

The Cheat Sheet:

Chapter One: Understanding “Instant Gratification” Kid

- ✚ We begin this book with a “parenting” program because your child’s challenges do not live in your child alone, the symptoms are a manifestation of a conflict between your child and his environment.
- ✚ YOU are your child’s environment.
- ✚ Things I have learned through trial and error while raising my children with ADHD symptoms:
 1. I did not cause this problem, but I am powerful and can help my child overcome his challenges.
 2. I am here to help my child make sense of her world, not to coddle, fix or accommodate.
 3. My child is healthy and struggling.
- ✚ Why did we become parents to begin with? Parenting is the most significant thing we will ever do. Giving to others, sacrificing and expanding our comfort zone make us better people. The challenge of raising kids makes us great, if we are paying attention. All people grow from their challenges.
- ✚ We must give our children responsibilities and allow them to dream. Their challenges will help them grow.
- ✚ Why are we told to accommodate this child or give them less responsibilities?
 1. We are told by doctors and teachers that she is “disordered” despite the lack of evidence.
 2. It’s HARD to raise him, we begin to believe they must be right, this behavior can’t be normal.
 3. We don’t want our child to suffer.
- ✚ She is not limited! She is an “Instant Gratification” kid. He is the entrepreneur, artist, scientist, actor, builder, high-tech person.... And the procrastinator, transition phobic, attention demander, disorganized mess, routine resistant, impulsive child.
- ✚ He craves instant, fun, fast, interesting feedback. He explores his environment, she asks questions, he tries new things, she is not bashful to speak to a person she does not yet know. These are all fantastic. He gets excited for a few minutes/days and then drops the project. She gets frustrated that it is not working and tantrums. Routines require lots of focus and repetitive behavior, that’s difficult for him.
- ✚ Accommodate at your own risk! This child has strong positive attributes and strong challenging attributes. If we cave to his tantrums or demand for quick, now, fun, he will grow to be wild, disorganized and unhappy. We must step in and RAISE her, capitalizing on her strengths and helping her build weaker muscles.
- ✚ When we pity our children and therefore try to fix their lives, and help them avoid struggles, we are indicating that we believe our child “can’t”.
- ✚ When we punish loudly and angrily, we are giving our child the instant feedback he craves, and guarantee he will demand that attention again.
- ✚ We parents must care for ourselves, become self-loving strong leaders so we can put our full faith in our child’s abilities and therefore discipline and nurture lovingly.

The Cheat Sheet:

Chapter Two: The Parent Self-Care Program:

- ✚ Why do we often have a toxic relationship and chaotic discipline with our children?
- ✚ To understand our less than optimal responses we must first know our child is healthy, know we are in this for the long haul, know we can't outsource parenting to a teacher, therapist, doctor or pill, and see our child as a great gift.
- ✚ Would we allow our child to tantrum or destroy property if we saw him as capable and healthy? No! Why are we allowing this behavior?
- ✚ We are responding poorly more because of our own emotional triggers and less because of our child's actual behavior, however terrible it may be.
- ✚ What triggers parents to respond emotionally instead of rationally? Shame at self or child, fear that the child will fail or the parent will not have the resources to raise the child, having been yelled at or overcoddled as a child, having lived in chaos, having been abused or neglected and much more.
- ✚ How can we identify and heal the trigger so we stop going into an emotional response loop?
- ✚ Follow the healing behavior loop steps.
 1. Write down your negative feelings towards your child, and the negative responses you display. Try to understand their source, why are they causing you to feel unempowered? Talk over your responses and triggers with a friend or therapist.
 2. Physical cue- how does your body feel when you begin to get stressed? What hurts?
 3. Routine- review your response now and imagine a better response for the future. Practice it in your head.
 4. Triggers to routine- what factors in your present environment are exacerbating your negative response? (Baby crying, mess in the house, tired, hungry)
 5. Reward- reject the reward you have been getting until now (quiet, shaky calm) and replace it with an in-control, bonding, loving reward.
 6. Share your process with your spouse or friend to get honest and productive feedback.
- ✚ Identify your engine. What is getting in the way of you fulfilling your dreams? What is stopping you from being your best self? Ask these questions to identify the engine that was wrongfully installed in the beautiful Ferrari that is you.
 1. Who is your ideal person and why? What attribute about that person do you admire above all else?
 2. What makes you secretly jealous of others?
 3. What compliment do you dream of getting but are too ashamed to ask for it?
 4. Has the value you admire been a blessing to the other person?
 5. What happens to you when you mimic that value?
 6. What pattern do you continually repeat that destroys you, but you feel powerless to change?
- ✚ Put the oxygen mask on yourself first and then assist your child. A parent who is ignoring his pain cannot raise a child with respect, calm and joy. "Instant gratification" children need strong leadership and clear rules and consequences. They need a well-cared-for parent to care for them. Spending time and effort on yourself will help your family thrive. Meet with friends, go to the gym, get a massage, watch a movie, go on vacation, and then come back to your beautiful child with the energy and desire to journey on together.

The Cheat Sheet:

Chapter Three: The “Growth” Mindset Program:

- ✚ Has anyone told you that you “can’t”? You have been cursed.
- ✚ Kids develop a “growth” or “fixed” mindset based on our communication.
- ✚ What is a “growth” mindset? The knowledge that intelligence can grow, talent can develop, we must apply ourselves to achieve, challenges are opportunities and good for us.
- ✚ What is a “fixed” mindset? Intelligence can’t change, you are defined by your diagnosis, you are stuck with your labels “smart”, “hyper”. You fear failure and avoid asking for help.
- ✚ How does “fixed” mindset develop? Labeling (ADHD), fixed compliments, “you never” or “you always” statements, having low expectations of our child, not allowing her to fail or a child experiencing abuse.
- ✚ How do “fixed” mindset adults parent their children?
 - They expect to know how to raise their children even though they have not been guided.
 - They feel ashamed when a parenting intervention does not succeed.
 - They feel intimidated by their child if the child challenges them.
 - They overreact when the child misbehaves in public.
 - They overreact to flaws in their children.
 - They have the need to be “super” parents.
- ✚ How do “growth” mindset adults parent their children?
 - They seek help when they do not know how to proceed, or an intervention failed.
 - They see this failure as an opportunity to learn.
 - They know that all kids make mistakes and never expect perfection.
 - They continually consult with more experienced parents.
 - They are open and willing to share their battle wounds with friends, hoping for guidance.
- ✚ How can a parent help transform his/her own mindset and that of the whole family?
 - Be grateful always for what you have. Set aside time to see the blessings of today and let your child know how fortunate you are to have him as your child. Embrace the present.
 - Remember always that our goal is improvement, not perfection. Celebrate every step.
- ✚ What “symptoms” do “fixed” mindset kids exhibit? How similar are they to ADHD symptoms?
 - They don’t stick to projects, especially if the project is hard and there is risk of failure.
 - They blame others for their failures.
 - They spend a lot of time protecting their egos.
 - They struggle with building friendships because they don’t want to reveal their flaws.
 - They avoid demanding activities, making them look lazy or spoiled.
- ✚ We must rescue ourselves and our children from “fixed” mindset and become “growth” mindset people. How can we do this?
 - Let the children know that we love them just as they are now, and that everyone has challenges to overcome as well as stronger attributes.
 - Let them know they can always improve in any way they choose, and they are capable of working hard to improve. Set a big goal and break it down into smaller steps.
 - Speak about yourself in growth language. Let children know how you struggled with something and chose to learn from it, get help, improve.
 - Never label yourself or your child with anything. Both positive and negative labels are curses. Discuss their choices and effort, not their attributes.

The Cheat Sheet:

Chapter Four: The Positive Communication (Compliment) Intervention Program:

- ✚ Why do we respond negatively to our children? Why do we notice the misbehavior more often than the good behavior? Negative circumstances and events leave a stronger and longer lasting impression on us. We are wired to scan for danger and point out mistakes because back in the day mistakes could be fatal. Let's forgive ourselves and rewire.
- ✚ How can we counteract the effects of negative events and harsh words? When people engage in meaningful activities where they feel they are making progress, negativity has less of an effect. Also, we have to balance the positivity and negativity, with a ratio of five positive expressions to one negative one.
- ✚ Our "instant gratification" child craves our attention and will take it positively or negatively. If we flood his world with strong positive communication, he will begin to crave it and adjust his behavior to deserve it.
- ✚ Become a positive parenting powerhouse by following these five golden rules:
 1. When you give a compliment, be enthusiastic! Shout it like you mean it. Smile!
 2. Be specific! Tell your child exactly what he did right, every detail. You are giving her a candy; your details are instructions for further good behavior.
 3. Say the compliment right away so that you link the behavior to the reward (compliment).
 4. Don't caboose! Don't add a negative fixing remark to the compliment. You are not looking for perfection, you are looking for progress. You will have plenty of reminder moments.
 5. Touch your child while giving the compliment. A kiss, high five, pat on the shoulder are great.
- ✚ Here is what we may never do when we are complimenting:
 - Never lie! Your child will lose confidence in himself and you.
 - Take it slow! Your child may not be used to compliments, pace yourself.
 - Don't make her feel childish, compliment her on actions that are at her ability level and not below.
 - Include other children in helping you give the compliment.
 - Only compliment progress.
 - Do not exaggerate.
 - Be specific, never vague. Good job! Is not a good compliment. Good job on what?
- ✚ Get a binder and begin writing good deeds you notice your family doing in it. Read it out once a week at dinner. Focus on progress-oriented behaviors or behaviors that the child or adult demonstrated self-control and overcame a significant challenge.
- ✚ Eliminate toxic "telling" on each other between siblings by allowing them to come "tell" on a family member who did something good and then write it in the book with the name of the "teller" included. The results will be magical.

The Cheat Sheet:

Chapter Five: The respectful discipline intervention program (punishment)

- ✚ Why do we punish ineffectively, aggressively, scarcely?
 - Society tells us our child is fragile.
 - We think only positive discipline is appropriate.
 - We need our children's love and admiration.
 - We are told we may not impose our beliefs and rules on our children.
 - We have no idea how it's done.
- ✚ Our children must know we believe they can make better choices; therefore, we are not waiting for "natural consequences", rather we are choosing to respond with a clear message.
- ✚ If we do not teach our children to be civilized, society will, but they will do it much less kindly.
- ✚ Here are some mistakes we make when we discipline:
 - We are over-patient; we threaten and warn but we do not act.
 - We resort to explanations rather than action.
 - We are over-compassionate and over-protective.
 - We morally justify not responding.
- ✚ Our "instant gratification" child thrives on strong feedback. We are responsible for providing safe, calm and respectful responses as well as leading with strong rules.
- ✚ Only punish behaviors that are in violation of the rules of the home.
- ✚ Establish 3-5 rules in our homes. Rules that are enforced provide clarity and safety.
- ✚ A parent may only punish his child if he has given the child the ability to choose to behave better. That means not yelling, complimenting good behavior and being consistently loving.
- ✚ There are two types of punishments.
 - The "cookie" punishment: Have a child do community service (chore in the home) to correct his poorly chosen misbehavior. This is a more respectful punishment.
 - The "taking matters into your own hands punishment" comes into effect when the child rejects the first punishment. The parent takes away an item or privilege for a short amount of time.
- ✚ Our goal is a swift, small punishment that stops our child in her tracks and redirects her to a positive activity. The punishment must be delivered in a consistent manner. Choose punishments that are not too challenging for the parent to deliver.
- ✚ If a parent threatens a punishment he must follow through.
- ✚ Apologies are wonderful but the punishment still stands.
- ✚ Compliment your child after he has completed his punishment and invite him back warmly.
- ✚ When we give a punishment, we may NEVER:
 - Punish in anger or with aggressive touch
 - Give a long drawn out punishment or punish with something we are trying to strengthen.
 - Humiliate
- ✚ Punishment should be used sparingly. The bulk of the discipline program is positive communication and strong habit formation (next chapter) with punishment intended to help guide children to make better choices. If we continually punish for the same behavior, we must stop and reevaluate.
- ✚ Build a punishment treasure chest.

The Cheat Sheet:

Chapter Six: The habit formation behavior program:

- ✚ Now it's time for our child to step up to the plate and take responsibility for his behavior.
- ✚ Our children are healthy and capable and missing important habits. Why is this?
- ✚ Forming a habit is like making a path through a jungle. Making the path requires repetitive clearing of one area. A person can be persistent and focus on the job or get distracted (instant gratification) by the lovely jungle. Creating the path (habit) makes a path in our brain.
- ✚ We must repeat behaviors for at least a month to solidify them.
- ✚ Why do behavior programs often fail?
 - Parents need their child to succeed more than the child cares about his own success.
 - The program is too complex, we try to fix everything at once.
 - We try to create a program that runs all day, burning everyone out.
 - The prize takes too long to earn for our "Instant Gratification" child to wait for.
- ✚ Building the ideal behavior program for your child:
 1. Make a list of your child's behaviors that need improvement.
 2. Choose one project and determine what hour of the day the chart will be implemented.
 3. Re-word the negative behaviors in positive language.
 4. Divide the behavior routine you chose into four parts. Practice! If someone has "failure to launch" problems, meaning he procrastinates, find out why and what is standing in his way. Any behavior that a child should be able to do on his own can be charted.
 5. Practice! Have a short conversation about the program during the day or play a "make believe" game to practice the new routine and trouble-shoot.
 6. Extra-credit points. Address "how" a child is doing a chore rather than only what he is doing.
 7. The prize! Make a menu of prizes from 5-40 points. Make prize suggestions and allow your child to suggest prizes. The prize should be readily available. Do not punish by taking away points. Don't push for your child's success more than he wants it. The points are her money. Give points only for what is designated on the chart.
- ✚ Introducing the program to your child: Begin by discussing the prizes and then introduce the concept of creating a habit. Explain everything.
- ✚ If the chart is not working check if you are being consistent, if the chore is too hard or simple for your child, if the prize is exciting enough to generate motivation.
- ✚ Set up a long-term chart to help your child delay gratification. Use the points from the weekly chart twice.
- ✚ Help your child develop the habit of giving to others. When children can give to those who are needy, they feel fulfilled and happy. Lead by example, show your kids that small contributions to those in need go a long way.
- ✚ Do you have an organized daily schedule? Both you and your child thrive when you know what to expect. Use google calendar to start organizing yourself. Take each chore and commit it to a time slot and check your schedule three times daily. When new information comes in, freeze and enter it into your calendar.
- ✚ Make a daily schedule with your child for weekends, holidays and the summer.

The Cheat Sheet:

Chapter Seven: The emotional intervention program for children lacking social skills or suffering from emotional, sexual, physical abuse or bullying.

- ✚ A child will behave well if given the opportunity. A child lacking social skills or experiencing abuse will exhibit symptoms of ADHD but will not be able to adjust his or her behavior.
- ✚ We must not solve our child's problems; we must give her the skills to become a problem solver.
- ✚ Our child is missing the skills to work through emotional/social problems.
- ✚ Punishing or medicating a child for responding poorly to emotional situations is counterproductive because the emotional/social skill has not yet been developed.
- ✚ What skills are our children missing?
 - Executive function- transitions, sticking with a task, organization, keeping time, blocking out background noise.
 - Language processing- expressing needs in words, confusion with verbal instructions, trouble following conversation.
 - Emotional regulation skills- poor frustration management, doesn't handle disappointment well.
 - Cognitive flexibility- black and white thinking, gets stressed from changing plans.
 - Social skills- doesn't know how to start conversation.
- ✚ How does Collaborative and Proactive Solutions build these skills? Start with the warmup. Invite your child for a conversation. Never invite when angry. This is a fact-finding mission, approach with curiosity not conclusions. Set the stage, make it warm and fun to talk.
- ✚ What behavior will we focus on? Any behavior that repeats itself often and that indicates social or emotional stress.
- ✚ Four steps to follow:
 1. Empathy- just listen to your child, ask questions and mirror. Give examples, suggestions of emotions and never judge. Pitfalls: a child may not want to talk, makes up stories, gets defensive, not used to sharing. Keep at it until you understand the emotion your child is struggling with.
 2. Define the problem from the parent's perspective- Show a child that his behavior affects others. "Every feeling is legitimate, your feelings must be respected and understood. We must understand and help you adjust your response to that strong emotion" is our message.
 3. Find a solution- work together, respect every suggestion. Be prepared with your own suggestions. Brainstorm together. A good solution is one where both sides are respected.
 4. Check in to see if the solution was good or progress is being made.
- ✚ Childhood trauma is often diagnosed as ADHD because the child exhibits all the symptoms.
- ✚ We must pay close attention to our children and look for signs of potential abuse. Most children are abused by someone they know so they will not tell on the perpetrator for many reasons. A child must always hear that she will be listened to and trusted no matter what. If we practice Collaborative and Proactive Solutions regularly, our child will feel more comfortable speaking with us.
- ✚ Bullying is another type of trauma our child may be grappling with.
- ✚ When your child comes home, take the time to find out how his day was. Share your story and ask curious questions. The more we talk with our children, the safer they will feel letting us know when they are struggling or hurting.
- ✚ Get help if your child has been abused. Parents cannot carry this burden alone.

The Cheat Sheet:

Chapter Eight: The social skills development program:

- ✚ Problematic solutions often offered to children struggling socially:
 - Stimulant medication: This can't solve social struggles because stimulants make children withdraw and reduces curiosity. This is good for math or science class but not for learning from the "school of life" how to socialize.
 - Social skills groups: All the children in the group are struggling, there are no role models to copy.
 - Throw the child in the deep end: The child is missing skills, so she is more likely to sink than swim.
- ✚ Why do ADHD symptom kids often struggle socially?
 - The "Instant Gratification" personality causes many impulsive social mistakes.
 - Kids with impulsivity struggle with follow-through, checking on a friend, being thoughtful.
 - Inflexible thinking does not allow for fluid relationships.
 - "Fixed" mentality gets in the way of honest and vulnerable relationships. The child is defensive and self-protective.
 - Children with ADHD symptoms can be more emotionally sensitive.
 - Children with a difficult social history avoid interacting so as not to be hurt again.
- ✚ What happens to a socially isolated child? He does not practice socializing and falls behind; the lack of positive social encounters harms self-esteem; the child blames himself for social failures; the child sees herself as less desirable; she shies away from leadership and volunteering; he takes negative risks; she develops depression and anxiety symptoms.
- ✚ Preemptive social intervention plan: "The 4Rs of social development":
 - Reason- explain the reason for a social rule (your friend will feel bossed around)
 - Rule- state the social rule clearly (we don't point out things others do wrong)
 - Reminder- set up a reminder for the rule (tap on shoulder)
 - Reinforce- compliment the child for following the rule in a specific way
- ✚ Warnings to parents: Allow your child to be friends with younger kids, never punish for social mistakes, never push a child to socialize until he's ready, ask a child to repeat instructions, and don't scold when a child is sharing a story where she made a major social mistake.
- ✚ Social intervention after the mistake already occurred: "The social autopsy"
 - a. Ask the child to explain what happened
 - b. Ask the child to identify his mistake
 - c. Help the child identify his error
 - d. Create a new scenario where the lesson can be learned
 - e. Give some homework
- ✚ More proactive solutions for children struggling with appropriate social interactions:
 - a. Be a fly on the wall in your child's life, school trips, after school activities to identify social problem.
 - b. Help your child make safe and organized play dates.
 - c. Get information from your child's teacher.
 - d. Get your child involved in after school activities.

- e. Practice specific social skills as a family at home. Practice asking meaningful questions.
- f. Set small goals and keep positive and complimentary.
- g. Help your child study and understand body language.

The Cheat Sheet:

Chapter Nine: The bridge between school and home program, getting the teacher involved:

- ✚ Your child's teacher is the most influential adult in her life besides for you. You must become a team.
- ✚ The teacher is also generally the first to recommend diagnosis for ADHD.
- ✚ What causes tension between parent and teacher? The parent is not in school so can't see what's happening or help implement a program, the parent feels very defensive when others evaluate her child, the teacher believes the child should be medicated, our child is making the teacher miserable, the teacher does not have the tools or time to attend to one kid in the class.
- ✚ How can we overcome obstacles and work together as a team?
 1. Respect and listen to the teacher. Be less defensive.
 2. Discuss medication with the teacher. Never say you will never medicate. Present the facts you have learned about medication in Chapters 16, 17. If you can't agree, agree to disagree.
 3. Take the lead in setting up the program so you don't overwhelm the teacher.
 - a. Take only a few minutes of the teacher's time per day.
 - b. Take responsibility for creating the program and rewarding you child.
 - c. Make sure the program boosts communication between parent and teacher.
 - d. Make sure the program helps the child develop missing skills.
- ✚ **Building the bridge:** This is a three-point plan:
 - **Making a simple chart-** copy the chart in the book, focus on one lesson per day. Either choose three different skills for the class or one skill that is reinforced three times throughout the lesson. This program will run at least a month. Prepare a notebook with at least three charts in it. The teacher's responsibility is to rate the behaviors at the end of the lesson and sign the chart.
 - **Setting up a daily discipline program:** make the classroom rules clear and place them on the child's desk. Re-word the rules if they are ambiguous. Before punishing for not following rules, compliment for rule following and good behavior. Catch a student doing well and leap at it with a compliment or prize ticket.
 - **Setting the student up for success:** make sure he has all his books and supplies, help her organize them, get an additional set of textbooks to keep at home, reward a child for having all books and supplies, have extra school supplies at home, have books stored near his desk, look out for emotional or social stress and get help.
- ✚ **The punishment:** plan A- community service, doing something for the classroom. Plan B- taking away a classroom privilege for a short amount of time. Be consistent and have parent and teacher agree on the punishments in advance.
- ✚ **Tips for teachers:**
 - Privilege with responsibility: Allow a student to drink/stand/go out/walk on the figure eight.. as long as he has the responsibility for being quiet/coming back on time...
 - Allow a student to make comic strips or draw the lesson instead of taking notes.
 - Create an enrichment corner to boost motivation in the classroom.
 - Do deskercise between classes, stand to ask questions and get moving during the day.
- ✚ What if a teacher can't participate in the program? All is not lost. Implement one of these programs: homework buddy, learning ahead or study help.

The Cheat Sheet:

Chapter Ten: The Thirty-Day Challenge, getting your brain and gut healthy

- ✚ The most basic need a parent has is to feed the family.
- ✚ When evaluating a child, we must look at behavioral, emotional and physical symptoms.
- ✚ ADHD symptoms that indicate that the gut needs care include: runny nose, sensory issues, diarrhea or constipation, headaches, recurrent intestinal worms, bouts of strep or ear infections treated with antibiotics, anxiety, depression, food allergies, low energy, learning problems, sleep issues, unhealthy weight gain.
- ✚ “All disease begins in the gut”. Hippocrates
- ✚ What triggers gut problems? Antibiotics, birth by c-section, not being breast fed, frequent infections, tonsils removed, steroid medication, acid blockers for reflux, gluten.
- ✚ How is health linked to the gut? Our gut bacteria are responsible for giving us energy, detoxifying our bodies, keeping inflammation at bay, keeping our brain barrier sealed, maintaining healthy sensory functioning and producing the neurotransmitters we need for our brain.
- ✚ How can we keep our gut healthy? Vaginal birth, breast feeding, full term birth, avoidance when possible of antibiotics, exposure to animals and nature, less sterile environment, eating a plant-based, very varied diet, and calming down and relaxing.
- ✚ All insults to the gut which lead to health problems are environmentally triggered and can be reversed. When we change our diet, we can recreate our gut and brain health.
- ✚ Let’s begin to heal our gut:
 1. Foods we will eliminate: gluten (wheat, rye, spelt, barley, kamut), dairy, sugar and artificial colors and flavors and preservatives, “food” born in a factory, GMOs, processed oils.
 2. Foods we will eat:
 - Grains: Rice, GF oats, buckwheat, millet, GF pasta, potatoes, sweet potatoes.
 - Milk substitutes: nut milk, coconut milk, soy milk.
 - Sweeteners: natural honey, maple syrup, fruit, dry fruit.
 - Fruit, vegetables and legumes, greens, broccoli, cauliflower and cabbage: all, generously.
 - Animal products: Some choose to eliminate them altogether. Others eat eggs, meat, fish and poultry in moderation.
 - Healthy fats: olive oil, cold pressed nut oils, coconut oil, avocado, nuts and seeds.
 3. What we will add to boost health: probiotics and more time with animals and in nature, omega 3 fatty acids, vitamin D3, magnesium, multi-vitamin.
 4. Drink a lot of water!
 5. Eat pre-biotic foods that feed our gut bacteria: onions, leeks, radishes, carrots, coconuts, flax and chia seeds, tomatoes, bananas, garlic.
- ✚ Prepare for the Thirty-Day Challenge by eliminating all the foods you will not eating for the month.
 - Look up recipes
 - Join Facebook groups for gluten-free eating
 - Get familiar with the foods you will be buying in the supermarket
 - Let your kids help you choose healthy snacks
 - introduce milk substitutes slowly.
 - Be sure to explain the program to your kids and don’t just dump a total diet change on them.
- ✚ When the Thirty-Day Challenge is over, take out your symptom marker sheet and evaluate if your child has made progress on his health concerns. If he has made significant progress, keep at it. If he has made a little progress, consider extending another thirty days, always keeping an eye on the symptoms. If there was no progress, check if you have truly flooded your child with vegetables and fruit and other nutrients and eliminated all inflammatory foods. If you have followed the Thirty-Day Challenge exactly with no progress, slowly begin re-introducing the foods that were eliminated. All children would benefit from less sugar and processed food, so consider not reintroducing them.

The Cheat Sheet:

Chapter Eleven: The screen addiction repair program:

- ✚ What environmental factors are lowering our IQ and slowing us down? Our western diet, multi-tasking expectations, using our memory less and google more, reality TV bingeing, sleeping more poorly, and exercising less.
- ✚ What is ESS, Electronic Screen Syndrome? There are two types of screen time: interactive and passive. Interactive screen time (video games, even the physically active ones) is more dangerous and causes many health and cognitive problems.
- ✚ “Instant Gratification” kids are more susceptible to becoming addicted to screens.
- ✚ What happens to a brain during interactive screen time?
 1. The child gets a rush of cortisol (stress hormone) and goes into fight or flight mode.
 2. The child becomes hyper-aroused and goes into survival mode. His thinking brain shuts down and he can only access primitive responses. He is emotional and irrational.
 3. Dopamine levels spike, he is getting constant high-level pleasure feelings, and real-life can't mimic these feelings. He is always searching for more. Regular activities become boring.
 4. Sleep is disturbed, melatonin (sleep hormone) is not produced because of the blue light.
 5. Stress hormones remain high, even after screens are shut off, making it hard to concentrate.
- ✚ Some symptoms of screen addiction include high stress, sleep deprivation, irrational, mood swings, tantrums, low frustration tolerance, poor self-regulation, disorganization, immaturity, poor eye contact, learning difficulties, poor short-term memory, spaced out, over sensitive, poor coordination, sensory issues. Nearly identical to ADHD.
- ✚ Half an hour of screentime in the evening disrupts sleep. Any video game causes dysregulation. An e-reader slows reading and processing abilities.
- ✚ How can we know if our child is exhibiting symptoms of electronic screen syndrome? Trial and error. We can see if the symptoms are reduced when screens are removed and return when kids get back on screens.
- ✚ Three areas are assaulted by screens: Our eyes, our brain and our body.
- ✚ Kids who suffer socially are particularly hurt by screen addiction. They hide behind their screens and even feel like they fit in with their on-line “friends”, but never practice real socializing. Kids who are addicted to screens feel wronged and misunderstood all the time.
- ✚ Parents must be role-models to our children of healthy screen use. When we are addicted, our kids are neglected, create weaker attachments with us, have more accidents and are more unhappy and demanding. They are touched less, spend less time speaking to an adult, less time active and less time outdoors. Without our focus, their development in every area is stunted.
- ✚ The four-week reset program: Take a week to prepare by informing and discussing the program with the family, preparing other modes of entertainment, informing other adults, inviting another family to join, and getting rid of ALL screens.
- ✚ What is permitted during the reset program? Up to five hours of television watching per week or sitting far from a computer screen. No games, no small screens! Your children will exhibit many withdrawal symptoms. Stay strong, be a leader.
- ✚ Kids get exposed to porn (“screen rape”) exceedingly early. We must protect our children by installing screen filters, keeping open communication, being an example and being present. Porn for children is as dangerous as drugs, alcohol or cigarettes. Don't tolerate it in your home.

The Cheat Sheet:

Chapter Twelve: The sleep program:

- ✚ More than fifty percent of kids diagnosed with ADHD suffer from a sleep disorder.
- ✚ Kids who don't sleep enough suffer from moodiness, irritability, distraction, lack of focus, high emotions and depression.
- ✚ The stimulants given to treat ADHD reduce the amount of time a child will sleep.
- ✚ Signs of a sleep disorder include snoring, paused breathing at night, difficulty falling asleep, not sleeping through the night, not performing well during the day, sleepwalking, and frequent nightmares.
- ✚ Why do we need adequate sleep? Our brain rests and is restored, old memories clear, new memories are solidified, our thoughts are organized.
- ✚ What happens when we don't sleep?
 1. Our ability to focus diminishes
 2. We are more emotional and irritable
 3. We are more aggressive and more likely to bully
 4. We look for instant gratification experiences thereby acting impulsively
 5. We develop psychiatric symptoms
 6. We forget things and have trouble retaining information
 7. We live shorter lives, are more at risk for heart disease
 8. We are more stressed and become fatter
 9. We get sick more often
- ✚ Why are kids not getting enough sleep?
 1. Sleep apnea blocks airwaves causing a child to wake up for a few seconds frequently through the night.
 2. Screens in the evening destroy sleep. The blue light disrupts the wake-sleep cycle.
 3. Sleep apnea is an emotional sleep disorder suffered by kids with high stress or suffering from abuse or post-traumatic stress.
 4. The bedroom is too hot or bright.
- ✚ What can a parent do to help his/her child sleep better?
 1. Remove LED lights and screens from the room. Adjust the temperature in the room. Reduce or eliminate medications that inhibit sleep.
 2. Stick to a sleep schedule, going to bed the same time every day.
 3. Exercise daily, but not near bedtime. Go outdoors in the strong sun for a short time daily.
 4. Avoid caffeine after 12:00 noon, including chocolate, cola and coffee.
 5. Avoid naps late in the afternoon, after 3:00.
 6. Do not eat a heavy meal right before bed.
 7. Unwind as a family before bed, giving ample time for your child to talk about his day. If it gets too late, write down the topics on your child's mind and bring them up again tomorrow.
 8. A bath in the evening with Epsom salts induces high quality sleep.
- ✚ If a child is suffering from insomnia CBT-I is a very good intervention option. It includes therapy to understand the stress your child is carrying and works on proper sleep hygiene habits.
- ✚ Make an evening chart with your child to help her develop a strong evening routine habit.
- ✚ If a child is struggling with sleep apnea, the Thirty-Day Challenge may clear up the excess mucus causing part of the problem. If this doesn't help, consult an Ear Nose and Throat doctor.

The Cheat Sheet:

Chapter Twelve: The exercise and nature intervention program:

- ✚ Why is exercise so important for us? Exercise controls stress, stressing our cells though exercise makes us physically stronger.
- ✚ Small bouts of stress to our immune system, life experience and muscles make us strong. Constant stress to all three break us down. Kid's lives are too stressful, they must unwind!
- ✚ How does exercise help children focus?
 1. Exercise boosts dopamine which helps a child feel good and more able to focus.
 2. Exercise boosts serotonin which enhances mood, builds self-esteem and reduces impulsivity.
 3. Children who exercise have more grey matter in the frontal region of their brain which assists learning, planning and executive functions.
 4. Consistent exercise makes the hippocampus area of the brain larger. This area is responsible for memory and learning.
 5. Sports teach social skills, motivation, goal setting and self-control.
- ✚ In Finnish schools' kids have more recess, are outdoors more, start school later and score highest on achievement exams in the western world. They medicate only one in 1,000 children for ADHD.
- ✚ The best exercise for kids should raise heart rate, and develop skills such as balance, coordination and speed. Tennis, jump rope, martial arts, dance, sports, swimming and bike riding are examples. Thirty minutes per day is the minimum. Exercise is better with friends.
- ✚ Choose a sport your child likes, sign up for twice a week physical after school activity, have sports equipment available at home, go to the beach or hike, shut off screens.
- ✚ Unstructured imaginative play helps children make sense of the world, overcome childish impulsivity, and mimic adult life through play. When we play with our children, we give them cues to understanding what we value and what is positive behavior. Simple toys allow kids to develop their imagination and senses. Playing a challenging game or building a puzzle that is slightly too hard together with our child expands his mental capacity.
- ✚ We have become allergic to nature, seeing it as frightening and unknown. In an achievement obsessed world, we see time in nature as pointless. Nature has become too slow for our fast-paced lives. But there is no stress in nature, it is where we used to go to calm down and meditate.
- ✚ Kids in nature become calm, focused, more social, more creative, develop their senses and are more curious. They come alive.
- ✚ How can we spend more time in nature as a family?
 1. Sign kids up for nature activities, camps, scouts.
 2. Make a family nature club where groups of families go out in nature together. It can be to garden, clean up a beach or forest, repel, hike or spend time at a park. Adding socializing to time in nature makes it more fun.
 3. Stop fearing nature! Nature is nurturing. Home is more polluted; kids are exposed to real dangers on their screens.
 4. Spend more time with animals or get a pet or two.
 5. Plant a vegetable garden outdoors or plant vegetables in the house.
 6. Turn off screens so children have a choice to get outdoors.

