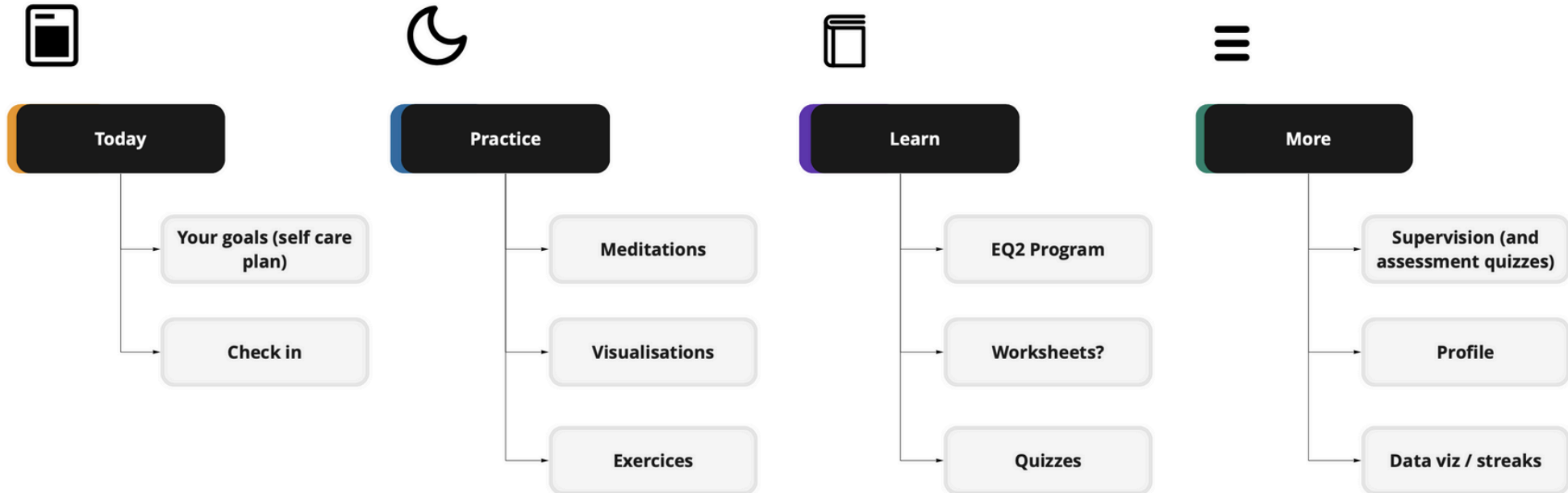
Questionnaire results	Our prioritization	Staff n=11	Admins n=5	Supervisors n=7
Breathing tool	BASIC	ATTRACTIVE 5.0	ATTRACTIVE 6.8	INDIFFERENT 8.1
Quiz on EQ2 content	BASIC	QUESTIONNABLE 5.6	INDIFFERENT 7.4	ATTRACTIVE 6.4
Structured supervision	BASIC	INDIFFERENT 5.1	ATTRACTIVE 7.4	ATTRACTIVE 7.4
Aggregated data	BASIC		PERFORMANCE 8.0	ATTRACTIVE 7.4
Goal setting	PERFORMANCE	MUST BE 6.1	ATTRACTIVE 8.2	ATTRACTIVE 7.7
Interactive exercises to practice mindfulness with youth	PERFORMANCE	ATTRACTIVE 6.6		ATTRACTIVE 6.9
Quizzes about self	PERFORMANCE	ATTRACTIVE 6.1		INDIFFERENT 7.0
Anonymous forum	PERFORMANCE	ATTRACTIVE 5.9	INDIFFERENT 7.8	INDIFFERENT 5.6
Praise	PERFORMANCE	ATTRACTIVE 5.1	INDIFFERENT 6.6	INDIFFERENT 6.4
Content program/suggestions based on the EQ skill	PERFORMANCE	INDIFFERENT 5.9	MUST BE 6.6	ATTRACTIVE 7.9
Supportive messages	PERFORMANCE	INDIFFERENT 5.9		INDIFFERENT 5.9
In-app rewards	PERFORMANCE	INDIFFERENT 5.2		ATTRACTIVE 7.0
Support group	PERFORMANCE	INDIFFERENT 4.9	ATTRACTIVE 6.4	INDIFFERENT 4.6
Monitor progress and achievements of staff	PERFORMANCE		ATTRACTIVE 7.4	ATTRACTIVE 7.0
Individualized action plan for staff			QUESTIONNABLE 7.8	ATTRACTIVE 7.0

# “The Flow”






# Content structure



 Today

 Practice

 Learn

 More



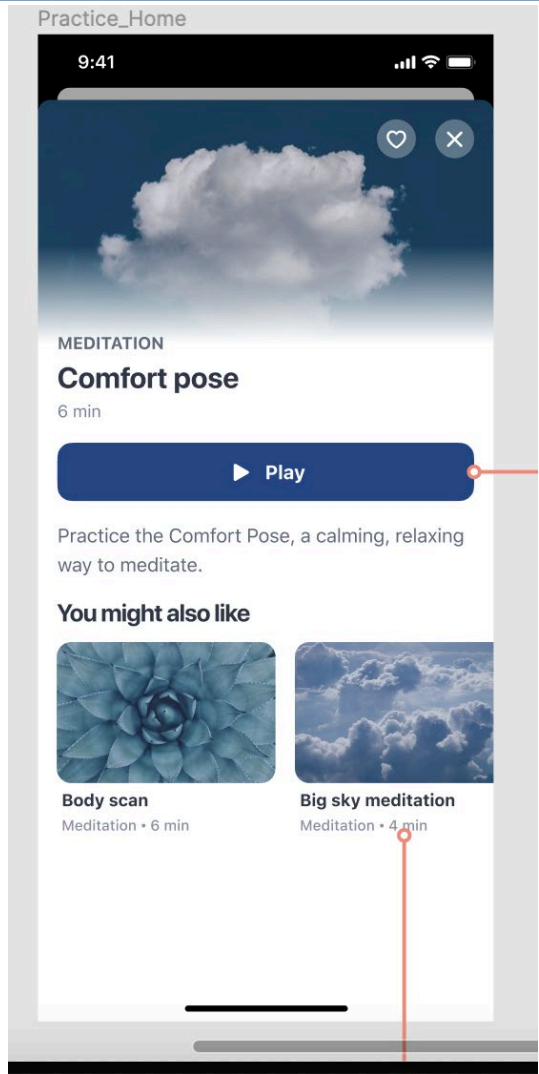


# Sample Content: Learn Section, “Stop, Breathe, and Choose”

A large, empty rectangular frame with a thin black border, occupying most of the page. In the bottom-left corner of this frame, there is a small, dark gray square icon containing a white right-pointing triangle, resembling a play button. To the left of the frame, there are two horizontal bars: a longer orange one and a shorter blue one. To the right of the frame, there is a single blue horizontal bar.



# Sample Content: Practice Section, “The Comfort Pose”



Mindfulness practices lower staff stress, increase self-regulation skills, and lower burnout.

# Step 3: Mock up designs

**Iteration module view page**

Possibility to go back to the Learn overview page with the back arrow.

Horizontal scrolling between modules.

Pick up where you left

If the user hasn't started watching a video from that module, that section is not visible.

All module 3 videos

Videos that have not yet been watched should be the first ones to show up.

V9

continue is highlighted

easy to track!

unwatched in tile format

review (already watched) goes under

V10

V11

could push even down and add a watching video

tab | alert | fan |

**LEARN 1st level**

Keep on learning  
Pick up where you left.

Video title  
section 1 + 3 min left

In a hurry?  
Little time but still want to learn?  
Pick a refresher below.

see all refreshers

EO2 courses

1 BECOMING AN EMOTION COACH  
2190 videos watched.

2 Understanding your mind

progress bar (see duolingo)  
section number (1)

progress quantified.  
how many videos are left to watch in this section.

**LEARN 2nd level**

Unlocked section.

or CTA could be "test your knowledge" & go to quiz.

time these videos should be gone through once. checkmark indicating it's done.

or resume/play when these are videos left to watch & it becomes quiz or when name left.

BECOMING AN EMOTION COACH  
section 1  
2190 videos.

RESUME

TEST YOUR KNOWLEDGE

becoming an emotion coach.

way better to have header of page above like this.

⊗ Daily Check-in  
How are you feeling today?  
Could be better...

☹️

Continue

Mood rating

⊗ Let's choose something from your self care plan

BREATHE 3MIN MEDITATION LEAF WILL

Skip

Choose something from your self-care plan

⊗ Choose a cool thought before you start your shift

it's not personal  
It's my job to be the adult.

Next

Choose a cool thought

⊗ Set an intention for your day.  
Write your own or pick from our suggestions below.

Be more self-aware Focus  
Praise a colleague Relax  
Lift up others Be calm

Next

Set an intention

⊗ Ciao, Mario!  
Your intention for today:  
Be a great colleague!

Today  
Check-in completed!

Have a great shift, Mario!

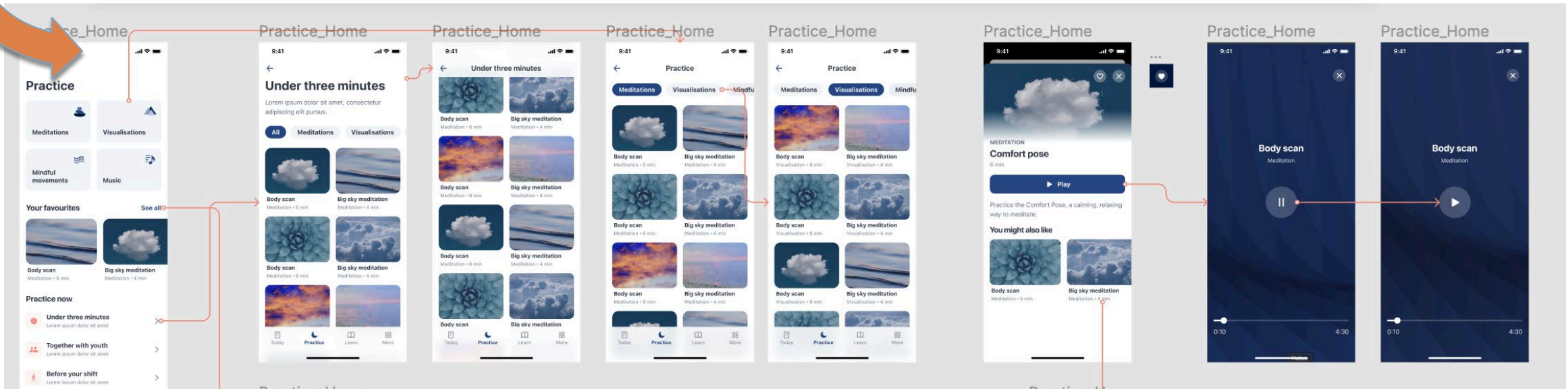
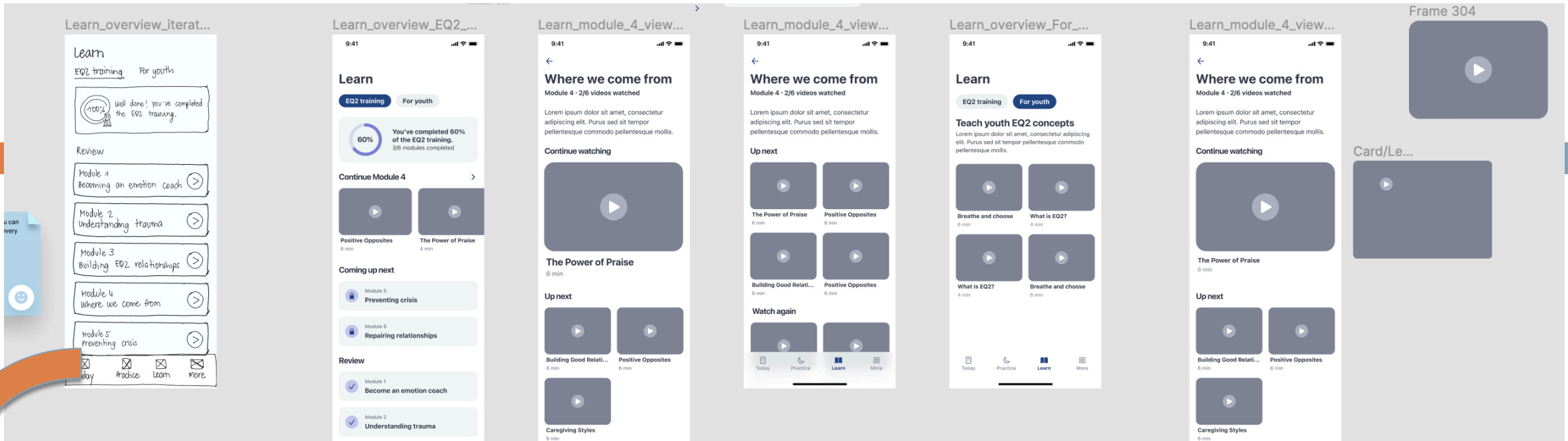
Check-in completed

→ what happens when they pick the ex? they need to go back to check-in process after

# Step 4: Choose our Visual Identity & Create Hi-Fi Design Prototypes

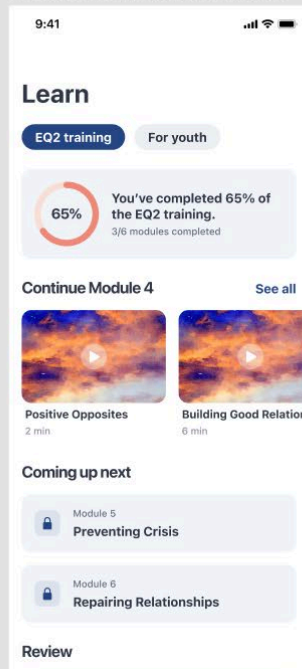
The image illustrates the design process for Step 4, divided into several key areas:

- Color Palette:** A central section displays a grid of color swatches. The top row features nine shades of blue, labeled "Bay ...". The second row shows nine shades of red, labeled "Apric...". Below these are four categories of color swatches: "Accent" (five shades of red), "Blue shades" (seven shades of blue), "Neutral" (four shades of grey), and "Semantic" (three primary colors: green, yellow, red).
- Dot Voting:** Three dot voting exercises are shown. "Dot voting: Image filters!" shows a grid of image filters with red dots indicating preferences. "Dot voting: Tile Color Saturation!" shows a grid of colored tiles with red dots. "Dot voting: Today page color preference!" shows a grid of mobile app home screen prototypes with red dots and colored squares indicating preferred color schemes.
- Hi-Fi Design Prototypes:** A series of mobile app screens are shown. The "Practice\_Home" screen includes a greeting "Hello there, Beth!", a "Weekly goals" section with "Add a goal" buttons, a "Feeling stressed?" section with "Body scan" and "Big sky meditation" options, and a "Today's quote". The "Practice" screen features a grid of activity cards: "Meditations", "Visualisations", "Mindful movements", and "Music". The "How do you feel today?" screen shows a progress bar and a "Next" button. The "Body scan" screen features a play button and the text "Body scan Meditation".

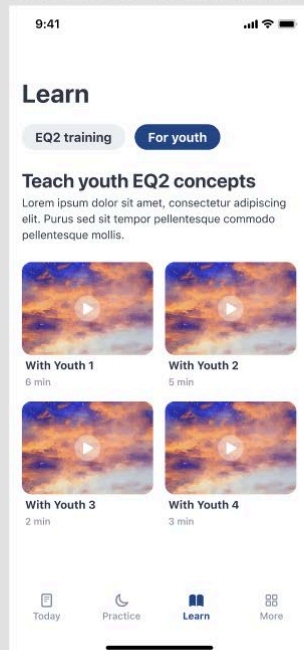




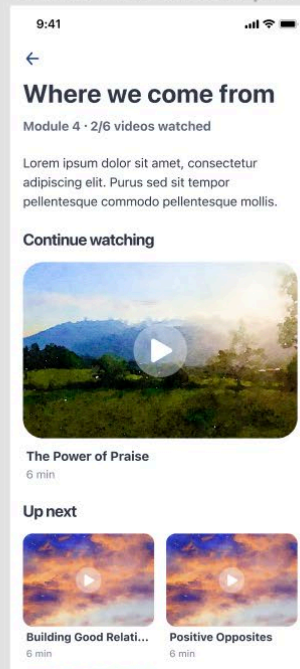
Learn\_overview\_EQ2\_trai...



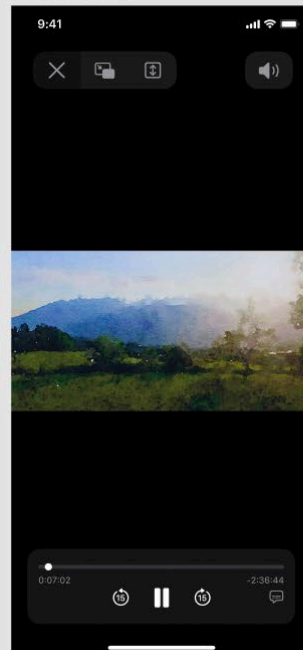
Learn\_overview\_EQ2\_trai...



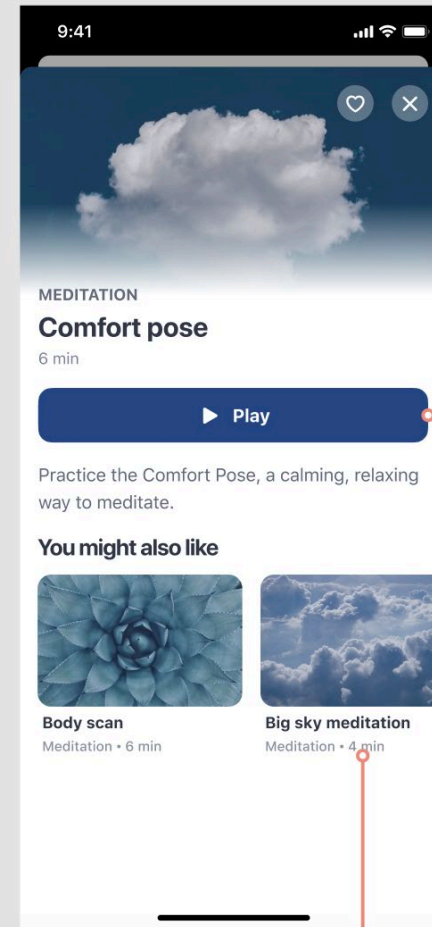
Learn\_module\_view\_in\_pr...



Frame 7067



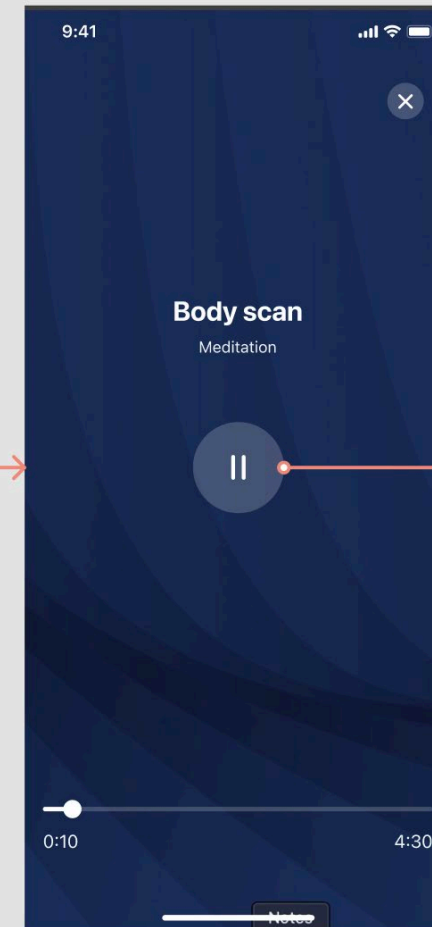
Practice\_Home



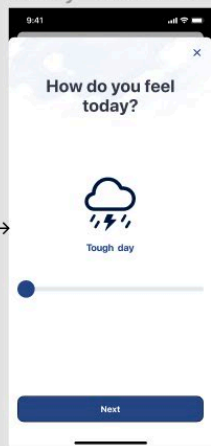
Filled



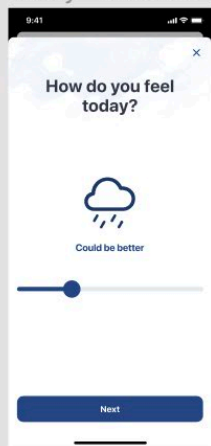
Practice\_Home



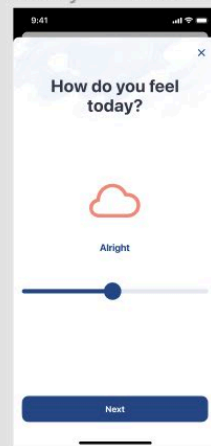
Today - Check-...



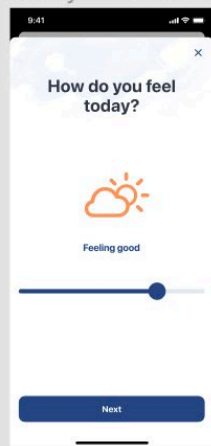
Today - Check-...



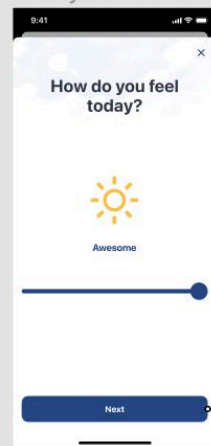
Today - Check-...



Today - Check-...



Today - Check-...



# Step 6: Code, Code, Code

9:41

## Set weekly Goal

What would you like to improve? Choose a goal to work towards for this week.

EQ2 Skills   Coaching Youth   Team S

- Notice when I'm getting triggered.
- Use Stop, Breathe, and Cho
- Use Cool Thoughts like, "This is the trauma talking" or "It's not personal."
- Use Good Moves to stay calm like "tapping out" or ignoring taunts.



Features   Debug   Window   Help

iPhone 11 - 14.0

2:55

Hello there, user!

How do you feel today?  
Check-in now

Weekly goals

- + Add a goal
- + Add a goal

Today   Practice   Learn   More

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...
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...
er/Xcode/DerivedData/eq2-ebxw
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IS OUTPUT DEBUG CONSOLE TERMINAL
1: zsh
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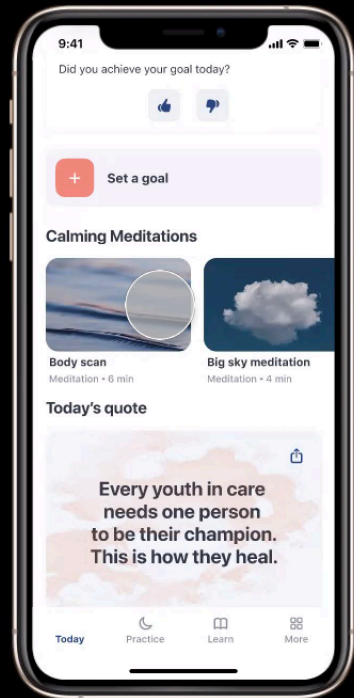
Ln 19, Col 19   Spaces: 2   UTF-8   LF   Babel JavaScript   ESLint   Prettier

(hi team!)



# Step 7: User Test

## VAS Visual Attention Results



3M

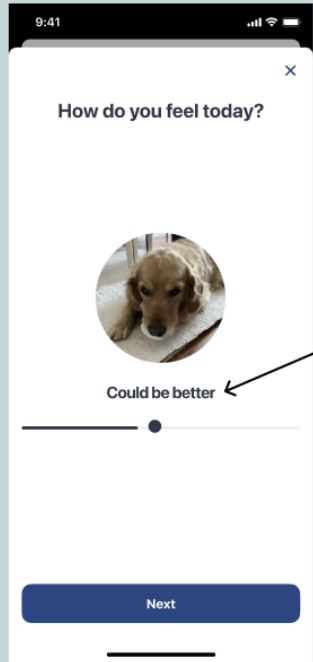
### Heatmap

This shows the probability that each part of your image is seen.

Probability a part of your visual is seen within the first 3-5 seconds of seeing an image. Parts seen in this time period have a higher change of grabbing your audience's attention.



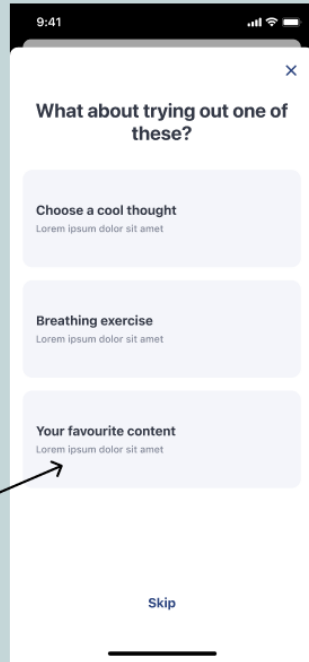
# Step 8: Design, Code, and Test More



Mood rating modal (Check-in process)

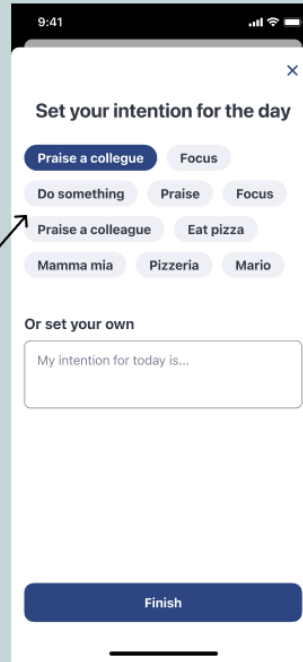
Moods description

Generic description of the recommended exercises



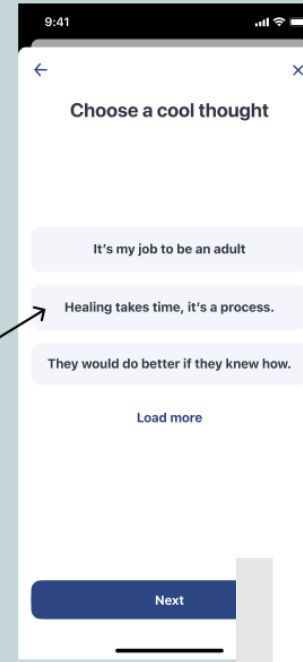
Exercises recommended during check-in

Intentions



Intention setting (Part of check-in)

Cool thoughts



Choosing a cool thought (Part of check-in)

Today's quote

Every youth in care needs one person to be their champion. This is how they heal.



# Step 9: Envision the Future: Self-Assessments and Quizzes

### The EQ2 Self-Reflective Exercise

**EQ Skills**

1. I model a healthy range of emotions with youth (including joy and humor).....
2. I know my triggers and can manage my responses.....
3. I am able to manage my stress so that it doesn't "spill over" or harm youth in my care.....

**Working with Youth**

4. I help youth de-escalate when they are triggered.....
5. I build supportive and caring relationships with youth.....
6. I respect and accept youth as they are without judgement, shame, or ridicule.....
7. I maintain healthy personal boundaries with youth.....
8. I work to bring a calm presence to my work with youth.....
9. I listen actively to youth.....
10. I maintain flexibility with youth (not overly rigid).....
11. I understand the impact of trauma on youths' behavior.....
12. I model and coach youth on self-regulation skills for youth (walk the walk).....
13. I show up consistently with youth from day to day (same person everyday).....
14. I help youth solve problems.....
15. I apologize and repair harm with youth when necessary.....

**Teammate Skills**

16. I am a team player. I pitch in to help and support my co-workers.....
17. When there is a conflict, I listen, problem-solve, and take accountability if necessary.....
18. I am aware of how my behavior, beliefs and attitudes impact the larger community.....
19. I understand the importance of healthy staff relationships in creating safe spaces for youth.....

**Professional Growth**

20. I am motivated to learn new skills and grow.....
21. I accept feedback from other staff and supervisors.....
22. I ask for help when I need it.....
23. I demonstrate self-awareness in terms of strengths and challenges.....

The image displays three mobile app screens for 'Emotion Coaching Skills' and a dashboard. The app screens show the following data:

- Screen 1 (Left):** Shows the title 'Emotion Coaching Skills' and a 'Your latest score' section with three categories: EQ Skills (77%), With Youth (37.5%), and Team Skills (84%). Below this is a 'Previous assessments' list with two entries: '25 April 2021 Assessment #2' and '3 March 2021 Assessment #1'. A 'Take the test' button is at the bottom.
- Screen 2 (Middle):** Shows the title 'Emotion Coaching Skills' and a 'Your latest scores' section with three categories: EQ Skills (4.5% increase), With Youth (15% decrease), and Team Skills (22% increase). Below this is a 'Previous assessments' list with two entries: '25 April 2021 Assessment #5' and '3 March 2021 Assessment #4'. A 'Take the test' button is at the bottom.
- Screen 3 (Right):** Shows the title 'Emotion Coaching Skills' and a 'Your latest scores' section with three categories: EQ Skills (4% increase), With Youth (15% decrease), and Team Skills (22% increase). Below this is a 'Previous assessments' list with two entries: '25 April 2021 Assessment #5' and '3 March 2021 Assessment #4'. A 'Take the test' button is at the bottom.

The dashboard on the right shows a grid of skill progress cards:

- Frame 326:** EQ Skills (4.5% increase), 77% progress.
- Frame 327:** With Youth (15% decrease), 37.5% progress.
- Frame 328:** Team Skills (22% increase), 84% progress.
- Frame 329:** EQ Skills (4.5% increase), 77% progress.
- Frame 330:** With Youth (15% decrease), 37.5% progress.
- Frame 331:** Team Skills (22% increase), 84% progress.

## Step 9: Envision the Future: Youth Videos



# How Might You Use the EQ2 App?

- As a **supplement** to EQ2 groups so that staff can review material and practice meditation in between sessions
- To **onboard** new staff who might join between cycles of EQ2 groups
- As **refresher** trainings for staff who have been through the EQ2 Program already
- To build and reinforce **skills and concepts**
- In individual or group **supervision** sessions or staff meetings
- And many, many more ways!

# Our Team

## DAI Lab

- Marco Cabrera, Developer
- Anne Bailey, Mentor
- Varsha Ayer, Mentor and Developer
- Mimi Garimella, Project Manager
- Julia Kern, Designer
- Cindy Yuan, Designer
- Alex Lopez, Developer
- Anne Bailey, Developer
- Janvi Kalra, Developer
- Timothy Yang, Animator
- Anna Shum, Animator
- Hanna Hong, Animator
- Darley Sackitey, Animator
- Nadia Koolina, Project Manager
- Damini Kohli, Animator
- Ronnie Ahlborn, Animator


## Catchafire

- Marco Portigliatti, UX/UI (Italy/Copenhagen)
- Emilie Jaillot, UX/UI (France/Copenhagen)
- Jenny Jiang, UX/UI (China/LA)
- Hamouda Arfaoui, Developer (Tunisia/Copenhagen)
- Chaouki Ben-Fraj, Developer (Tunisia/Berlin)
- Kaiya Griffing-Dunn, Animator (Brooklyn)

# Let's Play with the App

- Scan QR Code on your table
- OR from app store, download “EQ2: Staff Support”
- Sign up with your own email/password
- Use code: **ACRC22**





What features might you like  
to see on future versions of  
the app?