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SP028

The experience of transition to adult services of young people with neurodevelopmental disorders and mental health problems

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Abstract: Background: Transitional care refers to the coordination and continuity of care between different healthcare locations or levels of care within the same facility, regardless of the patient's age. Transition planning and management is therefore a key element in the organization and delivery of health services. Unfortunately, for many young people with mental health problems, transition is poorly planned, lacks coordination, and results in discontinuity of care. This is particularly true for intellectual disability, Autism Spectrum Disorder, and ADHD: as neurodevelopmental conditions, care typically begins at a young age with attendance at Child and Adolescent Mental Health Services (CAMHS), and the transition to Community Mental Health Services (CMHS) encounters numerous challenges.

Methods: A narrative review of the literature was conducted on the topic of transition from inception to January 26th, 2025. The following search string was used through PubMed, Web of Science, Scopus, and PsychInfo: ("Transitional Care" OR "Transition to Adult Care") AND ("Neurodevelopmental Disorders" OR "Intellectual Disability" OR "Autistic Disorder" OR "Autism Spectrum Disorder") AND ("Child and Adolescent Mental Health Services" OR "CAMHS" OR "Community Mental Health Centers").

Results: A total of 202 references were identified and screened considering titles and abstracts. After excluding papers not relevant to the topic and those that were unretrievable, 31 papers were included in the review. A significant majority of the included papers were qualitative studies based on focus groups and interviews conducted with family members and caregivers.

Discussion and conclusions: Findings reveal a lack of clarity and consistency regarding service availability for the conditions studied, possibly due to different eligibility criteria between child and adult mental health services, with variable service provision for young people with neurodevelopmental conditions (specifically, ASD, ADHD and ID). While high workloads and staff shortages were perceived to influence service thresholds and eligibility criteria, the lack of perceived severity by the CMHS often led to loss of follow-up.

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SP029

Transition of psychiatric care from childhood to adulthood: An opportunity for adult psychiatry

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Abstract: According to the American Academy of Child and Adolescent Psychiatry (AACAP), 50% of all lifetime cases of mental illness begin by age 14, and 75% by age 24 (1). Development is a life-long process, but adult development is generally more gradual and less critical than that of children and adolescents. That is why the role of development in child psychiatry is particularly important, contrary to the adult psychiatry, more focused on the categorical definition of the observed clinical situation.

Autism Spectrum Disorders (ASD) in particular, characterized by heterogeneity, may evolve to adulthood with an atypical presentation. Approximately a quarter of autistic adults reported being misdiagnosed with at least one psychiatric condition before receiving an autism diagnosis. Personality disorders, mood disorders, and anxiety disorders were most frequently perceived as misdiagnoses, according to Fusar-Poli et al (2).

The contact between adult psychiatry and child and adolescent psychiatry, may be organized in transition care settings (outpatient care, clinical discussions, ...). These practices may have a major impact in adult psychiatry practice, emphasizing the importance of a developmental approach, at any given time and with each patient, going beyond the classical inquiry about clinical and personal backgrounds. It also helps adult's psychiatrists to keep in mind diagnostic hypotheses of neurodevelopmental disorders, which are usually more focused on child and adolescent psychiatry.

A clinical case will be presented to illustrate our thesis.

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SP030

Challenges faced by individuals with autism and intellectual disability as they prepare for adulthood

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Abstract: Individuals with autism and intellectual disability encounter numerous challenges as they transition into adulthood. By analyzing case studies of students in both specialized and mainstream educational settings, I aim to highlight their perspectives and experiences.

These individuals grapple with a myriad of hurdles, from difficulties in communication and social interaction to challenges in academic and vocational pursuits. Through case studies, we witness the personal and societal barriers they encounter, highlighting the need for tailored interventions and support systems.

Early intervention and specialized education play crucial roles in empowering these individuals to thrive. By providing nurturing