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Keyword 3: neuropsychological assessment
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62 The Print Knowledge as a Predictor of Reading Acquisition in Mexican Preschoolers

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Objective: Print Knowledge in children starts with recognizing and characterizing printed figures; it is a precursor of other skills like letter knowledge and phonological awareness. The goal was to assess print knowledge components and their predictive value in emerging literacy in a sample of Mexican preschoolers.
Participants and Methods: 60 children (aged 4 to 6 years old; 50% boys and 50% girls) were tested with an analysis of the visual synthesis and the figure copy from the SNBP-MX and the Rey Complex Figure Test (children's version).
Results: Children with lower performance in the SNBP-MX cannot use visual information to perform correctly at the Rey Complex Figure. They have problems in the reproduction of the figure, and they do not respect the components of the Print Knowledge: 1) figure building characteristics (size, rotation, orientation) and function (relationship with the background and with other figures).
Conclusions: Early visual perception skills impairments are related to the execution of elements from the Print Knowledge. Therefore, it is expected that children with low performance at visoperception and spatial tasks will have difficulties with early literacy. Since visual information is needed for the copy and learning of writing figures, print knowledge could be categorized as a predictor of the early word and letter recognition skills. We thank project PAPIIT IN308219 for sponsoring this research.

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Keyword 3: writing

63 Comparison of Measures for Identification of Social Difficulties in Early Childhood for Children with Neurofibromatosis Type 1

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Objective: Social functioning patterns vary across measures in children with neurofibromatosis type 1 (NF1; Glad et al., 2021) with broad psychosocial screening measures having shown no impairment (Klein-Tasman et al., 2014; Martin et al., 2012; Sangster et al., 2011) while a more specific social functioning measure indicated poorer social skills (Barton & North, 2004; Huijbregts & de Sonneville, 2011; Loitfelder et al., 2015). The current aims were to characterize caregiver-reported social skills using three different measures and determine which measure appears to best capture social difficulties for young children with NF1.
Participants and Methods: Fifty children with NF1 (31 males; *M*=3.96, *SD*=1.05) and 20 unaffected siblings (11 males; *M*=4.34, *SD*=0.88) in early childhood (ages 3-6) were rated by a caregiver on one social functioning measure (the Social Skills scale on the Social Skills Rating System (SSRS)) and two broader functioning measures that include assessment of social functioning (the Social Skills scale on the Behavior Assessment System for Children–Second Edition (BASC-2), Social Interaction and Communication domain on the Scales of Independent Behavior–Revised (SIB-R)).
Results: For children with NF1, the SSRS mean standard score was significantly lower than the BASC-2 and SIB-R (t=-5.11, p<.001; t=-4.63, p<.001) while there was no significant difference between the BASC-2 and SIB-R. No significant differences emerged between measures for unaffected siblings. No significant group differences in mean standard score were found for the SSRS, BASC-2 or SIB-R. Fisher's exact tests revealed the NF1 group had significantly

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