



DR CHARLES PARKER  
757.473.3770 EXT 203

@ [www.myexpertsolution.com](http://www.myexpertsolution.com) & [www.corepsychblog.com/cpradio](http://www.corepsychblog.com/cpradio)

Twitter: #cpradio

## ADHD the Evolving Diagnosis: Beyond Description

### 1. Descriptive Diagnosis Currently Used:

- a. **Hyperactive, Inattentive, Combined**
- b. "Children with ADHD typically exhibit behavior that is classified into **two main categories: poor sustained attention and hyperactivity-impulsiveness**. As a result, three subtypes of the disorder have been proposed by the American Psychiatric Association in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)*: predominantly inattentive, predominantly hyperactive-impulsive, and combined types (Barkley, 1997)."
- c. "**Comorbid Diagnosis**: Although these behaviors are not in themselves a learning disability, **almost one-third of all children with ADHD have learning disabilities** (National Institute of Mental Health [NIMH], 1999). Children with ADHD may also experience difficulty in reading, math, and written communication. Furthermore, ADHD commonly occurs with other conditions. **Current literature indicates that approximately 40–60 percent of children with ADHD have at least one coexisting disability** Although any disability can coexist with ADHD, certain disabilities seem to be more common than others. **These include disruptive behavior disorders, mood disorders, anxiety disorders, tics and Tourette's Syndrome, and learning disabilities** (Jensen, et al., 2001). In addition, **ADHD affects children differently at different ages.**"
- d. These References with Bibliography from:  
<http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt1.pdf>

2. **Functional [Brain] Diagnosis Added: [Not either/or]**
  - a. **ADHD is a Contextual Diagnosis:**
    - i. **Context of Reality over Time**
    - ii. Context \_\_\_\_\_
    - iii. Context \_\_\_\_\_
    - iv. Context \_\_\_\_\_
    - v. Context \_\_\_\_\_
    - vi. Context \_\_\_\_\_
    - vii. Seen especially over years: Adult ADHD
  - b. **Overall Context of:**
    - i. **Increasing Variables**
    - ii. **Decreasing Structure**
3. **Brain Activities: Thinking Feeling and Acting**
  - a. **Feeling [Affect]** - well documented not difficult to assess
    - i. **PFC Dampens Amygdala – PTSD Stress/Trauma**
  - b. **Thinking [Cognition]:** Cognitive, Mental, in Context of Executive Function
    - i. Amount of thinking
    - ii. Confusion in thinking
    - iii. Intelligence
    - iv. Memory
    - v. Ability to Organize Thinking: Executive Function
      1. Many parts of brain involved not just PFC
  - c. **Acting:** Action in Context of Executive Function
  - d. **Acting** in Time with Thinking
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_
    - iii. \_\_\_\_\_
    - iv. \_\_\_\_\_ – intelligence/executive function
    - v. \_\_\_\_\_
  - e. Adult ADHD Multiple Brain activities Over Time
4. **Acting ADHD**
  - a. Acting, Acting without thinking
  - b. Impulsive [Impulsive Brain]
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_
    - iii. \_\_\_\_\_
5. **Thinking ADHD:**
  - a. Thinking, Thinking without Acting
  - b. Looks like OCD
  - c. Two Subtypes
    - i. \_\_\_\_\_ poor student
    - ii. \_\_\_\_\_ good student and Admin – internal pressure
6. **Avoidant ADHD**
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_ Home or Office