

Results: The ANOVA has revealed ($p < .05$) that for all used subtests (Auditory Attention and Response Set, Visual Attention, Statue) the yoga training was superior to the conventional motor training, with effect sizes in the medium-to-high range (0.43-0.88).

Conclusions: The findings from this pilot study suggest that yoga training have positive effect on executive abilities in children with hyperactive-impulsive disorder. It influences predominantly the selective and sustained attention, inhibition, monitoring, and self-regulation. However, it is necessary to do further research into the impact of yoga exercises on the prevention and treatment of hyperactive-impulsive disorder in children.

Keywords: hyperactive-impulsive disorder; executive abilities; yoga training

EPP0119

Measuring bullying victimization through a closed ended question and a validated measure in a population of tunisian adolescents: What difference does it make?

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doi: 10.1192/j.eurpsy.2021.575

Introduction: School bullying is a serious problem among tunisian children and adolesent. In our every day practice, we see a considerable number of suicide attempts among bullying victims. Our study tries to provide more information on this phenomenon, in order to organize efficient prevention measures.

Objectives: Measuring the prevalence of bullying victimization in the town of Sousse-Tunisia Comparing the prevalence found through a validated measurement tool and a closed end question

Methods: It is a cross-sectional study among a sample of 1127 adolescents, aged 12 to 17 years old. The adolescents were divided in two groups the first group, composed of 527 adolescents, answered a closed end (yes/no) question "Have you been a victim of Bullying"; the second group, composed of 600 adolescents, responded to the "adolescent peer relation instrument".

Results: The first group was composed of 48% of boys and 52% of girls with a mean age of $13,24 \pm 0,96$. The second group was composed of 50% of boys and 50% of girls with a mean age of 13.76 ± 1.37 . We found a bullying victimization prevalence of 11% for the first group versus 95.1% for the second group. For both groups we didn't find a significant difference in the prevalence of bullying victimization according to sociodemographic factors except the higher family income that was associates to less bullying victimisation for the first group ($p=0,04$)

Conclusions: The high prevalence of bullying victimization we found using a validated measurement is alarming in terms of the urgency of interventions to prevent bullying in schools.

Keywords: adolescent; bullying; measurment; prevalence

EPP0120

The relationship between self-esteem and bullying behavior among adolescent in tunisia

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doi: 10.1192/j.eurpsy.2021.576

Introduction: Bullying is a serious problem for school youth. It is prevalent across the elementary and secondary school years and it has serious consequences for both bullies and victims.

Objectives: The aim of this study was to investigate the relationship between self-esteem and bullying behavior.

Methods: We conducted a cross-sectional study including children enrolled in two high schools in Sousse, Tunisia. The students were asked to complete two questionnaires: the Adolescent Peer Relations Instrument witch is a multidimensional scale designed to assess bullying involvement both as target and perpetrator and the Rosenberg self-esteem scale.

Results: We recruited 600 adolescent. The mean age of our population was 13.76 ± 1.37 and the sex ratio was 1. More than 95% of adolescent who reported that they had been victims of bullying had a very low self-esteem comparing to those who stated that they had never been bullied (4.4%). Our results have also shown that bullies had a lower self-esteem than children who had not bullied others.

Conclusions: We found that both victims and bullies tend to have low self-esteem. Our findings could help to understand better the role that individual characteristics and personal qualities such as self-esteem play on bullying, and provide the scientific knowledge to develop successful strategies to prevent this phenomenon.

Keywords: self-esteem; bullying behavior; adolescent

EPP0122

Particularities of suicide attempts among adolescents in the region of southern tunisia.

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doi: 10.1192/j.eurpsy.2021.577

Introduction: Adolescent suicide and suicide attempts (SA) present a complex and multifactorial problem that deserves special attention. Identifying particularities of suicidal behavior in this age group is essential in order to identify suffering adolescents.

Objectives: To determine the characteristics of adolescent suicide attempts compared to those of adults.

Methods: It was a retrospective study carried out on a clinical population who consult in the psychiatry department at the Gabes regional hospital during the period from January 1st, 2020 to September 30, 2020. Sociodemographic and clinical data of the patients as well as their family dynamics, their education, their personal and family history, characteristics of the SA and

psychiatric symptoms preceding the act were assessed. We compared two subgroups: patients aged 10 to 19, and those aged 20 and over.

Results: 278 suicide patients were included. 101 of them were adolescents (10–19 years), of which 89 (88.11%) were female. Mean age of suicidal adolescents was 16.5 years. They were mostly living with their families (92.07%). Intentional drug ingestion was more common in adolescents (81.1%) than in adults (40%). Adolescent suicide attempts were correlated with a conflictual family environment ($p=0.04$), exposure to mistreatment ($p=0.001$), the absence of underlying mental disorders ($p<10^{-3}$), the presence of academic difficulties ($p<10^{-3}$) and the presence of a precipitating factor such as family conflict ($p<10^{-3}$) or school failure ($p=0.004$).

Conclusions: A good knowledge of the particularities of suicidal behavior in adolescents is preliminary to support an effective preventive measure targeting both family and school environment

Keywords: Suicide attempts; adolescents; Particularities

EPP0124

Features of interconnection between temperament, self-esteem and aggressiveness in adolescents with mental and somatic pathology

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doi: 10.1192/j.eurpsy.2021.578

Introduction: Adolescence can manifest different in norm and in illness. It's important to find common characteristics of adaptation with different types of ontogenesis, or leading manifestations of disease

Objectives: Three adolescence (boys&girls) sample: normal – 22, middle age 16, cardio pathology – 7, middle age 16, psychopathology – 12, middle age 15

Methods: Direct self-esteem by Dembo-Rubinstein (DR) test and indirect self-esteem by color attitude test by Etkind (CAT), Structure of Temperament Questionnaire (STQ-77), Buss-Perry Aggression Questionnaire (BPAQ).

Results: Significant differences (criteria Kruskal–Wallis) were obtained on scales BRAQ “Hostility” ($H=8.430, p<0.015$), “Common aggression” ($H=8.347, p<0.015$), STQ-77 “Physical Endurance” ($H=9.895, p<0.007$), “Physical Tempo” ($H=8.579, p<0.014$), “Social Endurance” ($H=7.902, p<0.019$), “Social Tempo” ($H=7.736, p<0.021$), “Plasticity” ($H=7.797, p<0.020$), “Self-confidence” ($H=7.157, p<0.028$), “Neuroticism” ($H=8.179, p<0.017$); gaps DR-CAT for scales “Health” ($H=12.330, p<0.002$), “Happiness” ($H=7.296, p<0.026$). Pearson correlation coefficient between STQ-77, BRAQ and Gaps DR-CAT found in normal group: Gap DR-CAT “Health” – STQ-77 “Physical Endurance” ($r=-.508, p<0.05$), Gap DR-CAT “Smart” – STQ-77 “Intellectual Endurance” ($r=-.521, p<0.05$), Gap DR-CAT “Happiness” – BRAQ “Hostility” ($r=.528, p<0.05$), Gap DR-CAT “Happiness” – STQ-77 “Impulsivity” ($r=.432, p<0.05$), “Neuroticism” ($r=.539, p<0.01$). Correlation was founded in cardio pathology group: Gap DR-CAT “Smart” – BRAQ “Physical aggression” ($r=.857, p<0.05$), “Anger” ($r=.842, p<0.05$), “Common aggression” ($r=.860, p<0.05$), Gap DR-CAT “Happiness” – BRAQ “Physical aggression” ($r=.826, p<0.05$), “Anger” ($r=.773, p<0.05$), “Common Aggression” ($r=.787, p<0.05$). For psychopathology wasn't found correlations.

Conclusions: Comparative study of personality traits of adolescents with different types of ontogenesis (normotypical, mental, cardio pathology) is important for evaluating their adaptation and determining targets of psychotherapeutic work.

Keywords: aggressiveness; temperament; self-esteem; adolescents

EPP0126

Emotional dysregulation and attention deficit hyperactivity disorder (ADHD)

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doi: 10.1192/j.eurpsy.2021.579

Introduction: Because emotional symptoms are common in attention-deficit/hyperactivity disorder (ADHD) patients and associate with much morbidity, some consider it to be a core feature rather than an associated trait.

Objectives: Assess the possibility that symptoms of emotional dysregulation should be considered as core diagnostic feature of ADHD.

Methods: It's a cross sectional study, including 60 children with ADHD and 60 children without ADHD ranging from 6 to 19 years of age (mean age 10.43 years). We defined moderate emotional dysregulation if a child had an aggregate cut-off score of >180 on the Anxiety/Depression, Aggression, and Attention scales of the CBCL and severe emotional dysregulation if a child had an aggregate cut-off score of >210 . This profile was selected because of its conceptual congruence with the clinical concept of emotional dysregulation.

Results: Sixty-three percent of children with ADHD had a severe emotional dysregulation versus 12% of controls ($P<0.001$). Emotional dysregulation was associated with elevated rates of hyperactivity and impulsivity: Ninety-six percent of the children with hyperactivity-impulsivity, according to the Conners scale, had emotional dysregulation. With a significant correlation between emotional dysregulation and hyperactivity-impulsivity ($p=0.001$). Also all children with attentional disorders exhibited emotional dysregulation and a significant correlation between emotional dysregulation and inattention has been found in both groups ($p=0.000$).

Conclusions: Emotional dysregulation is now known to play a causal role regarding ADHD symptomatology. It should therefore be included in future theoretical models of ADHD, as well as in clinical practice when identifying the major impairments in this diagnostic group and when deciding therapeutic strategies.

Keyword: emotional dysregulation attention-deficit/hyperactivity disorder

EPP0127

Investigation of clinical features of dysgraphia related to the subtypes of developmental coordination disorder in children regarding high IQ

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