



Kids Our Family Newsletter first

**Name of your office, Address,
Contact numbers and website**

Our goal is to inspire you, to provide you with the latest health care options available, make you smile, and help you to help us fulfill our mission – *to reach as many parents and children as we can!*

Principles of Health – What is it?

After being a patient at our clinic for a little while, you'll probably realize that Chiropractic represents a very different approach to ensuring amazing Health and Wellness. And that your health is based on four very important and profound principles:

A. Self-healing;

Your body is a self-healing, self-regulating organism - it is designed to heal itself and regulate all its own functions. That is amazing! You do not need to do anything! It does it all by itself!



Many patients are surprised when I mention that once a month, they get a brand new liver. Liver cells die and you get new ones approximately every 24 days. What an amazing concept! The next time you are at a party you can amaze your neighbors! Listen to this; every four months, all your red blood cells are replaced, like clockwork, for the rest of your life! What an awesome thought!

You get new taste buds every eleven days and even your stomach lining is replaced every five days! And when you go home in the evening and slip on your PJs, you literally shed millions of skin cells in the process - they float onto your carpet. Did



you know that 98 percent of all the dust in your house is made up of your dead skin cells? You actually vacuum up yourself when you clean the house. Yes – you are a very dusty person! The point I am making is that your body is in a constant state of change and repair! It is designed to repair and heal itself.

In order for it to do that, however, it must follow a very exact program that is set into motion almost from the time you are conceived. I always have fun with my patients when I am doing my consultations because I always ask them *“I want to know why you, Betty, are not following your program. Think about this for a moment – why is your body not doing what it is designed and programmed to do?”*



When you are not well, your body is not following your program. Sounds simple and logical, doesn't it? And yet for most people this is a very foreign thought. Why?

You have been trained and carefully taught that drugs are the answer to your health quest: That your health problem is the result of having too little Advil in your system. That your heartburn is the result of a lack of Tums, and your IBS, the result of an absence of Prednisone. The alarming thought is that as adults, most still think this way! ...And the most damaging aspect of this is that most parents then pass these bizarre principles of health onto our children.

B. Computer Control;

The second principle is even more interesting. It is based on the fact that the nervous system is the master controller of the body. It is like a computer control center that runs you! It runs and executes your program. As long as your nervous system is

able to communicate effectively with every cell, tissue, every nook and cranny of you, you then should have the very best health you have ever had in your life. We simply call this normal. It's what being healthy is all about!

C. Interference;

Here is where this gets really cool; if something interferes with the function of your nervous system and it is not able to do this, your body will not be able to do what it is programmed and designed to do. In other words, you will not be **able** to follow or execute your own program. Your body will start to do its own “thing.” And that is when people first notice that something is not right. We call this Malfunction ...And Malfunction can take many different forms - (I'll discuss this detail in the next issue of this Newsletter.)



D. I am the new Sheriff in Town;

My responsibility as a Doctor of Chiropractic is to simply restore Law & Order. To locate areas in your spine where there is a break in this communication. Such a break interferes with your normal nervous system function — an area of your spine where the nerve signal is being interrupted or interfered with.

Chiropractors call these areas of interference **Vertebral Subluxations**. Our mission is simple: correct any Vertebral Subluxation so that normal nerve function is restored and your body is able to function as it was designed and programmed! This will make the nervous system able to communicate and control body functions

once again — amazing health is the result!
You see....I'm the new Sheriff in town!
(I'll cover "Neurology for Dummies" in the
next issue)



How a Simple Marshmallow can Predict your Future:

A child's ability to delay gratification for 15 minutes pays educational dividends years later.

It's called the **Marshmallow Test**.

And some neuroscientists believe it is a critical first step needed to improve schooling. Many studies show it foretells success in life more accurately than how well a child can read or do math

The Marshmallow Test got its name from an experiment at Stanford University in the 1960s on 4-year old nursery school kids. Researchers told children that they could have one thing they really wanted right away – a marshmallow, or a candy or a cookie, for example – but if they could wait while the researcher left the room and came back about 15 minutes later, they could have two. It was designed to test self-control. The researchers, led by psychologist Walter Mischel, found only about 30 percent of more than 600 children tested could hold out. That's as far as it went until the early 1980s, when Mischel followed up and discovered the children who had been able to wait for two

marshmallows were also doing better academically.

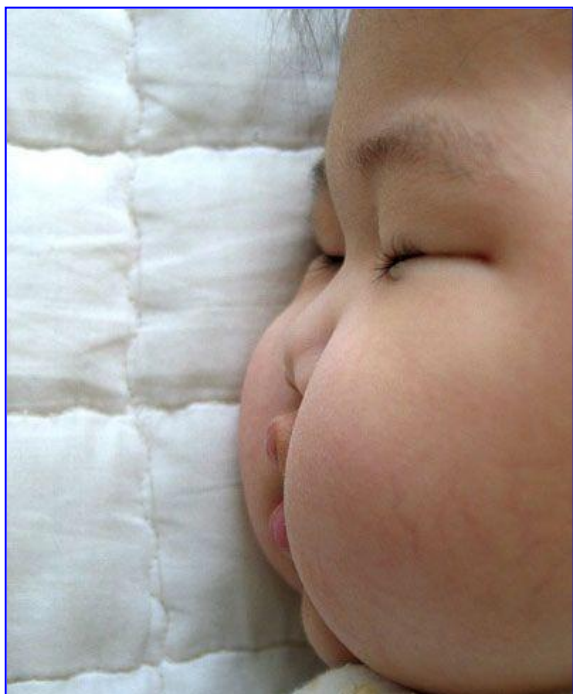
Jonah Lehrer, in a recent New Yorker magazine article, reports those children who waited 15 minutes averaged 210 points higher – more than 10 percent – on college entrance exams than did those who could wait only 30 seconds.

Collectively, the brain skills needed to wait for marshmallows are known as "executive function" or, more broadly, as "self-regulation." They include inhibiting impulses, sustaining attention, planning, prioritizing, and finding and carrying out strategies to stick to your plan. In kid friendly language, it means you can "rise to the challenge."



Here's the really exciting thing: Like math and reading, these skills can be taught and learned. They are not genetic. We can all learn how to get more marshmallows. Indeed, teachers could learn to teach the ability to self-regulate says Stuart Shanker, research professor of psychology and philosophy at York University and a leading figure in neuro-education.

His research on children shows that learning self-regulation is a primary task of newborns.



But the later years matter greatly. Shanker is amused when he reads about a 6-year-old who has strong executive function skills. It doesn't mean that child will have them at 6 or 16 or even 66. Those more complex executive function skills must be earned as you age.

When a baby is born, he says, it has a relatively undeveloped brain and primitive emotional circuits – fear, rage, love and curiosity – but no ability to control them. To do that, he argues, that baby must learn from the higher-level brain of its parent or caregiver, laying down pathways of neural connections through one-on-one stimulus and response between the two. That's what a parent is doing by teaching the baby to calm itself, for example.

"By being regulated, a baby acquired the ability to regulate," Shanker says.

Sometimes, though, that process is interrupted – by stress, hunger, environment or the caregiver's inadequate responses. And that creates problems for the child at school, for the schools and, ultimately, for society. Shanker says perhaps as many as half North American children have poor self-regulation by the time they get to school, citing a study of nearly 3,600 teachers in the U.S. in 2000. It manifests in

high rates of attention-deficit disorder or hyperactivity, among many other problems. He and others trace some of this to the increase in neurotoxins – such as mercury, (Could I be talking about vaccines here?) air pollution and now-banned PCBs – passing through the umbilical cords, making some children hypersensitive (and others not sensitive enough) to touch, sound or sight. That, in turn, interferes with the child's ability to learn self-regulation from a caregiver. Their nerves jangle (or remain numb) at the slightest stimulation. In sheer self protection, the supersensitive shut down that sense.

Teaching executive functions skills to older students might involve teaching them how their brains work, explicitly teaching them strategies to accomplish their goals (including practice and showing them how), and helping them understand what their goals and motivations are, says Lynn Meltzer, a Massachusetts-based psychologist. Shanker stresses that learning executive function skills is not the same as complying with someone's orders. Self-regulation comes from within. It is self-directed. *"Ideally", says Shanker, "it's not only the pupils who have good self-regulation. It's also the teachers, the principles, the community leaders. Students do well with teachers who self-regulate. And teachers do well with principals who self-regulate."*

It's not a quick fix that can be taught in isolation from other aspects of neuroscience, such as the need to understand that emotion is a critical part of decision-making and learning, or that part of the way the brain learns is to relearn.



**Please...if you have any questions, or would like any information on any health topic, it would be my pleasure to help you!
Talk with you next month.....**