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Takeda sponsored Event about ADHD

[Audio](#)

[00:00:03.690] - Speaker 1

Let me pick up here. Is that okay? Because we have okay. I said when I introduce myself, I think the medical model is not enough to treat ADHD and sometimes it's even hurtful or damaging if we take the words ADHD, just leave it. D in English means disorder.

[00:00:32.580] - Speaker 1

S in German means syndrome. Disorder. Syndrome are terminologies for illness. And I say ADHD is not an illness. And she started by describing her son.

[00:00:48.480] - Speaker 1

I want to describe his character. Yes, ADHD ADD is a character trait which goes with many genetic low sky. And it is the situation or I cannot say diagnosis because for me it's not a diagnosis, it's a personality diagnosis. If anything, it's not a disease. And if you look at psychiatric conditions, ADHD, autism are the two I say no, syndrome are the two situations, psychological situations which are mostly genetically inherited.

[00:01:35.710] - Speaker 1

And it is very clear that ADHD is inherited. And if something is inherited, we shouldn't just try to make a different person out. But if you go now to the school system, the school system has the task to norm, to normalize, to socialize kids, and they go, according to a certain mom and the Swiss school, especially straightforward, trying to normalize because we think these kids cannot survive in society. But as she said, in society, in business, one wants these kids because they're creative. Now, why are they creative?

[00:02:27.570] - Speaker 1

They are also very sensitive. We have translated the syndrome into sensibility. They're highly sensitive. They sense immediately what goes on emotionally. And sometimes they get hurt and they react impulsively.

[00:02:46.560] - Speaker 1

And then one only sees the aggressiveness they have, but one doesn't see how they have been hurt. They have another trait, another strings. They are highly motivated by their own interest. If the teacher is boring, if the subject is boring, they go away. They dream, they think of something else, they look out of the window.

[00:03:13.720] - Speaker 1

If they are not well entertained, they go away. They lose contact, they cannot concentrate. So called normal kids, they can concentrate even if the teachers are divorced. But these kids, they quickly go to their own interest and one says the attention deficit. There we have the same words.

[00:03:40.390] - Speaker 1

The attention deficit only comes apparent if it's not interesting. So they cannot focus. They cannot focus if it's not interesting. If they find their own interests, their own focus, they are hyper focused. So you have researchers among them, you have explorers, you have entertainers, you have entrepreneurs, you have very interesting people who have ADHD, but they only make it if they go through the school system.

[00:04:14.290] - Speaker 1

And yes, the Swiss school system should be changed. And I then as a psychiatrist, I get many of these damaged kids through our system and our system gets much more legalized and everything is defined, and everything is defined by algorithm, et cetera, et cetera. And this goes totally against the personality of this case. So I think we have to do something in Switzerland that the school system is more tolerant towards this case because we destroy talents. And I went to a Gynalium container in arabic and einstein was a student there.

[00:05:02.840] - Speaker 1

We had his grades in our history book and they almost grew him out of the school because he probably had dyslexia. He was not so good in languages. He was good in mathematics, of course, physics, et cetera, but not good in languages. And if you are four degrees below what the average you should get, you are being thrown out. They didn't throw him out.

[00:05:30.010] - Speaker 1

He was text. And now he became a Nobel Prize winner in the school. There's a picture of him and he says he's very grateful for the school, that the school has had such a tolerant attitude and this is something we should promote in school. And I totally agreed with you that we should look at the strengths and not at the weaknesses. But the medical system works with weaknesses.

[00:06:06.060] - Speaker 1

We fight against the weakness, we fight against deficits, we fight against illnesses. And if you handle ADHD kit or ADD kit, then you should first focus on the strength. And if you can focus on the strength, the child gets self security, self assurance, self worth. And then you can hang on. The more difficult things, the more difficult the weaknesses, and it will pull them along.

[00:06:41.720] - Speaker 1

But often educational system goes away that if, for example, they're good in football but bad in languages, they say you cannot go to football if you don't have a fine in Germany that doesn't work. You should go more to football. Then he can concentrate better. One has even observed that after the gym

class, all the kids, but especially ADHD kids, those who are hyperactive, can perform better. The ADD kids, they are not so hyperactive.

[00:07:21.060] - Speaker 1

They're hyperactive in their mind. So maybe they should go to research classes or invent something or construct a machine or something and then they can focus on that because they are really able to hyper focus on what they are interested in, what they like. What else can I say?

[00:07:48.630] - Speaker 1

If these children are not treated adequately to their character, to their personality, they get a bad self esteem and they become psychiatrically ill. And I have observed over 40 years how ADHD kids develop. I have I look at families, I can look at the grandparents and I see all the symptoms of ADHD. And if they are not treated well, they develop psychiatric illnesses. And there's even a research done, these so called TBA studies, TBA genome wide association studies and they have only taken four diagnostic criteria and that was schizophrenia, manic depressive or bipolar disease, deep depression and autism and ADHD.

[00:08:52.090] - Speaker 1

And then the psychiatrists were very surprised that these very different categories, psychiatric categories, that they all have the same gene, low key, which are different from the normal people and one hasn't followed that pathway. But for me it's very clear. It's the ADHD which gives the genes and the environment makes for the different diagnostic. One could observe in prisons. ADHD kids, especially boys, because they are aggressive when they get hurt, they are highly sensitive, they get hurt and then they defend themselves with aggression.

[00:09:41.930] - Speaker 1

When they are aggressive, one only looks at their aggressive part, but not at their sensitive part. I'll never ask them why did you get hurt? And why didn't you have to defend yourself in such an aggressive way? So they end up in the court system, in the judiciary system, they end up in prisons. And in prisons you spend a lot of money and you try to again make a normal person out of them, which is impossible.

[00:10:11.170] - Speaker 1

So with animals, we say we have to keep animals in a species in a condition that is good for that species. And I say men people should also be educated in a way that suits them. And we cannot normalize. And as we have said, in business, one needs these creative people because they can think out of the box. Their brain also matures a little later, or maybe never completely.

[00:10:50.660] - Speaker 1

So they keep their creativity while other people lose it. All kids are to some extent creative, but you can lose it when you become an adult if you are not allowed to use your creativity. So if we put these kids into

a box, we cause a lot of healthcare costs, we cause judiciary costs and we cause social costs. And that's why we start, or will start this very age. That's why we want to start this prevention campaign with ADHDs.

[00:11:41.530] - Speaker 1

We sit into it from plus 20 plus we want to introduce into the school system, into educational system, this tolerance that people learn how to treat these kids. The parents have to learn it, teachers have to learn it, the kindergarten teachers have to learn it. And I think it doesn't take that much. And if you say not everybody has the money to pay for a private school, I think that very normal. School should be able to treat these kids.

[00:12:12.460] - Speaker 1

And we have nine swift and integrated school systems. That means we should integrate mentally handicapped, we should integrate physically handicapped. But the school system has the biggest problem with ADHD kids because they show through behavior, they are challenged to the teachers, so they give up and they are being stigmatized and passed all the time. One puts them into the medical system. And I, as a psychiatrist, as a doctor, I'm very much against putting them into this track of illness.

[00:12:52.550] - Speaker 1

But it's very difficult.

[00:12:58.410] - Speaker 1

psychiatry, medicine is a discipline. And we psychiatrist, we are not really, what would I say, a real subject. We only talk to people. And this is not so much work. Surgery, all the research on genetics, these are all physical things.

[00:13:23.540] - Speaker 1

One can see, one can measure. And in our field, one cannot measure that well. We have to observe, we have to find pattern recognitions, et cetera, et cetera. We let the computers now recognize patterns. But I think as a human being one is much better in recognizing human patterns and then combining what fits and what doesn't fit.

[00:13:52.250] - Speaker 1

But psychiatrists want to be accepted by medicine so they go by test, mechanical things, genetics, et cetera, et cetera. And we lose our skills, our practice. So I think we psychiatrist should work much more with ones with the individual but then with the environment. And epigenetics helps us now because in epigenetics many research results come out that the environment plays a very big role in our development. I make now a little shift in evolution.

[00:14:41.390] - Speaker 1

darwin is the founder of the theory of evolution. Lamarck was one who had always the idea that the genes are being influenced by the environment. And when I went to medical school one laughed about that and said oh Lamarck, in theory that's out of state. And now to epigenetics it comes back and the brain is an organ that is mostly influenced by genes that can be changed epigenetically. And in all the epigenetic influences the environment plays a very big role and that's why we try to launch this preventive campaign.

[00:15:32.730] - Speaker 1

And my idea now for Takita takita is a Japanese firm, isn't it? I have traveled through Japan. I have two grandsons who are half Japanese and half Swiss. And if I observe Japan I have read a book on ADHD all around the world and that Japanese people, they are against artificial things, against medication. So one gives much less medication in Japan than, for example in the United States.

[00:16:12.790] - Speaker 1

They want to leave the human being the way that human being is. But of course the human being has to be socialized and in Japan they have very strong rules how should be socialized and people accept that and they go with it and they are very disciplined. Japanese people are very disciplined. So since Japan has a long tradition in socializing people I would like to tell Faquita that they make a brochure about dos and don'ts with ADHD kids. That means that one hands out or one constructs a lid brochure and you can put in all the dos and don'ts and they are very clear do's and don'ts with ADHD kit.

[00:17:16.530] - Speaker 1

I cannot tell them all now but you can ask me after it and I think that would be very helpful. And these dos and don'ts one could then hand out to the schools, one could hand out to the parents and maybe we can have a little impact on the school system and on society. I am a specialist in schizophrenia too and since I see the connection between ADHD and schizophrenia I've written a book about it. And in schizophrenia for a while family therapy and working with the environment was very much at fashion. And then several pharmaceutical companies have made such procedures.

[00:18:09.650] - Speaker 1

Now it's not so much in fashion anymore. At that time, family therapy was much in fashion, that's ultimately medicine or the medical system has lost interest in that. But I think it would be time to make a brochure for Dos and Don'ts How to Handle ADHD kit. And that at the same time, of course, is an advertisement for the company. And then you will also have something for Japan, because it is not just medication, it's a social guide.

[00:18:48.250] - Speaker 1

For example, when you go to Japan, they have certain rules, and there are books about it. And Japanese people are very polite. They always vow. And when you want something from them and they cannot adjust to your demand, they say, we try our best. Translate it.

[00:19:12.590] - Speaker 1

That means to get it back. So we could make a brochure, or your firm could make a brochure to give a little guideline for how to handle ADHD.

[00:19:31.960] - Speaker 1

That is what I want to say. But now you can ask me questions.