



ADHD/ADD

The root behind the fruit

We were created body, soul (mind) and spirit. When addressing any problem, you have to look at all 3 components - they cannot be separated. For example, a problem in the body may manifest as a problem in the soul (e.g depression can be caused by certain shortages). Addressing only the symptoms will leave the person on anti-depressants while the shortage in his brain (body) still remains. As a result healing will never be achieved.

Healing is the process of finding the root behind the “fruit” and dealing with the real cause of the problem.

Our approach to ADHD/ADD is based on the same principle. There are several “roots” causing “fruits” that are diagnosed as ADHD/ADD. In many instances the child’s attention deficit has nothing to do with the health of his myelin sheath, but rather with the fact that his home is filled with stress.

This document does not aim at providing a complete list of all the potential causes of or solutions for ADHD/ADD but rather at focusing parent’s attention on the fact that there is no single solution to the problem and that the child as a whole (body, soul and spirit) needs help.

Body

Potential causes of ADHD/ADD symptoms:

- Under-development of the Corpus Callosum. The Corpus Callosum facilitates high level reasoning;
- Mal-nutrition;
- Diets containing preservatives, colorants and MSG;
- High sugar content diets;
- Shortages of Magnesium, Zinc, Omega 3 and the B-Vit group;
- Sensory integration problems;
- Brain dominance – which side of the brain is more dominant;
- Genetic dominance – which hand, eye, ear, foot is dominant;
- High Cortisol levels;

Soul/Mind

Environmental influences on the child:

- Lack of adult love and attention – there is a correlation between ADHD/ADD and absent parents;
- Non-stimulating learning environments – 75% of who your child’s behavior is because of his environment, only 25% is genetic;
- Children are not taught how to concentrate;
- Children are not properly disciplined;

- Children are not taught delaying of gratification;
- Stress in the home and school environment;

Spirit

- Motivational gifts – your child’s inherent abilities/strengths.

ADHD/ADD Treatment

The FDA classifies drugs as highly addictive if they contain amphetamines (such as Ritalin, Concerta, Straterra), cocaine, morphine, opium or barbiturates. These drugs may have detrimental long term side effects on the immune system and the body in general. These drugs affect the basal ganglion and corpus striatum. The frontal lobes of the brain control our ability to shift from free association – open state – to a detailed, focused state of awareness. This ability to shift from a broader, diffused state to a sharper, narrow focus is important for human thinking a problem solving. This is the way high level of reasoning occurs as we easily move back and forth between the bigger picture and the detail. Drugs used in the treatment of hyperactivity/ADHD/ADD, though they allow attention to repetitive school work, detail and rote memory, inhibit the ability to shift focus between open and focused consciousness.

There are highly beneficial alternative strategies for helping people/children labeled with hyperactivity/ ADD/ ADHD.

Dr Eberthart Mann, a physician and director of the Hyperactivity Clinic at Kapiolani Counseling Centre in Hawaii, advocates a comprehensive approach to the treatment of hyperactivity/ADHD/ADD. He says that by comprehensive treatment he means a treatment program that deals with each problem that inhibits a child’s learning potential and positive social interactions. Suitably applied, these methods will allow children to be in charge of their emotions and physical energy and give them tools to use throughout their lives.

1. Treatment components

1.1 Body

- Healthy, balanced and low GI diet (no preservatives and no MSG);
- Water
- Start a Brain Wave Pack;

1.2 Soul/Mind

- Knowledge about your child’s brain dominance – is he/she right/left brain dominant;
- Knowledge about your child’s genetic dominance – which ear, eye, hand and foot is dominant;
- Knowledge about your child’s love language – how your child shows and perceive love;
- Knowledge about your child’s intelligence type;
- Special education (Educational Psychologist);
- Self-control training (parental guidance);
- Parent and teacher education (e.g. on topics such as delaying of gratification);
- Stimulating integrated brain functioning – activating the parts of the brain that control concentration;

1.3 Spirit

Know your child’s motivational gifts and understands what it means.

2. Treatment detail

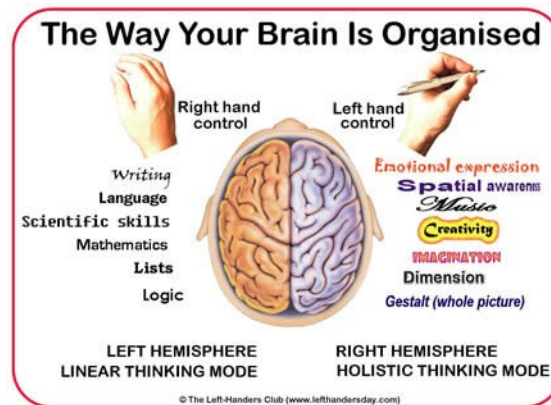
2.1 Diet

- 2.1.1 Vitamins
- 2.1.2 Minerals
- 2.1.3 Glyconutrients
- 2.1.4 Amino and Fatty Acids
- 2.1.5 Water
- 2.1.6 Steer away from colorants, flavorings, MSG

2.2 Brain dominance

For advice and/or an assessment, contact:
 Neurolink – Brain-based learning
 Contact details – 012 996 1356
www.neuro-link.org

2.3 Genetic dominance



People learn through what they see, hear, smell, taste and touch. We have two brain hemispheres; two eyes, two ears and two hands, but we will always have a dominant brain, eye, ear and hand. Dominance indicates the brain hemisphere, eye, ear or hand that takes the leading role to process information actively. The other brain hemisphere, eye, ear and hand follow passively. This implies that different people have different combinations of the dominant brain, eye, ear and hand and will therefore learn and process information differently.

People naturally choose to use a certain brain hemisphere eye, ear, hand and foot in preference to the other and then reinforce this with continued and habitual use. This does not necessarily reflect less effective use of the other. Dominance does not indicate competence. Dominance reflects your natural genetically determined preferences. Competence indicates learned behavior.

During stress, usually only the dominant senses opposite the dominant hemisphere will be adept at processing information. If the dominant senses are on the same side as the dominant hemisphere, your information processing ability and physical movement functions may become limited.

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2.4 Love languages

- physical touch – hugs and kisses
- words of affirmation – “I love you” “You are special”
- quality time – play with me, spend time with me

- gifts – give me things
- acts of service – do things for me

2.5 Intelligence types

How are you smart? The question today is not: How smart are you? What is your IQ? The question today is: How are you smart? What is your strongest intelligence type? All people are smart – just in different ways. The graph below illustrates how you are smart. Your natural learning capacities are.

Logical (mathematical)
 Linguistic (language)
 Spatial (visual)
 Musical
 Bodily (kinesthetic)
 Interpersonal (people)
 Intrapersonal (self)
 Naturalistic (nature)

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2.6 Special education

Educational Psychologist

2.7 Self-control training

Parental guidance courses

2.8 Parent/teacher education

Parental guidance courses

2.9 Stimulating integrated brain functioning

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2.10 Sensory integration problems

Does your child exhibit:

- Oversensitivity – or undersensitivity – to touch, taste, smell, sound or sight?
 Children with SI Dysfunction may avoid touching, refuse to wear certain clothing, be picky eaters or cover their ears or eyes. Conversely, they may crave sensations – playing in mud, grabbing others, turning up the volume, preferring hot bathwater and spicy food – and seem oblivious to sensory cues.
- Oversensitivity – or undersensitivity- to movement sensations?
 They may seek out movement – swinging, twirling, jumping – or “plant themselves” avoiding active games.

- Unusually high or low activity level?
The child may be constantly on the go – wearing out everyone around her – or move slowly and tire easily, showing little interest in the world.
- Problems with motor coordination?
He may be awkward, seemingly careless or accident-prone.

“The Out-of-Sync Child” by Carol Stock Kranowitz

These telltale symptoms are often the first clues of SI Dysfunction – a common, but frequently misdiagnosed problem in which messages from the senses are not correctly processed by the central nervous system.

Over 80 percent of the nervous system is involved in processing or organizing sensory input, and thus the brain is primarily a sensory processing machine.

People/children with these changes look normal, yet subtle areas of their nervous systems are not functioning as they should. These changes result in behaviors that confuse, frustrate and anger parents and teachers. They wonder why these children lack self-help skills, become aggressive or withdrawn in a group, or refuse to participate in activities or sports.

Occupational therapists can be of great help. Damage to the Hypothalamus can also cause sensory integration problems. Damage to the Hypothalamus can be addressed by giving the Hypothalamus the nutrients it needs to regenerate itself.

2.11 Motivational gifts

We distinguish between the following gifts:

- **Leading** – people who want to lead, they love the unknown and hate the ordinary/known (e.g. visionaries, leaders);
- **Service** – people who are naturally good at providing service or serving people (e.g. secretaries, sales people, nurses);
- **Prophecy** – prophetically knows things/senses things. Very sensitive children. Often mis-understood.
- **Teaching** – good at teaching/training people.
- **Exhortation** – Points out/reveals the truth. Often seen as judgmental. Often reprimanding. Must speak the truth even if it hurts the relationship. Good managers.
- **Giving** – natural giver. Always giving away, but with inherent ability to gain the seed to give away.
- **Mercy** – compassionate, concerned about people. Brings hope.

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