

Threshold Guidance – ADHD

Name of Young Person:

Staff member supporting:

Has this been completed in collaboration with the YP? Yes/NO

What we do, what we don't do, and what you can do if you are worried about your child

Many young people struggle with concentrating. Many young people are impulsive and have high levels of activity. All of these factors can be related to age and developmental stage as well as being traits unique to the individual. Sometimes when a young person is displaying a lot of behaviours associated with these traits, in many aspects of their life and it is causing them significant difficulties, we might consider a diagnosis of Attention Deficit Hyperactivity Disorder.

ADHD is a neurodevelopmental condition that effects behaviour and includes symptoms of *inattentiveness, impulsivity and hyperactivity*. An ADHD diagnosis can include a combined presentation of inattention, impulsivity and hyperactivity; a predominantly inattentive presentation or a predominantly hyperactive-impulsive presentation. This guide will help you to know how to best support your young person if they are experiencing some of these difficulties and also when to consider when you might need to make a referral to CAMHS. This is not an exhaustive list; young people may experience symptoms which may not be included in this guide.

Needs for help; These are challenges that some young people experience and may need some support with.

Type and nature of worry

The degree to which a young person struggles with attention; hyperactivity and impulsivity are persisting and may be having a longer term impact on daily functioning at home and at school.

What you might see or a young person might report As well as the steps in Green and Amber the following might be helpful: (Tick all those that apply)	Date Completed	Date completed	Date completed	Date completed
Moderate difficulties (inattention, hyperactivity and impulsivity) affecting functioning so that the child may be falling behind at school.				
Difficulties are present across different environments (e.g. home and school).				
Difficulties must have been present across time (i.e. not a short-term response to a challenging circumstance and usually noticeable from early childhood or on starting school).				
Families might also find themselves struggling to do things as they normally would as they may make adjustments to accommodate how the young person is managing.				

Things to try, Support, and Next Steps

As well as the steps in Green and Amber, the following might be helpful:

- Share concerns with your child's school/ college
- Access pastoral support from school/ college
- Consider physical problems, bullying or change of family / social circumstances. Talk to your GP or school about school support or local counselling services
- Access and support your young person to access ADHD resources (podcasts, videos, downloads links) on the Hampshire CAMHS website and other resources below
- Notice when your child is doing well, celebrate achievements, or any small changes
- Reinforce behaviours you want to see