

## ADD COACHING RESEARCH WHAT DO WE KNOW?

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SESSION 2.12

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## ADD Coaching Research What do we know?

- Part 1: Coaching Psychology and Research
- Part 2: ADD Coaching and Research

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## Part 1: Coaching Psychology Research

Disclosure: I am not a certified coach

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### The Phenomenon of Coaching

“From the way the field has developed in the past 5 years, it appears now that coaching has begun to make its place in the vast armamentarium of behaviorally based interventions available to psychologists and other professionals who work to help people and organizations change.”

(Diedrich and Kilburg, 2001)

*Diedrich, R. C., & Kilburg, R. R. (2001). Foreword: Further consideration of executive coaching as an emerging competency. Consulting Psychology Journal: Practice and Research, 53, 203-204.*

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### From Gurus to Science

“The shift now to second generation coaching is reflected in the need for coaching to be based on explicit psychological principles and grounded in a solid evidence base...”

- P. Alex Linley

*International Journal of Evidence Based Coaching and Mentoring (2006)*

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### Coaching as an Evolving Science

- Athletic Coaching – Sport Psychology
- Executive Coaching – I/O Psychology
- Life Coaching – Humanistic Psychology
- Health Coaching – Cognitive Behavioral Psychology
- ADD Coaching – “Coaching Psychology”

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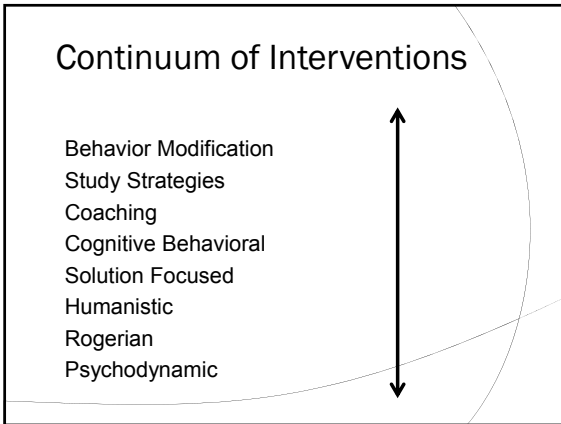
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- ### Training and Certification of Coaches
- Proprietary Training and Certification
  - University Business Schools
  - Georgetown University
  - University of Dallas
  - University of Kansas
  - Columbia University
  - Duke University
  - University of Sidney – Coaching Psychology

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- ### What Coaching Isn't
- Diagnostic
  - Clinical
  - Therapeutic
  - Study Strategies
  - Past Oriented
  - Passive
  - Emotion Centered
  - Mental Health Counseling
  - Well Researched !

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## What Coaching Is

- Collaborative
- Supportive/consultative
- Socratic Questioning
- Encourages Problem Solving
- Creative
- Self-Development

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## What Coaching Is (continued)

- Client Directed Goals
- Educational
- A Personal Service
- Provides Structure/Systems
- Contractual Relationship
- Theory-driven

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## Theoretical Framework

- Self-Determination of Students with Disabilities - Wehmeyer
- Positive Psychology - Seligman/Csikszentmihályi
  - Emotional Intelligence - EQ
  - "What you can change and what you can't"
  - Flow
- Self-Efficacy/Locus of Control/Attributions – Bandura/Rotter
  - External Locus of Control vs. Internal Locus of Control
    - ADD Symptoms
    - Medication
  - Internal Locus
    - Self-Directed Goals
    - Systems of Behaviors
- Cognitive Behavioral/Social Learning – Meichenbaum/Bandura
  - Self-talk and self-regulation
  - Modeling
  - Homework
  - Reinforcers/consequences

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## Evidence-based Practices

“Evidence-based practice in psychology (EBPP) is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.”

- APA

“Evidence-based practice is the integration of best research evidence with clinical expertise and patient values.”

-Sackett et al

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## Coaching Research

Anthony M. Grant , PhD  
Director Coaching Psychology Unit  
School of Psychology  
University of Sydney

*“The Evidence for Coaching”*  
Presented at Harvard Medical School's  
Coaching in Medicine and Leadership  
Conference - 2009

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## Coaching Research

*“To me, the single most important thing for coaching (and ...positive psychology) to keep in mind is the necessity of collecting rigorous empirical evidence. This may be the only his that separates the field from earlier humanistic psychology and from current non-validated self-help books, while also dealing with difficult scientific issues concerning demand effects, placebo effects and just plain wishful thinking.*

**Coaching ... is especially vulnerable to these problems because of the commercial and money-making possibilities it presents.”**

Ken Sheldon, 2007

In Grant, A. M., & Cavanagh, M. (2007). Evidence-based coaching: Flourishing or languishing? *Australian Psychologist*, 42(4), 239-254.

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## Coaching Research

- 1937 – May 2009
  - 518 Publications on Coaching,
- 1980 – May 2009
  - 265 Published Articles on Coaching
  - 77 Dissertations on Coaching
  - 186 Published Empirical Studies on Coaching
  - 156 Published Outcome Studies on Coaching
    - 104 Case Studies
    - 36 Within Subject,
    - 16 Between Subject
- 2000 - 2010
  - 61 Dissertations and 123 Outcome Studies  
(Grant, 2009)

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## Executive Coaching Research

- Grant et al (2001- 2009)
- Cavanagh (2007) -
- Passmore & Gibbs (2007)
- Moen & Skaalvik (2009)

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## Grant et al (2001- 2009)

Coaching as Applied Positive Psychology  
- **Solution-focused Cognitive-behavioural coaching**

### University of Sydney Coaching Research

- Eight Outcome Studies:
  - 6 Randomised; 2 Between-subject
- Four Coaching Industry Studies
  - Large scale international survey (ICF)  
(N =2,500)

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### Grant et al (2001- 2009)

#### Measures of Coaching Outcomes

- **Goal Attainment Scaling (GAS)**
- **Presence/Absence of Mental Distress**
  - DASS: Depression, Anxiety and Stress Scale
- **Presence/Absence of Well-being**
  - QOLI; PWB; SWB; PANAS; Hope; Cognitive Hardiness; Workplace Well-being Index
- **Metacognitive Processes**
  - Self-reflection and Insight Scale

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### Grant et al (2001- 2009)

- **Outcomes**
  - Group coaching effective & effects of coaching maintain over 30 weeks (Green, Oades & Grant, 2006)
  - Professional coaches more effective than peer (Spence & Grant, 2007)
  - Life coaching enhanced resilience and hope in high school students (Green, Grant, Rynsaardt, 2007)
  - Mental Health screening may reduce chance of significant outcome on well-being measures

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### Health Coaching Research

- Palmer (2003)
- Spence et al (2008)
- Frates (2009)
- Newnham-Kanas et al (2009)

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## Part 2: ADD Coaching

Disclosure: I am a certified coach

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## ADULT ADD

- Neurological/Biochemical/Genetic
- Prevalence – 4%
- Gender – 3:2
- Cross Cultural
- 50 % experience Anxiety and Depression resulting from social, academic, employment and financial impact of ADD

Adler et al. (2008). Best Practices in Adult ADHD: Epidemiology, impairments, and differential diagnosis. *CNS Spectrums: The international journal of neuropsychiatric medicine*, 13(8): suppl 12, 1-8.

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## ADULT ADD and the DSM - V

- Impairment across more than one setting
  - Home, school, work, recreation
- Deficits in attention/concentration
- Less hyperactive/excessive movement than youth
- Deficits in social functioning
  - Family, personal, romantic, employment
- Deficits executive functioning
  - Planning, Organizing, Prioritizing, Memory

Goodman et al. (2009). Adult ADHD and the DSM-V. Medscape. Available online at: <http://cme.medscape.com/viewarticle/704424>

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### Why ADD Coaching ?

- ⦿ Medication
- ⦿ Therapy for co-morbid Affective Disorders
- ⦿ Accommodations
- ⦿ Study Skills
- ⦿ Coaching for Structure and Problem Solving
  - Planning
  - Organizing
  - Memory
  - Prioritizing
  - Motivation
  - Persistence
  - Social Skills

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### ADD Coaching Research

- ⦿ ADD Coaching is relatively new (1994)
  - Hallowell and Ratey
- ⦿ 10 years of outcomes research  
2001 to 2010
- ⦿ Less than 10 published studies
- ⦿ Current - Edge Foundation Coaching Research Grants– larger national sample at 12 campuses through a \$1 Million grant at Wayne State (Field, Sawiloskly, Parker, & Hoffman )

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### ADD Coaching Research

- Zwart & Kallemeyn (2001) Calvin College
- Allsopp, Minskoff & Bolt (2005) USF
- Swartz, Prevatt & Proctor (2005) FSU
- Reaser (Dissertation 2008) FSU
- Maitland (2008 - 2010) UNC-Chapel Hill
- Parker & Boutelle (2009) WSU
- Field et al (2009 - 2010) WSU

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### Zwart & Kallemeyn (2001)

- Peer-based coaching
- Control group
- Pretest/Posttest
- Outcomes
  - Self-efficacy Scale
  - LASSI
    - Attitude
    - Time Management
    - Anxiety
    - Motivation
    - Concentration
    - Information Processing
    - Selecting Main Ideas
    - Study Aids
    - Self-testing
    - Test Strategies
- Conclusions
  - students experience increased motivation and reduced levels of stress

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### Allsopp, Minskoff & Bolt (2005)

- University of South Florida
- Individualized Strategies or Coaching?
- Course specific strategies
- Supportive relationship
- 3 year study
- College students with LD and ADD
- Outcomes
  - Qualitative and Quantitative
- Identified two factors related to nonimprovement
  - Academic/cognitive skills deficits
  - Emotional/medication-related issues

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### Swartz, Prevatt & Proctor (2005)

- Graduate student coaches
- Case Study
- 8 weeks of weekly coaching
- \$\$ Fee charged for coaching
- Pretest/Posttest
- Student generated long-term and short term goals, objectives, rewards and consequences
- Outcomes
  - Self-regulation skills
  - "Coaching Topics Survey" a student self-assessment created for this study
  - LASSI
    - Attitude
    - Time Management
    - Anxiety
    - Motivation
    - Concentration
    - Information Processing
    - Selecting Main Ideas
    - Study Aids
    - Self-testing
    - Test Strategies
- Conclusions
  - Student showed improvement in Time Management, Study Skills and use of Study Aids

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### Reaser (Dissertation 2008)

- 7 ADHD graduate students recruited through Craigslist
- Graduate student coach
- 8 week duration
- Pretest/Posttest with LASSI and Coaching Topics Survey
  - Attitude
  - Time Management
  - Anxiety
  - Motivation
  - Concentration
  - Information Processing
  - Selecting Main Ideas
  - Study Aids
  - Self-testing
  - Test Strategies
- Strong ADHD and strategies assessment through structured interview
- Highly structured with written goals, consequences and activity logs
- Qualitative Outcome Measure – Case Study Interview
- Conclusions
  - Positive effect evident on Posttest LASSI scores

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### Maitland (2008 - 2010)

- UNC – Chapel Hill (session 3.12 today)
- Pilot study for larger study in 2010
- 13 students
- 10/13 had co-morbid disorder
- Weekly in person + phone + email
- Pretest/Posttest measures
- Qualitative and Quantitative
- Multiple outcome measures
  - Self-determination Scale
  - Authentic Happiness Scale
  - Life Participation Scale
  - Interview with qualitative scoring
- Conclusions
  - Non-statistically significant but positive effects of coaching

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### Parker & Boutelle (2009)

- 7 students - "a purposive sample" selected from 54
  - Self-determination Student Scale score
  - G.P.A.
  - Gender
  - Goal oriented
- Certified coaches at Landmark College
- Qualitative Study with coded interviews as the outcome measure
  - "Reasons for starting and stopping coaching" – continuation was related to perceived goal attainment
  - "Defining coaching and comparing it to other services
  - Sense of autonomy and choice
  - Non-judgmental stance of coach

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### Field et al (2009 - 2010)

- Wayne State University/Edge Foundation Grant (Session 4.12 today)
- 1 year duration
- 12 campuses/ National Sample
- Weekly phone coaching by experienced Edge Foundation coaches
- Random group design
- Outcomes
  - GPA
  - Persistence
  - Study skills
  - Self-regulation
- Conclusions
  - Improved use of tools, strategies, self-talk, confidence, sense of well-being and goal clarification

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### Research Considerations

- Outcomes may be affected by student characteristics such as:
- readiness to change
  - gender of coach or student
  - level of functioning
  - co-morbid affective or learning disabilities
  - use of or effectiveness of medication
  - prior or concurrent educational or therapeutic interventions

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### Future Directions in Research

- What research questions should be asked?
- Objective assessment vs. self-report
- Outcome measure validity
- Sample size
- Duration & intensity of coaching
- Longitudinal outcomes
- Evaluate different components of coaching
- Evaluate coaching methodology
- Quantitative vs. qualitative
- Experimental design
  - Case Study
  - Between Subject vs. Within Subject
  - Multiple baseline
  - Control

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## ADD Coaching Research Cited

- Allsopp, David H., Minskoff, Esther H., and Bolt, James. 2005. Individualized Course-Specific Strategy Instruction for College Students with Learning Disabilities and ADHD: Lessons Learned From a Model Demonstration Project. *Learning Disabilities Research & Practice*, 20(2) 103-118.
- Field, Sharon, & Parker, David L. (2010). *Quantifying the Effectiveness of Coaching for College Students with ADHD: Initial Findings from a National Study*. Paper presented at Association on Higher Education and Disability Conference. Retrieved from <http://www.ahead.org/conferences/2010>.
- Mattland, Theresa E, Laurie, Richman, Erika, Parker, David L., & Rademacher, Kristen. (2010) *The Impact of Coaching on Academic Success: A Focus on University Students with Learning Disabilities and Attention Deficit/Hyperactivity Disorder*. Paper presented at Association on Higher Education and Disability Conference. Retrieved from <http://www.ahead.org/conferences/2010>.
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- Zwart, L.M., & Kallermeyn, L.M. (2001). Peer-based coaching for college students with ADHD and learning disabilities. *Journal of Postsecondary Education and Disability*, 15, 1-15.

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