

Supplementary Table 1: Demographic characteristics of the ADHD participants who did and did not participate in the follow-up assessment.

	Participated at Follow-up (N = 55)		Did Not Participate at Follow-up (N = 48)	
	M	SD	M	SD
Age in Months	92.6	18.2	100.0	22.2
Family SES*	4.4	1.4	4.1	1.6
	N	%	N	%
Ethnicity				
NZ European	51	92.7	46	95.8
NZ Maori	4	7.3	1	2.1
Other	0	0.0	1	2.1
Gender				
Male	47	85.5	40	83.3
Female	8	14.8	8	16.7
ADHD Diagnosis				
Combined	42	76.4	40	83.3
Inattentive	9	16.4	6	12.5
Hyperactive/Impulsive	4	7.3	2	4.2

\*Elly-Irving Socioeconomic Index. Elly WB, Irving JC. The Elly-Irving Socio-Economic Index 1981 Census Revision. New Zealand Journal of Educational Studies 1985; 20: 115-128.

Supplementary Table 2. Symptom counts and rating scale scores for the whole sample and for participants with persistent ADHD and ADHD in partial remission at time 1 and time 2

	Whole sample		Persist		Partial remission	
	M	SD	M	SD	M	SD
Parent symptom report						
Interview T1 n=49*						
Inattention	7.55	1.60	7.43	1.63	7.74	1.56
Hyperactivity/impulsivity	6.61	2.36	6.57	2.47	6.68	2.24
DBD T1 n=54						
Inattention	6.74	2.28	6.55	2.53	7.05	1.83
Hyperactivity/impulsivity	6.48	2.39	6.30	2.40	6.76	2.39
DBD T2 n= 53						
Inattention	6.33	2.84	7.06	2.50	5.05	3.01
Hyperactivity/impulsivity	4.83	2.64	5.21	2.67	4.16	2.52
Teacher symptom report						
DBD T1 n=53						
Inattention	5.47	2.90	5.27	3.02	5.80	2.73
Hyperactivity/impulsivity	4.53	3.23	4.39	3.27	4.75	3.24
DBD T2 n=44						
Inattention	3.89	3.54	5.43	3.14	0.57	1.45
Hyperactivity/impulsivity	2.77	3.23	3.97	3.27	0.21	0.43
CBCL						
Inattention scale T score T1 n=54	72.98	7.80	73.48	7.36	72.19	8.58
Inattention scale T score T2 n=51	68.49	9.86	70.78	9.26	64.63	9.86
Conners Parent Hyperactivity Index T score T1 n=54	82.39	12.46	82.12	13.62	82.81	10.70
TRF						
Inattention scale T score T1 n=50	67.42	9.40	67.06	9.75	69.67	8.59
Inattention scale T score T2 n=47	61.04	9.50	64.36	9.55	54.63	5.25
Conners Teacher Hyperactivity Index T score T1 n=50	67.46	11.36	66.25	11.47	69.61	11.17

DBD = Disruptive Behavior Disorders Rating Scale; CBCL = Child Behavior Checklist; TRF=Teacher Report Form; Conners = Conners Parent (48-item) and Teacher (39-item) Behavior Rating Scales.

On the DBD symptoms reported as occurring often or very often were treated as being present

The CBCL and Conners Behavior Rating Scales were not used diagnostically.

Baseline comparisons of the Persist and Partial remission subgroup ADHD symptom counts (interview and DBD) and ratings (CBCL/TRF and Conners) were all non significant.

Achenbach TM. The Child Behavior Checklist. Burlington, VT: Department of Psychiatry, University of Vermont, 1991.

Achenbach TM. The Teacher Report Form. Burlington, VT: Department of Psychiatry, University of Vermont, 1991.

Conners CK. Manual for Conners' Rating Scales. Toronto: MultiHealth Systems, 1990.

Supplementary Table 3: Demographic characteristics of the typically developing control sample

Control Sample (N=157)			
	M	SD	Range
Age in Months	124.70	30.20	63-190
Family SES*		1.4	1-6
FSIQ	102.11	13.34	71-136
	N	%	
Gender			
Male	122	77.7	
Female	35	22.3	

\*Elly-Irving Socioeconomic Index.

Elly WB, Irving JC. The Elly-Irving socio-economic Index 1981 census revision. NZ J Educ Stud. 1985; 20:115-128.

Supplementary Table 4: Summary statistics for the ADHD persist and partial remission groups at baseline and follow-up assessments for the WISC-III and WRAT-III

	ADHD Persist group			ADHD partial remission group		
	n	Time 1 M (SD)	Time 2 M (SD)	n	Time 1 M (SD)	Time 2 M (SD)
<b>WISC-III</b>						
<i>Pro-Rated IQ Scores</i>						
Full Scale IQ	27	83.74 (11.82)	83.93 (12.96)	20	89.80 (12.90)	92.80 (12.25)
Verbal IQ	27	84.37 (13.21)	83.56 (12.61)	20	88.70 (12.69)	89.60 (13.25)
Performance IQ	27	86.11 (10.65)	86.63 (13.77)	20	92.90 (13.14)	98.35 (12.96)
<i>Index Scores</i>						
Freedom From Distractibility	27	83.85 (12.15)	84.44 (12.28)	20	89.85 (13.64)	89.15 (13.91)
Processing Speed	27	87.89 (13.80)	88.53 (15.76)	20	92.10 (16.12)	95.15 (14.80)
<i>Verbal Subtests</i>						
Similarities	27	6.81 (4.24)	7.56 (3.13)	20	7.50 (3.58)	8.70 (3.15)
Arithmetic	27	7.04 (2.52)	7.07 (3.10)	20	7.80 (3.30)	8.25 (3.39)
Vocabulary	27	7.93 (2.93)	6.48 (2.64)	20	8.25 (2.73)	7.45 (3.03)
Digit Span	27	6.96 (2.61)	7.11 (2.04)	20	8.20 (2.19)	7.40 (2.35)
<i>Performance Subtests</i>						
Picture Completion	27	7.26 (2.94)	7.93 (3.35)	20	9.00 (2.96)	9.20 (3.16)
Coding	27	7.70 (2.64)	6.59 (3.02)	20	7.80 (3.76)	7.40 (2.98)
Picture Arrangement	27	7.63 (2.88)	8.33 (3.54)	20	9.35 (2.60)	11.10 (3.19)
Block Design	27	8.52 (3.04)	10.19 (3.04)	20	9.10 (3.61)	9.60 (3.17)
Symbol Search	27	7.74 (3.34)	9.52 (3.98)	20	8.75 (3.21)	9.60 (2.84)
<b>WRAT-III</b>						
<i>Standard Scores</i>						
Reading	34	94.88 (12.32)	92.18 (14.30)	21	89.14 (15.85)	89.33 (19.42)
Spelling	34	91.62 (13.81)	86.32 (11.63)	21	87.67 (13.90)	86.24 (15.45)
Arithmetic	34	81.79 (12.52)	78.47 (12.84)	21	88.95 (17.67)	88.33 (15.67)

WISC-III = The Wechsler Intelligence Scale for Children, WRAT-III = The Wide Range Achievement Test, IQ = Intelligence Quotient

Supplementary Table 5: Summary statistics for the ADHD persist and partial remission groups at baseline and follow-up assessments for the executive function measures.

	ADHD Persist Group						ADHD Partial Remission Group							
	n	Time 1			Time 2			n	Time 1			Time 2		
		M	(SD)	Mdn	M	(SD)	Mdn		M	(SD)	Mdn	M	(SD)	Mdn
<b>ACPT</b>														
Inattentive Errors z-Score	30	1.69	(2.09)		0.35	(1.34)		17	1.22	(2.60)		0.49	(3.67)	
Impulsive Errors z-Score	30	1.86	(3.53)		1.37	(2.11)		17	1.08	(1.61)		0.72	(3.49)	
<b>Total Errors z-Score*</b>	30	1.57	(1.75)	1.173	0.82	(1.49)	0.271	17	1.13	(1.91)	0.448	0.77	(4.36)	-0.460
<b>Vigilance Decrement z-Score*</b>	30	1.21	(2.34)	0.728	0.47	(1.86)	-0.146	17	0.82	(2.70)	-0.084	0.37	(3.05)	-0.445
<b>TMT</b>														
TMT A z-Score	20	-0.26	(0.96)	-0.383	0.38	(1.67)	0.013	19	-0.59	(0.71)	-0.675	-0.39	(0.72)	-0.316
TMT-B z-Score	20	0.94	(1.09)	0.931	0.12	(1.41)	-0.230	19	-0.30	(1.08)	-0.732	-0.33	(0.86)	-0.462
<b>WCST</b>														
Errors T Score	22	35.27	(7.54)		42.41	(12.35)		13	41.31	(14.40)		55.46	(10.17)	
Perseverative Responses T-Score	22	36.82	(15.95)		43.95	(10.50)		13	42.31	(13.83)		53.69	(11.22)	
<b>Perseverative Errors T-Score</b>	22	35.68	(13.64)		44.73	(10.17)		13	42.92	(13.48)		56.39	(9.85)	
Non-Perseverative Errors T-Score	22	49.27	(19.14)		43.55	(13.67)		13	46.62	(16.71)		53.54	(10.69)	
<b>Verbal Fluency</b>														
Total Correct Standard Score	34	9.32	(2.89)		10.79	(3.11)		21	9.76	(3.22)		10.38	(3.09)	
<b>Design Fluency</b>														
<i>Free Condition</i>														
<b>Novel Responses z-Score*</b>	25	-0.53	(0.80)	-0.552	-0.79	(0.85)	-0.832	16	-0.14	(1.11)	-0.565	0.17	(1.52)	-0.579
Wrong Answers z-Score	25	1.05	(2.43)		0.89	(2.01)		16	0.30	(1.48)		1.92	(6.13)	
Perseverative Responses z-Score	25	-0.17	(1.13)		0.52	(2.21)		16	0.07	(0.98)		1.08	(3.86)	
<b>Total Errors z-Score*</b>	25	-0.39	(0.93)	-0.613	0.06	(0.30)	-0.454	16	-0.19	(0.83)	-0.594	0.64	(2.85)	-0.473
Total Responses z-Score	25	-1.38	(0.44)		-2.14	(0.62)		16	-1.45	(0.45)		-1.81	(0.69)	
<i>Fixed Condition</i>														
<b>Novel Responses z-Score*</b>	25	-0.02	(1.14)	-0.332	-0.78	(0.88)	-0.764	16	0.25	(1.16)	-0.190	0.07	(1.57)	-0.326
Wrong Answers z-Score	25	0.38	(2.04)		3.99	(2.60)		16	1.35	(2.98)		6.32	(4.13)	
Perseverative Responses z-Score	25	1.81	(1.76)		0.87	(1.10)		16	3.26	(3.44)		0.89	(1.29)	
<b>Total Errors z-Score*</b>	25	-1.09	(0.53)	-1.201	-0.81	(0.46)	-0.773	16	-1.09	(0.62)	-1.373	-0.22	(1.35)	-0.542
Total Responses z-Score	25	-1.31	(0.80)		-2.01	(0.75)		16	-1.40	(0.79)		-1.84	(0.94)	

ACPT = A Continuous Performance Test, TMT = Trail Making Test, WCST = Wisconsin Card Sorting Test.

\*Contrasts were analyzed using non-parametric statistics.

Scores on the ACPT, TMT and Design Fluency Test are all age corrected z-scores, representing performance relative to typically developing control subjects.

WCST and Verbal Fluency higher T scores/standard scores = better performance; ACPT, lower scores = better performance; TMT, positive scores = slower time to task completion than controls, negative scores = faster task completion; Design Fluency, novel responses higher scores = better performance (more novel responses), total errors lower scores = better performance (fewer errors)