

General information about ADHD

ADHD stands for attention, deficit, hyperactive disorder. ADHD is a common mental disorder affecting children. An estimated 8.4% of children and 2.5% adults have ADHD. It is important to spread awareness about what it is and what early signs may include. What are some early signs? Early signs mainly included: fidgeting, difficulty sitting still, and trouble focusing for long periods of time. The main content of this research paper is general information of what ADHD is, with a subtopic talking about the 3 symptoms.

Many children without ADHD may still struggle at times to sit still, wait for their turn, pay attention, resist distractions, or avoid being overly active or impulsive. The key difference for children who meet the diagnostic criteria for ADHD is that their symptoms are much more intense, frequent, and disruptive than what would normally be expected for their age or stage of development. These challenges can interfere with their ability to learn effectively, keep up with other peers, follow routines, complete tasks, and maintain positive relationships with family members, peers, and teachers.

The difficulties associated with ADHD often lead to frustration, low self-confidence, and emotional stress for both the child and their parents and/or educators. This can result with issues at home, academic struggles at school, and struggles fitting in socially. It is important to understand that ADHD symptoms are not the result of a child being lazy, intentionally misbehaving, or failing to understand instructions. Instead, ADHD is a neurodevelopmental condition that affects the way the brain manages attention, behavior, and self-control. With proper support, guidance, and treatment, children with ADHD can thrive and build on their strengths. However, without proper treatment and care, ADHD can lead to increase chance of depression, anxiety, suicide and self harm.

ADHD can be divided into 3 main subtypes, predominantly inattentive, predominantly hyperactive-impulsive, and combined. Predominantly inattentive symptoms include not being able to provide close attention to detail and may make careless mistakes at school or at work, often overlooking important information. They may struggle to maintain focus on tasks like reading, listening to a lecture, or conversing and may appear as though they are not paying attention when spoken to directly. Following instructions may be difficult, leading to incomplete school assignments, domestic work, or office tasks, especially when they start but become distracted or lose focus a short while later. Organizing tasks, scheduling, and maintaining cleanliness in workplaces can also be challenging, which results in late deadlines and failure to complete the tasks in sequence. They might avoid or resent activities that require persistent mental effort, such as homework or, in the elderly, writing reports or filling out forms. Things one requires in order to perform everyday tasks, such as schoolwork, books, keys, phones, or spectacles, are easily lost. Distracting intrusive thoughts not pertinent to the task or environmental events can easily disrupt. Daily activities, including errands and household chores, may be neglected, and older youth and adults may forget to make return phone calls, pay bills, or keep appointments.

Hyperactivity refers to abnormally high levels of movement and energy, such as fidgeting restlessly, being unable to stay seated, and excessive talking. Impulsivity is acting or speaking without taking the time to think about the consequences. To qualify for a diagnosis of ADHD, hyperactive type, six symptoms (or five for individuals age 17 and older) must occur frequently and cause real challenges in daily life. They might fiddle with or tap their hands or feet, or squirm in their seat. They often struggle to remain seated in settings where sitting still is necessary, such as classrooms or the workplace. Children may run or climb when it is not appropriate to do so, and adults describe feeling restless within. They might have difficulty playing or recreating silently, and they may be constantly on the go, as if driven by a motor, so that it is uneasy for them to sit still for long periods of time. Excessive talking is common, as is blurting out answers before a question has been finished or interrupting others in conversation because they are eager to get their turn to speak. Waiting in line or taking turns can be challenging, and they might interrupt or intrude on others by bursting into games, conversations, or activities. Older teens and adults may take over others' work without being invited to do so.

Combined type is diagnosed when both inattentive and hyperactive types are met. Usually, primary care physicians or mental health professionals diagnose ADHD. A comprehensive psychiatric and medical history, family history, education, environment, and upbringing details, a description of symptoms from the patient and caregivers, and the completion of scales and questionnaires by the patient, caregivers, and teachers are all common components of a psychiatric evaluation for ADHD. In order to rule out additional medical issues, it might also need a referral for a medical evaluation. It's crucial to remember that a number of illnesses, including learning disabilities, mental disorders, anxiety, substance abuse, head trauma, thyroid issues, and the use of certain drugs, including steroids, can mimic ADHD (Austerman, 2015). Other mental health illnesses like conduct disorder, oppositional defiant disorder, anxiety disorders, learning disorders, and developmental disorders can also co-occur with ADHD (Austerman, 2015). Therefore, a thorough mental assessment and meticulous history collection are crucial. Routine imaging and specialized blood testing are not available for diagnosing ADHD. To determine the severity of symptoms, patients may occasionally be referred for further psychological testing (such as neuropsychological or psychoeducational testing) or have computer-based assessments performed.

To conclude, it's critical to comprehend hyperactive ADHD since kids with this disorder frequently have distinct learning styles and ways of interacting with the outside world. These kids can develop the abilities they need to overcome obstacles and succeed when adults acknowledge their strengths and provide the right kind of support. Early awareness enables educators and families to react with guidance and patience instead of anger. Every child, including those with hyperactive ADHD, should have the opportunity to feel competent and appreciated.