

**Disclosure:** No significant relationships.

**Keywords:** residency training; psychiatry; personal experiences; Covid-19

### EPP0311

#### Personality tests across settings, considering language proficiency and literacy

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**Introduction:** Generic psychometric instruments are frequently used in psychiatric practice. When a respondent provides an affirmative reply to two contrasting items in such a questionnaire (e.g. "I am reserved" and "I am outgoing"), serious questions need to be asked about the respondent, the instrument, and the interaction between the two.

**Objectives:** The research aims to identify reasons which could explain the contradictory answers provided by respondents to a well-established, and seemingly psychometrically sound instrument.

**Methods:** World Values Survey data, collected in South Africa (N = 3 531), were analysed, focusing on the personality survey, where contrasting response to matching items were identified. Exploratory factor analyses were used to inspect the factorial structure of the instrument across groups, after which measurement invariance tests were done.

**Results:** The theorised factorial structure of the personality survey did not mirror the structure in the South African sample. This was demonstrated in the inspection-report, as well as in the tests of measurement invariance. However, in some groups, specifically those who were well-versed in English and possessed higher levels of education, the structures were replaceable.

**Conclusions:** The assumption that well-established instruments are valid in settings different to the one where they were initially developed, should be questioned, and such instruments should not be used unless thoroughly tested. This presentation exposes the extent of measurement non-invariance when using an instrument in a foreign setting and shows how this can be detected and addressed. Those working with foreign individuals or conducting cross-cultural research should be particularly aware of these threats to validity.

**Disclosure:** No significant relationships.

**Keywords:** personality; measurement invariance; cross-cultural research; language proficiency

### Child and Adolescent Psychiatry 03

### EPP0313

#### Psychopharmacological approach for Binge-eating disorders.

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**Introduction:** Binge-eating disorder (BED), is one of the most common eating disorder. Treatment aims to reduce binge-eating frequency and disordered eating-related cognitions, improve metabolic health and weight, and regulate mood (in patients with coexisting depression or anxiety)

**Objectives:** The aim of this study was to examine the efficacy of lisdexamfetamine dimesylate in a sample of 50 women with a binge eating disorder diagnosis compare with selective serotonin reuptake inhibitor

**Methods:** Two groups were made, one with lisdexamfetamine and the other with selective serotonin reuptake inhibitor (fluoxetine). 20 women were in each group (total n=40). The doses depend of the binge symptoms and rates were from 30 to 70mg/day for lisdexamfetamine and for fluoxetine the doses were from 20 to 60mg/day.

**Results:** Binge behaviors decreased with a 50mg/day dose of lisdexamfetamine. The 70mg/day doses present also less binge behaviors but also more adverse events. The 30mg/day doses did not decrease binge-eating behaviors.

**Conclusions:** Lisdexamfetamine is the first pharmacological agent to receive FDA approval for use in adults with moderate to severe binge eating disorder. This study supports further assessment of lisdexamfetamine as a treatment option for decreasing binge eating behavior and also symptoms associated such as anxiety and obsessive and compulsive features in adults. Increased efficacy with increasing dosages of lisdexamfetamine suggests a dose-response relationship until 50mg/day. Women with a dose of 50mg/day of lisdexamfetamine report less adverse event, more adherence to treatment and improve their eating behaviors.

**Disclosure:** No significant relationships.

**Keywords:** binge eating disorder; Lisdexanfetamine; Fluoxetine; eating disorder

### EPP0314

#### Clinical phenotypes of autism spectrum disorders and epilepsy comorbidity

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**Introduction:** ASD with epileptic seizures (ES) and/or specific epileptic activity on EEG (EEG SEA) and repetitive movements and vocalizations (RMV) can be determined by different variants of genetic polymorphism or by different variants of gene expression, determined by different influences.

**Objectives:** To study the features of the clinical phenotype of ASD in preschool and school-age children with ES, EEG SEA and RMV.

**Methods:** The study group was divided 116 children aged 2-10 years with ASD into three subgroups: subgroup A - 23 children with

a history of ES, subgroup B - 35 children with EEG SEA without ES, subgroup C - 19 children with ASD having EEG SEA, RMV (motor stereotypes, motor tics and/or vocal tics). The control group consisted of 39 children with ASD non a history of ES and EEG SEA. **Results:** Children with ASD, complicated by severe and frequent ES are characterized by impaired social reciprocity and communication against the background of regression / stagnation of speech and motor skills development (aOR: 2,7 [1,7-4,8]). Disorders of communication and repetitive behavior in ASD in children of different ages are represented by different monoqualitative syndrome (phenotypes). Movement stereotypes predominated in children with ASD without ES and without EEG SEA (aOR: [1,8-7,9]). In children with ASD and EEG SEA, motor stereotypes and repetitive behavior were equally common ([SD] 2.1 -1, P =0.81).

**Conclusions:** Disorders of social reciprocity, communication, repetitive behavior are diagnostically significant for ASD complicated by ES, ASD with EEG SEA.

**Disclosure:** No significant relationships.

**Keywords:** autism spectrum disorders; epileptic seizures; repetitive behavior

### EPP0315

#### Evaluation of Risk Factors for Attention Deficit Hyperactivity Disorder in Sri Lankan Children: A school based population study from a developing nation

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**Introduction:** Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common psychiatric disorders of childhood with significant impairment in overall functioning and associated psychiatric comorbidities. Knowledge of determinants is vital for the development of effective preventive strategies and tailor made interventions.

**Objectives:** The study was aimed at determining risk factors for the development of ADHD among primary school children (PSC) in state schools in Colombo district of Sri Lanka.

**Methods:** An unmatched case control study was conducted consisting of 73 cases (with ADHD) and 264 controls (without ADHD) selected randomly among 6-10 year old PSC from Sinhala medium state schools in Colombo district. Primary Care Givers completed the validated Sinhala version of Swanson, Nolan, Pelham -IV (SNAP-IV-S) scale for the assessment of ADHD and an interviewer administered questionnaire on risk factors. Children's diagnostic status was confirmed by a Consultant Child and Adolescent Psychiatrist following a clinical assessment. Bivariate analysis followed by multivariate regression model identified potential risk factors.

**Results:** Multivariate analysis revealed, male sex (aOR=3.74; 95% CI=1.67-8.35), lower educational level of the mother (aOR=3.31; 95%CI=1.39-7.98), maternal psycho pathology (aOR=7.28; 95% CI=1.55-34.35), prenatal exposure to passive tobacco smoke (aOR=3.76; 95%CI=1.09-12.95), Birth weight <2500g and /or

gestation period of <37 completed weeks (aOR=3.6; 95%CI=1.48-8.74), neonatal complications (aOR=4.03; 95%CI=1.94-8.32), minimal leisure time with family (aOR=2.39; 95% CI=1.19-4.82) and subjected to teasing/ bullying (aOR=5.03; 95% CI=2.47-10.25) as significant predictors of ADHD.

**Conclusions:** Primary prevention focusing on strengthening neonatal, maternal and child health services needs highlighting together with special emphasis on the need for anti-bullying policies in state schools.

**Disclosure:** No significant relationships.

**Keywords:** Primary School Children; Sri Lanka; risk factors; adhd

### EPP0316

#### Psychological well-being in Hungarian students with specific learning disorders (SpLD)

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**Introduction:** The specific learning disorders (SpLD) are neurology based development disorders which are characterized by significant difficulties in acquiring learning skills. SpLD are often accompanied by mental health problems because of emotional and behavioral consequences of the diagnosis. While the presence of SpLD can worsen psychological well-being among school aged children, resilience factors can neutralize these harmful effects.

**Objectives:** The aim of this research is to identify protective factors promoting development of psychological well-being and mental health in adolescents with SpLD compared to a control group of peers without this diagnosis.

**Methods:** Hungarian primary school students (N = 174; M = 13.34 years, SD = 1.14) participated in the study aged between 11 to 15 years. Of these, 23.6% students had a SpLD diagnosis. Participants completed a paper pencil-based questionnaire that included: EPOCH Psychological Well-being Questionnaires of Adolescent, WHO Well-being Index, Satisfaction With Life Scale, Multidimensional Perceived Social Support Scale, The Connor-Davidson Resilience Scale, and Self-regulation Scale.

**Results:** Psychological well-being in both groups shows positive correlation (p<0.01) with general well-being, satisfaction with life, social support, self-esteem and self-control. In the SpLD group, the engagement and connectedness subscales do not relate to the general well-being and life satisfaction, in contrast with the control group in which these are associated with both. Self-control shows stronger correlation with general well-being and with engagement and connectedness subscales as compared to the control group (p<0.01).

**Conclusions:** There are differences in contributing factors of general psychological well-being in adolescents with SpLD and those without this diagnosis.

**Disclosure:** No significant relationships.

**Keywords:** specific learning disorders; Adolescents; psychological well-being; resilience