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Homeopathy in Harmony with Music Therapy for Children with Developmental Disorders and Autism

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Abstract

Developmental disorders including Autism Spectrum Disorders (ASD), more commonly known as autism, are on the rise all over the world. One of the main factors that is missed as a possible cause for this is the effect of early experiences in utero and postnatally, the effects of environmental inputs and stress on different aspects of brain development.

Music therapy or Raga Chikitsa has been used since very ancient times in India. Listening to music has always been considered soothing and therapeutic, whether it is Indian music or Classical Western music or Folk Music.

There is a growing body of data to show that homeopathy has proved to be useful in treating children with developmental issues and especially children on the autism

spectrum which involves socio-emotional skills development deficits.

Music Therapy, which has a socio-emotional context, and homeopathy can further augment or complement each other as they work on similar principles. The combination of music therapy and homeopathy can prove to be an effective tool not only in treating children with developmental issues but it may also help in the process of normal development.

This paper attempts to highlight aspects of the effectiveness homeopathy for developmental disorders and especially autism used individually and in combination with music therapy with some case studies.

Objective:

To emphasize the effectiveness of homeopathy used individually and in combination with music therapy for children with developmental disorders and autism with qualitative case reports.

Results:

Homeopathic treatment is effective individually in children with autism and developmental disorders. In cases where the children were exposed to music therapy it was found that the time period for changes to be seen was reduced significantly.

Conclusion:

Preliminary studies lead to the probable conclusion that Indian classical music used individually and in combination with homeopathic treatment can be a very useful and effective tool in augmenting the process of social and emotional learning, cognitive development and communication skills in

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children with developmental disorders especially autism. Homeopathy can also potentially act as a preventive modality both during pregnancy and in early childhood to facilitate normal development where risk factors are identified.

Introduction:

Recent research has shown that stress especially prenatal stress has a profound impact on fetal brain development. Babies born to mothers who have experienced prenatal stress are more likely to suffer from developmental disorders and autism. Physical stressors such as exposure to toxins in the environment either indirectly through pollutants in the air or directly through injection of toxins could also lead to developmental delays both in the womb and in early childhood.

Some animal research studies have demonstrated the stress protective effects of certain homeopathic remedies. From the experiences in the clinic it has been seen that homeopathic remedies have been helpful in preventing intra uterine growth retardation. Homeopathic remedies have also helped in treating gestational diabetes. This in turn helped prevent congenital abnormalities in the newborn.

In the same way research on music therapy has found that it helps improve cognitive abilities, communication skills and social-emotional learning. It can help reduce the effort required in learning and assimilation faced by children with developmental disorders. Hence the combination of music therapy and homeopathy might prove to be an effective tool not only in treating children with developmental issues but

may also help in the process of normal development.

To begin to understand the therapeutic benefits of homeopathy and music therapy used in combination or individually it is important to understand aspects of early childhood development, social-emotional development and the interplay of gene expression, environmental inputs and early experiences on the developing brain.

Normal Development and Critical Stages in Cognition, Communication and Social and Emotional Learning

The following is a brief overview of brain development and cognition, communication and social-emotional learning.

Early Childhood Development:

The period from birth to eight years is considered a critical period in brain development. The newborn baby is born with all the neurons it requires. Neuronal connections are formed by groups of neurons firing together. The experiences that the child has on a regular basis helps to form neural networks. If neural connections are not reinforced, then they fade off or die. Sensory and environmental experiences of the infant influence the formation of neural networks. Research has shown that the input received by the child both physical and psychological has a critical role to play in reinforcing or retaining neural connections.

Cognitive development is the term used to mean development of the child's ability to think, learn, retain, recall, process, analyze, assimilate and use information.

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Speech language and communication skills involves the ability to first understand what is being said. This is known as receptive language skill. This is followed by the ability to use words to communicate. This is known as expressive language ability. Research has shown that language development is based on the response the child receives from the environment. If when the child starts to communicate there is no reciprocity, then language development slows down or even stops.

Social-Emotional Development:

Social-emotional learning is the ability to understand and manage feelings or emotions, empathize with others and build positive relationships with others. This is also a major contributing factor in the overall development of the child. If social-emotional nurturing is not provided, it hinders the cognitive, intellectual and language development of the child.

Social-emotional development is an important aspect in the overall development of the child. Lack of a caring and nurturing environment is known to have an effect on other aspects of development such as cognitive development and speech language and communication skills.

Poor social-emotional development is considered a risk factor for development of autism at a later age. This is another neglected area that is not taken into consideration while developing programs for preschool children.

Music Therapy:

Music Therapy can have a number of different applications. Research has found that music

helps to change brainwave patterns and helps stimulate the alpha wave state in the brain which is the state when we are relaxed and calm. It also helps give a pleasant feeling based on the music that the person listens to. If the individual is sad or depressed, when he listens to sad or melancholic music that matches his mood, it helps to express suppressed feelings.

The method of teaching in Indian classical music is such that it helps to build a rapport with the guru or traditional teacher. Learning music requires good concentration and focus. The mathematics involved in the talas or beats and learning to improvise on the ragas or melodies help develop the cognitive and creative abilities in a student of music. There are certain ragas that are specifically used to evoke different feelings such as fear, anger, sadness joy etc. In Hindustani music, certain ragas are sung only at particular times of the day. There are many other interesting aspects of Ragas that will be helpful when looked at from a therapeutic point of view.

Western classical music especially compositions of Bach, Beethoven and Mozart have also been shown to have therapeutic effects and help improve learning. According to research studies Mozart's symphony number 9 is supposed to increase learning by five times and the concerto number 23 is capable of changing brainwave patterns that can be helpful in epilepsy and even in patients who are in a coma.

Alfred A. Tomatis was known to have conducted a number of experiments into the therapeutic effects of music and had found good results in children with developmental disorders. He developed a method known as Audio-Psycho

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Phonology which is also known as the Tomatis method.

Although it is only recently that research studies have been published with scientific studies on the benefits of music therapy for developmental disorders and autism, the use of music as a therapeutic and healing modality is very ancient.

Indian classical music has been developed and refined for thousands of years. It was always traditionally considered that listening to classical music and especially certain specific ragas during pregnancy would help in the growth and development of the baby, including mind and brain development. This was proved to have a scientific basis through the research studies done by people like Alfred Tomatis in the Western world.

Effects of Listening to Music on the Brain

Research studies have shown that listening to music or music therapy activates certain specific areas in the brain. Previously it was believed that the therapeutic effects of music were due to the enjoyment factor while listening to music and that it worked by stimulating the pleasure centers in the brain leading to the release of the feel-good hormone, the endorphins. Although this is also true, it has been possible through modern investigative methods such as PET (Positron Emission Tomography) scan and functional-MRIs (Magnetic Resonance Imaging) of the brain to track what exactly happens when a person listens to music. It was found that apart from the transverse and superior temporal gyri which are the primary auditory processing areas, the prefrontal cortex and superior temporal gyrus and the precuneus of the parietal lobe, are also activated. The prefrontal

gyrus, superior temporal gyrus and the precuneus of the parietal lobe are involved in some aspects of musical discrimination such as the pitch, melody, meter, timbre and rhythm. Rhythm and pitch discrimination are processed mainly in the left hemisphere whereas timbre and melody are found chiefly in the right. The above-mentioned areas are also used by the brain for spatial reasoning and long term exposure to music has shown to improve reasoning ability in children. Music has also been shown to activate the areas of the brain involved in language processing. There are also studies that have demonstrated that there were improvements in the EEG (electroencephalogram) patterns that helped to reduce epileptic activity in the brain.

Music for Enhancing Social-Emotional Development, Cognition and Communication in Neurotypical Children

The effects of music can be seen starting from infancy, in the womb and across all age ranges including in adolescents and adults. Music helps in fostering brain development, cognitive development, language development, social-emotional learning and academic performance in healthy children and adolescents. Apart from this there are a number of research studies on the therapeutic benefits of music in children with developmental problems, and behavior and emotional issues even in adolescents. Music also has shown to have benefits in improving overall health and well-being.

A number of research studies have shown that just passive listening for a fixed period of time each day has helped improve classroom behavior, attention span, cognitive abilities and

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social emotional learning in preschool, primary and high school children.

In a study by Krista L. Hyde et al (2009) it was found that musical training in early childhood for just 15 months helped brain development including structural changes in the brain that helped improve both motor and auditory skills.

In a study by Schellenberg (2005 and 2007) it was found that music lessons and listening to music helped improve performance in cognitive tests in both five-years-old and adolescents. In a study by Sylvain Morena et al (2009) it was found that music helped enhance communication abilities in eight-year old children.

In a review study on social-emotional learning and music education by M. NevraKupana (2015) it was found that musical experiences help improve emotional intelligence because it aids the acquisition of skills related to proper understanding, assessment and expression of emotions. Music in addition also facilitates better understanding of emotions and better self-regulation which in turn supports intellectual development and the development of social intelligence

Developmental Disorders

Definition: Developmental disorders are disorders that impair a child's development. They may be physical or mental in nature. Sometimes it could be a combination of delays in both physical and mental development.

Mental Retardation: Mental retardation can be defined as impairment in intellectual development. A child or person is considered mentally retarded if he/she has a score below 70

in an I.Q test. Mental retardation can be classified into mild, moderate and severe mental retardation.

Specific Learning Disability: They are a group of disorders where the child has difficulties in learning certain skills. There can be problems with reading known as dyslexia, motor skills known as dyspraxia, writing ability known as dysgraphia, speaking difficulty known as dysphasia or in mathematical abilities known as dyscalculia. These are referred to as specific learning disabilities as there is functional impairment in specific areas of development like motor coordination, speech, reading or writing or arithmetic.

Pervasive Development Disorders: Autism is a developmental disorder that usually occurs in children in the age group of 2-4 years. Children with autism show deficits in three main areas namely speech language and communication skill, social skills and behavioral issues. They usually find it difficult to relate to other people that is sometimes apparent from birth. Social smile may be delayed or absent. They may have difficulties in forming appropriate emotional attachments. Their language acquisition skills or comprehension skills may be delayed or impaired (mutism/echolalia). Sensory Dysfunction may be present. This could be over sensitiveness to sound, visual stimulation, smell or touch. Stereotypic or self-stimulatory behaviors. Difficulty in developing normal appropriate play. Obsessive ritualistic behaviors.

The following are the common types or variations of autism spectrum disorders (ASD): Pervasive Development Disorder, Asperger's Syndrome, Rett's Disorder, High-functioning Autism with normal intelligence, Low-functioning Autism with Mental Retardation,

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Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder associated with Autistic traits.

Music Therapy for Developmental Disorders:

Music therapy has shown to be beneficial in improving brain connectivity and restoring normalcy in a number of areas in children with developmental disorders and also in adults with brain damage. In this scenario if music is introduced at an early age in normal children, it may help act as an early intervention tool by strengthening neural connections and also repairing any damage before it becomes irreversible.

Among the research studies on music therapy for autism Rajam Shankar a classical musician has worked with the children's wing of Little Hearts Hospital in Hyderabad. She worked on raga chikitsa for children with autism. She found that there was an improvement not only on attention span and reduction in hyperactivity but also improvement in communication skills when continued over a period of time.

In the West, there is an increasing focus on using music especially Western classical music for developmental disorders. Recent work has also focused on using music both passive and active to promote social and emotional learning, cognition and communication skills as an early intervention and preventive tool. In India, it is only recently that research studies have been published with scientific studies on the benefits of music therapy for developmental disorders and autism.

Homeopathic Treatment in Developmental Disorders and for Early Intervention

Since homeopathy is highly individualized it seems ideally suited to treat children with developmental disorders especially autism. Homeopathy treats the child as a whole and looks at the complete picture, instead of treating just the individual problems like the behavioral issues or hyperactivity. Homeopathy is preferably appropriate to treat developmental disorders and autism as the treatment is individualized to each particular child's symptom picture. Homeopathic remedies are made from natural substances and are given in mild dosages so that there are no harmful side-effects. This is suitable for children with autism and developmental disorders as their brains and bodies are highly sensitive. In view of the fact that treatment is based on the symptom picture of the child it works in the direction of eliminating the root cause of the disorder by strengthening the system and stimulating the body's natural healing mechanisms. This helps in better results being achieved. Homeopathic treatment can also be used as a preventive during pregnancy and in early childhood.

Symbiosis between Music Therapy and Homeopathy

Homeopathic remedies act in a dynamic way by stimulating the natural defense mechanisms of the body. In homeopathic treatment, the medicine just acts as a stimulus and the system heals itself. In other words, homeopathic remedies provide the impetus needed for the system to recover. Symptom matching is done with a view to find a remedy that exactly is able to reproduce the child's symptoms and when introduced into the system it repels or neutralizes the actual symptoms and since

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homeopathy acts at a nano level, the effects of the remedially induced symptoms just pass away leaving the system disease free and healthy. Homeopathy believes in the concept of the vital force. This is something similar to the concept of prana-shakti in the ancient Indian systems of medicine and philosophy.

Every organism has an electromagnetic energy field that keeps it animated. It is this vital force that is present in every cell of the body and that gives it life. Homeopathic treatment is targeted at this dynamic plane that may be deranged when there is disease and when this set right it helps in self-healing at the physical and emotional levels.

Every substance in nature can be supposed to have an electromagnetic field. A remedy that works on a dynamic plane (in homeopathy a process known as potentization brings out the energy in the substance and helps the electromagnetic field to increase to the level where it can act at a dynamic level) is selected and usually the strength is such that it resonates closely or is at the same frequency as the body's electromagnetic field and this resonance is what helps the body recover.

It has been seen that in some cases in spite of this resonance the remedy fails to act or the results of treatment are not as expected. This may be due to energy blocks or other obstacles that may prevent this or increase the time required for homeopathic treatment to be effective.

The way music acts on the brain is somewhat similar to the action of homeopathic remedies. Music therapy is supposed to be most effective when there is brain wave synchronization with

the sound waves that are introduced in the form of music. It is similar to the homeopathic principle of *Similima Similibus Curanter*.

Case Studies of Preschool Children:

Qualitative and Quantitative studies done by this author in a preschool environment where children were exposed to Indian Classical music played in the background at morning assembly time and during lunch time have shown significant improvements in classroom behavior, cognitive abilities, social-emotional learning and empathy. Some of the children were selected for homeopathic treatment based on case identification of specific problems.

Chronicles of Children with Developmental Disorders on Combined Therapy with Music and Homeopathy

The following is a very brief description of two children with developmental disorders in a regular rural school. The inputs were provided by the teachers. Assessments were school based. The children were identified during the process of baseline assessments before starting the music therapy intervention. Homeopathic treatment was provided to these children along with the passive music intervention.

Miss MO, aged 4years, Diagnosis: Developmental Delay in Motor Coordination

Major Presenting Picture

Physical growth retardation
Gait difficulties
Poor Gross Motor and Fine Motor Abilities

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Poor Pencil Grasp

Poor Balance

Difficulty walking, climbing and jumping

Miss MO: Sample of Homeopathic Remedies Used

Calcarea carbonica (Calcium Carbonate)

Adapted to children with blond hair, light complexion, blue eyes, fair skin, tendency to obesity in youth. Pale, weak timid, easily tired when walking. Children with red face, flabby muscles who sweat easily due to which they take cold readily. Delayed development. Head sweats profusely while sleeping. Difficult and delayed dentition with characteristic head sweats, and open fontanelles.

Miss MO: Changes seen after Combined Therapy with Homeopathy and Music Therapy

Improvement in Gross motor ability

Gait improved.

Is able to balance and hop on one foot

Pencil grip has improved

Improvement in writing skills

Can walk and climb slides with ease

The teachers reported that her gross motor abilities had improved remarkably. She was also able to perform in the school's annual day dance program.

Master MV, aged 5 years, Diagnosis: Specific Learning Difficulties with Expressive Speech Delay

Major Presenting Picture

Poor understanding of abstract concepts

Unable to follow complex instructions

Poor attention span

Poor expressive language ability

Unable to use three or more words at a time

Poor sense of danger

Unable to control impulses

Risk taking

Sensitive

Master MV: Sample of Homeopathic Remedies Used

Natrum muriaticum (Sodium Chloride)

Children with late learning to talk. Sensitive, offended easily. Desire for salt. Consolation aggravates. Tendency to dry skin. Poor memory, Concentration difficult, Distracted easily

Master MV: Changes seen after Combined Therapy with Homeopathy and Music Therapy

Improvement in understanding

Able to understand instructions and carry out complex tasks

Improvement in spontaneous communication

Is able to narrate stories

Better impulse control

Is more cautious

Better peer interaction

Assessment instrument used for measuring overall development: Vineland Social Maturity Scale (VSMS)

The VSMS is a simple and quick scale that measures the present developmental status of an individual across eight domains: Self-Help: General, Self-Help: Eating, Self-Help: Dressing, Self-Direction, Occupation, Communication, Socialization and Locomotion. The total overall score is a numerical score called the Social Quotient (SQ) and the average is 100. The SQ is comparable to the Intelligence Quotient (IQ).

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Miss MO: Baseline Social Quotient (SQ) = 98; After 4 months SQ = 109

Master MV: Baseline Social Quotient (SQ) = 98; After 4 months SQ = 105

In the selected children who received homeopathic remedies, through past experience with similar situations, it would be fair to assume that if only homeopathy or only music therapy was provided to these two children it would probably have taken longer for the changes to become manifest.

Qualitative observations by teachers at the school and as reported by parents

The teachers reported that there was a positive change seen in all the other children as well both in academics and classroom behavior after the music therapy program at the school. In fact, many parents were pleasantly surprised and quite happy with the turnaround in their children and were curious to know about the music program that had been introduced.

Chronicles of Children with Autism on Homeopathic Treatment

The following are case reports of two children with autism. The detailed case history would be too vast to reproduce here. The presenting symptoms have been divided into common symptoms and peculiar, queer, rare and strange (PQRS) symptoms that help in remedy selection. The major remedies that helped are mentioned here. Most of the children coming to the practice are already assessed by different specialists such as developmental pediatricians, clinical psychologists or child psychiatrists. Only few parents go back for a follow up assessment once the child improves or gets into a mainstream school. For this reason, the Autism Treatment

Evaluation Checklist (ATEC) was used to monitor progress.

1. Master Ah - 4yrs 9mths – Diagnosis: Autism Spectrum Disorder

Major Parental Concerns and Presenting Complaints

Emotional State During Pregnancy and Obstetric History of the Mother

There was prenatal stress during pregnancy due to bereavement in the family. Delivery was by C-Section due to lack of labor pains and gestational hypertension

Common Symptoms:

Anxious
Poor Eye Contact
Poor Attention Span
Poor response to commands
Lack of expressive language ability
Does not use gestures or pointing to express needs
Poor sitting tolerance in group better when individual attention is given

Peculiar Queer Strange and Rare Symptoms

Timid and Shy
Friendly
Frightened easily from change of tone or reprimands
Wants to be consoled by parents both in words and with cuddling
Jumping, Flapping hands
Cries easily
Prefers company of adults
Sensitive to Change of Tone
Sensitive to certain specific sound frequencies
Dislikes being hugged or cuddled by strangers

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Severe episode of diarrhea at ten months requiring hospitalization
Likes playing in water, listening to certain songs
Occasional Laughing and Crying without reason
Milk desires
Loves travelling

Master Ah- Sample of Remedies Used with Keynotes

Pulsatilla(The Wind Flower)

The weather-cock among remedies. Mild, gentle, yielding disposition. Sad, crying readily. Weeps when talking. Changeable, contradictory. Symptoms ever changing. Great sensitiveness. Timid, irresolute, fearful.

Agaricus (Mushroom)

Children are late learning to walk, to talk. Slow in comprehension. Irresolution, Dependent. Chorea, convulsions after punishment. Restless. Fidgety Wild at playing. Poor concentration

Master Ah - Changes seen and as reported by parents

Good sitting tolerance (sits for 30 minutes at stretch) and does good work

Eye Contact improved considerably from before. Response to Commands is good specially with teachers. Understanding has improved
Expressive Language Ability has improved;has started copying words and sounds
Improvement in attention and command following at special school.
Started imitating sounds and words specially when offered some favorite eatable.
Looks at other children and goes to shake hands with them when ordered but then comes back.
At times smiles when other kids try to talk to him.

If we don't pay attention to him and are busy he turns our face towards him and smiles.
Keeping good eye contact

2. Master V- 3 years- Diagnosis: Autism Spectrum Disorder

Major Parental Concerns and Presenting Complaints

Emotional State During Pregnancy and Obstetric History of the Mother

Highly emotional due to work related issues.
Full term delivery through Caesarean Section
Hypothyroidism

Common Symptoms:

Poor eye contact
Poor expressive language ability
Lack of Social Skills
Poor muscle tone
Poor fine motor and gross motor abilities
Poor sitting tolerance
Hyperactive

Peculiar Queer Strange and Rare Symptoms

Past history of stomach infection at 6 months of age.
Reduced immunity after the above
Frequent tendency to catch cold, eye and ear infections
Anger, throwing things, biting things and beating when demands are not met
Mild and Yielding at other times
Sensitive to teeth brushing and haircut
Pica for pieces of plaster or brick dust
Toe walking
Likes playing in water
Consolation Ameliorates
Timid

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Good memory

Writing Difficult

Desire for sour food increased

Master V- Sample of Remedies Used with Keynotes

Calcarea Carb (Calcium Carbonate)

Silicea (Pure Flint or Quartz)

Adapted to the nervous, irritable, sanguine temperament. Constitutions which suffer from deficient nutrition, not because food is lacking in quality or in quantity, but from imperfect assimilation. Oversensitive, physically and mentally. Restless, fidgety, starts at least noise. Anxious, yielding, fainthearted. Mental labor very difficult; reading and writing fatigue, cannot bear to think. Bad effects of vaccination

Lycopodium (Club Moss)

Melancholy, afraid to be alone. Little things annoy. Extremely sensitive. Averse to undertaking new things. Loss of self-confidence. Apprehensive. Weak memory, confused thoughts. Cannot bear to see anything new. Cannot read what he writes.

Master V - Changes seen and as reported by parents

Improved sitting tolerance

Does not like to write but likes cutting work and doing puzzles

Improved Eye Contact

Response to Commands has improved

Temper tantrum have reduced

Improvement in expressive language Ability

Has now started making 3,4 word simple sentences

Improvement in social skills.

Has started playing with children in his age

group kids.

Improvement in school performance

Grasping capacity and learning ability has improved

There is a general observation that almost all the children with autism respond very well to music. They also seem to be have a natural sense of rhythm and melody. Passive listening to Mozart or Indian classical music of their choice to children with developmental disorders and autism is recommended along with homeopathic treatment. Parents have reported that the children are calmer and in some cases able to focus better. They also reported improvement in sleep patterns when music was played before the child went to bed.

Autism Treatment Evaluation Checklist

The Autism Treatment Evaluation Checklist (ATEC) is a one-page form developed by Dr. Bernard Rimland and Dr. Stephen M. Edelson of the Autism Research Institute, USA, for measuring and evaluating the effectiveness of autism treatments.

The test consists of 4 subtests:

Speech/Language/Communication (14 items),

Sociability (20 items), Sensory/ Cognitive

Awareness (18 items),

Health/Physical/Behaviour (25 items)

Unlike other tests that help in diagnosing autism, this also helps to evaluate progress and treatment effectiveness.

ATEC Scores

Master Ah: Baseline:60, After 1year: 37

Master V: Baseline: 76, After 5 months: 27

Discussion and Conclusion:

Homeopathy helps first of all by calming the child, reducing anxiety, hyperactivity and temper

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tantrums. Learning improves or is accelerated due to improvement in attention span, focusing ability and better understanding after homeopathic treatment.

Homeopathic treatment also helps in improving speech, language and communication in children with autism if continued consistently over a period of time. There are very few published research studies on the effectiveness of homeopathic treatment for autism and developmental disorders.

Music therapy activities certain specific regions of the brain that are also related to spatial temporal reasoning, social-emotional learning and even the language and communication areas of the brain.

Thus, music therapy can enhance or even help to accelerate the results that can be got with homeopathy alone. Music therapy can help release the energy blocks in the system and help the homeopathic remedies to act better and work faster. The same can be said about the use of homeopathy along with music therapy. Music therapy and homeopathic treatment could therefore work synergistically and share a symbiotic relationship.

Heavy metal toxicity in children with autism is now one of the greatest concerns for parents of children with developmental disorders. This exposure could be in the form of prenatal exposure in the mother during pregnancy, at birth or in early childhood through toxins in the environment or through the injection of certain heavy metals that are used as adjuvants in certain vaccines. The major metals are aluminum and mercury. Usually some parents request that potentized homeopathic remedies made with these same metals be given as a

detox. This is not a very advisable solution as the remedy has to be matched with the current symptom picture. If the remedy matches the child's symptom picture, the body's own self-healing mechanisms will help the system throw out the toxins. As Hahnemann, the founder of homeopathy has said "*Cessateffectus, Cessat causa*". Remove the effects and the cause is removed. This is to say that the presenting symptom picture is our only guide to finding the suitable remedy for each particular case.

The above-mentioned case reports are a small example of the possibilities of both individual homeopathic treatment and combined therapy with homeopathy and music. Homeopathic treatment and music therapy have been studied individually but there are no large-scale studies of combined therapy in autism. It has also been seen that there is a history of either prenatal stress or difficult circumstances during pregnancy and at childbirth in the mother in many children with autism. Homeopathic remedial measures at this stage might have helped as a preventive. Further research is required in both these areas.

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