

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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