

Effective Coaching Skills for Neurodiverse Learners

Course Overview & Expectations

OVERVIEW

Effective Coaching Skills for Neurodiverse Learners was developed to train coaches to learn how to effectively coach and support neurodiverse learners of all ages utilizing ICF core coaching as the framework for the coaching process. Using the [research-based](#) JST Coaching Model for success, coaches will explore the shift from life coaching to neurodiversity coaching to co-create lasting change for their clients of all ages. The course will unwrap the nuances of coaching adolescents, college students and adults living with ASD, ADHD, executive function challenges, and co-existing conditions.

By the end of this course, participants will understand

- Facets of Neurodiversity
- The Impact of Neurodiversity on the Coaching Process
- How to Practice Cultural Humility and Embody a Coaching Mindset
- Neurodiversity as an Inclusion Strategy
- Strength-Based Coaching Approach
- Coaching Skills and Strategies to Support Neurodiverse Learners

EXPECTATIONS & COURSE REQUIREMENTS

- Review the upcoming lesson prior to class each week and be prepared to discuss the content.
- Arrive 5 minutes prior to the start of class or notify your trainer(s) in advance if you are going to be late or absent. Please email your trainer(s) directly.
- Use Zoom video to be fully present in class. Note that the Zoom link will remain the same throughout the duration of the course. Mute your microphone during class to minimize background noise.
- As a participant in this course, you are a member of a learning community where sharing of knowledge is encouraged and expected. This is a safe space to share and learn.
- The self-study program is designed to augment the in-class experience and provide invaluable insight and information for use throughout the course and in the future. Review the self-study materials, pace yourself and submit your completed assignment (as one document) within two weeks after the course has ended. See the self-study guide for additional details.
- You will receive 24 credit hours for attending and participating in class plus 16 credit hours for completing the self-study assignments. We do not advocate missing classes as the learning is cumulative as well as collaborative and participation is a critical component of coach training. If you are unable to attend class, you will have the opportunity to watch the recording and complete a quiz that will be sent to you by your trainer. The completed quiz is due by the next

lesson to confirm that you are on track with your class. **There is a limit of 2 allowable missed classes (4 credits).** There is no credit given for additional missed classes.

- We understand, and respect, that some participants have personal issues around ADHD and related topics. We request that you refrain from discussing personal situations in class and phrase your question in general terms. For example, “What strategies might we use to coach a student around the issue of getting up in the morning?” instead of “My son has trouble getting up in the morning. What can I do?”.

CONFIDENTIALITY, NON-DISCLOSURE & PRIVACY

- All course materials including content, handouts and forms are the property of JST Coaching, LLC. As such, you are prohibited from sharing these training materials with others without prior written permission of JST Coaching, LLC.
- Use of course materials and class recordings are restricted to enrolled participants only. You have permission to tailor the coaching forms for use in your individual coaching practice. However, resale or bulk reproduction of any course materials is strictly prohibited.
- Class discussions are to be held in confidence out of respect for the sacred space of the coaching environment. Additionally, class recordings are private and are not to be shared with anyone outside of this course.
- Confidentiality is of the utmost importance and a core component of the ICF Code of Ethics. We will be coaching one another on real issues and the information shared must remain confidential, as it would with an actual client. Do not discuss the coaching issues from class or from your buddy coaching sessions with others, including trainers, mentors and JST staff.
- We acknowledge the importance of protecting the information and privacy of both our students and coaches. To that end, we have requested your permission to share your personal information, including contact information and location, with your fellow student coaches. We ask that you keep the information private.
- We have requested your consent to be video and audio recorded each week for the sole purpose of allowing classmates to view a missed session(s), as well as allow participants to review past lessons, coaching demos, or practice coaching sessions. Videos will be posted via an unlisted YouTube playlist and the link will only be made available to staff and participants. We ask that you keep this link private.
- We are committed to keeping your information confidential appreciate your cooperation.

GUIDELINES FOR GIVING FEEDBACK

1. **Listen** for what the coach does well! Share at least one piece of positive feedback. Learning to focus on what the coach did well provides great learning for the entire class.
2. **Offer** *positive, specific messages* that correspond to the ICF Core Competencies. Start your feedback with either the coach’s name or “You”. Choose a core competency or other skill you noticed that the coach demonstrated well.

3. **Avoid** giving negative comments or saying, “I would have asked more open-ended questions”. Refrain from telling the class how YOU would have coached the client. Each of us will be in a different place and hear the client in our own way. The purpose of the feedback exercise is to listen for what the coach did well and not to provide your solutions to a problem.
4. **Trainers** will provide feedback after coaching practice. The trainers may also interrupt the coaching practice to provide additional support. And they will redirect comments from classmates that lean towards correction, suggestions, or personal experiences.

COACHING BUDDIES

All participants are assigned a coaching buddy (or buddies) depending on the number of individuals in the course. You should schedule 1 hour per week with your buddy/buddies. If you have more than one buddy, you may choose to meet as a group or separately as long as you each meet the minimum requirement of 1 hour. If you are unable to arrange a weekly meeting with your buddy/buddies, contact Jackie Heemskerk, jackieheemskerk@jstcoaching.com.

The time you spend together can provide valuable insight and experience. Use this opportunity to discuss course materials, self-study or to practice skills. The goal is to expand your learning and connect with other coaches. All coaching buddy conversations are considered confidential and are not to be shared with others without permission from your buddy/buddies.

It is your responsibility to connect with your buddy/buddies by the week of Lesson 2. All participants will be provided with more information and instructions about this process when buddies are assigned.

CLASS RECORDINGS

All classes are recorded (video and audio) and a private link to the recordings will be shared with the class. **These recordings are the property of JST Coaching & Training** – do not share these recordings with anyone outside of the class.

ADDITIONAL MATERIALS / JST RESOURCE LIBRARY

All course materials and links will be provided via Dropbox, a file sharing and storing service. You may sign up for a free account, [Dropbox Basic](#), which gives you 2GB of storage at no cost. Additional materials or videos may be added throughout the duration of the course. There is also a perpetual [JST Resource Library](#) filled with information on coaching, neurodiversity, social justice/DEIB, coaching research and coaching forms in Word to allow you to customize for your business. We encourage you to visit the library after you complete your training as we periodically add updated information.