ADHD Part 2 - Brilliant, Not Broken: Unlocking the Strengths of the ADHD Brain Transcript

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The kids who change the world are almost never the ones who colored inside every line. They're the square pegs, the one's who asked why one too many times, maybe.

We say we want leaders and innovators. Then we build a school that rewards sitting still, staying quiet, and giving back the answer on the sheet. And we label the kids, who won't fall into line, look at the word right now.

Everybody's picking a side. everybody's repeating what they were handed, falling into their own echo chambers and the same old thinking clearly just isn't cutting it anymore.

It's kind of a mess out there. We are not short on followers, but we are painfully short. On leaders outside the box, thinkers, the people who ask why and say who, and don't just go along because everyone else is.

These kids are wired to be exactly those kinds of people. They question, they push, They see the thing nobody else in the room sees. That's not a flaw to become corrected.

That's leadership in its raw form. So let's not stifle it. Let's stofle a brilliant independent mind by teaching a child he's disordered or by reaching for a prescription as the first answer instead of the very last one.

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 grew up in a health food store and spent over 40 years now figuring out what works and what doesn't, so that you can make confident, informed decisions about nutrition, supplements and your health.

Welcome to part two of this series, ADHD as a Brain Type. This episode is called Brilliant Not Broken. If you didn't hear episode one, I highly encourage you go back and listen to that one first.

I don't think this one stands on its own as well as if you've heard episode once. So I'd like for you to do that. But if he did hear it, you just need a little recap.

Here it is. There's no blood test for ADHD and the traits run on a continuum through the whole population. The youngest kid in the classroom is far more likely to get labeled.

People who built this field later warned us it was being diagnosed far too often. And this may be a hunter's brain dropped into a farmer's world if we look at it evolutionarily.

Today it's about what this brain type does well and how to help it do even better. We'll cover hyper-focus and creativity, why IQ tests so often miss how smart these kids are, a few things worth ruling out before anyone accepts a label, how to advocate for your own child or for yourself, and how do strengthen those bicycle brakes that we talked about naturally.

And everything that I'm going to talk about is geared towards parents with children who deal with this brain type and have been in that square peg role that we talked about on the last episode, but it all applies to you as an adult if you also have a brain similar to mine.

So if you're a parent of a child with this brain type, you've seen hyper focus. The same kid who can't get through 10 minutes of homework will spend four hours building a complex Lego set without any distraction at all, drawing or learning everything there is to know about sharks or whatever he or she is interested in.

And You call them for dinner, and they don't even hear you call. Time just disappears. That's called hyperfocus. It's one of the most misunderstood parts of this brain type.

If the problem were truly a deficit of attention, then I don' think hyper focus should really exist at all. University of Michigan and University in Florida in 2019, researchers built a questionnaire specifically designed to measure hyperfocus.

They gave it to two groups of adults, more than 600 people in total. The more ADHD traits a person had, the more often they experienced hyper focus at school, in hobbies, and in real world situations.

they said it was common enough that it should be studied as its own feature of this brain type, feature not bug. Think about that next to the checklist from episode one.

The diagnosis is built on what these people can't pay attention to. Nobody can concentrate for four hours straight on something that actually matters to them on that list, but perhaps it should be on the list.

Psychiatrist Dr. William Dodson calls this an interest-based nervous system. Most people can push themselves to focus because something is important, someone told them to, or there's a reward down the road.

But this brain type doesn't respond as well to that. It locks in on other things. Is it interesting? Is new? Challenging? Urgent? When one of those switches flips, the focus is often deeper than the average person can even achieve.

Now I can tell you the optimal dose in milligrams or micrograms for hundreds of supplements. I could tell why some people do better with methylfolate and others with folinic acid and what each form of magnesium does from glycinate to threonate to malate.

And yet if something doesn't interest me, it can be gone from my head almost as fast as it came in. Yet it's all the same brain and you can ask my wife about this and sometimes it actually creates some issues because she thinks I'm not listening, but I am listening actually pretty attentively most of the time.

It's just that some of what comes through grabs my attention more than other things. And the stuff that grabs my attention is the things that tends to stick.

And it's not just her. It's literally everybody I talk to. But it can be frustrating for the people that are speaking to you, right? I mean, I get it.

I've done this for 54 years, and I would anticipate if you're a parent of one of these children, you get as well. Now, as you see Davis in 2014, when people were curious about a trivia answer, they actually remembered it better, and the effect held up the next day.

Curiosity lit up brain's dopamine-driven reward circuit, which worked together with the hippocampus, the part of the brain that forms new memories. This was just on a normal, everyday people, general population, but we do know that dopamine signaling is widely considered central to how this brain type actually works.

So if you can get something interesting, something that is going to give that dopamine hit, that one way that you get this brain to pay a little bit more attention and that's with anticipation.

It's very interesting. So when you look at your own experience or your child's experience, there are certain things that stick like glue. And then there things just slide right off, right?

Now, how do you work with this? Well, if your child hyper focuses, It isn't a distraction from what matters. It may be a map to what matter. Here are some helpful tips that experts say often help parents and you can use these on yourself as well.

Watch and take notes for a couple of weeks, write down what your child locks on to, what time of day it happens and what was going on around them. You're gonna see some patterns show up pretty fast, I think.

Use the interest as a doorway if they love Lego, for instance, like one of my sons does. Let them figure out how

many pieces are left in a set or what three sets would potentially cost.

If they'll have sharks, that's their reading list and their next writing assignment. Bring the hard subject to the interests, not just the subject itself.

Borrow the four switches for the boring stuff. Add interest, novelty, challenge, or urgency. Set a timer and have them beat yesterday's time. Turn 10 math problems into a race against you.

Short sprints beat long stretches, particularly with this type of brain. Give a heads up before transitions. Pulling a kid out of hyper-focus, cold, feels like being yanked out deep water.

Give 10-minute warning, then a 5-min warning. A visual timer that they can see can often help. Get close, not loud. Calling their name from across the room won't break through in many cases.

You've probably experienced this. Walk over, put a hand on their shoulder, and make eye contact. Set the guardrails ahead of time. Agree on stopping points before they start.

When the timer goes off, we eat. Build in water, snacks, and a hard stop for bedtime. Feed this brain. Look for classes, clubs, mentors, And materials in the things that they love.

That interest could become a skill and that skill could Become a career. Now, creativity. This thing is super fascinating to me. The same University of Michigan research team that also looked into creativity.

In 2006, adults with this brain type performed better on lab tests of what's called divergent thinking. That's the ability to come up with many different possible answers to a problem instead of zeroing in on the single unexpected one.

It's a brainstorming muscle. This was done on 60 college students. Half of them had ADHD as a diagnosis. They measured real-world creative achievement across 10 areas, including music, visual arts, humor, cooking, invention, and writing.

The group with the brain type of ADHD scored higher and showed more original thinking on a standardized creativity test. The group without the diagnosis preferred clarifying problems and refining ideas.

The groups with the brain type preferred generating new ideas, they are the idea people. One of the researchers explained why this might be, the same quality that makes these people distractable, a mind that doesn't stay locked on one track for very long, also leaves them open to new idea.

When the mind wanders, it makes connections. A more focused mind might never make. The other researcher suggested that knowing this could help match people to careers that fit their strengths.

So when your child comes home with a note that says, doesn't follow directions or goes off on tangents, consider that the tangence might be where their brilliance actually lives.

The world needs people who refine ideas and it needs who generate them. Your child may be one of the generators. Now let's talk about IQ tests. Cause I think this is also super fascinating.

Let me ask you as a parent, the question I ask every parent who ever comes into Vitality talking to me about their kid who's been diagnosed with ADHD.

Forget the report cards, forget the teacher conferences. When you're riding in the car with your child, when they're explaining how something works, When they ask a question that stops you in your tracks, do you think your kid is smart?

Most parents of kids with this brain type answer that question very quickly. They say, yes. He's really smart or

she's. Really smart. I hear that all the time, pretty much every time.

And I don't think it's a parental bias. In many cases, they will say, yeah, I think he's maybe the smartest kid that I've got that sort of thing. Then they look at the grades or the test scores and wonder why it doesn't translate.

to the smartness that they see in their own child. Part of the reason is that the IQ test itself works against this brain type. Check this out. The most widely used IQ tests give you one big number, the full scale IQ.

It's an average of four separate scores, verbal comprehension, understanding and using language and ideas, perceptual reasoning, solving problems and seeing patterns, working memory, holding information in your head while you use it.

processing speed, doing fast repetitive tasks against a timer. Those last two are exactly where this brain type tends to struggle. So when you average all four together, the two weaker scores pull the whole number down, even when the reasoning scores are strong.

It's not different from a SAT or an ACT. You might not be great in math and science, you're great and English and literature or whatever the different categories are, it's been 35 years since I took that test.

But the point is the whole test result goes down because of these weak areas, not because the kid isn't smart. You just excel in certain areas and not so much in others.

So what does the research actually show though? Well, there's 137 studies that have been done where they put these all together with people with an ADHD diagnosis.

and they scored about nine points lower on full-scale IQ tests than the average. The biggest gaps were in working memory and processing speed, like we talked about.

There's a second score, though, called the General Ability Index. It sets aside working-memory and-processing speed and looks at reasoning on its own.

A 2014 University of Germany study, 116 adults with ADHD as a diagnosis were tested against 117 adults without ADHD. The researchers concluded that the lower full-scale scores were most likely due to working memory and processing speed, not lower intelligence.

Nearly 60% of the adults with this brain type scored significantly higher on the general ability index than on their full-scale IQ. With those two timed areas set aside, they tested just as well as the comparison group, and in many cases, better.

So the test that's supposed to measure intelligence is partly measuring the same traits that got the label in the first place. It doesn't make your kid not smart, it's different smart.

So what can you do? Well, you can actually, if you're interested, get these tests done for your child if want to know where they're at. But I think you may already know what I'm saying is true in the case of your Now there's also a category called gifted and misread.

There's a name in the education world for kids who are gifted, and also have a learning difference or a label like ADHD. They're called twice exceptional.

A lot of the kids I'm talking about today fall right into that category. Researchers in Brazil looked at 77 adults with IQs in the top 2%, almost 38% screen positive for ADHD traits, several times higher than what you'd expect in a general population.

Among children with IQs and the Top 1%, the gifted kids screened positive at about twice the normal rate compared to the comparison group. So sometimes we also have very high IQ and ADHD as a diagnosis, but

oftentimes that's not the case.

Either way, we're talking about kids who are not smart. I know it's a double negative, but you get the point. Dr. Thomas Brown spent 25 years on the faculty at Yale and ran a clinic there for Yale students.

He studied 157 adults with his brain type whose IQs were in the top 9%. Three out of four still struggled significantly with organizing, planning, and managing time.

I wasn't in that study, but I certainly could have been. Smart kids compensate. They coast on intelligence through the early grades. It's exactly what I did.

Then they hit a wall when the workload outgrows what raw brain power can carry. And it goes the other way. Gifted kids without this brain type often get mistaken for it.

A child who mastered the material in September and is bored out of his mind is going to fidget, daydream, blurt out answers and stop doing the homework on the checklist.

And that looks exactly like ADHD. Psychologist Dr. James Webb spent decades warning about this. In 2005, he co-wrote a book on how often gifted children are misdiagnosed as ADHD, Neurologist Dr.

Richard Saul made the same argument in his 2014 book, which I love the title of ADHD does not exist. His view is that the symptoms are real, but usually caused by something else and giftedness is one of the big ones on his list.

A brilliant kid in a slow classroom isn't disordered. He's under challenged. Whether your kid is gifted with this brain type or gifted and being mistaken for it, the answer isn't to medicate the brilliance down to the level of the room.

It's to challenge it. More depth, more hands-on projects, and more room to run ahead in the subjects that they love. Now, there's also some actual physical things that can be going on that you should at least consider, especially if your kid has been given this diagnosis, and especially, if someone is suggesting pharmaceuticals.

Sleep is massive. It's massive for everyone. You know as an adult that what happens when you don't get a good night's sleep, you're sluggish, your tired, lethargic, maybe you are a little edgy, irritable, that kind of thing.

Kids often do the opposite. They actually get wired, restless, and easily distracted. At the University of Michigan, Dr. Ronald Shervin has spent years studying this.

One of his studies found that children who snore often are nearly twice as likely to actually have attention and hyperactivity problems. In 2006, his team followed 78 kids, ages 5 to 13, scheduled to have their tonsils and adenoids removed mostly because of breathing problems during sleep.

22 of those kids of 78 had an ADHD diagnosis going on. A year after surgery, half of them no longer met the criteria. Interesting. necessarily a proponent of having tonsils and adenoids removed, so don't hear what I'm not saying.

But there are things that can be done and oftentimes at holistic dentists they can actually help to open things up. Mouth tape sometimes can work. There are thing that you can do to help in this department as well.

So watch your child sleep though. Look for snoring or mouth breathing, tossing and turning or teeth grinding, waking up tired after a full night in bed.

Functional medicine docs, like I say, good pediatric dentists who look at airway health. These are places to start, at least if you think there's an issue there.

And then vision is an interesting one. In 2005, researchers at the University of California San Diego studied a condition called convergence insufficiency, where the eyes struggle to work together at reading distance.

Among 1,700 kids with an ADHD diagnosis, 16% had convergence insufficiency. That's about three times as high as the normal rate, which is about 5%. Among patients with convergence in sufficiency, an ADHD diagnosis showed up three time as much.

The lead researcher pointed out that it's one of the very few eye conditions that respond to eye exercises which you can actually teach and be done and they can be at home.

Think about what your child might feel like if he's dealing with this. The words swim, the eyes get tired, they lose their place and after 10 minutes of reading they get up and wander off.

On the ADHD checklist that we went over in the last episode, that looks like avoids tasks requiring sustained mental effort and easily distracted. If your child avoides reading, loses their place, rubs their eyes, or gets headaches with close work, a developmental or behavioral optometrist can check for this and it could be worth a shot.

Now what about you as the parent? Ultimately in life as parents, what are we? We are the advocates and protectors of our children. So let's talk about the hard part.

This is the part where a lot of pressure comes. And when I was talking about this wonderful mother that I worked with before I did the last episode, and I see this all the time where these parents feel like almost are caught in the middle between the school, the counselor, the teacher, and their child.

And everything I'm saying is without any judgment, I promise. It's not me saying you're doing it wrong or you doing right. I don't even know what wrong and right means in this case.

What I am saying that ultimately what boils down to is we have to do what's best for our child and whatever decision that is needs to be our decision Because I believe, and especially in the case of mothers, that we have that intuitive nature when it comes to our children.

Certainly more so than anybody in a school or a doctor's office does. So yes. Take their information, take their opinions, but it must be up to us as their parents.

Because a teacher who says your child is disrupting the class, a school counselor who hands you a rating form, A pediatrician or school nurse who brings up medication at the first appointment.

Most of these people, they mean well. They're dealing with a round hole and a classroom full of kids. And a diagnosis gives everyone a clear next step.

But you know your child better than anyone in that building does. You get to be their advocate. My position is simple. I refuse to accept that this is a disorder.

And I encourage you to refuse that acceptance as well, especially for your own child. That doesn't mean ignoring real struggles. It doesn' mean, ignoring quote unquote symptoms.

it means you don't let a checklist define who your kid is. you can say, I hear that my child is struggling in this setting. Let's talk about what we can change in the setting.

I don't think very many parents do that. I love that and I would anticipate when you do, that you will get a lot of pushback. They're not interested in changing the setting.

they're interested, in fitting the square peg into their round hole. So you can ask the school for these things. Some teachers I think will be accommodating, others probably not so much.

And then you have to determine if maybe the child is in the wrong setting to begin with. But here are some things to ask for. More movement breaks. A standing desk or a wobble seat.

Shorter work blocks. Ask if it's okay if your child bounces their knee all through class. Hands-on projects. A seat away from the hallway door, so less distraction that way.

And if you want a professional on your side, look for a functional medicine practitioner who will look at sleep, nutrition, gut health, possibly the vision thing and environment before reaching for prescription bottle.

Now where I stand on medication is pretty simple. I think the stimulant drugs are always a mistake for kids. And here's why. They are a Schedule II controlled substance, the same federal category as some of the strongest painkillers.

Many of them are amphetamines, chemically related to methamphetamine, which is why they're sold on the black market and passed around college campuses as a study drug.

They have real potential for dependence. To me, giving that to a developing brain for years is a bridge too far. We don't know what the long-term ramifications are in the brain.

we do know that there are some long term ramification at least physically though. And we don' really know, what they do to the brains other than just kind of slow everything down.

The National Institute of Mental Health did a study where they followed kids for 16 years into their mid-20s. Years of consistent medication use didn't leave these kids with fewer symptoms as young adults than the kids who stopped it or only took it occasionally.

Same set of symptoms still, because the brain is still the Brain. What it did leave them with was less height. Consistent users averaged almost one inch shorter than their counterparts, which is interesting because I stand at five foot six and I never took any of these drugs.

So who knows? Maybe I'd be five five had I done that. I don't know. If your child is on a medication right now, as I said, there's no judgment here. You make the best decisions you can with the information that you have and the pressure that may have felt.

I'm not telling you to take your child off of anything. That's not my job. If you do consider it, make sure that do you get good medical advice on how to do it and how do do right.

Now, let's talk about that Ferrari engine and those brakes that need to be strengthened. The goal isn't to swap out the engine. the Engine is great. It's to build better brakes.

So let us get practical. Dr. Hallowell has an approach he uses with patients that doesn't involve medication. With one boy he worked with, this is what he did.

First, they took away the fear. He calls fear the real learning disability. And we know that fear is, and anxiety is because we can't think straight when we're in that fight or flight situation.

The family gave the boy massive doses of love at home. They explained that he had a race car brain with bicycle brakes. That helped him feel excited about who he was instead of ashamed of his disordered mind, and it motivated him to work on his breaks.

The break work is balance training. the cerebellum, the balance and coordination center of the brain also plays a role in attention. So he has kids do daily balance work like standing on a balance board.

It's free. it's safe. A lot of kids think it is actually a lot fun and beyond that, Move your kid every day. Let's not have them sitting still. This brain needs movement.

Get them outside before school if you can. Running, climbing, biking, swimming, martial arts, grounding, get their feet in the dirt. I think there's real value in all of that.

Remember the fidgeting study we talked about in part one? Movement is how this brain stays switched on. And then there's food dyes. In 2007, researchers at the University of Southampton in England gave kids drinks containing common artificial colors and a preservative called sodium benzoate, or a placebo drink with none of that.

These weren't kids with a diagnosis. They were just kids from the general population, three-year-olds, eight- year-olds, and nine- years-old. The additive drinks increased hyperactive behavior in both groups.

After that study, Europe started requiring a warning label on these dyes. Here in the United States, we still have all of these things. Red 40, yellow 5, Yellow 6, Blue 1. Don't wait because supposedly, and we'll find out, they're going to be starting to remove some of In 2027, we'll see.

I never fully trust what the government is doing with our food or what food companies are doing for our foods, but let's hope that we get this stuff out, that you can get it out now.

Protein for breakfast. A bowl of sugary cereal and a glass of juice is about the worst way that this brain can start the day. Worst way any brain could start today, especially this one.

You get a fast spike of blood sugar and then a crash right after, around the time your child is supposed to be sitting still in second period. This is why we have to cautious of cereal, pop tarts, these types of things for breakfast.

A high protein breakfast like eggs, meat, Greek yogurt, a clean protein shake. gives the brain steady fuel and gives to body what it needs to make the neurotransmitters that run focus.

This is a big deal for their brain and for the metabolic health. So this is something you can really focus on and in Europe that's kind of what breakfast is to a large degree.

In America it's full of carbohydrates and sugar. Less of those across the Day are critical, but especially at breakfast. Sleep, same bedtime every night, dark, cool room, no screens for at least half an hour, preferably an hours before bed.

Big, less screens overall. Video games and short form videos are built to feed a novelty seeking brain, a constant drip of stimulation and dopamine. This brain type is especially vulnerable to getting hooked on that stuff.

And everything else in life starts to feel boring by comparison. You don't have to ban screens, but set limits, keep them out of the bedroom and make sure your child gets more time outside than on a device.

And now supplements. This is what most people listen to this show for. So let me give you what I've learned. I want to preface this with a few things.

I use a lot of these things on this list. None of them have made me form a different brain type. I still have this brain-type and I'm thrilled to have the brain.

Not all of the time. but most of the time I feel blessed to have the brain type that I have, to be able to hyper-focus on the things that really care about and to frankly dismiss a bunch of other crap that often times I think bogs down maybe other brains.

The point is though, these things don't fix the problem, they nourish the brains so that the braing can work in an optimal way and they can reduce a lot of extremes of this brain-type.

I'm gonna read a list of a lot of stuff. I don't expect anybody to do all the things on this list or to put your kid on all of the thing on the list, but I am giving you a fairly exhaustive list because not everything works for everyone.

So you have to just look through the lists, figure out what makes sense to you, for you or for your child or both. And if you had the brain type and your children does like I do with my boys, perhaps do it with them.

Share in this and say, hey, we're gonna nourish this Ferrari engine and we are going to strengthen these bicycle brakes. So the foundation, depending on the age, is a solid multivitamin that has methylated B vitamins in it.

The Vital Kids Multi for kids that don't swallow pills. Once you get a child into like teen years, the Ultimate Vitality Multi makes a lot of sense. Based on body weight, if they're 150 pounds or more, you can do the three a day.

If they are less than that, one or two a the size of the child, a great foundational thing that I think makes sense for every one of these kids on this list.

Probably not the most important thing, though. The most thing is probiotics. We know that the gut-brain connection is massive. It is just absolutely crucial.

And we know a gut that is not in good shape is not going to have a brain that is optimally functioning. And I always, always always like spores for this, especially if your child was not breastfed or not best fed for very long, or was a C-section baby like I was, the probiotics even make more sense.

But there is an interesting study Lactobacillus rhamnosus GG, a very common probiotic. It's not a spore, but we will link to some products that do have this form of probiotics in it.

For the first six months of life, they gave Lactivacilus ramnosis to 75 children by age 13. 17% of the placebo group had been diagnosed with ADHD or related diagnosis.

So half the kids didn't get the probiotic and half received the pro biotic. 17%, got that diagnosis, 0% got the diagnosis in the Probiotic group. Now that's wild.

If you are having a child and I always tell people the first four years are critical. Breastfeeding, vaginal birth instead of C-section, both super critical.

If you can do that, that's neither of those are always options. And so we do the best we can, but even beyond that giving additional probiotics, specifically this lactobacillus rhamnosus for six months, I can't see any harm in it.

I think it could make a lot of sense. Now, will it help? five years down the road, 10 years, down, the I think it's worth a try. I have not personally done that, at least not for the purpose of my brain.

And I do the spores and I recommend the Spores Vital Spore is being the one that makes the most sense specifically for a gut that has not been well populated because of some of these things or antibiotics, that kind of thing.

It's not an adult probiotic. Isn't everyone probiotics. You can open it up, measure it out by weight. 50 pounds is a third of a capsule dose, okay? It doesn't taste like anything.

You mix it in literally anything, including hot food. It won't get killed in hot foods. And so if you have a 50 pound child, a 3rd of the capsule, you can safely give more than that.

Just don't need to spend that money. So you could do a 1rd capsule. Seal it back up. Do another third capsule. If you've got multiple kids, split the capsule between them.

You don't have to be precise at all. Just give them roughly that third of a capsule or two thirds of the capsules. They're 100 pounds or half a capsule.

There's 75 pounds. It's really important though to make sure we're nourishing the gut. I think that's critical and do it for a minimum of six months before you decide if it's helping.

Omega-3 is absolutely huge. We now have gummies, we have liquids that work really well. They feed the brain. Your brain is literally built of DHA to some degree and we highly recommend a good Omega 3 for this as well and

then magnesium.

Now I'm just Checking off the boxes of the vital five here the fifth one not probably that useful for a kid and that's digestive enzymes for the as Adults and sometimes even teens depending on your child and his digestive system enzymes can play a huge role because enzymes help break down our food, we get more nutrition from our foods, that's the first thing, but they also speed the process of breaking down food which takes less energy reserves from the brain, so the brains has more to work with.

So enzymes play a role too. But magnesium is just so important. especially on the H part of ADHD, calming that central nervous system. Magnesium bisglycinate in the vital five capsules, if they swallow pills, okay.

If not, the magnesium bis glycidate powder from Natural Factors is also fantastic. It's unflavored. You can mix it into different things. Trace Minerals also has one that's flavored and you can do that as well.

Now, things that work like here and now a little bit more that I've loved, L-theanine. Oh, how I love L theanin. it's in my anxiety release formula. It's in my vital sleep formula.

I love this product. And for kids, it comes in a chewable called Sun Theanine from Natural Factors. All of this stuff will be linked in the show description.

Sun theanin tastes great. It tastes. Great. OK, so it's a fantastic option. Is a chewable that most kids love. Heck, my wife uses it as a treat sometimes.

We love the anion. And theanine with caffeine can work as well. There's some really interesting research on the anion and caffeine. In 2008, 27 adults took 50 milligrams of caffeine, not a big dose, with about 100 milligrams a theionine.

The combination improved both speed and accuracy on a task that required switching attention and reduced distraction during a memory task. 2010, 44 adults, took similar dose.

97 milligrams theonine, 40 milligrams caffeine that's roughly what's in a cup of green tea. And they found that accuracy during task switching was big alertness improved and reduced tiredness.

Also, both studies came out of the Unilever's research division, the company behind Lipton tea. So they're just trying to figure out if they could sell more tea, but those studies matter really interesting.

And what I find is that D&E is. the yin to caffeine's yang or vice versa. And these are stimulants, these pharmaceuticals that they want to recommend for your child as a general rule.

So if it's a stimulant that their prescribing, then caffeine would be a more natural option. There are a lot of options on the market that you can get in more naturally forms.

I'm not suggesting that we give our seven year olds a cup of coffee or an energy drink or diet Coke or anything like that, but there are options. And if you need to know what those options are, you can always call us or shoot us a text.

We can talk to you about that. There's a lot of possibilities out there that you talk about. I use different types of caffeine for different things, the theanine with the caffeine is huge.

and I do find that that combination works really, really well for me and frankly, for most of the people that I recommend it to. Now, if you've got a child or if your swallow pills and you need something to calm things down a bit, these things are in our anxiety release formula.

300 milligrams of theanine, 250 milligrams Ashwagandha to help calm down the cortisol, lemon balm to gaba, keep circulating in the brain, that helps with focus there.

No caffeine here, but oftentimes I'll take that with a little bit of caffeine and find that combination works really well for tying me in will say another one that I love is methylene blue and I've found really good results with methyline blue myself and i've got a lot of parents that are using it for their kids as well now this is one I you need to do your own research on this and see how you feel about it with dosing for kids versus yourself, that kind of thing.

They have not found any kind toxicity with it. I don't see an issue with, but there aren't like kid versions of methylene blue on the market. You really just have to reduce the dose by weight.

And if you have questions about that, you can jump on our chat or you call us at 801-292-6662. But a study they did with methylenine blue and 26 healthy adults in a randomized double-blind placebo controlled trial took a single low oral dose or a placebo They did brain scans an hour later, showing increased response in regions that control sustained attention and short-term memory.

Correct responses during memory retrieval went up by 7%. We have triple power methylene blue drops. We had neuro pro methylenine blue tablets. we have the B on guard methyline blue brain fog formula as well.

These are all really cool options. Never to be used though with SSRIs, SNRI, those types of drugs. Okay, so where do we land this thing? And I hope that I've kept you with me this whole time.

I hoped that you recognize that, I have a passion about this. I've talked about it a lot on this show, but not so much recently. And again, that there's no judgment here.

We're all doing the best we can on our own, on the surface as well as as parents, especially none of us got the manual, right? We are just figuring out as we go.

and none of us do a perfect job, least of all me, but when we take all things into consideration. and I'm sure some people out there will disagree with me, and that's okay as well.

I can only speak from my own experience as one of these brain types raising a couple of kids with the same type. The kids who change the world are almost never the ones who colored inside every line.

They're the square pegs, the once who asked why, one too many times maybe. We say we want leaders and innovators, then we build a school that rewards sitting still, staying quiet, giving back the answer on the sheet.

and we label the kids who won't fall into line. Look at the world right now. Everybody's picking a side. everybody's repeating what they were handed, falling into their own echo chambers, and the same old thinking clearly just isn't cutting it anymore.

It's kind of a mess out there. We are not short on followers, but we are painfully short, on leaders, outside the box thinkers, the people who ask why and say who, and don't just go along because everyone else is.

These kids are wired to be exactly those kinds of people. They question, they push, They see the thing nobody else in the room sees. That's not a flaw to become corrected.

It's leadership in its raw form. So let's not stifle it. Let's stofle a brilliant, independent mind by teaching a child he's disordered or by reaching for a prescription as the first answer instead of the very last one.

The drugs will always be there. But for me, they are the last resort, if at all. not a starting line. The world does not need this child to be more like everybody else.

We need exactly what this Child already is. That's all I've got for you today. Like I say, there are links in the show description. I hope this series has been helpful for You.

If you did listen to this episode and didn't listen episode one, I do recommend it. It'll be linked in show Description as well. If you have any questions, call us 801-292-6662 or jump on our chat at VitalityNutrition.com.

My name is Jared St. Clair and this has been Vitalty Radio. 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 dot 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.