

Methods: The sample: 101 respondents (44 rarely ill younger adolescents (mean age 10.6 ± 0.1), 57 frequently ill younger adolescents (mean age 10.5 ± 0.43)). We used: "Short Health Anxiety Inventory" (SHAI; Salkovskis et al., 2002), Questionnaire "Index of attitude toward health" (Deryabo, Yasvin, 1999), CPQ (Porter, Cattell, 1985).

Results: The results of multiple regression analysis for a sample of younger adolescents showed that the scale of actions to preserve and promote health and factor I (sensitivity) make up the level of severity of the general scale of health anxiety in rarely ill younger teenagers (-0.476 , $p=0.045$; 0.628 , $p=0.039$). Health anxiety is determined by factor O (anxiety) in frequently ill younger teenagers (0.316 , $p=0.029$).

Conclusions: Health anxiety can be viewed as a non-pathological construct associated with personality traits and behavior and has structural differences depending on the diseases' frequency. Research is supported by the Russian Science Foundation, project No. 21-18-00624.

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Keywords: health anxiety; frequently ill adolescents; subjective pattern of health

EPV0154

Adolescent cognitive peculiarities and the sense of emerging adulthood

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Introduction: The feeling of becoming an adult plays the role of central new mental formation reflecting the specificities of emotional experience and whole new mental state during adolescent development that is often misaligned with present day society attitude to adolescents. The study was conducted to explore the relationship linking cognitive peculiarities of senior adolescents and the sense of emerging adulthood

Objectives: This research was conceptualized to explore the way cognitive development peculiarities affect the progress in solving tasks of the transition to adulthood from the point of view of objective growing-up and subjective assessment of feeling of becoming an adult.

Methods: The study was based on Betensky's Adolescent Window Triptych, Akimova's Intelligence Test for Seniors, Landgarten's Personality Collage, Sacks-Levy's IST, Adolescent Social Self-Portrait Essay (D.B. Elkonin) and included 68 participants aged 15-17 years.

Results: Self-criticism degree in cognition of elder adolescents has an effect on the progress in solving specific tasks of the transition to adulthood (such as high degree of maturity in intellectual activity ($rs=.50$; $p=.002$) and cognitive autonomy ($rs=.36$; $p=.032$), understanding importance of personal professional development ($rs=.40$; $p=.059$) and high value of having a family ($rs=.39$, $p=.02$). Also correlation regression analysis provides support for high correlation between self-esteem of personal autonomy, intellect (in solving tasks for conceptual thinking), emotional autonomy and social/moral maturity variables.

Conclusions: It was confirmed that cognitive peculiarities of elder adolescents (such as academic intelligence, maturity in intellectual activity and cognitive autonomy) have an effect on the progress in solving specific tasks of the transition to adulthood.

Disclosure: No significant relationships.

Keywords: Adolescents; emerging adulthood; self-critical cognitions; cognitive autonomy

EPV0155

Psychological problems in tunisian children during the covid-19 pandemic

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Introduction: The Covid-19 outbreak and the subsequent lockdown have profoundly impacted families' daily life. Children may be among the most exposed to the psychosocial consequences of the pandemic.

Objectives: To assess the psychological well-being of children during the COVID-19 pandemic.

Methods: This was a descriptive study shared on social media during the period from 8 to 20 April 2021, targeting mothers of children aged 2 to 18 years. The first part included socio-demographic data of mothers and children. Then, to assess the behavior and coping skills of children and adolescents, we administered the Strengths and Difficulties Questionnaire (SDQ).

Results: Our study included 65 middle-aged moms = 35.28 years. Among mothers, 1.5% reported having at least one child with a psychiatric, medical or genetic illness. The average age of the children was 8.54 years, the sex ratio was 1.03 and they were in primary school in 52.3%. Moms had talked to their child about COVID in 93.8%, using scientific data in 69.4% of cases. The total average SDQ score was 10.82; and overall mental health was at risk in 15.4% of the children. They had risky emotional symptoms in 9.2%, risky aggressive behaviors in 12.3%, risky hyperactivity-inattention symptoms in 16.9%, relationship behaviors with at-risk pairs in 24.6%, and risky prosocial behavior in 9.2% of cases.

Conclusions: Researchers and government officials should be more concerned about the mental health of children who are often neglected as a result of the pandemic due to their comparatively lower mortality than older adults.

Disclosure: No significant relationships.

Keywords: psychological well-being; tunisian children; Covid-19 pandemic; psychological problems

EPV0156

German-style board games in the mental development of children

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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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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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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