



ADHD COACHING WITH COLLEGE STUDENTS

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OVERVIEW OF PRESENTATION

○ **Part I:**

- Past, present, and future research on AD/HD and AD/HD Coaching
- Fundamentals of coaching and the psychological perspective

○ **Part II:**

- Video presentation of coaching sessions

○ **Part III:**

- Interactive audience participation exercise
- Q & A

INTRODUCTION

- The three main characteristics of ADHD; inattention, impulsivity, and hyperactivity, can be especially detrimental to one's academic, professional, social and emotional success.
- Students with ADHD have academic achievement problems, school failure, and are less likely to complete a post-secondary education (Barkley, 1998; Faraone, Biederman, & Lehman, 1993; Gaub & Carlson, 1997).
- ADHD coaching may provide an effective strategy to ameliorate these effects in adults (Levrini, 2008; Kubik, 2009 Swartz, Prevatt, & Proctor, 2005).



ACADEMIC IMPAIRMENT OF COLLEGE STUDENTS WITH ADHD

- College students diagnosed with ADHD have reported problems with:
 - Study skills, note taking, summarizing, outlining, and test taking (Zwart & Kallemeyn, 2001).
 - Time management, concentration, selecting main ideas, test strategies, motivation, anxiety, information processing, and self testing (Levrini (Reaser), Prevatt, & Petscher, 2007).
 - Negative attributional style (internal, stable, and global causes) and internal restlessness (Tominey, 1996; Weyandt, Iwaszuk, & Fulton et al., 2003).

ADHD AND INTELLIGENCE

- Barkley (1994) found students with ADHD to be of average to above average intelligence.
- Schirduan (2002) found a pattern of cognitive abilities in students with ADHD noticeably *different* from the academic profile generally valued in schools.
- Students with ADHD learn well when they are highly interested in material being taught and have shown improved behavior or performance when tasks are made salient, novel, or interesting (Carlson, Booth, Shin, & Canu, 2002).

CURRENT INTERVENTIONS



- **Psychopharmacology:**
the only rigorously studied treatment option for adults with ADHD.
- **Individual counseling and counseling groups:**
provide insight, information, advocacy, instruction, and support (Richard, 1995).
- **Classroom accommodations:**
includes extra time on tests and note-taking assistance.

ADHD COACHING OVERVIEW

- Derives from the coaching model used in executive coaching and athletics, the latter which has also been the impetus for life skills coaching (Quinn et al., 2000).
- Involves helping clients deal with aspects of their disability that interfere with academic performance and coping with difficulties such as procrastination, lack of concentration, ineffective self-regulation, poor planning, anxiety, social incompetence, or time management.
- As opposed to traditional counseling and psychotherapeutic methods, ADHD coaching puts the students' needs and interests at the center, *fitting the program to the student rather than fitting the student to the system*, extending to all aspects of ADHD individuals' life (McCormick, 1998).

COACHING AND COUNSELING

○ Similarities:

- Establish helping relationships that are supportive, respectful of client's needs, confidential, and free of manipulation or abuse, work on setting goals and assessing priorities, and require a client who is willing to elicit change.
- ADHD coaching echoes aspects of *Behaviorism* and *Social Learning Theory* in a combination of operant conditioning and observational learning, and *Cognitive Theory*, in that clients are made aware of how they are changing their behavior.

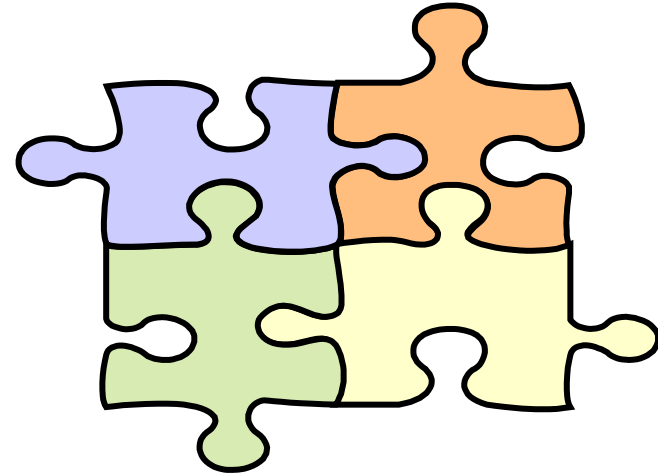
○ Differences:

- Coaches do not explore serious emotional, cognitive, or behavioral problems of clinical intensity, such as depression, anxiety or substance abuse (Jaska & Ratey, 1999).

ADHD COACHING STUDIES

- Zwart & Kallemeyn (2001) looked at the effectiveness of a peer-based coaching program for students with diagnosis of ADHD and/or LD. Pretest/posttest comparisons of this study showed significant differences between the Experimental and Control groups.
- Swartz, Prevatt, and Proctor (2005) provided the first empirically based case study of coaching clients. The participant indicated that after coaching she felt she had improved in the areas of time management, establishing routines, keeping track of things, studying, waking up, concentration and taking good notes, planning and prioritizing, organizing schoolwork, study aids, and test strategies.
- Levrini (2008) investigated the impact of an 8 week coaching intervention using 8 adolescent and adult students.
- Kubik (2009) evaluated the efficacy of coaching using 83 participants who attended a coaching workshop. Looked at the effectiveness of coaching in relation to and in combination with traditional treatment methods. Supports a multimodal approach.

THE CURRENT STUDY



○ Method: Case Study

- Highlights individuality
- Conclusions drawn are based on a more complete set of information
- More value to specific techniques than completely didactic material, by offering an opportunity to use analytical and problem-solving skills and allowing for the pragmatic application of new knowledge and skills to challenging situations (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956).

RESEARCH QUESTIONS

- 1. Do college students with ADHD who undergo ADHD coaching show **individual improvement** on objective measures of learning and study strategies, as measured by the Learning and Study Skills Inventory 2nd edition (LASSI; Weinstein and Palmer, 2002)?
- 2. Do college students with ADHD who undergo ADHD coaching **achieve their long-term goals**, as agreed upon by the coach and client in the initial session?
- 3. Do college students with ADHD who undergo ADHD coaching **achieve their weekly objectives**, as agreed upon by the coach and client each session?
- 4. Do college students with ADHD who undergo ADHD coaching experience a **change** in their ADHD related behavior, as reflected in their self-report regarding goal retention, as well as self-report of the coach?
- 5. Do college students with ADHD who undergo ADHD coaching report that ADHD coaching is an **effective intervention** strategy, as reflected in their self-report on a post-treatment questionnaire?
- 6. As measured by self-report of the clients and the coach, do participants report that ADHD coaching is a **more effective** treatment than other current strategies for coping with symptoms?
- 7. Do college students with ADHD who undergo ADHD coaching report any **suggestions to be made to the coaching process** to better assist individuals with ADHD?

HYPOTHESES

- 1. College students with ADHD who undergo ADHD coaching will show individual improvement in most areas of learning and study strategies as measured by the LASSI.
- 2. College students with ADHD who undergo ADHD coaching will achieve their long-term goals, as agreed upon by the coach and client in the initial session.
- 3. College students with ADHD who undergo ADHD coaching will achieve their weekly objectives, as agreed upon by the coach and client during each session.
- 4. College students with ADHD who undergo ADHD coaching will experience a change in their ADHD related behavior, as reflected in their self-report and goal retention, and the report of the coach.
- 5. College students with ADHD who undergo ADHD coaching will report that ADHD coaching is an effective intervention strategy, as reflected in their post-treatment report.
- 6. As measured by self-reports of both the clients and the coach, participants may report that ADHD coaching is a more effective treatment than other current strategies for coping with particular symptoms.
- 7. College students with ADHD who undergo ADHD coaching will have suggestions for the coaching process, in terms of how to better assist individuals with ADHD based on individual needs and goals.

METHOD



○ Participants and Setting:

- 7 men and women with ADHD.
- Coaching done at the home office of the principal investigator, in Washington, DC.

○ Design:

- Qualitative case study
- Fully developed narrative approach to guide learners through an extended discussion and exploration process
- Exploratory

PARTICIPANT DEMOGRAPHICS

	Gender (a)	Age	Ethnicity (b)	School Age (c)	Diagnosis (d)	Medication (e)	Counseling (f)	Type (g)
Alexa	1	24	1	2	1	2	2	1
Alissa	1	27	1	2	1	1	1	3
Aziz	2	28	2	3	3	1	1	3
Susan	1	33	1	3	1	1	2	4
Jaime	1	17	1	1	2	1	2	1
Elizabeth	1	49	1	3	2	1	2	4
Justen	2	25	1	3	1	2	2	4



INTERVENTION



- Participants received 8 weeks of coaching services based on a model developed in the Adult Learning and Evaluation Center (ALEC) at Florida State University (Swartz et al, 2005).
- As designated by this model, coaching occurred in the following stages:
 - Before the Intake Session
 - The Intake Session
 - Middle sessions
 - Final Session
 - Case Notes

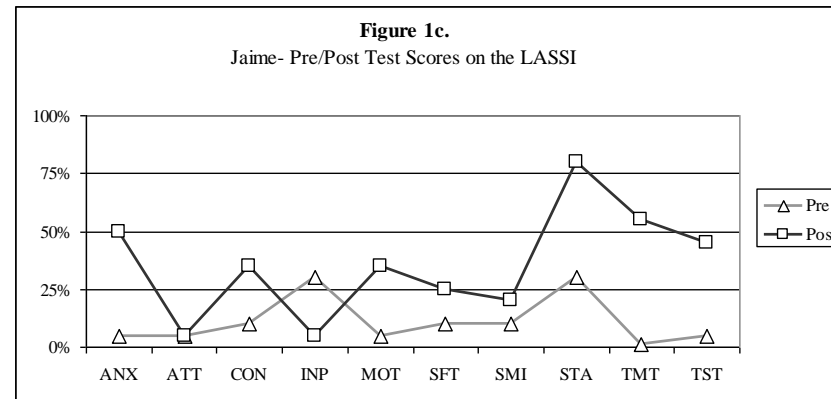
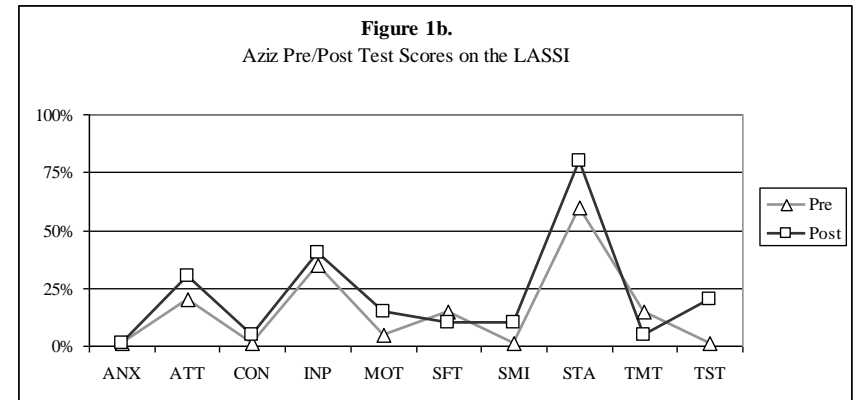
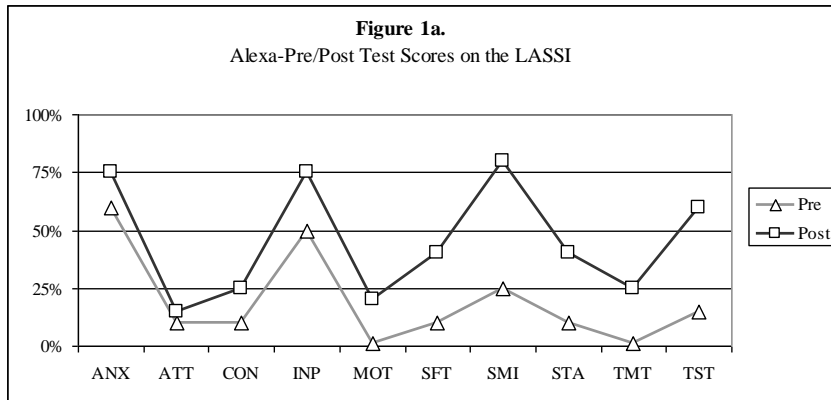
INSTRUMENTATION

- Application for Services
- The Coaching Topics Survey
- Procedures for the Coach/Client Relationship Form
- The Long Term Goal Setting Sheets
- Weekly Objective Sheets
- Daily Planners
- Daily Log of Goal Related Activities
- Contract for Services
- Post-treatment Questionnaire
- The Learning and Study Strategies Inventory 2nd edition (LASSI)

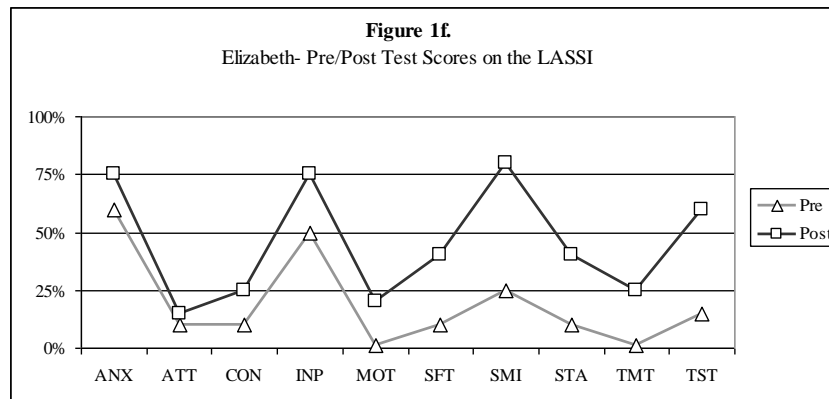
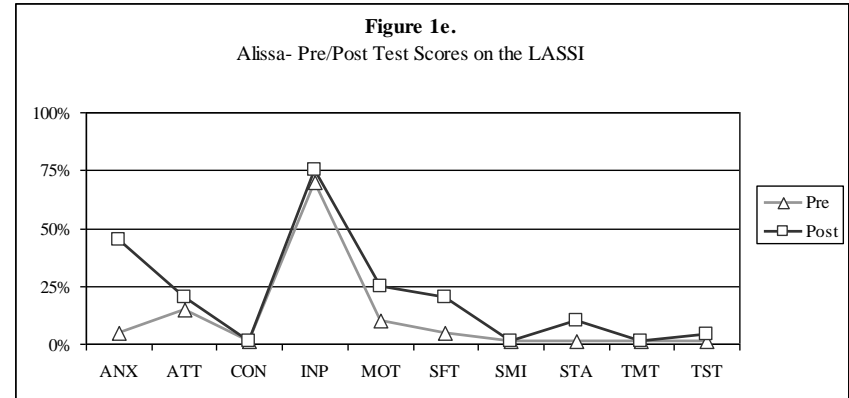
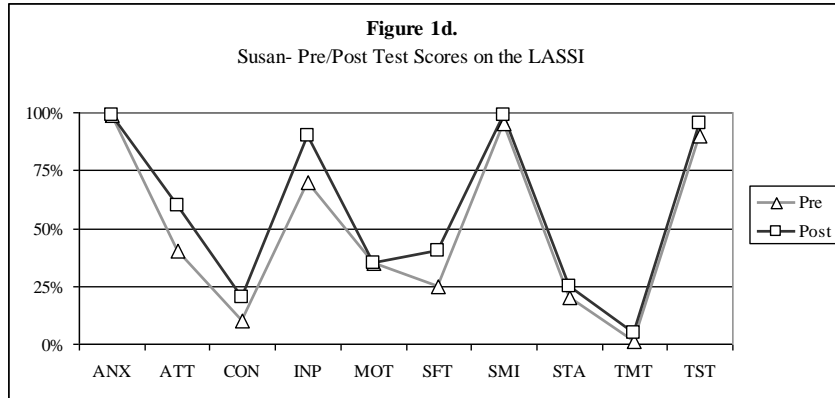
RESULTS!



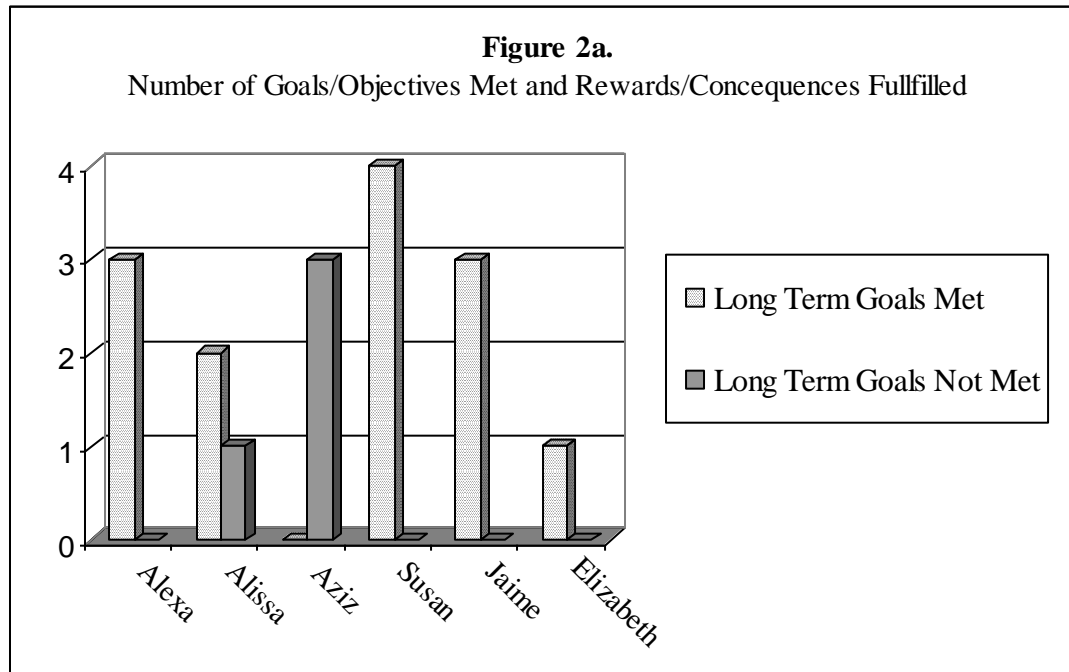
INDIVIDUAL ACHIEVEMENT AND UTILITY OF COACHING: LASSI(1)



INDIVIDUAL ACHIEVEMENT AND UTILITY OF COACHING: LASSI(2)

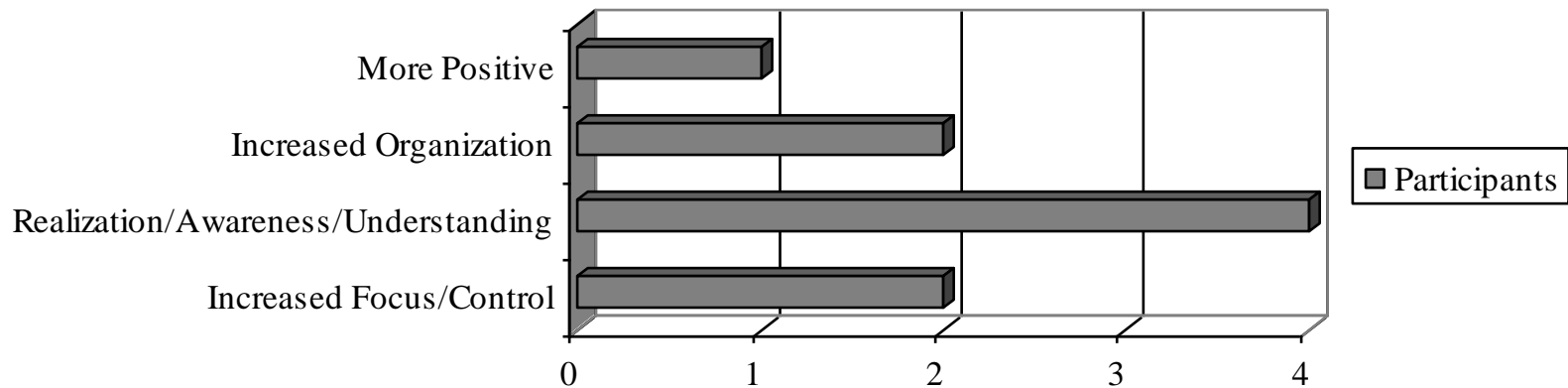


INDIVIDUAL ACHIEVEMENT AND UTILITY OF COACHING: GOALS & OBJECTIVES



INDIVIDUAL ACHIEVEMENT AND UTILITY OF COACHING: CHANGE

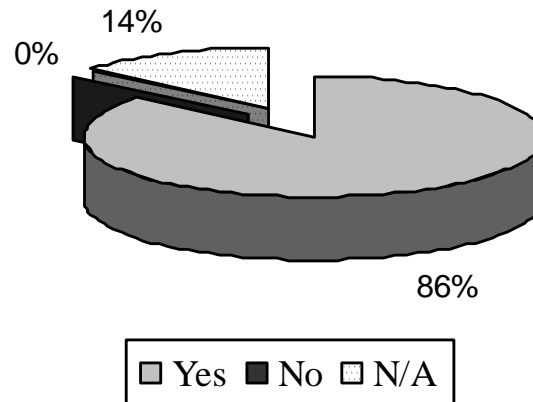
Figure 3.
Change as a Result of Coaching



INDIVIDUAL ACHIEVEMENT AND UTILITY OF COACHING: WORTH IT?

Figure 4.

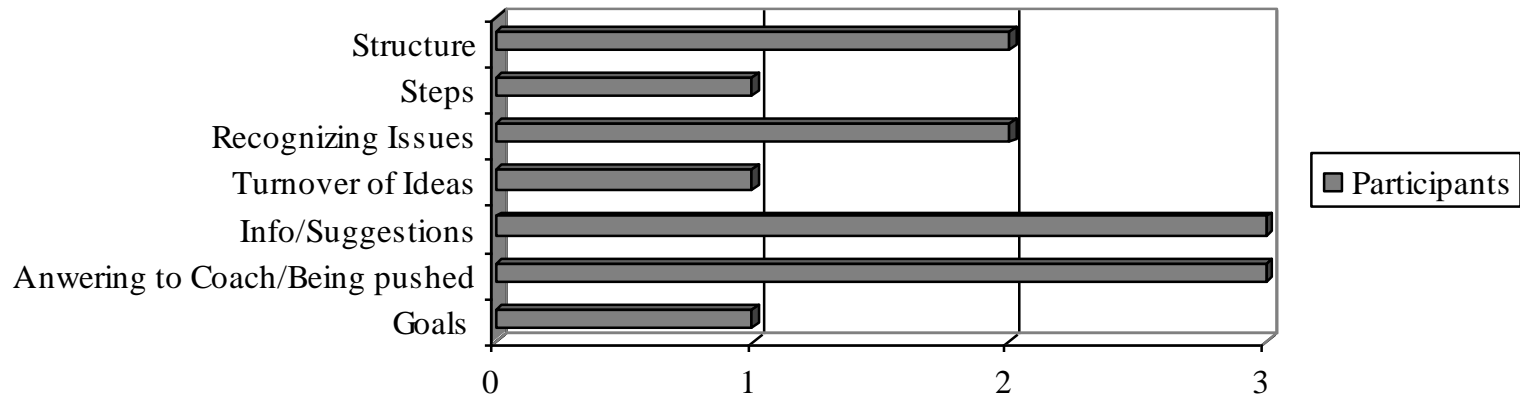
"Was coaching worth the time and effort?"



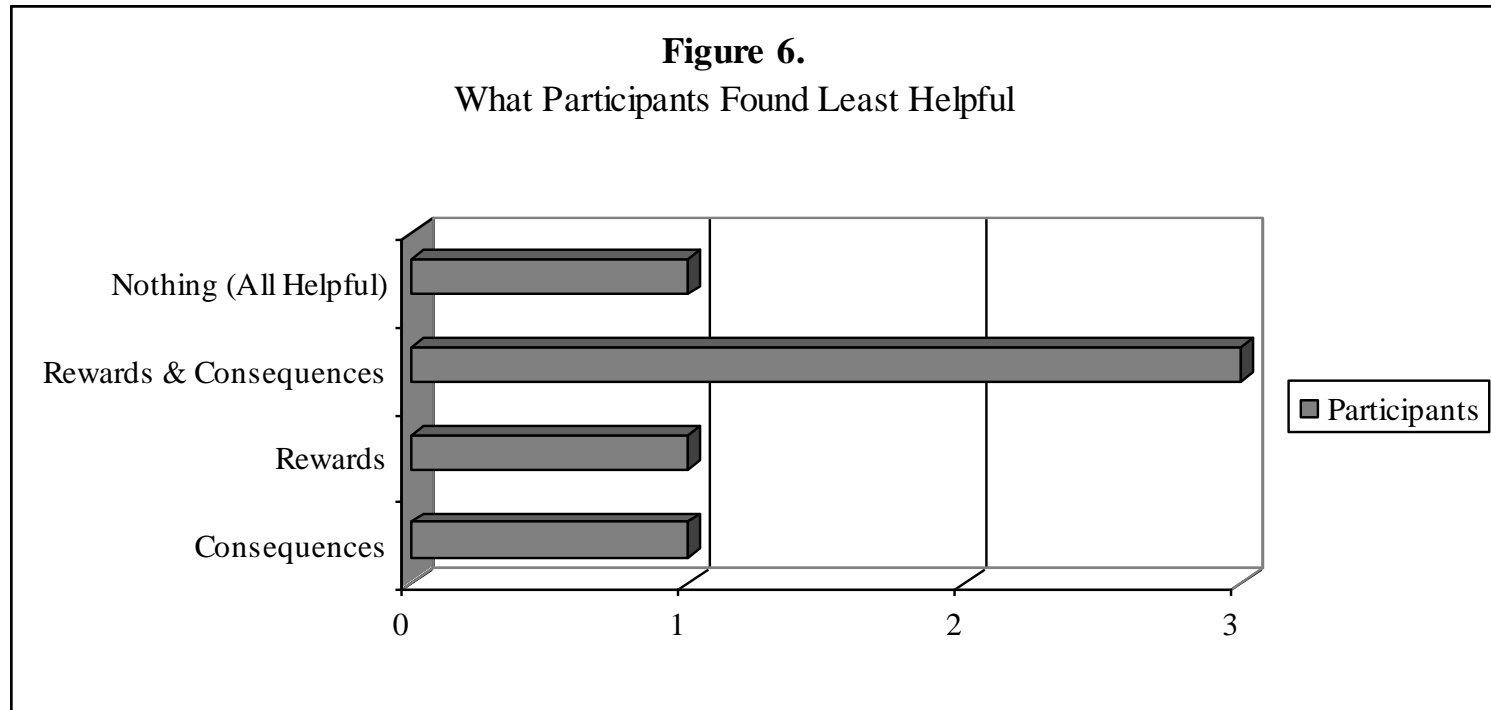
INDIVIDUAL ACHIEVEMENT AND UTILITY OF COACHING: MOST HELPFUL

Figure 5.

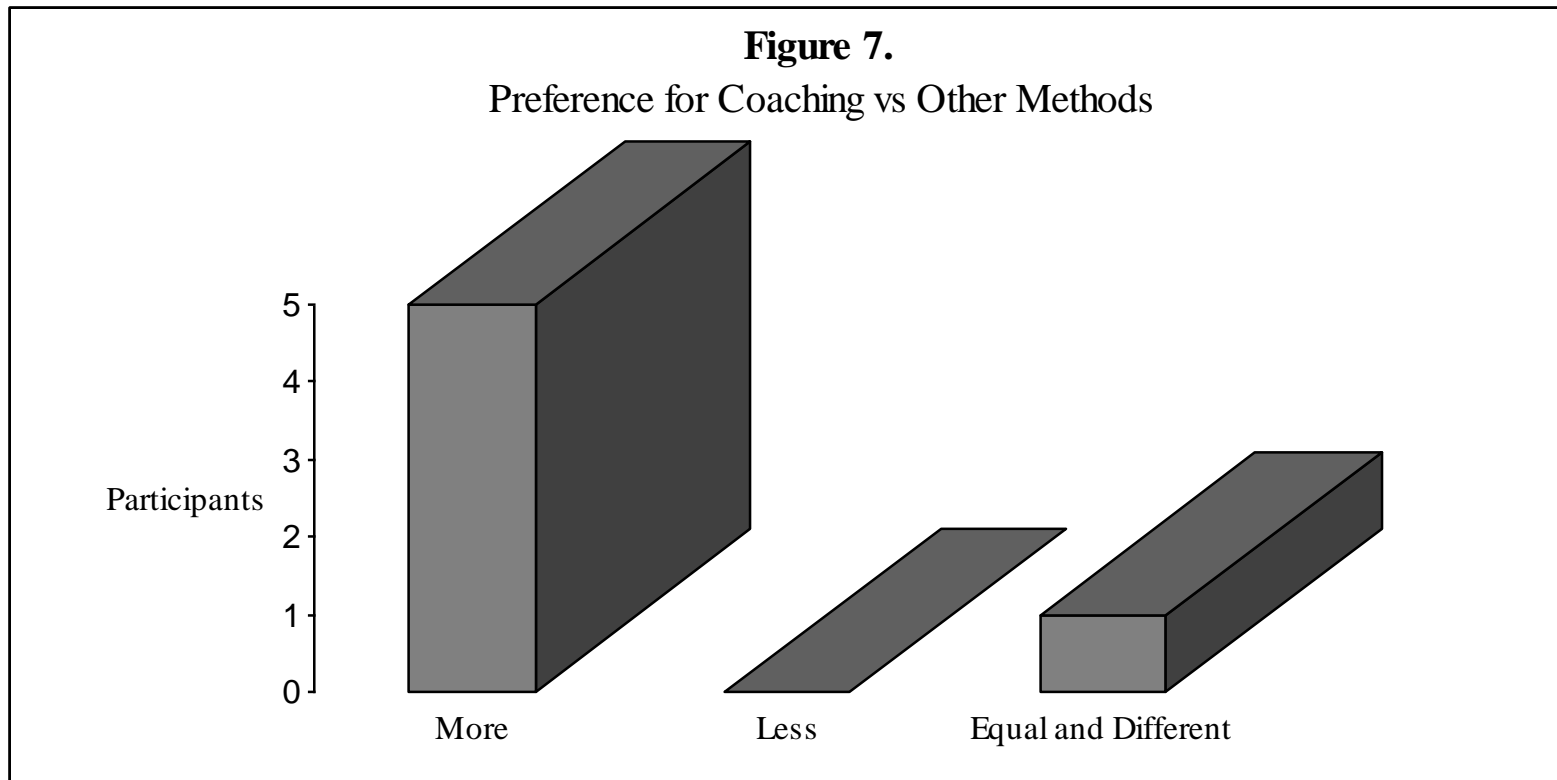
What Participants Found Most Helpful About Coaching



INDIVIDUAL ACHIEVEMENT AND UTILITY OF COACHING: LEAST HELPFUL



PREFERENCE FOR COACHING VS. OTHER METHODS



SUGGESTIONS FOR COACHING



- ❖ Motivation/Use of Rewards and Consequences
 - Use relevant rewards & consequences
 - Really necessary?
- ❖ Goals and Objectives
 - Want coach's input
 - “structured/productive procrastination”
- ❖ Missed Meetings/Tardiness and Transitioning
- ❖ Photographs
- ❖ Emphasis on Insight
 - Daily Log of Goal Related Activities
 - Coach vs. Therapist-coach
- ❖ Planning and Organization
- ❖ Methods for Learning
 - Variety of teaching tools
 - novelty
- ❖ Standardization



PARTICIPANT CHARACTERISTICS

- ❖ Age and Grade Level
 - Is the beginning of college really the hard part?
- ❖ Age of Diagnosis
- ❖ Emotional Status
- ❖ Interpersonal Relationships
- ❖ Accommodations/Schools



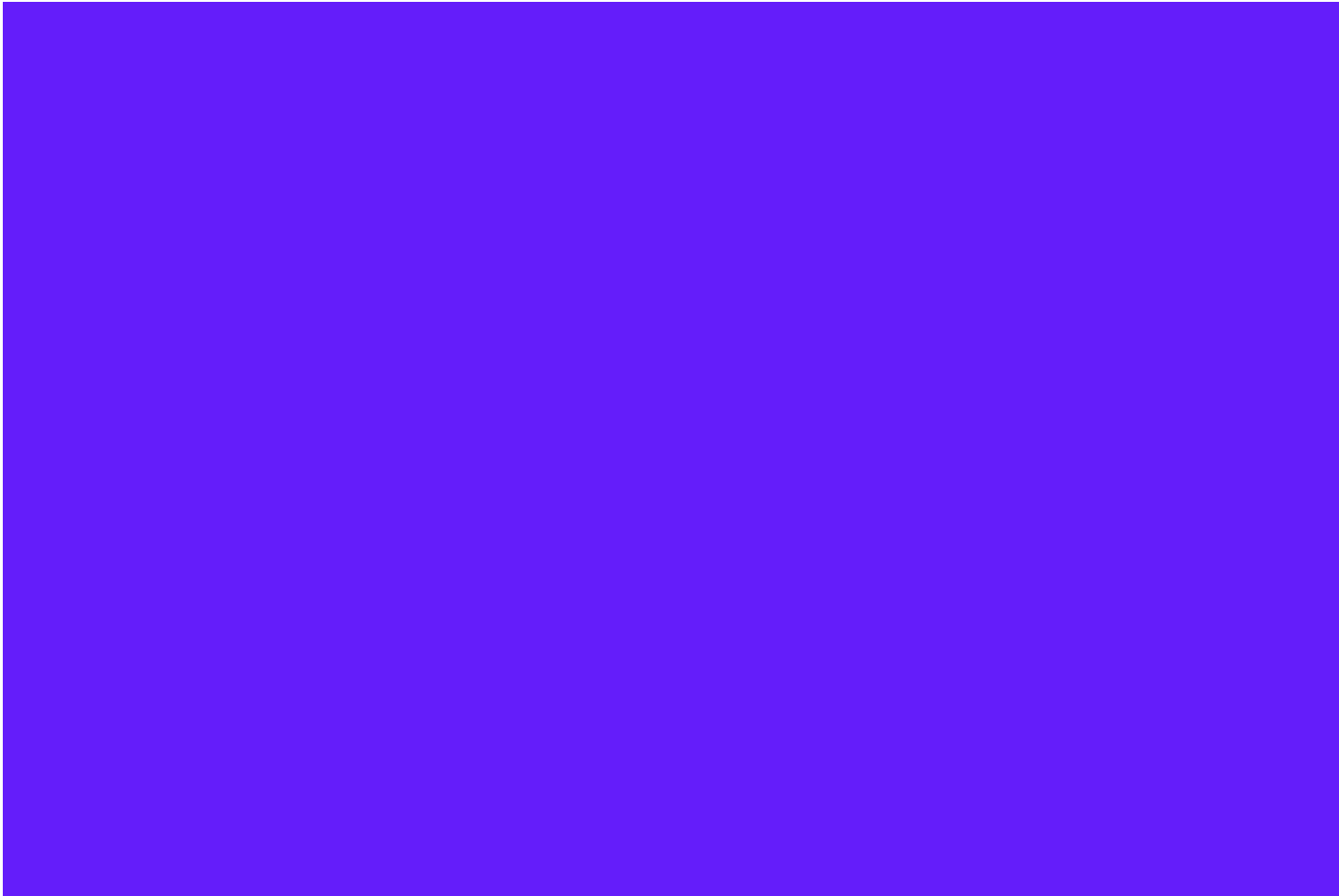
LIMITATIONS

- Extraneous variables
- Sample
- “The procrastination dilemma”
- Experimenter and subject effects

CONCLUSIONS

- Several important favorable outcomes for ADHD coaching
- Several suggestions on ways to improve the coaching process
- Opens the door to a wide variety of possibilities in terms of future studies on the subject

VIDEO:



YOU BE THE COACH!



MAKE THE FOLLOWING INTO A
MEASURABLE, PROCESS BASED GOAL:

“My house is a mess. I want to
be better organized...”

MAKE THE FOLLOWING INTO A
MEASURABLE, PROCESS BASED GOAL:

“I am so overweight. I need
to lose 20 pounds...”

MAKE THE FOLLOWING INTO A
MEASURABLE, PROCESS BASED GOAL:

“I spend too much time hanging
out with my friends and messing
around on facebook. I should
socialize less...”

MAKE THE FOLLOWING INTO A
MEASURABLE, PROCESS BASED GOAL:

“I don’t do my homework
and I’m failing a lot of
tests. I should study more
and work harder...”

QUESTIONS???

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