

GUIDE to the IAAC ACAC Online Credentialing Application Process- P1 & P2

Below is a checklist of the steps necessary for completing the ACAC Online Application. After you have completed the detailed steps that follow, use this checklist to ensure that all of the information and/or materials required are gathered, and that you are prepared to complete the Online Application **before** you begin the actual application process. Please allow approximately two hours to complete the application after you have gathered your information/ materials. Note: All application materials must be sent virtually (online via PDF files). Do not send any originals by mail or by FAX. The application process is estimated to take between 3 - 6 months from the time you begin the process, contingent on application completeness and the number of Online Applications received at any given time.

Checklist of Steps

- Step 1: Register to Apply for Credentialing**
- Step 2: Review the Guide**
- Step 3: Client Coaching & Training Logs**
- Step 4: Coach Specific Training Documentation**
- Step 5: Work with Mentor Coach**
- Step 6: Oral Assessment**
- Step 7: Agreement and Compliance**
- Attachment A - AD/HD Coaching Client Consent Form**
- Attachment B - Download PDF Creator**
- Attachment C - Minimum Skill Level: Credentialing Requirements**

Keep a copy of everything that you send with your application for your own file.

Detailed Steps and Directions for Completion

Step 1: Register to Apply for Credentialing

Access "Apply Now!" on the IAAC Home page and follow steps for the Member, or Non-Member Credentialing Application. Wait for the Letter of Acknowledgment from the Credentialing Coordinator before you continue with the Online Application.

Step 2: Review the Guide

If you haven't already printed a copy of this Guide, please do so now. This Guide will instruct you as to the files, information and materials you will need to proceed with the Online Application once you've received the Letter of Acknowledgment from the Credentialing Coordinator. Review each step carefully and check off each step as you complete it. Your Online Application may be delayed if information is missing.

Step 3: Create and Upload Client Coaching & Training Logs

A. AD/HD Client Coaching Log

ACAC applicants are required to have a minimum of 100 AD/HD Coaching hours.

In order to meet this requirement, your client coaching log must reflect:

- Coaching for a minimum of 100 hours (maximum of 20 pro bono hours)
- 100 hours to be spread over a minimum of 5 different clients
- **Three** of the minimum 5 required clients listed with contact information (names, dates and phone/email information) for random verification of one client (see sample log below).
- For all other clients, please list only by first name and last initial, plus the other information required.

Your coaching log may include any of the following:

- Coaching of individuals.
- Group coaching (no more than 15 participants per group).

*Note: In keeping with the IAAC Code of Ethics you must obtain consent from the **three** AD/HD Coaching clients in order to allow the IAAC to verify **one** of these clients has been coached by you. The client will not be asked to discuss the specific topics of the coaching or anything other than the coaching hours verification. (A Client Consent sample letter is provided in **Attachment A** at the end of this document for your use).*

The following constitutes a coaching hour:

- 60 minutes of actual coaching with someone who has hired you as an AD/HD Coach.
- One hour of AD/HD group coaching counts as one client-coaching hour. Group coaching shall be documented by listing the group name, number of group participants and full contact information for one person, who shall represent the group (if you choose to have the group listed for contact verification).

Construct your Coaching Log to look like the example provided below, save in your Credentialing Application Log file as a PDF document, and upload with your application.

*Directions for downloading PDFCreator for PC users only are available at the end of this document (**Attachment B**). PDF formatting is already built into the MAC application and should not require a download.*

AD/HD Client Coaching Log: Example

Client Name	Contact Information: Phone and Email	Start/End Date	Paid Hours	Pro-Bono Hours
Jane Smith	333-555-1234 jsmith@smith.com	2/3/07-5/9/08	35	2
Sue B.	None	5/9/06-9/3/06	6	0
Bill J.	None	9/3/08 – 1/15/09	11	0
		Total Combined Hours	52	2
			Total Client Hours Submitted	54

B. Coach Specific Training: AD/HD Coach and General Coach Training

AD/HD Coach Training:

ACAC applicants are required to have attained a minimum of 30 hours of education and training specifically around the skills/information directly related to AD/HD Coaching (see the *IAAC Core Competencies*).

General Coach Training:

ACAC P-1 applicants are required to have attained a minimum of 60 hours of education and training in general coaching, with proof of having passed the organization's competencies, proficiencies or skills certification test, **OR** credential/certification from ICF, IAC, etc.

ACAC P-2 applicants are required to have 10 hours of work with a Mentor Coach

Use of CCEUs - Continuing Coaching Education Units

May be used to help satisfy the **Coach Specific Training** requirements. Education credit hours from training institutes, individual trainers, virtual training, teleclasses, special interest groups, recorded self-directed training, SIGs and conferences may qualify. One (1) CCEU equals 60 minutes of direct educational contact. Lunch breaks, etc. will not be counted. CCEU's will not be rounded up.

Parameters:

May include a combination of the following:

- Teaches coaching skills or the application of coaching skills and is consistent with an organization's core competencies, proficiencies or skills/tools. Credits in a single competency, proficiency or skill may not exceed 5 credit hours.
- Other coach training (leadership, marketing, business or personal development) does not count as coach specific training.
- Education in other areas such as psychology, psychiatry, counseling, NLP, etc. does not count as coach specific training unless specifically taught as reflective of a core competency, proficiency or skill within coach training.

C. AD/HD Coach Specific Training Log

Construct your Training Log to look like the example provided below, save in your Credentialing Application Log file as a PDF document, and upload with your application.

AD/HD Coach Training Log: Example

Dates Start/End	Training/Sponsoring Organization with Contact Information	Course Name	Instructors	Course/Class Description	Competencies, Proficiencies, Skills Taught	Total Hours	Proof of Completion/Test Passed (PDF format)
6/19/04/ 9/23//04	XYZ Seminars Bill Smith bsmith@smith.com 222-333-4444	Coaching the IAAC Core Competencies	Bill Smith	AD/HD Core Competency Training – by phone	Covered all of the Core Competencies and Code of Ethics and their application in AD/HD Coaching	12 hrs. by phone	Yes
					Total Hours	12	

D. General Coach Training Log

Construct your Training Log to look like the example provided below, save in your Credentialing Application Log file as a PDF document, and upload with your application.

General Coach Training Log: Example

Dates Start-End	Training/Sponsoring Organization with Contact Information	Course Name	Instructors	Course/Class Description	Competencies, Proficiencies, Skills Taught	Total Hours	Proof of Completion/Test Passed (PDF format)
6/19/04/ 6/23//05	XYZ Coaches Training @XYZ.org 222-333-4444	Coaching to Certification	Bill Smith and staff	12 month program leading to general coaching certification online and by phone	XYZ program that teaches the organization's customized approach to learning coaching skills in ethics, coaching agreement, establishing trust, effective coaching, planning and goal setting, significant questions.	60 hrs	Yes
					Total Hours	60	

Step 4: Coach Specific Training Documentation

Documentation for successful completion (such as official certificate, official letter, or official transcript) is required for each course listed in your Coach Specific Training Logs for AD/HD and General coach training. **Documentation is to be scanned in and saved as a PDF document and uploaded with your application.**

Step 5: Work with AD/HD Mentor Coach

ACAC P-2 applicants are required to have completed 10 hours of work with an AD/HD Mentor Coach over a three (3) month time period. The focus of mentor coaching is to incorporate the IAAC Core Competencies into the applicant's coaching. Documentation for successful completion (official letter from an AD/HD Mentor Coach) is required and is to be scanned in as a PDF document and attached to your application file. In the letter from your Mentor Coach, please have them include the following information:

- Start/end date
- Total hours
- IAAC Core Competencies covered
- Dated and signed by Mentor Coach

Step 6: Oral Assessment

ACAC applicants must participate in and successfully complete the oral exam to be awarded the ACAC Credential. This exam measures your ability to demonstrate your understanding of, and ability to apply the IAAC Core Competencies and Code of Ethics in a live coaching environment. Note: **At this time, all oral coaching exams time must be in English. If English is not the primary language in which you coach, please contact the IAAC office to discuss options.**

Explanation of the Exam

Applicants will coach one of the Oral Assessors (SCAC Credentialed Coaches) in a real situation as you would a 4th or 5th session. Applicants will not have to explain any new client setup steps; assume that this has been done successfully in previous sessions.

Exam Expectations

The assessors will be listening for the applicant to use any and all of the IAAC Core Competencies that are called for during the session. Applicants are not necessarily expected to demonstrate every competency. If a competency isn't organically appropriate for the session, then there is no penalty for not demonstrating it.

The goal of coaching is to move the client forward in some way, and that is what the assessors are looking for in the exam demonstration. It is not necessary or expected that applicants will completely resolve the situation or issue. **Attachment C** at the end of this document provides a summary of the minimum skill requirements by each Core Competency that will be assessed for the ACAC level credential.

Time Management

Applicants will be expected to coach for a maximum of 20 minutes. If the coaching naturally completes in less time, there is no need to draw out the session. Applicants are not evaluated on the amount of time used. It is suggested that the time is managed and the session ended as if it were a normal session. You will be given a two (2) minute warning that the 20 minutes is ending.

Notification

Upon completion of the oral exam process, the assessors will determine a final score. The applicant will be notified of their credentialing status within 90-120 days from the date of the exam.

Step 7: Statement of Agreement and Compliance - please read this agreement and be prepared to electronically accept this statement as the last step of your Online Application.

Institute for the Advancement of AD/HD Coaching (IAAC)
Statements of Agreement and Compliance

I acknowledge that I understand and/or certify that the following statements are true and correct:

1. I have read, acknowledge and agree to abide by the IAAC Code of Ethics as published on the IAAC web site.
2. As the applicant, it is my responsibility to communicate and validate my qualifications to clearly show that I meet or exceed each of the requirements appropriate for the Credential for which I am applying.
3. I have had neither adverse legal actions taken nor pending against me.
4. I release any individual from any previous bond of confidentiality, whether explicit or implied, for the purpose of validating my qualifications for an IAAC awarded Credential.
5. I acknowledge that the Credential designation for which I am applying is valid for a three (3) year period. In order to renew this Credential, one must successfully meet the IAAC Recertification requirements.
6. I agree that the IAAC may change or modify the rules governing Credentialing, or the Credentialing process at any time and has the power to revoke any individual Credential for violation of the IAAC Code of Ethics, or non-payment of fees and to inform the public of such decision.
7. I will abide by the decision of the Credentialing Commission.
8. I give permission for the IAAC to verify my experience and documentation. I understand the IAAC will keep all information confidential.
9. I agree to honor the rules and regulations of the IAAC Credentialing process. I further agree that the IAAC has sole discretion to issue or amend the rules and regulations governing Credentialing any time. I agree to abide by any decision of the IAAC regarding Credentialing matters and realize that all decisions are final.
10. I understand that the application fee is non-refundable.

When you have received the Letter of Acknowledgment from the Credentialing Coordinator, you may return to the IAAC site to proceed with your SCAC Online Application following the directions in the letter.

Best Wishes,

The IAAC Credentialing Commission

Attachment A
AD/HD Coaching Client Consent Form.

Please do not submit these release forms with this application; they are for your records. Below is a sample letter that you may use.

Sample Letter: IAAC Client Consent for Coaching Verification

Dear:

I am pleased to inform you that I am applying for my AD/HD Coaching Credential from the Institute for the Advancement of AD/HD Coaching (IAAC).

A step in the Credentialing process requires that I submit the names, contact information and AD/HD Coaching start and end dates of three of my clients so that the IAAC Credentialing Commission may contact one of these clients directly to verify my coaching hours. Should you be contacted you will be asked only to confirm our coaching hours, nothing more. The nature of our coaching will not be discussed, nor will you be asked to discuss the specific content of our coaching sessions. Your name and contact information will never be shared, sold or used for any purpose other than for the review of my Credentialing application.

I am leaving space for your full name, signature, and contact information, and would sincerely appreciate your helping me with this request. You can reply by typing in your information and emailing this document back to me. Please only provide contact information at the location that you feel most comfortable being contacted by the IAAC Credentialing Commission.

Once again, I appreciate your consent. My pursuit of this credential is a way in which I honor my clients and continue to provide you with the best possible coaching services

Thank you,

Name

Signature (Type name again)

E-mail and/or phone #

Date

Attachment B To Download PDFCreator

PDFCreator is free software that can be installed on a Windows PC to allow creation of PDF files from within any application including MS Word and Excel. To create a PDF version of any document all you have to do is select PDFCreator as your printer and print to it as if it were a printer. Follow the instructions in the dialog boxes and save the resulting file. That's it!

For Firefox:

1. Go to pdfforge.org - <http://www.pdfforge.org/products/pdfcreator/download>
2. Click on "download pdfcreator 0.97" in the middle frame of your browser -- (i.e., don't be confused by the ads). This should start the download of "pdfcreator-0_9_7-setup.exe".
3. Save the file and run setup to install.

For Internet Explorer:

1. Go to pdfforge.org - <http://www.pdfforge.org/products/pdfcreator/download>
2. Click on "download pdfcreator 0.97" in the middle frame of your browser -- (i.e., don't be confused by the ads). This should start the download of "pdfcreator-0_9_7-setup.exe".
3. If Internet Explorer is set to block pop-ups you will be directed to look at the "information bar" and "click here" to indicate that you want to go ahead and download the file. Click download to proceed. You will see the normal Internet Explorer download dialogue box.
4. Save the file and run setup to install.

Contact sraiken@adhdcoachinstitute.org if you have questions.

Attachment C

Minimum Skill Level - Credentialing Requirements by Core Competency

A three-level credentialing program recognizes the progression every AD/HD Coach takes as they move from the beginning skill level to that of an advanced and practiced coach. In support of this growth journey, the IAAC has developed this document to help assist coaches in their preparation for the credentialing exam(s) now, as well as to help them develop their coaching skills as they go forward in the credentialing process. It provides structure around the skill levels that the Assessors will be looking for in both the oral and written exams in relation to each of the IAAC Core Competencies, as well as the non-coaching behaviors that might prevent the successful passing of an exam. This document can also serve as a directional guide to help coaches strengthen their skills and gain more knowledge about the Core Competencies.

Applicants will not be expected to demonstrate every item of each competency in any given coaching session. Some competency elements may not be applicable or appropriate to demonstrate during coaching. Elements of a competency *not* demonstrated will not reduce an applicant's score in either the written or oral exam, unless the elements were appropriate to have been included.

COMPETENCY A: PROFESSIONAL RESPONSIBILITIES

- 1. Ethics and Conduct** – Accepts and follows the ideals and standards included in the IAAC Code of Ethics and Code of Conduct

All Coaching Levels:

- Understands and exhibits the IAAC Ethical Guidelines and code of Conduct
- Understands and is able to provide the differences between coaching, consulting, psychotherapy and other allied professionals such as developmental pediatricians, psychiatrists, neurologists, nutritionists, social workers, psychologists, counselors, therapists, educators, etc.
- Exhibits sensitivity to special confidentiality concerns regarding individuals with neurobiological conditions, such as having the client sign a release prior to disclosing client information, or having a client sign a confidentiality statement.

Coach would **not** receive a passing score if s(he) focuses on telling the client what to do, bases conversation primarily on the emotional past, (or acts as a consultant, therapist or betrays confidentiality, etc. This does not mean that the coach should not ask questions which encourages the client to utilize skills that proved successful in the past,

- 2. Knowledge of AD/HD** - Ability to keep abreast of the complex and continually evolving field of AD/HD, including co-occurring conditions

ACAC Level:

- Is aware of professional resources that provide accurate and current information about AD/HD, co-morbid conditions and their impact on individuals with AD/HD.
- Refers clients to appropriate sources when requests for AD/HD information exceed coach's knowledge base.

CAC Level:

- Exhibits a clear understanding of AD/HD.
- When requested, explains how it impacts the client.
- Stays current on constantly expanding and changing AD/HD knowledge.
- Adapts skills to knowledge base and weaves that into effective coaching.

SCAC Level:

- Demonstrates an in-depth knowledge of AD/HD and its impact on the client.
- Consciously and deliberately adjusts, and adapts skills used with clients to reflect advancing knowledge base.
- Continually acquires research information of AD/HD. Coach exhibits those abilities throughout the coaching conversation.
- Offers information, but does not advise.

Coach would **not** receive a passing score if s(he) gives therapeutic advice, medication recommendations, or recommendations of one service professional over another.

- 3. Working in a Professional Community** – Ability to work as part of a multi-modal team and/or communicates effectively with other AD/HD professionals.

All Coaching Levels:

- Identifies and collaborates with allied professionals for client's benefit.
- Knows who, how and when to refer clients to allied professionals, and collaborates as appropriate for the client's needs.

Coach would **not** receive a passing score if s(he) fails to recognize the client's need for allied professional support.

NOTE: Going forward, the skills requirements identified for the ACAC level credential reflects a combination of required skills, as well as recognized coaching limitations that may exist and may be acceptable for a beginning level AD/HD coach. This is intended to help to reflect a comparison between the ACAC coaching skill level and the skill level required of the more advanced credentials. Additionally, SCAC level applicants will be expected to be able to demonstrate those skills required at the CAC Credential level as well as those listed for the SCAC Credential.

COMPETENCY B: CREATING THE COACHING PARTNERSHIP

- 1. Establishes a Well-Defined Coaching Agreement** - Demonstrates the coaching requirements for new clients and maintaining ongoing clients

ACAC Level:

- Tends to be somewhat formulaic.
- Asks client for coaching topic for the session and has difficulty going beyond the literal agenda.
- Utilizes client's history and goals information, but may not refer to the "big picture".

CAC Level:

- Clarifies the agenda for each coaching session.
- Assures that session agenda matches and supports client's overall goals as set forth in earlier sessions.
- With client, sets up measurable and attainable goals for each coaching session.
- Asks for client's desired outcome for the session on a fairly consistent basis.
- Inquires how the client would prefer the coach to help with accountability.

SCAC Level:

- Empowers client to set realistic expectations during each session.
- Coach and/or client articulate relationship between current session's agenda and client's overall goals for AD/HD coaching process.
- Coach and client agree on client generated measures of success for each session.
- Asks what the client is taking away from the session.

Coach would **not** receive a passing score if he/she tells the client what they will be working on in the session

- 2. Creates a Supportive Coaching Relationship** - Demonstrates the ability to create a safe and respectful environment.

ACAC Level:

- Is more sympathetic than empathetic.
- Tends to be more directive than the experienced coach.
- May not always ask permission to coach in sensitive areas or hesitates to explore deeper issues.

CAC Level:

- Demonstrates support and a continuous connection with the client.

- Is aware of the client's strengths, learning and information processing styles, pacing needs, etc. while also recognizing client's the difficulties and challenges.
- Establishes rapport based on client's language and style.

SCAC Level:

- Is totally present with the client and has a connection based on integrity, truth, honesty, and sincerity.
- Understands client's insecurities and life challenges and tailors coaching content and language to maximize client comfort and productivity.
- Addresses client difficulties and failures in a "charge neutral" tone.
- Sincerely endorses and celebrates client successes.

Coach would **not** receive a passing score if he/she overly praises the client in an obviously insincere, over-the-top manner.

COMPETENCY C: SKILLFUL COACHING

1. Professional Listening - Ability to hear the full text and subtext of client communication

ACAC Level:

- Listens at literal level often unaware of subtext that could include emotions, underlying themes, or strengths and talents.
- Is aware of the importance of maintaining focus on client's agenda in spite of possible client distractibility.

CAC Level:

- Maintains focus on stated agenda, in spite of possible client distractibility.
- Demonstrates bottom-lining and refocuses client on core issue as needed,
- Encourages client to practice bottom-lining (coming to the point regarding what they are thinking and saying).

SCAC Level:

- Demonstrates professional listening by maintaining focus on core rather than tangential issues.
- Demonstrates bottom-lining, exploring how it benefits the communication process and encourages client to learn to bottom-line.
- Consistently hears the subtext and nuances of client communication.

Coach would **not** receive a passing score if he/she uses a judgmental tone or pointedly ignores what the client is saying.

2. Direct Communication - Speaks clearly and honestly.

ACAC Level:

- Tends to be literal and may accept client's story as the only truth.
- Is just beginning to challenge clients, offer their own perspective and/or interpretations.

CAC Level:

- Offers direct observations and feedback about the client's goal(s), thinking, actions, and/or behaviors.
- Respects and supports client's efforts, tenacity, and courage.
- Encourages client to try new and different strategies, reframes client perspectives, and applauds all results and client's willingness to embrace change.
- Encourages the client to remain focused on their agenda.

- Solicits client feedback.
- Acknowledges successes and creates an open environment for dialogue.
- Gives the client open space to express self.

SCAC Level:

- Meets client at the client's developmental level and encourages next steps by providing direct observations, feedback, and reinforcement for efforts, failures, and successes.
- Explains rationale behind all coaching practices and strategies (as appropriate).
- Encourages client to stretch him/herself to reach goals.
- Welcomes and encourages direct communication from client regarding his/her opinions, feedback on coach's approach, etc.

Coach would **not** receive a passing score if he/she meanders off topic.

3. Significant Questioning - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

ACAC Level:

- Questions are usually attached to client's literal story with little or no ability to frame questions based on what was *not* said.
- May not consistently ask client about outcome desired from session.

CAC Level:

- Asks questions that evoke client understanding of AD/HD's impact on self and others in his/her personal and work life.
- Frames some questions that challenge client's current thinking and allows time for client to absorb, process, and respond.
- Asks questions that allow the client to find the answers and avoids leading questions that suggest the coach has an investment in the solution.

SCAC Level:

- Demonstrates ability to keep client focused on the issue under discussion,
- Recognizes when to alter questioning style, intensity, or frequency based on client response
- Demonstrates an understanding of the client, thereby reassuring and putting the client at ease.
- Asks questions that explore the client's understanding of AD/HD and its impact on quality of life.
- Creates a relationship that supports questions that challenge or stretch client's comfort level and/or understanding.
- Asks questions that entice new perspectives for the client.

Coach would **not** receive a passing score if he/she often interrupts the client or routinely doesn't give the client adequate opportunity to answer, fires questions at a client in an interrogation-like manner, or uses suggestive or leading questions.

COMPETENCY D: FOSTERING LEARNING

1. Clarifies Client's Understanding of AD/HD - Ability to assess client's knowledge of AD/HD in general and how AD/HD impacts the specific client.

ACAC Level:

- Inquires about client's understanding of AD/HD and may augment client's existing knowledge base.
- Is in the process of establishing resources to share with the client as needed.
- Communicates that AD/HD is not a moral defect.

CAC Level:

- Assesses client's understanding of AD/HD, and augments knowledge as needed, answering questions and referring clients to resources.
- Elicits information about the impact of AD/HD on the client and relates that information to the client's strengths and challenges.
- Clarifies and offers evidence that AD/HD is not a moral defect.

SCAC Level:

- Partnering with the coach, client develops a clear idea of the impact of AD/HD on self and others across contexts (school, work, family and socially).
- Offers information when requested to further educate, correct misunderstandings, and offer hope to the client.

Coach would **not** receive a passing score if he/she cannot answer basic AD/HD questions, or if s(he) perpetuates the client's using AD/HD as an excuse.

2. Encourages Client Self Awareness – Explores client self-concepts (traits, strength/challenges, styles) along with client's structure of interpretation about the way the world works and how the client functions in the world.

ACAC Level:

- Asks questions about the client's day-to-day performance that develops an emerging picture of the client's strengths, challenges and self-awareness.
- As requested, coach shares information about executive functioning.

CAC Level:

- Assists clients to develop a charge-neutral self-assessment including AD/HD traits and impact they have on client and others in their lives.
- Has knowledge of executive functioning including strategies to help clients improve their daily performance.

SCAC Level:

- Supports the client in developing self awareness including executive functioning and self-regulation, thus helping client to understand both the positive and challenging sides of themselves and their AD/HD.
- Uses effective tools and offers suggestions, as needed, to assist the client to improve self observation with regards to stress.
- Helps the client to clarify what is, self observe and makes choices which will improve daily life.

Coach would **not** receive a passing score if he/she overlooks or minimizes common AD/HD difficulties or provides generic solutions, or is prescriptive.

COMPETENCY E: FACILITATING PROGRESS AND RESULTS

1. Planning and Goal Setting - Ability to develop and maintain an effective coaching plan.

ACAC Level:

- Begins to help client recognize connection between actions or lack of action and ongoing life patterns.
- Demonstrates knowledge of tools (calendars, planners & organizational strategies and skills) to assist clients in planning & goal setting.

CAC Level:

- Reviews what client has done, learned, or become aware of since previous coaching session.
- Partners with client to address changes in action, attitude or understanding needed to create forward movement toward agreed-upon goals.
- Recognizes and understands the positive and/or negative impact of each action in moving toward the goal(s).
- Is supportive of client planning and decision-making efforts and is sensitive to the possibility of the process becoming overwhelming.

SCAC Level:

- Provides feedback that enables client to see the connection between planning and goal setting and possible outcomes.
- Holds the client's vision and demonstrates flexibility in modifying the coaching plan as the client's skill level and circumstances evolve.
- Supports client in moving back and forth between the big picture and the details needed to implement big picture goals (how the details fit into the overall plans, priorities or schema of the client).

Coach would **not** receive a passing score if he/she meanders off-topic or neglects planning and goal setting completely, or creates the plan for the client.

2. Co-Creating Actions - Ability to assist client in identifying and taking actions that will most effectively lead to agreed-upon coaching results.

ACAC Level:

- Focuses more on task completion than on the "being" aspects of the client.
- May be more directive in guiding the client toward taking action than would a more experienced coach.
- Explains (if appropriate) that perfectionist tendencies may exist with AD/HD.

CAC Level:

- Brainstorms with the client to co-create effective action plan to achieve goals.
- Partners with client to establish and meet reasonable timelines.
- As needed coach shares perception of client's perfectionist tendencies and difficulty with self motivation and co-creates action plan to address these issues.
- Assists the client to explore positive incremental action steps (baby steps) within a realistic time frame.

SCAC Level:

- Explores with client the importance of staying in action, facilitating the client's understanding of the distinction between process and outcome.
- Encourages action, acknowledges effort and champions progress.
- When lack of progress is observed, works with client to redesign and/or make adjustments to coaching plan.
- Encourages the client to make observations about how the actions will relate to the "big picture" or the client's stated goals.

Coach would **not** receive a passing score if he/she dictates a timeline to a client or jumps in instantly with suggestions when the client is stuck.

3. Managing Progress through Accountability and Monitoring: Holds attention on what is important to the client and supports client to take actions.

ACAC Level:

- Demonstrates understanding of client needs in terms of coach's availability, support, direction, and assessment of progress toward goals.
- Asks how client will be accountable for designed actions.

CAC Level:

- Works with client to develop a self-monitoring system that keeps coaching plan moving forward.
- Communicates with client routinely to assess progress toward stated short- and long-term goals.
- Aids client in assessing need for support and accountability between sessions.

SCAC Level:

- Supports client's ability to recognize the relationship between the big picture and the details.
- Encourages client to develop self-monitoring tools and support systems.
- Demonstrates ability to aid client in assessing the need for additional resources and offers resources to client as appropriate.
- Supports clients to develop strategies for self-accountability.

Coach would **not** receive a passing score if he/she tells clients to use generic tools for self monitoring, or is judgmental about the pace of the client's progress.