

***PCSK6* is associated with handedness in individuals with dyslexia.**

Thomas S. Scerri, William M. Brandler, Silvia Paracchini, Andrew P. Morris, Susan M. Ring, Joel B. Talcott, John Stein, and Anthony P. Monaco.

Supplementary Methods

Ascertainment Criteria for Study Participants

Stage 1: Approximately two thirds of the families were ascertained if the proband had a British abilities scales (BAS) single-word reading score > 2 standard deviations (SD) below that predicted by their intelligence quotient (IQ) derived from their verbal and non-verbal reasoning scores and if at least one other sibling had a record of reading disability. These criteria identified some probands with high IQ scores and BAS scores within the ‘normal’ range. Therefore, for the remaining families the criteria were changed such that the subject’s difference in their BAS single-word reading score had to be ≥ 1 SD below the population mean for their age-band, along with an IQ ≥ 90 . Proband exclusion criteria included other disorders such as specific language impairment (SLI), autism or attention deficit-hyperactivity disorder (ADHD). We administered a battery of six psychometric tests to all the subjects, and we age-adjusted and standardized their scores against a normative control data set, as described elsewhere (1, 2). These included a series of reading measures including; single-word reading ability (READ), spelling ability (SPELL), phonological decoding ability (CCN), phonemic awareness (SPOON) and two of orthographic coding ability – one by an irregular word test (CCI) and the other by a forced

word choice test (OLSON). Individuals selected for the present study were within the normal range of IQ (>85), but had scores >1.5 SD below the mean for at least one of the 6 reading phenotypes. The subjects have a mean age of 11.4 years (SD 3.8, range: 6.3-25.4 years) and consisted of 139 males and 58 females.

Stage 2: The majority of these individuals are between 8 and 18 years old, have a BAS2 single-word reading score that is both ≤ 100 (at chronological age) and > 1.5 SD below that predicted by IQ.

ALSPAC: From age 7, all children were invited annually for assessments on a wide range of physical, behavioral, and neuropsychological traits, including reading-related measures. DNA is available from approximately 11,000 ALPSAC children. For the present study we assigned individuals from the ALSPAC cohort into a sub-group with RD (stage 3), and a sub-group representing the general population without a neurodevelopmental disorder. In both cases, subjects were excluded based on both a self-reported ethnicity of non-white and a performance IQ ≤ 85 at age of 8.5.

RD sub-group (stage 3): An assignment of RD was based on an age-adjusted single-word reading score ≤ -1 SD for both a 40-word reading test at 7.5 years and a 12-word reading test at 9.5 years; individuals missing either of these data points were excluded.

General Population sub-group: Individuals were excluded if they met criteria for one of the following neurodevelopmental disorders:

[A] Attention Deficit Hyperactivity Disorder (ADHD): Defined based on a DAWBA DSM-IV clinical diagnosis at 7.5 years; individuals missing this data point were excluded.

[B] Autistic features: a composite score of 7 measures from the Children's Communication Checklist (CCC) pragmatic aspects of communication (prorated) ≤ -3 SD at 7.5 years.

[C] Specific language impairment: If an individual met at least two of the following four criteria; i) a composite score of 7 measures from the Children's Communication Checklist (CCC) pragmatic aspects of communication (prorated) > -3 SD and ≤ -1 SD at age 7.5 years, ii) an age adjusted nonword repetition score ≤ -1 SD at 8.5 years, iii) an age adjusted WOLD comprehension score ≤ -1 SD at 8.5 years, and iv) a questionnaire asking if the individual has ever had speech/language therapy given at 9.5 years; some flexibility for missing data points was allowable in assigning SLI.

[D] Reading disability (as above for stage 3).

After excluding those who had not been genotyped or performed the Peg test, there were 197 individuals in the RD group (stage 3), and 2,667 in the general population group. The Peg test was performed at 7.5 years.

^a _i indicates the SNP was imputed, otherwise it was directly genotyped ^b The mean effect size of each copy of the minor allele measured in standard deviations ^c Hardy Weinberg Equilibrium P-values

Table S2: Association with reading, motor hand-skill, and cognitive traits for the SNPs tested in each stage (Bonferroni correction P=0.0018).

Trait	Marker	Stage 1	Stage 2	Stage 3	ALSPAC general population
Hand Motor Skill	rs11855415	0.28	0.46	0.75	0.34
	rs9806256	0.02	0.90	0.81	0.52
CCI	rs11855415	0.36	0.79	-	-
	rs9806256	0.30	0.91	-	-
CCN	rs11855415	0.24	0.28	-	-
	rs9806256	0.06	0.24	-	-
OLSON	rs11855415	0.20	-	-	-
	rs9806256	0.16	-	-	-
READ	rs11855415	0.98	0.28	0.41	0.31
	rs9806256	0.28	0.45	0.45	0.41
SPELL	rs11855415	0.90	0.26	-	-
	rs9806256	0.76	0.37	-	-
SPOON	rs11855415	0.86	-	-	-
	rs9806256	0.70	-	-	-
Performance IQ	rs11855415	0.91	0.65	0.81	0.48
	rs9806256	0.72	0.49	0.98	0.31
Verbal IQ	rs11855415	0.53	0.82	0.62	0.02
	rs9806256	0.20	0.53	0.76	0.05
Total IQ	rs11855415	0.67	0.94	0.86	0.11
	rs9806256	0.53	0.97	0.85	0.11

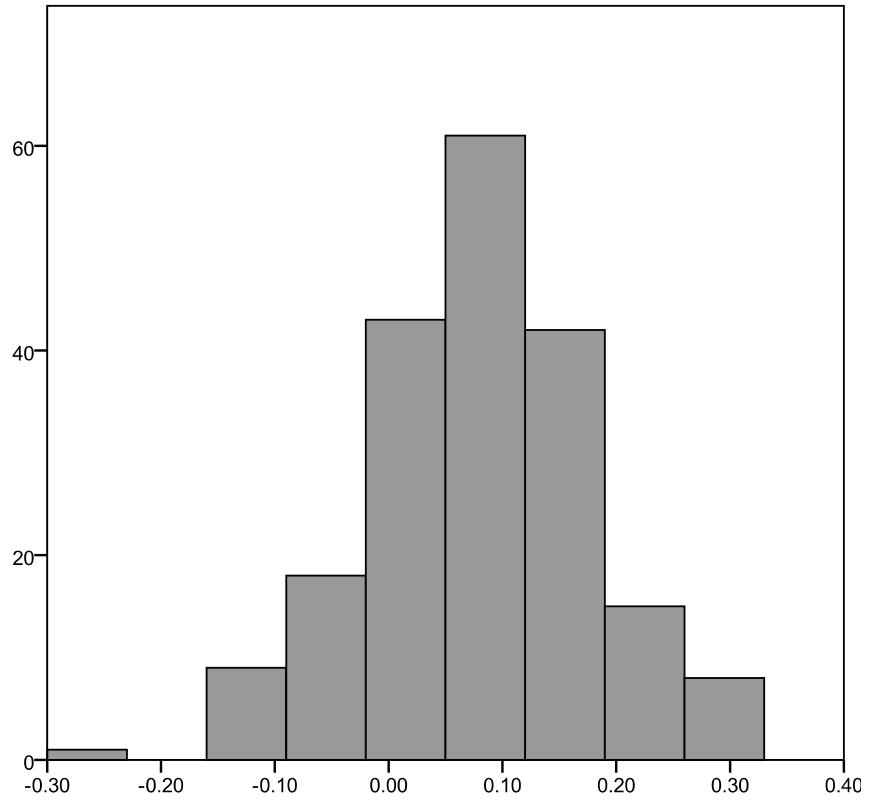


Figure S1: Distribution of PegQ scores for stage 1. N=197, mean=0.08, SD=0.099.

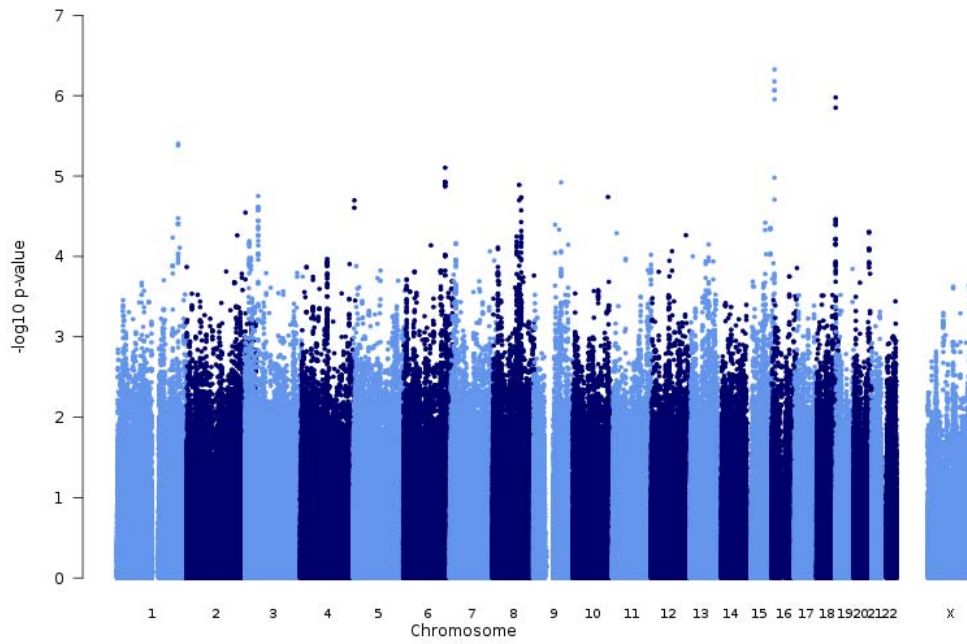


Figure S2: Manhattan Plot from the GWAS in stage 1. SNPs are plotted in order of chromosome and position along the X axis.

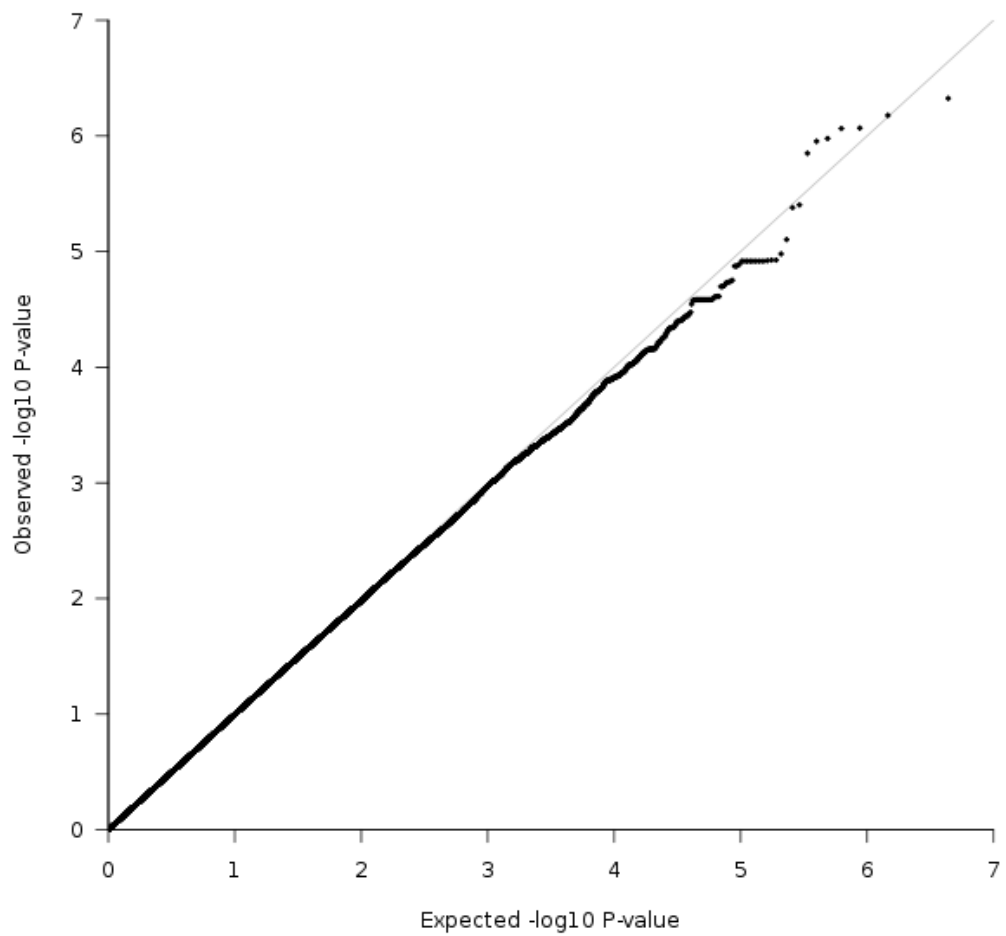


Figure S3: Q-Q Plot of all directly genotyped and imputed SNPs from stage 1.

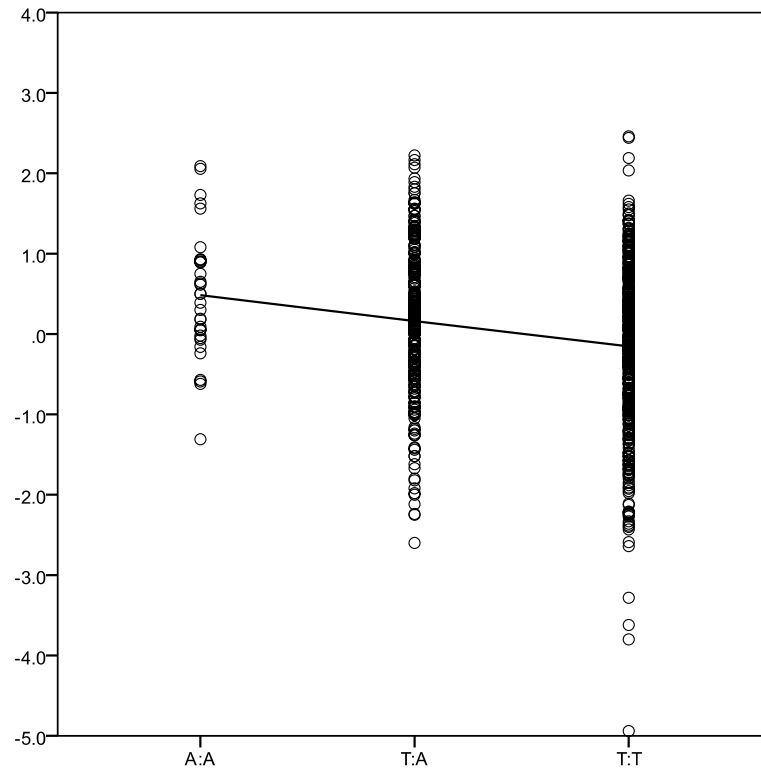


Figure S4: Plot of normalized PegQ (zPegQ, mean=0, SD=1) distribution (y-axis) for each genotype of rs1185415 (x-axis) in RD individuals in all 3 stages combined.

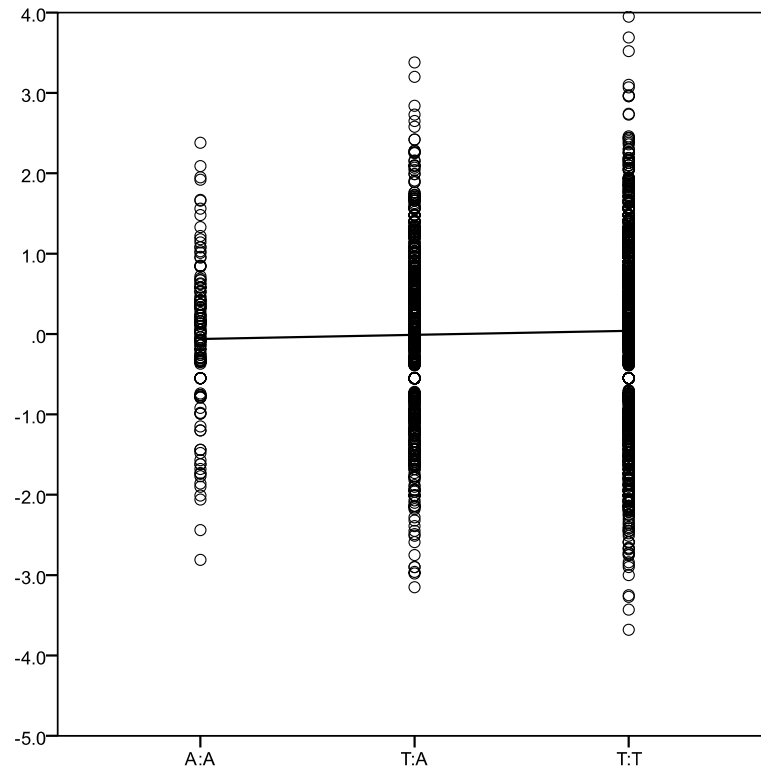


Figure S5: Plot of the normalized PegQ ($zPegQ$, mean=0, SD=1) distribution (y-axis) for each genotype of rs11855415 (x-axis) in individuals from the general population.

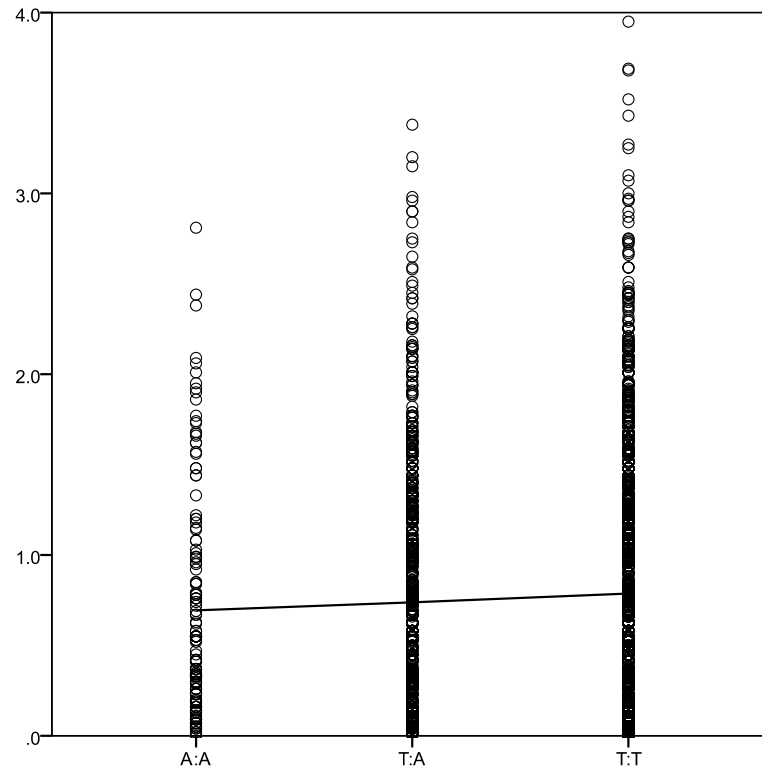


Figure S6: Plot of the absolute value of zPegQ (y-axis) for each genotype of rs11855415 (x-axis) in the general population.

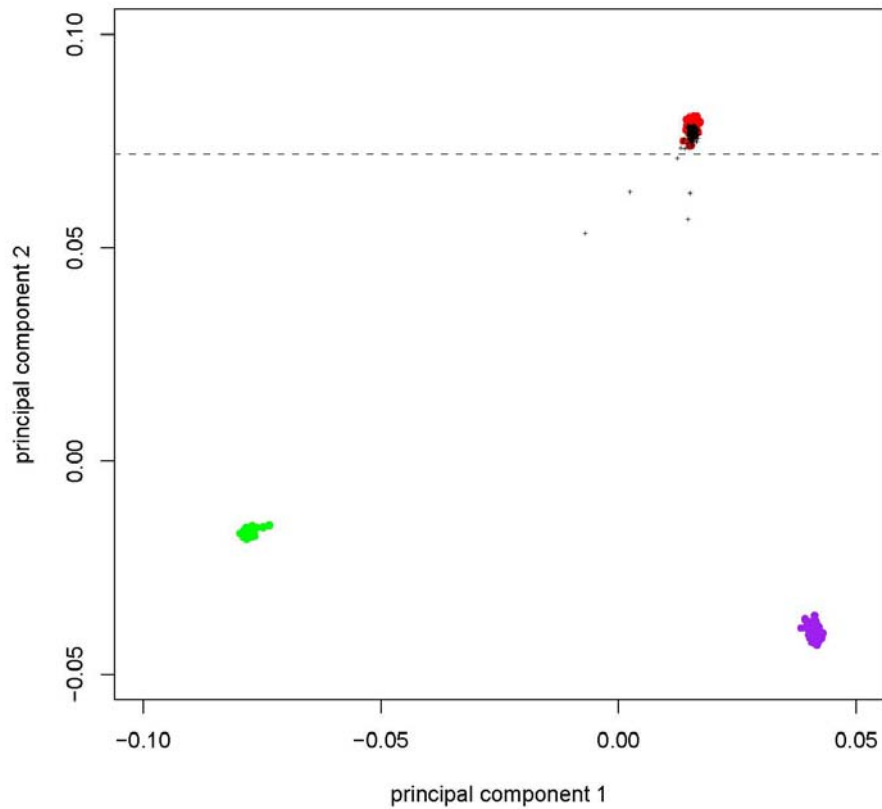


Figure S7: Ancestry Clustering based on principle component analysis of the original GWAS data. HapMap3 reference samples; CEU (red), JPT & CHB (purple) and YRI (green), are plotted alongside all individuals in the GWAS (black crosses). Based on this analysis, 4 samples with significant deviation from the CEU cluster were removed from the GWAS.

1 Fisher, S.E., Francks, C., Marlow, A.J., MacPhie, I.L., Newbury, D.F., Cardon, L.R., Ishikawa-Brush, Y., Richardson, A.J., Talcott, J.B., Gayan, J. *et al.* (2002) Independent genome-wide scans identify a chromosome 18 quantitative-trait locus influencing dyslexia. *Nat Genet*, **30**, 86-91.

2 Marlow, A.J., Fisher, S.E., Richardson, A.J., Francks, C., Talcott, J.B., Monaco, A.P., Stein, J.F. and Cardon, L.R. (2001) Investigation of quantitative measures related to reading disability in a large sample of sib-pairs from the UK. *Behav Genet*, **31**, 219-230.