

September 2016



Hyper Express

ADHD Awareness Day

Sunday, 30th October 2016: The first ever ADHD Awareness Day. Remember to mark your calendars for this full day of workshops in Auckland, including the following wonderful speakers:

- Brando Yelavich, NZ's own Wildboy
www.wildboyadventures.com/about-brando.html
- A/Prof Karen Waldie
www.movincog.org/people
- Dr Sarah Watson
www.psyched.org.nz/about-us
- Dr Simon Bainbridge
<http://adultadhd.co.nz/simon-bainbridge>
- Dr Christian Thoma
www.squirrelyoga.co.nz/our-team.html



Photo credit: Shenaye Campbell



www.adhdawarenessday.nz



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THANK YOU SO MUCH

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A special thanks to
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Without their support this
newsletter would not be
possible.

ADHD HELPLINE

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



President's Report 2015 / 2016

Another year goes by and the ADHD Association continues to grow and we have once again achieved a great deal, mainly through the passion and hard work of our small team and the many volunteers who help across the business. Our membership is growing at a faster rate than ever before, and we are attracting a new member / family every three days on average- with many more calls and emails than ever before.

Once again we have seen the importance of digital and our website and social media pages continue to really attract a lot of interest (including overseas). Our website has on average nearly 2,500-3,000 views a month and we now have four Facebook pages with nearly 2,200 members. Digital is so important, we have increased our focus through new assistant Danika Dwyer, who does a wonderful job keeping it updated and relevant.

We continue to run a number of workshops through schools and for parents through the Everyday with ADHD programme. In addition, this year we have a new partnership with Vaka Tautua where we have (will be) running workshops in schools with a high proportion of Pacific Island families. Due to the lack of awareness about ADHD in the community, this programme aims to teach the teachers about ADHD, in order to

reach the families. And, for the first time, we have created brochures in six different Pacific languages to support the programme.

The Association has had a real focus in working with the ID Cube, a collaboration with Autism NZ, Children's Autism Foundation, Dyspraxia Auckland, Yes Disability, Portal Training and Disability Connect. Currently we are working on producing a snap shot of the sector, a State of the Nation report, which we will share once completed. To support this, we have recently collaborated in presenting to both the government and Select Committees, with their focus on special education. Our own submission was also supported by a membership survey, which was a great way for you all to have your voice, with the Government.

In a first for the Association, we have recently completed a short documentary on the dangers of drug and alcohol and teenagers with ADHD. This is designed for secondary schools and we are currently completing some lesson plans for teachers. You can expect to see a version on our website shortly.

Looking ahead we will continue our focus on education and fund raising. While our financial situation is slowly improving, if we want to achieve our

ambitions, we will need to reduce our reliance on grants and memberships fees. We need to break out of the cycle, so to speak!

Finally, coming up later in the year is our first national ADHD Awareness Day on 30 October 2016. The focus of this will be a conference in Auckland, with a wide range of speakers talking at a variety of workshops. We will keep you informed and you are all invited!

A big thank you to all who have helped us this year, too many to really mention. A special thanks to Marceline our national coordinator, our passionate volunteers and board and those who manage our Facebook page. Together we will make a difference for the ADHDers and their families in the community.



Darrin Bull



Projects for Kids

There are a variety of great resources online that will allow your child to use his building skills and imagination in order to create something fun and exciting. From science experiments and toy builder pages to tutorials on how to make your own website, the possibilities are endless. Check out some of these great resources, and start building something with your child today.

Toys

Has your child grown bored of all the toys in their bedroom? Don't go out to the toy store and spend money if you don't have to. There are plenty of toys that you can make yourself, and by using the instructions found on a toy building website, you can make creating his new toy into an activity you will both enjoy.

- Cool Toys You Can Make Yourself - BuzzFeed presents you with 39 toys that you and your child can make together from the comfort of your own home. - <http://bzfd.it/2bjtk9>
- Do-it-Yourself Toys - Popular Mechanics presents ten fun, do-it-yourself toys that you can build with your children. - <http://bit.ly/28RiLQh>
- Dollhouse Plans and Tutorials - Use these instructions to construct your own dollhouse. - <http://bit.ly/2bgYt8x>
- Homemade Toys for All Ages - Instructable members present 26 DIY toy ideas that you can try with your family. - <http://bit.ly/2bQuQaH>

- Homemade Toys for Happy Kids - Turn homemade toy-making into an activity the entire family can enjoy by trying one of these projects. - <http://bit.ly/1GjCrJN>

Science

Do you have an inquisitive child that has shown an interest in science? If so, let him explore how the world works with some science projects that you can do together at home. From floating eggs to exploding volcanoes, there is a safe and simple science project building website that will quench your child's thirst for knowledge.

- Awesome Science Project Ideas - I Can Teach My Child offers 25+ excellent ideas to get your kids excited about science. - <http://bit.ly/2bGFsJB>
- Cool Science Experiments found on the Web - Scholastic presents 40 science experiments for kids. - <http://bit.ly/1rOYwcj>
- Easy Science Projects - Red Tricycle outlines 17 easy, classic science experiments that families can do at home, including building a potato battery. - <http://bit.ly/17uIU4G>
- Home Science Projects - Science Fun for Everyone outlines a variety of exciting science experiments that kids and parents can do together. - <http://bit.ly/2bhHa1x>
- Make Your Own Volcano - Kids will love this simple science experiment that allows them to create their own volcano. - <http://bit.ly/1DKHUQv>

- Science Fair Ideas for Kids - Parenting Magazine explores 10 project ideas that your child can use for his next science fair. - <http://bit.ly/1u7yWMO>

Websites

If your child is interested in information technology and wants to learn to build a website, there are a variety of options available online. Whether he is looking for general information about how to make a website, wants to develop skills to become a website builder as an adult, or wants to try his hand as a website creator and develop a site about a topic of interest, these resources can help to get him started.

- How Kids Can Start a Free Website - Instructions for children who want to build a website. - <http://bit.ly/2bQw1H7>
- Learning Resources for Future Web Designers - Helpful resources to get children started in game or website design. - <http://bit.ly/217HDIW>
- Kids Who Love to Blog - Topic ideas for kids who want to blog when they build a website. - <http://bit.ly/2bPmYVB>
- Teaching Kids to Code - Kids who show interest in becoming an online website builder may be ready to learn to code. - <http://bit.ly/1mhMVfy>
- Website Builder Tools for Kids - Free tools for when you want to make your own website. - <http://bit.ly/2bXTJEA>

- Web Design for Kids - Tips on how to make your own website kid-friendly.

- <http://bit.ly/2bCRPZt>

Engineering

Are you raising a budding engineer? Is your child always looking for new and creative ways to build with his toys? Does your child show an interest in how things work, operate, or move? If any of these scenarios ring true for your kids, then some of these great engineering building websites will be a great way to spend an afternoon.

- Amazing Engineering Projects for Children - Twelve awesome DIY engineering projects for kids, brought to you by Planet Smarty Pants.

- <http://bit.ly/1ByZGZ4>

- Civil Engineering Activities and Lessons - Fun projects in civil engineering that parents and kids can enjoy together.

- <http://bit.ly/2bQxi7A>

- Design and Construction Projects - PBS Kids offers project ideas that put your child's design and building skills to the test.

- <http://to.pbs.org/1PaE7FM>

- Engineering Activities for All - iExploreSTEM brings you a variety of unique engineering activities that can help your child pass some time.

- <http://bit.ly/2bPsF6a>

- Engineering Projects for Children - The Homeschool Scientist offers 100+ creative and unique engineering project ideas that your kids will love.

- <http://bit.ly/1WkC9Hk>

- Fun Engineering Projects Your Kids Will Love - Aspiring engineers will enjoy giving these 25 fun engineering projects a shot.

- <http://bit.ly/2bQyaTg>

Dr. Hallowell's Blog

Michael Phelps, ADHD, and the Power of Determination

Michael Phelps is a shining example of what a person with ADHD can accomplish with focus and determination. At age 9, teachers were reporting to his mother that Michael was unable to focus, and that his grades were beginning to suffer.

His mother, Debbie, attributed his distractibility and constant movement to being the youngest of three children and the only male. Aren't boys always on the go?

But soon she realized that this isn't just "being a boy" and she looked for help. After lengthy research and professional counselling, Michael was diagnosed with ADHD. He is now effectively managing this trait with medication, behavioural therapy, and by channelling his energy into swimming.

Michael says that he feels comfortable in the water, focused, and in his own world. By directing his energies toward sports, he was able to create goals for himself. As a very dedicated and goal-oriented person, he is able to excel in something he is good at. We should all learn from Michael's example.

Congratulations Michael!

www.drhallowell.com



Student Rights

Taken from Dyslexia Foundation website, www.dfnz.org.nz, these rights apply equally to ADHD students:

New Zealand's education system must provide every young New Zealander with the opportunities they need to reach their potential – that's the law.

The Education Act 1989 REQUIRES school boards to enrol students in their schools irrespective of the students' needs or abilities. Schools MUST identify students with special education needs. They are REQUIRED to develop teaching and learning strategies to meet their needs.

The Government's Inclusive Education agenda is all about ensuring that the education system works for all students. The school board's role is to monitor their school's progress towards achieving these goals. The principal is required to report regularly on what is happening in the area of inclusive education and what results are being achieved.

Students should, as a result of their rights being met, feel confident, feel like they belong, enjoy school, want to go to school, have friends, have a say in what goes on for them, feel challenged at school, and feel proud of the things they have learned and achieved.

Your child has these rights – your child has the right to be dyslexic. Because the education system does not always recognise and respond automatically to this right, dyslexic students will require strong advocacy by parents and others who wish to see them succeed and reach their potential. *Its not rocket science!*

The Simple Facts:

Under New Zealand and International Law, equality of educational opportunity means that a school must identify and remove barriers to achievement. Parents, as well as teachers, often assume that they can't do what they truly believe is in the best interests of the student. Parents can advocate, and teachers can act.

Working as a partnership is critical – Parent – Student – Teacher. Where it is in the students' educational best interest;

Students HAVE the right to:

- be dyslexic
- participate in decision making
- make mistakes
- the necessary amount of time to process the information/situation
- be respected and valued for their strengths
- classroom adjustments that allow greater access to learning
- special Assessment Conditions to level the playing field, like extra time, a reader, a writer, use of a computer, or a quiet space
- to be listened to, and their needs met and supported
- explicit teaching
- access the curriculum in ways that best suit their learning profile
- an Individual Education Programme (IEP)
- question

Teachers and schools HAVE permission to:

- identify students who learn differently and take all necessary action to support & allow participation
- meet with and talk openly to students, parents and caregivers
- make changes to the way the classroom environment is set up
- make changes to the way that they present lessons
- allow alternatives to writing, like mind maps and audio/video recordings to be used as forms of learning evidence and participation
- give extra time or remove time as a barrier
- let their students give them feedback
- teach part of the curriculum well, rather than the whole curriculum poorly
- seek more funds from the Ministry to allow students' rights to be met

There are simply no barriers to making the necessary changes other than a willingness to do so – attitude is everything!

THIS IS NORMAL (APPARENTLY)

Sometimes everything works. Every now and then we have a day - or a few days in a row even! - where everything just flows. There are no meltdowns, no raised voices, no tears or tantrums. There is no reason to tear out my hair or wish human ears came with a volume control.

Sometimes, every now and then, I feel like a good mum. Like we've figured it out. Like we are winning.

And then there are the other days. The days where nothing works.

The days where we are like kittens in a bag, scratching at each other. The days where if it's not one kid crying/shouting/fighting/whingeing, it's another. Scrapping and answering back. Needling each other. Melting down over the littlest things. I should be bald by now with the frequency of these days.

We wonder, what the heck is going on? We are (reasonably) intelligent articulate people. Our kids can be great kids. Why can't we seem to get into any kind of sustainable rhythm, why is family life so volatile? Why does everyone have such bloody short fuses? Is it just us? Are we missing something? Is it puberty? Hormones? Too much screen time? Not enough structure? Why do our kids turn so feral at times? Is this normal? Or are we just really crap parents?

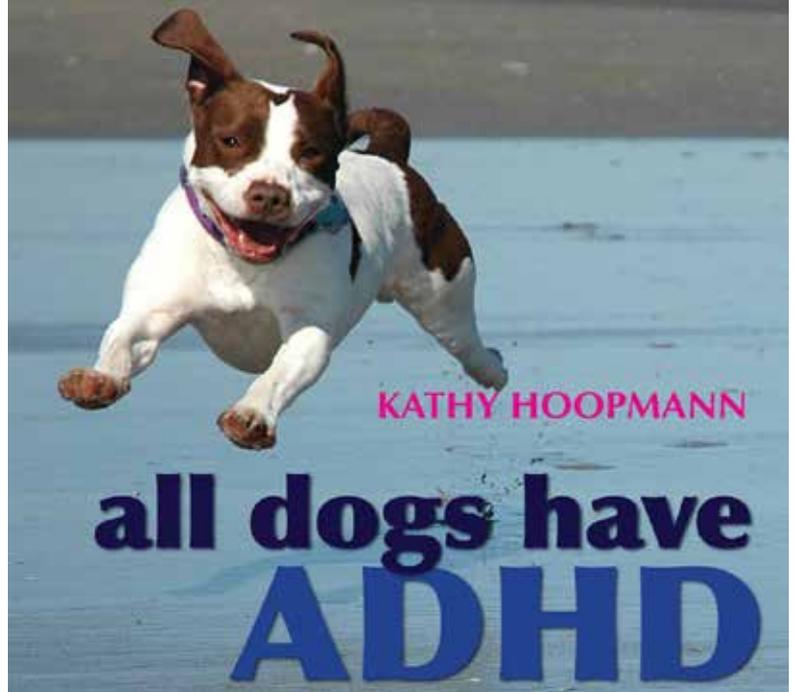
Blurting out all of this to Jane, my counsellor, yesterday, she assured me that, in fact, this is normal. At least, it's normal for families like us.

Families where there are spectrum issues involved. We have a whole mixed bag in our team - ADHD, Dyslexia, giftedness, we've got the lot. In fact we don't have one "neuro-typical" brain between us. Every single one of us, parents included, are on some type of spectrum. Or more than one. Joy.

This, folks, makes for a whole lot of fun. Strike that. This makes for a whole lot of chaos.

Every one of us has different trigger points. Every one of us gets emotionally overloaded by everyday things. We bounce off each other and set each other off like a car with no suspension going down a gravel road. Every little bump is felt keenly. Sometimes the "road we travel" is smooth - tarsealed, if you will. Those are the days everything works.

But all it takes is a stretch of bumpiness - even minor bumps throw us around, in our car with no suspension. And pot-holes? Eek. Forgeddaboutit! Disappointing test



results, itchy uniforms, new schools, humidity, the pool turning green.

Next thing it's "she looked at me funny", "he bumped me on purpose", "I was on the tramp first", "she came in my room", "I can't find my phone/uniform/homework"...

Everyday annoyances get magnified to epic proportions and it doesn't take much for tempers to flare and emotions to boil over. Never mind the fallout when something more serious (like a disappointment) hits. Then people, we go nuclear.

Yep, like a pot that has boiled over, all we can do is try and remove it from the heat and wait for things to cool down, then mop up the mess.

Sometimes we handle boil-overs like parenting pros. We stay calm, we don't get drawn in, we stand our ground.

But all too often, our own sensitivities are triggered and it all becomes a giant hot mess.

It was reassuring to hear that this is normal. Not pleasant but normal, nonetheless.

It's exhausting though. And it can be disheartening when you've

had a patch of smooth road and you've been feeling like "we've got this!" and then, oh bugger, Road Works up ahead.

Knowing this is "normal" doesn't actually change anything. It doesn't change the fact that I hate it when tempers flare and emotions run high; it doesn't change the fact that what I want more than anything in the world is for my home to be full of peace. And for everyone to be kind to each other, always.

But knowing we're not the only ones struggling this way - that this is "normal" - makes me feel less of a failure. We're not alone. We've just got a "family car" with no suspension. And sometimes the road is bumpy.

Anyone else out there driving a family car with no suspension?

Check out Simone's blog at www.greatfun4kidsblog.com

The photo in this post is from the best book on ADHD ever. "All Dogs Have ADHD", available on Book Depository and in the association library.

RESPECT and PERSONAL BOUNDARIES in

- ADHD Relationships -

It has been my observation that people within ADHD marriages violate each other's personal boundaries quite frequently, and in both directions. This becomes a huge issue for the relationship, as both partners become locked in an unwitting struggle for control, lose respect for each other, and often lose a sense of themselves as unique individuals in a way that diminishes them individually and as a couple.

At first, an ADHD spouse (I'm going to use the male here, but this could also be a woman) might violate his partner's boundaries (or personal rules, if you will) without knowledge that he is doing so.

Examples of typical behavior include:

- Assuming that a non-ADHD spouse will take over key responsibilities, such as housework, chores, finances, and child rearing without her consent
- Refusing to address specific personal issues relating to ADHD symptoms, essentially forcing his spouse to "take it or leave it"
- Using/abusing the personal property of others in destructive, thoughtless or messy ways
- Not acknowledging that his actions directly impact others in his immediate circle, even when confronted with that fact from others
- Forgetting to celebrate his spouse's unique strengths and individuality (often due to being too distracted to

focus on her) thus aiding in a loss of her individuality

The non-ADHD spouse is also guilty of treading across her spouse's boundaries. Examples include:

- Taking over his responsibilities, often under the assumption that he's incompetent
- Telling him how to live his life and/or control him
- Repeatedly trying to change him (sometimes into a non-ADHD person)
- Interfering in work, personal and health issues

Unlike with the non-ADHD spouse, these excursions into her partner's "space" are thought out in advance responses to what she sees as a currently untenable set of circumstances. Sometimes her rationale is that she is only supporting her spouse, but soon she resents what she "must" do and that support turns into anger. Sometimes the rationale is a different one – she doesn't "want" to take on his responsibilities, but she sees no alternative as she perceives him as surprisingly (and annoyingly) incompetent.

The reasons these behaviors become such a big issue in the relationship are as follows:

- They express in action, (and also often in words), a lack of respect for the partner

- They encourage a growing lack of respect for yourself – that is by accepting repeated assaults on his/her own boundaries, each partner gives up part of who they are

- They actually change each partner

In other words, you end up not liking who you are becoming at the same time that you feel dislike for your partner.

What to do, then? I suggest a basic 5 step approach:

1. Think about where your personal boundaries or rules used to be, and where they should be in the future (this process includes differentiating between good and bad boundaries, as well as thinking carefully about who you are and want to be). Inspirational reading, keeping a journal and talking with a therapist are all good ways to go through this process.

2. Assess where you think your partner's boundaries are so that you can respect them better. Talk with your partner about his/her thoughts on this. Assume at a minimum that any boundaries you set for yourself you should also hold for him (i.e. if you wish to be spoken to with respect because you feel that is a minimum requirement for a good relationship, you must do the same for your partner). Consider keeping a journal that tracks your changing thinking about how you are violating your spouse's boundaries (and your thinking will change!)

3. Identify areas of struggle in your relationship related specifically to important personal boundaries. You might decide that you don't think that messiness is an issue, but you do think that tone of voice in conversations is core to who you are, for example, because to you it represents "respect" you can't do without

4. Once you've identified your most important areas, work with your spouse to make a plan to better respect your boundaries and his. Be open with him about what you are thinking and why, and solicit ideas. What will you do if your spouse ignores your need for respect? Can you agree that you can walk away from a disrespectful conversation without adding to bad feelings? Can you agree to go to a communications course? How will you change your lives so that you can respect each other's unique spaces again?

5. Watch how you both do. In practice, do the rules you've made suggest you've made "good" or "bad" boundaries (see below)? If the latter, reassess and reshape your approach.

Here's how I go about the difficult task of differentiating between truly necessary boundaries, and "things I would like to have happen". I think of desirable, or "good" boundaries as those that:

- protect and respect the autonomy

and uniqueness (good and bad) of each partner

- allow positive growth for those who seek it
- are flexible, recognizing that a partnership of two is inherently different from a unique individual
- are focused around people issues rather than "thing" issues

I think of undesirable boundaries as those that:

- are created in response to an argument
- are intended to punish or hurt another person
- inhibit the growth of either partner
- do not recognize a partner's autonomy

Upon reflection, you may wish to add to these lists of what makes a good or bad boundary.

When I finally got around to doing this exercise, I determined that my personal "rules to live by" (or boundaries) would be:

1. Treat each other with respect, even in the most difficult times
2. Take responsibility for living a life that lets me express my true self, as relates to optimism, willingness to experience new things, intelligence, happiness, honesty (the things that are most important to me personally)
3. Let my husband express his true self without trying to change him
4. Be willing to listen, negotiate and compromise (both directions)

5. Be able to show and receive love without question or deceit

You'll notice that all of these "rules" are standards to which I hold both of us, not just him or just me. It is through the expression of these things that I feel I show who I am in both giving and what I wish to receive. While my husband has not yet seen this particular list, he would not be surprised by it, for this is how I now live my life and he can clearly see it.

I came to the resetting of my own boundaries through desperation. I knew that I didn't like how I was living my life and finally was so desperate that I simply decided to move on without input from my husband. In other words, I decided that it was time to be "me" – not some portion of an "us". Once I had reflected on my most important needs, it was actually quite easy to start living my life as I wished to live it. My husband was free to join my journey or not, but chose to do so because these basic rules (or values) are why he fell in love with me in the first place. By rediscovering my boundaries I rediscovered (and reasserted) myself. And once I reasserted myself, he rediscovered the me he loved.

What are the most important rules by which you would like to live?

Melissa Orlov



BOOST YOUR DOPAMINE!

Dopamine in AD(H)D

Dopamine is a neurotransmitter that is involved in regulating motor activity, attention, inhibition, behaviour, cognition, and reward mechanisms.

People with AD(H)D have been shown to have disturbances in dopaminergic signalling, possibly due to a genetic variation in dopamine transporters (DAT) (Hansen et al, 2014).

Pleasurable activities stimulate the release of dopamine in the brain, as does focusing on a particular task that is engaging enough to stimulate the brain.

Dopamine deficiency helps us to understand why people with AD(H)D need more stimulation than is 'normal' to keep them engaged and interested, and why AD(H)D sufferers are more likely to engage in 'risky' behaviour.

When concentrating on a task, the working part of the brain becomes highly active. Other parts of the brain remain somewhat active and are responsible for creative thinking and making new associations. This 'white noise' can take over in a dopamine-deficient brain, effectively drowning out the main signal.

The stimulant medication Ritalin is a dopamine reuptake inhibitor, meaning that it blocks some of the receptors that bind to dopamine, so that more extracellular dopamine is available for use. Many of the symptoms of AD(H)D can be alleviated by normalising dopamine levels [1].

Natural Dopamine Boosters

Natural medicine can be a valuable adjunct or alternative to stimulant medication, or can help to reduce some of the side-effects of medication. Following are some herbs and nutrients that may be used to support neurotransmitter balance and especially dopamine deficiency: L-theanine, an amino acid extracted from black or green tea, is known to increase dopamine, serotonin, and the

inhibitory neurotransmitter glycine [2, 3]. Studies show that L-theanine induces alpha-brain wave activity, improves cognition and memory, and promotes feelings of deep relaxation [4].

An estimated 25-50% children and adolescents with ADHD suffer from sleep disorders [5]. One study assessed the effectiveness of L-theanine extract on sleep quality in 98 boys with clinically diagnosed ADHD. The L-theanine group had significantly better quality of sleep measured by reduced nocturnal motor activity, on an actigraphy watch, when compared to placebo. L-theanine appears to improve sleep quality without causing daytime drowsiness.

It's important to note that the amount of L-theanine in commercially available green tea is typically too low to have an effect and that green tea naturally contains some caffeine. For this reason, green tea is not a recommended treatment for children, but caffeine-free L-theanine extract is available in capsule or tablet form.

Bacopa monniera is a herb that is traditionally used in Ayurvedic medicine to treat mental health disorders and loss of intellect and memory [6]. It is commonly used in both homeopathic and herbal formulations in the treatment of ADHD.

Bacopa has been shown to improve cognitive performance, memory, and behaviour in several clinical trials [6]. The bioactive compound in Bacopa, known as bacoside, is shown to interact with neurotransmitter systems. There is evidence that bacoside increases both serotonin and dopamine levels, positively affecting mood, behaviour, cognitive function and memory.

Zinc is an essential cofactor for more than 100 enzymes required for the metabolism of carbohydrates, fatty acids, proteins and nucleic acids. It is required for the metabolism of many neurotransmitters, especially melatonin. Melatonin is directly involved in dopamine regulation, and indeed zinc deficiency has long been associated with

ADHD [7].

Many studies have shown that response to stimulant medication is improved when zinc-deficiency is addressed in ADHD patients [1, 7]. Zinc has a high affinity with dopamine receptor binding sites. It effectively blocks dopamine re-uptake, increasing the availability of free dopamine in the brain, while simultaneously supporting the binding of stimulant medications to receptors [8].

Iron is another key mineral cofactor for dopamine production. Prolonged iron deficiency in young children can lead to permanently lower IQ, developmental delay and behavioural disturbances [9]. Several studies have linked low serum iron and ferritin (iron stores) with ADHD [10-12]. Iron supplementation in iron-deficient children with ADHD has been shown to improve symptoms in some studies [10].

Vitamin D, once absorbed from the sun or consumed, is transported to the kidneys and liver where it is converted into an active hormone. The hormone then activates genes that stimulate the release of dopamine and serotonin. Vitamin D deficiency is linked to ADHD with studies indicating that children with ADHD have significantly lower serum levels of Vitamin D than other children [13, 14].

Conclusion

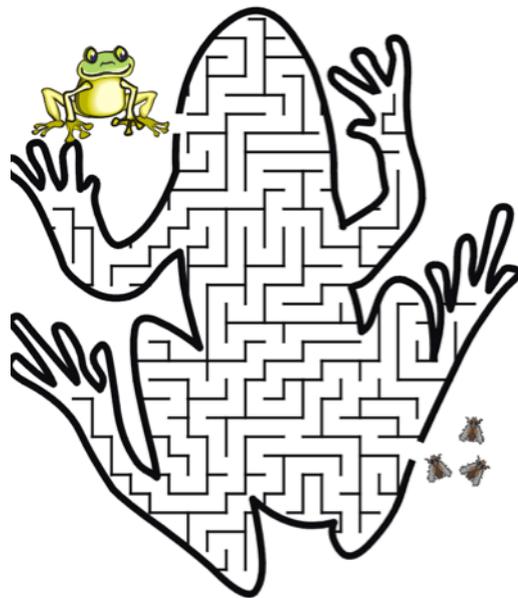
If you or your child has AD(H)D, it is pertinent to address any nutritional deficiencies that may be present to help normalise dopamine levels. Sometimes, a few minor dietary changes are all you need. However, a multi-modal approach may be required to address the unique needs of an individual with AD(H)D. Consult your doctor or naturopath for testing and advice.

Debbie Walsh
Naturopath & Medical Herbalist
(BNatMed, MNZAMH)

For references please contact the Thrive Clinic.

Things we like.

Adventure Specialties Trust in West Auckland has over 30 years' experience in the provision of outdoor adventure and wilderness programmes, including their Break-Away Holiday Programme. Check out www.adventurespecialties.co.nz/events-and-adventures/ for details and registration (when available) of their **FREE** Adventure Day Trips for eligible children aged 11 to 17 years. The next series is in January 2017. The activities take place over 2 ½ days on weekdays in the summer holidays, and include tramping, kayaking, abseiling and rock climbing.



Completing mazes may help with concentration, planning, sequences, processing speed and visual motor integration, so take a look at www.krazydad.com, where you'll find

thousands of printable mazes and other puzzles.

Kids love the skatepark at Barry Curtis Park. Check out photos and what's happening there at www.facebook.com/barrycurtisparke.skatepark. Suitable for skateboards, BMX bikes and scooters, there are options for all levels. There is a very deep bowl and a smaller, shallower one. The park is located at 163 Chapel Road, Flat Bush. From Downtown Auckland take State Highway 1 south and take exit 444 for East Tamaki Road. Turn left onto East Tamaki Road, then right into Preston Road, left into Ormiston Road and then right onto Chapel Road. Other park features are sports facilities, events venue and education centre, sculptures, playground, picnic area and wetlands.



Stuff for grown up kids

Escape Games are popping up all over the place. Teams are locked in a room and have one hour to figure out how to get out. This is a great work team building activity and fantastic for families for a weekend or holiday activity when the weather is bad.

In Auckland try, www.escapemasters.co.nz, www.escapadenz.co.nz, www.realescapegame.co.nz and www.greatescapethegame.co.nz. You'll also find games in Wellington – www.escapemate.co.nz, Christchurch – www.escapeartists.co.nz and www.crateescape.co.nz, Dunedin – www.escapedunedin.com, Hamilton – www.perplexity.co.nz and www.confinement.co.nz, Queenstown – www.escapequest.co.nz, and Palmerston North – www.realescapegame.co.nz/palmerston-north-branch.html.

Three, 200-metre long **Flying Fox Ziplines** located on Waiheke Island with amazing views are fantastic. See www.ecozipadventures.co.nz. There's also a 1.4km guided nature walk and complimentary pick up from the ferry. Adults \$119, Children \$79 and Family \$317. You must weigh between 30 and 125kgs; under 18-year olds need a parent or guardian present, and you should book before heading over to Waiheke. Check out the reviews on Trip Advisor's website.

www.adventuregirls.co.nz This is an Auckland company which runs **outdoor adventures for women** - horse riding, 4-wheel driving, snowboarding, Bali 7-day surfing, mountain biking, rock climbing, shooting and more. Senka Radonich organises these activities for women ready to step out of their comfort zone, looking for fun and adventure and who would like a supportive group of other women to do this with.



For **canyoning adventures** in West Auckland rainforest check out www.awoladventures.co.nz. These are half (5-hour) or full-day (7-8 hour) abseiling, canyoning, slide, and jumps adventures in the Piha Canyon or Blue Canyon. Minimum age is 10 for half a day, or 12 for full day. Corporate Team Events can also be arranged which can include additional activities such as problem-solving, Rogaine race, archery, paintball and fun games.

The new **Vector Wero Whitewater Park** in Manukau, www.wero.org.nz gives you the opportunity to try rafting, kayaking and paddleboarding. This is a purpose built white water facility with short and long water courses, plus a waterfall feature. Children under 18 years need a signed parental consent form, and age restrictions are 8 years for Grades 1 -2 and 14 years for Grades 3 – 4. Kayakers must be assessed and demonstrate competency before taking part, but for rafting no experience is necessary. The Tamariki River course, 200m, for beginners, children and families, is Grade 1 -2; the River Rush, 300m, is an advanced course, Grade 3 -4. The Pump Waterfall is an optional 4.5m drop which can be made after undertaking the River Rush.

MEMBERSHIP BENEFITS



RESOURCES
Extensive resource pack
assessment, management
and treatment of ADHD)



NEWS
HyperExpress
Quarterly Newsletters,
News & Research Updates



NETWORKING
Support &
Networking Opportunities



DISCOUNTS
Membership discounts
with our growing list
of partners



LIBRARY
Free access to our
comprehensive
library of books & DVD's



HELPLINE
Email &
Helpline Support