

Introduction: Most previous research focused on the association between mentalizing and specific mental disorders, while less is known about the relationship between mentalizing and quality of life among adolescents.

Objectives: This study aimed to validate The Reflective Function Questionnaire for Youth in the Hungarian language and evaluate the moderating influence of mentalizing on the relationship between psychopathology and quality of life.

Methods: A community sample of 384 youths of 12–18 years (72.7% females) completed the following questionnaires: The Reflective Function Questionnaire for Youth (RFQY), The Measure of Quality of Life for Children and Adolescents and The Strengths and Difficulties Questionnaire. First, we tested the different factor structures of the RFQY: the two-factor, the eight-item, and the five-item versions. We conducted a series of moderation analyses with quality of life as the dependent variable, higher-order symptom categories (internalizing or externalizing symptoms separately) as the independent variable, and mentalization as the moderator.

Results: The confirmatory factor analysis supported the five-item version of the RFQY (Cronbach's alpha .61) and resulted in a new, 10-item version of The Reflective Function Questionnaire for Youth on the Hungarian sample (Cronbach's alpha .76). Mentalization had a moderator effect on the relationship between internalizing and externalizing symptoms and quality of life.

Conclusions: Our study provides the first psychometric support for the Hungarian version of the RFQY and underlines the importance of assessing the complex relationships between mentalization, quality of life and symptomatology. Targeting mentalization to improve the quality of life among adolescents might be a key factor.

Disclosure of Interest: None Declared

EPV0150

Children's fear and sleep: what is the relationship

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doi: 10.1192/j.eurpsy.2023.1504

Introduction: Fear was the primary construct for this study, however, knowing that high levels of anxiety can cause changes in sleep quality, it was considered opportune to study the relationship between these two concepts.

According to Marks (1969), "Fear is a normal response to active or imagined threat in higher animals, and comprises an external behavioral expression, an inner feeling and associated physiological changes", almost all children experience some degree of fear during its development. Additionally, while these fears vary in frequency, intensity, and duration, they tend to be mild, age-specific, and transient. According to a simple definition, sleep is a reversible behavioral state of perceptive disconnection and indifference to the environment (Carskadon & Dement, 1989).

Objectives: Sleep quality perceived by children is inversely correlated with self-perception of fears

Methods: Participants

The study sample consists of 121 students from the 1st cycle of basic education, 65 (53.7%) attending the 3rd year of schooling and 56 (46.3%) attending the 4th year of schooling, 66 (54.5%) were female and 55 (45.5%) were male, aged between 7 and 10 years old ($M=8.5$; $SD=0.61$).

Method: Sleep Self Report-PT (SSR-PT): The SSR-PT is a questionnaire designed to assess children from 7 to 12 years old regarding their self-perception of the quality of their sleep. Fear Survey Schedule for Children-Revised (FSSC-R): T. Ollendick (1978); Translation and adaptation: Pedro Dias & Miguel Gonçalves

Results: The lower the sleep quality perceived by the children, the greater the self-perception of fears of the two factors with very strong significance .000 in both.

Conclusions: The lower the sleep quality perceived by the children, the greater the self-perception of fears of the two factors with very strong significance .000 in both.

Disclosure of Interest: None Declared

EPV0151

Fear in children: what is the importance of gender

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doi: 10.1192/j.eurpsy.2023.1505

Introduction: When we were children we all remember hearing expressions like: "Do not be afraid.", "What are you afraid of?", "You are strong, you are not afraid!". This primary emotion is introduced in our development associated, most of the time, with a negative connotation. However, we know that fear, as a normal response to a real or imagined threat, is an integral part of human development (Sequeira, 2011).

The existence of research on fears is relevant for the definition of developmental patterns, characteristics such as frequency and intensity, but also for the identification of risk factors that may be at the genesis of the development of anxiety disorders (Ollendick, King & Murris, 2002).

Objectives: In Portugal, studies on fears are scarce, contrary to what happens in other countries (Sequeira, 2011).

Methods: The study sample consists of 121 students from the 1st cycle of basic education, 65 (53.7%) attending the 3rd year of schooling and 56 (46.3%) attending the 4th year of schooling, 66 (54.5%) were female and 55 (45.5%) were male, aged between 7 and 10 years old ($M=8.5$; $SD=0.61$).

For each child, an adult, parents or parental figures also participated in the study, most of which were the mother (89.3%) and the remaining participants were the father (7.4%), father and mother (1.7%), grandmother (0.8%) and brother (0.8%).

Results: Fears are more frequent in females than males.

Conclusions: In general, anxiety disorders tend to be more prevalent in girls than in boys (Ollendick, King & Murris, 2002).

Disclosure of Interest: None Declared