

## Supplementary Online Content

Gould JF, Treyvaud K, Yelland LN, et al. Seven-year follow-up of children born to women in a randomized trial of prenatal DHA supplementation. *JAMA*.  
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**eAppendix.** Description of Developmental Assessments

**eFigure.** Flow of Participants Through the DOMInO Trial and 7-Year Follow-up

**eReferences.**

This supplementary material has been provided by the authors to give readers additional information about their work.

## **eAppendix.** Description of Developmental Assessments

### **WASI-II (Wechsler Abbreviated Scale of Intelligence Second Edition):**

Mean score was 100 (SD, 15); higher score indicated better performance. A score less than 85 was considered impaired or delayed performance. Major impairment (full-scale IQ score <70) was not analyzed separately from mild impairment due to the limited number of children that fell within this category. One child was assessed with the Wechsler Intelligence Scale for Children, Fourth Edition, so the relevant indices from this test were used.

### **TEACh (Test of Everyday Attention for Children):**

Measures attention. The mean score for Sky Search, Score!, and Creature Counting was 10 (SD, 3).

### **TEACh Sky Search Dual Task:**

Sky Search Dual Task composite score was non-standardized (calculated by multiplying the proportion of visual targets correctly identified by the proportion of correct auditory counting trials, multiplied by 10 [with 10 signifying a perfect score]).<sup>1</sup>

### **RAVLT (Rey Auditory Verbal Learning Test ) Trial 1 correct words:**

Measures verbal memory and learning; non-standardized.

### **ReyCF (Rey Complex Figure):**

Measures visuospatial abilities and visuospatial memory.

### **Fruit Stroop Test Interference score:**

Measures executive function (inhibition and mental flexibility); nonstandardized.

### **CELF-4 (Clinical Evaluation of Language Fundamentals Fourth Edition) Recall of digits total:**

Measures immediate verbal working memory.

### **BRIEF (Behavior Rating Inventory of Executive Function) Global executive composite:**

Parent-rated executive functioning. Measures behavioral manifestations of executive functioning; mean score was 50 (SD, 10); higher score indicated more dysfunction.

### **CELF-4 (Clinical Evaluation of Language Fundamentals Fourth Edition) Core Language Score:**

Measures general language; mean score was 100 (SD, 15); higher score indicated better performance.

### **WRAT-4 (Wide Range Achievement Test Fourth Edition):**

Measures educational progress; mean score was 100 (SD, 15); higher score indicated better performance.

### **Conners 3 AI-parent (Conners 3rd Edition ADHD/DSM-IV Index) ADHD score:**

Measures symptoms of ADHD; mean score was 50 (SD, 10); higher score indicated more ADHD symptoms.

### **SDQ (Strengths and Difficulties Questionnaire) total difficulties score:**

Measures behavior; higher score indicated more behavioral problems.

**eReferences**

1. Wilson-Ching M, Molloy CS, Anderson VA, et al. Attention difficulties in a contemporary geographic cohort of adolescents born extremely preterm/extremely low birth weight. *J Int Neuropsychol Soc.* 2013;19(10):1097-1108.