Seattle Children’s
Primary Care Principles for Child Mental Health

By Robert Hilt, MD, program director, Partnership Access Line and Rebecca Barclay, MD, associate clinical program director, Partnership Access Line — Pediatric AK (PAL-PAK)

Version 1.0 — 2019
Partnership Access Line:
Child Psychiatric Consultation Program for Primary Care Providers

The Partnership Access Line (PAL) supports primary care providers with questions about mental health care such as diagnostic clarification, medication adjustment or treatment planning. The PAL team is staffed with child and adolescent psychiatrists affiliated with the University of Washington School of Medicine and Seattle Children’s Hospital.

855-599-7257
Monday – Friday
7 a.m. to 4 p.m.

www.seattlechildrens.org/PALPAK

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Partnership Access Line — Pediatric Alaska (PAL-PAK)
Child Psychiatric Consultation Program for Primary Care Providers

Consultations can be patient-specific or can be general questions related to child psychiatry.

The phone consultation is covered by HIPAA, section 45 CFR 164.506; no additional release of patient information is required to consult by phone.

In addition to mental health consultations, our child psychiatrists offer psychosocial recommendations in every call. PAL-PAK is partnered with Help Me Grow Alaska (HMG), a program that locates resources for your patient and their family. Notify the psychiatrist if you’re interested in this service or call HMG directly.

The information in this book is intended to offer helpful guidance on the diagnostic and treatment process conducted by a primary care provider, and is not a substitute for specific professional medical advice. Providers are encouraged to reproduce pages as desired from this booklet for use in their own clinical practice.

There was no pharmaceutical industry or commercial funding for preparing this booklet.
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Peer Review

This guide is based on current evidence in the literature about mental health treatments in children. It is a digestion of current knowledge into focused points practical for the primary care physician. Future editions may cover additional topics in child health.

Although Professor Dr. Robert Hilt is the primary author, this guide has utilized peer review from a variety of mental health experts and the helpful input and guidance from state agencies.

General peer review has included:

John Dunne, MD, Child and Adolescent Psychiatrist, Seattle Children’s Hospital
Bryan King, MD, Professor of Psychiatry & Behavioral Sciences, U. of Washington
Matt Speltz, PhD, Professor of Psychiatry & Behavioral Sciences, U. of Washington
Eric Trupin, PhD, Professor of Psychiatry & Behavioral Sciences, U. of Washington
Child and Adolescent Outpatient Psychiatry Clinic, Seattle Children’s Hospital
U. of Washington Division of Public Health and Justice Policy

During development, section specific peer review has included:

ADHD:
  Chris Varley, MD, Professor of Psychiatry & Behavioral Sciences, U. of Washington
  Nicole Nguyen, PharmD, DSHS
  Siri Childs, PharmD, Pharmacy Administrator, DSHS

Anxiety:
  Teresa Piacentini, PhD, Clinical Psychologist, Seattle Children’s Hospital
  Nicole Nguyen, PharmD, DSHS
  Soraya Kanakis, PharmD, DSHS

Autism:
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Bipolar:
  Jack McClellan, MD, Associate Professor of Psych. & Beh. Sciences, U. of Washington
  Kathleen Myers, MD, Associate Professor of Psych. & Beh. Sciences, U. of Washington
  Nicole Nguyen, PharmD, DSHS
  Soraya Kanakis, PharmD, DSHS

Depression:
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  Soraya Kanakis, PharmD, DSHS

Disruptive Behavior and Aggression:
  Terry Lee, MD, Acting Assistant Professor, U. of Washington

Eating Disorder:
  Rose Calderon, PhD, Associate Professor of Psych. & Beh. Sciences, U. of Washington
  Cora Breuner, MD, Associate Professor of Pediatrics, U. of Washington

Substance Use Disorder:
  Laura Richardson, MD, MPH, Professor of Pediatrics; Adolescent Medicine

Annual updates to care guide are peer-reviewed by the PAL child and adolescent psychiatrist team.
Care Guide Methods

Dr. Hilt is the primary author of this guide, and peer reviewers have been utilized to verify the validity of the information and help guide the content of the final product. Patient handout information chosen for inclusion in the guide was selected based on the clinical experiences of Dr. Hilt, the PAL Consultant team, and the section reviewers.

The process of formulating the care recommendations in the original Care Guide document started with a review of the most recent applicable practice guidelines from the American Academy of Child and Adolescent Psychiatry, and reviewing the applicable sections of *Bright Futures in Practice: Mental Health* practice guide from HRSA (which has received widespread endorsements including from the American Academy of Pediatrics). Regarding medications, Ovid Medline searches were performed looking back at least 10 years with limits set to include only child studies. These Medline searches were supplemented by reviewing recent conference presentations of drug treatment studies, and reviewing bibliographies of the published studies that were found. Bibliographies of review textbooks were also searched, including the bibliography of a textbook, *Pediatric Psychopharmacology Fast Facts* by DF Connor and BM Meltzer (2006).

For Care Principles Guide version 2.0 and newer, additional Medline topic searches for papers published over the previous year were performed to be certain the medication advice remained up to date. An additional section on Autism care was added, for which Dr. Alison Golombek was a co-author. An additional section on Substance Use Disorders care was added, for which Dr. Rebecca Barclay was a co-author. Additional editing has been provided by Dr. Rebecca Barclay.

Psychosocial treatment guidance was formulated in consultation with the named section reviewers, the PAL Consultant team, and with members of the steering committee.

All recommendations in this guide were reviewed and modified by a panel of state experts in each of the applicable fields to reflect current and regionally endorsed care.
As with all diagnostic processes, one has to think of the possibility of a mental health disorder before it is possible to diagnose it.

- Ask for the history of the child’s problem
- Ask about acute and chronic stressors relating to their problem
- Then ask yourself if there is a mental health diagnosis to consider
- Ask whether appropriate social, behavioral and family support is present

Certain clusters of symptoms bring up the possibility of particular diagnoses. For instance consider:

- **ADHD if**: inattentive or hyperactive with school difficulty
- **Anxiety disorder if**: unexplained somatic complaints, general or specific worries
- **Autism if**: developmental concern with the most severe impairment in social functioning
- **Bipolar disorder if**: episodic mood changes with manic features
- **Depression if**: withdrawn, irritable, unexplained somatic complaints
- **Eating disorder if**: losing weight or odd eating habits
- **Conduct or Oppositional Defiant Disorder (ODD) if**: oppositional or aggressive behavior
- **Substance use disorder if**: change in functioning and suspected substance abuse

A primary care provider considering a particular mental health diagnosis can consult the corresponding section of this guide easily to find information and tools that they may need.

**Contained inside:**

- Tips on the general approach to mental health issues in primary care practices
- Recommended thought process for the evaluation and treatment of the above 8 common childhood disorders
- Free-to-reproduce rating scales for assistance with diagnosis and follow up
- Organized, current evidence based medication information
- Free-to-reproduce patient handouts (Spanish language versions available on the PAL website)
- Reference information that will be consistent with advice given out by PAL program psychiatrists
Alaska Quick Provider Resources

Crisis Services
- Alaska Careline
  1-877-266-4357
  https://carelinealaska.com
  Crisis intervention for individuals considering suicide or experiencing crisis, isolation, or depression.
- US National Suicide Prevention Lifeline
  1-800-273-TALK (8255)
  www.suicidepreventionlifeline.org
  24/7, free and confidential support for people in distress and prevention and crisis resources.

General Information
- Alaska 2-1-1
  Dial 2-1-1 or 1-800-478-2221
  https://alaska211.org
  A one-stop resource for finding help in Alaska’s communities
- Apply for Health Insurance
  https://www.healthcare.gov
  A health insurance exchange website operated by the federal government.
- Alaska Medicaid Recipient Helpline
  1-800-770-5650, option 2
  Offers help with questions about Alaska Medicaid coverage.

Substance Abuse Services
- Division of Behavioral Health
  http://dhss.alaska.gov/dbh/Pages/TreatmentRecovery/treatment.aspx
  Substance Use Treatment & Recovery, Resources and information
- Recover Alaska
  http://recoveralaska.org
  Alcohol abuse support and resources
- Alcoholics Anonymous
  http://aa.org
  Alcoholics Anonymous is a nonprofit, community-based organization for recovering alcoholics.
- Narcotics Anonymous
  http://na.org
  Narcotics Anonymous is a nonprofit, community-based organization for recovering addicts.

Family Support Organizations
- Help Me Grow Alaska
  www.helpmegrowak.org
  Connecting caregivers and their children with resources and support for child development
- Alaska Youth and Family Network
  www.ayfn.org
  Connection to local resources, peer support, advocacy, and education
- Alaska Center for Resource Families
  www.acrf.org
  Provide support and training to Alaska’s resource families
- Stone Soup Group
  www.stonesoupgroup.org
  Statewide non-profit that provides information, support, training and resources to assist families caring for children with special needs.

Military Family Resources
- Alaska Careline: Military
  https://carelinealaska.com/military
  Programs for Alaska’s military members and veterans
- Home Base Program
  http://homebase.org
  Help and support for Service Members, Veterans and their Families
- Military and Veteran Families Resources
  www.mghpact.org/for-parents/other-resources/for-military-and-veteran-families
  Resources for military and veteran families
- National Resource Directory
  https://nrd.gov
  Connects Service Members, Veterans, and families to programs and services
Mental Health Assessment Principles

- **You do not have to complete an assessment in one visit.** Listen to the general problem, establish that the situation is safe to wait another week or so, and then schedule a second visit to finish your assessment. Mental health specialists often take more than one visit to decide on diagnoses.

- **Establish what pushed the situation into your office, “Why are you here today?”** A chronic stressor (like sadness about parents separating) does not usually trigger an office visit: acute stressors do (like a major child outburst after one parent cancels their upcoming weekend plans with the child).

- **Strongly consider use of a general screening instrument** during health maintenance visits, like the PSC-17, to see if mental health problems are worth investigating further.

- **Seek to interview the child alone,** especially if an internalizing problem like depression or anxiety is suspected, to obtain a more thorough history.

- **Empathic engagement with the child is worth the effort.** Young children open up better after inquiring about low risk topics like their name, birthday, or school. Adolescents open up better after showing genuine interest in them, such as asking about their interests, hobbies. If a patient looks like they don’t want to be there, comment on this and show them you are able to connect with how they feel.

- **Collateral information is invaluable.** Parents often differ from each other in their view of their child, and schools often have other information vital to your assessment. Ensure that past medication history and treatments are available to you.

- **If suspecting a particular disorder, give that specific rating scale to parent/child.** You could leave the room to see another patient, then return and review rating scale results. Rating scales can help confirm diagnoses, and they provide an objective measure for following treatment responses.

- **Recognize that child disorders have a developmental trajectory.** For instance early oppositionality may evolve into depression or anxiety, and early depression may evolve into bipolar disorder.

- **Pay close attention to what you see.** The mental status exam of a child involves watching how they position themselves, process information and interact. For instance a child complaining of body aches who appears withdrawn, speaks softly, and will not look you in the eye should be screened for depression.

- **Put it all together into your best clinical judgment, and then revise your diagnosis over time.** It is very difficult to get it exactly right on the first visit. Mental health specialists often revise their diagnoses over time as more information becomes available. Also with children the process of development can make it hard to be definite about a diagnosis. You are ahead of the game if you can recognize with certainty the general category of problem, such as some type of learning disability or some type of anxiety disorder. Remember Occam’s Razor; a single diagnosis plus a full social/family picture may explain things better than multiple mental health diagnoses.

- **Remember you can ask for help.** Contained in this care guide are numerous state and county programs, like the Partnership Access Line, that are designed to assist you and your patient. For severe behavioral problems always consider referral to a mental health provider to obtain a care assessment.

Robert Hilt, MD
What Can You Do For Multiple Problems?

- **Establish what seems to be the leading problem and focus your attention on that.** For instance if a child is having screaming tantrums, hitting other children, is sleeping poorly and sometimes appears anxious, one may decide the leading problem is unsafe externalizing behavior. In that case, review the steps of our disruptive behavior and aggression decision tree. The child’s sleep problems and intermittent anxiety can be explored further at a future appointment.

- **Get collateral information.** Particularly if the caregiver does not know the child’s full history, other information sources including school, former physicians or therapists, other relatives, and foster care case managers will likely be able to give you information that clarifies what should be done. Respect the fact that it takes time to gather this additional information, which can be done by phone calls, record requests, or by sending out questionnaires or rating scales. Remember our first assessment principle; you don’t have to figure this all out in one visit.

- **Use checklists for preliminary behavior/mental health screening.** These will help you narrow down what area to investigate and can quantify the likelihood of finding different types of diagnoses.

  Options include:
  - PSC-17 (free, included in this guide)
  - SDQ (Strength and Difficulties Questionnaire, 25 questions, 5 subscales, good psychometrics, multiple languages available, free for individual providers to download and use, free online scoring.)
  - CBCL (Child Behavior Checklist, school age version has 113 core questions plus 2 other pages to describe child functioning, widely used, very good psychometrics, translated versions available.) Requires scoring software and requires purchase from the developer: [www.aseba.org](http://www.aseba.org)

- **Discuss the scenario with a specialist.** PAL psychiatrists would like to talk about any tricky situations with you, and are available Monday through Friday, 9am to 6pm.

- **If you suspect a specific problem, a disorder specific rating scale can help you learn how likely or severe that diagnosis might be.** Disorder specific scales like the Vanderbilt scale for ADHD will not make the diagnosis for you — a diagnosis must be based on your overall clinical impression. When children have severe mental health symptoms, referral to a mental health clinic is appropriate. Very high rating scale scores might similarly indicate that referral to specialty care is appropriate.

- **A good therapist can help you refine your diagnosis over time.** If you identify the child has a general problem for which a therapist referral is appropriate (such as having some sort of mood disorder), then the therapist can provide further specialized assessment (such as diagnosing Major Depression).

- **If you choose to prescribe a medication when the diagnosis is still uncertain, be very clear what the target symptom is you are treating, and monitor that symptom closely.** If that target symptom does not improve, then that medicine needs to be stopped. It is very important to not simply stack medicines one upon another without demonstrating a clear benefit to the child.

  Robert Hilt, MD
Evidence Based Mental Health Care

Throughout this guide, the treatment options listed are based on both the best available research evidence, and expert opinions from Seattle Children’s Hospital Department of Psychiatry and the UW Division of Public Behavioral Health and Justice Policy.

Evidence based care is a relative concept, not an absolute one. Evidence for treatment varies in its reliability: randomized controlled trials carry a different evidence weighting than individual provider experiences. As more information emerges, what is considered the most evidence based treatment is expected to evolve. Evidence based medication treatment advice is spread throughout this guide, in tables and care flow diagrams for each included disorder. Psychosocial treatment guidance is also listed briefly within each care flow diagram.

A common theme typically emerges in both clinical experience and in the results of formal research trials: that a combination of medical treatment and social/behavioral care often ensures the best of outcomes.

The importance of engaging both a child and family in treatment can not be underestimated. An “evidence based treatment” will not work if families cannot make it to appointments, or if the treatment does not meet the child’s or family’s own goals. Engagement can be enhanced through educating your families about what to expect. “Wraparound” programs, where available, have a philosophy emphasizing engagement and shared setting of treatment goals, and can be a further asset in this regard.

Families can find additional support from organizations like NAMI, the National Alliance on Mental Illness (www.nami.org), SAMHSA the Substance Abuse and Mental Health Service Administration (www.samhsa.gov), and the National Institute of Mental Health (www.nimh.nih.gov).
Where can I go to get unbiased information about child mental health treatment and medications?

Peer reviewed care guidelines from a professional association
American Academy of Pediatrics, Clinical Practice Guidelines
http://pediatrics.aappublications.org
American Academy of Child and Adolescent Psychiatry, Practice Parameters
www.aacap.org/aacap/Resources_for_Primary_Care/Practice_Parameters_and_Resource_Centers/Practice_Parameters.aspx

Peer reviewed care guidelines from a state sponsored workgroup
Partnership Access Line (PAL) in Alaska
www.seattlechildrens.org/palpak
Medication Project from Texas

Federal agency publications
National Institute of Mental Health
www.nimh.nih.gov
Substance Abuse & Mental Health Service Administration
www.samhsa.gov

Collaborative guidance from respected organizations
American Academy of Adolescent and Child Psychiatry (AACAP) and American Psychological Association (APA)
www.parentsmedguide.org
National Alliance for the Mentally Ill
www.nami.org
PracticeWise from the AAP

New original research, particularly if a randomized controlled trial design is used
Pub Med provides free Medline searches
www.ncbi.nlm.nih.gov/pubmed

Robert Hilt, MD
Developmental Screenings
Developmental Screening Tools and Rating Scales

The following is just a small number of the validated developmental screening tools available. They may be accessed at the website links provided. The ECSA is included in its entirety on the next page, which is free to reproduce for clinical care.

Validated scales with a per-use fee:

1. **Ages and Stages Questionnaire (ASQ-3)** — It takes 1-15 minutes for caregivers to complete; scoring takes 2-3 minutes. Child age range: 1 month to 5.5 years of age. Sensitivity 86%; specificity 85%. The ASQ addresses five developmental areas (communication, gross motor, fine motor, problem solving, and personal-social). [http://agesandstages.com/products-services/asq3/](http://agesandstages.com/products-services/asq3/)

2. **ASQ:SE-2** — It takes 10-15 minutes for parents or caregivers to complete; scoring takes 2-3 minutes. Age range is 1 month through 6 years old. The Questionnaire assesses seven social-emotional areas (self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interaction with people). [http://agesandstages.com/products-services/asqse-2/](http://agesandstages.com/products-services/asqse-2/)

3. **Parents’ Evaluation of Developmental Status (PEDS)** — Time to administer and score is about two minutes. Child age range: birth to 8 years. Sensitivity 74-80%; specificity 70-80%. The tool elicits parents concerns about children’s language, motor, self-help, early academic skills, behavior and social-emotional/mental health. [www.pedstest.com](http://www.pedstest.com)

Validated scales that are free to use:

1. **Modified Checklist for Autism in Toddlers** — Revised (MCHAT-R) — The MCHAT takes parents 5 minutes to complete. The MCHAT is valid for children ages 16-30 months old. Sensitivity 91%; Specificity 95%. [www.mchatscreen.com](http://www.mchatscreen.com)

2. **Childhood Autism Spectrum Test (CAST)** — This parental questionnaire is available through the ARC for use in research to screen for autism spectrum conditions. The target age range is 4-11 years old. Sensitivity 100%; specificity 97%. [www.autismresearchcentre.com/arc_tests](http://www.autismresearchcentre.com/arc_tests)

3. **Early Childhood Screening Assessment (ECSA)** — The ECSA is a screening assessment for emotional and behavioral development as well as caregiver distress. The age range it covers is 1.5 to 5 years old. ECSA scores are associated to scores on longer, established measures including the Child Behavior Checklist. The sensitivity is 85% and the specificity is 83%.

Scoring the ECSA: The child score is the sum of all circled numbers of items 1-36, with a maximum score of 72. A score of greater than or equal to 18 means the child needs further socioemotional assessment. Slightly more than 3/4 of children with this score will meet criteria for an impairing mental health problem. The ECSA is not valid if more than two child items are skipped.

A parent depression score greater or equal to three suggests a higher rate of depression and should be followed up clinically. Items 38, 39, and 40 reflect caregiver distress.

Thanks to Mary Margaret Gleason, MD for offering permission to incorporate the ECSA in the PAL Care Guide.
### Early Childhood Screening Assessment (ECSA)

Child name: ........................................................................................................................................... Date: ........................................................................................................

- Please circle the number that best describes your child compared to other children the same age.
- For each item, please circle the + if you are concerned and would like help with the item.

<table>
<thead>
<tr>
<th>0=Rarely/Not True</th>
<th>1=Sometimes/Sort of</th>
<th>2= Almost always/Very true</th>
<th>Completed by: ................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seems sad, cries a lot</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Is difficult to comfort when hurt or distressed</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Loses temper too much</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Avoids situations that remind of scary events</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Is easily distracted</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Hurts others on purpose (biting, hitting, kicking)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Doesn’t seem to listen to adults talking to him/her</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Battles over food and eating</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. Is irritable, easily annoyed</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10. Argues with adults</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11. Breaks things during tantrums</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12. Is easily startled or scared</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13. Cries to annoy people</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14. Has trouble interacting with other children</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15. Fidgets, can’t sit quietly</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16. Is clingy, doesn’t want to separate from parent</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17. Is very scared of certain things (needles, insects)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18. Seems nervous or worries a lot</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19. Blames other people for mistakes</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20. Sometimes freezes or looks very still when scared</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21. Avoids foods that have specific feelings or tastes</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>22. Is too interested in sexual play or body parts</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>23. Runs around in settings when should sit still (school, worship)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>24. Has a hard time paying attention to tasks or activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>25. Interrupts frequently</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>26. Is always “on the go”</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>27. Reacts too emotionally to small things</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>28. Is very disobedient</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>29. Has more picky eating than usual</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>30. Has unusual repetitive behaviors (rocking, flapping)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>31. Might wander off if not supervised</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>32. Has a hard time falling asleep or staying asleep</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>33. Doesn’t seem to have much fun</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>34. Is too friendly with strangers</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>35. Has more trouble talking or learning to talk than other children</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>36. Is learning or developing more slowly than other children</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>37. I feel down, depressed, or hopeless</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>38. I feel little interest or pleasure in doing things</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>39. I feel too stressed to enjoy my child</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>40. I get more frustrated than I want to with my child’s behavior</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Are you concerned about your child’s emotional or behavioral development?  
Yes    Somewhat    No
Pediatric Symptom Checklist
PSC-17 Description

The PSC-17 is a general mental health screening tool designed to be simple to use in primary care practices, based on a longer form instrument known as the PSC-35. It can help primary care providers assess the likelihood of finding any mental health disorder in their patient. The brief and easy to score PSC-17 has fairly good mental health screening characteristics, even when compared with much longer instruments like the CBCL (Child Behavior Checklist by T. Achenbach).

A 2007 study in primary care offices compared use of the PSC-17 to simultaneous use of the CBCL in 269 children aged 8-15, showing reasonably good performance of its three subscales compared to similar subscales on the CBCL. The gold standard here was a K-SADS diagnosis, which is a standardized psychiatric interview diagnosis. These comparison statistics are summarized below, with positive and negative predictive values shown based on different presumed prevalence (5 or 15%) of the disorders. Providers should notice that despite its good performance relative to longer such measures, it is not a foolproof diagnostic aid. For instance the sensitivity for this scale only ranges from 31% to 73% depending on the disorder in this study:

<table>
<thead>
<tr>
<th>K-SADS Diagnosis</th>
<th>Screen</th>
<th>Sensitivity</th>
<th>Specificity</th>
<th>PPV 5%</th>
<th>PPV 15%</th>
<th>NPV 5%</th>
<th>NPV 15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td>PSC-17 Attention</td>
<td>0.58</td>
<td>0.91</td>
<td>0.25</td>
<td>0.53</td>
<td>0.98</td>
<td>0.92</td>
</tr>
<tr>
<td></td>
<td>CBCL Attention</td>
<td>0.68</td>
<td>0.90</td>
<td>0.26</td>
<td>0.55</td>
<td>0.98</td>
<td>0.94</td>
</tr>
<tr>
<td>Anxiety</td>
<td>PSC-17 Internalizing</td>
<td>0.52</td>
<td>0.74</td>
<td>0.10</td>
<td>0.26</td>
<td>0.97</td>
<td>0.90</td>
</tr>
<tr>
<td></td>
<td>CBCL Internalizing</td>
<td>0.42</td>
<td>0.88</td>
<td>0.13</td>
<td>0.38</td>
<td>0.97</td>
<td>0.90</td>
</tr>
<tr>
<td>Depression</td>
<td>PSC-17 Internalizing</td>
<td>0.73</td>
<td>0.74</td>
<td>0.13</td>
<td>0.33</td>
<td>0.98</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>CBCL Internalizing</td>
<td>0.58</td>
<td>0.87</td>
<td>0.19</td>
<td>0.44</td>
<td>0.98</td>
<td>0.92</td>
</tr>
<tr>
<td>Externalizing</td>
<td>PSC-17 Externalizing</td>
<td>0.62</td>
<td>0.89</td>
<td>0.23</td>
<td>0.50</td>
<td>0.98</td>
<td>0.93</td>
</tr>
<tr>
<td></td>
<td>CBCL Externalizing</td>
<td>0.46</td>
<td>0.95</td>
<td>0.33</td>
<td>0.62</td>
<td>0.97</td>
<td>0.91</td>
</tr>
<tr>
<td>Any Diagnosis</td>
<td>PSC-17 Total</td>
<td>0.42</td>
<td>0.86</td>
<td>0.14</td>
<td>0.35</td>
<td>0.97</td>
<td>0.89</td>
</tr>
<tr>
<td></td>
<td>CBCL Total</td>
<td>0.31</td>
<td>0.96</td>
<td>0.29</td>
<td>0.58</td>
<td>0.96</td>
<td>0.89</td>
</tr>
</tbody>
</table>

W Gardner, A Lucas, DJ Kolko, JV Campo “Comparison of the PSC-17 and Alternative Mental Health Screens in an At-Risk Primary Care Sample” JAACAP 46:5, May 2007, 611-618

PSC-17 Scoring:
- PSC-17 Internalizing score positive if ≥ 5
- PSC-17 Externalizing score positive if ≥ 7
- PSC-17 Attention score positive if ≥ 7
- PSC-17 Total score positive if ≥ 15

“Attention” diagnoses can include: ADHD, ADD
“Internalizing” diagnoses can include: Any anxiety or mood disorder
“Externalizing” diagnoses can include: Conduct disorder, Oppositional Defiant Disorder, adjustment disorder with disturbed conduct or mixed disturbed mood and conduct
# Pediatric Symptom Checklist-17 (PSC-17)

Caregiver Completing this Form: ................................................................. Date:........................................

Name of Child:........................................................................................................

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>I</th>
<th>A</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fidgety, unable to sit still</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Feels sad, unhappy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Daydreams too much</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Refuses to share</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Does not understand other people’s feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Feels hopeless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Has trouble concentrating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Fights with other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Is down on him or herself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Blames others for his or her troubles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Seems to be having less fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Does not listen to rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Acts as if driven by a motor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Teases others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Worries a lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Takes things that do not belong to him or her</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Distracted easily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring:**
- Fill in unshaded box on right with: “Never” = 0, “Sometimes” = 1, “Often” = 2
- Sum the columns.
- PSC17 Internalizing score is sum of column I
- PSC17 Attention score is sum of column A
- PSC17 Externalizing score is sum of column E
- PSC-17 Total Score is sum of I, A, and E columns

**Suggested Screen Cutoff:**
- PSC-17 - I ≥ 5
- PSC-17 - A ≥ 7
- PSC-17 - E ≥ 7
- Total Score ≥ 15

Higher Scores can indicate an increased likelihood of a behavioral health disorder being present.

PSC-17 may be freely reproduced.
Created by W. Gardner and K. Kelleher (1999), and based on PSC by M. Jelinek et al. (1988)
Formatted by R. Hilt, inspired by Columbus Children’s Research Institute formatting of PSC-17
ADHD
Considering ADHD diagnosis?
Problem from inattention/hyperactivity

Consider comorbidity or other diagnosis:
- Oppositional Defiant Disorder
- Conduct Disorder
- Substance Abuse
- Language or Learning Disability
- Anxiety Disorder
- Mood disorder
- Autism Spectrum Disorder
- Low Cognitive Ability/Mental Retardation

Diagnosis:
Preschoolers have some normal hyperactivity/impulsivity: recommend skepticism if diagnosing ADHD in this group. (Note that Medicaid may require a medication review if prescribing and child age <5).
If rapid onset symptoms, note this is not typical of ADHD.

Use DSM-5 criteria:
Must have symptoms present in more than one setting
Symptoms rating scale strongly recommended from both home and school
- Vanderbilt ADHD Scale (many others available, for a fee)
If unremarkable medical history, neuro image and lab tests are not indicated.
If significant concern for cognitive impairment, get neuropsychological/learning disability testing.

Treatment: If diagnose ADHD

Mild Impairment, or no medication trial per family preference
Psychosocial Treatment:
- Behavior therapy
- Behavior management training (essentially more effective time outs and rewarding positive behaviors)
- Social skills training
- Classroom support/communication
- Give parent our resource list to explain the above treatments (the parent handout in this guide)

Significant Impairment, or psychosocial treatments not helping
Treat substance abuse, consider atomoxetine or alpha2 agonist trial

YES
Active substance abuse

NO

Monotherapy with methylphenidate or amphetamine preparation
Titrate up every week until maximum benefit (follow-up rating scales help)
If problem side effects or not improving, switch to the other stimulant class
If problem side effects, or not improving, switch to atomoxetine or alpha2 agonist monotherapy
If no improvement, reconsider diagnosis. Medication combinations like alpha-2 agonist plus stimulant may be reasonable at this stage.

Primary References:
AACAP: “Practice Parameter for the Assessment and Treatment of Children and Adolescents with Attention Deficit/Hyperactivity Disorder.” JAACAP 46(7):July2007:894-921
Vanderbilt ADHD Teacher Rating Scale

Each rating should be considered in the context of what is appropriate for the age of the child. If you have completed a previous assessment, your rating should reflect the child’s behavior since you last completed a form.

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does not pay attention to details or makes careless mistakes, such as in homework</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Has difficulty sustaining attention to tasks or activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Does not seem to listen when spoken to directly</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Does not follow through on instruction and fails to finish schoolwork (not due to oppositional behavior or failure to understand)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Has difficulty organizing tasks and activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Loses things necessary for tasks or activities (school assignments, pencils, or books)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Is easily distracted by extraneous stimuli</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Is forgetful in daily activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Fidgets with hands or feet or squirms in seat</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Leaves seat when remaining in seated is expected</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. Runs about or climbs excessively when remaining seated is expected</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. Has difficulty playing or engaging in leisure activities quietly</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. Is “on the go” or often acts as if “driven by a motor”</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Talks too much</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. Blurs out answers before questions have been completed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. Has difficulty waiting his or her turn</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. Interrupts or intrudes in on others (butts into conversations or games)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. Loses temper</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. Actively defies or refuses to comply with adults’ requests or rules</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. Is angry or resentful</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. Is spiteful and vindictive</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. Bullies, threatens, or intimidates others</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. Initiates physical fights</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. Lies to obtain goods for favors or to avoid obligations (“cons” others)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. Is physically cruel to people</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. Has stolen items of nontrivial value</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. Deliberately destroys others’ property</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
# Vanderbilt ADHD Teacher Rating Scale

**Child’s Name** ............................................................................................................................................................................................................

**Today’s Date** ............................................................................................................................................................................................................

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Is fearful, anxious, or worried</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30. Is self-conscious or easily embarrassed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>31. Is afraid to try new things for fear of making mistakes</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32. Feels worthless or inferior</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33. Blames self for problems, feels guilty</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34. Feels lonely, unwanted, or unloved; complains that “no one loves him/her”</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35. Is sad, unhappy, or depressed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Performance**

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Problematic</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Written Expression</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Behavior</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationship with Peers</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Following Directions/Rules</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Disrupting Class</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Assignment Completion</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Organizational Skills</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Comments:**

[Footer text: Vanderbilt ADHD Diagnostic Teacher Rating Scale was developed by Mark L. Wolraich, MD. Reproduced and format adapted by R. Hilt, MD and PAL with permission.]
Vanderbilt ADHD Parent Rating Scale

Child's Name ............................................................................................................................................................................................................
Date of Birth ..............................................................Grade ...................................Today’s Date ..............................................
Completed by ..........................................................Relationship to child: □ Mom □ Dad □ Other...........................................

Each rating should be considered in the context of what is appropriate for the age of your child.
When completing this form, please think about your child’s behaviors in the past 6 months.

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does not pay attention to details or makes careless mistakes, such as in homework</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Has difficulty sustaining attention to tasks or activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Does not seem to listen when spoken to directly</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4. Does not follow through on instruction and fails to finish schoolwork (not due to oppositional behavior or failure to understand)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
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<td>0</td>
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<td>2</td>
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</tr>
<tr>
<td>6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort</td>
<td>0</td>
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<td>2</td>
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</tr>
<tr>
<td>7. Loses things necessary for tasks or activities (school assignments, pencils, or books)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Is easily distracted by extraneous stimuli</td>
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<td>3</td>
</tr>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Fidgets with hands or feet or squirms in seat</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Leaves seat when remaining in seated is expected</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. Runs about or climbs excessively when remaining seated is expected</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. Is “on the go” or often acts as if “driven by a motor”</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Talks too much</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. Blurs out answers before questions have been completed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. Has difficulty waiting his or her turn</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. Interrupts or intrudes in on others (butts into conversations or games)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. Argues with adults</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. Loses temper</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. Actively defies or refuses to comply with adults’ requests or rules</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. Deliberately annoys people</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. Blames others for his or her mistakes or misbehavior</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. Is touchy or easily annoyed by others</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. Is angry or resentful</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. Is spiteful and vindictive</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. Bullies, threatens, or intimidates others</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. Initiates physical fights</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29. Lies to obtain goods for favors or to avoid obligations (“cons” others)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30. Is truant from school (skips school) without permission</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>31. Is physically cruel to people</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
# Vanderbilt ADHD Parent Rating Scale

**Child’s Name** ........................................................................................................................................................................................................

**Today's Date** ........................................................................................

The Vanderbilt ADHD Diagnostic Parent Rating Scale was developed by Mark L. Wolraich, MD. Reproduced and format adapted by R. Hilt, MD and PAL with permission.

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Has stolen things of nontrivial value</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33. Deliberately destroys others’ property</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34. Has used a weapon that can cause serious harm (bat, knife, brick, gun)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35. Is physically cruel to animals</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36. Has deliberately set fires to cause damage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37. Has broken into someone else’s home, business, or car</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>38. Has stayed out at night without permission</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>39. Has run away from home overnight</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>40. Has forced someone into sexual activity</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>41. Is fearful, anxious, or worried</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>42. Is afraid to try new things for fear of making mistakes</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>43. Feels worthless or inferior</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>44. Blames self for problems, feels guilty</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>45. Feels lonely, unwanted, or unloved; complains that “no one loves him/her”</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>46. Is sad, unhappy, or depressed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>47. Is self-conscious or easily embarrassed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Comments:**

**Performance**

<table>
<thead>
<tr>
<th></th>
<th>Problematic</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Performance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Written Expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

|                          |             |         |               |
| **Classroom Behavior**   |             |         |               |
| Relationship with Peers  | 1           | 2       | 3             | 4 | 5 |
| Following Directions/Rules | 1       | 2       | 3             | 4 | 5 |
| Disrupting Class         | 1           | 2       | 3             | 4 | 5 |
| Assignment Completion    | 1           | 2       | 3             | 4 | 5 |
| Organizational Skills    | 1           | 2       | 3             | 4 | 5 |

For Office Use Only

**SYMPTOMS:**

- Number of questions scored as 2 or 3 in questions 1-9: .............
- Number of questions scored as 2 or 3 in questions 10-18: .............
- Total symptom score for questions 1-18: .............
- Number of questions scored as 2 or 3 in questions 19-26: .............
- Number of questions scored as 2 or 3 in questions 27-40: .............
- Number of questions scored as 2 or 3 in questions 41-47: .............

Vanderbilt ADHD Diagnostic Parent Rating Scale was developed by Mark L. Wolraich, MD. Reproduced and format adapted by R. Hilt, MD and PAL with permission.
Scoring the Vanderbilt ADHD Scales

The Vanderbilt rating scale is a screening and information gathering tool which can assist with making an ADHD diagnosis and with monitoring treatment effects over time. The Vanderbilt rating scale results alone do not make a diagnosis of ADHD or diagnose any other disorder — one must consider information from multiple sources to make a clinical diagnosis. Symptom items 1-47 are noted to be significantly present if the parent or teacher records the symptom as “often or very often” present (a 2 or 3 on the scale). The “performance” items at the end are felt to be significant if the parent or teacher records either a 1 or 2 on each item.

The validation studies for the Vanderbilt Assessment Scales were for the 6-12 year old age group. To the extent that they collect information to establish DSM-5 criteria, they are applicable to other groups where the DSM-5 criteria are appropriate.

**Parent Version**

**Predominantly Inattentive Subtype**
Requires 6 or more counted behaviors on items 1 through 9 and a performance problem (score of 1 or 2) in any of the items on the performance section.

**Predominantly Hyperactive/Impulsive Subtype**
Requires 6 or more counted behaviors on items 10 through 18 and a performance problem (score of 1 or 2) in any of the items on the performance section.

**Combined Subtype**
Requires 6 or more counted behaviors each on both the inattention and hyperactivity/impulsivity dimensions.

**Oppositional-defiant disorder**
Requires 4 or more counted behaviors on items 19 through 26.

**Conduct disorder**
Requires 3 or more counted behaviors on items 27 through 40.

**Anxiety or depression**
Requires 3 or more counted behaviors on items 41 through 47.

**Teacher Version**

**Predominantly Inattentive Subtype**
Requires 6 or more counted behaviors on items 1 through 9 and a performance problem (score of 1 or 2) in any of the items on the performance section.

**Predominantly Hyperactive/Impulsive Subtype**
Requires 6 or more counted behaviors on items 10 through 18 and a performance problem (score of 1 or 2) in any of the items on the performance section.

**Combined subtype**
Requires 6 or more counted behaviors each on both the inattention and hyperactivity/impulsivity dimensions.

**Oppositional defiant and conduct disorders**
Requires 3 or more counted behaviors from questions 19 through 28.

**Anxiety or depression**
Requires 3 or more counted behaviors from questions 29 through 35.

The performance section is scored as indicating some impairment if a child scores 1 or 2 on at least 1 item.
## ADHD Stimulant Medications

### Short Acting Stimulants

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Duration</th>
<th>Dosages</th>
<th>Stimulant Class</th>
<th>Usual Starting Dose</th>
<th>FDA Max Daily Dose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methylphenidate (Ritalin, Methylin)</td>
<td>4-6 hours</td>
<td>2.5, 5, 10, 20 mg</td>
<td>Methyl.</td>
<td>5mg BID</td>
<td>60mg</td>
</tr>
<tr>
<td>Dextroamphetamine (Dexedrine, Dextro Stat, Pro Centra, Zenzedi)</td>
<td>4-6 hours</td>
<td>2.5, 5, 10 mg tabs</td>
<td>Dextro.</td>
<td>5mg QD-BID</td>
<td>40mg</td>
</tr>
<tr>
<td>Amphetamine Salt Combo (Adderall)</td>
<td>4-6 hours</td>
<td>5, 7.5, 10, 12.5, 15, 20, 30 mg</td>
<td>Dextro.</td>
<td>5mg QD-BID</td>
<td>40mg</td>
</tr>
</tbody>
</table>

### Extended Release Stimulants

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Duration</th>
<th>Dosages</th>
<th>Stimulant Class</th>
<th>Usual Starting Dose</th>
<th>FDA Max Daily Dose</th>
<th>Editorial Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metadate ER</td>
<td>4-8 hours</td>
<td>10, 20mg tab</td>
<td>Methyl.</td>
<td>10mg QAM</td>
<td>60mg</td>
<td>Generic available. Uses wax matrix. Variable duration of action</td>
</tr>
<tr>
<td>Concerta</td>
<td>10-12 hours</td>
<td>18, 27, 36, 54 mg</td>
<td>Methyl.</td>
<td>18mg QAM</td>
<td>72mg</td>
<td>Generic available. Osmotic pump capsule</td>
</tr>
<tr>
<td>Adderall XR</td>
<td>8-12 hours</td>
<td>5, 10, 15, 20, 25, 30 mg</td>
<td>Dextro.</td>
<td>5mg QD</td>
<td>30mg</td>
<td>Generic available. Beads in capsule can be sprinkled</td>
</tr>
<tr>
<td>Metadate CD (30% IR) -8 hours</td>
<td>-8 hours</td>
<td>10, 20, 30, 40, 50, 60 mg capsules</td>
<td>Methyl.</td>
<td>10mg QAM</td>
<td>60mg</td>
<td>Generic available. Beads in capsule can be sprinkled</td>
</tr>
<tr>
<td>Ritalin LA (50% IR) -8 hours</td>
<td>-8 hours</td>
<td>10, 20, 30, 40 mg capsules</td>
<td>Methyl.</td>
<td>10mg QAM</td>
<td>60mg</td>
<td>Generic available. Beads in capsule can be sprinkled</td>
</tr>
<tr>
<td>Focalin XR</td>
<td>10-12 hours</td>
<td>5 to 40mg in 5 mg steps</td>
<td>Methyl.</td>
<td>5mg QAM</td>
<td>30mg</td>
<td>Beads in capsule can be sprinkled</td>
</tr>
<tr>
<td>Daytrana patch</td>
<td>Until 3-5 hours after patch removal</td>
<td>10, 15, 20, 30 mg Max 30mg/9hr</td>
<td>Methyl.</td>
<td>10mg QAM</td>
<td>30mg</td>
<td>Rash can be a problem, slow AM startup, has an allergy risk, peeling off patch a problem with young kids</td>
</tr>
<tr>
<td>Lisdexamfetamine (Vyvanse)</td>
<td>-10 hours</td>
<td>10, 20, 30, 40 50, 60, 70mg</td>
<td>Dextro.</td>
<td>30mg QD</td>
<td>70mg</td>
<td>Conversion ratio from dextroamphetamine is not established. Chewable available</td>
</tr>
<tr>
<td>Dextedrine Spansule</td>
<td>8-10 hours</td>
<td>5, 10, 15 mg</td>
<td>Dextro.</td>
<td>5mg QAM</td>
<td>40mg</td>
<td>Beads in capsule can be sprinkled</td>
</tr>
<tr>
<td>Quillivant XR</td>
<td>10-12 hours</td>
<td>25mg/5ml 1 bottle = 300mg or 60ml</td>
<td>Methyl.</td>
<td>10mg QAM</td>
<td>60mg</td>
<td>Liquid banana flavor</td>
</tr>
<tr>
<td>Quillichew ER</td>
<td>6-8 hours</td>
<td>20, 30, 40 mg</td>
<td>Methyl.</td>
<td>20mg QAM</td>
<td>60mg</td>
<td>Chewable cherry-flavored tablets</td>
</tr>
</tbody>
</table>
ADHD Non-Stimulant Medications

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Dosages</th>
<th>Usual Starting Dose</th>
<th>FDA Max Daily Dose</th>
<th>Editorial Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atomoxetine (Strattera)</td>
<td>10, 18, 25, 40 60, 80, 100mg</td>
<td>0.5mg/kg/day (1 to 1.2 mg/kg/d usual full dosage)</td>
<td>Lesser of 1.4mg/kg/day or 100mg</td>
<td>Has GI side effects, takes weeks to see full benefit</td>
</tr>
<tr>
<td>Clonidine (Catapres)</td>
<td>0.1, 0.2, 0.3mg</td>
<td>0.05mg QHS if &lt;45kg, otherwise 0.1mg QHS Caution if &lt;5 yr.</td>
<td>(Not per FDA) 27-40kg 0.2mg 40-45kg 0.3mg &gt;45kg 0.4mg</td>
<td>Often given to help sleep, also treats tics, can have rebound BP effects</td>
</tr>
<tr>
<td>Clonidine XR (Kapvay)</td>
<td>0.1, 0.2 mg</td>
<td>0.1mg QHS</td>
<td>0.4mg daily</td>
<td>Lower peak blood level, then acts like regular clonidine (similar 1/2 life). Still is sedating. Approved for combo with stimulants</td>
</tr>
<tr>
<td>Guanfacine (Tenex)</td>
<td>1, 2 mg</td>
<td>0.5mg QHS if &lt;45kg, otherwise 1mg QHS Caution if &lt;5 yr.</td>
<td>(Not per FDA) 27-40kg 2mg 40-45kg 3mg &gt;45kg 4mg</td>
<td>Often given to help sleep, also treats tics, can have rebound BP effects</td>
</tr>
<tr>
<td>Guanfacine XR (Intuniv)</td>
<td>1, 2, 3, 4 mg</td>
<td>1mg QD if over 6 years old (full dosage 0.05 to 0.12mg/kg)</td>
<td>Whichever is lower: a) 4mg/day 6-12 years old, 7mg/day 13-17 years old Or, b) 0.05-0.12 mg/kg/day</td>
<td>Lower peak blood level, then acts like regular Tenex (similar 1/2 life) Still is sedating. Approved for combo with stimulants</td>
</tr>
</tbody>
</table>

Reference: AACAP ADHD Practice Parameter (2007), Micromedex 2013

Relative Effect Size of ADHD Medication Choices
Effect size of all stimulants -1.0
Effect size of atomoxetine -0.7
Effect size of guanfacine -0.65 (using Cohen's d-statistic)

Stimulant Relative Potencies:
Methylphenidate 10mg ≈ dexamethylphenidate 5mg
Methylphenidate 10mg ≈ dextroamphetamine 5mg

*ADHD Medication Monitoring:
With stimulant or atomoxetine treatment, follow vital signs, sleep, mood lability, appetite, growth, and cardiac symptoms with treatment.
With alpha agonist treatment, follow vital signs, symptoms of orthostasis, sedation, agitation, and for depressed mood.
ADHD Resources

Information for Families

Books families may find helpful:
- Raising Resilient Children: Fostering Strength, Hope and Optimism in Your Child (2002), by Robert Brooks, PhD and Sam Goldstein, PhD
- Attention Deficit Disorder: The Unfocused Mind in Children and Adults (2006), by Tom Brown, PhD

Books children may find helpful:
- Learning to Slow Down & Pay Attention: A Book for Kids about ADHD (2004), by Kathleen Nadeau, PhD, Ellen Dixon, PhD, and Charles Beyl

Websites families may find helpful:
- Parents Med Guide: [www.parentsmedguide.org](http://www.parentsmedguide.org) (quality information about medications for ADHD)
- Children and Adults with ADHD: [www.chadd.org](http://www.chadd.org) (support groups, information resource)
- Teach ADHD: [https://teachadhd.com](https://teachadhd.com) (teaching advice for ADHD kids)

“Behavior Management Training” and “Behavior Therapy”:
Manual and research based therapies for ADHD related problems lasting 10-20 sessions that can be performed by a qualified therapist. These treatments, though helpful with ADHD, are usually less effective than medications. But when combined with medications, these therapies may improve some difficulties (such as oppositional or aggressive behavior in ADHD) more than treating with medications alone.

The principle elements of these treatments are:
- reviewing information about the nature of ADHD
- learning to attend carefully to both misbehavior and when child complies
- establishing a “token economy,” like sticker chart rewards
- using time out effectively
- managing non-compliant behavior in public settings
- using a daily school report card
- anticipating future misconduct

This resource page is now available in Spanish at [www.seattlechildrens.org/pal](http://www.seattlechildrens.org/pal)
Anxiety
Anxiety Problem?
Unexplained somatic complaints?

Safety check: Neglect/Abuse? Drug abuse? Medical cause? (i.e. medication effects, asthma)

Think about comorbidity: Depression and ADHD are common. ~50% of kids with anxiety have 2 or more anxiety diagnoses.

Diagnosis:
DSM-5 diagnostic criteria
SCARED anxiety scale or the Spence Anxiety Scale for Children (www.scaswebsite.com, is free, has translations)
If obsessions/compulsions, think of OCD.
If nightmares/flashbacks or trauma, think of PTSD.
Label as “Anxiety Disorder, NOS” if the type is unclear.

Can problem be managed in primary care?

YES
Mild Problem
(noticeable, but basically functioning OK)
Discuss their concerns
Reassure that “many kids feel this way”.
Correct distorted thoughts (e.g. “If I don’t get an ‘A’, I’ll die”). Reduce stressors, but still have to face a fear to conquer it.
Offer tip sheet on relaxation techniques to help child tolerate exposure to their fears.
If parent is highly anxious too, encourage them to seek aid as well since anxiety can be modeled.
Offer parent and child further reading resources on anxiety.
Explain somatic symptoms as “stress pains” or something similar.

NO
Moderate/Severe Problem
(significant impairment in one setting or moderate impairment in multiple settings)
Recommend Individual psychotherapy (CBT is preferred; key element is a gradual exposure to fears) Also offer the advice on the left pathway as per a “mild problem”.
Consider starting SSRI if therapy not helping or anxiety is severe.
Low dose Fluoxetine or Sertraline are the first line choices.
Use therapy alone before medications unless anxiety is quite impairing.
Wait four weeks between SSRI increases, use full dose range if no SE.
Check for agitation/suicidal thought side effect by phone or in person in 1-2 weeks, and stop medicine if agitation or increased anxiety.
Try a second SSRI if first is not helpful.

Referral

Come back if not better.

Primary References:
Arlington, VA: National Center for Education in Maternal and Child Health: 203-211
AACAP: Practice Parameter for the Assessment and Treatment of Children and Adolescents with Anxiety Disorders, JAACAP; 46(2): 267-283
Relaxation Therapy Tip Sheet

The following two techniques when practiced regularly can become useful skills that help a child face a plan of gradually increasing exposure to their fears. Gradual, tolerated exposures are a core element of “unlearning” a fear. It is suggested to do either or both of these once a day for a while until the calm state produced can be easily achieved. Using one of these behaviors will decrease physiological arousal if the body feels anxious, stressed or in pain. It is best to practice these skills at times when not feeling anxious so that it will be less intimidating to try at a time of high anxiety.

Breathing Control

• Imagine that you have a tube that connects the back of your mouth to your stomach. A big balloon is connected to the tube down in your stomach. When you breathe in the balloon blows up and when you breathe out the balloon deflates. Put your hand on your stomach and practice taking breaths that push your hand out as that balloon inflates. When learning this trick, it might be easier to lie down on your back while you observe what is happening.

• Now focus on doing these stomach balloon breaths as slowly and as comfortably possible. Inhale slowly, pause briefly, and then gently exhale. When you allow that balloon to deflate, notice the calm feeling that comes over you. Counting the length of each phase may help you find that sense of calm, such as counting slowly to 3 during inhalation, to 2 while pausing, then to 6 while exhaling.

• Now practice making your breath smooth, like a wave that inflates and deflates.

• If you experience brief dizziness or tingling in fingers, this just means you are breathing too quickly (hyperventilating), so slow your breathing further to stop that sensation. Once skilled at this, just a few controlled breaths at a time of stress will produce noticeable relief, and can be done anywhere.

Progressive Muscle Relaxation

This is particularly helpful for kids who experience body aches along with stress/anxiety. It is easier to have someone guide a child through this the first few times until the technique is learned. Tell kids this is like learning to turn their muscles from uncooked spaghetti into cooked spaghetti.

• Lie down in a quiet room and take slow breaths, try Breathing Control as above.

• Think about the muscles of your head and face, now scrunch them up tightly and clench your teeth, hold that as you count to 10, then allow all of those muscles to relax. Notice that feeling of relaxation in your face, and your jaw loosening.

• Now concentrate on muscles of your shoulders and neck, tighten up your neck muscles pulling your head down, shrug your shoulders up, hold that uncomfortable tightness, for a count of 10, then let all those muscles relax and notice the feeling.

• While continuing your slow breathing, move your attention to your arms and hands, tightening those muscles further and further, hold it as you count to 10. Then allow those muscles to relax.

• Now think about the muscles in your legs, your bottom and your feet, tighten all these muscles up, feel the hard tension throughout your legs, hold it as you count to 10, then allow your legs and feet to relax as you continue your slow breathing.

• Now that all of your muscles have relaxed, continue your slow breathing and take some time to enjoy the sense of relaxation. Focus on how the most relaxed areas of your body feel now.

Robert Hilt, MD

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PTSD: Treating A Unique Anxiety Disorder

Identifying Post-Traumatic Stress Disorder (PTSD)

• Inquire directly about trauma, which could include child abuse, domestic violence, community violence, or serious accidents. Avoid asking the child for specific details of trauma during a brief office visit as this can be very distressing for the child, unless this is necessary to ensure their current safety.
  - Consider asking for trauma details from the caregiver instead.
  - Or ask the child a general question like, “What’s the worst thing that ever happened to you?” so that the child can be in control of their response.
  - Or ask the child about current symptoms of PTSD (outlined below) rather than asking for trauma details.

• If a traumatic experience has occurred, screen for PTSD symptoms: “Sometimes when a child (or even an adult) experiences a frightening event, they can continue to be bothered by it and it can affect them in different ways…”
  - Look for symptoms such as: (1) intrusion (dreams/nightmares, flashbacks or psychological/physiological distress at trauma cues), (2) avoidance (of trauma reminders such as people/places or of distressing memories, thoughts, or feelings,(3) changes to cognition or mood (affecting beliefs about oneself or the world, willingness to engage in activities, or resulting in a negative emotional state), or (4) alterations in arousal (irritable outbursts, reckless behavior, hypervigilance, exaggerated startle, poor sleep, or concentration problems).
  - In children 6 years and younger, symptoms may emerge through play and the DSM-5 lists separate PTSD diagnostic criteria.
  - Symptoms causing distress or impairment for a period of more than 1 month suggest PTSD (versus an acute trauma reaction).

• When addressing trauma reactivity, the number one treatment tenet is: ensure the child is safe. Children cannot recover from a trauma if the trauma is on-going or at risk of occurring again.

• When parents are also affected by a trauma, their child’s recovery can be delayed. Parents need to have their own mental health needs addressed as well to become an effective support for their child.

Treatment

Psychotherapy or counseling is the first-line treatment

• Refer to a licensed mental health professional.

• Trauma-focused therapy is preferred over non-specific therapy.

• Refer for Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) when possible for ages 3-17 years old.

• Younger children may benefit from joint child-parent therapy.

Medications

• There is no “PTSD medication” with compelling evidence for use in children.

• In some cases, medication can be considered for acute symptom reduction, treatment of a comorbid disorder, or if therapy response has been unsatisfactory.

• If other diagnoses are present, such as depression or anxiety, consider medications for those diagnoses. Sertraline is approved for adult PTSD. If ADHD is comorbid, guanfacine could be considered for hyper-reactivity.

• Sometimes medications such as clonidine or prazosin can be considered at bedtime if nightmares have not improved with other treatments.

Rebecca Barclay, MD and Robert Hilt, MD

Reference:

Rating Scale:
The Screen for Child Anxiety Related Disorders (SCARED) Traumatic Stress Disorder Scale (Muris, Merckelbach, Korver, and Meesters, 2000) on the following page is a brief initial screen for the presence of PTSD symptoms. It is validated in youth age 7 to 19 years old with sensitivity of 100% and specificity of 52% for answers of “very true or often true” to all four questions. For children reporting a score ≥ 6, consider a referral for therapy.
Screen for Child Anxiety Related Disorders (SCARED) Traumatic Stress Disorder Scale

Directions:
Below is a list of sentences that describe how people feel. Read each and decide if it is “Not True or Hardly Ever True,” “Somewhat True or Sometimes True” or “Very True or Often True” for you. Then for each sentence, choose the answer that seems to describe you for the last 3 months.

<table>
<thead>
<tr>
<th></th>
<th>0 Not True or Hardly Ever True</th>
<th>1 Somewhat True or Sometimes True</th>
<th>2 Very True or Often True</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have scary dreams about a very bad thing that once happened to me.</td>
<td>□</td>
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<tr>
<td>I try not to think about a very bad thing that once happened to me.</td>
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<tr>
<td>I get scared when I think back on a very bad thing that once happened to me.</td>
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<tr>
<td>I keep thinking about a very bad thing that once happened to me, even when I don’t want to think about it.</td>
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Score ......................................
Screen for Child Anxiety Related Disorders (SCARED)

Directions:
Below is a list of sentences that describe how people feel. Read each phrase and decide if it is “Not True or Hardly Ever True” or “Somewhat True or Sometimes True” or “Very True or Often True” for you. Then for each sentence, fill in one circle that corresponds to the response that seems to describe you for the last 3 months.

<p>| | | |</p>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>1. When I feel frightened, it is hard for me to breathe</td>
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<td>□</td>
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<tr>
<td>2. I get headaches when I am at school</td>
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<tr>
<td>3. I don’t like to be with people I don’t know well</td>
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<tr>
<td>4. I get scared if I sleep away from home</td>
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<tr>
<td>5. I worry about other people liking me</td>
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<tr>
<td>6. When I get frightened, I feel like passing out</td>
<td>□</td>
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<tr>
<td>7. I am nervous</td>
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<td>□</td>
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<tr>
<td>8. I follow my mother or father wherever they go</td>
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<td>□</td>
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<tr>
<td>9. People tell me that I look nervous</td>
<td>□</td>
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<tr>
<td>10. I feel nervous with people I don’t know well</td>
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<tr>
<td>11. I get stomachaches at school</td>
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<tr>
<td>12. When I get frightened, I feel like I am going crazy</td>
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<td>13. I worry about sleeping alone</td>
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<tr>
<td>14. I worry about being as good as other kids</td>
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<td>15. When I get frightened, I feel like things are not real</td>
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<td>16. I have nightmares about something bad happening to my parents</td>
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<td>17. I worry about going to school</td>
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<td>18. When I get frightened, my heart beats fast</td>
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<td>19. I get shaky</td>
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<td>20. I have nightmares about something bad happening to me</td>
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<tr>
<td>21. I worry about things working out for me</td>
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<tr>
<td>22. When I get frightened, I sweat a lot</td>
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Screen for Child Anxiety Related Disorders (SCARED)

<table>
<thead>
<tr>
<th></th>
<th>0 Not True or Hardly Ever True</th>
<th>1 Somewhat True or Sometimes True</th>
<th>2 Very True or Often True</th>
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<tbody>
<tr>
<td>23.</td>
<td>I am a worrier</td>
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<td>24.</td>
<td>I get really frightened for no reason at all</td>
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<td>25.</td>
<td>I am afraid to be alone in the house</td>
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<td>26.</td>
<td>It is hard for me to talk with people I don’t know well</td>
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<td>27.</td>
<td>When I get frightened, I feel like I am choking</td>
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<td>28.</td>
<td>People tell me that I worry too much</td>
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<td>29.</td>
<td>I don’t like to be away from my family</td>
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<td>30.</td>
<td>I am afraid of having anxiety (or panic) attacks</td>
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<td>31.</td>
<td>I worry that something bad might happen to my parents</td>
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<td>32.</td>
<td>I feel shy with people I don’t know well</td>
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<td>33.</td>
<td>I worry about what is going to happen in the future</td>
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<td>34.</td>
<td>When I get frightened, I feel like throwing up</td>
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<td>35.</td>
<td>I worry about how well I do things</td>
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<td>36.</td>
<td>I am scared to go to school</td>
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<td>I worry about things that have already happened</td>
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<td>38.</td>
<td>When I get frightened, I feel dizzy</td>
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<td>39.</td>
<td>I feel nervous when I am with other children or adults and I have to do something while they watch me (for example: read aloud, speak, play a game, play a sport)</td>
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<td>40.</td>
<td>I feel nervous when I am going to parties, dances, or any place where there will be people that I don’t know well</td>
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<td>41.</td>
<td>I am shy</td>
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</table>

*For children ages 8 to 11, it is recommended that the clinician explain all questions, or have the child answer the questionnaire sitting with an adult in case they have any questions.*

Developed by Boris Birmaher, MD, Suneeta Khetarpal, MD, Marlene Cully, ME, David Brent, MD, and Sandra McKenzie, PhD. Western Psychiatric Institute and Clinic, University of Pgh. (10/95). Email: birmaherb@msx.upmc.edu
Screen for Child Anxiety Related Disorders (SCARED)

Directions:
Below is a list of statements that describe how people feel. Read each statement carefully and decide if it is “Not True or Hardly Ever True” or “Somewhat True or Sometimes True” or “Very True or Often True” for your child. Then for each statement, fill in one circle that corresponds to the response that seems to describe your child for the last 3 months. Please respond to all statements as well as you can, even if some do not seem to concern your child.

<table>
<thead>
<tr>
<th>Statement</th>
<th>0</th>
<th>1</th>
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<tbody>
<tr>
<td>1. When my child feels frightened, it is hard for him/her to breathe</td>
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<tr>
<td>2. My child gets headaches when he/she is at school</td>
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<td>3. My child doesn’t like to be with people he/she doesn’t know well</td>
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<td>4. My child gets scared if he/she sleeps away from home</td>
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<td>5. My child worries about other people liking him/her</td>
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<td>20. My child has nightmares about something bad happening to him/her</td>
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</table>
Screen for Child Anxiety Related Disorders (SCARED)

| 21. My child worries about things working out for him/her | 0 Not True or Hardly Ever True | 1 Somewhat True or Sometimes True | 2 Very True or Often True |
| 22. When my child gets frightened, he/she sweats a lot | | | |
| 23. My child is a worrier | | | |
| 24. My child gets really frightened for no reason at all | | | |
| 25. My child is afraid to be alone in the house | | | |
| 26. It is hard for my child to talk with people he/she doesn't know well | | | |
| 27. When my child gets frightened, he/she feels like he/she is choking | | | |
| 28. People tell me that my child worries too much | | | |
| 29. My child doesn’t like to be away from his/her family | | | |
| 30. My child is afraid of having anxiety (or panic) attacks | | | |
| 31. My child worries that something bad might happen to his/her parents | | | |
| 32. My child feels shy with people he/she doesn’t know well | | | |
| 33. My child worries about what is going to happen in the future | | | |
| 34. When my child gets frightened, he/she feels like throwing up | | | |
| 35. My child worries about how well he/she does things | | | |
| 36. My child is scared to go to school | | | |
| 37. My child worries about things that have already happened | | | |
| 38. When my child gets frightened, he/she feels dizzy | | | |
| 39. My child feels nervous when he/she is with other children or adults and he/she has to do something while they watch him/her (for example: read aloud, speak, play a game, play a sport) | | | |
| 40. My child feels nervous when he/she is going to parties, dances, or any place where there will be people that he/she doesn’t know well | | | |
| 41. My child is shy | | | |

Developed by Boris Birmaher, MD, Suneeta Khetarpal, MD, Marlane Cully, MEd, David Brent, MD, and Sandra McKenzie, PhD. Western Psychiatric Institute and Clinic, University of Pgh. (10/95). Email: birmaherb@msx.upmc.edu
SCARED Rating Scale Scoring Aid

<table>
<thead>
<tr>
<th>Question</th>
<th>Panic Somatic</th>
<th>Generalized Anxiety</th>
<th>Separation</th>
<th>Social</th>
<th>School Attendance</th>
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0 = not true or hardly true  
1 = somewhat true or sometimes true  
2 = very true or often true

**SCORING**

A total score of ≥ 25 may indicate the presence of an Anxiety Disorder. Scores higher than 30 are more specific.

A score of 7 for items 1, 6, 9, 12, 15, 18, 19, 22, 24, 27, 30, 34, 38 may indicate Panic Disorder or Significant Somatic Symptoms.

A score of 9 for items 5, 7, 14, 21, 23, 28, 33, 35, 37 may indicate Generalized Anxiety Disorder.

A score of 5 for items 4, 8, 13, 16, 20, 25, 29, 31 may indicate Separation Anxiety Disorder.

A score of 8 for items 3, 10, 26, 32, 39, 40, 41 may indicate Social Anxiety Disorder.

A score of 3 for items 2, 11, 17, 36 may indicate Significant School Avoidance.

Total anxiety ≥ 25
Anxiety Medications

Starting at a very low dose of SSRI for the first week or two with anxiety disorders is especially essential to reduce the child’s experience of side effects (augmented by associated somatic anxieties).

<table>
<thead>
<tr>
<th>Name</th>
<th>Dosage Form</th>
<th>Usual starting dose for adolescents</th>
<th>Increase increment (after ~4 weeks)</th>
<th>RCT anxiety treatment benefit in kids</th>
<th>FDA anxiety approved for children?</th>
<th>Editorial Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluoxetine (Prozac)</td>
<td>10, 20, 40mg 20mg/5ml</td>
<td>5-10 mg/day (60mg max)*</td>
<td>10-20mg**</td>
<td>Yes</td>
<td>Yes (For OCD ≥ 7yr) (For MDD ≥ 8yr)</td>
<td>Long 1/2 life, no SE from a missed dose</td>
</tr>
<tr>
<td>Sertraline (Zoloft)</td>
<td>25, 50, 100mg 20mg/ml</td>
<td>25 mg/day (200mg max)*</td>
<td>25-50mg**</td>
<td>Yes</td>
<td>Yes (For OCD ≥ 6yr)</td>
<td>May be prone to SE from weaning off</td>
</tr>
<tr>
<td>Paroxetine (Paxil)</td>
<td>10, 20, 30, and 40 mg 10mg/5ml 12.5, 25, 37.5mg CR forms</td>
<td>5-10 mg/day (60mg max)*</td>
<td>10-20mg**</td>
<td>Yes</td>
<td>No</td>
<td>Not preferred if child also has depression. Can have short 1/2 life</td>
</tr>
<tr>
<td>Citalopram (Celexa)</td>
<td>10, 20, 40 mg 10mg/5ml</td>
<td>5-10 mg/day (40mg max)*</td>
<td>10-20mg**</td>
<td>Yes</td>
<td>No</td>
<td>Very few drug interactions</td>
</tr>
<tr>
<td>Escitalopram (Lexapro)</td>
<td>5, 10, 20mg 5mg/5ml</td>
<td>2.5 to 5 mg/day (20mg max)*</td>
<td>5-10mg**</td>
<td>No</td>
<td>No</td>
<td>Active isomer of citalopram</td>
</tr>
<tr>
<td>Duloxetine (Cymbalta)</td>
<td>20, 30, 40, 60mg</td>
<td>30 mg/day (120mg max)</td>
<td>30mg</td>
<td>Yes</td>
<td>Yes (For generalized anxiety ≥ 7yr)</td>
<td>May cause nausea. May help with somatic symptoms.</td>
</tr>
</tbody>
</table>

Sertraline and Fluoxetine are both first line medications for child anxiety disorders, per the evidence base.

* Recommend decrease maximum dosage by at least 1/3 for pre-pubertal children
** Recommend using the lower dose increase increments for younger children.
Successful medication trials should continue for 6-12 months.
Anxiety Resources

Information for Families

Books parents may find helpful:
- Freeing your Child from Anxiety (2004), by Tamar Chansky, PhD
- Helping Your Anxious Child (2008), by Rapee, PhD, Wignall, DPsych, Spence, PhD, Cobham, PhD, and Lyneham, PhD
- Worried No More: Help and Hope for Anxious Children (2005), by Aureen Pinto Wagner, PhD
- Talking Back to OCD (2006), by John March, MD
- Freeing Your Child from Obsessive-Compulsive Disorder (2001), by Tamar Chansky, PhD

Books children may find helpful:
- What to Do When Your Brain Gets Stuck: A Kid’s Guide to Overcoming OCD (2007), by Dawn Huebner, PhD
- What to Do When You Worry Too Much (2005), by Dawn Huebner, PhD
- What to Do When You Are Scared and Worried (2004), by James Crist, PhD

Recording children may find helpful:
- I Can Relax (2012), by Donna Pincus

Websites parents may find helpful:
- Anxiety Disorders Association of America
  www.adaa.org
- Children’s Center for OCD and Anxiety
  www.worrywisekids.org
- Child Anxiety Network
  www.childanxiety.net/Anxiety_Disorders.htm
- American Academy of Child and Adolescent Psychiatry
  www.aacap.org/aacap/families_and_youth/resource_centers/Anxiety_Disorder_Resource_Center/Home.aspx
- National Institute of Mental Health
- Anxiety BC Youth (an online CBT tools website for teens)
  https://youth.anxietycanada.com
- After the Injury (from Children’s Hospital of Philadelphia)
  www.aftertheinjury.org
Autism Spectrum Disorders

This section was co-authored by Robert Hilt, MD and A.A. Golombek, MD
Considering an Autism Spectrum Disorder?

Any Early Red Flags?
Not smiling in response to being smiled at, or making eye contact
Does not develop shared attention with others
Does not respond to own name by 1 year of age
Poor social communication or lack of interest in other children

Consider a comorbidity or other diagnoses:
- Intellectual Disability (ID)
- Global Developmental Delay (GDD)
- Learning Disorders
- Speech and Language Disorders
- Hearing or Vision Impairment
- Neglect or Abuse
- Other Neurologic Disorders (epileptic, infectious, auto-immune, neoplastic, metabolic)
- Other Psychiatric Disorders (Anxiety, Depression, ADHD)

Diagnosis: Use DSM-5 diagnostic criteria which include presence or early developmental history of:
1. **Impairments in Social Communication and Social Interaction** — three domains of impairment in this area should include A) deficits in social-emotional reciprocity, B) deficits in nonverbal communication for social interaction, and C) deficits in developing, maintaining, and understanding relationships.
2. **Restrictive, repetitive patterns of behavior, interests or activities** — including at least two of the following domains of A) stereotyped/repetitive movements, use of objects or speech, B) insistence on sameness, inflexible routines, ritualized patterns of behavior, C) highly restricted, fixated interests of abnormal intensity or focus, D) hyper or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment

May augment one’s assessment with an age-appropriate screening tool:
- M-CHAT (Modified Checklist of Autism in Toddlers) for age 16-30 months. Found at [http://mchatscreen.com](http://mchatscreen.com)
- CAST (Childhood Autism Spectrum Test) for age 4-11 years, and AQ (Autism Quotient) for age 12-15 years. Found at [www.autismresearchcentre.com/arc_tests](http://www.autismresearchcentre.com/arc_tests)

Treatment:
Refer to further evaluation, Early Intervention and education:
If birth to 3 years old, contact Alaska Infant Learning Program (877) 477-3659
They assist with evaluation and treatment of any developmental concerns.
If 3 years or older, contact the special education department in the local school system, and request an evaluation for an IEP. May ask for evaluation of intellect, academic progress, social and communication skills including pragmatic or social language, and occupational function as all are relevant to the school setting.

Parents of children with disabilities can also contact Stone Soup Group at [www.stonesoupgroup.org](http://www.stonesoupgroup.org) or call 877-786-7327.

Individually evaluate/address any deficits in the following areas (might consider a formal autism evaluation):
- Speech and language deficits: consider referral to speech/language therapist
- Social skills deficits: consider social skills groups or a speech/language therapist
- Sensory sensitivities/motor abnormalities that impact function: consider referral to occupational or physical therapy
- Maladaptive behavior that affects function: consider referral to a behavioral therapist, psychologist, or psychiatrist

Medical Evaluation:
2. Consider epilepsy if comorbid intellectual or global developmental delay, or decline in functioning.
3. Do genetic, metabolic, or other studies as indicated by presentation. Consider Fragile X testing.
4. Monitor closely for treatable medical problems like ear infections and constipation which can worsen symptoms.
5. Consider co-morbid psychiatric conditions (like ADHD, anxiety or depression) which can worsen functioning.

Primary References:
Treatments for Autism and Difficulties Associated with Autism

Treatment for Autism:
• Currently, there is no single treatment for autism, but a variety of approaches may fit the child’s unique circumstances.

Speech and Language Therapy:
• Consider when communication is a key concern. Goal is to teach pragmatic or social language skills, rewarding any steps child makes in this direction. Alternative communication systems like Picture Exchange Communication System (PECS) may be needed if child remains non-verbal. The picture exchange system lets the child and others point to pictures representing things (like food) or activities (like using the bathroom) to communicate. Achieving a means of basic communication is often essential in improving function and reducing maladaptive behaviors.
• Speech/Language therapists are commonly available in most communities and/or schools.

Social Skills Training:
• Consider when this is appropriate to the child’s developmental level. Social skills training often uses social stories, role-playing, and peer skills groups. Social stories are cartoon-like illustrations depicting social events (e.g., greeting new people, going to the store) or skills (e.g., asking for help when teased or distressed) to help children anticipate new events or practice skills. Social skills training may become a primary focus of the school environment to teach steps of how to interact with others, especially after basic communication skills are learned.
• May be available in communities and schools through the work of Speech and Language or other therapists.

Occupational and Physical Therapy:
• Consider when there are functional problems with adaptive skills or with muscle control. Occupational therapists (OTs) are often effective in improving function impaired by sensory sensitivities by modifying the environment. OTs may also assess and work on improving adaptive skills or skills of daily living. Physical therapists (PTs) can be helpful if the child has muscle control abnormalities which impair function.
• OT and PT providers are commonly available in communities

Medical Assessment:
• Consider medical, neurological, psychiatric, medication-induced, and trauma-related causes of maladaptive behaviors, especially if there are sudden changes in function. Rule out pain (head or ear aches, constipation) as a trigger for any new behaviors, particularly since children with autism are not typically very good at communicating distress and may exhibit maladaptive behavior when medically distressed.

Behavior Therapy:
• Consider addressing core deficits associated with autism and to reduce maladaptive behaviors. Intensive behavioral therapy and related training methods (which are the components of Applied Behavior Analysis or “ABA”) have been shown to improve many autism symptoms by teaching and reinforcing social and communication skills and by reducing maladaptive behaviors. Any behavioral program should be tailored to a child’s needs, build on the child’s interests, offer a predictable schedule, teach tasks as a series of simple steps, actively engage the child’s attention in structured activities, and provide regular reinforcement of behavior. Efficacy of interventions should be tracked by establishing a baseline and monitoring progress, with interventions adjusted accordingly. Parental involvement is a major factor in treatment success — parents help identify target skills and behaviors, and are often trained to continue the therapy at home.
• Maladaptive behaviors can be reduced via a functional analysis of behavior, which includes characterizing the behavior, the setting, provoking, and reinforcing factors. The behavior is then modified by changing these factors. See also “Treating Maladaptive Behavior Using Functional Analysis,” and “Autism Resources: Information for Families.”
• Behavior therapists may be available in either a school or in the community.

Psychotropic Medications:
• If aggression, self-injury, irritability, or mood swings are severe, consider Risperidone or secondarily Abilify after reviewing “Psychotropic Medication Considerations for Children with Autism.”

Co-morbid Psychiatric Disorders:
• Conditions such as ADHD, anxiety or depression do occur in children with autism, but avoid attributing core autism spectrum symptoms (e.g., poor eye-contact, flat affect, social withdrawal, repetitive behavior, rigidity, or concrete thought process) to a psychiatric diagnosis without noting if there had been a change from baseline. Use evidenced-based therapies for psychiatric disorders to the extent they are developmentally appropriate. Consider psychotropic medications when appropriate for a condition, but first review “Psychotropic Medication Considerations for Children with Autism.”

A. A. Golombek, MD and Robert Hilt, MD
Treating Maladaptive Behavior for the Developmentally Disabled Using Functional Analysis

**Identify the behavior**

- **Character** (what they do)
- **Timing** (especially noting provoking and reinforcing factors)
- **Frequency** (times per day or per week)
- **Duration** (i.e. 30 minute behaviors are different than 30 second behaviors)

**Analyze and make hypotheses about the function of the behavior**

- **Communication.** This is the primary etiology to investigate if a child lacks communication skills. Maladaptive behavior may communicate physical discomfort like pain, constipation, reflux or a new illness. It may also communicate an emotional discomfort like boredom, anxiety, anger, frustration, sadness, or over-excitement.

- **Achieving a goal.** How does performing the behavior benefit the child, what does he/she gain? This might include escaping an undesired situation, avoiding a transition, acquiring attention, or getting access to desired things like toys or food.

- **No function.** If there is no function identifiable for the behavior, this suggests causes like seizures, medication side effects, sleep deprivation, and other medical or psychiatric disorders.

**Modify the environment by changing provoking and reinforcing factors**

- Enhance communication—consider using an alternative communication system, such as a picture-exchange communication system (PECS) for non-verbal children.
- Use simple, concrete sentences and questions with child. Remain calm.
- Increase structure — provide schedule of day’s events, use routines, anticipate transitions. Consider social stories to practice routines, especially to prepare for new situations. Teach the child how to ask for help and how to tell adults when they need a break.

- Modify demands — match the task to their IQ, developmental stage & language ability. Limit time for tasks, schedule fun activities after less preferred ones.
- Allow child access to a time-limited escape to a calm, quiet place if overwhelmed.
- Reinforce positive behavior with attention and praise, find out what child finds rewarding (special activity, food, favorite toy, a gold star, etc.)
- Avoid reinforcing maladaptive behavior with attention or other gains.
- Schedule special, non task-driven, time for child and parents together that is honored and not conditional on other behaviors.

**Consult with a behavioral specialist to facilitate process and support family**

- Behavior modification specialists can make tailored suggestions for the family’s situation.
- If behavior is at school, consult with the school psychologist for a behavioral intervention.

**If strategies are insufficient or behavior is severe, or places child or others at risk of harm, consider augmentation with medications**

- See Care Guide sections, “Psychotropic Medication Considerations in Children with Autism” and “Non-Specific Medications for Disruptive Behavior and Aggression.”

A. A. Golombek, MD and Robert Hilt, MD
Psychiatric Medication Considerations for Children with Autism

- Medications do not improve core autism features; *i.e. there is currently no ‘autism medication.’*
- Consider augmenting behavioral or counseling treatments with medications if there is moderate to severe distress and dysfunction in an area noted to be medication responsive.
- Use a single medication appropriate to a diagnosis or target symptom. Start low and increase slowly.
- Track the target symptom’s response to interventions.
- Be skeptical about the utility of medicines that “work” for only a couple of weeks before a dose increase seems to be required — it is not safe to increase medicine doses indefinitely beyond the normal dosage range.
- If an intervention isn’t reducing symptoms, taper and remove the medication, then reevaluate. Be vigilant about stopping any medication that is not clearly helpful.
- A history of past benefit from a medication does not necessarily mean there is continued benefit from ongoing use. Periodic attempts to wean off a previously helpful medication (such as annually) will reveal if ongoing use of that medicine is desirable.
- Do not exceed maximum dose recommendations for typically developing children. Note children with autism typically experience more adverse effects than others do from psychotropic medications.

Some medications to consider include:

**Risperidone:** FDA approved for children 5-16 years of age with irritability, aggression, self-injury, and quick mood swings associated with autism. Use if behavioral therapy is yielding inadequate results on severe symptoms. Can have many adverse effects including weight gain, dystonia, sedation, neuroleptic malignant syndrome, tardive dyskinesia and both cholesterol and glucose elevations. Suggest start at 0.25-0.5mg/day, usual effective dosage is less than 2mg/day. Requires glucose, lipid panel, and AIMS monitoring (see page 58).

**Aripiprazole:** FDA approved for children aged 6 to 17 years for symptoms of aggression toward others, deliberate self injury, temper tantrums and quick mood swings associated with autism. Has same adverse effects and monitoring needs as risperidone, including probability of weight gain. As a newer agent, less autism research and clinical experience exists relative to risperidone. Effective in 2-15mg/day range of dosing. No generic formulation.

**Stimulants:** Consider if an ADHD comorbidity, though they may have less benefit on ADHD symptoms than children without autism. They have more adverse effects than children without autism, including more irritability, insomnia, and social withdrawal. Best studied of this group is methylphenidate. If used, start with 2.5mg/dose or 0.125mg/kg bid to tid.

**SSRI’s:** Consider if an anxiety or depression comorbidity. Are shown to not improve any of the core autism features. SSRI’s have increased rates of adverse effects including agitation, irritability, elation, and insomnia than for children without autism.

A. A. Golombek, MD and Robert Hilt, MD
Autism Resources

Information for Families

Books families may find helpful:


Websites families may find helpful:

• Autism Speaks
  www.autismspeaks.org (advocacy, diagnostic, treatment and support resources)

Resources for Teaching Social Skills

All Ages:

• The Social Skills Picture Book: Teaching Play, Emotion, and Communication to Children with Autism (2003), by Jed Baker (Future Horizons)
• The New Social Story Book, Illustrated Edition (2000), by Carol Gray (Linguisystems)

Preschool-Kindergarten:

• Do, Watch, Listen, Say (2000), by Kathleen Ann Quill (Thinking Publications)
• Alaska Autism Resource Center
  www.alaskaarc.org

Elementary Grades (1st through 4th):

• Social Star: General Interaction Skills (Book 1), Social Star: Peer Interaction Skills (Book 2), and
• Social Star: Conflict Resolution and Community Interaction Skills (Book 3), by Nancy Gajewski, Patty Hirn, and Patty Mayo (Thinking Publications)
• Comic Strip Conversations (1994), by Carol Gray (Thinking Publications)

Secondary Grades and Adolescents:

• Navigating the Social World: A Curriculum for Individuals with Asperger’s Syndrome, High Functioning Autism and Related Disorders (2001), by Jeanette McAfee, MD (Future Horizon)

Board Games and Online Games:

• 10 Say and Do Positive Pragmatic Game Boards (Super Duper Publications)
• The Non-Verbal Language Kit
  (ages 7-16, Linguisystems)
• http://do2learn.com (free games that teach about feelings and facial expressions)

Picture Exchange Communication System (PECS) resource:

• http://do2learn.com (has pictures that can be printed out for arranging a visual daily schedule)

This resource page is now available in Spanish at www.seattlechildrens.org/pal
Bipolar Disorder

The diagnosis of bipolar disorder in children is a controversial topic even amongst child psychiatric specialists. This controversy makes it difficult for primary care providers to know what to do when they are wondering about bipolar disorder in their patient.

We would prefer that primary care providers would not have to struggle with this, and could refer all such patients to skilled mental health specialists to assist with diagnosis and treatment. The reality is that many primary care providers feel they do not have that option.

This guide on bipolar diagnosis and treatment aims to provide guidance to the primary care provider struggling on their own to sort out a diagnosis, or otherwise manage a bipolar disordered child in their practice.
Considering Bipolar Disorder?

**Strongly consider other reasons for the symptoms such as:**
- ADHD
- Conduct Disorder
- Oppositional Defiant Disorder
- Major Depression
- Early abuse or neglect in dysregulation syndromes
- “Difficult” temperament of child plus interpersonal conflicts
- Autism Spectrum Disorder, especially with oppositionality
- OCD, separation anxiety or other anxiety disorder
- Medical causes of mania (including fetal alcohol syndrome)

**Safety check:**
- Suicidality?
- Drug abuse?
- Current neglect/abuse?

**Diagnosis:**
- Does child have history of clear manic episode for >4 days?
- History of hospitalization for mania?
- History of psychosis or severe suicidality?
- Symptom of inappropriate euphoria/grandiosity?

**Is this an “Unspecified,” or “Other Specified” Bipolar disorder?**
These are the DSM-5 labels for bipolar symptoms that cause impairment, but the duration or other criteria for Bipolar I or II are not met.
This “soft” criteria bipolar diagnosis in children is controversial.
Most irritable, moody, irrational, hyperactive kids when evaluated more fully are found NOT to have a bipolar disorder.

**More likely Bipolar spectrum if:**
- Episodic patterns of changes in mood, activity and energy including elation, hyperactivity, grandiosity, hypersexuality, decreased sleep that are a departure from baseline function (and not fully explained by child’s response to stressors)
- Have 1st degree relative with bipolar

**Treatment:**
1. Consider consultation with a mental health specialist, especially if safety concerns.
2. Consider medical causes of manic symptoms like hyperthyroidism, neurological dysfunction.
3. Psychosocial/behavioral intervention tailored to family, including:
   a. family psychoeducation
   b. child/family focused CBT
   c. enhancing school and community supports
   d. individual or family psychotherapy
   e. behavior management training
4. Medication trial, single agent preferred, choose among:
   a. atypical antipsychotic
   b. lithium
   c. lamotrigine (especially if bipolar depression)
   d. divalproex, carbamazepine also options, though have less evidence basis
5. Be cautious of prescribing antidepressants (manic switching risk).
6. Follow up frequently, perhaps weekly until stabilizing.
7. Ensure adequate sleep hygiene — consider sleep medications if necessary.

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**Primary References:**
AACAP “Practice Parameter for the Assessment and Treatment of Adolescents and Children with Bipolar Disorder” JAACAP 2007, 46(1), 107-125
Bipolar Disorder Medications

Evidence base on bipolar medications is for narrow phenotype, or classic Bipolar I or II. Broad phenotype, or Bipolar Not Elsewhere Classified has not been well researched in children.

### Atypical Antipsychotics

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Dosage Form</th>
<th>Usual Starting Dose</th>
<th>Sedation</th>
<th>Weight Gain</th>
<th>EPS (stiff muscles)</th>
<th>Bipolar (+) child RCT evidence?</th>
<th>FDA bipolar approved?</th>
<th>Editorial Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risperidone (Risperdal)</td>
<td>0.25, 0.5, 1, 2, 3, 4mg 1mg/ml</td>
<td>0.25mg QHS</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>Yes</td>
<td>Yes (Age ≥ 10)</td>
<td>Generic forms. More dystonia risk than rest</td>
</tr>
<tr>
<td>Aripiprazole (Abilify)</td>
<td>2, 5, 10, 15, 25, 30mg 1mg/ml</td>
<td>2mg QD</td>
<td>+</td>
<td>+</td>
<td>+/-</td>
<td>Yes</td>
<td>Yes (Age ≥ 10)</td>
<td>Generic forms. Long 1/2 life, can take weeks to build effect, more weight gain than for adults</td>
</tr>
<tr>
<td>Quetiapine (Seroquel)</td>
<td>25, 50, 100, 200, 300, 400mg</td>
<td>25mg BID</td>
<td>++</td>
<td>+</td>
<td>+/-</td>
<td>Yes</td>
<td>Yes (Age ≥ 10)</td>
<td>Generic forms. Pills larger, could be hard for kids to swallow.</td>
</tr>
<tr>
<td>Ziprasidone (Geodon)</td>
<td>20, 40, 60, 80mg</td>
<td>20mg BID</td>
<td>+</td>
<td>+</td>
<td>+/-</td>
<td>Yes</td>
<td>No</td>
<td>Generic forms. Greater risk of QT lengthen, EKG check</td>
</tr>
<tr>
<td>Olanzapine (Zyprexa)</td>
<td>2.5, 5, 7.5, 10, 15, 20mg</td>
<td>2.5 mg QHS</td>
<td>++</td>
<td>++</td>
<td>+/-</td>
<td>Yes</td>
<td>Yes (Age ≥ 13)</td>
<td>Generic forms. Greatest risk of weight gain, increased cholesterol</td>
</tr>
<tr>
<td>Asenapine (Saphris)</td>
<td>Sublingual 2.5, 5, 10mg</td>
<td>2.5 mg SL BID</td>
<td>++</td>
<td>+/-</td>
<td>+/-</td>
<td>Yes</td>
<td>Yes (Age ≥ 10)</td>
<td>Oral paresthesias, must dissolve in mouth</td>
</tr>
<tr>
<td>Lurasidone (Latuda)</td>
<td>20, 40, 60, 80, 120mg</td>
<td>20 mg QD</td>
<td>+</td>
<td>+</td>
<td>+/-</td>
<td>Yes</td>
<td>Yes (Age ≥ 10)</td>
<td>Take with food</td>
</tr>
</tbody>
</table>

**Monitoring for all atypical antipsychotics:**

1. Weight checks and fasting glucose/lipid panel roughly every 6 months.
2. If weight gain is severe, will need to change treatments.
3. AIMS exam at baseline and Q6months due to risk of tardive dyskinesia that increases with duration of use.
4. Review neuroleptic malignant syndrome risk (i.e. severe allergic reaction) before starting medication.
5. Discuss dystonia risk, and explain the use of diphenhydramine if needed as antidote.
# Bipolar Disorder Medications

**Other Medication Options**

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Bipolar (+) RCT evidence in kids</th>
<th>FDA bipolar approved children?</th>
<th>Monitoring</th>
<th>Editorial Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lithium</td>
<td>Yes</td>
<td>Yes (≥ 7 years old)</td>
<td>Baseline EKG, BUN/creat, TSH, CBC. Lithium level after 5 days. Q3month Lithium level. Q6mo TSH, BUN/creatinine</td>
<td>Sedating, weight gain, renal and thyroid toxicity. If dehydration can get acute toxicity. Reduces suicide risk though an overdose can be fatal</td>
</tr>
<tr>
<td>Valproate</td>
<td>No</td>
<td>No</td>
<td>CBC, LFT at baseline, in 3 month, then Q6month. VPA level checks needed</td>
<td>Weight gain, sedation, rare severe toxicity of liver, ↓platelets ↓WBC, risk of polycystic ovarian syndrome</td>
</tr>
<tr>
<td>Carbamazepine</td>
<td>No</td>
<td>No</td>
<td>CBC, LFT at baseline, then every 3-6 months. CBZ level checks needed</td>
<td>Aplasia and rash risk. Oxcarbazepine bipolar trial with kids had negative results</td>
</tr>
<tr>
<td>Lamotrigine</td>
<td>No</td>
<td>No</td>
<td>CBC, LFT at baseline, in 2-4 weeks, then Q6 month. Monitor for rash</td>
<td>Stevens-Johnson rash risk requires slow titration, adult studies support use for bipolar depression</td>
</tr>
</tbody>
</table>
ABNORMAL INVOLUNTARY MOVEMENT SCALE (AIMS)

INSTRUCTIONS: COMPLETE EXAMINATION PROCEDURE BEFORE MAKING RATINGS. RATE HIGHEST SEVERITY OBSERVED, RATE MOVEMENTS THAT OCCUR UPON ACTIVATION ONE LESS THAN THOSE OBSERVED SPONTANEOUSLY.

EXAMINATION PROCEDURE

EITHER BEFORE OR AFTER COMPLETING THE EXAMINATION PROCEDURE OBSERVE THE PATIENT UNOBTRUSIVELY AT REST (E.G., IN WAITING ROOM). THE CHAIR TO BE USED IN THIS EXAMINATION SHOULD BE A HARD, FIRM ONE WITHOUT ARMS.

1. ASK PATIENT WHETHER THERE IS ANYTHING IN HIS/HER MOUTH (I.E., GUM, CANDY, ETC.) AND IF THERE IS, TO REMOVE IT.
2. ASK PATIENT ABOUT THE CURRENT CONDITION OF HIS/HER TEETH. ASK PATIENT IF HE/SHE WEARS DENTURES. DO TEETH/DENTURES BOTHER PATIENT NOW?
3. ASK PATIENT WHETHER HE/SHE NOTICES ANY MOVEMENTS IN MOUTH, FACE, HANDS, OR FEET. IF YES, ASK TO DESCRIBE AND TO WHAT EXTENT THEY CURRENTLY BOTHER PATIENT OR INTERFERE WITH HIS/HER ACTIVITIES.
4. HAVE PATIENT SIT IN CHAIR WITH HANDS ON KNEES LEGS SLIGHTLY APART AND FEET FLAT ON FLOOR. (LOOK AT ENTIRE BODY FOR MOVEMENTS WHILE IN THIS POSITION)
5. ASK PATIENT TO SIT WITH HANDS HANGING HANGING SUPPORTED. IF MALE, BETWEEN LEGS; IF FEMALE AND WEARING A DRESS, HANGING OVER KNEES (OBSERVE HANDS AND OTHER BODY AREAS.)
6. ASK PATIENT TO OPEN MOUTH. (OBSERVE TONGUE AT REST WITHIN MOUTH) DO THIS TWICE.
7. ASK PATIENT TO PROTRUDE TONGUE. OBSERVE ABNORMALITIES OF TONGUE MOVEMENT.) DO THIS TWICE.
8. ASK PATIENT TO TAP THUMB. WITH EACH FINGER, AS RAPIDLY AS POSSIBLE FOR 10-15 SECONDS; SEPARATELY WITH RIGHT HAND, THEN WITH LEFT HAND. (OBSERVE FACIAL AND LEG MOVEMENTS.)
9. FLEX AND EXTEND PATIENT’S LEFT AND RIGHT ARMS (ONE AT A TIME). (NOTE ANY RIGIDITY AND RATE ON DOTES.)
10. ASK PATIENT TO STAND UP. (OBSERVE IN PROFILE. OBSERVE ALL BODY AREAS AGAIN. HIPS INCLUDED.)
11. ASK PATIENT TO EXTEND BOTH ARMS OUTSTretched IN FRONT WITH PALMS DOWN. (OBSERVE TRUNK, LEGS, AND MOUTH.)
12. HAVE PATIENT WALK A FEW PACES, TURN, AND WALK BACK TO CHAIR. (OBSERVE HANDS AND GAIT) DO THIS TWICE.

** ACTIVATED MOVEMENTS

FACIAL AND ORAL MOVEMENTS:

1. MUSCLES OF FACIAL EXPRESSION E.G., MOVEMENTS OP FOREHEAD, EYEBROWS, PERIORBITAL AREA, CHEEKS; INCLUDE FROWNING, BLINKING, SMILING, GRIMACING
2. LIPS AND PERIORAL AREA E.G., PUCKERING POUTING, SMACKING
3. JAW E.G., BITING CLENCHING, CHEWING, MOUTH OPENING, LATERAL MOVEMENT
4. TONGUE RATE ONLY INCREASE IN MOVEMENT BOTH IN AND OUT OF MOUTH. NOT INABILITY TO SUSTAIN MOVEMENT

EXTREMITY MOVEMENTS:

5. UPPER (ARMS, WRISTS HANDS FINGERS INCLUDE Choreic MOVEMENTS (I.E., RAPID, OBJECTIVELY PURPOSELESS, IRREGULAR SPONTANEOUS) ATHETOID MOVEMENTS (I.E., SLOW IRREGULAR, COMPLEX SERPENTINE). DO NOT INCLUDE TREMOR (I.E., REPETITIVE, REGULAR, RHYTHMIC)
6. LOWER (LEGS, KNEES, ANKLES, TOES) E.G., LATERAL KNEE MOVEMENT, FOOT TAPPING, HEEL DROPPING, FOOT SQUIRMING, INVERSION AND EVERSION OF FOOT

TRUNK MOVEMENTS:

7. NECK, SHOULDERS, HIPS E.G., ROCKING. TWISTING, SQUIRMING PELVIC GYRATIONS

GLOBAL JUDGMENTS:

8. SEVERITY OF ABNORMAL ACTION
9. INCAPACITATION DUE TO ABNORMAL MOVEMENTS
10. PATIENT’S AWARENESS OF ABNORMAL MOVEMENTS

DENTAL STATUS:

11. CURRENT PROBLEMS
12. DOES PATIENT USUALLY WEAR DENTURES?

□ NOT APPLICABLE: PATIENT HAS NO HISTORY OF TREATMENT WITH NEUROLEPTICS FOR ONE MONTH OR MORE.
□ EXAMINATION COMPLETED

PHYSICIAN’S SIGNATURE................................................................. DATE OF EXAMINATION........................................

REVISED 03/20/97
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Bipolar Disorder Resources

Information for Families

There is no shortage of books written about childhood bipolar disorder. Despite this fact, quality research based and balanced information is hard to find. This reflects the fact that an intense professional debate is currently raging about how bipolar disorder in children is defined, with some authors using “bipolar, unspecified type” as a label for any very irritable child.

Families should start their learning about bipolar disorder with the following websites that provide high quality information and support.

Books families may find helpful:

An Unquiet Mind (1995), by Kay Redfield Jamison, MD (a memoir by a bipolar disorder researcher who had the illness herself — can be helpful for understanding the nature of Bipolar I illness)

Bipolar Disorder for Dummies (2005), by Candida Fink, MD and Joe Craynak (don’t be put off by the name of the book, it is balanced and easy to read)

The Bipolar Workbook: Tools for controlling your mood swings (2006), by Monica Ramirez Basco (contains some practical advice, based on CBT principles)

Your Child Does Not Have Bipolar Disorder (2011) by Stuart Kaplan (describes when a bipolar label would not be appropriate, and how we know how to help irritable, angry, explosive children)

The Bipolar Teen: What You Can Do to Help Your Child and Your Family (2007), by David Miklowitz, PhD and Elizabeth George, PhD

Websites families may find helpful:

American Academy of Child and Adolescent Psychiatry, Practice Parameter on Bipolar Disorder. This contains a very detailed review of treatments.


American Academy of Child and Adolescent Psychiatry Bipolar disorder Resource Center, has video clips, “facts for families,” and many other resource links

www.aacap.org/aacap/families_and_youth/resource_centers/bipolar_disorder_resource_center/home.aspx

National Institute of Mental Health, bipolar disorder section


National Alliance for the Mentally Ill

www.nami.org

Depression and Bipolar Support Alliance

www.dbsalliance.org

Parents Med Guide, contains bipolar disorder medication information from American Psychiatric Association and American Academy of Child and Adolescent Psychiatry

www.parentsmedguide.org
Depression
Depressive Symptoms?
Unexplained Somatic Complaints?

Safety screen:
Neglect/Abuse?
Medical condition (i.e. anemia, thyroid problem?)
Thoughts of hurting oneself?
if yes, are there plans and means available?

Think about comorbidity:
Anxiety, ODD, Conduct Disorder, ADHD, Dysthymia, Substance Abuse

Diagnosis:
DSM-5 Diagnostic Criteria
Rating Scale: SMFQ or PHQ-9 (others available for a fee)
Label as “Unspecified Depressive Disorder” if significant symptoms but not clear if Major Depression

Can problem be managed in primary care?

YES

Mild Problem
(noticeable, but basically functioning OK)

Educate patient and family
Support increased peer interactions.
Behavior activation, exercise.
Encourage good sleep hygiene.
Reduce stressors, if possible.
Remove any guns from home.
Offer parent/child further reading resources.

Follow up appointment in 2-4 weeks to check if situation is getting worse.
Repeating rating scales helps comparisons.
Those not improving on their own are referral candidates for counseling.

Moderate/Severe Problem
(significant impairment in one setting, or moderate impairment in multiple settings)

Recommend individual psychotherapy
CBT and IPT are preferred, where available.
Psychoeducation, coping skills, and problem solving focus are all helpful therapy strategies.
Educate patient and family (as per mild problem list on left).
Consider family therapy referral.

Consider starting SSRI, especially if severe.
Fluoxetine is the first line choice.
Escitalopram/Sertraline second line.
Third line agents are other SSRIs, buproprion, mirtazepine.
Wait four weeks between dose increases to see changes.
Check for side effects every 1-2 weeks in first month of use to ensure no new irritability or suicidality (phone or in person).
Stop SSRI if get agitation, anxiety or suicidal thoughts.
Consult MH specialist if monotherapy is not helping.
Monitor progress with repeat use of rating scale.

NO

Referral

Follow up appointment in 2-4 weeks to check if situation is getting worse.
Repeating rating scales helps comparisons.
Those not improving on their own are referral candidates for counseling.

Primary References:
Zuckerbrot R ed.: “Guidelines for Adolescent Depression in Primary Care (GLAD-PC) Toolkit.” Columbia University: Center for the Advancement of Children’s Mental Health
Short Mood and Feelings Questionnaire

This form is about how you might have been feeling or acting recently.

For each question, please check how much you have felt or acted this way in the past two weeks.

If a sentence was true about you most of the time, check TRUE.
If it was only sometimes true, check SOMETIMES.
If a sentence was not true about you, check NOT TRUE.

<table>
<thead>
<tr>
<th>TRUE</th>
<th>SOMETIMES</th>
<th>NOT TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I felt miserable or unhappy</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>2. I didn’t enjoy anything at all</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>3. I felt so tired I just sat around and did nothing</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>4. I was very restless</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>5. I felt I was no good any more</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>6. I cried a lot</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>7. I found it hard to think properly or concentrate</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>8. I hated myself</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>9. I was a bad person</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>10. I felt lonely</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>11. I thought nobody really loved me</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>12. I thought I could never be as good as other kids</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>13. I did everything wrong</td>
<td>❏</td>
<td>❏</td>
</tr>
</tbody>
</table>
Parent Report Version — SMFQ

**Short Mood and Feelings Questionnaire**

This form is about how your child may have been feeling or acting recently.

For each question, please check how much she or he has felt or acted this way *in the past two weeks*.

If a sentence was true about your child most of the time, check TRUE.
If it was only sometimes true, check SOMETIMES.
If a sentence was not true about your child, check NOT TRUE.

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>SOMETIMES</th>
<th>NOT TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copyright Adrian Angold & Elizabeth J. Costerillo, 1987; Developed Epidemiology Program, Duke University
Reproduced with permission from developer, may be reproduced for use with one’s own patients.
Scoring the SMFQ

Note: the SMFQ has been validated for use in children age 6 years and up.

The SMFQ should not be used to make a definitive diagnosis of depression. It has usefulness as a screening tool for situations where depression is suspected, and as an aid toward following a child’s symptom severity and treatment response over time.

**Scoring:**

Assign a numerical value to each answer as follows:

- Not true = 0
- Sometimes = 1
- True = 2

Add up the assigned values for all 13 questions. Record the total score.

*A total score on the child version of the SMFQ of 8 or more is considered significant.*


Sensitivity/specificity statistics of the parent version is not reported in the literature. If your patient does not complete the child version of SMFQ, repeated administration of the parent version over time should still be useful for symptom tracking.
Patient Health Questionnaire (PHQ-9)

Over the last 2 weeks, how often have you been bothered by any of the following problems? (use “fen” to indicate your answer).

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Several days</th>
<th>More than half the days</th>
<th>Nearly every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Little interest or pleasure in doing things</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Feeling down, depressed, or hopeless</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Trouble falling or staying asleep, or sleeping too much</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Feeling tired or having little energy</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Poor appetite or overeating</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Feeling bad about yourself — or that you are a failure or have let yourself or your family down</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Trouble concentrating on things, such as reading the newspaper or watching television</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Thoughts that you would be better off dead, or of hurting yourself in some way</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**add columns**

(Healthcare professional: For interpretation of TOTAL, please refer to accompanying scoring card).

**TOTAL:**

10. If you checked off any problems, how difficult have these problems made it for you to to do your work, take care of things at home, or get along with other people.

- Not difficult at all
- Somewhat difficult
- Very difficult
- Extremely difficult

Version formatted by Macarthur Foundation. Copyright © Pfizer, Inc., 1999. Developed by R Spitzer and J Williams et al. with an educational grant from Pfizer. May be reproduced for clinical use.
Note: this scale has not been evaluated for use with pre-pubertal children. A number of studies have used this scale for adolescent patients.

The PHQ-9 should not be used to make a definitive diagnosis of depression. It has usefulness as a screening tool for situations where depression is suspected, and as an aid toward following a child’s symptom severity and treatment response over time.

Any positive response to question 9 should be followed up with questions about the child's current safety. Any immediate plans for suicide require an emergent response.

Question 10 should be noted as at least “somewhat difficult” to be consistent with a diagnosis of depression. A depression diagnosis requires a functional impairment to be present.

Add up the total number from items 1-9

Estimated depression severity:

0-4 None
5-9 Minimal symptoms
10-14 Possible dysthymia, or mild Major Depression
15-19 Consistent with Major Depression
≥ 20 Consistent with severe Major Depression

* As recommended by Macarthur Foundation and Pfizer, Inc.
# Depression Medications

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Dosage Form</th>
<th>Usual starting dose for adolescent</th>
<th>Increase increment (after ~4 weeks)</th>
<th>RCT evidence in kids</th>
<th>FDA depression approved for children?</th>
<th>Editorial Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluoxetine</strong></td>
<td>10, 20, 40mg</td>
<td>10 mg/day (60mg max)*</td>
<td>10-20mg**</td>
<td>Yes</td>
<td>Yes (Age ≥ 8)</td>
<td>Long 1/2 life, no side effect from a missed dose</td>
</tr>
<tr>
<td>(Prozac)</td>
<td>20mg/5ml</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sertraline</strong></td>
<td>25, 50, 100mg</td>
<td>25 mg/day (200mg max)*</td>
<td>25-50mg**</td>
<td>Yes</td>
<td>No</td>
<td>May be prone to side effects when stopping</td>
</tr>
<tr>
<td>(Zoloft)</td>
<td>20mg/ml</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Escitalopram</strong></td>
<td>5, 10, 20mg</td>
<td>5 mg/day (20mg max)*</td>
<td>5-10mg**</td>
<td>Yes</td>
<td>Yes (Age ≥ 12)</td>
<td>The active isomer of citalopram.</td>
</tr>
<tr>
<td>(Lexapro)</td>
<td>5mg/5ml</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citalopram</strong></td>
<td>10, 20, 40mg</td>
<td>10 mg/day (40mg max)*</td>
<td>10-20mg**</td>
<td>Yes</td>
<td>No</td>
<td>Few drug interactions</td>
</tr>
<tr>
<td>(Celexa)</td>
<td>10mg/5ml</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bupropion</strong></td>
<td>75, 100mg</td>
<td>75 mg/day (later dose this BID)</td>
<td>75-100mg**</td>
<td>No</td>
<td>No</td>
<td>Can have more agitation risk. Avoid if eat d/o. Also has use for ADHD treatment.</td>
</tr>
<tr>
<td>(Wellbutrin)</td>
<td>100, 150, 200mg SR forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>150, 300mg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>XL forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mirtazapine</strong></td>
<td>15, 30, 45mg</td>
<td>15 mg/day (45mg max)*</td>
<td>15mg**</td>
<td>No</td>
<td>No</td>
<td>Sedating, increases appetite</td>
</tr>
<tr>
<td>(Remeron)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Venlafaxine</strong></td>
<td>25, 50, 75, 100mg</td>
<td>37.5 mg/day (225mg max)*</td>
<td>37.5 to 75mg**</td>
<td>No</td>
<td>No</td>
<td>Only recommended for older adolescents. Withdrawal symptoms can be severe.</td>
</tr>
<tr>
<td>(Effexor)</td>
<td>37.5,75, 150 mg ER forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Duloxetine</strong></td>
<td>20, 30, 40, 60mg</td>
<td>30 mg/day (120mg max)*</td>
<td>30mg</td>
<td>No</td>
<td>No</td>
<td>May cause nausea. May help with somatic symptoms.</td>
</tr>
<tr>
<td>(Cymbalta)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Fluoxetine considered first line per the evidence base in children

** Escitalopram and Sertraline considered second line per the evidence base in children

Citalopram, bupropion, mirtazapine, venlafaxine, and duloxetine considered third line treatments per the evidence base in children

Starting doses in children less than 13 may need to be lowered using liquid forms

Successful medication trials should continue for 6 to 12 months

* Recommend decrease maximum dosage by around 1/3 for pre-pubertal children

** Recommend using the lower dose increase increments for younger children.
Crisis Prevention Plan Aid

A parent’s guide to creating a crisis prevention plan

Crisis Prevention Plans (CPP) are intended to help children/adolescents and their caregivers prevent minor problems from escalating into crisis events. CPPs provide an opportunity for the child/adolescent and the caregiver to logically think through situations by identifying the cause of distress, understanding and discussing options for minimizing difficult situations, and encouraging coping skills to help decrease the distress. Key components of a CPP include understanding triggers, identifying warning signs, and helping to facilitate interactions that will decrease the possibility of further difficulties. A thoughtful and carefully constructed CPP can help families make choices and take actions to diffuse difficult situations.

Steps for creating your own Crisis Prevention Plan:

- **Discuss triggers** — Triggers are things that cause distress for the child/adolescent. Common triggers include peer conflict, homework, chores, feeling sad or angry, and being told “no” or being unable to get their way. The child/adolescent and caregiver should be honest and explicit about the triggers for what is currently causing them the most difficulty.

- **Identify early warning signs** — Warning signs are physical clues the child/adolescent does (sometimes without their knowledge) that show others that they are upset or distressed. Common warning signs include blushing/flushed face, clenching fists, pacing, yelling, or withdrawing/becoming quiet.

- **List interventions the caregiver can do to help the child/adolescent calm down** — Discuss what the child/adolescent would want, and how the caregiver could provide that for them. Examples include giving the child/adolescent space to calm down, reminding them to use a coping skill, talking with them, or offering a hug.

- **List things the child/adolescent can do to help calm themselves** — This typically includes coping skills such as listening to music, talking a walk, doing deep breathing exercises, taking time to themselves (include a mention of how long to let the child/adolescent “cool off” before being expected to reengage with the family), writing, drawing/coloring, or other relaxation techniques.

- **Identify other supports if the above interventions aren't helpful or are unavailable** — for instance, list three people the child/adolescent can contact, beside the caregiver, when distressed. Examples include peers who would have a positive influence, relatives, older siblings, therapists, or teachers/coaches. The child/adolescent and caregiver should agree who are a good resource. Also identify and list the crisis line where you live. A hotline such as the Suicide Prevention Lifeline (800-273-8255) or https://suicidepreventionlifeline.org is also helpful.

Christina Clark, MD
Crisis Prevention Plan

My triggers are:
1. ...........................................................................................................................................................................
2. ...........................................................................................................................................................................
3. ...........................................................................................................................................................................
4. ...........................................................................................................................................................................
5. ...........................................................................................................................................................................

My early warning signs are:
1. ...........................................................................................................................................................................
2. ...........................................................................................................................................................................
3. ...........................................................................................................................................................................
4. ...........................................................................................................................................................................
5. ...........................................................................................................................................................................

When my parents/caregivers notice my early warning signs, they can:
1. ...........................................................................................................................................................................
2. ...........................................................................................................................................................................
3. ...........................................................................................................................................................................
4. ...........................................................................................................................................................................
5. ...........................................................................................................................................................................

Things I can do when I notice my early warning signs:
1. ...........................................................................................................................................................................
2. ...........................................................................................................................................................................
3. ...........................................................................................................................................................................
4. ...........................................................................................................................................................................
5. ...........................................................................................................................................................................

If I am unable to help myself I can call:
1. ...........................................................................................................................................................................
2. ...........................................................................................................................................................................
3. ...........................................................................................................................................................................
4. ...........................................................................................................................................................................
5. ...........................................................................................................................................................................

- State Mental Health Crisis Line
  Careline Alaska 1-877-266-4357
  https://carelinealaska.com
- Text HOME to 741741 or visit: https://www.crisistextline.org
- National Suicide Prevention Lifeline Phone Number: 1-800-273-8255

This Crisis Prevention Plan was created to give your family strategies you can use in your home to help calm your child during an escalation before they reach a crisis point. We do not advise using restraint, such as holding your child down, because you or your child could get hurt. Please call 911 if you or your child is in imminent danger.
General Home Safety Recommendations
After a Child Crisis Event

The following safety tips may help to keep things safe right now after an escalated crisis event, and help to reduce further escalations/crises:

1. In the home environment, maintain a “low-key” atmosphere while maintaining regular routines
2. Follow your typical house rules, but pick your battles appropriately, for example:
   • immediately intervene with aggressive or dangerous behaviors
   • if your child is just using oppositional words, it may be wise to ignore those behaviors
3. Provide appropriate supervision until the child’s crisis is resolved
4. Make a crisis prevention plan by identifying likely triggers for a crisis (such as an argument), and plan with your child what the preferred actions would be for the next time the triggers occur (such as calling a friend, engaging in a distracting activity or going to a personal space)
5. Encourage your child to attend school, unless otherwise directed by your provider
6. Make sure that you and your child attend the next scheduled appointment with their provider
7. Administer medications as directed by your child’s medical or psychiatric provider
8. Go into each day/evening with a plan for how time will be spent — this should help prevent boredom and arguments in the moment
9. Secure and lock up all medications and objects your child could use to hurt him/herself and/or use to attempt suicide. When locking up items, ensure your child does not have knowledge of their location, the location of the key, or the combination to any padlock used to secure them. This includes:
   • Sharp objects like knives and razors
   • Materials that can be used for strangulation attempts, such as belts, cords, ropes and sheets
   • Firearms and ammunition (locked and kept in separate/different locations from each other)
   • All medications of all family members, including all over the counter medicines. If your child takes medication of any type, you should administer it for the time being (unless instructed to stop it by your care provider)

In the event of another crisis, please do the following:

• If you believe that you, your child, or another person is no longer safe as a result of your child’s behavior, call 911 to have your child transported to the emergency department closest to your home
• Consider calling your local crisis hotline: Careline Alaska 1-877-266-4357
   https://carelinealaska.com
• Consider calling the National Suicide Prevention Lifeline: 1-800-784-2433

This resource page is now available in Spanish at www.seattlechildrens.org/pal
Depression Resources

Information for Families

Books families may find helpful:

The Childhood Depression Sourcebook (1998), by Jeffery Miller
The Depressed Child: Overcoming Teen Depression (2001), by Mariam Kaufman
The Explosive Child (2001), by Ross Greene

Books children may find helpful:

Taking Depression to School (2002), by Kathy Khalsa (for young children)
Where’s Your Smile, Crocodile? (2001), by Clair Freedman (for young children)
Feeling Good: The New Mood Therapy (1999), by David Burns (for adolescents)
My Feeling Better Workbook: Help for Kids Who Are Sad and Depressed (2008), by Sara Hamil (for elementary school students)

Crisis Hotlines:

Careline Alaska National Suicide Prevention Lifeline START text – 741741
1-877-266-4357 (HELP) 1-800-273-8255 www.crisistextline.org

Websites families may find helpful:

Guide to depression medications from APA and AACAP professional societies
www.parentsmedguide.org
National Institute of Mental Health
www.nimh.nih.gov/health/topics/depression/index.shtml
National Alliance for Mental Illness
www.nami.org/Find-Support/Teens-and-Young-Adults
American Foundation for Suicide Prevention
https://afsp.org
American Academy of Child and Adolescent Psychiatry
www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/Depression_Resource_Center/Home.aspx
Teen Self-Help Cognitive Behavior Therapy (CBT) guidance
www.dartmouthcoopproject.org/teen-mental-health-2
Youth Suicide Prevention Program
www.yspp.org

This resource page is now available in Spanish at www.seattlechildrens.org/pal
Peripartum Mood and Anxiety Disorders

Nearly 1 in 5 women experience a peripartum mood or anxiety disorder. Untreated peripartum mood or anxiety disorder presents serious risks.

- Risks to mothers: delayed or poor prenatal care, low birth weight, spontaneous abortion, impaired bonding with child, increased substance abuse (including nicotine), psychiatric hospitalization, postpartum psychosis, and suicide.
- Risks to offspring: decreased cognitive abilities, increased risk of affective, anxiety, and conduct disorders, increased risk of ADHD and learning disorders, increased risk of failure to thrive, delayed immunization, decreased car seat safety, and infanticide.

**RISK FACTORS:** history of traumatic birth, fussy baby, difficulty breastfeeding, unplanned C-section, stressful life events during peripartum period, financial hardship, NICU visit, or history of mental health difficulties in the mother.

**SYMPTOMS:**
- Sadness, hopelessness, emptiness
- Crying more often than usual for no apparent reason
- Increased worry, anxiety, panic or feeling overwhelmed
- Moodiness, irritability, restlessness, anger, rage
- Oversleeping, or being unable to sleep even when her baby is asleep
- Difficulty concentrating, remembering details, making decisions
- Losing interest in activities that are usually enjoyable
- Physical aches and pains, e.g., frequent headaches, stomach problems, and muscle pain.
- Increased or decreased appetite
- Social withdrawal or avoidance
- Difficulty emotionally attaching to her baby
- Persistently doubting ability to care for her baby
- Thinking about harming herself or her baby

**SCREENING:** The American Academy of Pediatrics recommends screening of mothers at 1, 2, 4, and 6 months well child visits. The PHQ-2, PHQ-9 and the Edinburgh Postnatal Depression Scale (EPDS) are free, brief rating scales. Patients who screen positive on the PHQ-2 (score ≥ 3) should be further evaluated with the PHQ-9. The EPDS removes some signs of depression that are difficult to distinguish from the average parenting experience, such as diminished sleep. To bill for screening, use the infant’s MRN and CPT code 96161.

**TREATMENT:**
If screening is positive for mild symptoms (PHQ-9 10-14 or EPDS 9-13),

a) Let the mother know that postpartum depression and anxiety are common, treatable, and not her fault.

b) Support parenting through feeding support, sleep training support, etc.

c) Enlist social and community support.

d) Refer to a support group and/or for maternal or dyadic (mother/baby) therapy.

e) Consider referral for medication.

If screening is positive for moderate symptoms (PHQ-9 15-19 or EPDS 14-18) or severe symptoms (PHQ-9>20 or EPDS >19), in addition to above interventions for mild symptoms,

a) Strongly consider medication intervention.

b) Consider hospitalization when safety is a concern.

Kisha Clune, MD

References:
Disruptive Behavior and Aggression
Disruptive Behavior or Aggression?
Suspect Oppositional Defiant Disorder or Conduct Disorder?

Safety check: Neglect/Abuse? Drug abuse? Specific plan to hurt someone?

Think about comorbidity: ADHD Major Depression (irritable mood type) Bipolar disorder Anxiety disorder

Diagnosis:
See DSM-5 criteria.
ODD: Pattern of angry/irritable, argumentative/defiant and vindictive behavior of > 6 months
CD: Pattern of behavior violating rights of others/societal norms > 1 year
Rating scale screen: Vanderbilt ADHD scale

Can problem be managed in primary care?

NO
Referral to Mental Health Specialist

YES

Child Focused Treatments

Individual psychotherapy focused on problem solving skills, and helping identify and institute tangible rewards for desired behavior. (Avoid group therapy as may reinforce negative behaviors.)
Parent involvement/training is essential to get positive results.
Encourage “special time” interactions between parent and child.

If ADHD present, strongly consider use of stimulant medication.

Parent Focused Treatments

Young Children: strongly recommend a therapist to teach behavior management skills. Many models for this like Parent Child Interaction Training (PCIT), the Barkley method and 1-2-3 Magic.
Adolescents: recommend parent/family therapy or training such as functional family therapy (FFT) or Multisystemic Therapy (MST).
Parent should create some regular positive time with their child (like “special time”) as this helps other discipline to be more effective.
Encourage parent to utilize our bibliotherapy/video references on learning behavior management techniques.

Primary References:
Non-Specific Medications for Disruptive Behavior and Aggression

- If used, choosing a single medication is strongly recommended over polypharmacy
- Establish a specific target to treat, and measure the response over time (such as anger explosion frequency, duration)
- Aggression is not a diagnosis—continue to look for and treat what may be the cause, usually prescribing psychotherapy and behavior management training as the treatments of choice

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Dosage Form</th>
<th>Start Dose</th>
<th>Sedation</th>
<th>Weight Gain</th>
<th>Extra-pyramidal symptoms</th>
<th>(+) RCT evidence in kids?</th>
<th>Editorial Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risperidone (Risperdal)</td>
<td>0.25, 0.5, 1, 2, 3, 4mg</td>
<td>0.25mg QHS</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>Yes</td>
<td>Most child research support of the meds in this group</td>
</tr>
<tr>
<td>Aripiprazole (Abilify)</td>
<td>2, 5, 10, 15, 25, 30mg</td>
<td>2mg QD</td>
<td>+</td>
<td>+</td>
<td>+/-</td>
<td>No</td>
<td>Long 1/2 life, takes weeks to build effect.</td>
</tr>
<tr>
<td>Quetiapine (Seroquel)</td>
<td>25, 50, 100, 200, 300, 400mg</td>
<td>25mg QHS</td>
<td>++</td>
<td>+</td>
<td>+/-</td>
<td>No</td>
<td>Pills larger, could be hard for kids to swallow.</td>
</tr>
<tr>
<td>Ziprasidone (Geodon)</td>
<td>20, 40, 60, 80mg</td>
<td>20mg QHS</td>
<td>+</td>
<td>+</td>
<td>+/-</td>
<td>No</td>
<td>Greater risk of QT lengthen, EKG check</td>
</tr>
<tr>
<td>Olanzapine (Zyprexa)</td>
<td>2.5, 5, 7.5, 10, 15, 20mg</td>
<td>2.5 mg QHS</td>
<td>++</td>
<td>++</td>
<td>+/-</td>
<td>No</td>
<td>Greatest risk of weight gain, increased cholesterol</td>
</tr>
</tbody>
</table>

Table + and – from Fedorowicz VJ. Fombonne E. (2005), Lublin, H; et al ( 2005), and Correll CU et al (2009)

Monitoring for all atypical antipsychotics: AIMS exam at baseline and Q6months due to risk of tardive dyskinesia. Warn of dystonia & NMS risks. Weight checks, fasting glucose/lipid panel Q6months at minimum

Other Medication Options

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Description</th>
<th>(+) RCT evidence in kids**</th>
<th>Monitoring</th>
<th>Editorial Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lithium</td>
<td>A salt, is renally excreted</td>
<td>Yes</td>
<td>Baseline EKG, BUN/creat, TSH, CBC. Lithium level after 5 days. Q3month Li. Q6mo TSH,BUN/cret</td>
<td>Sedating, weight gain, renal and thyroid toxicity. If dehydration can get acute toxicity. Reduces suicide risk though an overdose can be fatal</td>
</tr>
<tr>
<td>Valproate</td>
<td>Anti-seizure</td>
<td>Yes</td>
<td>CBC, LFT at baseline, in 3 month, then Q6month. VPA level checks needed</td>
<td>Sedating, weight gain, rare severe toxicity of liver, ↓platelets</td>
</tr>
<tr>
<td>Carbamazepine</td>
<td>Anti-seizure</td>
<td>No</td>
<td>CBC, LFT at baseline, then every 3-6 months. CBZ level checks needed</td>
<td>Aplasia and rash risk. Note a negative result trial with kids and oxcardazepine &amp; bipolar disorder</td>
</tr>
<tr>
<td>Clonidine, Guanfacine</td>
<td>α-2 agonists</td>
<td>Yes</td>
<td>Pulse, BP</td>
<td>Orthostasis, sedation sign of excess dose, avoid high doses, rebound hypertension if quick stop</td>
</tr>
</tbody>
</table>

**Pappadopulos E et al. (2006) and lit. review

None of the medications on this page are FDA approved for aggression treatment, with the exception of risperidone and aripiprazole which are approved for irritability/aggression treatment in autism.
ABNORMAL INVOLUNTARY MOVEMENT SCALE (AIMS)

INSTRUCTIONS: COMPLETE EXAMINATION PROCEDURE BEFORE MAKING RATINGS. CODE 0 = NONE 1 = MINIMAL, MAY BE EXTREME NORMAL 2 = MILD 3 = MODERATE 4 = SEVERE

MOVEMENT RATINGS: RATE HIGHEST SEVERITY OBSERVED, RATE MOVEMENTS THAT OCCUR UPON ACTIVATION ONE LESS THAN THOSE OBSERVED SPONTANEOUSLY.

EXAMINATION PROCEDURE

EITHER BEFORE OR AFTER COMPLETING THE EXAMINATION PROCEDURE OBSERVE THE PATIENT UNOBSERVIVELY AT REST (E.G., IN WAITING ROOM). THE CHAIR TO BE USED IN THIS EXAMINATION SHOULD BE A HARD, FIRM ONE WITHOUT ARMS.

1. ASK PATIENT WHETHER THERE IS ANYTHING IN HIS/HER MOUTH (I.E., GUM, CANDY, ETC.) AND IF THERE IS, TO REMOVE IT.
2. ASK PATIENT ABOUT THE CURRENT CONDITION OF HIS/HER TEETH. ASK PATIENT IF HE/SHE WEARS DENTURES. DO TEETH/DENTURES BOTHER PATIENT NOW?
3. ASK PATIENT WHETHER HE/SHE NOTICES ANY MOVEMENTS IN MOUTH, FACE, HANDS, OR FEET. IF YES, ASK TO DESCRIBE AND TO WHAT EXTENT THEY CURRENTLY BOTHER PATIENT OR INTERFERE WITH HIS/HER ACTIVITIES.
4. HAVE PATIENT SIT IN CHAIR WITH HANDS ON KNEES LEGS SLIGHTLY APART AND FEET FLAT ON FLOOR. (LOOK AT ENTIRE BODY FOR MOVEMENTS WHILE IN THIS POSITION)
5. ASK PATIENT TO SIT WITH HANDS HANGING UNSUPPORTED. IF MALE, BETWEEN LEGS; IF FEMALE AND WEARING A DRESS, HANGING OVER KNEES (OBSERVE HANDS AND OTHER BODY AREAS.)
6. ASK PATIENT TO OPEN MOUTH. (OBSERVE TONGUE AT REST WITHIN MOUTH) DO THIS TWICE.

7. ASK PATIENT TO PROTRUDE TONGUE. OBSERVE ABNORMALITIES OF TONGUE MOVEMENT) DO THIS TWICE.
8. ASK PATIENT TO TAP THUMB WITH EACH FINGER, AS RAPIDLY AS POSSIBLE FOR 10-15 SECONDS; SEPARATELY WITH RIGHT HAND, THEN WITH LEFT HAND. (OBSERVE FACIAL AND LEG MOVEMENTS.)
9. FLEX AND EXTEND PATIENT’S LEFT AND RIGHT ARMS (ONE AT A TIME). (NOTE ANY RIGIDITY AND RATE ON DOTES.)
10. ASK PATIENT TO STAND UP. (OBSERVE IN PROFILE. OBSERVE ALL BODY AREAS AGAIN. HIPS INCLUDED.)

** ACTIVATED MOVEMENTS

FACIAL AND ORAL MOVEMENTS:

1. MUSCLES OF FACIAL EXPRESSION E.G., MOVEMENTS OP FOREHEAD, EYEBROWS, PERIORBITAL AREA, CHEEKS; INCLUDE FROWNING, BLINKING, SMILING, GRIMACING
2. LIPS AND PERIORAL AREA E.G., PUCKERING POUTING, SMACKING
3. JAW E.G., BITING CLENCHING, CHEWING, MOUTH OPENING, LATERAL MOVEMENT
4. TONGUE RATE ONLY INCREASE IN MOVEMENT BOTH IN AND OUT OF MOUTH. NOT INABILITY TO SUSTAIN MOVEMENT

EXTREMITY MOVEMENTS:

6. LOWER (LEGS, KNEES, ANKLES, TOES) E.G., LATERAL KNEE MOVEMENT, FOOT TAPPING, HEEL DROPING, FOOT SQUIRMIING, INVERSION AND EVERSIO OF FOOT

TRUNK MOVEMENTS:

7. NECK, SHOULDERS, HIPS E.G., ROCKING. TWISTING, SQUIRMI NG PELVIC GYRATIONS

GLOBAL JUDGMENTS:

8. SEVERITY OF ABNORMAL ACTION
9. INCAPACITATION DUE TO ABNORMAL MOVEMENTS
10. PATIENT’S AWARENESS OF ABNORMAL MOVEMENTS

DENTAL STATUS:

11. CURRENT PROBLEMS
12. DOES PATIENT USUALLY WEAR DENTURES?

□ NOT APPLICABLE: PATIENT HAS NO HISTORY OF TREATMENT WITH NEUROLEPTICS FOR ONE MONTH OR MORE.
□ EXAMINATION COMPLETED

PHYSICIAN’S SIGNATURE.......................................................... DATE OF EXAMINATION...........................................

REVISED 03/20/97
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**Time Out**

“Time out” means taking a specific time away from attention, interesting activities, rewards or other reinforcement. It usually means placing the child in a dull, boring place immediately following an undesired behavior, and having them remain there for a specific amount of time. Time out can also involve a temporary loss of parental attention or interaction in situations where the physical space is limited (like no talking for 5 minutes while riding in a car).

It is often said that the length of time out should be one minute for each year of age, but adjustments need to be made based on developmental level — for instance a developmentally delayed child should have their time out times significantly reduced.

Time outs are simple in concept, but can be hard to implement. Here are some tips for greater success:

- **Set limits that are consistent** — if a given child behavior requires a time out one day it should always get that response. Inconsistency leads to more testing of the limits.
- **Focus on changing only one or two types of misbehavior at a time.** For instance if hitting a sibling is the main concern, focus your efforts on consistent time outs for that behavior and try to let other things slide for a while until you have results.
- **When you announce the time out, do not continue to engage verbally with your child.** This is very important — children that continue to verbally engage with you, bargain, plead, and yell back and forth with you will not receive the benefit from a time out because they are in essence receiving MORE attention from you during a time out rather than less. You can’t control what their mouth does, but you can control your own. Remain calm, and refuse to take the bait.
- **Time outs should occur immediately after misbehavior.** A time out many minutes later sends a confused message. Delaying a time out by lecturing the child before the time out also hurts the process. The action of being quietly brought to a time out location and having no verbal interaction from you speaks far more loudly than any words can.
- **If giving a warning before use of time out, make it count.** For instance saying “do it one more time and you will get a time out” needs to be followed up by actually initiating the time out if they do “it” one more time.
- **Remember that kids enjoy making a splash.** Like throwing rocks in the water, triggering a parent to lose their cool can be entertaining or satisfying for a child. Keeping your cool when setting limits avoids inadvertently reinforcing their behavior to occur again.
- **You determine when the time out is over, not the child.** Setting a timer can make this seem less arbitrary to the child. Don’t be punitive with your child immediately after time out (e.g., lecturing, forcing a child’s apology). Simply “resume business as usual” or congratulate them on regaining personal control. Then actively look for the next positive behavior to praise.

Robert Hilt, MD

This resource page is now available in Spanish at www.seattlechildrens.org/pal
Special Time

Also known as “Child Directed Play”

A strength based approach to overall child behavior problems.

Goal of this is to establish regular times when parent and child have a positive experience in each other’s presence, supporting family self confidence, pleasure and hope. Regular special time together is like money in the bank that lessens times of crisis and re-establishes motivation for positive behaviors. Without regular positive parent/child interactions, corrective discipline is far less effective. For instance, families often find that time-outs work better after initiating special time.

How to do special time:

• Important to be done regularly, every day is optimal, but two or three times a week consistently is OK. Siblings should receive equal opportunity.
• Parent picks time of day.
• Label it “special time.”
• Pick a time short enough that it can be done reliably as scheduled, usually 15-30 minutes.
• Do it no matter how good or bad the day was.
• One on one without interruption.
• Child picks the together activity, which needs to be something the parent does not actively dislike doing and which does not involve spending money or completing any task or chore.
  - Examples might include playing together with child’s toys, or drawing pictures together.

• End on time: may use a timer to help. Remind child when the next special time will be. You may choose to play with the child more after taking a break from each other.
• If the child refuses at first, tell the child that you will just sit with him/her for that time, and/or that you will continue to invite the child to participate when next special time is scheduled.
• Parents also need to have some special time for him/herself. Parents who feel nurtured themselves find this is easier to do with their child.

Robert Hilt, MD

This resource page is now available in Spanish at www.seattlechildrens.org/pal
Treating Disruptive Behavior and Aggression Using Functional Analysis

**Identify the behavior**
Character (what they do)
Timing (especially noting provoking and reinforcing factors)
Frequency (times per day or per week)
Duration (i.e. 30 minute behaviors are different than 30 second behaviors)

**Analyze and make hypotheses about the function of the behavior**
- **Communication.** This is the primary etiology to investigate for young children or if a child lacks communication skills. Maladaptive behavior may communicate physical discomfort like pain, GI distress or illness. It may also communicate emotional discomfort like boredom, anxiety, anger, frustration, sadness, or over-excitement.
- **Achieving a goal.** How does performing the behavior benefit the child, what does he/she gain? This might include escaping an undesired situation, avoiding a transition, acquiring attention, or getting access to desired things like toys or food.
- **No function.** If there is no function identifiable for the behavior, this suggests causes like seizures, medication side effects, sleep deprivation, and other medical or psychiatric disorders.

**Modify the environment by changing provoking and reinforcing factors.**
- Enhance communication — could try naming the thoughts or feelings that you believe the child may be having, like “I see that you want to eat right now.”
- Use simple, concrete sentences and questions with child.
- Remain calm since your emotional reaction may reinforce an undesired behavior.
- Increase structure — provide schedule of day’s events, use routines, anticipate transitions. Describe an upcoming routine to prepare for new situations. Teach child how to ask for help and how to tell adults when they need a break.
- Modify demands — match the task to their developmental stage & language ability. Limit time for tasks, schedule fun activities after less preferred ones.
- Allow child access to a time-limited escape to a calm, quiet place if overwhelmed.
- Reinforce positive behavior with attention and praise, find out what child finds rewarding (special activity, food, favorite toy, a gold star, etc.)
- Avoid reinforcing maladaptive behavior with attention or other gains.
- Schedule special, non task-driven, time for child and parents together that is honored and not conditional on other behaviors.

**Consult with a behavioral specialist to facilitate process and support family.**
- Behavior modification specialists can make tailored suggestions for the family’s situation.
- If behavior is at school, consult with the school psychologist for a behavioral intervention.

**If strategies are insufficient or behavior is severe, or places child or others at risk of harm, consider augmentation with medications.**
- See Care Guide section, “Non-Specific Medications for Disruptive Behavior and Aggression”.

A. A. Golombek, MD and Robert Hilt, MD
Bullying: Advice for the Primary Care Clinician

Bullying is aggressive behavior intended to hurt another person, often to gain power. It can be physical, verbal, social, in-person or in cyberspace. Strategies to address this common problem include:

Screening for bullying, especially when there is any acute change in mood, behavior, sleep, or somatic symptoms, or any change in social or academic functioning.

1) With patients, screening questions include, “Sometimes I hear about kids getting picked on… Have you been bullied or bullied others? How often? Have you seen bullying? How did you respond? Have you sent or received things electronically that may be bullying?”

2) With parents, screening questions include, “Sometimes bullying can really affect kids’ health and functioning… Have you seen your child being bullied by other kids? Have you heard about any bullying involving your child? Has your child talked about witnessing bullying at school?”

Educating child and family that bullying is not okay and should be addressed. Create a plan:

With a bullying victim, immediate action steps to recommend include:

- Walking away and telling a trusted adult who can be accessed quickly.
- Consider confronting a bully (elevate posture, eye contact, “bullying is not okay”).
- Changing the topic. Using humor.
- Accessing peers for support and ideas.

For a bullying bystander, action steps to recommend include:

- Asking adults to help during or even after the event.
- Stepping in to change the situation, label the bullying, using humor, suggesting a compromise.

Working directly with the bully:

1) Inquire about the motivation for bullying. Why is the bully trying to be in control? Talk about both how to lead and how to respond to feeling left out.

2) Bullies may be experiencing trauma in their own lives. Screen for abuse.

3) Discuss what makes a good friend and attempt to build empathy for the victim. Try to engender positive feelings towards making others feel good.

4) Review the potential negative consequences of bullying (friends avoiding, bigger peers may challenge, school policies).

Engage parents, school and other care providers about the bullying:

Parents and school staff should review the use of non-physical and non-shaming behavior management techniques, and set clear expectations for empathic behaviors. Children can be taught by counselors and teachers to use problem solving, emotion regulation, and anger management coping skills and how to make plans for alternative actions. Adults should model treating others with kindness and respect. Adults can encourage participation in pro-social activities to build peer networks, enhance social skills, and gain confidence.

Parents and school officials can learn more about how to stop bullying at www.stopbullying.gov

Rebecca Barclay, MD and Robert Hilt, MD

Disruptive Behavior and Aggression Resources

Information for Families

Books parents may find helpful:
Your Defiant Child: Eight Steps to Better Behavior (2013), by Russell Barkley, PhD
The Explosive Child (2001), by Ross Greene, PhD
The Difficult Child (2000), by Stanley Turecki, MD and Leslie Tonner
1-2-3 Magic: Effective Discipline for Children 2-12 (2004), by Thomas Phelan, PhD
Raising an Emotionally Intelligent Child (1998), by John Gottman, PhD
SOS Help for Parents (2006), by Lynn Clark, PhD
Parenting Your Out-of Control Teenager: 7 Steps to Reestablish Authority and Reclaim Love (2001), by Scott P. Sells, PhD
Your Defiant Teen: Ten Steps to Resolve Conflict and Rebuild Your Relationship (2013), by Russell Barkley, PhD

Videos parents may find helpful:
1-2-3 Magic: Managing Difficult Behaviors, by Thomas Phelan, PhD
Managing the Defiant Child, by Russell Barkley, PhD
The Kazdin Method for Parenting the Defiant Child (book with DVD), by Alan Kazdin and Carlo Rotella
Raising an Emotionally Intelligent Child, by John Gottman, PhD

Websites families may find helpful:
American Academy of Child Psychiatry Oppositional Defiant Disorder resource center
Oppositional Defiant Disorder information from Mayo Clinic
   http://www.mayoclinic.org/diseases-conditions/oppositional-defiant-disorder/basics/definition/con-20024559
The Incredible Years training programs
   www.incredibleyears.com
Lives in the Balance
   www.livesinthebalance.org

This resource page is now available in Spanish at www.seattlechildrens.org/pal
Sleep Hygiene for Young Children

- Keep consistent bedtimes and wake times every day of the week. Late nights can cause fatigue that throws off a sleep schedule for days.
- Avoid letting the child spend lots of non-sleep time in bed, which keeps the brain from associating the bed with sleep time.
- Child’s bedroom should be cool, quiet and comfortable. There should not be any “screens” (phone, tablets, video console, televisions, computers) in the bedroom.
- Bedtime should follow a predictable sequence of events, such as bath time, brushing teeth and reading a story.
- Avoid high stimulation activities just before bed, such as watching television, playing videogames, or rowdy play or exercise. If there are nighttime awakenings, these same activities should be avoided.
- Physical exercise as a part of the day often helps with sleep time many hours later.
- Relaxation techniques such as performing deep, slow abdominal breaths or imagining positive scenes like being on a beach can help a child relax.
- Avoid caffeine (soda, chocolate) in the afternoons and evenings. Some children’s sleep can be impacted by any caffeine at all at any time of day. Even if caffeine does not prevent falling asleep, it can still lead to shallow sleep or frequent awakenings.
- Worry time should not be at bedtime. Children with this problem can try having a “worry time” scheduled earlier when they are encouraged to discuss their worries with a parent and then put them aside.
- Children should be put to bed drowsy, but still awake. Letting a child fall asleep in other places or with a parent present in the room forms habits that are difficult to break.
- A comforting object at bedtime is often helpful for children who need to feel safe and secure when the parent is not present. Try to include a doll, toy or blanket when you cuddle or comfort your child, which may help them adopt the object.
- If you need to check in on your child at night, checks should be brief and boring. The purpose is to reassure the child you are present and that they are okay.
- If your child is never drowsy at the planned bedtime, you can try a temporary delay of bedtime by 15-30 minutes until the child appears sleepy, so that the child experiences falling asleep more quickly once they get into the bed. The bedtime should then be gradually advanced earlier until the desired bed time is reached.
- Keep a sleep diary with naps, sleep and wake times and activities to help you find patterns and problem areas to target. This can be very helpful when discussing sleep challenges with your care team.

Robert Hilt, MD

Primary Reference: A Clinical Guide to Pediatric Sleep, by Jodi Mindell and Judith Owens
Sleep Hygiene for Teens

- Keep consistent bedtimes and wake times every day of the week. Late nights or sleeping-in on weekends can throw off a sleep schedule for days.

- The bedroom should be cool, quiet and comfortable. Teens who stare at the clock should have the clock turned away.
  - Restrict use of any “screens” (phone, tablet, video console, television, computer, etc) while in the bedroom. These can all function as sleep prevention devices.

- Bedtime should follow a predictable and non-stressful sequence of events, such as picking out tomorrow’s outfit, brushing teeth, and then reading relaxing non-screen material or listening to music.

- Avoid high stimulation activities in the hour before bed, such as watching television, playing videogames, texting with friends, or exercise. Avoid the same during any nighttime awakenings.

- Avoid going to bed hungry or overly full.

- Physical exercise as a part of the day often helps with sleep time many hours later. Getting outside every day, particularly in the morning, may also be helpful.

- Relaxation techniques such as performing deep, slow abdominal breaths or imagining positive scenes like being on a beach can help encourage relaxation.

- Avoid caffeine (soda, chocolate, tea, coffee, energy drinks) in the afternoons/evenings. Some teen’s sleep can be impacted by any caffeine at all at any time of day. Even if caffeine doesn’t prevent falling asleep it can still lead to shallow sleep or frequent awakenings. Alcohol, tobacco, or sleep aids also can interfere with the natural sleep cycle.

- If the teen awakens in bed tossing and turning, it is better for him or her to get out of bed to do a low stimulation activity, (i.e. non-screen reading) before returning to bed when feeling tired. If sleep still will not come, the teen should spend more time relaxing out of bed before lying down again. This keeps the bed from becoming associated with sleeplessness.

- Worry time should not be at bedtime. A teen may find it helpful to have a “worry time” scheduled when he or she is encouraged to journal about worries or discuss them with a parent or other support, and then put them aside.

- Teens should go to bed drowsy, but still awake. Falling asleep on the couch or in non-bed locations may form sleep associations or habits that are difficult to break.

- If the teen is never drowsy at the planned bedtime, temporarily delay bedtime by 15-30 minutes until the teen is sleepy, so that the teen experiences falling asleep more quickly once in bed. The bedtime should then be gradually advanced earlier until the desired bed time is reached.

- Keep a sleep diary with naps, sleep and wake times and activities to help find patterns and problem areas to target. This can be very helpful when discussing sleep challenges with the care team. There are also apps available that can help with tracking sleep habits.

  Robert Hilt, MD

Primary Reference: A Clinical Guide to Pediatric Sleep, by Jodi Mindell and Judith Owens

This resource page is now available in Spanish at www.seattlechildrens.org/pal
Eating Disorder
Possible Eating Disorder?

Consider other causes of symptoms:
- Malignancy
- GI disorder like Crohn’s disease
- Endocrine disorder like diabetes mellitus
- Depression
- Obsessive compulsive disorder
- Chronic infection or disease
- Superior mesenteric artery syndrome
- History of sexual abuse

Safety check: Suicidality?
- Medically unstable?
- (hospital criteria below)

Diagnosis:
- EAT-26 rating scale can be helpful for screening.
- DSM-5 criteria for anorexia nervosa and bulimia nervosa.
- Record highest stable weight and current weight.
- Body image concerns: “Do you like your body?”.
- Inquire about all restrictive and purging habits (including exercise, laxative, vomiting, caffeine/nicotine or other substance abuse).

Management:
1. Initial lab: CBC, electrolytes, LFT, UA, TSH, baseline EKG
2. Establish plan for frequent weight check, HR, BP, temp. Follow-up weekly if low weight.
3. Referral to a nutritionist, preferably one with eating disorder experience.
4. Referral to therapist, eating disorder experience preferred.
   - Family based approach best supported if <16 years old or illness < 3 year
   - Group therapy with anorexic children is not recommended.
5. Medications:
   - Consider SSRI like fluoxetine for binge/purge of bulimia, or if anorexic with weight > 85%ile to decrease rate of relapse (not good evidence for use of other medications).
6. Consider hospital admission if:
   - HR < 40
   - Weight < 75 percentile of ideal
   - Severe dehydration
   - Acute food refusal
   - Suicidality
   - EKG changes

Primary References:
Eating Attitudes Test© (EAT-26)

Instructions: This is a screening measure to help you determine whether you might have an eating disorder that needs professional attention. This screening measure is not designed to make a diagnosis of an eating disorder or take the place of a professional consultation. Please fill out the below form as accurately, honestly and completely as possible. There are no right or wrong answers. All of your responses are confidential.

### Part A: Complete the following questions:

1) Birth Date Month: ................................................. Day: ........ Year: ............  2) Gender: □ Male □ Female
3) Height Feet: .......................................................... Inches:........................................
4) Current Weight (lbs.):.............................................  5) Highest Weight (excluding pregnancy):...........................................
6) Lowest Adult Weight: .............................................  7) Ideal Weight: .................................................................

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am terrified about being overweight.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Avoid eating when I am hungry.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Find myself preoccupied with food.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Have gone on eating binges where I feel that I may not be able to stop.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Cut my food into small pieces.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Aware of the calorie content of foods that I eat.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Particularly avoid food with a high carbohydrate content (i.e. bread, rice, potatoes, etc.)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Feel that others would prefer if I ate more.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Vomit after I have eaten.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Feel extremely guilty after eating.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Am preoccupied with a desire to be thinner.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Think about burning up calories when I exercise.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Other people think that I am too thin.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Am preoccupied with the thought of having fat on my body.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Take longer than others to eat my meals.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Avoid foods with sugar in them.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Eat diet foods.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Feel that food controls my life.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Display self-control around food.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Feel that others pressure me to eat.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Give too much time and thought to food.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Feel uncomfortable after eating sweets.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Engage in dieting behavior.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Like my stomach to be empty.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Have the impulse to vomit after meals.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Enjoy trying new rich foods.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

### Part B: Please check a response for each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gone on eating binges where you feel that you may not be able to stop?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Ever made yourself sick (vomited) to control your weight or shape?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Ever used laxatives, diet pills or diuretics (water pills) to control your weight or shape?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Exercised more than 60 minutes a day to lose or to control your weight?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Lost 20 pounds or more in the past 6 months</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

* Defined as eating much more than most people would under the same circumstances and feeling that eating is out of control.

EAT-26: Garner et al. 1982, Psychological Medicine, 12, (871 878); adapted/reproduced by D. Garner with permission.
The Eating Attitudes Test (EAT-26) has been found to be highly reliable and valid (Garner, Olmsted, Bohr, & Garfinkel, 1982; Lee et al., 2002; Mintz & O’Halloran, 2000). However the EAT-26 alone does not yield a specific diagnosis of an eating disorder.

**Scores greater than 20 indicate a need for further investigation by a qualified professional.**

Low scores (below 20) can still be consistent with serious eating problems, as denial of symptoms can be a problem with eating disorders.

Results should be interpreted along with weight history, current BMI (body mass index), and percentage of Ideal Body Weight. Positive responses to the eating disorder behavior questions (questions A through E) may indicate a need for referral in their own right.

**EAT-26 Score**

Score the 26 items of the EAT-26 according to the following scoring system. Add the scores for all items.

<table>
<thead>
<tr>
<th>Scoring for Questions 1-25:</th>
<th>Scoring for Question 26:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
</tr>
<tr>
<td>Usually</td>
<td>2</td>
</tr>
<tr>
<td>Often</td>
<td>1</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
</tr>
<tr>
<td>Always</td>
<td>0</td>
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<tr>
<td>Usually</td>
<td>0</td>
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<tr>
<td>Often</td>
<td>0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
</tr>
</tbody>
</table>
Eating Disorder Resources

Information for Families

Books families may find helpful:

Helping Your Child Overcome an Eating Disorder: What You Can Do at Home (2003), by Teachman, Schwartz, Gordic and Coyle
Help Your Teenager Beat an Eating Disorder (2004), by James Lock and Daniel le Grange
Effective Meal Support: A Guide for Family and Friends, by British Colombia Children’s Hospital and Seattle Children’s Hospital
Off the C.U.F.F. (Calm, Unwavering, Firm and Funny) by Duke Eating Disorders Program, order info at www.dukehealth.org/treatments/psychiatry/eating-disorders
Life Without Ed: How One Woman Declared Independence from Her Eating Disorder and How You Can Too (2003), by Jenni Schaefer and Thom Rutledge

Books youth may find helpful:

Eating Disorders (2003), by Trudi Strain Trueit
No Body’s Perfect (2002), by Kimberley Kirberger

Websites families may find helpful:

National Eating Disorders Association, provides information and referrals www.nationaleatingdisorders.org
Parent guide to an evidence based, outpatient treatment for anorexia www.maudsleyparents.org
Academy for Eating Disorders, professional organization www.aedweb.org
Recovery support site http://something-fishy.org
Substance Use
Substance Use Concern?
Teens dealing with substance abuse often do not seek care. Screening and surveillance are required to detect substance use problems.

Diagnosis:
Review limits of confidentiality, a likely area of concern for teens. Talking honestly about it can boost alliance. Look for distress or impaired functioning related to use of the substance. DSM 5-criteria include reduced control over use of the substance, risky use, social impairment (missing school or recreational activities), tolerance, or withdrawal. CRAFFT rating scale may augment assessment.

Safety check:

Think about comorbidity:
2/3 of teens with a substance use disorder have comorbid psychiatric difficulties. ADHD (even without stimulant treatment) may increase risk of substance use disorder. Depression, anxiety, and conduct disorder can be associated with substance use disorders.

Can problem be managed in primary care?

YES
(problem is noticeable, but youth basically functioning okay)

If minimal, offer brief advice to quit and psychoeducation about effects of substances.

If mild to moderate, use nonjudgmental questioning and listening to reinforce the youth’s positive choices and build motivation to change. For example, start with “What are the positive and negative effects of marijuana in your life?” Then, instead of “You need to stop using marijuana,” could say “If you were to reduce your marijuana use, how would you go about it?”

Encourage engagement with pro-social peer group. Prescribe healthy habits (regular sleep, exercise, & nutrition).

Appropriately treat comorbid conditions. Recommend individual therapy to build skills toward self-efficacy, problem solving, and relapse prevention.

Empower parents to supervise and monitor. Follow up frequently.

NO
(significant impairment or safety concerns)

Refer to a substance use program while offering on-going support and monitoring through the medical home.

Reference:
The CRAFFT Interview (version 2.1)

To be orally administered by the clinician

Begin: “I’m going to ask you a few questions that I ask all my patients. Please be honest. I will keep your answers confidential.”

Part A
During the PAST 12 MONTHS, on how many days did you:

1. Drink more than a few sips of beer, wine, or any drink containing alcohol? Put “0” if none.

2. Use any marijuana (weed, oil, or hash by smoking, vaping, or in food) or “synthetic marijuana” (like “K2,” “Spice”)? Put “0” if none.

3. Use anything else to get high (like other illegal drugs, prescription or over-the-counter medications, and things that you sniff, huff, or vape)? Put “0” if none.

Did the patient answer “0” for all questions in Part A?

YES ❑ NO ❑

Ask CAR question only, then stop  Ask all six CRAFFT* questions below

Part B

C Have you ever ridden in a CAR driven by someone (including yourself) who was “high” or had been using drugs?

R Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in?

A Do you ever use alcohol or drugs while you are by yourself, or ALONE?

F Do you ever FORGET things you did while using alcohol or drugs?

F Do your FAMILY or FRIENDS ever tell you that you should cut down on your drinking or drug use?

T Have you ever gotten into TROUBLE while you were using alcohol or drugs?

*Two or more YES answers suggest a serious problem and need for further assessment. See back for further instructions

NOTICE TO CLINIC STAFF AND MEDICAL RECORDS:
The information on this page is protected by special federal confidentiality rules (42 CFR Part 2), which prohibit disclosure of this information unless authorized by specific written consent. A general authorization for release of medical information is NOT sufficient.
1. Show your patient his/her score on this graph and discuss level of risk for a substance use disorder.

![Graph showing percent with a DSM-5 Substance Use Disorder by CRAFFT score.](image)


2. Use these talking points for brief counseling.

1. **REVIEW** screening results  
   For each “yes” response: “Can you tell me more about that?”

2. **RECOMMEND** not to use  
   “As your doctor (nurse/health care provider), my recommendation is not to use any alcohol, marijuana or other drug because they can:  
   1) Harm your developing brain;  
   2) Interfere with learning and memory, and  
   3) Put you in embarrassing or dangerous situations.”

3. **RIDING/DRIVING** risk counseling  
   “Motor vehicle crashes are the leading cause of death for young people. I give all my patients the Contract for Life. Please take it home and discuss it with your parents/guardians to create a plan for safe rides home.”

4. **RESPONSE** elicit self-motivational statements  
   Non-users: “If someone asked you why you don’t drink or use drugs, what would you say?”  
   Users: “What would be some of the benefits of not using?”

5. **REINFORCE** self-efficacy  
   “I believe you have what it takes to keep alcohol and drugs from getting in the way of achieving your goals.”

3. **Give patient Contract for Life.** Available at [www.crafft.org/contract](http://www.crafft.org/contract)
Substance Abuse Resources

Information for Families

Websites families may find helpful:
A Parent’s Guide to Preventing Underage Marijuana Use
Partnership for Drug-Free Kids
   www.drugfree.org
Parent-Teen Driving Agreement
   www.healthychildren.org/English/ages-stages/teen/safety/pages/Teen-Driving-Agreement.aspx
Drugs: What You Should Know
Alaska Department of Health and Social Services Division of Behavioral Health
   https://dhss.alaska.gov/dbh
Start Talking Now
   www.starttalkingnow.org
National Institute on Drug Abuse for Parents
   https://teens.drugabuse.gov/parents

Websites youth may find helpful:
National Institute on Drug Abuse for Teens
   https://teens.drugabuse.gov

Books families may find helpful:
Beyond Addiction: How Science and Kindness Help People Change (2014) by Jeffrey Foote, PhD, Carrie Wilkens, PhD, and Nicole Kosanke, PhD, with Stephanie Higgs
Clean: Overcoming Addiction and Ending America’s Greatest Tragedy (2014) and Beautiful Boy: A Father’s Journey Through His Son’s Addiction (2009), both by David Sheff
Notes