

ATTENTION REPAIR PROGRAM AIMED TO ATTENTIONAL EXECUTIVE FUNCTIONS IN CHILDREN WITH CLEFT LIP AND PALATE

NIQUERITO, AV*** ; TABAQUIM, MLM

Hospital de Reabilitação de Anomalias Craniofaciais - HRAC-USP, Bauru/SP

OBJECTIVE: Investigate neuropsychological abilities in people with cleft lip and palate non-repaired and repaired, identified with attentional injuries and low school performance.

METHOD: 30 subjects participated, both sexes, aged between 7 and 10 years, attending regular schools, G1 being composed of 15 subjects diagnosed with cleft palate and poor school performance and G2, as the control group, with 15 subjects matched by age and sex to G1, without changes in development and learning. The study included three phases for the G1: pre-testing, remediation program and post-testing. For evaluation used the instruments: Raven's Progressive Matrices, Trail Making Test, Visual Attention Test, Tower of London, Concentrated Attention Test, Stroop Color and Word Test and Wisconsin Card Test. The remediation program Attentional design employed the cognitive - behavioral systematic daily in 15 sessions of 50 minutes. **RESULTS AND DISCUSSION:** The intellectual level of the subjects was found to be within normal limits. The performances of the G1, post-program, showed better performance at 20.5%, capacity planning and troubleshooting. In selective and sustained attention, subjects received optimized performances in 30.3%. Regarding the ability to reason abstractly, plan and modify cognitive strategies, G1 got improvement in 19.8%. **CONCLUSION:** G1 had trained in skills gains (acquisition), approaching the performance obtained by the control group. The development period of the sample proved facilitator in improving skills of attentional responses. There was the relevance of programs attentional functions, allowing optimize resources and minimize the resulting impact cognitive, social and educational in its different activities of daily living.

Support: CAPES