

School phobia, refusal, panic & ADHD is simple Tactile Defensiveness(Hypersensitivity) of Sensory-Motor-Integration Disorders - How can you treat these students and pupils well?

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ABSTRACT

Tactile Defensiveness(TD) has two systems—One is protective system and another one is discriminating system. School age children who were previously able to separate from their caregivers, but now he will suddenly become anxious and fearful. A recent crisis in the community or in the family (such as a death, divorce, financial problems, move-out, etc.) may cause a young pupil to become fearful or anxious; Toddlers will cry, cling, have temper tantrums when they are about to be separated from their caregiver. Some children fear that something terrible will happen to mother at home, while they are at school. Children who are struggling in school with academic or social problems, may also develop school phobia, school refusal or panic state. Prevalence is about 2-5%, mostly happen in kindergartens, a few from grade schools.

Keywords: SMI-Tx(Sensory-Motor-Integration Training), Phobia, ADHD, Tactile Defensiveness

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I. INTRODUCTION

During the past one year from 2017/March to 2018/February, we did have school phobia (6), panic attack (3), or school refusal (4), 13 pupils in total. Pupils are all male. Mostly from the kindergartens (6); Grade 1 have 4 pupils; and grade 2 having 3 pupils of elementary schools. From mothers or other caregivers, we knew all of their tension and panic states characteristic. We did not do further discuss with familiar or neighborhood affairs in front of 13 children. Just simply perform strenuous Sensory-Motor-Integration Training (SMI-Tx). Within 2-6 months, students with school phobias, panic attacks, and school refusals, all said they wanted to go back classroom to attend the sing-song, and lessons of talk and hearing the stories.

II. CASE PRESENTATION

Case Conditions in the past

Xiaohua (a pseudonym) is a large class of 6-year-old boy and a half life is difficult to adapt to kindergarten, not in school and play with young partners.

Mother describes his symptoms:

- (1) there is a serious separation anxiety, once faced with separation, accompanied by abdominal pain and other physiological responses;
- (2) easy to hold an anger expressed by yelling way; easy to anxiety, fear often does not occur things;
- (3) cannot be read on their own, when a total of parent-child reading, will hand the East West touch, turning the picture pages;

(4) angry crying frequency, up to 5-10 times a day;

(5) impatient waiting, the face of blank time will be anxious and panic.

From the observation of the mother's description and Sensory-Motor-Integration trainer, you can see children sensitive to administer and the affairs, frontal and prefrontal forebrain physical features of development is not mature, sensitive and serious difficulties inhibit brain physiology; Sensory-Motor-Integration-Disorders such phenomenon called "Tactile Defensiveness", severe cases may even cause interpersonal interaction difficulties encountered in crowded places will want to avoid the symptoms of fear. The real reason is because of its eyes, ears, taste, smell, and skin defensive touch over-sensitive, and cannot be adjusted to suppress the brain, enjoy school, and school refusal situation or school refusal produced.

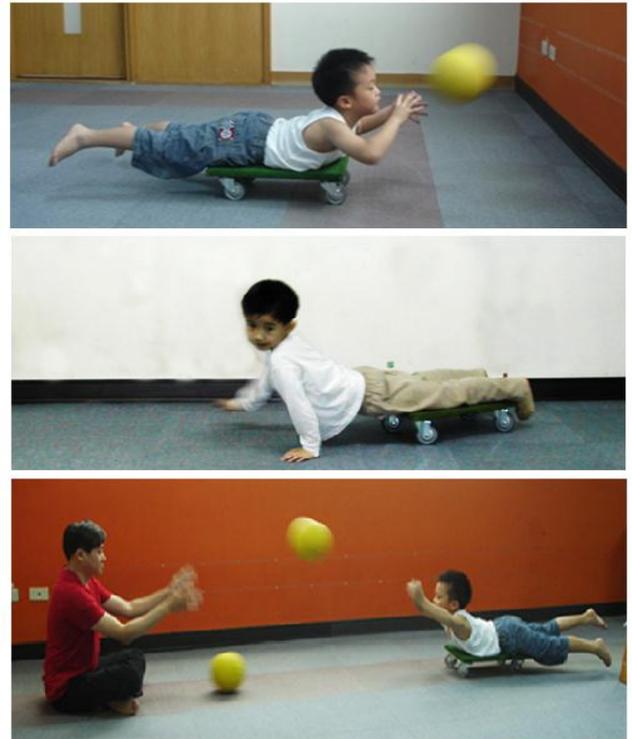
Through the "nonverbal abstract reasoning tests (TONI 2)" measured. Xiaohua abstract reasoning capacity greater than 136, from the point of view of the nature of tactile defensiveness, anger management, Xiaohua(EQ), distracted, impulsive cry and refuse to go to school, with the potential of abstract reasoning capacity greater than 136, there is a gap, but cannot achieve the learning should be some effect, not even a happy life freely; if continue to do so, there will not be adult employments, interpersonal difficulties, or consciously clever while marriage just can play no feeling. However, if accepted 2 to 6 months of treatment to training and overly sensitive senses no longer cringe after school and can interact with ease with his people, with the guidance of parents. Xiaohua in school and grow up to be the cause of a high degree of achievement or competition of the potential aptitude.

The real reason behind separation anxiety, various phobias etc., is "Tactile Defensiveness (Hypersensitivity)" of Sensory-Motor-Integration Disorders.

From the point of view of psychology and psychiatry, stomach pain or considered in-separable from mothers such as separation anxiety is not reason to go to school; from system evaluation to see more of a sense of assessed symptoms of separation anxiety is just part of the "tactile over sensitivity" of phenomenon, not the cause of over sensitive on psychological therapy, in fact, cannot solve the core problem. Cringe over-sensitive and tactile defensiveness, if not cure, there is often "people are looking at me and talking about me or comment me ..." a little taste of delusion, then to be unable to work at home. In fact, this is not divorce from the reality of mental illness, but serious and sensitive "to suppress difficult" self-defense associations. As long as Sensory-Motor- Integration Training every day, two to six months you can see different picture.

His initial sense is no longer sensitive and cringe and can be more than classmates and interact with others. 3 to 6 months after we can see the positive attitude towards life.

Figure 1: Chief 3 step of Sensory-Motor-Integration Training (SMI-Tx)



Legend 1 : Ask the child to lie in a prone extension on the scooter board and push the ball against wall with their hands come and go. (Make a loud account number.)

Legend 2 : Ask the child to place their feet on the scooter board and move forward using their hands.

Legend 3 : With an adult sitting nearby, ask the child to lie in a prone position on the scooter board and face the adult. a ball between the adult and child. (Make a loud account number). 『.Make a loud account number』 is for well coordination between mouth, eyes, ears, hands, and face expression, allowing children to achieve overall improvement in concentration, emotional stability and eye-hand coordination.

Legend 4 : The amount of exercise for children from the middle of kindergarten to the second grade of elementary school starts from 50 to 100 repetitions per week, and increases per week by 50 repetitions, to a maximum amount of 400. The amount of exercise for children in the third grade of primary school and older starts from 200 repetitions and increases by 100 repetitions per week. A large number such as 800 daily repetitions can be divided into more than 1 sessions. Significant progress can be seen from the second to fourth weeks, such as increased emotional stability, increased concentration, and the improved hand-eye coordination.

Child's Progress Intensive Sensory-Motor-Integration-training for two months to see-- satisfactory progress, but three - six months plus fit parents are required.

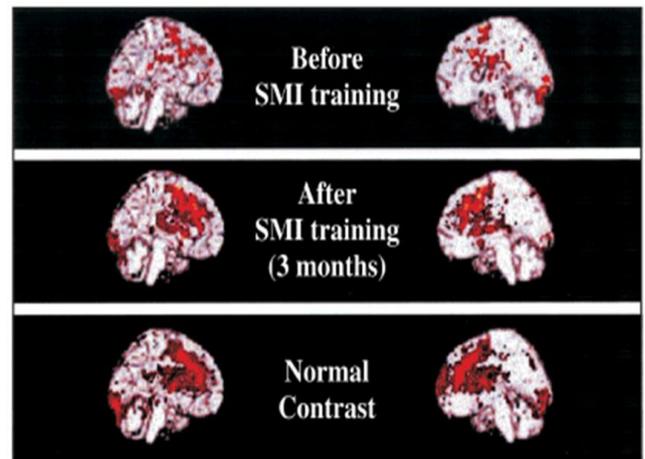
Xiaohua mother is a teacher in the country, through the interpretation of appraisers, understand the child because of Sensory-Motor-Integration Disorder leads to difficulties later on emotions and learning, the mother quickly decided to seriously cooperate. In addition to summer vacation on a day to Thursday extracurricular organizations at home and very careful with their children to do three sports. After the first month of mother to child separation anxiety observed significantly reduced. Will take the initiative to enter the classroom doing Sensory-Motor-Integration exercise, more stable mood, you can take the initiative to care about other people; three months later, the child had to be brave from a more timid personality, experience there will be no difficulty when compared with abdominal pain; yelling when sentiment continued to shorten the time, like to find a friend to help increase the frequency of others, waiting for the process have more patience, sleep quality and quantity improvement, the overall mood is also a lot of fun.

After intensive summer training classes, because the child continues to progress, many mothers would try to get the children back to schools, first a half day, then gradually extended to all day; by observing kindergarten teachers, in addition to still interrupted (on behalf of and with the impulse suppression on empathy yet full improvement), the other to adapt to the situation are very good. To the first six months, because the child a cold, their behavior and physical phenomena have regressed. Usually, if the child's performance suddenly drops sharply, the examination is caused by inflammation of the first neck nerve root of the back neck; the child will feel sleepy, emotionally upset, unable to control his behavior, and wait a few days for body immunity. After the upgrade, it will improve. The mother can accept and understand the child's situation. In addition to deliberately neglecting some abnormalities, she will continue to carry out the Sensory-Motor-Integration Training exercise program (the mother can increase or decrease the number of sports according to the child's physical condition). Through a series of neck and back contraction movements, the regulation of the stimulation and inhibition of the vestibular system is achieved, which acts on the brain nerve pathways of the prefrontal and somatic regions of the rational connective brain. Slowly, we observed that Xiaohua began to become active, and will take the initiative to find others to play, not afraid of strange environments and conditions. Mom thinks that Xiaohua is like a singer and becomes a lively and happy child. Intensive sensory-motor-training achieves a breakthrough in the brain.

Training methods for Sensory-Motor-Integration Training (SMI-Tx):

1. Ask the child to lie on a prone extension on the scooter board and push the ball against wall with their hands come and go. (Make a loud account number.)
2. Ask the child to place their feet on the scooter board and move forward using their hands walking.
3. With an adult sitting nearby, ask the child to lie in a prone position on the scooter board and face the adult. a ball through between the adult and child. (Make a loud account number). For well coordination between mouth, eyes, ears, hands, and face increase, allowing children to achieve overall improvement in concentration, emotional stability and eye-hand coordination.

Figure 2 : BOLD fMRI Test of Students with ADHD



Adapted with permission from Taiwan Special Education Quarterly 101, 2006.

By SSJung 2006.

BOLD fMRI Test of Students with ADHD (or PHOBIA.)

Extension exercises are very important for frontal and prefrontal functional defect. Exercise inducer nerves, arteriol compensation and side-effect subsided. In present world wide, majority select pharmacological medicines. But we select SMI-Tx. for treatment of ADHD or phobia, or school refusal exercises let whole brain more mature compensation to genetic defect long time improved.

The middle two images show moderate levels of activation the frontal and prefrontal cortical vessels, nerves, and biochemical material. The pathways approach normal levels in students with ADHD after 3 months of SMI-Tx. These students exhibited full concentration and were coordinated, emotional stable, partially organized, and had fair execution. The pictures are combination of 8 students in the same conditions.

The lower two images show normal levels of activation in the frontal and prefrontal cortical pathways in normal students without SMI-Tx. These students exhibited full concentration and were coordinated, emotional stable, fully organized, and had good execution. The picture is combination of 8 students in the same conditions.

III. CONCLUSION

During the first stage, we consider what kind of spaces are in frontal and prefrontal pale color bags stage in BOLD FMRI. It possible is scanty bags with a few old vessels attracting new vessels. Later noticing of prone extension exercise, students already have slight heat and tight sensation. in forehead; a nerve sparing technique to establish territories or congenital defects got nerves & vessels. One year follow-up Xiaohua emotion condition excel. Improved in lecture score. Nice conditions in friendship, excel methods with exercise without oral medicine or punishments.

(Program got mother and teachers permissions.)

(This is very safety exercises, increase confident.)

IV. DISCUSSION

All Phobia, Odd, ADHD, we all-ways use treat with Tactile hyperactivities. This method with compound activities were weak, for these students. These indicate more were less those cases coming from tension and anxiety, according to tactile defensiveness of different personality and presentation. This is due to brain different structures. We did not emphasize childhood psychotherapy, and whole body exercise of muscles and bones, produce the whole amount of kinesthesia impulses, and vestibular nerve impulses, in combination transmit whole body, include the whole brain (cortex and inner brain cell, for new balance. These are the reasons, we use this way to correct the deviation of personality). The brain becomes more mature and enjoy reading and classmates. To some extent we deviate Dr. Ayres's thought. But we follow her prone extensions posture during exercise. This is the reason we see prompt effects on those students, in intensive exercises.

V. ACKNOWLEDGMENT

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