SUPPLEMENTAL APPENDIX

SUPPLEMENTAL APPENDIX TABLE 1

WISC-IV core tests of cognitive ability

Test	Method	Type	Skills
Digit span	Proctor verbally states numbers; child repeats them back in same order and in inverse order.	Verbal test	Measures auditory short-term memory, sequencing skills, attention, and concentration
Letter Number Sequencing	Proctor verbally states sequences of random letters and digits; child repeats the digits in numerical order then the letters in alphabetical order	Verbal test	Measures sequencing, mental manipulation, attention, short-term auditory memory
Coding	Child is shown a legend where numbers of signs are associated with shapes; child is presented with scenarios involving matching according to the legend within a specific time limit (120 seconds)	Nonverbal test, performance test	Measures processing speed, short-term memory, perceptual abilities, motor coordination, speed
Symbol search	Child scans a search group and indicates whether the target symbol(s) matches any of the symbols in the search group within a specific time limit (120 seconds)	Nonverbal test, performance test	Measures processing speed, short-term visual memory, visual-motor coordination

Source: Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV).[8]

SUPPLEMENTAL APPENDIX TABLE 2

Average-treatment-effect-on-treated† (ATT) analysis of differences in infection, outcomes of nutrition, cognitive abilities, and school performance between control and intervention groups

	Intervention effect (95% CI‡)			
Variable	Unadjusted	P value	Adjusted§	P value
Infection characteristics				
Infection prevalence (%)				
Baseline	0.07 (–0.45 to 0.60)	0.779	0.15 (–0.09 to 0.39)	0.209
Follow-up	–0.21 (–0.73 to 0.31)	0.435	–0.39 (–0.69 to –0.09)	**0.011**[*]
Infection intensity (epg) (among samples with positive infection)				
Baseline	365.05 (–290.39 to 1,020.49)	0.271	191.98 (–171.49 to 555.46)	0.296
Follow-up	–512.58 (–1,077.22 to 52.05)	0.075	–370.37 (–679.12 to –61.62)	**0.019**[*]
Nutritional indicators				
Hemoglobin levels				
Baseline	0.31 (–3.31 to 3.93)	0.865	0.45 (–1.26 to 2.15)	0.604
Follow-up	–0.77 (–4.57 to 3.03)	0.689	–0.58 (–2.93 to 1.76)	0.622
Anemia prevalence (%)				
Baseline	–0.04 (–0.38 to 0.30)	0.819	–0.07 (–0.25 to 0.11)	0.443
Follow-up	0.15 (–0.22 to 0.52)	0.434	0.20 (–0.10 to 0.50)	0.185
% Stunted (HAZ < –2)				
Baseline	0.15 (–0.18 to 0.48)	0.370	0.10 (–0.10 to 0.30)	0.339
Follow-up	0.23 (–0.09 to 0.55)	0.154	0.14 (–0.14 to 0.42)	0.335
% Underweight (WAZ < –2)				
Baseline	0.28 (0.00 to 0.56)	0.050	0.28 (0.08 to 0.48)	**0.007**[*]
Follow-up	0.17 (–0.09 to 0.43)	0.209	–0.21 (–0.50 to 0.09)	0.174
Cognitive abilities				
Processing Speed Index Score				
Baseline	–0.23 (–4.74 to 4.28)	0.919	0.30 (–2.41 to 3.01)	0.827
Follow-up	1.17 (–2.66 to 5.01)	0.545	1.14 (–0.39 to 2.67)	0.142
Working Memory Index Score				
Baseline	–0.31 (–3.07 to 2.44)	0.822	–0.09 (–1.86 to 1.68)	0.922
Follow-up	0.49 (–2.15 to 3.12)	0.715	0.92 (–0.15 to 1.99)	0.093
School performance				
School attendance rate (%)				
Baseline	0.05 (–0.4 to 0.51)	0.818	0.06 (–0.3 to 0.43)	0.736
Follow-up	–0.07 (–0.57 to 0.44)	0.796	–0.15 (–0.59 to 0.28)	0.491
Normalized TIMSS score				
Baseline	–0.08 (–0.43 to 0.26)	0.632	0.01 (–0.19 to 0.21)	0.912
Follow-up	–0.13 (–0.43 to 0.18)	0.412	–0.07 (–0.17 to 0.03)	0.187

ATT = average treatment effect on treated; CI = confidence interval; HAZ = height-for-age z-score; TIMSS = Trends in International Mathematics and Science Study; WAZ = weight-for-age z-score.

*Bolded values indicate significance at 95% CI.

†Average-treatment-effect-on-treated (ATT) were estimated by using the initial random treatment assignment as the instrument variable for the observed compliance (whether a student took the two albendazole pills passed by the intervention team of the project.

‡CI denotes confidence interval.

§Values were adjusted for individual characteristics (gender, age, boarding status, minority identification) and household characteristics (siblings, durable assets, parental migrant worker status, parental education levels), as well as township pair-fixed effects. In the case of follow-up, values were also adjusted for the baseline value of the dependent variable.