Supplementary Material

This supplementary section provides further information on the (i) reliability of the Test of Everyday Attention (TEA) and the Test of Everyday Attention for Children (TEAch) over time, both individually and when combined (TEA/TEAch), (ii) means and standard deviations of each domain of attention over time, as well as (iii) possible predictors of trajectories of attentional functioning. First, auto-correlations of each domain of attention were estimated for the TEA, the TEAch, and their combination, see Supplementary Table 2. Correlations presented in Supplementary Table 2 estimated test-retest reliability for assessments completed by individuals at Time 1 and Time 2, Time 2 and Time 3, Time 3 and Time 4, Time 4 and Time 5, and Time 5 and Time 6. These results indicate substantial continuity in the assessments of selective and switching attention over time for the TEAch, TEA, and the TEA/TEAch. However, test-retest reliability for both sustained and divided attention on the TEA was absent. Consequently, caution should be exercised when interpreting results of hypothesis two and three that estimate sustained and divided attention using the TEA/TEAch.

Second, means and standard deviations of each domain of attention are reported in Supplementary Table 3. For selective, switching, and divided attention, there is a clear trajectory of increasing mean performance over time. Given that the scaled scores are not computed for the TEA and TEAch, the mean and standard deviation of a z-standardized raw score (standardized based on the overall sample mean) are presented. These statistics suggest that the scaled scores of selective, switching, and divided attention change systematically over time. Given that both the TEA and TEAch were originally normed on relatively small Australian samples (N = 150-300), it is not surprising that significant differences are observed, particularly given the diverse sample utilized in this study. In sum, these analyses indicate that the reliability and normative

procedures used for the TEA and TEAch are sub-optimal, particularly as they pertain to measures of sustained and divided attention. All conclusions should be interpreted with corresponding caution.

Supplementary Table 1

All Parameter Estimates for Piecewise Latent Growth Curve Model

Variables	Selective B(s.e.)	Sustained B(s.e.)	Switching B(s.e.)	Divided B(s.e.)
Grand Mean Centered Age	.27(.08)**	.05(.02)**	.44(.07)***	.70(.06)***
Female		.20(.07)**		.55(.21)*
Depression Diagnosis	-.47(.42)	.11(.10)	-.62(.37)†	-.23(.25)
Low SES	-.76(.29)**	-.09(.06)	-.83(.24)**	
Stressful Childhood Life Events	-.05(.03)	-.01(.01)	-.05(.03)†	
Interaction: Diagnosis*Slope	-.30(.14)*	.00(.04)	-.37(.13)**	-.19(.14)
Post-hoc Tests for Slope Differences				
Post Depression vs. Never Depressed	.21(.19)		.33(.14)*	
Post Depressed vs. Prior Depression	.50(.28)†		.70(.23)**	

Probability: † = p<.10; * = p<.05; ** = p<.01; *** = p<.001

Supplementary Table 2

Pairwise Auto-Correlation of Selective, Sustained, Switching, and Divided Attention for the TEA and TEAch combined, the TEAch alone, and the TEA alone at consecutive time points using pairwise deletion

Variable	Time 1- Time 2	Time 2- Time 3	Time 3- Time 4	Time 4- Time 5	Time 5- Time 6
TEA and TEAch	N = 196	N = 160	N = 141	N = 131	N = 90
Selective Attention	.26***	.37***	.33***	.52***	.61***
Sustained Attention	.31***	.40***	.26**	.16	.19
Switching Attention	.38***	.51***	.28**	.27***	.65***
Divided Attention	.32***	.21**	.13	.01	.18†
TEAch only	N = 186	N = 128	N=75		
Selective Attention	.25***	.31***	.43***		
Sustained Attention	.38***	.44***	.32**		
Switching Attention	.36***	.51***	.45***		
Divided Attention	.32***	.33***	.30*		
TEA only				N = 59	N = 90
Selective Attention				.72***	.61***
Sustained Attention				.07	.19
Switching Attention				.29*	.65***
Divided Attention				-.10	.18†

Supplementary Table 3

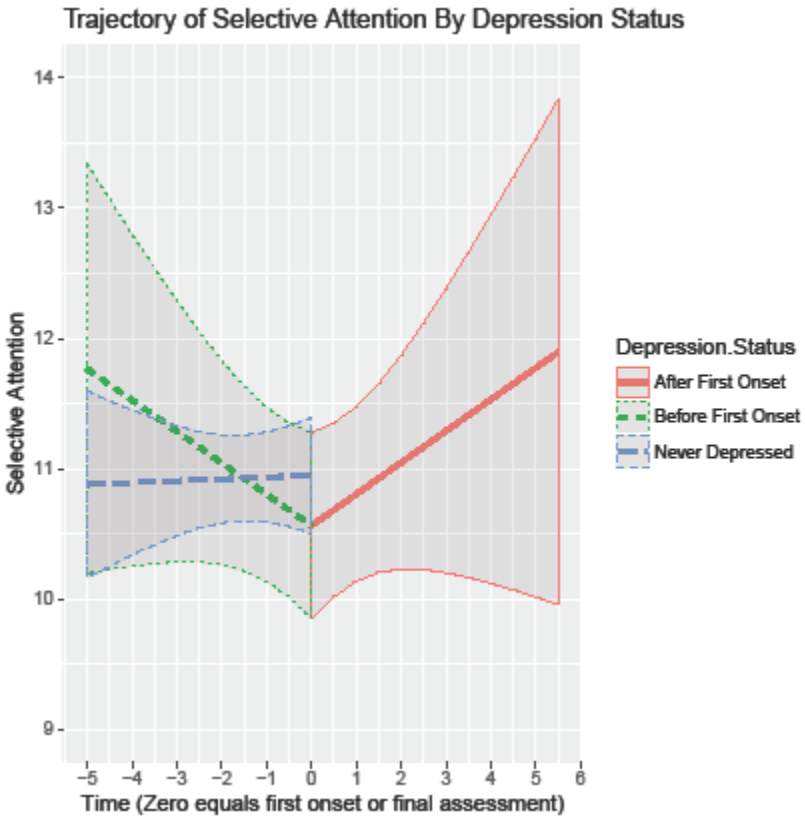
All Parameter Estimates for Piecewise Latent Growth Curve Model

Variable	Time 1	Time 2-	Time 3	Time 4	Time 5	Time 6
TEA/TEAch						
Selective Attention	10.06(*2.71*)	10.76(*2.78*)	10.73(*2.98*)	10.83(*3.65*)	11.36(*4.33*)	11.84(*4.44*)
Sustained Attention	-0.43(*1.09*)	.09(*.85*)	.01(*.96*)	-.03(*1.16*)	.12(*.67*)	.03(*.87*)
Switching Attention	8.08(*2.63*)	8.27(*2.47*)	8.75(*2.93*)	9.20(*3.01*)	9.97(*3.66*)	11.12(*3.22*)
Divided Attention	7.49(*2.48*)	7.21(*2.78*)	7.76(*3.21*)	9.13(*3.51*)	11.34(*3.43*)	11.30(*3.85*)

Supplementary Figure 1

Piecewise Growth Model of Normed Attentional Development without MDD, prior to MDD and post MDD using data gathered 4.88 years prior to diagnosis/final assessment and 5.48 years following diagnosis. .

Model A.



Model B.