Table A. Description, procedure, and references for all neuropsychological tasks used are reported.

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| **Domain** | **Task** | **Description**  **4/24(16%)**  **0/22(0%)**  **1/25(4%)**  **1/24(4%)**  **0/24(0%)**  **3/20(15%)** | **Procedure**  **6/22(27%)**  **2/22(9%)**  **2/21(9%)**  **2/22(9%)**  **4/18(22%)**  **3/21(14%)** | **Reference** |
| **Reasoning** | **Raven Matrices** | This test measures the non-verbal reasoning ability, and it is considered by many as representative of general intellectual capacity. The test is composed of three (6-11 years) or four (12-16 years) scales with 12 items each, organized in ascending difficulty. The respondents score one for each correct response and zero for each wrong response. The sum of these sets produces the general score. | The items consist of a drawing with a missing part, which the individual needs to complete by choosing one among six or eight alternative responses. There is only one correct answer for each item. There are no time limitations. | Raven, Raven, & Court, 1998 |
| **Language** | **Semantic fluency** | Semantic fluency evaluates the retrieval of words from conceptual (semantic) memory. This word retrieval process requires the operation of organized neural networks to access and decode long-term memory stores. The used categories are colors, animals, fruits, and city, and the performance is measured in the total number of words. | The experimenter asks the child to say as many names of items belonging to each category in a 1-minute trial. | Bisiacchi, Cendron, Gugliotta, Tressoldi, & Vio, 2005) |
|  | **Naming** | Naming is a test evaluating the ability to retrieve the name of pictures promptly. The test is composed of 20 (6-11 years) or 88 (12-16 years) items. The performance is measured in the total number of words. | The patient is shown target stimuli and asked to identify each target item within a 20-second interval per trial. | Bisiacchi, Cendron, Gugliotta, Tressoldi, & Vio, 2005) |
| **Memory** | **Digit span forward** | A digit-span task is used to measure working memory's number storage capacity. Digit span forward is mainly a measure of [short-term memory](https://en.wikipedia.org/wiki/Short-term_memory). The participant's span is the longest number of sequential digits that can accurately be remembered. The sequence started from 3 numbers. | Participants hear a sequence of numerical digits and are tasked to recall the sequence correctly, with increasingly longer sequences being tested in each trial. | Bisiacchi, Cendron, Gugliotta, Tressoldi, & Vio, 2005) |
|  | **Digit span backward** | Backward digit span is a more challenging variation that involves recalling items in reverse order. It is a measure of working memory as well as short-term memory. The sequence started from 2 numbers. | In the backward version, the participant is asked to recall the sequence in reverse order. | Bisiacchi, Cendron, Gugliotta, Tressoldi, & Vio, 2005) |
|  | **Corsi** | The Corsi block-tapping test assesses visuospatial short term working memory. It involves mimicking a researcher as they tap a sequence of up to nine identical spatially separated blocks. The sequence starts simple, usually using two blocks, but becomes more complex until the subject's performance suffers. The test measures the longest sequence remembered in the correct order. | The task requires the subject to observe the sequence of blocks "tapped", and then repeat the sequence back in order. The task starts with a small number of blocks and gradually increases in length up to nine blocks. | Bisiacchi, Cendron, Gugliotta, Tressoldi, & Vio, 2005) |
|  | **Word list and List Recall** | The Word List is a learning task that measures the ability of immediate (word list) and delayed (list recall) auditory-verbal memory. Therefore, it measures short memory, intentional learning, and the ability to transfer information from the short to long-term memory. It is composed of 8 (6-8 years) or 12 items (9-16 years) of semantically related words. The performance is measured in the total number of words recalled. | The list is presented up to eight times to subjects, in the same order. The task ends when the participant repeats correctly all the words two times. | Bisiacchi, Cendron, Gugliotta, Tressoldi, & Vio, 2005) |
|  | **Rey Recall** | The Rey–Osterrieth complex figure test in the Recall condition allows the evaluation of long-term and incidental memory. After the Copy condition, in the Recall condition, the patient must draw the figure from memory (recall). Each copy is scored for the accurate reproduction and placement of 18 specific design elements. Additionally, the test administrator can note their qualitative observations regarding the examinee's approach to the task and the effectiveness of any apparent strategy use. | After a longer delay (20 minutes) from the Copy condition, the examinee may again be asked to draw the figure from memory. Examinees are not told before that they will be asked to draw the figure from memory. | Caffarra, Vezzadini, Dieci, Zonato, & Venneri, 2002 |
| **Attention** | **Bells test** | The Bells Test is a cancellation test that allows for a quantitative and qualitative assessment of visual selective (in the rapidity parameter) and sustained (in the accuracy parameter) attention. The total number of circled bells is recorded, as well as the time that is taken to complete. | In the Bells Test, the patient is asked to circle with a pencil all bells embedded within distractors (houses, horses, etc.). All drawings are black. The objects are presented in an apparently random order but are actually equally distributed in 7 columns containing 5 targets and 40 distractors each. | (Stoppa & Biancardi, 1997) |
|  | **TMT A** | This test explores different cognitive components, in particular attentional skills, visuomotor planning, sustained attention, and working memory. There are two TMT forms available: the TMT A with only numbers (from 1 to 25), and the TMT B with alternating numbers and letters (from 1, A; 2, B; … to 13). TMT A involves the visual search and the activation of automatic series knowledge, reflecting the characteristics of the general attentional systems, with a minimal load on working memory. The time taken to complete is considered and then converted in equivalent scores. | Subjects were presented with a sheet with circles containing a number and requested to link, as fast as possible, all the circles, following their ascending numerical order. | (Scarpa et al., 2006 |
| **Praxis** | **Rey Figure A** | The Rey–Osterrieth complex figure test allows the evaluation of different functions, such as visuospatial abilities, memory, attention, planning, and working memory. In the Copy condition, it consists of the reproduction of a complicated line drawing by copying it freehand (recognition). Each copy is scored for the accurate reproduction and placement of 18 specific design elements. Additionally, the test administrator can note their qualitative observations regarding the examinee's approach to the task and the effectiveness of any apparent strategy use. The test is not timed, but the length of time needed to copy the figure is observed. | In the Copy condition, the examinee is given a piece of paper and a pencil, and the stimulus figure is placed in front of them. They reproduce the figure to the best of their ability. Once the copy is complete, the stimulus figure and the examinee's copy are removed from view. | Caffarra, Vezzadini, Dieci, Zonato, & Venneri, 2002 |
| **Executive Functions** | **Phonemic fluency** | Phonemic fluency evaluates the retrieval of words from lexical (phonemic) memory.  This word retrieval process requires the operation of organized neural networks to access and decode long-term memory stores. The used categories are the letters “C”, “S”, and “P”. The performance is measured in the total number of words. | The experimenter asks the child to name as many words as possible, starting with a specific letter in a 1-minute trial. | Bisiacchi, Cendron, Gugliotta, Tressoldi, & Vio, 2005) |
|  | **TMT B** | TMT part B requires the generation of a complex sequence (far from automatic in children) from the letter and number series, thus producing a massively high processing load on working memory and executive functions. The time taken to complete is considered and then converted in equivalent scores. | Subjects were presented with a sheet with circles containing alternating numbers and letters and requested to link, as fast as possible, all the circles, following their ascending numerical and alphabetical order. | (Scarpa et al., 2006 |
|  | **FAB** | The Frontal Assessment Battery (FAB) is a selection of three out of six subtests from the adult’s FAB. The test investigates mental flexibility, motor planning, and executive control. Motor planning and executive action control were explored by means of Luria’s motor tasks. In the “contrast” task, exploring the ability to prevent interference effects, subjects had to perform an action opposite to that performed by the examiner, refraining from the tendency to imitate the examiner’s action. The inhibition of control was evaluated by a “Go-No-Go” task. Scores ranged from 0 (no correct responses) to 3 (all correct responses) for each subtest. The overall score was the sum of the three subtest scores. | MOTOR SERIES. The examiner, seated in front of the patient, performs alone three times with his left hand the series of Luria “fist-edge-palm”. The examiner performs the series three times with the patient, then says to him/her: “Now, do it on your own”. CONFLICTING INSTRUCTIONS. The examiner says, “Tap twice when I tap once”. To be sure that the patient has understood the instruction, a series of three trials is run. “Now, tap once when I tap twice”. To be sure that the patient has understood the instruction, a series of three trials is run. The examiner performs the following series: 1-1-2-1-2-2-2-1-1-2. GO-NO-GO. The examiner says: “Tap once when I tap once” To be sure that the patient has understood the instruction, a series of three trials is run. “Do not tap when I tap twice.”. To be sure that the patient has understood the instruction, a series of three trials is run. The examiner performs the following series: 1-1-2-1-2-2-2-1-1-2. | (Scarpa et al., 2006 |