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情境示例 Case Illustrations

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



香港特別行政區 教育局 二零二六
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This booklet demonstrates the planning and implementation of the coaching programme with case examples.

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Scenario 1

Area of Concern: Completing Homework

Background Information

Coach:	Mr Chan, Guidance Teacher
Supervisor:	Mr Wong, Special Educational Needs Coordinator (SENCO)
Student:	Pak Yat
Current Grade:	Secondary 2
Presenting Problems:	Pak Yat frequently fails to turn in assignments, which is negatively impacting his conduct grade.

Step 2：Needs Assessment

Gather and Analyse Student Performance

Mr Chan interviewed Pak Yat, his teachers and parents. The information gathered is summarised below:

Teachers:	Pak Yat had a considerable amount of overdue homework. However, he was able to complete and submit assignments on time when they interested him. According to his subject teachers, during in-class writing tasks, he often spent some time chatting with classmates or sitting idle before getting started. His essays tended to have relatively detailed introductions and body paragraphs, but he often ran out of time and hastily finished the conclusion.
Parents:	Pak Yat lacked the motivation getting started on his homework independently. After returning home every day, he often lied on the sofa using his phone, and did not begin his homework until after dinner. When he was ready to start, he often engaged in unrelated activities, such as tidying his desk, walking around the house, or eating snacks, and it took a long time for him to settle into his work. He often ended up rushing to complete his homework late at night, but was unable to finish it all due to limited time and energy.

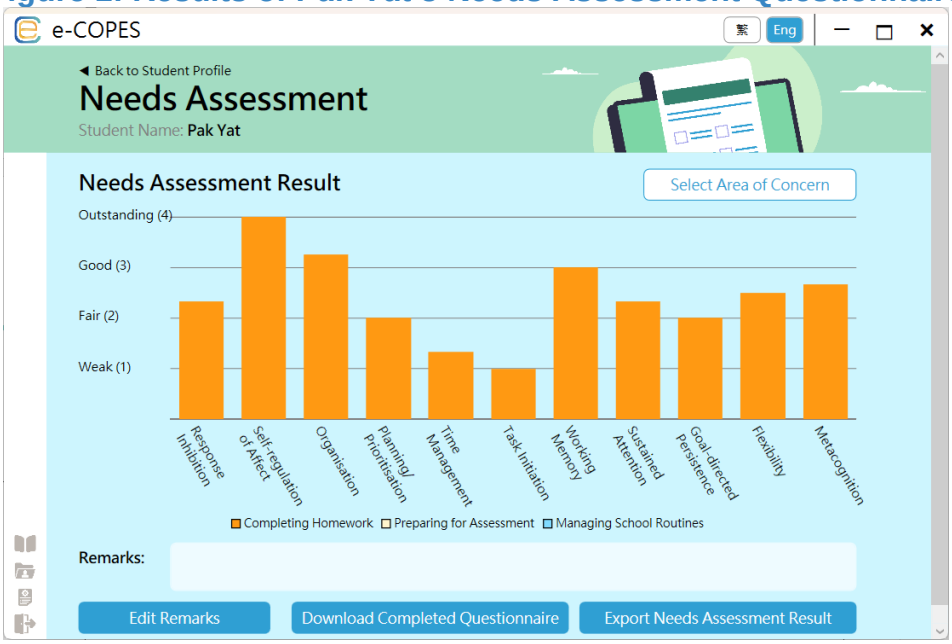
Student:	Pak Yat understood that he needed to address his overdue homework and did not find the assignments particularly difficult. However, he tended to play mobile games to unwind before starting his homework. Although he initially intended to take only a short break, he found it difficult to stop playing and kept putting off his work until late at night.

Taken together, the information suggested that Pak Yat had difficulty getting started on homework that did not interest him, often putting it off until the last minute. He also had difficulty managing his work and allocating his time.

Complete the 'Needs Assessment Questionnaire'

Mr Chan and Pak Yat completed the 'Needs Assessment Questionnaire' together to evaluate Pak Yat's performance across various executive skills in the area of 'Completing Homework'. The results showed that his performance for 'Time Management', 'Task Initiation', 'Goal-directed Persistence', and 'Planning/ Prioritisation' were all at Level 2 or below, indicating that these skills were notably weaker than his other executive skills (Figure 1).

Figure 1: Results of Pak Yat's Needs Assessment Questionnaire



While reviewing the needs assessment results and conducting the interview, Mr Chan noticed that Pak Yat's ability to get started on a task had a significant impact on how much homework he completed that day. Pak Yat also said he wanted to learn time management skills, as he felt they would be relatively easier to master. Taking into account the observations, interview records, questionnaire results, practical needs, and Pak Yat's preferences, they agreed to set improving his homework submission rate as the big goal, with an initial focus on strengthening his 'Time Management' and 'Task Initiation' skills.

Step 3：Goal Setting and Planning

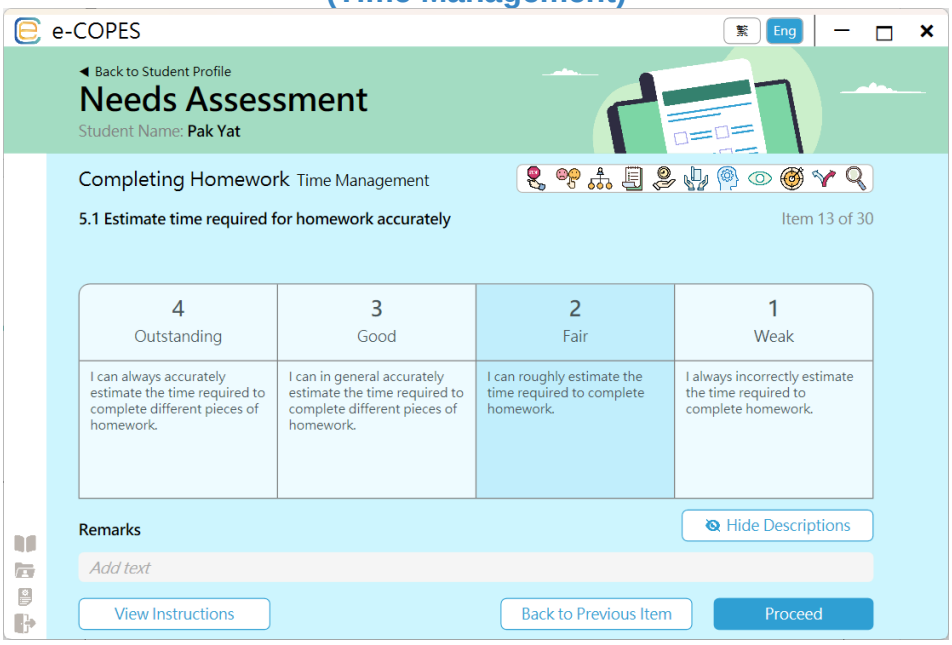
Set Programme Goals

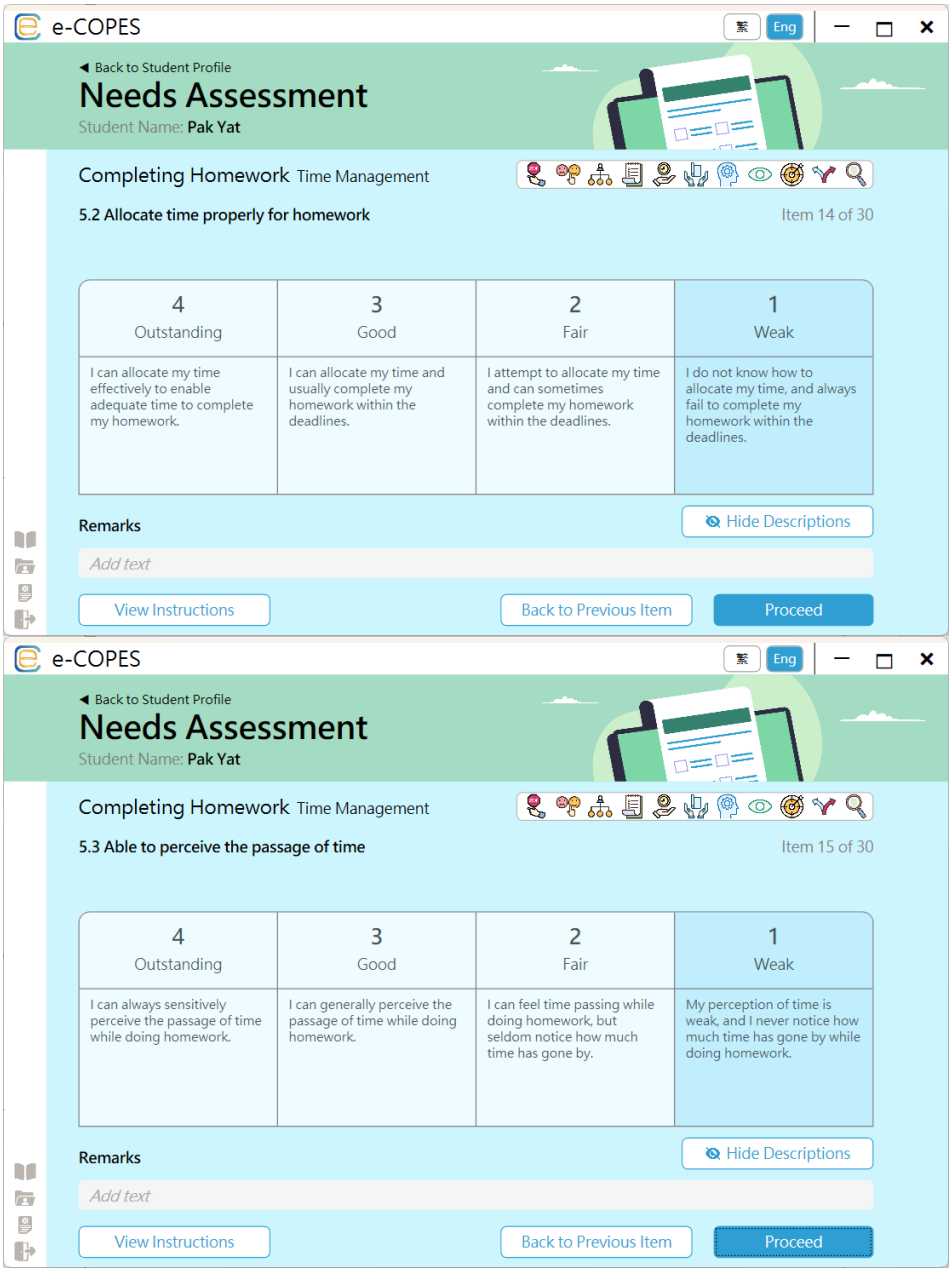
Based on Pak Yat's initial ideas, Mr Chan worked with him to set goals using the SMART principles. Knowing that Pak Yat may give up when faced with challenging goals due to a lack of confidence, Mr Chan suggested lowering his original target of an 80% homework submission rate to one that would be more achievable, and gradually raising the target once he met it. After discussion, they agreed to set Pak Yat's big goal as 'Attain a homework submission rate of 50% in the next term'.

Mr Chan then guided Pak Yat in breaking down the big goal and setting a specific, smaller goal for each of the two executive skills 'Time Management' and 'Task Initiation'. Breaking the big goal into smaller goals helps Pak Yat understand the steps more clearly and use relevant tools and strategies more purposefully.

In the area of 'Time Management', Mr Chan and Pak Yat reviewed the relevant items in the 'Needs Assessment Questionnaire' together. Mr Chan noticed that although Pak Yat could roughly estimate how long each assignment would take, he had difficulty allocating his time effectively (Figure 2). He therefore suggested that Pak Yat could use a timetable to improve his time allocation skills. After discussing this, Pak Yat felt that creating a timetable was too complicated and wanted to start with simpler steps. He decided to practise organising his homework list, and therefore set 'Organise a homework list every day' as his first small goal.

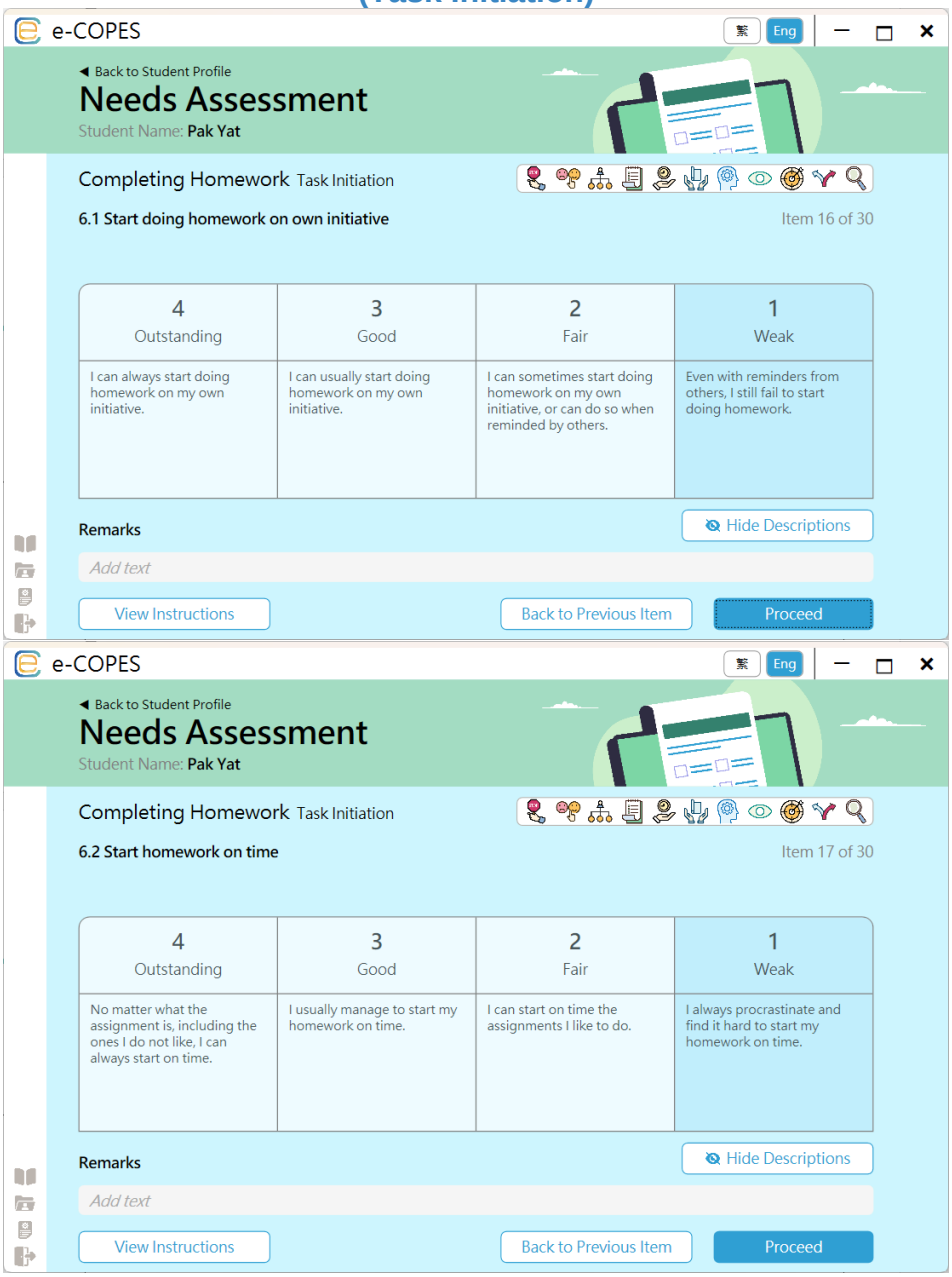
Figure 2: Pak Yat's Responses on the Needs Assessment Questionnaire (Time Management)





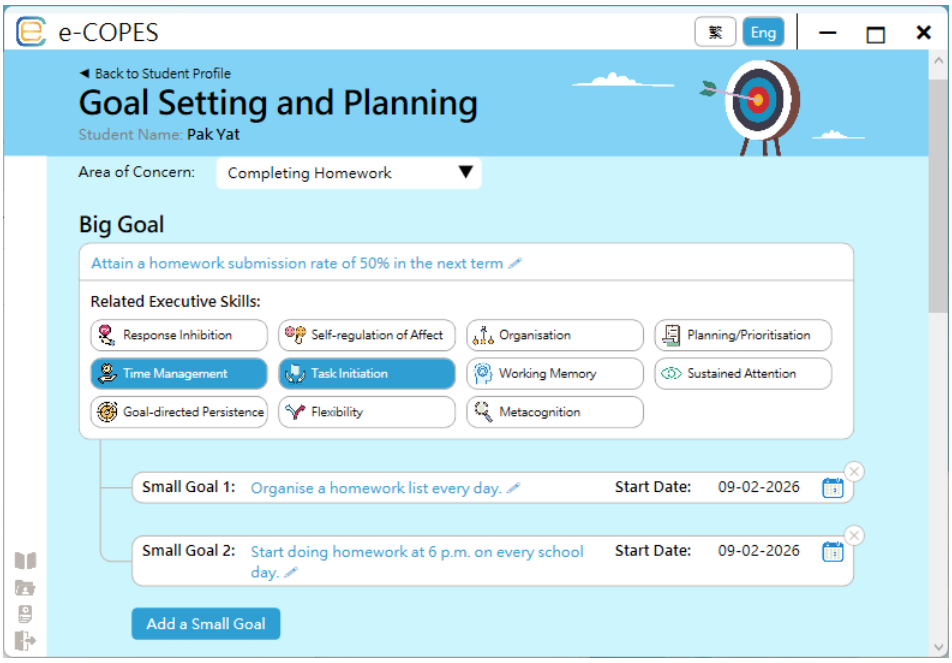
In the area of ‘Task Initiation’, Pak Yat shared that he often found it difficult to get started on his homework, even when reminded by others. However, when he was interested in the task, he was usually able to start on time (Figure 3). Pak Yat wanted to develop the habit of completing each day’s homework, so that it would not pile up. Mr Chan therefore encouraged him to set a fixed time to start work each day and use strategies to reduce procrastination, gradually building up the habit of getting started independently. ‘Start doing homework at 6 p.m. on every school day’ became his second small goal.

Figure 3: Pak Yat's Responses on the Needs Assessment Questionnaire (Task Initiation)



After setting the big and small goals, Pak Yat and Mr Chan entered them to the 'Goal Setting and Planning' page (Figure 4):

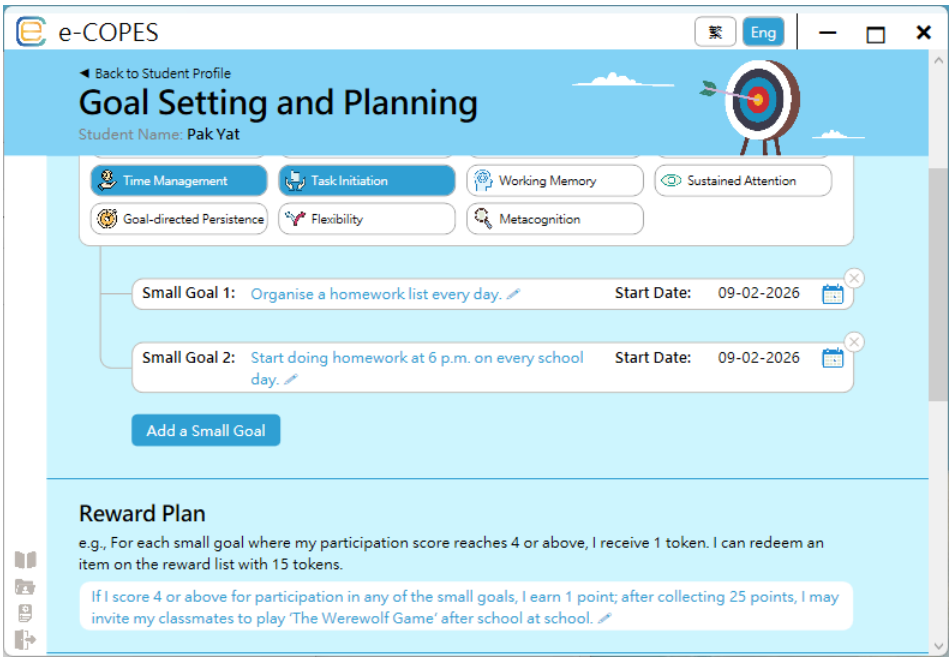
Figure 4: Big Goal and Small Goals



Design Reward Plan

To increase Pak Yat's participation in the programme and sustain his motivation, Mr Chan and Pak Yat jointly developed a reward plan (Figure 5). Whenever Pak Yat received a participation score of 4 or higher for any of his small goals, he would earn one point. Once he had accumulated 25 points, he could invite his classmates to play 'The Werewolf Game' after school at school.

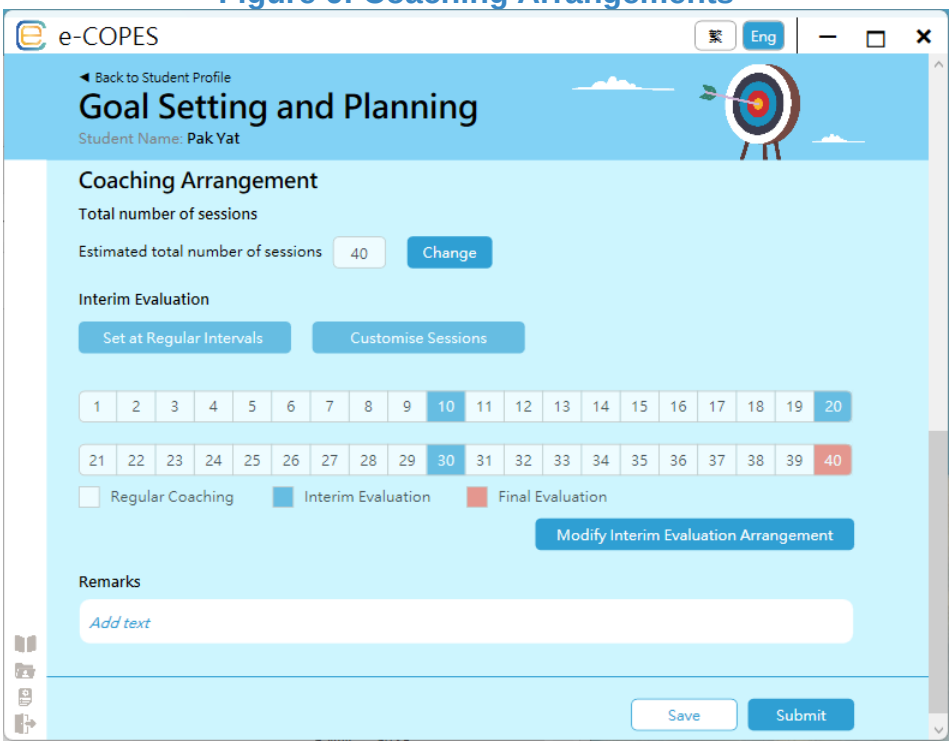
Figure 5: Pak Yat's Reward Plan



Confirm Coaching Arrangements

Mr Chan and Pak Yat further discussed the arrangements for the coaching programme (Figure 6). The programme would run for eight weeks. They agreed to meet in the guidance room during the tutorial period every school day, starting on 9 February. They also agreed to conduct an interim evaluation after every nine regular coaching sessions, approximately once every two weeks. Mr Wong, the SENCO, would also attend in his capacity as a supervisor and offer advice.

Figure 6: Coaching Arrangements



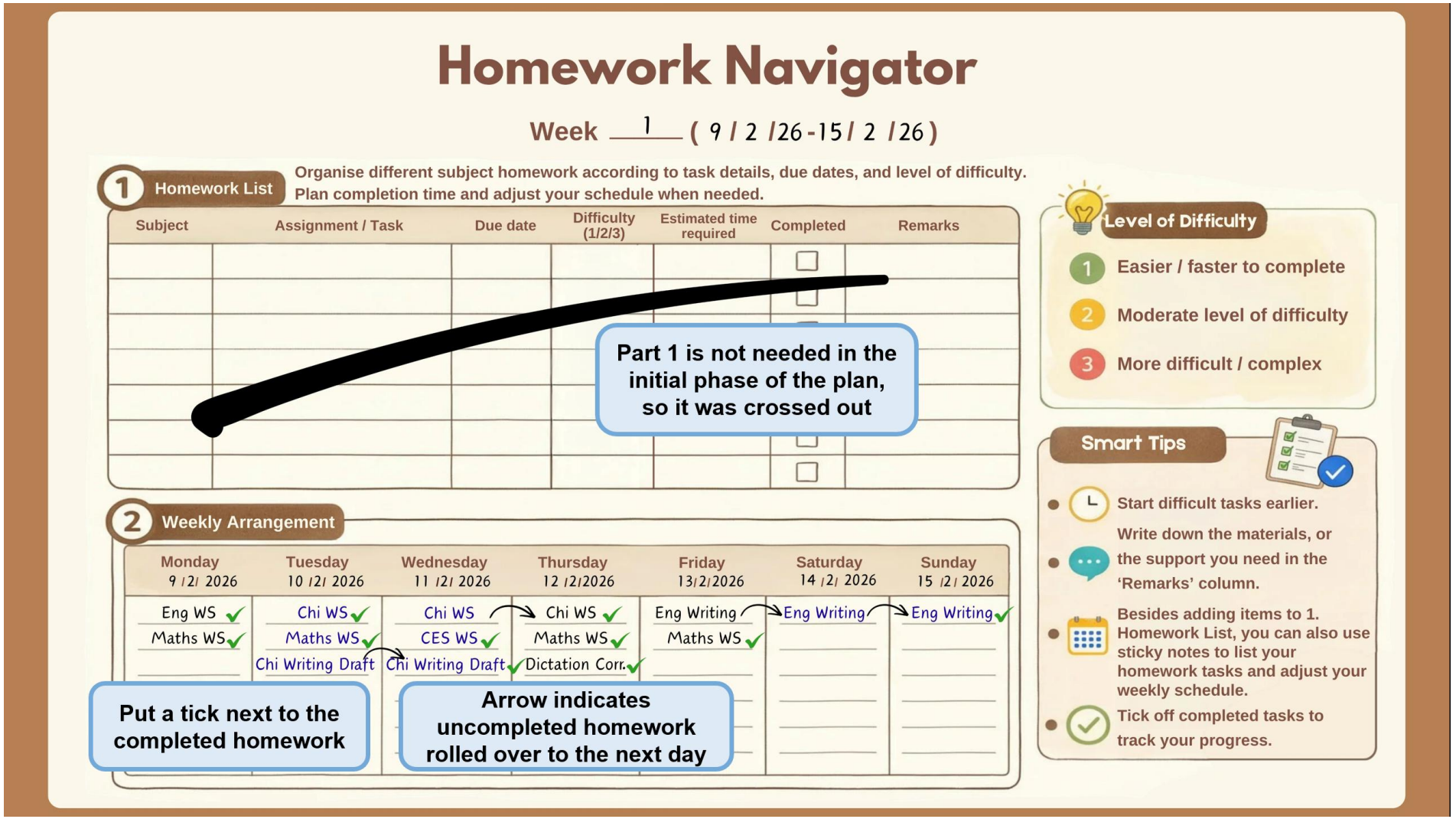
Step 4 : Regular Coaching and Evaluation

Conduct First Coaching Session

On 9 February, Mr Chan held the first coaching session with Pak Yat and used 'Effective Questions' to guide him in developing an initial action plan.

For Small Goal 1, Mr Chan introduced the tool '5c. Homework Navigator' from the 'Time Management' Toolbox and suggested that Pak Yat could list each day's homework in the 'Weekly Arrangement' section to create his daily homework checklist. Mr Chan also reminded Pak Yat to consider factors such as due dates and assignment difficulty when planning what to complete each day, and to estimate the time required for each assignment and the total time needed to ensure that the checklist was realistic (Figure 7).

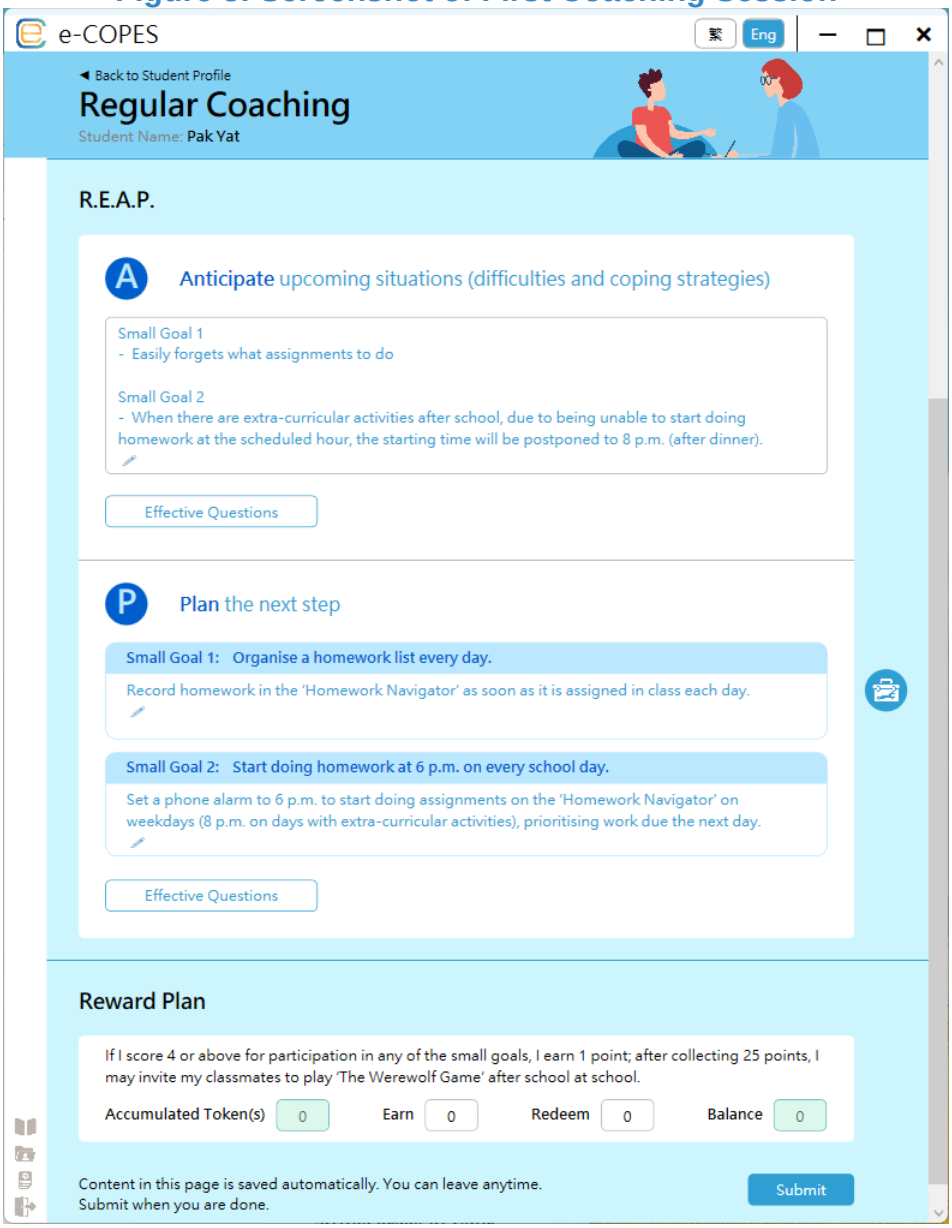
Figure 7: Pak Yat's ' Homework Navigator' of Week 1



For Small Goal 2, Pak Yat decided to set an alarm to remind himself to start working on assignments listed in the 'Homework Navigator' at 6 p.m. on every school day.

Below is a screenshot of the record of the first coaching session (Figure 8):

Figure 8: Screenshot of First Coaching Session



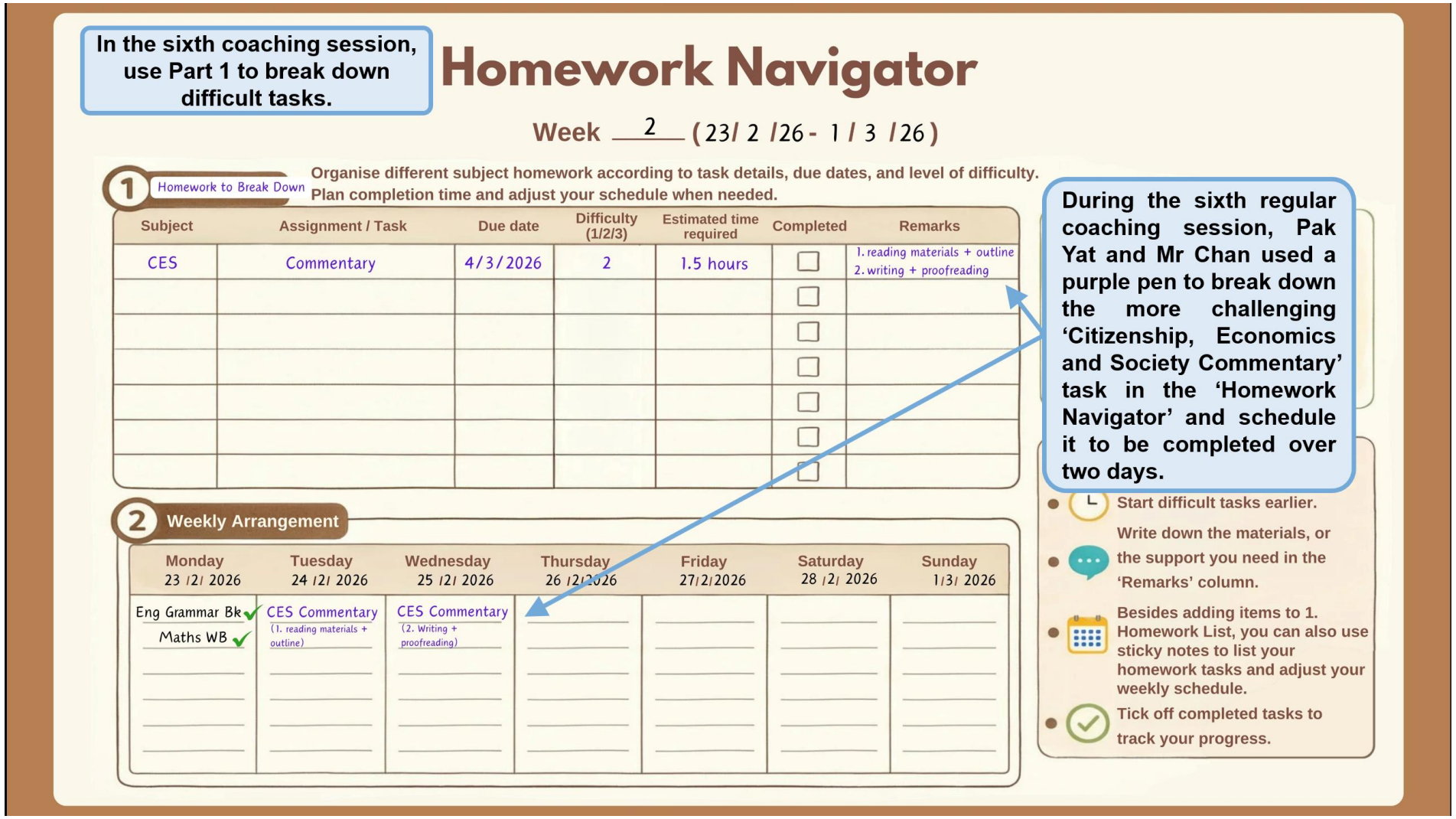
Conduct Regular Coaching Session

From the second regular coaching session onward, Mr Chan used ‘Effective Questions’ to guide Pak Yat through each session using four steps: Review, Evaluate, Anticipate and Plan (R.E.A.P.).

For example, at the sixth coaching session, Pak Yat brought along the ‘Homework Navigator’ he had been filling in each day. Mr Chan praised him for following the plan by listing most of his assignments in the ‘Weekly Arrangement’ section and clearly indicating whether he had completed them.

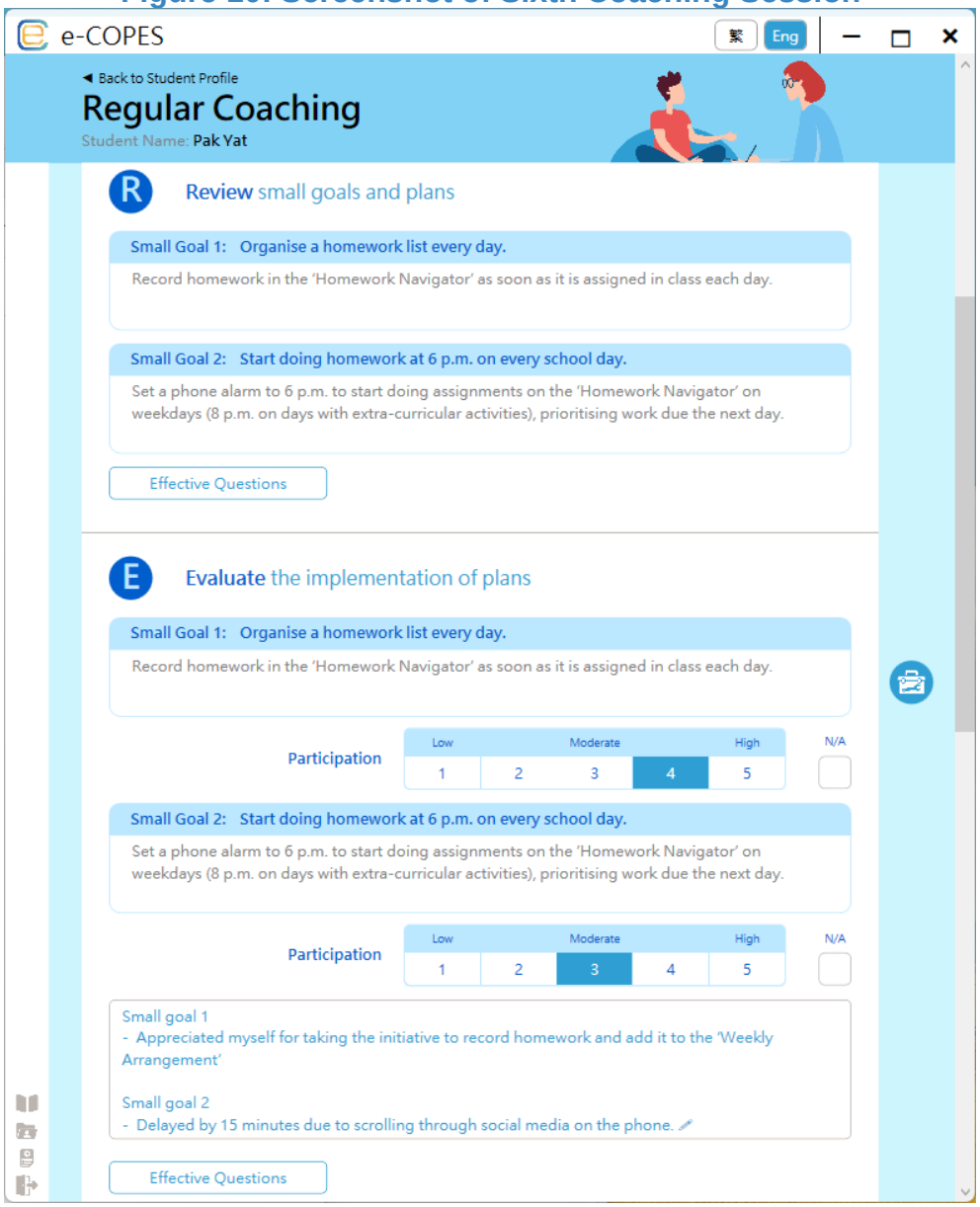
During the session, Pak Yat admitted that he still tended to procrastinate and struggled to get started on time. To help him get started more easily, Mr Chan suggested beginning each homework session with an easier assignment and breaking complex or difficult tasks into smaller, more manageable steps. They then adapted the tool ‘Homework Navigator’ together: Pak Yat would list more difficult assignments in the ‘Homework to Break Down’ section, break them down into smaller steps in the ‘Remarks’ column, and then schedule each step in the ‘Weekly Arrangement’ (Figure 9).

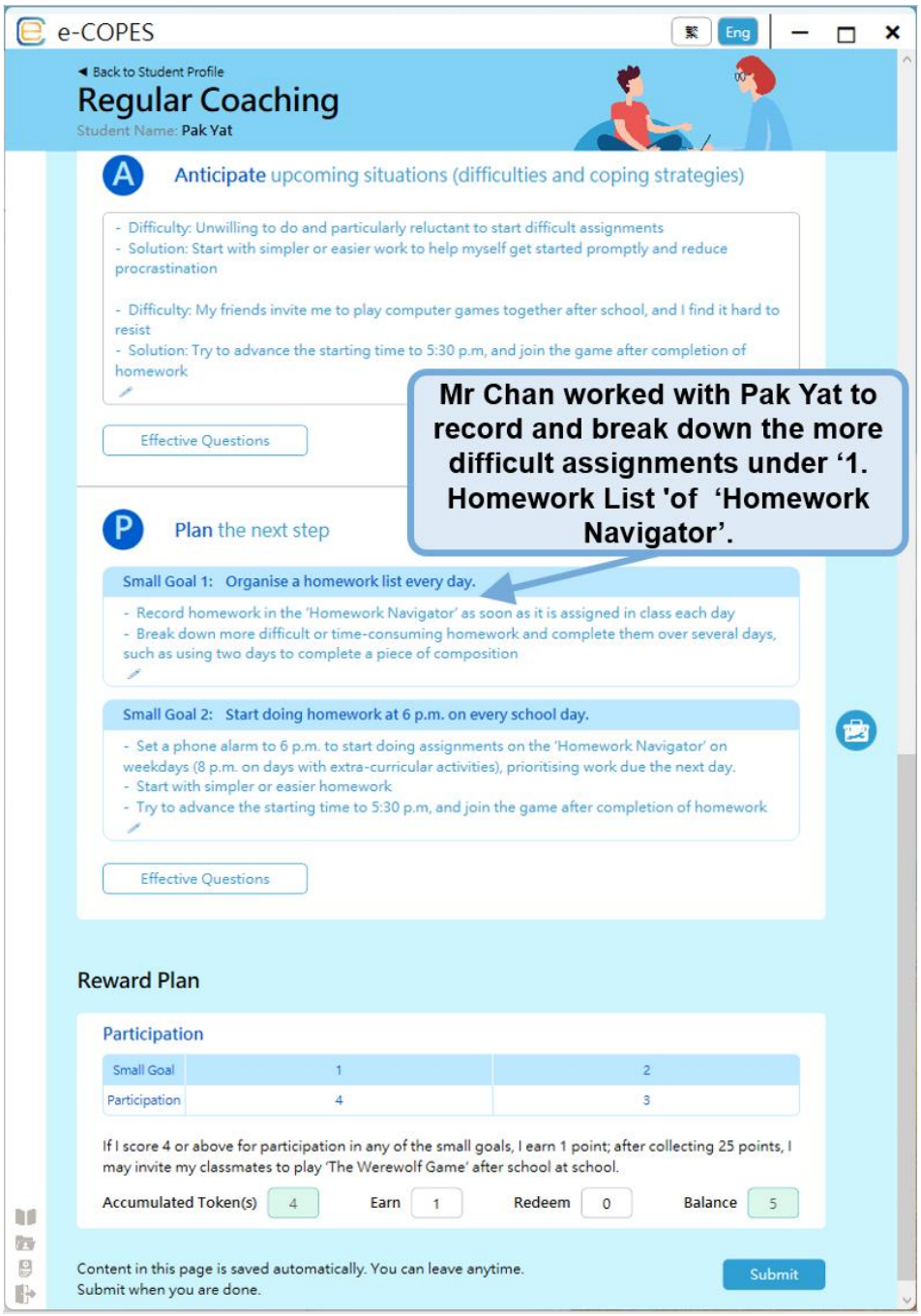
Figure 9: Revised ‘ Homework Navigator’ during the Sixth Coaching Session



Below is a screenshot of the record of the sixth regular coaching session (Figure 10):

Figure 10: Screenshot of Sixth Coaching Session



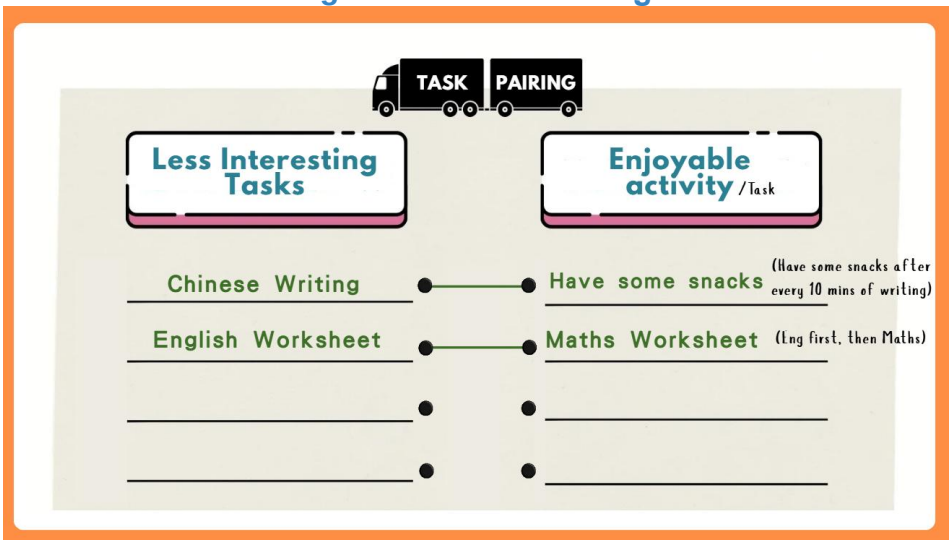


Conduct Regular Interim Evaluation

After nine regular coaching sessions, Mr Wong, Mr Chan and Pak Yat held their first interim evaluation, focusing on progress towards the goals. Pak Yat had developed the habit of making a daily homework list, but still occasionally left out assignments. He therefore wanted to continue working towards Small Goal 1.

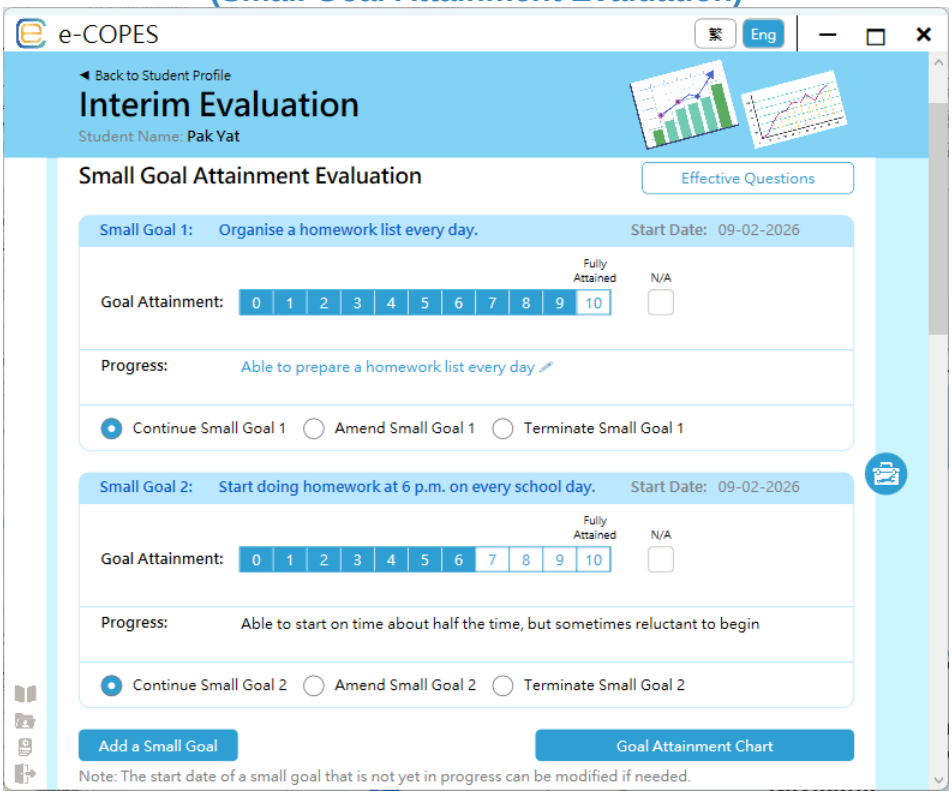
As for starting his homework on time, Pak Yat said that he still procrastinated and failed to start on time about half the time. To address this difficulty, Mr Wong suggested him using the tool '6i. Task Pairing' from the 'Task Initiation' Toolbox to pair less interesting tasks with enjoyable activity or task, to motivate task initiation (Figure 11).

Figure 11: 'Task Pairing'



Below is a screenshot of the record of the first interim evaluation assessing progress towards the small goals (Figure 12a):

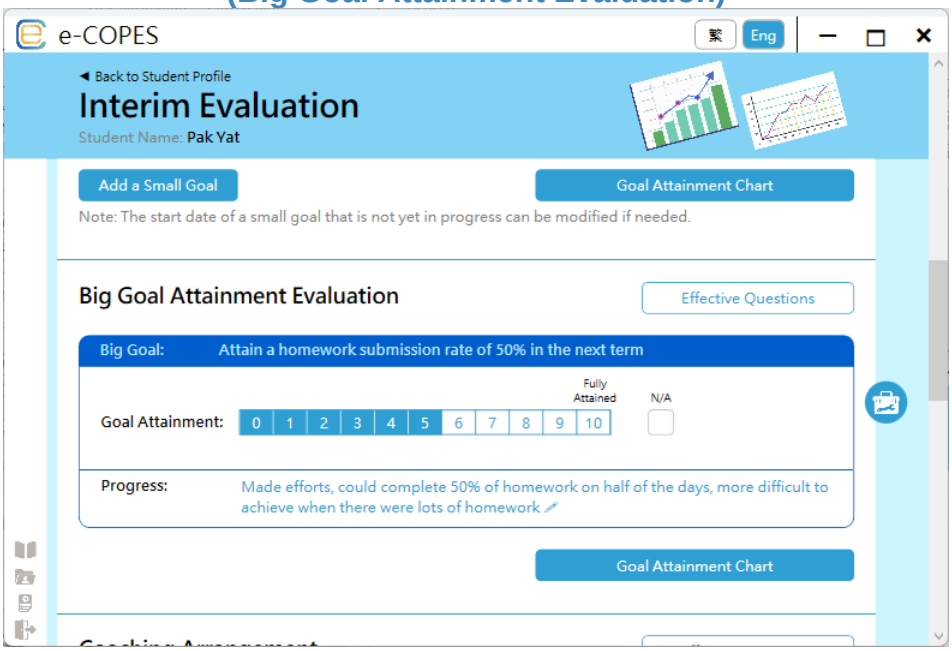
Figure 12a: Screenshot of First Interim Evaluation (Small Goal Attainment Evaluation)



Looking back over the past two weeks, Pak Yat reported that he had submitted at least 50% of his homework on about half of the school days. This broadly matched the data Mr Chan had obtained from the class teacher, so Pak Yat's progress towards the big goal was rated 5. Mr Chan immediately praised his efforts and commitment and awarded him 2 points under the reward plan.

Below is a screenshot of the section of the record assessing progress towards the big goal (Figure 12b):

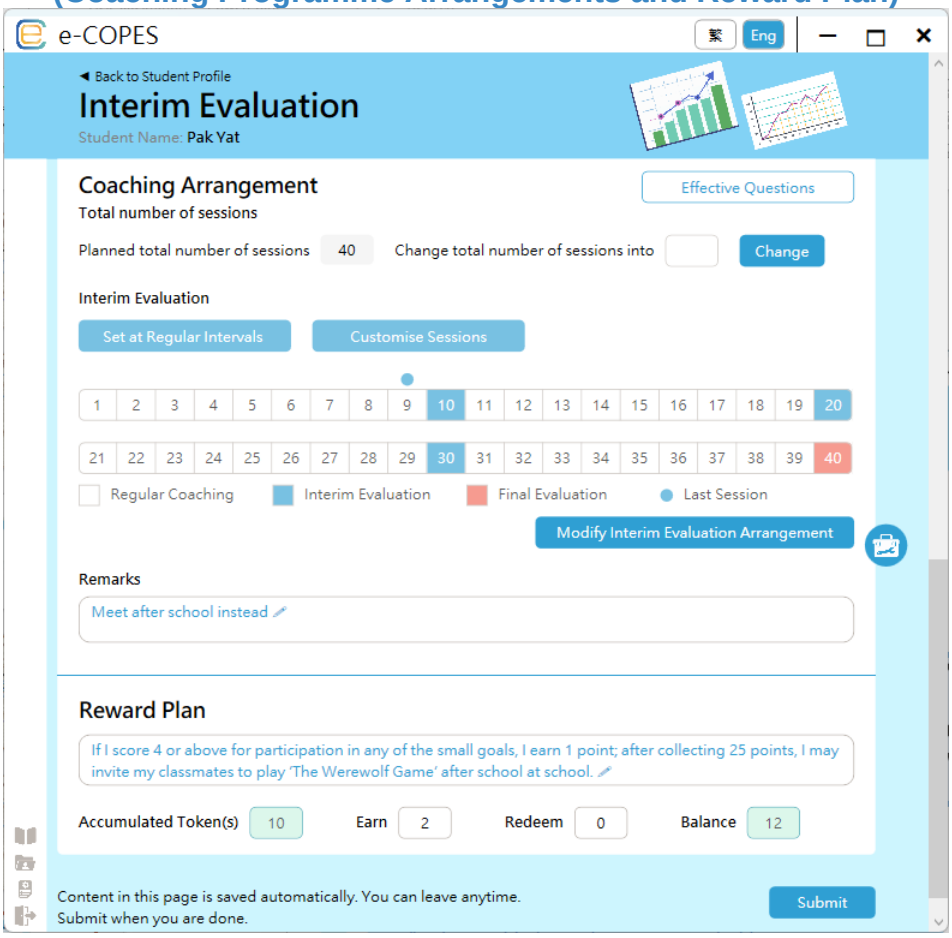
Figure 12b: Screenshot of First Interim Evaluation (Big Goal Attainment Evaluation)



When discussing the coaching arrangements, Pak Yat and Mr Chan agreed to reschedule their meetings to after school, so that Pak Yat could complete some of his homework during the tutorial period and seek help from teachers or classmates if needed.

Pak Yat had also accumulated 12 points (Figure 12c). Mr Chan encouraged him that he needed only 13 more points to earn the reward. Pak Yat said that he hoped to collect enough points to claim his reward before the next interim evaluation.

Figure 12c: Screenshot of First Interim Evaluation (Coaching Programme Arrangements and Reward Plan)

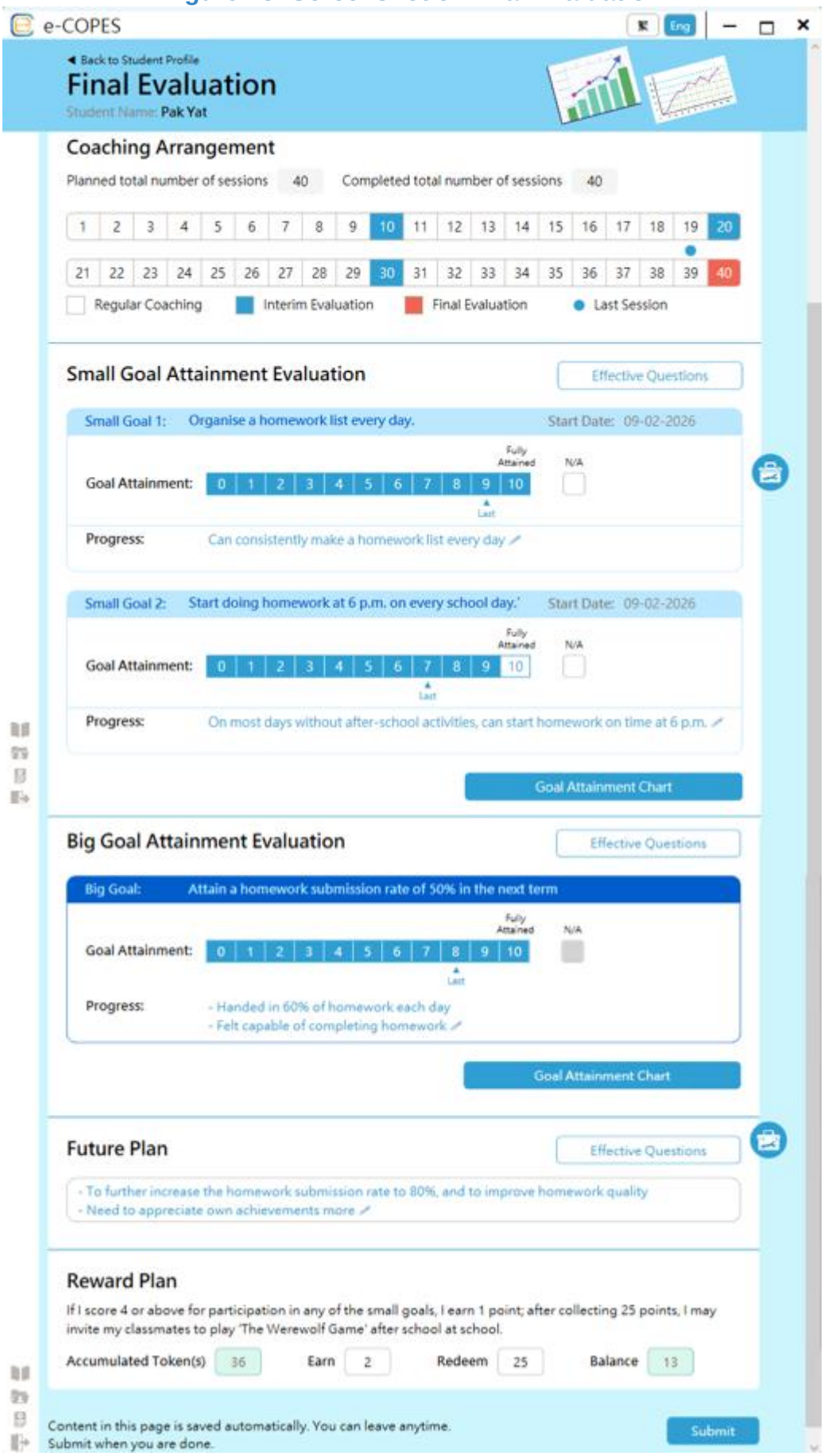


Step 5: Final Evaluation

After completion of all regular coaching sessions, Mr Wong, Mr Chan and Pak Yat held a final evaluation to evaluate the effectiveness of the coaching programme. Pak Yat not only achieved the big goal 'Attain a homework submission rate of 50%', but also gradually developed his executive skills, including 'Time Management' and 'Task Initiation', under Mr Chan's guidance. The valuable success experiences gave Pak Yat greater confidence in tackling various difficulties in everyday life, rather than being avoidant and procrastinating as was in the past. He had also developed a trusting relationship with Mr Chan. When faced with difficulties, he would now take the initiative to approach Mr Chan to discuss possible solutions.

Below is a screenshot of the record of the final evaluation (Figure 13):

Figure 13: Screenshot of Final Evaluation



Scenario 2

Area of Concern: Interacting with Others

Background Information

Coach:	Mr Lee, School Social Worker
Supervisor:	Ms Yeung, Guidance Mistress
Student:	Hui Yin
Current Grade:	Secondary 1
Presenting Problems:	He often gets into conflicts with his classmates and has difficulty controlling his temper. Although he often regrets his impulsive behaviour afterwards, his classmates have begun to distance themselves from him. He hopes to mend his relationships with them, as he does not want to lose his friends.

Step 2：Needs Assessment

Gather and Analyse Student Performance

Mr Lee interviewed Hui Yin, his class teacher and parents. The information gathered is summarised below:

Class Teacher:	Since Hui Yin started Secondary 1, his class teacher had noticed that he often got into conflicts with his classmates. Subject teachers had also observed that his classmates were gradually distancing themselves from him because of his temper, and some were unwilling to work in the same group as him. Whenever he disagreed with his classmates, he became furious and insisted that they followed his ideas, refusing to listen to theirs. At times, he made scenes until his classmates gave in or a teacher intervened.
Parents:	Hui Yin's mother had noticed that, from an early age, he had had difficulty controlling his impulses. He often blurted things out without considering other people's feelings and ended up offending them. Although his parents frequently reminded him to control his temper and consider the consequences of his words and actions, Hui Yin still said helplessly, 'I don't want to be like this, but I really find it hard to control myself.' His parents also felt powerless.

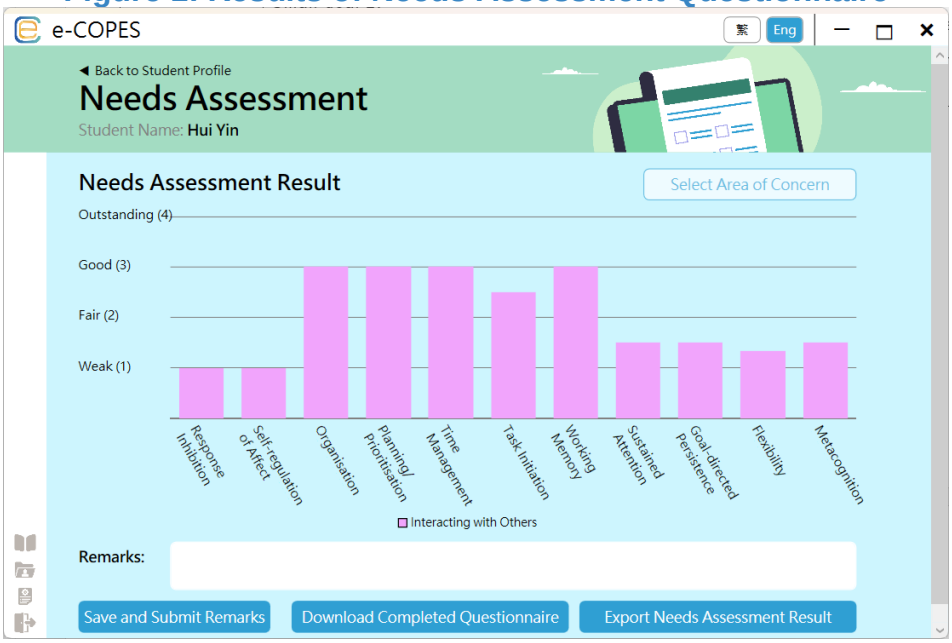
Student:	Hui Yin admitted that when working with others, he always wanted to complete the task assigned by the teacher well. However, when he found that his classmates were unwilling to listen to or cooperate with him, he became very angry and did not know how to calm himself down. In the heat of the moment, he impulsively said things that hurt their feelings. Hui Yin had also realised that he was not well liked. His classmates all had their own friends, but no one talked to him. This made him felt very lonely and discouraged, and he worried that he would go through secondary school without making any friends.

Taken together, the information suggested that when things did not go Hui Yin's way, he had difficulty controlling his impulsive words and behaviours, and regulating his emotions. As a result, he often reacted intensely and expected others to do what he wanted. These behaviours continued to affect his relationships with peers.

Complete 'Needs Assessment Questionnaire'

Mr Lee and Hui Yin completed the needs assessment questionnaire together to evaluate Hui Yin's performance across various executive skills in the area of 'Interacting with Others'. The results showed that his performance on 'Sustained Attention', 'Goal-directed Persistence', 'Flexibility', and 'Metacognition' were all below Level 2, while his performance on 'Response Inhibition' and 'Self-Regulation of Affect' was both at Level 1, indicating that these skills were notably weaker than his other executive skills (Figure 1).

Figure 1: Results of Needs Assessment Questionnaire



Hui Yin's impulsive words and behaviours, along with his difficulties with emotion regulation, had affected his relationships with his peers. When he felt angry, he reacted intensely, which frightened his classmates. Hui Yin said that he very much wanted to build positive relationships with them. He also hoped to learn to regulate his emotions and reduce his

impulsive behaviours, thereby improving how others perceive him and strengthening relationships.

Taking into account the observations, interview records, questionnaire results, practical needs, and Hui Yin's preferences, they decided to focus initially on developing two executive functioning skills through this programme: 'Response Inhibition' and 'Self-regulation of Affect'.

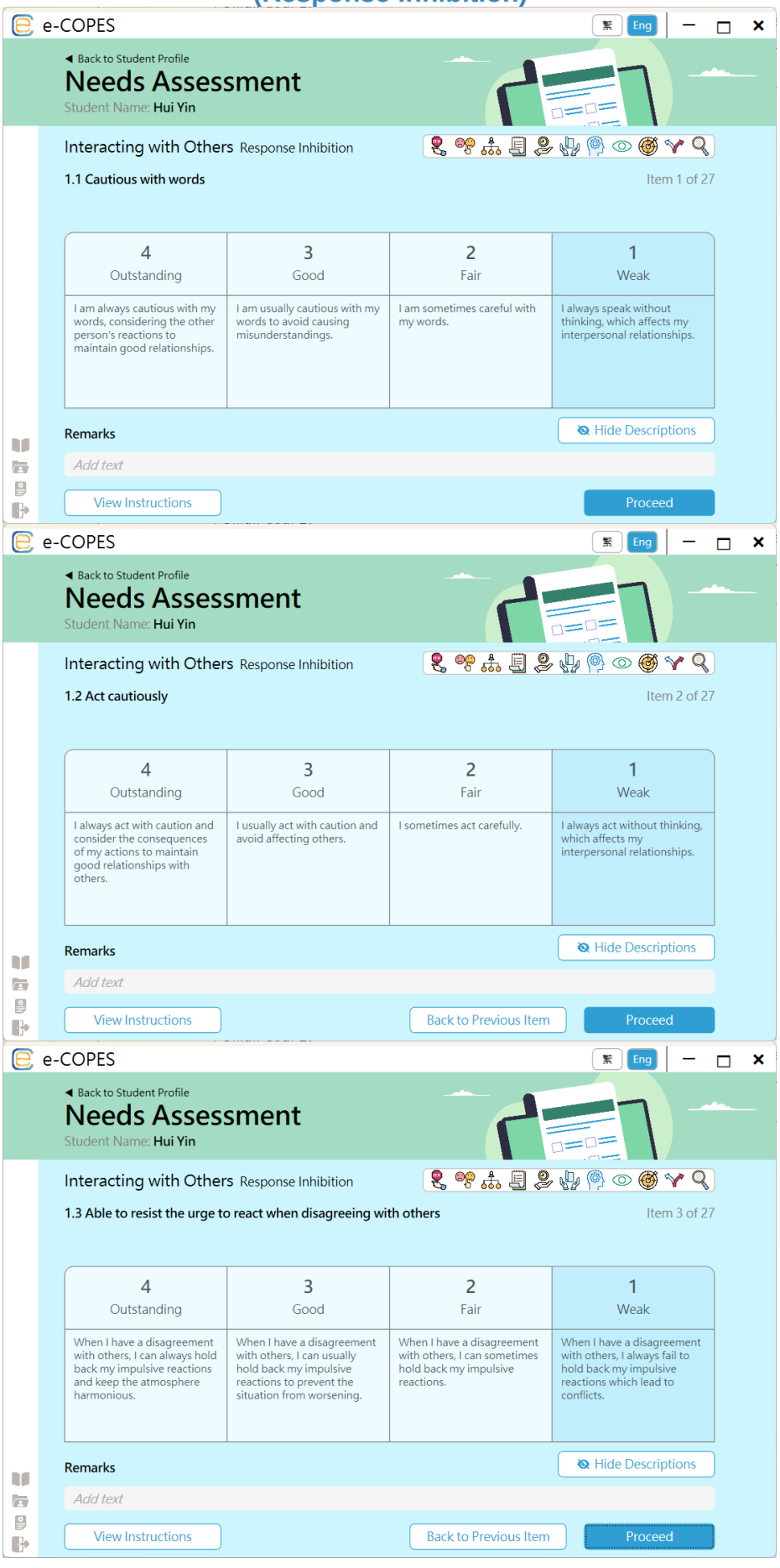
Step 3：Goal Setting and Planning

Set Programme Goals

Hui Yin hoped to maintain good relationships with his classmates and build a circle of friends. Mr Lee therefore worked with him to set 'Handle conflicts with classmates appropriately' as his big goal. They hoped that by starting with everyday conflicts, Hui Yin could gradually improve how his classmates viewed him. Mr Lee helped him break down his big goal into two small goals, focusing on 'Response Inhibition' and 'Self-regulation of Affect'.

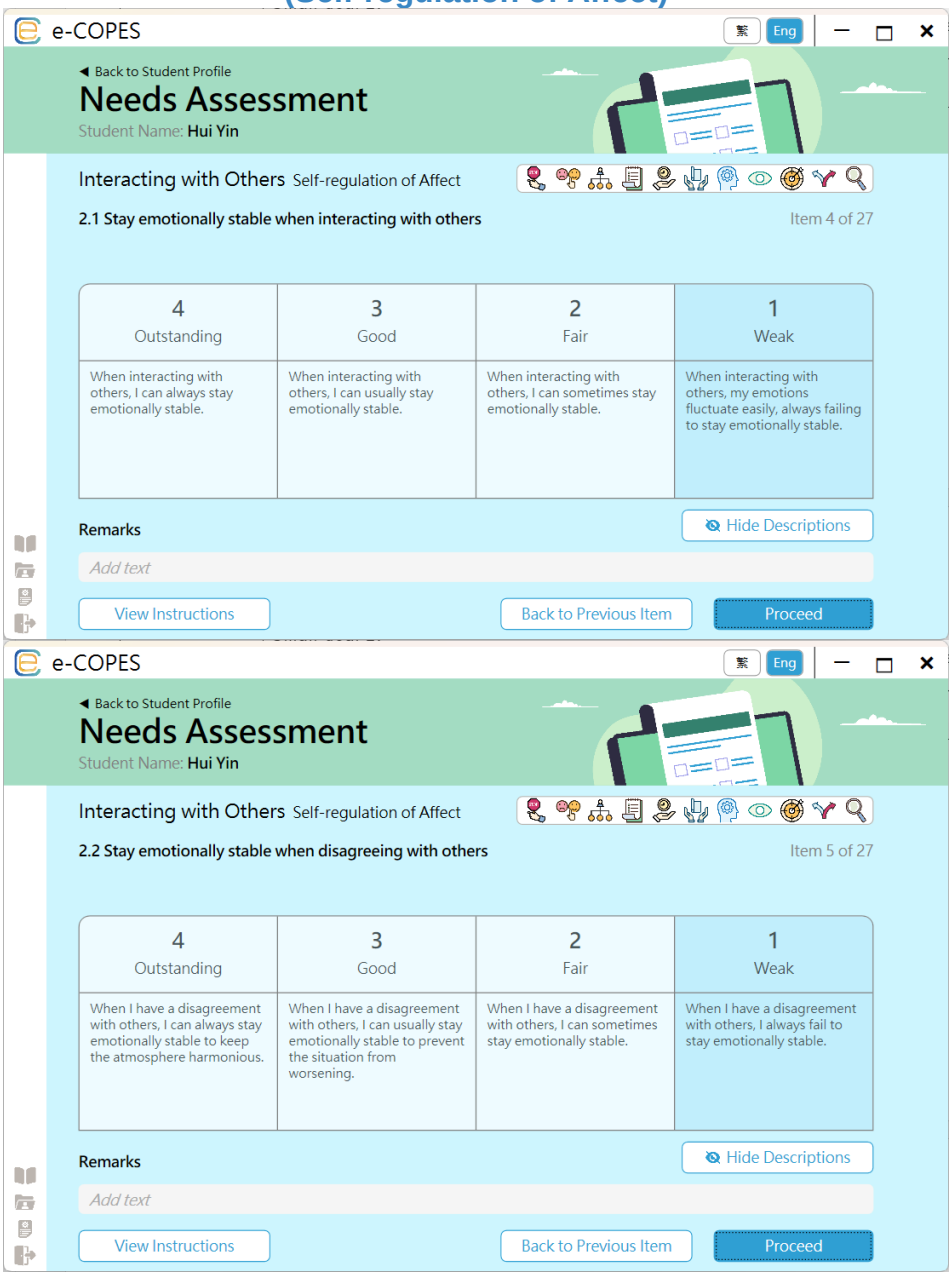
For 'Response Inhibition', Hui Yin noted in the needs assessment questionnaire that he often spoke without considering the impact his words might have on others and tended to blurt things out. He also found it hard to control impulsive behaviour, even with others' reminders, and this could cause conflicts to escalate (Figure 2). Hui Yin hoped to learn to manage his behaviours through the coaching programme. Mr Lee suggested him to remind himself to 'pause' when needed, take a moment to consider how his words and actions might affect others, and then choose and act on the most appropriate response. Based on this shared understanding, Mr Lee and Hui Yin set the first small goal as: 'When I disagree with someone, I can stay calm, pause and think about how to respond appropriately'.

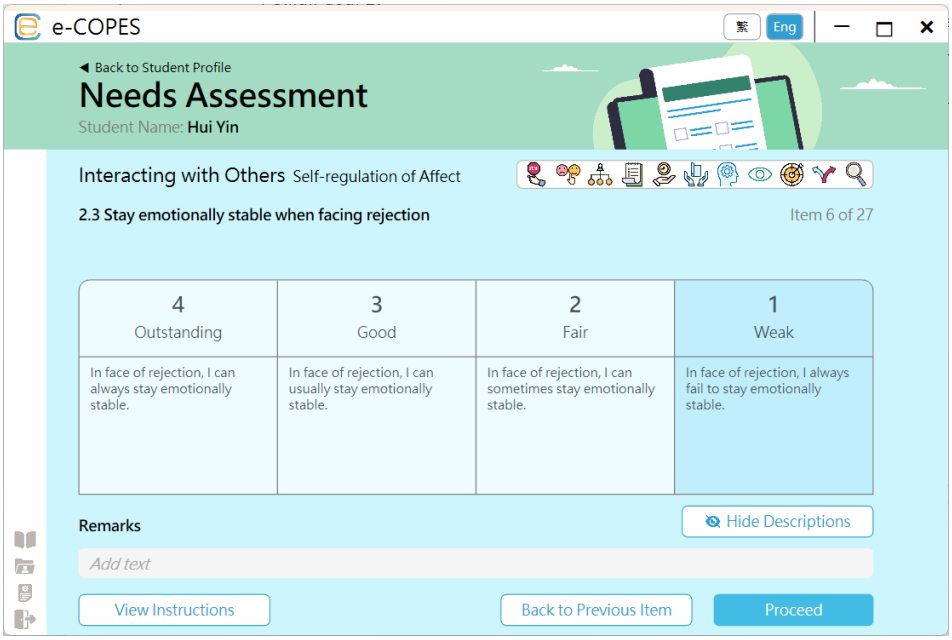
Figure 2: Hui Yin's Responses on the Needs Assessment Questionnaire (Response Inhibition)



For ‘Self-regulation of Affect’, the questionnaire results showed that Hui Yin found it difficult to regulate his emotions when faced with conflicts and needed a relatively long time to calm down (Figure 3). Further discussion revealed that whenever his classmates did not accept his opinions, he could become extremely angry, even shouting at them and insisting that they comply. Hui Yin also recognised that in the heat of the moment, he was often swept up by his emotions and lost his composure. Mr Lee commended Hui Yin for his self-awareness and suggested that whenever he noticed his emotions beginning to intensify, he could apply appropriate regulation strategies, such as deep breathing, counting backwards, or drinking water, to calm himself down and prevent conflicts from escalating. On this basis, they jointly set the second small goal: ‘When I experience strong emotions, I can use effective emotion regulation strategies’.

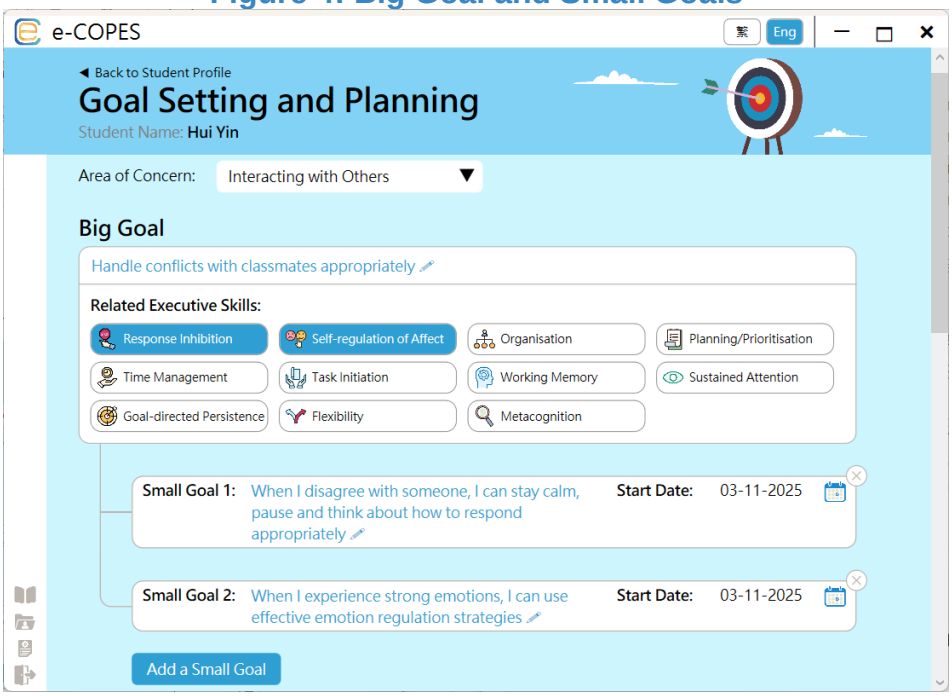
Figure 3: Hui Yin’s Responses on the Needs Assessment Questionnaire (Self-regulation of Affect)





After setting the big and small goals, Hui Yin and Mr Lee entered them to the 'Goal Setting and Planning' page (Figure 4):

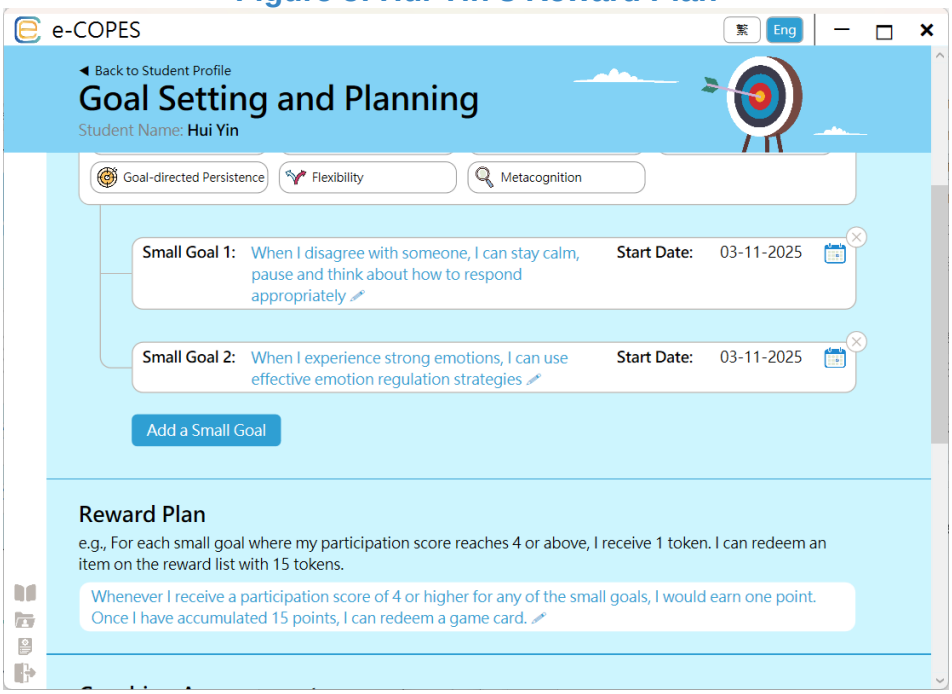
Figure 4: Big Goal and Small Goals



Design Reward Plan

To encourage Hui Yin to work toward these goals, Mr Lee devised a reward plan with him (Figure 5). Whenever Hui Yin received a participation score of 4 or higher for any of his small goals, he would earn one point. In addition, based on the teachers' observations, he could earn 2 bonus points when he tried to handle interpersonal conflicts appropriately in everyday situations, such as by expressing his opinions and feelings calmly. Once he had accumulated 15 points, he could redeem a small gift. Hui Yin chose a game card as his reward.

Figure 5: Hui Yin's Reward Plan



Confirm Coaching Arrangements

Mr Lee and Hui Yin further discussed the arrangements for the coaching programme (Figure 6). The programme would run for eight weeks. They agreed to meet in the guidance room after school every school day, starting on 3 November. They also agreed to conduct an interim evaluation after every nine regular coaching sessions, approximately once every two weeks. Ms Yeung, the Guidance Mistress, would also attend in his capacity as a supervisor and offer advice.

Figure 6: Coaching Arrangements



Step 4：Regular Coaching and Evaluation

Conduct First Coaching Session

On 3 November, Mr Lee held the first regular coaching session with Hui Yin, during which they jointly developed an action plan (Figure 7).

For Small Goal 1, Mr Lee introduced Hui Yin to the tool '1b. Stop, Think, Choose, Act' from the 'Response Inhibition' Toolbox (Figure 8a). He reminded Hui Yin to pause and consider appropriate ways to respond to interpersonal problems or conflicts, rather than reacting impulsively. They also practised using the approach in several common conflict situations.

For Small Goal 2, Hui Yin recalled the various 'Emotion Regulation Strategies' he had learnt in a training group (Figure 8b). From these strategies, Hui Yin chose to adopt 'Clench and relax my fists', 'Drink some water' and 'Positive self-talk' to regulate his emotions. Mr Lee asked him to explain how he would use each strategy and to record how effective they were in everyday situations. They would review the results together in future coaching sessions.

Figure 7: Screenshot of First Coaching Session

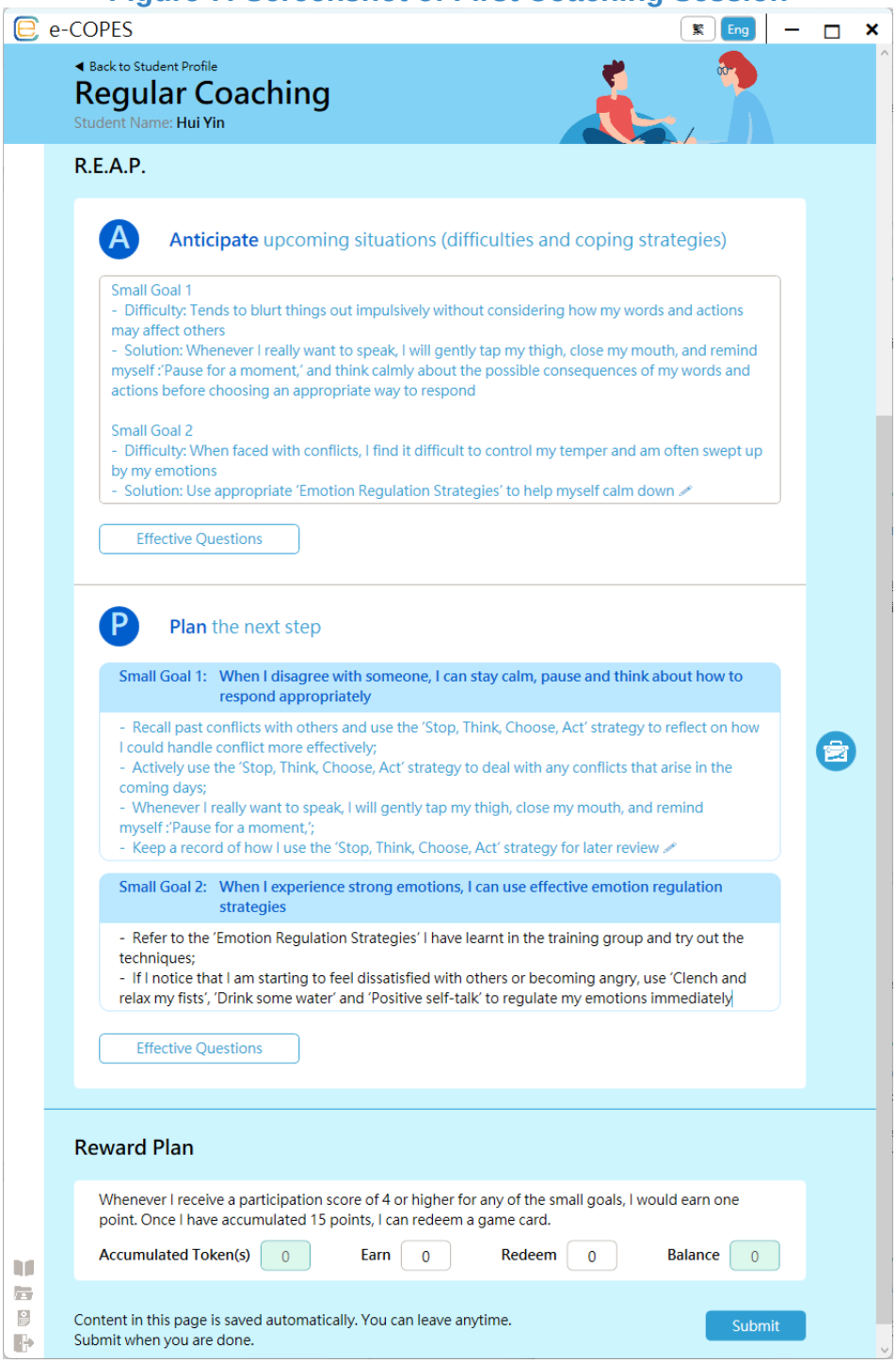


Figure 8a: 'Stop, Think, Choose, Act'

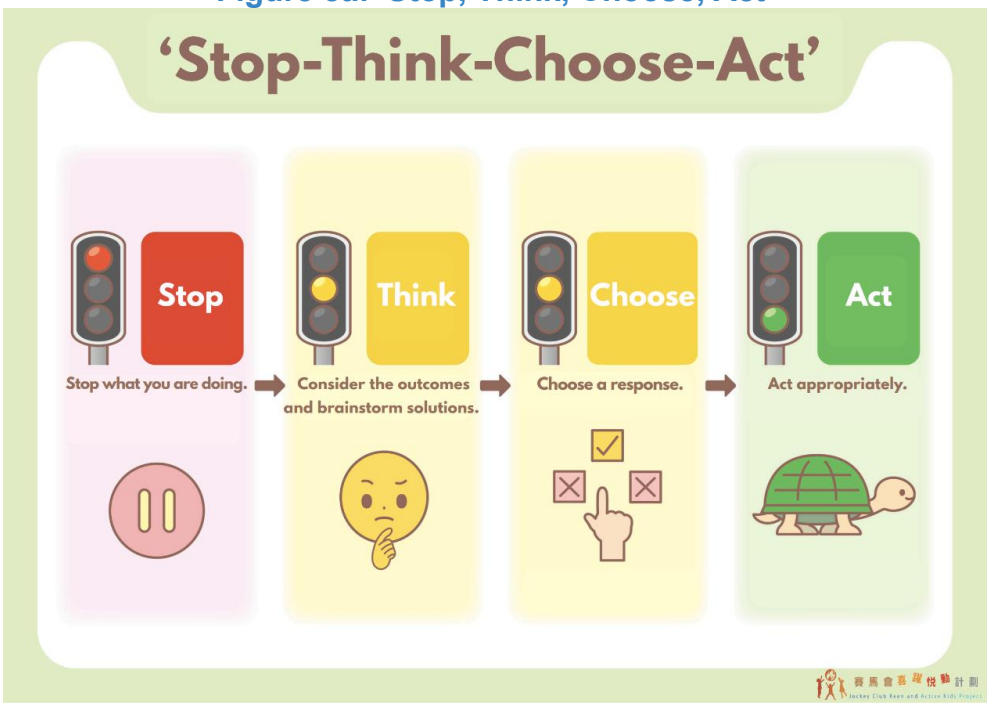
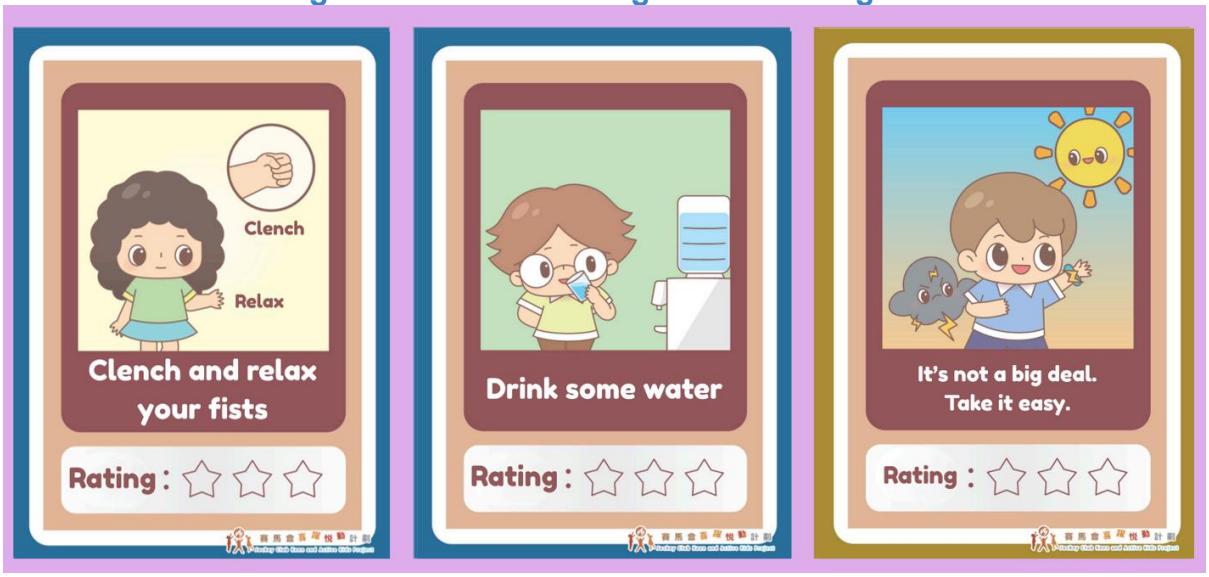


Figure 8b: 'Emotion Regulation Strategies'



Conduct Regular Coaching Session

From the second regular coaching session onward, Mr Lee used 'Effective Questions' to guide his sessions with Hui Yin through four steps: Review, Evaluate, Anticipate, and Plan (R.E.A.P.).

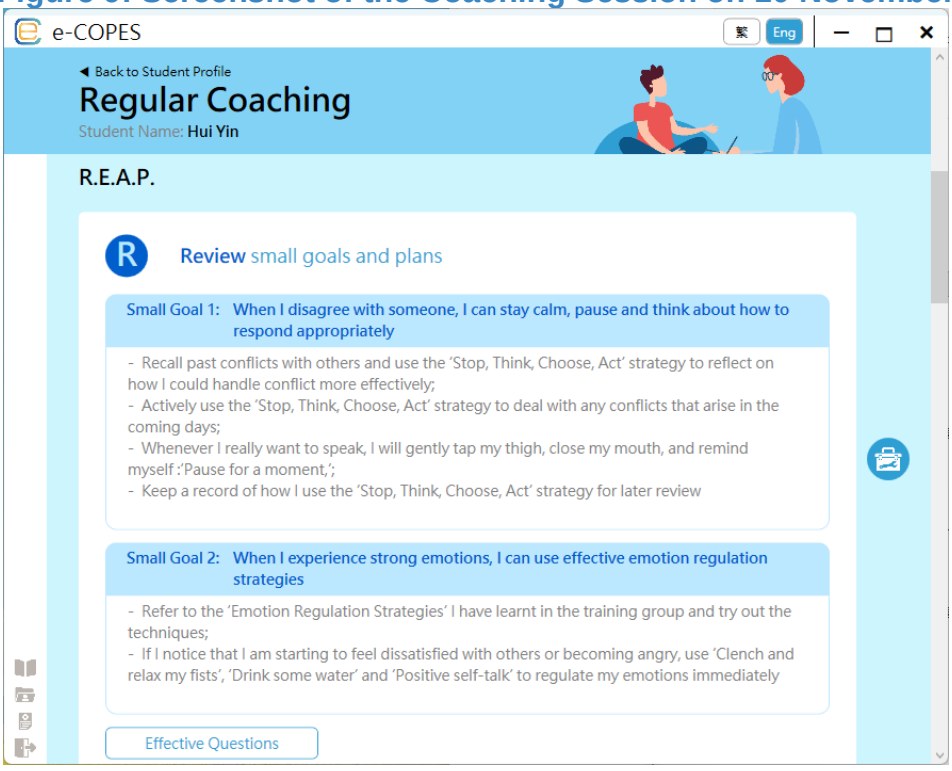
For example, at the regular coaching session on 10 November, Mr Lee and Hui Yin reviewed the goals and action plans they had set and evaluated how they had been carried out (Figure 9). Hui Yin shared that when he disagreed with someone, he reminded himself to 'stop and think' more often than before. However, he sometimes remained so eager to express his own ideas that he struggled to listen patiently to others and might even interrupt them. He

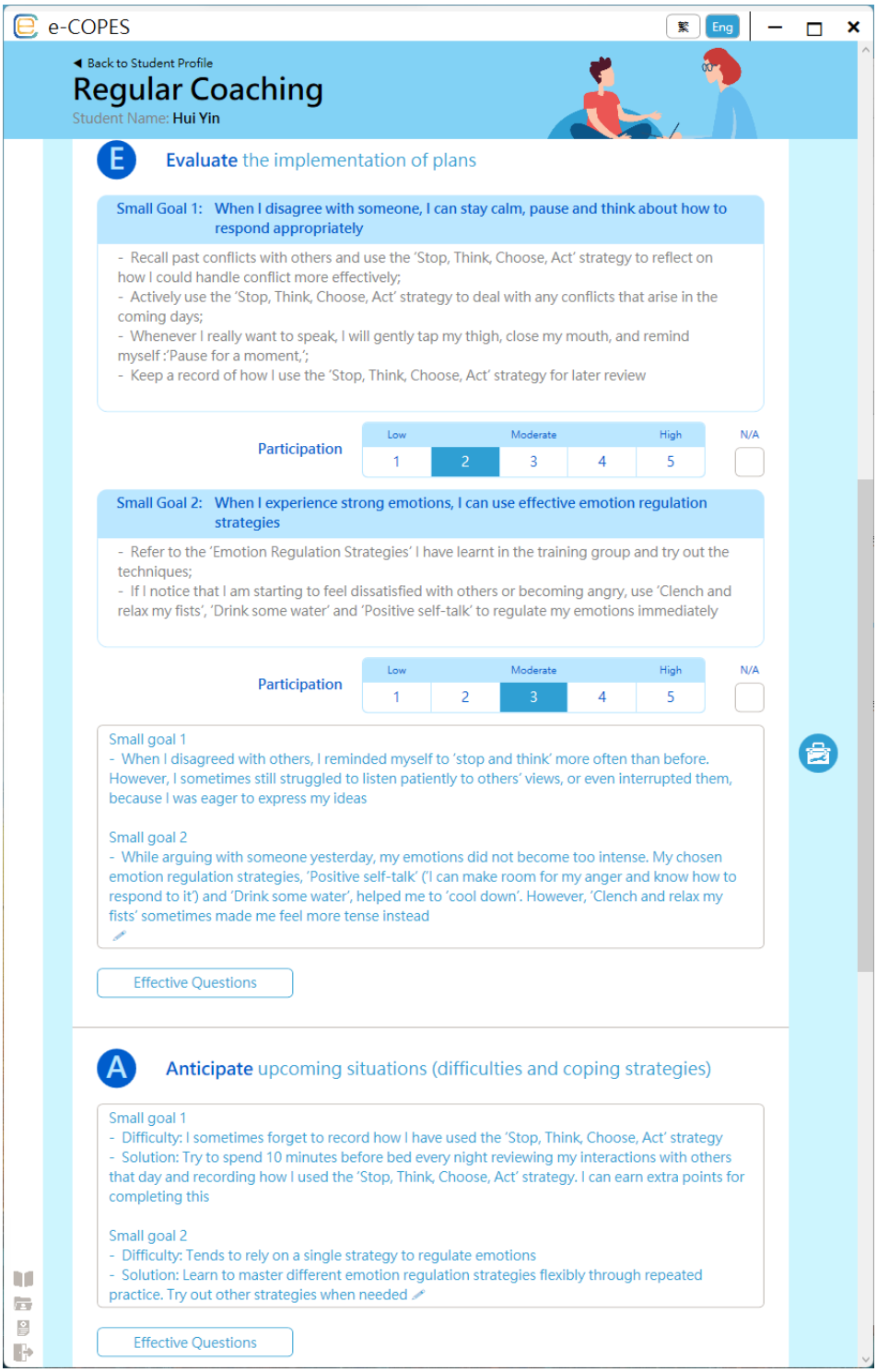
also found that emotion regulation strategies such as ‘Positive self-talk’ and ‘Drink some water’ helped him calm his anger. In contrast, ‘Clench and relax my fists’ sometimes made him feel more tense.

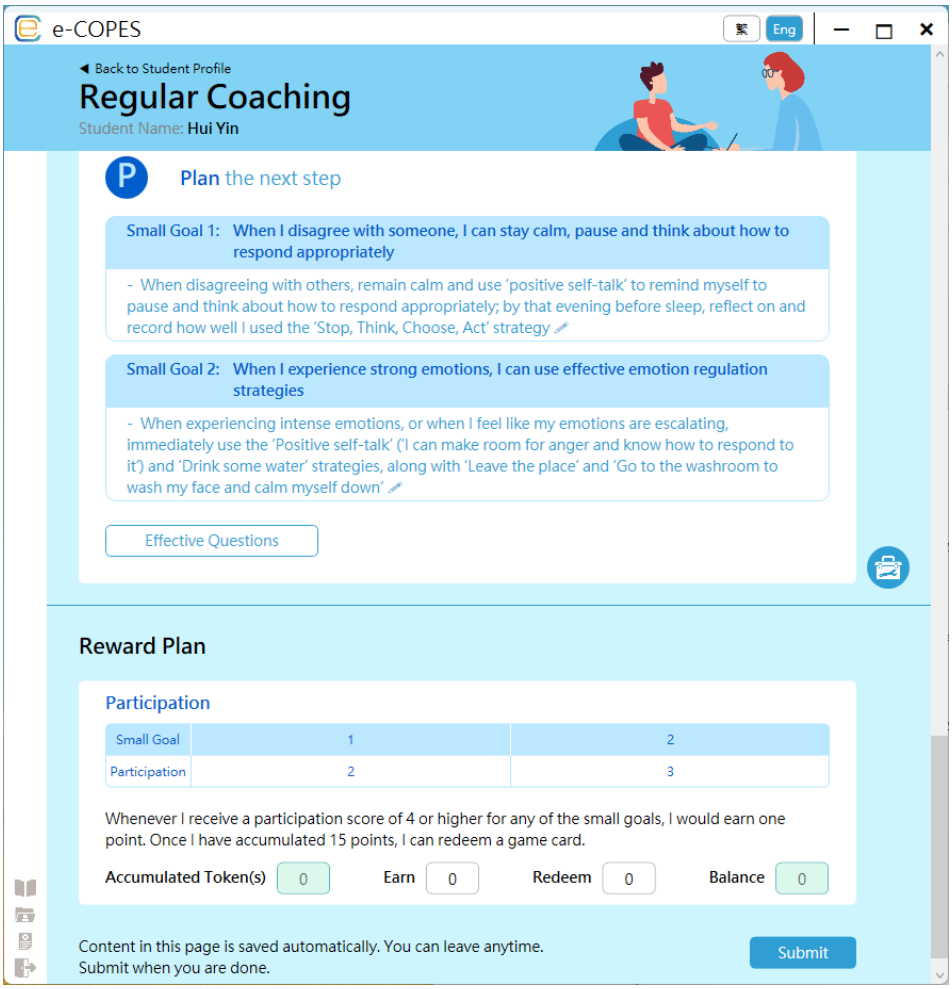
Together, Mr Lee and Hiu Yin explored how Hui Yin could further strengthen his ability to inhibit impulsive reactions. For example, he could use positive self-talk more flexibly, such as telling himself, ‘I can pause and wait’ to help himself control his impulses. Moreover, Mr Lee noted that Hiu Yin tended to rely on a single strategy to regulate emotions. Hui Yin could try other emotion regulation strategies, such as ‘Leave the place’ and ‘Go to the washroom to wash my face and calm myself down’, instead of using the fist-clenching strategy.

Hui Yin also said that he sometimes forgot to record how he had used the ‘Stop, Think, Choose, Act’ strategy. Mr Lee encouraged him to set aside a regular time each day for reflection. After discussing this, Hui Yin decided to spend 10 minutes before bed reviewing his interactions with others that day and recording how he had used the strategy. He would earn extra points for completing these records. Below is a screenshot of the record of the regular coaching session on 10 November (Figure 9):

Figure 9: Screenshot of the Coaching Session on 10 November




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Back to Student Profile
Regular Coaching
Student Name: Hui Yin
E
Evaluate the implementation of plans
Small Goal 1: When I disagree with someone, I can stay calm, pause and think about how to respond appropriately
- Recall past conflicts with others and use the 'Stop, Think, Choose, Act' strategy to reflect on how I could handle conflict more effectively;
- Actively use the 'Stop, Think, Choose, Act' strategy to deal with any conflicts that arise in the coming days;
- Whenever I really want to speak, I will gently tap my thigh, close my mouth, and remind myself :'Pause for a moment,';
- Keep a record of how I use the 'Stop, Think, Choose, Act' strategy for later review
Participation
Low
Moderate
High
N/A
1
2
3
4
5
Small Goal 2: When I experience strong emotions, I can use effective emotion regulation strategies
- Refer to the 'Emotion Regulation Strategies' I have learnt in the training group and try out the techniques;
- If I notice that I am starting to feel dissatisfied with others or becoming angry, use 'Clench and relax my fists', 'Drink some water' and 'Positive self-talk' to regulate my emotions immediately
Participation
Low
Moderate
High
N/A
1
2
3
4
5
Small goal 1
- When I disagreed with others, I reminded myself to 'stop and think' more often than before. However, I sometimes still struggled to listen patiently to others' views, or even interrupted them, because I was eager to express my ideas
Small goal 2
- While arguing with someone yesterday, my emotions did not become too intense. My chosen emotion regulation strategies, 'Positive self-talk' ('I can make room for my anger and know how to respond to it') and 'Drink some water', helped me to 'cool down'. However, 'Clench and relax my fists' sometimes made me feel more tense instead
Effective Questions
A
Anticipate upcoming situations (difficulties and coping strategies)
Small goal 1
- Difficulty: I sometimes forget to record how I have used the 'Stop, Think, Choose, Act' strategy
- Solution: Try to spend 10 minutes before bed every night reviewing my interactions with others that day and recording how I used the 'Stop, Think, Choose, Act' strategy. I can earn extra points for completing this
Small goal 2
- Difficulty: Tends to rely on a single strategy to regulate emotions
- Solution: Learn to master different emotion regulation strategies flexibly through repeated practice. Try out other strategies when needed
Effective Questions



Conduct Regular Interim Evaluation

Every two weeks, Mr Lee met with Hui Yin for an interim evaluation. Mr Yeung also attended to discuss the progress of the programme with them. The following were the key points from the second interim evaluation on 28 November:

On Small Goal 1, Hui Yin said that he was beginning to master the two steps of 'Stop' and 'Think'. He was becoming less eager to express his own views and listening more often to his classmates' perspectives. He realised that this change helped him understand others' positions more clearly, and maintain harmonious relationships with his classmates.

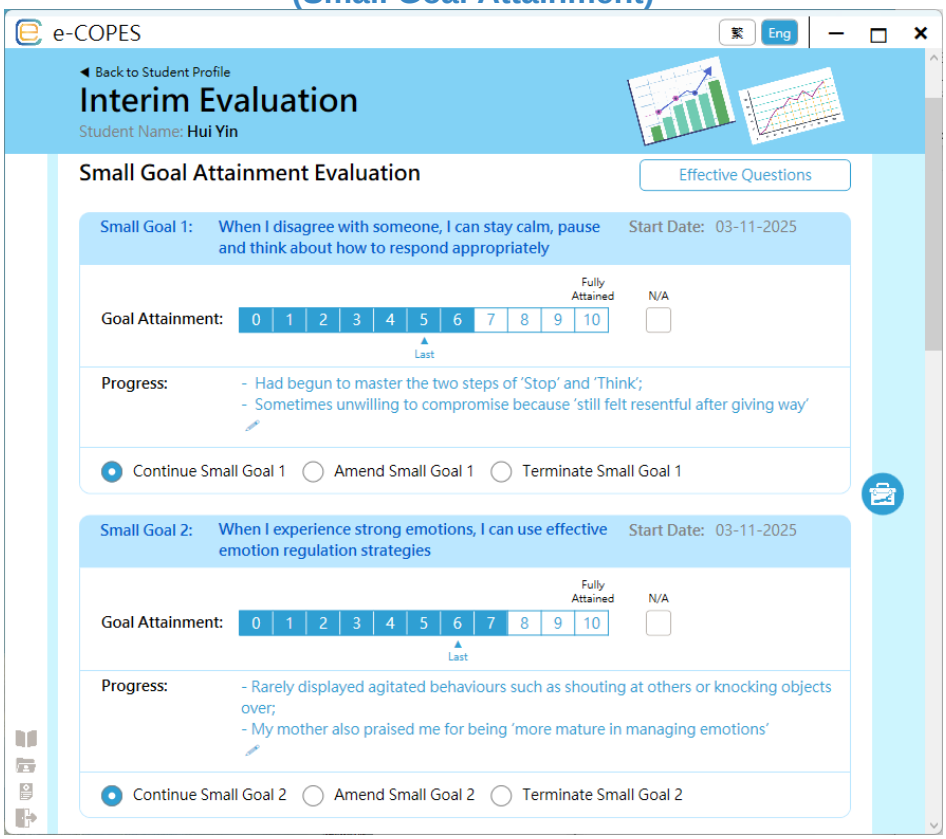
However, Hui Yin acknowledged that he still faced challenges when putting his chosen responses into practice. For example, he sometimes found it difficult to compromise because he felt resentful after giving in. In response, Mr Lee introduced him to the tool '10i. Smart Negotiation' from the 'Flexibility' Toolbox (Figure 10). He guided Hui Yin in considering the advantages, disadvantages and long-term effects of compromising and not compromising. They also discussed ways to negotiate with others, such as calmly expressing his views, taking turns to make decisions, or asking a teacher to intervene when needed. These strategies were intended to strengthen Hui Yin's ability to use the 'Choose' and 'Act' steps.

Figure 10: 'Smart Negotiation'



On Small Goal 2, Hui Yin found that he rarely engaged in outbursts anymore, such as shouting at others or knocking objects over. His mother also praised him for being more mature in how he managed his emotions. Below is a screenshot of the record of the second interim evaluation (Figure 11a):

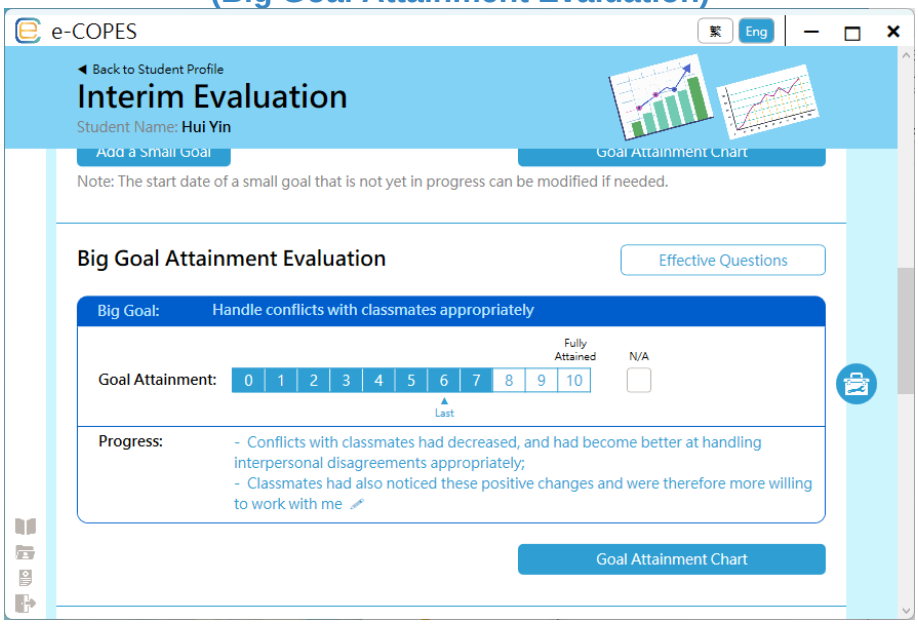
Figure 11a: Screenshot of Second Interim Evaluation (Small Goal Attainment)



Overall, conflicts between Hui Yin and his classmates had decreased, and he had learned to handle interpersonal disagreements more appropriately. His classmates had also noticed these positive changes, making them more willing to cooperate with him on activities. Based on observations from Hui Yin, his parents, and his teachers, his progress toward his big goal

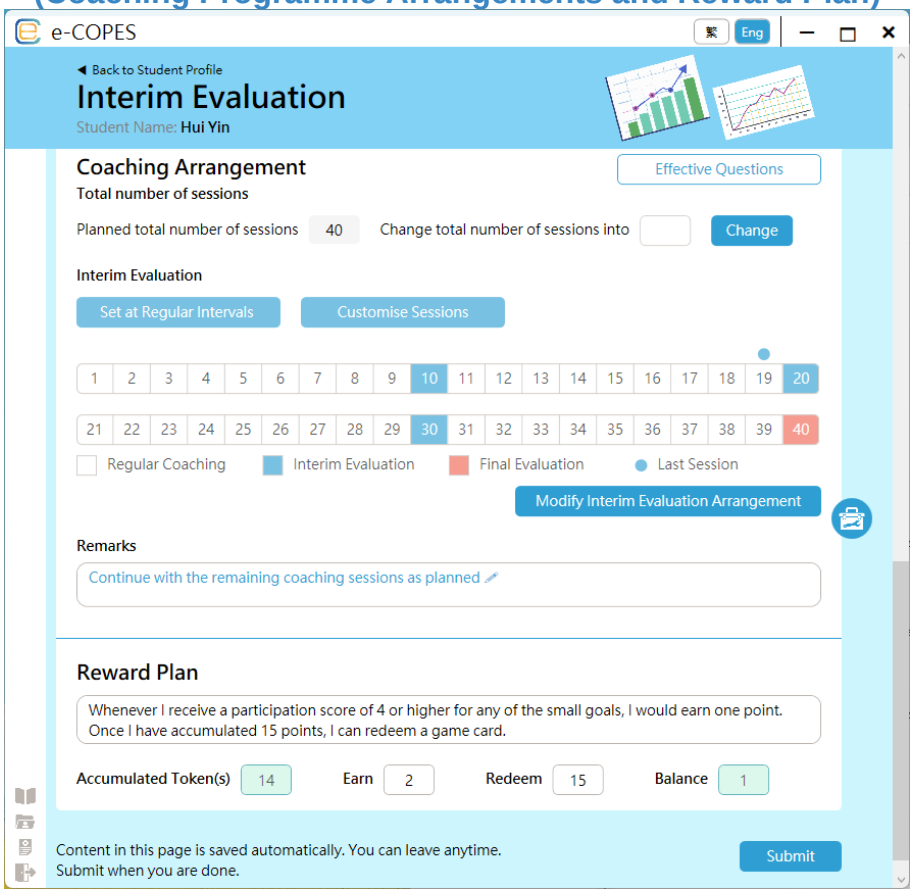
was rated 7. Below is a screenshot of the record of the first interim evaluation assessing progress towards the big goal (Figure 11b):

Figure 11b: Screenshot of Second Interim Evaluation (Big Goal Attainment Evaluation)



As for the Reward Plan, Hui Yin had accumulated 15 points (Figure 11c), and successfully redeemed a game card as reward.

Figure 11c: Screenshot of Second Interim Evaluation (Coaching Programme Arrangements and Reward Plan)

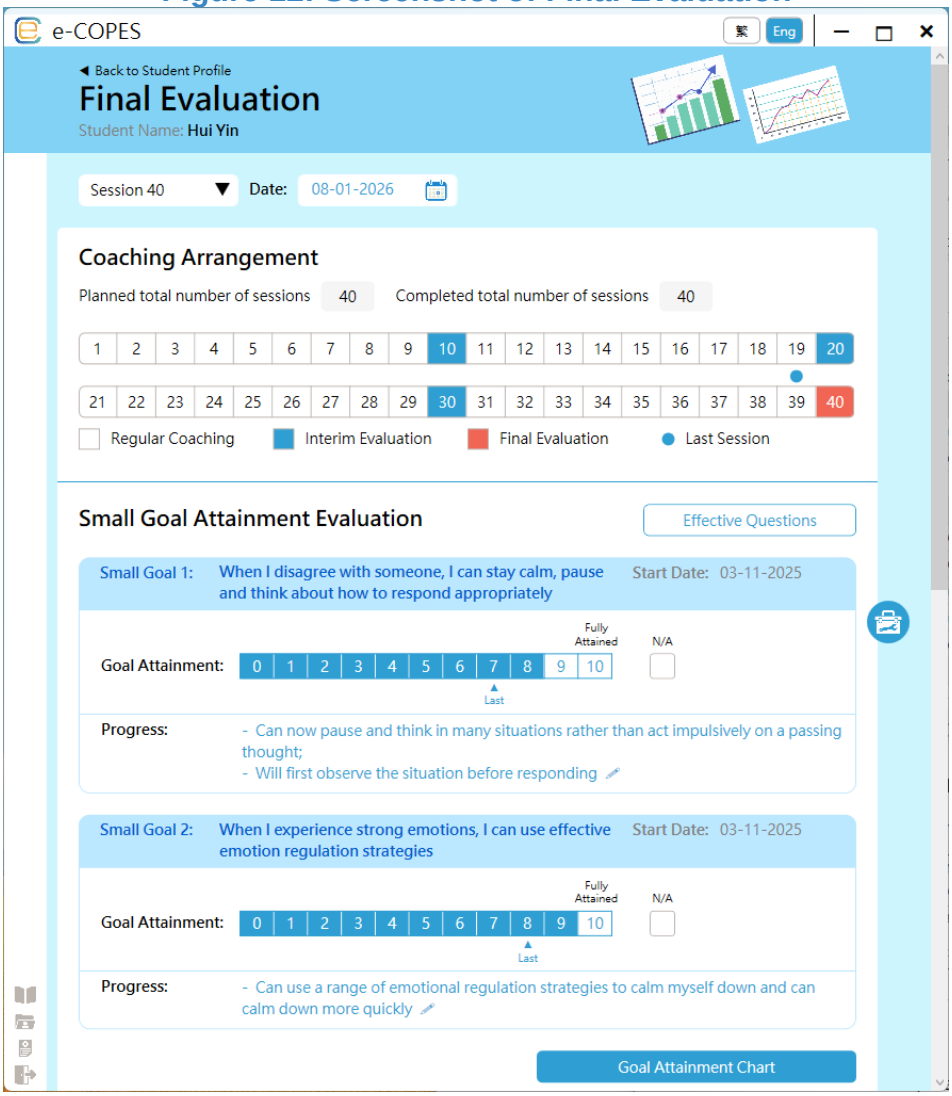


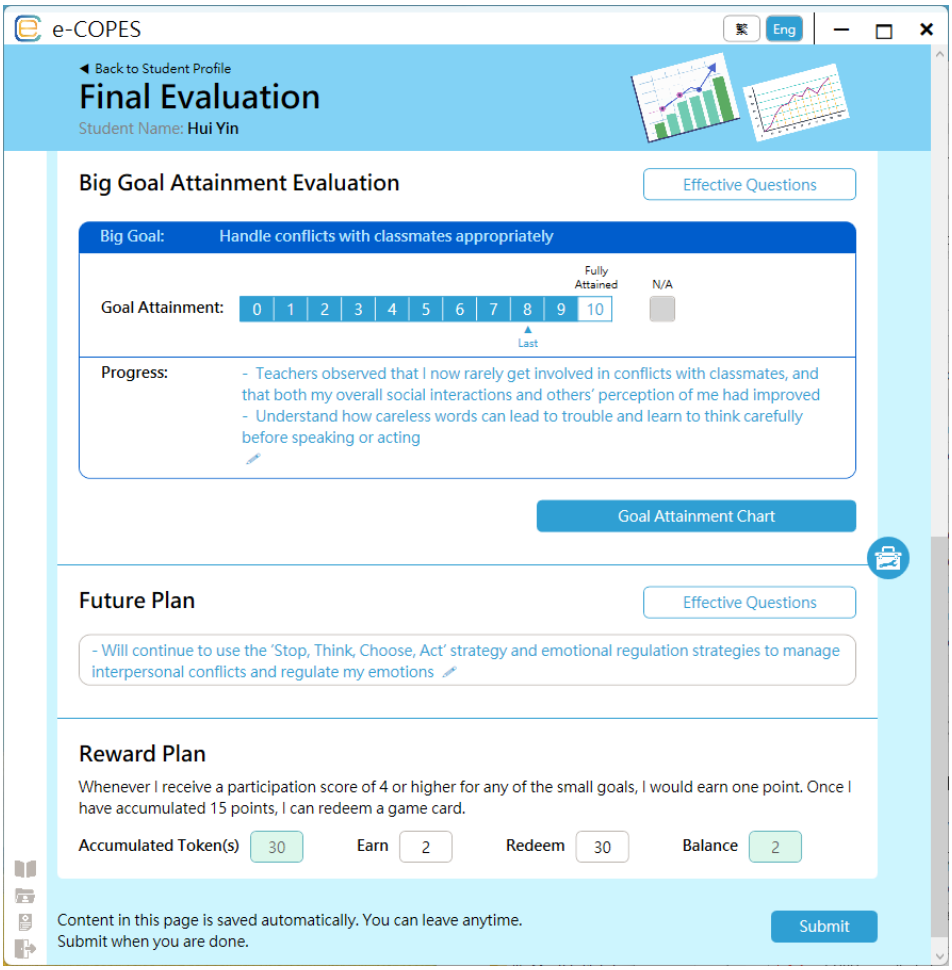
In addition, Mr Lee also role-played with Hui Yin the conflict situations that might arise when playing card games with his classmates, and practised using the 'Stop, Think, Choose, Act' strategy to respond appropriately.

Step 5: Final Evaluation

After completion of all regular coaching sessions, Mr Yeung, Mr Lee, and Hui Yin held a final evaluation to evaluate the effectiveness of the coaching programme. Hui Yin reported that he now would observe the situation first, pause to think, and then respond, rather than acting impulsively on momentary thoughts. He also noticed that he could apply various emotion regulation techniques to stabilise his emotions, and could calm down more quickly. Hui Yin expressed that he would continue to apply the strategies he learned to everyday social situations. His teachers also observed that he rarely had intense conflicts with classmates, and his interpersonal relationships had improved. A screenshot of the record of final evaluation is shown below (Figure 12):

Figure 12: Screenshot of Final Evaluation




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Back to Student Profile
Final Evaluation
Student Name: Hui Yin
Big Goal Attainment Evaluation
Effective Questions
Big Goal: Handle conflicts with classmates appropriately
Fully Attained
N/A
Goal Attainment: 0 1 2 3 4 5 6 7 8 9 10
Last
Progress:
- Teachers observed that I now rarely get involved in conflicts with classmates, and that both my overall social interactions and others' perception of me had improved
- Understand how careless words can lead to trouble and learn to think carefully before speaking or acting
Goal Attainment Chart
Future Plan
Effective Questions
- Will continue to use the 'Stop, Think, Choose, Act' strategy and emotional regulation strategies to manage interpersonal conflicts and regulate my emotions
Reward Plan
Whenever I receive a participation score of 4 or higher for any of the small goals, I would earn one point. Once I have accumulated 15 points, I can redeem a game card.
Accumulated Token(s) 30
Earn 2
Redeem 30
Balance 2
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