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| Titolo Linguistic features in children born very preterm at preschool age |
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| Abstract dell'articolo <p><i>Aim</i> This cross-sectional study focused on the effect of very preterm (VPT) birth on language development by analysing phonological, lexical, grammatical, and pragmatic skills and assessing the role of cognitive and memory skills.</p> <p><i>Method</i> Sixty children (29 males, 31 females) born VPT (<32wks) aged 5 years were compared with 60 children with typical development. The linguistic assessment was performed by administering a battery of Italian tests for the evaluation of language; cognitive and memory skills were assessed by Raven's coloured progressive matrices and digit span subtest (Wechsler Intelligence Scale for Children [WISC-III]).</p> <p><i>Results</i> Children born VPT showed delays in lexical (comprehension: z-score difference -1.18; 95% confidence interval [CI] -1.60 to -0.77; naming: -0.88; 95% CI -1.19 to -0.58) and pragmatic skills (comprehension: -0.76; 95% CI -1.02 to -0.49; narrative production: -0.47; 95% CI -0.72 to -0.23). Delays in phonology and grammar were less diffuse, involving productive skills (-1.09; 95% CI -1.64 to -0.54; -0.48; 95% CI -0.85 to -0.12, respectively), and were dependent by cognitive and memory skills. Lexical delays were more specific.</p> <p><i>Interpretation</i> The linguistic profile of children born preterm is characterized by some abilities more impaired than others. This highlights the need of a linguistic assessment at the end of preschool age in order to plan a focused intervention aimed at improving lexical and pragmatic skills.</p> |
| Parole chiave 3-5 preterm birth; language development; preschool age; cognitive skills |
| Breve presentazione (max 100 parole) Lo studio indaga le competenze linguistiche dei bambini nati pretermine (età gestazionale <32 settimane) all'età di 5 anni analizzando le abilità fonologiche, lessicali, grammaticali e pragmatiche in comprensione e produzione e valutando il ruolo delle competenze cognitive e di memoria. I risultati mostrano che i bambini nati pretermine presentano ritardi nelle competenze lessicali e pragmatiche sia in comprensione che in produzione, mentre le difficoltà fonologiche e grammaticali sono più circoscritte alla produzione e legate alle abilità cognitive e di memoria. Questo studio apre interessanti riflessioni sulla necessità di interventi precoci per i bambini nati pretermine in età pre-scolare. |
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| Note L'articolo è stato commentato da Lunge (p.895-896) all'interno dello stesso numero della rivista |