

Post Diagnostic Pack for Children, Young People and Families Following a Diagnosis of Attention Deficit Hyperactivity Disorder (ADHD)



This pack contains information about ADHD, relevant services available at the practice, and further resources. It also provides important information on our medication and prescription procedures. We encourage you to read this section thoroughly if you are considering medication for ADHD symptoms.

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1. What is ADHD?

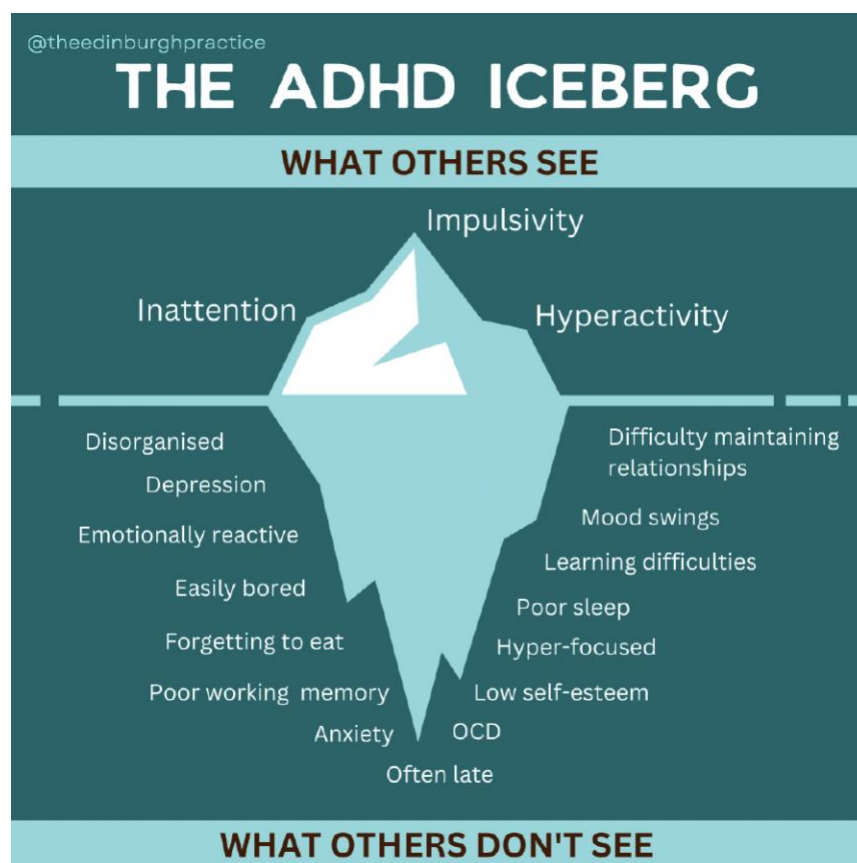
ADHD is a neurodevelopmental condition which means there are some differences in how the brain works. ADHD develops in childhood and continues into adulthood.

Symptoms fall into two main categories:

- Inattentiveness
- Hyperactivity and Impulsiveness

Sometimes people have symptoms which fall into one category and sometimes symptoms fall into both categories, there are three subtypes of ADHD:

- ADHD Inattentive type
- ADHD Hyperactive type
- ADHD Combined type



Symptoms can include:

Inattention

- Difficulty with attention/focus
- Avoiding tasks that require sustained effort
- Difficulty completing tasks
- Difficulty with organising
- Losing or forgetting things
- Becoming easily distracted

Hyperactivity

- Fidgeting
- Difficulty staying seated
- Running or climbing excessively
- Difficulty playing or working quietly
- Always “on the go”/feeling very active
- Talking excessively

Impulsivity

- Blurting out answers
- Struggling to wait
- Interrupting or intruding on others

Children and Young People who have ADHD may experience difficulty with:

Getting Started – they may experience difficulty starting projects or pieces of work, organising tasks and activities and misunderstanding instructions or directions given to them.

Remembering – they may experience difficulty with losing belongings, remembering information and forgetting for example, tasks that they intended to do.

Attention – they may lose focus when trying to listen, become easily distracted by stimuli such as noise or their own thoughts, and experience difficulty moving between tasks.

Effort – they may experience difficulty completing tasks on time and with sustaining effort, especially during longer tasks.

Emotions – they may experience difficulty regulating emotions or with ‘letting things go’.

Impulsivity- they can be too fast during tasks which can lead to mistakes. They may accidentally interrupt others.

School – children and young people may have difficulty with academic work and behaviour and need extra support.

What causes ADHD?

The exact cause is not fully understood. There are a combination of factors that may be linked to ADHD including genetics (ADHD is common within families). Studies with brain scans have suggested differences in brain structure or an imbalance in the level of neurotransmitters in the brain. Neurotransmitters are chemical messengers that transfer information between nerve cells and we need the right amount of neurotransmitters for information to be transferred and to help with for example, maintaining attention, staying focused and reducing impulsivity.

The Broader Aspects of ADHD

Alongside the core symptoms of inattention, hyperactivity and impulsivity, children with ADHD can face additional challenges such as:

Executive functioning difficulties: Executive functions are cognitive skills that help us manage time, focus attention and remember instructions. Difficulties with executive function can impact on the ability to plan, organise and complete tasks.

Rejection sensitive dysphoria (RSD): RSD is an intense emotional response to perceived or actual criticism, rejection or failure that can feel overwhelming to children and young people with ADHD and result in heightened emotional responses, fear of rejection or perfectionism.

Lack of delayed gratification: Children with ADHD can also struggle with delayed gratification, meaning they may find it difficult to wait for rewards or outcomes. This can impact on their ability to stick with tasks that require sustained effort, lead to impulsive decision making or frustration when things don't happen quickly.

Emotional dysregulation: Children and young people with ADHD can find it difficult to regulate emotional responses. This can look like intense mood swings, frustrations or sudden outbursts that seem disproportionate to the situation.

Sensory processing difficulties (regulatory/seeking): Many children and young people with ADHD may experience difficulty with sensory processing including becoming very sensitive to certain sounds, textures, lights, or smell. Others may experience sensory seeking behaviours such as constantly touching objects, fidgeting, or seeking out loud noises.

Insomnia: This can be another common challenge for children and young people with ADHD, where they find falling asleep difficult due to racing thoughts or restlessness. They may also have trouble staying asleep or waking up feeling rested.

For more information and strategies, please use the following link to access these booklets:
<https://www.ed.ac.uk/clinical-brain-sciences/research/epic-edinburgh-psychoeducation-intervention/epic-resources>



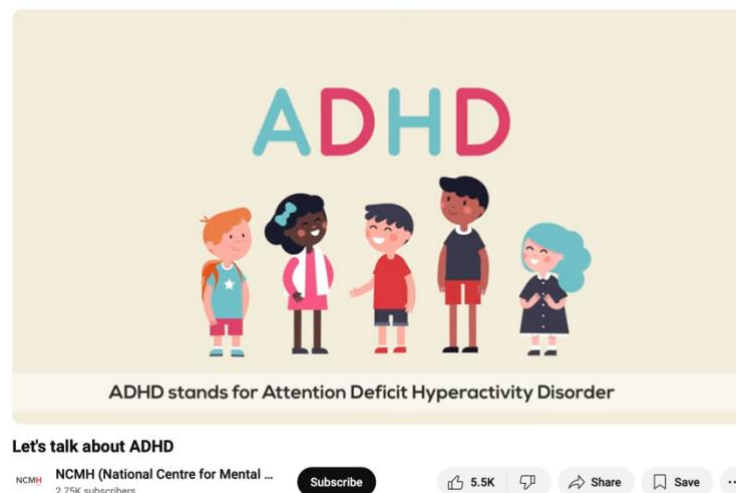
Click on the video below to find out more about ADHD:



2. Sharing the Diagnosis

Parents can wonder how to share the diagnosis with their child. This is a very individual process, and you know your child best.

For younger children, we recommend showing them the 'Let's talk about ADHD' video developed by the National Centre for Mental Health (NCMH):



For young people, we recommend the 'Mood Café' and the 'Young Minds' websites.

<https://www.moodcafe.co.uk/welcome-to-fife-s-neurodevelopmental-hub/>

<https://www.youngminds.org.uk/young-person/mental-health-conditions/adhd-and-mental-health>

Helpful Tips

Reiterate that having a diagnosis of ADHD does not define who they are as a person.

Keep the conversation reassuring and constructive.

Find a suitable time to talk without distractions or interruptions.

Instead of using words such as “disorder” or “condition”, try using phrases such as “your brain works differently to others” or talking about neurodiversity with them.

Leaving breaks in the conversation can help your child reflect and share how they feel about their diagnosis.

Ask your child how they feel about sharing their diagnosis with others and explain how it can be beneficial for teachers or others to know about their challenges but also their strengths. Empower your child and remind them it is **their** choice who they share their diagnosis with.

Focus on their strengths in relation to their ADHD diagnosis in addition to what supports will be helpful.

3. ADHD Strengths

There may have been conversations about your child’s challenges as part of the ADHD assessment and diagnosis, but it is also important to highlight strengths in relation to an ADHD diagnosis. ADHD brings unique traits and abilities that others do not have, and these should be celebrated!

HYPERFOCUS

**YOU MAY CONCENTRATE ON THE THINGS YOU LOVE
SO MUCH THAT YOU ARE ABLE TO ACCOMPLISH
MUCH MORE AND BE MUCH FASTER THAN OTHERS.**



PROBLEM SOLVING

HAVING A LOT OF THOUGHTS AND IDEAS CAN HELP YOU THINK OF UNIQUE SOLUTIONS TO TRICKY SITUATIONS AND MAKE QUICK DECISIONS.

STRONG SENSE OF JUSTICE

IT CAN BE A GREAT STRENGTH TO HOLD A STRONG SENSE OF WHAT IS RIGHT AND WRONG.

GREAT CONVERSATIONS

ALL THESE IDEAS IN YOUR MIND CAN SHAPE UP AS FUN AND ENGAGING CONVERSATIONS WITH OTHERS.



FUN TO BE AROUND

**FUN, ENTHUSIASTIC, KIND, GENEROUS AND GOOD AT
MOTIVATING OTHERS.**

CREATIVITY

**YOUR MIND IS FULL OF IDEAS THAT KEEP POPPING UP AT
GREAT PACE. THIS COULD MEAN YOU HAVE A GREAT
IMAGINATION AND ARE VERY CREATIVE, COMING UP WITH
LOTS OF INTERESTING AND UNEXPECTED IDEAS.**

ENDLESS ENERGY

**HAVING ADHD CAN MEAN NEVER RUNNING OUT OF
BATTERIES AND BEING ABLE TO KEEP GOING!**

NOTHING GOES UNNOTICED

HAVING ADHD DOESN'T ALWAYS MEAN HAVING A LACK OF ATTENTION. IT CAN ALSO MEAN ATTENTION TO DETAIL AND NOTICING EVERYTHING (EVEN THINGS THAT OTHERS MIGHT MISS).

4. ADHD Management

There are national guidelines available for the management of ADHD which can be found at:

<https://www.nice.org.uk/guidance/ng87>

The National Institute for Health and Care Excellence (NICE) guidelines recommend various supports including parenting approaches and support for children and young people with for example, problem-solving, social skills and regulating emotions.

Management of ADHD can involve:

Parent Support and Education: For example, helping parents understand ADHD, their child's unique profile including strengths and challenges, how best to support them and positive strategies to help their child thrive.

Support for Children and Young People: For example, using evidence-based psychological therapy to help with developing emotional regulation techniques.

Environmental Adaptations: For example, discussing with your child how they think ADHD symptoms impact them educationally and liaising with school regarding supports and adaptations such as visual timetables, movement breaks, fidget toys and headphones.

Medication: ADHD medications adjust the amount of neurotransmitters (the chemical messengers that transfer information between nerve cells) in the brain. We need the right amount of neurotransmitters for information to be transferred and to help with for example, maintaining attention, staying focused and reducing impulsivity.



Strategies for ADHD can include:

Giving your child ‘jobs or tasks’ which require activity or provide a sense of responsibility and increase independence.

Encourage and praise children for doing things for themselves.

Reward task completion immediately where possible.

Allow the use of fidget toys such as a stress ball, twiddle toys, etc. when these aid concentration and if your child has lots of energy and needs to move in other ways.

Vary pace, tasks, and activities. Include ‘hands-on’ or practical activities where possible. Present interesting, motivating material to help with attention.

Use positive attention to encourage and build self-esteem.

Some children find it difficult knowing how long it takes to complete a task or how much time has passed. Visual timetables, timers and prompts can help your child keep track of their progress.

Give clear, concise, direct instructions. Ensure your child understands the instruction and can repeat it back.

Allow a “movement break” if the room becomes over-stimulating or they feel fidgety or need to get up and move.

Give shorter tasks and break longer tasks down into smaller, more manageable chunks for example, first do this, next do this.

Reduce background noise and distractions, have a clear space to work.

Help your child with planning and thinking ahead by setting goals and writing plans down. Setting goals can help with task completion. Focus on one or two goals at a time, make goals realistic and achievable. A planner or diary can be useful.

Consistency, routine and structure are helpful.

Strategies to help with memory including writing it down, rehearsing and repeating, representing things visually and breaking things down (chunking).

5. Resources

Online Resources

For Children and Young People:

- Young Minds ADHD and mental health. <https://youngminds.org.uk/find-help/conditions/adhd-and-mental-health/>
- Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). <https://chadd.org/for-parents/adhd-information-for-teens/>
- ADHD and Me - ADHD Voices YouTube. This video includes interviews with children about having ADHD. The voices are real children, but the video is animated: <https://www.youtube.com/watch?v=yvaVKvuEBkk>
- ADHD and You: <http://www.adhdandyou.co.uk/>
- ADHD Voices. www.adhdvoices.com
- 'ADHD – It's my superpower' from the BBC Website <https://www.bbc.co.uk/news/av/stories-47630021>

For Parents:

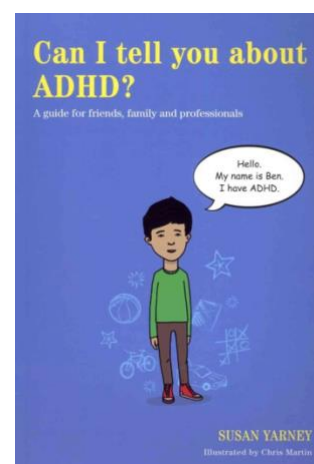
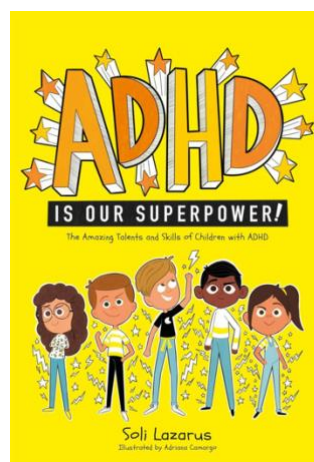
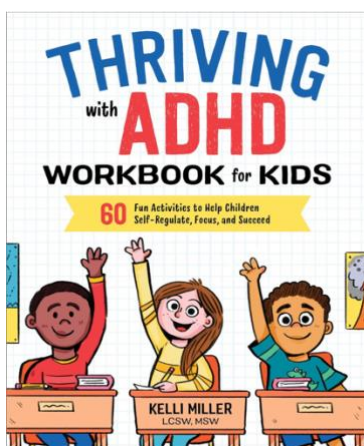
- The Royal College of Psychiatrists: Providing information for parents and carers about ADHD and hyperkinetic disorders. <https://www.rcpsych.ac.uk/mental-health/parents-and-young-people/information-for-parents-and-carers/attention-deficit-hyperactivity-disorder-and-hyperkinetic-disorder-information-for-parents-carers-and-anyone-working-with-young-people>
- ADDISS: The National Attention Deficit Disorder Information and support service. They provide people-friendly information and resources about ADHD to anyone who needs assistance, including books and resources which can be accessed on the ADDISS website. <http://www.addiss.co.uk>
- ADDitude: An online resource for families living with ADHD and related conditions. This contains features and service articles on ADHD (app also available). www.additudemag.com
- The ADHD Foundation: provides information and resources to support young people and families in understanding and managing ADHD. <https://www.adhdfoundation.org.uk/>
- Triple P – Positive Parenting Programme. This is an evidence-based parenting programme. Triple P gives parents simple and practical strategies to help them build strong, healthy relationships. <https://www.triplep.net/glo-en/home/>
- The Parent Factor. The course was developed by the charity Barnardo's, specifically for the parents of children who have received a diagnosis of ADHD. <https://www.barnardos.org.uk/get-support/services/parent-factor-adhd-service>

- Living with ADHD: this contains helpful information and resources for parents, school and individuals with ADHD, and provide further details of behavioural management techniques. www.livingwithADHD.co.uk
- National Centre for Mental Health: Let's talk about ADHD. <https://www.ncmh.info/2019/11/06/lets-talk-about-adhd/>
- Great Ormond Street Hospital have produced a helpful leaflet about ADHD <https://www.gosh.nhs.uk/conditions-and-treatments/conditions-we-treat/attention-deficit-hyperactivity-disorder-adhd>
- Understanding ADHD - A free online course from King's College Hospital London: <https://www.futurelearn.com/courses/understanding-adhd>
- Cerebra - working with your amazing child; advice and support including sleep advice for children with neurodevelopmental conditions. <https://cerebra.org.uk>
- The Sleep Charity - empowering the nation to sleep better. <http://thesleepcharity.org.uk>
- The Edinburgh Psychoeducation for Children and Young People (EPIC) research team from the University of Edinburgh have developed booklets with an individualised 'toolkit' approach to child development to facilitate optimal learning, behaviour and wellbeing. These booklets can be used by parents and teachers to identify a child's strengths and difficulties and help with understanding of them ('Understanding' booklets). The Strategy booklet can be used to practice strategies to optimise thinking skills, learning and well-being.

Please use the following link to access these booklets: <https://www.ed.ac.uk/clinical-brain-sciences/research/epic-edinburgh-psychoeducation-intervention/epic-resources>

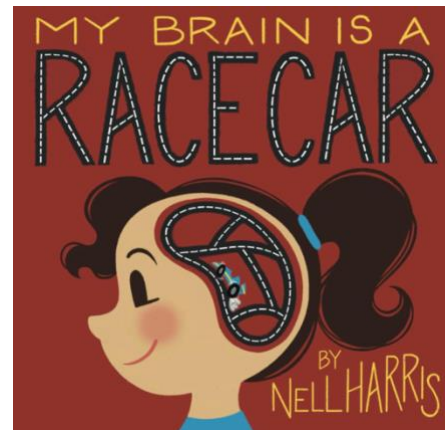
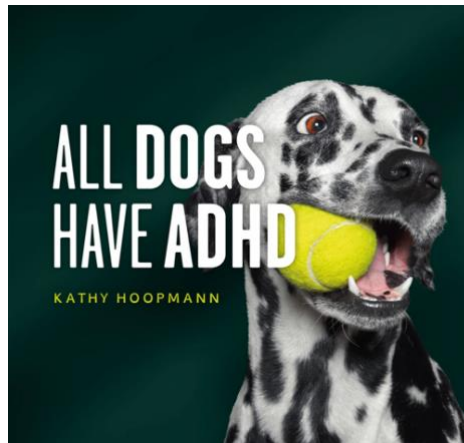
Books

For Children and Young People:

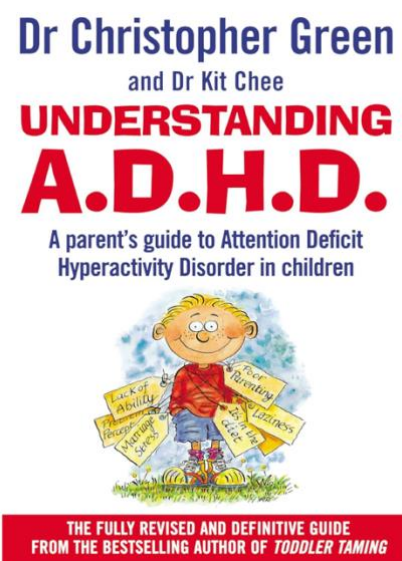
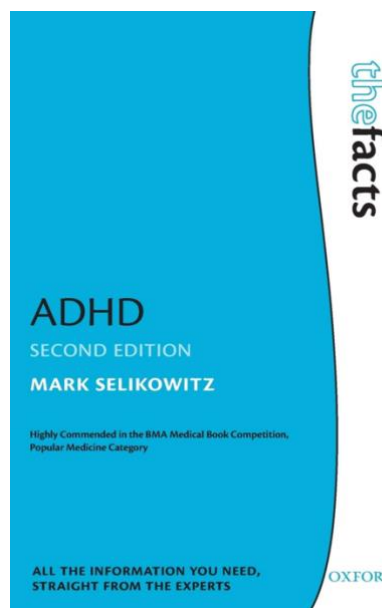
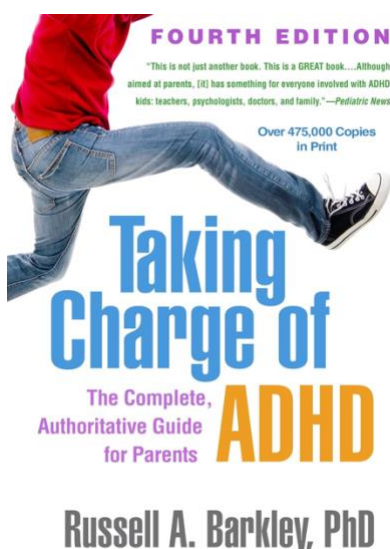
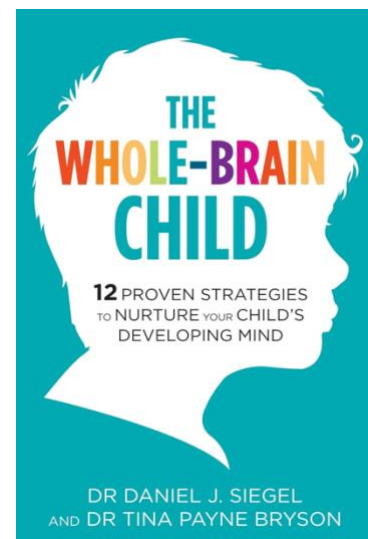
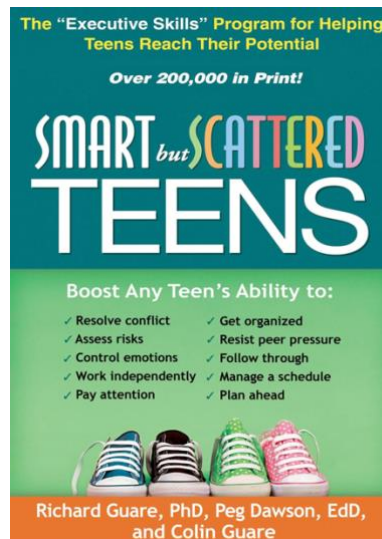
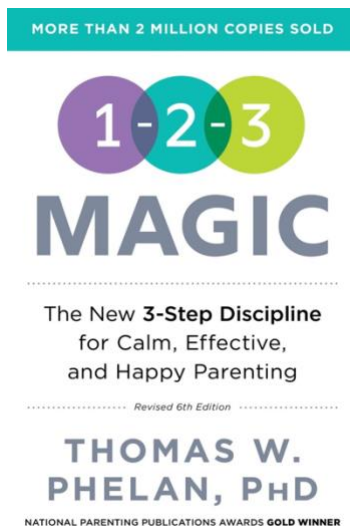




The
Edinburgh
Practice



For Parents:



6. Neurodiversity Support at The Edinburgh Practice

The Edinburgh Practice offers a wide range of neurodiversity support services delivered by our highly specialised multidisciplinary team. We work from a strength and rights-based approach that fully embraces neurodevelopmental differences. We offer a range of services for children, young people, adults, parents/carers and families delivered at the practice and/or in educational settings.

Educational Psychology

Educational Psychology is available for children, young people, parents/carers and adults.

Educational Psychologists offer:

Support for Children and Young People

- Supporting children and young people to understand their diagnosis, using age-appropriate resources.
- Consultation with children and young people to help identify their strengths, challenges as well as the supports they find helpful at home and school.

Support for Parents and Carers

Consultation, support and advice to parents/carers regarding:

- Understanding neurodevelopmental conditions including Autism and ADHD.
- Playing and interacting with children.
- Understanding and managing increased anxiety.
- Strategies to support emotional regulation.
- Understanding and supporting sensory needs.
- Awareness of masking.
- Supports for home and school including a safe space, visual timetable, predictable routines and sensory supports.
- The Getting it Right for Every Child (GIRFEC) process including SHANARRI and Child Planning Meetings (CPMs).
- Preparing for Child Planning Meetings. Our Educational Psychologist can attend CPMs, if requested by parents (with school's permission).
- Signposting to resources and supports.

Support for Independent Schools

- Consultation and advice to school staff regarding neurodevelopmental conditions including information regarding neuroaffirming practices. Sessions can be tailored to the schools' needs and requirements.

Clinical Psychology

Clinical Psychology is available for children, young people, parents/carers and adults.

Clinical Psychologists offer:

- Psychoeducation and therapeutic support to develop an increased understanding of the strengths and challenges that can come with neurodiversity (for parents and/or for individuals) and how to best support children and young people to allow them to thrive.
- Evidence-based psychological therapy for mental health difficulties, such as anxiety or low mood, which may occur alongside neurodiversity.
- A space for children and young people to work through some of the challenges that can arise from navigating a neurotypical world.

Speech and Language Therapy

Speech and Language Therapy is available for children and young people.

Speech and Language Therapists offer:

- Support for children, young people and their families to understand autism, with the option to have information adapted to support language and communication differences.
- A neuroaffirming approach which can help an individual understand their communication style as well as building an understanding of communication in autism and develop strategies to support the autistic person.

Occupational Therapy

Occupational Therapy is available for children and young people.

Occupational Therapists offer:

- Support with daily living skills such as self-care, engaging in meaningful activity, and creating routines and structure.
- Thorough assessments, generating collaborative and tailored intervention plans for the home, school, further education, or work environment.
- Sensory assessments and recommendations to help identify any sensory sensitivities clients are experiencing.

Dietetics

Dietetics is available for children, young people, parents/carers and adults.

Dieticians offer:

- Our specialist Dietician provides thorough assessment, and collaborative intervention plans specifically tailored to individual needs if you or your child are experiencing eating or nutrition difficulties believed to be linked to neurodiversity (such as ARFID).

Systemic Family Therapy

Systemic therapy is available for children, young people, parents/carers, adults and families.

Systemic Family Therapists offer:

- An initial meeting with the person who has received the diagnosis along with significant others. For a young person, this might be parents and siblings and for adults, their partners and/or children, if this was felt helpful.
- The systemic family therapy works towards developing a shared understanding of the meaning of the diagnosis for each person and how it influences relationship patterns. For example, does the diagnosis bring more closeness or distance; what does it change; does it change how each person makes sense of patterns of behaviour and responses between them?
- The aim of developing this shared understanding between family members is to identify new possibilities for interaction and to strengthen existing bonds of attachment and resilience in families.

Play Therapy

Play therapy is a non-directive and child-centred therapy where children can express themselves freely. The child leads their play, choosing toys and activities. Children do not need to communicate verbally or explain what they are doing. Clear and appropriate boundaries to support children with self-regulation and safety are provided.

Play therapy includes:

- At initial appointment to meet with parents/caregivers and the child to assess whether play therapy is currently the most suitable intervention.
- During subsequent appointments, the play therapist responds to the child's lead in a non-judgemental and attuned way to help further and deepen their exploration of their inner world through play.

- Meetings with parents continue throughout to discuss the therapeutic process and provide tailored support for family relationships.

Art Therapy

Art Therapy is a type of psychotherapy which uses creative art-making as a tool to support self-understanding, healing, and emotional and mental wellbeing. Art therapy is available for children, young people, parents and carers.

Art therapy includes:

- An initial meeting with the person who has received the diagnosis, along with their parent or carer. The therapist will discuss how art therapy works and answer any questions.
- At follow-up appointments, your art therapist will provide materials and guidance adapted to your needs, supporting you through creative exploration and expression of your thoughts, emotions, and experiences.
- Art therapy can be less challenging and intimidating than talking therapy, fostering self-discovery through increased freedom of expression. It can increase the accessibility and efficacy of therapy for neurodivergent individuals. It can be structured or fluid, depending on your needs.

Neurodiversity Support Fees (per session)

Educational Psychology: £140

Clinical Psychology – Psychological Therapy: £140

Speech and Therapy: £130 (initial) £110 (follow up)

Occupational Therapy: £130

Dietetics: £130

Systemic Family Therapy 1 hour session: £140

Play therapy: £100

Art therapy: £100

Psychiatry

Our Consultant Psychiatrists have expertise in Autism and ADHD. Our doctors offer assessment and diagnosis for mental health difficulties which may occur alongside

neurodiversity (e.g. anxiety and depression) and medical treatments where appropriate (e.g. medication for ADHD).

7. Medication and Prescriptions Procedures

At the assessment feedback appointment, your Consultant Psychiatrist or Specialty Doctor will discuss the outcome of the assessment and available post-diagnostic supports. If your child has received a diagnosis of ADHD, your doctor will discuss whether medication is a suitable treatment option. To allow your family time to process the outcome and decide how you would like to proceed, medication will **not** be prescribed at the feedback appointment.

Please take at least one week to consider whether you wish to commence medication. You have up to six weeks following the feedback appointment to request a prescription for ADHD medication without a further review appointment.

The following resources provide guidance on ADHD medication:

<https://www.nice.org.uk/guidance/ng87/chapter/Recommendations#medication>

<https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>

<https://www.medicinesforchildren.org.uk/medicines?medicine-search=adhd>

The ‘Young Minds’ website can also be helpful for older children/adolescents to understand more about taking medication for ADHD (<https://www.youngminds.org.uk/young-person/medications/>).

If you wish to proceed with medication, the clinician will carry out physical observations at the practice (such as blood pressure and pulse). If you are unable to attend the practice for the physical observations, you can make these observations yourself and submit them on the “Psychiatry Observation Form” found on the client portal. Please see the “Taking your child’s physical observation measurements” below for more information.

Requesting an initial prescription

Once your physical observations have been submitted, you can request an initial prescription:

- Log in to the online client portal: <https://edinburghpractice.com/existing-clients/>
- The password is: personalgrowth&courage
- Click “Request a Prescription” and complete the form.
- Read the instructions carefully.
- Choose how you want your prescription delivered:
 - Sent to CloudRx, an online pharmacy that delivers the medication straight to your door.
 - Mailed to your address.
 - Kept at The Edinburgh Practice for collection
 - Mailed to a pharmacy of your choice.
- If you chose to complete the initial physical observations yourself, click “Psychiatry Observation Form” and enter your child’s measures.

What is CloudRx online pharmacy?

- CloudRx is a registered online pharmacy regulated by the General Pharmaceutical Council.
- We send your prescription straight to CloudRx, who will then contact you with a quotation via email or text message and process the payment and delivery.
- CloudRx's pricing is comparable to high street and local pharmacies. However, you can opt out of using CloudRx at any time.

How does CloudRx benefit me?

- **Easy Prescription Delivery:** your prescription is sent straight to CloudRx, who will handle the payment and deliver directly to your door.
- **Convenience:** No more waiting in queues at the pharmacy. CloudRx makes getting your medications fast and simple.
- **Remote Access:** CloudRx supports remote consultations, making it easier for doctors to send prescriptions remotely.
- **Fast and Secure:** With CloudRx, you can trust that your prescription is managed with privacy and safety in mind. If paid for by 3pm then medication will be delivered the following day.
- **Available Nationwide:** No matter where you are in the UK, CloudRx ensures your prescription reaches you quickly. As one of the UK's biggest online pharmacies they also have the size and scale to assist with any supply issues.
- **Seamless Integration:** CloudRx works with the practice system and clinical software to ensure a smooth process for both patients and clinicians.
- **If you change your mind:** If you no longer want to use CloudRx, just let them know via email or text message. Please then contact the practice administration team and request for the prescription to be posted to you to take to a local pharmacy or sent directly to the local pharmacy. CloudRx will then cancel and remove the prescription from their database.

Alternatively, on the "Request a Prescription" form, you can select to collect the prescription at the practice or have it mailed to your address or a pharmacy of your choice. There will be a fee for either Registered Post, or for Special Delivery. We highly recommend Special Delivery, as we can track the prescription, and it is delivered the next day. Registered post can take up to five working days to be delivered; it is not fully trackable and, if it is lost, you would be charged for another prescription and delivery.

If you are receiving prescriptions from the practice, you will be charged a fee at the pharmacy for the medication. Costs vary across pharmacies; clients have shared that they have found Asda pharmacy to be the most cost effective.

If more than six weeks passes following your feedback appointment and you wish to start medication, please request a review appointment with your doctor. During the review appointment, the doctor will complete an up-to-date assessment and check your child's physical observations prior to starting medication. This review is necessary to comply with NICE guidelines.

The Titration Phase

If your child is prescribed medication, they will start on a low dose. This will be gradually increased to monitor the medication's benefits against any potential side effects. One of our

Consultant Psychiatrists or Speciality Doctors will take your child's baseline measurements during the feedback appointment and again at the first review appointment, approximately four weeks after commencing medication. To monitor their progress, your child will continue to meet with one of our Consultant Psychiatrists or Specialty Doctors for review appointments throughout the titration phase. The timing, frequency and number of review appointments will depend on how your child is tolerating the medication.

The fee for review appointments with our Consultant Psychiatrists/Speciality Doctors is £210 and can last up to 30 minutes. Included in this fee is a GP update letter. Consultations can be offered virtually or in person.

Once titration is complete, the frequency of 30-minute review appointments will depend on individual care needs. The frequency of appointments post-titration can vary from 3, 6 to 12 months.

Disclaimer: Due to medication supply issues, there may need to be variations to the titration process. Please refer to our [“Treatment Costs for Children and Young People Following a Diagnosis of ADHD”](#) letter.

Adverse Effects to Stimulant Medication

Common adverse side effects to stimulant medication can include palpitations, headaches, increased anxiety, sleep and appetite disturbances.

If your child is experiencing minor side effects, please get in touch with the practice via phone and **not email:** 0131 385 0934. If your child is experiencing side effects that you are concerned about, please contact your GP, NHS-24 (111) or A&E (999) if you require a more urgent response or medical attention.

Taking Your Child's Physical Observation Measurements

During the titration phase, your child's Consultant Psychiatrist or Specialty Doctor will ask you to take measurements at home and complete physical observation forms. These measurements include your child's weight, blood pressure and pulse. We recommend going to your local pharmacy or GP to ask if they offer this service. At The Edinburgh Practice, there is an observation room with a blood pressure machine and scales, which you are welcome to use. Alternatively, you can purchase a blood pressure machine and take your child's measurements yourself.

Blood Pressure and Heart Rate

When taking blood pressure measurements at home, it is important to use the correct cuff size for your child. The cuff bladder should cover 80% to 100% of the circumference of the arm. Please use the guidelines below.

The basic principles of taking your child's blood pressure:

Action	Rationale
1. Place the appropriate cuff on the child's limb, ensuring artery indicator is placed over the artery to be used for the measurement.	To ensure an accurate reading is obtained.
The right arm should be used whenever possible. However, if this limb is injured or has a cannula in situ it should not be used.	
2. Switch on machine, and if possible set for 30mmHg above expected systolic pressure. This can be changed on many models.	This will increase the accuracy of the reading, enabling the machine to detect the oscillations in pressure accurately.
3. Press the machine to start, ensuring that the child is comfortable and the limb is supported.	
4. Remove cuff	To make the child comfortable
5. Readings should be recorded accurately to 2mmHg, not rounded to the nearest value.	Rounding off to the nearest 5-10mmHg can result in an inaccurate reading affecting treatment decisions.

Whenever possible the child should be rested for 3 minutes before each measurement.	Activity elevates heart rate and blood pressure and will lead to inaccurate reading.
Ensure the child is comfortable, with the limb used for measurement resting at heart level.	If the child is uncomfortable it can increase heart rate and blood pressure, and will lead to an inaccurate reading.
The bladder in the cuff used should encircle 80-100% of the limb circumference (this is often indicated by a range guide on the cuff itself). The widest cuff available should be used. A selection of cuffs must be available.	A cuff that is too small will give a false high reading, and a cuff that is too large will give a false low.
When possible the same limb, cuff and method of measurement should be used each time. Therefore it is important for this information to be clearly documented.	For blood pressure readings to be comparable with each other the same method and equipment is needed.
Always leave at least one minute between each reading.	This enables the child to settle and become calm, to promote the accuracy of the reading.

Requesting a Repeat Prescription

During the titration phase, you do not need to request a repeat prescription as your child will be meeting with your Psychiatrist or Specialty Doctor every few weeks to review your child's medication. Your child will receive their prescription following the review appointment and it will either be sent to CloudRx or given to you to take home, depending on your choice.

Once your child is fully titrated and on a stable dose of medication, they will be required to have a review appointment at least every 6 months. At this stage, you can request a repeat prescription using the "Request a Prescription" form on the online client portal. We recommend that you request a repeat prescription for your child **14 days** before you are due to run out of medication to allow sufficient time to process this request.

What is shared care?

Shared care is when your NHS GP agrees to enter into a collaborative care agreement with a Psychiatrist at The Edinburgh Practice following completion of titration. The GP takes over

the responsibility of providing prescriptions, whilst you receive monitoring from The Edinburgh Practice at agreed intervals (e.g. 3 months, 6 months).

We are aware that many GP practices in Scotland are no longer providing shared care to clients with a private ADHD diagnosis due to lack of funding and expertise in the field of ADHD care.

If you would like to have the option of shared care, we advise that you liaise with your GP prior to commencing medication to find out whether your GP practice will be able to provide shared care for you.

Psychiatry/Medication fees list

Private Prescription: £25 during an appointment and £35 out with an appointment

30-minute medication review appointment: £210

Cost of medication payable to pharmacy per month: £100 - £200 (The cost can vary depending on the pharmacy, drug type and frequency of use)

Please note: We must write to your GP when we are prescribing medication for your child.

8. Frequently Asked Questions

How common is ADHD?

In the UK, 3-5% of children have ADHD and 2% of adults have ADHD. It has been found to be more common in males than females, with a ratio of 4:1 (NICE, 2008). However, females have often been less easily identified to have ADHD as they may present less signs of hyperactivity than males (NICE, 2013).

The global prevalence of ADHD in children is estimated to be around 5%, with the combined subtype accounting for 50% to 70% of cases, the inattentive subtype accounting for 20 to 30% of cases and the hyperactive-impulse subtype accounting for around 15% (NICE, 2023).

What causes ADHD?

The exact causes for ADHD are still not fully understood. ADHD is a neurobiological disorder linked to the imbalance of brain chemicals (dopamine and noradrenaline) with some evidence of structural brain changes in children and adults with ADHD (Purper-Ouakil et al., 2011). There is also a large genetic component with ADHD being considered as a hereditary disorder, meaning immediate or extended family members may also have similar symptoms (Kian et al., 2022).

Will my child “grow out” of ADHD?

There has been some evidence that the severity of ADHD significantly reduces as children start to mature (Bramham et al., 2012; Gustafsson et al., 2010). However, many adults who were diagnosed as a child, still experience difficulties with ADHD symptoms. It is important to remember that ADHD is a lifelong neurodevelopmental disorder, therefore helping your child learn about their ADHD now and form positive coping strategies will allow them to thrive later in adult life.

I am worried about getting the appropriate support from my child's school, what can I do about this?

In our experience, most schools are very supportive and want to help their pupils thrive and reach their full potential. Neurodiversity is now more frequently spoken about and understood in schools, with a lot of teachers already using strategies such as visual timetables, providing step-by-step instructions and having the opportunity for pupils to have movement or 'time-out' breaks.

However, after your child has received their diagnosis of ADHD, you can request a letter for school confirming the diagnosis, the clinician's recommended strategies, and any special circumstances required, such as extra time or additional exam requirements. We also recommend sharing the ADHD report with your child's teacher or support staff, as this can help staff understand your child's strengths and difficulties.

9. Feedback on our Welcome and Post-diagnostic Packs

We are always trying to improve our services, and we would really appreciate and value your feedback on our Welcome and Post-diagnostic Packs. Please answer our six-question survey by scanning the QR code or clicking the link below:

<https://www.surveymonkey.com/r/J9WY7L9>



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