



ADHD Recovery



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The Laurel Method

The Time Has Come to Overcome ADHD

Are you tired of having to spend your time "managing" your child?

Imagine your child doing their homework without your constant help?

Would you like your child to go to sleep at bedtime without a fight?

Is your child having trouble making friends and acting appropriately?

Are you waiting for "just once" to get a **great** report from the teacher?

I know you are!!

Hi. I'm Dr. Harry Schick. Before I explain the Laurel Method to you, I want to tell you about myself.

Remember 1966?

Lyndon Johnson was the president, *A Man for All Seasons* won best picture and no one had a fax machine or an answering machine, let alone a home computer. Most of you, dealing with your ADHD children were not born yet. And it would be 14 years before the term ADD was even introduced. But it was a big year for me.

I was 14 years old, looking for a job and was about to get work in a local department store (the whole chain no longer exists!). But good fortune struck me and a friend down the block suggested I do something more rewarding. There was a camp, Camp Laurel, in Jamesburg, New Jersey that was looking for counselors. They wouldn't pay much because they assigned an individual counselor for every child. The camp was run by the New Jersey Association for Learning Disabled Children (that was the terminology of the day) and I applied. In what turned out to be a life changing event for me, I got the job.

I went through three days of training and was assigned a boy my own age named Jackie. The camp was run by a professor at Rutgers University who had the idea that these children should have a meaningful fun summer learning how to make decisions and follow through on their plans. That summer altered my life.

Something about working with the kids at the camp made me want to understand how I could make their lives' more fulfilling. I wanted to understand what made them act differently than me and what I could do about it. I became obsessed with figuring out how I could help. Maybe it was the thanks I got from parents or successes I saw with the kids; I'm not really sure—I just know it stuck with me.

I read books and talked with people about learning and behavior. I'm sure I didn't understand everything I read-I was a young -but I was trying.

Around 1969 I was involved in a project where four of us from the camp flew to Detroit to attend a national conference and deliver a paper about teaching decision making in a recreational environment. When I sat in on other seminars and listened to the brightest minds in the field of special education speak I got the strong sense that they really didn't know much more than I did about what was going on. This was frightening! I was about to attend college to get the answers—I knew then that wasn't going to happen.

So, I changed my focus slightly to major in psychology at Rutgers University and began working with juvenile delinquents. I didn't enjoy that nearly as much since it wasn't really focused on my true, driving interest. However, I didn't want to study courses where I thought there were few answers and reasoned I could figure things out myself through psychology classes.

For the next few years I studied, worked and looked around for answers and lost a bit of hope. I didn't hear of anyone who seemed to really get what was happening so I explored other things- always hoping to get some answers.

Finally, in 1974, eight years after I began, my mother asked me to accompany her to see a chiropractor who was known to help people with migraine headaches. He helped her. I asked, because I just always ask, if he knew of anything to help learning and behavior problems in children. He told me absolutely, chiropractors have special treatments that work!

Something about the way he said it convinced me to explore this field. I was looking for some certainty, some hope. I packed up and went to chiropractic school in Portland, Oregon.

My only consideration, was that after ten years, I would no longer spend my summers at Camp Laurel, where I had become the co-director.

While in school, I found that in actuality there was very little available. Chiropractic was great for so many things, and I have loved being a chiropractor, but when it came to helping the kids I wanted to help, it was a bit disappointing.

I spent most of 1980 -1998 studying wonderful things in both chiropractic and nutrition and have been blessed to help so many people. And during that time I helped many children, but it was hit and miss.

In 1998 I learned about allergies and their effect on learning and behavior and worked with allergy techniques that provided much more than I had been doing. This continued until around 2008.

In 2008 I joined a group that studied and practiced functional neurology. If nutrition and allergy work was my second building block in helping ADHD, functional neurology proved to be my third.

Functional neurology is an amazing field. Neurology is the study of the nervous system. Functional neurology is the study of connections and communication. In ADHD there is not an issue of a brain with a disease, but rather whether all the *healthy* parts of the brain are communicating effectively with each other. For example, a child with ADHD likely has all individual parts working fine, but often has one foot too strongly on the gas pedal and not enough on the brake. This makes it difficult to focus and pay attention. It can also contribute to inappropriate behavior. This is something someone versed in functional neurology can determine and help to correct.

Now I was really having fun. I could see a child with ADHD, do an amazing evaluation and provide exercises and answers that were significant. I was really getting good results.

But not great and not consistent—yet.

The next piece came a year or two later when I learned about the mystery of silent reading. Every child I have ever seen with ADHD has had a problem with reading to themselves. In fact, I see most children and many adults with the same problem. I learned a method to help children read more effectively to themselves and this was another important piece. Now they could do better in school.

But something was still missing and I knew it.

The final piece was found. The last piece which now gives me the confidence to say, "yes, we can change the life of children with ADHD, consistently and thoroughly. Yes, we can help children and families by helping children overcome ADHD in a REAL way." Neurofeedback, is

the final piece of the puzzle, the last of the four steps of the life changing Laurel Method. This is the culmination of 48 years of searching!

A Brief Introduction to the Laurel Method

Here are the four steps

Step 1. Put out the fire and rebuild.

If you walked into a house where the floor was creaking and there were holes in the wall and the door was falling off the hinges and there was a fire in the attic- what would be your first step? Well, I hope you would **put out the fire!**

When there is inflammation (fire) in the body, one of the places hit the hardest is always the nervous system. When the brain is on fire, when it gets inflamed, symptoms don't have to be fever or pain. More likely there is a decrease in function and over activity in some in some areas and decreased activity in others. This is the exact scenario we find with ADHD.

Many things can cause this type of fire, the main one being *food*. You may have heard about certain foods being more likely to cause problems than others. Foods such as sugar, artificial flavors and colors, gluten, dairy, soy, etc. can all be culprits. Some are virtually always a problem while others can sometimes be an issue. It is important to know which ones are problems and eliminate them.

"Eliminate them? You don't know my child. She hardly eats anything anyway. If I take away her noodles or ice cream she'll starve!" Yes, I know that. This is why with our method we may start very slowly. Sometimes we fix other areas first, because an over firing left brain and under firing right side can cause very picky eating. In this case we may do some work in balancing that first before expecting much food change. No one will starve and parents are not expected to do the impossible. This is not to say there aren't changes needed but we will be sure to move slowly within everyone's comfort level.

Besides food, some children have bacterial or yeast issues, some even have parasites that cause inflammation. Others may have had heavy metal exposure. Where do we start? We have the experience and can do the necessary testing to figure it all out. Together, we work to lower inflammation so your child can heal.

Along with putting out the fire, there has to be some repair. This is done with proper foods and supplementation. No child wants to take a lot of supplements and we don't recommend that. However, sometimes an area needs extra help and supplementation will get the job done.

So we begin lowering inflammation, putting out the fire and creating a true natural chemical healing that allows growth to proceed. This is occasionally miraculous in its effect and sometimes it helps just a little. Some parents have already worked with this and are most of the way there. Sometimes we find parents have made things too difficult because they or their health provider are *expecting too much to come from this first step*. If all one is doing is trying to make change through diet, etc. and changes aren't coming, the answer is not to make things more difficult. Remember, there are *three other important steps to follow*.

One last word on this topic. What is the general approach to ADHD? Medication. Medication is a non natural attempt to create chemical change. We work naturally and then add the other steps. Now on to...

Step 2. Balance the brain-body connections.

A brain which is in balance will produce a healthy outcome in learning, behaviors, socialization and life in general. This is what we all want.

How does a brain stay in balance. First, it needs proper fuel, which was the topic of step 1. Secondly it needs balanced activation.

If you were totally deprived of stimulation- no sound, gravity, light, etc. your brain would slowly die. The nerve cells of your brain need to be stimulated. The more they are stimulated the more they fire and the stronger they become.

If you went to the gym to lift weights and only lifted with your left arm what would happen to your right. Obviously, it would become weaker and weaker

compared to the left. Then, when you went to lift something heavy with both hands, your right would fail and your left would try to do the job unsuccessfully.

If you over stimulate one part of the brain compared to the other, the part that is stimulated will thrive while the other will fall behind.

While math, reading, speech and other activities are relatively "localized", meaning they come more from one side of the brain than the other, I want to give you one basic example to understand how this works. In terms of activity, the left side of the brain is like the accelerator, pushing you to move on while the right is like the brake pedal, keeping you back and still. If you or your child has a left side firing greater than the right, there will be a tendency to be distracted, perhaps impulsive, overly active, etc. This can happen if the right side is too sluggish, the left is too stimulated or some combination of the two.

Here's the bottom line -If parts of the brain are firing unequally, body responses will not be good—over active in some ways, sluggish in other ways, foggy, uncoordinated, socially inappropriate, picky eating, bedwetting and so forth—anything is possible to go wrong.

But let's back up before going further

When a baby is born, it has to know how to do certain things. It knows how to protect itself from falling, how to move toward food, to grasp, etc. This is because a baby is born with **primitive reflexes**. These are the natural motions it uses to survive. There are approximately 8-10 patterns we are born with.

Around 8 months, many of these are either gone or should be gone shortly. There is a part of the brain called the frontal lobe which unlocks them and allows for more mature reflexes to take over. These mature ones are involved with crawling, sitting, and so forth. Here is the potential problem, so often found with ADHD—if these reflexes persist the child will have problems maturing and ADHD is a most likely consequence.

If this switch does not happen -and it usually doesn't with children with ADHD-reading becomes labored and difficult. The children tend to read slowly and have to reread words. Bright children may be able to get away with this to a degree in younger grades in school, but ultimately it needs to be corrected.

We have a procedure to assess their reading using special cameras and an incredible program to make corrections.

When silent reading improves all areas of academics are enhanced.

So, in step two, we work to make sure all primitive reflexes are gone and the brain is firing as equally as possible from both sides. This is done through thorough analysis and specific neurological exercises. They are generally fun and easy to do—and VERY powerful.

Step 3. Correction of Brain Waves

There is no question that medication helps a number of children focus and perform better. The question is *why* does it work.

The majority of medications used are stimulants in one form or another. It seems odd that if there is increased activity in general-whether in the form of hyperactivity, distracted focus, over focusing (yes, that too, where someone can't change behavior easily), impulsivity and so on, why would a *stimulant* help. It should make things worse!

The brain communicates within itself through brain waves. These are patterns of electrical activity that create connection and stimulation from one part of the brain to another. There are four different brain waves which are measured: alpha, beta, theta and delta. Each moves at a different rate and that is what makes them unique and specialized. In different parts of the brain at different times it is normal to have more of one than the other.

Delta and theta are slower moving and are seen at times of sleep and relaxation. Beta is the fastest and should be most activated at the time and in the area related to thinking.

It would be normal to think that a person with ADHD would have too much beta, since beta is the highly active wave. Don't ADHD kids seem overstimulated?

Its just the opposite!

Have you ever been behind the wheel, driving home late at night, nearly falling asleep? Or listening to someone talk and trying to stay away? What do you do? In the car you start stamping your feet, roll down the window, turn up the radio, move and fidget to try to wake yourself up. What if you saw someone doing all those things constantly? Wouldn't you think they might be ADHD? And that is exactly what happens to your child. His brain is constantly falling asleep with too much delta and theta (slow waves) firing when he should have beta. To increase beta he starts fidgeting, jumping around, etc. This is his way to compensate to what is happening in his brain.

Or he is given medication to arouse his brain.

What we do is: raise his beta through feedback exercises and balance his brain waves in all areas that need help. And it is amazing to see great things happen.

So the third step is brain wavebalance.

Imagine—her fire is put out or calmed way down, her primitive reflexes are undone the way they should be, her right and left brains are firing within normal limits and her brainwaves are balanced!

Now you see why I am so excited and why we are getting GREAT results!!

Oh, and by the way—the *American Academy of Pediatrics* recognizes that this form of treatment, this step 3, is just as helpful as medication. The difference is that once someone is off medication, nothing has changed and the problem resurfaces. What we do "changes the brain". And this is only one of four steps we use. That is why we like to say, **"change your brain-change your life."**

Step 4. Silent Reading Proficiency

Silent reading is a major key to academic success. If someone can't read and comprehend what they are reading or reads slowly and has to constantly reread their work, learning becomes difficult, unenjoyable and ultimately torturous.

We have special connections that help us to read silently. These connections are mostly in the back of the brain working towards the front of the brain. When we read *aloud*, we are using the front of the brain and sides primarily.

How does a child learn to read? By reading aloud and being assessed and

corrected. As a child gets a bit older, their reading is supposed to automatically switch to using the back of the brain as they begin *silent* reading.

I imagine at this point, you can see why I am so excited with the Laurel Program. It's not important that it is unique, which it is, or that I have finally found the pieces to a 48 year search, which I have—but what is important is that it is so effective.

Imagine homework without a fight, a child making friends, a person with improved coordination and no longer feeling "clumsy", a child excelling at school, getting into college, parents who have their home life back to normal...and on and on ...that's what is exciting to me.

We love doing this work.

Our office is in Highland Park, New Jersey.

You can reach us at 732 249 9800 and ask about a complementary consultation to learn about the Laurel Method—the road to end ADHD.