

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.

Coping/ needs for support; These are experiences that most young people will have from time to time

Type and nature of worry

Children and young people go through phases where they are restless and inattentive. These difficulties can be short term, have no long term impact on daily functioning at home and at school. These difficulties are often completely normal and do not necessarily mean the young person / child has ADHD. These difficulties can be managed with consistent parenting approaches, the love and support of parents / carers and good home school communication.

What you might see or a young person might report	Date Completed	Date completed	Date completed	Date completed
(Tick all those that apply)				
Struggling to get to sleep at night; having restless sleep or early morning waking.				
Struggling to get ready for school on time.				
Struggling to listen to and carry out instructions.				
Struggling to be organised.				
Struggling to develop friendships.				
Struggling to manage social situations.				
Displaying difficult behaviour when asked to do something they don't want to do (ignoring, shouting, running off, becoming verbally / physically aggressive).				
Not wanting to go to school.				
Feeling restless and fidgeting.				
Poor eye contact.				

Difficulties paying attention (even to things such as films or TV programmes)?				
Difficulties turn taking and can interrupt others.				
Easily distracted, starting things but not completing them.				
Appearing forgetful and disorganised.				
Impulsive and reactive, not always appearing to understand risks (e.g., not looking both ways before crossing a road).				
Can be chatty, distracting and being distracted by others.				
May seem to be disinterested or daydreaming (glazed over).				
(this list is not exhaustive)				

Things to try, Support, and Next Steps

- Give your child regular opportunities to talk about what they are struggling with and how they are feeling
- Are they getting enough sleep? Make sure that you have a consistent night time routine. Have a set bedtime. Make sure that all screens are off a minimum of one hour before bed time
- www.hampshirecamhs.nhs.uk/issue/sleep
- Behavioural strategies (- make sure all adults looking after the young person are consistent, stick to one plan
- www.hampshirecamhs.nhs.uk/issue/managing-challenging-behaviour/
- Stay calm (ask for help from someone in the family; take a break; pick your battles- the child will respond better
- Use goals to work towards, charts and rewards can be helpful
- Use pictorial guides or lists to prompt routines and help with organisation
- Say your child's name and look at them to get their attention when talking to them
- Only give one instruction at a time (break things down into small steps)
- Get your child to pack their school bag the night before school
- Support your child's interests
- Support your child to problem solve areas of organisation that they find difficult
- Make sure your child has opportunity to let off steam (outside play, physical activity, social clubs)
- Seek support from the school teacher or home school link worker
- Consider talking to the SENCO (Special Educational Needs Co-ordinator) at school

- Consider parenting classes (your child's school should have knowledge of any available in the local area.)
- Minimise distractions, particularly when trying to work
- Repeat messages or important information regularly
- Present information verbally and in writing where possible
- Role play and practice skills such as turn taking, how to do activities safely (such as crossing the road), and reducing impulsivity/ reactivity
- Change activities regularly to reduce boredom and restlessness
- Look at our useful resources below for a range of support that can be accessed