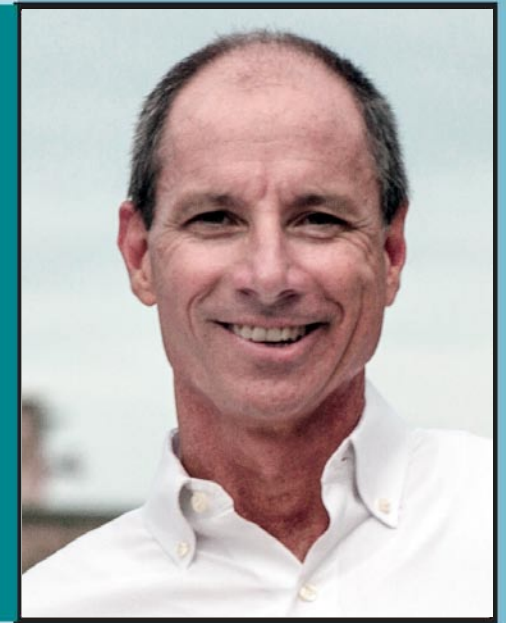


THE
DR RUSSELL
BARKLEY
INTERVIEW
COLLECTION



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About the Collection

In the last decade, I have interviewed dozens of ADHD thought leaders around the globe, producing over 500 episodes of Attention Talk Radio, plus more than 300 episodes of Attention Talk Video. In that time, I have found the single greatest source of knowledge was Dr. Russell Barkley. His insights and constructs revolutionized my ability to coach those with ADHD and helped me understand the core fundamental issues that manifest in behavior for those with ADHD.

In short, ADHD is not a deficit of attention, but without Dr. Barkley's insight, it looks like it is. The reality is that ADHD is an issue of self-regulation with a working memory challenge.

In this collection, I share edited versions of my most impactful interviews with ADHD genius, Dr. Russell Barkley.

I encourage you to read and reread the content to fully absorb and digest the knowledge that can help you understand ADHD. One thing we have learned about those with ADHD is that they often know what to do, but they struggle to execute what they know to do. At DIG Coaching, we specialize in helping those with ADHD apply the principal understandings based on constructs I have developed over the years from ADHD thought leaders such as Dr. Barkley.

Warmly,

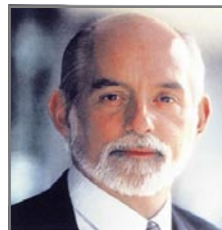
Jeff Copper,

Your ADHD and Attention Coach

Who are Dr. Russell Barkley and Jeff Copper?

Russell A. Barkley, PhD, is a clinical professor of psychiatry at the Virginia Treatment Center for Children and Virginia Commonwealth University Medical Center. He holds a diplomate in clinical psychology, clinical child and adolescent psychology, and clinical neuropsychology. He has been featured in seven award-winning DVDs, has presented more than 800 invited addresses internationally, and has appeared on national television programs and radio programs, such as 60 Minutes, The Today Show, Good Morning America, CBS Sunday Morning, and CNN. He has received numerous awards for his contributions to ADHD research and clinical practice. His publications include 22 books, six rating scales and clinical manuals, and more than 300 scientific articles and book chapters on the nature, assessment, and treatment of ADHD.

A complete bio and other facts on Dr. Barkley's extensive credentials are also available on his website at www.russellbarkley.org where his many other publications are also available.



**RUSSELL A.
BARKLEY,
PHD**



**JEFF
COPPER**
MBA, PCC, PCAC,
CPCC, ACG

Jeff Copper is an attention coach and expert on attention issues, more commonly referred to as attention deficit disorder or ADD/ADHD. As founder of DIG Coaching Practice LLC and the host and founder of Attention Talk Radio (www.attentiontalkradio.com) and Attention Talk Video (www.attentiontalkvideo.com), Jeff coaches individuals and entrepreneurs with ADD/ADHD symptoms who are seeking to improve their personal and business results. Jeff is a frequent speaker and thought leader in the ADHD community. He serves on the Marketing Committee of Children and Adults with Attention Deficit Hyperactivity

Disorder (CHADD) and on the Editorial Advisory Board of CHADD's Attention Magazine. He is a member of the Professional Advisory Board for the Professional Association for ADHD Coaches (PAAC).

To learn more about Jeff and his coaching practice, and to access his podcasts on Attention Talk Radio and Attention Talk Video, visit his website at www.digcoaching.com.



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ADHD and Motivation: Understanding the Connection

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ADHD and MOTIVATION:

Understanding the Connection



Jeff: *Dr. Barkley, welcome to the show.*

Dr. Barkley: Good to be back, Jeff. Thanks so much for having me.

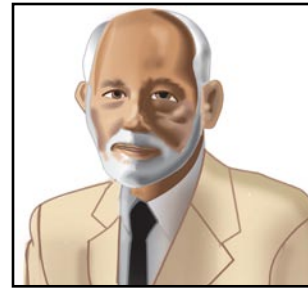
Jeff: *Oh, it's a thrill. I always learn so much from you. I'm very excited about our topic today, ADHD and self-motivation. To really get into this, we need to put it into a context. We've done a bunch of shows before, but can we just talk about executive functioning in totality, so we understand how this fits?*



It is important to understand how an attention disorder leads to a motivational problem. The connection between the two is not obvious to most people.

Dr. Barkley: Well, I think it's very important to understand how an attention disorder leads to a motivational problem. The connection between those two isn't obvious to most people. But if you inject the executive function view that you and I have for ADHD, particularly in adults, you can make the connection very quickly.

We had talked previously that there are seven executive functions, which are your self-awareness and self-monitoring, your inhibition and self-restraint, your working memory, both your visual working memory and your verbal working memory. We talked about that, which is largely self-speech. We also talked about emotion regulation, and that's very important because emotion is motivation.



An interview with ADHD Genius,
**DR. RUSSELL
BARKLEY**

We do things for emotional reasons, and that's because all emotions have sort of a motivational color to them. And then of course, on top of that, there is the planning and the problem-solving module.

So, if you look at all of those executive functions, motivation is tied to a number of them. First of all, when people try to self-motivate, they usually are doing things like visualizing their goals, talking to themselves about what they're doing, giving themselves a little pep talk when they have to do something that's boring.

But it's really important to get it done because the long-term consequences are not so good. There are no short-term consequences, but in the long run, it's going to be a problem.

"We do things for emotional reasons, and that's because all emotions have sort of a motivational color to them." So, typical people

The Seven Major Executive Functions of the Brain

1. Verbal Working Memory
2. Nonverbal Working Memory
3. Self-Awareness
4. Inhibition
5. Emotional Self-Regulation
6. Self-Motivation
7. Mental Play



Organic Motivation

use a variety of mental strategies to do that. And that means they are using their working memory. They're using their visual imagery. They're using their self-speech. But they're using a variety of other strategies besides these basic innate executive function capacities. And in doing that, they're able to motivate themselves in order to reduce the obstacles on the way to their motivation.

So, I think by understanding how that system works we can begin to get some clues for, "All right, what can we do about it? If I can't self motivate the way other people can, if it takes me seven times longer to get boring stuff done than it does my colleagues at work or my fellow students in school, or just in my home life with the chores and the scut work of daily living we all have to do, how do I get around that? What do I do to kind of help correct this problem if I can?"

By understanding how the motivational system works, we can begin to get some clues on doing something about it."

And understanding, of course, that there are these innate deficits in self-motivation that come with ADHD. But there are ways of getting around them, just like there are ways of getting around the working memory problems. So, that's the connection and it is treatable. There are a variety of things you can do. And I'm sure you've coached many of your clients and people on your show about just how to go about doing this. So, I think you and I can brainstorm this together very nicely for our listeners in order to get some idea of what to do and how to go about doing it.

Jeff: *Yeah. And so, just from your side of it because there are a couple of shows we've done in the past that I want to reference, what are some of the things that you've seen that people with ADHD can do to self-motivate?*

Dr. Barkley: Well, I think the first thing is to recognize, and this is very important, that ADHD comes with a motivational deficit. It's inherent. It's intrinsic to the brain. It's not a moral failing. It's not a life choice. It's not like you could wake up tomorrow and decide to be different from what you are. So, to me, step one is you have to

own your ADHD and the executive deficits that come with it. And one of those deficits is motivational. Because owning it means you'll start to realize you need to do something about it.

ADHD comes with a motivational deficit. It's inherent. It's intrinsic to the brain ... You have to own your ADHD and the executive deficits that come with it."

It's like saying, "I'm a diabetic." If you don't say that, you're not going to do anything about your diabetes. You're not going to manage your diet and exercise more and pay more attention to your hygiene and all the things that diabetics have to do, including taking insulin, if necessary, to deal with your diabetes.

And it's the same with ADHD. Probably a good chunk of what you and I do is helping to convince people to buy in, to own this. Because it's okay to own it. It's okay to be ADHD. It's not some kind of moral failing. It's not some stigma that you have to carry around and be ashamed of. It's just part of who you are.

"A good chunk of what you and I do is helping to convince people to buy in, to own this."

I mean, I'm bald. I have to wear glasses. I'm color blind. I own those things. I don't deny them because, by denying them, I'll never solve them. I'll never compensate for them. And I love what you talked about in your last show about how you get people toward that stage of acceptance. Because nothing else is going to matter if you don't accept that you have this. So that's step one to me.

By denying them, I'll never solve them. I'll never compensate for them."

Jeff: I learned this from my mother, who was a second-grade teacher. She would talk about how difficult it was and really emphasize it. And I do that a lot in coaching because if you don't acknowledge something, if you don't recognize it or give it its due, if you minimize it, you're not really giving it the respect and you're not able to move past it. And so, really by owning your ADHD and saying, "Hey, it's here, it's an issue. And I have that," you're giving it respect; then you can actually put the energy towards it to make something happen. Whereas if you act like it's not there, you're minimizing it, and you really not putting in the effort and you end up having some difficulty with it.

"By owning your ADHD, you're giving it respect and can put the energy towards making something happen to move past it."

Dr. Barkley: I think that's absolutely important, Jeff. Those are crucial things for people to understand because otherwise you keep setting yourself up for failure and for even irreparable harm that can come and hurt you.

For instance, as you know, my fraternal twin brother, Ron, was adult ADHD. And, of course, unfortunately, he died from his ADHD. But it took him until he was in his late thirties to even start to own this. Well, guess what? He had burned through three marriages; he had lost a variety of jobs; he had difficulty paying his child support; and he also had been in and out of detox for drug use. And all of those are preventable if you'll own this, because by owning it, you start to go ahead and access the available treatments. But he wouldn't own it.

He wouldn't own it until he was in his thirties. And although he did, he sporadically denied it. So even his ownership was provisional and episodic, not continuous. And as a result, he was dropping out of treatment from time to time because he would go back and say, "Well, I don't think there's really anything wrong with me, and, therefore, I don't know why I need this. It's my wives. It's my bosses. It's everybody else around me."

So that's why you and I, I think, emphasize the ownership of ADHD. Because, boy, will it save you from a lot of future harms that come to you by not owning it.

Jeff: All right. So, owning it is step one. Step two?

Dr. Barkley: Step two is to take a look at how other people use their executive system and how we can change that in order for people with ADHD to do the same thing.

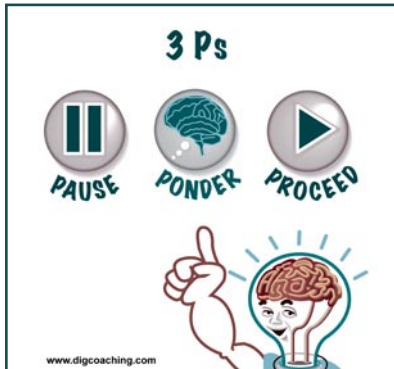
For instance, when somebody wants to self-motivate, one of the first things they do is they visualize the goal. They think about it. "This is my goal. This is what I'm going to earn when I get to that goal." They think about the reward, and by visualizing it and thinking about it, those images come with motivation. They activate you. They get you excited about, "Oh my, I'll be able to do this." Or, "I'll finish that." "I'll be able to buy this." Or, "I'll have access to a promotion or a raise," or whatever it is that's going to come with completing that goal. Even if it's just avoiding the pain of not completing it, because you're going to get called on the carpet by your boss or your faculty professor, if you're in college for not getting that done, you're avoiding the embarrassment that goes with that.

Whatever you have in working memory, offload it, get it onto something outside of you, something physical.

But visualizing consequences, as we all know, is a great way of activating ourselves. People who don't have ADHD are typically using these internal visual images to do that. Well, people with ADHD find it hard to visualize and keep that image in mind while they're working. That's their non-verbal working memory. And so, what could you do to compensate for that? Well, when it comes to working memory, you externalize it. Whatever you have in working memory, offload it, get it onto something outside of you, something physical.

For example, where other people might use a visual image of their goal and the rewards, you need to create an external image of that. So, can you find pictures in a magazine? Can you draw a picture? Can you doodle something? Can you in some way create a cue around you, outside of you, that represents that goal and that reward and what you hope to gain from completing that task? So, visualizing helps typical people. It'll help ADHD people, too, but find a picture if you can in some way.

Jeff: So, at the ADHD Coaches Organization conference, the ADD Academy, we'll walk around, and everybody has a pause button to use. We advocate things like that because, as you know, one of the challenges is to get the functioning brain, that is, the thinking brain, to override that automatic brain. And that pause button is a visual reminder to help people catch themselves and say, "Wait a second. It's a motivational thing to get me back on task. I'm off task."



That pause button is a visual representative to hit that pause, to actually stop and engage the thinking brain to override it and get back on track. And it's very, very effective, I might add. I've had people put pause buttons all

over the place as a visual reminder to keep them focused on what they're doing.



Typical people talk to themselves, but typical people have an internal voice. Everyone has a mind's voice, but for typical people, that mind's voice is more compelling. It has a stronger influence over behavior.

I think you can use an image of that. You can get the old Staples Easy Button and write the word "pause" over top of it on masking tape. Any cue that you can use to get yourself to stop, because by stopping, you give the executive system a chance, and part of that executive system is motivational.

Jeff: So, after visualization, what would be next?

Dr. Barkley: Okay, well, besides visualizing the reward that you're going to get by completing this task, the second thing that typical people do is they talk to themselves, but typical people have an internal voice. They have a mind's voice, we all do, but for typical people that mind's voice is more compelling. It has a stronger influence over behavior. And they can use it to guide themselves, just like your GPS in a car talks to you. It doesn't just show you a map. It gives you verbal statements about where to go to in order to avoid traffic and get to your goal. And that's the mind's voice. And where typical people are doing that, that's harder for ADHD people to do.

So, you've already mentioned one thing, and that is to pause. By building in the pause, you'll activate the system. But let's also realize that even if you activate your ability to talk to yourself, it may not be as strong or influential as it is in other people. So, just as with images and putting those outside of you and offloading those images to something physical around you, I ask people to do the same thing with their verbal strategies.

So, rather than just talking to yourself in your mind, talk to yourself out loud. Hear that voice out loud. It's like a mental pep talk. Just like the coach at the beginning of the sporting event or the



football game is trying to rouse the team to get going, you can do that with yourself. And part of that is believing you can get this goal done and saying that to yourself. “I can do this. I know I can. I’m capable of this.”

And then talk about the reward. “If I get this done, X or Y or Z is going to happen to me and it’s going to be great.” So, let’s get started. Give yourself a pep talk. Say it out loud. Write it down on a card if you have to and put that card in front of you. Whatever it is, those little statements or those simple words you’re using that motivate you, put those outside of you.

“*Rather than just talking to yourself in your mind, talk to yourself out loud. Hear that voice out loud. It’s like giving yourself a mental pep talk.*”

If necessary, record them on a digital recording device and play that back periodically while you’re getting the work done. That’s you. That’s your current self talking about your future self, and people find that very motivating, particularly if they will externalize it and replay it throughout the task.

So, the first thing we talked about was owning it. The second is visual strategies and using pictures and cues outside of you. The third is verbal strategies and articulating those vocally, saying them out loud, and then putting them down on something around you, some other storage device, a piece of paper, a digital recorder, whatever you can think of and keep these cues around you to help keep you going when your fuel tank is getting low. You’ll find that it can help to refuel you along the way. That’s a good strategy.

Jeff: Absolutely. There’s a bit of mindfulness to this and a bit of intention that one would sit down and say, “Listen, I need to self-motivate. I need to own this. I need to visualize it. I need some self-talk in here, and I need to put this stuff externalized in order to get that self-motivation going.” Is that accurate?

Dr. Barkley: That’s exactly it. Yeah. Precisely. But there are some other things that they can do. There are some inter-

esting things that they can do besides the things that we just mentioned. And one of those is sometimes, no matter what you do, whether you do the picture thing or you self-talk, or you record self-talk, it just doesn’t seem to be working for you. And that’s because you’re encountering obstacles along the way. And you have a great example of how, by identifying obstacles that cause procrastination, you can leap over the hurdles of the obstacle and get back on your course again.

“*If self-talk doesn’t work for you, it’s because you’re encountering obstacles along the way. But by identifying the obstacles, you can leap over those hurdles and get back on course.*”

So, I really think it’s worth articulating that again. Even if your listeners have heard this before, it’s a great strategy for learning what’s in the way. “Why am I procrastinating?”

Jeff: One of the things I’ve learned, Dr. Barkley, is there are five reasons people procrastinate. One is it’s boring. Two is you have to confront somebody or you have to persuade somebody. And the ambiguity in that is you don’t know what the argument is. You don’t know the right perspective. Another one is you don’t know how long it’s going to take. Another one is just pure ambiguity. And then there’s an emotional component to not performing it.

Boredom is certainly an issue with people with ADHD, but what’s fascinating to me is ambiguity, the not knowing how long it’s going to take. Often you sit down to do a project, you have to boot up your mind

Five Reasons You Procrastinate

1. It’s boring.
2. It’s ambiguous.
3. You don’t know how long it will take.
4. You have to persuade, confront, or convince someone.
5. It’s emotional.

as you boot up a computer so you can get your head into it.

And when you load all that stuff into your mind, it's a very effortful process that you've got to go through in order to do that. And what you don't want to do is to get your mind booted up and then get into it for a few minutes and all of a sudden you have to leave for another meeting. Then it all evaporates. And when you come back, you have to go through all that effort again to load it back into your mind. It's inefficient, it's very effortful, and so, if you don't know how long it's going to take, you have a tendency to put it off.

Also, generally ambiguity sometimes. I was coaching a guy one time. He needed to make a phone call to tell his family members about his daughter's dance recital. And I said, "Well, what's hard about this?"

And he said, "There's nothing hard. It's just a phone call."

I said, "It's on your procrastination list. So, what's hard?"

He goes, "Well, I guess usually when I call, they ask me what they're supposed to bring and where they're supposed to park and I'm going, oh, I don't want to go back to my wife. She's tasked me with this a bunch of times already."

That's the emotional side of procrastination. So, as we begin to unfold this a little bit, we begin to realize that he wasn't aware of it so he would ask his wife, "Okay, I got to make these phone calls. What are some of the other things they're going to ask me?" This is a working memory issue, because he's got to recall this. And by asking his wife and her arming him with this, now it's easy for him to go to do this.

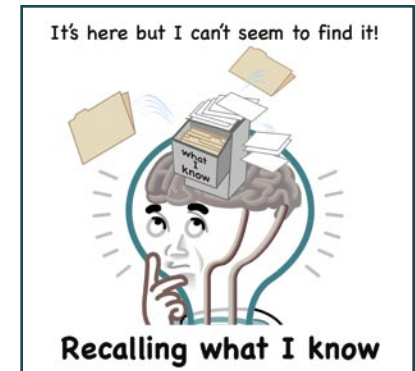
I'm sharing this example because he thought it was just making a phone call, but number one, he's got to use his working memory because he's got to be able to think about this a little bit. And the other thing we talked about is how do we make it easy for him to self-regulate? How to make it easy for the phone call?

I've learned so much from you that, with ADHD, number one is you've got to make it easy to self-regulate. You've got to make it exciting. You've got to get the tools you need at point of performance. And you have to minimize how it's taxing your working memory. You have to externalize it or, in the situation I just described, sometimes you need somebody asking you questions.

For example, you've got to pack to go somewhere, so ask questions, "Hey, so where are you going? What are you going to do? What do you need to bring?" I'm asking those questions. The person could do that themselves, but when I do it, it triggers something and they begin to think about it and make a list really quickly, whereas if they have to do it on their own, they don't do it.

So, I always work with them and ask them to identify what they're not clear about with specificity, to talk about where they can go to get clear and how they can minimize working memory, both in terms of what they have to do and if they have big projects to do.

So, I tell them, "Before you start, ask yourself where's your stopping point so you don't have to reboot your computer?" That is, where you left off in your document so you don't have to go back to the beginning and start all over.



I can't emphasize enough to people who might be reading that sometimes what you're calling a motivational problem has to do with the ambiguity of your goals and your assignments and what you're tasking yourself to do."

Dr. Barkley: That is of utmost importance. I can't emphasize enough to people who might be reading that sometimes what you're calling a motivational problem has to do with the ambiguity of your goals and your assignments and what you're tasking yourself to do. And that causes an obstacle, that kind of ambiguity and generality, and you're not sure. All of a sudden,

you're avoiding it again. And sometimes it's because you've chosen too big a goal, or you didn't articulate it as well as you should. Just breaking it down and unpacking it into very simple, specific little sub steps gets you around that.

“But sometimes a motivational problem is a procrastination problem. And that to me is often a problem of ambiguity.”

But sometimes a motivational problem is a procrastination problem. And that to me is often a problem of ambiguity. It's like saying, “I'm going to write a book.” Well, I never say, “I'm going to write a book.” What you do is you say, “How about if I write a sentence?” Or “How about if I do an outline, and then I'll start with the first sentence, and then I'll go to the second.” It's a strategy of breaking larger goals down into smaller goals that are easy, that are foreseeable, and that you can easily overcome.

I was talking with a professional athlete the other day who also has ADHD. He happens to be a baseball player. We were talking about tricks that he has found to get around these problems when it comes to the workouts they have to do, because, let me tell you, working out as an athlete is boring for them. Hitting the gym, hitting the weights, running the field, doing the practicing and the catching and the batting practice and everything. They don't find that so interesting as they do the game.

And he said, “What I found to do is exactly what you suggested.” He said, “The first thing I'll do is I'll say I have to do 50 reps. I'm just going to do 10. My goal right now is 10.” Well, doing 10 is easy and he gets it done, and as soon as he hits 10, he says, “Man, that was so easy. I could do another 10.” He doesn't say 50. He takes it 10 at a time. And as he finishes the 10, it's easy to talk about the next five or the next 10. And by setting those small, little, baby steps, all of a sudden, he's done 50.

But if he says, “I need to sit down on the bench and I need to do 50 bench presses,” or, “I need to hit 50 shots from the pitching machine when I'm standing at the plate.” Well, he doesn't. He says, “I'll hit 10.”

And every time he gets to 10, the next 10 become easier. And then he says, “When it gets really hard, then I say five. Then I say two.” He said, “You'd be surprised how many reps in practice I can get done.” And it's precisely the same strategy you're talking about. If you would just take the goal and unpack it into its mini steps, the mini steps are easy, and then you've got them done. And I love your idea about packing for a trip because that's what you do, right?

“If you would just take the goal and unpack it into mini steps, the mini steps are easy, and then you've got them done.”

Jeff: It's funny. You just triggered something that I want to talk about related to athletics. At one time I was coaching a high-school baseball player, and he was describing how he's playing but he's having a hard time focusing. He wants to be motivated to play the game, but he gets distracted and he starts to daydream, if you will. He shared an experience at one game where something happened and he was really embarrassed by it.

So, we actually got to the idea of what he could do to manage this. He would begin to visualize a routine that he could do where he would sit there and focus on the pitch. Then when it was done, he would stand up and swish his feet around in the dirt to relax a couple minutes, and then he would pull his energy back again and tell himself, “I want to focus,” and then sit back down.

It was the routine of letting his mind daydream. But then say, “Okay, I can visualize me focusing.” He had this ritual that he went into that would bring his attention back because he could see it, and it allowed him to stay on task. He was so excited because it made a profound difference in his ability to focus on the batter when it was time to focus.

In my own personal experience in high school, I remember in 1979, 1980, the first time I made U.S. Nationals in swimming and Olympic trials, it was very easy to get motivated. Reagan was running for president at the time and he was there. I saw world records. It was really, really pretty easy. But as I got into college and I had gone to nationals a couple of times and NAAs, it wasn't as exciting. And when I went to dual meets, it was particularly difficult. I would walk in, because I would have to perform, and I would actually have to get motivated. I'd have to get charged up.

It's funny now as I look back on those times. What I would do early in the day of the event is put on some music, actually very depressing music, pull the hood of my sweatshirt over my head to kind of bring myself down. As we got closer to the event, I'd actually amp up the music and begin to think about the event and how to reach my goal.



Visualization wasn't the easiest for me, particularly for swimming, but I began to focus on how much I wanted to hurt myself when I was going into the water, like how much pain I could endure when I hit the water. And I would sit on the blocks and stare at the water, and I would begin to feel that sensation of the anxiety that I was

going to thrust upon myself when I went into the water. And at that point in time, I would have the music really going fast and hard to be able to manage my emotions and my motivation in a dual meet that really wasn't that important. And I'm sharing that because it's metacognizant. It's a mindfulness exercise where I willfully said, "Okay, at this time I want to pique my emotions. I want to pique my motivation to make that happen."



Athletes do it all the time. When LeBron James and other players get off the bus for an NBA final, they have the headphones on and the masks to block out the pressure, because they don't want that emotion in. They are focused on what is happening. They are really controlling their emotion to control their motivation to control their intention.

Athletes do it all the time. If you watch LeBron James and the other players getting off the bus for an NBA final or whatever, they have the headphones on. They've got the masks and stuff to block out the pressure, because they don't want that emotion in. They're focused on what's happening, because they're really controlling their emotion to control their motivation to control their intention. I want to stop here and let you comment on that, but it's a very willful act as an athlete on what they're trying to do.

Dr. Barkley: Yes, it is. And some of the athletes that both you and I have talked to actually liken it to going into battle, toward what soldiers would have to do in order to gear themselves up for what is going to be to some of them an overwhelming, high-pressure, and sometimes frightening situation for them. And so what are some of the strategies that soldiers do as they prepare for combat, or what athletes do, or what fighters do when they're going into a difficult situation? Sometimes music is one of them.

It calls to mind the scene out of *Apocalypse Now* where the soldiers are about to attack the beach and their captain is playing the *Flight of the Valkyries* over speakers on the helicopters in order to motivate them. If you haven't heard that, it's a Wagner theme that is very motivational to combatants. Or how about Rocky Balboa and the theme that's playing while he's training in order to go into the ring in the first Rocky movie?

I know these are old references, so I'm dating myself here. But the fact remains that it's this use of music that motivates. That's because music elicits emotion, and emotions are motivations. Whatever it takes, if you're somebody who viewed this as a battle of wills with yourself before you went into the pool, that's great. If you're somebody who views this as, "There's so much pain that I can take, and I know I can do this," whatever pep talk you need to do and whatever music you need to get you there, those are great strategies. Some people even listen to music while they're working to make the boring situations easier to negotiate and succeed in.

Whatever pep talk you need to do and whatever music you need to get you there, those are great strategies."

So, the use of music isn't just words. It isn't just images. Sometimes sounds are sufficient to activate our feelings, and very strong feelings at that, and that's a key to self-motivation. So, I love that example that you gave about the athlete.



Jeff: We did an interview with Roger DeWitt not that long ago. His mother was the voice of Wilma Flintstone, and I think he was actually a voice on many other cartoons when he was younger. But he's done about 1600 versions of Phantom of the Opera. And in that situation, he'd done it so many times, as those actors get older, they actually have to get their emotions up to get motivated to actually play the part the way

he wanted to. And he talked about how mentally they would rehearse in their minds and try to stay in character to try to make that happen.

To me, what this has taken us back to is that we're bringing awareness to the motivational process, but it takes a level of self-regulation to pause, to direct an action back on yourself, to change your behavior, to change the future, and that is to say, "I need this

thing to happen. I need to own this. I need to bring the visualization in. I need to externalize this. I need to bring in the emotion in order for me to get the motivation to execute what I'm doing," which is a little bit of an effortful act. But at the end of the day, it's that willful intention you design that can make you move forward. Am I misrepresenting that, or is that the essence of what we're talking about here?

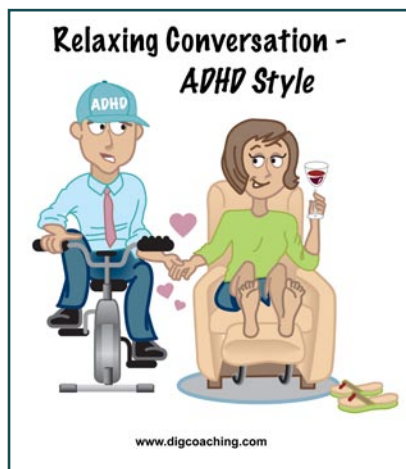
At the end of the day, it's that willful intention you design that can make you move forward.

Dr. Barkley: No, I think the pause is very important, very important. And I think along with that pause, in order to just stop the action, just wait a second. Don't react to what's going on around you. That pause is crucial. In addition to that, people with ADHD, not just athletes, but almost everybody with ADHD I talk to find that movement is useful when they're working. When they're tasked with a situation that is boring, that is effortful, that they've got to plow through and just power through it, oftentimes even incidental movement can be motivating to them to help them concentrate better. And I think it's because people enjoy movement whereas sitting still is hard, even for typical people to do. We have to move. We have to fidget. We have to self-stimulate. And we find those motivating and attention-getting.

And so, as you and I have talked about before, build in little exercise routines, even micro exercises. If you have to be in a meeting and it's boring, take in a stress ball and squeeze it, tap your foot. What do you need to do? Like the athlete you mentioned who would periodically give himself a chance, the permission to just move around a little bit. Engage in that little ritual, break this thing down into smaller pieces, and frequently disperse movement throughout that task. You'll find that task is a lot easier to do than if you try to force yourself to sit still and pay attention and get this work done. Move while you're doing it and you'll get it done.

Build in little exercise routines, even micro exercises. If you have to be in a meeting and it's boring, take in a stress ball and squeeze it, tap your foot."

Jeff: Yes, and I've got a bunch of stories. There's an Attention Talk Video I did with a coach and he talked about how, when he reads, he's basically walking down the sidewalk. He's got to be moving. There's a psychologist in North Carolina who put a board across the handrails of her treadmill so she can be on her computer while she's walking on the treadmill.



My favorite story on this is that I was coaching an individual at one point who was constantly moving and he's getting to the end of his career. His wife wanted to hang out and binge-watch Netflix, but he actually acknowledged that day that he was crawling out of his skin. He was very uncomfortable and just really restless. He admitted that for him to relax, he had to be moving. For his wife to relax, she shouldn't be moving.

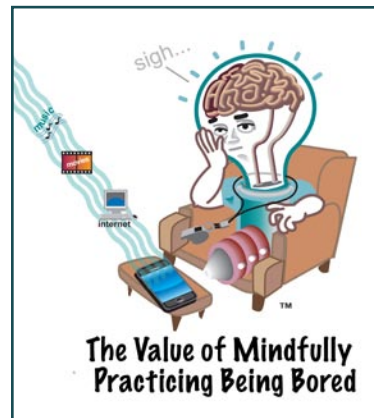
And once he admitted it, we thought of this brilliant idea. He put a barstool in front of his exercise bike, and when his wife came home that night, he gave her a glass of wine and he sat her down on a chair and he crawled up on the exercise bike and said, "Honey, let's talk." And she's looking at him like, what's going on?

He told me, "For the first time in 25 years, I actually feel like I focused and I was able to really engage with my wife." Now he was moving, but he was like, "Oh my God, now I'm really motivated to do this stuff."

Melissa Orlov and I have talked about the five love languages and about partners spending time together, and we used this as an example. Those five love languages really make a lot of sense. But maybe

spending time with somebody might mean you get the motivation to be moving while your spouse is sitting there to kind of engage that. As crazy as that sounds, it was very effortful to accomplish the husband's goal of listening to his wife and gaining motivation so that he could sit there and sustain focus for that period of time.

Dr. Barkley: Yeah, absolutely. Sometimes just going for a walk together can facilitate that kind of focus on communication and sustaining communication. Whereas if we sat down at a table and tried to have the same talk, we would lose the ADHD person within minutes of having that talk, both because of conflict avoidance and because they need to move. So, I love building on that sort of exercise and movement. Even little mini movements can help.



We've also talked about the need to break the task down into small units, to make sure that you're putting small rewards into the task, even if they're artificial little rewards, like promising yourself that you can get a coffee after you do 20 forms that you have to fill out for your job, or whatever number of reports you have to write. Break that down into smaller ones and give yourself a little treat along the way. It doesn't have to be food or coffee or some other beverage, but it can also be letting yourself play that word game or that video game.

You never put your games on your work computer."

So, you've got a little tablet that's next to you and that's where you keep your games, because as you and I talked about, you never put your games on your work computer. Your work computer's for work. The games that you want to play are on a different computer.

Jeff: It's really difficult to self-regulate when you've got social media stuff popping up left and right. I wanted to identify something, because you were talking about breaking things down into smaller tasks so that you can move forward. Taking one of your playbooks is for people with ADHD to talk, verbalize, talk out loud in order to break those things down.

Often, I have found that verbalization helps if the person with ADHD tells someone else what they've got to do, even if the other person doesn't say anything. We call it a body double. They feel like they're talking to somebody, and when they're doing that, it makes it easier, at least from my perspective and you can correct me if I'm wrong. It's easier for them to boot up and bring things into their working memory and get them out on paper to externalize them.

Trying to think by yourself is one thing, but it's a lot easier to do if you're with somebody else; it's easier to self-regulate.

It sounds kind of crazy, but to try to think by themselves is one thing, but it's a heck of a lot easier for them if they're with somebody, easier to self-regulate. Number two, particularly if they're talking because in that verbal process they will stumble into things. They get the tasks out, they reduce the ambiguity, and now when they're on paper and they're clear they know what to do and they make it happen. They're not dealing with the anxiety when they're not activating, beginning to get down on themselves, because that's negative to their motivations, saying "I'm procrastinating and I'm lazy." Whereas if you move into this environment, make it easier for your working memory, get it on paper, then you feel the good energy, and all of a sudden, you're activating. This is the craziness that works for people with ADHD. It sounds crazy, but it really does help.

Dr. Barkley: Precisely. But it's not crazy. I think you've tapped into something here that we need to make very explicit. Sometimes the most motivating thing you can do, because we're human and we're social people, is to make yourself socially accountable for the goals that you're setting for yourself. Yes, you have to break the

goals down and make sure that they're doable and make sure that they're small and they don't take as much time. So smaller quotas at the beginning allow you to get more done if you just keep doing small quotas. All of that works.

But one of the best things you can do in addition to that is make yourself accountable to others. Tell other people what you plan to do. Make sure that they arrange some kind of consequence for you for doing that. Sometimes just telling them and checking in with them is a consequence in and of itself. I know you probably did this. I did when I was doing marathons. The training was boring, so I used to train with my neighbor, and we would commit to getting up at 6:30 and doing that eight-mile training run each morning that we needed to do and that Sunday morning 20-mile run. But by committing to do something with another person, you activate motivation that ordinarily wouldn't be there, and it's a social motivation.

"One of the best things you can do is make yourself accountable to others. Tell other people what you plan to do. Make sure they arrange some kind of a consequence if you don't do it."

And whether it has to do with wanting the other person to like you or the fear of embarrassment, who knows what all the emotions are that are mixed up in social accountability, but it can work for you where just promising yourself a goal and a reward is often not enough. Because you cheat. You'll promise yourself your reward and you'll sneak the reward earlier than you should have and not do the work you're supposed to do. But by making yourself accountable to somebody else, it makes it a lot harder to cheat and it's a lot more motivating to do that.

Jeff: *When I'm presenting at an ADHD conference and I'm talking about the impact of exercise on ADHD, I often tell my own stories, and I've told this story before. I used to swim four hours a day. When I graduated from*



college, I was still able to train for a period of time. But since 1988 to this day, I've never not had a training buddy. And when I lived in Manhattan, there was a guy who worked at Brown Brothers Harriman, who swam at Harvard. Sometimes we would wake up at six o'clock in the morning. When we'd wake up, we'd call the other guy. And if there was no answer when I called him, that meant he

was out because sometimes my buddy had to work all night, so I would go on my own. But it's funny because when the phone rang and he picked it up, a lot of times I would call in that obligation and we'd go, "You out or you in?" And he'd go, "I'm in." Even when I didn't want to go, I had to and we would go.

I've had running partners literally for 30 years now that have helped me do that stuff. Exercising in itself is a repetitive, boring task, whether it's swimming or running. But it changed everything when they showed up and it was a social exercise. To me, there was so much more happening. It wasn't just a run. There was the socializing. All of them, we always had jokes and stories as a result about it. So, by doing that, I was able to create that self-motivation for me to continue it to this day, and it's all because of really what you just said.

Dr. Barkley: Two things. Yeah, let's make sure that readers understand. There are two separate things you can do here. The first is to just commit to somebody else for what you plan on doing. They don't have to do it with you, but you're going to check back in with them in a certain period of time in order to review how

Strategies for Reaching Your Goal:

Strategy number one:

Be accountable to somebody else for the goal.

Strategy number two:

Do the goal with somebody, and you're more likely to get it done

Strategy number three:

Give them something important that's valuable to do.

much you've done, and you're going to let them have access to something that's important to you to give that back to you, for instance. So, strategy number one, be accountable to somebody else for the goal. Strategy number two is do the goal with somebody, and you're more likely to get it done. Strategy number three, give them something important that's valuable to do.

Here's an example. I had a friend with ADHD who wanted to quit smoking, and he couldn't do it. First of all, 75% of people who try to quit can't do it anyway, and the figure is even lower for people with ADHD. So, here's what he did. He gave a check for \$300 to a friend that he works with, and he said, "If you ever see me with a cigarette or you smell cigarette smoke on my clothing or my hair when I get near you, cash that check. It's yours." And he created a consequence for himself. And then he said, "If I'm able to go X number of days without smoking, give the check back to me."

So, he clearly had built in both a penalty and a reward for something that he was finding very, very hard to do. Now, you'll have to make the penalty meaningful. You can't make it something trivial like, "Oh, I'll buy you a pizza or something." I mean, it has to hurt in order for you to stick with that.

Jeff: *Yeah, and I have to tell this story because this is right in line. A buddy of mine wanted to do something one time. "You really want to do it? Right, I'll tell you what." He's a very big Democrat. "Write a check to me, give me a check to the Republican party for \$500. If you don't do it, I'm sending it to them." Flawless. He did not have a problem with the motivation of getting that done.*

Dr. Barkley: That's right. I've had people threaten to do that with Scientology for me. "If you don't get this done, we're going to send your check to the Scientologists." And, of course, they're my arch enemies. I love that use of penalties that hurt in order to motivate you.

Sometimes you can't do it alone, and sometimes you can't find somebody to commit or hold you accountable or to do it with you. And this, to me, is where ADHD coaching really pays off.

I think this is a great time to put in a plug, however. Sometimes you can't do it alone, and sometimes you can't necessarily find somebody to commit to or to hold you accountable or to do it with you. And this, to me, is where ADHD coaching really pays off. Because you can, in fact, hire compassionate people who are well-informed, who understand ADHD, and who are willing to work with you in a positive, upbeat, and constructive way, not a demoralizing and degenerative sort of way where they're going to put you down or anything like a parent or a partner might do, especially if you're not getting along with them at the time.

ADHD coaching is becoming such an increasingly promising profession and why the evidence is showing that it plays an important part for adults with ADHD is precisely this."

But let's not forget that part of the reason ADHD coaching is becoming such an increasingly promising profession and why the evidence is showing that it plays an important part for adults with ADHD is precisely this. It is motivating to make yourself accountable to other people, even if it is somebody who is an ADHD coach for you. Pat yourself on the back for that, because that really does help a lot of adults who, in other ways, could not make themselves accountable.

Jeff: Yeah. Forgive me for another personal story. When I got into this business originally, I had a couple of coaches around, because writing is a challenge for me because of my dyslexia and a bunch of other reasons. So, I had to do something different. Not try harder, but try different, because it's just too hard. So, I actually started this podcast, Attention Talk Radio. And fast forward now, it was that coaching and telling myself to think different, not necessarily harder. I

started this 10 years ago. I did it originally so I'd have something to talk about on social media.

What I didn't know was that I would get an amazing education from experts like yourself, which has been beyond phenomenal, number one. Number two, it's helped me with name recognition that I didn't necessarily have.

And number three, what's exciting is that, along with Jessica McCabe who does "How to ADHD," I'll be doing a preworkshop at the conference talking about marketing and branding, which is really interesting because people are going to listen for the tips on the business side. But what's funny is that both of us will talk about how it was born of individual need. Mine was to get away from writing, and hers was to find a place to put her own tips so she didn't lose them.

It didn't start with a business plan to manifest as they are today. They started for some other reasons which, for me, was a direct result of a coaching-type thing for me to look at and do it a little bit differently. I've been very motivated ever since. It's changed everything for me, just in that small adjustment.

Forgive me for putting that in there, but there's so much wrapped up in there that shares that stuff, not just try hard or try different. Sometimes there's a different way to do it, and coaching is really kind of what we're about on that.

Dr. Barkley: Yes. Yes, it is. And even if you don't become a coach, let's pull the lesson out of there, and that is to pick the right niche. Find an ADHD-friendly occupation, and a lot of times your motivational difficulties can be reduced dramatically. Because sometimes you're not in the right place doing the right job that's best for you and your aptitudes.

Find an ADHD-friendly occupation, and a lot of times your motivational difficulties can be reduced dramatically, because sometimes you're not in the right place doing the right job that's best for you and your aptitudes.

People don't think about that when it comes to motivational problems. But if your motivational problems are chronic, particularly with regard to your occupation or your vocation or your hobby, maybe you've picked the wrong thing. Is there something related you could do? Is there a different field you might try? What do you have an aptitude for? And that's what you guys did. And notice, you don't have a motivational problem anymore because you're not in the old job that caused the motivational problems to begin with.

So, keep that in mind. And let's not forget ADHD medications can help as well. We sometimes forget to bring those into the mix. But 80% of our clients are, at some time or another, at some point in development, probably going to have to rely on the ADHD medications, and they too can help with motivation.

Jeff: I want to pull all this stuff together, Dr. Barkley. I've learned so much from you in the interviews over time. I've learned that these layers of executive function really go back to the first thing that drew me to you back in, I think it was 2010 and 2011, that ADHD is very much self-regulation. The need to pause and direct an action back on yourself to change your behavior to change the future. And we've talked about emotions, the pause, and down-regulating. We've talked about working memory, pausing, and being able to externalize.

Today we're talking about pausing and using a mindful activity to engage our motivation and our emotion to move forward. It really is about self-awareness, number one, and, number two, the pause, which, by the way, I'm going to come back to. That's the hardest thing in coaching to help people do, particularly when it comes to emotion... to engage the executive functioning brain to override that automatic brain.

"And it is a little bit effortful, but if you practice it and you're mindful to it, you can live a very fulfilling life. It just takes a little bit of effort to practice the pause."

And the thing that I've learned from you that was the most profound

thing ever is it's effortful. It's hard to take the brain and beat the primitive brain down and say, "Get out of the way." And I don't want to minimize that, but the one thing I've learned is that when the people I coach get that and they learn the pause, their world completely changes. And it is a little bit effortful, but if you practice it and you're mindful to it, you can live a very fulfilling life. It just takes a little bit of effort to practice the pause.

Dr. Barkley: Yes, it does. And remember what your mother said, stop and think before you act, and the word "stop" comes first. You're absolutely right, Jeff. The pause is crucial. Without the pause, there's no thinking. Without the thinking, you're in trouble. You're on automatic pilot all day long, doing automatic behavior, and that is not a good thing.

"Without the pause, there's no thinking. Without the thinking, you're in trouble."

Jeff: Absolutely. So, Dr. Barkley, in closing out, have we said it all? Is that it?

Dr. Barkley: I think that's about it. My goodness, we've covered a lot of territory here and I think a lot of strategies that your listeners should find useful. They can certainly explore more through your other podcasts and through your writing and so on, and through my books, as well. There's an awful lot out there to help the adult with ADHD, including my books, *Taking Charge of Adult ADHD* and *When an Adult You Love Has ADHD* for your loved ones. There's just a ton of information that people can access when they're ready to access it. But the first thing is to own it.

Jeff: Absolutely. Everybody, it's www.russellbarkley.org And with that, Dr. Barkley, thank you so much for coming on the show.

Dr. Barkley: Jeff, it's been a pleasure. Let's do it again sometime.

Jeff: Absolutely. Everybody, we hope you've enjoyed it.