Quantifying the Effectiveness of Coaching for College Students with Attention Deficit/Hyperactivity Disorder

Final Report to
The Edge Foundation

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Executive Summary

This report describes results from a study to examine the effectiveness of the Edge coaching model on the academic success of students with ADHD in college and university settings. Students from eight universities and two community colleges from a variety of geographic regions across the United States participated in the study. A total of 159 students agreed to participate in the study and completed all of the necessary pre-test data instruments. Students were randomly assigned to either the treatment group (N=120) or the comparison group (N=39).

This study demonstrated that the Edge coaching model was highly effective in helping students improve their self-regulation, study skills and will. It helped to build students’ confidence and enhanced their organizational and time management skills. Participation in Edge coaching services resulted in improvement in students’ approach to learning. It also enhanced their sense of well-being and resulted in more positive emotional states, which have been linked by research (Fredrickson & Branigan, 2005) to more effective learning. Further research is necessary to determine the long-term impact of the coaching intervention on outcomes such as grade point average and student retention.

This study demonstrated that the Edge coaching model was highly effective in helping students improve executive functioning and related skills as measured by the Learning and Study Strategies Inventory (LASSI; Weinstein & Palmer, 2002). The LASSI measures Executive Functioning Skills as they are applied in academic environments. Executive functioning is an umbrella construct reflecting self-regulatory mechanisms that organize, direct, and manage other cognitive activities, emotional responses, and overt behaviors (Gioia, Isquith, & Guy 2001). The difference in gain on total LASSI scores between the Edge coaching group and the comparison group was statistically significant (p < .01). The Edge coaching group had a mean gain of 182.67 points pre to post, whereas the comparison group’s mean gain was only 64.05 points. The LASSI is comprised of three cluster scores: Self-regulation, Skill and Will. There were also significant differences between the Edge coaching group and the comparison group, in favor of the treatment group, on all three cluster scores. The differences between the treatment and comparison groups were significant (p < .05) for the Skill and Will clusters Self-Regulation (p < .01) cluster. Partial Eta², is a measure of treatment impact that is useful for determining the practical significance following a statistically significant finding. This analysis revealed that the Edge coaching intervention could be designated as a moderate treatment outcome for the Skills and Will clusters and as a large treatment outcome for the Self-Regulation cluster.

Qualitative analysis of interview findings corroborated the findings from the LASSI. Students’ comments and artifacts indicated that Edge coaching services helped them establish more effective goals and pursue those goals in more efficient, less stressful ways. Students attributed this outcome to coaches’ proficiency in helping them reflect on themselves and their goals more often, in more realistic and positive ways, and to regulate their feelings and behaviors more effectively while pursuing those goals.
Thematic analysis of interviews resulted in a major emphasis on self-regulated behavior with a focus within self-regulation on improved routines and structures and more effective self-talk. Results from this study also demonstrated that participation in Edge coaching services enhanced students’ sense of well-being and resulted in more positive emotional states. Edge students’ overall mean score on the College Well-being Survey (Field, Sawilowsky, Parker, & Roland, 2010) was statistically significantly higher than comparison students’ mean Well Being score, when corrected for initial differences in executive functioning. Again, qualitative analysis corroborated that Edge coaching services increased students’ subjective well-being. Thematic analysis of interviews resulted in the designation of positive feelings as an area of major impact of the Edge coaching model. Major themes within the category of positive feelings were less stress, greater empowerment, increased confidence and more balanced lives.

There were no statistically significant differences (p>.05) in GPA between the Edge and comparison students, number of credits earned in Semesters 1 or 2 (p>.05), or on eligibility to continue (p>.05). However, the Edge coaching model as currently implemented was not designed to impact GPA when delivered on a short term basis. It is possible that differences in GPA may be observed in a longitudinal study, or if the model was implemented for a longer duration.

This study clearly demonstrated that Edge coaching services had a significant and meaningful impact on students’ self-regulation, executive functioning skills, and well-being. The evidence is abundantly clear that the Edge coaching model made an important difference in the way students approach the learning process. It helped students to be more organized and efficient resulting in increased feelings of control and confidence. Given the difficulty that students with ADHD typically experience in self-regulation and executive functioning, it is anticipated that these findings will be of high importance to those concerned with factors that contribute to success for persons with ADHD.
Introduction

This report documents findings from the field-test study conducted as part of the “Quantifying the Effectiveness of Coaching for College Students with Attention Deficit/Hyperactivity Disorder” project. The study was conducted during the 2009-10 academic year at 10 postsecondary institutions across the United States. The purpose of the study was to examine the effectiveness of the Edge coaching model on factors associated with success for students with ADHD in college and university settings.

Research Questions

In collaboration with Edge Foundation representatives, the following research questions were developed for this study during the first year of the project (June 1, 2008 - May 30, 2009).

- What is the effect of Edge coaching services on students’ executive functioning skills?
- What is the effect of Edge coaching services on students’ perceptions of the process they used to achieve or maintain their grade point average (GPA)?
- What is the effect of Edge coaching services on students’ subjective well-being?
- What is the effect of Edge coaching services on the academic success of college and university students with ADHD?
- What benefits do students associate with Edge coaching services?
- What do students perceive as the relationship between their participation in Edge coaching services, their academic success, and their subjective well-being?

Sample

Site selection

Potential campuses were either self-nominated or nominated by Edge board members or staff to participate in the study. After nomination, project staff reviewed the degree to which campuses met criteria for participation and selected institutions to contact regarding potential participation in the study. Detailed negotiations were conducted with representatives from each campus to identify and address specific issues regarding their participation. These issues typically focused around Internal Review Board approval and participant recruitment strategies.
The colleges and universities listed below represent the final list of participating partner institutions. These colleges and universities were invited to participate based on their reputation for provision of quality support services for students with ADHD, the number of students with ADHD with no co-occurring conditions served at the school, and the enthusiasm of the institution’s staff for participation in the project.

1. University of Washington
2. University of Michigan--Ann Arbor
3. University of Michigan--Flint
4. George Washington University
5. Eastern Kentucky University
6. Ocean County Community College (NJ)
7. Northeastern University
8. Indiana University
9. Wayne State University
10. St. Louis Community College

**Student Recruitment**

Student recruitment began in May, 2009 and continued through November 15, 2009 on eight of our campuses. (Recruitment extended through December 1 on two of our campuses who were on quarter rather than semester systems and would be in session until June, 2010 rather than May, 2010 as the other campuses would be.) Students were notified about the study through email and personal contact from Disability Services coordinators at their schools, the posting of fliers, ads in student newspapers and informational meetings held on campuses.

Despite our efforts to increase the pool of students eligible to participate in the study by increasing the number of participating schools, recruitment was below what we anticipated. Disability Services (DS) coordinators at our partner schools advised us that, if we wanted to increase the numbers of study participants, it would be necessary to allow students with ADHD who have co-occurring conditions to participate. Their rationale for this recommendation was based on their data regarding the high percentage of students with ADHD registered with their offices who had co-occurring conditions. Many of the DS coordinators had not disaggregated the data until recruitment for the study began and they needed to recruit those students who had no co-occurring conditions. The actual number of students on their campuses with ADHD and without co-occurring conditions turned out to be considerably lower than they had estimated previously. As we examined the data at some of the specific schools, we agreed that the inclusion of students with ADHD with co-occurring conditions was a necessary step to increase our sample size. We made a recommendation to the Edge Foundation to include these students in the study sample. The rationale for this decision was to a) increase the pool of potential participants and b) make the results of the
research more reflective of the population Edge coaches hope to serve. We also recommended to the Edge Foundation that a change be made in the compensation for the comparison group from a $25.00 gift card to the student’s choice of either one semester of free Edge Foundation coaching during the Fall 2010 semester or a $100.00 gift certificate. Edge Foundation representatives analyzed the issues carefully and agreed that these measures to increase recruitment should be taken. We submitted applications to the WSU Human Investigation Committee to amend the protocol with these revisions and they were approved. We notified our campus partners of the changes in early October. Our Disability Services campus coordinators renewed their recruitment efforts to inform the wider pool of potential candidates about the study and to notify potential participants of the increased incentives for comparison group members. We subsequently witnessed an increase in the number of students recruited for the study.

One hundred seventy students (170) from the 10 participating campuses were recruited to participate in the study. Eleven of these students either did not complete the necessary pre-test assessment instruments or chose to withdraw from the study prior to random assignment to the coaching or comparison groups. As a result, 159 students were available to be assigned to participate in the study.

**Student Assignment to Coaching or Comparison Group**

Students were randomly assigned to participate in either the coaching or the comparison group from our volunteer pool of students on a weekly basis throughout the recruitment period in Fall, 2009. Using an algorithm for random assignment, each week approximately 2/3 of the recruited students from each school were assigned to the treatment group and 1/3 were placed into a group that would eventually become the comparison group. Those students who were selected to participate in the coaching group were referred to the Edge Foundation to complete coaching applications and agreements and to be assigned a coach. Each of the campuses had different start times and we ran the recruitment period longer than anticipated due to the recruitment issues described. Random assignment and referral of students to Edge for coaching services took place August - November, 2009.

Of the 159 study participants, 120 students were assigned to the coaching group and 39 students were assigned to the comparison group. Of the 120 students assigned to the coaching group, 16 students did not complete the Edge application form, four students completed the application form but did not complete the coaching intake session, and referrals for four students were not received by the Edge office. Twenty-five students withdrew from coaching after participating in the intake session but before completing the 24 coaching sessions designated as full participation in the study.

Because the study relied on random assignment into treatment vs. comparison group, it can be assumed, *ceteras paribus*, that the choice of courses (e.g., science, liberal arts), credits (e.g., 8, 10, or 12 per term), and level (e.g., Sophomore, Junior) have baseline equality between the two groups. This assumption was borne out by a
non-significant Chi-square of primary (i.e., excluding the second of a dual major) undergraduate major designation ($\chi^2 = 66.33$, df = 63, p = .36).

**Instruments**

Results from the pilot study were reviewed to confirm appropriateness of each instrument used in that preliminary effort for the field-test study. All instruments were deemed appropriate with the exception of the Satisfaction with Life Scale (Diener & Biswas-Diener, 2008). Although there was a slight increase in scores on the Satisfaction with Life Scale pre to post in the pilot, comparison of the items included on the Satisfaction with Life (SWL) scale with the more detailed description of the Edge coaching model developed during the first project year while the pilot study was taking place indicated that the SWL instrument may measure outcomes that are more generalized and more likely to be affected by long-term interventions than by the type of services provided through the Edge coaching model. The *College Well-being Scale* was developed by the research team to measure more specific life satisfaction outcomes potentially affected by participation in Edge coaching.

The pilot results confirmed that the *Learning and Study Strategies Inventory (LASSI)* would likely be a particularly relevant instrument to assess the impact of Edge coaching services. The LASSI is a nationally normed, standardized 10-scale, 80-item assessment of students’ awareness about and use of skills and beliefs related to academic success in college. Subscale reliabilities are strong, ranging from .75 - .90. The LASSI scales can also be grouped into three broader clusters: Skill, Will and Self-regulation related to strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning that can be altered through educational interventions.

Both the participants’ scores on the LASSI and the qualitative interview results in the pilot study indicated that Edge coaching services had a strong impact on the pilot students’ executive functioning skills. The strongest increase pre to post for the pilot group was on the Self-regulation cluster of the LASSI. Several students’ comments in pilot study interviews indicated that the Edge coaching experience had a positive effect on their self-regulation and organizational skills.

The instruments that were used to measure outcomes for each of the research questions are provided in Figure 1 below.
### Figure 1. Research Questions and Data Sources

<table>
<thead>
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<th>Research Question</th>
<th>Potential Data Sources</th>
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<tr>
<td>1) What is the effect of Edge coaching services on students’ executive functioning skills?</td>
<td>Learning and Study Strategies Inventory (LASSI). pre and post</td>
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<td>2) What is the effect of Edge coaching services on students’ perceptions of the process they used to achieve or maintain their GPA?</td>
<td>Qualitative: Interviews</td>
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<tr>
<td>3) What is the effect of Edge coaching services on students’ subjective well-being?</td>
<td>College Well-being Survey, post-test only</td>
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| 4) What is the effect of Edge coaching services on the academic success of college and university students with ADHD? | Compare student’s current semester GPA to his/her previous semester GPA  
Proportion that move from probationary to good academic standing  
# of courses passed and # of credits each course represents  
Student’s eligibility to enroll in subsequent semester  
Student’s intent to enroll in subsequent semester |
| 5) What benefits do students associate with Edge coaching services?                | Qualitative: Interviews                                                                                                                           |
| 6) What do students perceive as the relationship between their participation in Edge coaching services, their academic success, and their subjective well-being? | Qualitative: Interviews                                                                                                                           |
Procedures

Edge Coaching Model Intervention

The Edge Foundation worked with Jodi Sleeper-Triplett of JST Coaching, the architect of the Edge coaching model, to recruit and train coaches for participation in the field study. An ample pool of coaches was available in Fall, 2009 to meet the needs of field-study students. All of the study’s participating coaches had previously completed life coach training through an ICF approved program (www.coachfederation.org) and the Edge Coach training program. They also had a minimum of two years coaching experience prior to participating in the Edge coach training.

The Edge coaching intervention was provided according to the protocol in Appendix A. According to the protocol developed by JST Coaching,

The coaching process enhances quality of life, improves performance, and supports growth and change. The purpose of ADHD coaching is to provide support, structure and accountability. Coach and client collaboratively explore strengths, talents, tools and new learning to increase self-awareness and personal empowerment. Together they design strategies and actions and monitor progress by creating accountability in line with goals and aspirations (www.adhdcoachinstitute.org).

Edge coaches work with students in seven major areas: scheduling, goal setting, confidence building, organizing, focusing, prioritizing, and persisting at tasks. They help students assess their environments, identify needs, set goals, and offer suggestions and guidance. Coaches also set structure, provide support, and help implement strategies for skill building. Edge coaches teach and foster appropriate social skills, self-discipline, self-reliance, and self-advocacy. (Edge Coaching Model protocol, 3/12/09)

Coaching protocol questions were addressed by the Edge Executive Director with support from the Edge Training Director (Jodi Sleeper-Triplett). They fielded coaches’ questions and provided support to coaches to assure that they were following appropriate protocols and completing necessary coaching study paperwork.

The Edge Foundation administration and JST Coaching, their contractor for implementation of coaching services, had primary responsibility for overseeing implementation of the coaching intervention. Edge and JST Coaching staff worked with coaches to assure that the coaching strategy was implemented according to the model, and that training and supervision was provided to coaches.

Beginning with a similar and rigorous background necessary to serve as a coach in this study, the following procedures were developed to assure fidelity of implementation of the Edge coaching model. First, a detailed protocol for the Edge coaching model was developed by JST Coaching with input and review from Edge
administrative staff and the WSU research staff. In addition, a system for coach reporting to Edge and the WSU research team was developed. This included bi-weekly reporting during the first month of service provision and monthly reporting throughout the field-test. Finally, a list serve and a regular conference call schedule were established to provide for on-going communication between the Edge Executive Director, the Edge Training Director and the coaches. In addition, coaches were informed numerous times that both the Edge Executive Director and the Edge Training Director were available for on-call assistance as needed.

Data Collection

Pre-test Data: Treatment and Comparison Groups

Data collection plans were established for participating students and for each participating campus. All students submitted both a student information form and an informed consent form to the Disabilities Services provider on their campus when they volunteered to participate in the study. Students independently provided their responses for the pre-test of the Learning and Study Strategies Inventory via a secure section of the H & H Publishing web site created for this study. Most students completed the LASSI on a computer in the Disability Services office at the time they returned their informed consent and student information forms. However, some students stated that they preferred to complete the LASSI on their own at a later time. Students were not included in the study if they did not complete all of the pre-test instruments (e.g. student information form, LASSI and informed consent).

Out of the 170 students who provided informed consent, 11 either did not complete the LASSI pre-test or chose to withdraw from the study prior to random assignment to either coaching or comparison groups. At least seven attempts were made to contact students who had signed informed consents, but had missing data, before they were withdrawn from the study. These communication attempts were made by both research team staff and Disability Services staff on the student’s campus and included communication by phone, email and texting.

Additional pre-test data were obtained from campus partners in January, 2010 after the recruitment period was completed. Given that the data campus partners provided were from student records, there was not a time urgency to this data collection. This allowed the research team to encourage the campus Disability Service providers to keep their focus on student recruitment during the Fall 2009 semester. All pre-test data (e.g., previous semester GPA, credits earned) were obtained by February, 2010.
Post-test Data

Comparison Group

The research team maintained repeated communication with students in this group throughout the study period in an effort to assure that we would be able to reconnect with them when it was time for them to complete post-tests. Students in the comparison group were notified no later than December, 2010 that they had been selected for the comparison group and that they would receive either one semester of free coaching in Fall, 2010 or a $100.00 gift card for their participation. In February, they were contacted again and asked to state their preliminary preference for either the semester of free coaching or the gift card and their contact information was verified. Two weeks after the Spring break on each campus, comparison group participants were again contacted and asked to complete the LASSI and the College Well-being Survey on-line. Comparison group participants completed these instruments during April - May, 2010. A system of regular reminders by phone, email and texting was established to follow-up with students who needed reminders to complete the post-test surveys.

Treatment Group

Quantitative data (student responsibility): Requests to complete the Learning and Study Strategies Inventory and the College Well-being Survey were sent to all coaching group participants two weeks after their Spring breaks in the same manner described above for the comparison group. In addition, a request was made to students' coaches to remind them to complete the post-test instruments. Follow-up reminders were provided by the research team in the same manner that they were for the comparison group.

Quantitative data (college responsibility): End-of-study data regarding GPA and credits earned for the current term by participating treatment and comparison group students was requested from the Disability Service providers for each of the participating campuses.

Qualitative Data: In-person follow-up interviews were conducted from March - May, 2010 with 19 students who participated in coaching across 10 campuses. Research team staff traveled to each of the participating campuses to conduct in-person interviews. A copy of the interview protocol is provided in Appendix B. With permission of participants, these interviews were tape recorded.

Data Analysis

Quantitative Methods

Data were entered into an EXCEL file on a contemporaneous basis (i.e., data was entered as soon as it was received in the research office rather than entering it at one point in time). When the data collection period was concluded, the data were then
ported to SPSS v. 18. A variety of data cleansing methods were used to ensure the veracity of the port. The completed SPSS file contained test scores and descriptive data for N = 160 participants.

First, instrument reliability studies were conducted on the LASSI and CWB instruments. Next, descriptive statistics were computed for all dependent variables. Finally, in order to examine each of the research questions, statistical hypothesis tests were conducted at the 0.05 nominal alpha level. Underlying assumptions (e.g., normality and homoscedasticity) were checked prior to conducting classical parametric tests.

Qualitative Methods

Quantitative measures allowed the research team to collect and analyze important data that were numerical in nature, including participants’ credits earned, scale and cluster scores on the LASSI, College Well-being Survey total score, and grade point averages (GPA). These measures and their results help explain what happened when a national pool of undergraduates with ADHD utilized Edge Foundation coaching services. To further enrich our understanding of how these results occurred, qualitative measures yielded student perspective data about their interactions with coaches and illustrative details of those experiences. A mixed methods design (Johnson & Onwuegbuzie, 2004) allowed us to capitalize on two important factors for this study. First, the research team generated multiple means of studying the impact of Edge Foundation coaching services. Second, the study produced a variety of data sets that help tell a comprehensive story of ADHD college coaching.

The qualitative methods used in the field test stemmed from the project’s pilot study, conducted at Washington University in St. Louis in Spring, 2009. The research team created a semi-structured interview protocol for the pilot that guided one-hour, individual interviews with participants. This protocol prompts students to discuss the logistics of working with an Edge coach, the goals they worked on, how coaching affected their grades and other benchmarks of academic success, coaching’s influence on their self-awareness, changes in their beliefs or behaviors relative to goal attainment, and how they compared or contrasted ADHD coaching to traditional services used by many undergraduates (e.g., content tutoring, meetings with course instructors, mental health counseling). In addition to discussion prompts, the protocol asks students to bring in and describe an artifact they have created or found that symbolizes what Edge coaching means to them. The research team member who conducted the interview audio-recorded the entire interview and photographed the artifact with the student’s permission. This approach to qualitative data collection was deemed appropriate for the larger field study after it was deemed successful in the pilot study. The rigor of this method in the pilot study was confirmed when the leading peer-reviewed journal for disability service providers accepted an article about the pilot study using these methods (Parker, Field, Sawilowsky, & Rolands, *Journal of Postsecondary Education and Disability*, in press).
When students signed the study’s Consent Form, they agreed to participate in a one-hour interview on their campus if they were randomly assigned to the coaching group and later contacted for this purpose. With this in mind, the research team created a purposive sample that allowed them to explore “enlightening” individual perspectives (Lincoln & Guba, 1985, p. 102). Two students were selected on each of the 10 campuses. In identifying these students, the researchers balanced two goals: creating an interview pool large enough to reflect key dimensions of the sample’s diversity while keeping numbers small enough to manage the time and financial logistics inherent in cross-country interviews during one semester. Whenever possible, selections were based on gender, cumulative GPA, and the Self-Regulation cluster score from students’ pre-test LASSI administration. In the words of O’Day and Killeen (2002), this approach to the creation of a purposive sample allowed the research team to stay:

…focused upon the reality of the disability experience and provide a powerful means both for understanding participants’ perceptions and for developing action strategies that will address the problems they face. It can also be a necessary preliminary step to larger-scale survey work that can confirm and quantify the exploratory findings uncovered through small-sample qualitative inquiry (p. 12).

The first objective in creating a purposive sample was to interview one male and one female student, if possible, on each campus. Historically, males have been over-represented in the ADHD population, but recent literature has indicated that gender ratios are actually closer to even in this group (Collingwood, J., n/d; Quinn & Nadeau, 2002). Research has demonstrated that even undergraduates with high GPA’s (3.0 or above) are quite interested in coaching and find it uniquely helpful in developing more effective, less stressful approaches to learning in college (Parker & Boutelle, 2009; Parker et al., in press). For this reason, the research team tried to select one student with a cumulative GPA above 3.0 and one below this threshold on each campus. Finally, research indicates that college students with ADHD frequently struggle due to difficulties with academic and emotional self-regulation (Brown, 2005; Weyandt & DuPaul, 2006). The Edge Foundation coaching model is designed to address this phenomenon through its promotion of students’ executive functioning skills (How a coach helps, n/d). Consequently, the purposive sample was also designed to include two students who scored below the 50th percentile on the LASSI Self-Regulation cluster, as this is the cut-off score below which students are considered at risk academically. See Appendix C for demographic details about the students who were interviewed.

Sharon Field and David Parker divided up the 10 campuses. Each researcher made site visits during Spring, 2010 to conduct these one-on-one interviews in the Disability Services office. Two students “no showed” despite an extensive reminder system of emails, phone calls and texting employed by both the interviewer and the disability service provider. The interviewer was able to interview three students at another campus to address this gap. A total of 19 interviews were completed. A professional transcription service was then employed to create verbatim transcripts. Fourteen students brought in artifacts; photographs of these were attached to their transcripts to enhance data analysis.
NVivo Version 8 (QSR International; 2009) is the "gold standard" data analysis software used in qualitative studies. Researchers use NVivo to methodically find, code, and sort text-based data within and across transcripts, based on key search terms that address a project’s research questions. As the software sorts and displays coded data, researchers can then utilize this rigorous coding system to reflect on meaning while identifying emerging themes in what has been coded. As the interviews were being transcribed, the research team met to generate the first version of the Codebook. This document included a starting list of search terms (words or phrases) that NVivo could use to code all 19 transcripts. Based on the literature and pilot study results, the research team generated 14 “nodes” (i.e., one NVivo coding category) with a total of 92 associated search terms. Directions were also created to guide the researchers’ consistent application of a given node when determining how to code student statements that utilized key search terms. For example:

<table>
<thead>
<tr>
<th>Node</th>
<th>Directions for using this node</th>
<th>Related search terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-setting skills</td>
<td>This node refers to quotes in which students describe how they think about, formulate, implement, or self-monitor their progress on goals.</td>
<td>Plan, Realist, Specific, Goals, Smaller chunks, System</td>
</tr>
</tbody>
</table>

For this project, NVivo 8 software was used to address three of the original research questions (RQ) plus a fourth query that emerged during the analysis stage:

RQ 2 – What is the effect of Edge coaching services on students’ perceptions of the process they used to achieve or maintain their academic goals, beginning with GPA?  
RQ 5 – What benefits do students associate with Edge coaching services?  
RQ 6 – What do students perceive as the relationship between their participation in Edge coaching services, their academic success, and their subjective well-being?  
New question – How do students describe Edge coaching services?

Qualitative analysis is an iterative process. An initial round of coding ensued with two of the researchers working separately. Conversations about these separate coding processes then allowed the researchers to revise the Codebook by restricting some search terms (e.g., “staying up late” became “up late”), adding new search terms (e.g., the terms “cell phone,” “software,” and “reminders” were added to the Time Management node), refining some directions for use (e.g., adding the phrase, “and applying skills learned in coaching to other parts of my life” to the directions for selecting the More Balanced Life node), and adding a new node, Edge Coaching (since students offered many interesting comments about the Edge coaching model and their coach’s style, skills, or personality).

One of the researchers then worked with another researcher on the team. This third researcher received a detailed explanation of the Codebook and then hand-coded Interview 1 and 2. The first and third researchers then compared their coding. They
found a 25% agreement rate for Interview 1 and discussed their interpretations of the codes. This resulted in some revisions to their coding of Interview 2, on which they established an 83% inter-rater reliability. Agreement rates at or above 80% reflect a respectable level of clarity and consistency when conducting inter-rater reliability checks (Chi, 1997). They also agreed that the existing codes were sufficient to capture all meaningful aspects of these interviews, relative to the study’s research questions. Based on this foundation, the first and second researchers continued coding the remaining interviews separately, using NVivo. They conversed on two occasions to exchange thoughts about additional search terms and to continue clarifying their understanding of how to apply to codes in a consistent fashion. See Appendix D for a final version of this project’s NVivo Codebook. The research team conducted a second inter-rater reliability check by comparing two more interviews that the first two members of the research team had completed separately. This time, the inter-rater agreement rate averaged 85%.

Once all coding had been completed, the lead qualitative researcher then exported queries to help address each of the four questions that relied upon qualitative data (RQ’s 2, 5, and 6 plus the new question regarding students’ observations about Edge coaching). NVivo produces reports in response to queries, such as “Display all comments in which students discussed grades.” These reports synthesized large pools of related data across all 19 interviews that made further analysis much easier and more comprehensive. The lead qualitative researcher then sorted all quotes in a given report into meaningful units. For example, in the query in which students discussed coaching’s impact on their goal attainment, all comments eventually formed four categories: more productive ways of thinking about goals, more effective approaches to working toward a goal, better coping strategies for persisting at goals, and positive outcomes. Finally, the researcher organized all quotes within a given category into additional subsets of meaning. By way of example, students’ comments about better coping strategies for persisting at goals including comments that more specifically focused on: enhanced use of self-talk, being accountable to others, taking action to address ADHD-related barriers that arose, and taking a broader perspective about one’s life.

As the researchers conducted this analysis, they engaged in a constant comparison across data sources to reflexively consider “groups, concepts, and observations…to develop an understanding that encompasses all instances of the process, or case, under investigation” (Denzin & Lincoln, 1994, p. 202). This involved comparing students’ comments with their artifacts, GPA, LASSI scores, and College Well-Being survey results. This process of triangulation allowed the researchers to corroborate or revise their understanding of a student’s actual meaning in the text (Miles & Huberman, 1994). In discussing these results, the research team was able to identify emergent themes from the interviews that helped address each research question.
Results

Note: Results on several different instruments and subscales are provided within this section. The number of participating students will vary for each instrument and subscale depending on the number of students who provided usable data for each analysis. For example, if a student did not complete all of the responses for one subscale, but provided complete responses for another scale, the total N for each of those measures will be different.

Fidelity of Treatment

Fidelity of treatment measures allow valid comparisons of group data by ensuring that a comparable intervention (“treatment”) is being provided by a number of individuals. Given the use of multiple coaches in this study, it was important to ensure that participating students essentially received a comparable coaching intervention regardless of who coached them even though the Edge coaching model becomes individualized in practice. Fidelity of treatment was assessed through two methods. First, Edge coaches submitted a monthly log of services for each study participant for whom they provided services. Information requested from coaches for the logs included number and duration of intake sessions, number and duration of coaching sessions and number and type of coach/client check-ins between sessions. Eighty-eight of the 120 students referred to Edge to participate in coaching completed the application process, intake sessions and at least one coaching session. Table 1 below provides a summary of data provided through the coaching logs for these students. The breakdown of sessions/minutes, with their respective frequencies and percents are compiled in the table below.

Table 1. Coaching Services Per Coaching Log Data

<table>
<thead>
<tr>
<th>Percent of Planned Treatment Sessions Completed</th>
<th>Number of Sessions</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;25%</td>
<td>1-5</td>
<td>12</td>
<td>13.6</td>
</tr>
<tr>
<td>25% &lt; 50%</td>
<td>6-11</td>
<td>10</td>
<td>11.4</td>
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<tr>
<td>50% &lt; 75%</td>
<td>12-17</td>
<td>16</td>
<td>18.2</td>
</tr>
<tr>
<td>75% &lt; 90%</td>
<td>18-21</td>
<td>19</td>
<td>21.6</td>
</tr>
<tr>
<td>&gt;90%</td>
<td>22-24</td>
<td>31</td>
<td>35.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>88</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Planned Treatment Minutes Completed</th>
<th>Minutes</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;25%</td>
<td>1-179</td>
<td>13</td>
<td>14.8</td>
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<td>25% &lt; 50%</td>
<td>180-359</td>
<td>9</td>
<td>10.2</td>
</tr>
<tr>
<td>50% &lt; 75%</td>
<td>360-549</td>
<td>13</td>
<td>14.8</td>
</tr>
<tr>
<td>75% &lt; 90%</td>
<td>540-657</td>
<td>14</td>
<td>15.9</td>
</tr>
<tr>
<td>&gt;90%</td>
<td>648+</td>
<td>39</td>
<td>44.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>88</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The number of students who received intake and at least one coaching session was \( N = 88 \). The minimum, maximum, mean number of sessions are compiled in Table 2 below.

<table>
<thead>
<tr>
<th>N = 88</th>
<th>Coach Session #</th>
<th>Coach Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>16.45</td>
<td>527.44</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>7.36</td>
<td>249.48</td>
</tr>
<tr>
<td>Minimum</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Maximum</td>
<td>24</td>
<td>1015</td>
</tr>
</tbody>
</table>

Fidelity of treatment was also assessed through the coaching interviews. Interviewees were asked a) how frequently they spoke with their coaches and for what length of time, b) the type of communication they used to communicate with their coaches (e.g., phone, Skype, email) and c) the estimated frequency and type of check-in’ (e.g., email, texting, phone) between coaching sessions. Interview results indicated that coaching was provided in a manner consistent with the Edge protocol (i.e., sessions took place approximately once per week, were approximately 30 minutes in length and occurred via phone or Skype with email or text check-ins between sessions).

The Edge model protocol calls for a goal-directed action plan to be developed with the client during the initial intake and coaching sessions. The client is to set goals after discussion with the coach to determine if each goal is reasonable and attainable. According to the Edge model, the coach follows the client’s lead related to goal setting. Interview results indicated that the content of the sessions was consistent with key factors in the coaching model protocol (i.e. the goals reflected the specific concerns of each student). The clients established goals that they deemed important for them and coaches supported the clients in reaching those goals. Examples from the interviews that reflect typical coaching content are provided below.

Kayla: 

[My coach] has kind of helped me to be a little more selfish. Where before I wouldn’t imagine taking that hour or half an hour and ended up becoming a half an hour, lot of times we did an hour in the beginning because we were catching up. So, she helped me to take that important time to schedule and have my calm time and pick out the things that I needed to work on for that week, whether it be bills or just goals that I had. I mean, she really encompassed everything. It wasn’t just my school work. She encompassed the fact that I was having a problem with finances and the problems with family members and things like that. Emotional issues that I was going through. And she really took the whole gamut and brought it together for me. She just [has] pinpoint precision, the way she can get it together in a half an hour…
Interviewer: Could you identify some goals that you and your coach worked on the most?

Logan: I think number one was balancing my life out a little bit, so I could experience many aspects of life, which I think in turn helped my ADHD. She also helped me with techniques of sleeping and eating properly, which all, I think, helped with my ADHD, too.

Sarah: I’m starting to think that it is easier to accomplish goals. Before coaching, it was really hard for me because I would set such high expectations for myself and I didn’t know that you need to take baby steps to get to that high expectation. I know one was having a higher GPA and I just wanted the end result of 4.0 GPA. When I would talk to my coach, yes, that was the goal I wanted to end at but it was, “Okay, maybe you want to set that 4.0 or close to it for your graduation GPA. Then let’s see. You need to get a 3.5 every semester.” So, she broke it down individually and that trickled down to what classes can you have A’s, what classes do you think you can bet on B’s in? And then that trickled down to, “With those classes, you have A’s; how much studying do you want to devote to that a week? With the classes that you have B’s in, you devote more.” So, she really broke it down individually and that trickled down to what classes can you have A’s, what classes do you think you can bet on B’s in? Versus, before, I just wanted the end-all goal and didn’t think about baby steps to get there.

Emily: Well, the latest example is kind of like my problem with my billing, actually. So, I guess going with that one I was, “Okay, I have a pile of receipts just overflowing out of this drawer. I need to get them organized. Okay, well, how do I want to do this? Well, I need to do something to where it’s not piling up for over a month or more. It needs to be something weekly or maybe every other day. Okay, well, what’s something that I will actually do every other day or weekly, not something that I’ll look at and be like, ‘Oh yeah, I need to get to that later.’” Because then a month will go by and… “Okay, well, that needs to be something that’s easily accessible, something you’ll see. It’s not something you have to go dig out your closet to go use, alright? Well, I found this great little booklet planner kind of thing and I have a little file folder organizer for the desk that I have. I’ll just set it right there. It’s on top of my desk. I can see it. Okay, my bill folds.” My coach and I talked about a few ideas and what I decided was, “Okay, my bill folds, it’s been a few days, it’s full of receipts, it’s getting bulky. Pull them out; pull out my folder and break down my information and there is only, like, five receipts. So it only takes a few minutes.” And that’s the system I decided to try out that way and it’s worked.
Research Question #1: What is the effect of Edge coaching services on students’ executive functioning skills?

Executive functioning skills were assessed with the administration of the LASSI. As stated, this is a nationally normed and standardized 10-scale, 80-item assessment of students' awareness about and use of skills and beliefs related to academic success in college. The LASSI includes three clusters: Skill, Will and Self-regulation related to strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions. The ten LASSI subscales, as well as the three cluster scores, were computed via an SPSS syntax file.

Instrument Reliability

It is important to assess reliability of a nationally normed instrument with the study participants (Sawilowsky, 2000, 2002). Reliability is defined as the consistency of scores, which can be obtained through repeated measures (e.g., test-retest), or in situations such as the current study, internal consistency. Internal consistency is equivalent to the correlation obtained when splitting the test into two random parts. A value of .8 is generally considered good. Thus, Cronbach alpha, a measure of internal consistency, was computed on the LASSI subscales. The subscale reliabilities were quite good (e.g., often above .9). They are compiled in Table 3.

Table 3. Cronbach Alpha Reliability for LASSI Total Scale and Ten Subscales, Edge n = 79, Comparison n = 38

<table>
<thead>
<tr>
<th></th>
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<tr>
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<td>.95</td>
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<tr>
<td>Comparison</td>
<td>.94</td>
<td>.94</td>
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<tr>
<td>Combined</td>
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<td>.95</td>
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<td><strong>Anxiety</strong></td>
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<tr>
<td>Edge</td>
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<td>.87</td>
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<tr>
<td>Comparison</td>
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<td>Combined</td>
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<td>.84</td>
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<td></td>
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<td>Comparison</td>
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<tr>
<td>--------------------------</td>
<td>--------</td>
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</tr>
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<td><strong>Comparison</strong></td>
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<td><strong>Combined</strong></td>
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<td><strong>Edge</strong></td>
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<td><strong>Comparison</strong></td>
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<td><strong>Combined</strong></td>
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<td><strong>Comparison</strong></td>
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<td><strong>Combined</strong></td>
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<td><strong>Selecting Main Ideas</strong></td>
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<td><strong>Comparison</strong></td>
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<td>.70</td>
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<td><strong>Edge</strong></td>
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<tr>
<td><strong>Comparison</strong></td>
<td>.75</td>
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<tr>
<td><strong>Combined</strong></td>
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<td><strong>Tests Strategies</strong></td>
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<td><strong>Edge</strong></td>
<td>.71</td>
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<tr>
<td><strong>Comparison</strong></td>
<td>.80</td>
<td>.76</td>
</tr>
<tr>
<td><strong>Combined</strong></td>
<td>.74</td>
<td>.75</td>
</tr>
</tbody>
</table>

**Comparison of Executive Functioning for Edge vs. Comparison Students**

A multivariate analysis of covariance (MANCOVA) was conducted on each of the three LASSI clusters (Skill, Self-Regulation, and Will) to determine if there were mean differences between the Edge and Comparison students, with the pre-tests serving as the covariates. Covariates are used to statistically bring about baseline equivalence prior to conducting the hypothesis tests on the study outcomes.

The result indicated a statistically significant higher total LASSI score for Edge students as compared with those who did not receive coaching. Hotelling’s Trace = .085, $F = 2.73$, df = 3, 96, $p = .048$. This means when taking the entire LASSI score as a single multivariate variable the Edge students’ scores were superior to the comparison group.
The question of differences between the Edge and Comparison students also arises on the individual LASSI cluster scores. Therefore, univariate analysis of covariance (ANCOVA) breakdown tests and their estimated effect sizes are noted below. (An effect size is a standardized measure of (a) impact of an intervention, or (b) difference in outcomes between two or more groups. It is used to assess the practical significance if a hypothesis test is found to be statistically significant.) It was found that Edge students scored statistically significantly higher (p < .05) for each of the individual LASSI clusters.

### Table 4. Estimated Effect Sizes of Edge Coaching Intervention on Skill, Self-Regulation and Will

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>P</th>
<th>Partial Eta² (Effect Size)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill</strong></td>
<td>4.33</td>
<td>0.04</td>
<td>0.04</td>
</tr>
<tr>
<td><strong>Self-Regulation</strong></td>
<td>8.35</td>
<td>0.01</td>
<td>0.08</td>
</tr>
<tr>
<td><strong>Will</strong></td>
<td>4.58</td>
<td>0.04</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Partial Eta² is a measure of treatment impact which is useful for determining the practical significance following a statistically significant ANCOVA. A common rule of thumb interprets a partial eta² magnitude of 0.06 as a moderate effect size. Thus, Skill and Will are approximately designated as a moderate treatment outcome, whereas Self Regulation is a large treatment outcome of the Edge coaching intervention.
The statistically significant differences (p < .01) between the Edge and Comparison students on the total LASSI score are depicted in the two figures below.

Figure 3. LASSI Pre- and Post-test Results Cluster Scores

Within Group Analyses of Executive Functioning (Edge coached students only)

The Edge coached students’ pre-test to post-test gains on the LASSI were analyzed. The mean total LASSI pre-test score was 245.92, whereas the mean post-test LASSI score increased to 419.61, as indicated in Table 5 below. A dependent samples t test was statistically significant (t = 8.51, df = 78, p < .01). Practical significance is determined by d, a measure of effect size. According to Cohen (1988), .2 = small, .5 = moderate, and .8 = large. The effect size for the Edge students gain in total LASSI score was d = 1.02, which is very large.
The mean scores improved for Skill from 75.98 to 133, Will from 79.12 to 130.5, and Self-Regulation from 81.8 to 156.08, as depicted in the Table 6 below. A series of two dependent samples t tests were conducted on the pre-test to post-test gain for each of the LASSI cluster scores. The results were as follows: Skill (t = 7.63, df = 78, p < .01), Will (t = 6.11, df = 78, p < .01), and Self-Regulation (t = 9.13, df = 78, p < .01). The effect sizes were: Skill, d = .88, which is large; Will, d = .65, which is moderately large, and Self-Regulation, d = 1.10, which is very large.
In addition to the quantitative results obtained on growth pre to post in executive functioning skills for students participating in the Edge coaching model, the improvement in these skill areas was a major theme that ran throughout the interview results for coaching participants. Please see the more detailed information on the results from the qualitative analysis of the interviews described in response to research questions two, five and six in this report for more information.

Research Question #2: What is the effect of Edge coaching services on students’ perceptions of the process they used to achieve or maintain their grade point average (GPA)?

This question was answered through the qualitative portion of the study. Students’ comments and artifacts indicated that Edge coaching services helped them establish more effective goals and pursue those goals in more efficient, less stressful ways. This outcome was due to coaches’ proficiency in helping students reflect on themselves and their goals more often, in more realistic and positive ways, and to regulate their feelings and behaviors more effectively while pursuing those goals. Although students’ comments were mixed about whether coaching led to higher grades, there was strong consensus that coaches helped them learn more effectively, feel more
A graphic description of the major themes revealed through analysis of the interviews is provided in Figure 4 below.

**Figure 4. “Inspiration” Mindmap of Answer to RQ2**

Sample quotes from students’ interviews are provided for each of the four major themes related to the effect of coaching on the process students used to achieve their learning goals are provided below.
2-1: Coaches helped students developed more productive ways of formulating their goals.

Interviewer: As a result of working with your coach, are you setting goals or thinking about goals any differently now?

Sarah: I’m starting to think that it is easier to accomplish goals. Before coaching, it was really hard for me because I would set such high expectations for myself and I didn’t know that you need to take baby steps to get to that high expectation. I know one was having a higher GPA and I just wanted the end result of 4.0 GPA. When I would talk to my coach, yes, that was the goal I wanted to end at but it was, “Okay, maybe you want to set that 4.0 or close to it for your graduation GPA. Then let’s see. You need to get a 3.5 every semester.” So, she broke it down individually and that trickled down to what classes can you have A’s, what classes do you think you can bet on B’s in? And then that trickled down to, “With those classes, you have A’s; how much studying do you want to devote to that a week? With the classes that you have B’s in, you devote more.” So, she really broke it down for me and showed me, we need to take these baby steps to get to this end-all goal. Versus, before, I just wanted the end-all goal and didn’t think about baby steps to get there.

2-2: Coaches helped students work toward their goals in more effective ways.

Interviewer: Do you think that working with your coach has changed anything just how you establish goals?

Lindsay: I think it’s kind of helped me, because I always do lists and, my whole life, I do lists. I do graphs. That’s how I process. That’s how I do things I need. Dates and times and schedules. So I think she’s kind of helped me relax a little bit with that and try and set goals that are going to be more effective and realistic. And so then before [coaching], if I didn’t reach my goal, it just really brought me down. So I think she helped me set ones that were going to be not necessarily easier but just something I could reach.

Interviewer: Can you give me an example of how your coach helped you think about your goals in a better way?

Lindsay: Like a class schedule. I guess I’ve had a difficult time, I have this whole schedule and I had the next four years planned down to the quarter and down to the class. And so, winter quarter, I was having a really hard time picking out classes. And we talked through some of the processes, like the homework schedule. So I kind of have let some of my plans be altered or not so stingy on them.

Interviewer: When you took that advice from your coach, if you came up with goals that weren’t as intense or maybe that were more attainable, what was the benefit to you?

Lindsay: Well, I didn’t feel like I was going to throw up every day from anxiety. She doesn’t give me advice, but she’ll help me talk through it.
Interviewer: What is the most useful outcome of your work with your coach so far for you?
Mitchell: Getting papers in ahead of time or getting them done ahead of time, as opposed to finishing them the night before... Studying more for tests and stuff like that. Being more prepared.

2-3: Coaches helped students develop better coping strategies for persisting at their goals.

Interviewer: What have you and your coach done to make it possible for you to use your time more efficiently?
Rachel: The biggest thing was getting up in the mornings, because I've always had an issue with that. In high school, I didn't do very well and I was depressed because of family things and personal stuff, so that didn't help the whole situation. I had a bad habit of just not getting up in the morning. For a couple of weeks, I emailed her every morning when I got up as just an accountability of, if I don't get up, someone is going to know and they're going to email me and say, "Haven't heard from you." Practical things like that really helped me, just knowing that someone is holding me accountable.

Interviewer: You talked about not surfing the Internet during class. Are you doing less of that now and, if so, is that related to coaching?
Sarah: Honestly, it is. Last semester, I brought my computer a lot to class and I would say, "Oh, I’m going to take notes on my computer." But somehow the cursor would just creep over to the Internet explorer. My coach said, one fun session we were talking about it and she just said, plain and simple, “Don’t bring it.”

Interviewer: The laptop?
Sarah: Uh-huh. And it was something so simple, but I just needed to be told that. Once I was told that, I said, “Okay.” That’s so easy to not bring the temptation with you. You’ll have to focus; you don’t have anything else to do. I would also keep my [phone] on vibrate when I would be in class and so, if I felt it. I’d say, “Oh, who’s texting me? Who’s emailing me?” Turn your phone on silent. It’s as easy as that and you won’t even think about it until the class is over.

[Note: Coaches are committed to helping students make their own decisions, based on the belief that students typically are more than capable of determining their own preferences and approaches. Within the context of this interview, the student and her coach had clearly designed an alliance in which Sarah welcomed direct language and clear suggestions from her coach. Sarah would consider these suggestions and felt free to disregard them if they did not feel appropriate for her, as she did when her coach recommended yoga. Within this context, it was clear to the interviewer that the coach was not “telling” the student what to do so much as offering a suggestion. She did so]
using a communication style that Sarah had asked her to use.]

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2-4: Coaching helped students achieve positive outcomes as they worked toward their goals.

Interviewer: Has coaching helped you improve your grades at all?
Brooke: Somewhat.

Interviewer: You’ve got a kind of quizzical look on your face. Like, "I’m not so sure about that."
Brooke: I don’t have a lot of tests or quizzes or projects to manage my time to tell me how things are going.

Interviewer: I see.
Brooke: So, I think so. I think I’m doing a better job of managing things this semester than I was last semester. But to say the grades; I don’t know.

Interviewer: When you say "manage," what do you mean by that? You said, "I’m managing things better this semester."
Brooke: Last semester a lot of things fell through the cracks and I had to ask for a lot of extensions and get a lot of things excused because I couldn’t handle it at the time.

Interviewer: You’re talking about turning in projects; completing work?
Brooke: Yeah.

Interviewer: Go ahead.
Brooke: And this semester, I’m still asking for some of the extensions and more time on things, but it’s less. And I feel less guilty doing that because, last semester, I was doing that for everything. Just because I couldn’t handle everything all at once and this semester I’m doing better about it.

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Interviewer: What about having ADHD makes it hard to accomplish goals?
Logan: Focus is definitely a problem but I also focus on minutia. Really, just totally irrelevant crap most of the time. Or I did, anyway. And so that would really just get in my way. So she definitely helped me with that, too.

Interviewer: Can you think of an example?
Logan: I can, yeah. I guess in the previous past years when I was studying, in my class, because my professor would always say, “You need to read this chapter, you need to read that chapter,” whatever, and I thought, "Okay, I need to read this chapter." And it would take me forever to get through the chapter reading it linearly. And then what I found out was, "You know what?" And Hazel helped me with this. "You know, I really don’t need to read this chapter, to be honest with you. I just need to understand the - she helped me think - ‘What’s the goal of this class?’ It’s to understand these certain concepts. So, if you just want to go concept by concept and read what you need to read, not linearly but flip around, that might be a little bit more useful." And I definitely found not reading everything is definitely helpful. I can just focus on the major points. And my grades have definitely improved and I have a lot more time on my hands.

------------------------------------------------------------------------------------------------------------
A more exhaustive list of quotes from student interviews for each of the major and minor themes found in the interview responses can be found in Appendix F. The listing below indicates the page number on which quotes for each of the thematic elements can be found.

P. 2 2-1: Coaches helped students developed more productive ways of formulating their goals.

P. 2 2-1a. Reflect on self/goals more often.
P. 5 2-1b. Create more realistic goals.
P. 7 2-1c. Create more specific goals.
P. 10 2-1d. Feel more motivation about accomplishing goals.

P. 10 2-2: Coaches helped students work toward their goals in more effective ways.

P. 10 2-2a. Develop more effective time management plans.
P. 13 2-2b. Self-regulate their efforts better across time.
P. 16 2-2c. Utilize personalized strategies, matched to their learning styles or preferences.
P. 25 2-2d. Create systems for organizing their living/working spaces and materials.

P. 23 2-3: Coaches helped students develop better coping strategies for persisting at their goals.

P. 23 2-3a. Enhance their use of productive self-talk.
P. 25 2-3b. Be accountable to others.
P. 27 2-3c. Take action to address ADHD-related barriers that arise.
P. 28 2-3d. Take a broader perspective in a given moment.

P. 28 2-4: Coaching helped students achieve positive outcomes as they worked toward their goals.

P. 28 2-4a. Achieve better grades or more effective ways to achieve good grades.
P. 30 2-4b. Develop more effective approaches to learning.
P. 31 2-4c. Feel more self-efficacious about college goals.
P. 32 2-4d. Experience greater well-being in college.

Research Question #3: What is the effect of Edge coaching services on students’ subjective well-being?

The College Well-being Survey was developed by project staff to assess specific factors associated with the well-being of college students. It was first analyzed for instrument reliability. Reliability is defined as the consistency of scores, which can be obtained through repeated measures (e.g., test-retest), or in situations such as the current study, internal consistency. Internal consistency is equivalent to the correlation
obtained when splitting the test into two random parts. A value of .8 is generally considered good. Thus, Cronbach alpha, a measure of internal consistency, was computed on the LASSI subscales. The subscale reliabilities were quite good. They are compiled in Table 7.

Table 7. Cronbach Alpha Reliability for College Well Being Survey, 
Edge n = 64, Comparison n = 36

<table>
<thead>
<tr>
<th></th>
<th>Edge</th>
<th>Comparison</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>.84</td>
<td>.83</td>
<td>.84</td>
<td></td>
</tr>
</tbody>
</table>

Between Groups Analysis

To determine the difference in well being between the Edge and comparison students, an ANCOVA was conducted. The total LASSI score served as a covariate to statistically create baseline equivalence on executive functioning. Descriptives are compiled in Table 10, and the ANOCOVA results are compiled in Table 8. The result (p = .05) is statistically significant. Edge students’ mean Well Being score was statistically significantly higher than comparison students’ mean Well Being score, when corrected for initial differences in executive functioning.

The practical significance is depicted by the R² effect size. The value of .11 indicates that approximately 1/10th of the reason why students’ Well Being score differs can be explained by the executive functioning (i.e., LASSI score).

Table 8. ANCOVA on College Well-Being with LASSI as a Covariate, Edge n = 78, 
Comparison n = 35

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
</table>
| Corrected Model   | 396.12
| Intercept         | 29553.98                | 1  | 29553.98    | 966.59 |
| LASSI Pretest     | 349.73                  | 1  | 349.73      | 11.44 |
| Group             | 109.24                  | 1  | 109.24      | 3.57  |
| Error             | 3363.31                 | 110| 30.58       |       |
| Total             | 167540.00               | 113|             |       |
| Corrected Total   | 3759.43                 | 112|             |       |

a. R Squared = .11 (Adjusted R Squared = .09)

Research Question #4: What is the effect of Edge coaching services on the academic success of college and university students with ADHD?

Between Group Analyses (Edge coached students vs. Comparison students)

There were no statistically significant differences (p>.05) in GPA between the Edge and comparison students, number of credits earned in Semesters 1 or 2 (p>.05), or on eligibility to continue (p>.05). However, the Edge coaching model as currently implemented was not designed to impact GPA when delivered on a short term basis. It
is possible that differences in GPA may be observed in a longitudinal study, or if the model was implemented for a longer duration.

Within Group Analyses (Edge coached students only)

Median Split (Edge Students below 50th percentile vs. Edge Students above 50th percentile) of LASSI Subscale Scores’ impact on GPA.

In an effort to more thoroughly disentangle GPA within Edge coaching students, a median split on the LASSI Will subscale was carried out. Then, GPA was analyzed among Edge participants who had at least 12 coaching sessions during the duration of the intervention. The descriptive statistics are compiled in Table 9 below. As noted in the following table, Edge students with the higher Will LASSI subscale obtained a statistically significantly higher GPA than Edge students with the lower Will LASSI subscale score for both Semester’s 1 (3.34 vs. 2.53) and 2 (3.48 vs. 2.45). For Semester 2, the same trend occurred (3.34 vs. 1.89). These results are compiled in Table 9.

Table 9. Group Statistics, GPA with LASSI Will Subscale

<table>
<thead>
<tr>
<th></th>
<th>will</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 GPA</td>
<td>1.00</td>
<td>31</td>
<td>2.53</td>
<td>.89</td>
<td>.16</td>
</tr>
<tr>
<td></td>
<td>2.00</td>
<td>32</td>
<td>3.34</td>
<td>.50</td>
<td>.09</td>
</tr>
<tr>
<td>Semester 2 GPA</td>
<td>1.00</td>
<td>30</td>
<td>2.45</td>
<td>.93</td>
<td>.17</td>
</tr>
<tr>
<td></td>
<td>2.00</td>
<td>28</td>
<td>3.48</td>
<td>.48</td>
<td>.09</td>
</tr>
<tr>
<td>Semester 3 GPA</td>
<td>1.00</td>
<td>2</td>
<td>1.89</td>
<td>.45</td>
<td>.32</td>
</tr>
<tr>
<td></td>
<td>2.00</td>
<td>2</td>
<td>3.34</td>
<td>.30</td>
<td>.21</td>
</tr>
</tbody>
</table>

Table 10 below contains hypothesis tests for GPA broken down by low and high LASSI Will subscale scores. As noted in the table, the differences in GPA were statistically significantly higher for those Edge students who had higher LASSI Will subscale scores in Semester 1 and 2 (p < .01). Although the magnitude of the difference also greatly favored those students with the higher Will subscale scores in Semester 3, the sample size was too small to reach statistical significance.
Table 10. Independent Samples Test on GPA by Will Subscale Post-test Score

<table>
<thead>
<tr>
<th>Semester</th>
<th>GPA</th>
<th>Equal variances assumed</th>
<th>Equal variances not assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F  Sig.  t  df  Sig. (2-tailed)  Mean Difference  Std. Error Difference  95% Confidence Interval of the Difference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F  Sig.  t  df  Sig. (2-tailed)  Mean Difference  Std. Error Difference  95% Confidence Interval of the Difference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F  Sig.  t  df  Sig. (2-tailed)  Mean Difference  Std. Error Difference  95% Confidence Interval of the Difference</td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>GPA</td>
<td>5.59 .02 -4.53 61 .00 -.81 .18 -1.17 -.45</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>GPA</td>
<td>7.05 .01 -5.21 56 .00 -1.02 .20 -1.42 -.63</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td>GPA</td>
<td>8.93E15 .00 -3.79 2 .06 -1.45 .38 -3.10 .20</td>
<td></td>
</tr>
</tbody>
</table>

A similar analysis was conducted on a median split for the other two LASSI cluster scores (i.e., Skill and Self-Regulation) within the Edge coaching group. There were no statistically significant differences (p > .05) in GPA based on these LASSI cluster scores for any of the three semesters.

Low (Lower 33.4%), Moderate (Middle 33.4%), and High (Upper 33.4%) GPA Scores’ impact on LASSI subscale scores

A question that has arisen in the executive functioning literature pertains to the ability of students to improve relevant constructs if those students are performing at differing levels of academic achievement (i.e., GPA). Therefore, Edge students who entered into the coaching intervention in the bottom 33.4% of the entire group’s GPA were studied to determine if there were any differences in their LASSI cluster score outcomes. There was a marked improvement in all three LASSI subscale scores (i.e., Self-Regulation, Will, and Skill). Descriptive statistics are reported in Table 11.
Table 11. Pre to Post LASSI Change for Lower 33.4% GPA

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Self Reg Post</td>
<td>144.31</td>
<td>13</td>
<td>57.34</td>
</tr>
<tr>
<td></td>
<td>Self Reg Pre</td>
<td>43.15</td>
<td>13</td>
<td>25.47</td>
</tr>
<tr>
<td>Pair 2</td>
<td>Will Post</td>
<td>97.00</td>
<td>13</td>
<td>59.12</td>
</tr>
<tr>
<td></td>
<td>Will Pre</td>
<td>45.62</td>
<td>13</td>
<td>45.89</td>
</tr>
<tr>
<td>Pair 3</td>
<td>Skill Post</td>
<td>121.62</td>
<td>13</td>
<td>55.50</td>
</tr>
<tr>
<td></td>
<td>Skill Pre</td>
<td>68.31</td>
<td>13</td>
<td>45.69</td>
</tr>
</tbody>
</table>

A series of two dependent samples t tests were conducted on the Post-test vs. Pre-test LASSI subscale scores for Low (lower 33.3%) GPA, and are compiled in Table 12 below. All three were statistically significant, indicating a significant upward improvement in executive functioning for these students.

Table 12. Paired Samples t Tests on LASSI Cluster Scores For Lowest 33.4% GPA

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td></td>
<td></td>
<td>.00</td>
</tr>
<tr>
<td>Pair 1</td>
<td>Self Reg Post &amp; Self Reg Pre</td>
<td>101.15</td>
<td>51.78</td>
<td>14.36</td>
<td>69.87</td>
<td>132.44</td>
<td>7.04</td>
</tr>
<tr>
<td></td>
<td>Will Post &amp; Will Pre</td>
<td>51.38</td>
<td>55.33</td>
<td>15.35</td>
<td>17.95</td>
<td>84.82</td>
<td>3.35</td>
</tr>
<tr>
<td></td>
<td>Skill Post &amp; Skill Pre</td>
<td>53.31</td>
<td>63.77</td>
<td>17.66</td>
<td>14.77</td>
<td>91.85</td>
<td>3.01</td>
</tr>
</tbody>
</table>

Similarly, this analysis was repeated for Edge coaching students whose entering GPA was the middle 33.4%. Descriptive statistics are compiled in Table 13.

Table 13. Pre to Post LASSI Change for Middle 33.4% GPA

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Self Reg Post</td>
<td>145.50</td>
<td>22</td>
<td>91.33</td>
</tr>
<tr>
<td></td>
<td>Self Reg Pre</td>
<td>61.82</td>
<td>22</td>
<td>57.18</td>
</tr>
<tr>
<td>Pair 2</td>
<td>Will Post</td>
<td>124.68</td>
<td>22</td>
<td>83.14</td>
</tr>
<tr>
<td></td>
<td>Will Pre</td>
<td>78.36</td>
<td>22</td>
<td>55.10</td>
</tr>
<tr>
<td>Pair 3</td>
<td>Skill Post</td>
<td>129.50</td>
<td>22</td>
<td>68.44</td>
</tr>
<tr>
<td></td>
<td>Skill Pre</td>
<td>72.09</td>
<td>22</td>
<td>43.24</td>
</tr>
</tbody>
</table>
Again, a series of two dependent samples t tests were conducted on the Posttest vs. Pretest LASSI subscale scores, and are compiled in the table below. All three were statistically significant ($p < .01$), indicating a significant upward improvement in executive functioning for these students. These results are presented in Table 14 below.

Table 14. Paired Samples t Tests on LASSI Subscale Scores For Middle 33.4% GPA

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-td)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Self Reg Post &amp; Self Reg Pre</td>
<td>83.68</td>
<td>89.30</td>
<td>19.04</td>
<td>44.09, 123.27</td>
<td>4.40</td>
<td>21</td>
<td>.00</td>
</tr>
<tr>
<td>Pair 2 Will Post &amp; Will Pre</td>
<td>46.32</td>
<td>71.52</td>
<td>15.25</td>
<td>14.61, 78.03</td>
<td>3.04</td>
<td>21</td>
<td>.00</td>
</tr>
<tr>
<td>Pair 3 Skill Post &amp; Skill Pre</td>
<td>57.42</td>
<td>63.30</td>
<td>13.50</td>
<td>29.34, 85.48</td>
<td>4.25</td>
<td>21</td>
<td>.00</td>
</tr>
</tbody>
</table>

The same analysis on LASSI subscale scores was replicated with students with the highest 33.4% of GPA scores. Descriptive statistics are compiled in Table 15.

Table 15. Pre to Post LASSI Change for Upper 33.4% GPA

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Self Reg Post</td>
<td>192.52</td>
<td>21</td>
<td>83.15</td>
<td>18.14</td>
</tr>
<tr>
<td>Self Reg Pre</td>
<td>103.57</td>
<td>21</td>
<td>72.82</td>
<td>15.89</td>
</tr>
<tr>
<td>Pair 2 Will Post</td>
<td>166.62</td>
<td>21</td>
<td>59.82</td>
<td>13.05</td>
</tr>
<tr>
<td>Will Pre</td>
<td>115.43</td>
<td>21</td>
<td>44.94</td>
<td>9.81</td>
</tr>
<tr>
<td>Pair 3 Skill Post</td>
<td>158.90</td>
<td>21</td>
<td>55.92</td>
<td>12.20</td>
</tr>
<tr>
<td>Skill Pre</td>
<td>99.14</td>
<td>21</td>
<td>52.19</td>
<td>11.39</td>
</tr>
</tbody>
</table>

Again, a series of two dependent samples t tests were conducted on the Posttest vs. Pretest LASSI subscale scores, and are compiled in the Table 16. All three were statistically significant ($p < .01$), indicating a significant upward improvement in executive functioning for these students.
Table 16. Paired Samples t Tests on LASSI Subscale Scores For Highest 33.4% GPA

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1 Self Reg Post &amp; Self Reg Pre</td>
<td>88.95</td>
<td>82.97</td>
<td>18.10</td>
<td>51.19</td>
<td>126.72</td>
<td>4.91</td>
<td>20</td>
</tr>
<tr>
<td>Pair 2 Will Post &amp; Will Pre</td>
<td>51.19</td>
<td>60.26</td>
<td>13.15</td>
<td>23.76</td>
<td>78.62</td>
<td>3.89</td>
<td>20</td>
</tr>
<tr>
<td>Pair 3 Skill Post &amp; Skill Pre</td>
<td>59.76</td>
<td>67.52</td>
<td>14.73</td>
<td>29.03</td>
<td>90.50</td>
<td>4.06</td>
<td>20</td>
</tr>
</tbody>
</table>

**Research Question #5: What benefits do students associate with Edge coaching services?**

When describing the most useful and enjoyable aspects of working with Edge coaches, students overwhelmingly described the coaching relationship itself as a primary benefit. In comparison to friends, family members, and other professionals, participants found coaches to be uniquely skilled at understanding them in nonjudgmental ways and motivating them to persist at new approaches to goal attainment. Consistent engagement with a caring coach, in turn, led to positive benefits in students’ thoughts, feelings, and behaviors. Students’ self-awareness grew as they began thinking about the impact of ADHD in more realistic ways. Coaching helped students feel more confident about self-regulating their approaches to goal attainment, which reduced their daily anxiety. The coaching relationship also helped students develop more effective and individualized strategies for achieving their goals.

A diagram depicting key themes in participants’ responses related to this question is provided in Figure 5 below followed by sample quotes that are illustrative of each theme.
Sample quotes from students’ interviews for each of the four major themes related to the benefits of Edge coaching services are provided below.

5-1: The coaching relationship was a uniquely helpful partnership.

Interviewer: Did you bring in an artifact to symbolize what coaching means to you?  
John: A metaphor that you’re looking for?  
Interviewer: Yeah, something like a metaphor; an object, a picture.  
John: The thing I’m thinking of, you couldn’t really bring, couldn’t really catch. It’s kind of when people, centuries ago, would sail the seas using the wind to just guide them. Coaching, for the most part, I think, feels as though it’s just a gentle breeze. It’s not a strong, powerful push. It’s a gentle breeze guiding you in the right direction.
Interviewer: Have you had any other working relationships where you felt like you could tell them, “Look, this is how I need you to talk to me. This is how I want you to talk to me.”

Justin: No. I can’t really say that I have. There’s been teachers that just talk to me however they wanted and I just kind of had to bite my tongue because I knew that I couldn’t say what I wanted to.

Interviewer: So what was it about [your coach] that made you feel like that was okay to do?

Justin: The first couple of sessions, we just talked. I talked about myself and she kind of related to it, I guess. But it felt like a safe environment to be able to say what I wanted to say and I knew that she was going to say what she needed to say.

------------------------------------------------------------------------------------------------------------

Amanda: The coaching was really good for me because... I think that I underestimated all the emotions that got in my way of my progression and my strategizing with my ADHD. I think that I really, for me personally, I pushed those aside a lot. It’s almost like, I try to go one way and ignore the fact that there’s all these road blocks. I was like, "I’m just going to get to the other side of the road but I’m going to try to do [that] while all the cars are going by. I’m not going to wait to stop and clear the road first." And that’s what I think coaching really helped me do – clear the road so I could get to the other side.

------------------------------------------------------------------------------------------------------------

Interviewer: Let me ask you this. If [your coach] threw out some suggestions about how you could do things differently, did you feel like it was okay to not do that, to not follow one of his pieces of advice?

Courtney: Yeah. I didn’t feel pressured; like, "Oh, I have to do this." I felt like the reason why I decided to try this [was] because I was excited to try new ways of approaching things that I’ve dealt with forever. And so, when he’d throw out ideas, I was eager to try them because I just feel like that was the plan of this.

Interviewer: What have you and [your coach] done to make it possible for you to use your time more efficiently?

------------------------------------------------------------------------------------------------------------

Rachel: The biggest thing was getting up in the mornings, because I’ve always had an issue with that. In high school, I didn’t do very well and I was depressed because of family things and personal stuff and so that didn’t help the whole situation. I had a bad habit of just not getting up in the morning. For a couple of weeks, I emailed her every morning when I got up as just an accountability of, if I don’t get up, someone is going to know and they’re going to email me and say, "Haven’t heard from you." Practical things like that really helped me because just knowing that someone is holding me accountable.
The coaching relationship helped students develop more effective belief systems.

Interviewer: What did you enjoy most about coaching?
Justin: When I got assigned to [my coach], I was worried that she was going to be boring and I wouldn’t be able to talk to her that much. But I talked to her and I’m glad that she’s very easy to talk to and fun loving. I like that. I crack jokes. I have fun. I talk to people.

Interviewer: So humor has been an important part of your coaching relationship with her?
Justin: Right.

Interviewer: As you look back on the coaching experience, what did you like best about it?
Ethan: What I liked best about it? I guess I liked best the fact that we were both going for the same goal. Obviously, it didn’t end up the way we both wanted, but that’s one thing I really did like, though. The fact we were searching for the same goal even though I had to do that but, yeah, I really liked the fact that she was really trying to help me and it really touched me but, sadly, I interfered with that.

Interviewer: So what is the biggest thing your coach has done to help you with that process of, "Here was the original plan; here’s what I thought the next three years were going to look like, and here’s how they are probably playing out"?
Lindsay: Well... she can talk about other people’s possible experiences or talk me through and make me realize that I’m not the only person who was like that. In college, a lot of people struggle with this. And so, if she helps me realize that some of my goals are not realistic and accepting it. I need to accept it.

Interviewer: And has that happened?
Lindsay: Yes. I’ve sort of been forced to accept it somewhat because I’m going to have to retake some of these classes. And I did have to drop a class. And she talks me through, "It’s okay. It’s okay to be set back a little bit."

Interviewer: Do you feel more understood by [your coach]?
Rachel: Yes. Light years.

Interviewer: Because of her expertise in ADD?
Rachel: Yeah, and I think one of the things in life in general that is so important is to know you’re not alone. And if I would have been going over this past semester, part of last semester, talking to my boyfriend mostly about this, and him just like, "Oh, well..." Because, in the beginning, he wasn’t even so sure that [ADD] was real. So to have those kinds of discussions and non-support in your life could really negatively affect you because you’re going to think negatively about yourself. You’re going to be like, "Oh, what
is wrong with me? Why can’t I be like my boyfriend?” Whereas with [my coach, who knows, she has coached a large range of people from kids to adults and has worked with probably hundreds of people with this stuff, she knows that it’s legitimate. There’s no question of this. I’m not on my own with this. And that’s super helpful, too.

Interviewer: Can you give me an idea of one or two goals you’ve worked on in coaching?
Brooke: Mostly big papers and not procrastinating the big papers. Some of them have worked better than others.

Interviewer: What has your coach helped you learn to do differently that’s helped with that?
Brooke: More just remembering to do it. Because I’ll remember that I’m supposed to do something, but I can’t remember what I’m supposed to do. Or I’ll remember I have an assignment but I can’t remember what the assignment is or for what class. So I don’t even remember where to look to do that. So, if I have something that I associate with it, I’m more likely to remember it.

Interviewer: And that is, "Working with an Edge coach helps me feel ____.”
Amanda: Okay, working with an Edge coach helps me feel confident and comfortable with my ADHD. And that’s important, because then I can take steps to deal with them.

5-3: The coaching relationship helped students enjoy more positive feelings.

Interviewer: “Working with my coach helps me feel_____.”
Rachel: More confident. More structured. I feel better about myself overall because she’s helped me achieve part of those goals I had set out.

Interviewer: Who came up with those ideas?
Logan: I guess she helped me; I guess we both came up with them together.
Interviewer: Tell me a little bit more about that, because a lot of people wonder who’s in charge with coaching. Is it your coach saying, “Logan, this is how you read the text book chapter differently now.” Or are you coming up with it or somewhere in between?
Logan: Yeah, I think in that case I actually had suggested that to her because reading for me is really painful. And so I said, "You know what? I really don’t want to read this. You think it would be okay if I just skipped around and read the most important parts?” And I didn’t want to do that because I always felt you have to read whatever the professor tells you to read. And she was like, "Oh, yeah. Go ahead." She gave me the support I needed and so she gave me confidence.
Amanda: The coaching was really good for me because... I think that I underestimated all the emotions that got in my way of my progression and my strategizing with my ADHD. I think that I really, for me personally, I pushed those aside a lot. It’s almost like, I try to go one way and ignore the fact that there’s all these road blocks. I was like, “I’m just going to get to the other side of the road but I’m going to try to do [that] while all the cars are going by. I’m not going to wait to stop and clear the road first.” And that’s what I think coaching really helped me do – clear the road so I could get to the other side.

Interviewer: “Working with an Edge Coach makes me feel ______.”
Bill: I don’t know. I think I’ll go with, “motivating” is not always the best word. I know I brought that up several times. She always says this and it’s hard to take compliments sometimes, isn’t it? Don’t you feel like, when you’re talking to somebody and they’re complimenting you so openly; it makes me cringe at least. But in retrospect, it’s nice. Sounds kind of like bullshit at the time but maybe she was just legit. But she always tells me I’m intelligent and I appreciate it, but I’m like, “Spare me the compliments. I already know that.” Yeah, she makes me feel intelligent. You can put that down.

Interviewer: What is that the most enjoyable aspect of coaching for you?
Dylan: I would say that the most enjoyable aspect of coaching for me would probably be the rewards that come with; after being able to go over stuff, I would say being [able] to talk about how stuff has improved…. As you’re seeing your improvement, you can see your success before you. And that’s definitely the most enjoyable part.

Interviewer: Working with my ADD coach makes me feel …
Logan: Good. You want me to be more specific?
Interviewer: You got it. So working with your coach makes you feel good.
Logan: Yes.
Interviewer: And you’re smiling. Since the tape recorder won’t have a visual record, you’re kind of grinning broadly as you say that. Listening to you today, I have a better sense of that, but can you sum that up in a few statements?
Logan: Definitely coming back to the balance in my life, structure. It feels like everything is coming together, everything’s working, everything’s… I don’t know, just working like it’s supposed to. Nothing is bothering me specifically. Nothing really big is bothering me. I just feel like I’m living life like I’m supposed to. That makes me feel good. I don’t have to focus so much on school or, I am focusing on school but it’s just not the minutia. I’m getting things done. I’m very efficient about it and I can enjoy life.

Interviewer: Great. Do you think those skills that you’re talking about are things you’ll
continue to do once the study is over or once the coaching stops?

Justin: *I think it will because... I don’t feel like she’s pushing me anymore. I feel like I’m taking more initiative to do these things myself.*

Interviewer: So you see a shift. You’re more…

Justin: *I feel more in charge of it.*

5-4: The coaching relationship helped students experience the benefits of more self-regulated behaviors.

Interviewer: Has your coach helped you change anything about how you work towards your goals?

Kayla: *She definitely has. She’s kind of helped me to be a little more selfish where before I wouldn’t imagine taking that hour or half an hour and ended up becoming a half an hour, lot of times we did an hour in the beginning because we were catching up. So, she helped me to take that important time to schedule and have my calm time and pick out the things that I needed to work on for that week whether it be bills or just goals that I had.*

Interviewer: If you were talking with another college student and you were telling that person what you liked best about coaching, not necessarily the outcomes, but what you liked best about coaching, what would you say?

Christopher: *The thing that I like the most about the coaching experience was the structure and support.*

Interviewer: Part of it is learning, it sounds like, what supports you need or what other kinds of team members you need around you.

Lauren: *Right. You need someone to first go out on that limb for you, to take the risk and to trust you. I know my time management and all these things are just crazy, but I can be amazing. I just need the other support structures. So, yeah, I feel like the ADHD coach is genuinely - I just mean, my coach - but they can just give you genuine support. They actually care; not just like they’re doing their job. It’s comforting. You don’t feel like it’s empty. It’s the relationship, I guess. So I think that’s really important; something all ADHD coaches really should do is try to have a real relationship. …So to have that real relationship, you feel like it’s worthwhile; it’s purposeful.*

Interviewer: So, the question is whether working with [your coach] has done anything to your self-talk or not?

Courtney: *Yes, it has.*

Interviewer: Wow! You didn’t even have to; you were just certain about that.

Courtney: *Yeah.*

Interviewer: Tell me more about that, please.

Courtney: *Because I found that, the kind of questions that he asked me when I went about trying to solve the problem or get something done, they were pretty
consistent, the types of questions. And so, when I’m on my own and trying to approach an assignment or trying to organize my schedule, I would organize it in the same way that he would have helped me to do, by asking me the questions that he asked me. So I would ask myself, “What’s most important? What do I need to accomplish right now? What’s stressing me out the most right now?”

Interviewer: Do you ever hear [your coach’s] voice in your head?
Justin: It’s actually; no, I think it’s more my voice saying what she would.

Interviewer: Has coaching helped you earn better grades?
Emily: Yes, it has. It’s [helped in] all my classes but one. It’s made a significant difference with turning in completed work, turning work in on time. The one class, there’s problems with the teacher. ADD coaching wouldn’t have made any difference with that situation.

Interviewer: Do you think coaching is helping you get better grades?
Jacob: Yes, I would say so. I am hesitant to go off last semester, just because the academic course I was a lot more able to do regardless of coaching compared to engineering beforehand. Which is the main reason I switched. Especially during finals, it definitely helps. I think I might not have done as well or have a harder time of doing as well, getting everything done.

Interviewer: Do you think you’ve been able to achieve your grades in a better way?
Jacob: Yeah, I would definitely agree with that. Just with some of the study habits are just coming … talking through better strategies for reading notes and that kind of thing.

Interviewer: You talked about not surfing the Internet during class. Are you doing less of that now and, if so, is that related to coaching?
Sarah: Honestly, it is. Last semester, I brought my computer a lot to class and I would say, “Oh, I’m going to take notes on my computer.” But somehow the cursor would just creep over to the Internet explorer. [My coach] said, one fun session we were talking about it and she just said, plain and simple, “Don’t bring it.”

Interviewer: The laptop.
Sarah: Uh-huh. And it was something so simple, but I just needed to be told that. Once I was told that, I said, “Okay.” That’s so easy to not bring the temptation with you. You’ll have to focus; you don’t have anything else to do. I would also keep my [cell phone] on vibrate when I would be in class and so if I felt it I’d say, “Oh, who’s texting me? Who’s emailing me?” Turn your phone on silent. It’s as easy as that and you won’t even think about it until the class is over.

Interviewer: Was that suggestion also from [your coach]?
Sarah: Yes.

Interviewer: What about that coaching has been the most useful or the most helpful? Dylan: The organizational aspect, I would say; definitely the most helpful part of it. I've seen a marked improvement in my organization since I've started with [my coach].

Interviewer: So you said, "I like it because I’m not being placed in a box." Brooke: [Coaching] is very individualized and she’s really forcing me to come up with it. "What will work for you? What will you do? Are you going to follow through?" And she’ll give me reminders but it’s not, she’s not here tapping on my shoulder following me around going, "You’re not doing what you’re supposed to."

A more exhaustive list of quotes from student interviews for each of the major and minor themes found in the interview responses can be found in Appendix G. The listing below indicates the page number on which quotes for each of the thematic elements can be found.

P. 3 5-1: The coaching relationship was a uniquely helpful partnership.

P. 7 5-1a. Coaches provided nonjudgmental understanding of students’ experiences.

P. 13 5-1b. Coaches offered effective suggestions in a respectful manner.

P. 17 5-1c. Coaches held students accountable.

P. 21 5-1d. Students enjoyed a positive sense of relatedness with their coaches.

P. 25 5-2: The coaching relationship helped students develop more effective belief systems.

P. 25 5-2a. Students focused on their goals, values, and preferred approaches to goal attainment.

P. 27 5-2b. Coaching helped students normalize the ADHD experience and develop more realistic approaches to goal attainment.

P. 34 5-2c. Students developed greater self-awareness and self-acceptance about their strengths and weaknesses.

P. 40 5-3: The coaching relationship helped students enjoy more positive feelings.

P. 40 5-3a. Students felt more empowered to try their own approaches.

P. 42 5-3b. Students felt more confident about their emerging proficiency.

P. 51 5-3c. Students felt less daily stress while in college.

P. 59 5-4: The coaching relationship helped students experience the benefits of more self-regulated behaviors.
Using a caring approach, coaches helped students create routines and structures for planning, reflecting, and problem solving.

Students enhanced their use of self-talk to stay focused and persist with goals.

Students experienced better academic outcomes, including good grades or better approaches to achieve good grades.

Students developed more individualized strategies for learning, being organized, and managing their time.

Coaching helped students live more balanced, healthier lives.

Research Question #6: What do students perceive as the relationship between their participation in Edge coaching services, their academic success, and their subjective well-being?

Using qualitative methods described under the Data Analysis plan described in previous sections, major themes from participant responses were identified. Next, a case study was developed to illustrate these major themes as they appeared in the experience of one student.

Logan: A Case Study

In many ways, Logan is highly representative of what other students expressed about the coaching relationship. When interviewed, he was a junior at a major university, where he was developing a clearer sense of meaningful career choices. Prior to coaching, Logan had changed his major a number of times and described a solitary life of constant studying that left him unhappy and stressed out. Reading is particularly challenging for Logan due to his attentional difficulties. His coach helped him develop a more balanced life that included regular trips to the gym, a more consistent sleep cycle, and a highly personalized approach to studying that changed his academic experiences – and feelings about his broader life – in dramatic ways.

Introductions. Logan was in his 5th year at a Research 1 university at the time of the interview. A friendly and open young man, he offered a warm handshake and wide smile when I met him in the Disability Services waiting room. As we walked down the hall to the interview room, Logan explained that he was from that city and asked if I was enjoying the atypical bout of sunshine during my stay. He came across as open, honest, and quietly happy throughout our hour-long conversation.

Academic major and career plans. Logan had listed “Mathematics” as his major on the demographic data form. I asked him to clarify some logistical information as we began the interview.

Interviewer: What year are you in college?
Logan: I am technically a junior.
Interviewer: Would you care to clarify that?
Logan: Oh man, I’ve been in school for five years.

Interviewer: What’s your major?

Logan: I’ve been switching around but right now I’m doing statistics and applied math.

Later in the interview, we returned to Logan’s introductory comments about his major. Logan smiled somewhat ruefully as he described the tenuous nature of his current thinking about majors and career choices.

Interviewer: One of the things you said at the beginning, as we got started, was about your major. And how your focus of what you want to major in sounds like it’s changed a number of times. I’m just curious. Has that come up in coaching? Have you and your coach worked on a major or a career focus at all?

Logan: Not really. She’s actually encouraged me to explore and find out what I really want to do. I don’t feel that it’s necessarily a problem. I’m sure the university thinks it’s a problem but I don’t feel that it’s a problem.

Interviewer: And you’re clear that you want to be an Actuary?

Logan: I want to do something in math and statistics and I feel like I’m interested in becoming an Actuary and I should probably, I just want to get a feel for what that might be like.

Goals to address in coaching. Logan and his Edge coach conducted their sessions with Skype, so they could see each other on their computer screens “live” while also talking with one another. Beginning with his intake session, Logan’s coach helped him clarify goals that he wanted to address with her help. According to the Edge protocol, coaches often help students improve their ability to establish specific goals that are realistic and attainable. Edge coaches also help students identify their needs and assess their environments to deepen their self-awareness about how they can better use available resources to reach their goals. Logan spoke to these aspects of Edge coaching services as he discussed his goals.

Interviewer: Could you identify the top one, two, or three goals that you and [your coach] tended to work on the most?

Logan: I think number one was balancing my life out a little bit so I could experience many aspects of life, which I think in turn helped my ADHD. She also helped me with techniques of sleeping and, I guess, eating properly, which all I think helped with my ADHD, too.

Having ADHD can complicate the ability to focus on what is most relevant or salient. Sometimes, people with ADHD can distract themselves by hyper-focusing on details that cloud their ability to persist at larger goals. Logan’s coach helped him enhance his understanding of this pattern in a productive manner.

Interviewer: So you said, before coaching, it was probably not typical for you to accomplish goals. Was that related to having ADHD?
Logan: I think it definitely is, was.
Interviewer: How so for you? What about having ADHD makes it hard to accomplish goals?
Logan: I guess it’s, focus is definitely a problem but I also focus on minutia. Really just totally irrelevant crap most of the time. Or I did anyway. And so that would really just get in my way. So she definitely helped me with that, too.

Later in the interview, I asked Logan to sum up any impact coaching had had on how he created or worked on his goals. Without hesitating, he offered the following reply with a great deal of confidence. Note how coaching had helped Logan achieve a more balanced life that, from his perspective, improved his performance.

Logan: I feel like I can accomplish goals better.
Interviewer: Tell me more about that. You seem real certain about that. I’d love to hear some evidence.
Logan: So I guess, in the past when I made goals, I wouldn’t really ever complete them. And I think [my coach] helped me balance my time more, plan my time more, balance my life a little bit more so my happiness went up, my productivity went up and then I was able to complete the goals.

New approaches to learning. Another set of competencies that Edge coaches help students address is the development of greater self-awareness and personal empowerment. Coaches do this by helping students become more aware of their strengths and talents and use these tools to develop more individualized approaches to learning. The process is often transformative. Logan’s coached helped him enjoy this outcome in several areas, including how he approached the readings assigned by his professors. Logan explained how difficult it was for him to read textbooks, particularly those in his math courses. His difficulty seemed more related to attentional issues than to a specific learning disability such as dyslexia. Like many undergraduates, his approach to reading class materials was formulaic. He would start on the first page and force himself to continue reading until he reached the last page. This approach was largely disconnected from any awareness of how he actually learns. Logan expressed frustration at having to read what his professors assigned while also feeling like he had no other option.

Logan: I guess in the previous past years when I was studying, in my class, because my professor would always say, “You need to read this chapter, you need to read that chapter,” whatever; and I thought, “Okay, I need to read this chapter,” obviously. And it would take me forever to get through the chapter, reading it linearly.

Logan and his coach addressed this issue. Working in partnership, they collaboratively discovered a new approach to reading. Logan took confidence in his coach’s suggestion to try the new strategy so he could evaluate its efficacy for himself.
Interviewer: Tell me a little bit more about that because a lot of people wonder who’s in charge with coaching. Is it your coach… saying, “Logan, this is how you read the textbook chapter differently now,” or are you coming up with it, or somewhere in between?

Logan: Yeah, I think in that case I actually had suggested that to her because reading for me is really painful. And so I said, “You know what? I really don’t want to read this. You think it would be okay if I just skipped around and read the most important parts?” I didn’t want to do that because I always felt you have to read whatever the professor tells you to read. And she was like, “Oh, yeah. Go ahead.” She gave the support I needed and so she gave me confidence.

Logan’s experiment proved successful. In the process, his coach helped him clarify his intention and develop a more realistic approach to meeting his learning needs with assigned course readings.

Logan: And then what I found out was - and [my coach] helped me with this - you know, I really don’t need to read this chapter to be honest with you. I just need to understand the… She helped me think, “What’s the goal of this class? It’s to understand these certain concepts. So if you just want to go concept by concept and read what you need to read, not linearly but flip around, that might be a little bit more useful.” And I definitely found not reading everything is definitely helpful. I can just focus on the major points and my grades have definitely improved and I have a lot more time on my hands.

As this individualized approach to reading and studying took hold, Logan’s newly empowered strategy even affected his finances.

Interviewer: Has [coaching] changed how you approach doing problem sets?
Logan: Yeah, actually. Before [coaching] I would focus on reading the text book. My God, the math textbook! And you know what? To be honest with you, I found that I don’t even need to buy a math textbook anymore because I can pretty much do the problems without even reading that. And so I would just focus on that before and I wouldn’t even get to the problem set and it would be due already and then I’d be screwed over. Now it’s focused on the problems. Sometimes the problem is tough enough to where I need to look in the textbook but it’s very rare.

Interviewer: And if you don’t have the textbook and you find that need now, what do you do?
Logan: You rent it in the library.

Interviewer: Oh, okay.
Logan: I actually Xerox all the problems and if I ever need to…

Reduced daily stress. The Edge coaching model calls for coaches to be committed to helping clients experience positive growth and change. College students often report
this experience as transformative by developing new approaches to scheduling. Students “get on top of” their schedules, often for the first time, as they discover new techniques for meeting their responsibilities proactively that leaves time for a healthier, more meaningful life. This type of change was fundamental to Logan’s work with his Edge coach. Caught up on his academic work, Logan found himself with a rare commodity: some free time. His coach helped him explore new scheduling options that worked well. In the process, Logan enhanced his self-awareness about the role of physical and mental well-being on his academic progress. During a lengthy exchange, Logan provided detailed insight about the relationship between a more balanced life, new efforts to take care of himself, and positive outcomes in his life at the University.

**Interviewer:** Has coaching had any impact on the stress you feel or how you deal with stress when you feel it?

**Logan:** Definitely. My stress is definitely way down. I used to be this one big stress ball.

**Interviewer:** What have you done with your coach to reduce your stress?

**Logan:** So I guess my stress has been reduced in a number of different ways. I guess the first would be that I’m now getting my work done. And I’m not stressed out about deadlines as much and worried about failing classes and that kind of stuff. Also, I have more free time now. I can go to the gym, work out, do some cardio, which I definitely I think is the most important thing to reduce stress. Really enjoy doing that. I always feel really good afterwards, too.

**Interviewer:** And just in general, can you average the number of times you go to the gym per week now versus before coaching?

**Logan:** I go six days a week.

**Interviewer:** And before coaching, just as a comparison?

**Logan:** I wasn’t going very often. Probably three times a month.

**Interviewer:** So again, a very huge quantifiable range. And that’s connected to coaching? Did you and [your coach] talk about going to the gym?

**Logan:** Absolutely. Definitely the balancing my life, structuring, the schedule, it all fit into that.

**Interviewer:** Sometimes, if a student’s at the gym, it’s not relaxing because you’re worrying the whole time that you should be at the library studying. But I get the feeling that, when you’re there, you’re not worrying that you should be studying. You know that you’ve allocated the amount of time needed to do your studying. That’s getting done.

**Logan:** Absolutely. Yeah.

**Interviewer:** So stress lowers. And if you do get overwhelmed, stressed out, “The day doesn’t go the way I think.” You got surprised, “Oh my gosh, that’s due tomorrow? I thought I had another week.” Stress levels are rising. Would you react to that in any way that’s different because of coaching now?

**Logan:** I guess, when it happens now, definitely the maximum of stress level is still lower than it was before if that were to happen. I just feel like, since everything else is going so well, that this one little thing isn’t that big of a
deal. I don’t usually get that stressed out, even if something like that were to happen.

Interviewer: The word "perspective" came to mind. It sounds like you have a different perspective now.
Logan: Absolutely. Yeah.
Interviewer: That if something does come up, you can put it in the broader perspective of, "This is an isolated incident."
Logan: Absolutely.
Interviewer: I can deal with it.
Logan: Absolutely.
Interviewer: You’ve just got such confidence as you say that. It’s nice to hear and see.

More balanced life. Over the course of the year, Logan’s coach helped him redefine a meaningful weekly schedule. Whereas Logan had often felt lonely and tense prior to coaching, he became happier and more relaxed as new routines took hold in his life.

Interviewer: Not to pry or anything, but talk a little bit more about that. So your coach helped you [with] sleep?
Logan: Yeah.
Interviewer: …What have you and [your coach] worked on about your sleep?
Logan: I used to go to bed at 3:00 a.m. And you think I’d be studying but I wouldn’t be and I’d be hyper-focusing on, I’d just be on the internet surfing randomly going to Wikipedia. And I’d start at 11:00 and all the sudden it would be 3:00 a.m. So she helped me with techniques to avoid that and made me, like a pattern that would set me up for sleep. Like, not having caffeine after a certain time and maybe meditating or listening to, like winding down at the end of the day that would put me in the right mindset to actually go to sleep.

Other people in Logan’s life began to notice these positive changes.

Logan: I live with my mom and I think that she would definitely say that I’m happier and that I’m living a lot more balanced life. And I’m going out more often and she’s definitely seen a big change.
Interviewer: Has she commented on that?
Logan: Absolutely. She’s glad to see that, because before [coaching] I would be so focused on school, I’d be so focused on studying every little thing the teacher told me to do, that I wouldn’t have time to socialize at all. And so now that I made everything efficient, I do have time to socialize and she’s definitely seen a big change and that’s really a good thing.

Greater academic success. Logan’s happier, healthier approach to life did not forestall his primary goal of achieving academic success. While pursuing a challenging major at a highly competitive and rigorous university, Logan and his coach both realized that academic success required a great deal of effective work. As Logan looked back
on his coaching experiences, he explained how new routines that produced a more balanced life also contributed to his academic success.

Logan: I found that…that I’m getting the work done a lot quicker and I’m actually getting it done. By getting it done sooner [rather] than later, it actually makes me feel even happier. So I tell myself that if you get this done, you’re going to feel a lot better about yourself because when you socialize with people, you won’t have the feeling that you’ve got to get something done because it would already be done.

Interviewer: And when you say, “When you get this done”, it sounds like you have a bigger track record now having gotten it done.
Logan: Yeah, absolutely.

Edge coaches help students set structure, provide support, and help implement strategies for skill building. Working in collaboration, Logan developed a number of new skills and beliefs that he learned from his coach. In combination, these outcomes helped him be more proficient as a student.

Interviewer: Let’s talk about grades. Specifically, do you think coaching has had an impact on your grades?
Logan: Absolutely. Yeah.

Interviewer: You’ve been real consistent about that. Break that down for me. I think I see, in between your contention that coaching has helped you with grades and higher grades, is your control over your time. Is that the connection you’re seeing?
Logan: Absolutely. Yeah.

Interviewer: Has [your coach] helped you do anything else that has improved your grades in addition to just managing your time really differently?
Logan: Managing my time has definitely affected every aspect of my life and so, it’s affected the social aspect where I can socialize more and I think that in and of itself has helped my grades. The scheduling also, planning classes, planning studying time more efficiently, that in and of itself has helped my grades. I think that’s the central theme here. It has branched out and really affected all these different areas.

**Life beyond college.** Near the end of our interview, Logan reported that he could apply what he had learned in coaching to his career endeavors. He had internalized his coach’s focus on his values and her powerful questions that helped him link his actions to deeper purposes in his life.

Logan: [My coach] has actually encouraged me to explore and find out what I really want to do. I don’t feel that it’s necessarily a problem [to be a junior in his 5th year]. I’m sure the university thinks it’s a problem but I don’t feel that it’s a problem.

Interviewer: And you’re clear that you want to be an Actuary?
Logan: I want to do something in math and statistics and I feel like I’m interested in becoming an Actuary. And I should probably; I just want to get a feel for what that might be like…

Logan: I’m studying to be an Actuary and so - because you have to take a series of exams to become an Actuary - the goals I would have would be like, you’re going to read this page through this page today and this page through this page today and [it] became very boring and arbitrary. And so what I started focusing on was just doing, because in the study books there’s the practice test and there’s the study section. And instead of doing the study section, I would go right to the exams and I’d say, “It’s a waste of time to read all of that right now” and then go to the - I know it seems kind of not as efficient as it could be. So I would go to the problems. If I couldn’t do the problems then I would find the necessary section now and kind of learn what I need to learn. So definitely a lot more efficient not, read this first and then do the homework or that kind of thing. Whereas before [coaching] I would be so focused on doing all the reading and the studying before I would even attempt the homework and that can be an issue.

Interviewer: It sounds like you’re more likely now to stop and think, “What’s the end goal? What do I want to get out of this eventually?” And then come up with an approach that’s going to get you there?

Logan: Absolutely.

Interviewer: Whereas before, you were just doing the work without a clear sense of, “Where is this going? How is this going to help me?”

Logan: Absolutely.

Interviewer: In my head, you just went from the back of the car to the driver’s seat.

Logan: Yeah [grinning widely]. Absolutely.

Edge coaches teach and foster appropriate social skills, self-discipline, self-reliance, and self-advocacy. Emerging research points to the ability of coaching to enhance students’ “self talk,” or self-directed speech used to monitor and redirect behavior, plan and problem solve, and minimize stress. The development of inner speech is often delayed in individuals with ADHD and limits their ability to stop, reflect, and persist at goal-directed behavior. As students develop more effective and positive self-talk, they often become more self-disciplined and self-reliant by using new cognitive tools to self-regulate their behavior and feelings. One of the many factors that appears to have enhanced Logan’s growth is self-talk. Like many other students who were interviewed, he began using self-talk in newly productive ways while being coached. Students reported using self-directed speech to minimize their stress, enhance their intrinsic motivation, and increase their problem-solving skills. Students often internalized the types of questions their coaches had posed and asked themselves these questions while engaged in self-talk. Logan discussed his use of self-talk to stay focused on his priorities while making more individualized decisions about academic and life goals. Listen as his negative “gremlins” get replaced with more positive – and productive – self-talk.
Logan: I guess before [coaching], I’d be like, “You’re never going to finish this chapter. It’s going to take forever.” So now it’s more like, “Let’s get through this,” and, “What do you really need to know?”

Interviewer: That’s a huge difference. Before [coaching], self-talk was negative, weighing you down, focusing on what wasn’t going to happen well. Now, self-talk is encouraging you, focusing on, I can do this. I don’t want to put words in your mouth, so please disagree with me if I’m misunderstanding.

Logan: No, absolutely.

Interviewer: And are you hearing your voice? Are you hearing your coach’s voice?

Logan: Hearing my voice. It’s not like I’m hearing anyone’s voice. It’s my inner monologue.

Interviewer: I don’t want to parse that too far. We heard some people say that, initially, they would actually hear their coaches questions or they would hear what they’re coach would say... So, in terms of identifying and establishing goals for yourself, let’s just sum that up. If anything has changed as a result of coaching, can you tell me again what that change would be?

Logan: Can you say that again? Sorry.

Interviewer: Yeah. Has your approach to just creating or establishing goals for yourself, has that changed at all as a result of coaching?

Logan: Absolutely, yeah.

Interviewer: Tell me a little bit more about what’s actually changed.

Logan: I guess before I would, some of the goals I would create were kind of pointless or arbitrary, I guess I just felt like I was setting up myself for failure. The goals weren’t really going to benefit me. It’s just focusing on minutia, I guess, is what was...

Interviewer: That’s what you meant. Okay.

Logan: Yeah. My mindset has definitely changed and I’m really focusing now on results. “What am I going to get out of this? How is this going to benefit me?” And I set goals in that sense.

Enhanced well-being. Logan still had a lot of work to do, at the end of the study, to improve his approach to academic success. He had broadened his priorities to include a healthier, more balanced life along with his desire to do well academically. This former self-described “stress ball” found that his newly-expanded set of priorities was more manageable compared to his life before coaching. His perspective on this growth unfolded in response to a fill-in-the-blank probe we asked each student who was interviewed.

Interviewer: “Working with my ADD coach makes me feel ____.”

Logan: Good. You want me to be more specific?

Interviewer: You got it. So, working with your coach makes you feel good?

Logan: Yes.

Interviewer: And you’re smiling. Since the tape recorder won’t have a visual record, you’re kind of grinning broadly as you say that. Listening to you today I
have a better sense of that but can you sum that up in a few statements? How is it that working with your coach helps you feel good?

Logan: Definitely coming back to the balance in my life, structure. It’s just everything, it feels like everything is coming together, everything’s working, everything’s, I don’t know, just working like it’s supposed to. Nothing is bothering me specifically. Nothing really big is bothering me. I just feel like I’m living life like I’m supposed to. That makes me feel good. I don’t have to focus so much on school or, I am focusing on school but it’s just not the minutia. I’m getting things done. I’m very efficient about it and I can enjoy life.

While many of Logan’s experiences with his Edge coach were highly specific to his own personality, needs, goals, and setting, he also described many experiences that other students reported after working with an Edge coach, too. By collaboratively interacting with his coach, Logan learned a great deal about how he learns best and the types of lifestyle choices that support his happiness and well-being. His improved self-talk helped him stay focused on his larger goals and maintain motivation for achieving them. He explored and was accountable for trying new approaches to reading that enhanced his focus and persistence while studying. Through coaching, Logan developed a more balanced life that helped him become a more reliant and self-directed student. His experiences reflect the close connection between what Edge coaching services are designed to do and what this coach and college student actually accomplished.

**Impact of co-occurring conditions on study results**

Many students with ADHD also have one or more co-occurring conditions. As indicated earlier in this report, there was concern that the existence of a co-occurring condition may have an impact on the effects they experience from coaching. An analysis was conducted on a variety of dependent variables in a one-way ANOVA where the independent variable was condition. Condition was defined as being diagnosed with only ADHD, or with ADHD and at least one other condition. The second condition was either depression, anxiety, learning disability, Obsessive Compulsive Disorder, Oppositional Defiant Disorder, Tourette’s Syndrome, Aspergers/Autism, or Bipolar Disorder. As delineated in Table 17, there were no statistically significant differences found based on ADHD vs. ADHD with an additional diagnosis on any of the dependent variables, with the sole exception of the LASSI Self Regulation subscale (p = .04).
Table 17. ANOVA on Various Variables Between Edge Coached Participants Based on Number and Type of Diagnostic Conditions

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Discussion

The Edge coaching services provided in this study were consistent with the coaching model delineated in the Edge protocol. Students participated in weekly sessions of about ½ hour in length conducted by telephone or Skype. Email and texting check-ins between students and coaches were provided as needed. The coaching sessions were based on goals identified by the students. Coaches provided support to students as they identified and worked toward goals that were important to them. The development of executive functioning skills within this framework was frequently emphasized. Twenty-two of eighty-eight (25%) Edge coaching students completed less than half of the planned coaching sessions. This suggests the need for a follow-up survey to discover the reasons that the students were not able to complete more of the planned sessions. Nevertheless, the average number of coaching sessions completed was 16.5 (69%), which translated into an average of 527.4 minutes of coaching, which is sufficiently robust for the results of this study to be significant. Oversight of the coaching services provided through the study was conducted by the Edge Foundation Executive Director and by Jodi Sleeper-Triplett of JST Coaching. On-going support and supervision appears to be essential to assure fidelity to the Edge coaching model by coaches, especially during their initial experience with application of the Edge model.

Students who participated in Edge coaching demonstrated statistically significantly higher executive functioning, as measured by the LASSI cluster scores (i.e., Will, Skill, and Self-Regulation) than the comparison students (F = 2.73, df = 3, 96, p = .048), reflecting moderate to large treatment outcomes. The figure below depicts the post-test differences between the two groups.

Figure 5. LASSI Post-test Cluster Scores for Edge vs. Comparison Group

Analysis of the interviews conducted with students who participated in the Edge coaching model corroborated the LASSI findings. Students expressed that coaching helped them to think about their goals more productively and to achieve positive outcomes. A major theme throughout the interviews was the impact that coaching had on students’ self-regulated behaviors. A majority of students noted that coaching had helped them to manage their time and tasks more efficiently and that it had resulted in
more positive self-talk. The improved self-talk led to better management of time and tasks, more effective problem solving, and the lessening of self-doubts and worries.

A product of this study was the creation of a College Well-being Survey. Cronbach alpha, a measure of internal consistency reliability, was .84. The items were chosen based on clear literature links to well-being as a construct, and were tailored to college aged students. An ANCOVA on the College Well-being Survey, with LASSI used as a covariate, was statistically significant, (p = .048), favoring students who received Edge coaching (n = 78) over those who did not (n = 35). Analysis of the student interviews also revealed major themes related to students’ well-being. The interview results indicated that coaching resulted in more positive feelings, particularly self-confidence, and more effective beliefs about goals and academic performance.

This study demonstrated that the Edge coaching model was highly effective in helping students improve their self-regulation, study skills and will. It helped to build students’ confidence and enhanced their organizational and time management skills. Participation in Edge coaching services resulted in improvement in students’ approach to learning. It also enhanced their sense of well-being and resulted in more positive emotional states, which have been linked by research (Fredrickson & Branigan, 2005) to more effective learning. Further study is necessary to determine the long-term impact of the coaching intervention on outcomes such as grade point average and student retention.
References


Appendix A:
Edge Coaching Model Protocol
EDGE FOUNDATION COACHING MODEL

WHAT IS ADHD COACHING?

ADHD coaching is a designed partnership that combines coaching skills with knowledge of Attention-Deficit/Hyperactivity Disorder, a neurobiological condition. The coaching process enhances quality of life, improves performance, and supports growth and change. The purpose of ADHD coaching is to provide support, structure and accountability. Coach and client collaboratively explore strengths, talents, tools and new learning to increase self-awareness and personal empowerment. Together they design strategies and actions and monitor progress by creating accountability in line with goals and aspirations (www.adhdcoachinstitute.org).

Edge coaches work with students in seven major areas: scheduling, goal setting, confidence building, organizing, focusing, prioritizing, and persisting at tasks. They help students assess their environments, identify needs, set goals, and offer suggestions and guidance. Coaches also set structure, provide support, and help implement strategies for skill building. Edge coaches teach and foster appropriate social skills, self-discipline, self-reliance, and self-advocacy. They monitor student progress and goals through regular phone or e-mail "check-ins".

The protocol of regularly checking in with clients provides for more structure and is intended to be frequent. When coaching teens and college students, the check-ins may be set up as often as daily. It is the consistency of contact that we use for holding our clients accountable. Typical means of contact include: emails, check-in calls, and some form of follow up if the client doesn’t call in at the designated time. These are topics that should be discussed during the initial session and revisited throughout the coaching process.

The coach does not control the plan. The coach supports and monitors the success of the plan.

PROCESS FROM THE TIME A PROSPECTIVE CLIENT CONTACTS EDGE FOUNDATION

1. Enrollment Phase
   a. Prospective client completes online enrollment form with its brief prescreening.
   b. Prospective client receives additional information from Edge Foundation.
   c. Prospective client may receive an enrollment/prescreening call from Edge Foundation.
   d. Prospective client is given name/contact information for a coach and vice versa.

2. Prescreening Phase (initial phone contact between coach and prospective client)
   a. Coach asks questions to ascertain coaching readiness, understanding of the coaching process, preparedness to engage in the coaching process, and to determine areas of concern/interest for coaching.
   b. Prospective client is encouraged to ask questions of the coach regarding the coaching process, what coaching will “look” like, measures of progress, confidentiality, time, etc. This is the time for the client to make sure they feel comfortable with the coach.
c. If, after the prescreening call the client wishes to speak with additional coaches, they simply contact Edge Foundation and ask. They then conduct a prescreening call with each coach in turn. This step is generally omitted for students enrolled in our study.

3. Contracting Phase
   a. Coach sends the new client the coaching contract and startup forms via e-mail.
   b. Client is to return the completed contract and startup forms to the coach PRIOR to the initial session.

4. Initial Session (one 2-hour session or two 1-hour sessions)
   a. Design of Personal Coaching Agreement - this is a goal directed action plan developed with the client. The client sets the goals after discussion with the coach to determine if each goal is reasonable and attainable. The GROW model* of goal setting or use of SMART goals** or similar processes may be used by the coach to assist the client in goal setting. Action steps are developed so that the client can see the steps needed to reach the goal. For example: The goal is to achieve a 3.0 GPA. Action steps might include: block out 2 hours of study time twice a day away from distractions.
   b. Discussion of Coaching Plan – meeting weekly for 30 minutes by phone at the same time every week (coach and client will choose their time) with additional check-ins via email/voice mail/text messages/phone up to 7 days/week (mode and frequency designed with client).

5. Regular coaching sessions (30-minute phone sessions)
   a. Client calls coach at agreed upon coaching time (same day/time each week).
   b. Client leads the process – here is what I want to focus on in coaching today, progress report of the past week, questions for the coach, etc.
   c. Coach follows the client’s lead. There is an agreement between the client and the coach that if the client goes off on a tangent unrelated to the coaching goals set forth, the coach has permission to remind client of the plan set in motion during the initial session or at the last coaching call. The coach ASKS the client how s/he would like to proceed. Most clients appreciate the refocusing and choose to either go back to that plan or proceed on a new path. At times the new path is one of discovery, which takes the client back to the coaching goals with a clearer sense of direction and purpose.

**DECISION POINTS FOR COACHES**
1. Client stops showing up for coaching – what was the plan with the client at intake? Possible scenarios:
   a. Call parents if student gave written permission for this to happen at the beginning of coaching.
   b. Voice mail to client – give deadline to return call.
   c. Send e-mail and give deadline – set up option for “read by recipient” if available.
d. Send letter of termination (last resort if other methods of contact have failed).

2. Coach does not see progress
   a. Ask the client – this is about the client, not the coach.
   b. Review coaching plan with the client.
   c. Consider changes to the Personal Coaching Agreement.

3. Difficult client
   a. What is the core issue?
   b. Ask the client.
   c. Take it to coach mentoring/supervision session.
   d. Post question on the confidential coach Edge Listserv.

4. Coaching-specific questions
   a. Take to mentoring session.
   b. Post question on the confidential coach Edge Listserv.

5. Research-specific questions
   a. Post question on the confidential coach Edge Listserv.

6. Vacations
   a. Client vacations –, resume coaching upon return. Confirm dates.
   b. Coach vacation –, find out what the client has on the agenda and arrange for any necessary planning before leaving on vacation.
   c. Edge research clients – refrain from absences of longer than one week during the core of the semester. Winter breaks, summer breaks and exam periods are the exception to the rule. Note all missed appointments due to vacation as such on the coaching log.

7. Sick days
   a. Reschedule for another day that week if possible.
   b. Ask for a more detailed e-mail review from client.

8. Client put on academic probation
   a. Continue coaching.
   b. Consider reviewing the Personal Coaching Agreement and adjusting for new goals per probation.

9. Client suspended from school
   a. Report this to Edge.
   b. Find out if there might be other options for coaching the client.

ADDENDA

* The GROW model was originated by John Whitmore in *Coaching for Performance* and stands for:
  • **G**oal setting for the session as well as for the short and long term
  • **R**eality checking to explore the current situation
  • **O**ptions and alternative strategies of course of action
  • **W**hat is being done, When, by Whom, and the Will to do it.

** SMART goals ([http://www.topachievement.com/smart.html](http://www.topachievement.com/smart.html)) are:
  • **S**pecific
• **Measurable**
• **Attainable**
• **Realistic**
• **Timely**
Appendix B: Interview Protocol
Edge Foundation ADD Coaching Field Test – Qualitative Interviews
Revised March 31, 2010

Student Name: ___________________________  Date: __________________
Campus: ____________________________________________________________

Warm Up:
1) Welcome! Please remind me of your year in college as well as your major?
2) Where is your hometown?
3) Let me give you a little background about my knowledge of ADD coaching…
4) What is your Edge coach’s first name? How often do you and ___ talk with each other? Is that always by phone?

That’s great to know about you. Thank you. Before we begin the actual interview, let me explain some ground rules we’ll follow today to respect your rights as a research participant:

• I’d like to talk with you today about your experiences with the Edge coaching services. It would be helpful if you could describe specific examples as often as possible. I may ask for examples as our conversation unfolds.
• Please let me know if I can repeat or clarify anything that I ask you.
• If you would prefer not to answer any question, just say so and we’ll move on.
• I would like to audio record our conversation so we can create an accurate transcript of what you say. Your name and any personally identifying information will be removed from the transcript and any presentations or publications that use these interviews.
• I brought some bottled water in today. Would you like one? Do you have any questions for me before we begin?

[RQ 1: What are students’ perceptions of the effect of Edge coaching on their process for achieving academic success?]

Ask these questions. Invite the student to expand or clarify as needed:

• Since you started working with an Edge coach, have you noticed any changes in how you identify or create your academic goals?

• Has your Edge coach helped you change anything about how you work towards your academic goals?

• If I were to ask someone who knows you very well and interacts with you a lot if coaching has changed anything about you, what would they say?

• If not mentioned by students, follow up with this prompt:
“Self-talk” is when you hear your own voice or someone else’s when you’re thinking about what you have to do. Has coaching changed anything about your self-talk?

[RQ 2: What benefits do students associate with Edge coaching services?]
Ask these questions. Invite the student to expand or clarify as needed:

- What’s the most useful outcome of working with your Edge coach?
- If another college student asked you to describe what you liked best about working with an Edge coach, what would you say?
- Is coaching helping you achieve better grades? Or achieve those grades in a better way?
- Besides grades, can you identify any other benefits of working with an Edge coach?

[RQ 3: What do students perceive as the relationship between their participation in Edge coaching services, their academic success, and their subjective well-being?]
Ask these questions. Invite the student to expand or clarify as needed:

- Is your work with an Edge coach having any impact on the stress you feel about being in college?
- Fill in the blank: “Working with an Edge coach helps me feel ____.” Please say more about that.

If this hasn’t come up naturally yet, ask the student to discuss his/her artifact and what it represents about his/her experiences with coaching. Ask permission to photograph the artifact.
Appendix C:
Interview Sample Participant Information
## Edge Field Test Interviewees Demographic Data

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<td>UW</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Yr Junior</td>
<td>1.92</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>Lindsay</td>
<td>UW</td>
<td>Freshman</td>
<td>3.3</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
</tbody>
</table>
Appendix D:
NVivo Codebook
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Potential Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) What is the effect of Edge coaching services on the academic success of college and university students with ADHD?</td>
<td>Compare student’s current semester g.p.a. to his/her previous semester g.p.a. Proportion that move from probationary to good academic standing # of courses passed and # of credits each course represents Student’s eligibility to enroll in subsequent semester Student’s intent to enroll in subsequent semester</td>
</tr>
<tr>
<td>2) What is the effect of Edge coaching services on students’ perceptions of the process they used to achieve their goals, beginning with g.p.a.?</td>
<td><strong>Qualitative:</strong> Interviews</td>
</tr>
<tr>
<td>3) What is the effect of Edge coaching services on students’ executive functioning skills?</td>
<td>Learning and Study Strategies Inventory (LASSI) pre- and post-tests.</td>
</tr>
<tr>
<td>4) What is the effect of Edge coaching services on students’ subjective well-being?</td>
<td><em>College Well-Being Survey</em> (Field, Parker, Sawilowsky &amp; Rolands, 2010) post-test only</td>
</tr>
<tr>
<td>5) What benefits do students associate with Edge coaching services?</td>
<td><strong>Qualitative:</strong> Interviews</td>
</tr>
<tr>
<td>6) What do students perceive as the relationship between their participation in Edge coaching services, their academic success, and their subjective well-being?</td>
<td><strong>Qualitative:</strong> Interviews</td>
</tr>
</tbody>
</table>
2. What is the effect of Edge coaching services on students’ perceptions of the process they used to achieve their goals, beginning with g.p.a.?

<table>
<thead>
<tr>
<th>Process</th>
<th>Node</th>
<th>Directions for using this node</th>
<th>Search Terms about PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Goal-setting skills (includes Goal-attainment skills)</td>
<td>This node refers to quotes in which students describe how they think about, formulate, implement, or self-monitor their progress on goals.</td>
<td>Plan, Realist (goals), Specific (goals), Goals, Smaller chunks, A system, <strong>Self-talk, Achieve, Complete</strong> *</td>
</tr>
<tr>
<td></td>
<td>Time management tools (includes Time management and organizational skills)</td>
<td>This node refers to quotes in which students describe any time management tools or techniques they use to estimate, organize, or monitor their time as they consider or act on goals.</td>
<td>Calendar, Time management, Sleep, A system, Due date, Deadline, Procrastinate, Color-coding, Wasting time, Planning time, All nighters, On top of, Breaking down projects, Staying up to date, Spread it out (over time), <strong>Cell phone, PDA, Software, Reminder(s), Vibrate, Point of performance, Organize</strong></td>
</tr>
<tr>
<td></td>
<td>Calmer feelings about my workload</td>
<td>This node refers to quotes in which students describe positive feelings about their ability to identify, plan, carry out, or succeed in accomplishing their goals.</td>
<td>Plan, Realistic (goals), Specific (goals), Motivate, Consistent, Structure, Accomplished, Workload, Accountability, Overwhelmed, Productive, Perfectionism, Strategy, Choices, Not stressed, Not anxious, Self-aware</td>
</tr>
<tr>
<td></td>
<td>More balanced life</td>
<td>This node refers to quotes in which students describe doing more and different things in their life than just academics, without feeling more stress in the process. There is often, but not always, a focus here on students’ values and wellness.</td>
<td>Realistic (goals), Motivated, Exercise/working out/gym, Workload, Overwhelmed, Sleep, A system, A process, Choices, Not stressed, Not anxious, Self-aware, Up to date, Spread it out (over time), <strong>Balanced, Social life, my friends</strong></td>
</tr>
</tbody>
</table>
### Process Search Terms List:

- Plan
- Wasting time
- Take these steps
- Accountability
- Motivated
- On top of
- Deadline
- Time management
- Structure
- Staying up to date
- Not anxious
- Perfectionism
- Workload
- Goals
- Realistic (goals)
- Planning time
- A process
- Overwhelmed
- Consistent
- Self-aware
- Choices
- Sleep
- Performance
- Procrastinate
- Strategy
- A system
- Smaller chunks
- Specific (goals)
- All-nighters
- Due date
- Follow through
- Calendar
- Breaking down projects
- Not stressed
- Productive
- Accomplished
- Spread it out (over time)
- Color-coding

### Directions for Using this Node:

**Academic outcomes**

This node refers to quotes in which students describe **tangible evidence** of their academic success.

**Search Terms about GPA**

Grades, A’s/B’s/C’s, Graduate school, GPA, Higher, Better

**Approach to learning**

This node refers to quotes in which students describe **methods or resources** they use to learn or study effectively.

Study for exams, Attend class, Tutors, Write papers, Accommodations, Reading, Working on papers, Finals, Turning in assignments

**Communicating with others**

This node refers to quotes in which students describe **people with whom they discuss** their options and plans regarding academic goals.

Professors, Other students, Tutors, Teachers/professors, Disability service provider/DS, Advisor, Roommate, Boyfriend/Girlfriend, Parents, Mom, Dad, Disability office, Talk with

### GPA Search Terms List:

- Grades
- Professors
- Study for exams teachers/professors articles
- Working on papers
- A’s, B’s, C’s
- Write papers
- Accommodations
- Other students
- Attend class
- Tutors
- Finals
- Turning in assignments
- Communicating with
- Reading (textbooks, graduate school)
5) What **benefits** do students associate with Edge coaching services?

<table>
<thead>
<tr>
<th>Node</th>
<th>Directions for using this node</th>
<th>Search Terms about BENEFITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional state</td>
<td>This node refers to quotes in which students describe how they <em>feel, in the short run</em>, while working with or implementing something they have discussed with their coach.</td>
<td>More time, Happier, Balanced/balanced life,</td>
</tr>
<tr>
<td>Productive relationships</td>
<td>This node refers to quotes in which students discuss how their coach <em>challenges but also supports</em> them.</td>
<td>Relationship, Knows about ADD, Not alone, Caring, Support, Talk with, Nonjudgmental/without being judgmental</td>
</tr>
<tr>
<td>Sense of self</td>
<td>This node refers to quotes in which students describe how their <em>own identity</em> has been enhanced by coaching.</td>
<td>Understanding my ADD, Self-acceptance, Self-aware, More confident, More realistic</td>
</tr>
<tr>
<td>Accomplishments (includes Non-academic outcomes)</td>
<td>This node refers to quotes in which students describe how coaching has helped them achieve <em>positive outcomes or better skills</em> for accomplishing their goals.</td>
<td>Better grades, Problem solving, Better outcomes, <strong>Confidence</strong>, <strong>Confident</strong></td>
</tr>
</tbody>
</table>

**BENEFITS Search Terms list:**
- Relationship
- Knows about ADD
- Better grades
- Relationship being judgmental
- Getting better outcomes
- Self-acceptance
- Caring
- More time
- Happier
- Balance/balanced life
- Understanding my ADD
- Not alone
- More confident
- More realistic
- Problem solving
- Talk with
- Nonjudgmental/without being judgmental
- Support
- Self-aware
6) What do students perceive as the relationship between their participation in Edge coaching services, their academic success, and their subjective well-being?

<table>
<thead>
<tr>
<th>Node</th>
<th>Directions for using this node</th>
<th>Search Terms about RELATIONSHIP B/W COACHING, ACADEMIC SUCCESS, and WELL-BEING</th>
</tr>
</thead>
<tbody>
<tr>
<td>How I feel (includes Stress)</td>
<td>- This node refers to quotes in which students discuss new or current feelings they experience as they consider the impact of their work with their coach. - This node has great overlap with the “Benefits: Emotional State” node. The difference is that, here, students are summing up or looking back on the overall impact of their work with their coach.</td>
<td>More organized, Balanced/balanced, Stress</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>This node refers to quotes in which students observe their improved capacity to accomplish their goals.</td>
<td>Self-regulated, Doing better, Achieve my goals, Count on</td>
</tr>
<tr>
<td>Alliance</td>
<td>This node refers to quotes in which students describe how the coaching relationship is a partnership that helps them succeed.</td>
<td>Hold me accountable, Understands, Partners, Team, Both of us</td>
</tr>
</tbody>
</table>

RELATIONSHIP Search Terms list:
- Hold me accountable
- More organized
- Self-regulated
- Doing better
- Achieve my goals
- Balance, balanced

Added Node: How do students describe the Edge Foundation coaching model/services?

<table>
<thead>
<tr>
<th>Node</th>
<th>Directions for using this node</th>
<th>Search Terms about EDGE COACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edge Coaching (includes)</td>
<td>This node refers to quotes in which students</td>
<td>Phone session, Intake call, email reminders, accountable, understands</td>
</tr>
<tr>
<td>Working by phone, Coaching process)</td>
<td>discuss the Edge coaching model, Edge coaching services, or any techniques or methods their Edge coach has used or discussed with them.</td>
<td>ADD, asks me questions, working by phone, <strong>texting, Skype</strong></td>
</tr>
</tbody>
</table>
Appendix E:
Student Artifacts
Students were invited to bring an artifact to their interview. Artifacts were defined as “anything you have, find, or make that symbolizes what coaching means to you.” Artifacts provided students with more personalized and unstructured opportunities to communicate the meaning of their coaching experiences.

**Pseudonym:** Emily  
**School:** Eastern Kentucky University  
**Year:** Junior  
**Major:** Psychology

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Interviewer: Working with [my coach] makes me feel ____.
Emily: Balanced, actually. ...the words that came to mind were like things like “grounded” and then “balanced.” ... it really is all about balancing between doing work and doing things that help me de-stress, being realistic and balancing in-between what I need to get done and what I’m actually capable of getting done…
**Pseudonym:** Jacob  
**School:** University of Michigan  
**Year:** Junior  
**Major:** Political Science

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Interviewer: Did you have an artifact today?  
Jacob: ...the Google calendar.  
Jacob: [My coach] really introduced it me last semester and I really didn’t get a hang of it because I was really set on my paper planner. But now that I forced myself a few weeks to just to pay attention more to it, now it’s a lot easier.

Interviewer: And you think it is a lot easier than the paper planner you had?  
Jacob: Yeah, it is, because the paper planner is really good for writing down assignments and that kind of thing. But what I basically use that for now it is a quick thing. And I’ll transfer it all to my Google calendar. So then I have times and what I have to do, when assignments are due and that kind of thing, so it is all there... It shows the whole week and then every hour.

Interviewer: And color codes it?  
Jacob: That’s the main thing that I like about it, because I can easily see stuff. I have all school stuff in just blue. And then appointments and things are red. The Air Force is purple. The best part that [my coach] said is you can see very easily where your time is going. So, if you have a lot of general time, then you can say, “I need to cut that down a little bit.” So pretty much, my week should be blue. It makes it a lot easier to see it.
Dylan: ...a smart phone. I bought this because I was having a hard time keeping up with college material. And what [my coach has] taught me to do, basically, was to keep everything on my phone. Instead of having my emails and my calendar off from everything else, like in my computer - I have to go back home - [my coach] said a good idea would be basically to connect yourself mobile so you can get everything there. And you can respond to emails basically so that you don’t get caught off guard by stuff.

Dylan: ...At the beginning of the year I didn’t have my phone; I was having a hard time trying to keep up with appointments that were given to me a week or two in advance because I would forget about them. I would put them on my calendar at home but I wouldn’t always look at my calendar before going to school that day because I would just walk out the door. With my phone, I’ll wake up in the morning and it’ll have reminders to do like go do this at three, do this at five. So, with that it’s been very helpful because I then can put my day together before I go out; and I think that it’s actually really improved my performance so far since then. It’s probably been the most beneficial fact in coaching; being able to organize my life this year.
Interviewer: ...the artifact, Justin. Is it your wrist band?
Justin: It’s a green stretchy. It’s almost like a “Live Strong” bracelet but it’s green. It says, “Expanding Minds, Changing Lives” on it. [My Disability Services Office Director] gave it to me...
Interviewer: And that makes you think of coaching?
Justin: Yeah, it means that I want to do better in school. I can do it if I try.
Interviewer: I’m seeing that connection between the greater confidence you’re feeling and the more frequent thinking about your goals and your progress that have been going on since coaching been happening.
Justin: I do wear it all the time...
Courtney: Well, I just got this; it's an IPhone... And it basically has a calendar and I'm able to connect it with my computer so that I'm able to; it's helped me a lot with my organization and it helps me set alarms. I've been working with my coach on using, it's called the Pomodoro technique, where you use 20 minutes of doing something productive with five minute breaks. And that helps break up your time so that I feel more control over what I'm doing...

Interviewer: And how do you use your phone to do that? Are you setting timers?
Courtney: Yes, I have timers on my phone...

Interviewer: Can you give me an example of what you would set an alarm for?
Courtney: For this meeting, for example; I had an alarm an hour [ago] and also I had one yesterday so I could remember to prepare for that. So, it makes me feel I'm more in control and that definitely has helped through the coaching experience. Because my coach has helped me take a step back and look at it more objectively and kind of figure out different ways to go about organizing my time and thinking about things and categorizing. I think the phone and the coaching helps me add structure to my life so that I don't feel so out of control. And also, my phone affects areas in my life, social aspects. I can check my email, everything: school, sports, everything. I really like coaching. It has helped all aspects of my life.
**Pseudonym:** Christopher  
**School:** Wayne State University  
**Year:** Junior  
**Major:** Psychology; Peace and Conflict Studies

Christopher: I thought of a variety of artifacts to bring but I decided this was the best one, because this is how I communicate with [my coach]. This is where I keep my schedule with her. This is how I read some of the books that she suggested to me. This is how I do some of my work. This is my schedule for classes. This is all those things. But most importantly, on those Monday mornings when I talk with [my coach], the first thing I reach for in the morning is this to speak with her about the rest of the week.
Brooke: [My cell phone] is the way we meet, because [my coach] is in New Jersey, I believe, and I’m here, so physical boundaries [are] pretty big. …And then we’ll do text check in's. I’ll be like, “I have an appointment on Saturday. And I have to do it, but I’m really going to try and do my homework after.” So about an hour after it ends, she’ll check in if I haven’t saying, “Have you started yet?” Or, “How’s it going?”

Interviewer: And what’s that like when you get that message from her?

Brooke: It’s a reminder for me that, “Oh yeah, I was supposed to do this, wasn’t I?”

Interviewer: Okay. You got a big smile on your face as you say that.

Brooke: Because I’m very, very forgetful and I’ll remember to write things down but I won’t remember where I wrote them down. And then I’ll say I need to check something but I can’t remember when or where or what it is…

Brooke: If I have a couple of hours where I’m supposed to be working on something and I don’t always, I’ll set the alarm every half hour and it goes off every five minutes so I can’t ignore it. It keeps buzzing and buzzing and buzzing until I turn it off.
Interviewer: Tools, I love it.
Rachel: It was the best thing I could think of because it's tools and it's practical.
Interviewer: Talk to me a little bit more if you would about those tools and what are they really say about coaching.
Rachel: ...it's great to have a goal, but if you don't know how to reach that goal, you have to know practical step-by-step processes and approaches to get there... As an example. I think it was last week, because I have this big research project and I'm a little bit behind... I talked to [my coach] and told her the parameters and what was going on with the assignment. And [she] just was giving me practical ideas. “Well, color code these or use note cards in this way and that's going to help you structure what you're doing and organize all this information. Because, if you've got 15 or 20 sources, that's a heck of a lot of information to put together in one paper.” It was just the [feeling of being] overwhelmed from that assignment and stepping back and saying, “Here's practically what I can do so that this information doesn't get the best of me.”
Interviewer: So the tools you use as a student...
Rachel: And that's what I've been doing, color coding things and putting things on note cards and [that] helps a lot.
Mitchell: Probably my phone with the alarms.
Interviewer: Do you want to say any more about that?
Mitchell: ...I have that set to repeat every day for my English essay... Just to work on that because that's the big one... This is just something I have to do for one of my classes. I have to post something online... To print out a paper, so I don't forget it before my class... Another assignment I have to do for another one of my classes. That's just an alarm to go off five minutes before the call with my coach, because if I don't have that, then I'll completely forget about it and I'll go out and do something... And this one, our call is on Thursdays and Mondays we just started doing something where I email him what's going on. Like, if I have any assignments or anything that's coming up, this kind of midway check point thing.
Pseudonym: Renee  
School: George Washington University  
Year: Freshman  
Major: International Affairs  

Renee: ...it was hard to come up with an artifact to symbolize coaching, so I just brought in something that I’ve been working on in coaching, just a portion of it... I’ve been doing this over the months with my coach. It’s a life wheel...it’s a coaching technique.  

Interviewer: Okay.  
Renee: There are eight slots and say, well, this is personal development. I put religion. But religion, personal, your physical environment like my dorm; how satisfied I am with that, fun and recreation, my love life, family and friends, school, money situation and then your health. And basically, when you see it is a wheel rolling, look at just the orange part, it’s a really uneven wheel. And then, just a month later, it looks a little bit more like a wheel. They’re a little bit more filled out... I have a 6 for the personal development and then it went up to an 8 based on techniques that I went over with my coach; how to make more time. I think time is the biggest trouble for me. I stress easily and stressing takes up time...  

Interviewer: ...has your coaching primarily focused on your life as a college student or do you feel it’s been broader than that, around your whole life?  
Renee: I feel like it’s broader than just school life. It does focus on university life, but as you can see, it’s just one section of the wheel and of course it ties in with family and friends. A lot of my friends go to the university, obviously. But I think that it definitely extends farther than just what’s going on in school.  

Interviewer: Do you end up talking with your coach about all these different components?  
Renee: I do. I do end up talking about all these components...
Bill: ...I saw an old CD from a band called Slightly Stoopid, spelled with two “o’s” instead of a “u.” And I used to listen to them in high school a lot. I listened to them a lot in my early years of college and they’re just a party group that’s reggae; umm, Long Beach, California type music. And it’s all about smoking pot and doing drugs. And it was on the floorboard and, so, I thought I’d give you that CD because it really doesn’t align with my values anymore. You know, because I’ve progressed to a point where, it’s not that I don’t like the music. It’s constructed well but the things that they’re talking about aren’t relevant anymore…

Interviewer: Got it. So this notion of a new chapter, kind of moving on, I get that that’s almost part of your past?

Bill: Right. And that’s one thing that [my coach] helped me with, was connecting actions with values. She assessed me from my personal values and goals at the very beginning. And then, I think as much as possible, she tried to intertwine those with our discussions and get me to realize that actions should reflect my goals and my values….
Lauren: In terms of an artifact, what I had was a journal thing and it was more of…
Interviewer: Of what coaching means to you.
Lauren: Yeah, and quotes. Quotes are something I feel I can use as a redirection tool; so I carry it around with me because it becomes a strategy to just get the notebook out when you feel like you are indifferent and you don’t know what your goals are. Like, you probably went through this bout before but you didn’t learn. Now you’re over-thinking and you’re right back to where you started. It’s the weakness in between the strength and now you just need the bridge, I guess. And so the bridge for me is just things like the quotes and with [my coach], we do share a lot of quotes and stories. …If you do coaching, you want to be inspired by your coach, too, and to be able to share things and so just write down what matters to you. If she or he says something purposeful or really resonates with you, you should write it down, ask him or her to hold on. It could really be your thousand dollar saving grace. It might be the quote or the phrase that kept you in a class you’ve hated and you paid a lot of money for or something like that.
Interviewer: Did you bring in an artifact to symbolize what coaching means to you?
John: A metaphor that you’re looking for?
Interviewer: Yeah, something like a metaphor; an object, a picture.
John: The thing I’m thinking of, you couldn’t really bring, couldn’t really catch. It’s kind of when people, centuries ago, would sail the seas using the wind to just guide them. Coaching, for the most part, I think, feels as though it’s just a gentle breeze. It’s not a strong, powerful push. It’s a gentle breeze guiding you in the right direction.
Interviewer: …your artifact, one of them, was a picture that was a very serene, calm picture.
Kayla: Yoga Pose of Lotus. I mean she’s just calmly taking in...
Interviewer: And so you feel that it's [the coaching has] helped you attain some of that calm?
Kayla: Yeah, for sure; and the peace, the peace of mind.
Interviewer: Okay, so let’s hear about this.
Kayla: This is, an image that I drew shortly after I had time, more time because I address the things that I needed to address and then I would have time to dilly dally and have that free space in my mind and say, okay, I'm gonna do my art now.
Interviewer: Well, wonderful.
Kayla: This is an image of a peace sign and then it’s got tons of little details and this is kind of like the confusion and all the different things that are going on around me and the peace sign is a empty space and it’s the peacefulness and life is beautiful, the chaos is beautiful, but it’s nice to have a empty space, too… So this one is peace and this is a Japanese symbol for god, spirit. So, this is just like calm space too.
Appendix F: Qualitative Responses
Research Question #2

What is the effect of Edge coaching services on students’ perceptions of the process they used to achieve or maintain their grade point average (g.p.a.)?
What is the effect of Edge coaching services on students’ perceptions of the process they used to achieve or maintain their grade point average (g.p.a.)?

P. 2 2-1: Coaches helped students developed more productive ways of formulating their goals.

P. 2 2-1a. Reflect on self/goals more often.
P. 5 2-1b. Create more realistic goals.
P. 7 2-1c. Create more specific goals.
P. 10 2-1d. Feel more motivation about accomplishing goals.

P. 10 2-2: Coaches helped students work toward their goals in more effective ways.

P. 10 2-2a. Develop more effective time management plans.
P. 13 2-2b. Self-regulate their efforts better across time.
P. 16 2-2c. Utilize personalized strategies, matched to their learning styles or preferences.
P. 25 2-2d. Create systems for organizing their living/working spaces and materials.

P. 23 2-3: Coaches helped students develop better coping strategies for persisting at their goals.

P. 23 2-3a. Enhance their use of productive self-talk.
P. 25 2-3b. Be accountable to others.
P. 27 2-3c. Take action to address ADHD-related barriers that arise.
P. 28 2-3d. Take a broader perspective in a given moment.

P. 28 2-4: Coaching helped students achieve positive outcomes as they worked toward their goals.

P. 28 2-4a. Achieve better grades or more effective ways to achieve good grades.
P. 30 2-4b. Develop more effective approaches to learning.
P. 31 2-4c. Feel more self-efficacious about college goals.
P. 32 2-4d. Experience greater well-being in college.

2.1: Coaches helped students developed more productive ways of formulating their goals.

2.1a. Spend more time reflecting on who they are and how they want to accomplish their goals.

Emily: I would say [coaching] is kind of about the helping you with the problem solving. And it’s all about just clarifying what’s going on and clarifying how you’re thinking about things, too. I would say it’s really kind of a basic part about coaching.
Interviewer: What’s been the most enjoyable part of working with your coach?
Lindsay: It’s like that time of the week, my problem solving time. It’s like I have these things to work on. And sometimes I’ll make a list during the week of things that I want to talk to her about. We established that at the beginning. I would come to her with something I wanted to work on so I was able to, during the week, if it was frustrating me, I knew that I could talk to her later. And we would figure out what was happening and why my mind was doing what it was doing or something.

Interviewer: So, throughout the week, you knew, “If this is more than I want to do right now on my own, I could sort of park it for my weekly call with my coach”?
Lindsay: Yep.

Interviewer: And when you would talk with her about that, was it generally helpful?
Lindsay: Yeah. She would talk me through different concerns I had or something during the week that didn’t go as planned.

Interviewer: Your coach kind of walks you through your decision-making process?
Brooke: Yeah.

Interviewer: By prompting you with those questions?
Brooke: Yes.

Interviewer: And the benefit of that is...?
Brooke: It’s my decision what I do and it gives me an idea of what I need to do. She’s not saying, you should do this or that first. She’s asking me what I think I need to do.

Interviewer: So you can decide?
Brooke: Yes.

Interviewer: But it sounds like your coach helps you create a mental space in which you’re better able to make those decisions.

Brooke: Yes, because when I have everything going on, I don’t tend to do it well.

Kayla: She definitely has. She’s kind of helped me to be a little more selfish. Where before I wouldn’t imagine taking that hour or half an hour and ended up becoming a half an hour, lot of times we did an hour in the beginning because we were catching up. So, she helped me to take that important time to schedule and have my calm time and pick out the things that I needed to work on for that week, whether it be bills or just goals that I had. I mean, she really encompassed everything. It wasn’t just my school work. She encompassed the fact that I was having a problem with finances and the problems with family members and things like that. Emotional issues that I was going through. And she really took the whole gamut and brought it together for me. She just [has] pinpoint precision, the way she can get it together in a half an hour...

Interviewer: If another college student asked you what you’d liked best about coaching, what would you say to them?
Jacob: I would say just being able to talk to someone about specific academic
things that are not related to the course material, like you would talk to a teacher about it. But the actual getting stuff done. It makes it a little easier to do that when you can explain it to somebody, because it’s easier to explain it to yourself.

Interviewer: Since you started working with an Edge coach, have you noticed any differences in the way you identify goals or the way you set or create your goals?

Lauren: I think the main thing that I’ve learned is just to take a second to breathe and just think; "First step, think and slow down." So, just that awareness can reshape your whole chain of events for reacting. So, yeah, it definitely has.

Interviewer: Has that taking a second before reacting changed the kinds of goals that you set?

Lauren: I think it’s still coming together; but I think it’s making my actions more consistent with my goals. I know what’s important to me; I know what I want and sometimes I just need to remind myself to be a fuller consumer of my time. So, I need to keep reminding myself [of] what’s important. And don’t get caught doing this when what you really want, by the end of the day, what will make you happiest and feel the best, would be to achieve the goal for the day or what you set out to do that day. People’s long term goals are really just short term goals that they achieve each day. It’s the little bit that adds up to the long term goal. [I’m] just trying to keep that in mind.

Interviewer: ...which, on the face of it, seems paradoxical. If I have more things to do in the day, I would probably be more stressed. But maybe it’s about doing the things that we really love as well as the things we need to do as well, too, that helps us feel more centered.

Renee: That’s very true. I wasn’t finding enough time to go to the gym and I love going to the gym. And she said, “You have time for the gym. Just go to the gym, even if you think you don’t have time.” And I went to the gym and sat back down and I was refreshed and got a lot more accomplished than I probably would have if I hadn’t gone to the gym and sat there for however many hours trying to figure out what to do.

Interviewer: As a result of working with your coach, are you setting goals or thinking about goals any differently now?

Sarah: I’m starting to think that it is easier to accomplish goals. Before coaching, it was really hard for me because I would set such high expectations for myself and I didn’t know that you need to take baby steps to get to that high expectation. I know one was having a higher GPA and I just wanted the end result of 4.0 GPA. When I would talk to my coach, yes, that was the goal I wanted to end at but it was, "Okay, maybe you want to set that 4.0 or close to it for your graduation GPA. Then let’s see. You need to get a 3.5 every semester." So, she broke it down individually and that
trickled down to what classes can you have A’s, what classes do you think you can bet on B’s in? And then that trickled down to, "With those classes, you have A’s; how much studying do you want to devote to that a week? With the classes that you have B’s in, you devote more." So, she really broke it down for me and showed me, we need to take these baby steps to get to this end-all goal. Versus, before, I just wanted the end-all goal and didn’t think about baby steps to get there.

Interviewer: What are some goals that you and your coach have worked on?
Rachel: Time management. And I guess for me, things start with the thought, everything kind of starts with, "Oh my gosh, I don't have any time to hang out with anyone. I've got all this work to do." And I feel like, when I wake up in the morning, it takes me two or more hours to just get to school, get in the library, sit down and actually start working. And so I start thinking, "Do most people handle life this way? Does it take everyone an hour and half to get ready?" And so I feel somehow I waste time. So my goal is to figure out how I cannot waste so much time. I explained to her everything that I just said there and in probably a little bit more detail and then we just talk about time wasting, my perception of time. She has told me about how people with ADD underestimate or overestimate time and don't have a good concept of it. And kind of knowing to look at my watch or just really think about the next couple of mornings; like, pay attention to what you're doing; write it down even and look at what you're doing. Are you getting distracted doing laundry? Are you talking to the neighbor? What are you doing with these two hours? You have to be doing something. Are you just getting distracted? We just kind talk about it because I'm an externalizer and a talker.

Interviewer: Could you identify some goals that you and your coach worked on the most?
Logan: I think number one was balancing my life out a little bit, so I could experience many aspects of life, which I think in turn helped my ADHD. She also helped me with techniques of sleeping and eating properly, which all, I think, helped with my ADHD, too.
Interviewer: Are those all part of the balanced life or are they separate?
Logan: I think so, absolutely.

Interviewer: And you’re real clear that that definitely had a positive impact on your ADHD.
Logan: Oh, absolutely.

2-1b. Create more realistic goals.

Emily: Well, I also kind of sat down and really thought about when am I most
productive and when am I not productive? And don’t plan to do homework during the time of day where I always want to take a nap after lunch. Plan to do homework during the morning when I’m alert, I’m active, I can focus better. And during the time when I want to take a nap, plan on washing my dishes or plan to go have a long lunch with a friend and sit and talk with them.

Interviewer: And can you think of another goal that you and your coach worked on or talked about?
Lindsay: We talked about grades. I set a goal for a GPA but I think that’s before I started taking a lot of the chemistry and biology classes. I think it was a little bit too high of a goal or unrealistic. I guess I didn’t realize how difficult college was.

Interviewer: Do you think that working with your coach has changed anything just how you establish goals?
Lindsay: I think it’s kind of helped me, because I always do lists and, my whole life, I do lists. I do graphs. That’s how I process. That’s how I do things I need. Dates and times and schedules. So I think she’s kind of helped me relax a little bit with that and try and set goals that are going to be more effective and realistic. And so then before [coaching], if I didn’t reach my goal, it just really brought me down. So I think she helped me set ones that were going to be not necessarily easier but just something I could reach.

Interviewer: Can you give me an example of how your coach helped you think about your goals in a better way?
Lindsay: Like a class schedule. I guess I’ve had a difficult time, I have this whole schedule and I had the next four years planned down to the quarter and down to the class. And so, winter quarter, I was having a really hard time picking out classes. And we talked through some of the processes, like the homework schedule. So I kind of have let some of my plans be altered or not so stingy on them.

Interviewer: When you took that advice from your coach, if you came up with goals that weren’t as intense or maybe that were more attainable, what was the benefit to you?
Lindsay: Well, I didn’t feel like I was going to throw up every day from anxiety. She doesn’t give me advice, but she’ll help me talk through it.

Interviewer: So what is the biggest thing your coach has done to help reorganize your goals when that’s necessary?
Lindsay: Well, she can talk about other people’s possible experiences or talk me through and make me realize that I’m not the only person who was like that. In college, a lot of people struggle with this. And so, if she helps me realize that some of my goals are not realistic and accepting it. I need to accept it.

Interviewer: And has that happened? Is it easier to accept it?
Lindsay: Yes. I’ve sort of been forced to accept it somewhat because I’m going to have to retake some of these classes. And I did have to drop a class. And she talks me through, "It’s okay. It’s okay to be set back a little bit."

Interviewer: Since you started working with your coach, have you noticed any changes in how you identify or create goals?

Christopher: Yes, actually. One of the things that my coach was particularly helpful with was both, through our discussions and through some technological solutions that she provided me with, to become more realistic with my time budget as it were.

Interviewer: Okay.

Christopher: I still have a really busy schedule. But I’m now much more conscious of, "Is this next thing feasible?"

Christopher: I think that my coach was tremendously helpful to me in a variety of contexts, but specifically the one that I will use for this example is with the budgeting, with helping me be more cognizant of the importance of budgeting on the front end of one’s time. Originally, when I started working with my coach, I had numerous plates spinning. I was working full time; I was trying to maintain honors. I was working for two social justice organizations, volunteering for two social justice organizations. It was very difficult to keep all those plates spinning. Thankfully, my coach was able to help me be more cognizant of what was realistic and what was less realistic and how to decide, how to prioritize and budget; which is tremendously helpful.

Interviewer: Has your coach helped you change anything about how you work towards your goals?

Amanda: [Coaching] definitely changed the steps I take because it taught me to take steps.

Interviewer: It taught you to take steps.

Amanda: Exactly. And before, my brother, I was always with my brother because my brother has ADHD, too. And when I look at my brother, I feel he’s totally got a handle on everything. And I would always get frustrated because I wanted to be like that. I wanted to get a handle on my ADHD. He had a grip on himself and I never did. So the coaching helped me. First of all, it helped me realize we’re just two different people. Being just like him is not [realistic]. And then helping me realize that you have to take steps if you want something to last. If you want it to work, you can’t just change overnight. If you can, that’s great, but usually you can’t. So that’s what it taught me; be patient, too. Take steps… I get very impatient when it comes to changing something about myself. I get very impatient. And if I feel like I don’t see a result immediately, then I just feel unmotivated. And it really taught me to be more patient.
Interviewer: Do you think that working with a coach has changed anything about how you formulate goals?
Renee: Yeah. I guess it’s maybe, not be so hard on myself; sort of accept that perfectionism is not always attainable. And help me realize that, in the work world and beyond, no one enjoys working for a perfectionist boss; perfectionist co-workers. So, that perfection is not always attainable.

Interviewer: Has your approach to creating or establishing goals changed at all as a result of coaching?
Logan: Absolutely, yeah.
Interviewer: Tell me a little bit more about what’s actually changed.
Logan: I guess before [coaching], some of the goals I would create were kind of pointless or arbitrary. I guess I just felt like I was setting myself up for failure. The goals weren’t really going to benefit me, I guess. It’s just focusing on minutia…My mindset has definitely changed and I’m really focusing now on results. "What am I going to get out of this? How is this going to benefit me?" And I set goals in that sense.

2-1c. Create more specific goals.

Emily: She helped me set up a system actually and I was much more organized about my goals. There was actually a plan of reaching them; not just, “I want to do this.” So, that was something we worked on a lot, actually.

Emily: Well, a lot of it was focusing on the larger school projects I had. If I had a paper or a group assignment, it was, “Okay, what was the due date or the requirements for it?” And also planning time to do things, specifically, was our big thing.

Interviewer: Since you started working with your coach, has that changed any way that you go about setting goals or just the way you think of a goal?
Brooke: I guess she’s helped me break some of them down a bit more. Because I’ve always had big goals, but I don’t always have smaller goals to get there.
Interviewer: Is that what you mean by "breaking it down”?
Brooke: Yeah. I’ll have a big paper due and I know it’s due. And I have a date I want to finish it by and I’ll procrastinate or for some other reason I just won’t get it done. So, she’ll sit down and be like, "Okay, you have this big paper. It’s due when? What are you going to do today? What are you going to do tomorrow? What are you going to do next week?"

Interviewer: If you’re working on a paper as a result of your coaching, are you more likely to have daily goals to help get that long-term deadline done?
Brooke: Yeah. I’m going to go and get the books today or I’m going to go and search the internet and gather research. I’ve got all the research. I’m going to go read this stuff today.
Interviewer: Does that make it more likely that you’ll meet that final deadline?
Brooke: Sometimes, if I stick to it. Sticking to it is an issue for me.

Brooke: And I can call or text [my coach] and go, "Okay, here’s everything I’m supposed to be doing. At least what I can remember right now." "Have you written it down?" "Okay, writing it down." "What are you going to do first? What are you going to do next? What do you want to do? What do you want to get done? When is it due? What’s your priorities?"

Brooke: Coaching’s mostly for me about figuring out plans on how to go about completing tasks. Whether they’re goals or papers or whatever else it may be. It’s mostly finding a way of figuring out how to do that. Finding strategies of coming back into the center, focusing, and getting things done.

Interviewer: Do you think that working with her has changed anything about how you think about goals or go about just establishing goals for yourself, or not?
Bill: Yes. It’s...

Interviewer: What’s changed?
Bill: I want to say, "organization."

Interviewer: Okay.
Bill: Breaking goals up, I think, instead of seeing the broader goal. You know, you have to break it up into tasks to accomplish...

Interviewer: You’re more likely to break up a goal into tasks now than before coaching?
Bill: Yes. I would say so.

Interviewer: Does it feel any different to you now as you work towards the goals, doing one step at a time?
Bill: I think it’s helped.

Interviewer: What feels different? How’s the feeling different now for you?
Bill: It’s a framework now. Whereas, before, it was just a concept.

Interviewer: So you said, "I want to stay organized." So maybe that’s connected to feeling more organized or if it’s a framework?
Bill: Yeah; I see it as steps now instead of just an idea.

Courtney: He would ask me, what’s on my mind and what I would like to change or something that I would like to focus on. That’s when I would start formulating goals if I hadn’t thought about them already. And so, I would take the issues that I had and change them into goals of trying to make them better or lessen certain problems or issues that I found. And then, within each of those, he would ask me how I might be able to go about doing that. And I would end up setting out a list of goals [and a] sub-set of goals for each goal. It was kind of like points, like marker points, like progress. It made the task of changing something large into something much more manageable. And I could see the progress because I was accomplishing each goal, little by little.
Interviewer: What do you think has been the most helpful part of coaching?
Sarah: Probably learning more about the time management; just how to knock off things. How to knock off the tasks, doing the top priorities. Saying, "If these are things I need to get done today, how do I function that?" That goes into the self-talk. If I need to pick up dry cleaning and that's on the other side of the campus, should I go at noon when there's no one on campus or should I go at 5:00? So, it's really coming natural to me that I'm trying to figure out how to accomplish these tasks instead of just getting angry at trying to finish them.

Sarah: That's something I never really did before. Before I would have self talk but I wouldn't give myself options. I would say, "Oh no, I'm tired. I'm going back to bed."
Interviewer: That end goal.
Sarah: Right. I would say, "I have to be there by 11:00. I don't care how I get there; I just have to be there by 11:00." So then I really would feel rushed and I would feel, "Oh my goodness, why didn't I wake up at 9:00? Why didn't I do this, this and this to get to the 11:00 o'clock meeting?" My coach really has taught me, when you wake up in the morning, evaluate what you have to do. Evaluate those small baby steps that you need to take to make sure you're there on time.

Interviewer: Has working with a coach changed anything about the process of creating or naming some of your goals?
Justin: Before coaching, for the past year and a half, I've known that I want to get off my ass and actually do better in school because that's becoming more and more important to me. But before coaching, my goals were just generic: I want to do better in school, I want to get better grades. But I didn't really know how to go about doing that. So she kind of helps me specify what the goals to my goals would be needed to do or what I would need to do. They became a lot more specific and easier to grasp.

Interviewer: Let's wrap up and talk about the artifact, Justin. Is it your wrist band?
Justin: It's a green stretchy. It's almost like a "Live Strong" bracelet but it's green. It says "Expanding Minds, Changing Lives" on it. My disability services provider gave it to me and she told me a little bit about the concept of an artifact. That [it's] something you can look at to remind yourself of what you want to do, is basically what I got out of it. That's what she gave me and I've been wearing it.

Interviewer: And that makes you think of coaching?
Justin: Yeah, it means that I want to do better in school. I can do it if I try.
Interviewer: Talk to me about these tools and what they really say about coaching [looking at a hammer and screwdriver, which Rachel brought in as an artifact to symbolize what coaching means to her]?
Rachel: I think that it goes back to what I mentioned before, too. It's great to have a goal but, if you don't know how to reach that goal, you have to know
practical step-by-step processes and approaches to get there. So, that's what I thought of and the only way I thought of a thing to represent that was this.

2-1d. Feel more confident about achieving their goals.

Interviewer: Working with a coach helps me feel ____.
Dylan: Helps me feel organized.
Interviewer: You want to say any more about that?
Dylan: I would say that sometimes, even if we’re talking and he’s giving me tips, I will talk to him and then I kind of realize as I’m talking to him what I should do. That's happened a few times, because you kind of realize the answer to your question as you're talking about it. I would say that that’s been the major thing we worked on… I usually come out of those sessions feeling more confident on how to organize, how to work on that, than I was before coming into them.

Interviewer: Can you give me an example of what you would set an alarm for?
Courtney: For class… Or for this meeting. For example, I had an alarm an hour [ago] and also I had one yesterday so I could remember to prepare for that. So, it makes me feel I'm more in control, and that definitely has helped through the coaching experience. Because my coach has helped me take a step back and look at it more objectively and kind of figure out different ways to go about organizing my time and thinking about things and categorizing. I think the phone and the coaching helps me add structure to my life so that I don’t feel so out of control.

Interviewer: Has coaching helped you change anything about how you start identifying your goals?
Courtney: Most definitely. A lot of times, the questions that my coach would ask me would help me figure out priorities and help me... The fact that he never really told me what to do; he just asked me questions and I would answer them. And I found [that] I knew the answers to how to go about doing it and how to go about making little changes. I knew what they were and that helped me; gave me some confidence.

2-2: Coaches helped students work toward their goals in more effective ways.

2-2a. Develop more effective time management plans.

Courtney: And [my iPhone] basically has a calendar and I’m able to connect it with my computer so that I’m able to; it’s helped me a lot with my organization and it helps me set alarms. I’ve been working with my coach on using the Parma Jereau technique, where you use different timings. [You] use 20 minutes of doing something productive with five minute breaks, and that helps break
up your time so that I feel more control over what I’m doing. I’ve used my phone to do that and also.

Interviewer: And how do you use your phone to do that? Are you setting timers?
Courtney: Yes, I have timers on my phone.

Christopher: My coach and I had some discussion over why was my plate so full, and how did my actions relate with my intentions, if that makes any sense.

Interviewer: Yes, absolutely.
Christopher: And she was very helpful to me. For example, I was keeping myself fairly organized by using some programs, like Google calendar and things like that, to set up reminders and things like that.

Kayla: And then she helps me to put it into - what is the word? - a diagram or whatever. She helps me pick it apart and put this first, this first. She’s really helped me to time manage which was, obviously, my biggest problem. With almost all of my classes, I’ve had many times where I’ve had to withdraw at the end. Or, I’d start out gung-ho and then things fall apart because I don’t get assignments in on time and stuff like that. And she has, I mean, not that I haven’t been late for assignments, but that’s purely because I chose to make poor judgment on. I knew what I was supposed to be doing, where before, I didn’t even have a clue. I didn’t even have a formula to know, "Okay, I have to start this paper today if it’s due in a week. I’m gonna have to go over things."

Interviewer: My guess is, you’ve had a lot of people probably try to get you to use planners.
Kayla: Yes.
Interviewer: What do you think made the difference this time?
Kayla: It was her approach. I’ve had lots of counselors. I’ve been through multitudes of different ways of try to deal with my stress and I really botch the system. I had a real problem with schedules. I started to feel really trapped and really, like I was conforming... And I’m total non-conformant... So it was difficult for me to do that. And she put it into another, she made me look at it in another way. And I’ve had people say it to me.

Interviewer: Umm-hmm.
Kayla: But the practice of her going over the schedule with me, and showing me how it’s giving me more time. To have that free time to go daydream underneath the flowers... So, you know, she showed me how it worked.

Jacob: She really introduced [Google Calendar] to me last semester and I really didn’t get the hang of it because I was really set on my paper planner, but now that I forced myself a few weeks to just to pay attention more to it, it’s a lot easier.

Interviewer: And you think it is a lot easier than the paper planner you had?
Jacob: Yeah, it is because the paper planner is really good for writing down assignments and that kind of thing, but what I basically use that for now it is a quick thing. And I’ll transfer it all to my Google calendar so then I
have times and what I have to do, when assignments are due and that kind of thing, so it is all there. Because the paper planner is monthly and there are little boxes for each day, so you can't really write down all your appointments and see all your times for the day.

Interviewer: So, has your coach done anything that has helped you to minimize the amount of floundering you’re feeling?

John: She has. She’s made a lot of suggestions. The biggest problem is my in-execution because, like I said, I have a lot of stress on my plate. She’s suggested to me doing calendar, doing homework in chunks instead of sitting there for hours on end. Because that’s basically an ADD person’s worse nightmare, sitting there for hours; because the next thing you know you start looking at the ceiling and counting dots.

Dylan: Yeah. So, I did [started using a SmartPhone] and since I’ve done that, I’ve become much more organized. I’m able to associate, I can have reminders, I’ve been using reminders, stuff like my calendar; tomorrow I have to do this. And when I have appointments, I put them in there. It’s been very, very helpful in that matter. At the beginning of the year, I didn’t have my phone. I was having a hard time trying to keep up with appointments that were given to me a week or two in advance because I would forget about them. I would put them on my calendar at home but I wouldn’t always look at my calendar before going to school that day, because I would just walk out the door. With my phone, I’ll wake up in the morning and it’ll have reminders to do. Like, “Go do this at 3:00, do this at 5:00.” It’s been very helpful because I then can put my day together before I go out. And I think that it’s actually really improved my performance so far since then. It’s probably been the most beneficial fact in coaching; being able to organize my life this year.

Interviewer: So, what are you doing now as a result of working with your coach in the area of time management you that weren’t doing before?

Sarah: One of the one’s that we did was have a calendar, have an agenda, just where you need to be, what time, what for, things like that. So that’s really helped me a lot. One of the other things was, when the syllabuses comes out for that semester, don’t go out and just say, "Oh, okay, well this week I have a test on Thursday and it’s Monday. Oh crud. How am I going to get all this studying done?" She told me to take every syllabus I have and, even if it’s just what they’re doing in class that day, still write that in my notebook. So, when I’m looking ahead to the next week, I can see what to plan ahead for. And that was something that I would just wake up in the morning and look in the syllabus; look at what we we’re doing in class before-hand and say, "Oh, we have a quiz at 5:00. I need to figure out how to study before 5:00 then." So that was really neat.

Interviewer: What has been the most useful thing you got out of coaching?

Justin: Definitely my organizational skill and my forethought. Like, I would be
able to think about how the rest of my semester would go, if I’m keeping up on my work.

Interviewer: Forethought is a really great word. I’ve not heard a lot of students talk about that. So for you, forethought means, "I’m kind of planning ahead"?

Justin: Right. I’m much more of a planner right now than I was in the beginning. Before, I would just go to class day-to-day-to-day and that would be it. Now I plan out what is going to happen and what I need to be doing; time slots, how much time I have. That was a big thing for me, getting my schedule together. I like to visually see where I’m working in my week. Where I’m in school and what free time I have. To be putting all the study time in.

Interviewer: So give me an example of something you’re doing more on your own now that, earlier, you were more dependent on Hazel to help you do with her.

Logan: I guess scheduling study; basically, planning my schedule. She was helping me do that at the very beginning and…

Interviewer: I think that’s probably something most coaches and coachees do together, at least initially.

Logan: Yeah. I guess the way she’s been doing it has been helpful. And now that I’ve been doing it, she’s been helping me for so long, I kind of have a feel of how much time I need to plan for a particular assignment. Or, if I don’t know how much time, how to kind of estimate. So definitely, the scheduling thing. I definitely picked it up and now I feel I can schedule everything myself fairly well.

2-2b. Self-regulate their efforts better across time.

Emily: I would pull all-nighters, the night before an assignment was due. I’d kind of flip-flop. If I felt like doing something, well, that would be what I would go and do. When it came down to time when I had to finish something I didn’t want to do, “Well, alright, I’ll do it then.

Interviewer: And you said something about before coaching, if I didn’t want to work on something, I think I heard you say, “I wouldn’t.”

Emily: Not until it was time to do it.

Interviewer: ’Til you had to do it. So, do you now find in your coaching, “I really don’t want to work on something but it’s due in a week, so by golly, I’m just going to go ahead and do it?”

Emily: Uh-huh. Well, it’s also more of, “Alright, I don’t have to sit down and do all of it. I can sit down and work on it for half an hour and then I can do something I want to do.” So….

Interviewer: Ah, so if you break it down into chunks like you’re doing in coaching, it makes it easier to do a little bit early on?

Emily: Uh-huh.

Emily: Well, for a long time I kind of, once I hit those upper level classes and it was more in-depth projects that you couldn’t finish in an all-nighter, I
would find myself sitting in front of the computer saying, “I need to work on this project.” But I wasn’t working on it because it was just too overwhelming. And I was spending a lot of time wanting, needing to do homework but not actually doing it. And just wasting my time and just kind of over-thinking and over-stressing about it. And with the time management and breaking it down into chunks, I’m not spending time sitting there going, “I need to work on a project,” and not and being worried that I was doing this. I sit down; I do some work; it gets done. I have time to move on and do something fun for myself…

Interviewer: You said before coaching, when you would think about trying to start a project, you would just get overwhelmed. What was it about getting started that was so overwhelming?
Emily: I think part of it was I felt I had to start and finish it in one setting.
Interviewer: Even a big research paper or something?
Emily: Yeah.

Mitchell: Instead of waiting to the last minute, which I tend to do sometimes, as soon as I find out about [a paper assignment], if I tell him about it, he’ll do it step by step. He’ll work it out so that I’ll have checkpoints. If I have a paper, he’ll all get the research done by a certain time and then, after that, I’ll do an outline of the essay and then I guess, ultimately, to finish the essay ahead of time.

Interviewer: What is the most useful outcome of your work with your coach so far for you?
Mitchell: Getting papers in ahead of time or getting them done ahead of time, as opposed to finishing them the night before… Studying more for tests and stuff like that. Being more prepared.

Interviewer: Since you’ve started working with Coach, have you noticed any changes in the way that you identify goals or set goals for yourself?
Jacob: I am more short-term with time management. That is one of the things we worked on, is setting goals. How I break up my study time. I think is the main thing I got. Because I’ve always been pretty much goal-oriented; the problem was getting to those goals. And a lot of that is going to time management and basically the time leading up to getting that goal.

Jacob: One of the things that my coach helped me set up was a Google calendar. I always had a calendar I just put assignments in, but it was never to the point where I strategically set up my day times. And that really helped me be able to look at timelines through my week, where I had time to do something. So that it made it harder to procrastinate on stuff ‘cause I can look ahead and see that I only would have a few hours here, instead of thinking I have some time, which I did frequently in the past.
Renee: But a goal of mine before [coaching], I don’t know. I could see myself stressing all the way up until the deadline of a paper…and my goal [would] to be to work on it every minute possible 'til the deadline.

Interviewer: And now…? 
Renee: And now it’s focused on spreading it out, focused on spreading the workload out. Maybe one day getting a portion of it done, the next day getting a portion of it done; which is still a work in progress, because for me, I like to sit down and complete the assignment.

Interviewer: Whereas now, it sounds like it’s… 
Renee: Whereas now, I’m trying to spread it out over time.

Interviewer: Can you give me an example of a very Renee-specific approach to time management that your coach has helped you develop? 
Renee: It pretty much goes back to the one about taking time to go to the gym and come back and work and splitting up even the same work throughout the day. And at the same time, splitting up within that the different kinds of work that you have. For instance, this happened to me yesterday. I had a Chinese quiz and a Logic midterm and an International Affairs paper to work on.

Interviewer: All yesterday? 
Renee: All due yesterday. So, Wednesday I would sit down and cycle 30 minutes, work on Logic, 30 minutes work on Chinese; 30 minutes brainstorming about the paper and then I’d go do something else. Come back; 30 minutes back to Chinese, review that again; 30 minutes on Logic; 30 minutes on International Affairs, go do something else; come back. Thirty minutes, 30 minutes, 30 minutes. So I didn’t feel stressed, like, “I still need to do Chinese. I haven’t even looked at Chinese yet. I have a quiz tomorrow.” It was more like, “I’ve already started to work on Chinese; I’ve already started to work on everything, the ball’s rolling. I’m okay.” Not, “I’ve got a lot of Logic done, but I haven’t even started Chinese.” Even though I was probably pretty similar distance along in the work process, it seemed like I had covered more since I had covered all the subjects.

Dylan: In high school, I would have an assignment to do. I’d always have it; like, I didn’t cram the night before, I would hand it in the day it was due and usually work in advance. Right now, with my coach, I’ve been able to work on getting working my weekly schedule out. Getting the assignments that I have in advance done early so I can prepare for other things. And organizing my entire weekly schedule before and that’s... In high school that would have been highly inconceivable for me to do that. That would have been a goal that I would have considered out of reach.

Justin: The goal that I have now with my coach, one of them would be to write all my assignments down. And just that one thing would propel the rest of my goals forward. Before that, I really had no organizational skills. I didn’t really do anything. All I really knew is that I wanted to do better. And that
was my goal; do better. And that won’t really take you that far.

Interviewer: Has working with a coach changed anything about how you set goals or formulate them?
Justin: Yeah, definitely; even the way I think about my progress. Especially with her calling me sometimes and me having to keep in touch with her, it would keep my progress in my mind. That definitely helped me. Just to try to stay on top of my work. Trying because, before, I would always blow everything off and it will get done eventually. But, without constantly thinking about it, it never actually got done.

Interviewer: Do you ever monitor that progress when you are not talking to your coach?
Justin: Yeah, she’s put that in my head. I am much more aware of where I am in the class. And when I am talking on the phone with her, it’s not like I just reflect. It stays in my head and it keeps me on top of it.
Justin: I feel more in charge of [my schedule].
Interviewer: You’re very confident when you say that. What evidence do you have to support that belief?
Justin: I have a Politics class and I’ve been taking upon myself to actually do all the work that I’ve been missing for a while. And I know especially, since it’s like the last couple of weeks, it’s more important but I feel like I’m more driven to do it now.
Interviewer: That’s a great example.
Justin: As opposed to me having to do [it on] the last night… but I can’t do it.
Interviewer: So it sounds like you’re procrastinating less.
Justin: Much less.

2-2c. Utilize personalized strategies, matched to their learning styles or preferences.

Brooke: And then we’ll do text check in's. And I have to do it, but I’m really going to try and do my homework after. So about an hour after it ends, she’ll check in if I haven’t, saying, "Have you started yet?" Or, "How’s it going?"
Interviewer: And what’s that like when you get that message from her?
Brooke: It’s a reminder for me that, “Oh yeah, I was supposed to do this, wasn’t I?”
Interviewer: You've got a big smile on your face as you say that.
Brooke: Because I’m very, very forgetful and I’ll remember to write things down but I won’t remember where I wrote them down. And then I’ll say I need to check something but I can’t remember when or where or what it is.

Brooke: And then she’s also been helping me because I usually hear when it buzzes if I’m in my room. One of the things that I’ve been having happen to me a lot, since I’ve been so tired that I’ll fall asleep while I’m reading or if I’m typing, sometimes I’ll just fall asleep, so if I set an alarm, it’ll wake me up.
Interviewer: And you do that on your cell phone?
Brooke: Yeah, so it’s all in one place.

Interviewer: What has your coach helped you learn to do any differently that’s helped with that?
Brooke: More just remembering to do it. Because I'll remember that I'm supposed to do something, but I can’t remember what I’m supposed to do. Or I’ll remember I have an assignment, but I can’t remember what the assignment is or for what class. So I don’t even remember where to look to do that. So, if I have something that I associate with it, I’m more likely to remember it.

Brooke: I do depend on her for a lot but I still [have] a lot a lot of independence. Because, if I don’t do something, she’s not there telling me what to do. She’s just helping me make a plan. And if I don’t follow through with it, it’s my fault and it’s up to me to do that. The same with if she’s busy. Or if it’s late at night when this is happening and I don’t call past usually 10:00 - 10:30 because...

Interviewer: The rest of the world actually goes to bed at that time.
Brooke: Yeah. So if this is happening at night I'll just be like, "I have to remember what she said" or try and remember what she said and go, "Okay, I’m going to run up to the 14th floor, see if I can do my laundry. See if I can do something else physical, just to keep my hands busy and maybe focus on that. Folding laundry or something methodical that will…"

Interviewer: Does that help you calm down or think more planfully?
Brooke: Yes, sometimes it will help me calm down.

Interviewer: What’s that like for you to get an email reminder from your coach?
Mitchell: Definitely helps me remember. If I know I have a test or something like that, I’ll email him soon as I find out and then he’ll remind me. I guess we arrange the time that he’ll remind me to study or something like that.

Interviewer: Just like you mentioned, you had spreadsheets... What made it different that they actually worked this time?
Kayla: The accountability to someone. Yesterday, when I had to do the paper and she said, "You know what? I’m gonna give you" - this was another thing that she did to make me have that feeling of crunch time - she said, "I want you to attach what you’ve written or what you’ve put on the paper and send it to me in an email. And if you don’t send it to me in an email by 1:00 o’clock, I’ll text you and see what’s up."

Interviewer: Umm-hmm.
Kayla: And she said, "It’s not a judgment call, but this is you playing a trick on your own brain, that you have to have this done for me."

Interviewer: Umm-hmm
Kayla: And she said you will feel like, and I do feel accountable to her. Where, with counselors or with the electricity company, I don't necessarily feel that accountability.

Interviewer: So, you feel that she actually helped you build some specific skills?
Lauren: Yeah, I think that coming with ADHD or just, you have a lot of good ideas of how to change. Or you know what you need to change but it's in your weak moments that you create what you don't want. My coach is kind of like the wall, the center. She provides the stability and a purpose and what's going on. So, when I'm lacking that bridge for that day, my whole plan isn't thrown off because, if I need to, if I'm desperate, I can get a hold of her. And [she'll say], "You can patch this up," and then I can still move forward. And I think that moving forward is really important to getting to where you want to go; whatever your specific goals are.

Interviewer: What's the most useful thing that you've gotten out of coaching?
Brooke: Most useful thing is that I'm a little more aware of what I actually need to do and what I don't do, because I'm just horrible at my procrastination.

Interviewer: Has coaching enhanced your self-awareness?
Brooke: Yes.

Interviewer: How has that happened in coaching?
Brooke: As in dealing with everything. I'll just be talking and saying, "Well, I really don't end up working well here. I don't end up working well there." She'll be like, "Why? Why?" And it will finally come out that I need to be working with noise in the background, whether it's music or TV or whatever else. Or bright lights help me stay awake and a cold area. "Okay, so where's the best place on campus to study? When's the best time to study?"

Brooke: A lot of the semester is just learning how to study best by myself. Where I'm so tired all the time from just working so hard and coming out of architecture. Where I'd be up days at a time without sleep; my sleep schedule is really, really messed up. I'll end up waking up every three hours and then having to do some work. So, if I work with my coach, I can talk about that and say, "Okay, well, I'm so tired I'll fall asleep on my laptop for three hours and then I'll wake up and start doing stuff again. But I really don't want to be doing that because I don't work as well. So if I stay in bed for an hour later, even if I'm not sleeping, at least my body's getting the signal to that I'm supposed to. And then I can go up and work a little while, trying to figure out how to get back on to a schedule even though college is not scheduled, and manage my work around that."

Interviewer: And if your coach says something you don't like or you don't agree with, you don't think it's going to be helpful, what do you do with that?
Brooke: Maybe that will work, maybe it won't or I'll explain why or why not. So then she'll say, "Well, okay. How can we change it? How can we do this with it so that it will work for you?"
Interviewer: It sounds very individualized.
Brooke: Yes.
Interviewer: Your coaching doesn’t look like anybody else’s coaching?
Brooke: Not at all.

Interviewer: Can you give me some examples of anything that you and your coach worked on that you felt helped or worked?
Ethan: She actually went into a visualization study where she told me to pretend to go somewhere that would represent where you are in life. And I imagined that I was on top of a snowy mountain top. And I wasn’t yet to the top but I wasn’t at the beginning, either. I was in the middle. That was a really good exercise for me because it really helped me notice what kind of person I am. For instance, I told her I really didn’t feel like going to the top of the mountain because I felt like I didn’t deserve it. I felt like I needed more of a journey to go to the top of the mountain...

Interviewer: Have you started breaking things down in your head into steps when you’re not working with your coach?
Mitchell: Kind of. One thing that I have started doing is, I set alarms on my phone to remind myself of stuff.

Interviewer: Had you done that before coaching?
Mitchell: Not too much.

Interviewer: Give me an example of when you would set an alarm on your phone?
Mitchell: If I find out about something, I know I’ll forget about it. So, I’ll set the alarm as soon as I find out. And I’ll set it to a time where I know I won’t be busy. Where I can do it.

Interviewer: That kind of external prompt seems to really help you stay on track?
Mitchell: Yes.

Kayla: She was very thorough in exactly the things that she would suggest that I do. 'Cause a lot of times, I would stop writing because I didn’t feel I knew the information well enough. And she said, "Just write everything that you know, even if it makes no sense to anyone else. Then you know where you’re at and you know what you have to examine." So, that was very helpful.

Kayla: My counselor, my therapist that I go to, I feel very resistant to the things that she says to me. And she’s the type of person that tries to make me feel guilty if I don’t do the things that she has put out there for the week.

Interviewer: Umm-hmm.
Kayla: And with [my coach], she’ll say, "Oh, that’s too bad that you didn’t get that done. How do you feel about that? Now that you look back at that, how do you want to change that in the future?" And we would discuss it, and I would feel bad if there was something I didn’t do, but I wouldn’t feel guilty.

Jacob: That’s the main thing that I like about [Google Calendar], because I can
easily see stuff. I have all school stuff in just blue. And then appointments
and things is red. The Air Force is purple. The best part that my coach
said is, “You can see very easily where your time is going. So if you have
a lot of general time, then you can say, ‘I need to cut that down a little bit.’”
So pretty much, my week should be blue. It makes it a lot easier to see it.

Interviewer: And what about that change? If I were interviewing you again in a year,
do you think that you’d still be doing that, making those commitments to
yourself?

Amanda: I hope I will. I think I will. Because the coaching made me recognize and
break down my fears; break down those barriers. It opened up a lot of
doors for me. It’s almost like it helped me pave the way. For example, I
use to see this psychologist. The tail end of my senior year and I never
liked to talk about it, ever. My parents finally forced me to go. They’re like,
"You have to go see a psychologist. You’ve got some issues. You can
work on your ADHD or something." That’s why they sent me there,
because he’s a doctor of cognitive behavior. He specialized with people
with ADHD and stuff, so my parents sent me there. We started to get
somewhere with it, practice and stuff, but I stopped seeing him because I
started getting nervous. I intentionally dropped the ball. I’d be like, "Oh, he
just hasn’t called me back or something." And after time [I] severed it and
stopped going. But it was quite deliberate and intentional. And after going
through coaching and stuff, I think I recognize that those are fears that can
be dealt with and they can be worked out. The coaching helped me go
back to my psychologist and start to take a real approach. I’m back with
my psychologist now and that was a big thing for me.

Interviewer: What are some things that your coach might say during that conversation,
from her bird’s eye view?

Renee: She will ask questions. [Like] when we worked on figuring out the Logic
and Chinese and International Affairs assignments; the three main
assignments that I ended up cycling on. She kind of talked me through it,
about whether it would be a good idea to even cycle the assignments,
which she kind of helped me come to the conclusion. And I started cycling
assignments within my study time. So, she kind of will try a new
approach; because obviously, there’s something that’s missing in the
approach we were taking before. And eventually building up, I guess, my
personal strategy, my individual strategy for tackling work.

Rene: She always says, “Do you think this is something that you could keep up
with?” And I would say, “No.” Like, she thought that we might try an online
calendar with, what was that, Google calendar?

Interviewer: Uh-huh.

Renee: And it would remind me to do things... She asked if that would be
something that I would keep up with. And I said that I don’t think that I
could keep up with that. I’m not very good at getting on my computer and
plugging in things. It takes too much time. I have a written calendar that I like to use, so I stuck with my written calendar. And we talked about maybe color-coding my written calendar so I could see what’s more important.

**Interviewer:** It sounds like [your SmartPhone] is a tool that you use in lots of different ways. How did you and my coach come to figure out that that would be a better time management system for you than your calendar?

**Dylan:** Well, in the beginning, we had started working on the calendar because that’s just the most common one. And it was working okay; I was getting better. But there were a lot of hiccups. I’d get maybe 67% of the things that I had and forget; the things I’d forget were, they weren’t always the worst things... But it was starting to annoy people, because I would reschedule an appointment once or maybe two times before I was able to get it done. And it was embarrassing. [I] was like, “I don’t think this is working,” I told him. He’s like, “Well, do you have a SmartPhone?” I was like, “Not really.” I had some other phone. He was like, “Well, you might want to consider getting one.” So, I went to get a SmartPhone and they told me this was a SmartPhone and I didn’t know anything about this. So I ended up getting this really complicated phone. I was like, this is awesome because this is huge. So, I worked with him on that and he basically taught me how to connect to the internet and connect my phone with my computer, my calendar, and basically have an organizer. People have organizers at home on their desk that organizes them, but I put that on my mobile phone and since then, I haven’t had nearly the amount of problems.

**Dylan:** What we’ve worked on is my phone. Yes, it was a SmartPhone. I bought this because I was having a hard time keeping up with college material and what [my coach] taught me to do, basically, was to keep everything on my phone. Instead of having my emails and my calendar off from everything else - like in my computer, I have to go back home - he said a good idea would be basically to connect yourself mobile so you can get everything there and you can respond to emails basically so that you don’t get caught off guard by stuff.

**Interviewer:** So, your coach just asking those questions; [that] creates a space in which you really get to figure out, "This is the thing that’s most on mind right now even though I hadn’t been consciously aware of that."

**Courtney:** Yeah. I feel like every time I talk to my coach, it was just like a moment of clarity for myself because he helped me understand my own thoughts and feelings. And make sense of what I have to get done. How I knew that I had to get them done. And then figure out a way that could make it happen. One good example is, I’m actually thinking about transferring and that’s a huge task to take on.

**Interviewer:** Yes, it is.
Courtney: So, it’s been overwhelming and I was putting it off for a while. So, he asked me, "What am I looking for?" He also helped me figure out, what kind of... what’s that called? It’s a certain personality test....

Interviewer: The Meyers-Briggs?

Courtney: Yep! The Meyers-Briggs Personality Test; he had me take that and I figured out that I’m an ENFP. Well, that helped him figure out what ways to go. What approaches would be most comfortable for me and work best. More intuitive; that was one thing. I make a lot of my decisions through intuition rather than through rigorous calculation. So, that’s why it’s hard for me to make some decisions when it comes to things that are, how do you, exactly. So, he helped me make a decision matrix and he asked me, "Which criteria are the most important to you for the schools?" So we had a column for each criteria. And then he said, "Okay, from 1 to 10; 10 being the best match with what you want. And 1 being the least match in each area. Go through with each school and look at those areas and give them a number. And that way, the number was totally subjective to what I felt but it was an intuitive decision that helped me compare the schools side-by-side and feel like I had an understanding of how I was comparing them in a structured way, instead of just going off one feeling. Just feeling, you know, "I don’t know why I like this school."

Courtney: I really liked when we figured out that I’m a visual learner. That helps a lot because; he had me make out a big calendar of my week and identify what... First, put down everything that I had scheduled within a week. And then after that, put down another layer of extracurricular activities or things I usually did. But then also put on what I usually had to do for homework. Where, when; the time periods when I ended up doing homework. The point of this all was to figure out which times in the day I found myself distracted or stressed out or...

Courtney: After that, it was clear there were definite patterns going on. So, that made me realize that, in those moments in particular, I can have a different mindset. And we figured out which things I could do differently. But I knew when they would be most important; which times during the day, which days of the week. So, that helped. The visual calendar gave me a better understanding and grasp on the fact that I can control my situation. Instead of feeling like I have this endless life ahead of me, where I don’t really know when I’ll be distracted but I always feel distracted. So, it’s much more clear to me now.

Interviewer: What did you like best about working with your coach?

Rachel: The consistency. I think that is huge, especially for someone with ADD, I don't know if I should generalize but, maybe.

Interviewer: The consistency of weekly contact with her; that consistency?

Rachel: Uh-huh. For the most part it's every Thursday at 9:00. Probably a lot of people are like this, and I don’t know how it works for ADD people, but for
me, when I have consistency and I have, every day at 9:00 or go to class at this time and I'm going to work every Friday at this time, that helps me learn how to manage my free time because I have other structured time. So, to have that consistency every week; it's just the structure that helps me.

Logan: I feel like I can accomplish goals better.

Interviewer: Tell me more about that. I'd love to hear some evidence.

Logan: So I guess in the past, when I made goals, I wouldn't really ever complete them. And I think Hazel helped me balance my time more, plan my time more, balance my life a little bit more so my happiness went up, my productivity went up, and then I was able to complete the goals.

Interviewer: So, when Hazel would say to you, "What's the goal of that chapter? What do you really need to get out of it?" How did that change how you would read the chapter?

Logan: I guess before I read the chapter, I think, "Okay, what do I need to know?" My example last quarter was Economics. I had such a hard time because, math classes, I don’t usually read the book, but Economics, you have to read something. So it's like, "What's the goal of this chapter? What do I need to come out of this?" And I just write down stuff beforehand. Maybe key words or stuff I picked up in lecture. So in lecture, sometimes, I would just write down key words in class. I won’t write everything down. And so then I'll go through the book and read paragraphs here and there about the different stuff. Make note cards or whatever.

Interviewer: So, who came up with those ideas [of reading a textbook in a non-linear fashion]?

Logan: I guess she helped me; I guess we both came up with them together.... I think in that Case, I actually had suggested that to her because reading for me is really painful. And so I said, "You know what? I really don't want to read this. You think it would be okay if I just skipped around and read the most important parts?" And I didn’t want to do that because I always felt you have to read whatever the professor tells you to read. And she was like, "Oh, yeah. Go ahead." She gave me the support I needed and so she gave me confidence.

Interviewer: Can you say more about how [your coach is] unique?

Logan: I guess with professors and stuff, their focus is on teaching their specific subject. So they’re not there to help you balance your life, they're definitely not fit to do that and neither are tutors and neither are most professionals on campus. She’s specifically there to help you with studying, structuring your life and working with the ADHD, so, just another set of tools. Definitely fits the unique place that isn’t covered by anybody else.

Interviewer: Has [coaching] changed how you approach doing problem sets?
Logan: Yeah, actually. Before [coaching] I would focus on reading the textbook. My God, the math textbook. And you know what? To be honest with you, I found that I don’t even need to buy a math textbook anymore because I can pretty much do the problems without even reading that. And so I would just focus on that before and I wouldn’t even get to the problem set and it would be due already and then I’d be screwed over. Now it’s focused on the problems. Sometimes the problem is tough enough to where I need to look in the textbook, but it’s very rare.

Interviewer: And if you don’t have the textbook and you find that need now, what do you do?
Logan: You rent it in the library.
Interviewer: Oh, okay.
Logan: I actually Xerox all the problems and, if I ever need to...

2-2d. Create systems for organizing their living/working spaces and materials.

Emily: My receipts used to just wind up in a drawer and they were kind of just piling up. You know, some of them were just crumpled up from being in my pocket. And I ended up getting a folder and at least be able to organize them by month. And (I) did that and kind of wrote out a spreadsheet almost and I knew how much I was spending to go out and eat. I knew how much I was spending at the grocery store and I was able to break it down that way. I realized I spend way too much at the EKU food places on fast food items.

2-3: Coaches helped students develop better coping strategies for persisting at their goals.

2-3a. Enhance their use of productive self-talk.

Kayla: She has made me say, “Okay, do your best, even if you didn’t do this and you messed up on not getting that exercise; three papers in on time. Continue and do it.” There have been classes where I didn’t realize you have to do all of the assignments or you cannot even pass the class. It’s not like you can just take a lower grade on that one assignment. You have to do all of them.

Interviewer: Umm-hmm.
Kayla: I didn’t realize that. So she’s helped me through that type of feeling of, even if it’s not my best, that perfectionist feeling.

Interviewer: I want to do a sentence completion for a minute. Working with an Edge coach makes me feel_____.
John: Better about myself. I found through all the stressful times, I’ve been trying to keep my attitude positive. My stress because of this political exam not working; my Developmental Psychology exam having to be redone next week. It gives me a little bit of worry. But at the same time, I’m trying to
think to myself, “There’s a way to get through all this.”

Interviewer: Do you think that has changed anyway whatsoever as a result of your coaching work with your coach?
Sarah: I think it’s helped me with problem solving; daily things. Kind of like when you say you lost your keys. I would go from zero to ten within 25 seconds, “Oh my goodness, where is it? Where are my keys?” But my coach kind of taught me, it’s okay; it’s not the end of the world. The end of the world is not going to happen if you lose your keys.” So she would say, “Do something like self talk.”

Interviewer: When you first started anticipating the questions that your coach would ask you, this might sound weird, but whose voice did you hear?
Emily: My coach’s.
Interviewer: You heard her voice in your head asking you questions?
Emily: Uh-huh.
Interviewer: And is that still the case? Do you still hear her voice?
Emily: Umm, sometimes; but a lot of times it’s just kind of myself asking these questions now.
Interviewer: Got it. Can you give me an example of some of the questions that you’re talking about?
Emily: Well, the latest example is kind of like my problem with my billing, actually. So, I guess going with that one I was, “Okay, I have a pile of receipts just overflowing out of this drawer. I need to get them organized. Okay, well, how do I want to do this? Well, I need to do something to where it’s not piling up for over a month or more. It needs to be something weekly or maybe even every other day. Okay, well, what’s something that I will actually do every other day or weekly, not something that I’ll look at and be like, ‘Oh yeah, I need to get to that later.’” Because then a month will go by and… “Okay, well, that needs to be something that’s easily accessible, something you’ll see. It’s not something you have to go dig out your closet to go use, alright? Well, I found this great little booklet planner kind of thing and I have a little file folder organizer for the desk that I have. I’ll just set it right there. It’s on top of my desk. I can see it. Okay, my bill folds.” My coach and I talked about a few ideas and what I decided was, “Okay, my bill folds, it’s been a few days, it’s full of receipts, it’s getting bulky. Pull them out; pull out my folder and break down my information and there is only, like, five receipts. So it only takes a few minutes.” And that’s the system I decided to try out that way and it’s worked.

Lindsay: Yeah, we kind of talked about self talk, I guess. What I can do or what I can say to myself or something.
Interviewer: Could you say a little bit more about that, Lindsay?
Lindsay: If I’m doing homework or if I’m in a class, especially if I’m in a class, and I can’t pay attention. It can be something, as soon as I catch myself not
paying attention or something, I can talk myself out of it. Or sometimes I would write it down. We went through something like writing all the distractions down during class. And then, after I wrote it down, maybe it was supposed to kind of go away and then I could get back to listening to the lecture or something.

Interviewer: Has coaching changed anything in the way that your self talk happens?
Christopher: In a tangential way, I’d say yes. In that by discussing these things with my coach, it’s allowed myself to have more leeway. There’s a very well know best seller on the ADD topic and I think the title of it is something like, “Do You Mean I’m Not Lazy, Crazy or Stupid?” So being able to talk with my coach about just the phenomenon of ADD has allowed me to, in some ways, have better understanding and thus, equally better able to forgive myself. So, my self talk isn’t necessarily about organization, but self talk is more about allowing myself to understand that a failure in this instance in not indicative of a greater failing. It’s indicative of a way which I still have to learn a new mechanism or have to internalize the things which I have already learned. Which I think in some ways it is more helpful.

Interviewer: Well, my question is, has coaching changed anything about your self talk? Kayla: Yes. I would have a spiral downward if I didn’t do things that I’m supposed to do. And then I’d just kind of say, "Screw it all. Whatever; I’m not gonna get it done." And that’s when I would end up with a withdrawal or something like that. And with her, she would say to me, "It’s not a judgment call. This is not something that you need to beat yourself up about. You need to take your emotions out of it and look at it for what it is. And deal. And say, ‘Okay, this is where I made my mistake. I’m gonna try to do this differently next time.”’ So more of a self-examination without the judgment of it, which really helped me. And I would actually, literally hear her voice saying that. Like, "Don’t beat yourself up over it." It was nice, you know.

Interviewer: Do you think coaching has changed anything about yours self talk, about what you say to yourself?
Jacob: I'd don't know if it's an exact result of coaching. Definitely part of it is. The one thing that I’ve definitely noticed that is improved over this year, is doing homework and studying. It's not as much as the berating myself to do it, it's just I do it because I need to. Or it's sometimes because I want to once I get into. It used to be this real difficult thing. It's like pushing myself to the doctor’s office or something that I really don’t want to. But it's become easier to just tell myself to just do it so I can do something else.

Interviewer: Does some of the “self talk” just happen, though? Not that you’re trying to...
Amanda: Yeah, yeah. It does. I haven't gotten to the point where I have conversations with myself or anything, but definitely it has really improved
my reflection, I guess. Being more reflective on my actions, so that’s definitely helped. I’m basically stopping and thinking and being like, "Okay, how is this going to help me? What is my goal?" That kind of stuff. "What does this mean?" So that’s helped me.

Renee: Pretty early on, my coach kind of made me aware of self talk and talked to me about what it is. So I am familiar with what self talk is, and I’m a negative self talker generally.

Interviewer: Can you say more about that and then maybe give me an example?
Renee: Right, right. For instance, if I’m working on a paper, I would say the majority of my self-criticism would be very critical. It would be, “Oh that doesn’t sound right; you sound like you’re trying too hard or maybe you could have used a better word there.” Just minimal little things. And we did an exercise where she had me notice three times that week a negative self talk that I had and just write it down. Then she gave me three things to say to myself that would be positive self talk and I was to read them to myself before starting homework, before writing a paper, and...

Interviewer: That’s a huge difference. Before “self talk” was negative, weighing you down, focusing on what wasn’t going to happen well. Now “self talk” is encouraging you, focusing on, "I can do this." I don’t want to put words in your mouth so please disagree with me if I’m misunderstanding.

Logan: No, absolutely.

Interviewer: And are you hearing your voice? Are you hearing Hazel’s voice?
Logan: Hearing my voice. It’s not like I’m hearing anyone’s voice. It’s my inner monologue.

2-3b. Be accountable to others.

Interviewer: So, your coach’s reminder of what your goals were, how did that enhance your motivation?
Bill: Umm....
Interviewer: Had you forgotten what those goals were?
Bill: I’d lost them for a little while.
Interviewer: Okay.
Bill: Yeah, umm...
Interviewer: So she brought them back to your conscious awareness by bringing them back up?
Bill: Right, right, right.

Interviewer: What have you and your coach done to make it possible for you to use your time more efficiently?
Rachel: The biggest thing was getting up in the mornings, because I’ve always had an issue with that. In high school, I didn’t do very well and I was depressed because of family things and personal stuff, so that didn’t help the whole situation. I had a bad habit of just not getting up in the morning. For a
couple of weeks, I emailed her every morning when I got up as just an accountability of, if I don't get up, someone is going to know and they're going to email me and say, "Haven't heard from you." Practical things like that really helped me, just knowing that someone is holding me accountable.

Interviewer: It sounds like being held accountable actually supported your own goal process.
Rachel: I'm sure sometimes it's hard with certain things, but this was a situation where it wasn't threatening to me. For me it helped. I needed to talk about things, otherwise you get complacent with yourself. If you're only answering to yourself, who cares? You can let yourself off the hook all the time.

Interviewer: So, if she didn't hear back from you, what would happen?
Lindsay: Well, she'd keep trying and we'd have our weekly appointment, but I don't know. Sometimes I just didn't want to deal with it. I couldn't deal with an appointment or I couldn't deal with, maybe not calling her when I was supposed to, and so I would just push it all back. But she just kept pounding it into me that I needed to stay accountable for what I had planned.

Interviewer: So that's the second time you've used that term, "holding you accountable." What does that feel like when your coach holds you accountable? Is that a good feeling, a bad feeling, or something else?
Lindsay: It's both sometimes. Sometimes I just don't want to do it. I just stay in my hole and not come out and I don't want to work on it and I don't want to talk about anything. And so, sometimes it's good. Sometimes I just get frustrated with it.

Interviewer: What's the best thing about being held accountable? If it's ever been a good experience, can you tell me a little bit more about that? Have you ever enjoyed being held accountable by your coach?
Lindsay: Oh yeah, because it will help me with my goals. I need to do so many things to reach one small goal. And if nobody's there expecting it from me, then maybe I won't get there. She was expecting things from me.

Kayla: [My coach would say], “And if you don’t send it to me in an email by 1:00 o’clock, I’ll text you and see what’s up.”

Interviewer: Umm-hmm.
Kayla: And she said, "It’s not a judgment call but this is you playing a trick on your own brain that you have to have this done for me."

Interviewer: Umm-hmm
Kayla: And she said you will feel like, and I do feel accountable to her. Where, with counselors or with the electricity company, I don’t necessarily feel that accountability.
Interviewer: Did you ever feel resistant, like you're being told what to do and you didn’t want to do it?
Kayla: I have in other situations, and that's why it hasn’t worked in other... Like, with my mother [but] with her, I never felt that. I felt like we were a team.

2-3c. Take action to address ADHD-related barriers that arise.

Bill: But the organization in my daily life, that did seem to improve quite a bit. And another thing I want to say is motivation, as well. Not that it didn’t exist before, but she was just reinforced motivation, you know?
Interviewer: How did she do that?
Bill: She would discuss with me goals a lot and keep them on my mind. And she recognized that kids with ADD or adults with ADD have great ideas a lot, you know? Fantastical ideas, but they never capitalize on them because they think of too many of them.
Interviewer: Does that happen to you, too?
Bill: Yes, absolutely.

Interviewer: You talked about not surfing the Internet during class. Are you doing less of that now and, if so, is that related to coaching?
Sarah: Honestly, it is. Last semester, I brought my computer a lot to class and I would say, “Oh, I’m going to take notes on my computer.” But somehow the cursor would just creep over to the Internet explorer. My coach said, one fun session we were talking about it and she just said, plain and simple, “Don’t bring it.”
Interviewer: The laptop?
Sarah: Uh-huh. And it was something so simple, but I just needed to be told that. Once I was told that, I said, “Okay.” That’s so easy to not bring the temptation with you. You’ll have to focus; you don’t have anything else to do. I would also keep my [phone] on vibrate when I would be in class and so. if I felt it. I’d say, “Oh, who’s texting me? Who’s emailing me?” Turn your phone on silent. It’s as easy as that and you won’t even think about it until the class is over.
Interviewer: Was that suggestion also from your coach?
Sarah: Yes.

2-3d. Take a broader perspective in a given moment.

Interviewer: But for you, I understand that career wise, academically wise, success is about getting to med school. Is your coach helping you get to med school eventually?
Lindsay: Yeah. She’s helping me figure out different paths I can take to get there. Maybe instead of, my plan was to take summer quarter every single quarter so I can graduate early and everything. Now, instead of taking three years, I can take five.
Interviewer: Okay. That sounds like that’s been a big shift for you to acknowledge that.
Lindsay: It’s a huge one and I have to accept it every single day.

Interviewer: Do you think your work with an Edge Coach is having any impact on the stress you feel about being in college?

Kayla: Tremendous amount of help. She’s put it into perspective. She’s looked at the big picture. "So this class is almost over," she says. And she says things like, "At the end of the semester, I start to feel like there’s a light at the end of the tunnel, especially after you’ve been in school for twenty years. Am I ever gonna graduate?" And she has made the light at the end of the tunnel. So it actually makes me feel like I can do this and it’s just worked out. Where, in the past, I didn’t feel like I can do it and the stress is just overwhelming and I bail...

Courtney: I didn’t know what I had to do. But he helped me see things from a different way and also maybe figure out what was stopping me from getting them done, which are things that I never really thought too in depth about before.

2-4: Coaching helped students achieve positive outcomes as they worked toward their goals.

2-4a. Achieve better grades or more effective ways to maintain good grades.

Interviewer: Has coaching helped your grades at all?
Justin: For the classes that I have kept, I think that my grades are much higher than they would have been if I’d not done the coaching.

Interviewer: Much higher?
Justin: I have pretty much set a personality adjustment. I think I’ve got a good shot at a B in my Psychology and Politics is probably going to be the hardest but I’m trying really hard to keep that grade up.

Interviewer: If we were to talk again in a year, would you report that you’re still pursuing those same end goals or would you be able to report that you’re accomplishing those end goals?
Sarah: Hopefully I would say, accomplishing. Like I said earlier, I told my coach I would love to have a 4.0 by graduation. She said, "Okay, but that might not be a reality to get the 4.0 every semester. But how do we get to at least a shared goal of a high GPA?" So I could report back, hopefully saying I might have had a 3.0 this one semester when I had really tough classes, but since then it’s improved. And since then I’ve been using more time management, trying to not have procrastination in my studies. Things like that to get to the common goal of having that high GPA in a year.

Interviewer: Has coaching helped you improve your grades at all?
Brooke: Somewhat.

Interviewer: You’ve got a kind of quizzical look on your face. Like, "I’m not so sure about that."
Brooke: I don’t have a lot of tests or quizzes or projects to manage my time to tell me how things are going.

Interviewer: I see.

Brooke: So, I think so. I think I’m doing a better job of managing things this semester than I was last semester. But to say the grades; I don’t know.

Interviewer: When you say "manage," what do you mean by that? You said, "I’m managing things better this semester."

Brooke: Last semester a lot of things fell through the cracks and I had to ask for a lot of extensions and get a lot of things excused because I couldn’t handle it at the time.

Interviewer: You’re talking about turning in projects; completing work?

Brooke: Yeah.

Interviewer: Go ahead.

Brooke: And this semester, I’m still asking for some of the extensions and more time on things, but it’s less. And I feel less guilty doing that because, last semester, I was doing that for everything. Just because I couldn’t handle everything all at once and this semester I’m doing better about it.

Interviewer: Do you think that coaching is having an influence on your grades?

Mitchell: Yeah, because I’m not really turning anything in late anymore where I would hand some stuff in late because I would forget about it.

Interviewer: Would the grade come down if it was late?

Mitchell: Yes.

Interviewer: I see.

Mitchell: So it helps out a little bit.

Interviewer: Good.

Mitchell: Or even when he helps me remember to study for tests doing that and then I get better grades on the tests.

Interviewer: Do you think coaching is helping you get better grades?

Jacob: Yes, I would say so. I am hesitant to go off last semester, just because the academic course I was a lot more able to do, regardless of coaching, compared to engineering beforehand. Which is the main reason I switched. Especially during finals, it definitely helps. I think I might not have done as well or have a harder time of doing as well, getting everything done.

Interviewer: Do you think you’ve been able to achieve your grades in a better way?

Jacob: Yeah, I would definitely agree with that. Just with some of the study habits are just coming … talking through better strategies for reading notes and that kind of thing.

Interviewer: Do you think that coaching is helping you achieve better grades?

Lauren: I think it will; I think it will. What I’ve talked about with your coach before is that the things that I’m learning now and she part of the learning process. It doesn’t begin and end with her. I’m involved in other things. You become really invested and you almost become your own teacher,
because you can’t stop reading material about it after you’ve been so identified with. It’s addicting almost to learn about it. Wait, I’m off track now.

Interviewer: It’s okay; just if you think it’s helping with better grades.

Lauren: Okay, the things that I’m learning in a bigger picture are going to set me up for the rest of my life. Because, no matter if it’s my career or school or grades or whatever, it’s helping me be consistent with behaviors that are being on time.

Interviewer: Do you think that the coaching is affecting your grades at all?

Amanda: School was always something I struggled with, but I think school was really more; I dealt with a lot of that. That was my parents’ main concern when I was growing up. I almost feel like the coaching has helped me go in depth. Do you know what I mean? Really go in depth and figure out things that my regular research teacher, that wasn’t really her job to figure out. So when it comes to my grades and stuff, I wouldn’t say it had a huge effect on my grades, but that’s only because I had a handle on them before. I developed strategies in middle school and high school. Those were really what my parents were focused on really.

Interviewer: So, the question there is, do you think that coaching has helped you improve your grades or had any influence on the grades that you’re getting?

Renee: I won’t really know until the end of this semester, I guess. But I’m pretty strong on grades. I have a 3.86 [GPA] right now.

Interviewer: That’s very impressive.

Renee: But I’ve just always been an ultra-perfectionist. So, it just makes my hard work in school very stressful for me. So, I think my target is less on grades and more on making it not as hectic to achieve those grades.

2-4b. Develop more effective approaches to learning.

Interviewer: My guess is that you’ve had a lot of people try to help you with different planners, different organizers, different study strategies. But this time, it sounds like there was something about it that really caught on for you. Can you tell me what was different (with coaching)?

Jacob: I guess the biggest difference is the academic side of it compared to the past. The main reason I switched from engineering to political science, and it took so long to do it because I tried everything from tutors and more planners to everything you can think of, and it just really wasn’t working. I wasn’t getting ahold of it. What’s changed now; I do all the same stuff but it works. I can actually pass all my exams and do better than just passing. And actually retain the information. So I would say that’s definitely the biggest part that helped me keep me with all these changes. I went through a lot of different changes and never really stuck with any because it never really worked. But it wasn’t that they were not effective strategies.
It was that the root problem was they weren’t effective enough to get over that.

Interviewer: What about having ADHD makes it hard to accomplish goals?
Logan: Focus is definitely a problem but I also focus on minutia. Really, just totally irrelevant crap most of the time. Or I did, anyway. And so that would really just get in my way. So she definitely helped me with that, too.

Interviewer: Can you think of an example?
Logan: I can, yeah. I guess in the previous past years when I was studying, in my class, because my professor would always say, “You need to read this chapter, you need to read that chapter,” whatever, and I thought, “Okay, I need to read this chapter.” And it would take me forever to get through the chapter reading it linearly. And then what I found out was, "You know what?" And Hazel helped me with this. "You know, I really don’t need to read this chapter, to be honest with you. I just need to understand the - she helped me think - 'What’s the goal of this class?’ It’s to understand these certain concepts. So, if you just want to go concept by concept and read what you need to read, not linearly but flip around, that might be a little bit more useful." And I definitely found not reading everything is definitely helpful. I can just focus on the major points. And my grades have definitely improved and I have a lot more time on my hands.

2-4c. Feel more self-efficacious about college goals.

Courtney: When he would ask me questions and I would answer them, he’s like, "Exactly." When he would show approval of ideas that I had, he would say things like, “That sounds like a great idea."

Interviewer: How would that make you feel?
Courtney: That would make me feel really good; makes me feel capable and smart, I guess.

Interviewer: It’s great to get it affirmed by somebody you respect, isn’t it?
Courtney: Exactly. So, that definitely influenced my perception of myself and my capability to control my own life, because I know people with ADD tend to feel life is out of control. So, that’s a huge deal.

Interviewer: What did your coach do that taught you how to be more patient?
Amanda: He said, "Be more patient." He sort of taught me how to self-motivate myself more.

Interviewer: Like how?
Amanda: For example, not to feel like I failed at anything. That was really something that would really hold me back, if I feel like I totally failed at something. And just to take a totally different approach to it and not feel like I failed. And that taught me to be more patient about things. And also, he told me flat out - I've got to be patient. I'm like, "Okay."

Interviewer: That was before coaching, achievable goals.
Dylan: Yes.
Interviewer: And now...?
Dylan: They’re still achievable, but now I have put myself at higher expectations of what I want to achieve. Because I realize that, though my goals were achievable, they were pretty easy. They weren’t requiring that much. It wasn’t the hardest thing for me to achieve them. Now, I’m putting them a little farther so I have to work more. They’re probably better goals to achieve. They’re more helpful. Like, instead of, "Do this by 6:00; prepare this in advance and prepare this." So, I’m able to push myself a little harder.

Interviewer: This planning in your head, this time management approach, this thinking. Are you doing that every day now?
Sarah: I would say almost every second of the day. I know even when I had to take the bus, I woke up this morning, looked at my alarm clock. [It] said 9:00 or whatever and I said, "I need to eat breakfast, brush my teeth, get on the bus, maybe get something to drink, something to eat before I come here. How do I want to interpret all those? Where do they rank in priority?" It’s been something so small that she’s told me to do that I’ve tried to make such a daily occurrence of, that it’s developed into every second. Just trying to accomplish, "Do I want to brush my teeth first? Do I want to go get something to drink, or do I want to take a shower first?"

Interviewer: That’s where you’re giving yourself those options?
Sarah: Right. I wake up now and have ten minutes to do each of those things. Or I could wake up in an hour and have two minutes to do each of those things. Well, not having the stress of, "Oh, my gosh, am I going to be late? Am I going to have him waiting?" If I wake up at 9:00, I won’t have that problem at all. So, going back to the unstress where she just said, "Knock that out. Don’t pay attention to it; wake up at 9:00. You’re good."

2-4d. Experience greater well-being in college.

Interviewer: If I asked people who know you well if they thought coaching has changed anything about you, what do you think they would say?
Kayla: Definitely. My mother would bring up issues that she would have with me, if there was something that she was feeling that I needed to address and she would say, "Ask your coach." Or, you know, "You need to talk to your coach about that." So she really felt that it was helping me to clearly think about my overall life. So yeah; apparently.

Interviewer: How, specifically, if I were asking her, "How do you think [coaching has] helped Kayla?"
Kayla: She would say it helped me organize. It helped me get together a planner; a calendar planner. I never had that before. She would say that it has made me focused, obviously. Calmer...

Rachel: I’m so glad that you said that because I just realized, it reminded me of one, at least one, and we might have talked about this a couple of times, a
couple of months ago. At some point, I was talking and she's like, I think she even said, "negative self talk." And so actually, it really is interesting to me because this semester has just been so much lighter in the sense of there's not so much burden on my shoulders. And just like, because for whatever reason, you grow up with different things and I've always questioned my intelligence. So I'm always like, "Oh, I'm not smart enough." And I think a lot of people go through that because I talk to other students in my classes. Anyway, we were talking about that and one day. She was like, "It sounds like negative self talk." And so there were a couple of sessions where we definitely talked about that and how I realized that I was always beating myself up. Just like, "You didn't get enough done." Or, "I can't believe you didn't get up on time." Or, "You just screwed up your whole day." All kinds of negative stuff that was just weighing me down. And I feel like on a subconscious level, that has changed because I feel like I'm just so much happier. Things have been going so well.

Interviewer: Do you think you've changed in any significant ways as a result of coaching?
Sarah: Yes and no. By any means, I don't think my personality has changed. I think it's more how I go about certain tasks that's changed; things like errands. If I do top priority; if this needs to get done today, what can wait until tomorrow? It kind of goes back to procrastination. But it's really nice because that's something my coach taught me. If you have a list of five errands you need to run, what can wait, what is top priority, what needs to get done more or what needs to get done today? Things like the daily aspects of my life have changed, because I would try to get it all done in one day and that's when I would start to get the stress. I wouldn't feel like I had time to relax. Or, if I didn't have anything to do that day, I would get very bored and just sit around. So, having that top priority effect, my coach; she really helped me with that.

Interviewer: I'm curious if coaching has had any impact on your grades. What would you say about that?
Lindsay: I'm not sure because, each quarter, it's not too many classes, but... I don't know; my grades are really bad right now in some classes, like chemistry.
Interviewer: Sounds like those big classes have been hard as they are for a lot of people.
Lindsay: Yeah. So I don't know if my grades have necessarily changed, but possibly my anxiety level to the bad grades are a little better.
Interviewer: Because of coaching?
Lindsay: Yeah.
Appendix G:
Interview Results
Research Question #5

RQ 5 - What benefits do students associate with Edge coaching services?
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When describing the most useful and enjoyable aspects of working with Edge coaches, students overwhelming described the coaching relationship itself as a primary benefit. In comparison to friends, family members, and other professionals, participants found coaches to be uniquely skilled at understanding them in nonjudgmental ways and motivating them to persist at new approaches to goal attainment. Consistent engagement with a caring coach, in turn, led to positive benefits in students’ thoughts, feelings, and behaviors. Students’ self-awareness grew as they began thinking about the impact of ADHD in more realistic ways. Coaching helped students feel more confident about self-regulating their approaches to goal attainment, which reduced their daily anxiety. The coaching relationship also helped students develop more effective and individualized strategies for achieving their goals.

P. 2 “Inspiration” Mindmap of Answer to RQ5

P. 3 5-1: The coaching relationship was a uniquely helpful partnership.

P. 7 5-1a. Coaches provided nonjudgmental understanding of students’ experiences.
P. 13 5-1b. Coaches offered effective suggestions in a respectful manner.
P. 17 5-1c. Coaches held students accountable.
P. 21 5-1d. Students enjoyed a positive sense of relatedness with their coaches.

P. 25 5-2: The coaching relationship helped students develop more effective belief systems.

P. 25 5-2a. Students focused on their goals, values, and preferred approaches to goal attainment.
P. 27 5-2b. Coaching helped students normalize the ADHD experience and develop more realistic approaches to goal attainment.
P. 34 5-2c. Students developed greater self-awareness and self-acceptance about their strengths and weaknesses.

P. 40 5-3: The coaching relationship helped students enjoy more positive feelings.

P. 40 5-3a. Students felt more empowered to try their own approaches.
P. 42 5-3b. Students felt more confident about their emerging proficiency.
P. 51 5-3c. Students felt less daily stress while in college.

P. 59 5-4: The coaching relationship helped students experience the benefits of more self-regulated behaviors.

P. 59 5-4a. Using a caring approach, coaches helped students create routines and structures for planning, reflecting, and problem solving.
P. 65  5-4b. Students enhanced their use of self-talk to stay focused and persist with goals.
P. 71  5-4c. Students experienced better academic outcomes, including good grades or better approaches to achieve good grades.
P. 76  5-4d. Students developed more individualized strategies for learning, being organized, and managing their time.
P. 90  5-4e. Coaching helped students live more balanced, healthier lives.

“Inspiration” Mindmap of Answer to RQ5
5-1: The coaching relationship was a uniquely helpful partnership.

Interviewer: When you think about all those different adults in your life who've helped you in different ways, and you think about the way your coach has tried to help you, has her approach been real similar to other people's approaches? Has it been different from other people's approaches?

Lindsay: It's been different because, with counselors or my psychiatrist, they're more focused on more emotional aspects of things instead of goals. It's more of them listening and talking me through something. But my coach can talk me through more things like academics or strategies to help me adapt to this environment better. And some of those other professionals, that's just not why they were in my life to begin with. That's not why they were working with me.

Interviewer: So her skill set sounds pretty unique to your experience. She's doing something nobody else has really done with you before?

Lindsay: Right.

Interviewer: Has her approach to working with you been different from the type of people you worked with before or who might work with other college students here? Is she unique or is she like everybody else?

Logan: She's definitely unique. She kind of brings a different set of skills to the table. But in a way, she is like everybody else because I feel that, even with coaching, it's still up to you to take the initiative and get stuff done. And so, in that respect, just another tool that you can use. But she's definitely unique.

Interviewer: Can you say more about how she's unique?

Logan: I guess with professors and stuff they're not really, their focus is on teaching their specific subject. So they're not there to help you balance your life, they're definitely not fit to do that and neither are tutors and neither are most professionals on campus. She's specifically there to help you with studying, structuring your life and working with the ADHD, so just another set of tools. Definitely fits the unique place that isn't covered by anybody else.

Interviewer: Did you ever feel resistant, like you're being told what to do and you didn't want to do it?

Kayla: I have in other situations, and that's why it hasn't worked in other... Like, with my mother. But, with [my coach], I never felt that. I felt like we were a team. Like she was doing something. And she would tell me, the way that she would present it... My counselor, my therapist that I go to, I feel very resistant to the things that she says to me. And she's the type of person that tries to make me feel guilty if I don't do the things that she has put out there for the week.

Interviewer: Umm-hmm.

Kayla: And with [my coach], she'll say, "Oh, that's too bad that you didn't get that done. How do you feel about that? Now that you look back at that, how do
you want to change that in the future?” And we would discuss it, and I
would feel bad if there was something I didn’t do, but I wouldn’t feel guilty.

Interviewer: Okay. Well, that’s helpful.
Kayla: Yeah. It really is.

Interviewer: Did you bring in an artifact to symbolize what coaching means to you?
John: A metaphor that you’re looking for?
Interviewer: Yeah, something like a metaphor; an object, a picture.
John: The thing I’m thinking of, you couldn’t really bring, couldn’t really catch.
It’s kind of when people, centuries ago, would sail the seas using the wind
to just guide them. Coaching, for the most part, I think, feels as though it’s
just a gentle breeze. It’s not a strong, powerful push. It’s a gentle breeze
guiding you in the right direction.

Interviewer: What would be different about working with a psychologist on that
compared to working with a coach?
Bill: Considering that I haven’t spoken with a psychologist in quite a while, so…
Interviewer: Hypothetically.
Bill: They might be more into listening and not necessarily critiquing? I don’t
know. I don’t know what the main difference would be aside from their
academic accreditation, maybe…
Interviewer: Let’s stay there for just a second, if we can, and then we’ll move on.
Because you were very clear that, “It’s not like I’m going to a psychologist
to work on that.”
Bill: There’s no pressure. I don’t feel like I’m being psychoanalyzed or anything
like that.
Interviewer: What is your coach doing?
Bill: She’s being a friend almost, you know what I mean? She’s a coach, but
she’s…I don’t know. She just seems like more of a friend. She can see my
future with me. I can explain things that a psychiatrist or a psychologist
isn’t necessarily be interested in.
Interviewer: So your coach helps you see your future? She sees it with you. That’s a
really powerful statement.

Interviewer: Sounds like you guys have formed a good partnership, very effective,
trusting, and respectful.
Dylan: That’s the most important [thing] in coaching, in my opinion, is the
partnership. You have to be able to associate with your coach. If you’re
not able to associate with your coach, it’s not going to work well. But if
you’re able to form a strong partnership with him, I think that’s going to go
on very well.

Interviewer: What have you liked best about coaching?
Dylan: The ability to have someone, like a second-hand observer situation, go
over stuff with you. That you can basically talk to [and] has been very
helpful in situations, because it offers you the second-hand point of view, somewhat like the impartial point of view. A very much unbiased issue because they really just want to help...

Interviewer: That would seem to suggest that you had a lot of trust or respect for what your coach was offering you. Is that fair to say?
Sarah: Well, something that I was telling you earlier about how when [my coach] and I first started talking. It was really hard to figure out what I needed from her because my parents had done such a great job with, "This is just how you should operate your life; being confident, knowing what you want, knowing what you’re going after." But I really didn’t know how to break it down for her. One of the things that my parents had always taught me [was], if they have a higher title than you or if they are older than you, you need to have a little respect and just listen to what they have to say. Hear what they have to say, interpret it and then you can go about it as you want. So that’s something that’s just been built into my habits, I guess. And so, even if an old person I don’t know, could be 80 years old, comes up to me off the street and says something to me, I’m going to at least stand there and listen. I don’t have to act on whatever they say but it’s nice that they know you’re listening, I guess. So, when [my coach] would be saying this stuff that was some of that at first, "You’re crazy." I’m not going to not bring my laptop to class because I’ll be so bored. But then after hearing it and thinking, “Wow, it’s something so simple but it really could change my entire grade, change the way I look at the lecture,” something so simple like that. No one’s ever told me that. Hearing it, I said, “Makes sense, why don’t I just try?” So, it was a level of trust; it was a level of respect, too.

Interviewer: Have you had any other working relationships where you felt like you could tell them, “Look, this is how I need you to talk to me. This is how I want you to talk to me.”
Justin: No. I can’t really say that I have. There’s been teachers that just talk to me however they wanted and I just kind of had to bite my tongue because I knew that I couldn’t say what I wanted to.

Interviewer: So what was it about [your coach] that made you feel like that was okay to do?
Justin: The first couple of sessions, we just talked. I talked about myself and she kind of related to it, I guess. But it felt like a safe environment to be able to say what I wanted to say and I knew that she was going to say what she needed to say.

Interviewer: Are coaching and therapy the same model?
Rachel: No. And I don’t know if I read on the Edge Foundation website or where I had read that, but somewhere along the line, that was stated that coaching and therapy are not the same. And I’ve been to a counselor before, so I know the difference.
Interviewer: What's the difference?
Rachel: Well, in counseling, it very, very, very, much personal, "I feel this" and "Dealing with this." As far as coaching, and I was talking about counseling before, I don't know if I said the wrong word, but as far as coaching, it was more like, it's hard because I'm more of an externalizer but I would try to just say, "Here's what happened with my teacher. Practically, what do you think?" or "How can I approach them better?"

Interviewer: So, you feel that she actually helped you build some specific skills?
Lauren: Yeah, I think that coming with ADHD or just, you have a lot of good ideas of how to change. Or you know what you need to change but it's in your weak moments that you create what you don't want. My coach is kind of like the wall, the center. She provides the stability and a purpose and what's going on. So, when I'm lacking that bridge for that day, my whole plan isn't thrown off because, if I need to, if I'm desperate, I can get a hold of [my coach]. And [she'll say], "You can patch this up," and then I can still move forward. And I think that moving forward is really important to getting to where you want to go; whatever your specific goals are.

Courtney: And also, I don't know if therapy is associated with someone trying to teach a way, a certain way of doing things or the correct way of doing things, but that's definitely not what it was when I was having coaching sessions with [my coach], because I was kind of figuring it out on my own and he was doing it with me. He was learning about me as I was learning about myself. And we were both learning at the same time how I could make changes. And he did draw on insight a lot but it didn't feel like a prescriptive pathway of trying to heal me as therapy might do. He's taking something, not necessarily broken but... Therapy might take something that's broken and fix it. Whereas...right from the start, he would say all the things that I'm doing well already and how he's impressed that I've been able to do so much considering all the conditions. And just go from there and move forward.

Interviewer: Let me repeat something you just said and ask you to fill in the blank. So therapy takes something or someone who's broken and fixes them. Coaching ______…
Courtney: I don't know what to say. Coaching, I guess, takes something that is functioning, but could go about doing some things in a more efficient way, and helps that happen. And that basically affects every other aspect of my life.

Courtney: I think that coaching should be available to everybody.
Interviewer: Everybody with ADD or everybody?
Courtney: Everybody with ADD and learning disabilities. And I think that [it] is definitely a life changing thing. I don't know how much it costs, but it would be cool if cost wasn't an issue because I feel like now that ADD is understood more, I think it's the time to face that. Coaching, the fact that
this program exists, it's really inspirational and it just feels right because I know that ADD is a really commonly misunderstood thing. And a lot of people don’t realize how it can influence all different aspects. And the fact that [my coach] is just so familiar with all of this and he just understand it, I feel like that understanding is something so crucial to the healthy development of yourself and your self-image and the way you carry yourself and the way you grow as a person and contribute to society. I think it’s important for everybody. My dad has ADHD and he never had [coaching]. And now he acknowledges that he has self-esteem problems and he attributes them to peoples’ lack of understanding. And he has always hoped that my brother and I, since we figured out earlier on, that we can learn from this and grow in a way that he wished he could have.

Interviewer: It sounds like coaching has made a very profound impact on your life and will continue to do so. I'm glad you've had the opportunity to experience it.
Courtney: Me, too. I feel really lucky.

Interviewer: How would you describe what coaching is all about?
Brooke: Coaching’s mostly for me about figuring out plans on how to go about completing tasks. Whether they're goals or papers or whatever else it may be. It's mostly finding a way of figuring out how to do that. Finding strategies of coming back into the center, focusing, and getting things done.

Interviewer: Thus far, what have you liked best about coaching?
Mitchell: I guess figuring out easier ways to do stuff.
Interviewer: Okay. What do you like about that?
Mitchell: It makes doing things, I guess, accomplishing goals, certain goals and makes them less difficult.

Interviewer: Is there any change in how you feel about all that as you’re going through that effort?
Mitchell: Yes, but I don’t know how to describe it.

5-1a. Coaches provided nonjudgmental understanding of students’ experiences.

Interviewer: Okay, got it. Well, it sounds like that you’re pretty honest, then, with [your coach]. Even though you may have worried initially that she would judge you, if you didn’t get something done that you said you were going to do, you told her that.
Emily: Yep.
Interviewer: Okay. Has that been the case throughout your coaching relationship with her?
Emily: Uh-huh. Definitely. It’s one of those things from psychology. You talk about counseling or therapy or anything. You’re not going to get anywhere if you’re not truthful with the person you’re working with. And I just kind of made that leap also with ADD coaching; it’s going to be the same sort of situation.
Interviewer: But I’m curious, is there anything else about it besides that that you just like or that’s been really enjoyable about it for you?

Emily: Oh, yeah. I would say, I really enjoy talking to Susan. Just having someone to engage in problem solving but without being judgmental about it. And that’s been really nice.

Interviewer: Oh, okay. That’s really powerful what you just said. Let’s unpack that a little bit. So, you view your conversations with Susan largely about problem solving?

Emily: Uh-huh.

Interviewer: And she helps you solve the problems. Does she give you the answers?

Emily: No, most of the time she doesn’t. It’s more just kind of leading my thinking process towards the answer than just giving it to me.

Interviewer: Is that what you meant about it being Socratic?

Emily: Yeah.

Interviewer: So, does she ask you a lot of questions? Is that what she does to sort of lead your thinking?

Emily: Uh-huh.

Interviewer: Okay, got it. And then you also said that it’s “non-judgmental.” That’s a really powerful word. Can you say more about that? How it is non-judgmental and why is that enjoyable to you?

Emily: Well, just talking to her, there’s no question of, “Well, why haven’t you fixed this already?” Or anything along the lines of, “Okay, well, we decided to try this out and you haven’t really been using it, though.” It’s just, “Okay, well, try again or let’s try something a little bit different if this isn’t working.” And it’s, I guess it’s okay that I messed up or it doesn’t matter. We’re not looking at all the stuff in the past. We’re just seeing what we can do for next week.

Interviewer: I see; which goes back to problem solving.

Emily: Uh-huh.

Interviewer: If you were able to reach a goal and do something that you had planned on doing, then when you got to tell your coach about that, what was that like for you?

Lindsay: It felt good. It felt like I was accomplished something, even if it was small. Like setting up an appointment. I didn’t like telling her when I hadn’t reached the goal, but that meant the next goal that we set, I would work a little harder on making sure that I met the deadline.

Interviewer: And what was that like to talk to somebody who helped you unpack whatever happened like that? Was that helpful?

Lindsay: Yeah. It was, actually. Sometimes I felt guilty for maybe standing her up for the phone meeting, but she didn’t ever get mad. It was just maybe a little concerned, because I wasn’t able to stick to something so simple. But then she helped me, talked me through it. And then, I don’t know, it did help a lot because now I can watch out for some of those things.
Interviewer: I’m curious. I’ve heard some student say that their coaches are very motivating, too, and they’re also kind of non-judgmental.

Justin: She’s been very non-judgmental at the same time she’s... At the beginning, I told her that I’m not going to get mad at her if she says things bluntly and I encouraged her to. She was very straight up with me and told me when I needed to get things done and when I needed to be doing something.

Interviewer: And that was a positive experience for you?

Justin: Yeah, that definitely helped me because when people try to candy coat things for me, I lose respect for them almost because they don’t... I know she has a job but I would much rather somebody say things to me exactly as they are.

Interviewer: So you told her, "This is something about my personality, my style. This is how I want you to communicate with me." And she did that?

Justin: Yeah.

Brooke: Because, in high school, I’d be dealing with this by myself and if I couldn’t concentrate for more than a minute, then my mom would just get angry at me because, "You’re supposed to be doing your homework." Well, I’m trying; it’s just I can’t do it. I’d be up until 1:00 or 2:00 trying to get it done and wouldn’t do well.

Interviewer: Describe your coach’s attitude when you’re describing that to her? I haven’t heard you say, "She gets upset at me."

Brooke: No. She’s usually very calm and going, "What are we supposed to talk about now?" Because I’ll just wander off and talk about different things and she’ll go, “No, stop, come back to focus. Come back to focus. Come back to this subject,” which helps me come back to one central idea that I’m trying to work on. And she’ll help me with other tools. Sometimes it’s frustrating because I just want somebody to tell me, "Well, this is how you’re supposed to do your work." And she’ll just ask me questions until I figure out a plan to do it.

Interviewer: So give me two words that describe your coach, please?

Ethan: Very kind and very forgiving.

Interviewer: Very kind and very forgiving. Wow, nice person.

Ethan: Yeah.

Interviewer: Effective coach?

Ethan: An effective coach? This is really just from me, though. I guess I really don’t work well with coaches. Even with my track coach. We got into weird things all the time where he got mad if I didn’t run fast enough during a meet or something. I guess it really depends on the student.

Interviewer: Are you saying that you don’t think that you’re particularly coachable? I don’t want to put words in your mouth.

Ethan: I guess I like to find things for myself and I feel like that extra person is where you’re drawing from their own experiences; that’s not me.
Amanda: The coaching was really good for me because... I think that I underestimated all the emotions that got in my way of my progression and my strategizing with my ADHD. I think that I really, for me personally, I pushed those aside a lot. It's almost like, I try to go one way and ignore the fact that there's all these roadblocks. I was like, "I'm just going to get to the other side of the road but I'm going to try to do [that] while all the cars are going by. I'm not going to wait to stop and clear the road first." And that's what I think coaching really helped me do – clear the road so I could get to the other side. ...One time there was a problem in December with my medication. I messed up on ordering it and so I was in limbo. I'm never supposed to be without medicine. I ran out and I'm never supposed to run out because I'm supposed to plan properly to not run out. Ever since I was a kid, I was so used to my father taking care of everything like that for me. My medication, everything, he took care of everything like that. And I'm getting older and he would tell me, "You're going to start taking care of it." When he didn't do it, I think I didn't do [anything] and so I dropped the ball. And because of that I didn't have, there was a period of time, two and a half weeks, where I didn't have any medicine. And I was nervous to tell people that I didn't have medicine because I didn't want anyone to get mad at me. And also I felt like I totally failed. And when I finally talked to my coach about it, I felt like I could tell him. And it was good because he was like; I said I wanted to get my medicine and then we worked out ways. "Okay, how are you going to do it?" So to actually sit down and to learn, to know that it takes a lot more than just saying you're going to do it. To sit down and to be able to work it out in my head was really helpful. And so, now, that's something that I tried to start doing independently. I had started doing it with my coach and I'm trying to start do it independently; work it out in my head. What steps am I going to take to make this happen and actually follow through with it? And so the coaching has been a big help in that way, too.

Interviewer: The use of the word, "scold." That's interesting. When I heard you say the word "scold" my first thought was, "Children are scolded."
Bill: Right.
Interviewer: So how did it feel in terms of the feedback your coach would give you if you didn't do that?
Bill: Maybe that was the wrong term but, you could tell she had a smile on her face and she was like, "Bill, you didn't do this." You know what I mean? And I was like, "Oh yeah, sorry." Or I would apologize when we started talking, before she even had an opportunity - whether she was going to say it or not.
Interviewer: I see.
Bill: And that gets into a whole other explanation. We just started discussing
this on Tuesday; about apologies. People with disabilities growing up in the educational system are constantly, especially with ADHD, they have to apologize.

Interviewer: Is that true of you?
Bill: Yes. When I was in elementary school and middle school it was like; and your apologies, they became hollow after a while. So it was almost like you just kept saying it to teachers when they would be like, “Sit down in your seat,” or, you know, “Stop talking.” It was like, “I’m sorry, I’m sorry, I’m sorry,” and I would do things wrong so many times that I would have to say, “I’m sorry,” that it became engrained in my daily social skills to say that. So now in college, even before I’ve offended or done something like that, I might be like, “I’m sorry I did this,” and the same situation even went for her. I might apologize for not contacting her at that very beginning of the conversation before she had an opportunity to say, “Why didn’t you call me?” So….

Interviewer: But, you said you could hear a smile on her face on the phone.
Bill: Right. Yeah, she was very nonchalant. She wasn’t angry or anything like that and I knew that, so….

Interviewer: You said it was really helpful to have an unbiased, secondary person to hear you talking about your plan for your life. What’s helpful about that?
Dylan: I would say that the beneficial part of someone just giving you advice is that, if you’re talking to someone like a friend about a situation, first of all, they may not know how to help you. So they just kind of offer you advice that you want to hear. [My coach] talks to me from the phone. He can offer you advice; he sees a more global situation because I’m having to give him details in the abstract. Like, this happened; the reason why this happened was this. So, I have to first of all provide him more details than I would talk about it to somebody who just knows the situation, knows basically from beginning what happens. So he’s getting a huge grasp of the situation from afar.

Interviewer: Is that helpful to you to go through those details?
Dylan: It is. I would say that’s helpful but, also, he basically doesn’t have any preconceived notions about anyone or anything. All he gets is what I’m telling him and you can usually tell when someone’s given someone a bad rap, something like that. You know, more mad. "Why are you so negative about that?" So maybe there’s this problem, so maybe I’m not giving her a fair deal or giving him a fair deal. It’s like that. It’s been very helpful. He’s giving me advice. And also, when you see the situation from afar, I’ve always felt personally that you’re able to react better than if you’re involved in the situation itself because there’s none of the emotional attachment going on there. You don’t have anger, there’s none of the emotions that hinder sometimes you when you’re in the situation itself.

Interviewer: And the lack of emotions, you’re talking about [your coach] or you now?
Dylan: I wouldn’t say emotional objectivity. He’s not stoic...
Interviewer: But he’s not emotionally attached to it.
Dylan: Yeah, exactly.

Interviewer: Did you ever feel like she was judging you or she was upset if you didn’t follow through on something?

Sarah: I think personally, anyone would be upset if you don’t take their advice. That’s just something internal a lot of people have. But I don’t think she would ever say anything, because she hasn’t known me my whole life. I think she felt kind of territorial, she didn’t want to step on my feet by any means, so if may not be yoga or yoga wasn’t for me, she was okay with that. Maybe she’s found success in it so she might have been personally hurt. Like, “Oh, I got success, why haven’t you?” But, I don’t think by any means she would ever state anything.

Interviewer: I have this picture of you going in different directions before coaching. If it didn’t go well when you talked with a teacher, you said you kind of shut down. So that’s this direction. This semester it’s like, “Well, maybe it didn’t go so well but the direction now is, I’m going to take that back to my coach.”

Rachel: I had support in that way.

Interviewer: And with that support, it sounds like it sort of sent you this way. Like, “Get back in the game. Don’t let it throw you off.”

Rachel: Yeah. Totally. And I think before, I’m just a very sensitive, emotional person. I pick up on people, if they’re having a bad day. I know how I’m feeling most of the time. So when a teacher reacted badly, one part of life you have to learn how to let things roll off your back. But part of it was, I would be sad that they didn’t understand me so it was just emotions that I had to work through. It was nice because [my coach] understood me; and even if that teacher did not, somebody did.

Rachel: There was just a different tone [in coaching] as opposed to counseling. Counseling is, I don’t know, it’s kind of hard to describe for me but I could definitely sense the difference.

Interviewer: How would you describe [your coach’s] tone?

Rachel: I guess very understanding and just professional and just with experience talking about the topic of ADD. And staying on topic, which I appreciate in people. One, I’m ADD and two, I’m a talker so I’ll talk and talk. So I appreciate when people kind of keep you on course, otherwise you’d get on a tangent.

Interviewer: If you didn’t reach a goal that you would set for yourself and you told [your coach] that, how would she respond? Did you get a sense that she was disappointed or angry?

Lindsay: No. She would talk me through; okay, she would ask me, “Okay. What got in your way of reaching that goal? Why do you think that you weren’t able to reach it?” So then I would have to answer these questions and so something that maybe got in my way, like homework or being lazy or
watching TV or something. Something that got in my way last week or last month, I can look out for it next time.

Interviewer: I see. So it sounds like she was mostly curious. She wanted to better understand without judging what happened.

Lindsay: Yeah, that’s what she wanted to know.

Interviewer: What has been the most useful outcome of working with your coach?

Lauren: A few things. I’ll have to say school support. Especially being diagnosed as an adult, not only am I wondering, “Wow, this is all so relieving and so frustrating at the same time.” You feel relieved because you’re like, "Oh!" You read a book about it and you say, "This is exactly who I am. Oh my gosh, how did I not know this?” There’s a great book by Sari Solden in Ann Arbor: Women with Attention Deficit Disorder, like, The Faces of or something like that. I have the book and that’s an amazing book because she’s so; I would recommend it to other people. She has detailed examples, but strangely, they’re exactly things that you’ve experienced. Because normally, someone might not write in terms of behavior like - yeah, "normal people" I started to say - nobody writes about their trivial daily activities. You don’t write like, "Oh, I brushed my teeth." But she’ll have some story in there where that’s been exactly my experience and I’m just like, “Oh my God.” It’s almost weird that she wrote about it. At the same time, I’ve experienced it. So many people with ADHD probably have, too. If I could just think of an example, they’ve got so much more; maybe I should have brought the book. But I think you get what I’m saying.

Interviewer: If another college student were to ask you to describe what you liked best about the coaching, what would you say?

Lauren: I sort of think of what I see as all the different positives about it. So I would think something that is important is having her as an option, a safe option. An option without consequence. Because, for being someone with ADHD, like in your voicemail that I heard, you were like, "It’s okay if you are running a few minutes late." It’s unusual that someone says that but, you know, probably what I’ve experienced for a large part of my life and that was comforting. It made me want to be warm and not be; it’s my mess up. But it makes me embrace you and not look at you like, “Oh, great; I have to go meet with Interviewer.” Because there aren’t a lot of, "Oh greats." I used to enjoy this Psych 474 class but now I’m late, so now I don’t even want to come. I avoid the whole class and I’m mad at myself for the rest of the day. It’s a chain reaction. So, that aside, I think having her as an option to help me get back on track is why I would hire a coach.

Interviewer: “Working with an Edge coach helps me feel _____.

Lauren: Working with an Edge coach makes me feel understood. Shall I keep going with other feelings, or should I just stop there?

Interviewer: Go ahead, if you have them.
Lauren: Understood, similar to what you did earlier, telling me it’s okay if I’m late. They had a similar approach; so understood, supported, encouraged because they want, even though they are providing a service, I feel like they genuinely want these changes for you. I feel like I could be an ADHD coach in the future, which is funny; people with ADHD will become professional organizers, ADHD coach is you’re teaching how to do this now. “What do you mean I made your life crazy for so long?”

Interviewer: Well, [you] have a lot of experience.

Interviewer: Have you ever felt like it was okay to disagree with [your coach] or not do what she suggested you do?

Sarah: Yes. There was a couple times, I think it was when we were talking about the relaxation that she wanted me to do, I think yoga. I’m not a mind/body/spirit person and I can’t sit there and get in weird positions and stand there for five, ten minutes or what have you. And so that was something so small that she probably thought she was helping me a lot with that I just kind of blew off. And I said, ”I’m sorry.” I never said I don’t like that; I’ve listened to her, given her a chance to say, but I would just never act on it. Instead, I would interpret it my own way, twist it a little bit and I started running more or I just started exercising more. So, I was doing what she was wanting me to do but I wasn’t doing it her way. And then, after I would interpret it, after I would act upon it, the next phone session I would tell her, “Oh, I haven’t been doing yoga, but I’ve been running more.” She would pick up on it and ask, “How’s that going for you?” And if it wasn’t going well, she would give me more advice on how to change it. So, she was really lenient on if I wanted to accept it or not. That was more in my hands because you’re 19, 20 years old. ”You’re old enough to realize if you want to accept these tips or not. But if you do, let me know how they worked out. If you didn’t, did you find an alternative?” And we would go about trying to problem solve that way.

5-1b. Coaches offered effective suggestions in a respectful manner.

Interviewer: You know, I’m curious; you say this is the first time you’ve had a planner.
Kayla: Umm-hmm.
Interviewer: My guess is, you’ve had a lot of people probably try to get you to use planners.
Kayla: Yes.
Interviewer: What do you think made the difference this time?
Kayla: It was her approach. I’ve had lots of counselors. I’ve been through multitudes of different ways of try to deal with my stress and I really botch the system. I had a real problem with schedules. I started to feel really trapped and really, umm, like I was conforming.

Interviewer: Umm-hmm.
Kayla: And I’m total non-conformant.
Interviewer: Umm-hmm.
Kayla: So it was difficult for me to do that. And she put it into another, she made me look at it in another way. And I've had people say it to me.

Interviewer: Umm-hmm.

Kayla: But the practice of her going over the schedule with me, and showing me how it's giving me more time. To have that free time to go daydream underneath the flowers.

Interviewer: Umm-hmm, umm-hmm.

Kayla: So, you know, she showed me how it worked.

Interviewer: Did you ever feel resistant, like you're being told what to do and you didn't want to do it?

Kayla: I have in other situations, and that's why it hasn't worked in other... Like, with my mother. [But] with her, I never felt that. I felt like we were a team. Like she was doing something. And she would tell me, the way that she would present it... My counselor, my therapist that I go to, I feel very resistant to the things that she says to me. And she's the type of person that tries to make me feel guilty if I don't do the things that she has put out there for the week.

Interviewer: Umm-hmm.

Kayla: And with [my coach] she'll say, "Oh, that's too bad that you didn't get that done. How do you feel about that? Now that you look back at that, how do you want to change that in the future?" And we would discuss it, and I would feel bad if there was something I didn't do, but I wouldn't feel guilty.

Interviewer: Okay. Well, that's helpful.

Kayla: Yeah. It really is.

Emily: I remember one time telling [my coach] about just having a stressful thought in my mind that I can't get rid of. And she sent me back an article talking about with ADD people, how we tend to do that to, what was the word? It starts with an "r" and just to...

Interviewer: Ruminate?

Emily: Yes, that, about...

Interviewer: When you just constantly go over it and over it and over it?

Emily: Yeah, just constantly chewing over it, and ideas about how to break that. That was very helpful. I was able to stop stressing about that with some of the suggestions and just move on with other things I needed to do. And I feel like, if I had been better about emailing her, there would have been a lot more situations like that.

Interviewer: Okay. Sounds like whenever you did have time to email her, that her feedback was usually very helpful.

Emily: Uh-huh. So, not just with the phone calls, but with the emails, as well.

Interviewer: When you work with your coach and she makes a suggestion and she says, what about this? How free do you feel to dismiss that or disagree with it?

Renee: I feel very free to dismiss it if I feel like it's not going to work for me. She
actually prefaced all of our study sessions, the first one she prefaced the entire program with the statement that, if there’s anything that you don’t want to try or you don’t think it’s going to work, tell me instead of saying that you’re going to try it and then not try it. And then we can try something else that you might find more enjoyable to try.

**Interviewer:** And does she really practice that belief system?
**Renee:** Yeah, she definitely does. She always says, “Do you think this is something that you could keep up with?” And I would say, “No.” Like, she thought that we might try an online calendar with, what was that, Google calendar?

**Interviewer:** Uh-huh.
**Renee:** And it would remind me to do things?
**Interviewer:** And she could see it, too.
**Renee:** Uh-huh. And she asked if that would be something that I would keep up with. And I said that I don’t think that I could keep up with that. I’m not very good at getting on my computer and plugging in things. It takes too much time. I have a written calendar that I like to use, so I stuck with my written calendar. And we talked about maybe color-coding my written calendar so I could see what’s more important.

**Interviewer:** What do you think your coach did that helped you to just start?
**Lauren:** I think it’s my first explaining to her; the preparation time; it seems to take me a long time to get ready to study. I can’t be too hungry or too hot or too cold or too over-stimulated on the inside. Kind of like we talked about before, there’s always a lot going on, a lot of students, a lot of everything. Information everywhere and to just keep it more [of a] direct path. I feel like I found out a lot about myself and what I need to do in conversation. So, with her, she was kind of like a spring board, like supports and stuff, that I could brainstorm with ideas. I might say, “Oh, I could try this.” She’ll give me feedback, not because I need her validation but because she might have a good insight. Give me a new way to think about it. Or she might offer suggestions, too.

**Courtney:** But then he also gave specific examples or specific suggestions as to what I could do to try something differently. I can’t think of something specific right now.

**Interviewer:** So, has your coach done anything that has helped you to minimize the amount of floundering you’re feeling?
**John:** She has. She’s made a lot of suggestions. The biggest problem is my in-execution because, like I said, I have a lot of stress on my plate. She’s suggested to me doing a calendar, doing homework in chunks instead of sitting there for hours on end. Because that’s basically an ADD person’s worse nightmare, sitting there for hours; because the next thing you know you start looking at the ceiling and counting dots.
Interviewer: Let me ask you this. If [your coach] threw out some suggestions about how you could do things differently, did you feel like it was okay to not do that, to not follow one of his pieces of advice?

Courtney: Yeah. I didn’t feel pressured; like, "Oh, I have to do this." I felt like the reason why I decided to try this [was] because I was excited to try new ways of approaching things that I’ve dealt with forever. And so, when he’d throw out ideas, I was eager to try them because I just feel like that was the plan of this.

Interviewer: A lot of people think that therapy and coaching are really identical models. And the way that you just described that for you, could also be said of good therapy.

Justin: It’s a form of therapy, I guess.

Interviewer: So say more about that. How do you think [coaching] is similar to therapy and do you think it’s at all different from what therapy might be like?

Justin: I have a psychology background, I’m going into therapy; I would be able to identify it easier. I think that it was like therapy but not extensive therapy. In a behavioral cognitive kind of way, she would ask me how I am doing and get me to thinking about it. And she would offer me suggestions that would alter my behaviors to change the outcome for the next time. Even just sometimes talking to someone is a kind of therapy. You don’t need to pay millions of dollars for therapy. You just talk to somebody.

Interviewer: Well, what does [your coach] do to present his thoughts in a neutral way?

Dylan: He’s like, "I thought of using this," or, "I’ve heard this is a very effective solution and this may be a good idea." That’s usually the way he presents the stuff. I’ve found that to be very helpful because it offers you; he’s not telling you to do something, which is the major shift sometimes, the major issue when people... I’m probably working with someone who tells you to do this but I’m like, my thing still works so I really don’t want to change everything. He’s offering advice and you can take the advice and you can do what you want with it.

Interviewer: Are you more likely to think about the advice because of how’s he’s presenting it?

Dylan: I would, probably. I would say that I would react offhand before, but I’d be more inclined to record off of it since he’s giving me a more positive and more respectful; it brings out my defensive side, the first one; this one does another thing. I’m probably more inclined to respond better.

Interviewer: Let me ask you this. If [your coach] threw out some suggestions about how you could do things differently, did you feel like it was okay to not do that, to not follow one of his pieces of advice?

Courtney: Yeah. I didn’t feel pressured; like, "Oh, I have to do this." I felt like the reason why I decided to try this [was] because I was excited to try new ways of approaching things that I’ve dealt with forever. And so, when he’d
throw out ideas, I was eager to try them because I just feel like that was the plan of this.

**Interviewer:** Does it work both ways? If [your coach] gives you a suggestion or piece of advice, do you feel comfortable rejecting that? Like, not doing something she suggested that you do?

**Justin:** I would definitely weigh it in my head if I thought; if that would help me. I think she’s said a couple of techniques that I didn’t think would work for me and I told her that I don’t think that would work for me, but I’ll give it a shot.

**Interviewer:** When you just parodied [your coach], you kind of spoke like him. And you said, "Think about what happened to you last time." Sometimes when people remind of us of that, they’re kind of talking to us in what might be a condescending manner.

**Mitchell:** I don’t think; I don’t take it as that way.

**Interviewer:** Well, that’s what I wanted to hear more about. Tell me more about his tone and how do you take it? Where’s he coming from when he says that to you?

**Mitchell:** Well, when he says stuff, he’ll ask me my opinion on what I think about that. He’ll give me ideas, he’ll ask me my opinion on them. And then if I don’t like it, then he’ll just say, "Okay, well then, what do you think about it?" I don’t think of it as condescending, though.

**Interviewer:** Could you give me a word that describes what it is? I know I’m asking you questions you never been asked before. So what comes to mind?

**Mitchell:** I don’t know. “Helpful,” maybe.

**Interviewer:** It sounds like he’s very collaborative with you, too. He throws ideas out but it’s up to you to make the decision.

**Mitchell:** Yeah, yeah.

**Interviewer:** Is that true?

**Mitchell:** Yeah, definitely.

**Interviewer:** And if you don’t like one of his ideas, do you feel free to not use it or just say, “No, that’s not going to work for me,” or something like that?

**Mitchell:** Yeah.

**Interviewer:** Okay, so he’s also, it sounds like, pretty non-defensive?

**Mitchell:** Yeah.

**Interviewer:** It’s not like you have to do what he says or his feelings are going to get hurt?

**Mitchell:** Yeah, and whenever he gives me an idea, he throws it out there. He’s like, "You don’t have to do this. This is just an idea."

**Interviewer:** Okay. Well, what do you think his ultimate goal is then, as a coach?

**Mitchell:** Just to help me achieve my goals.

**Interviewer:** Got it. And do you think he’s very effective at that?

**Mitchell:** Well, he can only do so much. It depends on what kind of effort we put into it.
Interviewer: That's true.
Mitchell: But I think it's helpful; pretty helpful.

5-1c. Coaches held students accountable.

Lindsay: We've really been working on sticking to schedules and not backing out of plans last minute without communication. Communication is something I still struggle with. It was probably really difficult for her because sometimes she wouldn't hear back from me.

Interviewer: So communicating with her was even hard for you at times?
Lindsay: Yeah.

Interviewer: So, if she didn't hear back from you, what would happen?
Lindsay: Well, she'd keep trying and we'd have our weekly appointment, but I don't know. Sometimes I just didn't want to deal with it. I couldn't deal with an appointment or I couldn't deal with, maybe not calling her when I was supposed to, and so I would just push it all back. But she just kept pounding it into me that I needed to stay accountable for what I had planned.

Interviewer: That's the second time you've used that term, "holding you accountable." What does that feel like when [your coach] holds you accountable? Is that a good feeling, a bad feeling, or something else?
Lindsay: It's both sometimes. Sometimes I just don't want to do it. I just stay in my hole and not come out and I don't want to work on it and I don't want to talk about anything. And so, sometimes it's good. Sometimes I just get frustrated with it.

Interviewer: What's the best thing about being held accountable? If it's ever been a good experience, can you tell me a little bit more about that?
Lindsay: Oh yeah, because it will help me with my goals. I need to do so many things to reach one small goal. And if nobody's there expecting it from me, then maybe I won't get there. She was expecting things from me.

Interviewer: Just like you mentioned, you had spreadsheets and your... What made it different that they actually worked this time?
Kayla: The accountability to someone. Yesterday, when I had to do the paper and she said, "You know what? I'm gonna give you" - this was another thing that she did to make me have that feeling of crunch time - she said, "I want you to attach what you've written or what you've put on the paper and send it to me in an email. And if you don't send it to me in an email by 1:00 o'clock, I'll text you and see what's up."

Interviewer: Umm-hmm.
Kayla: And she said, "It's not a judgment call but this is you playing a trick on your own brain that you have to have this done for me."

Interviewer: Umm-hmm
Kayla: And she said you will feel; and I do feel accountable to her. Where, with counselors or with the electricity company, I don't necessarily feel that accountability.
Lindsay: Well, if we would set a goal one week and then we were supposed to talk about it that previous week. Sometimes I would keep her updated through a text or an email.

Interviewer: How did that work for you? Was that pretty effective?

Lindsay: Yeah. It kind of held me accountable. If I didn't have anyone to hold me accountable for those goals, then I'm not sure if I would have done some of them.

Interviewer: What have you and [your coach] done to make it possible for you to use your time more efficiently?

Rachel: The biggest thing was getting up in the mornings, because I've always had an issue with that. In high school, I didn't do very well and I was depressed because of family things and personal stuff and so that didn't help the whole situation. I had a bad habit of just not getting up in the morning. For a couple of weeks, I emailed her every morning when I got up as just an accountability of, if I don't get up, someone is going to know and they're going to email me and say, "Haven't heard from you." Practical things like that really helped me because just knowing that someone is holding me accountable.

Interviewer: So many people would find that accountability very uncomfortable, I think. I don't need somebody looking over my shoulder. Your body language just indicated, "No, that's not how I felt." Can you say a little bit more about what [your coach] would hold you accountable for? "Send me an email when you get up tomorrow morning." What did that actually feel like when you would do that with her?

Rachel: I can see how some people would feel like that. Maybe it has something to do with pride, I don't know. For me, there's things that I want to accomplish in my life and I want to have a family as well and I can't do those things unless I learn how to be self-disciplined and learn how to use my time well. I know what I want to do with my life and so I'm motivated and I have purpose. Because I have that motivation, I am willing to do what it takes to learn. So I didn't mind that I had that accountability with [coach]. It didn't bother me.

Interviewer: It sounds like it actually supported your own goal process.

Rachel: I'm sure sometimes it's hard with certain things but this was a situation where it wasn't threatening to me. For me it helped. I needed to talk about things, otherwise you get complacent with yourself. If you're only answering to yourself, who cares? You can let yourself off the hook all the time.

Interviewer: Would you care to predict or hypothesize right now one thing that might continue to really be there for you?

Rachel: I think one of the great things about coaching is, because it did hold me accountable and I know for whatever reason, you learn things as kids and
you always remember them, is it takes 30 days to make a habit or something. And so I've been thinking of this the whole time. And having that accountability, to develop these good habits, I am predicting that they will continue and that's what I've been trying to do for so many years. And I think that as far as time management, that's just something that I'm going to continue to get better at. That's what I want to do. Getting out of bed in the morning and going to bed on time and getting that good rest is all things that I want to continue. That's what I would predict. And with school, too; just talking to professors. A lot of times I would be afraid to talk to professors for some reason, just because, in high school, they always yell at you and stuff and so I'd avoid it. Instead of missing class because my assignment isn't done, I just go tell the teacher, "I'm working as hard as I can, here's what's going on." I go to class and it's just a much more enriching experience for me and I'm not intimidated by the whole process.

Interviewer: How would you describe coaching to your friend?
Mitchell: Somebody who helps you out with achieving goals academically.
Interviewer: How does the coach go about helping students achieve their goals academically?
Mitchell: Finds out what you need to do and ask, gives you different ideas or asks your opinion of what you think you should do to get done. And then he follows through to make sure you do it.
Interviewer: Do you think that approach is particularly helpful for people with Attention Deficit Disorder?
Mitchell: Yeah, because we tend to be pretty forgetful.

Interviewer: So [your coach] brought them to your conscious awareness by bringing them back up?
Bill: Right, right, right.
Interviewer: And some people, when that happens to them, the way the person's reminding them can sound almost like a put down. Like, "Did you ever get around to that?"
Bill: Right, right.
Interviewer: Where the implied tone is, of course you didn't.
Bill: Yeah.
Interviewer: Is that what she did? Or how she did it?
Bill: No, no. She's not my mother. She made that clear at the beginning. I was the center of this coaching, so something I didn't want to do or something I did want to do, that was up to me. If I didn't do it then, I don't know if she would frame it that way, she didn't say that it was your loss or something like that, of course. Of course she wouldn't. She was just motivational because she reinforced my goals on a consistent basis. And we were able to talk about them and keep moving with it and right now I have several avenues to go.
Interviewer: I can imagine that being overwhelming to some students. Like, too much data, too much information. Has that been your experience?

Sarah: At the beginning it really was because I wasn't used to looking over the things [on a full calendar] every time. So she had to say every week, "Have you looked at it? What's coming up?" And she would basically kind of ask me, trusting [because we're not face to face] that I wasn't looking at my assignment notebook saying, "Oh, I have a test in two weeks." She was hoping that I would just know right off the bat so I could just reiterate it back to her. And that's kind of how she would judge if I was paying attention to what's coming up.

Interviewer: That's clever.
Sarah: I know. It was more of a trustworthy type thing.

Interviewer: What do you like best about coaching?
Brooke: That it's a reminder that I'm not trying to figure out all my projects by myself and sometimes, if I have completely forgotten about something, she can remind me. Usually, it's just general, but if she hasn't heard me talk about something in a while and she remembers it's coming due, she'll be like, "Have you started yet?"

Interviewer: You just said something. I don't want to read into it, so let me just ask you. In my mind I heard two things that you liked best about coaching. One is the reminder but, two, you said, "I don't have to do that all by myself." So that either means you don't like to be the only person having to remind yourself...or that means that you like going through school with somebody else? Having somebody else in your life who knows about what you're doing and cares about what you're doing?

Brooke: Yes, definitely.

Interviewer: Can you say more about that?
Brooke: I'm taking a lot of these classes by myself so I really don't have a friend in the class with me. So I'm not working with anybody else. And not only that, but English is kind of hard to do. Personalize it with somebody else, so it's just nice to have somebody to be like, "Okay, I'm checking in and I didn't do what I was supposed to do because I got distracted yesterday or I forgot or I ended up sleeping way longer than I thought I would." And it's just nice to have somebody there just to keep me on track. Even if she doesn't say anything, it's just a reminder to myself because I have a lot of things pulling at me saying, "Do this, do that, do this, do that, do this, do that," and I could spend all of my time doing that and not do my school work and would fail, which is not the point of college. But at the same time, I don't want to ignore all that so it's just nice to sometimes, if I need it, have somebody there to sit down and say, "Okay. Well, what do you want to do the most and how can you best balance that with doing your homework?"

5-1d. Students enjoyed a positive relatedness with their coaches.
Interviewer: So doing that with [your coach], talking with her, catching her up on how you’re doing, kind of lining up the next few days or whatever, why do you think that minimizes some of your stress?

Bill: ‘Cause, you were talking about “self talk,” right?

Interviewer: Right.

Bill: I don’t talk out loud usually. It’s all in my head. So, a lot of the time I’m running so fast, my brain is moving so fast and jumping here and there and trying to visualize what I have to do if I’m not doing it at that moment. And I’ll just think about it too much and it’s stress. And when I talk to her, it’s like, “Just go do it.” And also, just talking to somebody, opening your vocal cords, you know what I mean? We’re all alone in college. I feel like it’s a very deprived four years of anyone’s life but it can also be very enlightening and enjoyable, as well. But there’s certain moments where everybody need somebody to talk to.

Interviewer: My other question was any other benefits [of coaching], and I think you’ve talked about that in terms of someone who’s understanding. Maybe you can address that a little bit more; but aside from grades.

John: She explained to me that coaching is more than about school; it’s more like life coaching. Trying to get your entire life on track; trying to figure out the bigger goals but figure out which smaller goals lead [up to those]. And helps you have the ability to talk to someone; to have someone listen and provide you with good advice or just to be a listener and be someone to vent to.

Bill: Something that we haven’t really touched on is my personal life. [My coach and I] were pretty open, I guess. Or, I was pretty open with her and she was fairly open with me. I mean, she didn’t let me in on every aspect of her life or anything like that. But that enabled me to feel comfortable enough…to share some of my habits and my social habits particularly. And that’s where [coaching] links up with the artifact that I brought, in linking values with action. If you don’t want to do something, don’t do it. Not in a selfish way or anything like that. Not in a narcissistic way, either, but she would always say, “This is about you. You need to make the best decisions that go along with your goals.” And even though we didn’t talk about it real specifically like that until Tuesday, there were themes of that throughout the entire process. And I think her just being very open and real with me was; I think I like that almost the best part, you know.

Interviewer: Before we move on, can you think of any other benefits that have come out of your work with your coach that you haven’t talked about yet?

Bill: Other benefits? Because she opened up with me a little bit, it’s nice to see somebody who’s progressed. Is older, is married, has a pretty good life and their career’s going well, their husband’s career is going well and they’re just enjoying life. And that’s motivational in itself…
Interviewer: To you?
Bill: Yes, because that’s a point in life that I would like to be at some day.

Interviewer: You also said that he let you take the lead in those early sessions and that helped build trust. Can you give me some other descriptions of how he let you be the leader?
Dylan: First of all, he’d ask me, "How [are] you doing?" And I would tell him and we’d talk a little. And then he’d ask me, “So, anything happen this last week?” And I’d basically think about it because, at the beginning time, I wasn’t preparing myself very much for the interview, so they weren’t a central thing in my life. I had other things going on and so we’d talk about that. Then as we talked about apparent situations, he’d talk about situations and he’d ask me anything where this happened and that happened, basically. It was kind of like what a therapist would do but it wasn’t in the same situation, because we wouldn’t talk about deep issues like that. He was asking about situations and he’d just give me tips. Like, in this situation, I think you should for organization because the theme from very early on was organization. The first interview, the thing I told him I wanted to work on, was organization. He was like, there seems to be somewhat of a theme you’re missing. Because sometimes it would happen twice in one day. Was there any reason; maybe you forgot your organization. I was like, “Yeah, yeah.” And that was able to really help me build my trust. The later interviews, I was much more open than I was in the beginning because I feel, I have a lot of trust in my coach, so…

Interviewer: You can open up more.
Dylan: I can open up more.

Interviewer: What have you liked the most about coaching with [your coach]?
Courtney: I don’t know; it’s all been enjoyable. I like that he really cares about my well-being. I think he’s living vicariously through me and he really gets happy when I see progress and especially when it’s from our coaching sessions.

Interviewer: Dumb question maybe, but how do you know that?
Courtney: How do I know that? I guess I can just tell by his voice. I can just tell that he’s a genuine person. I feel like I have a good judge of character and I can tell that he’s genuinely happy for me.

Interviewer: It sounds like that involved information sharing and just being connected to her, just having a relationship with her.
Sarah: Right. She was trying to get off the professional; we’re only going to talk three times a week or once every three weeks. She wanted to break that off and she wanted it to be, “You can contact me whenever.” So, she kind of broke the ice with that.

Interviewer: Got it. Even though you only talked to [your coach] by phone and never met her in person, do you feel like she got to know you very well?
Sarah: Yes, I really do. We wouldn’t talk about coaching and stuff. She’d ask me personal questions like, “What do your parents do and how many brothers and sisters do you have?” She took notes on that and then later in the sessions, I think one time I told her, “Oh, I can’t talk next weekend because I’m going home for my sister’s birthday.” And so she remembered that so the next time we talked she said, “How was your sister’s birthday?” So it was kind of nice. She really did try to remember things. I know she probably took notes because she talked to so many people. But it was really nice that she brought that on a personal level and really tried to connect with my actual life, too.

Interviewer: What’s been the most enjoyable part of working with your coach?
Sarah: The most enjoyable part really for me was the personal email contact. I found that at some times, when I did feel rushed during the days, I kind of thought it was annoying just because it was one more thing on my list. But then, in the long run, I really did appreciate it. Like I said, when we were talking about relaxation-type needs, she would email me, “Oh, I found this news article in my paper today and I thought you would be interested in this.” It was something so small, a gesture by her, and like I said, some days it would be really annoying because my phone would be going off for one email and I would be stressed out. But in the long run, at the end of the week when I would be having five or ten minutes when I would look back over the email and write her back, that was really nice to know that she was there even when I was stressed out that day.

Interviewer: To know she was there. And you said it was a gesture on her part. Usually gestures convey something, they symbolize something. What was the message from [your coach] when you would see that she sent you something via email?
Sarah: Honestly, as corny as it sounds, she’d put at the bottom, “Enjoy the rest of your day or hope you’re having a great weekend.” I think what’s been great is, “Have fun.” I went to Marco Island. So it was, “Have fun at Marco Island.” It was something so small it just ended it on a good note, I guess. It’s just one more reminder that it’s not all professional. She really does care; she really does want to get in contact with me. So, that was really nice.

Interviewer: Sounds like she often conveyed again that knowledge of your life; that she was paying attention to you and your life. It sounds like you appreciated having someone in your life doing that besides your parents or best friends or whatever.
Sarah: I did. I know the people I live with every day. And it was something so small that probably took her two seconds to write on in the email, but it really did make me smile. Or even the little smiley face in the email, she would insert it. It was just nice that someone you’ve never met before, that I just made such a connection with and really talk to her, that cares
that much about me. And it's not on a professional level; it's more on a
personal level and she's working towards keeping it on a personal level.

Interviewer: Whose goals did you and [your coach] work on?
Sarah: You mean my goals or her goals?
Interviewer: Yeah.
Sarah: I think we wrote out my goals and then she would tell me how; there was
one phone call. I'm trying to remember the main point that we talked
about. But when she stated, "Next five years, next five months even; what
do you want to accomplish?" And then we talked about the baby steps to
get to those goals. But she would tell me how, what goals she had and
how she was working towards them. I think she tried to say that so I could
get relation to maybe try and figure out my goals. So, in the culmination, it
was my goals and her goals; but she was more focused on my goals. She
would talk to me about her goals so I think also it developed a more
personal level so I understood her as much as she understood me.

Interviewer: You talked about one of the most important outcomes being
you're more organized and time management tools. Are there any other
benefits or outcomes that you are going to take away from this?
Justin: It was much less important than the school work we talked about;
shouldn't say "important," just less, we talked about it less, but it was my
actual life. It felt good to just talk to someone about the things that were
bothering me or some things that happened that I needed to get off my
chest. And I guess just someone supporting me that gave me a little more
confidence.

Interviewer: What have you liked the most about working with [your coach]?
Logan: It's actually pretty interesting, well, for me anyway. She lives in [another
country]. So I would Skype with her to [that country]. And learning about
her culture was actually really fun for me and it has nothing to do with
coaching, but it's kind of fun.

Interviewer: Give me an example of something you've learned about her culture.
Logan: So I learned where she lives and what kind of food they have there. And
her kids are going to the University. Just different cultural, really basic
stuff like food and what they like to do for fun.

Interviewer: Have you noticed her using [any] coaching techniques that stand out?
Again, different from tutors or professors or other people you might
encounter on a college campus if you want some help?
Logan: What do you mean by “techniques”?
Interviewer: Anything that you think she may be trained to say or do as a coach.
Logan: I don’t know. Everything felt so; she was just a normal person. It didn’t feel
like anything was scripted or anything like that, so I never got the sense
that ...

Interviewer: She was just who she was and that helped.
Logan: Yeah. Yeah.

Interviewer: Okay. Is there anything about coaching that really stands out as cool or helpful that I haven't asked you about so far?

Mitchell: I mean, he’s pretty cool. I like talking to him. It’s a half an hour phone call which could be kind of dreadful depending on the person. But he actually, it goes by pretty quick because he doesn’t, I guess he makes it interesting.

Interviewer: You said it could be dreadful because it’s that long. Being on the phone for thirty minutes could be really dreadful for you?

Mitchell: Yes, depending on the person you’re talking to and the conversation.

5-2: The coaching relationship helped students develop more effective belief systems.

5-2a. Students focused on their goals, values, and preferred approaches to goal attainment.

Interviewer: Coaches work with the client's or the student's agenda, meaning, what you want to accomplish. Do you feel like your coach knew what your agenda was? Was helping you work towards your goals? Or do you think you guys were working on her goals?

Ethan: I guess her goals were really trying to help me.

Interviewer: Did she understand what your goals were?

Ethan: Yes, she did. She very much did understand that I wanted a more, a better schedule. It really came down to me not fulfilling that, though. I don’t want to say, it really was not her fault at all. It really was my own; the coach can’t do everything for you. It has to be the individual itself.

Interviewer: So, your coach has a good sense of what your goals are?

Mitchell: Yeah, school-wise.

Interviewer: School-wise, okay. Has all of work with him been about school?

Mitchell: No, well, mostly, but we have other conversations. Like when we first get on the phone, he’ll ask how my weekend was or what I did, stuff like that, and…

Interviewer: Okay.

Mitchell: I think we actually started talking about me getting a new car because I wanted to and he just threw out ideas of what I could for that. Like, go test drive or look up prices and stuff like that. Or if I accomplish a paper or something like that, he’ll say that I should have something to reward myself, also; something not school-related.

Interviewer: Nice.

Mitchell: And I guess helped me figure stuff out a bit.

Interviewer: At the same time, I was doing two non-profit charity organizations for social justice.

Interviewer: Oh, my goodness. It’s a big schedule.
Christopher: Indeed.
Interviewer: Yes.
Christopher: My coach and I had some discussion over why was my plate so full, and how did my actions relate with my intentions, if that makes any sense.
Interviewer: Yes, absolutely.
Christopher: And she was very helpful to me. For example, I was keeping myself fairly organized by using some programs, like Google calendar and things like that, to set up reminders and things like that.

Interviewer: Does U of M have wireless throughout the campus?
Jacob: Pretty much. Yeah, there is some in every single building. There we go [opening his Google Calendar].
Interviewer: Do you mind if I snap a picture?
Jacob: Yeah, go for it.
Interviewer: So that shows you the whole week.
Jacob: It shows the whole week and then every hour.
Interviewer: And color codes it.
Jacob: That's the main thing that I like about it, because I can easily see stuff. I have all school stuff is just blue. And then appointments and things is red. The Air Force is purple. The best part that [my coach] said is, you can see very easily where your time is going. So if you have a lot of general time, then you can say, "I need to cut that down a little bit." So pretty much, my week should be blue. It makes it a lot easier to see it.

Lauren: In terms of an artifact, what I had was a journal thing and it was more of…
Interviewer: Of what coaching means to you.
Lauren: Yeah, and quotes. Quotes are something I feel I can use as a redirection tool. So I carry it around with me because it becomes a strategy to just get the notebook out when you feel like you are indifferent and you don’t know what your goals are. You probably went through this bout before, but you didn’t learn. Now you’re over-thinking and you’re right back to where you started. It’s the weakness in between the strength and now you just need the bridge, I guess. And so the bridge for me is things like the quotes. And with [my coach], we do share a lot of quotes and stories.

Interviewer: So what it sounds like is, if you have a goal and you develop a more specific plan for getting there, that in and of itself is motivating?
Bill: Yes.
Interviewer: Okay.
Bill: You have a more direct path. It’s not all over the place.
Interviewer: And if somebody helps you do that with what are truly your goals, not their goals, but your goals, where you’re in charge of that process, you’ve also found that motivating?
Bill: Say that again?
Interviewer: You said, “I was the center of this. If I didn’t want to do it, I didn’t do it and my coach knew that.”
Bill: Right.
Interviewer: So it sounds like she respected your autonomy a great deal.
Bill: Yeah.
Interviewer: And wasn’t trying to push you in a direction you didn’t want to go.
Bill: Right. I would agree with that.

Interviewer: What did you enjoy most about coaching?
Justin: When I got assigned to [my coach], I was worried that she was going to be boring and I wouldn’t be able to talk to her that much. But I talked to her and I’m glad that she’s very easy to talk to and fun loving. I like that. I crack jokes. I have fun. I talk to people.

Interviewer: So humor has been an important part of your coaching relationship with her?
Justin: Right.

Interviewer: As you look back on the coaching experience, what did you like best about it?
Ethan: What I liked best about it? I guess I liked best the fact that we were both going for the same goal. Obviously, it didn’t end up the way we both wanted, but that’s one thing I really did like, though. The fact we were searching for the same goal even though I had to do that but, yeah, I really liked the fact that she was really trying to help me and it really touched me but, sadly, I interfered with that.

Interviewer: And you said, “Yeah, I might hear him kind of saying that to me.” What would he be saying?
Mitchell: That I need to get stuff done and not put it off until the last minute, because I hate having to rush at the last minute.

Interviewer: And does he know that about you? Has he actually, have you guys had that conversation before?
Mitchell: Yeah, and he would just say, "Think about what happened last time. You know you don’t want that to happen again."

Bill: At the very beginning, her making a checklist of values and then her trying to, because I like to volunteer, I like to make myself helpful if I can. So that kind of went well with some of my values. And so she would bring up things like the Rotary. She’s very involved in the Rotary and if she brought up, a Rotary and things like that, even though I didn’t get involved with Rotary because we don’t have one here, I still ended up getting myself involved in some Habitat for Humanity and stuff like that. And that was very self-fulfilling.

Interviewer: So, some students, if they became better aware of the fact that they didn’t have as much money as they thought or hoped, that would really stress
them out. I’m curious how have you felt as you’ve gotten better able to track your finances?

Emily: Well, it’s not so much that I was running up debt or not having enough money. I just realized I don’t want to buy sandwiches every day at the library. I’d rather pack a sandwich and then I would have a little bit more money to go to the movies with my friends and just spend my money where I actually wanted to be spending it.

5-2b. Coaching helped students normalize the ADHD experience and develop more realistic approaches to goal attainment.

Interviewer: So what is the biggest thing your coach has done to help you with that process of, "Here was the original plan; here’s what I thought the next three years were going to look like, and here’s how they are probably playing out"?

Lindsay: Well… she can talk about other people’s possible experiences or talk me through and make me realize that I’m not the only person who was like that. In college, a lot of people struggle with this. And so, if she helps me realize that some of my goals are not realistic and accepting it. I need to accept it.

Interviewer: And has that happened?

Lindsay: Yes. I’ve sort of been forced to accept it somewhat because I’m going to have to retake some of these classes. And I did have to drop a class. And she talks me through, "It’s okay. It’s okay to be set back a little bit.

Interviewer: And can you think of another goal that you and your coach worked on or talked about?

Lindsay: We talked about grades. I set a goal for a GPA but I think that’s before I started taking a lot of the chemistry and biology classes. I think it was a little bit too high of a goal or unrealistic. I guess I didn’t realize how difficult college was.

Interviewer: Could you think of an example of a more realistic or obtainable goal that maybe you created after you started working with your coach?

Lindsay: Something that I had for myself that I had already set, and then she helped me reset it? …So, like a class schedule. I guess I’ve had a difficult time, I have this whole schedule and I had probably the next four years planned down to the quarter and down to the class. And so, winter quarter, I was having a really hard time picking out classes. And we talked through some of the processes, like the homework schedule, and so I kind of have, I don’t know the word for it, kind of let some of my plans be altered or not so stingy on them.

Interviewer: The way that you deal with the anxiety that comes with the grades, [it] sounds like that’s been impacted by coaching?

Lindsay: Right. Before, I guess I had a really hard time figuring out that other people are struggling just as much as me. And even now, it’s really hard
for me to look at a lot of my friends and they're succeeding way more than I am. [My coach] can ask me something like, "Do you think that everyone around you is doing so much better?" And she maybe, "Can you think of anyone who is struggling as much as you?" Or make me realize that there are other people... And then, I don’t know; success, getting to med school, isn’t easy.

Interviewer: So what other areas do you think [coaching] has had an effect on? Or are there other areas besides grades that you think it’s helped you with?

Amanda: My life. Coaching hasn’t particularly helped me with grades, but what it has helped me do is, it’s helped me approach my plans differently. It’s helped me set more realistic goals for projects and stuff. It’s helped my overall planning and strategizing of things. But the little things with school, like how to do certain things or how to focus best or something, I already know that. If a door is open, I know myself. Even if I’m on my medicine, I can’t focus with the door open because I’m always looking at who’s going by. So those are things I already learned. But ultimately, the way I would plan my assignments or something, those are things that coaching has helped me do. Helping prioritize and stuff.

Interviewer: Since you started working with your coach, have you noticed any changes in how you identify or create goals?

Christopher: Yes, actually. One of the things that she was particularly helpful with was both, through our discussions and through some technological solutions that she provided me with, to become more realistic with my time budget as it were.

Interviewer: Okay.

Christopher: I still have a really busy schedule. But I’m now much more conscious of, "Is this next thing feasible?"

Interviewer: If you were looking right now at the key changes that you think have come about in your life as a result of coaching, what would they be?

Christopher: I think it would be primarily means of planning, aspects of planning of my activities, some aspects of execution, and to be less vague and more specific. There are definitely key changes and some of these things will stick, will stay with me. One thing is prioritization. Another thing is budgeting time. Another thing is the execution of those plans. For example, one of the things that [my coach] has made me more aware of is that one has to be forgiving of one’s self. Not just for one’s flaws but ways in when one does not fit one’s actions or things do not fit one’s ideal. Using the sociological term, precipatory role ticking, there are certain aspects that I would like to take on now but they are not feasible. One of the books that she was kind enough to provide me information on and I already started looking at was a book for ADD for Organization; and it was tremendously helpful. I despise it.

Interviewer: I think I see where this is going.
Christopher: I have a certain expectation, both for myself and for my environment, and it does not lend itself to the utilitarian or philosophic or visual aesthetic that this book suggests for an ADD mind. Nonetheless, one has to make a decision, regarding what is of greater importance to you. For example, my wife and I have had multiple discussions on this because it became part of that whole discussion of understanding the ADD mind, dynamic support, and all the things that go into it. If I’m working full time and I’m going to school full time and I’m still trying to maintain some things with non-profits and that kind of thing to a lesser extent, but still; it is not feasible for me to expect to cook a wholesome dinner, wash dishes, tidy up and so forth. So one has to explore what are the alternatives. Paper plates and carry out? And while these may not be, well, that option and many other options is not what course that I prefer philosophically, aesthetically and so forth, it is important to explore alternatives that available and what are feasible. Does that make sense?

Interviewer: Absolutely. That makes all kinds of sense.

Interviewer: How did the coaching help you set your goals differently to be more realistic?

Amanda: Well, really, the way I learned to strategize, to work out things in my head; to really stop and think about it.

Interviewer: And how did your coach help you to learn to do that?

Amanda: We did it together for a while and then, when I learned how to do it, I started to do it on my own. Because, if I know how to do things I'll do [them], but usually I need somebody to teach me how to do it right away, then I can start. My coach helped me to do that because we would do it together for the first few times and then I learned how to do on my own.

Interviewer: Great.

Amanda: I was just going to say that he would just say, "What's realistic?" And help me better prioritize things and stuff. It helped me put things into perspective.

Interviewer: Has the coaching made a difference to your commitments to yourself?

Amanda: Yes.

Interviewer: In what way?

Amanda: In just being more realistic about my commitments. Expecting what’s reasonable for myself. That’s made a difference.

Interviewer: And what about that change? If I were interviewing you again in a year, do you think that you’d still be doing that, making those commitments to yourself?

Amanda: I hope I will. I think I will. Also, the thing that coaching did for me was, because the coaching made me recognize and break down my fears; break down those barriers, it opened up a lot of doors for me. It’s almost like it helped me pave the way. For example, I use to see this psychologist the tail end of my senior year and I never liked to talk about it, ever. My parents finally forced me to go. They’re like, "You have to go see a
psychologist. You’ve got some issues. You can work on your ADHD or something." That’s why they sent me there, because he’s a doctor of cognitive behavior. He specialized with people with ADHD and stuff, so my parents sent me there. We started to get somewhere with it, practice and stuff, and I stopped seeing him because I started getting nervous; I intentionally dropped the ball. I’d be like, "Oh, he just hasn’t called me back or something," and after time severed it and stopped going. But it was quite deliberate and intentional. And after going through coaching and stuff, I think I recognize that those are fears that can be dealt with and they can be worked out. The coaching helped me go back to my psychologist and start to take a real approach. I’m back with my psychologist now and that was a big thing for me. I didn’t want to do that but it’s good because since I’m back; I know the coaching isn’t going to go on forever and everything, but it was good. It’s like padding. So, when I stop with the coaching, it’s helped me realize the importance.

Interviewer: Has she been an effective coach?
Justin: I think she has been a very effective coach.

Interviewer: What do you think has made her a particularly a good coach for you?
Justin: Just the fact that, first of all, we talk and I feel like we had a lot in common. Because, first of all, I know she’s had ADD and she would know a lot I’m going through. And also that she talks to a lot of other people with ADD. She would offer advice on how to deal with things or like what I’m thinking. She would know probably more than anybody what it’s like. Because she not only known what it’s like from her experience. She would know many other people’s experience and she’s helped them as well.

Interviewer: What are the benefits to you of coaching?
Rachel: Sometimes I can think better if I just start talking. As far as time management, to have somebody who is a professional and has so much experience with people who struggle with this. To discuss these kinds of different challenges with someone who actually knows all the research and all kinds of background knowledge and knows the best kind of advice to give is so helpful. Because I can talk about time management with my boyfriend or my best friend or a family member, but their advice is going to be whatever they’ve learned from life. And while some of it might be good, there’s fact or research that she knows that really helps put things in perspective. Or she knows from experience practical tools to implement. And for me. Here’s my goal; how do I get there? And I like to have practical steps. She can offer those in a way that somebody who doesn’t know anything about ADD can do.

Interviewer: Do you feel more understood by [your coach]?
Rachel: Yes. Light years.

Interviewer: Because of her expertise in ADD?
Rachel: Yeah, and I think one of the things in life in general that is so important is to know you’re not alone. And if I would have been going over this past
semester, part of last semester, talking to my boyfriend mostly about this, and him just like, "Oh, well..." Because, in the beginning, he wasn't even so sure that [ADD] was real. So to have those kinds of discussions and non-support in your life could really negatively affect you because you're going to think negatively about yourself. You're going to be like, "Oh, what is wrong with me? Why can't I be like my boyfriend?" Whereas with [my coach, who knows, she has coached a large range of people from kids to adults and has worked with probably hundreds of people with this stuff, she knows that it's legitimate. There's no question of this. I'm not on my own with this. And that's super helpful, too.

Interviewer: Do you think that working with [your coach] has changed anything about how you establish goals?

Lindsay: I think it's kind of helped me, because I always do lists; my whole life, I do lists. I do graphs. That's how I process. That's how I do things I need. Dates and times and schedules. So I think she's kind of helped me relax a little bit with that and try and set goals that are going to be more effective and realistic. And so then before [coaching], if I didn't reach my goal, it just really brought me down. So I think she helped me set ones that were going to be, not necessarily easier, but just something I could reach.

Interviewer: You said a while ago that your coach will often say the phrase, "Come back to focus" when you guys are talking together.

Brooke: Yeah.

Interviewer: It's almost like a mantra.

Brooke: Yeah, focus.

Interviewer: You're doing this thing with your hands, since the tape recorder doesn't have a video, where you're bringing your hands together. It's kind of like two sides coming together as one now, basically. Right?

Brooke: Yeah, because I usually have hundreds of ideas going around in my head and if I don't have something I'm focusing on, everything will get lost. I used to get really frustrated when I was learning to write because I would know what I was supposed to write about and I'd have an idea about what I wanted to write but I could never get the sentences right because, by the time I was writing them down, the thought was out of my head.

Interviewer: You're a fast processor.

Brooke: Yeah. Everything just goes right out the window. I was supposed to do that, I was supposed to do that, I was supposed to do that; and then nothing gets done because I can't remember anything.

Interviewer: If I were to ask someone who knows you very well and interacts with you a lot, if coaching has changed anything about you, what do you think they'd say?

Christopher: The person I'm using in my head for this example is my wife. And I think she would say is that coaching has caused some changes in the way I take on tasks. I think her own concern is that she would be worried; how
likely it would be for me to continue on this path without the feedback [my coach] is able to provide. This is an analogy that sounds dark, and there are other things that I could say, but it pops to mind. If I have an addiction to overburdening myself and [my coach] is my sponsor, what happens when my sponsor leaves?

Interviewer: Is that a concern that you have as well?
Christopher: Amusingly enough, it had never occurred to me until this discussion, but I guess it is a concern. I will have to discuss with [my coach] how to make some more of these set. I believe that some things have set on their own but I also believe that some things which; it’s often good to have a secondary voice saying, ‘Really?’

Kayla: I was just trying to get a grasp of what I had to do. She said, "Write what you think you have to do and get at least a paragraph or two down. And then go over and then you'll only have an hour," 'cause I had an appointment to go to. "You'll only have an hour to spend with Erica so you won’t; you'll have done some of it. And then that hour’s gonna make you not..." Like, if I had gone right away I would have spent probably three hours there and not gotten anything down on paper.

Interviewer: I see.
Kayla: So that’s the crunching thing. So I kind of put myself into a little time limit there.
Interviewer: Ah, so kind of a self-imposed time limit?
Kayla: Right.
Interviewer: Umm- hmm.
Kayla: Right. And I did more than I probably would have done had I gone right away. I probably wouldn’t have had anything done on the paper.

Interviewer: How have you changed the way that you think about things?
Lauren: Just slowing down and trying to; if I could give a metaphor, maybe... There’s a threshold of productivity and comfort, just stay within it. Not to get too crazy about; I think the problem with ADHD is consistency. One day I’ll be amazingly on task and the next day I’m like,"Yeah, I don’t what happened yesterday but that was great; but today is not that way." So, I’ve changed through the coaching just to try to keep a more consistent balance. And that can have an important domino effect, because I get more sleep, I can focus better. But I can’t get more sleep unless I text [my coach], because she’s going to know what time I went to bed, some accountability things, too. It’s made me change. And other ways probably I want to change, too. Probably my health; just my sleeping, my eating habits, anything like that.

Interviewer: Did the coaching help you go back to the psychologist?
Amanda: Yes, it did. Definitely. That’s the reason I went back.
Interviewer: And how did the coaching help you do that?
Amanda: It helped me realize that the fears I have don’t need to be dealt with alone.
I don’t need to stuff up all my anger; I don’t need to stuff up all my fears and emotions.

Interviewer: And how did the coach help you recognize that?
Amanda: I don’t know. I really don’t know. He would say, "This is not stuff you have to go through alone." And that was a step for me because, before the coaching, I didn’t feel like I was comfortable telling people I had fears. Because, here’s the thing about the coaching. I didn’t have to tell him that I had these fears, because he recognized these were fears. I think that was the thing for me. I’m still not the kind of person that would tell people what my fears are. It’s just not me. When he recognized it, it forced me to deal with it. Put me out in the open because he called me out on it, basically. So when that happened, that made things easier to deal with everything. By calling me out on my fears, that taught that I had them and they were real and they had to be dealt with. There would be a lot of times during coaching that I would have these little epiphanies. Like, "Oh my gosh, I didn’t realize that." You know what I mean?

Interviewer: What do you think has been the most useful outcome of working with your Edge coach?
Amanda: Just, definitely, being able to break down my barriers and stuff so that I can attempt to deal with my problems. That’s one of the things you’re not supposed to say, their problems. Because he says, "They’re not a problem." What did he say? I was like, it’s an issue. He was like, "No, no, we’re not going to use;" I can’t remember the word we used. I don’t know if we defined them. But I spilled the things I’m dealing with. Having a coach helped me the most because I was able to pinpoint that there were problems that I wasn’t dealing with that were halting my progression. So that helped.

Kayla: But I mean, I would have gotten an A. I could have actually, probably, have been on the Dean’s list had I had [coaching] the whole time I was a part of this. Yeah.
Interviewer: And you think that’s because...?
Kayla: I have time managed....
Interviewer: Okay.
Kayla: ...all the assignments more.
Interviewer: Okay.
Kayla: I didn’t give up because I didn’t beat myself up when I messed up. I didn’t make it worse. It didn’t turn into a snow ball.

Interviewer: And coaching helped you to do that?
Amanda: Yeah. It helped me to recognize that sometimes the emotions I’m feeling are emotions. And helped me recognize which emotions I need to deal with and which emotions are over-hyped due to the ADHD.

Interviewer: Has working with [your coach] made you less of a perfectionist?
Renee: I think it’s been pulling in my perfectionism to make it more of a realistic goal.

Interviewer: It sounds like your goals are much less abstract and much more specific. Can you think of any examples of what a goal would have been like for you a year and a half ago; what a current goal is maybe that you’re working on with [your coach], now?

Justin: The goal that I have now with [my coach], one of them would be to write all my assignments down. And just that one thing would propel the rest of my goals forward. Before that I really had no organizational skills. I didn’t really do anything. All I really knew is that I wanted to do better. And that was my goal, is do better and that won’t really take you that far.

5-2c. Students developed greater self-awareness and self-acceptance about their strengths and weaknesses.

Brooke: And then we’ll do text check in’s. And I have to do it, but I’m really going to try and do my homework after. So about an hour after it ends, she’ll check in if I haven’t, saying, "Have you started yet?" Or, "How’s it going?"

Interviewer: And what’s that like when you get that message from her?

Brooke: It’s a reminder for me that, “Oh yeah, I was supposed to do this, wasn’t I?”

Interviewer: Okay. You’ve got a big smile on your face as you say that.

Brooke: Because I’m very, very forgetful and I’ll remember to write things down but I won’t remember where I wrote them down, And then I’ll say I need to check something but I can’t remember when or where or what it is.

Interviewer: If you could revisit a bit, yes, that would be helpful. And what we were talking about was, if you’ve noticed any changes in how you identify or create academic goals.

Christopher: And it’s specifically academic?

Interviewer: If you can focus on academic right now, that would be great. And we will be talking about…

Christopher: The only reason why I ask it because it tends to…

Interviewer: Yes. Just go ahead and speak to a goal; that’s fine.

Christopher: I think that [my coach] was tremendously helpful to me in a variety of contexts, but specifically the one that I will use for this example is with the budgeting, with helping me be more cognizant of the importance of budgeting on the front end of one’s time. Originally, when I started working with her, I had numerous plates spinning. I was working full time; I was trying to maintain honors. I was working for two social justice organizations, volunteering for two social justice organizations. It was very difficult to keep all those plates spinning. Thankfully, she was able to help me be more cognizant of what was realistic and what was less realistic and how to decide, how to prioritize and budget; which is tremendously helpful.
Interviewer: So I’m hearing two things here. One is about budgeting time. Another was, there’s some work the two of you did that looked at how to set the goals? Which ones were most important to you? Or which ones mattered most?

Christopher: Well, I’ll say yes and no. I think no, because I think that is something that she would agree. I have very definitive goals.

Interviewer: So you knew what your goals were?

Christopher: Yes. Everything I had in the air was consistent with those goals.

Interviewer: Okay.

Christopher: So it wasn’t so much the goal setting as it was the budgeting to see what was achievable and what had to be set aside or put on pause, etc., so forth.

Interviewer: Okay, so being able to budget, which was most important to be able to prioritize.

Christopher: Exactly.

Interviewer: Can you give me an idea of one or two goals you’ve worked on in coaching?

Brooke: Mostly big papers and not procrastinating the big papers. Some of them have worked better than others.

Interviewer: What has your coach helped you learn to do differently that’s helped with that?

Brooke: More just remembering to do it. Because I’ll remember that I’m supposed to do something, but I can’t remember what I’m supposed to do. Or I’ll remember I have an assignment but I can’t remember what the assignment is or for what class. So I don’t even remember where to look to do that. So, if I have something that I associate with it, I’m more likely to remember it.

Interviewer: What’s the most useful thing that you’ve gotten out of coaching?

Brooke: Most useful thing is that I’m a little more aware of what I actually need to do and what I don’t do, because I’m just horrible at my procrastination.

Interviewer: Is it fair to say that coaching has enhanced your self-awareness?

Brooke: Yes.

Interviewer: And how has that happened in coaching?

Brooke: As in dealing with everything, I’ll just be talking and saying, "Well, I really don’t end up working well here. I don’t end up working well there." She’ll be like, "Why? Why?" And it will finally come out that I need to be working with noise in the background, whether it’s music or TV or whatever else. Or bright lights help me stay awake and a cold area. "Okay, so where’s the best place on campus to study? When’s the best time to study?"

Interviewer: Whenever you sort of paraphrase your coach, I hear you saying a question that she’s asked you. Does she tend to ask you lots of questions?

Brooke: Yes.
Interviewer: Some people have compared coaching to therapy, because both therapists and coaches ask a lot of questions. And, just given what you might have read or heard about therapy, do you consider coaching very similar to therapy or very different?

Brooke: I think it’s pretty similar.

Interviewer: In what ways?

Brooke: Because sometimes [the] reasons I don’t end up doing something are the same you would be talking about with maybe a therapist. So sometimes she’ll be like, "Okay, well, I may not be able to help you but let’s figure out who can." Or you’ll just be working on the same things; getting you thinking about how you work best or why you work best.

Interviewer: So let’s go back to your coach being more astringent. So if your coach was more astringent, it wouldn’t be so much about feelings and kindness, it would be more about…

Ethan: It would be more about really getting down to the point, really getting down to what kind of person I am, really reading and I guess making me do my own decisions in a way. I don’t want to say, force me to do this, but almost allure me to that point or show how that point would help me. But you really have to read the person very well and almost play them toward their own emotions in the way that they would act to their benefit.

Interviewer: When you were talking about the papers before, you said you were getting them turned in on time. But now I understand you’re getting them finished ahead of time.

Mitchell: Getting them finished ahead of time and then handing them in when I’m can.

Interviewer: Nice; and then the studying, too. And you said before, but let me just probe this in a little bit more. Before your work with your coach, it might be hard for you to turn papers in on time?

Mitchell: It wasn’t that it was hard to get them in on time, it was just getting myself to do it.

Interviewer: So the process of writing. Before [coaching] it was maybe a lot of last minute and now it’s kind of spread out over time?

Mitchell: That, and I guess I wouldn’t say it was as much procrastinating as it is forgetting about it.

Interviewer: What do you think has been the most useful outcome of working with your Edge coach?

Christopher: That’s a difficult question. It’s all been tremendously useful. She has taken a very holistic approach, I think. So identifying which area’s been most helpful…

Interviewer: You can go ahead and identify a few and then, maybe if one pops out of that as a priority, that would be great.

Christopher: Like I said, I keep going back to the budget and prioritization and of
course, that’s important. As are the execution acts, for the lack of a better word, that I’ve learned through my sessions with her. As of the meta-processes, understanding the contextual background of ADD, all those are as important. Speaking about outcomes in particular, I would say that the greatest outcome in particular is that I have managed, through this process, to decrease the number of things on my plate while still feeling like I am not slacking… And so, thanks to my coach, I have a much better understanding, I think this goes in accord with what you’re saying: I have a better understanding of the importance of taking some time to do crazy, luxury things like eat and sleep.

Interviewer: What about in terms of the actual goals that you set? Did any of those change?
Kayla: Yes.
Interviewer: From working with a coach?
Kayla: Yes; we were talking about this yesterday. The ADHD brain seems to work better under fire. Kind of like last minute; that adrenaline rush. And I would wait to the last minute to get that feeling and then, possibly, I could get it done. But it wouldn’t necessarily be my best work because I couldn’t really go into detail. Or, if I had something more that I thought of while I was doing it, I couldn’t bring that into the paper or whatever. And she identified a lot of things that would help me to notice, to recognize situations that were coming up, that were detrimental to me that I was kind of self-sabotaging.

Interviewer: And were those things that you weren’t aware of before?
Kayla: Yes, definitely. I mean, sometimes I was. Sometimes it was obvious. Like, when I would not do the paper until the last minute. But, the other thing, to realize that there is an actual chemical going on in my brain that was helping me to when I waited to the last minute; that it was actually making my brain fire like a normal person, maybe.

Interviewer: Uh-huh, okay.
Kayla: That adrenaline helps me to carry out the things that most people have all the time.

Interviewer: What did your coach do that taught you how to be more patient?
Amanda: He said, "Be more patient." He sort of taught me how to self-motivate myself more.
Interviewer: Like how?
Amanda: For example, not to feel like I failed at anything. That was really something that would really hold me back, if I feel like I totally failed at something. And just to take a totally different approach to it and not feel like I failed. And that taught me to be more patient about things. And also, he told me flat out - I’ve got to be patient. I’m like, "Okay."

Interviewer: Can you give me an example of a "cherry pie"?
Dylan: Well, a cherry pie is a situation where someone will ask you a question. And then you'll be thinking about it and you'll associate something else, just completely off the topic. It's like the ADHD thing. Like, "George Washington; when was he born?" Oh, Virginia; you know, cherry pie. And it's like that. And by identifying those situations I'm able to, first of all, even though they're not very common with me anymore. They were more common when I was a teenager, but now it disappears with time, I was able to identify situations better because I'm just like, "Oh, wait, I'm drifting off the topic" and stuff like that. And that was very helpful.

Interviewer: Has coaching helped you change anything about how you start identifying your goals? How you start just figuring out what it is I want to do?

Courtney: Most definitely. Well, a lot of times the questions that [my coach] would ask me would help me figure out priorities and help me... The fact [is] that he never really told me what to do; he just asked me questions and I would answer them. And I found [that] I knew the answers to how to go about doing it and how to go about making little changes. I knew what they were and that helped me; gave me some confidence because, you know...

Interviewer: You didn't know.

Courtney: I didn't know what I had to do. But he helped me see things from a different way and also maybe figure out what was stopping me from getting them done, which are things that I never really thought too in depth about before.

Interviewer: Can you think of any other examples besides the Meyer-Briggs and that you're an intuitive thinker? Where, working with [my coach] has also helped me learn about myself?

Courtney: I really liked when we figured out that I'm a visual learner. So, that helps a lot because he had me make out a big calendar of my week and identify what I... First, put down everything that I had scheduled within a week. And then, after that, put down another layer of extracurricular activities or things I usually did. But then also put on what I usually had to do for homework. Where, when; the time periods when I ended up doing homework. The point of this all was to figure out which times in the day I found myself distracted or stressed out or...

Interviewer: Less able to study.

Courtney: ...less able to study or procrastinating. And then we'd try to identify.... After that, it was clear there were definite patterns going on. So, that made me realize that, in those moments in particular, I can have a different mindset. And we figured out which things I could do differently. But I knew when they would be most important; which times during the day, which days of the week. So, that helped. The visual calendar gave me a better understanding and grasp on the fact that I can control my situation. Instead of feeling like I have this endless life ahead of me,
where I don’t really know when I’ll be distracted but I always feel distracted. So, it’s much more clear to me now.

Interviewer: It sounds like, before coaching, you didn’t necessarily talk to a lot other people about your studies, your school work, your classes and what goals you’re working on; what progress you’re making.

Justin: I very much kept that to myself.

Interviewer: Okay. So working with a coach has put you in a relationship with a professional that you’ve never had before.

Justin: Right.

Interviewer: Where the focus was on, how’s life? How’s college going for you?

Justin: Right.

Interviewer: And that in and of itself gave you the chance to put into words...

Justin: And I’m just verbalizing something that makes it a lot more tangible, more real. And instead of maybe just kind of guessing that maybe there’s a problem here, like, you know, “There’s things you need to change.”

Interviewer: Before I turn it off, any last opportunity to say anything else about coaching?

Brooke: It’s been great.

Interviewer: It’s been great?

Brooke: It’s been difficult sometimes because I just want someone to go, "This is how you do things," but I know that’s not realistic.

Interviewer: So you preface by saying [coaching] has been great. So can you sum up for me again what’s been the greatest part?

Brooke: I know more, I have more strategies for dealing with things like when I can’t focus at all. I have things that I can do to kind of try to snap myself out of that that I really didn’t have before. The only thing I can do is try and go to sleep and wake up the morning on the other side of the bed.

Interviewer: Start over.

Brooke: Yeah, which is not always useful. And now it’s a little bit better where I have things that I can do. I hadn’t heard of trying to have more protein if I’m like that. Sometimes it works better than others. If I realized I hadn’t eaten in eight hours, she’s like, "Go have some protein," and it makes sense. But it’s difficult because, sometimes I want an instant fix. And it’s not; you have to work at that.

Interviewer: But it sounds like you’re working hard and making good progress, though.

Brooke: I’m trying really hard to do that.

Interviewer: What’s that like for you to get an email reminder from [your coach]?

Mitchell: Definitely helps me remember. If I know I have a test or something like that, I’ll email him soon as I find out and then he’ll remind me. I guess we arrange the time that he’ll remind me to study or something like that.

Interviewer: And that is, "Working with an Edge coach helps me feel ____."
Amanda: Okay, working with an Edge coach helps me feel confident and comfortable with my ADHD. And that’s important, because then I can take steps to deal with them.

Interviewer: What do you think is the most useful outcome of working with [your coach]?

John: I don’t really know. She’s presented a lot of ideas. She’s been a very good support for me.

Interviewer: And if another college student here was thinking about going into coaching and said, “What do you like best about coaching?” What would you say?

John: If the coach is correct, because some of the coaches had stress in their lives or so I heard, and they had children and having problems of their own.

Interviewer: You mean some of the Edge coaches?

John: Yeah. My mom, her coach wasn’t that much help, but her coach had a boy with autism and such. She understood that her life was pretty stressful. My coach’s grandchild was born and was very loud and very lack of sleep. It kind of had a little bit of stress but she handled that. But at the same time, personally, I would say, have [my coach] as your coach because she’s helped me out a lot; incredibly understanding; very full of wisdom. She helped me understand what issues I should deal with. How I should try to deal with my trust issues.

Interviewer: But just now you said, “[My coach] will ask me questions that will help elicit what I know I need to do or kind of help me come up with a different way of looking at my situation.” Do any specific questions he may have asked pop into your head?

Courtney: Well, we always start the sessions with, “What is on your mind right now? Is there something in particular you want to focus on today?” And then I would think about it and whether I had actually consciously thought about earlier in the day. I would think about it and just dealing with that straight-on relieved a whole bunch of stress. It’s amazing because I guess I don’t realize, I don’t necessarily have on my mind the thing that is most bothering me or what I feel I need to get done the most; I tend to put that off. So, that helps.

Interviewer: So, [your coach] just asking those questions creates a space in which you really get to figure out, “Yeah, this is the thing that’s most on [my] mind right now even though I hadn’t been consciously aware of that.”

Courtney: Yeah. I feel like every time I talk to [my coach], it was just like a moment of clarity for myself because he helped me understand my own thoughts and feelings. And make sense of what I have to get done. How I knew that I had to get them done. And then figure out a way that could make it happen. One good example is, I’m actually thinking about transferring and that’s a huge task to take on.

Interviewer: Yes, it is.
Courtney: So, it’s been overwhelming and I was putting it off for a while. So, he asked me, "What am I looking for?" He also helped me figure out, what kind of... what's that called? It's a certain personality test....

Interviewer: The Meyers-Briggs?
Courtney: Yep! The Meyers-Briggs Personality Test; he had me take that and I figured out that I'm an ENFP.

Interviewer: It sounds like [your coach] offered you some ways to observe yourself and notice what you're doing with time in a way that you weren't doing before coaching.

Rachel: Yeah, I think the goals, like identifying, "Here's the problem I feel like I have" and "Here's what I would like to change" as my goal. I think once I get to a point of acknowledging the problem and then acknowledging where I want to be, I try and figure out, practically, what are the tools, what are the steps that I need to take in order to reach the goal? And then it comes to self-discipline. If I want to get up in the morning, then I've got to go to bed and I got to make sure I got to bed on time.

Interviewer: Are you paying more attention to your attention now?
Lindsay: Yeah. I'm paying more attention to when I'm not paying attention.
Interviewer: To when you're not paying attention.
Lindsay: Yeah.
Interviewer: Is that beneficial?
Lindsay: Yeah, because I can set it aside instead of sitting there and tuning it out. I mean, maybe, before, I could sit and think about something for five minutes. Completely miss that part of the lecture. But now I can think about it for 5 to 20 seconds and it's gone. And then I can come back to that thought later. Or if sometimes I - I set goals in my head a lot. I'm just constantly going through a schedule and going through my calendar, everything's just flying around in my head. So if I write it down, I can come back to it.

5-3: The coaching relationship helped students enjoy more positive feelings.

5-3a. Students felt more empowered to try their own approaches.

Interviewer: Has [coaching] changed how you approach doing problem sets?
Logan: Yeah, actually. Before [coaching] I would focus on reading the text book. My God, the math textbook. And you know what? To be honest with you, I found that I don’t even need to buy a math text book anymore because I can pretty much do the problems without even reading that. And so I would just focus on that before and I wouldn’t even get to the problem set and it would be due already and then I’d be screwed over. Now it’s focused on the problems. Sometimes the problem is tough enough to where I need to look in the text book but it’s very rare.
Interviewer: And if you don't have the text book and you find that need now, what do you do?
Logan: You rent it in the library.
Interviewer: Oh, okay.
Logan: I actually Xerox all the problems and if I ever need to…

Interviewer: So all of this success I’ve been hearing about today has been without medication?
Justin: Without medication.
Interviewer: And that was a conscious decision of yours and you were hoping coaching could help you fill that gap?
Justin: I wanted the same kind of result that I would get from medication without it. I wanted to be able to manage ADHD and I was hoping I would be able to do that with this study.
Interviewer: I think I know the answer, but I don't want to put words in your mouth. What's your conclusion?
Justin: I think [coaching]'s much more effective. I wouldn't say it's more effective than medication, but it is effective.
Interviewer: Got it.
Justin: And I think with more coaching, I think that would be more effective still.

Interviewer: “Working with my coach helps me feel ______.”
Rachel: More confident. More structured. I feel better about myself overall because she’s helped me achieve part of those goals I had set out. Time management and relationship with professors.

Rachel: I guess that’s part of it. And I was just thinking, too, that practically, as an example, I think it was last week, because I have this big research project and I'm a little bit behind sort of, but I talked to her and told [my coach] the parameters and what was going on with the assignment. And [she was] just giving me practical ideas well, color code these or use note cards in this way. And that's going to help you structure what you're doing and organize all this information because, if you've got 15 or 20 sources, that's a heck of a lot of information to put together in one paper. It was just [getting] overwhelmed from that assignment and kind of stepping back and saying, "Here's practically what I can do so that this information doesn't get the best of me."

Interviewer: So the tools you use as a student...
Rachel: And that's what I've been doing, color coding things and putting things on note cards and that helps a lot.

Interviewer: So this semester, when you talked to your professors, how are you evaluating those conversations?
Rachel: They are much better. I did go and kind of check in with my professor the other day. And part of becoming a college student is learning how to
Rachel: I wasn't there to ask for an extension. I was just there to communicate. I just wanted to dialogue with what was going on with me. We have a huge research project.

Interviewer: That's what you mean by "check in."

Rachel: Yeah. Just check in. I just want to let you know how I'm doing. It wasn't that I wanted her to extend the assignment for me. I wasn't making excuses.

Interviewer: You weren't asking for anything.

Rachel: I wasn't asking for anything. What I was asking for was I wanted to make sure that I was in the right range. I was where I was supposed to be as a student. I was having enough work done at least, and I mostly was doing that because if I didn't, I would get stressed out with this fear of, I was afraid that I wasn't where I was supposed to be. I had not done enough work. And so, by talking to the teacher, she's like, "No, everybody's in the same boat. Everybody's doing good. We've got a lot more work still to do but you're fine. Just keep working hard."

Interviewer: You're where you needed to be.

Interviewer: Can you give me an example in one of those classes of what a goal would sound like to you now?

Logan: Okay.

Interviewer: Or any other part of your life. Maybe it's not about the math classes.

Logan: Yeah, I'm studying to be an Actuary. And so before [coaching], the goals that I would have - because you have to take a series of exams to become an Actuary - and the goals I would have would be like, you're going to read this page through this page today and this page through this page today and became very boring and arbitrary. And so what I started focusing on was just doing, because in the study books there's the practice test and there's the study section. And instead of doing the study section I would go right to the exams and I'd say, "It's a waste of time to read all of that right now." And then go to the - I know it seems kind of not as efficient as it could be - so I would go to the problems. If I couldn't do the problems, then I would find the necessary section now and kind of learn what I need to learn. So, definitely, a lot more efficient. Not, read this first and then do the homework or that kind of thing. Whereas before, I would be so focused on doing all the reading and the studying before I would even attempt the homework, and that can be an issue.

5-3b. Students felt more confident about their emerging proficiency.

Interviewer: Who came up with those ideas?

Logan: I guess she helped me; I guess we both came up with them together.

Interviewer: Tell me a little bit more about that, because a lot of people wonder who's in charge with coaching. Is it your coach saying, "Logan, this is how you read the text book chapter differently now." Or are you coming up with it or somewhere in between?
Logan: Yeah, I think in that case I actually had suggested that to her because reading for me is really painful. And so I said, "You know what? I really don’t want to read this. You think it would be okay if I just skipped around and read the most important parts?" And I didn’t want to do that because I always felt you have to read whatever the professor tells you to read. And she was like, "Oh, yeah. Go ahead." She gave me the support I needed and so she gave me confidence.

Interviewer: Beside grades, can you identify any other benefits of working with a coach?
Jacob: I guess it’s just like a confidence booster, because it’s like having someone to reaffirm your goals or strategies for obtaining your goals. Once in a few weeks I will talk to my coach about what my plans are and won’t be as much as her giving me ideas. It’s kind of me talking through, and then she’ll kind of point out a few weak spots or improvements on what I plan on doing. And that kind of reduces my self-doubt a little bit.

Interviewer: Does that help you calm down or think more planfully?
Brooke: Yes, sometimes it will help me calm down.

Interviewer: So that’s really neat. This may be obvious to you but I’m just getting; so there are times when you can’t contact your coach. Do you stop and think basically, what would my coach say or what have we done before when this has happened? And there are times when that reflection on your part leads you to take action, maybe in a new way, as a result of coaching that helps you?
Brooke: Yes.

Interviewer: So that, by definition, might be an example of growing independence?
Brooke: Yes.

Interviewer: “Working with the Edge coach helps me feel___.”
Brooke: More organized. Because, I don’t know; I tend to be disorganized no matter how organized I want to be. I’ll keep some areas very, very organized. And I’m finding this year my desk, no matter how many times I clean it, it's disorganized. No matter how many times I've gone through it, I've gone through it twice today, every day, and it's still a mess. So just going, "Okay, well, if these are the books I'm working on for this subject, they go here." And even if the desk is a mess, I know where everything is because I have paper piled. And then I go, "Okay, grab first paper. What does it say to do? Okay. What books do I need? Okay."

Interviewer: If we could go into the future, like five years from now, can you predict anything that you learned in coaching that you might still be doing five years from now on your own?
Mitchell: Using the alarms.
Interviewer: You didn’t even have to think about that. That was automatic. Okay. So it sounds like that’s really become a new habit. You’ve internalized it, you’ve got it down.

Mitchell: Yep.

Amanda: The coaching was really good for me because... I think that I underestimated all the emotions that got in my way of my progression and my strategizing with my ADHD. I think that I really, for me personally, I pushed those aside a lot. It’s almost like, I try to go one way and ignore the fact that there’s all these roadblocks. I was like, "I’m just going to get to the other side of the road but I’m going to try to do [that] while all the cars are going by. I’m not going to wait to stop and clear the road first." And that’s what I think coaching really helped me do – clear the road so I could get to the other side. ...One time there was a problem in December with my medication. I messed up on ordering it and so I was in limbo. I’m never supposed to be without medicine. I ran out and I’m never supposed to run out because I’m supposed to plan properly to not run out. Ever since I was a kid, I was so used to my father taking care of everything like that for me. My medication, everything, he took care of everything like that. And I’m getting older and he would tell me, "You’re going to start taking care of it." When he didn’t do it, I think I didn’t do [anything] and so I dropped the ball. And because of that I didn’t have, there was a period of time, two and a half weeks, where I didn’t have any medicine. And I was nervous to tell people that I didn’t have medicine because I didn’t want anyone to get mad at me. And also I felt like I totally failed. And when I finally talked to my coach about it, I felt like I could tell him. And it was good because he was like; I said I wanted to get my medicine and then we worked out ways. "Okay, how are you going to do it?" So to actually sit down and to learn, to know that it takes a lot more than just saying you’re going to do it. To sit down and to be able to work it out in my head was really helpful. And so, now, that’s something that I tried to start doing independently. I had started doing it with my coach and I’m trying to start do it independently; work it out in my head. What steps am I going to take to make this happen and actually follow through with it? And so the coaching has been a big help in that way, too.

Interviewer: “Working with an Edge Coach makes me feel _____."

Bill: I don’t know. I think I’ll go with, “motivating” is not always the best word. I know I brought that up several times. She always says this and it’s hard to take compliments sometimes, isn’t it? Don’t you feel like, when you’re talking to somebody and they’re complimenting you so openly; it makes me cringe at least. But in retrospect, it’s nice. Sounds kind of like bullshit at the time but maybe she was just legit. But she always tells me I’m intelligent and I appreciate it, but I’m like, “Spare me the compliments. I already know that.” Yeah, she makes me feel intelligent. You can put that down.
Interviewer: Cool. And you began by saying “motivating.” So, are those two connected?

Bill: Right, right, right. Umm…

Interviewer: Is it motivating to you when somebody else recognizes how intelligent you are?

Bill: Yeah, that is motivating and it’s motivating to know that she knows that I’m going somewhere. You know? And I’m moving. I’m not just stuck in place, so.

Interviewer: “Working with my Edge coach makes me feel_____.”

Renee: Working with her makes me feel confident.

Interviewer: Confident? Cool.

Renee: Uh-huh. And people say that I give off a confident atmosphere anyways, but inside, I haven’t always been confident. But working with her makes me feel confident that I am making the right choice in the way of studying. I feel that I am more on top of my studying even though I’m probably studying the same amount, just in a different way.

Interviewer: So, you’re organizing your own schedule, your own week, your own goals and how you’re going to reach them.

Dylan: He provides me with advice, a lot of advice every week, but all in all I probably organize myself.

Interviewer: What is that the most enjoyable aspect of coaching for you?

Dylan: I would say that the most enjoyable aspect of coaching for me would probably be the rewards that come with; after being able to go over stuff, I would say being [able] to talk about how stuff has improved…. As you’re seeing your improvement, you can see your success before you. And that’s definitely the most enjoyable part.

Interviewer: “Working with an Edge coach helps me feel _____.”

Justin: Confident.

Interviewer: Confident. Cool. Can you say more about that?

Justin: I’m just confident in my abilities school-wise. I mean, that’s always been a big part of my life, being bad at school. I would always have to depend on my medication to stay in school or do good in school. One of the big things I wanted to get out of this in particular was to be able to do good in school without the help of medication.

Interviewer: For your ADHD?

Justin: Yeah, for my ADHD and I feel like I’ve made progress on that.

Interviewer: I’m so glad you told me. I wouldn’t have known that. And that’s a huge goal.

Justin: Yeah, that was probably, more than anything, one of the biggest reasons why I did this in the first place.

Interviewer: So when did you stop taking your stimulant or whatever you take?
Justin: I’ve been taking it since I’ve been diagnosed in grade school. In high school I stopped taking. I went from an honor student to just barely passing my classes but I was much happier because the medication would make me empty, like, antisocial and that’s what I didn’t like about taking it. I liked myself more when I was off it and everyone else liked me when I was off it so I just stopped taking it.

Interviewer: Have you been off the medication the whole time you’ve been working with [your coach]?
Justin: Yeah. I haven’t taken any the whole time.

Interviewer: Are you more efficient with your time now?
Rachel: Oh, yeah.
Interviewer: How have you learned to do that? What are some of the techniques or tools or thought processes?
Rachel: My initial thought is just hard work. I think [my coach], because I talked to her this morning actually, she said something about how kids with ADD, they’ll play video games for hours on end because they’re inherently interested in it. But then they won’t be able to pay attention to their homework or whatever that they don’t like because they are not inherently interested. For some kids who have ADD, they need be inherently, internally motivated. And I think that’s definitely played a part. As far as practical things, I’m trying to think because this semester’s been absolutely fantastic. This is where I’ve been trying to go since high school when I was not going to school first hour four days a week.

Interviewer: Has that process that you use to identify your own goals, to establish your own goals, has that process changed at all as you’ve worked with [your coach]?
Logan: I don’t know if the process is necessarily changing.
Interviewer: Is anything else about goals changing for you?
Logan: I feel like I can accomplish goals better.
Interviewer: Tell me more about that.
Logan: So I guess in the past, when I made goals, I wouldn’t really ever complete them. And I think [my coach] helped me balance my time more, plan my time more, balance my life a little bit more so my happiness went up, my productivity went up, and then I was able to complete the goals.

Interviewer: I guess I’m asking if you feel like [your coach] has, while she’s helped you with lots of your life, has she done so in a way that promotes your independence?
Logan: Absolutely. I actually noticed that before I was heavily dependent on her.
Interviewer: On [your coach]?
Logan: On [my coach]. And I noticed over the course of the year I’ve been needing her less and less or using her less and less or feel like I need to work with her less and less. And I feel like I can do stuff on my own now. So I definitely think she is setting me up for independence.
Interviewer: Working with my ADD coach makes me feel …
Logan: Good. You want me to be more specific?
Interviewer: You got it. So working with your coach makes you feel good.
Logan: Yes.
Interviewer: And you’re smiling. Since the tape recorder won’t have a visual record, you’re kind of grinning broadly as you say that. Listening to you today, I have a better sense of that, but can you sum that up in a few statements?
Logan: Definitely coming back to the balance in my life, structure. It feels like everything is coming together, everything’s working, everything’s… I don’t know, just working like it’s supposed to. Nothing is bothering me specifically. Nothing really big is bothering me. I just feel like I’m living life like I’m supposed to. That makes me feel good. I don’t have to focus so much on school or, I am focusing on school but it’s just not the minutia. I’m getting things done. I’m very efficient about it and I can enjoy life.

Interviewer: Some people who are interested in coaching have a concern that it can make students really dependent on the coach. They like what they hear happening but they say, if the coaching stops, the student isn’t going to be able to keep doing that on their own.
Mitchell: I don’t think that’s true.
Interviewer: Say more about that.
Mitchell: They show you, they don’t really have you depend on them. They show you how to do stuff on your own or give you examples of how you can accomplish stuff on your own.
Interviewer: And you found that to be true with you and [your coach]?
Mitchell: Yes.
Interviewer: Okay; and obviously, setting alarms on the phone is a big example of that?
Mitchell: Yes.

Interviewer: And if another college student asked you what you’d liked best about coaching, what would you say to them?
Jacob: I would say just being able to talk to someone about specific academic things that are not related to the course material, like you would talk to a teacher about it. But the actual getting stuff done. It makes it a little easier to do that when you can explain it to somebody because it’s easier to explain it to yourself.

Interviewer: Those are great descriptors. Do you feel those things during the coaching session or does that come after the coaching?
Courtney: Both.
Interviewer: Can you give me an example of a time when you would feel some of those qualities or feelings during the coaching session itself?
Courtney: Yeah. When he would ask me questions and I would answer them, he’s like, "Exactly." When he would show approval of ideas that I had, he would say things like, "That sounds like a great idea."

Interviewer: How would that make you feel?
Courtney: That would make me feel really good; makes me feel capable and smart, I guess.

Interviewer: It’s great to get it affirmed by somebody you respect, isn’t it? It’s like, "I’m on track."
Courtney: Exactly. So, that definitely influenced my perception of myself and my capability to control my own life, because I know people with ADD tend to feel life is out of control. So, that’s a huge deal.

Interviewer: So, is there anything else you’d like to say while we’re still talking today?

Interviewer: That sounds like a very different approach to how you were thinking about goals and trying to accomplish them. To trickle it down to baby steps, as you were saying. Are you doing any of that kind of thinking on your own or do you only do that when you’re in touch with your coach?

Sarah: A little. I’m still kind of focused on that end-all goal. I know one of the things I’m involved with that she and I would always talk about was Indiana University Dance Marathon. It’s for Riley Hospital. It’s a marathon that is once a year. One of the biggest things that happens on campus and I would always focus on. When I go to my club meetings and everything, I would always focus on the marathon in general. It’s a big fund raiser and I would just focus on, "With this fund raiser I need to raise this amount of money and I know something that we’ve never talked about before," but I’ll just apply what is. If I want to raise this amount of money, I need to start fundraising now and I need to set goals if I go out. And you go canning. I’m on the streets because everyone on campus is always aware of it. So, if you go to Sample Gates and stand outside on a Friday afternoon, you’re bound to can for at least $25.00. So, I set monthly goals for myself. "I want to can at least $75.00 this month or if it’s colder I want to can $25.00." So, it was really something that trickled down the same way she did with that.

Interviewer: Why is that so helpful that you are problem solving differently about daily errands and life tasks? What’s different about your life, now?
Sarah: I can accomplish a lot more, to be honest. I mean, I really can with the whole top priority thing. She really showed me, "Yes, you need to go to the dry cleaners at some point in the day but then you also have your Economics teacher’s office hours from 10:00 to 2:00. Do you want to go to the office hours first or do you want to go to the dry cleaners first? When you don’t know how long you’re going to be at the office hours, maybe you should do the office hours first. See how long that goes for and then you can go do the dry cleaning because the dry cleaning can wait until tomorrow." I’ve been able to accomplish more and really think
more long-term. If I don’t know how long this should take, I should probably go do this first before I go do a little small thing.

Interviewer: It’s funny how you talk about something being in your head. What’s actually in your head?
Justin: About class?
Interviewer: Yeah, when you talked about monitoring your own progress, you said, "Yes, she put that in my head." Is that a question you’re asking or is it a conversation you’re having with yourself?
Justin: I guess what I meant is, she put the concept that monitoring is important [in my head]. And she helped me do it first of all and she taught me how and that’s what I’m doing. It’s not like just when I’m on the phone with her.
Interviewer: Got it. So, it sounds like this is happening pretty regularly.
Justin: Yeah.
Interviewer: Good. How’s that feel?
Justin: Thinking about it, I feel like I’m much more on top of my school work. Because usually I feel like I’m drowning in it but now I feel like I’m pretty in control.
Interviewer: Good. You mentioned that you also feel like you make better life progress. Could you say more about that?
Justin: In the beginning, she told me that she’s here to help me in school but she’s also a life coach. And she would; I would talk to her about whatever was on my mind and she would offer whatever help she had. It was nice just being able to talk about whatever I needed to.

Interviewer: Great. Do you think those skills that you’re talking about are things you’ll continue to do once the study is over or once the coaching stops?
Justin: I think it will because... I don’t feel like she’s pushing me anymore. I feel like I’m taking more initiative to do these things myself.
Interviewer: So you see a shift. You’re more…
Justin: I feel more in charge of it.

Interviewer: So taking the risk of checking in with that professor... Did that idea or the encouragement to do that, did that come out of coaching?
Rachel: We definitely talked about that. I had talked with [my coach] about a couple of situations where the teacher was not very accommodating, nice, or completely on another level and was not connecting to what I was saying at all. And so, I don't remember specifically, because we talked about that at the beginning of the semester because that was a goal. I wanted to learn how to better handle and have relationships with my professors because I knew it was important. I was starting to see that as a student. And so we definitely talked about that. She definitely gave me some pointers on that. And I think that for me, I'm the kind of person, I work really well with encouragement. Just a little bit of encouragement and it gives me confidence. Just dialoging with her and just her being on the same page gave me a little extra confidence to go and talk to my
And if it didn't go well, I could discuss it with her in a safe place and then she could give me tips on, "Well, try this." Or, "It's okay." And so there was just that safety net.

Interviewer: “Working with an edge coach help me feel ____.”
Jacoby: More organized.
Interviewer: How it has helped you to be more organized?
Jacoby: Well, definitely time management, the calendar part of it and the help with breaking things down. Lately now, I've gotten more of a handle on the academic side of it towards the last part of the semester. I've been talking to her a little bit about some other parts that cause me stress, like money management and that kind of thing.

Interviewer: Has that taking a second before reacting changed the kinds of goals that you set?
Lauren: I think it's still coming together; but I think it's making my actions more consistent with my goals. I know what's important to me; I know what I want and sometimes I just need to remind myself to be a fuller consumer of my time. So, I need to keep reminding myself [of] what's important. And don't get caught up doing this when what you really want, by the end of the day, what will make you happiest and feel the best, would be to achieve the goal for the day or what you set out to do that day. People's long term goals are really just short term goals that they achieve each day. It's the little bit that adds up to the long term goal. [I'm] just trying to keep that in mind.

Interviewer: “During the time that Dylan’s been coached, have you noticed any changes in him?” What do you think they would say?
Dylan: The person that would notice the most would probably be my mom. She said that I was more organized when I came home.
Interviewer: She said that to you?
Dylan: She said that to me, yeah. So, I was pretty proud of that.
Interviewer: What did she notice that prompted that?
Dylan: I wasn't like; the tendency; you'll tell me something, like, "Come down and do this," and I'd say, "Yeah, sure," and I'd never come down; I'd forget about it. And that wasn't happening. I was able to keep up with all my different things that she wanted me [to do]. I wasn't procrastinating, like, "I want to do this." She was very happy for me to do that and that is what I would say she remarked [upon] it from.

Interviewer: That must have been a great feeling to get that kind of feedback from her.
Dylan: That was pretty fun.

Interviewer: What about that coaching has been the most useful or the most helpful?
Dylan: The organizational aspect, I would say; definitely the most helpful part of it. I've seen a marked improvement in my organization since I've started with [my coach].
Interviewer: So have others.

Dylan: Yes. I feel confident of my ability to organize myself in most situations. And when I went to college, I wouldn’t say I wasn’t able to do that, because I felt that I was, but I would say I wasn’t very confident about that. Now, if someone gave me a job to organize this for two weeks ago, I would probably say, “Find someone else; can I do something else instead?” Now, I know I can do that. I’ll take that job. It’s been pretty good.

Interviewer: Your face isn’t betraying any emotion, but when I think about the words that you’re saying, that seems like a pretty big change in your life.

Dylan: Yeah, it was. At the beginning it was pretty rewarding to be able to do that, especially when people were telling you your organization was improving. I thought that felt pretty good. I felt pretty awesome.

Interviewer: Okay, it looks like we’re recording at this point. So, you brought your cell phone in to kind of symbolize what coaching means to you. What would you like to say about that?

Courtney: Well, I think that, I just got this; it’s an IPhone.

Interviewer: Cool.

Courtney: And it basically has a calendar and I’m able to connect it with my computer so that I’m able to; it’s helped me a lot with my organization and it helps me set alarms. I’ve been working with my coach on using, it’s called the Parma Jereau technique where you use different timings. [You] use 20 minutes of doing something productive with five minute breaks, and that helps break up your time so that I feel more control over what I’m doing. I’ve used my phone to do that and also….

Interviewer: And how do you use your phone to do that? Are you setting timers?

Courtney: Yes, I have timers on my phone.

Interviewer: Are there any other benefits of coaching that we haven’t talked about so far that you would like to identify?

Courtney: Well, I feel a lot more confident….

Interviewer: That’s wonderful; more confident about…

Courtney: …making decisions on my own, which are a big thing, especially coming to college and needing to do that all the time.

Interviewer: And the confidence now, as a result of coaching, is that you’re making the right decision?

Courtney: Yeah, and I know how to go about making them and I also know how to judge whether it’s the right decision or not.

Interviewer: Do you think that skill will last after you stop working with the coach?

Courtney: Definitely, yeah.

Interviewer: What do you think has been the most useful thing that has helped you so far?

Justin: Like, useful outcome?

Interviewer: Yeah, like a benefit or something you got from coaching that improves your life or makes a positive difference in your life?
Justin: Definitely my organizational skill and my forethought. Like, I would be able to think about how the rest of my semester would go, if I’m keeping up on my work.

Interviewer: “Forethought” is a really great word. I’ve not heard a lot of students talk about that. So for you, forethought means, "I’m kind of planning ahead"?

Justin: Right. I’m much more of a planner right now than I was in the beginning. Before, I would just go to class day-to-day-to-day and that would be it. Now I plan out what is going to happen and what I need to be doing; time slots, how much time I have. That was a big thing for me, getting my schedule together. I like to visually see where I’m working in my week. Where I’m in school and what free time I have. To be putting all the study time in.

Interviewer: Great. Do you think those skills that you’re talking about are things you’ll continue to do once the study is over or once the coaching stops?

Justin: I think it will because... I don’t feel like she’s pushing me anymore. I feel like I’m taking more initiative to do these things myself.

Interviewer: So you see a shift. You’re more…
Justin: I feel more in charge of it.

Interviewer: Dumb question, but you’re very confident when you say that. What evidence do you have to support that belief?

Justin: I have a Politics class and I’ve been taking upon myself to actually do all the work that I’ve been missing for a while. And I know especially, since it’s like the last couple of weeks, it’s more important but I feel like I’m more driven to do it now.

Interviewer: That’s a great example. Thank you.

Justin: As opposed to me having to do the last night… but I can’t do it.

Interviewer: So it sounds like you’re procrastinating less.
Justin: Much less.

Interviewer: In what ways, how’s it been fantastic? What’s different?

Rachel: I get up every morning. I go to school. I’m doing my homework. I am not turning assignments in late. I used to really struggle with assignments and have; she calls it, executive functioning. And we’ve talked a lot about that because I get overwhelmed because I am a methodical learner. I need to know every little tiny step and when I don’t have that spelled out for me; I’ve had to learn this semester how to do that for myself more and ask for help when I’m overwhelmed from teachers. In the past, I would get overwhelmed and I would avoid my teachers because I didn't know how to talk to them. I felt like they didn't believe me when I said, “executive functioning.” I mean, what is an economist going to know about executive functioning? And they’re just like, "Grow up." And there’s not dialogue; they won't have dialogue with you. All of these things that were affecting my school negatively in the past, the semester has still been hard, a lot of work, but none of those things really have been going on, on the whole.

5-3c. Students felt less daily stress while in college.
Interviewer: Could you identify one or two sort of the biggest goals that you worked on with your coach?

Lindsay: We set a list of goals at the beginning. Not exactly sure what they all were, but one of them was set aside time each week to have fun, because I really got wrapped up in school work and it would make me anxious.

Interviewer: So time each week for you to just have fun. To kind of get away from all the work and just chill out and have your own time?

Lindsay: Yeah.

Interviewer: So when I ask you about self talk, your first examples were kind of really more negative and worrisome.

Justin: It happened a lot more when I was stressed. That came with the stress.

Interviewer: Yeah, because you’re fully focusing on the thing that; yeah, it’s not easy. So you’re persisting at working much harder at school, which you said is hard for you, as a result of being coached. So I’m thinking there must be some connection between coaching and persistence, motivation. Just that drive to keep doing it.

Justin: It’s the feeling that there’s someone behind you pushing you, I guess.

Interviewer: And is that person is your coach?

Justin: Yeah, and more recently, [my Disability Services provider]. But [my coach] would be a person who’s behind me.

Interviewer: So maybe the biggest benefit of coaching so far for you is the quality of life? The diminished stress that you feel as you keep hitting your mark and keep those high grades high?

Renee: Right.

Interviewer: Okay.

Renee: So, yeah, basically learning to relax without dropping grades.

Interviewer: And some people would hear that and say, "Wow, your coach is encouraging you to spend more time off task. Gosh, I guess you’ve been less productive since you’ve been with her." What would you say in response?

Lindsay: No, because if I’m not taking those breaks, then I’m not going to be mentally stable enough to carry myself through the next day of school or through that week. I need those breaks to stay sane.

Interviewer: Talk about managing stress, right?

Lindsay: Yeah.

Interviewer: Do you think your work with an Edge Coach is having any impact on the stress you feel about being in college?

Kayla: Tremendous amount of help. She’s put it into perspective. She’s looked at the big picture. "So this class is almost over," she says. And she says things like, "...at the end of the semester I start to feel like there’s a light at the end of the tunnel, especially after you’ve been in school for twenty
years. Am I ever gonna graduate?" And she has made the light at the end of the tunnel. So it actually makes me feel like I can do this and it's just worked out. Where, in the past, I don’t feel like I can do it and the stress is just overwhelming and I bail...

Kayla: She has made me say, “Okay, do your best, even if you didn’t do this and you messed up on not getting that exercise; three papers in on time. Continue and do it.” There have been classes where I didn’t realize you have to do all of the assignments or you cannot even pass the class. It’s not like you can just take a lower grade on that one assignment. You have to do all of them.

Interviewer: Umm-hmm.
Kayla: I didn’t realize that. So she’s helped me through that type of feeling of, even if it’s not my best, that perfectionist feeling.

Interviewer: Umm-hmm.
Kayla: So the stress has lifted.

Interviewer: Do you think coaching has helped decrease your stress level at all?
Amanda: Yes, definitely. I know that I can talk to my coach. I have that person that I can go and talk to and let things out. I got a really great coach. I really like my coach. I can call him when we have our meeting times, but he’s really available 24/7 for me and that’s really great and it’s really nice… Basically, there were times where you feel so worked up with your emotions, you really don’t know how to deal with them. So the coaching has helped me realize that there’s a bigger part to having ADHD than just forgetting things or just needing to remember to write things down, while that helps a lot. It helps me realize ADHD is more than that. It’s a part of who I am. That has made me feel confident and comfortable. Really comfortable is the thing, too.

Interviewer: And have any of those suggestions been helpful?
John: They have, but my head has been spinning from all the stuff that I have been going through right now. I feel when I am able to execute all the things she suggested, and I’m trying to… When I’m able finish and set up everything, set up a calendar, I set my phone alarm on my calendar on the phone so it will alert me when tests were, like a week before the test, so I can start studying and such. I’m trying to figure out how it is that I’d be able to incorporate everything she has so far inferred to me, because I know that deep down, it’ll help a lot. Make my life a lot less hectic and crazy.

Interviewer: And actually there’s a fair amount written in coaching about that in terms of the times that coaching can be most useful for people.
John: It’s been quite useful because of the stress. It’s felt more like coaching and therapy as opposed to pure coaching, which I guess I prefer. But at the same time, I’d like to see more coaching so I can implement more of my
changes so that I can figure out what to do. I can apply her ideas and suggestions more.

Interviewer: How would developing a plan or talking through something that’s stressing you reduce your stress?

Renee: When I’m developing a plan with someone else, specifically, I’m not sitting there in my own head contradicting myself, saying, “I need to do this, I need to do this, and I also need to do this, too.” But when I’m explaining it to another person, they’re looking at it from kind of an aerial view. And they’re seeing all the things that I have to do. And I’m just so consumed with the fact that I have all of them to do that I can’t sort out when I need to do them all.

Interviewer: The forest from the trees?

Renee: Right.

Interviewer: So, what are some things that your coach might say during that conversation, from her aerial view?

Renee: She will ask questions; I can’t really give you a specific. When we worked on figuring out the Logic and Chinese and International Affairs assignments; the three main assignments that I ended up cycling on. She talked me through it, about whether it would be a good idea to even cycle the assignments, which she kind of helped me come to the conclusion. And that just started, that I started cycling assignments within my study time. So, she will try a new approach; because obviously, there’s something that’s missing in the approach we were taking before. And eventually building up my individual strategy for tackling work.

Interviewer: Can you give me a word or two about how you typically feel when you’re on the phone with your coach?

Dylan: I would say relaxed, usually. I’m very relaxed on the phone and I would say, open because of two things. I’ve had some version of ADHD coaching when I lived in Canada. It was different; I think I met once. But I always felt like the major thing was, I didn’t trust the person very much. I met them once every two weeks but I wasn’t very open with what was going on so I felt that sort of hindered everything. With [my Edge coach], I’ve always been pretty much open from the beginning, so that’s been very helpful.

Interviewer: I’m curious if your work with [your coach] has had any impact on your stress level?

Sarah: Yes and no. It’s impacted my stress level again in the time management. Before, even when I was driving, I would be so stressed out because I could not get to the place where I wanted to go. After talking with her it’s, “How do you get around that?” Yes, by going around the other side of campus you were able to avoid having stress by trying to go through campus. Yes, it might have taken an extra minute in the route but that just avoided you screaming at another car. So it was something like that.
Overall, I’ve never really been a very stressful person so it’s been more of how do you avoid having stress in your life; not necessarily dealing with stress. Like, if you have all this stress, how do you cope with it, how do you deal with it? That has never really been an issue for me.

Interviewer: If I asked them if they thought coaching has changed anything about you, what do you think they would say?
Kayla: Definitely. My mother would bring up issues that she would have with me, if there was something that she was feeling that I needed to address and she would say, "Ask your coach." Or, you know, "You need to talk to your coach about that."

Interviewer: Umm-hmm.
Kayla: So she really felt that it was helping me to clearly think about my overall life. So yeah; apparently.

Interviewer: How specifically, if I were asking her, "How do you think [coaching has] helped Kayla?"
Kayla: She would say it helped me organize. It helped me get together a planner, which I never, like a calendar planner. I never had that before. She would say that it has made me focused, obviously. Calmer…

Interviewer: Umm-hmm.
Kayla: ….and more able to focus.

Interviewer: Umm-hmm.
Kayla: Because I know, before, I’m the type of person that would just completely ignore things and act like they didn’t exist.

Interviewer: Umm-hmm.
Kayla: Like electric bills. And then they’d pile up and pile up. And in the back of my mind I’d have that stress going on, ’cause eventually, once in a while during the day, you think, "Oh God, I have to do that." And she has said that she’s seen me become less irritated and angry and more capable of dealing with my stress.

Interviewer: Working with my ADD coach helps me feel…
Lindsay: Calmer.

Interviewer: Calmer. Could you say more about that?
Lindsay: With all those techniques and strategies, with time management and with stress and anxiety and focusing strategies, working on all those things helps. It’s calming. It’s productive. Otherwise, it’s chaotic. Everything going on at school, in my life, in my mind. And, like I said before, being able to take some of those issues and save them up over the week, that’s easier, because I’m not having to deal with those right then and there all the time. I know that there’s a time for me to do that.

Interviewer: What’s it like for you to talk to her by phone? I take it you’ve probably never met? Or, I don’t know if you’ve ever Skyped or ever seen one another, but that’s a pretty unique way of interacting with people, going
back to your artifact. What’s that been like to have this whole relationship over the phone?

Brooke: It’s a little different for me because I’m used to meeting people at least once or twice face to face. It’s a little different because I read body cues a lot and I don’t have that, so it’s really focused on her calm voice. Because she always tries to be very, very calm about it and forces me to be calm, too.

Interviewer: You can hear that in her voice?
Brooke: Yeah.

Interviewer: If another college student asked you to describe what you liked best about working with a coach…
Kayla: Umm-hmm
Interviewer: …what would you respond to them? What would you say?
Kayla: Hmm. My niece has asked me ’cause, and she’s in the gifted... I mean, she’s always been gifted and talented but our family has a really long history of complete ADD, so she has to deal with all of us. So it kind of affects her and I think she’s learned some bad habits. So, with her I’ve said, that’s how it’s really helped me to do the plan and not feel that I’m being selfish to set aside time for myself and to calm; that’s where the image comes in of the calm mindfulness. She’s given me that peace of mind, that calm time in my mind where I can dedicate it completely to what’s going on in myself, which I never did before.

Interviewer: Wow. And just to reiterate for the interview here that your artifact, one of them was a picture that was a very serene, calm picture.
Kayla: Yoga Pose of Lotus. I mean, she’s just calmly taking in…

Interviewer: And so you feel that [coaching] s helped you attain some of that calm?
Kayla: Yeah, for sure. And the peace of mind.

Interviewer: Okay, so let’s hear about this.
Kayla: This is an image that I drew shortly after I had more time, because I address the things that I needed to address. And then I would have time to dilly dally and have that free space in my mind and say, "Okay, I’m gonna do my art now." So…

Interviewer: Well, wonderful.
Kayla: This is an image of a peace sign and then it’s got tons of little details. And this is kind of like the confusion and all the different things that are going on around me. And the peace sign is a empty space. And it’s the peacefulness; life is beautiful, the chaos is beautiful, but it’s nice to have an empty space, too.

Interviewer: Do you think [coaching] has had any impact on the stress you feel about being in college?
Jacob: I think so, yeah. It’s definitely reduced it a little bit and kind of helped me to reduce it on my own. It’s lessening the self-doubt because that was a source of stress. Going through a study strategy and not really sure this is
working. And that in itself is stressful on top trying to study. So it definitely eliminated that side of it.

Interviewer: What do you think she did that helped you to decrease your self-doubt?
Jacob: Some weeks ago I talked to a guy...I've a midterm coming up and [what] I'm thinking about doing is these two days, going through my notes and going through the whole review. She said that's a really good idea, but you might want to meet with your professor between those two sessions and kind of get questions answered and try look for questions rather than just brutal force studying and not really paying attention on your weak points, which I tend to do. So that was something I really didn’t think of but probably would have later on. But having her point it out to me before I even started studying for that midterm definitely helped. There's a couple of instances like that with other assignments.

Interviewer: Has [your] helped you to find any other resources and supports to deal with all the stress?
John: Basically, she has become my resource to deal with the stress.

Interviewer: Now wait; you're scheduling time to relax?
Courtney: In a way, kind of.
Interviewer: Tell me more about that. Most people wouldn't think to do that. I’d love to hear more about that.
Courtney: Yeah, the coaching experience helped me... Like, what we did is we looked at my schedule and we looked at times of the day when I would be stressed out or things that I would find myself doing, like being less productive. We thought about why I was doing that. And I found that a lot of the reasons why I was being less productive was because I didn't have enough outlets in terms of social outlets, relaxation or just doing whatever I feel like doing. So, it helped me to break up time for studying and time for exercise and time for relaxing. So that [if] I didn’t feel like relaxing, it didn't overlap. So, I say it's a lot of time in terms of stressing out. I don’t stress out anymore when I was studying, because I felt like going out or I felt like taking a break, just taking a nap or something. So, yeah, in that way, I've been able to separate the different areas of my life so that I save time and I end up having more time to myself.

Interviewer: I can see why you feel more in control now...
Courtney: Yeah.

Interviewer: Besides time management, have there been any other goals that you’ve worked on with [your coach]?
Sarah: One of the other ones was relaxing. With the time management, like you said at the beginning, the biggest adjustment was, I did kind of started to feel rushed because it was almost an overload for me because I wasn’t used to it. So, we also would talk about, during phone sessions, how to relax, how to calm down, how to, "Yes, you’ve been going from 8:00 a.m. to 5:00 p.m. classes. At the end of the day, after dinner, how are you
going to relax before you have meeting; before you start studying again?"
So, that was when she started giving me tips on, and we started talking
about things like yoga and even going for a quick jog, a quick walk.
Something just to clear your mind. Because you have to set aside time
during the day, just for you. And you’re not constantly going because your
body can’t keep going from being so unorganized to going to completely
having your life planned out. Then you have to find an equal balance from
there. That was something else we talked about.

Interviewer: On a scale from one to ten - 1, I never do it; 10, I do it all the time now -
what number would you give to your current habit to building time in
everyday for yourself to just relax?
Sarah: Probably around a 5 or a 6. I’m still not all the way up there yet because I
am really busy with meetings, clubs and extra-curricular. But slowly, I’m
trying to work it in and make it a habit. I probably do it about four times a
week, right now.
Interviewer: Good for you. Compared to before coaching, how often were you doing it
then?
Sarah: Zero.

Interviewer: Are you saying that coaching is helping you feel less stress?
Rachel: Yeah, for sure. There are those, you know, if I'm worried about going to
talk to my teacher. For me, talking about something takes away half the
stress at least. So having the plan of action, saying, "Okay I'm going to try
this with my professor. I was encouraged to talk to my professor. If it
doesn't go well, I can discuss that and we can plan differently." So I feel
like just having that avenue takes away a lot of stress.

Interviewer: So, that stress you felt before coaching, a couple of days before the
paper’s due. If I were filming you or we were doing a documentary and I
was following you around those two days before the paper’s due; tell me
more about that stress. What was life like?
Mitchell: Just rushing.
Interviewer: Rushing.
Mitchell: Rushing to get it done.
Interviewer: And on the inside, how would you be feeling at that point?
Mitchell: Kind of mad that I waited so long.
Interviewer: And if somebody was with you, would they know that about you? Could
they see that or hear it in your voice?
Mitchell: Probably.
Interviewer: What would they see or hear?
Mitchell: I kind of have a temper a little bit.
Interviewer: Okay.
Mitchell: So, once I get mad about something, people know.
Interviewer: Got it. So now, you’ve got a paper coming up, you’re working with
your coach. Again, if that person were filming you or just hanging out with you a couple of days before the paper, what would they see? What would they hear?

Mitchell: I’d be more calm, I guess, because I would already have it done and over with or would be finishing it up before, within the last couple days.

Interviewer: Would they see your temper?

Mitchell: Not about that, no.

Interviewer: “Working with your coach makes you feel__.”

Mitchell: More confident; less stressful when it comes to doing work, I guess.

Interviewer: We’ve talked a little bit about the stress. Could you say more about the confidence?

Mitchell: Well, since I’m not forgetting about it. Just the fact that I’ll get it done in time and it’ll be... I guess, since I’m not rushing to get it done at the last minute, it’ll be better work.

Interviewer: So you’re more confident that you’re going to get it done and the quality is going to improve. Right?

Mitchell: Yes.

Interviewer: When you think about your work so far with [your coach], what’s been the most useful part of coaching for you or the most helpful?

Courtney: I think everything that I’ve been talking about, like the organization factor and I think the self-questions. Just figuring out how to get to what’s most on my mind and how to approach it is most helpful, because that effects every aspect of my life.

Interviewer: Now that you’re doing that more often, or more efficiently, how’s your life different?

Courtney: Less stressful; it’s a big factor. I’m just happier and more relaxed because I have more time to myself. I don’t feel guilty by putting homework off and spending time with friends or going to the gym instead. Because I know that it’s necessary sometimes and I really do need to separate those things in order to not allow my separate slots of time to mesh over. So that I can focus on one thing at a time and have more of a clear mind in each area of my life.

Interviewer: Can you sum up what you think coaching does for your stress?

Courtney: Well, coaching has helped me figure out ways to minimize stress by avoiding certain stressful situations. It’s helped me identify what the stressful situations are, when they occur, what might influence them or cause them to be able to happen, allow them to happen. And then, before they even occur, to help me to keep that in mind when I’m making other decisions that may influence my situation at the moment when stress usually occurs. So, as a result of this, I don’t get stressed. I can’t remember the last time I was really stressed, compared to the way I really
use to be stressed out. Before, I used to get stressed out to the point where I couldn’t do anything. I couldn’t be productive, couldn’t think clearly, and it was just like a spiral downwards. And I really feel like [coaching] has lifted me out of that and helped me feel more in control, which in itself relieves the stress almost entirely.

Interviewer: What do you think has been the most helpful or the most beneficial part of coaching?

Interviewer: Probably learning more about the time management; just how to knock off things. How to knock off the tasks, doing the top priorities. Saying, "If these are things I need to get done today, how do I function that?" That goes into the self-talk. If I need to pick up dry cleaning and that’s on the other side of the campus, should I go at noon when there’s no one on campus or should I go at 5:00? So, it’s really coming natural to me that I’m trying to figure out how to accomplish these tasks instead of just getting angry at trying to finish them.

Interviewer: Has coaching had any impact on the stress you feel or how you deal with stress when you feel it?

Logan: Definitely. My stress is definitely way down. I use to be this one big stress ball.

5-4: The coaching relationship helped students experience the benefits of more self-regulated behaviors.

5-4a. Using a caring approach, coaches helped students create routines and structures for planning, reflecting, and problem solving.

Interviewer: Interesting. Umm, has your coach helped you change anything about how you work towards your goals?

Kayla: She definitely has. She’s kind of helped me to be a little more selfish where before I wouldn’t imagine taking that hour or half an hour and ended up becoming a half an hour, lot of times we did an hour in the beginning because we were catching up. So, she helped me to take that important time to schedule and have my calm time and pick out the things that I needed to work on for that week whether it be bills or just goals that I had. I mean, she really encompassed everything. It wasn’t just my school work. She encompassed the fact that I was having a problem with finances and, you know, the problems with family members and things like that. Emotional issues that I was going through and she really kind of took the whole gamut and brought it together for me and, she just like pinpoint precision the way she can get it together in a half an hour and help me, clearly, you know…

Interviewer: What did you like best about working with [your coach]?
Rachel: The consistency. I think that is huge, especially for someone with ADD, I don't know if I should generalize but, maybe.

Interviewer: The consistency of weekly contact with her; that consistency?

Rachel: Uh-huh. For the most part it's every Thursday at 9:00. Probably a lot of people are like this, and I don't know how it works for ADD people, but for me, when I have consistency and I have, every day at 9:00 or go to class at this time and I'm going to work every Friday at this time, that helps me learn how to manage my free time because I have other structured time. So, to have that consistency every week, it's just the structure that helps me.

Interviewer: If you were talking with another college student and you were telling that person what you liked best about coaching, not necessarily the outcomes, but what you liked best about coaching, what would you say?

Christopher: The thing that I like the most about the coaching experience was the structure and support.

Interviewer: Part of it is learning, it sounds like, what supports you need or what other kinds of team members you need around you.

Lauren: Right. You need someone to first go out on that limb for you, to take the risk and to trust you. I know my time management and all these things are just crazy, but I can be amazing. I just need the other support structures. So, yeah, I feel like the ADHD coach is genuinely - I just mean, my coach - but they can just give you genuine support. They actually care; not just like they're doing their job. It's comforting. You don't feel like it's empty. It's the relationship, I guess. So I think that's really important; something all ADHD coaches really should do is try to have a real relationship. …So to have that real relationship, you feel like it's worthwhile; it's purposeful.

Interviewer: Okay, good. Can you think of an example of anything he would say or do to you to help you stay more focused?

Courtney: Well, the whole time he [kept] asking the questions to direct our conversation, to direct my train of thought. And so, I guess, the questions he asked gave our conversation and our development of plans structure.

Interviewer: That makes sense.

Brooke: And I can call or text [my coach] and go, "Okay, here's everything I'm supposed to be doing. At least what I can remember right now." "Have you written it down?" "Okay, writing it down." "What are you going to do first? What are you going to do next? What do you want to do? What do you want to get done? When is it due? What's your priorities?"

Interviewer: Your coach kind of walks you through your decision-making process?

Brooke: Yeah.

Interviewer: By prompting you with those questions?

Brooke: Yes.

Interviewer: And the benefit of that is...?
Brooke: It’s my decision what I do and it gives me an idea of what I need to do. She’s not saying, you should do this or that first. She’s asking me what I think I need to do.

Interviewer: So you can decide?

Brooke: Yes.

Interviewer: But it sounds like your coach helps you create a mental space in which you’re better able to make those decisions.

Brooke: Yes, because when I have everything going I don’t tend to do it well.

Interviewer: So that helps me understand how coaching helps you feel less stressed. It helps you come up with a plan where you think, “This is doable. I have a better sense of what my priorities are now.” Right?

Brooke: Yeah.

Brooke: And then we’ll do text check in's. And I have to do it, but I’m really going to try and do my homework after. So about an hour after it ends, she’ll check in if I haven’t, saying, "Have you started yet?" Or, "How’s it going?"

Interviewer: And what’s that like when you get that message from her?

Brooke: It’s a reminder for me that, “Oh yeah, I was supposed to do this, wasn’t I?”

Interviewer: Okay. You’ve got a big smile on your face as you say that.

Brooke: Because I’m very, very forgetful and I’ll remember to write things down but I won’t remember where I wrote them down. And then I’ll say I need to check something but I can’t remember when or where or what it is.

Justin: Procrastination. You don’t want to do it; you push it off as far as you can. By the time you have time to do it, it’s kind of too late. Either that or you’re not in the mood to do it or something.

Interviewer: Tell me a little bit more about what would be going through your head before you’d call [your coach]? You said, "Talking to her on a regular basis really helped me stay on top of progress with my goals." What was it about getting ready to call her that maybe propelled you to act on your goals a little bit more so?

Justin: It was more verbalizing it and talking through what I would have to do. And she would ask me what assignments I would need to do in the week, or how my progress is in the class; what grades I’m getting. And before that I had never been really conscious of my progress in the class. I would probably get a grade on a test and I’d forget about it and [at] the very end of semester I would look at my grades and be disappointed. But I mean, now that I am talking to her about it more regularly, I can mentally see where I am in the class.

Interviewer: So you said coaching helps me feel more organized. Can you give me another example about how coaching is helping you feel more organized?

Brooke: It’s helping me organize my life. I’m going through switching majors; I have no idea what I want to do with my life. I still don’t really know; still trying to figure it out.

Interviewer: Every freshman I’ve ever met...
Brooke: And she’ll send me to other places or help me figure out where to go to other places to go on campus to figure out who else can help.

Interviewer: So your coach isn’t a one-stop shop. She’s not going to help you with everything herself.

Brooke: No.

Interviewer: What would you say was the most useful outcome of working with your Edge coach?

Kayla: The most useful outcome is the half an hour. You know, ’cause we’re not done with our sessions.

Interviewer: Right, right.

Kayla: So I haven’t really made a plan…

Interviewer: Umm-hmm.

Kayla: …as to how I’m going to continue my half an hour of figuring out my life for that week.

Interviewer: Umm-hmm.

Kayla: But, that has been my most helpful plan with her is that, or the most helpful thing is that she’s set that up so I can do that. I think, once I start thinking about that and not having it automatic, maybe I’ll set a timer and start doing it myself.

Interviewer: Umm-hmm.

Kayla: Or try to do that and it’ll be my own appointment.

Interviewer: Working with an Edge Coach helps me feel _____.

Kayla: Organized.

Interviewer: Okay.

Kayla: …. is a big word for my world.

Interviewer: And can you explain just a bit more about that?

Kayla: Yeah. The organizing, just the different tools that she’s offered me…

Interviewer: Umm-hmm

Kayla: …are; I don’t know why they stuck. And, maybe it was just my time to really feel like I needed it. I was really to a point where I didn’t think I was gonna finish school. So for her to put those tools in front of me and… She does other things and she would do, "Well, if Plan A doesn’t work, have a Plan B and a Plan C and a Plan D." And she would pinpoint things that I didn’t realize before. Like, involving other people in my plans is very tricky because you can’t depend on other people to do what you expect them to do. So you have to have a plan where it doesn’t involve them.

Interviewer: Umm-hmm.

Kayla: I lost my car at the beginning of the semester. I crashed my car so I had to come on bus to school, which has been a little crazy sometimes.

Interviewer: Umm-hmm.

Kayla: So, I mean, but that didn’t stop me from class. You know, I said even if I have to go on a bus, a scummy bus, all the way down here in the freezing cold through the winter semester when it’s hard even walking across campus, I continue to do it because I had a plan. She’s given me a plan. When there’s the organization.
Interviewer: How does that feel to you, that change?
Amanda: It felt hard in the beginning because it was a transition. But, to be quite honest with you, now I’m a little nervous about [the weekly calls with my coach] ending. It’s something I’ve gotten used to. I grow very comfortable and safe within my routines and my habits, so I felt good in having that, even though I had to cancel things around it sometimes. That was a non-negotiable thing with me. Even though I had to do that, it was never a drag or anything. It was good that I had that; something stable. So I think they would say that I’ve been able to change in that sense, that I would be able to do that every week.

Interviewer: Kind of a related question, but what have you liked best about coaching so far?
Renee: I’ve kind of liked the fact that when I’m feeling more stressed, I can check in and see if maybe we can have a meeting that day as opposed to two days, because I need it that day, probably.

Interviewer: So again, your coach’s flexibility is a real plus?
Renee: She’s very flexible. Yeah, it is a real plus.

Interviewer: Okay, got it.
Renee: So I really liked being able to depend on the coach, because the coach, she’s very dependable.

Interviewer: She’s there for you.
Renee: Right. And I definitely get the feeling that I’m not just a Wednesday, 30-minute, I’ve got your time slot; but, I’m happy to meet with you whenever you need me. But, “We’ll keep it at Wednesday unless it’s crazy and you want to talk to me on Tuesday; that’s fine.”

Interviewer: How do you feel after a coaching session?
Dylan: I’ve never gotten angry or mad. There’s never actually a bad session, so I usually feel... I try to take notes sometimes because it goes better at different times than at other times. It works sometimes. There are times it doesn’t really work, but he usually reminds me, "You might want to write this down or that," and then he sends me an email after every session. You know, other points we talked about.

Interviewer: Kind of a summary?
Dylan: Yeah, kind of a summary.

Interviewer: Got it.
Dylan: That’s been very helpful because I can’t remember exactly what he was saying at the last interview but I’m pretty sure I talked about that. And I’ll go over the email and it’s basically the little tips, basically little points in the emails, not the longest thing.

Interviewer: And given your new organizational tool [a SmartPhone], you can look at that email whenever you want now.
Dylan: Exactly, yes.
Interviewer: What’s been the most enjoyable part of working with Dorothy?
Lindsay: Enjoyable?
Interviewer: Yeah. Just the nicest part. The thing you look forward to the most with your interactions with [your coach].
Lindsay: It’s that time of the week, my problem solving time. It’s like I have these things to work on. And sometimes I’ll make a list during the week of things that I want to talk to her about. We established that at the beginning. I would come to her with something I wanted to work on so I was able to, during the week, if it was frustrating me, I knew that I could talk to her later. And we would figure out what was happening and why my mind was doing what it was doing or something.
Interviewer: So, throughout the week, you knew, “If this is more than I want to do right now on my own, I could sort of park it for my weekly call with [my coach]”? Lindsay: Yep.
Interviewer: And when you would talk with her about that, was it generally helpful? Lindsay: Yeah. She would talk me through different concerns I had or something during the week that didn’t go as planned.

Interviewer: My sense is that [your coach] has helped you sort of stop and consider your options in advance of acting on your goals.
Sarah: Right.
Interviewer: And you are doing more of that now on your own and, as a result, you encounter less stress along the way because you’re following a plan that’s more likely to pay off with your frustrations.
Sarah: Correct, that’s perfect.

Interviewer: “Think about Brooke before coaching and now. Has anything about her changed during the time that she’s been coached?” What would they say? Brooke: I don’t know because I’ve had a lot of family problems lately. So I’ve been dealing with a lot of growing up really, really fast. So the ADHD coaching is not just school work but it’s,”Okay, I have this problem that I need to work out...”
Interviewer: ...in your life?
Brooke: Recently with a job, okay, I don’t know how to go about doing this. How do I figure out how to do this? Who do I go to talk to about figuring out financial problems or whatever else is going on in my life? So it’s not just the ADHD coaching by itself but, because that can’t really be twisted apart from everything else in my life right now. But I think it’s been a big help for me to be like, “Okay, what are we focusing on today? What are we focusing on tomorrow?”

Interviewer: Do you think you’ve changed as a result of working with [your coach]?
Bill: I know what you want me to say.
Interviewer: And you know that’s not what I’m wanting to hear.
Bill: Right, right. I know. I know. I know.
Interviewer: And if you feel like, no, not really, then just please be honest.
Bill: I don’t want to say that, either. It’s really difficult to say that. I can say that I’m more aware. She has made me more aware of my routines.

Interviewer: Can you give me an example?

Bill: I live by myself. So, keeping tasks in order and keeping my life in check is like… I think a lot of coaches probably do the thing with, like, cleaning your room. Keeping everything clean. The first time she asked me to send her a picture of my room, I mean, it was a disaster. It was like, wow! How can anybody; I mean, of course she didn’t say that, but I actually looked at it and I was like, “Jesus, this is ridiculous.” And I thought that was a good representation of my life - just the disorder of my personal living space.

Interviewer: And this is early on in the coaching?

Bill: This is at the very beginning. Yeah. Or maybe the third week.

Interviewer: So now what does your room look like?

Bill: It’s better.

Interviewer: Okay, okay.

Bill: It’s better. I’ll say that much. And I don’t let it go. You know what I mean? I don’t just, like…

Interviewer: Does that go back to the routines?

Bill: Yes, it does. It’s like, if my living space was like that, how can I expect to organize my thoughts and my schedule?

Courtney: And also, it’s been a lot easier to be able to do this when I talk to him every week and he asks me how it worked out for me. Because even if I hadn’t thought about it on my own, he helped me monitor the progress. Pay attention to the little changes that I was making in things that I did from day to day, which is something that I find hard to do on my own…

Interviewer: …to just sort of stop and reflect on what your life is like or what you’ve done over the last few days?

Courtney: Yeah, and to monitor change and see. And first to think of the changes on my own and think of new ways of doing things that might help me. It’s hard to do; but ever since I’ve been with [my coach], it’s been much better. I’ve been able to do it and I know the changes that I’ve been making and I know how they’ve been working for me.

5-4b. Students enhanced their use of self-talk to stay refocus and persist with goals.

Interviewer: You gave me some examples of your self talk, but I think you said you kind of always did that, even before college. So has your self talk changed at all as a result of working with your coach?

Lindsay: Possibly, my self talk has changed. Like I said before, I didn’t ever really do it in class and I can catch myself and sometimes it’s not “self talk.” Sometimes it’s self imaging. She gave me an example of all these little thoughts in my head were ants. And she wanted me to do the whole thing with, imagine myself with a vacuum cleaner sucking them up. And I didn’t
like that idea so I came up with my own one of picturing myself writing it down on a piece of paper and putting the piece of paper in a shredder.

Interviewer: That's a powerful image. I can see you doing that as you described that. And when you do that imaging, what are the benefits to you of doing that?

Lindsay: Well, if it's in a shredder, it's gone. It lets me think about something for a small amount of time and then, as soon as it goes through the shredder, I know that that thought is gone for that time. So it's time for me to return back to the present.

Interviewer: Do you ever hear his voice in your head, kind of like “self talk” but in his voice?

Mitchell: Maybe if I get something, like an assignment or something in class, and I won't feel like doing it. I'll think of him, I guess, encouraging me to get it done. I don’t know if that’s really “self talk.”

Interviewer: I think that’s a great example. So that self talk is maybe about your motivation level?

Mitchell: Yeah, to a point.

Interviewer: To a better way of describing it besides motivation?

Mitchell: Not that I can think of.

Interviewer: So, you felt better [after talking with your coach]. Do you think it was also worthwhile; a good use of time?

Lauren: It was a good habit to get [into], when you're talking with your coach, I feel like you're self-talking in a sense the whole time. She's just new to your conscious or something. So, it's good. It helped with making positive self talk habitual, like more of a habit, which I didn't realize was happening at the time. About how that probably is very true for me at least. By talking with [my coach], she helped me change my approach to myself and my perception of things a little bit, too. Like, "It’s really not that bad, Lauren." She'd be there to correct whatever I was getting down about. And then I just started to make that my own habit. Does that answer the question?

Interviewer: Does some of the “self talk” just happen, though? Not that you’re trying to...

Amanda: Yeah, yeah. It does. I haven’t gotten to the point where I have conversations with myself or anything, but definitely it has really improved my reflection, I guess. Being more reflective on my actions, so that’s definitely helped. I'm basically stopping and thinking and being like, "Okay, how is this going to help me? What is my goal?" That kind of stuff? "What does this mean?" So that’s helped me.

Interviewer: You mentioned that when you would sit down to read, after kind of talking through this with [your coach], that you would sort of say some things to yourself like, "What is the goal? What do I need to get out of this chapter?" So whether you were saying that silently in your head or actually out loud,
is that a new behavior that’s more common for you now as a result of coaching? Where you’re kind of talking to yourself like that?

Logan: Definitely.

Interviewer: Let’s talk about that a little bit more. Some people call that “self talk” for lack of a better term. Are you engaging in a lot more “self talk” as a result of coaching?

Logan: I guess that you can say that I am.

Interviewer: The look on your face makes me think that’s the first time you’ve been asked that question or thought about it.

Logan: I think it is. I’m always talking to myself in my head. I think it’s more, it’s just different now.

Interviewer: So quantitatively, maybe not so much. But qualitatively... Tell me a little bit more of how your “self talk” is different now.

Logan: Okay. I guess before, I’d be like, "You’re never going to finish this chapter. It’s going to take forever." So now it’s more like, "Let’s get through this." And, "What do you really need to know?"

Interviewer: So, the question is whether working with [your coach] has done anything to your self-talk or not?

Courtney: Yes, it has.

Interviewer: Wow! You didn’t even have to; you were just certain about that.

Courtney: Yeah.

Interviewer: Tell me more about that, please.

Courtney: Because I found that, the kind of questions that he asked me when I went about trying to solve the problem or get something done, they were pretty consistent, the types of questions. And so, when I’m on my own and trying to approach an assignment or trying to organize my schedule, I would organize it in the same way that he would have helped me to do, by asking me the questions that he asked me. So I would ask myself, “What’s most important? What do I need to accomplish right now? What’s stressing me out the most right now?”

Interviewer: You’re asking yourself these questions, but these are basically the questions that [your coach] would have asked you?

Courtney: Uh-huh.

Interviewer: So, you’re sort of internalizing [your coach’s] questions and using them on your own now?

Courtney: Yep.

Interviewer: Wow. And does that help?

Courtney: Yes. Yeah, definitely. It saves a lot of time because, instead of stressing out about it and not know how to approach it, I attack it immediately with these questions and I immediately feel like I’m getting organized right from the start.

Interviewer: Wow! And as you’ve already said, if you feel more organized you probably also feel less stressed.

Courtney: Exactly.
Interviewer: That’s incredible. Are you aware when you’re doing that? When you’re using that kind of self talk?
Courtney: Yeah, sometime. Yeah.
Interviewer: Does [your coach] know that you’re asking yourself the questions he’s asked you?
Courtney: I think so; yeah, because I have talked to him about times when I used things that he brought up on my own.

Interviewer: Have you noticed any changes in your self-talk since you’ve started coaching?
Brooke: A bit. More like, "What am I supposed to do today? When am I supposed to check in? When was I or when am I supposed to check in?"
Interviewer: I’m hearing questions. Is that primarily what you’re using as self talk? You’re asking yourself questions?
Brooke: Yeah.
Interviewer: Where do those questions come from and whose voice is it you’re hearing?
Brooke: It’s usually my own. I tend to talk to myself a lot. It’s something that I’ve always done; just because it’s easier to imagine myself as another person and go, "Oh yeah; bouncing an idea off myself."

Interviewer: So has that changed at all during coaching or not?
Brooke: It changed a little bit more where I’ve been a little more focused and I tend to realize what I’m supposed to do later on. And then make a list of it and then come back to it later. I’m supposed to do things like call the doctor. And I tend to remember at 3:00 a.m. and the doctor’s not open at 3:00 a.m. so I can’t call him at 3:00 a.m. and ask him questions. So I have to make a list of it and come back to it later. And I find that if I make one document and just keep a running list of things I’m supposed to do in schedules and charts and time management things, then I’m more likely to do it than if I write it randomly on a piece of paper and shove it in a notebook where I think I’ll remember it and then I don’t find it for weeks.

Interviewer: Do you think coaching has changed any of your “self talk,” the way in which you talk to yourself?
Amanda: If I’m being honest, I have never been the type of person to do any “self talk” or anything like that. I always thought it was weird. I always felt weird doing it. My dad is really big on it and my brother, actually, I don’t know. But my dad is really big on it and he’d be like, "You need to stop and you need to talk to yourself. Have discussions with yourself about how to do it." And I’d be like, "Okay. No that seems really weird. Seems really too far out for me." My coach is really big on that, too.

Interviewer: Does some of the “self talk” just happen, though? Not that you’re trying to...
Amanda: Yeah, yeah. It does. I haven’t gotten to the point where I have conversations with myself or anything, but definitely it has really improved my reflection, I guess. Being more reflective on my actions, so that’s
definitely helped. I’m basically stopping and thinking and being like, "Okay, how is this going to help me? What is my goal?" That kind of stuff. "What does this mean?" So that’s helped me.

Interviewer: One of the things that we’re trying to understand a little bit better is self-talk.
Kayla: Umm-hmm.

Interviewer: Like, when you hear your own voice or someone else’s.
Kayla: I would hear hers.

Interviewer: You’d hear…okay.
Kayla: Yeah.

Interviewer: Well, my question is, has coaching changed anything about your self-talk?
Kayla: Yes. I would have a spiral downward if I didn’t do things that I’m supposed to do. And then I’d just kind of say, "Screw it all. Whatever; I’m not gonna get it done." And that’s when I would end up with a withdrawal or something like that. And with her, she would say to me, "It’s not a judgment call. This is not something that you need to beat yourself up about. You need to take your emotions out of it and look at it for what it is. And deal. And say, ‘Okay, this is where I made my mistake. I’m gonna try to do this differently next time.’" So more of a self-examination without the judgment of it, which really helped me. And I would actually, literally hear her voice saying that. Like, "Don’t beat yourself up over it." It was nice, you know.

Interviewer: Has that changed at all since you started working with [your coach]?
Justin: Well, I guess my self-talk now would be just trying to remember all the techniques she taught me. Like when I’m reading. ‘Cause reading has always been a big thing for me. She told me it would be a lot more helpful if I read the first paragraph headings and then skim the rest and that would be okay for comprehension. When I read something, I try to keep that in mind. First paragraph, last paragraph, headings, then skim the rest. That’s gotten me farther than not reading at all, which is what I used to do.

Interviewer: Do you ever hear [your coach’s] voice in your head?
Justin: It’s actually; no, I think it’s more my voice saying what she would.

Interviewer: Are you still doing some of the things you learned to do differently from your work with [your coach]?
Emily: I think I would say I’m still using all the things I learned from her and I’m maintaining that. It’s such a huge improvement. If I started to slip I would be sure to notice it and make sure to stop.

Interviewer: What comes to mind as the strongest change that - whether it’s in your thinking or your approach or your skills - that just feels so automatic, habitual at this point, that it’s like, "It is just part of me now."
Emily: Yes, especially the way of self thinking you mentioned; self-talk. That's definitely become automatic.

Interviewer: Do you think coaching has changed anything about yours self-talk, about what you say to yourself?

Jacob: I'd don't know if it's an exact result of coaching. Definitely part of it is. The one thing that I've definitely noticed that is improved over this year, is doing homework and studying. It's not as much as the berating myself to do it, it's just I do it because I need to. Or it's sometimes because I want to once I get into. It used to be this real difficult thing. It's like pushing myself to the doctor's office or something that I really don't want to. But it's become easier to just tell myself to just do it so I can do something else.

Interviewer: So, you felt better [after talking with your coach]. Do you think it was also worthwhile; a good use of time?

Lauren: It was a good habit to get [into], when you're talking with your coach, I feel like you're self-talking in a sense the whole time. She's just new to your conscious or something. So, it's good. It helped with making positive self-talk habitual, like more of a habit, which I didn't realize was happening at the time. About how that probably is very true for me at least. By talking with [my coach], she helped me change my approach to myself and my perception of things a little bit, too. Like, "It's really not that bad, Lauren." She'd be there to correct whatever I was getting down about. And then I just started to make that my own habit.

Bill: And then, [the] saboteur was a big one. I really just enjoyed that 'cause right when my saboteur comes out, I can beat him back down, right? That sounds like a self-help book in the making.

Interviewer: I wish the recording could capture the look on your face. You just lit up and you're exuding a lot of confidence and energy about that.

Bill: Well, it's humorous, too, so it's kind of, I don't know. It's nice.

Interviewer: So, I'm curious if working with [your coach] has done anything to your self-talk?

Dylan: My self-talk has always been pretty good. What you've been describing, I've been doing since the beginning, basically, forever. I've always been able to trace, "When did you do..." Things like that. I've always been pretty good at that. I can usually trace my steps back or that's how; like, crisis management. I'm actually pretty good at that because, for a long time, that's how I basically managed myself a lot of ways. It's like, "Don't panic," so I would say I was pretty good. I would say it's improved it in some ways. We've never actually specifically talked about this because it never was an issue. Since my overall organization has improved, I would say that has improved, too. [I am] working quicker at that because I no longer find my keys underneath my bed for no apparent reason. "How'd they get here?" I just wonder how in the world are they underneath my
bed. I don’t have that anymore. I probably have five places where I can find them. So, like that, because I’m better organized. I think that’s a product of just being in college and having to organize yourself more by yourself and take more care about it and coaching at the same time.

Interviewer: What do you think has been the most helpful or the most beneficial part of coaching?

Interviewer: Probably learning more about the time management; just how to knock off things. How to knock off the tasks, doing the top priorities. Saying, “If these are things I need to get done today, how do I function that?” That goes into the self-talk. If I need to pick up dry cleaning and that’s on the other side of the campus, should I go at noon when there’s no one on campus or should I go at 5:00? So, it’s really coming natural to me that I’m trying to figure out how to accomplish these tasks instead of just getting angry at trying to finish them.

Interviewer: That’s a huge difference. Before [coaching], “self-talk” was negative, weighing you down, focusing on what wasn’t going to happen well. Now, “self-talk” is encouraging you, focusing on, “I can do this.” I don’t want to put words in your mouth so please disagree with me if I’m misunderstanding.

Logan: No, absolutely.

Interviewer: And are you hearing your voice? Are you hearing [coach’s] voice?

Logan: Hearing my voice. It’s not like I’m hearing anyone’s voice. It’s my inner monologue.

5-4c. Students experienced better academic outcomes, including good grades or better approaches to achieving good grades.

Interviewer: And can you think of another goal that you and your coach worked on or talked about?

Lindsay: We talked about grades. I set a goal for a GPA but I think that’s before I started taking a lot of the chemistry and biology classes. I think it was a little bit too high of a goal or unrealistic. I guess I didn’t realize how difficult college was.

Interviewer: That was actually, again, part of my next question. If you think the coaching has changed the way in which you approach your attainment of grades?

Christopher: It definitely has.

Interviewer: And how has that changed?

Christopher: For example, one of the ways in which it has changed the way I attempt my academic goals is that, previously, I was relatively good at last minute cramming. I remember a few semesters ago, the professor told me - I was studying furiously moments before the test. And the professor said to me, "You know that's not going to do you any good. Studies show that
cramming doesn't work." And because I was cramming, I didn’t have time to tell her that may be true on the grander scale but it seems to have worked just fine with me. However, now, working with my coach, I’m not going to say that I don’t still cram, because I do. In some ways I think I work best under pressure. But I no longer use that as the only arrow in my quiver.

Interviewer: Do you think that coaching is helping you get better grades?
Christopher: I think that it is. The reason why I’m hesitating is this: I am conscious of the fact that this semester, I may get a B in a class; which I’m not proud of and I don’t think it’s indicative of my coach’s role. I think it’s indicative of, thanks to her, I’m exploring a host of other means to understanding what needs to be done.

Interviewer: So you said before coaching, it was probably not typical for you to accomplish goals. Was that related to having ADHD?
Logan: I think it definitely is, was.

Interviewer: How so for you? What about having ADHD makes it hard to accomplish goals?
Logan: I guess it’s, focus is definitely a problem but I also focus on minutia. Really, just totally irrelevant crap most of the time. Or I did anyway. And so that would really just get in my way. So she definitely helped me with that, too.

Interviewer: Can you think of an example now?
Logan: I can, yeah. I guess in the previous past years when I was studying, in my class, because my professor would always say, you need to read this chapter, you need to read that chapter, whatever, and I thought, "Okay, I need to read this chapter," obviously and it would take me forever to get through the chapter reading it linearly. And then what I found out was, "You know what?" And [my coach] helped me with this. "You know, I really don’t need to read this chapter, to be honest with you. I just need to understand the" -she helped me think – "What’s the goal of this class? It’s to understand these certain concepts so if you just want to go concept by concept and read what you need to read, not linearly but flip around, that might be a little bit more useful." And I definitely found not reading everything is definitely helpful. I can just focus on the major points and my grades have definitely improved and I have a lot more time on my hands.

Interviewer: Has coaching helped you earn better grades?
Emily: Yes, it has. It’s [helped in] all my classes but one. It’s made a significant difference with turning in completed work, turning work in on time. The one class, there’s problems with the teacher. ADD coaching wouldn’t have made any difference with that situation.

Interviewer: Okay.
Emily: But in most of my classes, it’s a significant improvement in my grades.
Interviewer: I think I heard [that] there are kind of two reasons for that. You’re turning in more completed work and you’re turning in more completed work on time as a result of coaching.

Emily: Uh-huh.

Interviewer: And therefore, the grades have gone up.

Emily: Uh-huh.

Interviewer: Has coaching helped you improve your grades at all?

Brooke: Somewhat.

Interviewer: You’ve got a kind of quizzical look on your face. Like, "I’m not so sure about that."

Brooke: I don’t have a lot of tests or quizzes or projects to manage my time to tell me how things are going.

Interviewer: I see.

Brooke: So, I think so. I think I’m doing a better job of managing things this semester than I was last semester. But to say the grades; I don’t know.

Interviewer: When you say "manage," what do you mean by that? You said, "I’m managing things better this semester."

Brooke: Last semester a lot of things fell through the cracks and I had to ask for a lot of extensions and get a lot of things excused because I couldn’t handle it at the time.

Interviewer: You’re talking about turning in projects; completing work?

Brooke: Yeah.

Interviewer: Go ahead.

Brooke: And this semester, I’m still asking for some of the extensions and more time on things, but it’s less. And I feel less guilty doing that because, last semester, I was doing that for everything. Just because I couldn’t handle everything all at once and this semester I’m doing better about it.

Interviewer: Good for you.

Brooke: So, I think coaching has helped with that.

Interviewer: Do you think that coaching is helping you achieve better grades?

Kayla: Mmm, yes. And in the academic area, I have really not ever felt like I stayed on top of it and this semester I have stayed on top of it. It’s that burst that I get at the beginning of the class and the energy where I’m ‘gonna get this done and I’m ‘gonna do this and I can handle it and nothing’s backing, falling, piling up. I’ve been able to go with the flow for the whole time because I’ve done the assignments and I’ve done the reading and the midterm... I didn’t study as much as I would have liked to but that was a choice and I knew what I had to do and I know now that I would of, I got a B, still. So, I did okay.

Interviewer: Do you think coaching is helping you get better grades?

Jacob: Yes, I would say so. I am hesitant to go off last semester, just because the academic course I was a lot more able to do regardless of coaching compared to engineering beforehand. Which is the main reason I
switched. Especially during finals, it definitely helps. I think I might not have done as well or have a harder time of doing as well, getting everything done.

**Interviewer:** Do you think you’ve been able to achieve your grades in a better way?

**Jacob:** Yeah, I would definitely agree with that. Just with some of the study habits are just coming … talking through better strategies for reading notes and that kind of thing.

**Interviewer:** So what other areas do you think [coaching] has had an effect on? Or are there other areas besides grades that you think it’s helped you with?

**Amanda:** My life. Coaching hasn’t particularly helped me with grades, but what it has helped me do is, it’s helped me approach my plans differently. It’s helped me set more realistic goals for projects and stuff. It’s helped my overall planning and strategizing of things. But the little things with school, like how to do certain things or how to focus best or something, I already know that. If a door is open, I know myself. Even if I’m on my medicine, I can’t focus with the door open because I’m always looking at who’s going by. So those are things I already learned. But ultimately, the way I would plan my assignments or something, those are things that coaching has helped me do. Helping prioritize and stuff.

**Interviewer:** What has coaching allowed you to do that’s brought those grades up or to help keep them up?

**Justin:** A lot of it is just school work; just turning in the assignments, getting them done on time. The organizational skills and study skills I’ve been getting have been helping a lot with that.

**Interviewer:** The C’s that you got last semester in those really challenging classes; if you hadn’t been working with [your coach], what grade do you think you would have gotten?

**Sarah:** I really hadn’t thought about that. Probably about a D. I mean, it would substantially be lower. My parents always taught me talk to the professor, create a professional relationship with the professor so they know your background, they know at least that you’re trying and you’re attempting. Because they’re going to remember that when they go to enter the final grade. So, they really taught me that, but still that can only get you so far. So, by going to office hours and having [my coach] email and say you need to print out the class notes, you need to be taking a lecture; no more surfing on the Internet during class, small things like that; I think slowly trickled up the grade.

**Interviewer:** "Sounds like [your coach] is a therapist. Sounds like she and Lindsay were kind of doing therapy." Would you agree with that? Would you disagree with that?
Lindsay: Well, it's like a therapy revolving around academics. So anything that academics bring out, any emotions that it will bring out, then we can work through them.

Interviewer: And do you think she has the same goals as a therapist would when she's helping you work through them?

Lindsay: It's a different approach. The goal to control those emotions is probably the same but the reason is different. Our reasoning with [my coach] is for academics so I can take my test calm and I can do better on it. Other therapists, their goal is outside of academics. Just in everyday life, like friends and relationships and stuff.

Interviewer: So even though you talked to [your coach] about some of the intense emotions about being in college, the focus has always been about doing better in college?

Lindsay: Right.

Interviewer: Did your coach help you set some of your own goals?

John: I want to go into medical illustrating and there are approximately five schools in the entire country to do that. So that's a big problem. So I wanted to eventually be able to transfer down to Johns Hopkins and eventually be able to do the medical illustrating program they have down there. She has been trying to get me on track; get myself set up so I can improve my grades. Get my GPA higher so that I look like a better candidate. Plus, I am trying to figure out if they have the same system as the Ivy League for learning disabilities and such, because my friend got into Brown, basically, because of his learning disability. Well, not learning disabilities. He can't see this way. He has tunnel vision so they can't reject disability students at Ivy League schools. So I can end up going to an Ivy League if I really did all the testing and such with the psychologist.

Interviewer: What do you think, hypothetically, you would be able to report a year from now without any other coaching in between?

Sarah: Probably what I would think the most trends would be my academics. Looking over such a great span as a year, I couldn't say, "On Tuesday, February 5th, I woke up at 9:00 instead of 10:00." I mean, that's something through my year that I've done thanks to coaching. Overall the biggest thing that I would look at from talking to [my coach] would be my academics. And I would say my GPA has improved this much or I overcompensated on trying to figure out with my teacher what my final grade could be or what's the worse it could be. Things like that, where's it's just been overall my end goals, I guess you could say. What I would report back, I could not report any small goals. Just because, to me, they're major for that day and then after that day, they're so insignificant.

Renee: I'd probably say [coaching] is different from therapy. I don't have much experience with therapy. I've never been to a therapist, but I have been on sports teams, that kind of coaching. It's a little bit different type of
coaching, but I’m focusing on little things at a time in order to not just improve the quality of life but, I don’t know, improve the outcome of your inputs.

Interviewer: That’s a great phrase.
Renee: I’ve always been inputting a lot into my work, but not really getting a great outcome even from myself because I’ll be negative about it; not a lot. So, it’s helping me. I’m still putting in the same amount of input but getting better outcomes.

Interviewer: What a great improvement. That’s a great description and that’s not about feelings, it sounds like so much. It’s about performance. Just about being more efficient at achieving your goals.
Renee: Right, definitely more about performance.

Interviewer: “Since before Justin was working with [a coach] and now, has he changed at all in any way?” What do you think they would say?
Justin: I think my girlfriend would probably have a good answer for you right now because I started coaching in the beginning of this semester and that’s when I started going out with her. So she knew me in the beginning and I think she would be able to see how I’ve been progressing. I think she would be able to tell you that I am much more on top of my school work. Like, I am more proactive towards actually doing it outside of class.

Interviewer: Would she say anything else? Would she notice anything else?
Justin: She would. She knows that I am not very confident in my school ability but she sees that I am trying a lot harder than I would have in the beginning.

5-4d. Students developed more individualized strategies for learning, being organized, and managing their time.

Interviewer: Some of the students I’ve talked to have said that they can get themselves really distracted when they’re on the phone with their coach. They might be texting or on the computer or surfing the internet or something and their coach doesn’t know that, right?
Mitchell: Yeah.
Interviewer: So, they almost regret that they can distract themselves while they’re on the phone with their coach. So for them that was kind of a, not a negative, but, "I’m not sure that this phone model works particularly well for me."
Mitchell: Well, I think that is true but with him, I guess everything he talks about or anytime he gives you ideas or examples, he tries to... When we first start off he asks what your interests are and stuff like that. And then he tries to relate examples and stuff like that to things that you like. So, that’s what makes the phone call somewhat interesting.

Interviewer: It sounds like he’s a great listener.
Mitchell: That and, I guess, he asks the right questions.
Interviewer: You talked about not surfing the Internet during class. Are you doing less of that now and, if so, is that related to coaching?

Sarah: Honestly, it is. Last semester, I brought my computer a lot to class and I would say, “Oh, I’m going to take notes on my computer.” But somehow the cursor would just creep over to the Internet explorer. [My coach] said, one fun session we were talking about it and she just said, plain and simple, “Don’t bring it.”

Interviewer: The laptop.
Sarah: Uh-huh. And it was something so simple, but I just needed to be told that. Once I was told that, I said, “Okay.” That’s so easy to not bring the temptation with you. You’ll have to focus; you don’t have anything else to do. I would also keep my [cell phone] on vibrate when I would be in class and so if I felt it I’d say, “Oh, who’s texting me? Who’s emailing me?” Turn your phone on silent. It’s as easy as that and you won’t even think about it until the class is over.

Interviewer: Was that suggestion also from [your coach]?
Sarah: Yes.

Interviewer: So texting your coach is like, right there. It’s very clear. You get it. It’s the reminder. It sounds like it works.

Brooke: Yeah, and then she’s also been helping me because I usually hear when it buzzes if I’m in my room. One of the things that I’ve been having happen to me a lot, since I’ve been so tired that I’ll fall asleep while I’m reading or if I’m typing, sometimes I’ll just fall asleep, so if I set an alarm, it’ll wake me up.

Interviewer: And you do that on your cell phone?
Brooke: Yeah, so it’s all in one place.

Interviewer: May I take a photograph of your cell phone?
Brooke: Sure.

Interviewer: So we want to just capture everybody, a photograph of their artifact. Thank you for bringing that in. Had you set alarms for yourself before your work with your coach?

Brooke: Some, but not as much.

Interviewer: Not as much. So you’re doing that more often?
Brooke: Yeah. Like, if I have a couple of hours where I’m supposed to be working on something and I don’t always, I’ll set the alarm every half hour and it goes off every five minutes so I can’t ignore it. It keeps buzzing and buzzing and buzzing until I turn it off.

Interviewer: When you and your coach talk by phone, you’ll break down those goals into daily things. And then you said your coach might text you an hour later if she hasn’t heard from you to sort of check in; have you started that? So your coach is helping you break big projects into smaller daily steps and also reminding you of what you’re going to do and checking in to see if you’re doing it.

Brooke: Yeah.
Interviewer: Is there anything else that your coach is doing to help you get better at that?
Brooke: Well, mostly we’re trying to figure out different strategies that will work for me such as the time setting, the alarm setting for every half hour, so it’s more...
Interviewer: That came up in coaching?
Brooke: Yeah.

Interviewer: If you could revisit a bit, yes, that would be helpful. And what we were talking about was, if you’ve noticed any changes in how you identify or create academic goals.
Christopher: And it’s specifically academic?
Interviewer: If you can focus on academic right now, that would be great. And we will be talking about...
Christopher: The only reason why I ask it because it tends to...
Interviewer: Yes. Just go ahead and speak to a goal; that’s fine.
Christopher: I think that [my coach] was tremendously helpful to me in a variety of contexts, but specifically the one that I will use for this example is with the budgeting, with helping me be more cognizant of the importance of budgeting on the front end of one’s time. Originally, when I started working with her, I had numerous plates spinning. I was working full time; I was trying to maintain honors. I was working for two social justice organizations, volunteering for two social justice organizations. It was very difficult to keep all those plates spinning. Thankfully, she was able to help me be more cognizant of what was realistic and what was less realistic and how to decide, how to prioritize and budget; which is tremendously helpful.

Interviewer: So I’m hearing two things here. One is about budgeting time. Another was, there’s some work the two of you did that looked at how to set the goals? Which ones were most important to you? Or which ones mattered most?
Christopher: Well, I’ll say yes and no. I think no, because I think that is something that she would agree. I have very definitive goals.
Interviewer: So you knew what your goals were?
Christopher: Yes. Everything I had in the air was consistent with those goals.
Interviewer: Okay.
Christopher: So it wasn’t so much the goal setting as it was the budgeting to see what was achievable and what had to be set aside or put on pause, etc., so forth.
Interviewer: Okay, so being able to budget, which was most important to be able to prioritize.
Christopher: Exactly.

Brooke: And this semester, I’m still asking for some of the extensions and more time on things, but it’s less. And I feel less guilty doing that because, last
semester, I was doing that for everything. Just because I couldn’t handle everything all at once and this semester I’m doing better about it.

Interviewer: Good for you.
Brooke: So, I think coaching has helped with that.

Interviewer: What’s been the most useful part of coaching, the most beneficial, the thing that you just find most helpful to you?
Lindsay: We’ve talked through a lot issues about my learning styles and what helps me. So instead of trying to learn the way everybody else does, we’re trying to come up with things that I can do to help myself in this environment. So that has definitely been helpful.

Interviewer: Okay. But for you, I understand that career wise, academically wise, success is about getting to med school. Were you going to say something related to coaching, about how you’re framing that success? Or is she helping you get to med school eventually?
Lindsay: Yeah. She’s helping me figure out different paths I can take to get there. Maybe instead of, my plan was to take summer quarter every single quarter so I can graduate early and everything. Now, instead of taking three years, I can take five.

Interviewer: Okay. That sounds like that’s been a big shift for you to acknowledge that.
Lindsay: It’s a huge one and I have to accept it every single day.

Interviewer: Since you started working with your coach, has that changed any way that you go about setting goals or just the way you think of a goal?
Brooke: I guess she’s helped me break some of them down a bit more because I’ve always had big goals, but I don’t always have smaller goals to get there.

Interviewer: Is that what you mean by "breaking it down"?
Brooke: Yeah. I’ll have a big paper due and I know it’s due and I have a date I want to finish it by and I’ll procrastinate or for some other reason I just won’t get it done. So, she’ll sit down and be like, "Okay, you have this big paper. It’s due when? What are you going to do today? What are you going to do tomorrow? What are you going to do next week?"

Interviewer: So, she doesn’t give you the answer?
Brooke: No. She’ll ask me questions until I come up with an idea.

Interviewer: Interesting.
Brooke: Or sometimes she’ll say, "Well, I’ve had other students do this," which sometimes helps; sometimes doesn’t.

Interviewer: And if your coach says something you don’t like or you don’t agree with, you don’t think it’s going to be helpful, what do you do with that?
Brooke: Okay. Maybe that will work, maybe it won’t or I’ll explain why or why not. So then she’ll say, "Well, okay. How can we change it? How can we do this with it so that it will work for you?"

Interviewer: It sounds very individualized.
Brooke: Yes.
Interviewer: Your coaching doesn’t look like anybody else’s coaching?
Brooke: Not at all.

Interviewer: What do you think is the most useful outcome of your work with your coach? What’s the biggest benefit so far?
Mitchell: Getting papers in ahead of time or getting them done ahead of time, as opposed to finishing them the night before… Studying more for tests and stuff like that. Being more prepared.

Mitchell: I have that set to repeat every day for my English essay.
Interviewer: Okay.
Mitchell: Just to work on that, because that’s the big one.
Interviewer: Okay.
Mitchell: This is just something I have to do for one of my classes. I have to post something online.
Interviewer: Okay.
Mitchell: To print out a paper, so I don’t forget it before my class.
Interviewer: Got it.
Mitchell: Another assignment I have to do for another one of my classes. That’s just an alarm to go off five minutes before the call with coach. Because if I don’t have that, then I’ll completely forget about it and I’ll go out and do something.
Interviewer: Okay.
Mitchell: And this one, our call is on Thursdays. And [on] Mondays, we just started doing something where I email him what’s going on, like, if I have any assignments or anything that’s coming up. This kind of a midway check point thing.

Interviewer: Has your Edge coach helped you change anything about the way you work toward your goals?
Christopher: Definitely. As I said, she’s helped me more proactive in my organization, be more cognizant of the time constraints that are available. One of the most immediate and striking things was, she had me use a technological solution that, well, I was familiar with calendar and programs or Franklin planners or things like that. This essentially inverted the process. So instead of you placing in your week the time you were going to do things, it said, ‘This is how many hours you have in your week. How do you fill it?’ And it became readily apparent what I’d known was true subconsciously - that I was able to do everything that I had planned. But, in exchange, I sacrificed family time, housekeeping, personal time, things like that for the sake of my goals. Which is all well and good but it is not necessarily a long-term realistic plan. Eventually, one is going to burn out or break up.

Interviewer: If you could feel in a blank for me, working with an Edge coach helps me feel ____.
Christopher: More structured.

Interviewer: Since you've started working with an Edge Coach, have you noticed any changes in how you identify or create your academic goals?

Kayla: Yes. Let’s see. Specifically with her, we go over a menu, almost. When we talk on the phone, we pinpoint the things that I feel are critical for that week.

Interviewer: Um- hmm.

Kayla: And then she helps me to put it into - what is the word? - a diagram or whatever. She helps me pick it apart and put this first, this first. She’s really helped me to time manage which was, obviously, my biggest problem. With almost all of my classes, I’ve had many times where I’ve had to withdraw at the end. Or, I’d start out gung-ho and then things fall apart because I don’t get assignments in on time and stuff like that. And she has, I mean, not that I haven’t been late for assignments, but that’s purely because I chose to make poor judgment on. I knew what I was supposed to be doing, where before, I didn’t even have a clue. I didn’t even have a formula to know, “Okay, I have to start this paper today if it’s due in a week. I’m gonna have to go over things.” She was very thorough in exactly the things that she would suggest that I do. ‘Cause a lot of times, I would stop writing because I didn’t feel I knew the information well enough. And she said, “Just write everything that you know, even if it makes no sense to anyone else. Then you know where you’re at and you know what you have to examine.” So, that was very helpful.

Interviewer: What do you think has been the useful outcome with working with your Edge coach?

Jacob: I think definitely having someone to bounce or talk ideas through about the problems that I have with studying and breaking up large assignments into more manageable blocks. I can sort of do [that] on my own. But the few times I talked with [my coach] about the finals last semester, she’ll always breaks it down and there was a few things I didn’t realize that I probably would have realized later. That I realized much quicker when I was talking it through with somebody. I’d say that was the biggest benefit in addition to time management.

John: My mom keeps talking to me and she says, “You know, you’re floundering around here. How do you think you’re going to do at a higher level school?” And partly, I don’t know if it’s true or not, but in my mind, I don’t know if it’s because I don’t see this school as a challenge, that I’m not giving it my all. I floated through high school with A’s and B’s. And now I’m getting C’s and B’s. I’m kind of annoyed with myself but, at the same time….

Interviewer: Do you think that the coach has helped you flounder a little less?

John: Yes. Her suggestions have helped me to try to get organized a little more and control my time management, which is a major issue with me and, I’d
like to believe, with most ADD people. I’m not the only one. I think coaching has helped because, without it, I would probably be in a lot deeper puddle than I am right now.

Interviewer: How would developing a plan or talking through something that’s stressing you reduce your stress?

Renee: When I’m developing a plan with someone else, specifically, I’m not sitting there in my own head contradicting myself, saying, “I need to do this, I need to do this, and I also need to do this, too.” But when I’m explaining it to another person, they’re looking at it from kind of an aerial view. And they’re seeing all the things that I have to do. And I’m just so consumed with the fact that I have all of them to do that I can’t sort out when I need to do them all.

Interviewer: The forest from the trees?

Renee: Right.

Interviewer: So, what are some things that your coach might say during that conversation, from her aerial view?

Renee: She will ask questions; I can’t really give you a specific. When we worked on figuring out the Logic and Chinese and International Affairs assignments; the three main assignments that I ended up cycling on. She talked me through it, about whether it would be a good idea to even cycle the assignments, which she kind of helped me come to the conclusion. And that just started, that I started cycling assignments within my study time. So, she will try a new approach; because obviously, there’s something that’s missing in the approach we were taking before. And eventually building up my individual strategy for tackling work.

Interviewer: It sounds like [your SmartPhone] is a tool that you use in lots of different ways here. How did you and [your coach] come to figure out that that would be a better time management system for you than your calendar?

Dylan: Well, in the beginning we had started working on the calendar because that’s just the most common one and it was working okay, I was getting better. But there were a lot of hiccups. Like, I’d get maybe 67% of the things that I had and forget, the things I’d forget were, they weren’t always the worst things I’d forget because I’m still a freshman in college... But it was starting to annoy people; because I would reschedule an appointment once or maybe two times before I was able to get it done. And it was embarrassing and was like, “I don’t think this is working,” I told him. He’s like, “Well, do you have a SmartPhone?” I was like, “Not really.” I had some other phone. He was like, “Well, you might want to consider getting one.” So, I went to get a SmartPhone and they told me this was a SmartPhone and I didn’t know anything about this. So I ended up getting this really complicated phone. I was like, “This is awesome because this is huge.” So, I worked with him on that and he basically taught me how to connect to the internet and connect my phone with my computer, my calendar and basically have an organizer. People have organizers at
home on their desk that organizes them, but I put that on my mobile phone and since then, I haven't had nearly the amount of problems. Now, it's not a 100%; I'll still forget stuff. Like, even in the morning I'll forget about it, but I would say that I don't nearly have the problems that I had before because, since I put them in my phone, they just remind me. Like, this morning when you called and I missed it, I saw I had a voice mail and I saw [the message] and like, "Okay, fine. I'll meet here."

Interviewer: What about that coaching has been the most useful or the most helpful?
Dylan: The organizational aspect, I would say; definitely the most helpful part of it. I've seen a marked improvement in my organization since I've started with [my coach].

Interviewer: So have others.

Interviewer: …some people think that coaching and therapy are basically the same model in part because both a counselor and a coach ask a lot of questions. And you just mentioned, "Coaching has really pulled me out of depression and I'm happier and healthier." So, could that reinforce the belief that coaching is basically another name for therapy? Has that been your experience to whatever extent you would know about therapy? Or would you say, "No, coaching isn't like therapy, but it has helped me feel less depressed?"

Courtney: That's hard to say. I'm not really sure what sense of therapy you mean.

Interviewer: Therapy in terms of going to see a psychotherapist and really exploring, you know, being depressed and what's causing my depression and maybe there are issues from my childhood that are unresolved. And if I can work those out with my therapist, then I'll be a happier person in the process.

Courtney: I have talked [with my coach] about my depression before. And I have talked about non-academic related things. But instead of going back and reflecting on my feelings about them and going from that perspective, taking that approach, we would take the, "What can I do now?" approach, which I think is a little bit different.

Interviewer: Different than therapy?
Courtney: Yeah, I guess, different than therapy in that way. So, it wasn't focusing too much on the past in that way, but a lot more on the present.

Interviewer: Before coaching, what was hard about time management for you?
Sarah: The hardest thing was I didn't know how to fix it. I always knew I had a problem with that. I always knew I've been a procrastinator, but it's also been my parents are very big procrastinators, so I inherited that. And then, on top of it, then it started into, "Oh, she's dealing with Attention Deficit. How are you going to fix this even more?" My parents really didn't have an answer for that. So, it was almost, I didn't know how to go about fixing it, so I really needed someone there to say, "Okay, now you need to break this down. You need to have a calendar. You need to do this, this and this." So that was really nice. That was the biggest jump for me.
Interviewer: So what are you doing now as a result of working with [your coach] in the area of time management that you weren't doing before?

Sarah: One of the one's that we did was have a calendar, have an agenda. Just where you need to be, what time, what for, things like that. So that's really helped me a lot. One of the other things was, when the syllabuses comes out for that semester, don't go out and just say, "Oh, okay, well this week I have a test on Thursday and it's Monday. Oh crud. How am I going to get all this studying done?" She told me to take every syllabus I have and even if it's just what they're doing in class that day, still write that in my notebook so, when I'm looking ahead to the next week, I can see what to plan ahead for. And that was something that I would just wake up in the morning and look in the syllabus; look at what we're doing in class beforehand and say, "Oh, we have a quiz at five o'clock. I need to figure out how to study before five o'clock then." So that was really neat.

Interviewer: So it was really helpful for you to talk to someone who could empathize?

Justin: Right.

Interviewer: And also somebody who had a knowledge or skill set that could inform some suggestions...

Justin: Right. And on top of that she knew a bunch of school and study skills and life and organizational skills that she could offer to teach me that helped a lot, too.

Interviewer: What are one, two, or three goals that you and [your coach] have worked on?

Rachel: Time management. And I guess for me, everything kind of starts with, "Oh my gosh, I don't have any time to hang out with anyone. I've got all this work to do." And I feel like when I wake up in the morning, it takes me two or more hours to just get to school, get in the library, sit down and actually start working. And so I start thinking, "Do most people handle life this way? Does it take everyone an hour and half to get ready?" And so I feel somehow I waste time. So my goal is to figure out how I cannot waste so much time. I explained to her everything that I just said there and in probably a little bit more detail and then we just talk about time wasting, my perception of time. She has told me about how people with ADD underestimate or overestimate time and don't have a good concept of it. And kind of knowing to look at my watch or just really think about the next couple of mornings; like, pay attention to what you're doing; write it down even and look at what you're doing. Are you getting distracted doing laundry? Are you talking to the neighbor? What are you doing with these two hours? You have to be doing something. Are you just getting distracted? We just kind talk about it because I'm an externalizer and a talker.
Interviewer: So you go to your boyfriend, for example, or somebody else and describe some time management questions or issues that you're dealing with. It sounds like what they're likely to do is basically suggest that you do what’s worked for them. But with [your coach], I didn't hear you say, "She tells me what she does." It sounds like she offers you information and options drawn from the literature, drawn from research...

Rachel: And what she knows about me, too.

Interviewer: So, that's more helpful to you because it's more about how you work and think and process time?

Rachel: And a lot of people, and just going to a boyfriend or a friend, they don’t even hardly know what ADD is. How can they really give me the right advice?

Interviewer: When [your coach] would say to you, "Well, what's the goal of that chapter? What do you really need to get out of it?" How did that change how you would read the chapter?

Logan: I guess before I read the chapter, I think, "Okay, what do I need to know?" My example last quarter was Economics and I had such a hard time because, math classes, I don’t usually read the book but Economics you have to read something. So it’s like, "What’s the goal of this chapter? What do I need to come out of this?" And I just write down stuff beforehand. Maybe key words or stuff I picked up in lecture. So in lecture sometimes I would just write down key words in class. I won't write everything down. And so then I'll go through the book and read paragraphs here and there about the different stuff. Make note cards or whatever.

Interviewer: Framing it as setting goals and being able to cross those goals off. That really helps me understand why your stress would go down. But you just mentioned time management for the first time. Did [your coach] help you with time management?

Lindsay: A little bit. We talked about what time is a realistic time to stop doing homework and scheduling breaks and scheduling starting time and stopping time.

Interviewer: So you said, "I like it because I'm not being placed in a box."

Brooke: Yeah.

Interviewer: What would you say is happening then? What's the opposite of that?

Brooke: [Coaching] is very individualized and she’s really forcing me to come up with it. "What will work for you? What will you do? Are you going to follow through?" And she'll give me reminders but it's not, she’s not here tapping on my shoulder following me around going, "You’re not doing what you’re supposed to."

Interviewer: I wondering if that has had any influence on how you establish goals for yourself or how often you set goals for yourself or what kind of goals you
set for yourself. Or would you say, "No, nothing about that’s really changed since I’ve worked with [my coach]?”

Mitchell: I don’t think that’s really changed. I guess just how I go about accomplishing them.

Interviewer: Could you say more about that?

Mitchell: I guess little things, like papers that I have to write for class…

Interviewer: Yeah.

Mitchell: Instead of waiting to the last minute, which I tend to do sometimes, as soon as I find out about it, if I tell him about it he’ll do it step by step. Like, he’ll work it out so that I’ll have checkpoints. If I have a paper, he’ll all get the research done by a certain time and then after that I’ll do an outline of the essay and then I guess, ultimately, to finish the essay ahead of time. And then, if I want to send that to him so he can check it over for me, he’ll do it.

Interviewer: Great. I love that term, “check points.”

Mitchell: Yeah.

Interviewer: So, that takes this big abstract deadline that’s far off and sort of breaks it down into more manageable time increments, or steps along the way?

Mitchell: Yeah.

Interviewer: So what did that difference in knowing about that adrenaline make? How did that help you to change some things?

Kayla: She showed me different ways to get that response in my brain.

Interviewer: Aaahhhh!

Kayla: She called it…cramming? Or what was it called? Crunching? So that I would, let’s say I had a goal. Okay, this is an example from yesterday. I had to go look, my niece is taking a class with me. An Anthropology class that I’m in and I wanted to look at her paper to see if my paper compared to; it was on the same track. And, when I looked or when I said to [my coach], "I’m going to go over there and look at Erica’s paper in a minute and go see what…," she said. "Don’t do that until you’ve written;" ‘cause I didn’t even start my paper at that point."

Interviewer: If I were to ask someone that knows you very well if they think that coaching has changed anything about you, what do you think they’d say?

Jacob: I don’t know. And I don’t think really it’s been that much of a noticeable change. I don’t know if they’d say anything was different really.

Interviewer: What about you? Do you think there’s been any changes since you’ve been participating in coaching?

Jacob: I think better time management is the main thing. And the way I go about studying. I worked on some better reading strategies with [my coach]. She gave me some ideas with that. But other than that, I think nothing too much.

Interviewer: What did that do for you, to take in general and get those results?
Courtney: Well, he kind of could tell what I was; and that helped him figure out what ways to go. What approaches would be most comfortable for me and work best. And moving... more intuitive; that was one thing. I make a lot of my decisions through intuition rather than through rigorous calculation. So, that’s why it’s hard for me to make some decisions when it comes to things that are how do you, exactly. So, he helped me make a decision matrix for me and he asked me which criteria are the most important to you for the schools? So we had a column for each criteria. And then he said, "Okay, from one to ten, ten being the best, match with what you want. And one being the least match in each area. Go through with each school and look at those areas and give them a number. And that way the number was totally subjective to what I felt but it was an intuitive decision that helped me compare the schools side-by-side and feel like I had an understanding of how I was comparing them in a structured way instead of just going off one feeling. Just feeling, you know, "I don’t know why I like this school."

Interviewer: So, am I hearing that [your coach] is really becoming an expert in Courtney?
Courtney: Yes.
Interviewer: And he altered his coaching approach to make it very specific to you.
Courtney: Yes.
Interviewer: Has that helped you learn more about yourself in the process?
Courtney: Yes, definitely.
Courtney: And he’d also thrown in suggestions every once in a while. He’d be like, "Well, can I throw something out there?" And I’d always be like, “Yes,” because he always had good ideas and things that helped keep me focused more and goal oriented.

Interviewer: As a result of working with [your coach], do you think that you are setting goals or thinking about goals any differently now?
Sarah: I’m starting to think that it is easier to accomplish goals. Before coaching, it was really hard for me because I would set such high expectations for myself and I didn’t know that you need to take baby steps to get to that high expectation. I know one was having a higher GPA and I just wanted the end result of 4.0 GPA. When I would talk to [my coach], yes, that was the goal I wanted to end at but it was, "Okay, maybe you want to set that 4.0 or close to it for your graduation GPA. Then let’s see. You need to get a 3.5 every semester.” So, she broke it down individually and that trickled down to what classes can you let have A’s, what classes do you think you can bet on B's in? And then that trickled down to, "With those classes you have A’s; how much studying do you want to devote to that a week? With the classes that you have B's in, you devote more." So, she really broke it down for me and showed me we need to take these baby steps to get to this end-all goal. Versus, before, I just wanted the end-all goal and didn’t think about baby steps to get there.
Interviewer: Do you think you've changed in any significant ways as a result of coaching?
Sarah: Yes and no. By any means I don't think my personality has changed. I think it's more how I go about certain tasks that's changed; things like errands. If I do top priority; if this needs to get done today, what can wait until tomorrow? It kind of goes back to procrastination. But it’s really nice because that's something [my coach] taught me was, if you have a list of five errands you need to run, what can wait, what is top priority, what needs to get done more or what needs to get done today? Things like the daily aspects of my life have changed, because I would try to get it all done in one day and that's when I would start to get the stress. I wouldn’t feel like I had time to relax or if I didn’t have anything to do that day, I would get very bored and just sit around. So, having that top priority effect; [my coach] has really helped me with that.

Justin: Yeah, for me to understand what it would take for me to get to my goals.
Interviewer: Oh, I see. So, if the goal is clear, it’s easier for you to know what you need to do to accomplish that goal.
Justin: And we broke them down to steps I would need to take to obtain the goals.

Interviewer: So you’re a senior. Obviously, you’ve done very well; you’ve gotten very far on your own. So before coaching, how would you go about trying to work toward a goal that was different from what you just described?
Emily: I would pull all-nighters, the night before an assignment was due. I’d kind of flip-flop. If I felt like doing something, well, that would be what I would go and do. When it came down to time when I had to finish something I didn’t want to do, “Well, alright, I’ll do it then.”

Interviewer: So now, as the result of coaching, if I heard you correctly, you’re more likely to work on it earlier and longer.
Emily: Uh-huh.
Interviewer: And you said something about before coaching, if I didn’t want to work on something, I think I heard you say, “I wouldn’t.”
Emily: Not until it was time to do it.
Interviewer: ’Til you had to do it. So, do you now find in your coaching, “I really don’t want to work on something but it’s due in a week, so by golly, I’m just going to go ahead and do it?”
Emily: Uh-huh. Well, it’s also more of, “Alright, I don’t have to sit down and do all of it. I can sit down and work on it for half an hour and then I can do something I want to do.” So….

Interviewer: Ah, so if you break it down into chunks like you’re doing in coaching, it makes it easier to do a little bit early on?
Emily: Uh-huh.
Interviewer: “Since Lindsay started working with her coach, has she changed at all?” What do you think that person would say?
Lindsay: Well, I think some people don’t really know or pay attention, but my mom or some of my close friends would say that I have redirected my path to get to my goal. I had one path that I wanted to take and now I’m trying to accept and figure out multiple paths to get to that same end goal.

Interviewer: Wow. That’s powerful. Talk about adapting in order to be successful. And I asked them, can you give me an example of how Lindsay’s redirected herself to her goals? What would they have noticed?

Lindsay: Like, what have I done?

Interviewer: Yeah.

Lindsay: Well, my mom knows it’s really hard. It’s been really hard for me to accept that I’m not always going to succeed. And so she would say that I have learned to maybe take easier classes or one science class at a time. Whereas before, my plan before, I was so naïve in high school I wanted to take two science classes a quarter or three. And so, some people don’t know that I’m coaching because it just doesn’t come up in conversation. But even if they don’t know, they have realized that my goals have been altered and changed.

Interviewer: That’s a great example. So if you’re working on a paper as a result of your coaching, you’ll likely have almost daily goals around getting that long-term deadline done?

Brooke: Yeah. I’m going to go and get the books today or I’m going to go and search the internet and gather research. I’ve got all the research. I’m going to go read this stuff today.

Interviewer: I don’t want to assume. Does that make it more likely that you’ll meet that final deadline?

Brooke: Sometimes, if I stick to it. Sticking to it is an issue for me.

Interviewer: Are you doing any of that on your own? You mentioned, like if it’s late at night and you can’t call or text your coach, are you starting to coach yourself at all?

Brooke: Sometimes.

Interviewer: Can you say more about that?

Brooke: If I have priorities, I usually end up writing them down in a list because I just need to do that. Otherwise I forget and I don’t write fast enough, so I usually have to do it on the computer because I can type a lot faster. And if I keep it in the one document, I have a list of what I didn’t do and what I did do because I strike through.

Interviewer: What you’ve already accomplished?

Brooke: Yeah, so I know what I’ve done and it gives me that, okay, well these are the priorities I did before. This is the priority I did there. So what’s the priorities now?

Interviewer: Maybe that takes us back to independence, too. I don’t know. But if you’re doing more of that on your own, I would think your independence is growing.

Brooke: Yeah.
Interviewer: Have you started doing any of that stuff on your own, separate from your work with [your coach], where you come up with check points or you kind of break things down in your head into steps? And it’s okay if not; I’m just checking.

Mitchell: Kind of. One thing that I have started doing is, I set alarms on my phone to remind myself of stuff.

Interviewer: Had you done that before coaching?

Mitchell: Not too much.

Interviewer: So give me an example of when you would set an alarm on your phone?

Mitchell: If I find out about something, I know I’ll forget about it. So, I’ll set the alarm as soon as I find out.

Interviewer: Okay.

Mitchell: And I’ll set it to a time where I know I won’t be busy. Where I can do it.

Interviewer: So that kind of external prompt seems to really help you stay on track?

Mitchell: Yes.

Interviewer: What’s your understanding of why that’s helpful for you, that strategy of setting your alarm to sort of prompt you?

Mitchell: Because if I don’t, then I’ll completely forget.

Interviewer: Have there been other parts of your life where remembering is getting better now because of your work with [your coach], besides academic deadlines?

Mitchell: Just random things. If somebody asks me for a ride to and from school or something like that, I’ll set an alarm in my phone so I’ll remember. Because, half the time, I’ll forget about it.

Interviewer: So that really has become a life tool, it sounds like, not just a college tool?

Mitchell: Yeah.

Interviewer: Did you bring an artifact?

Christopher: I certainly did.

Interviewer: I’m eager to see it.

Christopher: I thought of a variety of artifacts to bring but I decided this was the best one [opening his laptop], because this is how I communicate with [my coach]. This is where I keep my schedule with her. This is how I read some of the books that she suggested to me. This is how I do some of my work. This is my schedule for classes. This is all those things. But most importantly, on those Monday mornings when I talk with [my coach], the first thing I reach for in the morning is this to speak with her about the rest of the week. I got this just a few days before I had my first session with [my coach].

Interviewer: The timing seems excellent.

Christopher: The first time we spoke actually, I missed her call because I didn’t know this was a silence button yet. I called her and then the call dropped and she called me back and I had it on silent.
Interviewer: Have the Edge coaches helped you change in any way how you work towards getting your academic goals. Not just setting the goals out, but how you get there?

Jacob: Yes. One of the things that [my coach] helped me set up was a Google calendar. I always had a calendar I just put assignments in, but it was never to the point where I strategically set up my day times. And that really helped me be able to look at timelines through my week, where I had time to do something. So that it made it harder to procrastinate stuff ‘cause I can look ahead and see that I only would have a few hours here instead of thinking I have some time in, which I did frequently in the past.

Interviewer: If I were to talk with you again within a year and you hadn’t had any more coaching, do you think some of the changes you that talked about, like the time management and reading strategies, do you think those would still be true?

Jacob: I think so. I wish I would've done this kind of thing next year because I just switched majors from last year to this year. And so it is kind of hard to correlate directly what coaching is improving academics. That it wasn’t just going from engineering field, which is a slightly ridiculous, to political science. The time management was definitely helped by the coaching and the specific study strategies like the readings, which I haven't really had a lot of before, so that was something that I had help with. I think that lot of the stuff that I worked on with [my coach], like calendar and that kind of thing, I should be able to maintain through next year.

Interviewer: Did you have an artifact today?

Jacob: I did. I brought my laptop today. I was going to show the Google calendar.

Interviewer: Perfect.

Jacob: I had to bring it to class, anyway, so it worked out pretty well.

Interviewer: Okay.

Jacob: She really introduced it to me last semester and I really didn’t get the hang of it because I was really set on my paper planner, but now that I forced myself a few weeks to just to pay attention more to it, and now it’s a lot easier.

Interviewer: And you think it is a lot easier than the paper planner you had?

Jacob: Yeah, it is because the paper planner is really good for writing down assignments and that kind of thing, but what I basically use that for now it is a quick thing. And I’ll transfer it all to my Google calendar so then I have times and what I have to do, when assignments are due and that kind of thing, so it is all there. Because with the paper planner is monthly and there are little boxes for each day, so you can’t really write it down all your appointments and see all your times for the day.

Interviewer: Actually, I’ve never used the Google calendar and I have been hearing a lot about it, so it truly is...

Jacob: A lot of people now are using it. It’s either the Google calendar or the Mac’s have a special iCalendar. It’s basically the same but a little more detailed.
Interviewer: 24/7?
Dylan: Yeah. So, I did that and since I’ve done that I’ve become much more organized, I’m able to associate, I can have reminders, I’ve been using reminders, stuff like my calendar; tomorrow I have to do this and when I have appointments I put them in there. It’s been very, very helpful in that matter. At the beginning of the year I didn’t have my phone; I was having a hard time trying to keep up with appointments that were given to me a week or two in advance because I would forget about them and I would put them on my calendar at home but I wouldn’t always look at my calendar before going to school that day because I would just walk out the door. With my phone I’ll wake up in the morning and it’ll have reminders to do, like go do this at 3:00, do this at 5:00. So, with that it’s been very helpful because I then can put my day together before I go out; and I think that it’s actually really improved my performance so far since then. It’s probably been the most beneficial fact in coaching; being able to organize my life this year.

Interviewer: I just heard one goal. Can you think of another goal that would typify the more challenging goals you’re setting for yourself now?
Dylan: In high school, I would have an assignment to do. I’d always have it; like, I didn’t cram the night before, I would hand it in the day it was due and usually work in advance. Right now, with [my coach], I’ve been able to work on getting my weekly schedule out. Getting the assignments that I have in advance done early so I can prepare for other things. And organizing my entire weekly schedule before and that’s... In high school that would have been highly inconceivable for me to do that. That would have been a goal that I would have considered out of reach.

Interviewer: What are you looking at [when you look at your weekly schedule]? Do you use something on screen? Do you use a paper-based calendar?
Justin: Yeah, even [my Disability Service provider] sat down and showed me, it’s like a weekly calendar with the times of the day. Like, 1:00, 1:30, 2:00, 2:30 and I would block off when I’m working, on what days, when I’m in school. And after those are done you’d see the squares that you have free time and that helped me think about how much time I have to do things and how much time I have to myself and how much time I should be putting into studying.

Interviewer: What happens as a result of looking at that calendar?
Justin: Well, overall it helps me just organize my life. And help me fit in all the study time that I need to be doing.

5.4e. Coaching helped students live healthier, more balanced lives.

Interviewer: Could you identify maybe the top one, two, three goals that you and she tended to work on the most?
Logan: I think number one was balancing my life out a little bit so I could experience many aspects of life, which I think in turn helped my ADHD. She also helped me with techniques of sleeping and I guess eating properly, which all, I think, helped with my ADHD too.

Interviewer: Now are those all part of the balanced life or are they separate?
Logan: I think so, absolutely.

Interviewer: Okay so eating and sleeping. Great; so there are a lot of components to living a more balanced life.
Logan: Absolutely.

Interviewer: And you’re real clear that that definitely had a positive impact on your ADHD.
Logan: Oh, absolutely.

Interviewer: Does that schedule help you have a more balanced life?
Logan: Absolutely, absolutely.

Interviewer: Correct me if I’m wrong, I think you mentioned that part of that was sleeping.
Logan: Yeah, sleeping.

Interviewer: Not to pry or anything, but talk a little bit more about that. So your coach helped you sleep?
Logan: Yeah.

Interviewer: That might be one of those aspects of what happens in coaching that people who read articles that come out of this study are like, "That’s new to me. What do coaches do with students and their sleeping?" What have you and [your coach] worked on about your sleep?
Logan: I use to go to bed at 3:00 a.m. and you’d think I’d be studying, but I wouldn’t be. And I’d be hyper-focusing on, I’d just be on the internet, surfing randomly, going to Wikipedia. And I’d start at 11:00 and all the sudden it would be 3:00 a.m. So she helped me with techniques to avoid that and made me, like a pattern that would set me up for sleep, like not having caffeine after a certain time, and maybe meditating or listening to, like winding down at the end of the day, that would put me in the right mindset to actually go to sleep.

Interviewer: Has that been helpful?
Logan: Yes, absolutely.

Logan: I live with my mom and I think that she would definitely say that I’m happier and that I’m living a lot more balanced life. And I’m going out more often and she’s definitely seen a big change.

Interviewer: Has she commented on that?
Logan: Absolutely. She’s glad to see that, because before I would be so focused on school, I’d be so focused on studying every little thing the teacher told me to do, that I wouldn’t have time to socialize at all. And so now that I made everything efficient, I do have time to socialize. And she’s definitely seen a big change and that’s really a good thing.
Logan: My overall well-being is better.
Interviewer: You’re overall well-being is better?
Logan: I could focus better because I could sleep. I wasn’t up all night studying for the last minute.
Interviewer: So it sounds like you’ve just become a healthier person, if I can use that term.
Logan: I think so, absolutely.
Interviewer: But healthier also means happier.
Logan: Absolutely, definitely.
Interviewer: And as a result you’ve been more productive.
Logan: Absolutely, yeah.

Interviewer: Do you think, five years from now, that you’ll still be doing that? Or do you think, when you and [your coach] stop working together, that’s going to be over for you?
Courtney: Uh-huh, I do. I think I’ll keep doing it. But I think if I continue to work with [my coach], I could build even more; build off of the basics and internalize it even more. I do feel like it’s definitely helpful to continue doing it; continuing to talk with [my coach]. But there’s certain things, like the questions and my approach to organizing my time, that I will continue to use.

Interviewer: Wow, talk about the win-win situation. Your grades are still strong and you have time in your life for other things. And when you do those other things, you’re not stressed out thinking, "I should be studying."
Courtney: Yeah, so I feel a lot healthier physically, mentally and just a lot happier.

Interviewer: Got it. You’ve used the phrase several times today, Courtney, "Killing two or three birds with one stone." It sounds like you’re very aware of what your goals are.

Courtney: Uh-huh.

Interviewer: Before coaching, though, you might only be able to achieve a goal with one approach or only work on one goal at time. But after coaching, you could work on several goals simultaneously. Like, you could be more social and continue to learn effectively, right?
Courtney: Right. That’s something that I didn’t think about before.

Interviewer: So, you’re becoming more versatile and adaptable it sounds like, too, to all the demands that you encounter in college.
Courtney: Uh-huh.

Interviewer: As opposed to just staying focused on the academics?
Kayla: Definitely. She brought it into a whole person.

Interviewer: And do you think that made a difference in how it helped you academically?
Kayla: Umm- hmm; definitely.

Interviewer: Can you explain that a little bit?
Kayla: She could say, "Okay, I know you’re going through a problem," ‘cause I actually had my electricity shut off in the beginning of class. And she was
like, "Well, how are we gonna, how are you going to fix the problem?" And it wasn’t because I didn’t have the money.

Interviewer: Umm-hmm.
Kayla: It was because I didn’t pay the bill. So...
Interviewer: Yeah?
Kayla: And then it was on a weekend that it got shut off. It was a disaster area but she was like, "Well now, we’re going to have a book and you’re gonna have a binder and you’re gonna put all of your bills in it. And you’re gonna check with that and you’re say, ‘Okay, once every week or once every two weeks you’re gonna check on the dates on those bills. Make sure those bills are in there.’" And I really stuck to that and that has helped an immense amount. I haven’t had any shut offs.

Interviewer: Good. That’s a good thing.
Kayla: And, you know, when I’m worrying about the household and the shut offs, I can’t worry about a paper.

Interviewer: Besides grades, and you’ve alluded to this a little bit before, can you think of any other benefits of working with an Edge Coach?
Kayla: She was able to have me go through my emotions about things I was having a lot of... I have a 21 year old that has a 2 year old that lives at home and her fiancé and my 17 year old and the two little girls, so it’s a lot of people in a small house. And they were not helping with keeping the house clean and I was getting really frustrated. And I would bark at people and I blew up at them because I’d say, "We need to get this done, we need to have a schedule." And I have done schedules, I’ve done whole spread sheets of what people need to do, and no one has ever followed through. And I haven’t been able to continually monitor it and have them follow through. So my kids have always said, "Well, she’ll forget about it. She says that I have to clean my room before I go to my friend’s. If I don’t do it eventually, if I bug her enough, she’ll let me go to my friend’s." Where [now], I stay strong.

Interviewer: And what has helped you stay strong this time when you didn’t before?
Kayla: Because she gave me suggestions, like having family meetings...

Interviewer: Umm-hmm.
Kayla: Once a week where we really haven’t continued that, but we did it a few times. And it got people on track and it made everyone be able to have their voice and get out what they felt. They didn’t feel that the schedule was working. And it’s just the way that she; the suggestions that she gave us to really organize the... Delegate rules and say, "Well, you know, we’ll check back in a week and if those chores are not good for that person, let them say that."

Interviewer: Umm-hmm.
Kayla: And if somebody’s not fulfilling, my son, fulfilling the garbage duty, everybody can come together and get angry with him or get on his back together. So I don’t feel like I’m the boss, and I’m just crabby all the time and I have to yell at people. And my daughter actually took over. She
said, "Come to me if Cyrus isn’t doing his job ’cause you yell at him and you get a counteractive response for what you want done."

Interviewer: Umm-hmm.
Kayla: So, if I go to him and I say, “Cyrus, you need to do this, it will work.” and it actually... So I go to her. Cyrus isn’t doing his job again. The garbage is over flowing in the kitchen. And she’ll be like, "Cyrus!"

Interviewer: Umm-hmm.
Kayla: And it comes better from her.
Interviewer: Umm-hmm.
Kayla: And then it’s like a back-up for me, too. I feel supported by her. So...
Interviewer: Umm-hmm, umm-hmm.
Kayla: It’s nice.

Interviewer: So, it sounds like you had a lot of extraneous, stressful kinds of things happen. Has your coach helped you with that at all?
John: Yeah, she’s helped me out a lot. She talked me through dealing with how my roommate got into trouble and stuff...

Interviewer: How has she helped you with it? What has she done?
John: She talked with me, counseled me and such. I kind of felt bad at first, because I was sure that it wasn’t part of her description. But she assured me that part of coaching is helping someone through their problems in order to keep the person on the good points.

Interviewer: And my question to them would be, “Have you noticed any changes in Courtney during that time since she started coaching”?
Courtney: Uh-huh.
Interviewer: What do you think they would say?
Courtney: I think they would say, “Yes.” Because, yeah, they would definitely say, “Yes.” I’m involved in more things. The person I’m thinking of is my ex-boyfriend. We were really close and we talk every day and I talked to him about my coaching experiences before, too. And one of the things that I tried to change is that I sometimes would procrastinate. Or I waste time talking to him on the phone when I really didn’t have anything to say or something like that. So, I kind of cut down on that and he definitely noticed that. And he would notice that my stress level is a lot lower. I’m able to be involved in more things. I’m on the alternate Frisbee team now. [That was] something that I wanted to do before but felt like I didn’t have time to do before or felt like I didn’t know how I was going to manage my time if I did do it. And I’m auditioning for, I’m getting involved in my interests more. I like to sing and act, so I’ve [been] auditioning for a capella groups, for musicals. So, getting out there and getting involved in more things is a big change. That’s something that I’ve been wanting to do but hadn’t happened until I was able to feel more in control of the things that I was dealing with immediately.
Emily: My receipts used to just wind up in a drawer and they were just piling up. You know, some of them were just crumpled up from being in my pocket. And I ended up getting a folder and at least be able to organize them by month. And (I) did that and wrote out a spreadsheet almost and I knew how much I was spending to go out and eat. I knew how much I was spending at the grocery store and I was able to break it down that way. I realized I spend way too much at the EKU food places on fast food items.

Interviewer: And again, that was something you and [your coach] talked about in your coaching? She helped you with that?

Emily: Yeah. She helped me kind of come up with a system of staying up to date with where I was spending my money. Because all I knew was, “Okay, my bank account’s almost empty again at the end of the month and I’m not for sure where all I was spending it.”

Interviewer: Besides grades, can you identify any other benefits of working with an Edge coach?

Christopher: Certainly. I think in every aspect it’s been a benefit. It has been a benefit in my family situation, because I’ve been able to take some of the things I’ve gotten from my discussions with [my coach] and bring them into the family dynamic. And also, I’m explaining to my wife what’s going on so she understands more why certain actions are happening. Also, I think it’s been a benefit in my work environment. Academia was never intended to be a realm isolated. So all the skills that one gets from academia, if it is truly a benefit, [it] has a real world application. I’ve been able to use those skills because ironically, I tend to find jobs that are the least well-suited for individuals with ADD.

Interviewer: What, if I may ask, would [your boyfriend] say about how you’ve changed or how you’re different now [as a result of coaching]?

Rachel: Well, I think he would definitely say that I have improved just far as time management and learning how to balance extracurricular and student government with school. Learning how to balance that to the point where I have more free time for him, now that he’s back somewhat. I also want to kind of say, too, that he doesn’t have ADD so he’s also been learning through this process, because he doesn’t get it. So that’s been a little bit of a struggle. He definitely, and he said this yesterday or the day before, he’s definitely seen change and growth. But it’s definitely been hard for him to understand because he’s one of those lucky people that learns right out of a book.

Interviewer: And yet you’re really clear that having more time for a social life appears to be beneficial for your academic life?

Logan: Absolutely. Yeah.

Interviewer: Can you tell me a little bit more about that connection in your life? How does a social life enhance your academic success?
Logan: I guess being able to socialize, I actually think it’s equally as important as academics. They feed off of each other and they help each other. It’s like a positive feedback reactor and so I just feel like, I don’t know. They just go together.

Interviewer: So, whereas before when you didn’t have much time for a social life, you probably were studying all the time. How were you feeling at that point?

Logan: I’d feel very lonely and so that was definitely not good for academics or for myself in general.