

ASPECTS CONCERNANT LE DÉVELOPPEMENT DES  
ENFANTS ÉCOLIERS AVEC DÉFICIENCES DE LA VUE  
SELON LES INDICES CÉPHALO-FACIAUX

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The current study assesses the conformational cephalic-facial development of children with visual deficiency (142 subjects – 92 boys, 50 girls; age 7 to 17) from a special school from Bucharest (1<sup>st</sup> to 9<sup>th</sup> grade). The selected sample by age and sex is not statistically significant. In order to assess the position of each child relative to the *standard* population (i.e. the average value of specific indexes for normal children by age and sex) the *normative* variable (distance) “z” has been used. Compared to the normal children, the special school children have a lesser development of the cephalic and facial indexes and a higher development of the width of the forehead, mandible and nose. Relative to a study we previously reported on children with hearing deficiencies from a special school, the children with visual deficiencies have a thinner and lower head and a wider face. Regarding the variability, most of the phenotypes are placed within the interval “ $M \pm \sigma$ ”, but the distribution curve is shifted towards the lower values for the cephalic and the facial indexes, and towards the higher values for the forehead and face widths. It is also possible that a sexual distribution exists for both deficiencies: girls are more frequent among children with hearing deficiencies (106:59) while the boys are more frequent among children with visual deficiencies (102:50).

**Key words:** visual deficiency, hearing deficiency, normative variable z, cephalic index, facial index.

INTRODUCTION

L'étude d'anthropologie médicale concernant les enfants avec déficiences de la vue d'une école spéciale bucarestoise (les classes I–IX) commencée en 2006 sous la coordination de Corneliu Vulpe a continué pendant les années 2007–2008 (Luca *et al.*, 2007: 111–116, 215–219; 2008: 61–66).

Le présent travail apprécie le développement conformatif céphalo-facial selon des indices céphalo-faciaux des enfants déficients par rapport aux enfants normaux et aussi par rapport aux enfants sourds-muets étudiés pendant les années 2002–2005 (Luca *et al.*, 2004: 13–17).

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