

ADHD Coaching

Module 4

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Introduction

Welcome

Welcome to Module 4: ADHD Coaching We are delighted have you join us for this final module in our training series!

Having covered the 'What' and 'Who' of ADHD in Module 1 and 2, this segment focuses squarely on the 'How' of ADHD coaching. Our objective is clear: to equip you with practical strategies and considerations for coaching adults with ADHD.

This module is built on the combined principles of ICF PCC markers and the PAAC competencies. This ensures a comprehensive approach, encompassing a wide spectrum of ADHD coaching techniques and methodologies.

Your dedication throughout the course has been commendable. Now, as we delve into the practical aspects of ADHD coaching, we urge you to engage actively and continue your inquisitive approach. The skills and knowledge acquired here will be instrumental for your future coaching endeavours.

We look forward to working with you!

**Best regards,
Alex and Katie**

Schedule

Session 1	●	What is ADHD coaching?
Session 2	●	Clean on-boarding & contracting
Session 3	●	Being coachable
Session 4	●	Getting the agreement
Session 5	●	Wonder!
Session 6	●	Systematic Strengths
Session 7	●	Use of models
Session 8	●	How trauma presents
Session 9	●	Working with trauma
Session 10	●	Narrative & Phenomenological Inquiry
Session 11	●	Systematic Memory
Session 12	●	Actioning possibility
Session 13	●	Designing a program
Session 14	●	Endings & celebrations

PCC Markers

Competency 1: Demonstrates Ethical Practice

Familiarity with the ICF Code of Ethics and its application is required for all levels of coaching. Successful PCC candidates will demonstrate coaching that is aligned with the ICF Code of Ethics and will remain consistent in the role of a coach.

Competency 2: Embodies a Coaching Mindset

Embodying a coaching mindset – a mindset that is open, curious, flexible and client-centred – is a process that requires ongoing learning and development, establishing a reflective practice and preparing for sessions.

These elements take place over the course of a coach's professional journey and cannot be fully captured in a single moment in time. However, certain elements of this Competency may be demonstrated within a coaching conversation. These particular behaviours are articulated and assessed through the following PCC Markers:

4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.5, 7.1 and 7.5.

As with other Competency areas, a minimum number of these markers will need to be demonstrated to pass the PCC performance evaluation. All elements of this Competency will also be evaluated in the written assessment for ICF Credentials (Coach Knowledge Assessment).

Competency 3: Establishes and Maintains Agreements

3.1: Coach partners with the client to identify or reconfirm what the client wants to accomplish in this session.

3.2: Coach partners with the client to define or reconfirm measure(s) of success for what the client wants to accomplish in this session.

3.3: Coach inquires about or explores what is important or meaningful to the client about what they want to accomplish in this session.

3.4: Coach partners with the client to define what the client believes they need to address to achieve what they want to accomplish in this session.

Competency 4: Cultivates Trust and Safety

4.1: Coach acknowledges and respects the client's unique talents, insights and work in the coaching process. (& C.2)

4.2: Coach shows support, empathy or concern for the client.

4.3: Coach acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs or suggestions. (& C.2)

4.4: Coach partners with the client by inviting the client to respond in any way to the coach's contributions and accepts the client's response. (& C.2)

Competency 5: Maintains Presence

5.1: Coach acts in response to the whole person of the client (the who). (& C.2)

5.2: Coach acts in response to what the client wants to accomplish throughout this session (the what). (& C.2)

5.3: Coach partners with the client by supporting the client to choose what happens in this session. (& C.2)

5.4: Coach demonstrates curiosity to learn more about the client. (& C.2)

5.5: Coach allows for silence, pause or reflection.

Competency 6: Listens Actively

6.1: Coach's questions and observations are customized by using what the coach has learned about who the client is or the client's situation. (& C.2)

6.2: Coach inquires about or explores the words the client uses.

6.3: Coach inquires about or explores the client's emotions.

6.4: Coach explores the client's energy shifts, nonverbal cues or other behaviours.

6.5: Coach inquires about or explores how the client currently perceives themselves or their world. (& C.2)

6.6: Coach allows the client to complete speaking without interrupting unless there is a stated coaching purpose to do so.

6.7: Coach succinctly reflects or summarizes what the client communicated to ensure the client's clarity and understanding.

Competency 7: Evokes Awareness

7.1: Coach asks questions about the client, such as their current way of thinking, feeling, values, needs, wants, beliefs or behaviour. (& C.2)

7.2: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about themselves (the who).

7.3: Coach asks questions to help the client explore beyond the client's current thinking or feeling to new or expanded ways of thinking or feeling about their situation (the what).

7.4: Coach asks questions to help the client explore beyond current thinking, feeling or behaving toward the outcome the client desires.

7.5: Coach shares—with no attachment—observations, intuitions, comments, thoughts or feelings, and invites the client's exploration through verbal or tonal invitation. (& C.2)

7.6: Coach asks clear, direct, primarily open-ended questions, one at a time, at a pace that allows for thinking, feeling or reflection by the client.

7.7: Coach uses language that is generally clear and concise.

7.8: Coach allows the client to do most of the talking.

Competency 8: Facilitates Client Growth

8.1: Coach invites or allows the client to explore progress toward what the client wanted to accomplish in this session.

8.2: Coach invites the client to state or explore the client's learning in this session about themselves (the who).

8.3: Coach invites the client to state or explore the client's learning in this session about their situation (the what).

8.4: Coach invites the client to consider how they will use new learning from this coaching session.

8.5: Coach partners with the client to design post-session thinking, reflection or action.

8.6: Coach partners with the client to consider how to move forward, including resources, support or potential barriers.

8.7: Coach partners with the client to design the best methods of accountability for themselves.

8.8: Coach celebrates the client's progress and learning.

8.9: Coach partners with the client on how they want to complete this session.

A. Partnership – Establishes a strong partnership with the client.

1. Establishes Ethical Standards and Conduct
2. Creates a Respectful, Collaborative Partnership
3. Co-Creates a Clearly Articulated Coaching Agreement
4. Embodies a Passionate, Engaged Presence

B. Exploration – Invites the client to fully explore, learn, and reach clarity.

1. Demonstrates Listening through an ADHD Lens
2. Asks Evocative, Insightful Questions
3. Delivers Insights, Wisdom, and Intuition
4. Facilitates Learning and New Awareness

C. Action – Fully supports the client in examining possibilities and creating powerful actions to forward his/her progress.

1. Explores Choices and Invites Action
2. Encourages Responsibility and Establishes Accountability
3. Connects to Powerful Possibilities

1. Safety

With a deep understanding of the highly sensitive nature of most individuals with ADHD, the coach created an environment of acceptance and trust where the client could be open, honest, and free from fear and judgment.

**Space... Connection... Trust...Acceptance... Care... Energy... Humour... Authenticity...
Appreciation... Celebration... Relaxation... Breathing... Understanding...**

- Created abundant space for processing
- Provided compassion to evoke open dialogue
- Reflected stories for clarity and awareness
- Shared observations without judgement
- Gave the client confidence by offering appropriate ADHD education
- Invited a playful exchange to reduce stress or pressure
- Assured the client that he/she/they is more than their ADHD
- Inspired hope that having ADHD does not prevent magnificence

2. Collaboration

Taking into account the client's awareness of self and her ADHD, the coach flexibly supported the natural flow of the coaching conversation. The client benefited from the coach's active collaboration.

**Engaged Presence... Partnership... Flow... Agenda... Resources... Championing... Spirit...
Integration... Highest self... Purpose... Shared resources... Who of coach/client... Co-
creation... Harmony... Exuberance... Truth telling... Education...**

- Clarified and verified a valuable intended outcome for the session
- Discerned and supported client's ability to sustain focus
- Helped client to change direction or stay on task
- Encouraged client to anchor key moments
- Acknowledged and reinforced client's character, strengths and successes
- Adopted client's language and metaphors
- Supported partner/parent with education/understanding of ADHD
- Tactfully interrupted the client's pervasive negative language or story
- Explored client's words, energy, emotions, metaphors

3. Wonder

With a keen awareness of the importance of interest and novelty to the ADHD brain, the coach used questions, challenges, and collaborative brainstorming to help the client successfully explore current concerns and opportunities while looking to areas of personal growth and development.

Inquiry... Possibilities... Creativity... Limiting Beliefs... Assumptions... Knowing... Self Awareness... Brainstorming... Curiosity... What if?...

- Asked evocative questions to access positive memories and open imagination
- Identified sources of ADHD creative activation
- Explored situations/environments/sources where ADHD impedes/ignites imaginative...
- Invited client to imagine and articulate a better future with their ADHD
- Promoted focus on strength, passion, purpose, values and dreams
- Shared related stories that inspire possibilities
- Probed for interest and novelty that stimulates positive chemistry
- Sustained opportunities for deeper exploration and wonder

4. ADHD Lens

With a deep understanding of ADHD traits, behaviours, patterns, challenges, and current neuroscience, the coach proactively partnered with the client to discover the unique workings of her/his brain and how he/she can best employ that understanding. The client became clearer about what it takes to succeed in his/her unique way.

Knowledge... Awareness... Mindset... Strengths... Processing Styles... Interest... Pause... Structure... Sensitivity... Focus... Impulsivity... Rumination... Time Sensitivity... Now/Not Now... Sleep... Diet... Exercise... Meditation... Medication... Co-morbidity... Executive functions... Working memory... Assistive technology...

- Inquired about client's emotions and conveyed hope
- Encouraged use of the pause to access Emotional Intelligence
- Challenged client's negativity and positive illusory biases
- Supported client's decision-making and action
- Reframed ADHD focusing on integrating unique strengths
- Anchored self-awareness of ADHD, social skill issues and co-occurring conditions
- Addressed client's preferred processing styles
- Addressed impact of sleep, diet, and exercise on performance
- Recognized role of medication in client's story

5. Action

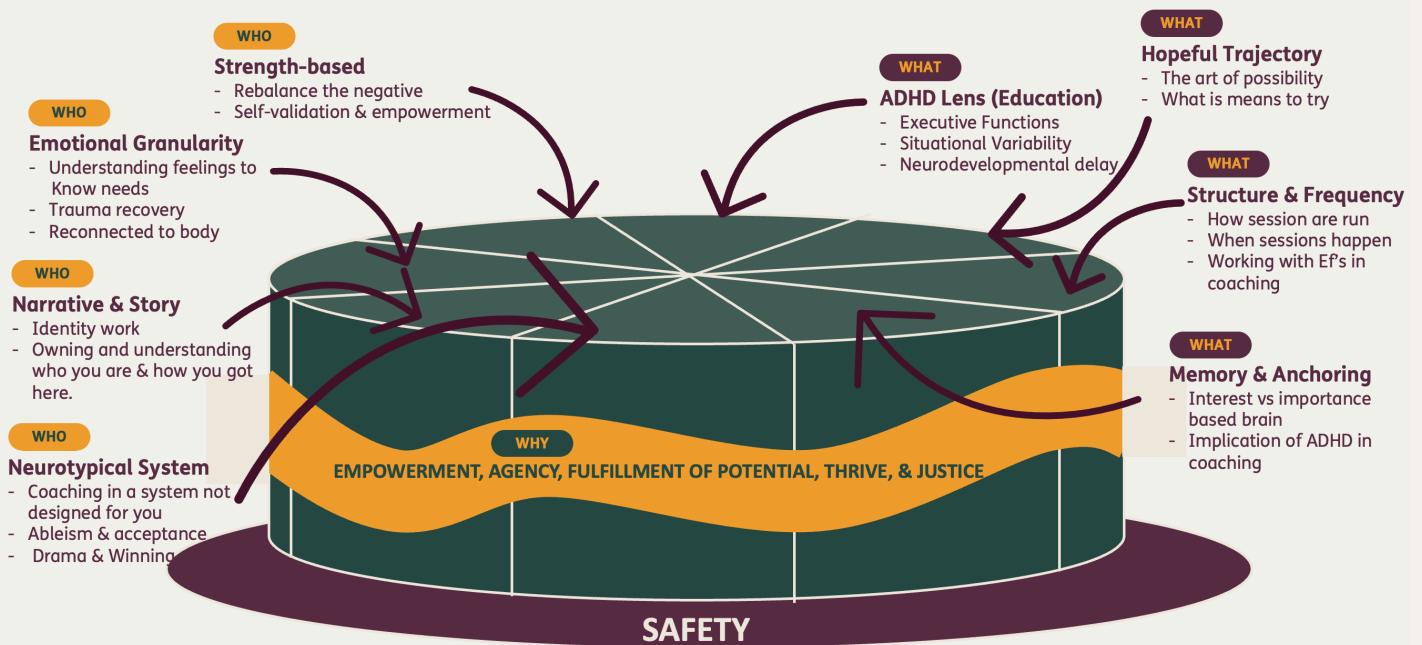
With a recognition of executive function challenges prevalent in the ADHD brain, the coach supported the client in the process of planning and taking actions that resulted in learning, accomplishment, and empowerment.

**Planning... Goal setting... Experiments... Requests... Challenges... Accountability...
Winning strategies... Due dates... Games... Body Double... Prioritize... Initiate...
Sustain... Transition... Follow through...**

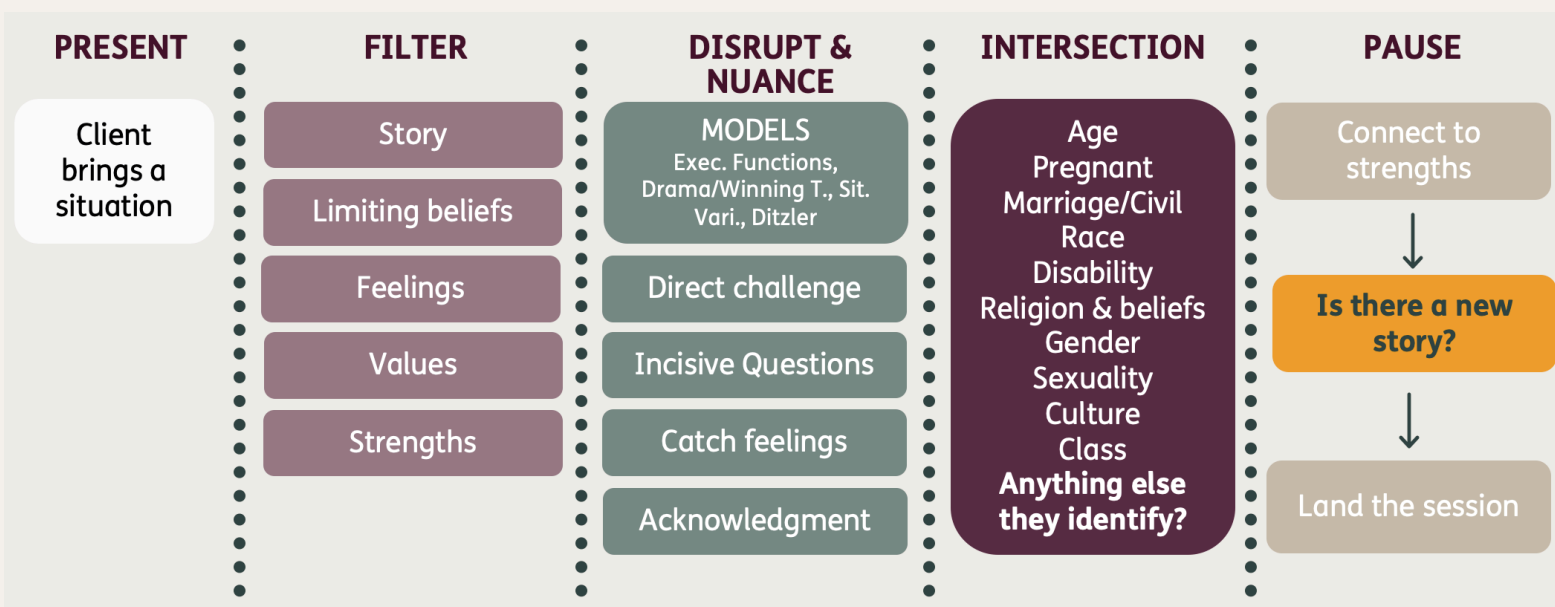
- Established priorities, next steps and timeline
- Reduced ADHD task overwhelm by identifying successful, individual steps
- Determined motivation for plan
- Developed customized structures, systems employing strengths and assistive technologies
- Inquired about support for accountability
- Requested customized memory prompts
- Invited articulation of new awareness and impact of coaching
- Closed session with acknowledgement of progress encouraging more
- Recognized role of medication in client's story

Models

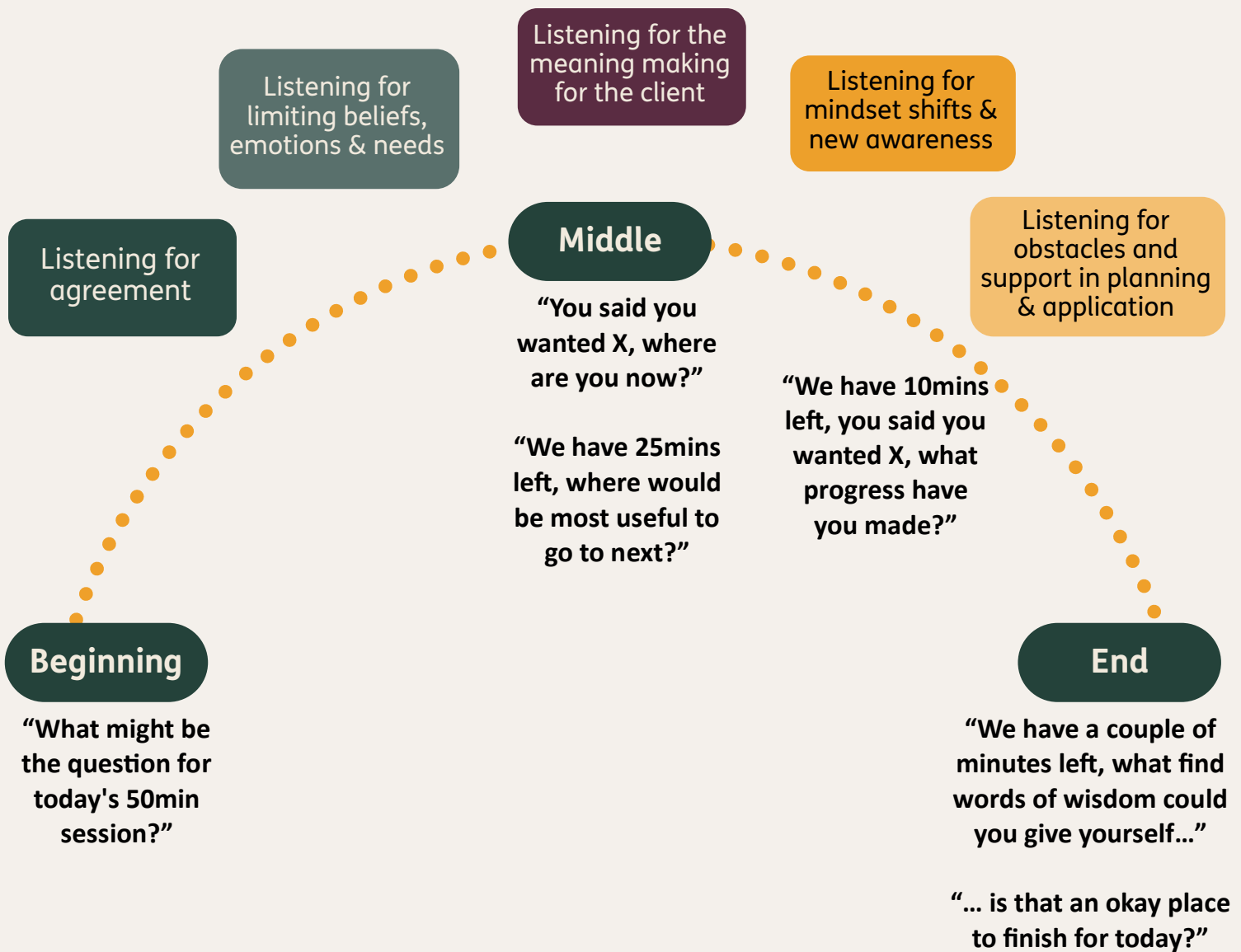
ADHD Coaching: Key Purposes



ADHD Coaching: the process

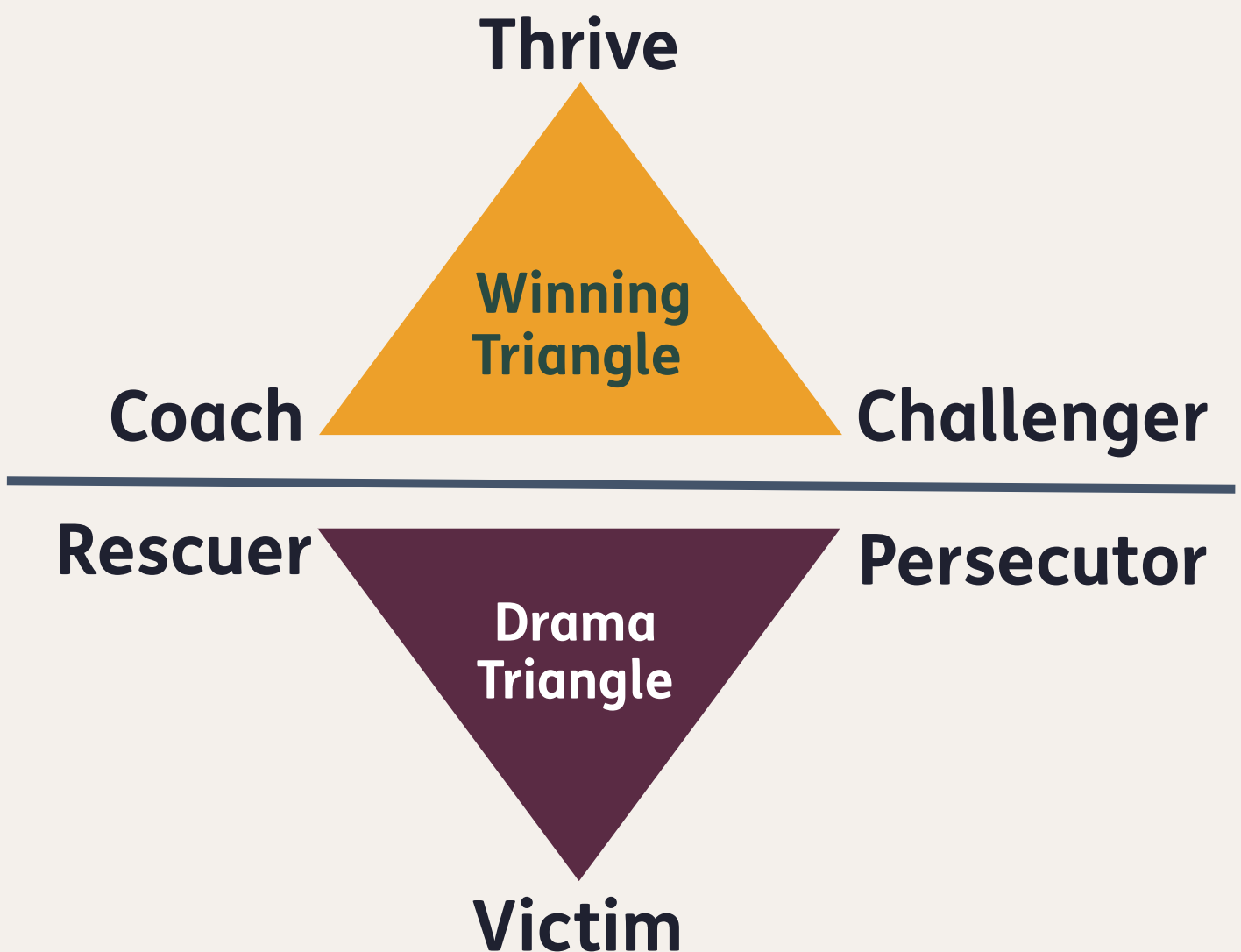


ADHD Coaching: the session arc



Tools

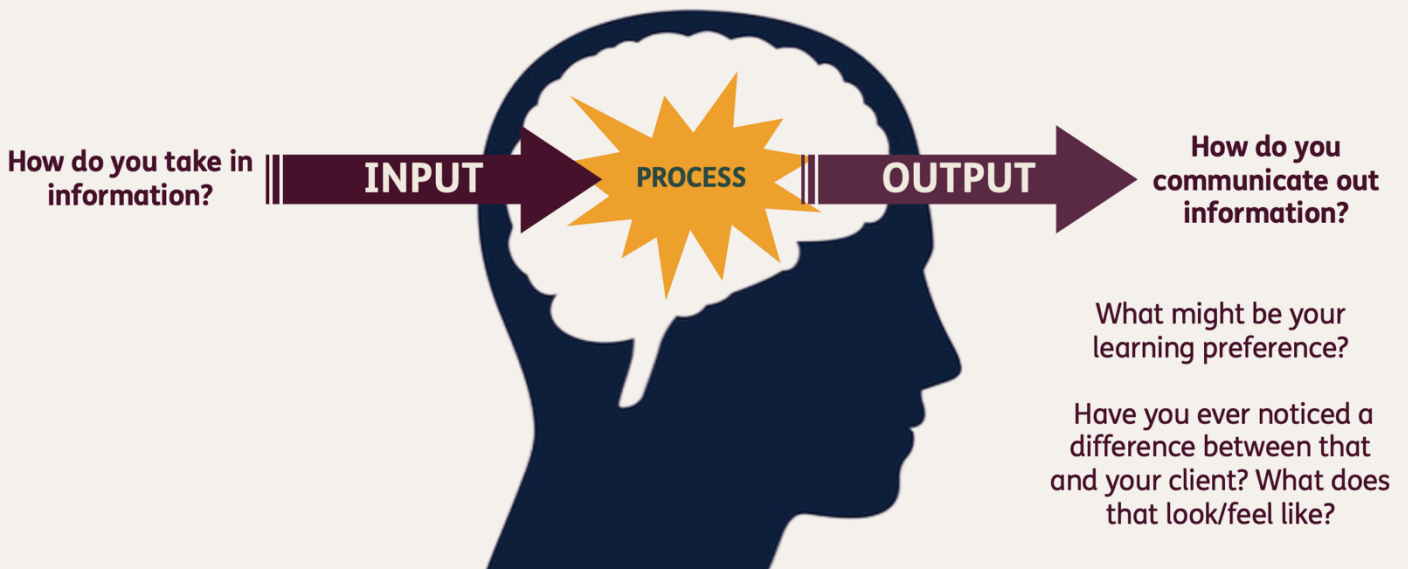
Drama & Winning Triangle



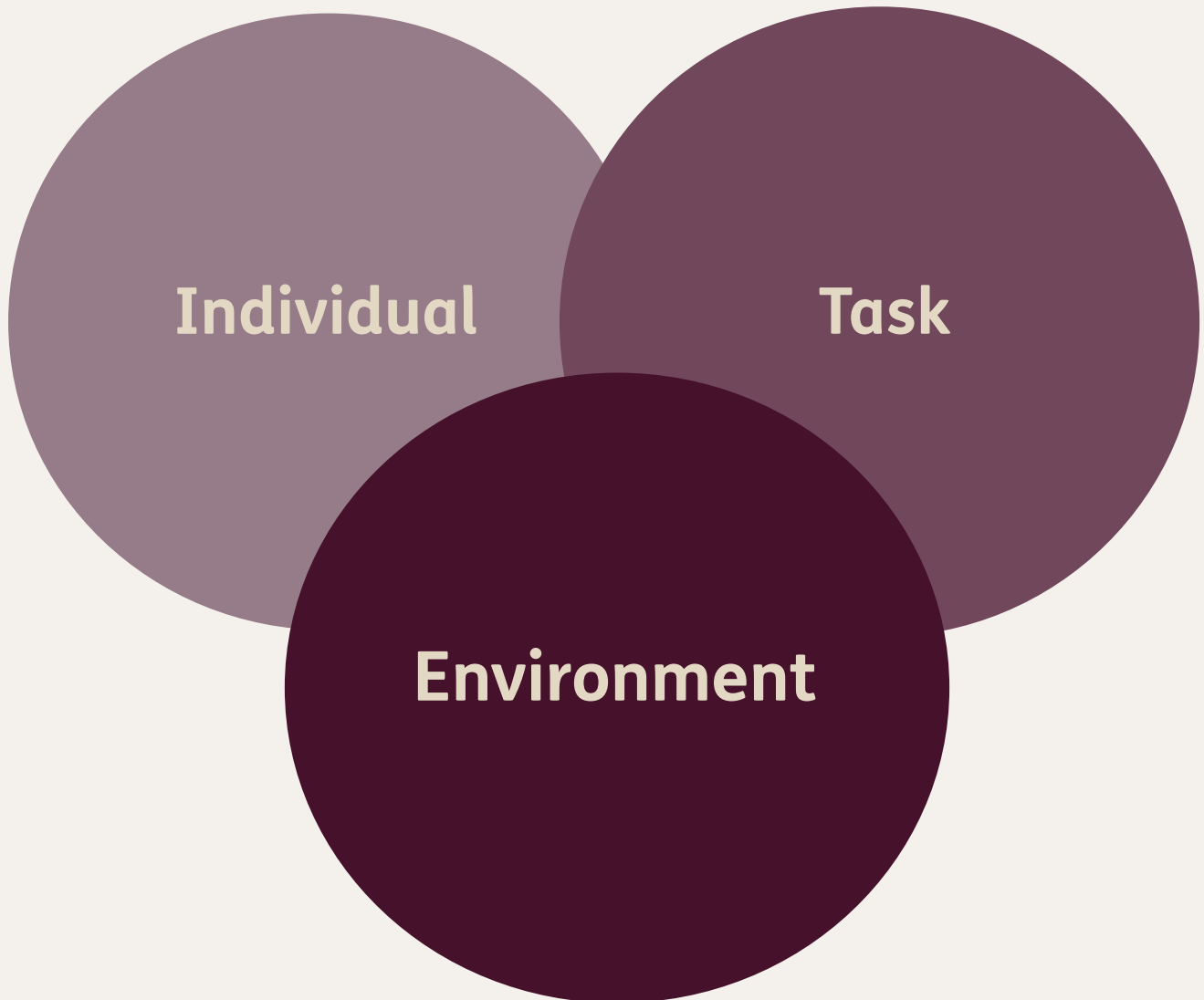
(Stephen Karpman, 1968 & Acey Choy, 1990)

Brain styles

What affects your processing speed?
(fatigue, shame, Neurotype, interest, cognitive load, HALTS HB etc)



Situational Variability

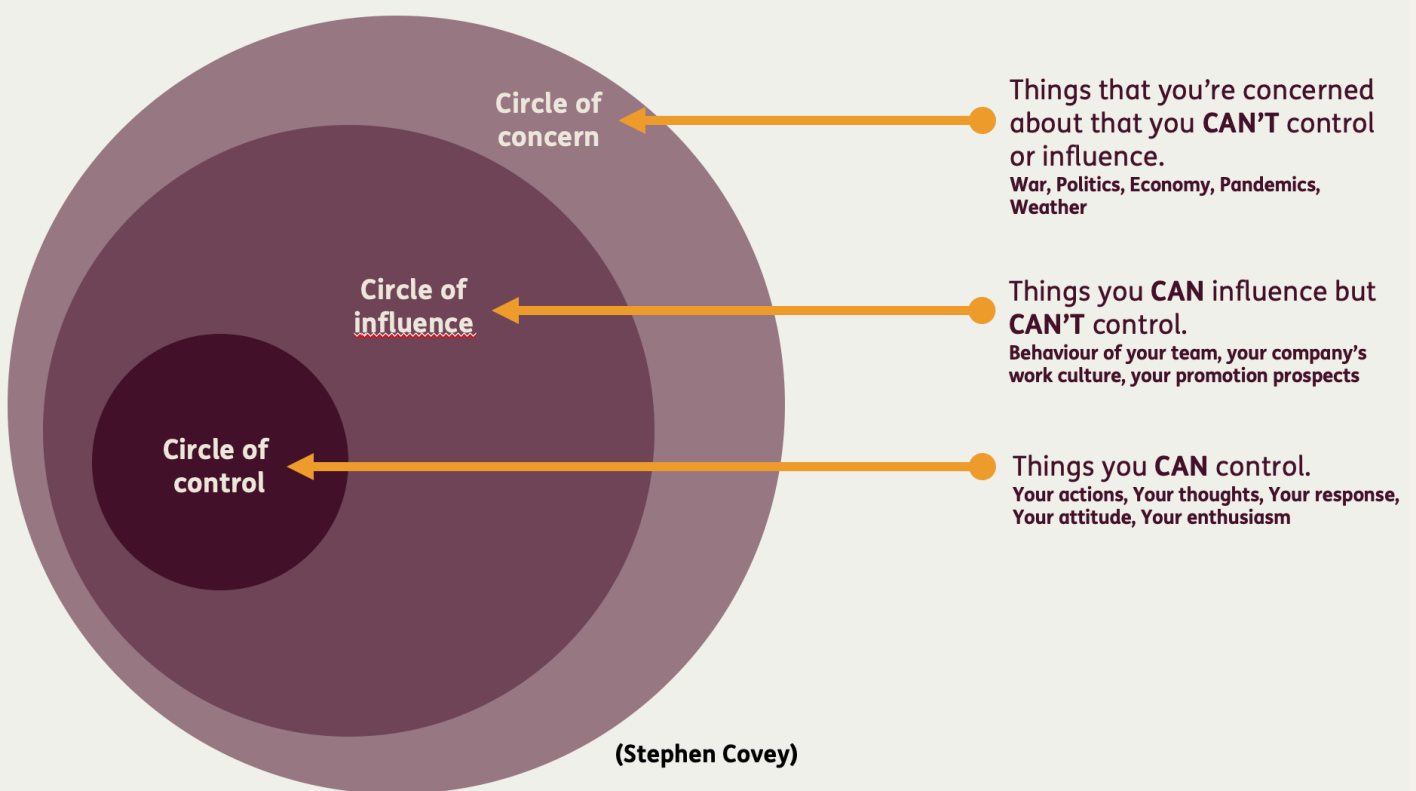


Smith and Kirby (2021)

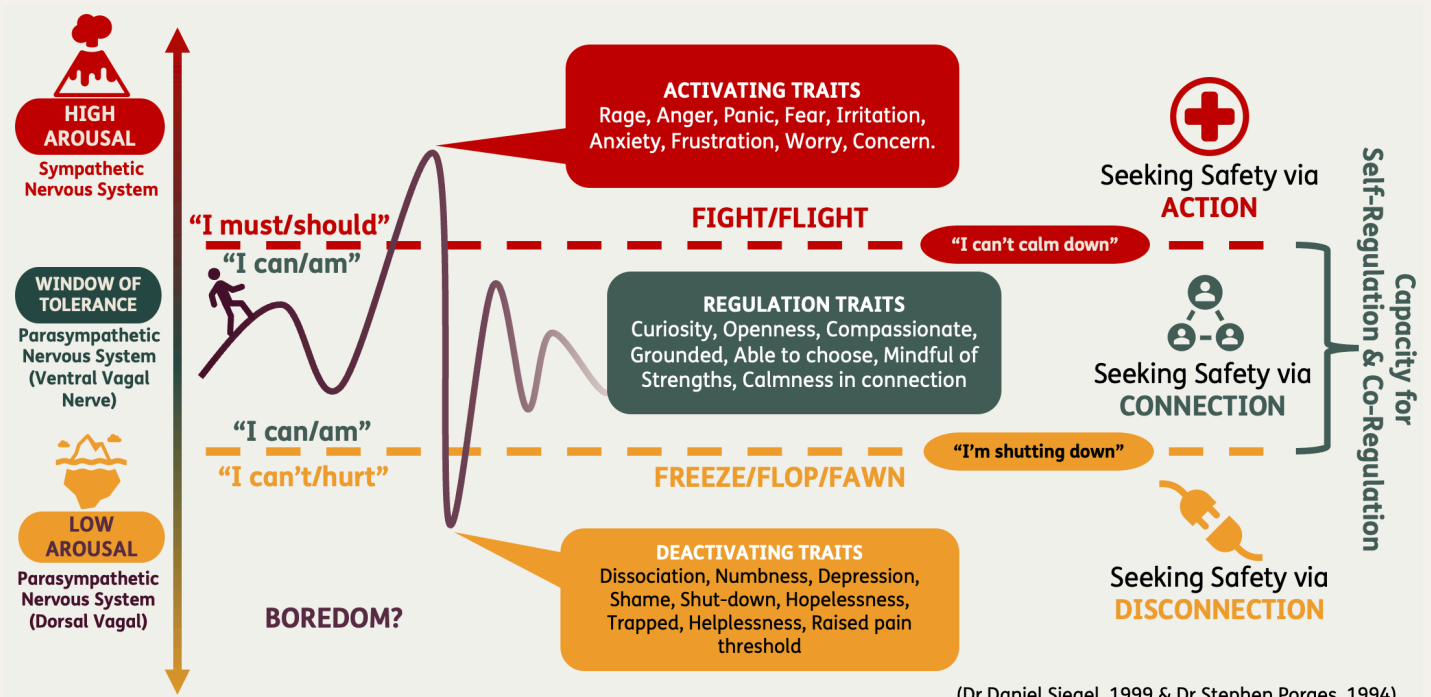
Ditzler
Model of Self



Model of Control

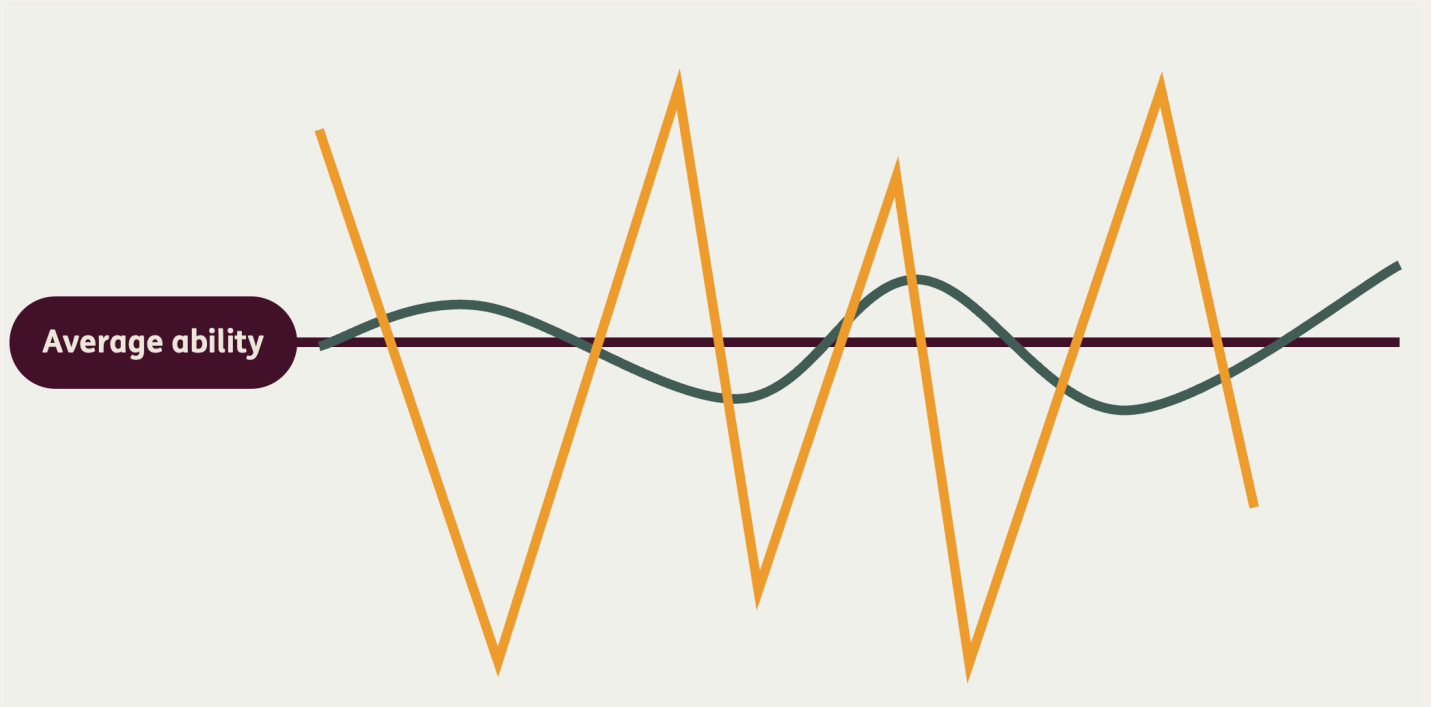


Window of Tolerance



(Dr Daniel Siegel, 1999 & Dr Stephen Porges, 1994)

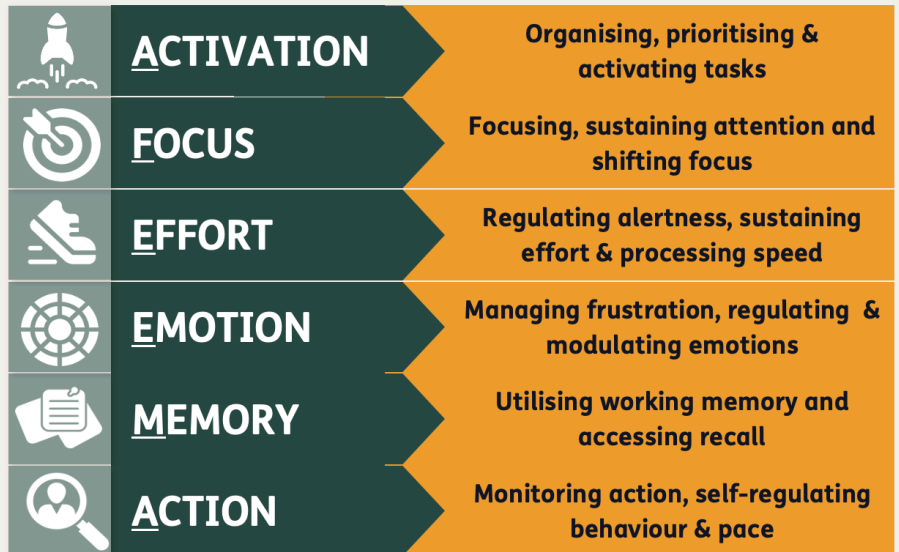
Spikey Profiles



HALTS HB & EFs

H - Hungry
A - Angry
L - Lonely
T - Tired
S - Stressed/Sick

H - Hormonal
B - Bored



Do, Be, Have Model

1. Is what I am doing, what I want/need to be doing?
2. Is all that I am doing, serving me well?
3. Does any of my doing need to change?



DO

1. What do I have at my disposal to help?
2. Who could I ask to support me?
3. Anything else, I might have or could have to help?



HAVE



BE



1. Who do I want to be in this task/situation?
2. What Character Strengths do I want to call upon?
3. Is there anything else of who I am that I need to remind myself of?

(Adapted from Stephen Covey, 1989)

PCC Accreditation Process



Reading List

The Complete Handbook of Coaching

Elaine Cox, Tatiana Bachkirova, David Clutterbuck

The Heart of Laser-focussed Coaching

Marion Franklin

Diversity, Inclusion and Belonging in Coaching

Salma Shah

Coach the person, Not the Problem

Marcia Reynolds

The Listening Space

Tamsin Hartley

Time to Think

Nancy Kline

Character Strengths Interventions: A Field Guide for Practitioners

Ryan M. Niemiec



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