**EDA Questionnaire O’Nions et al. 2013**

To be completed by parent and/or teacher. One box to be ticked per question. ​

Name (person completing form): Date: Name of Child:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   |   | Not true   | Somewhat true | Mostly true | Very true |
| 1 | Obsessively resists and avoids ordinary demands and requests. |   |   |   |   |
| 2 | Complains about illness or physical incapacity when avoiding a request or demand. |   |   |   |   |
| 3 | Is driven by the need to be in charge. |   |   |   |   |
| 4 | Finds everyday pressures (e.g. having to go on a school trip/ visit dentist) intolerably stressful. |   |   |   |   |
| 5 | Tells other children how they should behave, but does not feel these rules apply to him/herself. |   |   |   |   |
| 6 | Mimics adult mannerisms and styles (e.g. uses phrases adopted from teacher/parent to tell other children off). |   |   |   |   |
| 7 | Has difficulty complying with demands unless they are carefully presented. |   |   |   |   |
| 8 | Takes on roles or characters (from TV/real life) and 'acts them out'.  |   |   |   |   |
| 9 | Shows little shame or embarrassment (e.g. might throw a tantrum in public and not be embarrassed). |   |   |   |   |
| 10 | Invents fantasy worlds or games and acts them out.  |   |   |   |   |
| 11 | Good at getting round others and making them do as s/he wants.  |   |   |   |   |
| 12 | Seems unaware of the differences between him/herself and authority figures (e.g. parents, teachers, police). |   |   |   |   |
| 13 | If pressurised to do something, s/he may have a ‘meltdown’ (e.g. scream, tantrum, hit or kick). |   |   |   |   |
| 14 | Likes to be told s/he has done a good job. |   |   |   |   |
| 15 | Mood changes very rapidly (e.g. switches from affectionate to angry in an instant). |   |   |   |   |
| 16 | Knows what to do or say to upset specific people. |   |   |   |   |
| 17 | Blames or targets a particular person. |   |   |   |   |
| 18 | Denies behaviour s/he has committed, even when caught red handed. |   |   |   |   |
| 19 | Seems as if s/he is distracted 'from within'. |   |   |   |   |
| 20 | Makes an effort to maintain his/her reputation with peers.  |   |   |   |   |
| 21 | Uses outrageous or shocking behaviour to get out of doing something. |   |   |   |   |
| 22 | Has bouts of extreme emotional responses to small events (e.g. crying/giggling, becoming furious). |   |   |   |   |
| 23 | Social interaction has to be on his or her own terms.  |   |   |   |   |
| 24 | Prefers to interact with others in an adopted role, or communicate through props/toys. |   |   |   |   |
| 25 | Attempts to negotiate better terms with adults.  |   |   |   |   |
| 26 | S/he was passive and difficult to engage as an infant. |  |  |  |  |

**Extra notes in relation to any items on this list.**