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The role of homoeopathy in the management of specific developmental disorder of scholastic skills in children: A review

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Abstract

Children are our heart of society; they are our future. They are facing difficulties in learning anything in life or in academic areas and struggling with that, though having proper motivation and guidance, underlying issues remains uncorrected and unhealed. There are various types of learning disabilities, in which disorders of scholastic skills are most common. Due to underlying developmental issues such kind of disorders appears which delays not only academic growth but a personal growth of a child as a whole being. Homoeopathy has a wonderful role here. It is based on holistic approach. It has the efficacy to find out the underlying root causes of diseased state of the patient by thorough case taking, and heals the affected person as a level of mind, body, soul. Miasmatic background is extremely helpful for such types of disorders. Various constitutional medicine which treats the patients by their own individual constitution. Some of the data from previous studies has proven the effectiveness of Homoeopathic medicines in such cases through interventional studies in specific geographic distribution. Still, it needs more expansion to heal children around whole world and awareness for homeopathy towards such disorders.

Keywords: Homoeopathy, developmental disorders, scholastic skills, children

Introduction

As per 'Indian journal of health social work' (volume 2, issue 1, Jan-June, 2020) stated that, "Children with poor scholastic performance become source of immense stress for parents and teachers, which in turn, reduce the self-confidence of children [1]." As ICD-10, (WHO Version, 2nd edition) mentioned that, "Children with Specific developmental disorder of scholastic skills (SDDSS) has disturbances in acquisition of scholastic skills from early stages of development [2]."

As Kirk (1962) stated that, "learning disability is a process issue which can affect language and academic performance of people of all ages which is caused by emotional disturbance, behavioural disturbance or cerebral dysfunction [3]."

ICD-10, WHO Version (covid expanded, 2019) stated that, "Disorders in which the normal patterns of skill acquisition are disturbed from the early stages of development. This is not simply a consequence of a lack of opportunity to learn, it is not solely a result of mental retardation, and it is not due to any form of acquired brain trauma or disease [4]."

An 'Insight journal of applied research in education' mentioned that, "These children have significant impairment in areas related to reading, writing and arithmetical skills. The subtypes of Specific developmental disorder of scholastic skills (SDDSS) frequently co-occur with one another [5]."

As Dr Mithila (January 14, 2022) stated that, "While there is a solution for learning disorders, it causes more of a holistic approach in its management. Homeopathic medicines can enhance brain functioning and help connect the child to their environment [6]."

Epidemiology

- Goel (2021) stated that, "The incidence of dyslexia in Indian primary school children has been reported to be 2%-18%, dysgraphia 14%, and dyscalculia 5.5% [7]."
- Choudhary *et al.* (2012) state that, "In relevance to the pattern of learning disabilities among children and adolescents, it is observed that boys showed more prevalence of

different learning disabilities compared to female children [8].”

Classification

ICD-10, WHO Version (covid expanded, 2019) mentioned about, Disorders of psychological development (F80-F89) and stated that, “The disorders included in this block have in common: (a) onset invariably during infancy or childhood; (b) impairment or delay in development of functions that are strongly related to biological maturation of the central nervous system; and (c) a steady course without remissions and relapses.”

▪ **Specific developmental disorders of scholastic skills (F81)**

1. **F81.0 Specific reading disorder:** The main feature is a specific and significant impairment in the development of reading skills that is not solely accounted for by mental age, visual acuity problems, or inadequate schooling. Reading comprehension skill, reading word recognition, oral reading skill, and performance of tasks requiring reading may all be affected.
2. **F81.1 Specific spelling disorder:** The main feature is a specific and significant impairment in the development of spelling skills in the absence of a history of specific reading disorder, which is not solely accounted for by low mental age, visual acuity problems, or inadequate schooling. The ability to spell orally and to write out words correctly are both affected.
3. **F81.2 Specific disorder of arithmetical skills:** The deficit concerns mastery of basic computational skills of addition, subtraction, multiplication, and division rather than of the more abstract mathematical skills involved in algebra, trigonometry, geometry, or calculus.
4. **F81.3 Mixed disorder of scholastic skills:** An ill-defined residual category of disorders in which both arithmetical and reading or spelling skills are significantly impaired, but in which the disorder is not solely explicable in terms of general mental retardation or of inadequate schooling.
5. **F81.8 Other developmental disorders of scholastic skills**
Developmental expressive writing disorder
6. **F81.9 Developmental disorder of scholastic skills, unspecified**
Knowledge acquisition disability NOS [4].

Role of homeopathy in Specific Developmental disorder of Scholastic skills

Case taking

As mentioned in aphorism 83, “the individualizing examination of A case of disease, for which I shall only give in this place general directions, of which the practitioner will bear in mind only what is applicable for each individual case, demands of the physician nothing but freedom from prejudice and sound senses, attention in observing and fidelity in tracing the picture of disease [9].”

Mental disposition

Sarkar (2011) stated that, “The state of disposition of patient often determines the selection of the Homoeopathic remedy, as being decidedly characteristic symptoms which can least of all remain concealed from the accurately observing

physician [9].”

Physical makeup

“The ascertainable physical constitution of patient (especially when the disease is chronic), his moral and intellectual character, his occupation, mode of living, and habits, his social and domestic relations, his age, sexual functions are to be taken into consideration [9].”

Individualization

Kent (2009) stated that, “The substitution of one remedy for another cannot be thought of, or entertained in Homoeopathy. The Homoeopathic physician must individualize, he must discriminate. He must individualize things widely dissimilar in one way, yet similar in other ways [10].”

Miasm

In ‘Introduction to chronic miasms and human relationship’ (2006), Dr. R P Patel stated, “Miasm is the abnormal inherent ethereal force which manifests itself by abnormal function and sensation-disease. And so Hahnemann reached his great conclusion- that the miasm is the basis of all true natural chronic disease. Miasm is not a disease- it is the factor which makes the disease-the symptom complex possible [11].”

Psora

Allen (2020) stated that, Hahnemann was the first to classify psora as A chronic Miasm and to give it to the prominence it now holds as A disease producing agent and A parent element of disease. He said that, “if it was not for the presence of psora in organism could not become affected by any other disease, not even syphilis or sycosis [12].”

Sycosis

As Ortega (1980) stated that, “When he fails, it is due to being ever-hasty, and then he tends to flee or escape in fright; he shapes all his functions impulsively and is full of ambition. Presumptuous, imperious, fatuous, impertinent but super-active, he must be continually on the move, always doing something [13].”

Syphilis

About syphilitic manifestations, in ‘Introduction to chronic miasms and human relationship’ (2006), Dr R P Patel mentioned, “Dull, Stubborn, Suspicious, Obstinate, Anxiety at night, thinks of suicide and commits it, Idiocy, bottles up emotions an keeps it, Depression- severe, Close-mouthed fellow, Impulsive, mentally retarded or deficient child [11].”

Tubercular

Nigam (2012) stated that, “The mental symptoms are pronounced in children who are often wilful, stubborn, positive, and bad tempered, and may also be destructive. They may be weepy and full of fears and dreads; fear of animals being marked. At night want to be carried, as in sycosis; they prefer not to be touched [14].”

Miasmatic Diagnosis

Banerjea (2006) has mentioned about, “Miasmatic diagnosis of clinical classification [15].”

Key word	Psoric clinicals	Sycotic clinicals	Syphilitic clinicals	Tubercular clinicals
Psychiatric	Absorbed, buries in thoughts-	Abrupt.	Contemptuous.	Discontented.

Clinical	focussed. Anxiety neurosis. Alertness. Apprehensive. Brooding. Company, aversion to. Fear. Hypochondriacal. Indolent. Irritable. Joyful. Nervous. Prostration of mind. Psychic disorders characterised by deficiency and weakness. Sadness. Startled easily. Sulky.	Absent-mindedness and abstractions of mind. Anger. Awkwardness. Busy. Cheerful. Deceitful: exaltation of fancy. Delusion. Despair. Hastiness. Insolence. Mistakes in speech. Presumptuousness. Rashness. Ridiculous. Schizophrenia. Scornful. Selfishness.	Depression and melancholia-depressive disorders. Dullness. Exhilaration. Insanity due to mental depression. And destructive influences. Maliciousness. Prostration+++ of mind. Rage and fury. Rudeness. Sluggishness. Suicidal impulses and other destructiveness Manias.	Displeased. Dissatisfied.
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Management

In 'Essential Pediatrics', As Ghai stated, "To learn, to read, children must discover that spoken words can be broken down into smaller units of sound, that letters on the page represent these sounds and that written words have the same number and sequence of sounds heard in the spoken word. They also require practice in reading stories. In school, provision of extra time is an essential accommodation as it allows them the time to decode each word [16]." As Dr Mithila (January 14, 2022) noted, "Slow learners tend to have short attention spans, which homoeopathic medications can aid to lengthen, leading to an improvement in the child's focus. Also, the emotional state will improve. To see the initial positive changes with homeopathy, it takes at least 8 to 10 weeks and then the improvement continues and builds over time [6]."

Rubrics regarding Specific developmental disorder of scholastic skills

According to BTPB: Field and Allen (2015) in 'Boenninghausen's Therapeutic Pocket Book' noted,

- Intellect- comprehension difficult
- Intellect- confusion
- Intellect-impaired [17]

According to BBCR

Boger and *et al.* (2008) in 'Boenninghausen's Characteristics Materia Medica & Repertory with Word Index with Corrected & Revised Abbreviations & Word Index' noted.

- Mind-comprehension difficult
- Mind-concentration difficult
- Mind-learns with difficulty.
- Mind-confused.
- Mind-mistakes- differentiating objects in
- Mind-mistakes- speech, writing.
- Mind-mistakes- words in, use off
- Mind-perplexity
- Mind-dullness, mental, obtuseness [18]

According to Kent

Kent (April, 2008) in 'Repertory of the Homoeopathic Materia Medica' noted,

- Mind-answers-incoherently
- Mind-answers-incorrectly Mind- answers- irrelevantly
- Mind-answers-monosyllable

- Mind-speech-confused
- Mind-reading-aversion to
- Mind-dullness, difficulty to think
- Mind-writing-aversion to
- Mind-writing-inability to Mind-writing- disconnected [19].

According to Robin Murphy

Murphy (10th Impression, 2021) in 'A Modern Alphabetical and Practical Repertory' noted.

- Mind- mistake- generals, calculating in
- Mind- mistake- generals, differentiating of objects in
- Mind- mistake- reading in
- Mind- mistake- speaking in
- Mind- mistake- writing in
- Mind- mathematics general
- Mind- dyslexia- reading in
- Mind- dyslexia- understanding in
- Mind- dyslexia- speaking in [20]

According to William Boericke

Boericke (2021) in "Pocket Manual of Homoeopathic Materia Medica & Repertory" noted,

- Mind-comprehension-difficulty
- Mind-confusion, dullness
- Memory-omits letters, words
- Memory-thoughts slow
- Memory-thoughts vanish while reading, talking, writing [21]

Result

Specific developmental disorder of scholastic skills in individual type and in combination is not that much difficult to handle through Homoeopathy and its medicinal intervention, But we have very few records, studies and research on such types of cases, which needs proper attention and expansion. Thorough knowledge of allied part and its applicability to homoeopathy for such cases gives tremendous results, which enhance to noticeability and awareness of parents and educators to such children.

Discussion

We have shown the available causes, its meaning and the prevalence through various studies. As well as how we can classify it through its various types. We have also demonstrated that how different ways are there to reach out

the root cause of the disease, especially about mental aspect. Slightest turbulence in mental health can lead to great disasters to human life. We threw a light upon the knowledge regarding holistic approach, Miasmatic black removal and physical makeup of the body. The guidelines of master Hahnemann to such cases are very helpful.

Further work

- After marriage of couple, who are thinking to have a child, every medical practitioner should counsel the couple for various disease and disorders regarding pregnancy, lactation, Diet & Auxiliary measures, Lifestyle and further for child's individual life as a whole, especially to mother. If necessary, one can choose the Homoeopathic medicines, before couple conceives the child for betterment of family, society & Nation.
- If child is within the age group of 1 to 5 years, then medical practitioner should properly identify symptoms and comes to conclusion by screening, assessment tools and confirm the diagnosis of such cases. Homoeopathic practitioners can collaborate with them and can remove miasmatic block by thorough case taking in each affected child by rule out past and family history and should manage by individual miasmatic prescription through medicinal intervention, a Homoeopathic Similimum. So, medical and educational collaboration should be there for betterment of all children for their academic as well as personal development.
- More and more research should be done in children affected with scholastic skills or developmental disorders and try to find out the core reasons, how to manage and treat them from very initial stage of their life which can apply to all and give better results so the incidence and prevalence can be decrease.

Summary and Conclusion

Specific developmental disorders of scholastic skills are mainly unnoticed by teachers and parents due to lack of attention, mis-interpretation and lack of awareness due to milder or moderate intensity. The assessment tools, awareness programmes helpful to find out such children. Then the homoeopathy comes to correct it harmlessly. Reportorial approach can ease out the work in less time. So, if we choose homoeopathy for children from very early and basic stage of life especially for these kinds of diseases, they can cope up well by adapting themselves in any sphere of life especially in academic areas.

Conflict of Interest

Not available

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