

Outline of the Cognitive Testing Protocol:

- I. Demographics
- II. Vision Question
 - a. Self-report
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
 - b. Proxy-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
- III. Hearing Question
 - a. Self-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
 - b. Proxy-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
- IV. Cognitive Functioning Question
 - a. Self-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
 - b. Proxy-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
- V. Walking Question
 - a. Self-Report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
 - b. Proxy-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
- VI. Self-Care Question
 - a. Self-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
- VII. Communication Question
 - a. Self-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
 - b. Proxy-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Cognitive follow-up probes
 - iv. Functioning follow-up probes
- VIII. General Health Question
 - a. Self-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Health Status follow-up probes
 - b. Proxy-report
 - i. Interviewer coding
 - ii. Open-ended follow-up probe
 - iii. Health Status follow-up probes

Interviewer Instructions

This protocol should be administered like a traditional questionnaire: start at the beginning, go through each page to the end, and read each question along with the response options exactly as they appear. Check the box next to the response that is given by the respondent. The numbers appearing after each response are not meant to be read out loud to respondents. The numbers will be used after all of the interviews have been conducted to compile responses. Words appearing in italics, bold print or in shaded boxes are also not meant to be read out loud to the respondent. Instead, these are instructions to you-- the interviewer. In a few places, you will be instructed to skip some questions depending on the respondent's answer to a previous question. Additionally, in each section there are a few questions that are asked of you and not the respondent. You should take a few seconds to answer those questions as they appear in the questionnaire. They should not be read out loud to the respondent. To ensure a smooth interview, read through the questionnaire or (even better) conduct a practice interview with a friend or family member before conducting an interview with a "real" respondent. The questionnaire was designed to be easy to administer, so (with only a little preparation) you should find the interview process itself to be very simple and straight-forward.

The following outlines the various types of questions-- including interviewer instructions and tips for administering them-- that make up the cognitive testing protocol:

Core Questions: These are the 6 disability questions to be tested by this cognitive interview. All of the other questions in this questionnaire are designed to examine how well these core questions perform. Therefore, it is imperative that you ask the core question and the response categories exactly as they are written. You may repeat the question and/or the answer categories, but do not try to help or assist the respondent if they are experiencing difficulty. That is, **do not attempt to explain the question or help them figure out what their answer should be**. It is important to learn how respondents are interpreting the question, regardless of whether or not their interpretation is correct. Additionally, it is important to discover the degree of difficulty that they experience without the help of an interviewer. If the respondent is unable to answer the question, this is important information to know.

Interviewer Coding: These 3 questions appear in the shaded box immediately after the core question. They are to be answered by you, the interviewer, and are designed to capture basic information about the ease of administration for the core question, specifically, whether the question (or any part of the question) needed to be repeated, if the response categories worked appropriately, and if the respondent needed clarify their answer. To ensure accuracy, these questions must be answered immediately, when they appear in the questionnaire. Do not wait until the end of the interview.

For the first interviewer-coded question (*Did the respondent need you to repeat any part of the question?*), check the box marked "Yes" if the respondent asked you to repeat any part of the question—the question portion, the response options or the entire question. Also, check the box marked "Yes," if (when administering the question) you saw that the respondent did not hear or understand the question so repeated it for their benefit.

For the second interviewer-coded question (*Did the respondent have any difficulty using the response options?*), check the box marked "Yes" if the respondent did not answer using one of the provided response categories (for

example, if they made up their own category or used other words) or if they experienced any other kind of difficulty with the response options.

For the third interviewer-coded question (*Did the respondent ask for clarification or qualify their answer?*), check the box marked “Yes” if the respondent needed to provide additional information along with their answer or if they asked you to clarify some aspect of the question.

Open-ended Follow-up Probes: The open-ended probe question (*Why did you answer that way?*) appears directly after the interviewer-coding questions. This is the first question asked of the respondent after they have answered the core question and is designed to elicit what the respondent was thinking when answering the question. As much as possible, record exactly what the respondent states in the provided space. More than any other probe-question, this qualitative information will provide detailed insight into how the respondent interpreted the core question and how their response was formulated.

Cognitive Follow-up Probes: The cognitive probe-questions are designed to capture how the respondent came up with their answer, specifically, what the respondent considered when formulating a response. These questions are based on analysis of previous open-ended cognitive interviews and represent all of the various considerations used by respondents to construct answers to the core questions. The cognitive probe-questions are subjective; there is no right or wrong answer. Additionally, because they are subjective and based solely on the respondents perceptions, these probe-questions should be relatively easy for respondents to answer. However, if a respondent is unable to answer (for whatever reason), check box marked “*No Answer/Don’t Know*” which appears below the list of response options. This *No Answer* option (appearing in italics) is not to be read to the respondent and is only to be used in rare occasions-- if the respondent, in all sincerity, cannot answer the question.

Functioning Follow-up Probes: These functioning probe-questions appear at the end of each section. They are designed to provide an objective assessment of the respondent’s physical abilities—information that will help to assess the validity of the core question. However, in our testing of this questionnaire, we found these questions to be the most difficult questions in the questionnaire—especially for respondents who have little education or experience taking surveys. In asking these questions, you may find that these respondents misunderstand the intention of the question or are not able to apply the question to their personal circumstances. In this cases, please do your best to get the most accurate answer—by asking the question in different ways, explaining the purpose, or by observation.