Demand Avoidance and Autonomy Questionnaire (DAAQ)

The DAAQ was developed by researchers at the University of Michigan medical school, Northwestern University and At Peace Parents. It is the first measure of Pathological Demand Avoidance (PDA) using rigorous, contemporary measurement development standards and it uniquely assesses how demand avoidance affects fulfillment of basic needs (e.g., hygiene, eating, sleeping and toileting), going beyond broad behavioral descriptors. While DAAQ scores show strong preliminary psychometric properties, the DAAQ is recommend for use as a research screening/phenotyping tool rather than a diagnostic instrument.

When referencing the DAAQ in research, please cite Noelle Carlozzi, Ph.D. and Casey Ehrlich, Ph.D. The DAAQ was first published in PLOS-One. Full copyright information is included on the next page.

This DAAQ form is provided by At Peace Parents, a provider of training and education for parents of PDA and suspected PDA children and teens. It is intended for clinicians to share with parents of suspected PDA children or teens ages 4-17 for the parent to fill out. Scoring instructions and context are included on the final page of this document.

AT PEACE PARENTS

Demand Avoidance and Autonomy Questionnaire (DAAQ)

Parent's Name:_____ Date:_____

Child's Name:_____ Child's Age:_____

Parents - please complete this questionnaire by marking the circle next to your answer.

1. When playing games my child becomes distressed (dysregulated/agitated) if they are not winning.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

2. My child has difficulty with transitions to a preferred activity.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

3. If I try to encourage my child to participate in activities they dislike my child will become distressed (dysregulated/agitated) and/or have a meltdown (panic attack/temper tantrum).

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

4. When my child is in a situation they find stressful, my child behaves inappropriately (laughs or says something inappropriate, removes their clothes, makes inappropriate sounds or noises, uses nonsense words, repeats words).

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

5. My child becomes distressed (dysregulated/agitated) when they are told that they have to stop doing a preferred activity, (e.g., screen time).

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

The DAAQ is ©2025 Noelle E. Carlozzi, Ph.D. and Casey Ehrlich, Ph.D. It is licensed under the Creative Commons Attribution 4.0 International License (CC BY 4.0).

6. My child will refuse help, even after they have asked for it.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

7. When my child is told to do something, they will say, "I can't", "I don't feel well", ignore the request, act as if they do not understand, change the topic, pretend not to hear, start doing something unrelated, pretend to be an animal, or leave the room.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

8. My child destroys their own things.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

9. When my child is excited about something, (e.g., a holiday,) they become distressed (dysregulated/agitated).

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

10. My child will show excitement about something only to refuse when it is time to participate, (leave the house, go into building/event).

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

11. My child will respond to being told "No", "Stop" or "Don't" by doing the opposite, even if it is dangerous (runs towards the street, touches a hot stove, climbs a high ledge).

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

12. When my child does not get their way, they will respond by knocking something down, shouting, calling names, needing to have the last word, or destroying something.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

13. My child likes to be physically above people (e.g., likes to sit or stand above other people, stand on chairs or the couch, climb onto windowsills, sit on the back of the couch).

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree

◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

14. When I ask my child a direct question, they respond with a growl or hissing sound, an "I don't know", "Stop talking", silence, or a silly word like "poop".

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

15. My child breaks/ignores rules, but gets upset if others do not follow them.

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

16. When I tell my child to do something, they respond with a growl or hissing sound, an "I don't know", "Stop talking", silence, or a silly word like "poop".

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

17. My child needs constant attention or they will become distressed (dysregulated/agitated) or have a meltdown (panic attack/temper tantrum).

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

18. Unless my child is participating in a preferred activity (e.g., on a screen or a special interest), they become distressed (dysregulated/agitated), or have a meltdown (panic attack/temper tantrum) when I try to talk to another person.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

19. Unless my child is participating in a preferred activity (e.g., on a screen, or a special interest), or with someone they trust, they will become distressed (dysregulated/agitated) or have a meltdown (panic attack/temper tantrum) if I leave.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

20. My child wants me to stay nearby, but does not want me to touch or interact with them.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

21. My child needs to be in control of when, where and/or what they eat.

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

22. My child will only eat preferred foods.

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

23. My child resists sleeping.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

24. My child needs to be in control of when and/or where they sleep.

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

25. My child has an irregular sleep cycle (e.g., they go to sleep at different times and wake up at different times each night/day).

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

26. My child resists bathing or showering.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

27. My child needs to be in control of when and/or where and/or how they bathe or shower.

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

28. My child resists brushing their teeth.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

29. My child needs to be in control of when and/or where and/or how they brush their teeth.

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

30. My child needs to be in control of when and/or where and/or how they brush their hair.

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

31. My child resists going to the bathroom.

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

32. My child needs to be in control of when and/or where they go to the bathroom (or have diaper changes).

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

33. My child has lost skills related to toileting (needing to use a diaper again, toileting outside or in a particular location like the bathtub, or refusing all together).

◯ Strongly Disagree ◯ Disagree ◯ Somewhat Disagree
◯ Somewhat Agree ◯ Agree ◯ Strongly Agree

34. My child has toileting accidents.

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

35. When my child becomes distressed (dysregulated/agitated), their ability to toilet independently decreases (wipe themselves, use the toilet alone).

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

36. My child withholds their urine (pee) or stool (poop).

◯ Never ◯ Rarely ◯ Sometimes ◯ Usually ◯ Always

Behavioral Expression Score (Q 1-20, Range 20-102):____ Average PDA Score: 73

Basic Needs Score (Q 21-30, Range 10-56):____ Average PDA Score: 44

Toileting Score (Q 31-36, Range 6-33):____ Average PDA Score: 17

Clear Form Save a Copy Print

The buttons that appear on electronic versions of this form work best with Adobe Reader.

Scoring Instructions

Each answer has a corresponding number value as follows:

Never = 1	Strongly Disagree = 1
Rarely = 2	Disagree = 2
Sometimes = 3	Somewhat Disagree = 3
Usually = 4	Somewhat Agree = 4
Always = 5*	Agree = 5
	Strongly Agree = 6

*On Question 5, both “Usually” and “Always” should be scored as 4.

Context for Understanding Scores

The Average PDA Scores included on the previous page are from the published study. It drew from a population of more than 700 children and teens who are suspected or confirmed PDA.

In other words, if the child or teen you are working with scores higher than the average, they are facing more PDA-associated difficulties than an *average PDA child.* Similarly, children and teens may score lower than the average in one, two or all three categories, and still be PDA but demonstrating fewer PDA characteristics than an *average PDA child* in that/those categories.

Lower scores among PDA children and teens may also be explained by one or more of the following circumstances:

1 - PDA children and teens who are not in burnout may not have significant basic needs challenges, and not all PDA children and teens have toileting challenges.

2 - Development of the survey the DAAQ is based on began in 2023, when there was less understanding of the internalized expression of PDA. For this reason the DAAQ does not as effectively capture characteristics of internalized PDA, and so internalized PDA children may score lower than average.

3 - A PDA child or teen's DAAQ scores can fluctuate over time. When they are provided consistent accommodation and support over time, many children's scores decrease. Similarly, if the child or teen you are working with has already been accommodated for some time, their scores may be lower than expected, and/or lower than the averages.