

Список литературы

Глава 1

1. American Psychiatric Association. (1968). *The diagnostic and statistical manual for mental disorders* (2nd ed.). Washington, DC: Author.
2. Barkley, R. A. (2005). *ADHD and the nature of self-control*. New York: Guilford Press.
3. Barkley, R. A. (2011). *Barkley Deficits in Executive Functioning Scale (BDEFS)*. New York: Guilford Press.
4. Barkley, R. A. (2012a). *Barkley Deficits in Executive Functioning Scale — Children and Adolescents (BDEFS-CA)*. New York: Guilford Press.
5. Barkley, R. A. (2012b). *Executive functions: What they are, how they work, and why they evolved*. New York: Guilford Press.
6. Barkley, R. A. (2015). Emotional dysregulation is a core component of ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 81–115). New York: Guilford Press.
7. Barkley, R. A. (2019). Neuropsychological testing is not useful for the diagnosis of ADHD: Stop it (or prove it)! *ADHD Report*, 27, 1–8.
8. Barkley, R. A., & Fischer, M. (2010). The unique contribution of emotional impulsiveness to impairment in major life activities in hyperactive children as adults. *Journal of the American Academy of Child and Adolescent Psychiatry*, 49, 503–513.
9. Barkley, R. A., & Murphy, K. R. (2011). Deficient emotional self-regulation in adults with ADHD: The relative contributions of emotional impulsiveness and ADHD symptoms to adaptive impairments in major life activities. *Journal of ADHD and Related Disorders*, 1(4), 5–28.
10. Brown, T. E. (2013). *A new understanding of ADHD in children and adults: Executive function impairments*. New York: Routledge.
11. Brown, T. E. (2017). *Outside the box: Rethinking ADD/ADHD in children and adults: A practical guide*. Washington, DC: American Psychiatric Association.
12. Castellanos, X., Sonuga-Barke, E., Milham, M., & Tannock, R. (2006). Characterizing cognition in ADHD: Beyond executive dysfunction. *Trends in Cognitive Science*, 10, 117–123.

13. Dawkins, R. (1982). *The extended phenotype: The long reach of the gene*. New York: Oxford University Press.
14. Douglas, V. I. (1980). Higher mental processes in hyperactive children: Implications for training. In R. Knights & D. Bakker (Eds.), *Treatment of hyperactive and learning disordered children* (pp. 65–92). Baltimore: University Park Press.
15. Douglas, V. I. (1988). Cognitive deficits in children with attention deficit disorder with hyperactivity. In L. Bloomington & J. Sergeant (Eds.), *Attention deficit disorder: Criteria, cognition, intervention* (pp. 65–82). New York: Pergamon Press.
16. Frazier, T. W., Demareem, H. A., & Youngstrom, E. A. (2004). Meta-analysis of intellectual and neuropsychological test performance in attention-deficit/hyperactivity disorder. *Neuropsychology*, 18, 543–555.
17. Fuster, J. M. (1997). *The prefrontal cortex: Anatomy, physiology, and neuropsychology of the frontal lobe* (3rd ed.). Philadelphia: Lippincott-Raven.
18. Gross, J. J. (2014). *Handbook of emotion regulation* (2nd ed.). New York: Guilford Press.
19. Harlow, J. M. (1848). Passage of an iron rod through the head. *Boston Medical and Surgical Journal*, 39, 389–393.
20. Harlow, J. M. (1868). Recovery from the passage of an iron rod through the head. *Publications of the Massachusetts Medical Society*, 2, 237–346.
21. Hervey, A. S., Epstein, J. N., & Curry, J. F. (2004). Neuropsychology of adults with attention-deficit/hyperactivity disorder: A meta-analytic review. *Neuropsychology*, 18, 495–503.
22. Koziol, L. F. (2014). *The myth of executive functioning: Missing elements in conceptualization, evaluation, and assessment*. New York: Springer.
23. Makris, N., Biederman, J., Monuteaux, M. C., & Seidman, L. J. (2009). Towards conceptualizing a neural systems-based anatomy of attention-deficit/hyperactivity disorder. *Developmental Neuroscience*, 31, 36–49.
24. McCrae, K., Ochsner, K. N., & Gross, J. J. (2011). The reason in passion: A social cognitive neuroscience approach to emotion regulation. In K. Vohs & R. Baumeister (Eds.), *Handbook of self-regulation: Research, theory, and applications* (2nd ed., pp. 186–203). New York: Guilford Press.
25. Nigg, J. T., & Casey, B. (2005). An integrative theory of attention-deficit/hyperactivity disorder based on the cognitive and affective neurosciences. *Development and Psychology*, 17, 785–806.

26. Pievsky, M. A., & McGrath, R. E. (2017). The neurocognitive profile of attention-deficit/hyperactivity disorder: A review of meta-analyses. *Archives of Clinical Neuropsychology*, 33, 143–157.
27. Popper, K., & Eccles, J. (1977). *The self and its brain*. London: SpringerVerlag.
28. Ramsay, J. R., & Rostain, A. L. (2014). *Cognitive behavioral therapy for adult ADHD: An integrative psychosocial and medical approach*. New York: Routledge.
29. Ryckaert, C., Kuntsi, J., & Asherson, P. (2018). Emotional dysregulation and ADHD. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 103–117). London: Oxford University Press.
30. Sagvolden, T., Johansen, E. B., Aase, H., & Russell, V. A. (2005). A dynamic developmental theory of attention-deficit/hyperactivity disorder (ADHD) predominantly hyperactive/impulsive and combined subtypes. *Behavioral and Brain Sciences*, 28, 397–419.
31. Shaw, P., Stringaris, A., Nigg, J., & Leibenluft, E. (2014). Emotion dysregulation in attention deficit hyperactivity disorder. *American Journal of Psychiatry*, 171(3), 276–293.
32. Solanto, M. (2013). *Cognitive-behavioral therapy for adult ADHD: Targeting executive dysfunction*. New York: Guilford Press.
33. Solanto, M. V. (2015). Executive function deficits in adults with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 256–266). New York: Guilford Press.
34. Stuss, D. T., & Alexander, M. (2000). Executive functions and the frontal lobes: A conceptual view. *Psychological Research*, 63, 289–298.
35. Stuss, D. T., & Benson, D. F. (1986). *The frontal lobes*. New York: Raven Press.
36. Toplak, M. E., West, R. F., & Stanovich, K. E. (2013). Practitioner review: Do performance-based measures and ratings of executive function assess the same construct? *Journal of Child Psychology and Psychiatry*, 54, 131–143.
37. Weyandt, L. L., & Gudmundsdottir, B. G. (2015). Developmental and neuropsychological deficits in children with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 116–139). New York: Guilford Press.
38. Willcutt, E. G. (2015). Theories of ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 391–404). New York: Guilford Press.

39. Zylowska, L., & Mitchell, J. (2020). *Mindfulness for adult ADHD: A clinician's guide*. New York: Guilford Press.

Глава 2

1. Adamou, M. (2018). Adult ADHD and employment. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 170–177). London: Oxford University Press.
2. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.
3. Barkley, R. A. (2011). *Barkley Functional Impairment Scale* (BFIS). New York: Guilford Press.
4. Barkley, R. A. (2012a). *Barkley Functional Impairment Scale — Children and Adolescents* (BFISCA). New York: Guilford Press.
5. Barkley, R. A. (2012b). Distinguishing sluggish cognitive tempo from attention-deficit/hyperactivity disorder in adults. *Journal of Abnormal Psychology*, 121(4), 978–990.
6. Barkley, R. A. (2013). Distinguishing sluggish cognitive tempo from ADHD in children and adolescents: Executive functioning, impairment, and comorbidity. *Journal of Clinical Child and Adolescent Psychology*, 42, 161–173.
7. Barkley, R. A. (Ed.). (2015a). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). New York: Guilford Press.
8. Barkley, R. A. (2015b). History of ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 3–50). New York: Guilford Press.
9. Barkley, R. A. (2015c). Emotional dysregulation is a core component of ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 81–115). New York: Guilford Press.
10. Barkley, R. A. (2015d). Executive functioning and self-regulation viewed as an extended phenotype: Implications of the theory for ADHD and its treatment. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 405–434). New York: Guilford Press.
11. Barkley, R. A. (2015e). Concentration deficit disorder (sluggish cognitive tempo). In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 435–454). New York: Guilford Press.

12. Barkley, R. A. (2015f). Health problems and related impairments in children and adults with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 267–313). New York: Guilford Press.
13. Barkley, R. A. (2015g). Educational, occupational, dating and marital, and financial impairments in adults with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 314–342). New York: Guilford Press.
14. Barkley, R. A. (2016). *Managing ADHD in school*. Eau Claire, WI: Premier Educational Seminars.
15. Barkley, R. A. (2021). *Taking charge of adult ADHD* (2nd ed.). New York: Guilford Press.
(Рассел А. Баркли. *Совладание с СДВГ у взрослых: достижение успеха на работе, дома и в отношениях*, пер. с англ., ООО “Диалектика”, 2022 г.)
16. Barkley, R. A., & Fischer, M. (2017). The Milwaukee longitudinal study of hyperactive ADHA children. In L. Hechtman (Ed.), *Attention deficit hyperactivity disorder: Adult outcome and its predictors* (pp. 63–104). New York: Oxford University Press.
17. Barkley, R. A., Murphy, K. R., & Fischer, M. (2008). *ADHD in adults: What the science says*. New York: Guilford Press.
18. Barkley, R. A., & Peters, H. (2012). The earliest reference to ADHD in the medical literature?: Melchior Adam Weikard’s description in 1775 of “Attention Deficit” (Mangel der Aufmerksamkeit, attentio volubilis). *Journal of Attention Disorders*, 16, 623–630.
19. Becker, S. P., & Barkley, R. A. (2018). Sluggish cognitive tempo. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 147–153). London: Oxford University Press.
20. Becker, S. P., Willcutt, E. G., Leopold, D. R., Fredrick, J. W., Smith, Z. R., Jacobson, L. A., et al. (2021). Report of a work group on sluggish cognitive tempo: Key research directions and a consensus change in terminology to cognitive disengagement hypoactivity syndrome (CDHS). *Journal of Clinical Child and Adolescent Psychology*. Manuscript submitted for publication.
21. Berry, M. S., Sweeney, M. M., Dolan, S. B., Johnson, P. S., Pennybaker, S. J., Rosch, K. S., & Johnson, M. W. (2021). Attention-deficit/hyperactivity disorder symptoms are associated with greater delay discounting of condom-protected sex and money. *Archives of Sexual Behavior*, 50, 191–204.

22. DuPaul, G. J., & Langberg, J. M. (2015). Educational impairments in children with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 169–190). New York: Guilford Press.
23. DuPaul, G. J., & Stoner, G. (2014). *ADHD in the schools: Assessment and intervention strategies* (3rd ed.). New York: Guilford Press.
24. Evans, S. W., Van der Oord, S., & Rogers, E. E. (2020). Academic functioning and interventions for adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 148–169). New York: Guilford Press.
25. Faraone, S. C., Asherson, P., Banaschewski, T., Biederman, J., Buitelaar, J. K., Ramos-Quiroga, J. A., et al. (2015). *Attention-deficit/hyperactivity disorder. Nature Reviews (Disease Primers), 1*, 1–23.
26. Garner, A. A. (2020). Driving in adolescents with ADHD and the road to intervention. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 255–277). New York: Guilford Press.
27. Gordon, C. T., Fabiano, G. A., Hulme, K. F., Sodano, S. M., Adragna, M., Lim, R., et al. (2021). Efficacy of lisdexamfetamine for promoting occupational success in adolescents and young adults with attention-deficit/hyperactivity disorder. *Experimental and Clinical Psychopharmacology, 29*, 308–318.
28. Gordon, M., & Keiser, S. (Eds.). (2000). *Accommodations in higher education under the Americans with Disabilities Act (ADA): A nonsense guide for clinicians, educators, administrators, and lawyers*. New York: Guilford Press.
29. Hechtman, L. (Ed.). (2017). *Attention deficit hyperactivity disorder: Adult outcome and its predictors*. New York: Oxford University Press.
30. Johnston, C., & Chronis-Tuscano, A. (2015). Families and ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 191–209). New York: Guilford Press.
31. Klein, K. R., & Sarkis, S. M. (2009). *ADD and your money: A guide to personal finance for adults with attention deficit disorder*. Oakland, CA: New Harbinger.
32. Knouse, L. E., & Barkley, R. A. (2020, January). *What's in a (symptom example)?: Exploring the impact of DSM-5's parenthetical additions on self-reporting of adult ADHD symptoms*. Poster presentation at the annual meeting

- of the American Professional Society for ADHD and Related Disorders, Washington, DC.
33. Kopf, A. (2019, March 29). A new report shows that diagnosis rates for ADHD have risen 30% in 8 years. *USA Today*.
 34. Langberg, J. M. (2011). *Homework, organization, and planning skills (HOPS) interventions: A treatment manual*. Bethesda, MD: National Association of School Psychologists.
 35. Lewandowski, L. J., & Lovett, B. (2015). *Testing accommodations for students with disabilities: Research-based practice*. Washington, DC: American Psychological Association.
 36. McQuade, J. D. (2020). Peer functioning in adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 128–147). New York: Guilford Press.
 37. McQuade, J. D., & Hoza, B. (2015). Peer relationships of children with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 210–222). New York: Guilford Press.
 38. Mikami, A. Y. (2015). Social skills training for youth with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 569–595). New York: Guilford Press.
 39. Nadeau, K. G. (2007). *Survival guide for college students with ADD or LD* (2nd ed.). Washington, DC: Magination Press.
 40. Nadeau, K. G. (2015). *The ADHD guide to career success* (2nd ed.). New York: Routledge.
 41. Orlov, M. (2010). *The ADHD effect on marriage: Understand and rebuild your relationship in six steps*. Plantation, FL: Specialty Press.
 42. Orlov, M., & Kohlenberg, N. (2014). *The couples guide to thriving with ADHD*. Plantation, FL: Specialty Press.
 43. Pera, G. (2008). *Is it you, me, or adult ADHD?* San Francisco: 1201 Alarm Press.
 44. Pera, G. (2015). Counseling couples affected by adult ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 795–825). New York: Guilford Press.
 45. Pera, G. (2016). *Adult ADHD-focused couple therapy*. New York: Routledge.
 46. Polanczyk, G. V. (2018). Epidemiology. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.). *Oxford textbook of attention deficit hyperactivity disorder* (pp. 131–135). London: Oxford University Press.

47. Roberts, W., Milich, R., & Barkley, R. A. (2015). Primary symptoms, diagnostic criteria, subtyping, and prevalence of ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 51–80). New York: Guilford Press.
48. Robin, A. R., & Payson, E. (2002). The impact of ADHD on marriage. *ADHD Report*, 10(3), 9–11, 14.
49. Rohde, A., Kieling, C., & Salum, G. A. (2018). Current diagnostic criteria: DSM, ICD, and future perspectives. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 139–146). London: Oxford University Press.
50. Sibley, M. H. (2016). *Parent–teen therapy for executive function deficits and ADHD: Building skills and motivation*. New York: Guilford Press.
51. Tuckman, A. (2020). *ADHD after dark: Better sex life, and better relationships*. New York: Routledge.
52. Wakefield, J. C. (1999). Evolutionary versus prototype analyses of the concept of disorder. *Journal of Abnormal Psychology*, 108, 374–399.
53. Weikard, M. A. (1775). *Drittes Hauptstück Mangel der Aufmerksamkeit Attentio volubilis in Der Philosophische Artzt* (pp. 114–119). Frankfurt, Germany: Zmenter Band.
54. Weiner, J. (2020). The ripple effect of adolescent ADHD: Family relationships. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 101–127). New York: Guilford Press.
55. Willcutt, E. G. (2012). The prevalence of DSM-IV attention-deficit/hyperactivity disorder: A meta-analysis review. *Neurotherapeutics*, 9, 490–499.

Глава 3

1. Achenbach, T. M. (2014). *The Achenbach System of Empirically Based Assessment (ASEBA)*. Burlington, VT: Author.
2. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.
3. Banaschewski, T., Coghill, D., & Zuddas, A. (Eds.). (2018). *Oxford textbook of attention deficit hyperactivity disorder*. London: Oxford University Press.
4. Barkley, R. A. (1981). *Hyperactive children: A handbook for diagnosis and treatment*. New York: Guilford Press.
5. Barkley, R. A. (2011). *Barkley Adult ADHD Rating Scale–IV (BAARS-IV)*. New York: Guilford Press.

6. Barkley, R. A. (2012a). *Barkley Functional Impairment Scale — Children and Adolescents (BFIS-CA)*. New York: Guilford Press.
7. Barkley, R. A. (2012b). *Barkley Deficits in Executive Functioning Scale — Children and Adolescents (BDEFS-CA)*. New York: Guilford Press.
8. Barkley, R. A. (2013). *Defiant children: A clinician's manual for assessment and parent training* (3rd ed.). New York: Guilford Press.
9. Barkley, R. A. (Ed.) (2015). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). New York: Guilford Press.
10. Barkley, R. A. (2018). *Barkley Sluggish Cognitive Tempo Scale — Children and Adolescents (BSCTSCA)*. New York: Guilford Press.
11. Barkley, R. A. (2019). Neuropsychological testing is not useful for the diagnosis of ADHD: Stop it (or prove it)! *ADHD Report*, 27, 1–8.
12. Barkley, R. A. (2020). *Taking charge of ADHD: The complete, authoritative guide for parents* (4th ed.). New York: Guilford Press.
(Рассел А. Баркли. *Совладание с СДВГ у детей. Полное авторитетное руководство для родителей*, пер. с англ., ООО “Диалектика”, 2023 г.)
13. Becker, S. P. (Ed.). (2020). *ADHD in adolescents: Development, assessment, and treatment*. New York: Guilford Press.
14. Chronis-Tuscano, A., O'Brien, K. A., Johnston, C., Jones, H. A., Clarke, T. L., Raggi, V. L., et al. (2011). The relation between maternal ADHD symptoms and improvement in child behavior following brief behavioral parent training is mediated by change in negative parenting. *Journal of Abnormal Child Psychology*, 39, 1047–1057.
15. Chronis-Tuscano, A., Raggi, V. L., Clarke, T. L., Rooney, M. E., Diaz, Y., & Pian, J. (2008). Associations between maternal attention-deficit/hyperactivity disorder symptoms and parenting. *Journal of Abnormal Child Psychology*, 36, 1237–1250.
16. Chronis-Tuscano, A., Seymour, K. E., Stein, M. A., Jones, H. A., Jiles, C. D., Rooney, M. E., et al. (2008). Efficacy of osmotic-release oral system (OROS) methylphenidate for mothers with attention-deficit/hyperactivity disorder (ADHD): Preliminary report of effects on ADHD symptoms and parenting. *Journal of Clinical Psychiatry*, 69, 1–10.
17. Danckaerts, M., & Coghill, D. (2018). Children and adolescents: Assessment in everyday clinical practice. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 297–306). London: Oxford University Press.

18. Derogatis, L. R. (1994). *Manual for the Symptom Checklist 90 — Revised (SCL-90-R)*. Indianapolis, IN: Pearson Assessments.
19. DuPaul, G. J., Anastopoulos, A. D., & Kipperman, K. (2020). Assessing and diagnosing ADHD in adolescence. In S. P. Becker (Ed.), *ADHD in adolescence: Development, assessment, and treatment* (pp. 281–305). New York: Guilford Press.
20. DuPaul, G. J., Power, T. J., Anastopoulos, A. D., & Reid, R. (2016). *The ADHD Rating Scale–5 for Children and Adolescents: Checklists, norms, and clinical interpretation*. New York: Guilford Press.
21. DuPaul, G. J., & Stoner, G. (2014). *ADHD in the schools: Assessment and intervention strategies* (3rd ed.). New York: Guilford Press.
22. Gioia, G. A., Isquith, P. K., Guy, S. C., & Kenworthy, L. (2015). *BRIEF-2: Behavior Rating Inventory of Executive Function — Professional manual* (2nd ed.). Odessa, FL: Psychological Assessment Resources.
23. Goldstein, S., & Naglieri, J. (2016). *The Comprehensive Executive Functioning Rating Scale*. North Tonawanda, NY: MultiHealth Systems.
24. Knouse, L. E. & Barkley, R. A. (2020, January). *What's in a (symptom example)? Exploring the impact of DSM-5's parenthetical additions on self-reporting of adult ADHD symptoms*. Poster presentation at the annual meeting of the American Professional Society for ADHD and Related Disorders, Washington, DC.
25. Mash, E. J., & Barkley, R. A. (Eds.). (2014). *Child psychopathology* (3rd ed.). New York: Guilford Press.
26. Pliszka, S. (2011). *Treating ADHD and comorbid disorders: Psychosocial and psychopharmacological interventions*. New York: Guilford Press.
27. Chung, T., & Bachrach, R. L. (2019). Substance use problems. In M. J. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 661–703). New York: Guilford Press.
28. Reynolds, C., & Kamphaus, R. (2015). *Behavioral Assessment System for Children–3*. Indianapolis, IN: Pearson Assessments.
29. Shelton, T. L., Barkley, R. A., Crosswait, C., Moorehouse, M., Fletcher, K., Barrett S., et al. (1998). Psychiatric and psychological morbidity as a function of adaptive disability in preschool children with aggressive and hyperactive–impulsive–inattentive behavior. *Journal of Abnormal Child Psychology*, 26, 475–494.
30. Sleator, E. K., & Ullmann, R. K. (1981). Can the physician diagnose hyperactivity in the office? *Pediatrics*, 67, 13–17.

31. Wahler, R. G. (1980). The insular mother: Her problems in parent–child treatment. *Journal of Applied Behavior Analysis*, 13, 207–219.
32. Wilens, T. E., & Hammerness, P. G. (2016). *Straight talk about psychiatric medications for kids* (4th ed.). New York: Guilford Press.
33. Youngstrom, E., Prinstein, M., Mash, E. J., & Barkley, R. A. (Eds.). (2020). *Assessment of childhood disorders* (5th ed.). New York: Guilford Press.

Глава 4

1. Achenbach, T. M. (2014). *The Achenbach System of Empirically Based Assessment (ASEBA)*. Burlington, VT: Author.
2. Banaschewski, T., Coghill, D., & Zuddas, A. (Eds.) (2018). *Oxford textbook of attention deficit hyperactivity disorder*. London: Oxford University Press.
3. Barkley, R. A. (1997). *ADHD and the nature of self-control*. New York: Guilford Press.
4. Barkley, R. A. (2011). *Barkley Deficits in Executive Functioning Scale (BDEFS)*. New York: Guilford Press.
5. Barkley, R. A. (2012a). *Barkley Adult ADHD Rating Scale (BAARS)*. New York: Guilford Press.
6. Barkley, R. A. (2012b). *Barkley Deficits in Executive Functioning Scale — Children and Adolescents (BDEFS-CA)*. New York: Guilford Press.
7. Barkley, R. A. (2013a). *Defiant children: A clinician’s manual for assessment and parent training* (3rd ed.). New York: Guilford Press.
8. Barkley, R. A. (2013b). Distinguishing sluggish cognitive tempo from ADHD in children and adolescents: Executive functioning, impairment, and comorbidity. *Journal of Clinical Child and Adolescent Psychology*, 42, 161–173.
9. Barkley, R. A. (2014). Sluggish cognitive tempo (concentration deficit disorder?): Current status, future directions, and a plea to change the name. *Journal of Abnormal Child Psychology*, 42, 117–125.
10. Barkley, R. A. (2015a). Emotional dysregulation is a core feature of ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 81–115). New York: Guilford Press.
11. Barkley, R. A. (2015b). Comorbid psychiatric disorders and psychological maladjustment in adults with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 343–355). New York: Guilford Press.

12. Barkley, R. A. (2015c). Concentration deficit disorder (sluggish cognitive tempo). In R. A. Barkley (Eds.) *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 435–454). New York: Guilford Press.
13. Barkley, R. A. (2018). *Barkley Sluggish Cognitive Tempo Scale: Children and adolescents*. New York: Guilford Press.
14. Barkley, R. A., Murphy, K. R., & Fischer, M. (2008). *ADHD in adults: What the science says*. New York: Guilford Press.
15. Barkley, R. A., & Robin, A. R. (2014). *Defiant teens: A clinician's manual for assessment and family intervention* (2nd ed.). New York: Guilford Press.
16. Becker, S. P., & Barkley, R. A. (2018). Sluggish cognitive tempo. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 147–153). London: Oxford University Press
17. Becker, S. P., & Fogleman, N. D. (2020). Psychiatric cooccurrence (comorbidity) in adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 170–203). New York: Guilford Press.
18. Becker, S. P., Leopold, D. R., Burns, G. L., Jarrett, M. A., Langberg, J. M., Marshall, S. A., et al. (2016). Internal, external, and diagnostic validity of sluggish cognitive tempo: A meta-analysis and critical review. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55, 163–178.
19. Becker, S. P., Willcutt, E. G., Leopold, D. R., Fredrick, J. W., Smith, Z. R., Jacobson, L. A., et al. (2021). Report of a work group on sluggish cognitive tempo: Key research directions and a consensus change in terminology to cognitive disengagement hypoactivity syndrome (CDHS). *Journal of Clinical Child and Adolescent Psychology*. Manuscript submitted for publication.
20. Bolte, S., Poustka, L., & Geurts, H. M. (2018). Autism spectrum disorder. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 235–246). London: Oxford University Press.
21. Brainstorm Consortium. (2018, June 22). Analysis of shared heritability in common disorders of the brain. *Science*, 360(6395).
22. Brewe, A. M., Simmons, G. L., Capriola-Hall, N. N., & White, S. W. (2020). Sluggish cognitive tempo: An examination of clinical correlates for adults with autism. *Autism*, 24, 1373–1383.

23. Brown, T. E. (Ed.). (2009). *ADHD comorbidities: Handbook for ADHD complications in children and adults*. Arlington, VA: American Psychiatric Association.
24. Chacko, A., Allen, C. C., Uderman, J., Cornwell, M., Anderson, L., & Chiklis, A. (2015). Training parents of youth with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 513–536). New York: Guilford Press.
25. Chassin, L., Bountress, K., Haller, M., & Wang, F. (2014). Adolescent substance use disorders. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (3rd ed., pp. 180–221). New York: Guilford Press.
26. Chung, T., & Bachrach, R. L. (2019). Substance use problems. In M. J. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 661–703). New York: Guilford Press.
27. Curry, J. F., & Meyer, A. E. (2019). Depressive disorders. In M. J. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 175–211). New York: Guilford Press.
28. DuPaul, G. J., & Langberg, J. M. (2015). Educational impairments in children with ADHD. In R. A. Barkley, (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 169–190). New York: Guilford Press.
29. Faraone, S. C., Asherson, P., Banaschewski, T., Biederman, J., Buitelaar, J. K., Ramos-Quiroga, J. A., et al. (2015). *Attention-deficit/hyperactivity disorder. Nature Reviews (Disease Primers)*, 1, 1–23.
30. Fristad, M. A., & Roley-Roberts, M. E. (2019). Bipolar disorder. In M. J. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 212–257). New York: Guilford Press.
31. Gillberg, C., Fernell, E., Gillberg, I. C., & Kadesjpo, B. (2018). Developmental coordination disorder. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 254–260). London: Oxford University Press.
32. Grizenko, N., Bhat, S., Schwartz, G., TerStephanian, M., & Joobar, R. (2006). Efficacy of methylphenidate in children with attention-deficit/hyperactivity disorder and learning disabilities: A randomized crossover study. *Journal of Psychiatry and Neurology*, 31(1), 46–51.

33. Hurtig, T., Ebeling, H., Taanila, A., Miettunen, J., Smalley, S., McGough, J., et al. (2007). ADHD and comorbid disorders in relation to family environment and symptom severity. *European Journal of Child and Adolescent Psychiatry*, *16*, 362–369.
34. Kemp, J., & Freeman, J. B. (2019). Obsessive-compulsive disorder. In M. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 311–335). New York: Guilford Press.
35. Kennedy, T. M., McKone, K. M. P., & Molina, B. S. G. (2020). Substance use in adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 228–254). New York: Guilford Press.
36. Klein, R. G., Mannuzza, S., Olazagasti, M. A. R., Roizen, E., Hutchison, J. A., Lashua, E. C., et al. (2012). Clinical and functional outcome of childhood attention deficit hyperactivity disorder 33 years later. *Archives of General Psychiatry*, *69*, 1295–1303.
37. Klinger, L. G., & Dudley, K. M. (2019). Autism spectrum disorder. In M. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 376–415). New York: Guilford Press.
38. Kooij, J. J. S., Huss, M., Asherson, P., Akehurst, R., Beusterien, K., French, A., et al. (2012). Distinguishing comorbidity and successful management of adult ADHD. *Journal of Attention Disorders*, *16*, 3–19.
39. Lewandowski, L. J., & Lovett, B. J. (2014). Learning disabilities. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (3rd ed., pp. 625–669). New York: Guilford Press.
40. Matson, J. L., Matheis, M., Estabillo, J. A., Burns, C. O., Issarras, A., Peters, W. J., et al. (2019). Intellectual disability. In M. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 416–447). New York: Guilford Press.
41. Matthies, S. D., & Philipsen, A. (2014). Common ground in attention deficit hyperactivity disorder (ADHD) and borderline personality disorder (BPD): Review of recent findings. *Borderline Personality Disorder and Emotion Regulation*, *1*, 1–13.
42. McBurnett, K., Clemow, D., Williams, D., Villodas, M., Wietecha, L., & Barkley, R. (2017). Atomoxetine-related change in sluggish cognitive tempo is partially independent of change in attention-deficit/hyperactivity disorder

- inattentive symptoms. *Journal of Child and Adolescent Psychopharmacology*, 27, 38–42.
43. McFayden, T., Jarrett, M. A., White, S. W., Scarpa, A., Dahiya, A., & Ollendick, T. H. (2020). *Sluggish cognitive tempo in autism spectrum disorder, ADHD, and their comorbidity: Implications for impairment*. *Journal of Clinical Child and Adolescent Psychology*. E-pub ahead of print.
 44. McGill, R. J., & Ndi, N. (2019). Learning disabilities. In M. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 448–492). New York: Guilford Press.
 45. McMahan, R. J., & Frick, P. J. (2019). Conduct and oppositional disorders. In M. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 102–172). New York: Guilford Press.
 46. Mikami, A. Y. (2015). Social skills training for youth with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 569–595). New York: Guilford Press.
 47. Moruzzi, S., Rijdsdijk, F., & Battaglia, M. (2014). A twin study of the relationships among inattention, hyperactivity–impulsivity, and sluggish cognitive tempo problems. *Journal of Abnormal Child Psychology*, 42, 63–75.
 48. Mueller, A. K., Tucha, L., Koerts, J., Groen, Y., Lange, K. W., & Tucha, O. (2014). Sluggish cognitive tempo and its neurocognitive, social, and emotional correlates: A systematic review of the current literature. *Journal of Molecular Psychiatry*, 2, 5.
 49. Mulraney, M., Stringaris, A., & Taylor, E. (2018). Irritability, disruptive mood, and ADHD. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 200–205). London: Oxford University Press.
 50. Owens, E. B., Cardoos, S. L., & Hinshaw, S. P. (2015). Developmental progression and gender differences among individuals with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 223–255). New York: Guilford Press.
 51. Oxley, C., & Stringaris, A. (2018). Comorbidity: Depression and anxiety. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 206–214). London: Oxford University Press.
 52. Palitz, S. A., Davis, J. P., & Kendall, P. C. (2019). Anxiety disorders. In M. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treat-*

- ment of disorders in childhood and adolescence* (4th ed., pp. 281–310). New York: Guilford Press.
53. Pliszka, S. R. (2015). Comorbid psychiatric disorders in children with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 140–168). New York: Guilford Press.
 54. Reinvall, O., Kujala, T., Voutilainen, A., Moisio, A. L., Lahti-Nuutila, P., & Laasonen, M. (2017). Sluggish cognitive tempo in children and adolescents with higher functioning autism spectrum disorders: Social impairments and internalizing symptoms. *Scandinavian Journal of Psychology*, *58*, 389–399.
 55. Riglin, L., Leppert, B., Dardani, C., Thapar, A. K., Rice, F., O'Donovan, M. C., et al. (2020). ADHD and depression: Investigating a causal explanation. *Psychological Medicine*, *51*, 1890–1897.
 56. Rothenberger, A., Becker, A., Bruni, L. G., & Roessner, V. (2018). Influence of tics and/or obsessive-compulsive behavior on the phenomenology of coexisting ADHD. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 247–253). London: Oxford University Press.
 57. Saxbe, C., & Barkley, R. A. (2014). The other attention disorder?: Sluggish cognitive tempo vs. ADHD: Update for clinicians. *Journal of Clinical Psychiatry*, *20*, 38–49.
 58. Septier, M., Stordeur, C., Zhang, J., Delorme, R., & Cortese, S. (2019). Association between suicidal spectrum behaviors and attention-deficit/hyperactivity disorder: A systematic review and meta-analysis. *Neuroscience and Biobehavioral Reviews*, *103*, 109–118.
 59. Simonoff, E. (2018). Intellectual impairment and neurogenetic disorders. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 235–246). London: Oxford University Press.
 60. Smallwood, J., Fishman, D., & Schooler, J. (2007). Counting the cost of an absent mind: Mind wandering as an under recognized influence on educational performance. *Psychonomic Bulletin and Review*, *14*, 230–236.
 61. Tannock, R. (2018). ADHD and communication disorders. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 273–279). London: Oxford University Press.
 62. Thapar, A., & van Goozen, S. (2018). Conduct disorder in ADHD. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of atten-*

- tion deficit hyperactivity disorder* (pp. 193–199). London: Oxford University Press.
63. Wietecha, L., Williams, D., Shaywitz, S., Shaywitz, B., Hooper, S. R., Wigal, S. B., et al. (2013). Atomoxetine improved attention in children and adolescents with attention-deficit/hyperactivity disorder and dyslexia in a 16-week, acute, randomized, double-blind trial. *Journal of Child and Adolescent Psychopharmacology*, 23, 605–609.
 64. Wilens, T., Carrellas, N., & Biederman, J. (2018). ADHD and substance misuse. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 215–226). London: Oxford University Press.
 65. Willcutt, E. G. (2018). ADHD and reading disorder. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 273–279). London: Oxford University Press.
 66. Witwer, A. N., Lawton, K., & Aman, M. G. (2014). Intellectual disability. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (3rd ed., pp. 593–624). New York: Guilford Press.
 67. Youngstrom, E. A., & Algorta, G. P. (2014). Pediatric bipolar disorder. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (3rd ed., pp. 264–316). New York: Guilford Press.
 68. Zhou, H., Sealock, J. M., & Gelernter, J. (2020). Genome-wide meta-analysis of problematic alcohol use in 435,563 individuals yields insights into biology and relationships with other traits. *Nature Neuroscience*, 23, 809–818.

Глава 5

1. Arnold, E. A., Herbert, S. D., & Stowe, R. M. (2015). *Parenting hyperactive preschoolers: Clinician guide*. New York: Oxford University Press.
2. Barkley, R. A. (2012). *Barkley Functional Impairment Scale — Children and Adolescents (BFIS-CA)*. New York: Guilford Press.
3. Barkley, R. A. (2020). *Taking charge of ADHD: The complete, authoritative guide for parents* (4th ed.). New York: Guilford Press.
(Рассел А. Баркли. *Совладание с СДВГ у детей. Полное авторитетное руководство для родителей*, пер. с англ., ООО “Диалектика”, 2023 г.)
4. Barkley, R. A. (2021). *12 principles for raising a child with ADHD*. New York: Guilford Press.
(Рассел А. Баркли. *Воспитание ребенка с СДВГ: 12 принципов*, пер. с англ., ООО “Диалектика”, 2023 г.)

5. Becker, S. P., Willcutt, E. G., Leopold, D. R., Fredrick, J. W., Smith, Z. R., Jacobson, L. A., et al. (2021). Report of a work group on sluggish cognitive tempo: Key research directions and a consensus change in terminology to cognitive disengagement hypoactivity syndrome (CDHS). *Journal of Clinical Child and Adolescent Psychology*. Manuscript submitted for publication.
6. Chronis-Tuscano, A. M., & Stein, M. (2012). Pharmacotherapy for parents with attention deficit hyperactivity disorder (ADHD): Impact on maternal ADHD and parenting. *CNS Drugs*, 26, 725–732.
7. Ingoldsby, E. (2010). Review of interventions to improve family engagement and retention in parent and child mental health programs. *Journal of Child and Family Studies*, 19, 629–645.
8. Sibley, M. H. (2020). Motivational and executive functioning considerations when treating adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 306–329). New York: Guilford Press.

Глава 6

1. Barkley, R. A. (1997a). Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. *Psychological Bulletin*, 121, 65–94.
2. Barkley, R. A. (1997b). *ADHD and the nature of self-control*. New York: Guilford Press.
3. Barkley, R. A. (2001). The executive functions and self-regulation: An evolutionary neuropsychological perspective. *Neuropsychology Review*, 11, 1–29.
4. Barkley, R. A. (2011). Attention-deficit/hyperactivity disorder, executive functioning, and self-regulation. In R. F. Baumeister & K. D. Vohs (Eds.), *Handbook of self-regulation: Research, theory, and applications* (2nd ed., pp. 551–564). New York: Guilford Press.
5. Barkley, R. A. (2012). *Executive functions: What they are, how they work, and why they evolved*. New York: Guilford Press.
6. Barkley, R. A. (Ed.). (2015). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). New York: Guilford Press.
7. Barkley, R. A., & Fischer, M. (2019). Hyperactive child syndrome and estimated life expectancy at young adult follow-up: The role of ADHD persistence and other potential predictors. *Journal of Attention Disorders*, 23, 907–923.

8. Bauer, I. M., & Baumeister, R. F. (2011). Self-regulatory strength. In K. D. Vohs & R. F. Baumeister (Eds.), *Handbook of self-regulation: Research, theory, and applications* (2nd ed.). New York: Guilford Press.
9. Berk, L. E., & Potts, M. K. (1991). Development and functional significance of private speech among attention deficit hyperactivity disorder and normal boys. *Journal of Abnormal Child Psychology*, *19*, 357–377.
10. Boland, H., DiSalvo, M., Fried, R., Woodworth, K. Y., Wilens, T., Faraone, S. V., et al. (2020). A literature review and meta-analysis on the effects of ADHD medications on functional outcomes. *Journal of Psychiatric Research*, *123*, 21–30.
11. Coghill, D., Nigg, J., Rothenberger, A., Sonuga-Barke, E. J. S., & Tannock, R. (2005). Whither causal models in the neuroscience of ADHD? *Developmental Science*, *8*, 105–114.
12. Dawkins, R. (1982). *The extended phenotype: The long reach of the gene*. New York: Oxford University Press.
13. Demontis, D., Walters, R. K., Martin, J., Mattheisen, M., Als, T. D., Agerbo, E., et al. (2019). Discovery of the first genome-wide significant risk loci for attention-deficit/hyperactivity disorder. *Nature Genetics*, *51*(1), 63–75.
14. Denckla, M. B. (1996). A theory and model of executive function: A neuropsychological perspective. In G. R. Lyon & N. A. Krasnegor (Eds.), *Attention, memory, and executive function* (pp. 263–277). Baltimore: Brookes.
15. Diaz, R. M., & Berk, L. E. (1992). *Private speech: From social interaction to self-regulation*. Mahwah, NJ: Erlbaum.
16. Friedman, H. S., Tucker, J. S., Schwartz, J. E., Tomlinson-Keasey, C., Martin, L. R., Wingard, D. L., et al. (1995). Psychosocial and behavioral predictors of longevity: The aging and death of the “Termites.” *American Psychologist*, *50*, 69–78.
17. Fuster, J. M. (1997). *The prefrontal cortex: Anatomy, physiology, and neuropsychology of the frontal lobe* (3rd ed.). Philadelphia: Lippincott-Raven.
18. Grizenko, N., Bhat, M., Schwartz, G., Ter-Stepanian, & Joover, R. (2006). Efficacy of methylphenidate in children with attention deficit hyperactivity disorder and learning disabilities: a randomized crossover trial. *Journal of Psychiatry and Neuroscience*, *31*(1), 46–51.
19. Houghton, S., Durkin, K., Ang, R. P., Taylor, M. F., & Brandtman, M. (2011). Measuring temporal self-regulation in children with and without attention deficit hyperactivity disorder: Sense of time in everyday contexts. *European Journal of Psychological Assessment*, *27*, 88–94.

20. Kanfer, F. H., & Karoly, P. (1972). Self-control: A behavioristic excursion into the lion's den. *Behavior Therapy*, 3, 398–416.
21. Klein, R. G., Mannuzza, S., Olazagasti, M. A. R., Roizen, E., Hutchison, J. A., Lashua, E. C., et al. (2012). Clinical and functional outcome of childhood attention-deficit/hyperactivity disorder 33 years later. *Archives of General Psychiatry*, 69, 1295–1303.
22. Kopp, C. B. (1982). Antecedents of self-regulation: A developmental perspective. *Developmental Psychology*, 18, 199–214.
23. Mikami, A. (2015). Social skills training for youth with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 569–595). New York: Guilford Press.
24. Saint-Cyr, J. A. (2003). Frontal–striatal circuit functions: Context, sequence, and consequence. *Journal of the International Neuropsychological Society*, 9, 103–127.
25. Snyder-Mackler, N., Burger, J. R., Gaydosh, L., Belsky, D. W., Noppert, G. A., Campos, F. A., et al. (2020). Social determinants of health and survival in humans and other animals. *Science*, 368(6493), eaax9553. Available at <https://science.sciencemag.org/content/368/6493/eaax9553>.
26. Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
27. Vygotsky, L. S. (1987). *Thinking and speech* (N. Minick, Trans.). In R. W. Rieber & A. S. Carton (Eds.), *The collected works of L. S. Vygotsky: Vol. 1. Problems in general psychology*. New York: Plenum Press.
28. Vygotsky, L. S., & Luria, A. (1994). Tool and symbol in child development. In R. van der Veer & J. Valsiner (Eds.), *The Vygotsky reader* (pp. 99–174). Cambridge, MA: Blackwell Science.
29. Wilens, T. E., Faraone, S. V., Biederman, J., & Gunawardene, S. (2003). Does stimulant therapy of Attention-deficit/Hyperactivity Disorder beget later substance abuse?: A meta-analytic review of the literature. *Pediatrics*, 111(1), 179–185.
30. Winsler, A. (1998). Parent–child interaction and private speech in boys with ADHD. *Applied Developmental Science*, 2, 17–39.
31. Winsler, A., Diaz, R. M., Atencio, D. J., McCarthy, E. M., & Chabay, L. A. (2000). Verbal self-regulation over time in preschool children at risk for attention and behavior problems. *Journal of Child Psychology and Psychiatry*, 41, 875–886.

Глава 7

1. Allan, C., & Chacko, A. (2018). Adverse events in behavioral parent training for children with ADHD: An under-appreciated phenomenon. *ADHD Report*, 28(1), 4–8.
2. Anastopoulos, A. D., Shelton, T. L., DuPaul, G. J., & Guevremont, D. C. (1993). Parent training for attention deficit hyperactivity disorder: Its impact on parent functioning. *Journal of Abnormal Child Psychology*, 21, 581–596.
3. Antshel, K. M., & Olszewski, A. K. (2014). Cognitive-behavioral therapy for adolescents with ADHD. *Child and Adolescent Psychiatric Clinics of North America*, 23, 825–842.
4. Arnold, E. A., Herbert, S. D., & Stowe, R. M. (2015). *Parenting hyperactive preschoolers: Clinician guide*. New York: Oxford University Press.
5. Barkley, R.A. (2013). *Defiant children: A clinician's manual for assessment and parent training* (3rd ed.). New York: Guilford Press.
6. Barkley, R. A. (2018a). Focus on the side effects of psychosocial treatments for children and teens with ADHD: A special issue. *ADHD Report*, 26(1), 1–4.
7. Barkley, R. A. (2018b). Adverse events associated with behavior management training for families experiencing parent–ADHD teen conflict. *ADHD Report*, 26(2), 1–6.
8. Barkley, R. A. (2020). *Taking charge of ADHD: The complete, authoritative guide for parents* (4th ed.). New York: Guilford Press.
(Рассел А. Баркли. *Совладание с СДВГ у детей. Полное авторитетное руководство для родителей*, пер. с англ., ООО “Диалектика”, 2023 г.)
9. Barkley, R. A. (2021). *12 principles for raising a child with ADHD*. New York: Guilford Press.
(Рассел А. Баркли. *Воспитание ребенка с СДВГ: 12 принципов*, пер. с англ., ООО “Диалектика”, 2023 г.)
10. Barkley, R. A., & Benton, C. M. (2013). *Your defiant child: Eight steps to better behavior* (2nd ed.). New York: Guilford Press.
11. Barkley, R. A., Guevremont, D. C., Anastopoulos, A. D., & Fletcher, K. E. (1992). A comparison of three family therapy programs for treating family conflicts in adolescents with attention deficit hyperactivity disorder. *Journal of Consulting and Clinical Psychology*, 60, 450–462.
12. Barkley, R. A., & Robin, A. R. (2014). *Defiant teens: A clinician's manual for assessment and family intervention* (2nd ed.). New York: Guilford Press.

13. Becker, W. (1971). *Parents are teachers*. Champaign-Urbana, IL: Research Press.
14. Bourchtein, E., & Langberg, J. M. (2018). Adverse events associated with implementing behavioral treatment with adolescents with ADHD. *ADHD Report*, 28(2), 19–22.
15. Chacko, A., Allan, C. C., Uderman, J., Cornwell, M., Anderson, L., & Chmikli, A. (2015). Training parents of youth with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 513–536). New York: Guilford Press.
16. Chacko, A., Wymbs, B. T., Arnold, F. W., Pelham, W. E., Swanger-Gagne, M., Girio, E. L., et al. (2009). Enhancing traditional behavioral parent training for single mothers of children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, 38, 206–218.
17. Chacko, A., Wymbs, B. T., Chmikli, A., Wymbs, F. A., & Pelham, W. E. (2012). Evaluating a comprehensive strategy to improve engagement to group-based behavioral parent training for high-risk families of children with ADHD. *Journal of Abnormal Child Psychology*, 40, 1351–1362.
18. Chronis, A. M., Chacko, A., Fabiano, G. A., Wymbs, B. T., & Pelham, W. E. (2004). Enhancements to the behavioral parent training paradigm for families of children with ADHD: Review and future directions. *Clinical Child and Family Psychology Review*, 7, 1–27.
19. Chronis, A. M., Lahey, B. B., Pelham, W. E., Williams, S. H., Baumann, B. L., Kipp, H., et al. (2007). Maternal depression and early positive parenting predict future conduct problems in young children with attention-deficit/hyperactivity disorder. *Developmental Psychology*, 43, 70–82.
20. Chronis-Tuscano, A., Clarke, T., O'Brien, K., Raggi, V., Diaz, Y., Mintz, A., et al. (2013). Development and preliminary evaluation of an integrated treatment targeting parenting and depressive symptoms in mothers of children with attention-deficit/hyperactivity disorder. *Journal of Consulting Clinical Psychology*, 81(5), 918–925.
21. Chronis-Tuscano, A.M., & Stein, M. (2012). Pharmacotherapy for parents with attention deficit hyperactivity disorder (ADHD): Impact on maternal ADHD and parenting. *CNS Drugs*, 26, 725–732.
22. Cunningham, C. E., Bremner, R., & Secord-Gilbert, M. (1998). *COPE: The Community Parent Education Program: A school-based family systems oriented workshop for parents of children with disruptive behavior disorders (Leaders manual)*. Hamilton, Ontario, Canada: COPE Works.

23. Daley, D., & Van der Oord, S. (2018). Behavioural interventions for pre-school ADHD. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 333–339). London: Oxford University Press.
24. Davis, N. O., & Mitchell, J. T. (2020). Mindfulness meditation training for adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 369–390). New York: Guilford Press.
25. Dopfner, M., & Van der Oord, S. (2018). Cognitive-behavioural treatment in childhood and adolescence. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 340–347). London: Oxford University Press.
26. Eisenstadt, T. H., Eyberg, S., McNeil, C. B., Newcomb, K., & Funderburk, B. (1993). Parent–child interaction therapy with behavior problem children: Relative effectiveness of two stages and overall treatment outcome. *Journal of Clinical Child Psychology*, 22, 42–51.
27. Eyberg, S. M., & Robinson, E. A. (1982). Parent–child interaction training: Effects on family functioning. *Journal of Clinical Child Psychology*, 11, 130–137.
28. Forgatch, M., & Patterson, G. (1989). *Parents and adolescents living together: Part II. Family problem solving*. Eugene, OR: Castalia.
29. Garland, A. F., Hawley, K. M., Brookman-Frazee, L. I., & Hurlburt, M. (2008). Identifying common elements of evidence-based psychosocial treatments for children’s disruptive behavior problems. *Journal of the American Academy of Child and Adolescent Psychiatry*, 47, 505–514.
30. Greene, R. W., & Ablon, J. S. (2006). *Treating explosive kids: The collaborative problem-solving approach*. New York: Guilford Press.
31. Guyer, B. P. (2000). *ADHD: Achieving success in school and in life*. Boston: Allyn & Bacon.
32. Harvey, E., Herbert, S. D., & Stowe, R. M. (2015). *Parenting hyperactive preschoolers: Clinician guide*. New York: Oxford University Press.
33. Ingoldsby, E. (2010). Review of interventions to improve family engagement and retention in parent and child mental health programs. *Journal of Child and Family Studies*, 19, 629–645.
34. Iseman, J. S., Silverman, S. M., & Jeweler, S. (2010). *101 school success tools for students with ADHD*. Waco, TX: Prufrock Press.
35. Kazdin, A. (2005). *Parent management training: Treatment for oppositional, aggressive, and antisocial behavior in children and adolescents*. New York: Oxford University Press.

36. Langberg, J. M. (2011). *Homework, organization and planning skills (HOPS) interventions: A treatment manual*. Bethesda, MD: National Association of School Psychologists.
37. Langberg, J. M., Smith, Z. R., & Green, C. D. (2020). Addressing homework problems in adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 330–349). New York: Guilford Press.
38. Lee, P., Niew, W., Yang, H., Chen, V., & Lin, K. (2012). A meta-analysis of behavioral parent training for children with attention deficit hyperactivity disorder. *Research in Developmental Disabilities*, 33, 2040–2049.
39. Lundahl, B., Risser, H. J., & Lovejoy, C. (2006). A meta-analysis of parent training: Moderators and follow-up effects. *Clinical Psychology Review*, 26, 86–104.
40. McMahan, R. J. & Forehand, R. L. (2005). *Helping the noncompliant child: A clinician's guide to parent training* (2nd ed.). New York: Guilford Press.
41. McNeil, C. B., & Hembree-Kigin, T. L. (2010). *Parent-child interaction therapy* (2nd ed.). New York: Springer.
42. Mikami, A. (2015). Social skills training for youth with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 569–595). New York: Guilford Press.
43. Mikami, A. (2018). Side effects of social skills training. *ADHD Report*, 28(1), 13–18.
44. Robin, A. R. (2015). Training families of adolescents with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 537–568). New York: Guilford Press.
45. Robin, A. R., & Foster, S. L. (1989). *Negotiating parent-adolescent conflict: A behavioral-family systems approach*. New York: Guilford Press.
46. Sanders, M. (2012). Development, evaluation and multinational dissemination of the Triple P-Positive Parenting Program. *Annual Review of Clinical Psychology*, 8, 345–379.
47. Sibley, M. H. (2020). Motivational and executive functioning considerations when treating adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 306–329). New York: Guilford Press.
48. Sprich, S. E., & Burbridge, J. A. (2020). Cognitive-behavioral therapy for adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 350–368). New York: Guilford Press.

49. Sprich, S. E., & Safren, S. (2020). *Overcoming ADHD in adolescence: A cognitive behavioral approach: Therapist guide*. New York: Oxford University Press.
50. Sprich, S. E., Safren, S. A., Finkelstein, D., Remmert, J. E., & Hammerness, P. (2016). A randomized controlled trial of cognitive behavioral therapy for ADHD in medication-treated adolescents. *Journal of Child Psychology and Psychiatry*, *57*(11), 1218–1226.
51. Thompson, M. J., Laver-Bradbury, C., Ayers, M., Le Poidevin, E., Mead, S., Dodds, C., et al. (2009). A small-scale randomized controlled trial of the revised New Forest parenting programme for preschoolers with attention deficit hyperactivity disorder. *European Child and Adolescent Psychiatry*, *18*(10), 605–616.
52. Webster-Stratton, C. (2006). *Incredible Years parenting program*. Seattle, WA: Incredible Years.
53. Wilens, T. E., & Hammerness, P. G. (2016). *Straight talk about psychiatric medications for kids* (4th ed.). New York: Guilford Press.

Глава 8

1. Barkley, R. A. (Ed.). (2015). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). New York: Guilford Press.
2. Barkley, R. A. (2016). *Managing ADHD in school*. Eau Claire, WI: Premier Educational Seminars.
3. Barkley, R. A. (2020). *Taking charge of ADHD: The complete, authoritative guide for parents* (4th ed.). New York: Guilford Press.
(Рассел А. Баркли. *Совладание с СДВГ у детей. Полное авторитетное руководство для родителей*, пер. с англ., ООО “Диалектика”, 2023 г.)
4. Barkley, R. A. (2021). *12 principles for raising a child with ADHD*. New York: Guilford Press.
(Рассел А. Баркли. *Воспитание ребенка с СДВГ: 12 принципов*, пер. с англ., ООО “Диалектика”, 2023 г.)
5. Bowman-Perrott, L., Davis, H., Vannest, K., Williams, L., Greenwood, C., & Parker, R. (2013). Academic benefits of peer tutoring: A meta-analytic review of single-case research. *School Psychology Review*, *42*, 39–55.
6. CHADD. (2006). *CHADD educator’s manual*. Landover, MD: Children and Adults with Attention-deficit/Hyperactivity Disorder.
7. Charach, A., Carson, P., Fox, S., Usman Ali, M., Beckett, J., & Guan Lim, C. (2013). Preschool children at high risk for ADHD: A comparative effectiveness review. *Pediatrics*, *131*, e1584–e1604.

8. Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement?: A synthesis of research 1987–2003. *Review of Educational Research*, 76, 1–62.
9. DuPaul, G.J., Eckert, T.L., & Vilaro, B. (2012). The effects of school-based interventions for attention deficit hyperactivity disorder: A meta-analysis 1996–2010. *School Psychology Review*, 41, 387–412.
10. DuPaul, G. J., & Langberg, J. M. (2015). Educational impairments in children with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 169–190). New York: Guilford Press.
11. DuPaul, G. J., & Stoner, G. (2014). *ADHD in the schools: Assessment and intervention strategies* (3rd ed.). New York: Guilford Press.
12. Dush, D. M., Hirt, M. L., & Schroeder, H. E. (1989). Self-statement modification in the treatment of child behavior disorders: A meta-analysis. *Psychological Bulletin*, 106, 97–106.
13. Erchul, W. P., & Martens, B. K. (2010). *School consultation: Conceptual and empirical bases of practice* (3rd ed.). New York: Springer.
14. Evans, S. W., Van der Oord, S., & Rogers, E. E. (2020). Academic functioning and interventions for adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 148–169). New York: Guilford Press.
15. Fabiano, G. A., Vujnovic, R. K., Pelham, W. E., Waschbusch, D. A., Massetti, G. M., Pariseau, M. E., et al. (2010). Enhancing the effectiveness of special education programming for children with attention deficit hyperactivity disorder using a daily report card. *School Psychology Review*, 39, 219–239.
16. Gallagher, R., Abikoff, H. B., & Spira, E. G. (2014). *Organizational skills training for children with ADHD: An empirically supported treatment*. New York: Guilford Press.
17. Gallagher, R., Spira, E. G., & Rosenblatt, J. L. (2018). *The organized child: An effective program to maximize your kid's potential — in school and in life*. New York: Guilford Press.
18. Greenwood, C. R., Maheady, L., & Delquadri, J. (2002). Classwide peer tutoring programs. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems: II. Preventive and remedial approaches* (pp. 611–650). Bethesda, MD: National Association of School Psychologists.

19. Langberg, J. M. (2011). *Homework, organization and planning skills (HOPS) interventions: A treatment manual*. Bethesda, MD: National Association of School Psychologists.
20. McGoey, K. E., & DuPaul, G. J. (2000). Token reinforcement and response cost procedures: Reducing the disruptive behavior of preschool children with ADHD. *School Psychology Quarterly*, 15, 330–343.
21. McGoey, K. E., Eckert, T. L., & DuPaul, G. J. (2002). Early intervention for preschool-age children with ADHD: A literature review. *Journal of Emotional and Behavioral Disorders*, 10, 14–28.
22. Meltzer, L. (2010). *Promoting executive function in the classroom*. New York: Guilford Press.
23. Merrell, C., & Sayal, K. (2018). ADHD and school. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 408–413). London: Oxford University Press.
24. Miller, F. G., & Lee, D.L. (2013). Do functional behavioral assessments improve intervention effectiveness for students diagnosed with ADHD? A single-subject meta-analysis. *Journal of Behavioral Education* 22, 253–282.
25. Nelson, J.R., Benner, G.J., & Mooney, P. (2008). *Instructional practices for students with behavioral disorders: Strategies for reading, writing, and math*. New York: Guilford Press.
26. Pfiffner, L. (2011). *All about ADHD: The complete practical guide for classroom teachers*. New York: Teaching Resources.
27. Pfiffner, L. J., & DuPaul, G. J. (2015). Treatment of ADHD in school settings. In R. A. Barkley (Ed.). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 596–640). New York: Guilford Press.
28. Pfiffner, L. J., & DuPaul, G. J. (2018). Possible adverse side effects of school behavioral interventions. *ADHD Report*, 28(1), 10–13.
29. Pfiffner, L. J., Villodas, M., Kaiser, N., Rooney, M., & McBurnett, K. (2013). Educational outcomes of a collaborative school–home behavioral intervention for ADHD. *School Psychology Quarterly*, 28, 25–36.
30. Power, T. J., Karustis, J. L., & Habboushe, D. F. (2001). *Homework success for children with ADHD: A family–school intervention program*. New York: Guilford Press.
31. Rief, S. F. (2016). *How to reach and teach children with ADD/ADHD: Practice techniques, strategies, and interventions* (3rd ed.). San Francisco: Jossey-Bass.

32. Saline, S., & Markham, L. (2018). *What your ADHD child wishes you knew: Working together to empower kids for success in school and life*. New York: TarcherPerigee (Penguin Books).
33. Sibley, M. H. (2020). Motivational and executive functioning considerations when treating adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 306–329). New York: Guilford Press.
34. Silverman, S. M., Iseman, J. S., & Jeweler, S. (2009). *School success for kids with ADHD*. Waco, TX: Prufrock Press.
35. Zirkel, P.A. (2013). ADHD checklist for identification under the IDEA and Section 504/ADA. *Education Law Reporter*, 293(1), 13–27.

Главы 9 и 10

1. Asherson, P., & Ramos-Quiroga, J. A. (2018). Treatment in adult ADHD. In T. Banaschewski, D. Coghill, & A. Zuddas, A. (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 426–436). London: Oxford University Press.
2. Barkley, R. A. (2020). *Taking charge of ADHD: The complete, authoritative guide for parents* (4th ed.). New York: Guilford Press.
(Рассел А. Баркли. *Совладание с СДВГ у детей. Полное авторитетное руководство для родителей*, пер. с англ., ООО “Диалектика”, 2023 г.)
3. Brown, T. E., Chen, J., & Robertson, B. (2020). Relationships between executive function improvement and ADHD symptom improvement with lisdexamfetamine dimesylate in adults with ADHD and executive function deficits: A post hoc analysis. *Primary Care Companion for CNS Disorders*, 22(3), 19m02559.
4. Coghill, D., & Danckaerts, M. (2018). Organizing and delivering treatment for ADHD. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 417–425). London: Oxford University Press.
5. Connor, D. F. (2015). Stimulant and nonstimulant medications for childhood ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 666–685). New York: Guilford Press.
6. Cooper, W. O., Habel, L. A., Sox, C. M., Chan, A., Arbogast, P. G., Cheetam, T. C., et al. (2011). ADHD drugs and serious cardiovascular events

- in children and young adults. *New England Journal of Medicine*, 365, 1896–1904.
7. Dittman, R. W., Hage, A., Pedraza, J. D., & Newcorn, J. H. (2018). Non-stimulants in the treatment of ADHD. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 393–401). London: Oxford University Press.
 8. Froehlich, T. E., Becker, S. P., Nick, T. G., Brinkman, W. B., Stein, M. A., Peugh, J., et al. (2018). *Journal of Clinical Psychiatry*, 79(2), 17m1553.
 9. Frodl, F. T., & Skokauskas, N. (2012). Meta-analysis of structural MRI studies in children and adults with attention deficit hyperactivity disorder indicates treatment effects. *Acta Psychiatrica Scandinavica*, 125, 114–126.
 10. Ivanov, I., Murrough, J. W., Bansal, R., Hao, X., & Peterson, B. S. (2014). Cerebellar morphology and the effects of stimulant medications in youths with attention deficit hyperactivity disorder. *Neuropsychopharmacology*, 39(3), 718–726.
 11. Li, L., Sujan, A. C., Butwicka, A., Chang, Z., Cortese, S., Quinn, P., et al. (2020). Associations of prescribed ADHD medication in pregnancy with pregnancy-related and offspring outcomes: A systematic review. *CNS Drugs*, 34(7), 731–747.
 12. Moreno-Alcazar, A., Ramos-Quiroga, J. A., Radua, J., Salavert, J., Bosch, P. G., Salvador, R., et al. (2016). Brain abnormalities in adults with attention deficit hyperactivity disorder revealed by voxel-based morphometry. *Psychiatry Research: Neuroimaging*, 254, 41–47.
 13. Prince, J. B., Wilens, T. E., Spencer, T. J., & Biederman, J. (2015). Pharmacotherapy for ADHD in adults. In R. A. Barkley (Ed.), *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 826–865). New York: Guilford Press.
 14. Schulz, K. P., Fan, J., Bédard, A. C., Clerkin, S. M., Ivanov, I., Tang, C. Y., et al. (2012). Common and unique therapeutic mechanisms of stimulant and nonstimulant treatments for attention deficit hyperactivity disorder. *Archives of Psychiatry*, 69(9), 952–961.
 15. Spencer, T. J., Brown, A., Seidman, L. J., Valera, E. M., Makris, N., Lomedico, A., et al. (2013). Effect of psychostimulants on brain structure and function in ADHD: A qualitative review of magnetic resonance imaging-based neuroimaging studies. *Journal of Clinical Psychiatry*, 74, 902–917.

16. Weyandt, L. L., Sweeney, C., & Thompson, L. (2020). The effectiveness of stimulant medication at improving executive functioning in adults with ADHD. *ADHD Report*, 28(7), 1–6.
17. Wilens, T. E., & Hammerness, P. G. (2016). *Straight talk about psychiatric medications for kids* (4th ed.). New York: Guilford Press.
18. Zuddas, A., Banaschewski, T., Coghill, D., & Stein, M. A. (2018). ADHD treatment: Psychostimulants. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 379–392). London: Oxford University Press.

Приложение А

1. Achenbach, T. M. (2014). *The Achenbach System of Empirically Based Assessment (ASEBA)* [includes the Child Behavior Checklist]. Burlington, VT: Author.
2. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.
3. Barbaresi, W. J., Colligan, R. C., Weaver, A. L., Voigt, R. G., Killian, J. M., & Katusic, S. K. (2013). Mortality, ADHD, and psychosocial adversity in adults with childhood ADHD: A prospective study. *Pediatrics*, 131, 637–644.
4. Barkley, R. A. (2012a). *Barkley Functional Impairment Scale — Children and Adolescents*. New York: Guilford Press.
5. Barkley, R. A. (2012b). *Barkley Deficits in Executive Functioning Scale — Children and Adolescents*. New York: Guilford Press.
6. Barkley, R. A. (2015). Health problems and related impairments in children and adults with ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 267–313). New York: Guilford Press.
7. Barkley, R. A. (2018). *Barkley Sluggish Cognitive Tempo Scale — Children and Adolescents*. New York: Guilford Press.
8. Barkley, R. A. (2020). *Taking charge of ADHD: The complete authoritative guide for parents* (4th ed.). New York: Guilford Press.
(Рассел А. Баркли. *Совладание с СДВГ у детей. Полное авторитетное руководство для родителей*, пер. с англ., ООО “Диалектика”, 2023 г.)
9. Barkley, R. A. (2021). *12 principles for raising a child with ADHD*. New York: Guilford Press.
(Рассел А. Баркли. *Воспитание ребенка с СДВГ: 12 принципов*, пер. с англ., ООО “Диалектика”, 2023 г.)

10. Barkley, R. A. (2021). *Taking charge of adult ADHD* (3rd ed.). New York: Guilford Press.
(Рассел А. Баркли. *Совладание с СДВГ у взрослых: достижение успеха на работе, дома и в отношениях*, пер. с англ., ООО “Диалектика”, 2022 г.)
11. Barkley, R. A. (2021). *The ADHD clinical guide: What every clinician needs to know to manage ADHD*. New York: Guilford Press.
12. Barkley, R. A., & Cox, D. J. (2007). A review of driving risks and impairments associated with attention-deficit/hyperactivity disorder and the effects of stimulant medication on driving performance. *Journal of Safety Research*, 38, 113–128.
13. Barkley, R. A., & Fischer, M. (2019). Hyperactive child syndrome and estimated life expectancy at young adult follow-up: The role of ADHD persistence and other potential predictors. *Journal of Attention Disorders*, 23, 907–923.
14. Barkley, R. A., Murphy, K. R., & Fischer, M. (2008). *ADHD in adults: What the science says*. New York: Guilford Press.
15. Barkley, R. A., Robin, A. R., & Edwards, G. (2013). *Defiant teens: A clinician's manual for family training* (2nd ed.). New York: Guilford Press.
16. Bogg, T., & Roberts, B. W. (2004). Conscientiousness and health-related behavior: A meta-analysis of the leading behavioral contributors to mortality. *Psychological Bulletin*, 130, 887–919.
17. Boland, H., DiSalvo, M., Fried, R., Woodworth, K. Y., Wilens, T., Faraone, S. V., et al. (2020). A literature review and meta-analysis on the effects of ADHD medications on functional outcomes. *Journal of Psychiatric Research*, 123, 21–30.
18. Breen, M., & Altepeter, T.S. (1991). Factor structure of the Home Situations Questionnaire and School Situations Questionnaire. *Journal of Pediatric Psychology*, 16, 50–67.
19. Buitelaar, J. N. J., Posthumus, J. A., & Buitelaar, J. K. (2015). ADHD in childhood and/or adulthood as a risk factor for domestic violence or intimate partner violence: A systematic review. *Journal of Attention Disorders*, 24(9), 1203–1214.
20. Chau, Y. C. Y., Peng, S. M., McGrath, C. O. J., & Yiu, C. K. Y. (2020). Oral health of children with attention deficit hyperactivity disorder: Systematic review and meta-analysis. *Journal of Attention Disorders*, 24(7), 947–962.

21. Chen, H.-J., Lee, Y.-J., Yeh, G. C., & Lin, H.-C. (2013). Association of attention-deficit/hyperactivity disorder with diabetes: A population-based study. *Pediatric Research*, 73, 492–496.
22. Chen, M.-H., Pan, T.-L., Hsu, J.-W., Huang, K.-L., Su, T.-P., Li, C.-T., et al. (2018). Risk of Type 2 diabetes in adolescents and young adults with attention-deficit/hyperactivity disorder: A nationwide longitudinal study. *Journal of Clinical Psychiatry*, 79(3), 17m11607.
23. Chen, V. C.-H., Chan, H.-L., Wu, S.-I., Lee, M., Lu, M.-L., Liang, H.-Y., et al. (2019). Attention-deficit/hyperactivity disorder and mortality risk in Taiwan. *JAMA Network Open*, 2(8), e198714.
24. Chesney, E., Goodwin, G. M., & Fazel, S. (2014). Risks for all-cause and suicide mortality in mental disorders: A meta-review. *World Psychiatry*, 13, 153–160.
25. Cortese, S., & Romanos, M. (2018). The relationship of ADHD to obesity and allergy. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 25–34). London: Oxford University Press.
26. Dalsgaard, S., Ostergaard, S. D., Leckman, J. F., Mortensen, P. B., & Pederesen, M. G. (2015). Mortality in children, adolescents and adults with attention deficit hyperactivity disorder: A nationwide cohort study. *Lancet*, 385, 2190–2196.
27. Demontis, D., Walters, R. K., Martin, J., Mattheisen, M., Als, T. D., Agerbo, E., et al. (2019). Discovery of the first genome-wide significant risk loci for attention-deficit/hyperactivity disorder. *Nature Genetics*, 51(1), 63–75.
28. DuPaul, G. J., Power, T. J., Anastopoulos, A. D., & Reid, R. (2016). *The ADHD Rating Scale–5: Checklists, norms, and clinical interpretation*. New York: Guilford Press.
29. Fekri, N., Khaloo, P., Ramezankhani, A., Mansournia, M. A., Azizi, F., & Hadaegh, F. (2020). Association of body mass index with life expectancy with and without cardiovascular disease. *International Journal of Obesity*, 44(1), 195–203.
30. Friedman, H. S., Tucker, J. S., Schwartz, J. E., Tomlinson-Keasey, C., Martin, L. R., Wingard, D. L., et al. (1995). Psychosocial and behavioral predictors of longevity: The aging and death of the “Termites.” *American Psychologist*, 50, 69–78.
31. Goodwin, R. D., Sourander, A., Duarte, C. S., Niemelä, S., Multimäki, P., Nikolakaros, G., et al. (2009). Do mental health problems in childhood predict chronic physical conditions among males in early adulthood?

- Evidence from a community based prospective study. *Psychological Medicine*, 39(2), 301–311.
32. Hampson, S. E. (2008). Mechanisms by which childhood personality traits influence adult well-being. *Current Directions in Psychological Science*, 17, 264–268.
 33. Jokela, M., Ferrie, J. E., & Kivimaki, M. (2008). Childhood problem behaviors and death by midlife: The British National Child Development Study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 48, 19–24.
 34. Joshi, P. K., Pirastu, N., Kentistou, K. A., Fischer, K., Hofer, E., Schraut, K. E., et al. (2017). Genomewide meta-analysis associates HLA-DQA1/DRB1 and LPA and lifestyle factors with human longevity. *Nature Communications*, 8(1), 910.
 35. Klein, R. G., Mannuzza, S., Olazagasti, M. A. R., Roizen, E., Hutchison, J. A., Lashua, E. C., et al. (2012). Clinical and functional outcome of childhood attention-deficit/hyperactivity disorder 33 years later. *Archives of General Psychiatry*, 69, 1295–1303.
 36. Li, Y., Pan, A., Wang, D. D., Liu, X., Dhana, K., Franco, O. H., et al. (2018). Impact of health lifestyle factors on life expectancies in the U.S. population. *Circulation*, 138(4), 345–355.
 37. London, A. S., & Landes, S. D. (2016). Attention deficit hyperactivity disorder and adult mortality. *Preventive Medicine*, 90, 8–10.
 38. Makela, P. (1998). Alcohol-related mortality by age and sex and its impact on life expectancy: Estimates based on the Finnish death register. *European Journal of Public Health*, 8(1), 43–51.
 39. Mohr-Jensen, C., & Steinhausen, H. C. (2016). A meta-analysis and systematic review of the risks associated with childhood attention deficit hyperactivity disorder on long-term outcome of arrests, convictions, and incarcerations. *Clinical Psychology Review*, 48, 32–42.
 40. Mulraney, M., Sciberras, E., & Becker, S. P. (2020). Sleep functioning in adolescents with ADHD. In S. P. Becker (Ed.), *ADHD in adolescents: Development, assessment, and treatment* (pp. 204–227). New York: Guilford Press.
 41. Mulraney, M., Sciberras, E., & Lecendreux, M. (2018). ADHD and sleep. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 280–288). London: Oxford University Press.
 42. Nigg, J. T. (2013). Attention-deficit/hyperactivity disorder and adverse health outcomes. *Clinical Psychology Review*, 33, 215–228.

43. Reynolds, C., & Kamphaus, R. (2015). *Behavioral Assessment System for Children–3*. Indianapolis, IN: Pearson Assessments.
44. Rohde, L. A., Buitelaar, J. K., Gerlach, M., & Faraone, S. V. (Eds.). (2019). *The World Federation of ADHD guide*. Sao Paulo: World Federation of ADHD.
45. Saylor, K. E., & Amann, B. H. (2016). Impulsive aggression as a comorbidity of attention-deficit/hyperactivity disorder in children and adolescents. *Journal of Child and Adolescent Psychopharmacology*, 26, 19–25.
46. Sun, S., Kuja-Halkola, R., Faraone, S. V., D’Onofrio, B. M., Dalgaard, S., Chang, Z., et al. (2019). Association of psychiatric comorbidity with the risk of premature death among children and adults with attention deficit hyperactivity disorder. *JAMA Psychiatry*, 76(11), 1141–1149.
47. Tzeng, N. S., Chung, C. H., Lin, F. H., Yeh, C. B., Huang, S. Y., Lu, R. B., et al. (2017). Risk of dementia in adults with ADHD. *Journal of Attention Disorders*, 23(9), 995–1006.
48. Virtanen, M., Lallukka, T., Alexanderson, K., Ervasti, J., Josefsson, P., Kivimäki, M., et al. (2018). Work disability and mortality in early onset neuropsychiatric and behavioral disorders in Sweden. *European Journal of Public Health*, 28 (Suppl. 4), 32.
49. Young, S., Fitzgerald, M., & Postma, M. J. (2013). *ADHD: Making the invisible visible* (White paper). Brussels, Belgium.

Приложение Б

1. Cortese, S., Ferrin, M., Brandeis, D., Holtmann, M., Aggensteiner, P., Daley, D., et al. (2016). Neurofeedback for attention-deficit/hyperactivity disorder: Meta-analysis of clinical and neuropsychological outcomes from randomized controlled trials. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55, 444–455.
2. Demontis, D., Walters, R. K., Martin, J., Mattheisen, M., Als, T. D., Agerbo, E., et al. (2018). Discovery of the first genome-wide significant risk loci for attention-deficit/hyperactivity disorder. *Nature Genetics*, 51(1), 63–75.
3. Nigg, J. T., Lewis, K., Edinger, T., & Falk, M. (2012). Meta-analysis of attention-deficit/hyperactivity disorder or attention deficit disorder symptoms, restriction diet, and synthetic food color analysis. *Journal of the American Academy of Child and Adolescent Psychiatry*, 51, 86–97.

Приложение В

1. Banaschewski, T., Coghill, D., & Zuddas, A. (Eds.). (2018). *Oxford textbook of attention deficit hyperactivity disorder*. London: Oxford University Press.
2. Barkley, R. A. (2015). Etiologies of ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 356–390). New York: Guilford Press.
3. Demontis, D., Walters, R. K., Martin, J., Mattheisen, M., Als, T. D., Agerbo, E., et al. (2019). Discovery of the first genome-wide significant risk loci for attention-deficit/hyperactivity disorder. *Nature Genetics*, 51(1), 63–75.
4. Faraone, S. C., Asherson, P., Banaschewski, T., Biederman, J., Buitelaar, J. K., Ramos-Quiroga, J. A., et al. (2015). Attention-deficit/hyperactivity disorder. *Nature Reviews (Disease Primers)*, 1, 1–23.
5. Franke, B., & Buitelaar, J. K. (2018). Gene–environment interactions. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 35–56). London: Oxford University Press.
6. Rohde, L. A., Buitelaar, J. K., Gerlach, M., & Faraone, S. V. (Eds.). (2019). *The World Federation of ADHD guide*. Porto Alegre, Brazil: ArtMed.
7. Scassellati, C., Bonvicini, C., Faraone, S. V., & Gennarelli, M. (2012). Biomarkers and attention-deficit/hyperactivity disorder: A systematic review and meta-analyses. *Journal of the American Academy of Child and Adolescent Psychiatry*, 51, 1003–1019.
8. Shaw, P., Eckstrand, K., Sharp, W., Blumenthal, J., Lerch, J. P., Greenstein, D., et al. (2007). Attention-deficit/hyperactivity disorder is characterized by a delay in cortical maturation. *Proceedings of the National Academy of Sciences of the USA*, 104, 19649–19654.
9. Shaw, P., Gilliam, M., Liverpool, M., Weddle, C., Malek, M., Sharp, W., et al. (2011). Cortical development in typically developing children with symptoms of hyperactivity and impulsivity: Support for a dimensional view of attention deficit hyperactivity disorder. *American Journal of Psychiatry*, 168, 143–151.
10. Shaw, P., Lerch, J., Greenstein, D., Sharp, W., Clasen, L., Evans, A., et al. (2006). Longitudinal mapping of cortical thickness and clinical outcome in children and adolescents with attention-deficit/hyperactivity disorder. *Archives of General Psychiatry*, 63(5), 540–549.

11. Sonuga-Barke, E. J. S., & Harold, G. (2018). Conceptualizing and investigating the role of the environment in ADHD: Correlate, cause, consequence, context, and treatment. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 25–34). London: Oxford University Press.
12. Sprich, S., Biederman, J., Crawford, M. H., Mundy, E., & Faraone, S. V. (2000). Adoptive and biological families of children and adolescents with ADHD. *Journal of the American Academy of Child and Adolescent Psychiatry*, 39, 1432–1437.

Приложение Г

1. Bader, A., & Adesman, A. (2015). Complementary and alternative medicine for ADHD. In R. A. Barkley (Ed.), *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 728–738). New York: Guilford Press.
2. Buitelaar, J., Rommelse, N., Ly, V., & Rucklidge, J. (2018). Nutritional intervention for ADHD. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 373–378). London: Oxford University Press.
3. Cortese, S., Ferrin, M., Brandeis, D., Holtmann, M., Aggensteiner, P., Daley, D., et al. (2016). Neurofeedback for attention-deficit/hyperactivity disorder: Meta-analysis of clinical and neuropsychological outcomes from randomized controlled trials. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55, 444–455.
4. Holtmann, M., Albrecht, B., & Brandeis, D. (2018). Neurofeedback. In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 366–372). London: Oxford University Press.
5. Hurt, E., & Arnold, L. E. (2015). Dietary management of ADHD. In R. A. Barkley (Ed.), *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 631–640). New York: Guilford Press.
6. McGough, J. J., Sturm, A., Cowen, J., Tung, K., Salgari, G. C., Leuchter, A. F., et al. (2019). Double-blind, sham-controlled, pilot study of trigeminal nerve stimulant for attention-deficit/hyperactivity disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 58(4), 403–411.

7. Nigg, J. T. (2017). *Getting ahead of ADHD: What nextgeneration science says about treatments that work — and how you can make them work for your child*. New York: Guilford Press.
8. Nigg, J.T., Lewis, K., Edinger, T., & Falk, M. (2012). Meta-analysis of attention-deficit/hyperactivity disorder or attention deficit disorder symptoms, restriction diet, and synthetic food color analysis. *Journal of the American Academy of Child and Adolescent Psychiatry*, 51, 86–97.
9. Rapport, M. D., Orban, S. A., Kofler, M. J., Friedman, L. M., & Bolden, J. (2015). Executive function training for children with ADHD. In R. A. Barkley (Ed.), *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 641–665). New York: Guilford Press.
10. Sonuga-Barke, E. J. S., Brandeis, D., Cortese, S., Daley, D., Ferrin, M., et al. (2013). Nonpharmacological intervention for ADHD: Systematic review and meta-analyses of randomized controlled trials of dietary and psychological treatments. *American Journal of Psychiatry*, 170, 275–289.
11. Sonuga-Barke, E. J. S. & Cortese, S. (2018). Cognitive training approaches for ADHD: Can they be made more effective? In T. Banaschewski, D. Coghill, & A. Zuddas (Eds.), *Oxford textbook of attention deficit hyperactivity disorder* (pp. 358–365). London: Oxford University Press.