

# Systematic Review: Diagnosis and Treatment for ADHD in Children and Adolescents

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A PCORI Virtual Multi-Stakeholder Workshop

November 10, 2021

# This Webinar Is Being Recorded

Please note that this webinar is being recorded. The recording will be posted publicly to PCORI's website after this event.



# **Welcome**

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**And thank you for  
participating!**



# Agenda

- Housekeeping
- Introductions
- Background and Your Perspective
- Prepared Comments
- Moderated Discussion
- Summary and Closing Remarks

# Housekeeping

- Participants' lines are live – please mute your line when you are not speaking
- Today's conversation is being recorded and will be posted to the PCORI website
- During the Prepared Comment period, we will take stakeholder comments in the order indicated
- During the moderated discussion, attendees can use the Q&A section to share questions, comments, or to indicate that you would like to speak.
- Please introduce yourself when you begin to speak

# Welcome to Webex: Attendees

Webex Event Info Show Menu Bar

Please note:

- Attendees must be unmuted by the host before speaking.
- Attendees do not have the ability to share their video

Questions and Answers will appear here

Type the question or comment you want to send and press enter

Participants (2)

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Panelists (1)

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Host

Attendees (1)

Q & A

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Presenter  
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All Panelists  
All Cohosts  
PCORI AV - Michele

Ask: All Panelists

Select a panelist in the Ask menu first and then type your question here. There's a 512-character limit.

Mute

Participants Chat

Select **All Panelists** when submitting a question.

Click the ellipses and select Q&A

# Introductions

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# Introductions



## Today's PCORI Representatives:

- Bill Lawrence, MD, MS, Senior Clinical Advisor, Engagement, Office of the Chief Engagement and Dissemination Officer
- Jennie Dalton, MPH, Program Officer, Research Synthesis and New Technology
- Tara Lucian, MPH, Program Associate, Public and Patient Engagement



# In Collaboration with AHRQ and AAP



## Agency for Healthcare Research and Quality (AHRQ)

Kim Wittenberg, MS  
Task Order Officer



Agency for Healthcare  
Research and Quality

## American Academy of Pediatrics (AAP)

American Academy  
of Pediatrics






DEDICATED TO THE HEALTH OF ALL CHILDREN™

# About PCORI



PCORI helps people make informed healthcare decisions, and improves healthcare delivery and outcomes, by producing and promoting high-integrity, evidence-based information that comes from **research guided by patients, caregivers, and the broader healthcare community.**

## Our Strategic Goals:

-  Increase quantity, quality, and timeliness of useful, trustworthy research information available to support health decisions
-  Speed the implementation and use of patient-centered outcomes research evidence
-  Influence research funded by others to be more patient-centered

# Today's Participants

American Academy of Child & Adolescent Psychiatry

American Academy of Pediatrics

Boston Medical Center

Boston Children's Hospital

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

Children's Mercy Hospital

Cincinnati Children's Hospital Medical Center

Elliot Health System

Florida International University

ImpactParents

Inattentive ADHD Coalition

National Alliance on Mental Illness

National Center for Learning Disabilities

Rainbow Babies and Children's Hospital

Seattle Children's Hospital

Society for Developmental and Behavioral Pediatrics

Understood

University of Arkansas for Medical Sciences

University of Michigan

University of Southern California

University of Texas Southwestern Medical Center

UW Health

# Background and Your Perspective

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# Background

PCORI is partnering with the **Agency for Healthcare Research and Quality (AHRQ)** and the **American Academy of Pediatrics (AAP)** to update a systematic evidence review on diagnosis and treatment for attention deficit hyperactivity disorder (ADHD) in children and adolescents.

## Goals

Support the possible update of the existing evidence-based guideline

Summarize existing research to support patients and clinicians in treatment decisions

Identify key areas for future clinical studies

# What is a systematic review?

- A systematic review is a way to summarize what existing research says about a given topic.
- They are conducted using rigorous methods.
- The results can have many potential uses:
  - Informing clinical guidelines
  - Helping patients and clinicians with treatment decisions
  - Identifying areas for future research
  - Supporting policy initiatives

A systematic review is a powerful tool. We want it to be as useful as possible to patients, caregivers, clinicians, and decision makers.

**We need your personal and professional expertise to do this.**

# Proposed Systematic Review Questions

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# Key Question 1

For the diagnosis of ADHD:

- a) What is the diagnostic accuracy of approaches among individuals **younger than 7 years of age**?
- b) What is the diagnostic accuracy of EEG, imaging, or approaches assessing executive function used in individuals **aged 7 through 17**?
- c) For both populations, how does the diagnostic accuracy vary by **clinical setting** or **patient subgroup**, including age, sex, or other risk factors?
- d) What are the **adverse effects** associated with being labeled correctly or incorrectly as having ADHD?

# PICOTS for Key Question 1



- **Population:** **KQ1a.** Individuals under 7 yo. **KQ1b.** Individuals 7-17 yo. **KQ1c-d.** Individuals up to 17 yo.
- **Interventions:** **KQ1a.** Standard diagnostic strategies for individuals under 7 yo. **KQ1b.** Specific diagnostic strategies (e.g. EEG-based systems, imaging, or assessment of executive function) in individuals 7-17 yo.
- **Outcomes:** Accuracy of diagnostic strategy. **KQ1d.** Any measure of stigma following diagnosis comparing those with and without ADHD.

# Key Question 2 and PICOTS

What are the safety and effectiveness of **pharmacologic and/or nonpharmacologic treatments** in improving outcomes? How do outcomes vary by presentation or comorbid conditions? What is the risk of diversion?

- **Population:** Individuals (0-17) with a diagnosis of ADHD
- **Interventions:** Pharmacologic or nonpharmacologic treatment alone or in combination
- **Comparators:** Treatments compared with others or no treatment.
- **Outcomes:** Intermediate outcomes (e.g. changes on standardized symptom scores, acceptability of treatment, functional impairment); final outcomes (i.e. academic performance); adverse effects

# Key Question 3 and PICOTS

What are the comparative safety and effectiveness of different **empirical monitoring strategies** to evaluate the effectiveness of treatment in improving ADHD symptoms or other long-term outcomes?

- **Population:** Individuals (0-17) being treated for ADHD
- **Interventions & Comparators:** Various methods and timing of follow-up visits for monitoring
- **Outcomes:** Changes in treatment or dose, adverse effects of treatment, changes in intermediate or long-term outcomes.

# Prepared Comments

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# Order of Prepared Comments Representative & Organization



## **Dr. Max Wiznitzer**

*Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)  
Co-Chair, Professional Advisory Board*

## **Cynthia Hammer**

*Inattentive ADHD Coalition  
Executive Director*

## **Jeremy Didier**

*ImpactParents  
Coach*

# Moderated Discussion

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## Quick reminders:

- Use the Q&A section to indicate you have a question or comment
- Introduce yourself when you begin to speak

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



- 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?

- 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?

- How do children and adolescents define successful treatment? Parents? Clinicians? Teachers and schools?

# ADDITIONAL QUESTIONS

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

# Summary and Closing Remarks

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# Additional input

- We welcome any future thoughts and comments. Please send them by **November 17th, 2021**, via email to **IDD PCORI at [iddpcori@pcori.org](mailto:iddpcori@pcori.org)**
- Opportunity to provide public comment on draft report in fall of 2022. PCORI will email webinar attendees when it is posted.

# Contact Information

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# Thank you!

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