

EXECUTIVE FUNCTIONING SKILLS



TIME MANAGEMENT



ORGANIZATION



PLANNING



TASK INITIATION



**WORKING
MEMORY**



METACOGNITION

YOULEARN.CA
STAFF INQUIRY 2025-26

YEAR 2 OF CONTINUED
SCHOOL PLAN
FOCUS

2025-26 YouLearn District Online School Composition

As of September 30:

- 72 K-12 School of Record Students
 - 7 K-6; 14 Gr. 7-9; 51 Gr. 10-12
- 41 Adult School of Record Students
 - 31 Non-Graduated Adults and 10 Upgrading Graduated Adults
- 69 Dually Enrolled K-12 Students (SOSS, SESS and OSS)
- 33 Okanagan Correctional Centre Students
 - 31 Non-Graduated Adults and 2 Graduated Upgrading Adults

Inclusion Program

- 41 Inclusion Students
 - 39 K-12 and 2 recent Adult Non-Graduated Students (Adult Graduation program)
 - Represents 57% of our K-12 Students

Indigenous Students

- 39 Self-Identified Indigenous Students
 - 29 K-12 students, 9 Non-Graduated Adults and 1 Upgrading Graduate
 - 40% of our K-12 students supported in the Indigenous Education Program
 - OCC, 14/33, or 42% self-identify as Indigenous

INQUIRY QUESTION:

How do we effectively teach executive functioning across grade levels?



Executive function refers to skills that you use to manage everyday tasks like making plans, solving problems and adapting to new situations.

The three main skills are working memory, cognitive flexibility and inhibition control.

1. SCANNING – WHAT IS GOING ON FOR OUR LEARNERS?

Student Questionnaire

- ▶ 87% of student questionnaire responses said YES Executive Functioning skills training was helpful for completing coursework.
 - ▶ Staying more organized, maintaining a regular schedule, received support on how to use skills, goal setting, positive connections

Student Self-Reflection

- ▶ Sustained Attention (25%) and Emotional Regulation (50%) were the two areas that saw the most growth on the self-reflection.
- ▶ Impulse Control (5%) saw the least amount of growth when reported.
- ▶ 10% of students self-reported that they experienced no progress with building EF skills.
 - ▶ External factors, family concerns, lack of motivation

1. SCANNING – WHAT IS GOING ON FOR OUR LEARNERS?

- ▶ Identified there has been an improvement in student success across the five EF skills.
- ▶ Still have room to grow and/or dig deeper into the 5 areas.
- ▶ Possibility of focusing on some vs all.
- ▶ Staff are interested in exploring why there was significant increases in some skills and not in others.
 - ▶ Sustained Attention (25%) and Emotional Regulation (50%)
 - ▶ Learning more about how Task Initiation is connected with Emotional Regulation sparked the interest of staff

2. FOCUSING – WHAT WILL BE THE BIGGEST IMPACT?

Learn more about the role executive functioning plays in student success.

Data Points:

- Anecdotal Evidence
- Conversations and Check-Ins
- Communication Logs
- Rounds Notes
- IEP Goals and Strategies
- Academic Progress and Learning Updates
- New Online Student Learning Survey
- Marksheet Comments
- Empathy Interviews and Capturing Student Voice
- Course Completion Rates

DEVELOPING A HUNCH – WHAT'S LEADING TO THIS SITUATION?

The Hunch – Exploring how a lack of executive functioning skills may be impacting student learning and how educator practices might be contributing.

"Students may be struggling due to a lack of executive functioning skills."

We need to explore the above assumption, reflect on our practices, and consider ways to support students more effectively.

DEVELOPING A HUNCH – WHAT’S LEADING TO THIS SITUATION?

“What do I believe might be contributing to students’ struggles with executive functioning?”

Lack of structure as a traditional school systemically

Lack of modelling within the school and home

Food security issues

Limited capacity

Apathy towards their education

Inability to work alone/codependency

Lack of purpose

Trying to fit in and what belonging is/looks like

Lack of maturity when dealing with social structures and relationships

Family dynamics (CYIC, living with other people than immediate family, couch surfing)

Distractions and sensory concerns

DEVELOPING A HUNCH – WHAT’S LEADING TO THIS SITUATION?

“How might my teaching practices be unintentionally reinforcing these challenges?”

Not fully understanding the needs/struggles of students through a trauma informed practice lens.

Teaching/instructing in a wide-open room.

Lack of communication amongst staff members (1 student = 2-3 adult plans).

Not knowing when to and when not to connect with students.

Not knowing how to effectively teach EF skills.

Method of how courses are delivered (Moodle).

Punitive aspect to dealing with behaviours vs educational or SEL.

3. CHECKING - HAVE WE MADE ENOUGH OF A DIFFERENCE?

4. Have the executive functioning skills we teach been helping you complete your coursework? (ie. Working on time management by scheduling 30-minute chunks of work and a 10-minute break, turning off your cell phone while studying to maintain sustained attention, etc.)

How are we planning on checking to see if we made a difference?

TASK INITIATION (CHECKING) USING STUDENT VOICE

- ▶ Gr. 9 – Significant improvement from Sept to Nov due to use of strategies from initial meeting.
- ▶ Gr. 11 – Significant improvement from Sept to Nov due to use of strategies from initial meeting and use of timer at YL.
- ▶ Gr. 12 – Considerable increase from Sept-May. "Having a reward system has increased my task initiation. In addition, building in flexibility in my schedule has also helped."
- ▶ Gr. 12 – Large increase Sept to May. "The main thing is knowing that I have to get things done and holding myself accountable."

EMOTIONAL REGULATION (CHECKING) USING STUDENT VOICE

Gr. 7 – Sept → Nov – considerable increase. May/June reflection – N/A. "I've been waking up earlier because it gives me more time to do things and I don't get frustrated about it."

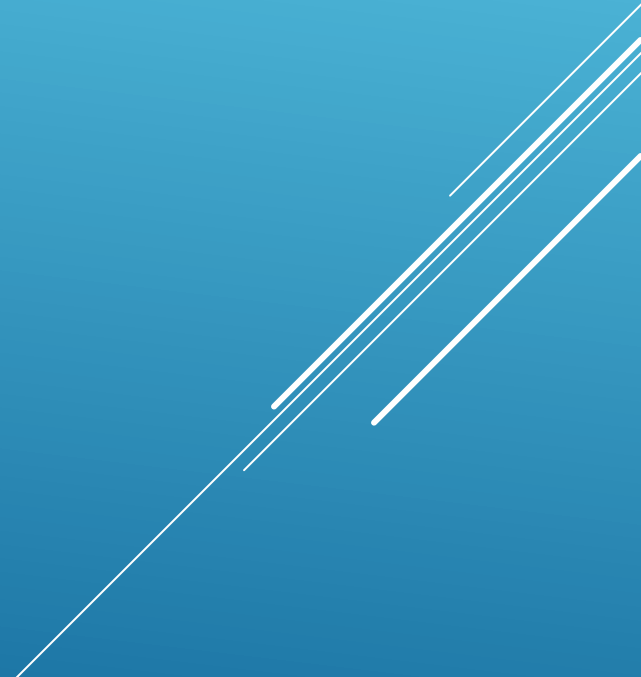
Gr. 8 – Sept → Nov – moderate increase. "I started swimming lessons and I don't drink that much pop anymore."

Gr. 9 – Sept → Nov - rated the same. May/June reflection on if teaching strategies helped "Yes". I haven't really been practicing strategies."

CHECKING FORWARD

Setting an expectation that our actions will make a substantial difference for learners.

Moving through the Inquiry process, we will be using the following Checking strategies:

- ▶ Student voice
 - ▶ Student survey
 - ▶ Staff conversations
 - ▶ Data collection
 - ▶ Course completion rates
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YOU LEARN LEARNING STRATEGIES COURSE

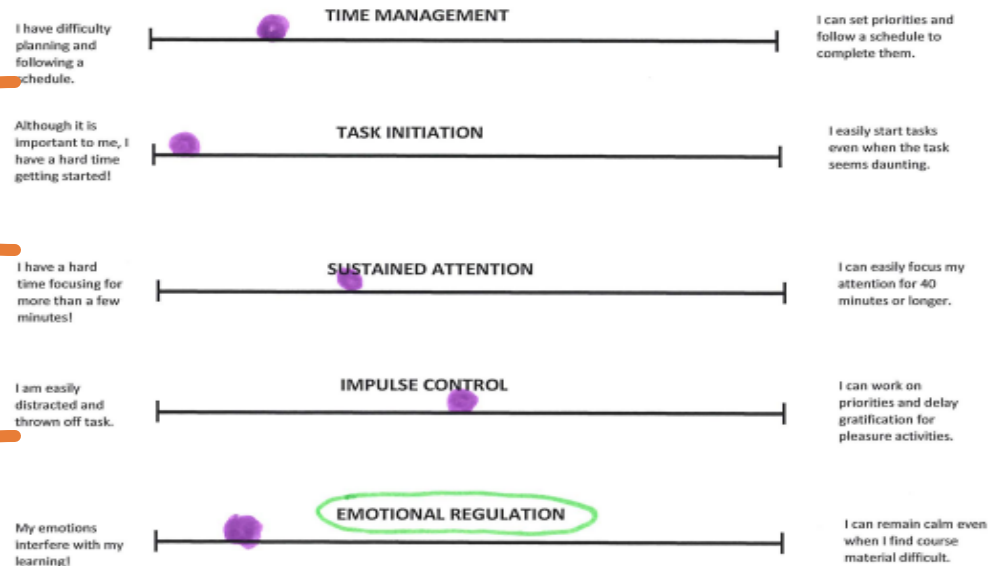
Jenneia

How to Improve Virtual Learning

Succeeding in an online class takes practice. The 5 key competencies to learning effectively online are outlined below:

Competency	"I can" statements ...
Time Management	I can organize my week by prioritizing and planning.
Task Initiation	I can get started on my own and arrive in class prepared to learn.
Sustained Attention	I can stay focused on a task for a sustained period of time.
Emotional Control	I can recognize when my emotions impact my learning and choose a positive way to move forward.
Impulse Control	I can pause and think before I react.

How would you rate yourself in these areas: ● ● ● ● ●



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Learning Strategies 10/11/12*

CHECKLIST

*Assessment based on use of some, not all skills/tools mentioned below

Module 1: Organization, Planning, & Goal Setting – 20%

- Identifies motivation for school
- Able to set an academic goal
- Able to set personal/competency goal
- Able to set virtual learning goal
- Able to identify learner strengths and challenges
- Can reflect on learning preferences
- Can reflection career interest
- Able to identify career interest

TOTAL TERM 1/3: ____/20%

TOTAL TERM 2/4: ____/20%

Module 2: Learning Tools – 30%

A. Technology-Based Learning Tools

School Based Apps

- Moodle, Office 365, One Note

B. General Tech Usage

Phone/Watch Skills

- Microsoft Word – Better Formatting
- Creating Better Power Points

TOTAL TERM 1/3: ____/30%

TOTAL TERM 2/4: ____/30%

Module 3: Using Executive Functioning Skills – 50%

How can successful learning occur, no matter the level of success?

- Using TIME MANAGEMENT Strategies
- Using TASK INITIATION Strategies
- Using SUSTAINED FOCUS Strategies
- Using EMOTION REGULATION Strategies
- Using IMPULSE CONTROL Strategies

ADAPTATION CHECKLIST

MOTIVATIONAL INTERVIEWING CHECKLIST

TOTAL TERM 1/3: ____/50%

TOTAL TERM 2/4: ____/50%

Possible Totals	Student Totals	
	Term 1 or 3	Term 2 or 4
Module 1 – Organization Planning & Goal Setting – 20%		
Module 2 – Learning Tools – 30%		
Module 3 – Executive Functioning Strategies – 50%		



THANK YOU!

