



Accept—don't reject

Greetings
from the
Attention Deficit
& Hyperactivity
Support Group of
Southern Africa

ADHASA

Helping the community
for nearly 19 years!

This article targets
people with ADHD
and the information
could help other
people too.

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

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Volunteers Needed
to counsel and help
children and adults
who are battling with
their ADD/ADHD.

Phone Sandy on
(011) 793-2079
when you can help.

Keeping up with ADD

January-February

2008

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Randburg
2125

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E-mail: adhasa@telkom.co.za

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If you do not wish to receive this
please send an e-mail with
"unsubscribe" in the subject.

Company not for gain

93/03639/08

Office hours:

Weekday mornings
09h00 to 13h00

ADHASA National Office

Delta Park School, Blairgowrie

Phone: (011) 888-7655

From Heather's Desk

Welcome back all! I trust that you
had a good and relaxing break with
your friends and family, and are
ready for 2008!

We have had a busy start to the new
year with activity in branches around
the country. Please look at our
website www.adhasa.co.za for
details about our ADHASA
conference in Durban which takes
place on **8 March 2008**.

Our forthcoming Johannesburg
workshops for 2008 are as follows:

15 March 2008

A cooking demo by Mathew
Ballenden, of Fruits & Roots
Emmarentia, titled: 'COOKING
WITH AWARENESS'. He shows
how easy it is to make quick and fun
recipes following a healthy diet,
especially for children.

Venue: Staff Room at the Delta Park
School, Standard Drive, Blairgowrie



Time: 10 am

Cost: R50 for visitors and R40 for
members of ADHASA – suggested
donation. Pay at the door.

Bookings now open at ADHASA office:
phone (011) 888 7655 or email
adhasa@telkom.co.za.

BOOKING IS ESSENTIAL

There will be items for sale at the venue.

Friday 16 & Saturday 17 May 2008 –

Branch Coordinators conference: what-
ever your level of activity—if you are
running a branch of ADHASA you are
invited to our coordinators conference. .
Please diarise the dates and we'll be in
contact soon.

7 June –

Leoni Joubert, Paediatric Optometrist –
'Eyes Right for School – How Vision
affects Learning' at the Sportron building
in Bryanston at 10 am.

13 & 14 September –

ADHASA 15TH Annual CONFERENCE

Please continue to send your suggestions
of topics you would like to hear about!
Best is to send them to the National
Office on email adhasa@telkom.co.za
or fax to 086-604-7124.



This edition of "Keeping up with ADD" kindly put together for us by Lori Lea;
Executive, Life, Family & ADD Coach 082-787-0262 ~ www.MindFocus.co.za



Following on from our December issue, here is Part 2 of Glyconutrients

In the last 'Keeping Up with ADD' I spoke about Glyconutrients, explaining that they are a part of a total nutritional approach. Unfortunately we no longer get them in our foods as before.

It seems that plants release certain substances as its fruits ripen. Fruits ripened on the vine contain glyconutrients which improve communication between cells. Enhanced immune function is frequently seen.

In 1998 a pilot study on glyconutrients and children with ADHD (including ADD) was conducted by Dykman and Dykman. They found that different children showed different responses which included improved focus and attention, improved marks, better

behaviour, healthier children, children doing homework. Most children benefited significantly. Some of the children in the study were taking medication for ADHD and it was noted that side effects of medication were reduced.

Studies are also suggesting a decrease in symptoms of Oppositional Defiance Disorder and Conduct Disorder. Case histories have reported improvements with Autism and Downs Syndrome.

Bear in mind that most of us have for many years not been getting the glyconutrients we should. So even if we start picking and eating ripe fruits, we have a lot of catching up to do. Our children might benefit from glyconutrient supplementation over the next few months but in general children benefit far more if they are taken over longer periods of time. Eventually they need a much smaller amount.

Thankfully supermarkets are starting to realise that we don't want fruits picked when they are grass-green and left to ripen on the shelves. Woolworths have introduced two ranges of fruit picked at the last possible

moment to allow them to be transported and sold at their outlets. Look for the labels "Tree Ripened" and "Perfectly Ripe" under which they were selling plums, yellow plums, cling peaches and mangoes. They are more expensive but I must admit that the yellow peach I had was the tastiest I can remember, since picking and eating peaches off my Dad's tree when I was in my teens.

If you know of any other store that is also selling fruits picked when ripe, please let us know so that we can share it with others.

Heather Picton

Ed Note: We have some Manna bears (glyconutrients for children) in stock. Contact National Office if you'd like us to keep a bottle for you.



Classroom strategies

Starting the new school year usually has a few bumps for our ADD kids and parents! Your child faces either a new school, new teacher or has new kids to get along with. The level of homework has stepped up a notch to accompany the higher grade – and all these new stresses take some time to settle down.



Remember your child needs all your love and encouragement over this time – you are his best advocate.

A concern for us as parents is the interaction and relationship that develops between your child and his teacher. This is a critical relationship that impacts on his progress for the year. The support, discipline and routine that you create at home should be shared with his teacher and continued as far as realistically possible at school.

A few basic tenets to remember :

- ♣ Use your child's name to get his attention
- ♣ Alternate physical and mental activities

- ♣ Break up the tasks and time allocation. So for example, over a period of 15 minutes, complete 5 minutes writing, 10 minutes maths and 5 minutes reading
- ♣ Have a "buddy" assigned to your child that will explain, remind and help him stay on course.

We've compiled some strategies and suggestions that you can discuss with the teacher, and hopefully create a supportive environment for your child :

When you see this behavior	Try this accommodation
1. Difficulty sequencing and completing steps to accomplish specific tasks (e.g. writing a book report, term paper, organized paragraphs, division problem, etc.)	+ Break up task into workable and obtainable steps. + Provide examples and specific steps to accomplish task.
2. Shifting from one uncompleted activity to another without closure.	+ Define the requirements of a completed activity (e.g. your math is finished when all six problems are complete and corrected; do not begin on the next task until it is finished)
3. Difficulty prioritizing from most to least important.	+ Prioritise assignment and activities. + Provide a model to help students. Post the model and refer to it often.
4. Difficulty sustaining effort and accuracy over time.	+ Reduce assignment length and strive for quality (rather than quantity). + Increase the frequency of positive reinforcements (catch the student doing it right and let him know it).
5. Difficulty with any task that requires memory.	+ Combine seeing, saying, writing and doing; student may need to subvocalize to remember. + Teach memory techniques as a study strategy (e.g. mnemonics, visualization, oral rehearsal, numerous repetitions).
6. Confusion from written material (difficulty finding main idea from a paragraph; attributes greater importance to minor details)	+ Provide student with copy of reading material with main ideas underlined or highlighted. + Provide an outline of important points from reading material. + Teach outlining, main-idea / details concepts. + Provide tape of text / chapter.
7. Low fluency or production of written material (takes hours on a 10 minute assignment)	+ Allow for alternative method for completing assignment (oral presentation, taped report, visual presentation, graphs, maps, pictures, etc. with reduced written requirements). + Allow for alternative method of writing (e.g. typewriter, computer, cursive or printing, or a scribe).
8. Difficulty participating in class without being interruptive; difficulty working quietly	+ Seat student in close proximity to the teacher. + Reward appropriate behavior (catch student being good).
9. Inappropriate seeking of attention (clowns around, exhibits loud excessive or exaggerated movement as attention-seeking behavior, interrupts, butts into other children's activities, needles others)	+ Show student (model) how to gain other's attention appropriately. + Catch the student when appropriate and reinforce.
10. Frequent excessive talking	+ Teach student hand signals and use to tell student when and when not to talk. + Make sure student is called when it is appropriate and reinforce listening.
11. Difficulty making transitions (from activity to activity or class to class); takes an excessive amount of time to find pencil, gives up, refuses to leave previous task; appears agitated during change.	+ Program child for transitions. Give advance warning of when a transition is going to take place (now we are completing the worksheet, next we will ...) and the expectation for the transition (and you will need...) + Specifically say and display lists of materials needed until a routine is possible. List steps necessary to complete each assignment. + Have specific locations for all materials (pencil pouches, tabs in notebooks, etc.). + Arrange for an organized helper (peer).
12. Difficulty remaining seated or in a particular position when required to	+ Give student frequent opportunities to get up and move around. Allow space for movement.
13. Agitation under pressure and competition (athletic or academic)	+ Stress effort and enjoyment for self, rather than competition with others. + Minimize timed activities; structure class for team effort and cooperation.
14. Inappropriate behaviors in a team or large group sport or athletic activity (difficulty waiting turn in games or group situations)	+ Give the student a responsible job (e.g. team captain, care and distribution of the balls, score keeping, etc.); consider leadership role. + Have student in close proximity of teacher.
15. Frequent self-putdowns, poor personal care and posture, negative comments about self and others, low self-esteem	+ Structure for success. + Train student for self-monitoring, reinforce improvements, teach self-questioning strategies (What am I doing? How is that going to affect others?) + Allow opportunities for the student to show his strength. + Give positive recognition.