



Assisting the child with AD/HD and Dyslexia

Two venues are now available for our new one-day seminar on AD/HD and Dyslexia, due to take place in May and June, 2009.

Speakers are as follows:

Dr Paul Gaphney: Psychology AD/HD

Karen Lowther: Teacher on Classroom Management AD/HD

Martin Murphy&Orla Callan: Dyslexia

SNAs registered with the company- €95

Teachers, Parents, SNAs- €110

Price includes lunch and tea/coffee in the afternoon.

40 people required per seminar

Certificates of Attendance provided on the day

Date	City	Payment in full to be received by
16 th May	Athlone Springs Hotel	8 th May
13 rd June	Green Isle Hotel, Dublin	5 th June

Block capitals

Name: _____ Registration Number: _____

Address: _____

Mobile Number: _____

Athlone

Dublin

Payment Method: Please do not send cash.

Cheques/Drafts/Postal order to be made payable to : Snagroup, 316 Morell Grove, Naas, Co. Kildare.

Telephone: (045)896010 or Catherine at 0857716734 or Karen at 0857716733.

Or email snagroup@eircom.net or snagroup1@gmail.com

Receipts will be sent when we have enough delegates to proceed with the seminar.

Opportunities in Sport for All-Inclusion and Participation for children with physical disabilities

The Irish Wheelchair Association - Sport is the national governing body (NGB) in Ireland for sport for people with physical disabilities. Our main aims are to develop and promote opportunities for people with physical disabilities to participate in sport at the level of their choice.

Great emphasis is placed on the development of our junior athletes and in particular their introduction to sport. IWA-Sport promotes the inclusion of children with physical disabilities in physical education. Sports Development Officers visit primary schools and give guidance on the inclusion of children with a disability into play and sporting activities.

The inclusion of children with a physical disability into mainstream physical education is important for the development of fundamental physical skill, but also the psychological, social health and development of the child. This means that the child can develop basic movement skills, motor skills and sport skills while being successfully included social in the class.

Historically it was very easy for our association and other physical disability NGB's to know where to "find" children with disabilities. ie. Special Schools, special disability groups (eg, Spina Bifida Association) etc.. Over the last decade this has become harder and harder. Positive integration has meant that children with disabilities have the choice and the right to main stream education, which is only correct.

The Department of Education cannot provide Disability NGB's with the information on children with disabilities within mainstream schools. The only way for us to find these children and link them into our programmes is by accessing the schools directly. Therefore, Sports Development Officers must wait to receive requests from school teachers to come to their mainstream schools and advise how to include a child with a physical disability into play and physical education activities with the other able bodied children in the class.

The development of the School Inclusion Programme is ongoing. Resources for teachers will include information cards and booklets are in the process of being developed, with five sample resource cards already available from IWA-Sport. If you would like more information about this programme or would like to request a visit from a Sports Development Officer please find details below.

Contact the Sports Development Officers directly:

Jean Daly (Munster region) **Mobile:** 087 137 1333

..... **Email:** jean.daly@iwa.ie

Mark Barry (Eastern region). . . . **Mobile:** 087 984 23 84

..... **Email:** mark.barry@iwa.ie

Orla Dempsey (Midlands region) **Mobile:** 087 279 18 11

..... **Email:** orla.dempsey@iwa.ie

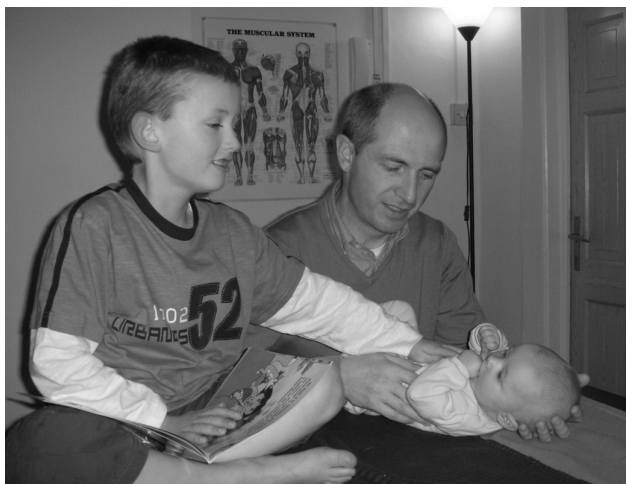
A Mother's Experience

CranioSacral Therapy is a gentle hands on therapy, the aim of which is to support the release of restrictions in the body that may impact on the craniosacral system. The Craniosacral System consists of the membrane system that surrounds the brain and spinal cord known as Dural Mater. It also contains a fluid that bathes the brain and spinal cord with nutrients, provides lubrication and takes away waste products, this fluid is called Cerebrospinal Fluid (CSF).

The production and absorption of this CSF creates a rhythm in the central nervous system which can be palpated anywhere in our bodies by a trained therapist in much the same way that the Cardiac rhythm and the respiratory rhythm can be palpated. And as those rhythms are measured and used as an indication to your health and how you may be treated. We use the craniosacral rhythm in the similar way. A reduced rhythm quality indicates poor tissue or nerve function. And at this stage a trained therapist has a number of gentle ways of working to support the body unit to release the restrictions and improve body function.

Here is the story of how one family experienced Craniosacral Therapy.

I did not know what Craniosacral Therapy was when I brought Daniel to Ger. I had been asking in our local parents group what I could do to help my little boy relax and I was really desperate. He had been diagnosed with Asperger's Syndrome and Dyspraxia. He was too young to confirm ADHD but it was obvious. He was on fish oils and he had started the gluten, dairy and sugar free diet. He was 4 and I knew in my heart it was possible for him to go to mainstream school but he was not toilet trained and had no idea about his body and he was sensory seeking all the time. I work as a nurse with adults who have learning disabilities I should have had all the answers but I didn't.



It was like his body and brain had not linked, to piece it all together. I visited one parent who had tried craniosacral therapy with her son and can still remember what the boy said when I asked him what it did "it takes the fuzz out of my head so I can listen to everyone". Well that was enough for me I went home and made an appointment next day. When I think back now he was going to appointments constantly speech therapy, occupational therapy and nutritional therapy and if he was' not I was fighting to get them. There was always homework for us to do with him and he was making progress but we were all worn out. It was 3 weeks before his craniosacral appointment arrived. I had to sing to him in the car about the new road because he got panicked and agitated with changes in routine. We made it from the car park to the clinic and I held Daniel with all my strength to stop him breaking anything.

I cannot describe the respect Ger showed Daniel from the first time he spoke to him. I felt like crying on the spot. He asked about Daniels birth and how he was following the birth. I explained that the labour was long and he had to be resuscitated and was in an incubator for 6 days. He spoke so gently to him and Daniel listened. I was amazed that a quiet 'no thank you' was enough to stop Daniel touching the breakable light. Ger's touch was light on Daniels body sometimes on his body and legs or arms and when he could on Daniels head. Daniel rarely sat still and Ger followed him around the room. Some of the sessions were difficult, as Daniel would become quite upset as he was releasing something and Ger had to hold him in a position until he got a release. Afterwards Daniel would be hot tired looking but more relaxed and it was obvious it was helping. He slept and I mean really slept so soundly after many of the first sessions and that in itself was amazing.

He did grasp the toilet training after a lot of sessions focusing on his tummy and back. I was so excited to tell Ger as I was convinced it was down to the craniosacral treatments. At times Daniel showed signs that he was in constipated and in pain when he tried to go to the toilet. I would ask him if he was in pain and he would just look at me with a pleading face and tears. I mentioned this in one of the sessions and Ger advised me to ask him how he felt when it happened. I was sceptical asking a boy who only used words at that time like chips and biki how he felt!

Introducing our new seminar Assisting the Child with AD/HD and Dyslexia

"Mistakes Made & Lessons Learned: Challenges in Working with Attention Deficit/Hyperactivity Disorder"

Dr. Paul Gaffney is the Senior Clinical Psychologist with the Cavan/Monaghan Child Psychiatry Team. He has worked for many years in the diagnosis of, and interventions for, children and young people with AD/HD.

His presentation to the seminar will deal with the challenges he has encountered in working with children and young people who have Attention Deficit/Hyperactivity Disorder.

- Introduction to AD/HD
- Definition and Assessment of AD/HD
- Possible causes, prevalence and co-morbidity
- Implications for all involved
- Types of interventions used in working with those diagnosed with AD/HD
- What has worked in the past and what can be learned from this
- Ways we can work together to reduce the challenges for these children and young people

Classroom Management of ADD/ ADHD: Interventions, tips and resources.

Karen is a teacher who has been involved in Special Education since 1995. She teaches in a Special School in County Kilkenny. Over the past 15 years she has worked extensively with children who are emotionally and behaviourally challenged. Many of these children have been diagnosed or co-diagnosed with ADHD

- How ADD/ ADHD presents in the school and classroom environment
- Self-Esteem and Learning styles
- Intervention strategies for education
- Improving school and classroom practices
- Supportive resources for SNAs, teachers and pupils

There is no easy solution for the management of ADD/ ADHD in the classroom. Research has shown that the effectiveness of working with children and

young people with this disorder at school depends upon knowledge, experience and persistence. Karen hopes to share with you some of the research, a few experiences and some of the strategies and tips that have helped her in the classroom.

Dyslexia

Martin Murphy is a graduate of the University of Ulster and post-graduate of Trinity College Dublin. Martin was teaching for 23 years and is the founder of dyslexia@bayTM Association. Orla Callan is a graduate of University College Dublin. Her primary degree is in psychology and she has worked in the field of education for 17 years and with the dyslexia@bayTM Association for the past 10 years. The presentation will deal with the core challenges in working with children and young people who have dyslexia. These include:

- A definition of dyslexia
- Reading comprehension difficulties, and the role of visual dynamic memory
- Spelling difficulties
- Eye-tracking difficulties
- Sequencing Difficulties
- Auditory processing difficulties and how it affects all subjects
- The differences between auditory memory, visual static memory and visual dynamic memory
- Writing difficulties -handwriting and story writing differences among students

The vast experience and combined knowledge of Martin and Orla in the field of Dyslexia will provide a ready array of specific examples and provide some real solutions to help in working with children with this specific learning disability.

The Dyspraxia Association of Ireland Upcoming Events



Evening Talks, Q & A, with Prof. Amanda Kirby **7.30pm—9.30pm**

“Transitions and Growing up”
West County Hotel Ennis Weds April 29th

“Practical ideas for home and school”
Seafeld Golf and Spa Hotel ,Gorey, Thurs April 30th

“Transitions and Growing up”
Killashee House Hotel, Naas ,Weds, May 27th

“Practical ideas for home and school”
Clarion Hotel, Liffey Valley, Thurs, May 28th

Evening Talk with Mary Colley .D.A.N.D.A
8.00pm—10.00pm

Dyspraxia in Adulthood

Clarion Hotel, Liffey Valley, Thurs, May 21st

All bookings, and enquiries to:
Local Support Groups or
The Dyspraxia Association of Ireland,
Telephone: (01) 4045530
Email: dyspraxiaireland@eircom.net
Website: www.dyspraxiaireland.com

Please book early to avoid disappointment

Please circulate this information to your colleagues, other interested professionals and parents of children with dyspraxia

I could not wait and as I was strapping Daniel into his car seat I found myself say ‘‘Daniel how are you feeling? ‘’. Nothing could have surprised me more than hearing the word ‘‘GOOD’’ and then a relaxed sigh come from Daniels’ mouth. I rang my husband straight away. I knew from then Daniel could say more than just one syllable words of request. The craniosacral had relaxed him enough to do it.

Louise, Daniels 4 year old sister came to a number of the sessions with him and really benefited by being included. She spoke about how she felt when Daniel cried and she didn’t know why he pushes her. These were things she had not said to me or her daddy and she would walk out really happy. Daniel showed changes after the sessions his speech improved and he was making better eye contact. Our families were making comments on the difference in him and the O.T. found it easier to maintain his focus to tasks. He was noticing what other children in playschool were doing and joining in. His tantrums reduced and he became less frustrated. I wished I had known about it when he was a baby when nothing or no one could settle him, but he was settling now and it felt great. I told some more parents in the group about how well Daniel responded to the treatments, but to make up their own minds on trying it. They tried it and are still benefiting. Any parent I meet whose child is experiencing difficulty, whether emotional, school related or diagnosed with a disability I tell them about CST as an option because occupational therapy and speech therapy just isn’t always enough.

Daniel is 6 now and is a happy, bright, cuddly little boy. He goes for Craniosacral Therapy once every 2 weeks and his sister Sophie has been going too, since she was born. They each take their turn and sometimes join and sessions go really well for both of them. I have never seen Daniel show so much affection. He would say ‘I like you mammy/ daddy’. Sophie was only a couple of weeks and he went to hug her in the bouncer and I told him to be gentle. He replied ‘‘but mum I just love her so much.’’

He is in senior infants in mainstream school with part-time S.N.A. support and 5 hours resource. He goes to swimming in school and likes to read the ‘rules of the pool’ before he joins the swimming class. He answers to his name even when up in his bedroom. His psychologist could not believe his improvement

in 2 years he was interacting and asking her questions at his last assessment and he scored in the top 98% on his intelligence test. He is interested in planets, countries and loves computers and being outdoors. We don’t have to lock all the windows anymore because he will ask if he wants to go out.

Instead of a little boy with Asperger’s, ADHD, dyspraxia and Hyperlexia which he still has. He is seen by me, his dad, sisters, teachers and his friends and anyone who knows him as Daniel funny, inquisitive, clever boy who plays catch and hide and seek with his sister Louise and loves hugging his baby sister. He wants to join a football team and learn the guitar and he will. He goes to bed every night after giving everyone a kiss and likes to sleep with the light on because he says he is scared of the dark. He is in the dark no more and Craniosacral Therapy is Daniels light to the world.

What is it?

‘‘It’s when Ger makes me relaxed and I feel precious’’
Daniel age 6.

‘‘It makes me feel fun and happy’’ Louise age 4.

‘‘It helps me sleep all night and I can suck my bottles without dribbling lots like I did. Everyone tells mammy what a calm baby I am and they don’t believe I sleep all night but I have since I was 6 weeks old’’
written for Sophie age 6 months by mum.

This is Linda Moynan’s story about her experience. Linda is now just at the end of her training to be a Craniosacral Therapist. 086 1551700

Ger Swords and his colleague Mary Brady CST-T are both Craniosacral Therapists at the Fairgreen Holistic Clinic in Naas and they are Directors of Upledger Institute Ireland.

For further information on Craniosacral Therapy please contact them at 045 898243.

Email: info@naascstclinic.com

Website: upledgerireland.com



Art Therapy

The main aim of the class is to help the student tap into the latent talent that they all have. It is important to encourage the student and not to judge their work, yet praise every effort.

The classes are given in a very pleasant and relaxed environment, where students can absorb instruction in how to paint and draw in comfort and where individual creativity is emphasised rather than putting them under pressure to compete.

It is amazing to see great Images and wonderful ideas begin to present themselves when such themes as the seasons; winter, spring, summer, and autumn are used for inspiration. Sunsets, landscapes, day to day activities in pictures and people painting are very popular along with still life studies, design and abstract work.

The world of the imagination will be explored, which is great fun, making interesting stories through pictures. Exercises in mixing paint to achieve particular colours and paint effects along with other paint techniques will be taught. At the end of the term, the real success is when each student has a portfolio to be proud of!

Term Length usually 6-8 weeks 1-2 hours in duration
8-10 students per session-
Enquiries, Please Contact:
Caitriona Moore 085 7284270
Email: caitrionamoor@gmail.com

Dyspraxia Support Group

The Dyspraxia Support Group would sincerely like to thank all who supported our Conference on the 11th of February 2009 in the Clonard Court. The night was a great success and far exceeded our expectations.

Our first meeting took place on the 2nd of March 2009 and it was evident from this night that there is a huge need for services and support for children and families affected by this condition. We are currently organising swimming lessons, fitkids sessions, yoga and computer sessions.

For further information contact :

Fiona Miley 087-9934654 Angela Ennis 086-8575940

Easter Draw

Congratulations to the five lucky winners of our Easter draw.

1st prize €100 An Post gift voucher
Jill Steer, Co. Dublin

2nd prize €75 An Post gift voucher
Patricia Downey, Co. Kilkenny

3rd prize €50 An Post gift voucher
Elizabeth Cregan, Co. Limerick

4th prize €25 An Post gift voucher
Julie Moran, Co. Monaghan

5th prize- €25 An Post gift voucher



Mary Gavin, Co. Galway

Firetec Safety Solutions provide courses in a number of subjects. Health and Safety, Fire Safety, medical training including Occupational first aid, C.P.R., A.E.D, and Manual Handling. Courses can be provided in your school or alternatively in your area with a minimum of twelve delegates. A full list of courses and services provided and a list of prices can be obtained by contacting us on the address below.

Mark Hyland
Firetec safety solutions
Mobile: 0872291357
Tel: 045894846
Email: firetec@eircom.net

Competition for the innovative SNA.

This competition is for the SNA who has invented or developed an idea, that in practice will benefit the children we work with. You will be invited to meet with us, adapt your idea on to power point and present it at the annual conference 2009. We can arrange for one of our speakers to present the idea if you prefer.

You will win a cash prize of €100 and your name will go on our SNA Group Trophy. This trophy will be passed on to next years winner.

Don't be shy, we know you're fantastic. Get busy.
Email: snagroup@eircom.net
or
snagroup1@gmail.com

VISUAL HELPERS IN THE SCHOOL ENVIRONMENT

Have you ever used a map to help you get to your destination, or used a recipe to make a cake or even looked for a symbol on the door of a public toilet ?If the answer is yes then you have used visual helpers to guide you in your day to day routines. Although we don't have language and communication difficulties we still rely on visuals, so it makes sense that we should provide visuals for the children we work with.

Visual helpers may take the form of lamh (sign language) or symbols (lots of free symbols available on the Internet e.g Clip art or just Google free symbols).If needs be stick figures are also ideal as a child will learn that an image represents something, the important thing is consistency.

Here are some of the situations where visuals can make a really big difference

- The concepts of 'finished' 'next' 'later' 'after' are hard to understand for some children. Visual scheduling can help you to illustrate which activities need to be completed and in which order in a way that is meaningful for the child. Three baskets, one for work which is currently being done, another for work which is finished and a third for work which hasn't yet started are a great way of organising a child.
- Pictures are used to demonstrate activities to support the child's understanding of our spoken language.
- If we help the children understand what is happening next we can reduce their confusion and frustration, which will hopefully reduce negative behaviours arising from such frustrations.
- It can lead to the child making choices about their day, which will contribute to the child feeling in control of their day.
- Transitions: moving between activities in the classroom and elsewhere e.g. we'll do our maths and then we're going to P.E.
- Sequences of activities , in fact anything involving 'now' 'after' 'later' 'first' 'when you're finished'
- Moving on from a fixation which the child is self stimulating on e.g. from a toy to a book.

Some General Tips

- The schedule should be located in a place that is visible for the child.
- The pictures should be labelled as they are used.
- The pictures should be removed as the activity is completed: this marks that an activity is finished.
- If a schedule is demonstrated to the child it should

not be changed. If this is unavoidable then re-do the schedule with the child so they know what is happening.

For lots of other ideas check out Linda Hodgson's book "Visual strategies for Improving communication -Practical strategies for school and home"

Good luck!

Marie Butler

Speech & Language Therapist

AXA

Attention our newly registered SNAs. You can avail of a 10% discount with AXA direct. Just ring AXA insurance on 1890282820, and quote your registration number.

VHI

You can avail of a group scheme discount with the VHI. Just quote 41-11646 if requested.

Conference 2009

Anyone travelling to Cork for this years Conference can avail of the following offers for accommodation.

Crystal Springs:

Double rooms for sole occupancy - €90 Bed & Full Irish Breakfast

Double rooms for double occupancy - €120 Bed & Full Irish Breakfast

Or a room only rate of €79 room only.
0214507533

Glanmire Hotel:

Room Type: Deluxe Bedroom-Double Bed & a single Bed inclusive of an en-suite bathroom, located in the newer section of the building. This rate is inclusive of Bed & Full Irish Breakfast

Rate: €79.50 (Friday Night) per person sharing based on double occupancy and it is inclusive of Bed & Full Irish Breakfast.

Rate: €39.50 (Saturday Night) per person sharing based on double occupancy and it is inclusive of Bed & Full Irish Breakfast.

Special Rate: (Friday Night) 1 Nights Bed & Full Irish Breakfast which is inclusive of an Evening meal for 2 adults: €169 in total!

Or Alternatively Rate: €127 per person sharing 2 Nights Bed & Full Irish Breakfast inclusive of One evening meal on one night of your choice.
0214556800