

TEENADDERS NEWS

JUNE 2004

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FUNDING

I mentioned last month the need for assistance with funding, either through donations or help with fundraising activities. Teenadders works very hard to provide our service to the community at minimal costs to families, if any. **However we have NO guaranteed income from year to year and can not operate without generating our own income through fundraising and donations.** At present we are very low in funds and I am again putting a plea out to families for assistance.

There are many ways you can help:

- Donations (which are tax deductible)
- Offering to assist with fundraising such as sausage sizzles etc
- Supporting activities like the Bowlathon organized for the end of this month
- Supporting our workshops that are offered at a minimal cost
- Helping us find businesses to advertise in our newsletters – the form is attached to the back of our newsletter

Annual Membership:

Teenadders has an annual membership of \$25 which covers the cost of printing and posting the newsletters. We are going through those on our mailing list and sending reminders to those who may be due to pay their subscription. (this does not affect those families with exemptions) please help us as we do not feel \$25 is a lot to pay to be able to access our services.

Our charges:

Annual Membership \$25
Individual appointments \$10
(for families NOT under a 6 week plan)

Charges to agencies for other services:

With requests from agencies/organisations for workshops and talks we ask that our travel is covered and a donation is made to Teenadders.

In some cases where the talk or workshop is outside of the Rodney District and in Sandys own time, a speakers fee applies.

For bookings and prices contact Sandy Bowmar 09-4260595 or mobile 0272730022

SO PLEASE HELP US TO HELP YOU

BOWL-A-THON

**At Whangaparaoa Ten Pin Bowling.
Sunday 27th June 2pm**

This is the 3rd time we have held a Bowlathon. They are fun and help us raise funds while getting 2 free games of bowling!!!! What more could we want? Anyone wanting to play needs to use the sponsorship forms attached to the newsletter and make sure they are returned to the office by the 20th June. We don't have much time so track down those sponsors. (often people just want to make a donation or they can offer up to 5 cents for every pin that you knock down in 2 games.)

My 76 year old Mother holds the Teenadders record for the most pins and the highest sponsorship so come on everyone...lets see if we can beat her this year!

Remember: for all this is a fun event, it is primarily a fundraiser and is not limited to Teenadders members. Anyone can play so long as they have sponsors so ask uncles, grandparents, friends etc. we want to see lots of adults participating.

The only costs deducted from the sponsorship is \$10 per person, everything else is PROFIT.

Come and enjoy 2 free games of indoor bowling

Tracey will ring local families closer to the date as a reminder. If you want further info please call the office.



ASPERGERS/ADHD WORKSHOP

Please register soon as places are filling and we have limited room.

Workshop for families, teachers and anyone with an interest in ADHD and Aspergers Syndrome

Sandy Bowmar wrote this workshop last year identifying the complexities of a dual diagnosis of AD/HD and Autistic Spectrum. Now with further information, Sandy identifies each condition and offers strategies for home and school. Then finally the complexities of dual diagnosis is discussed.

The workshop will be held at:

HBC Community House,
cnr Centreway and Main Roads,
Orewa.

In the play centre at the rear of the building.

Saturday June 19th

Time: 1 – 3.30pm

(coffee / tea and snacks provided)

Costs:

Teenadders members \$10.00 p.p.

Others \$15.00 p.p.

Registration with payment by 15th June.

Form at the end of newsletter.



RICHARD LAVOIE NOTES

Six Committee and Staff from Teenadders attended Richard Lavoies Seminars in Tauranga all coming away absolutely buzzing! Richard reminded us of the need for confidence building in our young people and

presented his talks in a visual way that made all understand how the young people with AD/HD and Learning difficulties feel and think. The most potent point, to me, is how they are permanently affected by negative environments and the struggles they face in ALL areas of their lives.

Here are notes taken by Sue Taylor and Tracey Tate. Please take the time to read them as the issues he discusses affect all of us and our children.

Thank you Charlie Harrison from ADDVOCATE NZ for allowing us the opportunity to hear and meet this man with great insight and compassion!

NOTES: 22/5/2004

WORKSHOP - RICHARD LAVOIE

Morning Session:

According to Plato you judge a society on how they treat their: Young, Old, Sick, Prisoners.

During his recent visit to NZ & at his interview for the national radio network, he was asked whether he was surprised that the NZ Govt has not recognized the LD/ADHD/Dyslexic child?

"Yes" he replied, based on examples of other previous involvements e.g. nuclear arms etc. as NZ has always been amongst the leaders in many fields – first women to vote etc.

Laws in most countries are not working well as there needs to be a combination of Parents Teachers & Legislators, instead of the more common example of each group working individually.

- Often figures quote "only 10%" of children are affected by ADHD and SLD. If this were true, then the figure would carry on the same into other areas...this is not so and indicates the stats are inaccurate.
- In LA 9% of chn have learning disabilities
- Between 1995-2000, 65% of kids who successfully suicided, had a history of SLD's
- 68% of prisoners in Massachusetts have a history of SLD's.
- A disproportionate number of kids in all categories of eating disorders, alcohol abuse, drug abuse etc have LD's.
- Dunedin research says that 50% of NZ'ers in prison have LD's.

The idea exists out there that: "You'll lower the standards of our schools, to cater for special needs kids". There needs to be a Paradigm Shift in thinking. A Paradigm Shift involves changing the way you think based on new information.

We need to change IS to HAS.....The child HAS a problem, not the child IS a problem.....

The real challenge is educating those who don't have a learning disability!

We didn't invent ADHD – we discovered it. 90% of what we know has been learnt in the last 3 years and ADHD has been found to be far more pervasive than previously thought.

If you're going to be good you need the following:

1. Knowledge
2. Techniques
3. Philosophy/belief system: RESPECT

The affects of ADHD:

ADHD/Time – They don't understand it due to temporal defects. They're not trying to be bad....how often have you gone into your child's room ten minutes before they've got to leave for school & you find them tidying out the chest of drawers etc.....she really thinks she can do it in this timeframe..... You can approach the scenario in either of two way:

- a) assume the child is being deliberately difficult or
- b) "Remember honey how long it took you to do that job last time? Why don't you put it aside for now and get ready for the bus"?

PUNISH/REWARD – is a lousy way to deal with adults....so why use it on kids?

Many marriages exist where one or the other partner uses P/R to get control over the spouse...using money or sex..... the marriage doesn't usually last long because we get sick of it sooner or later and walk out.....Children are no different!

- At any given moment a kid would rather be viewed as a bad kid, rather than a dumb kid.
- The pain that a troubled kid causes, is never greater than the pain he feels.

Positive vs Negative feedback:

Remember: Positive feedback *changes* behaviour, whereas Negative feedback only *stops* behaviour.

Punishment is only effective as long as the threat of punishment exists....e.g. speeding vs. seeing the policeman. (Most people only slow down while they can see the policeman; as soon as he is out of sight, they resume speeding).

Behaviour changes will happen slowly – similar to how language develops...by reinforcement along the way with positive feedback. Gave example of babies first word MAMA – gets huge response for awhile, then it dies down, so then baby comes out with new word DADA – more positive response and so on - building words gradually in response to positive feedback. Behaviour is the same.

SUCCESSIVE APPROXIMATIONS = Reward directions not perfection. Reinforce each step towards change.

Richard gave example of inappropriate calling out in class....

Teacher needs to work with the child to get hand raised up before blurting out the answer. Must give rewards along the way recognising the progress being made along the way....not just expecting perfection straight away etc.

Teacher attitudes need to change from; "I have 30 other students who need attention, I can't adapt for this one child", to: the farmers who hasn't got time to build a fence as he is too busy chasing his cows.

REMEMBER:

QUESTIONABLE PRACTICES:

Ben Franklin's quote:

"Do something.... if it works, do more of it; if it doesn't work, try something else".

Reading research found 22 yrs ago that the worst thing to do was to have one child read aloud and the others to follow on silently. Yet this practice still exists in schools to this day.

Behavioural Questionable Practices:

- Corporal punishment – e.g. any time a teacher puts their hand on a child; child's behaviour response is an unknown quantity. Is it any wonder the kids lash out?
- Isolation – message being sent is "I don't want you around". Can't imagine anything a child can do to warrant that message being applied to them. Devastating!
- Time Out - was never intended to be a punishment, seems to be used in this way though. (Was supposed to only be 1 minute per age of child).
- Imposition of school tasks
- Forced apologies
- Sarcasm
- Confiscating goods- tell me the difference between confiscating goods and stealing!!!
- Cheap shots – trust is easy to lose, very difficult to get it back!

STRATEGIES IF ARGUMENTATIVE;

1.MINOR CHOICE techniques – gives sense of own power

"I want you to write a 400 word essay – do you want to use white paper or blue paper?"

"John, you need to clean your room – do you want to do it before lunch or after lunch?"

2.COMMITMENT:

"Are you going to walk down the hall or run down the hall?" There is 80% success rate if personal commitment is involved in the choice vs. 40% if told.

"You didn't do what you said you were going to do" carries more weight than "you didn't do what I told you to do".

3.DISAPPOINTMENT is a killer & is devastating; far more damaging than anger etc.

DON'T use it on kids – they WILL disappoint you, likely often.

4. TEACHABLE MOMENTS – are great to give kids power.....e.g. An example was to do with 16 yr old prevocational kids. The lesson was planned around teaching them about how to fill out cheques...had to make a change when it became apparent that they were unsure about abbreviating the date section on the cheque.

(The Teacher was not afraid to change to fit the needs of the kids/class).

**THE LESSON PLAN SHOULD BE A COMPASS,
NOT A ROAD MAP.**



LOOK AT THE WORLD THROUGH THE EYES OF A CHILD.... This generation is more sophisticated, so we make the mistake of thinking they're more mature. Not so!

The kids of today are exposed to much more, but they don't understand any better than previously. Need to get down on your knees and look at the world through their eyes.

Other quotes that impacted on us:

Father Flanighan(boystown): "no man stands so tall as when he bends down to help a child."

"you need not attend every battle to which you are invited!"

"Learning difficulty's: The real challenge is educating those who DON'T have one!"

The notes from session 2 will be in next months newsletter.

Thank you Sue!

SPECIAL EDUCATION MEETINGS

One of the agreements between the Government and the plaintiffs in the Daniels Special Education 2000 court case was that there needed to be a national Information Gathering exercise. This will be done area by area through New Zealand and will consist of input from special Education (GSE), Schools and parents. The parental input will mainly be done through public meetings which will be advertised in the local papers in each area. It is extremely important that families and those working with Special Needs use this opportunity to inform GSE what is or isn't happening in your area. The information gathered from these forums WILL go towards reassessing the current legislation and making changes to the services provided all over New Zealand. Schools and the individual plaintiffs received a letter a while ago explaining the process. Some schools handed the info on to families, others didn't, so we have copied it below. The meetings will

commence in August and we will try to inform everyone as soon as we know the dates in Rodney. However, you are best to contact the area Manager of your local GSE office to find when the meetings will be in your area.

Please support this. 14 families put their lives on hold to fight for changes to Special education in a five year battle in and out of court. This information Gathering Exercise is one of the negotiated outcomes of the court settlement. We have fought hard for it and now it is up to you all. Please support this and don't make the exhausting efforts of those families in vain.

OPPORTUNITY TO DISCUSS LOCAL SPECIAL EDUCATION PROVISION

This letter is to tell you about two pieces of work the Ministry of Education is doing this year, and to let you know how you can participate in developing and informing special education future directions.

Action Plan for Children and Young People with Special Education Needs

We have gathered information about current policy, service provision, and the feedback from reviews and surveys on special education over the last five years. This information will provide the basis for a Special Education Action Plan which we hope will become a guide for everyone involved in special education.

Your input is essential to enable this Action Plan to be a guiding document and effectively inform future development. We hope that the Action Plan will help people work together for the benefit of children and young people with special education needs.

Local Service and Resource Profiles

Local Service and Resource Profiles will be prepared outlining information we are collecting about local special education resources and services. The profiles will also include parent perspectives about what is currently working, areas of concern and possible local solutions. The Ministry undertook to develop these Local Profiles and engage in community discussion as part of the 2003 Daniels' Case Settlement.

The completed Local Profiles will describe special education provision and resourcing throughout the country, and contribute to more effective future planning for local special education services. We need your input to make sure we have captured the whole picture.

How We Will Be Seeking Your Input

We will hold local meetings in August, September and October. We will let you know by mid July 2004

about the dates and locations of meetings in each area.

If you have any questions about the feedback opportunities described above, or if you have any other questions about special education services, please contact me on 09 574 3850.

Information about the Action Plan and Local Profiles will also be available on the Ministry of Education website: www.minedu.govt.nz/goto/actionplan.

Other activities that may be of interest to you during 2004

The Human Rights Commission is developing an *Action Plan for Human Rights* to:

- identify the priority of human rights issues
- increase awareness of human rights
- implement human rights standards.

Public participation in the plan will take place during March to June 2004.

For information go to www.hrc.co.nz/actionplan or phone the New Zealand Action Plan team on 0-4-471 6754 or 0800 496 877.

The government has released a discussion document - *Making a Bigger Difference for all Students: A Schooling Strategy Discussion Document*. The purpose of this discussion document is to develop a Schooling Strategy focused on lifting achievement for **all learners**. More information, including a set of Frequently Asked Questions, copies of press statements, a feedback form to fill in electronically and summaries of the document in English, Maori and six Pasifika languages can be found at: www.schoolingstrategy.govt.nz

CLOSURE OF WELLSFORD OFFICE

As of Friday 4th June, the Wellsford office is now closed. For families in this area wanting assistance you will need to ring the Orewa office. We would like to thank Edie for all of her hard work trying to deliver our services from within the Wellsford community. As this was a pilot scheme, further funding pended on the demand from the community. Unfortunately the numbers of families accessing the Wellsford office could not warrant its continuation. This is a difficult time for us as it also meant saying goodbye to Edie. We all wish her the best of everything in the future.



DORE PROGRAMME

“A proven successful learning difficulties programme has finally come to NZ from the UK. Find out more on July 21st when Craig Ashby from

The Dore Achievement Centre will be speaking about how personalised exercises can help restore the cerebellum in the brain to improve learning. “

This is a new educational centre that has been set up in Auckland to offer help for learning and attentional difficulties. I have not researched its programme so asked the organisation to come and do a presentation to our families. Through this we can draw our own conclusions as to whether we feel it would be successful for our teens. Please attend as I would like your input.

Sandy Bowmar

PARENT SUPPORT DAYS JUNE/JULY

Wednesday June 16th 12.30-2pm. The topics we will be covering are:

- Issues at School and how to deal with these.
- Youth law.
- What your entitlements are in the School system.

Wednesday 21st July 12.30-2pm. We will be having a speaker coming to discuss The Dore Programme as above.

AD/HD WEBSITES

www.teenadders.org.nz
www.adhd.org.nz
www.familynetwork.org.nz
[www.additude@additudemag.com](mailto:additude@additudemag.com)
www.maginationpress.com
www.chadd.org
www.schwablearning.org
www.nagc.org (National Association Gifted Children)
www.parentsoup.com
www.add.org
www.jkp.com (Autism & Aspergers)
www.ADHD.information.com
www.troubled-teenagers.org
www.playatention.com
www.ThomasPhelan.com
www.concerta.net (Medication)
www.strattera.com (Medication)

DATES TO REMEMBER

- 16th June – Parent Support Day; Topic: Issues at school, Youth Law and Education.
- 16th June – Committee meeting 7.15pm
- 19th June – Aspergers/ADHD workshop
- 27th June – Bowllathon
- 21st July – Parent Support Day; Topic: Dore programme
- 22nd July – Barnardos Positive Behavioural Management. Each Thursday until September 16th. A programme for parents whose children (4-12 years) behave in a disruptive and non-compliant manner. (suitable for the parents of children who have ADHD). Venue: Barnardos Offices, cnr College Rd and Kilham Ave, Northcote. Cost: \$50 payment options available. Enrolment information and forms, phone Gretchen on 480-1462.

Dr. Peter Hall

FAMILY DOCTORS

10 Wade River Road Whangaparaoa
09 424 3001

- ◆ Comprehensive assessment of ADHD and related conditions
- ◆ Medical Advice
- ◆ School Liaison



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