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**Introduction:** Play activity has been studied from a scientific point of view relatively recently. Until the middle of the twentieth century, any games were considered only as a way of leisure and/or a tool for transmitting cultural experiences.

**Objectives:** The research is aimed at studying play activity as a factor of mental development of a child.

**Methods:** The method of work is a bibliographic analysis.

**Results:** In psychology, the interest in the role of games in the psychological development of a child is primarily associated with the works of Z. Freud, J. Piaget, L.S. Vygotsky, D.B. Elkonin, who showed the importance of children's imitation games: role-playing, directing, event-based (classification of E.O. Smirnova).

Since the 90s of the XX century, this hobby is becoming ever more common. At first, modern board games were created by adults for adults, and then there appeared board games specially designed for adults to play with children (family games) and for playing children's groups.

Most of the board games popular with parents belong to the German school. Such games are characterized by relatively simple rules, a short or medium duration of the game, no direct confrontation between players and a low randomness in the course of the game (for example, Carcassonne, Catan, Ticket to Ride, etc.).

**Conclusions:** German-style board games develop children's communication skills, voluntary activity, abstract and formal-logical thinking, symbolic function, attention, the ability to cooperate (in cooperative games), imagination, and many games develop the child's outlook and enrich the ideas about the world around and options for social interaction.

**Disclosure:** No significant relationships.

**Keywords:** child mental development; factors of development; play activity; board games

## EPV0157

### Neurofibromatosis type 1 comorbid with attention deficit and hyperactivity disorder. Case report

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**Introduction:** A 9-year-old girl under pediatric follow-up since the age of 4 years after diagnosis of neurofibromatosis type 1

**Objectives:** To present a case of neurofibromatosis and ADHD comorbidity to raise awareness of the importance of screening for neurodevelopmental disorders.

**Methods:** Case report and literature review

**Results:** The patient had an adequate control and follow-up of the disorder with periodic check-ups and magnetic resonance imaging during her follow-up. She was referred due to symptoms of

inattention with failure to perform exams and impulsivity in interpersonal relationships, affecting her social functioning. In addition, the patient presented simple motor tics of eye contraction and shoulder elevation. The patient was diagnosed with attention deficit hyperactivity disorder together with tic disorder. She was treated with stimulant medication with worsening of tics and marked hyporexia. Therefore, medication with guanfacine was started up to 4 mg per day, adjusted by weight. With this dose there was a control of the tics, with improvement of the symptoms of inattention and impulsivity. In different spheres an improvement in their functionality was observed, with improvement in mood, self-esteem and academic performance.

**Conclusions:** Neurofibromatosis type 1 is a rare monogenic disorder with a varied presentation (ophthalmologic, dermatologic and predisposition to tumor development). Patients have been shown to present with symptoms of inattention and executive function impairment, along with other neurodevelopmental disorders such as autism spectrum disorders, learning disabilities or intellectual disability. The literature shows that up to 60% of them has ADHD criteria.

**Disclosure:** No significant relationships.

**Keywords:** neurofibromatosis; ADHD; TICS; Comorbidity

## EPV0159

### Efficiency of voluntary auditory-speech memory in younger schoolchildren with different types of dysontogenesis

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**Introduction:** Assessing of voluntary auditory verbal memory, mediated or non-mediated by meaning context is an important component of impaired mental or psychic development estimation in children with different types of dysontogenesis.

**Objectives:** Investigation of memory in children with mental disorders

**Methods:** Participants: Children 9-12 years: ND - 25 normal development (14 boys), F70 - 31 with mild mental retardation (18 boys), F20.8 - 15 children with childhood type of schizophrenia (11 boys) and F21- 29 with schizotypal disorder (22 boys). Learning of 10 words, simple (SPA) and complex (CPA) paired associations. Assessing Parameter - auditory-speech memory efficiency in each of techniques. Mann-Whitney criterion.

**Results:** There were significant differences in memory efficiency of 10 words between F21 and F70 ( $p \leq 0.01$ ) and F70 and F20.8 ( $p \leq 0.05$ ). Simple paired associations - no differences between all groups. Complex paired associations: F21 and F70 ( $p \leq 0.05$ ), F21 and F20.8 ( $p \leq 0.01$ ). ND - significant differences in memory efficiency of 10 words with all groups (F21 -  $p \leq 0.01$ , F20.8 -  $p \leq 0.05$ , F70 -  $p \leq 0.01$ ). SPA: significant differences with all groups ( $p \leq 0.01$ ). CPA - significant differences words with all groups (F21 -  $p \leq 0.05$ , F20.8 -  $p \leq 0.01$ , F70 -  $p \leq 0.01$ ).

**Conclusions:** Common features of working memory in children with diseased type of development:- improved memorization with