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Abstract

Auditory processing disorder (APD) and listening difficulties (LiD) are increasingly recognized as critical challenges affecting students' academic performance and social development. This study aimed to assess early signs of APD and LiD in school-age children, based on surveys conducted with both students and their guardians. Using a questionnaire, the study evaluated the presence of symptoms in domains such as auditory attention, memory, and discrimination. Results showed that symptoms increase with school years, with students reporting more issues than their guardians. These findings highlight the need for early screening and intervention in schools to ensure timely support for children facing auditory challenges.

Background

Auditory processing disorders (APD) and listening difficulties (LiD) are increasingly prevalent in school-age students. Early detection is crucial for implementing effective educational support, as these challenges often go unnoticed in school settings.

Objectifs

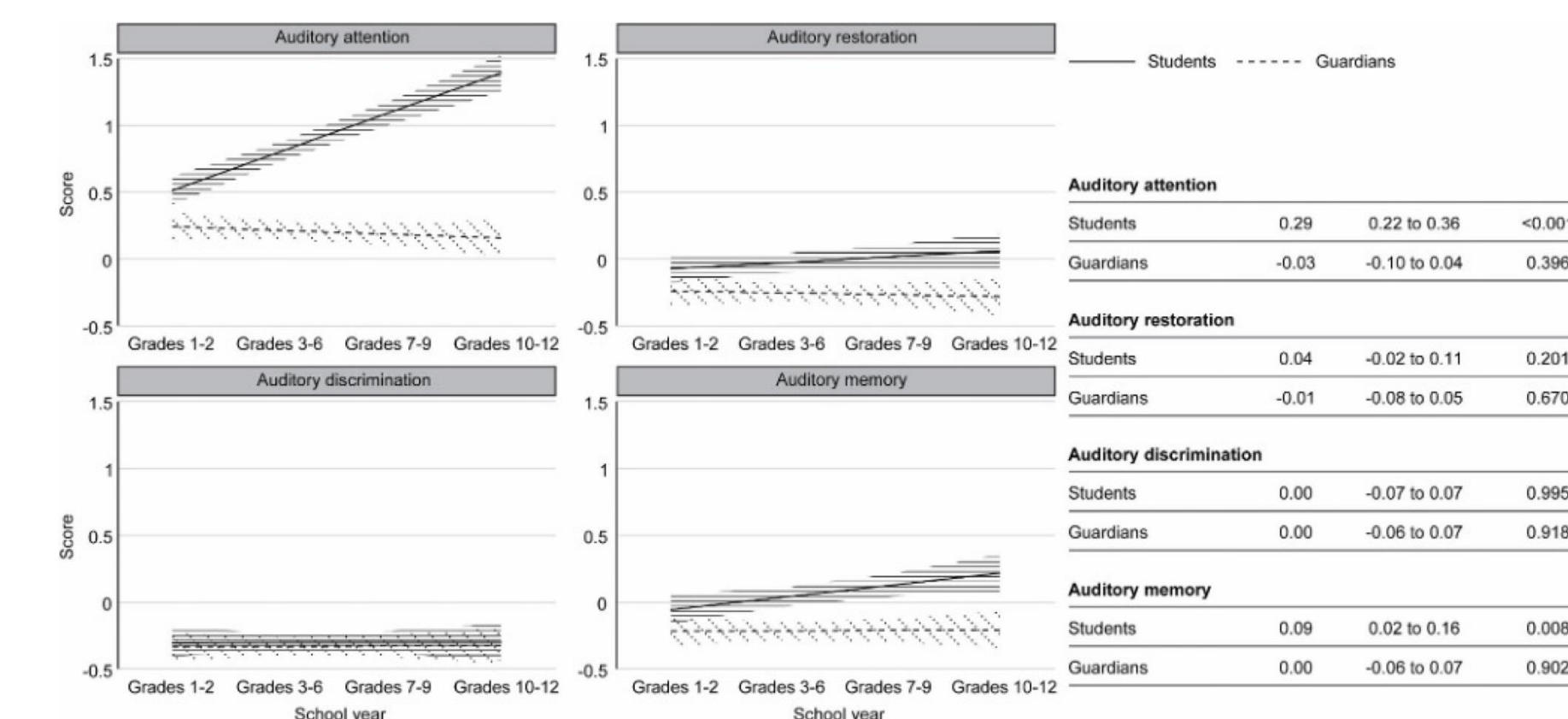
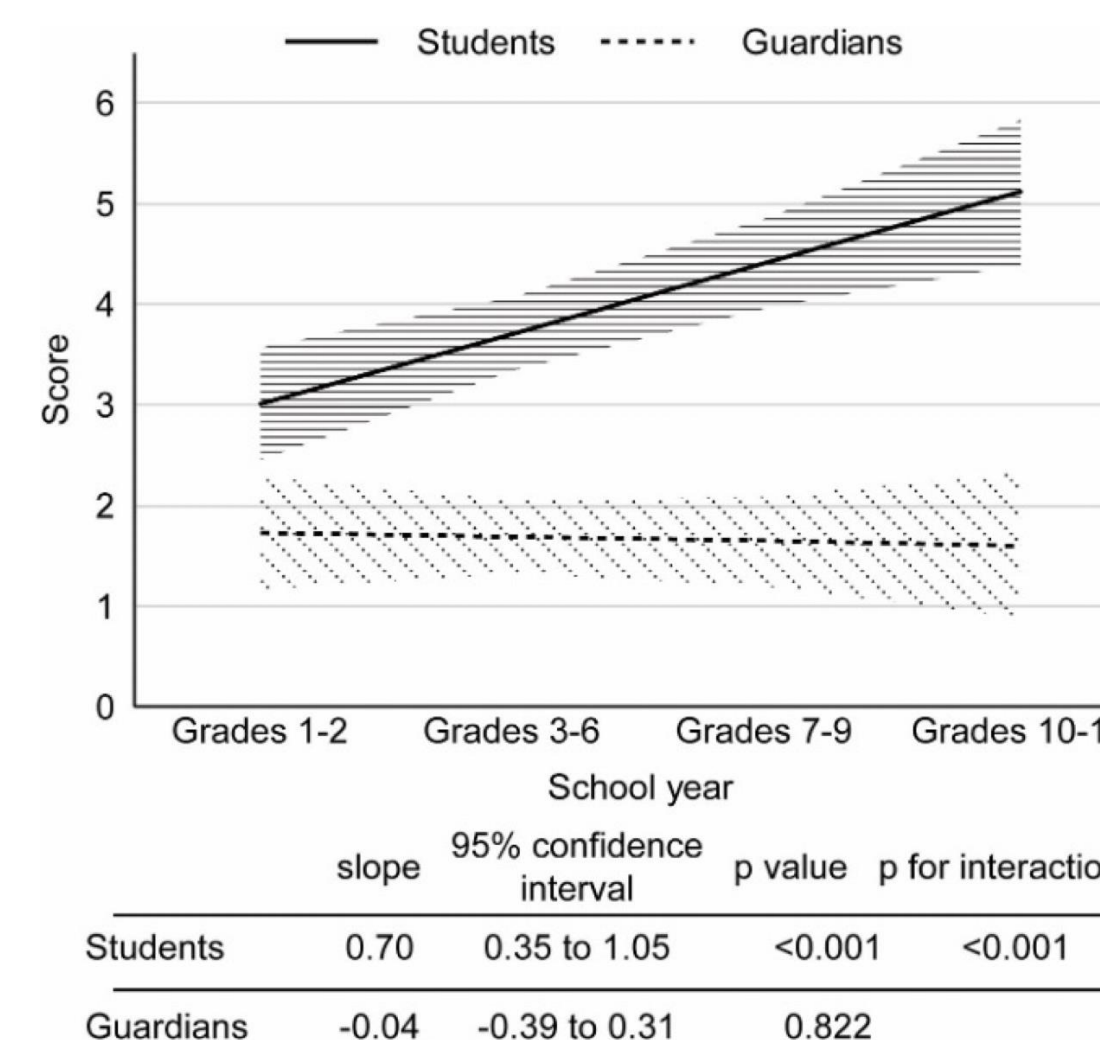
To assess early signs of APD and LiD in students aged 6–18 years using a survey of students and their guardians, and to compare perceptions of LiD symptoms between students and guardians over different school years.

Methods

A prospective study involving 743 students and their guardians, with surveys administered to evaluate LiD in four key domains: auditory attention, memory, discrimination, and restoration.

Resulte

LiD symptoms increased with school years, particularly in auditory attention and memory domains. 26.5% of students and 26.1% of guardians reported hearing loss, mainly slight. Guardians generally underreported symptoms compared to students, especially as students progressed through school years.



Conclusion

Early screening for symptoms related to auditory attention could aid in the early detection of APD and LiD. Both student and guardian reports are crucial for a comprehensive understanding of these challenges.

References

Sakamoto et al., International Journal of Pediatric Otorhinolaryngology (2024)

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