

movement, and the existence of places that enable and encourage socialization, all with the perception security.

The results known so far should be kept in mind during further research into the etiology and epidemiology of mental health in young people, starting with epigenetics and ending with healthcare planning.

Disclosure of Interest: None Declared

EPV0397

Trends in Depressive Disorders Among Patients at the Child and Adolescent Psychiatric Unit at Siriraj Hospital Over a 9-Year Period

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Introduction: Depression is a significant global health issue among children and adolescents. It has been identified as a leading cause of disability among this population worldwide.

Objectives: This study compares the characteristics and related factors of depressive disorders among child and adolescent patients in Thailand between 2014 and 2022, with the aim of enhancing treatment and screening strategies.

Methods: We included child and adolescent patients diagnosed with depressive disorders at Siriraj Hospital, comprising 93 patients in 2014 and 172 patients in 2022. Data on demographics, personal and social history, diagnoses, comorbidities, and treatment outcomes were collected from medical records. Results were analyzed using relative risk, 95% confidence intervals, and p-values through modified Poisson regression.

Results: The proportion of female patients significantly increased from 49.5% in 2014 to 73.7% in 2022 ($p < 0.001$). The prevalence of domestic violence rose from 7.5% in 2014 to 20.3% in 2022 ($p = 0.006$). Suicidal ideation increased from 16.1% to 51.2% ($p < 0.001$), and self-harming behaviors rose from 22.7% to 57.6% ($p < 0.001$). Referrals to psychologists doubled from 22.6% in 2014 to 43.9% in 2022 ($p < 0.001$), while hospitalization rates within the first year of treatment also increased from 6.5% in 2014 to 15.2% in 2022 ($p = 0.037$). No significant differences were observed in age, family structure, parenting style, disease-triggering factors, psychotic symptoms, comorbidities, medication use, or remission rates between the two years. Our regression analysis indicated that authoritative parenting significantly influenced remission rates, with patients under authoritative parenting being 1.98 times more likely to achieve remission compared to those under other parenting styles ($p = 0.042$).

Conclusions: There is a rising trend in the prevalence of depressive disorders among female child and adolescent patients, accompanied by more severe symptoms such as increased suicidal ideation and self-harming behaviors. Hospitalization rates within the first year of treatment have also increased. Despite these trends, remission rates have remained unchanged. The study highlights the potential role of authoritative parenting in improving remission rates. These findings underscore the need for enhanced screening protocols, updated treatment guidelines, and targeted parental counseling to improve depression management in the future.

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EPV0399

The Association between Impulsivity and Anxiety in Adolescents with Insomnia: The Moderating Role of Evening Chronotype

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Introduction: Adolescence is a unique stage of cognitive, psychosocial and physical growth and development. This period is often associated with increased evening tendency, as well as increased risks for mental health and sleep problems. Insomnia is amongst the most common sleep problem in youths and is commonly associated with impulsivity and anxiety symptoms. Previous research suggested the comorbidity of insomnia and eveningness as a significant risk factor for anxiety symptoms in adolescents. Meanwhile, there has been some evidence suggesting that insomnia and eveningness are respectively associated with impulsivity. Nonetheless, the relationships among eveningness, impulsivity and anxiety in the context of insomnia remained unclear.

Objectives: To investigate how circadian preference moderates the association between impulsivity and anxiety symptoms in adolescents with insomnia.

Methods: Adolescents aged 12-20 years old diagnosed of DSM-V insomnia disorder were recruited. They completed self-reported questionnaires, including the Morningness-Eveningness Questionnaire (MEQ) for assessing circadian preferences, Insomnia severity indexes (ISI) for assessing insomnia symptoms, the General Anxiety Disorder (GAD) scale to measure anxiety symptoms, and the Barret Impulsiveness Scale (BIS) for assessing impulsivity. Participants completed an objective cognitive task (the Balloon Analog Risk Task, BART) to measure risk-taking behavior. Their sleep was objectively assessed by 7-day actigraphy.

Results: Eighty-eight participants were recruited into this study (age: 18.20 ± 1.61 years). Among them, 44% of the participants were identified as eveningness type ($MEQ < 42$). There were no significant differences in anxiety symptoms and impulsivity based on both self-reported and behavioral task between circadian preferences (*all* $p > .05$). Circadian preferences was found to significantly moderate the association between self-reported impulsivity and anxiety symptoms after controlling age and sex factor ($p = .009$) but not the association between risk-taking behavior and anxiety symptoms ($p > .05$). Specifically, higher self-reported impulsivity was associated with more severe anxiety symptoms in adolescents with insomnia and eveningness ($p = .006$). No significant association was found between self-reported impulsivity and anxiety symptoms in non-eveningness group ($p > .05$).

Conclusions: The findings suggested the role of circadian preference in moderating the association between impulsivity and anxiety symptoms in adolescents with insomnia. Further research may explore different aspects of impulsivity and examine the causation between eveningness, insomnia, impulsivity and anxiety among adolescents in a longitudinal design.

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EPV0400

Longitudinal study of mental abilities in teaching primary school students with intellectual disabilities

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Introduction: The results of achievements in mastering the program material of students of a special school by the end of the fourth year of study are characterized by a large variability in training, which allows us to assert the need to develop and apply special teaching techniques and methods, harmonize the academic workload

Objectives: to study the mental capabilities and identify learning difficulties of fourth-grade students with mental disabilities in elementary school by the end of study

Methods: Two samples of fourth-graders (132 students) were identified: Group 1 - 100 students with mild mental retardation, Group 2 - 32 students with severe intellectual disabilities. Methods: observation, pedagogical experiment, cluster analysis

Results: Clustering criteria: volume and level of assimilation of program material in academic subjects; achievement of subject and personal results.

In group 1 (75%), 3 clusters were identified by academic performance in the main academic subjects, which are uniform in terms of the variability of dynamics, which indicates the homogeneity of the group of students; however, the groups differ in the level of achievement of subject and personal results (sufficient, average, minimal). In group 2 (25%), 3 clusters were also identified, which are variable, but do not duplicate each other, and have an individual spread of indicators in the dynamics of subject and personal results within each cluster, which indicates the heterogeneity of the group of students in each cluster

Conclusions: three levels of dynamics in the education of students with varying degrees of mental retardation were identified. The range in the variations of the results of the 2nd group of students with severe intellectual disabilities indicates the need for individualization of education, selection of partial programs taking into account the special educational needs of each student, and the development of special personalized approaches to education. Apparently, it is also necessary to select the optimal amount of academic workload and the level of complexity of the material studied, compliance with health-saving technologies in accordance with the individual psychological characteristics of the student

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EPV0402

Anxiety disorders and self-esteem levels of primary school children

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Introduction: There is no doubt that childhood is a crucial period in a person's development. Anxiety disorders in modern times are at the forefront, with a huge number of children and adolescents suffering from them. An important asset, a protective shield against anxiety disorders that promotes mental well-being is self-esteem.

Objectives: The present study aims to investigate the level of self-esteem and the differentiation of various anxiety disorders, as well as the assessment of the severity of anxiety symptoms exhibited by children aged 9-12 years, who were attending the 4th, 5th, and 6th grades of public primary schools in the Larnaca district of Cyprus. Additional objectives are to investigate possible associations between these variables and the socio-demographic characteristics of the students in combination with their teacher-reported school performance.

Methods: To 249 students were administered (a) a Sociodemographic Characteristics Questionnaire, (b) the Rosenberg Self-Esteem Scale, (c) the Spence Children's Anxiety Scale (SCAS), and their teachers were given a questionnaire to assess the academic performance of each student individually.

Results: The protective role of self-esteem in the development of anxiety disorders ($p < 0.001$) and feelings of loneliness and the positive effect on school performance was confirmed by the study. Besides, high levels of self-esteem were associated with reduced feelings of loneliness ($p = 0.001$), increased school performance ($p = 0.020$) and greater satisfaction with teacher help ($p = 0.001$). Additionally girls had more frequent anxiety disorder behaviours compared to boys ($p = 0.028$), especially panic disorders, agoraphobia ($p = 0.020$), specific phobias ($p = 0.012$) and separation anxiety ($p = 0.005$). Interestingly, the study found that stronger feelings of loneliness at school were associated with increased occurrence of anxiety disorders ($p < 0.001$). It was also found that older students were less likely to develop anxiety disorder behaviours ($p = 0.002$), while children with more siblings in a family showed worse ratings of student performance at school ($p = 0.001$). Finally, it appears that school performance was associated with less social phobias ($p = 0.048$) and that those children who received parallel support had lower performance than those who did not ($p < 0.001$).

Conclusions: Promoting increased levels of self-esteem, especially in children, is very important as it can help safeguard mental health. Anxiety disorders are a crucial problem in modern times, so their continuous study and treatment are essential. Holding informational and awareness-raising conferences for teachers, parents, and generally all professionals who come into frequent contact with children at this sensitive age is necessary and indisputable.

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