Supplementary Data File

Supplementary data file 1 – Neuropsychological test battery utilised in this study

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| Neuropsychiatric test and evidence of validation | Cognitive domain assessed | Description of test |
| The Auditory Verbal Learning Test (AVLT)  Validated for use in LIC [1] | Registration and recall, attention and executive function (inhibiting irrelevant responses) | A list of 15 words were read out. The subject then had to recall as many as they could. This was repeated 4 further times. Then an interference list of 15 words was introduced. The subject then had to recall how many words from the list they remembered 30 minutes later. |
| Grooved pegboard test  Validated for use in LIC [1-3] | Psychomotor, fine motor | The test subject must insert pegs into a board as quickly as possible only using one hand. Subject is timed for dominant and non-dominant hand. The number of errors is recorded but the score is based on time. |
| Timed walk test [3] | Gross motor | Subject was timed walking 10m, this was performed three times and an average was taken. |
| Orientation from the Alzheimer’s Disease Assessment Scale-cognitive subscale (ADAS-cog)  Validated for use in sub-Saharan Africa [4, 5] | Orientation | A 7 question orientation test for: person, day, date, month, year, time of day and place. Scored out of 7. |
| Colour trails test I  Validated for use in low-literacy rate settings [3, 6] | Sustained attention and sequencing | The subject must connect up 25 numbers in sequence without taking the pencil off the page. This must be done as quickly as possible and the score is their time. |
| Colour trails test II  Validated for use in low-literacy settings [3, 6] | Sustained attention, sequencing and psychomotor speed | The subject must connect up 25 numbers in sequence while alternating colours. Scored the same as above. |
| Digit span  Validated in an educationally diverse elderly population [1-3, 7] | Sustained attention | The subject must recite back strings of numbers that get progressively longer. This is then repeated with different numbers and the subject must repeat them back in the opposite order. Their score is based on the longest string they can remember |
| Stick design test  Validated for use in low literacy and low educational settings [8] | Visuoconstructional ability and spatial neglect | The test subject is shown a shape made of matchsticks. It is then taken away and the subject must reconstruct the shape. Shapes are scored on orientation, general configuration and the direction of the matchsticks |
| Verbal fluency  Validated use in LIC in a range of different languages[1-3] | Language content and speed of speech | The subject must name as many items they would usually find at a market in a minute. Inappropriate items and repeats are recorded as well as the overall total |
| Commands from the ADAS-cog  Validated in SSA [4, 5] | Sustained attention, language comprehension | Five different commands are given to the test subject in Swahili. Each one is increasing in complexity until the final command involves 5 different actions |

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