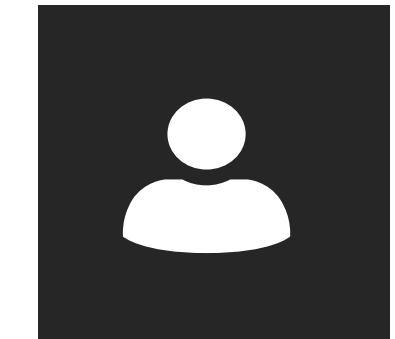


Title:
Subtitle



PRESENTER:
Leeroy Jenkins

BACKGROUND: Who cares? Explain why your study matters in the fastest, most brutal way possible (feel free to add graphics!).

METHODS

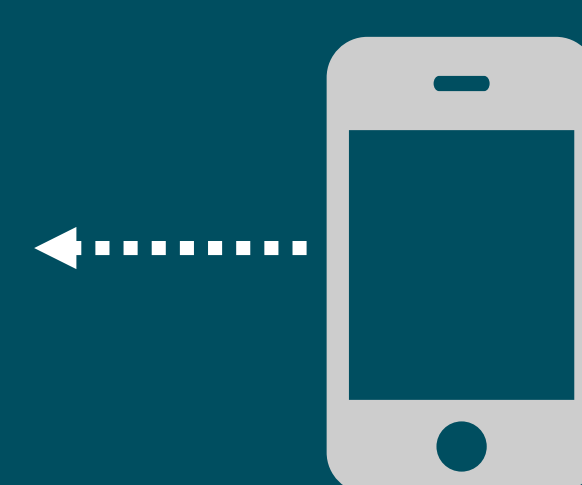
1. Collected [what] from [population]
2. Tested it with Xprocess.
3. Illustrate your methods if you can.
4. Try a flowchart!

RESULTS

- Graph/table with **essential results only**.
- All the other correlations in the ammo bar.



Main finding goes here, translated into plain English. Emphasize the important words.



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AMMO BAR

Delete this and replace it with your...

- Extra Graphs
- Extra Correlation tables
- Extra Figures
- Extra nuance that you're worried about leaving out.
- **Keep it messy!** This section is just for you.

• Leeroy Jenkins, author2, author3, author4, author5, author6, author7, author42



Add a key figure

Show and tell the best, most insightful part of your methods & data.

Intergenerational transmission of education and ADHD

Effects of parental genotypes

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Elsje van Bergen
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@drElsje / @NTRscience



Background

It is challenging to study whether children resemble their parents due to nature, nurture, or a mixture of both.

Method

Parents transmit 50% of their alleles to their offspring. The combined trait-specific effect of these alleles are summarized in a polygenic score (PGS). Likewise, we can calculate a PGS for alleles that were not transmitted. They can only affect offspring through the environment, via genetically influenced behaviours in the parents, called *genetic nurturing*. For genotyped mother-father-offspring trios (1,120-2,518 per analysis) we calculated transmitted and non-transmitted PGSs for adult educational attainment (EA) and childhood ADHD, and tested if these predicted and school success and ADHD in offspring.

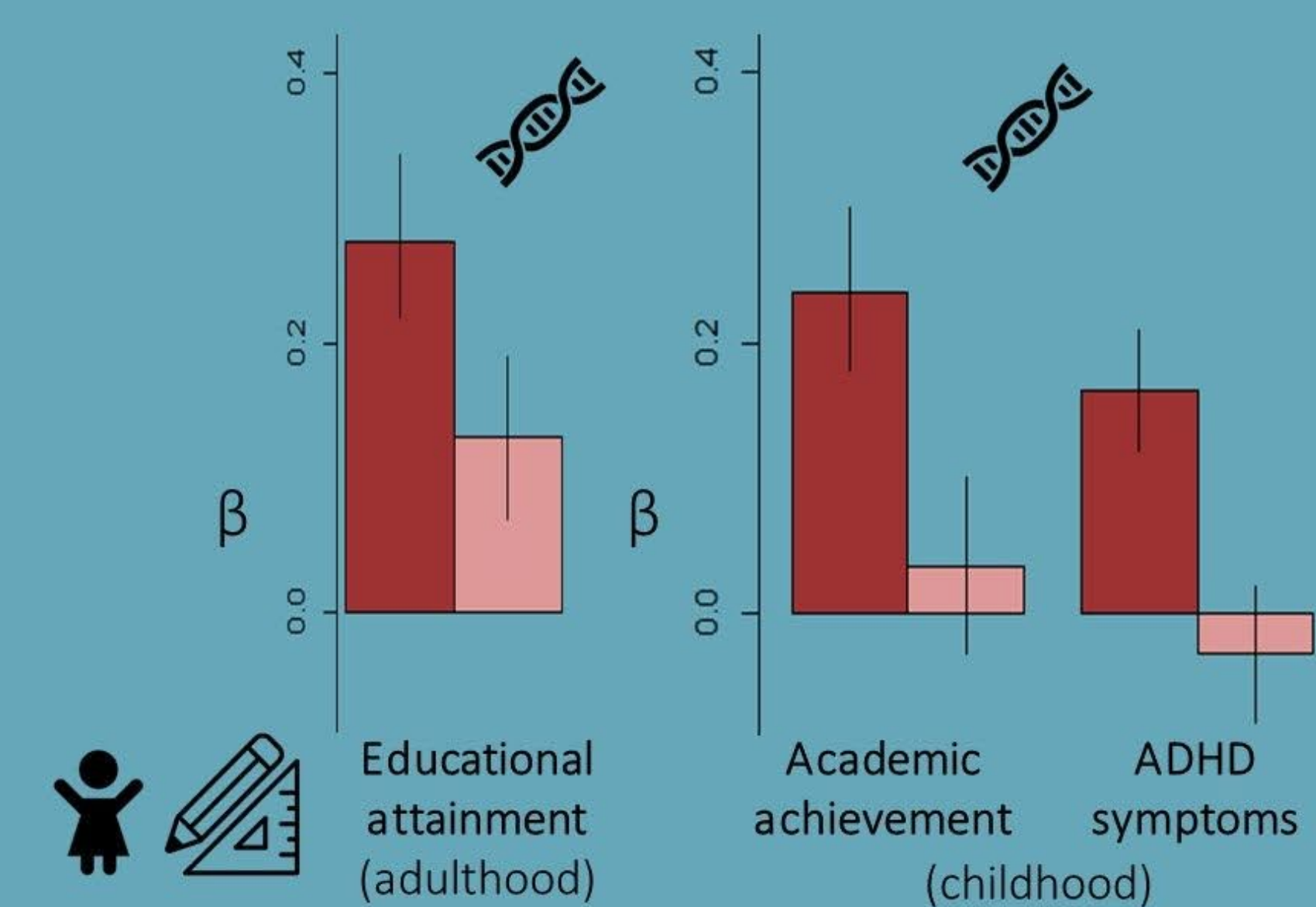
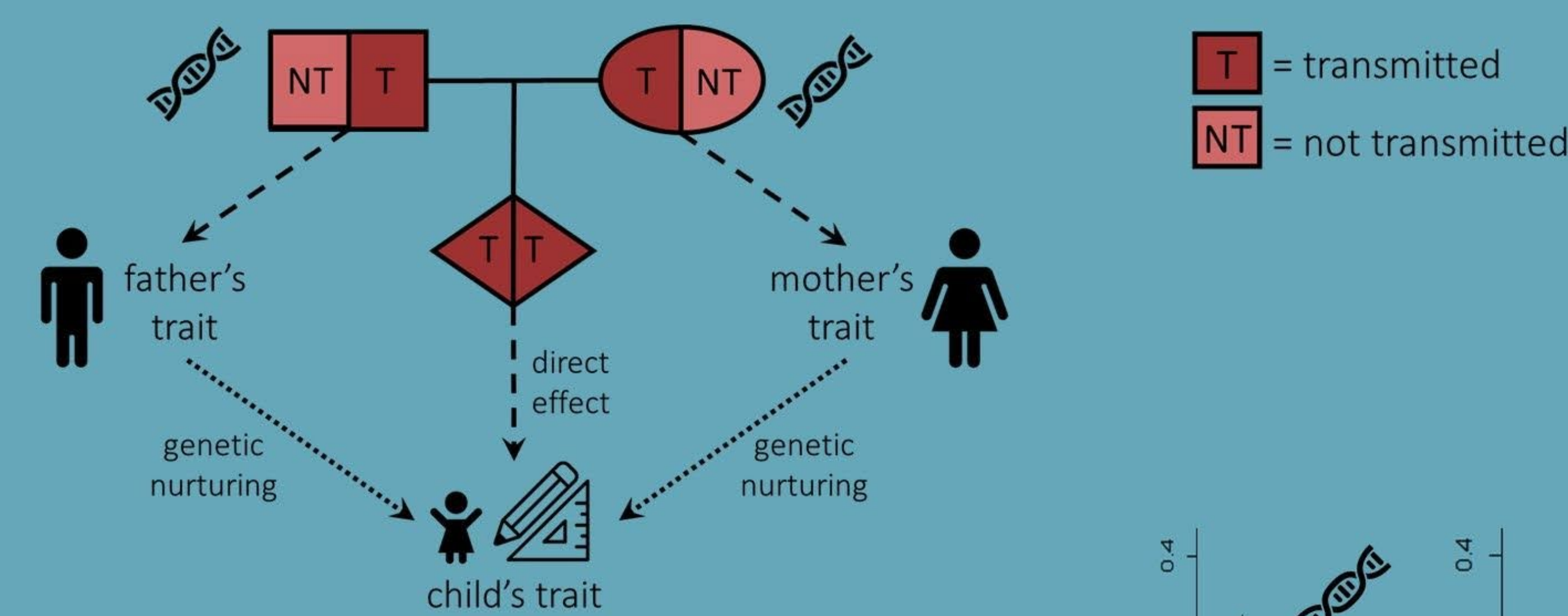
Results

In adults, both transmitted ($R^2 = 7.6\%$) and non-transmitted ($R^2 = 1.7\%$) EA-PGSs predicted offspring EA, evidencing genetic nurturing. In 12-year olds, academic achievement was predicted only by transmitted EA-PGSs ($R^2 = 5.7\%$), but we did not find genetic nurturing ($R^2 \sim 0.1\%$). The ADHD-PGSs did not predict academic achievement ($R^2 \sim 0.6\%$). ADHD symptoms in children were predicted by transmitted EA-PGSs and ADHD-PGSs ($R^2 = 1-2\%$).

Conclusion

Previously reported associations between parent characteristics and offspring outcomes seem to be mainly a marker of genetic effects shared by parents and children. S

Genes of parents shape children's environment, impacting school success in adulthood, but not yet in childhood.



- Effects (with 95% CI) of:
- EA-PGSs on educational attainment in adults
 - EA-PGSs on academic achievement in children
 - ADHD-PGSs on ADHD symptoms in children



Take a picture to download the full paper

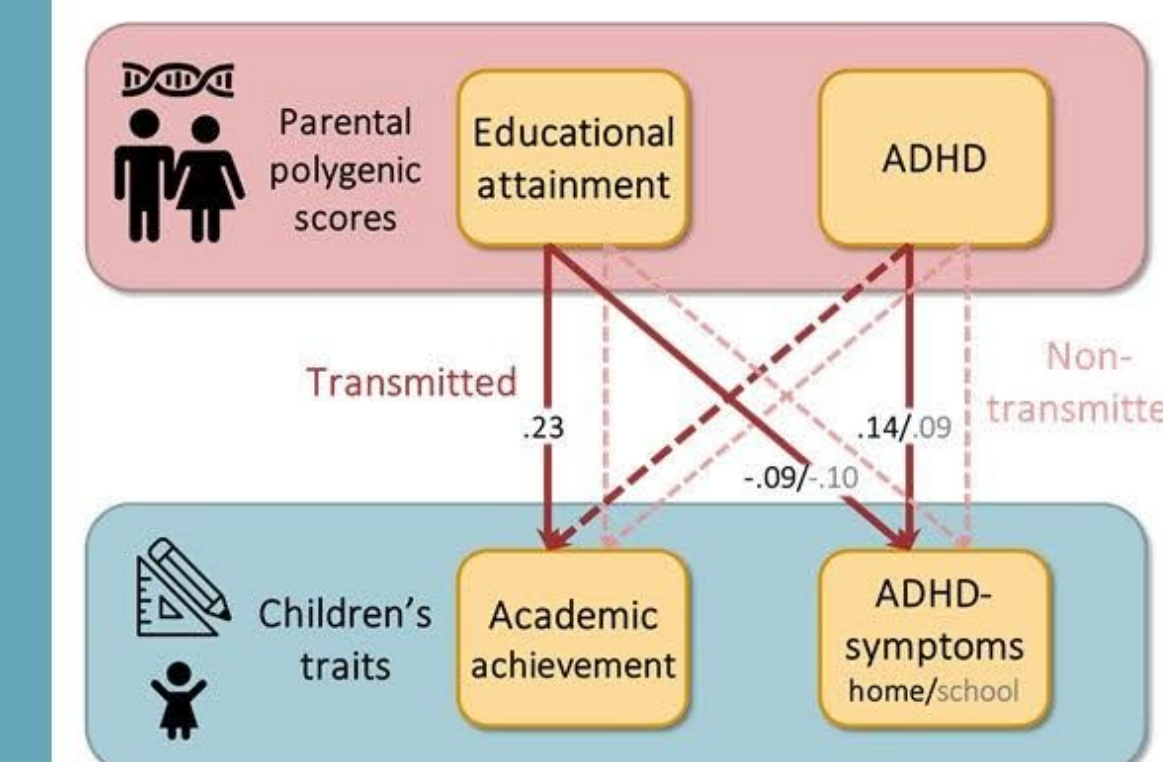
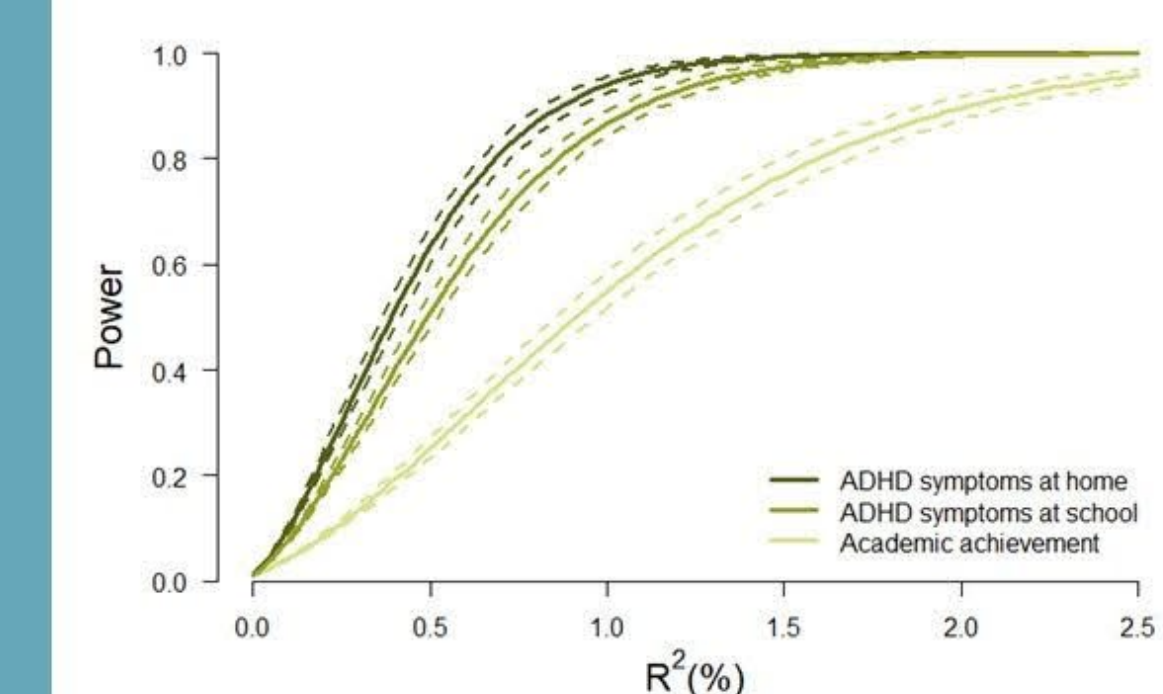


Table 1 The estimated effects (with 95% CI) of the transmitted (T) and non-transmitted (NT) polygenic scores for educational attainment (EA) and ADHD on offspring's academic achievement and ADHD symptoms at home and ADHD symptoms at school

	Model 1			Model 2		
	Beta	R ² (%)	p	Beta	R ² (%)	p
Academic achievement (N = 1,120)						
EA _T	.238 (.18-.30)	5.7	7x10 ⁻¹¹			
EA _{NT}	.034 (-.03-.10)	0.1	.284			
ADHD _T				-.077 (-.14-.01)	0.6	.022
ADHD _{NT}				-.017 (-.08-.05)	0.0	.610
ADHD symptoms at home (N = 2,518)						
EA _T	-.125 (-.17-.08)	1.6	4x10 ⁻⁴			
EA _{NT}	-.010 (-.05-.03)	0.0	.669			
ADHD _T				.165 (.12-.21)	2.7	1x10 ⁻⁵
ADHD _{NT}				-.030 (-.08-.02)	0.1	.190
ADHD symptoms at school (N = 1,969)						
EA _T	-.131 (-.18-.08)	1.7	1x10 ⁻⁷			
EA _{NT}	-.012 (-.06-.04)	0.0	.637			
ADHD _T				.126 (.08-.18)	1.6	3x10 ⁻⁷
ADHD _{NT}				.039 (-.02-.08)	0.1	.243



Eveline de Zeeuw*, Jouke-Jan Hottenga*, Klaasjan Ouwers, Conor Dolan, Erik Ehli, Gareth Davies, Dorret Boomsma, Elsje van Bergen

* shared-first



Example donated by @drElsje