e執行易 e-COPES 手冊 Handbook

執行技巧訓練指導計劃（第二版）
Coaching Programme on Executive Skills - 2nd Edition



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Introduction

In 2014, the Education Bureau published the 'Coaching Programme on Executive Skills' Manual, outlining the concepts and implementation steps of the structured Coaching Programme on Executive Skills for secondary school students with Attention Deficit/Hyperactivity Disorder (AD/HD). It empowers students to master practical, actionable strategies to overcome learning and social challenges by strengthening their executive skills. Beyond skill development, the trust and positive relationship formed between coaches and students enhances independent problem-solving ability, boosts self-confidence, and increases learning motivation.

Building upon the theoretical foundation and coaching framework of the 'Coaching Programme on Executive Skills' , e-COPES introduces a digital interface designed to facilitate coaches and students to assess needs, log coaching sessions, and track progress. e-COPES features a more comprehensive Tool Bank containing strategies and tools categorised into 11 executive skills tailored to each of the five areas of concern. The Tool Bank provides practical resources to enhance the executive skills of students to achieve their personal goals.

The complete set of e-COPES consists of five interconnected parts designed to be used in conjunction with one another:

- **e-COPES Handbook**: This primary guide outlines the theoretical foundations and implementation steps of the programme. Users should thoroughly read this handbook before launching the coaching programme to fully understand the tasks involved across all stages.

- **e-COPES Software**: The digital interface guides coaches to execute the coaching programme step-by-step, and at the same time log the contents of coaching sessions and student progress.

- **e-COPES Technical Manual:** The operational guide covered the software's setup and routine administration. It includes step-by-step instructions for installation, account creation, navigation guidelines, and a FAQ section.

- **e-COPES Case Illustrations:** It contains mock student cases that illustrate the coaching process in action.

- **e-COPES Tool Bank**: This is a comprehensive resource hub with 11 tool boxes, each of which corresponds to a specific executive skill. Each tool box contains tools and resources classified into sub-categories and applicable situations. School personnel can use the download links in the overviews of tool boxes for quick access to the various tools.

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Chapter 1

Attention-Deficit/Hyperactivity Disorder (AD/HD) and Executive Function

1.1 Attention-Deficit/Hyperactivity Disorder (AD/HD)

According to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR), Attention-Deficit/Hyperactivity Disorder (AD/HD) is a neurodevelopmental disorder characterised by persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development (American Psychiatric Association, 2022). Consequently, children and adolescents with AD/HD often encounter difficulties in academic learning, social interactions, and everyday activities. Below are some common manifestations of AD/HD:

Inattention

Difficulty staying on task, problem sustaining attention, being disorganised

Hyperactivity

Excessive activity level at inappropriate times, or excessive talking

Impulsivity

Acting hastily without forethought, difficulty delaying gratification, social intrusiveness

Symptoms of AD/HD typically emerge in childhood. Upon reaching school age, the discrepancy between neurotypical children and children with AD/HD becomes more pronounced in areas including sustained attention, organisation, activity level, and impulse control. During early adolescence, a time of transition from primary to secondary school, they still have a lot of challenges in school and life adaptation.

On the other hand, children and adolescents with AD/HD often have strong curiosity, rich imagination, creativity and vitality. These strengths and positive traits merit being tapped into and developed.

1.2 AD/HD and Executive Function

Mainstream theories point out the inseparable link between executive function and AD/HD. Among scholars, executive function is widely defined as a comprehensive term encompassing a collection of interrelated functions that are responsible for purposeful, goal-directed, problem-solving behaviours (Gioia et al., 2001, p.302).

Professor Russell A. Barkley (n.d.) posited that AD/HD is fundamentally a disorder of self-regulation and executive functions (EFs). He stated that children and adolescents with AD/HD commonly exhibit deficits across multiple executive functions, including inhibition, self-awareness, working memory, emotional control, and self-motivation, resulting in impaired capacity to regulate themselves effectively.

1.3 Executive Skills

Executive function is an umbrella term used for a diversity of hypothetical cognitive processes (Goldstein & Naglieri, 2014). Executive skills are the practical application of these processes in daily life, such as inhibition, working memory, planning, and organisation. As the term ‘skills’ suggests, executive 'skills' can be improved through training and practice.

Dr. Peg Dawson and Dr. Richard Guare, drawing on their extensive work with teachers and parents, identified 11 executive skills that have a close relationship with successful experience in school (Table 1) (Dawson & Guare, 2014). In addition, Dawson and Guare (2009) emphasised the unique profile of executive skills that every individual possesses, which encompasses both strengths and challenges. When students with AD/HD can draw upon their executive skills strengths in developing personalised coping strategies, it would help address their daily challenges.

Table 1: List of Executive Skills

Executive Skill	Definition
Response Inhibition	To consider the situation and potential consequences before taking action
Self-regulation of Affect	To regulate emotions in order to complete tasks and achieve goals
Organisation	To establish and utilise systems to manage work and belongings
Planning/Prioritisation	To prioritise tasks, plan steps to achieve goals, and determine the order of actions
Time Management	To anticipate and allocate time to complete tasks before deadlines
Task Initiation	To work efficiently and timely without procrastination
Working Memory	To extract and connect relevant information stored in the memory system during task execution
Sustained Attention	To maintain focus and resist distractions or the influence of fatigue or boredom
Goal-directed Persistence	To persevere towards goals in face of unfavourable environments or distractions when working on long-term plans
Flexibility	To adjust plans and adapt when encountering obstacles, setbacks or new information
Metacognition	To engage in self-reflection from an objective perspective

Chapter 2

Brief Introduction to 'e-COPES' (Coaching Programme on Executive Skills - 2nd Edition)

Secondary school life requires students to have good self-management ability. For example, students need to keep track of multiple assignments, organise a massive amount of study materials, participate in or organise different extra-curricular activities and roles, and handle more complex interpersonal interactions, etc. Students with AD/HD are often found to have inadequate executive skills to meet these various demands. 'e-COPES' (Coaching Programme on Executive Skills - 2nd Edition) is designed to help secondary school students with AD/HD and weak executive skills. It has three key elements:

- The relationship between the coach and the student is essentially a two-way interactive and collaborative partnership;
- Plans and actions are goal-oriented; and
- The coaching programme is grounded in enhancing students' executive skills.

In short, e-COPES is a goal-oriented, one-on-one coaching programme which is executive-skills-based and conducted through a collaborative partnership between coaches and students. It provides a clear framework and relevant resources to assist school personnel in conducting coaching with a minimum duration of 8 weeks for students in need in setting and achieving their personal goals while enhancing their executive skills.

2.1 Aims of 'e-COPES'

The major aims of e-COPES are: strengthening of students' executive skills, enhancement of students' self-determination, as well as fostering of a future-oriented perspective.

Strengthen Executive Skills

Enhancing Executive Skills through the Coaching Process

Imagine the process of cooking in which different executive skills are required: from deciding on the dish and preparing the ingredients, to adding the ingredients to the pan and season in order. If the heat isn't right or you find yourself in short of ingredients along the way, you have to stay calm and adapt to pull the dish off successfully. Similarly, during the coaching process, students need to integrate and apply multiple executive skills. The process of receiving coaching is in itself an experience of executive skills. For example, they develop their skills in 'Planning/Prioritisation' and 'Task Initiation' when setting goals, formulating action steps and executing them; and they strengthen their skill of 'Self-regulation of Affect' when overcoming difficulties (Dawson & Guare, 2012, 2018). Students not only understand how to apply these executive skills in daily life when engaged in the coaching process, they also gradually internalise and enhance these skills during the goal-achieving process.

Building Executive Skills through Practising Strategies

e-COPES offers a wide range of strategies designed to support the development of various executive skills. Students can select and practise the strategies that best suit their needs. Through consistent practice, these tools that initially serve as 'external support' will gradually become 'internalised' and developed as habits. For instance, for students with weaker metacognitive skills, the continuous use of 'The R.E.A.P. Mirror' strategy in the 'Metacognition' toolbox can help build the habit of self-reflection, ultimately strengthening their metacognitive abilities. This is much like seasoning a dish. At first, you measure the exact amounts of seasoning using a recipe (external support), but as your cooking experience grows, you gradually learn to use the right amount 'by feel' (internalisation).

Enhance Self-Determination

Enhancing Self-Understanding

One major aim of e-COPES is to strengthen students' self-determination by helping them develop a clearer understanding of themselves, which is an essential foundation for making autonomous choices (Field et al., 2003). In the needs assessment process, coaches will refer to school records and discuss with teachers and parents regarding students' performance and abilities. Through completing the 'Needs Assessment Questionnaire', students can also identify their relative strengths and weaknesses, as well as their unique executive skills profiles. Engaging in needs assessment and continuous self-reflection enables students to gain a deeper understanding of themselves, providing a foundation for informed and autonomous decision-making.

Fostering Accountability and Self-Determination through R.E.A.P.

During the regular coaching sessions, students are coached to **Review** their goals, **Evaluate** their progress, **Anticipate** upcoming situations and coping strategies, and **Plan** their next actions (R.E.A.P.). The R.E.A.P. process helps them learn to take responsibility for their own decision-making and actions. To put in more specific, students strengthen their ownership of what they aim to achieve by reviewing goals; they learn to hold themselves accountable for their actions by evaluating their progress; they develop independent problem-solving abilities by anticipating consequences and potential obstacles; and they practise making independent choices by planning their next steps. Through repeated practice, students internalise this R.E.A.P. thinking framework into a cognitive habit and apply them in daily lives, thereby learning to make responsible decisions after carefully considering all relevant factors.

Foster a Future-Oriented Perspective

Setting Future-Oriented Goals

Another aim of e-COPES is to foster students' future-oriented thinking. Throughout the programme, the coach empowers the student to set realistic and clearly defined future goals based on the area of concern and current progress. This involves guiding the student to mentally simulate future events, as well as breaking down distal goals into more immediate objectives.

Linking Current Progress with Goals

During regular coaching sessions, the coach reviews with the student the progress and invite the student to evaluate how close they are in attaining their goals. Students are encouraged to evaluate how far they have advanced, what adjustments may be necessary, and what strategies have been effective. This process helps students develop an understanding of how their current efforts influence long-term outcomes.

Anticipating Consequences and Obstacles

Students are encouraged to think ahead, and to anticipate possible consequences of their choices and potential obstacles of their plans. Through guided discussions, students learn to identify risks, consider alternative strategies, and prepare contingency plans. This process strengthens students' ability to anticipate problems and adapt flexibly.

Bridging Present Efforts and Long-Term Outcomes

Coaches and students can co-design a reward system to enable students to experience concrete reinforcement for every effort made. This system not only enhances short-term motivation but also links present actions with long-term outcomes. While cultivating the capacity for delayed gratification, it further grooms a future-oriented perspective.

2.2 Summary

e-COPES offers a coaching framework with a clear structure, supporting and empowering students to set and achieve their goals. While going through the process, students not only exercise and strengthen their executive skills, they also gain valuable experiences in practising self-determination and developing a future-oriented perspective. Collectively, these experiences enable students to step towards independence. They can also internalise their acquired executive skills for application in future endeavours.

Chapter 3

The Implementation Details of 'e-COPES'

The coaching programme consists of three stages: Preparation Stage, Implementation Stage, and Completion Stage. The major tasks involved in the steps under each stage are listed in Table 2 and will be elaborated in this chapter.

Table 2: The Major Tasks in Different Stages and Steps of the Coaching Programme

Stage	Step	Major Task
Preparation Stage	1. Preparatory Work	• Select Supervisors and Coaches • Train the Coaches • Select the Students
Implementation Stage	2. Needs Assessment	• Gather and Analyse Student Performance • Identify an Area of Concern • Complete the 'Needs Assessment Questionnaire'
	3. Goal Setting and Planning	• Set Programme Goals • Design the Reward System • Confirm Coaching Arrangements
	4. Regular Coaching and Evaluation	• Conduct First Coaching Session • Conduct Regular Coaching Sessions • Conduct Regular Interim Evaluations • Monitor Programme Implementation
Completion Stage	5. Final Evaluation	• Conduct Final Evaluation • Evaluate Overall Effectiveness

3.1 Preparation Stage

Step 1: Preparatory Work

Select Supervisors and Coaches

The school needs to select suitable staff to be the supervisors to monitor the implementation of the coaching programme and provide supervision to the coaches. The e-COPES Software adopts a dual-supervisor system, in which the two supervisors should be two different school personnel. When there is staff turnover or when a supervisor loses the login password, the other supervisor can help reset the account. The two supervisors can also support each other. The ideal candidates for supervisors are school personnel with considerable experience in guidance, or the Special Educational Needs Coordinator (SENCO).

The school also needs to arrange suitable school personnel to be the coaches to provide individual coaching to the students when implementing the programme. The number of coaches can be based on the number of students participating in the programme and the actual needs of the school. Dawson & Guare (2023) emphasised that the relationship between the coach and the student is crucial for programme success. Effective coaches focus on building a relationship with students based on mutual trust. They actively listen and seek to understand students' needs, and interact with the students in a nonjudgemental manner. They not only guide students through challenges encountered, but also consistently recognise students' strengths and efforts. School teachers or guidance personnel who are approachable and trusted by students are suitable candidates to perform the role of coaches. Special Educational Needs Support Teachers (SENST) , guidance teachers, school social workers, class teachers or other subject teachers can all perform this role.

Both supervisors and coaches need to master basic guidance skills in order to provide effective support. They need to understand the difficulties of and support strategies for students with AD/HD. They also need to be familiar with the characteristics, strengths and weaknesses, as well as the needs of the students participating in the programme, so as to formulate and implement appropriate coaching plans. During the initial phase of coaching, supervisors should hold regular consultation meetings with coaches, with no more than two weeks between sessions to ensure effective implementation.

Educational psychologists (EP) have the professional knowledge on the needs of students with AD/HD and possess expertise in designing and implementing coaching programme, as well as evaluating the effectiveness of support. The school may invite the school-based EP to be the consultant of the coaching programme to advise on its implementation at different stages.

Train the Coaches

The supervisor needs to provide training to the coaches to help them understand the core concepts of the programme and familiarise themselves with the implementation steps and coaching skills. The supervisor should also introduce and explain to the coaches the resources and tools provided in e-COPES, including the content of this handbook.

Select the Students

When the supervisor and the coaches are ready, they can then invite nominations from school personnel for students to join the coaching programme. The coaching will yield better outcomes for students who meet the following criteria:

- Have no significant cognitive limitations;
- Attend school regularly;
- Show willingness and readiness to put in effort; and
- Are cooperative with the coach and open to feedback.

Before starting coaching programme, the supervisor and the coach should understand the student's motivation and readiness to make changes to their habits. Those with stronger willingness to make changes benefit more from the programme. For students who are not so ready for change or are hesitant to participate in the coaching programme, the coaches may first establish rapport with them, and then invite them to try a few coaching sessions. This provides them with the opportunity to experience the practical operation and benefits of the programme before deciding whether to continue with it. Coaches who have received training in motivational interviewing are encouraged to enhance students' readiness for change using the relevant skills. If a student finds it difficult to engage or ultimately refuses to participate in the coaching programme, the school can explore other suitable forms of support.

When students are recruited, the school should seek parental consent before starting the coaching programme.

3.2 Implementation Stage

This stage involves three steps: assess the needs of the student, set goals and make plan, and conduct regular coaching sessions and evaluations.

Step 2: Needs Assessment

Gather and Analyse Student Performance

To gain a better understanding of the student's actual performance and needs, the supervisor and the coach can gather observations and comments from class teachers and subject teachers, and collect student's learning and behavioural records, such as homework samples, report cards, records of extra-curricular activity participation, behavioural records, etc.

Identify an Area of Concern

The supervisor and the coach are recommended to hold an initial meeting with the student (with parents and teachers participating as needed) to understand the student's personal characteristics, including strengths and weaknesses, learning style, interests, etc.

e-COPES encompasses five areas of concern, namely 'Completing Homework,' 'Preparing for Assessment,' 'Managing School Routines,' 'Managing Daily Routines' and 'Interacting with Others.' [Refer to Supplementary Information 3.4.1 for the key content of the five areas of concern]. The student and the coach can jointly select an area of concern and develop a concrete plan.

Complete the 'Needs Assessment Questionnaire'

The 'Needs Assessment Questionnaires' can help students gain a better understanding of their performance across various executive skills. The e-COPES Software features five 'Needs Assessment Questionnaires', each corresponding to one area of concern. The student and the coach can complete the questionnaire of their chosen area.

The questionnaire for each area of concern consists of approximately 30 items which are organised according to 11 executive skills. Completing one 'Needs Assessment Questionnaire' typically takes around 45 minutes.

To gain a comprehensive understanding of the student's performance, all items of the chosen questionnaire shall be completed. If it is not feasible to complete the entire questionnaire in one sitting, we suggest that students complete all items under the current executive skill, save the responses, and complete the remaining items at a later time.

It is suggested that the student complete the questionnaire with the coach or a teacher familiar to them, such that the adult can provide guidance or explanation as necessary. For some students who are reluctant to read text, the adult can read aloud or explain the items and descriptions to the student verbally. If the student chooses to complete the 'Managing Daily Routines' questionnaire, the student or the coach may also seek input from the parents [Refer to Supplementary Information 3.4.2 for more suggestions on the completion of questionnaire].

When completing the questionnaire, the student should choose the performance level where the description is closest to their actual performance. As the aim of the questionnaires is to identify the student's actual level of performance whilst not their potential abilities, terms used in the questionnaires such as 'can', refer to the student's demonstrated performance.

Each item has four performance levels and their definitions are listed in Table 3. Basically, Levels 4 and 3 represent well-developed or highly proficient ability, while Levels 2 and 1 indicate ability that still needs to be consolidated or further developed.

Table 3: The Four Performance Levels in the 'Needs Assessment Questionnaires'

Level	Performance	Definition
4	Outstanding	Can perform consistently and proficiently
3	Good	Can usually perform
2	Fair	Can perform occasionally, has developed partial ability, but there remains room for improvement
1	Weak	Can rarely perform, or performance is far from being stable

After completing the 'Needs Assessment Questionnaire' and with the results generated, the coach should discuss the questionnaire results with the student [Refer to Supplementary Information 3.4.2 for the key points on completing the questionnaire]

Step 3: Goal Setting and Planning

Set Programme Goals

The supervisor, the coach, and the student shall meet together to set the programme goal, (i.e., what the student aims to accomplish by the end of the programme). When doing this, the results of the 'Needs Assessment Questionnaire' as well as the student's performance in learning and behaviours should provide good reference value. When the student has formed initial thoughts about what they want to pursue, the supervisor and coach can guide the student to comprehensively review their own needs, challenges, strengths, as well as the gap between their current performance and what they want to achieve. The initial thoughts can then be adjusted to ensure that they are practical and achievable. Afterwards, with guidance from the coach and supervisor, the student can turn these initial thoughts into a more concrete 'big goal' using the SMART principle [Refer to Supplementary Information 3.4.3 for information about SMART principle]. An example is, 'Hand in all Mathematics homework on time for three consecutive weeks by the end of the second school term.'

It makes sense to focus on the student's weakest area when setting the big goal. However, for students with low confidence, this can be overwhelming. Setting a goal in an area where they are not good at but not their weakest helps build a sense of success and create momentum for handling bigger challenges.

A big goal provides a clear direction, but students cannot achieve it all at once. Therefore, it is necessary to break down the big goal into 'small goals', allowing students to achieve the big goal

through small steps. The number of small goals better not exceed three so that students do not feel overwhelmed. Meanwhile, to target and improve students' executive skills more effectively, small goals can focus on the executive skills where the student is weaker and needs improvement. In future interim evaluations, small goals can be adjusted, added, or removed based on the student's progress.

Supervisors and coaches can refer to 'e-COPES Case Illustrations' to better understand how to use the results of the 'Needs Assessment Questionnaire' to set goals with the student.

Design the Reward System

After setting the big and small goals, the coach can jointly design with the student a reward system to boost their motivation and engagement. This reward system should cover both the reward criteria and the rewards themselves. Additionally, the student's performance during the coaching process can be linked to the school's existing reward schemes, enabling them to earn various school-provided rewards through their good performance in the coaching programme.

Confirm Coaching Arrangements

After establishing the goals and reward system, the coach shall discuss and confirm the operational details with the student, including the start date, time, duration, and venue of the regular coaching sessions. It is advisable that this coaching programme spans at least eight weeks, with daily sessions of 15 to 30 minutes during school days.

Step 4: Regular Coaching and Evaluation

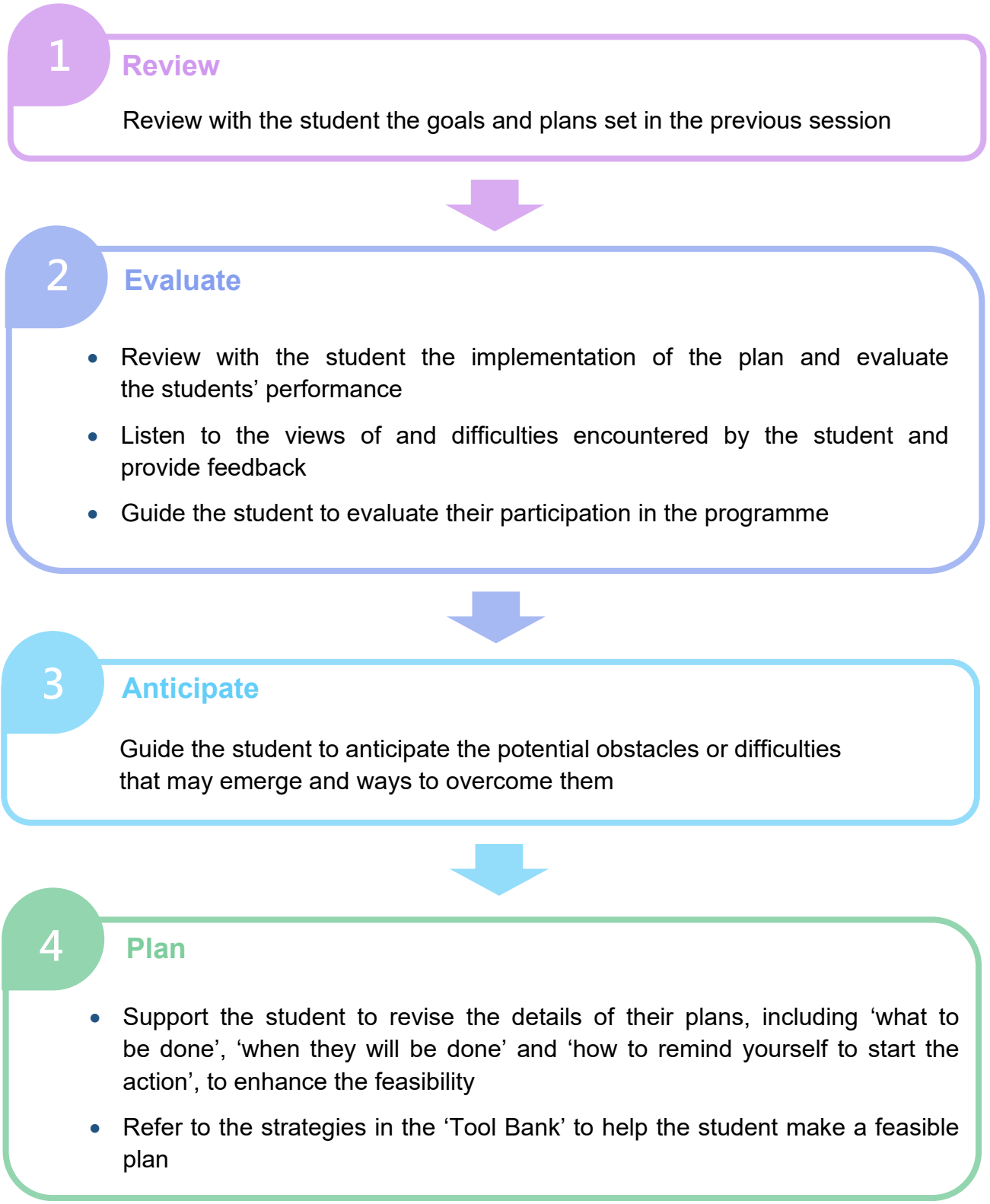
Conduct First Coaching Session

The first coaching session can be conducted immediately after goal setting and planning, or it can be a separate session. During the coaching session, the coach and the student need to discuss how to achieve the small goals, as well as the strategies to address the potential obstacles. The coach can first encourage the student to come up with a concrete plan to achieve the small goals, such as what strategies to use. If the student does not have ideas on how to devise a concrete plan, the coach can share with them suitable tools and strategies in the e-COPES Tool Bank to facilitate the action planning [Refer to Supplementary Information 3.4.4 for how to introduce tools and strategies in the e-COPES Tool Bank to students].

Conduct Regular Coaching Sessions

After setting the actions or plans to achieve the small goals, the coach shall start meeting the student on a regular basis, by following the R.E.A.P. (Review, Evaluate, Anticipate and Plan) procedures (Picture 1).

Picture 1: Procedures and Key Points of R.E.A.P.



'Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.' The coaching process is like the latter. The timely feedback provided by coaches in the coaching process empowers students to reflect on strategies and outcomes while maintaining their motivation. Feedback in coaching should be provided in the following ways:

- **Listening actively:** Throughout the coaching process, actively listens to the student and responds in a nonjudgemental manner, making the student feel that they have been heard and understood.

- **Asking 'Effective Questions':** Guide students to actively reflect on their performance, identify needs, and seek for effective strategies through questions that encourage self-exploration, instead of giving direct answers. [Refer to Supplementary Information 3.4.5 for the key elements and examples of 'Effective Questions']

- **Focusing on improvements:** Provide specific, timely, and constructive feedback that highlights students' progress and efforts, thereby boosting their self-efficacy, sustaining motivation and maintaining hope.

Conduct Regular Interim Evaluations

The coach shall schedule regular interim evaluations in advance. For daily coaching sessions, a biweekly review is recommended to assess the student's progress. An interim evaluation can take place immediately following a regular coaching session or be scheduled on a separate day. The supervisor should participate in the interim evaluations, especially during the early stages of the coaching programme, to closely monitor the student's progress and performance.

During an interim evaluation, the coach and the student will rate the progress towards the big goal and each small goal on a scale of 0 to 10. If a student does not make the expected progress after a certain period, the supervisor and coach should discuss with the student during the interim evaluation the need to adjust, remove or add small goals to ensure their feasibility. Additionally, the coach and the student should exchange feedback on the procedural arrangements of the coaching programme, such as meeting schedules and venue, the effectiveness of the reward system, etc., so as to make corresponding adjustments.

If the coach, after consulting the supervisor, determines that the student can achieve the big and small goals independently, the coaching sessions can be spaced out and the support can be stepped down accordingly, such as by fading prompts or instructions.

Monitor Programme Implementation

Supervisors play a vital role in monitoring the implementation of the coaching programme by providing coaches with regular consultation on student progress and needs. After observing the coaching sessions, supervisors shall offer constructive feedback and guidance to enhance the coaches' skills. Together, both parties shall engage in regular evaluations and adjustments to maximise the overall effectiveness of the coaching programme.

3.3 Completion Stage

Step 5: Final Evaluation

Conduct Final Evaluation

As the coaching programme is about to conclude, the supervisor and coach should conduct a final evaluation with the student to review and acknowledge the attainment of goals, as well as the student's growth, efforts and achievements. The coach can also highlight effective strategies that the student can continue to apply in daily life, and discuss future follow-up arrangements during this final evaluation.

The coach can schedule a follow-up meeting with the student within two weeks to a month after the programme ends, to assess how well the student maintains and applies their newly acquired skills. To maintain long-term outcomes, the coach may consider conducting periodic check-ins, such as once a month, to monitor the student's progress.

On the other hand, if the student is not yet able to achieve the programme goal by the end of the scheduled time despite their best efforts, the coach should still recognise and appreciate the student's hard work. In such cases, the coach can discuss the possibility of extending the programme with revised and more attainable goals.

Evaluate Overall Effectiveness

Upon completing the coaching programme, it is suggested to arrange the supervisors and coaches to meet with the school-based EP, and invite the school management to participate and jointly review the overall effectiveness of the coaching programme. This comprehensive evaluation shall examine students' achievements, implementation frameworks, key success factors, alongside challenges encountered and corresponding solutions. Based on these findings, the team determines directions for improvement and outlines plans to sustain the implementation of the coaching programme. These findings will also inform school-wide planning and help optimise student support initiatives.

3.4 Supplementary Information

3.4.1 The Key Content of the Five Areas of Concern

Completing Homework: It is related to how students manage the homework completion process, from short assignments to long-term projects. This area includes contents such as completing homework within deadlines, reading instructions before starting, staying focused, and monitoring the progress.

Preparing for Assessment: It is related to how students do their everyday revisions as well as study for tests and examinations. This area includes contents such as setting concrete study goals, devising a study schedule, organising study content systemically, starting revision in a timely manner, and persisting when facing difficulties during revision.

Managing School Routines: It is related to how students follow school routines, which includes participation in regular lessons and other school activities. This area includes contents such as bringing all necessary materials to class or school activities, remembering assigned tasks and scheduled events, and staying focused on tasks without being distracted.

Managing Daily Routines: It is related to how students manage their daily activities and responsibilities during non-school hours, excluding homework completion and preparing for assessment. This area includes contents such as organising and taking care of personal belongings, spending holidays meaningfully with a plan, remembering daily tasks and scheduled events, and bringing all necessary items when leaving home.

Interacting with Others: It is related to students' daily interaction with others. This area includes contents such as organising thoughts and expressing ideas clearly and fluently, flexibly adjusting behaviours to suit social contexts, maintaining self-control and emotion stability during conflicts, and being aware of how one's words and actions may affect others.

3.4.2 Completing the 'Needs Assessment Questionnaire'

Coaches may make reference to the following statement to explain the aims of completing the questionnaire:

'To help yourself set the programme goals, it is important to know your relative strengths in executive skills, and those that need enhancement. This questionnaire will help you understand yourself more in handling tasks related to [Completing Homework/ Preparing for Assessment/ Managing School Routines/ Managing Daily Routines/ Interacting with Others], help us know more about your situation and the difficulties you meet.'

Coaches may make reference to the following statement when guiding the student to complete the questionnaire:

'Read each item and select the level that best reflects your actual performance. If no descriptions perfectly reflect your situation, please select the one that sounds the closest. If it is difficult to choose between two levels, you may choose the lower level. If you have not encountered the situation as described, make a guess and choose the level that best shows how you think you would perform.'

When discussing the results of the questionnaire with the students:

The coaches shall foster an open and supportive atmosphere and encourage the student to share their perspectives on the results. The discussion can be conducted following these steps:

- **Acknowledge strengths:** Begin by focusing on the executive skills where the student performs relatively well. Specifically recognise their efforts and strengths to boost their self-confidence.
- **Explore weaknesses:** Guide the student to reflect on the executive skills that require attention or improvement and help them identify areas for development.
- **Analyse the situation:** Examine the situation with the student and discuss the future direction.
- **Set goals:** Assist the student in transforming the assessment results into concrete goals.

3.4.3 Setting SMART Goals

Coaches and students can set clear goals by following the SMART principle:

Specific
Measurable
Achievable
Relevant
Time-bound

For example, to improve student's task initiation skills, a goal can be:
'Create a checklist of homework that needs to be completed after school every day, and finish the Mathematics assignment by 7 pm.'

3.4.4 Introducing Tools and Strategies of the Tool Bank to Students

During coaching sessions, the student is encouraged to create plans to achieve their goals. If a student finds it hard to generate ideas, the coach can scaffold the process by introducing the strategies in the Tool Bank. The role of the coach is to guide the student in selecting suitable tools, while not limiting the student's choices or requiring the student to use the tool that the coach considers best.

The coach may say: 'I know a few strategies and tools designed to tackle procrastination. Are you interested in exploring them? You may find something that works well for you.'

The coach may also introduce and demonstrate the use of relevant tools and strategies, sharing evidence or success stories. For example: 'Research shows that spaced practice leads to better long-term memory retention than cramming the night before an exam.'

The coach should review and evaluate the use of the tools with the student during regular interim evaluations, and adjust their use according to the actual situation in order to help the student achieve their goals effectively. Some tools are attached with 'Effective Questions' to demonstrate the use of the R.E.A.P. framework to evaluate the effectiveness of the tools.

Through supporting the student to adjust the strategies to suit their own needs, the student can create their individualised toolbox in time.

3.4.5 'Effective Questions'

In coaching conversations, 'Effective Questions' can inspire students, and guide them to engage in self-reflection, deepen self-awareness, and establish action plans. 'Effective Questions' are generally open-ended, designed to foster dialogue, invite students to elaborate on their thoughts and feelings, and allow coaches to gain a deeper understanding of the student. When asking questions, coaches should remain nonjudgemental and explore with curiosity. They should also give students time to think and listen attentively to their responses. Examples of 'Effective Questions' are:

- **What** strategies have helped you calm down in the past?
- **How** would you plan for test next week?
- If your first plan doesn't work, **what** backup plan do you have?
- **Which** tools would you choose to help you achieve your goals?

In the coaching process, coaches should avoid asking students 'Why can't you do that?' as this may trigger defensiveness and make the student feel blamed. Instead, invite objective reflections by asking 'Effective Questions' such as, '**What** made you……?', and '**What** led up to it?', or '**What** barriers did you face, and **how** could you overcome them?' These redirect the focus toward problem-solving and self-reflection.

Some examples of 'Effective Questions' are classified according to the R.E.A.P. procedures:

1. Review	• **What** small goals did we set in our last session? • **What** did we plan to do?
2. Evaluate	• **How** do you think the plan we set last time was implemented? • **How** did you handle the difficulties or obstacles?
3. Anticipate	• **What** are your thoughts on the upcoming arrangements? • **What** difficulties or obstacles do you anticipate? **What** solutions do you have in mind?
4. Plan	• Do you think we can stick to the plan we set last time? **Is there anything** that needs to be changed? • **When** are you thinking of starting/doing this plan? • **How** will you remember these steps/methods?

The e-COPES Software and Tool Bank feature more examples of 'Effective Questions', which provide coaches with useful references to conduct coaching sessions with students.

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