

Table 1. Means (standard deviations) for hyperactivity and inattention ratings, age, vocabulary, and non-verbal ability measures in Study One

	Chronological age in months	ACTeRS hyperactivity	ACTeRS inattention	vocabulary score	MAT-EF raw score
Hyperactive (n=15; G=2, B=13)	117.20 (7.18)	18.73 (2.69) ***	9.13 (1.30)	34.80 (4.46)	21.40 (5.05)
Hyperactive controls (n=15; G=2, B=13)	115.20 (12.25)	6.47 (1.60)	8.20 (1.94)	35.60 (4.49)	23.33 (4.19)
Poor attention (n=16; G=10, B=6)	118.13 (13.42)	7.44 (1.32)	21.94 (2.98) ***	32.38 (5.58)	20.69 (4.98)
Poor attention controls (n=16; G=10, B=6)	116.88 (12.81)	6.88 (1.78)	10.38 (2.66)	33.31 (5.29)	24.44 (4.16)
Poor attention and hyperactive (n=16; G=2, B=14)	115.56 (12.79)	19.44 (3.22) ***	24.38 (2.34) ***	31.75 (4.55)	20.13 (5.38)
Poor attention and hyperactive controls (n=16; G=2, B=14)	114.06 (12.27)	6.25 (1.92)	7.56 (2.00)	34.25 (4.34)	21.25 (5.29)

Note. significant differences between each experimental group and control are marked in bold: *** $p < .001$; for all other comparisons $p >$

.10. G = number of girls; B = number of boys.

Table 2. Mean number of responses (and standard deviations) obtained on figurative language in context assessment in Study One

	Total score first choices (max = 10)					First and second choice (max = 20)
	Figurative correct	Literal correct	Figurative incorrect	Literal incorrect	Don't know	Figurative and literal correct
Hyperactive	5.53 (3.40) **	3.93 (3.71)	.40 (.63)	.07 (.26)	.07 (.26)	17.33 (2.94)
Hyperactive controls	8.40 (1.68)	.93 (1.34)	.33 (.72)	.33 (.49)	.00 (0)	18.00 (2.36)
Poor attention	3.69 (2.85) ***	5.25 (3.17)	.88 (1.14)	.13 (.34)	.63 (.25)	16.13 (1.92) *
Poor attention controls	8.31 (1.96)	1.50 (1.75)	.12 (.34)	.00 (0)	.63 (.25)	18.44 (2.73)
Poor attention and hyperactive	5.50 (3.29) ***	4.00 (3.42)	.25 (.58)	.25 (.45)	.00 (0)	17.00 (2.88) *
Poor attention and hyperactive controls	9.00 (.73)	.88 (.72)	.13 (.34)	.00 (0)	.00 (0)	18.81 (1.22)

Note. Significant differences between each experimental group and their control are in bold: *** $p < .001$; ** $p < .01$; * $p < .05$.

Table 3. Means (standard deviations) for hyperactivity and inattention ratings, age, vocabulary, and non-verbal ability measures in Study Two

	Chronological age in months	ACTeRS hyperactivity	ACTeRS inattention	vocabulary score	MAT-EF raw score
Hyperactive (n=16; G=3, B=13)	115.63 (12.34)	18.36 (2.68) ***	10.00 (1.90)	33.56 (5.63)	18.25 (4.78)**
Hyperactive controls (n=18; G=7, B=11)	117.83 (12.03)	6.11 (1.45)	8.56 (2.57)	34.83 (5.98)	23.44 (4.55)
Poor attention (n=16; G=9, B=7)	110.31 (13.50)	7.31 (1.30)	22.75 (2.98) ***	30.19 (5.56)	19.38 (5.93)*
Poor attention controls (n=19; G=13, B=6)	118.53 (13.53)	6.95 (1.78)	10.26 (3.05)	33.53 (5.68)	22.95 (3.60)
Poor attention and hyperactive (n=14; G=6, B=18)	114.07 (11.55)	18.86 (2.91) ***	24.00 (3.37) ***	32.07 (4.01)	18.64 (4.87)
Poor attention and hyperactive controls (n=17; G=4, B=13)	113.71 (13.61)	5.94 (1.52)	8.24 (2.31)	32.88 (5.21)	20.76 (4.48)

Note. significant differences between each experimental group and control are marked in bold and significance levels indicated as follows: *

$p < .05$; ** $p < .01$; *** $p < .001$; for all other comparisons $p > .10$. G = number of girls; B = number of boys.

Table 4. Mean standard and composite scores (and standard deviations) obtained on parental CCC

	Hyperactive	Hyperactive	Poor attention	Poor attention	Poor attention	Poor attention and
		controls		controls	and hyperactive	hyperactive controls
Pragmatic composite	47.25 (13.56)	48.22 (13.16)	39.75 * (15.42)	50.37 * (10.17)	41.71 * (17.32)	54.53 * (12.82)
GC composite	77.81 (18.92)	77.56 (18.55)	66.38 * (23.38)	82.05 * (14.27)	71.50 (25.44)	86.00 (17.93)
SID composite	6.69 (6.71)	6.56 (4.48)	4.63 (8.07)	4.84 (3.84)	3.79 (10.14)	3.94 (4.78)

Note. Significant difference between each experimental group and their control are signalled in bold, * $p < .05$; GC composite = General Communication composite; SID composite = Social Interaction Deviance composite.