Image 2:

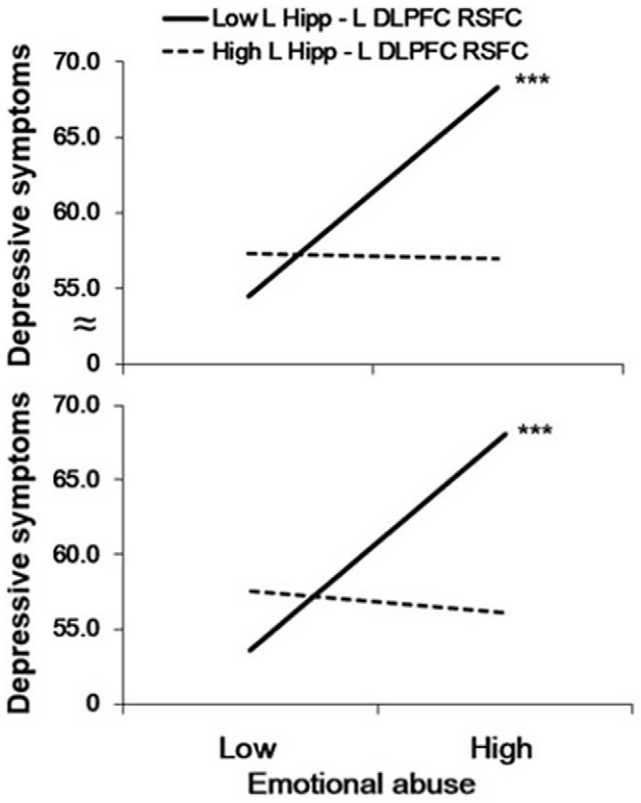


Figure 2. Emotional abuse x bilateral hippocampus – left DLPFC RSFCs predicting depressive symptoms (*** $p < .001$). RSFC, resting-state functional connectivity; R Hipp, right hippocampus; L Hipp, left hippocampus; L DLPFC, left dorsolateral prefrontal cortex

Conclusions: Our findings suggest the important role of hippocampus RSFC with the DLPFC in the relationship between emotional abuse and depressive symptoms in adolescents with MDD.

Disclosure of Interest: None Declared

EPP100

Impact of ADHD Subtypes, Cognitive Disengagement Syndrome and Anxiety on Memory Functions and Visuospatial Skills in Children with ADHD

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Introduction: Children with Attention Deficit Hyperactivity Disorder (ADHD) may experience impairments in memory functions and visuospatial skills. Despite this, research exploring the relationship between ADHD subtypes, psychiatric comorbidities, and these neurocognitive functions is limited. This study focused on cognitive disengagement syndrome (CDS) and anxiety as comorbid conditions, both of which independently impact neurocognitive functions. However, the combined effects of these conditions with ADHD remain poorly understood. Moreover, investigating how CDS influences neurocognitive domains is essential for a comprehensive understanding of the syndrome's cognitive aspects. Therefore, identifying the factors that impact memory functions and visuospatial skills in children with ADHD is expected to facilitate the recognition of cases at risk.
Objectives: This study aimed to investigate the relationship between ADHD subtypes, psychiatric comorbidities, and memory functions and visual spatial skills in children with ADHD.
Methods: The study recruited 120 children with ADHD aged 6-12 years. ADHD subtypes, anxiety, and CDS symptoms were assessed using standardized scales and DSM-5-based psychiatric evaluations. The participants were then administered the Visual Reproduction Subtest of the Wechsler Memory Scale, Oktem Verbal Memory Processes Test , Block Design Subtest of the WISC-IV, Judgment of Line Orientation Test and Benton Visual Recognition Test to measure visuospatial skills and working memory functions.
Results: The results showed that 28% of the sample group was diagnosed with inattentive type ADHD (ADHD-IN), while 72% were diagnosed with combined type ADHD. Additionally, 33.33% of participants had CDS+ADHD. When comparing children with CDS + ADHD to those with ADHD alone in terms of visual-spatial and organizational processing abilities, it was found that those with CDS + ADHD were impaired. Children with ADHD-IN also scored lower on a verbal memory test compared to those with combined-type ADHD. On the other hand, anxiety scores were found to be positively correlated with memory functions.
Conclusions: The study found that ADHD subtypes, the presence of CDS symptoms, and anxiety impact the neurocognitive profile of children with ADHD. Further research is needed to understand the various areas of cognitive function that may be affected. The authors declare that they have no conflicts of interest.

Disclosure of Interest: None Declared

EPP101

Can the Stroop Test Be Useful in Differentiating Specific Learning Disorder from Attention Deficit Hyperactivity Disorder?

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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

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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.

Disclosure of Interest: None Declared

EPP105

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

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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