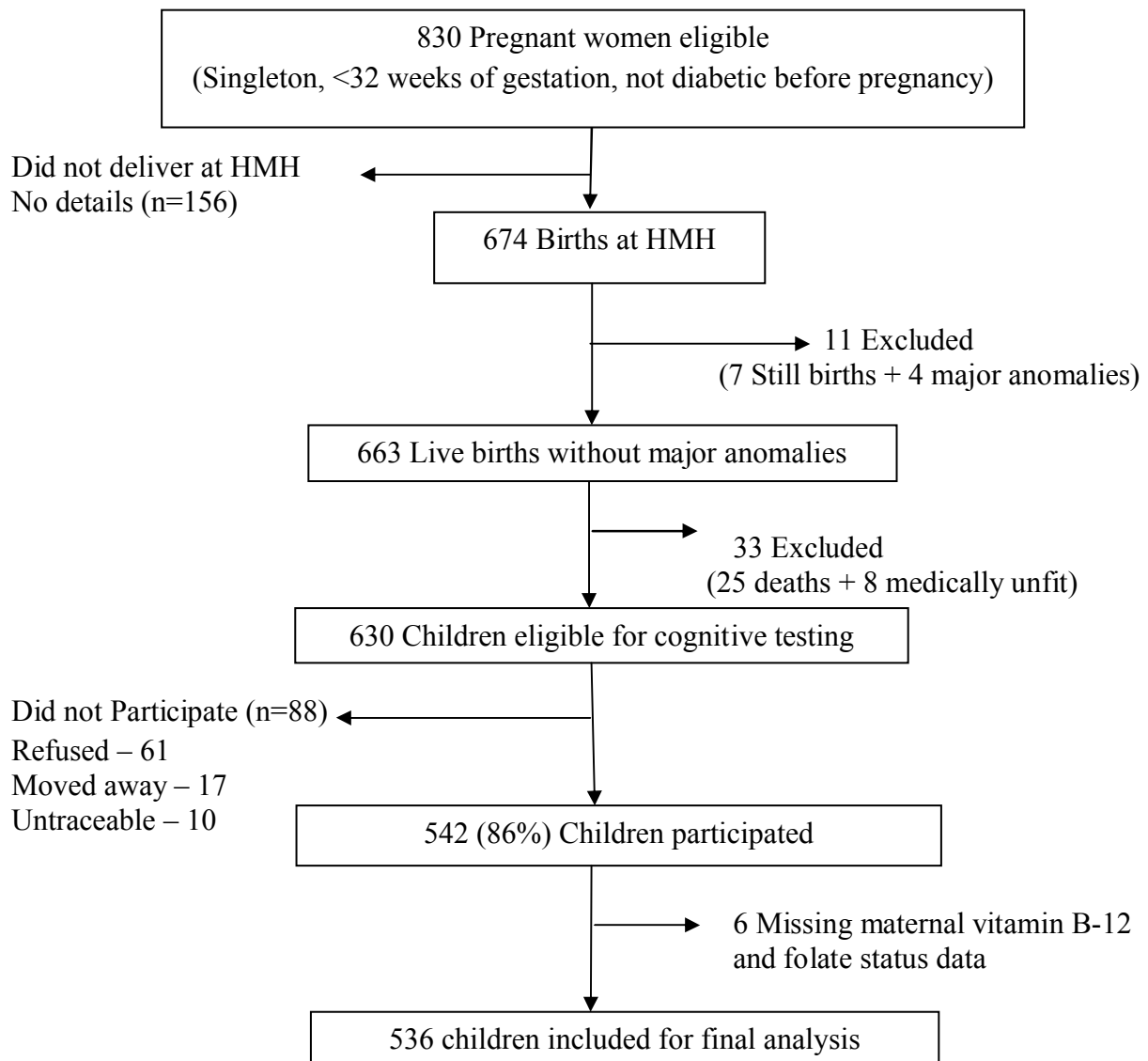


Online Supporting Materials – Veena et al.

Veena et al., Supplemental Figure 1



Supplemental Figure 1: Flow chart of the study participants.

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Supplemental Table 1. Description of the cognitive tests used in the study

Tests from KABC¹-II		
Name of the test	Description	Cognitive abilities
Atlantis	The child is taught nonsense names for fish, plants and shells and is asked to point to the named object among an array of pictures	Learning ability/long-term storage and retrieval, associative memory
Word order	The child points to a series of silhouettes of common objects in the same order as mentioned by the examiner; an interference task (color naming) is added between the stimulus and the response for the more difficult items	Memory span, short term memory, working memory
Pattern Reasoning	The child completes a pattern by selecting the correct image from a set of 4 to 6 options shown; most stimuli are abstract, geometric shapes and the difficulty of the task increases as the test progresses.	Reasoning abilities such as induction and deduction and fluid reasoning
Additional tests		
Verbal fluency a) Animals b) First names	The child is asked to name as many animals as possible in 1 minute and then asked to name as many first names as possible in 1 minute.	Broad retrieval ability; speed and flexibility of verbal thought process; neuropsychological test of language production
Kohs block Design	A psychometric test in which the child arranges groups of 4, 9, or 16 multi-colored blocks to copy picture designs presented on test cards.	Visuo-spatial problem solving, visual perception and organization
Coding-WISC-III ²	The child has to substitute specific symbols for numbers presented in boxes, and complete as many items as possible in 2 minutes.	Visual-motor processing speed and coordination, short term memory, visual perception, visual scanning, cognitive flexibility, attention

¹ Kaufman assessment battery for children-2nd edition

² Wechsler Intelligence Scale for Children-3rd edition