

endogenous mental pathology is necessary for the development of personalized patient management

Objectives: To analyze the dynamics of indicators of voluntary attention to memory in adolescents with endogenous mental pathology during treatment.

Methods: clinical-catamnestic, pathopsychological methods. We examined 153 patients aged 12-16 years (average-13.7 years) with diagnoses of F21.3, F21.4, F20.8xx3 (ICD-10). The comparison group consisted of 143 healthy peers. Methods children's color train test, Schulte tables. All subjects were examined twice – at the beginning of therapy and at discharge from the clinic.

Results: Analysis of the results of comparing the dynamics of attention in adolescents with endogenous mental diseases during the initial examination and during repeated examination showed that adolescents with diagnoses of F21.3, F21.4, as well as with a diagnosis of F20.8xx3 improve their attention indicators during repeated examination (at $p < 0.01$). Adolescents of the experimental group showed better results compared to the control group, which indicates that there is a positive therapeutic dynamics of attention in sick adolescents. Comparison of therapeutic dynamics of attention of adolescents with endogenous mental diseases depending on the diagnosis revealed significant differences. Adolescents from the F21 group performed better than the F20 group (at $P < 0.01$).

Conclusions: The Study showed the effectiveness of the choice of this methodological tool in assessing the therapeutic dynamics of patients.

Keywords: adolescents; voluntary attention; endogenous mental pathology; dynamic research

EPP0147

Could lockdown increase the incidence of eating disorders?

M. Jiménez Cabañas*, A. García Carpintero, V. Pérez Navarro and M.R. Pérez Moreno

Psychiatry And Mental Health, Hospital Clínico San Carlos, Madrid, Spain

*Corresponding author.

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Introduction: Spanish Government declared state of emergency in March 2020 to prevent coronavirus COVID-19 from spreading. During September and October 2020, at Child and Adolescent Psychiatry Unit we have attended patients who presented altered eating behaviors whose onset was during lockdown. We report a series of seven cases of adolescent girls between the ages of 11 and 16, who had no previous history of mental illness. During lockdown, they have presented restriction of food and increased physical exercise, with weight loss. Some of these patients have also presented food binges and purging behaviors.

Objectives: Review the impact of lockdown on eating behavior, specially on weight loss.

Methods: Literature review of scientific papers searching in Pubmed.

Results: There are articles that study the variations in eating habits and exercise occurred during confinement. Most focus on two trends: on the one hand, increased intake and the tendency to a more sedentary life; on the other hand, the worsening of people with a previous diagnosis of eating disorder. However, there is a third trend for which there are few studies: the new appearance of restrictive eating behaviors, together with increased physical exercise, bingeing and purging. This is the case of the patients we present. These studies describe as a possible cause of these

alterations that confinement is a novel situation, which generates stress, social isolation, boredom, anxiety and a feeling of loneliness, which can influence self-concept and eating behaviors.

Conclusions: Lockdown has favored a change in eating habits and exercise. More studies are needed on new-onset eating disorders.

Keywords: eating disorder; adolescent; lockdown

EPP0148

The prevalence of mental disorders among young people in europe

R. Sacco^{1*}, N. Camilleri¹ and K. Umla-Runge²

¹Child And Young People's Services, Malta Mental Health Services, Pietà, Malta and ²Psychiatry, Cardiff University, Cardiff, United Kingdom

*Corresponding author.

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Introduction: This systematic review and meta-analysis fills a lacuna in the existing literature on the prevalence of mental disorders (MD) among young people (YP) in Europe.

Objectives: This study sets out to estimate the pooled prevalence (PP) of ASD, ADHD, Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), Anxiety Disorder (AD), Depressive Disorder (DD), Eating Disorder (ED), Substance Use Disorders (SUD) and the PP of any of these MD, among 5-to-18-year-old YP living in Europe, based on prevalence rates established in the last five years (LFY).

Methods: A search strategy was created following the SPIDER model and conducted on three databases. Studies were also identified from reference lists and grey literature. Eligible studies were evaluated for bias. Trends of prevalence rates across countries, gender and level of education were analysed. The random effects pooled prevalence rate (REPPR) for each MD and for any MD was calculated.

Results: The European REPPR for any mental disorder among YP is 15.5%, translating to almost 1 in 5 YP. ADs are the most common group of MDs with a REPPR of 7.9%, followed by ADHD, ODD, MDD and CD, with REPPR of 2.9%, 1.9%, 1.7% and 1.5% respectively.

Conclusions: A range of challenges towards good mental health are portrayed, including diagnostic limitations, poor awareness on MD, and socioeconomic inequality. It is recommended that these challenges are tackled, and routine screening and early intervention services are developed to improve early identification and prompt treatment. Achieving these goals may positively impact individuals and societies at large, both now and in the future.

Keywords: Child; adolescent; prevalence; Europe

EPP0149

Effects of the pandemic on the mental health of children and adolescents. review and current scientific evidence of the SARS-COV2 pandemic

P. Del Sol Calderon*, A. Izquierdo and M. García Moreno

Psychiatry, Hospital Universitario Puerta de Hierro, Majadahonda, Spain

*Corresponding author.

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Introduction: The coronavirus crisis has had an impact on the mental health of children and adolescents

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 symtpomns

Keywords: COVID19; mental health; chind and adolescent

EPP0150

Reading program research proposal

D.M.S. Abbasy, D.R. Cruz* and A. Fitzgerald

Child And Adolescent Psychiatry, RUSH University Medical Center, Chicago, United States of America

*Corresponding author.

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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 SLDin 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

G. Xu*

Psychiatry, Central and North West London NHS Foundation Trust, London, United Kingdom

*Corresponding author.

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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 metal 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's 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