Conclusions: These results suggest that the association of stress with certain psycho-social factors helps the deterioration of self-esteem in adolescents and vice versa.
Having high self-esteem may protect the individual from psychological vulnerabilities such as stress and help him/her to cope with them.

Disclosure of Interest: None Declared

EPP0802

Emotional Intelligence and Attention-deficit/ hyperactivity disorder (ADHD)

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Introduction: Attention-deficit/hyperactivity disorder (ADHD) is the most common neurodevelopmental disorder in children and adolescents. It is characterized by age-inappropriate inattention/ impulsiveness and/or hyperactivity symptoms.
However, emotional symptoms are frequent in patients with ADHD and may, in some cases, be responsible for a major part of the negative impact on functioning and outcome.
It is now well established that a large number of children with ADHD and without any comorbid disorder exhibit symptoms of emotional lability.
Recently , given the importance of the impact of emotional symtoms , several authors have argued that emotional intelligence affects health and is essential for success in academics as well as life in general and it is defined as the ability to perceive, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; and the ability to regulate emotions to promote emotional and intellectual growth.
Objectives: •Our research aimed to evaluate and compare the emotional and social functioning of two groups of children, with and without ADHD , aged 6 to 19 .
Methods: •One hundred twenty child (N=60 ADHD, N = 60 Control cases) were assessed with the **BarOn Emotional Quotient Inventory: Youth Version (BarOn EQ-i:YV™),** providing an estimate of their underlying emotional and social intelligence.
•The BarOn EQ-i:YV is specifically designed to assess the coping skills, adaptability, and well-being of children and teenagers.
•Children with ADHD and control cases were compared with each other.
Results: •The results showed that the Emotional Quotient (EQ) was significantly lower in the group of children with ADHD **(p=0.01)**.
•Also, our results showed that there are statistically significant differences in **intrapersonal skills** (p<0.0010) **Adaptability Scale** (p=0.005) ; **General Mood Scale** (p=0.004) and **positive impression** (p = 0.001) of emotional intelligence between children with ADHD and control cases. Thus, the first group got lower scores than the second one in all aspects.
Conclusions: •ADHD is a disorder that affects the life quality of the person who suffers from it in the personal and social areas. Therefore, the emotional intelligence study in individuals with this diagnosis is important.
•And considering the fact that abilities associated with emotional intelligence can be learned and improved, emotional intelligence can be thought as a target for therapy by individualized education for patients with ADHD who have inadequate abilities compared to the healthy population .

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Comorbidity/Dual Pathologies 02

EPP0803

Neuropsychiatric manifestations in Cornelia de Lange syndrome

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Introduction: Cornelia De Lange syndrome (CdLS) is a dominant and rare genetically heterogeneous syndrome. It is characterized by a large phenotypical spectrum going from a classical to a non-classical form affecting multiple organ systems including central nervous, locomotor, skin, gastrointestinal, immune and endocrine systems in association with specific dysmorphic features. Neuropsychiatric manifestations represent a hallmark of CdLS phenotype.
Objectives: The aim of this study is to describe the neuropsychiatric features of Cornelia De Lange syndrome.
Methods: This is a descriptive and retrospective study compromising unrelated Tunisian patients diagnosed clinically and genetically with CdLS during the period between 2002-2021. Each patient underwent a comprehensive clinical evaluation. In this study, we focused on neuropsychiatric and behavioural phenotype specifying intellectual disability(ID), language delay (LD), autism spectrum disorder (ASD), hyperactivity, aggressivity, specific learning disorder(SLD), sleep problems, compulsive behaviours and social anxiety disorders during adolescence.
Results: A total of nine patients were included in this study. ID was present in all the evaluated patients with different level of severity evolving from mild (8/9) to severe (1/9). LD in absent of hearing problems was detected in two patients. Hyperactivity was found in three patients. Aggressivity was discovered in one patient in a form of self-injurious behaviour in one patient and hetero-aggressivity in another. None of our patients was diagnosed with ASD. Sleep problems such as frequent night-time awakenings were observed in one patient. All patients at age of schooling presented different levels of SLD. None of our patients was diagnosed with anxiety or compulsive behaviours.
Conclusions: Our results support the implication of behavioural and psychiatric features in CdLS phenotype. All of symptoms described in the literature were present in our patients. Further evaluation of our patients during their life is important to reveal age-related features such as anxiety or compulsive behaviours. These features can be used to inform specific psychiatric assistance