

ough the collaborative use of test results. Patients were evaluated before (T0), in the middle (T1) and after (T2) the assessment using CGI, GAF, HAM-A, HAM-D and MRS scales.

Results Eighty-eight adolescents, 56.8% females, diagnosed with anxiety (47.7%) and mood disorders (52.3%) completed the protocol. HAM-A, HAM-D, MRS, CGI and GAF significantly improved at T1 and T2 with respect to T0 (T0: HAM-A 17.31 ± 8.22 ; HAM-D 16.97 ± 8.37 ; MRS 5.78 ± 6.17 ; GAF 59.3 ± 11.06 ; CGI 3.63 ± 1.35 ; T2: HAM-A 11.41 ± 6.82 ; HAM-D 11.1 ± 6.91 ; MRS 3.82 ± 3.87 ; GAF 67.5 ± 10.76 ; CGI 3.03 ± 1.26 ; $P < 0.001$; Wilcoxon signed-rank test for repeated measures).

Conclusions Cooperative assessment is able to early improve symptoms in adolescents with mood and anxiety disorders.

Disclosure of interest The authors have not supplied their declaration of competing interest.

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EW0055

Organizational skills training for children with ADHD

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Introduction In addition to problems with inattention and hyperactivity, children with ADHD show poor organizational skills required for managing time and materials in academic projects. Poor organizational skills are associated with academic underachievement as well as psychosocial, occupational and economic difficulties. Behavioral approaches for ADHD are effective in reducing hyperactivity symptoms and behavioral problems, but the effects on academic functioning have been modest. An increasing emphasis on treatment of organizational skills has emerged in recent years, as difficulties with time management and organization of materials tend to persist and increase with age despite medication and behavioral treatments.

Objectives The primary objective is to investigate whether organizational skills training has a positive effect on organizational skills. The secondary and exploratory objectives are to investigate the effect on ADHD symptoms, adaptive functioning, academic performance and cognitive functions with a 24 weeks follow up.

Aims Our goal is to provide cost-effective group-based treatment for children with ADHD and their parents. This will be the first randomized and controlled trial of organizational skills in Denmark.

Methods Participants are included in two sites in Southern Denmark and will be randomized to Organizational skills training or treatment as usual. Organizational skills training will be provided in a group format for children and parents over 10 weeks.

Perspectives Given the strong association between organizational skills and functional outcome, it is very important to address organizational skills in children and adolescents with ADHD as organizational skills deficits hinder the academic performance of even gifted students with ADHD and increase with age.

Disclosure of interest The authors have not supplied their declaration of competing interest.

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EW0056

Children with somatic symptoms disorders and disruptive behavior disorder: Which is the role of anger to caregivers?

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Introduction The quality of adult-infant interactions represents a critical context in which child adaptation problems could evolve, and child psychopathology could develop. Literature has investigated the role of attachment to caregivers, nevertheless, there is a paucity of studies on middle-childhood and early adolescence in patients with somatic symptoms disorders and disruptive behavior disorders.

Objective This study investigates the attachment to caregivers in children with somatic symptoms disorders and disruptive behavior disorders, focusing on the role of Anger to mothers and fathers.

Aims The aims are to verify the presence of: – high frequency of insecure attachment;

- an overrepresentation of attachment disorganization;
- high levels of Anger to caregivers.

Method Fifty-six patients with somatic symptoms disorders, and 42 patients with disruptive behavior disorders, aged from 8 to 15, are administered the child attachment interview.

Results Findings show: – Insecure attachment in more than half of the patients;

- a significant presence of disorganized attachment with respect to both parents;
- higher levels of anger to father in children with somatic symptoms disorders.

Conclusion Considering the attachment to have a regulatory function, the knowledge of the different attachment strategies in middle-childhood and early adolescence may enhance our understanding and improve the management and the treatment of patients with somatic symptoms disorders and disruptive behavior disorders.

Disclosure of interest The author has not supplied his/her declaration of competing interest.

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EW0057

Disruptive behavior disorders in childhood and adolescence: Attachment models and post-traumatic symptomatology

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Introduction In line with a consistent literature, young patients with disruptive behavior disorders in childhood and adolescence have experienced some traumatic events, such as abuse, rejection and violence assisted. Recent studies are focusing the attention on the role of attachment and post-traumatic symptomatology for a better evaluation of this clinical condition.

Objective This study investigates attachment models and post-traumatic symptomatology in young patients with disruptive behavior disorders.

Aim(s) The following objectives are set by the present study: – to evaluate attachment models in a group of children diagnosed with disruptive behavior disorders;

- to evaluate their post-traumatic symptomatology;
- to test the extent of the association between post-traumatic symptomatology and attachment organization in young patients with disruptive behavior disorders.

Method Forty-two Italian patients aged from 8 to 15 previously diagnosed with disruptive behavior disorders are compared to 42 healthy control subjects. We administer the child attachment interview and trauma symptom checklist for children-adolescent.

Results Insecure attachment are found in more than half of the patients diagnosed with disruptive behavior disorders and disorganization are highly over-represented. Furthermore, low levels of post-traumatic symptoms are found in young patients with disruptive behavior disorders.