

## INTELLECTUAL MATURITY AND PERCEPTION-MOTOR SKILLS OF CHILDREN WITH CLEFT LIP AND PALATE: A COMPARATIVE STUDY

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Objective: To compare the intellectual maturity and the perception-motor skills of children with cleft lip and palate. Method: 66 children aged 4 to 7 years, both genders, of the preschool or of the 1 st year of elementary school, composing three groups: G1, 20 children with transforamen cleft; G2, 20 children with post-foramen cleft; and G3, 26 children without craniofacial anomalies or other developmental abnormalities. The instruments used were: Columbia Mental Maturity Scale, Complex Figures of Rey and the Perception-Motor Skills subscale of the Pre-literacy Knowledge and Skills Test. The obtained data were described, classified and interpreted according to regulations of each instrument and submitted to statistical study to compare the averages of the obtained results, applying the Chi-Square Test. Results: In the intellectual maturity, 25% of G1, 20% of G2 and, 19.2% of G3 obtained below-average performance; in perception-motor competency, both in the copy (60% of G1, 40% of G2 and, 42.3% of G3), as with memory feature (65% of G1, 35% of G2 and, 38.5% of G3) demonstrated below-average performance; in the subscale of the Pre-literacy Knowledge and Skills Test, 30% of G1, 15% of G2 and, 19.2% of G3 presented inferior classification. Absolute difference was found in the comparison of groups, however, without statistically significant difference. Conclusion: Children of the G1 presented greater impairments in intellectual maturity and perception-motor skills when compared to G2 and G3, evidencing discrepancy as to the type of cleft, representing the transforamen as having a greater risk factor for perception-viso-motor cognitive alterations.