



THE ADHD RESEARCH STUDY

Boys & Ghouls Needed

SIBLINGS Needed: If you have another “pumpkin” between the ages of 7-11, they may be eligible for the study, too. Siblings can help us further understand ADHD/ADD, genetics, and brain function. It’s also fun for siblings to participate together in the study! The protocol is the same and compensation is given to both parent and child.

Call (503) 418-5508 (IRB 5239)

Pilot Study Updates

ADHD/ADD, Nutrition, and Toxicants Pilot: (IRB 5261)

Due to the great response to our Nutrition pilot, we are in the process of writing a grant that will further explore the complex area of diet, nutrition, environmental toxicants, and ADHD. What a treat!

ADHD Circadian Study: (IRB 6084)

We did not find differences between the timing of body clock, sleep, and ADHD; we are now looking at sleep quality and sleep activity. Thanks for helping with this worthwhile effort! Recruitment has been “laid to rest.”



New Studies are here... SWEET!

Prenatal Risk of ADHD Pilot Study: (IRB #6749)

The purpose of this pilot is to evaluate the relationship between genetics, nutrition, stress, toxicants, and ADHD development. Women must be in their 1st or 2nd trimester.



Call (503) 494-3666



Infant Imaging Feasibility Pilot Study: (IRB #7229)

The purpose of this study is to learn more about giving MRI scans to infants younger than 26 months of age.



Call (503) 494-5598



Adult ADHD Imaging Study: (IRB #6943)

The purpose of this study is to identify the effects of medication state on ADHD adults via MRI scan.



Call (503) 494-6494



Year 3 and Going Strong!

A note from the investigator: Joel Nigg, Ph.D.

Since January 2009, we have screened over 900 families, enrolled 350 in the 3-year “heart-rate” study and 150 in the 3-year MRI study. We have already begun to see results:

(1) This year we completed a new report in which we were able to create meaningful subgroups of children with ADHD based on their cardiac response patterns. Some ADHD children have one heart-rate profile, and others have another heart-rate profile; but both are distinct from typically developing children. These physiological or temperament subgroups may have more validity than existing subgroups that are being used clinically (e.g., combined or hyperactive subtype of ADHD).

(2) Another report illustrated that there are differences in the connections in the brain that handle potential rewards. We showed that children with ADHD put more emphasis on rewards that are occurring soon, and “under-value” later rewards. This tendency correlated with the same circuits in the brain that are different in children with ADHD. This is the first time that such a link between behavioral performance on reward values and brain circuits has been shown.

(3) We have been collecting nutrition data from a subset of interested children and families. We are already seeing that there are some differences in dietary intake in children who have ADHD and those who do not, and these may be related to patterns of brain development. We therefore hope to expand our nutritional study. We also just completed a “meta-analysis” in which we pooled data about synthetic food colors and ADHD across studies that were conducted in the past 40 years. The results suggest that about 30% of children with ADHD may be responding behaviorally to something in their diet. About 8% may be responding to synthetic food colorings—although the evidence on this remains out of date and therefore not conclusive. New studies are badly needed ... we are on it!

(4) Thanks to your participation, we are exploring ways to maintain contact with families after they have completed three years of data collection with us. We hope to conduct a “Year 4” phone interview with those who are interested. This may lead to future grants and continued ADHD research!

Moved?

Phone: (503) 418-5508 or (877) 678-ADHD

Change of phone/address?

Email: ohsuADHD@ohsu.edu

Questions?

website: <http://www.ohsu.edu/adhdrs>

Comments?

KIDS CORNER!

Fall Word Jumble

OOPS! Several fall related words got mixed up in these piles of leaves. Help us to unscramble the words, and assemble the numbered letters to solve the puzzle.

		
9	4 8	1 2
		
5	6	3 7



What does a bear do in the woods?

1 2 3 4 5 6 7 8 9

WHAT'S THE DIFFERENCE?

Look at the two pictures and find seven differences between them.

