

Psychology of Everyday
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Lecture- 14
Lecture –Mental Health Issues of Child & Adolescents - I & II

Last time we talked about issues that had to do with the elderly population, the geriatric group. And, at that time Dr. Bajpai referred to the fact that there is still the group that we should definitely talk about; the future, the children of today the future of tomorrow. So, today what we will do just like the previous all discussion sessions, where we have been deliberately not talking about text book knowledge, models, the theories, the findings of various research rather we have been taking a very pragmatic and very what you call the day to day scenario because, this course also we call it as Psychology of Everyday.

So, we have been taking the key points that normally people see in and around them and then they either find out trouble with those things or they find merit in those things, they try to find out whether things were normally or they are not so normal. So, with respect to kids there are few issues that approximately all parents experienced invariably, like my child is not paying attention in the classroom, the child has a problem concentrating. The child has a problem in terms of making the letter size, letter type.

The child has problem learning a vocabulary. Some of a go to the extent of saying that the child is too naughty, over engages himself or herself in the activity; parents also hear from the teachers of the classes, the schools that this child disturbs the whole class.

So, restlessness in the children, impulsivity in some kids or few parents are extremely worried because, they have you know good baggage of knowledge. So, they are very particular finding out whether their kid actually is following the normal course of development or not.

Right.

So, say whether this child is not speaking or the child is speaking too much or the child has difficulty in learning new words.

Right.

So, or say now a days because the parents would play nursery rhymes on their mobile phones and they would like their kids to pick it up before they go to the school. And, even in the preprimary section when kids get admission many schools specially those which claim to be good schools, they expect that kids would know some rhymes and they will be able to make a story, they will be able to narrate something. So, as parents many a times adults become very concerned whether my child is a normal child is growing normally or whether there are some issues with my child.

Right.

And, similarly many a parents they start over expecting from their kids. So, based on your experience you have been working with child and adolescence psychiatry. So, based on your actual experience in the clinic, it would be good I would request you to lighten the audience.

Right.

What kind of issues you have encountered in the clinic?

See before we talk about the issues, I think briefly I will try to put it in very simple terms although we have mentioned this in the passing in the last few lecture is about how actually the brain grows right.

Yeah.

So, brain is obviously, 10 to the power 11 or 10 to the power 12 neurons which are fibers connected in some network. Once a child is born from that till about say 18 , 19 plus minus 1 or 2 years here and there, whatever goes into the head any type of a stimulus be it touch or vision everything works and helps the brain form a network right.

Yeah.

Now, these networks determine memory, they determine action, they determine emotion, they determine almost everything, but because the brain is growing and they are critical periods, where environment challenges the brain, the brain challenges environment and the child crosses that stage to move on to the next kid to the stage. Right from within the womb, these days actually we talk of well being clinic. Why because the maternal stress

changes the composition of the fluid which covers the fetus, the hormonal level goes up and down that itself can alter the geometry of the network. In first 2-3 years when this basic networks of brain are formed, lot of love, warmth, care is always advised. Because only that will provide a development of a healthy network.

Yeah.

More the trauma, more the disturbed family, more the maternal absence, more disturbance it always make people prone to anxiety to mood dis-control. So, Freud was right that the story of the adult is written in childhood. So, these first 3-4 years actually determine a what type of a core person you are going to be, this is epigenetics working.

Yeah

You have a genetic template which is your temperament over and above which is this. Because all this is happening and so, much is happening right from birth till about you become an adult, that changes are many. Sometimes too fast, sometimes it is totally unpredictable. Because the part of the brain which we call a dorsolateral prefrontal cortex which is in some rough sense is the higher conscious brain which controls the impulsivity which is involved in rational thinking, abstract thinking, judgment making develops pretty late around 19, 20. So that means, thinking brain in true sense is developing at 20. So, I think you as a psychologist understand it best, because IQ also stabilizes at that time.

Yeah.

But personality also stabilize at that time.

Yeah.

Right.

Yeah.

Everything is fluid before that, while this fluidity of 18 years is being looked by people who are have always the brain keeps growing all the life, because the neuroplasticity whatever new thing we learn, but largely in the core the brain is already formed. New

thing you can learn new synapses this and that. So, this fluid part of life is being judged and looked upon by people who are already a fossil, adults.

Ha.

Adults thing is a rigid, more you more you grow, you more rigid you become. It again becomes fluid in geriatric population like we were talking. But that that geriatric the fluidity of the geriatric population is because of a loss of function. Here it is the gain of too many functions. The child is almost learning every minute and that is how he sits, kids will keep exploring. They will do things where adults would not even imagine, kids do not have a baggage of memory. They do not have a baggage of conditioning. So, every problem they face they find a try to find a new solution, that is the hope also.

In this process what happen a lot of developmental problems. It is not a problem developmental behavior does not fit into the mind in the expectation of the adult. So, if it persist, but no kid will persist into anything. So, when I am saying this I am talking of kids who are normal and often perceive as being difficult or being problematic, that small percentage of children who have illnesses will talk about it later. They are experts of multitasking, we know this. So, their attention span, their impulsivity, their mood, their reaction to stress everything is more or less genetically determined, but environment modifies it. And, each kid will undergo to the same process in different context.

So, all will have a different level of concentration, all will have a different level of activity, all will have a different reaction to stress, the problem is that our schools start too early in life. I have heard that there are kids in school who are 1.5 years old in some schools. Now, 1.5 average age by which the kid goes to school is 2 to 2.5 I think these days.

2 to 2.5 is the average now a days.

Isn't it, which is funny. Because, I think 2.5 is not the age for the kids to even separate from the mother's body.

Even earlier there has been a big shift, know earlier 5 years was the time when kids would start going to school. When we were kids we started at 5.

Yes.

Now, there is reduction.

Yeah.

So, 2.5, 2 to 2.5 they start going to the school.

Absolutely. So, that is not the age, they are still playing they do not know what to do. And, then the schools have this compulsion of which they will claim that they are playgroups and no we do not teach and we are very creative. But, we are trying to put an artificial creativity over the natural create creativity. If you leave the kid on their own, they will be creative, they will do something with all this. If you leave a kid with these four things after 10 minutes things will no more be the same.

Ha, that is true.

It may be broken, but adults do not want it to be broken, but glass is meant to be broken for a kid. Kid is more interested in the noise this, he is not interested whether this glass is kept here nicely or not. That is a major difference adults crossing it from here, kids are playing it from here that in today's; like we were talking last time that we have put lot of stakes on things. And we just too many things whether it is normal or it is abnormal or so, that patience of allowing the kid to go through the process. That has reduced in adults, that is pushing them to take corrective measures. And so, what do you do in with corrective measures?

Also, I think say small kids say the preprimary ones especially, even if the primary one also age 5, 6, 7 that is not the time when child who is bubbling with ideas and, has a physical strength also would prefer to be confined on a given seat.

Yes, they cannot.

See by structures that we provide in the school.

Absolutely.

Is where you have a designated seat for you.

Yes.

And we expect you to sit for certain minutes at a strength at.

Yes.

At a stretch.

No the need for adults and here is my objection to schooling system; why do we have to, but again when I say this it will be in direct conflict of what society thinks. Society education is all meant to create people with the same thought process, when I am saying same, not in the narrow sense within the range of where we are.

Ha within the range.

That to give a keep the structure of society anybody who does not follow is a rebel, a school dropouts see the school dropouts what big things they do, because they carry no baggage from the school. Now, the kids automatically have some creativity. So, this new need in last 20, 30 years of always keeping the kid engaged, always trying to the teach something or and this is not the whole story, this is one side of the story. The other side of the story is the guilt which adults have by doing all this.

So, you see all lot of messages on Facebook and WhatsApp and articles on how to leave the kids free and how to do that how to allow them to flower how to, but nobody allows them to flowers right. Even when people are allowing them to flower, you know what they are doing? They are making different type of a schools.

Ha.

The other school teaches, we help we try to teach them to how to make a candle [FL] anyway, why are you what is the need to teach them so early. This is a question which I still have not been able to answer. Incidentally I have not been able to answer another question. Why do school start early at 7 o' clock? They should start late, but half slept and there is a data which says that kids of today are under slept because, the more your brain is learning, the more you are might need sleep to process that information, but the amount of light which kids have by night, the gadgetry. So, they the kids are sort of under slept, in the morning you are going half sleeping half woken up.

In fact, they also are not able to have proper breakfast.

Yeah.

So, of course, their glucose level would have.

Too go down.

Going low.

And, they will finish the tiffin at 10 o' clock and then by 1 o' clock class they would not understand. So, there is a whole mess which is going on, actually nobody stopped them thought about all these things.

Someday I hope may be this talk propel some people. So, what I am saying so, this is when you are talking about smaller school, then kids go to I am talking about normal kid. Then they go to school where education class 1 to 8th and all, whole lot of the whole education system is geared towards gaining something. So, they induce a competition right. So, devil's advocate will say now a competition is inherit in nature, but why teach them.

So, you teach them competition, in 1 class you will teach them charity and sacrifice and altruism, 7 classes you will teach them competition and you have to do this and report cards.

This is where you are comparing moral education classes versus.

Yes.

The rest of the rest of the classes.

So, the classes are anti-moral. So, there you are inducing competition. Report card, parent teacher meeting all that pressure he is not writing or he is not studying, he is not paying attention same. What I am saying is a same set of problem from pre-school have gone to school now, difficult in concentrating, he is not writing, he is not listening, he is doing mischief, same stuff. What a preschool mother will say he is overactive, the class 8 mother will say that he is not studying and he is fiddling away with things so, that in case of anxiety.

Then you come to higher classes by that time competition and career and everything. So, if you are not following the pattern, suppose you do not want to decide a career in class 9, 9th and 12th you just want to study, oh this is blasphemy; 90 percent of people which this boy or girl will meet will say I have not decided. And, I told you the thinking brain comes at 20, we want this kids to think at 16. Same set of problems again arise, difficultly he does not concentrate, he does not.

So, you know what I am; the whole process is the same set of behavioral problems which manifests, because of different causes. right in preschool it is the half formed abilities which lead to this problem if at all there a problem. In middle school the pressure or studies and the uncertainty because, teenager there is a lot of hormonal changes are happening. And, you are getting into gender identity issue, you are looking for career and you are trying to formulate your own mesh as an adult.

So, when your mind is bombarded with so many things, I think what kids are achieving is a brilliant job. Actually, they should not be doing all this because, their mind is working to human beings have not evolved for schools, human beings are not evolved for ICSE and CBSE and IIT's and medical college, here we want to live in the nature. So, when the mind is be sorted with the struggle to live, all this are all external framework. So, these external frameworks probably cause impatience, the pressure of taking corrective measures, labeling and perceiving what is just a developmental trajectory as problem.

So, necessarily you are saying that there is a developmental trajectory based on the understanding of how the brain works.

Absolutely.

But, this is also confused with the developmental trajectory.

Yes.

That parents draw based on the collective knowledge, that they have above how other kids are being doing.

Absolutely.

And, then they try to find out the gap which makes them more worried about.

Absolutely.

How their kids are growing.

Let me give you a simple example, we will talk about that I will ask you later about dyslexia. A kid who is not writing in 7th class 5, 6 4, 4, 5 year old kid, who is writing mirror images b and d which is now all developmental process, but if this happens in 9 years of age it becomes a problem. A kid who is not sitting in a place and jumping around is may be simply getting bored, or who knows the kid is more intelligent, the class is boring him right, lot of geniuses class use to bore them; vis a vis a kid of class 12 he has to sit and study, if he is not sitting in a place. Then that is a problem.

In fact, I would like to add something say usually the kind of complaints that parents receive is not from the activity teachers; the drawing teacher, the music teacher, the sports teacher. Usually they do not talk about the problems with the kids, because these are the areas where kids are free to express themselves. The problem comes with language, with maths, with sciences, with social studies where you are made to remain confined on a given seat, You are suppose to pay attention for 35, 40, 45 minutes whatever the duration of the classroom is. And, then you are given information which does not interest you.

And, then because I am putting you in a different situation which you are not able to fit in, this makes me register a complaint in the parent teachers meet these many problems.

Absolutely.

So, I have not heard the activity teachers now complaining to the parents, that your child is not interested in playing.

Yeah, because in India; at least in India people are not bothered about what activity the kid is doing most people. They were never bothered [FL] oh my daughter has gone so well in debate, that is part 2 of the story. Why whether she is studying or not, because so, much premium has been placed on studying and jobs and all that, jobs not on the skill set. What Mahatma Gandhi use to say is develop skill set; teach people, but they should

have the skill like what government is saying now you develop skills set, because ultimately it is the skill which in which you survive.

Education is a borrowed frame, somebody may know psychology, somebody may know psychiatry, somebody may know mathematics, somebody may know genetics, that is all what is inherent in it. I think the convert the originators of this may have been somebody who, but even they would have thought it the same set of neurons which is we have. Maybe while putting that into lot of concentration and all they broke a dimension of thought and discovered something, it just that.

Or may be you see things were just developing.

Yeah.

And, later on people realized that it was a mammoth task to chew the entire stuff altogether therefore, they started classifying it.

Absolutely.

So, one classification was psychiatry other classification.

Absolutely.

As psychology lot wise.

So, it is a like one set of knowledge, we call it as s grown beyond control and technology has also come in so, that is why. So, is the same thing happening with kids. Kids take lot of undifferentiated knowledge, everything is a knowledge even a touch, a mother's smile, slap or.

Ha, yeah.

So, and then the mind differentiate like for example, we know in psychology the moral development thing which does not come till the certain age. I think it is 6 or 7 year, you cannot tell what is the pros and what is lies. Even adults do not know what the truth and lie is. They have a huge problem with that. So, I think you can agree because, they did not have a problem at that time. So, the question is when a mother says brings a small kid and says he tells lies, he did not show his copy.

No.

A 6 year old kid who has not shown a copy, a home work copy you think he is telling a lie.

Not at all.

Not at all.

Not at all.

Right you are right. What he is just saying is he is trying to save the situation, because we set brain works for survival. But, his brain tells him that, boss right now I do not want a slap, hide the copy. It is the adult who with his wobbled mind has put a seed of what is a lie in the kids say by telling, now you say it is a lie ok. The kid will think there is something called lie, so the kids mind is repetitive they will keep doing things again till they get bored.

Also, also in especially in the parent child relationship, those parents who are far more permissive. So, once the child returns back from school and parents would hug their kids are open to listen to the stories that the kids will bring back from the school and try to narrate it with explicit details. If we give a very calm hearing to all that they have to narrate, perhaps those kids will not be scared of showing the notebooks also. And, they will tell the story what happened and then what his outcome, it is the problem with the adults those who are into parenting, those who would like to cut short the story.

Yes.

Those who would like to take it a particular course.

Yes.

And therefore, you are basically giving an indirect signal to the child, that I am not interested in your story, you make the story in my way.

Yes.

Similarly, if I make the child understand that I am not interested in stories, I am interested in notebook, whether you got A, excellent, star.

Whether you have tried or not.

Or not; so, it is the adults, the parents.

So, these adults must have been very unhealthy while they were growing up.

Yeah.

To be liberal and permissive, it requires a very healthy mind.

Exactly.

Otherwise most minds are not able to tolerate the anxiety of certainly what we were talking.

Yeah, that is true, that is true.

So, a true liberal, true permissive mind is rare even amongst the so called liberals.

That is true that I understand.

See.

That is accept, but the still as a parents at least those who are listening to this.

Yes.

Or those who would become parents later on, one can be very conscious.

Yes, they can do it.

I have to now be very permissive with my child and I have to allow the child to express things the way it comes.

Right.

And, I do not categorize it.

Absolutely.

I do not provide a tag.

So, sometimes I wonder sitting in my clinic also the kids who were brought whether parents unconsciously obviously or consciously they would not do it; unconsciously they are just taking their kids behavior, the report card of the kid as one of their social status symbol inadvertently. I mean they are not they have not planned and they are not bad people or anything, but their anxiety itself which is their anxiety is unable to tolerate the transgression of the social norm which they expect in a situation. Like if a sweet is kept for guests right, a small kid will keep running and he would not give a damn to ask anybody. Because, for him it is very simple, there is a eatable, it is there, you eat it simple.

But how many parents will honestly those who are listening and who would be would just ignore it 99 percent parent, no no keep it, ask the guest first, he the kid does not know why ask the guest first intelligent. So, this is the small behavior. Similarly, if you take it to the adolescent end, there is phase when your hormonal surges are going up and you are trying to find your own identity. And there is certain amount of rebel which comes in to the areas all of us have experienced.

Yeah.

But every kid reverse, every parent objects; I sometimes wonder or somebody should do this study while pruning may be the memory of your own childhood vanishes. Because if you tell pa ask parents that ok, how were you at 14, they it is a blank. It is a blank, chances are they would have been the same; after all it is their genetics.

Yeah.

So, genetics is coming from same thing maybe it is a common genetics, but the thing is that ok; people say in peace times they will say this, but when it comes to the crux of reacting most parents react in a way either in front of the child or behind the child in a very very if not idiotic, at least foolish way. They try to impose things which immediately creates a sense of caging and a sense of caging any human being is not able to tolerate.

That is true.

Kids; obviously, not because even if you talk in Freudian terms, the prefrontal cortex is not developed. So, we were talking about this natural progression of stages of development which each of us has gone through. And, the best example is if for the sake of people who know and people want to study, one should study Eric Ericson's.

Yeah

Developmental stages right, while Freud has talked only for the childhood largely. It is and Piaget has talked about the cognitive development right. I will ask you about this.

Which are as called stages of development.

Stage of development.

Cognitive development has also come there.

Right, but if you look at Ericson; Ericson gave one of the most wonderful thing under studied, but he said that each age has two or three or whatever conflicting functions to be mastered right and one should successfully resolve to.

Move to the next one.

Right.

Fear versus insecurity something like that I do not exactly remember. Now, once you so, trust versus mistrust, they have to resolve that and move on. So, when this so, process is going on, when the brain networks are being formed this is a huge amount of unpredictability like what you were also saying. Now, this unpredictability moves towards the predictability as one becomes adult because, adult behavior is supposed to be predictable. But we do not live in a very very ideal environment, no kid is born and brought up in a ideal environment. So, lot of this things continue and hence we can explain the adult behavior, right. So, this half baked adults are trying to put some framework into the kids with their own unresolved conflict and, that is how the mess continues.

So, I think what kids achieve and if they are happy it is remarkable, but unfortunately we and I have no shame in saying this, that we in the last 30, 40 years are actually making

children very miserable. Because, now we can come to what we see in the clinic; if you ask me we see majority of kids who were brought to us are plain simple unhappy.

Big chunk of them do not want to study, they have listened to their parents and being rebuked in the classroom home so many times. They do not want to listen either and they will test your limit as a therapist; when they will come they will not speak, all of us did it at some point of time. But, sometimes sitting as a psychiatrist here I wonder, that the same problems my parent never took me to a psychiatrist. Probably there were no psychiatrist at that time. They were not so many psychologists and counselors. And, as you said that is one undifferentiated knowledge that mean categorized into this and that and x y z and though x y z have to do something about it.

So, there is lot of telling which is going on to kids, add to it another problem. The number of people who are ready to do workshops in the schools, the number of people who want to teach kids motivation takes this that, children are captive probably they will just, make them sit they will sit and listen and, half of it will go.

In fact, I would like to add something to this; sometime back for my own son I received a letter from his school which said that somebody in the city would perform personality assessment. That was the time when I think he was in class 7 most probably and there was a charge for that. And, what is personality and what view the personality assessment give to your child.

This was all printed and that lady would have given into the school authorities, who in turn distributed it to the children. So, he came there and told me when I came in the evening he told me that papa this is what has come from the school and most of the kids are going for it. And, right now you were mentioning in the previous discussion that they are in the fluid state.

Yes.

So, there is no point trying to measure their IQ, if they are doing well in school, there is no point you know assessing their personality, if there is not much of a conduct related issue. So, I told him that what psychological assessment actually looks for.

Yes.

And, when should it be performed.

Yes.

Fortunately, he was convinced and he thought that what is whatever is being told to him has a merit.

Yes.

He did not opt for it.

Ok.

But, since then I have been thinking of those parents who opted for personality assessment of their kids when they were in 7th.

Yes.

When the test outcome tells you that your child has this trait, that trait.

Yes.

And, there is no merit in knowing this. So, if I know that a child is quite.

Yes.

How do I decipher, that this is a real quiet child, calm, quiet, composed child or the child is forced to be quiet because, I have not been permissive.

Alright.

Or the child is so in so, much with the group of dominant individuals that he has finally, decided not to speak, not to act. So, there is no point doing.

Absolutely.

Many of these assessments and therefore, not putting too many criteria that the child should score upon to be qualify to become a to be stated as a normal developing child.

And, now beyond that there is also a deeper thing to what you point is very important that you brought it out, the acceptance of diversity has it decreased in our society.

Ha, that is true.

There is lot of benchmarking which is done like we were discussing with those students that there, that how do you set parameters? Now, there are people who like intro version being quiet is not a very high premium thing in society. The more you shout, the more you are able to talk about yourself (Refer Time: 36:36) which were not considered good quality say 100 years back.

I think even when we were kids being introvert was ok.

Yes.

But, now if you do not exert yourself many parents will bring them to.

Absolutely.

Your clinic.

And they end up getting diagnosed as social anxiety, what a plain simple introversion has labels now.

Misclassification has always been ensured.

Absolutely.

Misclassification many many people do this.

So, again that has brought us to the second session which we were talking, what is normal and what is abnormal? Right. People are trigger happy in diagnosing kids which I personally avoid, I do not want to put them because I know once you put a label then it becomes a issue. Then it will be carried all their life and people when they are 40, they will say I was diagnosed with ADHD. ADHD: Attention Deficit Hyperactivity Disorder all of the people would have heard it, I think it is the biggest conundrum of psychiatric diagnosis.

We will talk about, when I am saying this, whatever we were talking in last half an hour; it does not mean kids do not have problems; 10 to 15 percent children have problems, but in children that boundary of normal and pathological is even more blurred than adults.

If I can draw a parallel, say I having a ache in the stomach. So, my normal stomach ache and pain in the abdomen because of appendicitis are two very very discrete things.

Yes.

So, if I overlap it with the kind of assessment it is done, both by psychologist and psychiatrist; especially for ADHD, dyslexic kids it is like say somebody has come only with a normal ache in the stomach.

Yeah.

And, you exaggerate it and interpolate in to say a pain in the abdomen due to possible appendicitis.

Yes.

So, the freedom that the child should have enjoyed as a normal growing healthy child.

Yes.

Is now misclassified and labeled.

Absolutely, see the person who coined the term ADHD, died recently and I think he confessed maybe I am quoting out of context, but he says it was a fictional diagnosis, because he could not make out what was happening. But, ADHD is a billion dollar industry with the number of, see the very few medicines if you remember we talked that there are very medicines for geriatric population. And, their problems like dementia and all, there are very few medicine for children also; that means, both these ends have to be handled largely by environmental manipulation and therapies and so on so forth, right.

ADHD is one thing where there are medications and they are hugely prescribed, right from childhood ADHD to adult ADHD. So, every so, what is it? It has a triad of symptom, one attention deficit, hyperactivity and impulsivity. You can have all three, one can have one, two; attention we all know is the ability of mind to focus on something.

Psychological research interestingly shows that all of us are deficient.

Yes.

When it comes to attention; So, we all have to struggle very hard to consistently focus at something.

So, as we grow.

The brain is not designed that way.

So, brain is designed for 500 milliseconds to create (Refer Time: 40:36), we are trying to focus for 40 minutes. How can you do it? Plus attention is the bottle neck in the brain. Brain can handle huge complexity data, but what you become conscious of is the attention span. All kids so, the brain network which actually cause good attention span have not developed, all kids they have attention deficit, all kids are overactive by simple boredom, by simple this they that every kid is a impulsive.

I have a small thing to ask.

Yes.

I am just interjecting.

Yeah.

Say, if as parent of a child, if I suspect based on my observation, based on the difference that I find between how my neighbors kids are and my friends kids are growing versus my kid is growing or the feedback that I get from the school. Now, the child has difficulty paying attention, this is a common complain that we hear. We hear that the child is excessively talkative. These are the common things that teachers, parents will say or the level of distraction is very high. I sometime wonder, the same child when the child sits before.

TV.

TV and watches a cartoon show of his or her choice.

(Refer Time: 41:59).

Does not have distraction, he is able to sit?

Some of this ADHD kids are known for hyper focus. So, on the reverse side.

So, is it that the difference in the ability, the entire spectrum somehow the system has not been able to cater to it.

So, it is like if you just leave ADHD for a minute and compare a adults, you see in the cinema hall, it rarely happens that your mind is not absorbed on the screen. Because, it has been devised in such a way and the narrative which is going on the screen totally absorbs your mind. But, the same adults, if you take 100 people watching a cinema, gave them the same novel to read. Do you think everybody will able to read that?

Not at all.

Not at all.

Not at all.

Not at all.

Yeah.

So, plus distraction reduces the attention span all of us the whole humanity I think is becoming attention deficit now, because of the gadgetry; WhatsApp, Facebook people do not write letters, people do not write. So, your whole attention span is 55 words or 160 words which come in a SMS or a WhatsApp or whatever. Given such a scenario it is a very very difficult clinical situation to diagnose ADHD, but it is the most common label which is being used by non-psychiatrist.

Yeah. In fact, I know some doctors who are.

Pediatrician.

Neither psychiatrist, they have not studied psychology.

Yes.

They are not into practice of psychology, but they have been labeling kids.

Yes.

As ADHD kids.

So, every problem when a kid is brought to some non-psychiatrist, the first thing they will say is ADHD, because that is also because in a habit of writing a medicine, you though medicines. There are some medicines which help, the other thing is the first and foremost precaution which has to be taken; when you see a kid in there is a problem, it first you have to give time to the kid maybe not one.

So once, twice, thrice gather history from the sources maybe ADHD suppose a kid; now ADHD is at proper diagnosis. Some kids were premature, some kids brain circuitry is not formed over on medical because, of epilepsy or seizures there they can have ADHD, but then their brain will be attention deficated, hyperactive everywhere in most of the situations for a very persistent long period of time.

If a kid who comes to my clinic and sits quiet and I am telling you practical example, 1 hour he will keep sitting, I say where is the ADHD. No, no at home, now that is situational attention deficit. Then you have to look out what this is the typical case, where the medical versus the environmental comes in. A kid who can sit quiet is I have not given any activity to the kid also, he is just sitting and listening not jumping, not doing I have lot of kids were grown up.

I had diagnosed in 97 they are almost 20 years now that is it, home they are very active. So, I asked the kid, I asked the parent what is happening. So, you know what is happening probably, at home the kid has gotten into habit of listening his name 400 times. Small homes, nuclear familiy continuously his or her name will be do not do this, do that do continuing ting ting ting ting ting; it is like a tug of war which is going on.

So, for the kid it is a play so, if they sit quiet mother will not pay attention, they are in a continuous tug of war, that keeps the whole hyperactivity ADHD and I, during my practice, I thought what is the hell is happening actually. This is not theoretical, no book will write all this, books will prescribe activity schedule this that. So, we started trying simple things and it took me hell lot of time to tell a mother not to call his name. So, after sometime mother will go to one extremes, they will not talk at all. They will get angry, he does not listen, she does not listen then you bring them back to normal right.

And, if you stabilize a democratic conversation then you realize lot of ADHD is gone down with the help of some medicine, right. But when I say this, there is a small percentage which has a diagnosable attention deficit hyperactivity, very destructive, very

fidgety; especially impulsivity they can hate, they become very aggressive. That is the group which as to be assessed and treated right, now.

But this tag is not supposed to be generously.

Generously distributed.

Distributed, plus while you are assessing kids what is also very very important. Is it one has to. So, this I am talking about maybe preschool kids, small classes and all. So, preschool kids there other kids who have a problem, kids who maybe falling behind the peer group, little bit differentiation is there that somebody we would talking early, somebody maybe walking early all that. But, a kid who is definitely falling behind the class say till class 1 or so, should be suspected of few things.

If there is no physical illness, I am not talking of somebody is having a seizure or a congenital problem. One possibility is mental retardation which is common which unrecognized, especially if a kid is having very severe mental retardation then; obviously, they will not go to school. But, lot of mild mental retardation or borderline intellectual activities they get into the school. They are not able to progress; they are physically developing, normal they are speaking normally. They are not able to progress as they reach the higher classes which can the higher can be from 1st to 7th anything, isn't it?

What is happening? Their age and their mental development there is a gap for some reason and that gap can be reduced by training and so on so forth. So, the core issue is that a when we assess kid, it should not be taken at the face value. The time should be given, multiple sources of information should be collected and one most important thing is one should always whether it is a school setup or a psychological setup or even as in your relatives and all you should see whether the kid is having problem throughout or, the kid was normal at whatever age and suddenly something has happened. Because, they this means entirely different things.

Yeah.

If a kid is having a problem throughout, then it could be mental retardation, right. Dyslexia which we will talk about in the next session, maybe autism which I will just try

to briefly tell what autism is. But, if a kid was behaving normally suddenly in class 3, he has a dip in result; lot of kids come 3rd, 4th I also had a dip in result. So, when parents come the first thing, I try to ask them whether you have got his eyesight tested because, myopia develops around that age. The kid is not able to write down, all the rotating shifts and this and their seats and all later, specs he becomes alright simple thing. Suppose this is not the case, check out for any ear blockage, this that physical problems can happen. If all this is not there then obviously, you have to look out whether kid is having depression or emotional disorder or there is some environmental change which is happening. Isn't it?

Yes.

Somebody's death, somebody's separation, somebody's school changed fight between parents, I had my one of my professors in NIMHANS in child psychiatry, I asked her once that I said it is very disturbing to see depressed kids and all I am talking about 94, 95. Why are kids getting depressed? Simple question. She said no because, in older time parents were stable so, kids had lot of scope to express themselves. So, all that energy has gone, now if kids they raise their head here they seem to whom to talk; parents themselves are very very unstable, they are among themselves. So, lot of this kids are disturbed by the environment, one small comment can disturb a teenager.

Yeah.

If you say you are useless, girl maybe or you are ugly looking or you are fat or you are this and that we use such words at home our home, home situation is pretty bad. The language which we use and, all it is very I mean the, that we it is.

We are not sensitive to what the child would.

Yeah, what the child would feel to say.

Yeah that is true.

Any kid can get disturbed and they will have a dip. So, and then people will suddenly ask in the class why are you sad or mother and parents when lot of people were sitting [FL] she is very sad, this why are you so sad; 100 people why are you sad kids will never tell. So, whether we call it illness or whether we call it a small emotional problem which can

be handled by environmental manipulation. So, this we have to differentiate as a fresh problem or it is a ongoing problem right.

So, in preschool one is mental retardation, the other thing which is most common. Is not very common, it use to be the incident of which is increasing is autism. Maybe I will just check autism in the next session, but let us look at the way problems handle. So, when we come to this is a school problem, lot of kids are bored, they are not allowed to express themselves in extracurricular or even if they are allowed, it that also becomes a job. That you have to go and play cricket, you have to play well, you have to learn dance, you have to do to, how many things you can do well? So, if you do not allow kids to be what they are.

No, it is not only I think about the permissibility that the child enjoys, I also think say for instance if the school starts say like a cricket coaching academy, many schools have it now. Now, I was going to play a specific sports because of my keen interest in that, I was not interested whether I would become a great player or anything like that, but then the object of my joy is now converted into a mechanism.

Absolutely.

To earn from my parents.

Absolutely.

So, I am sent to the sports academy of the same school.

(Refer Time: 53:41).

Which tells me that ok, after these many hours of schooling you have to play for these many hours and then the it is the same expectation that I was experiencing in the classroom setup. The same thing I am expecting, that you should bowl like this, you should catch like this, you should bat like this.

Absolutely.

So, the situation has not changed then.

Too many guidelines.

So, whatever was for the recreational purpose.

Has become a.

Suddenly again is jacketed the same way the other things have been done.

So, this is in a middle school and obviously as I said in the teenagers with rebel and this difference of opinion. They want their freedom, this that mobile, gadgetry, television all that drama which is going on, but in our times it use to be a different drama in same set. But the whole what I am trying to say is each whether adults people can treat like a simply lying, each kid should be given a individual validity to be understood.

Because each kid is having a problem which is unique, the causes may be the same, when I am saying this I am not saying the kids do not have illnesses. They have depression, they have personality, early personality onset, OCD is very common in kids. We have talked about OCD, they see kids can have younger kids can have early onset schizophrenia, early onset bipolar illness, OCD as I said these are this requirements they require medical treatment. Mental retardation if you catch you get a IQ test done. And, then you have to treat through training. The training period early intervention is so important that if you do not read in a early stage all that window of brain growth disappears.

In fact, the current focus of research is also on early diagnosis.

Early diagnosis right so.

So, early diagnosis, early intervention then the best.

Absolutely.

The best customized things for those kids.

Absolutely; so, what I am saying that this is not something which only doctors and psychologists have to do. Anybody who is listening to this course should be whether you are a parent or you are going to be a parent or whatever, you should be aware that and there will be lot of complaints of he is not doing well, she is not doing. So, I think one if you are sensitive enough you should try to understand and analyze the kid in the context, alright.

So, if you do that then probably that will be extra information which parents, caretakers, guardians can go and give it to the doctor who is diagnosing because, doctors will see for 15 to 20 minutes, they are few who will sit for 40 minute and call them again and again.

Also, I think the adults who are into care giving should not be hyper sensitive to small changes.

The small changes.

That notice of.

Right and.

So, diversity has to be accepted.

So, before you decide that kid is having a problem you should observe the kid over a period of time, unless it is a dire emergency kid is going to kill somebody then you have to take it to a doctor. Or, somebody is having a fit or epilepsy or somebody is having a infection or something that is a different or suddenly fails kid fails, one failing is alright.

Yeah.

Everybody fails, if it is persistent then bother or if suddenly something happens and the whole thing is becoming very very drastic.

Yeah.

That is a emergency sign.

Exactly. So, in the next session we will talk about some of the specific issues.

So, yeah with the so, what we have to do differentiate this, because these kids have to be diagnosed, helped with medicines or help with individual psychotherapy or behavioral therapy and all. This is one bunch which majority of the kids will fall into right, vis a vis one of the situation which I already mentioned is mental retardation; some people who have congenital where the age, the gap between intelligence and for which IQ tests are there, where psychology steps in. But two situations which we will try and talk in next session and, then I will ask you to delineate them and then let us see how collectively; though this answers the bridge where psychology and psychiatry really work together.

Yeah.

Psychiatry not in the medical sense, but psychiatry in the sense of trying to understand the neurobiological basis of these illnesses. If we call them illnesses. I do not call them illnesses because that seem to be normal variation and the inputs of whatever help we are able to offer coming not through psychiatry, but through psychology. And, where psychologist a special educators where correct assessment, they become very important because they are not just one of things which can happen into sessions so these are something which is a which spans right from diagnosis through the whole growth period.

Yeah.

Of life and where I do not think psychiatrist have much role so, the last session last 1 hour probably will be more of this aspect, where like we talked about cognitive retraining in the older, one end of the life. We talk about the training of the mind in these two illnesses. And, these two illnesses are I am again saying illness, they are not illnesses though conditions are.

Autism.

Learning disabilities and autism. So, we will talk about it.

Definitely.

Thank you.