Supplementary Materials

**Table A.** Extensive neuropsychological assessment

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| Neuropsychological dimensions | Assessment tools |
| Attention and executive functions | Trail Making Test A, TMT-A and Trail Making Test, TMT-B (Amodio et al., 2002)  Stroop Test (Caffarra et al., 2002)  Weigl’s Sorting Test (Laiacona et al., 2000)  Multiple Features Target Test (MFTC) time; accuracy; error (Gainotti et al., 2001)  Frontal Assessment Battery (FAB) (Apollonio et al., 2005) |
| Memory | Digit span (Monaco et al., 2013) |
| Rey Auditory Verbal Learning Test-RAVLT, immediate and delayed recall (Carlesimo et al., 1996) |
| Rey-Osterrieth Complex Figure B: immediate and delayed recall  (Luzzi et al., 2011) |
| Language | Fluency for semantic categories (Costa et al., 2014) |
| Phonemic Fluency (FAS) (Costa et al., 2014) |
| Noun Naming (CAGI) (Catricalà et al., 2013) |
| Visual constructional ability | Rey-Osterrieth Complex Figure B copy (Luzzi et al., 2011) |

**Table B**. ADLs

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| *Treatment actions* |
| Pick up, put on and fasten a jacket with zip |
| Take and read a magazine |
| Take the necessary amount and prepare a soluble chocolate |
| Set the table |
| Draw a star |
| Cut a piece of pong on a plate with knife |

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