

**Objectives:** Determine how it has affected this population and what mental pathologies are occurring

**Methods:** Literature bibliographic review

**Results:** School closures and lockdown have been seen to have produced higher levels of anxiety, anger, and sleep and appetite disruption. On the one hand, the children had more anxiety and regressive behaviors, and the adolescents had more isolation, depressive symptoms and even autolytic ideation. The economic crisis and lockdown have affected the family environment, having reported greater situations of domestic violence and substance use among parents. Studies show a prevalence up to 28-34% of post-traumatic stress symptoms among adolescents. In Spain it has been determined that ¼ children present anxiety and / or depression. Their parents noticed in them greater irritability, less concentration and greater feelings of loneliness. There has been an increase in addiction to new technologies. This is partly a method of maintaining social relationships, but prolonged use is associated with higher levels of anxiety and depression. Regarding to patients with mental pathology, they have presented greater tantrums, especially ADHD and ASD, due to the loss of structure and routine.

**Conclusions:** Confinement and fear of COVID have affected mental health of children and adolescents, with anxiety and depression occurring more frequently. Is highlighted the presence of feelings of loneliness among adolescents and the increase in the use of screens. Finally close to 80% of patients who had mental health conditions referred that this crisis had worsed their symptoms

**Keywords:** COVID19; mental health; child and adolescent

## EPP0150

### Reading program research proposal

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**Introduction:** There is a significant problem of unidentified and unaddressed reading disabilities leading to psychiatric problems in children and adolescents because of not having proper tools of assessments in schools. This research proposal can be a revolutionary paradigm in identifying, classifying, modeling, and benefitting children and adolescents with a specific learning disorder (SLD).

**Objectives:** The objective of the current research proposal is to provide a framework of our reading program and collect data over time as cohorts to reflect the positive outcomes of the reading program.

Sub-Objectives
1. To provide an intervention that is accessible and feasible for children and their parents that will improve their academic and socio-emotional aspects.
2. Educate parents regarding SLD.
3. To provide reading training to address SLD in reading and improve reading.
4. To provide Cognitive Behavioral Therapy (CBT) to target the anxiety and depression that results because of having a SLD in reading.

**Methods:** After a reading assessment, students with specific reading disabilities will be registered in the program for 10 weeks. Every student will have reading training and CBT on different days of the week via video conference. Data will be collected retrospectively from the initial cohort and subsequent cohorts will be added to the data collection process for a final analysis when 60 students have completed the program.

**Results:** Initial two weeks of reading training and CBT shows positive and promising results so far.

**Conclusions:** Children need to be screened at a young age for a reading disability before they struggle academically, and develop psychiatric issues later in life.

**Conflict of interest:** The aim of this research proposal is to help us understand, evaluate and benefit children with Specific Learning Disorder (SLD) with our newly setup reading program at RUSH University Medical Center, Department of Child and Adolescent Psychiatry.

**Keywords:** Specific Learning Disorder; Reading Program; child and adolescent psychiatry; Reading

## EPP0151

### The interface between paediatrics and camhs (child and adolescent psychiatry): Mental state examination teaching for paediatric trainees

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**Introduction:** During an out-of-hours shift, the initial assessment of a CAMHS patient is performed by the paediatric trainee, usually the paediatric SHO (senior-house-officer). During my placement as a paediatric SHO, I was aware of a gap in formalised mental state examination teaching for paediatric juniors, which would be crucial for a thorough assessment of these patients, and to better guarantee they are safely managed until further assessment.

**Objectives:** The aim is to provide a short teaching session on mental state examining of the CAMHS patient to paediatric SHOs in order to improve their confidence in assessment.

**Methods:** In order to assess initial confidence in assessing the mental-state of a CAMHS patient, a pre-teaching questionnaire was given to the paediatric SHOs. A 30-minute teaching session on the mental state exam was then carried out and a post-teaching questionnaire was then given to the same trainees.

**Results:** Paired sample Wilcoxon signed rank test found that training significantly improved trainees' confidence in taking a psychiatric mental state exam ( $p = 0.005$ ,  $r = 0.628$ ), and improved their confidence in presenting a mental state exam ( $p = 0.0041$ ,  $r = 0.6420$ ).

**Conclusions:** Being able to confidently assess the mental state of a CAMHS patient in an on call shift is important for the initial assessing paediatric trainee. However this is often not taught in the paediatric curriculum and trainees have expressed some anxiety in performing this assessment overnight, before a more comprehensive assessment by a CAMHS professional. A simple teaching session may help to reduce this anxiety and improve trainees' confidence.

**Keywords:** mental state; Teaching; paediatrics; interface

## EPP0152

**Qb technology – evaluating its use in adhd diagnosis within a child and adolescent mental health service.**

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**Introduction:** Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopment disorder characteristically compromising of three persistent symptoms; Inattention, hyperactivity and impulsivity. Within the Tameside and Glossop CCG continuous performance tests from the company QbTech are used to aid diagnosis.

**Objectives:** The aim of this research is to evaluate the effectiveness of using both the QbCheck (triage tool) and QbTest (diagnostic tool) concordantly in the diagnostic pathway of ADHD in young people.

**Methods:** 20 Patients who had undergone both performance tests were identified and then five components evaluated in the QbCheck were then compared to the QbTest results.

**Results:** In the five areas identified by both the QbTest and QbCheck up to 80% had the same outcomes in the two tests. However, in one area (hyperactivity) only 60% of QbChecks outcomes were replicated by the QbTest. The symptom of inattention most commonly correlated between the two tests. The average wait between tests was 9.8 months. 100% of those who scored on QB Check, received diagnosis of ADHD, suggesting high referrer specificity.

**Conclusions:** QbCheck diagnostic outcomes are comparable to patients who have undergone both the QbCheck and QbTest, only having one of these continuous performance tests making up the ADHD diagnostic pathway could be cost and time saving in the pathway to diagnosis. As QbCheck can be completed within the child's school this reduces the number of clinic appointments that need to be attended by patients and their families.

**Keywords:** ADHD; CAMHS; QB Technology; school

## EPP0155

**Model of therapeutic intervention in anorexia nervosa of adolescents with depressive behavioral disorders**I. Mykhailova<sup>1,2\*</sup>, D. Mitelov<sup>2</sup>, T. Matkovska<sup>2</sup> and O. Mayorov<sup>3</sup><sup>1</sup>Medical, Kharkiv National Medical University, Kharkiv, Ukraine;<sup>2</sup>Psychiatry, State Institution "Institute of the Health Care of Children and Adolescents of NAMS of Ukraine", Kharkiv, Ukraine and <sup>3</sup>Clinical Informatics And Information Technology In Health Care Management, Kharkiv Medical Academy of Postgraduate Education of the Ministry of Health of Ukraine, Kharkiv, Ukraine

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**Introduction:** Anorexia nervosa is often associated with the development of depressive disorders.

**Objectives:** Skillful dissimulation of the true causes of fasting in adolescents leads to diagnostic errors and delayed adequate therapy.

**Methods:** The study design includes clinical psychopathological, somatic-neurological, and psychological methods for examination of 54 adolescent girls aged 12-14, with a recurrent depression, and

factors determine disorders in alimentary behavior (anorexia nervosa) in teen-agers. The following psychological tests were performed: Children's Depression Rating Scale Revised, Columbia - Suicide Severity Rating Scale, Mendelevitch - Yakhin Scale to establish a neurotic state.

**Results:** in all adolescent girls with anorexia nervosa depressive disorders were present in prepuberty. Behavioral syndrome and aggressive vulnerability prevailed in the structure of depression. Cognitive component was represented in the form of unstable type of poor memory and decreased rate of sensorimotor reactions with episodic recurrent attacks of bulimia. Our model of therapeutic intervention included: behavioral intervention, intravenous administration of Cerebrolysin 10,0 with 0,9 % Sodium chloride 200,0 (No.15). Therapeutic neuroplasticity, multimodal effect, and a disease - modifying therapy effects in short terms provide regression of emotional-cognitivity.

**Conclusions:** In adolescent girls with a recurrent depression anorexia nervosa has specific features that require early differentiation, neurotropic and neurodegenerative therapy.

**Keywords:** depression; adolescent; behavioral disorders; anorexia nervosa

## EPP0156

**The use of an electronic form to register play observation of a child with anxiety: A study case at a university clinical practice in Brazil**

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**Introduction:** The modality of assessment used at a University Clinical Practice in Brazil is interventive psychodiagnosis in which the active participation of children and families is considered. Orientation is given following the input provided by children and their parents.

**Objectives:** Evaluating the use of an electronic form to be fulfilled during the observation of a child's play in psychological session.

**Methods:** A child at the age of 5yrs 4m was brought for psychological assessment with the complaint of aggressiveness and irritability. His parents answered the Child Behavior Checklist (CBCL - 1 1/2 5 yrs) and the Psychology interns had to observe the child's play and fulfill an electronic form in which the choice of toys and plays, motricity, creativity, symbolic abilities, frustration tolerance, adequation with reality were verified.

**Results:** The results of CBCL indicated that the child was within the clinical range regarding anxiety and depression along with somatic complaints. The indicators observed in the electronic form such as rigidity in the modality of play, the lack of adequate ability of impersonating in role-playing, the difficulty of using creativity during play unless he was guided by peers or the Psychology interns and the constant anguish of separating himself from his parents were crucial for parents' orientation. The psychological treatment lasted five months and benefited from the information obtained through the form once the symptoms of irritability and aggressiveness were reduced.