



# Improving ADHD assessments through QbTest implementation

Case studies

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# Overview

**Organisation:** Islington CAMHS Neurodevelopmental Team

**Organisation type:** NHS Child and Adolescent Mental Health Service (CAMHS)

Between November 2023 and November 2024, the Islington CAMHS Neurodevelopmental Team (NDT) undertook a quality improvement project to introduce the QbTest into ADHD assessments. The aim was to enhance both the quality and efficiency of the diagnostic process at a time when demand for neurodevelopmental assessments is increasing and NHS resources are stretched.

All clinicians within the NDT, alongside colleagues from psychiatry, completed QbTech training in late 2023. From December 2023, the team began offering regular QbTest appointments – initially 4 per month, increasing to 8 from May 2024 in response to demand. Over the year, 57 QbTests were completed, and clinicians provided structured feedback through questionnaires following diagnostic feedback sessions.

The project explored whether adding a standardised, objective measure could support clinicians when evidence was limited, contradictory or complex, and whether the QbTest would improve decision-making confidence and efficiency.

# Outcomes and learning

## Outcomes

- Clinicians reported increased diagnostic confidence, with 92% agreeing that the QbTest helped them feel more confident in making diagnostic decisions.
- 93% stated the QbTest helped them better understand the young person's presenting needs.
- 62% felt it helped them reach diagnostic decisions more quickly, with indications that this may improve further now that clinics are well established.
- Regular QbTest clinics were shown to be essential to ensure timely incorporation into assessments.
- Data indicated the QbTest was used more frequently with females than males, particularly older teenage girls.
- The tool was especially valuable where:
  - young people were not in school
  - there were comorbidities
  - contextual evidence was lacking
  - there were discrepancies between home and school reports
- Feedback highlighted that QbTest results could replace more time-intensive activities such as school observations.

## Learning

- A full-team training approach improved consistency and confidence in administration and interpretation.
- Interpretation skills continue to develop, supported by QbTech online modules, follow-up training and the creation of clinical 'champions' who run clinics regularly.

- Implementation required time and adjustment; capacity had to be increased to meet demand.
- The QbTest is particularly helpful in complex presentations, including where autism, learning disability, trauma or non-attendance at school make diagnostic formulation more challenging.
- Future plans include refining criteria for identifying which assessments would benefit from a QbTest and ensuring it is completed early enough to inform the first multidisciplinary team discussion.

# Supporting information

## Quotes

The following quotes are from clinicians:

"There was very contradictory information from his primary school and new secondary school, so the QbTest gave us diagnostic confidence."

"The young person did not want to engage in a child-interview session, making it hard to gain their views. He was willing to attend a QbTest because it didn't require sharing experiences. The QbTest fostered engagement, enabling him to attend the interview afterwards."

"The QbTest provided objective information for an assessment with a complex presentation of possible autism, learning disability and trauma, and there was very little external information as the young person was not in school."

"I would have likely completed a school observation if I didn't do the QbTest, so that was time saved."

## Contact details

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