

Methods: Anonymised questionnaires were used to collect the data. They were given to the patients staying in the department of psychiatry of Children's Clinical University Hospital in Riga, Jugla as well as to some adolescents visiting child psychiatrist in outpatient settings from January till the end of April, 2022. The following personal data were collected - age, gender, family status - as well as information about different factors affecting the mental health of adolescents during the pandemic: how often they spent time with friends, whether or not they have lost any friends, distance learning, seeking help from mental health professionals, quality of sleep and a chance to receive emotional support. Patients also filled Liebowitz social anxiety scale and PHQ-9: modified for adolescents' depression scale.

Results: Restrictions due to pandemic mostly affect the participants negatively, promoting the worsening of social anxiety symptoms in 42% of the respondents with positive results of the Liebowitz scale. Statistically significant connection between social anxiety and depression symptoms was found. During the pandemic most of the patients were more often seeking professional help. Patients with worsening social anxiety symptoms were found to have statistically significant connection to losing friends during the pandemic. Most of the recipients with already diagnosed social anxiety were given this diagnosis during the pandemic (67% of the cases).

Conclusions: The restrictions due to Covid - 19 pandemics negatively affect adolescents including those with social anxiety, promoting the worsening of symptoms as well as prevalence of depression symptoms in these individuals. The results suggest that coping strategies must be implemented in order to decrease the consequences of the pandemic on adolescents.

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EPV0141

Trichotillomania with trichobezoar in 11-year-old girl - difficulties of recognizing the disorder and possible complications: case report

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Introduction: Trichobezoar is a rare entity that primarily occurs as a complication of psychiatric disorders, most often in adolescent and young females suffering from trichotillomania (TTM) and trichophagia. In many cases, children with TTM unwillingly admit hair pulling, deny ingesting hair and often feel ashamed of their disease and try to hide it.

Objectives: Our main aim was to present an uncommon complication of TTM and trichophagia and to point out the importance of early diagnosis and prevention of complications of the disorder. Furthermore, we describe the role of a child's psychological features and family dynamics in etiopathogenesis of TTM, as well as comorbidities and specific clinical presentation.

Methods: Case report.

Results: An 11-year-old girl was admitted to the pediatric department due to abdominal pain. After detailed pediatric differential diagnosis, trichobezoar was diagnosed and she was treated surgically. While she did not deny ingesting her hair, three months after surgery (TTM was dermatologically verified from the beginning of the treatment) she mentioned focused hair pulling for the first time. During individual cognitive behavioral psychotherapy the following was recognized in the patient: perfectionism traits, inhibition in expressing emotions, elements of depression, anxiety. During family psychotherapy elements of alexithymia were observed.

Conclusions: Cooperation among medical experts (pediatrician, dermatologist, child psychiatrist, pediatric surgeon etc.) and awareness of this disorder is important for recognizing it at an early stage and starting the treatment, especially considering habit-forming mechanism, psychiatric comorbidity, emotional distress and preventing other complications including trichobezoars.

Keywords: adolescents, trichobezoar, trichophagia, trichotillomania

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EPV0142

Reading assessment in ADHD and dyslexia in Brazilian teenagers

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Introduction: Attention Deficit Hyperactivity Disorder (ADHD) and Dyslexia are among the most frequent developmental disorders in school-aged students, and both often cause an impact on scholar reading performance. Therefore, it is fundamental to trace the differential profile in reading performance in such diagnoses. Competent reading occurs through the interaction of several cognitive processes, such as decoding, fluency, and oral and reading comprehension, that should be assessed in an evaluation.

Objectives: The study aimed to characterize the performance of students with ADHD and dyslexia.

Methods: We assessed 25 adolescents, aged between 11 and 14 years old, from 6th to 9th year of middle school of public and private schools in Brazil, divided into two groups: the group with ADHD (16 students) and the group with dyslexia (9 students). The diagnoses were established by a multidisciplinary center and there were no comorbidities for any case. The instruments used were: Comprehension Test of Words and Pseudowords II (TCLPP II) to assess decoding (indicate if the word is correct or incorrect); Reading Fluency Test (TFL) to assess fluency in single words and in text reading; Cloze Reading Comprehension Test (TCCL) to measure reading comprehension; and the WISC vocabulary subtest to assess auditory comprehension.

Results: Non-parametric analyzes revealed statistically significant differences in measures of textual comprehension, especially in the tasks that involved decoding and fluency processes, evidencing superior performance of the group with ADHD in these tests. Participants with dyslexia had a significantly higher performance in relation to the number of word omissions, that is, they had lower