

# Contents

<i>List of contributors</i>	xiii
<i>Series preface</i>	xvii
<i>Preface</i>	xxi
1 Historical development	1
<i>Seija Sandberg and Joanne Barton</i>	
Introduction	1
Early medical explanations	3
Emergence of behavioural definitions	15
References	20
2 Epidemiological approaches	26
<i>Jan K. Buitelaar and Herman van Engeland</i>	
Introduction	26
What is a case?	27
Review of questionnaire-based studies	30
Prevalence	35
Correlates and risk factors	35
Interview-based population surveys	44
Prevalence	47
Correlates and risk factors	49
Summary and conclusions	53
Prevalence	54
Diagnostic issues	55
Situational–pervasive distinction	56
Developmental, psychosocial and neurological correlates	58
Cognitive impairments	59
Behavioural precursors	61

<b>Contents</b>	
Recommendations for further epidemiological studies	62
References	62
<b>3 Clinical aspects</b>	<b>69</b>
<i>Seija Sandberg, Ruth Day and Gotz Eric Trott</i>	
Introduction	69
Diagnostic concept of hyperkinetic disorder	72
Diagnostic criteria for hyperkinetic disorder	80
Diagnostic criteria for hyperactivity attention deficit disorder	83
Correlates	85
Developmental aspects of symptom presentation	88
Clinical assessment	91
Clinical management	101
Summary	103
References	105
<b>4 The role of attention</b>	<b>111</b>
<i>Jaap J. Van der Meere</i>	
Introduction	111
Basic attention abilities	116
Motor control and impulsivity	122
The concept of state	127
Psychophysiological measures	133
Epilogue	137
References	138
<b>5 Developmental perspectives</b>	<b>149</b>
<i>Sheryl Olson</i>	
Introduction	149
Overview of clinical and associated features	151
Developmental course	174
References	183
<b>6 Other disorders of conduct</b>	<b>195</b>
<i>Robert Soussignan and Richard Tremblay</i>	
Introduction	195
Scope of the review	197
Prevalence rates of the behavioural disorders	199
Descriptive validity of the behavioural symptomatology	201
The developmental perspective of hyperactivity and conduct disorder	231
Conclusions	235
References	237

7	Biological aspects	246
	<i>Shinichiro Kado and Ryuro Takagi</i>	
	Introduction	246
	Brain damage	247
	Soft signs	248
	Morphological studies	248
	Functional studies	251
	Neurochemical studies	255
	Genetic inheritance	264
	Environmental toxins	267
	Food additives	267
	Conclusion	269
	References	270
8	Psychosocial contributions	280
	<i>Seija Sandberg and M. Elena Garralda</i>	
	Introduction	280
	Situational nature of hyperactivity	281
	Maintaining role of psychosocial factors	283
	Distinction of hyperactivity from conduct disorder on the basis of psychosocial variables	295
	Psychosocial causes of hyperactivity	302
	Conclusions	318
	References	320
9	Sex differences and their significance	329
	<i>Ellen Heptinstall and Eric Taylor</i>	
	Introduction	329
	Empirical studies of sex differences	330
	The nature of sex differences	337
	The aetiology of sex differences	341
	Implications for future research	344
	References	345
10	Cross-cultural aspects	350
	<i>Siu-Luen Luk</i>	
	Introduction	350
	Cross-cultural comparison	351
	Factor analytical studies of behaviour rating scales across cultures	353
	Separation of the dimensions of hyperactivity and conduct problems	356
	Cross-cultural comparison of childhood hyperactivity using behaviour rating scale results	356
	Cross-cultural comparison of diagnostic difference in childhood hyperactivity	359
	Cultural influence on the concept of pervasiveness	360
	The culture-free and the non-culture-free diagnosis	363

## Contents

Labelling of the hyperactive phenomenon	365
Cultural influence on the aetiology	365
Cultural influence on the presentation of symptoms	366
Cultural influence on the recognition of and help-seeking for hyperactivity	370
Cultural influence on the co-morbidity of hyperactivity	372
Cultural influence on the management	372
Cultural influence on the outcome of hyperactivity	375
A model for cross-cultural aspects of hyperactivity	375
Final comments	376
References	377
11 Hyperactivity, reading disability and schooling	382
<i>Jim Stevenson</i>	
Introduction	382
Behaviour at school	385
Reading	390
Intervention at school	416
Conclusions	421
References	422
12 Treatment	433
<i>Russell Schachar, Rosemary Tannock and Charles Cunningham</i>	
Introduction	433
Overview of difficulties	434
Prevalence of various treatments	435
Pharmacological treatments	436
Behavioural interventions	449
Combined interventions	457
Directions for future research	462
Clinical implications and conclusions	463
References	463
13 Outcome	477
<i>Christopher Gillberg and Lars Hellgren</i>	
Introduction	477
Older long-term outcome studies	478
Recent long-term follow-up studies	480
Recent controlled follow-up studies of problems which are often associated with disorders of attention	490
Studies of outcome in relation to treatment	493
Neurophysiological/neurodevelopmental aspects in relation to outcome	494
Follow-back and cross-sectional studies	496
Case studies	497
Conclusions	497
References	499
<i>Index</i>	504