



Welcome to the 9th Issue of the Every Day with ADHD Newsletter

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A word from Kerry

Hi every one

I hope Term 3 was a successful one for all concerned. For me it was a very busy Term. I have been conducting workshops and preparing for 2012.

2012 promises to be a year of expansion, creation and development. Some exciting changes are occurring. Let me share a few.

New Zealand

We are in the middle of creating an MOU with an organisation in New Zealand to become the NZ Branch of and representative body for Every Day with ADHD. The goal is to announce the agreement in Term 4. So stay tuned – especially if you are in NZ.

The workload for Every Day with ADHD is mounting and I need some help! So, if you are interested in any of the following positions please email me:

All States

Sales Persons - Individuals who feel confident approaching schools and community agencies in their area

The hours are completely flexible

A phone will be provided

Training will be provided

Commission based

Start when you are ready

Consultants - who are comfortable facilitating workshops and courses for schools and community agencies

Complete packages are provided

Personal training will be provided by Kerry

Brisbane

A part time office assistant

Varied duties such as:

Admin support

Data entry

Proof reading

Organising me!!!!

A teacher – retired, ex, at home who would like to assist me with some product development

If you are interested in any of these positions please email me on, kerry@everydaywithadhd.com.au

As you can see, the business structure will change somewhat in the coming months. This is to allow me time for developing new products, improving on existing products as well as spreading the word. It is designed to create community based, ongoing support in areas around Australia



2012 will see the introduction of new products:

- Specific Professional Development programs for schools
- Teacher Professional Development downloadable session packages
- Offering a Whole of School Approach
- Individual Yearly subscriptions
- Downloadable topic sessions for all, including Teens and Young Adults
- Training via the web
- Discussion groups via the web
- A new website to cater for these changes
- Evaluations will be requested from participants for data collection

The opportunity also exists for research to be conducted into the outcomes produced by the implementation of Every Day with ADHD programs.

How Exciting

The Teen DVD and the Young Adult DVD is expected to be released in March 2012. (Maybe we should have a party!?)

I am anticipating travelling to various states to train consultants and sales persons. So, hopefully, I will catch up with many of you.

Have a great Term

Wonderful Christmas

And a fabulous holiday period
(Don't forget to prepare ahead)

Towards a brighter future for all
Kerry Cooney & Steve Oldham



Interesting

Statistics

This section offers the minimum number affected by these disabilities. The statistics are all drawn from independent sources.

1% of population diagnosed with ASD (Autism Spectrum, including Aspergers)
Bob Buckley Computational Genomics Laboratory, John Curtin School of Medical Research, The Australian National University Canberra ACT 2000 Australia

5%-10% of population diagnosed with ADHD
(Australian Guidelines on Attention Deficit Hyperactivity Disorder (ADHD) June 2009)

Childhood community prevalence of **6.8%** is found in Australia
(7- Graetz B, Sawyer M, Hazell P, Arney F, Baghurst P. Validity of DSM-IV ADHD subtypes in a nationally representative sample of Australian children and adolescents. *J Am Acad Child Adolesc Psychiatry* 2001; 40:1410-1417.)

10% of population diagnosed with a Language Learning Disability
(Andrew Dean Fildes Foundation)

Did you know?

ADHD is not new.

It was first medically diagnosed in 1901.

Ha?

Did you know?

Famous people do not necessarily cope with social involvement.

Role Models



Steven Spielberg

Film producer of 'Jaws', 'E.T.', 'Jurassic Park', and many other brilliant movies



Jamie Oliver

Britain's "Naked Chef", whose programs appear on the Food Network, is known for his lively personality and easy-to-prepare recipes.



Atoosa Rubenstein

Has dyslexia, was successful as the editor in chief of *Seventeen* magazine. Today she has her own digital business and a consulting firm advising companies how to speak to the teen market.



Jewel

Is a young pop-music sensation who recently wrote an autobiography of her life growing up in Alaska.

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

Why?

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.

Learning

Your Child's Learning Style Part 3

Multiple Intelligences

Gardner puts forward a theory suggesting that there are 8 types of intelligence.

Linguistic intelligence; Logical-mathematical intelligence; Musical intelligence; Spatial intelligence; Interpersonal intelligence; Intrapersonal intelligence; Naturalist intelligence and Bodily-kinaesthetic intelligence

This edition expands on 2 of these.

Naturalist intelligence:

The ability to recognise, comparatively to systematically classify plants, flora and fauna, animals, minerals, the earth and cosmos.

Strengths: Finding Patterns and Relationships to Nature

Naturalistic is the most recent addition to Gardner's theory and has been met with more resistance than his original seven intelligences. According to Gardner, individuals who are high in this type of intelligence are more in tune with nature and are often interesting in nurturing, exploring the environment and learning about other species. These individuals are said to be highly aware of even subtle changes to their environments.

Characteristics of Naturalistic Intelligence

- Interested in subjects such as botany, biology and zoology
- Good at categorizing and cataloguing information easily
- May enjoy camping, gardening, hiking and exploring the outdoors
- Doesn't enjoy learning unfamiliar topics that have no connection to nature

Potential Career Choices

Biologist	Conservationist
Gardener	Farmer

Bodily-kinaesthetic intelligence:

The ability to use one's body in a skilled way, for self-expression or toward a goal. Mimes, dancers, sports players, physically expressive singers, and actors are among those who are more noted in bodily-kinaesthetic intelligence.

Strengths: Physical Movement, Motor Control

Those who have high bodily-kinaesthetic intelligence are said to be good at body movement, performing actions and physical control. People who are strong in this area tend to have excellent hand-eye coordination and dexterity.

Characteristics of Bodily-Kinaesthetic Intelligence

- Good at dancing and sports
- Enjoy creating things with their hands
- Excellent physical coordination
- Tends to remember by doing, rather than hearing or seeing

Potential Career Choices

Dancer	Builder
Sculptor	Actor



Edison
Einstein
Gates
Smith
and many more



Stress Part 3

Adult Memory and Organisation Tips

General Strategies

1. Create a place for **everything** and store everything in its place but choose the place carefully. It must suit you and your routine. For example, use some sort of container such as a small box for your keys, wallet, coins etc. Put the container in the first spot you go to when you enter your house and leave it there
2. Use a white board and pin board – When you collect your mail either pin it to the board (Remember to open it occasionally). Write reminders on the white board
3. Use a planning calendar – one with the space for lists
4. Use a bag or back pack. Plan ahead - place things in the bag or back pack that you will need for the day's activities
5. Make lunches the night before when you are doing dinner
6. Organise your bedroom cupboards in a way that suits you. Try using see through baskets instead of drawers; hooks instead of hangers; shelves and tubs for specific items eg **paid** bills, paperwork; fishing gear, work gear, shoes etc
7. Use your phone calendar to remind you of appointments **ahead** of time. Do not make an appointment unless you put it straight into your phone
8. Save all your contacts to your sim card not the phone
9. Use a journal, diary or note pad to keep track of plans, ideas and appointments. This becomes your **one book**
10. Use highlighters and sticky memo notes in your **one book**
11. Keep the **one book** in a place near the white/pin board
12. Set certain times for doing tasks and keep to them as much as possible e.g. washing – Saturday morning; car – while waiting for the washing to finish; clean shower when you are having a shower etc

Money

13. Pay your bills according to your pay period including monthly bills
14. Set up direct debits, to come out **on your pay day**, from your bank account for weekly payments such as rent, loans, fines etc
15. Pay onto a gas and electricity account each pay day (Direct debit)
16. Use a separate account for savings – **do not** get a key card for this account! Direct debit some money each pay into that account
17. Have Prepaid phones

We know

Not all children
are the same

Don't we

What about
Adults?





Teens and Young Adults - Goals of Misbehaviour and ADHD - 2

Last issue I introduced the goals of attention seeking and power.

Now we will look at how ADHD may affect revenge and withdrawal.

Remember

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.

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

Goal: Revenge

Stealing Delinquency Rudeness Violence	Revenge
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Young Person's Perspective

Again we need to recognise that, so far, the young person's life may have been full of trouble. Much of this trouble has occurred around situations and behaviours that the child with ADHD has not understood. Therefore, the child has become a teenager feeling victimised, bullied, unlikeable and feeling as if he has been given no fair chance during his life. He does not believe he can impact his own life.

If the child had understood how to change his lifetime of trouble – he would have. So, because this child perceived that the world had turned against him, he may have developed mindsets such as:

- The world is against me;
- I having to fight for everything;
- No one will give me a fair go
- Nobody tried to help me
- They didn't care if they hurt me, and so on...

He is angry!

It is not difficult to understand that now this young person, being stronger, having more freedom, and still living on fear and anxiety, blames others for unjust treatment. He wants to get back at the world.

Parental Approach

Do Not:

- get into arguments with him
- confront him
- react to outlandish answers to questions
- take all his actions personally (A lot has gone on in his life without your involvement. You are around now)
- believe he cannot change

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

Teens and Young Adults - Goals of Misbehaviour and ADHD (Cont'd)

Keep what we expect realistic and achievable for the child

Do:

- Ask for his opinion in certain areas (What plants should I use, what do you think I should do etc)
- Ask his opinions on various topics (Not questioning)
- Treat him with extreme respect whenever possible
- Keep your own values and standards but don't knock his
- Pay little attention when he is speaking aggressively on issues or topics (not you)
- Allow him to vent his feelings and thoughts about his past (remember this is not pointed at you, even if it feels like it at the time)
- Allow him some 'blaming' space
- Feed to him that you:
 - Recognise he has been unfairly treated
 - How well you think he has handled it (others might, but you....)
 - Its time his life did change
 - He has the ability to change his life
 - You would like to know how to help him
- These kinds of statements need to be real, not patronising

Goal: Withdrawal

Giving up easily Failing in school Truancy Excessive TV watching	Withdrawal
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The reason for this type of behaviour is similar to that of revenge. As I mention in my General Workshop, aggression and depression can be seen as the flip side of the same coin - Aggression being the outward result of negative emotions and depression being the turning in of negative emotion.

Young Person's Perspective

After so many years of feeling like a failure, the young person is giving up. It's all too hard. Trying hard has brought few results. Nothing really matters and relating to others is not worth the hassle.

Parental Approach

Do:

- Follow suggestions for revenge as well as:
 - Communicate on positive topics (there is nothing anyone can say about his work or behaviour that he has not heard before)
 - Encourage short discussions, not question and answer sessions
 - Attempt getting him involved in an activity that he will enjoy and succeed at.
 - If he refuses outside involvement in activities, get books, pictures, DVDs, computer games etc on what you believe to be his interest/s and leave them laying around or give them to him
 - Ask for his help, briefly, for tasks you may be finding difficult. (The lid off a jar, carry a chair etc)
 - If you are concerned seek professional help

Stand Alone Training Kits

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

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. and 2011

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

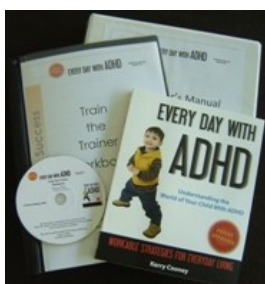
Become a Licensed Site and have your facilitators certified to deliver our Behaviour Management Programs in your area.

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



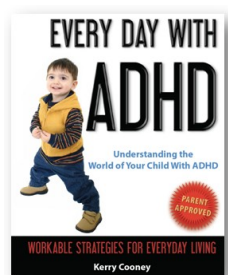
\$35.00 plus P&H



\$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 5,000 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 | |

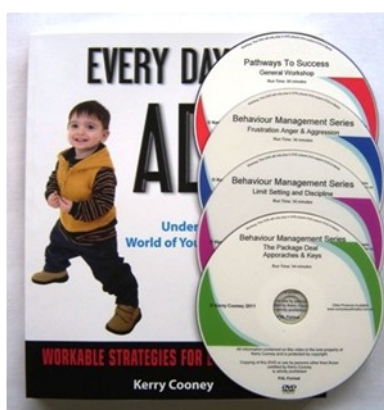
Limit Setting and Discipline (30 minutes)

- | | |
|----------------------|--------------------|
| 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.

C A L L E N D A R

2011 Workshops

Here is our remaining Workshop Schedule for 2011.

Workshop details and registration can be found on our website.

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

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

2012 Workshops

Keep an eye out for our Workshop calendar for 2012 .

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](#)

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.

For further details contact

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