

To explore children, young people, families and wider stakeholders' views, of attending nurse-led Attention Deficit Hyperactivity Disorder (ADHD) medication clinics in the school setting

Introduction

This study considered children's and young people's, as well as families and wider stakeholders', views on nurse-led ADHD clinics, in the school setting. The sample was taken within a deprived town in an affluent locality.

A research paper will be submitted to the National Institute for Health and Care (NIHR) Applied Research Collaboration (ARC) Kent, Surrey and Sussex (KSS) Springboard award scheme, as part of the Individual Development Awards for applied health and social care research.

Aims

- To gain the child and young person's voice on ADHD medication review clinics in schools
- To also attain, parent and guardians viewpoints on ADHD medication review clinics in schools
- To understand the perspective of wider stakeholders on ADHD medication review clinics in schools

Objectives

The study has drawn on the four key points from the NIHR (2020) Starting well: Children and Young People's Mental health, the key areas explored for this population were:

1. severe mental health problems in adolescence and neurodiversity
2. school-based mental health
3. parenting
4. seldom-heard groups of young people and communities.

The study also aims to look at attendance at school clinics and use this data as a baseline for further monitoring of these appointments in the future.

Method

A systematic literature review was completed to understand if there is an offer for children and young people to attend ADHD review clinics, both locally and nationally, in the school setting. No literature showed there was.

The Child Outcomes Research Consortium's (2023) surveys were completed by children, young people and their families. These surveys were used to seek their views on satisfaction with care and satisfaction with the environment. There was the opportunity to answer open-ended questions with this questionnaire too. Wider stakeholders' views were obtained through discussions with teaching and nursing staff.

Collation of clinical appointments offered over a two-year period from May 2022-May 2024 was undertaken, calculating actual attendance and non-attendance to these appointments.

Results

In line with the study's objectives, the ADHD nurse-led clinics in school show that 86% of children and young people attended their ADHD medication review appointments in this way.

Through completion of The Child Outcomes Research Consortium's (2023) survey, from children, young people and their families, results showed: satisfaction with care (91%) and satisfaction with environment (93%).

1. Severe mental health problems in adolescence and neurodiversity and 2. School-based mental health: A more collaborative approach has been fostered with teaching staff, the nursing team, the children, young people and their parent/guardians in regards to ADHD management. This may bolster the child and young person's self-esteem and mental well-being (Gallichan and Curle, 2008).

3. Parenting:

In doing so, it is hoped that stigma of ADHD becomes less of a barrier where parents feel empowered to support their child's needs (Esponda et al., 2022).

4. Seldom-heard groups of young people and communities:

The paper also sought the views from YPAG (Young people's advisory group) in regards to the study.

Wider stakeholder feedback (teaching and nursing staff)

Nurse feedback: 'We do not get non-attendance at appointments. The teenagers turn up with their parents, the secondary school children come into the primary school for their appointments well.'

Teacher feedback: 'Having the clinics at school has improved school attendance for pupils with ADHD.'

Teacher feedback: 'It breaks down barriers between families and professionals.'

Conclusion

Overall, children and young people found the school clinic effective in reviewing their ADHD medication. Privacy within the school environment was highlighted as being essential to their engagement in the appointment. These findings will support the understanding of the next stages of the study; a co-production standard for ways the ADHD nurse-led service can be developed. This will incorporate the Lundy (2013) model of effective child participation, which is based on four key concepts: space, voice, audience and influence.

Next steps

Findings from: Eklund et al. (2016) state that no studies to date have considered health services, and the correlation of their use by children and young people who have a childhood diagnosis of ADHD, and are transitioning into adolescence.

Recommendations for further research include the exploration of the needs of these children and young people, why they may not be attending services' appointments; Results will help the development of a co-produced model to better deliver services.



References

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