

Empowering Youth with ADHD

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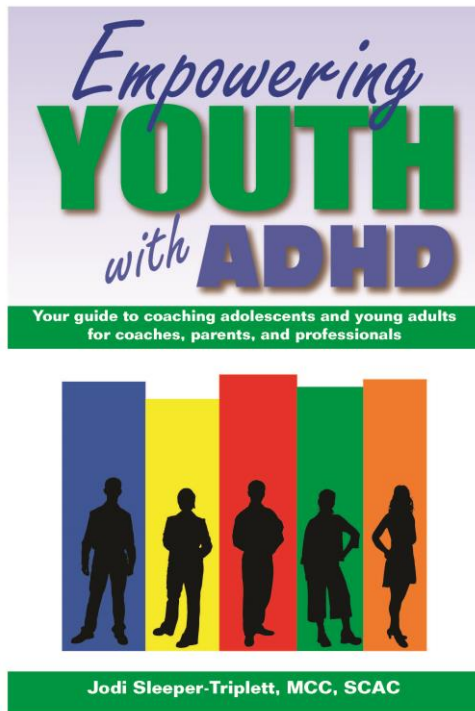


WHY?

Whole Child Approach



Advancements since the publication of *Empowering Youth with ADHD...*



- Acceptance of coaching as part of a multimodal treatment plan for youth with ADHD/EF.
- Clear understanding of coaching vs. therapy or tutoring.
- Robust ADHD Coaching Research
- Surge in neurodiversity training through a DEIB lens.
- Increase in the demand for ADHD/Neurodiversity Coaching for young people.

Benefits of Coaching Students

Increase in

- self-advocacy
- self-awareness
- self-regulation
- self-reliance
- self- confidence
- Students feel heard
- Improved executive functioning skills

All of this leads to self-determination

Field & Hoffman <https://www.beselfdetermined.com>



Considerations for Coaching Students

What is the student's EQ?

For younger students (8-12 yrs.) and students with ASD, the coaching process will be more directive to support learning of new skills and strategies, including behavior management.

Is the student ready, willing and able to participate in coaching?

Provide a clear plan, reminding students that this is not a punitive process.

- Might the student need different services?

JST Model of Coaching

- Developed based on results of coaching students with ADHD and EF.
- Considered the value of personalizing the coaching process emphasizing student effort vs. result to increase willingness to proceed.
- The model was used in a landmark 2-year coaching study of college students with ADHD.

JST Coaching Model

Cycle of Action



JST Coaching Model

Cycle of Success



Core Communication Skills

Active Listening to
hear beyond the
spoken word

Powerful questions
to evoke awareness
and gain an
understanding of
the student's
perspective

Listen to Learn

Active Listening is one of the most important skills for educators, parents, and support professionals. Students report that they appreciate that the adult really listens to what they have to say.



Three Levels of Listening

- **Internal** – You are focused on what is going on with you and around you. Listening to others is superficial.
- **Focused** – You hear the words of the student and notice what is coming from them – tone, body language, pace of speech, clarity of thought.
- **Global** – Environmental listening, intuitive listening, the unspoken words.

Tips to Improve Your Listening Skills

- Notice facial expressions and body language.
- Acknowledge that you are listening - eye contact, head nods, leaning in.
- Summarize what was said to confirm understanding of words and intent.
- Match the pace of the other person or slow your pace when a student is speaking very fast.
- **REMEMBER** – students value the opportunity to speak and know that they are being heard.

Inquiry for Insight

Powerful questions can move students out of the past into action helping them focus on the what and how, instead of the why. This leads to seeking reasonable solutions.



Powerful Questions and Pitfalls

- Open-ended questions
What assignments do you have today?
- Closed-ended question (yes/no)
Do you have any homework?
- Non-directive questions
Who can you check in with for assistance?
- Solution oriented questions
Shouldn't you check in with your teacher about that?
- Avoid "Why" questions as they can be construed as judgmental.
Why did you do that? vs. What led you to take that action?

- Single question
What is your next step?
- Rambling question
What about talking to your parents or a trusted friend?
- Direct inquiry
What were you planning/thinking when you chose this strategy?
- Rhetorical question
What were you thinking?!?!
- Non-leading/open question
How are you feeling right now?
- Leading question
How are you feeling right now ? Are you frustrated and angry?

Awareness to Accountability

Coaching conversations can help students tap into their metacognition to build awareness and create action. Accountability supports follow-through and success.



Accountability in Coaching

- Develops student autonomy in the design of goals, actions and methods of accountability. The professional supports the plan of action and the student designs and agrees to next steps.
- When students can choose what they want and set a plan of accountability to move forward, there is a higher rate of success in meeting goals.
- Accountability is especially important for neurodivergent learners. The structure created provides added support.



Tips for Applying Coaching Skills

- Listen actively and allow for processing time. Be OK with silence.
- Check the students' body language and pace of speech.
- Shift to open-ended curious questions to evoke a response.
- Acknowledge students for their efforts and where they are at that moment.
- Provide clear instructions considering how the student learns and retains information.
- Be open to student feedback and avoid judgment.

Resources

<https://www.jstcoachtraining.com/recommended-books/>

<https://www.jstcoachtraining.com/recommended-websites/>

