



ADHD Coaching: A Glimpse of Private & School Models

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ADHD Coaching is Based On Current Research

ADHD is explained as a “developmental delay of the inhibitory system resulting in issues with executive functioning.”

ADHD and the Nature of Self-Control, Russell Barkley, PhD

Inhibitory System

- Develops through young adulthood
- Stops the first response of behavior or speech
- Stops an ongoing response when it is a mistake
- Blocks outside distraction to focus on the “boring” task at hand

Boredom is the enemy!

Formula to address the delay

Age divided by 3 = **average** inhibitory delay

6	9	12	15	18	21
↓	↓	↓	↓	↓	↓
4	6	8	10	12	14

Ask:

Would I give this tasks to a _____ year old given the support I have provided? If the answer is “no”, then what support can I provide to make this task manageable for a _____ year old?

This addresses the delay and helps the ADHD individual develop competency.

Executive Functions

Develop through young adulthood

- Working Memory
- Internalization of Speech
- Self- regulation
- Reconstitution

Manage daily life and IQ



Shifts thinking from a
“behavioral approach” to a
“medical model”

ADHD Multi-Modal Treatment

Begins with an accurate diagnosis

ADHD Education

Medication

Strategies and lifestyle changes to manage ADHD

Life course of ADHD

Treatment is long-term

ADHD Coaching

- Long term relationship between the ADHD coach, child/adolescent, parents, schools and medical professionals
- Provide continuing ADHD education based on current research and applies this knowledge to individual clients
- Teach and monitor executive function skills
- Assess severity of ADHD
- Assess child's/adolescent's environment (school, extra curricular activities, home)
- Advocate for academic accommodations
- Refer to appropriate professionals for assessment and/or treatment of additional diagnosis's

Goals of ADHD Coaching

- Support and encourage the child/adolescent and their parents
- Reduce family stress
- Protect and rebuild family relationships
- Identify strengths and weaknesses to develop the self-awareness needed to manage ADHD.
- Help ADHD individual learn to advocate for themselves.
- Teach communication skills
- Prepare ADHD individual for life
- Enhance social functioning
- Improve academic performance

Structure of ADHD Coaching

1st session is with parents

Review assessment, provide education, identify issues and parent's goals for ADHD coaching

2nd session is with child/adolescent

Begin to build a relationship, educate, listen to their concerns, offer hope

3rd session

Create a list based on the first two sessions of the issues that need to be addressed, prioritize them and set goals. **Continue to build relationship**, teach one skill

4th and successive sessions continue to identify goals and teach age appropriate skills

ADHD Coach, child/adolescent and parents work together!

Coaching Strategies: Impulsivity

Do not respond to an ADHD child's 1st response, repeat the question and base your reaction on their 2nd reply

Anticipate when impulsive behavior is more problematic and plan for appropriate structure

Use “point of performance” reminders to help them do what they know.

1. Working Memory

- Working memory is very brief, 20 – 30 seconds
 - Holding a thought
 - Imitation
 - Hindsight/forethought
 - Time management

Coaching: Working Memory

- Post-it notes
- “Point of performance” reminders
- Create and use checklists
- Rubber band bracelets with goal written inside
- Recognize any delay in time will reduce the chance of follow-through.
- Be accountable to someone else! (Often the ADHD coach)

Coaching: Hindsight/Forethought

- Always ask, “What will remind you to follow through on your good intentions?” (Point of Performance reminder)
- Consequences and rewards need to be more salient in order for them to guide performance.

Coaching: Time Management

Time management is developmental. The ability to organize future time is anywhere from 1-8 days for grades 1 through 12.

Strategies for externalizing time:

- Picture of your life (handout)
- Smart phones for older students
- Timetimer to visualize time (timetimer.com)

2. Self-Talk

- Problem solving
- Following rules
- Reading comprehension

Coaching: Problem solving

Parents need to model problem solving. Ask your child/adolescent to help you with your problems!

1. Catch their attention by stating you have a problem
2. Explain your issue
3. Ask for their opinion about what they think you ought to do about the problem.
4. Inquire why they think that is the best choice for you
5. Tell them you will take their advice into consideration
6. Thank them for offering to help!

Coaching : Following Rules

- Discuss the rule
- Teach how to self-monitor
- Always inform them “what you want them to do”, not what you want them to stop doing.
- Monitor behavior in small time increments. (Index card with rule printed or pictured on top)

Coaching: Reading Comprehension

- Use Cornell note taking method
 - Read a paragraph
 - Stop, write “main idea” on left side of page
 - Next, write any important details you need to know on the right side of the page.

This slows the reading process making the information more available to other types of memory. This is much more efficient than rereading the material before a test. Also, makes a terrific study guide.

IT WORKS!

3. Self-Regulation

- Emotional control
- Objectivity
- Motivation

Coaching: Objectivity

- How do you feel about _____?
- What are the facts about _____?
- How will you blend the two to make a thoughtful, appropriate decision?

Coaching: Motivation

ADHD individual must pay attention to how it “feels” when given a task! If the feeling is “I do not want to do this” then a structure needs to be put in place.

To demonstrate motivation verbalize the following questions:

- Why am I going to do the task? What do I get?
- Do I know how to do the task? Do I feel confident?
- What are my resources? Who can help me?
- How much time do I have? Is it enough?
- Do I own needed materials? If not where do I get them?

Coaching: Motivation

(parent response)

- Do you need my help?
- How do you want me to respond if I notice the plan is not working?
- If this is a long-term project what will help you persist over time?
- How do you plan to reward yourself?

4. Reconstitution

- Generating new ideas
- Analytical writing
- Verbal fluency
- Inference
- Vicarious learning

Coaching: Reconstitution

- Practice and role play to develop verbal fluency
- Brainstorm ideas with a coach, parent or teacher
- Ask embedding questions:
 - What possibilities have you considered?
 - What strategies have helped you in the past?
 - Can you think of another way to.....?

Outcomes of Coaching

- Young adults begin to believe they can manage their ADHD.
- Have a trusted adult who knows them well and can offer advise and insight.
- Develop self-awareness
- Communicate effectively
- Learn to utilize their strengths and compensate or avoid situations that are problematic
- **Families stay supportive!**

General Tips for Parents

Parents need to understand **“ADHD as a developmental delay”** and apply **“executive thinking”** to help their child/adolescent. This takes practice and time, give yourself a break when you make mistakes.

General Tips for Parents

- Keep realistic expectations
- Use “Point of Performance” reminders
- Remember the developmental “time horizon”
- Don’t take your child’s behavior personally!
- If a strategy fails, it’s the strategy, not the child that failed

General Tips for Parents

- Use **incentives** before punishment.
- **Let the little stuff go!**
- **Monitor progress in months and years**, not days or weeks
- Don't overwhelm your child with too many new strategies at once

General Tips for Parents

- The biggest mistake parents of ADHD children make is giving them **too much responsibility too early**. Remember this is a hidden disability and it is a developmental delay. Always, take this into consideration when making decisions.
- ADHD kids need to feel in control. Offer choices when possible, but be sure the options are ones acceptable to you. Practice negotiation when possible. However, **you are the parent** and stick to your values and principles.

General Tips for Parents

- Spend **special time** with your ADHD child when you don't correct, recommend, advise, etc.! Let the child's interests guide the choice of activity. This needs to be on a continuous basis.
- Medication helps kids to concentrate and reduce impulsivity. To gain the most effectiveness from medication it must be **managed and monitored on a routine basis by a doctor you trust.**
- Practice **creative parenting.** If this is hard for you, then attend support groups and learn about the strategies other parents have tried that work.

General Tips for Parents

- Recognize your parenting will be different for your ADHD child. What you observe working for other parents may not work for your child. Educate other adults in your life about ADHD to get the support and understanding you will need.
- ADHD kids make more mistakes, forgive them and help them! They need their parent's support, understanding and love, because others in their life may not understand them, even though they believe they understand ADHD.

Why ADHD academic labs are so important!

- There are simply not enough ADHD coaches
- Not everyone can afford this service. (currently not covered by insurance)
- ADHD students consistently underperform in school.
- Academic strategies can be taught and monitored in the environment where strategies need to be applied.
- Teachers feel supported and have ADHD resources
- Parents feel supported and are not judged because of their child's ADHD
- Students feel understood and begin to experience success

ADHD Learning Lab:

Background

- Observations
 - Students
 - Staff
 - Parents

Need to
learn self
control

Why can't
work be
handed in on
time?

Do things ever
improve?

Students need
to use an
organizational
system!

Consequences
aren't working

He had 2
weeks to
finish the
project.

If her missing
assignments
mattered to her, she
would do something
about it

ADHD Learning Lab: Background

- Middle School Challenges

Multiple Teachers

Organization Challenges

Expected Independence

Multiple Transitions

Parents less informed
to help

ADHD Learning Lab:

Background

	Behavior Model	Disability Model
Cause	Unmotivated	Neurological
Reason	Choice	Impaired ability to do what they know
Reaction	Frustration	Understanding/ Compassion
Expectation	Stop behavior	Teach/Monitor
Result	Negative Consequences	Reward/Reinforce Positive Change

ADHD: Learning Lab

Background

adapted from Terry Illes, PHD, CHADD presentation 2006

	Behavior Model	Academic Model
Responsibility of Change	Student	Education System
Focus	Stopping Inappropriate Conduct	Skill Building
Sustain Motivation to Change	Punishment	Reinforcement

ADHD Learning Lab:

Background

- Current Research

- National Institute of Mental Health July 21, 2008: Age-related Decline of ADHD Symptoms Disrupted by Middle School
- Conclusion:

“Using reports from the children’s parents and teachers, the researchers found that while ADHD symptoms lessened as the children aged, the transition to middle school interrupted this trend. Parents reported greater disruption in symptoms than teachers, likely because the impact of the transition may have been more evident at home, according to the researchers “

ADHD Learning Lab: Background

- Current Research
 - National Institute of Mental Health November 12, 2007: **Brain Matures a Few Years Late in ADHD, But Follows Normal Pattern**
 - Conclusion:
 - “In youth with attention deficit hyperactivity disorder (ADHD), the brain matures in a normal pattern but is delayed three years in some regions, on average.”
 - <http://www.nimh.nih.gov/science-news/2007/brain-matures-a-few-years-late-in-adhd-but-follows-normal-pattern.shtml>

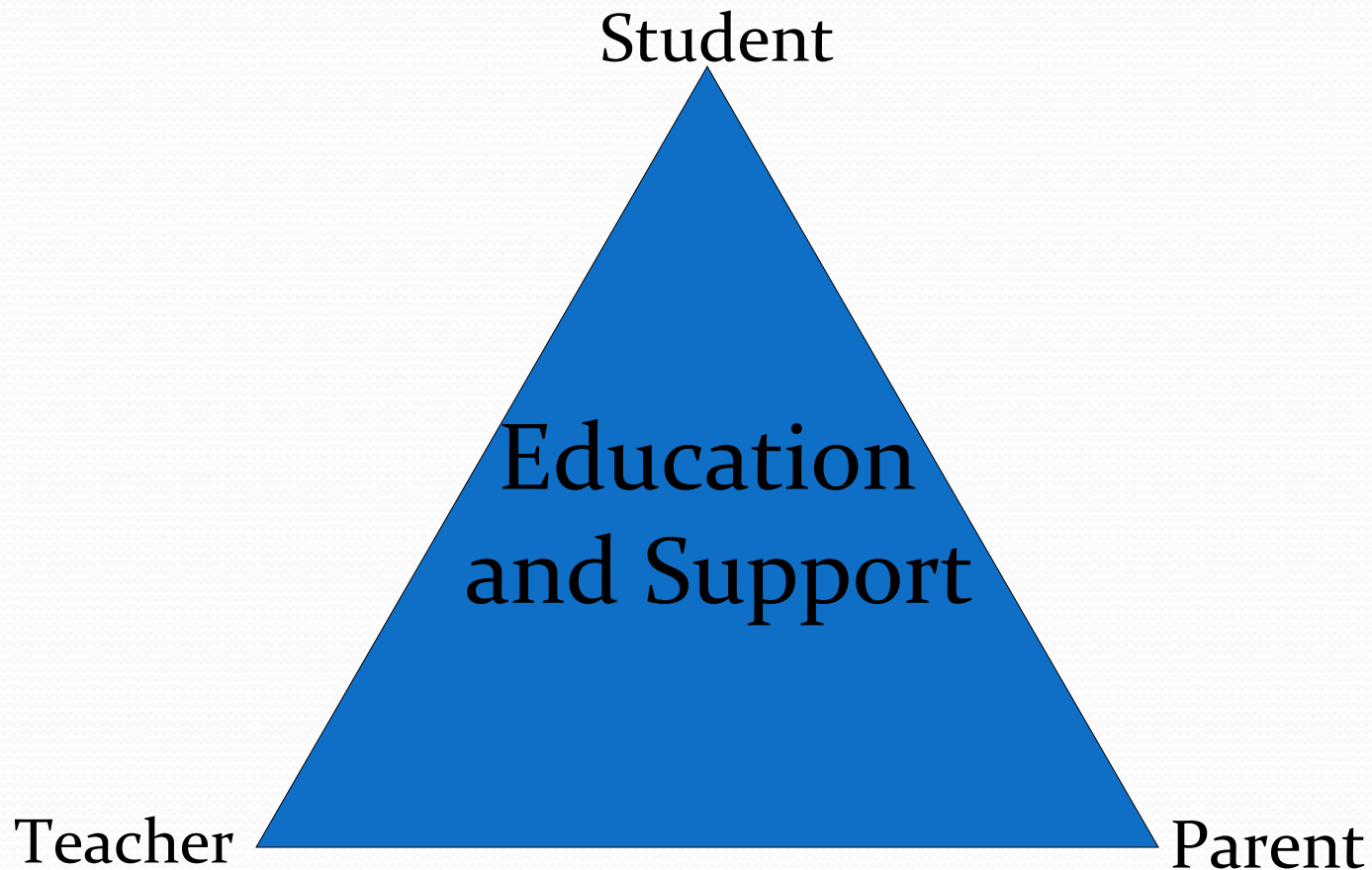
ADHD Learning Lab: Steps to Start

- Vision
 - Learn and apply interventions for ADHD students
 - Intervene early rather than reacting to failure

ADHD Learning Lab: Purpose

- Support all students with ADHD
- Teach students how to manage ADHD
- Educate students, parents and teachers
- Provide monitoring, support, instruction
- Increase student self awareness
- Not a special education or 504 program

ADHD Learning Lab: Foundation



ADHD Learning Lab: Foundation

- Education: Provides New Framework
 - Students: educated in learning lab
 - Parents: educated and informed about ADHD strategies
 - Teachers: educated through staff training
- Support
 - Students: monitored in learning lab
 - Parents: resource in school for problem solving
 - Teacher: access lab and resource person

ADHD Learning Lab: Steps to Start

- Coordinator
- Administration Support
- Funding sources
- Goals
 - Increase knowledge of ADHD for teachers, parents and students
 - Increase student work completion
 - Increase student self advocacy skills
 - Increase level of parental satisfaction with communication between home and school staff

ADHD Learning Lab: Structure

- Students with ADHD
- Mentors
- Meeting times
- Ratio maintained: 1 mentor to 5 students

ADHD Learning Lab: Activities

- Snacks
- Learn Strategy
- Monitor assignments
- Complete/Find assignments
- Turn in assignments
- Plan: projects, tests, homework
- Organize
- Self Advocate

ADHD Learning Lab: Strategies

- Organization
- ADHD Education
- Test Taking: Preparation
- Test Taking: Strategies
- Time Management: Monthly
- Time Management: Daily
- Self Advocacy
- Goal Setting

ADHD Learning Lab: Strategies

- Reading Comprehension: Note Taking
- Projects
- Personal Learning Plans
- What I Wish My Teachers Knew
- What's Working? What's Not?
- Motivation
- Writing a paper
- Self Rewards

ADHD Learning Lab: Cost

- Start Up Costs
 - Educating parents and teachers
 - Training mentors/coordinator
 - Curriculum

ADHD Learning Lab: Ongoing Costs

- Sample Budget to serve 40 students twice a week for 30 weeks

Mentors	16 hours a week for 30 weeks
Coordinator Cost	4 hours a week for 44 weeks
Supplies, Rewards, Postage, Parent Presentation	\$ 1500

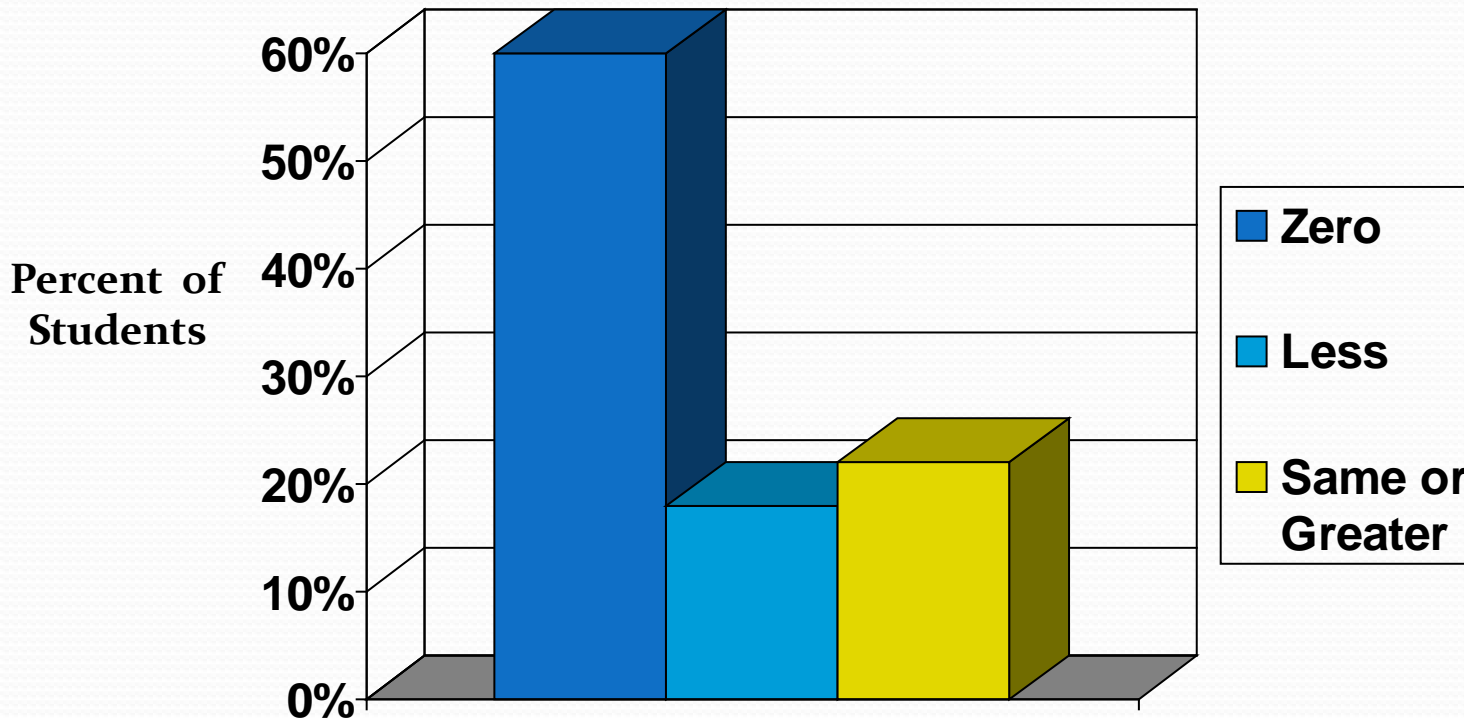
Cost per student per year: \$450

Cost per student per session: \$7

ADHD Learning Lab: Outcomes

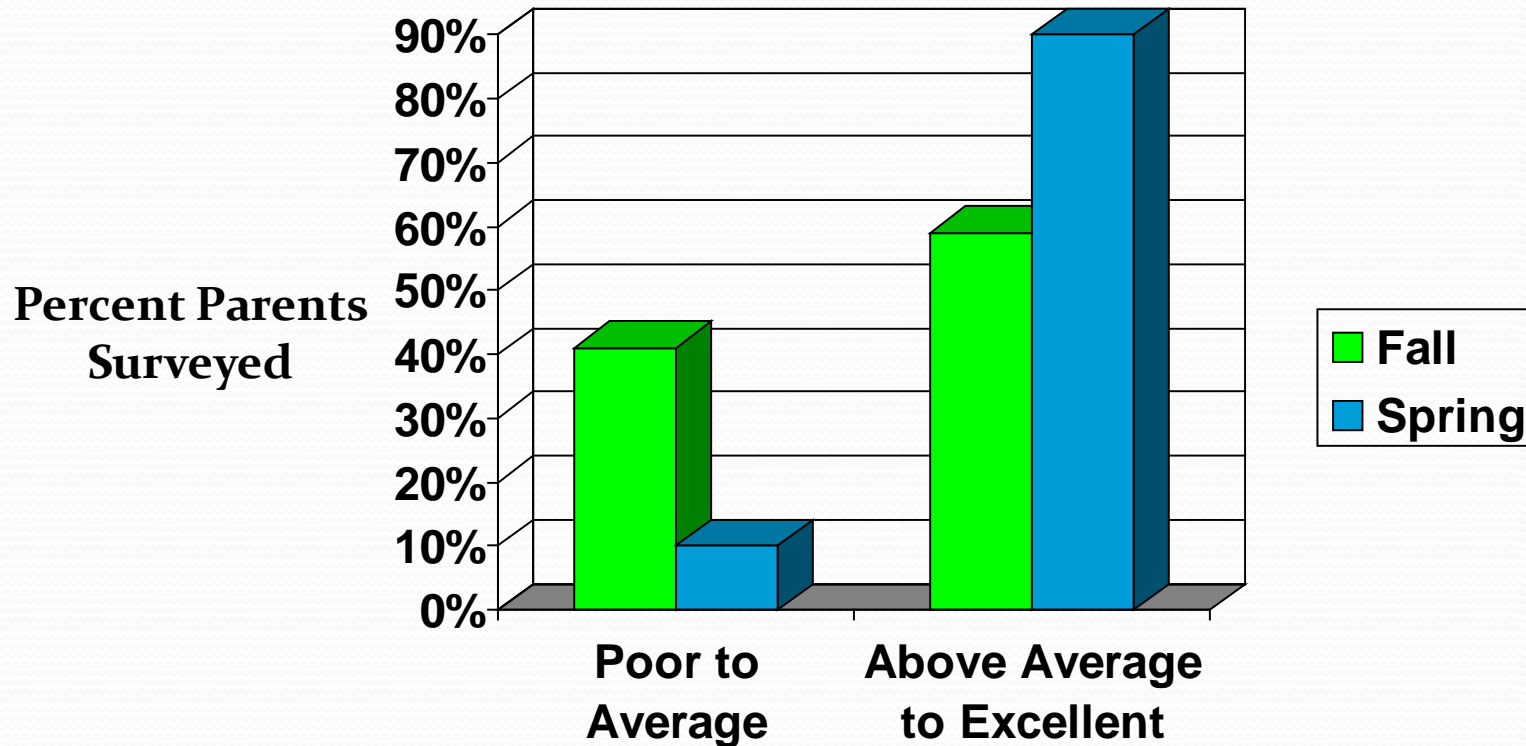
Missing Assignments

Missing Assignments from Mid-First Quarter to End 3rd Quarter
2008-2009



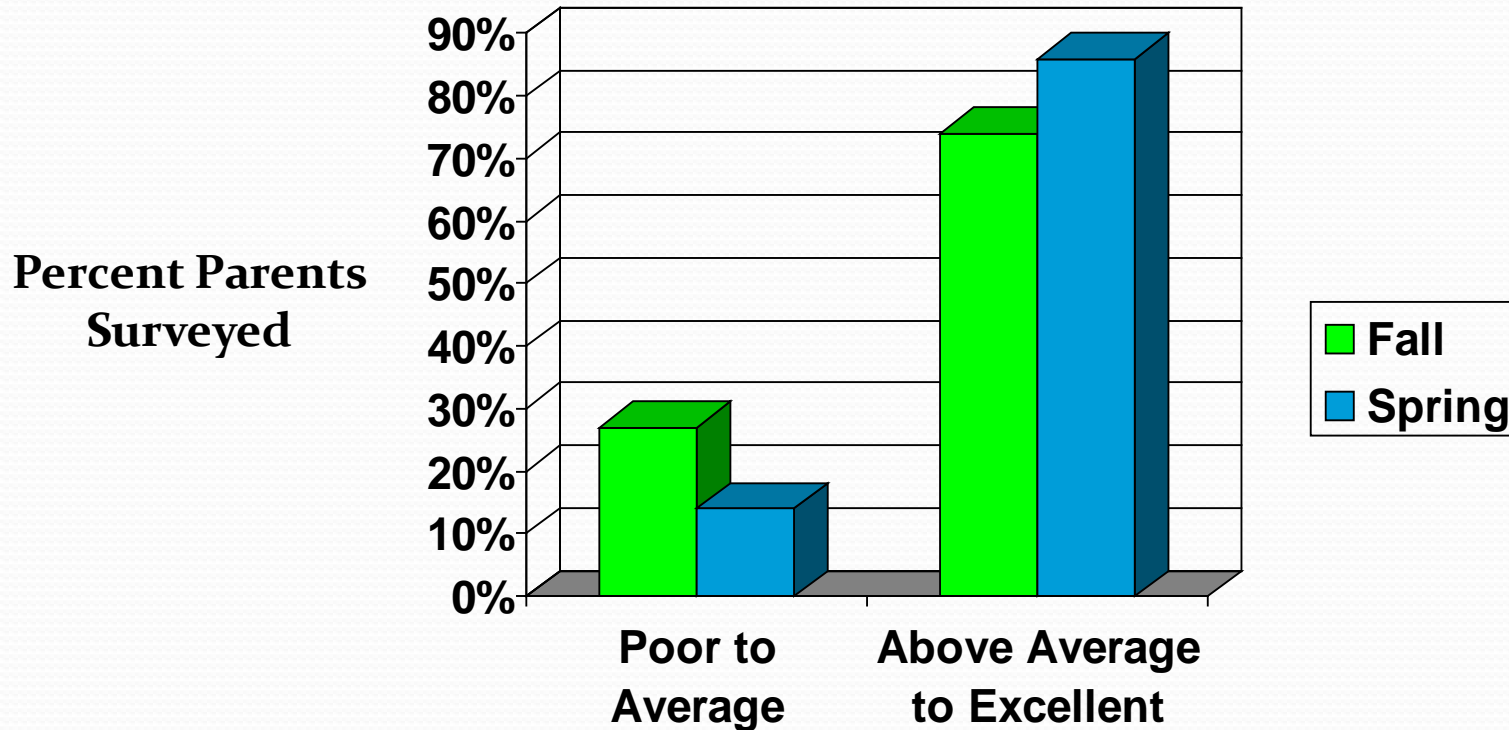
ADHD Learning Lab: Outcomes

- Parent Understanding of ADHD: Year 1 (2004-2005)



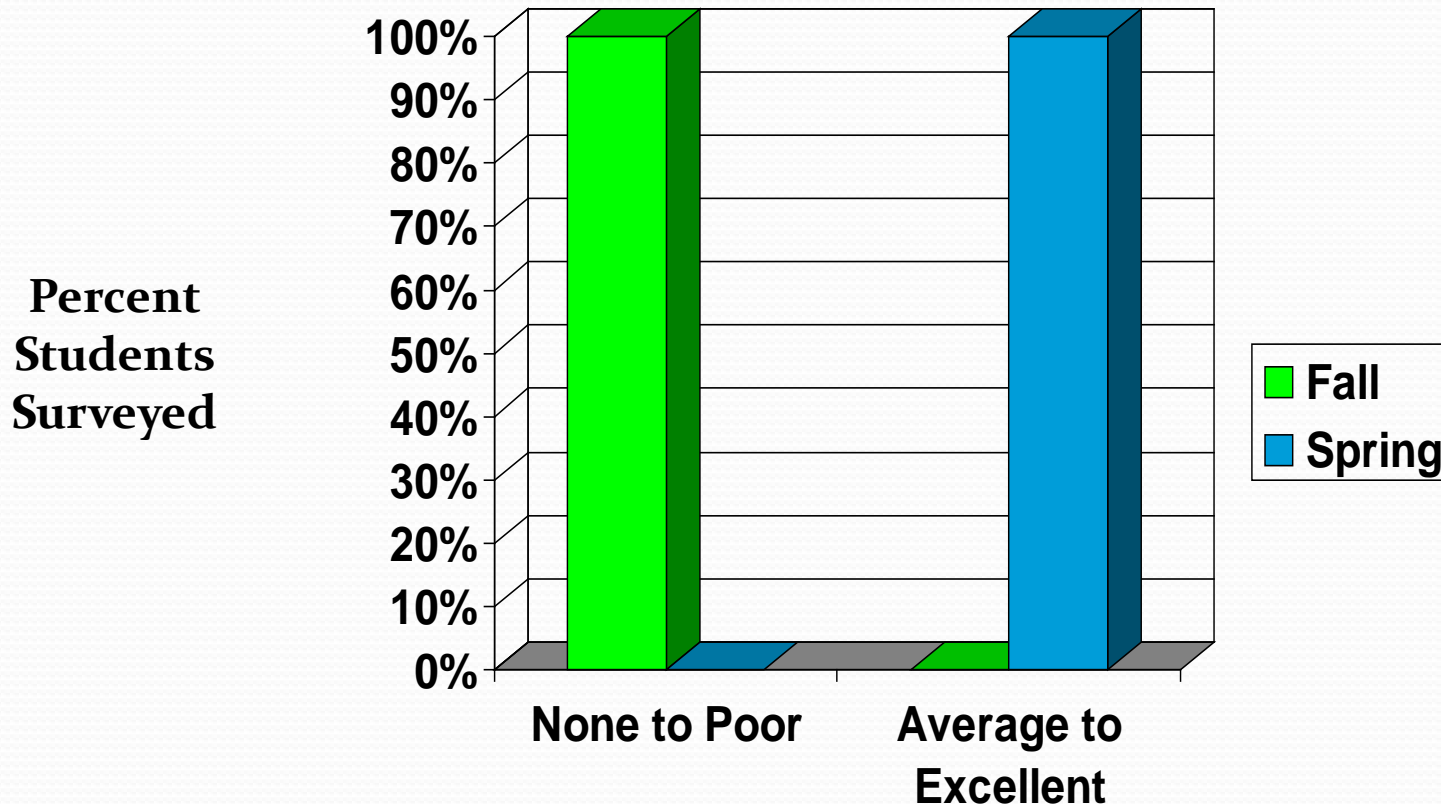
ADHD Learning Lab: Outcomes

- Parent Understanding of ADHD: Year 5 (2008-2009)



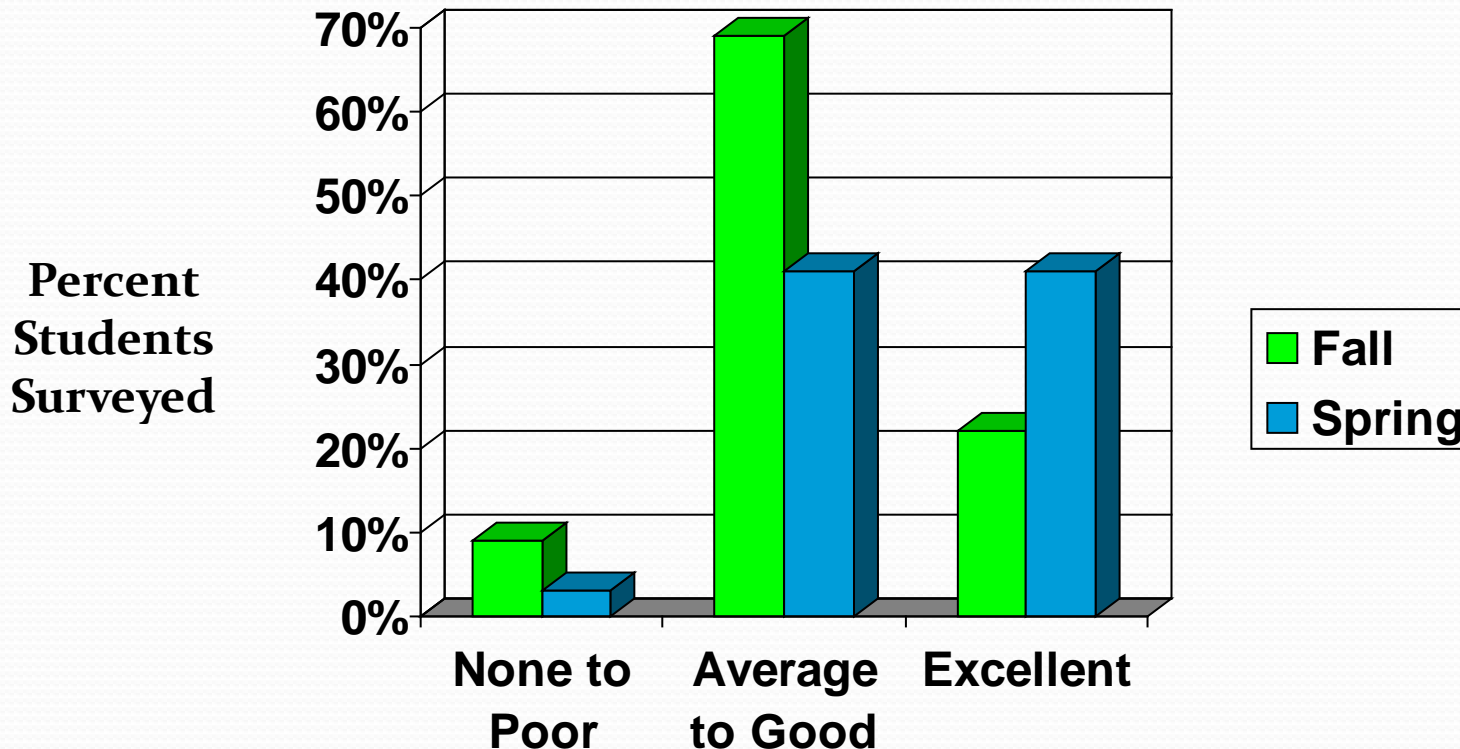
ADHD Learning Lab Outcomes:

- Student Understanding of ADHD: Year 1 (2004-2005)



ADHD Learning Lab: Outcomes

- Student Understanding of ADHD: Year 5 (2008-2009)

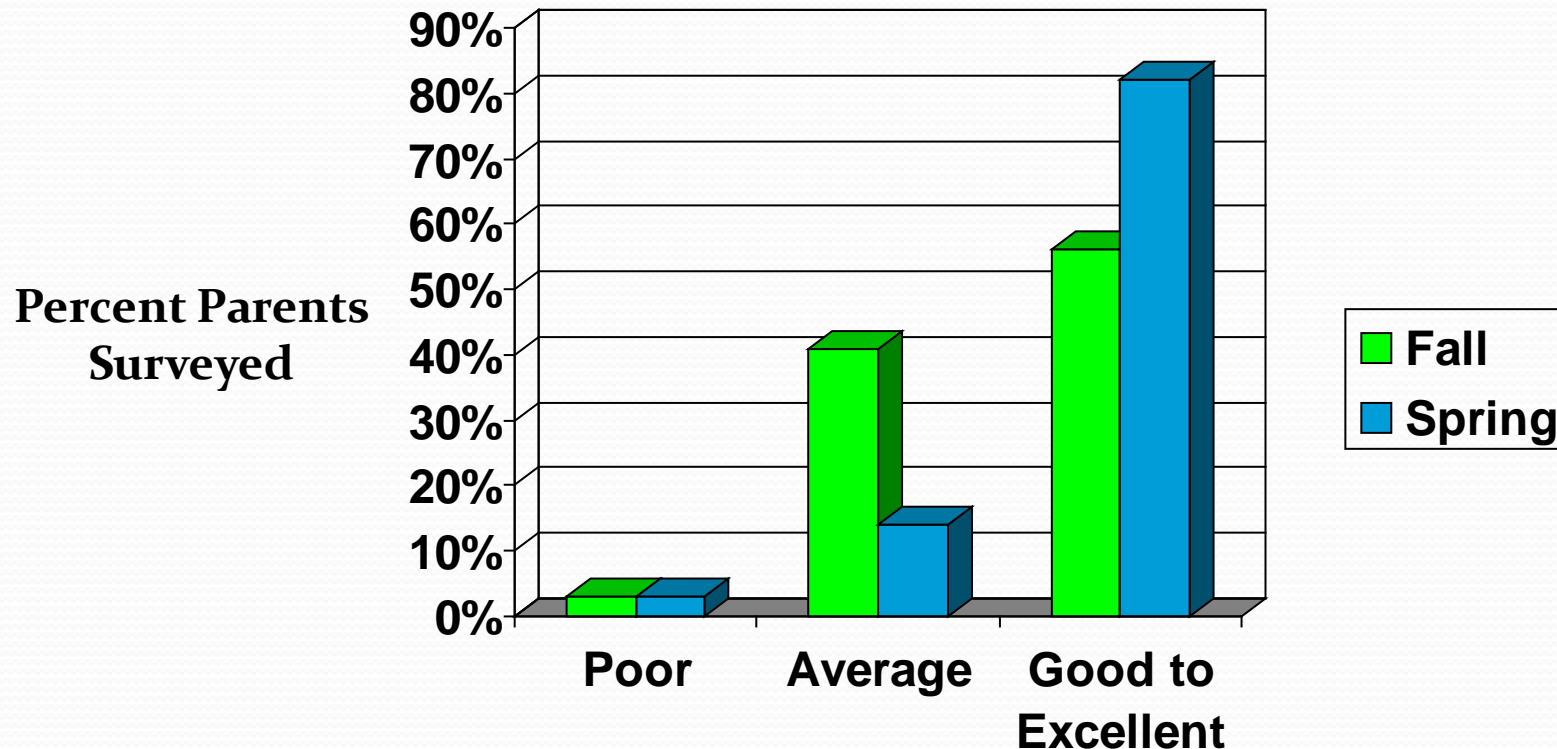


ADHD Learning Lab: Outcomes

- Student Question: What is one thing you have learned about ADHD and how it affects you?
 - “I can get off track easily”
 - “I need to plan better”
 - “I get distracted faster”
 - “When I don’t take my medication how it affects me”
 - “I can’t make excuses”
 - “It makes it hard for me to remember to turn in stuff”
 - “ADHD causes your nerve cells to not send the full message to other nerve cells”
 - “Boring work is hard”

ADHD Learning Lab: Outcomes

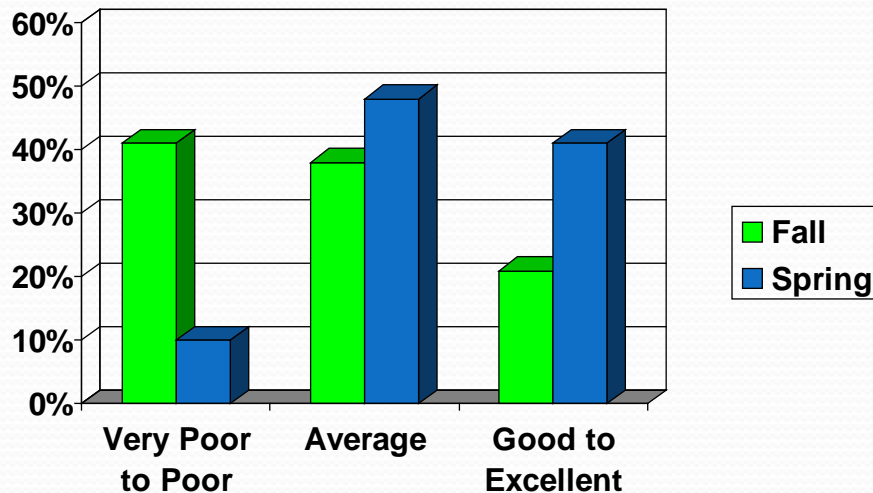
- Parent satisfaction with communication from school: **Year 5 (2008-2009)**



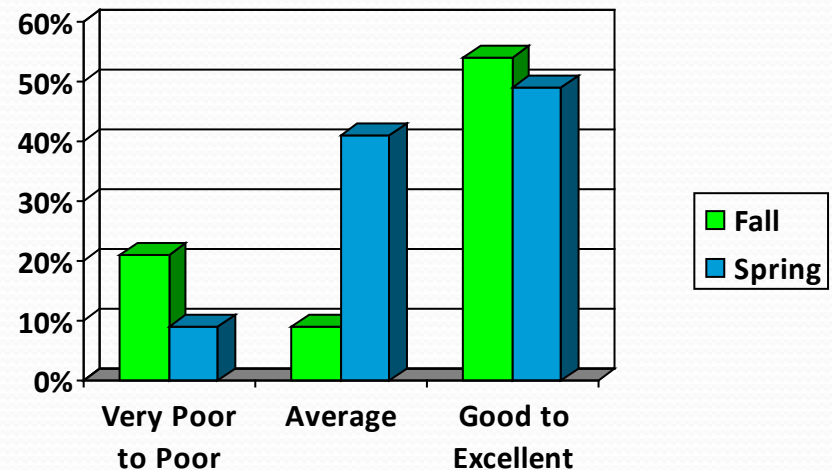
ADHD Learning Lab: Outcomes

- Student ADHD Self Advocacy Ability

Parent Response

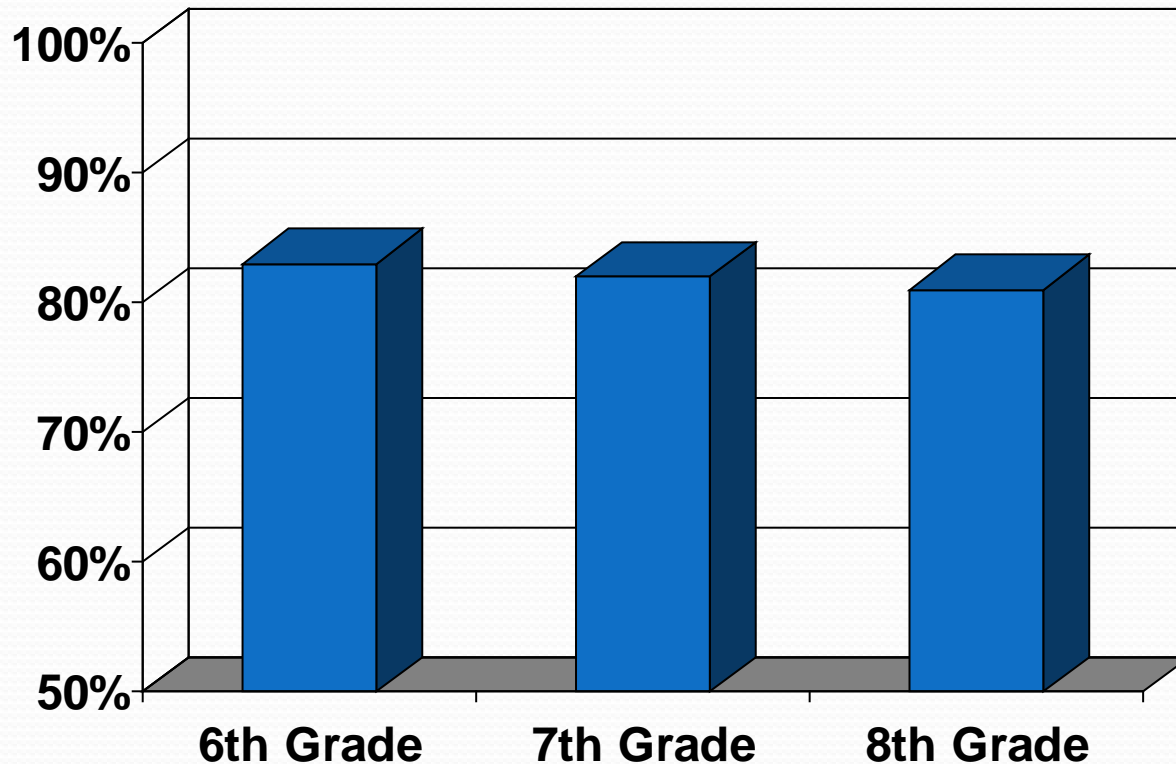


Student Response



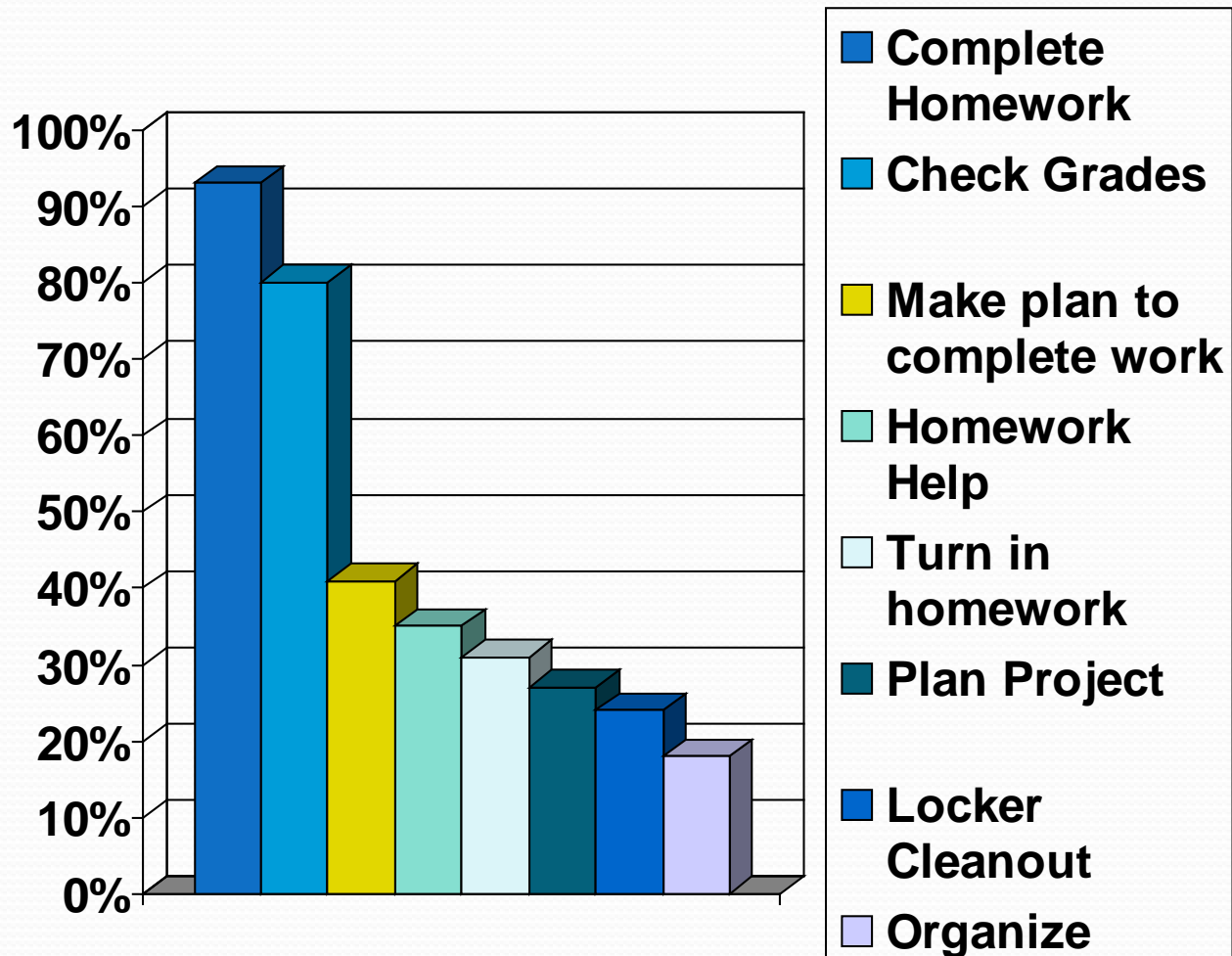
ADHD Learning Lab: Outcomes

Average Percent Attendance 2008-2009



ADHD Learning Lab: Outcomes

- Students: What do you use learning lab for?



ADHD Learning Lab: Outcomes

- **What parents say about how the lab has helped their child..**
 - “My daughter has gained in self confidence”
 - “He better understands ADHD and how to help himself:
 - “Reduced stress by teaching my child to self advocate and check his assignments”
 - “It helps her plan out her week”
 - “He understands he is not alone—he is no longer ashamed about having ADHD”
 - “My son finally took pride in completing all assignments and staying organized”
 - “My daughter is not as defeated about her school work”
 - “It helped him understand why the medication helps him”
 - “My son became much less shy and learned to self advocate”

ADHD Learning Lab Outcomes

- **Parent comments about learning lab....**
 - Communication from school has increased
 - There are less last minute surprises
 - Helpful teachers understand ADHD
 - Relief feeling not alone handling my child's disability

ADHD Learning Lab: Outcomes

- **How teachers use Learning Lab.....**
 - Make up or complete quizzes or tests
 - Consult mentors about students struggling in their classes
 - Communicate long term projects for support in lab
 - Study guides and extra copies of books provided
 - Teachers recommend students for lab: see as safety net for students
 - Late work turned in through learning lab may be accepted without penalty

ADHD Learning Lab: Outcomes

- **How teachers apply their knowledge of ADHD....**
 - Respond to emails from students and parents
 - Accommodate extended deadlines
 - Discuss with counselors and team realistic expectations and developmental age of student
 - Look for opportunities to give positive feedback for self advocacy
 - Ask “What can we do about this problem?”
 - Evaluating cause of student’s behavior: impulsive or choice?

ADHD Learning Lab: Outcomes

- **Unexpected Finds**
 - Students offer advice to other students
 - Students absolutely want time and help to complete assignments
 - Guest speakers with ADHD make an impact
 - Students feel less ashamed of their ADHD

ADHD Coaching: Private and School Models

- Q & A