

Supplemental table 1. Cognitive tests used in the CATIE study (Taken from Keefe et al., 2006, with a permission of Nature Publishing Group).

Cognitive domain	Type of test	Description of test and measures used for domain summary scores
Processing speed	1. Controlled oral word association test (Benton and Hamscher, 1978)	Generate as many words as possible beginning with F, A, and S in three separate trials of 60s. <i>Measure</i> : mean number of words
	2. Category instances (Benton and Hamscher, 1978)	Name as many words as possible in 60s within each of three categories (animals, fruits, vegetables). <i>Measure</i> : mean number of words
	3. Grooved pegboard (Lafayette Instrument Company, 1989)	Insert pegs in a certain order into 25 randomly positioned slots using dominant hand. Insert as many pegs as possible in two 45-s trials. <i>Measure</i> : mean number of pegs
	4. Wechsler adult intelligence scale-revised, digit symbol test (Wechsler, 1974)	Each numeral (1 through 9) is associated with a different simple symbol. Copy as many symbols associated with the numerals as possible in 90s. <i>Measure</i> : number of symbols correctly copied
Reasoning	1. Wisconsin card sorting test, 64-card computerized version (Kongs et al, 2000)	A complex task of categorization, set shifting, and response to feedback from the tester. Only 64 cards were presented at each testing session. <i>Measure</i> : Mean of perseverative errors (sign reversed) and categories z-scores
	2. Wechsler Intelligence Scale for Children, third edition mazes (Wechsler, 1991)	Use a pencil to attempt to draw through a series of nine timed mazes without entering into blind alleys. <i>Measure</i> : raw score
Verbal memory	Hopkins verbal learning test (Brandt and Benedict, 1991)	Recall as many words as possible from a list of 12 words read aloud by the tester. The procedure was repeated three times. <i>Measure</i> : total number of words recalled
Working memory	1. Computerized test of visuospatial working memory (Lyons-Warren et al, 2004)	Focus on cross in center of computer screen while dot appears at random locations on the screen. Then watch shapes appear on screen and press space bar when diamond shape appears. When the cross reappears, point to where dot appeared in beginning. Distance between response and dot is measured. There are three conditions (no delay, 5-s delay and 15-s delay) and eight trials of each condition. <i>Measure</i> : Mean error distance of delay conditions minus no delay error distance (sign reversed).
	2. Letter–number sequencing test (Gold et al, 1997)	Clusters of letters combined with numbers (eg N6G2) are read aloud by the tester, and the patient reorganizes the cluster so that the numbers are listed first, from lowest to highest, followed by the letters in alphabetical order. <i>Measure</i> : number of correct sequences
Vigilance	Continuous performance test (CPT) (Comblatt and Keilp, 1994)	Respond to a series of numbers on a computer screen at a rate of one per second by lifting a finger from a mouse key whenever the current number is identical to the previous number. Three 150-trial conditions of increasing difficulty are administered (2-, 3-, and 4-digit numbers, respectively). <i>Measure</i> : mean response sensitivity (d-prime).
Social cognition	Facial emotion discrimination test (Kerr and Neale, 1993)	Two pictures of different human faces displaying emotions are presented concurrently. Patients declare whether the faces are displaying the same or different emotions in thirty trials. <i>Measure</i> : number of correct responses.

Note – Composite score was calculated from the scores of the domains of processing speed, reasoning, verbal memory, working memory and vigilance. Facial emotion discrimination test was not used in this study.

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