



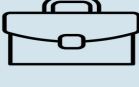
Overview of diagnostic criteria


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

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(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

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(e.g., starts tasks but quickly loses focus and is easily sidetracked)
- Often loses things necessary for tasks or activities

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(e.g., school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones)
- Often has difficulty sustaining attention in tasks or play activities

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(e.g., has difficulty remaining focused during lectures, conversations, or lengthy reading)
- Often has difficulty organizing tasks and activities

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(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

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(for older adolescents and adults, may include unrelated thoughts)
- Often does not seem to listen when spoken to directly

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(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

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(e.g., schoolwork or homework; for older adolescents and adults, preparing reports, completing forms, reviewing lengthy papers)
- Is often forgetful in daily activities

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(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

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- Often unable to play or engage in leisure activities quietly

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- Often blurts out an answer before a question has been completed

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(e.g., completes people’s sentences; cannot wait for turn in conversation)
- Often leaves seat in situations when remaining seated is expected

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(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”

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(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

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(e.g., while waiting in line)
- Often runs about or climbs in situations where it is inappropriate.

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(Note: In adolescents or adults, may be limited to feeling restless)
- Often talks excessively

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- Often interrupts or intrudes on others

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(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.