



# Pure Facts

September 1984

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## Conference '84 a Big Success



Mary Kistler, FAUS president

Feingold delegates and members representing 40 states and Canada convened at the 1984 FAUS Conference in Beverly, Massachusetts from June 21-24.

The conference provided a time for sharing, helping, learning, and working toward a common goal—helping families of troubled children.

The conference began with the FAUS annual business meetings in-

cluding the election of new national officers.

Mary Kistler of Roanoke, Virginia, the former FAUS vice-president, was elected president. Tanya Small from Los Angeles moved from second vice-president to first vice-president. Joanne Perrington of Minneapolis will become the second vice-president, Mary Jo Carr of Gulf Breeze, Florida, will become recording secretary, and Eileen Muhle of Ayr, Nebraska, will become treasurer.

Those attending the conference heard four fascinating presentations. An assistant professor of biology at Brandeis University, Eve Marder, Ph.D., discussed some of her research on the effect of Red Dye #3 on nerve and muscle cells in crustaceans.

Beatrice Trum Hunter, a food additive expert and prolific writer, taught us about additives and preservatives,

what they are, where they come from, and how they affect us.

Ruth Aranow, Ph.D., from Johns Hopkins University gave a comprehensive lecture on the biochemical nature of hyperkinesis and hypotheses to its causes and cure.

Finally, a presentation on effective public speaking was given by the Toastmasters.

Small group workshops run by Feingold members provided an opportunity for helping each other with specific problems, such as dealing with professionals, handling teenagers, other conditions that may respond to the diet, and how to get product information. More information on these presentations will appear in future issues of *Pure Facts*.

The annual FAUS Conference was a huge success and the Feingold Association would like to extend their gratitude to all of those who helped make it work.

## How A Teacher Can Help A Feingold Child

1. Become familiar with Dr. Feingold's books. *Why Your Child is Hyperactive* and *The Feingold Cookbook* are available in most public libraries. Your school may order them from FAUS.

2. The Feingold Association of the U.S. will send a complimentary copy of *The Feingold Handbook* to your school. Ask your school librarian to request a copy from FAUS.

3. You can set a good example by teaching your class about good nutrition and additive-free foods. (See resource suggestions in this newsletter.)

4. When you provide parents and



children with printed information at the beginning of the school year, include a request that snacks be natural and low in sugar. (Refer to page 62 of *The Feingold Cookbook*, or ask your association for suggestions on snack and party food.)

5. Ask parents of children on special diets to give you snacks to have on hand for them when an unexpected party comes up.

6. Keep in mind that *one* sip or bite of the wrong food can harm a sensitive child. The parents can advise you of how sensitive their child is.

See *Teacher*, pg. 2



Teacher, cont. from pg. 1

7. Do not draw attention to the child. Feingold children will sometimes accept unallowed food rather than be singled out as "different."

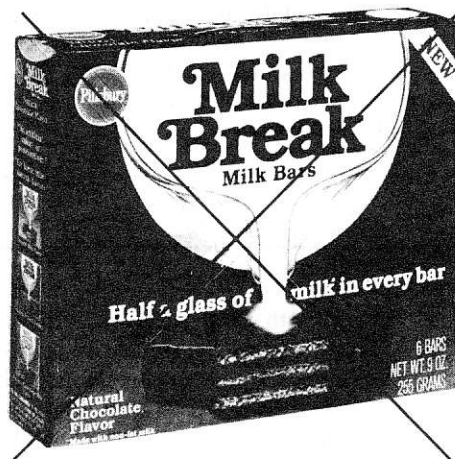
8. If the child refuses something not permitted on his diet, praise him discretely, and send a short note home so his parents can add their praise.

9. Discuss with the child's parents a plan for dealing with the rare occasion when the child suffers a reaction, and her behavior becomes disruptive to the class.

10. Be aware that a "reaction" can be very subtle. There may be days when you can't seem to "get through" to the child. He or she may be disorganized, dreamy, or forgetful.

There may be other children in your class who have food sensitivities, allergies, or special dietary needs. We teach children that differences in appearance, background, and opinions should be respected and valued. Similarly, differences in dietary needs and preferences should be given the same respect.

Portions contributed by the Feingold Association of the Bay Area.

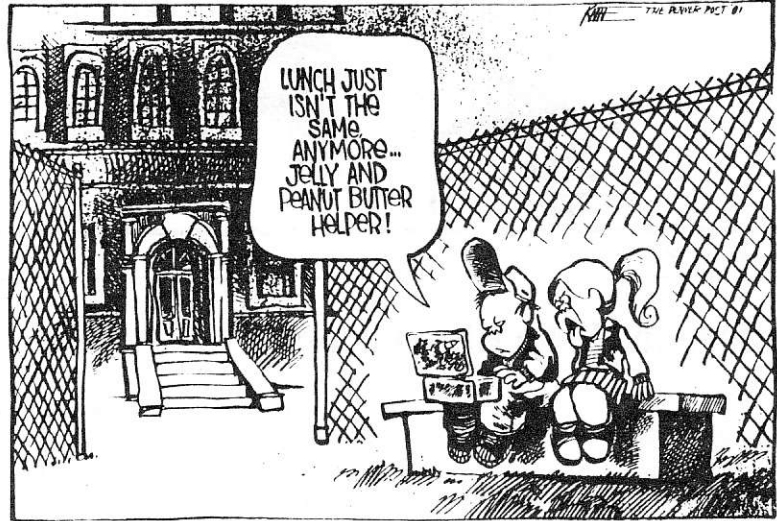


## Milk Break Bars are Not Quite "Natural"

The box says "no artificial colors or preservatives" and "natural chocolate flavor."

What it doesn't say and what you won't know unless you scrutinize the ingredients list is that Pillsbury's Milk Break Bars contain artificial flavor in both the coating and the filling.

C'mon, Pillsbury. . . .



By Michael E. Keefe, The Denver Post

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## Learning About Schools

Strong fumes routinely found in school buildings can be a serious irritant for the sensitive child or adult.

Reactions can be physical, behavioral or cognitive. The strong-smelling disinfectant used in cleaning may cause a headache in one person, nausea in another; mental confusion in one individual, and over-activity in another.

You may not be able to totally avoid exposure to the synthetic chemicals which abound in a school environment, but it is often possible to limit exposure.

### Here are some common culprits:

- perfume
- scented stickers & markers
- some cleaning supplies & disinfectants
- strong-smelling glues
- varnish, shellac
- oil based paints
- deodorizers
- pesticides
- mimeograph fluid
- asphalt, tar (parking lots, roofing materials)
- new carpeting & flooring (including adhesives)
- "miracle" rug cleaners

Many of these compounds, like synthetic dyes, are petro-chemicals. Synthetic chemicals can affect sensitive people, whether they are ingested, inhaled, or absorbed through the skin.

Any compound which has a very strong smell should be considered suspect. Even if exposure to them can't be avoided, it can usually be minimized.

## Eating on Campus—Or Off

By David E. Perloff

I am not living on campus now, nor have I ever. Consequently, I have a good control over what I eat.

To learn more about options for Feingold college students, I went to the cafeteria director at my school (University of Miami) and explained my dietary restrictions.

He informed me that at our school we actually have a cafeteria devoted to students with special diets. He suggested that if I wanted to set up a meal plan, I could contact the chef at that particular cafeteria on campus.

This is a great option for any college kids on the Feingold diet providing, of course, that their school is equipped to handle restricted diets.

If, however, no such program exists at someone's school, the next best solution would be to live off campus at home or in an apartment. This way the student would be able to control their own diet.

The most important idea that I have to contribute to college-age Feingold dieters is that at this age, the choice is really theirs. It is possible to stay on the diet if the individual is willing to put out the effort.

College students must make their own decisions. At this age, they must decide how they want to feel and how important it is to stay on the diet. It is certainly possible to remain on an additive-free diet if they choose to.

Children with an intact nervous system are usually well-organized human beings by school age. They can sort, classify, and categorize information into the proper mail boxes of the mind. The children are ready to be taught.

Learning-disabled children, on the other hand, are not ready for the same type of learning. They are often disorganized and distracted. It seems as though these children are consumed by disorder.

Although learning-disabled children have properly functioning sense organs, the messages received are jumbled. It may seem like they are not paying attention; on the contrary, they are paying attention to too many things.

Learning-disabled children also seem to need constant recognition, they crave center stage. Frequently they will grab any attention they can get, even punishment.

These children cannot deal with alternatives; they become anxious when anything is out of the ordinary. An unfamiliar route to the store or a broken instead of a round cookie can spell panic.

Recognizing people outside of their usual place becomes difficult if



## Free Pure Facts

Would you like us to send a complimentary copy of this issue to a friend, or to your child's teacher, principal, or L.D. resource teacher?

Send their names and addresses and we will see that they receive a copy with our next mailing.

Please address requests to: Sept./PF, P.O. Box 6550, Alexandria, VA 22306.

not impossible and a choice between two equal options becomes paralyzing.

These inflexible children who want what they want when they want it are the same children who do not see the wholeness of things. They get caught up in the details and miss the big picture.

Learning-disabled children are often lost in space—lost in up-down, in-out, left-right, above-below. They do not automatically know how to operate in space; they often have trouble visualizing spaces. How can they know where the top shelf is if they are not sure whether their feet are above or below their heads?

These children frequently get lost, losing not only themselves but also their possessions. They sometimes miss seeing things that are right in front of their noses. They will put things under a box when told to put them in a box, or will stand behind a desk when told to stand in front of a desk.



Small, clearly defined spaces spell safety to these children. The same dining room chair, the same place in the car, the same spot in front of the television means security.

Learning-disabled children usually have poor images of their bodies. They do not know how far it extends or how much room it takes up. They often overdo, underdo, go too fast or too slow, do not listen, do not look, and cannot coordinate several things at once.

## Special Education Programs—How to Get In

**Q:** I have a 4-year-old learning-disabled daughter who will be starting school next year. Can you give me some guidance?

**A:** It is never too early to begin special education planning for your child. Each state varies somewhat in its laws, but since 1977, the federal government has guaranteed a free and appropriate education for all handicapped children (including learning-disabled).

You can begin planning your daughter's education by approaching the school she will attend. They can direct you to the state Committee on the Handicapped who will evaluate your child's intellectual, physical, and emotional condition (a parent, teacher, or physician can refer a child to the Committee)

If your child is found eligible for special education, the Committee will meet with you and the school officials within 30 days to propose an educational program.

Don't underestimate your power as a parent to participate in the state's decision on your child's future. You play an important role. First, it is required that

all parents see and understand all testing done on their child. Second, parents can contribute to the state's decisions on the child's eligibility for special education. Thirdly, parents must agree to and sign permission for the program. And finally, parents have the right to appeal the decision made by the Committee on the Handicapped.

The law itself guarantees a free education that meets the State Standards of Public Education for pre-school, elementary, and secondary school education.

You can expect transportation to and from school for your child; speech, hearing, and physical and occupational therapy as needed; and parent counseling and training to help you understand your child's special needs.

Please note that this process can begin at any age—high school is not too late to approach your school district.

For more information about your state, contact:

State Education Department  
Office for Education of Children  
with Handicapping Conditions  
State Capital (your state)

*This information was contributed by Pat Palmer.*

## Educating the Taste Buds

Whether or not a child eats lunch there, the pre-school is an ideal place to learn about good food. It's an opportunity for concerned parents and teachers to get "equal time" in competition with the Saturday morning cereal commercials.

Where does bread come from? The story that begins with a kernel of wheat can end up as a bread baking project for those schools equipped with an oven.

For impatient 4-year-olds, sprouting seeds yield quick results as well as a science project they can eat.

How about a soup-making day? It could begin at the store and end up as lunch.

Educators and parents have excellent resources available. Most public libraries can provide these stories designed for young children:

*Green Grass and White Milk*

*The Little Red Hen*

*Stone Soup*

*Dinner at Alberta's*

*From Seed to Jack-O-Lantern*

*Let's Bake Bread*

*Let's Make Jam*

*Blueberries for Sal*

*Vegetables from Stems and Leaves*

*Chicken Soup with Rice*

*Creative Food Experiences for Children* provides a wealth of ideas on teaching children ages 3-10 about good food. It is available from Center For Science in the Public Interest, 1755 S Street, N.W., Washington, DC 20009. The cost is \$5.95 for the paperback and \$12.95 for the hardback.

*Kids are Natural Cooks* contains child-tested recipes using natural foods. Printed in 1974 by Holt Mifflin Co., Boston.

## The Disposable Generation

By the time your child reaches junior high school, the days of thermoses, lunchboxes, and cute little plastic containers will be over as he or she opts for the basic brown paper bag.

Lunch will be a one-way trip—your child won't want to have to bring anything home. This means no more wide-mouth thermos with soup or stews. But foods can be sealed in Ziploc bags, yogurt containers wrapped in foil, and a plastic bag can serve as a lining inside the paper sack. Drinks can be sent in disposable cans or cartons, or purchased at school.

## Lunch at School

### The Lunch Box Scene

Your child is thrilled with his shiny, late model lunchbox, but if you're new to the Feingold Program, the job of filling it may seem difficult.

The task isn't so hard if you can plan in advance. Try to identify five different lunch selections your child enjoys; these can be repeated each week.

For example: Monday's lunch might be a peanut butter & honey sandwich; Tuesday's, baked beans; Wednesday, tuna salad sandwich; Thursday, chicken drumstick; Friday, creamed cheese & chopped date sandwich.

Next, select five different snacks, such as popcorn, nuts, pretzels, or chips. Raw vegetable slices, fruit, or juice can be added to the menu plan, plus a Feingold-safe dessert.

Some foods double as both a treat and a good source of nourishment. Freeze a container of flavored yogurt, and it will be ready to eat by lunchtime. A small carton or can of approved juice can go into the lunchbox frozen and be a slush drink by noon. (Don't forget the plastic spoon.) You'll find many more helpful ideas for packing lunches in the Feingold Handbook.



## Back To Real Food

For many of us, "school lunch" evokes memories of nondescript meat, gelatin gravy, and grey peas. This was replaced by a food technology that blended McDonald's with the TV dinner—the same food in tidy plastic compartments. But in many schools—particularly junior and senior high—this picture is changing and there is a return to cooking and to a lunch that tastes like food, not like the plastic container it comes in.

When federal funds for the National School Lunch Program were cut by \$1 billion a few years ago, schools were forced to increase prices charged at the nation's 104,000 public schools.

Student participation declined by three million, forcing food service personnel to take a closer look at their lunch programs.

A variety of cost-saving techniques have been introduced in many schools: bulk buying and increased storage facilities, utilization of computers, and direct purchasing from local producers.

But the greatest change is that the student is now being viewed as a customer, not a captive audience. Freshly-prepared, nourishing, good-tasting food is being offered to fortunate children in some areas.

Salad bars and freshly-baked rolls are no guarantee that a lunch program will be additive-free. But Feingold parents have often been able to identify items their child can eat.

## Checking Out The Cafeteria

The office of the superintendent of schools can provide the phone number of the food service director in your area. Unfortunately, some directors interpret their job as filling empty stomachs as cheaply as possible. But if you're lucky your food service director will be concerned about your child's needs and will offer to help you identify suitable foods.

If your director would like to have a copy of the Feingold Handbook, he or she she may write to us at our national address:

FAUS

P.O. Box 6550

Alexandria, VA 22306

*This information was contributed by Pat Palmer.*

## An 'A' in Behavior for Jamee

It was a typical Feingold story—a child who started on the doctor circuit at age three and who for five years was diagnosed differently by each one.

Jamee Wertz was misdiagnosed as epileptic and a host of other disorders. A neurologist put her on medication to which she reacted violently.

Jamee was learning-disabled and dyslexic. But perhaps most frustrating of all, little Jamee would cry for no reason when asked to do something simple like tie her shoe.

All along she maintained that she just did not know what was wrong or why she was crying.

Finally when Jamee was 8 years old, her teacher told the Wertz family about the Feingold Program. Two of the other children in the class were on the Program so it was easy for Gwyn Wertz, Jamee's mother, to find out some basic information. (Mrs. Wertz is now the *Pure Facts* subscription manager).

"We had a big initiation ceremony the day we went on the Program which was the day after Easter," Jamee's mother recounts.

"Within 3 days there was an amazing improvement. We couldn't believe the difference," she said.

Jamee's teacher sent a note home almost immediately that said, "Jamee did an outstanding job in school to-



Jamee Wertz

day. She attended and completed her work without interrupting the class."

That was 1½ years ago and Jamee is still doing very well. The Feingold Program has helped her emotional problems and has improved the way she feels about herself.

The Wertz family has not been without their share of setbacks, however. Jamee is still learning-disabled and is bothered by fumes which are often difficult to control. When her school was sprayed for mice last year, Jamee's teacher helped minimize the reaction by not allowing their classroom to be fumigated.

Since she began the Feingold Program, Jamee's comments of "I'm so confused" or "I don't know what is the matter" have been replaced by "I feel so good today" and "I'm going to have a good day."

Said Mrs. Wertz, "That was something that we never heard before."

## Josh and the Case of the Missing Socks

This was our son Josh's first experience at camping, and I'd like to tell you a little bit about it.

The Feingold camp is a long way from Pittsburgh by car. It's a 4½ hour drive with my husband Ron, who will only stop if you threaten to vomit inside the car.

Still, distance notwithstanding, I think every 9-year-old deserves the chance to get away from his parents for a week of burping, yelling, and making other rude, disgusting noises without the benefit of parental disapproval (which is not to say that parental disapproval ever stops him at home).

I learned some things about kids and clothes vis-a-vis camp this year that will serve me well in the future. Since Josh was to come home by himself on a plane (nobody can stand *two* drives with Ron that close together!), I carefully selected a nice pair of pants and a good shirt that wasn't gray or said something, and pinned notes onto them saying "Wear on Airplane." Imagine my surprise when he got off the plane wearing the same shirt he had on when he left for camp, shoes that looked like they'd been

See *Camp*, pg. 6

## Other Conditions That May Respond to the Feingold Program

Hyperactivity is not the only condition that responds to the Feingold Program, according to a panel of Feingolders at a FAUS Conference workshop.

Autism, seizures, eye muscle involvement, and Tourette's syndrome are some of the conditions that have been helped to varying degrees by the Feingold Program.

Dianne Nixon of Fort Worth, Texas, Pat Palmer of Long Island, New York, Mary Kistler of Roanoke, Virginia, and Carol Simone of the Boston area spelled out what these disorders are:

*Autism* is the lack of speech or the inability to communicate with the real

world. The autistic child has no feeling for language and often makes no eye contact. *Aphasia*, which is often confused with autism, is a difficulty in finding the proper words to use. The affected person uses small words but can, indeed, communicate.

There are many kinds of *seizures*, not only epileptic, the causes of which are difficult to pinpoint. The Feingold Program has helped some children with these disorders. One Feingold member at the conference told of her daughter who would occasionally huddle, becoming non-verbal and rigid. These spells became more and more severe. When finally put on the Program, her spells ceased.

*Eye muscle involvement* includes nystagmus, which is the involuntary movement, either up and down or back and forth, of the eyes. Strabismus, on the other hand, is the crossing or turning outward of the eyes. It is due to an imbalance of muscle strength.

*Tourette's syndrome* consists of vocal or motor tics which begin in childhood and may worsen as the child develops. Motor tics include facial blinking, grimacing, arm movements, and shoulder shrugging. Vocal tics include grunting, sniffing, shouting, and barking. Compulsive use of profanity also occurs in some patients.

## How to Gain the School's Cooperation

If you balk at the thought of approaching school teachers or officials with questions about your child's education, take the advice of a special education coordinator from Michigan—a good attitude is the basis for an effective teacher-administrator-parent relationship. Communicate with a positive attitude and establishing a special education program for your child will seem a bit easier.

Mathew Sierota, from Dearborn, Michigan, told the F.A. of Michigan that the first rule for parents is to have the attitude "How can I help the school help my child?"

Sierota believes that what you say to a teacher or administrator is not as important as how you say it. It is not what you do, but rather how you do it.

Sierota had some more advice for concerned parents:

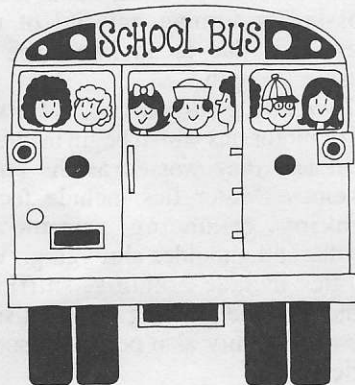
1) Set up a file of all of your child's testing, special classes, reports, and records. This will be especially helpful if the family moves into another school district.

2) If you are having problems working with the school, use a mediator to keep things in perspective—someone with the child's best interest in mind.

3) Make sure you inform your child's teachers of any special needs or problems your child has.

4) Don't be afraid to ask questions about administrative policy or teaching methods.

5) Most importantly, keep a sense of humor.



## Josh's Week at Camp

Camp, cont. from pg. 5

baked in clay, and no socks whatsoever.

"Gee, darling," said I gingerly, "why don't you have any socks on?"

"Because," he announced to the entire population of the Greater Pittsburgh Airport, "You told me *never* to wear dirty socks!"

An obviously childless couple walking in front of us found this highly amusing. Wait till their kid pops off a plane some day looking like last week's laundry! (I must teach that child to call me Mrs. Brown.)

On top of all this (or under it, as the case may be), we came to notice later that Josh was wearing his bathing trunks. His explanation was that the drawstring had become knotted "sometime during the week" and he couldn't get the suit off.

By the time I got around to unpacking Josh's suitcase, I was not only extremely suspicious about what I

would find therein, but also firmly convinced I had better do it soon before the suitcase got up and crawled away of its own volition.

Inside I found: 1) one clean shirt with note pinned on saying "Wear on Airplane" (which I expected), 2) five clean pairs of underpants (which I didn't expect), 3) not as many shirts as I sent (some kid is walking around Baltimore advertising a third grade in Pennsylvania), 4) a few shirts that I didn't send, and 5) not one sock I would have wanted him to wear in public anywhere. Oh, yes, and an unwrapped bar of soap, which probably accounts for the condition of the socks!

What we had outside the suitcase was one very happy 9-year-old bubbling over with stories and names and songs from the past week, and even telling his brother graciously that he missed him when you know darn well he all but forgot the child's name!



## What is FAUS?

The Feingold Association, founded in 1976, is a volunteer, non-profit organization comprised of parents and interested professionals dedicated to improving the health and behavior of hyperactive/learning disabled children, and similarly affected adults, through the Feingold Program. This program is based on the elimination of synthetic colors, synthetic flavors and the preservatives BHA, BHT and TBHQ from our diet.

## PureFacts

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