

DIAGNOSIS AND TREATMENT FOR ADOLESCENTS

An ADHD assessment includes a general mental health screening (to consider comorbidities and differential diagnoses). In addition to a diagnostic interview, CADDRA recommends tools such as the **WSR II**. This eToolkit contains an optional guided assessment tool, the **CADDRA ADHD Assessment Form**.

The step-by-step flowchart below applies after general mental health screening has been completed and ADHD is suspected. All the tools documented in this flowchart are free to download and use. Other assessment tools (e.g. Vanderbilt, Conners, Strengths and Difficulties Questionnaire - SDQ, Wender Utah Rating Scale) can be used in place of those proposed below. Further information on these steps can be found in Chapter 1, Canadian ADHD Practice Guidelines, 4th Edition.

ADHD SUSPECTED

STEP 1 - INITIAL INFORMATION GATHERING

QUESTIONNAIRES FOR PARENTS/CAREGIVERS

► **SNAP-IV**

Consider also using a functional impairment scale (e.g. **WFIRS-P**) [Weiss Functional Impairment Rating Scale Parent]

QUESTIONNAIRES FOR TEACHERS

► **SNAP-IV**

► **CADDRA TEACHER ASSESSMENT FORM**

SELF-ASSESSMENT (when appropriate)

► **ASRS** - Adult ADHD Self-Report Scale

Consider also using a functional impairment scale e.g. **WFIRS-S** [Weiss Functional Impairment Rating Scale - Self]

STEP 2 - MEDICAL REVIEW

EXCLUDE ANY MEDICAL CAUSES THAT CAN MIMIC OR AGGRAVATE ADHD SIGNS OR SYMPTOMS

REVIEW NUTRITION AND LIFESTYLE HABITS: Sleep, exercise, screen time, high-risk activities, substance use, sexual activity (if applicable), accidents

EVALUATE POTENTIAL CONTRAINDICATIONS TO ADHD MEDICATIONS

STEP 3 - ADHD SPECIFIC INTERVIEW

DISCUSS PATIENT'S STRENGTHS AND OBSERVE PATIENT DURING INTERVIEW

REVIEW DEVELOPMENTAL HISTORY AND OBTAIN COLLATERAL INFORMATION FROM PARENTS/CAREGIVERS

REVIEW THE QUESTIONNAIRES USED IN ASSESSMENT

CONSIDER CONTRIBUTIONS OF OTHER PSYCHIATRIC, PSYCHOSOCIAL FACTORS OR LEARNING DISORDERS TO THE PRESENTING SYMPTOMS
Consider specialist referral if necessary.

STEP 4 - FEEDBACK AND TREATMENT RECOMMENDATIONS

EDUCATION ON ADHD (Continuing process)

Provide information and resources, including:

► **CADDRA ADHD Information Handout**

Links to useful websites:

- **CADDAC** (Canada: www.caddac.ca)
- **PANDA** (Quebec: www.associationpanda.qc.ca)
- **CHADD** (USA: www.chadd.org)

FEEDBACK ON DIAGNOSIS

Feedback to patient and family on ADHD symptoms & impairments

TREATMENT OPTIONS

Discuss and initiate treatment + adaptation measures (school/work accommodations, daily strategies)

- **EDUCATIONAL ACCOMMODATION LETTER TEMPLATE**
- **EMPLOYMENT ACCOMMODATION LETTER TEMPLATE**

NON-PHARMACOLOGICAL STRATEGIES

Support document:

► **CADDRA Psychosocial Chart**

PHARMACOLOGICAL STRATEGIES

Support document:

► **CADDRA Medication Chart**

FOLLOW-UP VISITS

- ADHD is a chronic disorder that needs longterm, regular follow-up, whether or not medication is prescribed.
- Follow-up will be more frequent when adjusting medications and during life transitions.
- Document changes over time with the rating scales that are most significant for the patient (e.g. **SNAP-IV**, **WFIRS-P**).

Other forms to track changes:

► **CADDRA PATIENT ADHD MEDICATION FORM**

► **CADDRA CLINICIAN ADHD BASELINE/FOLLOW-UP FORM**

The **CADDRA PATIENT TRANSITION FORM** can be used when a patient is transferring to new healthcare professionals, including child and adolescent patients to adult services. The **JEROME DRIVING QUESTIONNAIRE** can be used to assess driving.