

Accept—**don't reject**
Greetings
from the
Attention Deficit
& Hyperactivity
Support Group of
Southern Africa

ADHASA

Helping the community
for  years!

This article targets people with ADHD but this information could help other people too.

Please make this newsletter available to anyone who could use it.

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Terminology may cause confusion. ADHD is the term we use to denote Attention Deficit Disorder with or without hyperactivity.

Keeping up with ADD

May-June 2010

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SUCCESSFUL MEETINGS WITH YOUR CHILD'S TEACHER

Parents often tell us that they want to **speak to their child's teacher but are very concerned** that they may antagonise the teacher and make the situation worse. Knowing how to approach the school can make it far easier - **often the parents' attitude can make the difference** between developing a very successful working relationship, or not.

 **Realistic Expectations**
When approaching your child's school or teacher, it's most important to be realistic in your expectations of the teacher.




At the meeting it's best to keep a cool head, and show you are willing to listen to the teacher's point of view. When


concerned about our **children it's so easy** to become emotional or defensive. Often we blame the teacher for all the difficulties, or even ourselves. This **doesn't really help.** Also, avoid constantly referring to **last year's** teacher that was so excellent.

She is not a miracle worker. Remember that she has a class of children and each one has individual needs which she must try to meet. In addition she probably has several learners who may need as much attention as your child (if not more).

Keep in mind that, like any other person, she has weaknesses and strong points, good days and bad days and that trying to teach an impulsive, disruptive and inattentive learner is never easy. There are no simple solutions. She also needs time-out to recover!

 **Problem-Solving Opportunity**
When setting up the meeting, make sure that it is just as convenient for the teacher **as it is for you. Don't confront them with your concerns in the pool, cinema, mall, church, or if they are hurrying to another meeting.** Bear in mind that you cannot solve a serious problem over the phone.

Try to regard the meeting as a problem solving opportunity - one in which both parties are working together to find the best solution. You could also ask the teacher what the most difficult problem is they have with your child at school, and try to help them to solve this problem. If she comes up with reasonable suggestions, be prepared to try them.

 **Easy Communication**
Our expectations are realistic, we've set up a meeting, and have solutions. To keep things running smoothly, we need easy communication between parent and teacher.


Both parents and teacher should agree on the form of communication to be used. Examples are notes in the diary, or a note in **the child's lunch box. At all times try to keep an open mind to suggestions and do your best to support the teacher.**

If something is really not working, discuss it with him or her, without any implied criticism and work together with her to find a solution. Make sure to send positive notes to school.

Acknowledging the teacher's support of the learner will build the relationship.

Take advantage of the chance to talk **with your child's teacher during** arrival time (but only if she is comfortably able to do so). Keep the teacher updated on positive developments or of any problems of which they should be aware. Try to make these chats brief and positive as this can help to build relationships of trust.

The educator has specialised knowledge and understanding of child development and education, the parents have in-depth knowledge of their own individual child and circumstances. By cooperating, educators & parents bring together two important **parts of the child's world.**

 Taken from a presentation by Danie Lodewyckx, ADHASA Vaal Area Regional Coordinator

ADHASA SHOPPING BASKET 

Jellies and Juices (in powder form)

Teaching & ADHD in the Southern African Classroom? Show it to the **teacher and she'll want her own copy!** Make a difference for your child!

Find them at ADHASA seminars or visit us at National Office.

We have a broad selection of books, DVDs and supplements for sale. See the ADHASA website for more info.

Thanks to ADHD Coach Lorí Lea for putting this edition of **Keeping Up with ADD for us.**


Contact Lorí (072-606-3080/ Lori@MindFocus.co.za), to join ADHD Group Coaching via Skype R200/month special for weekly one hour sessions.

[Instant ADD Success](#) (click for **"Self Improvement for People with ADD/ADHD."**)




Looking like ADHD, but not:

Sometimes children misbehave and underperform for reasons not related to ADHD. It helps to ask a few questions:

 **Do the child's shoes fit properly?**


Can he easily move his toes around inside the shoe? If he has blisters on the heel of his foot, or there are rub marks on the sides of his feet, the shoes do not fit properly. When you choose new shoes, make him walk around a little while in the shoe area of the store before you make the purchase.

"The same right-brained children who are being labelled and shamed in our schools are the very individuals who have the skills necessary to lead us into the twenty-first century."
J Freed and L Parsons

 When the child drinks hot or cold beverages or eats sweets, does he complain that his teeth hurt?

Take the child


to the dentist for an annual checkup. Sore teeth or gums can cause restlessness.


 When reading a book, the book should be at least **a half arm's distance from the child's eyes.** If

your child is holding the book right up in front of his face, or lying down on the table almost on top of the book, maybe his vision is impaired. If you are receiving calls regularly from the teacher about acting out in the classroom, ask where the child sits - a change in position could make a significant difference.



Maybe an eye exam would benefit the child as vision problems could cause extreme disruption.

 If the child sleeps with his mouth open, this indicates there is nasal congestion or breathing problems. If the child breathes through his mouth, please take him to the doctor and explain your concerns. There may be an allergy or other problems that need to be addressed.

 Frequent urination or bowel elimination (should be at least once a day) could point to allergy, digestive problems or yeast overgrowth. Consult with your doctor if these problems are present and continue to occur.

Adapted from HACSG Newsletter (UK) Spring 2010.



2010 ADHASA events


A few seats still available so book your place now! 22 May – Adult ADHD Seminar at Sportron Building, Bryanston. Our Adult ADHD seminars have been life-changing events for many adults struggling to come to terms with themselves or the ADHD. **They've also helped** others already taking control of their own lives.

For bookings and queries email Lynne on adhasa@telkomsa.net. Click [here for programme](#) and click [here for Registration form](#).

31 July – Parents ADHD Seminar in Randburg.

(31 Jul & 1 Aug – KZN ADHD Seminar Postponed until further notice)

4 & 5 September – ADHASA / Spar Blairgowrie Shopping Weekend

14 September – ADHD Awareness Day 

16 & 17 October – Teachers / Professional Seminar in Johannesburg

The ADHASA Vaal Seminar held on 15 May most successful. Soon on the website.

ADHASA Spar Shopping at Blairgowrie Spar. When we advertise the ADHASA Spar shopping weekends, the ADHASA team is in attendance to answer your questions about ADHD in general. On **other days we're not there but please** remember that the shelf talkers identifying the products remain on the shelves *all the time* - contact National Office for any questions 011 888 7655, or email adhasa@telkomsa.net



We thank ADDvance for their generous sponsorship



The following supplement has been endorsed by ADHASA:

Creche Guard Brain Fuel "Omega-3 Chews"

