
Professional Certificate in Advanced ADHD Coaching Techniques

Advocacy and Resources

Accommodations – Adjustments made in educational, workplace, or community settings to reduce barriers for individuals with ADHD. Related terms: reasonable adjustments, support services, accessibility. Example: Providing extra time on exams. Practical application: Coach works with client to request accommodations through formal channels. Challenge: Navigating institutional policies and possible resistance.

Adult ADHD – Presentation of ADHD symptoms that persist into adulthood, often affecting employment, relationships, and self-management. Related terms: comorbidity, executive dysfunction, diagnosis. Example: An adult struggling with project deadlines. Practical application: Coach helps develop time-blocking strategies. Challenge: Stigma and limited adult-focused resources.

Advocacy – Active effort to influence policies, practices, and attitudes to improve rights and services for people with ADHD. Related terms: self-advocacy, systemic change, empowerment. Example: Lobbying for school-wide ADHD training. Practical application: Coach guides client in preparing advocacy letters. Challenge: Institutional inertia and lack of awareness.

Advocacy Alliance – A coalition of individuals, families, professionals, and organizations united to promote ADHD-friendly policies. Related terms: partnership, network, collective voice. Example: A regional group meeting with legislators. Practical application: Coach connects client to alliance meetings. Challenge: Coordinating diverse stakeholder agendas.

Advocacy Planning – Structured process of identifying goals, resources, and actions to support a client's rights and needs. Related terms: action plan, goal setting, resource mapping. Example: Creating a roadmap for workplace accommodations. Practical application: Coach uses a template to outline steps. Challenge: Maintaining momentum over long timelines.

Allied Professionals – Specialists whose expertise complements ADHD coaching, such as psychologists, educators, and occupational therapists. Related terms: interdisciplinary team, referral network. Example: Collaborating with a speech-language pathologist. Practical application: Coach coordinates joint sessions. Challenge: Managing differing professional perspectives.

Assessment – Systematic evaluation of ADHD symptoms, strengths, and functional impact using standardized tools. Related terms: screening, diagnostic interview, neuropsychological testing. Example: Administering the Conners-3 questionnaire. Practical application: Coach reviews assessment results to tailor interventions. Challenge: Ensuring assessments are culturally sensitive.

Awareness Campaign – Public outreach effort designed to increase knowledge about ADHD and reduce stigma. Related terms: education, media outreach, community event. Example: Social media series on executive dysfunction. Practical application: Coach assists client in creating campaign content. Challenge: Securing funding and audience engagement.

Barriers – Obstacles that impede individuals with ADHD from achieving goals, including environmental, attitudinal, and systemic factors. Related terms: challenges, obstacles, limiting factors. Example: Noisy open-plan office. Practical application: Coach conducts barrier analysis and suggests modifications.

Challenge: Overcoming entrenched institutional practices.

Behavioral Contracts – Written agreements outlining expected behaviors, responsibilities, and consequences, often used in school or workplace settings. Related terms: agreements, performance plan, accountability. Example: A contract for completing assignments on time. Practical application: Coach helps client draft a realistic contract. Challenge: Ensuring flexibility for ADHD variability.

Brain-Based Strategies – Techniques that align with neurocognitive functioning of individuals with ADHD, such as multisensory learning and movement breaks. Related terms: neuroplasticity, cognitive-behavioral tools. Example: Using a standing desk while studying. Practical application: Coach integrates brain-based strategies into daily routines. Challenge: Adapting strategies to diverse environments.

Caregiver Advocacy – Efforts by parents or guardians to secure appropriate services and supports for a child with ADHD. Related terms: family advocacy, parental involvement, navigation. Example: Parent meeting with school principal to discuss IEP modifications. Practical application: Coach provides scripts and data for caregiver meetings. Challenge: Caregiver burnout and limited time.

Case Management – Coordinated approach to organizing services, resources, and follow-up for clients with ADHD. Related terms: service coordination, liaison, continuity of care. Example: Tracking therapy appointments and school meetings. Practical application: Coach maintains a case file and timeline. Challenge: Managing multiple service providers and confidentiality.

Collaboration – Joint effort among coaches, clinicians, educators, and other stakeholders to support a client's ADHD goals. Related terms: partnership, interdisciplinary, teamwork. Example: Coach and teacher co-creating classroom accommodations. Practical application: Coach schedules regular check-ins with collaborators. Challenge: Aligning schedules and communication styles.

Community Resources – Local organizations, programs, and services that assist individuals with ADHD, such as support groups, libraries, and recreation centers. Related terms: resource directory, local network, outreach. Example: A free weekly ADHD support meetup at a community center. Practical application: Coach adds resources to a client's resource map. Challenge: Variable quality and accessibility of resources.

Confidentiality – Ethical and legal duty to protect client information, especially when sharing resources or advocacy plans. Related terms: privacy, HIPAA, informed consent. Example: Securely storing client notes on encrypted devices. Practical application: Coach explains confidentiality limits before referrals. Challenge: Balancing transparency with privacy.

Consumer Rights – Legal entitlements of individuals with ADHD to receive equitable services, accommodations, and information. Related terms: disability law, ADA, entitlement. Example: Right to request reasonable accommodations at work. Practical application: Coach educates client on their rights under the ADA. Challenge: Varying interpretations of rights across jurisdictions.

Contact Information – Updated details for agencies, support groups, and service providers that can be shared with clients. Related terms: directory, resource list, outreach. Example: Phone number for a local ADHD advocacy organization. Practical application: Coach maintains a master spreadsheet of contacts. Challenge: Keeping information current and verified.

Continuum of Care – Range of services from early identification to lifelong support for individuals with ADHD. Related terms: lifespan approach, integrated services, referral pathway. Example: Transition from pediatric to adult mental health services. Practical application: Coach maps client's position on the continuum and identifies next steps. Challenge: Gaps between service sectors.

Coaching Ethics – Standards governing professional conduct, including competence, boundaries, and advocacy responsibilities. Related terms: code of conduct, professional standards, supervision. Example: Referring a client to a specialist when beyond scope. Practical application: Coach reviews ethical guidelines annually. Challenge: Navigating dual roles as coach and advocate.

Co-Design – Collaborative creation of resources or programs with input from individuals with ADHD. Related terms: participatory design, user-centered, stakeholder engagement. Example: Developing a planner tool with client feedback. Practical application: Coach facilitates co-design workshops. Challenge: Balancing diverse preferences and feasibility.

Collaboration Agreements – Formal documents outlining roles, responsibilities, and communication protocols among team members. Related terms: memorandum of understanding, partnership charter. Example: Signed agreement between coach and school counselor. Practical application: Coach drafts concise agreements. Challenge: Negotiating terms without over-bureaucratizing.

Communication Skills – Techniques for clear, assertive, and respectful dialogue, essential for effective advocacy. Related terms: active listening, assertiveness, negotiation. Example: Using "I" statements when requesting accommodations. Practical application: Coach role-plays advocacy conversations. Challenge: Overcoming anxiety and impulsivity.

Community Outreach – Direct engagement with community members to disseminate ADHD information and resources. Related terms: public speaking, workshops, flyers. Example: Hosting a booth at a health fair. Practical application: Coach prepares a concise presentation. Challenge: Reaching underserved populations.

Compensation – Financial reimbursement for services, often relevant for insurance-covered ADHD assessments or therapy. Related terms: billing, reimbursement, insurance claims. Example: Submitting a claim for a neuropsychological evaluation. Practical application: Coach advises client on documentation needed. Challenge: Complex insurance policies and denial letters.

Confidential Advocacy – Advocacy conducted in a manner that protects client identity and personal data. Related terms: anonymity, privacy, discreet outreach. Example: Submitting a collective letter without naming individuals. Practical application: Coach anonymizes client stories in advocacy materials. Challenge: Balancing impact with confidentiality.

Consumer Advocacy Organizations – Groups that represent the interests of individuals with ADHD at policy

and societal levels. Related terms: national association, nonprofit, lobbying. Example: ADHD Europe lobbying the EU for better diagnostic services. Practical application: Coach directs client to membership options. Challenge: Varied focus areas and resource levels.

Continuing Education – Ongoing learning opportunities for coaches to stay current on ADHD research, advocacy strategies, and resources. Related terms: professional development, webinars, certifications. Example: Attending a workshop on neurodiversity-affirming practices. Practical application: Coach schedules monthly learning sessions. Challenge: Time constraints and cost.

Co-Location – Physical proximity of services (e.g., coaching office within a mental health clinic) to facilitate integrated support. Related terms: shared space, interdisciplinary hub, service integration. Example: A coach sharing a waiting room with a therapist. Practical application: Coach collaborates on referrals. Challenge: Managing space and privacy concerns.

Culture-Responsive Advocacy – Advocacy that acknowledges and respects cultural values, beliefs, and practices of diverse ADHD clients. Related terms: cultural competence, equity, inclusivity. Example: Adapting communication style for a client from a collectivist background. Practical application: Coach incorporates cultural norms into advocacy plans. Challenge: Avoiding assumptions and stereotypes.

Data-Driven Decision Making – Using empirical evidence and client data to guide advocacy and resource selection. Related terms: metrics, outcome tracking, evidence-based. Example: Tracking improvement in task completion after implementing a specific accommodation. Practical application: Coach reviews data quarterly. Challenge: Collecting reliable data amidst ADHD variability.

Decision-Making Framework – Structured approach to evaluating options, risks, and benefits when choosing advocacy actions. Related terms: SWOT analysis, pros-cons list, prioritization. Example: Deciding between filing a formal grievance or informal discussion. Practical application: Coach guides client through a step-by-step framework. Challenge: Overwhelm from multiple options.

Deficit Model – Perspective that focuses on impairments rather than strengths, often limiting effective advocacy. Related terms: strengths-based, empowerment, neurodiversity. Example: Emphasizing only inattentiveness in a school report. Practical application: Coach reframes language to highlight strengths. Challenge: Shifting entrenched mindsets.

Disability Rights Act – Legislation that protects individuals with disabilities, including ADHD, from discrimination. Related terms: ADA, Equality Act, legal framework. Example: The United States Americans with Disabilities Act. Practical application: Coach cites specific provisions when negotiating accommodations. Challenge: Interpreting complex legal language.

Disclosure – The act of informing others (e.g., employers, educators) about one's ADHD status. Related terms: self-disclosure, confidentiality, stigma. Example: An employee telling HR about ADHD to request flexible hours. Practical application: Coach helps client weigh pros and cons of disclosure. Challenge: Fear of discrimination.

Education Rights – Legal entitlements ensuring students with ADHD receive appropriate support in schools.

Related terms: IEP, 504 Plan, individualized accommodations. Example: Right to an IEP under the Individuals with Disabilities Education Act. Practical application: Coach assists parents in navigating IEP meetings. Challenge: Inconsistent implementation across districts.

Empowerment – Process of increasing a client’s confidence, agency, and ability to self-advocate. Related terms: self-efficacy, autonomy, capacity building. Example: Client successfully negotiating a work-from-home schedule. Practical application: Coach uses strengths-based questioning. Challenge: Counteracting learned helplessness.

Enabling Resources – Tools, services, and supports that facilitate successful coping and achievement for individuals with ADHD. Related terms: apps, assistive technology, community programs. Example: A visual timer for task management. Practical application: Coach curates a personalized resource list. Challenge: Overload of options and technology fatigue.

Equity – Fair access to resources and opportunities, recognizing systemic barriers faced by marginalized ADHD populations. Related terms: inclusion, social justice, disparity. Example: Ensuring low-income families have access to ADHD assessments. Practical application: Coach advocates for sliding-scale services. Challenge: Addressing structural inequities.

Evidence-Based Practice – Application of interventions that have demonstrated efficacy through rigorous research. Related terms: scientific validation, best practice, outcome studies. Example: Using CBT for ADHD-related anxiety. Practical application: Coach integrates evidence-based techniques into sessions. Challenge: Translating research into real-world contexts.

Executive Function Coaching – Targeted support focusing on planning, organization, time management, and self-regulation. Related terms: skill-building, neurocognitive coaching, task analysis. Example: Teaching a client to break projects into sub-tasks. Practical application: Coach employs the “Pomodoro” method. Challenge: Maintaining consistency over long periods.

Family Systems – The relational dynamics within a family that impact ADHD management and advocacy. Related terms: family therapy, systemic approach, home environment. Example: Sibling dynamics influencing a child’s self-esteem. Practical application: Coach facilitates family meetings to align support strategies. Challenge: Navigating entrenched family roles.

Feedback Loop – Ongoing process of gathering client responses to refine advocacy strategies and resource use. Related terms: evaluation, iterative process, continuous improvement. Example: Client reports that a particular planner is ineffective. Practical application: Coach adjusts the tool and monitors outcomes. Challenge: Ensuring timely and honest feedback.

Financial Resources – Funding sources that support ADHD services, such as grants, scholarships, and insurance. Related terms: budgeting, subsidies, charitable aid. Example: A grant for assistive technology for students. Practical application: Coach assists client in applying for financial assistance. Challenge: Complex application procedures and limited availability.

Foster Care Advocacy – Specialized support for youth with ADHD in foster care systems, ensuring stability

and services. Related terms: child welfare, case planning, transition support. Example: Securing a therapist for a foster youth with ADHD. Practical application: Coach collaborates with caseworkers. Challenge: High turnover and fragmented services.

Goal Setting – Process of defining clear, measurable, attainable, relevant, and time-bound objectives for ADHD clients. Related terms: SMART goals, action planning, milestones. Example: “Complete weekly report submissions by Friday 5 pm.” Practical application: Coach uses a goal-tracking worksheet. Challenge: Adjusting goals when symptoms fluctuate.

Grant Writing – Crafting proposals to secure funding for ADHD programs, research, or resources. Related terms: fundraising, proposal development, donor outreach. Example: Writing a grant to fund a community ADHD support group. Practical application: Coach mentors clients in basic grant concepts. Challenge: Competitive funding landscape.

Guidelines – Authoritative recommendations for best practices in ADHD advocacy and resource utilization. Related terms: standards, protocols, policy documents. Example: National Institute of Mental Health ADHD guidelines. Practical application: Coach references guidelines when advising clients. Challenge: Keeping up with updates and variations across regions.

Health Literacy – Ability to obtain, process, and understand health information related to ADHD. Related terms: patient education, comprehension, empowerment. Example: Understanding medication side-effects. Practical application: Coach provides plain-language summaries. Challenge: Overcoming jargon and low literacy levels.

Human Rights Framework – Perspective that frames ADHD accommodations as fundamental rights rather than special favors. Related terms: dignity, equality, anti-discrimination. Example: Viewing access to education as a right for ADHD individuals. Practical application: Coach frames advocacy arguments within human rights language. Challenge: Persuading stakeholders accustomed to a deficit view.

Implementation Science – Study of methods to integrate evidence-based ADHD interventions into real-world settings. Related terms: translation, fidelity, scaling. Example: Rolling out a school-wide mindfulness program for ADHD. Practical application: Coach monitors fidelity of interventions. Challenge: Balancing fidelity with necessary adaptations.

Individualized Education Program (IEP) – Legally binding plan outlining special education services for students with ADHD. Related terms: 504 Plan, educational accommodations, school law. Example: An IEP that includes a resource room and extended test time. Practical application: Coach assists parents in drafting IEP goals. Challenge: Lengthy negotiation process.

Information Accessibility – Ensuring ADHD resources are available in formats that accommodate diverse needs (e.g., audio, large print). Related terms: universal design, inclusive communication, adaptive materials. Example: Providing a video summary of a workshop. Practical application: Coach curates multi-modal resources. Challenge: Resource development costs.

Inclusion – Practice of fully integrating individuals with ADHD into mainstream settings with appropriate

supports. Related terms: mainstreaming, participation, belonging. Example: A student with ADHD participating in regular classroom activities with accommodations. Practical application: Coach advocates for inclusive policies. Challenge: Overcoming misconceptions about “special treatment.”

Individual Advocacy – Tailored support focused on a single client’s unique needs and goals. Related terms: personalized support, case advocacy, one-to-one. Example: Negotiating a flexible work schedule for a specific employee. Practical application: Coach develops a customized advocacy dossier. Challenge: Time intensity of individualized efforts.

Information Sharing Agreements – Formal arrangements that define how client data is exchanged among professionals while maintaining confidentiality. Related terms: consent forms, data protection, HIPAA compliance. Example: A signed release allowing a coach to share progress notes with a therapist. Practical application: Coach drafts clear agreements. Challenge: Navigating varying agency policies.

Interagency Collaboration – Coordination among different government or nonprofit agencies to streamline ADHD services. Related terms: cross-sector partnership, joint initiatives, memorandum. Example: Collaboration between the health department and school district to improve screening. Practical application: Coach serves as liaison. Challenge: Differing bureaucratic procedures.

Intersectionality – Recognition that ADHD experiences intersect with other identities (e.g., race, gender, socioeconomic status). Related terms: multiple marginalities, layered oppression, equity lens. Example: A Black female student with ADHD facing both racial bias and gender stereotypes. Practical application: Coach adopts an intersectional approach in advocacy planning. Challenge: Addressing compounded barriers.

Legal Advocacy – Use of legal mechanisms (e.g., filing complaints, lawsuits) to enforce ADHD rights. Related terms: litigation, attorney referral, legal counsel. Example: Filing a discrimination claim under the ADA. Practical application: Coach connects client with a disability rights attorney. Challenge: Cost and emotional toll of legal action.

Legislative Advocacy – Efforts to influence lawmaking bodies to enact or amend policies benefiting the ADHD community. Related terms: policy change, lobbying, testimony. Example: Advocating for increased funding for ADHD research in a state budget. Practical application: Coach helps draft policy briefs. Challenge: Long timelines and political turnover.

Learning Styles – Preferred ways individuals process information, relevant for tailoring ADHD resources. Related terms: visual, auditory, kinesthetic, multimodal. Example: A client who retains information better through diagrams. Practical application: Coach selects resources matching the client’s style. Challenge: Avoiding rigid labeling.

Local Advocacy Groups – Community-based organizations that provide peer support and lobbying for ADHD services. Related terms: grassroots, support network, neighborhood association. Example: A city’s ADHD parent support group. Practical application: Coach refers clients to join meetings. Challenge: Variable organizational capacity.

Media Representation – Portrayal of ADHD in news, entertainment, and social platforms, influencing public

perception. Related terms: stereotypes, narrative framing, awareness. Example: A television show depicting a character with ADHD positively. Practical application: Coach uses media examples to discuss stigma. Challenge: Counteracting negative portrayals.

Mentor Programs – Structured relationships where experienced individuals with ADHD guide newcomers. Related terms: peer mentoring, role model, support system. Example: A college student mentoring a high-school senior with ADHD. Practical application: Coach facilitates mentor-mentee matching. Challenge: Ensuring mentor competence and boundaries.

Micro-Advocacy – Small-scale actions (e.g., a single email, a brief meeting) that cumulatively create change. Related terms: incremental, day-to-day, grassroots. Example: Sending a concise request for a quiet workspace. Practical application: Coach helps client draft micro-advocacy scripts. Challenge: Maintaining momentum and tracking outcomes.

Multidisciplinary Team – Group of professionals from various disciplines working together to support a client with ADHD. Related terms: collaborative care, integrated services, cross-functional. Example: A team comprising a coach, psychiatrist, and special education teacher. Practical application: Coach coordinates meeting agendas. Challenge: Aligning differing professional languages.

Neurodiversity – Concept that neurological differences, including ADHD, are natural variations of human cognition. Related terms: neurodivergent, inclusion, strengths-based. Example: Viewing hyperfocus as a potential asset. Practical application: Coach adopts neurodiversity-affirming language. Challenge: Shifting dominant deficit narratives.

Non-Profit Organizations – Entities that provide services, advocacy, and resources for ADHD without profit motive. Related terms: charitable, mission-driven, grant-receiving. Example: A national ADHD association offering free webinars. Practical application: Coach curates reputable non-profit resources. Challenge: Funding sustainability.

Online Communities – Virtual spaces where individuals with ADHD share experiences, resources, and support. Related terms: forums, social media groups, webinars. Example: A closed Facebook group for adult ADHD coaching. Practical application: Coach recommends moderated communities. Challenge: Managing misinformation and privacy.

Parent Coaching – Structured guidance for parents to support their child's ADHD management and self-advocacy. Related terms: family coaching, caregiver support, skill training. Example: Teaching parents to implement behavior charts. Practical application: Coach conducts joint sessions with parent and child. Challenge: Balancing parental authority with child autonomy.

Peer Support – Mutual aid among individuals with ADHD, fostering shared learning and emotional validation. Related terms: support groups, buddy system, community. Example: Two adults meeting weekly to discuss executive function strategies. Practical application: Coach helps clients find peer-matching programs. Challenge: Ensuring constructive dynamics.

Personal Advocacy Plan – Document outlining a client's specific advocacy goals, resources, timelines, and

responsible parties. Related terms: action plan, roadmap, strategic plan. Example: A plan to secure workplace accommodations within three months. Practical application: Coach co-creates the plan with the client. Challenge: Keeping the plan realistic and adaptable.

Policy Brief – Concise document summarizing research findings and recommendations for policymakers regarding ADHD. Related terms: white paper, advocacy document, recommendation. Example: A brief urging schools to adopt universal screening for ADHD. Practical application: Coach assists in drafting policy briefs. Challenge: Translating technical data into policy-relevant language.

Practice Guidelines – Authoritative statements that outline recommended approaches for ADHD assessment, treatment, and support. Related terms: clinical standards, protocol, best practice. Example: A guideline recommending multimodal treatment for school-aged children. Practical application: Coach aligns coaching interventions with guidelines. Challenge: Variability across professional bodies.

Pre-Admission Resources – Information and tools provided before an individual begins a coaching or treatment program. Related terms: onboarding, orientation, intake materials. Example: A checklist of documents needed for enrollment. Practical application: Coach supplies a pre-admission packet. Challenge: Overwhelming clients with too much information.

Professional Boundaries – Limits that define appropriate interactions between coach and client, especially when advocacy roles intersect. Related terms: ethics, scope of practice, dual relationships. Example: Coach refrains from providing legal advice. Practical application: Coach clarifies role at initial session. Challenge: Maintaining clarity when clients seek extensive support.

Public Policy – Governmental actions and regulations that affect ADHD services, funding, and rights. Related terms: legislation, regulation, systemic change. Example: State policy mandating ADHD screening in elementary schools. Practical application: Coach monitors policy changes to inform clients. Challenge: Rapid policy shifts and complex language.

Resource Allocation – Distribution of limited funds, personnel, and services to meet ADHD needs. Related terms: budgeting, prioritization, equity. Example: Determining which schools receive additional ADHD specialists. Practical application: Coach advocates for fair resource distribution. Challenge: Competing demands and political pressures.

Resource Mapping – Process of identifying and charting available services, supports, and contacts for ADHD clients. Related terms: directory, inventory, landscape analysis. Example: Creating a visual map of local therapists, support groups, and assistive technology vendors. Practical application: Coach updates the map quarterly. Challenge: Keeping information current.

Self-Advocacy – Ability of individuals with ADHD to articulate their needs, rights, and preferences. Related terms: empowerment, autonomy, assertiveness. Example: A student requesting a quiet testing environment. Practical application: Coach teaches self-advocacy scripts. Challenge: Overcoming anxiety and internalized stigma.

Service Coordination – Management of multiple service providers to ensure cohesive support for ADHD

clients. Related terms: case management, liaison, integration. Example: Aligning therapy appointments with school accommodations. Practical application: Coach maintains a shared calendar. Challenge: Scheduling conflicts and communication gaps.

Social Justice – Pursuit of fair treatment and equitable access to resources for all individuals with ADHD. Related terms: equity, advocacy, systemic reform. Example: Campaigning for universal ADHD screening regardless of socioeconomic status. Practical application: Coach incorporates social justice principles into advocacy work. Challenge: Addressing deep-rooted societal biases.

Stakeholder Engagement – Involving all relevant parties (clients, families, educators, policymakers) in the planning and execution of ADHD initiatives. Related terms: participation, collaboration, consultation. Example: Hosting a forum with parents, teachers, and clinicians to discuss accommodation policies. Practical application: Coach facilitates inclusive dialogue. Challenge: Balancing divergent interests.

Support Services – Professional and community offerings that aid individuals with ADHD (e.g., counseling, tutoring, occupational therapy). Related terms: assistance, help lines, programs. Example: After-school tutoring for executive function skills. Practical application: Coach refers client to appropriate services. Challenge: Service availability and waitlists.

Systemic Barriers – Institutional obstacles that hinder equitable ADHD support (e.g., funding gaps, policy limitations). Related terms: structural challenges, macro-level issues, inequities. Example: Lack of Medicaid coverage for ADHD coaching. Practical application: Coach joins advocacy coalitions to address systemic change. Challenge: Long-term commitment required.

Technology-Enabled Advocacy – Use of digital tools (e.g., apps, social media, online petitions) to amplify ADHD advocacy efforts. Related terms: e-advocacy, digital platforms, automation. Example: An online petition for better ADHD training for teachers. Practical application: Coach guides client in creating a digital campaign. Challenge: Digital divide and platform restrictions.

Therapeutic Alliance – Collaborative partnership between coach and client that fosters trust, shared goals, and mutual respect. Related terms: rapport, partnership, engagement. Example: Coach and client co-creating a weekly review session. Practical application: Coach regularly checks in on alliance health. Challenge: Maintaining alliance amid conflict or setbacks.

Transition Planning – Structured preparation for major life changes (e.g., school to work, adolescence to adulthood) for individuals with ADHD. Related terms: life-stage support, readiness, handoff. Example: Developing a post-secondary education plan for a high-school senior. Practical application: Coach outlines step-by-step transition milestones. Challenge: Uncertainty of future pathways.

Trauma-Informed Advocacy – Approach that recognizes how trauma history may intersect with ADHD and shapes supportive advocacy. Related terms: safety, trustworthiness, empowerment. Example: Adjusting communication style for a client with adverse childhood experiences. Practical application: Coach incorporates trauma-sensitive language. Challenge: Identifying trauma without formal assessment.

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

accommodate diverse learners, including those with ADHD. Related terms: inclusive pedagogy, accessibility, multiple means of representation. Example: Providing both text and audio options for lesson materials. Practical application: Coach advises educators on UDL principles. Challenge: Institutional adoption and resource constraints.

Virtual Coaching – Delivery of ADHD coaching services through online platforms (video, chat, email). Related terms: tele-coaching, remote sessions, digital tools. Example: Weekly video calls for executive function skill building. Practical application: Coach ensures secure, HIPAA-compliant platforms. Challenge: Digital fatigue and technology access.

Volunteer Advocacy – Unpaid individuals contributing time and expertise to promote ADHD rights and resources. Related terms: community service, pro-bono, civic engagement. Example: A retired teacher offering free workshops on classroom accommodations. Practical application: Coach recruits volunteers for events. Challenge: Maintaining volunteer commitment and training.

Workplace Accommodations – Adjustments made by employers to enable employees with ADHD to perform effectively. Related terms: reasonable adjustments, flexible scheduling, ergonomic modifications. Example: Allowing noise-cancelling headphones. Practical application: Coach assists client in preparing an accommodation request. Challenge: Employer misconceptions and budget limits.

Workplace Policies – Organizational rules and procedures that affect the rights and support for employees with ADHD. Related terms: HR guidelines, diversity policies, compliance. Example: A company's inclusion policy that outlines accommodation processes. Practical application: Coach reviews policy language with client. Challenge: Inconsistent policy enforcement.

Youth Advocacy – Efforts aimed at empowering children and adolescents with ADHD to voice their needs and influence decisions affecting them. Related terms: student voice, empowerment, school council. Example: A middle-school student presenting to the school board about ADHD resources. Practical application: Coach mentors youth in preparing presentations. Challenge: Adult gatekeeping and limited decision-making authority.