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## EVALUATION OF PRIMITIVE REFLEXES IN CHILDREN WITH SPECIAL EDUCATION

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**Keywords:** Optometric evaluation, primitive reflexes, special education. Special education is a form of basic education whose focus is inclusion, providing technical, methodological and conceptual support to ensure quality care for the population that faces barriers to learning.

Primitive reflexes appear in the first phase of motor development, fulfill their function and must be integrated into more specific patterns, their evaluation allows knowing the state of a child's motor development, their presence affects the ability to learn and their behavior. The objective of the study was to evaluate the state of primitive reflexes in children with special education. Methodology: Descriptive observational study, 60 children were included, ages between 6 and 12 years, visual acuity of 20/20, belonging to the special education group of the National System for the Integral Development of the Family (DIF) Campeche, Mexico, with informed consent. We excluded children with visual acuity less than 20/20, integrated reflexes, ocular pathology. Four reflexes were evaluated: Moro (RM), Asymmetric Neck Tonic (RTAC), Labyrinth Tonic (RTL), Symmetrical Neck Tonic (RTSC), the frequency of persistence of each reflex was determined in general and with respect to gender, it is presented descriptive statistics. Results: The distribution of the sample in terms of gender was 53% female and 47% male. The mean age was 8.52, standard deviation of 1.77. 100% of the sample presented persistence of the four reflexes evaluated. In grade 4, the Moro reflex (RM) was 28.33%, that of the RTAC of 21.66%, that of the RTL of 13.33% and that of RTAC of 11.66%, a percentage was observed higher in the male sex. Conclusion: 100% of the children in special education showed persistence of primitive reflexes, the highest percentage was the reflex of the Moro and with greater frequency in the masculine gender, which suggests a delay in the development of the fine motor.

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