

**Introduction:** The number of children with developmental language delay is growing. But the isolated use of speech therapy doesn't always help to improve the long-term prognosis. It was found that developmental language delay is almost never the only violation of a child.

**Objectives:** To develop the prevention program of emotional and behavioral disorders in children with developmental language delay.

**Methods:** 100 children with developmental language delay (70 boys; *Age*= 26.9 months, *SD* = 5.5) and 50 children with typical language development were studied by clinical follow-up method. The clinical method was supplemented by the Bayley Scale, the Language Development Survey and the Child Behavior Checklist 1½ -5.

**Results:** A comprehensive children examination revealed developmental language delay risk factors, the psychomotor profile of the children, and the types of emotional and behavioral impairments, which were determined by us as: emotionally labile, emotionally detached and oppositional. The presence of subclinical disorders symptoms in children makes it necessary to carry out preventive measures. The primary prevention consists of pregnancy planning, effective care in pregnancy and childbirth. The secondary prevention aims to early diagnosis of developmental language delay, risk factors assessment of emotional and behavioral disorders and effective methods application of language and psychomotor development correction. Tertiary prevention have to individualized solves the children problems in accordance with revealed types of emotional and behavioral impairments. But the most important part is psychoeducation (special courses for parents and children with developmental language delay).

**Conclusions:** The prevention program was developed to prevent numerous psychiatric problems in childhood and adolescence.

**Disclosure:** No significant relationships.

**Keywords:** prevention; emotional impairments; behavioral impairments; psychoeducation

## EPP0299

### Factors Affecting School Performance in the Adolescents of USA- Youth Risk Behavior Surveillance System

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**Introduction:** Poor academic performance has been linked to factors such as sleep, health, illicit drug use, physical fighting, social media use, cyber bullying, physical activity, homelessness, times spent in video games and television. It is difficult to get a sense of the interplay between and relative importance of different behaviours/factors on academic performance as only limited research has been aimed at quantifying these factors.

**Objectives:** To evaluate association of school performance and variables in five categories of the YRBSS: physical fighting, diet/lifestyle, electronic device usage, concurrent substance use, and violence/self-harm.

**Methods:** The CDC Youth Risk Behavior Surveillance System (YRBSS) data from 1991-2019 was used in study. Respondents were grouped by good and poor school performance and variables related to nutrition/lifestyle, electronic device use, concurrent substance use, mood/violence/self-harm were analyzed using chi-square test.

**Results:** A total of 41,235 student respondents. Nutrition/Lifestyle, electronic device use, concurrent substance use, mood/violence/self-harm are found to be significantly correlated with school performance.

	Poor Performance n(%)	Good Performance n(%)	Total n(%)	p-Value
<b>Nutrition/Lifestyle</b>				
Daily breakfast	2,715(26)	11,429(38.22)	14,144(35.06)	<0.0001
Sodas ≥2/day	1,998(19.12)	2,710(9.03)	4,708(11.63)	<0.0001
<b>Concurrent Substance Use</b>				
Alcohol use	3,544(37.55)	8,067(28.49)	11,611(30.75)	<0.0001
Cigarette smoking	1,616(15.74)	1,845(6.17)	3,461(8.61)	<0.0001
<b>Mood/Violence/Self-Harm</b>				
Difficulty concentrating	4,188(46.34)	7,327(28.27)	11,516(32.94)	<0.0001
Felt sad or hopeless	4,373(41.06)	9,038(29.67)	13,410(32.62)	<0.0001
Considered suicide	2,567(24.14)	4,810(15.8)	7,377(17.96)	<0.0001

**Conclusions:** In national data, we found school performance is affected by nutrition, lifestyle, substance use, mood and exposure to surrounding violence, and self-harm. Further studies should be planned to evaluate benefits from the risk stratification to reduce this burden amongst US adolescents.

**Disclosure:** No significant relationships.

**Keywords:** School Performance; Adolescents; mood and environment; diet and nutrition