

e-poster walk: Child and adolescent psychiatry–Part 3

EW0317

An embodied approach to understand behavioural characteristics in subjects with autism spectrum disorders

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There are three main areas of impairment in autism: social interaction, communication and repetitive-stereotyped behaviors. While over a long time orthodox cognitive psychology tried to explain the background of these symptoms, nowadays embodiment theories also seem to be useful tools to grasp the real nature of the disease and get a coherent picture about it. The significance of body states, the perceiver's experiences, dynamic interaction between the organism and its environment, and the emergent nature of the connected processes have increased. This study focused on the autistic children's cognitive development and aimed to explore several aspects of it. Accordingly, the sensory-perceptual processes and the participating children's object use were investigated. The main research methods were questionnaires that were filled in by the parents, participant observation via object play and eye-movement analysis during static and dynamic stimuli. The results confirmed different behavioral patterns by children with autism. Thus, for example, hyper-/hyposensitivity, a reduced rate of creative/pretend activities and a lower level of the preference of social effects could be explored in the autistic group more often than it was found in the case of individuals with typical development. In this way, more aspects of the disease could be clearly interpreted using an embodied approach to the behavioural characteristics, although further studies are required to explore these phenomena in a wider range.

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EW0318

The effects of high exposure to smartphone from ages 3 to 5 years on children's behaviors

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Introduction Smartphones are becoming widely popular and the number of users is significantly increasing, reaching over 65% in South Korea in 2013 and the children begin to use a smartphone at earlier age. Earlier and higher exposure of multimedia is known to have negative effects on children's physical and mental status.

Objectives The aim of the present study was to examine young children's exposure to smartphone and identify the effects of high exposure of smartphone on children's behaviors among Korean children from ages 3–5 years.

Methods In 2014–2015, the parents of 400 children aged 3–5 years (207 boys and 193 girls) were surveyed using a questionnaire on the use of smartphone, children's behaviors, temperaments, social and language development at 3 community-based children's mental health centers.

Results Many children used televisions (95.5%), computers (37.3%) or tablet PC (36.2%), and smartphones (84.6%). Most (74.2%) started using mobile medias before age 2. Parents gave children devices like smartphones to keep them calm (60.8%), when being busy doing something (52.2%), and at playtime (34.3%). The chil-

dren's age at first smartphone use and the frequency were not associated with children's behaviors and temperaments. Higher use group (> 2 h/d) show more somatic symptoms (OR 8.97, $P < .001$), more attention problem (OR 4.43, $P < .001$), more aggressive symptoms (OR 1.30, $P < .001$) and more withdrawal symptoms (OR 1.22, $P < .001$) than lower use group.

Conclusions Young children in Korean urban communities had almost universal exposure to mobile devices, especially smartphone. Early and severe exposure of smartphone by young children aged 3–5 years is highly associated with children's behaviour problems like both internalising and externalising problems.

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EW0319

Handedness in children with autism spectrum disorders

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Children with autism spectrum disorders (ASD) have a less definitive hand preference for certain actions as opposed to neurotypical children. Moreover, left-handedness in children with ASD has been associated with more echolalia. The objective was to conduct a screening of potential risk and associated features for autism spectrum disorders, among which the hand preference of the child. The current aim is to compare the perceived handedness of children with autism spectrum disorders with that of children with other psychiatric pathologies.

Methods Eight hundred and forty-two parents completed our risk and associated features screening questionnaire. Out of these, 494 answered the question regarding handedness (209 had children diagnosed with ASD). This asked the parents to state how they perceived their child's handedness. An ADOS assessment has been conducted for 170 of the children whose parents were included in the study, based on clinical relevance for the case. The data were analysed using Excel and SPSS 22.0. For the comparisons, Chi² and the Kruskal–Wallis test were used.

Results Children with ASD had more left-handedness ($\chi^2(2) = 12.54$, $P = 0.002$). There were no differences between boys and girls in terms of perceived handedness in any of the groups. There were no differences in the ADOS scores according to the perceived hand laterality ($\chi^2(2) = 0.58$, $P = 0.74$).

Conclusion Rightward-asymmetry in regions of corpus callosum has been reported to correlate with symptoms severity in ASD. The finding of different perceived handedness in children with ASD versus children with other psychiatric pathologies is useful for designing appropriate, individualized training programs for motor therapy.

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EW0320

Prevention of conduct disorders at the community level

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Introduction Epidemiological data indicate that 30% to 50% of young people contact the child psychiatrist for behavioral disorders problems. Protective factors research that reduce the risk of conduct disorders are just as important as the research of risk fac-

tors. The aim of this work is to introduce the preventive factors in the reduction of conduct disorders, including 4 domains: individual, family, school and community. The emphasis is placed on preventive factors at the community level, which are covered by the national, state and local policies that support programs oriented towards children and young people. Good infrastructural community support enable young people to participate in activities where they have opportunities to make choices, make decisions and share responsibility. These experiences help young people to develop new skills, increase their self-confidence and make the difference, while such programs help adults to create a basis for understanding and working together with young and engaged people.

Conclusion The interest in the behavior of young people and their perspective creates a culture of care for young people instead of a culture of ignoring or even marking behavior among young people as deviant and antagonistic, which has a significant preventive effect on the development of behavior disorder.

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EW0321

Evaluation of stress and support to parents of children with developmental disabilities—Our experience

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Introduction Stress is an integral part of parenting. The stress of parenting is especially increased at parents of children with developmental disabilities, which can have negative effects on the health of the parents, the relationship with the child and total parental behavior. The objective of this work is to assess the level of stress of parenting among parents of children with developmental disabilities. Parents were involved in workshops support within a regional project. The workshops were conducted twice a month, in the duration of two hours, during the one-year period. The workshops were led by experts in various fields, and work with parents was psycho-educational and supportive. The assessment was made using the questionnaire Parenting Stress Index-Short Form, within the two time frames, at the beginning of the project and after 12 months. The results showed that nearly two-thirds of parents of children with disabilities were under clinically significant stress at the beginning of the service. By retesting after twelve months, it was found that parental stress decreased, and the decrease is particularly evident in the parental competence experience. Although stress is reduced to some extent by the way the parent is experiencing emotional exchange with the child, its level still remains high.

Conclusion Our experience shows that supportive workshops, which we participated in significantly, but insufficiently contributed to the stress reduction among parents. This paper discusses other possible interventions, which would specifically be aimed at developing strategies for reductions of clinically high level of parental stress.

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EW0322

The impact of psychopedagogical intervention on quality of life in adolescents with attention deficit

hyperactivity disorder (ADHD) treated with psychostimulant medication

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Several studies have shown that ADHD has a significant negative impact on multiple domains of quality of life of children and adolescents, particularly in terms of behavioral, emotional and psychosocial quality of life. The psychopedagogical intervention can be therapeutic, preventive and promote educational inclusion. Moreover, it aims to address the learning process, how it is developed and how the individual relates himself to learning, both in the cognitive, social and emotional domains. Our purpose was to understand whether the psychopedagogical intervention influences the quality of life of adolescents with ADHD considering their pharmacological plans. The aim of this study was to evaluate the impact of a psychopedagogical intervention on quality of life of a sample of adolescents with ADHD taking into account their pharmacological plans (rubifen, ritalin, and concerta). We used quantitative and qualitative assessment measures: the KIDSCREEN-10, to measure the quality of life of these adolescents, and a semi-structured interview to assess the impact of a psychopedagogical intervention in the lives of these adolescents and their parents, respectively. The results showed that psychopedagogical intervention has a positive impact on the quality of life of adolescents with ADHD, as well as in the family dynamics. Due to the demands of school work (homework) and their negative impact on the family dynamics and consequently in the quality of life, the results corroborate the relevance of a psychopedagogical intervention to improve these areas. Thus, it appears that this type of intervention is very useful for adolescents with ADHD.

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EW0323

Faux pas: Assessing theory of superior mind. A control-case study

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Often, children with autism spectrum disorder (ASD) can present deficits for acquiring superior level of theory of mind (ToM) in the detection of false beliefs or blunder situations. The objective of this study is to assess 51 subjects with a primary education level (18 with ASD compared to 33 control subjects) comparing ToM level by using the test of Faux Pas test by Baron-Cohen et al. (1999) in two groups divided in 2 layers by age of 7 and 11 years. Results showed significant differences in this construct (ToM) between control group and ASD group only at the age of 11 years (z -score = 2.26; P = .023), but not at the age of 7 years (z -score = 1.89; P = .062). This suggests that ToM's superior capacity acquires greater expression and maturity towards late childhood, just before transition to adolescence stage.

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