presentation areas using post codes which could potentially be targeted by community teams. The literature acknowledges notable variations in the specific types of presentations, with an increased proportion being due to self-harm and eating disorders. There may be a link between the environmental factors of being under lockdown with limited social contact and increased online media consumption causing adolescent health to deteriorate in specific ways.

**ADHD TREATMENT RESPONSE FORM – FOR YOUNG PEOPLE BY YOUNG PEOPLE; EMPOWERING YOUNG PEOPLE TO BE ACTIVE PARTICIPANTS IN THEIR OWN ADHD MANAGEMENT AND HEALTHCARE**

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10.1136/bmjpo-2022-RCPCH.17

**Objectives** Historically, ADHD medication efficacy and symptom improvement has been monitored for young people by parents/carers and teachers completing rating scales, which are evaluated by the paediatrician.

In our service, young people felt it was important that they were involved and contributing to the management of their own ADHD treatment. The aim was to co-produce an ADHD treatment response tool for young people to complete.

**Methods** A project group was held with four young people aged 13 – 17 years (boys and girls) who have ADHD and two clinicians.

The group worked together to co-produce a ‘Treatment Response Form’, adapted from DSM 5 ADHD symptoms along with a scoring system ensuring that the form was easy to use and understand, that the questions were asked in first person, and that the language was suitable and positive, whilst also being clinically accurate as an effective assessment tool.

The group of young people involved in the project group were equal partners in designing the form and were engaged and proactive from the beginning. As well as designing the form, the group discussed the value and benefit of being able to actively contribute to, and participate with their own healthcare, as well as health service improvements more widely.

**Results** The Treatment Response Form is now being used by young people and the community paediatrics service in Bedfordshire and Luton. Young people are able to input their perspective into the monitoring and efficacy of their ADHD treatment and intervention by completing this questionnaire.

The questionnaire is a word document, therefore accessible for free, online electronically or on a printed paper version and is quick to complete.

The Treatment Response Form has a simple scoring system which means the individual responses indicating progress to treatment and interventions of their ADHD condition can be self-monitored by the young person. The form not only encompasses questions relating to ADHD symptoms and behaviour, but also compliance with medication, side effects, and sleep difficulties. It also asks the young person to talk about the positives and things they enjoy doing to offer a holistic perspective.

**Conclusions** When using the Treatment Response Form as an assessment tool in clinic, the paediatrician evaluates the completed form with the young person, thus generating an informed discussion on areas of strength and challenge, together agree treatment, interventions and set goals. It has enabled both the young person and clinician to better understand how the young person is feeling and managing ADHD from their perspective. Positive feedback has been received from the young people.

The Treatment Response Form is empowering young people to be actively involved in their treatment, also supporting positive transitions into adulthood. For clinicians, it reinforces the value of patient centred care, and the voice of the young person being central to their treatment and care plan.

**REFERENCES**

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