



CENTRE FOR ADHD AWARENESS, CANADA  
CSTC - Centre de sensibilisation au TDAH Canada

# Adult ADHD Coaching Program

Course Workbook



Co-created by Rhiannon Carter  
and Nathalie Pedicelli

# COURSE SCHEDULE

**Week 1** – Executive Functions Management: Understanding Your ADHD Profile

**Week 2** – ADHD Strengths: Shifting Your Mindset and Fostering Resilience

**Week 3** – Habits: Building the Foundation of ADHD Success

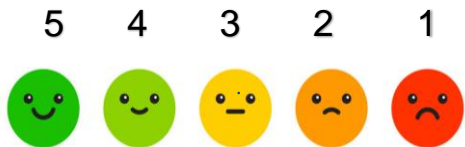
**Week 4** – Emotional Regulation: Reducing the Impact of Intense Emotions

**Week 5** – Planning and Time Management: Setting Your Intentions

**Week 6** – Productivity: Overcoming Procrastination

**CADDAC Adult ADHD Group Coaching Program**  
Week 1 Executive Function Management - Understanding Your ADHD Profile  
Co-created by ADHD Coaches Rhiannon Carter & Nathalie Pedicelli

**Opening Check-In**



**How are you feeling right now?**

Rate how you are feeling between 1 and 5 by circling the number.

**Record one word that describes how you feel.**

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**Importance of Understanding ADHD For You & Those Around You**

**Willpower assumption is faulty thinking:**

- Many think symptoms of ADHD can be overcome with hard work and willpower.
- Therefore, the willpower assumption results in “try harder” messages for the person with ADHD.

**Blaming the victim:**

- When you don't understand the cause of the problem, it is assumed it is the person's fault.
- Skepticism of the validity of ADHD as a disorder in general.
- Reactions of family, friends and co-workers blaming the person with ADHD for their impairments because ADHD is an invisible condition.
- Self-blaming and guilt reduces self-esteem.

**What is me vs ADHD?**

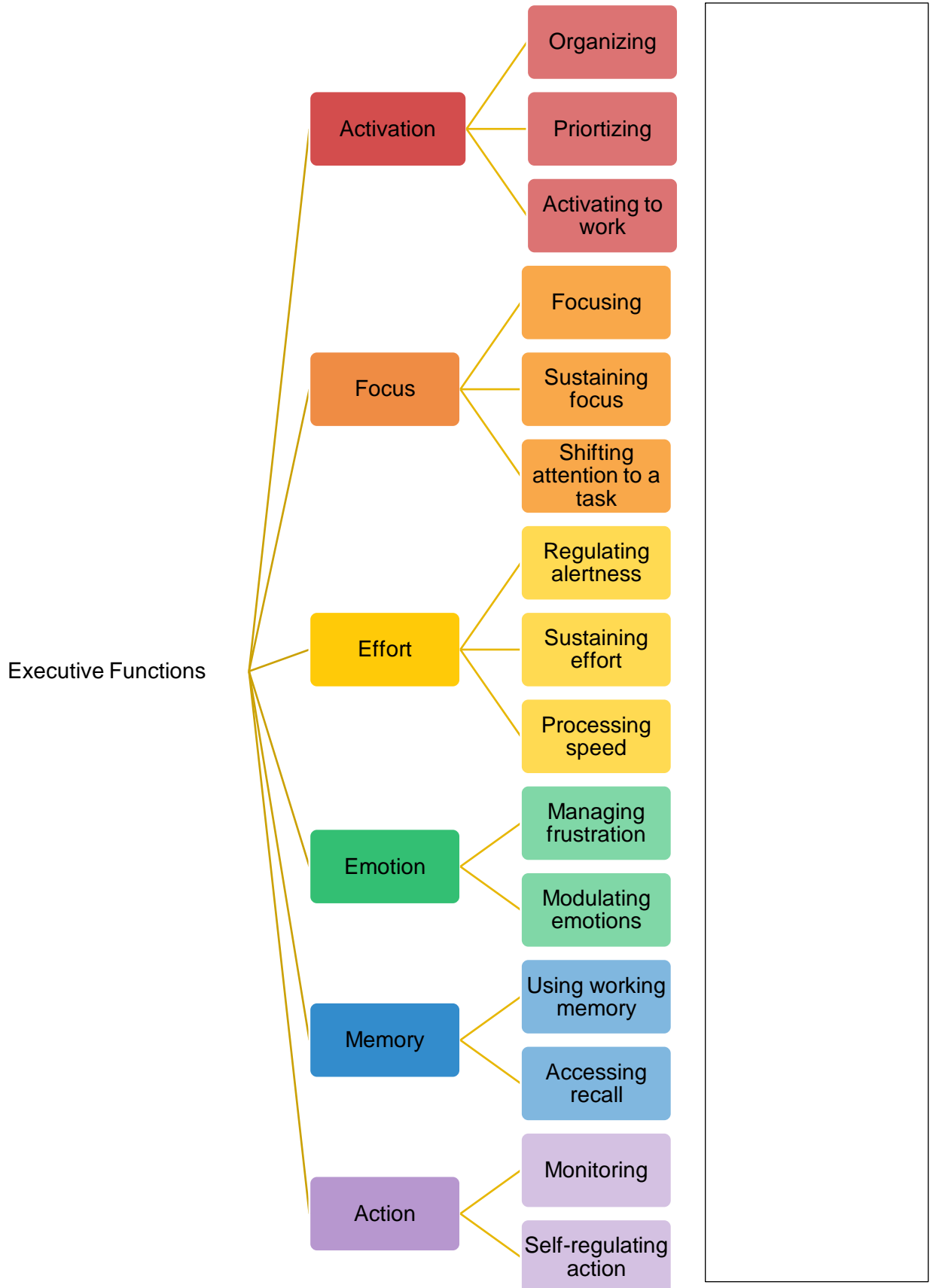
Being able to separate your character traits from ADHD traits is crucial.

How has the 'willpower assumption' impacted you?



When have you experienced 'blaming the victim'?

## Thomas Brown's Model on Executive Function





SOURCE: Brown, Thomas E. Ph.D. *Smart but Stuck: Emotions in Teens and Adults With ADHD*. (2014). Jossey-Bass.


## Executive Function Checklist - Example





1. Rate each statement using the 0-3 scale below. Complete the remainder for HOMEWORK.
  2. Add up your total score for each section.
  3. Record your strengths and weaknesses on page 13 for homework.
- 0 - Never 1 - Very little (rare situations) 2 - Sometimes (some situations) 3 - Always (almost every situation)


<p><b>Activation</b></p>  <p>Total Score= 9</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Difficulty getting started</li> <li><input checked="" type="checkbox"/> Struggle to organize things (packing, planning a party, leaving the house)</li> <li><input checked="" type="checkbox"/> Underestimate how long something will take</li> <li><input checked="" type="checkbox"/> You procrastinate</li> <li><input type="checkbox"/> Late for appointments, meetings, social events</li> </ul>
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<p><b>Focus</b></p>  <p>Total Score= 7</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulty staying focused</li> <li><input type="checkbox"/> Easily distracted by things in your environment</li> <li><input type="checkbox"/> Zone out</li> <li><input checked="" type="checkbox"/> Read slowly</li> <li><input checked="" type="checkbox"/> Distracted by your mood, thoughts, daydreaming</li> </ul>
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<p><b>Effort</b></p>  <p>Total Score= 5</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulty with effort over long periods of time</li> <li><input type="checkbox"/> Experience problems winding down at night</li> <li><input type="checkbox"/> Difficulty falling asleep or waking up</li> <li><input type="checkbox"/> Feel drowsy when bored, sitting still or reading</li> <li><input checked="" type="checkbox"/> Require a lot of time to finish certain tasks (writing an email)</li> </ul>
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<p><b>Emotion</b></p>  <p>Total Score= 12</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Easily frustrated or overwhelmed</li> <li><input checked="" type="checkbox"/> Experience very intense emotions</li> <li><input checked="" type="checkbox"/> Inability to concentrate on anything when overcome with emotions</li> <li><input type="checkbox"/> Sensitive to criticism from others</li> <li><input checked="" type="checkbox"/> Your emotions get in the way of completing tasks</li> </ul>
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<p><b>Memory</b></p>  <p>Total Score= 13</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lose your keys, phone, wallet,</li> <li><input checked="" type="checkbox"/> Difficulty recalling information</li> <li><input checked="" type="checkbox"/> Forget a person's name when introduced</li> <li><input checked="" type="checkbox"/> Trouble remembering or following directions</li> <li><input checked="" type="checkbox"/> Walking into a room and forget why what you went in there for</li> </ul>
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<p><b>Action</b></p>  <p>Total Score= 6</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Say things before thinking</li> <li><input type="checkbox"/> Interrupt others when talking</li> <li><input type="checkbox"/> Act first, think second</li> <li><input checked="" type="checkbox"/> Talk excessively, especially when excited/angry</li> <li><input type="checkbox"/> Jump to conclusions before having all the facts</li> </ul>
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SOURCE: Brown, Thomas E. Ph.D. *Smart but Stuck: Emotions in Teens and Adults With ADHD.* (2014). Jossey-Bass.



## Executive Function Checklist

1. Rate each statement using the 0-3 scale below. Complete the remainder for HOMEWORK.
  2. Add up your total score for each section.
  3. Record your strengths and weaknesses on [page 13](#) for homework.
- 0 - Never 1 - Very little (rare situations) 2 - Sometimes (some situations) 3 - Always (almost every situation)

<p style="text-align: center;"><b>Activation</b></p> <div style="text-align: center;"></div> <p>Total Score=</p>	<input type="checkbox"/> Difficulty getting started <input type="checkbox"/> Struggle to organize things (packing, planning a party, leaving the house) <input type="checkbox"/> Underestimate how long something will take <input type="checkbox"/> You procrastinate <input type="checkbox"/> Late for appointments, meetings, social events
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<p style="text-align: center;"><b>Focus</b></p> <div style="text-align: center;"></div> <p>Total Score=</p>	<input type="checkbox"/> Difficulty staying focused <input type="checkbox"/> Easily distracted by things in your environment <input type="checkbox"/> Zone out <input type="checkbox"/> Read slowly <input type="checkbox"/> Distracted by your mood, thoughts, daydreaming
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<p style="text-align: center;"><b>Effort</b></p> <div style="text-align: center;"></div> <p>Total Score=</p>	<input type="checkbox"/> Difficulty with effort over long periods of time <input type="checkbox"/> Experience problems winding down at night <input type="checkbox"/> Difficulty falling asleep or waking up <input type="checkbox"/> Feel drowsy when bored, sitting still or reading <input type="checkbox"/> Require a lot of time to finish certain tasks (writing an email)
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<p style="text-align: center;"><b>Action</b></p> <div style="text-align: center;"></div> <p>Total Score=</p>	<input type="checkbox"/> Say things before thinking <input type="checkbox"/> Interrupt others when talking <input type="checkbox"/> Act first, think second <input type="checkbox"/> Talk excessively, especially when excited/angry <input type="checkbox"/> Jump to conclusions before having all the facts
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SOURCE: Brown, Thomas E. Ph.D. *Smart but Stuck: Emotions in Teens and Adults With ADHD.* (2014). Jossey-Bass.

## What is the Best Way to Manage ADHD?

According to Dr. Russell Barkley, the best way to treat ADHD is with a **multimodal approach**. A multimodal approach means using a variety of different \_\_\_\_\_, and strategies to reduce the impairing symptoms of ADHD.

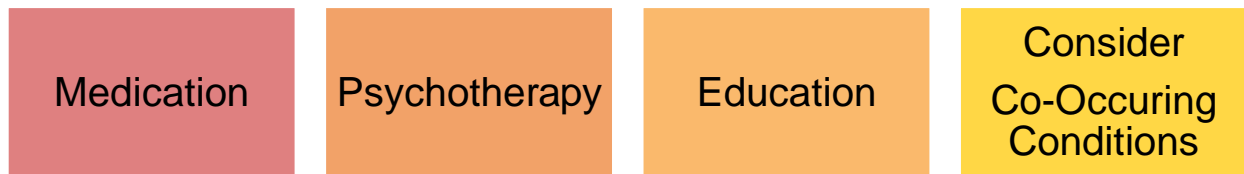
The goal of ADHD management is generally to reduce impairments, improve \_\_\_\_\_ in daily life along with overall wellbeing.

When multiple interventions are combined, this creates a better outcome and should be based on the individual's \_\_\_\_\_ needs and goals.

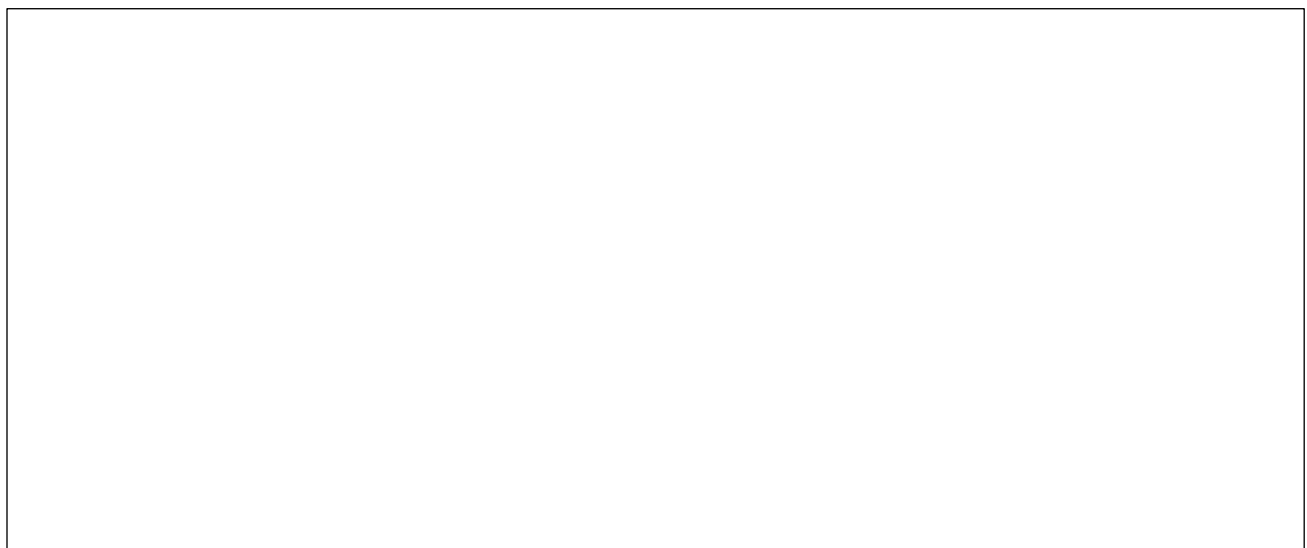
A management plan needs to be adjusted over time because an individual's needs \_\_\_\_\_ depending on their situation and age.

## Elements of a Multimodal Approach

These are foundational elements to ADHD management.



SOURCE: Canadian ADHD Resource Alliance, [https://caddra.ca/pdfs/Psychosocial\\_October2016.pdf](https://caddra.ca/pdfs/Psychosocial_October2016.pdf)



## Other Elements of a Multimodal Approach

These are other potential elements that could be used to help manage ADHD.

Sleep	Exercise	Eating Well	Reducing Stress	Relaxation Techniques	Organization
Self-Compassion	Working With Strengths	Social Connection	Accommodations at Work & School	ADHD Coach	Group Coaching Program
Skills Training	Employee Assistance	?	?	?	?

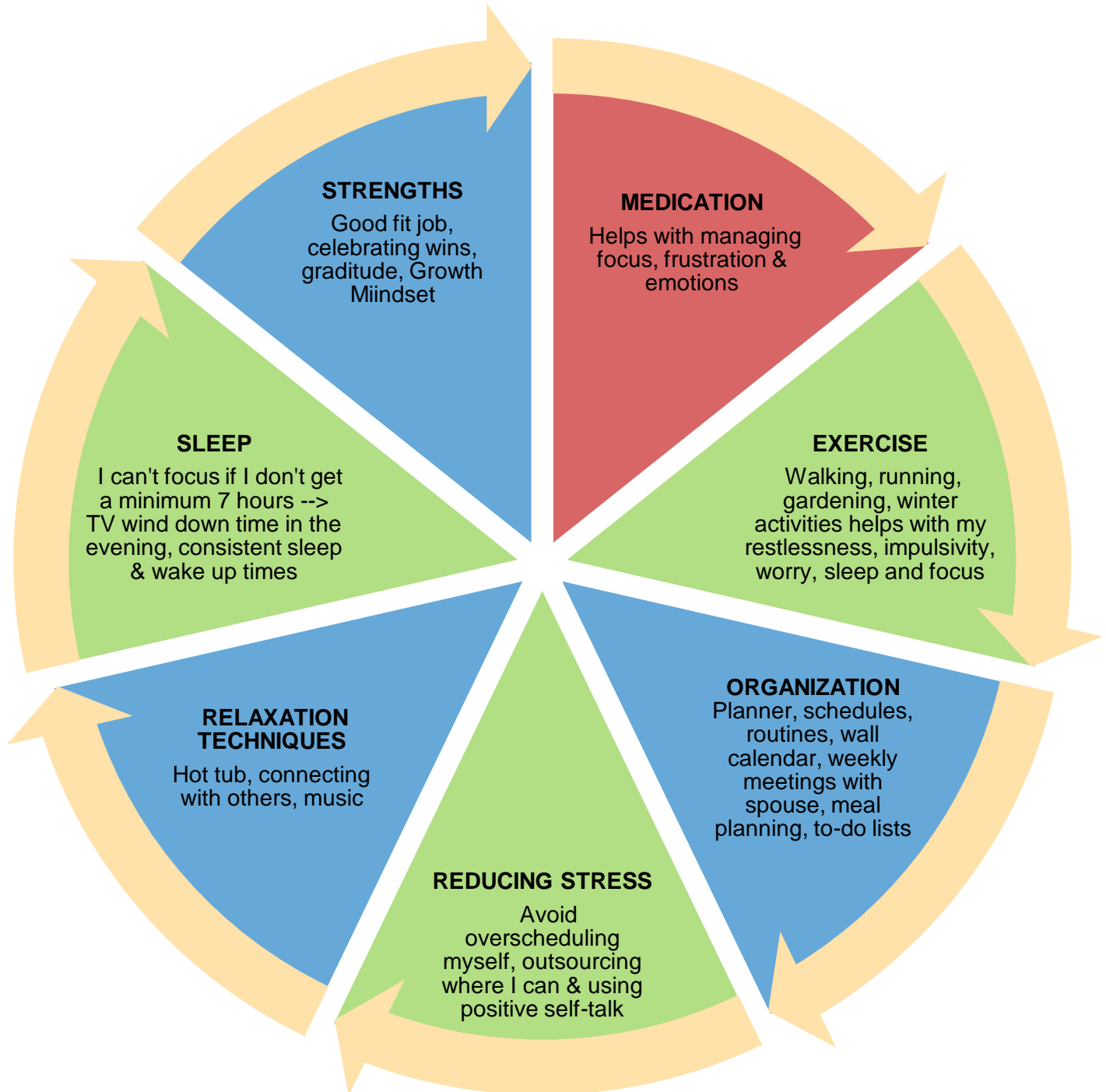
SOURCE: Canadian ADHD Resource Alliance, [https://caddra.ca/pdfs/Psychosocial\\_October2016.pdf](https://caddra.ca/pdfs/Psychosocial_October2016.pdf)

Your specific needs help determine which unique combination of ADHD interventions, strategies, supports and other elements will work best for you.





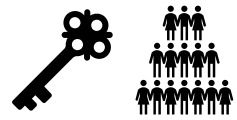
## ADHD Management Wheel Example





## ADHD Management Wheel Example





## Current ADHD Management Wheel

Check off what you currently have in your wheel.

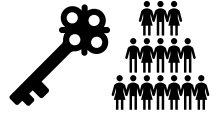
- Medication
- Therapy
- Education
- Sleep
- Skills training
- Exercise
- Employee assistance
- Eating well
- Support group
- Mindfulness
- Work/school accommodations
- Meditation
- Yoga
- Professional organizer
- Reducing stress
- Social connections
- Relaxation techniques
- ADHD coach
- Organization
- Group coaching
- Self-compassion
- Working with strengths

Add your own here.

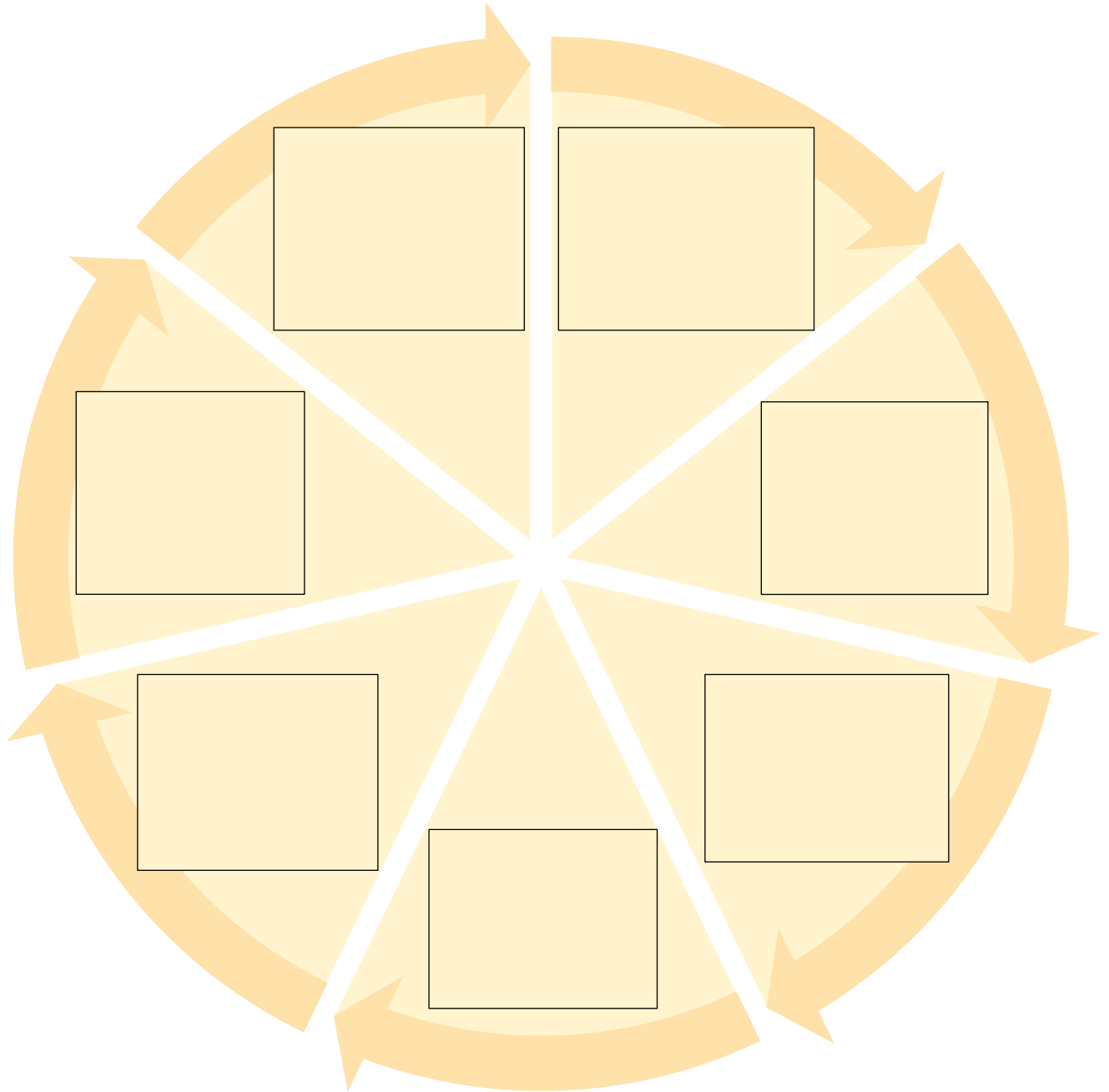
What is missing in your current ADHD Management Wheel?

The most important part of my wheel is \_\_\_\_\_.

## Current ADHD Management Wheel



Label your current ADHD Management Wheel with elements from the multimodal approach. Feel free to add colour.



## **Breakout Group Instructions**



### **Task:**

Discuss your ADHD Management Wheel with the group.

### **Goal:**

To discuss what you learned today about ADHD management techniques.

### **Steps:**


1. Designate a timekeeper who will keep track of time for the group.
2. Each person can discuss their ADHD Management Wheel. The group can share ideas or strategies if you are stuck.
3. Set a timer, and each person can spend 2 minutes talking. Repeat for each person.


Strategies for my ADHD Management Wheel.


## **Homework–Executive Functions Management: Understanding Your ADHD Profile**

### Summary:

- Finish and tally your Executive Function Checklist. Note your strongest and weakest ones on page 13.
- Finish building strategy lists for your ADHD Management Wheel. You can also make the list in the toolbox section below before filling in your Wheel.
- Record your observations at the bottom of the page throughout the week.

Action Plan	Don't forget to be specific and create a reminder.
	What strategy will you try this week? When? Where? How will you remember? Obstacles?

Toolbox	Finish building your toolbox list for each spoke in the ADHD Management Wheel.
	

Observations	What did you notice this week? What worked? What didn't work?
	



## Executive Function Profile Example HOMEWORK

Look at your total score for each executive function on the checklist.  
Record your executive function *strengths* and *weaknesses* below.

<p><b>Strongest</b> Executive Function (lowest scores)</p> <p><i>effort - 5</i> <i>action - 6</i> <i>focus - 7</i></p>	<p>How do you use this skill at home and work? List specific ways.</p> <p><b>-hard worker, stay awake during the day</b> <b>-making decisions, good listener</b> <b>-working from home</b></p>
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<p><b>Weakest</b> Executive Function (highest scores)</p> <p><i>memory - 13</i> <i>emotion - 12</i> <i>activation - 9</i></p>	<p>How does this skill gap impact you at home and work? List specific challenges.</p> <p><b>-forget things, double book myself</b> <b>-upset &amp; excited easily, sensitive</b> <b>-struggle to organize, time management</b></p>
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## Executive Function Profile HOMEWORK

Look at your total score for each executive function on the checklist. Record your executive function strengths and weaknesses below.

<p><b>Strongest</b> (lowest scores = lowest challenge)</p> <hr/> <hr/> <hr/>	<p>How do you use this skill at home and work?</p>
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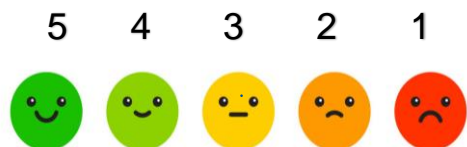
<p><b>Weakest</b> (highest scores = highest challenge)</p> <hr/> <hr/> <hr/>	<p>How does this skill gap impact you at home and work?</p>
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# CADDAC Adult ADHD Group Coaching Program

## Week 2 ADHD Strengths: Shifting Your Mindset & Fostering Resilience

Co-created by ADHD Coaches Rhiannon Carter & Nathalie Pedicelli

### Opening Check-In



**How are you feeling right now?**

Rate how you are feeling between 1 and 5 by circling the number.

**Record one word that describes how you feel.**

.....

### Examples of Wins To Celebrate

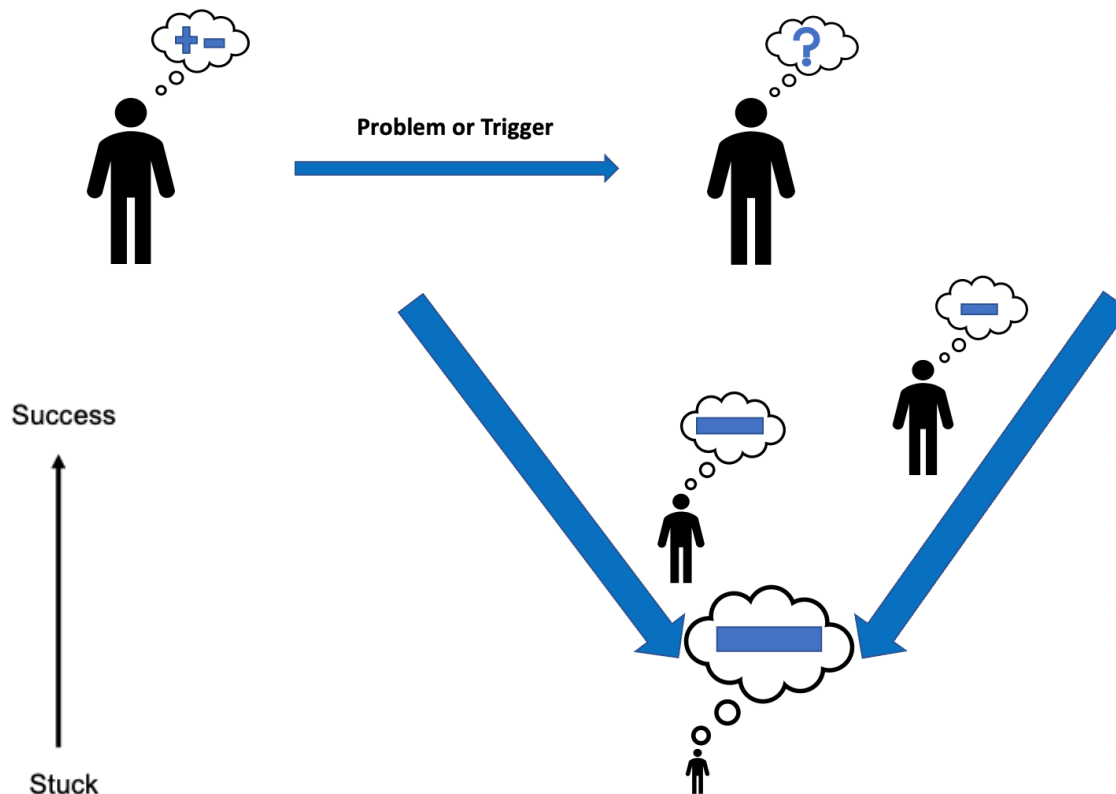
- ✓ “I was able to explain working memory to my spouse so they can better understand why I forget stuff.”
- ✓ “I noticed myself using my strengths.”
- ✓ “I read for 15 minutes three times last week.”
- ✓ “I was able to take some deep breaths when I got upset with my daughter.”
- ✓ “I wrote in all my kids’ school calendar dates in my planner for the entire year.”
- ✓ “I discovered I feel a lot of shame around the clutter in my house & now I am okay to get started removing it using baby steps.”

### My Wins This Week



## The ADHD Downward Spiral

It can be common to get stuck in a downward spiral when you have ADHD.



SOURCE: Rhiannon Carter, Empower You ADHD Coaching ©2022. Used with permission.

Notes:

## The ADHD Downward Spiral Happens Like This

- Shame - Guilt – Frustration
  - Reduced ability to see options and solutions
    - Reduced progress & success
      - Ruminates on negative thoughts
        - Hopelessness
          - Stuck

Someone can move in and out of the spiral many times a day or continue to stay stuck at the bottom.

## How Do We Get in the ADHD Downward Spiral?

- Setbacks
- Mistakes
- Stress
- Rejection
- Other?



List 3 things that put you in the ADHD Downward Spiral.

1.

2.

3.

## How Do We Reverse the ADHD Downward Spiral?

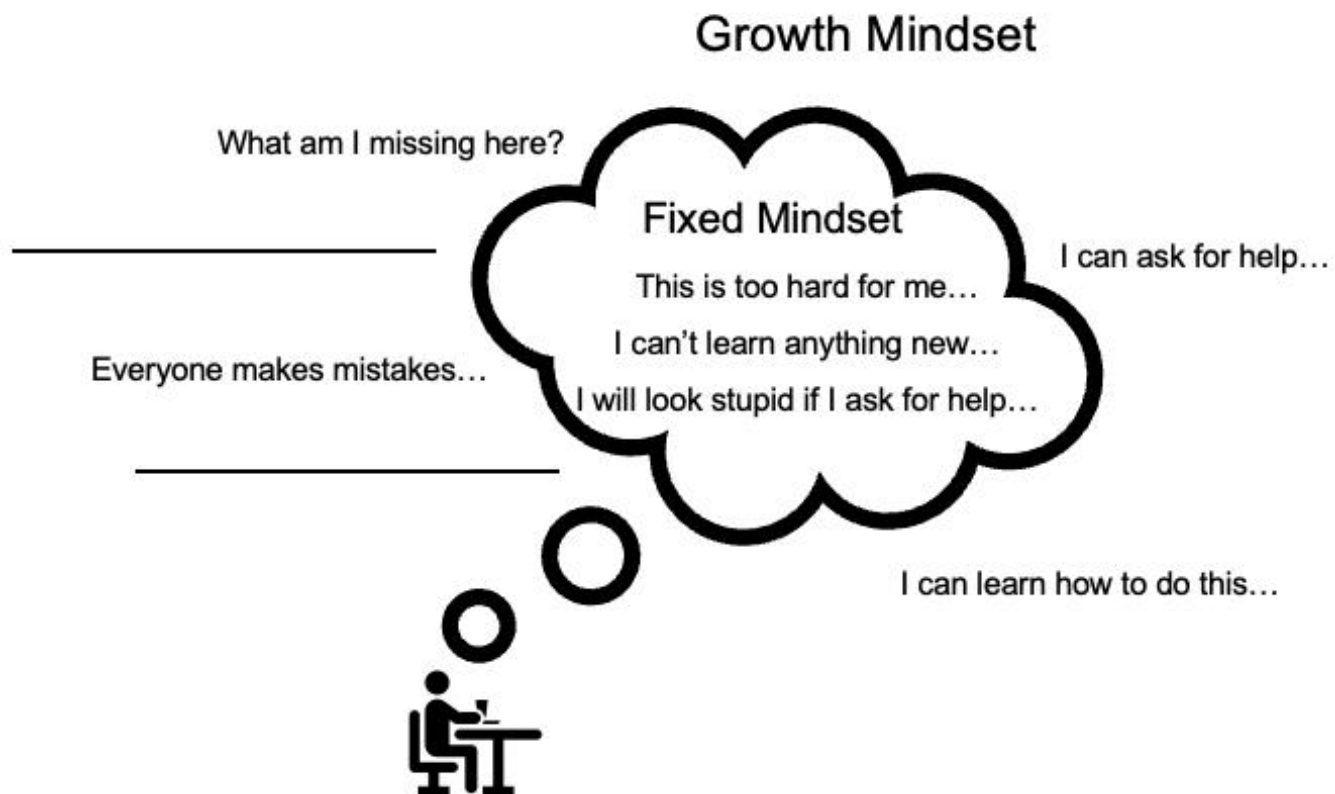
1. Fostering a Growth Mindset
2. Knowing and using your character strengths
3. Addressing negative self-talk

## Fixed Mindset vs. Growth Mindset

Mindset influences how you **think**, **feel** and **act**.



1. Now add two growth mindset statements of your own on the lines below.



2. Capture the bigger Growth Mindset thought bubble above.

## Fostering A Growth Mindset

To help you get started fostering a Growth Mindset you can try the following:

- Check in with your expectations
- Use micro steps for change
- When stuck try to be curious
- Replace self-judgement with questions

What is one thing you will do to foster a Growth Mindset?  
Choose from the list above or add your own.



## What are VIA Character Strengths?

Character strengths are the positive parts of your personality.

## Using Your Character Strengths Helps With ADHD

- Manage and overcome problems at home and work
- Improve relationships by seeing the good in self and others
- Manage and reduce stress
- Reframe the negative experiences and setbacks
- Foster resilience by helping you bounce back from setbacks

SOURCE: VIA Character Strengths, <https://www.viacharacter.org/>.

## Do You Want to Take the VIA Character Strength Survey?






This online survey is free! <https://www.viacharacter.org/>



## Speed Challenge - Select Your Top 5 Character Strengths

Circle each on the chart below.

### The VIA Classification of 24 Character Strengths

<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>• Clever</li> <li>• Original &amp; Adaptive</li> <li>• Problem Solver</li> </ul>	<p><b>CURIOSITY</b></p> <ul style="list-style-type: none"> <li>• Interested</li> <li>• Explores new things</li> <li>• Open to new ideas</li> </ul>	<p><b>JUDGMENT</b></p> <ul style="list-style-type: none"> <li>• Critical thinker</li> <li>• Thinks things thorough</li> <li>• Open-minded</li> </ul>	<p><b>LOVE OF LEARNING</b></p> <ul style="list-style-type: none"> <li>• Masters new skills &amp; topics</li> <li>• Systematically adds to knowledge</li> </ul>	<p><b>PERSPECTIVE</b></p> <ul style="list-style-type: none"> <li>• Wise</li> <li>• Provides wise counsel</li> <li>• Takes the big picture view</li> </ul>
<p><b>BRAVERY</b></p> <ul style="list-style-type: none"> <li>• Shows valor</li> <li>• Doesn't shrink from fear</li> <li>• Speaks up for what's right</li> </ul>	<p><b>PERSEVERANCE</b></p> <ul style="list-style-type: none"> <li>• Persistent</li> <li>• Industrious</li> <li>• Finishes what one starts</li> </ul>	<p><b>HONESTY</b></p> <ul style="list-style-type: none"> <li>• Authentic</li> <li>• Trustworthy</li> <li>• Sincere</li> </ul>	<p><b>ZEST</b></p> <ul style="list-style-type: none"> <li>• Enthusiastic</li> <li>• Energetic</li> <li>• Doesn't do things half-heartedly.</li> </ul>	
<p><b>LOVE</b></p> <ul style="list-style-type: none"> <li>• Warm and genuine</li> <li>• Values close relationships</li> </ul>	<p><b>KINDNESS</b></p> <ul style="list-style-type: none"> <li>• Generous</li> <li>• Nurturing</li> <li>• Caring</li> <li>• Compassionate</li> <li>• Altruistic</li> </ul>	<p><b>SOCIAL INTELLIGENCE</b></p> <ul style="list-style-type: none"> <li>• Aware of the motives and feelings of self/others</li> <li>• Knows what makes others tick</li> </ul>		
<p><b>TEAMWORK</b></p> <ul style="list-style-type: none"> <li>• Team player</li> <li>• Socially responsible</li> <li>• Loyal</li> </ul>	<p><b>FAIRNESS</b></p> <ul style="list-style-type: none"> <li>• Just</li> <li>• Doesn't let feelings bias decisions about others</li> </ul>	<p><b>LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• Organizes group activities</li> <li>• Encourages a group to get things done</li> </ul>		
<p><b>FORGIVENESS</b></p> <ul style="list-style-type: none"> <li>• Merciful</li> <li>• Accepts others' shortcomings</li> <li>• Gives people a second chance</li> </ul>	<p><b>HUMILITY</b></p> <ul style="list-style-type: none"> <li>• Modest</li> <li>• Lets one's accomplishments speak for themselves</li> </ul>	<p><b>PRUDENCE</b></p> <ul style="list-style-type: none"> <li>• Careful</li> <li>• Cautious</li> <li>• Doesn't take undue risks</li> </ul>	<p><b>SELF-REGULATION</b></p> <ul style="list-style-type: none"> <li>• Self-controlled</li> <li>• Disciplined</li> <li>• Manages impulses and emotions</li> </ul>	
<p><b>APPRECIATION OF BEAUTY &amp; EXCELLENCE</b></p> <ul style="list-style-type: none"> <li>• Feels awe and wonder in beauty</li> <li>• Inspired by goodness of others</li> </ul>	<p><b>GRATITUDE</b></p> <ul style="list-style-type: none"> <li>• Thankful for the good</li> <li>• Expresses thanks</li> <li>• Feels blessed</li> </ul>	<p><b>HOPE</b></p> <ul style="list-style-type: none"> <li>• Optimistic</li> <li>• Future-minded</li> <li>• Future Orientated</li> </ul>	<p><b>HUMOR</b></p> <ul style="list-style-type: none"> <li>• Playful</li> <li>• Brings smiles to others</li> <li>• Lighthearted</li> </ul>	<p><b>SPIRITUALITY</b></p> <ul style="list-style-type: none"> <li>• Searches for meaning</li> <li>• Feels a sense of purpose</li> <li>• Senses a relationship with the sacred</li> </ul>

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## My Top 5 Character Strengths:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Top 5 Character Strengths:

The top 5 character strengths from your survey results are called your “signature strengths”. They are unique just like your name signature.

Your signature strengths:

1. Are the \_\_\_\_\_ parts of your personality.
2. Come \_\_\_\_\_ to you.
3. Help you feel \_\_\_\_\_ when you use them.

SOURCE: VIA Character Strengths, <https://www.viacharacter.org/>

## What is Negative Self-Talk?

It is:

- What you **think** and **say** to yourself.
- Having a dismal outlook or pessimism.
- Having doubt, fear, judgement or self-blame.
- Ruminating on the negative.



## Remember

- Neurotypical people have approximately 70,000 thoughts per day.
- Negative self-talk can also be called “ANTS”.
- ANTS are **A**utomatic **N**egative **T**houghts.
- Your self-talk either \_\_\_\_\_ or supports you.
- You can't control your thoughts, but you CAN learn to control how you \_\_\_\_\_ to them.

SOURCE: Anxiety Canada, <https://www.anxietycanada.com/>

## Breakout Group Instructions



### Task:

Work as a group to discuss what you learned this session about your character strengths, the Growth Mindset, and self-talk.

### Goal:

To clarify group member's understanding and key takeaways.

### Steps:


1. Designate a timekeeper who will keep track of time for the group.
2. Each person will have 2 minutes to speak or ask questions of the group, pertaining to topics from this week.


Notes:


## Homework – ADHD Strengths: Shifting Your Mindset & Fostering Resilience

### Summary:

- Create a visual reminder of your top five character strengths and post it where you can see it.
- Create a Self-Talk Action Plan to help you notice and shift negative self-talk this week.
- Add strategies to your toolbox.
- Record your observations at the end of the week.

Action Plan	Don't forget to be specific and create a reminder.
	What strategy will you try this week? When? Where? How will you remember? Obstacles?

Toolbox	Record one strategy for each - using a Growth Mindset, using character strengths, and addressing negative self-talk.
	

Observations	What did you notice this week? What worked? What didn't work?
	



## Visual Reminder of Your Top 5 Character Strengths



### Homework Visual Reminder - Examples -

- Screen saver on phone or computer
- Agenda
- Sticky note on fridge, bathroom mirror, microwave
- Cue card on your desk
- Create a social media post
- Post the VIA Strength Chart on the wall

## My Top 5 Character Strengths HOMEWORK

Record your signature strengths below. List examples of how you demonstrate each of your signature strengths.

### Example

1. *Social Intelligence*

*Noticing emotions in others.*

### My Top 5 Strengths

### How I demonstrate each

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### **My Negative Self-Talk Action Plan HOMEWORK**



Create your plan for reducing negative self-talk for homework this week.

Step 1: I will notice my thoughts by \_\_\_\_\_.

Step 2: I will replace the ANT with \_\_\_\_\_.

# CADDAC Adult ADHD Group Coaching Program

## Week 3 HABITS: Building the Foundation of ADHD Success

Co-created by ADHD Coaches Nathalie Pedicelli & Rhiannon Carter

### Opening Check-In



**How are you feeling right now?**

Rate how you are feeling between 1 and 5 by circling the number.

**Record one word that describes how you feel.**

-----

### My Wins This Week

### Vocabulary

- **New behaviour:** “an action you want to turn into a habit”
- **Habit:** “a settled or regular tendency or practice, especially one that is hard to give up.”
- **Routine:** “a sequence of actions regularly followed; a fixed program”

**SOURCE:** <https://languages.oup.com/google-dictionary-en/>

## 1911 -1912 Race to the South Pole Overview

A race to the South Pole took place in 1911-1912. By analyzing two different team's polar expedition outcomes we can learn see how important habits are in determining outcomes.

### Polar Expedition Outcome = Habits Influence

#### • SCOTT



- Faster approach  
→ Pushed as much as possible
- Inconsistent habits  
→ Stopped several days for bad weather
- Complicated transport systems
- Markers hard to see
- Uncomfortable wool clothing
- Results:
  - Most people died
  - Arrived 34 after Amundsen

#### • AMUNDSEN



- Slow approach  
→ Stopped before exhausted
- Steady habits  
→ Marched daily despite weather
- Simple transport systems
- Markers easy to spot
- Comfortable furs worn
- Results:
  - Everyone survived
  - Arrived 34 days before Scott

SOURCE: [https://en.wikipedia.org/wiki/Comparison\\_of\\_the\\_Amundsen\\_and\\_Scott\\_expeditions#](https://en.wikipedia.org/wiki/Comparison_of_the_Amundsen_and_Scott_expeditions#):

## Where Are You at With a Habit You Want to Develop?

- ✓ Thinking about doing it
- ✓ Planning how to do it
- ✓ Working on it
- ✓ Building consistency
- ✓ Re-starting it



I am in the \_\_\_\_\_ stage with my habit.

## ADHD Habit Formation

When you start out on a new habit journey, you have great expectations.

### 1. Starts with the **Hope Line**

- Enthusiasm for new habit
- Set a demanding pace for the first week

### 2. Progresses to the **Hare Line**

- Several weeks in your enthusiasm stops
- Start cutting corners
- Frustration
- Eventually stop new habit

### 3. Instead try the **Tortoise Trial**

- On the Tortoise Trail, you make progress and some setbacks but overall, you improve your performance.
- Slow and steady wins the race

SOURCE: Nathalie Pedicelli, Organize Thrive Monetize. ©2022 Used with permission.

## ADHD HABIT FORMATION

### • Hope Line:

- Our expectations



### • Hare Line:

- Typical ADHD pattern



### • Tortoise Trail:

- Informed ADHD pattern



When **Hope Line** ≠ **Hare Line** = Frustration & Disappointment



## COACHING THE GAP

- What has to change to get you where you want to be?
- Gap = Reason to act

### Coaching The Gap

Perhaps you don't like where you are now. You dream about where you want to be.

**?** Check off the words that describe how you are feeling now? Add your own.

Where you are now:

- uncertainty
- rejection
- anxiety
- disapproval
- other? \_\_\_\_\_

→ Now think about where you want to be in the future.

**?** Check off the words that describe where you want to be? Add your own.

Where you want to be:

- status
- control
- acceptance
- peace of mind
- other? \_\_\_\_\_

### **Remember:**

- People with ADHD are *consistently inconsistent*, due to executive function difficulties.
- The ADHD pattern is to get over the gap by using a pole vault, but this approach causes us to fall into the gap.

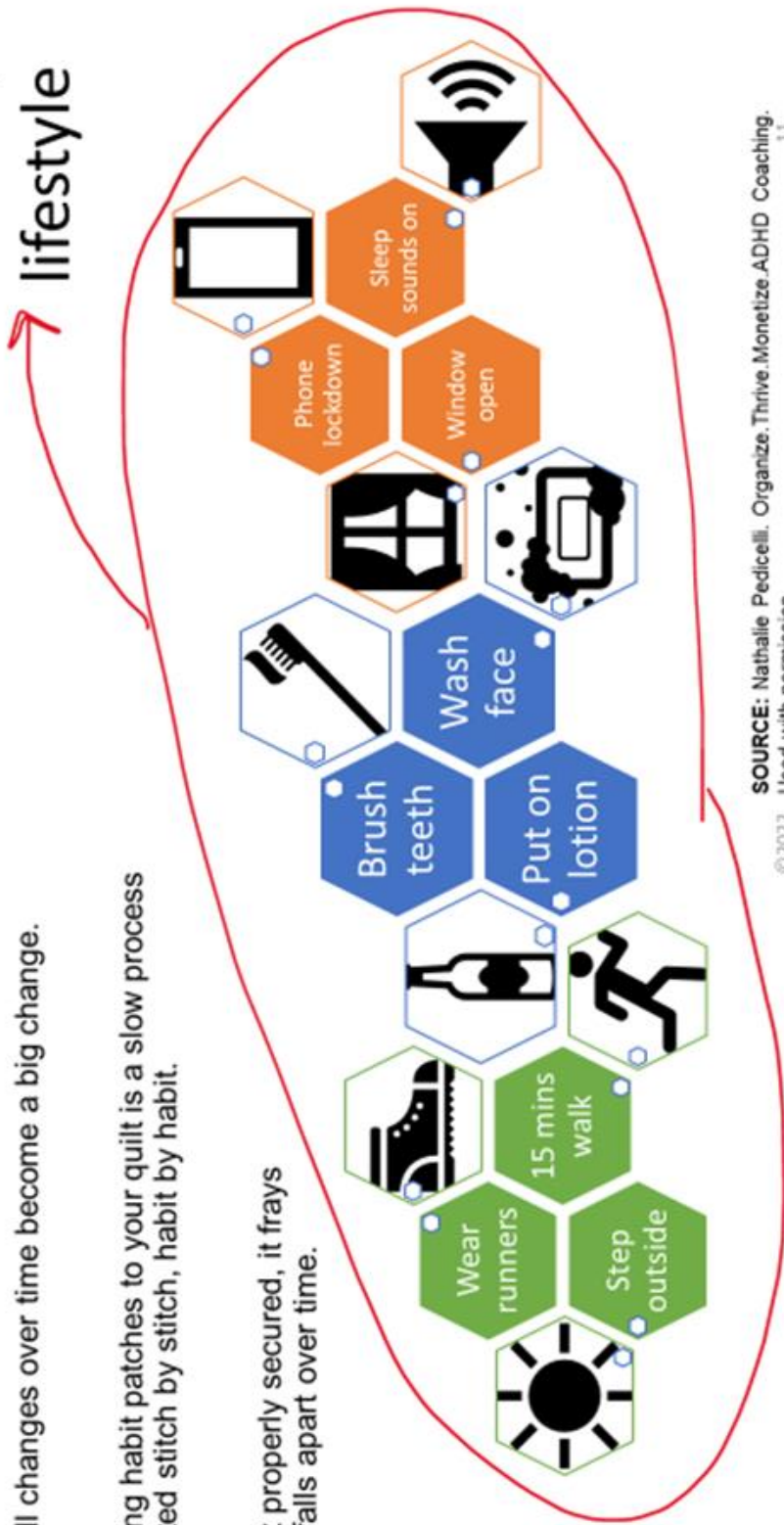
### **How Do We Close The Gap?**

- ✓ Build a bridge made up of habits.
- ✓ This is a step-by-step process.
- ✓ The key is to slow down.
- ✓ Habits are the foundation for living well with ADHD.

# The Quilt of Consistency

- Small changes over time become a big change.
- Adding habit patches to your quilt is a slow process created stitch by stitch, habit by habit.
- If not properly secured, it frays and falls apart over time.

Healthy  
lifestyle

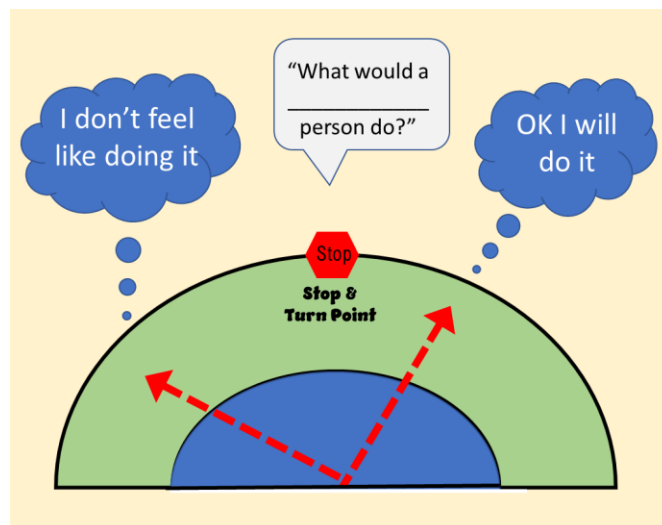


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## How to Make a Behaviour Become a Habit

- Routines are a series of \_\_\_\_\_.
- Until something becomes a habit, it is a new behavior and requires active \_\_\_\_\_ making every time we attempt to do it.
- Stop & Turn Point prompts to support habit development
  - Visual - Stop & Turn visual, scales, seesaw
  - Verbal - Ask what would a healthy person do?
- Do it right before or right after an \_\_\_\_\_ habit.



## Habit Stacking

- Habits are a “memory enhancement tool...(that) requires less of our memory”.
- Taking a new habit and tying it to something you already do on a regular basis = Habit stacking.
- Attaching this habit to something that already exists in you day.
  - ❖ “Before brushing my teeth, I will wash my face and put on lotion.”
  - ❖ “Before I get up from my desk, I will check my planner.”
  - ❖ “After dropping off my kids at school, I will take a walk.”

SOURCE: Kolberg, J. & Nadeau, K. *ADD-Friendly Ways to Organize Your Life*. 2002. Psychology Press.

## There Are 4 Golden Rules to Building Good Habits

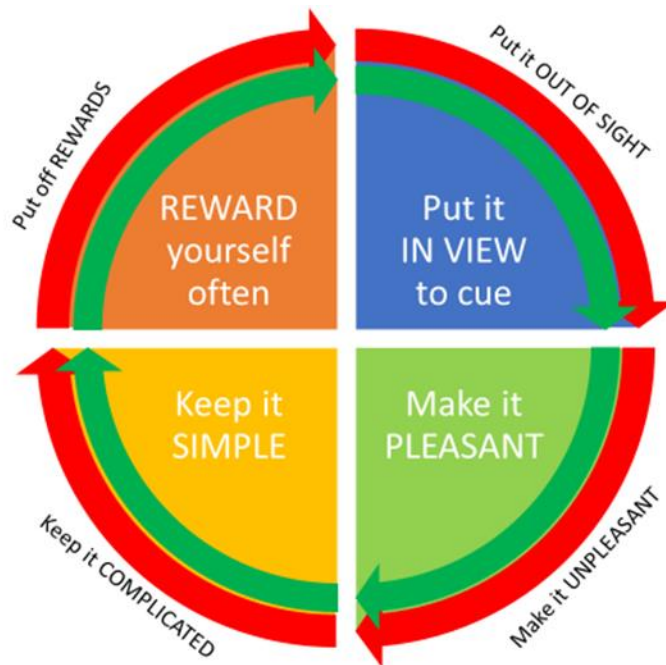
1. Put it **in view** to cue you into action.
2. Make it **pleasant** by gamifying.
3. Keep it simple to make it easier to implement.
4. **Reward yourself** daily to help keep you motivated.



### 4 Golden Rules to Building Good Habits



What do you think are the 4 rules to break **bad** habits?



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14

The 4 Rules to Break Bad Habits:

## Polar Expedition Outcome = Habits Influence

### SCOTT



- Faster approach
  - Pushed as much as possible
- Inconsistent habits
  - Stopped several days for bad weather
- Complicated transport systems
- Markers hard to see
- Uncomfortable wool clothing



### AMUNDSEN

- **Slow** approach
  - Stopped before exhausted
- **Steady** habits = Routines
  - Marched daily despite weather
- Simple transport systems (**Kept it SIMPLE**)
- Markers easy to spot (**Put it IN VIEW**)
- Comfortable furs worn (**Made it PLEASANT**)

## Creating Your Routines

- Find habits you can group together that are done at a similar time of day.
- The steps to make your routines stick are:
  - Write it out
  - Time it
  - Use visual reminders - post the steps of your routine
  - Practice it
- Building a routine requires you to put a group of habits together in a sequence. It is essential to start small with one or two habits.

## Daily Routine Example

### AM ROUTINE

- 6:00 am - Wake up
- 6:15 am – Make bed
- 6:20 am – Shower
- 6:30 am – Get dressed
- 6:45 am – Breakfast
- 7:15 am – Leave home

## My AM Routine


Write in the first 5 things you do in the morning.  
Record the habits in first. Time yourself for homework.

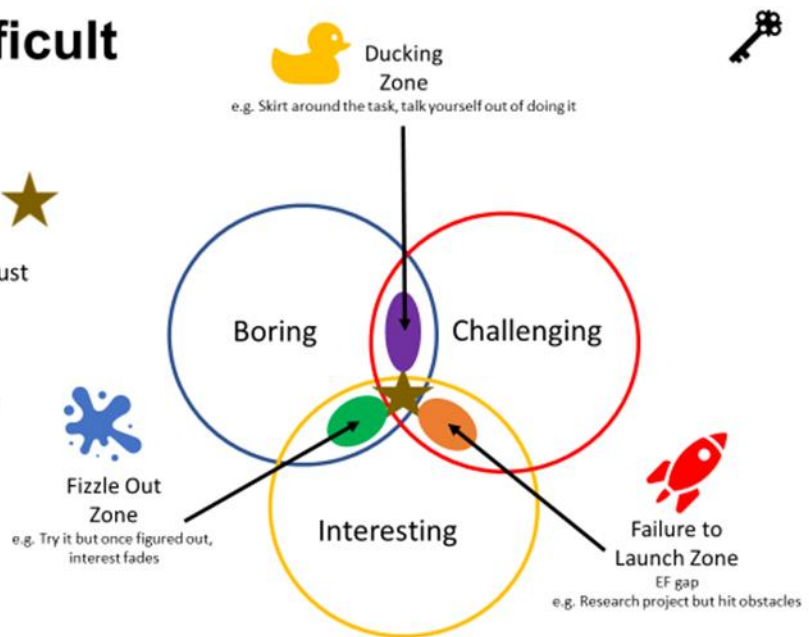
:	_____
:	_____
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:	_____
:	_____

\*Post this on your mirror, coffee maker, front door



## The Right Difficult

- Coined by Dr. Ned Hallowell
- Zone of enchantment = Our wheelhouse = MOTIVATION 
- To keep it there, you need to adjust the destination, by setting new goals or habits
- We've added the concept of the outer zones:
  - ✓ Fizzle Out Zone
  - ✓ Ducking Zone
  - ✓ Failure to Launch Zone
- As you grow, grow the goal otherwise you might slip into the Fizzle Out Zone.



© 2022 SOURCE: <https://www.additudemag.com/self-empowerment-adhd-advice/>  
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## What is Your Experience?



What are habits you tried but:

- Fizzled out on? \_\_\_\_\_
- Ducked out on? \_\_\_\_\_
- Failed to launch on? \_\_\_\_\_

Looking at the diagram. Did your habit become too boring, too easy or uninteresting?

What could you have done differently to keep it in the “right difficult”?

## Breakout Group



**Task:** Work together to discuss some of your most useful habits or routines.

**Goal:** To help your group members identify habits that might be useful for them to incorporate into their routine.


### **Steps:**


1. Designate a timekeeper who will keep track of time for the group.
2. Each person will have 2 minutes to share 3 habits that they find most useful.
3. Set a timer for 2 minutes per person. Repeat for each person.


## **Homework – Habits & Routines: Building the Foundation of ADHD Success**

### Summary:

- Select the new habit you want to implement this week.
- Determine when this habit will be performed (may be a habit stacking context).
- Finish your visual and verbal Stop & Turn Point reminders.
- Record your observations at the bottom of the page throughout the week.

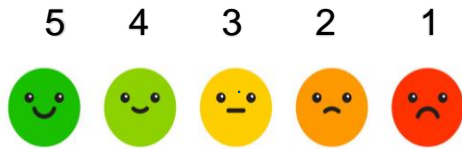
Action Plan	Don't forget to be specific and create a reminder.
	<p>What strategy will you try this week? When? Where? How will you remember? Obstacles?</p>

Toolbox	What are some of the items that might help you build and maintain your habits?
	

Observations	What did you notice this week? What worked? What didn't work?
	

CADDAC Adult ADHD Group Coaching Program  
Week 4 Emotional Regulation: Reducing the Impact of Intense Emotions  
Co-created by ADHD Coaches Rhiannon Carter & Nathalie Pedicelli

**Opening Check-In**



**How are you feeling right now?**

Rate how you are feeling between 1 and 5 by circling the number.

**Record one word that describes how you feel.**

-----

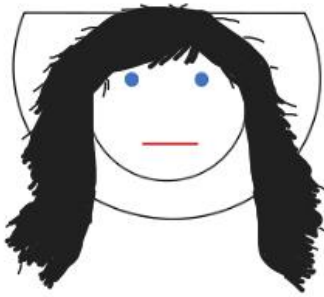
**My Wins This Week**

Empty box for writing 'My Wins This Week'.

**There Are Many Faces Of ADHD**



John has ADHD. He is a charismatic, high-energy man in his mid 30s. He lives alone with his dog and is a successful entrepreneur. As an innovative business owner, he is often under a lot of pressure at work and pulls all nighters to meet project deadlines. He wants a family someday, but just hasn't had time to get serious yet. Between working, hanging out with friends or participating in one of his many hobbies, he is just too busy.

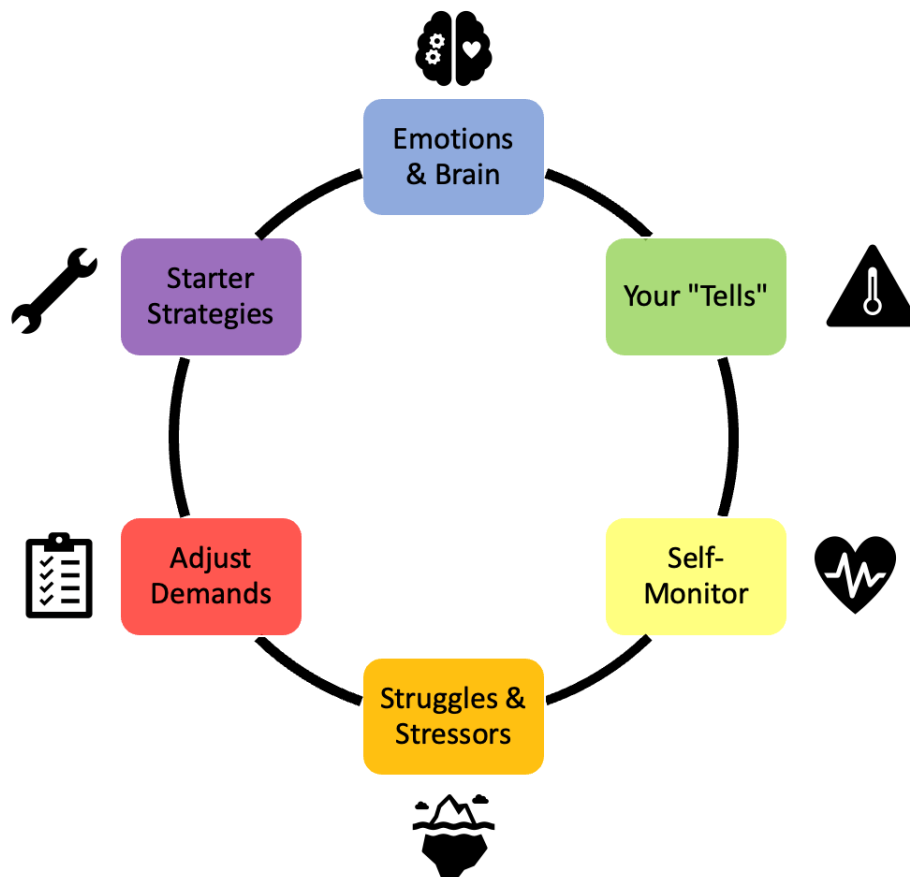


Sally has ADHD. She is an exhausted, married women in her early 40s, who works three days a week outside the home. As a mom of four school aged kids, three of which have ADHD, she is in a constant state of overwhelm. Juggling her own job, her husband's travel schedule along with all four kids is just too much for her. Despite burning the candle at both ends, she feels bad asking her family for help.



Doris has ADHD. She is a quiet empty nester who has two adult children, and several grandchildren. She is a recent retiree in her late 60s who lives alone right now, but her eldest son, who is 27 and has ADHD, frequently moves back in with her when he is out of work. Doris lives a calm and simple life. Aside from her volunteer shifts at an animal shelter she enjoys quiet days at home reading and gardening.

## Emotional S.O.S. - How to Save Our Selves



SOURCE: Rhiannon Carter, Empower You ADHD Coaching ©2022. Used with permission.



## Emotional S.O.S. – How to Save Our Selves Cheat Sheet



Understand the impact emotions and stress have on brain functioning.

- A) Remember even mild stress impairs executive function
- B) Once emotionally flooded the goal is to seek higher ground



Determine your “tells” when stressed or emotionally flooded.

- A) Body warning signs
- B) Behaviour warning signs



Practice self-monitoring by choosing a scale to monitor your level of emotional capacity.

- A) Emotional cup
- B) Emotion traffic light
- D) Question prompts - set reminders



Identify activities and tasks that reduce your emotional capacity. These are things that cause emotional flooding.

- A) List your high frequency situational struggles
- B) List your everyday stressors



Create a plan to adjust demands for lower emotional capacity situations.

- A) Reduce demands and/or stress
- B) Add in self-care
- C) Build a physical toolbox



Select and practice starter strategies for:

- A) Before flooding happens to prevent it
- B) Calming yourself down during emotional flooding
- C) Repair damage with self and/or others after emotional flooding

## Emotions & The Brain



What's the Connection Between Emotions & Executive Functions?

According to Thomas E. Brown, PhD:

- All executive function challenges are linked to difficulties with emotions.
- Challenges with processing emotions start in the brain.
- All stress impairs executive function.

## Determine Your “Tells”



A “tell” is a clue that reveals something. Behavioural clues can help you know when your emotions are growing.

- Your body sends you cues or signs when emotions \_\_\_\_\_ to get out of control.
- Identifying your body's warning \_\_\_\_\_ will help you notice them in the moment to better manage emotions.

## Body Warning Signals



Check off at least three of your tells - body's warning signals or add your own.

- Head is buzzing
- Tunnel vision
- Rapid heartbeat
- Upset stomach, loss of appetite
- Hot or sweating
- Tense muscles

- Red face
- Feeling jittery
- Restlessness
- Headache
- Other???



## **Behaviour Warning Signs**



Check off at least 3 of your behaviour warning signals or add your own.

- Arguing
- Withdrawing
- Ruminating
- Taking risks
- Rapid speech
- Loud voice
- Checking out
- Irritable
- Anger
- Can't find words
- Crying

Running away or hiding out

Becoming stuck or paralyzed

Others???

SOURCE: Maguire, Caroline. *Why Will No One Play With Me? The Play Better Plan to Help Children of all Ages Make Friends and Thrive.* (2019). Grand Central Publishing.

## **Self-Monitoring Helps You Gauge Your Emotional Capacity**



Imagine a cup, that fills and empties with liquid depending on how you are feeling.

- Everything in your life that causes stress is poured into your emotional cup.
- The more things added the higher the level goes in the cup.
- The cup is your emotional capacity to handle things.
- When the liquid gets to the top, it starts to spill over.
- You have hit your emotional capacity. Your limit.

## **When Your Cup Spills Over...**

- ✓ It's called emotional \_\_\_\_\_.
- ✓ It happens when the thinking brain is overrun with emotions and shuts down.
- ✓ The body's internal threat detection system is activated.
- ✓ Once activated the \_\_\_\_\_ prepares to:

- **fight back**
- **run**
- **freeze**

## **This Is Sally When Her Emotional Cup Is Overflowing**

When Sally is emotionally flooded, she cannot:

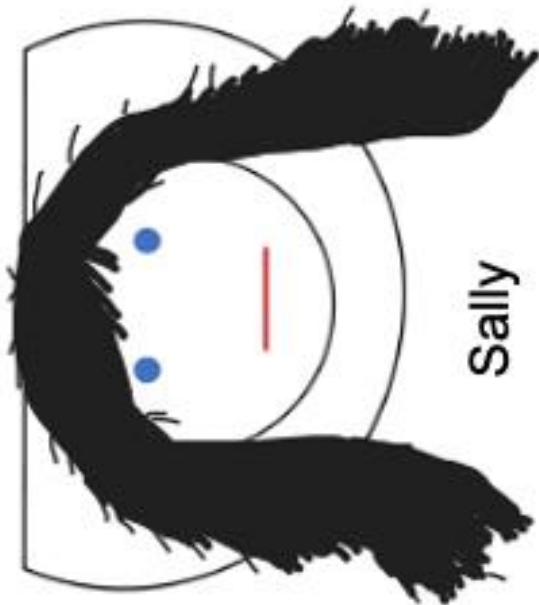
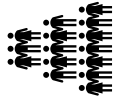
- X** Have a conversation
- X** Hear what other people are saying
- X** Have a clear perspective
- X** Problem solve
- X** Think rationally



SOURCE: Rhiannon Carter, Empower You ADHD Coaching. Used with permission.



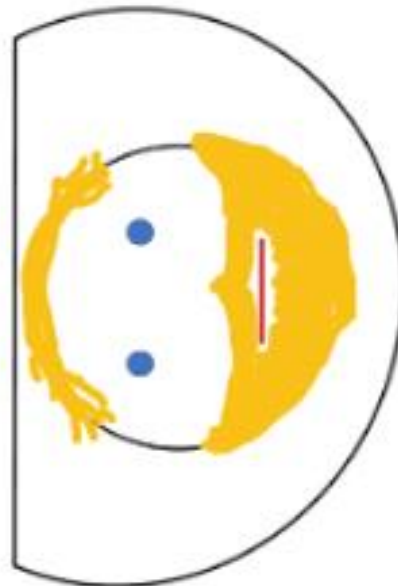
**What's in Their Emotional Cup?**



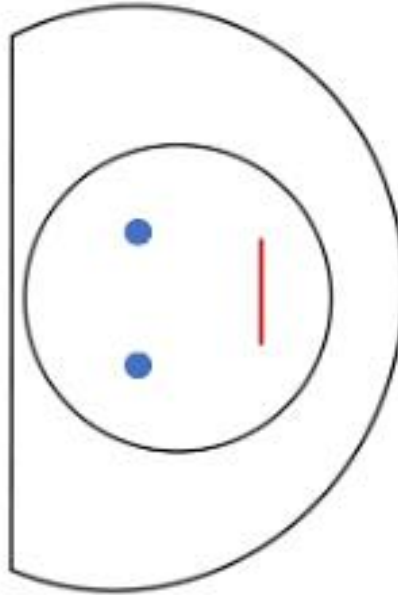
Sally



Doris



John



You

ADHD  
 Work  
 Relationships

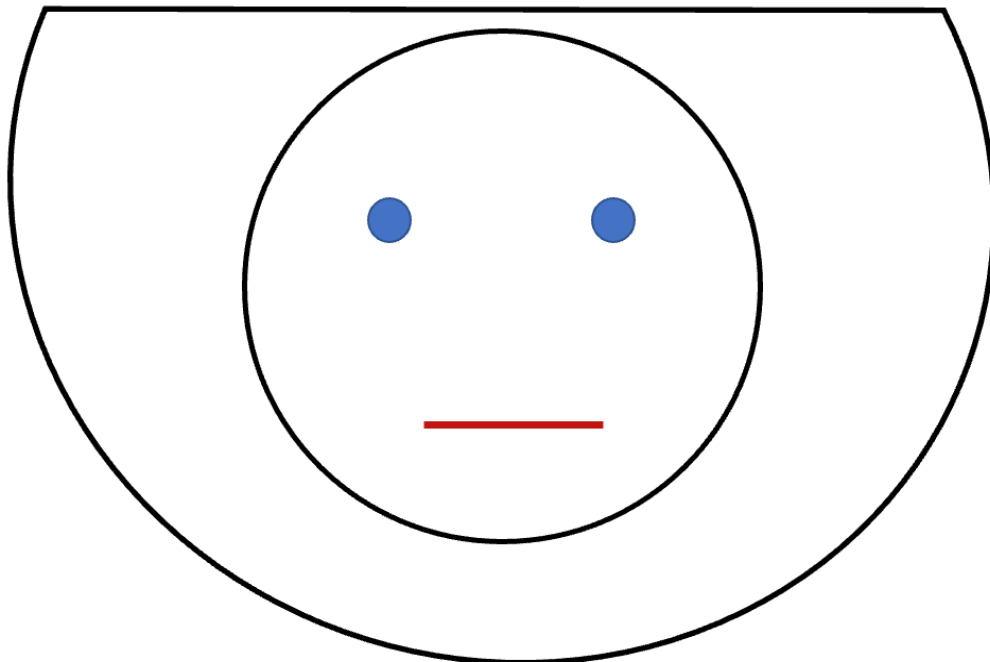
SOURCE: Rhiannon Carter, Empower You ADHD Coaching. Used with permission.



## What's In Your Emotional Cup?



1. How much does ADHD add to your emotional cup? Draw in the line.
2. How much room does work add? Draw in the line.
3. What do relationships add? Draw in the line.
4. What are your other big stressors? Add your own, (kids, illness, new job, grieving).







## Identify Struggles & Stressors

Examples of everyday stressors include:

Leaving the house  
Cooking a meal  
When you are late  
Decisions  
Cleaning

Returning emails  
Arguing with a spouse  
Driving and getting lost  
Clutter  
Surprises



List at least 3 everyday stressors that cause emotional flooding. 

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Adjust Demands When Your Capacity is Low (HOMEWORK)



A) Reduce demands and/or stress to compensate for lower emotional capacity.

- Avoid overscheduling your time (when you are in the yellow zone).
- Look for things you can take off your plate (off load, outsource, trade).

B) Add in self-care

- Restorative
- Calming
- Self-advocate

C) Build A Physical Toolbox

- You can create a toolbox with ideas and things that reduce the demands on you and reduce rumination for before, during and after flooding.



Brainstorm ideas for your toolbox to reduce or adjust the demands on you.

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### **Starter Strategies for Before Emotional Flooding**



When you notice you are getting upset, choose one calming strategy to try from the list or add your own.

- Take deep breaths
- Watch a funny video
- Snuggle a pet
- Go outside
- Get moving
  - walk
  - jumping jacks
  - yoga
- Count backwards from 200 by 7s out loud
- Take a time out

### **Starter Strategies for During Emotional Flooding**

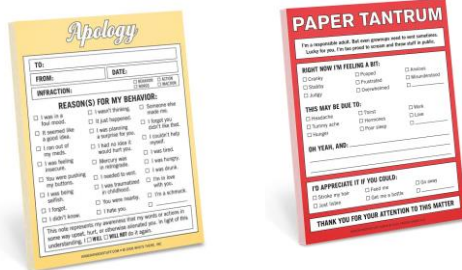
These are strategies you can use in the **moment** when you are already flooded.

- Take Deep Breaths
- Drink a glass of cold water
- Take a step back
- Take a 60-minute pause

## Strategies For After Emotional Flooding

These are strategies you can use to repair things after emotional flooding.

- Take a timeout to calm down → hide in the pantry or bathroom
- Wait until you are calm
- Be kind to yourself after you mess up → Use your Self-Talk Action Plan
- Say you are sorry with words or a notepad



SOURCE: <https://knockknockstuff.com/collections/nifty-notes>

## Breakout Group Instructions



### Task:

Each group will read a story about either John, Sally or Doris. You will work together to answer the questions.

### Goal:

Practice applying the concepts you learned today.

### Steps:

1. Designate someone to read the story and questions out loud to the group.
2. Each person will record their answers in the workbook.
3. Designate a timekeeper who will keep track of time for the group.
4. Look at your week 4 workbook for information to help you answer the questions.
5. The group will spend a total of 10 minutes answering questions for your story.

## **Story #1: John**



John has an important meeting to try to win a big project with an existing client. He will meet with the client's entire team the next morning. Unfortunately, he can't start working on the presentation until late the night before because his dog needed an emergency trip to the vet. After the vet appointment John's head is buzzing and he decides to pass on dinner because of an upset stomach.

He can't get worried thoughts about his dog out of his head. The same thoughts turn over and over in his mind making it difficult to start the presentation. John calls his girlfriend and ends up yelling at her. As a result, he feels irritated with his lack of focus and stays up most of the night working on the presentation.

The next day John accidentally sleeps through his alarm. Bolting awake with a start he realizes he has an hour to get to the meeting. Adrenaline surging, he struggles to think straight. John is furious with himself for being so stupid! He manages to arrive at the client's office to set up for his presentation on time. John is a master of disguise. On the outside he looks cool as a cucumber but his heart is racing. Exhausted from only 2 hours of sleep, his emotional cup is drops away from overflowing. Before starting his presentation John excuses himself to use the restroom. Once outside of the conference room he takes slow deep breaths on the way down the hall to regain composure. He can feel his heart rate slow down and he reassures himself that he can do this. On his way back into the meeting John helps himself to a cold bottle of water. Now that he is feeling calmer, he starts the presentation.

SOURCE: Rhiannon Carter, Empower You ADHD Coaching. Used with permission.

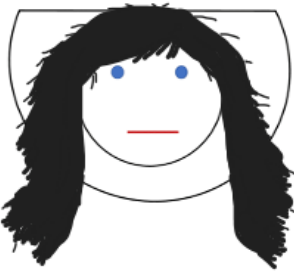
**1. What are John's body "tells"?**

**2. What are John's behaviour "tells"?**

**3. What strategies did John use during flooding at the meeting?**

**4. What could he do to repair things after emotional flooding?**

## **Story #2: Sally**



Sally arrives late to pick up the kids from school with a terrible headache. They are the last four kids on the playground... again. Once home she clenches her jaw as she realizes today was the day her husband was out of town for work. Irritability sets in as she realizes she is on her own with four hungry, tired kids. She wonders for the thousandth time, why he gets to travel while she is stuck at home with their rambunctious kids.

Everyone eats cereal for dinner because she didn't have time to get groceries. After dragging the kids from one activity to another they finally make it home only to find the front door is wide open. This is a common occurrence in Sally's family. Three of her kids also have ADHD so someone forgot to close and lock on their way out.

The rest of the evening is utter chaos. The kids resist bedtime for 2 hours. After using up her last ounce of patience she erupts like a volcano repeatedly yelling at all of them to get to bed. As they continue to push the boundaries, Sally periodically hides in the bathroom for a timeout, watching funny dog videos on her phone to try and calm down. She hates herself for raising her voice at them! The next day Sally is feels ashamed for losing her patience with her kids last night. She is ruminating and beats herself up for not being a better mom.

SOURCE: Rhiannon Carter, Empower You ADHD Coaching. Used with permission.

**1. What are Sally's body "tells"?**

**2. What are Sally's behaviour "tells"?**

**3. What strategies did Sally use to calm down when she was emotionally flooded?**

**4. What strategies could Sally use the next day to repair things after becoming emotionally flooded with her kids? Herself?**

## **Story #3: Doris**



Doris arrives home with a stiff neck after a long shift at the animal shelter. She is emotionally exhausted after taking care of a litter of neglected kittens all day. After a busy day Doris longs for peace and quiet. When she opens her front door, she sees her 27-year-old son sprawled across her couch playing video games with friends. She immediately regrets giving him a key to her house and feels her son never respects her boundaries.

Doris's eyes survey the living room. It is littered with takeout garbage and empty energy drink cans. Her son had asked if he could move back in temporarily after he quick his job but wasn't scheduled to move in for another week. Doris instantly feels a wave of heat rush over her body as anger rises. The heat settles in her face as her cheeks flush. Last minute changes make her feel out of control and so irritable that she can't find the right words to get her point across. Doris desperately wants to ask her son and his friends to leave so she can have quiet time after her long day. Too overwhelmed to speak, she hides in her room for the remainder of the evening instead. Supporting her son takes a lot of Doris's energy. Even when she is daydreaming in the garden, worry creeps in. She often wonders when he will be able to support himself without her help.

Two days later Doris decides to have a serious conversation with her son. She gives him a heads up and they schedule a time in the afternoon to go for a walk and talk about the rules he will follow while her lives with her.

SOURCE: Rhiannon Carter, Empower You ADHD Coaching. Used with permission.

**1. What are Doris's body "tells"?**

**2. What are Doris's behaviour "tells"?**

**3. What could one of Doris's high frequency stressors be? Why?**

**4. How did Doris advocate for her own needs with her son?**



## **Breakout Group - Answer Key**

### **Sally**

1. What are Sally's body "tells"?  
headache, clenched jaw
2. What are Sally's behaviour "tells"?  
irritability, rumination, yelling
3. What strategies did Sally use to calm down when she was emotionally flooded?  
time out, funny videos
4. What strategies could Sally use the next day to repair things after becoming emotionally flooded with her kids? Herself?
  - Apologize to the kids for yelling.
  - Tell herself she did the best she could or that no one is perfect.
  - Other?

### **John**

1. What are John's body "tells"? List at least 3.  
head buzzing, upset stomach, heart racing
2. What are John's behaviour "tells"? List at least 3.  
rumination, yelling at girlfriend, irritated
3. What strategies did John use during flooding at the meeting?  
timeout, slow deep breaths, cold water
4. What could he do to repair things after emotional flooding?
  - Call or text an apology for yelling at her.
  - Share how he was feeling.
  - Other?


### **Doris**


1. What are Doris's body "tells"?  
stiff neck, hot, flushed face
2. What are Doris's behaviour "tells"?  
irritable, can't find words, overwhelmed, withdrawing, worry
3. What could one of Doris's high frequency stressors be?
  - Supporting her son.
  - Her son is moving in with her.
  - Her son quit his job.
  - Other?
4. How did Doris advocate for her own needs with her son?
  - She had a conversation with him when she was calm.
  - She spent time deciding on her rules.
  - She communicated her new rules and expectations for her son to follow.


## Homework – Emotional Regulation: Reducing the Impact of Intense Emotions

### Summary:

- Choose one strategy for before, during or after emotional flooding to try this week.
- Try to notice your body and behaviour “tells” this week.
- Add items to your physical toolbox to help you adjust demands when your emotional capacity is low. See page 10.
- Record your observations at the bottom of the page throughout the week.

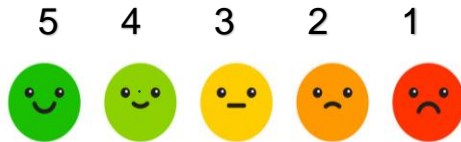
Action Plan	Don't forget to be specific and create a reminder.
	What strategy for <u>before</u> , <u>during</u> or <u>after emotional flooding</u> will you try this week to reduce the impact of intense emotions?

Toolbox	Record the <u>three things</u> you can add to your physical toolbox to help you adjust demands when your emotional capacity is low.
	

Observations	What <u>body or behaviour “tells”</u> did you notice this week?
	

CADDAC Adult ADHD Group Coaching Program  
Week 5 - Planning & Time Management: Setting Your Intentions  
Co-created by ADHD Coaches Nathalie Pedicelli & Rhiannon Carter

**Opening Check-In**



**How are you feeling right now?**

Rate how you are feeling between 1 and 5 by circling the number.

**Record one word that describes how you feel.**

-----

**My Wins This Week**

Empty box for writing 'My Wins This Week'.

**Guiding Principles for Planning**

- **Record everything in one location:** Planner or App
- **Choose an ADHD friendly planner:** Weekly view with time slots is often the best option
- Supporting your **Prospective Memory** is essential
- **Future planning** can reduce stress



## **Future Planning & Setting Intentions**

- People with ADHD live in the 'Now' or 'Not Now' so \_\_\_\_\_ rarely happens.
- \_\_\_\_\_ planning is starting to think beyond the day or week.
- Putting the 'Not Now' into your planner.
  - i.e., scheduled appointments and tasks you want to do beyond the week, month, or season.
- By setting your \_\_\_\_\_ for the day, you can start planning tasks that will bring you closer to your goals.
  - This Summer, I want to run a marathon.
  - Next year, I want to move to the country.
- Ideally you set your intentions for the year, but you can start by setting the intentions for the next \_\_\_\_\_.

## **Future Planning & Setting Intentions - Examples**

### **For the next month:**

- Can the excess produce from the vegetable garden
- Revise my website texts
- Take the kids to the museum

### **For the season:**

- Fall – Expand the garden beds
- Winter – Plan next year's garden layout
- Spring – Start seedlings & till earth
- Summer – Set up irrigation system

**For the year:**

- Create a vegetable garden
- Paint my bedroom
- Launch my first webinar
- Run a marathon

**Starter Tools for Time Management**

**Timers:**

- ✓ Time Timer
- ✓ The Pomodoro Technique



**Digital to-do list:**

- ✓ Due app
- ✓ Tick Tick



**Accountability:**

- ✓ Focusmate
- ✓ ADHD Support Group



**What is a Brain Dump?**

- It's taking that virtual to-do list in your head and those loose bits of paper and putting them in one place in a putting them in one place in a planner or in an app.
- Has no \_\_\_\_\_ as to when it will happen.
- Reduces \_\_\_\_\_ because you are less likely to forget things when they are written.
- This freed up mind space creates room for \_\_\_\_\_.

Ideally, sort by category to make it easier to identify priorities.

## 5 Steps to Setting Up Your Planner

1. Enter all your **known** commitments for the year. For example:



- Medical appointments
- Vacations
- Birthdays & Anniversaries

2. Enter your **repeating** commitments for the year. For example:



- 6-week yoga classes
- School calendar for year
- Weekly team meetings

3. Enter your repeating **tasks** for the year. For example:



- Monthly dog grooming
- Weekly bills
- Spring & Fall tire change

4. Gather your **to-dos** in one place. For example:



- Pile up your **sticky notes**
- Collect your **notebooks**
- Find your random **lists**
- Check your **apps** and **computer**

5. Record your brain dump to-dos by category in your **planner** or app.  
For example:



- Keep it to 4 categories to start
- Less overwhelming to see shorter lists
- Categories make it easier to identify priorities
- Customize to your needs

## Brain Dump – Example

### HOME:



- Paint main bedroom
- Repair dishwasher
- Clean out gutters

### FAMILY:



- Book dentist for kids
- Plan weekend getaway
- Start a vegetable garden

### PERSONAL:



- Register for yoga
- Research physiotherapist
- Renew driver's permit

### WORK:



- Book job reviews
- Review medical plan
- Schedule project X launch

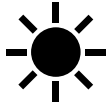
## Daily Plan

- ✓ The Daily Plan is a rough structure for your day.
- ✓ You can assign approximate times to actions.
- ✓ This includes anchors to your day: meals, breaks, work times, routines.

## Daily Plan Example

- 7am Wake-up & Breakfast
- 8am Leave for work
- 9am Start work
- 10:30am Break
- 12noon Lunch
- 1pm Re-start work
- 3:30pm Break
- 5pm Leave work
- 6pm Dinner
- 7pm Evening activity
- 10pm Bedtime

## My Daily Plan (HOMEWORK)



Fill out your daily plan below along with approximate times.  
You can do this for homework.



TIME	CHECK POINT
: _____	_____
: _____	_____
: _____	_____
: _____	_____
: _____	_____
: _____	_____

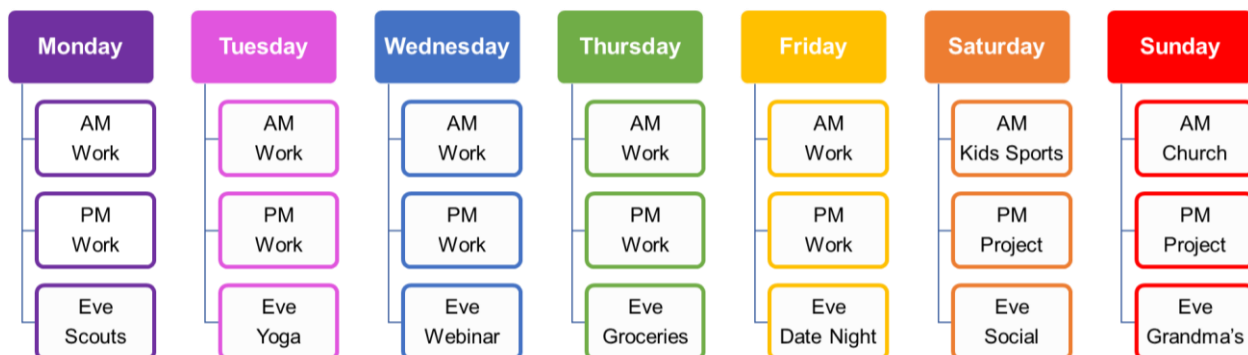
## What is Time Blocking?



- Time blocking is a general time management strategy for scheduling your day or your week.
- Use time blocks to divide your day and week.
- Each block of time is assigned a big task or group of similar tasks.
- Time blocking creates fewer transitions and opportunities for distraction and productivity loss.
- Reduces the number of decisions you will have to make.

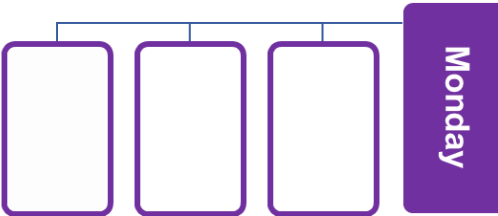
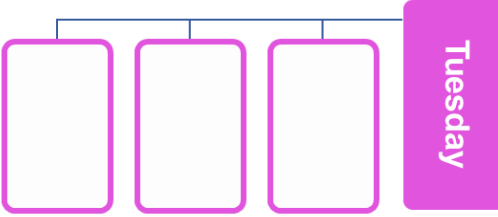
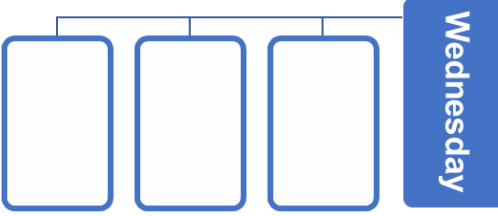
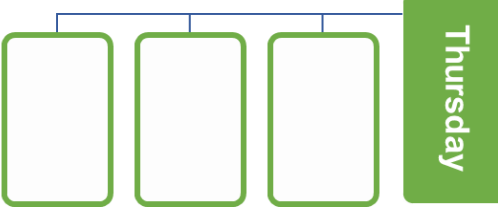
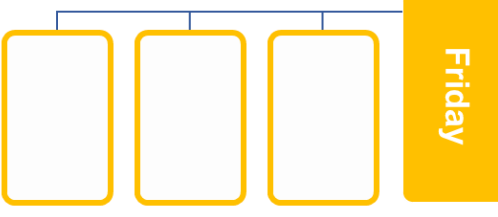
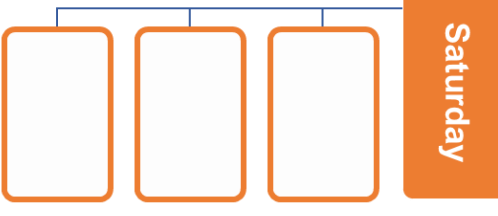
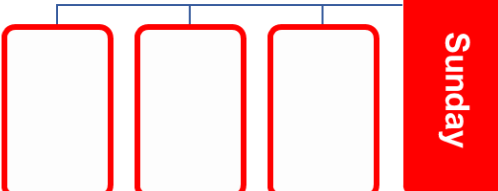
## Weekly Time Blocking Plan Example

- ✓ This is an example of a weekly plan using time blocking.
- ✓ It can be done by number of hours instead of AM/PM/Eve.



## My Weekly Time Blocking Plan

Use this chart to fill in your high-level time blocking for homework. Look at the example on page 8 for ideas.

	Monday
	Tuesday
	Wednesday
	Thursday
	Friday
	Saturday
	Sunday



## Breaking Down a Project

### Making Stew For Friends & Family



#### Project to breakdown: Making Stew



Consider dietary restrictions

Choose a recipe

Check for missing ingredients

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### Scheduling Making the Stew

This is what the previous brainstorm of tasks might look like when scheduled in your planner.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<ul style="list-style-type: none"> <li>• Invite friends &amp; family</li> </ul>	<ul style="list-style-type: none"> <li>• Consider dietary restrictions</li> <li>• Select recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Check for missing ingredients</li> <li>• Make grocery list</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up groceries</li> </ul>	<ul style="list-style-type: none"> <li>• Chop up ingredients</li> <li>• Set table</li> </ul>	<ul style="list-style-type: none"> <li>• Cook ingredients</li> <li>• Enjoy the stew with friends &amp; family</li> </ul>	<ul style="list-style-type: none"> <li>• Freeze leftovers</li> </ul>





## Project Planning Tool

✓ **Project to breakdown:** \_\_\_\_\_

✓ **Estimated start date:** \_\_\_\_\_

### **Tasks:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## **Breakout Group Instructions**

### **Task:**

Work together to discuss the pros and cons for your type of planner.

### **Goal:**

To help your group members identify what type of a planner they might opt for.

### **Steps:**

1. Designate a timekeeper who will keep track of time for the group.
2. Each person will have 2 minutes to share 3 pros or cons of their type of planner.
3. Set a timer for 2 minutes per person. Repeat for each person.


### **Rules:**


1. Participants cannot comment on ideas during the brainstorming.
2. No turning down or judging ideas.


## Homework - Planning & Time Management: Setting Your Intentions

### Summary:

- Use the 5 steps to setting up your planner to fill in your daily notebook or Planner with dates, known and recurring commitments and recurring tasks and record your plan in the Action Plan.
- Continue working on your brain dump by category: home, family, work, personal or other categories that suits you (keep it to five max).
- If you have extra time for homework, take one small project and break it down in smaller chunks. Then schedule the tasks into your planner.
- Record your observations at the bottom of the page throughout the week.

Action Plan	Don't forget to be specific and create a reminder.
	What will you try this week? When? Where? How will you remember? Obstacles?

Toolbox	Finish building your brain dump lists.
	

Observations	What did you notice this week? What worked? What didn't work?
	

# Notebook Set Up to Replace Planner

SOURCE: Nathalie Pedicelli Organize.Thrive.Monetize. Coaching ©2022



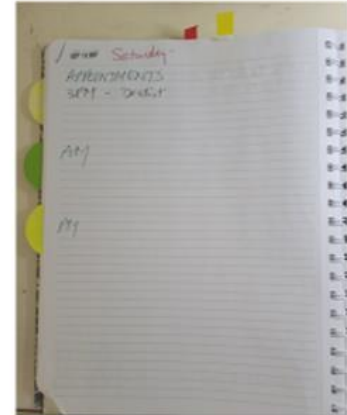
- 180 pages, interior pocket
- Can hold 4 months + space for notes or 6 months of daily to-dos
- Re-usable tabs labelled with months



- Add date & day of the week
- Separate by category of tasks

©2022

OR



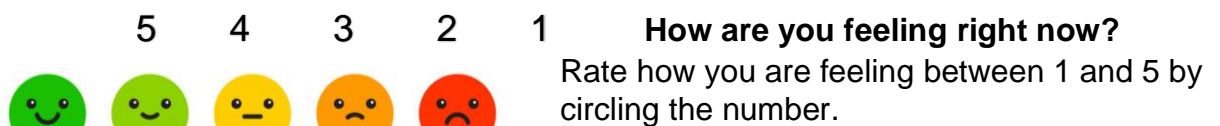
- Add date & day of the week
- Put appointments on top
- Can use AM/PM/Eve to write tasks for the day

29

## CADDAC Adult ADHD Group Coaching Program Week 6 – Productivity: Overcoming Procrastination

Co-created by ADHD Coaches Nathalie Pedicelli & Rhiannon Carter

### Opening Check-In



**Record one word that describes how you feel.**

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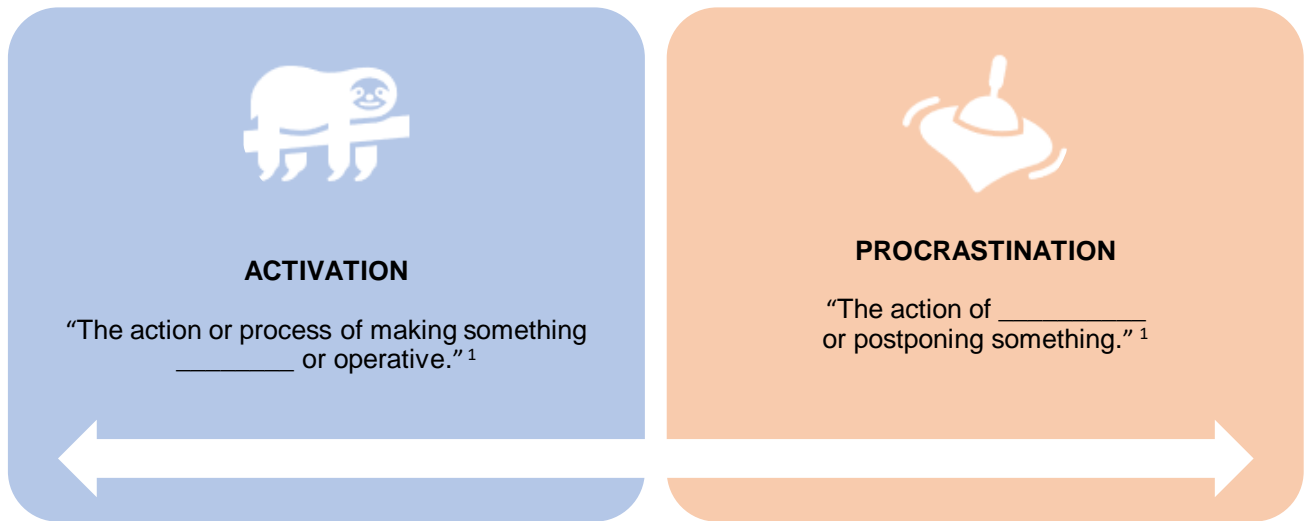
### My Wins This Week

### What's the Deal With Procrastination?

- Chronic procrastination:
  - At work can jeopardize your \_\_\_\_\_ security.
  - At home can lead to \_\_\_\_\_ problems.
  - \_\_\_\_\_ moods are a big part of why we procrastinate, and negative self-talk entices us to shift to something pleasant.
- Procrastination is an \_\_\_\_\_ regulation problem not a time management problem.

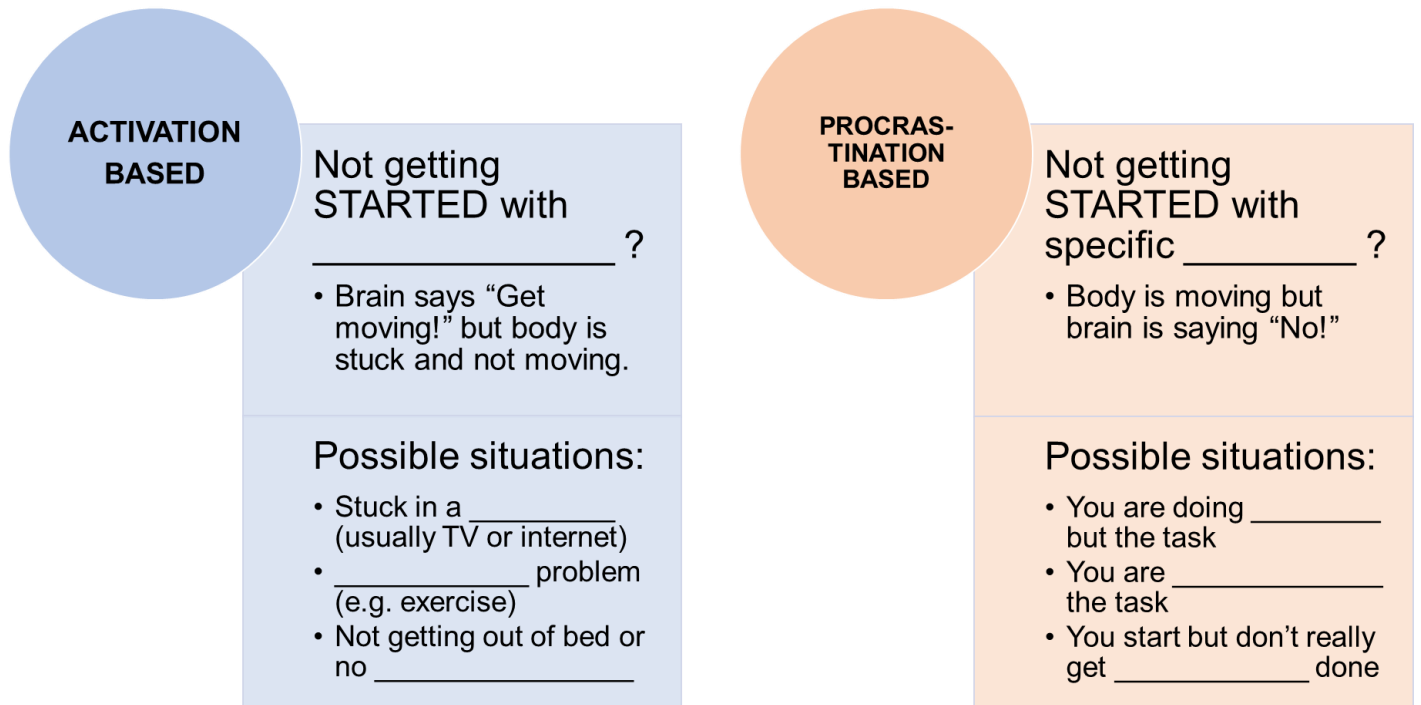
**SOURCE:** Why You Procrastinate (It Has Nothing to Do with Self-Control) by Charlotte Lieberman.

## What is the Difference Between Activation and Procrastination?



SOURCE: <https://languages.oup.com/google-dictionary-en/>

## How to Tell if the Problem is Activation or Procrastination



## Use Activation Strategies If...

<b>Stuck in a trap</b>	<b>It's habit problem</b>	<b>Not getting out of bed or no energy</b>
<ul style="list-style-type: none"> <li>✓ Use external <b>helpers</b> (e.g. shut-offs, locks)</li> <li>✓ Make it hard to get into the trap by putting <b>obstacles</b> in the way</li> </ul>	<ul style="list-style-type: none"> <li>✓ Review your notes from week 3!               <ul style="list-style-type: none"> <li>• The <b>stages</b> of habits</li> <li>• The <b>principles</b> of habit building</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Investigate your <b>sleep</b> situation (e.g. hours, quality)</li> <li>✓ Do a <b>health</b> check               <ul style="list-style-type: none"> <li>✓ Physical or blood test</li> <li>✓ Other mental health issue?</li> </ul> </li> </ul>

### Steps to Deal with Procrastination - Summary

**Step 1:** Identify the **task** you are procrastinating on.

**Step 2:** Identify the **source** of the procrastination:

- Emotions?
- Brain Gap?

**Step 3:** Narrow down the reason using the PQT\*.

**Step 4:** Find the strategies that apply.

\*Procrastination Questioning Tool

## Procrastination Reduction Process – Example

- **Step 1:** Identify the task you are procrastinating on.  
*Sorting through Aunt Joan's stuff*
- **Step 2:** Identify the source of the procrastination  
Emotions or Brain Gap?
- **Step 3:** Narrow down the reason using the PQT.  
*Brain Gap: Stimulation*
- **Step 4:** Find the strategies that apply.
  1. *Get a body double*
  2. *Gamify my task*
  3. *Swap task with partner*

## Procrastination Reduction Process BLANK FORM

• **Step 1:** Identify the task you are procrastinating on. \_\_\_\_\_

• **Step 2:** Identify the source of the procrastination.

Emotions or Brain Gap? \_\_\_\_\_

• **Step 3:** Narrow the reason using the PQT. \_\_\_\_\_ : \_\_\_\_\_

• **Step 4:** Find the strategies that apply.

- 1.
- 2.
- 3.



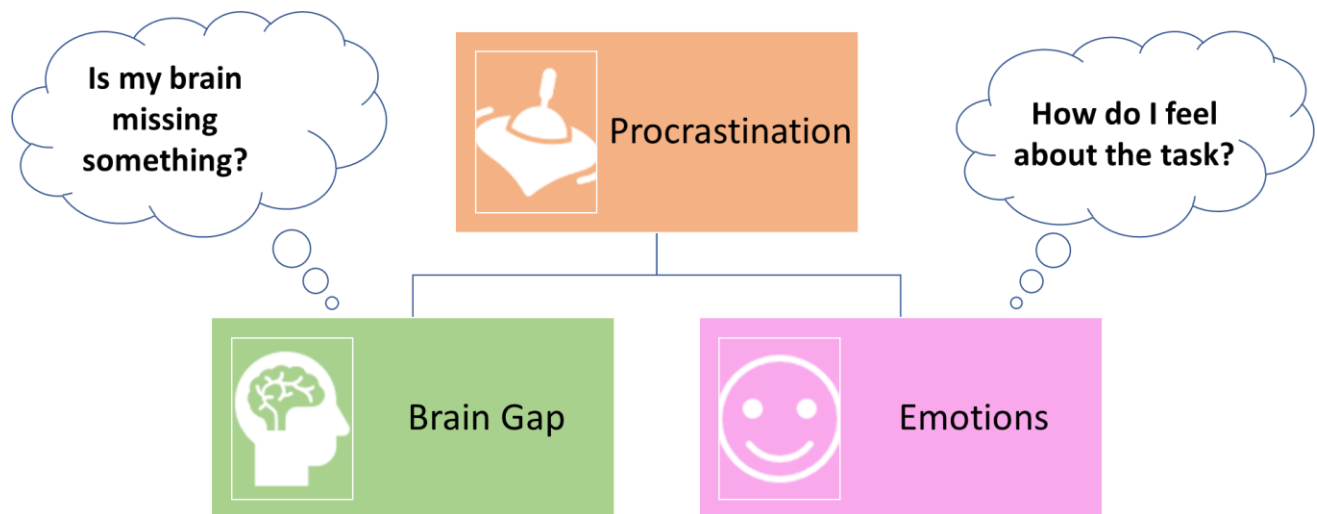
## STEP 1: Identify the Task You Are Procrastinating On

### EXAMPLES:

- A task that is being \_\_\_\_\_ pushed to a later date on your to-do list.
- A task that you often try to \_\_\_\_\_ but never really do.
- A task that you started but can't seem to \_\_\_\_\_.

## Step 2: Identify the Source of the Procrastination

Circle the source that applies. Use this as the starting point for Step 3.



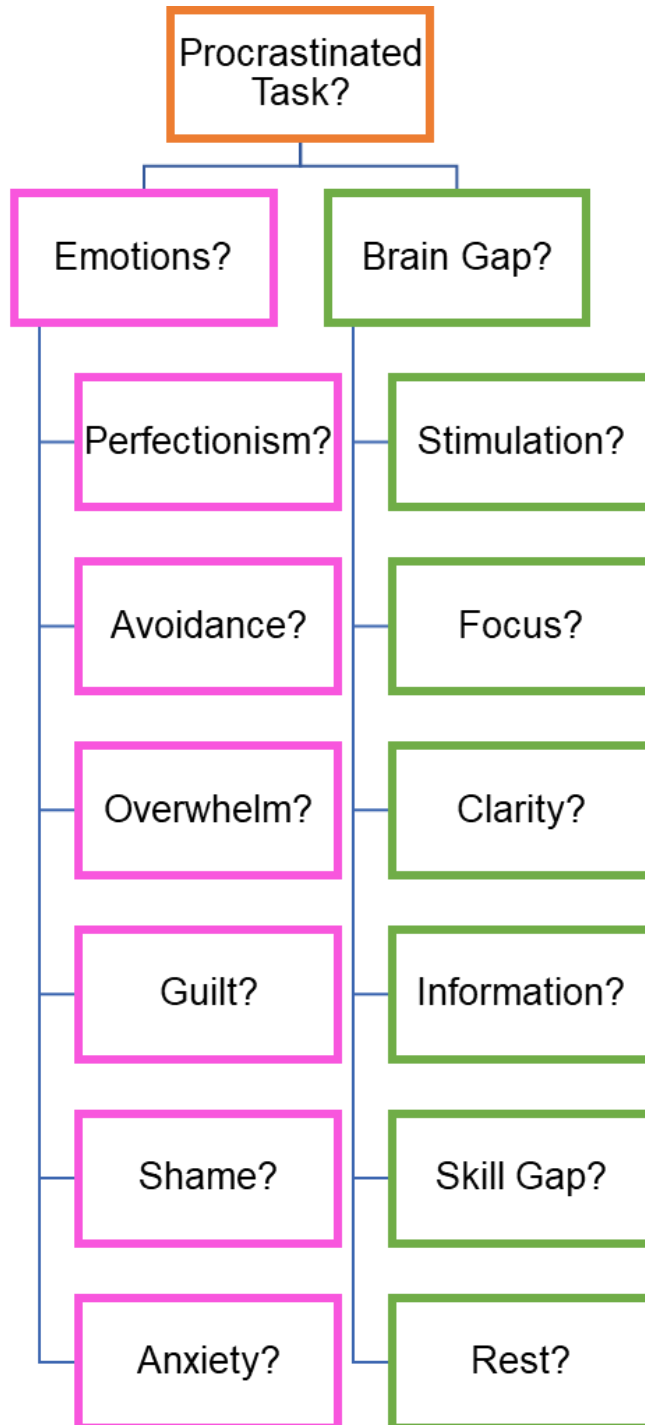
## Step 3: Narrow Down the Reason Using the PQT

The **Procrastination Questioning Tool** can help you narrow down the reason why you are procrastinating on a specific task so you can apply the right strategy.

It is possible to have more than one reason.

\*PQT = Procrastination Questioning Tool

## Step 3 – Procrastination Questioning Tool (PTQ)



## **Step 3: Narrowing the Reason Brain Gap**



Brain Gap?



QUESTIONS

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Use this space to create your own Procrastination Questioning Tool to help you identify the reason you might be procrastinating. Add in your own questions later for homework.


**Step 3: Narrowing the Reason Emotions**



Emotions?



QUESTIONS

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Use this space to create your own Procrastination Questioning Tool to help you identify the reason you might be procrastinating. Add in your own questions later for homework.

## Step 4: Find the Strategies for Stimulation Gap - Example



- Do some vigorous exercise for 5 minutes
- Enter task into 'Habitica'
- Get a body double buddy

## Step 4: Brainstorm Strategies for Boredom = Stimulation Gap

Now let's brainstorm together and record your new ideas.

- Delegate the task
- Enter it into an app like "Habitica" and earn "coins" for upgrades
- Change the venue where you do the task
- 
- 
- 

## Step 4: MY OWN Strategies for STIMULATION Missing

Select your 3 favorite strategies to deal with boredom from the list we just brainstormed. You will finish this for homework.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## **Keep In Mind...**

- Dealing with procrastination is not a one \_\_\_\_\_ fits all approach.
- Knowing the reason helps you \_\_\_\_\_ the strategy to the type of procrastination situation.
- What works for your friends may not work for you when you are \_\_\_\_\_.
- Apply the steps that work for you. Don't worry if you are not ready for some of them yet.

## **Breakout Group Instructions**



### **Task:**

Work together to discuss strategies for different types of procrastination.

### **Goal:**

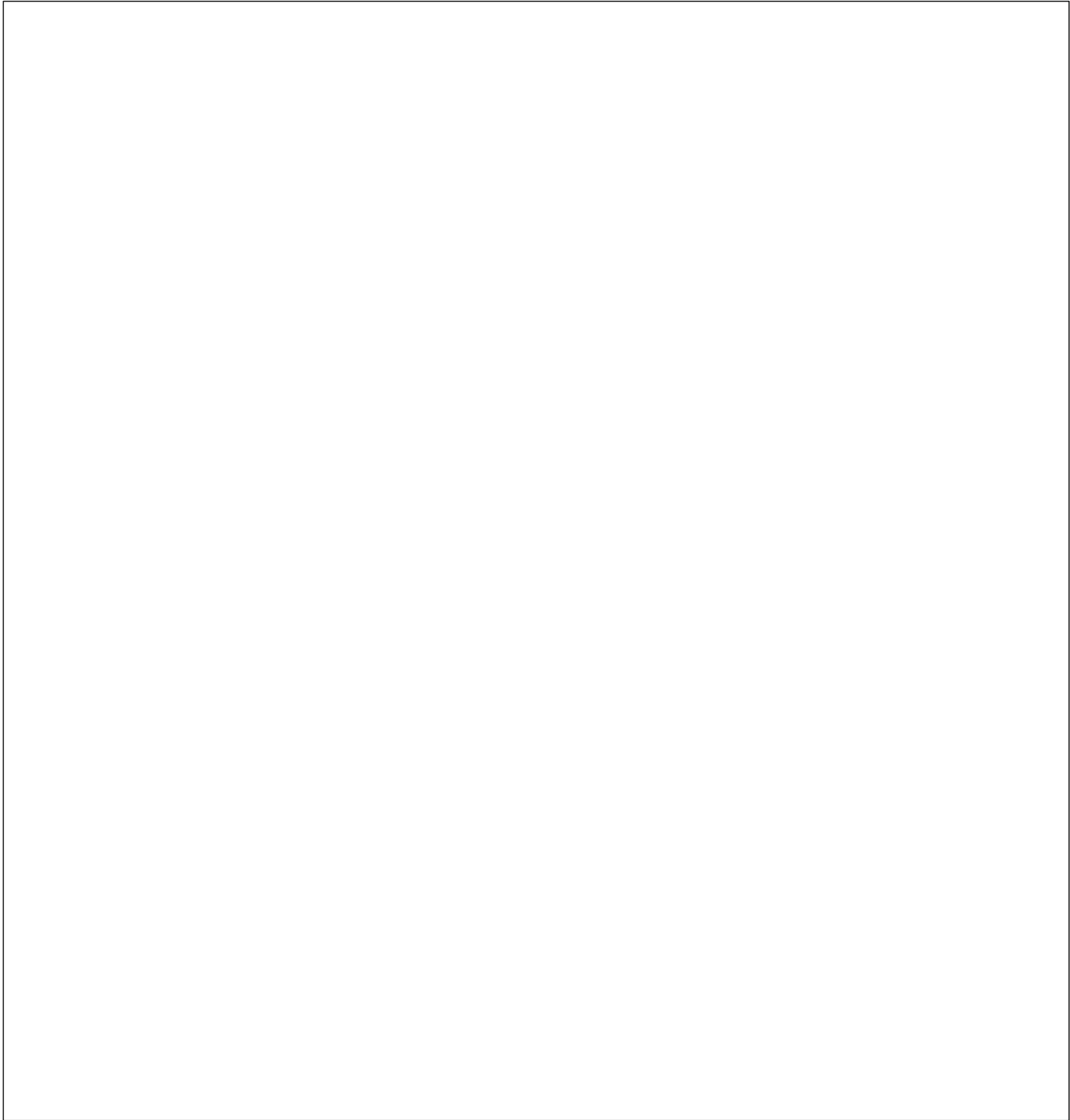
To help your group members identify procrastination strategies they may opt for.

### **Steps:**

1. Designate a timekeeper who will keep track of time for the group.
3. The group will spend a total of 10 minutes brainstorming ideas for both assigned types of procrastination.
4. Set a timer and brainstorm for 5 minutes on each type.

### **Rules:**


1. Each person gets to make one suggestion. Each person gets to make one suggestion at a time. Minimum one suggestion each.
2. Participants cannot comment on ideas during the brainstorming.
3. No turning down or judging ideas.
4. Aim for quantity.
5. Stay focused.





## Homework - Productivity: Overcoming Procrastination

Summary:

- Create your customized **Procrastination Reduction Reference Chart and Questioning Tool** for the ones that impact you using the forms in your workbook.
- Record your observations at the bottom of the page throughout the week.

Action Plan	
	When will you create a customized Procrastination Reduction Reference Chart? Where? How will you remember? Obstacles?

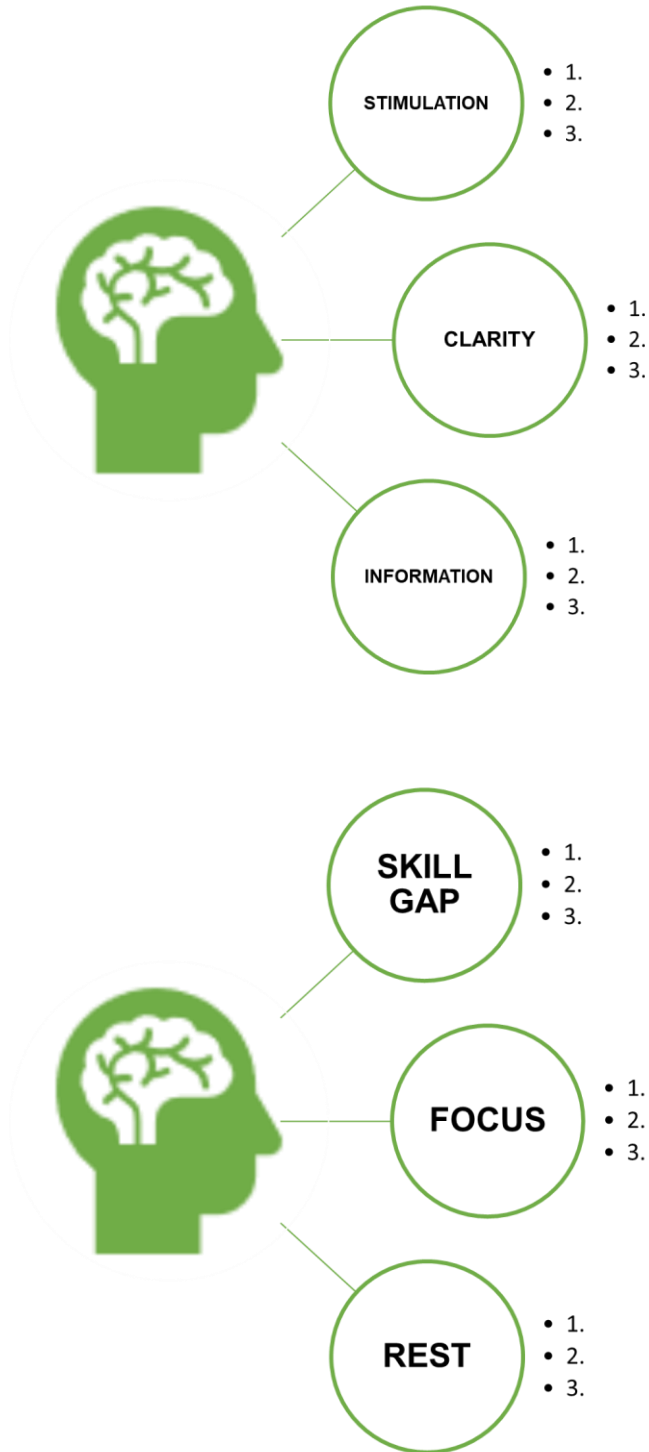
Toolbox	What will you put in your physical procrastination toolbox this week?
	

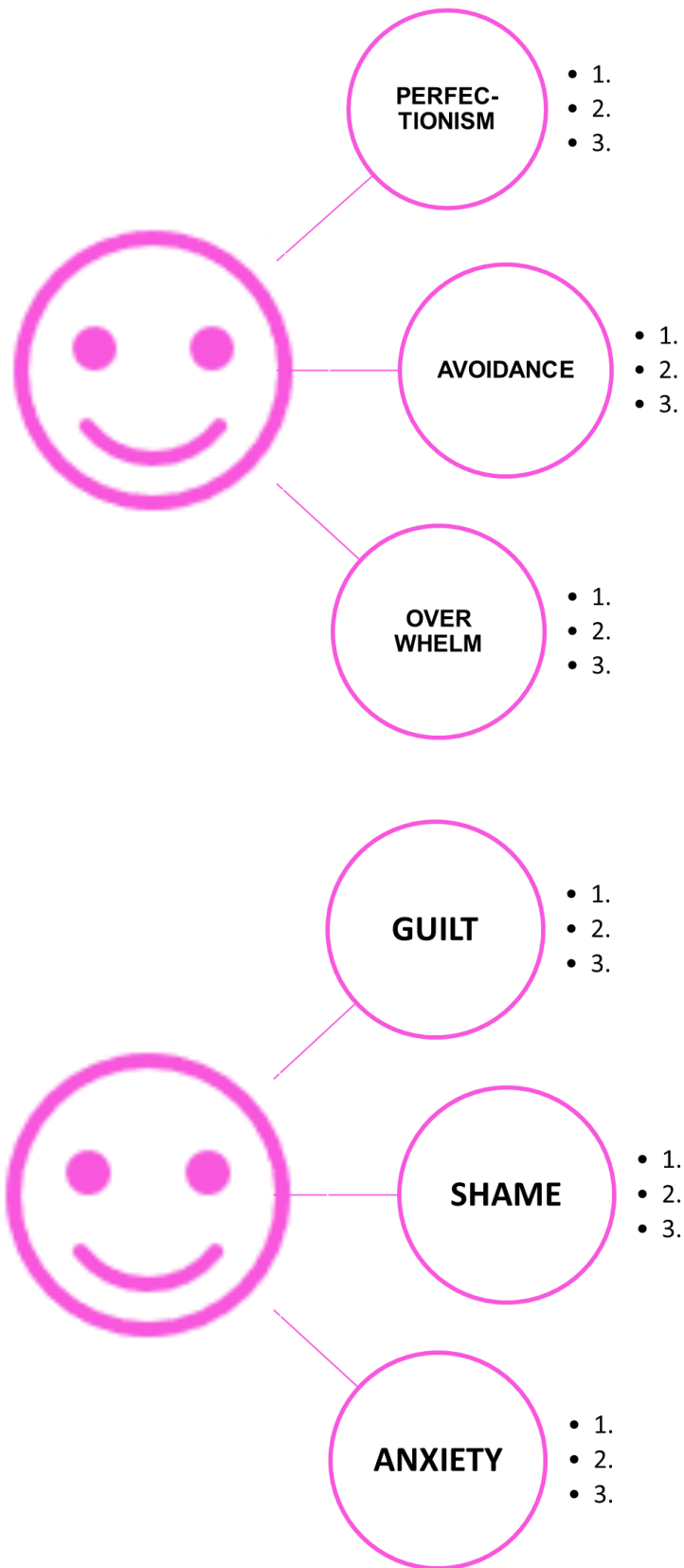
Observations	What did you notice this week? What worked? What didn't work?
	



## Procrastination Reduction Reference Chart – HOMEWORK

Select strategies for each procrastination situation.





## **CADDAC Adult ADHD Group Coaching Program Reflection:**

What is one thing you learned about yourself?

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What is one thing you will continue to work on?

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What is your BIG take away from the adult group coaching program?

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