

Clinical Diagnostic Definitions of ADD/ADHD

Diagnostic and Statistical Manual of Mental Disorders (DSM-III-R,1997),
p 52, Published by the American Psychiatric Association, Washington, DC:

Note: Consider a criterion met only if the behavior is considerably more frequent than that of most people of the same mental age.

A. A disturbance of at least six months during which at least eight of the following are present:

- 1) Often fidgets with hands or feet or squirms in seat (in adolescents, may be limited to subjective feelings of restlessness)
- 2) Has difficulty remaining seated when required to do so
- 3) Is easily distracted by extraneous stimuli
- 4) Has difficulty awaiting turn in games or group situations
- 5) Often blurts out answers to questions before they have been completed
- 6) Has difficulty following through on instructions from others (not due to oppositional behavior or failure of comprehension), e.g., fails to finish chores
- 7) Has difficulty sustaining attention in tasks or play activities
- 8) Often shifts from one uncompleted activity to another
- 9) Has difficulty playing quietly
- 10) Often talks excessively
- 11) Often interrupts or intrudes on others, e.g., butts into other children's games
- 12) Often does not seem to listen to what is being said to him or her
- 13) Often loses things necessary for tasks or activities at school or at home (e.g., toys, pencils, books, assignments)
- 14) Often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking), e.g., runs into street without looking

Note: The above items are listed in descending order of discriminating power based on data from national field trial of the DSM-III-R criteria for Disruptive Behavior disorders.

B. Onset before the age of seven.

C. Does not meet the criteria for a Pervasive Developmental Disorder.

Criteria for severity of Attention-Deficit Hyperactivity disorder:

Mild: Few, if any, symptoms in excess of those required to make the diagnosis **and** only minimal or no impairment in school and social functioning.

Moderate: Symptoms or functional impairment intermediate between "mild" and "severe."

Severe: Many symptoms in excess of those required to make the diagnosis and significant **and** pervasive impairment in functioning at home and school and with peers.