



## Welcome to the 4th Issue of the Every Day with ADHD Newsletter

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### A word from Kerry

Hello everyone

### At last !!!!!!!

As promised we have establish an on line ADHD Social Networking Site and Chat Room.

If you go to our website you can connect to **ADHD Support - Every Day with ADHD on Grouply** or click on the following link <http://everydaywithadhd.grouply.com> and connect with people from all over the world. This will enable support for many who are isolated or in areas where there is no support group operating.

There are also new [information sheets](#) posted on our website. Please keep watching as we are adding to it all the time.

Last term was very busy with hundreds of people attending our workshops throughout Queensland, New South Wales, Victoria and Tasmania. You can see what some had to say on the comments page of this newsletter.

What an interesting time we have had, but I do need to thank a few places and people.

Firstly, I would like to thank the men's rugby choir in Canberra for providing background music during the General Workshop. It was a good exercise for my vocal chords and for concentration. Thankfully they were an excellent choir and we all enjoyed their practice.

Secondly, we had musical accompaniment of a different kind in Ringwood but equally as talented – a complete orchestra rehearsal.

But the most entertaining of all was when a female participant, who shall remain nameless, was locked in the toilet cubicle at a PBM Workshop. We were all quite excited when the manager said he would call the fire brigade. All the women in the room were fully prepared to assist the firemen of course. The manager then called in a locksmith who needed to hammer and drill in order to free the captive. The lady returned to us unharmed. Whatever happened to that photo you promised me?

Kerry Cooney

### New Support

#### ADHD Social Network and Chat Room



We invite you to join our Social Network **ADHD Support - Every Day with ADHD on Grouply**, it is free, and connect with others on <http://everydaywithadhd.grouply.com>. Share your questions, answers and experiences with others.

#### Information Sheets

Additional information is continually being added to our website [information sheets](#) page. Check it out.

#### YouTube Channel



We are currently setting up a YouTube Channel which will feature Video and Audio presentations on ADHD. Please feel free to visit and watch for new additions. <http://www.youtube.com/user/everydaywithadhd>



### Did you know?

Famous people do not necessarily cope with social involvement.

## Editorial

I received an email asking me, what I viewed as a very relevant question: *"If people with ADHD are meant to be intelligent, creative and such good problem solvers, why do they struggle so much through life?"*

It may be helpful to sift through this question briefly.

Intelligence has never been a pathway to success or a happy and fulfilled life anymore than money has been. In fact there a case that could be made that the greater the intelligence quotient, the greater the struggle with life.

It is the experiences of life that strongly influence self image and future outcomes. Belief systems and attitudes are largely formed from the interpretation and perception of these experiences.

What we believe, we are.

Our perception of the world is in partnership with our belief system which then shapes attitudes and actions. People with ADHD tend to have many disappointments throughout life partly due to their inflexibility or their black and white concept of the world. It easily becomes a place of conflict. To have no clear understanding of the world or its boundaries, does not 'fit' with a black and white, clearly defined world. The world around the person with ADHD ceases to make sense. Poor self image, lack of confidence, fear, anxiety, negative beliefs, attitudes and actions can soon follow.

Problem solving tends to rely on understanding an environment or certain processes in order to add or manipulate information required to reach a solution. In a world with no clear boundaries or understandable processes from which to begin any effort to problem solve can quickly become a frustrating and confusing battle against obstacles.

When these issues are further complicated by physical and neurological factors as is the case with ADHD and learning disabilities, life becomes even more unpredictable and murky.

Views of society that focus on only certain types of intelligence and achievement streams again add to the discouragement and poor self image of those with ADHD and associated conditions. Their creativity is at risk of being smothered.

In human beings there are different learning styles and, I believe, different intelligences. (Please access our website for more information on our [information sheets](#) page.)

That is why the discovery of a person's strengths, interests and passions is so important for the life of any individual who has ADHD/SLD. It is through these elements – the areas they understand - that we can bring life into more focus for them and give them opportunities for their future.

It is by accepting and utilising these strengths and passions that this individual can gain understanding of self and discover a place in which to belong thereby being equipped to choose to take part in life and gain the opportunity for future fulfilment.

Otherwise good minds and people go to waste.



Often highly successful people are driven and follow their passion.

This does not mean they get along well with others.

## Thank You

Behind the scenes we have been fortunate to have a number of people who offer their time and assistance in spreading the word of our workshops. We would like to acknowledge their effort and support.

Thank you to Denise Hamilton from Tascare in Hobart for all her hard work and use of her facilities. She was so inspired after attending the General Workshop that she has started an online social network. **ADHD Australia - Positive Support, Positive Futures** has been established for parents of children with ADHD and associated conditions for those in Tasmania. The social network can be found at <http://adhdaustralia.ning.com>.

Thank you also to Meredith Plunkett of Goulburn Valley Community Health in Shepparton for her assistance in spreading the word and provision of her facilities to conduct our PBM workshop and TTT course.



**We know**

Not all children  
are the same

**Don't we**

## Treating Children Differently

One nagging issue that arises wherever I go is the confusion of parents and teachers around treating children differently. I believe that all children and, in fact, human beings are different. We all respond to situations and experiences in a unique way. A group's perception of the same incident can vary greatly. Children brought up in the same household mature into individuals with conflicting views and differing behaviours. Children with the same teacher can have totally opposed views on how 'nice' or 'good' that teacher is.

Treating children differently does not equate to favouritism. It equates to our attempts to assist each child to reach their potential. I often ask in a workshop, "What is equality?" If I give a loaf of bread to a family of four and a loaf of bread to a family of ten, is that equality? I have given each family one loaf of bread, that is an equal amount. However the outcomes will not be equal. If I were to continue that practice the family of ten would starve while the family of four would survive.

We also constantly underestimate children. I believe children have worked through a situation and understand our reasoning quite well while we are still grappling with doubt and guilt.

Children are very astute at recognising differences in people, environments, situations and the sense of hidden meaning. Kids know when others are different and have learnt what set them off and calms them down well before most adults. We are still often struggling with a label!

Do not allow yourself to be emotionally blackmailed. Improve your understanding of any given issue or behaviour until you are comfortably at the point of choosing an approach to put in place and why you are doing so. Pay no attention to the, "It's not fair". Remember, it is a child's 'job' to push limits – that is how they learn.

## Calming the Beast

Here are a few tips that may be helpful in soothing an upcoming outburst, a pressure situation or brewing boredom in your child.

- Water activity  
Swim in a pool, take a shower, have a bubble bath, play in a bucket, water the plants
- Food  
Something healthy and good for them – not junk and preservatives
- Drink  
Cool or hot – it is used to occupy and satisfy
- Favourite or new activity  
Keep something that the child will enjoy in the wardrobe for difficult times
- Balloons and boxes  
Keep a stash. They are great entertainment and encourage imaginative play
- DVD  
Put on a humorous show or one about nature
- Grounding  
Keep some seeds for planting a garden. Digging in dirt is a great way to use nature's natural benefits.

## A Key

## Relate

Children with ADHD need to respect the authorities in their lives. To gain respect we need to show respect.

- Talk to them as individuals – include their interests;
- Ask for their input and opinions;
- Give them a problem to solve;
- Assign a responsibility.

These all display confidence in the child.



## From The Book

## Siblings and school

### Embarrassment

#### Mindset

Siblings are not responsible for the child with ADHD, his behaviour or the consequences of that behaviour.

#### Strategies

- Give your permission to the siblings to separate themselves from the child with ADHD.
- Teach siblings to stand apart, for example, if another child makes a comment to the sibling about their brother or sister then suggest that the sibling tell the other child that "they are not interested and to go say it directly to their sister/brother".
- Try not to ask siblings anything about the child with ADHD's day at school.
- Never encourage messages about the child with ADHD to be sent home with siblings.
- Set up communication channels with the school and teachers. Refer to the section on "Schooling".

In general, each child wants as much of the parents as they can get. Most lead busy and stressful lives. But I encourage you to make a special time with each of your children, perhaps every fortnight. This allows you to keep in touch with each child in a relaxed environment and often fulfils the child's need to feel loved and special.

### School Friendships

#### Mindset

Relationships are not formed without effort. This is another social truth children with ADHD, and many others need to learn. But until they do we can help them along the way.

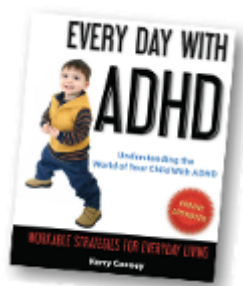
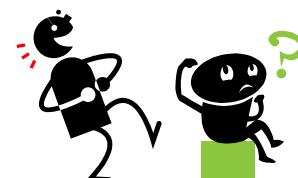
#### Strategies

- Make times for your child to invite a person home to play. One to one is usually better for ADHD kids – not too much stress.
- Plan the time very carefully. For example, have some special food and drink to offer, play the play station or basketball for a time at home then take the children swimming; more food then drop the visitor home. This does not allow much time for boredom or anxiety.
- Less is more in this situation. In other words, don't plan for an entire day of company but rather a few hours. As friendship grows, so can the time.
- If your child or teen shows skill in any area encourage this activity. Being good at something will make a huge difference to the child's social scene particularly when he becomes a teenager.

## A Positive

## Humour

Children with ADHD usually love to laugh and have a great sense of humour. We just need to make sure that they understand the joke.



## Feedback - What people have said

### Here are some of the comments we have received

I related to everything that was spoken about on Thursday night, and whilst my son was diagnosed 5 years ago when he was 7 and a half (after a diagnosis of childhood absence epilepsy as well) , and I had what I thought was a lot of knowledge and what I thought was an understanding, I came out of Thursday night with more of an understanding of how my son feels every day, not how I thought he feels.

I purchased the book and it is the most relative and concise reference I have reviewed to date, I had another book that had become my bible, but was full of a lot of text and jargon... your book is my new bible :)

I only wish I had heard about the workshops 5 years ago, as it was also a good networking opportunity.

*General workshop participant*

Kerry, update for you!

I had a meeting at my son primary school today. I briefed them on the 2 workshops I went to and what I had learned and you will be glad to know the class teacher along with the principal and the school Psychologist who were at this meeting were amazed!!!

They are having a private meeting next Friday to discuss changing the way they are teaching the students with ADHD and simplifying their work at school and the dreaded Homework. Your suggestion to highlight a word a week from reader is also going ahead! As well as only giving him 2 words instead of 10 a week for spelling! It's a start!!!!!!! and the school Psychologist is buying your book and going to attend your workshop.

Again thank you for your workshops! They are making a difference even though my new practises are a work in progress!!!!

*General and PBM workshop participant*

My husband and I attended your workshop in Portland last night and I would just like to thank you.

I first purchased your book in September 2009 and when I read it I thought someone has written a manual about my son. Your book has given me the permission to be more assertive in my son's education and not to just take what is said and given.

I found it to be fantastic and positive which is something I feel that parents with these children just do not get to hear often, everything else that you research is just so negative and can make you want to cry for your children.

I was also able to use that positivity in the book to show my son that there is a good side to this and that he is not just one big ball and negative ADHD.

I am hanging out to read your next book so that I can have some insight into my next few years. My mother and father are currently reading your book as my brother is also an ADHD suffer. Thank you

*General workshop participant*

### Let us know what you think

We welcome all feedback both positive and negative and would be pleased to hear from you through our website [Comments Page](#).or by direct email to [info@everydaywithadhd.com.au](mailto:info@everydaywithadhd.com.au)



## Feedback cont'd

### Copy from ADHD Forum website

Re: My Son Failing School -- Help ... !!!

I'm a single mum of 2 children. My eldest (7YRS) is in grade 2 public primary school (Australia) and was diagnosed adhd, social/conduct disorder, specific Learning Difficulty disorder, and is on Ritalin. He has so far failed every year to date!!!! My youngest (4 YRS) is in kinder and shows traits of adhd also.

I was told the diagnoses and then left to deal with the real world and left to research adhd so i may learn myself with no professional explanations/help to teach me how to deal with my son's conditions.

I then two months ago dropped my youngest off at kinder and read a newsletter stuck on the foyer window of a seminar that evening about adhd by a lady called Kerry Cooney.

I went to it and i swear on my son's life!!!!!! it was the best thing i had done for me and for my son. For the first time this woman who was in the field of adhd for more than 30years and has a 23yr old son with adhd spoke in laymen terms and made it understandable for the first time!!!!!!

I highly recommend you purchase her book "Everyday with ADHD" by Kerry Cooney As a single mum who was struggling with adhd and my sons learning disability at school (he refuses to do any work or put pen to paper, cannot read or write etc) i took the book to a school meeting and afterwards changed the teachers way of thinking how they are educating my son and others with adhd in the school. Buy it. I promise you it will be money well spent!!!!!!!!!!!!!!!!!!!!!!

P.S. personally my opinion is every professional that deals with kids that have adhd should do this woman's workshops! I did and for the first time in 7 years i feel my son turning the corner!!!!!!

Feedback from the staff was great it was a great benefit for them and really gave the staff a better understanding of ADHD.

*Professional Development Workshop co-ordinator*

I did buy 2 of the books, and found the book to be excellent. I loan out one of the books regularly, that's why I bought 2 because I have found that good books often don't come back as people tend to pass them on to others and then you lose track of them.

*General workshop participant*

Thanks for Monday night. I'm really glad I attended the course. Well what can I say other than the strategies worked. I'm amazed.

*General workshop participant*

## Did you miss out on our PBM workshop or TTT Course

If you missed out on attending our Practical Behaviour Management Workshop or Train the Trainer Course please keep an eye on our [Workshop Dates Page](#) for new dates as we are responding to requests to return to some locations we have already visited.

If you would like to organise:

- a Professional Development session
- an open workshop
- or suggest your area for a workshop

please contact us via: [info@everydaywithadhd.com.au](mailto:info@everydaywithadhd.com.au); or through the website [Comments Page](#).





# EVERY DAY WITH ADHD

Celebrate Abiding  
disabilities

# C A L L E N D A R

## 2010 Workshops Term 3

### Victoria

- Shepparton Monday, July 19th 5:30-9:30pm **Practical Behaviour Management**
- Shepparton Wednesday, July 21st & Thursday, July 22nd 9:00am-4:00pm **Train the Trainer in ADHD Facilitation**
- Carlton Thursday, July 29th & Friday, July 30th 9:00am-4:00pm **Train the Trainer in ADHD Facilitation**
- Essendon Monday, August 2nd 7:00-9:00pm General Workshop
- St Albans Tuesday, August 3rd 7:00-9:00pm General Workshop
- Tullamarine Thursday, August 5th 7:00-9:00pm General Workshop
- Sunbury Monday, August 9th 7:00-9:00pm General Workshop
- Woodend Wednesday, August 11th 7:00-9:00pm General Workshop
- Bacchus Marsh Thursday, August 12th 7:00-9:00pm General Workshop
- Bendigo Monday, August 16th 7:00-9:00pm General Workshop
- Ballarat Tuesday, August 17th 7:00-9:00pm General Workshop
- Bellarine Peninsula Thursday, August 19th 7:00-9:00pm General Workshop
- Mornington Monday, August 23rd 7:00-9:00pm General Workshop
- Rosebud Tuesday, August 24th 7:00-9:00pm General Workshop
- Brighton Thursday, August 26th 7:00-9:00pm General Workshop
- Bendigo Monday, August 30th 5:30-9:30pm **Practical Behaviour Management**
- Ballarat Tuesday, August 31st 5:30-9:30pm **Practical Behaviour Management**
- Melbourne Thursday, September 2nd & Friday, September 3rd 9:00am-4:00pm **Train the Trainer in ADHD Facilitation**

### Queensland

- Townsville Thursday, September 9th 7:00-9:00pm General Workshop
- Townsville Tuesday, September 14th 5:30-9:30pm **Practical Behaviour Management**
- Townsville Wednesday, September 15th & Thursday, September 16th 9:00am-4:00pm **Train the Trainer in ADHD Facilitation**

### SA & Western Australia

Demand for our Workshops has been so great that we have had to delay our expected SA & WA Workshops.

Please keep an eye on our [Workshop Dates Page](#) for dates as they are scheduled or register to receive newsletters and workshop updates via our website [www.everydaywithadhd.com.au](http://www.everydaywithadhd.com.au) or go straight to our [sign up page](#)



# EVERY DAY WITH ADHD

Celebrate Abiding  
disabilities

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## 2011 Workshops

The following Workshops will be delivered in 2011.

### 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](#)

## Enquire about a Workshop in your Area

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

Every Day with ADHD

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Website: [www.everydaywithadhd.com.au](http://www.everydaywithadhd.com.au)

Social Networking: **ADHD Support - Every Day with ADHD** <http://everydaywithadhd.grouplify.com>

YouTube Channel: [www.youtube.com/user/everydaywithadhd](http://www.youtube.com/user/everydaywithadhd)

## Next Edition

### Inclusions

- A different view of ADHD
- Revisit transition and holiday preparations
- Preparing for 2011's year of education - For parents and teachers