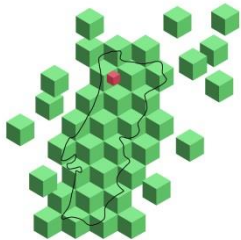


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PROGRAM AND ABSTRACTS



812. Prematurity: Monitoring the transition to school

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Introduction: Preterm birth is often related to negative consequences for

global development and also a risk factor for school transition and adjustment. In this study our aim was to evaluate the school adjustment of a group of children born prematurely, relate these results with the developmental profile obtained at the fifth year and explore the importance of sociodemographic factors and clinical antecedents. Method: A cohort of 23 premature (< 32 weeks) and lowbirth weight (< 1500g) children was assessed with the Griffiths Mental Scales (2006) at the fifth year (mean 65 months), and their primary school teachers completed the Questionário de Avaliação da Adaptação à Escola (QAAE- adapted to the Portuguese population by Pinto and Morgado, 1998 from Infant Rating Scale, Lindsay) at the first grade (mean 82,7 months). Sociodemographic (e.g. parental socioeconomic status, preschool attendance) and clinical information (e.g. gestational their age, birth weight) were collected from the hospital files. Results: The mean (3,5) of the global QAAE scores (1-6) is above de average. QAAE profiles points lower scores in the Basic Requirements (reading, writing and number) (mean 3,3), Fine Motor skills (mean 3,2) and Receptive Language (mean 3,4). Global QAAE score is significantly correlated with QG (General Quotient) assessed by Griffiths Mental Scales ($r_s = .682$, $p = .015$). Worse results at C (Hearing and Language)($r_s = .763$ e $p = .004$) and F (Pratical Raisioning) ($r_s = .820$ e $p = .001$) Griffith's subscales, were significantly correlated with worse global QAAE

scores. Features of this biological risk condition were not associated to the results in school adaptation. Conclusion: Results suggest the importance of development monitoring, emphasizing the relevance of the language domain regarding learning process and school adjustment.