

## **Coaching College Students with ADHD: Research to Practice**

Description: Two researchers/practitioners provide detailed information from their published work about several ADHD coaching programs for college students. Dr. Frances Prevatt will begin with an overview of the ADHD Coaching Program offered at Florida State University. Dr. David Parker will continue with an overview of the national study (10 campuses) of Edge Foundation coaching services conducted by Wayne State University and compare this to a recent study he co-conducted at Landmark College. Dr. Prevatt and Dr. Parker will then facilitate ample discussion with participants about the goals of ADHD coaching, what makes this service delivery model different from existing campus services, and what else we need to learn about coaching with further research and practice. Participants will receive resource information about the coaching model, sources of coaching training, and how to refer students to highly qualified private practice coaches.

Abstract: As growing numbers of students with executive functioning (EF) impairments seek services or encounter barriers to persistence in higher education, more campuses are exploring coaching as a viable service to meet their needs. For the past decade, OSD professionals have compared and contrasted coaching to traditional campus services such as tutoring, mentoring, and strategies instruction. An emerging body of research has explored the coaching model by investigating what it is and how it works. Coaching appears to strengthen students' executive functioning skills, promote their autonomy, and enhance their sense of well-being. In short, ADHD coaching appears uniquely suited to help students manage the functional limitations of their EF disorder in a manner that also promotes their independence.

This session will include back-to-back sessions from two seasoned presenters who have studied related models of ADHD college coaching. Dr. Prevatt will describe the ADHD Coaching program conducted at the Adult Learning Evaluation Center (Florida State University, Tallahassee). This will be an in-depth discussion of the mechanics of the program, with guidelines for initial interviewing, establishing goals, rewards and consequences, and conducting the eight-week program. Specific topics will include time management, organization, social skills, and employment. Additionally, the use of medication in conjunction with ADHD coaching will be explored. The specific utilization of between-session-assignments will be covered. Finally, several case studies will be discussed for more in-depth detail of mechanics of the program. Specific challenges in working with the college population will be included, with a discussion of how executive functioning deficits are played out in the college student's responsiveness to treatment.

Dr. Parker will then present quantitative and qualitative findings from the first national study of ADHD college coaching. Following a pilot study, a Wayne State University research team including Dr. Parker investigated the impact of the Edge Foundation's phone-based coaching services. The study involved 110 undergraduates from 10 different campuses (8 universities, 2 community colleges). The year-long study used a control group research design. Dr. Parker will describe the logistics of the Edge Foundation's coaching model and present quantitative and qualitative findings. Many of these results compared to earlier findings from a study of ADD coaching services at Landmark College. Coaching appears to have helped students clarify and achieve academic and life goals while becoming more proactive about addressing their ADHD.

Students who were coached achieved significantly higher post-test measures of executive functioning skills and subjective well-being.

Following these back-to-back presentations, Dr. Prevatt and Dr. Parker will answer questions and facilitate discussion about practical “take home” application points from their research and program development. These summary points are likely to include a better understanding of: how coaching compares/contrasts to existing services, who is “coachable,” what coaches actually work on with students, how coaches are training to use specialized techniques, and what kinds of outcomes are being reported in studies of campus coaching programs.

Learning Outcomes:

1. Participants will understand the theoretical and empirical bases for ADHD coaching with college students.
2. Participants will understand the specific mechanics of two different programs for coaching college students with ADHD.
3. Participants will understand specific techniques to use with college students with ADHD to help with the attainment of academic goals, time management, organization, social skills, and employment.
4. Participants will understand pros and cons of utilizing medications for treatment of ADHD, as an adjunct to ADHD coaching.