

Experience in the use of induction and bioresonance therapy in children with mental retardation and general speech underdevelopment

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The work was carried out on the basis of kindergarten No. 1632 of a compensatory type, which is attended by children with general speech underdevelopment and mental retardation. The study included 15 children aged 5 years (senior group) with varying degrees of mental retardation and general speech underdevelopment of II – III levels. In children, speech disorders were expressed: inability to build simple sentences, rude argammatisms, poor vocabulary, violations of sound pronunciation and syllable structure of words, violation of phonemic perception. The amount of knowledge, the rate of assimilation of the material, the concentration of attention did not correspond to the age.

After the examination, a treatment plan was developed. For the therapeutic effect, we used devices manufactured by CIMS "IMEDIS" - "IMEDIS-BRT-A", "MINI-EXPERT-T". Additionally, the children were prescribed drugs iodine-active and iodomarin. The therapy was carried out according to the following scheme: first, induction programs were carried out: first, the cerebral program, immediately after it, the children's program. Bioresonance therapy (BRT) was carried out simultaneously with induction programs. For induction programs, children were placed in a semicircle at a distance of 1.5–2 m from the device for magnetic therapy. The intensity was chosen 50 conv. units BRT was carried out for each child for 5 minutes (hourly activity, according to the "golden section", in automatic mode along all meridians). The frequency of the sessions is at the beginning 2 times a week, then 1 time a week.

Against the background of the therapy, after 1 month, there was a positive trend: the children showed increased interest in classes, improved behavior. 3 months after the start of treatment, the children have noticeably increased concentration of attention, improved memory, quick wits, and comprehension of the task. A positive tendency towards the formation of logical thinking is noted. Behavior improved, children became more assiduous. There was a positive dynamics in the formation of all components of speech: the vocabulary, both nominative and verbal, the vocabulary of signs increased; words denoting generalizing concepts began to be used correctly and meaningfully; the grammatical design of speech has improved, the process of setting and automating sounds has become more active (with the exception of children with an erased form of dysarthria); there was a tendency in the formation of coherent speech.

Work continues.

Conclusions: the use of induction has a positive effect on programs in combination with BRT children suffering common underdevelopment of speech with mental retardation.

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