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doi: 10.1192/j.eurpsy.2022.1093

Introduction: Play activity has been studied from a scientific point of view relatively recently. Until the middle of the twentieth century, any games were considered only as a way of leisure and/or a tool for transmitting cultural experiences.

Objectives: The research is aimed at studying play activity as a factor of mental development of a child.

Methods: The method of work is a bibliographic analysis.

Results: In psychology, the interest in the role of games in the psychological development of a child is primarily associated with the works of Z. Freud, J. Piaget, L.S. Vygotsky, D.B. Elkonin, who showed the importance of children's imitation games: role-playing, directing, event-based (classification of E.O. Smirnova).

Since the 90s of the XX century, this hobby is becoming ever more common. At first, modern board games were created by adults for adults, and then there appeared board games specially designed for adults to play with children (family games) and for playing children's groups.

Most of the board games popular with parents belong to the German school. Such games are characterized by relatively simple rules, a short or medium duration of the game, no direct confrontation between players and a low randomness in the course of the game (for example, Carcassonne, Catan, Ticket to Ride, etc.).

Conclusions: German-style board games develop children's communication skills, voluntary activity, abstract and formal-logical thinking, symbolic function, attention, the ability to cooperate (in cooperative games), imagination, and many games develop the child's outlook and enrich the ideas about the world around and options for social interaction.

Disclosure: No significant relationships.

Keywords: child mental development; factors of development; play activity; board games

EPV0157

Neurofibromatosis type 1 comorbid with attention deficit and hyperactivity disorder. Case report

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doi: 10.1192/j.eurpsy.2022.1094

Introduction: A 9-year-old girl under pediatric follow-up since the age of 4 years after diagnosis of neurofibromatosis type 1

Objectives: To present a case of neurofibromatosis and ADHD comorbidity to raise awareness of the importance of screening for neurodevelopmental disorders.

Methods: Case report and literature review

Results: The patient had an adequate control and follow-up of the disorder with periodic check-ups and magnetic resonance imaging during her follow-up. She was referred due to symptoms of

inattention with failure to perform exams and impulsivity in interpersonal relationships, affecting her social functioning. In addition, the patient presented simple motor tics of eye contraction and shoulder elevation. The patient was diagnosed with attention deficit hyperactivity disorder together with tic disorder. She was treated with stimulant medication with worsening of tics and marked hyporexia. Therefore, medication with guanfacine was started up to 4 mg per day, adjusted by weight. With this dose there was a control of the tics, with improvement of the symptoms of inattention and impulsivity. In different spheres an improvement in their functionality was observed, with improvement in mood, self-esteem and academic performance.

Conclusions: Neurofibromatosis type 1 is a rare monogenic disorder with a varied presentation (ophthalmologic, dermatologic and predisposition to tumor development). Patients have been shown to present with symptoms of inattention and executive function impairment, along with other neurodevelopmental disorders such as autism spectrum disorders, learning disabilities or intellectual disability. The literature shows that up to 60% of them has ADHD criteria.

Disclosure: No significant relationships.

Keywords: neurofibromatosis; ADHD; TICS; Comorbidity

EPV0159

Efficiency of voluntary auditory-speech memory in younger schoolchildren with different types of dysontogenesis

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doi: 10.1192/j.eurpsy.2022.1095

Introduction: Assessing of voluntary auditory verbal memory, mediated or non-mediated by meaning context is an important component of impaired mental or psychic development estimation in children with different types of dysontogenesis.

Objectives: Investigation of memory in children with mental disorders

Methods: Participants: Children 9-12 years: ND - 25 normal development (14 boys), F70 - 31 with mild mental retardation (18 boys), F20.8 - 15 children with childhood type of schizophrenia (11 boys) and F21 - 29 with schizotypal disorder (22 boys). Learning of 10 words, simple (SPA) and complex (CPA) paired associations. Assessing Parameter - auditory-speech memory efficiency in each of techniques. Mann-Whitney criterion.

Results: There were significant differences in memory efficiency of 10 words between F21 and F70 ($p \leq 0.01$) and F70 and F20.8 ($p \leq 0.05$). Simple paired associations - no differences between all groups. Complex paired associations: F21 and F70 ($p \leq 0.05$), F21 and F20.8 ($p \leq 0.01$). ND - significant differences in memory efficiency of 10 words with all groups (F21 - $p \leq 0.01$, F20.8 - $p \leq 0.05$, F70 - $p \leq 0.01$). SPA: significant differences with all groups ($p \leq 0.01$). CPA - significant differences words with all groups (F21 - $p \leq 0.05$, F20.8 - $p \leq 0.01$, F70 - $p \leq 0.01$).

Conclusions: Common features of working memory in children with diseased type of development: - improved memorization with

introduction of strong semantic connections for all types of dysontogenesis. For complex connections in different groups we suppose different mechanisms of destroyed memory: F70 - low level of thinking, F20.8 - decreasing in mental activity or as a result of forming defect.

Disclosure: No significant relationships.

Keywords: children with mental and psychic disorders; voluntary auditory-verbal memory

EPV0161

Impact of Cyberbullying on Adolescent Mental Health in the midst of pandemic – Hidden Crisis

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doi: 10.1192/j.eurpsy.2022.1096

Introduction: Cyberbullying has become more prevalent with the increased use of social media among younger population. It is more harmful than traditional bullying as it can happen at any time, has a much wider audience, and can invade personal space. YouTube, Instagram and Snapchat are the most popular online platforms among teens. The victims of cyberbullying can present with social anxiety (41%), depression (37%), suicidal thoughts (26%) among many others (self-harm, substance use, etc). In the past year, these numbers have significantly risen due to switch to virtual learning due to the pandemic, hence the risk of exposure to cyberbullying has risen.

Objectives: To study the impact of cyberbullying on Adolescent Mental health

Methods: A review of articles (2016-2021), was done using PubMed and Google scholar focusing on impact of cyberbullying in children and young adults.

Results: John et al group showed that both victims [OR- 2.10 (95% CI 1.73-2.55)] and perpetrators [OR 1.21 (95% CI 1.02-1.44)] have increased risk of exhibiting suicidal behaviors. Kwan I et al group showed a negative association between cyberbullying and mental health. One study suggested that during the pandemic there has been increased online perpetrators due to increased amount of fear and anger which has projected in the form online aggression.

Conclusions: There is an increase in prevalence of cyberbullying with young population spending more time on internet and social media. Psychoeducation of parents and mental health experts is needed to recognize early warning signs in order to take steps for early intervention.

Disclosure: No significant relationships.

Keywords: social media; cyberbullying; adolescent mental health

EPV0162

Psychotic Symptomatology in Adolescents with Autistic Spectrum Disorder

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doi: 10.1192/j.eurpsy.2022.1097

Introduction: INTRODUCTION: Patients with autistic spectrum disorders may exhibit symptoms that can also appear in psychotic disorders, such as isolation and difficulties in social interaction. In addition, these patients may also present psychotic symptoms throughout their lives, sometimes difficult to differentiate from the patient's own idiosyncrasies.

Objectives: OBJECTIVES: To deepen the knowledge of the comorbidity of autism spectrum disorders, in particular psychosis, as well as the differential diagnosis in order to establish an adequate treatment plan and a multidisciplinary approach.

Methods: METHODS: A detailed description is given of two cases of adolescents diagnosed with Autistic Spectrum Disorder who have presented time-limited psychotic symptomatology in the last year. In addition, a literature search was conducted on the comorbidity of psychosis in patients with ASD.

Results: RESULTS: Both patients have required several hospital admissions to psychiatric units when they have had psychotic decompensations and psychopharmacological treatment with anti-psychotics has been initiated.

Conclusions: CONCLUSIONS: Patients with autistic spectrum disorders have a wide comorbidity. Psychosis can appear in these patients, often starting in adolescence, a time when social demands increase and patients can become decompensated. They require rapid, multi-level intervention.

Disclosure: No significant relationships.

Keywords: autistic spectrum disorder; comorbidity; Psychosis; Adolescents

EPV0163

Attitude Toward Disorder as Risk Factor for Psycho-Emotional Disturbances in Children with Dysphasia

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doi: 10.1192/j.eurpsy.2022.1098

Introduction: Dysphasia is widespread among children. Awareness of speech difficulties and emotional attitude toward them may influence different aspects of mental activity. The issue is important for development assessment and discussion on potential risk factors causing other mental disorders.

Objectives: The aim of the study was to analyze how children with dysphasia perceive their speech defect and how it influences their behaviour.

Methods: 15 children with dysphasia aged 5 years (6 boys, 9 girls) participated in the study. The following methods were used: not included and included observation in a speech therapy group for 6 months, semi-structured interview with educators.

Results: Observation and interviews enabled to discover two groups featuring different attitudes. 1) The first group (n=12) included children who ignored their speech difficulties. Behavioral and speech activity was confident and spontaneous. Children demonstrated difficulties in planning and regulation of activity, low level of self-criticism. In failure situations, children demonstrated