

insufficient and contradictory results, and the follow-up and treatment of these individuals could be a stress factor and a stigma. Some studies are looking for reliable markers of evolution to schizophrenia in order to establish adequate protocols for detention, follow-up and treatment.

Disclosure of Interest: None Declared

EPV0725

Specifics of anticipatory competence of adolescents with speech pathology

A. Akhmetzyanova* and T. Artemyeva

Department of Psychology and Pedagogy of Special Education, Kazan Federal University, Kazan, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1367

Introduction: Adolescents with speech pathology experience disturbances in sound pronunciation, phonemic processes, poor vocabulary, insufficiently formed grammatical structure, and disturbances in coherent speech. The specifics of the emotional-volitional sphere of adolescents in this group are anxiety, isolation and negativism prevent the establishment of full social contacts with peers and adults and complicate the formation of their anticipatory competence.

Objectives: Studying the specifics of the anticipatory competence of adolescents with speech pathology.

Methods: The study involved 56 adolescent children aged 11-15, attending an educational institution for children with disabilities, diagnosed with general speech impairment level 2. The study was carried out using the following methods: "Achenbach Questionnaire", "Test of Anticipatory Consistency" by V.D. Mendelevich, "Anticipation of the outcome of a situation with a violation of the norm" by V.P. Ulyanova and the author's methodology "Studying the anticipatory competence of adolescents" by Akhmetzyanova A.I., Artemyeva T.V.

Results: It was revealed that adolescents with speech pathology experience difficulties in mastering the material, it is difficult for them to concentrate their attention on the task and bring the work they have started to the end. Adolescents of this nosological group face difficulties in predicting the outcome of situations and the consequences of their own behavior in a situation of social interaction, find it difficult to control time in the process of doing homework and organizing leisure time, make a forecast of various situations that may arise at school and family, make new acquaintances, and communicate freely with parents, teachers and peers.

Conclusions: The level of speech development influences the formation of personal-situational, speech-communicative anticipatory competence of adolescents, and the ability to predict speech situations. Teenagers with speech pathology need help from adults. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

Disclosure of Interest: None Declared

EPV0726

Specifics of socialization of children with autism spectrum disorders

A. Akhmetzyanova*, T. Artemyeva and A. Minullina

Department of Psychology and Pedagogy of Special Education, Kazan Federal University, Kazan, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1368

Introduction: One of the important tasks of modern education is the adaptation of children with autism spectrum disorders to the social space, which allows them to ensure their personal development and self-realization.

Objectives: Study of the specifics of the socialization of children of preschool age with autism spectrum disorders.

Methods: The study involved 27 preschool children with autism spectrum disorders attending an educational institution for children with disabilities; 6 were girls and 21 were boys; 20 children with intact speech and 7 children with speech disorders. The following methods were used: "Map of manifestations of activity by A.M. Shchetinina, N.A. Abramova; "Map of observations of the manifestations of communicative abilities in preschool children" A.M. Shchetinina, M.A. Nikiforova; "Emotional faces" N.Y. Semago.

Results: It was found that children with autism spectrum disorders have the greatest severity of such activity indicators as "is in a good mood" (1.67), "shows stubbornness" (1.56) and "shows great mobility" (1.56). Among the manifestations of communicative abilities in preschool children, the most developed parameter is: "sincere in his statements, in the manifestation of his feelings" (2.07). At the same time, the lowest expression of communication skills (0.96) in children with autism spectrum disorders is observed in terms of: "has organizational skills", "the child seeks to understand the other, his thoughts, feelings"; "observant, sees and realizes the characteristics of other children and adults". The least pronounced indicator is observed in the indicator of initiative; children do not show initiative in communication, have difficulty understanding and supporting the initiative of another child in an interaction situation. Children have a low level of operational communicative actions and skills: children are not expressive in communication, do not master verbal means of communication and are not able to maintain contact with communication partners.

Conclusions: The results obtained in the study confirm the need to develop and implement psychological and pedagogical programs aimed at developing social skills in preschool children with autism spectrum disorders. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

Disclosure of Interest: None Declared

EPV0727

Anticipatory competence of adolescents with movement disorders in the prevention of deviations

A. Akhmetzyanova* and T. Artemyeva

Department of Psychology and Pedagogy of Special Education, Kazan Federal University, Kazan, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1369

Introduction: Anticipation is the most valuable component of the regulatory side of human behavior. Adolescence is a sensitive period in relation to the formation of an anticipatory and prognostic system, which in turn provides an opportunity to assess causal relationships and evaluate the consequences of actions taken.

Objectives: Study of the anticipatory viability of adolescents with long-term disorders in the prevention of deviations.

Methods: The study involved 46 adolescents aged 11-15 studying at a specialized boarding school for children with disabilities. The observational method was used as well as the author's methodology "Studying the anticipatory solvency of adolescents" Akhmetzyanova A.I., Artemyeva T.V.; "Diagnostic questionnaire for identifying propensity to various forms of deviant behavior for students of educational institutions" developed by the Department of Psychiatry of the Military Medical Academy named after S.M. Kirov.

Results: The subjects had difficulty predicting the passage of time, with its adequate and rational distribution, including planning their own activities. Adolescents with musculoskeletal disorders had difficulty making a pragmatic and realistic forecast of possible events in communication with other people, as well as predicting the emotional states of interaction participants. Adolescents with movement disorders were characterized by an inadequate assessment of themselves as a subject of professional activity, fixation on the movement disorder, and high levels of anxiety and neuroticism. The subjects showed a tendency to suicidal behavior due to risk factors such as high levels of anxiety associated with self-esteem and anxiety in interpersonal relationships, high affectivity and demonstrativeness, social pessimism and negative prediction of the future. During the correlation analysis, the relationship between spatio-temporal and speech-communicative anticipatory consistency with indicators of deviant behavior - delinquent behavior and deviant behavior was revealed.

Conclusions: The data obtained in the study will allow specialists to timely identify and prevent the development of deviant behavior, as well as build a route for correctional classes with each child. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

Disclosure of Interest: None Declared

Philosophy and Psychiatry

EPV0728

Mental disorders: exploring normality models to distinguish what is normal from what is illness

A. Fernandes^{1*} and M. Gomes²

¹Hospital de Braga, Braga, Portugal and ²Psychiatry Department, Hospital de Braga, Braga, Portugal

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1370

Introduction: When reading about psychopathology what we find described are experiences similar to our own. Psychiatry deals with anguish, fear, motivation, choice, and many other aspects that makes us human. However, even though psychopathology is rooted in common human experience, mental disorders are often outside the experience of those who don't suffer from it. Therefore, the distinction between normality and disease is central to psychiatry.

The DSM proposes that mental disorders are necessarily linked to distress and/or impairment. However, it adds that the syndrome or pattern must not be an expectable response to an event - it excludes "normal" experiences and responses from the realm of mental illness. But how do we distinguish normal distress from illness? This review investigates how different meanings of normality can help us discern the fine line between mental illness and ordinary human experience.

Objectives: We intend to critically examine and compare different models of normality. Additionally, we seek to discern the implications of these models for distinguishing mental disorders from normal mental experiences.

Methods: Review of the literature.

Results: We analyzed definitions and models of normality throughout the literature and selected the most relevant ones according to their popularity and/or strength of argument. Different models of normality (e.g. Biostatistical, Process, Health, Ideal, Biological advantage, etc.) were examined and compared, and the conceptualization of mental disorder was examined through the lens of each of these frameworks. Our investigation reveals the multifaceted nature of normality, with different models offering unique perspectives on mental health. From statistical approaches to cultural considerations, each model contributes distinct criteria for distinguishing what is normal from what is illness. By synthesizing these results, we gain a comprehensive view of the factors influencing the conceptualization of normality in the context of mental health.

Conclusions: This review emphasizes the importance of adopting a nuanced, cautious and multifactorial approach when discerning mental disorders from normal experiences. Rather than relying on a singular definition, our analysis suggests that a comprehensive understanding of normality can help us to better discern what is normal and what is illness.

Disclosure of Interest: None Declared

EPV0729

Phenomenology or constructivism in psychopathology

G. Dzhupanov

State psychiatric hospital for treatment of drug addiction and alcoholism, Sofia, Bulgaria

doi: 10.1192/j.eurpsy.2024.1371

Introduction: Phenomenology is historically fundamental for psychopathology. In recent decades constructivist approaches occur as an alternative. Some consider them quite compatible, others take the reverse stance, arguing for advances of one or the other. This has parallel in discussions and contradictions in philosophy of mind.

Objectives: As Dennett points, there is no science free of philosophy, so it is recommendable to make clear and bear in mind on what kind of philosophy is based contemporary psychopathology.

Methods: Brief review and comparison between phenomenological and constructivist approaches.

Results: There is no doubt, that culture influences self and experience. Culture and social environment shape abnormal experiences as well. In an extreme variant a constructivist statement would sound as "Someone suffers from a disorder because a violation of social norms." The self is considered as socially constructed entirely, in the spirit of Mead. Psychopathological theories are