## Study on Birth Month and ADHD Diagnoses

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That means a child born in August, like I was, walks in as one of the youngest in the room, as I did. A child in September, just weeks later, walked in a year later as the oldest child.

The August kids were 34% more likely to be diagnosed with ADHD than their September classmates. and more likely to be put on a medication for it. The gap didn't show up between any other neighboring birth months or in states with different cutoff dates.

It only appeared exactly where the school calendar put a younger child next to an older one. One of the researchers estimated that for the August-born kids, roughly one in four of those diagnoses could just absolutely be wrong.

Think about what a teacher sees. A five-year-old who is almost a full year younger than the kid at the next desk is going to be more wiggly, more distractible, and less able to sit through circle time.

That's not a disorder. It's being five instead of six. But side by side, it looks like a problem. Welcome to Vitality Radio, the podcast that helps you make sense of natural supplements and thrive without pharma drugs.

I'm Jared St. Clair. I'm going to start today's show by taking a test. Disorders. Oh, how I despise the word disorders. It's the book that every psychiatrist, psychologist, and pediatrician in this country uses to decide whether a child has ADHD.

The list is split into two halves. Nine describe inattention and nine describe hyperactivity and impulsivity. If you are a child, you need six in either half.

If your an adult, You need five. I'm going to read each one and I am going answer each out loud for you as regards to me. Part 1 Inattention. Misses details or makes careless mistakes.

That one's a little me, but I think I'm better at that now than I once was, we'll say. So that was 50-50. Struggles to sustain attention in tasks or play.

## Jaredu2019s ADHD Checklist Self-Test

Yes, especially tasks I am not interested in. Doesn't seem to listen when spoken to directly. That depends on who's speaking to me. doesn't follow through on instructions or finish schoolwork, jobs, or chores.

Absolutely. Follow through. Definitely not a strength that you could attribute to me. Has trouble organizing tasks and activities. For sure. Avoids or dislikes tasks that require sustained mental effort.

Often, yes. Loses things needed for tasks. so often. I would dare say almost constantly. Is easily distracted by outside stimuli or unrelated thoughts.

Oh yes, I see squirrels often and number nine is forgetful in daily activities. 100% definitely. That's seven clear yeses and a couple of at least some of the times the adult cutoff is just five.

So I qualify there. How about hyperactivity and impulsivity? Fidgets or squirms all the time. If you watch me on YouTube, there's a lot of movement going on.

And if I'm on a phone call, if i'm sitting talking to my wife, If I am playing with the kids, knees bouncing, foots tapping, lots of things going, on very fidgety.

Absolutely. if on the phone, call my goodness, Iam pacing constantly, you know, If you're old, like I am old ish. Okay, I'm only 54. My goodness. But if you are in the age range where you remember when cordless phones didn't exist and landlines were still a thing, we had a 25 foot cord and it was one of those, you know, ones that stretches as you go a little.

I don't know what you call that kind of round. I don't know what you call that type of cord, but you know I'm talking about. As you pull it, it gets a little longer until it stretches tight, right?

And I would walk up and down the hallway leading from the kitchen where our phone was and stretch the heck out of that cord to the point where my parents were like, Jared, you're going to tear the phone off the wall.

So yeah, fidgets and squirms. Leaves their seat when expected to stay seated. I just talked about that. For sure I do, unless I absolutely have to be glued to a screen.

Like when I'm doing this show or when i'm prepping this Show, then unfortunately I can't move around. But sometimes I find myself actually reading it on my phone.

Not while I am recording, but when im preppin. So I could walk around, so I get some movement. Feels restless, for sure. Can't play or do leisure activities quietly.

Now as an adult, I pretty good there. But as a kid, I was told by both my parents that when I played alone in my room, it sounded like there were five other kids in there.

Number five is on the go as if driven by a motor. Definitely talks excessively. I hope not, but probably blurts out answers. Actually pretty good at not doing that, has trouble waiting their turn.

Not really, I'm pretty patient in most cases, interrupts or intrudes on others. So those numbers are not quite as much me but still enough to make the cut.

So I was never formally diagnosed with ADHD, but it's only because my parents didn't take kids in for that kind of stuff. But I struggled in the subjects that I didn' care about, like math.

And I excelled in subjects I did, where I could focus and concentrate without too much trouble at all. I hadn't finished even one year of college. I don't have the greatest vision and I'm a bald guy.

And yet with all of those things stacked against me, I have found some success in life. So let's talk about this checklist one more time. It never asks why, it just asks if, and it doesn't ask when.

## Square Pegs, School Fit, and Movement

it counts whether attention drops, but it Doesn't care that my attention Drops on things that bore me to tears and locks in like a laser on Things that actually matter to me.

that's not a deficit of attention, right? At least not all the time. That's attention with a steering wheel that only turns toward what it cares about.

Today, and in part two of this two-part series, I'm going to make a case that what we call ADD or ADHD is a brain type, not disorder, NOT a disability.

A brain-type like every other gift you were born with. You can work with it to optimize it. Or you can try to shut it down. If you're the parent of a child who's been handed this diagnosis, or if you yourself have been given this, I want to give you my permission to see your kid differently than the label reads.

This is Vitality Radio, let's get into it. You've heard the phrase, a square peg in a round hole. School for the most part is a around hole, I think we all know that.

It was designed for a kid who can sit still at a desk for five, six, seven hours, move through subjects on a bell schedule, whether or not they're actually super interested in them, hold a set of instructions in their head, and work quietly through a worksheet on a timer while also not talking to the child next to them, not fidgeting, all that kind of stuff.

Some kids can actually fit in a round hole pretty well. And some kids are just square pegs. They're curious, energetic, fast moving, and wired to chase what interests them.

Push a square Peg into a around hole hard enough and something is liable to get damaged. And it's usually not the hole. It's the peg. One of the first things a square peg gets told is to sit still.

But here's what the research actually says about that. Researchers filmed 52 boys, ages 8 to 12 years old, while they did working memory tasks, holding numbers in their heads and repeating them back.

29 of those boys had an ADHD diagnosis, the rest did not. The kids in that group who moved the most physically moved while working performed the best.

my fidgeting that I talked about. For the boys without the diagnosis, it went the other way. More movement, worse performance. These kids weren't fidgiting all the time.

They sat fairly still when they watched a movie. The movement ramped up when their brain had work to do. One of the researchers said the typical approach of trying to reduce hyperactivity is exactly the opposite of what we should be doing for most of these kids.

His point wasn't to let them run laps around the classroom. It was just that they need to move to stay alert enough to think. So the squirming, the foot tapping, and the pacing isn't the brain failing.

it's actually the Brain doing what it needs to do to engage. And the round hole punishes that type of brain. Other mismatches This brain type runs on interest School runs a schedule It often thinks in big pictures School grades the small details It learns by doing School mostly asks kids to listen, remember, and write Recess and hands-on classes are usually the first things trimmed when there's pressure to raise test scores.

And those are exactly the parts of the day where a square peg actually gets time to breathe. I've got two of my kids for sure that I think would fit into this diagnosis, especially one of them who's a lot like me in that way, and was very much a Square Peg in a round hole at school, just like I was.

And I can say this with relatively limited bias, relatively. I am his father, but he's one of the smartest kids I've ever met. As an adult now, he's as intelligent as just about anybody I know.

It was never an intelligence thing. it was always a interest thing and he just wasn't that interested in most of the stuff that they were teaching at school.

In fact, sometimes he would come home to me and say, you know what dad, I think I'm smarter than my teachers. And that might sound arrogant, but I, think he probably was in a lot of cases.

And that makes it a little tough for some of us square pegs. The square Peg isn't defective because it doesn't fit the round hole. It's just a different shape.

the question is whether we keep pounding or we start looking for a square hole? Now, if you want to understand this brain type in one image, it comes from a Dr.

## ADHD as a Brain Type, Not a Disorder

Edward Hallowell. He's a psychiatrist who taught at Harvard Medical School for years, and along with his colleague, Dr John Rattay, he wrote the book that introduced a lot of Americans to this subject way back in 1994. Dr Halllowell also has this braintype himself, He says.

he describes it as a Ferrari engine for a brain with bicycle brakes. Think about what that means. A Ferrari Engine isn't broken. It's one of those powerful engines ever built, finely tuned, works really, really well.

The problem isn't the engine, the problem is that the brakes haven't caught up to it yet. And nobody looks at a Ferrari with weak brakes and says, this car has a disorder.

Let's slow this engine down. Instead, you got to strengthen the breaks. What Hallowell has said is this. People with this brain type don't have a deficit of attention at all.

They actually have an abundance of it. The challenge is steering it, not finding it." He has called the name itself a terrible term and said labeling these people with a disorder is a disservice, which it is.

In 2021, he and Dr. Rattay proposed a new name, VAST. Variable attention stimulus trait. I'd never heard of that until I was prepping this show, but I like it variable attention Stimulus trait vast we'll say vastly different maybe but not vastly inferior a Classroom a workplace or a family built on fear and punishment is the real?

Disability more than the brain type itself according to dr. Hallowell notice the word in vast Trait not disorder. He describes it as a trait that can become a tremendous asset if it's managed well and a disaster if It isn't that's true of just about every strong trait a person can have a strong will a big personality a sharp tongue every one of them can build something or Burn something down when he works with a child One of the first things he tries to take away is fear because a kid who's afraid of failing has a really really hard time learning So, picture your child, or picture yourself as a kid, a Ferrari engine sitting in a round hole classroom, getting told every day to slow down, sit still, stop being so much.

It's no wonder so many of these kids start to believe something is actually wrong with them. Let's look at how the label actually gets assigned, because once you see it, it's hard to unsee.

There's no blood test, there's not brain scan used to diagnose it. there is no lab value, no genetic marker, and no biomarker of any kind. The diagnosis comes from that checklist that we started the show with.

I just read it to you, filled out by parents and teachers, plus a clinician's judgment about whether the behaviors are causing enough trouble. Trouble for who?

Oftentimes trouble for the school. not necessarily trouble for the child. Compare that to something like type 1 diabetes. Either the pancreas is producing insulin or it isn't.

You can measure it. There's a clear line. ADHD does not work that way. And the research says so. In 2011, researchers asked one question, are these traits a separate category where you either have it or you don't or a continuum that runs through the whole population?

Using data on more than a thousand kids from a large national study funded by the National Institutes of Health, the answer was a Continuum the way height or shoe size is.

2012, a follow-up study found the same thing in adults. Researchers at the University of Southampton in England have described the cutoff for diagnosis as something defined by how much burden the traits create for the person and for society, not by a distinct biological state.

So, think about height. I mentioned earlier, I'm 5'6", not very tall for a dude in America. Some are 6'5". Someone could draw a line and say everyone above 6 foot 4 has a height disorder because they keep hitting their heads on door frames built for average people.

The line would be real, but it would a choice and the doorframes would actually be part of the problem. Having the traits isn't enough for a diagnosis.

The book requires clear evidence that the trades interfere with your social, academic, or job functioning. That's the part that turns the trait into a disorder on paper.

And that interference depends almost entirely on the environment. The same child who interferes with functioning in a fourth grade classroom might be the best worker on a ranch, the most creative kid in the art room, or the one who can't be beaten on soccer field.

Two children can walk out of the same doctor's office with the three letters on their chart and have almost nothing in common. One is dreamy and quiet and loses track of time, and the other is bouncing off the walls talking a mile a minute, one label, two completely different kids.

When a label stretches that far, you have to ask how much it's telling you about the individual child in front of you. And this one's wild. That's another one I learned in prepping for this.

If you want proof that the classroom plays a big role in who gets this label. Here's the study that shows it most clearly. Researchers looked at the insurance records of more than 400,000 elementary school kids, They focused on states that require kids to turn five by September 1st to start kindergarten.

You know, the cutoff that we talk about a lot. That means a child born in August, like I was, walks in as one of the youngest in the room, Like I did.

## How ADHD Is Diagnosed and Why Itu2019s Subjective

A child, born September, just weeks later, Walks in a year later as One of The Oldest Children. The August kids. were 34% more likely to be diagnosed with ADHD than their September classmates, a third more than likely.

and more likely to be put on a medication for it. The gap didn't show up between any other neighboring birth months or in states with different cutoff dates.

It only appeared exactly where the school calendar put a younger child next to an older one. One of the researchers estimated that for the August-born kids, roughly one in four of those diagnoses could just absolutely be wrong.

Think about what a teacher sees. A five-year-old who is almost a full year younger than the kid at the next desk is going to be more wiggly, more distractible, and less able to sit through circle time.

That's not a disorder. It's being five instead of six. But side by side, it looks like a problem. The teachers and school staff are usually the first ones to raise the flag with parents.

And I think that's a Teachers ought not to be, in my view, diagnosing any child or suggesting that any children has a disorder. I can't get behind that at all.

The lead author had a son with a birthday close to the cutoff. Based on what he'd seen in the research, his family decided to hold his son back a year.

So if you have a child with the summer birthday, who's been flagged by the school, ask yourself, is my child struggling or is it just the youngest kid in this room?

because they could literally be that. Now you might be thinking, this is just one guy on a podcast who could have been diagnosed with ADHD, has an ax to grind, and has kids that could've been diagnose with ADHD and he's not an expert any more than the teachers are.

Well, guess what? That is true. I'm not a psychologist, I am not an expert in the field of neurological health. What I AM is a concerned father and grandfather and frankly this whole podcast stems from a conversation I had with a lovely mother.

The other night here at Vitality Nutrition, who came in and spent about 45 minutes talking to me about her children. One of which was just diagnosed and recommended a amphetamine drug to get on top of it.

And she wanted to try a natural approach first. We had this conversation and I thought, you know, I haven't taken this on in a while. I'm going to do it a little bit differently because what I told her is what?

I tell anybody that asks me ADHD can be a superpower. it absolutely can be a superpower. It's like I'm five foot six. My favorite sport is basketball.

I am a pretty good shooter, but I not so great at boxing people out under the key and getting the rebound over people that are a foot taller than me. Not so good at volleyball either, I love that sport as well.

These are square peg round hole situations, right? but it doesn't mean that I can't excel in other aspects of life. I actually probably could be really good at some other sports, not professional level.

And just not the most athletic guy in the world. But I started on our high school basketball team. It was just a really, really small school. So I was able to get away with it.

so it worked out. but the point is not everyone fits in everything Just like the tall kid who keeps bumping his head on the door frame, right? But it's not just my opinion.

There are experts who agree this way too. So let me tell you about the three people who are not on. On the fringe of this field, they are in this. Keith Connors, a doctor, psychologist and professor emeritus at Duke university.

He spent more than 50 years fighting to get ADHD recognized. So this guy's on probably the other side of this. A rating scale used all over the world to evaluate kids carries his name.

In 2013, CDC data showed the diagnosis had been made in 15% of high school age kids, 2013. And the number of children on medication had climbed from 600,000 in 1990 to 3.5 million.

in 2013. Standing in front of a room full of ADHD specialists, he called those rising diagnosis rates a national disaster of dangerous proportions. He started part of this and then said, uh-oh, it's gone too far.

He said the numbers were concoction to justify handing out medication at unprecedented and unjustifiable levels.

## Why ADHD Traits Persist and Can Be Strengths

That's the guy whose name is on the test. Dr. Alan Francis, chairman of psychiatry at Duke and chair of the task force that wrote the fourth edition of The DSM, that red book I was telling you about, published back in 94. He literally oversaw that book.

Years later, he publicly said his edition helped spark three false epidemics. and attention deficit was one of them. He pointed to changes in the wording of the criteria, heavy drug company marketing to doctors and the public, pressure from overwhelmed parents and teachers, and extra test time and school services that come with a diagnosis.

In 2013, he wrote that psychiatric diagnoses still rely entirely on subjective human judgment. not objective biological tests. And Dr. Leon Eisenberg, many people have heard of this guy, a child psychiatrist at Johns Hopkins and later at Harvard, and a pioneer in the early research on hyperactive kids and stimulant drugs way back in 1960s.

You may have seen a story online that he made a deathbed confession that ADHD doesn't exist. That's not exactly what happened. but the accurate version is pretty compelling to me.

In 2009, about seven months before he died at the age of 87, he gave an interview to the German magazine Der Spiegel. He said he never would have imagined his work would become so popular.

he called ADHD a prime example of a fabricated disorder and said the genetic predisposition is completely overrated. He meant that doctors should dig into what's going on in a child's life at home, at school, and in their relationships before deciding the problem is actually in the childs brain.

He said those questions take a lot of time. And then with a sigh, he said, it's just much quicker to just prescribe a pill. So the man whose name is on the rating scale, the men who chaired the book that defines it, who pioneered the studies from the very beginning, they all say it's gotten out of hand in one way or the other.

They're not saying what I'm saying, but they're saying enough, I think. So if these traits were truly a defect, why are they still so common? Evolution is ruthless, and getting rid of things that don't help us survive is really what evolution is about, right?

Traits that stick around in large numbers of people usually stick round for a reason. In the early 1990s, an author named Tom Hartman put a name to this idea.

For almost all of human history, people lived as hunters and gatherers. The one who ate was the person who scanned the horizon constantly, noticed every movement in the grass, could drop everything and sprint the moment an opportunity showed up, got bored with one spot and moved on to the next spot.

Then in a relatively short stretch of history, most of us became farmers and later factory workers and office workers. Have you ever seen office space?

Yeah, that. That's kind of school too, right? Suddenly, the winning traits were patience, routine, and doing the same task in the place for hours on end.

The hunter's brain didn't change, but the world he lived in changed a lot. Researchers studied the aerial people of Northern Kenya. Some still live as nomads, herding livestock.

Others have settled into villages. They looked at a version of dopamine receptor, a dopamine-receptor gene linked to novelty-seeking and ADHD traits. Among the nomades, men who carried the gene were better nourished.

among the settled villagers, it was the absolute opposite. Same gene, same people, the same genetic background, opposite results based on what? environment.

The researchers suggested a nomad with this gene might be better at defending livestock or finding food and water while the same tendencies just didn't serve him as well in the classroom or selling goods in a market.

Another one, berry picking study. 457 adults played an online foraging game, collecting as many berries as possible in eight minutes. Each bush gave fewer berries every time you picked.

You could keep picking or spend time traveling to a fresh bush. People with more ADHD traits left each bush sooner, moved to the new patches more often and collected more berries.

People without those traits tended to stay too long at the bushes that were running dry. The lead researcher said that if these traits were truly negative, you'd expect evolution to have weeded them out by now.

Your child's brain may be built for a world that rewards exploring, scanning, moving, and jumping on opportunity. That's why so many people with ADHD are entrepreneurs and not working in somebody's office for someone else.

And other people are much more comfortable working the office, not being the entrepreneur. Both are fine. It's not that one is wrong or one right. They're just different.

Not broken. Not Broken is a big theme on Vitality Radio.

## Labels, Childhood Stories, and the Power of Environment

If you've heard Jen's story, which many of you have, you know that Not broken is what I needed to convince her of her brain initially until she was able to convinced herself.

If you heard the I Am episode that we recently recorded, you know how much weight I put on the labels that were attached to ourselves and to our kids.

When you say, I am something, You're not describing a passing state. You are signing the mortgage on it instead of checking into the hotel for a night.

And kids do this faster than adults do. Hand a seven-year-old a diagnosis with the word disorder in it, and it doesn't take long before he's telling himself, I'm the kid with a broken brain.

I am the kids who can't pay attention. And the bad kid, who causes trouble in class. The kid who always gets called at or reprimanded. They're not using that word, you know, in trouble by the teacher.

Let me tell you a story about me as a kid. So I went to a little tiny private school and I was in the fourth grade. And in fourth, grade I, was the biggest troublemaker in class.

Hands down. Interestingly enough, the principal that owned and ran the school adored me. We were almost friends, good friends with all of his kids. And his mother-in-law was my teacher, okay?

Mrs. Fox. She was an old lady and she was great. But I was all she could handle. I ended up in the principals office almost every single day in fourth grade.

But this was an interesting school because this school was very, very small. My graduating class as a senior was 18 kids and it was the biggest graduating they'd ever had.

On average, my classes had somewhere between six to 15 students. And while I did get in trouble a lot in the fourth grade, we just didn't jive me and Mrs.

Fox. I got nothing bad to say about Mrs Fox, I think she even liked me. It was just a pain in her butt. and I was a fidgety mess in her eyes. But you know what happened when I went to the principal's office?

For the most part, Jack, the Principal, kind of just laughed it off. He knew what was going on. he knew who the teacher was. He knew her well.he knew me because I've been going there since kindergarten and because i wasn't one of hundreds of kids.

Iwas one dozens of Kids. And I was fine. And by the 12th grade, I as a student body president, and I did just fine, had the best grades in the senior class.

Same brain, same kid, but I able to work my way through the program, through system in a very different way because of the type of school that it was.

The environment worked for me. I anticipate I would not have done nearly as well in a big school or especially a Big Public School. But it wasn't because I was disordered.

I Was just Jared. Just the same guy I am now talking here into this microphone that a lot of people seem to like listening to. but I never made to think even when Mrs.

Fox sent me to the principal's office almost every day, she to some degree had me thinking, well, maybe I am trouble, but I never was made to think that I was really that much trouble by Jack, the principal.

As I think back on it, I that made a really, really big difference. The belief does more damage than the traits ever could. A child who believes he's broken stops trying in the places where he could shine.

He waits for a pill or an adult to fix him. a child, who beliefs his brain is a different shape, a powerful one, A Ferrari that needs the right track to run on does go looking for that track.

In 2006, the education writer, Sir Ken Robinson, gave a talk that's been watched by tens of millions of people, a TED Talk. In it, he told the story of a little girl named Gillian in England in the 1930s.

Her school wrote to her parents saying they thought she had a learning disorder. This is way before ADHD was a thing. You know, the term ADHD was a thing anyway, she couldn't concentrate.

She was fidgeting and she was disrupting class. So her mother took her to see a specialist. The doctor talked with her, with their mother for a while with Jillian sitting on her hands, trying to keep still.

Then he told Jillien he needed to speak with. Her mother privately turned on the radio and walked out of the room with, her mom in the hall. He told her Mother to watch the second they left.

Jillie was up on our feet, moving to the music. And the doctor said, Mrs. Lin, Jillian isn't sick. She's a dancer. Take her to a dancing school. That little girl was Jillien Lin.

she went on to dance with the Royal Ballet and became one of the most successful choreographers in history.

## Gillian Lynne, Permission, and Part Two Preview

Ken Robinson pointed out that someone else might have put her on a medication and told her to calm down. One doctor looked at the same fidgeting, the lack of concentration, and saw a gift, a superpower, instead of a problem.

That's the permission that I would like to give you today. You might not get that. from your doctor, you might not get that from the teacher, but as I was talking to this wonderful mother, this caring, loving mother the other day, I wasn't sure, frankly, if I I wasn't trying to push at all.

I never want anybody listening to my show to feel judgment about whatever decisions you've made for yourself, for your children. My perspective, you have yours and we all have the various pressures that we deal with.

But as I was talking to this beautiful human being, I could just tell how much she loved and cared about her children, felt like she was actually asking for permission to see it a different way.

with her kids. I'm not sure if that's what it was, but by the end, she was very, very grateful for the conversation that we had. And that what spurred this episode.

So please, with whatever I've said, agree, disagree, whatever it is, just know this show is about love, about compassion. For some kids like me and like mine who can get trapped in a system and then medicated to slow down that Ferrari engine.

Exactly what's going on and you know how I feel about pharma I would anticipate if you're listening to my show you probably feel similarly at least to some degree I just simply refuse to believe that ADHD Should have that last D at the very least that disorder word.

It is not period And I hope that I've given you enough evidence during the show that you can see it that way as well There's no blood test. There was no biomarker.

The movement isn't the enemy. It's actually the brain trying to help do the thing. I'll give you just a quick little challenge. If you want, if you're not watching this on YouTube, you can normally listen on Apple or Spotify or wherever you listen, watch me do my show.

if You like what I present, Watch me, do My show one time and you'll see there's not a lot of stand still. i'm not sitting down. stand up when I do. My Show it's much less restrictive.

I am a square peg. Episode two, we're going to talk about what this brain type does brilliantly, hyper-focus, creativity, and why IQ tests often miss how smart these kids really are.

This is fascinating stuff. We'll also look at a few things that can look exactly like ADHD and are worth ruling out first. And we'll get practical about how to strengthen the brakes naturally with food, sleep, movement, key nutrients that the busy brain runs on and may need more of.

Part two next on Vitality Radio. I'll see you then. Thanks for listening to the Vitaly Radio podcast. If this episode helped you follow the show, share it with someone and explore trusted education and resources at vitalitynutrition.com.

See you next time. Hello, everyone. I hope you enjoyed this week's episode of Vitality Radio. Just a reminder that this podcast is for educational purposes only.

This podcast has not been evaluated by the FDA. Thank you.