A drawing of a sun

AI-generated content may be incorrect.

**Information from Parents and Carers**

***For consideration of possible Pathological Demand Avoidance (PDA) profile of Autism Spectrum Disorder***

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| **Child / Young person’s name:** |  | | |
| **Date of Birth:** |  | **Age:** |  |
| **Form completed by:** |  | **Relationship to child / young person:** |  |
| **School:** |  | | |
| **Date**  **Completed:** |  | | |

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| **General information** |
| Please provide information about your child’s physical and mental health; family background factors; significant life events, any changes since autism assessment. |
| Please outline your main concerns about your child at this current time. |
| What do you think are your child’s strengths? |
| What does your child enjoy doing? What makes your child happy? |
| What makes your child sad, worried, or angry? |

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| **Avoidance of demands** |
| What ‘demands’ does your child avoid?  **Please give examples:**  *Giving us as much information as possible helps us understand your child’s difficulties and strengths.*  *Please provide real life examples.* |
| What strategies does your child use to avoid these demands?  **Please give examples:**  *Please provide as much detail as possible / specific examples* |
| How does your child respond to a requests / instructions from another person?  **Please give examples:**  *Please provide as much detail as possible / specific examples* |
| What strategies have been helpful / not helpful in supporting your child / facilitating cooperation?  **Please give examples:**  *Please provide as much detail as possible / specific examples* |

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| **Relationships** |
| How does your child get on with you and other family members? |
| How does your child get on with staff at school and in the community (from what you have seen and been told? |
| How does your child get on with peers? |
| Please describe your child’s ability to empathise with others, consider the thoughts and feelings of others and act on these insights. |
| Do they shock / upset other people? If so how do they do this?  **Please give examples:**  *Please provide as much detail as possible / specific examples* |
| Does your child ever try to tell others what to do / how they should behave?  **Please give examples:**  *Please provide as much detail as possible / specific examples* |

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| **Behaviour and mood** |
| Does your child demonstrate any socially unacceptable behaviour?  **Please give examples:**  *Please provide as much detail as possible / specific examples* |
| Have they been in trouble at school or with the police?  **Please give examples:**  *Please provide as much detail as possible / specific examples* |
| Does your child take responsibility for their behaviour?  **Please give examples:**  *Please provide as much detail as possible / specific examples* |
| Please describe their general mood |
| Has your child received any input from services regarding their emotional wellbeing or mood?  **Please provide details** |

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| **Do you have any particular theories or ideas about your child’s difficulties?**  *For example,*  *Mental health needs, recommended strategies not being implemented, impact of life events, PDA profile.* |
| Please provide details |

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| **Are there any other comments you would like to add which have not already been covered?** |
| Please provide details |

**Extreme Demand Avoidance 8-item measure (EDA-8)**

Please answer the questions thinking about your child’s behaviour during the last six months. Please read each item carefully and select the answer that best applies.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not  true | Some-what true | Mostly true | Very true |
| 1 | Obsessively resists and avoids ordinary demands and requests. |  |  |  |  |
| 2 | Is driven by the need to be in charge. |  |  |  |  |
| 3 | Tells other children how they should behave, but does not feel these rules apply to him/herself. |  |  |  |  |
| 4 | Has difficulty complying with demands unless they are carefully presented. |  |  |  |  |
| 5 | Seems unaware of the differences between him/herself and authority figures (e.g. parents, teachers, police). |  |  |  |  |
| 6 | Mood changes very rapidly (e.g. switches from affectionate to angry in an instant). |  |  |  |  |
| 7 | Uses outrageous or shocking behaviour to get out of doing something. |  |  |  |  |
| 8 | Has bouts of extreme emotional responses to small events (e.g. crying/giggling, becoming furious). |  |  |  |  |

**Thank You!**

Please return to the Administration Team, The Specialist Assessment Service, Chelmsley Wood Primary Care Centre, Crabtree Drive, Birmingham, B37 5BU.

***Please return this with the ‘PDA Referral Form’***

***Please also include ‘Information from Professionals – PDA’ form if applicable.***