

## ADHD BENEFITS OF COACHING SCALE (ABCS)

The ADHD Benefits of Coaching Scale (ABCS) is a 10-item self-report instrument designed to measure the benefits of ADHD coaching in college students with ADHD and may be the first self-report instrument developed to assess this construct.

The ABCS uses a 4-week recall period, and unidirectional 6-point Likert-type response scales in which numerically higher responses indicate more positive results. It was developed and psychometrically validated in accordance with the Food and Drug Administration's (FDA) patient-reported outcome guidance for instrument development, including the use of both qualitative and quantitative approaches.

The results of the single development and validation study of the ABCS to date (Deal et al., 2015) demonstrate the following strengths of the instrument:

- *Content validity* (all items independently identified as relevant and important by both ADHD coaches working with college students and students with ADHD having had experience with coaching)
- *Low item-total correlations indicating little overlap between individual items* (between 0.32 and 0.66)
- *Factor analysis indicating a single total score* (factor loadings from 0.63 to 0.76)
- *High internal consistency* (alpha of 0.89 for the total score)
- *High construct validity* (with significance at  $p < .01$  of the ABCS total in relation to each of two subscales of the Barkley Deficits in Executive Functioning Scale—Long Form: Self-Management to Time and Self-Organization/Problem-Solving)
- *Retained items all discriminate between students with and without coaching* (at an effect size greater than 0.30)
- *ABCS mean total score is higher in coached than non-coached students* ( $p = .03$ )

In conclusion, Deal et al. (2015) recommend the following:

- The ABCS showed satisfactory internal consistency reliability and validity and differentiated between coached and noncoached groups (p. 191)
- The ABCS fills a need for accurate and reliable measurement of ADHD coaching programs to evaluate and support the value and use of such coaching interventions (p. 198)
- Research to further evaluate the psychometric properties of the ABCS across varying study conditions and ADHD coaching models is warranted... Prior to use outside the United States, cultural adaptability [should] be explored and linguistic validation performed (pp. 197-198)

Source:

Deal, L. S., Sleeper-Triplett J., DiBenedetti, D.B., Nelson, L., McLeod, L., Haydysch, E.E., & Brown, T.M. (2015). Development and validation of the ADHD Benefits of Coaching Scale (ABCS). *Journal of Attention Disorders*, 19(3), 191-9. doi:[10.1177/1087054714558118](https://doi.org/10.1177/1087054714558118)

© Jodi Sleeper-Triplett, 11/1/18

# ADHD Benefits of Coaching Scale for College Students (ABCS-CS)

1. How often did you take responsibility for your actions and behavior?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

2. How often did you stay focused when necessary?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

3. How often did you meet your deadlines?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

4. How often did you stay on top of things?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

5. How often did you accomplish what you set out to do?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

6. How often did you use the study skills and strategies that work best for you?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

7. How often did you feel organized?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

8. How often were you on time when you needed to be on time?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

9. How often did you prioritize tasks and activities?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

10. How often did you plan ahead or schedule your tasks and activities?

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always