EPV0306

Importance of revising a psychiatric diagnosis over time in children with neurodevelopmental disorders: a case report of a girl with Asperger's syndrome and intellectual disability

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Introduction: Autistic spectrum disorders belong to the group of neurodevelopmental disorders, where the manifestations of the disorder differ depending on the severity of the autistic condition. These disorders are often associated with intellectual impairments and structural language disorders. In his patients, Asperger described cases with above-average intelligence as well as cases with low language and intellectual abilities. What they had in common was that they had significant disorders in social and affective communication. The diagnosis of autism spectrum disorders is usually made in childhood, but there are also cases where the diagnosis is made at an older age due to the later manifestation of symptoms.
Objectives: To present a case report of 18 years old girl who was diagnosed with moderate intellectual disability in childhood, while later established with symptoms of Asperger's syndrome and mild intellectual disability.
Methods: Psychiatric interview, medical history, psychological testing
Results: An 18-year-old girl, accompanied by her mother, presented herself to psychiatrist for the first time due to affective disorders that manifested in the form of increased nervousness and outbursts of anger. Early psychomotor development was slow, she started walking at the age of 1.5 years and spoke at the age of two. From early childhood, stereotypies in movements and hypervigilant attention were observed, along with very poor social interactions. Due to difficulties at school, she was categorized at the age of 12 as having moderate intellectual insufficiency and IQ of 35. She underwent long-term speech therapy treatment and finished elementary and high school with the help of teaching assistant. Somewhere in high school, the patient's pronounced talent for drawing was noticed. Observation during the psychiatric examination reveals emotional immaturity, stereotypes and rigidity in social interactions. The patient is referred again for psychological testing, results show IQ of 88 with a lag in emotional development and development of basic social skills. The patient is referred to another psychiatrist for an additional opinion, who agrees with diagnose of Asperger's syndrome. Low dose of lamotrigine was included in therapy, after which affective state stabilized. The patient is referred again for categorization.
Conclusions: This case report that a diagnosis established in childhood period does not have to be definitive and that revision of diagnosis is necessary over time and as necessary, initially due to increase of patient's IQ, as well as due to the later presentation of symptoms characteristic of certain disorder.

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EPV0305

"Digital self-harm" as a double-edged sword: a case study

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Introduction: Digital self-harm refers to the use of information and communication technologies (ICTs) to post or share self-deprecating or harmful content. This often occurs on forums or social networks, where the use of verbal and non-verbal codes (hashtags, emojis) complicates external monitoring. The rise in ICT usage and self-destructive behaviors online has raised concerns among mental health and education professionals, as these actions are linked to conditions such as depression, anxiety, and traditional physical self-harm in young populations.
Objectives: To explore the phenomenon of digital self-harm and its effects on adolescents.
To examine the role of AI tools in addressing this issue through a clinical case.
Methods: A brief literature review on digital self-harm.
Analysis of a clinical case: A 15-year-old female with a history of multiple hospitalizations due to suicidal risk and self-harming behaviors. Under treatment with Venlafaxine and Aripiprazole, she is diagnosed with "emotion dysregulation disorder of adolescence" and "mixed adaptive disorder." Her social interactions are mostly limited to online networks. She describes her self-harm as "addictive," used not only as an anxiolytic but as a way to achieve "social positioning," posting about it in forums and comparing herself with others. When she reported her self-harm impulse to an AI (artificial intelligence) chatbot for suicide prevention, emergency services were activated, leading to her hospital admission.
Results: International studies indicate that between 6% and 9% of adolescents have engaged in digital self-harm behaviors. In Spain, reports from the ANAR Foundation and UNICEF have shown an increase in this phenomenon since the Covid-19 pandemic. These "online support communities" can foster dynamics of rivalry and become harmful, as they not only share images but also techniques to avoid detection or hospitalization. In the presented case, the patient's initial isolation led her to use ICTs as a way to seek social affirmation and a sense of belonging. Upon encountering specific forums, self-harm, which initially served an anxiolytic function, evolved into a mechanism for achieving social relevance. On the other hand, the AI chatbot for suicide prevention facilitated early intervention in her case.
Conclusions: While the internet can provide social support for isolated adolescents, it also has the potential to normalize and even reinforce self-harming behaviors among vulnerable populations. Therefore, it is crucial to further investigate the psychosocial factors involved in digital self-harm and to develop new tools for mental health professionals. Additionally, AI could serve as an entry point and tool for younger generations, offering potential for both prevention and therapeutic intervention.

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