

egorized as students with high (87 students) and low (75 students) academic performance by average of their academic performance. Emotion regulation questionnaire, educational stress scale for adolescents and academic performance were administered. One-way MANOVA was conducted on academic stress and emotion regulation.

Results The results of analysis were significant only for emotion regulation, $F(5, 156) = 5.34, P = .001$. Mean score of students with low academic performance in the emotion regulation was significantly lower than students with high academic performance.

Conclusions The extent to which variation in emotion regulation and coping with stress can be considered as a key factor of academic failure/success in educational settings.

Keywords Academic stress; Emotion regulation; High and low academic performance

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1506>

EV1177

The neuropsychological approach to the consciousness in L.S.

Vygotsky – A.N. Leontiev – A.R. Luria school

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Introduction Existing polysemy in definitions of human consciousness creates the major difficulty in its understanding. With the development of intensive care modern methods, the number of patients survived after coma and dwelling in disorders consciousness conditions rises.

Aims Among, the most important practical questions of neuropsychology is estimation of the patient's consciousness current condition. The solution of these problems requires precise denotation of consciousness neuropsychological criteria.

Methods All of definitions of consciousness in Russian psychological school, have the binarity as a common feature: in one hand, in view of the world, yourself, and another hand—extraction and differentiation of yourself from the ambient world (self-consciousness).

Results Neuropsychological model of consciousness (in particular, self-consciousness) includes all higher psychological functions (HPF). However, condition of none of them cannot be sufficient criterion of consciousness estimation. In Russian psychology it is suggested to study the consciousness through its own characteristic, among which one can designate reflexivity, which includes cognitions and personal meanings.

Conclusions It is possible to determine the quality of consciousness at a specific instant of time, through the system of human relations, as activity is motivated the knowledge is acquired, the affective side of the activity is determined, the self-consciousness is formed exactly through the personal meaning. Personal meaning can act as that quantity of consciousness (self-consciousness) analyses where the external reality and human attitude to this reality

are differentiated. One can judge about a degree of contact between a human and a real world by indirect difference between them.

Keywords Neuropsychological rehabilitation; Higher psychological functions; Consciousness; Self-consciousness.

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1507>

EV1178

Specifics of psychological consulting of patients after TBI according to the structure of neuropsychological deficit

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Introduction Present article introduces the case of a patient who had traumatic brain injury (TBI) in 2010. During examination V. demonstrated mild sensory aphasia, frontal lobes deficit, memory disorder, limiting beliefs, lack of adequate coping strategies, emotional reactions and disability to describe his feelings and body awareness.

Objectives and aim Neuropsychological, correction and psychological counseling performance, considering neuropsychological deficit profile.

Methods counseling was carried out over six weeks in the form of 2 hour sessions once a week. Speech perception impairment was taken into consideration. The process was started with frontal lobe deficit correction. Goal management training was used in conjunction with external control of distractions. Training in structured organization of information has highly improved memorization. Techniques of CBT were used to work with cognitive distortions, dysfunctional beliefs, and self-restricting behavior. Body-oriented therapy was offered to cope with stress factors and vegetative reactions.

Results V. compensated memory disorder using external sources and motivation. Some adaptive strategies of interaction with people and the outer world were formed. He improved time management skills and learned to follow the priority of current task without distractions. Moreover, he actively started to use body-oriented techniques to regulate his emotional condition. A considerable progress was achieved in understanding his limits and difficulties in everyday life.

Conclusion Implementation of psychological consulting according to neuropsychological deficit profile may be effective in interdisciplinary holistic rehabilitation of patients after TBI.

Keywords Traumatic brain injury; Neurorehabilitation; Holistic rehabilitation.

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1508>