

Let's Talk Learning Disabilities

EPISODE 26

Welcome to Let's Talk Learning Disabilities with Laurie Peterson and Abbey Weinstein. Laurie & Abbey spend their days talking about dyslexia, dysgraphia, dyscalculia, & ADHD they talk to parents of struggling students and adults who have had a lifetime of academic challenges. They want to share those stories, along with their own insights with you through simple conversation. So, *let's talk learning disabilities.*

Laurie: Hey, everybody. Welcome to episode number 26 of Let's Talk Learning Disabilities. This is Laurie,

Abbey: and this is Abbey

Laurie: And we are so excited you're here today. We have an amazing guest. Abbey, tell us a little bit about who we're talking to today.

Abbey: Today, we have Cheryl Susman, who is. An ADHD coach, as well as a coach of many other different types of, um, areas that we're going to get into, but she is a coach and we are excited to talk to her about how she can help individuals with ADHD, what coaching looks like, what is coaching? So welcome, Cheryl, thank you so much for being here today.

Cheryl: Thank you. I'm so excited to be talking to you. Thanks for this opportunity.

Laurie: Absolutely. You know, Abbey and I talk a lot about coaching. We are humongous believers in coaching. Um, we both have worked on and off with a coach so we can definitely see the benefits, but we're always fascinated by how many people have no idea that this even exists. And so I guess if you can just start out today by telling us a little bit about yourself and really, how did you end up as an ADHD coach?

Cheryl: Sure. Sure. I'd be happy to. So I help parents and adults living with ADHD live more satisfying and effective lives so they can have more calm and confidence and less stress. And it's funny how you asked me how I got into coaching, because I find that many of us coaches have a story to tell. We come from so many various backgrounds. I have over 25 years of experience working with individuals with ADHD and learning challenges. And I've always had an interest in folks who have different brains and who processed differently. I'm also the mom of three amazing grown kids with the combination of ADHD and learning challenges and executive functioning challenges. And my wonderful husband discovered some ADHD along our journey. And we've been so fortunate to have some excellent people in our lives to support us along the way, particularly a psychiatrist who taught us a lot. And he once said to us, you really parent, but sometimes it's not always so great to really parent. And how far do you go as your child is entering adulthood? So it can be a struggle to know how to draw that line. And even with my background in special education, as an educational therapist, I felt fortunate to be able to advocate for my kids and their needs in the school. But as a parent, I was stressed and frustrated and overwhelmed. Then as my kids were entering adulthood, I saw that there was a whole lot more support that adults with these challenges could benefit from. So I wanted to work with other parents and adults who were facing what I experienced with my own family. But I wasn't really sure how to get there. I didn't know that there even was such a thing as coaching until I was talking with someone, I was trying to figure this out and that person turned out to be a really good friend and colleague, and I was talking with her and she was asking me the most amazing questions. And I was incredibly intrigued with her about these really powerful questions and asked her, wow, these questions are amazing. How did you, how did you learn to do this? I, I just, I love these questions. They really made me think and she said, I'm a coach. And I said, what's a coach? And then told me all about coaching and that's really what these questions do for people. They help them shift their perspective on things so that they can have more awareness and that awareness brings people to action. Um, so I, I, when she told me about coaching, I did a lot of research and I found out that there was such a thing as ADHD coaching, where I could bring my expertise and learning disabilities and ADHD and learn how to map parent's skiing skills onto coaching. And I was hooked from there.

Laurie: That is awesome.

Abbey: That is awesome. That's really cool that it was those profound questions that made you think deeply about yourself that kind of brought you to that, "What, what do you do? What is coaching?"

Laurie: And that's so funny. Cause when people say, oh, I'm a coach, I'm always like, like a volleyball coach? Right. We think of it related to sports typically. But I do think that. And we're definitely going to get into exactly what that means and what kind of coaching you do. But, you know, when you think about even a sports coach, would they help you? Do they help you get better at your craft or at your skill? And so that's really what those of us with ADHD are desperate for is how do I work more effectively and more efficiently? So tell us a little bit about the types of coaching that you do cause you, you know, ADHD coaching is a, is a broad spectrum, but you also have some very, um, distinct, uh, specializations.

Cheryl: Yeah. Yeah, sure. So, um, and just mentioning the ideal ADHD coaching, like adult ADHD, coaching, um, but they also, the different kinds of coaching that I'll talk about, they also overlap. So I could do, um, I could have an adult with ADHD who's also a parent who wants adult ADHD coaching and parent coaching. Um, but basically straight adult ADHD coaching helps an individual navigate living with ADHD so that their life fits best with who they are. Because coaching closes the gaps between what's important to you and what you're doing so that they align. Um, and so like a cop's common challenge areas are, uh, procrastination and getting started taking projects to completion, managing that hyper-focus, which is, you know, really, really heavily focusing on something which could be a superpower, but that could come at the expense of doing other things, uh, time awareness planning. Um, and, and there are also certain "come froms" that people with ADHD kind of can struggle with. So I found that it can be difficult to. Uh, to have boundaries like say no to, uh, people or, um, pump boundaries with your time. Um, so there can be some boundary work that could be important or people with ADHD can tend to struggle with decision-making. Um, so, uh, so we may work with, decision-making also emotional dysregulation, which, even though it's not really, in the Bible that DSM-V that Bible for diagnoses, it is, uh, a tendency for people with ADHD, having trouble, managing emotions, managing strong emotions. So I just love what, Russell Barkley, one of the experts in the field of ADHD says, about ADHD, that people with ADHD, know what they need to do, but they have trouble doing what they know. And that's what makes

coaching, so valuable and so helpful is that, someone with ADHD may want to, for example, take a project to completion. So they know that they need to take that project to completion, but they have trouble with the execution. So that's what makes coaching so powerful for individuals with ADHD, because there's that partnership where I share my expertise on, the impact of their ADHD and what they can possibly do about it, how they can possibly take that project to completion, listening for the obstacles that can be getting in the way. Is it, um, boundaries as a perfectionist and the visit decision-making. While the person being coached is the expert on themselves and their life situation and what could possibly work. And so together, we figure out some actions that, um, can help that person move forward and experiment with and, and use the information that they found out to help them move forward in, um, in their lives.

Laurie: That's huge.

Abbey: Yeah, sounds amazing. It sounds like everybody could benefit from coaching.

Cheryl: You're absolutely right. And I mean, actually to be honest, a lot of us coaches, coach each other just whether we have ADHD or not, and we love like the whole process. There's always something that we can, we can coach each other about. And it's really good practice.

Laurie: Do you feel like there's a big difference between what you work on in an individual coaching session and what you help a parent. Teach there, you know, work with their child. So when you're coaching a parent and they have ADHD, and then when you kind of turn it a little bit and say, okay, now we're going to talk about how you parent ADHD. Is there a big difference between those skillsets?

Cheryl: Yeah. Well, it depends on what we're working on. So it could be like, if we're working on time awareness, then yeah. We can apply those skills to. To helping that child with their time awareness. But if we're coaching, um, if we're working on, how do I help my child recognize that they have strengths or how do I help myself? So I'm not having so much, such high expectations of my child, because I'm pulling my hair out because they won't, um, brush their teeth or, you know, so it's more behavior oriented or something about

something else, something along those lines. And it's more about parent coaching, like managing the behaviors and managing myself around those behaviors. So it really depends on what the areas are. Like with parent coaching, I believe that parents are really central to effective management of raising their kids, their kids, um, Really, uh, have trouble with self-management as we know, and self-esteem and accountability. And so parents that are with their kids consistently. We need to a parents need to help their kids recognize that they have strengths. Kids are getting these messages at school and from their peers and, quite possibly at home because parents are just at their wits end that you know that they're not that there's a lot of, "no," there there's a lot of you know, negative that they're not quite measuring up. And so we need to let our kids know that they do have strengths that I need to help them identify what motivates them, help them ask for help, that there's no shame in that and help them believe in themselves. But it's really hard to do that when parents feel like they're out of ideas and nothing seems to work. So with parent coaching, it's more of a combination of training and a about ADHD. Parent management and coaching that helps parents make decisions that work best for them and their unique family situation. So and, and just understanding executive functioning and, uh, you know, instead of, you know, why isn't this working, like, I wonder why this not, this isn't working. So that's more about what parent coaching is about. Then we have entrepreneurial coaching. Um, and there are many, many people with ADHD tend to be entrepreneurs because they tend to have a lot of creative ideas, lots of, out of the box thinking, very comfortable taking risks and just seizing that opportunity to run a business. And those are all super powers, but at the same time, it's, it's a lot to manage. There's a lot to have your, you know, multiple. Uh, demanding schedules and just your hands, your hands are in a lot of different places. And that can be tough for, for anyone, but especially for the ADHD brand. So, um, just, you know, managing all the multiple priorities and delegating and all the complex decision-making, especially, you know, the impulsive brain wants to you know, quickly make the decision, but then you know, regret later or the, you know, the, my ruminating brainwaves have trouble making that decision. Um, and then maybe the decision is made for them when, because it may be too late by the time they make the decision. And they're not happy with that either. So, um, just managing that decision-making piece, uh, regulating attention and focus. So there's just, um, all also boundaries, huge like lots of interruptions, how. Manage our workflow and you know, all the many meanings that we need to have. So just a lot of pieces in

there that, um, can be really, uh, you know, not exactly in line with the ADHD brains. So, um, So starting the business is great and helpful. I mean, just really in line with the ADHD brain, but just managing it all can be a struggle. So that's where the coaching can come in. Then we have young adult coaching, um, very similar to ADHD coaching, but the additional piece is that young adults are, you know, suddenly. Whether they're in school, um, in college, or just figuring out next steps after high school, they suddenly have more time on their hands and they don't really know how to use it, which, you know, there's a lot of, uh, sort of what we call timeline lists with ADHD. Like it's hard to figure out, um, uh, how do you use your time and being aware of how long things take, uh, et cetera. And then there's also that piece of, uh, figuring out. Who they are and what they want in their life, what kinds of experiences they want to have? Um, they've been a lot of missed opportunities and failures and, um, how do we figure out based on. It's hard to like, there's a lot of fear because there, they had the failures. So how, you know, how do we really develop a vision for themselves and, and figure out what's what they want out of their lives. Um, that's really hard to do so. I mean, for that alone, that, and it's not going to have a coach.

Abbey: So Cheryl, I'm curious what client does come to you, whether it be an adult with ADHD, a parent of a student of a child with an ADHD or a young adult, how do you assess their needs? How do you know where to begin and what they need to work on?

Cheryl: Okay. So I have a session called, um, the ADHD strategy assessment session, and that is a session where, um, we. Talk about the challenges that are getting in the way, what they're hoping for. Um, what made them reach out at this point in time and after this discussion, um, I can pretty much hear what they're struggling with, what may seem to be some of the underlying obstacles like perfectionism or fear a failure, or is it, you know, the executive functioning of a piece? Um, what executive functioning pieces are, uh, uh, some of the obstacles like, um, you know, sequencing or, you know, procrastination, or is it not procrastination? Excuse me. I meant like, um, uh, difficulty with action, our getting started. What is it? That is the, um, you know, having trouble knowing, what do you do when and in what order, um, you know, or having trouble managing, um, their, uh, emotions or what exactly is it that. You know, based on that conversation and what we can start with, and we sort of figure out like a high level plan of what we, uh, what, where

we're going to go, but we can also, I can also listen for it, especially when, first of all, whether they're ready, put some work into the process. And also if it's somebody like an individual who was calling for someone else, like a parent or, um, someone who's calling for their partner, um, how ready. I always like to speak to the other individual that they're calling for and how, how ready there are for, um, for the coaching. So they, in that session, we can determine readiness and, um, the scope. And also some once in a while I do just have that session. Like if it's, uh, you know, I can decide, we can decide together. Is that person, is it enough just to have that session, like I've, I've had some conversations where we don't need the coaching after that. Like it's enough to just have that conversation and there's no need to go further.

Laurie: So you realize there was something else outside of just a ADHD issue, maybe there's something else that needs to be addressed first or, or just...?

Cheryl: Well, sometimes we can just that and sometimes we can just decide. The coach that, um, we can have enough of a conversation where we are, um, like there, that conversation is enough. We can get somewhere.

Abbey: That's interesting. So asking those important questions that you talked about before, when the person drove you to look into coaching. So sometimes asking those big questions and getting those answers are enough for an individual. Or those questions will lead you to, okay. They have some goals of things they want to work on and they need to work on in order to be more successful in their everyday life. And that's then you go from there and say, okay, these are their goals. Now we need to work towards achieving those goals. Right?

Cheryl: Right. Exactly. Like, and what I meant by the, sometimes the session will stand alone and we didn't need to go further is sometimes we'll just have a conversation and we'll realize, you know, the, that there, whatever is going on is, you know, they're okay where they are. And we've managed to have like give them, I've managed to give them a couple ideas where they realize you know. We're good. We don't need to go further in the code in coaching right now. Um, but yeah, so, you know, we can feel out, I can feel out and we can feel out together whether that, whether it's necessary to go further with coaching or whether, you know, we're good where we are.

Laurie: Do you typically work with individuals like on a weekly basis or how often do you typically have your sessions?

Cheryl: That also depends on the individual, but. Usually, um, if we do weekly, um, after a while we can spread out to every other week. I think the main thing is that we're consistent. So some people like to start off weekly and then with the encouragement that we can go to every other week. My goal is that they won't need me anymore. So we want to get to the point where, um, where they're going to feel that they can start managing. Um, without me and start hearing, you know, some of the things that we've talked about in their own minds and, you know, what, what, uh, what are some of the obstacles that can get in my way? How can I have success with this? You know, some of the things that we've worked through together so that they can start feeling that they're ready to be accountable to themselves. And, um, so the idea is to start spreading it out further into.

Laurie: So, you know, like we said earlier, we're big fans of coaching. And I think what we love about you is that you offer so many different facets of coaching or different specializations as far as, you know, parent coaching and young adult coaching, entrepreneurial coaching. But the one thing that we really found fascinating that you do is the brain health coaching. And we would love for you to us to explain to us. And to our listeners, what exactly that is, cause that fascinated us.

Cheryl: Thank you. Thank you. Well, you know, that is my newest program and it came about because a doctor in the area asked me if I could work with her COVID lung, patients. And yeah, and I realized that many people with neurological challenges, including challenges with ADHD, ADHD can express. Uh, brain fog, you know, the, like that feeling of like, I'm not, uh, clear on what I need to do. I just don't know where to go and ruminating or, um, I'm, I'm stuck. Um, but also just not like my memory, isn't clear, um, uh, problems with sleep. Concentration fatigue. So, um, I, and, and a lot of times people come to me and their sleep is they can't there besides her sleep, their exercise, um, isn't, uh, up to snuff for the way they want. So it's really focusing on this physiology side, um, all the changes that have happened in their lives, especially recently. Um, so these, this is not with, with job loss or job changes. Isn't just happen to COVID long haulers. It's also happened to, to a lot of people. Um, so this is mostly, uh, work with memory

training, sleep, exercise, gradual lifestyle changes that we can work with, um, and building new and healthy patterns in those areas.

Laurie: So when you talk about memory training, what does that look like? So we work if, um, well it's people, as you know, and as other people who are listening may know that, um, memory is when we're thinking about something to do and that we need to do or something we need to remember, and it's not going it, we're trying to hold it in our short-term memory. Like, um, which the we call working memory. Like it's the memory that we need to. We're trying to hold onto pieces in our mind and do something with what we're trying to remember. So, um, we're going into a room and suddenly we forget what we need to do or where, which happens, you know, with ADHD or we're trying to, uh, we have some very important items, like, like our keys or our wallet. And we have to remember that we have to put them somewhere.

Abbey: Remembering someone's name, right? When you're introduced to them.

Cheryl: So, um, so some of the things could be like using a crazy image when you're putting the, um, your keys or your wallet down. Um, and, um, this is from like, uh, an expert. His name is Brad Zup that he, he recommends, um, putting it, uh, like putting your keys or wallet on a, uh, on a table and just thinking of it, that boring a hole into the table. Um, but how do we, how do we make sure that, that, how do we remember to remember that that happens? You know, how do we use that so that, um, it is part of our lifestyle and part of our, um, Part of our, you know, pattern, um, or going to the grocery store, how can we have, um, you know, a list and how can we remember to use that list? Um, okay. Uh, or we're just going up to another room. Um, how can we remember three things that we have to just quickly get, um, like attaching like a silly story to those three things or silly, silly. Images or two to a list that we can remember those items. Um, That it is silly, the sillier, it is the better.

Laurie: You know, we get a lot of people that ask us to when we're, when we're talking about coaching and ADHD and they'll specifically want to know, you know, memory is an issue for me and how can I, and, you know, remember things and it can be a variety of things that they're struggling with or a variety of situations. So I love that you have. Some very specific strategies that are literally just for memory, right? Because I feel like when we talk about

coaching, we're talking about so many different executive functioning skills. And I don't know that we always think about how you address memory. So I love that and I love that it also doesn't just apply to ADHD.

Abbey: Right. We oftentimes, you know, through our evaluations, when we're assessing individuals, they may have. Adequate working memory skills. It may be there. Their working memory skills may actually fall well within the average range. But then when you talk to them about using that working memory, accessing that working memory, they are. I still really, really struggling with that area of executive functioning. So I love that you do give them tools to put in their toolbox, so to speak that will help with those immediate day-to-day memory struggles. So that must be part of coaching. It sounds like that might be part of coaching for everybody and not just the brain health coach.

Cheryl: So it's just a way of sort of honing in on what are your pains like, are your pains like really let's hone in on it, you know, is it memory and, and like the physiology of what's going on with you or is it, you know, like maybe the person doesn't really struggle so much with procrastination or all those other things, but maybe they're really struggling more with their physiology and their, you know, Uh, your sleep under control or, um, so it's, it's just trying to zero in on what their, what their pains are so that we can really focus on that. And, um, and just trying to address with various people so that they're feeling like they're getting their needs.

Laurie: So can we circle back real fast for the parents? Um, the aid training, the parent coaching. Do you feel like you have different? I mean, obviously you're gonna have different strategies, but do you, do you feel like the strategies that you offer can work with kids in first grade, all the way to high school as, as if you were to helping me as a parent? Or do you try to, are there, do things look very different at the different ages?

Cheryl: I, I do believe that they, the strategies. Different health at all ages. Um, I think it, it of course depends on like, if you're trying to think of, um, you know, for example, an innate, um, just under the umbrella of enabling, um, versus supporting like, how do you, um, how do you pass the ownership? Like that's going to be different for, you know, if you have a first grader versus if you have a 15 year old, um, Um, and every purse, you know, and especially, it might be, um, uh, different kinds of tasks involved.

Um, but, um, but the overall concept is the same. Um, uh, if we talk about, um, You know, the three to five year, you know, having the three to five year challenge. So it was the, you know, expectations that that's across the board. Um, uh, managing expectations is across the board and not being, uh, you know, focusing on the relationships we have with our kids that that's, you know, not age dependent. Um, but, um, so yeah, I would say that. That generally speaking, the, the, this, the strategies are sort of concepts that we have, that I would work with with parents, tend to be, um, overall across ages. Like, um, I, I also try to let parents know that it's okay to let our kids struggle. Like it's okay. That we, um, that they're, uh, It, whether it's tying a shoe or, um, you know, not getting a homework assignment in, um, we, we want to help our kids problem solve, but we don't have to jump in and fix it all the time.

Laurie: That's where consequences are powerful.

Abbey: Absolutely. So that's really interesting. So what you say, your target audience are adults. What is an adult? Does that mean starting at 18 or starting at 21? What, what are the agents you work with?

Cheryl: Yeah, so 18, but, um, sometimes I'll get, um, my kid is in high school, still, uh, my kids in high school and they're 18. So, um, it would. Depends. And there, uh, where that child is. Um, and the reason why I prefer working with adults is because if they switched the kind of ADHD coaching that I do it, there is, I like to kind of go deeper and, and, uh, Try to get some awareness, uh, like a deeper awareness into what is really going on. It's not just sort of transactional about let's get out our planners and, um, do, uh, figure out how to schedule this. It's it, it really, with coaching, it needs to be it's Mo we coach the person. And then that helps get to the action that helps get to the strategy. And, um, sometimes, uh, I mean, I know that there are definitely coaches out there and work with children. All the power to them. And just for me, I'm just most comfortable in the working with adults because at that awareness piece, I think that their Mo more for, for what I work with, it's just more, I feel more, they're more ready to get to that deeper level of what's really going on, uh, for them.

Laurie: I think what we like too, is that when we, if we refer someone to you and they're not at an eight. Where they're ready for that you still can offer

the parent support. And I think that is powerful because you're exactly right there. There are a lot of high school kids that are not very self-aware. They don't think that there's a problem. So they certainly aren't ready to fix anything, but they still need, the parents still need help managing that at home. And how do you start to help them make them more aware of their issues? So, um, yeah, I love the parent part to me is, is huge until those, until those kids or adults. Whatever you call the middle, that middle group are ready to own it. And right now we're ready to really make some changes.

Cheryl: Right! And part of it is how do we help the parents when the adult isn't ready to, to, to work on it? That has, that is a tough spot. And so how do we help the parents manage that and manage. Just their own cells when they're, when they have just a resistant child. And that's really tough. And I work with a lot of parents in that area. Like how do you just deal with just a kid that just won't own it? Um, so that's a really good spot for coaching. Um, just coaching the parents on that. It's just really, um, how to, how to manage that, um, with.

Abbey: You even mentioned having sometimes you'll get a call from a partner or a spouse, an observer that is calling on behalf of someone else that's struggling with ADHD. Have you ever seen an adult that is not ready for coaching that's not self-aware and in touch with their own difficulties and challenges? What would you do in that instance?

Cheryl: I, yeah, I, for sure. I, I just would I say to the parent that, um, you know, I'm happy to, uh, happy to work with them. Um, but I, that it would just not their, their child isn't ready. Um, there's also been cases where their parent has wanted their child to get coached and the child feels that their life is fine. And there, there have been cases when the, yes, the child's life is. The child, the child is actually the adult child is actually doing pretty well. Um, but the parent just wants more or doesn't think they are so it's, you know, um, and I actually I've actually, did, you know, the parents said, will you meet with my child? The child agreed, the child, this was another situation that child, the adult child, it's hard to see the young man. Uh, this was, uh, uh, about six months ago. Um, I agreed with the young man, like keep thought that his life was, he was managing his life. Um, so there are definitely situations like that. And, um, and then the mom, uh, you know, to meet again and. You know, we had a confrontation that, you know, I'm

happy to work with you if you are having trouble. Um, but your son feels that his life is really okay. Um, so, and then there's other situations where, um, that, that the, um, the adult is, um, The one where their parent is having trouble with the adult child. I do that as well. The coaching of working with adult children that are living at home, that that is a very rough situation where they're managing expectations and having, um, just having, uh, working around, uh, how do we manage financial responsibilities and, um, and just, yeah, that that's really tough because people there's a lot of shame in that area, on both parties.

Laurie: Would your, would your parent coaching also then work for a spouse? So if, if my spouse who is neuro-typical. In another world in another lifetime, wanted help with how to deal with me, right. Or how to better help me manage my things. Would you be able then to help the spouse with their spouse?

Cheryl: Um, yes. And none as long as it's not like counseling. Cause I know that's not my area cause that that's where I've drawn lines with people like. I work with couples, um, around helping each other. But if it gets into the counseling, well, then I recommend because then, um,

Laurie: I can see where there's a fine line there.

Abbey: Because coaching is not counseling. It is very different.

Cheryl: Right, right, right, right.

Abbey: Are your services provided in person or virtually or, I mean, what is, how, what do you typically do as far as meeting with?

Cheryl: That's a good question. So, um, all of your questions are good questions, but, um, so, uh, I've always been virtual, like even before the pandemic. Um, once in a while, I think when I started. A few times with people in person, but now it's just virtual, um, a combination of zoom and phone. So, um, that's, it.

Laurie: It allows you to reach more people and, and not have to worry about travel times for anybody. And they probably can get a lot more into your day.

Cheryl: Yeah. And I think people like it too, because, um, The struggle of having to run, to meet someone and be there on time. And, uh, it just another complication that they have to deal with that they'd just rather not. Um, so it's less.

Abbey: And they feel comfortable in their own home.

Cheryl: And some people do prefer phone too. Like they not like, especially a lot of younger. Preferred not being on soon, but, um, interesting. Actually I think now with the pandemic, there's more comfort level with that, but it's a very, um, mixed.

Laurie: So do you find that you often refer people for counseling once you start working with them and realize there's some other emotional stuff that needs to be dealt with as well?

Cheryl: Um, I think usually it's, I couldn't find that at the beginning. Um, like, because, uh, it's not usually like after four or five sessions, like usually I can tell, um, if there, if there's something really going on, like if they're seeing it, they're like, are you seeing a therapist? Um, and there've been times when I've asked to see, you know, I think you're probably better off seeing a therapist first and then give me, um, or at least being, seeing someone at the same time as me, um, has there plenty of people who I see who also have a therapist, but, um, that sometimes I recommend seeing a therapist or getting somebody first before they see me. Um, because if they can't get out of bed or, um, they're really. How are they struggling? Um, right.

Laurie: So, um, I know this is kind of a hot topic question or can be sometimes controversial with parents or, or even clients, but where do you stand with medication? And do you sometimes tell clients that maybe aren't on medication that that's something they might want to pursue? Do you kind of go down that road at all?

Cheryl: Sure. Um, if somebody is feeling like medication has helped them and they're feeling a lot of shame around taking it or like it's not, um, like then we definitely talk about it. If it's been helpful for them. Like, what is it about the medication that you're concerned about? Um, so, um, there are

experts out there who feel that, um, Uh, an ADHD brain without meds is a recipe for disaster. Um, and I've also seen people who function fine without it. So I don't, you know, have a, you know, kind of a template for people about whether medication is, um, you know, the best thing for people because I've seen people without it function fine, and I've seen people with it. Um, You know, not be on the right medication. So the best thing that I try to do is listen for what tends to be working for people. And if they're on medication, if it's not working for them, then trying to get them to like, um, maybe at different providers so that they can, um, They can really find the best meds and help them figure out, like, what is it about the meds that they need that they could look for to see if it's working for them to like help them gauge, like what, what to look for. Um, um, so. I mean, I'm it. So in other words, it's not like I'm an anti med or format. I just want to listen for what's working for the client and how they, you know, how they're feeling about it. And we'll go with that.

Laurie: And I think that people appreciate that. Cause I do feel like people with ADHD often think that we're all just going to say, get on meds, get on meds, get on meds, you know, and then that everyone thinks that's the only answer. And we're always very clear to say, it's not the only answer. It's an answer, but it's, there are lots of other options. So I think people will appreciate that. You know, that's not your only option.

Cheryl: Right. For sure.

Abbey: And you can see them through to success.

Cheryl: Right. That's I, I forgot to mention, um, with the brain-based coaching thing, why I like to really talk about exercises because there's a lot of research out there, how exercise can be just as beneficial as medication. So if we use it appropriately, like different times of day, it can really help with focus. There's so much research out there now about that. It's recent, but it's a very, it's, you know, It's so exciting, like to that, there's lots of research out there about that. So, um, you know, the problem is sometimes with ADHD, it's, it's hard to get that into a pattern. So, um, but, uh, are just so many tools out there now, uh, that we know about. And, um, it's, there's just no one way and that. Really important for, for people to understand it. And also, um, you know, there just tends to be this either

or thinking that can sometimes happen, um, with, with not just ADHD with all of us. And, um, so we want to, uh, we want to think about all the options and not just one.

Laurie: So, thank you. First of all, so much for being here with us today, this has been awesome. I mean, I can talk about ADHD and coaching all day. Cause again, like I said, we're humongous fans!

Abbey: Very informative. I know that you had maybe a special offer that you were going to throw out.

Cheryl: Um, yeah. I have this, uh, 5 tools to get and stay motivated with ADHD. So there's a bitly link.

Laurie: We'll put that in the show notes.

Cheryl: Ok, yeah! Motivate my brain. And, uh, it's just all about how, uh, motivating with the ADHD brain can be really tough, but we all know that it's logical. So there's some tips in there to how to motivate yourself or your child.

Laurie: Thank you.

Abbey: Thank you so much. Our listeners will appreciate that.

Laurie: What's the best way for people to contact you. If they want more information about your coaching?

Cheryl: You can go to my website, cherylsusman.com

Laurie: And we'll put that online as well. Thank you so much. This has been awesome. We really appreciate all of your expertise and, and just helping us spread the word about what a great, um, option coaching can be for anybody with ADHD. And that there is help out there for parents as well, who might feel like they're in a world by themselves.

Cheryl: Thank you so much. It's just so great to be with you and to see you in person. And, I just really appreciate this.

Laurie: Absolutely! We'll have all of your information in the show notes. And, um, if you guys have any questions, you know how to find us, letstalklearningdisabilities@gmail.com until our next episode, thank you, Cheryl. Have a great day.

Abbey: Thank you, everybody. Thanks to our listeners in joining us. Take care and have a great one.

Thank you so much for joining us today. In our show notes you can find information about today's talk, as well as links to the resources and other episodes. If you have questions about today's talk, have ideas for future episodes or just want to stay connected, you can contact us through Diagnostic Learning Services on Facebook, Twitter, LinkedIn and Instagram. So, Let's Keep Talking Learning Disabilities. This podcast is sponsored by E Diagnostic Learning. You can find more information at www.ediagnosticlearning.com.

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