Duke Center for Girls & Women
with ADHD

Glossary of Terms

ADHD TERMINOLOGY

ADD VS. ADHD Different versions of the book used to diagnose psychiatric disorders—the Diagnostic and Statistical Manual (DSM)—have used different terms for what we now refer to as ADHD. In 1968 the DSM-II adopted the term "hyperkinetic reaction of childhood." In 1980 with the DSM-III, it was called "ADD" (with and without hyperactivity). In 1987, with the publication of the DSM-III-R, the term was modified and referred to as "ADHD." In 1994, with the publication of the DSM-IV, the term "ADHD" was retained with the addition of ADHD subtypes (i.e., inattentive, hyperactive-impulsive, and combined). In 2013 the DSM-V also retained the term "ADHD," though the subtypes were modified and called "presentations."

EMOTION DYSREGULATION Difficulty controlling emotional responses, which can often result in inappropriate anger outbursts or being easily agitated. This is not a diagnostic feature of ADHD, but a common characteristic that occurs with ADHD.

EXECUTIVE FUNCTIONING Mental processes associated with certain areas of the brain involved with focus, planning, managing multiple tasks, and self-control. This is not a diagnostic feature of ADHD, but ADHD is often considered a disorder of executive functioning.

HYPERACTIVITY ADHD is composed of two broad symptom clusters according to the diagnostic manual used to diagnose ADHD (i.e., the DSM-V, or Diagnostic and Statistical Manual 5th edition). These two symptom clusters are inattention and hyperactivity/impulsivity. There are nine ADHD hyperactive/impulsive symptoms. Examples of hyperactive symptoms include fidgetiness, difficulty doing things quietly, and restlessness.

IMPULSIVITY ADHD is composed of two broad symptom clusters according to the diagnostic manual used to diagnose ADHD (i.e., the DSM-V, or Diagnostic and Statistical Manual 5th edition). These two symptom clusters are inattention and hyperactivity/impulsivity. There are nine ADHD hyperactive/impulsive symptoms. Examples of impulsive symptoms include difficulty waiting and often interrupting or intruding on others

INATTENTION ADHD is composed of two broad symptom clusters according to the diagnostic manual used to diagnose ADHD (i.e., the DSM-V, or Diagnostic and Statistical Manual 5th edition). These two symptom clusters are inattention and hyperactivity/impulsivity. There are nine ADHD inattention symptoms. Examples of inattention symptoms include making careless mistakes, distractibility, and forgetfulness.   .

EDUCATIONAL SUPPORT TERMINOLOGY

INDIVIDUALIZED EDUCATION PROGRAMS (IEPs) These individualized plans help schools tailor teaching to accommodate students with special learning needs. IEPs detail specialized educational services that are developed for students diagnosed with conditions that can hinder learning, such as ADHD.

SECTION 504 PLANS Section 504 of the Rehabilitation Act of 1973 is a federal statute that prohibits discrimination against people with disabilities, ensuring that they can access federally funded educational activities and programs. Section 504 plans are formal outlines of accommodations or services that schools develop to give children with disabilities the support they need.

Glossary of Terms

RESEARCH TERMINOLOGY

CLINICAL SAMPLES Study participants who are recruited from clinical settings such as doctors' offices and psychology clinics and/or have received certain diagnoses, such as ADHD are referred to as "clinical samples." Clinical samples can be helpful when studying specific conditions, but they are often limited to people with more severe symptoms because they're the most likely to be referred for evaluations.

COMORBID SYMPTOMS When the symptoms of two or more health conditions are experienced by the same person at the same time, they're said to be comorbid symptoms.

COMORBIDITIES When two or more health conditions exist in the same person at the same time, they're said to be comorbid conditions, or comorbidities.

EXTERNALIZING SYMPTOMS A cluster of symptoms that typically includes features such as impulsivity, aggression, hyperactivity, and non-compliance.

GROWTH-MIXTURE MODELING This type of data analysis can help researchers identify differences in the trajectories (paths) of symptoms over time. By grouping similar trajectories, growth-mixture modeling can help researchers characterize different patterns of change.

INTERNALIZING SYMPTOMS A cluster of symptoms that typically includes features such as sadness, anxiety, loneliness, and depression.

LONGITUDINAL STUDY This type of study follows groups of people ("cohorts") over time and measures the same individuals on multiple occasions. Longitudinal studies can help researchers understand how symptoms change over periods of time.

META-ANALYSIS A study that tries to make sense of or reconcile the results of several past studies of the same subject.

MORBIDITY A state of disease or a medical problem or symptom.

POPULATION-BASED SAMPLES Study participants recruited from the community or general population are called "population-based samples." This type of sampling can help researchers understand how symptoms might show up in the broader population, but it may not include as many people with a particular condition.

RESEARCH-, SCIENCE-, OR EVIDENCE-BASED INFORMATION Measurable and repeatable information that results from research conducted using the scientific method. This Science-based information is not based on feelings, opinions, hopes or expectations, educated guesses, hearsay, or anecdotal evidence.

TRAJECTORY A path or arc of activity, growth, and/or change.distractibility, and forgetfulness.

OTHER

NEURODIVERSITY The idea that brain functioning and behavioral traits vary across the population. Neurodiversity contributes to the wide variety of ways that people perceive and respond to the world.