

FROM FAMILY TO SCHOOL, THE SOCIALIZATION PROCESS OF CHILDREN BORN VERY PREMATURE

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A very premature birth has long-term consequences on children's cognitive and social competence. From birth to the preschool years, parent infant relationships are not optimal and are characterized by passive/overactive interactions. Results from a longitudinal study on <29 wga have shown a significant cognitive delay (12 points) at 5 years 9 months, and at 7 years a sensitive-isolated behaviour mainly explained by neuromotor development. Attention problems were statistically explained by family adversity and sequential memory. At 12 years they have been found as having lesser abilities making a decision in a complex social setting. They have also been found socially withdrawn, having lower leadership and lesser aggressive scores. Moreover, they were more verbally and physically victimized at 12 years of age. At 20 years, when experimentally exposed to social stressors they manifested less reactivity and a more passive reaction to the stressors.

Conclusions:

Passivity, withdrawal, low leadership are long-term social characteristics of these very premature at birth children. These conclusions are socially and neurologically based: 1) First we will show how an early socially based intervention during the first year of live could impact up to 6 years of age on cognitive, affective and social infant development. 2) Secondly we demonstrate how KMC, an early social and neurological intervention, might improve social behaviour until adulthood.

