**Interview and Instructions Used in Study 2 of Stuart et al. (2020)**

The interview was developed in 2014 for the specific purposes of study 2 in the article cited below. A description of the interview and the underlying framework may be found in the article.

Stuart, L., Grahame, V., Honey, E., & Freeston, M. (2020). Intolerance of uncertainty and anxiety as explanatory frameworks for extreme demand avoidance in children and adolescents. *Child and Adolescent Mental Health*, *25*(2), 59-67.  [**https://doi.org/10.1111/camh.12336**](https://doi.org/10.1111/camh.12336)

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**Semi Structured Interview**

**Introduction**

Firstly, thank you for completing Phase One of the study online and for agreeing to take part in this interview (Phase Two). As you will recall from the Information Sheet, we are interested in finding out about your child’s behaviour in different situations. I am therefore going to ask you some questions about your child’s behaviour and this may include asking you about some of the responses you gave on the Extreme Demand Avoidance Questionnaire (EDAQ) that you completed online.

**Important Reminders**

Firstly I would like to go over a few important things and check that you are ok with these before we start the interview…

Audio taping

You may recall from the information provided when you completed Phase One that these interviews will be audio recorded. You ticked a box to indicate your consent for this to happen, however I wanted to check again that you are happy for this to happen?

Confidentiality

You may also recall from Phase One that your answers are strictly confidential, which means that they are seen only by the research team. The same applies to this interview – anything we talk about is confidential. However, there are limitations to this. If you tell me anything that leads me to be concerned about a person’s welfare, for example, something that leads me to believe that someone is at risk of harm from others or to themselves, I am ethically and professionally obliged to share my concerns with relevant organisations.

Limitations of Researcher’s Role

Just to remind you that, as outlined in the information sheet, we are unable to provide clinical advice about your child or to provide your child with a diagnosis of PDA. This is because we are carrying out research and not acting in a clinical role. However, we are aware that you may be keen for advice or support about your child. Therefore, after completing the interview, a debrief sheet can be emailed/posted to you if you would like (which was also available on completion of Phase One), which will include details of organisations that are able to provide clinical advice/emotional support in relation to your child’s behaviour.

Managing Distress/Rights to Withdraw

A further point to consider is that discussing your child’s difficulties might be upsetting for you. So I’d like to reassure you that if you do find the discussion upsetting or difficult at all, you are free to take a break or withdraw completely from the interview at any point, if you wish to. You do not have to explain your reasons if you choose to discontinue. *Ensure that participant understands the above points and has opportunity to ask questions about these before proceeding.*

**Personal Details**

*Ask for name of child and full home address. Reiterate that, as noted in the Information Sheet, this is needed in the unlikely event that issues arise that cause concern in terms of a child or anyone else being at risk of harm. Reassure participant that this data will be deleted from the transcription following completion of the interview, assuming it does not need to be used for risk purposes.*

**Orientation to Interview**

You may recall from the email sent to you that we are interested in *intolerance of uncertainty* (IU) and how this might be linked to your child’s behaviour. There were some attachments to the email which gave examples of intolerance of uncertainty and how this is different to other difficulties children might have, for example, fear of change.

***Check if parent/carer had opportunity to read through these examples****…*

*If Yes – What is their understanding of IU and how it differs to fear of change? Briefly use vignette examples (different to the ones already seen in email) to explore their understanding further*

*If No – orient using vignette examples*

**Interview Part 1: *Focus on General IU Examples***

Now that we have an understanding of intolerance of uncertainty and what this might look like in children, I would like to ask you about your own child…

Has your child ever presented with intolerance of uncertainty? For example, ***Have they ever been in a situation where they are unsure of something – i.e. there is an element of uncertainty – and you think this has affected their behaviour?***

Ask for recent examples and explore each using the following questions:

*Situation Prompts: What was the situation? E.g. where; who was present; what was happening around the child at the time*

 *What was uncertain about the situation for (****name of child****)?*

*What did (****name of child****) do? (Elicit characteristics of behaviour)*

*Antecedent Prompts: Can you tell me what was happening just before (****name of child****) did (****refer to behaviour****)?*

*Elicit the following:*

* *Where was (****name of child****) immediately before the behaviour started?*
* *Had (****name of child****) been asked to do / not do something immediately prior to the behaviour? If yes, was this something they were familiar with or something new?*
* *Was there anyone or anything new or unfamiliar around (****name of child****) just before the behaviour started?*
* *What do you remember about (****name of child****)’s mood in the build up to the behaviour? Did they seem happy/relaxed/anxious/sad/angry….? etc*
* *Can you recall anything in particular about the build up to the behaviour that you think is important in understanding why it happened?*

*Consequence Prompts: What happened during and immediately after the behaviour?*

*Elicit the following:*

* *How did others respond to (****name of child****) while the behaviour was happening?*
* *How long did the behaviour last for?*
* *Why do you think (****name of child****) stopped the behaviour? Did anything happen to make them stop?*
* *What was (****name of child****)’s mood like after the behaviour stopped? Was it the same as before or did they seem different afterwards?*
* *Thinking back to that particular situation, what is your understanding of what (****name of child****) was hoping to gain or achieve from doing (****refer to behaviour****)?*

**Interview Part 2: *Focus on EDAQ – Link with IU***

I would now like to ask you some questions about your answers to one of the questionnaires that you completed online in Phase One – the Extreme Demand Avoidance Questionnaire (EDAQ).

1. **Firstly, I would like to find out about your overall experience of completing the EDAQ?**

*How did they find it? Could they relate to the types of behaviours it referred to?*

1. **Now I would like to ask specifically about your answers on the questionnaire.**

*For each EDAQ item that is both IU relevant (i.e. either most or least likely characteristic of IU based on ratings by expert panel) and endorsed by parent/carer, ask the following:*

* You have indicated that the statement: (***read out item endorsed on EDAQ****)* is (***very/mostly/somewhat true***) of your child.
* Were you thinking of a particular situation or incident when you answered that question?

*If Yes****:*** Can you describe that situation in much detail as possible?

*If No:*Can you think of an example when (***name of child****)* behaved in that way?

Use the following prompts to elicit information:

*Situation Prompts: Where was (****name of child****) when it happened?*

*Who else was (****name of child****) with?*

 *What has happening around (****name of child)*** *at the time?*

*Would you say the situation at the time was a familiar situation for (****name of child****) or something new for them?*

*Antecedent Prompts: Can you tell me what was happening just before (****name of child****) did (****refer to behaviour****)?*

*Elicit the following:*

* *Where was (****name of child****) immediately before the behaviour started?*
* *Had (****name of child****) been asked to do / not do something immediately prior to the behaviour? If yes, was this something they were familiar with or something new?*
* *Was there anyone or anything new or unfamiliar around (****name of child****) just before the behaviour started?*
* *What do you remember about (****name of child****)’s mood in the build up to the behaviour? Did they seem happy/relaxed/anxious/sad/angry….? etc*
* *Can you recall anything in particular about the build up to the behaviour that you think is important in understanding why it happened?*

*Consequence Prompts: What happened during and immediately after the behaviour?*

*Elicit the following:*

* *How did others respond to (****name of child****) while the behaviour was happening?*
* *How long did the behaviour last for?*
* *Why do you think (****name of child****) stopped the behaviour? Did anything happen to make them stop?*
* *What was (****name of child****)’s mood like after the behaviour stopped? Was it the same as before or did they seem different afterwards?*
* *Thinking back to that particular situation, what is your understanding of what (****name of child****) was hoping to gain or achieve from doing (****refer to behaviour****)?*
1. **Frequency**

For each EDAQ item queried in part (b), ask the following:

1. In general, how often would you say (***refer to behaviour****)* happens with (***name of child***)?

0 Hardly ever happens (e.g. has only happened once or twice in child’s history)

1

2 Occasionally (e.g. every few months)

3

4 Quite Often (e.g. at least once a month)

5

6 Very often (e.g. once or twice a week)

7

8 All of the time (e.g. daily/constantly)

1. To what extent is this behaviour likely to happen in situations that are familiar to (***name of child****)*?

0 Extremely unlikely/has never happened in a familiar situation

1

2 Unlikely

3

4 Quite Likely

5

1. Very Likely

7

8 Extremely likely to happen in familiar situations

1. To what extent is this behaviour likely to happen in situations that are novel or *unfamiliar* to (***name of child****)*?

0 Extremely unlikely/has never happened in a novel situation

1

2 Unlikely

3

4 Quite Likely

5

6 Very Likely

7

8 Extremely likely to happen in novel situations

1. Is there anything else about this behaviour you feel is important that we haven’t talked about so far?

**Ending & Debrief**

That concludes the interview. Thank you very much for taking part; you have been very helpful. Do you have any questions about anything we have talked about?

*Remind participant about Debrief Sheet containing details of relevant organisations they may wish to contact and ask whether they would like to receive a copy by email.*

**END OF INTERVIEW**