

Conclusions: This modality of assessment can be instructional for parents and may also reduce financial and time costs once provides specific indicators to observe during play.

Keyword: Treatment

EPP0158

The relationship between executive dysfunctions and quality of life of children and youth with psychiatric disorders

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Introduction: The high cognitive abilities named executive functions (EF) are responsible for emotional regulation and for goal-oriented behavior. EF are frequently disrupted in anxiety disorders and negatively affect daily function and quality of life (QoL). Nevertheless, EF evaluation is usually performed in the laboratory using neuropsychological assessments that refer to specific components (such as working memory, inhibition), but lacks a comprehensive profile of EF and the expressions in real life context.

Objectives: To elaborate the knowledge about EF in daily life of children/youth with psychiatric disorders, by comparing their EF to those of healthy controls, using an ecological measure that imitates daily life scenarios; To examine the relationship between EF and QoL in the study group.

Methods: Participants were 49 children and youth aged 8-18 years: 25 subjects with psychiatric (mainly anxiety) disorders and 24 healthy controls. The children's parents completed a socio-demographic questionnaire, the Child Behavior Checklist (CBCL) to profile emotional difficulties; The Behavior Rating Inventory of Executive Functions (BRIEF) which examines EF components related to meta-cognition and behavioral regulation; and the Pediatric Quality of Life Inventory (Peds-QoL).

Results: The study group had more EF difficulties [reduced behavioral regulation ($F=31.81$; $p<.001$) and metacognition ($F=26.25$; $p<.001$)], and lower QoL. In the study group, EF difficulties correlated with reduced physical, emotional, social, and school-related-QoL.

Conclusions: EF should be evaluated in children/youth with psychiatric disorders, by ecological evaluation that reflect the difficulties in daily life. This may focus intervention on child's specific needs and improve the outcomes in terms of better function, development and QoL.

Keywords: quality of life; daily life activities; children and youth; Executive functions

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Social cognition in adolescents at risk for psychosis: A 2-year follow-up study.

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Introduction: Deficits in social cognition have been reported in people at ultra-high risk (UHR) of psychosis exclusively using socio-cognitive tasks and in adolescent and young adult mixed population.

Objectives: Aim of this study was (1) to assess subjective experience of social cognition in adolescent help-seekers identified through UHR criteria, (2) to explore its significant correlations with psychopathology and functioning in UHR individuals; and (3) to monitor longitudinally its stability after a 24-month follow-up period.

Methods: Participants [51 UHR, 91 first-episode psychosis (FEP), and 48 non-UHR/FEP patients], aged 13–18 years, completed the comprehensive assessment of at-risk mental states and the GEOPTE scale of social cognition for psychosis.

Results: In comparison with non-UHR/FEP patients, both UHR and FEP adolescents showed significantly higher GEOPTE total scores. After 12 months of follow-up, UHR individuals had a significant decrease in severity on GEOPTE "Social Cognition" subscore. In the UHR group at baseline, GEOPTE scores had significant positive correlations with general psychopathology, positive and negative dimensions. Across the 2-year follow-up period, social cognition subscores specifically showed more stable associations with general psychopathology and negative symptoms.

Conclusions: Social cognition deficits are prominent in UHR adolescents and similar in severity to those of FEP patients at baseline. However, these impairments decreased over time, presumably together with delivery of targeted, specialized models for early intervention in psychosis.

Keywords: Ultra-High Risk; adolescence; social cognition; early psychosis

EPP0160

An eye-tracking study for measuring the attentional characteristics towards emotional scenes in children with autism spectrum condition

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Introduction: The difficulties in social interaction present in individuals with autism spectrum conditions may be related with the abnormal attentional processing of emotional information. Specifically, it has been hypothesized that the hypersensitivity to threat shown by individuals with autism may explain an avoidance behaviour. However, this hypothesis is not supported by research and the underlying psychological mechanisms of social interaction in autism still unclear.

Objectives: The aim of the present study was to examine attentional processing biases by administering a computer-based attentional task in a sample of 27 children with autism spectrum conditions and 25 typically developed participants (age 11-15 years).