

GREENWICH VILLAGE GAZETTE

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WISDOM & INSIGHTS, 9-3-99

BY: Elizabeth Vishnevsky

Welcome to Part 2 of a two-part report. If you recall, last week in Part I, we chronicled the story of Mr. Steven Plog, founder of the Results Project. Mr. Plog's organization, Nutraceuticals, helps to oversee giving out nutritional fruit/vegetable supplements to schools. In addition, Mr. Plog holds seminars and educates others about the positives of Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, and relates in those seminars the correlation between nutritional therapy and behavior, and how these supplements can help both ADD/ADHD individuals.

As we mentioned in Part I, Mr. Plog has ADHD, and he "wouldn't trade having it for anything in the world"; he uses his ADHD to achieve his goals, successfully. The pilot school that the Results Project was first conducted in saw tremendous results in the students as regards to grades, attitudes, and overall well being associated with taking these supplements. You can reach Mr. Plog by email at addsteve@mindspring.com.



<http://www.greenwichvillageny.com/columns/wisdom/index.html>

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Also, in Part I, we discussed Nutritional Deficit Disorder and how it relates to violence and academic problems. We also discussed nutrition and what our schools and institutions are doing to help encourage better eating habits and better performance, both in and outside of school. The link between nutrition and Attention Deficit Disorder was also discussed. If you missed last week's report and would like a copy, please email the column and we will be happy to supply that information to you.

There is a lot of controversy circulating today about ADD/ADHD: the causes, treatments, to medicate or not to medicate, whether many children are misdiagnosed or too many children put on Ritalin or other stimulant medication to calm them down, when they could be exhibiting 'normal' behavior, and so forth. As for me, I take offense when someone refers to behavior that is not 'normal' or 'average'. What's normal and average to one may be very different from one person to another. Of course, bizarre or dangerous behavior should be taken seriously.

In any event, we are going to concentrate on the positive aspect of having Attention Deficit Disorder, or as Mr. Plog would say, "I'm O.K. – You're ADD Deficient!"

Part 2. We are going to be discussing the positives of Attention Deficit Disorder and Attention Deficit

Hyperactivity Disorder.

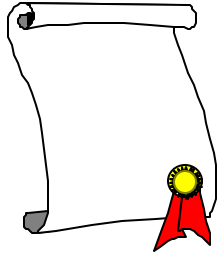


As mentioned earlier, Mr. Plog conducts seminars on the importance of good nutrition and how it affects ADD/ADHD. Also in Mr. Plog's seminars, he stresses the positives of ADD/ADHD and how our society is often intolerable of those that are "different" (leave him alone, don't go near him, he's trouble – that kind of thinking). Mr. Plog, who has ADHD and is proud of it, has a video available entitled "I'm O.K. – You're ADD Deficient! The Positives of Attention Deficit."

While waiting for a friend, Mr. Plog picked up a Cosmopolitan magazine and started flipping through it. That magazine had an article in it entitled "Do You Have Any of These Traits"? Out of 12 questions, Mr. Plog could relate to about ten. At the bottom of the article, it said if you responded positively to a certain number of questions, you could have ADD. Specifically, it said 'if you have answered positively to most of these questions, your problem could be that you have ADD'. Mr. Plog jokes in the video "so now I

have a problem? Before I was just doing these unique things – I was just being me!”

PROUD TO BE ADHD



Mr. Plog called an ADD support group and attended a meeting shortly afterwards. “Great, that’s my kind of meeting – 40 people talking, nobody listening!” Steve listened as person after person got up, said they had ADD and how horrible, how awful it was, how they hated being different, etc. When it was Steve’s turn, he stood up and said, “Hi, My name is Steve, I have ADD and I wouldn’t trade it for anything in the world.”

When asked if he had ADD or ADHD, Steve replied he didn’t know. When asked further who diagnosed him, Steve replied ‘Cosmo!’. The director of the meeting told Steve that in order to qualify for being at the meeting he would have to be evaluated by a psychiatrist.

At the psychiatrist’s office, Mr. Plog received the good news and bad news. Good news – “you don’t have ADD”. Bad news – “you have the worst case of ADHD I’ve ever seen.” Steve was then referred to a doctor, who told him he would need to be put on Ritalin. The doctor said the

medicine would 'balance out' the mood swings and the depression.

When Steve insisted he didn't have mood swings or depression and in fact was happy all the time, the doctor stated "well, that's not normal, the medicine will help balance everything out." Steve responded, "you're going to fix my good attitude?" Yes was the answer. When Steve started taking the Ritalin, he noticed that his mind was slower



and when people talked to him his mind could not process the words as quickly; he would watch people's lips move to try to keep up with what was being said.

A week later, Steve was in a bookstore and came across the book "You Mean I'm Not Lazy, Stupid or Crazy?" The book was written by two doctors with ADD, and it inspired Mr. Plog with its positive spin on ADD, and that those who are lucky enough to have it are really extraordinary – very creative, fast thinkers, energy to burn. The following week he came across another inspiring book entitled "Soar with your Strengths". One chapter from that book stated that you should find out what do you well and do more of that. Mr. Plog got thinking that perhaps there was a better way to treat ADD/ADHD without medicine. That

thinking eventually led to the Results Project** that Mr. Plog heads.

In the video, Mr. Plog talks about his years as a student and how he was sent to the office so many times that he was on a first name basis with the principal. He was sent there for “talking”. (Remember, Mr. Plog wasn’t diagnosed with ADHD until he was 39). Back in school, he was labeled a “troublemaker” and “smart aleck”, and back then, he started to live up to those expectations, not realizing that he was blessed with ADD.

It took Steve until he was 30 years old to have a good sense of self-esteem, that he was just fine the way he was. Now, Mr. Plog gets paid for a living doing what he used to get sent to the principal’s office for, “talking”. Steve gives seminars on ADD and wants to get the message across that we should be concentrating on the positives of ADD and not the negative.



You’re # 1 – Special Just the Way You Are

Mr. Plog cites several examples of how a positive outlook on ADD makes all the difference. Steve states that many things, such as learning in school, aren’t geared towards ADD individuals, who are right-brained students in a left-brained environment (not ADD style!). Steve’s mom was

thrilled when her son was diagnosed. “Thank God, all these years, I thought I was a bad mother!”

This video is available to you – just email Mr. Plog at addsteve@mindspring.com.

Are you ADD or Multiple Thought Impaired?
(by Steven Plog)

I get a kick out of people telling me that their child has a “problem” with Attention Deficit. I was 39 before I found out that I also had a “problem” with ADD. Funny how I could go 39 years without a problem and now, as if by magic, I now have a problem. I was officially diagnosed with having Attention Deficit Hyperactivity Disorder or A.D.H.D.

Now there’s a negative diagnosis if I have ever heard one. Half the words in the name of my so-called problem are identifying me as a loser. I now have a “Deficit” I’m told! For the record, I don’t have a deficit, the government has that. I’m also told I have a disorder. Now, I can stand on any street corner and not get arrested for being disorderly, so that’s not accurate either.

So what do I have? I have a right brain thinking apparatus. People often refer to a right brained person as being creative and a left brained person as being analytical. Let’s look at who says I have a problem. We’ll start with the left brain environment called “school”. I’ll prove it’s a left brain environment.

I remember being told to sit quietly with my hands folded, feet together and eyes forward (brain out

window) – sound familiar? Does this sound like a creative environment? If you guessed no, you get an “A”. Now we’re going to be graded on our ability to fit in and function in a world we don’t belong in or should ever get a job in, when we graduate. Name one job that pays you to sit quietly with your hands folded, feet together and not talk to anyone beside you. Get my point?



Let me ask you a question and answer truthfully.

There are tall people and short people, which one is normal and fits in and which one needs to be fixed? There are left-handed people and right-handed people, which one is normal and fits in and which one needs to be fixed? There are people with long attention spans and other people with short attention spans, which one is normal and fits

in and which one needs to be fixed? There are blondes and there are brunets (on second thought, let's not go there).



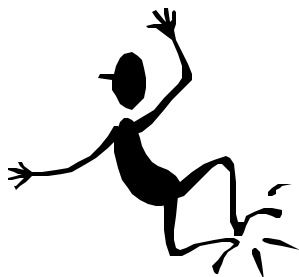
I have a short attention span, I'm right handed and I'm tall. None of these traits need to be fixed. Let's take a look at some people that have been diagnosed as probably having ADD or ADHD based on their biographies and life history.

Famous people who appear to have ADD or ADHD behaviors

Albert Einstein	Babe Ruth
Kirk Douglas	Malcolm Forbes
Harry Belafonte	Howard Stern
Issac Newton	Zsa Zsa Gabor
Andrew Carnegie	Sylvester Stallone
Louis Pasteur	Bruce Jenner
Cher	Henry Winkler
Edgar Allan Poe	Michael Jordan
Ernest Hemingway	Wrigley
Eleanor Roosevelt	Abraham Lincoln
Tom Cruise	Ann Bancroft
Charles Schwab	Steve McQueen
Leonardo da Vinci	Alexander Graham Bell
Tom Smothers	Napoleon
Walt Disney	Agatha Christie

Jackie Stewart	Nostradamus
Henry Ford	Stephen Hawkins
Van Gogh	Gen. George Patton
Galileo	Eddie Rickenbacker
Robin Williams	John D. Rockefeller
Whoopi Goldberg	Bill Cosby
Steve Wonder	Pete Rose
Randolph Hearst	Thomas Edison
Beethoven	Anwar Sadat
“Magic” Johnson	F. Scott Fitzgerald
George Burns	George C. Scott
John F. Kennedy	Benjamin Franklin
Prince Charles	Steven Spielberg
John Lennon	Danny Glover
Winston Churchill	James Stewart
Mozart	Dustin Hoffman
Wright Brothers	Lindsay Wagner
Picasso	Robert Kennedy
Dwight Eisenhower	Jim Carrey
Steve Plog	Ray Robbins
Dr. Darryl See	Sam Caster

Sounds to me, if someone says that you have ADD, you should consider it a compliment. In fact, looking at this very small list of possibilities, it looks like without ADD people, nothing would get done. Now, let’s take some of these famous people and see what they would be like in today’s world if they were in school or trying to “fit in” at



a job.

Let's take the first guy on the list, Albert Einstein. He didn't even speak until he was four years old, so they would have put him on Ritalin and locked him in a room with the learning disabled kids. If not, remember he flunked 6th grade math. That's right, he can do calculus in his head but he flunked plain old math. So, into the dummy class he goes, and he is given a lifetime of prescription drugs.

How about Bill Cosby. Instead of becoming a comedian, let's say he gets a job sitting in a tollbooth all day by himself. Day in and day out he just gives change, problem is he can't concentrate on the mundane and he keeps losing money, so they fire him and give him a lousy recommendation, "He's so slow, he can't count to 50 cents!"

Let's look at one more, Walt Disney. He gets a job working in an office cubicle and every day he's daydreaming away on what I refer to as "Mental HBO", and his boss comes by for the tenth time that day and says, "Walt, will you pay attention and stop daydreaming, start concentrating and get to work before I fire you!" Disney dreamed big and his dreams took him into bankruptcy many times. But he never, never ever gave up!

Wait, I know I said only one more, but I'm on a roll. Babe Ruth gets a job as a CPA and his boss comes by his desk and asks, "Where's Ruth?" to which the fellow employees say that Mr. Ruth is not back from lunch yet and it's 1:15 p.m. Tell Mr. Ruth when he gets back to clean out his desk, we don't want anyone working here who can't tell time. This happens to ADD people all the time.

You see, if you compare extreme right-brained people to left brain



environments, you get the wrong picture. Let's reverse it, let's take some people and see how they would fit into the ADD creative world. Okay?

Hold on a minute, I just hit writer's block because I'm trying to think of some very boring, timely, regimental, stick-in-the-mud, left-brained people with good memories who are famous. Can someone give me a hint just to get me started? There must be someone

Somebody just told me to use Janet Reno. Don't know if she fits the definition, but let's run with it anyway. Let's say that Walt Disney lost his mind and put Janet Reno, our attorney general for the U.S., in charge of his creative department for new projects. What would the outcome be? Regular Duck, Little Mouse, Snow Beige and the seven height impaired people. How about visiting Disney's Place or watching Jimmy Cricket and the puppet boy. Now we're cooking.

How about our Vice-President? What's – his –

name? You know, the guy who follows Bill around all the time. If nothing else, at least you can remember ADD people and what they did. What? Say it again? Okay, I've just been told his name is Al Gore. Doesn't ring a bell, but I got it from a reliable source and we can check the search engines later.

Okay, so we put I can't believe this, I forgot his name again! (Al Gore). Thank you. So we put Al Gore in charge of directing and starring in the next blockbuster movie with an unlimited budget. Who wants to go see it? Come on, let's see those hands. Anyone, anyone at all? Let's give you some probable titles. "Gone with the Windows" or "Star Floors", then we got "Lethal Water", parts 1, 2, 3 & 4 with a prequel "Lethal H2O, the beginning". Do I have any hands? Hey, we have a hand up, no – wait that person said they were daydreaming and wanted to know what the question was. The person daydreaming was Bill Gates. When I said "windows", he said it gave him an idea.

Yes, we daydream, that's how creative people come up with ideas, like sailing in one direction to prove the world isn't round. You will find we have a low pain threshold for boredom. We go into what I call Mental HBO. Not only can I daydream while you talk to me, I can daydream while I talk to you. As a matter of fact, I'm doing it right now while I'm typing because I can think of more than one thing at a time. My thoughts are multi-faceted while the left-brained people are what I would diagnose as "Multiple Thought Impaired!"



I'm ADD and you're "Multiple Thought Impaired." Someone should start a charity for you. I can see the ads now, "Send in your donation for those who have never had an original thought in their life!" Someone get me Jerry Lewis' phone number. Will he listen to me? Yes, of course, and I'll give you three guesses why. Watch one of his old movies and picture him at the tollbooth.

So far, everyone keeps looking at ADD through the left-brained mentality. Let's look at the positive traits that are the opposite of everything they say is wrong with us.

First, let's look at the:

Multiple Thought Impaired View

Distractible.

Attention span is short, but can become intensely focused for long periods of time.

Poor planner, disorganized and impulsive (makes snap decisions).

Distorted sense of time; unaware of how long it will take to do something.

Impatient.

Doesn't convert words into concepts adeptly and vice versa. Slow reader.

Has difficulty following instructions.

Daydreamer.

Acts without considering consequences.

Lacking in the social graces.

Compare now to:

The Positive Side of ADD

Constantly monitoring environment.

Able to throw themselves into the chase on a moment's notice.

Flexible; ready to change strategy quickly.

Tireless; capable of sustained drives, but only when "hot on the trail" of some goal.

Results oriented. Acutely aware of whether the goal is getting closer NOW!

Visual or concrete thinker, clearly seeing a tangible goal even if there are no words for it.

Independent, entrepreneurial born leader.

Bored by mundane tasks; enjoys new ideas, excitement, "the hunt", or the journey.

"No time for niceties when there are decisions to be made."

<http://borntoexplore.org/addquo> – 1.htm

<http://www.greenwichvillageny.com/columns/wisdom/index.html>

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Now take a look at our list of famous ADD people and see if you can spot the traits on the right side of this chart in all of the people listed. Now who truly has the problem and who needs to be fixed?

Let's take a look at a long list of ADD traits and if you recognize yourself in here, rejoice!

50 (or so) Great Things About Having ADD!

Entertain your friends with witty one-liners and sharp comebacks. Insomnia makes for more time to stay up and surf the net! The drive of Hyperfocus. Two words: Chat Addiction.

Hyperactivity + Creativity + a Compulsive Libido = One Popular Guy on Dates . Resilience. Can meet someone, fall deeply in love, marry, fight, hate and divorce all in about 35 minutes or less.

Sparkling personality. Drop names like Edison, Einstein, Walt Disney and Beethoven in conversations . Can fixate on one object while the rest of the world goes right down the toilet . Can see all of your worldly possessions at one time because they are all over the floor . Tends to be very generous with money, time and resources . Flexible. Enthusiastic. Innovative. A strong sense of what is FAIR.

Willing to take a RISK. Alert . Eager . Creative . Provides original ideas. Or isn't afraid to steal them. Make far reaching analogies that no one else understands. Write them off as "Deep Thoughts". Theoretical. Abstract thinkers . Spontaneous. Always hopeful. Keeps business meetings lively. The mind of a Pentium – with only 2mgs of RAM. Aesthetically oriented; Pleasantly and constantly surprised by finding

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clothing you had forgotten about. Able to tie seemingly unrelated ideas together. Funny. Able to see the Big Picture while others stumble around in the dark. Independent. Demands to know WHY? Last of the ROMANTICS. Has a wide variety of interests . Good conversationalist. Quality for bulk rate mail on tax returns because you have at least 24 W2's attached. At IQs of 160 and above, virtually all people have ADD symptoms. An innately better understanding of intuitive technologies such as computers. In class popularity contests, always voted "Most Entertaining". "Most Energetic" . and "Most likely to Self Immolate". Great Improvisers: able to leap tall buildings in a single bound (did you actually read that?). Honestly believes that anything is possible . Great at Extemporaneous Speaking. Quickly assimilates new information . Usually a little smarter than the average bear. Willing to "step out in faith". Rarely satisfied with the status quo. Empathetic. Can easily replace missing childhood photos with panels from "Calvin & Hobbes". Pleasantly and constantly surprised by finding money you had forgotten about. Blows up, but then usually recovers quickly . An unstoppable dynamo of human energy; Doesn't know when to quit. Intuitive. Compassionate. Persistent. Spunky. Hidden Talent; Closely attuned to the moods of those around them. Pleasantly and constantly surprised by finding spouses you had forgotten about. ADD is especially common among artists, musicians and other creative people. Can always be depended upon to provide a different perspective. Visionary. An Individualist. Many successful entrepreneurs exhibit ADD behaviors. A greater tolerance for

chaos. Provides job security for writers of Spell Check programs; Will fight for what they believe in. Excellent motivators of others. Highly organized, punctual and generally responsible (OK, so I lied).

<http://www.ruralnet.net/~bobseay/50great.htm>

Can you imagine what the list for left-brained people would look like? Zzzzzzz. Is being ADD ever a problem? Is being boring ever a problem? Nobody is right the way they are all the time. I know what you're thinking, "being ADD does have some drawbacks", doesn't it? Yup and being tall I sometimes bump my head. But for the sake of argument, let's tackle some of these so-called problems that kids have with ADD.

So called problem, he can't sit still in school and pay attention. So what's your point? Again, name one job that pays you to sit still, quietly with your hands folded, feet together and your eyes forward. Not one? So he can't do something he's never going to have to do in his life? Sounds like a zero problem to me. Here's my question, "do you want him to pay attention and learn or do you want him to sit quietly bound and gagged for hours on end?"

Here are some success stories that might help illustrate what I'm talking about regarding learning to study "ADD Style."



Carolyn's Story

Carolyn is blessed with a son named Michael, age 12, who is positively ADHD and proud of it. She says: "Michael came home one day and I brought him to a special table Mr. Plog had told me to prepare. In the middle of the room stood this table with extensions on the legs, making it chest high to Michael. When he stood next to the table, it was writing height and there was no chair to sit on because it was made to be used standing. I told him this was his ADD stand-up desk.

I told Michael, "I've decided you never have to do homework again. It's your choice and it's totally up to you." Steve was right, at this time I had his total attention, you could have heard a pin drop! I went on, "I have decided that you will determine if you want to do your homework or not." I can honestly say I've never seen a bigger smile in my life.

I told him to come over to the desk and look at the 15 minute timer I had sitting on the table. There were also comic books, a big sheet of white paper covering the top of the desk with crayons and his toys. I told him that I was going to ask him if he had homework when he comes home tomorrow and if he does then he has to go to the stand-up desk for 15 minutes to the second. After 15 minutes to the second, he can go play for 15 minutes to the second. After playtime I would ask him if he had homework and if he said yes he had

to come back to the ADD desk for another 15 minutes.

Now the difference is I'm not telling him to do his homework. I'm just telling him the consequences if he still has some. This takes me, the teacher and everyone else out of the loop and puts the responsibility on Michael. I'm not saying he has to do his homework, I'm just telling him he'll have to go back and forth for 15 minutes until he turns 18 and moves out of the house.

So the next day Michael came home and I ask him "do you have homework?" He said "yes" and I told him to go to the desk. For the first three minutes he started to do his homework and then started reading his comic books. Ding! The 15 minutes were up and I told him to play. He walked right over to the TV and sat down. Exactly 15 minutes to the second, I pulled the cord out of the wall.

When he started to object, I escorted him to the desk and told him "we will not be waiting until there is a commercial or until the scene is over." We will not be negotiating anything, period. It will be 15 minutes to the second. ADD people will not take no for an answer, they will stretch anything out until they wear you out. Mr. Plog was very adamant that there be no pushing the time back. No changing the rules, no adjustments, no exceptions, nothing, zero, nada, zip, zilch.

At the desk again, Michael started doing his homework and made it about five minutes before he was back to the comic book. Ding, at exactly 15 minutes to the second, I said "go play".

Michael took one look at the TV (all shows are at least 30 minutes) and figured that was not going to work. So he started playing Nintendo.

Ding, exactly 15 minutes to the second, I pulled the plug out of the wall and he screamed "Wait!" No, I told him, if you wanted to save the game, you should have done it before the bell. Back to the desk we go. Michael then did an amazing thing, he started doing his homework and stayed concentrating on it for the full 15 minutes! He was still working when the bell went off again.

Ding, exactly 15 minutes later, I said Okay, go play. He smiled and said "great, I'm almost done." I took the pen out of his hand and said "go play". Michael said "give me the pen back I'm almost done." I told him, "no, you can't be here now because you can only be here for 15 minutes." He persisted, "Mom, I'm almost done". I said, "I know, but that's the way the game is played". He still persisted. ADD people will just not take no for an answer.

(Do you catch this argument? Michael is saying let me do my homework and Mom is saying no you have to go play! Isn't that happening all over America today? ADD kids are begging to do their homework and Moms are forcing them to go play.)

For 15 minutes, Michael paced the floor eating PB&J with milk, waiting and waiting. (What's he waiting for? To do his homework! Isn't that the case all over America. ADD kids pacing the floor, waiting for their Moms to let them finish their homework). Ding, Michael races back to his stand-up desk and finishes the work in two minutes

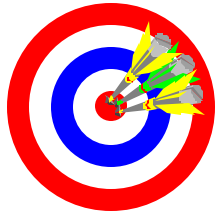
flat and says “See I told you I was almost done.” I smiled and said, “I believe you, but that’s the way the game is played. You can only be at the table for 15 minutes.”

(You see, when an ADD child is told to sit there until they are done, they will start to daydream after a few minutes and we could be there all day. The emphasis is that you can only be at the table for 15 minutes period. You now have a deadline. We have built in the procrastination factor for you).

Michael came home the next day and walked straight to the stand-up desk and wham! He finished his homework in 15 minutes flat. Now, the amazing thing is that his teacher had given him 45 minutes worth of homework. Maybe for the “multiple thought impaired” children in his class, but not Michael! Mr. Plog told him that if his brain were powering a racecar and the other kids in his class had their brains powering a racecar, his would be the fastest car on the track. Michael is proud to have ADD, not embarrassed.

The game Michael now plays against himself is if he can do his homework in one sitting then he did it ADD speed. If he does it in two sittings then he did it slug speed. Michael’s grades have gone from D’s to B’s with this simple little game plus those little chewable fruit and vegetable

supplements that we use from the Results Project.
Now he's doing homework ADD Style!



Teacher's Story

I told Mr. Plog that I couldn't even get my ADD class to sit down and take roll in the morning. Then he told me to take roll ADD Style. After explaining it, I tried it the very next day. I told the class that everyone who is sitting down in their chair and answers when their name is called gets to have recess from 8:30 a.m. until 8:50 a.m. right at the start of the day. Would you believe that eight of those kids thought that standing over their chair, or touching the chair or sitting in someone else's chair counted.

I told those eight kids to sit with their hands folded, feet together, against the wall and to be quiet while the other kids played right in front of them for 20 minutes! Then I had roll call again one hour after lunch and we did this again. Would you believe that in just one day everyone was sitting quietly in their own chair waiting to qualify for recess. I now have four breaks in the day,

which means I have four hours of concentration and attention instead of five hours of space cadets.



Let me explain what it's like to listen to the multiple thought impaired all day long. Have you ever visited your grandparents who are over 90 in the rest home and really listened to them for awhile. Kind of slow, huh? Now picture that you are not visiting anyone you know and love and you have to listen to them 5 hours a day 12 years in a row. That is what school is like to us. We're not being taught, we're being tortured! Now you know what you sound like when you talk to us. Reeeaaalllll sloooowwwwww.

The reason we're not listening is because we can't concentrate on too much dead air as they say in radio land. Our minds think real fast, we listen fast, and we talk fast. Try staring at a wall and concentrating on the wall itself. That is what a conversation with you is like. Take an eight-year-old with ADD and try talking faster. Guess what, you got their attention and they'll understand you.

Let me explain something. Let's say two people of the same age and athletic ability decide to exercise. One walks two hours a day for a year and the other runs two hours a day for a year. Guess who has the strongest legs? The runner! Now think of your ADD brain as the runner and the multiple thought

impaired brain as the walker and guess who has the most developed brain? Speed up the conversation and you have instant attention.

It's simple logic. ADD people have a short attention span and think real fast, so how should they do anything? Fast and in short spurts. How should you teach them? How should they do their jobs? We're just fine, thank you. I happen to be blessed with a very creative mind with a short memory. So, when someone calls and says let's get together for lunch day after tomorrow I say great, call me back and remind me. If they say write it down, I tell them, no, I'll just lose the piece of paper and besides you're the multiple thought impaired rocket scientist with the great memory, so you remember to call me.

I stopped apologizing for being creative a long time ago. Others call it a short attention span. I correct them and tell them "it keeps the creative juices flowing, thank you." Ten minutes after I meet someone at a part, right in front of 20 people, I'll ask them their name again. I say, "Sorry, I forgot your name". Then five minutes later, I'll ask again. When they say, "you have a bad memory", I say "I couldn't fit creativity and memory in the same head, so boring lost out."

What about drugs, behavior modification, lists, organization charts? Sounds like some good topics for some opportunist to sell a lot of "how to" material. You take a duck and send him to eagle school to learn how to hunt. First day out the new eagle school graduate spots a goose and then you

know what happens? The duck makes friends with the goose! Why, because he's a duck.

Self Esteem

(By Steve Plog)



When kids are in school they are fighting for an identity. They are searching for self-esteem and trying to find out where they fit in. Little things like a bad haircut can set you back six months. Their egos are very fragile at that age. Right in the middle of trying to fit in, the people they trust the most point their finger at them and say, "You have ADD!, and "There is something wrong with you, you're going to have to go to Special Class." What do all the kids at school call "Special Class"? The dummy class! Now try to fit in, yah right.

I tried to fit in and compete academically for eight years. All I could get was a D average. By the time I got to high school I couldn't take it anymore. My self-esteem couldn't take it anymore. I tried to study but I just didn't get it. My ego was taking a beating every time they would pass the test back down the line with my grade stamped in big red letters "D" and everyone got to see it. So I decided to compete in something else. Class clown and troublemaker. If the teacher called on me, I made jokes or would argue. That way my self-esteem was intact because my identity wasn't student, it was school hood. My junior year

at Wilson High School in Portland, Oregon in 1973, I rode my motorcycle right through the front door of the school and right down the main hall and right into jail, because finals were coming the next week.

You see, if I could have competed academically, I would have. I just didn't have any idea how. Now, oddly enough, there is research dating back to 1962 showing that nutritional therapy works. There is research proving that nutrition can increase academics and lower violence. I'm now eating fruit and vegetable supplements and concentrating on living ADD Style and life is great for me. I wouldn't give up my ADD for anything in the world.

Drugs
(by Steve Plog)



Let's talk about some real silly logic. Everyone in the D.A.R.E. program is telling kids from one end of the planet to the other that smoking pot leads to cocaine. Now there is not one single molecule in pot that is in cocaine. Not one, you still with me? Now Ritalin is one molecule different than cocaine and no one is mentioning that Ritalin leads to cocaine. Confused? I am. Now here's another little fun fact. According to the Physicians Desk

<http://www.greenwichvillageny.com/columns/wisdom/index.html>

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Reference Book and the FDA, both Ritalin and cocaine are Class Two Drugs.

This means that they are both equally toxic and dangerous in the eyes of the medical community. So your child goes to school and on one side of the hall they are saying don't buy a Class Two drug from your best friend, and on the other side of the hall they are giving out a Class Two drug to your little sister. You're confused so you go to your high school library and hit the internet and look them both up and discover they are almost identical. Either they are both safe or they are both not safe to your teenage thinking.

You look up Ritalin and discover that the country that makes it over in Sweden outlawed it in the 80's! Wake up, you have the information super highway going straight into your kids bedroom and you as a parent can't justify telling your kid to stay off drugs when your doctor is prescribing the exact same level of drug to his little sister.

All over the internet they are telling your children that every single one of the children who shot other kids in school were on a prescription drug. You know the same one you're giving his sister. Your children are more up on drugs than you ever were. They don't listen to you because you are uninformed. They are the authority, not you. Kids research things that they are interested in.

Having Fun Getting High
(By Steve Plog)

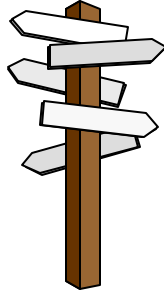
I'm an ex drug user and heavy drinker. I now will do seminars against drug abuse and drinking and I

will start the meeting by spending a full fifteen minutes telling you what a great time I had getting high in the beginning. When Nancy Reagan started that ad “Just say no”, all of us pot heads renamed it “Just say Now.” What did she know about drugs? When my parents said it was bad for me and I was escaping reality, what did they know about my reality?

I didn't start taking drugs and drinking until my junior year in high school. Then I read everything I could get my hands on about drugs. I wanted to know what I was doing and I was curious. Even way back then, we had underground drug information, heck we even had a national magazine that is still around today called “High Times”. I became an informed party animal. This is what nobody is addressing, the fact that kids are more informed than their parents and teachers on drugs. They are on the internet getting well educated on something that interests them.

When my dad told me that drug users were just escaping from reality, I laughed. At that time for fun I rode a motorcycle, went skiing, hiking, fishing and got high. To me, they were all recreation. I didn't ride my bike everyday, or fish, ski, hike or get high everyday. They were all recreation. When I rode my bike, was I escaping from reality? Heck no. I was just having fun. When I got high, was I escaping from reality? Heck no, “I thought I was just having fun.”

Getting high was a great icebreaker for meeting new people or getting a girl to talk to you. After I



was getting high for awhile, things didn't seem to be as much fun as I thought. One of my friends got a 15-year-old girl pregnant. Another one killed a girl walking across the street while he was drunk driving. One of my friends died riding his bike into a truck at 70 mph.

The reason I talk first about having fun with drugs is because unless they think you know what you're talking about, they won't listen. In your job right now have you ever had someone talk to you about your position, and not have a clue as to what they were talking about? How long did you listen? Right! Now what are kids researching about prescription drugs? They are finding out that there's exactly one molecule difference between Ritalin and cocaine. Just one!

Now, how are you going to tell your kids not to take a Class Two drug with his friends when you are giving a Class Two drug, made out of the same things, to his kid sister? If you don't make sense to your kids, they're not going to listen.

Your kids have also checked out the web for who is paying the school districts to put kids on drugs. In 1985 Congress passed the Individual Development Education Assistance Act (I.D.E.A.) giving funds in the billions to subsidize schools with kids who have learning disabilities.

Here's the way it works, the US Government will give up to \$450 and the state will give up to \$160 for each student who is labeled with a learning disability. Let's do some math. At my old high school we had 2,000 kids. The school figures about 10% have ADD which is about 200 kids. You multiply 200 x \$600 and that school gets over \$120,000 per year for putting kids on drugs that are in the same FDA schedule classification as cocaine. Now, how are you going to tell them not to take drugs? I've been there and I can't figure out a way to justify it.

An article entitled "What if Albert Einstein Was On Ritalin", by Dr. Greg Muchnij, has this to say:

"What if Albert Einstein had been put on Ritalin? Did you know that Einstein, one of the greatest geniuses of the last century, did not speak until he was four years old and didn't read until he was seven. His teacher described him as "mentally slow, unsociable and adrift in his foolish dreams." He was expelled and refused admittance to the Zurich Polytech Institute. Today he would have been put on Ritalin.

Thomas Edison's teachers said he was too stupid to learn anything. Isaac Newton did very poorly in grade school. Opera singer Enrico Caruso's teacher said he had no voice at all and could not

sing. Winston Churchill failed sixth grade. Beethoven handled the violin awkwardly and preferred playing his own compositions. His teacher called him hopeless as a composer. Are these geniuses Ritalin candidates also?

What are we doing to our children? How did we allow our country to be jokingly referred to as the Ritalin capital of the world?

How far will we go to control, mold, and conform our children to somebody's made up normal. Are we turning our geniuses of tomorrow into drug addicts?

According to a Canadian report, Ritalin is responsible for more street crime than any other drug. Kids are selling their Ritalin to other kids. A *USA Today* report indicated that some kids crush Ritalin into a powder and snort it like cocaine, while others cook it and inject it into their bloodstream.

Where is the responsibility going that we entrust our child's mind to a highly addictive and dangerous drug such as Ritalin? What price are we willing to pay to maintain our high tech lifestyles and busy schedules or to have our kids be "perfect"? What if Albert Einstein had been on Ritalin?

There is a genius in all of us that is just trying to get out. Think about all the ideas, talent, strength and creativity we keep stored inside because we worry about what other people would say or think. They would put us down, call us unruly and tell us

to grow up. They would put us on Ritalin to get us to conform to the norm that is mediocrity and maintain or drug dependent world.

All children, especially the ones that aren't "perfect" or "normal" need their senses clear. They need their adaptation capacity at 100%. They need their nerve system free from interference. Do they really need artificial stimulation or sedation?"

Note: The rage over Ritalin is sure to continue for some time to come. We are reporting this information to you so that you are informed of the different opinions out there. Only you, along with your child's doctor or specialist, can decide what form of treatment is best for your child.

Nutrition Deficit Disorder (N.D.D.)

To recap some of last week's significant findings, we reported that Nutrition Deficit Disorder (N.D.D.) magnifies ADD and nutrition reduces ADD.

I'm going to reference a study that was conducted regarding this.

In "Effect of Nutritional Supplements on Attentional-Deficit Hyperactivity Disorder", by Kathryn D. Dykman, M.D. and Roscoe A. Dykman, Ph.D., Integrative Physiological and Behavioral Science, January-March 1998, Vol 33, No. 1, 49-60. (A little tidbit of information: Dr. Dykman's husband coined the phrase ADD). This study included three groups of children – those

with ADHD, those with Oppositional Defiant Disorder (ODD) and those with Conduct Disorder (CD).

This study “reports the effects of two nutritional products upon the severity of symptoms in children with confirmed diagnoses of Attention Deficit Hyperactivity Disorder: a glyconutritional product containing saccharides known to be important in healthy functioning and a phytonutritional product containing flash-dried fruits and vegetables.

Seventeen ADHD children were recruited from a local parent support group. Parents of five of the subjects did not have their children on methylphenidate. Of the remaining twelve, all on methylphenidate, six were left on prescribed doses (random assignment). The other six had their doses reduced by half after two weeks (study duration was six weeks). The subjects were assessed initially and three subsequent times over a period of six weeks. The children received the glyconutritional supplement for the entire six weeks. After three weeks, the phytonutritional supplement was added to the diet to increase the probability of positive results. The glyconutritional supplement decreased the number and severity of ADHD, associated ODD and CD symptoms, and side effects in all groups during the first two weeks of the study. There was little further reduction with the addition of the phytonutritional supplement. The three study groups did not differ statistically in degree of reduction over observations.

Present results suggest that symptoms of ADHD

may be reduced by the addition to the diet of saccharides used by the body in glycoconjugate synthesis.

The glyconutritional supplement*1, given alone for three weeks, consisted of capsules containing naturally occurring, food-grade polysaccharides. These capsules contained the following supplements: galactose, glucose, mannose, N-acetylneuraminic acid, fucose, N-acetylgalactosamine, N-acetylglucosamine, and xylose. After three weeks, in addition to the glyconutritional supplement, a phytonutritional supplement was added, which consisted of the sugars just listed, but in lesser amounts, and flash-dried broccoli, brussel sprouts, cabbage, carrot, cauliflower, garlic, kale, onion, papaya, pineapple, tomato, and turnip, including freeze-dried aloe vera gel formulated in a base of vegetable gelatin.”*2

In a discussion of this study, it states, “These diverse data suggest, but by no means prove, that the nutritional product works on different parts of the body in different ways, the most probable being some type of improvement in cellular function and communication. Companies are beginning to create synthesized products for carbohydrate-based therapeutics, which have been shown to play an important role in a wide variety of biological functions, e.g., combating infectious diseases; control of organ growth and morphogenesis; identification of cancer cells; treatment of infertility, allergic reactions and rheumatism (Hodgson, 1990; Sharon, 1975). Is there any reason to believe that synthesized products are better than naturally occurring

products? We think the answer to this question is “no”. The problem with our diets is that we are not able to obtain in grocery stores foods that contain important saccharides or other food substances necessary for healthy functioning (no plant-ripened fruits or vegetables or even plants that contain some of the essential food substances.)

In sum, the children in this study received nutritional supplements beneficial to their health with little risk of detrimental effects that are known to occur when some subjects are placed on stimulant medication and/or dangerous psychotropic agents. Most important, the dietary supplements we used significantly reduced the number and severity of ADHD symptoms of children, whether they were talking or not taking methylphenidate. We are not proposing the elimination of methylphenidate. We are simply advocating studies of naturally occurring food substances that may reduce the symptoms of ADHD when given to children whose parents refuse to use methylphenidate, or the children in which methylphenidate is either detrimental or not beneficial, and even to children whose symptoms are improved by methylphenidate or other stimulant medication. Dietary supplements are recommended to improve health and reduce the side effects of stimulants.”

Go to <http://add.miningco.com> and click on ADD as Giftedness. This website also has general information about ADD, adults and women with ADD, living with ADD, Legal Issues, Book Reviews, Advocacy, Nutrition information, information for Newly Diagnosed, and so on.

There is an on-line magazine entitled ADDitude *The Happy, Healthy Lifestyle Magazine for People With ADD*. Visit their website at <http://www.additudemag.com>. They have a section for children, adolescents and young adults as well as other features (ADD Assets, ADD Test, Travel, Kids, Sports, Education, Health Insurance, Books, Relationships, People, etc.) This website has been awarded a citation as the Best ADHD website from the National Attention Deficit Disorders Association. The founder of this site is a former t.v. news reporter, who started the site to honor her 12-year-old ADHD son.

The Editor of ADDitude Magazine, Ms. Ellen Kingsley, says,

“We always try to stress the positives in ADDitude Magazine. It’s empowering for people who have the disorder to recognize their strengths and build on them.

But there’s also a danger in all this positivity. Many people will read it as a sign that people with ADHD are a lot better than the rest of us, and that they don’t need special consideration in school and in the workplace. Insurance companies may point to these “positives” as an excuse not to provide coverage.

The take home message is that: while people with ADHD often share many positive attributes, such as creativity and intuitiveness, ADHD is in fact a serious disorder that can be disabling. Problems with paying attention, following through on tasks, staying focused, and controlling impulses can all but destroy one’s ability to put their creative and

intuitive potential to good use. Untreated, people with serious ADHD are less likely than the rest of us to succeed in their efforts, no matter how talented they may be.

Therefore, while it's important to stress the positives, it is perhaps more important to remember that ADHD is a potentially disabling disorder. Unless people with ADHD get the help and support they need academically, professionally, interpersonally, and medically, their disorder may prevent them from succeeding in any of these spheres.”

In this magazine, ADDitude, it lists “Ten Great Things About Having ADD”. [copyright 1996-99 created by SCA Innovations; copyright 1998-99 ADDitude Magazine)

“YOU HAVE BOUNDLESS ENERGY AND ENTHUSIASM

People with ADD keep going when most of us want to quit. They have exceptional vitality and vigor. They frequently have the energy and stamina to persist with tasks, sports and other demanding activities without slowing down or losing strength.”

“YOU'RE AN IMAGINATIVE THINKER.

Many highly innovative imaginative people have been found to have ADD. People with ADD, who often feel less bound by rules and tried procedures, frequently are better able to “think out of the box” and come up with inventive solutions to problems. Albert Einstein is believed to have had ADD.”

“YOU ARE EXTREMELY CURIOUS.

People with ADD frequently are more curious than others. Their tendency and ability to hyperfocus impels them to ferret out information and details in a wide variety of areas. They’re interested not just in what time it is, but in learning how the clock actually works.”

“YOU ARE HIGHLY INTUITIVE.

People with ADD feel their emotions strongly and often have an uncanny ability to be “in touch” with their emotions, as well as the emotions of others.”

“YOU HAVE A GREAT MEMORY FOR MINUTE DETAILS.

While most of us tend to remember the Big picture and forget the details, people with ADD are just the opposite. Their exceptional recall for details makes them an asset on team projects.”

“YOU ARE MORE ACCEPTING AND FORGIVING OF OTHERS.

Perhaps because of their own trying social experiences, people with ADD tend to be more accepting of others’ foibles and more forgiving of others’ mistakes.”

“YOU ENJOY CHALLENGES AND RELISH CHANGE.

People with ADD are often more willing than the rest of us to take risks to achieve their goals. They are unafraid of change and enjoy the challenge of adapting to new ways of doing things.”

“YOU DON’T GIVE UP EASILY.

People with ADD bounce back more quickly, and more often, than most other people. When



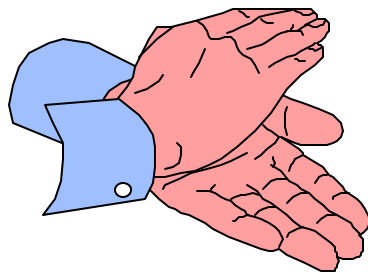
confronted with negative feedback or failure, they are more likely to persist in overcoming obstacles and criticism.”

“YOU ARE FUN TO BE WITH.

Their energy, creativity, and love of excitement is a tremendous social asset. People with ADD often find themselves motivating and energizing large groups of friends and co-workers.”

“YOU ARE MORE CREATIVE.

Many people with ADD are exceptionally creative and productive visual artists, performers, composers and writers. Beethoven and Mozart are both believed to have had ADD.”



There is an amazing book out there by Lynn Weiss, Ph.D. entitled “A.D.D. and Success”, published by Taylor Publishing Co., www.taylorpub.com. This book chronicles the lives of 16 people and their struggles and triumphs with ADD.

In the Dedication Chapter, Ms. Weiss says,

“All of the people profiled in this book have left an indelible impact on me as I lived with their stories, listened to their voices in my mind, and came to care deeply about them. Each brought a different perspective to the issue of ADD.

Each presented a slightly different face to the way ADD looks. And each person has learned to live with their special wonderful “brainwiring”, solving daily problems in unique ways, as well as constructing a designer life to live. Perhaps it’s the original way in which each person has become a success that has most influenced my memories of the person. If nothing else, let us all learn that there are endless ways to create outcomes, even when times are tough and our brainwiring doesn’t fit well into the culture in which we live. I have some sadness about the assault to the individuality of the people whose stories I’ve heard. But each has faced the hurt and anger and steered it into constructive use, taken feelings in tow and used them to advantage. That’s part of what their success is all about.

One of the key reasons all these people made it into a book about successful people wired in a ADD way is because at some point in their lives, they decided not to buy in on the party line that

there was something wrong with them. They refused to remain “cases”. They threw aside the shackles of a disease/deficit model that would have left them in chains. And freed at last to honor who and what they are, they decided to live life that way.”

Ms. Weiss shares some of the advice she kept hearing during interviewing people.

“You must follow your dream”

“Live from the passion of your heart”

“Honor who you are”

“Find your fit”

“Envision yourself as fine just the way you are, ADD and all”

“You are a success because you’re ADD”

“Find your talent, the passion of your heart, and know you cannot help but be successful”

Ms. Weiss says the motivation about writing this book came from “what I was hearing in professional circles about attention deficit disorder – ADD, the *disorder*, ADD, the *disease*, ADD, the *condition*. Even calling it a *difference* made my insides hurt, as if I’d been punched in the stomach.”

Ms. Weiss gives an overall perspective:

“The particular style of brain construction that is misnamed attention deficit disorder simply means that you deal with the world, in terms both of receiving, processing, and expressing information and events, primarily from a specific perspective, one not commonly valued in this society. Your

right brain analog-processing, creative, experiential attributes all reflect the ADD natural ways of doing things. In contrast, left brain, digital-processing, systematic, strategic attributes all reflect a non-ADD way of accessing the world.

We also live in a culture in which most people have come to believe that the “linear” way is better. That’s a judgment, again made by people who have few ADD traits. Even people with lots of ADD attributes have been trained to believe that they are less valuable or less *correct* than their linear counterparts. And it is this belief that creates most of the problems suffered by sensitive, intuitive, creative, big-picture people.

We live in a society where most people believe that there is only one standard, acceptable way to do things. It’s considered the correct way. We live in a society that relegates differences to a category labeled “disordered” or “abnormal”. I call this the pathologizing of ADD.”

Ms. Weiss says rather than looking at the “symptoms” of ADD, look at the special attributes:

- 1) “Attend to what is important to us, honoring what feels natural to us.”
- 2) “Are just the right amount active to learn and work in ways that fit us.”
- 3) “Are just the right amount active to learn and work in ways that fit us in settings that fit.”
- 4) “Have highly developed sensitivity that functions wonderfully well in many situations.”
- 5) “Are internally organized in a different way than non-ADD people.”

- 6) “Concentrate without distractibility when processing information in our natural ways.”
- 7) “Are quick and spontaneous and move intuitively in many more contexts than do non-ADD people. We have a lower percentage of accidents than do non-ADD people.”
- 8) “Have broad, expansive emotions rather than limited emotions.”
- 9) “Seek and embrace feelings rather than control them.”
- 10) “Intuitively know when to self-protect”.

Ms. Weiss shares her ultimate perspective on ADD:

“It is my hope that you learn about ADD through the people in “A.D.D. and Success” – people you will come to know as they share their lives with you. You will see how their successes are dependent on their ADD wiring. You will be privy to what they’ve done to overcome the difficulties created by being ADD in a predominately non-ADD culture. And you will realize that all of them have positive and negative attributes that help and hinder their lives. The time has come to respect and honor the ADD way as valuable, just as the people in this book are valued as constructive members of society. Ultimately, I look for a world in which all people’s ways are honored. I seek a time when ADD assets are noted with emphasis placed on strengthening them. I hope that attention is placed on people finding their *fit* – a fit that reflects how each person is naturally constructed. And, finally, I implore all people to cease making judgments about differences and instead to recognize the worth of each person.”

“A.D.D. and Success” is a great book to read. It will keep you captivated throughout the book, from chapter to chapter. Other books of interest that Lynn Weiss, Ph.D., have written include “A.D.D. and Creativity: Tapping Your Inner Muse”, the best-seller “Attention Deficit Disorder in Adults”, “The A.D.D. in Adults Workbook”, and “A.D.D. on the Job.”

Visit website <http://users.leading.net> for Positive Tips for Parents. There is also an article in that website entitled *Eight Principles to Guide ADHD Children*. There is also an amusing article in there entitled *Things I Know: Lessons in Life From an ADD Child*; one example: “ Things I learned from my ADHD child that no expert ever told me. I know that There is no such thing as child-proofing your house.” The website also lists some helpful resource numbers to contact.

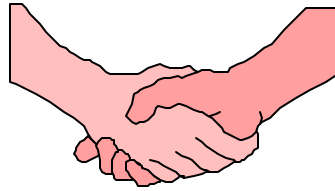
One book that will forever change you is a book entitled “Joey Pigza Swallowed the Key”, about a young boy with ADHD and the struggles he endures. The book is insightful, as you journey through the daily events in Joey’s life, seen from his eyes and from his point of view. Joey has many problems, but throughout the book, you find yourself rooting for this little boy and wanting to hold him, give him a hug, let him know he’s okay just the way he is. The author of the book is Jack Gantos. The reading level is ages 9-12, but this book is a real treasure. Everyone should read it – it will truly touch your heart.

The kind folks over at Adders.Org are an online ADD/ADHD support group whose objective is “to promote awareness to Attention

Deficit/Hyperactivity Disorder and to provide information and as much free practical help as we can to sufferers, both adults and children, and their families in the UK and around the world”

[<http://www.adders.org>]. Click onto *Creative Adders* and read what children with ADD have written (it’s fascinating!)

I think it is important to focus on all our children, ADD or not. For we are all very different, very unique, very special in our own way. Likewise, as much as we are different, we also are very much alike in many ways. In the most important way, we can *feel* – we all experience moments of joy, sadness, anger, elation, depression, and so forth. What makes you special is what comes from inside you – it’s called having a heart. To have a heart is to live with the knowledge that you are special *no matter what*, that you have the *power within you* to become the hero in your own life. Not all heroes rescue people from disaster – a hero is simply someone who feels and acts with their heart with the upmost *respect and love, for themselves and others, despite our differences*. It’s hard when you’re hurting and feeling down, but please remember it’s not a sign of weakness to ask for help, it’s a sign of strength. *We all need each other*. The kindness of caring individuals *brightens* the world, bringing *hope, love, and support*. To have a heart means you will have your share of both good and bad times, but it still beats the alternative: being heartless. So, regardless of whether you’re ADD or not, you are a unique person bringing your own unique qualities and talents to this world. Unleash those qualities, unleash those talents and “soar with your strengths!”



I was inspired to write the following poem:

We're all born special in our own unique way
We may not be alike, but we're all O.K.

It's not what makes us different that sets us apart
It's all about listening to our hearts and being
smart

For what would this world be like if we were all
the same
Well, I don't hesitate to say, it would be pretty
lame!

Attitudes exist that "if you're not like me", you're
strange, weird, someone to be feared

When you look at me, what do you see?
Are you worried you might be like me? (or might
like me?)

Your insecurities, your ignorance is not going to
discourage me
I'm proud to be ME!

You can stare, you can whisper, you can turn away
You may never know how I could have brightened
your day

It's not what makes us different that sets us apart
It's what makes us smart!

Some suggested reading:

1. You Mean I'm Not Lazy, Stupid or Crazy?, by Kate Kelly and Peggy Ramundo. A positive self-help book for people with ADD. Published by Simon and Schuster 1996.
2. Soar with your strengths, by Donald O. Clifton and Paula Nelson. Stop putting a square peg in a round hole. Published by Dell Publishing 1996.
3. Eulcee the jumpy jumpy elephant (for kids); Corman, C. & Trevino, E. (1995); Plantation, FL: Specialty Press; telephone (ADD Warehouse) 800-233-9273.
4. I would if I could (for kids): Gordon, M. (1992); DeWitt, NY:GSI. A book about ADHD written from a child's perspective.
5. My brothers' a world class pain; Gordon, M. (1992); DeWitt, NY: GSI. Addresses the issues of being a sibling to a child with ADHD.
6. Survival guide for college students with ADD or LD; Nadeau, K.G. (1994); New York; Magination Press.
7. Making the grade; Parker, R. (1992) Plantation, FL: Specialty Press (ADD Warehouse) 800-233-9273.
8. The ADD hyperactivity handbook for schools, Parker, H. (1991); Plantation, FL; Specialty Press, 800-233-9273.

9. Brakes: The Interactive Newsletter for Kids with ADD, edited by J. Stern & P. Quinn; Magination Press, 800-825-3089.

10. ADDendum: Newsletter for Adults with ADHD; edited by P. Jaffee, 914-941-2661.

*1 The glyconutritional supplement Ambrotose complex was supplied by Mannatech Incorporated, Coppell, Texas.

*2 The phytonutritional supplement Phyto Bears supplement was supplied by Mannatech Incorporated, Coppell, Texas.

**For information about the Results Project, please email Mr. Steven Plog at addsteve@mindspring.com.

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