OR = Odds Ratio, CI = Confidence Interval
Image 1:
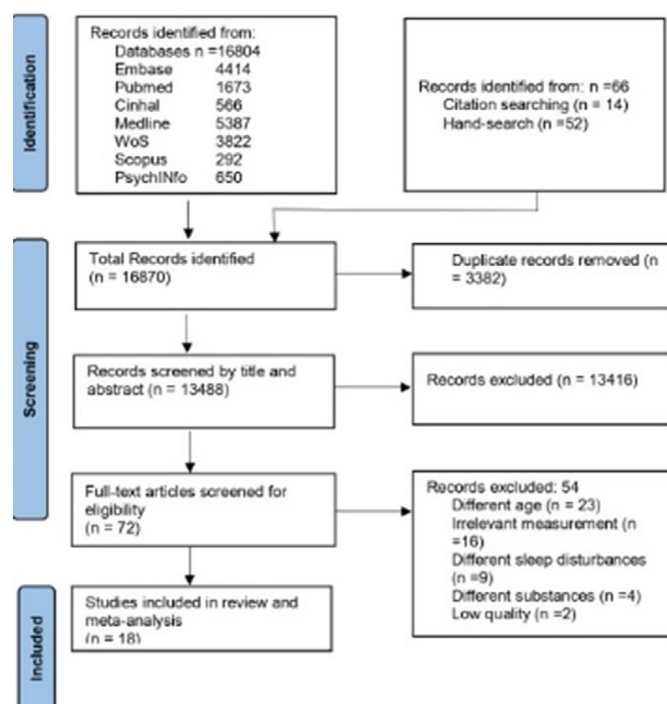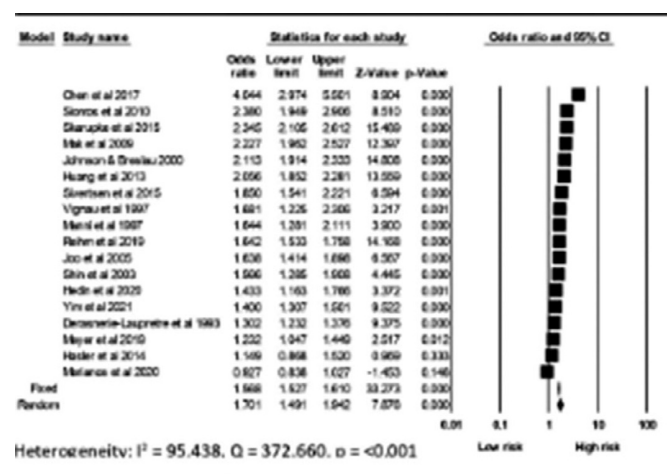

Figure 1: PRISMA Flow Chart

Image 2:

Conclusions: Substance use significantly increases the risk of sleep disturbances in adolescents, with alcohol, coffee, and smoking showing strong associations. Despite the heterogeneity among studies, the findings underscore the need for targeted interventions to mitigate these risks and improve sleep health in this population.

Disclosure of Interest: None Declared

EPP376

Let's learn about emotions - a school based universal intervention on socio-emotional learning

T. Ståhlberg[1]*, Y. Mori[2], X. Zhang[2], T. Korpilahti-Leino[2], K. Mishina[2], T. Ristkari[2], S. Hinkka-Yli-Salomäki[2], S.-I. Ishikawa[3] and A. Sourander[2,4]

[1]Adolescent psychiatry, Turku university hospital; [2]Research centre for child psychiatry, University of Turku, Turku, Finland; [3]Faculty of Psychology, Doshisha University, Kyoto, Japan and [4]Child psychiatry, Turku university hospital, Turku, Finland
*Corresponding author.
doi: 10.1192/j.eurpsy.2025.657

Introduction: Socio-emotional problems are widely present in school aged children thus interfering with classroom climate and possibly leading to psychopathology. Several universal interventions exist but evidence-based and motivating interventions are still warranted.
Let's learn about emotions was originally developed in Kyoto, Japan. It is based on cognitive behavioral therapy, positive psychology and socio-emotional learning. It is a highly structured program including 12 lessons to be taught in the classroom by teachers. It has been aimed for primary school aged children. This program was translated in Finnish and culturally adapted to be suitable for the Finnish school environment.

Objectives: This study aims to produce an evidence based universal intervention that is feasible for teachers and motivating and inspirational for pupils. The aim is to increase the socio-emotional skills among pupils and teachers. Thus improvement could be noticed within the individuals as well as in the classroom and school environment.

Methods: In spring 2023 (study 1) the Finnish version of the intervention was taught to each 4th grader in the city of Hyvinkää, Finland. Data was collected from pupils, parents and teachers before and twice after the intervention with Strengths and Difficulties Questionnaire (SDQ) and questionnaires of classroom environment, school safety, bullying, feasibility and satisfaction. A single group pre-post test design was used. Qualitative interviews were carried out for parents, teachers and principals after the intervention. Effectiveness on the intervention will be studied in 2025-2026 in a larger quasi-experimental study.

Results: Altogether 208 pupils and parents participated in the study 1 in Hyvinkää before and after the intervention. The results showed significant improvement in the parent-reported SDQ scores in conduct problems (0.31 points; SD 1.64, p=0-022), hyperactivity (0.37 points; SD 1.36, p=0.001), peer problems (0.19 points; SD 1.09, p=0.036) and impact of difficulties (0.98 points, SD 3.08, p<0.001). No improvement was observed in the pupil report when all pupils were icluded in the analysis. A Pearson correlation test between self-reports and parent-reports for the SDQ total score revealed significant results for both T0 (r = 0.439, p < 0.001) and T1 (r = 0.377, p < 0.001). Among the pupils with the top 20% of difficulty scores by SDQ at baseline, significant improvements were observed in the SDQ total score (1.66 points; SD = 4.94, p = 0.046), emotional problems (0.90 points; SD = 2.71, p = 0.049) and impact of difficulties (0.85 points; SD = 1.43, p = 0.005).

Conclusions: Let's learn about emotions is showing promising results and it is distinguishible from other universal interventions

by its manga figures and story-like approach. Future studies are warranted in order to investigate the effectiveness.

Disclosure of Interest: None Declared

EPP377

Childhood psychopathology dimensions as predictors of mood disorders among offspring at high risk of mood and substance use disorders

C. L. Vandeleur[1]*, S. Ranjbar[1], M.-P. F. Strippoli[1], E. Castelao[1], P. Marquet[1] and M. Preisig[1]

[1]Psychiatry, Lausanne University Hospital, Lausanne, Switzerland
*Corresponding author.

Introduction: Prospective longitudinal research on the offspring of parents with mood and substance use disorders allows to identify specific symptoms that occur before the onset of full-blown mood episodes in these offspring at high-risk of mood disorders.

Objectives: The goal of the present analysis was to assess early psychopathology dimensions measured by the Child Behavior Checklist (CBCL), completed by parents and separately by their offspring, as potential clinical manifestations occurring before the onset of mania/hypomania or major depressive disorder (MDD) in these offspring.

Methods: As part of a family study, we have collected information on 105 interviewed probands with bipolar disorder, 76 with MDD, 21 with substance use disorders (SUD) and 101 controls, as well as on their 239 children with follow-up information. The mean age of the offspring at study intake was 10.0 (s.d. 4.4) years and the mean follow-up duration was 16.3 (s.d: 5.6) years. The CBCL was completed by the parents describing their offspring as well as by the offspring themselves at their first assessment. Parent-offspring correlation coefficients were calculated and associations of the CBCL dimensions with the subsequent risk of mania/hypomania or MDD in offspring according to either informant were established using multinomial logistic regression models, adjusted for demographics, parental mood disorders or SUD and intrafamilial correlations.

Results: According to offspring reports, 17 of them developed mania/hypomania and 92 MDD over the follow-up. Offspring reported more withdrawn/depressed symptoms as predictors of mania/hypomania than controls, whereas parents reported their offspring to have more anxious/depressed symptoms before mania/hypomania. As predictors of MDD, offspring reported more withdrawn/depressed symptomatology but less somatic complaints than controls, whereas no significant predictors of MDD were identified by parents. Among the dyads where both offspring and parents had provided information (n=206), offspring were less likely to report rule-breaking behaviors as predictors of mania/hypomania, whereas their parents reported the opposite association. Parent-offspring correlations for all CBCL dimensions were statistically significant, ranging from 0.16 to 0.32, the correlation being 0.21 for rule-breaking behaviors.

Conclusions: Offspring and parental reports of predictors of mood disorders were discordant and the parent-child agreement for CBCL dimensions in the restricted sample was moderate. Whereas parent-offspring concordance for depressive symptoms as predictors of mania/hypomania in offspring was higher than for anxious or somatic problems, the reports of rule-breaking behaviors as predictors showed the highest discordance. This underscores the necessity to include information from multiple informants in the assessment of predictors of mood disorders in offspring.

Disclosure of Interest: None Declared

EPP378

A Computerized System for Identifying Preschool Children with Suspected Neurodevelopmental Disorders in Early Childhood Education

G. O. E. Muitana[1], L. S. Silva[1], V. F. Martins[1] and C. A. D. L. H. Amato[1]*

[1]Universidade Mackenzie, São Paulo, Brazil
*Corresponding author.

Introduction: Early childhood is a critical phase where the foundations for many essential skills are established. It is also a crucial time to monitor children's development for early signs of neurodevelopmental disorders (NDD).

Objectives: This study aimed to develop a computerized system to help preschool teachers identify risk signs of NDD.

Methods: Phase 1: Development and validation of content and checklists - In the first stage, checklists were created to address four NDDs: ADHD, ID, ASD, and SLD. These were based on literature reviews and validated by four experts in neurodevelopmental disorders. The experts evaluated the checklists on two criteria: comprehensiveness and adequacy. Further assessment considered comprehension, objectivity, and precision of the checklist items, ensuring clarity for teachers using the system.

Phase 2: Development of the computerized system - The system was designed to assist early childhood educators in identifying children at risk for NDDs and supporting referral decisions, without diagnosing the disorders. Teachers begin by registering themselves and the child under observation. They then complete a checklist, indicating whether the child displays certain characteristics and the frequency of occurrence. A score of 1 indicates the presence of signs for ADHD, ID, ASD, or SLD, while 0 indicates absence. At the end of the process, the system generates a report with a risk level, which can be saved, edited, or printed for discussion with parents or specialists.

Results: Phase 1 - Content validation showed high scores, particularly for ASD and ADHD (1.00), while SLD scored lower (0.75). The overall Content Validity Index (CVI) for all disorders was 0.91. Experts suggested minor adjustments to the ADHD and SLD sections, especially concerning developmental characteristics that may vary by age. The checklists were further evaluated for reliability, yielding an overall CVI of 0.87.

Phase 2 - The computerized system was built using a RESTful API in Node.js, with the Nest.js framework. The frontend was developed as a Single Page Application (SPA) using Angular, and PostgreSQL was used for data storage. The system includes data validation through the Zod library and user authentication via JWT. It is designed to be a precise, low-cost screening tool for identifying, not diagnosing, NDDs. The system does not differentiate between severity levels or subtypes of disorders, reinforcing its role as a first-line identification tool.

Conclusions: Initial usability tests confirmed that the system is intuitive and suitable for its intended purpose. However, it is crucial to emphasize that the tool is not intended to operate autonomously.