
Usability Findings

Mind in the Making

Module 1

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May 6, 2020

Introduction

This document summarizes findings from a usability testing series conducted April 16-21, 2020. Five, 90 minute sessions were remotely moderated via Zoom. The sessions included:

- Introductory questions
- Prototype walkthrough
- Post-session questionnaire
- One moderator
- Two observers
- One of five participants

All participants were professionals that work with or support programs for children.

Summary

Findings & Recommendations

- Navigation
- Information Input & Activities
- Copy & Layout

Priority Changes

Detailed Findings

- Starting the Module
- Welcome & Review
- Introduction to Skills
- Strategies for Promoting Skills

Summary

Key navigation elements were highly discoverable for participants. However, within the activities, participants were confused about primary and secondary navigational paths.

Participants were delighted with the videos but the pop ups were unexpected. This hindered an efficient completion of text boxes, fields, and check box selections.

Screens with mostly copy were sometimes lengthy and could take extra time to read.

Navigation

▼ Welcome & Review

Recap

Welcome Video 

Learning Objectives

Introductory Activity 1 of

Introductory Activity 2 of

▶ Introduction to Skill

▶ Skill in Adults' Lives

▶ Skill in Children's Lives

Findings

Key navigation elements were highly discoverable for participants.

The right arrow in the lower right corner was highly discoverable and the primary element used to navigate the module.

"Get Started" & "Start Module" were also found very quickly for all the sections.

Left navigation was initially clicked by 4 of 5 participants before they began the module.

Left navigation was occasionally used if participants lost their place after the activities.

The **video icon in the left nav** was correctly recognized by participants. The star icon was described as signifying something important or unique.

Findings - Cont'd

The green step buttons were not easily discovered.

Orange buttons were discoverable but often thought to represent the primary navigation path.

At the end of activities, it was not obvious how participants would move on to the next activity or close out of the current activity.

Participants would occasionally close an activity and not recognize their location.

Recommendations

Apply consistent rules for button treatments and placements

- **Orange buttons** for primary navigation
- **Additional button treatment** for all secondary path options
- “**Close**” or “**Complete Activity**” when activities are complete
- Reconsider use of **green steps buttons** for navigation

Apply consistent rules for button labels

- “**Next**” -> primary path
- “**Continue**” -> primary path for content
- “**Submit**” -> final action
- “**Close**” -> completion

Button Treatments

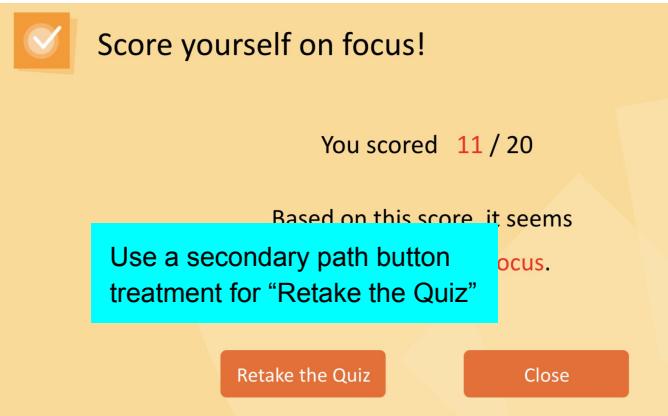
Use **orange buttons** for primary path navigation within activities.

Add “Close” or “Complete Activity” when activities are complete.

Find an additional button treatment for all **secondary path options**, i.e. “Print & Preview.”

Priority Areas to Focus

- All Activities



Strategies to Promote Focus

Participants said:

- ▶ Declutter your workspace
- ▶ Ensure a period of quiet time
- ▶ Prioritize your time
- ▶ Use tools to help cut outside distractions.
- ▶ Use distractors as rewards for focusing

You wrote:

- ▶ Difficulty: I was out of coffee.
- ▶ Your Strategy: Drank a tea and made a note to get coffee next time I was at the store.

Example - Scholastic Books

For primary paths, the Scholastic book ordering system consistently uses **orange buttons**. See “Proceed to Checkout.”

Blue buttons are used for secondary paths. See “Add” & “Donate.”

For different views or to leave process, a basic link treatment is used. See “Return to Shop.”

The screenshot shows the Scholastic Books ordering interface. At the top, there are three tabs: "STUDENT FLYER ORDERS" (selected), "STUDENT ONLINE ORDERS", and "YOUR TEACHER ORDER". The "YOUR TEACHER ORDER" tab has an "ADD" button highlighted with a blue box.

Below the tabs, a message says "No orders to review." Under "STUDENT FLYER ORDERS", it says "No orders to review." Under "YOUR TEACHER ORDER", it says "IMPORTANT : All student paper orders must be entered in the [Student Flyer Orders](#) tab."

A table lists three items:

ITEM #	TITLE	FLYER	PRICE	QTY.	BONUS PTS.	QTY.
1097	Beautiful/Bellas Bilingual Book and CD Set	Spring Gift Books	\$6.50	1	190	0
897	Battle for Dream Island: Official Character ...	Spring Gift Books	\$4.50	1	150	0
597	The Baby-Sitters Club® Graphix #1–#7 Pack	Spring Gift Books	\$54.50	1	1525	0

At the bottom, there's a summary table:

Bonus Points Used (0 items)	0 pts
Subtotal (3 items)	\$65.50
Your Estimated Tax	--
Total	\$65.50

Sales Taxes calculated during checkout. [?](#)

BookTrust logo with a donation form: "Make a Donation to Help Kids in Need" with a question mark icon, a "\$1" input field, and a "DONATE" button. This "DONATE" button is also highlighted with a blue box.

CART TOTAL \$65.50 | 0 Bonus Pts. | 3 Items

Buttons at the bottom: "RETURN TO SHOP" (highlighted with a blue box) and "PROCEED TO CHECKOUT" (highlighted with an orange box).

Button Labels

- “**Next**” -> primary path for activities that are interactive
- “**Continue**” -> primary path for content based activities
- “**Submit**” -> primary path final button for activities with input information
- “**Close**” -> primary path completion

Priority Areas to Focus

- All Activities

The image displays three separate user interface snippets from a digital application, each with a callout box containing a button label:

- Top Snippet:** A yellow header section titled "Score yourself on focus!" with a checkmark icon. Below it is a text box: "I typically get so absorbed in what I'm doing that I stay with it for a long time." To the right is a list of five radio buttons with the following options:
 - Exactly like you
 - Very much like you
 - Somewhat like you
 - Not too much like you
 - Not at all like youA "Submit" button is on the left, and a large blue "Use ‘Continue’" button is on the right.
- Middle Snippet:** A "Preview List" section titled "Strategies to Promote Focus". It lists several strategies:
 - ▶ Declutter your workspace
 - ▶ Ensure a period of quiet time
 - ▶ Prioritize your time
 - ▶ Use tools to help cut outside distractions.
 - ▶ Use distractors as rewards for focusingA "You wrote:" section follows, with a note about difficulty and a strategy. A "STEP 1. WATCH VIDEO" section is shown below, with a video player and a transcript. Callouts highlight the "Add ‘Close’" button at the bottom left and the "Use ‘Next’" button at the bottom right.
- Bottom Snippet:** A "Focus and Self Control > Skill in Children’s Lives > Autonomy Support Strategies > Preschool" section. It shows a video player with a transcript: "Uh-oh, Amy and Jamy, what's the problem?". A "Select Other Age Group" button is at the bottom right. On the right side, there is a "STEPS: 1 watch video 2 review behaviors" section and a note: "At the conclusion of the video, Expert Commentary regarding Executive Function and Focus and Self Control will be displayed. Read the Expert Commentary and click the ‘STEP 2’ button or Use ‘Next’".

Green Steps Buttons

Reconsider use of **green steps buttons** for navigation.

Stepped process solutions are typically used for long series of screens that are difficult to track with high potential for cognitive load.

Priority Areas to Focus

- Autonomy Support Strategies

Module 1. Focus and Self Control > Skill in Children's Lives > Autonomy Support Strategies > Preschool

STEP 1. WATCH VIDEO
This video shows children playing in a preschool classroom (1m:50s). Watch the video carefully to see how the teacher is promoting Executive Functions and Focus and Self Control. Click the video to play!

Uh-oh, Amy and Jamy, what's the problem?

00:00 / 01:50

STEPS:

- 1 watch video
- 2 review behaviors

At the conclusion of the video, Expert Commentary regarding Executive Function and Focus and Self Control will be displayed.

Read the Expert Commentary and click the “**STEP 2**” button on the top.

Select Other Age Group

Example - Scholastic Books

For checkout, Scholastic Books uses **stepped process buttons** at the **top of the page** but relies on “**Continue**” for primary navigation.

The screenshot shows the first step of a three-step process. The top navigation bar has three tabs: "SUBSCRIPTIONS" (highlighted in blue), "SHIPPING & BILLING", and "REVIEW & SUBMIT". A large orange box highlights the "CONTINUE" button at the bottom right. The main content area is titled "Subscription to Let's Find Out Grade K". It shows a book cover for "Let's Find Out Grade K" with the title "Can You WHISTLE Like a Groundhog?". Below the book cover, it says "Students: 10", "Term: Full Year (Starts September 2020)", "Issues: 32", and "Per student: \$5.95". To the right, there's a sidebar with a "Science Spin Gr. K-1" offer and a "More Ordering Options" link.

The screenshot shows the second step of the process. The top navigation bar has three tabs: "SUBSCRIPTIONS", "SHIPPING & BILLING" (highlighted in blue), and "REVIEW & SUBMIT". A large orange box highlights the "CONTINUE" button at the bottom right. The left side of the screen has a "Billing Address" section with radio buttons for "Bill me" and "Bill my school" (selected). Below that is a "Promo Code (optional)" section with a note about finding it on a catalog mailing label. The right side shows an "Order Summary" table:

Order Summary	
	Let's Find Out Full Year
Price:	\$5.95
Qty:	10
Edits	\$59.50
Item Total	\$59.50
Shipping & Handling	\$5.95
Total Price	\$65.45

Information Input & Activities

Findings

Pop ups were unexpected during videos.

Participants had **problems with initial input of text boxes, fields, and check box selections** in pop ups.

Participants **felt unprepared to answer most questions** or complete text boxes in pop up windows.

Participants **noticed their lack of recall** and asked about **supporting materials**.

Participants often asked **how entered information would be used or where it would go**.

Participants were **unsure who they were answering for**, i.e. is this for me, a child, or a person in the video?

Participants often **did not connect their personal responses to the responses on the confirmation screen**.

Recommendations

Set up expectations for pop ups and interactive videos. Communicate the nature and tone of the activity before the activity begins. Let users know how selected and entered info will be used.

Apply standard treatments for text boxes & fields

- Clearly label
- Add instructional text
- Divide up text boxes and offer more structure

Represent the “voice” of an activity graphically or with copy.

Keep relevant information close to primary interactions.

Display supporting information within pop up when necessary.

Create supporting materials for more complicated activities.

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Set Up Pop Ups

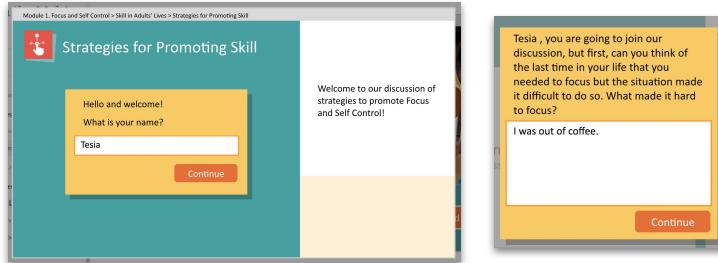
**Set up expectations for pop ups
modals and interactive videos.**

Communicate the nature and tone of the activity before the activity begins.
Let users know how selected and entered info will be used.

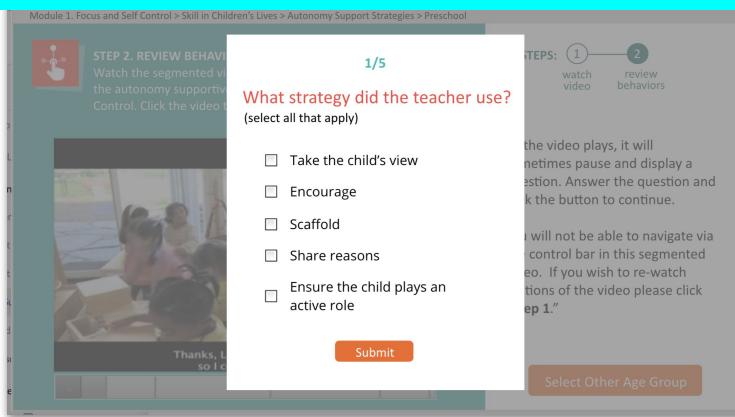
Priority Areas to Focus

- Autonomy Support Strategies
- Strategies for Promoting Skills
- Anywhere there are interactive videos

Add information about video interactions.
Explain as a real-time conversation.



This activity is more about general perceptions with no specific right or wrong. Change interaction to be less quiz like.



Examples - Capital One & Meetup

Capital One displays “**Short Read**” description at the top of the page to set up expectations for time commitment and activity type.

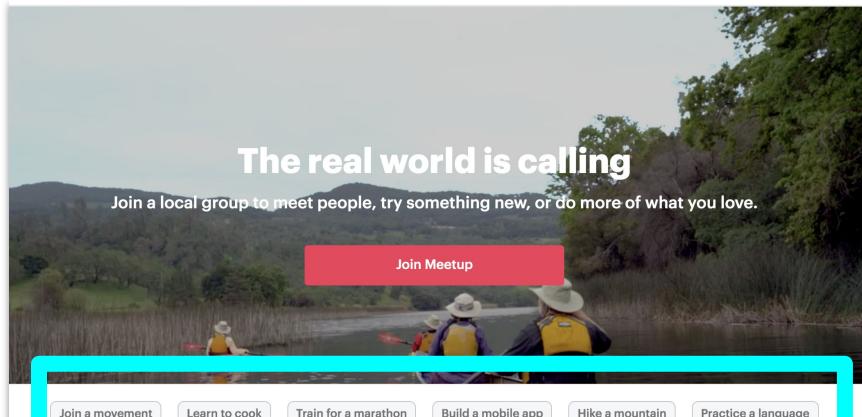
Meetup.com uses a focused screen with minimal design and copy elements to describe the purpose of the activity.

The screenshot shows a woman working on a laptop. At the top right, there is a timestamp 'March 31, 2020 | short read' enclosed in a red box. Below the timestamp, the article title 'Avoiding Business Fraud in Uncertain Times' is displayed.

The screenshot shows a 'Meetup' logo at the top left. At the top right, there are 'Log in' and 'Sign up' buttons. In the center, there is a call-to-action button 'BECOME AN ORGANIZER' with the text 'We'll walk you through a few steps to build your local community'. Below this, there is a red 'Get started' button. The entire central area is enclosed in a red box.

Examples - Meetup

To establish user expectations, Meetup.com displays the keyword interactive elements on the home page. These interactive elements then extend into group building module for consistency.



A screenshot of the Meetup group creation interface, specifically Step 2. The title "Choose a few topics that describe your group's interests" is displayed. A note below states: "Be specific! This will help us promote your group to the right people. You can choose up to 15 topics." A search bar labeled "Search for topics" is present. Below it is a grid of topic buttons, many of which are highlighted with a cyan border. The visible topics include: Belly Dance, International Travel, Stay-at-Home Moms, Military Spouses, Sports and Recreation, Psychology, Japanese Language, Dancing, Fiction, and Makeovers. At the bottom of the screen, there are "Previous" and "Next" navigation buttons.

Text Boxes & Fields

- Clearly label
- Add instructional text
- Divide up text boxes to give more structure

Priority Areas to Focus

- Strategies to Promote Skill
- WOOP
- Letter to a friend

GOAL SETTING

1. WISH

2. OUTCOME

3. OBSTACLE

4. PLAN

What would be the best outcome if you achieve your goal?
[field]
Consider how you would feel, what would happen, or what other people may feel about you?

type your text here

Now imagine this very best outcome. Let your mind wander and let yourself feel what it would feel like if the outcome happens. Type your thoughts and feelings.

type your text here

Module 1. Focus and Self Control > Summative Activity: Sharing Your Wisdom

Write a letter to your friend

We know that most people see "challenging behavior in children as something they have to manage. Often, they "fix" the problem without using it as an opportunity to help the child learn to "fix" problems for themselves.

Using what you have learned about the executive function skill of Focus and Self Control and about autonomy supportive strategies to promote that skill, write a brief letter to someone like you who will be taking the modules in the future. In this letter, please share:

- What you have learned.
- What you are going to do differently as a result.

Preview & Print

What would the best outcome be if you achieved your goal?

[field]

Consider how you would feel, what would happen, or what other people may feel about you?

Separate text box into 3 text fields.

1. Who are you writing a letter to?
[field]
2. Summarize what you learned
[field]
3. Add a signature
[field]

—

Example - Meetup.com

Meetup uses a clear hierarchy to set up the information input and conversational tone.

- Title for the field
- Supporting questions
- An example within the field
- Highlighted example below the field

The screenshot shows the Meetup.com group creation process at Step 4 of 6. The title "Now describe what your group will be about" is displayed prominently. Below it, a note states: "People will see this when we promote your group, but you'll be able to add to it later, too." A list of three questions is provided: "1. What's the purpose of the group?", "2. Who should join?", and "3. What will you do at your events?". A text input field contains the answer: "For people to meet and form life-long friendships." A small green circular icon with a white letter 'G' is located in the bottom right corner of the input field. Below the input field, a callout box titled "Here's an example:" contains the text: "This is a group for anyone interested in hiking, rock climbing, camping, kayaking, bouldering, etc. All skill levels are welcome. I started this group to meet other outdoor enthusiasts. Looking forward to exploring the outdoors with everybody." At the bottom of the screen, there are "Back" and "Next" buttons, and a status bar indicating "1 of 3".

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Represent “Voice”

Represent the “voice” of an activity graphically or with copy.

Priority Areas to Focus

- Strategies to Promote Skill
- What Would You Do
- WOOP
- Write a Letter / Summative Activity

Factors That Matter 1
Playing Skill Games w

Factors That Matter | Name
Focus and Self-Control

Head to toe tasks: A measure of Executive Functions for preschoolers & Kindergartners – McClelland, Ph.D. (02:37)

WHY THIS MATTERS

Children who do well on the Head-to-Toe Task are likely to have higher reading, vocabulary and math scores.

Children can learn these Life Skills.

Playing games like this can improve content knowledge. (Not just Executive Function Skills)

Add “Teachers Response” to the top of the clipboard

What We Saw

Jen took the child's view and understood that the child was getting frustrated because she didn't have words to express her feelings.

Books can be an effective way to *scaffold* learning and help Lucy learn to identify and process the emotions she is experiencing. But understanding feelings is only a first step. Jen could point out how the characters in the stories (or the other children in the class) deal with strong emotions so Lucy can begin to learn strategies for maintaining and developing the skill of Self Control.

Autonomy Support Behaviors

- Take the child's view
- Encourage
- Scaffold
- Share reasons
- Ensure the child plays an active role

Close

Add a speech box here instead.

Pres

“Lucy yells at me when she doesn't like what I tell her. How can I get her to stop this behavior?”

Info & Interactions

Keep relevant information close to primary interactions.

Priority Areas to Focus

- Section landing pages
- Autonomy Support Strategies
- What Would You Do

Module 1. Focus and Self Control > Skill in Children's Lives > Autonomy Support Strategies > Preschool

STEP 1. WATCH VIDEO
This video shows children playing in a preschool classroom (1m:50s). Watch the video carefully to see how the teacher is promoting Executive Functions and Focus and Self Control. Click the video to play!

Uh-oh, Amy and Jamy, what's the problem?

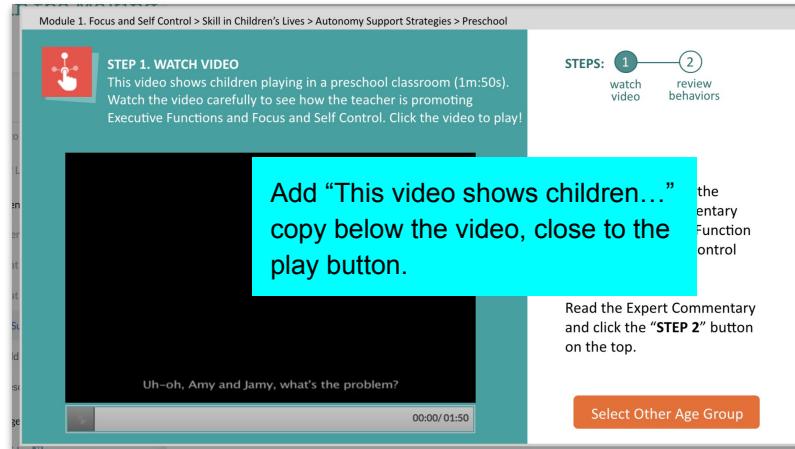
00:00 / 01:50

STEPS: 1 watch video 2 review behaviors

Add "This video shows children..." copy below the video, close to the play button.

Read the Expert Commentary and click the "STEP 2" button on the top.

Select Other Age Group



Strategies for Promoting Skill

Keep important copy like "*Please share your strategies as you hear from others*" close to the "Get Started" button so it does not get lost.

In this activity, participants discuss strategies they use to promote Focus and Self Control in themselves and others. Please share the strategies you use to promote Focus and Self Control as you hear from others.



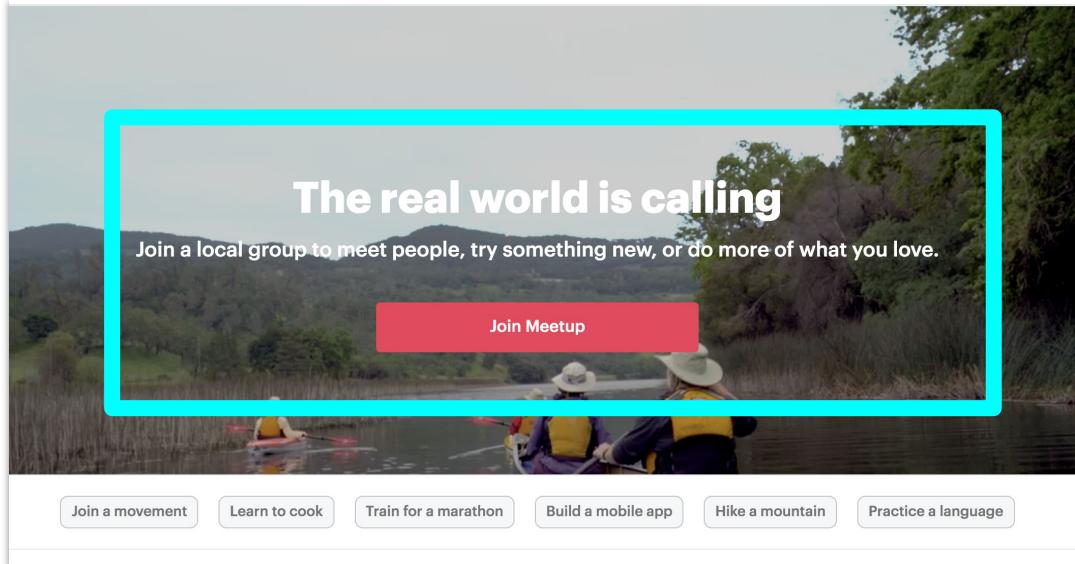
Get Started

2



Examples - Meetup.com

The home page for Meetup.com places a key description for the activity right next to the primary interaction, “Join Meetup.”



Display Supporting Information

Display supporting information within pop up when necessary.

Support the user with information they recognize and make them remember less.

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Name or label the situation in the video. Add copy like “The teacher told the child to talk to their friend...”

The screenshot shows a learning module titled "Module 1. Focus and Self Control > Skill in Children's Lives > Autonomy Support Strategies > Preschool". A red callout box highlights the text: "Name or label the situation in the video. Add copy like ‘The teacher told the child to talk to their friend...’".

The main content area displays a video thumbnail with the text "STEP 2. REVIEW BEHAVIOR Watch the segmented video to see how the teacher used autonomy support strategies to encourage self-control. Click the video to play." Below the video, a question is displayed:

What strategy did the teacher use?
(select all that apply)

Take the child's view
 Encourage
 Scaffold
 Share reasons
 Ensure the child plays an active role

A "Submit" button is located at the bottom right of the question area. To the right of the question, there is descriptive text: "the video plays, it will sometimes pause and display a question. Answer the question and click the button to continue." Another note states: "You will not be able to navigate via the control bar in this segmented video. If you wish to re-watch segments of the video please click 'Step 1'." At the bottom left, there is a "Select Other Age Group" button.

A blue callout box at the bottom right of the screenshot area contains the text: "Add small descriptions under checkbox options."

Examples - Best Buy

Best Buy displays short summaries of previous selections to help add context to their hardware trade-in process.

 TRADE-IN

Your Trade-In Product

Laptop - Trade-In

Model: N/A SKU: 6183700
IBM, AMD E Series, Windows 8/Windows 10, 2GB to < 6GB

Select a Different Product

Specify Your Product Condition

Please specify the condition of your product to help us estimate your trade-in value

Power on device. What is the condition of the item? Poor

Are the battery and adapter/power cord included and free from damage? Plug in the adapter/power cord. Does the device Yes

Your Estimated Trade-In Value: **\$2.25**

Mail in your item to receive an E-Gift Card for the value of your trade-in.

Add To Your Basket

Example - Capital One

Capital One uses a consistent field treatment that includes a roll over for informational and contextual help.

The screenshot shows a portion of a web application interface for Capital One. A tooltip is displayed over a field labeled "Total Annual Income". The tooltip contains the following text:

You may include personal income, which is income you have earned, including full-time, part-time, or seasonal jobs, self-employment, interest or dividends, retirement, and public assistance. You may also include shared income, which is money from somebody else that is regularly deposited into your individual account or into a joint account that person shares with you. If you are 21 or over, you may also include somebody else's income that is regularly used to pay your expenses.

At the bottom of the tooltip, there is a link labeled "FAQ".

Below the tooltip, there is a large input field for "Total Annual Income" containing a dollar sign (\$). A small information icon (i) is located next to the input field. At the bottom of the page, there is a note: "Alimony, child support or separate maintenance income need not be revealed if you do not choose to have it considered as a basis for repaying this loan."

Copy & Layout

Copy & Layout - Best Practices

The copy is so important and integral to this experience.

Consider ways to make it more consumable and scannable with headings, sub-headings, bolding, or other text treatments.

Priority Areas of Focus

- What We Saw
- Section Landing
- Review What You've Learned

Add more sub-headings here, i.e. "Teacher Identified the Problem" or "Awareness of Focus and Self Control"

What We Saw

The teacher in this video does a great job of promoting Focus and Self Control in both children, Amy and Jamy. In the initial part of the video both children have clearly lost self-control as they struggle over the block. Instead of solving the problem the teacher helps the children fix the issue for themselves using words and demonstrates for them how they can maintain their composure and find a solution. By helping the children to pause, identify the problem, and think of possible solutions the teacher is allowing the children to use their own Focus and Self-control skills and gives them agency. The children can bring themselves under control and find a solution that works for both of them.

In the video, the educator also demonstrates awareness of their own Focus and Self-Control skills. When they accidentally speak for the child, they correct themselves out loud. Modelling this awareness of our own Focus and Self Control skills is a great way to show children the importance of self-reflection in promoting Focus and Self Control.

Close

Copy - Examples

Capital One and Etsy have templates for their content pages. Both use a font hierarchy and varied treatments to increase scannability and engagement.

Capital One uses headings, subheadings, & bulleted lists



Learn & grow

BUSINESS RESOURCES

March 31, 2020 | short read

Avoiding Business Fraud in Uncertain Times

How business owners can safeguard their companies as they respond to COVID-19

[Twitter](#) [LinkedIn](#) [Facebook](#) [Email](#)

When disaster strikes, so do fraudsters. As business owners respond to the COVID-19 pandemic, they should be extra vigilant to protect their companies against fraudulent activities.



As technology evolves, criminals take advantage of the same digital tools that we use for our business and personal lives to commit fraud with greater speed and more often. This could be a scammer posing as a vendor asking to send money to a new account, a fake telephone call from the IRS, or a phony cease and desist order demanding money. No matter its form, fraud can have a devastating impact for small business owners, especially as they navigate today's uncertain times.

How can business owners detect and prevent fraud?

Many small businesses don't have in-house fraud resources, but they can still take steps to avoid becoming the victims of fraud:

- Keep an eye out for unusual payment requests (e.g., emergency payment email from a company executive) or changes to normal payment requests (e.g., new account number for a supplier payment) and double check to make sure they are legitimate
- If you receive an unsolicited email, do not click on links and exercise caution when handling attachments. Be sure to also check to ensure that it is coming from a trusted email address and be on the lookout for typos!
- Do not respond to emails requesting any personal or financial information from sources you don't know and trust - especially in connection with COVID-19
- Check with your partners and vendors (e.g., payment processors) to make sure they have controls in place to prevent fraud
- Monitor your accounts and personal credit reports regularly and sign up for credit alerts

Etsy uses headings, subheadings, complimentary fonts, and different font styles (bold & regular).

What is Etsy?

Read our [wonderfully weird story](#)



A one-of-a-kind community

Etsy is a global online marketplace, where people come together to make, sell, buy, and collect unique items.

Support independent creators

There's no Etsy warehouse – just millions of people selling the things they love. We make the whole process easy, helping you connect directly with makers to find something extraordinary.

Peace of mind

Your privacy is the highest priority of our dedicated team. And if you ever need assistance, we are always ready to step in for support.

Have a question? Well, we've got some answers.

[Go to Help Center](#)

Priority Changes

Priority Changes

Based on the findings gathered from the sessions, these are the recommended priorities for interface changes.

- **Address the issue of primary and secondary path button treatments** within and at the end of activities.
- **Set up expectations for pop ups** before video playback.

Doing a quick examination of content pages and considering ways to apply headings, sub-headings, and organize the information could make a big impact.

Detailed Findings

Starting the Module

“Get Started” vs. Left Navigation

“Start Module” was quickly discovered and used to begin the module. 4 of 5 participants initially quickly clicked through the left navigation.

When asked if they would complete the module linearly or nonlinearly, participants claimed to be linear people that would approach the training linearly.

1 participant questioned if the left nav and slideset would progress identically through the module.

Module 1. Focus & Self Control

- ▼ Welcome & Review
 - Recap
 - Welcome Video 
 - Learning Objectives
 - Introductory Activity 1 of 2
 - Introductory Activity 2 of 2
- ▶ Introduction to Skill
- ▶ Skill in Adults' Lives
- ▶ Skill in Children's Lives

“I would be trying to get grounded. I want to learn the big picture before I get down to the details.” -Sarah

APT20 RESOURCES

MIND in the Making

Module 1.
Focus and Self Control

Children need this skill to achieve goals, especially in a world filled with distractions and information overload. This includes paying attention, exercising self-control, remembering the rules, and thinking flexibility



Start Module

1 of 23

34

Format & Layout

2 participants commented on the general layout of the module.

- 1 compared the layout to a series of flash cards
- 1 compared this professional development to others they'd done in the past.

"I don't do very much online [Professional Development] like this. But when I think about required PD's at work, they feel less PowerPoint-y and more just like a static webpage. [The MITM training] would be a little different than that, but it would also be intuitive because I use PowerPoint a lot. So, it makes sense that it would be in this format." - Sarah

Recommendations: Starting Module

Because users are exploring the left nav to gain a high level understanding of the training, consider ways to graphically communicate sections recommended for focus or time allotments. This could include

- More/different icon treatments
- Progress indicators
- Different naming for left links

Mirror icon use on the left nav with display on the page.

Consider other ways to bridge the interactions of the training module with standards in Powerpoint.

Welcome & Review

Recap

This page was read through by participants but because they had not taken part in the introductory module, it was difficult to tell how much the participants understood.

Considerations

Consider ways to obviously align content here with content from the previous module. It is difficult to know how much time may lapse between completion of the modules. There is a lot of important material in these modules. Help them recognize and not recall.

MIND in the Making

APT20

RESOURCES

Module 1. Focus and Self Control > Welcome & Review > Debrief

Recap of Introduction Module

- What did you learn from the Introduction that was most important to you?
- What did you do differently after learning about executive function and executive function life skills?
- What did you do differently after learning about autonomy-support?

Slide 2 of 23



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Learning Objectives

Participants were able to quickly read this page.

1 participant assumed this was a list of take aways from the previous training module.

Considerations

Consider making this into a bulleted list to seem less linear. Also, weave in other graphic elements into this page to help establish a connection between the two?

"I guess the item list style, it kind of made me feel like it's a review or a summary type of thing. Or like defined goals that I should be taking from the next reading." - Nick

Module 1. Focus and Self Control > Welcome & Review > Learning Objectives



Learning Objectives

At the end of the module, you should be able to:

1. Define the life skill of Focus and Self Control (FSC).
2. Review research information on the development of FSC.
3. Describe the importance of FSC in adults' and children's lives.
4. Identify strategies to improve FSC for adults themselves.
5. Identify strategies for supporting children in developing FSC.
6. Demonstrate autonomy supportive behaviors that promote FSC for children.

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Introductory Activity 2 of 2

Participants completed this activity quickly and had some fun.

1 participant did not recognize the screen after she close out dialog box.

Consideration

Consider making text refinements to the confirmation screen to increase readability.

Answer the questions below.

1. How many blue stars did you see?
2. Did you see anything other than shapes?

Show Answer

00:14/00:14

Your answers: **10, no**

Close

There are **18 stars** in the video, but most people don't see the **cat** that appears.

Many people are so busy trying to count the stars that they don't see the cat. This is an illustration of selective attention.

There is something else at play here. Ellen points to the research that behavioral economist Eldar Shafir and others have conducted on scarcity mindsets.

This exercise put you into a scarcity mindset because you didn't have enough time. Scarcity mindsets can be affected by other things, like not enough money. As an example, we all know that if we don't have enough money, we can spend \$5 very well (selective attention) but we may have more trouble with the big picture and may max out our credit cards. It is important to understand how not having enough time, money, or even supportive friends-can affect children's behavior-in fact, all of our behavior. We need to be mindful about what is going on in our lives that affects our behavior.

Module 1. Focus and Self Control > Welcome & Review > Introductory Activity 2 of 2

Module 1. Focus and Self Control > Welcome & Review > Introductory Activity 2 of 2

Introductory Activity 2 of 2: Counting Starts

We are going to begin with an activity to get you thinking about Focus and Self Control. As you watch the video, please count the number of times you see a blue star.

Click the video to play. Watch carefully, it's going to go fast!

00:10/00:14

Side 6 of 23

Introduction to Skills

Skill Definition

These screens were quickly read by participants. The buttons were discoverable.

When participants noticed the scroll bar on the third tab, they returned to the first and second tab to make sure they didn't miss anything.

"The, the scroll bar is hard to notice. It kind of just blends into the design." - Andrea

Module 1. Focus and Self Control > Introduction to Skill > Skill Definition

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Definition

Focus and Self Control involves paying attention, remembering the rules, thinking flexibly, and exercising self-control (not going on automatic, but doing what you have to do in order to pursue a goal).

Children need this skill in order to achieve their goals, especially in a world that is filled with distractions and information overload.

Module 1. Focus and Self Control > Introduction to Skill > Skill Definition

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Skill Definition

Definition

Connection to Executive Function

Four Key Components

Four Key Components

In her book *Mind in the Making*, Ellen Galinsky writes: "I've come to the conclusion that Focus and Self Control are central to the other essential life skills I write about in this book. Put simply, if we want to achieve our goals amid everything else that's going on, we have to learn to be focused and we have to learn to have self control."

She outlines four key components of Focus and Self Control:

- **Focus:** For young children, focus involves paying attention to the goals and trying to achieve them. For older children and adults, it also helps you sustain your attention and resist interference from distractions.
- **Cognitive Flexibility:** Cognitive flexibility involves being able to switch perspectives, to adjust to changed demands or priorities, and to see things in a new light.

Score Yourself on Focus

Consideration

Best practice for the button 'Submit' is when you've completed the process. Consider using a different button name here.

Also, it's important for users to know if this quiz will potentially bar them from moving forward in the module.

Module 1: Focus and Self Control > Introduction to Skill > Score Yourself on Focus

 Score Yourself on Focus

Here is a quiz to help you score yourself on Focus. These questions are just meant to help you think about yourself and are not taken from any standardized test.

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 A woman with blonde hair tied back in a bun is sitting at a table with a young child, both looking down at a piece of paper.

Get Started

 Score yourself on focus! Question 1/4

I typically get so absorbed in what I'm doing that I stay with it for a long time.

Exactly like you
 Very much like you
 Somewhat like you
 Not too much like you
 Not at all like you

Submit

 Score yourself on focus!

You scored 11 / 20

Based on this score, it seems you are middle on focus.

Retake the Quiz

Close

Factors that Matter 1

The video was received well enjoyed by participants. The video was clicked first before the the copy was read. 4 out of 5 participants said they would read the “Why This Matters” copy after they watch the video instead of before.

Considerations

- Make caption larger to set up user expectations for the video.
- Maintain caption during playback.
- “Why This Matters” voice bubble could be replaced by actual box. Use the voice bubble when it is actually quote.

“I probably would push play [on the video] before I read [Why It Matters]. Just like reading a book, I was just drawn to the thing on the left. I definitely skim through and try to go through as fast as possible to be honest.” - Andrea

Module 1. Focus and Self Control > Introduction to Skill > Factors That Matter 1



Factors That Matter 1
Playing Skill Games with Children

WHY THIS MATTERS

Children who do well on the Head-to-Toe Task are likely to have higher reading, vocabulary and math scores.

Children can learn these Life Skills.

Playing games like this can improve content knowledge. (Not just Executive Function Skills)

Head to toe tasks: A measure of Executive Functions for preschoolers & Kindergartners – McClelland, Ph.D. (02:37)

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Skills in Adults' Lives

Strategies for Promoting Skills

Module 1. Focus and Self Control > Skill in Adults' Lives > Strategies for Promoting Skill



Strategies for Promoting Skill

This activity is to help you learn and develop strategies for promoting Focus and Self Control. It is intended to help you connect to other learners through seeing their thoughts and experiences.

In this activity, participants discuss strategies they use to promote Focus and Self Control in themselves and others. Please share the strategies you use to promote Focus and Self Control as you hear from others.



Get Started

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Strategies for Focus - Pop Ups

The pop ups during the video were unexpected by participants. The majority of participants commented that they had never seen a pop up during a video.

Delay times for initiating these fields was high.

1 participant commented that she was surprised she wasn't asked for answers at the end.

The image displays four screenshots from a video interface, likely a screen recording of a video conference or training session. The first two screenshots show a 'Strategies for Promoting Skill' pop-up window. The first window asks for a name and has a 'Continue' button. The second window shows a message to the participant, Tesia, about creating a list of strategies and includes a 'Preview List' button. The third screenshot shows a 'Learning Strategies Discussion' section with colorful geometric shapes and a list of strategies. It also shows a message from Tesia about being out of coffee and a strategy of drinking tea. The fourth screenshot shows a video feed of a person standing in front of a whiteboard covered in handwritten notes, with a list of strategies to promote focus displayed on the right.

Module 1. Focus and Self Control > Skill in Adults' Lives > Strategies for Promoting Skill

Strategies for Promoting Skill

Hello and welcome!
What is your name?
type your text here
Continue

Welcome to our discussion of strategies to promote Focus and Self Control!

Module 1. Focus and Self Control > Skill in Adults' Lives > Strategies for Promoting Skill

Thanks, Tesia , You have helped create this great list of strategies to Focus. Try these next time you encounter a challenging situation!

Preview List

Strategies to Promote Focus

Participants said:

- Declutter your workspace
- Ensure a period of quiet time
- Prioritize your time
- Use tools to help cut outside distractions.
- Use distractors as rewards for focusing

You wrote:

- Difficulty: I was out of coffee.
- Your Strategy: Drank a tea and made a note to get coffee next time I was at the store.

00:03 / 02:18

Module 1. Focus and Self Control > Skill in Adults' Lives > Strategies for Promoting Skill

Tesia , let's join the discussion and create a list of focus strategies to promote focus with other participants!

Strategies to Promote Focus

Participants said:

- Declutter your workspace
- Ensure a period of quiet time

You wrote:

- Difficulty: I was out of coffee.
- Your Strategy: Drank a tea and made a note to get coffee next time I was at the store.

01:07 / 02:18

Strategies for Focus

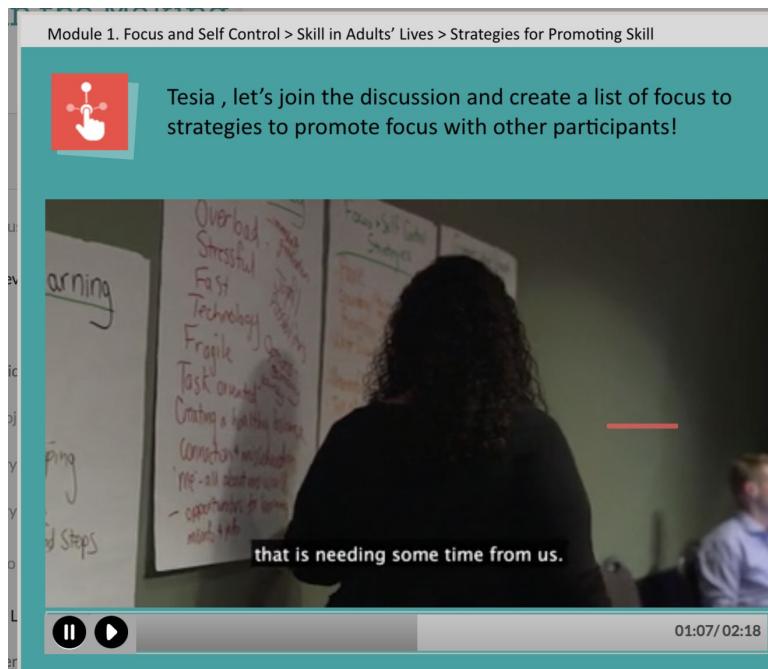
Participants expected to be in real-time conversation at this screen.

At this point, some participants were able to understand that their information populated on the lower right.

Considerations

Either really commit to the metaphor chat boxes or stray away. Do it within the pop up boxes too. It will give users more context. Considering a field label that says "Difficulty" or "Your Strategy" on the popup.

Module 1. Focus and Self Control > Skill in Adults' Lives > Strategies for Promoting Skill



Tesia , let's join the discussion and create a list of focus to strategies to promote focus with other participants!

Overload
Stressful
Fast
Technology
Fragile
Task oriented
Creating a healthy balance
Connection & collaboration
Pre-call identification
Opportunities to work mentally & physically

that is needing some time from us.

01:07 / 02:18

You wrote:

- Difficulty: I was out of coffee.
- Your Strategy: Drank a tea and made a note to get coffee next time I was at the sto 1

"I like that the what I entered are placed there but I'm a little confused as to why they are there. Also, the last thing I input isn't there. I wonder why that's missing." - Trent