



## Welcome to the 3rd Issue of the Every Day with ADHD Newsletter

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### A word from Kerry

Hello everyone

My gosh it's April already!! During first term, my husband and I embarked on a national tour. It has been quite an exercise.

We conducted 14 workshops in the first 6 weeks and have another 28 planned in Victoria this term before heading to Tasmania in late June. All details are on our website.

[View workshop location and dates on-line.](#)

I'm still being contacted by so many people, mainly parents, who did not find out about the workshop until too late. We do our best to pass information onto schools and agencies and hope that they disseminate it around their communities. My apologies if you have missed out but the strategies and concepts are in my book as a backup.

We have sold some books internationally and feedback has been great but we are still determined to make a difference in our own backyard first.

Thanks to everyone who has forwarded such wonderful comments and stories. I love reading them.

Look forward to seeing you Victorians and Tasmanians soon.

Regards

Kerry Cooney

### From The Book

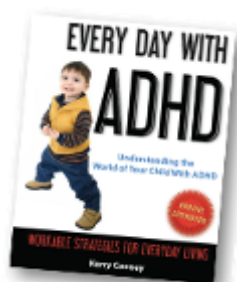
### How to get started

Knowledge is the engine to moving, understanding is the accelerator. Until there is understanding of the issues surrounding your child and family it is difficult to advance. We need to identify the ADHD characteristics at play, the stimuli affecting the situation and the child's usual response before we can put a plan in operation.

For those who have read *Every Day with ADHD* I hope you have a better understanding of the challenges faced by the child with ADHD and your family. I know you would like it all 'fixed' tomorrow but unfortunately that is not going to happen. Start with the behaviour or situation that causes most trouble. Gain an understanding of the causes behind this behaviour – which characteristics and/or stimuli are having an effect. If it is behaviour the child has no choice in, for example, forgetting everything, then do not discipline but put tools in place to assist. Work through the rest one by one.

Often the difficulty is just getting started, choosing where to begin. Remembering that each family and household is different, you will ultimately need to establish your own priorities. It is important that you take as long as you need at each stage.

*Establish* (i.e. it is fully operational and you are confident) one area before moving on to the next. This will allow you to feel more in control and minimise the possibility of a strategy not being implemented thoroughly.





### Did you know?

Behaviour consequences rarely have the desired effect.

Below is an outline that may be helpful.

1. Re-read Chapter 5 and work at establishing a more positive mindset and view of your child
2. Plan a morning routine for the week
3. Decide what time your child *will* go to bed
4. Work back from that time and organise a routine which includes bedtime, bath time, mealtime and homework time
5. Organise your homework station, extra stationary, modified homework task and decide how long your child will spend doing homework
6. Consider what your child needs directly after school and plan the rest of the family around that.

Now your day has some order to it. Take as much time as you need to positively and firmly reinforce this routine.

8. Revisit your expectations of your child and your positive responses. A review of these two factors is needed every couple of weeks.
9. Spend the next week developing your limit setting chart.
10. At the same time gain an understanding of your child's interests and talents. Think about ways these could be incorporated into the week.
11. From the limit setting chart, choose the behaviours you want to encourage and discourage. It may be helpful to read the relevant chapter again.
12. When you have worked out your contingency plans and are 100% ready to implement your behaviour management strategies, begin. Remember consistency.

By this stage, you will have learnt so much and established an even stronger foundation for making decisions and managing behaviours. From here simply work through your list of priorities one by one.

It is important not to pressure yourself into believing that all of this can be achieved within a few weeks – it can't. So let's keep our expectations real! Your plan must suit you, your child with ADHD and the rest of your family.

This process seems overwhelming I know. Remember – **one thought, one response, one action at a time** will develop a strong foundation, understanding and plan you can finally live by.

I wish you great success and a much happier future.



A reason may be that for behaviour to cease because of a consequence, one must first be in control of choosing the behaviour.

## Limit Setting

By far one of the most liberating and profound paths towards some normality and authority in your home is to formulate a set of limits for your family. Setting limits for children is often spoken about but little is said about its benefits or about how to complete this task.

Limit setting is basically deciding how **you** want your home to run. However, there are many issues to take into consideration in order to develop a workable plan, especially when accommodating a child with ADHD.

All children require limits. Having boundaries gives them a strong sense of security.

All parents require limits as well. Having chosen the behaviours you will and won't accept in your household enables you as parents to feel in control, that you are, again, the authors of your day. It has the power to decrease stress and anxiety; the power to relieve the sense of hopelessness that arises from feeling that you are not in control of your life.

Setting limits not only gives children a sense of security and freedom but it also gives the parents a sense of security, freedom - and hope. This feeling of hope then impacts your family, breaking another negative pattern and replacing it with a positive one.

That is why I **strongly** encourage each parent to know their limits! We cannot successfully leave decision making to each situation. It is just too hard.



A little time in thought can save a long time in stress.

## Discipline

For the child with ADHD discipline alone is *not the* answer to behavioural problems. Discipline alone will not create a calmer environment. Discipline is only one part of the behaviour management program and will only work well along side all the other strategies described. You have already experienced disciplining the child with ADHD from morning to night with little effect. Previously stated methods of behavioural intervention from the book will have a far greater impact for this child.

We cannot change who our children are. As parents we merely attempt to support, guide, teach, protect and plane off some of the rough edges.

All children respond differently to discipline. That doesn't mean we can't have household standards and limits with consequences attached. Each child is then free to choose their required level of discipline. Yes, as soon as our children are **aware** of their behaviour and associated consequences then our children choose their behaviour.

## Stressful "Times of the day".

There are so many times of the day and situations which are really difficult to handle. Again it is a matter of working on them one at a time.

1. Choose the most constant "battle" time.
2. Decide which ADHD characteristics or stimuli are effecting the situation. Most often factors of change, anxiety, hunger/thirst or built up frustration are involved.
3. Put strategies in place that will alleviate the impacting factors.
4. Discipline as a last resort.

Re read the relevant sections of *Every Day with ADHD*, especially section 10.



## A Key

## Prioritise

If we all had a magic wand, I suspect what most would use it for. Unfortunately, we don't!

Dealing with ADHD every day either in the home environment or the classroom environment, is often an overwhelming and emotional task. Most days are difficult, negative and exhausting. All of the thought, feelings, actions and fearful expectations roll into one mass of confusion and need resulting in a foggy blur of questions. Stress reigns supreme.

Remember, it is impossible to work on everything all at once. That creates expectations of ourselves and our child that are unrealistic and cannot be maintained. Stress will again reign supreme. Only worse, because we thought we had answers but they are not working. That is due to our focus being splintered – spread too thinly across too many areas.

We must not give in to the impulse of wanting everything 'fixed' now.

**PRIORITISE** - The behaviour, situation or time of day causing everyone the most trouble. Otherwise we are skimming the surface of our issues rather than encouraging real life changes.



ABC Gippsland with  
Celine Foender



Traralgon  
14th April

## Positive How to help create a positive environment

Keep what we expect realistic and achievable for the child

1. List the things your child does, can do or is good at. Think on these.
2. Show interest in the child's keen interest area.
3. Encourage and use the child's strengths.
4. Smile at the child just because you want to.
5. Complement the child on something said or done that in any way resembles a good choice.
6. Do not ask questions or give orders but have short discussions.
7. Have an activity in mind for when you sense trouble is brewing.
8. Give yourself permission to be tired and fed up for a while.
9. Accept the fact that you are not perfect and do not have all the answers.
10. **Make** some time to spend on and with yourself.

## What People Have Said

"My husband and I would like to thank you for your very helpful workshop we attended. It's amazing how much you can see when you turn the light on and open your mind. Thanks so much."

A paediatrician to another professional "...she has educated herself exceptionally well about ADHD. She has found an excellent book "Every Day with ADHD" by Kerry Cooney which seems very thorough and useful. I will be getting myself a copy of this to read and also to lend out to parents"

"I found the workshop very good. I'm about half way through the book and find it very practical. My wife said that she liked the summaries which provided a quick review and reminder."

"As foster carers we are not new to this. We did not recognise some of the things as ADHD issues....We have been encouraged to be less negative and more positive with reduced stress."

"Thank you for a very practical workshop and book. It is early days yet but we are looking forward to good results."

"I am in the process of reading your book and out of all the ADHD literature I have read it makes the most sense to me. We are already trying to make significant changes at home and at school."

Feedback



Townsville 16th February  
91 attendees



Bundaberg 23rd February  
76 attendees

## What is on in 2010

### Underway

**Teens and young adults** – a book with sections for parents as well as the young person. It will also include an audio CD.

**Web Topics**-downloadable 30 - 60 minute sessions on issues such as discipline, bed times, etc

**Membership** - includes practical tips sent weekly to you each week plus access to a secure blog. One for parents and one for teachers

### Workshops

#### General Workshop **2 Hours**

This workshop is designed to provide participants with a greater understanding of the issues that impact the child's behaviour and learning. It offers practical suggestions and starting points for managing the challenging child.

Questions are answered throughout the workshop and relevant examples given.

[Read outline on line](#)

To enquire [Click here](#) or email us at [info@everydaywithadhd.com.au](mailto:info@everydaywithadhd.com.au)

#### Practical Behaviour Management Workshop **4 Hours**

**Pre requisite:** Attendance at a 2 hour General Workshop.

This workshop builds on the understandings and knowledge gained from the general workshop. It is a hands on, interactive learning session where behaviours and strategies are worked through to a personalised action plan. Each participant has the opportunity to take away a working behaviour management program that can be implemented immediately.

[Read outline on line](#)

To enquire [Click here](#) or email us at [info@everydaywithadhd.com.au](mailto:info@everydaywithadhd.com.au)

#### Train the Trainer **2 Day workshop**

**Pre requisite:** Attendance at a 2 hour General Workshop.

This workshop is designed for professionals who are interested in conducting parenting courses for parents of children with ADHD, Specific Learning Disabilities or Challenging behaviours. It is important to recognise that general parenting strategies rarely have a behaviour changing impact on these children and often leave the parents feeling all the more inadequate. The course is based on strategies proven to be the catalyst for life changing results for hundreds of families.

[Read outline on line](#)

To enquire [Click here](#) or email us at [info@everydaywithadhd.com.au](mailto:info@everydaywithadhd.com.au)

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#### Professional Development and In-service Workshops

For enquiries regarding Professional Development or In-service Workshops.

To enquire [Click here](#) or email us at [info@everydaywithadhd.com.au](mailto:info@everydaywithadhd.com.au)

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#### Register for Newsletter

To receive newsletters or register for workshops please visit the website, [www.everydaywithadhd.com.au](http://www.everydaywithadhd.com.au) or go straight to our [sign up page](#)

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# EVERY DAY WITH ADHD

Celebrate Abiding  
disabilities

# C A L L E N D A R

## 2010 Workshops Term 2

### Victoria

- Bairnsdale Tuesday, April 13th General Workshop
- Traralgon Wednesday, April 14th General Workshop
- Sale Thursday, April 15th General Workshop
- Sale Monday, April 19th **Practical Behaviour Management**
- Sale Wednesday, April 21st & Thursday, April 22nd **Train the Trainer in ADHD Facilitation**
- Berwick Tuesday, April 27th General Workshop
- Frankston Wednesday, April 28th General Workshop
- Dandenong Thursday, April 29th General Workshop
- Lilydale Monday, May 3rd General Workshop
- Ringwood Tuesday, May 4th General Workshop
- Box Hill Wednesday, May 5th General Workshop
- Watsonia Thursday, May 6th General Workshop
- Dandenong Monday, May 10th **Practical Behaviour Management**
- Dandenong Wednesday, May 12th & Thursday, May 13th **Train the Trainer in ADHD Facilitation**
- Ringwood Monday, May 17th **Practical Behaviour Management**
- Ringwood Wednesday, May 19th & Thursday, May 20th **Train the Trainer in ADHD Facilitation**
- Shepparton Monday, May 24th General Workshop
- Hoppers Crossing Monday, May 31st General Workshop
- Geelong Tuesday, June 1st General Workshop
- Colac Wednesday, June 2nd General Workshop
- Warrnambool Monday, June 7th General Workshop
- Portland Tuesday, June 8th General Workshop
- Hamilton Wednesday, June 9th General Workshop
- Geelong Tuesday, June 15th **Practical Behaviour Management**
- Geelong Wednesday, June 16th & Thursday, June 17th **Train the Trainer in ADHD Facilitation**
- Warrnambool Monday, June 21st **Practical Behaviour Management**
- Warrnambool Wednesday, June 23rd & Thursday, June 24th **Train the Trainer in ADHD Facilitation**



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# C A L L E N D A R

## 2010 Workshops Term 2 continued

### Tasmania

- Devonport Monday, June 28th General Workshop
- Burnie Tuesday, June 29th General Workshop
- Launceston Wednesday, June 30th General Workshop
- Hobart Thursday, July 1st General Workshop
- Hobart Monday, July 5th **Practical Behaviour Management**
- Hobart Wednesday, July 7th & Thursday, July 8th **Train the Trainer in ADHD Facilitation**
- Launceston Monday, July 12th **Practical Behaviour Management**
- Launceston Tuesday, July 13th & Wednesday, July 14th **Train the Trainer in ADHD Facilitation**

## Term 3 Workshops

### Victoria

- Shepparton Monday, July 19th **Practical Behaviour Management**
- Shepparton Wednesday, July 21st & Thursday, July 22nd **Train the Trainer in ADHD Facilitation**

### SA & WA

- We will be travelling to South Australia & Western Australia during Terms 3 & 4 so keep an eye on our website for more details

If you would like a **Professional Development** session; to organise a open workshop; or suggest your area for a workshop please contact me via: [info@everydaywithadhd.com.au](mailto:info@everydaywithadhd.com.au); or through the website [Comments Page](#).

To avoid disappointment please note: **We will not be back in these areas for at least 12 months.**

Every Day with ADHD  
P O Box 7789  
Cairns Qld 4870 Australia  
E-mail: [info@everydaywithadhd.com.au](mailto:info@everydaywithadhd.com.au)  
Website: [www.everydaywithadhd.com.au](http://www.everydaywithadhd.com.au)

## Next Edition

### Inclusions

- All children are different
- Siblings and school
- Ways to Calm the Beast
- From an email – discussion on intelligence and creativity Vs Struggling through life.