

Rehabilitation and psychoeducation

EPP0210

Cognitive activity of infants after severe brain damage (early habilitation/ rehabilitation)

A. Zakrepina^{1,2}, D. Martishevskaya^{1,2} and Y. Sidneva^{1,3*}

¹Clinical and Research Institute of Emergency Pediatric Surgery and Trauma (CRIEPT); ²Federal state budgetary scientific institution "Institute of correctional pedagogy"/ ICP/ and ³N.Burdenko National Medical Research Center of Neurosurgery, Moscow, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.407

Introduction: One of the forms of early comprehensive care for children after severe brain injuries is inpatient habilitation/rehabilitation. Children receive help from a team of medical, psychological and pedagogical specialists. The process of special education consists mainly in the development of cognitive interest, because it is the basis of socialization.

Objectives: To study cognitive activity in children who have suffered severe brain damage.

Methods: observation, pedagogical examination, psychiatric supervision.

Materials: 36 children aged 1.2-1.8 years during hospital treatment.

Results: According to the results of the pedagogical survey, three groups of children were identified.

Group 1 (11%): fixed gaze; emotional response to sound (smile); short-term eye tracking of an object; ability to touch an object and hold it for a short time; walking skill is formed.

Group 2 (33%): short-term gaze fixation; reaction to sound by involuntary hand movements; lack of eye tracking of an adult's face; lack of ability to touch or hold an object; walking skill is formed.

Group 3 (56%): lack of fixed gaze; reaction to sound by shouting and increased motor activity; lack of ability to touch or hold an object; lack of walking skills.

Conclusions: Indicative responses to an adult's voice and face, eye tracking of an object, sensorimotor activity, and so on. these are indicators that show whether a child has cognitive activity. The rehabilitation team can rely on these indicators when choosing treatment and the content of the special educational process.

Key words: early intervention, toddlers, organic damage of central nervous system, rehabilitation/ habilitation

Disclosure of Interest: None Declared

EPP0211

Adaptation of the brief psychoeducational intervention programme (BREF) for carers of patients with eating disorders

E. Scanferla^{1*}, J. de Salle¹ and P. GORWOOD¹

¹GHU Paris psychiatrie et neurosciences, Paris, France

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.408

Introduction: Even though international guidelines suggest that psychoeducation for carers should be provided systematically, it

remains insufficiently available in psychiatry (1), including for eating disorders (EDs). The complicated interplay of factors contributing to the maintenance of EDs, including family/carer influences, highlights the importance of carer interventions within ED treatment (2). Carer interventions demonstrate positive outcomes for carers themselves, though are also hypothesised to benefit the patient indirectly. The BREF programme is a short, early and systematic single-family psycho-educational programme. The BREF programme is already proven to be effective for other mental disorders (3)

Objectives: The aim of this study is to adapt the BREF programme to the specific needs of carers of patients eating disorders (ED). The main objective was to identify the issues in the experience of the disorder that are most important to carers and which should be the focus of the BREF programme for carers of patients with eating disorders.

Methods: Twenty-eight topics relating to difficulties commonly encountered by carers of patients with eating disorders were identified by a group including mental health professionals with expertise in these disorders, patients and their relatives. The topics tested are illustrated by 2 decks of cards presented to the participants; the first concerns the problems frequently encountered by users living with ED and the other the problems frequently encountered by their carers. The 2 decks were tested by the participants to the first 15 sessions of the BREF ED programme run from January to July 2023 as part of the pilot conducted in a university-hospital department specialised in eating disorders.

Results: 30 participants participated in the study.

The 10 most frequently selected topics relating to patient problems were, in descending order: relative's fear and anxiety; relative's false-self functioning; ambivalence towards care; dysmorphophobia; food restrictions; relative's hyperactivity; eating disorders; denial of symptoms; perfectionism; malnutrition. The 10 most frequently selected topics concerning the issues of carers were: social withdrawal; difficulty navigating care; fatigue/helplessness; disruption to family life as a result of the illness; guilt; right attitude to have with the ill relative; fear for your loved one's future; fragility of the relative; not knowing/understanding the care their relative is receiving; cost of care and food expenses.

Conclusions: The priority topics highlighted in this study helped to identify relevant content for the BREF programme adapted to the context of eating disorders. This programme appears to be a promising way of responding to the concerns and information needs of carers of patients with ED. In this regard, it addresses a major shortcoming in the organisation of mental health services.

Disclosure of Interest: None Declared

EPP0212

Evaluation of the effectiveness of psychosocial rehabilitation: an innovative approach based on the analytic hierarchy process

V. Mitikhin^{1*} and T. Solokhina¹

¹Mental Health Research Centre, Moscow, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.409

Introduction: In psychosocial rehabilitation (PSR), rank scales are widely used to assess the severity of functional disorders in patients. The main problem of evaluating the effectiveness of PSR is related