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Sensory processing in children with and without attention deficit hyperactivity disorder: A comparative study using the Short Sensory Profile

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Background Attention deficit hyperactivity disorder (ADHD) is one of the sensory modulation disorders among others like autism, Asperger syndrome and Fragile X syndrome. Little is known about patients with ADHD and their sensory processing issues in Sri Lanka.

Aims To investigate differences in sensory processing among children between (3–10) yrs with attention deficit hyperactivity disorder and those who are typically developing in Sri Lanka.

Methods A descriptive cross sectional study of 75 children aged (3–10) yrs attending child guidance clinic at Lady Ridgeway Hospital (LRH) were compared with 75 age matched peers who were typically developing, using the Short Sensory Profile (SSP).

Results Out of the sample population of 150, there was a significant difference in sensory processing total score ($P=0.001$) (df-29) of children with ADHD when compared to the typically developing group. The greatest differences were reported on the tactile ($P=0.013$), taste ($P=0.000$), under responsiveness ($P=0.002$), auditory filtering ($P=0.002$) & low energy ($P=0.017$). Out of the raw items commonest sensory processing problems were difficulty standing in line, distractability if there is a lot of noise around, being unable to work with background noise & difficulty paying attention due to auditory deficits.

Conclusions Majority of children in this sample were reported to have difficulties with processing and responding to sensory input on the SSP. Further studies are needed to assess sensory issues in children with ADHD, to carry out effective interventions.

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Significance of oral language delays and writing for early detection of developmental disorders

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Introduction The study of the oral and written language delayed at the school makes possible the early detection of scholar, behavioral and psychiatric disorders. These difficulties could affect to the personal and professional development.

Objectives To confirm the relationship between language oral and written delayed for the early detection of developmental disorders.

Method A sample of 350 subjects among 5 and 23 years of age is analyzed with oral and/or written language difficulties. It is studied diagnosis, gender, age, reason for treatment, grade and submitter.

Results The specific learning disabilities (SLD) request a 62.3% of the treatment among 7–10 years. The percentages of SLD

are: reading comprehension difficulties (17.4%), dysorthography (13.4%), reading fluency and reading comprehension difficulties (12.9%), reading fluency (11.7%) and, dysorthography and reading fluency (6.9%). There exist percentage differences between repeaters (39.4%) and no repeaters (22.9%) students with DALE. The oral/written language provides the early detection of Intellectual disabilities (8.6% of the sample). The relation between the reason for treatment and diagnosis do not coincide: the consults was 3.7% for oral language delay, 2.6% for reading comprehension difficulties, 1.4% for dysorthography and 0.9% for reading fluency. The school demand more treatment (50.9%), next to medical centers (22.3%) and family initiative (15.7%).

Conclusions The oral/written language delayed – especially the reading comprehension difficulties – are a good early detection for the developmental disorders (intellectual disabilities minor, SLD and TDAH at the primary stage). There is more percentage of boys than girls (2:1) with language delayed, except at Intellectual disabilities, because there is an identical percentage (4.3%).

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EV0098

Executive functions disorders in high functioning autism and rehabilitation implications

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Introduction The term executive functions (EFs) includes a set of cognitive processes such as planning, working memory, attention, problem solving, inhibition, mental flexibility, multi-tasking, and initiation and monitoring of actions. EFs are the higher order control processes to guide behaviour.

Some studies on the relationship between EFs and autism spectrum disorder (ASD) showed deficit in the cognitive flexibility and speed processing, particularly with Asperger syndrome. Recently, Merchán-Naranjo et al. [1] supported that children's and adolescents with autism without intellectual disability are insufficient in at least 5 domains: attention, working memory, cognitive flexibility, inhibitory control and problem-solving.

Aims Our work is aimed at verifying if the presence of a dysexecutive syndrome significantly impacts on the adaptive functioning of people with high functioning autism.

Methods A group of young adults with ASD were administered traditional neuropsychological assessment, specific assessment, focusing on the planning strategies for solving problems (Test Tower of London), abstraction and categorization (Wisconsin Card Sorting Test), and the Dysexecutive Questionnaires.

Results The results showed the presence of a specific deficit in the executive functioning in an average cognitive functioning.

Conclusions Integrate the standard cognitive screening with a specific EFs assessment resulted to be very useful for the clinician to realize neuropsychological and psychotherapeutic individualized treatment.

Disclosure of interest The authors have not supplied their declaration of competing interest.

Reference

[1] Merchán-Naranjo J, Boada L, del Rey-Mejías Á, Mayoral M, Llorente C, Arango C, et al. La función ejecutiva está alterada en los trastornos del espectro autista, pero esta no correlaciona con la inteligencia. Rev Psiquiatr Salud Ment (Barc) 2016;9:39–50.

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