
Professional Certificate in Neurodiversity in Coaching and Mentoring

Neurodiversity Advocacy and Support in Coaching

Accommodations: Adjustments made in coaching environments to support neurodivergent clients. Related terms: reasonable adjustments, inclusive design. Example: Providing a quiet space for a client with sensory sensitivities. Practical application: Coach schedules sessions during low-noise times and offers visual agendas. Challenge: Balancing individual needs with group session logistics.

Adult ADHD: A neurodevelopmental condition characterized by inattention, hyperactivity, and impulsivity persisting into adulthood. Related terms: Executive dysfunction, stimulant medication. Example: A client struggles to complete tasks due to distractibility. Practical application: Coach uses time-boxing and pomodoro techniques. Challenge: Differentiating ADHD symptoms from stress-related fatigue.

Advocacy: Active support for neurodivergent rights and inclusion within coaching contexts. Related terms: self-advocacy, allyship. Example: Coach encourages a client to request flexible deadlines at work. Practical application: Coach provides scripts for disclosure conversations. Challenge: Ensuring advocacy does not override client autonomy.

Affective Neurodiversity: Variations in emotional processing and regulation among neurodivergent individuals. Related terms: emotional dysregulation, alexithymia. Example: A client with autism may experience heightened anxiety in social coaching drills. Practical application: Coach integrates grounding techniques and visual emotion charts. Challenge: Accurately interpreting non-verbal emotional cues.

Allied Professionals: Specialists (e.G., Psychologists, occupational therapists) who collaborate with coaches to support neurodivergent clients. Related terms: interdisciplinary team, referral network. Example: Coach refers a client for formal dyslexia assessment. Practical application: Joint case-review meetings to align goals. Challenge: Maintaining clear boundaries and confidentiality.

Autism Spectrum Disorder (ASD): A lifelong neurodevelopmental condition marked by differences in social communication, sensory processing, and repetitive behaviors. Related terms: neurotypical, masking. Example: A client prefers written over verbal feedback. Practical application: Coach provides email summaries after each session. Challenge: Navigating social expectations without pressuring the client to “fit in.”

Backchannel Communication: Use of alternative channels (chat, email) to supplement spoken dialogue during coaching. Related terms: asynchronous support, multimodal feedback. Example: Client types questions in a live chat while the coach speaks. Practical application: Real-time transcript allows the client to review key points. Challenge: Managing cognitive load when juggling multiple streams.

Barriers to Inclusion: Systemic, environmental, or attitudinal obstacles that limit neurodivergent participation in coaching. Related terms: stigma, inaccessible platforms. Example: A virtual platform lacks captioning for a deaf client. Practical application: Coach selects software with built-in accessibility features. Challenge:

Identifying hidden biases that influence coaching style.

Bias Awareness: Conscious recognition of personal and societal biases that affect coaching decisions. Related terms: implicit bias, cultural competence. Example: Coach assumes a client's difficulty is due to lack of motivation rather than executive dysfunction. Practical application: Regular reflective journaling to surface assumptions. Challenge: Overcoming deeply ingrained stereotypes.

Brain-Based Learning: Educational approaches that align with how the brain naturally processes information, especially relevant for neurodivergent learners. Related terms: cognitive load theory, neuroplasticity. Example: Using chunked information for a client with working-memory challenges. Practical application: Coach designs modules with short, focused segments. Challenge: Adapting generic curricula to individual neurocognitive profiles.

Cambridge Neurodiversity Model: A framework that categorizes neurodivergent strengths and challenges to guide coaching interventions. Related terms: strengths-based approach, deficit model. Example: Mapping a client's hyper-focus as a strategic asset. Practical application: Coach creates goal-setting templates that highlight strengths first. Challenge: Avoiding oversimplification of complex neuroprofiles.

Case Study Methodology: Use of real-world scenarios to illustrate neurodiversity concepts in coaching training. Related terms: scenario analysis, reflective practice. Example: A case describing a client with dyscalculia navigating financial planning. Practical application: Learners develop intervention plans based on the case. Challenge: Ensuring confidentiality while providing enough detail for learning.

Co-Creation: Collaborative development of coaching goals, strategies, and outcomes with the client. Related terms: participatory design, client-centered planning. Example: Coach and client jointly select a visual goal tracker. Practical application: Shared decision-making increases ownership. Challenge: Balancing professional expertise with client preferences.

Coaching Ethics: Standards governing confidentiality, competence, and boundary-setting when working with neurodivergent individuals. Related terms: informed consent, professional standards. Example: Coach discloses limits of expertise in diagnosing ADHD. Practical application: Written consent forms specify accommodation policies. Challenge: Navigating dual roles when coach also serves as workplace mentor.

Co-Design Workshops: Structured sessions where neurodivergent participants shape coaching tools and resources. Related terms: user-experience research, participatory action. Example: Clients prototype a sensory-friendly coaching room layout. Practical application: Outcomes directly inform program development. Challenge: Managing divergent design opinions while meeting project timelines.

Communication Styles: direct language, high-context communication. Example: A client prefers literal instructions over metaphor. Practical application: Coach adopts concise, step-by-step directives. Challenge: Avoiding assumptions that "direct" equals "rude."

Compassion Fatigue: Emotional exhaustion that can affect coaches supporting high-need neurodivergent clients. Related terms: vicarious trauma, burnout. Example: Coach feels depleted after several intense sessions on sensory overload. Practical application: Scheduled supervision and self-care routines. Challenge:

Recognizing early signs while maintaining professional presence.

Competency Framework: Structured set of skills and knowledge required for effective neurodiversity coaching. Related terms: learning outcomes, certification standards. Example: Framework includes “adaptive questioning” and “sensory awareness.” Practical application: Training assessments map to each competency. Challenge: Updating the framework as research evolves.

Concrete Thinking: Preference for literal, factual information over abstract concepts, common among many neurodivergent clients. Related terms: concrete operational stage, metaphor avoidance. Example: A client struggles with idioms like “think outside the box.” Practical application: Coach uses visual diagrams and explicit language. Challenge: Encouraging flexibility without causing confusion.

Contextual Cueing: The process of using environmental or situational signals to guide behavior, often impaired in neurodivergent individuals. Related terms: social pragmatics, situational awareness. Example: A client misses subtle cues that a meeting is ending. Practical application: Coach rehearses “closing” phrases and signals. Challenge: Over-generalizing cue reliance across diverse settings.

Cross-Cultural Neurodiversity: Intersection of cultural identity and neurodivergent experience, influencing coaching approaches. Related terms: cultural humility, intersectionality. Example: A client from a collectivist culture may view disability disclosure differently. Practical application: Coach explores cultural norms before suggesting disclosure strategies. Challenge: Avoiding cultural stereotypes while respecting individual narratives.

Diagnostic Disclosure: The act of a client revealing their neurodivergent diagnosis to others, often facilitated by a coach. Related terms: self-advocacy, stigma management. Example: Coach helps client script a conversation with a manager about ADHD accommodations. Practical application: Role-play scenarios to build confidence. Challenge: Timing disclosure appropriately to minimize workplace risk.

Digital Accessibility: Features that make online coaching platforms usable for neurodivergent users. Related terms: WCAG, assistive technology. Example: Providing screen-reader compatible PDFs. Practical application: Coach audits website for contrast, alt-text, and captioning. Challenge: Balancing aesthetic design with functional accessibility.

Dyspraxia (Developmental Coordination Disorder): A neurodevelopmental condition affecting motor planning and coordination. Related terms: fine-motor challenges, executive dysfunction. Example: A client finds it hard to take notes during live sessions. Practical application: Coach offers digital note-taking tools and pre-session outlines. Challenge: Recognizing dyspraxia when the primary concern is cognitive.

Ecological Validity: The degree to which coaching interventions reflect real-world contexts for neurodivergent clients. Related terms: transferability, authentic assessment. Example: Simulated workplace tasks that mirror actual job demands. Practical application: Coach designs role-plays using the client’s actual work tools. Challenge: Replicating complex environments within limited session time.

Emotional Regulation Strategies: Techniques to help neurodivergent clients manage intense emotions. Related terms: mindfulness, self-soothing. Example: Using a “calm-down” card with sensory prompts.

Practical application: Coach integrates scheduled breathing breaks during coaching. **Challenge:** Ensuring strategies are culturally appropriate and not overly prescriptive.

Empathy Gap: The difficulty neurotypical coaches may have in fully understanding neurodivergent emotional experiences. **Related terms:** cognitive empathy, affective empathy. **Example:** Coach underestimates the impact of sensory overload on a client's stress level. **Practical application:** Coach engages in active listening and validates client feelings. **Challenge:** Avoiding "pity" while fostering genuine connection.

Executive Function Coaching: Targeted support to improve planning, organization, time-management, and self-monitoring for neurodivergent clients. **Related terms:** EF deficits, scaffolding. **Example:** A client with ADHD uses a digital Kanban board. **Practical application:** Coach co-creates weekly review rituals. **Challenge:** Preventing dependence on external tools.

Feedback Loops: Ongoing cycles of information exchange that refine coaching processes. **Related terms:** iterative improvement, reflective practice. **Example:** Client rates session clarity; coach adjusts language accordingly. **Practical application:** Short post-session surveys guide immediate tweaks. **Challenge:** Maintaining feedback without overwhelming the client.

Flexible Goal-Setting: Setting objectives that can adapt to fluctuating neurodivergent states. **Related terms:** SMART goals, dynamic planning. **Example:** A client sets a weekly writing target with built-in buffer days. **Practical application:** Coach revisits goals bi-weekly to accommodate energy variations. **Challenge:** Balancing flexibility with measurable progress.

Four-Quadrant Model of Neurodiversity: A conceptual map that categorizes strengths and challenges across cognitive, sensory, social, and emotional domains. **Related terms:** strengths-based, deficit-based. **Example:** Mapping a client's hyper-focus (cognitive) and sensory hypersensitivity (sensory). **Practical application:** Coach designs interventions that leverage strengths while mitigating challenges. **Challenge:** Avoiding reductionist labeling.

Generalisation Skills: Ability to transfer learned strategies from coaching sessions to everyday contexts. **Related terms:** skill transfer, contextual adaptation. **Example:** Client uses a time-blocking technique at work after practicing it in coaching. **Practical application:** Coach includes "home-practice" assignments with clear prompts. **Challenge:** Neurodivergent clients may require explicit cues to generalise.

Gestalt Coaching: An approach that emphasizes whole-person awareness, useful for neurodivergent clients who experience fragmented self-concepts. **Related terms:** holistic, integrative. **Example:** Exploring how sensory preferences influence professional identity. **Practical application:** Coach uses visual "life-map" exercises. **Challenge:** Ensuring depth without triggering overwhelm.

Group Coaching Dynamics: Interactions and processes that occur when multiple neurodivergent clients engage together. **Related terms:** co-creation, peer support. **Example:** A small cohort shares coping strategies for executive dysfunction. **Practical application:** Coach sets clear turn-taking rules and visual agenda. **Challenge:** Managing diverse sensory needs within a single session.

Growth Mindset: Belief that abilities can develop with effort; adapted for neurodivergent clients to emphasize neuroplasticity. Related terms: fixed mindset, resilience. Example: Reframing a client's difficulty with social cues as an opportunity for skill-building. Practical application: Coach celebrates incremental progress. Challenge: Avoiding "toxic positivity" that dismisses genuine barriers.

Inclusive Language: Vocabulary that respects neurodivergent identities and avoids pathologizing terms. Related terms: person-first, identity-first. Example: Using "autistic person" if preferred over "person with autism." Practical application: Coach asks client about preferred terminology at intake. Challenge: Keeping language consistent across all documentation.

Individualised Learning Plan (ILP): Tailored roadmap that outlines coaching objectives, methods, and timelines for each neurodivergent client. Related terms: personal development plan, action plan. Example: An ILP includes weekly sensory breaks and monthly skill-audit. Practical application: Coach reviews ILP quarterly and updates based on client feedback. Challenge: Balancing comprehensive detail with client's capacity to process information.

Information Overload: Excessive data that overwhelms neurodivergent processing capacities. Related terms: cognitive overload, attention fatigue. Example: Providing a dense PDF handout during a session. Practical application: Coach breaks content into bite-size slides and offers summaries. Challenge: Determining optimal information density for each client.

Intervention Fidelity: The degree to which coaching techniques are delivered as intended. Related terms: protocol adherence, quality assurance. Example: Coach checks that sensory-aware check-ins occur at the start of each session. Practical application: Use of session checklists. Challenge: Adjusting fidelity while remaining responsive to client needs.

Intersectionality: Overlapping identities (e.g., Race, gender, neurodivergence) that shape lived experiences. Related terms: multiple marginalities, identity matrix. Example: A Black autistic woman faces both racial bias and ableism. Practical application: Coach explores how intersecting identities influence coaching goals. Challenge: Avoiding tokenism and ensuring nuanced support.

Job-Crafting: Modifying work tasks to align with neurodivergent strengths. Related terms: role redesign, strengths alignment. Example: A client with dyslexia shifts from data entry to verbal client outreach. Practical application: Coach facilitates discussions with supervisors about task reallocation. Challenge: Navigating organizational policies that may resist change.

Learning Styles: Preferred ways individuals absorb information; neurodivergent clients often benefit from multimodal approaches. Related terms: visual learner, kinesthetic learner. Example: Using tactile models for a client with auditory processing challenges. Practical application: Coach integrates videos, diagrams, and hands-on activities. Challenge: Preventing reliance on "style myths" that lack empirical support.

Meta-Cognition: Awareness of one's own thinking processes, often a development target for neurodivergent clients. Related terms: self-monitoring, reflective thinking. Example: Client learns to pause and label when they are "zoning out." Practical application: Coach introduces thought-tracking worksheets.

Challenge: Some clients may find meta-cognitive tasks abstract or taxing.

Micro-Accommodations: Small, often low-cost adjustments that improve accessibility. Related terms: quick wins, adaptive tools. Example: Providing a fidget toy during a virtual session. Practical application: Coach maintains an “accommodation inventory” to pull from as needed. Challenge: Ensuring micro-accommodations are not seen as token gestures.

Neurodiversity Competence: Integrated knowledge, attitudes, and skills enabling effective support of neurodivergent clients. Related terms: cultural competence, clinical competence. Example: Coach demonstrates both empathy and technical understanding of dyscalculia. Practical application: Ongoing professional development workshops. Challenge: Maintaining competence across the wide spectrum of neurodivergent conditions.

Neurodiversity Disclosure Decision Tree: Structured guide helping clients weigh pros and cons of revealing their diagnosis. Related terms: risk assessment, decision-making framework. Example: Tree includes factors like workplace culture, legal protections, and personal comfort. Practical application: Coach walks client through each node, documenting outcomes. Challenge: Avoiding prescriptive recommendations; keeping the process client-driven.

Neurodiversity Equity Lens: Analytical perspective that prioritizes fairness and justice for neurodivergent individuals. Related terms: social model of disability, equity audit. Example: Reviewing coaching pricing for hidden barriers to low-income autistic clients. Practical application: Sliding-scale fees and scholarship programs. Challenge: Balancing financial sustainability with equity goals.

Neurotypical Bias: Assumptions that neurotypical ways of thinking are default or superior. Related terms: normativity, ableist assumptions. Example: Coach expects eye contact as a sign of engagement. Practical application: Coach learns alternative indicators of attention, such as nodding. Challenge: Unlearning ingrained habits that subtly marginalize neurodivergent clients.

Observational Assessment: Systematic observation of client behavior to inform coaching strategies. Related terms: behavioral mapping, functional analysis. Example: Noting a client’s fidgeting patterns during high-stress topics. Practical application: Coach adjusts session pacing based on observed stress markers. Challenge: Maintaining objectivity while building rapport.

Peer Mentoring: Structured partnership where neurodivergent individuals support each other’s growth. Related terms: buddy system, reciprocal learning. Example: Pairing a client with dysgraphia with a mentor who has mastered digital note-taking. Practical application: Coach facilitates mentor-mentee goal alignment. Challenge: Ensuring mentor competence and boundary clarity.

Personal Narrative Coaching: Technique that encourages clients to construct and share their lived neurodivergent stories. Related terms: storytelling, identity work. Example: Client drafts a “autism journey” timeline. Practical application: Coach uses narrative to uncover strengths and motivations. Challenge: Managing emotional intensity that may arise during storytelling.

Person-First vs. Identity-First Language: Debate over whether to place the condition before or after the

person (e.G., “Person with autism” vs. “Autistic person”). Related terms: terminology preference, respectful communication. Example: Client explicitly states preference for identity-first language. Practical application: Coach adopts the client’s chosen terminology in all documentation. Challenge: Consistency across multi-disciplinary teams.

Positive Behavioral Support (PBS): Framework emphasizing proactive strategies to improve functional behaviors. Related terms: behavioral interventions, reinforcement. Example: Using a token system to encourage task initiation for a client with ADHD. Practical application: Coach co-creates a visual schedule with built-in rewards. Challenge: Aligning PBS with client autonomy and avoiding punitive perceptions.

Practice-Based Evidence: Knowledge derived from real-world coaching experiences, complementing academic research. Related terms: evidence-informed practice, practitioner wisdom. Example: Coach notes that short, frequent check-ins improve client adherence. Practical application: Sharing such insights in professional learning communities. Challenge: Systematically documenting practice evidence without adding excessive administrative burden.

Pre-Coaching Assessment: Initial evaluation to identify neurodivergent strengths, challenges, and accommodation needs. Related terms: intake questionnaire, baseline measurement. Example: Using a sensory profile checklist before first session. Practical application: Coach tailors session format based on assessment results. Challenge: Ensuring assessments are non-stigmatizing and culturally sensitive.

Professional Boundaries: Limits that define appropriate coach-client interactions, especially important when clients may seek extensive support. Related terms: dual relationships, ethical limits. Example: Coach refrains from providing medical advice for ADHD medication. Practical application: Clear contracts outlining scope of practice. Challenge: Maintaining empathy while preventing boundary creep.

Progress Monitoring: Ongoing tracking of client development toward coaching objectives. Related terms: KPIs, outcome metrics. Example: Weekly self-rating of task completion confidence. Practical application: Coach visualizes progress on a graph shared with the client. Challenge: Selecting metrics that are meaningful yet not overwhelming.

Psychosocial Support: Assistance that addresses emotional, social, and environmental factors affecting neurodivergent clients. Related terms: social work, counseling integration. Example: Coach connects client with a community support group for autistic adults. Practical application: Referral network map maintained by coach. Challenge: Coordinating services without duplication.

Public Disclosure Toolkit: Resources enabling clients to share their neurodivergent identity in public settings (e.G., Conferences). Related terms: presentation guide, advocacy resources. Example: Template for a slide explaining sensory accommodations needed during a talk. Practical application: Coach reviews toolkit with client before event. Challenge: Anticipating audience reactions and preparing coping strategies.

Qualitative Feedback: Narrative comments from clients that provide depth beyond numeric ratings. Related terms: thematic analysis, client testimony. Example: Client writes that “visual agendas reduced my anxiety.” Practical application: Coach incorporates themes into future session design. Challenge: Analyzing qualitative

data efficiently.

Real-World Transferability: The extent to which coaching gains are applied in everyday life. Related terms: generalisation, ecological validity. Example: Client uses a mindfulness cue learned in coaching to manage sensory overload at work. Practical application: Coach schedules “in-the-wild” practice sessions. Challenge: Measuring transfer when outcomes are subjective.

Reflective Supervision: Structured oversight where senior coaches review case work to enhance competence. Related terms: mentor coaching, peer review. Example: Supervisor provides feedback on a coach’s handling of a client’s disclosure anxiety. Practical application: Monthly supervision meetings with case notes. Challenge: Maintaining confidentiality while discussing client specifics.

Remote Coaching Adaptations: Modifications for virtual environments to support neurodivergent clients. Related terms: tele-coaching, digital accommodations. Example: Offering downloadable PDFs before live video sessions. Practical application: Coach tests platform accessibility with screen readers. Challenge: Replicating sensory-rich experiences online.

Resilience Building: Strategies to strengthen coping capacity in the face of neurodivergent challenges. Related terms: stress inoculation, adaptive coping. Example: Developing a “stress-response plan” after a sensory trigger. Practical application: Coach co-creates a personal resilience checklist. Challenge: Distinguishing resilience from pressure to “overcome” disability.

Resource Mapping: Identification and organization of supports (e.G., Assistive tech, community groups) relevant to a client. Related terms: service directory, support ecosystem. Example: Listing speech-to-text software options for a client with dysgraphia. Practical application: Coach provides a searchable spreadsheet of resources. Challenge: Keeping the map current as new tools emerge.

Self-Advocacy Training: Teaching clients how to assert their needs and rights. Related terms: assertiveness, empowerment. Example: Role-playing a request for a quiet workspace. Practical application: Coach supplies script templates and confidence-building exercises. Challenge: Balancing assertiveness with relational dynamics in hierarchical settings.

Sensory Processing Sensitivity: Variation in how individuals perceive and respond to sensory input. Related terms: sensory overload, hypo-responsiveness. Example: A client becomes overwhelmed by fluorescent lighting. Practical application: Coach recommends tinted glasses and scheduled sensory breaks. Challenge: Individual differences require highly personalized solutions.

Social Storytelling: Narrative technique that outlines social situations to reduce ambiguity for neurodivergent clients. Related terms: social scripts, visual schedules. Example: A story describing a networking event’s typical flow. Practical application: Coach co-creates a storyboard with the client. Challenge: Ensuring stories remain flexible enough for real-time variation.

Strengths-Based Coaching: Emphasis on leveraging inherent neurodivergent abilities rather than fixing deficits. Related terms: positive psychology, asset mapping. Example: Highlighting a client’s pattern recognition skill in data analysis. Practical application: Coach integrates strength statements into goal

formulation. Challenge: Avoiding “strengths-only” bias that neglects legitimate challenges.

Structured Reflection: Guided process for clients to review experiences and extract learning. Related terms: journaling, debriefing. Example: After a meeting, client completes a three-question reflection sheet. Practical application: Coach reviews reflections to adjust upcoming sessions. Challenge: Maintaining consistency without creating additional workload.

Systemic Coaching: Approach that considers broader systems (family, workplace, policy) influencing neurodivergent client outcomes. Related terms: ecological model, macro-level intervention. Example: Engaging a client’s employer in accommodation planning. Practical application: Coach maps system stakeholders and negotiates support. Challenge: Navigating complex bureaucracies while keeping client agency central.

Task Analysis: Breaking down a complex activity into smaller, manageable steps. Related terms: procedural chunking, stepwise instruction. Example: Decomposing a report-writing process for a client with executive dysfunction. Practical application: Coach creates a checklist for each sub-task. Challenge: Over-fragmentation can reduce sense of accomplishment.

Technology-Enhanced Coaching: Integration of digital tools (apps, AI, wearables) to augment coaching. Related terms: e-learning, digital scaffolding. Example: Using a habit-tracking app to monitor daily routines. Practical application: Coach reviews app data during sessions for insight. Challenge: Data privacy and ensuring technology does not become a barrier.

Therapeutic Alliance: Collaborative bond between coach and client that fosters trust and engagement. Related terms: rapport, partnership. Example: Coach validates client’s sensory experiences, strengthening connection. Practical application: Regular check-ins on relational satisfaction. Challenge: Building alliance when client has prior negative experiences with authority figures.

Time-Management Coaching: Strategies to help neurodivergent clients organize and allocate time effectively. Related terms: calendar blocking, priority matrix. Example: Client uses a visual timer to segment study sessions. Practical application: Coach co-creates a weekly time-budget sheet. Challenge: Accounting for fluctuating energy levels and unexpected sensory disruptions.

Transdiagnostic Approach: Focusing on underlying processes (e.G., Executive dysfunction) that cut across multiple neurodivergent diagnoses. Related terms: dimensional model, common pathways. Example: Coaching a client with both ADHD and dyslexia on planning skills. Practical application: Targeting shared EF deficits rather than separate condition-specific tactics. Challenge: Ensuring individual diagnostic nuances are still respected.

Trauma-Informed Coaching: Recognizing that many neurodivergent individuals have experienced trauma and adapting practices accordingly. Related terms: safety, empowerment, choice. Example: Providing an option to pause a session if sensory triggers arise. Practical application: Coach establishes clear safety protocols at the outset. Challenge: Balancing trauma sensitivity with goal-focused coaching.

Universal Design for Learning (UDL): Framework that creates flexible learning environments to

accommodate a wide range of learners. Related terms: multiple means of representation, accessibility. Example: Offering both audio and text versions of coaching materials. Practical application: Coach designs each session with UDL principles in mind. Challenge: Maintaining depth while providing multiple access points.

Validation Strategies: Techniques to affirm client experiences and emotions. Related terms: affirmation, empathetic listening. Example: Coach acknowledges a client's frustration with sensory overload without minimizing it. Practical application: Use of reflective statements ("It sounds like...") throughout sessions. Challenge: Avoiding over-validation that may inadvertently reinforce maladaptive coping.

Virtual Reality (VR) Simulations: Immersive environments used to practice social or sensory scenarios safely. Related terms: simulation training, exposure therapy. Example: VR office layout to rehearse navigating a noisy open-plan workspace. Practical application: Coach debriefs after VR exposure to discuss coping strategies. Challenge: Accessibility of VR hardware and potential motion sensitivity.

Working Memory Coaching: Targeted exercises to enhance short-term information retention and manipulation. Related terms: n-back tasks, chunking. Example: Client practices recalling a three-step instruction sequence. Practical application: Coach incorporates memory games into sessions. Challenge: Distinguishing training effects from underlying neurobiological limits.

Zero-Based Budgeting for Accommodations: Financial planning method where each accommodation is justified from scratch each budgeting period. Related terms: cost-benefit analysis, resource allocation. Example: Calculating the ROI of providing a noise-cancelling headset for a client. Practical application: Coach assists client in preparing a budget proposal for their employer. Challenge: Demonstrating intangible benefits such as reduced stress.