and there are few longitudinal studies that have used a comprehensive neuropsychological test battery. Aim of study was to look at how young adults born SGA perform on a variety of neuropsychological tests, and to see whether they have problems of specific or general origin.

**Methods** Population-based follow-up study at age 19 of 59 term-born SGA (birth weight <10th centile, mean: 2915g) and 81 controls (birth weight >10th centile, mean: 3707g). One participant in the SGA group had cerebal palsy and was excluded from analysis.

A standardized neuropsychological test battery was used to assess several functions: memory, language, attention, executive functions and visual-motor integration.

**Results** The SGA group performed significantly poorer than controls (p<0.01) on several tests. These were tests assessing memory; (Wechiler memory scale-III: auditive immediate memory and mental control), attention (Trail making test), executive functions (Design fluency) and visual-motor-integration (Motor coordination test). The groups did not differ in visual memory tasks, long term memory, language functions and several other attention/executive tasks.

**Conclusions** Our results suggest that young adults born SGA have specific neuropsychological difficulties, especially problems with auditive learning, eye-hand-coordination, and they are slower at performing and initiating tasks compared to controls. This might further indicate that children born SGA can be in need of special education in school.

**Background** Nearly three quarters of preterm infants are 34 to 36 weeks gestational age (GA), or late preterm (LPT). LPT children are at significantly greater risk for neurological, language and communication delays, and attentional hyperactivity disorder than controls born full term. Developmental screening and early intervention may mitigate these risks. Little is known about early patterns of risk across developmental domains in the LPT group as this grouping has been traditionally used to stratify these risks. The purpose of this study was to describe patterns of development in Canadian children born LPT.

**Methods** Mothers of 61 LPT infants (57% male) completed the Ages and Stages Questionnaire 3rd edition (ASQ-3) when their child was 4, 8 and 18 months corrected age. The 30-item ASQ-3 addresses delays at psychomotor development.

**Results** In this study we found that 57% of 63 kindergarten preschoolers had at least one problemmatic psychometric parameter and all the ones in Foster-Care had at least one also. The most problematic item at the kindergarten preschoolers was Personal-Social sector, and at the Foster-Care children was Communication. The highest percentage (75%) of delays of psychometric parameters was found at children whose fathers’ SES belong to class VII (semi-routine occupations).

**Conclusions** A significant number of preschoolers and all institutionalized children at Vlora-Albania have abnormal psychometric parameters. A better quality of care& play environment leads to less delays at psychomotor development.

**Background** The assessment of psychometric parameters is an important part of growth& development evaluation of preschool children. The contributing factors of psychomotor functions are parents’ Socio-Economic Status (SES), mother(teacher)/child interaction and environmental quality play. It’s important to evaluate the weak points of this particularly neglected aspect of child development in Vlora-Albania.

**Aim** Assessment of the most problematic areas of psychomotor development of children in Vlora-Albania and distribution of psychometric parameters according to the quality of care& learning environment and to SES of children’s parents.

**Methods** This cross-sectional study included all the 75 preschoolers enrolled in two kindergartens and the institutionalized children in Foster-Care, Vlora-Albania. The evaluation of psychomotor development was done based on the standard international test of Ages & Stage Questionnaires-3, referring to children chronological age. Evaluation of child care & learning environment was done according to ECERS-R (Early-Care-Environment-Rate-Scale). Socio-economic status distribution was based on father’s occupation and classified on European Socio-Economic Classification (E-SEC).

**Abstract 242**

**Table 1** The psycho-motor development according to ECERS-R

<table>
<thead>
<tr>
<th>Daycares Centres of Vlora-Albania, Private kindergarten AULONA</th>
<th>Public kindergarten Nr.10</th>
<th>Foster Care of Vlora</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring Rate of ECERS-R</td>
<td>5.3 (above good)</td>
<td>4.1 (above minimal)</td>
</tr>
<tr>
<td>Percentage of children with at least one problematic sector</td>
<td>40%</td>
<td>63%</td>
</tr>
</tbody>
</table>

**Results** In this study we found that 57% of 63 kindergarten preschoolers had at least one problematic psychometric parameter and all the ones in Foster-Care had at least one also. The most problematic item at the kindergarten preschoolers was Personal-Social sector, and at the Foster-Care children was Communication. The highest percentage (75%) of delays of psychometric parameters was found at children whose fathers’ SES belong to class VII (semi-routine occupations).

**Conclusions** A significant number of preschoolers and all institutionalized children at Vlora-Albania have abnormal psychometric parameters. A better quality of care& play environment leads to less delays at psychomotor development.

**Background** Sensory processing function is the child’s ability to register, modulate and discriminate between different sensory information arising from the body (e.g. tactile and vestibular sense) and those received from the environment (vision, auditory and gustatory senses). Individuals with autism commonly experience sensory processing difficulties, which can impact upon functional performance in activities of daily living.

**Aim** To investigate the sensory processing patterns of children with autism.

**Methods** 15 children aged between 4 to 10 years old (Average 6.9 years) who were diagnosed with autism were included in the study.

**Abstract 243**

**Table 1** The psycho-motor development according to ECERS-R