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Abstract: Alcohol use disorder (AUD) has a significant impact on the individuals affected, their relatives, and the society at large. Given the limited efficacy of currently available treatments, there is a pressing need for a more comprehensive mechanistic understanding. In particular, consideration must be given to the dynamical and real-world aspects. The objective of this study was to investigate the association of dynamic variations across menstrual cycle phases (indicative of progesterone-to-estradiol ratios) in women with AUD and progesterone-to-estradiol ratios in men with AUD with real-world problem drinking. To this end, longitudinal data from the German TRR265 cohort (comprising smartphone entries on alcohol consumption, craving, and loss of control, self-reports on menstrual cycle phases, and blood progesterone-to-estradiol ratios) were subjected to analysis. In women with AUD, the lowest levels of problem drinking, craving, and loss of control were observed during the late luteal phase, when the progesterone-to-estradiol ratios reached their peak. Similarly, in men with AUD, higher progesterone-to-estradiol ratios were associated with lower problem drinking, craving, and loss of control. Some of these effects were moderated by the severity of the AUD. The results highlight the progesterone-to-estradiol ratio as a promising future treatment target and point to the necessity of cycle phase-tailored treatments for women with AUD.

Disclosure of Interest: None Declared

SP043

Mental Health Liaison Program with Schools in Madrid

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Abstract: Mental health issues among children and adolescents have risen, particularly following the COVID-19 pandemic. Despite increased awareness, less than half receive necessary care, leading to long-term consequences. The World Health Organization advocates for integrated, preventive community interventions to address this gap. This paper presents the **Mental Health Clinical Liaison Programme for Schools** in the Community of Madrid, Spain, which provides school-based activities led by multidisciplinary mental health teams. The programme focuses on early detection, intervention, and prevention strategies for children and adolescents. We describe its implementation, review supporting evidence, provide preliminary data, and discuss its scope and challenges. Between 2023 and 2025, the programme has reached over 100 primary and secondary schools, identifying more than 1,700 cases, evaluating over 500 students, and referring 232 to specialized services. It has also supported interventions for more than 400 students already in mental healthcare and facilitated 45 reintegrations following psychiatric hospitalization. Additionally, anti-stigma workshops have engaged approximately 2,500 students. Ongoing research aims to assess the programme's effectiveness and cost-effectiveness to ensure continuous improvement in mental health services for young people.

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SP044

Mental Health Interventions in Special Education Schools

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Abstract: Children in special education schools are particularly susceptible to developing mental health issues. Specifically, it is estimated that 40% of individuals with intellectual disabilities have a comorbid mental disorder diagnosis (1). However, access to mental health services for patients with intellectual disabilities remains far below expectations. Numerous barriers impede this access, including a lack of coordination between professionals and service providers responsible for their care (2).

Therefore, interventions within special education schools, promoting early detection and intervention for psychopathology and facilitating coordination between educational and healthcare services, are critically important.

We present an innovative mental health care resource designed for special education schools in the Community of Madrid, Spain. This initiative combines multi-disciplinary expertise with flexible, hybrid care delivery to ensure accessibility for students across 14 public schools. The team consists of a psychiatrist, a clinical psychologist, and a mental health nurse who provide both in-person and remote assistance, addressing the psychopathology exhibited by their students.

Preliminary results suggest that this intervention has the potential to improve early detection rates of mental health issues and foster better coordination between education and healthcare systems. This model could serve as a blueprint for similar programs worldwide, addressing significant gaps in mental health care for children with intellectual disabilities.

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SP045

Cost-effectiveness of Mental Health Interventions in Schools

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