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62 The Print Knowledge as a Predictor of Reading Acquisition in Mexican Preschoolers

Victor H. Lara-Gonzalez[1], Carmen Armengol de la Miyar[2], Cristina Aguillón-Solís[1], Judith Salvador-Cruz[1]
[1]FES Zaragoza UNAM, Mexico City, Mexico.
[2]Northwestern University, Boston, USA

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

Danielle M Glad[1], Brianna D Yund[2], Kristin Lee[3], Christina L Casnar[4], Bonita P Klein-Tasman[1]
[1]University of Wisconsin-Milwaukee, Milwaukee, WI, USA. [2]University of Minnesota, Minneapolis, MN, USA. [3]Texas Children's Hospital, Houston, TX, USA. [4]Medical College of Wisconsin, Milwaukee, WI, USA

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

more frequent difficulties than unaffected siblings on the BASC-2 (p=.017) but not on the SSRS or SIB-R. For both groups, Cochran's Q tests determined a significant difference in the proportion of identified social difficulties across measures (NF1: X^2(2)=16.33, p<.001; Siblings: X^2(2)=9.25, p=.01). Follow up McNemar's tests demonstrated significantly more difficulties reported on the SSRS compared to the BASC-2 for both groups (NF1: p<.001; Siblings: p=.016). Significantly more frequent difficulties were also reported on the SSRS compared to the SIB-R for the NF1 group (p=.002) but not for the unaffected siblings group. No difference in the frequency of difficulties was evident between the BASC-2 and SIB-R for either group.

Conclusions: Social skills difficulties appear to be best captured using the SSRS in young children, particularly for children with NF1 as this measure resulted in the lowest mean score and the greatest frequency of difficulties observed within the NF1 group. However, it is notable that group differences in comparison to unaffected siblings were not observed in mean score or frequency of difficulties, such that these young children with NF1 are not showing marked social challenges but rather, social difficulties may be mild when present at this age. Nevertheless, using a measure that specifically targets social functioning, rather than a measure where social functioning is merely a component of a broad measure, appears beneficial to capturing social difficulty. Using measures that best capture social difficulties will contribute to early identification and assessment of intervention effectiveness. Further work with additional age ranges and longitudinal trajectory is needed.

Categories:
Assessment/Psychometrics/Methods (Child)
Keyword 1: neurofibromatosis
Correspondence: Danielle Glad, University of Wisconsin-Milwaukee, dmglad@uwm.edu

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64 TikTok as a Health Communication Platform in Pediatric Neuropsychology: Opportunities, Pitfalls, and Recommendations Moving Forward

Erin T. Kaseda[1], Alexandra C. Kirsch[2]
[1]Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA. [2]NorthShore University HealthSystem, Evanston, IL, USA

Objective: Various forms of social media have been investigated as platforms for science and health communication, with a recent growing interest in TikTok. TikTok has more than one billion active users. Sixty-two percent of TikTok users are under the age of 29, making it a platform of particular interest when considering the impact of social media content dissemination in pediatric neuropsychology. Personal communication suggests that children, adolescents, and young adults internationally reference specific information from TikToks about attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), tic disorder, and specific learning disorders in the context of clinical neuropsychological assessment. Despite the emerging prevalence of TikTok observed clinically and discussed informally among clinicians, there has yet to be a synthesis of available empirical information of TikTok as a health communication platform for discussing neurodevelopmentally relevant conditions.

Participants and Methods: A systematic review of research regarding TikTok and neurodevelopmentally relevant conditions was conducted using PRISMA guidelines. The following databases were searched: Ovid MEDLINE (to 20 July 2022), PsycINFO (to 20 July 2022), and PubMed (to 20 July 2022) using search terms TikTok AND ADHD OR autism OR tic OR learning disorder. Searches using search terms TikTok AND learning disability OR dyslexia OR dysgraphia OR dyscalculia were also conducted but were excluded as they yielded no results. Articles were eligible for inclusion if they presented original data (e.g., case series, descriptive analyses, etc.) related to information about neurodevelopmentally relevant conditions on TikTok. A final sample of 5 original papers met criteria for inclusion.

Results: The systematic review sample included a mixture of clinical case series and empirical analyses using primary data from TikTok. Across publications, there was an emphasis on the prevalence of misinformation about disorders on TikTok, the frequency of atypical presentations of neurodevelopmental disorders on TikTok, and the potential for an iatrogenic impact on children and adolescents who view TikTok videos.

Conclusions: Despite the increasing frequency with which patients access TikTok for health-related information, there is a relative dearth of published research on TikTok regarding neurodevelopmentally relevant conditions. This