**Rotelia’s Post on a Neurological Disorders Case Study**

     This case is a 16-year-old female with no previous history of any psychiatric conditions, learning difficulties, or a diagnosis of attention deficit hyperactivity disorder. She is a high school sophomore and her parents have noticed that her mood seems to be “up and down.” She often falls asleep if not involved in a stimulating activity. Teachers at school note good performance on tests, but homework is frequently turned in late and she appears distractible and fidgety during class. She works part-time as a waitress on the weekends but is in danger of losing her job due to frequent tardiness over the past 6 months.

**Identify the patient’s symptoms**

* Her mood seems to be “up and down.”
* Sleep deficit when not mentally stimulated.
* Good tests performance, bad homework performance.
* Easily distracted.
* Fidgety during class.
* Frequent tardiness at job over the past 6 months.

**The available demographic**

* A 16-year-old female.
* She is a high school sophomore.
* A weekend waitress.

**Historical data.**

* No signs of no previous history of any psychiatric conditions, learning difficulties, nor a diagnosis of attention deficit hyperactivity disorder (ADHD).
* Onset of symptoms approximately 6 months prior.

**Discuss your differential** (depending on a difference; differing or varying according to circumstances)**diagnosis and**

I feel this case is interesting and a little tricky because as a parent who has raised teenagers before, diagnosis can range from something as simple as normal teenage angst. However, it can be more complicated and be many things, such as substance abuse, depression, bipolar disorder or even onset of Parkinson Disease. Typically, ADHD has symptoms of fidgety and being easily distracted (Carlson & Birkett, 2017). However, we must not eliminate ADHD simply because she would have been diagnosed during her childhood. Her symptoms have only manifested in the last 6 months. However, Attention Deficit Disorder (ADD) might be her malady. The term ‘ADD’ is outdated these days. Within the last few years, the symptoms all fall under the one term of ADHD, and the severity may be different in each individual (ADAA, 2019). This can make diagnosis difficult. I would have the girl tested for “inattentive disorder” which is a form of ADHD without the ‘hyperactivity’ portion of ADHD.

**Provide a thorough basis for any diagnoses you have included.**

The young girl is fidgety and inattentive. She does well on tests but does not complete homework assignments on time, probably because of her inability to manage her time well, a symptom of ADD. She also is in jeopardy of losing job because of tardiness, which is another indication of time mismanagement. The problem is she has no history of ADHD, *unless she was misdiagnosed earlier.* This can happen often, especially with ADD which is the *inattentive*-type of ADHD and not the hyperactivity portion of ADHD. (I used to tease my daughter about ADD because she used to have the attention span of a puppy).

**Determine what (if any) additional testing you would order and how this would be helpful in clarifying the diagnosis.**

I would have her thoroughly tested again with the aspect of ADD in mind. At least with new testing we could eliminate/confirm ADHD as opposed to anxiety or substance abuse.

**Finally, explain recommendations for the patient/family for ongoing functioning (social, occupational and academic, if applicable).**

     Until the test results are confirmed I would impress upon the young girl to focus more. Apply that focus to her work, academically and professionally. If possible, allow herself to take small breaks during the day in order to re-access her time and re-direct her focus better throughout the day.

**References**

Anxiety and Depression Association of America (ADAA) (2019). Adult ADHD (attention deficit hyperactive disorder). https://adaa.org/understanding-anxiety/related-illnesses/other-related-conditions/adult-adhd.

Carlson, N. R., & Birkett, M. A. (2017). [*Physiology of behavior*](https://ashford.instructure.com/courses/71460/external_tools/retrieve?display=borderless&url=https%3A%2F%2Fcontent.ashford.edu%2Flti%3Fbookcode%3DCarlson.0505.17.1) (12th ed.) [Custom edition]. Retrieved from [https://content.ashford.edu (Links to an external site.)](https://content.ashford.edu/)