Government Response

Please check here for the Government response to the Education and Science Select Committee Report; Inquiry into the identification and support for students with the significant challenge of dyslexia, dyspraxia and autism spectrum disorders in primary and secondary schools.

They have accepted 45 of the 46 recommendations but failed to take into account Minority Report recommendations necessary to specify direct action.


Click on the pdf link

Strategy planning ADHD Association

Recently your Board has been hard at work on our strategic plan for the next two years, which we look forward to sharing with you soon. Our key focus areas include improved digital services, education and a new parenting course. Watch this space.

Introduction to your Board

Darrin is father to a 12-year-old with ADHD and Autism and is committed to making a difference, and fighting the system! Darrin has been on the Board of ADHD Association since 2010, and has been President since 2012. Darrin Bull is a strategy consultant and has significant experience in corporate governance, strategy, and transformation. Darrin is a member of the Directors Institute of New Zealand, and a Justice of the Peace.

Brett Harrington has been working with individuals with ADHD as a coach in private practice for seven years and also leads the Woman’s ADHD Support Group on the North Shore. Brett is currently also working towards a Masters of Art Therapy at Whitecliffe School of Art and Design. She’s been an enthusiastic ADHD Association board member about 2 years and has given talks on the topic of ADHD and how it can affect young people, couples and children. Brett also blogs on the topic of ADHD on her website, ADHD Factor. Brett’s philosophy can be summed up this way: We are bound to be more successful when we live and work in harmony with our true nature and talents.
PARENT SUPPORT IS A PHONE CALL AWAY
Member Contact People are:

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Lisa  09-537 3044

**Franklin**
Melissa  09-236 3141

**North Shore**
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**Diet**
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We have contact with:

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**Wanganui**
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**Whangarei**
Shirley  09-438 2954

**Nelson**
nelson@parent2parent.org.nz

Please email/ring Marceline for more details on adhd@clear.net.nz 09-6251754

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Thank you to the ADHD Association Funders
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To the following for their donations:
C Qin, K Lusis, L Peterson, N Brown, F Bano

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A special thanks to our sponsor ENZO Nutraceuticals.
Without their support this newsletter would not be possible.

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ADHD HELPLINE
Diane Wellacott is available for enquiries on Wednesdays between 10am and 2pm. Please phone the office on (09) 625 1754
Introduction to your Board

Dr Sarah Watson is a Clinical Psychologist and the Director at Totally Psyched Ltd, a leading private practice dedicated to supporting the mental health of children, adolescents and families on Auckland’s beautiful North Shore. Sarah has practiced as a registered Clinical Child & Adolescent Psychologist across a variety of settings, including for the Ministry of Health and Social Services. She is a Scout Leader and has appeared on television, radio and contributes to the NZ Herald. Sarah is a passionate advocate for the de-stigmatisation of ADHD and values strength-based approaches to problem resolution. Her biggest love however, is her family.

Chris is a mum to a 10 year old with ADHD. This, coupled with her enthusiasm to make a difference, by increasing awareness and knowledge of ADHD, has been her driving principle as a board member of the ADHD Association. Chris has a background in IT Project Management and Event Management and worked in Telecommunications and Media delivering small to large sized projects. A born problem solver and multi-tasker, Chris has project-managed many successful activities for the board since her arrival in early 2016.

John is an engineer at Ports of Auckland. His skills and experience include commercial contracting, business and project finance, insurance & risk management, team development & motivation and health & safety compliance. He is also a member of the Institute of Directors. John is a parent of an autistic child with type 1 diabetes and has actual experience and empathy with the parents of ADHD children.

David lives in Glendowie and is married with three adult sons. He has previously worked in the motor industry as COO. He has been and is still involved in many local community activities including being president of one of the largest soccer clubs in NZ for 10 years. His involvement with the ADHD Association began 20 years ago when he was asked to audit the annual accounts and he has been auditing them ever since. David has had many years experience in administrative and financial management and is a member of Chartered Secretaries and the Institute of Chartered Accountants.

Heidi is the mother of two daughters with ADHD. Her experience, both personal and professional, has brought her in contact with many people who hold misconceptions about ADHD, and this is her primary motivation for joining the board of the ADHD Association. Heidi is passionate about understanding these misconceptions and providing information, advocacy and support for individuals and families living with ADHD and the wider community. Heidi has a particular interest in working with children, young people and families and in improving understanding of ADHD in the education sector.

Michael’s role as Community Support Coordinator with the Child, Family and Whanau Team at CCS Disability Action sees him involved in many and varied aspects of the disability sector. Michael and wife Debbie have 2 lovely children, one of which, a 13 year old boy, has ADHD inherited from him. Outside of work he has many passions, his latest being greyhounds, they have just welcomed Jamie into the family as a pet and possibly to train as a racer.

Leeanna has a strong commitment to working with and supporting values-based organisations. Leeanna is the founder of Investor Mandate, a company which educates New Zealanders around sustainability and how to invest in socially responsible New Zealand companies. In addition, she also organises The Sustainable Network events and participates in many FinTech-based activities. Within the area of Marketing, Leeanna is a multi-faceted professional with a blend of tertiary qualifications and practical experience in a variety of sectors.
When parents are clearly in the market for a quick fix, the first piece of advice that comes to my mind is “catch them being good”. It works in many situations.

Teenager not putting his socks in the laundry basket? The one time the sock lands within spitting distance of the laundry pile you make a big deal of this and say with over the top enthusiasm otherwise reserved for when junior brings home a Nobel prize: “I love it when you put the socks in the basket.” No guilt trip, no long lecture, and no nagging mummy. Just catching him being good.

While we worked also to teach him better impulse control and some emotion regulation, this simple intervention worked a charm. Most importantly perhaps, it reminded mum to focus on the positive behaviors as much as the negative, and because mum was paying attention to when he was good, the little boy stopped seeming as much of an all round “problem child”.

Can’t get the a younger child to stop lying? The one time she accidentally tells you the truth about the missing cookies, you gush enthusiastically about how proud you are that she could tell you the truth.

I recently saw a wee boy with ADHD who was developed an enjoyable habit of hitting his two year old sister over the head whenever she interfered with his toys. Mum was at her wit’s end, worried about the physical and emotional trauma he was inflicting on the little girl. The intervention was – you guessed it – to catch him being good.

First the mum praised him every time he came close to the little girl and didn’t hit, and then she moved on to praising him for resisting the urge to hit when she messed up his painting, or knocked over his Lego tower. The praise was accompanied by stickers with a ‘Minecraft’ theme, or just two kisses delivered enthusiastically on the belly.

While this may seem simplistic, there are few other interventions that have as much solid science behind them. The scientific name for catching them being good? Differential Reinforcement of Other Behavior, otherwise known as a “DRO”.

From the behavioral tradition of B.F Skinner and J.B Watson, this intervention has been studied and restudied amongst rats, pigeons, dolphins, and many humans. The principle applies consistently in all cases. If you want to change a behavior, reward an alternative behavior that is different, or incompatible with the one you want to see gone. In our case, not hitting is an alternative that is incompatible with not hitting. While I’ve had many parents tell me of the large monetary incentives they’ve “HAD” to offer, a reinforcement does not have to be big. With an affectionate four or five year old, two enthusiastic kisses may be reward enough. With a ra mbungtuous boy, the reward may be mummy doing the funny walk.

Teenagers are no doubt harder, but not impossible to train in this way. The teen years are all about identity and self-concept, so the reward may be simply saying something that appeals to how they’d like to see themselves. E.g. “How mature of you to think of running the dishwasher after you and your friends made brownies.”

Never mind if they left crumbs all over the floor, or left the bench a mess in the process!

Like teaching a pet dog to shake hands, it’s about slowly shaping the desired behaviour by rewarding closer and closer proximations to it.

In case you don’t know how to train a dog, you initially offer a treat anytime he raises his paw, even if he does this unintentionally, or for no apparent reason. Once you can get him to raise his paw for a treat, you start providing the treat when he allows you to hold it. When he does that consistently, he gets the treat for putting his paw in your hands himself and so on.)

While this is not going to solve all your problems, give it a go. For example, the next time your husband remembers to lift the toilet seat, show him a little cleavage or blow him a kiss. See if you can’t get him to weed the lawns and clean the gutters before Labour day!

Dr Amrit Kaur
Clinical Psychologist
Kidz Therapy

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www.kidztherapy.co.nz
Once, long ago, career paths were simple. You did what your parents did, or you went to school, got a trade or a qualification, and you stuck with it until your working days ended. Futurists say the current generations of children will have at least seven careers in their lifetimes. The ability to adapt, grow and find jobs to meet will be important attributes for all of our children as adults. Plus many will use their skills to start their own business, to ignite a spark, and create an income out of a passion.

Entrepreneurs and business starters tend to possess three chief character traits. Self confidence, resilience and creativity.

**Activities anyone can do to develop entrepreneurial skills**

1. **Take your children to work, talk work, and involve children in your job**

Creators are often daydreamers with great imaginations.

If you are a business owner, get them involved early with simple administrative or cleaning tasks. My children started stuffing envelopes for me as a paid job as preschoolers. They still ask to do it now, in their teens.

2. **Let them sell their wares**

Help them develop a product that is sellable (so talk about quality control, and standards), and then let them sell it on a roadside stall, or via the Internet. My first stall at the age of 10 sold homemade chocolate. My daughters sold feijoas from the next door neighbour’s tree at the ages of four and six. Artistic children can upload work and sell prints on websites such as society6.com.

3. **Make planning part of your life**

Structure is important. Introduce the use of lists from an early age. Start with drawing the clothes they need to pack for grandma’s at the age of two for them to follow, and move to getting them to plan meals, do the grocery shopping (under your budget) and beyond. Any planning you can outsource to your children, do.

4. **Stop pocket money**

Instead of giving your children money for nothing (let’s face it, most of them don’t need it and if they do, what message are we giving them if they learn you just get something for nothing, every week), make lists of age-appropriate chores and if they mention a need or wish, remind them they can earn it by completing the prescribed jobs. Let them decide how much they want to have something, or save towards something.

We’re raising children who think for themselves, are confident and can solve their own problems.

5. **Talk with a wide range of people**

Not one of us holds all the answers. Give your child the opportunity to interact with a wide range of different people – different ages, ethnicities, lifestyles and economic backgrounds. Give them the chance to interact with people who will see ideas and concepts differently to you, so that they can enjoy other ways of thinking. Easy ways to do this include taking your children to play groups and community events. Encourage them to initiate discussion to answer their own curiosity.

6. **Trade skills, connections and ideas**

Your child may be fascinated by how machines work, but you have no idea. Give your child the opportunity to learn from others by finding experts for them to talk to and connect with, and perhaps even help out or work alongside. It is amazing how generous business owners and entrepreneurs can be when offered a keen child who wants to know more about what they do.

Be sure to also trade your skills and connections and ideas with your child for something they have (maybe an ability to do a chore). Teach them the law of return, and help them to develop a work ethic where they work for what they get (with the occasional treat for just the sake of their awesomeness thrown in).

Will doing all of this ensure you raise an entrepreneur? No – in the end we’re raising children who think for themselves, are confident and can solve their own problems, and they may decide working for someone else is best for them. What it will do, is create self-confident, creative and goal-orientated children who dream big, and know they can make their dreams come true themselves, without waiting for someone else to get it all for them. That’s a great gift to give any child.

Rachel Klaver

www.ecepd.com

Read the full article here:

"For Alison, life with her son Daniel sometimes seemed like an endless round of difficulties: disobedience, backchat, rudeness, name-calling and aggression. Upon starting school, where his aggression and lack of concentration concerned teachers, Daniel was given a vague diagnosis of borderline Attention Deficit Hyperactivity Disorder (ADHD), which was later changed to ADHD with secondary Oppositional Defiant Disorder and autistic traits. In this honest account of the first 18 years of Daniel’s life, Alison exposes her own worries, doubts, and exceptional courage at every pivotal turn in Daniel’s life. Interspersing the narrative with tips and advice on what she has found useful - or not - in bringing up Daniel, Alison also provides encouraging guidance for teachers and fellow parents. This book also raises serious questions about how the education system supports children with special needs, and if medication can be the answer to managing ADHD in children."

That’s what Amazon says anyway. As a Kiwi Mum, a little over six months into the journey it confronted me on a number of levels in a way that everything else I’ve read has failed to do. Alison’s style is similar to how I imagine she’d speak to you in her lounge over a cup of tea. That of one friend who’s been there and well & truly got the t-shirt, to another friend who could be at the beginning of the journey or years down the track and doubting themselves.

If you’re reading this then you are on your own unique ADHD journey, and having to constantly adapt and learn. Alison demonstrates this on a very grounded level that’s refreshing to read. I found it easy to pick up, put down, and pick up again – finishing any book for me these days is an achievement, so that’s a win in itself!

I’d be lying if I said that Daniel’s journey didn’t scare me. To think of my five year old ADHD & ASD boy developing and experiencing a life such as Daniel’s…. my heart can’t go there but my brain has to as it’s possibly a reality, which Alison likely thought at exactly my stage. Who knows what is in his future, and our family’s. But like any parent out there I have to be adaptable to the changes as they happen, and use the tools I’ve learnt and then quickly learn some new ones!

This book takes the reader step by step through the parts we’d like to close our eyes to, and then out the other side where we learn that we can cope, and fight, for those who fill our hearts and need us to fight for them. It will also demonstrate the ripple effect to the wider family – possibly your own relationship with your partner - and society as the world is very slowly getting on board that ADHD doesn’t mean a person that is instinctively ‘bad’.

It did make me emotional. It made me angry, frustrated, and hurt for this little family. But it also made me take a reality check and put my ‘big girl knickers’ on to be a better support for my son, and my family. I really do recommend reading this honest journey, and reflecting on yours while you go. Then put the book away in your bookshelf. Forget it’s there. And one day your ADHDer will throw a curve ball at life, so you get the book out and read it again with a different view, reflecting again. Then put it away again, forget about it again until….. It really is that kind of book that all parents on this journey need a copy of.

Reviewed by Rebecca Stuart

Book due in library end of March
When we use energy draining, negative self-talk that starts with “I should have...” or “I should be able to...” we often do more to drain our motivation than support it. It’s best not to ‘should’ but if we do, we might want to take a moment ask ourselves if what we’re saying is actually true.

Shoulds and oughts are mostly ineffective for creating incentive to follow through. Like dragging ourselves to a task by a chain around our neck, it’s probably not going to work.

When we catch ourselves thinking a ‘should’ thought, it may help to pause and ask ourselves “is that true”? If the matter in question is legal, health or safety related as in, “I should renew my driver’s licence” or “…clear the skateboard away from the stairs”, then once considered, we’ll probably jump past “I should” and go right to DO IT NOW, and there we have it— incentive to follow through!

If it is a case of “I should send Aunt Emma a thank you note for the gift of dish towels”, we might ask ourselves, “I should do so according to whom?” When it comes to social niceties, it’s usually OK to keep it simple. While a card with a hand written note might be suggested by Miss Manners, timely follow through may be better served with an e-mail or phone call.

When we are up to our knees in clutter, thinking “I should get organized”, doesn’t create a plan to get it done but can makes matters worse by calling up an even greater disincentive: shame. Get out of this thinking quickly, with humour, as in, “…And maybe I should also help bring about world peace!” (Hint: act locally—in both instances).

Following through with tasks, even potentially overwhelming ones, is more likely to come from a place of what can I do, rather than what should I do. Try to remember to keeping self-talk positive and follow through simple.

The ADHD Factor

Hi Brett,
I have ADHD and want to know how do you suggest overcoming listening issues? When someone is talking to me and I’m saying “yeah” / “yes”, when they’re offering advice or giving me instructions it might look like it I’m listening but my mind has wandered off having completely un-related thoughts or day dreaming. Once they walk away I don’t remember a word in they said.

L.G.
Sales Manager

Hi L,
Having ADHD can make it really hard to stay focused while another person is going blah, blah, blah even if it’s information you want. What’s great is that you are aware that your attention is wondering. You can use that awareness to fix the problem.

Here are three basic tactics for addressing this problem.

• Get ahead of the situation but recognizing when it’s about to happen. Say you’ve asked your co-worker a question and you know from experience, their answer is not going to be quick and to the point.
• Get your pen and paper handy to take notes
• Repeat back to the person what he/she just said to you but in your own words. “So what you’re saying is…”
• Record what’s being said to playback later. Depending on the situation of course, because whipping out a Dictaphone could be weird in some instances, but it’s one sure way to capture exactly what’s being said.
• Ask the person who is talking to you, kindly, make it succinct. Remember it’s OK to advocate for yourself.

Whatever you do, practice recognising when you are setting yourself up for receiving an onslaught of words and come prepared to manage the information.

Make the most of the ADHD Factor!

Brett Harrington
ADHD Coach
http://adhdfactor.com
Having dinner together as a family is a chance to reconnect with each other and share the events and experiences of our days. But what if one family member dominates every conversation with constant, repetitious chatter about things that only matter to them? What if, even while you know in your heart that they can’t help it because of their disorder, you still wish they’d ‘just be quiet for a moment’ and let everyone have a normal conversation? Such is the guilt that many parents of children on the spectrum live with every day.

People with AD(H)D, OCD, generalised anxiety disorder and depression are commonly afflicted with looping thoughts or ‘mind chatter’, and fixating on particular thoughts or memories can be a symptom of anxiety. Children on the spectrum can use these pattern or repetitious behaviours as a means of self-comforting, as they reach into their minds for the familiar in situations that may be unfamiliar or challenging – such as sitting quietly.

It can be heart-rending to see a child in a state of anxiety, unable to relax and truly enjoy time with family. Parents and siblings are often torn between feelings of love and frustration, often wishing they were more patient and understanding. Sadly, this is something that I see frequently in my clinic.

As a naturopath, I take a holistic approach to healing that involves treating the cause of the problem rather than the symptoms. Treating the person in this way usually means there is no need for long-term medicinal dependence – herbal or supplemental.

I first gather information that allows me to identify the person’s physical, emotional, spiritual and social state. This involves a comprehensive case history, physical examination (if necessary) and may involve DefiniPoint AD(H)D Assessment, and Food Intolerance Testing and/or Hair Tissue Mineral Analysis.

DefiniPoint AD(H)D assessment and monitoring

DefiniPoint is a secure, online assessment tool using a variety of psychometrically-validated and standardised AD(H)D rating scales, based on the DSM-5 diagnostic criteria. It facilitates communication between parents and teachers, and enables the clinician to gather information to evaluate treatment outcomes and monitor progress.

‘Mind chatter’ kids will usually present with positive DefiniPoint assessment results such as:

1. Fidgets or squirms in seat
2. Difficulty in doing fun things quietly
3. Always on the go or acts as if ‘driven by a motor’
4. Talks excessively
5. Interrupting or intruding on others

The aim is to retest following treatment, and monitor progress at home and at school in these and other key areas.

Food Intolerance Testing

Hair testing for food intolerances and environmental sensitivities is done by the Electro-Acupuncture Voll (EAV) machine method. It’s a simple, painless way to find out what may be causing irritation and contributing to health and well-being issues. Removing dietary and environmental irritants can help provide the clarity of mind required for learning new behaviours.

Hair Tissue Mineral Analysis (HTMA)

Minerals perform several
functions in the body including muscle and nerve conduction and hormone production. Mineral deficiencies are common today, as industrialised production and intensive farming reduces the nutritional value of our food.

HTMA is particularly useful for children with learning and behavioural disorders as they often present with heavy metal toxicity and poor mineral status. Children with ‘mind chatter’ can improve considerably when the toxic load is reduced and specific mineral deficiencies are addressed.

**Neurotransmitter synthesis**

In addition to addressing food and environmental sensitivities and mineral balancing, it’s important to provide the nutritional building blocks for neurotransmitter synthesis.

Amino acids such as glutamine and taurine are precursors to two important neurotransmitters involved in the regulation of neuronal excitability – gamma-aminobutyric acid (GABA) and L-glutamic acid (glutamate). Pyridoxal-5-phosphate is an activated form of B6 which supports the conversion of glutamate to GABA.

Dopamine and serotonin are neurotransmitters involved in regulating motor activity, attention, inhibition, behaviour, mood and cognition. Zinc and Iron are involved in dopamine, serotonin and GABA regulation.

Vitamin D, once absorbed from the sun, is transported to the kidneys and liver where it’s converted into a hormone that activates genes to stimulate dopamine and serotonin release. Vitamin D deficiency is more common in autistic children that are light sensitive and disabled children that are unable to independently pursue outdoor activities.

**Pulling it all together**

My role is to educate and empower parents to take control of their child’s health outcomes, and to support them along the way. I use the information I have gleaned from the consult and tests (if done) to develop a treatment plan that accounts for the family’s goals and wishes.

A fresh and varied diet is often prescribed to provide optimal function of the body and brain, without long-term dependence on supplements. The diet may be specific to the child, but is kept as ‘ordinary’ as possible. I may advise some families to seek counselling and/or respite support if behaviours are very difficult to manage. Engaging mindfulness techniques, such as a short daily meditation for the whole family (e.g. before dinner), can be very beneficial for quieting the mind and reducing stress and anxiety. There are several apps available for guided meditation – some even designed specifically for children.

Mind chatter usually takes a multifaceted, holistic approach to resolve, as it’s often symptomatic of deeper imbalances. However, with the appreciation that the cause might be nutritional deficiencies coupled with anxiety (all within the broader ‘spectrum’ context), we can be better equipped to address and overcome it.

Debbie Walsh  
Registered Naturopath & Medical Herbalist
ADHD is a brain disorder and should not be used as a convenient label for difficult children or poor parenting, the first major physical study of the condition has concluded.

Researchers analysed the brain volumes of more than 3,200 people and noticed that those of patients with ADHD (attention-deficit hyperactivity disorder) were underdeveloped in five key regions.

The scientists behind the study, which is published in the Lancet, say their findings prove for the first time that the common condition has a physical cause. Approximately one in 20 children under the age of 18 - about 400,000 - are affected by the disorder, which is characterised by impulsive behaviour, inattention and hyperactivity.

Two thirds of children affected continue to experience symptoms in adulthood.

Researchers have suspected for some time that “real” ADHD patients have different brain shapes to normal people of the same age, however previous studies have been too small to prove the hypothesis.

Dr Martine Hoogman, who led the new research at Radboud University in Nijmegen, said: “The results from our study confirm that people with ADHD have differences in their brain structure and therefore suggest that ADHD is a disorder of the brain. We hope that this will help to reduce stigma that ADHD is just a label for difficult children or caused by poor parenting. This is definitely not the case, and we hope that this work will contribute to a better understanding of the disorder.”

All 3,242 people had an MRI scan to measure their overall brain volume, as well as the size in seven regions thought to be linked to ADHD. Among the regions found to be underdeveloped in the case of ADHD patients was the hippocampus, which may contribute to the disorder through its role regulating emotion and motivation, the Lancet study said.

The Lancet authors said the next stage of research will be to design a study that can track ADHD sufferers as they grow up to understand how their brains develop.

Dr Wendy Burn, president-elect at the Royal College of Psychiatrists and co-chair of the College’s Gatsby Wellcome Neuroscience Project said: “Neither children nor their parents should be blamed for the diagnosis of ADHD. A child suffering from this common and often distressing form of mental illness cannot simply be classed as ‘difficult’ - their behaviour is affected by a disorder of brain function.

“It is vital that neuroscience research is applied in clinical practice so that doctors, particularly psychiatrists, are trained to understand how increased knowledge of brain development can significantly improve the care of people suffering from ADHD and other mental illnesses.”

For more information: Simply Google “Lancet ADHD research”
**FIDGET CUBE**

Fantastic feedback from ADHDNZ members in the Facebook group who have these! Beware of replicas, as they can be noisy which is obviously distracting for everybody else. But those who have had success have shared stories such as kids who are now able to sit through a whole movie, school assemblies, trips in the car. It’s a tiny little box-object with functions such as:

- **Roll & Click**: Three pack of tactical gears, plus a ball that audibly clicks.
- **Breathe/Soothing Stone**: Modeled after worry stones for rubbing to help relieve anxiety.
- **Press/Click**: Side with 3 buttons that depress to click audibly and 2 that push silently!
- **Spin**: Rotating dial!
- **Switch**: A classic switch with an awesome click to it!
- **Toggle**: A joystick that coasts uniformly in all directions

Get yours at [www.omgfidget.com](http://www.omgfidget.com)

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**WEBSITE RECOMMENDATION**

Calling itself the Netflix for kids books, [www.getepic.com](http://www.getepic.com) offers a massive range of well-known kids’ books for reading on all devices. Take advantage of a one-month trial, set up your profiles for the kids and yourself, and off you go. This one of a kind eBook library features something for every little person, literally. Picture books such as The Very Hungry Caterpillar and Giraffes Can’t Dance, through to early stages chapter book and series, up to the Goosebumps series for your brave pre-teen. There’s plenty of non-fiction as well with National Geographic and Discovery series…. It really is endless and easily searchable by genre and age group. It looks good, and is very user friendly. Once you’re sold the subscription is just $6.94 for the Parent and up to three children’s profiles. Definitely cheaper than late fees at the library, and with a feel-good factor!

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**MIND OVER MANNER**

Mind over Manner is a specialist workshop series designed to engage and develop communication capabilities of those who learn, think and work differently. We facilitate workshops for parents, families and professionals in the workplace along with community to advance communication and behavioral functionality.

For more information contact sue@mindovermanner.co.nz or 027 665 8084 (text only)

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**ASD BASKETBALL PROGRAMME**

Siblings and peers welcome. NZ Breakers Stadium, 7 Atlas Place, Mairangi Bay. All sessions are on Sundays. Cost $40 per family/per term. ASD Kids Trust run this event. [http://www.asdkidstrust.com/](http://www.asdkidstrust.com/)
Encourage your school to upskill their staff

Every Day with ADHD resources and programmes are now available through The ADHD Association NZ. They are designed to target a range of at risk students with behavioural and learning difficulties.

The presentation gives up to date information on ADHD and its characteristics, as well as offering understanding and management keys to teachers, teacher aides and early childhood professionals, in fact, anyone who wants to understand and better manage the world of ADHD and difficult behaviour. Learn whole class strategies to decrease angry and aggressive behaviour; reduce stress and anxiety; while giving recognition and encouragement to positive qualities that will provide tools for the child’s future.

The goal of the Workshop is to educate and support staff and families by giving simple tools to manage students with different needs in an inclusive and effective way.

The Workshop content: (1.5 hours)

- Brief background to ADHD – history and Neurology
- Medication
- Diet
- Characteristics of ADHD
- The Child’s response
- Outbursts
- Keys and Approaches
- How to make a difference – strategies for the classroom

Cost - $400.00 plus GST (whole staff)

For further inquiry, information or booking contact Tracey Rountree
Email: everydaywithadhdnz@outlook.co.nz
Phone 021 162 3014
Website: www.everydaywithadhd.com.au

This month there has been a real focus on medication experiences from those who are trying medication for the first time, as well as those who are changing theirs. These discussions often lead to other non-medicinal approaches which work well for some people and can be yet another tool for parents to trial in their toolbox.

It’s that time of year that our wee ones are experiencing the trials and tribulations of going back to school. For a number of carers amongst us, the group has shown support for kids facing bullying, changes to their structure, schools who aren’t necessarily managing duty of care for the child and their family. It’s not a place to name and shame, but it is a place to support and share experiences with the intention of helping our children.

There have been some great tips too! And sharing our wins, those moments where we step back and fall in love with our child or loved one all over again. It’s important to be part of a community, and we are seeing more and more groups around the country setting up in support of their local community. We’d love to compile a list of these to share in the Facebook group, so to let us know of yours please private message Rebecca Stuart in the ADHDNZ private group to have your ADHD related community group added.