



Understanding ADHD

in children & adults

An introduction to ADHD in children and adults



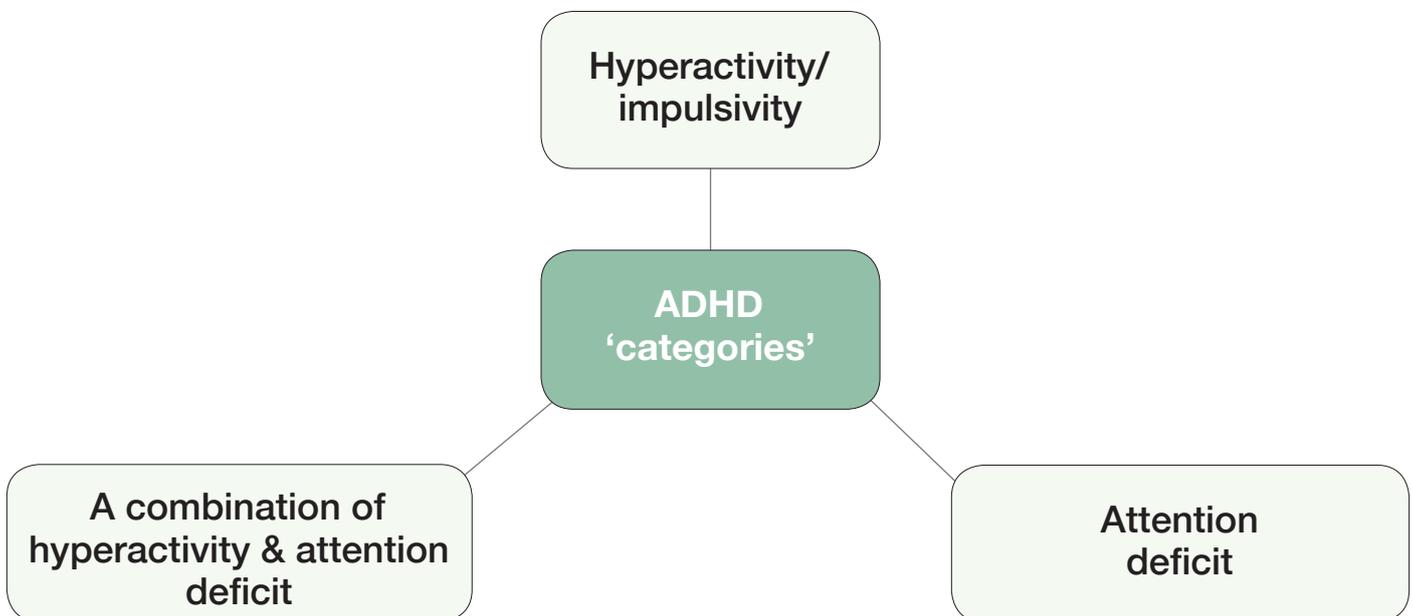
Most of us will have heard of the term 'ADHD', but research has found that there are many misconceptions and myths surrounding this common condition. The following guide is intended to provide an overview of what ADHD is, how it can be assessed, how it may develop and what can be done to support those of us with ADHD. It also offers some additional resources for further reading and information.

What is ADHD?

ADHD stands for ‘attention deficit and hyperactivity disorder’ and is generally regarded as one of the most common, yet also most controversial childhood developmental conditions in the world. In the UK, it is thought that between three and nine percent of school-aged children may have ADHD, though figures remain subject to debate.

ADHD is understood to be a cluster of ‘symptoms’ that can include hyperactivity and impulsivity, as well as problems with attention and focus. In fact, healthcare professionals today distinguish between three main sub-categories of ADHD:

- **Predominantly inattentive presentation** – the main problem is that individuals struggle to pay attention for longer periods of time or stay focussed on a particular task.
- **Predominantly hyperactive-impulsive presentation** – individuals may struggle with sitting still, they may need constant stimulation and entertainment and tend to be more active than the average person.
- **Combined presentation** – many individuals will show features of both of the above categories.



ADHD looks different in different people – some believe that there is also a difference between how ADHD manifests in boys and girls. Boys are up to six times more likely to be assessed for ADHD than girls. It is possible that boys' symptoms are more likely to be noticed by the adults around them because their behaviours can be more challenging – often fitting with the hyperactive-impulsive category.

Girls on the other hand are thought to be more likely to fit into the inattentive category – making them less 'disruptive' in the eyes of teachers and caregivers and sometimes leading to their problems being overlooked or misinterpreted!

The first signs of ADHD will usually develop in childhood and are often picked up during the primary school years. While the problems and struggles associated with ADHD can diminish over time, in many cases they last into adulthood (research suggests this is the case for about 50-70% of people with ADHD). In other words, many people who have an ADHD diagnosis will experience some of the symptoms for life.

Awareness around ADHD and other developmental conditions is more common today than it was in the past – sometimes leading to late diagnoses for individuals who have struggled all their lives but never received any support.

A word on diagnosis

You may have read the above description and silently rolled your eyes, murmuring something about how we have come to diagnose and medicate children for not conforming to adult norms of behaviour. You wouldn't be alone in your scepticism about ADHD as a condition.

The research and clinical communities have debated the existence of ADHD for many years – with some being convinced that the condition is a mere 'cultural construct' of adults' inability to tolerate and understand normal childhood behaviour, and others advocating for ADHD's recognition as a disabling psychiatric condition.

Whichever point of view you are leaning to, there is plentiful evidence that human beings function differently – healthcare and educational professionals sometimes refer to this as neurodiversity. What this means in practice is that we all differ from one another in terms of our general energy levels, our ability to focus, our creativity, our need for stimulation and thrills, our need for social interaction, and our ways of expressing ourselves.

At a glance What is ADHD?

- ADHD stands for 'attention deficit/hyperactivity disorder'
- There are thought to be three main categories of ADHD, depending on the main symptoms (attention deficit; hyperactivity; a combination of both)
- ADHD is a childhood neuro-developmental condition but often persists into adulthood

If you are someone who experiences high levels of energy, a need to be active and seek out novel thrills, a tendency to jump from one thought or activity to the next...you may struggle with tasks that require concentration and sustained attention. Whether we apply a label or not, it is a well-known fact that certain ways of functioning can make it harder for people to fit in with the structured, routine-based environments often provided by educational and employment contexts.

If we accept that, it is worth exploring how things can be adjusted – both by the individual but also their environment, to ensure that everyone has a chance to contribute and partake in society, no matter their process. It may also mean that we have to take a step back from describing different ways of functioning as ‘disorder’, recognise the strengths as well as the challenges, and celebrate the diversity of human existence.

Assessment for ADHD

If a referral for assessment is made during a person’s younger years, it will often be the family GP or teachers who first identify the symptoms and suggest a referral. Often there are a number of people involved in making a clinical judgement – GP, child or educational psychologist, child psychiatrist, paediatrician or other health care professionals. If it is a parent or caregiver who initiates the assessment, the best first port of call will usually be the GP or a school psychologist.

There is no single ‘test’ for ADHD – no blood test, brain scan, or physiological examination that can show a person has the condition. In order to arrive at a diagnosis, clinicians will usually suggest a variety of steps and assessments, looking at different areas of a person’s life. These can include:

- Interviews with parents/carers to get a sense of a child’s development and behaviour, as well as a picture of what is going on in the family as a whole
- Interviews with the child/young person (or the adult client, if a diagnosis is made later in life) to get their perspective on what they are struggling with)
- Observations of the child’s behaviour in different settings (such as school, home environment, etc.)
- Questionnaires and psychological assessments to look at different areas of functioning – this can include educational assessments, e.g. of reading skills, etc.
- Clinical examination to exclude any underlying medical or neurological issues that could explain the problems the individual is experiencing.



An assessment for ADHD can include many different aspects including observations of a child’s behaviour in different settings

This list is not exhaustive, and the structure and depth of the assessment can depend on local services and the severity of the problems presented in each individual case.

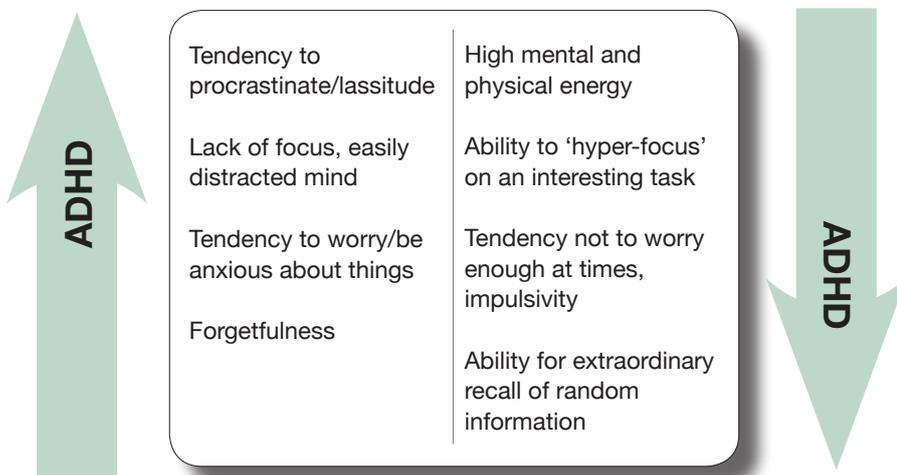
It is also important to note that other conditions can look somewhat similar to ADHD in certain aspects (for example Asperger's or autism) and it is not uncommon for children (and adults) to receive multiple diagnoses or be misdiagnosed at first.

What does it mean to have ADHD?

Edward M. Hallowell, an American psychiatrist (who has a diagnosis of ADHD himself and has written some seminal books on the topic) describes having ADHD as having "a race-car brain with bicycle brakes". He notes that it can be hard to understand for others what it feels like to have ADHD. To him, it can be like having "a mélange of often contradictory tendencies and traits that swirl around within you, stirring up different parts of your life at different times as it makes its inconsistent rounds" (2006, p20).

Hallowell captures the inconsistencies and sometimes outright contradictions in ADHD 'symptoms' in a way which is not always fully acknowledged in other accounts or diagnostic manuals.

He lists some of those at times perplexing features of ADHD:



“...it is not uncommon for children (and adults) to receive multiple diagnoses or be misdiagnosed at first.”



Other signs of ADHD can include:

- Trouble with planning and organising
- Unpredictability and impulsivity
- Relative lack of inhibition – saying and doing what comes to mind
- Ability to think fast, originally, and creatively/thinking 'outside of the box'
- Irritability and boredom when not stimulated enough
- Tendency to repeat the same mistake several times

Thinking creatively or 'outside the box' can be a sign of ADHD

These tendencies or 'symptoms' can be hard to deal with and get in the way of educational or occupational attainment if there is no appropriate support or understanding available. However, coming up against near constant challenges in environments that require being organised, sitting still, doing routine tasks or concentrating for long periods of time (such as school or work) can have serious consequences for a person's mental and physical health. Sometimes those consequences can be much harder to deal with than the original difficulties.

ADHD in children

As mentioned before, ADHD typically starts to manifest in childhood and can express itself in a number of ways which can include (but are not limited to) the following:

Infancy/toddler years	<ul style="list-style-type: none"> • Irritability, tendency to cry more than other children • Problems with sleep • Being 'fussy' with food • Restlessness
Pre-school/nursery years	<ul style="list-style-type: none"> • Short attention span, f.ex. struggling to listen to long stories • Mood swings, angry outbursts • Fine motor skill problems • Not interacting as much with other children
Primary school	<ul style="list-style-type: none"> • Problems to sit quietly and follow rules • Problems with reading; struggling academically • Problems collaborating with other children • Problems with concentration and focus
Secondary school	<ul style="list-style-type: none"> • Ongoing problems with academic tasks • Tendency to challenge authority • Problems with time management • Forgetfulness • Being easily bored and distracted • Being impulsive and at times irritable • Engaging in risky behaviours (smoking, drinking, drugs, sexual experiences, etc.)

It is easy to imagine that a child or young person struggling with everyday tasks and relationships at home and at school in the absence of adequate understanding and/or support can start to develop emotional and behavioural problems in reaction to how they are met by their environment.

Children and young people may experience frequent reprimands from parents and teachers, be bullied by other children, feel permanently misunderstood or 'stupid', and face loneliness and stigmatisation. With young people in particular, it is important to consider the impact of a label and diagnosis and how this is communicated.

(Taken from the University of Derby online short course 'Understanding autism, Asperger's & ADHD')

ADHD in adults

As we move into adulthood, our environments change and diversify, we may go to university or engage in vocational training. Most of us will have a number of jobs and some will have more than one career. We also gain financial independence. New avenues of spending and experimenting open up, we may have a family of our own, children to look after, pets, mortgages, etc.

For some of those diagnosed with ADHD, the symptoms decrease over time or may become so well managed that they are barely perceptible in adulthood. However, many others will experience the core ADHD symptoms throughout their adult life. Without the right strategies and support this can lead to all kinds of problems.

Inattention and/or impulsivity can lead to problems in the workplace, unemployment, difficulties in personal relationships, problems with managing finances, paying bills, etc. The feeling of failure can be a constant companion, as well as feeling lonely, misunderstood, and utterly frustrated with oneself and the world at large.

It is not uncommon for ADHD to go hand in hand with some form of substance abuse, maybe both due to a proneness towards risk-taking behaviour and an attempt to 'self-medicate' the emotional pain that is caused by the difficulties of having ADHD.

Furthermore, the co-occurrence rate for depression and anxiety with ADHD is relatively high, which means that many people who display symptoms of ADHD also suffer with low mood and anxious feelings.

What causes ADHD?

Despite much research (and probably even more public speculation), it is still not clear what 'causes' ADHD. In fact, it seems much more likely that ADHD is brought on by various contributing factors which can interact in complex ways. What is however well established is that ADHD is NOT caused by poor parenting, nor is it a sign of 'bad character' of the child or adult who is presenting with the condition.

Our knowledge and understanding of the brain are evolving all the time and there are still many processes and areas of the brain that are not well understood. However, there is some evidence that there may be neurological factors implicated in the development of ADHD.

“Many will experience the core ADHD symptoms throughout their lives.”

”

For example, scientists have found that there can be an imbalance in neurotransmitters (the 'chemical messengers' in the brain that are underlying our emotions, reactions, etc), specifically in the brain regions associated with self-monitoring, inhibition and other 'executive' functions. At the same time, such 'imbalances' are not unique to ADHD and can play a part in many other conditions.

The previously mentioned 'executive' part of the brain (known as the 'pre-frontal cortex') can also be damaged by perinatal injury, that is injuries sustained before, during, or after birth. Such brain injuries can be caused by various events, such as infection, physical trauma, or the lack of oxygen at birth.

Other research has also suggested that certain brain regions are smaller in children with ADHD compared to their peers. This difference in size disappears with time and by the age of 16 to 18, young people's brains will usually have 'caught up' in terms of development of those regions. However, there can still be some developmental delays that can affect a young person's life in school and at home.

There has been good evidence that there is a large genetic component to ADHD. For example it is often found that ADHD runs in families – if one child is diagnosed with ADHD it is not unlikely that siblings, parents, even grandparents may also have shown symptoms. Sometimes one diagnosis leads to several more within the same family, pointing to the fact that ADHD is highly heritable.

Other potential causal factors that have been discussed in the context of ADHD include the ingestion of lead, allergies and food intolerances, the lack of certain vitamins or essential fatty acids, the existence of free radicals in the environment, as well as stress or emotional problems. The evidence here is not conclusive, and it may be better to think of those factors as potential contributors, rather than causes for ADHD in some individuals.

At a glance What causes ADHD?

- There is no one single cause of ADHD
- ADHD is most likely caused by a combination of different factors
- ADHD tends to run in families which suggests a genetic factor
- 'ADHD brains' may show certain differences to 'non-ADHD brains' in terms of structure and the chemical messaging systems (neuro-transmitters)

Support options for ADHD

While having ADHD can be debilitating in many areas of life, if effectively managed, it can also be the source of strength, creativity, drive, and achievement. The 'treatment' for ADHD often consists of a variety of components (referred to as 'multi-modular' approach to treatment) including changes in lifestyle and diet, medication, psycho-social training, as well as personal therapy. There is no 'one size fits all' and what is most useful depends on individual needs and circumstances. It is worth noting that it can sometimes take a while to find the right 'mix' and the journey can at times be frustrating. Below we will consider some of the pieces of the puzzle.



A few important changes can help children and adults harness their 'race car brain'

Lifestyle changes and adjustments – what can you do yourself?

There is good evidence that there are a few important changes that can help children, as well as adults to better harness that 'race car brain':

Stay connected

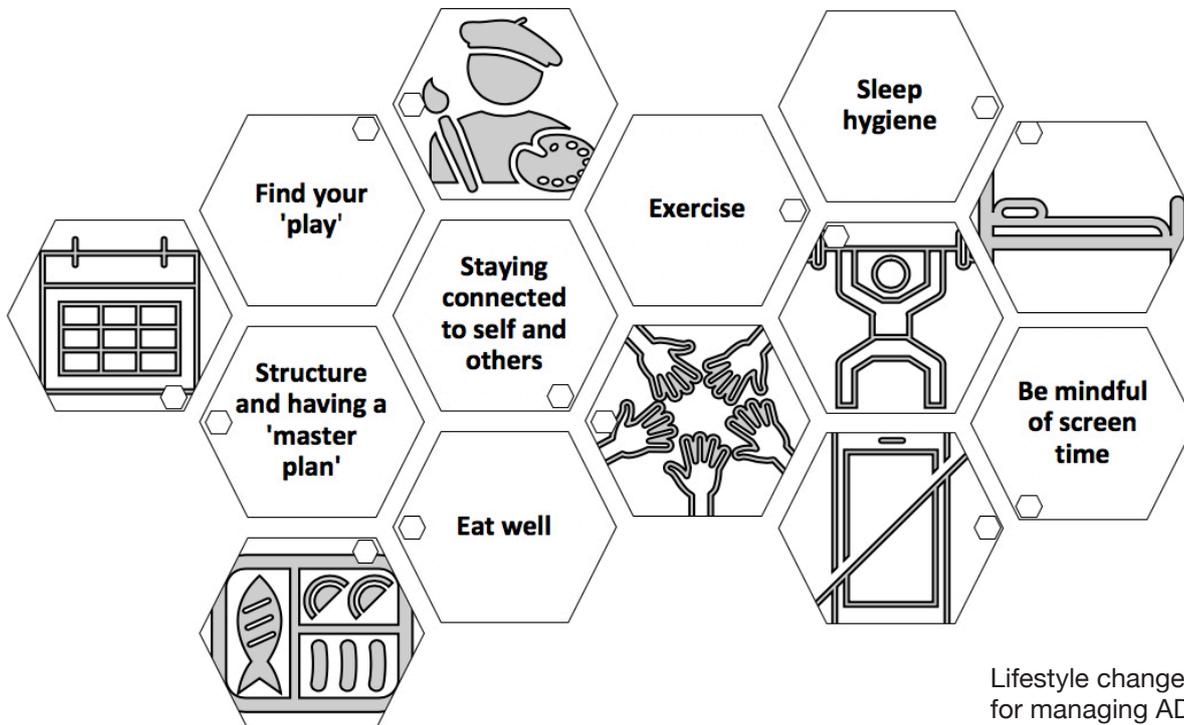
Human beings are social animals and it has been proven that those of us who feel connected to others and themselves live longer and healthier lives. Surround yourself with people who understand and accept you for who you are, instead of criticising you for who you are not. ADHD is still often not well understood by the public at large which can get in the way of building relationships. You may at times have to explain how you function and process; educate others on what it means for you to have ADHD; or address some of the preconceived notions that others may have. Finding your crowd can provide a sense of safety and belonging, key to a happier life.

Remember your strengths

Staying connected with trusted others is important, but so is being connected with yourself. Part of that is developing a sense of your strengths and uniqueness, things you excel at, your interests, your personality. Unfortunately, some of the symptoms of ADHD (inattentiveness, forgetfulness, hyperactivity, etc) can lead to criticism from others and impact on a person's self-esteem over time. Therefore, it is important to connect to a more positive sense of self and remember the strengths and talents we all have!

Find your 'play'

Edward Hallowell, an American physician and prolific writer on ADHD, suggested that one of the keys to happiness is finding an activity that you truly enjoy – something that makes your brain 'light up', engages your creativity, and is deeply satisfying. He calls this type of engagement with



Lifestyle changes can be helpful for managing ADHD

something 'play'. Play is useful for all of us, whether we have ADHD or not, but Hallowell suggests that play, practice, and getting better at something you can truly connect to can be particularly beneficial for those of us whose confidence and self-esteem may have been dented.

Structure...with flexibility

Having a good routine and structure in life can really help and not just for those of us with ADHD. It can be helpful to set yourself alarms and reminders and make sure you get enough sleep, eat well, and plan adequate breaks during your working or studying days. As many people with ADHD can get bored easily and lose interest in doing the same thing every day, it may be worth thinking about variations and fun elements within the routine – be creative, change things around, reward yourself! The same is true for children with ADHD – parents and caregivers may want to work with teachers and/or a therapist, as well as the child to come up with strategies that allow for routine, as well as flexibility.

Have a 'master plan'

It can be really helpful to have one planner or calendar for all your work, school or social engagements. Some may prefer paper-based planners, others may use technological alternatives such as iCalendar or Google calendar. Once you have found one that works for you, try and be consistent in your use and put all your appointments, deadlines,

meetings, shifts and other important dates into the same calendar as soon as possible. If you are a visual thinker, you may want to use colours or symbols – as long as you have all the pertinent information (date, time, location, etc) there, you can be as creative as you want to be with it.

Being mindful of screen time

We live in a world of constant updates and infinite distractions – the latest news, the newest version of Candy Crush, the never-ending social media updates of friends, family or celebrities are always only a few clicks away. It can be tempting to look at your phone late at night, take it to bed with you, glance at its screen during work, university, or school hours. It may be useful to switch off your devices, or at least notifications, for a few hours a day to give yourself a break. Let friends and family know that you are taking some ‘time off’ and might not respond immediately to their messages. Reducing screen time before bed can also significantly improve sleep – leading to our next point.

Have a healthy sleep routine

Now sometimes dubbed ‘sleep hygiene’, it can be really important to establish a bedtime ritual that allows you to relax and calm down from the day’s activities and excitements before going to bed. This will vary for different people – it might be listening to calming music, having a cup of tea, reading, meditating, etc. Avoid eating late at night or watching television/spending time on your phone or computer as these activities can get in the way of your sleeping patterns. For example, looking at a bright screen can make our brain think it is day rather than night, stimulating us in ways that make it harder to fall asleep!

Exercise

Exercise can be an excellent way to get rid of some of that excess energy, as well as being a natural anti-depressant and a great coping strategy for anxiety. Find something you enjoy doing, get creative, and try new things!

Children are often naturally energetic

If your child has a tendency to be hyper-active, it can be useful to encourage them to exercise, let off some of that steam, find new hobbies, and potentially make new friends!

Eat well

We all know that eating a healthy, balanced diet is key to mental and physical wellbeing. When it comes to ADHD, researchers in recent years have begun to home in on omega-3 fatty acids (for example found in fatty fish such as salmon and tuna) and their importance in brain functioning. A lack of omega-3 fatty acids in our diet can lead to low-level (yet detrimental) inflammation throughout the body. Furthermore, it has been shown that increasing omega-3 fatty acids in a person’s diet can help with



Exercise can be an excellent way to get rid of excess energy

concentration and focus, as well as improving memory and sleep. It is important to talk to your GP or a qualified nutritionist about your individual needs and to establish whether you have a deficiency in omega-3s and how to best address it.

Medication

Much has been written about the use of medication in the context of ADHD treatment, particularly when it comes to children and young people. Whether medication could be useful should be decided on a case-by-case basis together with you or your child's psychiatrist or GP. While medication really works for many (it is estimated that medication can be helpful in 80-90% of cases), it has no or little effect on others. It should also be noted that medication on its own is seldom enough and that most people with ADHD, whether child or adult, would benefit from some additional support.

Moreover, some people can experience side effects from medication, such as headaches, nausea, insomnia, loss of appetite or irritability. In addition, the person can sometimes feel that they are 'losing' the fun and sparkling part of their personality when on medication which can be difficult to accept. Compliance with medication can also be a problem, particularly in children and young people and even more so when the medication has undesirable side effects. It is important to take any concerns or resistance seriously and have an open and understanding discussion with your child/young person about the impact of medication on their life.

If it is decided that medication is an option, finding the right medication and dosage can be a real balancing act and sometimes it is necessary to try different combinations before finding the one that works. It is also important to review medication with a medical professional on a regular basis (at least annually), discussing side effects and any other problems that might come up for you or your child. For more detailed information, please see the link to the NICE guidelines at the end of this guide.

The type of medication that is typically prescribed for children and adults with an ADHD diagnosis is stimulant medication. This may at first seem counter-intuitive – why stimulate a brain that already seems over-stimulated? Indeed, it is often misunderstood what stimulant medication does. We are still learning about the effects of different medications on the brain, but it is thought that stimulant medication can help stimulate the 'brakes' of the brain (remember E.M. Hallowell's image of the ADHD brain as a 'race car with bicycle brakes').

In other words, stimulant medication can help the brain slow down and inhibit the chemical/neural mechanisms and processes that cause the brain to constantly 'fire' in response to external stimuli. This slowing down can help mental focus and improve what we call the 'executive functions' of the brain, such as planning, decision-making, organising, and prioritising. Having more control and focus can in turn enhance performance at

“Finding the right medication and dosage can be a real balancing act...”

”

school or work, increase patience and reduce the feelings of anger and irritability that come with feeling constantly overwhelmed. Often stimulant medication can make a difference to mood and general emotional wellbeing.

The main difference between different types of stimulant medications is how long they last and (consequently) how frequently they have to be taken. The last few decades have seen the development of improved longer-lasting stimulant medication. The advantage of this type of stimulant is that it only has to be taken once a day instead of several times daily and the benefits can last throughout the school or working day where concentration and focus may be particularly important.

Whether or not to take medication in order to reduce and control common ADHD symptoms remains an individual decision. It is important to look into different options and to have a candid discussion with an experienced medical professional before putting yourself or your child on medication. It is also important to consider the alternative of not taking medication – what would the cost of that look like, what are the benefits and drawbacks, what are the main obstacles for you/your child in the context of medication?

Behavioural and psycho-social support

If ADHD is diagnosed in childhood or adolescence, a variety of behavioural interventions can be useful in order to support the young person across different domains of life, such as school, home and peer groups. There are numerous options and what is right for the individual child/adolescent will depend on the circumstances and difficulties encountered.

Training and support for adult caregivers

Supporting a child or young person with ADHD can be challenging and parents and teachers can find themselves feeling somewhat helpless and frustrated. It is therefore important to develop a better understanding of what ADHD is about, how it can manifest and how it can be supported and managed. Caregivers can familiarise themselves with the principles of behaviour management such as positive reinforcement (rewarding young person for desirable behaviour), setting clear boundaries, and establishing a structure.

Supporting a young person's social and interpersonal skills

If diagnosed with ADHD, the young person themselves is likely to experience some problems in communicating and interacting with peers and family members. Impulsivity, hyperactivity, angry outbursts and impatience and other features of an ADHD mind can get in the way of

“Whether or not to take medication in order to reduce and control common ADHD symptoms remains an individual decision.”

”

forming and maintaining meaningful relationships which can lead to a sense of failure and being constantly misunderstood/mistreated. Getting some individual support from a child psychologist or counsellor, as well as having some family sessions that focus on collective problem-solving around communication and behaviours can make a big difference to how a child feels and perceives themselves and others.

Additional academic or vocational coaching and support

Depending on the person's particular situation and difficulties, it can be worth looking at specific coaching or training for problem areas. This may include time management, organisational skills, study skills, exam preparation, writing skills, etc. If you are unsure what you or your child may need in terms of support, you can discuss this in more depth with your GP, mental health and educational professionals.

Personal therapy

Personal therapy for children, young people and adults with a diagnosis (or symptoms) of ADHD can be really beneficial for various reasons. Below are some of the ways in which therapy can help – a list that is by no means exhaustive!

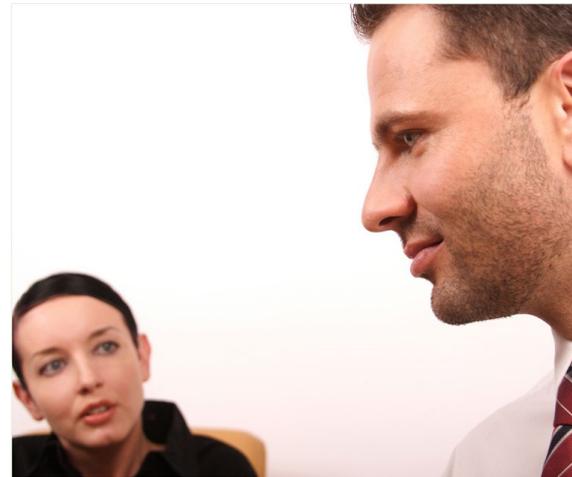
It is also worth noting that different types of therapy focus on different aspects (for example psychodynamic therapy will invite more exploration of the past, whereas cognitive-behavioural therapy will likely focus much more on present thought patterns). If you are not sure what is the right 'fit' for you, you can explore that with a therapist in an exploratory session and get a sense of what may be most useful for you at this given moment in time.

Making sense of past experiences

A therapist can support you to explore and come to terms with your life experiences and things you have been struggling with. If the diagnosis of ADHD has come later in life, therapy can be a useful place to re-evaluate problems and painful memories of your childhood and young adulthood. It is not uncommon that adults who have been diagnosed with ADHD later in life have spent many years feeling misunderstood and criticised, often with detrimental effects on their mental health and self-esteem. Therefore, looking back to those younger years and understanding that you were indeed not 'stupid' or 'obstinate' but instead just functioning differently from other people can be an important step in the healing process.

Processing feelings around the ADHD diagnosis

It is a common theme, particularly for adults who have been diagnosed later in life, to have a sense of grief around opportunities that may have



Personal therapy can support you to explore and come to terms with your life experiences and things you have been struggling with

been missed or lost before their diagnosis. In addition, for all it can be liberating and relieving to finally have a sense of what is going on for yourself, it can also be difficult to come to terms with being given a label, particularly one that still often comes with stigma attached to it. Therapy is a safe space to explore feelings and personal meanings around diagnosis, thus helping the individual to arrive at a new, more comfortable sense of self that allows them to move forward with their life.

Making sense of present experiences

Therapy can also provide a safe and confidential space to explore what is going on for you in the here and now – no matter whether issues stem from having ADHD or not. It can be a great relief to feel heard and understood and to be able to voice your fears and face your challenges with someone who supports and values you as a person.

Setting goals and making plans for change

It can be useful to establish and agree a list of things that you would like to address and work on with your therapist. This goal setting can help: provide a sense of structure and purpose to sessions and help you explore issues in different areas of your life; develop a better understanding of why you may be struggling with certain things; and help you make plans for achievable and realistic change. Therapy can also be a safe space to process setbacks and disappointments – they are a normal part of the change process and your therapist is there to support you wherever you are in the journey.

Discussing coping strategies

There may be things that will always be a little more difficult for someone with ADHD compared to the 'general population', though it is good to keep in mind that we are all different, ADHD or not, and we all have our strengths and weaknesses. A therapist can help you find your own, personal ways to cope with life's stresses, whether they are related to having ADHD or not. You may want to explore how to relax and soothe yourself, how to deal with conflict or criticism, how to be kind to yourself when something has gone wrong, or how to motivate yourself when the task at hand feels insurmountably dull or dreary. It will take some time, thought and creativity to find your own way of coping and managing, but it is undoubtedly worth it!

At a glance Support options for ADHD

- Support for ADHD ideally consists of a 'multi-modal' approach
- This may include medication, lifestyle changes, coaching, personal therapy, etc.
- What support is required will depend on individual circumstances and needs

Additional resources

Web-based resources

ADHD Foundation, Neurodiversity Charity

An organisation which offers a wealth of information and advice for parents, carers and individuals struggling with ADHD

<https://www.adhdfoundation.org.uk>

NHS website on ADHD

Information on symptoms, diagnosis and treatment

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

Understood.org

While not focussing exclusively on ADHD, understood.org is a website with resources dedicated to children and young people who think and learn differently. The website has sections for parents and teachers, as well as for young people themselves.

<https://www.understood.org>

NICE guideline on diagnosis and management of ADHD

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

NICE Guideline on transition from child to adult services for young persons presenting with ADHD

<https://www.nice.org.uk/guidance/ng43>

Attitude Mag

A website providing a rich and regularly updated source of information around ADHD for adults with a diagnosis, teachers, parents, and the general public. It contains short, readable articles, often written and reviewed by clinical professionals. There is also an option to subscribe to regular newsletters.

<https://www.additudemag.com>

Publications

A book written for the general public by an American psychiatrist who himself has a diagnosis of ADHD. The book offers insight, as well as tips and ways of coping with ADHD.

Hallowell, E.M. & J.J. Ratey (2006), *Delivered from Distraction: Getting the most out of Life with Attention Deficit Disorder*, New York: Ballantine Books.

Mate, G. (1999), *Scattered Minds, The Origins and Healing of Attention Deficit Disorder*, London: Vermilion.

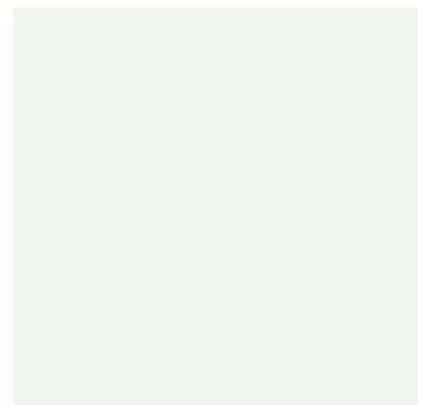
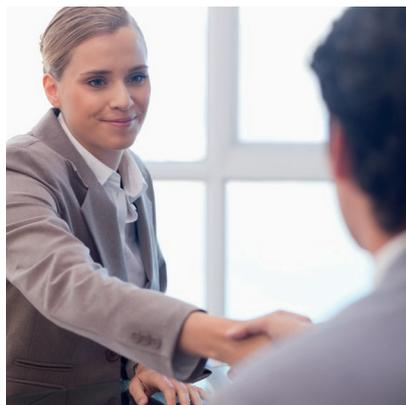
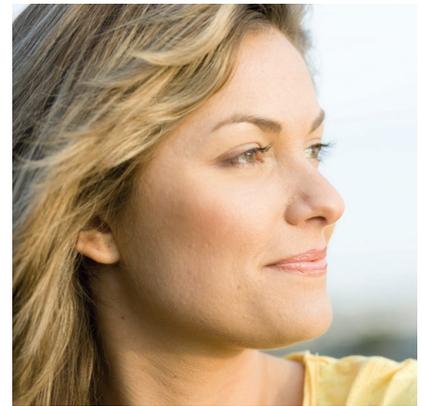
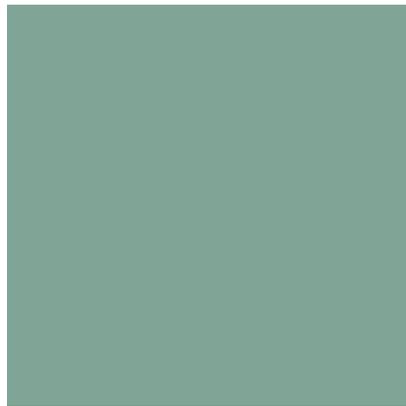


Our highly qualified and experienced team at First Psychology offers a variety of therapy services and works with people with a wide range of issues and problems including children and adults with ADHD.

We provide:

- Therapy and coaching services for women, men, couples, children, young people and families.
- Employee counselling, CBT & psychological therapies; promotion of wellbeing in the workplace; and rehabilitation and personal injury support.

All First Psychology practitioners have excellent qualifications and experience, so you can come to us knowing that you will see an experienced professional.



First Psychology offers:

Therapy & coaching services for individuals, couples, children, young people & families.

Employee counselling, CBT & psychological therapies; promoting wellbeing in the workplace; and rehabilitation and personal injury support.

Aberdeen | Borders | Dundee | Edinburgh | Glasgow | Inverness
Newcastle | Perth | Online

Tel: 0845 872 1780

Email: info@firstpsychology.co.uk

Web: www.firstpsychology.co.uk

© First Psychology Ltd