



## REAL-LIFE CLIENT SUCCESS STORY #1

**CLIENT:** BRADEN D.  
**COACH:** [NICOLE CASTILLO](#)

### CLIENT BACKGROUND INFORMATION

Braden, an 18-year-old male, has been diagnosed with ADHD.

He came to LSA seeking help to improve his study habits and follow-through with daily household chores.

In the past, Braden struggled to keep up with schoolwork and to understand which chores needed to be done and when. He faced challenges in time management and experienced time blindness.

His coach noticed that Braden exhibited high demand avoidance and encountered emotional barriers when dealing with specific tasks.

Braden's goals were to complete all his homework in a timely manner and to finish all his chores so that he could spend time with friends without any restrictions.

### CLIENT SMART-A GOAL

**Specific:** Braden aimed to prevent a buildup of overdue assignments, as he had experienced the previous year, which led to high levels of stress.

**Measurable:** Complete the first semester with no missing assignments and finish them before they become overdue.

**Attainable:** Uncertain

**Relevant:** Braden must achieve decent high school grades to graduate and pursue a career as an EMT.

**Time-Bound:** December 10th, 2022

#### Accountability:

- Complete assignments within 24 hours of being assigned
- Use study methods recommended by the coach
- Set up accountability texts for the first month
- Attend weekly coach meetings
- Check Schoology daily to ensure all assignments are completed

## CLIENT BARRIERS

Braden faced several challenges at the beginning of the school year. He contracted COVID the day before school started, and a teacher strike caused a two-week delay in the commencement of classes. As a result, Braden was a month behind and had 11 missing assignments.

He struggled to complete assignments due to a fear of incompetence.

A perceived lack of trust and confidence from his teachers contributed to his disinterest in finishing the assigned work.

His parents' lack of trust resulted in a strict after-school routine to ensure that Braden completed all his tasks.

## COACHING APPROACH

The coach spent significant time educating Braden about ADHD and its effects on individuals.

Next, they worked together to address Braden's feelings of incompetence and determined that the lack of trust from adults led to recurring self-doubt.

They then broke down responsibilities into manageable steps, which Braden could confidently follow and maintain without his parents' intervention.

Boundary-setting discussions with Braden's parents were necessary for implementing some tools, and a change in his nighttime routine was required before progress could be made. These conversations allowed Braden more freedom to address issues that arose throughout the year.

This new approach provided more time for completing projects, allowed flexibility to unwind after school before tackling mentally demanding tasks, gave room for calendar-related mistakes, and fostered better communication with others. The coach assisted with all these aspects.

A difference in values between Braden and his parents made certain household chores challenging to navigate. This issue persists, but Braden now manages his emotional responses and moves past them to complete chores using introspection and advocacy.

## CLIENT OUTCOMES

As a result of these changes, the adults in Braden's life have seen evidence that he can complete tasks independently, and they have eased the pressure that contributed to his initial anxiety and feelings of incompetence. Braden has been able to submit assignments on time or manage any setbacks without becoming overwhelmed. He has achieved his academic goals, which means he will be able to start an EMT training program shortly after graduation.

## CONCLUSION

Through Executive Function Coaching, Braden gained a better understanding of himself and his reactions to how others treated him, as well as the reasons behind the roadblocks caused by his Executive Dysfunction. Empowered to advocate for himself, he effectively employed the tools provided by his coach, demonstrating to his parents that he was capable of managing his ADHD and maintaining his schedule without assistance. Now,

with a deeper understanding of himself, Braden can apply these tools to various situations and navigate them more confidently.