ADD-ADHD
A CHALLENGE FOR PRIMARY CARE PAEDIATRICIANS
Manuel Katz MD, MPH

Head Physician. Maternal and Child Health, Ministry of Health, South Region, Israel
Ben Gurion University, Israel. Maimonides University, Argentina
Chair, Israel Ambulatory Pediatric Association
President CIP
WHO-PAHO technical advisor

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ADD-ADHD
A CHALLENGE FOR PRIMARY CARE PAEDIATRICIANS

1. Diagnosis
2. Natural History
3. Co-Morbidities
4. A little about medications
5. Main recommendations for Primary and Community Pediatricians
6. Conclusions
7. 5 minutes for general discussion

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DSM is the manual used by clinicians and researchers to diagnose and classify mental disorders. The American Psychiatric Association (APA) published DSM-5 months ago, culminating a 14-year revision process.
ADHD diagnosis criteria was slightly changed!
**DIAGNOSIS CRITERIA OF ADHD**

- A. Either inattention or hyperactive features (at least 6 of each), persisting for more than 6 months. In older people more than 17 years old only 5 of each are necessary in order to meet the criteria.

- B. Some symptoms that caused impairment are present before age 12 years (DSM 5).

- C. Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).

- D. There must be clear evidence of clinically significant impairment in social, academic, or in-job functioning.

- E. Would co-occur with a PDD disorder (DSM 5).

- F. ADHD symptoms must not occur exclusively during the course of schizophrenia or another psychotic disorder and must not be better explained by another mental disorder, such as a depressive or bipolar disorder, anxiety disorder, dissociative disorder, personality disorder, or substance intoxication or withdrawal. (DSM 5)

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Diagnostic criteria for Attention-Deficit/Hyperactivity Disorder

(1) Inattention

often fails to give close attention to details or makes careless mistakes in activities
often has difficulty sustaining attention
often does not seem to listen when spoken to directly
often does not follow through on instructions and fails to finish work
often has difficulty organizing tasks and activities
often losses things
often avoids tasks
often easily distracted to stimuli
often forgetful

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(2) **hyperactivity/mpulsivity**:

**Hyperactivity**
- Often fidgets with hands or feet or **squirms in seat**
- Often leaves seat in classroom or in other situations in which remaining seated is expected
- Often runs about or climbs excessively in situations in which it is inappropriate
- Often has difficulty playing or engaging in leisure activities quietly
- Is often “on the go” or often acts as if “**driven by a motor**”
- Often talks excessively

**Impulsivity**
- Often blurts out answers before questions have been completed
- Often has difficulty awaiting turn
- Often interrupts or intrudes on others (e.g., butts into conversations or games)

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ADHD: Overview

- Estimated prevalence: 6%-8% of children; 6% of adolescents; 4% of adults

- DSM-IV-TR® ADHD types
  - Combined (50%-75%)
  - Predominantly inattentive (20%-30%), increasing with age
  - Predominantly hyperactive-impulsive (<15%)

- 2.5:1 male to female ratio in children and adolescents

DSM-IV-TR; Diagnosis and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision.
Course of ADHD

Hyperactivity

Impulsivity

Inattention

Time


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Symptoms in early childhood

Preschool age

- Delay in language development
- Delay in motor development
- Rapid changes of mood, inattention and/or hyperactivity, impulsivity, poor ability to attend specific tasks, lack of fear

Sleep disorders

At Preschool age: Inattentive 15%; hyperactive-impulsive 50%; combined 35-40%

At school age: inattentive 50% and hyperactive-impulsive 20%

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Neurotransmitter function: ADHD is thought to be caused by an imbalance of 2 neurotransmitters, dopamine (DA) and norepinephrine (NE), which are believed to play an important role in the ability to focus and pay attention to tasks.

Genetics: Research strongly suggests that ADHD tends to run in families.

Environment: Certain external factors such as smoking or poor maternal health during pregnancy may contribute to ADHD.

Brain Injuries: May contribute to develop ADHD.

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Neural Networks of Attention

- Prefrontal cortex
- Parietal cortex
- Cingulate gyrus
- Limbic structures (amygdala-hippocampus)
- Basal ganglia
- Thalamus
- Brainstem (reticular formation)
- Cerebellum

ADHD Imaging Studies Summary

- Neuroimaging studies confirm that brain abnormalities in frontosubcortical networks are associated with ADHD.
- But neuroimaging techniques are not valid tools for ADHD diagnosis; imaging measures are not sensitive or specific enough to be used for diagnostic purposes.

Frontosubcortical Networks and Catecholamines

- Dysregulation of inhibitory influences of frontocortical activity (predominantly noradrenergic) on lower striatal structures (predominantly dopaminergic)
- Striatal structures driven by dopaminergic agonists controlled or modulated by higher inhibitory structures sensitive to adrenergic agents

Developmental Trajectories of Brain Volume Abnormalities in Children and Adolescents With ADHD

Main Findings:

- Smaller brain volumes in all regions independently of medication status
- Smaller total cerebral (−3.2%) and cerebellar (−3.5%) volumes
- Volumetric abnormalities (except caudate) persisted with age
- No gender differences
- Volumetric findings correlated with severity of ADHD

A pathophysiologic approach to growth problems in children with attention-deficit/hyperactivity disorder.

Authors: Tenore A, Tenore A.
Endocrinol Metab Clin North Am. 2012 Dec;41(4):761-84
Increase Appetite

Satiety Center

PVN + VMH

α2-adrenergic

InCREASE Dopamine levels

Low Serotonin levels

GABA

β-adrenergic

Decreased Dopamine levels

LH

Increased Serotonin levels

Satiety Center

Decrease Appetite
Heritability of ADHD

Mean heritability of ADHD = 0.75

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ADD
ADHD
ODD
ALONE OR TOGETHER
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Comorbidity in children

- ADHD: 31%
- ODD: 40%
- TICS: 11%
- Anxiety: 34%
- CD: 14%

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• **CO-MORBIDITIES Main literature review**

  - ADHD frequently is comorbid with other psychiatric disorders (Pliszka et al., 1999). 54-84% of children and adolescents with ADHD may meet criteria for oppositional defiant disorder (ODD); a significant portion of these patients will develop conduct disorder (Barkley, 2005; Faraone et al., 2005).

  - 25% to 35% of patients with ADHD will have a coexisting learning or language problem (Pliszka et al., 1999), and anxiety disorders occur in up to one-third of patients with ADHD (Biederman et al., 1991; MTA Cooperative Group, 1999b; Pliszka et al., 1999; Tannock).

  The prevalence of mood disorder in patients with ADHD is more controversial, with studies showing up to 33% of patients with ADHD meeting criteria for a depressive disorder (Pliszka et al., 1999). The prevalence of mania among patients with ADHD remains a contentious issue (Biederman, 1998; Klein et al.)

  - Biederman and colleagues (Biederman et al., 1992) found that 16% of a sample of ADHD patients met criteria for mania, although a chronic, irritable mania predominated.

  - Comorbidity in adult ADHD patients is similar to that of children, except that antisocial personality replaces ODD or CD as the main behavioral psychopathology and mood disorders increase in prevalence (Biederman, 2004). Clinicians should be prepared to encounter a wide range of psychiatric symptoms in the course of managing patients with ADHD.
Diagnosis approach: **Neurocognitive and behavioral disorder**

- **In order to assess**: 
  - Executive and cognitive functions.
  - To measure Inhibition, intelligence, memory.
  - Ej: CPT Continuous Performance Task/Test –Conners
  - Test of Variables of Attention or **TOVA**

**Intake-anamnesis**

**Clinical diagnosis**

**Questionnaires**

**Neuro-cognitive tests**

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CONNERS TEST

ADHD inattentive
   hiperactive - compulsive
combined

Hyperactivity/Impulsivity
Learning Problems

General Psychopathology
Inattention

Executive Functioning
Aggression

Peer Relations
Family Relations

Oppositional Defiant Disorder
Conduct Disorder

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What are the potential consequences of ADHD?

ADHD

Adults with ADHD may be:

- 3x to be currently unemployed
- 2x to have problems keeping friends
- 47% more likely to have trouble paying bills
- 2x more likely to have been arrested
- 2x more likely to have been divorced
- 2x likely to rarely or never use birth
- 4x likely to have contracted a sexually transmitted disease
- 78% more likely to be addicted to tobacco
- 2x more likely to have been involved in 3 or more car crashes
Lifetime Course of ADHD Symptoms: Inattention Domain

Childhood
- Difficulty sustaining attention
- Doesn’t listen
- No follow-through
- Can’t organize
- Loses important items

Adulthood
- Difficulty sustaining attention (meetings, readings, paperwork)
- Paralyzing procrastination
- Slow, inefficient
- Poor time management
- Disorganized


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## Lifetime Course of ADHD Symptoms: Hyperactivity-Impulsivity Domain

<table>
<thead>
<tr>
<th>Childhood</th>
<th>Adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squirming, fidgeting</td>
<td>Inefficiencies at work</td>
</tr>
<tr>
<td>Can’t stay seated</td>
<td>Can’t sit through meetings</td>
</tr>
<tr>
<td>Can’t wait turn</td>
<td>Can’t wait in line</td>
</tr>
<tr>
<td>Runs/climbs excessively</td>
<td>Drives too fast</td>
</tr>
<tr>
<td>Can’t play/work quietly</td>
<td>Self-selects very active job</td>
</tr>
<tr>
<td>On the go/driven by motor</td>
<td>Can’t tolerate frustration</td>
</tr>
<tr>
<td>Talks excessively</td>
<td>Talks excessively</td>
</tr>
<tr>
<td>Blurs out answers</td>
<td>Interrupts others</td>
</tr>
<tr>
<td>Intrudes/interrupts others</td>
<td>Makes inappropriate comments</td>
</tr>
</tbody>
</table>

Substance Use Disorders in ADHD Teens Growing Up: Overall Rate of Substance Use Disorder

- Non-ADHD (n=137): 18%
- Medicated ADHD (n=56): 25%
- Unmedicated ADHD (n=19): 75%

P < .001

• ADHD IS NOT A SCHOOL PROBLEM... IS A LIFE PROBLEM

Evaluation of the preschooler, child, or adolescent for ADHD should consist of clinical interviews with the parent and patient, obtaining information about the patient’s school or day-care functioning, evaluation for co-psychiatric disorders, and review of the patient’s medical, social, and family history.
2. *If the patient’s medical history is unremarkable, laboratory or neurological test are not indicated*

3. *Psychological and neuropsychological tests are not mandatory for the diagnosis for ADHD, but should be performed if the patient’s history suggests low general cognitive ability or low achievement in language or mathematics relative to the patient’s intellectual ability*
4. The clinician must evaluate the patient with ADHD for the presence of co-morbid psychiatric disorders.

- The clinician must integrate the data obtained with regard to co-morbid symptoms to determine:

  a) whether the patient meets criteria for a separate co-morbid disorder in addition to ADHD,
  b) whether the co-morbid disorder is the primary disorder and the patient’s inattention or hyperactivity/impulsivity is directly caused by it,
  c) whether the co-morbid symptoms do not meet criteria for a separate disorder but represent secondary symptoms from the ADHD.

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A well thought-out and comprehensive treatment plan should be developed for the patient with ADHD

The patient’s treatment plan should take account of ADHD as a chronic disorder and may consist of psychopharmacological and behavior therapy.

Should include parental and child psycho-education about ADHD and its various treatment options (medication and behavior therapy), linkage with community supports, and additional school resources as appropriate.

The treatment plan should be reviewed regularly and modified if the patient’s symptoms do not respond.

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Use, bad use and abuse of medications in ADHD

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STIMULANT ACTIONS

- Better capability to sustain attention
- Improve Inhibition and impulsiveness
- Less aggressiveness
- Better social interaction
- Compliance
  - Social capabilities
  - Academic accuracy
  - Academic efficiency

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DEXMETHYLPHENIDATE, RACEMIC- METHYLPHENIDATE, AMPHETAMINE - BASED PRODUCTS

Well known inhibitors of catecholamine reuptake. Increases trans-synaptic concentrations of the neurotransmitters dopamine and noradrenaline by inhibiting the action of the respective neurotransmitter transporter proteins (DAT-NET) responsible for moving these transmitters back into the presynaptic neuron.

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ADHD: MTA Results

- All treatment arms found to be effective on an absolute basis

Medication management alone

Medication management plus behavioral treatment

Nearly equally effective and superior to both:

- Behavioral treatment alone
- Community-based treatment

During a psychopharmacological intervention for ADHD, the patient should be monitored for treatment-emergent side effects.

If a patient with ADHD has a robust response to psychopharmacological treatment and subsequently shows normative functioning in academic, family, and social functioning, then psychopharmacological treatment of the ADHD alone is satisfactory.

If a patient with ADHD has a less than optimal response to medication, has a comorbid disorder, or experiences stressors in family life, then psychosocial treatment in conjunction with medication treatment is often beneficial.
Patients *should be assessed periodically* to determine if there is continued need for treatment or if symptoms have remitted. Treatment of ADHD should continue as long as symptoms remain present and cause impairment.

Patients treated with medication for ADHD should have their height and weight monitored throughout treatment.
**ATOMOXETINE**: FDA + for adult ADHD: affects the regulation of norepinephrine by acting as a potent inhibitor of the pre-synaptic norepinephrine transporter. Is not a controlled medication.

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**Why Nonstimulant Treatments for ADHD?**

Problems with the stimulants

- Schedule II drugs (abuse liability, diversion, medicolegal concerns)
- 30% do not adequately respond or cannot tolerate stimulant treatment
- Short duration of action (compliance, embarrassment)
- Side effect profile adversely impacting sleep, appetite, mood, and anxiety
- Concerns about cardiovascular effects, growth suppression, and tic development


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CONCLUSIONS

• Primary care physicians should detect, evaluate and manage ADHD, as a paediatric chronic condition.

• Identify conditions that may mimic, be comorbid or predispose to ADHD: 40 - 65% of cases require referrals to psychiatrists regarding co-morbid behavioural pathology.

• Referral for cognitive/educational assessment may be necessary.

• Treatment should be in collaboration with the child/adolescent, parents and school teachers.

• Management evaluation to achieve target goals.

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Manuel Katz MD, MPH
manuel.katz@bsh.health.gov.il
katzmanuel@gmail.com

and thank you for your attention

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