

omission errors. There was no significant difference between groups in auditory comprehension.

Conclusions: A differential profile was found in reading performance, consistent with the cognitive deficits classically pointed out in the literature for each diagnosis: phonological deficits in dyslexia, with problems in decoding and fluency; and attentional deficits in ADHD, with omission errors. In the comprehension measures, dyslexic group had significant lower performance than ADHD in the Cloze Reading Comprehension Test, but there was no difference in the Vocabulary subtest-WISC. An explanatory hypothesis is that, to understand the text, it is necessary to recognize the words previously, whereas, in the WISC, it is not necessary to read, since the questions are oral. These results corroborate the hypothesis that deficits in reading comprehension in dyslexia are more related to difficulties in word recognition and fluency skills than in general listening comprehension.

Financial support: CAPES Proex [grant 0426/2021, no. 23038.006837/2021-73]; CNPq [grant 310845/2021-1]

Disclosure of Interest: None Declared

EPV0143

DISRUPTIVE IRRITABILITY & FAMILY DYSFUNCTION CORRELATION: ANALYSIS THROUGH FAMILY DRAWINGS

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doi: 10.1192/j.eurpsy.2023.1497

Introduction: Drawing represents mainly a motor activity of expression. Drawing represents a form of non-verbal language that is very important both cognitively and affectively. Therefore, it allows to hypothesise and evaluate the degree of neurodevelopment of individuals as well as their level of interaction with the environment.

Family sketches can be evaluated in a projective, neurocognitive and affective way to provide insights on the attachment system, degree of bonding, communication, social and affect interaction as well as difficulties or problems that have motivated emergency consultation.

Objectives: This study evaluate the possible correlation between family dysfunction and irritability as cause of request of consultation in an emergency department of mental health in child & adolescents through the analysis of family drawings.

Methods: This is a retrospective, observational study of correlation between the reasons of emergency consultations, dysfunctional irritability and family difficulties represented through family drawing. It is based on a randomised sample of 30 reports of emergency appointments of children between 8 to 13 years old that have been examined in the Child & Adolescent Psychiatry Emergency Department at the Pitié Salpêtrière Hospital during two years for Emotional or Irritability dysfunction.

An adaptation of both Goodenough-Harris Drawing projective test and Corman test were used to evaluate findings from family drawings as well as neurocognitive parameters of drawing technics, sociodemographic dates, cognitive level and family dysfunction.

Results: The degree of cohesion, identification and devaluation of adult figures have been important elements of interpretation in irritability dysfunction and family drawings.

Conclusions: The family environment could be a factor in the interpretation of chronic irritability and its manifestations on the child's family drawings establish a clear correlation.

The adapted assessment of the family drawing could be an important tool in the nosological exploration of children's mental health in emergency, especially on relational systemic representation and symbolization.

Disclosure of Interest: None Declared

EPV0144

Early childcare from 0 to 3 years and child behavioural difficulties at age 5.5 years in France, data from the ELFE mother-child cohort

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doi: 10.1192/j.eurpsy.2023.1498

Introduction: Previous studies have showed that the type of early childcare can be associated with child behavioural difficulties though results vary across countries.

Objectives: To investigate the link between early childcare from birth to 3 years and child behavioural difficulties at age 5.5 years, in the French context.

Methods: In this study (n = 9,699), parents participating in the French ELFE birth cohort reported their child main childcare type used between birth and three years of age (centre-based (22.6%), childminder (43.6%), informal (8.2%) or parents only [25.7%]), and the child's behaviour through the Strengths and Difficulties Questionnaire (SDQ) at age 5.5 years. Scores were calculated for each SDQ subscale as well as the total SDQ scores. Logistic regression analyses were carried out adjusting on socio-demographic, parents' and child's characteristics to evaluate the association between early childcare type and abnormal SDQ total score (>16) as well as subscale scores.

Results: In the study population, 584 (6.02%) children had abnormal SDQ total score, and 1,104 (11.4%) in the emotional subscale, 573 (5.91%) in the peer relationship subscale, 1,433 (14.8%) in behavioural subscale, and 1,097 (11.3%) in the hyperactivity subscale. After adjusting, compared to children who were looked after by their parents only, those who were in centre-based childcare had a lower likelihood of having an abnormal SDQ total score (OR_a = 0.76 [95% CI: 0.58 – 0.99]), while there was no significant difference for children who were in a childminder's care (OR_a = 0.94 [95% CI: 0.75 – 1.17]) or in an informal childcare (OR_a = 1.18 [95% CI: 0.86 – 1.63]). In additional analyses, we found that compared to children in parental care only, children in centre-based childcare had a decreased likelihood of having abnormal internalising subscales scores: emotional subscale, (OR_a = 0.81 [95% CI: 0.67 – 0.99]) and peer relationship subscale, (OR_a = 0.79 [95% CI: 0.61 – 1.02]). All other associations were not significant except for the informal childcare which was associated to a higher likelihood of abnormal behavioural subscale (OR_a = 1.29 [95% CI: 1.03 – 1.62]).

Conclusions: In the French ELFE cohort, early centre-based childcare was linked to lower likelihood of having internalising problems in children at age 5.5 years. Further studies should focus on the possible mechanisms of this association. Family and childhood policies should aim to make centre-based childcare accessible to more children.

Disclosure of Interest: None Declared

EPV0145

Assessment of social skills of adolescents victims of mistreatment

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doi: 10.1192/j.eurpsy.2023.1499

Introduction: Between January and May 2022, more than 78,248 complaints were registered in Brazil, involving children and adolescents in situations of abuse. (Ministry of Women, Family and Human Rights, 2022). Childhood maltreatment includes all forms of physical, emotional, sexual abuse or neglect. Literature has shown that individuals who are victims of abuse have more difficulties with social skills than their peers.

Objectives: Quantitatively evaluate the social skills of adolescent victims of abuse.

Methods: Six adolescents between 12 and 17 years old participated in the study. The assessment of social communication skills was performed using the Social Skills Rating Scale (SSRS) protocol. At the time of data analysis, the following variables were taken into account: gender of the participants and type of abuse suffered, as stated in their medical records.

Results: Male participants showed a better overall performance in social skills than female participants. However, this second group scored higher on assertiveness and empathy skills. Regarding the type of abuse, in both genders, victims of sexual abuse and neglect showed better results than those who suffered only neglect. The results are described in more detail in images 1 and 2.

Table 1. Female group results

	Overall score SSRS	Empathy	Self-control	Responsibility	Assertiveness
Expected scores	25 – 32	7 – 9,81	6 -10	7 - 10	3 – 5
Average of the results obtained (n = 3)	19,66	5,66	5,66	5,66	2,66
Average of the results obtained from neglect victims (n = 2)	17	4	5	4,5	3,5
Average of the results obtained from sexual abuse and neglect victims (n = 1)	25	9	7	8	1

Table 2. Male group results

	Overall score SSRS	Empathy	Self-control	Responsibility	Assertiveness
Expected scores	23 – 31	6 – 9	6 - 9	7 – 9	2 - 5
Average of the results obtained (n = 3)	23,66	4,66	7,66	8,66	1,33
Average of the results obtained from neglect victims (n = 1)	25	3	10	8	2
Average of the results obtained from sexual abuse and neglect victims (n = 2)	23	5,5	8	7,5	2

Conclusions: Adolescents who are victims of abuse have considerable difficulties with social skills, which can impact the performance of their basic day-to-day activities. More studies about the impacts of mistreatments on the development of social skills are needed.

Disclosure of Interest: None Declared

EPV0146

Boredom, emotional dysregulation and avoidance coping strategies: Which is their role in youth mood disorders?

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doi: 10.1192/j.eurpsy.2023.1500

Introduction: Coping and emotional regulation mechanisms may play a significant role in the neurodevelopment and in the subsequent psychopathological trajectories, especially in youth. The boredom dimension may also have a pathoplastic role.

Objectives: Considering the poor literature in adolescents and young people (15-24 years-old), our study aims at investigating the relationships between coping patterns and emotional dysregulation as well the mediatory role of boredom, by particularly focussing on a sample at early onset of mood disorders.

Methods: Cross-sectional, observational design study. Descriptive analyses were performed considering a set of socio-demographic and clinical variables (DERS, MSBS, COPE-NVI). Kruskal-Wallis, Spearman correlations and linear regression models were performed between DERS (dependent variable) and COPE-NVI (independent variable), together with mediation analyses (MSBS as mediator).

Results: 86 subjects (mean age=18.4±2.8) were enrolled. DERS score was 114.8±33.3, COPE-NVI was 129.1±22.1, MSBS was 136.22±45.8. Positive correlation between DERS total and *avoidance strategies* ($r=+0.6, p<0.001$) and negative correlation between DERS total and *problem orientation strategies* ($r=-0.467, p=0.023$)