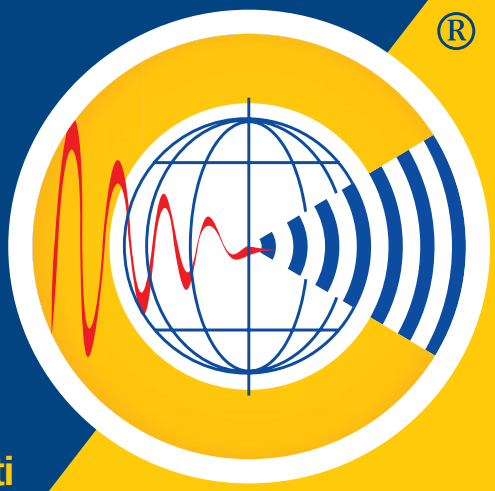
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Journal of Hearing Science®

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13–15 April 2025, Warsaw/Kajetany, Poland

XIV International Tinnitus Seminar and 3rd World Tinnitus Congress,
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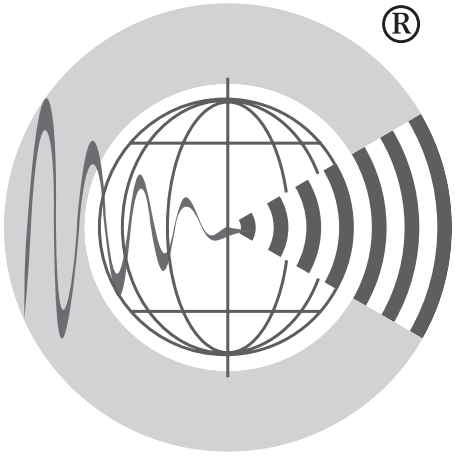
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Dear Colleagues,

We are pleased to present the latest issue of the Journal of Hearing Science, featuring a diverse array of research articles that advance our understanding in audiology and related disciplines.

The lead article explores the impact of background noise on wideband absorbance (WBA) measurements. As one of the newest tools in audiology, WBA assesses the efficiency of the middle ear in transmitting sound across a broad frequency spectrum. Unlike traditional tympanometry, which evaluates middle ear function at a single frequency, WBA offers a comprehensive analysis, enhancing the detection and differentiation of various middle ear pathologies, including otitis media, otosclerosis, and tympanic membrane perforations.

Other featured studies include the development of Tamil sentences for speech-in-noise tests tailored to various age groups, preliminary findings on prehabilitation in ENT with a focus on the clinical pharmacist's role during the perioperative period, and the introduction of the Swallowing Disorder Scale (SDS), a new Polish-language questionnaire designed for otolaryngology-phoniatry practice.

Additionally, this issue presents the books of abstracts from several significant conferences: the 2nd International Pediatric Audiology Congress (IPAC 2025) in Istanbul, Turkey; the XIII Otorhinolaryngology International Academic Conference (ORLIAC) in Warsaw, Poland; and the 3rd World Tinnitus Congress alongside the XIV International Tinnitus Seminar, also held in Warsaw. These compilations provide a comprehensive overview of current research and developments presented at these esteemed gatherings.

With kind regards and greetings,

Prof. Henryk Skarzynski, M.D., Ph.D., Dr. h.c. multi

2nd International Pediatric Audiology Congress joint with 15th International Symposium EURO-CIU, 4–6 April 2025, Istanbul, Türkiye

Dear Colleagues and Friends,

We are delighted to welcome you to **2nd International Pediatric Audiology Congress** in the vibrant city of Istanbul, Türkiye on April 4–6, 2025. This signature event takes place jointly with the **15th International Symposium EURO-CIU** to create a dynamic platform for learning, networking, and collaboration under the theme of Bridging Gaps in Pediatric Audiology.

This meeting gathers distinguished speakers, audiologists, researchers, and clinicians from around the world to explore the latest developments in Pediatric Audiology and represent a unique collaboration between leading universities, associations, and clinics from diverse regions.

We are proud of hosting such a multicenter/ multidisciplinary event and providing opportunity to advance collective knowledge, improve patient outcomes, and strengthen the global pediatric audiology community. We warmly invite you to join oral presentations, panels, workshops and poster session to contribute to the future of pediatric audiology.

We welcome you to this significant scientific platform, wishing you a productive and exciting meeting!

Best Regards,

on behalf of the Organizing Committee

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2nd International Pediatric Audiology Congress – IPAC 2025

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highlighting the need for integrated interventions targeting ToM, language, and emotional understanding

Keywords: theory of mind • cochlear implants • language development • social cognition • emotional expressiveness

(ID-6937) Central auditory processing differences in dizygotic twins: case study

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Introduction: Auditory processing skills play a crucial role in speech comprehension,particularly in challenging listening environments. These skills vary among individuals due to genetic and environmental factors. While monozygotic twins tend to exhibit more similar auditory processing abilities due to their identical genetic makeup, dizygotic twins, who share only 50% of their genetic material, may present differences in auditory processing skills.

Case report: In this study, the central auditory processing abilities of 13-year-old male dizygotic twin brothers,both in the 8th grade,were evaluated. Both children had normal hearing thresholds and no middle ear pathology. In the auditory processing skills checklist completed by their parents, Child 2 received a higher score compared to Child 1 (9 vs. 5), indicating greater listening difficulties. Additionally, Child 2's academic performance was reported to be lower than that of his twin brother. The Turkish Anatolian Central Auditory Processing Disorder Test Battery was administered to both children, and significant differences were observed in specific test.

Results: Dichotic Sentence (DC) Test: Child 1 scored 10 points in both the right and left ears, whereas Child 2 scored 9 points in the right ear and 4 points in the left ear. Dichotic Word (DW) Test: Child 1 scored 42 points in the right ear and 32 points in the left ear, while Child 2 scored 16 and 15 points, respectively. Filtered Word (FW) Test: Child 1 scored 19 points in the right ear and 13 in the left, totaling 32 points, whereas Child 2 scored 9 points in both ears, totaling 18 points. Dichotic Monosyllabic Competing Word (DMCW) Test: Child 1 scored 32.75 points in the right ear and 30.5 points in the left, totaling 63.25 points. In contrast, Child 2 scored 11.25 points in both ears, totaling 22.5 points.

Conclusions: The findings indicate that while Child 1 exhibited ear asymmetry in the DW and FW tests, Child 2 demonstrated ear asymmetry in the DC test. Moreover, Child 2's total scores in the DC, DW, FW, and DMCW tests were lower compared to Child 1. These results suggest a possible delay in interhemispheric information transfer and may contribute to Child 2's difficulties in listening and academic performance. Furthermore, the findings highlight that auditory processing skills can differ between dizygotic twins.

Keywords: central auditory processing • dichotic listening • academic performance • dizygotic twins

(ID-6833) Children's Tinnitus Questionnaire: a novel tool for assessing the impact of tinnitus on a child's everyday life

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Introduction: Self-report instruments are commonly used in tinnitus clinics, but they are presently available only for adults. There is a lack of a validated multi-item instrument to capture tinnitus-related problems in children and their impact on everyday life. This study has developed and validated a specifically child-centered questionnaire to assess the impact of tinnitus.

Material and methods: Development of the tool consisted of several stages. Following a pilot study on 12 children with tinnitus, a validation study was done on a further 192 children with tinnitus aged between 11 and 14 years. The children had an audiological examination, completed a Visual Analogue Scale (VAS) and the newly framed questionnaire.

Results: The development and validation process resulted in the new 11-item Children's Tinnitus Questionnaire (CTQ). It includes items concerning the impact of tinnitus on functional, cognitive, emotional and social domains. The validity of the new tool has been established by finding significant correlations between it and VAS loudness ($r = 0.42$), VAS annoyance ($r = 0.67$), and VAS coping ($r = -0.41$). Validity has also been confirmed by measuring differences in CTQ scores and 4 groups of children having graded incidences of tinnitus. The internal consistency assessed with Cronbach's alpha was high ($\alpha = 0.82$).

Conclusions: The Children's Tinnitus Questionnaire (CTQ) is the first fully validated multi-item instrument designed specifically for children. The tool has the potential to become a valuable new instrument for use in clinical practice and research, it might be useful for assessing the impact of tinnitus on those children who find that the condition creates problems in their everyday life.

Keywords: children tinnitus questionnaire • CTQ • children with tinnitus