

¹UCL Division of Psychiatry, London, United Kingdom and ²UCL MRC Unit for Lifelong Health and Ageing, London, United Kingdom
*Presenting author.

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Aims. The prevalence of emotional problems, such as depressive and anxiety disorders, increases sharply during adolescence. There is evidence for familial clustering of mental health problems during early childhood and adulthood, however no studies have investigated whether adolescent mental health problems cluster within families. This study tests the hypotheses that i) emotional problems during adolescence cluster within families, and that ii) conduct, peer and hyperactivity problems, prosocial behaviour and overall emotional and behavioural difficulties during adolescence also cluster within families.

Methods. We used cross-sectional data from a nationally representative survey of UK households, collected between 2019 and 2021, with 4,088 participants aged 10–16 years. Analyses included 1,241 participants who had complete outcome data and complete data on all covariates of interest. The Strengths and Difficulties Questionnaire (SDQ) was used to examine emotional problems, as well as conduct, peer and hyperactivity problems, prosocial behaviour and total difficulties. Multilevel modelling was used to: estimate clustering of i) emotional problems and ii) conduct, peer and hyperactivity problems, prosocial behaviour and total difficulties, within families, after adjusting for several individual- and family-level covariates associated with adolescent mental health problems (including individual and family demographics, school and sibling bullying, quality of parent-child relationship, parent mental health and parent romantic relationship satisfaction).

Results. After adjusting for known covariates of adolescent mental health problems, there was substantial clustering of adolescent emotional problems (ICC: 0.439; CI^{95%}: 0.36–0.52; SE: 0.042) and overall adolescent emotional and behavioural difficulties (ICC: 0.417; CI^{95%}: 0.34–0.50; SE: 0.043) within families. There was also evidence of clustering of adolescent peer problems (ICC: 0.374; CI^{95%}: 0.28–0.48; SE: 0.051), hyperactivity (ICC: 0.332; CI^{95%}: 0.25–0.42; SE: 0.044), prosocial behaviour (ICC: 0.263; CI^{95%}: 0.18–0.37; SE: 0.048) and conduct problems (ICC: 0.232; CI^{95%}: 0.14–0.35; SE: 0.053) within families after adjustment.

Conclusion. We found strong evidence that adolescent emotional problems cluster within families even after accounting for individual- and family-level covariates which are associated with adolescent mental health problems. Over 40% of the variation was accounted for at the family level. This indicates how the contextual characteristics of the family environment may influence the mental health of young people. As such, social policy aiming to prevent or improve the mental health of young people should focus on family context.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

Role of Parental Supervision on Digital Screen Use and Its Effects on Children's Mental Health and Wellbeing in Bangladesh: A Cross Sectional Study

Hafiz Shahria Kapon^{1*}, Rashid Tanjir Soron², Mohammad Shorif Hossain¹, Dr Rashidul Haque¹ and Dr Fahmida Tofail¹

¹International Center for Diarrheal Disease Research Bangladesh, Dhaka, Bangladesh and ²Tele psychiatry Research and Innovation

Network Ltd, Dhaka, Bangladesh

*Presenting author.

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Aims. The younger generation of today is highly dependent on digital technologies worldwide. Studies on young children's cognitive and socio-emotional development have shown that there can be conflicting effects from using screen-based media or from exposing them to it. The study explored the relation between unsupervised use of digital screen time with student mental health and behavioral problems.

Methods. It was a cross sectional descriptive study approached primary and secondary school going children from grades 2–8 (age 6 to 14 years), purposively selected six schools consist of three English and Bangla medium schools from Dhaka city. A total of 420 students along with their parents were enrolled by clustered random sampling. Study explored the effect of the unsupervised screen time on student mental health and social wellbeing through semi structured questionnaires, Strength and Difficulties Questionnaire (SDQ), Pittsburgh Quality of Sleep Scale (PSQI), Spencer Children Anxiety Scale (SCAS) and Development and Wellbeing Assessment Scale (DAWBA).

Results. Students used various forms of digital screens for 4.6 hours every day, and 56% of them used these devices without parental supervision or monitoring. English Medium students spend significantly more time on screens on a daily average (5.5 hours) compared with students at Bangla Medium schools (3.7 hours). 21.2% students had mental health concern, this percentage was higher in the unsupervised group (56.2%) than in the supervised group (43.8%). In the unsupervised group, students experienced higher levels of emotional difficulties (15.7%), behavioral difficulties (28.3%), hyperactivity behavior difficulties (17.4%), peer relations difficulties (28.8%), and pro-social behavior difficulties (6.7%) compared with supervised group. 83.3% of students in the supervised group found higher levels of anxiety compared with the unsupervised group (16.7). In the unsupervised group, 15.4% of the students had experienced sleeping problems, compared with 14% in the supervised group.

Conclusion. These results suggest an impact of unsupervised screen time on the prevalence of mental health problems among students. Appropriate screen usage may be a major intervention target to improve children's mental health and wellbeing.

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A Systematic Review of Estrogen Modulators as Augmentation to Antipsychotics for the Treatment of Post- and Perimenopausal Psychosis

Ms Cassidy Keen^{1,2*}, Dr Athanasios Hassoulas² and Ms Jill Richardson²

¹Brunel University London, London, United Kingdom and ²Cardiff University, Cardiff, United Kingdom

*Presenting author.

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Aims. To investigate if estrogen agents as an adjunct to anti-psychotic medication are effective at treating psychosis in post- and perimenopausal females.

Methods. A digital search focusing on controlled clinical trials was conducted. Studies were assessed for quality using the Cochrane Risk of Bias tool and GRADE system. The Joanna