



**Empower Your Institution with  
Researched-Based Coaching Skills**

# ***JST Higher Education Coach Training***



**Developed By:  
JST Coaching & Training  
Alexandria, VA  
[www.jstcoaching.com](http://www.jstcoaching.com)  
703-548-3161**

## JST COACHING & TRAINING

**At JST Coaching & Training, we are committed to delivering interactive, heart-centered, high-quality training that equips your staff and faculty with the skills and resources needed to create lasting, transformational changes for all students at 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 were 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 thoughtfully crafted for higher education professionals and considered the best in the field:

- Concise, clearly written **training manuals** for each program.
- Well-written, respected book, *Empowering Youth With ADHD*, by Jodi Sleeper-Triplett.
- Experienced training staff and faculty in higher education.
- Guidance, support and mentoring from a highly qualified training team.
- Courses tailored to meet the needs of your diverse student population.
- 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 areas of life for a positive outlook, improved life balance and better 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 areas of life.

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.

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

## **Student Success Coaching Skills for Educational Professionals**

### **Overview**

- Customized training & course materials to meet the needs of your group
- Variable format – 12-hour training or the expanded 20-hour training which includes additional coaching skills practice.
- Onsite or video conference classes scheduled to fit your team’s schedule.
- Maximum of 20 participants for one trainer, 35 participants for two trainers.
- Includes soft copy of the course manual.
- Additional cost for course books (to be purchased by institution)
- Format is part lecture and part practicum
- Integrated coaching demonstrations and practice sessions
- Ongoing Coach Mentoring is available for an additional fee

**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 University, Pomona, CA*
- *Christopher Newport University, Newport News, VA*
- *Duke University, Durham, NC*
- *George Mason University, Fairfax, VA*
- *Green Mountain College, Poultney, VT*
- *Grossmont Community College, El Cajon, CA*
- *Landmark College, Putney, VT*
- *Northern Virginia Community College, Alexandria, VA*
- *Ocean County College, Toms River, NJ*
- *Ohio State University, Newark, OH*
- *Pomona College, Claremont, CA*
- *Shoreline Community College, Shoreline, WA*
- *University of Alabama, Tuscaloosa, AL*
- *University of Arizona, Tucson, AZ*
- *University of California at Davis, Davis, CA*
- *University of the Ozarks, Clarksville, AR*
- *Utah Valley University, Orem, UT*
- *Vassar College, Poughkeepsie, NY*
- *Vincennes University, Vincennes, IN*

## **Student Success Coaching Skills for Educational Professionals**

### **Sample 12-Hour/Two Day Course Outline – two hours of customization included**

#### **I. Introduction**

- Coaching Demos and Coaching Core Competencies

#### **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**

- 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
- Incorporating Coaching into your current role
- Goal setting, planning and accountability using coaching techniques

#### **V. Optional – Additional 7 hours/one day – Coaching Practicum with Case Studies**

## 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.*

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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.*

## Recommended Reading

1. Adams, M. ***Change Your Questions, Change Your Life: 12 Powerful Tools for Leadership, Coaching, and Life.*** 2015 - 3rd Edition
2. Dweck, C. ***Mindset.*** 2007
3. Field & Parker, editors. ***Becoming Self-Determined: Creating Thoughtful Learners in a Standards- Driven, Admissions-Frenzied Culture.*** 2016
4. Sleeper-Triplett, J. ***Empowering Youth With ADHD: Your Guide to Coaching Adolescents and Young Adults for Coaches, Parents and Professionals.*** 2010
5. Whitworth, Kimsey-House, Sandahl. ***Co-Active Coaching: The proven framework for transformative conversations at work.*** 2018 – 4th Edition
6. Whitmore, J. ***Coaching for Performance.*** 2009