

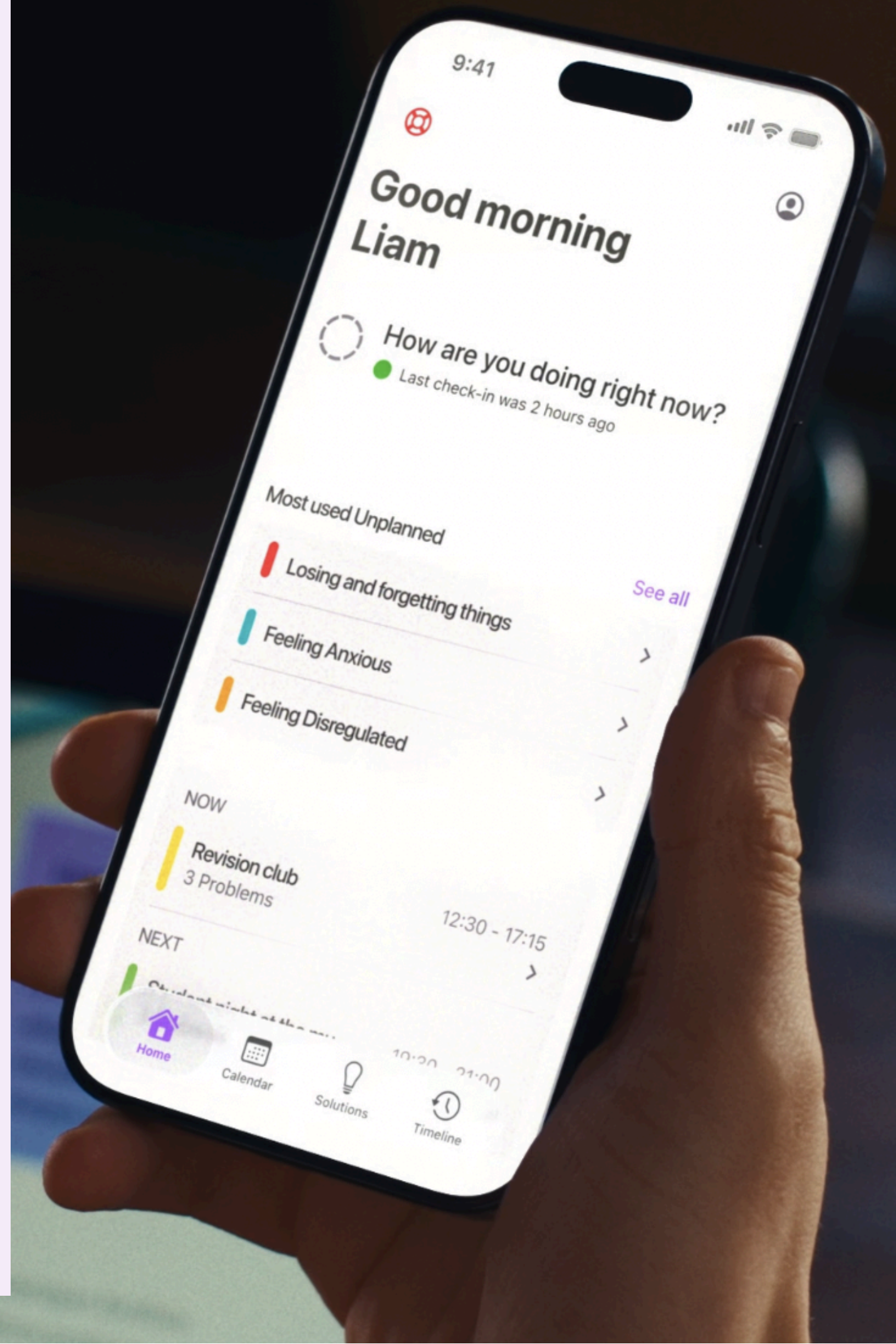
brain in hand

How Brain in Hand coaching provides value to users

This report explores the role and impact of coaching, drawing on user feedback and data to understand how coaching supports people in their daily lives. We examine what coaching is, how it works in practice, and what users gain from their coaching sessions, from developing practical solutions and achieving goals to building confidence, self-understanding, and a sense of connection and support. This report highlights how coaching helps individuals navigate challenges both during sessions and more broadly in their daily lives from managing studies or work to preparing meals, travelling, and being kinder to themselves.

March 2026

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The value of Brain in Hand coaching through user feedback

The Brain in Hand research team has been running a user survey since February 2024 to provide a space for users to share feedback about their experiences. Users are invited to take part up to four times each year, allowing us to gather regular insights into what is working well and where improvements can be made.

Since launching, the survey has collected 2,167 responses as of February 2026. This report focuses specifically on insights related to the Brain in Hand coaching offer. After the first year of running the survey, the questions were revised to better align with business needs, including the addition of a new question exploring users' experiences of coaching sessions.

To ensure the findings reflect current coaching practice, responses submitted before September 2024 were excluded, as this marked a significant change in coaching delivery. However, due to the timing of the survey and the transition period, some qualitative responses may still reflect the earlier coaching approach.

Qualitative data were gathered from open-text questions included in the survey. Examples of these questions include: "Can you describe a time or scenario where Brain in Hand has helped you?"; "Is there anything we haven't asked about that you would like to tell us about your Brain in Hand experience?"; and "Please share how Brain in Hand has supported you to achieve more."

The qualitative questions included in the survey changed between October 2024 and January 2026. However, at least two questions remained consistent across this period, and a minimum of four open-text questions were analysed in each survey.

Participants who completed the survey more than once had their responses combined and analysed as a single individual response. Responses collected between October 2024 and January 2026 resulted in 310 pieces of coaching-related feedback.

Four main themes emerged from the analysis. Three themes related directly to how coaching supports users (outlined below), while a fourth theme related to feedback on the structure and delivery of coaching. This theme has been shared internally to help inform ongoing improvements to coaching delivery.

Approximately 43% of responses related either to the structure and delivery of coaching or to broader feedback that did not fit within the three core themes. A smaller proportion of responses (6.8%; 21/310) described how coaching supported users to get the most from the Brain in Hand app.

Theme 1: **Solution building and meeting goals:** 42% (130/310)

Theme 2: **Feeling connected and supported:** 24% (75/310)

Theme 3: **Self-understanding and personal growth:** 16% (50/310)



What is Brain in Hand coaching?

Brain in Hand coaching is delivered by ILM (Institute of Leadership and Management)-accredited coaches trained in neuroaffirmative practice. Coaches provide a safe space for reflection while working collaboratively with users to identify challenges and co-design solutions, ready for implementation in everyday life. Coaches listen without judgement and focus on the user's goals, helping to break down challenges into manageable steps and create strategies that are supported through personalised digital spaces within our app and website. Ultimately, coaching aims to enable people to recognise their strengths and explore new strategies to overcome challenges with increased confidence and efficacy, allowing them to achieve more in their lives.

In 2025, Brain in Hand undertook a structured exploration of its coaching approach to define a model to underpin coaching delivery. Stage 1 of this work, shared with Brain in Hand coaches and staff in December 2025, articulated the core coaching approach that the organisation will adopt. This framework brings together evidence-informed practice, lived experience, and organisational learning, establishing a shared understanding of the purpose, structure, and principles that guide coaching sessions.

The subsequent phases of this work focus on implementation and refinement. This includes strengthening the structure of coaching sessions, formalising coaching standards, and embedding these standards within quality assurance processes to support consistent delivery across the organisation. Ongoing development of the model will continue to be informed by post-session user feedback and learning from practice.

As well as holding the ILM Level 3 qualification in Coaching and Mentoring, coaches also bring at least two years' experience supporting neurodivergent individuals or people with mental health needs. Their professional backgrounds include mental health services, autism and ADHD support, specialist teaching, mentoring, and speech and language therapy. Coaches also develop core BiH Coaching Competencies (BiHCC), which focus on BiH's neuroinclusive coaching approach and address common limitations in coaching approaches designed for neurotypical people. This approach uniquely integrates one-to-one coaching with digital tools built around the individual user. Users are empowered to take real-world action, with access to personalised support that provides confidence to try strategies for behaviour change.

Once a user receives their Brain in Hand licence, they can book their first coaching session through the app. They are then matched with a coach who works with them to arrange future sessions and ongoing support.

Theme 1: Coaching as a space for solution building and meeting goals

Users most frequently spoke about coaching in the context of working towards goals and developing practical solutions. Within this theme, users commonly discussed building solutions, identifying and working through challenges, and developing routines, structure, and productivity strategies.

For many users, the value of coaching lay in having a dedicated space to talk through challenges and explore practical ways forward. Coaches were described as helping users unpack difficult situations, clarify priorities, and identify actionable next steps. One participant described how coaching helped them manage overwhelm by identifying what needed attention first.

“My coaching session was really useful because it helped me to figure out what was important and what needed to be done regularly when I was feeling overwhelmed.” [User is clinically diagnosed autistic, self-diagnosed ADHD, license funded by DSA, July 2025 survey]

Users frequently highlighted the collaborative nature of the process, describing how strategies were developed together and tailored to their individual circumstances. Rather than receiving generic advice, participants valued developing personalised approaches that they could apply in real-life situations.

The ongoing nature of coaching was also highlighted as particularly valuable, allowing strategies to evolve and adapt as users’ circumstances and needs changed over time. This flexibility allowed users to continually refine their approaches as they gained confidence and experience.

The coaching has helped me to develop useful strategies to try out but not to stick rigidly to things that are now working less well. [User is clinically diagnosed ADHD, self-diagnosed autistic, license funded by AtW, December 2025 survey]

Building confidence at work

Some users described how coaching supported them in developing strategies to advocate for themselves in the workplace, particularly when navigating difficult environments or communicating their needs. Through coaching conversations, they were able to reflect on challenges, build confidence, and practice expressing themselves more clearly.

In some cases, this support helped users feel more able to articulate their needs or request adjustments at work. Coaching was described as helping individuals think through how to approach conversations and prepare for potentially difficult interactions. For several users, this process contributed to a growing sense of independence and self-assurance.

“I did have a rather difficult working environment for a while, when it felt like my needs were non considered at all at my place of work. The coach really helped me articulate myself much better.” [User is self-diagnosed autistic and ADHD, license funded by AtW, June 2025 survey]

“The coach helped me with approaches to severely stressful scenarios and decision making. Reframing in useful ways gave me plans to follow. I was able to complete with a good outcome and make a major life change and now have a new job and career.” [User is clinically diagnosed autistic, license funded by AtW, January 2025 survey]

Developing practical solutions for challenging situations

Users also shared examples of working collaboratively with their coach to develop practical strategies for managing stressful or challenging situations in everyday life. These strategies ranged from managing academic workloads and stress to navigating daily activities and moments of crisis.

For some participants, coaching helped break down overwhelming problems into manageable steps. Others highlighted how personalised systems and practical frameworks helped them manage difficult situations more effectively.

“I highlighted to my coach regarding organisation of personal hygiene and they took me to basics and improvement was highlighted by dentists which encouraged me to want to continue to improve further” [User is clinically diagnosed autistic, self-diagnosed ADHD, license funded by DSA, July 2025 survey]

Others described how practical strategies developed through coaching helped them maintain motivation and continue progressing towards longer-term goals, including academic success.

“When I was having a mental health crisis with my coach we built a safety plan. I use the diary a lot and my reminders to help me remember things like my medication. I have been able to use the bus without getting stressed and anxious because of Brain in Hand.” [User is self-diagnosed autistic, Group funded license, November 2024 survey]

“My coaching session was really useful because it helped me to figure out what was important and what needed to be done regularly when I was feeling overwhelmed.” [User is clinically diagnosed autistic, self-diagnosed ADHD, license funded by DSA, July 2025 survey]

Ongoing support for reflection and improvement

Many users emphasised that the regular and ongoing nature of coaching played an important role in their progress. Coaching sessions created space for reflection, helping users review what was working, refine their strategies, and make adjustments as needed.

“The coaching time is invaluable to think about and set up or adapt strategies.” [User is clinically diagnosed ADHD, self-diagnosed autistic, license funded by AtW, June 2025 survey]

Participants described how this process helped them continue developing new approaches as their circumstances changed. The opportunity to revisit strategies and adapt them over time allowed users to build confidence in their ability to manage challenges independently.

Overall, the findings suggest that coaching played an important role in helping users translate reflection into practical action. Through collaborative problem-solving, structured strategies, and ongoing support, many participants reported making meaningful progress towards their personal, academic, and professional goals.

“The biggest support has been the regular meetings with my brain in hand coach [name] having these meetings regularly helps with updates to the app and also different ways of recording problems and solutions” [Diagnosis not known. Group funded license, June 2025 survey]

“The coaching time is invaluable to think about and set up or adapt strategies.” [User is clinically diagnosed ADHD, self-diagnosed autistic, license funded by AtW, June 2025 survey]

Theme 2: How Brain in Hand coaching helps users feel connected and supported

The second theme that emerged was how coaching sessions create a space for users to feel connected and supported. Across responses, participants frequently described the coaching relationship as an important source of emotional reassurance and encouragement. Coaching sessions provided a regular opportunity to speak openly about their experiences, helping users feel less isolated when navigating challenges in their personal, academic, or professional lives.

Many users emphasised that the consistent presence of a supportive coach contributed to a sense of stability and reassurance. The ability to speak with someone who was familiar with their circumstances helped build trust over time and created a reliable space where they could share concerns, discuss progress, and reflect on their experiences.

Feeling heard and understood

Users consistently described a strong sense of connection and emotional support through their coaching relationship. Many explained that coaching sessions helped them feel seen, heard, and understood, sometimes for the first time. Participants frequently highlighted the importance of being able to speak openly with someone who listened carefully and responded with empathy and understanding.

“Every coaching session makes me feel seen. The flexibility I’m given over what we talk about, how I present myself, e.g it’s ok to do some doodling/play with some clay etc while discussing if it helps my concentration takes so much of the pressure I put on myself away. I know my coach will always find a way for me to get something out of the session, no matter how bad my day has been or I’m feeling.” [User is clinically diagnosed ADHD, license funded by AtW, June 2025 survey]

For some individuals, this sense of being genuinely listened to played an important role in building confidence and encouraging open conversation. Knowing that their experiences were taken seriously helped users feel more comfortable discussing challenges that they may have previously struggled to share with others.

“The coaching adds another layer to the app which allows its user to feel heard and seen through whatever they are going through. Being able to talk to a coach with understanding and no judgement is extremely helpful. They have encouraged and supported me in general but also towards how I use the app best for me (particularly the traffic lights - which helps me check in with myself and take a moment to get back into my body).” [User is clinically diagnosed autistic, self-diagnosed ADHD, license funded by DSA, July 2025 survey]

A safe and supportive space for open discussion

The flexibility and understanding shown by coaches helped reduce pressure and created a safe, comfortable space for open and honest discussion. Users often described coaching sessions as an environment where they could talk through difficult experiences without fear of judgement.

This supportive setting allowed participants to discuss a wide range of topics, from everyday frustrations to more complex emotional challenges. Having a regular, dedicated time to talk through these experiences helped users process their thoughts and feelings in a structured but supportive way.

“When a doctor suggested an ASD diagnosis, my BiH coach was extremely supportive and understanding and it was the first time I felt heard and understood.” [User has anxiety and other mental health conditions. license funded by DSA, July 2025 survey]

For many participants, the predictability of regular sessions also contributed to this sense of safety. Knowing that they would have ongoing opportunities to speak with their coach helped reduce feelings of uncertainty and provided reassurance that support was available when needed.

“I love my coaching sessions I always get really excited to tell my coach how I’ve been doing and what I plan to do” [User is clinically diagnosed autistic, self-diagnosed ADHD, license funded by DSA, February 2025 survey]

Encouragement and recognition of progress

Users frequently spoke about feeling valued, supported, and encouraged during their coaching sessions. Many described looking forward to these conversations as opportunities to share progress, reflect on challenges, and feel recognised for their efforts.

Coaches were often described as providing positive reinforcement and encouragement, helping users recognise achievements that they may not have acknowledged themselves. This recognition helped build motivation and confidence, particularly when users were working towards longer-term goals or navigating difficult circumstances.

Regular encouragement also helped reinforce a sense of progress over time. Being able to discuss small successes and gradual improvements helped users maintain momentum and remain motivated to continue developing new strategies.

Gaining perspective through supportive conversation

Within this theme, users also frequently mentioned the value of their coach providing an external perspective. Being able to talk through situations with someone outside their immediate environment helped them see challenges differently and approach them with greater clarity.

“The coach I have is amazing and the coach being an outsider and allowing me to run ideas or thoughts past them and they see a other perspective it’s made me deal with situations a little better.” [User is clinically diagnosed autistic, license funded by AtW, August 2025 survey]

Coaches were often described as helping users step back from stressful situations and think through possible responses more calmly. This outside perspective enabled participants to reflect on their experiences in a more balanced way and consider alternative approaches to managing difficulties.

For many users, this process helped transform coaching sessions into collaborative discussions where problems could be explored from multiple angles. Over time, these conversations supported users in developing their own ability to reflect on challenges and approach them more confidently.

“The coach is very good helping me with various perspective when dealing with study, work and life in general.” [User is clinically diagnosed autistic and ADHD, license funded by DSA, June 2025 survey]

“When I feel overwhelmed about work responsibilities, discussing this with my BiH coach can help to reduce increasing anxiety by getting a different perspective. Also the app works in a similar way by reminding me about techniques that can reduce intensity of anxiety.” [User is clinically diagnosed autistic, license funded by AtW, May 2025 survey]

Consistent and reliable support

Another important aspect of this theme was the value of having consistent and reliable support over time. Users often emphasised the importance of knowing that someone was regularly available to check in, listen, and provide guidance.

This ongoing relationship helped build trust and familiarity between users and their coaches. As this relationship developed, participants often reported feeling increasingly comfortable sharing personal experiences and discussing challenges that they may have previously kept to themselves.

Overall, the findings suggest that coaching sessions play an important role not only in supporting practical problem-solving but also in fostering meaningful connection and emotional support. Through consistent, empathetic conversations, many users reported feeling understood, encouraged, and supported as they navigated challenges and worked towards their goals.

Theme 3: How Brain in Hand coaching helps users with self-understanding and personal growth

Developing greater understanding of emotions and wellbeing

Within this theme, participants frequently spoke about the ways in which their coach supported them to better understand themselves, their emotions, and the experiences that affect their wellbeing. Many described using coaching sessions as a space to reflect on challenges such as burnout, overwhelm, and meltdowns. Through open discussion with their coach, participants were able to explore what might be contributing to these experiences and begin identifying strategies to manage or reduce them in the future.

Several participants described gaining insight into the underlying causes of their difficulties through these conversations. This process of reflection helped individuals move beyond simply reacting to challenges and begin developing a deeper understanding of their own emotional experiences.

“I feel I am making progress, I'm at a point where it is easier to manage stress. I am prone to going inward instead of reaching out for help and BIH helps to get me out of that headspace. I like the check-ins with my coach, it's good to talk about how far I've come.” [User is self-diagnosed autistic, license funded by AtW, November 2025 survey].

“Struggling with burnout and melt downs. The coaching sessions helped me understand the root of the problem.” [User is clinically diagnosed autistic, license funded by DSA, February 2025 survey]

Recognising patterns, triggers, and coping strategies

For many users, coaching created a structured opportunity to pause and reflect on their feelings in a supportive environment. Having a regular space to talk through difficult experiences helped them develop greater emotional awareness and insight into their own patterns of thinking and behaviour.

Participants described how this reflective process allowed them to recognise triggers and understand how different situations affected their wellbeing. In some cases, this involved identifying patterns in stress, anxiety, or sensory overload and working collaboratively with their coach to develop practical strategies for managing them.

“It has helped me to understand my emotions. I was able to talk about my emotions in a neutral place in my coaching sessions.” [User is clinically diagnosed autistic, self-diagnosed ADHD, license funded by DSA, September 2025 survey]

“My coach in particular helped me be more self-aware - helped me to understand the root of why I struggle to time manage, and implement realistic management methods for this.” [User is self-diagnosed ADHD, license funded by DSA, July 2025 survey]

This growing awareness enabled users to approach challenging situations more proactively and develop strategies that could help prevent difficulties from escalating.

Building confidence and a sense of progress

Alongside increased self-understanding, many participants described a growing sense of confidence and personal progress. Through reflection and ongoing support, users were able to recognise improvements in their wellbeing and their ability to manage everyday challenges.

Some participants described becoming more confident in managing stress and seeking support when needed. Others described broader improvements in their overall wellbeing, with one participant noting that “I feel that overall I am in a much better place and Brain in Hand has definitely contributed to that.”

“I feel that overall I am in a much better place and Brain in Hand has definitely contributed to that ...My coach has been fantastic and an instrumental part of my journey.” [User is clinically diagnosed autistic and ADHD, license funded by AtW, December 2024 survey]

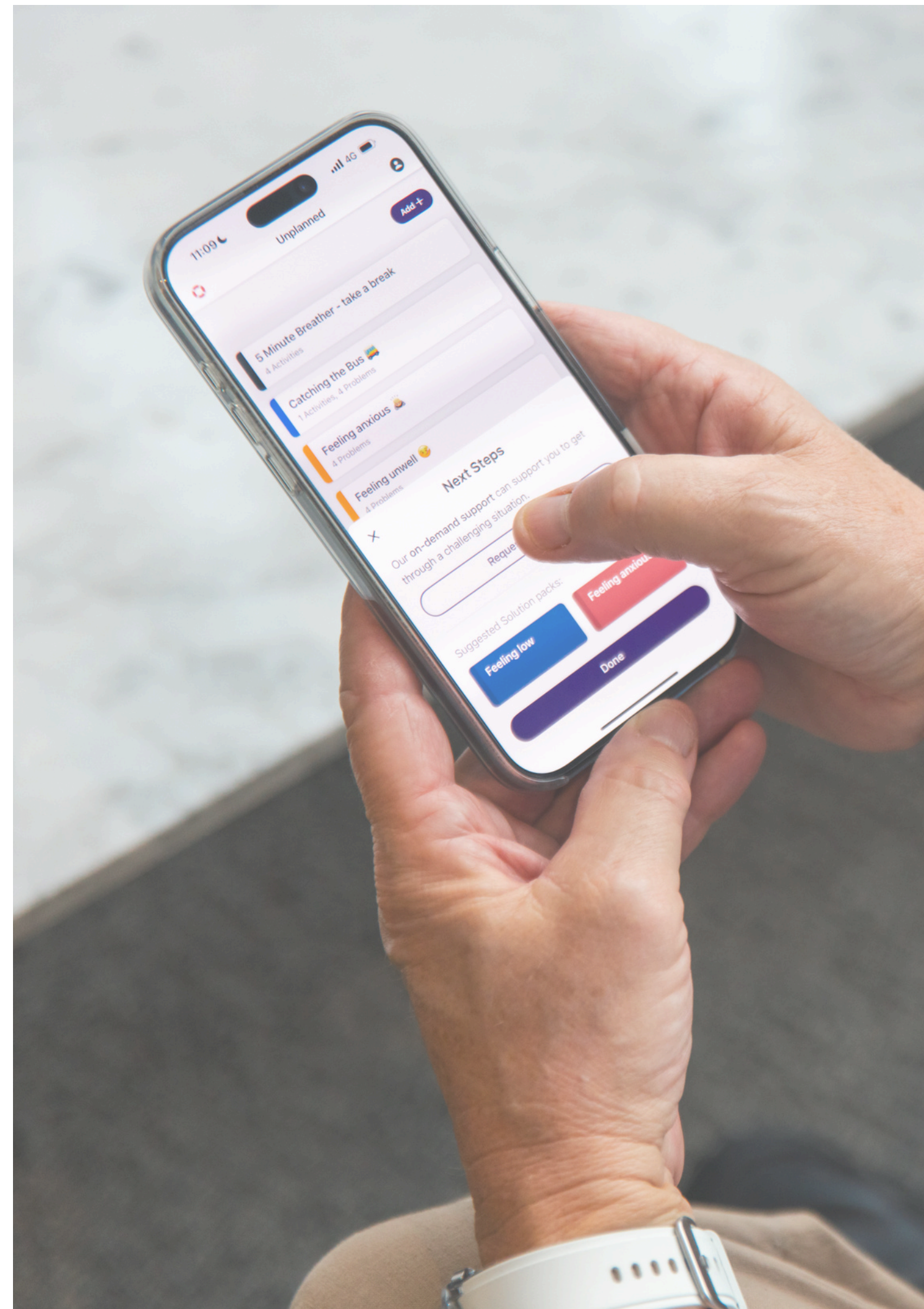
Feeling understood and supported by their coach

Participants particularly valued speaking with someone who understood autism and could provide guidance in a way that felt informed, empathetic, and non-judgemental. Many described the coaching relationship as a space where they felt genuinely heard and supported.

For some individuals, this was the first time they had experienced this level of understanding. One participant explained that “my Brain in Hand coach was extremely supportive and understanding and it was the first time I felt heard and understood.”

“I really enjoyed the coaching as it’s nice to have someone to talk to who understands autism, and can help direct me to resources and ways of dealing with my issues. It was really useful to talk to someone who could help me understand my emotions and plan what I’m going to do about my problems.” [User is clinically diagnosed autistic, self-diagnosed ADHD, license funded by DSA, March 2025 survey]

“The coaching sessions have been helpful getting things in perspective and agreeing a way forward.” [User is clinically diagnosed autistic and ADHD, license funded by AtW, September 2025 survey]



Step into a day in the life and see how coaching supports our users in Higher Education

Explore how coaching supports students throughout their university journey, helping them manage challenges, build confidence, and succeed in their studies.



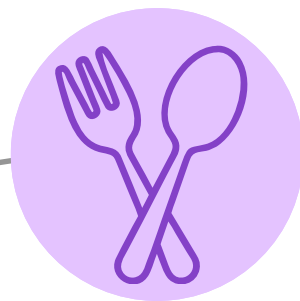
Deadlines

"I was feeling very overwhelmed at the start of my coaching session, with numerous deadlines looming. The coach talked through my schedule with me and we added problems and possible solutions to my page that I could refer to when I [began to feel overwhelmed again]." [User is clinically diagnosed ADHD, self-diagnosed autistic, license funded by DSA]



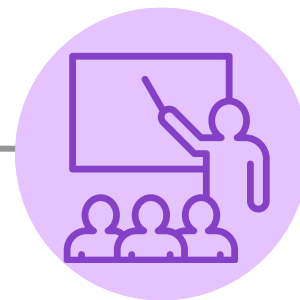
Assignments

"The coaching sessions helped to breakdown my apprenticeship assignments & online study tasks into manageable chunks, by putting the individual steps into Brain in Hand so that I could action one step at a time." [User is clinically diagnosed autistic, license funded by AtW]



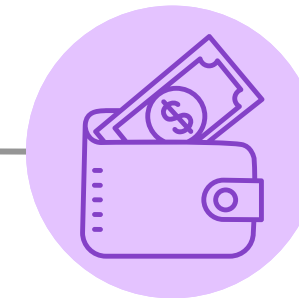
Self-care

"Quite early on, eating was a really big problem for me... it turned out I am extremely bad at eating regularly... it was still an issue in my second year [of university]... So we did quite a lot of work... very precisely scheduling both eating and prepping time. And so that was something that my coach and I worked on quite a lot with managing schedules to make that easier." [User is clinically diagnosed autistic, license funded by DSA]



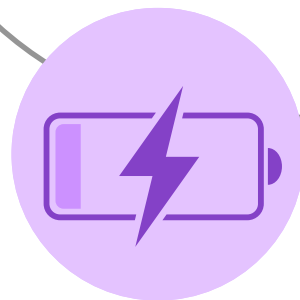
Attending classes

"Using Brain in Hand helped me feel more in control of my life. I started attending more classes, felt less anxious in social situations, and even began to enjoy things I used to avoid. It wasn't just about managing challenges—it was about building confidence and independence." [User is clinically diagnosed autistic, license funded by DSA]



Budgeting

"I've achieved this goal is I'm barely spending money unless it's for a big food shop. Coaching helped me with this ... I've recently bought a lunch box and I haven't bought any food on campus because of this." [User is clinically diagnosed autistic, self-diagnosed ADHD, license funded by DSA]



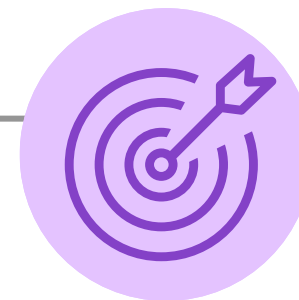
Social interactions

"Coaching was very helpful to identify problems I had and how I could manage them - reducing social drain was one, and setting up notifications and solution packs led to better management of this." [User is clinically diagnosed autistic, license funded by DSA]



Exam period

"[My coach] helped me a lot during the exams. I was not able to go through it without her help. [User is clinically diagnosed ADHD, license funded by DSA]



Planning

"Coaching helped me verbalise and set goals, and the app helped me stick to my plan for the day. I now put my plan for the next day into the app the night before so I know what's happening when and where I have to be." [User is clinically diagnosed autistic, license funded by DSA]



Wellbeing

"The 1:1 coaching has had a massive impact on my confidence and wellbeing. I have been able to do things like talk to my tutor whereas I would have self harmed rather than contact someone official." [User is self-diagnosed autistic and ADHD, license funded by DSA]

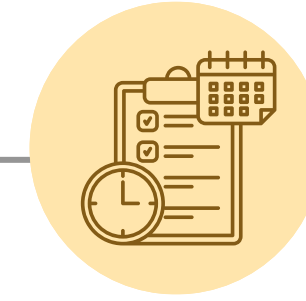
Step into a day in the life and see how coaching supports our users in the workplace

Explore how coaching supports users throughout their working day, helping them overcome challenges, build confidence, and thrive in the workplace.



Returning to work

"I was able to successfully return to work after being of sick. Additionally I now have a better ability to look at things more positively the negatively which allows me to achieve more." [User is clinically diagnosed autistic, self-diagnosed ADHD, license funded privately]



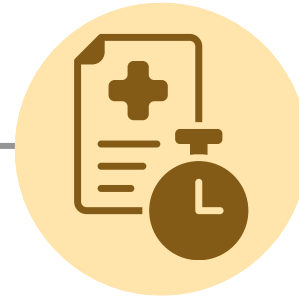
Project planning

"My session with my coach really helped me in planning a project out to allow me to feel more confident in completing it and breaking it down into steps." [User has an anxiety disorder, license funded by AtW]



Confidence

"I wasn't confident at work, and really struggled at work, getting my needs met, and in the space of just a few months I feel more empowered, feel more confident and cant stop smiling at work I actually now want to go to work, and my coach if it wasn't for her dedication and my willingness to try I can't thank her nor Brain in Hand enough." [User is clinically diagnosed autistic, license funded by AtW]



Avoiding sickness

"Prior to the change of duties and having access to Brain in Hand, I was on the preliminary stages for disciplinary for unauthorised sickness ... but since using BiH and with help from my coach I haven't had a single day of unauthorised leave." [User has CPTSD and a learning disability, license funded by AtW]



Performance reviews

"I've got my major review coming up and just the thought of it creates massive anxiety ... my coach walked me through how to set up a plan to make sure I've got everything that I needed to get out of house and get there on time and what I need to put in place in advance to stop me getting anxious... [this] means that I can work through those situations in advance and take some of the anxiety out of the situation." [User is self-diagnosed autistic and ADHD]



Speaking up

"The coaching has been very helpful in allowing me to discuss the problem areas I have in speaking up at meetings and discussing my concerns during 1 to 1s." [User is clinically diagnosed autistic, license funded by AtW]



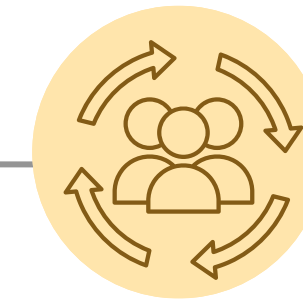
Career progression

"Working with my coach ... has led to me thinking about what I want to do within my career and make decisions on how to grow and even change roles." [User is self-diagnosed ADHD, Org funded license]



Time management

"My coach has been very supportive helping me manage my time and breaking down tasks to not feel so overwhelmed. I use the diary alot & find now & next really helps with not getting distracted when doing tasks." [User is clinically diagnosed ADHD, self-diagnosed autistic, license funded by AtW]



Burnout strategies

"I enjoy having the coaching and having someone who has been with you on the journey can remind you of how far you have come in building strategies to help prevent burnout. I have found this of particular support when in a period of uncertainty between managers." [User is clinically diagnosed autistic, license funded by AtW]

Step into a day in the life and see how coaching supports our users every step of the way

Coaching supports users in the moments that matter most, helping them navigate daily challenges, build confidence, and move through their day with greater independence.



Morning routine

"I use it every time I have to shower as I struggle with this task both physically and psychologically. My coach helped me to consider what I find challenging and how to set up measures to make it a nicer experience. This includes nicely scented products, music to help me relax and setting up my towels and shower slippers ... so that I can get into the shower." [User is clinically diagnosed autistic and ADHD, license funded by DSA]



Getting out and about

"Previously, I would get very stressed about going out, especially spontaneously. However, I am now able to not stress so much as before." [User is clinically diagnosed autistic, Group funded license]



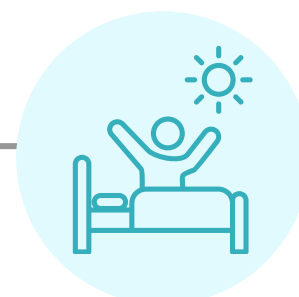
Cooking and self-care

"Coaching helping me to do things for myself [such as] cooking and more focus on learning and self care." [User is clinically diagnosed autistic, license funded by DSA]



Money management

"My coach, has been very helpful in discussing how manage tasks and money." [Diagnosis not shared, license funded by AtW]



Positive mental health

"Coaching has been really helpful in changing my mindset and trying to figure out new routines that support my mental health" [User is self-diagnosed autistic and ADHD, Org funded license]



Driving

"I got stressed whilst driving, pulled over and went through "driving stress" list that me and my coach had created, and managed to calm myself down before continuing my journey." [User is clinically diagnosed autistic, license funded privately]



Family situations

"Difficult situation regarding my family, feeling pressured into doing something I didn't want to. Was able to refer back to my guidance notes from (Coach) and remember to be compassionate with myself." [User has an anxiety disorder and another mental health difficulty license funded by AtW]



Social events

"It has helped me deal with some panic attack episodes as well as ensuring that i learn some techniques to help me get through social events." [User is clinically diagnosed autistic, license funded by DSA]



Travelling

"I had to make my way though airport security and my work coach helped buy telling what would happen in advance." [User is clinically diagnosed autistic and ADHD, Group funded license]



GP visits

"My coach has helped me organise going to the GP which I had been putting off. They also gave me accountability which helped me to actually do it which was useful." [User is clinically diagnosed ADHD, license funded by DSA]

How coaching translates into real-world impact

The flow chart below shows how coaching support is translated into practical strategies and real-world outcomes for users.

User attends a coaching session

Users discuss challenges, goals, and everyday experiences with their coach in a supportive and non-judgemental environment.

Strategy and solution building

Together, users and coaches develop practical strategies, routines, and action plans tailored to the user's goals and circumstances.

Real-world application

Users apply these strategies between coaching sessions to navigate everyday situations such as studying, attending work, travelling, managing anxiety, or completing daily tasks.

Understanding and reflection

Coaches help users unpack situations, explore underlying causes of challenges, and build greater awareness of their emotions, behaviours, and needs.

Embedding strategies in the Brain in Hand app

These strategies are translated into practical supports within the Brain in Hand app, such as reminders, or solution packs.

Positive outcomes for users

Over time, this process supports greater confidence, independence, and the ability to manage challenges in daily life.

The findings presented in this report demonstrate that Brain in Hand coaching provides more than a supportive conversation. Coaching sessions create a structured space where users can reflect on challenges, develop practical strategies, and translate these into actions that support their everyday lives. Through collaborative discussion, coaches and users identify barriers, break down complex problems, and build personalised solutions that can be used both during and between sessions.

User feedback suggests that the impact of coaching can be understood as a pathway: coaching conversations lead to the development of practical strategies, which are then embedded into the Brain in Hand system and applied in everyday situations.

The examples shared by users throughout this report illustrate how strategies developed during coaching are used in real-world situations. Users described applying techniques discussed with their coach when preparing for exams, managing workplace responsibilities, navigating social situations, or completing everyday activities such as cooking, travelling, or attending appointments.

This demonstrates that the value of coaching lies not only in the session itself, but in how the ideas, strategies, and plans developed during these conversations continue to support users in their day-to-day lives. By combining personalised coaching with digital tools that reinforce these strategies, Brain in Hand enables users to translate reflection into action and build sustainable approaches to managing challenges.

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brain in hand

**Brain-in-Hand is a limited company registered in England and Wales
(Number 06971006)**

Registered Office: Broadwalk House, Southernhay West, Exeter EX1 1TS VAT

Registration Number: 985 3199 69

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