

EPV0747

The study of speech and communication in preschool children with autism spectrum disorder

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Introduction: At preschool age, children develop all the speech functions, including the planning function, which allows them to think through the future speech statement. Researchers find a link between impaired ability for speech forecasting and anxiety disorders, as well as emotional disorders.

Objectives: identifying the specifics of speech forecasting in preschool children with emotional disorders.

Methods: the study involved 48 children: 24 children of preschool age without developmental disorders, 24 children of preschool age with emotional disorders. Empirical examination was carried out using the “Prognostic stories” technique.

Results: Children with autism spectrum disorders often have speech disorders, speech may manifest stereotypes in speech, the appearance of echolalia, many children do not use speech for communication. Among the functional characteristics of forecasting, the cognitive forecasting function has a statistically significant difference ($t=4.165<.001$). Children with autism spectrum disorders, having difficulties in social interaction, can choose ways of action that are not suitable for the existing situation. Children’s forecasts are usually short-term, invariant, generalized and minimally verbalized.

Conclusions: Indicators of speech-communicative function confirm the presence of difficulties in children with emotional disorders in the ability to verbalize information, however, they have a realistic vision of the future and are focused on following the social norm. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

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The specifics of understanding emotions in children with disabilities

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Introduction: The degree of success and effectiveness of the child’s socialization largely depends on the timely formation of social emotions, the ability to understand the emotional states of the participants in the interaction and manage their emotions.

Objectives: Studying the features of understanding the emotional states of peers and adults by children of preschool age with disabilities.

Methods: The study involved 227 children aged 5-7 attending educational institutions: 95 children without developmental

disorders; 73 children with severe speech disorders; 9 children with motor disorders; 25 children with visual impairment (strabismus, amblyopia, astigmatism); 15 children with hearing impairment (3rd and 4th degree sensorineural hearing loss); 10 children with autism spectrum disorder. The “Emotional Faces” method (Semago) and the method of studying the child’s understanding of tasks in situations of interaction (Veraksa) were used.

Results: Tasks for the categorization of emotional states cause difficulties in children with speech disorders, since they require a certain mastery of vocabulary for the designation of emotional states. As a result of limited communication in children, there is a lack of understanding of the meaning, causes and motives of the actions of other people, as well as the consequences of their actions, their impact on others.

Preschool children with motor disabilities are inferior to peers without developmental disabilities in accurate verbalization of emotional states, manifested in a primitive description of emotions. Visually impaired preschool children do not have sufficiently clear ideas about socially acceptable actions in communication situations, about ways of expressing relationships with peers and adults. Children with hearing impairment better understand the emotional states of their peers than the states of adults, but they do not know how to show their attitude towards their peers. Difficulties in verbalizing emotions are observed.

Children with autism spectrum disorder experience significant difficulties in recognizing various situations of interaction, isolating tasks and requirements set by adults in these situations; children practically did not try to depict an emotion, having difficulty in differentiating it.

Conclusions: The research confirmed the assumption that children with disabilities have significant difficulties in differentiating similar emotions, they do not accurately determine the emotional state of their peers and people around them. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

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Validation of the Arabic Version of the Kessler Psychological Distress Scale (K6) among college students in Kuwait

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Introduction: The Kessler Psychological Distress Scale (K6) is a psychometrically robust measure of psychological distress for adult populations, the most commonly used screening measure in the general population. It is used in epidemiological surveys globally, including the World Health Organization and World Mental Health Survey. Recently, there has been a research interest in examining the psychometric properties of the K6 in college students’ populations.

Objectives: To examine the reliability, validity and factor structure of the Arabic adaptation K6 in Kuwaiti college students.

Methods: The participants were 1402 individuals (509 males, 893 females) Kuwait University undergraduates, aged 18–35 years-old mean age = 21.50 ± 4.87 . The Arabic versions of The

Kessler Psychological Distress Scale (K6), The Depression Anxiety Stress Scales DASS-42, Beck Depression Inventory-II, and Beck Anxiety Inventory –BAI were administered to participants including demographics. The internal consistency reliability, factor structure, and convergent validity of the (K6) with DASS-42, BDI-II, & BAI were computed.

Results: Internal consistency was satisfactory for the K6 (Cronbach's alpha =0.80 for males & 0.79 for females). The results revealed significant gender differences in distress with a favor for females ($f=8.95$, $p >.003$). Principal component analyses (PCA) showed that a K6 one -component solution explains %61.51 of the total variance for males and %57.23 for females. The k6 correlates with DASS Stress ($r=.76$), DASS Depression ($r=.57$), DASS Anxiety ($r=0.76$), BAI ($r=.73$) and BDI-II ($r=.46$).

Conclusions: The K6 provides satisfactory validation, and can be recommended as a measure of distress among Arab college students.

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EPV0748

UNTIL IT BURSTS OR ALL OF US BURST. A SCHIZOTYPICAL CASE.

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Introduction: Schizotypal disorder is conceptualized as a stable personality pathology (Cluster A) and as a latent manifestation of schizophrenia. It can be understood as an attenuated form of psychosis or high-risk mental state, which may precede the onset of schizophrenia or represent a more stable form of psychopathology that doesn't necessarily progress to psychosis.

Objectives: To exemplify the continuum of psychosis

Methods: Review of scientific literature based on a relevant clinical case.

Results: 39-year-old male living with his parents. He started studying philosophy. He is a regular cannabis user and has an aunt with schizophrenia. He's admitted to psychiatry for behavioral disturbance in public. He refers to having been hearing a beeping noise in his street for months, what he interprets as a possible way of being watched due to his past ideology. Without specifying who and why, he sometimes shouts "until it bursts" to stop the noise and he thinks that his neighbours alerted the police about his behavior. During the interview he alludes to Milgram's experiment, saying that throughout history there have been crimes against humanity and those who pointed them out were labeled "crazy". His father refers that he has always been "strange" and with certain extravagant revolutionary ideas and thoughts. He doesn't maintain social relationships and dedicates himself to reading and writing.

Conclusions: It's important to understand psychosis as a continuum to advance the understanding of etiology, pathophysiology and resilience of psychotic disorders and to develop strategies for prevention and early intervention

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EPV0749

Developing medical education through podcasts based on theories of personality

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Introduction: More traditional lecture-based teaching has ruled medicine for generations. However, with the advancement of technology, a more modern approach to medical education can be developed. Podcasts are recordings, unlimited by time and space, that can act as extremely effective educational tools. Podcasts are a new approach that have the potential to transform the way medicine is taught.

Objectives: This research project discusses the process of creating a podcast series for medical students based around the topic of personality theories. The aim of the project was not only to give medical students a more efficient and accessible way to learn, but also to tackle an undertaught topic in psychiatry. The podcast series I have developed explores the history of personality psychology, beginning with Greek philosopher Hippocrates and his theory of the 4 temperaments and travelling all the way up to the theories of the 20th century, ending the series by discussing the most modern approach to assessing personality; trait theory. The topic of personality theories is essential psychology to grasp in order to fully comprehend psychiatric disorders learnt later in medical school.

Methods: The process of creating educational podcasts did not come without its challenges. The vastness and complexity of information I came across was difficult and time consuming to narrow down and pick the most important points for medical students to understand. The biggest challenge I had was lack of clinical experience in psychiatry. Being involved in creating educational resources as a medical student, with little to no clinical experience in psychiatry, meant textbooks and primary literature were my key sources of information. However, I was aware this way of learning psychiatry was limiting; learning from textbooks alone may give a skewed picture of psychiatric conditions that can only be gained by seeing and learning from patients in the clinical environment. It allowed me to reflect on the use of online clinical videos in replacement of experiencing psychiatric placements.

Results: The Podcasts themselves were crafted based on information from the most recent podcast research. They were made within the ideal timing and style to maintain audience engagement and allow listeners to process and retain new knowledge and make the most out of the learning style.

Conclusions: They utilised Kolb's learning style and allowed listeners to take an active role in the processing of new information by asking several questions throughout each episode. This technique especially gave learners opportunity to reflect on their own bias and change their perception about new concepts they were presented