

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 Specialist Treatment or a Crisis Response; These are difficulties that cause a significant impact and a young person may need specialist support.

Type and nature of worry

When a young person has a significant amount of features usually associated with ADHD, which have been present since childhood and are problematic across all environments such as at home and at school, it might be worth considering an ADHD assessment. You would consider this when these difficulties with attention, activity and impulsivity are severe and enduring, are causing significant disruption to a young person, and are significantly disrupting daily life such as school/college and socialising. Despite trying advice in the green and amber stages, the young person still experiences ongoing difficulties. The young person may be failing to meet expected academic levels due to poor concentration.

Some children with ADHD also have other mental health difficulties like any other young person might. If this is the case they may benefit from some therapeutic intervention for this. Some children with ADHD might have specific learning difficulties (assessed by school and / or Educational Psychology Services and / or Paediatricians) and social communication problems which may need further consideration, as well as an ADHD assessment.

What you might see or a young person might report	Date Completed	Date completed	Date completed	Date completed
As well as the features in Green and Amber, the following might also be present (this list is not exhaustive): (Tick all those that apply)				
Moving from one activity to another without completing one				
May not play for long and not enjoy playing with toys and games. May prefer active games				
May struggle to sit still and watch television or a film for any length of time.				

Will often appear not to hear when spoken to				
If you ask your child to do something they will often forget what you have asked them to do				
They may be constantly fidgety, make lots of noises, and talk all the time (even in situations where it is not appropriate).				
Often doing something that they should not be doing like talking, being disruptive in class				
Be easily distracted by things going on around them				
Be impulsive and accident prone				
Have problems settling for bed and getting to sleep				
Becoming agitated, oppositional or aggressive towards others when they are struggling with expectations placed on them.				
Reactive and impulsive behaviour such as running away which may place them or others in danger				
Family and school functioning may be disrupted and families and / schools are required to make significant adjustments to accommodate how the young person is managing or responding				
Examples of this include: failing at school or leading to problems in relationships at home to the detriment of development.				
The symptoms above cause significant distress or impairment in social, academic or occupational functioning				

Things to try, Support, and Next Steps

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

- Once above strategies have been tried and after 10 weeks if still concerned –consider referral to CAMHS. You can do this by visiting your GP or school and asking them to make a referral or make a self-referral. These referrals go to CAMHS SPA via www.hampshirecamhs.nhs.uk
- Depending on the context and/or the extent of the difficulties, other services may be helpful. There may be a role for other services such as Children’s Services or other statutory or voluntary organisations that can support families

Useful Resources:

- Watch our parent/carer workshop on managing ADHD and how to manage behaviour of concern (link above)
- www.addiss.co.uk
- <http://www.hants.gov.uk/support4send/parentsandcarers> service providing support to parents with any special educational needs / requirements in school
- www.barnardos.org.uk/what-we-do/services/hampshire-specialist-parenting-support-service
- All dogs have ADHD – Kathy Hoopmann

- <http://adhdpartnershipsupportpack.ie/> programme has been developed to cover the key steps needed to support children with ADHD both at home and in the school environment
- <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-adhd/>
- www.wellatschool.org/ advice on supporting pupils with ADHD at school; ADHD partnership support pack
- <http://familylives.org.uk/> offers support for parents with a range of difficulties and access to parenting online programmes; self-referral and referral from professionals, parents and young people
- Seek advice, guidance and support from Young Minds Parent Helpline: 08088025544