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ADHD Coaching and College Students

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I dedicate this dissertation to my husband, Chad, whose understanding and encouragement kept me positive throughout it all. Chad, you patiently let me take all my stress out on you and loved me in spite of my sometimes less than pleasant behavior. I can’t wait to someday repay you for all the trials and tribulations you’ve helped me through; to help you reach your dreams as you have for me. Thank you and I love you.

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ABSTRACT

The current case study was designed to further the utility of Attention-Deficit/Hyperactivity Disorder (ADHD) coaching for college students. Seven college or graduate students underwent eight weeks of an ADHD coaching intervention, and resulting qualitative data was analyzed by the researcher. Results showed that all participants who completed the coaching process felt ADHD coaching was just as or more beneficial than traditional psychotherapy or medication.

Researchers present several sources of data to give evidence toward their conclusions including qualitative assessment techniques and participant questionnaires. Participant characteristics, suggestions for coaching, and limitations of the current study are also discussed.

The number of college students with ADHD continues to grow. However, due to a number of challenges they have never faced prior in their academic career, many of these students are unable to complete a post-secondary or graduate degree. Most current psychosocial interventions are not helping college students with ADHD succeed at a desirable rate. ADHD coaching, a fairly novel technique, continues to show promise but further research is needed.
Attention-Deficit/Hyperactivity Disorder (ADHD) is a chronic syndrome that can weaken an individual’s ability to succeed in many aspects of daily life, including home, work, interpersonal relationships and school. The three main characteristics of ADHD; inattention, impulsivity, and hyperactivity, can be especially detrimental to one’s academic success. Researchers have discovered that up to 65% of children with ADHD have symptoms which persist into adulthood (Weiss & Hectman, 1993). 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 (Swartz, Prevatt, & Proctor, 2005).

**ADHD and Academic Difficulties**

There are three subtypes of ADHD: Predominantly Inattentive, Predominantly Hyperactive/Impulsive, and the Combined Type. In the Predominantly Inattentive type, the individual experiences the symptoms of inattention at the clinical level, but not the hyperactive-impulsive symptoms. In the Predominantly Hyperactive-Impulsive type, the individual experiences the symptoms of hyperactivity and impulsivity at the clinical level, but not the symptoms of inattention. In the Combined type, the individual shows clinical levels of symptoms of inattention, hyperactivity, and impulsivity (APA, 2000).

While students with ADHD seem capable of learning, their hyperactivity, impulsivity, and/or inattention make concentration difficult and negatively affects their performance (Fowler, 1994). Both motor and verbal hyperactivity may keep these individuals from being able to sit quietly during lectures. Impulsivity causes difficulty in any task requiring a delay such as raising hands to answer questions, reading or listening to directions, asking questions to clarify information, planning, and organizing (Zentall, 1993). Inattention leads to problems focusing on tasks and assignments.

Traditional school practices make academia an ordeal for many students with
ADHD. The current degree of fit between the within-person variables of an individual with ADHD and standard classroom environmental variables is not effectively producing a successful outcome for students with the disorder. Students with ADHD risk school failure at a higher rate than students without disabilities who have equivalent intelligence (Rubinstein & Brown, 1981). As children, individuals with ADHD struggle with failure rates double to triple those of other children, with about 50 percent repeating a grade by adolescence (Ingersoll, 1988). One early study reported that 80% of students classified as having ADHD scored at least two years below their peers on measures of reading, spelling, math, or written language (Anderson, Williams, McGee, & Sylva, 1987).

Some studies have shown that younger students with ADHD may exhibit deficits in a specific academic skill. For example, one study found that approximately 15% of children and adolescents classified as having ADHD presented with profiles similar to students classified as having reading disorders (Aaron, Joshi, Palmer, Smith, & Kirby, 2002). Controlling for IQ and phonological processing skills, another study found that children and adolescents classified as having ADHD do not exhibit deficits in reading vocabulary (Nussbaum, Grant, Roman, Poole, & Bigler, 1990) or have problems with the comprehension of short passages (Javorsky, 1996). Instead, students classified as having ADHD had problems with the comprehension of longer passages (McGee, Partridge, Williams, & Silva, 1991).

In spelling, studies (that have controlled for IQ differences) have found that students classified as having ADHD score lower on standardized measures of spelling than their peers without disabilities (e.g., August & Garfinkel, 1990). Although spelling is primarily a phonological-orthographic (sound and sound-symbol) task, some researchers have suggested that the spelling problems of students classified as having ADHD may also be, in part, a selective attention task (e.g., Zentall, 1993). One study showed that the spelling performance of students classified as having ADHD could be improved simply through practice with target words (Fitzgerald, Fick, & Milich, 1986).

In math, studies have shown that students classified as having ADHD performed significantly lower than their peers without ADHD on timed tasks of math calculation, even when differences in IQ were controlled (Ackerman, Anhalt, Holcomb, & Dykman, 1986; Zentall, 1990; Zentall, Smith, Lee, & Wieczorek, 1994). As in the studies of
spelling, researchers have speculated that the slower speed of students classified as having ADHD on math tasks might be attributed to their inability for sustained attention on repetitive tasks and lack of mastery of rote skills. Other studies suggest that students classified as having ADHD may have more difficulty on timed math tasks because of a combination of weaker computational skills, slower visual-motor speed, and more off-task behaviors (Barkley, Anastopoulos, Guevremont, & Fletcher, 1991; Zentall, 1990).

In addition to specific problems with one academic area such as reading, spelling, or math, researchers have reported that younger students classified as having ADHD exhibit handwriting difficulties; however, the reasons for these difficulties may be confounded by other factors. When controlling for visual-motor skill, for example, differences in handwriting errors between students classified as having ADHD and students without the disorder were not significant (Zentall & Kruczek, 1988). This finding suggests that the handwriting difficulties of students classified as having ADHD may be due to visual-motor deficits (Zentall, 1993). Alternatively, both poor handwriting and deficits in visual-motor skill may be the result of a third variable, failure to sustain attention to tasks that involve repeated practice (Zentall, 1993). Zentall and Kruczek (1988) found that students classified as having ADHD made more errors and had poorer handwriting ratings on a copying task than students without ADHD even after repeated practice on the task.

Barkley (1998) found that adults who were diagnosed with ADHD as children not only had lower levels of educational attainment but also reported having been suspended or expelled from school more often than their counterparts. Taken together, expulsion and dropout rates for these students approach 50 percent. Studies suggest that these early failures in academia lead to a lifelong downward spiral in terms of academic performance for students with ADHD.

**Manifestation of ADHD Symptoms**

Parents may first notice what appears to be deviant behavior in the home when the child with ADHD is very young. Research shows that when a parent report leads to a diagnosis of ADHD, it is highly likely that the teacher report will also be positive. This occurs even when parents and teachers do not agree strongly on individual symptoms.
Despite low to moderate correlations for individual symptoms, one study found that 90.7% of children with parent-reported ADHD had a positive teacher report for the diagnosis (Biederman, Rosenbaum, & Hirshfeld et al., 1990). This high, positive, teacher diagnostic rate suggests that clinicians can have a reasonable degree of certainty that difficult behaviors exhibited by these children manifest at both home and school.

By first grade, children with ADHD are typically identified as deviant or immature. Children in these early grades are required to sit still, attend, listen, obey, inhibit impulsive behavior, cooperate, organize actions, and follow through with instructions as well as share, play well, and interact pleasantly with other children in addition to completion of curriculum requirements (Barkley, 1998). Because of their poor social skills, these children are rarely tolerated in group activities or are ejected from social clubs or extracurricular activities (Barkley, 1998). Further psychosocial impairments include difficulties with parents as compared to normal peers, as well as problems during spare-time (Biederman, Faraone, & Chen, 1993).

During middle childhood and elementary school, ADHD symptomology tends to escalate for these children. The child with ADHD begins to display symptoms of inattention as classroom demands require sustained attention to tasks (Hart, Lahey, Loeber, Applegate, & Frick, 1996) while the hyperactive symptomology from preschool continues with some decline (Barkley, 1998). By later childhood, these patterns of academic, familial, and social conflicts have become well established and at least 40% to 60% of these children have developed Oppositional Defiant Disorder (ODD) and as many as 25% to 40% are likely to develop Conduct Disorder (CD) (Barkley, 1998).

Eventually, fewer students with ADHD continue on to complete a post-secondary education compared to their non-disabled peers (Barkley, 1998). Nevertheless, the number of students with ADHD in post-secondary institutions continues to grow (Klien & Mannuzza, 1991). Barkley (1990) estimated that between 1% and 3% of the college population may have ADHD significant enough to warrant treatment and accommodation.

**Academic Impairment of College Students with ADHD**

Few studies have investigated the nature of academic dysfunction experienced by
college students with ADHD in relation to symptoms of the disorder. In these few, college students diagnosed with ADHD have reported problems with study skills, as well as note taking, summarizing, outlining, and test taking (Zwart & Kallemeyn, 2001). Reaser, Prevatt, & Petscher (2007) found that college students with ADHD report significant difficulty in the areas of time management, concentration, selecting main ideas, test strategies, motivation, anxiety, information processing, and self testing, as related to their peers. Similarly, Javorsky and Gussin (1994) reviewed studies suggesting that college students classified as having ADHD often exhibit problems with study strategies, note taking, summarizing and outlining, and test taking. Heiligenstein and Keeling (1995) found that the self-reported histories of college students classified as having ADHD revealed low academic achievement, as well.

Other documented problems that contribute to academic failure for college students with ADHD include negative attributional style (internal, stable, and global causes) and internal restlessness (Tominey, 1996; Weyandt, Iwaszuk, & Fulton et al., 2003). Wallace, Winsler and NeSmith (1999) found that students with ADHD demonstrated motivational impairments characterized by a preference for easy work, less enjoyment of learning, less persistence, and a greater reliance on external than on internal standards to judge their performance. Based on surveys of disability service coordinators, McDonald-Richard (1995) reported that academic performance by students with ADHD was hindered due to problems in self-regulation, task persistence, and attention.

Heiligenstein, Guenther, Levy, Savino, & Fulwiler (1999) compared a small number of students (n = 26) who were first classified as having ADHD in college with students without ADHD (n = 28) who presented with career concerns at the university counseling center. Students classified as having ADHD reported poorer functioning than the comparison group on several academic variables. The students classified as having ADHD had lower mean grade point averages, (ADHD M = 2.5; comparison M = 3.2) and were also more likely to be on academic probation. In the same study, on the Inventory of Common Problems, a self-report rating scale for college students, the ADHD group reported significantly more academic problems than the comparison group. Moreover, students classified as having ADHD did not differ significantly from the comparison
group on questions relating to anxiety, depression, interpersonal relationships, physical health, substance use, and lethality (e.g., suicidal ideation). From these findings, Heiligenstein et al. suggested that understanding the pattern and development of academic impairment in ADHD is particularly important because the majority of their participants did not have academic problems that were apparent during childhood. Consequently, they hypothesized that the onset of academic impairment and subsequent classification of ADHD may be related more to external factors (e.g., academic difficulty at a particular university, loss of family structure that supported academic success, absence of individual education services) than to the presence of ADHD symptoms per se.

**Problems Specific to the ADHD Adult**

Because college is often the first time students with ADHD have been in an unstructured setting without older adults to provide boundaries, many students with the disorder suffer even greater academic failure and defeat than when they were younger (Quinn, 2001). Furthermore, the widespread belief that earning a college degree is mandatory for future financial well-being can represent a huge dilemma because a traditional academic environment is perhaps the most difficult place for someone who has ADHD to feel good or succeed (Murphy, 2005). According to Murphy (2005), what often happens is that young adults who have ADHD go off to college not because they want to, but because their parents essentially demand that they do. He maintains that a common outcome is that "students start out with good intentions, but eventually their effort and motivation fades, they are unable to resist the myriad distractions that compete with schoolwork, and they become overwhelmed and fail." Obtaining information and assistance from teachers at this level is increasingly difficult, as well. They are not available during school vacations and because college students have multiple teachers who each have hundreds or even thousands of students, it is difficult to establish personal working relationships with them.

Over the course of the semester the college student with ADHD may find themselves believing that they can rely on their strengths to finish with a passing grade, which may have worked at the lower levels of their academic career. However, in most cases,
techniques such as charm and persuasion that may have worked in the past are no longer sufficient at the college level. Most adolescents and adults report having great difficulty in focusing, meeting deadlines, following tasks through to completion and sustaining effort and motivation, especially in tasks that are considered boring or irrelevant. They also report being easily sidetracked, being forgetful, having inconsistent work and school performance, being disorganized, failing to plan ahead, having mood swings and a quick temper (Murphy, 2005). The result is that the student’s low self-esteem is further validated and parents often feel angry and resentful about the loss of time, trust, and money. Furthermore, the sharpened degree of academic and social pressure facing college students can be especially intense to those with ADHD, increasing their risk for substance abuse, social interaction and relationship difficulties, low self-esteem, and high-risk sexual behaviors (Barkley, 1998; Kilcarr, 2001; McCormick, 1998; Weiss & Hechtman, 1993).

Most adolescents and adults who have ADHD report significant performance problems in the workplace as well. One study (Murphy & Barkley, 1996) found that compared with control adults, adults who have ADHD had significantly more impulsive quits, terminations, and chronic employment difficulties. Common difficulties include impulsive speech, careless errors, disorganization, lack of timely completion of paperwork, tardiness, inconsistent attendance, missing of deadlines, lack of follow-through, poor time management, short temper, problems with supervisors and coworkers, inattention in meetings, and general inconsistency in performance. They may leave jobs because of an inability to tolerate what they view as a boring, repetitive, and unrewarding daily routine. Nadeau (1998) purports that therapists who work with adults who have ADHD need to have at least some willingness and ability to work on vocational issues because work is such a high-stakes area and central to overall life satisfaction. Successful vocational adjustment has huge implications for marital and family functioning, self-esteem, stress level, and financial stability. For all of these reasons, finding a successful educational and vocational niche and developing appropriate coping strategies is of importance for the adult who has ADHD.

Family members, significant others and even the individuals with ADHD themselves can become exasperated and at a loss to understand or explain how they are
seemingly unable to translate their obvious talents into better outcomes. Barkley has referred to ADHD as a “disorder of the scut work of daily life” (2002) because it interferes in the routine tasks of daily living and can cause great frustration with spousal and family relationships. Typical refrains from spouses who do not have ADHD include complaints that their partner is forgetful, unreliable, a poor listener, self-centered, messy, disorganized, chronically tardy, and never listens or finishes anything (Nadeau, 1996). Spouses may also complain that they feel overburdened, are the glue that holds the family together, and feel they have to take care of another child instead of having an equal partner. Sometimes they wonder why it seems their spouse can function reasonably well at work and then fall apart and become disorganized and inefficient at home. Often, after years of arguing and trying to induce their partner to change, they realize the futility of their efforts and reluctantly resign themselves to believing things cannot change.

For many of these older adolescents and adults with ADHD, they are forced to live with chronic feelings of demoralization, discouragement, ineffectiveness, and intense frustration caused by their persistent shortcomings. Unlike other disorders with more obvious symptoms, ADHD is sometimes referred to as an “invisible” disability because others perceive the person as capable, intelligent, and otherwise normal, and there is nothing obviously wrong that would explain the negative or inconsistent behavior pattern. For this reason, these individuals' behavior is frequently attributed to bad character, low motivation, or willful misconduct. As a result, adolescents and adults living with ADHD have often endured a litany of negative messages about them from teachers, parents, peers, or supervisors. For example, they may be directly or indirectly told they are lazy, unmotivated, irresponsible, immature, self-centered, inconsiderate, or dumb (Murphy, 2005).

**ADHD and Intelligence**

Often, students with ADHD are often seen as a problem to be fixed, rather than the problem lying within the learning environment. However, despite problems in academia for some students with ADHD, it does not appear that students with ADHD lack the intellectual ability to learn. Barkley (1994) found students with ADHD to be of average to above average intelligence. These students are smart, but in ways not typically
demonstrated in schools. Schirduan (2002) found a pattern of cognitive abilities in students with ADHD noticeably different from the academic profile generally valued in schools. She believes that the traditional curriculum of public schools is heavily composed of two (linguistic and logical-mathematical) of Gardner’s (1993) eight intelligences. Though all children may possess all eight intelligences to some degree, they also may have a natural proclivity at a young age toward one or two of the intelligences, which is carried throughout their lives. Her studies found that more than half of young students with ADHD possessed the naturalist and spatial intelligences as their predominant intelligences (Schirduan 2000). Based on these findings, Schirduan proposed that children who have other intelligences (such as those with ADHD), including musical, bodily kinesthetic, spatial, intrapersonal, interpersonal, and naturalist, may gradually disengage from traditional classroom learning.

It is suggested that 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). In separate long-term studies following children with ADHD into young adulthood, Manuzza, Klein, Bessler, Malloy, & LaPadula (1993) discovered that 12% and 15% of their samples with the disorder had completed a bachelor’s degree. These studies suggest that some students with ADHD are able to successfully cope with and manage their symptoms, achieving a measure of academic success (Faigel, 1995; Hallowell & Ratey, 1994; Heiligenstein and Keeling, 1995; Kaplan and Schachter, 1991; Nadeau, 1994; Quinn, 1993). If researchers are able to pinpoint the measures used by these select few, perhaps they will become better equipped to help students with ADHD who are unable to succeed.

Differences between normal students and those with ADHD make sense considering the number of studies that have consistently demonstrated significant biological differences between individuals with ADHD and those without the disorder. Studies show that college students with ADHD use fewer coping behaviors than their peers without the disorder (Turnock, 1998). These individuals approach studying in a less-organized, less methodical way. They procrastinate more and employ less self-control, self-disciplinary strategies. The idea that students with ADHD are unable to
Develop and implement coping strategies due to deficits related to the disorder is supported by theories that describe ADHD as deficits in executive functioning (Barkley, 1997; Denckla, 1993; Hallowell & Ratey, 1994; Nadeau, 1995; Quinn, 1995).

**History and Etiology of ADHD**

Psychological theories of ADHD started with a focus on attentional processes at the core of the problem (Anastopolous & Shelton, 2001). However, more recent theories have proposed more specific explanations such as deficiencies in the regulation of behavior to situational demands, self-directed instruction, self-regulation of arousal to environmental demands, and in rule-governed behavior. Although each of these proposed explanations vary, they all see poor executive functioning as a core problem. The executive functions of the brain are those that help people attend to, plan, organize, and control their behaviors. These include attention, memory, organization, planning, initiation, self-inhibition, ability to change set, strategic behavior, and self-monitoring (Nadeau, 1995). Due to the recent focus on the biology of ADHD, theorists have recently moved toward more of a neuropsychological approach.

Early on, ADHD was believed to be biologically based. Ingram (1956) published a paper entitled, “A Characteristic Form of Overactive Behavior in Brain Damaged Children,” in which he reviewed a group of 25 children who demonstrated hyperactive behavior. The “behavior symptoms exhibited were…marked restlessness, distractibility, and an inability to concentrate…” Ingram further noted that 13 of these 25 children had a history of birth difficulties. A year later, Laufer and Denhoff (1957) used the term “Organic Behavior Syndrome” to describe children with “hyperactivity; short attention span and poor powers of concentration, impulsiveness, explosiveness, variability, and poor school work.” Although these early theorists were not capable of pinpointing the origin of these deficits, they were most likely on target in believing that ADHD symptoms were of a biological origin.

Across the lifespan, the disorder is primarily conceptualized as a deficit in behavioral inhibition, contributing to a further impairment in self-regulation (Barkley, 1997; Pennington & Ozonoff, 1996). Gray (1987) proposed two antagonistic systems exerting an influence on the possibility of a behavioral response. The first, known as the
behavioral activation system (BAS), responds to cues or conditional stimuli for reward and actively avoids punishment. Meanwhile, the behavioral inhibitory system (BIS) inhibits behavior in response to cues or conditioned stimuli, which result in fear or anxiety, and the nonoccurrence of an expected reward. Based on this idea, Quay (1988, 1993, 1997) suggested that what was then known as Attention Deficit with Hyperactivity Disorder might be due to an underactive BIS. Barkley (1997), one of the leading researchers in the area of ADHD, has developed a similar theory of executive functioning, based on incapacity to inhibit prepotent responses, stopping ongoing responses, and inability to delay competing responses. Barkley suggested that inhibition was predominantly a cortical function.

During the 1990s, several scientific advances allowed scientists to more fully explore the inner workings of the human brain. Throughout this time several studies were published using a variety of neuroimaging techniques in attempts to better understand ADHD. These neuropsychological batteries alerted scientists to several specific areas of the brain that may be at least partially responsible for ADHD behavior in adults. The advent of structural brain imaging, first with computed tomography (CT) and later with magnetic resonance imaging (MRI), paved the way for more precise anatomical localization of the cognitive deficits (D’Esposito, Ballard, Zarahn, & Aguirre, 2000). Structural neuroimaging studies with individuals with ADHD have shown volumetric abnormalities in several areas of the brain. These areas include the frontal lobes, basal ganglia, corpus callosum, and parietal lobes (Castellanos, Giedd, & Marsh et al., 1996; Filipek, Semrud-Clikeman, & Steinggard et al., 1996; Casey, Trainor, & Orendi et al., 1997; Aylward, Reiss, & Reader et al., 1996; Hynd, Semrud-Clikeman, Lorys, Novey, & Eliopulos, 1990). Functional neuroimaging, broadly defined as techniques that provide measures of brain activity, has further increased our ability to study the neural basis of behavior. Studies have found that even young adults with ADHD have diminished cerebral metabolism (CMRgic) as compared to their normal, adult counterparts (Zametkin, Nordahl, & Gross et al., 1990). As a result, they show more brain activity in the caudal part of the anterior cingulate, an area implicated in controlling motivational behaviors. This piece of evidence may help to explain the impulsive nature of adults with ADHD. Without the motivation of pain unpleasantness produced by
normal levels of CMRglc in the caudal part of the anterior cingulate, adults with ADHD may not feel the need to monitor their behaviors.

Ernst (1998) found that adults with ADHD have abnormally low enzyme activity in the medial and left lateral areas of the prefrontal cortex. The prefrontal cortex is one of three major divisions of the frontal cortex, along with the premotor and motor regions. This area is further subdivided into the orbital, dorsolateral, and mesial regions (Siedman, 2004). The prefrontal cortex is associated with several functions. Lesions on the orbital region affect social disinheriting and impulse control. Dorsolateral lesions affect organizational, planning, working memory, and attentional dysfunctions. Mesial lesions are connected to dysfluency and the slowing of spontaneous behaviors. Finally, motor and premotor cortices are associated with elemental and sequential motor movements (Siedman, 2004). A second study of adults with ADHD in relation to the prefrontal cortex (Hessliner, Tebartz, & Thiel et al., 2002) indicated that there is a significant reduction of the volume of the left orbital-frontal cortex in men with ADHD as compared to controls.

A growing amount of neuropsychological and neuroimaging research also indicates that there exists dopaminergic (DA) system abnormalities found in adults with ADHD, which is contained in the prefrontal and nigrostriatal regions of the brain (Ernst, 1998; Giedd, Castellanos,& Casey et al., 1994; Hynd, Hern, & Novey et al., 1993; Zametkin et al., 1990). Executive processing occurs in the brain’s frontal lobes (Clark, Geffen, & Geffen, 1986; Goldman-Rakic, 1992), while motor control occurs in the basal ganglia (Graybiel, 1991), both regions of the prefrontal cortex. It is hypothesized that individuals with ADHD have dopamine polymorphisms (hypo- or hyper-functioning) in this area, which affect these pathways, thus causing these symptoms of ADHD. DA in the brain’s frontal cortex also has implications for motor activity. These individual agonists, which increase the post synaptic response, are thought to increase DA movement, thus increasing motor activity.

Neuroimaging has, in many respects, revolutionized the study of behavioral neurology and cognitive neuroscience (D’Esposito, Ballard, Zarahn, & Aguirre, 2000). However, because no one neuroimaging technique can fully explain the neurological makeup of any individual, scientific studies have included a multitude of perspectives
and methods to study adult ADHD. Some researchers have turned to genetics to try to explain the dysfunction and abnormalities. Studies on families, twins, and siblings have shown moderate to high concordance rates (from 29% to 91%). As a result of these high concordance rates, genetic analysts have begun the search for a single gene that accounts for ADHD. The genes that are currently proposed include a dopamine transporter gene on chromosome 5, a dopamine D4 receptor gene on chromosome 11, and a site on chromosome 6 (Anastopoulous & Shelton, 2001).

Social factors are not supported in the literature as a sole cause of the development of ADHD, but such factors tend to exacerbate symptomology, contribute to persistence of symptoms, and contribute to associated comorbid diagnoses (Barkley, 1998). For example, home factors, such as poor parenting, chaos at the home, or poverty may aggravate symptoms of ADHD, but the causal link has not been found. Along these lines, Satake, Yamashita, & Yoshida (2004) indicated that the interpersonal relationships in families of children with ADHD, CD and ODD were more conflictive and less organized than those of controls. At the same time, these findings may add to the literature on genetics, as the parents may have had ADHD thus explaining the chaos in the home (Anastopoulous & Shelton, 2001).

Environmental conditioning may play a large part in the process of developing these symptoms simply because environmental adjustments (e.g., behavior modifications) are commonly used in conjunction with prescription drugs in the post diagnosis treatment of ADHD. If the environment is monitored prior to diagnosis of the disability, then it may yield information important for the conditioning of these individuals during formative years of human personality. Understanding the student’s environment, its deficiencies or excesses in the early developmental stages may give direction on how psychological and behavioral engineering can provide proactive environmental adjustments for children at risk of developing ADHD. In essence, if the environment is capable of adding to the disorder, then the environment can be used to help reduce the symptoms manifested by the disorder (Abramowitz & Oleary, 1991). Barkley (1998) discounts the fact that ADHD can arise purely from social and/or environmental factors. These factors, however, can contribute to the manifestation of the symptoms in each individual case. Therefore, the treatment process has become centered on social and environmental
accommodations.

Over the past decades, concepts of ADHD have evolved from narrow behavioral symptom clusters to broader notions of deficient self-regulation; and from a focus on lower brain centers to theories that involve frontal and prefrontal regulation (Hinshaw 1994). These current conceptions of underlying mechanisms account for a wide range of problems including those of academic, social and cognitive dimensions. Still, further large-scale studies are needed to more precisely determine the biological versus environmental influences on ADHD (Levy, Hay, McGlaughlin et al., 1996).

Seeking Help

Often, first attempts at seeking help from mental health professionals, tutors, parents, or well-meaning friends do not make much of a difference to the individual with ADHD. Consequently, those who have ADHD often report feeling disillusioned and demoralized and have learned to expect disappointment as a natural consequence of their efforts. This unfortunate and sometimes devastating mindset can be altered. If ADHD is properly managed, the individual can have significant and sometimes dramatic improvements in life functioning (Murphy, 2005).

Sometimes simply being diagnosed and treated by a professional who really understands ADHD can bring tremendous relief to individuals with ADHD. For the first time they may finally feel understood and receive an explanation for their lifelong pattern of difficulties. Just the realization that somebody truly understands and empathizes with what they have been struggling with can be extraordinarily therapeutic to many individuals. The challenges then becomes devising a treatment plan to live more effectively and ultimately gain better control over the disorder so they can optimize their functioning.

Current Interventions for College Students with ADHD

College students with ADHD have several intervention options, which can help them to be competitive with their peers. Still, no one intervention technique has proven effective for all individuals with the disorder. Current interventions include giving information and training to teachers and staff about ADHD, behavior modification
techniques, counseling, social skills training, medication, coaching, and classroom accommodations.

Psychopharmacology has been the only rigorously studied treatment option for adults with ADHD. Medications such as Adderall, Ritalin, Stratera and other popular psychostimulant medications (methylphenidate and amphetamine) for ADHD act by affecting dopamine transmission, thus reducing symptoms (Kiyatkin & Rebec, 1996). However, in controlled studies of stimulant medications, and open studies of tricyclic, monoamine oxidase inhibitor, and atypical antidepressants, 20–50% of adults are considered nonresponders due to insufficient symptom reduction or inability to tolerate these medications (Wender, 1998; Wilens, Spencer, Biederman, & Schleifer, 2002a). Moreover, adults who are considered responders typically show a reduction in only 50% or less of the core symptoms of ADHD (Wilens, Biederman, & Spencer, 1998; Wilens et al., 2002a and Wilens, Biederman, & Spencer, 2002b). Given these data, guidelines for pharmacological interventions call for adjunctive behavioral treatments (Dulcan & Benson, 1997), and clinical recommendations and guidelines exist for providing psychotherapy for adults with ADHD (Hallowell, 1995; McDermott, 2000; Nadeau, 1995). While psychopharmacology may ameliorate many of the core symptoms of ADHD (attentional problems, high activity, impulsivity), many researchers believe that it does not provide a patient with concrete strategies and skills for coping with associated functional impairment (Safren, Sprich, Chulvick, & Otto, 2004). Quality of life impairments such as underachievement, daily organizational and administrative goals (e.g., bills, mail, and hassles), weekly work or school related tasks, and relationship difficulties associated with ADHD in adulthood (Biederman et al., 1993; Murphy, & Barkley, 1996; Ratey et al., 1992) require active problem-solving, which can be achieved with skills training over and above medication management.

Individual counseling and counseling groups can provide information, advocacy, instruction, and support (Richard, 1995). A recent study by Safren, Otto, & Sprich et al. (2005) found that cognitive behavior therapy (CBT) for adults with ADHD is a feasible, acceptable, and potentially efficacious next-step treatment approach, worthy of further testing, especially in terms of secondary symptoms such as depression and anxiety. However, there were several limitations to this small-scale study, which represented the
first test of this cognitive behavioral therapy for adults with ADHD. First, the small sample size pointed to the importance of replication. Second, the pharmacotherapy was not controlled, and, despite instructions not to change medicines, researchers discovered that two individuals in the continued psychopharmacology condition and one individual in the CBT condition changed medicines during the study period. The study also only examined post-treatment outcome, and did not have a follow-up period to investigate maintenance of gains. In addition, earlier research has demonstrated that skill building approaches, such as social skills training, have not been of much benefit (Abikoff, 1985, 1987; Barkley, 1990; Diaz & Berk, 1995) and that short-term psychosocial treatment effects do not typically generalize outside the context in which they are applied (Abikoff & Gittelman, 1984; Barkley, 1987, 1990; Barkley, Copeland, & Sivage, 1980). While group therapy is underutilized and under researched, hearing how others cope and manage their symptoms, realizing there are others who have similar problems, and having a safe and supportive place to ask questions and try out new behaviors and interpersonal skills are all valuable advantages of group counseling (Murphy, 1998). Further studies must continue to examine CBT and other modes of individual and group therapy as possible approaches to treating adults with ADHD.

Classroom accommodations made by many teachers include extra time on tests and note-taking assistance. Under the Americans with Disabilities Act (ADA) anyone who has a legitimate disability has the right to seek appropriate accommodations for a wide range of physical and psychiatric disabilities, including ADHD. Accommodations may be defined as assistive devices or adaptations that serve to ease the impact of the disability on a particular activity (Gordon & Keiser, 1998). Several tools and devices can help individuals with ADHD with communicating, writing, spelling, staying organized, remembering important information and dates, keeping track of time, etc. Word processors and programs such as spell check and grammar check can aid in writing and spelling more quickly, legibly, and effectively. Personal digital assistants (PDAs) (e.g., Palm Pilot) offer a wide range of services and components including an electronic address book, day planner/calendar, to do list, and note pad. Some of these devices can also be programmed to set off an alarm at strategic intervals to help keep track of time. E-mail, cell phones, and text messaging make communication easier, more spontaneous,
and faster. Numerous software programs assist with personal finances and taxes. Websites devoted to organizational skills, time management, and just about any other relevant topic are immediately available on the Internet. Electronic banking offers on-line bill paying including setting up recurring automatic payments every month to protect against delinquent payments and late fees. Books on tape and voice-activated word processing programs can assist in learning and writing. Sometimes even low-tech solutions such as utilizing sticky notes in strategic places as a visual reminder are helpful. However, proficient use of devices and aids requires time, persistence, and practice.

Experts recommend multi-modal treatment for students with ADHD, including a combination of academic, behavioral, and medical interventions to help them succeed at home, work and school. Research suggests that no one intervention seems to be eliminating the difficulties faced by these individuals, especially in terms of school failures. The National Institute of Mental Health (NIMH) Multimodal Treatment of ADHD Study (MTA, 1997), the largest randomized treatment study ever done, found that psychosocial treatments in combination with medication resulted in the best outcomes. Even if nonpharmacological treatments do not “cure” ADHD, they can certainly help the person cope with the emotional, attitudinal, and behavioral issues and the comorbid conditions often associated with ADHD.

While standard psychotherapy in conjunction with medication continues to be a popular method of dealing with symptoms, experts agree that students with ADHD perform best with clear expectations and immediate feedback. Barkley (1995; 1997) has suggested that the problem for students with ADHD is not a skill deficit, but rather a difficulty with behavioral execution and self-regulation. He suggests that students with the disorder may possess knowledge of coping strategies effective for most people, and may have even tried some of them for themselves. However, when significant difficulty arises due to underlying executive processing mechanisms, successful performance is unachievable. These individuals find it very difficult to sacrifice an immediate reward either to gain some longer-term reward or to avoid some later harm. Barkley thus recommends interventions that provide a more effective course of action than teaching the use of coping mechanisms or other non-performance based techniques. Perhaps one of the most innovative and promising new intervention methods as far as academic and
life management success for college students is ADHD coaching, which offers a more highly structured, behavioral approach than traditional counseling.

**ADHD Coaching**

ADHD coaching helps the individual to problem solve various manifestations of their disability (Quinn et al., 2000) and a growing amount of research suggests its utility. However, the lack of empirical studies documenting its effectiveness has left many scientists and practitioners skeptical about the efficacy of coaching as an intervention for individuals with ADHD. Still, many professionals feel that ADHD coaching has the potential to be an effective treatment (Swartz, Prevatt, & Proctor, 2005).

ADHD coaching 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). Coaching 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. Useful strategies for ADHD college students to learn include organizational skills, time-management, goal setting, and specific study skills (Finn, 1998; Willis, Hoben, & Myette, 1995). 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 is similar to traditional counseling in several ways (Jaska & Ratey, 1999). Coaching and counseling are similar in that both coaching and therapy 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. Unlike counselors, coaches do not explore serious emotional, cognitive, or behavioral problems of clinical intensity, such as depression, anxiety or substance abuse (Jaska & Ratey, 1999). Therapy is about insight; coaching is about action and getting things done (Favorite, 1995). It is a pragmatic, behavioral, results-oriented, “just do it” sort of approach, as opposed to a process, insight-oriented, intellectual approach. In Nancy Ratey’s (2002) words, “Coaching
focuses on what, how, and when—never why.” Coaching operates from a premise that the client is ready, willing, and able to work in a partnership with the coach and rise to the challenge of creating a better life (Ratey, 2002). If any emotional issues arise during the coaching process, the coach must have resources to refer the client. It is important that the coach have a working knowledge of psychological disorders in order to refer clients with more serious problems.

A coach may deal with feelings such as frustration, fear of failure, avoidance behavior, and loss of confidence. However, these feelings are dealt with in terms of what motivates client’s behavior and helps/hinders goal achievement. Coaching is based on a holistic, “wellness” model, intended to improve daily functioning and well-being or individuals without significant psychological impairment. It is an educational process rather than a treatment process. Coaches do not have to be licensed, formally trained, or possess a formal degree. Coaching is also more flexible than therapy since in-person meetings are not essential. Coaches and therapists can sometimes simultaneously work with a client, but boundaries must be made clear.

According to Jaska & Ratey (1999), the ADHD coach and client have a structured, goal-driven, strategy-oriented relationship. Goal completion and strategy building are the most important aspects of the coaching process (Jaska & Ratey, 1999). The focus is on developing strategies and skills to become more effective in everyday life. Each client receives very individualized help. Different clients may require help in different areas of life (e.g. school, work, nutrition, exercise, stress management, relationships, etc.). For each of these areas, the client and coach both agree on set strategies. The coaching relationship is safe, respectful, supportive for the client, and never coercive or punitive. It is the coach’s job to help the client understand how ADHD impacts their behavior and then encourage the client’s motivation and active involvement in making changes to this behavior. The coach also elicits creative strategies to serve the needs of the client. The coach and client are in contact many times during a week to monitor the client and encourage accountability. Contact can include in-person meetings, phone calls, and emails.

An important starting point in the treatment process is education about ADHD. Learning about ADHD is especially important at the outset of treatment but should be
viewed as having ongoing value as the disorder plays out over time and across situations. The more patients know about the disorder and how it specifically affects them, the better they will be able to devise individualized treatments targeting their highest-priority goals. Many older adolescents and adults who have ADHD do not fully understand its pervasive impact on their daily functioning. This pervasiveness needs to be explained explicitly to them as a way of helping them to understand the disorder. A sound knowledge base can help patients, spouses, parents, and family members cope more effectively, help patients make sense of what has been impairing them, and assist them in setting realistic treatment goals. Explaining the rationale for making the ADHD diagnosis and the ways in which the patient meets the *Diagnostic and Statistical Manual of Mental Disorders*, fourth edition (DSM-IV), criteria can help demystify the diagnosis and put it in the context of each patient’s own unique life experience (Murphy, 2005).

As part of the educational process, patients also need to understand that they are a potent force in their treatment and that what they do from here on out will have a significant influence on their outcome. It is very much a collaborative give-and-take process between therapists and patients. Patients need to do their part by actively engaging in treatment, practicing new skills, communicating honestly about obstacles they are encountering, dealing with inevitable setbacks, and working hard at making a genuine effort at accomplishing changes.

The initial meeting between the coach and each participant is used to explain the processes of coaching and cognitive training, discuss confidentiality, discuss the participant’s needs and goals, and establish guidelines for the coach-client relationship. The initial meeting also establishes frequency, duration, and methods of contact between the coach and participants. Unless special circumstances are needed, clients meet with the coach once per week for one hour, in order to establish some consistency. In accordance with the coaching philosophy, the client determines the details of communication, which can include phone calls, and/or emails as reminders and encouragement to complete goals.

Also within the first meeting, rewards and consequences are established for the attainment or lack of attainment of weekly objectives and long-term goals, which are written down and signed by both coach and participant. Two to three long-term goals are
established as overall indicators of the participant's performance during the coaching process, and tangible possible achievements for the participant. This amount has proven to be the most effective (Swartz et al., 2005), as more than three goals tends to be difficult to manage, especially for those clients who have a hard time planning and structuring. These goals, as well as short term goals, are required to be measurable, observable, specific, reasonable, and motivating to the participant (Swartz et al., 2005). Furthermore, the long term goals are designed to extend past the eight weeks of coaching. Examples of these include raising one's grade point average or becoming more financially secure. The coach is not to make any specific suggestions to the participant, but rather assist them in pinpointing their ideas and stating them in measurable terms.

Weekly sessions involve strategizing about the client’s behaviors, including discussion of obstacles, problem-solving solutions for overcoming areas of difficulty, modifying consequences, cognitive training sessions, and utilizing each week’s events as a stimulus for future actions. Weekly goals are established, beginning with the initial meeting, and each meeting thereafter. These objectives serve as smaller, more attainable steps toward achieving a more long term goal. Examples of these types of goals include passing an upcoming quiz or not going out to dinner in order to save money. Progress on weekly objectives can be charted for visual representation of goal achievement.

Feedback given by the coach is carefully tailored depending on its effect on the client. Often, especially at the beginning of the coaching process, positive reinforcement is necessary to help foster self-esteem and motivate individuals with ADHD (Fiore, Becker, & Nero, 1993). It is necessary that the ADHD coach possess basic counseling and communication skills, such as listening, reflecting, questioning, and empathy, so as to cultivate the relationship between coach and client. To facilitate participants’ thinking about their own behavior, the coach can prompt the client with questions and should rarely give recommendations. The coaches questioning format models cognitive prompts that participants should ideally internalize and independently use to compensate for their deficits in executive functioning. Ultimately, the intervention is designed to transfer responsibility for change to the participants.

Throughout the coaching and cognitive training process, a system of rewards and consequences is used to help participants regularly attend sessions, successfully achieve
weekly objectives, and likewise, their long term goals. As with the development of goals, rewards and consequences are set up by the participants themselves, with little help from the coach. Consequences may include anything from having to drink a glass of milk for a milk despising client, to not allowing time to relax and watch television.

Individuals with ADHD perform best with clear expectations and immediate feedback (Fiore, Becker, & Nero, 1993). Generally, the more structure and routine incorporated into one’s life, the better. It helps to have explicitly stated goals, specific methods for accomplishing goals, and specific time frames for meeting goals. Implementing behavioral strategies targeting the most impairing problems can help clients gain better control over their life, reduce anxiety, and improve productivity.

Suggestions for coaching intervention include the following:

- Practice proactive planning by taking a few minutes every evening to plan for the next day. Get your needed materials ready (e.g., books, clothes, keys, phone numbers, work or school papers, medication), pack the car the night before, or do anything else that will prepare you and prevent rushed chaos the next morning.
- Make a daily “to do” list of important tasks and priorities and keep it with you at all times. Make additional copies in case you lose it.
- Keep things visually in sight by posting appointments, schedules, “to do” lists, and the like in prominent areas at home or work.
- Practice using an appointment book, Palm Pilot, or daily planning calendar, and write down appointments and commitments immediately.
- Keep notepads in useful locations (car, bathroom, bedroom, etc.) to document important thoughts and ideas that pop into your head that you want to remember.
- Learn and practice time management skills. Purchase a programmable watch to cue you so you do not lose track of time.
- Prevent feelings of being overwhelmed or discouraged by chunking large tasks into a series of smaller, more doable steps.
- When possible, delegate tedious, uninteresting, or detail-oriented work or household tasks to others.
- Use a color-coded file system, desk and closet organizers, storage boxes, and the like, to improve organization and structure in your life.
• Have multiple sets of keys made so losing them is not a disaster.
• Make sure you reward yourself for successes in meeting your goals.

As stated earlier, the ultimate objective in coaching is to help adults who have ADHD to take charge and initiate change in their life, learn to set realistic goals, and learn to follow through and stay the course until tasks are completed (Ratay, 2002). For example, teaching a college student time management and organizational strategies should not be viewed as providing a short-term solution to achieve a grade, pass a test, or otherwise complete some immediate task. Instead, it should be taught in the context of life training. These are skills and habits that when put into practice regularly as part of a daily routine will serve the person well in all aspects of life, including home, work, social, and daily adaptive functioning.

In one study, Zwart & Kallemeyn (2001) looked at the effectiveness of a peer-based coaching program for students with diagnosis of ADHD and/or LD. Researchers hypothesized that students in the experimental group would show significant improvements in self-efficacy and study skills. Peer coaches were taught about ADHD and LD; trained in building rapport, empathy, and confidentiality; and educated about the legal issues pertaining to disability support. During initial coaching sessions, students filled out a “Student Needs Checklist,” which assisted the students and coaches in deciding what to focus on. Each student was required to own a planner and the coaches helped students schedule times for schoolwork, study time, work, meals, weekly appointments, recreational time, and sleep.

Throughout the coaching process, study skills were reviewed, such as note-taking, highlighting, reading effectively, studying for objective/essay tests, and writing papers. Self-advocacy skills were also explored, using techniques such as role-playing. During each coaching session, each student’s progress was reviewed. The coaches then completed a coaching report after each session, which was read by the supervisor. Pretest/posttest comparisons of this study showed significant differences between the Experimental and Control groups on the Self-Efficacy Scale and the Learning and Study Strategies Inventory (LASSI; Weinstein, Palmer, & Schulte, 2002). The LASSI is an 80-item standardized, self assessment of practices and attitudes related to learning and studying. Scores of the Experimental group, which received the coaching, improved on
all LASSI subscales. The Control group, which did not receive coaching, improved on some subscales and dropped on others. Specific improvements for the Experimental over the Control group were found on 6 of the 10 LASSI subscales, including attitude, motivation, time-management, anxiety, selecting main ideas, and test preparation.

Recently Swartz, Prevatt, and Proctor (2005) provided the first empirically based case study of coaching clients. Participants filled out two pre/post-test measures: the LASSI and The Coaching Topics Survey. The Coaching Topics Survey is a self-assessment designed specifically for the case study, in which participants rated components of their academic and personal life on a scale of how badly they needed to work on each item. Using these self-report measures, researchers demonstrated marked improvements in the academic functioning of participants following 8 weeks of coaching services. In the specific case presented, the participant evidenced improvement in four of the seven areas she indicated as goals on the LASSI, as well as 8 of the 9 areas chosen as goals on the coaching topics survey. Specifically, 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.

Little controlled research has been undertaken on any of these psychosocial treatments so we are as yet unable to draw firm scientific conclusions regarding their efficacy. Our treatment choices remain largely at the level of anecdotal evidence, clinical experience, common sense, and, in some cases, extrapolations from the child ADHD literature. Although much has been proclaimed about the effectiveness of psychosocial approaches in treating ADHD, in reality there is to date almost no empirical evidence to support their efficacy.

The above studies help support the idea that students with ADHD can greatly benefit from newly developed coaching strategies, however, further data is needed. It is important that researchers continue to provide evidence toward the effectiveness of ADHD coaching for college students. Without further testing, ADHD coaching may represent the product of little more than pseudoscientific thinking (Goldstein, 2005). While several studies now provide testimonial evidence for the strategies utilized in coaching, more data is needed in terms of objective measures that may assess change in
participants and can document whether coaching results in behavior changes that are sustainable and generalizable (Swartz, Prevatt, & Proctor, 2005). Furthermore, bigger participant pools are needed to extend the current empirical findings.

**Synthesis**

Studies indicate that individuals with ADHD, already facing a disability that can be particularly crippling in an academic environment, are having more academic failures as compared to their peers, especially at the college level. These failures include lower grades, more failed or repeated grades, and fewer years of education completed (Biederman et al., 1993; Mannuzza et al., 1993; Barkley, 1998; Faraone et al., 1993). Approximately 25% of students with ADHD (vs. 2% of controls) never complete high school (Mannuzza et al., 1993). Moreover, fewer than 5% complete college, in contrast to 40% of their non-ADHD peer group (Weiss & Hechtman, as cited in Fowler, 1992).

College is full of new challenges that may be particularly difficult and overwhelming to the ADHD student (Javier & Gussin, 1994; Heiligenstein & Keeling, 1995; Reaser et al., In Press). Consequences of ADHD at the college level include procrastination, poor organization and time management resulting in academic underachievement, poor self-esteem, and difficulty keeping current with assignments and reading. Problems also arise in personal relationships and mood stability. Distractibility and difficulty focusing can lead to problems with reading comprehension, note-taking, and completing assignments and tests in a timely fashion. Impediments to success at the college level include issues that are both academic and/or personal (Barkley, 1998; Tominey, 1996).

Treatment options after proper ADHD diagnosis include academic support, ADHD coaching, pharmacotherapy, and cognitive behavioral therapy (CBT), among other intervention strategies. The first step in any intervention is student and family education. Some adolescents and young adults who learn that their life difficulties can be explained in large part by their diagnosis of ADHD may be highly motivated to start treatment. The majority of these individuals, though, are often more ambivalent about the diagnosis and the commitment of time and effort required to change behaviors and implement new coping skills. While medications have been widely studied and appear to
be helpful to a degree, most professionals agree that they should be used in conjunction with other treatment methods. However, few controlled studies have been undertaken on any of the psychosocial treatments so we are as yet unable to draw firm scientific conclusions regarding their efficacy. Regardless, of those available, ADHD coaching appears to be a promising treatment option. Many professionals feel that ADHD coaching has the potential to be an effective treatment based on observations, self-reports, and subjective assessment (Swartz et al., 2005).

Success in college is as much the result of nonacademic skills (e.g., executive functioning) as it is of academic skills. Executive functions include the ability to plan, set goals and priorities, get organized, locate needed materials, initiate actions, sustain attention, maintain effort, and apply flexible problem-solving strategies. Other relevant executive functions include the ability to monitor the results of one’s efforts, change mental sets or paradigms, utilize feedback appropriately, manage time, self-regulate, and maintain temporal and spatial structure. Students with ADHD may be able to meet the intellectual demands of school and yet still encounter serious difficulties with executive skills (Barkley, 1997). It is precisely this set of skills that a professionally trained ADHD coach seeks to address.

ADHD coaching involves a collaborative relationship between coach and student in which the coach assists the individual with ADHD in achieving his or her goals (Quinn et al., 2000, 2001). This might include developing and following a reasonable daily schedule, getting to classes in a timely fashion, keeping up with reading assignments, maintaining a clean bedroom or living space, keeping papers organized, and going to the library or to a designated study area on a regular basis. While there is little published research on the effectiveness of a professionally trained ADHD coach, a recent paper by Swartz et al. (2005) describes an 8-week coaching intervention initiated to help students improve their executive functioning. The report’s accompanying case study illustrates the coaching method. In the case described by Swartz et al, the student who received coaching demonstrated substantial improvement in many areas, such as time management, keeping track of possessions, planning, and prioritizing. Furthermore, there was a modest but meaningful increase in the number of hours devoted to studying, and the student achieved her goal of receiving a B grade in a difficult course. Although a
single case study is insufficient evidence to make generalizations, the paper’s findings are consistent with anecdotal clinical experience.

Therefore, researchers must attempt to provide further data regarding the utility of ADHD coaching for college students. Unfortunately, ADHD coaching does not lend itself easily to empirical research. While the basic principles of coaching are easily replicated, each client may use coaching in various ways, impeding internal consistency. Additionally, the symptoms of ADHD, such as disorganization and lack of self-regulation, potentially interfere with the coaching process, yielding high experimental mortality rates (Swartz et al., 2005). The application of a quantitative measure for comparisons across participants would help generate valid and reliable experimental research on ADHD coaching. However, an important first step would be to replicate and expand the case study method on additional subjects. Research suggests that these students are intelligent and capable (Barkley, 1994; Schirduan, 2000, 2002). It is important to provide additional empirical support of treatments that may help serve this population, so that they can ultimately succeed at the college level.

**Purpose of the Study**

The following research presents an in-depth examination of several college students with ADHD and their experiences with ADHD coaching. Currently, little information regarding the response of college students to ADHD coaching exists. Therefore, more information-rich data was needed before the possibility of a more specific, empirically based study was considered. This multiple-subject case study helped to expand our knowledge about the variations in human behavior in relation to this issue. The primary objective of this case study research was to learn more about the impact of ADHD coaching on individuals with the disorder, as well as the types of individuals who are interested in receiving such services.

While most researchers are interested in the "general" trend in behavior, a case study approach highlights individuality. Considerable information is gathered. Thus, the conclusions drawn are based on a more complete set of information about the subjects. Case-based methods can thus bring 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).

The theoretical statement guiding this research was that with an ongoing relationship with a coach, which focuses on clients taking action toward the realization of their visions, goals or desires, coaching can help college students with ADHD to meet the challenges and opportunities life presents. In the words of Zunitch (2001), "Coaching helps someone achieve a goal. It's about getting clients to act effectively for themselves--and in so doing to acquire self-perpetuating strengths--rather than doing their work for them." The idea is that through continuous reinforcement, the individuals' positive behaviors and self-efficacy will be strengthened, while his or her negative habits will weaken. Therefore, ADHD coaching echoes aspects of Behaviorism and Social Learning Theory in a combination of operant conditioning and observational learning (Bandura, 1982; Corey, 2001; Swartz et al, 2005). In addition, ADHD coaching possesses an aspect of Cognitive Theory, in that clients are made aware of how they are changing their behavior.

Ultimately, the purpose of this research was to provide a description of college students’ goal related and coping behavior in the context of ADHD coaching, while obtaining a comprehensive look at the process of ADHD coaching with college students. The qualitative measurements reported were derived from semi-structured interviews, case notes of the researcher on observations and impressions, and self-report measures of the participants. As qualitative research is inductive in nature, the research began with individual or specific findings and built to more generalized findings based upon the patterns and themes that emerged from the data and cross case synthesis.

**Research Questions and Hypotheses**

Specifically, the current study investigated the following 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?

In response to the above questions, the researcher hypothesized that:

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.
CHAPTER 2

METHODOLOGY

Participants and Setting

Participants were seven men and women previously diagnosed with ADHD. All of the participants were currently experiencing difficulties in academics and/or related activities at the college or graduate level, and were interested in receiving ADHD coaching as method of improving in these areas of difficulty. All of the participants were students at a university in Washington, DC, northern Virginia, or Maryland with the exception of one who was a high school senior attending college the coming fall. The participants were not required to give payment for the 8-weeks of services, nor were they offered any compensation for their efforts. Regardless of whether or not they were taking medication, all of the participants agreed to continue with their current personal regimen throughout the 8-weeks of coaching, as to not confound results. Coaching took place at the coach’s home in Washington, DC.

The participants were recruited online at a free advertising website www.craigslist.org. For those who inquired about receiving services, the coach replied either via email or a telephone call to further assess each individual’s qualification for the study. Sixteen individuals originally showed interest via email or a telephone called placed to the coach. Of those sixteen, three were not enrolled or attempting to become enrolled in school and two were not diagnosed with ADHD. For the eleven remaining participants that qualified for services, a call was placed to determine the sincerity of their interest. Two that were not reached did not return a phone call. Left with nine possible subjects, eight names were randomly selected and notified. While all eight committed to the study, one failed to attend the initial session and after promising to come the following week, missed the scheduled appointment for a second time and eventually sent her regrets via email.

Table 1 gives detailed demographic information regarding the seven participants selected for the current study. Of the seven selected, six fully completed the coaching intervention and post-test measures. One participant attended two short sessions, but
never set specific goals. The completed workbooks, transcripts, emails, and goal setting sheets for seven of the eight participants can be seen in Appendices 13-16.

Table 1
Participant Demographics

<table>
<thead>
<tr>
<th></th>
<th>Gender (a)</th>
<th>Ethnicity (b)</th>
<th>School Age (c)</th>
<th>Diagnosis (d)</th>
<th>Medication (e)</th>
<th>Counseling (f)</th>
<th>Type (g)</th>
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<td>1</td>
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<td>3</td>
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<tr>
<td>Aziz</td>
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<td>28</td>
<td>2</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>Jaime</td>
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<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Elizabeth</td>
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<td>1</td>
<td>3</td>
<td>2</td>
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<td>2</td>
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<tr>
<td>Justen</td>
<td>2</td>
<td>25</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

(a) 1= Female, 2= Male
(b) 1= White, 2= Non-White
(c) 1= High School, 2= College, 3= Graduate School
(d) 1= ADHD only, 2= Comorbid LD, 3= Comorbid Other
(e) 1= Currently on medication, 2=Not currently on medication
(f) 1= Currently in counseling, 2=Not currently in counseling
(g) 1= Predominantly Inattentive, 2= Predominantly Hyperactive, 3= Combined, 4= Don't Know

Participant Descriptions

Alissa: Female. Caucasian. 24. College Senior. Changed majors but currently majoring in Psychology. Diagnosed ADHD within last year. No comorbid disorders. Suffered from anxiety as a result of ADHD behaviors/symptoms. Self proclaimed perfectionist. Until recently was able to get by in school, but when things got tougher could not keep up. Often put her family before her self. Difficulty keeping friends because she found it hard to balance everything—therefore focused on school. Long distance relationship with boyfriend. In group ADHD counseling throughout the intervention and had received individual psychotherapy, but felt it only deals with emotions and did not teach her any skills. Took Adderall as needed but did not like side effects.

Alexa: Female. Caucasian. 27. College Senior. Changed majors but currently majoring in Conflict Analysis and Resolution. Diagnosed ADHD in recent months. No
comorbid disorders. Suffered from depression as a result of ADHD behaviors/symptoms. Self proclaimed perfectionist. Tried counseling but didn’t feel strong rapport with counselor. Had always “gotten by” because she is intelligent, but still struggled. Difficulty keeping friends because she did not make the effort to call and keep in touch. Long distance relationship with boyfriend (but they broke up during intervention so she could focus on school). Did not want to take any medication. Didn’t believe a system of rewards and consequences would work for her (but by the end she was amazed that it really did).

Aziz: Male. Middle Eastern. 28. Dismissed recently from law school and in the process of reapplying. Diagnosed ADHD as an adult. Several other diagnoses throughout the years including Obsessive Compulsive. Most recently doctors decided he is Bipolar. Claimed to be in a mixed state at one point during sessions, and depressed and anxious at other times. At the time of coaching was receiving multiple rejections from law schools he had applied to. Single. Claimed to have friends. Had difficulty following conversations in sessions. Took medication cocktail, including Adderall for ADHD but complained of side effects and cost. Had tried but did not enjoy counseling. Felt in addition to just “not helping” it can actually hurt people sometimes.

Susan: Female. Caucasian. 33. Nursing graduate student. Diagnosed ADHD in college. No comorbid disorders. Suffered from anxiety as a result of ADHD behaviors/symptoms. Self proclaimed perfectionist. Difficulty keeping friends because she did not make the effort. Single. Had not received counseling for ADHD. Said medication (Dexedrine) changed her life (in a good way) but was starting to be less effective. Did not want to increase dosage due to side effects and did not want to try another medication. Did well in school but said that everything else in her life was a mess.

Jaime: Female. Caucasian. 17. High School Senior already accepted to college. Had a human rights organization called “Teens for Peace.” Wanted to major in international relations. Diagnosed in 3rd grade. Took Dexedrin and did not have much of an opinion about medication but complained of side effects. The coach was contacted by her dad, but Jaime was adamant that she was very interested in the coaching for herself. Had trouble motivating herself to do work and parents were worried that once she was on
her own, she would not be able to get things done. Also diagnosed GTLD. Did not admit to self-esteem issues but had difficulty coming up with things she was good at, and was somewhat shy throughout sessions. No boyfriend but claimed to have lots of friends, which interfered with school work.

At the beginning of the intervention Jaime relied heavily on her parents for everything from filling out her strengths to administering rewards and consequences, but by the end she completely eliminated using her parents for anything except their approval of what was decided in sessions. Jaime claimed to meet every goal with no problem. At the end of the eight weeks her dad sent an email saying that while she had improved, he felt that she had embellished a little bit throughout the process so that she wouldn’t disappoint the coach. He also wanted the coach to keep working with her, but no further sessions were offered so as not to confuse results.

Elizabeth: Female. Caucasian. 49. Acupuncture graduate student. Diagnosed ADHD as an adult. Diagnosed LD for Auditory Input. Suffered from depression and doctors debated whether it is as a result of ADHD or a separate diagnosis. Got anxious as a result of procrastination/ADHD behaviors. Divorced two years prior with an 8 year-old son. Dated but symptoms such as being late caused problems in the relationship. Missed the first meeting but was very apologetic. Late to the next several but by the end was coming on time. Issues with self-esteem. Very frazzled in appearance and behavior. Caught in a cycle of “piling it on and playing catch-up”. Hired a personal coach in the past. Found it helpful during but didn’t continue to use skills she was taught. Took Lexapro for Depression but was not sure if it is the right medication. Had not received counseling. Seemed to allow things to come up and keep her from meeting her goals, but gained a lot of insight.

Justen: Male. Caucasian. 25. Graduate student in business. Diagnosed ADHD at age 16. Tried Adderall but did not like the side effects and stopped taking it. Received some counseling in high school for ADHD but did not remember it being very regular or beneficial. No comorbid disorders. Considered himself very anxious. Did not claim to have any self-esteem problems, but appeared almost arrogant as if he was overcompensating. Appeared very interested in coaching at first but it later became apparent that his tendency to be impulsive may have caused him to prematurely commit
without thinking things through. By the time he actually got to the first session he was expressing concerns over making sessions, which proved to be correct. Never regularly met with the coach, and post test data on him seemed like he was trying to give the coach what he thought they wanted to hear. Post test LASSI is not usable. Had a girlfriend who he complained about during sessions. Didn’t follow conversations well and in his words, went off on “tangents.”

**Design**

The current study was a qualitative case study. There is no single accepted design for a qualitative research proposal (Glesne & Peshkin, 1992; Meloy, 1994). The processes of qualitative research are multiple: they are linked to each other and to the person who is the research instrument. In quantitative design a systematic progression approach is used. In contrast, the image of progression in qualitative research is not linear and logically visible. Case study is an ideal methodology in cases like these, when a holistic, in-depth investigation of a new intervention is needed (Feagin, Orum, & Sjoberg, 1991). It can be seen to satisfy the three tenets of the qualitative method: describing, understanding, and explaining.

There are two main types of case studies: (a) fully developed narrative approaches to guide learners through an extended discussion and exploration process, and (b) shorter case presentations that offer critical information at specific points in decision-making. The former is used primarily for social studies and liberal arts and the latter is used widely in medical education. Therefore, the current research will utilize a narrative approach.

Yin (1993) has identified some specific types of case studies: *Exploratory*, *Explanatory*, and *Descriptive*. Exploratory cases are sometimes considered as a prelude to social research. Explanatory case studies may be used for doing causal investigations. Descriptive cases require a descriptive theory to be developed before starting the project. In all of the above types of case studies, there can be single-case or multiple-case applications. The current study will be considered exploratory, as it is designed to tell us more about the process and outcome of ADHD Coaching for college students, and provide ideas for future research. An exploratory case study, whether based on single or
multiple cases, is aimed at defining questions, constructs, propositions or hypotheses to be the object of a subsequent empirical study (Yin 1993).

The qualitative methodology proposed here is largely inspired by the work of Yin (1994), Eisenhardt (1989), Miles and Huberman (1994) and several others who are strong proponents of and have wide experience in this research approach (e.g., Stake 1995; Devers 1999; Crabtree and Miller 2000; Ryan and Bernard 2000). Methodology follows the recommendations of Yin (1994) and has four distinct stages: (a) design of the case, (b) conduct of the case, (c) analysis of the case study evidence, and (d) writing the case report and research implications. These first two steps have been addressed above.

**Analysis**

The third component of a case design is related to the fundamental problem of defining what the “case” is (Yin 1994). As a general guide, the definition of the unit of analysis must be related to the way the initial research questions have been defined and the generalizations desired at the project's completion (Yin 1994; Benbasat et al. 1987). The unit of analysis is a critical factor in the case study. Case studies tend to be selective, focusing on one or two issues that are fundamental to understanding the system being examined.

Case study is known as a triangulated research strategy. Snow and Anderson (cited in Feagin, Orum, & Sjoberg, 1991) asserted that triangulation can occur with data, investigators, theories, and even methodologies. Stake (1995) stated that the protocols that are used to ensure accuracy and alternative explanations are called triangulation. The need for triangulation arises from the ethical need to confirm the validity of the processes. In case studies, this could be done by using multiple sources of data (Yin, 1984). The problem in case studies is to establish meaning rather than location. Denzin (1984) identified four types of triangulation: *Data source triangulation*, when the researcher looks for the data to remain the same in different contexts; *Investigator triangulation*, when several investigators examine the same phenomenon; *Theory triangulation*, when investigators with different viewpoints interpret the same results; and *Methodological triangulation*, when one approach is followed by another, to increase confidence in the interpretation. In the current study, in order to increase the validity of
the process, the researcher will use a data source triangulation approach, in which she will interpret and assess the results for several individuals in differing contexts, using multiple sources of data and assessment techniques, and comparing them to previous results, namely, the single case conducted by Schwartz et al. (2005). These multiple cases will strengthen the results by replicating the pattern-matching, thus increasing confidence in the robustness of the theory. For any descriptive or interpretive statements, triangulation may be needed. However, because triangulation uses up resources and time, only the important data and claims must be deliberately triangulated. As stressed by Stake (1995), importance depends on our intent to bring understanding about the case and on the degree to which this statement helps clarify the story or differentiate between conflicting meanings.

Yin (1994) presents four applications for a case study model: (a) to explain complex causal links in real-life interventions, (b) to describe the real-life context in which the intervention has occurred, (c) to describe the intervention itself, and (d) to explore those situations in which the intervention being evaluated has no clear set of outcomes. In the current study, the purpose will be three-fold. The researcher will be able to describe the process and outcomes of ADHD coaching, describe the real-life context outside of the intervention itself, and thus attempt to explain the causal links between ADHD coaching and these real-life outcomes. For example, a participant who sets a long-term goal of achieving a B in class (real-life) and works throughout coaching (the intervention) to build skills to achieve this goal, can give evidence to the coach as to how this goal is being met in real-life (causal links).

As in all research, consideration must be given to construct validity, internal validity, external validity, and reliability (Yin, 1989). Yin (1994) suggests using multiple sources of evidence as the way to ensure construct validity and increase the reliability of the data. As previously mentioned, using multiple sources of data provides for the triangulation of evidence. Furthermore, he specifies six primary sources of evidence for case study research. The use of each of these might require different skills from the researcher. Not all sources are essential in every case study, but the importance of multiple sources of data to the reliability of the study is well established (Stake, 1995; Yin, 1994). The six sources identified by Yin (1994) are documentation, archival records,
interviews, direct observation, participant observation, and physical artifacts. Table 2 indicates the strengths and weaknesses of each type.

**Table 2**
Types of Evidence

<table>
<thead>
<tr>
<th>Source of Evidence</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
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</table>
| Documentation      | • stable - repeated review  
                     • unobtrusive - exist prior to case study  
                     • exact - names etc.  
                     • broad coverage - extended time span  | • retrievability - difficult  
                     • biased selectivity  
                     • reporting bias - reflects author bias  
                     • access - may be blocked |
| Archival Records    | • Same as above  
                     • precise and quantitative | • Same as above  
                     • privacy might inhibit access |
| Interviews          | • targeted - focuses on case study topic  
                     • insightful - provides perceived causal inferences | • bias due to poor questions  
                     • response bias  
                     • incomplete recollection  
                     • reflexivity - interviewee expresses what interviewer wants to hear |
| Direct Observation  | • reality - covers events in real time  
                     • contextual - covers event context | • time-consuming  
                     • selectivity - might miss facts  
                     • reflexivity - observer's presence might cause change  
                     • cost - observers need time |
| Participant Observation | • Same as above  
                     • insightful into interpersonal behavior | • Same as above  
                     • bias due to investigator's actions |
Physical Artifacts

- insightful into cultural features
- insightful into technical operations
- selectivity
- availability

(Yin, 1994, p. 80)

No single source has a complete advantage over the others; rather, they might be complementary and could be used in tandem. Thus a case study should use as many sources as are relevant to the study. The current study will use all of these six sources.

The specification of the unit of analysis will also provide internal validity as the theories are developed and data collection and analysis test those theories. External validity is more difficult to attain in a single-case study. Yin (1994) provided the assertion that external validity could be achieved from theoretical relationships and from these, generalizations could be made. It is the development of a formal case study protocol that provides the reliability that is required of all research. In the current case study, data collection will be treated as a design issue that will enhance the construct and internal validity of the study, as well as the external validity and reliability (Yin, 1994). Most of the field methods described in the literature treat data collection in isolation from the other aspects of the research process (Yin, 1994), but that would not be productive in case study research.

The data that are collected during the analysis phase will be organized and documented just as it is in experimental studies. The two types of databases that might be required are the data (provided by the participant) and the report of the investigator. Examples of the first include the results of the LASSI and post-treatment survey. The second includes important documentation and observations made by the researcher throughout the intervention. The design of the databases will be such that other researchers would be able to use the material based on the descriptions contained in the documentation. All types of relevant documents will be added to the database, as well as tabular materials, narratives, and other notes. Yin (1994) suggested that every investigation should have a general analytic strategy, so as to guide the decision.
regarding what will be analyzed and for what reason. He presented some possible analytic techniques: pattern-matching, explanation-building, and time-series analysis.

In general, the current analysis will rely on the theoretical propositions about ADHD coaching that led to the case study. Trochim (1989) considered pattern-matching as one of the most desirable strategies for analysis. This technique compares an empirically based pattern with a predicted one. If the patterns match, the internal reliability of the study is enhanced. The actual comparison between the predicted and actual pattern might not have any quantitative criteria. The discretion of the researcher is therefore required for interpretations. Time-series analysis is a well-known technique in experimental and quasi-experimental analysis. It is possible that a single dependent or independent variable could make this simpler than pattern-matching, but sometimes there are multiple changes in a variable, making starting and ending points unclear.

Explanation-building is considered a form of pattern-matching, in which the analysis of the case study is carried out by building an explanation of the case. This implies that it is most useful in explanatory case studies, but it is possible to use it for exploratory cases as well as part of a hypothesis-generating process. Explanation-building is an iterative process that begins with a theoretical statement, refines it, revises the proposition, and repeating this process from the beginning.

Because no known empirically based patterns exist to compare to, an explanation building approach offers the best strategy for analysis in the current study. The strategy is to develop a case description, which will be the framework for organizing the case study. In order to establish the how and why of ADHD coaching with college students, the researcher will develop a logical chain of evidence. Challenges will be identified through in-depth analysis of the contextual conditions surrounding the intervention. The extent to which each challenge was overcome or possibly influenced results will be addressed in the discussion. As recommended by Yin (1994) each chain of evidence will be established by having sufficient citations in the case report.

Each case study will begin with a series of standardized questions and objective measures and will conclude with individual distinctions reported from observations, questionnaires, interviews, and case notes/transcripts of the researcher. The cases will then be cross-analyzed to determine any commonalities. These commonalities will help
identify any patterns or trends that may be present.

The method of content analysis will enable the researcher to include large amounts of textual information and systematically identify its properties, e.g. the frequencies of common phrases or ideas. Following, the amounts of textual information will be categorized according to the theoretical framework, which will inform the data analysis and discussion topics, providing at the end a meaningful reading of the content.

**Intervention**

The flyer for ADHD coaching posted on www.craigslist.com, which participants responded to, can be seen in Appendix A. Participants received 8 weeks of coaching services (unless they skipped sessions without giving advanced notice and therefore lost that session) 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:

I. Before the Intake Session:
   
   A. The client filled out Application for Services (Appendix B), the Learning and Study Strategies Inventory 2nd edition (LASSI, Weinstein and Palmer, 2002), the Coaching Topics Survey (Appendix C) and the Informed Consent Form (Appendix D). The coach prepared and mailed participants an “ADHD Coaching Documents-Coach’s Handbook” to be returned to the coach, and an “ADHD Coaching Handbook” for participants to keep and bring to sessions, which contained the above forms and made for easy organization. This prepared the coach for the client’s needs and saved time during the intake session.

   B. As the coach reviewed the client’s application, they kept in mind that coaching is not counseling. Some potential clients may not have known this, and may have expected the coach to be their therapist. The coach checked to see if the client was concurrently in counseling. If the client was not in counseling but endorsed many depression/anxiety items on the symptom checklist, the client was excluded from the current study and recommended for counseling.
II. The Intake Session:

A. Initially, both the coach and client discussed the Informed Consent Form. The coach went through the form with the client and answered any questions that he/she had.

B. The coach then used the client’s Application for Services as a starting point for understanding his/her issues. The coach went through the LASSI and Coaching Topics Survey with the client, asking him/her specifics about each problem noted. The coach then asked the client what he/she wanted to get from the coaching process; it is important that the client knew this and had a clear idea about what he/she wanted to change.

C. The Procedures for the Coach/Client Relationship form (Appendix E) was used to explain more about the coaching process to the client and match the relationship to his/her needs. The coach explained how rewards/consequences work, how to establish effective long-term goals and weekly objectives, etc.

D. With the coach's assistance, the client then filled out the Long-Term Goals sheet (Appendix F), or, if time was short, took the sheet home for further consideration. The long-term goals could extend past the coaching process; for example, a goal may be “Raise GPA to 3.0”. The goals could also be shorter term (doable in the two months of coaching), such as “Get an A in English class”. Whatever the goal, it was be observable, measurable, and salient to the client. It is hard to work toward too many goals in a two-month period (the client and the coach would feel overwhelmed by the amount of behavior change needed). Therefore, the client picked their top two to five goals and worked on one per session or all together. (Goals that involved schoolwork, organization, and time-management were often easy to work on simultaneously, since they often overlap).

E. Once long-term goals were developed the coach discussed what the client would work on first. The coach used the Weekly Objectives form (Appendix G) to map out weekly behavioral changes, and attempted to be
as specific and detailed as possible. It was not enough to say, “Study for test”; the coach and the client attempted to specify how, when, where, and what the client would study. The Developing a Plan form takes longer to go through, but it is helpful in outlining exactly what helps and hinders the client in achieving the desired behavior, and was made available to participants. For the first week of coaching, goals started small. Experts agree that having the client achieve the desired behavior the first week increases his/her confidence in the coaching process.

F. The coach then discussed how they would communicate with the client during the time between face-to-face sessions. Some clients preferred email and some preferred phone calls. Some wanted to be reminded every day of what they have to do and some a few times per week. The coach discussed what they would say when calling and how the client wanted to be approached if he/she did not follow through with set plans. The coach discussed salient rewards and consequences for each task, such as the client getting to go out with friends if he/she finished the required amount of studying. (Much of coaching is based on the honor system; the coach rarely knew if the client studied as much as he/she said they did, but it was only hurting the clients if they were not honest.)

G. The coach next asked the client how he/she kept track of appointments and assignments. Many clients struggled with time management and organization, and needed the coach's help in improving this. Some clients purchased their own planner. He or she could also use the Daily Planner sheets for making daily To-Do lists (Appendix H).

H. The coach then explained the Daily Log of Goal-Related Activities to the client (Appendix I). It was important for him/her to keep track of the steps taken toward (or away from) goals. If the client had a problem keeping a daily log, the coach started with having him/her fill it out once or twice and gradually increased the number of times to be filled out. Some clients needed reminders about filling out this log. The coach could use the Daily Log to measure the client’s progress. For instance, if the goal was to study
more for school, the coach could keep a chart of how many hours per week her client studied.

I. The coach and client then filled out the Contract for Services (Appendix J). This stated how, when, where, and how often the coach and client would meet. The coach also made sure they established how much notice was required for canceling a meeting, and the consequence for failing to show up for a meeting.

J. Finally, the coach made client copies of: Informed Consent form, Long-Term Goals form, Weekly Objectives/Developing a Plan forms, Daily Log of Goal-Related Activities forms, Contract for Services, and any other schedules she had filled out with the client. Some clients appreciated having the ADHD Coaching Binder in which to keep their forms and their daily log.

Middle sessions:

A. The coach and client kept track of goals, and created new rewards and consequences on a weekly basis using the designated forms.

B. At the beginning of each new session, the coach and client first reviewed the previous weeks’ goals and whether or not they were met.

C. If goals were not met the client discussed why he/she was unable to meet them, and whether or not consequences were carried out.

D. If goals were not met, and consequences were not carried out, the coach and client had a discussion as to why this occurred and what needed to be changed so that it would not happen again.

E. If goals were met the client explained how he/she was able to do this, and whether or not rewards were carried out.

F. If goals were met, and rewards were carried out, the coach and client had a discussion as to why this occurred and what needed to happen so that the client could continue to be successful.

G. If goals were met but rewards were not carried out, the coach and client had a discussion as to why this occurred and what needed to be changed so that the client could carry through on his/her rewards.
H. After discussing the previous weeks' goals, the coach and client decided on the following week's goals, as well as the rewards and consequences for meeting or not meeting each goal.

I. The coach checked in with the client between sessions by means and at times agreed upon between coach and client during the initial session.

J. The coach maintained notes and documentation throughout the coaching process, recorded all sessions, and keep all papers in the correct file folder.

Final Session:

A. The client again filled out the LASSI as a posttest measure. The coach and client also reviewed the client's Long-Term Goals sheet, and discussed how well he/she felt his/her goals were met.

B. The client filled out a Post-treatment Questionnaire (Appendix K), which consisted of questions regarding their satisfaction of the coaching process.

B. The coach took extensive notes during the final interview, in reference to the client's opinions and feelings toward the coaching process.

Case Notes:

A. Each client had a folder stored in a designated file cabinet. A Coaching Tracking Sheet (Appendix L) was placed on the inside of the folder, and all documents were kept in the folder.

B. Each session was tape recorded and later transcribed by the coach. The coach noted any affective issues the client seemed to be struggling with, as well as his/her progress toward goals.

C. The coach documented each time she met with, called, or emailed a client (or if he/she emailed or called the coach) on the Tracking Sheet.

Instrumentation

Application for Services

The Application for Services provided demographic data, and helped the participant and coach understand aspects of their ADHD and manifestation of symptoms. Participants answered open ended questions such as, “What motivated you to seek
coaching now?” and “What are your academic/professional strengths?”

**The Coaching Topics Survey**

The Coaching Topics Survey (Swartz et al., 2004) helped the participants and the coach specify areas to apply coaching techniques. The participants rated how badly he/she needed to work on aspects of his/her academic and personal life, using a scale of one (definitely need to work on) to five (don’t need to work on).

The topics on the Coaching Topics Survey were as follows: (a) improving time management, (b) establishing routines and good habits, (c) organizing schoolwork, (d) organizing personal space, (e) getting to class on time, (f) studying, (g) scheduling classes, (h) paying attention in class and taking good notes, (i) managing long-term assignments, (j) Planning and prioritizing, (k) making decisions and solving problems, (l) keeping track of things, (m) doing laundry, (n) exercising, (o) waking up and staying up, (p) getting to bed, (q) taking medication, (r) making friends, (s) keeping friends, (t) getting along with roommates, (u) getting along in group situations, (v) decreasing negative self-talk, (w) managing stress/anxiety, (x) establishing realistic goals, (y) understanding more about ADHD, and (z) self-advocacy.

**Procedures for the Coach/Client Relationship**

The Procedures for the Coach/Client relationship offered the participant and coach further insight about certain ADHD behaviors and symptoms specific to the individual. Participants answered several Yes/No questions and elaborated when necessary. They also responded to several open ended questions, including preferences for frequency and duration of meetings.

**Goal Setting Sheets**

The Goal Setting Sheets aided the participant and coach in developing long term goals for the duration of coaching and beyond. The participant filled out two to three long term goals and a corresponding reward for each goal.
Weekly Objective Sheets

The Weekly Objective Sheets helped to structure and facilitate weekly sessions between the coach and participant. During each session the participant would write in one to several weekly objectives that related to their long term goals. For each objective the participant would choose one reward and/or consequence to fulfill as a result of completing or not completing the corresponding goal during the week.

Daily Planners

The Daily Planners assisted participants in structuring their days. They consisted of a two row table where the days of the week were written in on the top row, and the bottom row was left blank for the participant to use as needed. In place of the Daily Planners, participants were also allowed to use their own preferred calendar method.

Daily Log of Goal Related Activities

The Daily Log of Goal Related Activities helped the coach and participant gain further insight into the participant’s behavior. The participant chose one or two objectives during the week and then documented their behavior in relation to those objectives.

Contract for Services

The Contract for Services helped the coach and participant agree on and commit to methods of communication and other terms of service.

Post-treatment Questionnaire

The Post-treatment Questionnaire consisted of seven questions, which the client answered following the final coaching session. The questionnaire assisted the coach in better understanding and evaluating what the participants found helpful and not helpful about the coaching process and whether they felt they had succeeded in their own goals.
The Learning and Study Strategies Inventory 2nd edition (LASSI)

The Learning and Study Strategies Inventory 2nd edition (LASSI, Weinstein and Palmer, 2002), is a diagnostic and prescriptive instrument designed for use with college-aged students. The prime focus of the instrument was to elicit information on the overt and covert thought processes and behaviors of participants with regard to learning and study strategies. The LASSI, 2nd edition contains ten subscales that were used as diagnostic measurements to identify areas of strength and weakness. Each of the ten subscales consists of eight questions, for a total of 80 questions. The subscales are as follows:

1) Attitude (attitudes and interests in college and achieving academic success; coefficient alpha = .77)
2) Motivation (diligence, self-discipline, and willingness to work hard; coefficient alpha = .84)
3) Time Management (diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements; coefficient alpha = .85)
4) Anxiety (the degree to which students worry about school and their academic performance; coefficient alpha = .87)
5) Concentration (ability to direct and maintain their attention on academic tasks; coefficient alpha = .86)
6) Information Processing (how well students’ can use imagery, verbal elaboration, organizational strategies, and reasoning skills; coefficient alpha = .84)
7) Selecting Main Ideas (skill at identifying important information for further study from less important information and supporting ideas; coefficient alpha = .89)
8) Study Aids (use of support techniques, materials or resources to help them learn and remember new information; coefficient alpha = .73)
9) Self-Testing (use of reviewing and comprehensions monitoring techniques to determine their level of understanding of the information or task to be learned; coefficient alpha = .84)
10) Test Strategies (use of both test preparation and test taking strategies; coefficient alpha = .85).

The LASSI, 2nd edition was administered individually prior to the initial session.
and during the final session with participants, and took approximately 15-20 minutes to complete. For each of the 80 items, participants were required to choose the letter on a 5-item scale that corresponded best to how the statement described themselves, from “not at all typical” to “very much typical.” The measure yielded a raw score and percentile score for each of the ten subscales.
CHAPTER 3

RESULTS

Introduction

Effectiveness of coaching and participant outcome was measured with multiple sources of evidence, as suggested by Yin (1994). Documentation for each participant consisted of an Initial Application for Services (Appendix M), Coaching Topics Survey (Appendix N), Procedures for the Coach/Client Relationship (Appendix O), Goal Setting Sheets (Appendix P), Weekly Objective Sheets (Appendix Q), Daily Log of Goal Related Activities (Appendix R), Post-treatment Questionnaire (Appendix S) and pre- and post-test LASSI, 2nd edition data. Archival records were gathered in the form of prior medical reports, to determine ADHD diagnosis and medication history, as well as any other comorbid conditions. Pre- and post-intervention interviews were conducted, in addition to ongoing interviews throughout the weekly sessions. These interviews were recorded and later transcribed for further analysis (Appendix T). Direct Observations were made by the researcher and noted throughout the intervention. Participant observations were made and expressed to the researcher throughout the coaching process and during the exit interview. Also, physical artifacts were used in the form of calendars, planners, and photos sent via email to the researcher to document before and after shots of housekeeping and organizational efforts made by the participants while at home. The following are findings produced by one or more of the above sources of data, in relation to the effectiveness of the ADHD coaching intervention.

Individual Achievement and Utility of Coaching

Figures 1a – 1f show the pre- and post-test LASSI data (percentile scores) for each of the participants. The scales are as follows: ANX = Anxiety and worry about school performance, ATT = Attitude and interest, CON = Concentration and attention to academic tasks, INP = Information processing, acquiring knowledge, and reasoning, MOT = Motivation, diligence, self-discipline, and willingness to work hard, SFT = Self-
testing, reviewing, and preparing for classes, SMI = Selecting main ideas and recognizing important information, STA = Use of support techniques and materials, TMT = Use of time management principles for academic tasks, and TST = Test strategies and preparing for tests.

Figure 1a. Alexa-Pre/Post Test Scores on the LASSI

Figure 1b. Aziz Pre/Post Test Scores on the LASSI
Figure 1c.
Jaime- Pre/Post Test Scores on the LASSI

Figure 1d.
Susan- Pre/Post Test Scores on the LASSI
Figure 1e.
Alissa- Pre/Post Test Scores on the LASSI

Figure 1f.
Elizabeth- Pre/Post Test Scores on the LASSI

Figure 2a shows the number of long term goals met and not met by each participant. Figures 2b – 2g show the number of weekly objectives met and not met by each participant, and whether or not they fulfilled the corresponding reward or consequence for each of those goals. These goals were recorded on the goal setting sheets. Confirmation on whether or not each goal was met and whether or not corresponding rewards or consequences were fulfilled was given verbally from each participant during sessions.
Figure 2a.
Number of Goals/Objectives Met and Rewards/Consequences Fullfilled

Figure 2b.
Alexa-Number of Goals/Objectives Met and Rewards/Consequences Fullfilled
Figure 2c.
Aziz - Number of Goals/Objectives Met and Rewards/Consequences Fulfilled

Figure 2d.
Jaime - Number of Goals/Objectives Met and Rewards/Consequences Fulfilled
Figure 2e.
Susan- Number of Goals/Objectives Met and Rewards/Consequences Fulfilled

Figure 2f.
Alissa- Number of Goals/Objectives Met and Rewards/Consequences Fulfilled
Figure 2g shows the number of goals/objectives met and rewards/consequences fulfilled.

Figure 3 shows the types and frequency of answers given to the post-treatment questionnaire question, “In what ways have you changed as a result of coaching?” The most popular answer related to gaining understanding, awareness, or realization, followed by increased organization and focus/control.
All six of the participants that completed the coaching process felt that ADHD coaching was worth their time and effort (Figure 4). This information was obtained through the post-treatment questionnaire and then confirmed through the exit interview. During the exit interview, all six also expressed an interest in receiving more coaching in the future, and, while they did not pay any money for the purposes of the current study, stated that they would be willing to pay a fee in the future if their budget would allow it, or part was covered by insurance.

![Figure 4. "Was coaching worth the effort?"

Figure 5 shows the types and frequency of answers given to the post-treatment questionnaire question, “What was most helpful to you during the coaching process?” The most popular responses related to the accountability of having to meet with and answer to the coach and receiving feedback, suggestions and help from the coach.
Figure 6 shows the types and frequency of answers given to the post-treatment questionnaire question, “What was least helpful to you during the coaching process?” Three of the six participants stated that the rewards were the least helpful. One felt that the consequences were the least helpful, and another felt that the entire rewards and consequences system was least helpful. The two reasons given for why rewards and/or consequences were not helpful were because they were not motivating or the participant forgot about them.

![Figure 6. What Participants Found Least Helpful](image)

**Preference for Coaching vs. Other Methods**

As reported on the post-treatment questionnaires and confirmed through interview, all six of the participants that completed the coaching process felt that ADHD coaching was either more than or just as helpful as other methods they had tried to control their ADHD behavior (Figure 7). During the exit interview, all six participants stated that they felt that coaching was the only method they had used that taught skills and techniques for controlling their behavior, as opposed to medication, which all six considered a “band-aid” with many undesirable side effects, counseling, which all felt deals more with emotions, or doctor’s advice, which many described as a “list of recommendations”.

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Suggestions for Coaching

Table 3 shows the types of answers given to the question, “What suggestions do you have to improve the coaching process?” For this question, every participant had different suggestions, with the only idea repeated being more sessions with the coach instead of limiting the coaching intervention to eight weeks.

<table>
<thead>
<tr>
<th>Suggestions for Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase sessions beyond eight weeks/More time with the coach</td>
</tr>
<tr>
<td>Add components of counseling/Address emotional issues more</td>
</tr>
<tr>
<td>Add time to meetings to allow for tardiness</td>
</tr>
<tr>
<td>Increase variety of support materials</td>
</tr>
<tr>
<td>Have clients create an ongoing list of rewards and consequences</td>
</tr>
<tr>
<td>Find ways to increase motivation other than using rewards and consequences</td>
</tr>
<tr>
<td>Have family members/significant others participate in coaching</td>
</tr>
<tr>
<td>Teach clients a technique for shorthand</td>
</tr>
<tr>
<td>Add standard ADHD specific goals for all clients</td>
</tr>
<tr>
<td>Have the conclusion of coaching coincide with the end of the school semester</td>
</tr>
</tbody>
</table>
CHAPTER 4

DISCUSSION

Introduction

The current study provides further support for the utility of ADHD coaching for college students, as well as information on ways that it may be improved or altered. Using multiple sources of data including questionnaires, interview, and worksheets, researchers were able to answer several questions regarding ADHD coaching, and provide numerous ideas for further research.

Summary of Results

Individual Achievement and Utility of Coaching

Effectiveness for coaching was reinforced by pre- and post-test data on the LASSI, which showed many positive changes for all six participants that completed the intervention. All six participants that completed the coaching process reported improvement on at least six of the ten scales, with two showing improvement on all ten. Five of the six participants scored in the 75th percentile on one or more scale during the post-test, which had previously been below, indicating a new area or areas of relative strength. Two participants scored lower on the post-test on one or more subscales. Four of the six participants showed no change on one or more subscale.

To further validate the utility of coaching, researchers examined the success of participants in meeting their goals. Four of the six participants who completed the coaching process met all of their long term goals, according to weekly reports. Another participant met all but one. One participant did not fulfill any of his long term goals completely, but felt that this was due to emotional distress he was experiencing outside of coaching, and will be discussed more in depth in the following sections. Participants were also, for the most part, successful in reaching their weekly objectives. Jaime, in particular, completed every objective she set for herself, and Susan was close behind,
missing only one. As recorded on their post-treatment questionnaires, three of the participants felt that their overall goals were fully met during the coaching process, while the other three felt that their goals were mostly or partly met. All six felt that they had made progress and learned skills that they could take with them to help reach their goals in the future.

Specific ways in which participants felt they had changed as a result of coaching were gaining a more positive outlook, increased organization, increased self awareness, focus, and control over their lives. In particular, participants enjoyed coaching because of the structure and steps, the immediacy of addressing issues and quick turnover of ideas, the information given to them by the coach, and the help it provided them in recognizing their issues or pushing them toward self-understanding. Of the six participants who completed the coaching process, every one felt that coaching was worth their time and effort, and expressed interest in pursuing more coaching in the future.

**Preference for Coaching vs. Other Methods**

All six of the participants that completed the current study felt that ADHD coaching was better for developing skills and strategies than any other method they had tried. This included counseling, medication, doctor’s recommendations, tutors, seminars, books, or a buddy system. Participants felt coaching was “more practical” than other methods and for the first time it forced them to be “held accountable” for their actions. This data supports expert opinion that students with ADHD perform best with clear expectations and immediate feedback, one of the core components of coaching (Barkley, 1995; 1997). Evidence for the effectiveness of coaching is further explained under the following two topics: Coaching vs. counseling and Coaching vs. Medication.

Of those that had received counseling for ADHD either currently or in the past, only one found it beneficial and felt that “in the long run you need both.” The participant felt that counseling is “more about how your feel and this is more about getting things done.” However, the same participant further explained that she felt counseling was only necessary once every two weeks but coaching she “wouldn’t mind doing twice or three times a week because of the immediacy.” The remaining three that had received counseling felt that it was little more than “just talking” and didn’t address their concerns
regarding ADHD effectively. One participant even went as far as stating that counseling could sometimes “be harmful” and that it “wasn’t worth it.”

Of the six participants that completed the coaching intervention, five were taking medication for their symptoms, including two on Adderall, two on Dexedrine, and one taking Lexapro to treat depressive symptoms. One considered medication “a definite lifesaver but didn’t address skills necessary to do better overall,” and the remaining four felt that medication helped minimally but complained of side effects including sleep disturbance, appetite change, stomachaches and/or headaches. Two participants were so wary of the adverse effects that they stated they would never use medication in the future. The opinions of these participants did not provide the overwhelming support for medication that some authorities report. Experts admit that side effects of medication can often be problematic and the main reason for a student to discontinue his or her treatment, but say that encouraging the continuance of the medication regime prescribed while simultaneously addressing the side effect usually proves successful (Quinn, 1997). This claim suggests the possibility that the current study’s participants’ medications were not being adequately monitored and controlled by their prescribing doctors.

Suggestions for Coaching

The following section deals with recommendations for the coaching process, received from the participants themselves or developed through researcher observation. It has been divided into eight topics areas: Motivation/Use of rewards and consequences, Goals and objectives, Missed meetings/Tardiness and transitions, Photographs, Emphasis on insight, Planning and organization, Methods for learning, and Standardization.

Motivation/Use of Rewards and Consequences

Motivation is characterized as the willingness or desire to be engaged and commit effort to completing a task, and is an important component of ADHD coaching, as well as student success. Behaviorally, motivation is indicated by a student’s choice to engage in a particular activity and the intensity of his or her effort and persistence for that activity (Pintrich & Schrauben, 1992). Consistent with the participants in the current study, lack of motivation is a core characteristic of ADHD. During intake, all seven complained of
difficulties motivating or a tendency to procrastinate and put things off.

Thus, one of the major goals of ADHD coaching should be to motivate these students toward achieving their goals. In theory, the system of rewards and consequences set up by the client is used to help him or her regularly attend sessions, successfully achieve weekly objectives and likewise, their long term goals. In support of this idea, one participant found “learning how to accept and use goals with rewards and consequences” the most helpful part of the coaching process. Interestingly, the participant also expressed the most doubt about the system before coaching began. In her final session she stated that the rewards and consequences were “working pretty well, surprisingly!” and that she remembered, “the first thing [she] said about that was like, ‘okay…I guess.’”

The most popular rewards and consequences seemed to be those with relevance to a particular objective or goal. Susan paired a dieting goal with a consequence of “no fizzy water,” an end result that would further promote healthy eating. Aziz paired a budgeting goal with a consequence of “giving twenty dollars to charity,” both of which involved spending money responsibly. This may be an idea to incorporate into future methods portions of the coaching process, and offered to clients as a suggestion during the initial session.

Of concern is the fact that five of the participants who completed the coaching intervention did not care for the rewards, the consequences, or the entire system of rewards and consequences. The most popular reason why was that they “weren’t motivation.” As to thoughts on why the rewards weren’t motivating, one participant stated that, “no matter what I had to complete these goals” and therefore, the rewards held no weight. Another felt that she “found it difficult to come up with something [she] could reward herself with because [she did] that already”. On the flip side, one participant felt that she was “already intrinsically motivated to get things done and extra pressure [made her] anxiety worse.” Still two others weren’t aware why the rewards and/or consequences did not help, but felt little influence from them.

As to why the rewards and consequences were not helpful to these five individuals, many speculations can be made. Perhaps the weights of the rewards and/or consequences were not heavy enough. Currently, ADHD coaching dictates that the
rewards and consequences are set up by the participant themselves, with little help from the coach. Maybe by allowing the coach to play a more active and challenging role, more hard-hitting rewards and consequences could be created. Or, perhaps the participants did not take the idea of accountability seriously enough. Only two of the participants, one of whom was the individual who enjoyed the entire system, fulfilled all of their corresponding rewards or consequences for each objective. Three regularly “forgot” about them and the remaining individual did not feel the need to fulfill them. Therefore, it may be important to discover ways to increase participant accountability.

The approach of the current study was to allow participants to dictate their own use of rewards and consequences. While all six of the participants who completed the coaching process began using the standard outline of one reward and one consequence per objective, by the final week two had dropped the use of rewards and continued to use only consequences (with minor exceptions for something they considered special), and three had dropped both the rewards and consequences altogether. In all cases, this decision did not seem to change the rate of objective completion. Those who had been previously completing their goals continued to do so, and those who were not continued to struggle. Therefore, it is possible that the system of rewards and consequences used in ADHD coaching play less of a role than is believed, and should be made optional or dropped completely from the coaching process.

Regardless of why the current system of rewards and consequences seemed to be non-motivating for most of the individuals in the current study, it will be important to investigate further. Especially for individuals with ADHD, whose lack of motivation is one of their biggest complaints, it is important that experts be able to offer aid for this deficiency. In addition to appropriate instruction and practice in the use of cognitive and metacognitive self-regulation strategies, students also need motivation (VanZile-Tamsen & Livingston, 1999). The use of such factors enables them to actively process information, thereby influencing their mastery of material and subsequent academic achievement (Pintrich, Smith, Garcia, & McKreachie, 1993). Future studies should offer further investigation into how we can best help college students with ADHD become motivated not only extrinsically, as with rewards and consequences, but also intrinsically.
Goals and Objectives

While the participants in the current study chose to set long terms goals based in different settings (i.e. school versus home), all of the goals could be sited in one of the following categories: Scheduling, organization, healthy living, and decreasing negative self-talk/negative feelings. As specified by experts in the field, the coach allowed the participants to develop their own goals and offered only little assistance. However, during the post-treatment interview two of the clients expressed future recommendations in terms of adjusting this idea. Alissa thought that “One of the biggest mistakes [she] made was that all of [her] goals were about school because it’s not realistic and [she] was throwing out everything else like health and cleaning.” Similarly, on the post-treatment questionnaire Susan suggested that the coaching process “add specific ADHD problem areas to goals” because she felt her “goals may be missing a huge area [she] didn’t recognize.” Perhaps future researchers could investigate whether or not coaches should play a more active role in developing their client’s goals and objectives, since many clients are lacking the awareness or expertise to completely decide for themselves.

Another point of interest in terms of weekly objectives is an idea that one participant coined, “structured procrastination.” Susan said, “Something I found helpful is having a goal I can distract myself from another goal with. It gives me structure in how to procrastinate. Like, if I knew I had to read but I didn’t have this goal to specifically clean my car by the weekend; this would not have gotten done. I’d find something else to procrastinate with and I would still be at the same point study-wise. So I can still procrastinate but it’s productive. It works terrific!” By creating time sensitive objectives, coaching clients can in essence set up activities to do that will allow them to put off other less desirable activities, yet always feel they are accomplishing something. This could be yet another idea explained to participants in the initial session, and used by those who find it appealing.

Missed Meetings/Tardiness and Transitioning

While the use of rewards and consequences is designed to help ADHD coaching clients come on time to weekly sessions, the participants in the current study did not seem affected by them in terms of attendance. The individuals who attended regularly stated
that they did not foresee themselves missing any meetings, during the initial interview. Aziz found himself sleeping through scheduled sessions and decided to pay money toward charity every time he missed a meeting. Even after having to pay twenty dollars he continued to skip sessions without explanation. Elizabeth came 40 minutes late to the first session and while she progressively got better and set goals for herself to come on time, in her post treatment questionnaire she suggested that the coach “either schedule 75 minute meetings, or, get very specific about being on time, and about how to be on time, for one hour sessions.” Furthermore, she felt, “I’ve lost valuable time and benefits by being late for the appointments.” In the most extreme case, Justen discontinued the coaching intervention when he realized he had been impulsive and not fully considered the time commitment. Based on this data, it may be important to explore more ways of helping coaching clients get to sessions consistently and on time.

One possibility for their tendency to be late is that individuals with ADHD have difficulty with the mental transition from one subject to another. Two of the subjects spoke about this problem on several occasions. In reference to her tardiness Elizabeth stated, “I need to mentally prepare for transition. I have a hard time even when I have to walk out of the door to come here. Even if Ed McMann said I had to be somewhere at a certain time to get my million dollar check I’d still have this glitch with getting out the door on time.” Similarly, Alissa often spoke of her difficulty transitioning from one activity to the next in terms of school versus home life. Difficulty transitioning isn’t often a topic discussed in ADHD literature, but may play a key role in both missed meetings or tardiness, and the individual with ADHD’s ability to maintain their schedule. Again, further investigation into this possibility might prove useful.

Photographs

One novel and creative idea suggested by one participant and later adopted by another was the use of photographs when dealing with organizational goals. Jaime developed a goal of organizing her home office and created several weekly objectives to address this goal including cleaning her workspace and setting up three separate filing systems. On her own accord Jaime suggested that because the coach would be unable to view the completed effort in person, she email the coach “before and after” photos of
each of her objectives. Later Susan developed a similar goal and the coach then suggested applying Jaime’s idea to take and send photographs via email, to which she enthusiastically agreed. Susan found that “having to email pictures really helped [her] make sure [she] did it. And really did it.” Jaime also expressed increased motivation and feelings of accountability as a result of having to email her photos. When dealing with objectives that involve cleaning or organizing one’s home or office, it may be a helpful standard recommendation that coaching clients take “before and after” photos of their work. They could then either develop and bring in the photos or email them to their coach.

Figure 8. Susan’s “before” closet photograph
Figure 9. Susan’s “after” closet photograph
Figure 10. Susan’s “before” dresser photograph

Figure 11. Susan’s “after” dresser photograph

Figure 12. Jaime’s completed home office organization
Emphasis on Insight

Many participants felt insight and making realizations about their behavior was the most important aspect of the coaching process. Alissa stated that she “came in thinking [she] needed to change a certain set of behaviors and we ended up going in a completely different direction. It was more the way [she] approached life and think about things.” Elizabeth, too, felt that the insights she learned were “kind of a missing link” in her progress.

One ADHD coaching tool used in the current study that seemed to be particularly helpful to those clients lacking awareness is the “Daily Log of Goal Related Activities”. Currently, the log is considered more of an afterthought or supplemental form, as opposed to a requirement of clients. Perhaps this tool should play a larger role in the coaching process and maybe even be required by all clients, even those who appear to have insight into their behavior. Future studies could compare groups with and without the use of the log, in order to better determine its utility.
Planning and Organization

In the current study, those participants who were most successful at completing their goals seemed to enjoy and easily follow the regime of breaking down their objectives into smaller steps and setting strict timelines for completing the objectives. Susan felt that the “idea/process of making little steps and listing what it [would] take to meet the larger agenda…makes things much more manageable.” Along related lines, those clients that consistently wrote in and followed planners or calendars met more objectives than those who could not manage to keep some type of planning device. Consistent with current expert opinion, those planners and calendars that worked best were monthly desk calendars with large boxes to write in or notebook sized planners with 15 minute increments printed for each day, most likely due to their “in your face” characteristics and help with micromanaging. Still another good option was employed by Susan. She chose to use a standard wall calendar with the previous months ripped off, which she liked because there was no cover, it showed an entire month, and was portable.

Not surprisingly, those participants who found “micromanaging” their goals and keeping a planner too rigid and overwhelming seemed less successful in obtaining their objectives. Alissa found that it “freak[ed] her out a little bit.” During the initial session of the coaching intervention, the coach recommended that PDA’s, internet calendars, and smaller planners not be used. Still, one participant chose to attempt the use of an internet based calendar system, which did not prove helpful to him. Therefore, it may be an important indicator that if a client is unable or unwilling to do break down their objectives into more precise and manageable steps, or consistently record assignments on some type of calendar, they will not be very successful at coaching in its current form. If so, it will be important for professionals to make necessary adjustments so that these individuals can realize their goals at the same level of success as their more meticulous counterparts.

Methods for Learning

Participants in the current study expressed interest in and preference for different modes of learning. One of the participants favored learning through visual stimuli, two preferred learning kinesthetically, two preferred a combination of visual, auditory and
kinesthetic stimuli, and two did not know which type they found superior. Likewise, participants appeared to be distracted by different types of stimuli. Alissa claimed that if a verbal lecture was taking place, she was distracted by verbal stimuli, whereas if she was watching a movie, she was distracted by visual stimuli. Elizabeth was extra sensitive to light, and asked that the coach turn off a particular lamp every session. Currently, standard coaching practice dictates that the coach use dialogue and a variety of forms to guide sessions. However, like the participants in the current study, individuals with ADHD differ in preferences for learning methods and ways in which they are distracted. Because of these differences, coaches may want to offer a variety of different teaching tools including visual, auditory, and kinesthetic materials.

Along the same lines, some of the participants mentioned getting disinterested when the novelty of something wears off, such as the ADHD coaching workbook they used in sessions. Elizabeth felt that she had “gotten used to the book” and therefore avoided it, stating that it was, “just another accessory sometimes.” While she successfully maintained use of the book, during a brief period Susan came into sessions with fewer sections filled out to completion. After the coach pointed this out Susan declared; “I had it with me but I didn’t pull it out as much because I guess it has lost some of its novelty.” By creating more versatile and multi-sensory tools for coaching, clients may not have the chance to become accustomed to any one particular type of material, thus avoiding any chance of saturation.

**Standardization**

A valuable suggestion made by one of the participants was to “add specific ADHD problem areas to goals/teaching.” Susan felt that she may have been missing a huge area of need she failed to recognize, and that by making certain topics required, even clients who do not realize something is relevant may have the opportunity for further growth. As mentioned previously, one such matter that appeared to be relevant to all of the participants but only approached by one was that of interpersonal relationships. Further research should investigate whether or not it would be valuable to include specific topic areas as goals for all ADHD coaching clients.
Recommendations for Future Research

Participant Characteristics

In the current study, several points of interest concerning participant characteristics came about, which may help to inform future research on who is most likely to benefit from ADHD coaching in its current form. In the subsequent section characteristics are divided into the following topics: Age and grade level, age of diagnosis, emotional status, interpersonal relationships, accommodations/schools and recruiting techniques.

Age and Grade Level

With the exception of Jaime, a seventeen year-old whose father discovered the advertisement for ADHD coaching, all of the remaining six participants were age 24 and older. Ages of the research participants ranged from 17 to 49, with a median age of 29. In terms of schooling, with the exception of Jaime, a high school senior, all of the remaining six participants were college seniors or graduate students. Furthermore, four of the six who completed the coaching process claimed that their first couple of years of college were not all that difficult and that they had, in one participant’s words, “found different temporary ways to get through” until they “realized that these skills that other college students have at a junior/senior level, [they] really didn’t have them.” Similarly, in the study conducted by Swartz et al. (2005), the coaching participant was a college senior who acknowledged that her academic difficulties had begun only recently. This information suggests that college students with ADHD may be able to survive in the university realm, without seeking help, longer than some researchers believe. Murphy (2005) stated that techniques such as charm and persuasion that may have worked in the past are no longer sufficient at the college level. However, in the current study, four of the six participants admitted to convincing their college professors to accept late work at no penalty on multiple occasions. Another participant admitted to using coercion when dealing with debt, and had had several late credit card payments excused. Further research could include investigating this idea further and answer questions as to whether colleges are being somewhat lenient for younger students or that perhaps individuals with
ADHD are more capable of manipulating the system than some researchers believe. Moreover, perhaps many younger college students simply aren’t mature enough to care that they are failing. Evidence toward this idea came from participant observations made during initial interviews. Alexa, 28, stated “I’m an adult and I’m not just trying to get through school. I’d like to get something out of it as well.”

Still another possibility is that modern American parents are continuing to parent their children well into their twenties, as opposed to treating them as independent adults when they turn 18 (Maralani, 2007). While Jaime, age 17 and heading off to college, declared that she was interested in coaching for herself even though her father had suggested it, she also often stated that is was “hard not to involve [her] parents” when setting goals. In addition, Alissa, age 24 and a college senior, “realized that [she] needed to try and think less about family when trying to do school work.” While Murphy (2005) suggested that parents often feel angry and resentful about the loss of time, trust, and money when their student with ADHD fails in college, it is possible that many of today’s parents instead try and remedy the situation or offer more support. If so, this may be a result of more ADHD awareness and education reaching the mainstream, a changing society as a result of fear driven politics, or any number of other factors.

**Age of Diagnosis**

Another important discovery in relation to the population who volunteered for the current study is the fact that, with the exception of Jaime who was diagnosed in third grade, and Stacy whose diagnosis age was unknown, the remaining six participants were all diagnosed as older adolescents or adults, and furthermore, didn’t seem to fully understand their diagnosis. Of the six, none knew what ADHD Type they had been diagnosed with. To validate and help the participants better understand their diagnosis, archival records were requested and gone over in session. As suggested by Murphy (2005), explaining the rationale for making the ADHD diagnosis and the ways in which the patient meets the DSM-IV criteria can help demystify the diagnosis and put it in the context of each patient’s own unique life experience. It is possible that these individual’s lack of understanding of their diagnosis was adding to their inability to cope effectively.

Furthermore, four of the six participants hypothesized that, in Alexis’s words,
“maybe as a kid if it’s diagnosed so early you get used to it and can do something about it, but as an adult I’ve just been struggling with these things forever.” This observation supports suggestions made by Heiligenstein et al. (1999) that understanding the pattern and development of academic impairment in ADHD is particularly important because many older individuals with the disorder did not show academic problems that were apparent during childhood. It is our duty as professionals to continue to shed light on this disorder so that accurate diagnosis and early intervention can be made. In terms of coaching at the college level, further studies could investigate the implications for coaching students with ADHD that were diagnosed as children, as compared to those here, who were diagnosed later in life.

**Emotional Status**

All seven participants classified themselves as anxious, depressed, or suffering from low self-esteem. Of the seven, five believed these negative feelings were a direct result of struggling with ADHD behaviors but not realizing what was wrong or what to do about it for so long. Currently, coaching practice dictates that if any emotional issues arise during the coaching process, the coach must refer the client. A coach may deal with feelings such as frustration, fear of failure, avoidance behavior, and loss of confidences in terms of what motivates client’s behavior and helps or hinders goal achievement (Ratey, 2002). In the current study, four of the six participants that completed coaching chose a goal related to decreasing negative self-talk or feelings of anxiety, and discussed such problems throughout the coaching process. The coach addressed such problems within the coaching context and encouraged outside counseling to those who seemed in need of it. Still, Aziz, who also suffered from bipolar disorder, desired more emotional support from the coach. On his post-treatment questionnaire he stated, “I suggest the coaching process take into account the impact of other combined conditions. The coaching process should create methods that address the emotional status of the individual who is being coached.” Separating emotional concerns from coaching may be an unrealistic expectation. Because anxiety, depression, and/or self-esteem issues often coexist with ADHD symptoms, it will be important to investigate whether or not an added component to address these issues would be beneficial to coaching. Another possibility is whether or
not supplemental counseling should be a requirement of coaching for those individuals who consider themselves at all depressed or anxious. Unless these problems are dealt with, it is likely that coaching will not be fully effective. As put by Aziz: “My emotional status has overshadowed things.”

**Interpersonal Relationships**

All of the participants in the current study were either divorced, single, or in self-described “difficult” relationships. Justen often complained of his girlfriend, stating, “I don’t think my girlfriend respects the fact that I’m in this counseling thing. She doesn’t understand it.” Elizabeth, divorced for two years, had begun to see someone but prior to session six “blew it with time with the guy” and “he got mad.” Alexa broke up with her long-distance boyfriend in the middle of the coaching intervention, because she was having difficulty balancing her school work and his needs. Four of the seven participants also spoke of a lack of friends due to either an inability to put forth the effort or social anxiety. Despite their complaints, none of the clients set a social goal for themselves. Some specifically stated that they did not feel it was a priority and others neglected to bring up the issue at all when considering their goals.

Difficulty maintaining social relationships is a known core characteristic of ADHD. However, the participants in the current study chose not to focus on this problem area. Based on the current study it is not possible to say whether coaching clients really do not value social goals as much as other goals, do not understand the significance of their social difficulties, or are perhaps note comfortable setting such a goal within the coaching context. It is possible that coaching clients may miss out on a very valuable area by omitting some type of social relationship goal and therefore, it may be important for researchers to investigate this issue further.

**Accommodations/ Schools**

Title II of the Americans with Disabilities Act (ADA) protects people with disabilities from discrimination by state funded schools such as state universities, community colleges and vocational schools. Section 504 of the Rehabilitation Act of 1973 also protects college students with disabilities. Post-secondary institutions must
make reasonable accommodations for students with disabilities unless doing so would result in a fundamental alteration of the program or undue financial or administrative burden (www.usdoj.gov). One type of reasonable accommodation is auxiliary aides or services. Examples of auxiliary aides that might be appropriate are qualified interpreters, assistive listening systems, audio recordings, Braille materials, and computer programs.

Another type of reasonable accommodation is a modification of a school policy or procedure. Schools are required to do this when necessary to prevent discrimination against a student with a disability. Modifications vary based on the student’s individual needs. Some examples of possible modifications are rescheduling classes to an accessible location, early enrollment options to allow time to arrange accommodations, substitution of specific courses required for completion of degree requirements, allowing service animals in the classroom, and providing written outlines or summaries of class lectures.

None of the seven participants in the current study were fully aware of these rights, or had attempted to take advantage of any of the reasonable accommodations they may have benefited from. Of particular interest is Jaime, who, when she asked her teachers for copies of their syllabi, was turned down by all of them. In her third meeting Jaime stated, “I told them I was doing this coaching and I needed to know my schedule and they were like, ‘We don’t have it. We can’t do it.’” She then proceeded to get a note from her resource counselor insisting that her teachers accommodate this request. Upon receiving the note Jaime said her teachers “still wouldn’t do it” and that her counselor said, “I’m sorry.” This reluctance from her teachers complicated the coaching process for Jaime and the coach. By not having access to her class syllabi Jaime and the coach were forced to make adjustments to her scheduling goal.

In order to avoid this difficulty it may be necessary for coaches themselves to contact the schools of their clients, and demand reasonable accommodations be made. If schools are to impede the coaching process, many efforts will be wasted no matter how skilled a coach is or how committed a client is to the coaching process.

**Recruiting Technique**

A final point of interest in terms of the population used in the current study is that
advertisements for coaching were posted at www.craigslist.com, a free online community. Those who volunteered for the study were individuals who visited the website, actively searched under the “educational services” header, and responded to the posting (Appendix 1). The process of first researching www.craigslist.com for themselves, responding to the advertisement, and then answering the call from researchers suggests a certain level of motivation from these particular individuals.

In addition, one participant that committed to the study failed to complete the coaching process. As evidenced through interview and direct observation made by the coach, it appeared that due to the impulsive nature of many individuals with ADHD, this participant committed without really thinking through the process in terms of time commitment and effort. Further research could investigate whether different types of recruitment produces different types of participants, or whether there is a way to take into account the impulsive tendencies of individuals with ADHD.

**Limitations**

The current study posed several limitations, which are described below, and divided into four topic areas: Extraneous variables, sample, the procrastination dilemma, and experimenter and subject effects.

**Extraneous variables**

Despite their strengths, case studies have drawbacks. Like all non-experimental approaches, they are merely describing what is occurring, but cannot tell us "why" it is occurring. Only quantitative experiments can assess cause and effect. No matter how convincing data from descriptive and correlational studies may sound, because they have less control over the variables and the environments that they study, non-experimental designs cannot rule out extraneous variables as the cause of what is being observed (Chenail, 1997). In the current study, the best way for the researcher to control for this threat to validity was to keep detailed notes of what was occurring during and between ADHD Coaching sessions that may have influenced any changes that occurred with the clients.

During the fifth week of the intervention, which took place in Washington, DC, a
school shooting occurred at Virginia Tech, a college in Blacksburg, Virginia. For more than a week the media was inundated with stories of the shooter and debates about his mental health status. While none of the participants in the study attended Virginia Tech, all were students at nearby Virginia, Maryland, or DC schools. One participant stated in session that, “I feel like what happened...just had a big impact on me.” Being diagnosed as Bipolar himself and already insecure about people’s reactions to learning that about him, the incident appeared to elevate his current levels of depression and anxiety, and further hinder his ability to succeed with his objectives. Another client also felt the impact of the event, mentioning that she felt everyone on her campus was “kind of depressed,” which made it hard to focus on anything else during that time.

Sample

According to some experts, another problem with case studies is that the small number of cases examined make it unlikely that they represent those who may have similar problems or abilities as those studied (Chenail, 1997). This problem means that the researcher might not be able to generalize the current study's findings to other people with similar problems; a case study of a single person with ADHD is unlikely to be representative of all people who suffer from this disorder. However, Yin (1984) refutes that criticism by presenting a well constructed explanation of the difference between analytic generalization and statistical generalization: "In analytic generalization, previously developed theory is used as a template against which to compare the empirical results of the case study". The inappropriate manner of generalizing assumes that some sample of cases has been drawn from a larger universe of cases. Thus the incorrect terminology such as "small sample" arises, as though a single-case study were a single respondent.

The external validity of the current study is somewhat weak in that the degree to which the results can be generalized to other subjects, conditions, times, and places is limited. The sample was selected from a small group of individuals who inquired and then volunteered for ADHD coaching via the www.craigslist.com posting. Whether by coincidence or because adults who are diagnosed with ADHD later in life may be more likely to seek coaching, the current sample was also limited to such individuals with the
exception of one participant. Therefore, it is unknown whether coaching outcomes may be different for individuals who have grown up knowing their diagnosis and/or receiving ongoing psychological services for ADHD. Future research should investigate this idea.

**The Procrastination Dilemma**

During the initial interviews for the current study, many participants claimed that the hardest part about doing something was getting it started, and that they tended to procrastinate often. Furthermore, participants felt that once they “got the ball rolling” they were able to successfully complete a task. Along these same lines, one of the things participants in the current study found most helpful was having someone to answer to and receiving feedback.

With this information, it must be considered that some of the successes of ADHD coaching lie solely in the fact that the coach is someone to help a client get started and be accountable to. Therefore, the possibility exists that a coach could offer unstructured support during weekly sessions, and achieve the same results. Evidence to the contrary lies in the fact that most participants felt coaching was more helpful than standard psychotherapy. Still, future researchers may want to attempt to separate this issue to verify whether the entire coaching intervention is particularly helpful, or if clients would equally succeed by receiving initial structured services and unstructured ongoing support.

**Experimenter and Subject Effects**

Because of the nature of qualitative research, it is possible that experimenter effects (expectations of the researcher that may have caused the researcher to bias results) through data selection or by subtle influencing outcome, occurred. There is considerable room in case studies for "researcher bias" to creep in. While no approach, including the experiment, is immune from researcher bias when in the hands of an incompetent or poorly trained researcher, some approaches are at greater risk for this problem even when conducted by capable people. The case study method involves considerably more interaction between the researcher and the subjects than most other research methods. In addition, most of the data on the subjects is generated from the researcher. While this information was supplemented by the LASSI and other more objective measures, it was
the researcher that brought all this together in the form of a descriptive "case study" of the individuals in question.

Two such effects to the validity of qualitative conclusions are selection of data that fit the researcher’s existing theory or preconceptions and the selection of data that “stand out” to the researcher (Miles & Huberman, 1994; Shweder, 1980). Both of these involve the subjectivity of the researcher, and it is impossible to deal with these issues by eliminating the researcher’s theories, beliefs and perceptual “lens.” Therefore, it is important to understand how a particular researcher’s values and expectations influence the conduct and conclusions of a study and avoid the negative consequences.

In the current study, the same researcher recruited and chose the participants, led the intervention, and then analyzed the data. While every effort was made to keep the study objective, the researcher’s past positive and negative experiences with ADHD coaching could have influenced results. The researcher’s goal was to describe the coaching intervention and its effects regardless of whether the data offered support for or against such treatment. However, to further explore and validate the ideas put forth in this study, empirical research should be conducted.

Also possible were subject effects—effects that occur when people know they are being observed and behave differently than they would in more familiar situations. Due to the nature of ADHD coaching, it was not possible to control for this possibility. Specifically, the influence of the researcher on the setting or individuals studied is often known as “reactivity.” All of the participants knew they were being studied as part of research on ADHD coaching in the current study. Trying to control for the effect of the researcher is appropriate to a quantitative approach in which the goal is to prevent researcher variability from being an unwanted cause of variability in the outcome variables. However, eliminating the actual influence of the researcher is impossible (Hammersly & Atkinson, 1995) and the goal in a qualitative study is not to eliminate this influence, but to understand it and use it productively.

For participant observation studies, reactivity is generally not as serious a validity threat as some believe. Becker (1970) pointed out that, in natural settings, an observer is generally much less of an influence on participant’s behavior than is the setting itself. For interviews, in contrast, reactivity—what Hammersly and Atkinson (1995) called
“reflexivity,” the fact that the researcher is part of the world he or she studies—is a powerful and inescapable influence. What the participant says is always influenced by the interviewer and interview situation. While there are some things a researcher can do to minimize this, such as avoiding leading questions, trying to minimize this effect is not a meaningful goal for qualitative research. Again, what is important if for the researcher to understand how they are influencing what the participant says and how this affects the validity of inferences drawn from the interview. In the current study the researcher attempted to remain aware of this idea throughout the coaching intervention. Any conclusions made from the study were done so after careful consideration of possible influence from the researcher. Again, the only way to further explore and validate any of the ideas put forth, empirical research must be conducted.

Qualitative designs can become imprecise if researchers allow themselves to become overwhelmed with their choices regarding the balance of personal curiosities and relevant data (Bateson, 1972). More specifically, explanation-building based case studies in particular can cause a loss of focus because of the overwhelming amount of data they offer. This amount of richness can be brought to an even higher level when researchers study phenomena with which they have previous, direct experience, as is the case when practitioners study what they also practice. The posture of "not knowing" is a hallmark of qualitative inquiries. It is often the strength of these approaches to research and practice. However, it can also become a grave weakness if researchers fail to understand how to maximize the potential of what "not knowing" can evoke. According to Chenail (1997) getting into a "muddle" is a natural, and, probably necessary, part of every qualitative research project. Qualitative research projects that become too tidy too soon are probably ones in which researchers never give phenomena a fair chance to show their richness in variety or in which researchers are more interested in "truthifying" their theories than falsifying them. As with the previously mentioned threats, keeping this in mind helped protect the investigator from problems. Still, no matter how careful one is, it is important for the responsible researcher to note these possibilities.

**Conclusions**

The current study on ADHD coaching and college students demonstrates further
support for the utility of ADHD coaching. All of the participants felt the intervention was worth their time and effort, and most considered coaching even more valuable and enjoyable than standard counseling and/or medication. All participants showed improvement on more than half of the scales on the LASSI as a result of coaching, and all but one met at least two-thirds of the long-term goals they set during the initial session. Among aspects of coaching that participants found most helpful were information and suggestions given to them by the coach, and being pushed toward insight and increased self-awareness.

Also useful, participants had several suggestions on ways to improve the coaching process. Among the most popular was to alter the system of rewards and consequences due to the fact that all but one of the participants did not find the system very motivating. Whether this was because the system itself may be flawed or that the participants were unable to create rewards and consequences that were powerful enough is unknown and would require further investigation. Other possible improvements to the coaching process include the use of photographs to document organizational changes made outside of sessions, develop materials for coaching that allow clients to use their preferred method of learning (i.e. visual, kinesthetic, etc.), or making specific ADHD problem areas (such as interpersonal relationship difficulties) standard for all clients, whether they realize it may be an issue or not.

The current research opens the door to a wide variety of possibilities in terms of future studies on the subject. Among questions to consider are: If clients were to pay for services, would that have an affect on any outcomes such as participation or perceived effectiveness? Would longer than one hour sessions or more than eight weeks of sessions be more or less helpful? Would involving family or significant others in the process help increase accountability with clients? And, should any adjustments be made to the intervention to incorporate more psychotherapeutic practices? The research presented here is just the beginning, and additional empirical studies must be conducted to validate and improve upon these findings.

While routine practice for individuals with ADHD remains a combination of psychotherapy and prescription drugs, professionals should bear in mind the evidence brought forth by studies such as this, and consider altering this existing custom. Support
for multimodal treatment and more specifically, psychoeducational techniques like coaching, continues to grow within the literature. The next step is for experts who have become accustomed to traditional methods to take note, and begin to change.
APPENDIX A: ADHD Coaching Advertisement

ADHD Coaches help individuals with Attention Deficit/Hyperactivity Disorder achieve their goals by developing skills and strategies to compensate for areas of functioning affected by ADHD.

Unlike therapists or counselors, coaches do not explore underlying emotional issues. Rather, coaches assist clients in forming internal and external structures to focus priorities, create action plans, and achieve success.

What can I work on with an ADHD Coach?

Because individuals vary in their strengths and in their areas for improvement, each coach-client relationship is unique. Possible topics for ADHD coaching include (but are not limited to):

- Time Management/Scheduling
- Managing coursework and studying
- Routines for taking medication
- Paying attention in class
- Handling money matters
- Self esteem/Negative self-talk
- Organization
- Completing projects
- Waking up and staying up
- Managing stress/anxiety
- Doing household chores
- Learning more about ADHD/Self advocacy

When/where are coach-client meetings held?

The coach and client decide together on meeting times and places. Some coaches and clients choose to communicate primarily through emails and/or phone calls; others choose to include face-to-face meetings.

Who are ADHD Coaches?

ADHD Coaches are doctoral students in Counseling Psychology and School Psychology, supervised by a faculty member/licensed psychologist.

Where do I get more information about ADHD Coaching?

Contact Abi Reaser: 850-766-0982 or abireaser@rocketmail.com

* This is a research project designed to evaluate ADHD coaching. It is not a validated method
# ADHD COACHING PROGRAM

## Initial Application for Services

<table>
<thead>
<tr>
<th>Name</th>
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<table>
<thead>
<tr>
<th>Local Address</th>
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<table>
<thead>
<tr>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home: ok to leave message at home? [ ] Yes [ ] No</td>
</tr>
<tr>
<td>Cell: ok to leave message on cell? [ ] Yes [ ] No</td>
</tr>
<tr>
<td>Work: ok to leave message at work? [ ] Yes [ ] No</td>
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</table>

<table>
<thead>
<tr>
<th>Email Address</th>
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<table>
<thead>
<tr>
<th>College or Place of Employment</th>
<th>Date began:</th>
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</table>

<table>
<thead>
<tr>
<th>Major</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>_____freshman _____sophomore _____junior _____senior _____grad student</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous Colleges attended</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous college degrees or certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Name of High School</th>
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</table>

<table>
<thead>
<tr>
<th>Age</th>
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</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Date Graduated</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Location of High School</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SS Number</th>
<th>Estimated HS GPA</th>
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<table>
<thead>
<tr>
<th>When were you diagnosed with ADHD?</th>
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</table>

<table>
<thead>
<tr>
<th>Who diagnosed you with ADHD?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do you take any medications? If so, what and how much?</th>
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<table>
<thead>
<tr>
<th>Do you have prior/current experience with coaching or counseling? If Yes, please explain.</th>
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</table>

<table>
<thead>
<tr>
<th>What motivated you to seek coaching now?</th>
</tr>
</thead>
</table>

86
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What aspects of college or work are most difficult for you at this time? (e.g., courses, dorm life, money matters)</td>
<td></td>
</tr>
<tr>
<td>Please describe the kinds of problems you encounter (e.g., trouble remembering things; difficulty paying attention; difficulty getting things done, etc.). Please be as specific as possible.</td>
<td></td>
</tr>
<tr>
<td>Have you ever been diagnosed as learning disabled?</td>
<td></td>
</tr>
<tr>
<td>If yes, with what specific academic areas do you struggle?</td>
<td></td>
</tr>
<tr>
<td>Were you ever diagnosed with any other psychiatric disorders (e.g. depression, anxiety, etc.)</td>
<td></td>
</tr>
<tr>
<td>If yes, describe:</td>
<td></td>
</tr>
<tr>
<td>What are your academic/professional strengths?</td>
<td></td>
</tr>
<tr>
<td>What are other things you do well?</td>
<td></td>
</tr>
</tbody>
</table>
Symptom Checklist

Please indicate which of the following is currently, or has been problem:

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>In General</th>
<th></th>
<th>When Studying or Thinking About Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nausea or stomachaches</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Difficulty following instructions</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Depressed mood</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Easily distracted</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Restless</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Careless</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Feeling of losing control</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Poor concentration</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Anxious or worried</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Cannot sit still</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Feeling hopeless</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Poor organizational skills</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Palpitations, increased heart rate</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Act as if “driven by a motor”/have non-stop energy</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Irritable</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Trembling or shaking</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Forgetful</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Difficulty sleeping</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Acts without thinking, impulsive</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Fails to finish tasks</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>In General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SYMPTOM</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Talks Excessively</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Shortness of breath, dizziness</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Feel sluggish, low energy, or fatigued</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Difficulty sustaining attention</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>
For each of the following items, circle the number from 1 to 5 that indicates the degree to which you need to work on that area.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Definitely need to work on</th>
<th>Don’t need to work on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving time management</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Establishing routines and good habits</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Organizing Schoolwork</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Organizing Personal Space</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Getting to class on time</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Studying</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Scheduling classes</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Paying attention in class and taking good notes</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Managing long-term assignments</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Planning and prioritizing</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Making decisions and solving problems</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Keeping track of things</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Doing laundry</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Exercising</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Eating healthfully</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Waking up and staying up</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Getting to bed</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Taking medication</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Making friends</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Keeping friends</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Getting along with roommates</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Getting along in group situations</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Decreasing negative self-talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing stress/anxiety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing realistic goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand more about ADHD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explaining ADHD to professors (requesting accommodations)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Informed Consent Form
ADHD Coaching and College Students:

I freely and voluntarily and without element of force or coercion, consent to be a participant in the research project entitled “ADHD Coaching and College Students.”

This research is being conducted by the research team of Dr. Frances Prevatt and Abigail Reaser, a PhD candidate at Florida State University. I understand the purpose of the research project is to better understand the effectiveness of coaching for college
students with Attention Deficit/Hyperactivity Disorder. I understand that if I participate in the project I will be involved as a client in a coaching relationship. I understand that my coach and I will work together to:

- Clearly define and prioritize realistic goals.
- Anticipate roadblocks that might prevent me from following through with these goals.
- Create strategies to address these roadblocks.
- Develop reminder systems to help me monitor myself and follow through with my plans between sessions.
- Evaluate my progress toward my goals.
- Hold me accountable for achieving my goals.

_____ I understand that there will be no monetary compensation for my participation.

_____ I understand that I will be asked to fill out paper and pencil assessments before and after the coaching process, which will take approximately an hour each time. I understand that the coaching process will take eight weeks, during which I will have the choice to meet with my coach face-to-face, through email, or over the telephone.

_____ I understand that my transcript will be used as part of this study only if I give my permission. My permission enables the researcher to retrieve my academic records and/or grades for research purposes. I understand that all my information will be kept confidential to the extent allowed by law and that my name will not be linked to any data (academic records, grades, etc.) after it has been obtained.

I Do __________    Do Not ________ give my permission for the researcher to obtain my transcript and use the information on my transcript for this study.

_____ I understand that my participation is totally voluntary and I may stop participation at any time in the research.

_____ I understand that the researcher will not use my name to discuss the details of our sessions with any outside source (i.e., friends, family, professors, etc.) unless the following circumstances are present:
(1) I direct the researcher to discuss my information with an outside source (i.e. a therapist) and I have signed a Release of Information form.
(2) The researcher determines that I am an imminent danger to myself or to others.
(3) The researcher is ordered by a court to provide information about our sessions.

_____ I understand that I am to continue my current medication regimen throughout the duration of the coaching process.

_____ I understand that this research has no relation to nor is sponsored by the private practitioner who is providing the rooms for meeting.
I understand there is a possibility of a minimal level of risk involved if I agree to participate in the study. I might experience anxiety while thinking about my self-esteem or academic strategies. I also might experience emotional discomfort while involved in the coaching process. The researcher will be available at all times to talk with me about any emotional discomfort I may experience while participating. If the researcher determines I require additional psychological support, I will be referred for further assistance and will forgo my participation in the study. I am also able to stop my participation at any time I wish.

I understand there are benefits for participating in this research project. I will be learning individualized strategies for achieving success that compensate for symptoms of my Attention Deficit/Hyperactivity Disorder. I will be able to transfer what I learn from this research project to my daily life, if I so choose. Furthermore, I will have external structure provided by the researcher, which will assist me in achieving my set objectives and goals during the eight weeks of the coaching process. In addition, I will be providing psychologists and mental health care professionals with valuable insight into potential interventions for college students with Attention Deficit/Hyperactivity Disorder.

I understand this consent may be withdrawn at any time without prejudice or penalty. I have been given the right to ask and have answered any inquiry concerning the study. Questions, if any, have been answered to my satisfaction.

I understand that I may contact either Dr. Frances at Florida State University, Adult Learning Evaluation Center, 214 Stone Building, (850) 644-3611, Abigail Reaser at (850)766-0982, or the FSU Human Subjects Committee at 2010 Levy Ave Research Building B Suite 276, (850) 644-7900 for answers to questions about this research or my rights. Results will be sent to me upon my request.

I have read and understood this consent form.

_________________________________ ___________________
Participant      Date

APPENDIX E: Procedures for the Coach/Client Relationship

Procedures for the Coach/Client Relationship

What do you think are some of the ways AD/HD will affect our coach/client relationship?

Specifically:
(If yes, ask client, “What would you like me to do/say if I feel that this symptom is affecting our relationship?)

<table>
<thead>
<tr>
<th>Do you feel defensive when approached about ADHD symptoms?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If Yes, elaborate

93
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you distracted by noise?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do your thoughts wander when others are talking?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have trouble completing tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you tend to be disorganized?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty remembering appointments?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you need things written down?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you tend to procrastinate?</td>
<td></td>
<td></td>
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<tr>
<td>Do you have trouble following conversation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty being on time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty sitting still?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have problems controlling your temper?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you learn better by listening, by seeing/reading, or by doing?

- [ ] auditory
- [ ] visual
- [ ] kinesthetic
- [ ] don’t know

What difficulties are you having that brought you here?
What are your patterns of past behavior?

What are some coping methods for ADHD that you’ve used that have been helpful and what are some that have not been helpful?

What are your strengths?

What are your interests?

What are your preferences for feedback?

**How would you like me to address a situation in which you did not follow through with your plans?**

<table>
<thead>
<tr>
<th>Would you like me to ask you what prevented you from following through (or another specific question)?</th>
<th>Yes</th>
<th>If Yes, elaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like me to refer back to your goals if you do not follow</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Would you like me to provide a consequence for not following through?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own consequences?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you didn’t follow through?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**How would you like me to encourage you when you do follow through with your plans?**

*If Yes, elaborate*

<p>| Would you like me to ask you what helped you follow through (or another specific question)? | Yes | No |  |</p>
<table>
<thead>
<tr>
<th>Would you like me to provide a reward for following through?</th>
<th>Yes</th>
<th>If Yes, should it be something material? What?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you rather be responsible for administering your own rewards?</td>
<td>Yes</td>
<td>If yes, what will your own rewards be?</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you followed through?</td>
<td>Yes</td>
<td>If no, how long should I wait? Should I address them at all?</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to keep a chart of your progress toward achieving your goals?</td>
<td>Yes</td>
<td>If yes, what should the chart look like? What will you consider progress?</td>
<td>No</td>
</tr>
</tbody>
</table>

How often would you like to interact each week?

Which do you prefer: face-to-face meetings, email/phone calls, or both?

Do you prefer one long meeting or a few shorter meetings?

Frequency:
Duration:

Type(s) of Contact:

Location (if direct contact):

How would you like me to address missed meetings?

APPENDIX F: Long Term Goal Setting Worksheet

**Goal-Setting**

*What are your long-terms goals for this coaching relationship, in order of their importance to you. Do you want your coach to remind you of these goals? If yes, how often?*
<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th><strong>What specific behaviors do you want to change?</strong></th>
<th><strong>What will be the reward(s) for achieving this goal?</strong></th>
<th><strong>Do you want to be reminded of your goals? If Yes, when and how?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
</table>
## Weekly Objectives

*What are your objectives for this week? What do you want to accomplish, in order of importance?*

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tr>
</tbody>
</table>
**APPENDIX H: Daily Planner Worksheet**

**Daily Planner**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific actions/behaviors I planned to follow-through with today.</td>
<td>Specific steps I took toward following-through with set plans.</td>
<td>What helped me follow-through with set plans?</td>
<td>Specific steps I did NOT take toward following-through.</td>
<td>What obstacles prevented me from following-through?</td>
<td></td>
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</tbody>
</table>

Notes / Plans for Tomorrow:
APPENDIX J: Contract for Services

**ADHD Coaching**

**Contract for Services**

____________________  and __________________ agree to the following conditions

Client’s Name  Coach’s Name

for their coaching partnership:

**How we will communicate (email, phone, face-to-face meetings):**

**How often we will communicate:**

**Where face-to-face meetings will be held:**

**How much notice required if coach/client cannot make meeting:**

We agree to abide by these terms of service. If our methods of communication need modification, we will mutually decide on changes.

________________________  ________________________

Client’s Signature        Date

________________________  ________________________

Coach’s Signature         Date
APPENDIX K: Post-treatment Questionnaire

**ADHD Coaching Evaluation:**
Post-treatment questionnaire

1. Do you feel the goals established in the beginning of the coaching process were met? Why or why not?

2. In what ways have you changed as a result of coaching?

3. What was most helpful to you in the coaching process?

4. What was least helpful to you in the coaching process?

5. Do you feel ADHD Coaching was worth the time, effort, and cost?

6. Do you feel ADHD Coaching helped you more or less than other methods you have tried to control your ADHD behavior? Which ones and why?

7. What suggestions do you have to improve the coaching process?
APPENDIX L: Coaching Tracking Sheet

Coach:

Client:

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount of Time per Session</th>
<th>Face-to-Face Meeting</th>
<th>Email</th>
<th>Phone</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Alexa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Address</td>
<td>Centreville VA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Phone Number  | Home: ok to leave message at home? ___Yes ___No  
                Cell: ok to leave message on cell? ___X Yes ___No  
                Work: ok to leave message at work? ___Yes ___No  |
| Email Address |                                            |
| College or Place of Employment | George Mason University  
                                    Date began: Jan 2006 |
| Major         | Conflict Analysis and Resolution           |
| Year          | ___freshman ___sophomore ___junior ___senior |
| Previous Colleges attended | 1. NVCC  
                                   Date 2001-2005  
                                   2.  
                                   3.  
                                   4. |
| Previous college degrees or certificates | 1. AA in Liberal Arts/Fine Arts  
                                           2.  
                                           3.  
                                           4. |
<p>| Date of Birth | 1979                                       |
| Age           | 27                                         |
| Gender        | Female                                     |
| Ethnicity     |                                            |
| Estimated HS GPA |                                            |
| Date Graduated| June 1997                                  |
| Name of High School | Townshend International Sch; Czech Republic |
| Location of High School | Hluboka, Czech Republic |
| When were you diagnosed with ADHD? |                                            |
| Who diagnosed you with ADHD? |                                            |
| Do you take any medications? If so, what and how much? | Some counseling at George Mason University Counseling Center |
| Do you have prior/current experience with coaching or counseling? If Yes, please explain. | Some counseling at George Mason University Counseling Center |
| What motivated you to seek coaching now? | I need to get organized in order to graduate. I want to get my life in order before I graduate. I need to get an internship and have not been able to get organized enough to do it. |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What aspects of college or work are most difficult for you at this time? (e.g., courses, dorm life, money matters)</td>
<td>Motivation, managing school work load, managing money, staying organized, completing assignments – particularly reading.</td>
</tr>
<tr>
<td>Please describe the kinds of problems you encounter (e.g., trouble remembering things; difficulty paying attention; difficulty getting things done, etc.). Please be as specific as possible.</td>
<td>Difficulty focusing on reading. Difficulty sitting still in class, trouble remembering things, difficulty finding motivation to plan ahead on large assignments, difficulty pulling myself away from any given activity in order to study.</td>
</tr>
<tr>
<td>Have you ever been diagnosed as learning disabled?</td>
<td>No, but I struggle with reading</td>
</tr>
<tr>
<td>If yes, with what specific academic areas do you struggle?</td>
<td>I have gotten counseling in the past for depression. It is the worst at the end of the semester when everything from throughout the semester has piled up and I feel helpless/hopeless.</td>
</tr>
<tr>
<td>Were you ever diagnosed with any other psychiatric disorders (e.g. depression, anxiety, etc.)</td>
<td>I am smart. I am able to get things done last minute and still manage to get a decent (or good) grade. I’m a good communicator both written and oral (when I need to be). I am good at understanding methods and theories.</td>
</tr>
<tr>
<td>What are your academic/professional strengths?</td>
<td>I am smart. I am able to get things done last minute and still manage to get a decent (or good) grade. I’m a good communicator both written and oral (when I need to be). I am good at understanding methods and theories.</td>
</tr>
<tr>
<td>What are other things you do well?</td>
<td>I am smart. I am able to get things done last minute and still manage to get a decent (or good) grade. I’m a good communicator both written and oral (when I need to be). I am good at understanding methods and theories.</td>
</tr>
</tbody>
</table>
**Symptom Checklist**

Please indicate which of the following is currently, or has been problem:

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>In General</th>
<th>When Studying or Thinking About Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nausea or stomachaches</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty following instructions</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Depressed mood</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Easily distracted</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Restless</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Careless</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Feeling of losing control</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poor concentration</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Anxious or worried</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cannot sit still</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Feeling hopeless</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poor organizational skills</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Palpitations, increased heart rate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Act as if “driven by a motor”/have non-stop energy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Irritable</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Trembling or shaking</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Forgetful</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty sleeping</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Acts without thinking, impulsive</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fails to finish tasks</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**In General**

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks Excessively</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Shortness of breath, dizziness</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Feel sluggish, low energy, or fatigued</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty sustaining attention</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
ADHD COACHING PROGRAM  
Initial Application for Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Aziz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Address</td>
<td>Rockville MD</td>
</tr>
</tbody>
</table>
| Phone Number | Home: ok to leave message at home? ___Yes ___No  
              | Cell: ok to leave message on cell?   X Yes ___No  
              | Work: ok to leave message at work?    ___Yes ___No |
| Email Address |            |
| College or Place of Employment | American University  |
| Major | International Finance/International Economic Policy |
| Year |  ____freshman ____sophomore ____junior ____senior   X  grad student |
| Previous Colleges attended | 1. Valencia CC (FL)  Date 1998-2000  
                               | 2. American University  Date 2000-2004  
                               | 3. Valpo Univ (Indiana)  Date 2005-2006 |
| Previous college degrees or certificates | 1. BS (Business Administration)  
                                            | 2.  
                                            | 3.  
                                            | 4.  |
| Date of Birth | 1978  |
| Age | 28  |
| Gender | male  |
| Date Graduated | 1996  |
| Ethnicity | Middle Eastern  |
| Location of High School | Riyadh Saudi Arabia  |
| SS Number | 589-87-5421  |
| Estimated HS GPA | 79% 2.9  |
| When were you diagnosed with ADHD? | 2002; 2001 first but no report  |
| Who diagnosed you with ADHD? | Dr. Nora Galil  |
| Do you take any medications? If so, what and how much? | Sequol: bipolar – 75mg/night; sedating Lamictal – depression  2xday 100 mg.  
                                                        | Adderall (20 mg twice a day)  
                                                        | Zyrapex 5 mg 1xday before bed (bipolar)  |
| Do you have prior/current experience with coaching or counseling? If Yes, please explain. | Yes. I have received counseling to address my ADD  
                                                                 Dr. Fischer – new psychiatrist  |
| What motivated you to seek coaching now? | I’d to improve my organization executive functioning skills  |
| **What aspects of college or work are most difficult for you at this time? (e.g., courses, dorm life, money matters)** | - Money management, time management  
- Organization and planning |
| **Please describe the kinds of problems you encounter (e.g., trouble remembering things; difficulty paying attention; difficulty getting things done, etc.). Please be as specific as possible.** | - trouble remembering things  
- difficulty getting things done  
- difficulty starting project and/or finishing project that I already have started |
| **Have you ever been diagnosed as learning disabled?** | - yes  
- writing and executive functioning |
| **If yes, with what specific academic areas do you struggle?** | |
| **Were you ever diagnosed with any other psychiatric disorders (e.g. depression, anxiety, etc.)** | I have been diagnosed with bipolar disorder |
| **If yes, describe:** | |
| **What are your academic/professional strengths?** | Reading and research  
Research |
| **What are other things you do well?** | |


Symptom Checklist
Please indicate which of the following is currently, or has been problem:

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>In General</th>
<th></th>
<th>When Studying or Thinking About Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nausea or stomachaches</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Difficulty following instructions</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Depressed mood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily distracted</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Restless</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling of losing control</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Poor concentration</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Anxious or worried</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannot sit still</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Feeling hopeless</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor organizational skills</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Palpitations, increased heart rate</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Act as if “driven by a motor”/have non-stop energy</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irritable</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Trembling or shaking</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forgetful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty sleeping</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Acts without thinking, impulsive</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fails to finish tasks</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>In General</td>
<td></td>
<td></td>
<td>When Studying or Thinking About Academics</td>
</tr>
<tr>
<td>SYMPTOM</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Talks Excessively</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Shortness of breath, dizziness</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Feel sluggish, low energy, or fatigued</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Difficulty sustaining attention</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
### ADHD COACHING PROGRAM
Initial Application for Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Jaime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Address</td>
<td>Potomac, MD</td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
</tr>
<tr>
<td>Home:</td>
<td>ok to leave message at home? ___Yes ___No</td>
</tr>
<tr>
<td>Cell:</td>
<td>ok to leave message on cell? ___Yes ___No</td>
</tr>
<tr>
<td>Work:</td>
<td>ok to leave message at work? ___Yes ___No</td>
</tr>
<tr>
<td>Email Address</td>
<td></td>
</tr>
</tbody>
</table>

| College or Place of Employment | H.S. Senior> Hampshire College | Date began: August 2007 |

| Major            | International Relations |

<table>
<thead>
<tr>
<th>Year</th>
<th>_X__freshman ___sophomore ___junior ___senior ___grad student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Colleges attended</td>
<td>Date________________</td>
</tr>
<tr>
<td>1.</td>
<td>Date________________</td>
</tr>
<tr>
<td>2.</td>
<td>Date________________</td>
</tr>
<tr>
<td>3.</td>
<td>Date________________</td>
</tr>
</tbody>
</table>

| Previous college degrees or certificates | 1. | Date________________ |
| 2. | Date________________ |
| 3. | Date________________ |
| 4. | Date________________ |

<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>1990</th>
<th>Name of High School</th>
<th>Winston Churchill H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>17</td>
<td>Gender</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date Graduated</td>
<td>6/07</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Caucasian</td>
<td>Location of High School</td>
<td>Potomac, MD</td>
</tr>
</tbody>
</table>

| SS Number | Estimated HS GPA | 3.0 |

| When were you diagnosed with ADHD? | 1998 |

| Who diagnosed you with ADHD? | National Naval Medical Center |

| Do you take any medications? If so, what and how much? | Yes. Dexedrin 1x/day. Spansule 10 mg. |

| Do you have prior/current experience with coaching or counseling? If Yes, please explain. | No ADHD coaching/counseling. Family therapy in 2002. |

<p>| What motivated you to seek coaching now? | Getting prepared for college and doing well in college |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What aspects of college or work are most difficult for you at this time?</td>
<td>Courses- understanding concepts; Organization, comprehension; English- writing, summarizing, reading</td>
</tr>
<tr>
<td>(e.g., courses, dorm life, money matters)</td>
<td></td>
</tr>
</tbody>
</table>
| Please describe the kinds of problems you encounter (e.g., trouble remembering things; difficulty paying attention; difficulty getting things done, etc.). Please be as specific as possible. | Trouble remembering things  
Putting my plans into action  
Difficulty paying attention –teacher boring  
Procrastination  
Studying effectively  
Organization |
| Have you ever been diagnosed as learning disabled?                       | Yes. Putting ideas into writing. Writing in general.  
Score high on Math ability but don’t do well on tests. |
| If yes, with what specific academic areas do you struggle?               |                                                                        |
| Were you ever diagnosed with any other psychiatric disorders (e.g. depression, anxiety, etc.) | No. |
| If yes, describe:                                                        |                                                                        |
| What are your academic/professional strengths?                           | Debating                                                              |
| What are other things you do well?                                       |                                                                        |
**Symptom Checklist**
Please indicate which of the following is currently, or has been problem:

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>In General</th>
<th>When Studying or Thinking About Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nausea or stomachaches</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Difficulty following instructions</td>
<td>X</td>
<td>YES</td>
</tr>
<tr>
<td>Depressed mood</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Easily distracted</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Restless</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Careless</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Feeling of losing control</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poor concentration</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Anxious or worried</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cannot sit still</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Feeling hopeless</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poor organizational skills</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Palpitations, increased heart rate</td>
<td>X</td>
<td>X</td>
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<td>Act as if “driven by a motor”/have non-stop energy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Irritable</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Forgetful</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty sleeping</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Acts without thinking, impulsive</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fails to finish tasks</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>In General</th>
<th>When Studying or Thinking About Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks Excessively</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Shortness of breath, dizziness</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Feel sluggish, low energy, or fatigued</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty sustaining attention</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Name</td>
<td>Susan</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Address</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home:</td>
<td>ok to leave message at home? ___Yes ___No</td>
</tr>
<tr>
<td>Cell:</td>
<td>ok to leave message on cell? ___Yes ___No</td>
</tr>
<tr>
<td>Work:</td>
<td>ok to leave message at work? ___Yes ___No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email Address</th>
<th>NVCC Date began: Fall 2004</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>College or Place of Employment</th>
<th>NVCC Date began: Fall 2004</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Major</th>
<th>Nursing</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>___freshman ___sophomore ___junior _X_senior ___grad student</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Previous Colleges attended</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. George Mason Univ.</td>
<td>Date Grad 5/96</td>
</tr>
<tr>
<td>2.</td>
<td>Date__________</td>
</tr>
<tr>
<td>3.</td>
<td>Date__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous college degrees or certificates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B.A. Psychology</td>
<td>Date Grad 5/96</td>
</tr>
<tr>
<td>2.</td>
<td>Date__________</td>
</tr>
<tr>
<td>3.</td>
<td>Date__________</td>
</tr>
<tr>
<td>4.</td>
<td>Date__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Name of High School</th>
<th>Fairfax, H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Graduated</td>
<td>1991</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td>Location of High School</td>
<td>Fairfax, VA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS Number</th>
<th>Estimated HS GPA</th>
<th>3.0/3.89 NVCC</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When were you diagnosed with ADHD?</th>
<th>After first semester of college (winter 1992)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who diagnosed you with ADHD?</th>
<th>VA Neuroscience Center: Terry Watkin, MD</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do you take any medications? If so, what and how much?</th>
<th>Dexedrine Spansules 45 mg/day for ADHD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Loestrin – BCP</td>
</tr>
<tr>
<td></td>
<td>Maxide – BP; Altace – BP; Toponol – Pulse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you have prior/current experience with coaching or counseling? If Yes, please explain.</th>
<th>Court ordered psychologist @ 16 y.o. after shoplifting with friends.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No prior coaching or counseling for ADHD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What motivated you to seek coaching now?</th>
<th>Difficulty with current meds no longer being effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hesitant to keep increasing Dexedrine because of cardiac</td>
</tr>
<tr>
<td></td>
<td>effects. Do not want to go back and try another drug.</td>
</tr>
<tr>
<td>What aspects of college or work are most difficult for you at this time? (e.g., courses, dorm life, money matters)</td>
<td>Making myself sit and study. Papers. Planning for out of college.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Please describe the kinds of problems you encounter (e.g., trouble remembering things; difficulty paying attention; difficulty getting things done, etc.). Please be as specific as possible.</td>
<td>Impulse control Study time Procrastination Sitting Still Social Phobia – Talking out of turn or not being annoying Bills and Finances Organization</td>
</tr>
<tr>
<td>Have you ever been diagnosed as learning disabled?</td>
<td>No. Attended school for gifted students in Fairfax County from 3rd to 8th grades.</td>
</tr>
<tr>
<td>If yes, with what specific academic areas do you struggle?</td>
<td></td>
</tr>
<tr>
<td>Were you ever diagnosed with any other psychiatric disorders (e.g. depression, anxiety, etc.)</td>
<td>None</td>
</tr>
<tr>
<td>If yes, describe:</td>
<td></td>
</tr>
<tr>
<td>What are your academic/professional strengths?</td>
<td>Consistency Accuracy Customer Service Catching others’ mistakes Retaining information Testing</td>
</tr>
<tr>
<td>What are other things you do well?</td>
<td></td>
</tr>
</tbody>
</table>
### Symptom Checklist

Please indicate which of the following is currently, or has been problem:

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<th>When Studying or Thinking About Academics</th>
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<td>NO</td>
</tr>
<tr>
<td>Depressed mood</td>
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</tr>
<tr>
<td>Restless</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Careless</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Feeling of losing control</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Poor concentration</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Anxious or worried</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Cannot sit still</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Feeling hopeless</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Poor organizational skills</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Palpitations, increased heart rate</td>
<td>X (meds)</td>
<td>YES</td>
</tr>
<tr>
<td>Act as if “driven by a motor”/have non-stop energy</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Irritable</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Trembling or shaking</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Forgetful</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Difficulty sleeping</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Acts without thinking, impulsive</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Fails to finish tasks</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Talks Excessively</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Shortness of breath, dizziness</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Feel sluggish, low energy, or fatigued</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Difficulty sustaining attention</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td>Alissa</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>Local Address</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td>Home: ok to leave message at home? ___Yes ___No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell: ok to leave message on cell? ___Yes ___No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work: ok to leave message at work? ___Yes ___No</td>
<td></td>
</tr>
<tr>
<td><strong>Email Address</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College or Place of Employment</strong></td>
<td>University of Maryland Date began: Spring 2005</td>
<td></td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td>___freshman ___sophomore ___junior ___senior ___grad student</td>
<td></td>
</tr>
<tr>
<td><strong>Previous Colleges attended</strong></td>
<td>1. Montgomery College, Rockville, MD Date: Summer 2001-Fall 2004</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Institute of American Universities, France Date: Spring 2002</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td><strong>Previous college degrees or certificates</strong></td>
<td>1. A.A. Business Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td><strong>Date of Birth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td><strong>Name of High School</strong></td>
<td>Bellaire, H.S.</td>
<td></td>
</tr>
<tr>
<td><strong>Location of High School</strong></td>
<td>Bellaire, TX</td>
<td></td>
</tr>
<tr>
<td><strong>SS Number</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Estimated HS GPA</strong></td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td><strong>When were you diagnosed with ADHD?</strong></td>
<td>Fall 2006</td>
<td></td>
</tr>
<tr>
<td><strong>Who diagnosed you with ADHD?</strong></td>
<td>Dr. Cynthia Woods</td>
<td></td>
</tr>
<tr>
<td><strong>Do you take any medications? If so, what and how much?</strong></td>
<td>Adderall as needed (10 mg)</td>
<td></td>
</tr>
<tr>
<td><strong>Do you have prior/current experience with coaching or counseling? If Yes, please explain.</strong></td>
<td>Counseling 8 weeks for 1 hour Currently in group counseling for ADHD</td>
<td></td>
</tr>
<tr>
<td><strong>What motivated you to seek coaching now?</strong></td>
<td>Desperation, something had to change, exhausted other options and ideas</td>
<td></td>
</tr>
<tr>
<td><strong>What aspects of college or work are most difficult for you at this time? (e.g., courses, dorm life, money matters)</strong></td>
<td>Reading textbooks and long articles, organizing different responsibilities, fast pace of being a research assistant, large projects and papers (figuring out the steps).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Please describe the kinds of problems you encounter (e.g., trouble remembering things; difficulty paying attention; difficulty getting things done, etc.). Please be as specific as possible.</strong></td>
<td>Maybe it’s better to just describe my strengths. I have two: I can pay attention to lectures and takes notes fairly well (depending on the pace) and I focus well on exams (while at the exam). Everything else is difficult.</td>
<td></td>
</tr>
<tr>
<td><strong>Have you ever been diagnosed as learning disabled?</strong></td>
<td>No, never got tested.</td>
<td></td>
</tr>
<tr>
<td><strong>If yes, with what specific academic areas do you struggle?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Were you ever diagnosed with any other psychiatric disorders (e.g. depression, anxiety, etc.)</strong></td>
<td>No. Was suspected of having them, but I only get depressed and anxious when I don’t accomplish things. Once I started being treated for ADHD, it all got better.</td>
<td></td>
</tr>
<tr>
<td><strong>If yes, describe:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What are your academic/professional strengths?</strong></td>
<td>I write well, I’m motivated, and creative.</td>
<td></td>
</tr>
<tr>
<td><strong>What are other things you do well?</strong></td>
<td>Draw, paint, and dance.</td>
<td></td>
</tr>
</tbody>
</table>
# Symptom Checklist

Please indicate which of the following is currently, or has been problem:

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>In General</th>
<th>When Studying or Thinking About Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nausea or stomachaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty following instructions</td>
<td><em>X</em></td>
<td></td>
</tr>
<tr>
<td>Depressed mood</td>
<td>__</td>
<td><em>X</em></td>
</tr>
<tr>
<td>Easily distracted</td>
<td><em>X</em></td>
<td></td>
</tr>
<tr>
<td>Restless</td>
<td>__</td>
<td><em>X</em></td>
</tr>
<tr>
<td>Careless</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Feeling of losing control</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Poor concentration</td>
<td>__</td>
<td><em>X</em></td>
</tr>
<tr>
<td>Anxious or worried</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Cannot sit still</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Feeling hopeless</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Poor organizational skills</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Palpitations, increased heart rate</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Act as if “driven by a motor”/have non-stop energy</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Irritable</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Trembling or shaking</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Forgetful</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Difficulty sleeping</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Acts without thinking, impulsive</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Fails to finish tasks</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>In General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SYMPTOM</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Talks Excessively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortness of breath, dizziness</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Feel sluggish, low energy, or fatigued</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Difficulty sustaining attention</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td>Elizabeth</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td><strong>Local Address</strong></td>
<td>Arlington, VA</td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td>Home: ok to leave message at home? ___Yes ___No Cell: ok to leave message on cell? ___Yes ___No Work: ok to leave message at work? ___Yes ___No</td>
<td></td>
</tr>
<tr>
<td><strong>Email Address</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College or Place of Employment</strong></td>
<td>Traditional Acupuncture Institute Date began: 9/97</td>
<td></td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Acupuncture (M.Ac.)</td>
<td></td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td>___freshman ___sophomore ___junior ___senior ___X_grad student</td>
<td></td>
</tr>
<tr>
<td><strong>Previous college degrees or certificates</strong></td>
<td>1. Bachelor's/B.A. 2. 3. 4.</td>
<td></td>
</tr>
<tr>
<td><strong>Date of Birth</strong></td>
<td>1957</td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>49</td>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td><strong>Date Graduated</strong></td>
<td>1975</td>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td><strong>Location of High School</strong></td>
<td>Pittsburg, P.A.</td>
<td></td>
</tr>
<tr>
<td><strong>SS Number</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Estimated HS GPA</strong></td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td><strong>When were you diagnosed with ADHD?</strong></td>
<td>Approximately 1990-1992</td>
<td></td>
</tr>
<tr>
<td><strong>Who diagnosed you with ADHD?</strong></td>
<td>Dr. Herb Adler (M.D.) Dr. Barry Bricklin (Ph.D.)</td>
<td></td>
</tr>
<tr>
<td><strong>Do you take any medications? If so, what and how much?</strong></td>
<td>Lexapro/Antidepressant 10 mg/day Also homeopathics from M.D.</td>
<td></td>
</tr>
<tr>
<td><strong>Do you have prior/current experience with coaching or counseling? If Yes, please explain.</strong></td>
<td>Yes. Worked with an ADD/ADHD coach from 1995-1999.</td>
<td></td>
</tr>
<tr>
<td><strong>What motivated you to seek coaching now?</strong></td>
<td>It looks like my ability to handle my &quot;routines&quot; and responsibilities is at an all time low, and my needs to get things accomplished are intensifying a lot. It's scary.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>What aspects of college or work are most difficult for you at this time? (e.g., courses, dorm life, money matters)</td>
<td>Making a plan regarding how to use my time. And then using the plan in real life (things come up-how much to be flexible/inflexible?)</td>
<td></td>
</tr>
<tr>
<td>Please describe the kinds of problems you encounter (e.g., trouble remembering things; difficulty paying attention; difficulty getting things done, etc.). Please be as specific as possible.</td>
<td>Remembering things. I planned to do some setting up and organizing these past few days, then on Saturday I realized I had some finishing touches regarding the last weeks’ volunteer project, which I’d previously forgotten. That took almost all day.</td>
<td></td>
</tr>
<tr>
<td>Have you ever been diagnosed as learning disabled?</td>
<td>Yes, but not severely L.D.</td>
<td></td>
</tr>
<tr>
<td>If yes, with what specific academic areas do you struggle?</td>
<td>Auditory input-sequential. Multi-level mental manipulation. Reading-moderate.</td>
<td></td>
</tr>
<tr>
<td>Were you ever diagnosed with any other psychiatric disorders (e.g. depression, anxiety, etc.)</td>
<td>Depression – mild and sometimes moderate – chronic, since early childhood.</td>
<td></td>
</tr>
<tr>
<td>If yes, describe:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| What are your academic/professional strengths?                                                | 1. Once I get past the basic concepts, I do really well with new insights, putting together new ideas when working beyond the basic concepts.  
| What are other things you do well?                                                            |                                                                                                                                                                                                  |
## Symptom Checklist

Please indicate which of the following is currently, or has been problem:

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>In General (mostly in the past)</th>
<th>When Studying or Thinking About Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nausea or stomachaches</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Difficulty following instructions</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Depressed mood</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Easily distracted</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Restless</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Careless</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Feeling of losing control</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Poor concentration</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Anxious or worried</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Cannot sit still</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Feeling hopeless</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Poor organizational skills</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Palpitations, increased heart rate</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Act as if “driven by a motor”/have non-stop energy</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Irritable</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Trembling or shaking</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Forgetful</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Difficulty sleeping</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Acts without thinking, impulsive</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Fails to finish tasks</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

**In General**

**When Studying or Thinking About Academics**

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>YES</th>
<th>NO</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks Excessively</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Shortness of breath, dizziness</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Feel sluggish, low energy, or fatigued</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Difficulty sustaining attention</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Name</td>
<td>Justen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Address</td>
<td>Rockville, MD</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Phone Number | Home: ok to leave message at home? ___Yes ___No  
Cell: ok to leave message on cell? ___Yes ___No  
Work: ok to leave message at work? ___Yes ___No |
| Email Address | |
| College or Place of Employment | Masters comm. GW/legal IT recruiter  
Date began:Fall 2006 |
| Major | |
| Year | ___freshman ___sophomore ___junior ___senior _x_grad student |
| Previous Colleges attended | 1. Towson –comm  
Date 2000-2004  
2.  
3.  
Date  
Date  |
| Previous college degrees or certificates | 1.  
2.  
3.  
4. |
| Date of Birth | 1981  
Age | 25 |
| Gender | Male  
Date Graduated | 2000 |
| Ethnicity | Caucasian  
Location of High School | |
| SS Number |  |
| Estimated HS GPA | 2.5 |
| When were you diagnosed with ADHD? | Age 16. Maybe hyperactive possibly combined |
| Who diagnosed you with ADHD? | |
| Do you take any medications? If so, what and how much? | Adderoll @ 17 – loss of appetite, sleep deprivation |
| Do you have prior/current experience with coaching or counseling? If Yes, please explain. | Counseling in high school; college for ADD |
| What motivated you to seek coaching now? | Time management – girlfriend/friends  
Organization – workspace  
Being attentive to things that don’t interest me |
| What aspects of college or work are most difficult for you at this time? (e.g., courses, dorm life, money matters) | Budgeting  
Writing a paper – transferring thoughts to paper  
Good at dictating |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe the kinds of problems you encounter (e.g., trouble remembering things; difficulty paying attention; difficulty getting things done, etc.). Please be as specific as possible.</td>
<td>Tangents – staying focused in one area. Get others off task; try to be funny</td>
</tr>
</tbody>
</table>
| Have you ever been diagnosed as learning disabled?  
If yes, with what specific academic areas do you struggle? | No  
AP classes  
Perfect verbal SAT |
| Were you ever diagnosed with any other psychiatric disorders (e.g. depression, anxiety, etc.)  
If yes, describe: | Anxious but not diagnosed |
| What are your academic/professional strengths? | History – forms connections  
Studies by creating dialogues with other people |
| What are other things you do well? | Basketball, bench press, strong, funny, work – bs, jumping, reading people, intuitive, good driver, theater, reflection |
### Symptom Checklist

Please indicate which of the following is currently, or has been problem:

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>In General</th>
<th>When Studying or Thinking About Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nausea or stomachaches</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Difficulty following instructions</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Depressed mood</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Easily distracted</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Restless</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Feeling of losing control</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Poor concentration</td>
<td>X</td>
<td>YES</td>
</tr>
<tr>
<td>Anxious or worried</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Cannot sit still</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Feeling hopeless</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Poor organizational skills</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Palpitations, increased heart rate</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Act as if “driven by a motor”/have non-stop energy</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Irritable</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Trembling or shaking</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Forgetful</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Difficulty sleeping</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Acts without thinking, impulsive</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Fails to finish tasks</td>
<td>X</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>In General</th>
<th>When Studying or Thinking About Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks Excessively</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Shortness of breath, dizziness</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Feel sluggish, low energy, or fatigued</td>
<td>X</td>
<td>NO</td>
</tr>
<tr>
<td>Difficulty sustaining attention</td>
<td>X</td>
<td>NO</td>
</tr>
</tbody>
</table>
**APPENDIX N: Completed Participant Coaching Topics Surveys**

**Alexa: Coaching Topics Survey**

*For each of the following items, circle the number from 1 to 5 that indicates the degree to which you need to work on that area.*

<table>
<thead>
<tr>
<th></th>
<th>Definitely need to work on</th>
<th>Don’t need to work on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving time management</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Establishing routines and good habits</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Organizing Schoolwork</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Organizing Personal Space</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Getting to class on time</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Studying</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Scheduling classes</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Paying attention in class and taking good notes</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Managing long-term assignments</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Planning and prioritizing</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Making decisions and solving problems</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Keeping track of things</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Doing laundry</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Exercising</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Eating healthfully</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Waking up and staying up</td>
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<tr>
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<td>1 2 3 4 5</td>
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</table>
Decreasing negative self-talk | 1 | 2 | 3 | 4 | 5  
Managing stress/anxiety | 1 | 2 | 3 | 4 | 5  
Establishing realistic goals | 1 | 2 | 3 | 4 | 5  
Understand more about ADHD | 1 | 2 | 3 | 4 | 5  
Explaining ADHD to professors (requesting accommodations) | 1 | 2 | 3 | 4 | 5  

Other:

Aziz: Coaching Topics Survey

For each of the following items, circle the number from 1 to 5 that indicates the degree to which you need to work on that area.

<table>
<thead>
<tr>
<th></th>
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<th>Don’t need to work on</th>
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</table>
| Improving time management | 1 | 2 | 3 | 4 | 5  
| Establishing routines and good habits | 1 | 2 | 3 | 4 | 5  
| Organizing Schoolwork | 1 | 2 | 3 | 4 | 5  
| Organizing Personal Space | 1 | 2 | 3 | 4 | 5  
| Getting to class on time | 1 | 2 | 3 | 4 | 5  
| Studying | 1 | 2 | 3 | 4 | 5  
| Scheduling classes | 1 | 2 | 3 | 4 | 5  
| Paying attention in class and taking good notes | 1 | 2 | 3 | 4 | 5  
| Managing long-term assignments | 1 | 2 | 3 | 4 | 5  
| Planning and prioritizing | 1 | 2 | 3 | 4 | 5  

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### Jaime: Coaching Topics Survey

*For each of the following items, circle the number from 1 to 5 that indicates the degree to which you need to work on that area.*

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**Other:**

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Susan: Coaching Topics Survey

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### Managing stress/anxiety

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</tbody>
</table>

### Other:

- Bills/Finances organization and financial planning
- Interpersonal Relationships (tend to offend without intent)
- Oversensitive
- Binge eating with restlessness
- Working with other in a group or on a team at work (easily frustrated and annoyed and prefer to be in control, but don’t want to be assigned to that role)

### Alissa: Coaching Topics Survey

*For each of the following items, circle the number from 1 to 5 that indicates the degree to which you need to work on that area.*

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<tr>
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### Elizabeth: Coaching Topics Survey

For each of the following items, circle the number from 1 to 5 that indicates the degree to which you need to work on that area.

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**Other:**

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<tr>
<td>Making friends</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Keeping friends</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Getting along with roommates</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Getting along in group situations</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Decreasing negative self-talk</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Managing stress/anxiety</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Establishing realistic goals</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Understand more about ADHD</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Explaining ADHD to professors (requesting accommodations)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Justen: Coaching Topics Survey

*For each of the following items, circle the number from 1 to 5 that indicates the degree to which you need to work on that area.*

<table>
<thead>
<tr>
<th></th>
<th>Definitely need to work on</th>
<th>Don’t need to work on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving time management</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Establishing routines and good habits</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Organizing Schoolwork</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Organizing Personal Space</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Getting to class on time</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Studying</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Scheduling classes</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Paying attention in class and taking good notes</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Managing long-term assignments</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Planning and prioritizing</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Making decisions and solving problems</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Keeping track of things</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Doing laundry</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Exercising</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Eating healthfully</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Waking up and staying up</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Getting to bed</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Taking medication</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Making friends</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Topic</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Keeping friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting along with roommates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting along in group situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decreasing negative self-talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing stress/anxiety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing realistic goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand more about ADHD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explaining ADHD to professors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX O: Completed Participant Procedures for the Coach/Client Relationship

Alexa: Procedures for the Coach/Client Relationship

What do you think are some of the ways AD/HD will affect our coach/client relationship?

Specifically:
(If yes, ask client, “What would you like me to do/say if I feel that this symptom is affecting our relationship?”)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>If Yes, elaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel defensive when approached about ADHD symptoms?</td>
<td></td>
<td></td>
<td>Sometimes I do especially if I am caught “off guard”</td>
</tr>
<tr>
<td>Are you distracted by noise?</td>
<td></td>
<td></td>
<td>I tend to have trouble filtering out other sounds.</td>
</tr>
<tr>
<td>Do your thoughts wander when others are talking?</td>
<td></td>
<td></td>
<td>Sometimes but I am generally able to catch myself and fix it.</td>
</tr>
<tr>
<td>Do you have trouble completing tasks</td>
<td></td>
<td></td>
<td>I often procrastinate to the end and then make up a really good excuse.</td>
</tr>
<tr>
<td>Do you tend to be disorganized?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty remembering appointments?</td>
<td></td>
<td></td>
<td>Trying to use planner efficiently</td>
</tr>
<tr>
<td>Do you need things written down?</td>
<td></td>
<td></td>
<td>Helps tremendously!</td>
</tr>
<tr>
<td>Do you tend to procrastinate?</td>
<td></td>
<td></td>
<td>Probably my biggest problem</td>
</tr>
<tr>
<td>Do you have trouble following conversation?</td>
<td></td>
<td></td>
<td>Not usually</td>
</tr>
<tr>
<td>Do you have difficulty being on time?</td>
<td></td>
<td></td>
<td>Working on this one – it’s been getting somewhat better.</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty sitting still?</td>
<td></td>
<td>I squirm but can usually manage to make it for an hour w/out getting up.</td>
<td></td>
</tr>
<tr>
<td>Do you have problems controlling your temper?</td>
<td></td>
<td>Only with family occasionally.</td>
<td></td>
</tr>
<tr>
<td>Do you learn better by listening, by seeing/reading, or by doing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__<em><strong>x</strong></em> auditory  _<em><em><strong>x</strong></em> visual  <strong><strong>x</strong></strong></em> kinesthetic  _______don’t know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learn best if I have at least two of these together.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What difficulties are you having that brought you here?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing time, completing tasks, feeling good about myself, working with deadlines, managing relationships, controlling moods, and planning ahead</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are your patterns of past behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procrastinate; stress out at last minute; do a mediocre job at the last minute or make an excuse; feel bad about myself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are some coping methods for ADHD that you’ve used that have been helpful and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any coping method that I have used I am not consistent with so eventually it stops working.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are some that have not been helpful?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are your strengths?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working on groups so I am held accountable for every step</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking critically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring for others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are your interests?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Surfing the web</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding interpersonal interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are your preferences for feedback?

*How would you like me to address a situation in which you did not follow through with your plans?*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>If Yes, elaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like me to ask you what prevented you from following through (or another specific question)?</td>
<td>Yes</td>
<td>No</td>
<td>I get a little defensive somehow, but I will make a concerted effort not to.</td>
</tr>
<tr>
<td>Would you like me to refer back to your goals if you do not follow through?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Would you like me to provide a consequence for not following through?</td>
<td>Yes</td>
<td>No</td>
<td>If Yes, should it be something material? What?</td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own consequences?</td>
<td>Yes</td>
<td>No</td>
<td>If yes, what will your own consequences be?</td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you didn’t follow through?</td>
<td>Yes</td>
<td>No</td>
<td>If no, how long should I wait? Should I address them at all?</td>
</tr>
</tbody>
</table>

*How would you like me to encourage you when you do follow through with your plans?*
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>If Yes, elaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like me to ask you what helped you follow through (or another specific question)?</td>
<td>Yes</td>
<td>No</td>
<td>This will help me to understand how I succeeded and try to repeat the behavior. Maybe I should write down what I answer to this question.</td>
</tr>
<tr>
<td>Would you like me to provide a reward for following through?</td>
<td>Yes</td>
<td>No</td>
<td>If Yes, should it be something material? What?</td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own rewards?</td>
<td>Yes</td>
<td>No</td>
<td>If yes, what will your own rewards be?</td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you followed through?</td>
<td>Yes</td>
<td>No</td>
<td>If no, how long should I wait? Should I address them at all?</td>
</tr>
<tr>
<td>Would you like me to keep a chart of your progress toward achieving your goals?</td>
<td>Yes</td>
<td>No</td>
<td>If yes, what should the chart look like? What will you consider progress? Consistently following through with plans (not my strength) and being able to see it will be motivation to keep it up (hopefully)</td>
</tr>
</tbody>
</table>
How often would you like to interact each week?

Which do you prefer: face-to-face meetings, email/phone calls, or both?

Both. I’m not a huge fan of phone. Face-to-face and e-mails will work. Phone when necessary.

Do you prefer one long meeting or a few shorter meetings?

One long but no more than an hour.

  Frequency:

Each week

  Duration:

One hour

  Type(s) of Contact:

   Face-to-face; e-mail; phone

Location (if direct contact):

How would you like me to address missed meetings?

Figure out why. I don’t foresee myself missing meetings.

---

**Aziz: Procedures for the Coach/Client Relationship**

What do you think are some of the ways AD/HD will affect our coach/client relationship?

Specifically:

*(If yes, ask client, “What would you like me to do/say if I feel that this symptom is affecting our relationship?)*

<table>
<thead>
<tr>
<th>Do you feel defensive when approached about ADHD symptoms?</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you distracted by noise?</td>
<td>Yes</td>
<td>No</td>
<td>Visual most distracting</td>
</tr>
<tr>
<td>Do your thoughts wander when others are talking?</td>
<td>Yes</td>
<td></td>
<td>I daydream a lot</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>I start my project but I finish very few, if any</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Do you have trouble completing tasks</td>
<td></td>
<td></td>
<td>My car is very messy</td>
</tr>
<tr>
<td>Do you tend to be disorganized?</td>
<td></td>
<td></td>
<td>I wander/daydream when the conversation is not interesting</td>
</tr>
<tr>
<td>Do you have difficulty remembering appointments?</td>
<td></td>
<td></td>
<td>I tend to lose sense of time</td>
</tr>
<tr>
<td>Do you need things written down?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you tend to procrastinate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have trouble following conversation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty being on time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty sitting still?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have problems controlling your temper?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you learn better by listening, by seeing/reading, or by doing?

- auditory  
- visual  
- kinesthetic  
- don’t know

What difficulties are you having that brought you here?

- disorganization
- failure to follow-up with new resolutions and new healthy habits
What are your patterns of past behavior?
- paying bills late
- procrastination

What are some coping methods for ADHD that you’ve used that have been helpful and
- Using remainder - online

What are some that have not been helpful?
- Writing down the things I need to do

What are your strengths?
- analytical
- language

What are your interests?
- reading
- following current events

What are your preferences for feedback?

Written comment with suggestions for improvement. This is because I tend to forget a lot.

How would you like me to address a situation in which you did not follow through with your plans?

<table>
<thead>
<tr>
<th>Would you like me to ask you what prevented you from following through (or another specific question)?</th>
<th>Yes</th>
<th>To help me better understand the underlying cause of my failure to follow-up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like me to refer back to your goals if you do not follow through?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to provide a consequence for not following through?</td>
<td>Yes</td>
<td>If Yes, should it be something material? What? - Not spending money - Abstaining from buying caffeinated drinks at Starbucks</td>
</tr>
</tbody>
</table>

Yes
No
Would you rather be responsible for administering your own consequences?  
Yes  
No  
If yes, what will your own consequences be?

Would you like me to immediately address situations in which you didn’t follow through?  
Yes  
No  
If no, how long should I wait?  Should I address them at all?

How would you like me to encourage you when you do follow through with your plans?  
*If Yes, elaborate*

Would you like me to ask you what helped you follow through (or another specific question)?  
Yes  
No  
*Asking me about what prevented me from following through*

Would you like me to provide a reward for following through?  
Yes  
No  
*If Yes, should it be something material? What?*  
*Written comment about my behavior during the session*
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you rather be responsible for administering your own rewards?</td>
<td>Yes</td>
<td>No</td>
<td>If yes, what will your own rewards be?</td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you followed through?</td>
<td>Yes</td>
<td>No</td>
<td>If no, how long should I wait? Should I address them at all?</td>
</tr>
<tr>
<td>Would you like me to keep a chart of your progress toward achieving your goals?</td>
<td>Yes</td>
<td>No</td>
<td>If yes, what should the chart look like? What will you consider progress? Short term goals/long term goals</td>
</tr>
</tbody>
</table>

**How often would you like to interact each week?**

Twice a week

**Which do you prefer: face-to-face meetings, email/phone calls, or both?**

Both. Call for check-in

**Do you prefer one long meeting or a few shorter meetings?**

One long meeting

  - **Frequency:** Once a week
  - **Duration:** 45 minutes
  - **Type(s) of Contact:**
    - phone call
- face to face

**Location (if direct contact):**

GW campus or your place

**How would you like me to address missed meetings?**

- require me to provide a written explanation
- provide me with a reliable method to use in order for me to avoid missing appointment

---

**Jaime: Procedures for the Coach/Client Relationship**

What do you think are some of the ways AD/HD will affect our coach/client relationship?

Specifically:

*(If yes, ask client, “What would you like me to do/say if I feel that this symptom is affecting our relationship?)*

<table>
<thead>
<tr>
<th>Do you feel defensive when approached about ADHD symptoms?</th>
<th>Yes</th>
<th>No</th>
<th>If Yes, elaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you distracted by noise?</td>
<td>Yes</td>
<td>No</td>
<td>I don’t like to talk about it</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td>Do your thoughts wander when others are talking?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you have trouble completing tasks</td>
<td>Yes</td>
<td>No</td>
<td>Depends on the topic</td>
</tr>
<tr>
<td>Do you tend to be disorganized?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty remembering appointments?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you need things written down?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you tend to procrastinate?</td>
<td>Yes</td>
<td>No</td>
<td>Very much so</td>
</tr>
<tr>
<td>Do you have trouble following conversation?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty being on time?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Do you have difficulty sitting still?  
Yes  
No  

Do you have problems controlling your temper?  
Yes  
No  
Only with parents  

Do you learn better by listening, by seeing/reading, or by doing?  
_______auditory  _______visual  _______kinesthetic  ___X__ don’t know  

One on one with teachers. Visually.  

What difficulties are you having that brought you here?  
Staying organized in school and getting work done.  

What are your patterns of past behavior?  
Don’t know.  

What are some coping methods for ADHD that you’ve used that have been helpful and  
Knowing it’s got to be turned in. Making a plan.  

What are some that have not been helpful?  
Computer (facebook)  
Cell phone  

What are your strengths?  
Debating  
Legal stuff  
Reading  

What are your interests?  
My organization  

What are your preferences for feedback?  
Email  
“Tough Love”  

How would you like me to address a situation in which you did not follow through with your plans?  
If Yes, elaborate  

<p>| Would you like me to ask | Yes |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>you what prevented you from following through (or another specific question)?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Would you like me to refer back to your goals if you do not follow through?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to provide a consequence for not following through?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If Yes, should it be something material?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own consequences?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If yes, what will your own consequences be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you didn’t follow through?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If no, how long should I wait? Should I address them at all?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No preference</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How would you like me to encourage you when you do follow through with your plans?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Yes, elaborate</td>
</tr>
<tr>
<td>Would you like me to ask you what helped you follow through (or another specific)</td>
</tr>
<tr>
<td>I guess. Don’t know.</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Would you like me to provide a reward for following through?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own rewards?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you followed through?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Would you like me to keep a chart of your progress toward achieving your goals?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

How often would you like to interact each week?

Once a week face-to-face

Which do you prefer: face-to-face meetings, email/phone calls, or both?
Email

Do you prefer one long meeting or a few shorter meetings?

Don’t know

Frequency:

Duration:

Type(s) of Contact:

Location (if direct contact):

How would you like me to address missed meetings?

Don’t foresee any missed meetings.

_____________________________________________________

Susan: Procedures for the Coach/Client Relationship

What do you think are some of the ways AD/HD will affect our coach/client relationship?

Specifically:
(If yes, ask client, “What would you like me to do/say if I feel that this symptom is affecting our relationship?)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>If Yes, elaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel defensive when approached about ADHD symptoms?</td>
<td></td>
<td></td>
<td>People lump all behavior into ADHD and sometimes its just a normal reaction.</td>
</tr>
<tr>
<td>Are you distracted by noise?</td>
<td></td>
<td></td>
<td>Easily frustrated and annoyed by random noise I can’t control.</td>
</tr>
<tr>
<td>Do your thoughts wander when others are talking?</td>
<td></td>
<td></td>
<td>Often-about them, me, or things around us or on my mind that day.</td>
</tr>
<tr>
<td>Do you have trouble completing tasks</td>
<td></td>
<td></td>
<td>Often start with vigor then lose interest or patience.</td>
</tr>
<tr>
<td>Do you tend to be disorganized?</td>
<td></td>
<td></td>
<td>In certain areas, but very organized in others, or sporadically.</td>
</tr>
<tr>
<td>Do you have difficulty remembering appointments?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you need things written down?</td>
<td></td>
<td></td>
<td>No, but I write them anyway. I usually can remember on my own.</td>
</tr>
<tr>
<td>Do you tend to procrastinate?</td>
<td></td>
<td></td>
<td>On almost everything but frustrated when others do.</td>
</tr>
</tbody>
</table>
Do you have trouble following conversation?

Yes  
No  
Sometimes but not often.

Do you have difficulty being on time?

Yes  
No  
Never.

Do you have difficulty sitting still?

Yes  
No  
Often-fidgety and need distraction often in class.

Do you have problems controlling your temper?

Yes  
No  
I can get emotional, but often people describe me a stoic.

Do you learn better by listening, by seeing/reading, or by doing?

______auditory _______visual  ___X____kinesthetic _______don’t know

What difficulties are you having that brought you here?

Keeping up with finances, difficulty being able to study and focus on school reading, controlling eating habits, increased frustrations and anxiety, and feeling out of control.

What are your patterns of past behavior?

PROCRASTINATION: school and home, finding another task to substitute (cleaning room when paper is due), drastic ups and downs in weight, impulsive buying, picking a new hobby and obsessing, then dropping it shortly after. I thrive on last minute pressure and seem to do better.

What are some coping methods for ADHD that you’ve used that have been helpful and

Finally being able to keep a calendar and taking medications.

What are some that have not been helpful?

Day planners  
Palm Pilots  
Nagging  
“Really trying”  
Some meds I’ve tried

What are your strengths?

Managing charts  
Hold up under pressure  
Accuracy  
Feigning confidence
Learning

**What are your interests?**

TV, music, movies, jewelry making, medical, Sudoku, crosswords

**What are your preferences for feedback?**

No nagging. Appreciate when people point out what I’m not doing well. Appreciate praise but not necessarily-usually believes it but not always.

*How would you like me to address a situation in which you did not follow through with your plans?*

If someone else is expecting me to do something, I usually follow through.

<table>
<thead>
<tr>
<th>Would you like me to ask you what prevented you from following through (or another specific question)?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know why. I either forgot or ran out of time with class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you like me to refer back to your goals if you do not follow through?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sure?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you like me to provide a consequence for not following through?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Yes, should it be something material? What?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sure what.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you rather be responsible for administering your own consequences?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, what will your own consequences be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sure. How would I do this?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you like me to immediately address situations in which you</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If no, how long should I wait? Should I address them at all?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How would you like me to encourage you when you do follow through with your plans?

**If Yes, elaborate**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>If Yes, should it be something material?</th>
<th>What?</th>
<th>If yes, what will your own rewards be?</th>
<th>If no, how long should I wait? Should I address them at all?</th>
<th>What will you consider progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Would you like me to ask you what helped you follow through (or another specific question)?</strong></td>
<td>Yes</td>
<td>No</td>
<td>What did you do differently? Or, how did you manage to do it? (what was different?)</td>
<td></td>
<td></td>
<td>In which I did? Perhaps ask how this worked better for me.</td>
<td>Gold stars are always nice!!☺</td>
</tr>
<tr>
<td><strong>Would you like me to provide a reward for following through?</strong></td>
<td>Yes</td>
<td>No</td>
<td>If Yes, should it be something material?</td>
<td>What?</td>
<td>Not sure. Ideas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Would you rather be responsible for administering your own rewards?</strong></td>
<td>Yes</td>
<td>No</td>
<td>If yes, what will your own rewards be?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>If no, how long should I wait? Should I address them at all?</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Would you like me to keep a chart of your progress toward achieving your goals?</strong></td>
<td>Yes</td>
<td>No</td>
<td>If yes, what should the chart look like? What will you consider progress?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**How often would you like to interact each week?**

Whenever necessary.

**Which do you prefer: face-to-face meetings, email/phone calls, or both?**

Face to face or email/chat. Phone is tough for me.

**Do you prefer one long meeting or a few shorter meetings?**

*Frequency:*

2x/week

*Duration:*

One hour plus email.

*Type(s) of Contact:*

Face to face  
Email  
Phone if necessary

*Location (if direct contact):*

Coach’s home office

**How would you like me to address missed meetings?**

I won’t miss meetings unless pre-arranged with you to reschedule or I’m in a life threatening emergency. My Spring break is 3/15 and may conflict.

---

**Alissa: Procedures for the Coach/Client Relationship**

What do you think are some of the ways AD/HD will affect our coach/client relationship?

Specifically:

*(If yes, ask client, “What would you like me to do/say if I feel that this symptom is affecting our relationship?)*

*If Yes, elaborate*
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Depends what kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel defensive when approached about ADHD symptoms?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you distracted by noise?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do your thoughts wander when others are talking?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you have trouble completing tasks</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you tend to be disorganized?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty remembering appointments?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you need things written down?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you tend to procrastinate?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you have trouble following conversation?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty being on time?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty sitting still?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you have problems controlling your temper?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Do you learn better by listening, by seeing/reading, or by doing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______ auditory ______ visual  ______ kinesthetic ______ don't know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All together is best</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What difficulties are you having that brought you here?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Not seeing clearly what needs to be done until it is too late. Knowing what to focus on and maintain that focus; prioritizing and making plans; sticking to plans

**What are your patterns of past behavior?**

Waiting until the last minute to do assignments and study – when try to do it early, seems more confusing, don’t understand.

**What are some coping methods for ADHD that you’ve used that have been helpful and**

Writing one “to-do” at a time on flashcards; Making one day planners; Spending a lot of time, sometimes over planning; rehearsing in my head; breaking down things into small pieces, each with a completion point. Do big, scary thing first.

**What are some that have not been helpful?**

Getting the “other little things” done first. Get carried away and avoid other things. Negative self-talk, believing next time will learn from consequence of mistake (that fear of failure will motivate), buying a lot of organization materials, reading “tips”

**What are your strengths?**

Applying information learned in new ways. Like pattern recognition and putting things in categories (maybe can use this to help organize). Chunking smaller things.

**What are your interests?**

Everything. Like to browse/graze info. Hard to keep interests for a long time. I get interested, indulge, then get bored and move on.

**What are your preferences for feedback?**

Very specific but kept in perspective of larger picture.

**How would you like me to address a situation in which you did not follow through with your plans?**

<table>
<thead>
<tr>
<th>Would you like me to ask you what prevented you from following through (or another specific question)?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like help figuring it out as well – probing may help discover</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If Yes, elaborate

<table>
<thead>
<tr>
<th>Would you like me to refer back to your goals if you do not follow through?</th>
<th>Yes</th>
<th>No</th>
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<tbody>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you like me to</th>
<th>Yes</th>
<th>If Yes, should it be something material?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>provide a consequence for not following through?</td>
<td>No</td>
<td>What?</td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own consequences?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you didn’t follow through?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>How would you like me to encourage you when you do follow through with your plans?</td>
<td>If Yes, elaborate</td>
<td></td>
</tr>
<tr>
<td>Would you like me to ask you what helped you follow through (or another specific question)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to provide a reward for following through?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Follow-up Question</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Write down what I accomplished</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own rewards?</td>
<td>Yes</td>
<td>If yes, what will your own rewards be?</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Tell mom? Acknowledge</td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you</td>
<td>Yes</td>
<td>If no, how long should I wait? Should I address them at all?</td>
</tr>
<tr>
<td>followed through?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Would you like me to keep a chart of your progress toward achieving</td>
<td>Yes</td>
<td>If yes, what should the chart look like?</td>
</tr>
<tr>
<td>your goals?</td>
<td>No</td>
<td>What will you consider progress?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>List of steps, each space proportional by estimated amount of effort (and time).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Each step should take.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Also possible and actual obstacles that slowed me down and additional things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learned/accomplished.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So, not just end goals, but the path and unexpected things marked down.</td>
</tr>
</tbody>
</table>

**How often would you like to interact each week?**

2-3/week

**Which do you prefer: face-to-face meetings, email/phone calls, or both?**

Both

**Do you prefer one long meeting or a few shorter meetings?**

**Frequency:**

2 times/week communicate

1 time/week meeting

**Duration:**
Check-in and possible discussion – 10 minutes???

1 hour

**Type(s) of Contact:**

**Location (if direct contact):**

How would you like me to address missed meetings?

As discussed

---

**Elizabeth: Procedures for the Coach/Client Relationship**

What do you think are some of the ways AD/HD will affect our coach/client relationship?

Specifically:
*(If yes, ask client, “What would you like me to do/say if I feel that this symptom is affecting our relationship?)*

<table>
<thead>
<tr>
<th><strong>If Yes, elaborate</strong></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do you feel defensive when approached about ADHD symptoms?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Are you distracted by noise?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Do your thoughts wander when others are talking?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Do you have trouble completing tasks</strong></td>
<td>Yes</td>
<td>No</td>
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<tr>
<td><strong>Do you tend to be disorganized?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Do you have difficulty remembering appointments?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Do you need things written down?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Do you tend to procrastinate?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Do you have trouble following conversation?</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Do you have difficulty being on time?</strong></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

160
**Do you have difficulty sitting still?**

| Yes | Depends on how much time. 1-2 hours. |
| No  |

**Do you have problems controlling your temper?**

| Yes | Extremely rare. |
| No  |

*Divorced two years ago. Has son.*

---

**Do you learn better by listening, by seeing/reading, or by doing?**

- ______ auditory
- ______ visual
- ______ kinesthetic
- ______ don’t know

Combination works best. Visual is number one.

**What difficulties are you having that brought you here?**

Organization, meta skills. I’m in over my head.

**What are your patterns of past behavior?**

Cycles: Keep it together, more or less, for a few years. Then messy over a period of month/years. Then clean it up.

**What are some coping methods for ADHD that you’ve used that have been helpful and**

Hiring a professional organizer.

**What are some that have not been helpful?**

I’m slow at doing any of this, myself or with another person.

**What are your strengths?**

Once I get started I can keep going very well.

**What are your interests?**

Art, hiking, cooking.

**What are your preferences for feedback?**

???
** Loves positive encouragement. Email best.

*How would you like me to address a situation in which you did not follow through with your plans?*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like me to ask you what prevented you from following through (or another specific question)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to refer back to your goals if you do not follow through?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to provide a consequence for not following through?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own consequences?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you didn’t follow through?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

*If Yes, elaborate*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Yes, should it be something material? What?</td>
<td></td>
</tr>
<tr>
<td>If yes, what will your own consequences be?</td>
<td></td>
</tr>
<tr>
<td>If no, how long should I wait? Should I address them at all?</td>
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How would you like me to encourage you when you do follow through with your plans?

**If Yes, elaborate**

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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like me to provide a reward for following through?</td>
<td>Yes</td>
<td>No</td>
<td>If Yes, should it be something material? What?</td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own rewards?</td>
<td>Yes</td>
<td>No</td>
<td>If yes, what will your own rewards be? A yoga class. One time per reward.</td>
</tr>
<tr>
<td>Would you like me to immediately address situations in which you followed through?</td>
<td>Yes</td>
<td>No</td>
<td>If no, how long should I wait? Should I address them at all? Don’t know.</td>
</tr>
<tr>
<td>Would you like me to keep a chart of your progress toward achieving your goals?</td>
<td>Yes</td>
<td>No</td>
<td>If yes, what should the chart look like? What will you consider progress? You, or you and I together?</td>
</tr>
</tbody>
</table>
How often would you like to interact each week? 1 time per week? Or?

Which do you prefer: face-to-face meetings, email/phone calls, or both?

Do you prefer one long meeting or a few shorter meetings?

Frequency:
1 hour, 1 time per week with mid-week check in via email.

Duration:
8 weeks

Type(s) of Contact:
Face to face and email.

Location (if direct contact):
Town Square Towers – Coach’s apartment complex.

How would you like me to address missed meetings?

Justen: Procedures for the Coach/Client Relationship

What do you think are some of the ways AD/HD will affect our coach/client relationship?

Specifically:
(If yes, ask client, “What would you like me to do/say if I feel that this symptom is affecting our relationship?"

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel defensive when approached about ADHD symptoms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you distracted by noise?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do your thoughts wander when others are talking?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have trouble completing tasks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If Yes, elaborate
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you tend to be disorganized?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you have difficulty remembering appointments?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you need things written down?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you tend to procrastinate?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you have trouble following conversation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you have difficulty being on time?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you have difficulty sitting still?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you have problems controlling your temper?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Do you learn better by listening, by seeing/reading, or by doing?

- [ ] auditory
- [ ] visual
- [x] kinesthetic
- [ ] don’t know

What difficulties are you having that brought you here?

- Organization
- Time management

What are your patterns of past behavior?

- Easily distracted

What are some coping methods for ADHD that you’ve used that have been helpful and

- Calendar
What are some that have not been helpful?

N/A

What are your strengths?

Communication skills

What are your interests?

Basketball, x-box, working out, kayaking, tennis

What are your preferences for feedback?

*How would you like me to address a situation in which you did not follow through with your plans?*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>If Yes, elaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like me to ask you what prevented you from following through (or another specific question)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like me to refer back to your goals if you do not follow through?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Would you like me to provide a consequence for not following through?</td>
<td>Yes</td>
<td>No</td>
<td>If Yes, should it be something material?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What?</td>
</tr>
<tr>
<td>Would you rather be responsible for administering your own consequences?</td>
<td>Yes</td>
<td>No</td>
<td>If yes, what will your own consequences be?</td>
</tr>
</tbody>
</table>
Would you like me to immediately address situations in which you didn’t follow through? | Yes | If no, how long should I wait? Should I address them at all? | No
---|---|---|---

How would you like me to encourage you when you do follow through with your plans?

*If Yes, elaborate*

Would you like me to ask you what helped you follow through (or another specific question)? | Yes | If Yes, should it be something material? What? | No
---|---|---|---

Would you like me to provide a reward for following through? | Yes | If yes, what will your own rewards be? | No
---|---|---|---

Would you rather be responsible for administering your own rewards? | Yes | If no, how long should I wait? Should I address them at all? | No
---|---|---|---

Would you like me to immediately address | Yes | If no, how long should I wait? Should I address them at all? | No
---|---|---|---
<table>
<thead>
<tr>
<th>situations in which you followed through?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like me to keep a chart of your progress toward achieving your goals?</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

How often would you like to interact each week?
Once

Which do you prefer: face-to-face meetings, email/phone calls, or both?
E-mails, phone calls

Do you prefer one long meeting or a few shorter meetings?

**Frequency:**
One time a week

**Duration:**
Six weeks

**Type(s) of Contact:**
Phone

**Location (if direct contact):**

How would you like me to address missed meetings?
Be angry
## ALEXA-Goal-Setting

*What are your long-term goals for this coaching relationship, in order of their importance to you. Do you want your coach to remind you of these goals? If yes, how often? What would be the consequences?*

<table>
<thead>
<tr>
<th>Goal</th>
<th>What specific behaviors do you want to change?</th>
<th>What will be the reward(s) for achieving this goal?</th>
<th>Do you want to be reminded of your goals? If Yes, when and how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic: Completing assignments as scheduled and keeping up with deadlines.</td>
<td>End of semester celebration: Dinner with friends. Plan ahead and invite friends.</td>
<td>No celebration; notify friends.</td>
</tr>
<tr>
<td>2.</td>
<td>Internship/study abroad: Secure before April 23.</td>
<td>Manicure/pedicure and/or facial.</td>
<td>Give away box of “good stuff” to Goodwill.</td>
</tr>
</tbody>
</table>
## AZIZ-GOAL-SETTING

*What are your long-term goals for this coaching relationship, in order of their importance to you. Do you want your coach to remind you of these goals? If yes, how often?*

<table>
<thead>
<tr>
<th>Goal</th>
<th>What specific behaviors do you want to change?</th>
<th>What will be the reward(s) for achieving this goal?</th>
<th>Do you want to be reminded of your goals? If Yes, when and how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Budgeting:</td>
<td>$200 – Save</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2. Organization: | - car cleaning  
- laundry  
- making appointment  
- LSAT Homework | | |
| 3. Health: | - Keeping a sleep schedule (1:00A to 2:00A) | Going to a movie with a friend | |

170
What are your long-term goals for this coaching relationship, in order of their importance to you. Do you want your coach to remind you of these goals? If yes, how often?

<table>
<thead>
<tr>
<th>Goal</th>
<th>What specific behaviors do you want to change?</th>
<th>What will be the reward(s) for achieving this goal?</th>
<th>Do you want to be reminded of your goals? If Yes, when and how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Time Management: Create and maintain schedule for school and “Teens for Peace”</td>
<td>Get a new, nice laptop (Apple)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Organize and maintain organization of home and backpack</td>
<td>Beach Week</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Healthy living: Create and maintain healthy eating and gym schedule</td>
<td>NYC trip</td>
<td></td>
</tr>
</tbody>
</table>
**SUSAN-Goal-Setting**

*What are your long-terms goals for this coaching relationship, in order of their importance to you. Do you want your coach to remind you of these goals? If yes, how often?*

<table>
<thead>
<tr>
<th>Goal</th>
<th>What specific behaviors do you want to change?</th>
<th>What will be the reward(s) for achieving this goal?</th>
<th>Do you want to be reminded of your goals? If Yes, when and how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Finding appropriate nursing position by the end of sessions</td>
<td>Reward: Success</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consequence: Donate all change to ECHO</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Bedroom organization</td>
<td>Reward: Comfort and Pride</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consequence: Basement cleaning: Utility and living and bathroom</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Study more effectively and one time</td>
<td>Reward: Grades and pride up. Stress down.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consequence: Complete Spanish 1 workbook</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Health: Eat one more serving of vegetables a day</td>
<td>Reward: Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consequence: No dairy for one month</td>
<td></td>
</tr>
</tbody>
</table>
**ALISSA-Goal Setting**

*What are your long-terms goals for this coaching relationship, in order of their importance to you. Do you want your coach to remind you of these goals? If yes, how often?*

<table>
<thead>
<tr>
<th>Goal</th>
<th>What specific behaviors do you want to change?</th>
<th>What will be the reward(s) for achieving this goal?</th>
<th>Do you want to be reminded of your goals? If Yes, when and how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Maintain schedule and follow through for class work</td>
<td>Mom takes me out for activity together</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Keep up with requirement and do things beyond for Lab work</td>
<td>Val plans a trip to see a play</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Assure that everything is on track for graduation</td>
<td>Mom teaches me to cook napoleon cake</td>
<td></td>
</tr>
</tbody>
</table>
ELIZABETH-Goal-Setting

*What are your long-terms goals for this coaching relationship, in order of their importance to you. Do you want your coach to remind you of these goals? If yes, how often?*

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th><strong>What specific behaviors do you want to change?</strong></th>
<th><strong>What will be the reward(s) for achieving this goal?</strong></th>
<th><strong>Do you want to be reminded of your goals? If Yes, when and how?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Weekly → A repeating weekly cycle of: Create, maintain and follow a weekly calendar that includes a goal related checklist.</td>
<td>Have a celebratory dinner: Have friends over.</td>
<td>Yes, at weekly meetings.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Alexa: Weekly Objectives – Week #1

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Think of motivators, rewards/punishments (five of each)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Weekly Objectives – Week #2

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Write long-term goals on bookmark</td>
<td>Macaroon</td>
<td>Myself. Finish 3/12/07!</td>
</tr>
<tr>
<td></td>
<td>Find construction paper, tape, markers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **2.**  
Plan celebration dinner; call friends | Where? When? Whom? Make a call list | Watch Whale Rider  
Read anthropology – go over one chapter | Me/Oak |
| **3.**  
Make a list of three possible internships | Internet research, e-mail Lia Uy-tioco. | Abi cuts me some slack.  
Find five (5) possible internships for week four (4). | Me/Abi |
| **4.**  
Bring syllabi | Go through binders. | Ice cream after meeting.  
Sort one pile of papers. | Me/Abi |
| **5.**  
Bring in packet of post-its. | Look through office supplies. Go to store. | Ice cream after meeting.  
Sort one pile of papers. | Me/Abi |
<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
<th>What will be the consequence(s) for not accomplishing this objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. 25 plus post-its with affirmations. Stick them up in apartment where I will see them.</td>
<td>Five each day when I wake up.</td>
<td>Breakfast out.</td>
<td></td>
<td>Sort one pile of papers.</td>
</tr>
<tr>
<td>3. Call Act about Bolivia trip.</td>
<td>Computer, time her e-mail address (in planner).</td>
<td>Rent movie</td>
<td></td>
<td>Sort one pile of papers.</td>
</tr>
<tr>
<td>Objective</td>
<td>What do you need to do in order to accomplish that objective?</td>
<td>What will be the reward(s) for accomplishing this objective?</td>
<td>Who will hold you accountable for achieving this objective? How?</td>
<td>What will be the consequence(s) for not accomplishing this objective?</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Break down assignments. Mon. night and Friday morning. (short term assignment for week and long term check-up on goals.)</td>
<td>Planner Time Internet</td>
<td>Breakfast with G on Saturday</td>
<td>Me/G</td>
<td>No breakfast out.</td>
</tr>
<tr>
<td>4. Get in touch with resume person. (e-mail and call.)</td>
<td>Resume e-mail address notes in planner</td>
<td>Watch “top model”</td>
<td>Me/Aneen.</td>
<td>No “top model”</td>
</tr>
<tr>
<td>5. E-mail Lia Uy-Tioco.</td>
<td>Phone number Time</td>
<td>Dinner out tonight</td>
<td>Me/G</td>
<td>No dinner out</td>
</tr>
</tbody>
</table>

Weekly Objectives – Week #4
<table>
<thead>
<tr>
<th>2.</th>
<th>Follow through with assignment goals.</th>
<th>Planner Follow-through</th>
<th>“Happy Feet” w/ Aneen Sunday night.</th>
<th>Me/Aneen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sorting papers Sunday night</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Resume: 1. E-mail resume to Julie. 2. E-mail to other woman and try to get appointment (attach resume)</td>
<td>E-mail address for both, resume, time.</td>
<td>“Top model” on Wednesday night</td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work on goal during “Top Model”</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Call Nike Carstarphan about Bolivia trip on Wednesday</td>
<td>Her number</td>
<td>Dairy Queen</td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Give bag of clothing to Goodwill</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Internship: Narrow down to three/four concrete positions Go over affirmations/ look at them, read them.</td>
<td>Websites, name of multicultural center from Carly. Center for Multicultural and Human Services (CMHS)</td>
<td>Go out dancing</td>
<td>Me/G</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work on goal instead of going out.</td>
<td></td>
</tr>
</tbody>
</table>
### Weekly Objectives – Week #5

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make appointment with career center and take resume</td>
<td>(old) resume New additions for resume</td>
<td>“Top Model”/circus Out for dinner</td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work on goal during “Top Model”</td>
<td></td>
</tr>
<tr>
<td>2. Break down assignment (short term and long term assignment) Monday and Friday</td>
<td>Planner</td>
<td>“Happy Feet” with Aneen</td>
<td>Me/Aneen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sort papers</td>
<td></td>
</tr>
<tr>
<td>3. Fill out applications for internships and Bolivia trip</td>
<td>Application Time</td>
<td>DC – cherry blossoms</td>
<td>Me/Mom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No DC/work on application during</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>What do you need to do in order to accomplish that objective?</td>
<td>What will be the reward(s) for accomplishing this objective?</td>
<td>Who will hold you accountable for achieving this objective? How?</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Send TJ (&amp; Han applications</td>
<td>Applications Resumes Cover letters References</td>
<td>Rudy’s party</td>
<td>Me/friends</td>
</tr>
<tr>
<td></td>
<td>Work on applications instead of R’s party</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weekly Objectives – Week #6

4. Make list of things I need to send out applications i.e., letters of recommendation

Sunday? Applications

Go out for pupusas

Give away clothes

5. Put sticky notes up and start daily gratitude journal

Journal or planner (every morning)

Put $5 away for present for me at end of week.

No makeup and take $5 out of

Me
<p>| 2. Break down assignment Monday and Friday | Planner | Breakfast on Saturday with Aneen and G | Me, Aneen, G | Sort papers |
| 3. Send Bolivia trip application | Statement of purpose Letter of recommendation Resume | Rent movie | Me | Give away bag of clothes |
| 4. Follow scheduled time in planner | Planner, complete goal 2 | Dinner out with Mary (Monday) | Me/Mary | No dinner out – finish assignments |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>What will be the consequence(s) for not accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Send Bolivia application by 3:30</td>
<td>Take nice clothes out of bag to sell</td>
<td></td>
<td></td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td>Add more clothes to give away</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cover letter and resume for How by noon Wed</td>
<td>Comp</td>
<td>“Top Model”</td>
<td>Finish during “Top Model”</td>
<td>Me</td>
</tr>
<tr>
<td>3. Monday and Friday break down assignment</td>
<td>Planner Time</td>
<td>Breakfast w/ G</td>
<td>During that time start breaking down assignment for next week.</td>
<td>Me/G</td>
</tr>
<tr>
<td>4. Meet all academic deadlines (for the Use Planner Goal three (3))</td>
<td>Dinner or dancing (Friday or Saturday)</td>
<td></td>
<td></td>
<td>Me</td>
</tr>
</tbody>
</table>
Aziz: Weekly Objectives – Week #1

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
<th>What will be the consequence(s) for not accomplishing this objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Five things I enjoy: Reading political articles, Surfing the net, Going to coffee shop, Watching TV (ER and Practice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Five things I dislike: Cleaning, Exercising, Doing chores, Writing since writing is a very complex process</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Weekly Objectives – Week #3**

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
<th>What will be the consequence(s) for not accomplishing this objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Meal Plan: Breakfast (home)</td>
<td>Everyday the meal plan is followed put $5 in a jar</td>
<td>Eat donut</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$10 meal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giant buy:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- coffee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- bottle ($2.65)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- cigarettes ($5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Going to sleep between 1:00A and 2:00A</td>
<td>Setting an alarm to get in bed around 1:00A to 2:00A</td>
<td>Going to GT library</td>
<td></td>
<td>Not going to GT library</td>
</tr>
<tr>
<td><strong>3.</strong> Submit UDC application by Friday</td>
<td></td>
<td></td>
<td></td>
<td>Buying a coffee at Starbucks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Written explanation</td>
</tr>
<tr>
<td>Objective</td>
<td>What do you need to do in order to accomplish that objective?</td>
<td>What will be the reward(s) for accomplishing this objective?</td>
<td>Who will hold you accountable for achieving this objective? How?</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Come to the meeting with Abi</td>
<td>Sleep on time at 2:00A (three times)</td>
<td>Having saved $20 to pay for the credit card</td>
<td>Abi and I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paying $20 fine for missing the appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weekly Objectives – Week #5

4. Doctor’s receipt for the payment

- Buy the “Financial Times”
- Add an additional $5 to the jar

5. Copy of weekly agenda
   Google Calendar

- Reading bulletin board
- Read a book at the library for half an hour
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.</strong> Keep internet wasteful time to three hours a day</td>
<td>Timer system to set for three (3) hours a day</td>
<td>Spending time doing recreational writing</td>
<td>Myself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In case you go over your time limit, you need to subtract from your next day time limit</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> See meal plan objective $10 a day</td>
<td>Every day put $5 in a jar</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Take my allergy medication as prescribed</td>
<td>Go walk in Georgetown harbor</td>
<td>Not using the car on the weekend</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Doctor’s receipt</td>
<td>Financial Times</td>
<td>Put $5 in a jar</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>What do you need to do in order to accomplish that objective?</td>
<td>What will be the reward(s) for accomplishing this objective?</td>
<td>Who will hold you accountable for achieving this objective? How?</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>To complete application for the graduate school</td>
<td>Get to stay here</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Losing hope of staying in the United States</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Graduate Journal at least three things per day e-mail them to Abi every two days</td>
<td>Refund the $30 I paid for week</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add $20</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Show up to the appointment with Abi</td>
<td>Assessment to be written by Abi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A feedback on the whole coaching session</td>
<td></td>
</tr>
</tbody>
</table>
### Jaime: Weekly Objectives – Week #1

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Work out objectives with dad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>List 5 things I enjoy and dislike. Bring list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>What do you need to do in order to accomplish that objective?</td>
<td>What will be the reward(s) for accomplishing this objective?</td>
<td>Who will hold you accountable for achieving this objective? How?</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Gather assignment info from teachers and bring in.</td>
<td>Go to teachers. Be persistent.</td>
<td>Mom takes me shopping</td>
<td>Me and parents</td>
</tr>
<tr>
<td>2. Buy monthly desk calendar and portable monthly one, and bring in.</td>
<td>Go get after school.</td>
<td>Go out to dinner</td>
<td>Me and parents</td>
</tr>
<tr>
<td>3. Teens for Peace: Create a list of everything I have to do.</td>
<td>Set aside two hours</td>
<td>Outing at Tyson’s Corner Mall</td>
<td>Dad and Me</td>
</tr>
</tbody>
</table>
6. Show parents long term objectives and rewards for approval.

**Weekly Objectives – Week #3**

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>What do you need to do in order to accomplish that objective?</strong></th>
<th><strong>What will be the reward(s) for accomplishing this objective?</strong></th>
<th><strong>Who will hold you accountable for achieving this objective? How?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get big project assignments and bring in smaller black planner.</td>
<td>Make sure to have assignments. Parents decide. Right planner when I come.</td>
<td>Dad comes up with 5 consequences.</td>
<td>Parent can decide</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4.** Bring Filing System (Have at home)
Go to store
Get nails done
Mom and Me

*No Starbucks*

**5.** Have mom create a diet and go to gym
Set time aside with mom to create. And go.
CD or DVD I want
Mom and me

*No going out to lunch*
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.</strong></td>
<td>Choose Teens for Peace Project and map it out.</td>
<td>Me write out time.</td>
<td>Make sure texting before April</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not go shopping</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Filing system</td>
<td>Set aside a couple of hours</td>
<td>Two weekends from now go shopping</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Can’t watch TV for a week</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Follow my version of meal plan every day. Try and find protein bar.</td>
<td>Go to store and look at bars. Follow plan.</td>
<td>Going out without being interrogated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Me and Mom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Walking to school</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Gym once or twice</td>
<td>Just go</td>
<td>Parents pay for gas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Come up with list of 3-5 rewards and consequences</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td><strong>What do you need to do in order to accomplish that objective?</strong></td>
<td><strong>What will be the reward(s) for accomplishing this objective?</strong></td>
<td><strong>Who will hold you accountable for achieving this objective?</strong></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>1.</strong> Finish filing system. Email it’s completion and send pictures</td>
<td>Goal #6. Ask dad to send pictures</td>
<td></td>
<td>Dad and Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not going out this weekend</td>
</tr>
<tr>
<td><strong>2.</strong> Find out from doctor how to take pills</td>
<td>Go to doctor’s appointment</td>
<td></td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No cell phone</td>
</tr>
<tr>
<td><strong>3.</strong> Bring exercise bike to my room</td>
<td>Tell my dad to do it and help him</td>
<td></td>
<td>Dad and Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Have to go to bed at 9 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Organize Filing System</td>
<td>Just get it done</td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dad picks 1 new consequence</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>At Starbucks every morning, look at planner and find better planner with times</td>
<td>Get book</td>
<td>Me and Mom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No internet for that day</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>Go to Staples with mom tonight</td>
<td>Mom takes me</td>
<td>Consequence #1 Me and mom</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>Stick to schedule</td>
<td>Look at planner every day</td>
<td>Consequence: No Starbucks Me</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Stick to workout and meal and medicine</td>
<td>Look at planner</td>
<td>Consequence: No TV until done Me</td>
</tr>
</tbody>
</table>
### Weekly Objectives – Week #5

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Straighten room today</td>
<td>Me and time</td>
<td></td>
<td>Me-won’t use until clean room</td>
</tr>
<tr>
<td>2. Go back through files and organize to be filed tomorrow</td>
<td>Me</td>
<td></td>
<td>Me</td>
</tr>
<tr>
<td>3. Clean backpack today</td>
<td>Me</td>
<td></td>
<td>Me</td>
</tr>
<tr>
<td>4. Getting up at 8 am everyday. Tuesday at 6:10.</td>
<td>Me</td>
<td></td>
<td>Me</td>
</tr>
<tr>
<td>Objective</td>
<td>What do you need to do in order to accomplish that objective?</td>
<td>What will be the reward(s) for accomplishing this objective?</td>
<td>Who will hold you accountable for achieving this objective? How?</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Maintenance and organization of backpack and desk</td>
<td>Me and time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exercise and meal plan every day</td>
<td>Me</td>
<td>Consequence: No TV</td>
<td>Me</td>
</tr>
<tr>
<td>3. Keep up with planner every day</td>
<td>Me</td>
<td>Consequence: Go to bed by 10 pm</td>
<td>Me</td>
</tr>
<tr>
<td>4. AP Human Geo and Global Issues Project tomorrow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. AP Human Geo and Global Issues Project tomorrow</td>
<td>Me</td>
<td></td>
<td>Me</td>
</tr>
<tr>
<td>6. Exercise and meal plan every day</td>
<td>Me</td>
<td>Consequence: No TV</td>
<td>Me</td>
</tr>
<tr>
<td>7. Keep up with planner every day</td>
<td>Me</td>
<td>Consequence: Go to bed by 10 pm</td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Get up by 6:10 without mom’s help. Be in bed by 12 am.</td>
<td>Me, alarm (alarm on the other side of the room)</td>
<td>Have to get shots on Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Me and parents to get alarm</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Start homework at 3:30</td>
<td>Me</td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No TV or computer until it’s done. If don’t start homework by 3:30, no computer after</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>English essay and AP human Geo project by Friday</td>
<td>Me and English teacher</td>
<td>Can go out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Going out on week</td>
<td>Me</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Mom’s meal plan</td>
<td>Me</td>
<td>Me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Starbucks</td>
<td></td>
</tr>
</tbody>
</table>
### Weekly Objectives – Week #7

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
<th>What will be the consequence(s) for not accomplishing this objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Maintenance of Teens for Peace and School work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Me</td>
<td></td>
<td></td>
<td>No car</td>
</tr>
<tr>
<td>2.</td>
<td>Continue meal plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Get shots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Exercise and try something new</td>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go to bed one hour early</td>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Get up at 6:10 and take pill. Go to bed by 12</td>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No starbucks</td>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Start homework at 3:30</td>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No TV or computer until completed. If don’t start by 3:30, no computer after.</td>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Start working on final projects</td>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reward: Can go out</td>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consequence: Can’t go out</td>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>What do you need to do in order to accomplish that objective?</td>
<td>What will be the reward(s) for accomplishing this objective?</td>
<td>Who will hold you accountable for achieving this objective? How?</td>
<td>What will be the consequence(s) for not accomplishing this objective?</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>1.</strong> Tweak long term goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> List of 5 things I like or motivate: Pride, Feeling organized, Buying things, TV shows, Commitments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.
5 Dislikes: Expenses, Exercise, Cleaning, Veggies, Making conversation

---

**Weekly Objectives – Week #2**

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
</table>
| 1. Read chapters by Monday | - Find out reading assignments  
- Sunday coffee | Mojito | Done:  
1 read Friday  
1 read Monday  
Also read article  
Me |
| 2. By Tuesday be registered for CPR/1st Aid | - Find out if free  
- Find out what to take to BLS and ACL  
- Go online | Registered CPR 3/22  
Class on 4/12 | School standing job/resume |
| 3.  | Email instructors for recommendation letters (3) by Wednesday | - Pick instructors  
- Write it  
- Find emails | Clean bathroom well including floor and shower  
Must read at least 4 chapters first | Done Wed 3/28 |
| 4.  | Mail applications for Nclex and RN Friday 3/23 | - Buy Envelopes  
- Find stamps  
- Write checks | No America’s Next Top Model. Delete one unwatched episode. | RN application mailed 3/23 and Nclex completed and stamped. Must mail RN first per school instructions. Walked to mailbox but didn’t put in. Nclex application mailed 3/26. |
| 5.  | Eat at least 1 vegetable per day (not counting corn/potatoes). Cannot “bank” vegetables. | - Buy vegetables  
- Every day starting today and be specific | Walk 15 minutes outside rain or shine | 3/22 Salad  
3/23 Spinach salad with carrots and tomatoes  
3/24 Spinach salad  
3/25 Cooked broccoli  
3/26 Salad bar  
3/27 Salad with chickpeas, onion and broccoli  
3/28 Veggie soup |
<p>| 6.  | Find resume | -  | Consequence: eat 3 veggies for one week instead of 1 | Done 3/22 |
| 7.  | Reply to at least 1 email by this weekend | -  | No Sodoku or crosswords for the weekend | Replied to 3 on Friday 3/23 |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
</table>
| **1.** 1 chapter by weekend | - Find chapters to read  
- Find book | Mojito | Completed Friday 3/30 |
| 1 chapter by Wednesday | | Delete 1 ANTM without watching and no watching on Sunday | |
| **2. Resume by Monday** | - Change evaluations NSG centered  
- Check expiration dates  
- Add new job title/skills  
- Find skills list | No Sudoku or crosswords for 1 week | Resume and job website updated by Friday 3/30 |
| Job website by Thursday | | | Bring resume to possible Wednesday session |
| **3. ATI Practice test by Monday** | - Log in and complete 1st test  
- Review  
- Take 2nd test | 75.5% Monday 90% not required  
As it was on other test. 64% required to sit for proctored practice. | |
<p>| | | Clean/tend gardens and pick up debris. | |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
</table>
| 1. Reading and practice tests in Nclex or RN by Monday | - Wrap up text reads  
- Read/peds  
- Read/adult  
- Nclex review book | Go out with friends | Delete 1 ANTM and no watching on Sunday |
| 4. Clean cabinet thing by Wednesday night | - Email Abi pictures of cabinet tonight  
- Suitcase  
- Gather jewelry  
- Top cabinet  
- Toss/organize  
- Drawer  
- Email Abi new pictures | Clean bathroom showers and floors  
Goal 1 before cleaning | Done Monday 4/2  
Pics sent  
<< worked on bathroom and media cabinet and vacuumed vents. Also cleaned wall. |
| 5. Eat 2 servings of vegetables | - Buy vegetables | No fizzy water | Friday: 2 salads  
Sat: Salad  
Sunday: Asparagus, carrots, celery, broccoli, and salad  
Monday: Salad |
2. Application packet for job application with letters of recommendation by Thursday

- Pick up letter on Monday
- Get together letters
- Resume
- Find out what is required and get together

No Instant Messaging for 1 week (Quit program)

3. Contact NSQ recruiter at Nelex Fairfax and find info for other INOVAS by Wednesday at 5

- Find letter
- Call recruiter, find number
- Go to website and search job openings

No Sudoku or crosswords for week

4. Clean closet floor and basket by Sunday

- Basket laundry
- Separate clothing
- Fold scrubs
- Shoes/hats/scarves

Give away blood t-shirts

5. 2 servings of vegetables a day

Buy

No fizzy water
<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
<th>What will be the consequence(s) for not accomplishing this objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Reading for exam 6 by Monday</td>
<td>- Read</td>
<td>Go out with friends after exam</td>
<td>To do</td>
<td>Delete ANTM and no watching on Sunday</td>
</tr>
<tr>
<td><strong>2. Application packet for sending by Thursday</strong></td>
<td>- Gather resume/cover letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Whats required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No Instant Messaging 1 week</td>
</tr>
<tr>
<td><strong>3. Contact NSQ recruiter by Wednesday at Fairfax</strong></td>
<td>- Find name and number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Website and search jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wednesday: 2 emails sent 4/20 meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No Sudoku or crosswords for one week</td>
</tr>
</tbody>
</table>
### Weekly Objectives – Week #6

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Finish reading for Exam 6 by 4/22</td>
<td>- Read</td>
<td>Go out with friends</td>
<td>Read at work</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Pay bills (power, phone, medical) by 2/13</td>
<td>- Find - Find checkbook - Stamps</td>
<td>Paid 4/16</td>
<td>Can’t find medical. Donated $30</td>
</tr>
<tr>
<td>5. Veggies: 2 servings minimum per day</td>
<td>- Buy</td>
<td>All days completed</td>
<td>No fizzy water</td>
</tr>
</tbody>
</table>
|   | 2. Follow up with applications and call employment services | - Call  
- Send info  
- Check website | No Instant Messaging for one week |
|---|----------------------------------------------------------|---------------------------------|---------------------------------|
|   | 3. Care plan | - look and find  
- Gather old plan and notes  
- Outline  
- Finish 4/24 | No Sudoku or crosswords |
|   | 4. Clean and kid proof | - Needles  
- Tools  
- Chemicals  
- Clean by 4/19  
- Safe by 4/22 | Safety! |
<p>|   | 5. Veggies: 2 servings per day | | Completed |
|   |                                                      | No fizzy water |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
</table>
| 1. Try out daily log of goal related activities  
   Calendar “self” | Myspace/facebook 20 minutes fool around | Writing letters | |
| 2. Talk to mom | Cook something small when I feel better | Find one item to give away | |
| 3. Find/talk to partner | Watch a movie with Crystal | Find one item to give away | |
Spend time outside for a few hours

Go outside but read there for class

- computer

Hike

Read for class

Later: After each activity, sit down and review notes, new “to do’s”, write down and organize paper.
Objective for 1st week of school – set up audit.

#1 write paper

Weekly Objectives – Week #3

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Finish calendar forward to April 7th and for Statistics</td>
<td>Spend time outside doing something fun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. 30 minutes a day planning on paper</td>
<td>- computer</td>
<td>Hike</td>
<td></td>
</tr>
<tr>
<td>4. Fill in calendar for 4 weeks of class, lab, and personal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Look at calendar every day and complete assignments (hang on wall)</td>
<td>Stefan will write note to me</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finish and send a letter</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Go to class every day</td>
<td>Cook something small</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Find an item to give away</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Daily log of goal related activities</td>
<td>Fooling around on myspace/facebook for 20 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No myspace or facebook for the week</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Set up credit audit</td>
<td>Watch a movie</td>
<td></td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td><strong>What do you need to do in order to accomplish that objective?</strong></td>
<td><strong>What will be the reward(s) for accomplishing this objective?</strong></td>
<td><strong>Who will hold you accountable for achieving this objective? How?</strong></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>1.</strong> Finish and send j.4 by Tuesday and bring article Tuesday</td>
<td></td>
<td>Mom reads article or chapter</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Lit search on new topic: Memo Timeline Assignments by Sunday</td>
<td></td>
<td>Get food out</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Read 2 articles by Tuesday</td>
<td></td>
<td>Watch a movie</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read 3 by Friday</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Ask Haniyia and Dr. Woods, DSS. Make appointment with DSS</td>
<td>Spend fun time outside forgot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read outside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Sign up for Fall and Summer classes</td>
<td>Go to Kevin’s on Saturday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Need to wait to know where I got in Fall in order to do Summer</td>
<td>Do not go to Kevin’s party</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Type up notes from meeting and all meeting notes</td>
<td>Reward: Go to Mic’s party on Sunday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consequence: Don’t go to Mic’s</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Put all of this on the calendar and make daily plans</td>
<td>Reward: Buy a pair of jeans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consequence: Donate one item to charity</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Try more work from car or somewhere different</td>
<td>Reward: Ask Steph to send a card</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consequence: Write and send 1 letter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wasn’t the same because house was empty</td>
<td></td>
</tr>
</tbody>
</table>
## Weekly Objectives – Week #5

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>What do you need to do in order to accomplish that objective?</strong></th>
<th><strong>What will be the reward(s) for accomplishing this objective?</strong></th>
<th><strong>Who will hold you accountable for achieving this objective? How?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create and review schedule for lab work</td>
<td>- break down in small steps on flashcards</td>
<td>Ask a family member to help with a task I usually do</td>
<td></td>
</tr>
<tr>
<td>2. Create and review schedule for class work. Review every 2 days</td>
<td></td>
<td>If I finish 50% of work by the time it is schedules, can make goal of B/B-</td>
<td>Did as needed</td>
</tr>
<tr>
<td>3. Create and review schedule for graduation</td>
<td></td>
<td>Don’t have to clean room until Friday</td>
<td>Emailed professor. Need to write back.</td>
</tr>
</tbody>
</table>
4. Plan study/work time and announce it to family – leave me alone

Don’t worry about he rest of work

Did while was home alone at night

---

### Weekly Objectives – Week #6

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Overall well-being: working on recognizing and dealing with anxiety that prevents me from completing tasks</td>
<td></td>
<td>Do less housework</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Look through book</td>
<td></td>
<td>Spend time relaxing</td>
<td></td>
</tr>
</tbody>
</table>
3. Create and review schedule for lab and school work regularly

4. Summer class registration

Weekly Objectives – Week #7

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue using timer</td>
<td></td>
<td>Social, mental, physical, school – well being</td>
<td></td>
</tr>
</tbody>
</table>
### Elizabeth: Weekly Objectives – Week #3

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bring on 3/27/07: Desk pad calendar and task list, ready to organize.</td>
<td>List of tasks, ready to put into the plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Keep daily plan objectives – Break down assignments</td>
<td>Social, mental, physical, school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Before and after task, try relaxation technique (i.e. visualization)</td>
<td>Social, mental, physical, school. Every day!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Create and bring in 2 lists: 5 things I enjoy and 5 things I don’t enjoy. (try to get creative)

3. Come on TIME to meeting with Abi.

---

**Weekly Objectives – Week #4**

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decide time and place for celebratory dinner: To be scheduled after 4/24.</td>
<td>Write Rob’s custody schedule on calendar. Compare options and preferences.</td>
<td>Sorbet treat homemade with real fruit. Go to bed 1 hour early and get up one hour early.</td>
<td>Me, Abi. Tuesday 4/3 meeting. See calendar and recap of week during our check-in/update.</td>
</tr>
</tbody>
</table>

| Schedule time on Wednesday. Schedule a break and then a time to finish. Tools to help focus. |
| Burke Lake hike with Rob. |
| Me, Rob, Abi. The “Log”. The paperwork and handwriting will show everything. Then, the checkmarks! |

Yikes. Cranky, unmanageable kid who won’t go to bed and will also be tired the next day.

3. Follow the schedule for the week.

1. Create schedule
2. Look at schedule
3. Tie’s spent in the sun

| Everyday that I follow the day’s schedule: Chai tea latte and read for pleasure. Reward for the week: Watch DVD with Rob. |
| Extra hour of cleaning. |
| Me, Rob. The log I keep for the custody case. I will jot notes in notebook on how it went and will use the checkmarks! |

Weekly Objectives – Week #5

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective? How?</th>
<th>What will be the consequence(s) for not accomplishing this objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using my steps to create my schedule for the week (through 4/10).</td>
<td>Schedule the time to do things. When I get home approximately 1:20 pm on 4/3.</td>
<td>Millennium Stage Monday evening.</td>
<td>Me, Rob, Abi.</td>
<td>Go to bed one early and get up one hour early.</td>
</tr>
</tbody>
</table>
## Weekly Objectives – Week #6

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you need to do in order to accomplish that objective?</th>
<th>What will be the reward(s) for accomplishing this objective?</th>
<th>Who will hold you accountable for achieving this objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Lights out at or by 10:30 pm on weeknights (10 pm is okay as well.) Lights out 11:30 pm on weekends. 11 pm is okay as well.</td>
<td>1. 30 minute bed time routine (pj’s, brush and floss, put out dog, skin care). 2. Letting go of the stuff to let go of. 3. Mentally prepare (ahead) for the time of transition.</td>
<td>Millennium Stage Monday evening.</td>
<td>Me, Abi.</td>
</tr>
<tr>
<td><strong>2.</strong> Two hours, 7:30-9:30 in the evening: Plan and schedule the next day OR start ahead, do 1 hour and 1 hour by the end of the evening.</td>
<td>1. Task list 2. Prioritize Items 3. See 4/3 instruction</td>
<td>Movie theater with Rob</td>
<td>Me, Rob, Abi.</td>
</tr>
</tbody>
</table>

**Post-its.**

- Give 5 dollars to charity.

**Rob, Me, Abi.**
# Weekly Objectives – Week #7

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>What do you need to do in order to accomplish that objective?</strong></th>
<th><strong>What will be the reward(s) for accomplishing this objective?</strong></th>
<th><strong>Who will hold you accountable for achieving this objective? How?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the daily log of goal related activities per the 4/17 instructions. 30 minutes, period, each night.</td>
<td>Make sure to make the time without excuses.</td>
<td>'Treat myself to a 5-10 minute foot massage.</td>
<td>Me! With help from Abi.</td>
</tr>
<tr>
<td>2. Do the post-its exercise: 20 post-its, affirmations and post then around the condo. Ex. 3 words.</td>
<td>Post-its. Make the time. No excuses: Thursday morning 15 minutes, but if longer okay. Let’s see.</td>
<td>Choose with Rob, the reward. Choose, with Rob, the consequence.</td>
<td>Me, Rob, and with Abi’s help.</td>
</tr>
</tbody>
</table>
### ALISSA

**Daily Log of Goal-Related Activities: Week 1**

<table>
<thead>
<tr>
<th>Specific actions/behaviors I planned to follow-through with today.</th>
<th>Specific steps I took toward following-through with set plans.</th>
<th>What helped me follow-through with set plans?</th>
<th>Specific steps I did NOT take toward following-through.</th>
<th>What obstacles prevented me from following-through?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish paper</td>
<td>Typed up ideas</td>
<td>Crystal helped brainstorm ideas. Told self just mechanical/typing</td>
<td>Continue by evaluating what is written and completed</td>
<td>Going on tangents, not sticking to topic</td>
</tr>
<tr>
<td>Talk to mom</td>
<td>Tried different times to approach</td>
<td>It’s easy</td>
<td>Avoided an extra day</td>
<td>She’s hard to approach</td>
</tr>
<tr>
<td>Find and talk to a partner</td>
<td>Asked crystal</td>
<td>Easy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes / Plans for Tomorrow:**
### Daily Log of Goal-Related Activities: Week 3

<table>
<thead>
<tr>
<th>Specific actions/behaviors I planned to follow-through with today.</th>
<th>Specific steps I took toward following-through with set plans.</th>
<th>What helped me follow-through with set plans?</th>
<th>Specific steps I did NOT take toward following-through.</th>
<th>What obstacles prevented me from following-through?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish calendar</td>
<td>Forward syllabi and filled out dates. Color coded</td>
<td>Break down tasks</td>
<td></td>
<td>Time</td>
</tr>
<tr>
<td>Look at calendar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete assignments</td>
<td>Found notes, organized into folders</td>
<td>Complete assignments</td>
<td></td>
<td>Time. Couldn’t find notes.</td>
</tr>
</tbody>
</table>

**Notes / Plans for Tomorrow:**
### Daily Log of Goal-Related Activities: Week 3

<table>
<thead>
<tr>
<th>Specific actions/behaviors I planned to follow-through with today.</th>
<th>Specific steps I took toward following-through with set plans.</th>
<th>What helped me follow-through with set plans?</th>
<th>Specific steps I did NOT take toward following-through.</th>
<th>What obstacles prevented me from following-through?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to class every day</td>
<td>Went to all classes all week</td>
<td>Making it a goal to keep the momentum streak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up credit audit</td>
<td>Called BSIS</td>
<td>Not going home-Breaking routine. Just getting it done.</td>
<td></td>
<td>Procrastination. Anxiety.</td>
</tr>
</tbody>
</table>

**Notes / Plans for Tomorrow:**
## Daily Log of Goal-Related Activities: Week 4

<table>
<thead>
<tr>
<th>Specific actions/behaviors I planned to follow-through with today.</th>
<th>Specific steps I took toward following-through with set plans.</th>
<th>What helped me follow-through with set plans?</th>
<th>Specific steps I did NOT take toward following-through.</th>
<th>What obstacles prevented me from following-through?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish journal by Friday night</td>
<td>Monday: Locked self in study</td>
<td>Quiet. Adderall?</td>
<td>Tell family to leave me alone Friday to work</td>
<td>Commotion in house Friday through Saturday – airport.</td>
</tr>
<tr>
<td>Lab work by Sunday</td>
<td>Wednesday</td>
<td>Remembered article, searched. Review is not that hard and I can do it.</td>
<td></td>
<td>Priority changed. Meeting cancelled, partner met and wrote with new work.</td>
</tr>
<tr>
<td>Read 2 articles by Tuesday</td>
<td>Went outside, used voice recorder</td>
<td>Voice recorder</td>
<td>Read 2nd article</td>
<td>Time. Patience.</td>
</tr>
</tbody>
</table>

Notes / Plans for Tomorrow:
## Daily Log of Goal-Related Activities: Week 4

<table>
<thead>
<tr>
<th>Specific actions/behaviors I planned to follow-through with today.</th>
<th>Specific steps I took toward following-through with set plans.</th>
<th>What helped me follow-through with set plans?</th>
<th>Specific steps I did NOT take toward following-through.</th>
<th>What obstacles prevented me from following-through?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask Dr. Woods &gt; DSS</td>
<td></td>
<td></td>
<td></td>
<td>Forgot – got distracted by other priorities (sign up for class)</td>
</tr>
<tr>
<td>Make appt with DSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign up for class</td>
<td>Register</td>
<td>Urgency</td>
<td>Sign up for Summer</td>
<td>Fall schedule not set Summer classes depend on that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type up meeting notes</td>
<td></td>
<td></td>
<td></td>
<td>Misplaced/confused what I meant to do.</td>
</tr>
</tbody>
</table>

**Notes / Plans for Tomorrow:**
## Daily Log of Goal-Related Activities: Week 4

<table>
<thead>
<tr>
<th>Specific actions/behaviors I planned to follow-through with today.</th>
<th>Specific steps I took toward following-through with set plans.</th>
<th>What helped me follow-through with set plans?</th>
<th>Specific steps I did NOT take toward following-through.</th>
<th>What obstacles prevented me from following-through?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put all this into calendar and make daily plan</td>
<td></td>
<td></td>
<td></td>
<td>Spent time on other assignments (lab for class work)</td>
</tr>
<tr>
<td>Try more work from car or go to the library</td>
<td></td>
<td></td>
<td></td>
<td>Didn’t seem necessary since house is quiet now. Made plans with study partner for Saturday in the library.</td>
</tr>
</tbody>
</table>

**Notes / Plans for Tomorrow:**
# Daily Log of Goal-Related Activities: Week 5

<table>
<thead>
<tr>
<th>Specific actions/behaviors I planned to follow-through with today.</th>
<th>Specific steps I took toward following-through with set plans.</th>
<th>What helped me follow-through with set plans?</th>
<th>Specific steps I did NOT take toward following-through.</th>
<th>What obstacles prevented me from following-through?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create and review schedules</td>
<td>Write down in one place everything that needed to be done</td>
<td>Not cleaning/separating by type into extras. Auto/focus.</td>
<td>Making it near and clear. Looking ahead more days (but it worked)</td>
<td></td>
</tr>
<tr>
<td>Did work that was planned.</td>
<td>Anxiety Control Reminded self that work wasn’t that hard</td>
<td>Sent collateral draft of paper. Remembering that not everything can be done and will never be perfect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register for Summer classes</td>
<td></td>
<td></td>
<td></td>
<td>No time. Got bumped down in priority by other deadlines.</td>
</tr>
</tbody>
</table>

**Notes / Plans for Tomorrow:**
- Goals still always change – priorities shift
- Doesn’t seem to work to separate “goals and priorities” from file
- Want to find a way to integrate the two categories as part of the same thing to bring my goals into “life” as part of same routine
### ELIZABETH
### Daily Log of Goal-Related Activities: Week 7

<table>
<thead>
<tr>
<th>Specific actions/behaviors I planned to follow-through with today.</th>
<th>Specific steps I took toward following-through with set plans.</th>
<th>What helped me follow-through with set plans?</th>
<th>Specific steps I did NOT take toward following-through.</th>
<th>What obstacles prevented me from following-through?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filed income tax extension form</td>
<td>Went to post office for the form. Went to library for the form. Completed, photocopied, got envelope/stamp. Mailed on time.</td>
<td>Fear of the IRS! And I hurried because Rob didn’t feel well-coughing.</td>
<td>Didn’t do it until today. Didn’t do it until after Rob’s soccer practice. Didn’t get forms etc., ahead.</td>
<td>Didn’t want to file until I’d exchange email (re: tax info) with John. Didn’t get forms ahead and envelope and stamp.</td>
</tr>
<tr>
<td>Cleared off, cleaned off, and put away things from the dining room.</td>
<td>Assessed what kinds of items comprised the mess. Grouped, contained and put away the items as to category, wiped of table top. Set up the table runner and candlesticks.</td>
<td>I’d thought over how to break it down into easiest chunks possible-ahead of time. Also Rob came back today, did it for him.</td>
<td>Didn’t plan and set up places to put away the items-not enough anyway.</td>
<td>Didn’t know where to put all the items. Not enough time available after all my other stuff.</td>
</tr>
<tr>
<td>Rob’s homework.</td>
<td>Double check what homework was required. Make sure he has books and materials. Point out that he should do it, time his reading. Stall on supper until spelling it done.</td>
<td>First, hoped to get ahead on homework so tomorrow we don’t have to do much. Also, so today we can go to soccer practice.</td>
<td>Didn’t have him complete his reading log. Didn’t double check the amount of reading that’s required.</td>
<td>Trying to cram in a lot, eg. First 45 minutes for Rob at playground. Had to get supper done by soccer practice, had to get gas.</td>
</tr>
</tbody>
</table>

**Notes / Plans for Tomorrow:**
- Walk 30 minutes
- Work on auction items for school
- Fill Rx: Costco or Shoppers Club
- Car transmission flush
- Oil change and check up
- Cell phone – new
- Renwock or Kennedy Center
ALEXA
ADHD Coaching Evaluation:
Post-treatment questionnaire

1. Do you feel the goals established in the beginning of the coaching process were met? Why or why not?

Yes. I feel that the goals I set at the beginning started a process – that I am moving in the right direction. I do feel they were met and plan on rewarding myself for them, but I do feel like there is more to be done. I am not finished working on the skills.

2. In what ways have you changed as a result of coaching?

I have become more organized, more in control of my life and responsibilities….and more positive.

3. What was most helpful to you in the coaching process?

Learning how to accept and use goals with rewards and consequences.

4. What was least helpful to you in the coaching process?

Nothing comes to mind. It was all helpful.

5. Do you feel ADHD Coaching was worth the time, effort, and cost?

Yes

6. Do you feel ADHD Coaching helped you more or less than other methods you have tried to control your ADHD behavior? Which ones and why?

I did counseling – felt coaching is better for developing skills and strategies. More practical.

7. What suggestions do you have to improve the coaching process?

I can’t think of anything right now – will e-mail when I think of it.

- Keep an on-going list of rewards /consequences. Constantly add more.
- Having it extend after eight weeks – have goals coincide with end of semester.
AZIZ
ADHD Coaching Evaluation:
Post-treatment questionnaire

1. Do you feel the goals established in the beginning of the coaching process were met? Why or why not?

I feel some of the goals established were met but not all of them. This is because I had experience depression which interfered with my ability to accomplish some of the goals.

2. In what ways have you changed as a result of coaching?

As a result of coaching, I am now able to understand how to set goals and how to go about accomplishing them.

3. What was most helpful to you in the coaching process?

Recognizing the issues that are preventing me from functioning.

4. What was least helpful to you in the coaching process?

Setting rewards for accomplishing the goals for each week. For example, I didn’t feel that rewards had any influence in motivating me to accomplish the lists I established for myself.

5. Do you feel ADHD Coaching was worth the time, effort, and cost?

Yes. However, my emotional status didn’t allow to fully take advantage of the coaching.

6. Do you feel ADHD Coaching helped you more or less than other methods you have tried to control your ADHD behavior? Which ones and why?

The ADHD coaching helped me more than other methods because I was held accountable for the consequences of my behavior.

7. What suggestions do you have to improve the coaching process?

I suggest that the coaching process take into account the impact of other combined conditions. For example, the coaching process should create coaching methods that address the emotional status of the individual who is being coached.
JAIME
ADHD Coaching Evaluation:
Post-treatment questionnaire

1. Do you feel the goals established in the beginning of the coaching process were met? Why or why not?

Yes, I have become more organized and maintained my organization. I have created a schedule for myself and stuck to it. I believe the goals have been met because even though the session is over, I am still following them; they have become part of my daily schedule.

2. In what ways have you changed as a result of coaching?

More organization and order in my life. I have become more conscientious of my schedule and organizing my room and school work.

3. What was most helpful to you in the coaching process?

Meeting with you, it helped me realize that I had to complete my goals.

4. What was least helpful to you in the coaching process?

The rewards: they weren’t motivation for me because I knew no matter what I had to complete these goals.

5. Do you feel ADHD Coaching was worth the time, effort, and cost?

Yes, because it gave me the encouragement and guidance I needed to make a change.

6. Do you feel ADHD Coaching helped you more or less than other methods you have tried to control your ADHD behavior? Which ones and why?

Yes, because I maintained my goals. Since I have become so used to the goals they have become part of my daily routine despite the meetings being over.

7. What suggestions do you have to improve the coaching process?

More accountability for completing goals earlier, and having more time to work with you!
1. Do you feel the goals established in the beginning of the coaching process were met? Why or why not?

Yes, as much as they could be. One goal was to find a job by the end, but I’m finding that actually having a job wasn’t realistic. I did make a lot of progress towards that ultimate goal and hope to have a definite position within a month or so.

2. In what ways have you changed as a result of coaching?

Realizing that often the hardest part of doing something is starting and committing. Also, I like the idea/process of making little steps and listing what it will take to meet the larger agenda. It makes things much more manageable.

3. What was most helpful to you in the coaching process?

- Having someone to answer to
- Making/using steps for the goal (what need to do in order to accomplish goal)
- Having something specific and productive to do when putting another thing off

4. What was least helpful to you in the coaching process?

Rewards: I found it difficult to come up with something I could reward myself with because I do that already. It might be more helpful if a parent or husband could provide motivation here and help with coaching.

5. Do you feel ADHD Coaching was worth the time, effort, and cost?

Yes! Definitely helpful. The only drawback for me was commute time. If it was long term I would look for sessions closer/convenient.

6. Do you feel ADHD Coaching helped you more or less than other methods you have tried to control your ADHD behavior? Which ones and why?

Meds were a definite lifesaver, but didn’t address skills necessary to do better overall (i.e. how to organize goals). For me, coaching is a great supplement to my med regime and helped much more than “just making a to-do list” or “get a calendar” kinds of advice.

7. What suggestions do you have to improve the coaching process?

- Participation of significant others or family members when possible
- Technique for shorthand way to write goals onto existing calendar or day planner (1 less paper to carry)
- Add specific ADHD problem areas to goals/teaching and go over techniques/ways to organize
- Overall suggestions: My goals may be missing a huge area I didn’t recognize. An up front assessment of whole person at start might be appropriate
ALISSA
ADHD Coaching Evaluation:
Post-treatment questionnaire

1. Do you feel the goals established in the beginning of the coaching process were met? Why or why not?

Mostly – The most important things were done. I’ve kept up with the work, although not with reading. But not reading for class hasn’t hurt me. I’m mostly ready for Fall and Summer semesters. Only haven’t gotten DSS yes. Can do it in the summer.

2. In what ways have you changed as a result of coaching?

Become more aware of things I’ve been doing – or trying to do – that don’t work. Tried new things. Realized I need to try to think less about my family when I’m trying to do school work.

3. What was most helpful to you in the coaching process?

Quick turnover of ideas. Feedback and suggestions. Being pushed to think more critically about my thoughts, feelings, and behaviors.

4. What was least helpful to you in the coaching process?

Setting punishments. I’m already intrinsically motivated to get things done and extra pressure makes my anxiety worse.

5. Do you feel ADHD Coaching was worth the time, effort, and cost?

Yes, I just wish I didn’t have to drive as far.

6. Do you feel ADHD Coaching helped you more or less than other methods you have tried to control your ADHD behavior? Which ones and why?

More. But hard to say by how much. It was probably a combination. Time management coaching has not helped me. But, exploring maladaptive thoughts and reactions has. The one on one is better than group.

7. What suggestions do you have to improve the coaching process?

More versatile materials. The booklet was a good starting point, and it may be great for some, but I don’t think it got along with me. Too constraining.
1. Do you feel the goals established in the beginning of the coaching process were met? Why or why not?

Party met. It appears that I have made progress with time and task management. I can see a more clarified understanding of what is working, and what would work better regarding this goal, but it’s going to take me more weeks/months to achieve.

2. In what ways have you changed as a result of coaching?

I’m more able to look at the components of my goals without getting distracted (by brainstorming, emotions and other impulses).

3. What was most helpful to you in the coaching process?

This is hard to decide. All helpful: Information, how-to suggestions, new experience of addressing my triggers calmly, weekly structure of our hour on Tuesdays, which I am very likely to continue on my own.

4. What was least helpful to you in the coaching process?

This is also challenging to answer. The part about rewards & consequences, while helpful, hasn’t become an effective part of the process yet. I think because I’m very forgetful about it. This week I’m going to do something to strengthen the reward & consequences parts.

5. Do you feel ADHD Coaching was worth the time, effort, and cost?

Yes, absolutely. Depending on my budget and the cost in the future, I would jump at the chance to continue.

6. Do you feel ADHD Coaching helped you more or less than other methods you have tried to control your ADHD behavior? Which ones and why?

Helped more. I’ve looked off and on for methods to help learn and control my ADHD symptoms when it comes to time management. (Tutors, seminars, books, a buddy system, “book ending”). Nobody else has even offered these methods.

7. What suggestions do you have to improve the coaching process?

Either schedule 75 minute meetings, or, get very specific about being on time, and about how to be on time, for our hour sessions. I’ve lost valuable time and benefits by being late for the appointments (although I think I’m trying).
APPENDIX T: IRB Approval Memorandum

APPROVAL MEMORANDUM
Date: 1/29/2007
To: Abigail Reaser
Address: 700 7th St SW, # 135, Washington, DC 20024
Dept.: EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS

From: Thomas L. Jacobson, Chair

Re: Use of Human Subjects in Research
ADHD Coaching and College Students

The forms that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be Expedited per 45 CFR § 46.110(7) and has been approved by an expedited review process.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.

If you submitted a proposed consent form with your application, the approved stamped consent form is attached to this approval notice. Only the stamped version of the consent form may be used in recruiting research subjects.

If the project has not been completed by 1/28/2008 you must request a renewal of approval for continuation of the project. As a courtesy, a renewal notice will be sent to you prior to your expiration date; however, it is your responsibility as the Principal Investigator to timely request renewal of your approval from the Committee.

You are advised that any change in protocol for this project must be reviewed and approved by the Committee prior to implementation of the proposed change in the protocol. A protocol change/amendment form is required to be submitted for approval by the Committee. In addition, federal regulations require that the Principal Investigator promptly report, in writing any unanticipated problems or adverse events involving risks to research subjects or others.

By copy of this memorandum, the Chair of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Human Research Protection. The Assurance Number is IRB00000446. Cc: Frances Prevatt, Advisor
HSC No. 2006.193
APPENDIX U: Session Transcripts

ALISSA

Meeting 1:

Abi: So, like I said, today will be mostly interview and talking about this stuff. Making sure I get all of your information. Hopefully, we will have the time to get your long term goals established, but since you didn’t bring the other workbook I’m hesitant to do that because you would be writing it on a scrap of paper and with ADHD that’s not the best thing to do. So we might hold off and do your long term goals first thing next time. And you didn’t fill some of the other stuff out so we might not even get there. The general outline is that with in the eight weeks we’ll establish two to three long term goals because that seems to be the most manageable. Then within these long term goals well set up short term…kind of “baby step” goals to get you there. The long term goals can extend beyond eight weeks. They don’t necessarily have to be met by the time we finish. In addition to these goals we are going to come up with a system of rewards and consequences for you to help you meet your goals.

Alissa, you are a student at University of Maryland, majoring in Psychology. You are a senior and you previously attended Montgomery College and the Institute of American University in France. Did you minor in French?

Alissa: No, I took French in high school and I didn’t want it to get lost. And, I just needed to get away and do something else.

Abi: Cool. And your AA was in business administration? What caused you to change?

Alissa: I think I was interested more in international business economics. Not like running a company, CEO, accounting and all that number stuff. So I went to France in between business and when I figured out I wanted to do Psychology and the school of business at University of Maryland, economics isn’t part of it. So I would have had to…. well, I knew business wasn’t the right path. So in between I figured out that I wanted to do educational psychology type of things.

Abi: Do you have any plans beyond college right now?

Alissa: I have some long term, abstract plans. But I don’t have exactly what I want to do when I first graduate. Like, I don’t have what I want my first job to be. Because with an undergraduate degree in psychology you don’t know exactly what job to go into, unlike business. So the options are too wide open for me right now. The past couple of weeks I’ve considered going to the Department of State’s foreign offices…I kind of wanted to go abroad again. I really want to travel as part of a job so I just need to find a job that lets me do that.

Abi: You said you kind of have general, abstract plans. What are those?

Alissa: I want to eventually go on to graduate school for educational psychology. I think one of the reasons is cause school has always been so hard for me so I’ve always been really focusing on learning to make that better, and what I want to do in my career is find ways to make it easier for kids so they don’t have to go through the same thing, whether it’s personal training or just changing something about the system.

Abi: So it sounds like you kind of have a career interest in coaching as well as personal interest.

Alissa: Yeah. Yeah.

Abi: And you weren’t diagnosed until recently? How did that come about?

Alissa: I was having a lot of trouble in school and I always have. I’ve just always found different
temporary ways to get through and when it became really serious I wasn’t able to get myself through it. I went to the mental health department at UMD and in the first session the doctor diagnosed me with ADD. I wouldn’t say I didn’t believe her but it was kind of a shock because I’ve always done well in school. It’s always been hard but that was my priority in life so I would give up everything else to make the grade. So for somebody to say I have an LD was kind of a really weird thing to learn that. I’m trying to.

Abi: Learn to cope with the diagnosis?

Alissa: Yeah.

Abi: Do you know what type you were diagnosed with? There are three. Predominantly inattentive, predominantly hyperactive, and a combined type.

Alissa: No, they didn’t tell me that part. But if I had to guess I’d probably say combined. It changes.

Abi: And do you have any documentation?

Alissa: No, I don’t.

Abi: Did they give you testing or was it just someone’s opinion?

Alissa: It was an opinion. They said I would have to pay hundreds of dollars for an assessment. That would be a long term goal for me…getting all of that done. Because I would get like DSS services and stuff like that. For the time being just getting some counseling and things like that kind of hold me over. Do you need that for your study?

Abi: It would be helpful. Do you think the doctor who diagnosed you could get a letter: Something like that would be fine.

Alissa: Yeah, she said she could do that.

Abi: Okay. And what kind of difficulties were you having that made you seek diagnosis?

Alissa: Well, it’s not that the problems changed it’s that it’s the situation changed that made the temporary coping things that I’ve been using not as effective anymore. I guess just the usual things. The biggest thing is not being able to figure out what needs to be done in what order. Like, break down assignments or just missing important details on assignments and starting to do the wrong thing, not understanding what’s supposed to be done in what way, prioritizing the big issue, getting carried away with one activity and not being able to switch to another one. A lot of things. But, in the past the way I would, not deal with it, but I’ve never had a semester at school where all of the classes were challenging all at the same time and it required all these skills that I hadn’t developed in that capacity yet. Some semesters I would take only two classes. Other semesters I’d have five but half these classes would be really easy. Then all of a sudden I was taking four very challenging classes. Then I was doing a research assistantship. It was a new experience and I just realized that these skills that other college students have at a junior /senior level, I really didn’t have them.

Abi: Well, most people with ADHD are highly intelligent so they are smart enough and savvy enough to slide by until a certain point. Then when you put enough on the plate you kind of, like you said…

Alissa: Fall apart.

Abi: And you are taking Adderoll right now?

Alissa: Yeah. Last semester I was being prescribed one thing after another. They weren’t really working. They started with the salts-Adderoll and then…what’s the other big one?
Abi: Ritalin?

Alissa: Ritalin. All pretty low doses. But the ups and downs weren’t really working. And the Adderoll works alright. It’s okay. If there is one day when I really have to get a lot of stuff done then maybe it’s worth taking it.

Abi: So you’re taking it as needed?

Alissa: As needed. Yeah. Sorry I didn’t write that down.

Abi: That’s okay. That’s why we’re talking now.

Alissa: It’s just the cost of it. It’s so taxing on me that it takes me many days to get over it afterwards. The lack of quality sleep to the… I mean, it’s like a really long hangover when I take just one pill. A lot of times it’s not worth it. I would rather just learn… I perform well when I have a set plan and I think it through. It takes a really long time to think it all through so Adderoll works when I don’t have a lot of time to sit and plan what I’m going to do for the next two weeks. It’s kind of like a quick fix and I don’t think it’s always worth it. I don’t want to just rely on it.

Abi: You want to learn the skills.

Alissa: Yeah.

Abi: And you said that if you do have a plan you are pretty good at following through with that plan? So it’s just starting the plan that you have the most difficulty with?

Alissa: Yeah. Like breaking large projects down. It could partly be emotional reactions to things, like a writing assignment. No matter how easy or hard it is I’m like, “Oh my god. I know that I’ll turn it in three days late and I’ll get a bad grade!”

Abi: And you are currently in group counseling?

Alissa: Ummhmm.

Abi: And is that specifically for ADHD?

Alissa: Yeah. Seven or eight people and the mental health center counselor who was counseling me last semester…she’s leading the group and we talk about mutual issues. It’s like an hour and a half.

Abi: Do you feel like you are getting something out of that?

Alissa: Yeah, I’m getting something. I don’t feel like I’m getting enough cause an hour and a half a week just focusing on that isn’t a lot but it’s better than nothing.

Abi: And you have listed under seeking coaching now because of desperation, something had to change, exhausted other options and ideas. Sounds like you are feeling really overwhelmed, which is completely normal.

Alissa: Yeah. I didn’t put on there but part of it was interest and curiosity in this process.

Abi: Well, yeah. Like you said you have a vested career interest.

Alissa: I’m just hoping that I can learn something.

Abi: Great. And under the aspects of college that are most difficult for you at this time… you aren’t working as well, are you?
Alissa: No, just the research assistantship.

Abi: Okay….reading textbooks and long articles…do you find that that is a concentration and getting distracted thing? The reading?

Alissa: yeah, it’s just really difficult. Like I can read something over and over and not get it. Like sometimes it just seems like very superficial reading. Unless something is in a sentence form that makes sense to me, I’m not gonna get it. And it’s very, very time consuming. I think I’m naturally a slower reader than a lot of people, and that may have increased some anxiety. Sometimes I just don’t get it, ya know? I just get discouraged.

Abi: You’re not making the connections?

Alissa: Yeah, sometimes it’s hard for me to translate things from the way they are written.

Abi: Okay. “Organizing different responsibilities.” What do you mean there?

Alissa: Different aspects of life and of school, balancing school with everything else. And if you isolate just the school, figuring out how much time to allow for each subject, on projects the order to do things in, or which group member to call. It just seems like a lot of the information, even when I write it down, all comes to me at the same time and I have trouble doing one thing at a time in order because I am just thinking of what else I have to do and then I don’t do anything because I don’t know where to start.

Abi: Got ya. And do you have syllabi for all of your classes?

Alissa: Yeah.

Abi: It sounds like that might be a really good place to start for you. I’ll mention that again at the end. So plan on bringing those with you.

Alissa: Okay. I have it with me.

Abi: Great!

Alissa: All the previous semesters I had it all written out. Like when I had which exams and so forth. This semester I didn’t want to do that because I find that thinking of things too far in advance freaks me out a little bit. I’m taking less classes this semester so I’m not going to have as many of these surprises. And the classes are structured differently. The counselor that I was seeing helped me pick out classes where there wasn’t that one big thing due at the end of the semester but it’s a lot of little projects so you get a lot of heads up on what you have to do. And I chose not to write down all the stuff. I’m willing to try that again here to see if it works differently.

Abi: Okay. Well, my guess is you wrote down when all your assignments were due and that was pretty much it so all you saw was this looming deadline?

Alissa: Yeah, it was.

Abi: What I would suggest is not only do we write that due date, but with our smaller goals every week break down assignments….okay, write 20 minutes on this paper; read 20 minutes in this textbook. And if you’re the type of person, and it sounds like you are, who can stick to that…those due dates become insignificant. Because by the time that due date arrives it’s pretty much done. You’ve done a little bit each day, and it’s not overwhelming. So that’s where my head is going.

Alissa: That would be a good goal.
Abi: Right. That might be a way we want to try it. And the best way to write that down - well, may be two types. If you have a planner where you can see a whole month that is then broken down into days, or I personally love those month-at-a-glance desk calendars. If you have somewhere that you look at every day, it’s right there staring at you in the face.

Alissa: I can bring in one of those.

Abi: That might be a good place for us to start. So these are the things we’d normally be writing down in that other book.

Alissa: I can get a piece of paper from my class binder. That way I won’t lose it. (Gets paper)

Abi: Do you mind if I look at your planner?

Alissa: No.

Abi: How does this one work for you?

Alissa: It’s not ideal but when I go to the store I take two hours to several days. There’s just not a lot of options. And the ones for ADD online…you don’t get a good look at them.

Abi: Yeah, this one only has weeks, which I don’t think is the best idea.

Alissa: My problem with small boxes is that I have to write down everything I am going to do that day. This is my typical weeks (shows paper). I started typing out what I am going to do each day. These are too small. I just get lost and confused.

Abi: Yeah, let me grab my old calendar and show you. (Shows calendar page) This one is a decent size. Of course it depends on how big you are writing.

Alissa: I guess if I used this, just so I can plan ahead. I still need to do this (points to the typed list) to keep remembering.

Abi: Well, that’s great.

Alissa: Things even like “get gas” I have to write down or I’ll keep driving.

Abi: And that’s what this is about. We’ll just play around with different things. Okay, back to the questions. So far strengths you said you can pay attention to lectures and take notes fairly well. That’s great.

Alissa: Yeah if there is one focal point. I sit in the front of the class and the other students can’t distract me. And if there is just one person up there speaking. Lately I’ve been having pretty good professors. I have trouble with power point. Like, if there is someone talking and showing power point and you have to write it down.

Abi: Okay. Just what to be attentive to?

Alissa: Yeah. It’s too many things going on at once. But, if there is somebody just talking I’m fine. Like, if they are writing on the board then I know what to write down.

Abi: Does it depend on content?

Alissa: Obviously, yes. If it’s so hard I can’t understand I may voice record it. But if it’s the average typical lecture that I can understand.
Abi: How about interest level in content? If you find a lecture particularly boring, do you tend to zone out?

Alissa: It’s sort of the opposite. If something is too interesting it kind of stimulates all these ideas. In my most favorite lectures I end up writing things down that have nothing to do with it. So it has to be something kind of neutral.

Abi: Okay. And you also said that you focus well while you are taking an exam.

Alissa: Yeah. When I’m studying for an exam it’s very hard to focus on the material and it seems like it doesn’t make sense and that it’s written in another language but then all of a sudden when I’m in an exam it all makes sense. If I could study under those conditions, it would be so much better.

Abi: That’s great. It sounds like there isn’t any anxiety there.

Alissa: No, I don’t have test-taking anxiety. I’ll think, “Oh my God, I didn’t study enough for this test” and that type of anxiety but at that time I come in and I’m like, “now there is nothing I can do about it. Now it’s just me and the test”. While I’m studying there are too many options of what I could do to study. If I’m reading I feel like I should be making flash cards and if I’m making flashcards I think I should be going over the lecture notes but when I get to the test I’m like, “all I can do is do my best on this.”

Abi: Right. Okay.

Alissa: But sometimes I’m like, “I kind of remember what this thing was and if I was organized better then I would remember”, but I don’t.

Abi: Do you find that any one method helps you learn better? I know you mentioned reading and flashcards.

Alissa: I think it depends on the class. And one of my weaknesses is not figuring out the method that works best for that class until the semester is almost over. The best thing is when the lecture is strongly correlated with the text. I can go back over and type my motes, which helps. And researching key terms until they make sense. It also depends on how they structure the class. The worst classes are where you don’t know what to expect of anything. Like when there’s a lecture and you look at the book and it has nothing to do with the lecture. But when the teacher is pretty good about letting you know what to focus on….I’m sure it’s the same for all students.

Abi: Well, everyone’s different. You might be surprised.

Alissa: Yeah, some people are like “well, I didn’t know what to study so I just read the whole book.” I don’t know how to do that. If I read a whole chapter in a semester I’m proud of myself.

Abi: And you haven’t been tested for any other LD? There was no mention of anything else with this Dr. Wood?

Alissa: No.

Abi: Cause a lot of times these things are highly correlated. From depression and anxiety to LD. Since you mentioned those difficulties making connections when reading that may be another possibility. I know a psychologist in the area if you are interested in getting another opinion.

Alissa: Yeah, I would be. And in terms of anxiety, when I get anxious it definitely intensifies the symptoms, but I don’t think it’s the cause of the ADHD.

Abi: Okay so that’s what you are talking about here where you say you get depressed and anxious when you don’t accomplish things?
Alissa: Yeah. When I was going to Dr. Wood she started watching me for bipolar disorder because of how I filled out this questionnaire. And then I realized the reason I filled it out the way I did is because I didn’t read the instructions well enough.

Abi: Yeah, makes sense. And you said that you write well and you are motivated. You paint and you dance. What kind of dance do you do?

Alissa: I took some classes along the way. In general I think I pick it up pretty fast but I’m not a ballerina or anything.

Abi: Cool. Okay, and on the symptom checklist you say that you get stomachaches when you think about studying or academics. You get a depressed mood. Do you feel like any of these that you checked off are effects of medication?

Alissa: I was answering it from the point of view of without medication.

Abi: Okay. So it sounds like nothing too out of the ordinary. Either ADHD related or due to anxiety caused by ADHD?

Alissa: Yeah.

Abi: And for the Coaching Topics Survey...Improving time management, routines, schoolwork, organization, getting to class on time, studying, managing long term assignments, planning.....looks like in terms of healthy living kinds of things you are doing okay there?

Alissa: Yeah. Before I got diagnosed with ADHD I thought that some of my problems were because I wasn’t healthy so I would run and eat healthy. But it didn’t work because the work still didn’t get done and then it became about the exercise and eating healthy. It wasn’t solving the problem. It was making me feel better physically but it still didn’t help me study for a test.

Abi: Right. That makes sense. And socially, is everything okay there? You don’t find it affects friendships?

Alissa: It does, I just don’t focus on that.

Abi: Not a big priority?

Alissa: I feel that when I’m doing well in school and computing things everything else sort of falls into place. When I’m just concentrating on getting my work done I don’t want to talk to anyone or see anybody. Like if someone calls and asks me to go out I’ll say no. Throughout college it does interfere with my making and keeping friends. I just don’t care. I want to do well in school. I can make friends when I’m working.

Abi: Okay. So it sounds like your priorities are definitely in the academic realm.

Alissa: Yes.

Abi: And you’re a senior. Is this your last semester?

Alissa: It was supposed to be but last fall I ended up withdrawing from some of my classes at the last minute. Because they were irreversibly screwed up. So I ended up having another semester after this. I’m gonna take two classes in the summer and four classes in the fall.

Abi: So right now you’re not really thinking beyond college. It’s just about doing well so you can graduate and move on.
Alissa: Yeah. I’ll probably start thinking about it this summer. There are things I want to do sooner like take the GRE and I want to have a good idea of what I need to do in the next year.

Abi: And since your diagnosis is fairly new do you consider finding out more about your disorder and what kind of accommodations there are in your school a priority?

Alissa: Yeah. It wasn’t before but now that I have another semester I might need that.

Abi: Have you checked into your student disabilities center?

Alissa: Not yet. But I may.

Abi: And as you learn more about how the disorder manifests for you, you can begin talking to professors and counselors and kind of work out your own program. Okay, any questions about the informed consent?

Alissa: No.

Abi: Okay, and if you could take the workbook home for next week and finish it that would be great. Also, gather and bring your syllabi and if you want to go ahead and get a big calendar, we can give that a shot. That’s all for now. But let’s do as much as we can now. Do you ever feel defensive when approached about your ADHD?

Alissa: Not when it’s someone who knows something about it. I think a lot of people though if you say ADD they’re like, “it doesn’t exist”.

Abi: Yeah, unfortunately I feel it’s being over diagnosed which makes it more difficult for people who really do have it.

Alissa: Yeah. I got the impression even the way I got diagnosed I found a little bit sketch. But the help that I’m getting is helping me so in those terms it doesn’t really matter.

Abi: Distractions…you said it depends on what kind of noise?

Alissa: If its general background noise it’s fine but if it’s unusually loud conversation.

Abi: Okay, and do you find that you are more distracted by any particular stimulus…noise verses visual, etc.?

Alissa: If I’m trying to concentrate on something visual then visual distracts me. If I’m trying to have a conversation then noise will distract me.

Abi: Okay, and let’s just fill out the contract for services. Do you foresee any missed meetings?

Alissa: No.

Abi: And as far as check-ins do you prefer e-mail or phone?

Alissa: I guess e-mail but if I don’t respond, call.

Abi: Okay, that’s pretty much it for this week!

Alissa: Great, thanks!

Meeting 2:
Tape snapped.

During the meeting we set up tentative long-term goals. At that time we also rescheduled the next session for earlier in the week because she was going on vacation during her regularly scheduled meeting time.

**Meeting 3:**

Abi: So how are things going so far?

Alissa: Good. I finished the paper I needed to get done.

Abi: Good. Well, since we are meeting early so you can go on vacation it hasn't been that many days. So we'll just check in on your goals and do the calendar thing like we talked about. Um, looks like you talked to your mom. How did that go?

Alissa: Good. It seems like she wants to be involved and she was like, "Oh yeah, I noticed in my head when you do something good but I don't say anything." Because she usually only gives criticisms. But it seems like she is pretty interested. She's kind of hard to approach.

Abi: Okay, good. And she is on board with all the specifics we talked about?

Alissa: Yeah, well, I don't think I'm going to tell her ahead of time all of the goals because I'd rather talk to other people about the goals and then just have her acknowledge that I did it. I'm going to use my sister as one of the people.

Abi: How about the things that she would need to do though, like in terms of reading the book?

Alissa: Yeah. But it's mostly about the acknowledgement.

Abi: Right. That will be good then not only for your ADHD but also your relationship with your mom.

Alissa: Yeah.

Abi: Okay, then let's look at your goals.

Alissa: I realized there are other goals I need to do too. Like I need to write a paper.

Abi: Okay, well we can put those on the calendar.

Alissa: I need to do some planning every day so things don't get overlooked.

Abi: Okay, so let's go ahead and work on the calendar.

(Alissa pulls out her syllabi from all of her classes)

Abi: Do you want to start with an easy one?

Alissa: Let's do this one.

Abi: Okay, first let's just plug in due dates. Then we can work on filling in the blanks in terms of actual preparation for those.

(Alissa and Abi fill in assignments on calendar).

Abi: So I think you can stop there since you have the hang of it. And as a goal just complete the last class for the next two weeks. When you get back we can work on it some more. So far we have "finish your
calendar up through April 7th" and "look at the calendar every day and keep up with assignments." Do you have a place where you think it will be in your face every day?

Alissa: I can switch it back and forth between the wall and the desk.

Abi: And then you mentioned going to class. And do you want to do something like this?

Alissa: Yeah. Let's do that.

Abi: Okay, and you haven't yet done your daily log of goal related activities, correct?

Alissa: I did it one day.

Abi: What did you think of it?

Alissa: I think it's useful. I think it helps me rationalize....

Abi: Okay, why don't we transfer that goal over and have you do it more for next week, and we'll talk about it next week.

Alissa: I think it's going to be really nice this weekend so I'll do something outside. And I'll keep this one. Oh, and I have to set up a credit audit.

Abi: Do you want to put that on the calendar.

Alissa: Yeah. And here I can do either watch movie or find an item to give away. I thought of writing letters too because it's something I put off but like to do.

Abi: Good.

Alissa: And then I want to put for my boyfriend to write me a letter as a reward because we have a long distance relationship and we just email. And my sister said as a long term reward she would plan an outing like going to a play, so that I don't have to do it. Then if I don't meet it someone else could use my ticket.

Abi: Oh, that's nice. Let's look at your long terms goals and see if there is somewhere we can put that.

Alissa: Yeah, here we can use this for weekly ones.

Abi: Yeah, that would be good. Okay, good. Do you have the hang of the calendar?

Alissa: Yeah, I just need to do it.

Abi: Okay, great. Well, have fun on your vacation.

Alissa: Thanks!

Meeting 4:

Abi: So I haven't seen you for a week and half now...how has everything been?

Alissa: Good. Vacation was good. I forgot to send a paper that I was writing before I left, but the teacher in that class is really laid back so when I sent it late he gave me a really high grade. I wrote him back saying that I didn't deserve the grade because I sent it so late and he was like, "Well, it was one of the best papers in the class." So...

Abi: Well, that's good!
Alissa: Yeah, but I feel like there are things I am forgetting. I guess it's just hard to get back into things. I found out the test I thought I had last week is actually this Wednesday, so it got pushed back a week.

Abi: Okay, and do you have your calendar?

Alissa: I had it right by the door and then when I was leaving I forgot to take it.

Abi: And how has it been using it?

Alissa: Yeah, I've been using it. I filled it out and I write things during the day but sometimes I get lazy. But for the coming couple of weeks I have things written. I got my credit audit. That was a good thing because I was putting off calling. And the goal of me being a better RA, I though of some specific things I needed to do. I was getting overwhelmed thinking there were 100 things I could do but probably he just needed one or two. I asked him and it was just small things; everything I can manage. And it's just good to know I'm doing what he wants me to be doing rather than just stuff I make up on my own.

Abi: Good. Well, let's look over last week's objectives and see how you did there. So you said you did finish filling out your calendar?

Alissa: Yeah, I wrote down the due dates of the assignments, but I didn't break them down, like, chapter by chapter.

Abi: Okay. I think we talked about doing some more here...

Alissa: Yeah, I can do it.

Abi: And you have an X by completing assignments, so you were looking at it but not necessarily getting everything done?

Alissa: Yeah, I think things kept coming up that I had to do but weren't in it.

Abi: Stuff that you should have gotten done before?

Alissa: Um, just stuff that comes up.

Abi: Can you give me an example?

Alissa: Something that took a lot more time than I thought it would...my sister was moving stuff out of her apartment and dropping it off at my mom and dad's house to donate and it ended up being a lot of boxes and I had to sort through that and it took like a day and a half to do all of that, and it had to be done by Wednesday. I mean, things that I guess aren't technically my responsibility but I know no one else is going to do it. That's a big thing that took up a lot of time.

Abi: Okay, and was that kind of unusual or does that kind of thing happen a lot?

Alissa: Well, not that specific thing but things with family I'll have to do, or, like, go somewhere. Things just take longer than I expect.

Abi: As a priority, are those things more important than getting your work done, or are they just more fun?

Alissa: Well, I would definitely rather do that then...like if I hadn't done it our basement would have been full of boxes. So it was just like, that date was set in stone as opposed to something else that I set for myself. I still see that as a lot more flexible and I know that I need to change that.

Abi: Okay, so did you complete your consequence for that? Sending the letter?
Alissa: I did send the letter. I actually forgot it was the consequence for that but I ended up writing one.

Abi: In terms of getting your assignments done...I asked if it was your priority because if it's not, I don't want you to make that a goal. But if you do really want to change that habit of doing other things first we need to really think about what type of consequence and reward we can put there to really encourage you to get those things done.

Alissa: I actually did start to try and do the assignments and then I couldn't find any of the notes. I had to kind of find them. So then I decided to keep them in one place and I made folders for them.

Abi: Well, that's a good idea.

Alissa: Yeah, so that's the first step. But, I didn't really anticipate it. And that took an entire evening and it was the time I had set aside for doing those assignments.

Abi: Yeah, well, that kind of thing is a little more justifiable because you don't always necessarily anticipate all the steps. Getting organized is always a great first step. But, in terms of these other things...like why you chose to not put the boxes somewhere else on the calendar...if it had been a few more days would it have really mattered? So maybe we could set your rewards and consequences for you to take some time to do something for your family once your own goals are completed. Something like that so you can start to flip flop your first priority.

Alissa: Well, would that be my reward or consequence?

Abi: Either or. As a reward you could help out and as a consequence you can't until your work is done.

Alissa: Well, some things I kind of don't have an option of putting them off. It's either going to get done then or not at all.

Abi: Well, you mentioned you being worried that no one else would do it and also part of this is getting your mom involved. What about as a reward having your mom step in and help you get something done that normally you would do on your own.

Alissa: Hmmm, I don't know.

Abi: Yeah, well, these are things to think about because I think one conclusion we've come to is that you don't often put yourself first and usually we're not very helpful to others until we are good to ourselves. So maybe we can think of some ways where you are paying attention to your priorities and your school work.

Alissa: Yeah, I always forget that.

Abi: It's easy too sometimes. Okay, and you made it to class?

Alissa: Yeah, I went all week.

Abi: That sounds like progress. That's great. And you filled out the daily log of goal related activities. Are you finding it helpful at all? Is it giving you any insight?

Alissa: Um, I don't really get it.

Abi: Okay, do you have any specific questions about it?

Alissa: I just don't always know what to say for all the boxes.

Abi: Well, things that prevent you from following through is like what we are talking about here. The fact
that you are putting these other things first. I think you've come to a good insight now, that when these things come up maybe they should be your first priority but you're making them your first priority. In terms of what helped you, when you ultimately can answer this you'll be able to figure out how you get something done. So for example, why did you go to class all week?

Alissa: Well, I didn't have to think about it that much. And it was a streak. I knew if I didn't go one day it would be easier not to go again. I was either going to go all week or not at all week. Kind of an all-or-nothing thing...I mean, I don't know why. I don't know.

Abi: Okay, and that's still kind of what we are working on.

Alissa: And another thing I didn't really know what helped me to do it was setting up the audit appointment. I just did it kind of randomly. I didn't know what exactly...I don't know why I do things or don't do things. So I don't know how to repeat it.

Abi: Well, I would suggest recording things, whether or not you think they have anything to do with it, just write them down. Even things as simple as what you ate for breakfast how much sleep you got that night. I'd start there because you might start to notice things. Maybe we can alter the log to be more of a free flowing thing. You should start to notice patterns that you might not have picked up on otherwise.

Alissa: Well, one thing that I did do was when I made my appointment and got a few other things done I was in my car. I was aware that there were things I had to do but I knew that once I made it to the house...I have a kind of routine that once I've gone to the house I don't get those kind of things done. So I pulled over to this park on the side of the road and got out my list of things that I had to do and did whatever I could from the car. So I don't know but I guess breaking that routine of going home...

Abi: Yeah! That's a great insight. And you could create a new routine. You know, now that it's nice out you could stop at the park on your ride home a couple of times a week and get some work done. For 10 minutes that park means to get things done. Something like that.

Alissa: Just do something different.

Abi: Yeah. I would definitely say you made a lot of progress this week, and that's what it is all about. It's progress not perfection. So did you have any thoughts about goals for this week?

Alissa: Um, this isn't a priority but I don't know why I wrote that. Okay, so for class work I guess I want to send that paper before the weekend.

Abi: As far as the rewards and consequences for last week, how did those go? Were there any particular ones you found motivating or not motivating?

Alissa: I guess that wasn't really motivation because I knew I had to get that done. I'm still putting off cooking because my parents are leaving for a week and I know I'll be sitting at home and will have to cook anyway. I gave some stuff away.

Abi: I'm getting the sense that we're setting the rewards as things you should be doing for yourself, but you are still having a hard time actually doing those things. But I would like to keep them along those lines.

Alissa: Yeah, you are right.

Abi: Is there anything that is time sensitive that you would like to do? Say something you want to do Saturday night that would motivate you to get this done?

Alissa: Yeah, I don't know. I don't know that I necessarily wouldn't care either way. Going out can actually be more of a hassle. I'd have to get ready and stuff.
Abi: Okay, let's figure out the objectives.

Alissa: For lab there's something I need to do this week because we are going to start another project. And there is a bunch of little things. Do you want me to list them?

Abi: Sure.

Alissa: Okay, I have to write memos. I have a meeting set up with my professor. I want to follow my timeline.

Abi: Okay, and now in terms of rewards and consequences what are you thinking?

Alissa: We can reuse past ones, right?

Abi: Yeah, you can reuse them as long as they are working for you.

Alissa: I'm not going to do the cooking one this week because I still have to cook. On the other hand I think I can reward myself by going out and getting something and bringing it home.

Abi: Like, take-out?

Alissa: Yeah. Um, Netflix should be coming in, which I am looking forward to. And I am going to spend some time outside today that I deserve from before so maybe I could also do it during the week because the weather is going to be nice. There are some things that I don't have set in stone for this weekend but that would be fun to do. Two of my friends are having birthdays this weekend so I could use those. Maybe I just have to do one thing to go instead of everything. I always feel like I get to have a reward if I've completed everything.

Abi: Right, and that's why we do separate rewards for each little assignment.

Alissa: Yeah, I feel like this really has the potential to work well if I can restructure the way I feel and think about it.

Abi: How about any of the things that involved your mom that we used the first week?

Alissa: Yeah, I think we said for my mom to read an article. And then the consequence could be...

Abi: You reading an article.

Alissa: Yeah, it would need to be something that could benefit me but not matter if I don't read it.

Abi: Well, you have a fairly new diagnosis of ADHD and mentioned wanting to learn more about it.

Alissa: Yeah, I could read the first chapter of "Driven to Distraction".

Abi: If you don't get this one done, you could add an article. If you don't read two by Tuesday then you have to read three by Friday.

Alissa: That is a good idea. We haven't used donate something. And I could buy something for summer?

Abi: Yep.

Alissa: And another one...I guess I could write something again.

Abi: And this week really try to pay attention to looking at your goals every day and noting the rewards and consequences that are really working for you. And then following through with them.
Alissa: And figuring out what makes me do it versus not do it.

Abi: Exactly. Okay?

Alissa: Yep.

Abi: Great! See you next week!

**Meeting 5:**

Abi: So how was your week?

Alissa: Um, up and down. My parents are gone for vacation so I had the house all to myself. So it was nice and quiet. There were good things and bad things. The first couple of days it was just too quiet and I couldn't figure out what to do with myself. But then the rest of the week I just kind of spread my stuff out everywhere and I didn't really clean and I didn't worry about it and it felt really good.

Abi: Well, good!

Alissa: But now I have to clean everything tonight.

Abi: Well, at least you gave yourself a break.

Alissa: Yeah.

Abi: Let's take a look at your goals. I like the two different colored pen thing you did.

Alissa: Oh, that was just because I couldn't find the other one.

Abi: Oh! Well, it's helpful anyway.

Alissa: So basically Friday through Sunday when I saw you I didn't get anything done. When I came home my dad was packing and my sisters came home to say goodbye and she stayed the night and then Saturday I drove them to the airport, so there was just a lot going on.

Abi: More stuff just coming up that you didn't plan?

Alissa: Yeah. I mean I knew they would be packing and it didn't have to involve me but my mom would be like, "Should I take this dress? Should I wear these shoes?" and I ended up being involved more than I thought I would.

Abi: Okay. And did you get your paper done later?

Alissa: Yeah, I didn't get anything done this weekend so Monday and Tuesday I stayed home from school and studied because it was quiet. I felt like I needed to do that for Wednesday and Thursday classes. If I went those days would have been more about being tired from classes and sitting in traffic.

Abi: Okay, so then did you do your consequence?

Alissa: No, I haven't done that yet.

Abi: Is that something you can fit in? Should we make your consequence an objective for next week?

Alissa: Yeah.
Abi: Well, at least you got your paper done, which is a good thing. How about here?

Alissa: I was supposed to do that by Sunday and then for lab my priorities changed, so I still got this done but I ended up having to do other stuff. Wednesday I did grocery shopping and by the time I finished I was exhausted and I knew that cooking something would take forever so I just microwaved something. So I messed that up. And I read one article, but then again, the priority of this thing changed. I no longer need to read them. I don't know. Things just keep changing.

Abi: Yeah, it seems like you may want to do something along the lines of reevaluating your priorities mid-week or something. It seems like especially for you things keep kind of changing so it's hard to set an objective and necessarily stick to it. If it becomes less important we wouldn't want you necessarily to have to stick to it.

Alissa: Yeah.

Abi: After we get through all the goals maybe we can talk about a different strategy there.

Alissa: Yeah, because I just don't know what is going to be important there. Um, this I just forgot to do but I did end up reading outside. And I don't have a schedule for next semester but I signed up for whatever I could. And my summer classes depend on what I get into in the fall so I need a couple of days to see.

Abi: And you went to your friend's party here?

Alissa: Yeah.

Abi: That's good though. I'm glad you did that.

Alissa: And here I ended up getting confused about what it was.

Abi: I remember you saying something about you had already done it?

Alissa: Yeah, maybe. And I didn't do that. Didn't do that. I don't know....but I got a lot done at home.

Abi: So overall as far as meeting your objectives you are probably around 50/50 but how did you feel overall this week in terms of productivity and organization and those issues?

Alissa: Overall, during the week was good but I didn't get anything done over the weekend. But I did do stuff for myself, which was good. Sunday night I could have gotten more stuff done. And Monday and Tuesday were good except I had to skip school. I have a hard time transitioning from outside life to school things so I need a big chunk of time to work on stuff. So it took me halfway through Monday to get that momentum.

Abi: Okay. Well, from what I'm hearing it sounds like there are two issues we need to address, and switch up our plan of attack here. The first one is maybe doing something, instead of coming up with concrete objectives for the week, change them to be more along the lines of getting into a routine where on a daily basis you will make your goals. And then the other part of it is just accountability. It sounds like you are still struggling with, when you don't do something, really following through with your consequences.

Alissa: Can we call it something else besides consequences? I think that may be part of the problem. I'm already anxious about everything I have to do and then not only do I not get it done, but then I have to do my consequence too. I just avoid it and I just don't want to look at it. Is there another word we can use that is more positive or something?

Abi: Well, normally the word "consequence" is used because it is more positive than the word "punishment". But yeah, we can come up with something. In theory the fact that you don't want to do the consequence should be the motivating factor, but for you it's kind of backfiring.
Alissa: Yeah, because instead of the chance not to do one thing, there's the chance not to do two things.

Abi: Well, I have people who are just using consequences because they don't feel like they need to reward themselves more than they already do...kind of the opposite of you. So what we could do is go the other route and forget the consequence, and just think in terms of rewarding yourself in the form of relinquishing another task. Like if you get this done, don't feel pressure to get this other thing done...because anxiety is an issue there.

Alissa: Yeah, I think that would be a good thing to try.

Abi: Okay, let's try it.

Alissa: And can we do a pool of possible rewards and I get to pick one, instead of the one to one ratio?

Abi: Sure. It's all about making it work for you. So that's a good idea. Look at each long term reward and try to get in the habit of setting goals on a daily basis. That leaves open the possibility for change every day.

Alissa: Yeah.

Abi: Okay, that sounds like a plan. So based on that, let's look the long term goals. You have class work, lab work, and graduation. So let's just set three goals. One for each. So what do you think in terms of what we just suggested? Do you think you should set a time and place to review your schedule for the day?

Alissa: Well, I do it at night now.

Abi: Why don't we say something like "create and review daily schedule for lab work" and then the same thing for "class work" and "graduation".

Alissa: I'll probably do it every two days.

Abi: What do you think about the calendar? Do you want to try doing it on there?

Alissa: That kind of keeps things very static. I like using it for the big things that are coming up. Now I'm good at foreseeing things for the coming week because of that. It helps me look ahead. But I'd rather just type up my daily plans.

Abi: Okay, sounds good. And let's talk about how we can do this in terms of rewarding yourself. Are there things you like to do at night? A certain snack or something you do before you go to bed that will encourage you to do your schedule?

Alissa: I can't think of anything fun.

Abi: What about like we said before...something that would take away from having to do something else?

Alissa: Yeah, like reducing the number of things I have to do. Like if I meet it at 75% I can get rid of 25%. I guess ask my parents to help me with something. Like, "have a family member help with a task that I usually do."

Abi: Good! Let's come up with two more and then you can switch them around however you want.

Alissa: Okay for class work there is a lot of ambiguous work I have to do so I can say if I get four articles done I don't have to do more...wait that doesn't make any sense....if I get them done by a certain date...that would work. And it would make things happen earlier.
Abi: Yeah, good.

Alissa: Yeah, that would help me from keeping things until the last minute. Because a lot of it is an issue of procrastination. I think one of the things that really helped me this week was setting up an entire day where I don't have anything going on. Maybe I could do something like take a day or a half day and not go anywhere and not let anyone bother me. That's another thing that even if I set time for myself other people will come bother me.

Abi: Yeah, along those lines I was going to mention--along with asking others for help, being able to say 'no' when others ask you for help. Because that is getting in your way too.

Alissa: Yeah! But I don't think that would be as much as reward as a goal.

Abi: Okay, why don't we make that our fourth goal then?

Alissa: Yeah. And can I use this one again?

Abi: It can be the same thing over and over again if that is what gets you motivated.

Alissa: Yeah, I should think of more things like this.

Abi: And the more we talk the more it seems like the issue is more along the lines of your ability to be assertive and being able to stand up for yourself and say, "this is important for me to get this done and I can't help you right now."

Alissa: Yeah, I don't think I realized how much I do around the house and how guilty I feel for not doing it. And I'm doing more than I should considering I have problems with school.

Abi: Yeah. It seems to be a reoccurring issue. And if that is the one thing you get out of this I think that is a great lesson to learn.

Alissa: Yeah. I have to think of more stuff along these lines. And I think I think and work in extremist terms. I either don't write the paper or I have to write an A+ paper. I need to get rid of that notion. But a lot of times getting started is actually a lot harder than...

Abi: Following through.

Alissa: Right. I'm scared of the whole big picture.

Abi: Yeah, try not to look at it getting the paper done, but working on the paper for 20 minutes at a time.

Alissa: And it doesn't have to be perfect. Once it's good I should just stop. Maybe I'll set myself specific times to do like, 50%.

Abi: Yeah, cut yourself some slack.

Alissa: And here I can put off cleaning my room.

Abi: Yeah, keeping this open is probably the best thing for you, because your schedule changes a lot. Just concentrate on keeping your schedule on a daily basis, even if this completely changes. That and being accountable.

Alissa: Okay, so I'll work half a day Saturday and have a day Sunday, and then I'll have my evenings to relax. I don't know...

Abi: It sounds counterintuitive but by cutting yourself some slack you'll probably get more done because
now you are setting your sites too high, getting anxious and not accomplishing much when you do.

Alissa: Right.

Abi: Okay, so we'll see how this goes!

Alissa: Alright. Sounds good.

Meeting 6:

Abi: How did your week go?

Alissa: Pretty good. I was able to stay on top of things.

Abi: Good!

Alissa: It was a little easier week, but in the past I've been able to screw easy weeks up too. But I think I got a lot done.

Abi: Good. What did you think about our new strategy?

Alissa: I think that it helped everything work out better keeping things flexible since things do change...a lot, I guess. As things came up I started writing them down in one place. Before I would write it in some notebook and then didn't know I had it...so it was good.

Abi: Good, I'm glad that we figured out something that may work a little better for you. How did things go with your family?

Alissa: Good. They pretty much just left me alone. They were upstairs but I was downstairs and able to get my work done.

Abi: Okay, good. Did you do the thing where you took a big chunk of time to get everything done?

Alissa: This week I didn't really have to...I was able to do things as they came up. And I changed locations sometimes. So I was able to get things done that way. Usually it doesn't work because it can be distracting to me. I think what really worked is I started realizing that the reason I sometimes don't even do the easy things, like lit searches, why it's just such an aversive thought, maybe it's just the thing itself. So I started thinking of past times when I was successful and...so maybe before things were backfiring because the stakes kept getting raised and raised, so once I started thinking, ya know, this isn't the end of the world. I just need to do it and then it can be out of my head and I can move on. So that seems to be working.

Abi: Great! Good insight.

Alissa: And I did more in the daily log.

Abi: Oh, good. Did that help you to come to the conclusion you were just talking about?

Alissa: Yeah, but I don't do it on a daily basis. Just whenever I think about something to write.

Abi: This is a lot of good input here.

Alissa: That's another thing...when I came home Friday I started thinking about...I mean it has something to do with momentum and shifting gears but I also really have to prioritize things. I set up my week in a way that Monday had to do with things alone and on the computer...making appointments and stuff like that. Because it's harder to shift to a completely different activity. So if I block things off on my schedule based on that idea, I can get them done more easily. The things that are more automatic like cleaning are one
thing and then things that are more abstract and take a lot of focus, I don't necessarily visualize the goal and the process so it's hard to switch to those things. With school work, it is going to be hard unless I put myself in the environment where I can fully concentrate. That's why planning ahead may not work. Because I don't always know way ahead what needs to be done for that. So I kind of create the environment conducive for that and worry about the automatic things later.

Abi: That's awesome. That's some good stuff. It sounds like objectives will kind of stay the same, but in terms of your big goals do you feel like you are on track?

Alissa: I have the appointment set...oh, by the way, getting the form for my diagnosis...I can pick it up Monday or Tuesday so next time I come in I can bring it in. Signing up for classes I'm pretty much where I was before except I'm emailing professors back and forth asking to get prerequisites and things dropped. Certain steps have to be taken so that's what I'm doing now. The waiting list thing hasn't moved along so I think I'm going to take a lot of the classes I didn't want to take in the summer. I could either take a really hard one in the Fall or Summer. I'm trying to decide between that.

Abi: In my experience Fall classes are usually the toughest.

Alissa: Like, in what way?

Abi: In terms of work load and everything. It seems like summer courses are more laid back.

Alissa: Yeah, I've heard that.

Abi: And again, you may want to consider that into your whole wanting to put things off thing. If you do get it done, it's done and you don't have the anxiety and dread that it's coming.

Alissa: True.

Abi: Okay, so let's go ahead and talk about if there is anything else...oh, it looks like you have something here.

Alissa: Yeah, I thought of another objective. This is something that would help overall. I noticed that my body is giving me signals that I am overstressed and I feel like I'm going to get sick which wouldn't be good. So that prompted me to think about the whole health aspect and maybe get back into the habit of exercising and eating healthfully. Because the reason I stopped doing those things was because I thought they were getting in the way of doing my work but I'm still not getting much done. So I've realized that even if these things aren't brought upon me I'm always going to create them anyway, so I might as well be healthy.

Abi: Good.

Alissa: I need to pay attention to myself physically and emotionally.

Abi: I think that's great. Would you want to do that in terms of an exercise and eating healthy goal or stress reduction?

Alissa: Well, if you could suggest something. Because I just started running and I quit drinking coffee. It's not like I need to force myself to get back into that but I need to give myself permission. At the foundation I am a pretty healthy person. Before I tried to be really healthy to help me cope with my ADD but it didn't give me that answer because there were other issues obviously.

Abi: Sure, it's not all one answer. And you were focusing so much on that you weren't getting other things done. But I think a little bit of that is great. Like everything, it's moderation. But, as far as stress reduction I have this really good workbook that you may want to check out. I could either lend it to you and on your own you could choose an activity or we could look at it together...
Alissa: Yeah, I'll take it and have make copies and maybe order it for myself.

Abi: Yeah, maybe check out the exercises for progressive relaxation.

(Alissa and Abi briefly flip through and read some of the workbook).

Abi: So maybe your objective can be to look through this at some point. Again, we'll keep it less specific and not say on such and such date and time, look through the book, but I'll let you kind of keep it...

Alissa: On the surface.

Abi: Yeah. Just whenever and with whatever you are comfortable with. If you look through it and decide it's not for you, that's fine. If you do five exercises that's great. And if you want to get it I think it's pretty easily available.

Alissa: Okay, sounds good.

Abi: Okay, and as far as your other objectives do you want to make any modifications to the way you stated them last time?

Alissa: I think it worked out pretty well.

Abi: Okay.

Alissa: So lab and school and register for summer classes.

Abi: Okay, how about your rewards last week? How did those go?

Alissa: I think the way it worked out was when I went away to other places to study, I didn't even have to ask them. They just did the stuff.

Abi: And maybe before you didn't even give them that chance?

Alissa: Yeah, I thought I had to but when they see me working, they help out.

Abi: Good. Do you want to keep that one?

Alissa: Yeah. I think it works out pretty well. Oh, I forgot to tell you...I had a little paper due on Tuesday and the teacher is understanding when I turn things in late but Monday night I sent him an email saying, "okay, this is my draft so far..." because usually I take too long to write things. So I said "you have my draft and you can grade that but it isn't what I would chose to give you, so don't look at it yet but if I don't turn in a better version in class tomorrow then it is all yours." And he said I could keep doing it.

Abi: Wow. And did you turn it in?

Alissa: Yeah, that was one of the only times I've turned it in on time.

Abi: That's great! That's a great demonstration of accountability...and creativity.

Alissa: Yeah, hopefully that can help me in the future to keep in mind that turning in something is still better than nothing. I just need to keep reminding myself to go for the B than the perfect grade. Oh, and I wrote notes as I was getting things done about just doing it good enough.

Abi: Yeah, and that might take awhile before it becomes automatic.
Alissa: Yeah, I really have to train myself. So okay, doing housework I think goes better with this one.

Abi: Okay.

Alissa: And here I could just spend time relaxing.

Abi: Yeah, don't think of it as a chore. It's all about your well-being.

Alissa: Yeah. Register for summer classes...maybe thinking about fun things I want to do in the summer during my break.

Abi: Yeah, I think it was a really good and insightful week for you.

Alissa: Yeah, I think bringing down the stakes got me to relax a little bit and more creativity came in.

Abi: And also I think sometimes, as was the case with your exercise before, when something doesn't work perfectly the first time we think "oh, that must not work" instead of taking the time to try and tweak it. And it's taken us several weeks to figure out the best way to structure this for you, but it was worth it instead of just throwing it out.

Alissa: Yeah, that's really true.

Abi: Okay, any other questions?

Alissa: No, that's it, I think.

Meeting 7:

Abi: So let's check in on your goals. How did your week go?

Alissa: Well, it was a bit more down than up. It's not like I didn't get anything done, but it wasn't great. Overall well-being and recognizing anxiety--I tried to do that. I did some fun stuff over the weekend but it kind of ended up backfiring because it ended up taking over the whole weekend. Sunday night I tried to get stuff done. My friend came over but I made it clear to her we were there to do work. So I got a late start. I ended up making a plan for studying for the rest of the week but I didn't end up carrying it out because I had a big paper that took over. And I only went to some of my classes...Um, I definitely didn't do much housework anyway because of all the other work. Look through the book. I did look through the book and I picked out pages to copy. A lot of it is based on clearing your mind which I find hard to do but there is one where you make a little script for yourself so I tried to do that.

Abi: And did you pay attention to what was keeping you from carrying out your plans?

Alissa: I think Monday was just a really bad day for everyone on campus. People were meeting with the counselor and stuff. It just seemed like everyone was depressed and there were phone calls coming in. So Monday was just a bad day.

Abi: Sure.

Alissa: Tuesday 24 hours minus eating I didn't do anything besides this paper. Before I started writing I made a list of things to keep in mind, but it will take practice because I still feel stress and pressure.

Abi: Yeah, I understand. I'm similar in terms of being a little all or nothing.

Alissa: Yeah, so that was basically the big thing. I made this time line for my lab work to be done but then I ended up not getting it done because of the paper.
Abi: Did you notice any big differences between the prior week when you were able to keep up, and this week?

Alissa: Well, I didn't have a lot of things due and I did apply the mindset.

Abi: So the struggle will be to apply this mindset when there is something big going on.

Alissa: Exactly. Like a paper. And then I think I started panicking over my whole career, because it was taking me so long to read and write.

Abi: Letting those negative thoughts creep in.

Alissa: Well, I was trying to put a positive spin on it. But, I don't know...

Abi: Well, one thing that pops into my mind goes back to where we started but in a different way...Possibly breaking down these big assignments on a time basis. Kind of where we started to go in the beginning with the calendar but only the big assignments...Keeping the every day make a plan thing, but not thinking of the paper as the whole paper, but just as pieces.

Alissa: Well, the only thing about that is it takes me so long to switch into something, so it has to be a large chunk of time. But something in there needs to be big enough that it pushes me to devote 5 to 6 hours. Maybe I need to recreate what it is about my deadline to focus me earlier. I don't know!

Abi: It's okay. We are getting there. It's a process. It's tricky. I'm even a little bit at a loss because like we said those consequences are supposed to push you but then you were finding the thought of them too overwhelming.

Alissa: Yeah, I have the motivation or I wouldn't be here, but there is no consequence that is actually worse than the feeling of anxiety of not getting it done and feeling so bad. On one hand it's like, "oh well" but on the other hand it adds to the stress, multiplying everything. And the same thing on the rewards side. There is no reward better than accomplishing everything. I could go to a party but I don't care I'm so pepped up from completing something.

Abi: Right.

Alissa: So I don't know what consequences and rewards would actually work.

Abi: Well, those are good points. Did you have any other ideas about how to combine the skills you used last week and something more to help you get things done earlier?

Alissa: I think that is the question I have been struggling with my whole life. Why can't I get things done earlier?

Abi: Do you feel like you are getting any answers throughout this process?

Alissa: Yes. Mostly it's elimination. Narrowing things down. And it's a much higher turnover because on my own I can do something for months or a year on my own before I figure out that it doesn't work whereas here I go through it in a week. So I guess those kind of maladaptive things I learn a lot more quickly.

Abi: So it's progress.

Alissa: Yeah.

Abi: Well, we have one more week and realistically we probably won't figure out the magic combination in the next week but maybe we can find something to incorporate your most successful week and still relieve
your stress a little more. It makes me think maybe we would want to try the same strategy and maybe incorporate some relaxation in there, so you can give yourself downtime and time to recharge before moving to the next activity. Because it's important to learn how to transition from one activity to another.

Alissa: Yeah, and I don't know when enough is enough.

Abi: When you do your papers do you do a rough draft and then edit, edit, edit? Or are you just doing pieces of the paper as you go?

Alissa: Both. I think it depends on the paper. This one was with a partner so we split it and I was doing a little of everything. I did editing at the end and handled that a little better.

Abi: To cut yourself some slack maybe a method of giving yourself a certain amount of time to write the draft and then a certain amount of time to edit, and then just stop?

Alissa: Yeah. One thing I was using on Tuesday that helped me to be able to do it for so long is I attached a kitchen timer to myself and every time I got up I thought about what I was going to do and based on the activity set it and when it went off I had to come back.

Abi: That's a great strategy. For two reasons, one it gives you a set time, the most obvious reason. But also, hearing that 'ding' makes you more mindful and aware of what you are doing.

Alissa: Yeah, am I doing what I am supposed to be doing.

Abi: Okay, well here is my thought. Let me know how you would want to use or change this. Keep the daily plan idea. But, try to...if you have a paper that is going to take 6 hours compromise and don't do one hour for six days or one day for six hours, but something in the middle like two days for three hours each. So that you are breaking it down a little bit, and then before and after your work do a relaxation exercise to see if it helps with the transition. And also the timer thing. So those would be our three strategies. How does that kind of thing sound?

Alissa: That sounds good.

Abi: Okay, and you can borrow the workbook again if you want.

Alisa: I think it should be coming in the mail soon.

Abi: Okay.

Alissa: My dad liked it too. He wants to read it. My timeline was too crunched last week.

Abi: Maybe you can write a list of things you need to get done in the week but not micromanaging and scheduling it.

Alissa: Yeah, I think one of the biggest mistakes I made were that all of my goals were about school because it's not realistic and I was throwing out everything else like my health and cleaning. And I'm extreme with everything.

Abi: Yeah, I clearly remember when we talked at the beginning when I asked if there was anything else including fun or friends and you said it just wasn't a priority...

Alissa: Yeah, and even though I'm not focused on the friends thing I have two sisters.

Abi: And our social life affects other things. I'm not saying to go out an party every night but we are social beings so when you have that interaction you'll feel better and you are able to relax more and get other things done. It's like exercise and health. It's all a balance and affects everything.
Alissa: Yeah, that balance is the hardest thing. Because it's almost like inserting a completely different brain.

Abi: Well, last week we tried working with your tendency to do that so maybe we could take the opposite approach this week and you could attempt to kind of resist your desire to be like that. It made me think of something...maybe when you sit down to write your plans down every day have categories that cover your whole life: Social, health, school, etc. And try to make sure there is a little bit of each component every day in your life.

Alissa: Yeah, that's important.

Abi: And then as far as rewards and consequences, would you want to leave those completely off this week?

Alissa: I don't know. What is that going to do to your project?

Abi: Oh, don't worry about that. It's helpful either way for me to know what works and what doesn't. This is all about figuring out what is best.

Alissa: Okay, then yeah. As long as I...you know the thing that you just said...if I integrate that social and physical aspect as part of my schedule then I don't need to put it as my reward.

Abi: Well how about this: In each objective spot write social, mental, physical, school?

Alissa: So I'm going to try to incorporate each of these things into my day...

Abi: And don't make it to the point that you are stressed out about it. That's not the purpose.

Alissa: Yeah. I eventually need to develop the intuition when to appropriately do each of those things but for now I need this. And I think the visualization may really help with the transition to different activities.

Abi: And it may take you awhile to find which technique you like best. So keep that in mind. And you may even manipulate one into something personalized.

Alissa: Yeah.

Abi: Good. So are you happy with that?


Abi: Great. We'll see how it goes!

**Meeting 8:**

Abi: So let's go over your weekly objectives and how you did with those this week and then we'll talk about your overall goals and then I'll have you fill out the evaluation and we can talk about that.

Alissa: This week I spent most of my time working at school, and I broke down my assignments.

Abi: Was it a good week overall?

Alissa: Yeah, I mean, it was kind of bizarre. I'll tell you more after this. I did a lot of activities in between going to class. I had more energy and I was able to get more done. And I started going to my car to take naps and relax and I broke up my day by taking time for myself. That really worked out well.
Abi: Cool.

Alissa: Um, the week was kind of weird in the way that over the weekend I managed to fight with my whole family for different reasons and somehow it just made me really want to do my work. And, one of the reason's I think it is, is because afterwards I was like, "well, they're going to be mad at me so while I have the time to myself, I might as well get this done." I guess I needed that. I hope I don't have to get in a fight with them every time I need alone, though (laughs). It doesn't happen a lot. Maybe once a year, so I don't think it's a good way to focus on my work.

Abi: But, it helped you discover that need.

Alissa: Yeah, exactly. They are always in my head even when they aren't there and this time they weren't. It's just a cultural thing too. We all do that. We're constantly thinking how everything we do affects the whole family.

Abi: A more collective mentality.

Alissa: Right. But it made me clear my head and think what do I need? It's like I was living with strangers and didn't have to talk about my day. Sometimes I just don't like talking.

Abi: How long do you foresee yourself actually living at home?

Alissa: I'm moving out after graduation. When I first moved out of my parent's house I moved in with one of my sister's so it still wasn't like a random roommate. I thought it would be less stress because I already knew how to live with her...

Abi: But it actually added to the stress.

Alissa: Yeah, because another roommate I wouldn't know personally and we could do our own thing. I don't think I realized what a big deal it was having family always watching me. And now I'm moving away from that and trying to get a place. I'm not going to ignore them for the rest of school but I'll hopefully be able to remember...

Abi: And be able to ask for that. Maybe they will be more understanding than you realize...

Alissa: Yeah, when we were fighting I was able to say that.

Abi: And maybe planning to work less on projects in your house.

Alissa: I can do lab work at the lab...it's a good place to be because when I need people they are around. But, if it's writing a paper it takes 6 or 8 hours but I can't spend that time in the lab.

Abi: What about the library?

Alissa: I've been thinking that I should try that.

Abi: Yeah, it can be kind of intimidating at first because a lot of them are so huge but if you kind of find your "spot" it almost can become your office space. So that might be something you may want to consider in the future.

Alissa: Yeah. The only nice thing about that is at home there are so many comforts that are there, like if I want something to eat. I can't go stretching all over the library.

Abi: True. All things to think about. Overall, it definitely seems like you are starting to figure things out a little bit better.
Alissa: Yeah, for the final week (laughs).

Abi: Okay, let me go ahead and have you fill a few things out.

(Alissa fills out the post-test LASSI and the final questionnaire)

Abi: Okay, so you feel that for the most part that your long term goals were met? Obviously, some weeks were better than others, but do you feel like, coming out of this, what is your feeling about that? Progress?

Alissa: Yeah, I think it was. And I think most importantly I'm starting to learn how to do things better so maybe if I had a similar set of goals a year from now and I keep on improving I could have gotten them done much more quickly, using a similar approach. But, obviously it was only 8 weeks and starting kind of low, on the bottom, I don't think I expected to reach perfection.

Abi: Right. Okay. And in terms of time, effort, and cost, you mentioned the commute wasn't too good, if this was something more readily available and you didn't have to travel as far is coaching something you would consider paying for?

Alissa: Yes. I mean, I don't know how much because it would probably be my parents paying for it but so it's not something I would be able to decide on my own but in terms of the time commitment and...I mean, yeah, definitely.

Abi: Okay. Right now you are only doing group counseling? That is the only thing you are doing?

Alissa: Right now, yeah. In the past I did individual, but I think this is better. But, it is hard to compare because it was really bad when I started seeing somebody so yeah, it's getting better over time but I'm not sure exactly why. Obviously, everything helps.

Abi: Do you feel like you've come further in this past 8 weeks in another 8 weeks without the coaching but with the counseling?

Alissa: Last semester I started the individual counseling halfway through the semester and by the end of the semester I ended up having to withdraw from all of my classes. So, I don't know if that's an indication. It's hard to say. They are just different.

Abi: Sure, necessarily you can't know what to attribute it to. We can't assume the 'why' so ignoring that, in your opinion of where you are right now as compared to eight weeks after starting group say....how do you feel.

Alissa: Well, the group is more about how you feel and this is more about getting things done.

Abi: So you feel maybe that the counseling is helpful for the emotional component but this you learned more in terms of behaviors and skills?

Alissa: Yeah. I think in the long run you need both.

Abi: Yep. I agree.

Alissa: Counseling I wouldn't mind doing once every two weeks but the coaching, if it was available, I wouldn't mind doing twice or three times a week. Because of its immediacy, I guess.

Abi: Okay. And you said you feel like having different options for ways to go about the goal setting would be helpful. Maybe even different paperwork?

Alissa: Yeah.
Abi: Just think about not only the length of the whole 8 weeks, but also the hour allotted for the weekly sessions, what did you think?

Alissa: In all the counseling things I think, once a week is fine when things are good but maybe in the beginning it could have been more often. A week can be a really long time. Of course I don't know how it works with insurance and stuff. An hour is fine.

Abi: Would you like it maybe to not necessarily stop after eight weeks but just end when the person no longer needs the service? Or did you like knowing when it would end?

Alissa: I think just because I'm going to get half of my Fridays back that is important, since it is the end of the semester, but I wouldn't mind doing it again next semester. Like if things start going down again, have the option to come back for awhile.

Abi: I know the semester isn't over yet, but do you have any indication what your grades are going to look like as related to other semesters?

Alissa: I'm taking three graded classes and then my lab. I don't know how she is going to grade for that. So there is no way I would know that. The Leadership class is pretty laid back and I'll get an A. The other two: statistics and the lab class, which is social psychology...those are probably going to be B's. In previous semesters I might have been able to get them up but I still have finals and a couple projects.

Abi: And so as compared to other semesters...I know last semester you ended up not even finishing so that's an improvement...but what about earlier?

Alissa: Yeah, but they were weird semesters. Sometimes I would only take two classes and the only other time I had five classes they were introductory so...

Abi: So last semester was the first time you really struggled at all because the classes finally got harder.

Alissa: Yeah.

Abi: So it really only makes sense to compare this semester and last semester because that's when you were finally elevated to that next level.

Alissa: Yeah, definitely.

Abi: What is your overall whole satisfaction of the whole process based on your expectations coming into it? Were they met, not met, exceeded?

Alissa: I'm pretty happy with the way things turned out. You were really flexible and I think I came in thinking I needed to change a certain set of behaviors and we ended up going a completely opposite direction. So it wasn't as much of a time management coaching thing in the end. It was more the way I approach life and think about things. I don't know how that ended up being but it was really important. I think it was really good.

Abi: Great. I'm glad. Is there anything I didn't ask that you wanted to share?

Alissa: I don't know. Maybe if I think of something I can email you. I can't think of anything right now.

Abi: Sure, no problem.

Alissa: Great, thank you so much.

Abi: Thank you. Good luck!
ALEXA

Meeting 1:

Abi: So basically we’ll just start by going through all this stuff and if you have any questions about any of it you can ask me, and I’ll probably have several questions for you based on that. So today will be a lot of interview and then at the end we will determine your long term goals and the short term goals for next session, so let’s start with…

Alexa: Should we just start going over this and if I have any questions I’ll stop you?

Abi: Yeah. And I might be asking you stuff that I already know for the sake of the transcript. Okay, you are a student at George Mason and you are a senior. You attended Northern Virginia Community College and you got your AA in Art there.

Alexa: Yeah, it took me a long time to get it done.

Abi: Okay. And what is your major now?

Alexa: Conflict Analysis, so it’s a long way from art.

Abi: Oh, really? What brought that change on?

Alexa: Well, I love art. It’s my thing in terms of hobbies or just stuff that I like to do but it was hard to accomplish anything. Like, forced creativity just wasn’t really working. And I missed having more intellectual things just, in school, ya know. And conflict resolution was just kind of a random choice…

Abi: Oh yeah? You just kind of stumbled upon it?

Alexa: Yeah.

Abi: Did you take a random class in it that you just found you enjoyed, or…?

Alexa: No, it was just something that I knew was really good at Mason and I looked into some of the courses.

Abi: Do you have career plans with that at all?

Alexa: At this point I’m looking for a summer internship. Staying on track with that and actually getting stuff accomplished is really hard for me.

Abi: So that sounds like it may be a goal, right off the bat?

Alexa: Yeah!

Abi: Okay….wow, you attended high school in the Czech Republic? That’s awesome.

Alexa: Yeah. My last two years. Growing up I jumped all over which I think to some degree might not have helped the whole attention deficit thing. My father is from Bolivia and I lived in Bolivia until I was 11. And I ended up going to boarding school in the Czech Republic with my sister…by choice… I wasn’t sent there. For my last three years of high school.

Abi: Wow. Did you enjoy it there?

Alexa: I loved it. It was a brand new school, though. And a lot of the things could have been better organized, which again, I’m sure didn’t help my ability to focus, and ya know, everything was kind of havoc, so…
Abi: Okay. So you have not been officially diagnosed, is that correct?

Alexa: No, I haven’t. I did want to bring this to you, though. (Hands Abi papers). I was tested. My parents live in this little Podunk town in upstate New York and my mom wanted me to get tested. I mean, she’s the one who has been pushing me like, “I know you have ADHD. You have to go check it out.” I went to this guy who is not actually a doctor, not actually a psychologist.

Abi: (Looks at paper) It looks like a masters...no wait actually it says he has his doctorate in Education…it’s not a PhD but it says he is a licensed psychologist…

Alexa: I know that he couldn’t diagnose me even though he saw all the signs.

Abi: Yeah, it looks kind of contradictory because if he was a licensed psychologist he could diagnose you but he told you he couldn’t, so…

Alexa: I gotta be honest. This is a guy my mom has known for years so that’s why she was just like “we’ll just go there.” Yeah, and it just felt kind of….

Abi: Shady?

Alexa: Yeah, shady and I just didn’t feel comfortable with his…

Abi: diagnosis?

Alexa: Yeah, I mean I want to be diagnosed.

Abi: Yeah, hopefully he isn’t falsely advertising because he can be held liable for that. We have a master level degree similar to this at FSU but our doctoral students get PhD’s.

Alexa: Yeah. Well, I thought I would bring it just in case so you can take a look at it.

Abi: Yeah, that’s great. I have a copier so I can make a copy.

Alexa: Yeah, so at the end he just said “I don’t feel comfortable diagnosing you, but…”

Abi: Okay. Well, if he isn’t a licensed psychologist, that is as much as he is allowed to say. So as far as actual diagnoses is concerned I spoke to the licensed psychologist that I told you about and she said she has time either this week or next week if you want to come in, and she can do it. She’s great. Very laid back, cool lady. She just said for you to give her a call.

Alexa: Do you know what she is going to charge?

Abi: I don’t know what she is going to charge you, but I would guess it wouldn’t be full price because she knows that it is students that I am working with, and we kind of refer back and forth.

Alexa: I’ll give her a call and you can take a look at that.

Abi: It would be good to get an official diagnoses. I mean, like I told you, as an adult you have this history of symptoms and you know the indicators there is a strong likelihood that you are right. I’m not too concerned that you wouldn’t be diagnosable but it would be good to have for the purposes of this study. And for you. In college you can get extra time on tests. You don’t get consequences if you are turning things in late. So it’s a good thing to have. Even on the job or things like that. Say you have a boss and he knows about this issue, it can be a good thing. So I’ll read this over and give her a call.

Alexa: It’s not even well written. (Laughs). I mean, that my thing. If it’s not well written…
Abi: (Laughs). Okay….you have had counseling?

Alexa: Some counseling. Not specifically for ADHD or anything like that but more just feeling overwhelmed and it all builds up at the end and manifests itself, I think, as depression. At the end of a semester or whatever I’m like pulling my hair out and like “Oh my God, I’m not gonna make it.”

Abi: Do you feel you get more depressive symptoms or more anxiety?

Alexa: More depression. Some anxiety but more around deadlines. Like something is coming up and I just don’t have it done. But, in general it’s more depression.

Abi: But you haven’t been specifically diagnosed with any depression?

Alexa: I don’t even know. I went to the counselor at school and she had me see the psychiatrist cause I got one free session. And he prescribed Prozac and I’m like, “I don’t want to take Prozac. I don’t believe that it’s severe enough. I made it this far without drugs and haven’t totally fallen apart and I think that I can benefit more from counseling or coaching.” Ya know, some people need it but I strongly feel that I can improve without drugs. So I don’t know if that was a diagnosis. They never said, “this is what it is.” I kind of just stopped going cause I didn’t feel any….I didn’t have a very strong rapport with the counselor….nothing was wrong, I just…

Abi: Yeah, it’s a lot about the relationship. You have to feel it. Okay, so you want to get organized before you graduate and you want to get an internship, which you mentioned. Okay, that sounds good. Do you have a date by which you need to get this internship?

Alexa: I’ll be done with all my classes by mid-May and I need to have something lined up by that point. Of course with internships, the sooner the better but as long as I have it done by May. The school doesn’t really care as long as I can have one by then.

Abi: And this is something you need to get in order to graduate?

Alexa: Yeah, so technically I graduate in August.

Abi: Do they have specific programs or connections that you go through or are you pretty much on your own?

Alexa: I’m kind of on my own. There are people that I can talk to, like if I have a few, which would be better for me. But they just gave me a few broad areas to start with. They did suggest some places. Some websites. But they didn’t say, these organizations are better than others. Just a starting point.

Abi: Okay, we can definitely work on that. Okay as the aspects of college that are most difficult for you, you listed motivation, managing school work load, managing money, staying organized, completing assignments-particularly reading. Is that reading in one particular subject or some more than others or more reading in general?

Alexa: There are, but it’s just kind of general. It’s more how it’s written, unfortunately. If something is written in a way that pulls me in then I can get through it but if it’s just textbook reading it really doesn’t matter the subject. I have a really tough time. And I’ve tried different environments. Some work slightly better than others. But I don’t need distractions to get distracted! I don’t need physical things in the area to pull me away. I can make up my own in my head! (laughs).

Abi: But you have tried different things?

Alexa: I have. I’ve tried. I feel like there is something I am missing. Like maybe there is something I didn’t think of.
Abi: Have you tried only reading so much at one time? Like breaking down an hours worth of reading into ten minute intervals throughout the week or things like that? Or is it just different settings that you have tried?

Alexa: It just seems to be settings.

Abi: Okay. And the other things you mention sound really typical to ADHD. And your lack of motivation, is that a general thing? Or are there certain things that because you enjoy, like say art, you can sit for hours and do?

Alexa: Honestly, I really feel like it’s everything. I have a huge lack of motivation in general. Sometimes when I get going it gets better if it’s something that I like doing, but I have a really hard time starting anything. And sometimes I have a hard time following through too, so it’s really hard for me to accomplish anything, but the main thing is starting.

Abi: Okay. Other problems you listed, again reading, sitting still, trouble remembering things, motivation to plan ahead on large assignments, difficulty pulling yourself away from any given activity in order to study. So “remembering things”. Can you tell me a little more about what you mean there?

Alexa: I’m trying to write things down which helps a lot. My boyfriend bought me this huge planner. And it’s organized really well. It’s just a matter of actually going into it and writing things down. I wouldn’t say that remembering things is a huge thing. It’s just like sometimes, “Oh crap, I forgot to bring this with me.” But I wouldn’t say its major things like forgetting a major appointment or a major assignment. I don’t usually forget that it’s due just don’t always finish it on time. You know what I mean?

Abi: Uh-huh. So you aren’t blocking out large periods of time or anything like that?

Alexa: No, no. It’s little things.

Abi: Okay. And you haven’t been diagnosed as LD?

Alexa: No.

Abi: Do you think there might be a reading disability? Is that something that you would be interested in getting checked out?

Alexa: Um, I don’t even know. No ones even suggested it to me. I write well. I don’t have a problem understanding the words. Certain things are easier for me to read because of how they are laid out on the page. I don’t know if it would be considered LD.

Abi: I would just suggest that when you do mean with Dr. Nava you mention that. Reading and Writing LD’s can be completely separate. You can be an amazing writer and still have a reading LD. So, just mention that. I don’t think it’s gonna cost you any more to do a more inclusive test. If you want we can call her together at the end of the session if you think that’s something you would forget otherwise. (Gives the phone number).

Okay, and here you mention the counseling for depression which you already explained.

Alexa: I mean my first major depression episode that I remember was high school. We had these huge exams that people were spending all year studying for. And I just procrastinated with everything and I just fell apart at the end. That’s the first specific time I remember just really being depressed.

Abi: So now can you kind of see it coming on because you see the events that precede it?

Alexa: Um-hmm.
Abi: So it seems like it’s the depression as a result of the procrastination and not the other way around. Like, the depression isn’t causing you to procrastinate?

Alexa: I think. That’s what it seems like to me. It’s sometimes hard to separate it.

Abi: Sometimes you don’t even know until you crash.

Alexa: Yeah. That’s what it would seem like to me based on the patterns.

Abi: And that’s very common with ADHD. It’s one of those disorders that affects everything. Are there other areas of your life that are going well? You mentioned you have a boyfriend.

Alexa: Well, that’s another story. It’s a long distance relationship.

Abi: Well, we don’t have to get into that. But do you have good relationships and other things that make your life feel fulfilled?

Alexa: Yes, but I think a major problem, especially with keeping friends, I have a hard time. I don’t call people back and if they email me I’m like, “Alright, I’ll do it right away.” And then I don’t do it for like, four months. That sort of thing makes it hard if my friends aren’t understanding so I tend to only stay friends with people I see on a daily basis. When I make friends at school we’ll only stay friends for one semester. Then they are gone and out of my life. They are really cool people and it would be cool to keep in touch but I don’t do my part.

Abi: ADHD is considered an “invisible disorder” because to look at you, you seem completely normal. I mean, you are normal, but people don’t always understand that it’s not just this childhood disorder that means you were a hyper little kid. There are lots of things it is going to affect. And whereas, with many disorders you can look at someone and see that something is wrong, people tend to be more sympathetic to that. When people don’t understand they can be insensitive, or get hurt by something that you do completely unintentionally. Which is why it’s so important to figure out if coaching is a good way to go for people with ADHD.

Alexa: Ya know, with my boyfriend I’ll tell him I’ll call and completely forget. I’ll say, “Okay I’ll call you at 10” and then it’s like 11:30 and he’s like, “I was waiting. I didn’t do this and this because I thought you we’re going to call.” And it’s an hour and a half later. You know, just things like that.

Abi: And then, I’m sure it’s hard not to feel bad yourself. But, it’s not something that you aren’t doing purposefully.

Alexa: Certainly not.

Abi: So for your academic and personal strengths you said that you are smart, which is also usually the case. Most people with ADHD are also highly intelligent.

Alexa: Which was hard to write down because sometimes it’s hard to remember that. It sounds silly but I have to keep reminding myself. I get surprisingly good grades for everything that I turn in late or somehow convince the teacher to give me more time on. My grades are pretty good, all things considered. I have to keep reminding myself it’s not because I’m not smart, because I am.

Abi: Right. Exactly. And do keep reminding yourself that. And you say that you are good at understanding methods and theories.

Alexa: I like breaking things down. Like, understanding the theory behind things.

Abi: Okay, I’m on the symptom checklist now and it looks like there are a few differences between general
and with academics. You get stomach aches. Do you think that is an anxiety thing?

Alexa: I think it’s an anxiety thing. I don’t really manifest anxiety in other ways. When I get stressed out I get stomach aches. Even when I’m feeling down. It tends to manifest physically.

Abi: Me too. Okay, easily distracted, seeing out of control, trouble concentrating, not being able to sit still, poor organization. You listed that when you are studying you feel hear palpitations?

Alexa: Not really palpitations but I’m usually procrastinating on everything so it just completely stresses me out.

Abi: Okay, so an anxiety thing.

Alexa: The thing that kind of stumped me…I don’t mean to draw out the process or anything, but where it says “careless” it kind of stumped me because not taking the time to do something feels careless but sometimes when I do do things I am a perfectionist. I have these perfectionist tendencies. So I wouldn’t describe myself as careless in that way. Do you know what I mean? But that actually prevents me from doing stuff on time. I don’t want to turn in something that is not the best that I can do. (Nervous laughter).

Abi: I want you to know how completely like most other people I’ve worked with, that you sound like. So please don’t feel like you are alone!

Alexa: It’s just when you talk to people who don’t actually know something about it, it’s like “Oh, my gosh. Am I crazy?”

Abi: Yeah, I understand. But you sound very classic ADHD.

Alexa: Okay, good!

Abi: Yes, please know that. And thanks for explaining that because a lot of these are kind of subjective. It’s your opinion of what that word means. Even a depressed mood can mean different things to different people.

Alexa: True.

Abi: And do you have any other questions at this point?

Alexa: No, I’m good. And everything that sounds like crazy health stuff on there is just due to stress. Like shortness of breath and dizziness I put in general and I didn’t mean in general all the time. I meant like when other things stress me out. Not just academics. When maybe I procrastinated on something else. Not like, all the time.

Abi: Yeah, the second column could maybe be a little more all encompassing. Not just academically related. Okay, now on the Coaching Topics Survey, you have a lot of 1’s on academic type areas which seem to overlap. This will help us break our goals down to 2 or 3. It seems like a lot of your topics are in the same realm. Then you have exercising, eating healthfully, waking up and staying up, getting to bed. Are those another areas that are priority for you?

Alexa: At this point if I could do that, it would be fine. But, I want to focus on my academics. I mean, that is the most pressing issue. I mean I would love to work on the other things, but realistically maybe I’ll have time for them once I can reach my other goals.

Abi: Yeah. And say we have the first goals that we are working on for say, the first four weeks and you are doing really well on them. We can develop new goals, if that is something that you would want to do.

Alexa: Yeah. Okay.
Abi: And you do have “decreasing negative self-talk” as a 1 on here. And, you mentioned that you have to
remind yourself that you are smart. Is that something you’d like to work on?

Alexa: Yeah. Sometimes I don’t even notice that I am doing it. And I get into that point where everything is
piling up and the self-talk is really negative and I feel like I bring myself down more. It just feels like,
okay, I’m already there. It’s not even a conscious thing.

Abi: Kind of a downward spiral?

Alexa: Yeah. So I do feel like that is something I’d like to work on.

Abi: Okay, we can do that.

Alexa: Maybe a lot of that comes from not being diagnosed but having the problem?

Abi: That’s a good point, and another advantage of getting diagnosed. On one hand you risk, especially for
a little kid, being stigmatized, but at the same time it can be very comforting to an individual to know,
“okay, this is what is wrong with me.”

Alexa: And maybe as a kid if it’s diagnosed so early you get used to it and can do something about it, but
as an adult I’ve just been struggling with these things forever.

Abi: And like you said, you’ll meet friends and they don’t understand. Just being able to put a name to it,
it’s a relief because you finally know and can do something about it. Also explaining to your professors can
be another advantage of getting diagnosed.

Alexa: Maybe it’s not a huge goal but maybe understanding…I mean, I don’t have a problem with tests. I
mean, I do cram for tests, but I don’t get all crazy when I have to take them. But I do have a problem
getting things in on time. Every college class I’ve ever had I’m pretty sure I turned something in late.

Abi: And my guess is George Mason has some kind of student disabilities center. I’m sure if you looked
online you could find it. The Student Disabilities Act is a federal law they have to incorporate that
somehow. Okay, did you have any questions with the informed consent?

Alexa: No. Are you just using this for school stuff?

Abi: Well, there is a possibility it will be published but there would be nothing to identify you.

Alexa: Okay. I was just curious.

Abi: And it says here you can get defensive about ADHD?

Alexa: Not in this setting. I know what we are talking about. If it’s outside of this setting that’s when I can.

Abi: And it sounds like you are affected by pretty much any type of stimulus? Is there a difference you find
between say, auditory versus visual?

Alexa: No.

Abi: Okay, and wondering thoughts. You said you can often catch yourself and get back on track?

Alexa: When I am talking to someone. Usually in lectures I can stay focused for an hour. Unless it is
particularly boring. When I’m reading and it’s not visual and auditory stimulation at once, I am really
easily distracted.
Abi: Can you give me a rough estimate of how long you can focus when reading?

Alexa: It all depends. I can probably go ten minutes. Probably more on certain occasions. There are times when I just happen to find a book that’s written in a way that draws me in or it’s maybe a font that really works for me.

Abi: Have you ever taken note of what it was about these things that interested you?

Alexa: If it’s more separated and there are more spaces.

Abi: So it’s more of an artistic thing?

Alexa: Yeah, that draws me in.

Abi: Is there anything you can think of that we haven’t covered?

Alexa: No, that’s pretty much it. As far as what has been helpful I haven’t had anything that has continued to work for me. I don’t know if there is anything that hasn’t been helpful. I didn’t understand what you meant by my preferences for feedback.

Abi: Yeah, that is pretty general. It could mean anything as far as do you prefer me to call versus email. Or are you a person that needs a lot of positive feedback.

Alexa: I am open to any feedback that you would want to give. I’m here for that. Sometimes it is hard to take, but that’s what I am here for. I want to get as much out of this as possible.

Abi: Okay.

Alexa: And I’m not a big phone person. You can call me, but as opposed to pick up the phone and call I would rather email. It’s just easier for me. And I’ve never really been good at reward and punishment. I’m just not good at coming up with things and following through if I do it myself.

Abi: Well, that’s going to be part of it but we will definitely get creative and think of things together. And I won’t necessarily provide the consequence but I will be checking in on you. The trick is to find out one, what really motivates you, and two, how to get you to be accountable for those things. The reason this is kind of a college student and beyond thing is that in high school you have mom and dad providing your rewards and consequences whereas as adults you don’t have them there anymore so we really need to become the ones that ultimately hold ourselves accountable. It will be my job to help instill those skills in you but it will ultimately be you to follow through. Okay, and you don’t have any scheduling problems for the next eight weeks?

Alexa: No. Not that I can foresee.

Abi: And for your check-ins would you prefer I call you for that? Or email?

Alexa: Probably an email.

Abi: And if you can’t make a meeting 23-48 hours notice, if that’s okay. And then we can figure out a time to reschedule, hopefully. So let’s come up with your long-term goals and then just a couple small goals for next week. Since we didn’t have time to get to your rewards and consequences, that will be your first goal for next week. And you can write these things down. So what are you thinking in terms of long-term goals.

Alexa: Establishing an internship. Not procrastinating and staying on top of my coursework. I don’t know how to put that or if you think I should break that up.

Abi: I think we can say something like, “Create and carry out a schedule for acquiring an internship.” And,
something like, “stay on top of scheduled assignments for the duration of the semester.” I don’t know if there are certain grades you want to get?

Alexa: I try very hard not to be focused on grades, because I tend to be. The most important thing for me right now is to get as much out of my classes as I can. I’m an adult and I’m not just trying to get through school. I’d like to get something out of it as well.

Abi: Well, then why don’t you think about how you can best say that. In terms of priority would you like to put number 1 as the academic?

Alexa: Yeah.

Abi: And we can create a third goal or see how it goes with those two, and maybe add a health goal or something. Maybe anxiety reduction. How do you feel about a third goal right now versus later?

Alexa: I think maybe I’ll think about it, but one thing I’ve been thinking about is the self-talk. I don’t know if I should put it into a goal but I feel like its part of my pattern.

Abi: I think that would be a great third goal because it’s not going to be as time consuming as your other two goals. We can just work on methods of reducing that negative self-talk. And that is a part of ADHD. Coaching isn’t really counseling but things like that, I can definitely help you with.

Alexa: Yeah, I think you are right in the time consuming thing. Better health or something like that is a lot to get done in eight weeks.

Abi: For next time let’s write in your objectives, find things that motivate you. Really try to get creative with this. I had a kid who hates milk so his consequence was to drink a glass of milk. So really try to think outside the box. Over the course of a week see what you gravitate towards. You said you have a hard time stopping certain activities to start others. What are those activities?

Alexa: That made me think of something. I live with my sister and she has a chronic illness. So I help her out a lot. One thing that I allow to get in my way more than I need to is like if she’s feeling down and she happens to be at home that day but I have to go to work I’ll be like, “oh maybe I should stay and watch TV with her.” That’s really not something that I have to do or something that’s going to make her feel better.

Abi: That would be perfect. Whatever is your thing that pulls you. So if you could come up with a list of at least five things that you love and five things that you really dislike. And we’ll just have that one objective for next week.

Alexa: Great.

Abi: And if you could give Dr. Nava a call, just send me an email and let me know. And I’ll email you at the end of this week.

Alexa: Great, thanks!

Abi: Thank you. See you next week!

Meeting 2:

Abi: Okay, so I got your email. Did you get my reply?

Alexa: Yeah, I did.

Abi: Okay. That kind of surprises me that she was asking so much.
Alexa: Yeah, like I said she said there is a sliding scale but she liked to keep it as close to that as possible and that isn’t anywhere near where I can pay.

Abi: Yeah, that’s pretty steep.

Alexa: I’m gonna talk to the people at George Mason but it’s not going to be this week.

Abi: That’s fine. What you gave me is okay for the purposes of this study. Here is your copy back. It does say he’s a licensed psychologist which gives him the ability to diagnose. So what else went on this week?

Alexa: Well, I was able to come up with some different motivators but I kind of went out on a limb with some of them.

Abi: That’s perfect.

Alexa: And there might be better ones that I just didn’t think of.

Abi: Well, let’s just talk about those and maybe through talking we can brainstorm some more.

Alexa: So for rewards—right now I do nothing in terms of rewards—so I tried to make them kind of social things that I can do like go out to dinner with a friend or my sister. And then, I am addicted to the show America’s Next Top Model.

Abi: I am too!

Alexa: (Laughs) And I am going to visit my boyfriend in North Carolina this week and I’m going to make him watch it. And I know we are going to be all over the place, so that’s one.

Abi: TV shows are good because people tend to not want to miss the shows they are addicted to. Plus, you know when it’s on so it can kind of cue you to think of what tasks you need to get done.

Alexa: Then I have pedicure, watch a movie, go out dancing, and I’m addicted to these little macaroons, so that would be a smaller one. And then for consequences—I didn’t put punishments—I have this bad habit of keeping papers so I have a couple boxes I need to sort.

Abi: And that’s also helping you.

Alexa: Right. I tried to make my consequences something that wouldn’t just be wasted time but it’s something I don’t like to do but I should do. So that’s one and then eating a serving of oatmeal. I can’t stand oatmeal but I know it’s good for me. The milk thing you said kind of made me think of that.

Abi: Good!

Alexa: Um, go for a run. I’m not an exercise person. I’m not someone who enjoys doing that but I know I should. And this one is really silly—I always wear at least mascara so I though as a consequence I could just not wear any makeup.

Abi: That’s a good one. Very creative.

Alexa: And the other thing is, I am trying to weed out my closet so I thought as a consequence I could give three items of clothing away.

Abi: Okay.

Alexa: It’s hard for me to part with these things but I know I should. So what do you think of my consequences? That’s what I was more…
Abi: I think they are good and very creative. I think it’s going to be a matter of matching the appropriate consequence with each goals. As you were writing these did you think about the fact that…is this something that I’m really going to do?

Alexa: Yeah, I thought about that. And it’s hard for me but I think I will. There were other things I thought of but I was like, “I’m not really going to do that.”

Abi: How about—you mentioned your sister and things revolving around her being a very big piece of your life. Is there anything else there you can put into either category?

Alexa: Yeah, I just wouldn’t know how to implement it because every time I’m in the common area she’s watching TV because she’s on disability right now. I guess as a consequence I could just lock myself in my room!

Abi: Well, let’s just keep it in mind. You said right now you’ll skip something you should be doing to watch TV with her, right? Well, obviously we don’t want you to reward yourself by skipping something important. And it all revolves around the house? You don’t take her to do anything?

Alexa: The only things I take her to do are the things that absolutely need to be done like take her to the hospital or run an errand for her. Sometimes if she is feeling better we’ll go shopping but not lately. Do you think I need more?

Abi: No, that’s a great place to start. As we develop your goals we’ll see what’s working and what’s not. It may be that there are only a few that are powerful enough to motivate you and you can use them over and over. There may be others that aren’t really doing anything so we need to drop them and find some more. That’s a great starting place. I just like the idea of your sister because it is probably something that pulls at your heartstrings a little and would be a good motivation but like you said...

Alexa: Well, I’ll keep thinking about it.

Abi: And as far as your social life, do you have friends that if you would set something up with them but that it would hinge on you getting something done, that would be understanding of that?

Alexa: Yeah. I do. A couple people that I can think of.

Abi: And even if you have friends that would call you up and encourage you and say, “I’m really looking forward to this. Hope you can get your stuff done.” So let’s talk about long terms goals. I think we kind of tentatively wrote them. Did you think of how you wanted to phrase them?

Alexa: This one, I’m not exactly sure how to phrase it. It has to do a lot with procrastination and not putting things off. For the internship I can say I want an internship by a certain date.

Abi: Do you want to start there?

Alexa: Well, as far as that something just came to my attention. In order to graduate I need something called field experience. That can be study abroad, internship or service learning. So this past week I found out about this thing in Bolivia about conflict resolution. So I wrote to them to see if they can lower the price if I have my own room and board because my dad’s sister lived there. So I guess it would be internship or study abroad.

Abi: Yeah, that’s awesome. Okay. Let’s do that. So is that something that you’d like to find out if it is a go before you look into other avenues?

Alexa: Not necessarily. I don’t want to be rushing at the last minute so I think I should find out about others too. Do you think I should set a date?
Abi: I think a date is good because that will allow us to take the date and then back track and set a schedule. Maybe put it a little ahead of when you really need it done and give yourself some breathing room. So maybe by the time we are done.

Alexa: Okay. So that would be the 23rd?

Abi: Yeah.

Alexa: So this is clear enough, right?

Abi: Yeah, I would just say that you’ll complete weekly exercises to decrease negative self-talk. And then academic you said you don’t want to make a grade thing.

Alexa: Yeah, I mean I want an A in all of my classes but I think more than that I would just like to be able to keep up.

Abi: Right. So there again we’ll try to schedule your time and try different ways, like I mentioned breaking down reading into smaller assignments. So maybe completing assignments as scheduled. And if that is done hopefully the A’s will come as a result since you do good work.

Alexa: I’m pretty confident that if I can get over the procrastination I can get mostly A’s and maybe one B. It’s the keeping up.

Abi: So put in your own words whatever works for you to look at and know what it means. And then let’s go ahead and decide on your big rewards and consequences are going to be for these three.

Alexa: It’s harder to think of a big thing because a lot of things you just think more expensive.

Abi: Let me look at your list and maybe I can help you brainstorm.

Alexa: Going out to dinner can mean anything from a small dinner to a big thing so I could make a celebration out of that.

Abi: Yeah, maybe along the lines of lining events up ahead of time you could set up a big celebratory dinner at the end of the semester. Tell them now so that if you don’t complete your objectives you will in a sense be disappointing a bunch of people.

Alexa: That works for me.

Abi: And for acquiring your internship…

Alexa: I was thinking maybe there was something I could buy myself that I could use for that.

Abi: Yeah, especially if you are going abroad. Like luggage…

Alexa: Or a good suit. Would it be concrete enough to just say go shopping for internship or study abroad.

Abi: If in your head that is concrete enough to motivate you and put yourself there then yes, that’s fine. Or you could put a certain amount to spend. Whatever.

Alexa: The thing is if I don’t meet the goal, I’ll probably end up buying them anyway.

Abi: That’s a good point. And that’s what you need to be careful of. How about the lines of pedicure, manicure or makeup? Something that wouldn’t be a necessity but would kind of be pampering yourself before your internship?
Alexa: That’s a good idea. I could do manicure/pedicure/facial and then whatever I have money for I’ll do. That’s concrete enough for me. That’s a really good idea. Then this one is hard…

Abi: Like we said we won’t have any hard data on whether your negative self-talk was decreased but we will know if you completed the assignments so we can say if you met the goal. So maybe a slightly smaller scale reward.

Alexa: Maybe something that means something for me and not a social thing.

Abi: Well, living in DC if I have a day to myself I like going to museums…

Alexa: I was just thinking that! I love riding the metro and people watching all the way to the museums. So that would be a good one.

Abi: Yeah. And it could be a time of reflection too so it would give you more time to think about yourself.

Alexa: I think these are really good.

Abi: Good! And we’ll refer back to these on a weekly basis. And there is no space for consequences but if you want to…

Alexa: We could turn this column into that.

Abi: For this one the consequence can be calling all of these people and having to disappoint them but for the other two I don’t know if a lack of them will be too motivating.

Alexa: I agree. It’s not a big deal for me to get a manicure.

Abi: Well, maybe along those lines we could address your closet issue.

Alexa: Well, some of my clothes I was going to sell cause they are nice but I can just give them away instead.

Abi: Yeah, that’s a great idea. And then maybe along the lines of doing something for you, for the third one, you could do something you don’t like to do? It doesn’t have to be. What about in terms of organization?

Alexa: Um, I’m hoping to use that one for the short terms goals….

Abi: Or I could have you do something like write me a short paper on the topic of self-esteem. Something that would help you but would be an extra assignment.

Alexa: That would probably work well!

Abi: Great, I can do that. So as far as the best way for you to think about these goals, think about how you can best remember. If you need to make a copy and display them somewhere let me know and I can make you a copy.

Alexa: I think this book is enough but I have a little bookmark in my schedule that I can write them on too.

Abi: That would be great. So let’s make that your first objective for next week.

Alexa: What are we calling the three main goals? Long terms goals?

Abi: Yeah. And then here you write what you need to do to help you accomplish that goal. And here a
reward and consequence. Since this is something you know you’ll do, make sure you still follow through with the reward.

Alexa: To get used to the idea.

Abi: Exactly.

Alexa: Let’s do oatmeal and macaroons.

Abi: Okay.

Alexa: I’m going to my boyfriend’s tomorrow and he loves them so I’m going to take him some.

Abi: And then here, you’ll be holding yourself accountable.

Alexa: I’m going to try and do that today so should I put a date there?

Abi: If that’s going to help you, yeah. And for your second goals I would like to correspond with your first long term goal and go ahead and pick a time and place for your celebration dinner and let all your friends know?

Alexa: Okay. And I’ll need to figure out where, when, and follow-through.

Abi: And a reward and consequence? Is there anything you’d like to do with your boyfriend? Do you guys watch movies and you could pick? Or do you go out to eat?

Alexa: I really want him to see this movie “Whale Rider” so that can be the reward. Oh, and maybe for something else we want to go see “300.”

Abi: Yeah, that could be another one.

Alexa: As a consequence I’m trying to think of something I can do there. We have pretty similar interests.

Abi: How about a quick reading assignment that you should get done and maybe while he watches TV you could read?

Alexa: Yes, perfect. That works. Read one chapter. I have a test when I come back.

Abi: And then you and him will be holding yourself accountable for that one. And the other idea I had was in terms of the internship maybe you could follow up with the Bolivia thing. You said you sent an email and are waiting to hear back?

Alexa: Yeah.

Abi: And maybe you want to start compiling a list of other places?

Alexa: Yeah, maybe I’ll do that because I feel like I should have by now. Especially because I can’t afford their full price.

Abi: So just pick a realistic number.

Alexa: Let’s say three. I want to make sure they are places I would actually consider. I’ll probably finish when I get back.

Abi: Well, let’s leave it there so you can be thinking about it but leave out the reward and consequence because I also want you to enjoy your week with your boyfriend and not have it overrun with ADHD
coaching stuff.

Alexa: Okay.

Abi: We can always push it to next week.

Alexa: Okay, let’s say if I do push it over though it’ll be five instead of three.

Abi: Great! And maybe if you bring that list I can cut you some slack somewhere else.

Alexa: Okay.

Abi: I have two other ideas that are pretty small. If you could bring any syllabi you have for courses that would be helpful.

Alexa: Is there anything else I should bring?

Abi: If your professors have anything else in terms of projects and stuff.

Alexa: Not really, I guess.

Abi: Okay, and in terms of rewards and consequences…maybe some added work?

Alexa: Yeah, I can sort papers. And here I am going to have some ice cream when I go home.

Abi: And the final thing I’d like you to do relates to your first assignment on self-talk. I’d like you to bring in a packet of post-its.

Alexa: Does it matter what size?

Abi: Nope, as long as they stick.

Alexa: Maybe I can combine these two and if I do both I get the reward.

Abi: Sure. So does that seem manageable?

Alexa: Yeah. Definitely. These are the only two big ones and these three are small.

Abi: Great! Have a good trip and I’ll see you next week!

Alexa: Great, thanks!

Meeting 3:

Abi: So how did everything go this week?

Alexa: It went pretty well. I pretty much took care of everything except with the three possible internships I found one site that has several internships within it so I don’t know if it counts.

Abi: Well, if it counts in terms of applying to each separately than sure.

Alexa: Yeah. It’s the same application but you have to apply separately and I got the application.

Abi: Great. So let’s just talk about each goal and the how the rewards and consequences worked out for you and what you feel like you might need to tweak for next time.
Alexa: Sounds good. I worked on some new goals too. Okay, that one worked fine. Same thing here. I knew it was going to get it done but I did it first thing so I could watch the movie. This was more like, “I want to get a head start on it.” But, the reward wasn’t as…and it wasn’t as time sensitive. And then these were fine.

Abi: So it sounds like the ones that were more immediate and time sensitive worked best. Sounds like it’s a little more incentive for you. Is that true?

Alexa: Yeah. It was more incentive not to leave them until the end. With these I thought I’d get them done but I just left them until later on.

Abi: And what do you think would have happened if this reward was something more immediate. Do you think you would have done it right away?

Alexa: Yeah.

Abi: Okay, it’s just good to know. And did you think of any other rewards or consequences throughout the week?

Alexa: Nothing specific. Just more along the same lines.

Abi: Well, you did an awesome job so I will cut you some slack! And in terms of the things we needed to do for today we were going to start going over your syllabi and there’s a post-it assignment. So were you thinking about the next step for these things?

Alexa: For internship? I want to research more internships. I want to get in touch with this person to make sure I’m on the right track. Apply….oh, the one thing I need to do is get my resume looked at. There is a woman from my program who is willing to look over resumes. I have one but I want someone who specializes.

Abi: Yeah, we can do that too but that’s even better.

Alexa: I could definitely bring it in and have you look at it too. There’s a problem in my field where we don’t exactly know how to market ourselves. You can’t just say “I want a job in conflict resolution.” You kind of have to tailor it. So that’s why we have someone specifically.

Abi: Yeah, I can help you with how to phrase things and aesthetics. Stuff like that. Okay so you want to email this lady, increase your list, possibly start filling out applications, and get your resume checked. That’s a lot. So what is top priority there?

Alexa: I think top priority would just be emailing her and making sure I have the right time frame and that sort of thing. That and the resume.

Abi: Okay. So let’s keep those two for next week. Let’s just jot down the other two things somewhere as possibilities, but we don’t want to overwhelm you. Would the person who looks over your resume help you tailor your applications as well?

Alexa: She might. I’ve never spoken to her.

Abi: That might be something you want to ask.

Alexa: Yeah. I guess something else I should probably do is call the people from the Bolivia program because I haven’t heard from them. I’m starting to think it might not be a possibility.

Abi: Those are all good possibilities. And you have your dinner all arranged, right? Let’s take a look at your syllabi. Do you have any of this in your planner yet?
Alexa: Very few things.

Abi: Maybe that’s the next thing you can do. We have a couple of options. We could either start that now by putting in all of the assignments and then go back through and break down the assignments. For example, let’s say you have a research paper due in two weeks and you write that due date in. Then we’ll go back and I’ll ask “how long do you think this paper is going to take you?” And you say “between reading, research and writing, about 8 hours.” Then within those two weeks we’ll break down that 8 hours like, Monday 2:30 to 3:30 work on paper. So that the night before you don’t look at your schedule and see you have a paper due the next day. So we can either try to get as many assignments in as possible right now and your homework will be to decide how long they are going to take or we can just work on getting the assignments in this week and next week breaking them down.

Alexa: Do you mean…there are a lot of reading assignments…do you want to put them in as well?

Abi: Yeah, everything. It’s a little bit of micromanaging but it’s a good place to start. I know reading for long periods of time is one of your difficulties so say you need to read 30 pages by Friday and you think that will take you an hour we can schedule 20 minutes one day, 20 minutes the next day, and another 20 minutes.

Alexa: Yeah, that’s good cause I tend to say “Okay, I’m going to read now for three hours.” And I can’t.

Abi: Yeah, that’s tough. I know you said you tried different environments but this is another way to look at it. So to make sure you get it maybe we can do one of them now and for homework you can put the rest in there. Does that sound good?

Alexa: Yeah. Let’s do this one.

Abi: And if you want to be really ambitious you could always get a different color highlighter for each course. So let’s start with next week. *(Fill in schedule).*

So let’s make another objective for next week for you to complete putting in due dates in your planner. Don’t worry about breaking down every assignment yet, because that will take forever. And let me show you your self-talk assignment really quick. I want you take your post-its and do at least 25…on each one write something positive about yourself and then scatter them throughout your apartment. On your mirror, computer monitor, things like that. It can be anything from “I am beautiful, I am strong.” Even if you don’t really believe it yet. Things that you would like to believe.

Alexa: And I should probably use the areas that I’m not the most competent about.

Abi: Yeah, definitely.

Alexa: So what should I call this?

Abi: Um, affirmations.

Alexa: This is good because there are things that I’m like, “I can’t do that or I should do it this way.” And I think my sister appreciates that I’m trying to make a positive change.

Abi: Yeah, it can be a little embarrassing if other people see it, but you may be surprised at how powerful it is.

Alexa: It makes me think of some movie….

Abi: Hmm, I’m not sure.
Alexa: So maybe I can just aim to do 5 a day and have them done by next week.

Abi: Yeah, and doing it when you wake up is good because then it is with you throughout the day. And then let’s add the goals for internship. You want to email that woman.

Alexa: Yeah. I have her name somewhere.

Abi: And then you wanted to email the resume lady and follow up on the Bolivia internship. Maybe those can be your other two?

Alexa: And for the resume thing should I just make the goal to set something up?

Abi: Yeah, I wouldn’t make the goal to meet because that will kind of hinge on her.

Alexa: Okay.

Abi: I think that’s good because the planner stuff may take quite awhile and we don’t want to overload you. So let’s think of our rewards and consequences. And you are welcome to reuse ones from last week that worked well.

Alexa: Okay, I can put this here. And this would be something I would do at the end of the week. Top model should probably be here.

Abi: I like the sorting papers consequence and giving away clothes. You haven’t had to do either yet, which means they are probably pretty motivating.

Alexa: Yeah.

Abi: And if you have any extra time maybe think of some more ideas for rewards and consequences. We won’t make it an objective but if you have time…

Alexa: I’m trying to think if there is any other T.V. program I want to watch…Ahhhh!

Abi: It’s okay. Take your time. So there’s nothing special you like to wear…Do you have a favorite place to go dancing?

Alexa: It’s just wherever. I guess I could go out to breakfast but then I’ll put it off.

Abi: Well, you could switch that for that.

Alexa: That would work! You’re a genius.

Abi: (Laughs) Thank you. Okay, so let’s stop there.

Alexa: Okay. Great. Thanks!

Meeting 4:

Abi: So how did you do?

Alexa: I didn’t meet one of them at all. I had this paper that I procrastinated on and it took so much time that I didn’t get to it. The teacher gave me an extension which was good and bad because then I just put it off longer and I didn’t necessarily need all that time. I finished everything except the one but one of the other ones I didn’t do in time to do my reward.

Abi: Okay, well let’s go through them one by one so I can get a better understanding.
Alexa: It’s kind of messy. So this one I didn’t do in time so I didn’t go out. But I got ahead on my reading.

Abi: And you followed through on your consequence?

Alexa: Yeah.

Abi: Good. And how did that work for you?

Alexa: Well, my friend and I had made tentative plans and when I cancelled he was fine with it. So it wasn’t a huge disappointment but I did want to go out.

Abi: And what did you think of the post-it project.

Alexa: It was uncomfortable. And it was uncomfortable putting them up. It feels kind of silly and strange.

Abi: Did your sister say anything?

Alexa: I kind of explained it beforehand so she didn’t say anything. It was uncomfortable though because I had to kind of dig deep to come up with stuff and some of them were things that I want to believe more than I actually do, which you said is sometimes the case. It was hard because I don’t believe it myself yet completely.

Abi: Well, that’s good. As far as that assignment goes I think I’d like you to kind of live with that for another week before I give you something to do.

Alexa: And this one I switched because by the time I got home it was too late to do this one.

Abi: Okay. That’s fine.

Alexa: So I did that one right away. And I got in touch with the woman who is in charge of the Bolivia trip and she said she will check with the hotel to see what kind of reduction they could give me. So she said if I don’t hear back by Tuesday to get in touch.

Abi: That’s great. It sounds like it’s not impossible.

Alexa: No, it’s not.

Abi: And what was the reward for that one?

Alexa: Rent a movie. I didn’t actually rent a movie but I watched one on T.V. so it was still doing something for myself. And here’s where I screwed up. I didn’t get in touch with the woman about my resume. I went over my resume a little but I didn’t get in touch with her. So I started thinking there’s another woman who came and talked to our class. And she had given me her email and said she would go over it. So I just got ahead of myself and I just didn’t do it.

Abi: Okay, and were you able to hold yourself to not watching “Top Model.”

Alexa: Um, on Wednesday yes, but the rerun was on last night and I was eating dinner so I watched it. But it wasn’t the whole thing. It was like the tail end of it. So basically I screwed the whole thing up!

Abi: Well, that’s okay. Overall you are doing great and it’s okay to slip a little.

Alexa: I was proud that I didn’t watch on Wednesday because that was really tough for me. I’m not saying I did really well, but…yesterday was just…I got home and I was really tired and I just wanted to sit on the couch and eat something and my sister was watching it and….I don’t know. It was bad.
Abi: Well, it sounds like at least you thought about it. You didn’t just mindlessly turn it on.

Alexa: I did. Definitely.

Abi: Well, all in all...

Alexa: It wasn’t horrible.

Abi: You are definitely stepping up from base level.

Alexa: And then I did a couple things that we didn’t talk about. I talked to my advisor about this problem with my credits that I got taken care of.

Abi: That’s great. And do you have ideas as to what the next steps will be with your goals?

Alexa: This one I definitely need to finish. I realized how little time is left in the semester.

Abi: Would you want to break down more assignments if we have time after developing your goals? We did that with one assignment, right?

Alexa: Yeah, and I didn’t really stick with it because of the paper that I had past due.

Abi: Well, it may take awhile to get used to. And we didn’t make it an actual goal to stick to it, so that may help.

Alexa: I did find some mistakes in my syllabi so not everything is completely accurate. In addition for a lot of it there are no page numbers. If I wanted to find out how long it is I’d have to go to a website and open every individual thing. It’s possibly I could do that at the beginning of every week.

Abi: Yeah, maybe starting to get in the habit of every Monday after you leave here you sit down and finish breaking down your assignments for the remainder of the week.

Alexa: I tried to do not exactly that but I think if I do it on Friday I could start on the weekends to get some of the assignments for the coming week done. Then again if I did it Monday it would be a kick in the butt for the coming week.

Abi: If you think that Friday would work better go for it.

Alexa: So what do you think?

Abi: Well, you know yourself better than I do. Like you said it sounds like there are pro’s and con’s to both. Monday would be a kick in the butt but at the same time it takes away from the weekend. It wouldn’t be getting ahead of the game. So in that sense maybe Friday’s are better.

Alexa: Or maybe I could do both.

Abi: Yeah, and maybe I can even make a note to start sending my email reminder to you on Friday.

Alexa: It would probably be really helpful for you to do that.

Abi: Okay. So why don’t we go ahead and make your first goal to tonight break down your assignments and check up on yourself on Friday? And then maybe make a separate goal to follow through with the breakdown. Do you think that is reasonable? At the minimum tonight do the short term assignments for the week and on Friday do the long term assignments?
Alexa: That would be good. And I think I should probably redo that one or something similar. I should at least send my resume to this lady.

Abi: Or to both ladies?

Alexa: Yeah, I think I need to meet with the other one first.

Abi: Well, maybe email to ask if she can meet and just go ahead and attach your resume so she can see what you’ve got?

Alexa: That would probably be a good idea. Can I make those both one goal?

Abi: Sure. And then how about a goal about Tuesday if you haven’t heard, to get in touch with the Bolivia woman?

Alexa: Yeah. Actually I think she said Wednesday. She said her getting back to me was contingent on them getting back to her.

Abi: And then how about as far as these other sites?

Alexa: I can start to gather materials. I do want to look into that multicultural place in Falls Church. This girl who talked about it in class was all over the place and I couldn’t understand everything she said. I can talk to her tomorrow. Do you think it’s enough of a goal to find out about that one?

Abi: I don’t know. Well, how many other possibilities do you think you need?

Alexa: I would like to have three solid ones that I know they still have openings and I could get one. Not something I just have to take.

Abi: Well, how about the other site that you said has lots of openings. Is there more you have to find out there?

Alexa: Yeah.

Abi: Well, maybe if we keep it to finding out about this one and that place. I don’t want to give you too much.

Alexa: What if I narrow it down to three or four with some sort of information. Something concrete?

Abi: Sure, if you think that is manageable. And then there is the whole application process?

Alexa: Yeah.

Abi: And we’ll leave the self-esteem goal alone. Just make it a point of looking over your affirmations. Maybe even say them out loud. Cause that will probably be uncomfortable but helpful.

Alexa: Yeah, probably. I told my boyfriend and he was like, “that’s AWESOME!” He’s been very supportive of everything.

Abi: That’s great! So as far as rewards and consequences what do you feel is working for you and what needs to be adjusted?

Alexa: If it’s time sensitive and it’s actually feasible to complete the goal in that time it’s really motivating. Like wanting to go do something and getting out of my house. That’s really helpful. I never thought it would work pairing goals with rewards and consequences. I thought I would be like, “whatever.” But, actually feel accountable and it’s actually been helping me much more than I thought. I just thought
whatever happens I am coming into this with an open mind and I’ll try it but previously I’ve never been good at holding myself accountable and being like, “if I don’t do this I can’t do the other thing…”

Abi: That’s great. And it probably helps to really be writing down these goals, which makes it more official.

Alexa: Yeah, I can check it off. Breakfast out is a really good one because there is this guy who is my really good friend. Almost every Sunday we try to do brunch so that’s a good one. This week there is Top Model and I got free tickets to a movie for anytime this weekend.

Abi: Well, if you find breakfast to be particularly motivating maybe you can use that for your toughest goal. Maybe with scheduling?

Alexa: Yeah. I think I want to do this with eating breakfast. But, I also want to go out dancing. What do you think? If I don’t finish this one Friday…actually, I think you are right. Breakfast here. Otherwise I would be allowing myself time to procrastinate. And for “what do I need?” My planner. I’m really starting to use it and like it. It’s awesome. If I can’t find it I’m like, “where’s my planner?!”

Abi: That’s great.

Alexa: And this is a big one. Hmmm…Have you seen “Happy Feet”?

Abi: No.

Alexa: My sister hasn’t and I want to watch it with her.

Abi: Well, that would be good there because you could watch it on Sunday night. And if not maybe spend that time going through papers?

Alexa: Yeah, that’s good.

Abi: And what else do we have? Movie tickets? Dancing?

Alexa: Maybe this could be dancing. The sooner I get it done the better. And Top Model…I can’t believe I am so into it (laughs).

Abi: I have another client using it too!

Alexa: Really?! (Laughs). Maybe I’ll forget about the movie tickets. I’m going to go to Dairy Queen for this one. It’s right across the street from my apartment.

Abi: Oh, that’s dangerous.

Alexa: I know. Sometimes we’ll go like three days and get on a kick and I’m like, “I can’t do it every day!”

Abi: And how about giving clothes away?

Alexa: Oh, yeah!

Abi: And why don’t you jot down something about saying your affirmations our loud and try to take some time on that.

Alexa: That was a lot easier this time! I’m really getting an idea of what works.

Abi: Great! That’s the idea!
Alexa: Thanks!

**Meeting 5:**

(Alexa got stuck in traffic and arrived 30 minutes late but called to let me know while she was on her way)

Alexa: I had a horrible week. My boyfriend and I decided to break up. So if I get emotional, I’m sorry.

Abi: I’m so sorry to hear that.

Alexa: I don’t know if it’s a permanent thing, it’s just everything is really stressful. He wants to get married and I can’t think about that because I’m graduating and it’s just all this stuff…so there’s a lot I didn’t get done. I tried to keep up considering but it was just really emotional.

Abi: Well, don’t feel too bad. That’s an exceptional thing.

Alexa: Yeah. The worst part is that there weren’t any horrible things between us so I’m still holding on to it on some level. I don’t have anger. It’s just sad.

Abi: Yeah. I’m really sorry to hear that. And I appreciate you even coming and giving your goals a shot.

Alexa: So in terms of writing down my assignments I didn’t really do much of that at all. I just kept up, which is…I’m glad I was able to. I didn’t reward myself with anything really. I did this. I have three specific internships. I just have the application forms. My friend forced me to go out dancing on Thursday which was good and bad because I knew then. I did this. I don’t remember if I actually got did the reward but I talked to her. The price isn’t significantly different but I am going to apply anyway because there is a financial aid portion of the application.

Abi: Well, like I said, considering I appreciate that you were able to give things a shot.

Alexa: I wanted to because the reason we decided to call it quits for now is because I need to get this stuff done. I need to get organized. So if I just curl up in a ball like I want to…

Abi: That would be wasting the whole reason you broke things off.

Alexa: Yeah. Although I haven’t gotten everything done that I need to get done I haven’t been focusing on feeling bad.

Abi: Well, that’s good. And since we’ve started you’ve taken five giant leaps forward and this is just one small step back so it’s not like everything has become unraveled.

Alexa: Yeah. The thing that worries me though is the resume thing. I haven’t really done anything with it. I’ve opened it and made a list of things I want to add to it but I have the number for the career center, I just need to make a step. I was going to print it out and bring it here but things were just crazy.

Abi: We can still do that.

Alexa: I kind of got a kick in the butt last night because my mom had me look at hers. So she sent me her CV and I was helping her go through it. I have this strange thing where I like editing, if I have someone else’s work or my own is already done. So I helped her do that so it made me kind of want to work on mine today.

Abi: Well, the good part about the fact that you didn’t meet all your goals and we have a shorter session is we can kind of just transfer most of last week’s goals over.

Alexa: I was thinking about that.
Abi: So if you want to start there since that is your top priority we can make your resume #1.

Alexa: So let’s say make an appointment with the career center and take all of my stuff in there? Would that be a good goal?

Abi: Sure.

Alexa: I can use Top Model again.

Abi: And let’s mark on your goal sheet what did and didn’t get accomplished.

Alexa: Can I just put a check or an X?

Abi: Yeah, that’s fine.

Alexa: And I think I probably need to do this again. Wait, what was I writing? Uh, I’ve been doing dumb stuff like that all week. I had a meeting for a group project yesterday and I kept saying the dumbest stuff.

Abi: Oh, that’s alright.

Alexa: And I would like to start filling out the applications.

Abi: That sounds good. Maybe we can make those two separate goals. Filling out applications and then creating a list of the other things you need.

Alexa: Yeah, that would be good. Get recommendations and stuff.

Abi: My only concern is I don’t want you to get too overwhelmed because this thing isn’t necessarily over. But in terms of your negative self-talk, I don’t know if this has affected that at all.

Alexa: I think on some level it has. I’ve been trying hard not to think too much so maybe I’m just sort of repressing it.

Abi: Because I was thinking some sort of assignment in terms of a gratitude journal. Like every morning writing something that you are grateful for, because there is something upsetting going on.

Alexa: That’s a good idea. I also need to put my sticky notes back up because I took them down because I was having people coming over. I have something I can write in. Oh, and my parents are in town this week. Top Model is either going to be Top Model or circus because they want to go.

Abi: Well, maybe it’ll be good to get them involved with incentives. Maybe go to breakfast with them?

Alexa: They don’t go out to eat. They’re cheap. I know my mom wants to go see the cherry blossoms. And I can do this one on Sunday. I’m trying to think what would be good while they are here.

Abi: Um, do you guys go shopping?

Alexa: Uh, no. I’m trying to think of something here for me. I could say the days that I don’t something like no makeup. It’s just a habit.

Abi: Sure, and then maybe for a reward every day put $5 aside and then reward yourself with something at the end of the week?

Alexa: Yeah, I’ll buy myself something but I don’t know what yet.
Abi: You could even say, in addition to no makeup, you have to actually remove $5 if you don’t do it so you could end up with zero.

Alexa: Yeah, that’s good. These are getting pretty creative!

Abi: And you said you stay in and cook when your parents are there. Could you have your mom cook as the reward?

Alexa: That’s not a reward!

Abi: Or maybe you could eat out as your reward?

Alexa: Yeah, because there are some things there that they can’t get where they are.

Abi: And as a consequence you can eat mom’s cooking! (Laughs)

Alexa: (Laughs) I’m not going to put that. I can give clothes away….Part of it was a relief because it’s less pressure but he was my best friend. We’ve been in contact more of less but not the same amount.

Abi: Well, keep me posted and when I check in let me know if you’re not getting anything done.

Alexa: Yeah, I started to write you back last week but I just got really sad. I was feeling better and then I got home and his grandparents had sent me a card. When I met them they basically adopted me. Ugh.

Abi: Wow, that sucks. Well, do your best this week and take some time for yourself.

Alexa: Yeah, thanks.

Abi: Thank you. See you next week.

Meeting 6:

Alexa missed and called later to apologize.

Meeting 7:

Alexa: It was a crazy week and I have one more crazy week and then it should slow down.

Abi: Okay.

Alexa: I did make some goals but I didn't get a chance to email them to you. I made four and I actually did work on them.

Abi: Okay, good. Well, let's start with the prior week since you missed last session.

Alexa: Oh, yeah, of course. Um, "make appointment with the career center and take resume"; I did it. And I made dinner as my reward. "Breaking down assignments"; every time I kind of do it, it's not really complete. So I didn't really do both of these. I didn't feel like I completely did do it or completely did not. And for this next week, something that's going to take a lot of time is probably not a good consequence. It just adds to the stress and everything else. "Filling out applications for internship" I did part of it but I didn't do my reward. And I made a list of the other things I had to do to send out the applications. And then, "gratitude journal" I did about halfway…half of the days. So the money pretty much evened out.

Abi: Did you feel like it was helpful to make a point of stopping and thinking about good stuff during this time at all?
Alexa: Yeah, it was stressing me out more to feel like it had to be done at a certain time rather than just every now and then but it did put some things in perspective.

Abi: Okay, maybe you can just have it visible so you know it's there if you need it but we won't assign it as something you have to do.

Alexa: Yeah, I like that idea. I can just keep it on my desk. So I had these two applications I had to send. I did them but not in time to go to my friend's birthday party that I was invited to. And I didn't go. I was really upset because I really wanted to go but I didn't!

Abi: Way to hold yourself accountable! That's awesome.

Alexa: It felt good in the end because I got a lot done that night but it wasn't fun then.

Abi: But you were able to stick to it with no one there encouraging you.

Alexa: Yeah, that felt good. That felt good. Honestly, that was probably the first time I've done that. "Breaking down the assignments" this past week I did a little better. Still not perfect but better.

Abi: Great. Are you finding it be a helpful exercise?

Alexa: Yeah.

Abi: So it's something you'd like to keep working on?

Alexa: Yeah, at least for things like a project I need to work on over time with a set beginning and end. One of my other goals was to follow the schedule in the planner, and I didn't do everything according to it.

Abi: Okay. But it sounds like you were able to follow through with all your rewards and consequences.

Alexa: They are working pretty well....surprisingly! I remember the first thing I said about that was like, "okay...I guess!"

Abi: Yeah, I remember that!

Alexa: (Laughs) Bolivia trip application I still haven't sent in because it's online and if you don't save finish one part you can't go on and I got to the statement of purpose and it was a bunch of little questions and not just one essay so I need to answer each one of those.

Abi: And is that still in the same place as far as financially whether or not they offer you anything?

Alexa: Yeah, my dad is in Bolivia right now and he has some friends that are pretty high up at the University so he is going to try to talk to some people.

Abi: Sure, why not?

Alexa: Yeah, why not. But it doesn't seem feasible money wise if that doesn't work out. I need to finish that today, actually. But, it's pretty much done.

Abi: That was nice of them to make it due on tax day!

Alexa: Yeah, I know! Oh, and I have clothes ready to take to Goodwill.

Abi: Well, good. I think for doing those goals on your own that was a really great effort! That gives me a lot of confidence.
Alexa: If you had told me I'd be doing that in the beginning and actually following through I'd be like, "yeah, okay sure!" So I feel good about that even though I'm stressed out and a little behind. It's the last two weeks of class.

Abi: Let's talk about that. We're coinciding with the last two weeks of class and we only have one more week. Let's look back at your long term goals.

Alexa: Okay, "completing assignments as scheduled and keeping up with deadlines"...

Abi: I would say you are about midway there, but where are you in terms of what you need to get done from here on out for the semester?

Alexa: This week I have two presentations and they have papers that are due two weeks later. They aren't quite ready yet but one's due tomorrow.

Abi: Are you behind with anything at this point?

Alexa: I'm behind where I would like to be but I don't have any late assignments.

Abi: Okay, good. So it's still possible to crank this out.

Alexa: It is.

Abi: Do you feel as overwhelmed this semester as related to other semesters?

Alexa: I feel more in control. I think just using the planner has been a huge help and having a clear breakdown has helped me to conceptualize and visualize what I need to get done. I feel definitely better about it.

Abi: Good, and then for your internship?

Alexa: Yeah, I don't know if I'll know by the time we finish but something came up, which is a job I could use as internship. It's through Reston Interfaith. So there's that. All I have to do is a cover letter. So today and tomorrow everything will be in and I'll just have to wait to hear back.

Abi: Well, then I would definitely say that you met that goal because you aren't in control of whether they get back to you. You've done everything you could and now it's out of your hands. That's great. And it sounds like even if you don't get your first choice you'll get something.

Alexa: Yeah, it seems like something will come through. There is even a class I can take if all else fails. All I would have to do is register.

Abi: Well that's great you have a back-up and a back-up back-up.

Alexa: Honestly, this has helped me so much in achieving that. Normally it would have been put on the backburner with my classes and everything else but it's helped me make sure I actually did that.

Abi: Great, that's what we were hoping for! And where are you in terms of your negative self-talk?

Alexa: I feel like the exercises helped but more than that, just having it as a goal and in the back of my mind has helped me to catch myself and think that's not what I should be doing and what I should do instead. At this point in the semester I'd usually be really down on myself.

Abi: Great. And that's probably contributing to the fact that you feel more in control now. So let's think about the final things you need to get done in this coming week.

Alexa: I need to finish the Bolivia application. And I have to do the cover letter for the other one. Should I
make them one goal or separate?

Abi: I would say make them separate if you have separate timelines for them but if you want to get both done by the same time, maybe you could combine them.

Alexa: Well, the Bolivia thing I want to get done today and it's just a matter of sitting down and doing it.

Abi: Well, why don't we make that #1.

Alexa: And I'm actually going to put in a time.

Abi: And the cover letter is the only thing you need to do for the other one?

Alexa: Yeah, I need to tweak my resume a little bit too. And I've already scheduled time in my planner to do a lot of stuff. Some of the projects involve other people so we made plans together.

Abi: Good. And in terms of your academics do you want to have a general goal of following through with your planner or do you want to set individual goals for each assignment? Do you think that would be helpful?

Alexa: I'll say make sure to meet all the deadlines. And I'll take a couple of days, Monday and Friday, to sit down with my planner. Then I can celebrate them when I am done! It's hard when you don't have a lot of time to take for rewards and consequences.

Abi: Um, how about removing an item of clothing you would rather sell than give away?

Alexa: Yeah, but I don't think that would be that big of a deal.

Abi: So a big one for the end of the week? Dinner? Dancing?

Alexa: I'll put dinner or dancing because I don't really know which one will work out for me.

Abi: And a couple of smaller, non-time consuming ones. How about Top Model here?

Alexa: Oh, yeah. Good one.

Abi: Um, something you'd like to eat for dinner? Breakfast with your friend?

Alexa: Yeah. I feel like this one is it's own reward since today is the deadline.

Abi: Yeah, that's why I mentioned the clothes thing because I didn't feel it needed to be that huge.

Alexa: Yeah, that's good.

Abi: Good. So next week I'll have you answer a final questionnaire and we'll talk a little bit more about the process.

Alexa: Okay, sounds good.

Meeting 8:

Abi: So let's talk about last week's goals and then wrap up! Was it a better week?

Alexa: Yeah. This, again, I don't feel like I did 100% but I got some stuff done. I'm still working on the whole scheduling thing.
Abi: Okay. Do you feel like it's getting better?

Alexa: Yeah, I do. It is getting better. I went out to dinner, but I didn't do this reward because it was questionable.

Abi: Good. Again, great with the accountability. Okay, so how do you feel like you did on your three long term goals?

Alexa: Well, with the academic stuff I feel like I've done a lot better. I can't say that I'm ahead, but I'm not behind which is huge for me. In previous semesters I realize I didn't do something huge, and this time I have it all written in my planner and if I didn't do something I at least know that I didn't do it.

Abi: Do you feel like that's something you'll be able to keep up?

Alexa: Yeah, I think I've gotten to the point where I feel like if I'm not using my planner I feel...for lack of a better term...loss of control.

Abi: Do you have any ideas of whether or not your grades will be any better or worse than previous semesters?

Alexa: Probably about the same. Last semester I got my first C and that was because I didn't hand in a couple assignments. This semester I don't feel like I did that so I would be pretty shocked if I got a C.

Abi: Okay, good. And you feel more at ease?

Alexa: Yeah, and being able to accomplish something and then doing something I enjoy as a result. Instead of doing things that I enjoy while having this feeling that I should be doing something else so I'm not really enjoying it.

Abi: Awesome. And internship?

Alexa: I still don't have any answers but I still have my back-up plans. So it looks good.

Abi: Perfect. And is Bolivia still your top choice?

Alexa: Yeah, that and the job. I have an interview on Wednesday for it. So the advantage of that is that it is a job.

Abi: Yeah, you would be making money instead of spending money.

Alexa: Yeah, whatever works out.

Abi: And I know you mentioned last week that just having it as a goal was helpful. Anything else there?

Alexa: Yeah, I think just being aware of that was really helpful. I think I mentioned that at this time in the semester I tend to get really hard on myself. I can't say I've completely eliminated that but I'm not at that low.

Abi: Are you more conscious and aware when it starts to happen?

Alexa: Yeah.

Abi: And you can stop yourself faster?

Alexa: Yeah, I can. I also found a self-help book on my shelf called "don't sweat the small stuff" and I was
flipping through it and it said something about recognizing bad moods for being bad moods and they don't really define you. And allowing yourself to experience it. So I saw it and thought that made sense. I realized that without really putting it in those words that's what I've been doing. So I'm in a much better place then I could have been.

Abi: Good. Anything else?

Alexa: Nope.

Abi: Okay, then I will go ahead and have you fill out the questionnaire.

(Alexa fills out post-test LASSI and final questionnaire)

Alexa: So for my suggestions I couldn't really think of anything. I was thinking of things like, it would have been nice to do it through the end of my semester. You know, things that you can't really control?

Abi: Yeah, but that's a good recommendation. If you think that would be helpful.

Alexa: Okay, I'll put that. For me it wasn't in terms of how many weeks but more where that leaves me. It would have been cool to have my goals coincide with the end of my semester. That was the main thing. The only other thing was that it would have been nice to keep an ongoing list of the rewards and consequences to use.

Abi: Instead of just looking back through at the old ones?

Alexa: Yeah. Because some worked better than others. Sometimes it even depended what was going on that week.

Abi: So maybe even have a space for comments to put by them as far as how they worked?

Alex: Yeah.

Abi: Okay, and you said you thought the goals that were established were accomplished.

Alexa: Yeah, I'm trying not to look at it like there is an ending point so I can continue.

Abi: Yeah, it's more about taking those skills and applying them beyond this setting. And I know one kind of big thing for you was that you thought the rewards and consequences thing was going to be...

Alexa: Yeah, I didn't think it was going to work for me at all, but it did! Especially when there was something time sensitive. Those kind of goals worked for me.

Abi: Good. And as far as time, effort, and cost is this something you could see yourself paying for?

Alexa: If I had the means, yeah.

Abi: Or maybe if it was something partially covered by insurance?

Alexa: Oh, yeah, definitely.

Abi: Did it meet your expectations?

Alexa: It did. I actually was a little bit worried about the whole...well, not really worried but I didn't know what to expect. But I hoped it would point me in the right direction. And I feel like I got more out of it than I actually expected.
Abi: Cool. And you haven't really done anything else to try and control your symptoms?

Alexa: Not really. I mean, I've been to counseling but not specifically for ADHD.

Abi: Did you feel like this was more helpful?

Alexa: Yeah. The counseling was good when I was down or needed to talk about my feelings but it didn't give me any practical skills or show me what I could improve to not get down in the first place.

Abi: More of a temporary fix?

Alexa: Yeah.

Abi: Okay. And as far as the rewards and consequences and accountability, you did pretty well. Did you find it difficult?

Alexa: As far as following through with the consequences?

Abi: Right.

Alexa: It was hard. At the same time, I think maybe it would have been harder if I was younger. At this point I know I have to get things done. And a lot of times the consequence was not only not doing something fun but then doing what I was supposed to do during that time, which is logical. So yeah, it was tough but it felt good when I held myself accountable.

Abi: And do you think that system is something that you will continue to use?

Alexa: To some extent. Especially when it comes to the weekend and doing stuff. I see myself using it in my head even I don't write it down. Like, "there is no way I'm going to this if I don't get this done." Which is something that I have thought of before but never really held myself too.

Abi: Okay, so I guess that's about all of my questions. Anything else you would like to add?

Alexa: Well, it was neat to see the changes. I liked seeing the numbers on the LASSI in addition to just my perception.

Abi: Good. Well, thank you so much!

Alexa: You too. This has been great.

AZIZ

Meeting 1:

Abi: So basically in terms of today this is going to be more of an interview. I am going to go through your forms and if I have any questions for you to elaborate on this stuff I may ask you, or if you have any questions about anything you filled out, feel free to ask me. And then at the very least at the end we'll hopefully establish two or three long terms goals for the 8 weeks and beyond. You are a student at American University?

Aziz: Yeah. But now I am taking an LSAT course at Kaplan. I actually graduated from American University.

Abi: Okay, so you did graduate?

Aziz: Yes.
Abi: And when did you graduate?


Abi: And since then?

Aziz: I haven’t finished law school. I got dismissed from law school.

Abi: Okay.

Aziz: I’ve been taking the class and am hoping to get readmitted. Between college and getting admitted to law school I worked for awhile but got fired because I kept on showing up late to work. So then I took some graduate courses and then I went to law school in Indiana.

Abi: Okay, and what school was that?

Aziz: Valpo University.

Abi: And then Valencia Community College. Was that in Florida?

Aziz: Correct.

Abi: Okay. And when did you transfer into American?

Aziz: 2000. I had 28 credits so I was still a freshmen but going into my sophomore year.

Abi: Okay. And you got your bachelors in business?

Aziz: Yes.

Abi: Okay. And this report you gave me, this is not the first time you were diagnosed? It is just the first report you received?

Aziz: Exactly.

Abi: Do you remember when you were first diagnosed?


Abi: Okay. And where was that?

Aziz: You mean which doctor? It was a doctor in Maryland. His name was Dr. Silver.

Abi: Did he do any testing at that time or just say that’s what he thought you had?

Aziz: No. He just thought it. Then this one was a little more comprehensive.

Abi: Okay. And you take Adderoll now?

Aziz: Yes. And for my bipolar issue I take Zyrproxa. 5 mg once before I go to bed. And Lamictal for the depressed episodes. Twice a day. 100 mg. He prescribed an anxiety medication, Colonopin, but I don’t use it.

Abi: Why is that?

Aziz: I tried it but it was affecting my memory. And with the ADD my memory already isn’t very good.
Abi: I see.

Aziz: I quit taking Lithium because of that. My short term memory.

Abi: Is the Adderoll the first ADHD medication you’ve taken?

Aziz: No, I took Ritalin but it didn’t work.

Abi: Do you find that the Adderoll is helpful?

Aziz: It helps somewhat but it affects my other condition. It increases anxiety. And my sleep too. I already had problems with sleep, so…

Abi: Which in turn can hurt you memory even more so.

Aziz: Yeah.

Abi: And you have received counseling for your ADHD?

Aziz: Yes. And I receive bipolar counseling too. That used to be once a week and was even twice a week but now that it’s less of an issue it’s like once a month.

Abi: How long have you been doing that?


Abi: Just over the years?

Aziz: Yeah.

Abi: And that is specifically for the ADHD issue?

Aziz: Yeah, ADD. Because my bipolar issues weren’t much until recently. They thought it was just anxiety.

Abi: And that is with this doctor?

Aziz: Yeah, Dr. Nora Galil. That’s changed now because it is supposed to be a more experienced doctor. His name is Dr. Fischer.

Abi: And what kind of things do you do with them in terms of your ADHD?

Aziz: Recently we rarely address the ADHD issue.

Abi: Do they give you recommendations?

Aziz: They do. But it’s usually the bipolar issue. The kind of things I am dealing with is around time management, motivation, money. The requested that I see someone who specializes in ADHD but I haven’t gotten any response yet.

Abi: So you have down that you’d like to improve your organizational and executive functioning skills.

Aziz: Yeah. Like my car has documents everywhere. And you had something about getting defensive? I do. Not because of the other person but if I feel like somebody is stressing something that I have no control over…
Abi: Yeah. ADHD is considered an invisible disorder which can be very frustrating because with a lot of other things you can look at a person and tell if something is wrong but with ADHD you can’t. People tend to be a little more sympathetic when they can see something is wrong. ADHD, unfortunately, also has developed a reputation of a hyper kid disorder and some people don’t understand that there are a lot of adults with it. And it can affect every aspect of your life. Your budget, your job. And when people don’t really have a handle on what it’s really about…

Aziz: And the problem now is that everyone is claiming that they have ADHD.

Abi: Yeah. It’s getting a little out of control but it’s also very real. So many people are seeing these commercials and saying, “Oh, I’ve got that!” which downplays how hard it is for people that really do.

Aziz: True. Like now I’m sitting but it’s hard.

Abi: Yeah, which is why I’ll try to keep the session around 50 minutes. I know once it pushes that hour mark it can get hard.

Aziz: Yeah.

Abi: And if you find yourself zoning out and you need a break just let me know.

Aziz: Okay.

Abi: And this is the toughest one too because of the interview. The other sessions will be more interactive.

Aziz: Okay.

Abi: So you mentioned money management.

Aziz: Yeah, delaying the payment for credit cards. Every month I get fined for late payments. And I sometimes go over my limit.

Abi: If that’s something we need to do I have no problem with you bringing them in and we can figure out a payment plan together. That can definitely be done. Okay, and studying and following through on projects.

Aziz: Yes, for example I went on the internet. I wanted to download some articles from Expedia on psychology, like on bipolar and things like that. I searched for days and then I didn’t get anything done. Like I wanted to post on Expedia and I never posted. And I keep feeling bad. Like in Law school I went to every single website that gives study tips to law students but then I didn’t apply it.

Abi: Yeah. I want you to know how much like every one else I talk to you sound like. Don’t think that you are alone.

Aziz: Good. It helps. So that’s something we could counsel.

Abi: Yeah. It’s a very creative process and ultimately it comes down to you because I can’t hold your hand, but I can try and give you the skills. And as far a learning disabilities, you were diagnosed but from the report it sounds like they weren’t sure because you aren’t a native speaker?

Aziz: Yes. The reading, I doubt that because I’m doing excellent in terms of reading. I read a lot and even when I went back home I didn’t have that problem. The only problem that I have is writing. But some people think it’s the anxiety and being very self-conscious.

Abi: Yeah. A lot of times it is hard to separate all these things out.
Aziz: Yeah. And I have a tendency to have insecurities that hold me back. I’m hoping to get rid of those.

Abi: Yeah. So is the obsessive-compulsiveness still a diagnosis?

Aziz: No. That became bipolar.

Abi: Okay. So you didn’t list any academic or professional strengths.

Aziz: I didn’t really know what you meant. Do you mean the academic areas that I have interest in?

Abi: Well, that you do well in.

Aziz: Um….

Abi: You said you read a lot?

Aziz: I read a lot. Reading in research. I guess those.

Abi: Okay, how about test taking?

Aziz: The anxiety and the perfection makes it difficult for me to do well. When I’m not very anxious and I can focus I do okay but when I’m very anxious and trying to be perfect it hinders my ability to do well.

Abi: And so that affect tests and say, if you are writing a paper?

Aziz: Exactly. When I’m able to overcome it I can do relatively well.

Abi: You say, “When you are able to overcome it.” Have you noticed a pattern of when you are able to do that?

Aziz: Sometimes when I get encouragement. Say, when I’ve finished half a product and somebody said, “Wow, that’s good. Continue.” I guess that would boost my confidence.

Abi: Okay, that’s good to know for me.

Aziz: Yeah, positive feedback if it’s not overdone. Like I think in my sessions they overdo it. I know I’m smart in some areas and in some not that smart but I think they…sometimes when I have this negative feeling about myself…they try to counteract it and boost my self-esteem and I know it’s fake. I like someone to be firm with me. Like, for example if you say, “that’s wrong. You have to do this.”

Abi: Good. That’s all good information. And if you find that I’m…

Aziz: No, you’re not going to cross that line. I know you’re not.

Abi: But if I did just let me know.

Aziz: I think I have to have somebody be tough with me. Because everybody is always like, “everything is going to be fine.” Sometimes I think it’s good to be firm. Because in the real world not everyone is going to supportive.

Abi: Right. Good. And in terms of your symptoms…I’m guessing for some of these it’s going to be hard to say whether it’s your ADHD…stomach aches for example would probably be…

Aziz: Yeah, that’s anxiety.

Abi: And I’m guessing some of them could even be medication issues?
Aziz: True. To some extent. The memory issue is too much. Sometimes I feel overwhelmed and can’t remember.

Abi: Can you give me an example of the kinds of things you are forgetting?

Aziz: Let’s say I run into a person I haven’t seen for about a year. I will forget his name. Even though I knew him very well. Sometimes I forget my cell phone and I have to drive back home to get it. I forget my key in the car. I called AAA four times. They sent me a letter saying, “No more!” That kind of thing. After that I became very careful because every time they open my car it costs $30. It hasn’t happened since then.

Abi: So it sounds like if the consequence is great enough…

Aziz: Yeah. To some extent. I don’t know…

Abi: How long it will last?

Aziz: Yeah. The fact that I did it four times in the span of three months seems too much even.

Abi: So is money a…

Aziz: Like I’ll call credit card companies and ask them to wave fees. I called one last week and they said, “Well we see you record and we’ve already waived, like, twenty.”

Abi: Well, it sounds like you are a good negotiator!

Aziz: Yeah. Sometimes.

Abi: In terms of, you said that when you have to pay, is that a good way to get you to do something?

Aziz: To some extent. If I don’t show up for an appointment…like this one doctor she charged me $200 for not showing up to an appointment because I slept through it. Which also happens because of the bipolar issue, I can’t control my sleep pattern.

Abi: Okay. And are you pretty good about taking your medication?

Aziz: Yeah. The Adderoll, I don’t think I’m addicted but I’ve been taking it for awhile so I have to take it now.

Abi: And you don’t foresee your medication regimen changing in the next eight weeks?

Aziz: Yeah, I’m switching my mood stabilizer because of the side effects. I might change it. I’m not positive.

Abi: Do you think you can hold off until we are done?

Aziz: I can hold off.

Abi: I’d like to see your medication to stay the same so I can more determine that any changes in behavior were because of this, and not because of your medications.

Aziz: Oh, okay.

Abi: Okay and on the coaching topics survey it seems to be mostly academic related things. And with studying? If you are studying you do okay, it’s just getting yourself to do the studying?
Aziz: Yeah.

Abi: And how about the more health related issues. Are these something you consider a priority?

Aziz: Somewhat.

Abi: As much, more or less than academic?

Aziz: Less than.

Abi: Okay. And keeping friends?

Aziz: Well, I tend to get into situations where I am used, which I think has to do with bipolar. I have to be more assertive. I don’t know if we can work on that here.

Abi: Pretty much anything that ADHD touches can be a goal.

Aziz: And many bipolar seem to resemble ADD symptoms.

Abi: True. And often if you have one disorder you more than likely have more than one.

Aziz: True.

Abi: And this is to help me understand what your priorities are. Obviously we won’t have time to work on everything but we can hopefully break this down to two or three.

Aziz: Yeah. I’m welcoming any change, no matter how small.

Abi: Good. And in terms of other people understanding your ADHD, that’s not a goal?

Aziz: No.

Abi: Okay, and did you have any questions about the informed consent?

Aziz: Nope.

Abi: Okay, good. Now, in terms of the procedures…you mentioned that you can get defensive.

Aziz: If someone is making a negative comment. But, not in this context because this is different.

Abi: And in terms of distractions, do you find that you are more distracted by noise than say visual or other stimulus?

Aziz: Visual would be the most.

Abi: Okay, and you daydream a lot. Are you having any trouble so far here with that?

Aziz: Oh, no.

Abi: And your car is messy, which you mentioned. How did that relate to your obsessive compulsive diagnosis? Was it more obsessive thoughts?

Aziz: Yeah. Like closing the door I would come back to make sure it was closed.

Abi: Okay. And remembering appointments. Are you using any sort of planner at this time?
Aziz: No because I get everything and I don’t use it. But I use google calendar. It’s working well so far. We can share the calendar. Do you have a gmail account?

Abi: No, I have yahoo.

Aziz: Would you like to subscribe?

Abi: If something like that would be helpful to you, then we can consider that. I have some other suggestions too. Often I have people get monthly desk calendars and you see the whole month at a time. For a lot of people it’s very helpful because you don’t have to worry about opening it.

Aziz: Let’s stick with the online thing and then if that doesn’t work. Or do you think I should get something else?

Abi: We’ll figure that out next week when we start on your smaller goals. And controlling your temper. Is that an issue?

Aziz: I’d say to some extent. Like today was sitting in a coffee place and this guy was sitting next to me screaming—some homeless guy. And I didn’t say anything, I don’t usually say anything, but deep inside I’m like “oh, my God!” That’s all. Unless I am going through a very tough time and I’ll be arguing with a friend and overanalyzing their comments. But it has to do with what I am going through. For example, I was dismissed from law school. Anything like that that addresses my short comings or my failure would make me react.

Abi: Okay. Understandable. So you said you don’t really know how you learn best.

Aziz: Yeah, visual I guess. Reading sometimes helps.

Abi: How about listening to a lecture or something?

Aziz: I haven’t tried it. But I may try it.

Abi: And strengths, again, you left that one blank!

Aziz: It’s not like I’m really negative…like what do you…?

Abi: Anything.

Aziz: Um, my verbal skills, especially because I’m not a native speaker of English, some say it’s considerably better than many people’s.

Abi: Yeah, when did you come here? You were 19? Yeah, to know that you didn’t start speaking English until then is very impressive to me! But strengths can mean anything…I’m a good dresser; I’m a good cook…anything.

Aziz: In terms of analyzing things, I am very analytical. That would be one area. The problem I have—sometimes it’s hard for me to interpret people’s reactions, like emotionally or what they are thinking. I find it hard to interpret their facial expressions.

Abi: Have you been tested for anything along the Autism spectrum?

Aziz: No (laughs as if he couldn’t possibly).

Abi: Not Autism, per se, but there are a lot of disorders along that spectrum that are very mild.

Aziz: I think it’s that a lot of people from my country misgauge other people, but for me, if I had a problem
like that then why would I be more accurate…

Abi: Oh, you are more accurate?

Aziz: Yeah, but sometimes…it’s not like I misinterpret that much. It has to do with self-confidence.

Abi: Okay, I think I understand. And you prefer written comments?

Aziz: Yeah, it would be good to get something from you at the end of this. I like to have stuff to build upon for support. It’s very helpful. Then with the next person it’s helpful because they don’t have to ask me all of the same questions. But if you can’t, I understand.

Abi: I would be glad to. It might not be immediately but I can share what I come up with only concerning you. Sure.

Aziz: And don’t worry about being negative. You don’t have to be politically correct, because that won’t help me in the long run.

Abi: Okay. And you say you’d rather not be responsible for administering your own consequences?

Aziz: Yeah. At the same time I don’t want you to baby-sit me.

Abi: Well, there are some types of consequences I can help you with. For example, I had a client who, for every time he was late, had to put $5 in a jar and at the end of the 8-weeks he gave all that money to charity. So in that sense I can help you with consequences. In other cases if it is something that needs to be done while we are apart we can come up with the consequences together but it may be up to you to administer them. Because ultimately I’m not going to be with you beyond these eight weeks.

Aziz: Exactly.

Abi: Okay, so here we will write our three long term goals. From what I’m hearing there is a money issue, an organizational issue, and a health issue. Am I on track there?

Aziz: Yeah, you are.

Abi: So why don’t you go ahead and write those three words in these three boxes and we’ll come up with the goals.

Aziz: Um, I eat a lot outside. I want to get it down to just one meal a day. And cutting down on Starbucks. A quarter of my budget goes to smoking and coffee.

Abi: Okay. So those would be good weekly, smaller goals. Is there a certain amount of money you’d like to save over the next 8-weeks?

Aziz: Let’s say two hundred dollars.

Abi: That’s good. Now for organization. It sounds like you need to get your car cleaned out?

Aziz: Yeah.

Abi: How about your workspace in your apartment?

Aziz: No, that is not to worry about. I need to worry about laundry.

Abi: And maybe making appointments?
Aziz: Yeah.

Abi: How about in terms of studying?

Aziz: Yeah. LSAT home work.

Abi: And how about in terms of health? What would you like to accomplish?

Aziz: Sleeping is the most important thing.

Abi: Okay, that’s good. For next time, I’d like you to bring in a list of five things that you enjoy and five things that you really dislike. So why don’t you write that here. We’ll use that list to come up with rewards and consequences. And get creative here. You know, I mentioned that one guy.

Aziz: Yeah, I wanted to mention something. Not drinking coffee…that would be extremely difficult.

Abi: Yeah, and this should take some willpower on your part. So that’s a good one. And when I call you I’ll check in and see how things are going. And that’s pretty much it!

Aziz: Great, thanks!

Abi: Thank you. Talk to you soon!

Meeting 2:

Aziz was a no show. He sent email with explanation.

Meeting 3:

Abi: Okay, so it’s been two weeks now. We got through the interview the first meeting.

Aziz: About the spending…that is one of my objectives.

Abi: Okay, hang on. Let’s look over our long terms goals.

Aziz: Okay.

Abi: Okay, “save two hundred dollars.” “Car cleaning.”

Aziz: Car cleaning, I did that. And I did the laundry.

Abi: Great. Because these are your long term goals.

Aziz: Yeah. But to keep doing it…

Abi: Keep it up. Okay.

Aziz: And here is one of the problems that I have. I will just do one thing and then wait for a month or two before I do it again instead of just keeping it up. So what do you recommend for me to do?

Abi: Well, what we will do is set those kinds of things to be your weekly goals. For each of the long terms goals we’ll set one of two weekly goals that apply to them. For example, you want to save $200…

Aziz: And I have chronic sleep problems. That’s an ADD issue too. And my new medication is very sedating. So I end up waking up at 2 or 3 o’clock. It’s hard to make it on time.
Abi: And that’s what happened last week?

Aziz: Yeah.

Abi: And that’s for the bipolar?

Aziz: Yeah. Do you have any recommendations for good therapists? I was with this doctor for like 10 minutes and he charged me $50, which I think is unethical.

Abi: Yeah, the problem with psychiatrists is that they don’t really make the time to counsel you. It’s more prescribing. So I would recommend seeing a psychologist in addition, if you are looking to receive counseling services.

Aziz: Okay. I see. So do you recommend anyone?

Abi: Well, I can refer you to one who probably wouldn’t be the best to see you. But, she may know of someone.

Aziz: Okay, thank you.

Abi: Okay, so did you do the list of things you enjoy and dislike?

Aziz: Well, I have a problem. When you say, “things that you enjoy”…I find it difficult to find things that I enjoy.

Abi: Well, I can help you. It looks like you have a few.

Aziz: Reading internet articles, going to coffee shops, watching T.V.

Abi: Are there any particular programs you enjoy most?

Aziz: “The Practice” and “E.R”

Abi: Well, a really good way to figure out what you enjoy is throughout the week pay attention to what you are doing. For example another client was into the idea of making jewelry and had all the supplies but hadn’t touched anything in over a year. So something like that wouldn’t be good to use, because she isn’t doing it now. Pick things that you are already doing, not just what you think you like. How are you spending you time? What are you doing when you should be doing something else?

Aziz: For example, I have to write a essay for law school---it’s called UDC and I have a decent chance of getting in. But I have been putting it off for awhile so that’s one of the tasks I have to accomplish.

Abi: Okay, so that is something that needs to be done for next week? Let’s make a note of that.

Aziz: Yeah.

Abi: So let’s go back to those long term goals. Looks like you did those…

Aziz: I made an appointment with the eye doctor.

Abi: And keeping a sleep schedule.

Aziz: Yeah, that’s really important. I have to stick to an exact time. Would we say 1 o’clock?

Abi: Would that be reasonable?
Aziz: Yeah.

Abi: Okay, back to the money example…your overall goal is to save $200. Let’s say your goal toward that for just next week is to only buy 1 pack of cigarettes when you normally buy 4. Something like that.

Aziz: Or eating out less?

Abi: Yeah, something along those lines.

Aziz: Where do I put that?

Abi: Right here. Let’s finalize it and then you can write it down. What do you think is a good budgeting goal between now and next week?

Aziz: Let’s say I’ll buy coffee at the grocery store and I’ll eat some place for $7 or less. I’ll eat twice a day. Breakfast will be at home.

Abi: So how about something like, spend no more than $15-20 a day on food?

Aziz: Yeah, but if I structure that it would be even better. Breakfast at home. Coffee at the grocery store. $10 for meals the whole day.

Abi: Perfect. So your goal would read something like, “follow meal plan each day”. And in order to establish that you saved money…how much are you spending now?

Aziz: Let’s say $25.

Abi: So for every day that you follow this correctly put that extra $5 in a jar somewhere so you can see it accumulating.

Aziz: Okay.

Abi: And we’ll worry about the rewards and consequences at the end. Your second goal might be to go to sleep between 1 and 2 every night. Is that a matter of getting sidetracked or what? Are you in bed?

Aziz: No, I’m not.

Abi: How about maybe setting an alarm for 1 o’clock to get in bed?

Aziz: Yeah, I’ll put that. What about if I fail to achieve these goals?

Abi: That’s where the rewards and consequences come in. We’ll figure those out. And you said something about UDC?

Aziz: UDC---I have to submit my application by Friday.

Abi: Anything else in terms of appointments.

Aziz: Yeah, I have to get my receipt from the doctor so I can get partial insurance.

Abi: Okay, and did we talk about what you are doing in terms of a planner?

Aziz: No, we didn’t. I’m using my computer. I bought a planner and only used it for one day.

Abi: Is that something you’d like to reinstate?
Aziz: Yeah.

Abi: Okay, well why don’t you bring it in and we can try to use it.

Aziz: Copy of my agenda from the computer.

Abi: Maybe we can write things down on paper and you can get in the habit of going home and putting it on the computer.

Aziz: Yeah.

Abi: Okay, so here is where it gets tricky and we may have to play around with different ideas as far as rewards and consequences. Ultimately it comes down to you being accountable. There are some things I can help you with. For example as far as the agenda. I could require you to write something if you don’t come in here with it or something like that.

Aziz: Okay, but here’s an issue I forgot to mention. Sometimes what happens to me—I just don’t want to do anything.

Abi: And that’s why it’s a trick to figure out what does motivate you. I have other people that are getting family and friends involved that can help to encourage them. So maybe there are some people you can get to help motivate you. If you don’t feel like you are at a place yet where you can hold yourself accountable, getting other people into the mix might not be a bad idea.

Aziz: For the coffee, I think I will go to the Giant and buy a four pack. No coffee outside of that.

Abi: That’s a great idea. So let’s say for example if you don’t come with your schedule next time, I’ll make you throw out your pack of cigarettes. Depending on how important your cigarettes are to you, you may learn pretty quickly that you need to accomplish your goals to keep them. Does that get you thinking?

Aziz: Yeah. Not going to Georgetown Library. That should be for something huge. Maybe sleep schedule.

Abi: Do you go every day?

Aziz: Yeah.

Abi: Then that would be good. Say for every day you get to bed on time, you get to go to the library and vice versa.

Aziz: Okay.

Abi: That’s the kind of reward that can also be used as a consequence.

Aziz: Definitely. I need to test my resolve. Also waking up on time. That’s another issue for ADD.

Abi: Let’s just concentrate on getting to bed for now and maybe that will help with the waking up part in itself.

Aziz: Right. Okay.

Abi: Now this one I can help you with. I can check in with you on Friday and if you haven’t done it you can send me an explanation.

Aziz: Okay.

Abi: And how about in terms of a reward for that one?
Aziz: Ummm….

Abi: How about you get to buy yourself coffee at Starbucks?

Aziz: Yeah, and financial times. I love financial times and I haven’t bought it in a long time.

Abi: Well, why don’t we use that somewhere else. Keep the coffee there and use the financial times for the doctors’ receipt goal?

Aziz: Yeah, okay.

Abi: And I thought of another good one. We can say as a consequence you have to add an additional $5 to your jar. And then this one, can you think of anything?

Aziz: Ummm, not using my phone for a day?

Abi: Would it cause any problems?

Aziz: I don’t think so.

Abi: Okay. And are there any T.V. shows you watch on Tuesday?

Aziz: No, I am usually in the library.

Abi: Okay, do you check out books?

Aziz: No, should I check out a book?

Abi: Well, you don’t have to.

Aziz: No, I can just read it in the library. I should.

Abi: Okay, then how about to make your consequence to read a book for 30 minutes instead of an internet article. Do you do any other type of guilty pleasure things? Myspace or facebook?

Aziz: Yeah, I check Facebook. How about reading some of the bulletin boards. I also have this problem. I’ll waste time saving links. It’s a problem that I have. I’ve wasted a huge amount of time.

Abi: Okay, then maybe for next time one of the goals we can talk about it limiting your free time on the net. Maybe something along the lines of setting a timer.

Aziz: Also, I was thinking of buying an electronic planner. Do you think that would help?

Abi: My personal opinion about ADHD and electronic planners is ‘no’. Because people get all excited, plug everything in, and then they never get looked at.

Aziz: Absolutely.

Abi: My favorite planners are the big desk calendars because you can’t close them and put them away. And they show you the whole month, not just that day. You can see everything in perspective. If you have a test here, you can write study for a test here. So if you are considering a new calendar system I would give this a shot. Especially if you’ve never tried it.

Aziz: Okay.
Abi: Okay, and we are almost out of time. But, we are looking good. For this one it would be nice to make the reward something every day. What do you do every day? Do you watch the news or surf the net?

Aziz: Yeah, I surf the net. Writing a page a day for not following? Like a journal.

Abi: Yeah, that would be great. Some self-reflection. And a reward?

Aziz: Submit my writing to a journal?

Abi: Well, that sounds more like a goal. If that is something you want to get done we can make that an objective. What do you make for breakfast?

Aziz: I eat donuts.

Abi: How about this…for the reward you eat your donuts and for a consequence you eat fruit? And we can save the journal writing for something else?

Aziz: And if anything isn’t followed I should note it, right?

Abi: Yes. Okay, let’s look back at your big goals really quickly. Can you think of any big rewards you would like to get? This one you will have $200. You could either save it or use it to buy yourself something.

Aziz: Let me think about this.

Abi: Okay. You want to think about all of them?

Aziz: Yes. Keeping a sleep schedule is the most important.

Abi: Okay, so something very important to you.

Aziz: Going to a movie with a friend would be good.

Abi: Okay.

Aziz: I’m gonna think about how I can be more serious about these things. One of the consequences should be exercising.

Abi: Good. And you know, in the next few weeks you may not be able to accomplish every goal but the overall goal is that by the end of our time together you will develop the skills to implement this once you are out on your own. And a good way to figure this out…let me show you this…this sheet helps to give you some insight. “What did I do that helped me achieve this goal.” “What stopped me from achieving this goal.” If you don’t know right now don’t be too hard on yourself.

Aziz: Okay. Do you have any idea about the social issue with people with ADD?

Abi: Sure. I think in general kids with ADHD get stigmatized and pushed out of social circles because they are hard to get along with. So then it becomes a vicious cycle of them feeling alienated and their self-esteem suffers. Then they aren’t confident enough to go out and try to be social and it can spiral downward.

Aziz: Exactly. Okay, that’s what I thought.

Abi: You are completely “normal” in terms of ADHD. You aren’t alone at all.

Aziz: Is that something we can work on? Self-esteem?
Abi: Yeah, I can give you assignments. I’m having another client work on negative self-talk right now. So if you are doing really well with other things we can always add goals.

Aziz: It’s just sometimes when I am stressed I don’t want to do anything.

Abi: I know. And we’ll do our best to figure it out. And talk to the psychologist. I think that will help with a lot of the self-confidence issues. We can do a little bit of that here, but it isn’t designed to be like counseling.

Aziz: Well, this is much better than going to the doctor. He would be talking about his gambling.

Abi: Well, that’s good. I will email you on Friday.

Aziz: Okay, thank you.

Abi: Thank you. Talk to you soon.

Meeting 4:

Aziz was a no show. He called and he said he couldn’t make it. Said he would send an email but never did.

Meeting 5:

Abi: So how is the sleeping?

Aziz: Sleeping is okay. I kept up with it for about two or three days and then I didn’t do it and then I tried again, ya know? I’m not sticking to it. I’m not consistent. I have a problem with being consistent.

Abi: Well, it sounds like you are…

Aziz: Improving a little bit.

Abi: Yeah. You can’t expect to be perfect the first time out.

Aziz: Yeah. As to the reward, the saving thing…some stuff I didn’t do.

Abi: Alright, well it’s been two weeks now. So let’s look over the goals you had set and talk about how you did with those and what worked and what didn’t, what we can kind of modify and the next step.

Aziz: Um, the coffee thing…

Abi: Well, let’s start with the meal plan. How did you do there?

Aziz: Um, I did okay. I followed that. I now eat just one meal outside.

Abi: Good. And did you put the money aside?

Aziz: Now I have $35.

Abi: That’s awesome. That’s definitely progress.

Aziz: Yeah. I didn’t do the UDC application but I think the problem with that is that I don’t want to go there.

Abi: Yeah, there’s probably a reason you are putting it off. Because that was supposed to be done two Friday’s ago, right?
Aziz: Yeah. Not going to the Library…I didn’t do that even though I didn’t go to sleep on time.

Abi: Okay, so a little bit of an accountability issue there?

Aziz: I think the sleeping issue is partly because I am having mixed state. I don’t know if you know mixed state.

Abi: With your bipolar?

Aziz: Yeah. Like I stay up all the time and I’ve been severely depressed with some anxiety. But I think its situational depression because I keep thinking about law school. I got my second rejection. I kind of expected it, though. It was the University of Baltimore. I have two schools remaining. GW is still holding on to my application so that might be good. Or maybe I shouldn’t be reading too much into it. I wanted to ask about the negative thoughts thing. You said we could work on that and I think I want to use that.

Abi: You mean the exercises to counter those? There are a couple things we could do. One of the exercises I had a client do was post affirmations around her apartment. Whether or not you believe them you can write them and post them around your apartment. The other thing I started having her so now is start a gratitude journal. So every night before you go to bed you can write down something you are grateful for. It can be a person or an event. Like today, I’m grateful it is warm and sunny. It’s to get you to start shifting those negative thoughts from “I’m stupid. I’m not going to get into law school” to “I’m smart and capable and can get into law school.”

Aziz: How will that impact my ADD?

Abi: Well, it’s not going to directly impact your ADHD symptoms or behaviors like attention and hyperactivity but because it is highly correlated with depression it will ease those symptoms and maybe help to increase self-esteem.

Aziz: Okay, I see. I was thinking this week about one time when I filed a grievance against a professor. I got though the whole process and then the hearing was to be at 4 o’clock and I kept thinking it was 4:15. I don’t know why I didn’t read it. And they left. I keep remembering that. It was horrible.

Abi: And you just keep replaying it in your head?

Aziz: Yeah, do you know what I can do to make sure that type of thing never reoccurs?

Abi: Well, it’s tough. I originally started with eight people here and I had one who never even came to the first session because she didn’t read the packet that I sent you. So her lack of attention led her to not even start with this. So the first important thing is to put things in perspective. Yeah, you didn’t make the hearing but you went really far with it. A lot of people would have quit after step one or two but you persevered. So the first thing is to not get down on yourself because of that one moment and instead look at all the progress you made and focus on that. That’s one part of it. It’s called cognitive restructuring. But in terms of actually paying attention to things, that is the kind of thing we can set goals for. Say you don’t read your mail, we could have a goal for you to sit down with your mail every day and create a keep and throw away pile. That’s more an ADHD issue. Setting goals to help you pay attention. Or in terms of email, reading those carefully.

Aziz: Yeah, I read your email yesterday but what exactly did you want me to send?

Abi: Well, two things. The first was because we agreed that if you missed a meeting you would supply a written explanation. The other part was because we had missed a meeting, I was just wanting to know how you were doing on your goals and stuff.

Aziz: Okay. You also said something about if I write things and remembering them?
Abi: What was that?

Aziz: If it’s written does it help?

Abi: I don’t know. Does it?

Aziz: It does but is it counterproductive?

Abi: Well, it depends on the person. For some people it helps them store it into their long terms memory. Other people just write mindlessly and doodle and then lose the paper. It’s different for everyone. That’s why I like the calendar idea because when you use loose-leaf paper and post-its they usually get lost.

Aziz: So for missing appointments, let me tell you what happened in the past.

Abi: Sure.

Aziz: The fact that I’m not paying you makes me feel less guilty. I missed a lot of appointments in the past and I had to pay them. It always comes to a sleeping issue. I checked with ADD yesterday and it said that a major issue with ADD is chronic sleep problems, so…

Abi: Sure.

Aziz: It’s almost a handicap that keeps you from accomplishing things.

Abi: Well, it can be a hindrance I have another client who is really high on the hyperactive end of it and is in sales and says his ADHD is almost a benefit. Because of the career path he has chosen he needs to be high energy and talkative and he is. He calls himself a professional bullshitter. So you can use it to your advantage. Most people with ADHD are pretty creative and intelligent. It’s all part of the package.

Aziz: But people think it’s the opposite. They think that they are stupid. And I read an article that says that the fact that people with ADHD are late invites moral judgment about their work ethics and people judge them.

Abi: Well, I could also send you a ton of articles that says how people with ADHD are very smart and...the reason behind this is to figure out how we can help you use your ADHD to succeed. We know they are smart but in our standard school system they don’t succeed so instead of us trying to force you to change as professionals we need to figure out how to help you. And it sounds like you are making progress. It’s like trying to quit smoking. If you quit for two weeks and then slip and have a cigarette, you just jump back on the horse. It takes several attempts.

Aziz: Yeah. And I want to be very honest with you so sometimes I’ll disappoint you. I don’t want to lie and say I did things I didn’t.

Abi: And actually I thought of something about missing appointments. Ethically, I can’t take money from you but we could set something up, since the letter writing isn’t really working, that every time you miss a meeting you bring me $10 or $20 and then at the end we can give it away to a charity or something.

Aziz: Yeah, let’s say $20. What about giving it back to me in the end?

Abi: Well, that wouldn’t really help because you would know you are getting it back.

Aziz: Okay. Yeah.

Abi: And we only have three more meetings.
Aziz: Yeah, let’s say $20.

Abi: Let’s go ahead and make that our first objective for next week—“come to the meeting with Abi.” And your consequence will be to pay me $20. Hopefully we won’t have to use it but if we do you can choose where it is going at the end.

Aziz: For surfing online, that seems to be a big problem.

Abi: Yeah, we mentioned that last time. And I think we talked about maybe setting a timer of some kind for yourself and when it goes off you stop. Why don’t we make that our second objective.

Aziz: 3 hours a day?

Abi: Is that appropriate?

Aziz: Yeah, because I spend more than three hours. And I can spend the other time to write because I want to improve my writing.

Abi: Okay, so in the steps you’ll need to locate some sort of timer. Maybe on the internet. And do you want to keep that one the same?

Aziz: Okay, meal plan. What about the $5?

Abi: Yeah, let’s keep going with that. And this one you want to keep? But what can we change to make you accountable? So you just want to try it again?

Aziz: Let’s try it again. Actually, let’s change to my allergy medications. I just went to the allergist and he prescribed medication. That would be better.

Abi: But you don’t want to keep your sleeping objective?

Aziz: Yeah, but it seems like it’s hard. I don’t know.

Abi: Well, maybe we can revisit that next week if you want. If you think it’s out of your hands.

Aziz: Yeah, let’s revisit that one.

Abi: But the real trick is going to be to figure out how to get you to be accountable with these and really follow through with your rewards and consequences. What would you put for that one?

Aziz: Not using the car on the weekend. But here is the problem. This requires a daily commitment, so if I miss one day…let’s say I have to take it four times a week.

Abi: Okay, so maybe by this weekend you have to take it three times in order to use the car. But let me stop you really quick. If you haven’t taken it three times by this weekend, will you really not use the car?

Aziz: Yeah, I won’t. What is the reward?

Abi: Well, is there somewhere you’d like to go this weekend?

Aziz: Yeah, go walk in Georgetown Harbor.

Abi: You should go see the Cherry Blossoms. They are only out for another week or so.

Aziz: Oh, yeah.
Abi: Okay, let’s see…
Aziz: Well, we need to have reasonable expectations…
Abi: Because we want you to actually do them.
Aziz: Right.
Abi: Okay, how did you do here?
Aziz: I didn’t do that.
Abi: Okay, does it still have to be done. Do you want to carry it over?
Aziz: Yeah.
Abi: And can you complete your consequence when you go home?
Aziz: Yeah.
Abi: And do you want to keep the financial times?
Aziz: Yeah.
Abi: It seems like money is a pretty good motivator for you.
Aziz: Yeah. I also heard that fine motor skills are an issue for ADD. Like, my handwriting.
Abi: Hmmm…well, that’s not one of the big ones but I’m sure it’s possible. So you also didn’t bring the copy of your agenda. Do you think that that is realistic?
Aziz: Yeah, it’s realistic but I think I have to check this before coming to meet with you so I’ll put that down.
Abi: Yeah, when I call to check in that should be a cue to open up and take a look at your goals. It’s not just to take home and stick on a shelf somewhere. If you want we can make a copy so you can post your goals somewhere.
Aziz: I’m going to transfer them into my Google calendar.
Abi: Okay, let’s write that here. Do you want to try the desk calendar?
Aziz: Yeah.
Abi: It sounds like your main issues with getting things done are holding yourself accountable and actually looking at your objectives because it sounds like some of the stuff you just forgot.
Aziz: Yeah. And what about the reward for this? Let’s say having $20 to pay off credit card.
Abi: Okay. And this would be me and you to hold you accountable. And for the internet would you want to say something like if the timer goes off and you don’t stop, then the next day you decrease your internet time by 1 hour?
Aziz: Okay.
Abi: And the donut for breakfast versus fruit for breakfast?
Aziz: It didn’t work.

Abi: Okay. And here you are good. And reading a book in the library. You like that one?

Aziz: Yeah, I like that. So are we done?

Abi: Yeah, do you have any other questions?

Aziz: No, that’s it.

Abi: Okay, great. Just really concentrate on referring back to your goals this week. Maybe even every time your timer goes off for the internet, look at your book. Did you try setting the timer for bed?

Aziz: No. I left my alarm in the car.

Abi: Okay, well you should really try that.

Aziz: Yeah, I can do that. Okay, so that’s it?

Abi: Yep. See you next time.

Aziz: Okay, thank you.

**Meeting 6:**

Aziz was a no show.

**Meeting 7:**

Abi: Okay, so tell me how your week went.

Aziz: Okay, so I didn't take my medication for awhile because I need to get it refilled and I got rejections from two other law schools. So I was extremely depressed and I couldn't do anything. That's why I told you I was going to send you an email, but I couldn't even send it.

Abi: Okay. Well, I am sorry to hear that. How are you doing now?

Aziz: Okay. I don't know. I feel like I'm wasting my time, trying to have these unobtainable goals. It's tough for me to handle now.

Abi: Yeah, I can understand. But you're not going to give up?

Aziz: No, I'm not going to give up.

Abi: Good!

Aziz: The only thing I've done...I didn't do this. Didn't do this. I did like three times only, was this one. And this was, what $20 for this one?

Abi: Right, okay. We didn't have a sleep goal because you said the medication was screwing you up too bad, but we did have the goal that you would come to our meeting, which you didn't do, so you should be giving up $20 to charity.

Aziz: Yeah, I brought it with me.
Abi: Okay, good. And then this one…

Aziz: Wasteful time.

Abi: So you didn’t monitor that?

Aziz: No, I didn’t. I was like, out of it, totally.

Abi: Okay. And then you meal plan. Are you doing okay?

Aziz: Yeah, I was following it at time, but I was also not eating that much.

Abi: In an unhealthy way?

Aziz: Yeah, and my doctor’s receipt, I got that. Allergy medication, I did not. I wasn’t in the mood. This was like a really hard time to cope, because it was a major life loss. So what I learned from this is that if my mood is depressed, it hinders my ability to meet my goals.

Abi: It just clouds over everything.

Aziz: Yeah. So the lesson to be learned is to make sure I have my medication all the time and cope with these other things.

Abi: Okay, good. So this is our second to last meeting. Let’s figure out what you want to get accomplished in this next week, but more importantly what, overall, can you take from this experience and use moving forward.

Aziz: Okay. By the way, for eating and not eating certain foods, it’s just not working. I know it sounds like I am just not heeding your advice, but…

Abi: No. I understand that depression is a powerful thing. It’s hard to even tell if this system is good for you because it is being overshadowed right now.

Aziz: Yeah. And this mood state is not new to me. It’s happened in the past…

Abi: So you need to learn to do things in spite of it?

Aziz: Yeah, exactly. Those with Bipolar II tend to spend their life kind of depressed.

Abi: Possibly. But maybe also you haven’t stumbled upon the right medication cocktail for you yet. There are cases where people feel close to symptom free when it is being managed correctly.

Aziz: True. So I guess the issue that I am facing is how to overcome these gloomy thoughts so that I can accomplish things.

Abi: Right. And the tough part about that is it starts to turn toward counseling…

Aziz: Right.

Abi: But, what we can do is make your goals related to things more like that. I think I told you about the post-it exercise. So that would help focus on improving your mood. Or…

Aziz: Yeah, I think we need to change course. Let’s try the positive thoughts.

Abi: Okay, so let’s open your workbook to this week.
Aziz: How were your other clients compared to me in terms of attendance?

Abi: Well, usually people are very consistent or don’t come at all, so I guess that would put you somewhere in the middle. You have been almost every other week.

Aziz: Okay. This has really helped me understand my motivation levels and self-discipline.

Abi: Good. This is about giving you the tools and understanding what works. And figuring out what doesn’t work is almost as important as what does.

Aziz: True. True. I agree with you.

Abi: Okay, good. So maybe let’s make your first objective to…

Aziz: Yeah, to complete the application to graduate school. And I know what school. It is GW.

Abi: Oh, okay. You have to complete an application still?

Aziz: Yeah. I just have to do a statement.

Abi: Not for a law school, though? Another school?

Aziz: Yeah, like a back-up plan.

Abi: Oh, okay.

Aziz: Yeah, did I show you the letter from my doctor?

Abi: Yes.

Aziz: Yeah, I don’t know. I think it discourages them because it portrays me as someone who has emotional issues and that would be a challenge for them.

Abi: Yeah, I don’t know how sympathetic that field is to those kinds of things.

Aziz: Yeah, or any field.

Abi: Well, unless you were going into mental health. They should be a little more sympathetic.

Aziz: Yeah, so that is the most important objective.

Abi: Okay, so then let’s do something with the positive thoughts. Two things. Either having a journal that you write maybe five things you were grateful for that day, or…

Aziz: Okay, so should I...

Abi: Well, wait. I am going to give you two options. The other one is taking a bunch of post-its and writing affirmation like, “I am smart,” “I am creative,” and then posting them around your apartment.

Aziz: Yeah, I think the one at the computer. That would be more helpful.

Abi: Oh, okay. Writing what you are grateful for on the computer?

Aziz: Yeah, but what should I name the document?

Abi: Um…how about gratitude journal.
Aziz: Okay, every day?

Abi: I would say every day. At least three things. That shouldn’t take you more than five minutes. I don’t want to get too aggressive with the goals.

Aziz: Yeah, exactly. This I think I should send you to make sure that I do it.

Abi: Okay, then let’s do that.

Aziz: I’ll email them every two days. And what else?

Abi: I don’t know. Like I said I don’t want to do too many because you have been having a hard time keeping up with even one or two.

Aziz: True.

Abi: I think if you really focus on this second one, it will be good to just get your head in a place that in the future you can begin to get more aggressive with your goals. That is the foundation. Until you are in a good place it’s going to cloud everything else, like we were saying. It’s going to be impossible to focus on goals when you r mood isn’t there. So let’s focus on getting you to a place where you are focusing on the good things in your life and not ruminating over the bad things.

Aziz: Yeah, exactly.

Abi: I will be very happy if you complete this one goal.

Aziz: Yeah, exactly.

Abi: So let’s just do one more small goal and that is to show up at the meeting next week.

Aziz: Yeah, good. Next week is the last week, right? I am going to write two paragraphs about what happened during these weeks.

Abi: Okay, if you want to. But, we will talk about it too. I am going to have you fill out a questionnaire about what you thought about the process. You can write in there any comments.

Aziz: Yeah, and I will be frank and candid.

Abi: Sure, of course. If you see anything you would like to change about this process….this is all so we can make it the best it can possibly be.

Aziz: Okay, and the rewards…

Abi: Which ones are you actually finding to be motivating?

Aziz: Um, if you could do a brief assessment of me and my ADD. That would help me.

Abi: Okay, so as a reward I would type up something for you to have. That’s a good one. And maybe if you don’t show up you would write me something.

Aziz: Okay.

Abi: Um, and how about for the journal…I will give you your $20 back if you’ve done it every day like we said.

Aziz: Okay. And then if I don’t, I should add $20? Why don’t we say $15?
Abi: Because $20 will get you to do it more.

Aziz: Okay. And what about this? If I don’t complete my application I’m basically reducing my chances of staying in the U.S.

Abi: Okay, well that’s probably a big enough consequence.

Aziz: Yeah, definitely.

Abi: And then next week we’ll talk about what you can take from this and use on your own, and what you thought about everything. I’ll have you fill out a couple of things.

Aziz: Okay.

Abi: And we can decide what charity you want to give to next week.

Aziz: Okay, you can decide.

Abi: Well, we can decide next week if you want.

Aziz: Okay. So is that it?

Abi: Yes. Like I said if you complete these goals I think it would be a great progress.

Aziz: Okay, so that’s it? I am sorry. I am just, like, out of it.

Abi: That’s okay. Yes, that is it. I am comfortable there.

Aziz: Okay. See you next week.

Abi: Okay, see you then.

**Meeting 8:**

Abi: Okay, so let’s talk about how you did this week with your objectives and meeting your overall long term goals, and then we’ll go over your final evaluation.

Aziz: Okay.

Abi: So how about your applications? Did you get those done?

Aziz: No. I just ignored it. I’m not going to apply to any other school.

Abi: Okay. Did you decide to change your plans?

Aziz: Yeah, I’m just waiting for this response from Howard Law School. But, I don’t think they are going to give me a positive response. I’m just having a hard time making up my decision, ya know? With the recent events combined with my issue, I’m sure most schools aren’t interested in taking someone who is mentally ill. You know what I mean?

Abi: Yeah.

Aziz: So I’m being pessimistic. I don’t know.

Abi: Okay, well that’s understandable. Not to get too far off into that area, but are you still seeing your
psychiatrist?

Aziz: Yeah, I am seeing him like, once a month. But I think it’s a waste of time and money.

Abi: Are you looking into any other counseling situation? I’m sure this is a tough time for you. Just make sure you are getting the support you need.

Aziz: Yeah, I know. I mean I’m not going crazy or anything, but…

Abi: Well, yeah. But, it’s never fun to feel rejected.

Aziz: Yeah, and I feel like what happened… just had a big impact on me. I don’t know how they are going to look at it now. I mean, do you think so?

Abi: Are you referring to sending a letter to explain your illness?

Aziz: Yeah.

Abi: Yeah. I think it’s sad to say, but it may have an impact. It shouldn’t, but the reality is that a lot of people are on heightened alert right now. It’s unfortunate.

Aziz: Yeah. I mean, I gave it my best shot and there was nothing I could do. I’m not going to blame myself or blame anybody else.

Abi: And getting into law school is a tough thing! I mean, I think you are few and far between if you can land something like that on the first shot.

Aziz: Yeah, and I think I thought they would be more receptive and understanding about mental illness. But anyway, life goes on. So what else?

Abi: Well, the gratitude journal you did send me. So thank you. Did you really try to think about those things?

Aziz: I tried. But I’m not going to lie. It’s hard to say something and then be like, okay that’s how it is going to be.

Abi: True.

Aziz: But, I tried. It’s just hard when things are not going in the right direction.

Abi: Did you try doing it every day?

Aziz: Uh…no. It was just today.

Abi: Okay, so how do you feel about meeting your reward? What do you think you earned back? Do you think maybe I should give half of it to charity and give half back to you?

Aziz: Yeah, I guess that would be fair.

Abi: Okay, let’s do that.

Aziz: Yeah, half is probably more than I deserve.

Abi: Well, that’s okay. I think you did. So do you want me to decide the charity?

Aziz: Yeah, you decide.
Abi: Okay. And, you sent that today, so overall I would say this is probably your best week as far as meeting your goals!

Aziz: Yeah, that’s true.

Abi: So that’s a good way to look at things. And I will write something up for you.

Aziz: Yes, please do. And would you comment in terms of what you got from my personality? Like, in terms of eye contact or do I feel like I am under a lot of emotional stress?

Abi: So social skills or emotional duress?

Aziz: Yeah, like do you feel I raise any disturbing signs?

Abi: Okay.

Aziz: You know there are a lot of things in the media, that could be applicable to anyone. You know, he’s a loner.

Abi: Yeah, when things like this happen there are a million different…

Aziz: Yeah, exactly. Like, after 9/11.

Abi: Well, if anything good comes out of it…when someone raises a red flag…I hope that people will be more empathetic to mental illness and understanding. When they were calling him a “psycho” that really upset me. It’s a person who is ill. If somebody has cancer you don’t label them crazy.

Aziz: Yeah, but do you mean we should absolve him of responsibility?

Abi: No, but I think that we need to understand that this was a person who needed help and didn’t get the help that he needed. That’s what can happen if we ignore these things. I don’t think it’s an excuse but it is an explanation. We have kind of a barbaric, caveman mentality about being “psycho”.

Aziz: Did you see that the National Association of Mental Illness said that he doesn’t have a mental illness?

Abi: Well, I don’t know how they can say that.

Aziz: Well, they said you can’t diagnose him because he calculated his actions and he was very relaxed.

Abi: Sociopaths are. Like, Scott Peterson who murdered his pregnant wife. That was very calculated and he was a very sociable and perceivably normal guy.

Aziz: They say his wicked but it’s not like he has a mental illness.

Abi: Well, that’s a whole other debate. I don’t really believe in evil. I think anyone who can commit such a violent crime is mentally ill. There are different degrees to mental illness, though. There is a person with a low grade mental illness who can successfully function in normal life, and then there are people with extreme personality disorders—psychosis. But just calling them “psychos” is…

Aziz: Yeah, it has a different connotation.

Abi: But, that doesn’t make them evil. Their brains are connected wrong somewhere and then different stressors can compound that. If a mentally ill person is bullied it will affect him.

Aziz: Yeah, but everyone gets bullied. It’s not like only this guy got bullied.
Abi: True. But when you are mentally ill and you are bullied….

Aziz: Yeah, it can explode. But, anyway…

Abi: Yep, anyway! So as far as your weekly objectives I think there was some problems there, definitely.

Aziz: Yeah, and one of the suggestions I was thinking was that if the coaching could take into account the emotional status of the person? Like, a tactic to take into account when a person is depressed.

Abi: Yeah, that’s a good idea. I think the best case scenario with someone like that is that you would be receiving ongoing counseling as well. The thing we want to be wary with in coaching is for it to not turn into counseling.

Aziz: True. True.

Abi: Although depression is highly correlated, so that’s a good point. It’s a really hard thing to find someone who just has ADHD and no other comorbid disorders.

Aziz: And like you said it is hard to differentiate which condition is present.

Abi: Okay. But do you feel like you got some benefit from this?

Aziz: Sure, Yes. The fact that I have been held accountable. That helped to some extent. As I said before, it’s hard for me to gage the coaching session because I think my emotional status has overshadowed things. But, it seems to be very helpful.

Abi: But, you say for you the setting rewards part was a little difficult. Do you feel that they…

Aziz: I didn’t feel that these rewards would get me anywhere. I wasn’t motivated by them.

Abi: And you weren’t necessarily able to hold yourself accountable to those?

Aziz: Right.

Abi: So it seems that you are able to recognize that because you were being affected by other things, you didn’t really take full advantage of the coaching?

Aziz: Yeah, that will also help me in the future. I need to address how things are affecting me, you know, probably earlier.

Abi: Right, because until you peel off that layer and get to a place where you feel okay enough it is going to cloud over everything else.

Aziz: Yes. And that’s pretty significant for me to recognize. That was a big benefit that I got from this. I understand that is impeding my progress.

Abi: Okay, good. And if this was something that you had to pay for or had a co-pay with insurance or something, is that something you would want to do?

Aziz: I definitely would be interested in that. But, as I said I want to feel how to motivate myself. I guess one thing that was lacking here was that we said there were rewards but I wasn’t able to hold myself accountable. So I guess I would make it more intense and sort of incorporate the counseling with coaching. I think the two cannot be separated.

Abi: Okay. And you say here that you think it helped you even more than some other methods that you’ve
Aziz: Yeah, I mean the counseling it was just like they talked to you. It was just like you were chatting with a friend. It wasn’t worth it.

Abi: Right. You didn’t feel like you were learning any skills that would take you toward the future.

Aziz: Yeah, and sometimes it’s even harmful. For example, this doctor she said that usually middle eastern men have no respect for women and she was surprised that I had any respect for women. I was like…

Abi: Really?...wow. That’s quite an unprofessional statement!

Aziz: Yeah. And then she was like, “what if you go psychotic and start killing people?”

Abi: What?! And this was a licensed psychologist?

Aziz: Yeah, she was psychiatric. I mean she’s obviously…

Abi: Sounds like she has some of her own issues to work out…

Aziz: Yeah, exactly. Actually it hurt me a lot. I felt really disrespected.

Abi: Yeah, I am sure. That is supposed to be someone you can trust.

Aziz: Exactly. And really there was nothing I could do. I talked to this guy and he said to complain to the Attorney General. I mean she was nice…she just didn’t pay that much attention to what she said. Oh, and the last thing…I refused to meet with her three times a week and she said, “I know because I’m a woman you don’t want to meet with me three times a week.” I’m like, where did this come from? I don’t want to meet with you three times a week because it is like a thousand dollars! I don’t know. Some of them have issues.

Abi: Yes, that’s true. Did you feel comfortable in our relationship?

Aziz: Oh, yes. You didn’t seem to have any bias against being mentally ill. You were very relaxed and didn’t seem to have any preconceived notions like this lady. You were very cool about everything, which was amazing. People act weird sometimes, which I guess is understandable but that was like, very professional.

Abi: Good, I’m glad. And is there anything that I haven’t ask that you wanted to share?

Aziz: No, I think that’s all of it.

Abi: Good, well I hope that you are able to take some of this and apply it other places.

Aziz: Incorporate it into my life. Yeah, definitely.

Abi: Even if it’s, like you said, at the beginning just the small pieces.

Aziz: Yeah, definitely. Now I’m seeing if even if I didn’t meet all the goals and expectation I can see this an example and I can try to avoid certain things. And even if I can’t avoid it I can see what is causing me trouble.

Abi: Yep. Like, I think we said last time, sometimes learning what doesn’t work can be just as valuable as learning what does work.

Aziz: Yes, exactly. And the calendar thing, by the way, I’m just not consistent yet.
Abi: Sure, but everything is progress.

Aziz: True.

Abi: Give yourself credit for the small things. If you do it for five days and then don’t do it for one, that is not a failure. It’s like someone who is trying to quit smoking, like I said before, if you don’t smoke for three weeks and then slip up and have one cigarette, you’re not starting back from square one.

Aziz: True. And I think one thing I learned from you is if I just cut down on these negative thoughts, it will help. And also, you didn’t enforce these negative thoughts. Again, in counseling, and I’m not trying to just cut down on this lady but she’d say things like, “you never listen to me.”

Abi: Right, and for someone who is insecure about that, that statement isn’t going to help.

Aziz: Right. I felt like she was almost like my mom at the end, which is not helpful at all.

Abi: Right. So anything else?

Aziz: No, that’s it.

Abi: Well, thank you so much for your participation.

Aziz: Oh, thank you for everything, and for your understanding.

Abi: You are so welcome. Good luck to you.

Aziz: Thanks! Bye!

SUSAN

Meeting 1:

Abi: So basically today we are just going to go through the paperwork and I’ll ask you questions to get a little more information and you can ask me any questions you have. And then at the very least I would like to decide what your long term goals for the duration of coaching will be. We’ll try to come up with two or three because that seems to be the most manageable number. Then, the rest of our sessions will be developing smaller goals to work toward those bigger goals. In addition, we will develop a system of rewards and consequences for whether you meet or do not meet those goals. That’s the general outline.

Susan: Okay.

Abi: So you are a student at Northern Virginia Community College?

Susan: At NVCC now. I graduated from George Mason back in 1996.

Abi: Oh, okay. In psychology?

Susan: Yep.

Abi: And you are pursuing nursing now?

Susan: Yep.

Abi: How far along are you in that program?

Susan: I graduate in May. So I’m getting close.
Abi: Okay. And do you enjoy it?

Susan: I love it. It’s my thing.

Abi: Good. And you went to Fairfax High School but you weren’t diagnosed until after your first semester of college in 1992. Right?

Susan: Right. It was a family history and kind of a recall of everything that had led up to it. And we wish we had caught it sooner. It probably would have made a difference.

Abi: Sure. And was that from a court ordered psychologist?

Susan: No. Part of being a spaz in high school, I did a lot of things that I’m not really proud of now and there was a court order to see a psychologist.

Abi: And at that time they didn’t diagnose anything?

Susan: No.

Abi: And since you were diagnosed you haven’t received any counseling or coaching. What about medication?

Susan: Just Dexedrin. I’ve tried at various times everything else, including the ones for depression, which didn’t do a thing. Like, Wellbutrin. They didn’t seem to work very well. This seems to work the best, and consistently.

Abi: And you mentioned in your email you think your meds are kind of tapering off in their effectiveness?

Susan: Yeah. And I’m really hesitant to keep upping the dosage. Especially with Dexedrine, because of the other effects that it has---high blood pressure and pulse---so I’m trying to keep it as low as possible. So it’s getting to the point where it’s not really effective. I can tell when I am not taking it, but I can’t really see improvement when I do.

Abi: It’s kind of just keeping you at baseline?

Susan: Yeah.

Abi: Okay. And I think you said that you can get paperwork on your diagnosis but it will just take awhile?

Susan: Yeah. I requested the medical records. It was a neurologist. So I’m certain I can get it, I just don’t know when.

Abi: Okay. That’s no problem. So under the aspects that you are having the most difficult time with you say getting yourself to sit and study…

Susan: It’s getting tougher and tougher to just get through the reading material. To be able to just sit and read a chapter is almost impossible sometimes. And it’s also an issue when it comes to learning and doing well on tests.

Abi: Do you know if your ADHD is predominantly inattentive, hyperactive, or combined?

Susan: They gave it the label ADHD. But, I don’t know. I’m not hyper in the sense that I have to go and run around the building but I’ll sit and…(taps her pen). It’s very hard to just sit and focus. But as far as inattentive, I am that too. I don’t know if that’s what you are looking for.
Abi: Okay, it doesn’t matter. But you definitely have a lot of nervous energy?

Susan: Yeah, I’m a leg shaker and I’m constantly moving. It’s very hard to just sit and do nothing. At work if there is nobody there to work with I’m up cleaning something, rearranging something. It’s just very hard to sit and do nothing.

Abi: Well, that can also probably be a very helpful thing!

Susan: Yes, very helpful.

Abi: And then planning for once you are finished with your degree?

Susan: Yeah. I have no idea what’s going to happen once I finish.

Abi: Okay. So that sounds like a good place to start in terms of a goal.

Susan: Yeah.

Abi: And you listed, as other problems: impulse control, study time, procrastination, study skills, social situations…

Susan: Yeah, I put that because I don’t know if I have social anxiety but I’m constantly thinking, “Am I talking to much? Am I saying the right thing?” So I have a lot of social fear. And then I say nothing because I don’t want to annoy anybody. And that is something that I used to do a lot.

Abi: Do you feel that’s a social issue or maybe more a self-esteem issue perhaps?

Susan: I think it’s definitely self-esteem but certainly related to the ADHD.

Abi: And maybe just not getting diagnosed early and thinking, “there is something wrong with me?”

Susan: Yeah.

Abi: That’s completely normal. Okay, and finances and organizing. Okay, and you aren’t diagnosed LD?

Susan: No.

Abi: You were gifted, which is also pretty common. Typically, people with ADHD are also highly intelligent. No other psychiatric disorders?

Susan: Nope.

Abi: Okay, and under strengths you have “works consistently, accuracy…” Would you say that you are a little bit perfectionistic?

Susan: Yes, and to the point that if I don’t think someone is going to do it right, I do it myself. And I don’t give people credit when they deserve it. It has to be right. It has to be correct. I don’t want any errors. We have error reporting at work. You’ll get marked off if you do things wrong. My goal is none. It’s important, especially in nursing.

Abi: And can that impede your ability to get things done on time? Because you don’t want to turn something in if it’s not perfect?

Susan: I kind of think, no, because I’ll get it done by the deadline if I have a deadline. I’ll manage to pull through. It may not be up to the standard that I would like but it’s still good work.
Abi: Okay. Does it end up stressing you out a little bit?

Susan: Oh, yeah. I get panicked deadline time but I do that over and over again. That’s what I do.

Abi: Okay…same pattern. “Customer service, catching others’ mistakes, retaining info and testing.” So it sounds like an issue with organizing in planning and in terms of studying, not waiting until the last minute but when you are actually in a task….

Susan: I do great. I test great. And if I can get it in my head I’ll retain it. If I can actually read it and focus on my reading, I don’t have to reread it and reread it. So that’s one of my strengths. That’s why I listed it there.

Abi: Yeah. Great. Alright, now on the symptom checklist…you say that in general you are careless but when studying academics you aren’t?

Susan: With this degree—with nursing—I’ve been able to do really thing well as far as making sure I do everything right and correctly.

Abi: Because you find it’s something that holds your interest?

Susan: Yeah, I am interested in it. If I wasn’t interested it would be a waste of time. And there have been a few classes that have been like that.

Abi: What types of classes?

Susan: There is a community health nursing class. It was about working in community clinics. It wasn’t the health aspect or the science aspect, it was just…

Abi: The environment?

Susan: Yeah. And a management class where it was stuff that I already knew and it wasn’t a benefit. It was really hard to sit and do the work. Down to the wire kind of thing.

Abi: Okay. How about the way the information is presented to you? Does that effect…?

Susan: It does. And it depends on how someone is speaking it. You can have two different lectures and one I’ll get it and one I won’t. And online courses I don’t do well with because I don’t do them. I won’t be like, “okay, now I’m gonna set aside time for my online work.” It just doesn’t happen.

Abi: Is that because you are maybe working from home and there are lots of distractions?

Susan: Yeah, and I’ll put it off and say “next week I can do it.” And I put it off and put it off.

Abi: So if the class is scheduled and you have to be there at a certain time…

Susan: And you have to answer to somebody.

Abi: Okay. And you have palpitations and increased heart rate in general but not when thinking about academics?

Susan: Yeah. I don’t think that’s necessarily from being anxious about it. I think that’s from the medication. In general my pulse is kind of high but not in relation to school. I get really wound up.

Abi: Are you doing anything right now to help you release your energy?

Susan: Not that I can think of.
Abi: And difficulty sleeping. Do you think that is the medication or something else?

Susan: When I’m taking medication and it’s working well, I sleep great. But as it gets less effective I’m up more at night. I can’t get to sleep. I think it’s an energy thing too.

Abi: So that’s probably the ADHD.

Susan: Yeah.

Abi: Okay. Can you give me an example of how you act impulsively?

Susan: Um, in general probably driving. When I was younger it was an issue with...shoplifting was a thing I did a lot which was cool—it was just cool to do it. I never thought about what would come after that. Buying things. If I see something I want I buy it without thinking, “Gee, am I going to have enough money next week if I buy that?” Those would be the main things.

Abi: And anything as far as academics?

Susan: I can’t think of a specific example for academics, actually.

Abi: Okay. You listed “fails to finish tasks” but you did say you will get something done by a deadline?

Susan: Yeah. Papers is one thing I have trouble with unless I can hand it in late. But now it’s all tests and all I have to do is show up. There is always more I would have liked to do before the test but in general for “not finish tasks” I’ll start hobbies and then not touch it.

Abi: What kinds of hobbies?

Susan: I took a jewelry making class. I bought all these supplies and had a complete workshop at home and I haven’t touched it in two years. I think about it, acquire the stuff to make it, and then don’t actually do anything about it. And that really goes for any new thing. I’ll get really into it and then it never gets done.

Abi: Okay, so you are good at the planning and then never really get off the ground?

Susan: Yeah.

Abi: How about when you do start something. Once you get the ball rolling do you have trouble completing it or is it just the starting that is the issue?

Susan: Sometimes I think the hardest part about something is beginning it. Getting past the point of thinking about it, talking about it, and buying all the supplies I need and actually doing something. Um...what was your question? I kind of lost track.

Abi: It’s okay…I was saying that when you do start a task, do you have trouble completing it? Take a paper for example. Once you pick up that pen or sit down at the computer and write the first paragraph, do you have an easier time following through?

Susan: Definitely. Once I’m in the act of writing it, it is a lot easier. But I’ll wait and do it…’ll have every intention of doing it. It just doesn’t get done.

Abi: Okay. And you mentioned high energy but you also checked that you feel sluggish and have low energy?

Susan: Yeah, sometimes I just feel exhausted. And I don’t know if that’s more as the medication wears off. And I’ve definitely been accused of being lazy.
Abi: Because if something doesn’t interest you…

Susan: I’m not going to do it!

Abi: Alright. And now on to the coaching topics survey. It looks like more of you priorities are not in the academic realm, as I think you had mentioned. It’s more everything else in life.

Susan: Yeah, everything else is a mess.

Abi: Which is completely fine because we can work on anything that ADHD touches which, as you probably realize, can be pretty much everything.

Susan:Yep.

Abi: So there is kind of a healthy living aspect, it looks like…exercising, eating healthfully.

Susan: And it’s the same with eating healthfully. I’ll have the best diet planned out and then it’s, “oh look—chipotle.”

Abi: Yeah. And then socially—keeping friends. What kinds of things do you think keep you from keeping friends?

Susan: Motivation and being able to kind of push it. Like, if you lose track of someone for awhile, making that call and saying “hey, do you want to go do something?” I don’t want to annoy them. And I don’t know if they want to do something with me. And I think I over think that and I think I’m wrong, but I still can’t do it.

Abi: Well, it sounds like you are part way there, in realizing that a lot of your thoughts are probably not accurate. So that’s a good first step. And then “getting along in group situations.”

Susan: I hate group work. I hate it. And working at a hospital with a team of nurses I have to be able to do that or I won’t be successful at work.

Abi: So with nursing will you have a pretty close knit group you are working with?

Susan: Well, you have a group that you get to know. And when you get a group of women they tend to eat each other, so that’s an issue. And I need to be able to trust someone else to help me. I need to be able to ask someone for help. Sometimes thinking someone else can’t do it as well as I could I don’t want to let things go and sometimes you have to. Especially in nursing. And people are frustrating and I can’t just walk away from that situation. I have to actually work with these people.

Abi: So it sounds like one thing we could do is assignments to kind of practice these skills.

Susan: Yeah.

Abi: Okay, and you don’t have decreasing negative self-talk as a big priority.

Susan: Because I think I know when I am being negative. And I don’t do it a lot. I just do it with certain things. Like with other people and relationships that’s an issue. Self-esteem that’s an issue. But I don’t think I’m stupid or think that I can’t do anything.

Abi: Okay, so time management. Organizing your personal space. Do you have a particular space at home that needs to be organized?

Susan: My bedroom is a disaster. My records are a disaster. Pretty much if it can fit in a cabinet and...
nobody can see it, that’s where it goes. Since I’ve moved into this house everything has been a wreck. And I don’t like it. I’m not comfortable.

Abi: Is that something you would like to get on the ball about?

Susan: Definitely. I even have paint chips and a new comforter stuffed in my closet.

Abi: Okay, and then long term assignments and managing those. Is that in terms of landing a job?

Susan: Exactly. And then if I want to go back to school.

Abi: For what?

Susan: Just get a master’s in nursing.

Abi: Okay. Do you have mentors or counselors--people at school that help you with all that? Finding a job.

Susan: No. Just because I haven’t really sought it out.

Abi: But it’s available?

Susan: Yeah, it’s available and I doubt it is something I would do. They tend to tell you things that you already know you should do.

Abi: Just generalities? Not like, “this is a good place to apply?”

Susan: Yeah. They don’t give you connections. The connections come great from other students, like in clinicals if you can meet somebody. But the advisors and counselors are pretty broad. They aren’t specific for nursing. So they can tell you how to write a resume, stuff like that.

Abi: Do you have contacts that you have to call and just haven’t yet?

Susan: Yep. We had a job fair today. And I’ve got the internet. That’s the easy part.

Abi: Okay, well that could be something we could get you to do somehow.

Susan: I tend to fall into things. They just sort of happen to me. And I guess I’m waiting for something to happen.

Abi: Okay. And then you have managing stress and anxiety and it sounds like through working on some of this other stuff, that may come down.

Susan: I’m actually surprised that I did that. A couple weeks ago I was really struggling with medication and really stressed out. Overall, I don’t think I’m a very stressed out person. I’m not pressed for time and I’m not a freak out kind of person. So I’m surprised, but I remember doing it.

Abi: Okay. Well, and I would expect that if you do have a disorganized bedroom and the other things you mentioned, that it would be a little stressful. So like I said by adjusting those other things that stress can be reduced even more. And then “establish realistic goals,” which we’ll do. And under other you have “bills/finances,” “interpersonal relationships and being oversensitive,” which we talked about, “binge eating…”

Susan: Like if I get bored and there is nothing to do I’ll eat. I don’t binge anymore. In high school I did and that was a huge issue for me. But just compulsive, there is nothing else to do, I can’t stop thinking about chips until I have chips.
Abi: Have you tried any methods to keep yourself from doing that?

Susan: Nothing other than recognizing the fact that I just want it cause I want it and not that I need it.

Abi: So you are mindful of the fact that you are doing it? It’s not like, “Oh, where did that bag of chips just go?

Susan: No, it’s not like, “Gee, how did I eat that whole thing?!” I know it. And I know I shouldn’t do it. And I feel guilty about it. But if I don’t go and do it I just think about it for the next two hours and I won’t be able to study or concentrate on anything.

Abi: And do you have any sort of exercise regime right now?

Susan: No. I do belong to a gym. My friend and I would go walking every night. I don’t mind it but I’m not motivated enough on my own to go and do it. And I want to. And I have good intentions to. And I have the clothes to wear to the gym. I just don’t go.

Abi: Well, it sounds like maybe the gym isn’t your thing but maybe there is something we can come up with. It sounds like a lot of your symptoms could really be helped with that.

Susan: I know. I know that’s good for me. It’s just I don’t do it. And the hardest part is leaving my house to go.

Abi: But you always feel better when you do.

Susan: I do. I feel better. I sleep better. Everything is better.

Abi: And that’s why you are here. The trick is for us to think of things that do motivate you and get creative and think about them in a way that you have not thought of before. And when we start talking about that I’ll give you some examples of things that people have come up with, just to get your brain thinking in that direction.

Susan: Okay.

Abi: So, then “working with other in a group or on a team,” which we talked about. And did you have any questions about the informed consent?

Susan: Nope.

Abi: Okay, and the Procedures…by the way thank you for being so thorough!

Susan: I love paperwork.

Abi: That’s great because most people walk in here with less than two words on a paper. So when approached about your symptoms you have that yes, you can get defensive.

Susan: Yeah, I usually don’t tell people. There’s nothing I hate more than if say, you are walking down the street or at that mall and you’re going, “Oh, that’s neat. That’s neat.” And they’re like, “Oh, that’s your ADHD.” I don’t tell my teacher and there is only one person at school who knows and she has a child with it so she can appreciate what’s going on. Otherwise, I don’t want to hear it and I don’t think it’s an excuse. And I don’t think it’s a reason not to do well. I don’t ever want to say, “Oh, I need special testing because I’m ADHD.”

Abi: Well, that’s noble but at the same time I think it’s important to realize that your ADHD is real and you can cut yourself some slack sometimes.
Susan: Yeah.

Abi: Okay, and as far as distractions it seems like noise is a big issue.

Susan: Noise seems to be my biggest one. Like if someone in the lower level of my townhouse has the TV on and I can hear it just a little bit, it will drive me nuts. Or if I’m shopping and the music is just a little too loud it will drive me crazy. Or if people are talking.

Abi: Okay, so that more than visual or…

Susan: Yeah, cause I can look down.

Abi: Have you tried anything to better deal with that? Earplugs?

Susan: Yeah. I usually carry some with me. Or I’ll go and turn the TV down. That kind of thing.

Abi: “Thoughts wandering”…often. And it sounds like that may go back to the social.

Susan: Right. Am I going to say the right thing or making sure my face isn’t getting to red. I’ll give more thought to making sure that I am composed to what I am actually saying.

Abi: “Trouble completing tasks,” which we talked about. “Being disorganized.”

Susan: I put “in certain areas.” People at school think I am the most organized person ever and think I’m so meticulous, but if they ever saw my house they wouldn’t believe it was mine. Some things have to be very rigidly organized and other things are a disaster.

Abi: Okay. Again, that sounds like it’s because you found something that you are interested in and it’s great that you were able to find a niche and something that you can even use your ADHD to your advantage for sometimes.

Susan: And it’s easy to organize other people’s things, I’ve found. Like, at work. If I’m organizing stuff at work it’s easy but at home it doesn’t happen.

Abi: Okay, and you don’t have any difficulty remembering appointments?

Susan: No. I usually remember them whether I write them down or not. I finally, at 42, am able to keep a calendar. I found the format that works for me.

Abi: That’s great because that’s usually one of the first things I have people do. People tend to try and keep these planners that never get opened.

Susan: I have to show you my calendar. You’ll see why what you just said makes a lot of sense. (Pulls out wall calendar with no cover).

Abi: Yep. That’s great. And for carrying around it’s perfect. If you do have a space you work at, at home, you may want to also consider a large desk calendar.

Susan: Yeah.

Abi: Okay, “procrastination…”

Susan: Everything. Just about everything. Whether I like it or not.

Abi: Okay, but you do end up getting things in on time. It’s just kind of last minute?
Susan: Right.

Abi: But you get frustrated when others procrastinate? Is that what you said here?

Susan: Yeah, like my roommate. I’ll ask him to take out the trash and he’ll say yes and he won’t do it. So in ten minutes I’ll just go do it because I am so irritated that he wouldn’t do it.

Abi: And if he asks you to take out the trash?

Susan: I’ll wait and probably end up doing it the next morning. Why it’s okay for me to do it and him I don’t know. I guess I only ask if it’s important and needs to be done.

Abi: So if it’s not important to you…

Susan: I don’t even bother asking. I don’t know why I am like that. Maybe it’s just him that irritates me.

Abi: (Laughs). Okay, and it’s not really a big deal following conversations?

Susan: I’m usually aware of what is going on and I don’t totally drop out but I’m usually thinking of other things.

Abi: And thinking about what they are thinking and what-not, like you mentioned.

Susan: Right.

Abi: Well, make sure you let me know if at any time during our conversations you find yourself holding back because this should be completely uncensored.

Susan: Yeah, I’m trying to be up front with this because obviously I’m going to get the most out of it if I am up front.

Abi: And I appreciate that. And I know that you are probably used to speaking with people who can make you defensive, so I appreciate that. “Difficulty sitting still,” which we talked about. And you said that you’ll do puzzles…

Susan: Yeah. I usually carry a puzzle book with me or Sodoku or something and I found that doing those will keep me from picking at myself. Or carving something in the table or just doodling. Just doing something constructive that I can really focus on.

Abi: Okay, and temper. No problems?

Susan: It takes a lot to get me really, truly mad. And even when I’m really feeling angry I won’t express it. People think I’m emotional because if I’m frustrated I’ll cry and that drives me nuts because people think I’m…I mean, I don’t do it often. When I do it I hate the fact that I’ve cried.

Abi: Showing that weakness?

Susan: Yeah, and people thinking I’m upset about something when I’m just so frustrated I could smack them. I would never actually do that. I’ve never actually lashed out at somebody. I’m usually pretty even.

Abi: Okay.

Susan: There is no simple answer.

Abi: Well, that’s true. And a lot of these were open to your interpretation of what that meant. And you have “kinesthetic” underlined as your favorite method of learning?
Susan: Yeah, I think so. I can watch something and I can get it and I’ll understand it and someone can tell me how to do it. But, until I actually do it myself then that’s when I feel I’ve gotten something.

Abi: Which in nursing is probably good.

Susan: Yeah.

Abi: Okay. Let me see if I see anything else here. A lot of this is repetitive. Or, if there is anything else here that you wanted to point out, let me know. Okay, have you tried a calendar for other aspects of your life? Like a financial calendar?

Susan: No, but I considered writing on here. I think I wrote when TV shows are on or something like that. I’m adding more and more things because I like it. I’m hoping it will last. I’ve been doing it for about a year. Financial things—that might help.

Abi: Yeah. It sounds like that may be one of your priorities so that may be something we want to give a shot at. Maybe even a separate calendar in a different color.

Susan: I’ll do post-it notes and keep re-writing lists. But then I won’t do the stuff but when I do I can delete it. Unless I never do the thing

Abi: I’m always wary of post-its because they get lost.

Susan: Yeah, it hasn’t worked that great.

Abi: I just think because your calendar is pretty full that either a separate calendar or another place to put a desk calendar would be good.

Susan: I know me and there is no way I can manage two calendars and if I have a desk calendar it will just get covered in stuff. I appreciate your suggestion I just don’t think, for me, that would work.

Abi: That’s fine. Thanks for being honest. These are all just suggestions. At the end of the day it’s about what is going to work best for you. And you say day planners aren’t helpful as well as palm pilots. I agree they are horrible because people never check them. And nagging…

Susan: My mother has tended to keep my life together pretty well because I’ll say, “remind me to do that” and she will. If I make a commitment to her, I do it. In high school her nagging me to do something took me longer to do it.

Abi: And feigning confidence is a strength?

Susan: Yeah, and it works. At work if you act confident the person you are working with is at ease. Right now I’m drawing blood and if you are putting a needle in someone’s arm and you don’t look confident it escalates.

Abi: Right. And you have a lot of interests, which is good because it will help us to come up with rewards and consequences.

Susan: Here’s when I started to get a little vague. I just don’t know what to put there (“preferences for feedback”).

Abi: That’s okay. I’ll ask you some questions that may sort of help. Are you a positive feedback person or would you rather have what you are doing wrong pointed out to you?

Susan: I appreciate it when people tell me what I am not doing well. I don’t take it as a insult. If I’m doing
something right I guess it’s surprising.

Abi: If you are doing something well and it’s pointed out to you and you are praised for it does that make you want to do it more?

Susan: Yeah, but I think it would anybody. But I don’t need that to do it.

Abi: In terms of defensiveness if I ask you why you didn’t complete a task, would you be defensive of that?

Susan: No. But I don’t need you to point it out. I’ll know why.

Abi: And then referring back to your goals if you don’t follow through…

Susan: I said okay there cause if I don’t do it I don’t necessarily need to be reminded of it but it won’t upset me. It’s just not something I need to realize.

Abi: Okay. That makes sense.

Susan: And rewards and consequences I just don’t know what those would be. I don’t want you to give me twenty-bucks.

Abi: And I’m here to help you with those. Like I said, I can give you some examples of other clients and what they have come up with. And in terms of you being responsible I’ll explain what the difference would be. Okay, in terms of me rewarding you helping you with rewards and consequences I can give you an example right now. There was a man who had trouble getting to meetings on time so every time he showed up to a session late, he put five dollars in a jar. So that would be me helping you with that consequence. Then, at the end of it, he gave all of the money to charity.

Susan: Oh, okay!

Abi: Ultimately, it’s about me helping to give you the skills so that when you are on your own you can motivate yourself because you need to be accountable for you, of course.

Susan: Yes, I do.

Abi: Okay, and next week you have something, correct?

Susan: Yeah, next week I have Spring break. Otherwise I won’t miss a meeting unless I am dead on the side of the road. I don’t have an issue with that.

Abi: Let’s just do a quick email kind of thing. And we’ll try our best to reschedule that week.

Susan: Okay. Sure.

Abi: And did you have any trouble filling the LASSI out?

Susan: No, some of them were just hard to answer yes or no cause it really depended on the situation but overall, do I do it, did I not.

Abi: Okay, the only other thing I wanted to get to today is figure out what your long term goals are going to be and give you maybe one or two little assignments for next time. As far as we have been talking about in terms of prioritizing I am hearing: getting a nursing job, your bedroom, your budget….

Susan: Just being organized and being able to pay on time.

Abi: Okay. And then maybe a health kind of goal. Am I missing anything?
Susan: Nope. Now is this long term?

Abi: These are long term. These are 8 weeks and beyond. But we need to figure out a way to write it so it is somewhat tangible and measurable. Not just like, “I want to be organized.” These are your weekly goals, to help us reach the bigger goals.

Susan: I need a pencil.

Abi: Okay, and you can tweak these if you just want to write a cue word for now.

Susan: So for the first one I would say find an appropriate full-time nursing position. Not something I settled for. And organize and de-stuff my bedroom. I have piles. Would that be appropriate?

Abi: Yep.

Susan: And health wise, I’m not ready to put down, go to the gym three times a week. Would a specific weight number work? Like lose ten pounds via healthier eating?

Abi: If you think that’s realistic.

Susan: It is realistic I just don’t think it’s a good goal for this setting.

Abi: Why don’t you write the word health for now and really think about it.

Susan: And what about school? Preparing for tests and not waiting at the last minute.

Abi: Sure. The health goal is small enough that we can make it a fourth. And I think as far as assignments you can write for #1. Tweak long term goals, and then #2 Make a list of five things that you really like and five things as you really dislike.

Susan: Going to the gym!

Abi: And people have used that for a consequence because then they think it’s great that their consequence really benefits them. Let me tell you really quickly some of the other things that I was thinking of. I had a guy who despised drinking milk and he kept an empty milk carton in a place that he walked by every day to make him think about getting his goals done. I also had another girl recently who said she had a sister who has a chronic illness and she said that often she’ll skip work to watch TV with her, even though she knows it’s not really helping her in any way. So that motivated her. So really think about, not things like jewelry making because you aren’t doing it any way, but see what you gravitate toward over the next couple of weeks. Think about what you are doing and not doing and think about “what if I couldn’t do the things I like” or vice versa.

Susan: Okay. Great. I already have a few things in mind!

Abi: Great! Well, I will see you next time.

Susan. Thanks!

**Meeting 2:**

Susan missed the second meeting but she called ahead so we decided we would try and reschedule at a later time.

**Meeting 3:**
Abi: How was your test?

Susan: It was okay. The teacher is a little out there, but I think I did okay.

Abi: Good. And did you just come from celebrating?

Susan: Yes! We went to T.G.I.Friday's and I have a couple of mojitos!

Abi: So I guess that means you met some goals?

Susan: I did. I actually met all my goals and then some!

Abi: Awesome!

Susan: Chapters by Monday...well, when I looked I only had two chapters to read and that sounded a little weak to me so I added some extra reading.

Abi: Okay. Great!

Susan: I got registered for my CPR/First Aid stuff, which was good. I emailed my three instructors and I already have one of the letters and I pick up the other one tomorrow. So that one was done. And I got a lot of this done on Wednesday and Friday because I went to another center and I didn't have people to deal with so I was at a computer all day.

Abi: Good.

Susan: This goal I modified but I think you'll be okay with the reason I had to modify it. I had to mail two applications; one for an inclex exam and one for my license. Well, when I read the material it said that we had to do the RN exam first because if you hadn't registered for it, you couldn't register for the inclex exam. So I completed it and I even took it to the mailbox with me and just mailed the other one. So then I waited 5 days to make sure they had my other one first.

Abi: And did you check back to make sure they had received it?

Susan: No, she just said just give it a couple days and then mail it so I did.

Abi: Okay, good.

Susan: I had it set out, done complete, just didn't put it in the mailbox. And eat vegetables...I figured out that I eat a lot more vegetables than I think I do. So I eat lots of vegetables. Lots of spinach salad. I was even eating broccoli, which I hate.

Abi: Awesome!

Susan: I found my resume and I worked on it a little bit. And I replied to all the email that I had!

Abi: Wow. Good for you!

Susan: Yeah, it was a really good week!

Abi: How do you feel?

Susan: I feel like I got a lot done! I just hope I can keep this momentum going. It was good to clear out those emails. I always feel better when stuff I have been putting off gets done. It's just doing it.

Abi: Sure. So, great. And I know you had several ideas of stuff for this coming week that we came up with
last week as we went along...

Susan: Yep. Where did I put them?

Abi: Well, before we go on to those next goals, how did the consequences work for you? Did you feel like you were motivated by them at all?

Susan: The vegetable one really worked. It made me like, "I gotta do this. I gotta do this." And there was one night where we were going out to dinner and I insisted we not go to Five Guys. My friend really loves Five Guys and I was like, "I have to have vegetables and lettuce and tomato on my hamburger do not count." And what else did I not want to do? Um, I really wanted to go to Friday's so I made sure the chapters were read. I put it off until the last minute but I read it. And I didn't want to delete America's Next Top Model so I was really sweating that goal! This is probably the biggest for me.

Abi: Well, then we will definitely reuse that one since it is on every week!

Susan: Um, so what should we do?

Abi: Just like last week...let's talk about setting up your goals for the week.

Susan: Okay, let's see. I had complete resume, which I probably should do. I found it and worked on it a little bit and now I just need to make sure it's ready to be sent out. So that would be one. A that the job website for the hospital there is a place where you have to paste all your skills in and other information, so that's a big pain in the butt. So, these could be combined.

Abi: Sounds good.

Susan: I have to do this practice Inclex test online. And it's do by April, by the time we take our actual test...by the 23rd...so that's something I want to get done because I usually wait until the very last minute. Um, and I also needed to work on starting to get my house cleaned because I am going to have a guest in April. Find out how much money I have left I have already done. Oh, and I put "read assigned text" for school because I want to read the assignments the actual week they are supposed to be read instead of just for the exam. That would get me even more caught up if I read it ahead of time.

Abi: Yeah. That's a good practice to get into.

Susan: Yeah, then you understand the lectures better too.

Abi: Okay, let's start with those. Sounds like you have about four already.

Susan: Should we keep this one as school...number 1?

Abi: Yes, that would be good.

Susan: So I'm not sure how many chapters we actually have but I know that it's more than last week because people were actually complaining about it in class.

Abi: And do you want to give yourself a set day to complete them by? Did that work well for you?

Susan: Yes. To have an actual day was good because if it was just by next Thursday then I would be doing everything next Wednesday. How about read one chapter this weekend and one chapter by next Wednesday?

Abi: Sounds good.

Susan: Okay. The consequences....
Abi: We can either do that now or just go ahead and fill in all the goals and come back to those.

Susan: Yeah, let's do that. Then I guess another thing could be the resume and job website.

Abi: Do you want to separate that out? Like, have your resume completed by Monday, for example, and then the other one done by Wednesday?

Susan: Oh, but still get them both done this week? Yeah, that is probably a good idea. So resume by Monday and the job website by Thursday. And I'm picking Thursday because Wednesday I am at work and I have really good access to the computers.

Abi: Okay.

Susan: Recommendation letters...that's done.

Abi: Practice test?

Susan: Yeah, the practice test. That one I can probably do this weekend. Let's say by Monday.

Abi: Okay. Keep in mind that is three things for Monday. Do you think you can handle that okay or is Sunday night going to be too packed?

Susan: No, I can do it. By Monday it will be done. I think I can work with that.

Abi: Okay, just checking. And the other thing you mentioned was cleaning.

Susan: Oh, yeah. I have something to clean that has never been cleaned since it has been in my house. It's monstrous. It's a cabinet with drawers and on top I have a huge pile of stuff. I really need to clean it and I don't want to. And that's for when? I'll put by the next meeting because I'll probably do it bit by bit. And I'd like to keep the vegetable thing going. It worked well and I'm going to go with two servings. Okay? Do those seem good?

Abi: Great. Two things: First is the cabinet...let me know what you think of this. I have another client who is taking before and after pictures and sending them to me, as motivational help to keep her accountable...

Susan: Okay, I could do that. That's good! And in front of this thing I have my suitcase for Florida packed and a shopping bag full of photos I took during a trip to Spain two years ago. So this whole little section is a mess. I'll take the picture tonight.

Abi: And since we are almost at a midpoint, let's refer back to your long-term goals and make sure we are on track.

Susan: Okay. So finding appropriate nursing position by the end of sessions...

Abi: Right now for that you are working on your resume and applications and letters of recommendations and that gives us about four weeks to find the position. How realistic does that sound to you at this point?

Susan: At least 60% of my classmates already have jobs so I should probably have something in four weeks or it's time to worry. Or at least have an idea of where I want to go...a definite idea.

Abi: So in terms of the pace we are setting, do you think that it is possible?

Susan: Yes. I think it's reasonable. Once I fill out the website application...next week will be a cover letter and send out an application. Let me write that down.
Abi: And your second one?

Susan: Bedroom organization. So we're on the right track with the cabinet. And studying more effectively and on time, which is reading ahead.

Abi: And you are doing.

Susan: And eating vegetables and overall health goal.

Abi: Good. It sounds like we are definitely on track, then. Okay, so I think last week we decided just to go with the consequences. Would you like to stick with that?

Susan: Yeah, only the one had a reward.

Abi: So maybe if there is something you are really looking forward to we can include a reward there.

Susan: Yeah. I'd say mojito again but I don't meet my friend next week so I need something for next week. I'd actually say, deleting America's Next Top Model, because that's awful and I really don't want to do it. The resume...I want a punishment for that...no fizzy water. I am addicted to fizzy water.

Abi: And would that be for a week...or how long?

Susan: Yeah, for a week. That's like telling someone they can't have coffee....

Abi: Oh, I understand!

Susan: Practice test by Monday...yard work. I hate that. It's a town house with gardens on either side and I have to weed it. My mother will come over and do it when I'm not there because she knows I hate it.

Abi: Good. Let's look back really quick and see what you have done in the past. Okay, we have the walking, more cleaning...

Susan: Yeah, that...I don't really mind going for a walk now that it is nice. But, this is a big one here. That would be tough. I think that might be good for this one. Doing crosswords is what I would do instead of what I needed to do. Is it okay to not have rewards?

Abi: It's okay if that is what works for you. I have another client who is doing the same thing. We need to tailor it for you.

Susan: Okay, I could do the bathroom. I could do that one again.

Abi: Maybe the water would work well for the last one, since it's enjoyable food versus non-enjoyable.

Susan: That's a good idea. And I actually cleaned part of it, but there is more.

Abi: So you don't use it to procrastinate, you may want to say something like, "Goal #1 must be completed before you fulfill that consequence," if it comes to that.

Susan: Oh, that's a good idea...because I will. If I'm really motivated, I'll get this done too. We'll see how it goes.

Abi: Are there any other rewards you want to put in there?

Susan: This sounds like I am such a hedonist, but I can't think of anything that I could reward myself with, that I don't already do.
Abi: No, I understand.

Susan: Yeah, I have way too much free time and no problem rewarding myself, which makes me feel kind of bad!

Abi: (Laughs) Okay.

Susan: So what do we do now?

Abi: Let's fill out the steps you need to take.

Susan: Okay (Fills out steps). And what I did in this column is actually what I did.

Abi: Oh, good!

Susan: Okay, I'm good with that. I think it's actually a lot.

Abi: Great! See you next time.

**Meeting 4:**

Susan: I brought all my paperwork and I don't know what is of value and what isn't. They put me through hours and hours of stuff. It was just endless.

Abi: Well, great. This will be helpful. I appreciate you tracking this down for me.

Susan: Yeah, it's interesting reading about yourself.

Abi: And your pictures were great. Thank you!

Susan: I didn't think it looked that bad in the picture, but it was. And I actually cleaned a lot more. I vacuumed the vent above my stairway. I'm making progress.

Abi: Awesome, so let's go through the drill.

Susan: Okay. Chapters...I did my chapters. I actually read everything I needed to read for the whole week, which is way ahead of where I usually am. Resume...I actually brought a copy of my resume and I did do the job website, so that I completed. And I started to look for job openings but then they told me I had to go to another center. I am the fire-putter-outer person so they'll call me and say, "no one showed up at Alexandria. Go." So I went to three centers on Wednesday.

Abi: Oh, my gosh.

Susan: I kind of like it. Practice test...this is another goal I changed but let me tell you why. I thought we had to have a 90% but it's actually a 64% that we need. The difference is if you get a 64% on the practice, your chance of passing in class is really high. I got a 75% and that was with no studying and no preparation so that means my chances of passing the Inclex are really good.

Abi: Great.

Susan: But, I mentioned this in the email...I started off doing really well. And then toward the end I read the question and have no idea what it says. Then I read it again and still have no idea what it says. I read it out loud. Read it again. And it got worse as it went on. And I'm not used to taking two hour tests. I'm usually pretty quick.

Abi: Is it a timed test?
Susan: I have a time limit but I've never had a problem getting a test done.

Abi: The reason I ask is...one of the reason's it's helpful for student's to get diagnosed is because the Disabilities Act allows you accommodations such as an un-timed test. So that way you can go take a 15 minutes break and recharge.

Susan: That's a good point. We get breaks during the test. We get to leave if we want. But I am the kind of person who won't take the break. But, I've got the time for breaks. Is that something that would help?

Abi: I would definitely recommend trying it. Maybe try it during a practice test and see if it helps.

Susan: Yeah, maybe I'll try it then. Because I have tons of breaks and I'm not worried about running out of time at all.

Abi: Yeah, and you don't have any test anxiety so it's not like you will be anxious and thinking about the test during your break. Just take a moment to breathe and refocus. That would be my suggestion.

Susan: Okay. That's actually really, really good advice. I didn't even consider it being an issue until I saw how long the test was. Oh, and I heard back from both those places that my application has been processed.

Abi: Oh, great!

Susan: And I cleaned the cabinet thing. And I did it ahead of time. And having to email pictures really helped me make sure I did it. And REALLY did it.

Abi: I'm glad it helped make you accountable.

Susan: Yeah. And vegetables were fine. I stopped writing them down because I'm good with that.

Abi: Great!

Susan: And I actually thought of something else. I started going through this and writing stuff. It's just complete the readings and we have little practice tests in the book that I'm not assigned but find make huge differences in the exams. So I have that as a goal. I didn't put a time frame because I figured we would discuss that here.

Abi: Okay.

Susan: And I wrote application packet but now I have no idea what that is. Oh, get my cover letters together with my resume and create a little packet. Stuff I need to apply. Make a folder I can carry around. And I put contact nurse recruiter. That sounds like a really silly goal but I absolutely dread doing it and I've been putting it off.

Abi: Then it's not silly.

Susan: For some reason I really dread job hunting. I want it to find me.

Abi: Yeah, I remember you saying that. You prefer falling into things...

Susan: Yeah. And then after the exam this coming Thursday is clean the closet. And that is another one where I can send you pictures. It's not dirty I just have too many clothes. I've had these clothes for ten year that I can't use. Oh, and then the veggies. Am I missing something? Am I being too hard on myself or too soft? Like I really should be doing something and I'm avoiding it?

Abi: Well, let's look back at your long term goals really quick. So your first goal was to find an acceptable

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position by the end of sessions and we have now three weeks.

Susan: That one is really tough. I'm going to see if I can do it, but it might be hard to actually have a job.

Abi: But I think at the very least we can have everything being processed and out of your hands. Now you said as far as that is going you have two that are being processed right now?

Susan: Oh yeah, for my exams. So the next step in that is I need to get my transcript sent from the school, which the school does automatically after I graduate. So that's completely out of my control. So one, I just wait and then unless I get a zero on the next exam I wait for them to get my transcript and they tell me what day I go test.

Abi: Okay, and does that have any impact on the job searching?

Susan: It may. Some hospitals will hire you before you graduate and before you pass your Inclex with the expectation that you will pass, and some won't. So it's all going to depend on the facility and what their policy is.

Abi: Okay.

Susan: Some places will only do it if your GPA is high enough, but I'm at the top so I am not worried about that. My grades are good.

Abi: Okay, good. So, is there something else in terms of getting everything together?

Susan: Yeah, I think with this I can be more aggressive and add, "apply for jobs on website."

Abi: Did you have a set number in terms of how many you want to apply to?

Susan: That's a tough question because one department may have five different job openings. I would probably apply to all five, but it's technically the same job. So I could send 50 but really only be applying to four different units.

Abi: I see.

Susan: So let's say at least five different departments.

Abi: Okay, that sounds good. So you asked me what I thought in terms of us being too aggressive or not enough. And I would tend to say that because you are meeting all your goals with no problems that we could pick it up a notch. If you come back next week and say, "I was totally overwhelmed. It was just too much," then we can scale back.

Susan: I don't want an out for this. I don't want to reduce.

Abi: Well, we can talk about adding but let's finish these. For this one, did you want to talk about a time frame?

Susan: Well, I'm going to say Monday because Tuesday is completely full.

Abi: Okay, and it looks like you already have some ideas here...

Susan: If I do I can go out after the exam and if I don't then I delete the America's Next Top Model.

Abi: Okay.

Susan: This one is kind of a wimpy goal. Not quite ANTM quality.
Abi: Do you want to make it time sensitive or is it just by next Thursday?

Susan: Um, because I have my exam in there I'll say Thursday. And I'm going to put Wednesday on this one because I'm at work and have the best access to their website. And clean closet the weekend after the exam. I can move this one. I have a basket of laundry I can put away before the exam. That won't distract me too much.

Abi: Okay.

Susan: And Sunday, and this is just every day.

Abi: So what do we have going for consequences? Do you need to look back at all?

Susan: Um, I think Sodoku and crosswords should probably go here. Application packet...I can make this related to what would distract me from doing that. I could say "no instant messages for a week." I talk to everyone on IM. My poor mother will not know what to do. And if I don't do this I would say give away my blood t-shirts. We have events and I collect t-shirts but I've never ever worn one. So I have them but I don't need them and they just take up space on my bedroom floor. So I could just give them away to charity but it's would be really hard to do that.

Abi: Good. That's a good one.

Susan: And then veggies with fizzy water. And you know-- I forgot to pickup a recommendation letter today so I should add that. And the other thing I might need to find is this letter that says I take Dexedrine and that's why I failed my drug test. And I need to call recruiter.

Abi: And here, are you going to put together one big folder or a separate folder for each site?

Susan: I would have one big thing and carry it with me so I don't forget. I have to carry it so I'll remember it. Once I get it in a packet, that's a big deal for me. And again, I think we can skip rewards. (Fills out the remainder of the steps).

Abi: Good. And what do you have left to clean?

Susan: My TV stand has a lot of junk that doesn't need to be in my room, and then I have bills and papers in various stages of being organized. I've recently been going though it and filing but I still have a big bad I have to go though, so that would be the last thing.

Abi: Okay, well that sounds manageable over the next few weeks.

Susan: Yeah.

Abi: So it sounds like you are on a pretty good track. Of course the job is the biggie.

Susan: Yep.

Abi: And then copying the papers. Would you like to make that an objective?

Susan: Yeah. Let me put that. I think that's it!

Abi: Great. Good job today.

Susan: Thank you!

Meeting 5:
(Took place two days prior to regularly scheduled meeting day because of scheduling conflict.)

Abi: (Referring to pictures sent via email) Your closet looks awesome!

Susan: I did a lot of work on that! And I did a ton of crap...I had some girl come and pick up some things today. And I decided to go ahead and get rid of the t-shirts!

Abi: That's great!

Susan: And I brought records. They go from last time I saw him in 2003. So that's that. And I made a note in there. It said something about my husband and me, but it was my general practitioner's husband I was seeing. I've never been married. Never had a husband.

Abi: Okay!

Susan: Okay, so by the end of today I was going to have stuff read and I am more than halfway through. So that is good because I will definitely have that finished by tonight. This one was by Thursday so I haven't even looked at it yet. This is by Wednesday so I haven't looked at it either. I emailed you the closet. And the vegetables I am still doing fine.

Abi: Okay. Sounds good! So today we will still have these. We can do this one of two ways. We can either transfer the remaining goals to a new page of objectives....

Susan: Yeah, that will probably work. Let's do that.

Abi: Okay.

Susan: Okay, let's keep them in the same order. School is always number one. That one by Thursday. Contact recruiter. And five submissions by Wednesday. That is going to be my tough one. And we said "no Sudoku or crosswords for one week". I would go crazy! And then "no instant messenger for one week."

Abi: All right. So what is going on with school?

Susan: I have an exam and I think I am going to do well on this one, because the teacher presents lectures in a way that I am totally with her the whole time. So, I've done well on her tests before. I am hoping this one will be as good.

Abi: So after Thursday is there not much reading to do over the weekend?

Susan: Yeah. Well, I always have reading assigned but I usually do it two days before the exam. However, this is a good opportunity for me to read before my guest arrives because I am going to have less time to read than I normally would. And while I would normally put off my reading until this next weekend, I need to clean my house and get stuff ready for her to come. So, I could say that after this exam that I could focus on getting some more read.

Abi: Good.

Susan: Okay, so read for exam six. I'll say by Monday I would read one week's reading which is what I am really supposed to have read by this day, but no one ever does. So get the first week's reading by this Monday and I'll do the second week's reading for our next session, so I'll write that one down too.

Abi: Sounds good!

Susan: Uh...and this consequence works really well for me, actually.
Abi: Deleting "Top Model"?

Susan: Yeah. And if I do it then I can go out with friends. And this one you will know because if I don't do it then I won't go out with friends and I can be here earlier, like we have done before.

Abi: Yep! And what else do you have?

Susan: Cleaning. I have a lot of stuff to do by next Monday so I'm not sure I want to go all out this week on cleaning and do a big project. I could go through my mail and pay my bills.

Abi: Okay, that would work. And we can do the cleaning next time.

Susan: Yeah, that would be a good, smaller alternative.

Abi: Sure. And you said you did your taxes, right?

Susan: Yeah, I did them in February, actually.

Abi: And what about the job thing.

Susan: I think I should contact the nurse recruiter by Monday. So let's split this up.

Abi: Okay, and do you want to leave it at five applications?

Susan: Yeah, I may do more but let's put five. And the vegetable thing has been working good. I am really conscious of it every time I eat...adding carrots and things.

Abi: Good.

Susan: And I usually go over that.

Abi: And it wouldn't hurt to maybe put down something about taking a break during your exam.

Susan: Well, I can't on these, but I can on the big one.

Abi: Okay, I see.

Susan: And they only take me about 30 minutes.

Abi: So that's not an issue with these?

Susan: No. And something that works for me, is I mark the heck out of the test page. I circle things and scratch things out. And then I go and put my answers on the scantron. I don't miss things that way. And I'll miss them on the computer exam because I don't have that ability. But, that really helps.

Abi: Good. And you know that is another request you can make with teachers--getting a computer test in a paper version.

Susan: Well, right now the only exam that really matters is the Inclex and that's on a computer. And I think at this point it is too late to request special accommodations.

Abi: Okay.

Susan: The one I'm taking the first week in May is on the computer but it doesn't count towards my grade. It can get me extra credit and I think I can get a good enough score to get that. Something else I have to do is this massive care plan and it's going to be pages and pages of stuff...a real pain in the butt. And I would
like to finish it before the weekend. So this is something maybe for right here.

Abi: Okay, and are you going to have any other cleaning that is going to need to be done before your guest comes?

Susan: Nothing major. Just vacuuming, dusting, that sort of thing. And doing laundry. My roommate's brother has said he will help me, but I know what that means. It means he will watch.

Abi: (Laughs). So we just need to think of one consequence here.

Susan: That's a pretty easy one so if I don't do it I really have an issue. I like it when it's related, so...

Abi: Didn't we have one about donating money to charity once?

Susan: Yeah, I had to donate all of my change....which because it involved money, yeah, that might be a good one. Why don't I donate the amount of my medical charge? I don't think I could donate the amount of my electric bill because I usually wait until they are about to turn it off. But the medical is like $25.

Abi: Good.

Susan: And the steps (fills out steps). Gather stuff, pick up letter, get together resume stuff. And then I need to find her name which is on a blue post-it note somewhere.

Abi: Okay, and I noticed you didn't write down the steps you followed here this week.

Susan: I didn't. I didn't write anything down. I had it with me but I didn't pull it out as much because I guess it has lost some of it's novelty and I wasn't compelled to write every little bit of it down like I was. I don't know...

Abi: Well, that's just something to be aware of.

Susan: Yeah, I didn't even think about it.

Abi: And it's not a requirement of me, but you may want to be aware of when you start to lose interest.

Susan: Yeah, that's a good point. Okay, so back to the steps: Find check book. And stamps, which I have to find my 2 cent stamps in particular.

Abi: Great. What do you think?

Susan: I think it's a lot! What's going to give me trouble is this one because I absolutely dread it.

Abi: My only concern is that because you do have five, if you would wait until Sunday night and find that each one is taking two hours...

Susan: Which is a real possibility for me. It wouldn't be the first time, but I don't think it will happen. The time consuming part is reading through the new jobs and writing a paragraph about why I want the job. Chances are once I am in there doing it I'll keep going. Usually the hardest part is just getting there. Something I found helpful is having a goal I can distract myself from another goal with. It gives me structure in how to procrastinate. Like, if I knew I had to read but I didn't have this goal to specifically clean my car by the weekend, this would not have gotten done and I'd find something else to procrastinate with and I would still be at the same point study-wise. This way I actually get more accomplished because it is organized and structured. So I can still procrastinate but it's productive. It works terrific.

Abi: Wow. Great!
Susan: "Structured Procrastination." It's a new term for me.

Abi: Yeah, new one for me too. I like it!

Susan: Okay, and that's all I can think of.

Abi: Okay, sounds good. I guess that's it for today.

Susan: Did you see the new article out about breathing problems and ADD? I found it really interesting because I have always had breathing problems.

Abi: I did see it. My initial thought was that I think ADHD in children is way over diagnosed anyway, so my guess is that yeah, children are probably exhibiting ADHD-like symptoms that aren't sleeping well because of breathing. But, does that mean those kids are really ADHD?

Susan: Right, I agree...oh, that's a good point. Are they truly ADHD?

Abi: Right. Exactly.

Susan: And I think in someone who is oxygen deprived...their attention goes and they get restless. They have all the symptoms but it's not a chronic thing until they have that injury. And it's not truly ADHD in all the different facets like the social...but the article was really interesting. And, that's a good point because I think it's so over diagnosed. People go to their general practitioner and say I think I have ADHD...I can concentrate.

Abi: Yeah, I was watching the Today show today and they were talking about depression being over diagnosed.

Susan: Yeah, I saw that. What is really depression? What I say to people if I do mention I have ADD is, would medication truly change your life? Is your marriage failing because of an ADD child? There's more to it than your kid is struggling in Math.


**Meeting 6:**

Susan: Um, I didn't meet a goal.

Abi: Hmm?

Susan: The pay bills...I cannot find this medical bill. The other one I wrote out the check and put the stamps on it today, but I didn't meet it on time so I already donated the money I was supposed to as my consequence. And because I couldn't remember how much this was I just did $30.

Abi: Well, that was good accountability.

Susan: Yeah, I felt so guilty!

Abi: Well, now you know what it feels like.

Susan: Yeah, I didn't want to tell you! Okay, and the reading goal I did a lot already and I will finish up tonight so that will be fine. I read actually two chapters. Resume packet and applications...that is done. I had a problem with one of the letters. She called me Cynthia halfway through it, so she has to rewrite it and give it back to me. That I am just waiting on her for. Uh, I was to contact the nurse recruiter by Monday....I think I told you I tend to kind of fall into things. At clinical this girl mentioned that they are looking for people in Alexandria. So I called and I actually go this weekend for a shadowing of two departments and an
interview.

Abi: Wow. Great! Congratulations!

Susan: Thank you! And I actually didn't hear back from the nurse recruiter but I have lots of other options now.

Abi: Good.

Susan: And then the pay bills we talked about and I did fine with the vegetables.

Abi: So as far as the bill...is that something that still needs to be found and paid?

Susan: Yeah. They'll probably send me another reminder if I don't find the one that I have. My credit isn't in danger or anything.

Abi: Okay, great. So let's go ahead and set up your next week of objectives.

Susan: Okay, sounds good. So the goal for this week was to finish the reading, and I would like to have it done before my guest gets here...so preferably by this Sunday.

Abi: Okay.

Susan: Okay, and for applications. I found another number today to ask about internships. And follow up with the applications I submitted online. And I have this big care plan due the first day of May and I would like to have it finished by there. It's not hard it's just busy work. So if I could have that done by the 24th, that would be good.

Abi: Do you want to break it down any further?

Susan: Well, I have done the interview already, which is the first part of it. So I could break it down...I really don't know what all it is going to involve until I look at it. I could do like an outline first and organize it.

Abi: Yeah, that would be good. Maybe set one deadline for looking at it and creating an outline.

Susan: Okay, that would be good. I have to find it because we got it the first day of clinical. I can find it and gather my notes today and do the outline by Thursday. And finish by the 24th. What I would normally do is wait until the 31st to start.

Abi: Yep. Good.

Susan: And then for my visitor I have to clean my house and childproof. Specifically I have to get rid of needles--parts of IV's. It's sounds like it's a crack house but it's not. They're legitimate! (Laughs).

Abi: (Laughs) I know.

Susan: And I have a lot of power tools and then chemicals. Stuff under the sink. He's going to be supervised but you never know. I don't know how much she will watch him. And then again, veggies. And I started looking into a personal trainer and I actually found someone this week. So I have my first session set up.

Abi: Cool!

Susan: Yeah, it should be good.
Abi: Awesome. And do you want to set a date for the cleaning?

Susan: Well, the absolute date would be the 23rd. So I would say by Thursday have the cleaning part done and then make sure all the kid proofing is done by the 23rd.

Abi: Okay. And is that pretty much all you were thinking?

Susan: Yep, that's all I have. And it's actually a lot to do.

Abi: Yeah. Especially since you have a guest coming. So let's come up with your consequences.

Susan: Obviously giving up $30 isn't much of a punishment to me.

Abi: Right, so which ones are working well? I know you said the "Top Model" is good.

Susan: Yeah, I definitely don't want to delete that. And this is a big one. So let's just stick with that.

Abi: Okay. What about going out? Are you going out here?

Susan: No, just after the exam.

Abi: Okay. So here?

Susan: Yeah. Okay, so I put it here. And the biggest obstacle to the care plan is going to be my book of one hundred some odd Sudoku puzzles, so that should go here. The TV I can pause, but I cannot tear myself away from the puzzles. For this one, it just has to be done or I face personal shame and humiliation and an injured child.

Abi: Yeah, I would say that is a pretty big consequence.

Susan: Okay, so I will put that. And then no fizzy water here.

Abi: Okay, and do you need to put any steps in there?

Susan: Here, no. Um, steps for this one yeah. Call. Then send info. This one is just sit and read.

Abi: And did you write down what you did this week?

Susan: I did, because you pointed that out.

Abi: Do you think the experience of dealing with not completing a goal is going to help motivate you further now?

Susan: Yeah, but soon I won't have anyone to report to.

Abi: Right. Did you feel any accountable for yourself or was it just based on that?

Susan: Yeah, I did. It was a goal I set so I wanted to do it and I like checking things off. So, I really didn't want to say, no, I didn't make this goal!

Abi: Well, I appreciate your honesty.

Susan: Yeah, I wasn't going to not tell you. It was a process though. I was like, "oh, I need to find that bill" and then I was like, "it won't be that bad if I don't do it..." I came up with a million excuses and they won. It's amazing that I have any credit at all.
Abi: Well, I think it's good that that one is broken down.

Susan: Yeah, this is going to be the hardest one.

Abi: Yeah, but you can do it. And I think that's about it.

Susan: Sounds good!

**Meeting 7:**

Abi: So let's just see how you are doing on your goals, and then I'll have you fill out the evaluation and ask your some questions about that.

Susan: Okay. Yeah, I know we have one more meeting but my guest will be here and things are pretty crazy so I'm wondering when we could move it.

Abi: Well, that last meeting would just be checking up on your goals and filling out the final questionnaire, which we can do today. So if you would like you could just send me an email of your progress. You send very detailed emails, so I would trust you on that.

Susan: Really? That would be great but I wouldn't want to mess up your study.

Abi: It wouldn't mess it up at all.

Susan: Okay, yeah, that would really help.

Abi: Great. It's done. So let's look at the goals you had for this week.

Susan: Okay. One goal I crossed off because we talked the teacher out of making us do it.

Abi: Oh, that was the major assignment you were talking about?

Susan: Yeah. It was going to be 10 pages and then we talked her into letting us not do it. We will just stay the whole clinical day instead of getting out early.

Abi: Great!

Susan: Although I did find it and gather all my stuff together.

Abi: Okay. Good.

Susan: Yeah, so I am happy about that. And I'm almost done with cleaning. I just need to finish up tonight. Got some reading done and this weekend I am doing two interviews. And just today I talked to a woman about another job in the operating room of Fairfax Hospital so that would be cool.

Abi: Yeah. Great.

Susan: So there are a bunch of positions I am interested in. The hard part is going to be narrowing them down!

Abi: Right. But that's a good "hard" thing to have to do!

Susan: Yeah. And veggies I'm doing okay on that. I haven't had any today yet, but I will. So that's about it!

Abi: Alright, sounds good! Did you want to add or modify to the goals before next week, since this is kind of an interim session?
Susan: Um...no. I have a hell of a week coming up so I think I am good. I'm at my limit.

Abi: Okay, that's fine. Then now I'll have you fill our another LASSI inventory like you did at the beginning, and then a questionnaire about what you thought about the coaching process.

(Susan fills out forms)

Abi: Okay, all done? Let's start here. I think for you one of the big things was, like you mentioned here under "what was most helpful for you", was having someone to answer to. How do you feel moving forward about this?

Susan: I think I got a lot just from the process of writing things down and thinking that way. What's very helpful about this particular situation and a one-on-one coaching session is that I have someone making sure that I'm doing it and not just skipping it. It's a set schedule. A set appointment. And I know what's coming up each individual day. So it's beyond just myself. For me, it's a great motivator.

Abi: Right. So I guess my question is, since after this there won't be that person to answer to, do you feel confident that you can take what you've learned here and be able to self-motivate?

Susan: Um, yes, in specific ways. I may for a couple of weeks be motivated enough to write everything down, and specific dates. Past that, I would probably slowly start to change that and not be writing things down. However, what I do plan to do at this point is write it on my calendar. "Read by this day" or "job by this day". Picking a day and a time and a specific moment when it has to be done. Not just like, "oh, this week sometime" or "soon." That way I can put it off. Something else I think I'll take from it is the steps. Like, you had me write in what I needed to do in order to accomplish the objective. Specifically, here is how I start. Here is the next thing I do. And I like to check things off and make lists so that is kind of fun, almost. I feel like I'm getting somewhere. So putting things in small little chunks will probably work for me, going forward. And I'll probably continue to do that.

Abi: Okay, good.

Susan: It's less overwhelming and it makes things less difficult to put things off. If all I have to do is find a paper, why don't I just do it?! And hey, I get a big check-mark! So that is something I think I will definitely stick with. And I think the overall idea of goal setting I'll continue. But, I don't think I'll have a book with me where I'll check it off. And I may not be as effective on my own than meeting with someone weekly...

Abi: But more so than baseline?

Susan: Oh, definitely! Much more so than before.

Abi: Okay, good. How about the length of time that we met. Would you say that it was a good amount of time?

Susan: Overall? Or the weekly times?

Abi: Both, actually.

Susan: Well, the weekly times were good. Some days were longer if necessary and some days we just went through it and that was it. That, I thought, was appropriate. Overall, I know I had issues that made it tough along the way. Probably, for me, the length of the sessions overall...to cement things to make sure I'm doing what I need to do. Um, I don't know. I kind of lost my thought...

Abi: Do you mean the length in terms of the eight weeks?

Susan: Um, I guess I feel this is ending sooner than I'd think it should. And I may have all that I need going
forward and I just don't realize it yet.

Abi: So maybe you would recommend not having a set eight weeks? But, just as long as necessary?

Susan: Yeah. As long as needed. And not just as long as I think is needed, but as long as the coach, or you, thinks is needed. Someone who sees weaknesses and things that aren't as obvious to me.

Abi: So, things that might not come up right away? Like, for you, the issue of novelty. Something that you can't see right away.

Susan: Right. Exactly.

Abi: Okay, got it. And in terms of payment, is this something that you could foresee yourself paying for?

Susan: Yes, definitely. Going into it, depending on where I am financially I would be willing to pay more for it sometimes than others. If there was an insurance co-pay or something for mental health, that would be good. But, I would definitely pay for it going forward because I think it's helpful. Even if I learn all this on my own I still think it's helpful for me to be answering to somebody and I think paying someone would really keep my butt on track.

Abi: Okay. And you said you had difficulty coming up with rewards. It may be helpful if someone provided motivation...?

Susan: Yeah, like if I was seven my mom could reward me by giving me an extra 15 minutes of T.V. or by giving me a lollipop, or even as an adult my mother is great at motivating me. So having someone else involved to know what's going on or even have them be the reward person. Significant others, you know, so they can kind of know what's going on and kind of monitor it.

Abi: Yes. And there really is no reason we couldn't have used your mom more. If somewhere along the lines I gave you the impression it had to just be you...

Susan: Oh, no. You didn't at all. I was just thinking about this looking back on it. I think that would have helped but I didn't think of it before.

Abi: Oh, okay, good. Because I actually do have clients who involve others in helping them. And you found just the consequence route most helpful?

Susan: For me, right. And maybe something I should work on is not rewarding myself so freely. I found that a consequence was a better motivator for me. I can't reward myself with money because it's my money. I don't want food because that's one of my issues. I tend to do that anyway. So what could affect me negatively was more of a motivator than what I could gain. Most of the time the act itself was a gain for me. Like, having a job is a reward because obviously, I have a job. So my goals are rewards in themselves.

Abi: And in terms of the consequences, did you find it pretty easy to hold yourself accountable to those?

Susan: Yep. The one objective I did miss, the pay my bills, I realized I didn't do it and I needed to fulfill the consequence before I got here. So, yeah, I think it was. And I think if I had missed other goals I wouldn't have hesitated to do it because I committed to it. That was the deal. Definite motivator.

Abi: Good! And here you talk about how meds are important but don't really teach you the skills...

Susan: Right. Right. For me the medication really changed my life, completely, in certain areas. And now I don't feel ready to say "okay, I have a plan to set goals and I'm ready to go off these meds" because other things are affected when I go off these medications. But, I think this is an excellent supplement to that. It's another tool that I can use and maybe even scale back on medications. It's an excellent supplement. I'm not trying to discount it...
Abi: Oh, no. And I think most experts believe, and I believe, that the best way to go is a multimodal treatment. You can't just do medication and think that will cover everything or just do the counseling. It's often necessary to have a combination of things.

Susan: Yeah. Exactly. And to add to that it was definitely more helpful that the advice of my doctors, which was just "make lists" or "keep a calendar". This is an actual plan with an actual framework. More than just advice on a bullet list that you get at your doctor's office.

Abi: Yeah. Good. And have you tried any other methods to control your behaviors?

Susan: Well, I've...things like, said to myself "if I don't read my book I won't go watch T.V." but that I never really stuck to. Nothing concrete. Other than that I've finally in the past year been able to keep a calendar.

Abi: Okay, and "a technique for shorthand"?

Susan: Oh, okay. Because it was helpful to write down the goals, and I'm not likely to have a book like this to take with me...having some sort of...maybe block out a section of your calendar and put goals and dates and consequences. Some little way of writing it on a calendar that I can have with me, where I don't need a whole sheet. Some tip for how to organize in a similar format, in a way that I can fit it into whatever I have got. Does that make sense?

Abi: Yeah. Maybe I should design a specific planner for people with ADHD?

Susan: Yes! Something small and portable.

Abi: Good idea. And "add specific ADHD problem areas to goals"?

Susan: Like, I know a huge issue for people with ADHD is social stuff. Have that be something that is definitely worked on across everybody because people may not want to own up on it. They may not realize that they have an issue. Include things that you know as a professional that could be added to the goals. Or maybe even just bring it up to someone's attention.

Abi: Okay, that's a good point.

Susan: The last part...the first day we did a lot of background stuff, but maybe some more explanation as a professional would help people identify problems they have. You may see a huge whole in the logic of my goals that I am completely missing. So, that kind of counseling or exploration at a first session may make even more improvement to the person than they even realize they need. Knowing ADHD clients, you know certain patterns.

Abi: Yeah, it sounds like you may enjoy upping the counseling aspect of coaching. While now it is kept very separate, you might enjoy a little most of that within ADHD coaching.

Susan: Yeah. This is just kind of brainstorming. What could maybe be added.

Abi: Sure, and you have some good suggestions.

Susan: I think I put in there too, something that is good for me that I will take from it is the "structured procrastination." I have something to put off but I have something that is productive to put it off with. I know that I can put off studying but I have to clean my room. That is a huge deal for me.

Abi: Yeah, I like that term that you kind of invented. I think those are all of my questions. Did you have anything else you wanted to add?
Susan: No.

Abi: And if you think of anything else you can feel free to let me know.

Susan: Okay.

Abi: Well, thank you so much for your participation and good luck to you.

Susan: Oh, thank you. This really was very helpful. And I'll let you know how this week goes.

Abi: Great. Talk to you soon!

Susan: Okay, bye!

Meeting 8:

We decided to forgo because Susan had a guest coming and Abi believed Susan would do great on her own from here on out.

JAIME

Meeting 1:

Abi: So basically today I just want to go over the packets and get some more information. It will be more of an interview and then at the end, at the very least we’ll establish two or three long-term goals for the eight week coaching sessions. I don’t know how much your dad has told you about what coaching is. So, basically we are going to have eight weeks and within those eight weeks you will have two or three big goals. I know that you are looking toward college and that is important to you so maybe something related to that. But it can really be anything, like if you have trouble managing your budget…I’m sure you don’t have too much to budget yet…but, keeping your room clean…anything that ADHD affects, which can be pretty much everything for a lot of people. Then we’ll have smaller weekly goals between. In addition, we’re going to come up with a system of rewards and consequences for each of these using things that really motivate you personally. That’s the general outline. I’ll start by reading through this, and asking you some questions. Any questions so far?

Jaime: If it didn’t apply I didn’t write anything (pointing to blank places on application).

Abi: If it didn’t apply…that’s okay. If I have any questions, I’ll ask you. Okay, so Jaime, you are a senior in high school and you already got into college. Was that an early decision?

Jaime: It was early decision.

Abi: And you have international relations listed as your major. Is that something you’ve known you wanted to do for a long time?

Jaime: Yeah.

Abi: How did you figure that out?

Jaime: I have a human rights organization so it kind of just branched off that.

Abi: Wow! How did that start?

Jaime: In English class we had to write poems about genocide. I got students together.

Abi: And that was how long ago?
Jaime: Two years.

Abi: Cool. So what kind of work have you done?

Jaime: Rallies and we’re building (blank) which are water passage indicators in refugee camps in Chad. And I’m gonna go film my documentary.

Abi: Wow! That’s incredible.

Jaime: It’s exciting.

Abi: When are you going to do that?

Jaime: I think this summer.

Abi: That’s very cool. So did you pick Hampshire College because of their international relations program, or how did you choose it?

Jaime: That was part of it. They have small classes. They don’t have tests. Lots of teacher attention. Kind of like Amherst, Mt. Holyoke.

Abi: I think a lot of schools are getting into that…getting rid of the SAT and stuff like that?

Jaime: Yeah, finally. (Laughs)

Abi: This is good for a lot of people, yeah. And you’ve been diagnosed since 1998. What grade did that put you in?

Jaime: Third.

Abi: And do you know if it was more hyperactive, or….

Jaime: It was ADHD, with regard to inattentiveness.

Abi: Okay. And what medications are you currently taking?

Jaime: Dexedrin. I don’t know how to spell it.

Abi: I’ll figure it out. And do you know the dosage?

Jaime: No, but I can have my mom find out.

Abi: Okay, that would be helpful. Is that the only one?

Jaime: Yeah.

Abi: Okay. Do you know how many times a day?

Jaime: Just once.

Abi: Okay. And, you haven’t had any counseling of any kind?

Jaime: Well, not for ADHD.

Abi: For anything else?
Jaime: Well, cause my sister and I didn’t get along. But I don’t think ADHD counseling. Just testing.

Abi: So, just a family therapy kind of thing?

Jaime: Yeah. It wasn’t for that long.

Abi: How long ago was that?

Jaime: Um….a couple years. A while….2002, cause she was going to college.

Abi: Okay, so she’s older.

Jaime: Yeah, she was going to college and they just wanted us to…like, if there was any separation anxiety or whatever.

Abi: Okay. Were you guys really close or are you?

Jaime: No!

Abi: Okay. Is it, just the two of you?

Jaime: Yeah.

Abi: Now the coaching…as I mentioned, your dad is the one who saw the ad and what not. Can you tell me…you listed doing well in college and getting prepared for college as your reasons for seeking coaching. Did your dad just mention this and you said, “I want to do that” or was he part of the motivation?

Jaime: He was part of the motivation. But I also want to be prepared and do well in college so we have the same motivation, I think.

Abi: Okay. So you didn’t feel pressured to do this?

Jaime: No.

Abi: So in terms of difficulties in school you have “understanding concepts in our courses”.

Jaime: Just like comprehension, I think.

Abi: Okay. Is that in any particular courses you have more difficulty than others?

Jaime: English. Well, writing. And translating ideas.

Abi: Writing. What about reading?

Jaime: Yeah, that would be the same, I guess. Like taking an idea and putting it into my own words.

Abi: Okay. And organization - do you mean in terms of keeping your schoolwork, binders and whatnot organized? Keeping your papers in the correct places?

Jaime: Yeah.

Abi: Okay. The kinds of problems you encounter, you have “trouble remembering things, putting plans into action, difficulty paying attention, procrastination, studying effectively, and again - organization”. In terms of putting plans into action - do you find that once you kind of have the momentum you can keep going but it’s just that beginning stage that you have trouble with or….?
Jaime: Well, I can get the plans ready but it’s putting them into action.

Abi: Okay. And again, the difficulty paying attention - is that certain courses?

Jaime: It’s when the teacher is boring.

Abi: So it can be an uninteresting topic but an interesting person talking and you can stay interested?

Jaime: Yeah, probably.

Abi: In terms of studying effectively, what different methods have you tried? What is your method of studying right now?

Jaime: Now….not studying (laughs).

Abi: (Laughs) Lack of?

Jaime: Yeah, I think I’ve tried everything.

Abi: And how do you test? Are you one of those people who can afford to not study and still do okay?

Jaime: I do the same if I don’t study.

Abi: So you find that whatever method you are doing doesn’t really help. And what is that? Just reading material? Or, do you make flashcards?

Jaime: Yeah

Abi: All that?

Jaime: Yeah. But I may not be studying it correctly, so….

Abi: Okay. And you are diagnosed with LD?

Jaime: Uh…GTLD?

Abi: Okay, well that probably means that in certain areas you have deficits but in others you are above average. Do you know what LD - is it reading, writing, math?

Jaime: I guess math and reading. I know my highest score is in math and my lowest score is in reading. When I took the test I did well in math but I can’t show it.

Abi: So you basically score high on math ability? But when you say, take a math test in school you don’t do so well?

Jaime: Yeah.

Abi: Did you bring paperwork about your diagnosis?

Jaime: No, but I can go home and ask.

Abi: Okay. That would be helpful. Just whatever you’ve been diagnosed with. That would be great. I can make copies and give it right back to you. But you’d say in terms of academics it’s really the reading and writing you find the most difficult?

Jaime: Yeah.
Abi: Okay and you’re not diagnosed with any other disorders. And you list your strength as debating. Are you on a debate team or have you ever done that?

Jaime: No. Just law, I meant. Like litigating kind of thing.

Abi: Okay. And you don’t list any other things you do well.

Jaime: I skipped that one.

Abi: Can you think of any now?

Jaime: My human rights organization. And, reading but not comprehending.

Abi: Are you a fast reader?

Jaime: Yeah, well, I like to read. I enjoy it.

Abi: So if you’re given a reading assignment you have no problem doing it, you just don’t comprehend it very well?

Jaime: Yeah. Most of the time.

Abi: Okay - and you don’t have…. (points to blank)

Jaime: I wasn’t sure. What do you mean?

Abi: Basically what this is asking is on a day to day basis, in general, all day every day do you feel this (symptom checklist).

Jaime: Oh.

Abi: And this is when having to deal with things that your ADHD might be affecting like studying.

Jaime: I think it’s the same for both.

Abi: Okay. So you don’t think you get any more anxiety or any of these in the academic area?

Jaime: Yeah.

Abi: How about during a test or something? Any anxiety?

Jaime: No.

Abi: But you do have a lot of things listed, so - like you get stomach aches?

Jaime: Well, that probably doesn’t - it’s the pill - the Dexedrin. Some of them are related to that.

Abi: Okay. Well, then let’s kind of go through them because it would be good to kind of understand which are from your medication and which are other factors. (go through list.)

Jaime: (Referring to coaching topics survey) I’m like the most disorganized person. That’s why there are a lot of 1’s.

Abi: No, that’s good. It gives us a lot to work on! Room for improvement. What this will really help with is - we’ll find a way to encompass all the things that you feel are your priorities into two or three topics. A
lot of them relate to studying or getting schoolwork done. It’s just a matter of prioritizing. And…you
don’t have trouble getting to class on time:

Jaime: Just in the mornings - but I’ll be at class on time.

Abi: Okay, so these down here - exercising, eating healthfully, etc. - These are a more health aspect of
your life. What do you feel, in terms of priority, these are as compared to the ones related to academics -
for coaching. Would you want something about living healthy as a goal as well?

Jaime: Well, I’m sure that exercising and eating healthy has a part in academics - that’s what my parents
say.

Abi: Well, true. Body and mind are very connected. There’s also the issue of just how much time you
have. If you think “school takes up all my free time now. I don’t have time to say, go for a run or go to the
gym - you know, you don’t have to answer me right now - but, when we get to your goals, just being
realistic in terms of how much you can take on in the next several weeks. Other than the medication do
you have problems sleeping?

Jaime: I think it’s all related to the medication.

Abi: Is it more a problem falling asleep versus staying asleep?

Jaime: Falling asleep.

Abi: And is your medication time released?

Jaime: Yeah.

Abi: You take it in the morning?

Jaime: Yeah.

Abi: And it looks like socially you’re not having any problems?

Jaime: No, that just affects the schoolwork.

Abi: Do you think that the types of people you are hanging out with affect it or just the amount of time you
are spending with friends?

Jaime: Well, I mean, I don’t hang out with bad people, so….

Abi: Okay.

Jaime: just like going out on weekends and not studying.

Abi: Um - managing stress you have up there.

Jaime: My dad put that one.

Abi: I was going to say - it sounded like before when I asked you about anxiety you didn’t have much.

Jaime: Well, he thinks a lot of schoolwork should be stressful.

Abi: Well, it can be certainly. But if you’re not the type of person to really worry about it, then, ya know.

Jaime: Yeah.
Abi: How about in terms of your teachers. Right now are you getting any special accommodations? Do your teachers even know you have this diagnosis?

Jaime: They should know. They’ll give me accommodations if I ask. But they don’t - I mean, it’s senior year.

Abi: Okay - but you know where your rights are in terms of that?

Jaime: Yeah.

Abi: So since you were diagnosed pretty early, you’ve had a lot of explanation about your disorder? And you’re comfortable with it - it’s not a hindrance on your self-esteem or anything like that?

Jaime: No.

Abi: Did you or your dad have any questions about the informed consent?

Jaime: No.

Abi: Okay. I’m now on the “procedures for the coach/client relationship” and, kind of along the lines of what I just asked about - you did say yes, that you get defensive if someone asks about your disorder?

Jaime: I mean, I don’t like to talk about it. If someone asks. But I don’t want to give the information.

Abi: And why is that?

Jaime: I don’t know.

Abi: Okay. Do you not want to feel like you are complaining? Or do you not think it’s a big deal? Or?

Jaime: More not the big deal. I prefer not to talk about it. I go to a competitive school so I don’t want it to affect that.

Abi: So maybe I do not understand - you don’t want to be perceived as having this weakness?

Jaime: Or like an advantage.

Abi: Okay. You said you are distracted by noise sometimes.

Jaime: Like only when I don’t want to do something.

Abi: So you’ll allow yourself to be distracted. And do you find that you are more distracted by different types of stimulus - say auditory versus visual? Or pretty much anything.

Jaime: Well, anything if I don’t want to be doing what I’m doing.

Abi: Okay. You say your thoughts wander when other people are talking.

Jaime: I think it’s normal.

Abi: So you don’t think your distraction or thoughts wandering are any different than someone without ADHD?

Jaime: Yeah, unless everyone in my class has ADHD.
Abi: Okay - trouble completing tasks. Again, you said depending on the topic. What kinds of things do you find interesting. Like, you can sit and do for hours and not get bored with or is there anything?

Jaime: There aren’t really any. I mean, my organization. Human rights. None for school.

Abi: Okay - and you don’t have difficulty remembering appointments, you said? Do you use a planner right now?

Jaime: I have one but I don’t use it.

Abi: Do you think it would be beneficial if you did use it?

Jaime: I never open it. I’ve written in it.

Abi: So how are you remembering appointments? You just have everything in your head and you can remember?

Jaime: Yeah.

Abi: Wow! That’s good.

Jaime: Or I don’t remember to do it, but more likely I do.

Abi: Or you think you’re remembering everything. (Laughs)

Jaime: (laughs) Yeah.

Abi: Okay. Procrastination - “very much so”. Is that in any particular areas?

Jaime: Homework.

Abi: Any kind of homework? What about reading? Because you said you do enjoy reading.

Jaime: Like if I’m online and talking to friends I’ll choose that over everything.

Abi: Your parents at this time, have they tried to do any restrictions - like you can’t do this until you get that done? You can’t talk online until your homework is done?

Jaime: I have wireless, so they can’t put restrictions on the computer.

Abi: What about like going out with your friends on the weekends?

Jaime: Well, I mean, if they don’t want me going I can’t go.

Abi: Okay. So no trouble following conversations, or being on time, which we talked about. You don’t have trouble sitting still but you’d rather be up. And, temper - with parents. That’s because you’re a teenager (laughs)

Abi: Okay. You didn’t fill this part out.

Jaime: Oh, I didn’t realize it was part of the same thing.

Abi: That’s okay. I can just ask you how. So in terms of learning, do you feel you learn better auditorily, visually, kinesthetically? All of the above? Have no idea?

Jaime: No idea. I learn best one on one, like with the teachers. Visually would probably help too.
Abi: What if you saw a DVD about a subject; would it be better than reading about it?

Jaime: Yeah.

Abi: So in terms of difficulties it sounds like you just want to get your studying and organizational skills up to par so that when you leave for college you will be better prepared. Am I on the right track?

Jaime: Yeah.

Abi: Okay - patterns of past behavior in terms of school - grades, and what not, are you the type of student who puts everything off until the end of the semester; crams and then gets okay grades? Is that you?

Jaime: Yeah. I mean, not last year. I kind of did work.

Abi: Was anything different about last year?

Jaime: Well, it's the year that mattered.

Abi: So it sounds like if the stakes are high enough you can get yourself to buckle down a little bit?

Jaime: Yeah. I always get all my homework in before the semester is over.

Abi: What do you consider coping methods that you've used and have seen helpful?

Jaime: What's that?

Abi: Like when you do get your work done.

Jaime: Oh - knowing I have to have it in or else I'll fail.

Abi: Have you, say, tried reading in different locations or environments or breaking assignments into smaller pieces over time?

Jaime: Yeah, making plans and trying to go through with it. At least last year. I have no motivation this year. It's probably not helpful.

Abi: How about anything that hasn't been helpful? Any methods, friends, events that get in the way?

Jaime: The computer. Like, face book. I got my text messaging taken away a week ago for that.

Abi: Technology has kind of made everybody a bit ADHD! (Laughs)....so what do you consider your strengths?

Jaime: You mean in school?

Abi: Anywhere.

Jaime: Oh, legal stuff, I guess. My dad's better at that question.

Abi: At your strengths?

Jaime: Yeah.

Abi: Okay, well that's good information too. Because it sounds like it wouldn't hurt for you to discover some of your strengths for yourself. And then interests, anything we haven't talked about?
Jaime: No.

Abi: Okay. Do you find that your interest in what you are doing now, is that pretty much enough to fill your time or do you wish that you had other activities that you were more interested in?

Jaime: It’s enough. It takes a lot of time.

Abi: What about your documentary? Are you interested in that aspect of it or are you doing it just because you’re interested in the other stuff?

Jaime: Oh, the other stuff. I want to get it done.

Abi: Okay, on preferences for feedback. That can mean anything from “I’m one of those people that likes a lot of positive feedback”. Or when you are doing well would you rather I be quiet and let you do your work? It can also mean in terms of e-mail - it sounds like you are on the computer a lot, so do you prefer getting e-mails from me?

Jaime: Yeah, well the computer is more on and I just keep wandering over.

Abi: Maybe if I write you on face book? (Laughs)

Jaime: (Laughs) Yeah.

Abi: So in terms of positive feedback does it help to hear you are doing well?

Jaime: Probably more that I can’t do something.

Abi: so more of a tough love approach?

Jaime: Yeah.

Abi: Would you like me to ask you what prevented you from following through? Now, if you say no that doesn’t mean I won’t ask you but it’s just good to know if that is going to be something that might threaten you or make you feel uncomfortable.

Jaime: Oh, no. It’s fine.

Abi: Again, would you like me to refer back to your goals if you don’t follow through?

Jaime: Whatever you want.

Abi: Would you like me to provide the consequence if you don’t follow through? Now, if you say “yes” I can only do so much.

Jaime: My parents can do that. They’re really good at it.

Abi: Actually something that me me think of you - there are tons of things that can motivate people and you can get really creative. But this student, every time he was late to sessions he had to put $5 in a jar we had and at the end of it we gave all the money to charity. It makes me think of your organization. Something along those lines - that can be me kind of helping you with your consequence because I’ll be like, “okay, pay up!”

Jaime: Okay.

Abi: Okay, so you said you and your parents will be the main people in charge of your rewards and
consequences. So can I count on you to relay the rewards and consequences we decide on to your parents or do you think you would need me to e-mail your dad or something like that?

Jaime: I can probably tell them but you could e-mail too. Or you could e-mail my mom. She’s the nice one.

Abi: Yeah, I don’t think I have her e-mail. Could you write it down for me?

Jaime: (writes it down)

Abi: And the next question is, would you like me to immediately address situations or not at all, or would you prefer that I wait? No preference at all?

Jaime: No preference. I’m open.

Abi: Okay, so each week we will have the one hour sessions face to face. It will probably be more like 50 minutes. And then what I usually do is in between sessions I’ll contact you to see how your goals are going. For that contact do you prefer phone call, or e-mail, or both?

Jaime: E-mail.

Abi: Okay. And in terms of addressing missed meetings - do you foresee any meetings that you are going to miss?

Jaime: No.

Abi: Okay. But if something comes up just give me a call 24/48 hours in advance. We can try to reschedule. If I cancel, we’ll definitely reschedule. At the end I’m gonna have you fill out an evaluation. Now, we just have a few minutes left but basically I want to determine your long term goals. We want to come up with two or three because that seems to be the most manageable. So from what I’m hearing I would guess there would be something along the lines of getting yourself together for college? I don’t know if you need to do any scheduling around your documentary or anything like that:

Jaime: That’s scheduled.

Abi: Okay. So if you think we can do healthy living as a goal too. So we can either go healthy living and break down the “getting ready for college”. We want something achievable and measurable. So what are your thoughts?

Jaime: Basically, I think I should do a healthy eating one cause my parents want me to be ready for college and one about time management and having an organized backpack. And I don’t know, my dad might have other ideas. He’s really good at this.

Abi: Okay, well why don’t you and I come up with three and then for your homework I’m gonna give you two assignments. One of them will be to go over these with your dad and either tweak the ones we did or make new ones. So, depending on your priorities - I want number one to be your number one.

Jaime: Oh, homework.

Abi: Okay, so just write the word “schoolwork” for now. So that would include two things - getting things in on time and keeping your backpack organized?

Jaime: Or, like keeping my environment organized.

Abi: Okay, so write that in your own words. Separate time management and organizations as two separate goals because those are different things. And you’ll need to come up with a tangible goal for each of these.
Then your third one, if you just want to write healthy living?

Jaime: Yeah.

Abi: And then again, something that will prove that. And then next week we’ll really break it down. And your other assignment is going to be to make a list of five things you really enjoy and five things that you really dislike.

Jaime: In regards to anything?

Abi: In regards to anything. That’s going to help us determine what your rewards and consequences are going to be. Get really creative on this. I had a kid who hated milk so his consequence, if he would fulfill one of his goals was to drink a glass of milk. He hated it so much that it worked. So, it can be anything. There are obvious ones - maybe cell phone or computer, but try to be really creative.

Okay, so that’s pretty much all we need to get done today!

**Meeting 2:**

Abi: Let me quickly write down your medications from your packet. Then you can take it home and have one of your parents sign the informed consent.

Jaime: Okay.

Abi: So how did your week go?

Jaime: Good.

Abi: Good. How about as far as your goals?

Jaime: I wrote them out. And then I did the five things…likes and dislikes. But, I got distracted and didn’t write five, but it’s close.

Abi: Okay, so we can go over this. And did you fine tune your goals how you want them?

Jaime: I think so. I wasn’t sure how to word them.

Abi: Okay, we can talk about that. So you have goals one as a school goal, organization and maintaining organization (office, schoolwork, bedroom), turning in school assignments on time, and making an outline for school study time. Okay, let me think how we can break this down. What we can do is rather than divide the goals between environments, because you have school, teens for peace—your organization. We could do more of an organization goal since this is all along the same lines. You have organizing your stuff and time management. And you have a website? What would you like to get done for that?

Jaime: Yeah. We’re redoing it.

Abi: Are you doing it or overseeing it?

Jaime: I’m doing it.

Abi: Okay, and then you do a mass monthly email? Getting chapters involved?

Jaime: Like contacting them more. Emailing and stuff.

Abi: Okay, that seems kind of like a scheduling issue to. And then what is project W..A..?
Jaime: That’s the water pasteurization.

Abi: Okay, I remember you mentioning that. So it sounds like you need to get a schedule as to when you are going to do all of those things?

Jaime: Yep.

Abi: And then a health goal? Going to the gym once or twice a week?

Jaime: Yeah.

Abi: And then a healthy diet? Cutting out soda?

Jaime: Yeah, it’s supposedly really bad.

Abi: Yeah, lots of sugar and caffeine. And then for rewards you wrote down Anthropology Tops?

Jaime: I shop too much. It’s a store.

Abi: Oh, okay. What kind of stuff is that?

Jaime: It’s like late teens and twenties stuff.

Abi: Okay, and then going out with friends and stuff…

Jaime: Without being interrogated.

Abi: Okay. So write now you’ll get to go but you have to answer a million questions?

Jaime: Yeah, just more leniency.

Abi: And what do you mean about being rewarded with a debit card. Just a certain amount of money or something?

Jaime: I just want one.

Abi: Oh, okay. And whose money would be on that?

Jaime: Mine, I just want to get it.

Abi: Okay. So what do you use now?

Jaime: Cash.

Abi: So you don’t have an account?

Jaime: I have an account. I just can’t get in it.

Abi: So how do you get money out?

Jaime: I just put it in and it stays there (laughs).

Abi: Oh, okay (laughs). And for consequences you have no computer. It sounds like not going out could be one too. Oh, there, you have that. Taking away text messaging which I think you said…

Jaime: I did, but I’m getting it back.
Abi: Okay. And did you find that motivating?
Jaime: What?
Abi: Trying to earn it back when it was taken away.
Jaime: Oh. Yeah.
Abi: Good. So you’ve already kind of tried it. And having your parents monitor your homework?
Jaime: Yeah, that would be awful.
Abi: So they would have to look over it and approve it?
Jaime: Yeah.
Abi: That’s a good idea. These are good and hopefully we can come up with a few more. So let’s turn to your long term goals. Did you go over these with your parents at all?
Jaime: Yeah.
Abi: Okay, let’s figure out how you want to say these and make them manageable. You appear to be very motivated so I have no doubt you can accomplish a lot but I also don’t want to overwhelm you.
Jaime: It’s okay, it’s second semester.
Abi: Okay. So I think what we should do is have a time management goal that includes both school and teens for peace, and then an organization goal as far as organizing your environment for school and teens for peace. Do you have a specific area for your organization?
Jaime: I have an office.
Abi: Okay, and is that for both school and teens for peace? And is it separated?
Jaime: It’s for both. The Teens for Peace stuff is in a box and I organize it in the box. It’s not efficiently organized.
Abi: So do you think an all encompassing “organize office” goal might be a good way to go?
Jaime: Yeah.
Abi: Okay, so something along the lines of “create and maintain a schedule for both schoolwork and teens for peace” and then for number to “maintain organization of home and backpack”?
Jaime: Yeah, that’s good.
Abi: And then for the healthy one…
Jaime: That shouldn’t be too hard because my mom is a dietician.
Abi: Okay, good. So you could say “create and maintain healthy eating and gym schedule.”
Jaime: Okay. Good.
Abi: Okay, so now all we need to do is come up with some big rewards for these three goals. And they are
all or nothing. So if you would fail to meet one of your smaller goals during the week, not only do you get your small reward for the week, you also forgo this bigger reward. So does anything pop into your head? Anything you’ve been wanting?

Jaime: Well, we finish three weeks before graduation.

Abi: Is there anything you’ve been wanting?

Jaime: I’d have to think about that.

Abi: Well, let’s think now. Anything for your organization?

Jaime: Let’s say beach week. Because I know they aren’t going to let me go on beach week.

Abi: Well, do you think there is a possibility you would get that?

Jaime: Yeah, if I meet all these goals.

Abi: Okay, well normally we would create a separate big goal for each.

Jaime: I can think about it and just write things for now.

Abi: Okay, well, remember that is what this session is for. We have the time. You will have separate assignments to do at home. I don’t want you to be here for 20 minutes and then do everything else on your own. After we come up with this we’ll think of what the first little steps are to meet these goals, and those will be your assignments for next week.

Jaime: Okay.

Abi: So if you want we can skip it for right now and come back to it. At the very least you and I can come up with a brainstorm list and you can go home and have your parents approve your ideas.

Jaime: Yeah, that’s fine.

Abi: Okay, so let’s go to week 2. Now that we have our three goals we can create objectives. As far as syllabi, how do your teachers tell you about assignments?

Jaime: They tell us about it the day before.

Abi: Okay, so making a schedule might be kind of tough!

Jaime: But I could get an assignment book and actually maintain it. I can write down the stuff I need to do.

Abi: Do you have emails for your teachers?

Jaime: Yeah, but we don’t email on a normal basis.

Abi: And they don’t use blackboard?

Jaime: They do, but most of the stuff we don’t actually do.

Abi: Hmmm. Okay. That is a reasonable accommodation that someone with ADHD should be getting—notification of assignments.

Jaime: They’ll tell us about projects but not reading assignments and stuff. Even teachers who give accommodations don’t always do it. You have to be really persistent.
Abi: Okay, well the first thing I would have preferred to do is take that info and put it on the calendar. Then what you could do is schedule out your time toward working on larger assignments.

Jaime: I can ask my teachers. I’m sure they have lesson plans.

Abi: Okay, why don’t we make that your first objective. Gather assignments from teachers. In college you’ll get a syllabus during the first week of class. It may change here and there but most of them are pretty good about it. This is really helpful when it comes to ADHD. If you are just always getting assignments you can’t plan ahead and you are constantly having to keep track. I’d like to be able to teach you that skill since you are transitioning from high school to college.

Jaime: Yeah.

Abi: And this is what you need to do in order to accomplish this objective.

Jaime: Talk to my teachers.

Abi: Okay. And maybe “be persistent!”

Jaime: Yeah!

Abi: It may be helpful to tell your teachers that you are in coaching and it would help. Let’s do a time management for school and a time management for teens for peace. What do you think is the first step in getting these things scheduled?

Jaime: First figuring out what I have to do and then getting a planner and organizing.

Abi: Are you using anything right now?

Jaime: My school gives us one but it’s not very good.

Abi: Yeah, they usually aren’t. My favorite is these monthly desk calendars because they have these big boxes. Usually with people with ADHD even if you get them to write an assignment in the ones that close, they never open it. And if they do open it you only see a few days per page…not what is in the weeks ahead. So with these you can see days, weeks ahead.

Jaime: Okay, I’ll buy one of those.

Abi: And if it would be helpful for you to have one in your bag too, but you could get one. I worked with another high schooler who set the alarm on her phone to go off every day at 3 o’clock and she would sit at her calendar and write down all her assignments from that day.

Jaime: So set alarm to look?

Abi: Well, you don’t need to do anything like that yet.

Jaime: Should I bring it in?

Abi: Yeah, definitely. So look around and see what kind you like if you want one to carry around with you. So in order to accomplish that objective?

Jaime: I’ll just go get one.

Abi: Okay, and what do you think is the first step in terms of scheduling for teens for peace?
Jaime: Creating a list of everything I have to do.
Abi: Perfect.
Jaime: I should probably set aside two hours.
Abi: Okay, and for organization of your office?
Jaime: I need to get stuff to organize it in.
Abi: Good.
Jaime: And then probably organizing it?
Abi: Yeah, but let’s not go that far yet. That’s a real key here. We don’t want to give you so much to take on that you decide, “screw it.”
Jaime: Oh, okay.
Abi: Okay. So then for #5, that leaves us with your first step toward healthy living. And it sounds like you came up with a good one for that before. Maybe talk to you mom?
Jaime: Yeah, I’ll have her make me a diet plan. And I’ll go to the gym once this week.
Abi: Okay, if you think you can handle all that.
Jaime: Yeah, I don’t have that much this week.
Abi: So that leaves us with your rewards and consequences. And let’s think smaller scale now. As far as the computer right now…you said you have unlimited access?
Jaime: I did but my laptop broke, so now my dad can control AOL. And it’s on my old computer, which I don’t like.
Abi: Okay, so it maybe could be a reward. Using the computer?
Abi: Does your dad monitor the sites you go to or anything like that?
Jaime: No, they’re not that annoying (laughs).
Abi: Okay. (Looking at sheet) Well, we might have to come up with some other little things here, because every time you reach a goal you probably shouldn’t just go shopping because that could get expensive!
Jaime: I think my mom would do that, though, so I should probably take advantage of it!
Abi: Okay, well this is kind of a big one so maybe if you can get it done you could buy a shirt or something. I don’t know what is too much. You tell me. Do you think that if you got all of your assignments your mom would be willing to do that?
Jaime: She’d probably take me shopping anyway.
Abi: Okay, well one thing we need to happen here is your parents do need to be on board. And we need to make sure that if you don’t do this you don’t get the reward.
Jaime: Oh, I’ll make sure.

Abi: Okay. And eventually what I would like to see as the weeks go on is for the rewards to come more from you, since you are going to be on your own soon. But to start this is fine. So why don’t you go ahead and fill in that reward: “Mom takes me shopping.” And then for a consequence?

Jaime: No shopping…or wait. No, I can’t go out this weekend?

Abi: Do you think that’s enough time to get it done? That only gives you three days.

Jaime: I don’t know. My teachers are pretty incompetent. I guess spend time online. Or only to do my homework.

Abi: Okay, so “if not completed by Tuesday, no free time online until it is finished?”

Jaime: Yeah.

Abi: And in terms of who will hold you accountable this will be up to you and your parents. And the calendar goal. Maybe something smaller. Let’s look at your list of liked and dislikes. Hmm…do you have any pets?

Jaime: Cats.

Abi: And who takes care of them?

Jaime: My mom.

Abi: And if you had to?

Jaime: I’d do it.

Abi: You’d do it? It’s not a big deal?

Jaime: No.

Abi: Okay. Well, I liked how you mentioned going out without your parents interrogating you.

Jaime: I don’t know if they’d go for that one.

Abi: You don’t know if they’d go for that? Okay.

Jaime: I can do, “I have to get up for school on time and my mom can’t write me notes.”

Abi: Oh, she usually excuses you?

Jaime: Yeah.

Abi: Okay, that’s a good consequence. And a reward for that one?

Jaime: Maybe go out to dinner or something.

Abi: Okay. Then that would be both you and your parents making sure it gets done.

Jaime: And, “Create a list…”

Abi: Hmmm, what about going to bed without your phone?
Jaime: It’s my alarm clock, but I can get another alarm clock…I can do walk to school. I live a mile from school and my friends usually pick me up but I can walk because I hate to do that.

Abi: Okay, that’s a good one. And for a reward?

Jaime: That will definitely get me to do it.

Abi: Good. Then we’ll take note of that and use that one again.

Jaime: I can go shopping with my mom but not buy anything.

Abi: As a reward?

Jaime: Yeah, because I like to go to Tyson’s but they won’t let me drive there because it is so far from my house.

Abi: Okay. That’s great. And in this box you just put what you need to do. Alright.

Jaime: And here I can do no Starbucks in the morning because I like to go there.

Abi: Oh, good. You are getting creative! And how about the money for that?

Jaime: My mom gives it to me.

Abi: Do you get your nails done or do you paint them yourself?

Jaime: I paint them myself but we can do, “get nails done.”

Abi: Okay, why don’t you use that somewhere.

Jaime: Oh, going out to lunch. We get to leave for lunch. And I can say, go to Maryland this weekend because a lot of my friends go to the University of Maryland.

Abi: Okay. Although my only concern is we have you going to a lot of places as rewards and I want you to actually have the time to get everything in.

Jaime: Yeah, true. How about I can get a CD or DVD that I want?

Abi: Okay. Those sound good. The only other thing I would like is for us to make that tentative larger rewards and consequences list and then you can run those by your parents. Okay, so you mentioned going out without them interrogating you.

Jaime: Because I will be doing that in college.

Abi: That’s very true. That’s a good point! And the debit card? How about that?

Jaime: Yeah, we’ll see about that one.

Abi: How about a computer for college?

Jaime: I think they are getting me a new one, but that could be a big reward too.

Abi: Yeah, like a laptop or something. Okay, what else do you want? (Laughs) Piercings? Tattoos?

Jaime: A new car (laughs). They would not go for that! Beach week.
Abi: Oh right, you mentioned that.

Jaime: I think my friend already put me down for the house. Or a weekend in New York City with my friends. And as a consequence I have to go to Maryland. I’m deciding between colleges and I don’t want to go there.

Abi: Okay, that may be a little too big!

Jaime: Well, I’m going to do them all so I’m not worried about it.

Abi: Okay. How about giving away something to goodwill?

Jaime: Maybe for a smaller one. I’d probably do that anyway. I could wear a not-pretty prom dress.

Abi: No, we don’t want you to do that!

Jaime: And taking my car away. That would be awful.

Abi: That is a good one. For the summer?

Jaime: Yeah.

Abi: Beach week I think you can just reverse. What about cleaning?

Jaime: We have a cleaning lady. Or housekeeper, I guess.

Abi: Okay. How about an early curfew during the summer?

Jaime: That would be so awful! Okay.

Abi: Okay, I think we are good! So just talk those over with your parents.

Jaime: And if I think of any more should I just write them down?

Abi: Yeah. And I’m sure we’ll find them some of them work and some of them don’t work so well.

Jaime: Okay.

Abi: Okay, see you next week!

Jaime: Okay, thanks!

**Meeting 3:**

Jaime: I did all of my goals except getting my assignments for my teachers because they wouldn’t give them to me.

Abi: Oh, really? What did you tell them?

Jaime: I told them that I was doing this coaching and I needed to know my schedule and they were like, “We don’t have it. We can’t do it.”

Abi: And you went to your resource counselor?

Jaime: And she wrote a note and they still wouldn’t do it.
Abi: Did you go back to her and tell her that?
Jaime: They told her.
Abi: And she was just like, “I’m sorry”?
Jaime: Yeah.
Abi: Okay, wow.
Jaime: They can do weekly.
Abi: Well, I’m sure the Students with Disabilities Act says differently.
Jaime: Well, I’m sure if they were mandated to do it they would. Well, they probably wouldn’t.
Abi: Yeah, that’s what we are basically saying. They need to abide within what are considered reasonable accommodations.
Jaime: Yeah, they are lazy.
Abi: Yeah, it sounds like it. That’s awful.
Jaime: Yeah.
Abi: Okay, well it sounds like you did as much as you possibly could.
Jaime: Yeah. The calendar is really big, but I go it. Do you want me to just tear out the page next time and bring it?
Abi: Well, I don’t know because I’m wondering how much we can actually use it. I do have people bringing in the big ones, but you are coming straight from school so that would be difficult.
Jaime: I can just tear it out and fold it up.
Abi: Yeah, I don’t want you to have to do that, though. We may have to revise our strategy.
Jaime: Before spring break we should get all the assignments we didn’t get yet.
Abi: For the rest of the year? Okay. The maybe at that point we can reevaluate.
Jaime: And here is my planner. I only use it sometimes.
Abi: Is it helpful the times you use it?
Jaime: No.
Abi: Why not?
Jaime: Because I close it and then I don’t look at it again.
Abi: (Laughs) Yeah. And did you follow through with your rewards?
Jaime: Most of them but I had to go to the doctor and we are going to do this one next weekend.
Abi: And you got some sort of filing system? Did you get any further with that?

Jaime: I separated papers.

Abi: You did? Good. And you hit the gym?

Jaime: Yep.

Abi: Awesome. And how about the healthy eating plan?

Jaime: Well, my mom wrote one that she wanted and one that I would actually do.

Abi: Okay, let’s check them out. Okay, good. We can talk about them more later. How did you feel about the whole process after going through your first week with the goals and stuff?

Jaime: It went well.

Abi: Good. Do you think you’ll be able to eventually taper off of using your parents and be able to set your own rewards and consequences?

Jaime: Yeah.

Abi: Good. Well, then all we have to do is talk about where to go next with your goals and what you thought of the particular rewards and consequences---if there were ones that worked better than others.

Jaime: Walking to school.

Abi: Okay, good.

Jaime: Yeah, it's so cold in the morning.

Abi: Then that is definitely one we should hang on to. How about the reward?

Jaime: Well, I knew I was going to do it anyway.

Abi: So you felt more motivated by thinking about what you would have to do if you didn’t do it?

Jaime: Yeah.

Abi: Did you think of any other rewards or consequences?

Jaime: Not really. Maybe my dad can think of some.

Abi: Okay, well maybe we can make a goal for this week for you and your dad to sit down and think of some more. I really want you to be a part of that process. So let’s look back at our larger goals and then think of the next step toward reaching those.

Jaime: One of the next steps, since I’ll know what my big projects are going to be soon, should be to put them on the calendar.

Abi: Sure. Sounds perfect. Let’s go ahead and write that one down. And what we could do is use the smaller planner you have to write things during sessions…

Jaime: And I can just transfer it over when I get home.

Abi: Exactly. And how about Teens for Peace?
Jaime: I have these projects so I could map out how I am going to do them.

Abi: Okay, good. You have been thinking about these, haven’t you?

Jaime: Yeah.

Abi: That’s awesome. The more prepared you come to a session, the faster they will go! Okay, and you got your filing system and you separated papers. Did you actually file them yet?

Jaime: No, I didn’t know the best way to do it.

Abi: Okay, let’s talk about that a little now and maybe we can come up with something.

Jaime: Okay, well these are my options (explains filing systems and draws diagrams).

Abi: Okay, so you have three separate systems and how many piles? And what are the piles?

Jaime: I have my seven subjects for school. And then Teens for peace is divided into information, chapters and projects.

Abi: And the way you have everything divided right now…do you feel like it’s good?

Jaime: Yeah.

Abi: How many sections do each of your filing systems have?

Jaime: I think twelve for this one, five for this one. And this one you can have as many as you need.

Abi: Okay. So in choosing it’s going to come down to what you will actually use. I don’t know if one hides the papers more than others…”

Jaime: I feel like this one I’ll just put the papers in and they’ll get messy. And the box one I think I’ll put the papers in and just kind of forget about them.

Abi: Yeah, the box kind of worries me. Well, definitely it would be best to create two separate spaces on either side of the desk or room. One for school and one for TFP. And I definitely wouldn’t use the five with shelves for school.

Jaime: Well, I can add more.

Abi: Oh, okay.

Jaime: Well, maybe I can use the box to do the fifty states and I can put emails in the folder for the state they are from. That would be helpful for the different chapters. And then I can do the shelves for the other areas, and have folders in the shelves.

Abi: And I would maybe even take that a step further and use different colored folders for different things. So, yeah, I think that is a great idea.

Jaime: Okay.

Abi: So let’s make that a goal. And for school would you want to use the hanging thing?

Jaime: I don’t think that is going to work. What if I used more shelves and separated them?
Abi: Yeah. Perfect. And if you use colors you will start to easily identify them…Math is blue, English is red, etc. Then if you fill a folder and it is on the right shelf, you can always get another one of the same color and stick it in there, too. And then as far as the office goes is there any other stuff that needs to be organized?

Jaime: Well, there is highlighters and pencils. Nothing really.

Abi: Okay, so it’s really just a matter of getting those papers filed.

Jaime: Yeah. I can take pictures to show I did it.

Abi: Okay. Yeah, that would be cool! And we also wanted to do your backpack.

Jaime: Oh, yeah. But if I’m organizing the papers I’m going to have to take them all out of my backpack.

Abi: Okay. And what about any other areas like your bedroom?

Jaime: No. It was the bedroom but then my dad made me clean it.

Abi: Okay, so let’s talk about your eating schedule.

Jaime: It seems like it is eating more.

Abi: Well, it seems backwards but the more you eat, the better your metabolism functions. So this is what she wanted and then you wrote what you would actually eat. Have you ever had her do this for you before?

Jaime: No.

Abi: And right now what are you eating? Are you a picky eater? Do you just not think to eat?

Jaime: With my medication I don’t get hungry until night.

Abi: Okay, well this is not very much.

Jaime: I think it’s 1,000 calories.

Abi: Yeah, that seems about right and I wouldn’t think that is enough for a growing teenager. The lunch seems really small.

Jaime: Right now I don’t even eat lunch unless we have a free period and my friends and I can go out to lunch.

Abi: Okay, I might think about adding something else in there like a meal replacement or protein bar or something. They have some really good flavors these days.

Jaime: Maybe I can start with the one I made and end with the one my mom made.

Abi: Okay, so this is more than you are eating right now?

Jaime: Yeah.

Abi: Okay, sounds good.

Jaime: Maybe I’ll try a bar too or something.

Abi: Yeah, maybe just think about it. And you think you can do this plan every day?
Jaime: Yeah.

Abi: Great, so let’s write that one down as a goal. And how about the gym?

Jaime: I’ll do that once, maybe twice, because we have a gym at my house.

Abi: Good, so we have your healthy living covered, your organization covered and your schedule covered. Is there anything else you’d like to include?

Jaime: Nope.

Abi: Okay, so let’s set you rewards and consequences for those. Maybe if you think there are one or two goals that you think may be harder than others to motivate yourself you can use the “walking to school” consequence.

Jaime: Eating.

Abi: Okay, and maybe you can even do it on a daily basis, so for every day you don’t follow the diet you have to walk to school the next morning.

Jaime: Okay, and for a reward a healthy diet? I don’t know.

Abi: Yeah, normally I might suggest treating yourself to a fun food, but you don’t like to eat!

Jaime: Maybe go out with my friends to eat.

Abi: Okay. And you said you are going shopping again?

Jaime: Yeah.

Abi: Since you already have that set would you like to make one of the consequences that you can’t go?

Jaime: Yeah. And here let’s say if I don’t get it done by Tuesday then I can’t watch TV for a week.

Abi: How about having to where something ridiculous to school? Would that motivate you?

Jaime: Oh, yeah. I could let my mom pick it. And I want to get my text messaging back.

Abi: And you know another reward could be that your dad has to come up with more ideas for rewards and consequences for you. And for the consequence for the one we have left we could say that you have to come up with a list on your own. Three more rewards and three more consequences.

Jaime: Yeah. And here—parents pay for gas for a month.

Abi: Okay. So let’s just fill out the boxes for what you need to do and who will hold you accountable.

(They fill out the boxes together).

Abi: Okay, looks good?

Jaime: No, is there anything else you need?

Abi: Nope. Great job!

Jaime: Thanks. see you next week.
Meeting 4:

Jaime: I did everything except this morning my dad found more papers that I didn’t file.

Abi: Was it because you didn’t know you had them or did you just not do it?

Jaime: Well, my dad probably knew I had them but I didn’t. They were in his office.

Abi: Well, that’s fine if you honestly thought you were getting it done. I’d say you accomplished your goal.

Jaime: Well, he thought it wasn’t.

Abi: Oh, really?

Jaime: Here are the pictures. This is my school stuff; this is teens for peace (shows pictures).

Abi: Awesome. That looks great. Do you think you could actually send me those on the computer? It would be cool to have a visual in my documents.

Jaime: Sure. My laptop is still being fixed. Oh, I can have my dad do it.

Abi: Okay, thanks.

Jaime: And then my three projects for TFP that I mapped out where the Waphi Project. I have to write a newsletter. And I wasn’t sure exactly how to do it because I wasn’t sure how to go about doing this project but I did my best. Um, “write the first news letter.” Then I have to get the “emails to send it out.” And then “send it out.” Um, email teachers but I have to write it a couple days before to proof read it. And I have to get the website. I realized I put it on the day of the open house for the college I got into so I may need to change that. I’m not really sure how to plan that out.

Abi: Okay, well we can talk about that. Let’s go back to your goals sheet. Okay, so you did this, and your three projects. Did you run that one by your dad?

Jaime: Yeah, he’s fine.

Abi: And is this the one you weren’t counting as completed?

Jaime: Yeah, I can just get that done tonight. I also need more filing space.

Abi: Okay, and I would say it’s one thing if you purposely don’t complete a goal but if you made an honest mistake than saying you will do it by tonight is a good compromise.

Jaime: So I’ll have my dad email you tonight. I should probably write that down.

Abi: Okay. Why don’t we make that our first objective. Finish filing systems and email that it is complete and include the pictures.

Jaime: Oh, and I got the protein bars.

Abi: Oh, you did? Do you like them?

Jaime: Yeah, they are good.

Abi: What flavor did you get?
Jaime: Chocolate and mint, and peanut butter and something.

Abi: Good. So how is the meal plan going?

Jaime: Good. My parents want to add the medication that I’m taking for ADHD. That is one of the things they are really concerned about for college and one of the reasons they don’t want me far away.

Abi: Yeah, that would be good. You can get accustomed to taking it with a certain meal at a certain time of day. Maybe when you have your protein bar.

Jaime: I actually might be switching medications.

Abi: When would you be switching?

Jaime: Probably after Spring Break.

Abi: Would it be a problem for you to hold off? For the purposes of what we are doing here I really would prefer if you could hold off switching anything. Any change in your behavior, I want to be able to say it wasn’t because you changed medication.

Jaime: Oh, that makes sense. That’s fine.

Abi: Are you sure?

Jaime: Yeah. It’s fine.

Abi: So if you want to make a small goal of finding out the details of the new medication that would be good. Like when you need to take it and with what food.

Jaime: Okay.

Abi: And how are you feeling about the meal plan? Is it getting any easier?

Jaime: It’s tough to eat during lunch. It’s still kind of hard.

Abi: Okay. Did you get to the gym?

Jaime: Yep, and I want to bring the bicycle up to my room. I know I won’t do it if I don’t write it as one of my goals. The gym is too far away.

Abi: Okay, and how did your parents do with that?

Jaime: They were surprisingly good.

Abi: Were they? Good. So how did you feel in terms of the number of objectives? Was it manageable and did you feel like your rewards and consequences this week were good motivators?

Jaime: Yeah, this one was just really hard. They are just so many boxes of papers.

Abi: Did you find yourself putting it off until the last minute?

Jaime: Yeah.

Abi: But you did it and that’s what counts!

Jaime: Yeah. And I want to go back through my filing system and redo it because I have old papers in
there. I need to go through them and organize.

Abi: Okay. Is that something you’d like to do this week?

Jaime: Yeah.

Abi: Okay, and let’s refer back to our long-term goals really quick, because we are almost at mid point. Let’s see how we are doing there. Okay, create and maintain schedule…

Jaime: I had an idea. My friend has a daily planner and every morning she sits down with it and goes over what she has to do for the day. Should I try that maybe?

Abi: Sure! Of course!

Jaime: Because when I see this monthly calendar it’s kind of intimidating because I wrote all over it.

Abi: Yeah, and especially because you a have a situation where your teachers don’t tell you that much in advance. It would be helpful for that aspect of your schedule. Maybe here you can say something like, “At this time every day…”

Jaime: I can do it at Starbucks in the morning.

Abi: And if you want to find an even better planner that would be god too.

Jaime: If I know what I have to do for the day that will probably help me get homework done instead of doing it like today, when the quarter ended. Can I write a goal to go with my mom to Stapled tonight?

Abi: Sure. Some of these goals aren’t very big so I think that should be manageable. So let’s talk briefly about these three projects you have and talk about how to tackle them.

Jaime: The first one I know what I have to do. I have to get instructions from this professor on how to make them. And it’s all going to depend on how quickly he gets back to me.

Abi: Do you have a date by which you want to have this done?

Jaime: I want to have it done by the 13th.

Abi: Okay. And these are all the steps you think you need?

Jaime: Except this one. My parents want me to get a job so I can be more responsible.

Abi: And is this part of it?

Jaime: Yeah, I need to inform the teachers at other schools so they can get their students involved.

Abi: So in between now and next Tuesday you’re hoping this teacher will get back to you?

Jaime: Yeah.

Abi: Okay so you are going to draft up the letter then send it out a week from Friday?

Jaime: Yep.

Abi: That sounds manageable. And then what does this mean?

Jaime: Have stuff written about the project for the newsletter.
Abi: Okay, well that will take us through the next week at least. And for the newsletter?
Jaime: I need to dig out the emails and have the members of the organization write articles.
Abi: Okay, and do you have a due date for those?
Jaime: Yeah, here. The 7th.
Abi: Okay, so do you want to write something here about having all the articles collected?
Jaime: Yeah. Abi: And I might suggest something here in this week like sending a reminder email or something?
Jaime: Yeah, that’s a good idea.
Abi: And how about giving it to you dad to proofread?
Jaime: Yeah, I’ll put that here. Hopefully it won’t be too bad.
Abi: Okay, so does that pretty much cover that one?
Jaime: Yep.
Abi: And then the website you said you weren’t sure about how to go about that?
Jaime: I just want to have it done by the 21st. Or I guess the 19th.
Abi: So what goes into that?
Jaime: Um, getting it done…Spending lots of time on the phone with the company who makes it?
Abi: Okay, so is someone making it for you?
Jaime: No, we are making it but the domain company, I guess, has to tell us how to make it. So I guess maybe just one weekend we’ll be on the phone with them.
Abi: Do you have all the information and graphics that are going on there?
Jaime: Yeah.
Abi: Okay, so it’s just a matter of getting it on there.
Jaime: Yeah. Maybe I can put that here on this weekend.
Abi: Yeah, that would be good.
Jaime: I need to make sure on these weekends I don’t go out because when I go out I don’t get it done.
Abi: Well, maybe when that week comes up we can set some sort of reward for Sunday evening or something, after you get it done.
Jaime: Okay.
Abi: Anything else for those three?
Jaime: Nope.

Abi: Well, I think that sounds good. Is there anything else you think we need on your schedule between now and next week?

Jaime: Um, my dad may want me to get a job sooner.

Abi: Have you thought of what type of job you may want? Retail? Waitressing?

Jaime: I’d say retail but the stores I shop at don’t give any discounts and they don’t hire anyone under 21.

Abi: Okay, well maybe one day in here you can go by some places and pick up some applications so that by this date you have here, you can actually send them out?

Jaime: That’s a good idea. I can do it Thursday or Friday.

Abi: And then maybe pick another day to fill them out?

Jaime: Yeah, any day during Spring break.

Abi: Okay, why don’t you choose one and put it on the calendar. And let’s make your seventh goal to stick to your schedule. And is there anything else?

Jaime: Just work-out and meal.

Abi: So let’s think about some rewards and consequences. What do you think is working well?

Jaime: The consequences work the best. I don’t really need a reward.

Abi: Well, if you really find that after a few weeks, that’s fine. I have another client who decided to forgo the rewards because she feels like the consequences are enough.

Jaime: Yeah, that’s how I feel.

Abi: Okay. So let’s go with that.

Jaime: Um, filing system…getting in trouble with father. Hmmm…not going out this weekend. And here, no Starbucks.

Abi: The only risk with that is aren’t you looking at your schedule during Starbucks?

Jaime: Well, my mom doesn’t have to get my anything.

Abi: Okay. Good. Why don’t we use it for this one, because it’s an every day thing.

Jaime: Okay. Here I should put See Consequence #1, because if I don’t go to Staples I can’t finish objective #1.

Abi: Okay, yeah, that’s a pretty big one.

Jaime: Um, no internet. And I’m going to try to do the biking every day.

Abi: Which means you have to move your bike today, right?

Jaime: Yeah, so maybe go to bed at nine if I don’t.
Abi: That’s a good one.

Jaime: And here no cell phone for a week.

Abi: And one more. How about after your dad helps you come up with the new consequences, dad gets to pick one of the new ones.

Jaime: Okay. And then for working out, no TV.

Abi: Okay. You’re getting good at this!

Jaime: MmmHmm.

Abi: So let’s fill in the steps.

Jaime: Here, I need my dad to do it.

Abi: Well, why don’t you help since one of our overriding goals is to help increase your independence.

Jaime: Okay. Umm, sit down with mom…use planner…just do it.

Abi: And I don’t know if I mentioned but when you get your planner you could always develop your own highlighting color system, like we did with the folders.

Jaime: Yeah, I should. Would it bad to get two separate planners? One for school and one for TFP?

Abi: Not necessarily if you keep them next to each other and you look at them both every day. But you need to be careful.

Jaime: I don’t know which would be better for me.

Abi: Yeah, it might be a matter of just trying it out.

Jaime: Okay, so next Tuesday?

Abi: Yep, next Tuesday. See you then.

**Meeting 5:**

Abi: Did you get everything done?

Jaime: Yep.

Abi: Awesome.

Jaime: I finished the filing system, I found out from the doctor how to take my medicine---it’s morning and night with food.

Abi: Okay, and did you make sure it’s okay to hold off on the new medication?

Jaime: Yeah. I brought the bike to my room, I went to Staples, I ate and I did the work-out.

Abi: Awesome! Let’s talk about these a little more in depth. Let’s start here. How is your meal plan and working out going?

Jaime: Kind of boring, but okay.
Abi: The meal plan is boring or working out is boring?
Jaime: Oh, working out.
Abi: Okay, and is the meal plan getting any easier?
Jaime: No.
Abi: Are you just doing the bike? And how often are you doing it?
Jaime: Yeah, two days a week.
Abi: Well, now that it’s getting nice out maybe you can vary your work-outs and do something outside. One of the main reasons people don’t stick to workouts is because they get bored, so some variation is good.
Jaime: I just don’t like working out.
Abi: Okay, well maybe we can talk about ways to mix it up so you don’t feel like you’re working out. Are you feeling any different physically? Are you finding it any easier to concentrate? Do you sleep better?
Jaime: Well, it’s Spring Break now so sleeping is different. But before there was more routine.
Abi: Well, I’d be interested to know whether you continue to see any different there because it can also help your mental capacities---your ability to concentrate and things like that. And how is it going with the planner? Is it becoming a routine at all for you yet?
Jaime: Yeah.
Abi: And are you liking how the one you got is working for you?
Jaime: Yeah, but it only goes until 8 o’clock. So I can’t really plan out my whole day.
Abi: Oh, really? Let’s look at it. What do you think of the set up other than the fact that it doesn’t go very late into the night?
Jaime: Oh, it’s fine.
Abi: Is it helpful how it’s broken down?
Jaime: Different, I guess. I haven’t tried anything else. It would be more helpful if it started earlier for school.
Abi: Yeah, that’s strange. Well, once you get to college you won’t have class before 8 am.
Jaime: I’m hoping for the later classes.
Abi: Yeah, well usually the freshmen get stuck with a lot of the early ones. But it’s better than high school. This planner is pretty nice how it’s broken down into every quarter of an hour. And do you like the looking at it every morning thing?
Jaime: Yeah.
Abi: Good. You’re easy! And your filing system…
Jaime: That was really hard to do. It's not perfect yet. I'll probably have to go back and organize it again.

Abi: Yeah, you may have to live with it for awhile and see how it goes.

Jaime: Yeah, because it’s like, different.

Abi: How so?

Jaime: Because I never filed anything before (laughs).

Abi: (Laughs). Are you able to keep up with the flow of incoming papers?

Jaime: Yeah, and if I can't get to it I have a folder for things that need to be filed.

Abi: Good. Perfect. And are you still finding that the consequence only idea is working the best for you in terms of motivation?

Jaime: Yeah. And we came up with more consequences: Wake up early, empty the cat litter…

Abi: Didn’t you say you do that anyway?

Jaime: Well, I do it every once in awhile but instead of my mom and I switching, I would do it all the time.

Abi: Oh, okay.

Jaime: I think there were only two. But I don't have it with me.

Abi: Okay. You can always have him email them to me or something. Let's you and I talk about some more ideas because I think that this is a good time to come up with some ideas that don't involve your mom and dad and that you alone can hold yourself accountable for. And let's maybe talk about how once you are on your own how you are going to take this and use it for yourself. So can you think of any consequences that don't involve your parents?

Jaime: Um, it's hard to not involve my parents...

Abi: Yeah, well let's kind of test the waters and see what you can do on you own...What about things that they are involved in but won't be once you are in college? What is it like now? Do you go home after every meeting and discuss the consequences and they say, "Okay, we're going to hold you to this?"

Jaime: Yeah, basically.

Abi: Okay. What would happen if you didn't show it to your parents? Would you still do it?

Jaime: Probably....well, yeah, I would.

Abi: Why?

Jaime: I don't know.

Abi: Okay, well let's start there. Maybe when you go home let your parents know that you have the list but you aren't going to show them until the end of the week instead of before. Then it will be up to you to follow those things. Does that sound good?

Jaime: Yeah.

Abi: Okay, let's do it that way. With everything that we are doing...do you feel like this is a system you can
adapt for yourself when we are done?

Jaime: Yeah.

Abi: So in college and you want to go out on Friday night, you can use that as motivation to get things done.

Jaime: Yeah, that would work.

Abi: And also you are learning the skills to become more organized so eventually you will get to a point where you won't even need outside motivators. You can just use the skills.

Jaime: Yep.

Abi: Okay, so let's think about the next step with all of these. It seems like at this point it's going to be mostly maintenance.

Jaime: Okay, I have my office all nice but I have to straighten up my room, so let's do that. I want to go back through my files and make sure there's nothing I don't need there.

Abi: How is your backpack?

Jaime: Okay, because we are starting a new quarter. And my dad wants me to get up earlier because he doesn't think I'm going to get up for my classes in college. So I probably need to go to bed earlier.

Abi: How late are you staying up now?

Jaime: Like 12 or 1.

Abi: Yeah, that would make it hard to get up.

Jaime: Should I put down finish projects? Would that be motivation?

Abi: Sure.

Jaime: Okay. And continue to exercise and meal plan.

Abi: Okay, let's set finish dates for these.

Jaime: Okay, this one I'll do today and this one by next week.

Abi: Along the lines of getting up, how about getting up early if you don't get it done?

Jaime: Yeah. And here, no TV.

Abi: Good. Anything else?

Jaime: Nope.

Abi: What are you thinking about everything?

Jaime: Um, it's working! It's helping me to get everything organized and get stuff done.

Abi: Good. Is it what you expected or is it kind of surprising you how easy it is to get things done?

Jaime: Well, motivation is still a little hard to get. But as long as I get it done before the deadline it's okay.
Abi: And is it helpful to write things down for accountability?

Jaime: I just wish I could get things done awhile before the deadline. Like, not procrastinate.

Abi: Well, if that's something you want to improve...while the consequences are helpful, some people write down a specific day to get things done by..."file by Wednesday"...like that. Would you want to consider writing in some days?

Jaime: Yeah, that sounds good.

Abi: Okay, let's go through and write down some days.

Jaime: Okay (writes them in).

Abi: Okay, any other thoughts, questions, or concerns?

Jaime: Nope.

Abi: Okay, then see you next week!

Jaime: Okay. Bye!

**Meeting 6:**

Abi: How are you doing?

Jaime: Good. I did every one except getting up on time. I did it the first day.

Abi: Okay, I guess we'll let it slide! I guess it was Spring Break.

Jaime: Yeah, I was supposed to get up at 10 on the weekends and 8 on the weekdays. Today for school I got up on time...at 6:10.

Abi: Okay, well that's good.

Jaime: But my dad is really stressing it.

Abi: Are you?

Jaime: No, because everyone my age does it. And we're Seniors. We don't have to get up.

Abi: Okay. And did you get up on your own today?

Jaime: Yeah, with my alarm clock. My mom came in but I was already up.

Abi: Yeah, maybe we can tell your mom not to come in so you can practice for college. And how did it go telling your parents your consequences after the fact?

Jaime: I got all them done so it didn't matter.

Abi: Did they like the idea?

Jaime: Yeah.

Abi: Good. Do you have your filing system figured out?
Jaime: Yeah, I had too many papers.

Abi: Yeah, you're pretty much going to school and have a full time job. Even if you were playing a sport it would be something different. You deal with a lot of paperwork! And your backpack got cleaned out?

Jaime: Yep.

Abi: Good. And how is the meal plan going? Getting any easier?

Jaime: A little.

Abi: Good. Do you want to think about incorporating the ideal meal plan today?

Jaime: Yeah, we can do my mom's.

Abi: Do you want to just do some to make the transition a little easier?

Jaime: No, we can just go the whole thing.

Abi: Did you figure out anything in terms of the planner not going beyond 8 pm?

Jaime: No, because I haven't had school.

Abi: Well, maybe it will force you to get your work done earlier!

Jaime: Yeah.

Abi: Good, so let's keep these goals in the same order for next week. Any thoughts for what needs to be done this week in terms of organization?

Jaime: Just keeping it going.

Abi: And your backpack?

Jaime: Keeping it clean.

Abi: Do you want to do those separate?

Jaime: No, all in one.

Abi: And getting up at 6:10?

Jaime: Yeah, and also going to bed earlier.

Abi: Without mom's help...

Jaime: And I'm not starting my homework until really late because I'm procrastinating.

Abi: Would you like to set a start time for your homework?

Jaime: Yeah. That would be hard.

Abi: Good. I think you could use a little bit of a challenge. What time do you usually start now?

Jaime: Like, eight. After dinner at seven.
Abi: Is that right after dinner?

Jaime: No. Like a half an hour later.

Abi: Okay. Do you want to start immediately after school?

Jaime: Probably an hour after I get home.

Abi: What are you doing now instead of your homework?

Jaime: I'm online or watching TV.

Abi: Well, then maybe those would be good rewards and consequences...no TV or computer until you do it. And are there any particular school projects you need to get done?

Jaime: Yeah, an English essay.

Abi: Do you want to set a goal for when to work on that?

Jaime: Yeah.

Abi: When is it due?

Jaime: Monday.

Abi: And you would usually start it when?

Jaime: Monday first period (laughs). She gives me the same grade whether I spend a lot of time on it or not. I'll do it by Friday.

Abi: Yeah, well the good thing is when you do get to college, if you get in the habit of getting it done on time you'll be able to do the fun stuff when they come up. Or if something that isn't so much fun comes up, you'll have your other stuff done. So did you have any other ideas for this week? Would you like to get a little more ambitious? You mentioned the skill of doing things ahead of time would be a valuable one for college. Any other skills besides getting up early? Keeping your stuff organized?

Jaime: Motivating myself to get to do my work. But I don't know what the skill is for that.

Abi: Yeah, that's the tough part. In theory the motivation should come from the rewards and consequences we set up.

Jaime: Well, yeah. I understand. It's just I know I can always procrastinate.

Abi: Well, I think the best way to do that is just set the goal to get it done prior to when it needs to get done. Does that make sense?

Jaime: Yeah.

Abi: So we could talk about individual assignments further, if you'd like. You do say to get assignments done earlier. But we could expand on this goal. You could sit down with your planner and schedule in when to work on assignments.

Jaime: Yeah, I should probably take an hour after school to do that.

Abi: Okay, let's include that with your planner goal. Focus on that this week. Eventually there will come a
class that you can't do the work at the last minute. Usually that's the case with ADHD kids. Your pretty smart and able to fly by pretty easily up to a certain point but when mom and dad aren't there to push you anymore and the work gets tougher you may find it can get a little overwhelming and tough. So it's good you are doing this now.

Jaime: Yeah, I think these are good. Let's do the consequences.

Abi: Okay, good.

Jaime: Um, for the alarm clock...

Abi: And I don't know if we mentioned possibly putting the alarm clock on the other side of the room.

Jaime: Yeah, I should do that. I used to use my cell phone but I realized I just put my pillow over it.

Abi: Yeah, you may want to think about buying the most annoying alarm clock you can possibly find and putting it on the other side of the room. The newer ones are more soothing. Maybe your parents have an old one. They sounded like fire alarms.

Jaime: Yeah, my parents probably do. I also want to improve my handwriting before I go to college (laughs as writing). I should put no TV or computer here. My dad made me take this game off of my computer and I was so upset.

Abi: Oh, really. So do you want to say that if you don't start that by 3:30 no TV computer until the following day, so it's a daily thing?

Jaime: Okay. Is there any way to improve handwriting?

Abi: Other than practicing? Hmm...I would think the only way is to go back and do the real elementary way and just practice.

Jaime: Yeah, I learned before I was diagnosed so I didn't really pay attention.

Abi: Yeah, that's typical. You could just get a handwriting book. Maybe we can have another goal for you to look into that this week. Just Google "handwriting" or something. I'm sure there are adult books that don't want the kiddie ones. I'm just not entirely sure what it would be.

Jaime: Okay. This one should be big. I don't know...Oh, I have to get my shots for college and I really don't want to do that so I can say I have to get them if I don't finish by Friday. And then for this one...I don't know. Umm, no car.

Abi: Okay.

Jaime: And I need a computer to do that. How about not going out? And I should probably do a reward for this one, that I can go out. And here I'll go to bed an hour early.

Abi: Okay, good. And why don't you bring in anything you find. I'm sure there is some $1,000 system that claims to improve your handwriting...but anything reasonable.

Jaime: Yeah, okay. And I'll need my computer....my English teacher.

Abi: And if you need to involve your parents for the alarm clock, that's understandable.

Jaime: Okay, that looks good.

Abi: Okay, great. See you next Tuesday!

**Meeting 7:**

Abi: So how did you do this week?
Jaime: Good. I couldn't really find anything on the handwriting. It was pretty much like you said.
Abi: Pretty basic or expensive?
Jaime: Yeah, but I'll try maybe a basic book. And otherwise I got everything done.
Abi: Awesome. So how is getting up?
Jaime: I've been getting up on time. It's not fun, but...
Abi: Not getting any easier?
Jaime: Not yet.
Abi: And did you do the alarm clock thing?
Jaime: Yeah, that helped.
Abi: Good. And how is starting the homework early thing?
Jaime: Good, it's hard but I'm doing it.
Abi: Is it nice to get it done early and have your nights free?
Jaime: Yeah, well, I'm actually doing it now.
Abi: Oh, okay so it just wasn't getting done at home before.
Jaime: No.
Abi: And you got your projects done?
Jaime: Yeah.
Abi: And how is your mom's meal plan?
Jaime: Um, it's harder but easier because...
Abi: Because you had the transition?
Jaime: Yeah.
Abi: Okay, good. Did you do any new exercises?
Jaime: Well, we have the gym in my house so I just did that.
Abi: Okay. Well, with the handwriting thing...did they have any geared toward adults?
Jaime: I didn't see any.
Abi: Did you type in "adults"?

Jaime: No, just "handwriting".

Abi: Yeah, maybe if you put in adult too. We can look at that together. Well, good. This is our second to last week and you are pretty much on target. So let's set one more set of weekly goals toward attaining your final long term goals. And then next week we'll do some more reflecting on the process and how you can best utilize this when you go off to college, and I have a few questions I'll ask you.

Jaime: Okay.

Abi: So I'll go ahead and let you take over here.


Abi: Yeah, I think it is supposed to be nice this weekend so maybe you can get outside and do something.

Jaime: Oh, bedtime...and schoolwork. I can make it earlier.

Abi: You can if you want. Or you can keep it if you like to have some downtime after school.

Jaime: Yeah, I should probably stick to this because I know it works.

Abi: Sounds good.

Jaime: Um, start working on final projects. I can't believe the year is almost over! And use planner.

Abi: Are you getting to like that planner?

Jaime: It's okay. Should I put get handwriting book?

Abi: Sure, why not give it a shot.

Jaime: Okay. Is there anything else you suggest from your other clients?

Abi: Well, you are pretty much a model client here so I don't know that there is an advice to give. You've been great at getting your goals accomplished. My only concern for you is because I don't know you if you are just doing this now because you feel like you have to and because your parent's want you to and when you get to school you won't pay attention to it anymore, or if you really think this is something you'll keep up...

Jaime: I think it's in the middle. It's not that I do it because my parent's want me to, but I will because it's the right thing to do. I know it's important and it's good because I want to do well. So that is why I am doing it.

Abi: Right. Good. So that's all I would really say. It's up to you how to use the skills you have learned once you leave. You've got the skeleton of how it is done. You can be as ambitious as you want...or don't. So let's just fill in those blanks.

Jaime: Should I just use the same ones because they've been working?

Abi: Sure.

Jaime: Okay, so no computer. And here I should definitely keep the shots because I was majorly scared by that.
Abi: Really?
Jaime: Oh, yeah. And go to bed early.

Abi: I think it's great how far you've come in terms of holding yourself accountable. If you look at the beginning you were basically using your parents a lot and in two months you've come a long way. I don't see 'mom' or 'dad' written anywhere.

Jaime: Thanks. And for this one I should out that I can go out, because that is encouraging me more than "can't go out". And I'm so glad I didn't have to do that one.

Abi: Done?
Jaime: Yep.

Abi: Okay, anything new this week?
Jaime: Um, for college I want to make sure I take my pills on time, so I'll set a goal with that.

Abi: Do you want to associate it with another activity?
Jaime: Maybe wake up at 6:10?

Abi: Okay, then maybe you can put them right next to the alarm clock. It's good to start habits like that. It will become like brushing your teeth.

Jaime: Yeah. That would be good. My parents are really worried about that.

Abi: Great, anything else?
Jaime: Nope that's it.

Abi: Great. So next week we'll just look over your long term goals again and talk about the future a little. Then I'll have you fill out some forms.

Jaime: Great! See you then!

Meeting 8:
Jaime was sick for her last week but we conversed over email and she filled out the forms and mailed them to me. Her father also sent me an email about his take on Jaime's progress throughout the sessions.

ELIZABETH

Meeting 1:
Elizabeth missed the meeting and was very apologetic about forgetting. She promised to be there the following week:

Meeting 2:
The second session was barely audible on the tape recorder. Elizabeth showed up 40 minutes late and had not filled out her paperwork.

Abi: So we only have a little bit of time and we can't go over the paperwork, but what we can do is begin to
develop two or three long term goals for you, for over the next six weeks.

From there it is too hard to follow the conversation accurately. Abi and Elizabeth continue to brainstorm goals and rewards, and talk about how to prepare for next session. The Elizabeth takes some time to fill out some of the paperwork.

**Meeting 3:**

Abi: Well, I figured out the tape situation and luckily we didn't talk too much last time...so did you have a chance to fill out the rest of the paperwork?

Elizabeth: I did.

Abi: Good. I think what I will do is...

Elizabeth: You know I feel like I can fool some of the people some of the time-it's kind of touch and go-as far as cleaning up my act or not cleaning up my act...I wish I was able to fool more of the people more of the time or just not have to fool people...just have it in a manageable range.

Abi: Yeah, so we only really got through this first page. So since it's all here and you were pretty detailed with your writing I don't think we need to talk about that again. So let's go on the next page. Okay, we have about 35 minutes so I'll quickly go through the remainder of the paperwork and we'll decided on your long terms goals and beyond, at the very least. So even if I am not completely done with this we will stop so we have a few minutes left to do that. That way we can get you going on something since it is the third week and you can get something out of this other than an interview.

Elizabeth: Well, even an interview is going to be progress in terms of learning about myself.

Abi: Okay, good. So, as far as the aspects you are finding most difficult you listed planning how to use your time and then using that plan--and that's the hardest step--following through.

Elizabeth: Those two things. I mean, I got a headache--it just started. That's just it. You make the plan, and then what? Your life doesn't follow the plan.

Abi: Well, hopefully with the system of rewards and consequences we come up with we can get creative enough to figure out what will motivate you.

Elizabeth: It's when the rubber meets the road.

Abi: Yep. And you also describe problems remembering things, and it sounds like you are constantly playing catch-up.

Elizabeth: I forgot when I made the plan for Saturday...and this kind of thing happens every day...when I made the plan I thought, well, I have to do a little thing first thing in the morning and then I'll start. Well, it wasn't just a little thing. It took more and more time. It took all day.

Abi: And you were diagnosed as learning disabled? Do you know in what area that was?

Elizabeth: Yeah, it was auditory input. Some things I'm really strong in and I've done some compensating, but auditory input...sequential stuff too...say for school-like a final year grad student does community service-we have this committee that does it. So say it's my job to take meeting notes. It's not a good job for me. When they talk about all different ideas for how to set up the project, when they have the final idea, yeah, that's the final idea, but I don't know what is the final idea. I forget which one. I don't remember them accurately or in sequence.

Abi: Okay.
Elizabeth: And then reconstructing the sequence, it's a loose canon thing. So it's an LD thing. And now I refuse to be a person who takes notes.

Abi: So is that connected to the auditory information?

Elizabeth: Yeah. One thing I can do is if it notes or tasks, I can say it out loud, put it on paper and abbreviate it so I can think okay, five elements of Chinese Taoism...maybe not as fast as someone else but I can have it on paper and say it out loud. So I head myself say it, feel myself say it, so I know it. But the hearing is the weak part. And I think also I put multilevel manipulation--like Algebra you've got A's and B's and C's...I just can't do it in my head.

Abi: These are interesting terms...I'm used to typical reading, writing, math LD.

Elizabeth: Big chunks.

Abi: Yeah.

Elizabeth: These are very specific.

Abi: Yeah. Okay, and last time we talked a little bit about your depression and how it's kind of been up for debate whether your ADHD is a symptom of that or a separate diagnosis. And you said as far as your strengths that once you get past the basic concepts you do well with new insights, new ideas. It sounds like you are creative. And you are good with maps and geography.

Elizabeth: Oh, yeah, just give me a test in that. I wish I could do that for my job! I am moderately reading LD. Obviously I read and I love books but I'll never be a fast reader. I'm in the average range...unless it's maps.

Abi: Okay. And differences in your symptom checklist...most of the 'yes' were past things?

Elizabeth: Yeah, I thought about making a new column for current but it's sporadic.

Abi: Did you find that in terms of, when you are concentrating on a task that is academic in nature...

Elizabeth: Once I get started my odds of concentrating are much better but with me it's usually a gamble. If I'm usually down to a few days before the exam and I've blocked off the week it's still a gamble, the concentration. The last few days I'll probably just submerge myself but still be distracted by, you know, food, anxiety...the usual.

Abi: Okay. So there is no increase in anxious feelings?

Elizabeth: Yeah, there is.

Abi: Oh, there is?

Elizabeth: Yeah. Like, close to a big exam, yeah. And one thing I've been procrastinating. And it's a gamble when I do sit down to do work. Am I going to be concentrating or am I going to be all over the place like Roger Rabbit?

Abi: Okay. So, in terms of anxiety, what increases? Because according to your notes here it seems almost like you have less symptoms when you are studying.

Elizabeth: Um, the distractions...and irritable, I probably put irritable...no, I didn't. What I would call careless mistakes or and anxiety and poor concentration would be on the rise as I get closer to a big exam. And those things are distractions. Especially those last days before a giant exam. Nothing to fear but fear
itself. Nothing to be distracted by but distraction.

Abi: Right. Okay. Now on to the Coaching Topics Survey, like we kind of talked about it sounds like most of your priorities are in the realm of work and academics.

Elizabeth: Yeah, I do have my other things but like, with my son, somehow I've been able to manage.

Abi: Right. The motivation has been big enough.

Elizabeth: Right. I mean, for one thing a hungry child won't leave you alone. When you've got that right there in the room or holding your hand there is no question. Everything is just going to go into gear. But it's like the other stuff...like being on time for her. I'm like, why couldn't I be on time?!

Abi: Right. Okay. Well that's the kind of thing--I think I may have mentioned this last time--there was a guy who struggled getting to meetings on time and every time he showed up late he had to contribute $5 to a charity.

Elizabeth: Oh! I was thinking I would never have to do that but now I am thinking...well?!

Abi: Okay. So in terms of healthy living and social life...

Elizabeth: Doing pretty good.

Abi: Good.

Elizabeth: Thank goodness.

Abi: And you look at this and it may actually reduce your anxiety a little because you see that there are some areas that you are doing pretty well in. And did you have any questions about the informed consent?

Elizabeth: No. It all makes sense.

Abi: Good. Okay, and you said you don't get defensive about your ADHD.

Elizabeth: Well, self-conscious and squirmy, but not angry.

Abi: Okay. So it sounds like visual distraction is probably the worst for you?

Elizabeth: (Laughs) As I look at your cats!...Auditory can be part of it. But, auditory can also help me focus. Like, lights. The first thing I told you was the light was bothering me.

Abi: Right. And trouble following conversations you have 'yes' and 'no'...

Elizabeth: Yeah, sometimes. But, still remembering in sequence, forget it.

Abi: Is it based on how interested you are in what is being talked about, or is there no pattern that you've noticed?

Elizabeth: I bet your right. I bet there is a relationship between it and if I'm interested, but I'm interested in so many things. I can't think of a subject that's not interesting. I'm never bored. Never.

Abi: Wow, that's great.

Elizabeth: Good news, I'm never bored. Bad news, I'm never bored.

Abi: Right. Double edged sword. Okay and you said trouble sitting still. What is your limit there?
Elizabeth: Well, it depends on how tired I am. But, I noticed that I went to some places with live music in the past few weeks and by the time the music was over I couldn't stand. Even in the Kennedy Center where the seats are comfortable. And I'm trying all different things to get comfortable, and the music is fabulous...so probably between one and two hours.

Abi: Okay. And you don't really have a problem with temper.

Elizabeth: Oh, yeah, I think I yelled at my son yesterday but that's not like a big temper. Well, I went through a big divorce, which is a lot of intense stuff.

Abi: How long has it been?

Elizabeth: The divorce was actually two years ago. My ex-husband is a very high functioning guy. He probably has his own ADD and LD. He does very well with his work and other projects but he's also a tortured soul, so after awhile I would pretty much lose it and go into a rage. He was very critical of how I am not as organized in the ways he thought I should be. If I had a busy week I would get food done ahead of time, and he would think the fridge is too crowded and just through it out. The Monday I would get up and grab everything to go and everything was switched around. So this would happen again and again. So after this happen many times I lost it. However, I think even Mother Teresa would go ballistic, so I don't think it's a risk. I've had people even testify in court how they've seen me in very aggravating situations be patient for hours.

Abi: Sure, that just means you're human.

Elizabeth: Yeah.

Abi: Okay, again feeling like you are over your head...we kind of touched on that last week.

Elizabeth: Yeah, we did.

Abi: Okay, the cycle of it piling it on and constantly clean up...

Elizabeth: Yeah, for about the last year and half.

Abi: Okay, and you didn't list any coping mechanisms. Have you tried anything up to this point?

Elizabeth: Um, I guess hiring a professional organizer is related.

Abi: Was it someone to organize for you or did they teach you the skills?

Elizabeth: Yeah. I got little bits and pieces but I have really anchored them in or implemented or made them mine. It's like, "Oh yeah, she said to do this." Well, am I really doing it?

Abi: Yeah. Okay. Are you using any sort of planner right now?

Elizabeth: Um, this is one thing, but it's not a planner. But, it fits in my purse. It's just a notebook so things don't end up being on little bits of paper. So I actually have two right now because I'll lose one, so this way I still have another. And they float around the condo.

Abi: And other interests include hiking and cooking. You weren't sure about preferences for feedback.

Elizabeth: What did you mean?

Abi: Yeah, everyone has questions about that one. It is kind of open ended. There is a couple things...the method of feedback in terms of calls and emails...and also, are you the type of person who needs positive
feedback to encourage you?

Elizabeth: You know, I live without it but I would love it. I bet it would be a big boost in a positive direction. And I bet email is probably going to work the best.

Abi: Yeah. It's interesting...the females said email and the males said phone. Hmmm...And you didn't get to fill this one out but...

Elizabeth: Oh, that's a good question...yes. And yes.

Abi: And then just immediacy.

Elizabeth: I can't really picture.

Abi: Well, normally I like to start each session by talking about what goals were met and which were not so let's try it that way and if something doesn't work we can always adjust. And you already have one idea for a reward here so that's good.

Elizabeth: Frankly, if I do this I'll have time to go to a class. If I do this for a week, why wouldn't I have that hour?

Abi: Sure. Well, we can stop there. If you could just sign the contract for services. Good. Let's go ahead and get started on developing your two or three long term goals. And these, like I said, can extend beyond the eight weeks, but what we hope to do is phrase it in a way that is somewhat measurable. Not say something like, "get organized" because then you have no way of proving whether or not you did it. So an example for school would be "create and maintain a schedule for schoolwork for the duration of coaching."

Elizabeth: Like a schedule of tasks that will be scheduled and will be done?

Abi: Right. And it sounds like most of your issue is scheduling. This is my favorite kind of calendar. But I have people who are using them and like them and others that prefer something else. I like the monthly desk calendars because it is not something you have to open up every day and a lot of times if you have one of those daily planners you look at the day you are on but not down the road and then if you have a test say Friday, and then Thursday night you flip that page...

Elizabeth: Or don't even flip the page...

Abi: Exactly. So something like this I love because it is staring you in the face and the boxes are pretty big. So that's one of my suggestions. If not...

Elizabeth: I've already got at least one of these for '07.

Abi: Okay. If you want to give it a shot, I might recommend we start there.

Elizabeth: Okay.

Abi: And like I said, if your goal is something like that you can phrase it as you chose...

Elizabeth: Well, as soon as we say these words I am thinking, yeah, but what about actually doing it?

Abi: That is where the rewards and consequences come in. And it sounds like you have tons of interests so that is going to be great in terms of motivation. And I also think your job as a mother and doing things with your son could really help as a motivation factor too. So what we will do is develop these goals and then choose big rewards for whether or not they are met. Then, every week, we'll break it down into smaller goals.
Elizabeth: Yeah, that's definitely good. Breaking it into chunks.

Abi: Yeah, it's much more manageable that way. So what do you think, after hearing me talk, you would like to make those big goals? One, two, or three...

Elizabeth: I noticed you used three big verbs: create, maintain, and follow...And I think I'm going to vote for maintain...and follow...So "maintain and follow repeating weekly cycle...weekly calendar...goal related checklist." I don't know if that is too specific or too general but it's on there. It's done.

Abi: Whatever works for you. And that's something that we can actually determine if you have done, so that's great.

Elizabeth: And I don't expect perfection after one or two weeks. I think it could turn into progress really soon.

Abi: Our hope is by the end you have learned a set of skills that you can take and apply throughout your life beyond here. So do you want to just have that one goal, or is there anything else?

Elizabeth: That's pretty much the key one.

Abi: Okay, and we can always add later. Sometimes people add a smaller goal like decreasing negative self-talk or healthy living.

Elizabeth: Yeah, I've already got some things going there. Thank God.

Abi: Good. So if you think you may want to try out the monthly calendar thing, why don't you bring in a calendar next week as your first goal?

Elizabeth: Yeah. Okay.

Abi: And if you have a task list already...

Elizabeth: Yeah, I do. Bring in monthly calendar and task list.

Abi: And the second thing I would like you to do is create a list of 5 things that you really enjoy and 5 things that you don't enjoy that we can use to create our rewards and consequences.

Elizabeth: Okay.

Abi: And try to get creative. As you go through the week see what kinds of thing you gravitate towards and what things you tend to avoid. What are you doing when you think you should be doing something else?

Elizabeth: There are a lot of things I really enjoy, but I avoid them also.

Abi: Yeah, just be realistic. I have one client who loved the idea of making jewelry, and she went out and bought all these jewelry making supplies. But, they sat on her shelf for a year. So that really wouldn't be a good motivational factor because she is not doing it anyway. She may think she likes it, but maybe she really doesn't as much as she thinks.

Elizabeth: Oh!

Abi: So really, what ARE you doing? Be honest with yourself.

Elizabeth: Oh! What am I really doing? Tune into my awareness. That was a really good phrase that you just said! Really...."what ARE you doing?"
Abi: Good. Thank you. Okay, so those are your two objectives for this week. And we don't have our rewards and consequences yet. And in this box you put what you need to accomplish the objective.

Elizabeth: Yeah, and I really feel like I need rewards and consequences. I make a plan but then life comes up and I can't do that plan.

Abi: Right. And there are two pieces that will hopefully help with this. One is figuring out what you really do. And two is unfortunately, we all have to do it, is holding yourself accountable. So if you have a goal and don't complete it, you really have to follow through with that consequence. So what I think has probably been going on is you have that plan, but there is no one there to do anything about it if you follow through...so the trick is to find those rewards and consequences that are strong enough and powerful enough that they are really going to motivate you. And then follow through with them.

Elizabeth: Yeah. Wow.

Abi: So we will develop those but we are running out of time. Oh...I thought of one more objective for you: Come on time to our session.

Elizabeth: Thank you!

Abi: No problem. So normally we would have a system in place to help motivate you, but you may need to be a little self-motivating this week.

Elizabeth: And you know, I know I can do this.

Abi: Sure you can! And I'll send you the check-in email reminder.

Elizabeth: Oh yeah, that was really helpful.

Abi: Good. Good luck and I'll see you next week!

Meeting 4:

Elizabeth: How are you?

Abi: I'm good. You?

Elizabeth: Good. Well...so here's an example of the calendar now...it's just full of stuff....and then my son thinks it's his and he writes all over it.

Abi: Well, that's good. He's learning the skill early!

Elizabeth: Okay...so what do you want to start with?

Abi: Well, let's start by talking about each of the objectives we set for last week and how those went.

Elizabeth: Okay, "bring the calendar and the task list" I have but of course in the car I even thought of more. So here is a messy task list and then I rewrote it so that you can read it.

Abi: Okay, perfect.

Elizabeth: And I have a lot of things I like to do. I didn't narrow it down to five.

Abi: Well, the more the better. Well, I see you say you like being on time?

Elizabeth: Well, I don't enjoy being late.
Abi: Okay. Well, let me explain what we are going to do with this. I think this one, for example, would be good. This one would be good. Being on time, though, for example, may probably be more of a goal than a reward.

Elizabeth: Yeah.

Abi: Shopping is good. Yoga may be good. Do you do that regularly?

Elizabeth: No. I probably should be. But, no. I won't let myself. My favorite class is Monday at noon. If I do that there is other stuff I won't get done.

Abi: Well, then maybe that is a good reward. Especially since it is time sensitive. If we have a goal for you to get something done by Monday maybe you can go to the class.

Elizabeth: Yeah.

Abi: What do you mean by creative project?

Elizabeth: Well, some things are pretty creative and others are not so creative. Like, I have to install a mirror and that is a problem solving thing. I am used to having a huge house and now I have a small condo. On the other hand I went to one of my favorite thrift shops last night and they had a dress but as a dress it is ridiculous. But, if I cut it into a top it's adorable. So I bought it but I would have to sew it. It's a little bit creative. Other things I dream up are art things with my son. So it ranges.

Abi: Okay, and now you aren't doing them because you think you have more important things to get done?

Elizabeth: Yeah, like the creative problem solving...I'm not doing them because I have so much to do I don't even know how to think about everything that I have to do. So some of the fun things wouldn't work as rewards because well, installing the kitchen shelf...that's not a reward. But an art project with my son...that's really cool.

Abi: Sure. The kitchen shelf would be more of a goal.

Elizabeth: Right. It's getting clearer to me. Although on some I'm not sure. Like the Yoga, I wasn't sure which way to use that one.

Abi: Right. And we'll just play around with it. So...special food. Going on picnics. Those are good. Naps are good too because that can also be good for you.

Elizabeth: Having friends over for dinner would be a great treat for me.

Abi: That actually may be a good idea for a long term reward. I have another client who set up a dinner date several weeks down the road for her and her friends, but they all know that it is contingent on whether or not she meets this goal...so she has the pressure of having to call everyone and cancel if she doesn't follow through.

Elizabeth: Ah-ha. That sounds really fun and scary.

Abi: Well, that could be a good thing.

Elizabeth: Yeah. Since we have so many wonderful things to use as rewards and that one is so loaded, I'd rather hold off on one that isn't so loaded.

Abi: Well, the loaded one would be applied to the one big long term goals. So being loaded is perhaps a good thing. The smaller consequences and rewards will be used from week to week. This is the big, all
encompassing goal...so it can't be something so small that you just forget about it.

Elizabeth: So the possibility that it could be paralyzing....

Abi: Well, we don't want to permanently damage you! But, it should have a lot of weight.

Elizabeth: That definitely has more weight. Let's do it.

Abi: And then maybe for next week one of your smaller objectives will be to set it up. Pick a date and time and call friends. Does that sound doable?

Elizabeth: Yeah. Okay.

Abi: So I think the first thing we should do is...let's go through your calendar and concentrate on this week...today through next Tuesday....go ahead and write down any set things such as work, etc. and write down the timeframe.

Elizabeth: Well, I'm actually not working right now. But, I should soon. I'm putting it off. So these are pretty basic. I need to get my son to school. And oh boy, next week he has Spring Break. There goes my schedule....

(Elizabeth and Abi fill out the schedule).

Abi: And for every day you follow your calendar you can reward yourself. We can allow some time for you to have 30 minutes for you to choose something fun...yoga...creative projects. Let's get through tomorrow and then one of your objectives will be to fill out the remainder of the week.

Elizabeth: And I really need to take my son for a hike on Thursday.

Abi: Well, how about using that at a reward to get your schedule done tomorrow. Because I would assume that is something that is pretty important to you.

Elizabeth: Yeah, that is definitely an ultimatum for this.

Abi: Okay, good. We are getting short on time...

Elizabeth: Time flies!

Abi: Yeah, I know.

Elizabeth: This is like remedial ed, and I really need it!

Abi: Yeah, it's psychoedcational.

Elizabeth: And some of the things you have said are kind of a stretch for me...but having you...I know you have a way of looking at it and experience looking at it...having you articulate it is making me more able and willing to stretch. If it were up to me, I would have thrown the idea out in a heartbeat.

Abi: Good. I'm glad!

Elizabeth: Yeah, I admit it. It is a stretch.

Abi: So we can make sure we can get at least this far, let's write in the objectives we talked about. The first one would be to set up the celebratory dinner--or at least decide on a time and place after we are finished meeting. And the second was to finish filling out your schedule for the remainder of the week. Tomorrow and beyond just break it down like we did here.
Elizabeth: Wait, that just went in one ear and out the other...

Abi: Basically, don't just write a to-do list. Actually schedule the activity in.

Elizabeth: Like you mentioned...it's not just do-do-do. It's kind of like a dieting person who starves them self and then...

Abi: You binge. Exactly. And that's why we have the reward system. For every little amount of work that you get done, you reward your self. It's like having a little piece of chocolate every once in awhile instead of depriving yourself and then eating a whole cake.

Elizabeth: Right. And the reward here is the hike with Rob. Ugh...I have to do that.

Abi: Okay? And then your third goal will just be to follow the schedule once you finish it.

Elizabeth: Do you have a suggestion by when I should finish it?

Abi: Well, that kind of depends on you. What time would you like to get to bed?

Elizabeth: In my dreams...9:30 or 10...but usually 11.

Abi: Well, then let's say get the schedule done by 10 at the latest?

Elizabeth: Okay.

Abi: So I liked the idea of Yoga class for this one because it is the day before we meet. It may be good to have something that can be done Monday or Tuesday.

Elizabeth: I think I'll make it an activity with my son this time. Something I don't usually do with him.

Abi: Maybe do something right after our meeting?

Elizabeth: Um...

Abi: Well, here are two ideas: You could either have one reward for the week or like I said, a smaller reward every day. An example would be...every day that a person does follow their schedule, they get to eat a bowl of ice cream before bed. Every day that they don't, they have to eat fruit for breakfast the next morning...which they don't particularly enjoy. So that way it's on your mind every day. The other way you have to follow the whole week...all or nothing.

Elizabeth: It's interesting...I'm trying to think what would work with my son...I think maybe an art project or a picnic?

Abi: That made me think of something. You mentioned there are creative projects you would like to do for him...How about every night that you get your schedule done for the day, you use a half an hour in the evening toward working on something fun for him and then over the course of the week you'll have something to give him. That way it would be small and big.

Elizabeth: Yeah, I would love to do that. That is a great idea! But I want to save that. I think for now I'm going to say, brush the dog for 20 minutes.

Abi: Okay. That's good. And would not brushing him motivate you to get your task done?

Elizabeth: Um...
Abi: Okay, we need to finish. Is there something that will help motivate you in the opposite direction?

Elizabeth: I'm going to have to think about it. Can I finish that tonight?

Abi: Well....okay.

Elizabeth: Okay, I will. I promise. Thank you!

**Meeting 5:**

Elizabeth: So this week, I am not proud of what I did. The first couple days I was, "ah, this is fabulous!" and then I burn out...and you said "be careful!"...

Abi: Yeah, too much too soon.

Elizabeth: Yeah. And things started snow-balling the last couple of days so I guess I have to start over. I really didn't want to come in like this, but I bet I'm not the only person who has done it.

Abi: Nope. And it's not starting over. It's not. It's 2 steps forward and one step back.

Elizabeth: Yeah, and you know I've helped people who have learned to quit smoking. Some people say "okay, I am quitting" and then two days later...you know it takes several times.

Abi: Yeah. Exactly. Same idea here.

Elizabeth: So last week I felt like I could at least connect with some clarity what you said. Now I am shakier than that. I don't even know...

Abi: Let's just take a look at what we had last week and go through it goal by goal...

Elizabeth: Yeah, I know you are right. Chunks.

Abi: Okay so how did you do with the calendar? It looks like you used it, which is a good start!

Elizabeth: Oh, it does? I planned the dinner on May 19th. That weekend my son is with me. And I told a friend.

Abi: Well, good!

Elizabeth: And one motivator was that I couldn't think of a consequence to assign and then I thought, well just do this, and it's probably not what you would have coached me towards, but...

Abi: No, that works fine. I actually have people using that because they want a better sleep schedule anyway.

Elizabeth: I also found myself also blowing off the rewards. And I talked to a friend who teaches Special Ed and she said she does rewards for herself and she blows them off. And after I told her I wasn't doing it. So we're working on it. And finish schedule I did it.

Abi: Okay, well so far so good.

Elizabeth: And I did the hike with my son. And it wasn't the way I pictured it but you know, it was good.

Abi: Well, that is good. What about this one...was it just the momentum? Or was the consequence of not being able to take him a good motivator?
Elizabeth: I was even a little nervous if I was going to stick to the plan. But it was a couple things...yeah, I really wanted to do this. And also I wanted to have it done. And I invited another kid to go on the hike so once he said he wanted to go I didn't want to cancel. And the other mother was so grateful that she got a break. So that was a lot. That was powerful.

Abi: And how was the actual experience of looking at how you schedule your time?

Elizabeth: Oh, I have a lot to learn.

Abi: Was it valuable?

Elizabeth: Yeah, if we had the time we could blast through hours. Trying to stick to it seemed insane.

Abi: Did it feel too micromanaged?

Elizabeth: Yeah, uh...well, I got so tired...

Abi: Well, that's understandable. It seems like you really took on a lot and really broke down your days.

Elizabeth: Yeah, even this day I was going to install the mirror and it still isn't installed. And there was a lot that I didn't know and a lot of things came up...like this uncle I was overdue to call and never wants to talk for more than 5 minutes but I called and he talked a half an hour.

Abi: Well, I think this was a great first go at it and I think you're being a little hard on yourself.

Elizabeth: Really? I think you're being really tactful and crazy (laughs).

Abi: (Laughs) But, really. You're going from 0 to 60 here. You had no kind of schedule and you went in and tried to break down your day by 15 minutes increments. I don't even do that. And you also gave yourself a lot to do.

Elizabeth: I did get a lot done.

Abi: Exactly. So don't think about the week in terms of did you do it perfectly, like you had it mapped out. Instead, think about it in terms of other weeks. Did you accomplish more than you do in an average week?

Elizabeth: I feel like the answer is 'yes' and 'no'. In some ways yes. I know I did. Especially having my son. Right now it's like shoveling snow during a blizzard. So up until a point it was really good and I was excited, and then Friday....clunk.

Abi: Well, I think my suggestion would be this...I think what we need to do is think about the stuff you have down for every day and split it in half. Just focus on the stuff that is really a priority. For example, you have "pay for soccer." That may be something that falls above the mirror because it has to get done, as opposed to something you just want done.

Elizabeth: Right, with soccer there is late fees.

Abi: I think we should make the scheduling more of a two step process. Take your task list and prioritize. And then for every estimate of time, double it, so that you lists are about half as long as they are now. And stop there. Like I said before, if you get through the list stop so you don't burn out. Even if it seems short to you, that's okay for now. Does that make sense?

Elizabeth: Yeah. Woah. Doubling it seems so long, but they might really take that long. I'll just do it.

Abi: And this way you stand more of a chance to get your whole list crossed off, so you can feel good about that.
Elizabeth: And I'll be learning more than just one day's worth of progress.

Abi: Right. It's just playing around with ideas. We tried it this way. It didn't work perfectly. So let's go from there and try to tweak it.

Elizabeth: Yeah. So the specific objectives...using the steps to create the schedule.

Abi: And here's what we can do, if you come in here next week and first thing say you had a horrible time trying to do the schedule on your own then we can spend the entire time together trying to work it out together.

Elizabeth: Okay. I don't want to think it could happen but it could.

Abi: But, give it another shot on your own with these changes. And then what I would also like you to do, maybe in a notebook, is to record how you actually do spend your time.

Elizabeth: Yeah, because I lost chunks of time and I don't know what I was doing.

Abi: Yeah. Maybe take 15 minutes at the end of the day.

Elizabeth: Should that be an objective?

Abi: Yes.

Elizabeth: Wow, that sounds really good. I may actually attach something at the same place as the calendar. Something...I don't know.

Abi: So in terms of your rewards and consequences, do you want to rethink that at all? You said you weren't really paying attention to it. Was it the specific rewards and consequences or just the idea? Do you need to write them on a separate sheet of paper or something?

Elizabeth: Well, they just weren't that big of a deal and I didn't care about them. The once a week type of reward, I don't know...there is a performance next week I would really like to go to.

Abi: Do you think that would motivate you?

Elizabeth: That might hold up.

Abi: Okay, would you like to use those?

Elizabeth: But, I'm not sure I would cancel that because it's for my son.

Abi: Well, if it's something you wouldn't cancel that might be good because hopefully you are holding yourself accountable to the point that if you don't want to cancel it you will get your objective done.

Elizabeth: Well, yeah. You are right. And this one isn't bad. And cleaning. I could use cleaning.

Abi: Well, that one makes me a little nervous because you are already trying to jam pack so much, that you don't want to add another chore as your reward.

Elizabeth: Yeah. Okay, I see. This one?

Abi: Yeah, that one would be good.

Elizabeth: And here let's give $5 to a charity. And who is holding me accountable...in a way my son is so...
let's put him. And me and Abi the coach! And I have everything I need except the time.

Abi: Good!

Elizabeth: How much time do I allow to do the planning?

Abi: Well, it depends how much you have on your plate. I would hope no more than a couple of hours. With the amount of stuff you had last week...maybe 4. Before dinner tonight is there really anything else you have to do?

Elizabeth: Take my son to the park but that's it.

Abi: Well, why don't you work on it there?

Elizabeth: Oh! I probably should! I'm always struggling with the time thing.

Abi: Yep. Well, no one said it was easy.

Elizabeth: Definitely not. I'll give it my best shot!

Abi: Great. Have a good week!

**Meeting 6:**

Elizabeth: Good news is I made it here on time! But, I hardly did it. And then I started to make a plan, and something would come up. Life is messier than a week ago. You know, I used the time, just not well. I'm sorry.

Abi: Don't apologize! It's all about figuring out what works for you and it's not going to work the same for every single person who walks through the door.

Elizabeth: And so I started another task list...oh, and I totally blew it with time with the guy I'm with. I've been late with him a lot and this time he got mad. And then I remembered a whole bunch of important thing that didn't even make the list. But, I went and got post-its with my son. I've got little things. But, I forgot to pay bills until today and realized today is the deadline. I just...

Abi: Here's what we can do....did you even think about your consequences?

Elizabeth: It actually crossed my mind at some point. I didn't do that.

Abi: Okay. Well, we'll try to remedy that.

Elizabeth: I find that some evenings I'm so tired I'm just trying to keep myself awake so I don't wake up at 4 am. I probably have been procrastinating for years on picking a bed time. If it needs tweaking fine, but I should pick. This is pretty basic.

Abi: Well, that's where you start. I have one client right now in a similar situation where we started pretty ambitious and we had to scale back. Some goals we modify and some we completely changed. His sleep schedule it now the top priority because until he gets that down, he feels he can't fix anything else.

Elizabeth: Oh yeah, if you're sleep gets thrown off, you're done.

Abi: And that still applies to your goal of time management. So we can modify our approach and make them more in terms of your basic needs and make sure those are being fulfilled, or I have another client who, after several weeks of trying the schedule thing decided that she had so many things coming up that she hadn't planned on, decided to every night before bed make one following days schedule. Just one day at
a time. And then review the day and see what needs to be changed. Or you could do it in the morning.

Elizabeth: Well, then why reinvent the wheel, if this might work.

Abi: Yeah. And keep in mind that it's not like everyone just comes in, meets there goals, and everything goes smoothly. I have maybe two people doing that. For every one else, we tweak from week to week.

Elizabeth: (Laughs) I want to be one of those two people!

Abi: Well you definitely aren't at the bottom either!

Elizabeth: Well, that's fine. Well, I have two more weeks to get there!

Abi: Sure, and beyond. You should be learning skills that you can take and modify as you go along. You were on time today!

Elizabeth: I was! So sleep for that one client...how much attention, when he has decided that it is a priority, that hour you are addressing it again and again?

Abi: Somewhat. We've adjusted again and again, but we've also switched it over. He knew what time he wanted to go to bed, he just wasn't going to bed. So we tried an alarm to get him to bed, then he wasn't waking up so we tried putting the alarm on the other side of the room to physically get him up. Adjusting little things like that. People have different approaches coming into this. Some want to do every single thing right. Others believe that if they can have one, tiny achievement than it has been a success.

Elizabeth: Yeah, I think the basic way we have been working would be best to keep the way we have been going and just plug in the sleep thing so we can keep the focus the same. And then what you mentioned about a client who did a daily schedule, that sounds like a really good idea. I suspect that sometime after the next two weeks I will fine tune a blend of what we have been doing, because more than a one day a time picture will ultimately be better. But, one day at a time....

Abi: One step at a time.

Elizabeth: Exactly. And scheduling rest...I think I need to say 10 or 10:30 for lights out during the week, and then on weekends maybe 11 or 11:30.

Abi: Sure. I think that would be a great first goal.

Elizabeth: Okay. I can do it. And in order to accomplish that objective...that answer could be so huge or so simple--just do it.

Abi: What is the huge answer?

Elizabeth: All the things I need to get accomplished. I have a friend who doesn't go to bed until her tote bag is packed for the next day. She needs that. But, what do I need? I guess I just need to let go of the to-do list.

Abi: Do you have any sort of bedtime ritual right now? Maybe at 9:30 you start to wind down from activity and get ready for bed. Give yourself that time so you aren't just abruptly stopping and going to bed.

Elizabeth: Yes. Excellent. Also, I didn't know how much I need it but letting go of the stuff I don't feel like letting go of.

Abi: Definitely. And do you want to try using that time to go over your schedule? It could be part of your routine?

Elizabeth: I forgot about that already. Yes, let's do it.
Abi: Unless you want to do it in the morning.

Elizabeth: No, probably at night. And we should try doubling the time again and giving myself two hours for all of this. Just this week, even though it seems like a lot.

Abi: Okay, good...

Elizabeth: Unless I go out. Then I'll do an hour then and an hour later. Does that sounds okay?

Abi: I guess my only concern would be...

Elizabeth: It sounds like there is a red flag there, doesn't it?

Abi: Well, what if somebody calls and says "do you want to go out in a half an hour?"

Elizabeth: Then I would have to say I need an hour to do something.

Abi: Okay.

Elizabeth: I'm going to do this for a week.

Abi: And this kind of thing...if it works for you and you get good at it, it will turn into a half an hour eventually.

Elizabeth: Yeah, you need to start with the basics, and I have confidence in you. I think this type of planning may work better for you.

Elizabeth: This all rings true here. And I need to mentally prepare for transition. Just like you were saying about getting ready for bed. I have a hard time even when I have to walk out of the door to come here. Even if Ed McMan said I had to be somewhere at a certain time to get my million dollar check I'd still have this glitch with getting out the door on time...so mentally preparing. Like sometimes when I pick up my son from school I set an alarm for 10 minutes before I leave to give myself time. So what do I need to accomplish two hours in the evening?

Abi: In the back of the workbook there are daily planning sheets you can use as well, however you like, if those help.

Elizabeth: Oh, time is going fast! When I was doing and not doing objectives this past week...sometime it's like no managing and then there is this turbocharged micromanaging.

Abi: Right. And we need to find a balance.

Elizabeth: What about maybe having the task list and prioritizing...wait, you gave me that!

Abi: Right. That was the steps we came up with.

Elizabeth: Oh yeah, I remember writing it down. That was great. Oh, I found my notes. "Slice one day's work in half..." I remember looking at it and glazing over and then my son would want something and then I'd put it off. I want to have this written more neatly. I can tell myself to do it instead of doing it now...

Abi: Let's do it now.

Elizabeth: (Laughs). You're right. Let's do it now. Slice work in half. Double time. Schedule rest. If the list
looks short, so be it. When finished, stop. I want to make sure this is clear. (writes down the "steps"). It's amazing how much willpower it takes. Even though I'm aware that my pattern isn't getting me anywhere, it takes HUGE willpower to stop. HUGE!

Abi: As do most things in life that aren't really good for us.

Elizabeth: Yeah, really.

Abi: That looks good. Maybe you can hang it next to your calendar when you get home so it's in your face.

Elizabeth: And highlight it in more than one color!

Abi: Sure.

Elizabeth: Should we do more?

Abi: Well, I say we leave it there because I don't want you to be over ambitious and burn out. If you can accomplish this I will be thrilled.

Elizabeth: Yeah, you are right.

Abi: And what about the consequence here?

Elizabeth: I haven't done it but I guess I should maybe have a deadline.

Abi: Maybe we can put that on your task list?

Elizabeth: The easiest way that I can do the charity thing is give a friend who can take it to her church.

Abi: Okay, that's fine. So do you want to use that reward again?

Elizabeth: Yes, and actually I think these would all be good.

Abi: You could actually use this with your bedtime goal. Say you have to go to bed at 10:30 and if you don't finish, then you have to go to bed at 9:30 the next night.

Elizabeth: Yeah, you know the goals are feeling a lot more finely tuned. I would do the exact same four, even, because there is another stage performance coming up. I'm just adjusting to the mindset of it. Of course maybe it wouldn't hurt to think up some new rewards and consequences?

Abi: Our goal with that is just what works. If these are great motivators, then as you say, "why reinvent the wheel?" But if you can think of something that might work even better that would be good.

Elizabeth: Let's try these this week. And I'll put give the money away by Sunday. Do I need a reward and consequence for that?

Abi: We can just use that one as a reminder. We don't want this to turn into a to-do list. And remember to use the worksheets if necessary. This one is good for reflection in terms of what made you successful or what prevented you from following through.

Elizabeth: Yeah, that would be helpful. Sounds like a good suggestion. There was one day I did a little journaling about how things went. But if I don't know when I'm getting up...

Abi: Well, maybe we should set a time for you to get up?

Elizabeth: Yeah. Maybe 7. And I would like to start keeping a log in the morning about things that are
going on with my son and my ex-husband. It sounds like he is going to take me to court again and if I have a good log, I'll be okay. But, it's not a goal for the week. I can put it on the task list and address it next week. Oh, I bet it's after 1.

Abi: Yes, it is. We need to stop.

Elizabeth: Yes, okay. Have a good week!

Abi: You too. Bye!

Meeting 7:

Abi: So how did you do?

Elizabeth: I don't know where to start. Yeah. I don't even know where to start. My mind is blank and I did not do my homework this week. I just forgot and then I would think okay, tonight I'm not going to do my planning for tomorrow because there is no way I can do it. Or tonight doesn't count because this is Tuesday night and the bedtime doesn't count tonight. And then sometimes I did go to bed early...

Abi: Okay, well, that's progress.

Elizabeth: And then last night it's 11:30 and I'm like, "what happened?" Writing down a plan, same type of thing. And I'm not happy about it. This is a day of reckoning. And giving 5 dollars to a charity. I totally forgot. And also, things came up that I was totally blindsided by. And forgetting things, which is true to form. So it is...I'm sorry.

Abi: Don't apologize. There is no need for that.

Elizabeth: And there must be information in this so that I can still use it to get what I am hoping to accomplish.

Abi: Well, yeah, and you are learning what doesn't work, which is just as important as what does work.

Elizabeth: And even though I didn't stick with the plan I did find some little tidbits. It's not the Holy Grail. But, one thing I found was something I read in a really good book. It said sometimes post-its work but sometimes you are just so used to them being up there, and you don't even look at it. Then you've got all of this visual clutter and you're not doing it. And I think I've gotten used to this book. And I avoided it this week.

Abi: Well, then maybe an important piece of the puzzle with you is keeping novelty with whatever you are doing.

Elizabeth: I wondered and I think at times having a day, because you know I'm not always at home and I don't go to an office right now, this is just another accessory sometimes. And I'm like, ugh...And at the same time I really did not have a bad week.

Abi: Okay.

Elizabeth: I would plan some things in my head and then put them on paper. Also I got sick one day. And my best friend from 30 years ago who has had an amazing life threw a bat mitzvah for her daughter. It was beautiful. And we were getting ready to go and my son had a broken zipper on his pants. Then I got that done and I couldn't find any of my makeup and I am not going to show up without being put together. I couldn't find it anywhere. I was ready to explode and my son, who is also learning to deal with temper, said "mom, it's uncomfortable and almost scary to be around you because I don't know what's going to happen any minute now. I think you should take some time to handle how you are feeling."
Abi: Wow, that's a very mature response from a kid.

Elizabeth: Yeah. So I hated to walk in late but he was right. So I just went in the bathroom with a book for a few minutes. And I also told him later how awesome it was that he said that. So we missed the service but we made it after. And I was going to take five dollars because I was going to take five dollars to a charity, but I forgot. But, it was beautiful. And then the evening thing, the babysitter didn't return my calls. So, my ultimate backup plan was in Leesburg so I was driving my son there so I could go to the grownup thing. So it was classic ADD. And then the next day my son had a birthday party and my phone wasn't working. It's like, everyone has days like this sometimes but I had a lot of it this week.

Abi: How was it a good week?

Elizabeth: Well, there were nights that I got enough sleep. I got to see wonderful people on the weekend. I did get things done. Not as dramatically as I would have like. But, cleaning up my place. Getting caught up and paying bills. Figuring out where I stand with money. My son and I got haircuts. Some things with my car that I didn't know what to do about--now I have a plan. Figured out that when it comes to planning my time...I'm a little curious and a little panicky that there is so much that I still need to learn and wanted to learn by now. So I found also some things that didn't work this time. So I don't know whether to try the same approach again, or fine tune it or what.

Abi: Well, it sounded like you got a decent amount done. It sounded like a pretty good week to me. So one of my questions goes back to what we talked about before....splitting that list in half. I think part of my suspicion....yes, there are many things you could be doing better in terms of organization and getting things done...but, at the same time I wonder if a lot of it is the pressure you put on yourself and what you feel like you should be accomplishing. Are you really not accomplishing as much as Joan next door, or do you just think you aren't?

Elizabeth: I probably am fuzzy with dealing with it. I am making progress but it is probably less than Joan next door. It's also not getting worse. It's actually getting better.

Abi: Yes, my impression is that you have this list of 100 things you would like to get done in a day, whereas any normal human being could only accomplish 25 of those, and when you accomplish only 20 of that 100, you feel like you are getting nothing done. But, if you really thought about it...I mean, the first thing you said when you walked in here was "I did nothing. It was basically a disaster." But then when you started to tell me what you actually got done this week, it didn't sound like a disaster.

Elizabeth: Yeah.

Abi: You said the sleeping you did some nights.

Elizabeth: I don't remember the goal...

Abi: It was "lights out by 10:30"

Elizabeth: Oh, I did that some nights. Definitely.

Abi: I would still like to see some sort of, on a daily basis, going over what you accomplished that day and what you would like to accomplish the next day...

Elizabeth: I still need to cut the list for the day in half and allow twice as much time for each thing. I couldn't get myself to do it.

Abi: I think the hardest part is going to be that mental hurdle. You feel like you should be doing much more and getting over that feeling is the first step.

Elizabeth: Taking that two hours to plan the next day...I just didn't go there. Oh, and I found on Monday...
didn't write it down, did I?...to empty and load the dishwasher...the whole thing was about a half an hour. So then, how much time do I allow in the future for that? An hour?

Abi: If you really found it takes a half an hour, that's find. What we were trying to do there is...you were originally thinking without knowing..."I should be able to do the dishwasher in 10 minutes." In doubling it, we were thinking it was probably more realistic than your estimates. Now I also had that other assignment that we could give a shot at again, which you were given but didn't complete, was to record how long things actually do take you and what you actually do with your time. We had that assignment two weeks ago, I think. We could switch out the planning part and do just the recording this week.

Elizabeth: Yeah, I think planning is still...there is a lot of pieces. But, maybe I'm hung up on planning. There is an emotional component with that. It's like, it takes how long?

Abi: And that's why, finding what works for you...and with everything it's a balance. Okay, so here is what we have done. We started out with kind of a micromanaged, one week at a time, daily schedule, which we found you would go 110% and then burn out really quickly. Then we tried allotting a little bit of time each night to plan out the next day, and that just was I guess too overwhelming to do?

Elizabeth: Yeah, I just didn't want to go there.

Abi: Okay, so there was some big aversion to that. Then there was also an aversion to recording what you did with you time.

Elizabeth: Yeah, I would agree on all of that.

Abi: Now this other sheet...it's basically about insight and I think it would be helpful. We are finding with you that there is a big mental block. Each week it seems we will sit here and you will get very energized and excited by an idea and think it sounds great but then something happens when you go home that keeps you from following through. So that is what makes me think of this form. It's basically questions that help you understand yourself better: Why am I not doing this when I know I should be? Or when I do do it, why?

Elizabeth: For instance, what is working? And what can serve for it to work better?

Abi: Right. So it is just taking individual goals and using insight to figure out what is going to be the best strategy for me to manage. And like I said for you I think it's a two parter. The first part is giving yourself credit where credit is due, and really accepting the fact that your task list is always going to be a little bit unobtainable. And then the second part is developing a list that really is manageable and then following through on that. So that is where my head is and we can do several things. We can either still try to set goals for this week in terms of planning or we can just do something like, take a half an hour each night...whatever you get done in that half an hour, you get done, and whatever you don't, fine. And just do this sheet and because you know what you want to get done for the day, you could use each box for say, "okay, today I really wanted to go to bed by 9:30". Just pick three big things you wanted to get done that day and just reflect on them. Did you or did you now follow through and why? And that could be your one assignment this week just so we can kind of end this with some clear insights and you can move forward when we are done. That was a lot. What do you think?

Elizabeth: I think that makes really good sense. Of course here it always makes sense. But, it does, though.

Abi: Right.

Elizabeth: You made a lot of good points and while I was hearing them they made really good sense, but they went in one ear and out of the other.

Abi: Okay, you mean in terms of this? Here is my idea: Our one weekly objective is going to be to take 30 minutes each night to fill out this "daily log of goal related activities"
Elizabeth: That day or the following day?

Abi: That day. And pick three things that you had really wanted to get done that day and answer these questions for each. If it's an activity like doing the dishes you say, "I wanted to get the dishes done and I did." And maybe even include how long it took you so we can talk about how realistic your projected time frames are.

Elizabeth: Okay. So just answer the questions on the "daily log of goal related activities."

Abi: And at the bottom if you want, you can jot down some things that you want to do the next day.

Elizabeth: I could manage to write all sorts of things! So I do have a certain amount of negative self-talk. So this will be good.

Abi: I have several clients who have goals of decreasing negative self-talk. If you want something to do with those post-its you have, I am not sure if I told you this exercise but it is one of my favorites. I have people write positive affirmations on the post-its and stick them around the house. Things like, "I am strong," "I am creative," "I am focused." Even if you aren't--things that you aspire to be.

Elizabeth: That sounds fun. Well, probably not today but maybe sometime. I have a day in mind.

Abi: Okay, well if you would like we can have that as a second objective. It shouldn't take too long.

Elizabeth: That sounds good. And keep them up for a day?

Abi: Oh, no, I would keep them up. Some people keep them up for weeks.

Elizabeth: And my young guy can do it too!

Abi: Yeah, that would be great.

Elizabeth: And what I need to do...should I fill this out?

Abi: Yeah, let's do it.

(Fills out the column)

Elizabeth: I need a consequence and a reward. I need to stick with those. But, I did honor some. There was something I really wanted to do Thursday night and didn't. It was a Millennium Stage thing. I didn't do all my consequences and rewards but I did...

Abi: Well, let's focus on the ones that you did do, and that motivate you. What reward and consequence do you think would be motivating and you would follow through on.

Elizabeth: $5 to charity. I hate to say it but with my budget this month coming down to the wire, that would be really motivating. I maybe wouldn't do it on time, but I would do it. But, I hope I don't have to.

Abi: Would you like to up the stakes?

Elizabeth: Oh, God.

Abi: Well, this is something that needs to be done every day. So we could say a dollar for each day.

Elizabeth: Okay, yeah, a dollar a day. And a reward...daily?
Abi: That would be great. Let's see what you have used.

Elizabeth: Treating myself to a five to ten minutes foot massage would be good. Does that sound okay?

Abi: Sure.

Elizabeth: And who will hold me accountable. Of course me coming in here...you. And then me. Is that what it means?

Abi: Yes. You. And remember you can always get in touch with me to help hold yourself accountable. Let me know if you need something from me when I check in.

Elizabeth: Okay. And I don't know how long the post-its will take me. I would guess 5 to 10 minutes, but then I don't know.

Abi: Let's just say 15. I had another thought. Maybe you could let Rob pick the reward and consequence for this one?

Elizabeth: That's a fun idea but I better not totally put it in his hands.

Abi: Well, within reason. If he, say, wanted to go get an ice cream if you complete it, or something like that. Simple but fun. Maybe you could pick some and he could chose.

Elizabeth: That's a great idea. Yeah, that works. That's a really fun idea.

Abi: Great. Now you have to just make sure you make time tonight to go over these. And tonight counts!

Elizabeth: Okay. And I'm coming up on a big birthday and what better gift to give yourself than new insight, and getting a handle on some things.

Abi: Yeah, that's great! Good luck and I'll see you next week!

Elizabeth: Okay, great. See you then!

**Meeting 8:**

Abi: So let's talk about how you did this week. I see that you filled out one of the worksheets.

Elizabeth: Yes, I was hoping it was more than one. I really liked doing that! But instead of owning my schedule I noticed I was still letting other things come up. My mom needed help with a party and I should have told her, "I will help you but I have these other tasks I need to do" and I realize I didn't even think to do that. Wow...I'll just have to squeeze stuff in after somehow, instead of just thinking. I could have just taken that time and stopping instead of just blowing in the wind. I'm realizing that so that was good. So I have things to keep doing on that form with the boxes.

Abi: So the one time that you did it, you got some insights?

Elizabeth: Oh yeah, I thought it was VERY helpful! And I wasn't expecting it to be helpful. But I gave it a chance. And...oh!

Abi: Can you think of anything specifically that you saw?

Elizabeth: Well, it really does help me to acknowledge that I am doing a lot. I just don't see how much I'm doing. But you did! I believed you and here I had it, sitting with myself taking it in silently. So I'm understanding it multi-sensory. And I got the dining room table. I mean it was just a junk table. And not only did it get usable but I put a little table runner up...everything, you know. And we use the table for all
kinds of things now! Eating! Games! So...not only did I see how much I was doing but it also helped anchor in that I could do the task, that I could get more insight during the task...all the way around. And it somehow is connected with my problems managing time. I can't quite put it into words but this was kind of like a missing link in my progress.

Abi: Great! I can see that you are really understanding the full picture in terms of how long things are actually taking.

Elizabeth: Oh, yes! It's like 4 to 1.

Abi: If you plan four things that you think are going to take 15 minutes each and they are actually totaling four hours, that is a lot of time!

Elizabeth: Yeah! That whole issue of being uncomfortable scheduling double...it's actually not that far off or uncomfortable. It's really true because I recorded it and I don't think I would have lied!

Abi: And doesn't it feel better to plan for 90 minutes and do it in 60 then the other way around?

Elizabeth: Yeah. Yeah. It does.

Abi: So do you think this is something you will try to continue?

Elizabeth: Yes. Yes. Definitely.

Abi: Okay. Great.

Elizabeth: I wanted to do it today even. I just wanted to get one more of these written before I saw you again and I have a lot of stuff coming up with my ex-husband and scheduling and stuff, and I just have to do that. But then I started thinking, well, I would be writing on one of these and coming up with things that would work better in the future instead of just rushing to do that today and tomorrow...I'm going to write in there because I've thought of things I could never do before...in years.

Abi: Good!

Elizabeth: The way we are communicating right now isn't good and it's always last minute. It's just not good, for me or my son. So I thought of that when I thought about what to write on one of these.

Abi: Yeah, it's a great worksheet for those people who don't really realize why they do what they do.

Elizabeth: It's partly like playing detective and partly inventor. And I used it with my son because he needs help studying more effectively. I got that from this. So I intend to do two things to tweak the rewards and consequences for me. I don't think I was the strongest in this area, but I think it has potential.

Abi: What two things?

Elizabeth: Oh, one is somewhere in my condo I'm going to put a poster or something each week with my goals and maybe post-its with the rewards and consequences. I'm just not remembering it. So that will help. I had another idea...oh, this isn't the other one I was thinking of but another one is to discuss it with someone else. A buddy system. I discuss it with my son and I don't think he's quite ready to...like his suggestion was he would take the dog for all his walk...which is nice but it's never going to happen. But, have some kind of buddy system and something to remember when it counts.

Abi: Good. Is there anything else you think we could have done in here?...

Elizabeth: One other thing. And this was fabulous. This was like nothing ever before. One other thing...I think some of the tasks that I centered into was very intensive micromanaging...that needed to be changed
right away which we did which was good. But there were other things, like the rewards and consequences that were so good and just the little distance from the bulls-eye kept them from working. I think if they didn't work that week maybe trying the same thing might actually hit the bulls-eye. I think a two-week cycle I might latch on and anchor it. Sometimes the newness took a week to ware off.

Abi: Okay. So don't alter certain goals as much as we did?

Elizabeth: Yeah.

Abi: And ideally that should have been our goal. Maybe it didn't get accomplished as much as it could have and I think part of it was because we got a late start in the process, but ideally every week we should have been taking each goal and saying okay, is this something we want to continue with? Do we want to tweak it? Or do we want to drop it?

Elizabeth: Oh, yeah, this is something you know.

Abi: And it sounds like this is something, were your budget to allow it, that you would be willing to pay for?

Elizabeth: Yes. Definitely.

Abi: Okay, any other questions or comments?

Elizabeth: It's been really great to have this. It's an added insight, new insight, enhanced, deepened insight. It's like getting to look through a window into stuff that has been really hard to look into before. It's been a big source of frustration and it's just amazing to finally be able to see! And if time management is a key thing than you are willing to work on time management. And no one approach works for everyone. If there was one program that worked for everyone it would be on TV and in books and we would all do it.

Abi: Right. Well, I am so glad.

Elizabeth: And I've tried things but they have been in vein. Chaos. And I've just gotten more layers of chaos as life gets more complicated. And then here with you I'm like, "I would have never thought of that on my own in a million years!"

Abi: Great! That was my hope and I really wish you the best and hope that you are able to take what you learned here and use it.

Elizabeth: Yes, thanks. It's my turn to see what I can do now.

**Meeting 1:**

Abi: So I don’t know how much of what you’ve gotten on what this is about so I’ll just start from scratch as if you don’t know. I’m a doctoral student from Florida State and am working on my dissertation. And I recruited my participants on craigslist.

Justen: Okay. I’m a recruiter. I use craigslist.

Abi: Cool. And it’s eight weeks and should be about 50 minutes to an hour each week because that’s what it will take to really get anything accomplished. You said you may need to shorten it sometimes. Is that going to be every time? Or?

Justen: With my job, I don’t know. Sometimes I need to stay late at work or sometimes I need to help my family with thing. I think one day a week should be okay but it might not always be an hour and I don’t want to promise that.
Abi: Well, let’s do this…

Justen: I mean I can stay tonight. I am going to call a bad because I don’t want to walk. I mean, I’m a strong guy but if they have a weapon…my girlfriend would be mad if I got beat up or raped or something…I mean, not raped, I guess that wouldn’t happen. I go off on a lot of tangents. You’re gonna check ADHD—tangents. It’s so hard for me to focus. I can focus at work and I can do it pretty well but I think that’s because my job is in sales and I’m just talking all day long.

Abi: Yeah, and with ADHD if it’s something you find stimulating you can do it forever.

Justen: Yeah, like bullshitting. Because that’s what I do. And I’m very good at that. I think my ADHD has actually helped me with that stuff. But my whole cubicle… I have the messiest. And time management, I have to write things down to remember. And like our meeting, I thought was yesterday. So if I have something important, like I had a client meeting today with the director of H.R. of an important firm. I have to know. It’s hard for me to manage time with work and school. That’s definitely something that’s been hard for me.

Abi: And that is exactly what this is about. Working on things like that. Okay, and you didn’t get a chance to fill this stuff out?

Justen: Oh. My bad. I just don’t have to do this kind of thing at my job. That’s why we have a secretary. I’m like, “I don’t have to fill that out. You fill that out.”

Abi: Let’s just go through it now. I’ll just try to get as much done now as possible. (Fills out application).

Justen: No ones, like, going to call me, right?

Abi: No, this is just for my research purposes.

Justen: Please don’t sell this information (kidding). And if you do, make sure you get a lot of money and I’ll get half.

Abi: Do you remember what type of ADHD you were diagnosed?

Justen: Probably both. Definitely hyperactive. I can be attentive so I don’t know, but definitely hyperactive. Like, this is me after 10 hours of work. I’m hyper. I’ll go to the gym for like an hour. If I don’t work out every day. It’s my release.

Abi: And do you have any paperwork from your diagnosis?

Justen: No, I don’t have that. My mom would have that.

Abi: And have you taken any medication?

Justen: I took Adderoll when I was 17 but it caused loss of appetite and trouble sleeping so I just though I’m going to deal with it. I’m just trying to handle stuff on my own because I’ve done somewhat okay.

Abi: And have you had any counseling?

Justen: I had ADD counseling in high school and college. But it was like a bi-annually thing.

Abi: And in terms of your interest in coaching?

Justen: I feel there are a lot of improvements I could make. Like time management wise and organizationally. Someone will help me organize my desk and a week later it is a total mess. Plus I need to
be systematic with stuff. I’ll try but it’s just not working. And like forgetting stuff with my girlfriend and my friends. I don’t forget really important stuff but it’s the little thing. I guess everybody is like that but with me it’s a lot worse. And I don’t know if medication could help but I feel like it’s going to dumb down my personality and I don’t think that’s a good thing for my job.

Abi: You need that charisma?

Justen: Yeah, whatever charisma I have.

Abi: So those are kind of the two big things? Time management and organization?

Justen: Right. And I guess being attentive to things that don’t interest me? If something interests me I will be like, 120% there. But, if it doesn’t I’m like totally somewhere else. And it’s not even just a little thing like my girlfriend talking about her hair. I’ll just zone out. Like today we had a meeting. One of my directors was talking about something and I just totally went somewhere else and was like, “stay focused, stay focused” and I can’t do it. That could be detrimental. Like in school. Like even now, I’m like checking my phone. I guess that’s rude.

Abi: I’m not worried about you being rude, but I am worried about you being present enough to get something out of this.

Justen: Yeah. I’m trying to I just don’t think it’s going to work because I am twenty-five years old, and…

Abi: And I’m not trying to prove that it is good. I really want to see if it helps. And if it doesn’t then that is good information too. We might need to take this in a new direction.

Justen: Oh, okay.

Abi: Okay, and what about handling money?

Justen: Yeah, I suck. My girlfriend is good at that but I’m not. I’ll get some huge commission and then I’ll get the money and I’ll know I should put the money away but it slips my mind. I know a lot of people do that but at 25 I shouldn’t. At 20 or 21 maybe but by 25 I should be saving and I’m not. There’s tons of things you could work with me on!

Abi: That’s good.

Justen: My girlfriend helps me with that. But some of the money she’s using to buy Victoria’s Secret. She’ll be like, “I got these boots” and I’m like, “that wasn’t in my budget!”

Abi: And are there certain classes that you find more difficult to concentrate on than others?

Justen: Not really. It’s across the board. I have a communications theory paper I have to write. I know what I want to say but it’s hard for me to put it on paper. I can dictate.

Abi: So transferring your thoughts to written word?

Justen: Yeah, I’m like a word monster. I can dictate. But, I’m not a writer. It’s kinda sad. I’ve dealt with it and I’m doing okay.

Abi: It sounds like you are doing more than okay. How about in terms of studying? Do you have more or less or equal difficulty writing a paper versus studying for a test?

Justen: They only time I can study is when I make it interactive. My girlfriend or friend or family will read it back to me and I’ll turn it into a play. That helps me form connections. That’s why I’m good at history. If I can form a connection I can do it quicker. That’s one of the things I’ve done for myself in terms of self-
counseling. I realize the best way for me to study is to make those connections.

(After long tangent on the safety of DC)

Abi: Okay, so other problems that you encounter…

Justen: Tangents. Write that one down. One of my problems is when people are trying to stay focused I get other people off task. I’m trying to be funny. I do stand up sometimes. It’s helpful for that but you can’t do standup in a professional job. Sometimes I need to stay focused and I’m saying jokes. It’s amazing I’m making money at my job.

Abi: Well, different jobs take different personalities and it sounds like you are doing a great job of using what could be considered a disability as an ability.

Justen: Yeah. It’s kind of amazing.

Abi: And have you been diagnosed with any LD?

Justen: No. I was above average in reading and everything. Surprisingly I did well on the SAT. On the verbal, I got a perfect score. But then my math was really bad. I didn’t study or anything.

Abi: Wow. And you haven’t been diagnosed with any other disorders?

Justen: No. I am definitely probably anxious. But, no. I think you could just put that as a Jewish thing. Because everyone Jewish is anxious. We’re neurotic. (Phone rings). That’s my girlfriend I have to take it (answers phone and talks for 5 minutes).

Abi: Okay. So what are some of the things that you do well?

Justen: Basketball. I can lift a lot. I bench like 320 pounds. It’s great. I can be pretty entertaining. I’m good at standup. I just did a thing at the Improv.

Abi: Your job?

Justen: Yeah, pretty good. Getting good commissions. Good at bullcrap. I can jump pretty high. I think I can read people pretty well. Like intuition. I am a good driver. I haven’t had any violations.

Abi: Wow. You have a lot. Some people have a hard time with that.

Justen: What, driving?

Abi: No. Naming things that they are good at.

Justen: Oh. I have no problem with that. Besides my upper body being strong my lower body is really strong. Theater. And reflection.

Abi: Self-reflection?

Justen: Just general reflection. Like “Oh, that counseling session was awesome.” Regression too…I’m sorry, this is supposed to be serious.

Abi: It’s supposed to be whatever it is.

Justen: I’m sorry. It’s just that I work all day and have to act professional and I’m really not.

Abi: Well, any information is good information. Lack of information is good information. If someone
doesn’t show up that is telling me something.

Justen: Yeah. They are scared of the area. Are there more guys? My girlfriend doesn’t understand it. She’s all focused.

Abi: Yeah, it can be hard for some people to understand. It’s considered an invisible disorder because looking at you, you don’t see anything wrong. So a lot of people tend to be unsympathetic. So it can be hard to deal with.

Justen: Yeah. Like for example on the phone I apparently talked to her and she said she was coming over tonight and I don’t even remember that conversation. So maybe it was how I perceived it. But I think I’m right on this one. I don’t think it was broached.

Abi: So there are a few more things that need to be filled out. Do you think you could do them?

Justen: That’s a lot of stuff. Yeah, I can do it on my own.

Abi: This is the symptoms checklist.

Justen: (Takes book at fills out the “general” column).

Abi: And this is when you are studying or thinking about a test.

Justen: I think it’s the same. Yeah, it’s the same.

Abi: So you don’t get any more anxiety?

Justen: When I’m doing work?

Abi: Yeah.

Justen: Probably more. I’m probably more anxious but I’m anxious anyway. Just more so.

Abi: And the coaching topics survey is to help us figure out what your goals will be.

Justen: (Going through survey) negative self talk? Oh, no. I’m kind of narcissistic. Doing laundry? What is that? Sorry I’m not making fun of your survey. You probably made this.

Abi: Actually, I didn’t.

Justen: Okay, good. If someone needs motivation to wash their underwear then they have issues beyond ADHD counseling. Sorry I didn’t fill that out. I don’t think my girlfriend respects the fact that I am in this counseling thing.

Abi: Oh, that kind of stinks?

Justen: Yeah, I know. She’s like, “why do you need counseling?”

Abi: Okay and in terms of meetings, are you okay to try and meet face to face once a week?

Justen: We can try. I think it will work. Maybe sometimes we can do 40 minutes. Because an hour is a long time. We can start it on the phone while I am at work. You know the thing on what I’m good at? You didn’t put stand-up comedy, did you?

Abi: Yeah, I did.
Justen: Okay, I just wanted to make sure.

Abi: And what I’ll do is in between sessions I’ll contact you to see how your goals are going. Do you prefer phone or email for that?

Justen: Probably phone. I mean, email is so impersonal. I get like 100 emails a day.

Abi: Okay, so we will communicate two times a week at the minimum. And 24 to 48 hours if you’re going to miss a meeting?


Abi: Okay, for next time if you could just finish filling these out?

Justen: Okay. This is a lot of stuff, Abi. I thought it was just talking.

Abi: The rest of the meetings will be more talking. This is just to help us know what we need to accomplish.

Justen: Okay.

Abi: So from here on out you bring this back. This coming Tuesday we’ll come up with large goals you want to accomplish.

Justen: Organize my desk. I have a desk at home and a desk at work.

Abi: Okay, so in number one write organization.

Justen: Don’t forget things?

Abi: Okay number two…remembering friends and family?

Justen: Okay. Staying focused in conversations.

Abi: Staying focused and on task, maybe?

Justen: Yeah, it’s like at my job I have a set of questions and I always end up on a tangent.

Abi: Do from here on out we’ll create smaller goals to help you meet these goals.

Justen: Baby steps?

Abi: Baby steps. Exactly.


Abi: Yes, it’s a good one. So in addition to that in order to help you reach those goals we’ll develop a system of rewards and consequences. You can get very creative and we’ll talk about that next time. So just get the things done that you haven’t done in the packet.

Justen: Alright, I’ll do that. I want to improve my administrative stuff.

Abi: You think that’s kind of along the lines of organization?

Justen: Yeah. Probably in the same realm.
Abi: Well, think about it. You can tweak these. And next time will be more talking and planning and brainstorming.

Justen: Cool. Okay, thanks!

Abi: Great. See you next week!

Meeting 2:

Justen missed the meeting and did not call or email.

Meeting 3:

Justen: I’m really sorry. I forgot the stuff again.

Abi: Okay. I have another here we can use but I really need you to bring it next time. It will be hard to make any progress without it.

Justen: I feel like I’m making a lot of progress.

Abi: Are you?

Justen: I made tremendous progress. I closed three deals. I’ve been using the methods you showed me. I think this could even be our last meeting. Maybe one more.

Abi: How have you made progress already?

Justen: I don’t know but from the last meeting to now it’s like, “wow!”

Abi: That’s amazing.

Justen: I know. Thank you so much.

Abi: Well, that incredible because we haven’t even gotten that far.

Justen: I think it’s just thinking about it.

Abi: Yeah?

Justen: Yeah. I’ve been really conscious of it.

Abi: Wow. Well, I wouldn’t recommend you drop out…

Justen: But, what if I’m cured?

Abi: Well, not’s let jump to any conclusions. It’s only been two weeks. You may be right as far as just being aware, but it’s hard to determine in two weeks. So since you don’t have the workbooks we can use another workbook and you can give me the blank one back.

Justen: Yeah, I just closed a big deal.

Abi: Well, thanks for still coming. I’m sure that affected your motivation to be here.

Justen: Yeah, basically.

Abi: Okay, let’s talk. When you decided to do this, what were your top two or three priorities. What did you
think you might be able to get out of this?

Justen: Um, better time management and study habits or organizational habits. Is organizational a word?

Abi: Yeah.

Justen: Increased focus. Improve relationship with girlfriend. Sometimes forgetting stuff. She doesn’t like that.

Abi: It sounds like these three are related to scheduling because if you are on top of your stuff, your problems are reduced.

Justen: Yeah, family too. I remember important things. Work related things. My girlfriend doesn’t complain when the money is there. It’s only when I don’t listen. But when the money is there she’s like, “thank you. Look at these new shoes.” That’s not ADHD. That’s greediness. Gold digger. But, hey, she’s Jewish. If you date a Jewish girl that’s what you get. I did really well on my test in class to. I closed three deals and did well on my test.

Abi: That’s great. So what was different about these past two weeks that helped you do that?

Justen: What was different? Uh, I’ve been exercising a lot. I’m on a regular routine now. I’m working out after work three times a week. It’s reducing my stress and allowing me to focus more at work.

Abi: Getting rid of some of that extra energy?

Justen: Yeah. Even if I’ve worked 10 hours I still work out. I do Monday, Wednesday, Saturday.

Abi: Awesome. Anything else? How about in terms of organizational habits or time management? Have you focused any differently?

Justen: Yeah, I am more attentive.

Abi: And you think that’s the exercise?

Justen: Yeah.

Abi: Okay. Is your desk still a mess?

Justen: Yeah.

Abi: So your organization hasn’t really changed.

Justen: No. They are moving me to a window office and they want me to organize my stuff before I move because they said it will look more professional. My director said I have to do that. The other woman is moving to another office. So I have to organize my stuff.

Abi: Well, that would be a good first long term goal. It sounds like the exercise is helping you with more of the focusing and attention issues.

Justen: Yeah, I don’t like to sit very long. I’m not a sitter kind of person. I give myself little breaks all day long.

Abi: Well, that sounds like a helpful thing. It probably helps you focus when you are sitting—during that time. So maybe we can set your long term goals in terms of time management and organization---organizing your desk. Do you keep any kind of a planner?
Justen: I have a calendar right by my computer.

Abi: Is that working well for you?

Justen: Yeah, cause I have to see it. It’s right there. I just started that this month.

Abi: Oh, so that’s probably something that has helped you too!

Justen: Yeah. I always had a calendar but I had it off to the side and it wasn’t very helpful. So I was like, “I need this in my face.” So I hung it so it’s right there. If I’m on the phone it’s right there.

Abi: That’s one of the first recommendations I often give. Because a lot of people get those daily planners and they just sit somewhere and never get opened.

Justen: Yeah, I self-coached!

Abi: Yeah, you did! Okay, so let’s just….

Justen: This tape isn’t going to work. I just go off on tangents!

Abi: I type it.

Justen: You do? Are there girls with ADHD?

Abi: Yeah. And you sent an email about creating a group of some kind. What I was going to tell you in terms of that is that I won’t be offering anything like that. But I can see if anyone I am coaching would be interested in giving out their information to you and you can contact them. Maybe create some kind of self-help group.


Abi: Yeah, you can share things that work and don’t work for you.

Justen: Yeah, somebody to reach out to. Cause if there is nobody there, there is this huge chasm and you are just spiraling through haphazardly trying to make it through life. And are you? (Laughing)

Abi: Well, you’d be amazed at the number of people who seek out coaching that feel like they’ve hit rock bottom.


Abi: Well you never know. But it’s great you are being proactive.

Justen: But the worst would be being really fat and sad and having ADHD. Since I have the ability to exercise I have that release. I think having a humor too.

Abi: Sure.

Justen: It’s a good thing too. We don’t even need drugs. We are naturally high. I get water and put a lemon in it to make it look like alcohol. Tangent.

Abi: Well, it’s good to have a healthy attitude. Anyhow…humor me for a couple minutes and let’s develop a couple goals. We don’t have to get overzealous. You said you need to organize your desk and develop a counseling group. Let’s think of a couple of goals that are somewhat measurable that will take a period of time. Because the idea is to have a couple of those big goals and every week have smaller objectives to help us reach those goals.
Justen: Okay.

Abi: So should we make to create an ADHD group your first goal?

Justen: Yeah.

Abi: And for the second one, something along the lines of organization. Something tangible. Like clean up your desk and keep it clean.

Justen: That’s good. Keeping my desk clean. That’s a very hard thing to do.

Abi: And in terms of a personal schedule. You mentioned your calendar at desk. How about doing the same thing at home? And organize your room.

Justen: Organize entire life. (Laughs) “Cockburn.” (looking at phone) This guy’s name is “Cockburn.” He’s not going to get the job.

Abi: So how about implementing a calendar system at home for personal life things?

Justen: Okay. Here’s how my girlfriend sounds, “OH, my God! You did not call me! Oh, my God! I just got the best conditioner! It is, like, insane!”

Abi: Okay. (sighs) Um….alright. So for your first weekly goal, let’s create corresponding objectives for each big goal. The first one I will check with other people so you can’t do anything yet.

Justen: Can we keep it to under 35?

Abi: That’s up to you. So what is the first step to cleaning your desk?

Justen: Getting my papers together.

Abi: Well, let’s think a little smaller than that. How about throwing away the papers you don’t need?

Justen: Okay.

Abi: So do you think by next week you could create a pile of “Throw away” and a pile for “keep’?

Justen: Yeah, I can do that.

Abi: And in terms of your room at home can you buy and hang up a calendar in your room?

Justen: Yeah, I can do that. I don’t know if that will help.

Abi: Well, I’m thinking that if, like at work, it is somewhere you look at all the time, you can write things down right away. So we can organize your personal life.

Justen: Okay.

Abi: Do you ever program alarms on your phone for anything.

Justen: No. I don’t really need to talk to my girlfriend.

Abi: Okay, and for your third goal can you create a list of five things you really enjoy and five things you don’t enjoy? That’s going to help us come up with our system of rewards and consequences for your objectives.

Abi: So start thinking of what you really like to do and if you couldn’t do it, would it help you get this done? And try to start getting into the habit of looking at this workbook.

Justen: Okay.

Abi: And can I call you on Monday night to remind you to bring your workbooks?

Justen: Yeah. Call me Monday night.

Abi: Okay. See you next week.

Justen: Great. See you then.

**Final Meeting:**

(After weeks of missing meetings, Justen decided he no longer wanted to continue but agreed to come in for one final interview).

Abi: Basically, I would just like to get on record why you decided to stop. I know you said you got a promotion and work has been hectic. So if there is anything else regarding why it didn't work out and what your expectations were.

Justen: Okay, I decided to stop because of a recent promotion I hadn't foreseen when I started. Because of the promotion, due to the time constraints, I was unable to follow through with the coaching in it's entirety, but in the two sessions I participated in I found it very helpful for my time management and organization, as well as my personal life, in terms of dealing with and overcoming some of my hardships with having ADHD. I found in even such a short period of time, the techniques were great and all my concerns were addressed and I think that had I gone through it all, I would have taken away a great deal more from it. That's about it.

Abi: Okay, great. That's helpful. Other than that I would like you to answer some questions on this questionnaire for me. It's a post treatment questionnaire so some of them may not really apply but whatever you can put would be helpful.

Justen: Do I have to write it?

Abi: Well, if you prefer I can read you the questions and you can answer verbally.

Justen: Yeah, can we do that?

Abi: Okay, the first question is "Do you feel that the goals that were established were met"? Obviously, yours were not met because we had to stop. Do you also feel like you goals kind of changed?

Justen: Yeah, I don’t want to do that ADD group. I don’t have time for that. It was just kind of an idea that popped up in my head, like everything else.

Abi: Okay. And then the ways you’ve changed as a result of coaching?

Justen: I have better organization, I think. Yeah. I think it’s really helped a lot.

Abi: Are you keeping your desk clean?

Justen: It’s a little more clean. Yeah. More organized. But, they also moved me to a window office.
Abi: So based on what you do know about the coaching process, which parts about the way it is structured did you find the most helpful? Or could have been potentially the most helpful, had you done it?

Justen: Like the organizational stuff…

Abi: Like the way we write things down in the little boxes?

Justen: Yeah, it’s systematic. And visual.

Abi: Did you happen to remember to bring the books back?

Justen: No, I am sorry.

Abi: So least helpful to you?…maybe the fact that it wasn’t nearby and convenient?

Justen: Yeah, definitely. Because I work like 8 or 9 hour days.

Abi: Right. So maybe if it was over email or phone?

Justen: Yeah, that would have been better. Or if you were like, right there in my building or something. But, you are not.

Abi: Okay. Do you feel that if you schedule would have allowed for it, then coaching would be worth the time and effort?

Justen: Yeah. Yeah. It’s just harder when you are involved in the working world. It would be easier if I was just a student. When you are in the working world, you don’t know what can come up. And the earlier you learn it, the better. At my age, I’ve learned to cope enough and it’s hard to change. Now it’s kind of a Catch-22. I need the coaching but I don’t really have time for the coaching. But if I had the skills it teaches, I would be better able to manage my time.

Abi: Right. Okay. And in relation to other things you’ve done in the past to try and control your behavior, if there were no time constraints, do you feel this would be more helpful…less helpful…? And why?

Justen: I think this would be helpful. I’ve gone to psychologists before and he was just like, “you’re fine.”

Abi: Okay, and then any other suggestions to improve the coaching process?

Justen: No.

Abi: Okay. Then if you could please fill out another LASSI, like you did at the beginning.

(Justen fills out the LASSI but it is clear he isn’t even reading the statements and circling things very quickly. It looks like he is circling 4’s and 5’s because he thinks that means something positive. I explain that it seems he is doing this and if so, it won’t help me. Plus, the LASSI is designed so that sometimes 4 and 5 mean something positive, but other questions are flipped so that 1 and 2 are positive. He says “Oh” and I have him stop. I wish him good luck and goodbye.)
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BIOGRAPHICAL SKETCH

Abigail L. Reaser was born and raised in northern Virginia in a suburb of Washington, DC. She completed her Bachelor of Arts degree in Psychology at Gettysburg College, in Pennsylvania, winning several awards for her work in psychology throughout her undergraduate career. During college, Abigail also played midfield for the women’s soccer team, directed an a capella singing group, and studied abroad in Spain. After working for a non profit organization that helped to bring independence to the lives of adults with developmental disabilities for one year post-graduation, Abigail applied and was accepted to the combined Counseling Psychology and School Psychology doctorate program at Florida State University. Currently, Abigail is living in Pasadena, California, where she will complete her pre-doctoral internship at the Center for Aging Resources in the summer of 2008.