

JST COACHING & TRAINING

OUR MISSION

We are committed to delivering interactive, holistic, high-quality training that equips your staff and faculty with the skills and resources needed to create lasting, transformational changes for all students at your institution. Furthermore, we believe all students deserve the opportunity to be coached and are committed to advancing diversity equity, inclusion and belonging, delivering culturally sensitive coach training, and fostering an inclusive environment where differences are valued and respected.

JST Coaching & Training is the only student coach training company with expertise in both student life coaching and ADHD/EF/LD, providing coaching skills to support all students at your institution. Whether delivered in-person or virtually, coaching can increase student self-confidence, self-determination, retention and persistence to graduation.

Our training programs were developed by *Jodi Sleeper-Triplett, MCC, SCAC, BCC*, the pioneer in student coaching and ADHD & executive functioning coaching and author of *Empowering Youth With ADHD*. We offer research-based training programs, valued and endorsed by industry leaders and JST graduates worldwide. Ms. Sleeper-Triplett has been an active AHEAD member and presenter at the annual conference since 2010 and continues to focus on equity and excellence for all students.

Training programs are offered virtually or on-campus with options for programs from twelve (12) to sixty (60) hours of instruction based on the needs of your team. We provide:

- Concise, clearly written **training manuals** for each program.
- Experienced trainers in the area of student success and ADHD coaching focused on the needs of staff and faculty in higher education.
- Guidance, support and mentoring from a highly qualified training team.
- Courses tailored to meet the needs of your diverse student population.
- Training that bridges the practice areas of student life coaching and ADHD coaching for students in need of a more strategic approach to coaching.

JST Coaching & Training has provided research-based coach training to faculty and support staff at colleges and universities in the U.S. and internationally, including:

- Baton Rouge Community College
- Beacon College
- Boise State University
- Bermuda College
- CalPoly Pomona University
- Carnegie Mellon University
- Christopher Newport University
- Duke University
- George Mason University
- Green Mountain College
- Grossmont Community College
- Landmark College
- Lynn University
- Marshall University
- Northern Virginia Community College
- Ocean County College
- Ohio State University
- Ohio University
- Pomona College
- Shoreline Community College
- Southern Nazarene University
- Southern Oregon University
- St. Michael's College
- Syracuse University
- University of Alabama
- University of Arizona
- University of California at Davis
- University of Kentucky
- University of the Ozarks
- University of Massachusetts at Amherst
- University of Southern California
- Utah Valley University
- Vassar College
- Vincennes University

Testimonials from Higher Education Institutions

“Coaching takes students from uncertain to confident, from passively to actively engaged in their education and lives. Coaching makes the difference between a strong transition to college and a rocky one.”

~ **MaryJo Cavanaugh, the Director of the Office for Accessibility and Educational Opportunity (AEO) - Vassar College** ~

“Students feel heard and empowered by my questions. I see the mindset of students changing from ‘who will fix this for me’ to that of ‘how do I fix this for myself.’ Students are seeing their own success in a more realistic light.”

~ **Pauline Saavedra, Assistant Dean of Studies - Vassar College** ~

“I would recommend this coaching training to anyone working with college students. The strategies and techniques are vastly different than that of a learning specialist; therefore, this allows students more tools to utilize.”

~ **Candace Joles, Director of Collaborative Opportunities for Postsecondary Education (COPE) - Vincennes University** ~

“Jodi's ability to construct a complete intensive 3-day training with readable, useable materials is amazing. The training resonated with the needs I have experienced in my 35 years of special education in K-12 and higher education. The use of 'do-able' methodology coupled with periods of participation were most satisfying. I hunger for more!”

~ **Attendee, University of Alabama** ~

“[The result of shifting to a coaching mindset] is that students are more focused and their goals are more clearly defined. There’s an enhanced renewal of energy around their academics. The students without a doubt come to my office knowing that they are clearly in charge. The students are far more confident now and are empowered.”

~ **Antonia Messuri, Director of the Office of Accessibility Services - St. Michael's College** ~

“I coordinate an Academic Coaching program in my college. I wanted to be trained in my field to be a better coach. The various styles of facilitators and the ADHD component and the strengths part. I also liked it being online and hearing other students in the class experiences about coaching”.

~ **LeNelle Patrick, Coordinator of Academic Coaching - NC State University** ~

“I met Jodi and Christine during the AHEAD conference last year and I had the pleasure to attend their presentation. I had been looking for a Coaching program at the time and after evaluating my options I decided to do it. I liked everything. The interaction during class, the practice during class, the buddy coaches, the communication with the trainers, their accessibility, feedback, positive attitude and commitment.”

~ **Magali Silva, Program Counselor - Victoria College** ~

The Core of all our Training Programs is the JST Coaching Model

The JST Coaching Model was born out of a passion for making a positive difference in the lives of young people. As Jodi Sleeper-Triplett writes:

“Coaches are in a unique position to bring joy and fulfillment to the lives of children, teens and young adults. Coaching the whole child, not just the “academic child” or the “athletic child,” is the key to a successful and rewarding coaching experience for the coach and client.”

The model is centered on an individualized plan for success, encompassing all areas of life for a positive outlook, improved life balance and better well-being. Student coaching offers support, structure, strategies and skills in the areas of executive functioning, attention, focus while increasing self-confidence, self-advocacy and success in all areas of life.

The JST coaching model is cited by researchers and academics as the de facto model for coaching students, especially those with ADHD and related issues. The groundbreaking 2-year coaching research study (below), based on the JST Coaching Model, that was released in Fall 2012, demonstrates that college students with ADHD can benefit significantly in the areas of skill, will and self-regulation after receiving coaching services using the JST Coaching Model.

Coaching Research

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Self-Control in Postsecondary Settings: Students’ Perceptions of ADHD College Coaching

David R. Parker, Sharon Field Hoffman, Shlomo Sawilowsky, and Laura Rolands

Abstract:

Objective: *The objective of this study was to identify undergraduates’ perceptions of the impact of ADHD coaching on their academic success and broader life functioning. Method: One- on-one interviews were conducted with 19 students on 10 different U.S. campuses who comprised a purposive sample of gender, cumulative grade point average, and self-regulation skills variables as measured by the Learning and Study Strategies Inventory. Interview transcripts were coded using NVivo 8 software, and emergent themes were triangulated with students’ descriptions of personal artifacts that symbolized coaching’s influence on their lives.*

Results: Students reported that ADHD coaching helped them become more self-regulated, which led to positive academic experiences and outcomes. Students described ADHD coaching as a unique service that helped them develop more productive beliefs, experience more positive feelings, and engage in more self-regulated behaviors. Conclusion: ADHD coaching helped participants enhance their self-control as they responded to the multifaceted demands of undergraduate life.

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Development and Validation of the ADHD Benefits of Coaching Scale (ABCS)

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Abstract:

Objective: Develop and validate the ADHD Benefits of Coaching Scale (ABCS), a self-report instrument designed to measure benefits of ADHD coaching in college students.

Method: Concepts were elicited from interviews with ADHD coaches and college students receiving ADHD coaching. Draft items were tested in cognitive interviews among ADHD students. Item and scale reliability and validity of ABCS were evaluated using web-survey data from students reporting ADHD. Mean ABCS scores for coached and noncoached groups were compared.

Results: Five coaches and 14 students participated in concept elicitation interviews; 10 students participated in the cognitive interviews; 209 students completed the web-survey. The 10-item ABCS showed satisfactory internal consistency reliability and validity and differentiated between coached ($n = 17$) and noncoached groups ($n = 192$; $p < .01$).

Conclusion: To assess benefits of ADHD coaching in college students, the ABCS was developed and psychometrically validated in accordance with Food and Drug Administration's (FDA) patient-reported outcome guidance.

Download free copies of the ADHD Benefits of Coaching Scale for College Students at <https://www.jstcoaching.com/abcs>

Contact JST Coaching & Training to schedule a meeting with Jodi Sleeper-Triplett to discuss how coaching skills can benefit your institution. <https://www.jstcoaching.com>