

ADHD news

ADD Information Services (ADDISS) Registered Charity No 1070827

SPRING 2011

Green Paper support and aspiration

In March 2011 Sarah Teather, Minister of State for Children and Families, launched a Green Paper on special educational needs and disability which makes wide-ranging proposals to respond to the frustrations of children and young people, their families and the professionals who work with them. The proposals will be consulted on until 30 June 2011.

Many of you will be familiar with the main aims of the reforms, but here are a few summary points on the specific proposals:

- There will be one category of SEN, replacing school action, school action plus and statements – to be used in early years settings as well as schools.
- Statutory SEN assessment and statements will be replaced by Education, Health and Care plans by 2014. This is intended

to create a more holistic, joined up package of care for children and young people with additional needs. The Education, Health and Care plan will have the same status as a statement. The care plans will have a new section detailing children's ambitions for their education.

- Local authorities will set out a local offer of all services available to support children who are disabled or who have SEN, and their families. This



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easy-to-understand information for parents will set out what is normally available in schools to help children with lower-level SEN, as well as the options available to support families who need additional help to care for their child.

- There will be the option of a personal budget by 2014 for all families with children with a statement of SEN or a new 'Education, Health and Care Plan', many of whom will have complex support needs. Key workers will be trained to

advise families and help them navigate the range of help available across health, education and social care.

- Parents will have a real choice of school, either a mainstream or special school. The bias towards inclusion will be removed. Parents of children with statements of SEN will be able to express a preference for any state-funded school – including special schools,

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Academies and Free Schools – and have their preference met unless it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources. Parents and community groups will have the power to take over special schools that might otherwise be due for closure.

- Greater independence in the assessment of children's needs – including testing how the voluntary and community sector could coordinate assessment and input from across education, health and social care as part of the proposals to move to a single assessment process and 'Education, Health and Care Plan'.

The aims are to put early support in place for parents to help them navigate the system and influence their child's package of care, to provide ongoing respite care and short breaks for children to help families cope with their day-to-day caring responsibilities, and to help families who are worried about their child's future and independence.

The vision set out in the Green Paper is informed by the views and expertise of families, and national and local organisations working with them. The proposals set out are for widespread consultation as well as practical testing in local areas. From September 2011, local pathfinders will test out the new processes before broader implementation across the country.

If you would like to participate in the consultation then you can do so. The detailed proposals and questions for consultation are laid out under five headings:

Early identification and support;

Giving parents more control;

Learning and achieving;

Preparing for adulthood;

Services working together for families.

Based on the feedback received, the Department of Education will set out detailed plans by the end of the year. Plans will include how these reforms, and the ongoing testing in local areas, will form

part of the Government's broader agenda for public service reform.

News coverage so far has highlighted the following points:

Ministers believe too many children at schools in England are wrongly labelled as having special needs when they may simply have a family problem that makes them fall behind in class. The implication is that too many children have statements, or are inappropriately at school action, or school action plus.

Assessments to monitor how many pupils with special needs are excluded have been welcomed. This is a concern for families as these children are more likely to be suspended from school.

Ministers will also encourage parents to set up their own special needs "free schools".

The green paper will also look at how to support young people with special needs and disabilities after the age of 16, and at improving diagnosis to identify children with special needs earlier.

Some commentators have stated that removing the "bias towards inclusion" is unhelpful and a retrograde step for pupils who are capable of integrating into mainstream schools with appropriate modifications and support.

Teaching unions are concerned that vulnerable children may suffer as councils will have less money to spend on services for schools under government plans to increase the number of Academies, which get their funding directly from Whitehall. The government is encouraging special schools to become Academies and the first of these are expected to open next September; 10 have applied so far.

Dr Mary Bousted, the general secretary of the Association of

Teachers and Lecturers, warned that government cuts had already led to specialists being made redundant.

"Savage cuts are already being made to many of the specialist services teachers rely on to help them support children with special educational needs. Educational psychologists and speech and language therapists are being made redundant as local authorities cut their funding following budget cuts from government."

Bousted said the green paper should "strengthen the role of local authorities and external services so they can better support schools".

Between 5 and 7% of children have ADHD

39% of children with ADHD are excluded from school (ADDISS Families Survey 2006)

More than one in five children in England are identified as having SEN – 21% of the school population in January 2010. Only 2.7% have statements. More than half of the pupils, 11.4%, are in the school action category.

In recent years the proportion of children with SEN but without statements has nearly doubled, from 10% of all pupils in 1995 to 18.2% - or 1.5 million children - in 2010.

Under the last government, the number of special schools in England dropped by 7% between 1997 and 2005 – as Labour sought to include children with special needs in mainstream schools.

The move from primary to secondary school is a major change in most children's lives, when they leave the familiarity of the primary school – where the child has become the oldest and often the biggest in the school – to become the youngest. They may often be passing through 'internal' changes in going through puberty. The funny thing is that we know when it will take place, we often know where the child will go, but often the plans start with too little and too late, especially for the child with ADHD who may have greater difficulties coping with the phases of transition.

Preparation

This phase should be started as early as possible in order for the young person to be adequately prepared - 18 months before is a good time to start thinking about transition and considering the needs of the individual child and what s/he will need to do when they move to secondary school.

- Independent living skills - can your child dress and change their clothes easily, such as doing up their laces? Can they manage money and choose what to eat if they are going to be having lunch in the school canteen?
- Can they write at a reasonable pace or do they need to learn to type on the computer?
- Do they know how to recognise who their friends are and what to do in different situations? Practising social scenarios can help - such as going on the school bus, where to sit at lunch time and asking for help in school.

What do you think?

Please contact ADDISS, as we formulate our own response to the green paper.

You can contribute to the consultation directly through the Department of Education website. Go to www.education.gov.uk and click the link to the consultations page, or try the following link - <http://tinyurl.com/5sjjosp>

Transition from primary to secondary school

- an important time in a child's life with ADHD.

By Dr Amanda Kirby

- Are they organised? Can they tell the time, plan their work and organise their possessions? Difficulties deciding on what to take to school and what to leave behind can mean the child may decide to carry everything around with them all day. Colour coding folders and the timetable to match can make it easier to find what equipment the child needs to pack.
- If they are taking medication, this may be a good time to talk to your specialist about considering a change from short to a longer acting product, so the child doesn't need to take a dose in the middle of the school day. This is better done while they are in year 6 to assess the changes rather than over the summer holidays.

(See www.boxofideas.org for loads of videos showing how to do a range of tasks, practical ideas, activities and links to free software to help)

Transfer

Transfer does not only mean the movement of the child from school to school but also the movement of information between schools, and to the parents and the child. The challenge in secondary school is that the information has to be given to greater numbers of teachers, and others working with the young person, including office staff, catering staff, and playground supervisors.

- Does the school know about your child and their strengths and difficulties? Give the school some ideas of what your child likes, what seems to work for them, and any issues that they need to be alerted to. This can make a difference in the first few days.

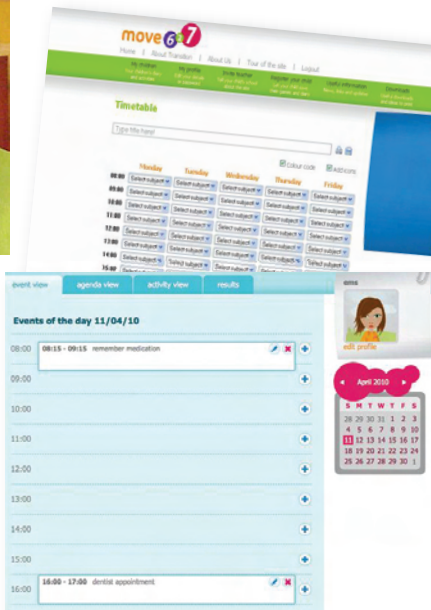
Induction

Induction starts from day one but may need to be continued for longer for children with ADHD as they may have difficulties with orientation around a new setting.

Arrival - there are a number of aspects to consider:

- A clear idea of how uniform is worn, what books and equipment are expected, key times in the school week, names of relevant teachers and other adults is important. Having this information before term starts is valuable.
- New school rules - it is often useful to know the less obvious rules as well as the ones that are written down, such as what happens at lunch and break times, and who to ask for help if your child is concerned.
- Managing lunchtime processes including toilets.
- Orientation around school. Children with ADHD may need several visits before the term starts. Perhaps you can also ask as a parent whether you can visit so you can orientate yourself around the building to help your child.
- Making friends with the peer group/class/year. Try seeing if there are children from their last school that can be placed in the same class so they can arrange to arrive at the same time on the first day of term. Having a 'play date' in the holiday may help with this as well.
- Getting to know the different members of staff in the school and their roles. Pictures and names of the teachers beforehand can help.

First few weeks - once your child has arrived, the next stage is:



- Becoming more comfortable navigating their way around school so they get to class on time.
- Becoming used to new subjects and managing homework. Do you have a point of contact in school so you can speak to the form teacher or SENCO if there is a difficulty?
- Keeping all their possessions in one place - does your child have a locker or do they end up carrying their whole life on their back because they are worried about which books to take to which lesson? Perhaps get a spare locker/house key to minimise stress if it gets lost.

Consolidation

- First term - after the first few weeks the young person has to move into a consolidation phase. This may be a difficult stage for young people with ADHD as they may become less confident due to greater organisational demands on them. The class may also move at a faster pace and they may struggle to keep up with homework.
- Changes in terms - different demands, such as a change in sports. It is essential to make sure that the young person knows what changes are going to happen, and to ensure that they are aware of any new rules to be learnt.

The child with ADHD need to be supported through the four phases of transition in order to achieve a positive outcome.

www.Move627.org is an innovative site from the team at The Dyscovery Centre, University of Wales, Newport (www.dyscovery.org) offering:

A diary system:

- Can be used by the child to remember lessons, activities and tasks
- Parents, teachers and health professionals can add reminders (with permission from the parent)

Adaptable tools such as colour coded timetable makers, to do lists and game makers can be used.

Fun and interactive games targeted at helping the child throughout transition including:

- Creating their own 'mini-u'
- Bag packing game
- Social skills games
- Money management games
- All about me - letting others know about your child's strengths, difficulties and likes and dislikes.

There are many downloads that can be used at home and at school to prepare young people for transition.

These include:

- Games
- Information sheets for school, home and for health professionals.
- Questionnaires
- Games and activity ideas for school with readymade templates

ADHD, Addiction, & the Cyber World

By Kevin Roberts - First published in the CHADD magazine Attention.

Unlike many members of my family and over half of untreated ADHD adults, I dodged the bullet of substance abuse. Having witnessed the effects of substance abuse, I succumbed to temptation of a different sort: between 1993 and 2003, I logged over 14,000 hours playing computer games. A casual amusement became an all-encompassing obsession.

One of my worst binges came after a student gave me the game Age of Empires. The moment I installed it on my computer, the game became my life. One weekend, I told everybody that I was out of town and sank into the game. A persistently ringing phone jolted me out of my trance. It was Doug, a childhood friend who rented a room next door. "I'm aware what's going on over there," he declared.

"I don't know what you're talking about," I hedged, my right hand continuing to work the mouse.

"Well, you might have fooled me," Doug said, "except for one miscalculation: you should have turned down the speakers. The sound is traveling through your walls into my living room!" The noise bothered him less than my attempt to lie to him. He refused to let me isolate myself.

"How long have you been playing?" he asked.

"I don't know," I replied—truthfully.

"It's noon right now," he went on. "Have you been to bed yet?"

To my chagrin, I realised I had spent twenty-six hours immersed in the game.

Such binges—the longest lasting forty-nine hours—took their toll on my mental and physical health. Excessive playing and Internet use gave me carpal tunnel syndrome and persistent back pain. They have been a significant barrier to friendships, relationships and jobs. I would chat all night online with "friends" all over the world to the detriment of going out with friends in the here and now. I was shocked to realise how much of my adult life centered on video games and the Internet.

Finally, in 2003, I could no longer ignore the discomfort and dissatisfaction of my unrealised dreams. Through therapy, weekend

retreats and support from my family and friends, I started a program of recovery. Early in my recovery, I saw the link between my addiction and my ADHD. In Hallowell and Ratey's *Driven to Distraction*, I discovered my ADHD-driven need for constant mental stimulation. I gravitated to games because they offered an uninterrupted flow of challenges and rewards that roused me in ways that the mundane and repetitive rhythms of life did not.

Such is the case for most of the ADHD folks I see professionally. I developed the curriculum and am a teacher for a program called EmpowerADD to teach ADHDers, mostly high school and college students, the skills they need to succeed. Almost 90% of our participants are excessive Internet, computer, or video game users.

Their struggles in school contrast sharply with their achievements in the cyber world. Like many ADHDers in the program, sixteen-year-old Ryan belonged to a clan, a group of online "friends" who assemble every night to fight, adventure and explore. Ryan has trouble getting up in the morning and arriving on time to school, but is always prompt for online game meetings. He plans missions and organises patrols in the cyber world, while never developing his ability to problem solve and organise the details of real life. He has totally mastered many games while failing classes and neglecting the important people in his life.

Games like Halo, Call of Duty, The Sims and World of Warcraft take center stage for kids like Ryan. As their bodies, responsibilities and relationships suffer, they continue to game. Their immense talents and potential stagnate. They prefer their games to everything and everyone else in their lives. Often this singular, cyber-oriented focus is just

the tip of the iceberg; many game-addicted ADHDers also have anxiety and social issues that they are not confronting, as well as a variety of unexamined emotional and self-esteem related problems. Excessive gaming only makes these issues worse.

MySpace, Facebook, Twitter and simply surfing the Internet also entrance many an ADHDer. Madison, a seventeen-year-old EmpowerADD participant, had a superior IQ but was failing three classes. On my recommendation, her mother examined her iPhone use. During the school day, the young lady sent an average of seventy-five text messages and over a hundred Facebook messages. Her clandestine in-class iPhone use let her evade the boredom she felt in school, allowing her to escape her problems, rather than confront them.

Most ADHDers find sitting through classes incredibly frustrating. The environment feels counter to most, if not all, of our perceptual, communicative and learning-style preferences. We become bored, restless and irritated. The cyber world's endless supply of constantly changing stimuli offers a welcome respite.

But, like anything rewarding or pleasurable, it can be taken to extremes. We ADHDers have brains that make us particularly susceptible to addiction. I regularly deal with teens who have used marijuana and alcohol, but cyber-related obsessions represent the most common barrier to success. The problem has grown so much in recent years that I have started running support groups for cyber addicts.

As my own history demonstrates, the creativity and spirit of adventure that many ADHDers possess can be consumed by the cyber world. We find our games, social networking sites, and Internet



surfing so satisfying that these behaviors become embedded in what scientists call the reward circuitry of our brains. We become dependent on the jolt they give to our brains. When our access is taken away, we go through withdrawal, experiencing physical and emotional discomfort. Many of us become full-fledged addicts.

The good news is that the world needs cyber-adept people. Commerce, communication and marketing are increasingly transacted online. Parents with cyber-oriented ADHD children need to recognise the value of this interest. Video games, the Internet and the computer can be the most powerful rewards for ADHD children. This is particularly poignant since it can be difficult to find rewards that will motivate an ADHDer. I recommend that screen time be linked to a variety of desirable behaviors including homework completion, household chores and respectful conduct. I also suggest that parents buy aerobic video games like Dance, Dance Revolution, and link screen time with exercise.

The benefits of the cyber world are numerous, but we must be cognisant of achieving balance. If a child seems drawn to the adventure of the cyber world, it is important to help him or her find adventure in the real world. Twelve-year old Tyler was hooked on squad level shooting games like Call of Duty. His father got him interested in paint ball, which became a bi-weekly father-and-son activity. Tyler did not stop playing video games, but after a few months of paint ball his father noticed that the boy tired more quickly of video games and it became easier to get him off a game.

The father of a discovery-oriented eleven-year-old excessive gamer, Will, started taking his son on adventure bike rides. They joined a group of "urban explorers" who regularly rode through rarely-seen parts of the city of Detroit: old industrial sections, unused railroad networks, and historic districts. Will loved it. His father bought a GPS which they used to plan rides all through the metro area. Will's father

The **ADDISS** Book shop

Here are some new titles from the ADDISS book shop – and some on **special offer**.

found a way to engage the boy's love of exploration in real-time. He also got him out of the house for some much-needed exercise, and probably prevented a full-blown addiction.

If your child is already addicted, seek the advice of a therapist before you confront the addiction. The circuits of our brains can become intertwined in the characters and events of a magical reality. The games and social networking profiles become extensions of ourselves. We chase rewards in our games and amass friends in our online networks with the same intensity that people pursue food when they are hungry. The cyber world can completely absorb the motivational circuitry of our minds. When you attempt to help a cyber addict, you must realise that you are battling fundamental forces within the brain.

By and large, we ADHDers love the cyber world. Given the structure of our brains, however, we can easily become addicted. I strongly advise parents, especially those with an ADHD child, to become cyber experts so they can effectively channel their child's potential and ensure that the cyber world opens up opportunities instead of destroying them.

About the Author

Kevin Roberts is a recovering cyber addict who runs support groups to help other cyber addicts get their lives back on track. His background is in education, and for the last thirteen years he has been an ADHD and academic coach, helping different learners succeed in school and life. A speaker at national conferences, he is the curriculum writer and developer of EmpowerADD, a sixteen-module program designed to give ADHD individuals the skills they need to succeed. He is the author of *Cyber Junkie: Escape the Gaming and Internet Trap*.

www.addguy.com

www.EmpowerADD.org

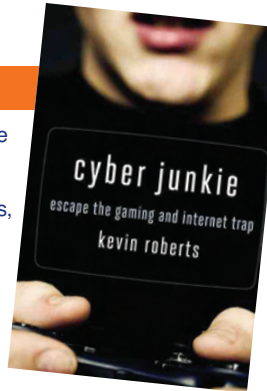
Cyber Junkie – Escape the Gaming & Internet Trap

By Kevin Roberts, Hazelden (200p) ISBN 9781592859481 £12.99

In Roberts' sober personal account of addiction, he reveals a modern society completely inundated with electronics. We are embroiled in stimuli from texting, chatting, social networking, casual gaming and massive multi-user role playing games that allow us to trade real life for highly stimulating virtual realities. For the majority of users, these stimuli provide a brief, entertaining diversion from the quotidian. But for some, it results in destroyed careers and relationships and ruined lives. A recovering "cyber junkie" himself,

Roberts outlines the ways in which game addiction occurs and manifests, and provides step-by-step strategies for concerned family members and friends who want to help their addicted loved ones recover. While cyber addiction is a decidedly modern phenomenon, the steps to recovery will be familiar to anyone with even a passing knowledge of AA, and readers will be forgiven for mistaking his intervention advice as something taken from a substance abuse tale. Roberts' tale shines most when salaciously

highlighting the myriad forms that cyber addiction takes, and when explaining the seductive allure of modern stimuli. Readers who can move past skepticism about cyber addiction will find Roberts' tale disturbing and enlightening.



Helping Kids and Teens with ADHD In School

By Joanne Steer and Kate Horstmann
Published by Jessica Kingsley Publishers
ISBN 978 1 84310 663 0 £19.99

This is a book aimed at 10-14 year olds who have ADHD. Its special focus is managing the move to secondary school, which is difficult for all children but especially children who have ADHD, as life is so much more complicated in the big school!

It's packed with tried-and-tested strategies and all fully-photocopiable. 204 pages of top tips seems a bit overwhelming but the book is well set out and easy to work with. The user-friendly

worksheets cover a mass of problem areas, such as self-esteem, keeping cool, getting sorted, friends and homework.

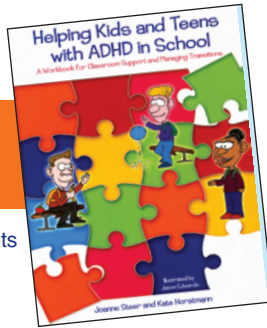
The whole book is written in child-friendly language, with amusing cartoon characters to help spread the message, including DJ Hypa Activ. It encourages users to reflect and move forward in resolving their difficulties.

This book is suitable for teachers and support staff in schools working with individual children or

groups. Parents will also find it helpful.

Joanne is a psychologist based in Kingston upon Thames and Kate is an occupational therapist in Queensland Australia. They worked closely with the Croydon ADHD Network team in south London, and this book has a real hands-on-feel.

Cathy Mercer



The Souldrop Cook Book

By Kay Bone Published by ADDISS Format: spiral-bound paperback, 144 pages, illustrated with colour photos
ISBN 978 0 955 4033 47
Price: £15.99 now available from ADDISS at £10.99

This is a very unusual and very attractive book.

It's put together by Kay Bone in memory of her son Sean, who had ADHD and sadly took his life when he felt he could no longer cope, aged just 21.

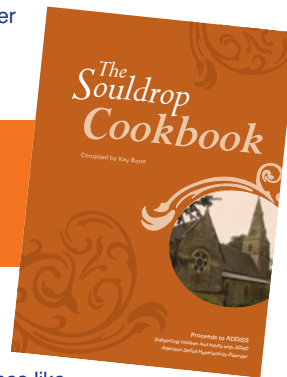
Souldrop is a lovely village in north Bedfordshire and Kay has lived there all her life. It's a book about Souldrop written by the people of Souldrop, who gave Kay their

favourite recipes. Kay has put them together with pictures of Souldrop and a short history of the village. The pictures are a history of the village in themselves, with photos going back over a 100 years and delightful pictures of Souldrop now, taken by Kay herself.

The 140+ recipes are all tried and tested by the people of Souldrop. They range from easy-peasy

salads, sauces and cakes, to historic recipes like Bedfordshire clangers, cooked to sustain the hard-working builders of the nearby railway line.

This book would make a lovely present for anyone interested in cooking or supporting ADDISS, as all sales income goes to ADDISS. Cathy Mercer



These and many more titles are available from the ADDISS book shop: www.addiss-shop.com

Thor Halland has ADD but still won University Challenge

By Thor Halland

A buzzer sounded and I wasn't sure why. The split second it took to realise what had just happened seemed to last a millennia. The round had ended and amazingly we had won. I was suddenly a winner of Britain's most famous quiz, University Challenge, and nothing seemed to be real. We weren't just contestants; we were winners and entitled to our fabled fifteen minutes of fame. I have attention deficit disorder and I had just won in front of millions of people. The trouble was that at that point in time I never actually realised I had ADD.

My life should have been one long success. Born to wealthy parents; my father a successful businessman and my mother a model, raised in England's wealthiest, healthiest suburb, Weybridge in Surrey, educated in top private schools, blessed with an IQ in the top 1% of the nation and success in life should have been guaranteed but it never happened. Indeed life was one long series of disappointments and unfulfilled destinies. If only we had had the diagnosis then, things might have been very, very different but it wasn't. This is my story.

I can't concentrate for long, I have never been able to and still can't. It's the blight of my life. I can remember sitting in front of homework knowing that I could do it, knowing that I had to do it and still being unable to actually put pen to paper and inevitably this lead to trouble. In the old fashioned catholic school system that comprised my primary education this lead to accusations of laziness, atavistically described as 'indolence' and the 'sin of sloth': long periods of detention generally followed which lead to a deep and unabating dislike of authority, all authority. That many of

my teachers were catholic clergy with their own infamous vices and predilections made my hatred all the easier.

By the age of 10, I was descending into juvenile delinquency. I had set fire to the school changing rooms, burgled the school tuckshop and set up a gang whose speciality was shoplifting from local stores. My ability to think on my feet and lie directly to the hated teachers meant I was caught only on rare occasions, but my resentment burned unceasingly. There was only one teacher, an elderly history lecturer who indulged my passion for the past, who actually kept me sane. Eventually I came to the attention of local educational services which inevitably lead to appointments with a psychologist. He didn't make a correct diagnosis but he did recommend I leave the catholic system.

At 13 I went away to a major public school, my inattention still blighted my life but no one seemed out to eradicate my personality so the delinquency abated. I spent much time alone and generally ignored. Predictably my academic record didn't match my potential and I



failed many exams whilst also winning the school's general knowledge quiz on several occasions. My solace was acting and I appeared in a number of school plays

On leaving school I drifted. I was briefly an army officer but I soon resigned. I travelled and took up a few odd jobs until I found a job that suited. I became a 'kissogram'. I attended parties and hen nights dressed in a variety of costumes, sang silly songs and ridiculed the bride to be. It suited my 'spur of the moment' abilities and my natural need to perform.

Early onset arthritis robbed me of the ability to use a gym, and the physique necessary for the job, and I was once again drifting and descended into sampling drugs at this time to try and calm down my brain – and these were a disaster. Marijuana made me slow down until I could get nothing done at all and the days just drifted past. Cocaine made me into an explosive thug and LSD made me so terrified that I hid for days. I gave up the strong drugs and tried to get a grip on myself. I moved in with a household of Buddhists to try to gain perspective but I couldn't meditate. They were good people though and I started to pull my life together.

I was still smoking marijuana but I started to study with the open university and gradually I started to try to take control. I channelled my anger into politics. I was an active

anarchist and obsessed with animal rights. I hated, and still do hate, people who abuse animals but my exuberance was taking me down a path I really shouldn't have gone down and I soon sat on the precipice once more.

I had had a series of relationships up to that time that always ended badly. I was not an easy person to get on with, never reliable and never capable of dealing with complex emotions – but finally I met my wife. A successful, attractive, professional woman, Helene was fascinated by my intellect and very soon we were partners. I finished my studies at Birkbeck College in London and was putting my skills into investing in property. With Helene's patience and stability my life was starting to turn round and when I got the chance to represent my college for University Challenge I was finally ready.

We won each round, always thinking that we would be knocked out, and unbelievably emerged as victors. For the first time I actually felt a success. We were married and moved to Thailand, and there I finally realised I had ADD. I started to take Ritalin, which helped me to focus.

I am currently writing a book, am a keen amateur actor and have a show on local television, and things seem to be looking up. I still need to find out more about my affliction but for the first time am confident that an end may be in sight.

Implementing the Autism Act

The Autism Act is the first ever disability-specific law in England.

The Autism Act started out as a Private Members Bill, drafted by The National Autistic Society (NAS) and taken forward by Conservative MP Cheryl Gillan. The Bill was backed by a coalition of 16 autism organisations and had overwhelming parliamentary support, being backed by all the main political parties.

The adult autism strategy

The Autism Act saw the introduction of the first-ever adult autism strategy,

(www.autism.org.uk/dhstrategy)

which sets out how local services should be improved to meet the needs of adults with autism.

The strategy covers a range of issues including health, social care, employment and training and, crucially, is accompanied by guidance which places a legal obligation on local authorities and NHS bodies to meet certain requirements.

For more information visit: (www.autism.org.uk/autismact2009)

The strategy was published on 2nd March 2010, and the Secretary of State for Health issued statutory guidance for local authorities and local health bodies on supporting the needs of autistic adults on 17th December 2010.

The statutory guidance clearly states that local authorities and the NHS:

- Should provide autism awareness training for all staff
- Must provide specialist autism training for key staff, such as GPs and community care assessors
- Cannot refuse a community care assessment for adults with autism based solely on IQ
- Must appoint an autism lead in their area
- Have to develop a clear pathway to diagnosis and assessment for adults with autism

- Need to commission services based on adequate population data.

The guidance is statutory which means that it has to be implemented by law – and lack of money is not a good reason for not doing so.

The department of health commissioned the NAS to develop a resource to support health and social care professionals in the implementation of the strategy and this can be found at

www.autism.org.uk/autismstrategy

Local campaigning is still important. If you feel that your local authority or local health service are not complying with the Autism Act then the NAS want to hear about it. You can email campaigns@nas.org.uk

or call 020 7923 5799 for advice about what you could do.

Southampton ADHD awareness support group

By Lisa Osborn

We have set up an ADHD support group for people who are diagnosed or undiagnosed. Our ADHD group is the only one of its kind set up in Hampshire! AADD are campaigning for adult ADHD awareness all over the UK and we are doing our bit to cover Southampton.

As it stands at the moment there are NO adult ADHD services in or near Southampton, but there are over 100 children diagnosed with ADHD in Southampton alone.

The facts from ADDISS and various other sources suggest ADHD symptoms will continue in one third, to one half, of these children into adulthood. This is a cause for concern for parents up and down the country. Our group is all about creating awareness as we feel this is lacking in Southampton and its surrounding areas. As a mother of 4 children, 3 diagnosed with ADHD, and

being diagnosed with ADD herself, our founder Lisa Osborn has been campaigning tirelessly to raise awareness in Hampshire.

Eight weeks ago we set up a MySpace and a Facebook page/group to raise the subject. Within a week we had 100 members, 8 weeks on we have over 600 members – which is growing on a daily basis – and each person has their own tale to tell about how their lives have been affected directly or indirectly by ADHD.

Following the impact of the Facebook group Lisa then set up

a drop-in group so people can meet up on a monthly basis to talk about each others experiences and help each other. This shows them that they're not alone, as we all sometimes feel this way.

As a group we also want to offer a broader range of support mechanisms and when we can access more funding we would like to offer a telephone helpline, landline and mobile for texts etc. We also want to help with travel costs and offer one to one support for those that are not able, at this time, to attend a group. That is why it is important to ensure our group is consistent. We are hoping to set up an evening group in the future.

Both AADD and ourselves will be contacting the Hampshire Primary Care Trust to make them aware that it is unacceptable to not commission treatment for adults with ADHD. We are doing this by reminding them about the guidelines from NICE (National Institute for Clinical Excellence) and by making them aware of how many people are being affected by undiagnosed ADHD.

We will be approaching schools in Southampton about children with ADHD and will be asking them to take our children's ADHD seriously and encourage them to offer ways to support – for example, the WHY TRY program.

We have also just started a website

southampton-adhd-support-group.webs.com/

We have achieved all this without funding as we believe there is a great need in our community.

There are various other agencies, like social services, that need to be brought up to speed about ADHD and how it can cripple a family and swamp a social worker who has no answers.

I believe that the best way forward is to work with all agencies, to feed support and information to all areas of our community. Together we can move forward. To all concerned thank you for your continued support.

Southampton ADHD Awareness Support Group



ADHD news

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My mum is a subscriber to the ADDISS charity and she suggested I may like to enter the ADDISS Design-a-Christmas-Card competition, as I love art so much. I cracked on to it straight away and researched Christmas on Google. I found a cute picture of a penguin, then the basic idea flashed. As I drew it more and more ideas came. In the end I made a total of four designs, all of which I sent to ADDISS!

Subscribe to ADDISS

When you become a member of ADDISS you will receive this newsletter four times a year along with discounted entrance to conferences and training events. You will also receive our online newsletter with news updates related to ADHD. A year's subscription costs £35 for professionals and £25 for parents or adults with ADHD. You can subscribe online or telephone our office for an application form.

<http://www.addiss.co.uk/subscribe.htm>

Winning the ADDISS Christmas card competition

By Lily Kneen (age 12)

Later on, in October, I was at my grandparents' house when my Mum phoned to say she had a letter addressed to me from ADDISS and asked me if I wanted her to open it for me. Yes of course, I said, knowing it was probably about the Christmas card comp. She read it out to me saying I had won the competition! I was ecstatic and felt very proud that my design and been chosen and would help to raise money for the charity, plus the prize being 100 printed cards with my design on, which I will be using this Christmas.

Already lots of my family members have purchased the cards and my mum regularly posts links to the cards on her Facebook site advertising them. Thank you ADDISS and I hope everyone had a happy Christmas.



Lily's Christmas card will be available again for this Christmas 2011 at a reduced price of £1.50 per pack. They are available for purchase via the website. Discounts are available for bulk orders.

All change at ADDISS!

With great sadness we have said goodbye to Elaine Greenberg who has worked with ADDISS for over seven years. For many of you Elaine has been the voice on the other end of the telephone, as she has staffed the helpline and provided support, advice and information to over 20,000 families over the years. We wish you well for the future Elaine.

We are delighted to welcome Holly Evans to the staff team. Holly has been the ADHD advisory teacher

for Barnet Council for many years – and we have enjoyed a close working relationship, sharing information and supporting families. Holly now joins us at an important stage in ADDISS' development and will be focussing on developing our parent /teacher training and education programmes. She will also be available to give advice to our members on education matters.

Trustees

Sadly we have recently said goodbye to trustees Andy McLaren and Mitchell Woolf. Andy worked

for Barnet Council in the High Incidence Support Team and made many valuable contributions to ADDISS. Mitchell Woolf is a solicitor in public law and his input has been invaluable to us. During his time at ADDISS Mitchell got married and became a dad, this together with his full workload left him little time for anything else though he will continue to support and advise us. We wish both of them well.

We welcome two new trustees. Dr Rashmin Tamhne is a paediatrician from Leicester who has diagnosed and treated both children and adults with ADHD and whose

enthusiasm and support for ADDISS is so refreshing. We also welcome Elaine Crawford, formerly manager of the High Incidence Support Team in Barnet. Elaine has years' experience of special educational needs, especially ADHD.

New trustees play a huge role in bringing in fresh ideas and new skills and we always welcome applications from members of the public to join our board. If you feel you have skills which would help build and support the charity please contact our Chair of Trustees for an information pack. Please email Trustees@addiss.co.uk

Training in 2011

September

ADHD Nurse Network (UKANN) conference 8th and 9th September University of Warwick

Adult ADHD Network (UKAAN) Conference 22nd and 23rd September, London

1-2-3 Magic Practitioner Trainings in Lincoln, Nottingham, London, Manchester and Northampton over the next six months. Please see our website for dates

October

Why Try events in Ireland & London

November

A day conference with Professor Loretta Giorcelli (date to be confirmed)

UKAAN

UK ADULT ADHD NETWORK

SPEAKERS INCLUDE

Philip Asherson
Edmund Sonuga-Barke
Jan Buitelaar
David Coghill
Susan Dunn-Morua
Geurt van de Glind
Sandra Kooij
Michael B. Lensing
David Nutt
Frederick Reimherr
Michael Rösler
Katya Rubia
Michael Schlander
Eric Taylor
Margaret Weiss
Susan Young

www.UKAAN.org



ADHD

A Lifespan Condition

September 22nd - 23rd 2011
Savoy Place, London

The UK Adult ADHD Network (UKAAN) will host the 1st International Congress for the European Network Adult ADHD.

The conference over 2-days in September 2011 will be located in Central London in Savoy Place, a beautiful venue overlooking the River Thames.

24th September - Psychological Treatment for ADHD adolescents and adults.

This one-day workshop aims to provide training in Psychological Treatment for ADHD adolescents and adults, and is aimed at all health care professionals (including assistants and trainees) who are currently, or who wish to, work with adolescents and adults with ADHD. Full details including how to register, can be found on the UKAAN website.

Have you read a book or seen a DVD that you would like to share with other parents and professionals? Please send your reviews to ADHD News.