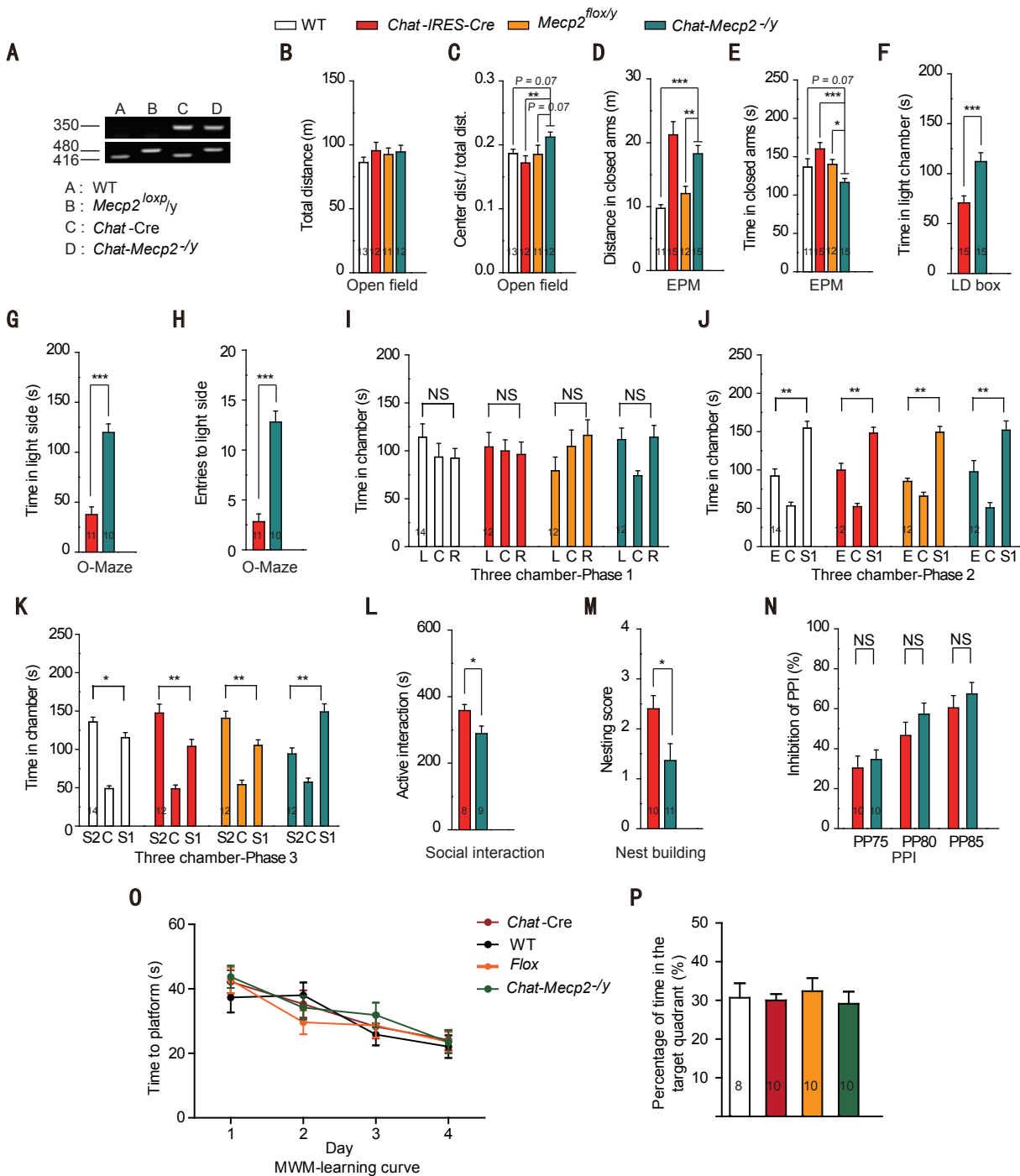


# Supplementary Figure - 1 Li



**Supplementary Figure 1. Other behavioral deficits in *Chat-Mecp2*<sup>-y</sup> mice.** **A**, Genotyping of wt, *MeCP2*<sup>loxP/y</sup>, *Chat-IRES-Cre* and *Chat-Mecp2*<sup>-y</sup> mice. DNA was extracted for PCR with two indicated primers pairs. The *Chat-IRES-Cre* primers generated a 350-bp product. The *Mecp2* primers generated a 416-bp product in the wild-type and a 480-bp product in the loxp-flanked allele. **B**, Locomotor activity examined by the open field assay. **C-H**, Anxiety-related behavior measured in open field assay, EPM, LD box and zero-maze. **I-K**, Social behavior examined in the three-chamber test. Time in chamber was measured through three phases. **L**, *Chat-Mecp2*<sup>-y</sup> mice showed lower interaction time with a stranger mouse in the open arena. **M**, *Chat-Mecp2*<sup>-y</sup> mice were poor nest builders. **N**, *Chat-Mecp2*<sup>-y</sup> mice exhibited no significant difference in acoustic startle response compared with that of *Chat-IRES-Cre* mice. **O**, *Chat-Mecp2*<sup>-y</sup> mice showed similar learning rate during training in the Morris water maze. **P**, *Chat-Mecp2*<sup>-y</sup> mice spent similar time in the target quadrant as control mice. Student's t-test was used for data sets including two independent groups in f, g, h, l, m, and n. For data sets including three or more groups with one factor, one-way ANOVA with Tukey's post hoc comparison was applied to analyze the differences. For the learning curve in o, two-way repeated measures ANOVA was used to analyze the difference. Error bars are means  $\pm$  s.e.m. \* $P < 0.05$ , \*\* $P < 0.01$ , \*\*\* $P < 0.001$ .