The symptoms of ADHD can sound like a list of traits you’d rather avoid: Disorganization. Restlessness. Struggling to stay on topic and get tasks done.

But “any of these deficits can also been seen as strengths,” says Mayra Mendez, PhD, of Providence Saint John’s Child and Family Development Center. It’s still important to get treatment for ADHD, of course. But instead of viewing your ADHD as a group of symptoms that make your life harder, “consider how each can be used to your advantage,” Mendez says.

Reframe Your Symptoms

When his young daughter was diagnosed with ADHD in 1995, Duane Gordon, a computer consultant, was surprised to learn that he had it, too. A mix of medicine, ADHD coaching, and therapy helped him manage his symptoms. Going to an Attention Deficit Disorder Association (ADDA) conference helped Gordon realize his condition even had some upsides.

“I always see the weirdness in the world, and I appreciate it,” he explains. “I can hyper-focus and be extremely productive when I’m passionate about something. I’m also extremely effective in emergency situations. When most people panic, I actually become calmer.”

Many ADHD traits can be reframed in a positive light, Mendez says. For instance, hyperactivity doesn’t have to only mean that it’s hard for you to settle down. As Gordon found, when something does hold your interest, you’ll be highly motivated to pursue it. “Trouble paying attention” can be thought of as “flexible thinking.”

There can also be a positive side to impulsive behavior, a common symptom of ADHD. “Quick reactions lead to action,” Mendez points out. “People who are impulsive don’t sit around and feel helpless.”

These upsides don’t mean that you shouldn’t get treatment -- medication, therapy, and coaching -- for ADHD. But when you’re aware of the positive aspects of your condition, you can nurture your talents and abilities. Once Gordon realized his creative strengths, he began using them more at work. As a result, “I’ve succeeded like never before,” he says.

Manage Your Mind

ADHD affects your brain’s “executive function.” “This is the management system that processes information and helps you organize, self-regulate, and manage all of your to-do lists. It also helps you make goals and keep on track with those goals,” explains Caroline Maguire, a personal ADHD coach in Concord, MA.

Medicine may help keep some of your ADHD symptoms in check, but it’s still up to you to find ways to manage your time and stay organized. Some strategies that can help:

- **Set goals.** Use a calendar, planner, or to-do list to keep track of what you need to do each day. Make clear what’s a high priority and what can wait.
- **Stick to a structure.** Try to keep the same daily routine. This will help remind you where you need to be and what to expect next.
Stick to a structure. Try to keep the same daily routine. This will help remind you where you need to be and what to expect next.

- Build a support system. Many people don't want to discuss their ADHD. The more you open up to loved ones, the better they'll know what you're going through. You may also want to join a support group. You can share stories and learn ways to live well from others who have ADHD.

- Find a coach. Just as athletes rely on a coach to help them learn new skills, an ADHD coach can help you set goals and plan a way to reach them. She can also help you cope with problems you're having at work or home.

- Take “small bites.” When you're faced with a big project at home or work, break it into smaller steps you can manage. Then, tackle them one by one.

- Slow down. Learn to relax or meditate. Both can stop you from acting on an impulse without fully thinking things through.

- Fill your toolbox. Will a timer help you stay on task? What about sticky notes or a voice memo to remind you what items you need from the store? Learn what tools can help you get through your day a little easier, then keep them handy.

- Match your skills to your job. “If you can, choose a career that holds your interest,” Mendez says. The more engaged you are, the easier it will be to stay focused. People with ADHD often do well in jobs that involve a lot of movement instead of one that only takes place at a desk.

- Find a hobby or interest you love. “Having passions and desires allows you to find the motivation to work on [other] things that are holding you back,” Maguire says. “Getting in touch with the strengths you have can be a way to start feeling better about your challenges.”

By Stephanie Booth
Originally posted on WebMD

What to Do When Other Adults Suggest Your Child Has ADHD

ADHD Education

How to respond to others who express genuine concern, sarcastic comments or judgmental words.

This is an important article to read so you can be ready for the ignorance that usually accompanies negative words about undiagnosed ADHD behavior. They simply don’t understand and need to be educated by well-trained ADHD coaches. Caroline Maguire, PCC, ACCG, and Director of ADDCA’s Fundamentals of ADHD Coaching for Families Course, has some wonderful suggestions for specific language you can use to diffuse the condescending remarks made by those who think they know ADHD.

“WOW, SO THAT’S WHAT ADHD looks like? Thank goodness my kid doesn’t behave like yours.”

“Did you ever consider having your child tested for ADHD? My daughter has it, and it seems like yours might, too. Do you mind if I talk with you about this?”

Whether said with hints of sarcasm or kindly mentioned based on genuine concern, these comments may be similar to what others have said to you, suggesting your child has attention deficit hyperactivity disorder. When confronted with statements like these, what’s the best course of action?

Consider the Source, Move Forward Accordingly

Barbara Greenberg, a clinical psychologist with a private practice in Connecticut who specializes in parenting and relationship issues, says parents met with such words should respond “carefully and after taking a moment to pause.” She suggests thinking about whether the person is well-intentioned or not, which involves considering the source. “If this suggestion is being delivered by someone like a teacher who cares about you and your child, then ask for more information: For example, what they are observing?” Greenberg says. “If you feel that this information is being presented to you recklessly and by an individual who has little knowledge of your child and his or her behavior, then move on. Acknowledge that you have received the information, but try hard not to let it upset you.”

“A lot of people give unsolicited advice,” says Caroline Maguire, an ADHD and social skills coach at New England Coaching Services in Concord, Massachusetts. She explains that doing so makes it challenging for people who may be in the throes of a difficult situation, such as parents who are already on the path of obtaining a child’s diagnosis. Even if parents aren’t in the midst of obtaining a diagnosis, comments from others can create defensive feelings, which she says is natural, especially if what’s said is abrupt and abrasive. Like Greenberg, Maguire feels that it’s wise to ask the person specifically what’s being observed that indicates ADHD may be at hand. “This can give parents good info to take to a medical professional,” Maguire says. In some cases, she explains that parents may already have suspicions that their child has ADHD, which parallel the symptoms outlined by another adult. In this case, Maguire suggests they speak with a trained diagnostician such as a pediatrician or a
psychiatrist. Such experts can “flesh out the degree of impairment and help parents figure everything out.”

Handling Rude People

At the same time, when people are rude about the manner in which they suggest a child may have ADHD, Maguire suggests taking the high road. “Say, ‘Thank you for sharing that,’” she advises. “It can be difficult, but saying this can shut these kinds of people down.” Greenberg suggests a similar approach. “If the comment does not seem to be well-intended, less is more. Say little and move on. This is not always easy, but it is often necessary.”

Penny Williams, parenting ADHD guide and trainer at ParentingADHDandAutism.com and the author of several books, including “Boy Without Instructions: Surviving the Learning Curve of Parenting a Child with ADHD,” agrees that it’s best to “rise above.”

“When I receive this sort of uninformed criticism, I remind myself that they don’t know me, my child or our story,” she says. “I usually just smile blankly at them and return my attention right back to my child, who is the one who actually needs my attention in those moments.” Williams says that it’s best not to engage with a person who judges your parenting or offers out-of-place opinions.

Ignore the Comments or Have Your Child Evaluated?

Still, regardless of how a person brings up the topic. Williams thinks parents shouldn’t be dismissive. “What a parent should do if someone suggests that their child has ADHD is to consider the possibility, as a better-safe-than-sorry measure,” she suggests. Part of this process involves learning as much as possible about ADHD. “Read about ADHD symptoms. Ask your child’s teachers and pediatrician for their input,” she says. “If it just doesn’t fit after open-minded consideration, then you can probably move on. However, if some red flags start waving as you delve into the possibility further, it’s time to request an evaluation and know for sure.”

The importance of an evaluation is critical, Williams says, noting that undiagnosed and/or untreated ADHD children can face serious consequences. She explains that such children are at “risk for low self-esteem, depression, anxiety, being labeled as the ‘bad kid’ at school, criminality and even self-medicating with alcohol or drugs as teens and adults.”

Remain Informed, Be Open to Insight From Others

It’s also ideal for parents to create a network where they surround themselves as much as possible with people who appreciate the strengths of ADHD children. Maguire says. Additionally, she notes that people should never listen to others who suggest ADHD is caused by parenting styles. Instead, parents should stay as informed as possible about ADHD, help children improve executive functioning skills and interact with the right teachers and behavioral experts.

Of course, none of this can keep comments at bay. The best bet is to know that people will likely continue to share opinions – kind or otherwise – and to be prepared when it happens.

“Ultimately, a parent has to be ready and willing to hear a recommendation that they should explore the possibility that their child has ADHD,” Williams says. “No matter who the suggestion comes from – family member, teacher, another parent or a stranger in the grocery store – we can’t see what we don’t want to or what we’re just not ready to see.”

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By Jennifer Lea Reynolds, Contributor | Sept. 13, 2017
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Put Strategies into Action

ADHD Education

Teach Executive Function by Simulating the Experience

There is no shortage of techniques, cues, and strategies for each family to try with a child or teenager with ADHD. But when all is said and done, parents are often left frustrated and confused as to why their child carries around the ring attached to their book bag with the series of laminated strategy cards that never see the light of day. Those cards that were so creatively done and took endless hours to make just collect dust and are never used.
There are many useful tools that are there for the child to use—the hard part is done right? If that's the case, then why is it so challenging to get kids to actually use them?

The hard reality is that, at the end of the day, you can have all the toolkits and strategies in the world to help children, teenagers, or young adults with ADHD learn how to self-regulate, but none of them will work if they are not implemented the right way. Putting a plan into action is difficult! For a child to use any strategy or tool, the child is required to be able to pause and think, and that particular function is a large part of self-regulation.

The solution is simulation. Any strategy or skill a parent wants a child with ADHD to learn can be enhanced with simulation. The key is to learn to implement the strategies in the moment. By practicing the simulated experiences, any child will succeed.

**Simulate the Experience**

Simulation is designed to replace and intensify real life experiences with guided ones that evoke or replicate significant aspects of a child's real-world executive function challenges in a completely interactive situation. This goes beyond role-play and talking about what it will look like when the child uses his strategies.

Simulation means allowing the child to experience and practice a scenario until the child feels more comfortable and can master the specific skill. By simulating a real life interaction—like becoming too angry, shouting, and stomping off during a play date—the child can experience the heat of the moment and then, subsequently, what it feels like to actually use strategies to down-regulate.

This practice is critical, so that when the child is no longer in the presence of the parent or caregiver, the child is still able to call up that past simulation and implement the strategy in the real world. With consistent practice, the child is learning how to improve self-regulation.

The key is to learn to implement the strategies in the moment. By practicing the simulated experiences, any child will succeed. The beautifully created ring of strategies in the backpack will get used!

**How Should you Incorporate Simulation?**

There are four important steps to follow when introducing simulation to a child with ADHD.

**Step 1: Bring the Experience to Life.**

To bring the skill into the real world, the parent must shadow the child, and then prompt him to use the strategies in the moment. It will require active listening and collaboration. Share with the child that you are going to work together because you understand that he wants to improve his situation and to use his strategies, but that he just forgets when things get a bit overwhelming.

For example: When a child or teenager with ADHD becomes too silly, laughing at a joke, flopping around giggling long after his peers have stopped, he has lost control and needs to learn to self-regulate. The child with ADHD is at a disadvantage—he doesn’t understand why over-giggling is a problem. He can’t see that his goofiness has turned from funny to weird and is causing his classmates to shy away from him. The challenge is that the child needs to be able to feel the “awkwardness” he’s created and many times the parents are not there to prompt him to use his strategies to regain control. Too often, a parent tells the child, “When you get too silly, stop and go calm down.” Frustratingly, it does not work. To properly simulate the experience, the parent needs to allow the child to lose control—to become silly and goofy, and then, while he is in that state, implement the strategies and regain control.

**Step 2: Teach Everyday Situations.**

Executive function skills like self-regulation must be taught in everyday situations where the learning is transferable to the child’s daily life experiences. Simulating the event and allowing the child to practice what dysregulation feels like will allow the child to experience a parallel situation to what he is going to experience in the real world when the parents or caregivers are no longer with him. He will also learn that strategies do work.

Simulation turns learning new executive function skills into an active experience. The child must experience the dysregulation and know how and when he is feeling it in his body. He must understand what getting out of control looks like. Then and only then can he learn what the identified strategy does for him.

For example: Two siblings, Chris and Jack, often fight and wrestle, it escalates, and things get out of control. The ADHD sibling, Chris, loses his self-control and the whole thing turns violent. The parents tear their hair out and wonder what to do, but the answer is always found by simulating the experience. Executive function skills can only be improved by helping the child pay attention and gain the situational awareness they need. The parents in this case need to repeat the scenario that just played out. They should discuss with Chris and Jack that a more harmonious interaction is wanted and then allow the boys to wrestle again. This time, when they begin to lose control, the parents should step in and guide Chris and Jack through each choice they made along the way. Only when a child can feel it, and understand how his actions bring certain reactions, can he make the needed changes.

**Step 3: Ask Questions in the Moment.**

Parents can prepare the child by discussing what they have noticed during the times of dysregulation.

For example: Sometimes Chris and Jack have trouble remaining safe and in control when they wrestle. Prepare the children—help them understand that you know how hard it is for them to remember strategies and that you are going to help them by stepping in at certain times to guide them toward being able to use their strategies without future intervention. It is important to work with the child while in the moment. Remember, only when he is losing self-control can he experience his body signals, emotions and how he feels.
In short, parents must allow the child with ADHD to get worked up and dysregulated, then step in and ask:

- How do you feel?
- What’s going on in your body right now?
- Describe what is happening?
- What will happen if you keep going on with the “insert any activity”?
- What do you think can be done differently?
- How would the outcome change?

The goal is to make the child who has ADHD aware of what he experiences when he is dysregulated and have the ability—in the moment—to be able to use his strategies to down-regulate. Help him understand what that means to him. After each simulation, be sure to talk about what went well and if there were situations where he felt things weren’t working. Talk about how it felt to be able down regulate.

**Step 4: Keep it Fun.**

Practicing simulation doesn’t have to be boring or related to something that causes stress for the child. Try working on getting the child completely silly.

For example: The parents of Chris and Jack can have them bounce on a trampoline, allowing time to wrestle until both are out of control. Then say, “Use the strategy.” Now that Chris is in the dysregulated state, he knows how it feels and how to correct it in a typical day-to-day scenario. By simulating the experience of losing control, the child can experience the physical manifestations of dysregulation and conversely what it feels like to use a strategy, pause, and calm himself down.

Originally published in *Attention Magazine* by Caroline Maguire, PCC, MEd Director of Family Training

**FURTHER READING**


**Review of ADHD Entrepreneurial Research**

This is the first in a series of two blog posts discussing and reviewing

Entrepreneurship and psychological disorders: How ADHD can be productively harnessed


Entrepreneurship is often associated with ADHD symptoms such as impulsivity, hyper focus and highly passionate interests. ADHD is a neurodevelopmental psychological disorder also associated with several negative consequences such as poor academic performance, substance abuse, antisocial activities and arrests, and social exclusion and isolation.

Despite the negative public perception of ADHD, adults with ADHD may possess attributes and capacities which make them excellent candidates for entrepreneurship. There have been very few studies which have investigated the possibility that ADHD could have positive implications on Entrepreneurship.

In a recent (Wiklund et al., 2016) multiple case qualitative study of fourteen entrepreneurs previously diagnosed with ADHD, Researchers at Syracuse University, the University of Bath in the UK and the Technical University of Munich (TUM) in Germany used an inductive model highlighting impulsivity as key motivator for entrepreneurial action and hyper focus as a main impetus for its results, positive or negative. This study also took into account factors that other research seemed to overlook or consider irrelevant, such as the success of several prominent entrepreneurs like business mogul, Richard Branson; Jet Blue founder, David Needleman; Ingvar Kamprad. who founded Ikea; and Paul Orfalea.
While there has been documentation of the problems associated with ADHD, the examples of successful entrepreneurship among the aforementioned individuals with ADHD raise the question of possible interconnections between ADHD and entrepreneurship.

One of the most intriguing outcomes of this research is the role impulsivity is thought to play in entrepreneurship. Impulsivity increases the inclination for entrepreneurial action in situations of uncertainty. A key feature of this characteristic is that it bypasses any sort of risk-benefit analysis, but is rather driven by an internal sense of what "feels right" at the time. For entrepreneurs with ADHD, what is relevant is to not to wait or think. It is to act – NOW.

In the corporate and small business world, most executives detest impulsive decisions because they do not seem "rational." Their rationale being: "How can you make a decision in the midst of uncertainty without a thorough and sober evaluation?" Intuition appears to be the answer, at least based on interviews conducted in the study. One entrepreneur claimed that his decision-making style boosts productivity in his fast-paced business. By integrating more analysis into his decisions, he is fearful his productivity would suffer. From an entrepreneurial context, rationality does not drive an intuitive decision. Acting without thinking in uncertain situations is associated with greater intuitive decision making. Especially, if the entrepreneur has an expertise where they feel comfortable intuitively making an impulsive decision and trust their instincts, perhaps having trust in their ability to decide based on a thin-slice of information.

Many of the entrepreneurs interviewed for the study cited restlessness or impatience as a key trait in entrepreneurship. This restlessness can also be viewed as a manifestation of boredom, which spurs the entrepreneur to chase after new and stimulating projects in which to use their energy and passion. This kind of novelty seeking and restlessness is the sort of intuitive push that many of the entrepreneurs in the study attributed to their ADHD and which they credited as launching their entrepreneurial careers.

References:

Part 2: Review of ADHD Entrepreneurial Research by APSARD Blogger on July 25, 2017 in Research Updates

David Giwerc, MCAC, MCC ADD Coach Academy

Originally posted in APSARD

In this second blog, I will discuss what the research Entrepreneurship and Psychological Disorders: How ADHD can be productively harnessed revealed about the importance of hyper focus and how some of the world’s leading Entrepreneurs use the strength of hyper focus. I will also propose a few practical recommendations to expand the research I believe are critical to the success of an Entrepreneur with ADHD.


The final important element revealed in the research on the impact of ADHD on entrepreneurs (Wiklund et al., 2016) is that hyper focus was identified as among the greatest attributes for the ADHD entrepreneur. Hyper focus is the ability to focus intensely on a task at hand to the exclusion of all else – including forsaking eating and sleeping. This is often observed with ADHD entrepreneurs who are pursuing a business venture about which they are passionately enthused. David Neeliman revealed that he could not pay attention in the classroom, yet was able to hyper focus tirelessly on important issues within the airline industry, which eventually led to the founding of JetBlue.

Paul Orfalea was referred to as his company’s "chief wanderer," spending 3 weeks on the road hyper focusing on how his own stores were operating and what his competitors were doing. He said it was his ADHD that compelled him to wander because he could never bear staying in one place too long. He also discovered that leaving headquarters removed him from the boring, mundane, daily routine of work that left little room for insight, inspiration and innovation, qualities that drove him to differentiate his product from that of his competitors, which helped placed Kinkos in the forefront of consumers’ minds, making it the world’s leading retailer for document copying and business services; Orfalea sold Kinkos to Federal Express for $2.4 billion in 2014.

This study reinforced what I have observed in coaching Entrepreneurs with ADHD for over 20 years. Every successful entrepreneur is involved with a business they love. The business enterprise is not derived from pressure to work in a business or workplace environment not suited to their ADHD and unique strengths.

These and other examples represent the restless, impatient nature of the entrepreneur with ADHD who experiences boredom while attending to the daily mundane grind of tasks, which impedes the ability to think creatively and innovate. Without sufficient mental stimulation, the entrepreneur with ADHD will seek out opportunities to explore new and interesting ideas, which may induce a state of hyper focus. This type of intense, intellectual attentiveness and vigor will lead to the attainment of a wider scope of knowledge, in a specific domain, often expanding their perspective, abilities and confidence, in a chosen field, thus increasing the chance for success when an intuitive decision needs to be made, which is a conjecture of Wiklund et al. (2016).
Future Research Recommendations: Existing research on adult ADHD has not supported evidence for any positive effects of the diverse qualities inherent in ADHD. However, some anecdotal evidence suggests that some features ADHD may have positive implications in some settings, such as entrepreneurship.

The Wiklund et al. (2016) study is an important first step towards understanding how ADHD impacts entrepreneurship, albeit based on case study. It transcends the symptoms of ADHD and opens a new pathway for more formal academic/scientific study to investigate positive ways to approach ADHD and entrepreneurship.

There are at least three areas for future research: 1) the role of physical exercise in managing an entrepreneur’s ADHD symptoms and how a consistent exercise regimen may be a source of time-limited symptom management the promotes creativity; 2) identification and integration of unique information processing modalities for improved communication of information, presenting business proposals, and assigning and managing tasks, which may inform strategic use of assistive technology in business settings; and 3) the use of the VIA character strengths survey (Peterson & Seligman, 2004) to identify self-endorsed character traits that may be associated with entrepreneurship. I can only conjecture that “creativity” would emerge as one of the core signature strengths in entrepreneurs with ADHD.

Many of the ADHD entrepreneurs in the study knew intuitively that they were different and stood out from peers in ways that might not have been perceived in positive terms. One of the most important messages of this research is that ADHD is not only a diagnosis; it is also, potentially, a unique difference that may bring with it unconventional strengths. When understood by entrepreneurs with ADHD in this way, it can be the catalyst for identifying who they are, including envisioning unconventional ways of doing things in order to create and build innovative and successful businesses.

By David Giwerc, MCAC, MCC ADD Coach Academy

Originally posted on The American Professional Society of ADHD and Related Disorders


10 Ways To Manage Adult ADHD—From People Who Are Living With It; Reader’s Digest

ADHD Education | Coaches in Action

ADDCA coaches Caroline Maguire, ACCG, PCC Cary Colleran, AAC Mindy Schwartz, AAC Keith Griffin, AAC were recently featured in a Reader’s Digest online article.

By Lauren Cahn, Reader’s Digest, June 28, 2017

Read the original article here

Imagine trying to juggle a full life of work and home demands when focus is almost impossible: That’s everyday life for people with attention deficit hyperactivity disorder. Here, adult ADHD sufferers reveal their tricks for managing the carnival in their brain.

Set aside time for stuff that isn’t urgent

A common complaint of adult ADHD sufferers is that they’re drawn to less important tasks, finishing those ahead of the ones that should take priority. Jessica McCabe, a professional “YouTuber” who deals with ADHD, says she sets aside “blocks of time to work on stuff that’s important but not urgent.” Think you might have ADHD? Here are the silent signs you might be ignoring.
Set lots of alarms
Marcia Miller, director of admissions at a private high school in Maryland who suffers from adult ADHD symptoms, has learned to rely on alarms on her phone to remind herself of literally every appointment and meeting. "This immediacy keeps me more aware so I can be proactive and on top of things," she says. Try the three foods that can help with ADHD.

Learn your ABCs—always be checking
Mindy Schwartz, an ADHD coach in New York, says "I always check my calendar at night for the next day so I can be certain not to miss important appointments or to-do's." The nightly check helps reinforce the important items on her schedule, says Schwartz. And here are some tips for getting and staying organized.

Keep your calendar with you
Cary Colleran, another adult ADHD-coping skills coach admits that a calendar isn't helpful unless you can quickly check it, anytime, anywhere. That's why she put her complete calendar on her phone, along with auditory prompts for all events. That was a "game changer," she says. Are you taking ADHD medication? If so, you might want to learn about this potential alternative.

Technology isn't necessary
Katherine Blackburn, a graduate student and research assistant copes with her adult ADHD using pen and paper. "Every meeting I go to, even if I don't think anything important will come up, I always take pen and paper. This way, if someone asks me to do something I can write it down in the meeting. Then when I get back to my desk, I can transfer the task to my master to-do list. I also create new lists at the end of the day to eliminate tasks I've crossed off, focus on any lingering or ongoing tasks, and stay organized. With this system, I can stay on top of tasks and make sure everything gets done. Find out what it really feels like to live with ADHD.

Give yourself a break
Adult ADHD sufferer, Amberlee Baccari, an office manager at an engineering firm can get overwhelmed or frustrated by her myriad responsibilities at work, which include payroll, human resources, marketing, and accounting. "Everything except engineering," she says. "When I can't remember things or need to focus, I watch a liquid motion timer to help calm me down or get me refocused," says Baccari. Do you have ADHD or anxiety? Here's how doctor's can tell the difference.

Let yourself off the hook
No one is perfect, says ADHD and social skills coach, Caroline Maguire, ACCG, MEd. That's why she lets herself off the hook and banishes the "shoulds"—the things she feels obligated to do. Instead, Maguire focuses on simplifying. One basic choice that makes her life easier: Even though she knows she can save money by buying heads of lettuce and washing her own, she gives in and goes for the bagged, pre-washed stuff, feelings of guilt or laziness be damned.

Don't sweat putting things off
Keith Griffin, a life and ADHD coach, says that he enters everything he has to do in a digital time management system and judiciously labels some items as "someday"—as in no firm deadline. "It gets certain demands out of my head and keeps me from becoming overwhelmed by a task list that's overflowing," he says.

Use index cards like a boss
Or rather, like this boss: Laura Russell runs a successful business that specializes in helping adults get organized, and her clients are often ADHD patients referred by therapists. To get through a busy day, Russell writes discrete tasks on an index card—one per card—plus how much time in which she has to do the task. She sets an alarm for the allotted time, and off she goes.

Beware the Internet rabbit hole
Sarah Fahey, a student pursuing her master's degree in architecture, says that she identifies distractions before they happen and eliminates them in order to focus on the task at hand. "Avoid using the internet or your cellphone unless absolutely necessary—they're a slippery slope to distractions!" she warns. "That BuzzFeed quiz or new Facebook post will still be there when you've completed whatever it is you're supposed to be focused on." On that note, check out what happens when you quit social media.
How to Manage Play Dates and Other Social Outings When Your Child Has ADHD

Acting like a detective, considering maturity levels and offering praise are all part of the process.

By Jennifer Lea Reynolds. | July 14, 2017

Read the full article here

ADDentifiers: ADHD Distinctions

ADDentifiers or ADHD Distinctions are words that seem similar in meaning but when articulated identify the shifts the ADHDer is missing.

ADDentifiers describe the lower level of functioning and encourage the client to move up to the next level of ADDentification.

Some examples are below.

1. INTERRUPT vs. CLARIFY:
Interrupting is a negative habit or activity that stops the flow of a speaker’s communication or message. The ADHDer interrupts the speaker because of a desire to communicate or an impulsive thought triggered by something the speaker has said. This thought may be totally unrelated to the speaker’s subject matter.

Clarifying is the temporary interruption, at the appropriate moment, in order to improve understanding and comprehension of the speakers intended message.

2. DOGGED vs. DEVOTED:
A dogged ADHDer has a determined course of action despite a sound rationale or belief in the action. They may be dogged in the determination of stubbornness or to prove a point.

When a ADHDer is devoted, they utilize their positive energy to accomplish their mission or objectives. They are devoted due to a strong belief and motivation in a cause or belief.

3. DOING THINGS RIGHT vs. GETTING THINGS DONE:
Doing things right is a behavior that promotes procrastination. i.e. “If I can’t do it perfectly or be the best at what I am going to do, I won’t do it at all.” This type of internalizing impedes any type of progress or action.

When an ADHDer completes projects, accomplishes goals and tasks, without worrying about the consequences or doing it perfectly (black or white thinking), they are getting things done. By completing tasks they feel satisfied and learn from the momentum they have created.

Don’t worry about doing things right, just get things done!! You’ll feel better.
4. BOGGLE vs. STUCK:
When an ADHDer boggles (sensory overload), he/she loses all sensory function and literally freezes, finding it difficult to conduct any type of mental activity.

When an ADHDer is stuck, their sense or senses are temporarily halted. However, the ADHDer has developed a system or strategy to overcome this sensory block and is able to proceed via implementation of the correct solution.

5. ORGANIZATION vs. SYSTEM:
Organization is the filing function of the ADHDer’s brain and can only be effectively utilized with a system that appeals to the ADHDer.

A System is a group of techniques (distinctions, affirmations, shifts), action steps, or programs (time steps, task master, impulsivity rundown) specifically designed to overcome a problem area or weakness (Procrastination, impulsivity, anger, forgetfulness, self-esteem) and assist the ADHDer in managing the deficiency. In a System, a determined, motivated attitude by the ADHDer is essential. The System is the strategy that is utilized to improve the organization skill of the ADHDer.

6. UNDERSTANDING vs. COMPASSION:
Understanding is comprehension from the mind without the emotion and endorsement.

Compassion is the ability to understand, endorse and perceive from the heart, mind and soul. It is a natural skill developed from knowing who you are and feeling totally comfortable with yourself. When you are compassionate, you understand, feel and exude emotions of what the ADHDer is going through in their life.

Understand says you’re listening. Compassion says you understand and care.

7. IMAGE vs. SELF-ESTEEM:
Image is the impression or view others have of the ADHDer. The ADHDer’s image by the community, the company they work with, may be that of an upbeat, positive, intelligent human being.

On the other hand, the ADHDer’s self-esteem may actually be that of low-energy, negative, failure. Self-esteem refers to the image or visual picture ADHDers have of themselves. Many ADHDers have a low self-esteem from years of being told they were underachievers. Always use positive communications with an ADHDer, they love it and are unaccustomed to it.

8. CAN'T vs. WON'T:
Can’t really means an ADHDer can’t do something in the way a person who has Polio can’t walk or a person who is blind can’t see. The Can’t is a physical or neurological handicap that unfortunately produces the can’t.

Won’t is a reaction that an ADHDer provides when they probably would do something, but they won’t because of an inherently learned ADD weakness (black & white thinking, procrastination, poor self-esteem). Won’t is the defeatist attitude that the ADD individual has convinced themselves they are incapable of accomplishing a specific task or activity. They don’t allow themselves to think about the possibility of success and assimilate won’t into their everyday vocabulary. Won’t means they can be convinced with effort (proper systems, languaging, distinctions, advising challenging, listening, success stories, identifying).

The challenge for the ADD coach is to find out what the ADD client Can’t do, so time and effort are not wasted trying to develop systems that will never be utilized.

9. COMMAND vs. DELEGATE:
Commanding is communication via a directive or order which specifically states the task to be accomplished and their responsibilities. A Command is a message of control used to exhibit the Communicators power. It does not create a feeling of partnership or trust.

Delegating is the ability to communicate specific instructions with a positive attitude and message that motivates the ADHDer to complete a task or goal. When Delegation is implemented properly it can empower the individual ADHDer. It engenders a feeling of confidence in the ADHDer’s ability to deliver and succeed. Delegation is a message intended to put the control with the receiver of the message, which says, “I have confidence and trust that you will do this assignment.”

10. FINISH vs. COMPLETE:
Finishing a task for an ADHDer, is their perception of having completed the project. In reality, there are still elements that are left undone or hanging for someone else to come back and complete. When an ADHDer completes a project, task or goal, it is done and finished in its entirety. The whole assignment is completed and the ADHDer will not have to go back to finish the job, or even think about it.

11. VELOCITY vs. DIRECTION:
Velocity is the speed at which ADHDers react to situations and/or events in their lives. Their velocity is due to the impulsivity that ADHDers inherently have as a result of a deficiency in the neurotransmitter activity of the prefrontal cortex. Velocity of a quick reaction occurs due to the
ADHDer's unique wiring.

Direction is a focused response that the ADHDer learns to implement based on sound rationale and information gathering that allows "thinking" time for a controlled rational response. That control restores the ADHDer to utilize their mental energy to provide a specific direction for their actions. Velocity occurs as a reaction. Direction occurs as a response based on sound information, planning and a specific focused goal.

**12. GULP vs. SIP:**

For Entrepreneurs, gulping is a dangerous way to run a business. Gulping is a pattern of behavior that results in an entrepreneur's inability to make rational/logical decisions as it relates to their business. If the business were a glass of water, the entrepreneur's enthusiasm and impulsivity would create such a huge thirst that he would want to GULP all the water to quench his thirst immediately. Once that water has been gulped the business has depleted it's entire reserve.

It is better for the Entrepreneur to Sip his glass of water, savoring each sip and monitoring and protecting his reserve. This also allows the Entrepreneur the ability to develop a business based on a rationale plan rather than an impulsive reaction. The chances for success and enjoyment are greater when the Entrepreneur sips rather than gulps.

**13. DREAM vs. VISION:**

Dreaming is the beginning stages of the creation of the Entrepreneurial vision dreaming starts off as a page dream of fantasy of the things that the entrepreneur loves and has a passion for. It is created and stored in the subconscious mind but begins with a dominant thought in the resting state of the ADHDer. Vision takes the dream and makes it reality. It manifests itself through the conscience mind and it is a synthesis of the Entrepreneurs dreams, values, passion, desire and the life they want to live. By articulating their Vision on paper as a means to creating a business that meets the life of their dreams, the business starts to take shape in the real world and can be communicated to the people who will help make the vision a reality.

by David Giwerc, MCAC, MCC

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**Happy Thankgetting**

On the last Thursday in November, Americans celebrate Thanksgiving, a harvest festival with parades, football games, and plenty of food. Many people use the Thanksgiving season to reflect on all they have to be grateful for. And most of us have a lot to be grateful for. With apologies to Martha Stewart, gratitude is a good thing. Wouldn't it be great to be in the presence of that gratitude all year long?

And I think I know how we can do that. We have to celebrate Thankgetting.

**Thankgetting** is the skill of actually experiencing the appreciation and love that people have for us. Sounds easy but often it’s not. Take a moment to reflect on what you do when you are acknowledged? Do you let it in? Do you deflect it? Do you judge it? Do you compare it to your own valuation of worthiness?

“No, no. It was nothing” may be polite conversation, but it also restrains the universal flow of gratitude. Something magical happens when you truly accept another's gratitude and esteem for you. It increases in value. It is a gift that people want to keep giving, because it is so well received. Think of it this way... if you cooked dinner and set it in front of your family and guests only to find that they all thought it was impolite to eat, how would you feel? Certainly not like washing the dishes or cooking the next day.

I've been to plays that I truly loved and felt exhilarated by applauding at the curtain call. But only because the cast was truly accepting the applause, "getting" my thanks. And when they did I felt thanked for thanking them and back and forth and so on and so on until we were all virtually saturated with gratitude.

I've also been to plays where the actors didn't seem to care at all that I was grateful. Maybe they knew (even if the audience did not) that something had been screwed up, or were impatient to be somewhere else... I don't know... I do know that I wanted to express my gratitude and, in their way, they said “No thanks, not interested.” The flow of gratitude stopped right there.

Feel adventurous? Ask a friend to acknowledge you for something... anything. Uncross your arms and your legs, take a deep breath, and let it in. Notice what happens. Does it start getting uncomfortable? Do you want to make a joke or recross some body parts in a defensive posture? Keep trying until you really let it in. You'll know when it happens. Energy will be released... A big smile may come or maybe tears.

I think we humans are caught in a cycle. We want to love and to be loved. We actually do fairly well at generating the loving part... but until we become experts at being loved the natural flow will remain dammed up.

**Help break the cycle... Celebrate Thankgetting.**

by Jay Perry, MFA, MCAC, PCC
All ADHD coaches (and their training) are not created equal.

David Giwerc, MCAC, MCC, and Jeff Copper, MBA, PCC, PCAC, CPCC, ACG talk about the importance of going through an accredited coach training program.

Earning a certification from an accredited ADHD life coach training program distinguishes you as an elite professional ADHD coach.

To recap our first 3 articles in the series:

- Anyone can call themselves an ADHD coach regardless of their training and qualifications.
- The preeminent governing bodies in the coaching profession, ICF, PAAC, develop standards that accredited coach training programs must meet.
- ADHD coaches need special training in both the ICF life coaching competencies and the ADHD Coaching competencies (PAAC), plus an understanding of the ADHD brain and other specialty areas related to executive functions.

Now we will talk about the different types of ICF and PAAC certification.

When looking for a quality ADHD coach or ADHD coach training program, it’s important to remember two things:

1. Quality coach training programs are accredited (by ICF and PAAC).
2. Individual coaches apply for certification as a credentialed professional coach (from the accredited program and/or ICF and PAAC).
Accreditation indicates that a coach training school has had their program scrutinized with rigorous external reviews, audits, and quality testing by an authoritative, independent organization. Becoming an accredited coach training program is a rigorous process to assure that the program curriculum meets the high standards of the accrediting body.

The accreditation process includes a comprehensive investigation by highly trained, knowledgeable assessors who thoroughly review a school's curriculum. The program must cover the Code of Ethics, Core Competencies (which are the foundation of skill sets necessary to successfully facilitate the coaching process), and the Definition of Coaching. Also, eighty percent of all training time must be live interaction (in-person, telephone conference, and/or webinar) allowing the opportunity for real-time interaction between the trainer and students.

ICF and PAAC accredited coach training programs must provide start-to-finish coach training and a minimum of 125 training hours. Partial programs can obtain recognition for their coach-specific training hours (ACSTH) after they undergo a similar assessment process.

**Certification**

A trainee who has completed an ACTP (Accredited Coach Training Program) program's requirements, including the requisite number of recorded client coaching experience hours, will receive a document/diploma verifying their school's program certification at either a basic or advanced level. They can then submit their validated certificate and required documentation to the ICF and/or ADHD coaching PAAC with an application and fee. Once ICF and/or PAAC have received the coach's certificate they must then take/pass an ethics exam. When the certificate and their proof of passing the required ethics exam has been received by the governing body, the coaches applicant will automatically receive their certification designation or credential from the ICF and PAAC. Note: PAAC requires more coaching client experience hours than ICF so the coach may have to wait longer to submit their PAAC application until acquiring the requisite number of client coaching experience hours for certification.

**Credentials**

A credential is awarded to a coach who has applied for certification, met the stringent training and experience requirements, and successfully demonstrated a specific level of proficiency with core coaching competencies. Coach certification is a globally recognized and respected testament to the knowledge and competency of a certified coach.

**Levels of ICF and PAAC Certification**

As mentioned earlier, ICF and PAAC both offer 3 levels of certification. The credential levels are:

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<td>ACC</td>
<td>Associate Certified Coach</td>
<td>CACP</td>
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<td>PCC</td>
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<td>MCC</td>
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PAAC certified coaches are required to renew their credentials every three years by obtaining continuing coach education credits, as well as current ADHD education credits.

Savvy clients recognize that not everyone who calls themselves an ADHD coach, or even a certified ADHD coach, actually has coaching experience, training, knowledge, or the skills to successfully engage/empower them to achieve their desired goals. There are many programs and coaches who are providing their own certification and have no affiliation or connection to professional accrediting and certifying bodies.

By establishing high professional standards and a strong code of ethics, organizations like ICF and PAAC ensure that the coaches they credential will offer a high level of knowledge, skill, and integrity. PAAC certification also indicates a standard level of competence that clients can expect when they work with a certified ADHD coach.

Knowing that not all ADHD coaches and their professional training and/or certification are equal allows the educated client to question and identify the right professional ADHD coach to assist them in reaching their personal and professional goals.

**Part 1 – Part 2 – Part 3 – Part 4**

**Accreditation Matters - Find Out Why - Video**

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The ADD Coach Academy (ADDCA) is an internationally recognized coach training program with students participating from North & South America, Europe, Australia, Asia & Africa.

HAVE QUESTIONS?

Connect with an ADDCA staff member and get answers to any questions you may have.

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COACH TRAINING LINKS

- Coach Training Overview
- "Exploring ADDCA" Q&A Session
- Basic ADHD Coach Training
- Advanced ADHD Coach Training
- Professional ADHD Coach Training
- Stand-Alone / Course Bundle & Info

ADDH EDUCATION LINKS

- ADHD Courses Overview
- Simply ADHD Course
- Personal Transformation Course
- Permission to Proceed
- ADDCA ADHD Blog
- Testimonials
ADDCA founder and President David Giwerc MCAC, MCC, is one of the featured experts in this article about which tools can help you manage ADHD more easily. Click Here. Read More. TEDx Talk by Mom of ADHD Children. Coaches in Action. ADDCA graduate Angela Velasco, AAC recently presented at a TEDx event where she spoke about being the mom of 2 ADHD children. Read More. Living with Inattentive ADHD. ADHD Education. Living with Inattentive ADHD by Barbara Luther, MCAC, MCC, MA, ADDCA Director of Training. The ADD Coach Academy (ADDCA) is proud to be the global leader in ADHD Coach Training and Education. Become a Certified Coach in our ICF and PAAC Accredited Program. Train with the global leader and pioneer in the specialty arena of ADHD Coach Training and Education. ADDCA is first and largest comprehensive ADHD Coach Training Program fully accredited by the ICF and PAAC. (ACTP and AACTP accredited). Empower others in a new, rewarding career. ADD is a dynamic agency. We initiate and adjust ourselves to the crowd’s needs and the demands among the TV... READ. We initiate and adjust ourselves. ADD is a dynamic agency. We initiate and adjust ourselves to the crowd’s needs and the demands among the TV... READ. Blogger Outreach Campaigns. Blogging Tips And Resources For Better Blogging. Blogger Interviews, Best Blogposts And A Lot More. Blogadda provides Indian bloggers a platform to showcase their blogs. For readers, it is a resource to discover wonderful Indian blogs and Indian bloggers. Proudly powered by WordPress. Find A Coach, Blog. ADDCA Blog Coach Training and ADHD Education. Coaches in Action. We want to pay tribute to the ADDCA Coaches who are making great contributions to the ADHD coaching profession and for the outstanding work they are doing to educate and empower others. Coach, Alex Hey, PCAC, Founder of Reset ADHD. Coaches in Action.