

PCORI Webinar on Attention Deficit Hyperactivity Disorder: Diagnosis and Treatment in Children and Adolescents

Discussion Questions

Introduction

PCORI is partnering with AHRQ and AAP to create a systematic review of the evidence on the diagnosis and treatment of attention deficit hyperactivity disorder (ADHD) in children and adolescents. To help make the review as useful as possible, PCORI wants to hear your perspective.

We welcome your input. We prepared these questions to help facilitate a discussion. However, if there are other important areas on which you want to comment, please share.

Background

Systematic Review: As a reminder, a systematic review is a “study of studies”, a way to summarize what existing research says about a given topic. Because a systematic review summarizes all relevant studies, it can be one of the strongest forms of evidence in medicine.

Researchers follow a rigorous process when conducting a systematic review. They start with a research question or questions they want to answer. Researchers also create a protocol, a set of rules to define how they will search for relevant studies, which studies should be included or excluded from the systematic review and how selected studies will be examined.

Key Questions (see Background document): Key questions are the main questions that a systematic review is designed to answer. Every key question is written using the PICOTS framework. This means that every question must include a Population, Intervention, Comparator, Outcome, Timing, and Setting. We have developed preliminary questions (Key Questions) and criteria (PICOTS) to guide the focus of this systematic review.

A systematic review is only helpful if we ask questions that are useful to patients, caregivers, clinicians, and decision makers. That is where you come in. As someone with personal or professional experience in this area, we want you to help us know if we are asking the right questions and whether we are missing anything.

Reminder: Our discussion today includes a mix of key stakeholders in the topic of ADHD in children and adolescents. We have grouped the discussion questions by topic.

Discussion Questions

GENERAL

- Do these key questions capture the most crucial issues related to diagnosis and treatment of ADHD in children and adolescents? Are important issues overlooked?

DIAGNOSIS

- Do parents and children/adolescents prefer particular ways of diagnosing ADHD?

- Do care providers prefer certain diagnostic tools for patients with different characteristics (sex, race, comorbidities, etc.) and in different settings? How do they balance ease of use with quality?
- In your experience, what are the possible harms of a child or adolescent being CORRECTLY or INCORRECTLY diagnosed with ADHD?

TREATMENT

- What are the patient and caregiver preferences for medication and non-medication treatment options?
- What is your perspective on non-medication treatments (e.g., diet, behavioral therapies, homeopathy, devices, etc.)?
- After an adolescent or child has been diagnosed with ADHD, how are they monitored over time—by themselves, clinicians, parents, and teachers? How are treatment adjustment decisions made?

OUTCOMES

- How do children and adolescents define successful treatment? Parents? Clinicians? Teachers and schools?
- How are the preferences of the different groups weighed?

ADDITIONAL QUESTIONS

- How concerned are clinicians and parents about diversion (distribution of prescription drugs for purposes not intended by the provider) of ADHD medications?