

Pediatric Collaborative Care Behavioral Health Conference 2024-2025

Text: 608-260-7097

Code: VEVNAH

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Department of Pediatrics
UNIVERSITY OF WISCONSIN
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Pediatric Collaborative Care Behavioral Health Conference 2024-2025

DDx: Anxiety, Inattention, Both, or Other

Julie Gocey, MD, MS

11/19/2024

Conflict of Interest Statement

- The planner and speaker of this CE activity have no relevant financial relationships with ineligible companies to disclose.
- The speaker does not intend to discuss any unlabeled or unapproved use of drugs or devices.

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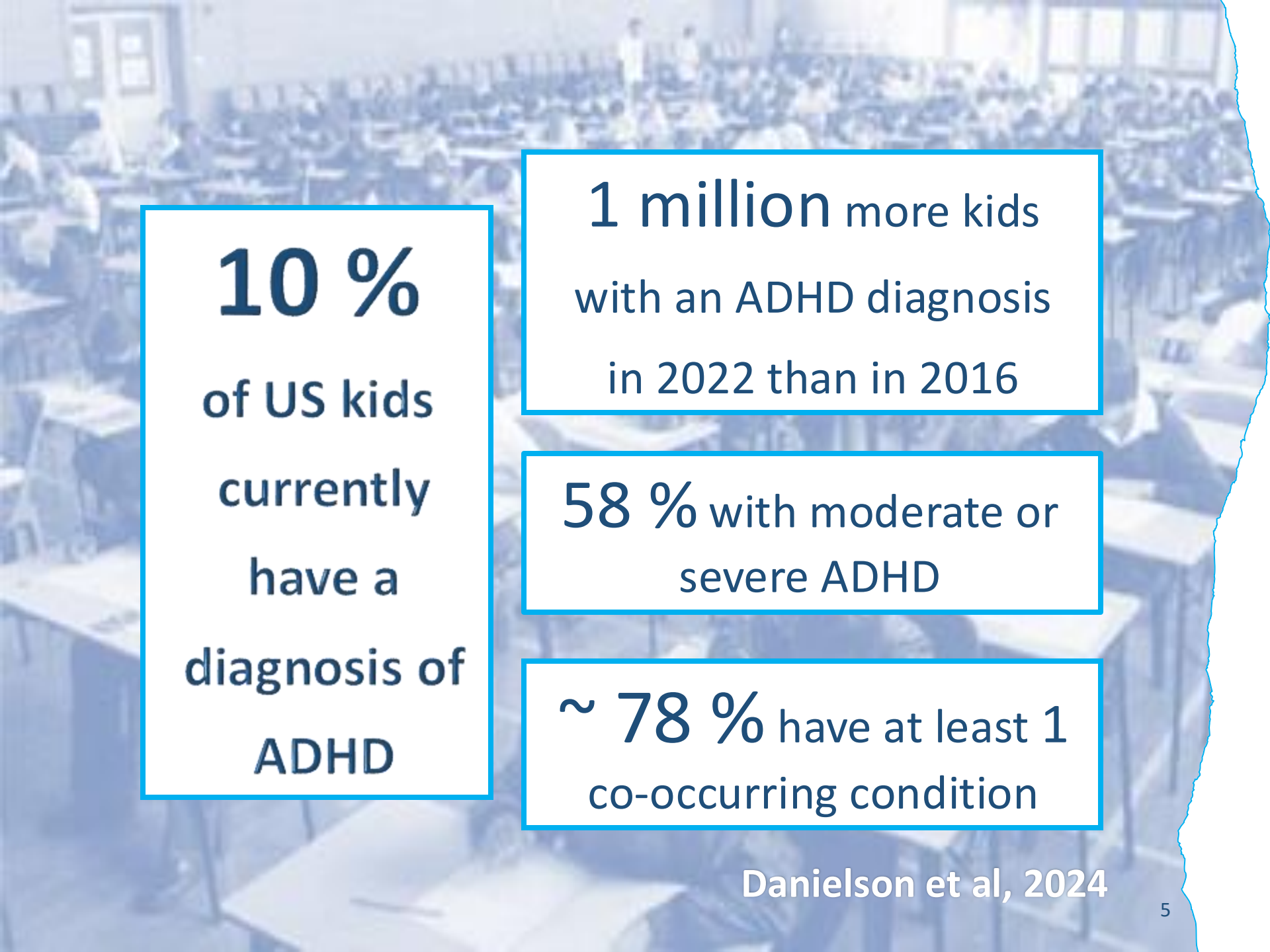


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To Do List:

- ☐ Complex ADHD
- ☐ Anxiety: mimic or comorbidity
- ☐ Tools and resources



10 %
of US kids
currently
have a
diagnosis of
ADHD

1 million more kids
with an ADHD diagnosis
in 2022 than in 2016

58 % with moderate or
severe ADHD

~ 78 % have at least 1
co-occurring condition

Danielson et al, 2024

Complex ADHD Defined

ADHD and:

- ✓ One or more co-occurring medical, psychiatric, learning, or developmental condition
- ✓ Presentation before age 4 or after age 12
- ✓ Diagnostic uncertainty after PCP evaluation
- ✓ Moderate to severe impact of impairments
- ✓ Inadequate response to treatments

Barbaresi et al. (2020).

AAP Key Action Statements

KAS 2:

Make sure DSM-5 diagnostic criteria for ADHD are met

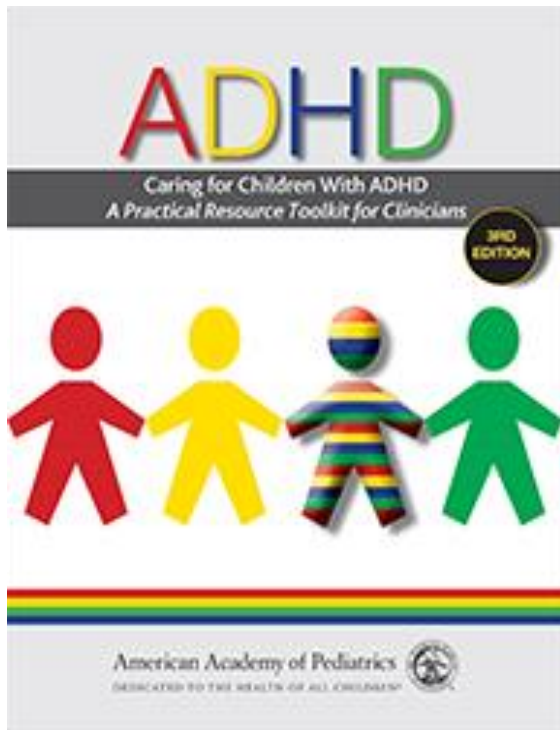
KAS 3:

At least screen for co-occurring conditions:

- Emotional, behavioral
- Language, learning
- Developmental
- Physical

Wolraich et al (2019).

How does AAP recommend we do this?



Zurhellen et al. (2020). *Caring for Children With ADHD: A Practical Resource Toolkit for Clinicians*, 3rd Ed.

Develop consistent workflows to support use of standardized screening tools* to help us document core symptoms of ADHD and related impairments

* Interpret scores in the context of a thorough history

Ideal screening tools are:

- Reliable and valid
- Age appropriate
- Brief, easy to read
- Appropriate for culturally and linguistically diverse families
- Patient entered, automatically scored
- Integrated into the EHR
- Helpful for tracking progress
- Minimal or no cost

Currently Available in *HealthLink*

VADPRS - Vanderbilt ADHD Diagnostic Parent Rating Scales

- Parent Initial – for ages 5 -12 (?older kids)
- Child – n/a

SCARED - Screen for Child Anxiety Related Disorders

- Parent – for ages 8+
- Child – if < age 11 may need help

PROMIS® Anxiety 2.0 - Patient Reported Outcome Measures

- Parent proxy – for ages 5-17
- Child self-report – for ages 8-17

GAD-7 - Generalized Anxiety Disorder

- Self-report – for ages 13-17

VADRS items / subscales

Subscales	Parent items	Teacher items
Core Sx	9 + 9	9 + 9
Externalizing	8 ODD 14 CD	10 ODD/CD
Internalizing	3 Anxiety 4 Depression	3 Anxiety 4 Depression
Performance	4 Academics 4 Relationships	3 Academics 5 Behaviors
Total	55 items	43 items

Counting symptoms and impairments **does not confirm an ADHD diagnosis**

VANDERBILTS	PARENT	TEACHER
Sensitivity [true +]	.80	.69
Specificity [true –]	.75	.84

Wolraich et al (2003).

Systematic review of diagnostic tools

“...valid and reliable diagnosis of ADHD ultimately still requires the judgement of a clinician who is experienced in the evaluation of youth with ADHD along with the aid of standardized rating scales an input from multiple informants from different settings.”

Peterson et al, 2024, p. 8.

Easier said than done

- Gathering data from multiple raters a is time- and resource-intensive challenge!
- Efforts to enhance some of our HealthLink tools are being made, so stay tuned.
- Future wishes:
 - Electronic rating scales in other languages
 - HIPAA-compliant electronic teacher rating scales
 - Electronic self-report scale for adolescents
 - Follow-up Vanderbilt Parent rating scales
 - Parent rating scales adapted for preschoolers

*Importance of a **Yes, and** approach*

- 1/3 to 1/2 with ADHD also have an anxiety d/o
- Each condition impacts a child's thoughts, feelings, and behaviors and in turn impacts what different observers notice.
- Each condition has the potential to moderate or exacerbate symptoms of the other condition.
 - Checking and rechecking belongings, dates, times, etc., results in less obvious forgetfulness at school but brings internal distress and frequent reassurance seeking at home.

Distinct flavors with some similar ingredients



ADHD: problems with regulating attention, time blindness, disorganization, “endless beginnings,” without fear as a core symptom

Anxiety: excessive worry and fears causing emotional distress, often leading to avoidance behaviors and physical symptoms

Similarities

A large, jagged iceberg floats in a calm, blue ocean under a clear sky. The iceberg's peak is sharp and prominent, with various smaller ice formations and crevasses visible on its surface. The water around the base of the iceberg is slightly darker, suggesting depth.

Difficulty concentrating

Feelings of restlessness

Irritability or moodiness

Difficulty with tasks

Sleep problems

Worrying

Avoidance behaviors

Social difficulties

An iceberg floating in the ocean, with a small tip visible above the water and a much larger, jagged mass submerged below. The background is a soft-focus view of the ocean and a distant, snow-capped mountain under a pale sky.

Underlying Differences

When zoning out, are they anticipating a embarrassment, catastrophizing, or ruminating about friend problems?

- or are they thinking about a zillion other more interesting ideas and plans?

An iceberg floating in a calm sea under a cloudy sky. The visible tip of the iceberg is small and jagged, while the much larger, submerged part is smooth and rounded, illustrating the concept of underlying differences.

Underlying Differences

Is the restless energy because they are feeling tense, scared, nervous?

- or because they have no idea why but have a strong need to move around, fidget, tap fingers, touch things, sing, talk, hum?

Underlying Differences

An iceberg floating in the ocean. The small tip above the water represents the visible behavior, while the much larger mass below the surface represents the underlying differences. The background shows a calm sea and a hazy sky.

Is rude or bossy behavior or bossy or having a meltdown due to frustration with multiple reminders, corrections, and negative responses?

- or due to constant dread that something will go terribly wrong if they lose control or make a mistake?
- or it depends on the situation?

Underlying Differences

When struggling to finish a test or assignment, were they distracted, or forgot to put a book in their backpack, or need to spend time outside of the classroom to reset?

- or did fear of a less than perfect grade cause them to 2nd guess and keep changing their answers?

Underlying Differences

An iceberg floating in the ocean. The tip of the iceberg is visible above the water line, while the much larger, jagged base is submerged below the surface. The background is a soft-focus view of the ocean and a distant, hazy horizon under a light sky.

When they struggle socially, are they stressed about what others think, worrying about being on time, or afraid of bees?

- or do they interrupt, go too far with jokes, lack awareness of personal space, or struggle to notice social cues?

An iceberg floating in the ocean, with a small portion visible above the water and a much larger, more complex portion submerged below. The background is a soft, hazy sky and sea.

Underlying Differences

Do headaches or stomach aches happen mostly on school nights and mornings but resolve most weekends or soon after they are allowed to miss school?

An iceberg floating in the ocean, with a small portion visible above the water and a much larger, jagged portion submerged below. The background shows a hazy, mountainous coastline under a cloudy sky.

Underlying Differences

When they can't fall asleep, are they tense from dreading the next day at school or reliving an upsetting memory?

- or are they unable to quiet their imagination or calm their body?
- or a mix of both?

In Summary

- Most ADHD is at least somewhat complex – and it often feels messy to sort through
- Clinical practice guidelines from AAP (2019) and SDBP (2020) provide review of evidence-based recommendations, tools, and implementation tips.
- Accurate diagnosis comes down to understanding the limits of the tools we have and using our clinical skills to make an informed clinical judgement



“Not everything that counts can be counted, and not everything that can be counted counts.”

Sociologist W. B. Cameron, (1963).

Please take a moment at the end of the session to complete your evaluation.

Thank you!

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Attention-Deficit/
Hyperactivity Disorder (ADHD):

Parents'
Medication Guide

AMERICAN ACADEMY OF
CHILD & ADOLESCENT
PSYCHIATRY
www.aacap.org

AMERICAN
PSYCHIATRIC
ASSOCIATION 

Thanks for
your
attention!

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