

# Childhood Stress and its Homoeopathic Management

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**Abstract:** *Modernization and globalization with respect to natural expectation and ambition has made life of individuals in the society full of stress as it is easy to express the internal frustration and dissipation for adults but it is not equally easy for a child to express the same nor in similar manner but they express their frustration by way of physical symptom which may vary with the age and level of development of child.*

**Keywords:** Childhood Stress, Therapeutics, Organon of Medicine, Different Repertories

## 1. Introduction

Globalization and modernization has made the life of individuals living in this world more challenging. The natural expectation and ambition of a successful life has made people living in the society full of stress, sometimes unwanted and often undesired. Children are not a less or small member of this society, they cannot remain untouched by the happenings in the environment and in the society they live and breathe in. The life style of the parents naturally affects the children if not in equal manner but surely in parallel manner and they cannot remain unaffected by the stress parents undergo. Stress on children or the childhood stress has become a separate chapter for study in the modern world.

For the adults it is easy to express the internal frustration and dissipation but it is not equally easy for a child to express the same nor in similar manner. But it is a fact that a child also expresses the frustration and dissipation, a bit differently. An adult can express its stress verbally but a child is not able to express his/her stress or dissipation verbally, but, he/she expresses their frustration by way of physical symptom which may vary with the age and level of development of the child. The effects of stress in children can bring about several kinds of behavioral problem too.

**The common behavioral problems of STRESS are listed according to the age group of child.**<sup>1</sup>

(1) INFANCY (0-2years) :-

- a) Persistent Weeping and Crying.
- b) Pica (mud, chalk, sand etc) & other eating disturbances.
- c) Head banging, pulling of hair.
- d) Thumb suckling.
- e) Excessive fear.
- f) Fear of separation or left alone or excessive dependency.

(2) PRE-SCHOOL AGE (2-6yr):-

- a) Nightmares or sleeping disturbances.

- b) Tantrums and temper with aggressiveness, hyperactivity.
- c) Crying, shouting, jealousy to siblings, clinging to mother or emotional reactions.
- d) Enuresis (Bed wetting) and Encopresis.
- e) Handling genitalia.
- f) Nail biting and Thumb sucking.
- g) Stammering, stuttering lolling or speech disturbance.
- h) Tics or habit spasms.

(3) SCHOOL AGE (6-13 years):-

- a) School phobia.
- b) Comprehending or learning difficulties. Dyslexia
- c) Obstinance, stubbornness and dependency.
- d) Anti-Social behavior, stealing and vandalism etc.

(4) ADOLESCENCE (13 years and above):-

- a) (a)Masturbation.
- b) (b)Sexual indulgence like homosexuality lesbianism, incest and heterosexuality.
- c) Criminal activities or delinquent behavior.
- d) Suicidal thoughts and tendency.

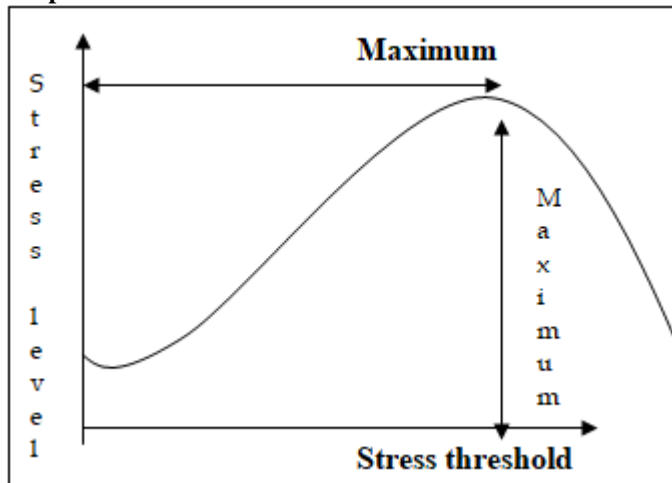
COMMONEST AGE GROUP; 3-12yr

## WHAT IS STRESS?<sup>2</sup>

According to the psychologist **Lazarus & Folk Man** in 1984 defines as **Stress** is internal or external influences that disrupt an individual's normal state of well-being. These influences are capable of affecting health by causing emotional distress and leading to a variety of physiological changes. These changes include increased heart rate, elevated blood pressure, and a dramatic rise in hormone level.

The causes of the stress i.e. (social, environmental etc) are called **stressors**. These stressors can lead to various responses in physical and mental plane. In physical plane they produces various kind of bodily responses & in mental plane they are reflected as anxiety; hopelessness, depression, irritability.

## Graphical Influence on Stress



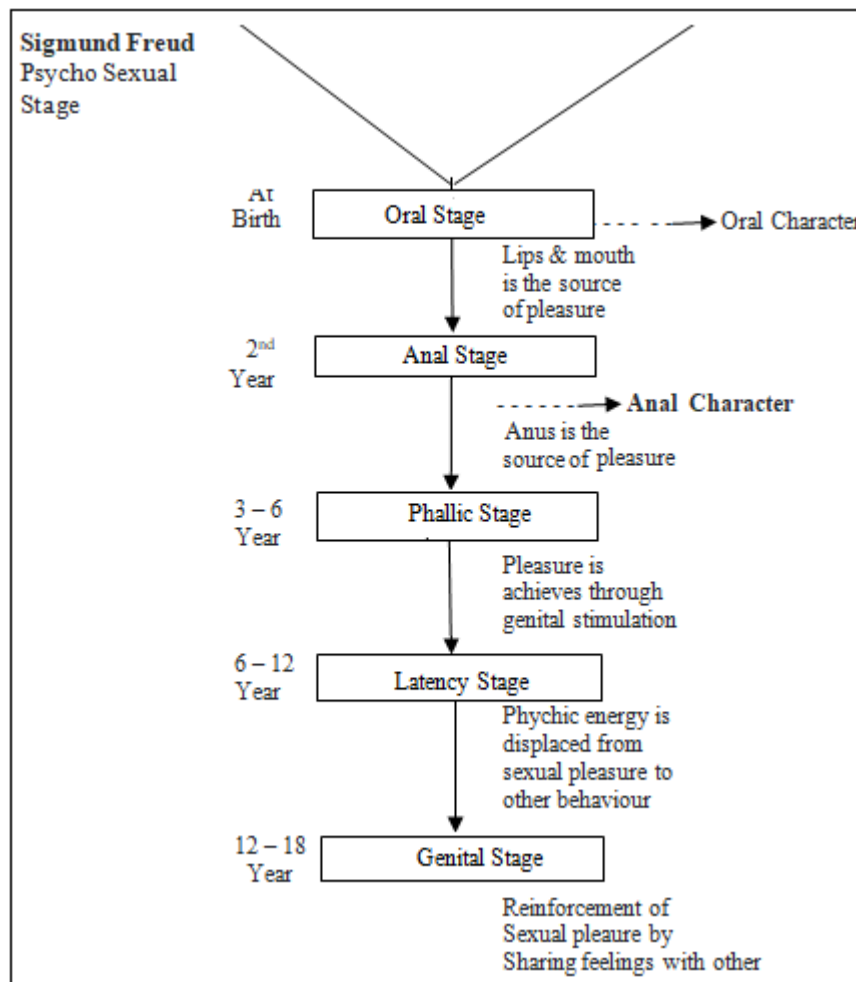
Stress can't be zero at any moment of life, stress level and stress threshold are directly proportional but not to infinite. Individual performance best at the maximum stress level of threshold

According to Sigmund Shlomo Freud(1856-1939) on infantile sexuality theory and development of psycho sexual stage:<sup>3</sup>

Childhood sexual experiences were the crucial factors in the determination of the adult personality. From his account of the instincts or drives it followed that from the moment of birth the infant is driven in his actions by the desire for bodily/sexual pleasure, where this is seen by Freud in almost mechanical terms as the early desire to release mental energy. Initially, infants gain such release, and derive such

pleasure, from the act of sucking. Freud accordingly terms this the “oral” stage of development. This is followed by a stage in which the locus of pleasure or energy release is the anus, particularly in the act of defecation, and this is accordingly termed the ‘anal’ stage. Then the young child develops an interest in its sexual organs as a site of pleasure (the “phallic” stage), and develops a deep sexual attraction for the parent of the opposite sex, and a hatred of the parent of the same sex (the “Oedipus complex”). This, however, gives rise to (socially derived) feelings of guilt in the child, who recognizes that it can never supplant the stronger parent. A male child also perceives himself to be at risk. He fears that if he persists in pursuing the sexual attraction for his mother, he may be harmed by the father; specifically, he comes to fear that he may be castrated. This is termed “castration anxiety.” Both the attraction for the mother and the hatred are usually repressed, and the child usually resolves the conflict of the Oedipus complex by coming to identify with the parent of the same sex. This happens at the age of five, whereupon the child enters a “latency” period, in which sexual motivations become much less pronounced. This lasts until puberty when mature genital development begins, and the pleasure drive refocuses around the genital area.

**Example**, homosexuality is seen by some Freudians as resulting from a failure to resolve the conflicts of the Oedipus complex, particularly a failure to identify with the parent of the same sex; the obsessive concern with washing and personal hygiene which characterizes the behavior of some neurotics is seen as resulting from unresolved conflicts/repressions occurring at the anal stage.



### Causes of Stress<sup>4</sup>

#### (a) Negative events

Family events are often a source of stress for children. The breakup of a family is a negative event that can cause stress in children. Events such as physical abuse, separation, rejection, and fights are some other negative sources of stress. Other events such as a parent losing a job, or the death of a parent, grandparent, or sibling can create stress.

#### (b) Positive events

That cause stresses in children include birthday parties, new pets, over ambitious & over demanding parents, too much interfere in the freedom of child activity, too much denied of the child desire by the parent and the birth of new siblings. Everyday family obligations, events, and routines can create stress and tension for the young child, as in the case of an active family that may be so busy.

#### Stages of stress in early childhood:

Stress is encountered in **four different stages** in early childhood.

- **First stage** -stress usually causes alarm.
- **Second or appraisal stage**- The child attempts to find meaning from the event.
- **Third Stage**- consists of children seeking out coping strategies.
- **Fourth stage** -children execute one or more of the coping strategies. However, children with lower tolerance for stressors are more susceptible to alarm and

find a broader array of events to be stressful. These children often experience chronic or toxic stress.

#### Levels of stress in early childhood:-

There are **three levels of stress** seen in children during early childhood;

**Positive Stress:** Good stress or positive stress arises from adverse encounters that are ephemeral. This type of stress causes minor physiological and hormonal changes to the young child. The changes include an increase in heart rate and a change in hormone cortisol levels. **Example** The first day of school, a family wedding or making new friends , being punished or going to the doctor to get immunizations. Dealing with these types of stressors is a normal part of life and part of normal development.

**Tolerable Stress** comes from adverse experiences that are more intense in nature but short-lived and can usually be overcome. The body's stress response is more intensely activated due to severe stressors. Some **examples** of tolerable stressors are family disruptions, accidents or a death of a loved one.

**Toxic Stress** can occur when experiences are long in duration and intensity. Children need caring and supportive adults to help them because it is difficult for children to handle this type of stress on their own. If the sufficient support is not available, the results of this type of stress can lead to permanent changes in brain development. Research has found that children experiencing severe and long-term

abuse have smaller brain sizes. **Examples** of toxic stress are abuse, neglect, violence and overall hardships without adult support. Toxic stress can have a cumulative effect on physical and mental health.

#### Effect of stress on children & its possible sign & symptom<sup>5</sup>

Accident proneness	Hitting
Anger	Kicking
Anxiety	Insomnia
Appetite Loss	Stuttering
Baby Talk	Indigestion
Bed-wetting	Thumb sucking
Biting	Pounding Heart
Crying Spells	Grinding Teeth
Detachment	Fingernail Biting
Excessive Aggressiveness	Respiratory Tract Illness
Excessive Laziness	Tattling

#### Some other causes of stress which produce different sign and symptoms.<sup>6</sup>

**Physical Stress:** May make the body more susceptible to infections, cardiovascular problems such as heart disease and high blood pressure, obesity, slower healing, viruses and gastrointestinal problems. Stress can affect children's growth and development, including the onset of puberty .

Some of the physical cause that may be indicative of stress in children are rashes on skin and skin diseases such as eczema (small clinical study have reported that exacerbation of skin lesion were associated with life stressor)<sup>7</sup>, acne and hair loss, worsening asthma (Interfamilial conflict can sustain an asthmatic attack precipitated by allergic, infectious or emotional factor. Asthmatic children were found to have evidence of inadequacy, sensitive, depression, anger, tension, and anxiety)<sup>8</sup>. Insomnia, frequent headache (are usually found to be perfectionist, compulsive and sensitive, there is some emotional adjustment difficulty in parent.)<sup>9</sup> muscle aches, vomiting (nausea, and vomiting often are cause by emotional stress. children with school phobia often become nauseated and vomit when the time approaches for them to leave home to go to school.)<sup>10</sup> constipation (most frequent complain that patient present to the doctor in majority of the cases constipation in children is related to anxiety of mother)<sup>11</sup> and diarrhea Extreme fatigue, chest pain, racing heartbeat, shaking, cold and clammy hands and feet, frequently ill, and even ulcers are some other physical symptoms manifested due to stress.

**Emotional Stress:** When children cannot handle stress they may begin to develop emotional problems. They may become severely depressed, lacking in energy and motivation. They may develop strange personality traits such as violence and disobedience .Personality disorders may arise as well. Post Traumatic Stress disorder may come about in children who have experienced stressors that are traumatic such as abuse or neglect.

**Psychological Stress:** Changes in mood or personality, increased irritability or aggressiveness are some psychological symptoms indicative of stress in children. Frustration, feelings of guilt or confusion, isolating themselves from family and friends. Children may also

exhibit symptoms of anxiety. They may begin to have new fears and nightmares or even paranoia.

**Social Stress:** Children under extreme stress tend to withdraw from their family and friends. They spend more time alone and lack motivation. Children may begin to struggle in school and on their assignments. They may have difficulties in paying attention and act with anger and irritability towards others.

Behavioral Children may exhibit behavioral symptoms such as over-activity, disobedience to parental or caretaker's instructions. New habits or habits of regression may appear, such as thumb-sucking, wetting the bed and teeth grinding. Children may exhibit changes in eating habits or other habits such as biting nails or picking at skin due to stress. They may become more accident-prone, cry more often, stutter, or get into fights.

#### Childhood stress and its neurobiological effects on childhood<sup>12</sup>

Early childhood is a critical period in a child's life that includes ages from birth to five years old. Children are constantly developing, physically and emotionally. Stress can be beneficial by helping children develop skills needed to adapt to new situations and deal with dangerous and intimidating situations. However, there is a point where prolonged stress becomes harmful and can lead to serious health effects.

**Additional external stressors** include prenatal drug exposure, such as maternal methamphetamine use, other maternal and paternal substance abuse, and maternal depression. Stress is an inevitable part of life. Human beings experience stress early, even before they are born. A certain amount of stress is normal and necessary for survival.

#### Effects of stress in Infancy or early childhood

Stress in children has greatest effects on the brain. The brain is the primary stress organ because it controls all of the stress mechanisms. Children's brains are constantly growing and developing. Therefore, their brains are very vulnerable and stressors can have great impacts on the brain that are irreversible. Research has shown that children who have experienced extended periods of extreme stress have smaller brains and high difficulties in memory tasks. Cognitive functioning is greatly impaired.

**Science behind anamnesis<sup>13</sup>**; any type of stress occurring during pregnancy leave mark on the unborn child by stimulating the secretions of hormones that migrate across the placental barrier. as it has been shown in rats that the hormone of the thyroid, adrenal ,and sex hormones of mother have direct action on the nervous system of the young if act a critical time produce permanent effect on psycho-physiological process.

The most significant period of an individual's life is spent in his/her mother's womb .prenatal, neonatal, and other early influences thus constitute a continuous spectrum through which, the environmental conditions the whole future of the developing organism. not only the rate of physical and sexual maturation and the final adult size are affected by these early influences, but also the physiological

characteristics, taste, interests, social attitude, mental behavior, tendencies, and the mental facts are influenced, physically and mentally, individually and socially...."The Child is Father of the Man"

### Approach of Management<sup>14</sup>

#### Strategies to Reduce Stress in Children/Helping to Manage Stress:

- 1) Be aware of the child's temperament; what seems to be fun for one child may feel overwhelming to another child.
- 2) Take care of yourself Children often pick up stress from parents and caregivers. Keep calm and control your anger.
- 3) Plan plenty of time for play. Inform children when there will be transitions or changes in the child care curriculum. Plan activities to allow children to express their feelings through play. Books, art activities, puppetry, play and drawing allow children to think through and label their feelings.
- 4) Reassure children that what has happened is not their fault. Children often believe that their "bad" behavior caused bad things to happen, such as the breakup of their mother and father. They have a tendency to assume guilt for situations that adults know are entirely beyond the child's control.
- 5) Give children a lot of cuddles, reassurances, and familiar routines, like a bedtime or sleep time story. Giving a child a special toy for comfort is also suggested.
- 6) Helping children to deal positively with stressful and tension causing events prepares them for healthy emotional and social development. This is an important responsibility of parents, teachers, and other caregivers: to effectively guide and help children.
- 7) *While taking the case physician have to inquiry about past history, prenatal history, birth history, history after birth and developmental history, immunization history it gives lots of information about children<sup>14</sup>*

#### How do you identify stress from other problems that the child may be experiencing?

First, parents and other caregivers must observe children's behavior. Children who isolate themselves from other children may be feeling stress. Also, the child who is easily agitated, irritable, lethargic, lazy, or aggressive may also suffer from stress.

It is also important to watch the child for changes in habits or behavior. **For example**, a friendly, quiet child who suddenly has been fighting and arguing with his friends may be suffering from stress. As a caregiver, you notice normal behavior among children and you will also be aware when there are changes in children's behavior.

#### How should you react when a child changes his or her normal behavior?

A first step in decreasing a child's stress is to be knowledgeable and aware of the symptoms of stress. These symptoms or warning signs include bed-wetting, upset stomach, irritability, nightmares, lying, withdrawal from activity, change in activity level, poor sleep or eating habits, teeth grinding etc.

It is very important to recognize **For example**, it is useless to scold a child for thumb sucking. Scolding will not stop the behavior. Also, forcing the child to eat does not result in the child eating. When you notice unusual behavior, care for the child, remain close to the child, and comfort the child. Reassure the child that you care about him or her.

### Approach of Treatment<sup>15</sup>

Being homoeopaths we have to mainly rely upon the symptoms which are the outwardly reflected picture of the internal essence of the disease e.g. the sole indication for the choice of our remedy, as stated by our Master Hahnemann in § 7 of Organon of Medicine.

In the **Introduction** of Organon of medicine, Hahnemann said, **Cessat effectus Cessat Causa**, means remove the effect and you remove the disease. Every effect has some cause in its footstep. so it is the prime duty of every physician to rule out the cause in every case if possible, the exciting cause in acute disease and the fundamental cause in chronic one.

In these investigation, the accessory circumstances, the physical constitution, his moral and intellectual character, his occupation, mode of living and habit, his social and domestic relation, age, sexual function are taken into consideration as per §5 if we analyze the each and every line of our master then we can correlate that these are nothing but the life situation or life event.

*According to Psychologist* changes in one's life are *important stressor*(social, environmental) so if we go through Organon of Medicine, in §224 (3<sup>rd</sup> variety of mental disease of doubtful origin e.g. arose from faults of education, corrupt morals, neglect of mind, ignorance) is nothing but the various life situations are responsible for development of such condition.

In §150 **Indisposition**, the mimicking sickness, the patient complain of very few symptoms which have been developed short time previously, requires no medical aid, only slight alteration in the diet and regimen will suffice to tackle this situations which are potentially harmful.

#### MIASMATIC ANALYSIS: -Its different manifestation is of different miasmatic expression

#### PSORA:

- 1) In children the sense of fear oftentimes manifestation in fear of the dark, strangers, imaginary thing, fear that they will not go into school, timid about going to school, fearful that they will be late to school; these fear work upon the child life so intensely.<sup>16</sup>
- 2) Psora has fits of anger, yet with these fits of anger there is seldom any desire to harm other in purely Psoric case; but if the Psoric base is united with Sycosis or Syphilis, there is a decided tendency to harm or even kill others.<sup>17</sup>
- 3) Headache with red face, throbbing better by rest, quiet, sleep and by hot application.<sup>18</sup>
- 4) Psoric patient become dizzy and faint in a crowd or when they meet strangers or when any unusual ordeal is to taken place, they have headache faint

spells, nausea, vomiting or they are suddenly taken with diarrhea.<sup>19</sup>

- 5) In anger they tremble with rage and when over they greatly prostrated and often sick for a time.<sup>20</sup>
- 6) Anxious when ill, apprehensive, despondent, melancholy, sad, changeable in mood.<sup>21</sup>
- 7) Colic in children often more in morning<sup>22</sup>
- 8) Anger, Hitting, Insomnia, Indigestion, Pounding heart.<sup>23</sup>
- 9) Anxiety on awakening in morning and compel to move about.<sup>24</sup>
- 10) Enuresis occurs especially in children as result of anxiety and fear (particularly a fear of going to school).<sup>25</sup>
- 11) Sleep and dreams -Twitching of muscle during sleep, loud talking and screaming during sleep, somnambulism. As soon as close their eye fearful image and distorted face appear.<sup>26</sup>

#### **SYCOSIS:**

- 1) Anxiety from change in the weather and from humidity<sup>27</sup>
- 2) Their behavior reflects their basic suspicious, jealous, quarrelsome, mischievous, selfish, rude, mean-minded and concealing nature.<sup>28</sup>
- 3) Children born of sycotic parents often suffer from colic almost suffer from birth<sup>29</sup>
- 4) Children from sycotic parent complicated with gout, takes cold easily at slightest exposure and frequent suffer from acute coryza.<sup>30</sup>

#### **SYPHILIS:**

- 1) Suicidal thoughts<sup>31</sup>
- 2) Anti-social behavior, stealing and vandalism, anxiety at night.<sup>32</sup>
- 3) Oppression and anxiety at night, lookout for patient with nightly aggravation, no matter what the pathology may be.<sup>33</sup>
- 4) Patient keeps his depression to himself and attempt for committed suicide.<sup>34</sup>
- 5) Child complain are worse by taking any kind of food whatever may be and is better by lying on stomach, hard pressure and motion; pain are always cramp, colicky and paroxysmal in nature.<sup>35</sup>
- 6) This child present picture of problem child, in the school being slow of comprehension, dull, unable to keep a line of thought; heunsocial, keeps to himself, and become morose and sullen.<sup>36</sup>

#### **TUBERCULAR:**

- 1) Bed wetting of children soon after going to bed, enuresis.<sup>37</sup>
- 2) Do not worry about anything even when suffering from the most severe ailment<sup>38</sup>
- 3) In babies and children and young people under twenty year of age you often find very widely dilated pupils are indicated tubercular miasm.<sup>39</sup>

#### **MEDICINAL SUGGESTION THROUGH DIFFERENT "REPERTORIAL" AIDS**

#### **THERAPEUTIC'S AND ITS GRADATION IN REPERTORY**

Along with psychotherapy if we give our medicine then it will be more beneficial for handling such condition. Hence, some remedies which is very much useful in day to day practice have been discussed and using only those symptoms which is very often met with while dealing with our patient but less known to us.

#### **Carcinosin**

##### **Indication**

- Tears skin around nail<sup>40</sup>
- Insomnia, takes long time to fall asleep, restless sleep
- child mentally deficient with loss of interest, understand with difficulty
- when excessive responsibility is imposed too early in childhood (Aur), perhaps halting the child's education.<sup>41</sup>
- Child who are emotionally suppressed by parent who may behave like dictatorial.
- Parent & caretaker who give excessive care & protection frequently suppress the development of child's personality. Over strict or ambitious parents can also cause the carcn state.
- Great passion for reading books, & hence not much interested in sports & other games.
- Passionate and ambitious children who aim to fly in life.
- Precocious children; talk and behave like adult, very good observer & curious to learn new things
- Universal love for animal treats them just like family member caressing, hugging, & talking with them. Tears skin around nail

#### **RUBRIC ACCORDING TO MURPHY REPERTORY<sup>42</sup>**

- 1) **Mind-Hyperactive, children**
- 2) **Mind-Confidence lacking no self esteem in children**
- 3) **Mind-Fright, ailments from-children, in highly excitable nervous.**
- 4) **Mind-fear general, phobia in children & only night also**
- 5) *Mind Concentration difficult in children*
- 6) *Mind-Ailment from-Abused after being sexually in children.*
- 7) *Mind-ailment from-Domination in children.*
- 8) *Mind-Ailment from-Fright in children\**
- 9) *Mind-Anger destroy thing with tendency to in children\**
- 10) *Mind-Biting thing gently children's finger tips of \**

#### **Tuberculinum**

##### **Indication**

- Charming, friendly and extroverted children (lach, sulp) who makes friendly easily with anybody, even with a stranger in a bus, train, or at the park.<sup>43</sup>
- Knocks his head against the wall (bell, mill, phos, tarn) especially when angry, with frustration, or in temper-tantrums when demands are not fulfilled.
- Loquacious and full of enthusiasm; chatters all the time with parents, relatives and friends.<sup>44</sup>
- Children always want to be in dressed in latest fashion trends (puls, vert), and rarely in home, always in the garden, park, or at a friend's house.
- Tendency to every cold to settle in the chest produce bronchitis, pneumonia etc.

- Tub patient is very much energetic who will not sit in one place always occupied in some activity as soon as one activity is over they are ready for another.

RUBRIC ACCORDING TO MURPHY REPERTORY<sup>45</sup>

- 1) **Mind-Abusive- children parents; childreninsulting.**
- 2) **Mind-Disobedience-children, in**
- 3) **Mind-Destructive behavior in children**
- 4) **Mind-Hyperactive children**
- 5) **Mind-Obstinate, stubborn-children(calc)**
- 6) **Mind-Screaming,shrieking,shouting-children, in**
- 7) *Mind-Dullness, sluggishness, in children.*
- 8) *Mind-striking, behavior children, in*
- 9) *Mind-Travel desire to*
- 10) *Fear of dog.*
- 11) Cursing swearing in children.

## CINA

## Indication

- Ailment from; anger, punishment, or reprimand;dentition;fever; whentouch; worm.<sup>46</sup> pg 310.
- Worm cross the perineum and enter the vagina,which leads to stimulation and excessive masturbation(clad) pg 308
- (B)This is a children remedy, Ill-humor, very cross; does not want to be touched, or crossed, or carried. desire many things ,but reject everything offered<sup>47</sup> pg 205
- Headache alternating with pain in abdomen
- (K)The child takes a moderate supper and dreams all night, jerk and twitches in sleep, rouse up in fright ,talks excitedly about what he has dream,thinks it is real ,and sees dogs, phantoms, and frightful thing he has dream about. The dream is prolonged into wakeful hour. Screams and tremble, with much anxiety on walking.<sup>48</sup>pg 436.

RUBRIC ACCORDING TO MURPHY REPERTORY<sup>49</sup>

- 1) **Mind-disobedience-children, in** (tub)
- 2) **Mind-Irritability, general-children, in**(Cham,mag-c)
- 3) **Mind-jumping, behavior-children, in evening \***.
- 4) **Mind-striking, behavior-children, in** (Cham)
- 5) **Mind-Quiet disposition cannot be quieted \***
- 6) **Mind-indifference to caresses \***
- 7) *Mind-Morose child in day time*
- 8) *Mind-carried, desire to be*
- 9) *Mind-weeping, child cries piteously if taken hold of or carried \**
- 10) *Mind-gesture, hand grasping or reaching at something, pick at bed cloth*

## CHAMOMILLA

## INDICATION

- J.H..ALLEN; Chamomilla, is a Sycotic remedy because of irritability, crankiness, oversensitivity to be looked at or spoken to ,inability to endure pain ,green slimy stool, amelioration from being carried or rocked & history of Chamomilla family is rheumatism, arthritis, or asthma.
- (N) The leading anger & pain remedy.<sup>50</sup>
- (F) Insomnia in children.<sup>51</sup>

- Child tends to put finger all the time.
- The nervous child when punished will go into convulsion<sup>52</sup>pg 415
- The general constitution state of Chamomilla is great sensitiveness; sensitive to every impression; sensitive to surrounding ;sensitive to person; and above all sensitive to pain; the constitutional irritability is so great a little pain turn into great suffering.pg415
- Easily affected by mortification, by charging so that nerve become extremely sensitive from these cause and pain convulsion, colic, headache and other kind of nervous symptom set in.

RUBRIC ACCORDING TO MURPHY REPERTORY<sup>53</sup>

- 1) **Mind-Anger-children; in\***
- 2) **Mind-crying, weeping-children, in**(puls,rheum)
- 3) **Mind-Irritability, general-children, in**(cina,mag-c)
- 4) **Mind-Striking ,behaviour-children,in** (cina)
- 5) **Mind-Quiet disposition one by being carried**
- 6) **Mind-shrieking, with pain**
- 7) **Capriciousness.**
- 8) *Kicks when carried & become stiff \**
- 9) *Insomnia sleeplessness.*
- 10) Children put, finger in the mouth.
- 11) *Disobedience in children.*
- 12) *Obstinate, stubborn children.*

SOME IMPORTANT RUBRIC/SYMPTOM/MEDICINE IN DIFFERENT REPERTORY SYNTHESIS<sup>54</sup> AND KENT'S REPERTORY<sup>55</sup>

- Mind-abrupt-harsh-children in( bac)\*
- Mind-cursing, swearing-in children in(ANC)\*
- Mind- anger milk of mother-vomit from anger of mother; child(colch, verat)
- Mind-anti social-children in ; (sacch)
- Mind –biting nail –toe nail ;children in (sacch)
- Mind dirtiness ,urinating & defecating everywhere ;children in (sep ,sil , sulph )\*\*
- Mind – delirium , general ,romping with children(agar)\*\*
- Mind-crying ,weeping eating while; children in(bell ,staph)\*\*
- Mind-irritability ,general, sleep during by noise, after ;children in (lyco ,nux vom)
- Mind – irritability ,general ,evening; children in brain affection (zinc)\*
- Mind –inattentive children ,weak memory (baryt c)\*\*
- Mind-hide, desire to ;children, desire to(aur)\*
- Mind-gesture makes –stamps the feet children ;during sleep (ign)\*
- Mind-gesture make ,grasping or reaching at something,children put everything in the mouth(calc,sulp,merc)
- Mind-screaming, shouting-stool during; children in during(rheum)\*\*
- Mind—restless, eruption within children(psor)\*
- Mind-play, general alternating with desire to night; children in(cypr)\*
- Mind-play general, alternating with sadness, aversion to in children(rheum)\*\*
- Mind-morning, groaning, sleep during ;children in(calc p)\*

- Mind-laziness, indolence ;children in(bar c,lach)
- Mind-laughing ,general, silly ;children ,at every occasion in(croc)\*\*
- Mind-laughing,general;children in(aloec,cypr)\*\*
- Mind-washing, aversion to being; in children(cina,sulp)\*\*
- Mind-talking,general,sleep in;children in(ambr g,psor)
- Mind-shameless; children in (tub,med,plat,hyos)\*\*
- Mind –weaning, sleepduring; brain affection of children(**sulph**)\*
- Mouth-finger in the mouth; children put (**ipecc**)\*\*
- Stomach-anxiety in ,anxiety epigastrium;children in(*calc p*)\*\*
- Sleep-yawning,general;children in(*cham,ign*)
- Sleep-talking during; children in(*ambr g,psor*)

### ROBIN MURPHY REPERTORY

- Bladder - URINATION, general - involuntary, urination - night - children, &bedwetting, enuresis **EQUIS-H\***
- Bladder - URGING, to urinate - painful - children grasp the genitals and cry out,**ACON**
- Abdomen - ANXIETY, in - anxiety, epigastria - children, in,-**calp,kali c**
- Children - DISOBEDIENT, children-*cina,tub*
- Children - AUTISTIC, children –*carc,natm*
- Children - ABUSIVE, children, who insult parents-**CINA,LYCO,PLAT,TUB**
- Breathing - STOPPED, breathing - anger from, children in- am,staph
- Breathing - DIFFICULT, breathing - anger, after - children, in-cham,ign
- Children - SNAPPISH, children –**CHAM,CINA**
- Children - SHAMELESS, behavior, in children-*tub, med ,plat, hyos*
- Children - RELIGIOUS, affections in children-*ars,cal,lach,sulp,stm*\*\*
- Children - OBSTINATE, children –**CALC,CAL P,SIL,TUB**
- Children - NIGHTMARES, in children -**CALC,CARC\***
- Children - JEALOUSY, ailments from - **between children –natm,nux v,pul**
- Children - INDEPENDENT, children –*bell,calc,nux-v,sulp*
- Children - HYPERACTIVE, children-**HYOS,STRAM**
- Children - TIMID, school children, in -*lyco*
- Children Dreams - ANXIOUS, dreams - children, in-*ambr*
- Dreams - VEXATION, dreams - children, in -*ambr*
- Ears - BORING, fingers in- **children -CINA**
- Female - SEXUAL, behavior - masturbation, disposition to - children, in -**Med**
- Fevers - INFLAMMATORY, fever - children, in, with excitability –**ACON,BELL**
- Heart - PALPITATIONS, general - anxiety - children, in –*calp,phos*
- Male - HANDLES, genitals – children – *acon,merc,strom,zn*
- Male - SEXUAL, behavior - masturbation, disposition to - children, in –*med,carc,scir*
- Male SEXUAL, desire, general - excessive - children, in-*aloe*

- Male - SEXUAL, desire, general - increased - children, in- *bar-c*
- Mind - BITES, desires to - children, in-**BELL**
- Mind - CRUELTY, inhumanity - children cannot bear to see cruelty at the movies- *calc\*\**
- Mind - CRYING, weeping - eating, while - children, in-*bell,staph*
- Mind - DEPRESSION, sadness - children, in-**MAT M,AUR**
- Mind - FEAR, general, phobias - night, at - children, in, dentition, during-*kali-b*
- Mind - FRIGHT, ailments from - children, in highly excitable, nervous –**CARC,IGN**
- Mind - INATTENTIVE - children, weak memory –*bar-c*
- Mind - IRRITABILITY, general - evening - children in brain affections—*zinc\*\**
- Mind - IRRITABILITY, general - sleeplessness, with - children, in –**cham,psor**
- Mind - JEALOUSY, feelings - children, between-*mat m,nuxv,pul*
- Mind - PLAY, general, alternating with, sadness - desire to - night, children, in –**cypr.\*\***
- Mind - STRIKING, behavior - children, in – **CHAM,CINA**
- Stomach - INDIGESTION, general - fatigue, brain fag, in children –*cal f\*\**
- Stomach - VOMITING, general - brownish - children, in nursing- **aeth**
- Vision - EYESTRAIN, agg. - headache, from - school children, in –*ph-ac,ruta*

### BBCR<sup>56</sup>

- VERTIGO - Concomitants – anxiety-RHUS-T
- HEAD - Internal - anxious headache-ACON
- HEAD - External - aggravation - emotions, anxiety, etc.-*ph-ac*
- EYES - Look – anxious-STRAM
- CORYZA - Concomitants - heart, anxiety at-anac
- FACE - Anxious look-ARS
- FACE - Expression – anxious-SPONG
- TEETH - Concomitants – anxiety-*Coff,PULS*
- WATERBRASH AND HEARTBURN - Risings in throat (gulping up) – anxious-ign
- NAUSEA AND VOMITING - Nausea - retching and gagging – anxious-chel
- HYPOCHONDRIA - Anxiety in liver-naja
- FLATULENCE - Aggravation - anxiety, with-*Nux-v*
- STOOL - Concomitants before stool - fear, anxiety-KALI-C
- STOOL - Concomitants during stool – anxiety-ARS
- STOOL - Concomitants after stool - fear, anxiety-caust
- STOOL - Aggravation and amelioration - fear, anxiety; with-*ambr, caust.*
- URINE - Micturition - urging - anxiety, with-ACON
- URINE - Before urination – anxiety-*ph-ac*
- COUGH - Concomitants - anxiety, fear-*Acon,Coff,Rhus-t*
- LOWER EXTREMITIES - Gait – anxious-nat-m
- SLEEP - Waking - waking – anxious-PULS
- MIND - Aversion to, disgust for - playing (of children)-*bar-c*



- COUGH - Excited or aggravated by - screaming (in children)-ARN
- COUGH - Excited or aggravated by - weeping (in children)-ARN,CHAM
- VOICE AND SPEECH - Crying out, shrill cry, etc. - child, like a-Cupr
- SENSATIONS AND COMPLAINTS IN GENERAL - Obesity, corpulence, etc. - children; of-CALC
- CONDITIONS OF AGGRAVATION AND AMELIORATION IN GENERAL - School children, agg-Calc,calc-p

**BOENNINGHAUSEN'S REPERTORY**<sup>57</sup>Aversion to, Playing (of children):**bar c**Stool; Concomitants Before Stool; Screaming (of children):**rhem,rhus**Cough; Excited or aggravated by; Screaming (in children):**arnc**Voice & speech; Crying out, shrill cry, etc.; Child, like a:**cup**Agg &amel; Eating;After;Over eating; Children, in:**aeth,nat p**Aggrv &amel; School children, agg.**cal,cal p****BOERICKE REPERTORY**<sup>58</sup>Female sexual system; Masturbation, in children, due to pluribus vulvae: **Cald, orig,zinc met**Respiratory system; Cough; Cause, occurrence, aggravation; Anger in children, after:**anac,ant t****J.H.CLARKE REPERTORY**<sup>59</sup>Clinical; Headache; School-children, of: **ph ac**Clinical; Screaming; Children, of: **rheum**Temperament; Capricious and dainty children: **sac alb**Temperament; Change; of weather; Children who take cold readily with: **sep**Temperament; Childhood; First and second (children and old persons): **op**Temperament; Dentition; Puny children,during:**mag m**Temperament; Sleeplessness; Nervousness and tendency to spasms,esp in child: **sumbc**Temperament; Sleep; Children cross after, pushing every one away: **lyco****KNERR REPERTORY**<sup>60</sup>**Mind and disposition;**

Anxiety; Awaking, on; Children, in evening:cina\*\*

Cross; Nursed in arms, child wants to be: benz,cham

Disobedience; Children, in:chin

Excitement; Convulsions, causes; of teething children, cold limbs, grinding teeth:coff

Fretful; Child must be carried: ham

Fretful; Touched, cries when, child (diarrhea, colic):ant c

Grasping; Clothing, at one's, in frightened manner (convulsions, child):cicut

Ill humor; Children, in, morning early: staph

Inattentive; when studying, children: art m

Irritable; Children, in:borx

Irritable; Diarrhea, in; Child:lyco

Laughing; Children: aloe

Melancholy; Children, averse to seeing her:con

Moaning; Night, during; Child in difficult dentition:phyt

Rage; Paroxysms, in; Children, in:acon\*\*

Reckless; Feels impelled to do reckless things, such as throwing child which he carries in his arms, out of windowless

Screaming (crying out, howling, shrieking);Earache, in (ozaena); Otitis in children:sulp

Vexation; Mother, of, child vomits Milk: colch\*\*

Weeping (crying, lachrymose disposition); Eats, as soon as child:staph

Worry; Quietly (child):coff

\*;**Single star indicateSingle Rubric/medicine found in repertory.**\*\*;**The Rubric/Medicine which is double star is found in several Repertories.****Conclusion**

Stress in Adult is a well-known fact and express its manifestation but Childhood stress is very difficult to understand because the expression is not so evident. Here different modes of treatment have been discussed including modern concept of stress management. This is rather a new concept of Homoeopathic approach to stress in children shall open up a new horizon.

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