## EPV0745

### The study of speech and communication in preschool children with autism spectrum disorder

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**Introduction:** At preschool age, children develop all the speech functions, including the planning function, which allows them to think through the future speech statement. Researchers find a link between impaired ability for speech forecasting and anxiety disorders, as well as emotional disorders.

**Objectives:** identifying the specifics of speech forecasting in preschool children with emotional disorders.

**Methods:** the study involved 48 children: 24 children of preschool age without developmental disorders, 24 children of preschool age with emotional disorders. Empirical examination was carried out using the "Prognostic stories" technique.

**Results:** Children with autism spectrum disorders often have speech disorders, speech may manifest stereotypes in speech, the appearance of echolalia, many children do not use speech for communication. Among the functional characteristics of forecasting, the cognitive forecasting function has a statistically significant difference (t=4.165<.001). Children with autism spectrum disorders, having difficulties in social interaction, can choose ways of action that are not suitable for the existing situation. Children's forecasts are usually short-term, invariant, generalized and minimally verbalized.

**Conclusions:** Indicators of speech-communicative function confirm the presence of difficulties in children with emotional disorders in the ability to verbalize information, however, they have a realistic vision of the future and are focused on following the social norm. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

**Disclosure of Interest:** None Declared

## EPV0746

### The specifics of understanding emotions in children with disabilities

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**Introduction:** The degree of success and effectiveness of the child's socialization largely depends on the timely formation of social emotions, the ability to understand the emotional states of the participants in the interaction and manage their emotions.

**Objectives:** Studying the features of understanding the emotional states of peers and adults by children of preschool age with disabilities.

**Methods:** The study involved 227 children aged 5-7 attending educational institutions: 95 children without developmental disorders; 73 children with severe speech disorders; 9 children with motor disorders; 25 children with visual impairment (strabismus, amblyopia, astigmatism); 15 children with hearing impairment (3rd and 4th degree sensorineural hearing loss); 10 children with autism spectrum disorder. The "Emotional Faces" method (Semago) and the method of studying the child's understanding of tasks in situations of interaction (Veraksa) were used.

**Results:** Tasks for the categorization of emotional states cause difficulties in children with speech disorders, since they require a certain mastery of vocabulary for the designation of emotional states. As a result of limited communication in children, there is a lack of understanding of the meaning, causes and motives of the actions of other people, as well as the consequences of their actions, their impact on others.

Preschool children with motor disabilities are inferior to peers without developmental disabilities in accurate verbalization of emotional states, manifested in a primitive description of emotions. Visually impaired preschool children do not have sufficiently clear ideas about socially acceptable actions in communication situations, about ways of expressing relationships with peers and adults. Children with hearing impairment better understand the emotional states of their peers than the states of adults, but they do not know how to show their attitude towards their peers. Difficulties in verbalizing emotions are observed.

Children with autism spectrum disorder experience significant difficulties in recognizing various situations of interaction, isolating tasks and requirements set by adults in these situations; children practically did not try to depict an emotion, having difficulty in differentiating it.

**Conclusions:** The research confirmed the assumption that children with disabilities have significant difficulties in differentiating similar emotions, they do not accurately determine the emotional state of their peers and people around them. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

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## EPV0747

### Validation of the Arabic Version of the Kessler Psychological Distress Scale (K6) among college students in Kuwait

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**Introduction:** The Kessler Psychological Distress Scale (K6) is a psychometrically robust measure of psychological distress for adult populations, the most commonly used screening measure in the general population. It is used in epidemiological surveys globally, including the World Health Organization and World Mental Health Survey. Recently, there has been a research interest in examining the psychometric properties of the K6 in college students' populations.

**Objectives:** To examine the reliability, validity and factor structure of the Arabic adaptation K6 in Kuwaiti college students.

**Methods:** The participants were 1402 individuals (509 males, 893 females) Kuwait University undergraduates, aged 18–35 years-old mean age = 21.50 ± 4.87. The Arabic versions of The