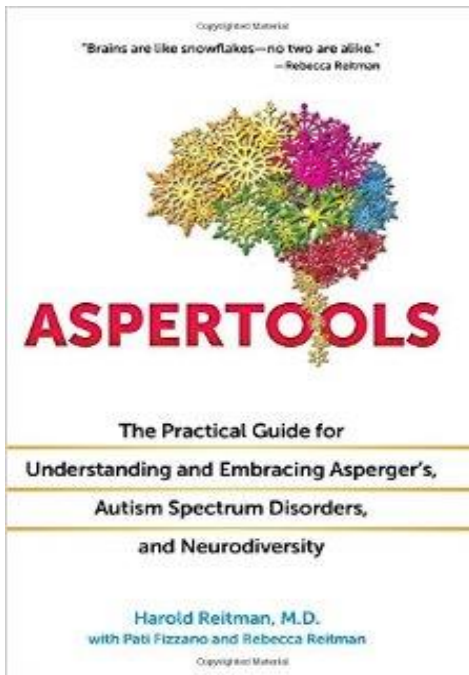


LEARNING UNLOCKED



“BRAINS ARE LIKE SNOWFLAKES— NO TWO ARE ALIKE.” —Rebecca Reitman

These sage words of advice from his daughter provided an epiphany for Dr. Harold S Reitman. Although he had spent his career in the medical field as an esteemed orthopaedic surgeon, he was admittedly “clueless” when trying to comprehend how Rebecca’s brain functioned. A brilliant student who, despite the challenges of seizure disorder caused by 23 vascular brain tumours, graduated from the venerated Georgia Institute of Technology, Rebecca Reitman was also on the Autism spectrum – a fact unknown until she was in her twenties. Once she was diagnosed with Asperger’s syndrome, Dr Reitman realised that his good intentions as a parent were all off course when it came to how he had dealt with his daughter. As a result, he wrote the book he wishes he would have had years earlier.

Pati Fizzano is an Exceptional Student Educator in Boca Raton, Florida, who is regarded by her peers and community as the best mentor, teacher, and specialist for helping the “different” student achieve his or her full potential. She is an ASD Certified Teacher, and ESE Certified Strategist. Rebecca Reitman is a 2009 graduate of the Georgia Institute of Technology, B.S. in Discrete Mathematics. She is fulfilling her long-time goal of working with learning-challenged students, and tutors maths to “different brain” kids in Boca Raton, Florida.

An excerpt from “AsperTools”

For Aspies, every day is a challenge as they learn how to navigate an unseen maze. That’s why Aspies *love* routines and rules.

A major source of anxiety for an Aspie is being placed in a social gathering or a new situation. Now that I’m no longer clueless about this phobia, I feel really sad when I recall all the times I lost my patience and yelled, “Stop being so stubborn!” because Rebecca wanted no part of an activity that her all-knowing father viewed as important, but which she knew would cause her great anxiety. On the occasions when I did get her to go to one of these activities, continued page 4

From The President

I have been spending time watching Dr Natasha Campbell – McBride on her website. That and much of what she has written in her book “Gut and Psychology Syndrome”, takes me back to the late 1980s when one of my family was treated by an “allergy doctor”. (He was also an ear, throat and nose specialist who had “got rid” of his own problems with diet). Much of what she talks about was known by a few people back then but, of course, they were often thought to be quacks, even though they were also medically trained or scientists. Some were also parents who had enough knowledge and skills to help their own children.

It is so important that all who work with our people have a sound knowledge and understanding of how to help those with diverse problems that present as health and learning differences. That is why we organise seminars.

Now it is up to all of us to make sure as many teachers, including those at pre-schools, teacher aides (they are often the ones who are expected to help the children at school) and medical professionals and parents come to our seminars. Some people may only be able to come to one session or day, but that is a start.

The earlier a person’s problems are diagnosed and the correct help given, the better the outcome.

A helpful link:

<https://www.noted.co.nz/health/psychology/more-and-more-kids-are-returning-to-school-with-anxiety-disorders/>

Regards: Elizabeth



Art Auction

The SPELADD art auction held on the 7th of April was a great success. We raised around \$6000, which was comparable to last year.

Many thanks to all who attended and took part.

A special thank you to the many volunteers and supporters who helped make the day such a success, particularly;

- *Barbara Gibson, chairperson of the organising committee*
- *Stu and Phyllis Schwartz from Taylor-Jenson Fine Arts*
- *The auctioneers from Property Brokers*
- *Freedom Print*
- *The many donors of art works*
- *Helpers who made and distributed the food*
- *Packers and money handlers*

A List of Aspertools

TOOL	USED BY	PURPOSE
Observation	Caregiver	Knowledge of Aspie's state of mind; useful for watching for signs of anxiety or triggers to ward off a meltdown.
Preparation	Caregiver	Prepares Apies for any surprises or changes to their routines. Useful for getting ready for vacations, etc.
Patience	Caregiver	Gives Aspie time to process transitions, i.e., in conversations.
Training, role-playing	Caregiver and Aspie	Practising social situations to avoid blow-ups and to teach Apies not to be rude.
Using social stories/scripts	Caregiver	To foster success in social situations
Admitting when you're wrong	Caregiver	Appeals to Aspie's sense of fairness.
Positive reinforcement; Encouragement, smiles, hugs	Caregiver	Praise is one of the highest rewards for an Aspie.
Checklist	Aspie	Reminds them of daily tasks and prioritizes them; useful in time management.
System of rules, rewards and consequences	Caregiver and Aspie	Encourages good behaviour and discourages bad behaviour.
Chart/pictorial/map	Caregiver and Aspie	Helps Apies who are visual learners.
Posing questions in the proper manner	Caregiver	Easier to get them to agree to leaving comfort zone if given multiple choices.
Chunking	Caregiver and Aspie	Large/complicated projects intimidate Apies. Breaking them down into smaller chunks
Being specific with dates, hours, times	Caregiver	Ensures Apies will comply with an assignment or request.
Harnessing hyper-interests	Caregiver	Apies tend to focus very strongly on a few areas. These interests should be harnessed and encouraged if they are positive.
Explaining the meaning of idioms and colloquialisms	Caregiver	Many Apies take idioms literally and must be taught what they mean.
Monitoring routines	Caregiver	Apies do well when in a good routine; the trick is to help them set up the routine and see that they stay in it.
Teaching common sense and street smarts, Internet safety.	Caregiver	Necessary for independence and survival. Establish rules
Calmness, gentleness	Caregiver	Provides a quiet environment for Apies to offset their hypersensitivity.
Creating relaxation techniques	Caregiver	Gives them the ability to calm themselves rather than relying on a professional
Creating structure and positive activities	Caregiver	Apies do well when their schedules are structured and when they engage in positive activities.
Forming Aspie circle	Caregiver and Aspie	Group of individuals who work together and check on Aspie's progress.
Compiling summary of medical history	Caregiver	Useful if Aspie visits a new specialist, as well as when applying for services.
Unconditional love	Caregiver	Perhaps the most important tool of all.

*I am an old man and have
known a great many troubles,
but most of them never happened*

—Mark Twain

Helpful Hint: Anxiety affects nearly everything an Aspie does. What makes an Aspie so anxious? The sad truth is many, many things. That's what makes it such a challenge. You must learn to recognise the signs of anxiety and then use your Aspertools to ameliorate it.

Continued from page 1

She'd want to leave almost as soon as we got there. For example, the New York Jets were scheduled to play the Miami Dolphins. I said, "Come on Rebecca, let's go to the football game. Your favourite team, the Jets is in town. You'll have a great time!"

She was hesitant, but I coerced her to go and was nevertheless perplexed at her negative reaction once we got there. I didn't realise that the noise, the drunken fans, the bright lights on the scoreboard were an overload of stimuli for her. Looking back on it now I feel terribly guilty at my ignorance.

Even when she's having a good time, like at a party at our house with family and friends, it's often still too taxing for her and she'll want to leave.



YOU ARE WHAT YOU EAT: (From “Soil and Health Journal”)

A great medical research worker, Sir Robert McCarrison, MD., said that when he had qualified as a doctor he realised that he knew almost everything about disease, **but practically nothing about health**. He then set out on a search for the healthiest races in the world and determined to discover the reasons for their well-being (states a writer in “Here’s Health”)

In his book, “Nutrition and National Health”, he reveals how he discovered the Hunza people, a tribe living on the North West frontier of India. He found that in this civilisation there had, for generations, been no doctor, dentist, policeman or soldier. Healthy people (as distinct from those with latent diseases, usually known as “healthy”) do not need doctors or dentists and they usually live in harmony with each other.

McCarrison found that men of over 80 were fit and vigorous and able to run 30 miles per day to and from markets, with loads, and that the diseases of western civilization were unknown.

With experiments on colonies of rats, over many years he established quite conclusively the fact that nutrition was the keystone to the health of the Hunzas. Sanitary conditions were often far below western standards, but there were no contagious or infectious diseases.

Feeding experiments proved that rats fed on the typical diets of Europeans and Americans developed the diseases of these people. Those fed upon Hunza diet remained immune to infection and lived healthy, vigorous, fertile and harmonious lives for very much longer than their fellows.

McCarrison then went further and experimented with feeding rats, suffering from various diseases, some considered incurable, with the diet of the Hunza, and he declares that, to his astonishment, most of them recovered health.

Wherein lay the secret of the diet which could keep a nation fit and well for generations, and restore health to sick and ailing rats manifesting symptoms similar to the sick peoples upon whose staple diet they had been fed?

McCarrison found that the answer lay in the fact that the Hunza food was completely **whole**. It was grown upon land fertilised by purely natural means—by the return to the soil of everything which came from it. All waste products, including animal and human manure and urine had for centuries been composted and returned to Mother Earth. It was never abused by artificial fertilisers, poison sprays and insecticides, as used in modern western agriculture and horticulture.

McCarrison discovered that soil fed with the elements which Nature appears to have ordained should be returned to it, maintained its own freedom from “sickness” and retained the ability to produce immense crops of healthy food, which in turn needed no sprays or poisons to kill the germs of disease or to “protect” it against so-called infection.

Plants which are deprived of the natural elements in the soil are not themselves sufficiently healthy to resist disease, which always attacks that which is unnatural. They are therefore incapable of conveying to man and animals the vital elements, some of which are now known scientifically as tissue salts and vitamins, which are necessary for their health.

In similar research work carried out more recently by Dr Weston Price among the healthy tribes in various parts of the world, he also came to the same conclusion, namely, that health was maintained by **wholeness** of food, of whatever nature. He found that the diet of different tribes of the world varied greatly, from an almost mono cereal and milk diet of the Outer Hebrides to a virtual exclusive fish diet of some of the Pacific islanders. Yet, in each case, full health was maintained as long as the food remained **whole**.

I conclude with a quotation from that far-seeing and wise doctor, the originator of The New Health Society, Sir William Arbuthnot Lane: “The Food question is infinitely the most important problem of the present day—and if properly dealt with must result in the disappearance of the vast bulk of disease, misery and (premature) death.”

(From Soil and Health Journal Aug-Sept., 1966)

<http://undergroundhealthreporter.com/hunza-diet-health-weight-loss/>

This website gives a modern take on the subject.

Campbell-McBride set up the Cambridge Nutrition Clinic in 1998. As a parent of a child fully recovered from a severe learning disability, she was acutely aware of the difficulties facing other parents like her, and she has devoted much of her time to helping these families. She realised that nutrition played a critical role in helping children and adults to overcome their disabilities, and has pioneered the use of probiotics in this field.



Her willingness to share her knowledge has resulted in her contributing to

many publications, as well as presenting at numerous international seminars and conferences on the subjects of learning disabilities and digestive disorders. This book captures her experience and knowledge, incorporating her most recent work.

She believes the link between physical and mental health, the food and drink that we take, and the condition of our digestive system is absolute, and the results of her work have supported her position on this subject. In her clinic, parents discuss all aspects of their child's condition, confident in the knowledge that they are not only talking to a professional but to a person who has lived their experience. Her deep understanding of the challenges they face puts her advice in a class of its own.

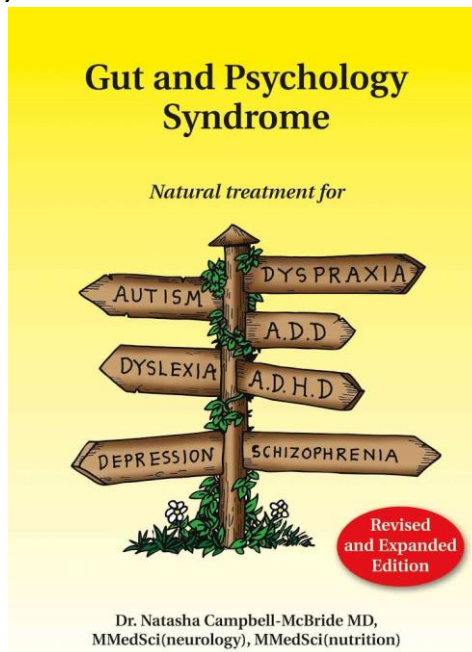
<http://www.doctor-natasha.com/>

Introduction to *Gut and Psychology Syndrome*

This book has evolved over a period of three years when I worked with hundreds of children in my clinic. Initially the book was planned to be about autism as the majority of children who came to see me were indeed autistic. However, the more children I saw, the more it became clear that we have other epidemics emerging. Attention deficit disorder with hyperactivity and without it (ADHD/ADD), dyspraxia, dyslexia, various behavioural and learning problems, allergies, asthma, eczema all have reached epidemic proportions. But more than that, these seemingly unrelated conditions overlap with each other. After years of working with children in my clinic I hardly met one child who presented with just one of the above conditions. Every child has two, three or more of these health problems at once.

For example, a child would present with allergies; at the same time the parents would describe a couple of asthmatic episodes and eczema and then would talk about their child's extreme clumsiness (dyspraxia) and learning problems. A large percentage of allergic and asthmatic children are dyspraxic and hyperactive to various degrees. Many of them have problems with concentration and attention span, which affect their learning ability. There is an approximate 50% overlap between dyslexia and dyspraxia and a 30-50% overlap between ADHD and dyslexia. Children who suffer eczema in infancy quite often develop autistic features later in life. Autism and ADHD overlap with every one of the above-mentioned conditions. Apart from being hyperactive many autistic children have severe allergies, asthma, eczema, dyspraxia and dyslexia. As we can see modern medicine has created all these separate diagnostic boxes to fit our children in. But the modern child does not fit into any one of them; the modern child fits into this rather lumpy picture.

Natasha Campbell-McBride holds a degree in Medicine and Postgraduate Degrees in both Neurology and Human Nutrition. In her clinic she specialises in Nutrition for Children and Adults with Behavioural and Learning Disabilities, and Adults with Digestive and Immune System Disorders.



Newsletter Activity page

Silly sentences will help you remember words.

Learn one of the tricky words.

Now change the first or last letter or letters to make rhyming words.



love, → loves, → lovely,

The dove is
above the tree



love, → glove, →



above

There are some words that have silent letters

lamb



comb



half

1/2

calf



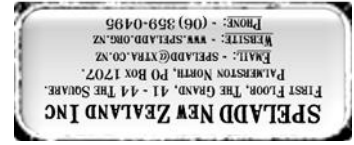
Can you read this sentence?

The dove loves to fly above me and then sits on my glove as I groom the lamb and calf with half a comb

Make your own sentence from as many of these words as you can :-

high, night, bright, fight, light, might, fright, delight.

*Here is my sentence:-*Last night I was delighted that he jumped high because I gave him such a fright after turning on the bright light.



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