

Psychiatry an Overview
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Module-04
Psychiatric Disorders and their treatment-2
Lecture-17
Learning Disability

So welcome again and continuing from the last lecture, van sigma's of child mental health.

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This is a common term, which you all would have heard, called dyslexia and it has very popular now after that good film made by Mr. Amir khan, you all know the film called tourism EP, it was about it actually this term was popularized and it helped us a lot in identifying and motivating people, so life has become slightly easier when I find it difficult to explain to parents about what mislead the child is undergoing I refer them to tourism EP, although it had its own fictionalized version but nevertheless it still gives us

some basic information, dyslexia is a part of a group of disorders called a specific learning disabilities all and disorders are learning disability, which so I will just try to give you a glimpse of all that by talking about dyslexia.

It simply means, the simplest language is that a normally intelligent kid, who is not deprived because of the environment not deprived or disabled because of hearing or vision impairments is normally intelligent is not mentally retarded, finds it difficult to read in the simplest term, similar kids who find it difficult to write is called dysgraphia difficulty in writing.

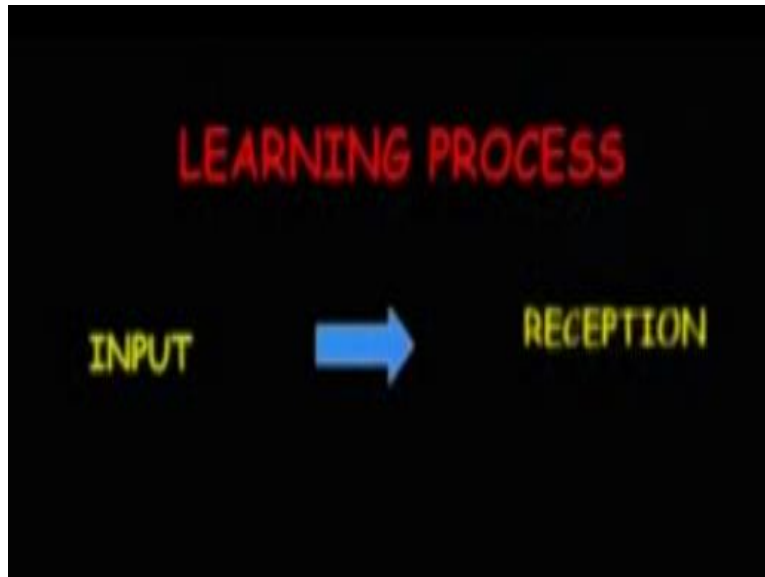
Dyscalculia difficulty in calculating, problems with coordination, now none of these exist in isolation although they may exist in isolation, but now this is a illness or a creation of the teaching, so whether this is a problem of the mind, the brain or it is environmentally induced because of the teaching styles, is something which we still do not know but the misery sure for their.

Because it is estimated that one out of ten kids in all classrooms across the world have different combination of dyslexia, dysgraphia, dyscalculia but before that we let's talk about the learning process how do we learn, we have talked about how the brain grows.

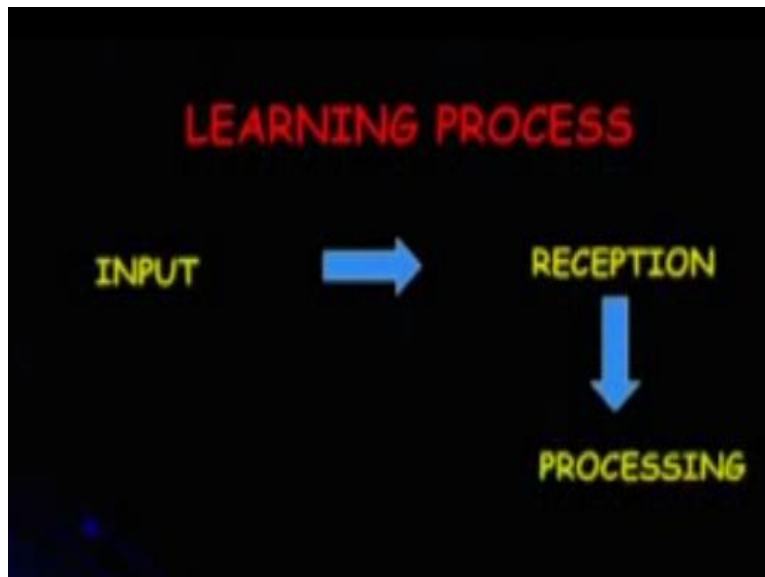
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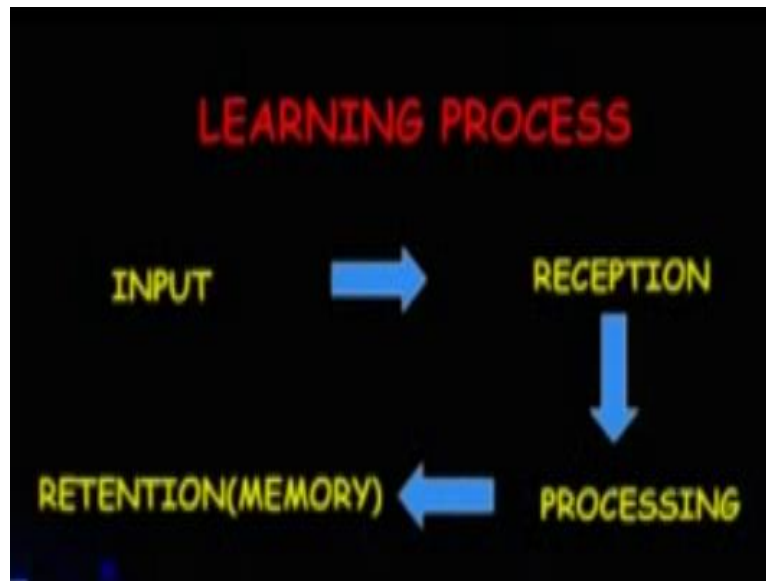
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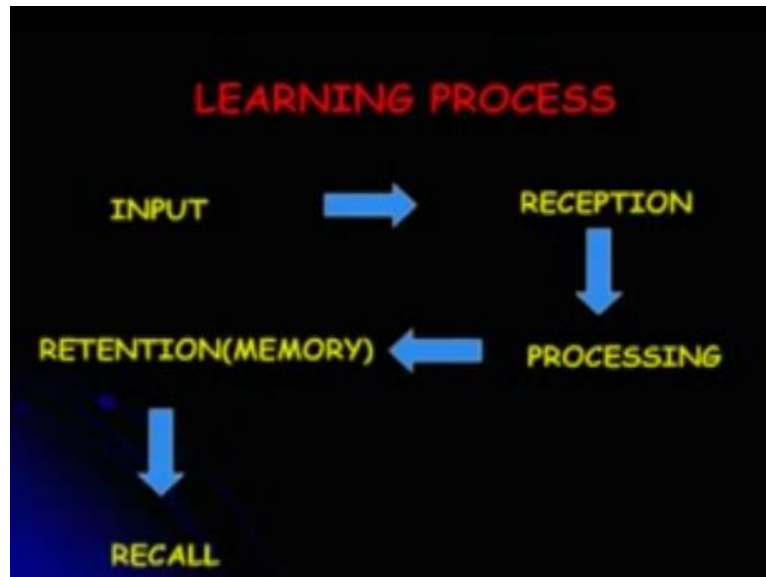
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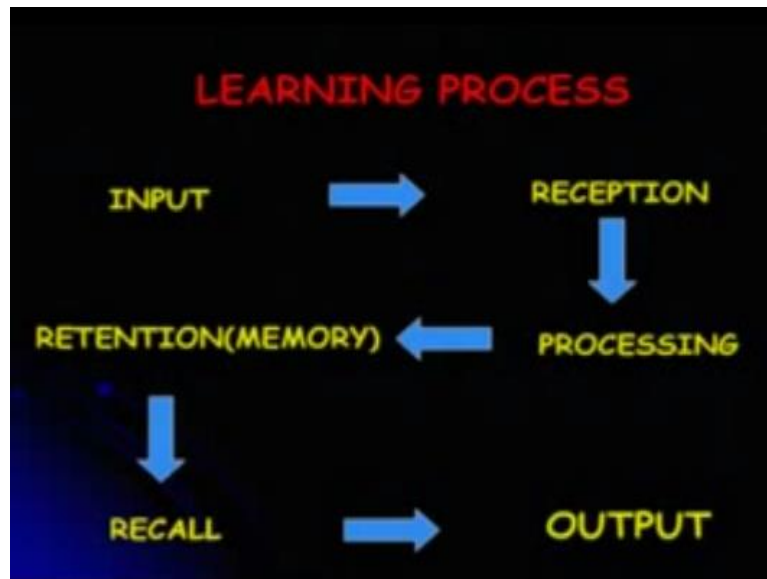
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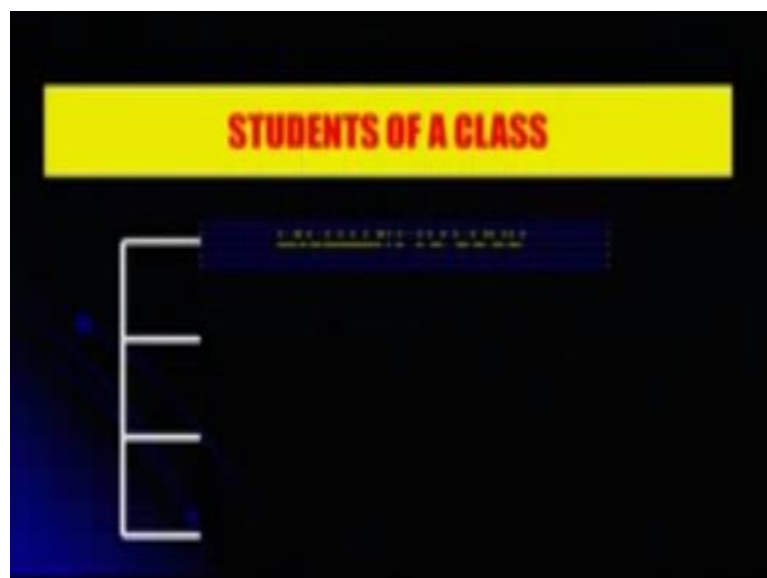


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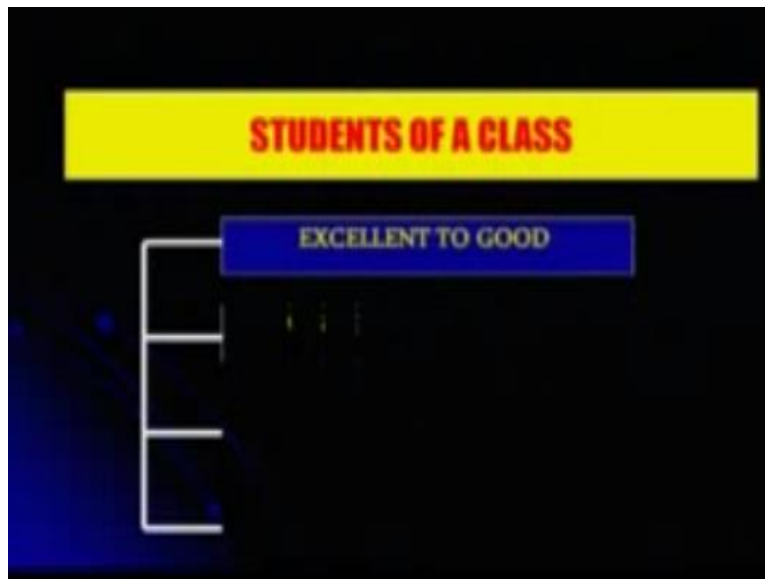


What exactly goes on, so this a input, this a reception, is a processing, this a memory, recall an output, so this is what goes in the classroom , you are being taught, you receive, you process the information, memorize it, recall it, when you are being asked and output so the problem can be.

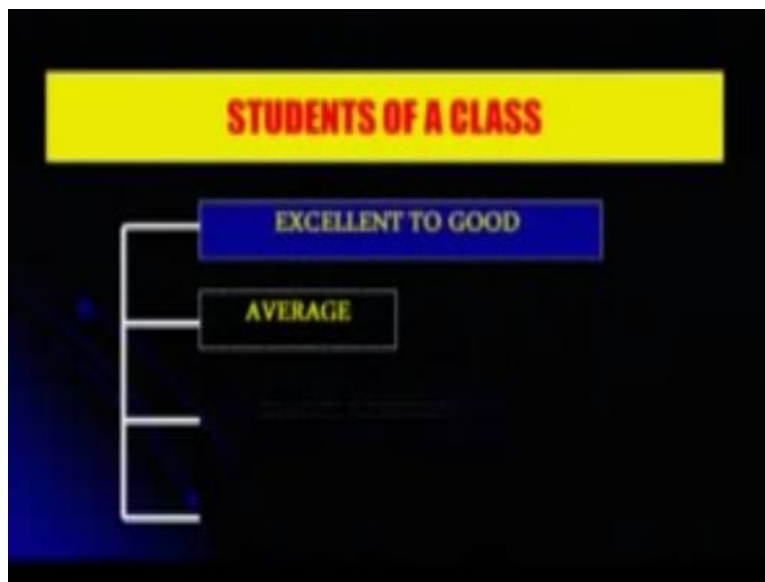
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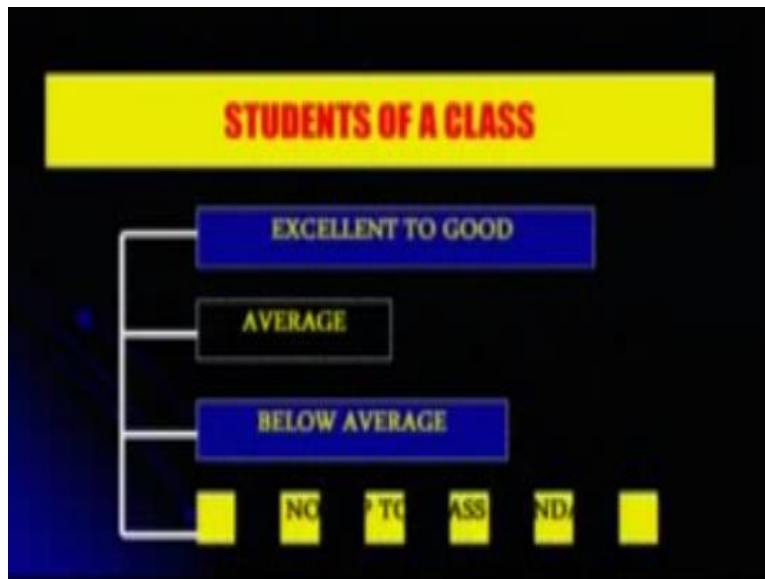
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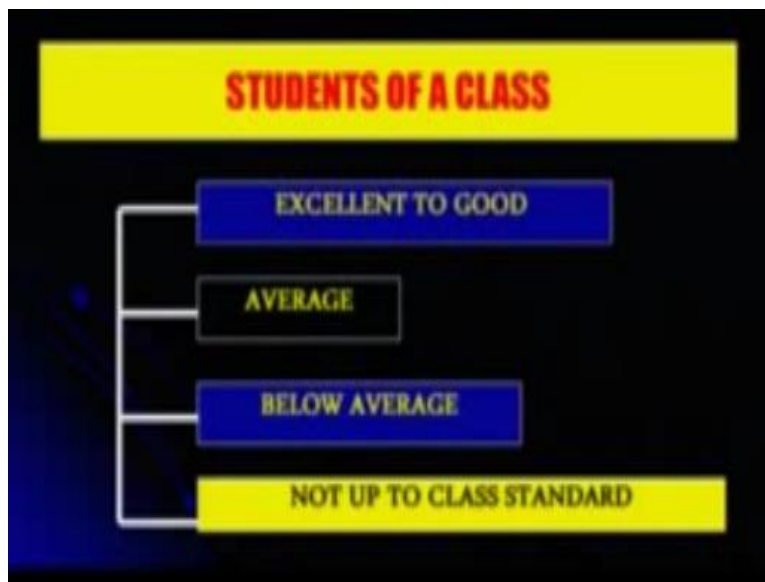
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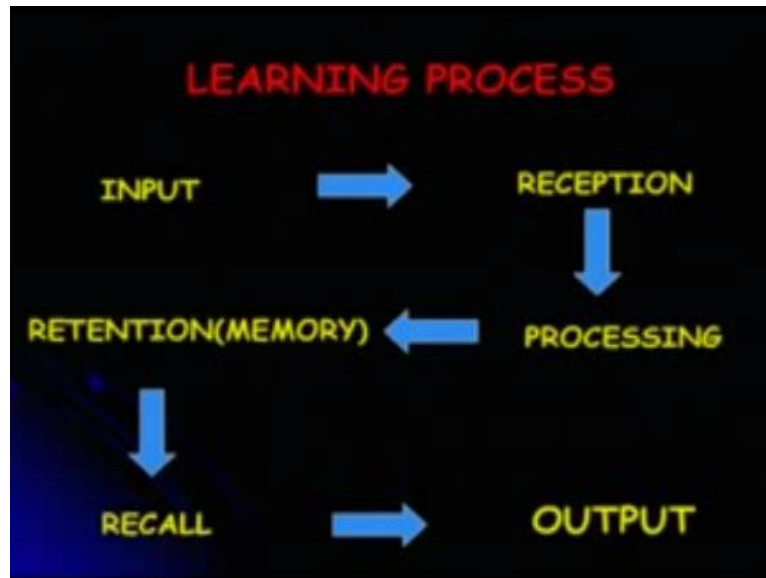
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And depending on the skills and depending on the mastery which kids do, students in a class are rated from accident too good, average, below average and not up to the class

standard a one out of ten kids who were not up to the class standards may have learning disability, so what is exactly happening let's look at this slide again.

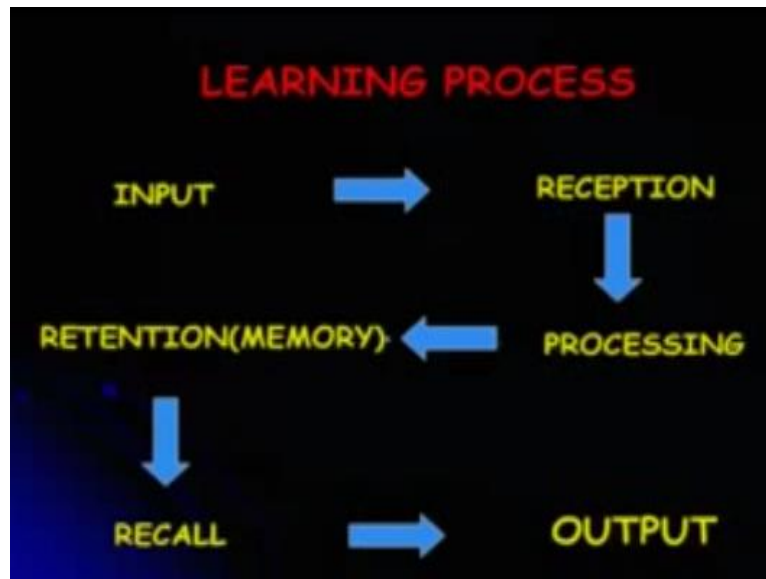
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The kids then put it there for all kids there is a problem in reception and processing with the kids who cannot read, obviously the information which goes in is deficient as gaps, so there is a deficiency in memory, there is a deficiency in record because the information is not there and there is a deficient output because they may have a difficulty in writing and this I am talking when I am talking of dyslexia.

I am talking of difficulty in reading the word, so we know that what we get input is from vision, from hearing, especially in classroom they do not teach you by touching and smell and all that so we are talking about audiovisual, now some of these kids may be very good by when they take a input through the auditory means, so when things are read to them when they read it aloud they may remember it.

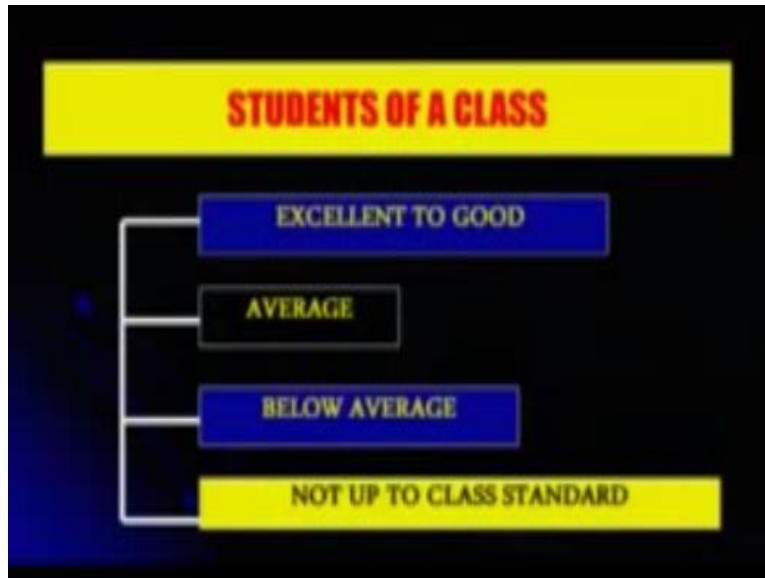
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So this process of reception and processing and retention and recall will be alright through the auditory route, a moment it is turn into visual, there is a problem in processing, retention and obviously in writing, so the problem in dyslexia often exists with dysgraphia, they cannot they see the word, the word does not form a pattern or is a broken pattern or a different pattern all the type of disturbances I will show you.

And then when they reproduce the right it what they see what is going into the brain per same may not be true when that give the answer through, the oral route because that circuit of learning is intact, there may be another illness where this circuit may be impaired, but not in dyslexia.

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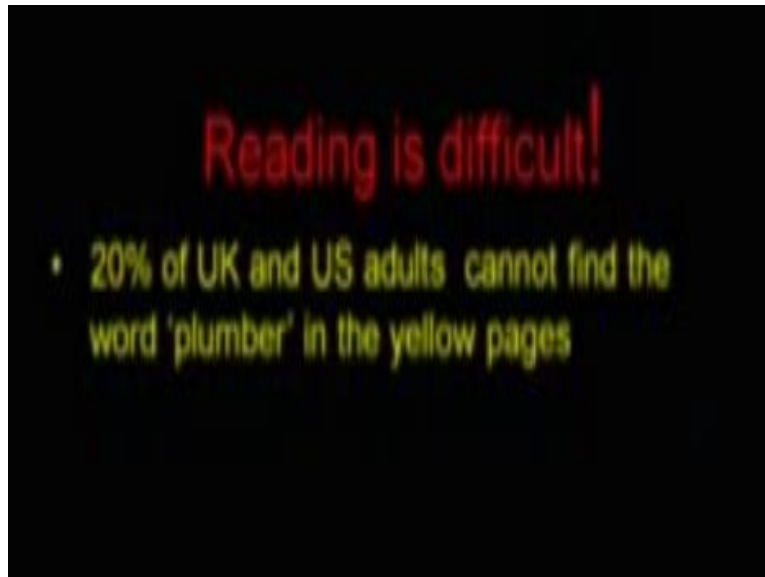


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Reading is difficult!
"Reading is a painful task.
It extinguishes the light from
the eyes.
It bends the back.
It crushes the viscera and the
ribs.
It brings forth pain to the
kidneys and weariness to the
whole body."
13th C. Florentine
monk

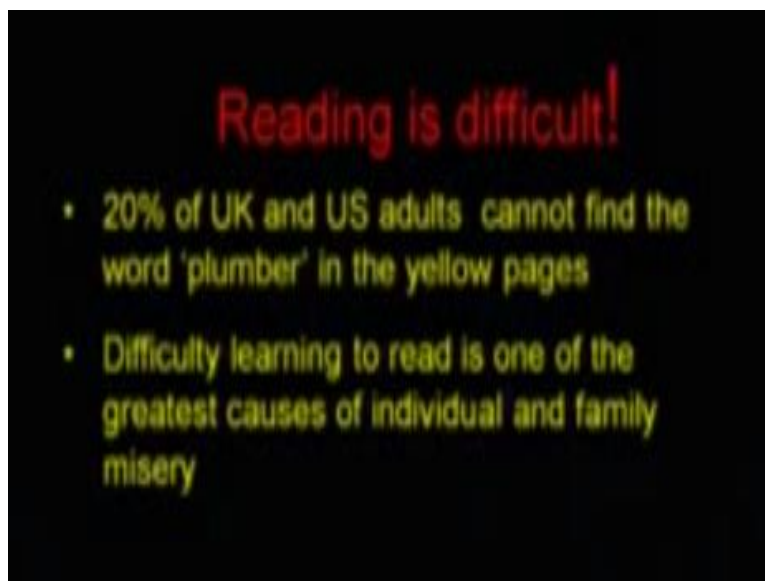
So reading is a painful task, it extinguishes the light from the eyes, it bends the back, it crushes the viscera and the ribs, it brings forth pain to kidneys and weariness to the whole body, this a 13th century Florentine monk, I am sure this is the feeling of a dyslexic child or an adult.

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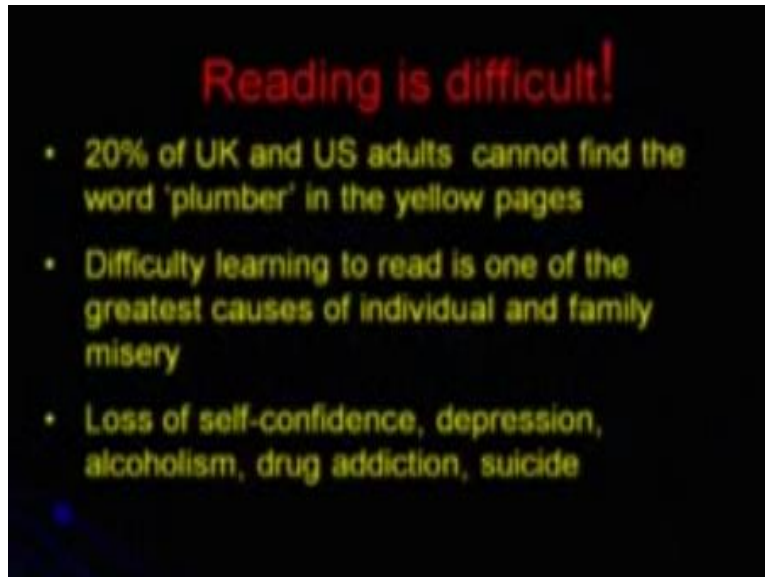
Reading is difficult, twenty percent of UK and US adults cannot find the word plumber in the yellow pages.

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Difficulty learning to read is one of the greatest cause's individual and family miseries.

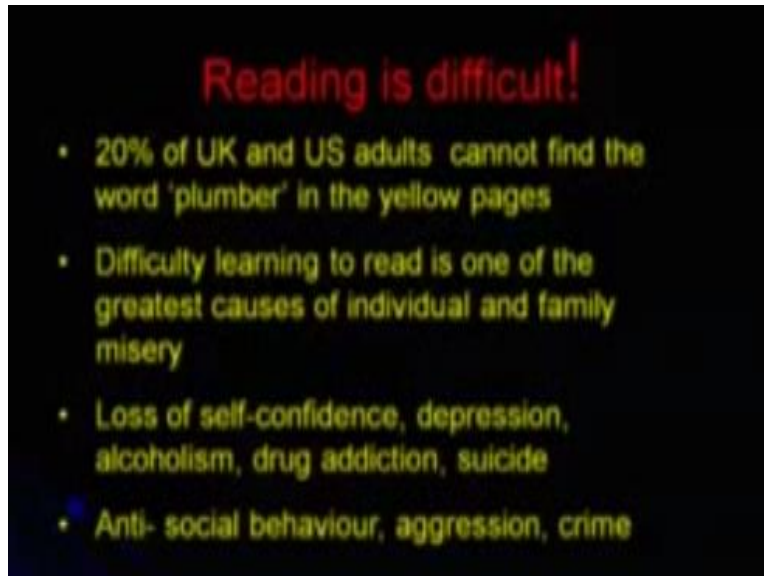
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Lot of misery goes around because the school system is said that it always will bend on report card without looking at the individual's capabilities so once a kid continues to perform badly, he has a lot of ridicule, rebuke from the teachers the pressure which can lead to a lot of externalizing or internalizing the stress we will talk about this externalizing and internalizing later on.

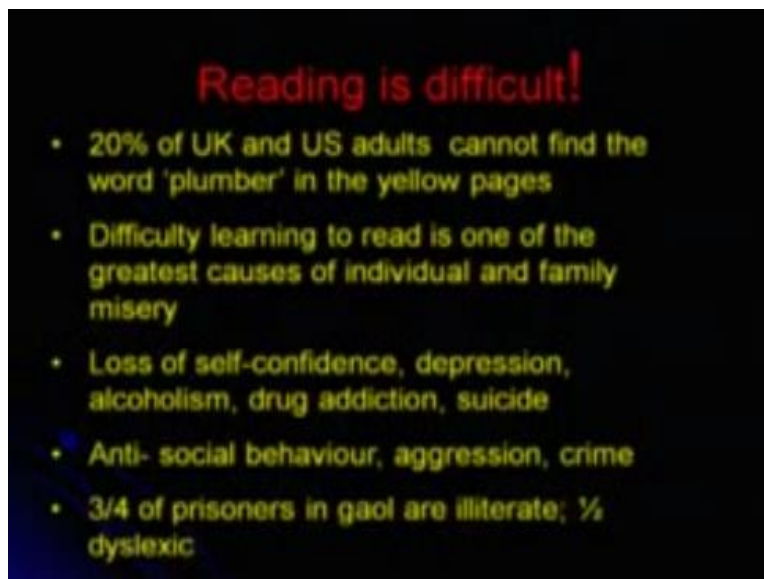
The stressed continuous stress either leads to kids to have loss of self-confidence, depression they are not able to express their stress nobody understands or things like alcoholism, drug addiction, and suicide.

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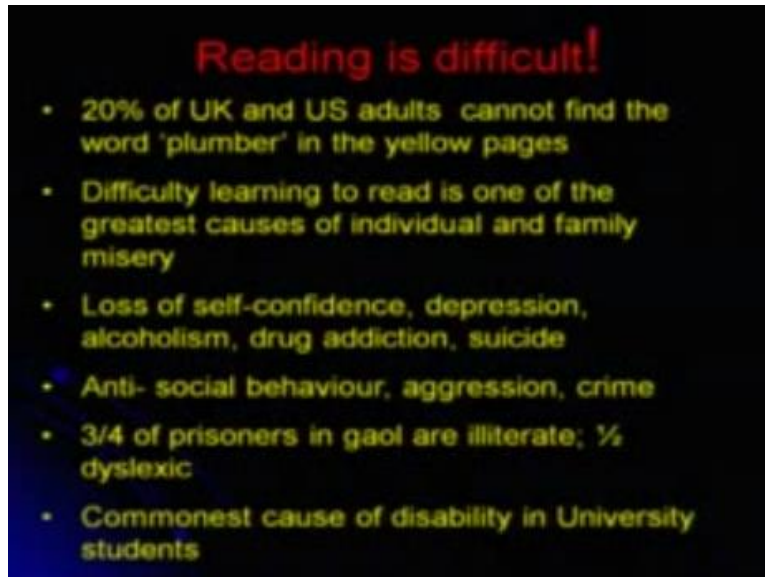
Anti social behavior which is again bringing out the turning the stress which is inside to outside.

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3/4th of prisoners in goal are illiterate, half are dyslexic.

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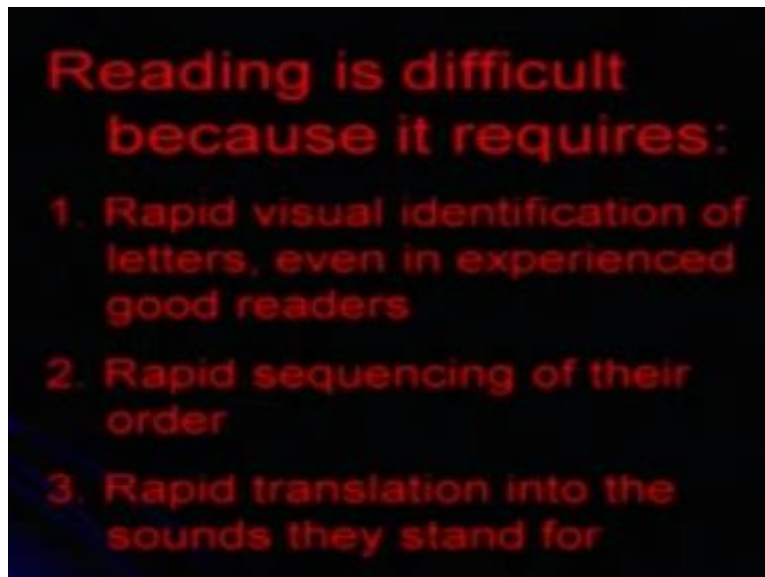


Reading is difficult!

- 20% of UK and US adults cannot find the word 'plumber' in the yellow pages
- Difficulty learning to read is one of the greatest causes of individual and family misery
- Loss of self-confidence, depression, alcoholism, drug addiction, suicide
- Anti-social behaviour, aggression, crime
- 3/4 of prisoners in gaol are illiterate; 1/4 dyslexic
- Commonest cause of disability in University students

So you can see the misery, commonest cause of disability in university student.

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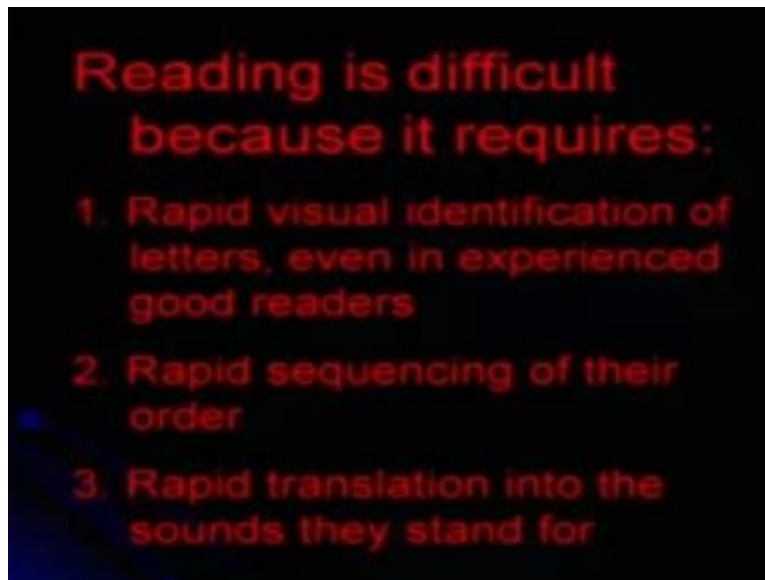


Reading is difficult because it requires:

1. Rapid visual identification of letters, even in experienced good readers
2. Rapid sequencing of their order
3. Rapid translation into the sounds they stand for

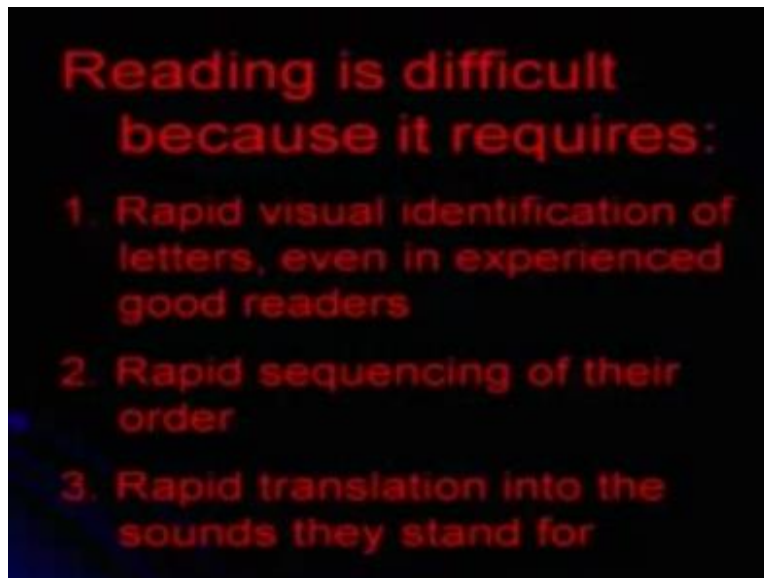
It is difficult because it requires the rapid visual identification of letter even experienced good readers so when the teacher is writing on the board you have to really we all have experienced the pain of it, a rapid sequencing of the order.

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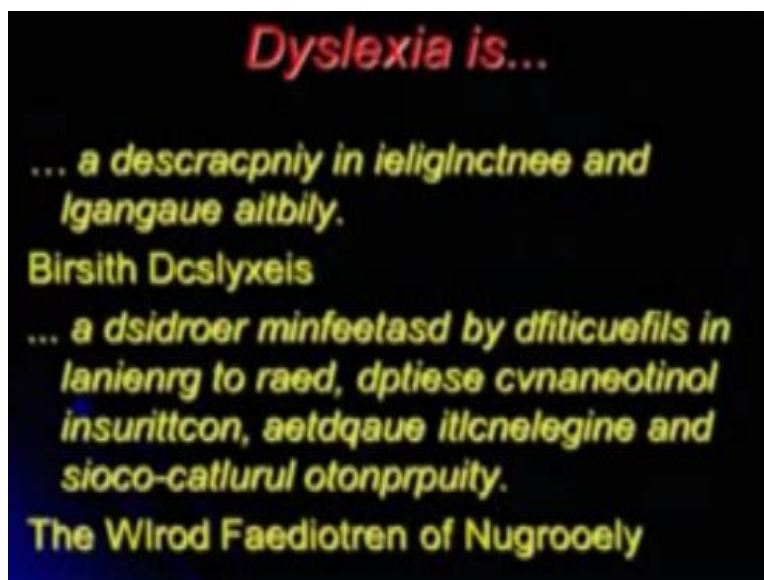


Translation into the sounds they stand for now all the teaching in the lower classes fanatics we are being taught through the ear and suddenly this whole thing shifts to writing in class one or two, so we do not diagnose dyslexia or learning disability before seven, seven years of age because still that time we know that while developing lot of this writing difficulties and aberrations are there but this is the basic problem. This is the, these are the processes which dyslexic find it to do.

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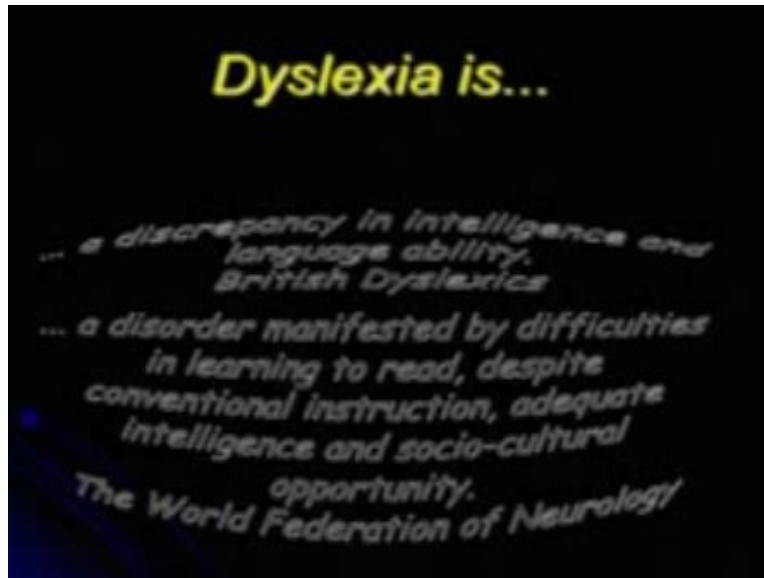


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So you can read it, even if it is written in a half as a manage jumble a words, a disorder manifested by difficulties in learning to read and what is this you, read it yourself, despite conventional, instruction, adequate technology and social cultural opportunity the World Federation of neurology, right.

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That is dyslexia this is a discrepancy in intelligence and language disability, a disorder your brand read it correctly because if you do not have dyslexia, despite conventional instruction adequate intelligent social as I said, there should not be deprived of social cultural thing, they maybe they may they must be having adequate intelligence normal intelligence in fact. Conventional instruction they should have opportunity in the school.


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WHAT IS LEARNING DIFFICULTY ?

We can roughly classify a student as suffering from Learning Difficulty when :




The slide features a black background with the title 'WHAT IS LEARNING DIFFICULTY ?' in red, underlined. Below the title, a yellow text box contains the question. To the left of the text is a colorful illustration of a clock face and an open book with numbers scattered around it.

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WHAT IS LEARNING DIFFICULTY ?

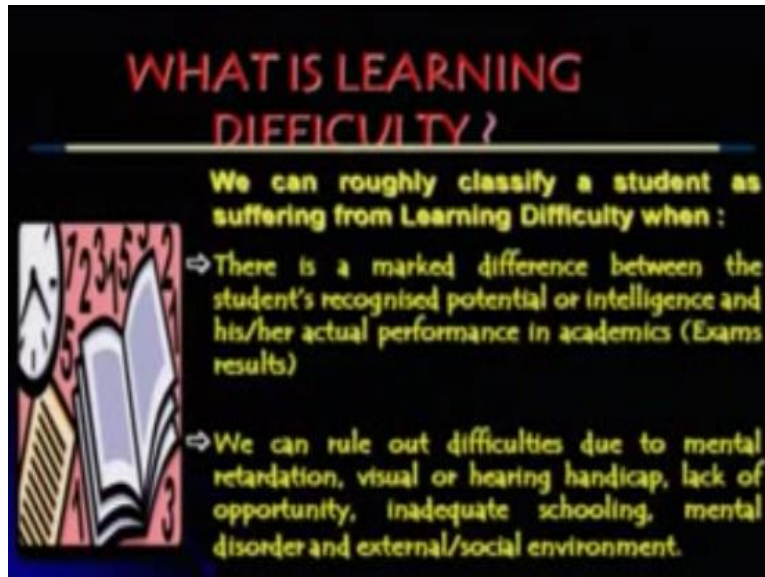
We can roughly classify a student as suffering from Learning Difficulty when :

⇒ There is a marked difference between the student's recognised potential or intelligence and his/her actual performance in academics (Exams results)



This slide is identical to the previous one but includes an additional bullet point. The bullet point, preceded by a yellow arrow, states: 'There is a marked difference between the student's recognised potential or intelligence and his/her actual performance in academics (Exams results)'. The illustration of the clock and book remains on the left.

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There is a marked difference between the student recognize, potential or intelligence everybody says intelligent but he is not studying, once or twice because of emotional upset in somebody who is actually doing otherwise normally, should not make them a dyslexic but a consistent performance, we can rule out difficulties due to mental retardation, visual or hearing handicap, lack of opportunity, inadequate schooling, so if you bring a kid from a very, very poor background who has never been into a English-speaking or French speaking class and that kid is not able to do it four for five months you do not call it dyslexia, it is a lack of exposure. Dyslexia is where a kid who has a equal opportunity is not able to do it.

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WHAT IS LEARNING DIFFICULTY ?

We can roughly classify a student as suffering from Learning Difficulty when :



⇒ There is a marked difference between the student's recognised potential or intelligence and his/her actual performance in academics (Exams results)

⇒ We can rule out difficulties due to mental retardation, visual or hearing handicap, lack of opportunity, inadequate schooling, mental disorder and external/social environment.

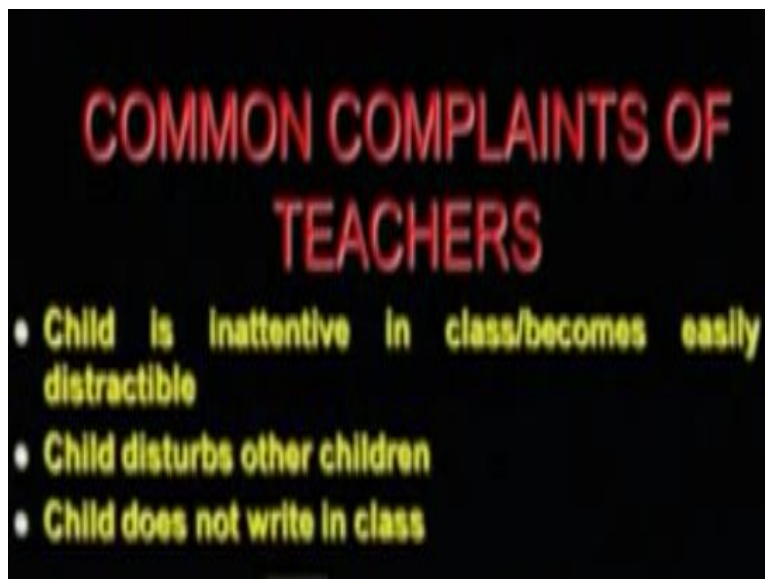
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COMMON COMPLAINTS OF TEACHERS

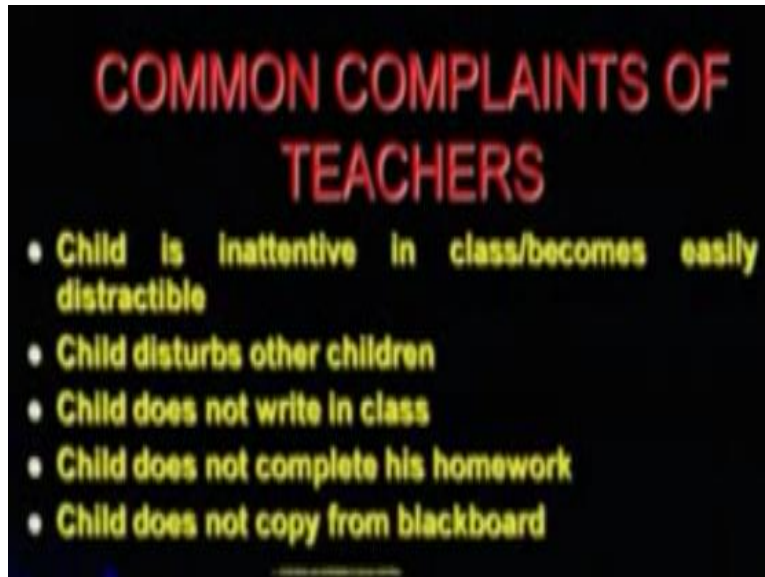
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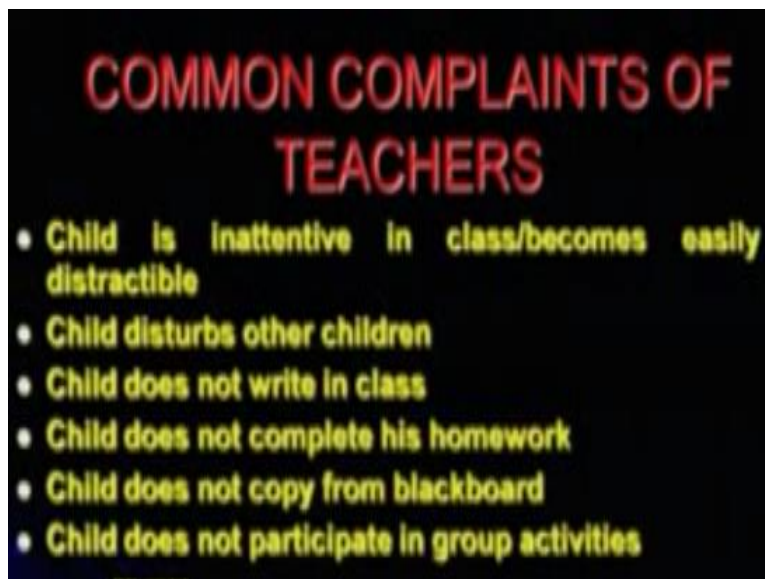
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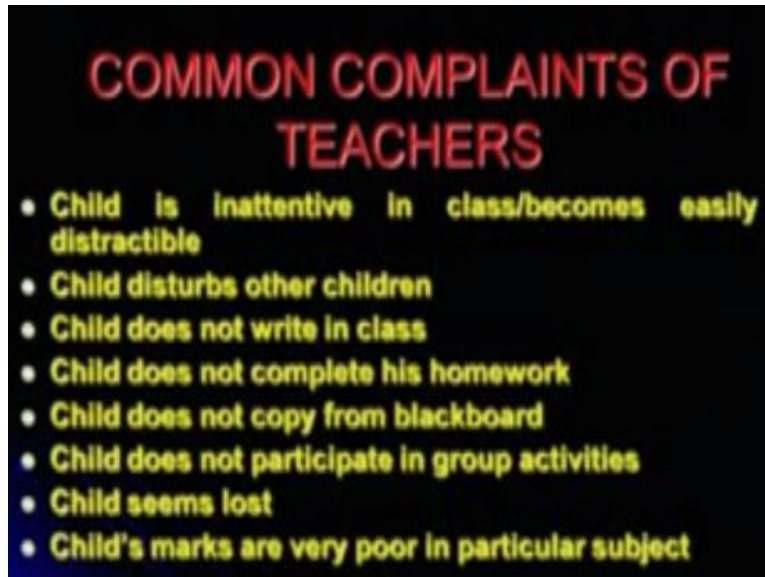
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And common complaints the child is inattentive in classrooms, we all know such kids actually, we just go through it disturbs does not write, does not complete his homework, does not copy from the blackboard, does not participate in group activities seems lost,

marks are poor in particular, we need to repeat a class, considered showing the child to a doctor, just some of them.

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COMMON COMPLAINTS OF MOTHERS

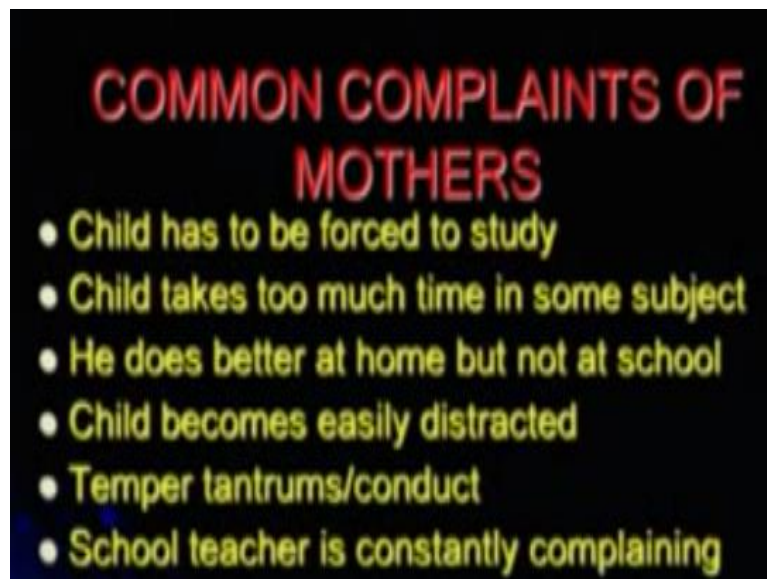
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- ## COMMON COMPLAINTS OF MOTHERS
- Child has to be forced to study
 - Child takes too much time in some subject

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Mothers they as parents are really hell-bend on report cards I do not know it is a fear of the system are at least in a country like India it may be a fear of the job security and the skill sets, so child has to be forced to study.

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Takes too much time in some subjects it does better at home but this is a very, very common thing, but probably what happens with what our experiences tells us he does better at home before month he is not writing at home, normally if you remember our childhood you would be asked to remember questions and mother and father would asked it and you would rattle it off verbally so if somebody asked them orally in the classroom they would perform better, easy destruction temper tantrums.

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Now these are behavioral problems which are arising imagine a kid is trying to overcome this weakness.

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Manifestations


- ◆ Attentional Problems
- ◆ Problem in Reading
- ◆ Problem in Writing
- ◆ Problem in Mathematical Operations

A stack of four books in red, orange, yellow, and blue covers, with a red bookmark sticking out of the top book.

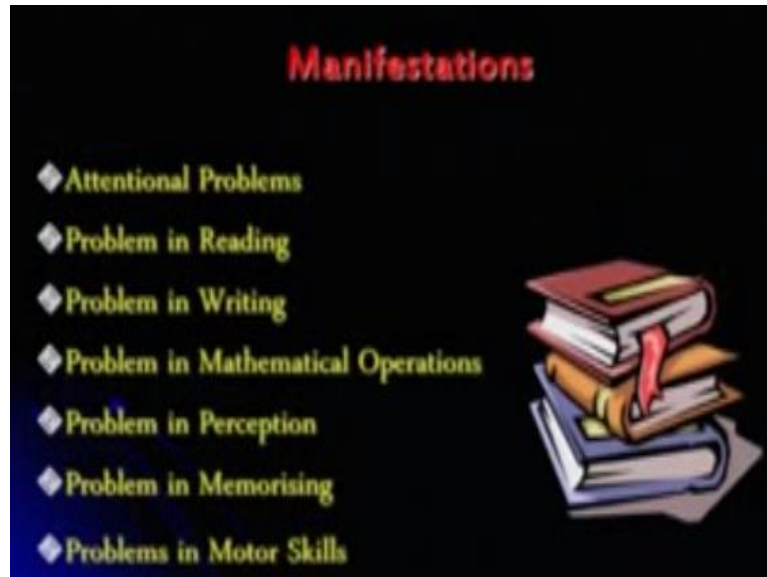
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Manifestations

- ◆ Attentional Problems
- ◆ Problem in Reading
- ◆ Problem in Writing
- ◆ Problem in Mathematical Operations
- ◆ Problem in Perception
- ◆ Problem in Memorising

A stack of four books in red, orange, yellow, and blue covers, with a red bookmark sticking out of the top book.

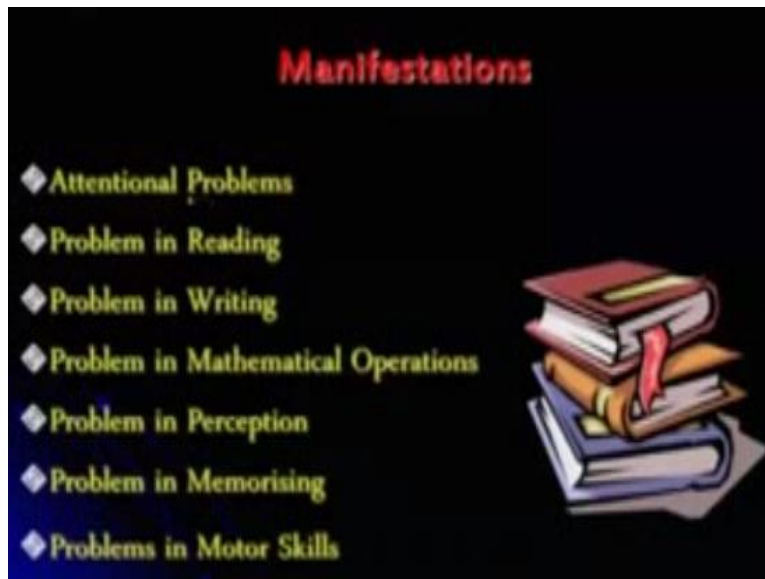
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Always trying to make mothers and teachers happy, but the poor kid is unable to read, is unable to write through the visual route the school shift from phonetics and the oral route to writing and that is the age of 6-7 so we do not and we know a lot of developmental time this similar symptoms happen so we do not diagnose analogous all kids substitute D for B or C for E and/or draw it upside-down lot of all of us have done it.

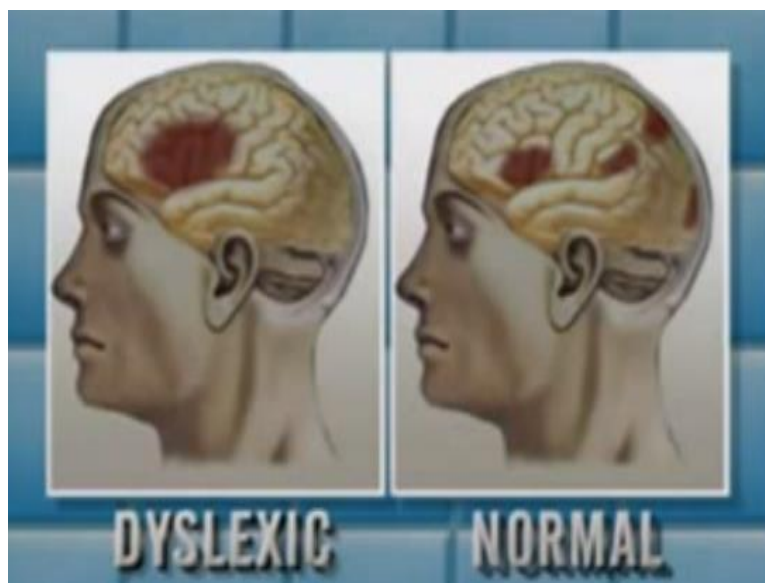
But as we grow by 6-7 we are able to more or less form the word correctly so a whole thing may come up in front because of that initial problem.

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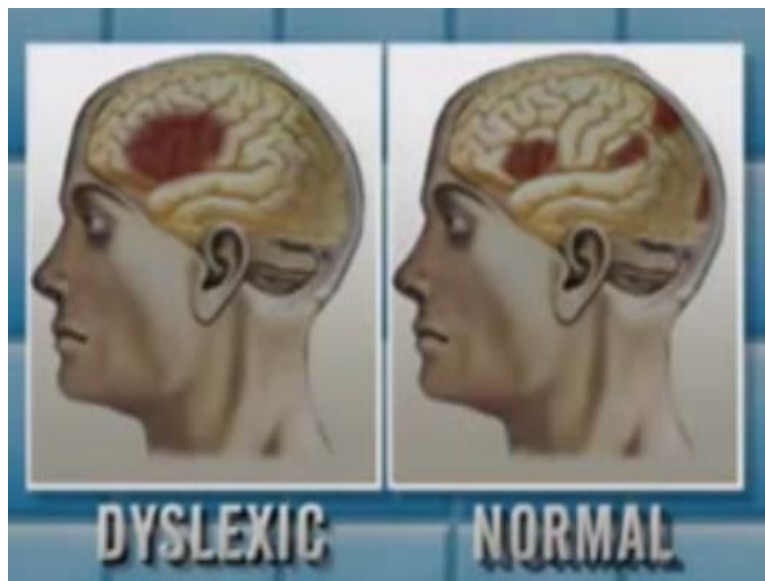


Because problems in reading, writing as I said mathematical operation, perception, memorizing, motor skills.

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What imaging has told us, imaging as really helped does in establishing that dyslexia maybe a illness and their the brain circuitry may be different in this kids, otherwise no one no one would have believed the school system would not have believed that they would have just said that we are all trying to save this kids from hard work and labor and these kid are just bad kids so do not study. But before labeling them we have solid proof. (Refer Slide Time: 12:02)



If you look at the not in the world recognition these are the areas will get activated, you see a word here it is memorized here, you write from here, these are areas which makes the process in a dyslexic kid lot of this processing this processing area, the visual and confident everything is so they can write but they cannot write correctly because of the lack of the problem in these areas.

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PROBLEMS IN WRITING



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PROBLEMS IN WRITING

Common Symptoms :

- = Poor speed of writing
- = Spelling mistakes




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PROBLEMS IN WRITING

Common Symptoms :

- ≡ Poor speed of writing
- ≡ Spelling mistakes
- ≡ Reverses letters
- ≡ Poor letter formation, spacing etc
i.e. poor Hand writing


A cartoon illustration of a person with a large head and small body, wearing a blue shirt and yellow pants, sitting at a desk and writing with a pen. The person has a frustrated expression. A large, light blue 'X' is drawn over the paper they are writing on. The background is dark blue.

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PROBLEMS IN WRITING

Common Symptoms :

- ≡ Poor speed of writing
- ≡ Spelling mistakes
- ≡ Reverses letters
- ≡ Poor letter formation, spacing etc
i.e. poor Hand writing
- ≡ Miss-outs
- ≡ Problems in copying


A cartoon illustration of a person with a large head and small body, wearing a blue shirt and yellow pants, sitting at a desk and writing with a pen. The person has a frustrated expression. A large, light blue 'X' is drawn over the paper they are writing on. The background is dark blue.

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PROBLEMS IN WRITING

Common Symptoms :

- = Poor speed of writing
- = Spelling mistakes
- = Reverses letters
- = Poor letter formation, spacing etc
i.e. poor Hand writing
- = Miss-outs
- = Problems in copying
- = Capitalization or punctuation errors



Poor speed of writing is spelling mistake reverse letter, B-D poor letter formation, poor handwriting miss outs, and problems in copying.


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PROBLEMS IN WRITING

" Once upon a time there was a king named Ram. "
time saw rate

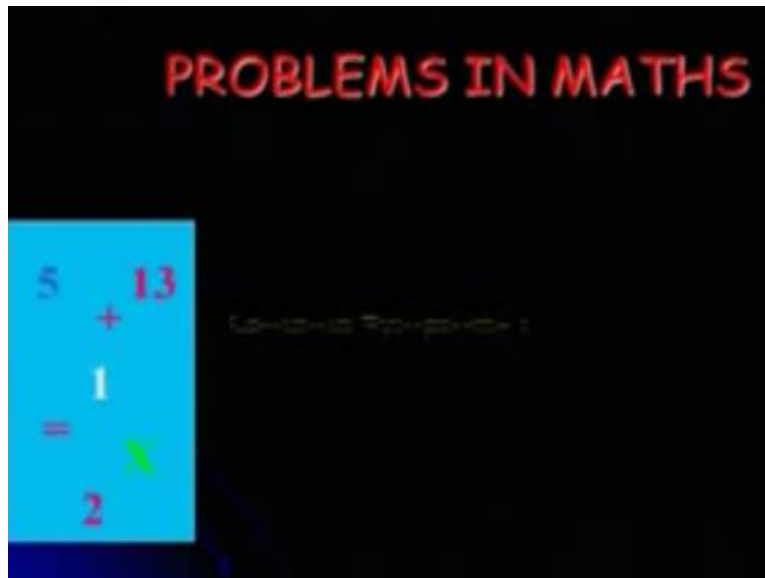
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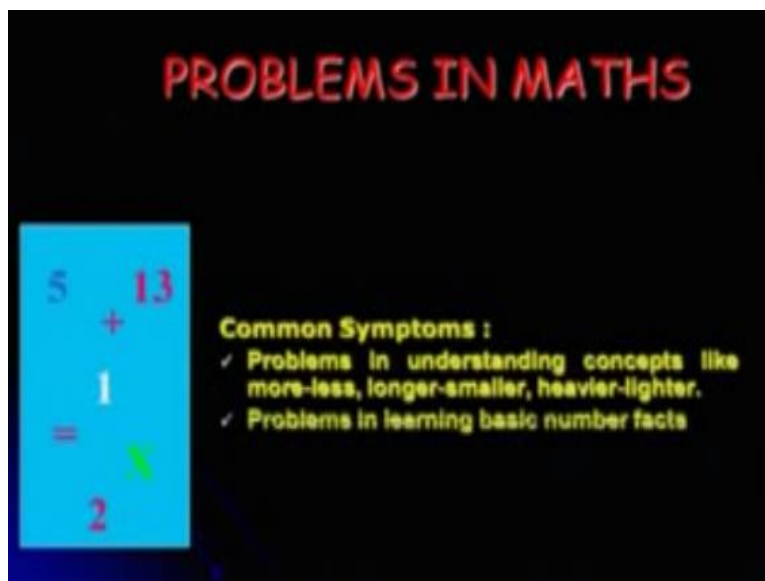


So a dyslexic kid may actually write like this once upon a time we were write time, TAIM saw, so they are being replaced substituted for each other.

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PROBLEMS IN MATHS



Common Symptoms :

- ✓ Problems in understanding concepts like more-less, longer-smaller, heavier-lighter.
- ✓ Problems in learning basic number facts
- ✓ Difficulty with the vocabulary of maths
- ✓ Difficulty with multiple tasks
- ✓ Confusion in mathematical operations

Problems in math's, understanding concepts like more or less longer smaller, heavier lighter, learning basic number facts difficulty with the vocabulary of mathematics the difficulty with multiple tasks confusion in mathematical operation.

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PROBLEMS IN READING




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PROBLEMS IN READING

When a child is disinterested / refuses to read

Common Symptoms :

A cartoon illustration of a child's head in profile, facing right. The head is yellow with a spiral pattern inside, representing a brain or ear. The child is wearing a green shirt and holding a blue book with a white page visible. The background is a light blue square.


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PROBLEMS IN READING

When a child is disinterested / refuses to read

Common Symptoms :

- ⊗ Poor Pronunciation
- ⊗ Misarticulation

A cartoon illustration of a child's head in profile, facing right. The head is yellow with a spiral pattern inside, representing a brain or ear. The child is wearing a green shirt and holding a blue book with a white page visible. The background is a light blue square.


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PROBLEMS IN READING

When a child is disinterested / refuses to read

Common Symptoms :

- ⊗ Poor Pronunciation
- ⊗ Misarticulation
- ⊗ Substitution / Omissions / Repetitions
- ⊗ Lacks basic Sight words




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PROBLEMS IN READING

When a child is disinterested / refuses to read

Common Symptoms :

- ⊗ Poor Pronunciation
- ⊗ Misarticulation
- ⊗ Substitution / Omissions / Repetitions
- ⊗ Lacks basic Sight words
- ⊗ Lacks whole word approach




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PROBLEMS IN READING

When a child is disinterested / refuses to read

Common Symptoms :

- ⊗ Poor Pronunciation
- ⊗ Misarticulation
- ⊗ Substitution / Omissions / Repetitions
- ⊗ Lacks basic Sight words
- ⊗ Lacks whole word approach
- ⊗ Word by word reading
- ⊗ Punctuation errors




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PROBLEMS IN READING

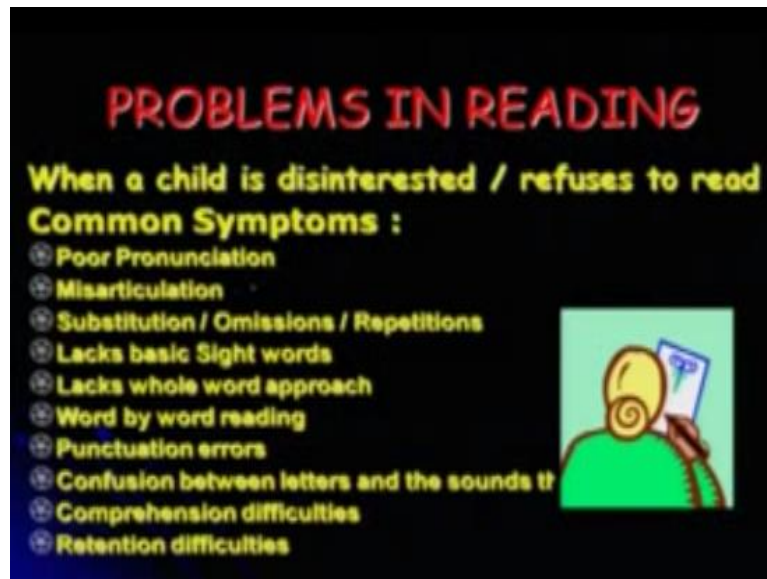
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- ⊗ Lacks basic Sight words
- ⊗ Lacks whole word approach
- ⊗ Word by word reading
- ⊗ Punctuation errors
- ⊗ Confusion between letters and the sounds th
- ⊗ Comprehension difficulties



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The common things we know people who were when a child is disinterested, refuses to read common symptoms are poor pronunciation, Misarticulation, substitution, omission, reputation that they may substitute one word one better with something else or they may omit one word or repeat something, basic sight words like some word which we see and we know it.

Whole world approach they do not they mine does not approach the reading as a whole world is split into letters and that is where the confusion arises word by word reading is difficult, punctuation errors. Confusion between letters and sound, comprehension difficulties, retention difficulties.


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PROBLEMS IN READING

When a child is disinterested / refuses to read


Common Symptoms :

- ⊗ Poor Pronunciation
- ⊗ Misarticulation
- ⊗ Substitution / Omissions / Repetitions
- ⊗ Lacks basic Sight words
- ⊗ Lacks whole word approach
- ⊗ Word by word reading
- ⊗ Punctuation errors
- ⊗ Confusion between letters and the sounds they make
- ⊗ Comprehension difficulties
- ⊗ Retention difficulties



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A WORD OF CAUTION



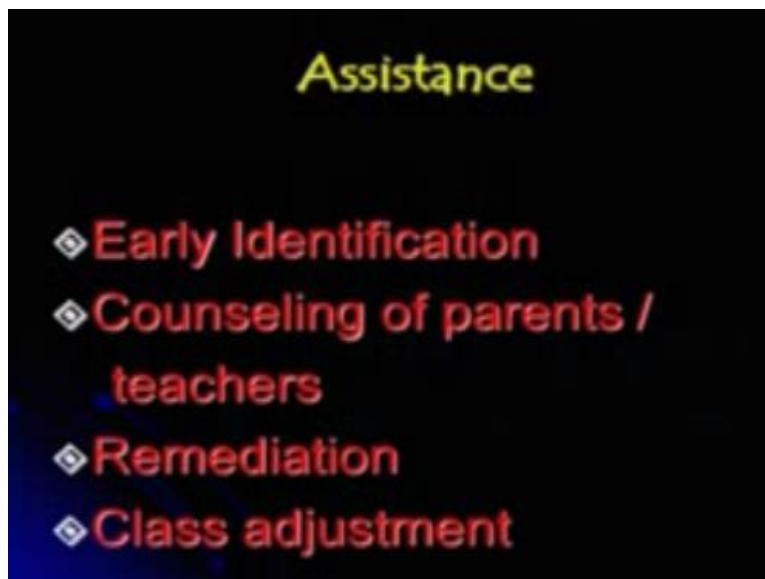
Occasional presence of the symptoms does not mean a problem. Only regular presence of symptoms, increasing gradually and decreasing performance may indicate a problem.

Occasional presence of the symptoms does not mean a problem as I said about all problems and kid only regular presence of symptoms increasing gradually and decreasing performance when indicate a problem.

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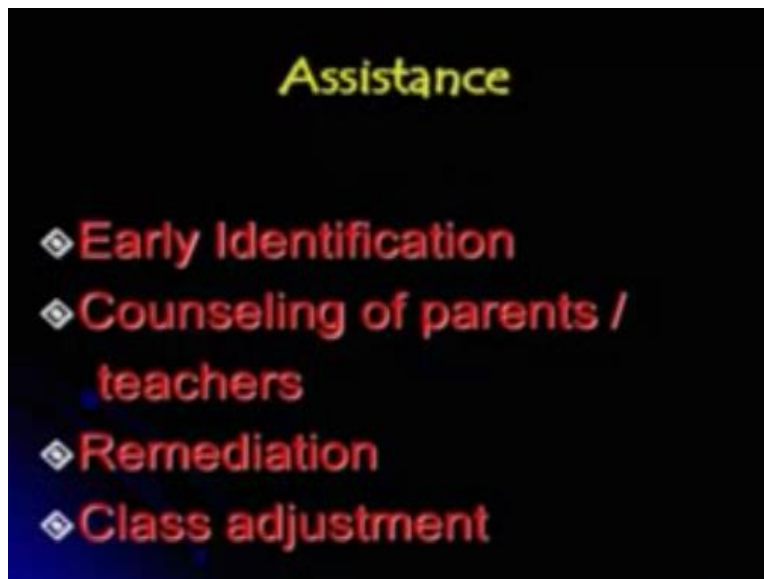


Now one fallen report card does not mean anything, so what is important is early identification how do early identify a small kid as I said you do not diagnose it before

seven to nine years of age, average diagnosis between seven to nine years but by the time kid comes to a seven-year set would have passed six or seven years, if you remember in the first like I said nine years laps before could come.

Somebody in class 9th and then they will come and he is not performing and board exams is there but early identification is very important, but not too early, so the kids problem has to be identified first in the school and by parents and they should be trained in it, counseling of parents is very important and teachers.

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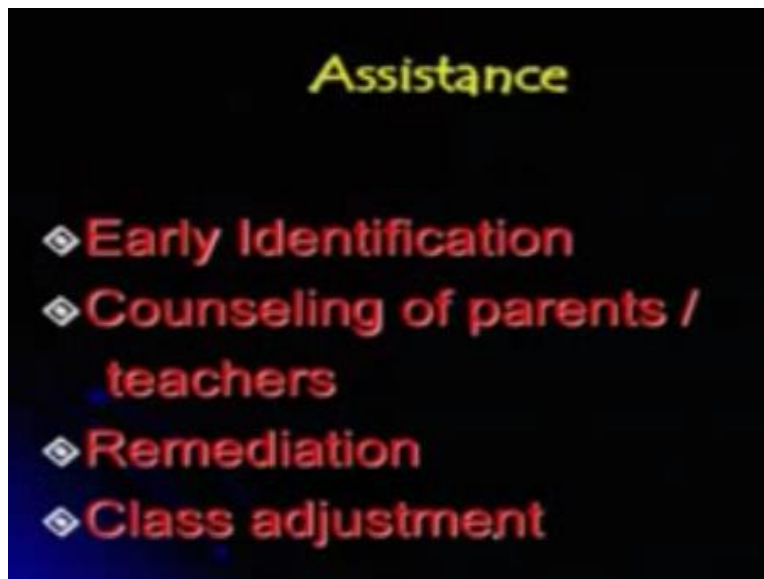
We do a lot of workshops to train teachers in doing this like civilized it is very important all psychiatrists and pediatricians, pediatrician one who see these kids before anybody sees them, they are brought their he is not concentrating he is very hyperactive and so nobody would have checked with the kid that what exactly is the problem so if we are these kids.

They may lot of the behavioral problems maybe a secondary layer on the basic core problem of not being able to read and write Which is the basic job of the kit, so how do

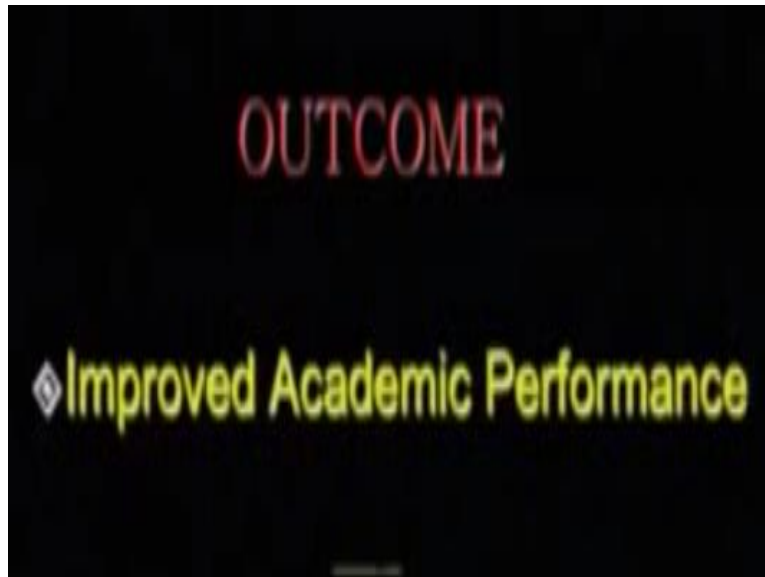
you do it, simplest thing if you suspect that the kid is persistently not studying, right from lower classes to take history any teacher or parents, parents would know the kid throughout.

And teacher can go back and ask the teacher of the previous classes if it is consistent simplest thing is to give the child a task to read and write of his age level, if he does not perform go one level below, go two levels below roughly two levels below not being able to read can be dyslexia like suppose the class normal classes class 3, 4th when it comes up if you have the kid cannot read class 2 or one thing properly then it is dyslexia who cannot write it. Remediation will talk about class adjustment, obviously is a secondary behavioral problem

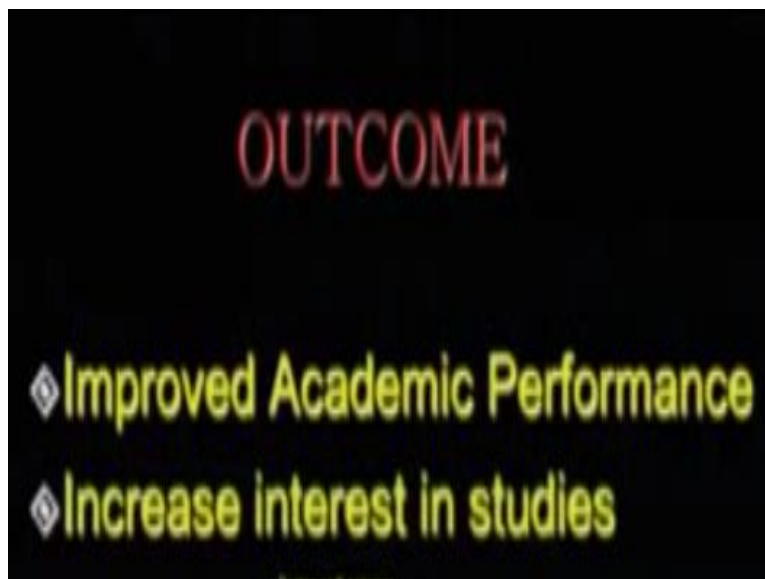
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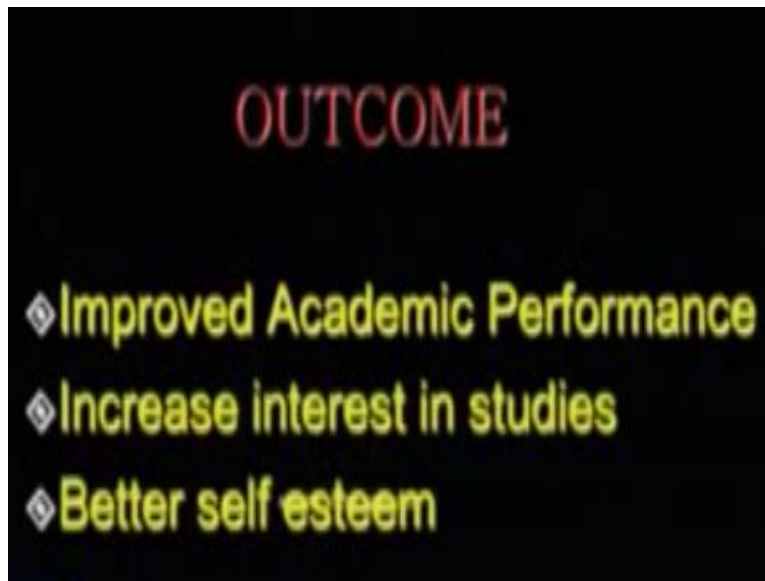
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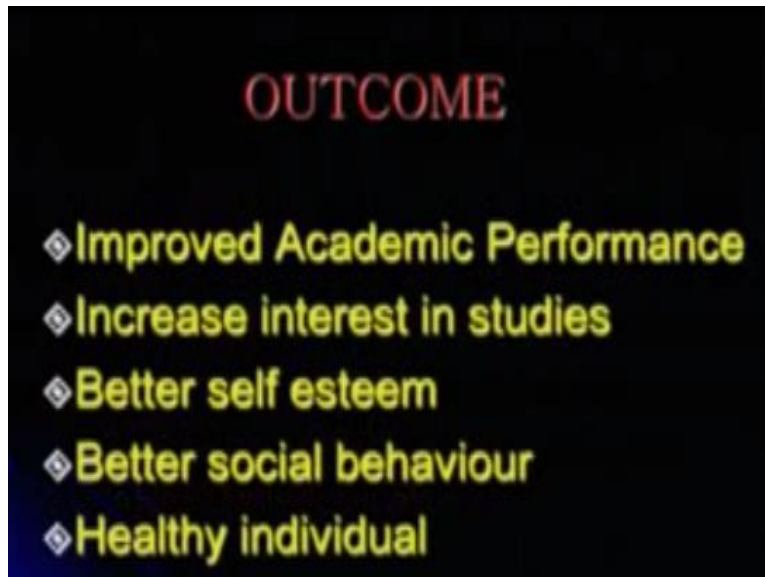
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Now instead of creating misery, one should accept this kids as we have accepted autism is different there this kids may not have maybe very strong in reading and writing but they are normal kids, they are normally Intel so they may have some other skill these kids

can be good music, these kids can be good in sports, these kids can be good in painting or computers.

Some of these kids cannot really small font some of these kids cannot write it fast so one cannot snatch the right of being of living a dignity life of dignity just because you cannot read and write this is the first set of counseling Which has to go to the parents and you as a doctor or non doctor should know this, the parents should be told that if you ok we will help them with their deficit but first know their deficit.

You cannot ask a person who does not have arm to pick up without giving him artificial arm, at the same time it is about all the problems of the kids even if it is a illness one has to as we talked about autism for optimizing their independent living, we have to tell them that see there is so many type of works within the world anybody can excel, in the area where one is meant to.

So we should help this kid in simultaneously discovering the special skills and developing those areas I am sure lot of filmmakers and painters and people who think visually lot of this kids think visually, they have the professions where this thing required cinematography, photography, painting parents are insecure they think only report cards will take them somewhere.

But studying and making academic career how many people make a good academic carrier we know are studying will fetch your job is one way of living, there are different forms of art and sports and social and humanitarian where people can make their living, even if they do not know how to read and write well because there are other skills, their interpersonal skills, their interpersonal skills, there is a musical skill, there is a kind of static skill.

Those skills should be encouraged because once kid find their morning in that once they are confident in that then these kids, get confidence they are not rebuked they are not ridiculous then they can posit themselves and their identity against the kids who are

studying so somebody may be good in studying somebody maybe good in music so somebody's good music and has dyslexia.

He should be appreciated as being a good musician even if he is average in a studies because all the kids who studied do not become toppers, so what about them they are good for nothing, they may be having their own skill so this mindset of the education system has to change and this is not about parents or teachers it is the whole mindset of the country which has to change.

That there are people who have differential growth there are people who have differentially skills not everybody same there is a job opportunity, there is a there is a entrepreneurship, there is a skill set, luckily even if the schools do not read it the kids rebel and I think they become filmmakers and painter they all the stories of rebel, I am not saying that one should not follow the school system.

But if some kid is finding it difficult he should not be brought down to a lower pedestal of living, that is the first mindset that unconditional love is the right of a kid, right to it as the right to education is the right, right to secure living is also right, so parent should understand that instead of pressurizing the kid to get more and more marks and more and more without understanding the capability.

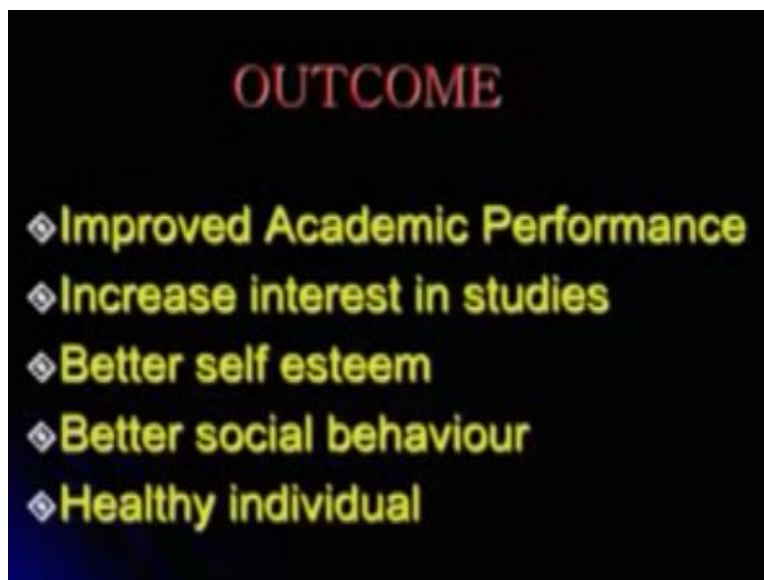
They should divert his energy to more constructive and creative things because if you do not then see a kid is not able to perform well in the studies he gets review he gets insulted in front of peer groups all the time love is given on a condition that he will get a report card in the family and this kids keeps taking this stress as he grows up independently as he will become adolescent and his mind will rebel.

As I talked about in generational conflict lecture, he will rebel, he will rebel and he will split way from the parents and he will try to find out some options outside and then he will become antisocial aggressive go to get into alcohol very few of the people are able to

direct their inner anxieties in a distress into creative tasks very few because that is the training.

The question is whether over schools of a parent so educational system and the whole country as a whole, trains people to divert their anxieties to creative pursuits or alternatively most of the kids which we see as adults have using activities coming from childhood which is very well-established now, you call it natural you call it epic- genetics you call it synaptic modeling of plasticity. But the fact of the matter is that most of people and they, they can we go back to the childhood and really recall the type of insults which they have suffered in the classroom.

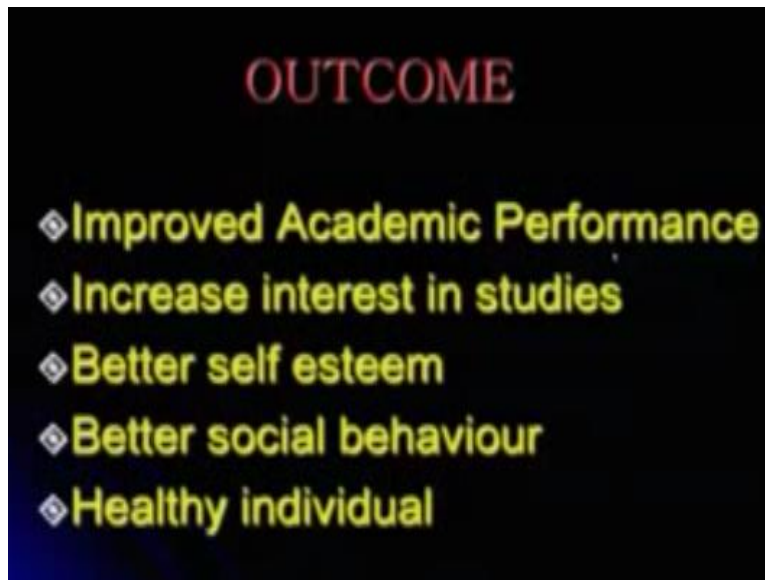
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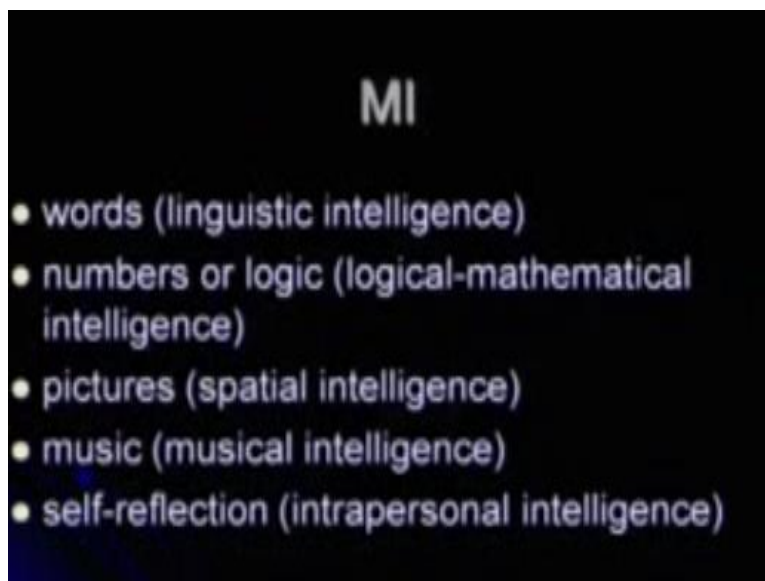
So this general change in attitude will do two or three things one it will increase interest in a studies or extracurricular better self-esteem, better social behavior, healthy individual, last three are a prerequisite of anybody for becoming a good human being and a good citizen, in whatever you are doing you still have to be a good person, is not and I am sure we all will agree that being a PhD or being a topper does not make you good individual you can be a good individual maybe just selling some vegetables or being a

waiter, it is it is about the dignity of labor which, unfortunately lacks in most people which has to be unless that is cultivated this will become difficult, now it comes to about improved academic performance interest in studies.

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This is a concept which was given by Howard Gardner, it is no more valid scientifically but it still it is word talking about, people have different type of intelligences, where I am saying this I am not saying that their blocks of intelligence is intelligence is like a emergent property of Lot of multitasking processes and skills but one of them may get more better developed than other.

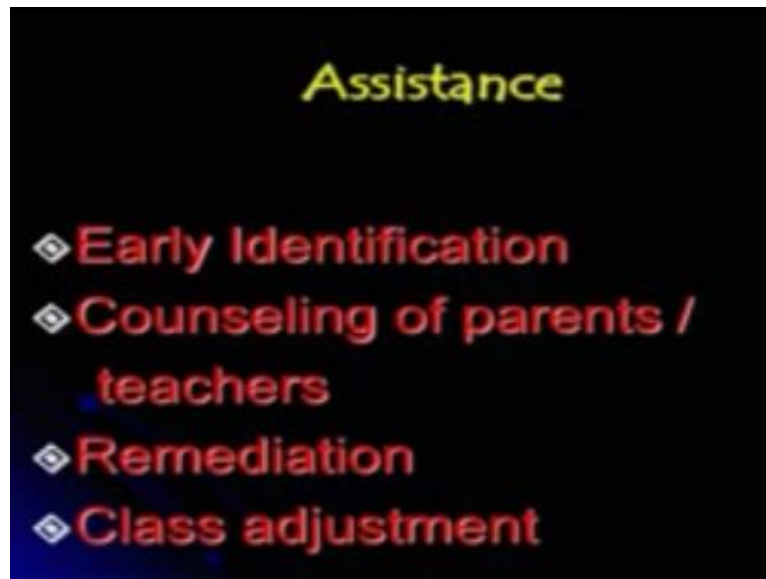
Some people are good with words some people with numbers mathematic, people who study mathematics they are better with numbers some people who talk politicians are so good with words, pictures, music.

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We know all this, some people are naturally intelligent so what are we trying to do we are trying to change this pressure situation from the kid making him acceptable to most people focusing on is a skill set trying to console, consolidated and helping him with his problem which is the process of remediation, now how do we do remediation what we do is once we know the basic process of difficulty in reading and writing.

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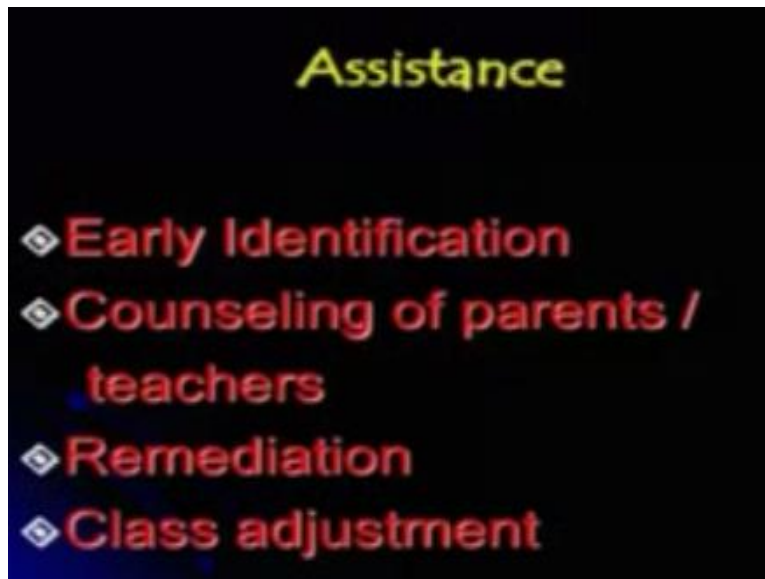


Two things one remediation actually in the basic process itself, tries to treat the milder thing by practicing and on a larger scale by passing this route of learning so you can learn listening orally, when there was no writing India was very famous for SHRUTHI, most of the learning was for by hearing, so if it kid good is good it is it is about knowledge, see the problem is the kid may have a knowledge by hearing verbally.

And if you ask him orally he will tell you everything but the system wants you to write you are not able to write because visual interpretation are not there, so you have to check whether you want to test the knowledge or writing a skills it will be very unfair that somebody is weak in writing so the board has changed this all the board exams have facility for these kids to have a writer.

Management what they call you can dictate the other person can write or give one hour extra for the slow writers so that they get time, now do you bypass imagine some kid who is doing a cursive writing, you all know cursive writing we all taught in those lines we make beautiful words, now this cursive writing becomes a problem for some kids you change it to manuscript the way you type the way it is written here.

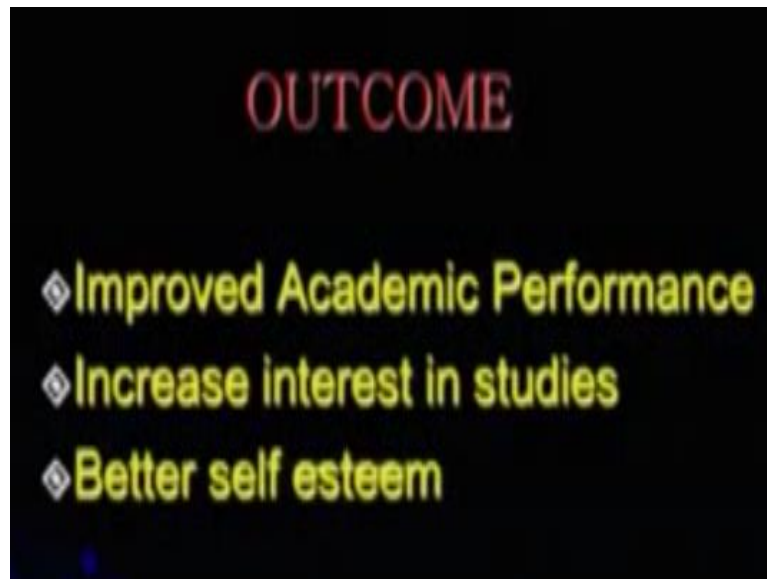
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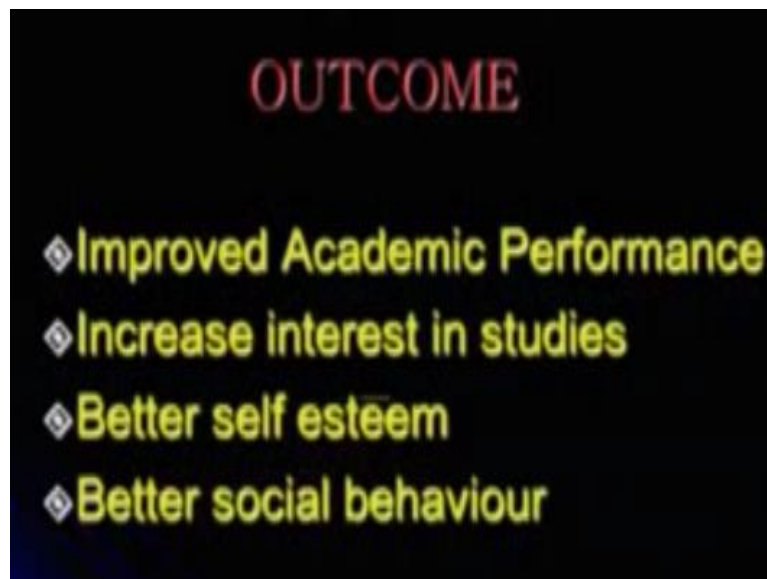
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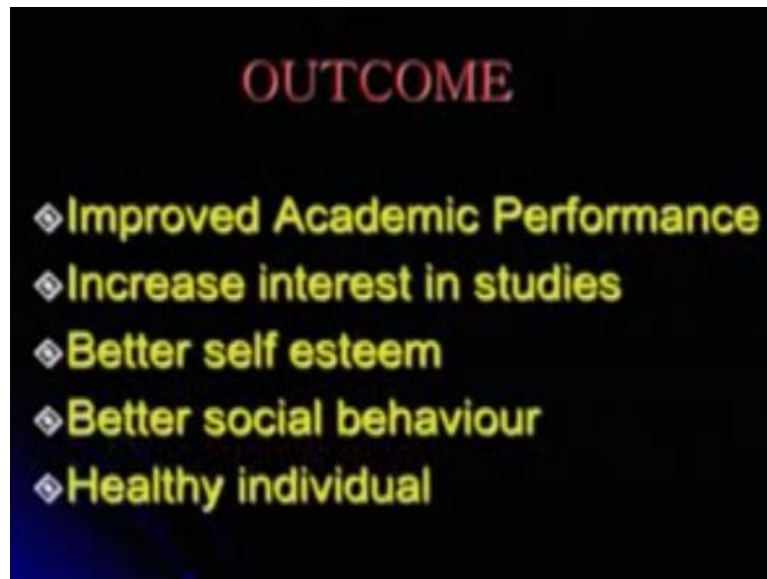
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See it is all separate words, some kids with just get help by writing a manuscript, some kids will help by increasing the font, some kids will just get helped if the volume on which the IRS is decreased meaning that if five pages are to be assessed in a unit test and this kid is told that ok fine you just read three pages, volume will reduce, see he will be able to write that.

Now the other the other ways there is something called air writing where kids can just once they read the word they over right on the word.

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It just over right on this, see I am over writing, okay you can see this right I am over writing now let me write any word, once I overwrite this, then what I do is do air practice if I write it in the air the same word MI or I write it MI now I visual pathway is bypassed so I am hearing MI and my skin has taken this tactile sensation and then when I will write MI.

I will be able to write MI, this is bypassing the route these are the techniques which people who do remediation use and of course hard work cannot be denied practice unconditional love giving validity to the person is important and this all helps because if they even if they do not become PhD's they are able to find out their mission and survive and that is the ultimate optimal into independent living.

So I will just stop at this, I think it gives you a fair idea of what it is all about, so that brings us to almost the end of the, the last week's lecture we still have time and I would wish that as you go as you have gone through this courses, you have reserved the last one hour for you and I wish that you write me problems pickup cases from in and around your life post it on forum and so at the end before we end this course will give one hour and try to give that time to this picking up those problems and discussing it from the angle of psychiatry and mental health, thank you.

