

Parents say no help for condition

By Emma Brady
Health Reporter

Parents in the West Midlands whose children suffer from attention-deficit/hyperactivity disorder are not receiving enough support, according to a new survey.

Nine out of ten felt there was a significant need for help in caring for children suffering from the condition, known as ADHD.

More than half (59 per cent) added they found it "very difficult to impossible" to get any help at all.

And 92 per cent of parents in the region said they had not been offered any coaching to help them cope with their children's condition.

The survey, carried out by support group Adders, said the lack of assistance meant many were unable to manage ADHD which could lead to significant problems if left untreated.

Caroline Hensby, who founded the Adders.org website and has a son with ADHD, said: "The results of this survey are staggering.

"They confirm that parents are desperately seeking but not receiving help in many areas, including behaviour management therapy, ADHD coaching, and specific parent-

ing skills courses.

"I believe that with the proper support and resources available, families can not only overcome the challenges posed by ADHD, but also embrace the experiences associated with hyperactive children."

Pat Seabridge, who runs a patient group in Stone, Staffordshire, said: "In our region, 95 per cent of individuals surveyed said they had not been offered what could be essential sources of support, but would have like to have been.

"This vividly illustrates that more needs to be done in terms of aiding children and parents of children with ADHD."

Meanwhile, new research published today by the World Federation for Mental Health shows almost all UK parents of children suffering from ADHD are fearful for their child's future and two thirds believe their marriage has been affected by their child's symptoms.

The report, *Without Boundaries*, advises parents to seek up-to-date scientifically supported information on ADHD, seek early referral from their GP and a professional evaluation.

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