



## Attention Deficit Hyperactive Disorder (ADHD)

### Diagnostic Assessments

#### What to Expect

We provide ADHD assessments for individuals from aged 5 years and older. The assessment process is thorough and may involve multiple appointments, case conferences with teachers, or discussions with other professionals. This ensures a comprehensive evaluation, ruling out other potential causes and confirming a diagnosis with confidence.

We understand that the assessment process can feel overwhelming. Our experienced and compassionate team is here to support you at every step. We aim to create a friendly, validating, and neuro-affirming environment where your unique strengths and differences are understood and respected—not seen as a “deficit” or “problem.”

#### Benefits of an ADHD Diagnosis

While some may hesitate to pursue an assessment due to concerns about stigma, a formal diagnosis can be life changing. A diagnosis can provide:

- *Clearer treatment pathways* – Access to evidence-based strategies tailored to individual needs, such as medication, cognitive behavioural therapy, lifestyle changes, and coaching. Without a diagnosis, you may struggle to find effective support.
- *Validation and self-understanding* – ADHD symptoms can often be misunderstood, leading to criticism and unrealistic expectations. A diagnosis can bring clarity and relief, recognising ADHD as a neurological difference, not a personal failing.
- *Access to resources and accommodations* – Many people with ADHD struggle with organization, time management, and executive functioning. A diagnosis allows for school, workplace, and therapeutic supports to improve daily life.
- *Awareness and acceptance* – Understanding ADHD and how it affects the brain can strengthen relationships and improve self-esteem by shifting the focus from challenges to strengths.

## Rating Scales and Questionnaires Used

As part of the ADHD assessment process, we use evidence-based rating scales and as part of our thorough ADHD assessment process. We utilise a variety of evidence-based rating scales and questionnaires and will choose which ones will best for your assessment. These tools gather insights from multiple perspectives, including self-reports and observations from parents, teachers, or close associates. This multi-informant approach ensures a well-rounded understanding of how ADHD-related traits manifest across different settings and over time.

### For Children and Adolescents:

- *Child and Adolescent Trauma Screen (CATS)* - Evaluates exposure to potentially traumatic events and subsequent posttraumatic stress symptoms in youth (7yrs +)
- *Conners' Rating Scales (Conners CBRS)* - Parent, teacher, and self-report forms provide detailed insights into ADHD symptoms and emotional/behavioural regulation.
- *Strengths and Difficulties Questionnaire (SDQ)* - A brief behavioural screening tool that assesses emotional regulation, hyperactivity, peer relationships, and social skills.
- *Vanderbilt ADHD Diagnostic Rating Scale* - Completed by parents and teachers, this scale assesses ADHD-related behaviours in home and school environments and screens for common co-occurring conditions (e.g., oppositional defiant disorder, anxiety, depression).
- *Vineland-3 Adaptive Behaviour Scale* - Evaluates daily living skills, communication, and socialisation to assess overall functioning and developmental needs.
- *Young DIVA-5*: A semi-structured interview that aligns with the DSM-5 criteria for ADHD in children and adolescents 5-16yrs.
- *Behaviour Assessment System for Children 3<sup>rd</sup> Ed (BASC-3)* - Assessment of behaviour and adaptive functioning in children aged 2–21 years. Parent and teacher forms capture how a child functions in different settings. It assesses externalising behaviours (e.g. hyperactivity, aggression), internalising symptoms (e.g. anxiety, depression), attention difficulties, and adaptive skills.

### For Adults:

- *Adult ADHD Self-Report Scale (ASRS-5)* - A validated self-report questionnaire assessing inattention, impulsivity, and hyperactivity in daily life.
- *Adverse Childhood Experiences Questionnaire (ACE)* - A self-report measure that evaluates exposure to various adverse experiences during the first 18 years of life, including different forms of abuse and household dysfunction.
- *Behaviour Rating Inventory of Executive Function – Adult Version (BRIEF-A)* - a standardized self-report and informant-report questionnaire that evaluates executive functioning in everyday life, including domains such as emotional control, working memory, organization, and self-monitoring
- *Barkley Adult ADHD Rating Scale-IV (BAARS-IV)* – A validated self-report questionnaire assessing ADHD symptoms across domains of inattention, hyperactivity-impulsivity, sluggish cognitive tempo, and executive functioning based on DSM-5 criteria.

- *Conners Adult ADHD Rating Scales (CAARS)* - A comprehensive tool used to assess ADHD symptoms and related behaviours in adults through self-report and observer ratings, aligned with DSM-5 diagnostic criteria.
- *Diagnostic Interview for ADHD in Adult (DIVA-5)* - A structured clinical interview aligned with DSM-5 criteria for ADHD diagnosis in adults.
- *Vineland-3 Adaptive Behaviour Scale* - Evaluates daily living skills, communication, and socialisation to assess overall functioning and developmental needs.
- *Wender Utah Rating Scale (WURS)* - Assesses retrospective childhood ADHD symptoms, helping to identify ADHD in adults.

Prior to your first appointment, we will provide the relevant questionnaires via email. These must be completed at least 2 weeks prior to your first appointment to allow our team sufficient time for review and analysis. If you have any concerns about completing the forms, please let us know, we can assist or provide alternative accommodations.

### Assessment Criteria

We use the **DSM-5-TR** (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, Text Revision) to guide the diagnosis of ADHD.

Symptoms are categorised into two clusters:

- *Inattentive symptoms* (difficulty sustaining focus, forgetfulness, easily distracted, etc.)
- *Hyperactive/impulsive symptoms* (restlessness, difficulty waiting, impulsive decision-making, etc.)

Individuals may be diagnosed with one of three presentations:

- Predominantly Inattentive Presentation
- Predominantly Hyperactive/Impulsive Presentation
- Combined Presentation (meeting criteria for both clusters)

To receive a diagnosis:

- Children must exhibit 5 or more symptoms in one category for at least 6 months.
- Adults must meet the same criteria, with evidence that symptoms were present in childhood and continue into adulthood.
- Symptoms must significantly impact daily functioning in at least two life areas (e.g., school, work, relationships, self-care).

### Our Approach

At Empowr, we recognise ADHD as a neurodevelopmental difference, not a flaw. We also believe in ensuring that we assess a range of other factors that could be also impacting on an individual's executive functioning. We specialise in working with individuals with ADHD and tailoring support to their strengths. Our assessments and therapy sessions focus on empowerment, validation, and practical strategies to help individuals thrive at school, work, and in personal relationships.

## Supportive Therapies and Interventions

In addition to education, coaching, and family involvement, we provide interventions involving:

- *Strength-based and interest-led learning* – Leveraging personal passions to enhance motivation
- *Executive function support* – Using structured strategies like visual schedules and body-doubling
- *Sensory-friendly adjustment recommendations* – Creating low-stimulation environments and allowing movement breaks
- *Social and emotional skill-building* – Encouraging authentic relationships and using neuro-affirming language
- *Self-advocacy development* – Teaching individuals to express needs in their preferred communication style
- *Emotional regulation strategies* – Using mindfulness, sensory grounding, and co-regulation techniques
- *Flexible learning and work strategies* – Adapting work and study methods to neurodivergent strengths

## The Assessment Process

### For Adults:

Before your first appointment you will receive a confirmation email and a request to bring relevant childhood documentation (e.g., school reports, prior assessments).

### Appointment 1 – Developmental Interview (90 mins)

This will involve a clinical Interview (e.g. DIVA-5) with a psychologist covering:

- Current challenges and strengths
- Medical, educational, and family history
- Mental health screening
- Potential differential diagnoses

You may be asked to complete additional questionnaires or provide input from family, teachers, or health providers (with consent).

### Appointment 2 – Clinical Interview (90min)

If necessary and dependant on your needs, your psychologist may arrange further appointment time to administer additional standardised assessments with you such as the Vinelands-3 Adaptive Behaviour Scale.

### Appointment 3 – Report Discussion & Diagnosis (60 mins)

Your psychologist will go through a written report summarising the findings  
If ADHD is diagnosed, we will discuss:

- Next steps for support and treatment
- Medication referrals (if applicable)
- Ongoing strategies for success

If ADHD is **not** diagnosed, guidance on alternative explanations and support options will be provided.

*Report Delivery* - A draft report may be shared during the session, however the final comprehensive report will be provided within 10 business days

### **For Children and Adolescents:**

Before your first appointment a parent/caregiver questionnaire will be emailed to you, which must be completed and returned at least 2 weeks prior to your first appointment.

#### **Appointment 1 – Parent/Caregiver Interview (90 mins)**

**Who attends:** Parent(s)/ Carer

**Purpose:** This will involve a clinical Interview (e.g. Young-DIVA) with a psychologist covering:

- Current challenges and strengths
- Medical, educational, and family history
- Previous reports from schools, paediatricians, or therapists

Parents/ Carers and teachers may receive additional questionnaires for further input and information

#### **Appointment 2 – Child Clinical Observation & Assessment (60 mins)**

**Who attends:** Child

**Purpose:** A psychologist providing a range of structured and play based activities to observe behaviour

- Play-based assessment evaluating attention, memory, and executive function
- Generally, parents wait in reception, but may join if the child is anxious
- School observations may be recommended and arranged for additional insights

#### **Appointment 3 – Parent Report Discussion (60 mins)**

**Who attends:** Parent(s)/ Carer

**Purpose:** Meet with a psychologist to review and discuss the assessment outcomes

Your psychologist will go through the report outlining the summary of findings with you

If ADHD is diagnosed, they will discuss:

- Next steps for support and treatment



- Referrals to relevant professionals (e.g., GP, paediatrician, occupational therapist)

If ADHD is **not** diagnosed, alternative support options will be explored.

*Report Delivery* - A draft report may be shared during the session, however the final comprehensive report will be provided within 10 business days

### Additional Information Based on Clinical Guidelines

- Our assessments follow the Australian ADHD Clinical Practice Guidelines, using DSM-5-TR criteria, and considering functional impairment across two or more settings.
- We explore and document any co-occurring conditions (e.g., anxiety, autism, learning disorders) and rule out differential diagnoses.
- All assessments are conducted by AHPRA-registered clinicians experienced in ADHD diagnosis and treatment.
- After diagnosis, families receive tailored recommendations for sharing findings with schools or workplaces, including potential accommodations.
- Support continues beyond diagnosis—we offer guidance, therapy referrals, and education for managing ADHD in everyday life.
- All communication is designed to be accessible, and support is available for families needing help completing forms or understanding the process.

### Assessment Costs

ADHD assessments start at \$1,800.00. Payments are typically made in four instalments over three appointments, conducted at our practice. Additional sessions or case conferences may be required depending on complex cases, these are billed at \$270.00 per hour or pro rata unit \$90.00 per 20 mins.

Session	Cost / Fee Payable	Rebates	Out of Pocket
Appt 1	\$540.00	\$98.95	\$441.05
Appt 2	\$270.00	\$98.95	\$171.05
Report Writing Charge	\$450.00	NA	\$450.00
Appt 3	\$540.00	\$98.95	\$441.05
<b>Total</b>	<b>\$1800.00</b>	<b>\$296.85</b>	<b>\$1503.15</b>

Please Email [contact@empowr.com.au](mailto:contact@empowr.com.au) to arrange an ADHD assessment for yourself or your child.  
We look forward to supporting you on your ADHD journey!

*Empowering your wellbeing . . .Inspiring your growth*