

BEYOND DIAGNOSIS

SELECTED READER SAMPLE

A practical place to begin

Understanding is most useful when it connects to something you can do. This sample introduces the book's starting routes, its explanation of evidence, and three practical worksheets.

The following pages are selected excerpts, not consecutive chapters. Original page numbers are retained so you can find them in the full book.

Inside this sample

Choose your starting route (pages 9-10).

How to read the evidence (page 11).

Your strengths, needs, and first priority (page 181).

A whole person picture (page 182).

Where the task stops (page 183).

The full book includes 42 chapters, worked examples, educational illustrations, and 26 worksheets for children, teens, adults, and the people supporting them.

Educational material and original teaching exercises. This sample does not diagnose ADHD or replace individualized assessment or care.

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Dr. Courtney Dookie | Clinical Neuropsychologist

Beyond Diagnosis: Living Well with ADHD

BEYOND DIAGNOSIS

Living Well with ADHD

Understand Your Brain.
Manage Everyday Challenges.
Build a Life That Works.

A practical guide for children, teens, adults, and families

Dr. Courtney Dookie

Clinical Neuropsychologist

How to use this book

Read Chapters 1 to 5 for the shared foundation. Parents and caregivers can then turn to Chapters 6 to 12. Teens can use Chapters 13 to 17 with support where needed. Adults and young adults can begin with Chapters 18 to 24. Chapters 25 to 32 support treatment discussions, and Chapters 33 to 35 help turn understanding into a personal plan. Chapters 36-42 add coverage of girls and women, hormonal contexts, coexisting conditions, autism, older adulthood, safer independence, and comprehensive assessment. Use the starting routes that follow to select a path.

Each chapter begins with a short outline. Case examples connect the explanation to a recognizable situation. Practice sections identify a manageable action. The workbook at the back provides generous space to plan, observe, and review. You can use a printed copy or discuss the questions with a clinician.

Choose one chapter and one action at a time. You do not need to finish every worksheet. If writing is difficult, use a drawing, voice note, or brief conversation, while protecting personal information. Caregivers should adjust the amount of text and adult help to the child's abilities.

The anatomical atlas images and real MRI scan are credited educational images. Other figures explain concepts and practical processes.

Read the chapter explanations before using a worksheet.

Choose your starting route

You do not have to read this book in order. Choose the route closest to your current need, then return to the shared foundations and treatment sections. Each practical module is a teaching aid; individualized care remains a separate clinical process.

Preparing for an assessment

Read Chapter 42 for the assessment pathway, ADHD and anxiety, targeted testing, worked formulation, and feedback checklist. Use Worksheet 2 to prepare.

Parent or caregiver

Begin with Chapters 6-9. Use Chapter 11 for school coordination, Chapter 12 for peers, and Chapters 25-28 for care decisions. Worksheets 5, 6, and 8 support the first practical trial.

Teen or young adult

Begin with Chapters 13-17. Choose one real deadline, transition, or support request. Use Worksheets 9-12. Chapters 19-21 can help as adult responsibilities grow.

Adult

Begin with Chapters 18-24. Select one task or responsibility rather than redesigning everything at once. Worksheets 13-17 support practical work. Read Chapters 25-28 alongside relevant care.

Girl or woman

Read Chapters 36 and 37 alongside the section for your stage of life. Bring questions about recognition, effort, health, and hormonal contexts to appropriate assessment.

Coexisting concerns

Use Chapter 38 to organize the questions. Chapter 39 addresses ADHD with autism; Chapter 40 addresses older adulthood and cognitive change.

Choosing a treatment

Read Chapter 25 and its evidence guide first. Then use the relevant treatment chapter. Worksheet 18 helps prepare an evidence-to-goal discussion.

Trouble using the strategies

Return to the first point of breakdown. Chapters 19, 20, 32, and 34 show how to repair the cue, setup, first action, and review rather than adding more demands.

Use the blank record after a completed example

The completed examples explain what a specific entry looks like. The 26 blank worksheets follow them. A separate letter-size print workbook accompanies this edition for repeated use. The worksheets are original exercises, not diagnostic tests.

How to read the evidence

Evidence labels describe the basis of a statement. They are editorial categories, not formal certainty scores. An established treatment principle does not automatically validate a particular chart, case, or practice schedule.

Guideline-supported

A clinical guideline supports a form of care for a defined population and context.

Controlled evidence

A trial or synthesis compares a studied intervention with another condition. Population, rater, blinding, outcome, and follow-up matter.

Expert consensus

Clinicians agree on practical guidance where comparative evidence may be incomplete.

Preliminary or mixed

Findings remain uncertain, inconsistent, limited, or protocol-specific.

Original application

A teaching exercise, fictional case, or worksheet illustrates principles. It has not itself been validated as a treatment.

Worksheet 1

Your strengths, needs, and first priority

Chapters 1 18 33

Choose one situation that matters now. Use specific examples rather than rating yourself as good or bad.

Name or initials _____ Date _____

Two strengths and the situations in which they help

The repeated difficulty and its effect on daily life

What already helps and what makes the task harder

One observable priority for the next week

Worksheet 2

A whole person picture

Chapters 5 25

Bring this page to an appointment. It organizes observations and is not a diagnostic questionnaire.

Name or initials _____ Date _____

When the difficulty began and where it occurs

Sleep health mood stress learning or substance factors to discuss

A difficulty that does not fit the usual pattern

Questions and relevant records to bring to the clinician

Worksheet 3

Where the task stops

Chapters 3 19

Trace the actual sequence. Choose a support for the point where progress stops.

Name or initials _____ Date _____

The intended finished result

The last completed action and the first missing action

The barrier and the support to try

The cue location time and review date
