

cision in 30% of patients without mental disorders, 36% in patients with stress and 47% in patients with depression.

Conclusion: We conclude in this pilot study that there are indications of possible influence of mental disorders on the performance of oculomotor tests in individuals with labyrinth disease associated with stress and depression.

Keywords: vestibular dysfunction, vectonystagmography, vertigo.

Use of Questionnaire as Monitoring Tool of Auditory Training in Children with History of Otitis Media

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Introduction: There are different types of instruments that assist in the monitoring of auditory training programs. Questionnaires are an important monitoring tool in this process.

Objective: To compare the scores of Scale of Auditory Behaviors questionnaire and responses of auditory processing tests in pre and post auditory and visual training.

Method: 30 children aged from 8 to 14 years, underwent a bilateral myringotomy in the first five years of age, they were evaluated and divided into two groups: auditory training (Group 1) and visual training (Group 2). Both groups had air conduction threshold below 20 dBHL for octaves from 250 to 8000 Hz, 'A' type tympanogram with presence of ipsi and contralateral acoustic reflexes bilaterally.

Results: We observed a significant difference in Group 1 results for Dichotic Digits [RE: 0.007 - LE: 0.004], Pitch Pattern Sequence - Humming [RE: 0.002 - LE: 0.001] and Verbal [RE: 0.000 - LE: 0.000], Gaps in Noise [RE: 0.001 - LE: 0.001], Synthetic Sentence Identification with Ipsilateral Competing [RE: 0.004 - LE: 0.001] and total questionnaire score ($p=0.003$). No significant statistically difference were found comparing pre and post visual training results considering the performance of the children in the behavioral tests and in the Scale of Auditory Behaviors questionnaire.

Conclusion: The analysis of the results showed that Scale of Auditory Behaviors questionnaire is an accurate tool for monitoring the rehabilitation of the central auditory system for and auditory and visual stimulation.

Keywords: auditory processing, questionnaires, auditory training, visual training, otitis media.

Subjective Visual Vertical in Children with and without Diagnosis of Language Disturbance

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Introduction: the perception of verticality contributes to human balance and is essential for the development of language. Children with oral language changes and/or writing may have vestibular disorders leading to changes in the perception of verticality. The bucket test evaluates the perception of verticality by Subjective Visual Vertical, a measurement of the angular deviation from a central point that has been used to diagnose vestibular disorders.

Objective: to correlate the Subjective Visual Vertical (VVS) in children with and without oral and/or written language.

Methods: quantitative study conducted in a private school and a clinic-school in São Paulo with 30 children, with age ranging from 07 to 11 years, which were divided into a control group and experimental group. The experimental group was composed of children with oral language change and/or writing and the control

group for children with no history or complaints about language changes.

Results: the mean deviations of the VVS for the experimental group was 2.8 and for the control group was 2.1%. Statistically significant difference was observed between the values of the angular deviation in the experimental and control groups ($p = 0.01867$).

Conclusion: Children with and without oral and/or written language differ in assessing the subjective visual vertical.

Keywords: vestibular function; language disorders; vertigo; children; schoolchildren.

Development of Central Auditory Function in Infants and Children

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Introduction: Auditory function involves auditory discrimination and noise comprehension skills, important in the critical period of maturation and plasticity of Central Auditory Nervous System for the overall development of the child. Cortical auditory evoked potential with speech stimulus gives us important information about the functioning and maturation of the central auditory pathway.

Objective: To study the development of auditory function in infants and children based on the analysis of Cortical Auditory Evoked Potential measures.

Method: Fifteen children aged 3 months to 8 years of both genders participated in the study, 10 without hearing complaints (G1) and 5 with recurrent episodes of hearing infections (G2). The exam was investigated using the speech ba/ - /da/ with random stimulus at a 20% proportion of non-standard stimuli of a total of 100 stimuli, identifying and analyzing the complex P1-N1-P2-N2-P3.

Results: For G1 the mean latency values were: RIGHT EAR P1 = 90.14ms; N1 = 125.53ms; P2 = 217.67ms; N2 = 229.55ms and LEFT EAR P1 = 99.16ms; N1 = 128.52ms; P2 = 203.26ms; N2 = 257.22 ms. For G2 group, mean values of latency were: RIGHT EAR P1 = 110.09ms; N1 = 147.57ms; P2 = 220.61ms; N2 = 237.10ms; LEFT EAR P1 = 87.71ms; N1 = 118.25ms; P2 = 211.94ms; N2 = 255.66ms. P1 measurement was the best morphology measure for all ages with 100% detectability. There was no statistical difference between groups G1 and G2.

Conclusion: The measurements allowed the investigation of the development of central auditory function in infants and children.

Keywords: Child Development, Hearing, P300.

Long Latency Auditory Evoked Potential: Monitoring of Speech-Language Intervention in Schoolchildren with Dyslexia

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Introduction: Long latency auditory evoked potentials are relevant electrophysiological responses in audiological assessments for providing objective and quantitative data on the functionality of central auditory structures; and are useful in monitoring therapeutic intervention.

Objective: To analyze and compare results before and after speech intervention.

Method: Ten dyslexic children aged 7 years and 11 months participated in the study. The measurement was