

Attention Deficit Disorder (ADD)

In recent years ADD (Attention Deficit Disorder) has become a very overused and abused diagnosis for almost any of the learning difficulty problems. If a child or adult has a problem in processing information (reading, writing or math) or they have difficulty with concentration, are easily distracted or do not follow directions easily, they get this label. Most times this diagnosis is made by a teacher or other non-professional in the school system. Recently, many professionals, pediatricians and educators who do not take time to really know what is really going on are, unfortunately, also now quick to make a similar diagnosis. Most of the time this diagnosis is used as an excuse to prescribe Ritalin or other mind-controlling drugs so that they (teachers, doctors and parents) do not need to deal with the child's real problems. The usual remedial strategies used in the special education programs have been of little benefit for these frustrated children, or adults, with this learning difficulty.

All people, who have some sort of a learning difficulty, will have some problems with concentration, are easily distracted and have other processing problems, but this condition is not necessarily ADD.

Many of the therapists who deal with attempting to help these children recognize that there are definite differences between a specific learning disability and what is known as Attention Deficit Disorder. As the condition is being re-researched, more and more researchers have now recognized that the labyrinthine and vestibular ocular reflex systems are somehow in deficit. The primary differences between the two are found in specific cranial bone dysfunctions and behavioral and personality disturbances found in the ADD individual. The ADD person has the usual reflex and cranial deficits found in those with specific learning difficulties, but have an additional cranial deficit found in the function of the parietal (cranial) bone which is similar to that found in a person with epilepsy. This deficit affects the motor area of the brain.

It is our view that the spontaneous behavioral outbursts and other personality changes can be equated to those of an epileptic seizure. These cranial corrections need specific monitoring from time to time to insure stability of the corrections. Both the individual with ADD and the epileptic benefit from restricting sugar and refined carbohydrates and food colors, particularly red #2 color.

Attention Deficit Hyperactive Disorder (ADHD)

ADHD is a very special learning disability deficit condition that encompasses all of the reflex and cranial learning disabilities and what is known as Attention Deficit Disorder deficits of hyperactivity, distractibility and lack of concentration. There is also a redundant (alternating) instability of the sphenoid (center bone of the skull) which suppresses alternately, the left brain function and then the right brain function. When the left brain function is suppressed the individual cannot properly process logical, mathematical and language information. The brain attempts to process this information through the right brain, which it cannot do. When the right brain is suppressed the individual has schizoid tendencies because emotional information cannot be processed through the left brain. This switching back and forth of the information and emotional processing leaves the person very confused. There is also a redundancy in the vestibular ocular reflex system. This system is specifically involved in personality, self-esteem and decision-making.

This adds up to a very unstable individual. They demand immediate gratification of all desires, must always have the last word, has no self-discipline, no concept of time, cannot take any criticism, sees the world as a hostile place, almost always lies about almost anything, cannot interpret gestures or conversations except as hostile, must always "argue with the Sergeant", cannot be disciplined (nothing matters to them, they don't care), has self-destructive tendencies and are dangerous to themselves and others. They are sugar addicts and are very sensitive to food colorings and preservatives. They are usually almost impossible to live with.

Up to now there has been no successful treatment for these bewildering conditions, particularly ADHD. Remediation and other forms of therapy have had little or no effect on the ADHD individual. You cannot get through to them, they interpret every attempt to help them as somehow a hostile act. They will not let you "in" to their world. It is as if they do

not have human feelings. Parents, teachers and school officials are frustrated in their efforts to help these individuals. For the most part, either mind altering drugs such as Ritalin and other amphetamines, or in some cases, sedative-type drugs, have been the treatment choice for most of these children to control their behavior, to somewhat "humanize" them. The drugs do help most of these children to concentrate and perform better in school. If you look at the grand picture it is easy to understand the desperation of all concerned to turn to very powerful drugs. They do not know another way and are unwilling to even investigate a change in diet to cut back on the refined carbohydrates and eliminate sugar, food colorings and additives. These individuals are usually highly allergic, but they get no support from the establishment in this regard. The use of these drugs is a quick and easy answer. These drugs are usually administered by the schools so that they are sure that the drugs are being consumed. If the teacher is not satisfied with the behavior of the child, they can request additional drugs. I did not know that medicine was part of the training for teachers. Since 1990, there has been a 700% increase in Ritalin used in the U.S. and over 400% in Canada. And we are supposed to have a zero tolerance policy on drugs in our schools.

Successful Treatment

Neural Organization Technique (N.O.T.) is a specifically organized kinesiologically based treatment protocol originally designed to treat head and brain injured people. The primal survival reflex systems that are involved in gait, posture and weight-bearing functions are organized first, then the immune system and the T.M.J. are organized to deal with the allergies, hyperactivity and digestive problems. The cranial reflex systems known as the tonic neck righting, labyrinthine, vestibular ocular and combinations of these reflex systems involved in head position, body balance, information processing, distractibility, muscle balance and comfort are also treated. Special attention is directed to the balance and synchronous activity of the cranial bone system, particularly the sphenoid bone and its relationship to left brain, right brain function and to the vestibular system that defines all neural reflex systems involved in information processing.

N.O.T. treatments organize the disorganized nervous systems of these individuals so that they can process information in an organized manner. It is important to understand that they don't know what they don't know, but now they can learn. They need to learn how to order their lives, how to allocate proper time to learn to read, write, do mathematics, spell, etc. They need much encouragement in this endeavor because it is difficult and many times uncomfortable to do what is hard to do and what is not fun. They don't know how to study and how to allocate time. It is hard to break old habits. It will take some patience on everyone's part. Then as the organization starts to take hold the tasks start to become easier and it ultimately becomes fun because now they can read, write, do math, etc. And can relate to the real world of people and family.

ADD and ADHD are treatable conditions. Drugs are not the answer. Diet is extremely important. No one needs to suffer with these disabilities.