



Welcome to the 8th Issue of the Every Day with ADHD Newsletter

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A word from Kerry

Hello everyone

Well, Steve and I are actually staying put for 6 months! We are now settled in South East Queensland where we are offering 59 workshops from North Brisbane to the Gold Coast.

We will also be presenting at the Queensland Foster and Kinship Care Conference on the Gold Coast in October.

A call to action

This term we are attempting to move forward with passing on information to a greater number of people.

It is time the scales were balanced in the media. Medication is not the only aspect of ADHD worth hearing about. The behaviour management techniques are the catalyst to changing life outcomes for these children. There are so many strengths to talk about. The real story is, "Is anyone interested in Making a Difference."

By now those who have attended our workshops should have received an email suggesting, if you are interested, to write to various media shows. This idea came about through a phone conversation I had with A Current Affair. The journalist stated that they present stories on medication because people write to them asking for it. So, I suggest we write to these shows requesting a story from a different perspective. If you did not receive the email from us please let us know.

In general

Feedback from the workshops, book and DVD collection continues to be excellent – thank you for that feedback.

The teens and young adult series is well underway and should be available later this year. The series includes a CD and booklet for teens and young adults; and a book and DVD for parents, carers, teachers and professionals.

I have been reminded of how easy it is to forget aspects of ADHD.

Here is a personal example of 'understanding language' that I have been sharing in the workshops of late.

Background:

My daughter has rather a strong opinion of how a coffee needs to be made. Namely, the milk MUST be added before the boiling water. (Yes, I know this is correct so that the coffee doesn't get burnt but I can live without it happening).

While we are travelling my daughter and son (26 year old with ADHD and SLD) share the house.

One Day:

I am making a coffee next to my son who is making a cup of tea. He jokingly says, "I hope you're going to put the milk in first mum".

In reply I used the saying, "Oh, you've been living with your sister for too long".

I then noticed he had stopped making his tea. When I looked at his face I could almost hear what he was thinking.

"I don't think mum would tell me to move out. But she did just tell me to move out!"

I immediately added explanatory comments and he almost laughed.

Does taking comments literally disappear with age – I think not!!
How easy it is to forget.



Please enjoy the following information.

Towards a brighter future for all

Kerry Cooney & Steve Oldham

Did you know?

ADHD is not new.

It was first medically diagnosed in 1901.

Interesting

In 1902, Dr George Frederick Still gave 3 lectures on a new disorder he had observed. Without the aid of psychometric testing, child behaviour checklists or brain imaging, Dr Still described what is known today as ADHD.

Here are some excerpts taken from The Lancet of April 12, 18 and 25, 1902

"...there is not only a perversion of function in the higher nervous centres but an actual physical abnormality underlying the moral defect seems more than probable."

"A common history is that the child has been tried at various schools and at each fresh school has seemed for a time to have overcome his morbid propensities but no sooner have the surrounds become commonplace and familiar than some fresh manifestation of his moral defect leads to his disgrace and early expulsion."

"In the same connection must be mentioned the extraordinary failure of punishment to have any deterrent effect in many of these children."

"There are other aspects of this subject which it would be out of place to mention here but which are none the less of extreme importance to the welfare of these unfortunate children and for the good of society." Still mentions "...the problem of education..", "...the method of providing the constant and close supervision which is so essential in the management of these cases...", "...and last but not least, how far these children are to be held responsible for their misdoings..."

Feedback - What people have said

Kerry your meetings i attended and your book has helped my son and I to no end. Life is so much easier now i have the knowledge to understand my son!!!!!! xoxoxoxo Everyone who has ADHD in their lives should attend your meetings. You have changed our lives forever!!!!!!!Thankyou

Parent

Supporting the parent through those moments of realisation, or addressing the emotions of having a child with ADHD and what this means as a parent can be very powerful moments in time, however I do my best to support them and bring them around to some positives for their child and them. What a privilege it has been to be part of this program and part of these parent's journey.

The strategies have been used and brought about changes in family's lives.

Facilitator

I appreciate that you must get hundreds of letters, which is why I've left it nearly 12 months to contact you. I have a lovely story, detailed, but I've tried to give you the short version!! I'd love for you to read it.....because I too, like all the feedback in your book, would like to line up and say THANK-GOD FOR KERRY COONEY.....although we have made many adjustments to our family life, ATLEAST WE HAVE A FAMILY LIFE.

Before your sessions, I was very well informed about ADHD, and could have spoken to anyone, all day about it.....but spending the hours with you, gave me the understanding of my knowledge, and MY-GOD.....how much better life is now!!

Parent

Thank you heaps, my kit arrived yesterday! It is fantastic, I'm stoked! Thanks again,

Parent





Did you know?

Famous people do not necessarily cope with social involvement.

Role Models



Tom Cruise

Tom Cruise is an American actor and producer who has starred in a number of top-grossing movies



Richard Branson

Sir Richard Branson, KBE, a famed British entrepreneur, is an enormously successful entrepreneur and founder of 150 enterprises that carry the Virgin name, such as Virgin Airlines



Salma Hayek

Salma Hayek sometimes struggles with her lines as a result of her dyslexia



Virginia Woolf

An English novelist, essayist, diarist, epistler, publisher, feminist, and writer of short stories, regarded as one of the foremost modernist literary figures of the twentieth century.

For additional information on Role Models and other topics visit our website and go to [Information Sheets](#) page



Often highly successful people are driven and follow their passion.

This does not mean they get along well with others.

Free from our website

Looking for more information and support, check out our website.

[Information Sheets](#) (On many and varied topics)

[Quarterly newsletters](#) (Full of useful tips)

Listing of [support groups](#) and [agencies](#) throughout Australia and New Zealand (Please let us know if you are a member of one)

Free [ADHD Support Blog](#)

[Schedule of open workshops](#) conducted by Every Day with ADHD

Introductory videos on our [YouTube Channel](#)



Did you know?

It is possible to be a genius and be almost illiterate.



Edison
Einstein
Gates
Smith
and many more

Learning

Your Child's Learning Style 2

There are three basic styles of learning.

Auditory Learners learn by talking or listening.

Visual Learners learn by seeing video or images.

Kinaesthetic/Tactile Learners learn by doing in practical.

Last newsletter we discussed how the majority of people with ADHD are kinaesthetic learners. Second to that would be a high proportion of people who are visual learners.

Visual Learners

"Visual intelligence is recognized as an aspect of intelligence that is crucial to understanding our world. The role of visual intelligence must be considered in the educational process. The increasing role of visual images in our society necessitates increasing skills in the reading and understanding of those images." Mary Stieglitz, Boise State University

Visual/Spatial

They possess the ability to perceive the visual.

These learners tend to think in pictures and need to create vivid mental images to retain information.

They enjoy looking at maps, charts, pictures, videos, and movies.

Their skills include:

puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

Possible career interests:

Navigators, sculptors, visual artists, inventors, architects, interior designers, mechanics, engineers

Visual learners have many of these strengths:

Visual learners may express themselves through facial expression.

Visual learners are typically interested in videos and images.

Visual learners may use their eyes to find solutions to particular problems.

- Learn best by seeing, or watching others do something before they try it themselves.
- Have creative imaginations and love to draw colourful or detailed pictures.
- May seem to be daydreamers
- May have good handwriting
- Have an easy time remembering people's faces, but have a hard time with names.
- Have a strong preference for Art rather than Music.
- Tend to be meticulous with their work.
- May need to have an organized environment to be productive
- Do better with the "Look-then-say" approach to learning to read.
- See the details of something before they see the whole.
- May feel that reading about something is a very effective way to learn something new

Visual Learners *Learn through seeing....*

- Use visual materials such as pictures, charts, maps, graphs, etc.
- Have a clear view of your teachers when they are speaking so you can see their body language and facial expression
- Use colour to highlight important points in text
- Take notes or ask your teacher to provide handouts



We know

Not all children
are the same

Don't we

Your Child's Learning Style 2 (Cont'd)

- Illustrate your ideas as a picture or brainstorming bubble before writing them down
- Write a story and illustrate it
- Use multi-media (e.g. computers, videos, and filmstrips)
- Study in a quiet place away from verbal disturbances
- Read illustrated books
- Visualize information as a picture to aid memorization
- These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson.
- They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads).
- They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs.
- During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Stress - (Part 2) Reduction Techniques

Healthy ways to relax and recharge

Avoid unnecessary stress

Learn how to say "no"

Avoid people who stress you out

Take control of your environment

Take control of your environment

Pare down your to-do list

Alter the situation

Express your feelings instead of bottling

Be willing to compromise

Be more assertive

Manage your time better

Adapt to the stressor

Reframe problems

Look at the big picture

Adjust your standards

Focus on the positive

Accept the things you can't change

Don't try to control the uncontrollable

Look for the upside

Share your feelings

Learn to forgive

Make time for fun and relaxation

Set aside relaxation time

Connect with others

Do something you enjoy every day

Keep your sense of humour

Adopt a healthy lifestyle

Exercise regularly

Eat a healthy diet

Reduce caffeine and sugar

Avoid alcohol, cigarettes, and drugs

Get enough sleep





A little time
in thought
can save
a lot of time in
conflict.

Teens and Young Adults - Goals of Misbehaviour and ADHD

Last issue I introduced some general information about teenage and young adult life along with some goals of misbehaviour taken from Maurice Balson.

Now we will look at how ADHD may affect 2 of those goals.

We know that a young person with ADHD has already endured 13 odd years of frustration, hurt, emotional pain, feeling stupid, inadequate etc etc etc. So, on top of any normal teenage reaction, your young person with ADHD will, of course, react with extremes. This is due to who they are and their journey over their younger years. Social ineptness will also be more pronounced, more important and, therefore, create more distress.

Remember, these kids have not understood much about life up until now (or even now). How scary to try to establish who you are going to be in the future without knowing who you have been in your past. For many, it can become too difficult and they give up.

So while this young person is struggling for independence, they often see their futures as being bleak because they could not achieve success while being dependent up to date. Coupled with anxiety and build up of frustration, outbursts can become more intense and more frequent. Or, depression may develop – that desire of just hold me and make it right – which goes against everything teenage life is about. So the young person is left with a deep sense of failure and hopelessness.

Goal: Attention seeking

We all need a focus, a direction, a future.

Young Person Perspective

Seeking attention comes from not feeling heard, not feeling recognised or not feeling valued. There is a sense of being overlooked as a worthwhile individual.

A young person with ADHD has spent many years feeling a failure and being treated as an annoyance, a disruption and a problem. In short, many feel that others have not wanted them around and have certainly not seen them as who they really are – not seen their strengths, their value or potential.

They have, however received much attention for their weaknesses and trouble making. It is not difficult to see how a young person with ADHD may not have learnt much about appropriate attention. Young people with ADHD may take on a distinct 'in your face' method of attention seeking "OK, if attention only comes when I am 'bad' or because I'm different, let's see how you handle this".

Parental Approach

- Focus on **important** areas. For example; shift from concern about tidiness of room, there are greater priorities – how long have parents and teens argued about messy rooms?
- Take on a 'confidence' mentality – "You can do it.." This will naturally pass to your young people helping them to believe in themselves.
- Start talking about the future in a positive light. What would you like to do, see yourself doing etc that is what you can work towards, what do you need to do, what's important for that etc
- Take on an 'assisting' mentality – we no longer 'do' for them, we 'assist' them. We no longer 'tell' them we 'discuss' with them.
- Take on a 'realistic' mentality – Your young person is no longer little and certainly not 'stupid'. It's time to acknowledge, accept and plan for weaker areas but focus on the strengths
- Take on an 'acceptance' mentality – looks, hair, clothes, music etc can all be used to shock and gain inappropriate attention.

Do Not

- Give attention for weaknesses, strangeness, or when they are demanding attention inappropriately
- Be shocked by their bizarre opinions – these are probably not real
- Linger when disapproving or disciplining. Focus on immediacy of disapproval, deal with it quickly and its over - Move on

Keep what we expect realistic and achievable for the child

Goal: Power

Young Person's Perspective

Life to now has existed on a feeling of disempowerment. They have lived at the mercy, the will, the control of others who often saw them as a trouble maker.

There often existed no avenue for showing their strengths, intelligence, capabilities or potential. As children they found no way of greatly affecting their circumstances or the many negative situations in which they found themselves.

Because they tried so hard and could still not positively impact their lives, these children are often left feeling powerless, frightened and trapped.

Now the young person is bigger and has different choices available he will often decide to take matters into his own hands – it can't be any worse, he is used to being in trouble – That has become 'the norm'.

Your young person may find a group of individuals who feel the same way as he does. This group is disillusioned with life as well BUT they do accept your young person for who he is. His way of thinking and behaving no longer leads to isolation. In this group he feels less pressure, less anxiety, less frustration while also feeling less different, less lonely and more respected.

There are no more reminders of what he is 'not'. He has now achieved a level of independence and power.

Parental Approach

Remember, he is smart, just lost, scared, hurt and feeling helpless

Along with the suggestions for attention seeking also:

- Have a 'for him' attitude – but never say you agree with inappropriate behaviours, for example, "I do like talking to you, but stop the swearing"
- Show loving concern but not shock
- Do not take responsibility for his behaviours
- Talk about the future, that is, **HIS** dreams, interests, what he would like to do – always with a 'you can be or do anything you choose' attitude
- Introduce new and adrenaline pumping activities. This will differ for individual's, for example, horse riding, snorkelling, abseiling, scuba courses, cadets, martial arts. Or, look for a band that will let him watch rehearsals, singing groups (choirs etc), performing groups etc. Be aware that you may have to be in the background at first. (Anxiety still present)

Do Not

- Point out how he is failing now - this leads to hopelessness
- Point out how he is destroying his future – this leads to hopelessness
- Point out all the obstacles to becoming what he wants to be – this leads to hopelessness

Next Issue The goals of Revenge and Withdrawal

New Products

Well, we have taken on board requests we received last year and the outcome are some new products.

Weekly Email Tips

Price:

Per month AUD\$20.00
Per 6 months AUD\$60.00

We believe ongoing support is integral to success. We are all very busy and can have difficulty finding the time to remain on task within life let alone the implementation of new behaviour management strategies. Therefore, we offer the following support free from our website and, for a small fee, a weekly prompt to help you stay on top of your situation.

To receive our weekly email 'tip' just purchase on line through our [Products Catalogue](#) page.



Stand Alone Training Kits

Training for challenging behaviours has been made more easily accessible, more affordable, more supported and more in depth for 2011.

One of our goals has always been to provide an opportunity for a community approach to training. How much easier when everyone is on the same page? This benefit was clearly stated throughout 2010.

Therefore, we have responded with the creation of 'stand alone' training kits and booklets – all including training DVDs – for teachers, parents, carers and other professionals are available this year.

Parents and Carers

Share this training with all your family members with one kit.

Educators

Develop your own Behaviour Management Plan for children with ADHD, Learning Disabilities, Aspergers or other challenging behaviours.

Community and Health Care Professionals

Develop your own Behaviour Management Plan for children with ADHD, Learning Disabilities, Aspergers or other challenging behaviours.

The Training Kit

1. Does not deliver theory but interprets information into real life experiences through everyday language thus increasing stakeholder understanding.
2. Are supported by years of qualitative data and proven successes.
3. Explains the differences in the child's perception and therefore the resulting behaviour.
4. Addresses the current need for practical behaviour management strategies.

The Kits enable:

- Participation in training from anywhere within or outside of Australia
- Organisations can purchase a kit for their site and train as many of their staff as required, now or in the future
- Agencies, organisations, schools, parents – communities - can come together and share the cost of onsite training
- Discounts are available for agencies with more than one main site and/ or outreach sites
- Parents can receive training for themselves through a range of new products

Kits offered include:

- [Challenging Behaviours Parenting Workshop - Facilitator Training](#)
- [Practical Behaviour Management Plan - Facilitator Training](#)
- [Practical Behaviour Management Plan - Parents, Carers and Educators](#)

Details of all products and support are available from our website through our [Products Catalogue](#) page.

Become a Licensed Site

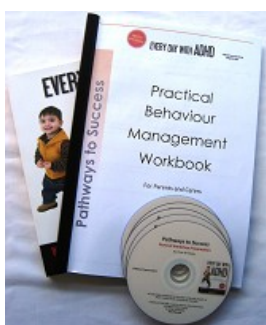
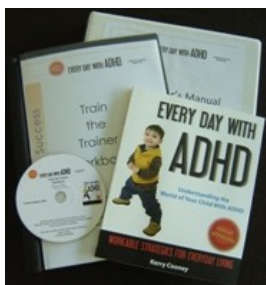
Become a Licensed Site and have your facilitators certified to deliver our Behaviour Management Programs in your area.

I am also aware of the need for ongoing support and training in 'human form'. So I have decided to 'duplicate' myself – that's scary! If there is anyone interested in being fully trained by me and would like to offer workshops and support for ADHD and challenging behaviours in their region, under the banner of Every Day with ADHD, then please let me know.

This can be done either through an existing business or a new one.

Numbers of trainers in each state will be limited and certified to ensure consistency and quality.

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





\$75.00 plus P&H



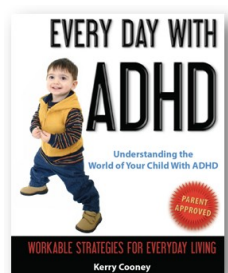
\$35.00 plus P&H



\$35.00 plus P&H



\$50.00 plus P&H



\$29.95 plus P&H

Individual DVDs and Challenging Behaviours Resource Kit

A set of 4 DVDs and individual Topic Booklets from our Behaviour Management Series containing in depth discussions:

Pathways to Success – General Workshop as presented to almost 4,000 people (90minutes)

- | | |
|---|---------------------------------|
| The History of ADHD | Reducing Outbursts |
| Myths of ADHD | The Five Keys |
| Understanding the Characteristics | Behaviour Management Approaches |
| Everyday Effects of the Characteristics | Making the Difference |

The following accompanying DVDs then expand on the information presented in the General Workshop in more detail. It is recommended that the General Workshop DVD is watched prior to viewing the following DVDs.

Frustration Anger and Aggression (38 minutes)

- | | |
|-----------------------------|---|
| Frustration | Encouraging Appropriate Anger Behaviour |
| Physical and Emotional Pain | Managing Inappropriate Anger Behaviour |
| The Effect of Choices | Managing Aggressive or Destructive |
| Blocked Goals | Description of Passive, Aggressive and Assertive Behaviours |
| Strategies | |

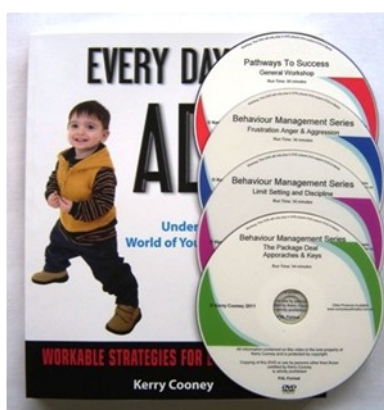
Limit Setting and Discipline (30 minutes)

- | | |
|----------------------|--------------------|
| Behaviour Management | Consequences |
| Knowing Your Limits | Summary Check List |
| Discipline | |

The Package Deal – Approaches and Keys (53 minutes)

- | | |
|--------------------------------------|---|
| Foundations for Behaviour Management | Management Approaches |
| The Five Attitudinal Keys | The Answer to Making a Lasting Difference |

And a copy of Every Day with ADHD - the book



All products sold individually or can be purchased as our

Challenging Behaviours Resource Kit

AUD\$200.00 plus P&H

(Save AUD\$24.95 on individual purchases)

Details of all products and support are available from our website through our [Products Catalogue](#) page.



EVERY DAY WITH ADHD

Celebrate Abiding
disabilities

C A L L E N D A R

2011 Workshops

Here is our Workshop Schedule for 2011.

Workshop details and registration can be done through our website.

[Click here to view more details or to register on-line](#)

Term 3 Workshops - 2011

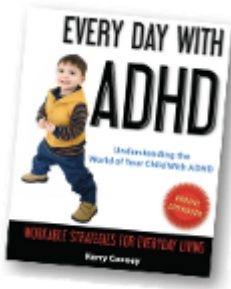
Queensland

Chermside	Mon 25th July 7.00pm-9.00pm	General Workshop 2 hour
Ashgrove	Wed 27th July 7.00pm-9.00pm	General Workshop 2 hour
Cannon Hill	Sat 30th July 9.30am-12.30pm	General Workshop 3 hour
Fortitude Valley	Mon 1st August 7.00pm-9.00pm	General Workshop 2 hour
Cannon Hill	Tue 2nd August 9.30am-12.30pm	General Workshop 3 hour
Wynnum	Wed 3rd August 7.00pm-9.00pm	General Workshop 2 hour
Toowong	Mon 8th August 7.00pm-9.00pm	General Workshop 2 hour
Kenmore	Tue 9th August 7.00pm-9.00pm	General Workshop 2 hour
Oxley	Wed 10th August 7.00pm-9.00pm	General Workshop 2 hour
Kenmore	Thu 11th August 9.30am-12.30pm	General Workshop 3 hour
Kenmore	Sat 13th August 9.30am-12.30pm	General Workshop 3 hour
Carina	Mon 15th August 6:30pm-8:30pm	General Workshop 2 hour
Upper Mt Gravatt	Tue 16th August 7.00pm-9.00pm	General Workshop 2 hour
Acacia Ridge	Thu 18th August 7.00pm-9.00pm	General Workshop 2 hour
Upper Mt Gravatt	Fri 19th August 9.30am-12.30pm	General Workshop 3 hour
Upper Mt Gravatt	Sat 20th August 9.30am-12.30pm	General Workshop 3 hour
Ipswich	Wed 24th August 7.00pm-9.00pm	General Workshop 2 hour
Ipswich	Sat 27th August 9.30am-12.30pm	General Workshop 3 hour
Forest Lake	Mon 29th August 7.00pm-9.00pm	General Workshop 2 hour
Ipswich	Wed 31st August 9.30am-12.30pm	General Workshop 3 hour
Forest Lake	Thu 1st September 9.30am-12.30pm	General Workshop 3 hour
Forest Lake	Sat 3rd September 9.30am-12.30pm	General Workshop 3 hour
Beenleigh	Mon 5th September 7.00pm-9.00pm	General Workshop 2 hour
Beenleigh	Tue 6th September 9.30am-12.30pm	General Workshop 3 hour
Beenleigh	Sat 10th September 9.30am-12.30pm	General Workshop 3 hour
Upper Coomera	Mon 12th September 7.00pm-9.00pm	General Workshop 2 hour
Nerang	Tue 13th September 7.00pm-9.00pm	General Workshop 2 hour
Southport	Wed 14th September 9.30am-12.30pm	General Workshop 3 hour
Southport	Thu 15th September 7.00pm-9.00pm	General Workshop 2 hour

Term 4 Workshops - 2011

Queensland

Burleigh Waters	Tue 4th October 7.00pm-9.00pm	General Workshop 2 hour
Burleigh Waters	Wed 5th October 9.30am-12.30pm	General Workshop 3 hour
Loganlea	Tue 11th October 7.00pm-9.00pm	General Workshop 2 hour
Regents Park	Wed 12th October 7.00pm-9.00pm	General Workshop 2 hour
Loganlea	Thu 13th October 9.30am-12.30pm	General Workshop 3 hour
Loganlea	Sat 15th October 9.30am-12.30pm	General Workshop 3 hour
Slacks Creek	Tue 18th October 7.00pm-9.00pm	General Workshop 2 hour
Cleveland	Wed 19th October 7.00pm-9.00pm	General Workshop 2 hour
Capalaba	Thu 20th October 7.00pm-9.00pm	General Workshop 2 hour
Cleveland	Mon 24th October 9.30am-12.30pm	General Workshop 3 hour
Redland Bay	Wed 26th October 7.00pm-9.00pm	General Workshop 2 hour



Interested in a Workshop or Training in your Area

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

If you have an enquire about:

- Train for your staff or clients
- Professional Development Sessions
- Specific training requirements
- Host one of our workshops
- Add our Behaviour Management Programs to your suite of services or just become a Licensed Site

Please complete our [Expression Of Interest Form](#)

Looking for support

Can not find a Support Group in your area or just looking for someone to talk to.

Join our FREE [ADHD Support Blog](#) and participate in the conversations from all over the country.

Licensed Sites

We are pleased to announce we will be publishing a list of organisations who have become certified in the delivery of our Behavioural Management Programs in future Newsletters and on our Website so watch this space.

Interested in adding our Behavioural Management Programs to your suite of services or training through becoming a Licensed Site and train all of your staff from the one Stand Alone Kit?

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

Licensed Stand Alone Training Kits offered include:

- [Challenging Behaviours Parenting Workshop - Facilitator Training](#)
- [Practical Behaviour Management Plan - Facilitator Training](#)

Are you registered for our Newsletter and Workshop Updates

If you have had this Newsletter forwarded to you and would like to receive a copy directly please [Click Here](#) to join our email list.

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