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Comparison of child development between aterm and premature birth at age 2-3 years old

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ABSTRACT

Objective: Premature births are at risk of developing language delays, motor balance and coordination. This study aims to analyze developmental differences in children with a history of premature birth and term.

Methods: The data used was primary data through filling questionnaires and interviews to subjects. This study was observational analytic with retrospective cohort design. The population was all 2-3 years old children at Kabupaten Probolinggo. Sampling was using a simple sampling formula and obtained 100 children into 2 groups. First group was 50 children who aterm at birth. Second group was 50 children who premature at birth.

Result: The result showed that there were there is significant different at child development between aterm and premature born children ($p < 0.05$). The relative risk (RR) analysis showed that the value is significant enough. Children development was influenced by type of born ($RR = 1.647x$)

Keywords:
Monitoring System; Electrocardiograph; Cardiovascular Diseases

Conclusion: The development of 2-3 years old children is very important, especially children with a history of premature birth who have a risk of developmental disorders. Parents should give more attention in providing appropriate developmental stimulation according to the child's age.

INTRODUCTION

More than 60% of premature births occur in Africa and South Asia, but preterm birth is truly a global problem. In low-income countries, on average, 12% of babies are born too early compared to 9% in high-income countries (Blencowe, 2012).

WHO (2018) data shows in 2013 there are 15.5 per 100 live births or as many as 675,700 people were born prematurely. In the Probolinggo Public Health Office report in 2015 there were 992 babies (5.36%) who suffered from premature birth and Low Birth Weight (LBW), this number increased from 2014 which totaled 956 infants.

Progress of neonatology in recent decades has significantly reduced mortality and morbidity of high-risk infants (Formiga, 2009). However, premature babies have a higher risk of decreasing levels of physical growth, delays in language development, motor balance, coordination and developmental deficits when compared to children born with childbirth (Campbell, 1999).

Among the problems found in the neonatal period, brain damage, especially periventricular hemorrhage, is prominent, namely abnormalities that most commonly affect the central nervous system of premature infants (CNS) (O’shea *et al.*, 2005). They may also experience respiratory complications such as chronic lung disease, which can jeopardize the functioning of the CNS, increase the occurrence of neurological sequelae and, as a result, learning difficulties during school (Hagberg & Jacobsson, 2005).

Cheong *et al.* (2008) noted that the percentage of children with microcephaly increased from 2 years of age, which indicates a failure of postpartum brain growth. A recent study also found that children with small heads consistently during the first 2 years of life were seven times more likely to experience neurocognitive disorders (Wright *et al.*, 2015).

In the neonatal period, the development of premature infants shows that they differ significantly compared to infants in relation to autonomic responses, motor responses, behavioral, attention / interaction and self-regulation systems (Formiga, 2009). Whereas the first years of life, especially the period from the fetus in the womb to a 2-year-old child are a very

important period of child growth and development. This period is a golden opportunity as well as a period that is vulnerable to negative influences (Kementrian Kesehatan, 2016).

However, it has never been compared directly whether there is a significant difference between children born with a history of premature and aterm born at the age of golden age of growth (2-3 years old).

METHODS

This study was observational analytic with retrospective cohort design. The population was all 2-3 years old children at Kabupaten Probolinggo. Sampling was using a simple sampling formula and obtained 100 children then divided into 2 groups. First group was 50 children who aterm at birth. Second group was 50 children who premature at birth. Inclusion criteria of this study were : The child age was ≥ 2 and <4 years old at April 2018, healthy, past gestational age 37-40 weeks and <37 weeks (for premature group). This study used primary data through doing children development test from Indonesia Ministry of Health (KPSP) to subjects. The test tool and equipment were provided by researcher. Examiners are certified by Kabupaten Probolinggo Public Health Office. The independent variables were child at 2-3 years old age with aterm and premature born. The dependent variable was child developmental, which is normal or there are developmental disorder. SPSS Statistics 22.0 was used for data analysis. Bivariate analysis were compared using cross-tabulations and Chi-Square Test with $p = 0.05$.

RESULT

Table 3.1 Bivariate analysis between type of birth and child development

Variable	Aterm		Premature		Total		p value (Sig)	RR	95% CI
	n	%	n	%	n	%			
Child Development									
Normal	33	33	22	22	55	55	0,027	1,647	1,042-2,603
Possibility of Disorder	19	19	26	26	45	45			

*Significantly different using Chi-Square Test ($p > 0.05$)

Based on the **Table 3.1** above, it can be seen that the results of chi-square statistical tests indicate that the results of the calculation of p value is 0.027, which means the value ($p < 0.05$). This means that there is

significant difference in the development of premature or aterm born children.

The RR results indicate that children born prematurely have a chance of 1.647x to be affected by growth disorders. RR value is, because the value of RR where the sample is taken is 1,042-2,603 (RR>!) which means the risk of developing developmental disorders in children born with premature is 1,042 to 2,603 times.

DISCUSSION

On the KPSP test (Pre Development Screening Questionnaire) which is a series of tests from SDIDTK (Early Stimulation, Detection and Intervention of Child Development) can be found aspects of development, namely gross or gross motor movement, fine motion or fine motor, speech and language and socialization and independence.

During the development test, there are several development points that the KPSP test results indicate failure. As many as 70% of premature children showed that they still did not fulfill 2 aspects, namely the aspects of speech and language, as well as aspects of socialization and independence.

Premature birth coincides with a higher level of problem with language function compared to children born at term (van Noort-van der Spek *et al.*, 2010). In a meta-analysis by van Noort-van der Spek *et al.* (2012) revealed that premature children received significantly lower scores compared to children born at a simple age, as well as in complex language function tests, during childhood, even without major disabilities and independent of SES (socio-economic status).

Premature born or low birth weight children show lower performance in functional capacity and independence compared to children without these characteristics (Lemos *et al.*, 2012), but environmental and socioeconomic conditions appear to have a significant effect on the results found (Pilz & Schermann, 2007). Therefore children with a history of premature birth need special guidance and stimulation from parents and those around them during the development period so that they can experience optimal childhood.

According to the Ministry of Health (2016) about the stages of development and stimulation aged 24-

36 months, in the speech and language column, the child should be able to: talk well using 2 words. Can appoint 1 or more parts of his body when asked. See images and can correctly call the names of 2 or more objects. Help pick up their own toys or help lift plates if requested.

But what the researchers found in the field, children had difficulty communicating, still could not construct the word correctly and had not been able to speak by forming 2 words well according to age level. While the other points, most of them have been able to carry out activities according to their age. We suggest that children who are still unable to communicate can be stimulated by development, for example: read storybooks before going to sleep, encourage children to want to tell stories and talk more, use good language and not slur when talking to children.

While in the socialization and independence column, the Ministry of Health also stated that children should be able to eat their own rice without spilling and removing their own clothes. In the field, we have found that children cannot eat on their own, if the child can eat alone, their food tends to spill out of its place. Most children also still cannot take off their own clothes, but some children can just take off their pants. We recommend that children be given more stimulation to stimulate socialization and independence aspect, for example: teach children to dress themselves without help, give children the opportunity to choose the clothes they will wear. Encourage children to clean their bodies when dirty and then wipe them with as little help as possible and do light housework

CONCLUSION

The development of 2-3 years old children is very important because it is the gold age for the growth and development period, especially children with a history of premature birth who have a risk of developmental disorders. Parents should give more attention in providing appropriate developmental stimulation according to the child's age.

RECOMMENDATION

Development tests that have been included in SDIDTK for children can be done regularly especially for 2-3 years old children. Health personnel as well as parents need to monitor and give stimulation so

that children development becomes more optimal.

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