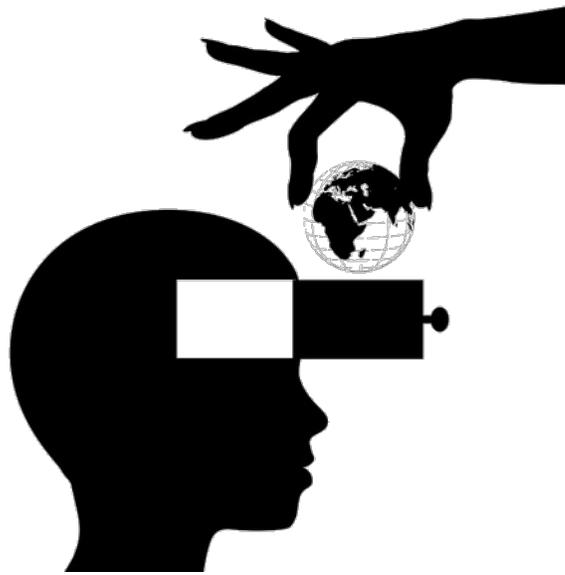


Empower Your Institution with Research-Based Coaching Skills



Coaching & Training

www.jstcoaching.com
703•548•3161

At JST Coaching & Training we believe that providing coaching skills training directly to your staff and faculty will open doors for student-directed learning while promoting a growth-mindset throughout your institution

“Students feel heard and empowered by my questions. I see the mindset of students changing from ‘who will fix this for me’ to that of ‘how do I fix this for myself.’ Students are seeing their own success in a more realistic light.”

Pauline Saavedra, Assistant Dean of Studies at Vassar College

JST Coaching & Training is the only student coach training company with expertise in both student life coaching and ADHD/EF/LD, providing skills to help all students on your campus.

Our training programs are developed by Jodi Sleeper-Triplett, MCC, SCAC, BCC, the leader in student coaching and ADHD & executive functioning. We offer research-based, accredited training programs, valued and endorsed by industry leaders and JST graduates worldwide.

The course materials are the best in the field:

- Concise, clear training manuals for each program
- Well-written, respected book, *Empowering Youth With ADHD*, by Jodi Sleeper-Triplett
- Experience training staff and faculty in higher education throughout the U.S.
- A highly qualified training team available to guide and support you during and between classes.
- Courses tailored to meet the needs of your diverse student population
- Individualized programs for colleges & universities
- Training that bridges the practice areas of student life coaching and ADHD coaching for students in need of a more strategic approach to coaching.

The Core of all our Training Programs is the JST Coaching Model

The JST coaching model was born out of a passion for making a positive difference in the lives of young people. As Jodi Sleeper-Triplett writes:

“Coaches are in a unique position to bring joy and fulfillment to the lives of children, teens and young adults. Coaching the whole child, not just the “academic child” or the “athletic child,” is the key to a successful and rewarding coaching experience for the coach and client.”

The model is centered on an individualized plan for success, encompassing all life areas for a positive outlook, improved life balance and well-being. Student coaching offers support, structure, strategies and skills in the areas of executive functioning, attention, focus while increasing self-confidence, self-advocacy and success in all life areas.

The JST coaching model is cited by researchers and academics as the de facto model for coaching students, especially those with ADHD and related issues. The groundbreaking 2 year coaching research study (below), based on the JST Coaching Model, that was released in Fall 2012, demonstrates that college students with ADHD can benefit significantly in the areas of skill, will and self-regulation after receiving coaching services using the JST Coaching Model. In a more recent study, the JST coaching model is cited by researchers and academics as the de facto model for coaching students with ADHD.

Research is currently being conducted at both the middle and high school levels, using coaches trained by Jodi Sleeper-Triplett to provide coaching services to at risk students within designated schools. The preliminary results are promising and students are finding that coaching helps them to stay on track, improve executive functioning skills and feel more self-confident in and out of the school setting.

For more information, please visit our website at <https://www.jstcoaching.com> or contact Jodi directly at jodi@jstcoaching.com 703-548-3161.

Coaching Research Abstracts

Journal of Attention Disorders April 2013 vol. 17 no. 3 215-232

Self-Control in Postsecondary Settings: Students' Perceptions of ADHD College Coaching

David R. Parker, Sharon Field Hoffman, Shlomo Sawilowsky, and Laura Rolands

Abstract:

Objective: The objective of this study was to identify undergraduates' perceptions of the impact of ADHD coaching on their academic success and broader life functioning. Method: One-on-one interviews were conducted with 19 students on 10 different U.S. campuses who comprised a purposive sample of gender, cumulative grade point average, and self-regulation skills variables as measured by the Learning and Study Strategies Inventory. Interview transcripts were coded using NVivo 8 software, and emergent themes were triangulated with students' descriptions of personal artifacts that symbolized coaching's influence on their lives.

Results: Students reported that ADHD coaching helped them become more self-regulated, which led to positive academic experiences and outcomes. Students described ADHD coaching as a unique service that helped them develop more productive beliefs, experience more positive feelings, and engage in more self-regulated behaviors. Conclusion: ADHD coaching helped participants enhance their self-control as they responded to the multifaceted demands of undergraduate life.

Journal of Attention Disorders March 2015 vol. 19 no. 3 191-199

Development and Validation of the ADHD Benefits of Coaching Scale (ABCS)

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Abstract

Objective: Develop and validate the ADHD Benefits of Coaching Scale (ABCS), a self-report instrument designed to measure benefits of ADHD coaching in college students.

Method: Concepts were elicited from interviews with ADHD coaches and college students receiving ADHD coaching. Draft items were tested in cognitive interviews among ADHD students. Item and scale reliability and validity of ABCS were evaluated using web-survey data from students reporting ADHD. Mean ABCS scores for coached and noncoached groups were compared.

Results: Five coaches and 14 students participated in concept elicitation interviews; 10 students participated in the cognitive interviews; 209 students completed the web-survey. The 10-item ABCS showed satisfactory internal consistency reliability and validity and differentiated between coached ($n = 17$) and noncoached groups ($n = 192$; $p < .01$).

Conclusion: To assess benefits of ADHD coaching in college students, the ABCS was developed and psychometrically validated in accordance with Food and Drug Administration's (FDA) patient-reported outcome guidance.

JST Coaching & Training has provided research-based coach training to faculty and staff at colleges and universities in the U.S. and internationally, including:

CalPoly Pomona	Pomona, CA
Christopher Newport University	Newport News, Virginia
College Success Foundation	Seattle, Washington
Duke University	Durham, NC
George Mason University	Fairfax, Virginia
Green Mountain College	Poultney, Vermont
Grossmont Community College	El Cajon, California
Landmark College	Putney, Vermont
Northern Virginia Community College	Alexandria, Virginia
Ocean County Community College	Toms River, New Jersey
Ohio State University	Newark, Ohio
Pomona College	Claremont, California
Shoreline Community College,	Shoreline, Washington
University of Alabama	Tuscaloosa, Alabama
University of Arizona	Tucson, Arizona
University of California at Davis	Davis, California
University of North Carolina	Chapel Hill, North Carolina
University of the Ozarks	Clarksville, Arkansas
Utah Valley University	Orem, Utah
Vassar College	Poughkeepsie, New York

Student Success Coaching Skills for Educational Professionals Two Day Training*

Overview

- Variable format – 2 days onsite, weekly Zoom video conference classes
- Maximum of 15 participants for one trainer, 35 participants for two trainers
- Includes soft copy of course workbook
- Additional cost for course books (to be purchased by school)
- Format will be part lecture and part practicum
- All participants will receive course workbook in advance of the first class. Practice is required between sessions
- Coaching Demonstrations and Practice Sessions are integrated into the training
- Training focus & course materials can be tailored to meet the needs of your group
- Ongoing Coach Mentoring is available for an additional fee

Sample Course Outline

- I. Introduction
 - Course Plan and Introductions
 - Coaching Demos and Core Competency
- II. College Coaching
 - College Coaching vs. Life Coaching
 - How Does Coaching Help Foster Success in College Students?
 - College Coaching Issues and Strategies for Success
 - Learning Preferences
 - Executive Functioning
 - Overview
 - Impact on student success
 - Life Balance
 - Coaching challenging students
 - First generation and minority students
 - Adult learners
 - Distance learning
 - Socio-economic issues
 - Students with attention, learning, social and emotional challenges

III. Coaching Skills and Coaching Sessions

- Coaching Practice using participants' case studies
- Developing Rapport
- Accountability and Honesty
- Goal Setting Strategies – GROW MODEL

IV. Conclusion: Using a Coaching Approach and Coaching Skills

- Coaching Practice and Debrief– Small Groups
- Pulling it All Together
- Incorporating Coaching into your current role
- Goal setting, planning and accountability using coaching techniques
- Review and Q & A

Required Reading

Dweck, C. *Mindset*. 2007

Whitworth, Kimsey-House, Sandahl. *Co-Active Coaching*. 2011 - 3rd Edition

Recommended Reading

Adams, M. *Change Your Questions, Change Your Life: 12 Powerful Tools for Leadership, Coaching, and Life*. 2015 - 3rd Edition

Field & Parker, editors. *Becoming Self-Determined: Creating Thoughtful Learners in a Standards-Driven, Admissions-Frenzied Culture*. 2016

Sleeper-Triplett, J. *Empowering Youth With ADHD: Your Guide to Coaching Adolescents and Young Adults for Coaches, Parents and Professionals*. 2010

Whitmore, J. *Coaching for Performance*. 2009

***Longer training options are available in addition to customized two-day higher education programs.**

Sample Keynote and Presentation Topics **Additional topics available upon request**

Title: Fostering Student Self-Determination and Enhancing Learning through Coaching

Abstract: Oftentimes, students new to college life have not been provided opportunities to learn and practice self-determination skills, yet college requires that students be autonomous and flexible. By incorporating coaching skills into faculty and staff interactions with students, we can encourage students to engage and reflect on their own academic performance. This session will review the concepts of coaching and how to effectively use coaching skills to enhance self-determination and foster efficient, resilient learners.

Title: A New Perspective on the Future – Helping Students See the Light at the End of the Tunnel

Abstract:

In the 21st century, one would hope that all students are viewed equally, regardless of their level of ability. Unfortunately, our world is not quite there yet, requiring us to be the champions for student accessibility and equality, to facilitate change, foster learning and support students who are not yet ready to support themselves. At the post-secondary level, students are expected to self-advocate, self-direct and balance academic, social and personal obligations independently. We know that this is not possible for all students and that many are not prepared for the rigors of college or the juggling act of academics, work and personal responsibilities. This is where coaching comes into the picture. In this session, professionals and students will learn how to shift their perspective and develop and maintain a growth mindset to help students move forward confidently and successfully.

Title: Increase Resiliency and Well-Being with Coaching

Abstract:

Skill, will and self-regulation have been shown to increase after coaching (Coaching Research Study, 2010). This workshop will focus on increasing resiliency in students with, addressing the question, “What do students need to become more resilient?” When coaching is added to the support plan for individuals struggling with academics, those individuals feel more self-confident, self-reliant and prepared to move forward in their lives. In this session, participants will learn how coaching provides techniques for focus and organization, goal setting and skills for increased resiliency and effective daily living.

Title: Empowering Students with ADHD: Coaching toward Success

Abstract:

Coaching for students with ADHD reaches beyond academics. For many students, coaching provides techniques for greater focus, organization, time and task management and skills for effective daily living. These skills are the building blocks for success. By initiating the coaching process with students, professionals are able to motivate students and help them build self-confidence and self-awareness. This interactive session offers information, demonstrations and discussion valuable to coaches, educators and students.