



CAHDS PARENT INFORMATION SESSIONS

Term 1 - February to April 2020

The Complex Attention Hyperactivity Disorders Service (CAHDS) are offering a series of parent information sessions. The information sessions are intended for parents with children/adolescents who experience significant attention difficulties, including a diagnosis of ADHD. Information sessions are collaborative and invite discussion from participants.

All sessions are stand-alone and parents can attend any or all of the sessions. They will run from **10:00 am to 12:30pm** at **Perth Children's Hospital**. Tea, Coffee and relevant handouts will be provided. There is no cost to attend these sessions.

Prior to the beginning of each school term (February, April, July and October) CAHDS will send out a time table of the information session available for the following three month period. At this time if parents are interested in attending any of the sessions they will need to register with CAHDS by contacting **6456 0214** or by email **complexADHDSservice@health.wa.gov.au**.

Once sessions are full they will be closed for the cycle. An e mail will be sent out when this occurs.

Please note: No waiting list will be held at CAHDS once sessions are full.

Yours sincerely

The CAHDS Team

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TOPIC	DESCRIPTION	Dates
1. Family self-care/stress management for parents (including the impact of ADHD/challenging behaviours on the family)	This information session looks at the impact stress has on the family unit and how families can enhance their self-care including; • why family self-care is important • what are some of the positives and challenges of caring for your child • the body's response to stress • the impact of stress • Stress management strategies. Participants will come away with a better understanding of the importance of self-care and how you can realistically achieve this in your family.	Friday 21 Feb
2. Understanding your child's behaviour (including reasons for behaviour and impact of other factors on children's behaviour)	This information session aims to help parents look at behaviour management from a slightly different perspective. Participants will be given information to help them identify some of the possible drivers for their child's behaviour. The session encourages discussions guided by topics such as:- • What is meant by behaviour? • What is the behaviour communicating? • Goals of misbehaviour. • The use of punishment vs consequences At the end of the session it is hoped participants gain a better understanding of the reasons for their child's behaviour so as to help their child achieve their need/goals for now and into the future; rather than being given a list of generic behaviour management strategies.	Friday 28 Feb

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3 Sensory Processing for children with ADHD	This workshop aims to help parents of children who: • Fidget or struggle to sit still; • Are very distractible; • Are easily upset by noise, activity or touch At the end of the session it is hoped that parents will gain a better understanding of their child's unique sensory processing patterns as well as an awareness of sensory strategies that will support their child's self-regulation.	Monday 16 March
4 Communication	CAHDS Parent information session presented by CAHDS Speech Pathologists, providing information on communication difficulties (verbal, written and social) as related to ADHD and the impact of difficulties both diagnosed and undiagnosed Social connectedness refers to the relationships people have with others. Social connectedness is integral to wellbeing. People are defined by their social roles, whether as partners, parents, children, friends, caregivers, teammates, staff or employers, or many other roles. We are connected by the way we communicate with others, including our use of social media and technologies. Communication skills, both verbal and written, are needed for individuals to build and maintain relationships with others. Developmental language difficulties/disorders and specific learning difficulties/disorders are common in individuals diagnosed with ADHD but are often undiagnosed. Difficulties can lead to or be a part of attentional, behavioural, emotional and academic difficulties.	Monday 6 April