

EPV0266

Parents' perception of auditory hypersensitivity in children with Autism Spectrum Disorder

C. J. S. Ribeiro¹, L. D. Bezerra¹ and C. A. D. L. H. Amato^{1*}¹Universidade Presbiteriana Mackenzie, São Paulo, Brazil

*Corresponding author.

doi: 10.1192/j.eurpsy.2025.1100

Introduction: Autism is defined as a broad and complex neurodevelopmental disorder with alterations in behavioral and social communication aspects. Sensory symptoms also occur prevalently in autism spectrum disorder (ASD) and are present early in the etiology, however, little is known about the early developmental patterns of these symptoms (McCormick *et al.* Autism 2016; 5 572-579). Among these various sensory-perceptual alterations, auditory hypersensitivity is a prevalent sensory alteration in the ASD population (Dunlop *et al.* Front Hum Neurosci 2016; 10 1-12), defined as excessive or abnormal sensitivity and distress to auditory stimuli that are evident in the individual's behavioral reactions (Stefanelli *et al.* CoDAS 2020; 32 1-9). Furthermore, auditory hypersensitivity can trigger atypical reactions that can impact social and academic domains (Danesh *et al.* Audiol. Res 2021; 11 547-556).

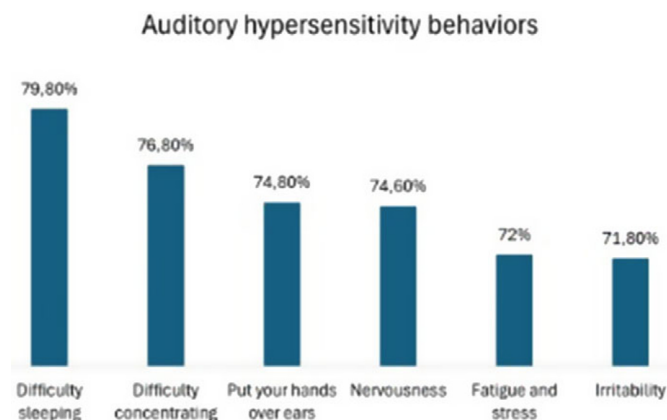
Objectives: This research aimed to identify the occurrence and describe the auditory hypersensitivity behaviors presented by children with Autism Spectrum Disorder.

Methods: This is a cross-sectional and descriptive study, composed of parents/guardians of 161 children diagnosed with ASD. The sample consisted of parents of children of both sexes, aged 4 to 12 years. Caregivers answered a sociodemographic form and reported on the presence or absence of auditory hypersensitivity and the behaviors presented by the child. The study was approved by the Ethics and Research Committee under opinion number: 5,862,943.

Results: 161 parents of children with ASD participated, who declared that 108 (67.1%) of the children had auditory hypersensitivity and 53 (32.9%) did not, with 83 (69.2%) of the children being male and 37 (30.8%) female. The most frequently reported behaviors were: difficulty sleeping (79.8%), difficulty concentrating (76.8%), put your hands over ears (74.8%), nervousness (74.6%), fatigue and stress (72%), and irritability (71.8%) in the presence of sound (Table 1).

Tabela 1. Comportamentos de hipersensibilidade auditiva na percepção de pais de crianças com TEA

Image 1:



Conclusions: The results suggest that there is a high prevalence of auditory hypersensitivity in children with autism spectrum disorder and that this symptom can have negative impacts on the individual's quality of life.

Disclosure of Interest: None Declared

EPV0267

Functional language assessment in children with autism spectrum disorder in a Portuguese and English language context

L. D. Bezerra¹, C. J. S. Ribeiro¹ and C. A. D. L. H. Amato^{1*}¹Universidade Presbiteriana Mackenzie, São Paulo, Brazil

*Corresponding author.

doi: 10.1192/j.eurpsy.2025.1101

Introduction: Autism spectrum disorder (ASD) presents specific characteristics in child development. Behavioral and, mainly, communicative aspects are the most frequent for diagnostic closure (APA Artmed 2014; Asperger Archiv F. Psychiatrie 1944; 117 76-136). The absence, delay or difficulties in establishing expressive language are important social markers in early childhood, being one of the main reasons that lead families to seek therapeutic guidance (Amato USP 2006; Andrade UFPB 2017; Andrade Pró-Fono 2023). One of the aspects related to the communication of children with ASD is the interest in foreign languages, which manifests itself from early childhood (Avelar Universidade Presbiteriana Mackenzie 2018). The use of a foreign language for interpersonal communication presented spontaneously, by children with ASD, is something that needs to be evaluated within the functional aspects of social communication, since the major communicative difficulties faced are related to pragmatic aspects (Andrade Pró-Fono 2023; Balestro *et al.* Rev Soc Bras Fonoaudiol 2012; 17 279-86). The form and means of communication, length of permanence and communicative quality are fundamental elements to be analyzed when comparing expected child development to chronological age. In a research process involving humans, it makes perfect sense to anticipate and understand linguistic, cultural and educational differences, in order to avoid contextual and communicative variables that conflict with the proposed aims.

Objectives: The objective of this study is to evaluate the functional communication of children with ASD in Portuguese and English language contexts.

Methods: 16 children were selected, aged 42 to 72 months, without relatives and/or living with multilingual people. Samples were collected by recording spontaneous communication between patient and therapist in a natural intervention environment. 5-minute clips of greater interaction were made and, from these, the analyzes were carried out. This research has an opinion approved by the Ethics Committee, under number 6,890,786.

Results: Parents' perception of their children's communication difficulties were unanimously reported. Greater communicative ability was demonstrated in the Portuguese language, however, communicative ability and functionality was verified in the English language, without significant statistical differences when comparing the two languages. In the production of grammatical classes, there was greater production in the Portuguese language, with greater lexical production.