

Introduction: Cri du Chat syndrome (CdCS) is a genetic disorder resulting from a variable size deletion of the end of the short arm of chromosome 5 (5p), including a critical region located at p15.2. It represents one of the most frequent chromosomal deletions, with an incidence in the general population of 1/20,000 to 1/50,000.

Objectives: Through this observation we update the scientific news of this rare syndrome and present an observation of a Cri du Chat syndrome confirmed by metaphasic karyotype (46,XY,del(5)(p13) de novo) with autism spectrum disorder.

Methods: Description a case with cat cry syndrome seen in child psychiatry consultation in our institution

Discussion through articles published on pubmed, googlescholar and science direct

Results: Typical features of CoCs present in the subject include intellectual disability, psychomotor acquisition delays, language delay, and dysmorphic features (e.g., wide and high nasal root, hypertelorism, and coarseness of features). Expected features of CoCs that are not present are: growth retardation, microcephaly, round facies, micrognathia, epicanthal folds and characteristic high-pitched cry. Behavioral features in this subject include symptoms of autism spectrum disorder.

Conclusions: The deletion of the short arm of chromosome 5, when it includes a critical region located at p15.2, is responsible for a well-characterized syndrome, Cri-du-Chat disease, including a characteristic craniofacial dysmorphism that evolves with age, the mental handicap in the characteristic form is very severe. Visceral malformations are relatively rare and not very specific.

Disclosure of Interest: None Declared

EPP0548

Psychometric properties of the parent-report version of the Strengths and Difficulties Questionnaire (SDQ) in a clinical population of Latvian children and adolescents

N. Bezborodovs^{1,2,*}, A. Kocane², E. Rancans¹ and A. Villerusa³

¹Department of Psychiatry and Narcology, Riga Stradins University;

²Child psychiatry clinic, Children's clinical university hospital and

³Department of Public Health and Epidemiology, Riga Stradins University, Riga, Latvia

*Corresponding author.

doi: 10.1192/j.eurpsy.2023.850

Introduction: Screening instruments can be crucial in child and adolescent mental healthcare practice by allowing to triage the patient flow in a limited resource setting and help in clinical decision making. However, for a screening procedure to work, we must be sure that the screening tools used have reasonable validity and clinical utility in the population they are used in.

Objectives: Our study aimed to examine the psychometric and predictive properties of the parent-report version of the Strengths and Difficulties Questionnaire (SDQ), with the application of the original UK-based scoring algorithm, in a clinical psychiatric population sample of Latvian children and adolescents.

Methods: 363 outpatients aged 2 to 17 years from two outpatient child psychiatry centres in Latvia were screened with the parent-report version of the SDQ and assigned clinical psychiatric diagnoses. The basic psychometric properties, and ability of the SDQ to predict the clinical diagnosis in major diagnostic groups

(emotional, conduct, hyperactivity, and developmental disorders) was assessed.

Results: Most of the study participants were male (n=230, 63%). The mean age was 9,28 (SD=3,82) years for males and 10,93 (SD=4,11) years for females.

Emotional problems, hyperactivity, and prosocial subscales of the SDQ, as well as the externalising and total difficulties scales, demonstrated acceptable internal consistency (Cronbach's alfa > 0,7). The results for the conduct problems and internalising difficulties scales were also close to being on the acceptable level (0,68 and 0,69 respectively). The peer problems subscale was the only SDQ scale with poor internal consistency (0,57).

The subscales of the parent-report SDQ showed significant correlation with the corresponding clinical diagnoses. The sensitivity and specificity of appropriate subscales of the parent-report SDQ were 67% CI [0,57,0,77] and 57% CI [0,50, 0,64] for any emotional disorder, 78% CI [0,67, 0,89] and 57% CI [0,50, 0,64] for any conduct disorder, 65% CI [0,55, 0,75] and 78% CI [0,73, 0,83] for the hyperkinetic disorder, 72% CI [0,63, 0,81] and 44% CI [0,36, 0,52] for developmental disability.

Overall, none of the subscales of the SDQ has reached the interval of potential usefulness for clinical decision-making in specialized psychiatric settings, based on the positive likelihood ratio, negative likelihood ratio and diagnostic odds ratio estimates.

Conclusions: We suggest the SDQ rather be used in primary healthcare settings, where it can be an essential tool to help family physicians recognise children needing further specialised psychiatric evaluation. There is a need to assess the psychometric properties and validate the SDQ in a larger populational sample in Latvia, determine the population-specific cut-off scores, and reassess the performance of the scale in primary healthcare practice.

Disclosure of Interest: None Declared

EPP0549

Fecal Short-Chain Fatty Acids as Potential Biomarkers for Attention-Deficit/Hyperactivity Disorder

N. Boonchooduang^{1*}, O. Louthrenoo¹, N. Likhitweerawong¹, C. Thonusin^{2,3}, N. Chattipakorn^{2,3} and S. C. Chattipakorn^{2,3,4}

¹Department of Pediatrics; ²Cardiac Electrophysiology Research and Training Center; ³Center of Excellence in Cardiac Electrophysiology Research and ⁴Department of Oral Biology and Diagnostic Sciences, Chiang Mai University, Chiang Mai, Thailand

*Corresponding author.

doi: 10.1192/j.eurpsy.2023.851

Introduction: Growing evidence supports a possible link between gut microbiota and attention-deficit/hyperactivity disorder (ADHD) via the gut-brain axis. Short-chain fatty acids (SCFAs), the major metabolites produced by gut microbiota through anaerobic fermentation, may influence gut-brain communication.

Objectives: To determine the alterations of gut microbiota and fecal SCFAs in children diagnosed with ADHD compared to healthy subjects.

Methods: Fecal samples were collected from children with ADHD (n=10), and age- and sex-matched healthy controls (n=10) for gut microbiota and SCFAs analysis.

Results: There were no significant differences in the abundance of any bacterial phyla in feces between groups. However, fecal

concentrations of acetic acid, propionic acid, and butyric acid were significantly lower in children with ADHD compared to those of controls (**Figure 1**). Interestingly, acetic acid and propionic acid levels were negatively correlated with ADHD symptoms (**Table 1**). Macronutrient and fiber intake, determined from food frequency questionnaires, did not differ between groups.

Table 1. The regression analyses predicting ADHD symptoms scores from fecal short-chain fatty acids level.

	<i>B</i>	<i>p</i> -value	95%CI
Inattention score			
Acetic acid	-0.14	0.009	-0.24, -0.04
Propionic acid	-0.18	0.006	-0.30, -0.06
Hyperactive/Impulsive score			
Acetic acid	-0.10	0.031	-0.20, -0.01
Propionic acid	-0.14	0.018	-0.25, -0.03
Combined score			
Acetic acid	-0.12	0.014	-0.22, -0.03
Propionic acid	-0.16	0.008	-0.27, -0.05

Image:

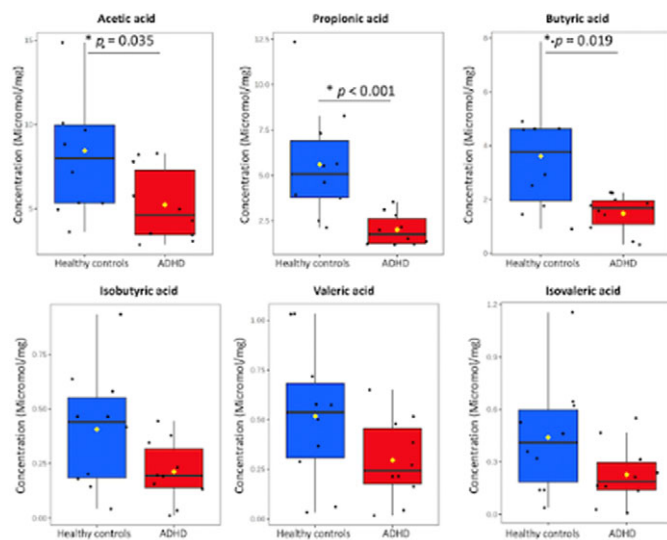


Figure 1. Comparison of fecal short-chain fatty acids between ADHD children and healthy controls.

Conclusions: Our findings suggested that gut dysbiosis was possibly developed in children with ADHD, as indicated by a significant decrease in fecal SCFAs. In fact, fecal acetic acid, propionic acid, and butyric acid may potentially be the early detector for ADHD. In addition, fecal acetic acid and propionic acid could be potential biomarkers for the severity of ADHD.

Disclosure of Interest: None Declared

EPP0550

A Moderating Role of Social Intelligence and Creativity During Primary Career Exploration in Late Adolescence

O. B. Chesnokova, S. M. Churbanova and O. V. Markish*

Department of Developmental Psychology, Faculty of Psychology, Lomonosov Moscow State University, Moscow, Russian Federation
*Corresponding author.

doi: 10.1192/j.eurpsy.2023.852

Introduction: Career self-exploration activities can be defined as orienting oneself in one's own vocational interests, skills, job, and organizational characteristics and as an important career pre-decision stage (Stumpf et al., 1983). Effective career exploratory behaviors are associated with less anxiety regarding uncertainty and difficulties during first career decision-making (Storme, Celik, 2017; Xu et al., 2014). In Study 1, we showed that productive career self-exploration in adolescence is associated with a high level of tolerance for uncertainty (TU) (Chesnokova, Churbanova et al., 2022).

Objectives: The aim of Study 2 was to compare the social intelligence (SI) and creativity (Cr) of students with high and low level career adapt-abilities applied to present and prospective future career decisions.

Methods: Participants were 67 students (15-17 years old). SI was assessed by O'Sullivan & Guilford's Tests (1966), Cr was measured by CAP consisted of Test of Divergent Thinking and Test of Divergent Feeling (Williams, 1980). Career adapt-abilities were estimated by CAAS (Savickas & Porfeli, 2012; Pryazhnikov, 2016).

Results: Two contrast clusters based on SI and Cr mediated by TU level were analysed. One cluster included students with high pragmatic motivation concerning career path choice. There were students with high TU, high SI and cognitive Cr and low level of Divergent Feeling who focusing on nearest obstacles like entrance exams and distant professional future (professional revenues, social status and on task-oriented content). They are open to new career experiences and flexible in career choice (at $r = .56, p = .001$), but they lack social intelligence's diplomatic techniques and cognitively complicated interpersonal situational awareness. They mostly rely on academic aptitude and self-efficacy. The second cluster of students was made up of those with low TU, average to low SI, and high levels of divergent feelings. They exhibited less pragmatist motivation and active career exploratory behaviors regarding both immediate and long-term professional paths, professional values, the human aspects of potential careers, the social structure of professional society, and the need to use emotional intelligence when interacting with clients and working in teams. They rely on social support from professional representatives and teachers during their career decision making.

Conclusions: In sum, SI and Divergent feelings may be significant mediators in the development of career adaptability and realistic self-perceived confidence in task-oriented content as well as interpersonal specificity of professional social environments. To reduce stress and anxiety of prospective students, the development of self-efficacy and motivation should be given priority over just academic readiness for exams and narrow professional skills.

Disclosure of Interest: None Declared