a history of ES, subgroup B - 35 children with EEG SEA without ES, subgroup C - 19 children with ASD having EEG SEA, RMV (motor stereotypes, motor tics and/or vocal tics). The control group consisted of 39 children with ASD non a history of ES and EEG SEA.
Results: : Children with ASD, complicated by severe and frequent ES are charactered by impaired social reciprocity and communication against the background of regression / stagnation of speech and motor skills development (aOR: 2,7 [1,7-4,8]). Disoders of communication and repetitive behavior in ASD in children of different ages are represented by different monoqualitative syndrome (phenotypes). Movement stereotypes predominated in children with ASD without ES and without EEG SEA (aOR: [1,8-7,9]). In children with ASD and EEG SEA, motor stereotypes and repetitive behavior were equally common ([SD] 2.1 -1, P =0.81).
Conclusions: : Disorders of social reciprocity, communication, repetitive behavior are diagnostically significant for ASD complicated by ES, ASD with EEG SEA.

Disclosure: No significant relationships.
Keywords: autism spectrum disorders; epileptic seizures; repetitive behavior

EPP0315

Evaluation of Risk Factors for Attention Deficit Hyperactivity Disorder in Sri Lankan Children: A school based population study from a developing nation

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Introduction: Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common psychiatric disorders of childhood with significant impairment in overall functioning and associated psychiatric comorbidities. Knowledge of determinants is vital for the development of effective preventive strategies and tailor made interventions.
Objectives: The study was aimed at determining risk factors for the development of ADHD among primary school children (PSC)) in state schools in Colombo district of Sri Lanka.
Methods: An unmatched case control study was conducted consisting of 73 cases (with ADHD) and 264 controls (without ADHD) selected randomly among 6-10 year old PSC from Sinhala medium state schools in Colombo district. Primary Care Givers completed the validated Sinhala version of Swanson, Nolan, Pelham –IV (SNAP-IV-S) scale for the assessment of ADHD and an interviewer administered questionnaire on risk factors. Children's diagnostic status was confirmed by a Consultant Child and Adolescent Psychiatrist following a clinical assessment. Bivariate analysis followed by multivariate regression model identified potential risk factors.
Results: Multivariate analysis revealed, male sex (aOR=3.74; 95% CI=1.67-8.35), lower educational level of the mother (aOR=3.31; 95%CI=1.39-7.98), maternal psycho pathology (aOR=7.28; 95% CI=1.55-34.35), prenatal exposure to passive tobacco smoke (aOR=3.76; 95%CI=1.09-12.95), Birth weight <2500g and /or gestation period of <37 completed weeks (aOR=3.6; 95%CI= 1.48-8.74), neonatal complications (aOR=4.03; 95%CI=1.94-8.32) , minimal leisure time with family (aOR=2.39; 95% CI=1.19-4.82) and subjected to teasing/ bullying (aOR=5.03; 95% CI=2.47-10.25) as significant predictors of ADHD.
Conclusions: Primary prevention focusing on strengthening neonatal, maternal and child health services needs highlighting together with special emphasis on the need for anti-bullying policies in state schools.

Disclosure: No significant relationships.
Keywords: Primary School Children; Sri Lanka; risk factors; adhd

EPP0316

Psychological well-being in Hungarian students with specific learning disorders (SpLD)

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Introduction: The specific learning disorders (SpLD) are neurology based development disorders which are characterized by significant difficulties in acquiring learning skills. SpLD are often accompanied by mental health problems because of emotional and behavioral consequences of the diagnosis. While the presence of SpLD can worsen psychological well-being among school aged children, resilience factors can neutralize these harmful effects.
Objectives: The aim of this research is to identify protective factors promoting development of psychologial well-being and mental health in adolescents with SpLD compared to a control group of peers without this diagnosis.
Methods: Hungarian primary school students (N = 174; M = 13.34 years, SD = 1.14) participated in the study aged between 11 to 15 years. Of these, 23.6% students had a SpLD diagnosis. Participants completed a paper pencil-based questionnaire that included: EPOCH Psychological Well-being Questionnaires of Adolescent, WHO Well-being Index, Satisfaction With Life Scale, Multidimensional Perceived Social Support Scale, The Connor-Davidson Resilience Scale, and Self-regulation Scale.
Results: Psychological well-being in both groups shows positive correlation ($p<0.01$) with general well-being, satisfaction with life, social support, self-esteem and self-control. In the SpLD group, the engagement and connectedness subscales do not relate to the general well-being and life satisfaction, in contrast with the control group in which these are associated with both. Self-control shows stronger correlation with general well-being and with engagement and connectedness subscales as compared to the control group ($p<0.01$).
Conclusions: There are differences in contributing factors of general psychological well-being in adolescents with SpLD and those without this diagnosis.

Disclosure: No significant relationships.
Keywords: specific learning disorders; Adolescents; psychological well-being; resilience

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