

# An Overview of Awakening the Hidden Brilliance in ADHD

- Balance
- Vision
- Left & Right Brain
- Differentiation
- Body Awareness
- Internal GPS
- Muscle Tone
- Touch
- Smell
- Sound

# Hear What I Am Doing

by Carolyn Hunsinger



Please, mom, hear what I am doing; see what I am saying.

The world is a crazy, confusing, scary place for me. I can't do the things other kids do – my body doesn't work right. But inside, I'm just like other kids – I need to be loved and appreciated;

I need to belong, to fit in; I need to contribute, to be useful; I need to be heard and understood;

I desperately want you to be proud of me.

I want to tell you my needs, my feelings, my thoughts, but they get trapped inside me because I can't get my mouth to say the words. There gets so much piled up inside me that sometimes it just blows up everywhere. And I know you're disappointed in me, and you get angry at me, And somehow, it's all my fault.

My actions speak so loudly, you can't see what I am saying. Yet, my actions are my saying. My body says what my mouth can't. I act out my feelings yet they go unnoticed. But I have no other way of telling you my feelings.

I want to cooperate, to succeed, to contribute, to feel good about myself, but to do that I must be heard.

Please, mom, hear what I am doing; see what I am saying.



What people observe  
in an ADHD person  
isn't actually what is  
happening in their  
mind & body



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# The Hidden Unlimited Potential



IF I TOLD YOU THAT ALL CHILDREN HAVE THE POTENTIAL TO LEARN AND ARE OPEN TO UNLIMITED POSSIBILITIES TO SUCCEED, WOULD YOU BELIEVE ME?

Yes, it is true. And ADHD children's brains are wired differently. Challenges and struggles are indicators of their underlying interferences that are interlinked within themselves, resulting in why they find certain things more tricky than their peers.

Their unlimited potential will emerge by gently unraveling these interferences at their pace.

This brief overview is about how we can unfold their hidden unlimited potential.

# The Inner Conflict of Not Being Good Enough

THIS GUIDE IS DESIGNED WITH EXAMPLES, METAPHORS, BEHAVIOURS, AND WHAT IS GOING ON WITH YOUR CHILD.

Once we understand their struggles, we can start the journey towards their success.



WE MENTIONED HOW THE ADHD BRAIN IS WIRED DIFFERENTLY. THIS ANALOGY MIGHT HELP YOU UNDERSTAND WHAT IT FEELS LIKE INSIDE THEIR MINDS.

Imagine being given a powerful sports car. However, you haven't been given a manual, and nobody explained all the gadgets on the dashboard to drive this powerful and extraordinary car. There

is no helpline either. You know this car is powerful, and you can do many cool things with it. It will modernize and change your life because of the features it possesses. You learn how to use the car by making mistakes and crashing. In the end, you become frustrated and start doubting yourself, which affects your self-worth even though you know you can do better than you currently do. It is very similar to ADHD.

# Children Always Give Us Clues

MAYBE SOME OF THESE EXAMPLES WILL RESONATE WITH YOU AND YOUR CHILD:

## BALANCE - VESTIBULAR SYSTEM

- struggling riding bicycle
- challenging to be still
- need to move fast
- spending hours and hours on swings or merry-go-rounds or avoiding them
- motion sickness
- difficulty walking on uneven ground
- delayed language development (understanding and using)
- reading difficulties
- inability to read or write in cursive

## EYES - VISION

- skipping words while reading
- difficulty copying from the board
- inability to read without losing place
- tilting head while writing or drawing
- rubbing eyes after use
- difficulty tying shoelaces

## INTERNAL GPS KINESTHESIA

- challenging to keep a conversation while walking
- difficulty writing, getting dressed, and other grooming skills
- clumsiness in using eating utensils

## LEFT & RIGHT BRAIN INTERHEMISPHERIC INTEGRATION

- delayed language acquisition
- problems comprehending directions
- difficulty finding the right word
- challenge to tie shoelaces
- trouble getting dressed (e.g. pulls on pants with two legs together, needs help getting arms into sleeves)
- difficulty learning to swim or pedal a bike
- weak organizational skills
- significant reading problems
- trouble understanding concept of the consequences or cause and effect

## DIFFERENTIATION

- knocking things over at the table
- startle reactions
- others often interpret unintentional body movements as misbehaviours when standing in line, sitting at circle time, etc.
- unintentional movement of the opposite hand when one hand is engaged
- accidental movement of the legs when one hand is engaged
- tics that involve more than just the eyes
- difficulty sorting out fingers for fine motor coordination
- movement of the tongue or mouth when concentrating, writing

## BODY AWARENESS PROPRIOCEPTION THE SECRET POWER

- your child likes being tucked in bed
- avoids crowded spaces
- loves to be held, snuggled
- enjoys playing rough
- difficulty falling asleep and staying asleep
- hysteria over hair washing or pulling a t-shirt over the head
- falling out of bed
- avoid playing in a team sport
- fear of dark

## TOUCH TACTILITY

- being very ticklish
- not noticing food on the face
- doesn't like sandy or dirty hands
- tendency to touch people's things
- avoidance of touch (by hands or mouth) of anything 'mushy' or "slimy" or having mixed textures
- intolerance of haircuts, hair brushing, face washing, fingernail cutting
- need to remove tags from clothing
- holding a pen /pencil with the tip of thumb off

# What We May Observe

## WHEN CHILDREN WRITE, THEY MAY BE:

- lying or propping themselves on a table
- slouching
- sitting on their legs
- their legs wrap up around chair legs
- tapping a pen
- head tilted to a side
- chin rested on their hand or a table

We tend to perceive them as lazy, unmotivated, not trying hard enough, or being difficult. It couldn't be further from the truth. All these indicate that a child subconsciously strategises and compensates for his compromised senses to stay focused or protect his overwhelmed senses.





# Roles of the Systems (senses)

## BALANCE - VESTIBULAR SYSTEM

It regulates virtually everything we do! It helps us process information about movement, gravity, and balance, orient our bodies in space and control the speed of our movements. This system is foundational to many other neurodevelopmental systems, and weaknesses in vestibular functioning can cause pervasive problems from inaccurate auditory sequencing to reading difficulties to motion sickness. The vestibular system is in the inner ear.



## EYES - VISION

Eyesight plays an essential role in a child's learning and behaviour. For the eyes to function optimally, they must operate as a team, meaning they must move smoothly together. Eyes need to work together to focus on one thing (this is called binocularity) and move smoothly when they're reading a line of text (this is known as visual tracking).



## INTERNAL GPS - KINESTHESIA

Kinaesthesia is like your child's internal GPS for their muscles and joints. Kinaesthetic memory is the a special memory that muscles use to do certain activities, when they are done over and over again until it becomes automatic.



## LEFT & RIGHT BRAIN - INTERHEMISPHERIC INTEGRATION

Interhemispheric Integration is like a super-highway for communication and information being passed between the left and right brain.



## DIFFERENTIATION

It is the ability to move one body part without unintentionally moving other parts of the body.



## TOUCH - TACTILITY

The sense of touch is vital for our children. It helps them learn about their surroundings and react appropriately.



## BODY AWARENESS - PROPRIOCEPTION THE SECRET POWER

This sense helps your brain understand where your body is and how it's moving, even if your eyes are closed or you're in a dark room. It's like having a superpower that tells you where your body is in relation to other things around you!



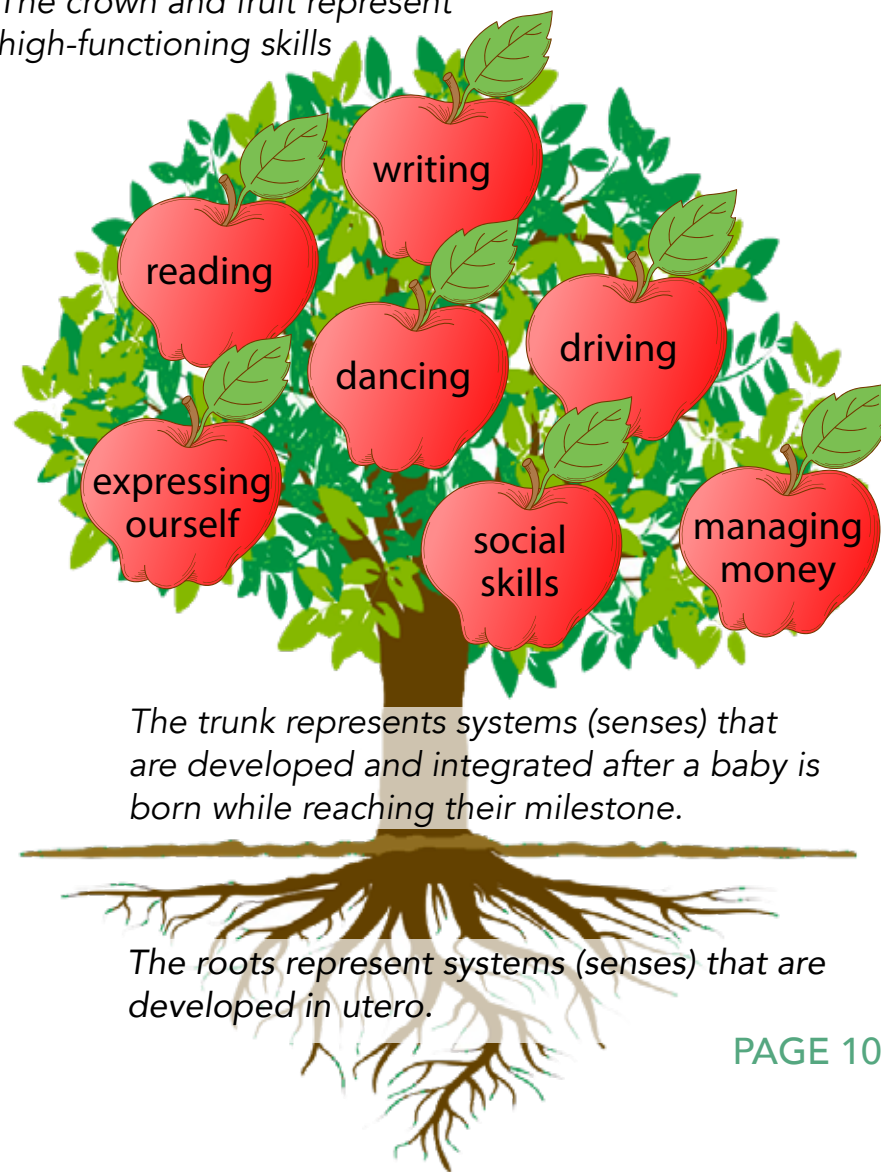
# Tree Metaphor and Neurodevelopment

Using a simple tree metaphor to compare our neurodevelopmental systems will give you a better understanding of the cause of challenges. The different parts of a tree represent neurodevelopmental systems (senses).

All neurodevelopmental systems must be functional, work with other systems in the correct sequence, and not interfere with other senses at inappropriate times. If there are any irregularities, we see different challenges.

Back to the tree example, if the roots and trunk are puny, the tree bears less and smaller fruit. It is precisely the same with our systems. When the senses are compromised, it results in academic and social challenges.

*The crown and fruit represent high-functioning skills*



*The trunk represents systems (senses) that are developed and integrated after a baby is born while reaching their milestone.*

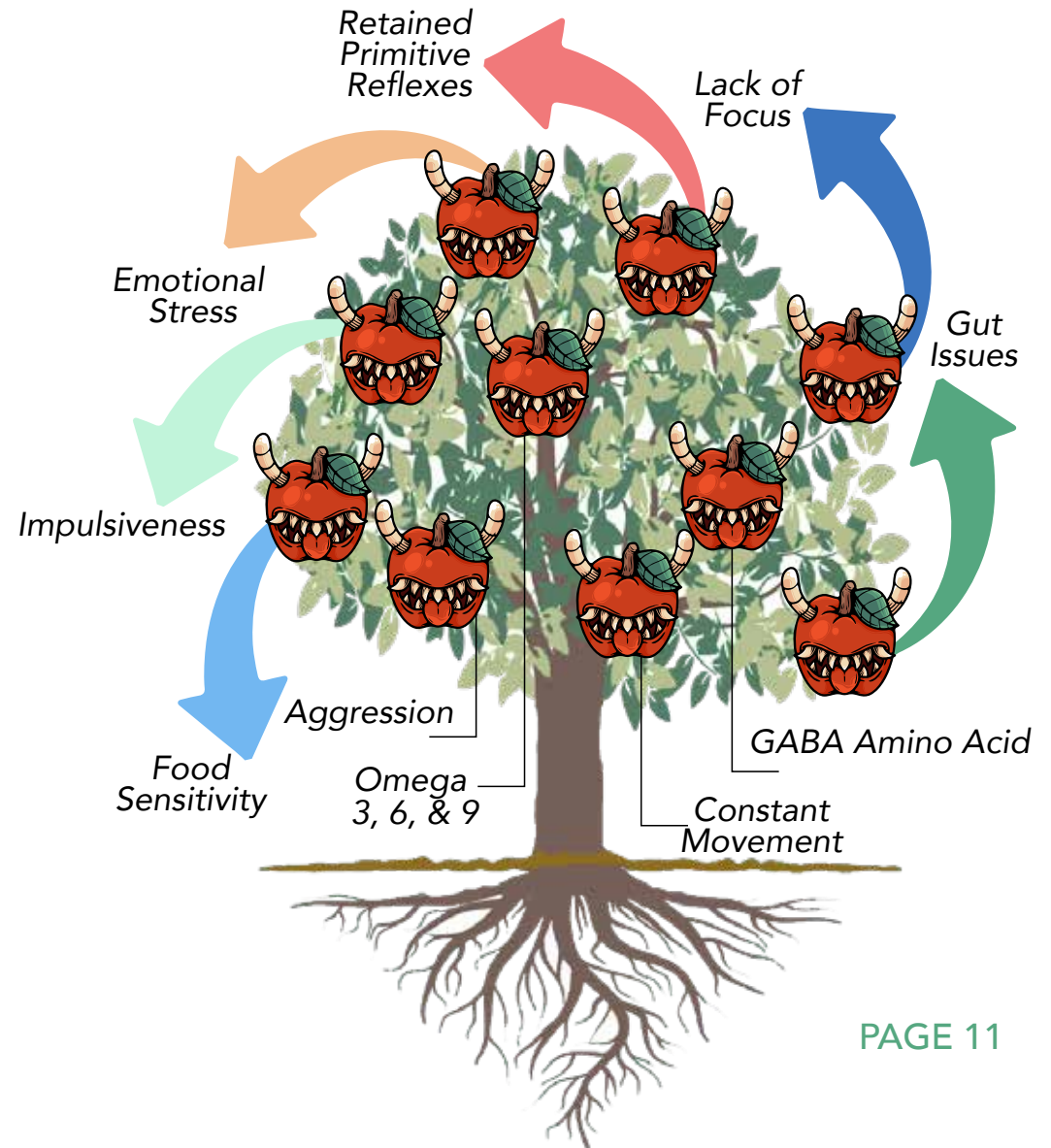
*The roots represent systems (senses) that are developed in utero.*

# ADHD Brains Are Wired Differently

Studies have shown considerable differences in the brain structures of children and adolescents with ADHD compared to their neurotypical peers. It's important to recognize that just as no two children with ADHD are the same, the same applies to their brain structures. Everyone's unique personality and brain structure contribute significantly to their own experiences of challenges.

Each person has a unique neurological makeup because we experience the world differently through our senses - smell, touch, light, sound, and body awareness in space. Any imbalances can affect our well-being and daily life challenges.

We can change someone's neurological makeup by gently addressing any culprits that interfere with overwhelmed senses. Yes, I am talking about neuroplasticity.



# Lida, Integrating You!

Hello, I'm Lida. I am on a mission to awaken hidden potential in children and adults who are challenged academically or socially. I am a kinesiologist and bio-energetic medicine practitioner, and neurodevelopmental therapist

By utilizing all three modalities, we carve and build pathways from cells to the endocrine and nervous systems to the higher brain centers to change our internal physiology and chemistry, awakening hidden brilliance in ADHD.



## IT INVOLVES:

- Daily neurodevelopmental activities.
- Monthly hands-on sessions to balance emotional and biochemistry challenges in the body and mind.

# Change the Stories You Tell Yourself

## Create New Paths to Your Brain & Inner Wisdom

At Gentle Integration Therapies, we don't fix children and adults, as nothing is broken. We help them integrate their overwhelmed systems so that they STOP SPIRALLING OUT OF CONTROL and tap into the superpowers or gifts that people with ADHD, Dyslexia, or Dyspraxia have.

I want to invite you to look at The Unlimited Potential Programme where we unlock the gifts and help clients to thrive so that they can focus on what they are learning, they're happy and feel good about themselves.

It is a dynamic, in-depth, and conscientious approach.

**BOOK A FREE CONSULTATION**  
Make sure we are the right fit for  
you and your child.



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