

**EDUCATE, ENCOURAGE  
AND EMPOWER THE  
STUDENT WITH AD/HD**

By David Giwerc



Muskingum University proudly welcomed David Giwerc as the featured speaker at Discover Muskingum Day held Thursday October 1, 2009.

Mr. Giwerc's presentation was titled **"Educate, Encourage and Empower the Student with AD/HD"**.

In attendance were Guidance Counselors and Intervention Specialists from the tri-state area, along with PLUS Program learning consultants, students taking classes in the Education Department, and other key Muskingum personnel.

Mr. Giwerc began the presentation by defining coaching as a "partnership between the coach and the student which creates a safe bridge to facilitate a smooth transition aligned with specific and sincere student goals". He elaborated, explaining his model of Mind, Machine and Mission and connecting this model to the presentation theme. He talked about Educating as seeing the brain as a machine; Energizing as the mind being fueled by its beliefs, and; Empowering as the mission of the person to learn to be an observer of themselves.

The brain is a well-oiled machine at work, as Mr. Giwerc described it. He continued, saying the AD/HD brain may experience problems with sustaining and shifting focus, may become cognitively overloaded, may become impulsive, may experience ruminations and may cause immobilization to occur.

The mind processes two distinct parts: Mr. Giwerc discussed that the conscious functions as the captain who gives the orders while the unconscious serves as the crew who takes the orders. One's belief systems activate the brain and can result in executive functioning difficulties for the person with AD/HD. These difficulties could manifest themselves as issues with activation, focus, effort, emotions, memory and/or action.

The coach's role is to educate the client on how the brain works, the role of the conscious and unconscious and to guide the

client through the coaching process. The coach can guide the client through a discussion using powerful questions to assist the students in developing self-awareness, identifying what is getting in the way and what to do about it. Students are thus assisted in developing a positive story and an "I can do it" attitude.

Mr. Giwerc acknowledged how well the PLUS Program blends learning strategies with executive functioning support and coaching techniques in the tutorial sessions with students with AD/HD. He elaborated on additional strategies that PLUS might consider incorporating into their tutorials when working with students with AD/HD. The PLUS Program staff discussed specific scenarios and received feedback and hands-on techniques that learning consultants can use to engage the AD/HD student and guide them throughout the tutorials sessions. Strategies were reviewed to assist the learning consultant and student with addressing such issues as procrastination, refocusing, memory, self image and self confidence, problem solving, time management and organization.

Mr. Giwerc is one of the world's leading authorities in AD/HD coaching, is a Master Certified Coach with the International Coach Federation, and the founder and President of the ADD Coach Academy, the world's largest and most respected AD/HD coach training program. He continues to be a mentor to some of the world's leading coaches and specializes in coaching adult entrepreneurs who have AD/HD. He has also produced and co-directed the coaching video *"Me, My ADD Coach and I"* and has authored many articles for *Fortune*, *the New York Times*, CHADD and many other well-known publications. As an advocate, he was instrumental in seeking senate approval for declaring September 7 as National AD/HD Awareness Day. ■

**ADAM CALVIN '02**

Adam Calvin graduated from Muskingum College in 2002 with a Bachelor's Degree in Physical Education.

Today, he teaches K-2 physical education at Turkeyfoot Elementary School in Akron, Ohio.

In addition to his responsibilities there, he is pursuing his master's degree in Instructional Media from the University of Akron, which he plans to finish in 2010.

Adam is proud of his time at Muskingum, and credits the PLUS program with much of his success. "To be honest," he said, "I didn't even want to go to college. My dad asked me to try Muskingum. I came to First Step and, from then on, I knew this was where I belonged. It completely changed my life."

Adam recalled that the biggest impact on his life is fairly simple. "I just don't give up on anything. Ever. That's what I learned. College was tough for me, but I never gave up, and I have the PLUS program and its people to thank for it." Calvin's "can do" attitude has served him well in college and beyond. ■

**CENTERLINE  
FEATURED STRATEGY****3 C Method for Time Management**

The 3C Method for Time Management demonstrates how to keep track of assignments and tests using calendars.

- The first step is for the student to create a calendar for the semester
- Next the student creates a weekly planner
- Finally the student creates a daily "to do" list

Planning ones time is a major obstacle to academic success for many college students. The 3C Method for Time Management helps to keep track of assignments, quizzes and exams. Keeping track of all assignments and completing them in a timely manner helps the student to avoid undue stress as well as allows the student to be better prepared.

Directions for using the 3 C Method for Time Management is as follows:

**1st C – Create a Calendar:**

- At the beginning of each semester the student takes each course syllabus and marks all assignment due dates, as well as exam dates, on a large desk or wall calendar
- The student includes extracurricular activity commitments as well on this

## centerline

calendar to help with planning time

- Most importantly the student must keep this calendar up to date and add new assignments and events as soon as the student becomes aware of them

### 2nd C – Create a weekly planner:

- Each week the student completes a weekly plan that includes what needs to be done each day of the week, and includes assignments due that week as well as other activities that have deadlines that week
- The student schedules study time into this plan in order to insure enough time to complete assignments and study for exams
- The student reviews the calendar daily to be aware of what needs completed that week
- The student completes the items and checks off items as they are completed
- If items are not completed as planned, the student carries the item to the next day to be completed

### 3rd C- Create a daily “to do” list:

- Using the weekly planner, the student creates a daily “to do” list for assignments and other commitments that need to be completed on that specific day
- The student reviews the daily “to do” list and assigns specific times to complete each task for that day
- At the end of the day, the student reviews the “to do” list and crosses off the items that have been completed
- For items that have not been completed, the student determines when they can be completed and schedules them accordingly

### The Learning Consultant says:

Time Management is an essential skill for all college students. Most students have had frequent reminders that they received in high school, which will not occur in college. As a result, assignments can be easily forgotten. Students who get behind on assignments can quickly become overwhelmed by the amount of work that needs completed. This lack of organization causes a lot of stress. Using the 3C Method of Time Management helps the student to be organized and feel he/she is accomplishing the work and are on top of their assignments instead of overwhelmed by them.

### The Student Says:

The 3C Method of Time Management is a successful strategy that helps me stay organized and focused on my studies. At the beginning of each semester when I receive my syllabus I write all of my assignments and exams down on my desk calendar. When writing these assignments on my calendar I color code the classes. Each class is assigned a different color on my calendar. For example when I see “Quiz 2” written in red I know it’s for English. Another method I use is my weekly planner. I write all of the assignment in there as well. At the beginning of each class I write down anything extra that the professor adds that day. If it’s the week an assignment is due I make a note on each day of that week as a reminder to complete it. I am always adding events, assignments and other important information to my calendars. When I get back to my room after class I take post-its and make a list of everything that has to be done that night. As I complete each thing I cross it off. By using the 3C method I can stay organized and able to manage my time so I get the most important tasks completed first. ■

## CHATBACK



The ChatBack club is a diverse group of Muskingum University students. One of the group’s main objectives is to provide information about learning differences to the campus and wider community. The club has also raised money for charities and has helped first year and transfer students make a successful transition to Muskingum University. With the assistance of ChatBack Advisor, Melissa Choate, the group joined in this year’s homecoming festivities. ChatBack designed and constructed a float based on the theme, Muskingum: Then, Now, Forever. Students used decorations and costumes to represent three different eras of life at Muskingum. They chose to focus on the past during the 1980’s, the present and the future of Muskingum. In the 1980’s students wore bright makeup, loud clothing, had big hair and carried “boom boxes.” For the present, students wore clothing that represented today’s student body. Projecting into the future, ChatBack students had the vision of students wearing “jetpacks” to get to and from class. Over a dozen students represented Chatback on the homecoming float. Student enthusiasm was strong and the group is already making plans to participate in the homecoming parade 2010. ChatBack is gearing up for a membership drive in spring 2010 and is looking forward to sponsoring a team for “Relay For Life.” Last year the ChatBack club raised over \$300 for the American Cancer Society. ■