### Table 7.1 Overview of the thesis aims and corresponding key findings

<table>
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<th>Aim</th>
<th>Key findings</th>
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| **1st aim**        | - MPH has small to medium sized positive effects on math accuracy and math productivity (Chapters 2, 3 and 6) and reading speed (Chapter 2)  
                      - MPH has no effect on reading accuracy and spelling (Chapters 2 and 3)  
                      - Overall academic effects of MPH are small compared to behavioral effects and limited to math (Chapters 2 and 3) |
| **2nd aim**        | - Children with ADHD have cognitive impairments (visuospatial working memory and lapses of attention), and are less intrinsically motivated for math (Chapter 4)  
                      - MPH has large effects on ADHD symptoms (Chapter 3)  
                      - There are no effects of MPH on cognition and motivation (Chapter 4)  
                      - The only evidence for mediating variables influencing MPH-effects on academic performance relates to improvements in ADHD symptoms (parent-rated) and improvements in parent reports of their child's perceived competence. These effects are specific for MPH effect on math productivity (Chapters 3 and 4).  
                      - Evidence for moderating variables affecting MPH effects on academic performance is limited to math ability: Children with below-average math performance profit more from MPH treatment than children with above-average math performance (Chapter 3). |
| **3rd aim**        | - Children with ADHD show intact acquisition of stimulus-reward associations and reversal learning compared to TD controls (Chapter 5)  
                      - Children with ADHD are impaired when acquired knowledge needs to be applied in novel contexts (Chapter 5)  
                      - MPH treatment improves learning of stimulus-reward associations and shows potential (trend effect) to improve generalization of knowledge (Chapter 5)  
                      - Parents of children with ADHD report differential responses of their children to punishment and reward, compared to parents of TD controls (Chapter 4)  
                      - Children with ADHD and TD controls profit equally from positive feedback and reward, resulting in better math performance (Chapter 6)  
                      - MPH treatment does not affect the ability to profit from feedback and reward on a math task (Chapter 6) |