

**Conclusions:** A significant number of parents battle with feelings of helplessness and guilt when medication is introduced in the treatment of their children. There is a great need for information provided by the clinicians as well as psychological support in reaching shared decisions regarding pharmacological treatment of children with ASD.

References:

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**Disclosure of Interest:** None Declared

## EPV0182

### The effect of Self-Regulation Based Cognitive Psychoeducation Program on emotion regulation and self-efficacy in children diagnosed with attention deficit hyperactivity disorder

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**Introduction:** Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental disorder with early onset (Christiansen, H., et al. *CPR* 2019, 1–11), which is characterized by several symptoms, including lack of attention, hyperactivity, and impulsivity that are incompatible with age and developmental level (Caye, A., et al. 2020 *JAACAP*, 990–997)

**Objectives:** This study aimed to determine the effect of Self-Regulation Based Cognitive Psychoeducation Program on emotion regulation and self-efficacy in children diagnosed with attention deficit hyperactivity disorder (ADHD) and receiving medication.

**Methods:** The sample of this study with control group and pre-test, post-test and follow-up randomized experimental design consisted of children followed in the child and adolescent mental health outpatient clinic of a state hospital. The data were evaluated by parametric and non-parametric analyses.

**Results:** A statistically significant increase was determined in the internal functional emotion regulation mean scores of children, who participated in the Self-Regulation Based Cognitive Psychoeducation Program, measured before, immediately after, and 6 months after the intervention ( $p < 0.05$ ). A statistically significant increase was also found in their external functional emotion regulation mean scores measured before and 6 months after the intervention ( $p < 0.05$ ). In addition, a statistically significant difference was found between their internal dysfunctional and external dysfunctional emotion regulation mean scores measured before and 6 months after the intervention; however the mean scores of those in the control group 6 months after the intervention were higher than those in the intervention group ( $p < 0.05$ ). Furthermore, there was a statistically significant increase in their self-efficacy mean scores measured before and 6 months after the intervention ( $p < 0.05$ ).

**Conclusions:** The Self-Regulation Based Cognitive Psychoeducation Program was found to be effective in increasing the levels of emotion regulation and self-efficacy in children with ADHD.

**Disclosure of Interest:** None Declared

## EPV0185

### Interrelations of Intelligence and Social-Adaptive Skills in Adolescents with Multiple Developmental Disorders: A Pilot Study

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**Introduction:** The relationship between social adaptation and intelligence in adolescents with developmental disorders varies depending on various psycho-social factors. Adolescence is marked by pubertal changes in mental and physical development. Previous research has revealed a moderate correlation between intelligence and various groups of adaptive skills in adolescents with Down syndrome. However, studies involving adolescents with multiple developmental disorders are relatively scarce in the existing literature

**Objectives:** Determine the distribution of intelligence among adolescents with severe multiple disabilities; Identify the connection between intelligence and the level of adaptation in this group; explore the connection between intelligence and independence skills in the subjects.

**Methods:** The study included 11 adolescent participants enrolled in a comprehensive social skills development intervention program at the Center for Curative Pedagogics: 5 girls and 6 boys, mean age - 14,0 yrs. Age st.dev: 24,3 and 18,4. ICD-10 DS of participants were: F48.xx, F70.xx, F80.xx, F84.xx, G40.xx, G80.xx, Q74.xx, and Q90.xx. Following tools were used: Leiter-3 scales (LIQ), Vineland-3 Adaptive Behavior Scales (VSS); Perkins I.C.A.N. independence Scales (ICAN).

**Results:** Selected variables including were tested with the Shapiro-Wilk test. p-values of the SW test indicated that data were not distributed normally: LIQ ( $w=0.953$ ,  $p=0.685$ ); VSS ( $w=0.964$ ,  $0.821$ ); ICAN ( $w=0.877$ ;  $p=0.095$ ).

For the identification of the connections between the intelligence (LIQ) and adaptive functioning (VSS) we used r-Spearman criteria. These parameters showed significant monotonic relationship ( $r_s = 0.961$ ,  $p < 0.001$ ). Mean IQ level of the sample is characterized as mildly impaired (mean = 62.9). The adaptive and the independence skills level of the sample are also far below the low normative results (57.1 and 48.7 respectively). Images 1,2 and 3 shows the distribution of the data. The correlation between IQ (LIQ) and independence skills (ICAN) is not significant ( $r_s = 0.671$ ,  $p < 0.024$ ), as well as the correlation between adaptive and independence skills ( $r_s = 0.733$ ,  $p < 0.010$ ).

**Conclusions:** We made an exploratory study of the adolescent participants of the comprehensive social skills development intervention program at the Center for Curative Pedagogics. Results show that non-verbal intelligence of the participants shows strong connection to the adaptive skills, but not to the independence skills.

Sample size is very small, which is explained by the specifics of the intervention. Further research should be focused on the increasing sample and the expanding analysis parameters, such as social and family history, intervention details and the additional variables of the existing measurements.

**Disclosure of Interest:** None Declared

### EPV0186

#### Exploring the Impact of Wildfires on Children's Psychological Well-being: A Comprehensive Review of Recent Literature

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**Introduction:** Wildfire disasters have become increasingly rampant. There is a critical need for all to fully understand the mechanism and impact of these disasters on humans, with a special emphasis on the mental health effects they pose on the affected individuals and communities. This article specifically presents a scoping review of the psychological reactions of children and adolescents post-wildfire disaster.

**Objectives:** This review aims to synthesize currently available literature regarding the impact of wildfire on mental health, specifically the psychological reactions of children to wildfires.

**Methods:** We identified 8 research articles using 6 databases for this review. Data extraction was performed using a qualitative descriptive approach.

**Results:** The results identified post-traumatic stress disorder (PTSD), anxiety, depression, stress, alcohol/substance misuse, hopelessness, low resilience, reduced quality of life, and self-esteem as the psychological conditions manifesting in children and adolescents post-wildfire disaster. PTSD was the most evaluated psychological reaction in the participants (7 out of eight studies).

**Conclusions:** This review highlights that deleterious mental health effects, such as PTSD, depression, anxiety, and suicidality, can persist in children for years post-wildfire disaster. Factors such as gender, direct exposure to the wildfire, re-traumatization, and resilience informed or ameliorated the severity of the impact of wildfire on children and adolescents. Our findings further emphasize the need for multi-year funding and programs to support children and adolescents' mental health, including children with disabilities in the communities that have experienced wildfire disasters.

**Disclosure of Interest:** None Declared

### EPV0188

#### Experience in the Psychotherapeutic Treatment of Eating Disorders in Children and Adolescents: A Brief Approach and EMDR Outcomes

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**Introduction:** This study is based on our experience at public hospitals and private clinics of Toledo and Madrid, where we have addressed the treatment of children and adolescents presenting with Eating Disorders (EDs). Our intervention focuses on the application of brief psychotherapy, with particular emphasis on the effectiveness of Eye Movement Desensitization and Reprocessing (EMDR) in these cases.

**Objectives:** The primary objective of this study is to determine the benefits of applying EMDR in cases of pediatric and adolescent EDs in comparison to other psychotherapeutic techniques.

**Methods:** Over a period of one year, brief psychotherapy sessions were conducted with children and adolescents diagnosed with EDs. An integrative approach was used, combining family systemic therapy, cognitive-behavioural therapy techniques, and brief psychodynamic approaches, along with EMDR sessions. Pre and post treatment assessments were conducted to measure changes in symptoms and patients' quality life.

**Results:** The results obtained reveal significant improvements in patient symptomatology, including a notable reduction in food-anxiety, dietary restriction and compensatory behaviours. Furthermore, improvements were observed in body image perception and patients' overall quality of life. Incidence of relapse cases was minimal.

**Conclusions:** Our experience suggests that the application of a brief psychotherapy approach, combined with EMDR sessions, can be highly effective in treating children and adolescents with EDs. Early intervention and individualized adaptation of therapies are essential for achieving positive and lasting outcomes in this patient group. These findings underscore the importance of considering integrative approaches in the care of EDs in young population.

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### EPV0189

#### The relation between autism and psychosis: overlapping and differing features

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**Introduction:** Autism spectrum disorders (ASD) and schizophrenia (SCZ) have a strong historic connection. At the beginning of the 20th century when referring to schizophrenic patients Eugen Bleuler used the term autism to describe the apparent withdrawal from the outside world. Other authors also emphasized the association between this two entities. In fact, only in DSM-III were these disorders placed in different diagnostic categories. Today, even though this nosological vision still prevails, a growing number of studies have shown significant overlaps between the two disorders. Patients with the diagnosis of ASD often experience psychotic symptoms and similarly schizophrenic patients have a high prevalence of autistic traits.

**Objectives:** To clarify the distinction between ASD and psychotic disorders, namely to help the clinical and phenomenological distinction between patients with a primary psychotic disorder versus patients with the diagnosis of an autism spectrum disorder that might also experience psychotic symptoms.