

Introduction: Specific Learning Disorder (SLD) is a significant comorbidity in children with Attention Deficit Hyperactivity Disorder (ADHD). Both ADHD and SLD are neurodevelopmental conditions that share common characteristics, such as deficits in executive functions. Identifying SLD in patients with ADHD is crucial because targeted educational interventions are the primary treatment for SLD.

Objectives: This study aimed to evaluate the utility of the Stroop Test (ST) in differentiating SLD from ADHD.

Methods: 79 patients (42 with ADHD and 37 with both ADHD and SLD) participated in the study. Sociodemographic information and ST performance metrics (completion time, omission errors, and commission errors) were collected by a child and adolescent psychiatrist. Additionally, parents completed the Turgay DSM-IV ADHD Rating Scale to assess the severity of ADHD symptoms.

Results: There were no significant differences between the ADHD and ADHD+SLD groups regarding age, gender, or ADHD symptom severity. The ADHD+SLD group exhibited longer completion times across all sections of the ST. Omission errors in the fourth and fifth sections were significantly higher in the ADHD+SLD group. After adjusting for age, gender, and ADHD symptom severity, the completion time in the fifth section and omission errors in the fourth and fifth sections remained significant. Receiver Operating Characteristic (ROC) analysis identified cut-off scores for the fifth section's completion time (42 seconds; Sensitivity: 0.62, Specificity: 0.66) and omission errors (1 error; Sensitivity: 0.64, Specificity: 0.61). Moreover, omission errors in the fifth section predicted being in the ADHD+SLD group ($p = .006$, Odds Ratio [OR] = 1.527, 95% CI = 1.127–2.068).

Conclusions: The findings suggest that the ST may be a valuable tool for diagnosing SLD in patients with ADHD. In particular, the completion time and omission errors in the fifth section of the ST may serve as practical diagnostic indicators. Further research with larger sample sizes is necessary to confirm these results.

Disclosure of Interest: None Declared

EPP104

Challenges and Parental Perspectives on Sexual Education for Children and Adolescents in Tunisia: A Cultural Insight

A. Hadj Salah^{1*}, S. Iben Khedher¹, A. Haouala¹, I. Batbout¹, M. Ben Mbarek¹, F. Zaafrane¹, A. Mhalla¹ and B. Amamou¹

¹Psychiatry, Fattouma Bourguiba Hospital, Monastir, Tunisia

*Corresponding author.

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Introduction: School-based sexual education aims to provide children and adolescents with the knowledge and values necessary for a positive view of their sexuality within their emotional and social development. However, sexual health education in Tunisian schools remains controversial, particularly among parents.

Objectives: To assess parents' perceptions of school-based sexual education and identify challenges related to sexual health education in Tunisia.

Methods: This descriptive study, conducted from September to October 2021, involved 154 parents from various Tunisian governorates. Participants completed a self-administered questionnaire in classical Arabic distributed via online groups. The survey explored perceptions of sexual education and identified key challenges.

Results: Of the participants, 55.8% ($n = 86$) were aware of the national sexual education program, but only 13.6% ($n = 21$) knew its content. A majority (81.8%; $n = 126$) supported school-based sexual education. Key topics for discussion included the human body and its development (77.3%), moral values, rights, and culture (68.8%), and violence and safety (68.2%). Most parents preferred discussions to start in middle school (46.1%; $n = 71$) or primary school (30.5%; $n = 47$), with only 6.5% ($n = 10$) advocating for earlier education.

Parents, healthcare professionals, and teachers were seen as primary educators (68.2%; $n = 105$; 64.3%; $n = 99$; 63%; $n = 97$). While 55.8% recognized sexual rights as part of human rights, only 39.53% ($n = 34$) were knowledgeable about these rights. Only 29.1% of parents ($n = 46$) regularly discussed sexuality with their children. Despite the general value placed on sexual education and minimized concerns about negative consequences, some parents worried about risks such as early sexual activity. On a scale of 1 to 10, half of the participants (50%; $n = 77$) rated the importance of sexual education at 8/10 or higher.

Conclusions: The study highlights the need for sexual education programs tailored to Tunisia's cultural context. Despite strong parental support (81.8%) and acknowledgment of essential topics like human development and moral values, only 13.6% are familiar with the program content. Challenges include concerns about cultural fit and potential negative impacts. Engaging parents, educators, and health professionals is crucial for overcoming these challenges. Further research should explore these cultural dynamics and assess.

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EPP105

The Impact of Parental Screen Time on Children's Mental Health. Systematic review and meta-analysis

A. Leonova^{1*}, K. Markin², K. Vasilchenko³ and E. Nemtseva⁴

¹Pain Treatment Clinic, Tyumen; ²S. M. Kirov Military Medical Academy, Saint Petersburg, Russian Federation; ³The Human Artificial Control Keren (HaCK) lab, Azrieli Faculty of Medicine, Bar-Ilan University, Safed, Israel and ⁴Orenburg State Medical University, Orenburg, Russian Federation

*Corresponding author.

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Introduction: In the past decade, techno-referentiality has increasingly influenced daily life, illustrating how technology can disrupt human relationships. A notable example of this phenomenon is "phubbing"—a combination of "phone" and "snubbing"—which refers to the act of ignoring someone in favor of engaging with a mobile phone, leading to diminished eye contact and interest during face-to-face interactions. Recent research has highlighted

“parental phubbing,” suggesting it may adversely affect parent-child relationships and contribute to developmental and mental health issues in children and adolescents.

Objectives: This study seeks to investigate the potential effects of parental phubbing on the mental health and development of children.

Methods: We conducted a systematic review and meta-analysis using Nested Knowledge software, adhering to PRISMA guidelines. Our search encompassed five databases: PubMed, Scopus, PsycINFO, Web of Science, and EBSCO. The inclusion criteria for studies were:• Cross-sectional or longitudinal design.

- Quantitative data on parental phubbing and its potential impact on children's mental health symptoms and developmental disorders.
- Studies involving children aged 0 to 18-21 years.
- Publications in peer-reviewed English-language journals.

The methodological quality and risk of bias in the included studies were assessed using the JBI Critical Appraisal Checklist. Publication bias was evaluated through funnel plot analysis and Egger's regression intercept. Meta-analyses were performed using Jamovi with the MAJOR module, applying the Fisher r-to-z transformation for correlation coefficients. A random-effects model was used, and heterogeneity was estimated with the restricted maximum-likelihood estimator. Sensitivity analyses were conducted to ensure the robustness of the findings.

Results: Our search identified 26 studies involving 22833 children and 2125 parents. We developed a unified theoretical model of the direct and mediating effects of parental phubbing on child mental health. The meta-analysis revealed that parental phubbing was significantly associated with:

- Increased affective symptoms in children ($k=10$; $r=0.319$; 95% CI [0.269, 0.370]).
- Higher levels of aggression or deviant behavior ($k=3$; $r=0.260$; 95% CI [0.134, 0.386]).
- Greater internalizing problems ($k=4$; $r=0.242$; 95% CI [0.166, 0.319]).
- More externalizing problems ($k=4$; $r=0.158$; 95% CI [0.081, 0.234]).

Additionally, parental phubbing was negatively correlated with children's self-esteem ($r=-0.233$; 95% CI [-0.315, -0.150]).

Conclusions: This meta-analysis underscores the significant harm that parental phubbing can inflict on children's emotional and social well-being. To safeguard and enhance children's development, it is crucial to implement strategies that promote more mindful technology use and foster stronger, more engaged parent-child relationships.

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EPP107

Between Sensitivity and Specificity – an analysis of the relationship between the clinical picture, diagnostic delays and co-morbidity among adolescents with autism spectrum disorders

K. M. Wilczyński^{1*}, A. Stasik², L. Cichon¹, I. Jelonek¹ and M. Janas-Kozik¹

¹Department of Psychiatry and Psychotherapy of Developmental Age, Medical University of Silesia, Katowice and ²Department of Psychiatry and Psychotherapy of Developmental Age, John Paul 2nd Child and Family Health Center, Sosnowiec, Poland

*Corresponding author.

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Introduction: Early diagnosis of ASD a very important factor in improving the quality of life of people on the spectrum. Isolated reports that analyse the effect of age of diagnosis on the comorbidity indicate a statistically significant relationship between these parameters. However, the literature on this subject is very poor and does not take into account the risk of self-aggression and suicide in this context.

Objectives: In this two-stage study we have aimed to analyse the risk of comorbidity, specific diagnoses, and the risk of autoaggression and suicidality depending on the age of diagnosis of ASD as well as we have tried to answer the question of what factors affect the age of diagnosis in Poland.

Methods: First stage of the study was carried out in the form of a retrospective analysis of the documentation and, in total, included the documentation of 328 people who comprised all patients with ASD diagnosis hospitalised in inpatient and diagnosed in outpatient clinic of our Department in 2021 and 2022. Subsequently in the second stage 77 children were randomly recruited among the patients with the diagnosis of ASD who came to local mental health clinic at the Child and Family Health Center in Sosnowiec for the more detailed analysis.

Results: In the first stage the mean age of diagnosis of ASD in the overall group was 11.28 years. The late diagnosis of ASD was also statistically significantly associated with the risk of psychiatric comorbidity. Furthermore in the logistic regression analysis, each subsequent year of diagnosis delay was statistically significantly associated with the risk of suicidal ideation with OR=1.29 (95%CI: 1.17-1.42; $p<0.000001$). Statistically significant parameters shaping the time of ASD diagnosis were: mutual communication, the ability to establish peer relationships and the appearance of atypical social behaviours. In the second stage of the study the mean age of the first enrollment in the mental health clinic was 9.09 years for girls and 6.42 for the boys. The age of the first visit to mental health clinic was correlated only with the total score of the ADOS-2 study ($\rho = -0.32$; $p = 0.0092$) and the ADOS-2 social affect subscale ($\rho = -0.29$; $p = 0.012$). Meanwhile, the time it took for a specialist to diagnose ASD depended on the TAS-20 score ($\rho = -0.30$; $p = 0.0049$).

Conclusions: The results of the study indicate that the diagnosis of ASD is still a significant problem both in Poland and in the world. The long time needed to obtain the correct diagnosis is a common problem. Furthermore delaying the correct diagnosis has a significant negative impact on function, health and prognosis in patients with ASD in many contexts. Inter alia in the analysed group it was responsible for a significant increase in risk of suicidal ideations.

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