

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