

Table 1

	City n = 78 (%)	Countryside n = 168 (%)	Chi ²	P	Total n = 246
Complaint in each group of symptoms	16 (20.5)	30 (17.9)	0.01	0.963	36 (18.7)
Two complaints in each group of symptoms	32 (41.0)	64 (38.1)	0.01	0.982	96 (39.0)
Three complaints in each group of symptoms	18 (23.1)	26 (15.5)	0.4	0.549	44 (17.9)

Table 2

	City n = 70 (%)	Countryside n = 150 (%)	Chi ²	P	Total n = 220
Two and more of psychophysiological spts	26 (37.1)	12 (8)	7.8	0.005	38 (17.3)
Two and more of sociological and psychological spts	8 (11.4)	24 (16)	0.1	0.793	32 (14.5)
Two and more of behavioral spts	10 (14.3)	10 (6.7)	0.7	0.414	20 (9.1)

Disclosure of interest The authors have not supplied their declaration of competing interest.

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EV1003

Prevention of specific learning disorders in early stages

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Introduction Specific learning disorders as defined in the DSM-5 are frequently diagnosed among children – 4–9% for reading deficits – (DSM-5, 2013). As any deficit can contribute not only to a child's emotional distress, it can also result in academic failure or school abandonment. Therefore, prevention measures should be considered.

Objectives The present study's objective was to compare the influence of a set of primary prevention measures on children's performance in reading and writing and improve their reading and writing.

Aims We aimed to prevent specific learning disorders–dyslexia and dysgraphia in children from the second to their third year in the educational system.

Methods Only children from the second year of school were considered (grade 1). Children with clear potential for developing specific learning disorders were included in the present study. Children with any other comorbidity were excluded from the data analysis. Four experimental groups were considered – one control and three interventional – 1. Control, 2. COPS method, 3. Meixner principles, and 4. COPS method combined with Meixner principles and considering improvement of reading images, image filling, graphical schema orientation and discrimination, spatial and temporal orientation, orientation of objects, fine motor skills, temporal sequences, attention for details, perception of differences.

Results Findings indicated that the use of the combined methods significantly improved children's performance in reading and writing. Though all interventional methods improved children's performance. Results comparison was computed.

Conclusions Early prevention programs which target both reading and writing can improve children's performance in reading and writing.

Disclosure of interest The authors have not supplied their declaration of competing interest.

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EV1004

The use of vitamin D3 sublingual tablets versus oral drops in the treatment of patients with COMT Val/Val genotype and major depressive disorder

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Introduction Vitamin D has been shown to be crucial in the regulation of dopamine and its relationship to major depressive disorder.

A five-year pre-interventional study of 25 hydroxy vitamin D levels in patients with major depressive disorder found values ranging from 17 to 32 ng/mL.

COMT Val/Val genotype has been associated with a 20–40% more rapid breakdown of dopamine in the prefrontal cortex as compared to individuals with a Val/Met genotype.

Methods This retrospective study gathered data concerning outcome measurements in patients who displayed a baseline 25-OH level < 30 mg/mL and initially treated with sublingual tablet form of 10,000 IU vitamin D3. These data were compared to post interventional depression outcome scores for patients switched to oral vitamin D3 drops at a dose of 10,000 IUs.

Results Scores on the MADRS 1–3 weeks following the vitamin D3 switch showed an improvement in mood with the lowering of scores on the MADRS.

Conclusions Patients with a COMT genotype of Val/Val showed clinical improvement with a switch from oral D3 sublingual tablets to oral D3 drops. Further studies are needed to draw from conclusions. Pre- and post-25-OH vitamin D levels and other dopamine synthesis variables including serum ferritin would be useful as well as prospective double-blind placebo controlled trials. The future use of genotype-specific and supportive approaches deserves serious investigation.

Disclosure of interest The author has not supplied his/her declaration of competing interest.

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EV1005

Ultra-high risk psychosis. A case report

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Introduction There is much debate on whether patients who are at high risk of developing a psychotic disorder in the near future (such as patients suffering of attenuated psychotic symptoms, brief limited intermittent psychotic symptoms or personality trait vulnerability) should be treated with antipsychotic drugs to prevent possible psychotic breaks from happening.

Aim To review articles from the existing medical literature about treatment of patients in ultra-high risk of developing psychosis.