

### Box 1. Policy recommendations

- Raise awareness** among parents, family members, the community and primary care providers about developmental milestones, the early signs of autism and the importance of early detection and early intervention.
- Professionals should listen to family concerns and address them** as they are the first of contact to health services and parents/carers trust them.
- Increase ASD specific triage programmes** at well baby clinics.
- Autism training** to first line health services professionals.
- Reducing the delay in screening and diagnosis** would enable children to begin intervention programmes earlier.
- Increase support** to families of children diagnosed with ASD.
- The development of evidence-based interventions** for autistic people and their families must be considered a key research and clinical priority
- Economic inequality must be reduced.**

**Conclusions:** Our findings and recommendations will inform policy harmonisation in Europe to shorten long waiting times, diagnosis process and intervention, and therefore, improve autistic people and their families' journey experience and quality of life.

**Disclosure:** No significant relationships.

**Keywords:** Autism; Early screening/diagnosis; early intervention; policy recommendations

### EPV0209

#### Effectiveness of an emotion focused cognitive-behavioral therapy (ECBT) program for externalizing disorders in children and adolescents : clinical profile

N. Arfaoui<sup>1\*</sup>, M. Hajri<sup>2</sup>, Z. Abbes<sup>2</sup>, S. Halayem<sup>3</sup> and A. Bouden<sup>4</sup>

<sup>1</sup>Razi Hospital, Child And Adolescent Psychiatry, Tunis, Tunisia; <sup>2</sup>Razi Hospital, Child And Adolescent Psychiatry, Manouba, Tunisia; <sup>3</sup>Razi Hospital, Child And Adolescent Psychiatry, manouba, Tunisia and <sup>4</sup>Razi hospital, Child And Adolescent Psychiatry, manouba, Tunisia  
\*Corresponding author.

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**Introduction:** Externalizing disorders involve undercontrolled, impulsive, or aggressive behavior. Included in this category are Conduct Disorder, Oppositional Defiant Disorder, and Attention deficit hyperactivity. Difficulties with emotion regulation are a core feature of externalizing disorders in children and adolescents. Yet, no studies to date have compared the relative efficacy of an ECBT program in this population.

**Objectives:** to investigate the effectiveness of an ECBT inspired program in children and adolescents with Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder (CD) and Oppositional Defiant Disorder (ODD)

**Methods:** We conducted an experimental study with a pretest posttest design and a control group. 50 subjects with either ADHD, ODD or CD were selected and assigned to the experimental and control group. 25 patients ages 9–18 (13 boys, 12 girls) were enrolled in the ECBT-inspired program with 19 completing treatment. Comparison of pre- and post-test results for each sub-group was performed using the Wilcoxon test.

**Results:** showed that youths in the ADHD and ODD groups demonstrated a significant reduction in externalizing behavior problems measured by the Child Behavior Checklist (CBCL). In terms of emotional regulation, only the group of patients with ODD

showed a significant improvement in the cognitive reappraisal subscale of the emotional regulation questionnaire (ERQ- CA ). Only in the ODD group, significant improvement was found in the identification and external oriented thinking subscale scores of the alexithymia questionnaire for children (AQC).

**Conclusions:** Such comparisons are necessary to determine the clinical profile of patients who might most benefit from such an intervention.

**Disclosure:** No significant relationships.

**Keywords:** clinical; externalizing behaviors; emotion regulation

### EPV0210

#### Emotional and behavioral problems of 7-11 year old children in war-torn Nagorno-Karabakh region in Azerbaijan

N. Osmanli<sup>1\*</sup>, A. Babayev<sup>2</sup>, I. Rustamov<sup>3</sup> and K. Munir<sup>4</sup>

<sup>1</sup>The Administration of the Regional Medical Divisions, Medical Services Department, Baku, Azerbaijan; <sup>2</sup>Khazar University, School Of Humanities And Social Sciences, Baku, Azerbaijan; <sup>3</sup>Azerbaijan Medical University, Department Of Psychiatry, Baku, Azerbaijan and <sup>4</sup>Harvard Medical School, Boston Children's Hospital,developmental Medicine Center, Boston, United States of America

\*Corresponding author.

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**Introduction:** The emotional, behavioral and psychosocial effects of chaotic environments following wars and armed conflicts in terms of exposure to trauma and displacement is well recognized. School-age children who are directly exposed to or witnessed negative effects of armed conflicts show an array of emotional and behavioral problems.

**Objectives:** Our study aimed to examine the mental health conditions of children living in war and conflict zones and attending primary schools in Agdam.

**Methods:** The study sample comprised of 617 children (mean age 8.9, SD 1.24; 50.7% female), residing in the conflict areas in the southwestern of Azerbaijan. The children were evaluated with the previously validated Azerbaijani version of the Strengths and Difficulties Questionnaire (SDQ) Teacher Form.

**Results:** About a third of children (32.7%) had abnormal total scores, and a fifth (21.4%) were in borderline range. The SDQ subscale scores included emotional problems (19.4%); conduct problems (20.3%), hyperactivity/inattention (12.2%), peer relationship problems (31.1%), and pro-social behavior difficulties (13.1%). As a result, externalizing problem scores were higher in males ( $p < .001$ ) and internalizing problems in females ( $p < .05$ ). Due to correlation analysis, age is negatively and significantly related with externalising ( $p < .05$ ), internalising ( $p < .01$ ), and total difficulty ( $p < .05$ ) scores.

**Conclusions:** The findings of the study show that more than half of the children living in the war zone in Azerbaijan suffer from mental health problems and highlight the need for child mental health services and family supports in the region.

**Disclosure:** No significant relationships.

**Keywords:** Child mental health; Emotional and behavioral problems; Azerbaijan; armed conflict