



aadpa

**Australian
Evidence-Based
Clinical Practice
Guideline for
ADHD Factsheet**

NON-MEDICATION

INTERVENTIONS

OVERVIEW

WHAT THE GUIDELINE SAYS | Non-medication interventions have value beyond improving ADHD symptoms, and can improve broader aspects of functioning for individuals and/or their families.

Clinicians should offer guidance on lifestyle changes such as promoting a healthy and active lifestyle, including considering sleep patterns, as these have the potential to improve day-to-day functioning.

Parent/family training should be offered to parents/carers of children and adolescents with ADHD to support the functioning of the family and child with ADHD. Parents should be informed that the need for parent/family training does not imply bad parenting but aims to optimise parenting skills to meet the additional parenting needs of children and adolescents with ADHD.

WHAT THE GUIDELINE SAYS | Parent/family training should be specific to the needs of parents/families with children with ADHD. A focus on individual strengths, values and interests should be balanced with any focus on challenges, for both the parent/carer and child. Parent/family training should include components of education about ADHD, environmental and behaviour modifications and information on positive parenting approaches.

Cognitive behavioural intervention approaches should be offered to adolescents and adults with ADHD. Clinicians delivering cognitive-behavioural interventions to children and adolescents should consider the developmental capabilities of the person, including their capacity to self-reflect and their awareness of, and ability to influence, their thinking processes.

Cognitive-behavioural interventions should be specific to the needs of people with ADHD. A focus on individual strengths, values and interests should be balanced with any focus on challenges. Components could include education about ADHD, environmental and behaviour modifications, and psychological adjustment and cognitive restructuring. Making modifications in a person's school, university or workplace can help the person with ADHD succeed. This can include physical changes or educating other people on how to most helpfully interact with the person.

The ADHD Clinical Practice Guideline found there was not enough evidence to support any recommendations about Neurofeedback, Peer Support Workers and Cognitive Training interventions.

What this means for people with ADHD

Clinicians can help you make lifestyle changes to improve your activity level and sleep patterns. Improving your activity level and sleep habits can boost your overall health and your clinicians can guide you to achieve this.

If you are a parent/carer of a child or adolescent, you should be offered parent/family training, **undertaking this type of training does not imply bad parenting.** Training can optimise parenting skills to meet the additional parenting needs of children and adolescents with ADHD.

If you are an adolescent or adult, cognitive-behavioural interventions should be offered and together with your family, you can decide if you wish to pursue any treatment that is offered. Often the diagnosing clinician may refer you to another suitable and experienced clinician for treatment.

Any interventions offered should balance focussing on individual strengths with challenges. Interventions should include components of education about ADHD, as well as environmental and behavioural modifications.

Clinicians can also help to enable adjustments for school, university or your workplace to enable you to succeed.