

Influence of Adaptable Factors on Children with Attention Defects and Hyperactivity in the Elementary School

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Syndrome of deficiency of attention and hyperactivity disorder (ADHD) is a lot of controversy since 1970, some believe that this disease is not present, however, their opponents believe that there are physiological or even genetic causes of the syndrome as well. And so, as the debate over the existence of the syndrome is dominated, in 2018, a separate ADHD diagnostician appeared in ICD - 11. According to various sources, the prevalence among boys is much higher, reaching 9: 1, among the child population it is found up to 6% (1, 3, 5). The onset of symptoms is attributed to the onset of attending kindergarten for 3 years and deterioration in the beginning of schooling. The basic concept in the pathogenesis of ADHD extends neurophysiological pituitary based on conduction breach cortical and subcortical brain pathways (Cartellanos F. X., 1996); do not exclude disturbances in inhibition and motor control with dysfunction of the GABA system and metabolism of catecholamines; genetic predisposition and - with gene expression violation (Thapar., 1998). The socio-psychological factor is confirmed by studies conducted in families of different social status (large families, for example) (2, 6, 8). The variability of ADHD justifies the need to improve diagnostic methods, depending on the age of children, risk factors, and to develop approaches for the treatment of various forms of ADHD. To date, the gold standard for diagnosis is a clinical observation and methods neuroimaging, which is, due to age restrictions, not always accessible. In recent years, the use of electro-neuroencephalography of the feedback signal has been widely sanctified, which showed rather high indicators of the method of treating children with ADHD (4, 7). Again, the lack of articulation of the basic cortical rhythm complicates the study of young children. Given that ADHD, combining in itself not only restlessness, but the total impulsiveness and disorders of concentration, the mind control - the study of the behavior among their peers, self-learning process, is relevant to the practical and theoretical positions ...

Purpose. To study the characteristic feature of the behavior of first-graders, the functional system of adaptation to school, and identify ADHD from the surveyed.

Material and research methods. Schoolchildren of the city of Samarkand, grade 1, 7-8 years old were subject to the survey. The number of 200 people, of this large group of children were on t arr and us children for further examination by questioning teachers and parents, and for the adaptation period. As a result, allocated as I group pa of children with ADHD in the amount of 22, and children with no signs of ADHD in the number 28. In addition, several participants suggested examination of bioelectrical activity of the cerebral spine. All children underwent an electroneuromyographic study. Neuro psychological tests were carried out on test Tulus - Pieroni and test Schulte. Exclusion criteria: children over 8 years old, presence of focal neurological symptoms, epilepsy, diseases of chronic somatic pathology. The gender distribution of children was equal. At the next stage, both groups were offered treatment in the form of a Pantogam reception and work in the office of a neuropsychiatrist. Statistical processing was carried out according to the standard Student's criteria on an individual computer.

Research result. The main complaint from the teachers in the I group ne on inattention, difficulty retaining sight of children during the explanation of the subject threads distracted by "little things" - the sound of cars outside the window, coughing, a classmate, "hears" everything except teachers, endless "orzan s e" on a chair, to the extent of walking around the classroom without permission. On the part of parents' complaints about the bustling traffic, the reluctance to write "long" or read parts of th rubbed me school supplies (pens, notebooks, pencils) (Table face 1).

Table 1
Subjective s symptom s children I group (%)

Subjective symptoms	Control group n = 22
Fussy movements	fifty
Distracted by extraneous sounds	92.9
Not following instructions	7 0
Doesn't hold attention	92.9
Switches from one unfinished business to another	92.9
Speaks a lot	6 5

Doesn't hear what is said	100
Loses school appliances in class	100
Ignores physical danger and possible consequences	57.2
Harshes, disturbs other children	7 2
Not diligent in his studies	100

Almost at the surveyed children were noted kako th -or severe neurological focal symptoms. In the I group ne in 2 children's lungs Gypea p genesis in about kc imalnyh departments of hands; have one child a small cerebellar ataxia. Cleanliness with e pq echny x contractions in 95% of cases increased to 90 ± 1 beats / min, which is indicative of changes in the autonomic nervous system as factor of increase in sympathetic tone division.

Bioelectric activity of the brain showed predominance 4 type disorganization alpha rhythm and insignificant degree regularized the molecular disorder minutes cortex. When compared in groups, again in group I of children with ADHD, in 73% paroxysmal activity of non-epileptic genesis was noted. The indicators of the Schulte test revealed that the time for completing the task varied from 3 to 8 minutes, the stability of attention from 1 to 3 minutes, the concentration of attention from 2 to 5.5 minutes on average. That is, the value of indicators was slowed down in group I, and in group II it approached the norm. The study of adaptive response in the behavior of children of first graders, there was no significant difference in the gender aspect, which coincides with the data of literary sources. All children are in equal conditions, quantitative and qualitative abilities are determined by an individual mechanism, in accordance with this, children show maximum lability, especially among peers who were unfamiliar before. Has value in behavioral responses, the children examined, on the one hand manifestations of leadership (7 children), on the other hand, the repetition of a decision without thinking (10), which says a lack of development of attention, in 4 - x children detected in the survey period, " Fear " of what is happening. If children with "leadership" qualities not hesitate to perform testing (they cared about was the speed of execution), the children from the "fear" tests were carried out in a long time.

For the treatment of children in the examined groups, based on the results pr oved Nogo survey, I group pa is divided into 2 subgroups A - children past psycho-educational sessions with specialists, B - appointed drug Pantogam (according ie constant dose of age, 30 mg on kg of weight per day). The analysis has shown, the positive dynamics in both groups, but the B subgroup of children showed the best results, impulsivity decreased by 35% (in the A subgroup of 18%); perseverance in the classroom improved in subgroup B by 27% (in A, respectively, by 21%); improved attention in subgroup B by 80% (in A, respectively, 40%).

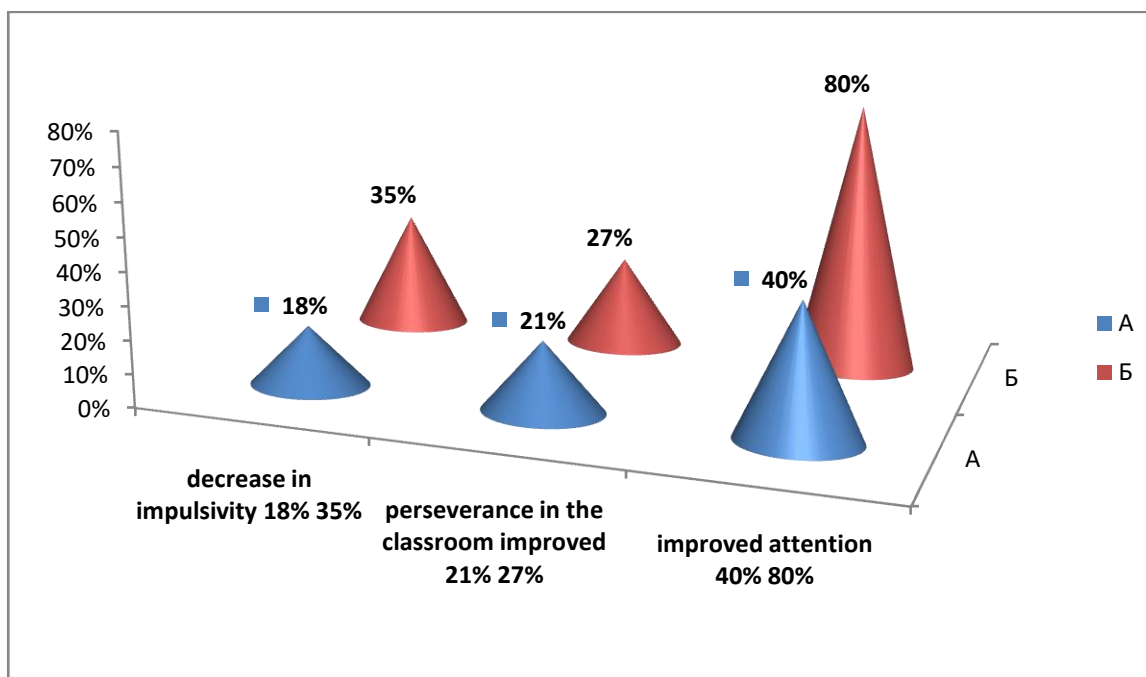


Fig. 1. The result of treatment of the examined children in the ADHD group

Thus, the use of the drug Pantogam, which is an enhancer of GABAergic inhibition through interaction with the system of nootropic GABA A receptors. The use is justified by the influence on the lack of mental functions of attention, memory, control of mental activity. It is characterized by significantly higher efficiency and is recommended for use in children with ADHD.

OUTPUT

Children and primary school children (first-graders, 7-8 years) on whether they have characteristic features, which is affected by the adaptive-adaptability factor of the new environment, the increased demand on the part of teachers and parents. That enhances the symptom complex in children with attention deficit hyperactivity disorder. Clinico-neurological symptoms in children in this category of children is expressed mainly vegetative-commutative-sympathicotonia. The use of Pantogam in children with ADHD has reliably shown good results in improving attention, perseverance, and reducing impulsivity.

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