

← Diagnosis

Diagnostic criteria

Overview

Rating scales and questionnaires for children

Rating scales and questionnaires for adults

Misdiagnosis

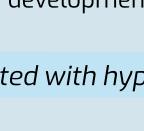
Overview of diagnostic criteria

DSM-5 Diagnostic Criteria for ADHD [1]

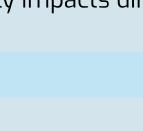
A persistent (greater than or equal to 6 months) pattern of inattention and/or hyperactivity- impulsivity that interferes with functioning or development as characterized by (A) inattention and/or (B) hyperactivity/impulsivity.



Home



School



Work



Friends or relatives

Inattentive or hyperactive-impulsive symptoms must be present in 2 or more settings (e.g., at home, school, or work; with friends or relatives; in other activities)

A. Inattention – Six (or more)* of the symptoms associated with inattention have persisted for at least 6 months to a degree that is inconsistent with developmental level and that negatively impacts directly on social and academic/occupational activities



Symptoms associated with inattention [1]



(dropdown box showing symptoms – as next slide)

B. Hyperactivity and Impulsivity –of the symptoms associated with hyperactivity/impulsivity have persisted for at least 6 months to a degree that is inconsistent with developmental level and that negatively impacts directly on social and academic/occupational activities.



Symptoms associated with hyperactivity/impulsivity [1]



symptoms – as next slide)

DSM-5 Diagnostic Criteria for ADHD [1]

A persistent (greater than or equal to 6 months) pattern of inattention and/or hyperactivity- impulsivity that interferes with functioning or development as characterized by (A) inattention and/or (B) hyperactivity/impulsivity.

The DSM-5-TR diagnostic criteria include adult-specific thresholds and symptom examples which differ from those provided for diagnosis of children.

Children and young adolescents (<17):

6 (or more) symptoms from 1 or both domains for at least 6 months.

Older adolescents and adults (≥17):

5 (or more) symptoms from 1 or both domains for at least 6 months.

Manifestations of ADHD must occur in at least two settings (eg, home and work). [1]

Symptoms associated with inattention [1]

Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or during other activities

(e.g., overlooks or misses details, work is inaccurate)

Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace

(e.g., starts tasks but quickly loses focus and is easily sidetracked)

Often loses things necessary for tasks or activities

(e.g., school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones)

Often has difficulty sustaining attention in tasks or play activities

(e.g., has difficulty remaining focused during lectures, conversations, or lengthy reading)

Often has difficulty organizing tasks and activities

(e.g., difficulty managing sequential tasks; difficulty keeping materials and belongings in order; messy, disorganized work; has poor time management; fails to meet deadlines)

Is often easily distracted by extraneous stimuli

(for older adolescents and adults, may include unrelated thoughts)

Often does not seem to listen when spoken to directly

(e.g., mind seems elsewhere, even in the absence of any obvious distraction)

Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort

(e.g., schoolwork or homework; for older adolescents and adults, preparing reports, completing forms, reviewing lengthy papers)

Is often forgetful in daily activities

(e.g., doing chores, running errands; for older adolescents and adults, returning calls, paying bills, keeping appointments)

Symptoms associated with hyperactivity/impulsivity [1]

Often fidgets with or taps hands or feet or squirms in seat

Often unable to play or engage in leisure activities quietly

Often blurts out an answer before a question has been completed

(e.g., completes people's sentences; cannot wait for turn in conversation)

Often leaves seat in situations when remaining seated is expected

(e.g., leaves his or her place in the classroom, in the office or other workplace, or in other situations that require remaining in place)

Is often "on the go," acting as if "driven by a motor"

(e.g., is unable to be or uncomfortable being still for extended time, as in restaurants, meetings; may be experienced by others as being restless or difficult to keep up with)

Often has difficulty waiting his or her turn

(e.g., while waiting in line)

Often runs about or climbs in situations where it is inappropriate.

(Note: In adolescents or adults, may be limited to feeling restless)

Often talks excessively

Often interrupts or intrudes on others

(e.g., butts into conversations, games, or activities; may start using other people's things without asking or receiving permission; for adolescents and adults, may intrude into or take over what others are doing)

*For older adolescents and adults (17 years and above)
five symptoms are required.

References:

1. DSM-5-TR, Diagnostic and Statistical Manual of Mental Disorders (Fifth Edition, Text Revision) American Psychiatric Association. 5th ed, text revision. American Psychiatric Association; 2022.