

Introduction: Childhood is a pivotal developmental phase, with experiences during this period significantly shaping future outcomes. Adverse Childhood Experiences (ACE), such as abuse, neglect, and household dysfunction, are linked to long-term adverse health outcomes, risky behaviors, and impaired cognitive function. These experiences can also negatively impact academic performance and life satisfaction. Despite the prevalence of (ACE), there is limited research in the Middle East.

Objectives: The study aim to examines the relationship between Adverse Childhood Experiences (ACE), academic performance, cognition, and life satisfaction among Sultan Qaboos University students.

Methods: This cross-sectional study recruited undergraduate students from Sultan Qaboos University using self-administered surveys distributed via social media and college administrations. It assessed ACE scores, academic performance (GPA), cognitive function, and life satisfaction through validated instruments.

Results: The study found that 26.5% of students had high ACE scores, with emotional abuse being the most common. Higher ACE scores were associated with a history of mental illness, urban residence, and lower family financial status. Significant negative correlations were found between ACE scores and life satisfaction, GPA, and cognitive function. Regression analysis revealed that higher ACE scores increased the likelihood of lower GPA and decreased life satisfaction, emphasizing the substantial impact of ACEs on university students' well-being and academic performance.

Table 1: Multinomial Logistic Regression Results of GPA as Dependent Factor.

GPA Category	Predictor	B	Sig. (p-value)	Exp(B)	95% CI for Exp(B)
<2.00	ACE Score	0.317	0.025	1.373	1.041 - 1.811
	Gender	-1.639	0.001	0.194	0.073 - 0.517
	College	-0.229	0.02	0.795	0.656 - 0.964
2.00-2.49	Gender	-1.889	<0.001	0.151	0.066 - 0.345
	Academic Year	0.338	0.012	1.403	1.079 - 1.824
	College	-0.181	0.021	0.835	0.716 - 0.973
2.50-2.99	Academic Year	0.343	0.007	1.409	1.100 - 1.805

Table 2: multiple linear regression analysis SWLS as dependent variable.

Predictor	B	Std. Error	Beta	t	Sig.	95% CI B
Gender	-0.932	0.577	-0.069	-1.614	0.107	-2.066 to 0.203
College	0.358	0.117	0.131	3.066	0.002	0.129 to 0.588
Financial Status	1.14	0.566	0.094	2.015	0.044	0.028 to 2.251
Diagnosed with Mental Illness	-3.355	1.015	-0.144	-3.305	0.001	-5.350 to -1.360
ACE Score	-1.112	0.174	-0.298	-6.41	0.00	-1.453 to -0.771

Conclusions: The Study highlights the need for targeted interventions and support systems to address the diverse needs of students affected by (ACE). By understanding the long-term consequences of (ACE) and the mediating role of sociodemographic factors, educators, policymakers, and mental health professionals can develop strategies to promote resilience and well-being among young adults.

Disclosure of Interest: None Declared

EPV0262

KBG syndrome: a case report of a 12-year-old male child with ADHD

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Introduction: KBG syndrome is a rare genetic condition (autosomal dominant inheritance - ANKRD11 mutation) with a particular phenotype (short stature, craniofacial dysmorphism and skeletal abnormalities) and neurodevelopmental delay or intellectual disability. Patients with this condition usually have a greater tendency to present symptoms related to impulsivity and distractibility typical of ADHD, as well as behavioral disturbances and aggressiveness.

We present the case of a 12-year-old male child who is being followed up at the Child and Adolescent Mental Health Department for intellectual disability and ADHD combined.

Objectives: To address the importance and multidisciplinary approach of the KBG Syndrome in the pediatric population with a diagnosis of ADHD based on the presentation of the aforementioned clinical case.

Methods: Bibliographic search and description of a clinical case of a patient under follow-up for Child and Adolescent Mental Health at the "Hospital Clínico Universitario de Valladolid".

Results: A 12-year-old boy from Spain was referred to the Child and Adolescent Psychiatry Department for attention and concentration difficulties and impulsivity problems. The parents describe the patient as a restless and nervous child who is sometimes aggressive in moments of important frustration. They point out that he impulsively performs dangerous acts, such as crossing the road without making sure that a car is not coming by, and is easily distracted. The School Center reports that the child is incapable of following the rules and shows great difficulty in learning.

He has a medical history of growth delay with problems of right dorsal scoliosis requiring the use of a night corset, moderate hypoacusis in the right ear, myopia and astigmatism and macrodontia. He also underwent surgery for epigastric hernia.

In addition, he shows a particular phenotype that shares with his mother and for which genetic studies have been performed that determined the ANKRD11 mutation, confirming the diagnosis of KBG syndrome.

Conclusions: KBG syndrome is a rare genetic condition that should be considered in the differential diagnosis of patients with cognitive and behavioral difficulties in combination with a distinctive phenotype.

The importance of the diagnosis of this entity lies in being able to offer a better multidisciplinary medical approach at the organic and mental health level.

It is also important to be able to plan and propose an adapted education at school and to provide tools and management strategies to the family at home for a better prognosis and quality of life of the patient and his environment.

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EPV0264

Suicide, suicide ideation and self-harming behaviours in a Day Hospital for children and adolescents with ASD

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Introduction: The ASD (Autism Spectrum Disorder) Day Therapeutic Unit is a third-level care unit. It consists of 20 beds for the evaluation and treatment of children and adolescents with ASD. In recent years, there has been a significant increase in suicidal thoughts, self-harm and completed suicide in these patients. At the ASD Day Hospital, we offer multidisciplinary and intensive treatment to these patients, but we also want to delve into the causes of this situation: real prevalence, existing psychiatric comorbidities, gender differences, etc. with the aim of being able to improve our clinical and care dedication

Objectives: The objective is to know the clinical and sociodemographic characteristics of patients with thoughts of death, self-harm and completed suicide, in our autism day hospital.

Methods: A review of the clinical history of patients included in the ASD Day Hospital from 2021 to 2023 (both complete) is carried out. The psychiatric comorbidity, age of the patients, gender, multidisciplinary treatment received and average stay are analyzed.

Results: During the years 2021, 2022 and 2023, a total of 255 children (92 women and 163 men) were treated in HD for ASD, with an average age of 11.64 years for women and 11.44 for men. It was found that 40 (15 + 22) of them had suicidal thoughts, where (9 + 16) were women, (6 + 6) men. One patient committed suicide (woman), and 25 presented self-harming behaviors (16 women and 9 men). The most frequently found comorbidities were: anxiety, depression, ADHD and conduct disorders. And the most frequently prescribed drug was fluoxetine, followed by aripiprazole.

Conclusions: Patients with ASD have a high comorbidity with anxiety, depression and behavioural disorders, probably as a consequence of the ongoing socio-family requirements they present. This situation leads to an increase in the prevalence of harmful behaviours and thoughts of death in underage patients, occasionally leading to suicide.

Work on social skills, as well as multidisciplinary intervention, improves the clinical situation of these patients, which should be considered an economic and moral investment for future generations.

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EPV0265

An experimental study on the use of BERS-2 test to diagnose behavior and emotion: (a model for teenagers)

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Introduction: This study focuses on studying the most common psychological and physiological phenomena of adolescents, which directly and indirectly affect adolescent behavior and emotions, especially school children, using the BESR-2 test. Youth and peer pressure, crime, family and school stress, drug use, alcohol use, smoking, rape, theft, etc., create anxiety and psychological causes for teenagers in our society. In order to prevent and reduce the negative impact on the behavior and emotional state of the youth, it is imperative to study the current problems and find better solutions. In relation to this social need, the purpose of this study is to conduct a pilot study on how to diagnose the behavior and emotional state of adolescents using the BERS-2 test.

Objectives: When analyzing the relevant theories and principles of the BERS-2 test, the research selects appropriate methods and methodologies (1) review and analyze the theoretical basis of the author's use of the test; (2) examine the internal reliability and convergent validity of the BERS-2; (3) use and examine internal reliability and convergent validity; and finally (4) identify research limitations and future research directions.

Methods: 1,812 students from Ulaanbaatar and the local area, 1,812 teachers, and 1,812 parents, a total of 5,436 participants are participating in the pilot study. In this study, one of the most widely used strengths assessment tools in social services is the Behavioral and Emotional Rating Scale-2 (BERS-2), which includes separate rating scales for youth, parents, and teachers. Although the three assessment forms are similar, a few items have been slightly worded to better reflect the views of Mongolian youth, parents, and teachers. The Interpersonal Strengths subscale (14 items) measures a child's ability to interact with others in social situations. Family involvement (10 items) assesses the child's relationship with the family. The internal self-efficacy subscale (11 items) focuses on how the child perceives his or her own functioning. The school functioning subscale (9 items) assesses the child's performance and abilities in school. The Power Influence subscale (7 items) measures a child's ability to exert and receive influence from others.

Results: The main results of the study are presented as follows.

1. Cronbach's alpha coefficient for test validity was 0.816.
2. Behavioral and emotional indicators of the surveyed teenagers are 34.56% on average.
3. In terms of self-esteem of teenagers, their behavioral and emotional indicators are 47.6% on average; parents - 33.3%; teachers are 29.6%.

Conclusions: it was observed that the superiority of emotions and attitudes is weak for middle class students. In other words, Mongolian children believe that it is necessary to develop emotional and behavioral strengths.

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