

Color correction of attention deficit hyperactivity disorder in school-age children

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Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood behavioral disorders. The first signs of hyperactivity in a child are observed already from the first months of his life. Compared to other children in the family, he often exhibits symptoms such as increased excitability, emotional lability, anxiety, hyperactivity, impulsivity, sleep disturbance, and tearfulness. During early childhood (at the age of 1 to 3 years), the psychoemotional status is characterized by pronounced instability, increased excitability, and various behavioral reactions. Preschool children with ADHD become noisy, restless, uncontrollable, aggressive, hysterical and cause a lot of trouble for parents and kindergarten teachers. As a result of attention deficit, there are problems with preparing the child for school. Parents who are tired of this child's behavior often turn to pediatricians, neuropsychiatric specialists and family doctors. However, when examining such children, it is usually not possible to identify pronounced disorders of the nervous system or psychoemotional sphere. At school age, ADHD manifests itself in a pronounced form in school, at home, and in extracurricular activities. Children with normal and even high intelligence and giftedness do not cope with tasks, lag behind in school, are easily excited, distracted, extremely restless, hyperactive, mobile, noisy, sometimes aggressive, uncontrollable, which also causes a lot of trouble for parents and teachers. Inattention and restlessness complicate schooling. Family and school do not generally recognize this ADHD.

In this regard, children have problems, both at home and in the classroom, in relationships with parents, teachers and peers. They often suffer from depression, leave home, drop out of school, and become aggressive. Often, a depressive state leads them to suicide.

ADHD is usually untreated and stays on for many years, which leads to the development of severe personal complications, antisocial disorders, addiction to alcohol and drugs, criminal felonies and even mental disorders. Consequently, the prognosis and prospects for children with ADHD are of great concern to parents and society. An urgent problem is the development of innovative methods for correcting violations of the functions of regulators of emotions, psyche, attention and behavior, the center of which is the limbic system of the brain. Based on the concept of T.P. Teterina, we have developed a method for correcting ADHD, which consists in the effect of the visible light spectrum on the regulatory structures of the limbic system of the brain through the photoenergetic system: eye - hypothalamus - pituitary gland using the Teterina apparatus "ACT-02" (RF patent for invention No. 2395313,

Here are the results of color therapy in children with ADHD. In total, 20 children aged from 7 to 14 years old were under observation and treatment, including 10 boys and 10 girls. Color therapy was carried out for 10 days. In the course of treatment, the parents noticed an improvement in behavior and attention in children after the 2nd or 3rd session of color therapy. After the end of the course of treatment, improvement was noted in 100% of cases.

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Puchkova, A.S. Color correction of attention deficit hyperactivity disorder in schoolchildren / A.S. Puchkova, T.P. Teterina // XXI International Conference "Theoretical and Clinical Aspects of the Application of Bioresonance and Multiresonance Therapy". - M.: IMEDIS, 2015. -- S.270-272.

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