Aims of the research
The primary aim of the research is to develop best practice in comparative, cross-national question testing. For this project, we will be using two sets of questions:

1. First, some questions from the European Social Survey looking at opinions towards public services and attitudes towards different age groups.
2. Second, some questions from the Budapest Initiative, a UNECE/WHO/Eurostat task force that is developing measurements of health states.

The aim of these cognitive interviews is to study how people from our own countries interpret and process the questions, so that we can then conduct a joint, co-ordinated analysis to see if questions are processed similarly across the countries.

Guidelines for using this protocol

Translation
Protocols should be translated into the languages in which interviews are being conducted. These versions of the protocol will form part of the final documentation of the project. Translation procedures used should also be documented.

Summary of interview structure
The interview will include the following stages:

1. Introduce the survey
2. Administer each survey question (or set of questions) verbatim (as you would do during a normal survey interview);
3. Follow up with the generic probes begin the cognitive interviewing for that question (or set of questions);
4. Follow up with further probes to ensure all areas of interest are covered at that particular question or set of questions. These areas of interested are marked by the text: ‘INTERVIEWER FIND OUT:’ These are not designed to be read verbatim but are a prompt for the interviewer to ensure the measurement aims of the questions are fully explored. If additional issues arise during the interviewing please notify the other countries group using the chat room facility and remember that there will be space for these on the analysis charts.

A box is included before each survey question (or set of questions) containing in italics and explanation of the overall aims of that question (or set of questions).
ESS and Budapest health questions
Please spend half the interview on the ESS questions (around 30 minutes) and half on the Budapest health questions (around 30 minutes). For each interview please alternate whether you start with the ESS or Budapest questions. This is so that each set of questions is tested on respondents who are more alert at the start of the interview. The questions have been put in order of priority (within each survey section) and it may not be possible to cover all of the questions.

NB: For ESS questions where [country] is included you should insert the name of the country where the interview is being conducted. Where there are foot notes to describe items these can be used to aid translation but should not be included verbatim into the actual questions.
Stage 1: Introduce the study (not to be read to the respondent)

Use this time to establish an informal discussion—stressing that that you want the respondent to be open and provide relevant details about their life. You are not so interested in their opinion of the question or how they think it could be reworded. Rather, you are interested in how they made sense of the question (as it is written) and the kinds of experiences and situations from their own life that they considered to formulate an answer. You also need to record some key demographic information (see below).

- Thank you for agreeing to take part in this interview.
- The project is being conducted on behalf of the European Social Survey and the Budapest Initiative (a WHO/UN/Eurostat task force).
- The purpose of this project is to develop questions that will eventually be asked of many people of all ages around the world. We need to make sure that everyone understands the questions and understands them the same way.
- Whilst we are interested in your answer to the questions, our main interest is in how you came up with your answer. Therefore, we will have a lot of questions about the question - and how you came up with your answer. It may seem repetitive at times and even sometimes a little personal. This is because we are testing how the questions work, and we need to understand what people are considering when they form an answer.
- The interview will last about one hour and will include questions about your abilities to do certain activities as well as your attitudes towards welfare, public services and different age groups.
- All the responses you give will be kept confidential and the findings will remain anonymous in published reports. Access to the data will be restricted to members of the research teams and will only be used for the purpose of analysis.
- Once we start I will ask you some survey questions as they would appear in a regular survey. I will then ask you some additional questions about how you went about answering the survey question. Please remember to speak freely as there are no right or wrong answers.
- If you would prefer not to answer a particular question, please let me know and we will move onto the next one.
- Please feel free to make comments about the questions and let me know if you don’t understand anything.
- Do you have any questions for me before we start?

INTERVIEWER FIND OUT:
- Number of children in respondents household
- Number of people in respondents household who are hampered in their daily activities in any way by a longstanding illness, or disability, infirmity or mental health problem?
- Whether respondent is in receipt of any welfare / social security benefits
Stage 2: Administer survey questions

ESS Questions

[NB: ESS and Budapest health questions must be alternated for each interview]

INTERVIEWER – READ OUT...
Now I am going to ask you some questions, which focus on your attitudes to tax, public services and welfare, and attitudes towards people in different age groups. When answering these questions please remember that there are no right or wrong answers. Our interest is on how you understand the questions and the process that you went through in order to arrive at your answer, we are not so much interested in the answers that you give.

The structure of this part of the interview will mainly be the same as the part we have just completed – I will ask you the survey questions, you will answer and then we will go back to each question to find out how you went about answering them. However, on two occasions in this part of the interview I will ask you more than one survey question one after the other. I will still want to go back and ask about these but will do so afterwards. I will make it clear to you before this happens.

First of all I am going to ask you some questions about tax.

Aim of Q1: The aim of the question is to identify respondent preference amongst three different tax collection systems.

Explanation of response codes:
1. Higher earners should pay a greater proportion in tax than lower earners.
   This is the most common tax system across Europe although it comes in many different styles. An example would be where someone at the top of the earnings scale pays not only a larger amount but also a larger proportion or percentage of their earnings in tax than someone lower down the scale.
2. Everyone should pay the same proportion of their earnings in tax.
   This type of tax system can be found in many post communist European countries and is commonly known as a ‘flat tax’. Under this system everyone pays the same proportion or percentage of their earnings in tax. So for every € received in pay a high and low earner would pay the same amount of tax. The high earner still pays more but only because they get paid more. Everyone pays the same rate.
3. High and low earners should pay exactly the same amount in tax
   Under this system high and low earners would all pay exactly the same amount of tax regardless of how much they earn.
Survey question (Q1)
INTERVIEWER – READ OUT…
Q1 CARD 1
Using this card please tell me which of the three statements on this card, about how much working people pay in tax, you agree with most?
CODE ONE ANSWER ONLY
1. Higher earners should pay a greater proportion in tax than lower earners
2. Everyone should pay the same proportion of their earnings in tax
3. High and low earners should pay exactly the same amount in tax
4. (None of these)
5. (Don’t know)

Follow up questions (Q1)
How did you come up with this answer? AND What were you thinking?

Further areas to explore (Q1)
INTERVIEWER - FIND OUT:
➢ How the respondent understands each answer option – what does each one mean to them?
➢ Whether the statement the respondent chose reflects the tax system in their country?
➢ Whether the respondent understands the difference between the three options?
➢ Who the respondent thinks ‘working people’ are.
➢ What the respondent understands by ‘high earners’ (ask for examples).
➢ What the respondent understands by ‘low earners’ (ask for examples).
➢ If the respondent says ‘none of these’ - note this and find out why.
➢ If the respondent refuses to answer – note this and find out why.
➢ If the respondent says ‘don’t know’ - note this and find out why.
**Aim of Q2:** The intention of this question is to examine respondent perceptions of how ‘efficiently’ the income tax authorities do their job. This will enable the data analyst to examine any link between efficient tax collection and support for the welfare state. The aim is **NOT** to see whether respondents think the tax system itself is efficient (e.g. it is efficient at taking money from the rich to give to the poor for example). Instead, we want to know whether those charged with the job of tax collection perform their duty efficiently (i.e. on time, accurately, taking all the relevant facts into account).

**Survey question (Q2)**
INTERVIEWER – READ OUT…

**Q2 CARD 2**
Using this card please tell me, on a scale of 0-10, how efficiently you think the income tax authorities in [country] carry out their work?
0 means extremely inefficiently, and 10 means extremely efficiently.

<table>
<thead>
<tr>
<th>Extremely inefficiently</th>
<th>Extremely efficiently</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

88 (Don’t know)

**Follow up questions (Q2)**
How did you come up with this answer? AND What were you thinking? AND / OR Why did you pick that number?

**Further areas to explore (Q2)**
INTERVIEWER - FIND OUT:
- What the respondent chose the number they did (ie what this means in the context of the question).
- What the respondent understands by ‘efficient’.
- What the respondent understands by ‘carrying out their work’.
- Who the respondent thinks ‘the income tax authorities’ are.
- ‘What would the income tax authorities have to be like at carrying out their work for the respondent to have answered ‘extremely inefficiently’.
- ‘What the income tax authorities would have to be like at carrying out their work for the respondent to answered ‘extremely efficiently’?’
- *(If applicable)* The respondent’s reasons for NOT choosing a number at either end of the scale (0 or 10)
- If respondent says ‘don’t know,’ ‘can’t pick a number’ or ‘refuses to answer’ - note this and find out why
Aim of Q3: The intention of this question is to examine respondent perception about the impact the system of public services in [country] is having in regard to preventing large scale poverty?

INTERVIEWER – READ OUT…
The next few questions are about welfare and public services in [country].

Survey question (Q3)
Q3 CARD 3
Using this card please tell me how much you agree or disagree that ‘the system of public services in [country] prevents large scale poverty’?
1. Agree strongly
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree strongly
6. (Don’t know)

Follow up questions (Q3)
How did you come up with this answer? AND What were you thinking when you gave that answer?

Further areas to explore (Q3)
INTERVIEWER - FIND OUT:
➢ Some examples of what the respondent thinks [country] might be like if there was large scale poverty? / understanding of this term’ What the respondent understands by the word ‘poverty’. Are they thinking of poverty in terms of not being able to afford food / basic shelter ‘or relative poverty’ in that some people have much less than others (a large gap between rich and poor) even though they still have basic food and shelter.
➢ Whether the respondents thinks there is already large scale poverty in [country].
➢ What the respondent understands by ‘the system of public services'. Does the respondent think it only refers to the benefits system, or does it also cover the health system, the education system or possibly other public services such as the fire and police services?
➢ If respondent refuses to answer or says ‘don’t know’ - note this find out why.
➢ What the respondent understands by ‘prevents’ in this question.
Aim of Q4: The intention of this question is to examine respondent perceptions about the impact the system of public services in [country] is having in regard to making labour costs too high. By ‘making labour costs too high’ we mean that large shares of the spending on public services is paid from taxes and/or from social contributions. Both taxes and contributions can increase the wage cost for employers. Some would say that the increase is ‘too high’ because it would have negative effects on the international competitiveness of [country’s] economy for example.

Survey question (Q4)
INTERVIEWER – READ OUT…
Q4 CARD 3
Using the same card, please tell me how much you agree or disagree that the system of public services in [country] makes labour costs too high?
1. Agree strongly
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree strongly
6. (Don’t know)

Follow up questions (Q4)
How did you come up with this answer? AND What were you thinking?

Further areas to explore (Q4)
INTERVIEWER - FIND OUT:
➢ What the respondent understands by ‘makes labour costs too high’.
➢ If respondent refuses to answer – note this find out why.
➢ If respondent says ‘don’t know’ - note this find out why.
Aims of Q5: The aim here is to ascertain respondent perceptions about the impact the system of public services in [country] is having in regard to making it easier to combine work and family life. Combining work and family life means combining work with home/personal life focussing on care for children and other dependants.

Survey question (Q5)
INTERVIEWER – READ OUT…
Q5 CARD 3
And again, using the same card, please tell me how much you agree or disagree that the system of public services in [country] makes it easier to combine work and family life?
1. Agree strongly
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree strongly
6. (Don't know)

Follow up questions (Q5)
How did you come up with this answer? AND What were you thinking?

Further areas to explore (Q5)
INTERVIEWER - FIND OUT:
- What the respondent understands by ‘combine work and family life’
- What the respondent understands by ‘work life’
- What the respondent understands by ‘family life’
- What the respondent thinks about the question solely in the context of their personal circumstances or do they think about it in an abstract way (ie for other people in [country])?
- If respondent refuses to answer – note this find out why
- If respondent says ‘don’t know’ - note this find out why
In this part of the interview, we are interested in your views about people’s age. In all these questions, we are referring to people aged 15 and over. The questions refer to those in different age groups; those aged 15 to 29, those aged 30 to 70 and those over 70 years of age.

I’m now going to ask you three questions one after the other. After I have asked all four questions, I will go back and ask you about how you answered them.

**Aims of Q7 to Q9:** The aim of these three questions is to ascertain the status score respondents would give to each age group. The questions will also allow us to see which age groups respondents see as having the highest status and which they see as having the lowest. Respondents are effectively also being asked to rank the groups across three different questions.

These three questions will also allow us to check what respondents think about the three age bands and whether they are able to use these to answer the questions posed.

**Survey question (Q7)**

**INTERVIEWER – READ OUT…**

**Q7 CARD 4**

Some people say that certain age groups have a high or low status, while other people say there is no real difference. By status I mean the position or standing an age group has in society. I am going to ask you how high or low you think most people in [country] would say different age groups are in terms of their status.

Firstly, using this card, please tell me how you think most people in [country] would rate the status of those aged 15-29?

<table>
<thead>
<tr>
<th>Extremely low status</th>
<th>Extremely high status</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

88 (Don’t know)
**Survey question (Q8)**  
INTERVIEWER – READ OUT…
**Q8 CARD 4**
Using the same card again, please tell me how you think most people in [country] would rate the status of those aged between 30 and 70?

<table>
<thead>
<tr>
<th>Extremely low status</th>
<th>Extremely high status</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

88 (Don’t know)

**Survey question (Q9)**  
INTERVIEWER – READ OUT…
**Q9 CARD 4**
Using the same card, please tell me how you think most people in [country] would rate the status of those aged over 70?

<table>
<thead>
<tr>
<th>Extremely low status</th>
<th>Extremely high status</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

88 (Don’t know)

**Aim of Q10**: The aim is to get respondents to say whether they think it is fair that these three groups occupy their relative status positions.

It has been suggested from previous rounds of the ESS that it is difficult to get equivalent translations of ‘fair’, so we would like to know how respondents think about this term.

**Survey question (Q10)**  
INTERVIEWER – READ OUT…
**Q10 CARD 5**
Using card 5 and thinking of the status of these three age groups, please tell me how fair you think this is overall?

<table>
<thead>
<tr>
<th>Very unfair</th>
<th>Completely fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

88 (Don’t know)
Further areas to explore (Q7-9)
INTERVIEWER PROBE QUESTIONS 7 TO 9 TOGETHER AND FIND OUT:

- Whether the respondent was able to use the three age groups offered to answer these questions.
- What the respondent understands by ‘status’. Do they agree with the definition provided? (By status I mean the position or standing an age group has in society). Were they using this definition to answer the question? Or did they use their own different definition.
- How they came up with their answer to Question 7 (15-29 age group)?
- How they came up with their answer to Question 8 (30-70 age group)?
- How they came up with their answer to Question 9 (71+)?
- If appropriate: How the respondents decided which age group had the highest and lowest status.
- Was the respondent thinking about all three age groups and making comparisons as they answered each item?
- If respondent refuses to answer – note this find out why
- If respondent says ‘don’t know’ - note this find out why

Follow up questions (Q10)
How did you come up with this answer? AND What were you thinking?

Further areas to explore (Q10)
INTERVIEWER FIND OUT:

- What the word ‘fair’ meant to the respondent
- An alternative word to ‘fair’, that the respondent might use
- When the respondent would use code 0 or 10
- If respondent refuses to answer question 10 / says ‘don’t know’ note this and find out why
**Aim of Q11:** The aim is to see whether respondents think the status they allocate to specific groups will change or remain stable.

It will be interesting to see whether this is something that respondents have previously thought about and whether the answer that they give is based on actual suggested changes they think will occur or whether they are simply guessing.

**Survey question (Q11)**

INTERVIEWER – READ OUT…

Q11 CARD 6

In the next five years how do you think the status of people under 30 might change compared to those over 30? Choose your answer from this card where 0 means they will have a much lower status and 10 means they will have a much higher status?

<table>
<thead>
<tr>
<th>They will have a</th>
<th>They will have a</th>
</tr>
</thead>
<tbody>
<tr>
<td>much lower status</td>
<td>much higher status</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>88 (Don't know)</td>
</tr>
</tbody>
</table>

**Follow up questions (Q10)**

How did you come up with this answer? AND/OR What were you thinking?

**Further areas to explore (Q10)**

INTERVIEWER FIND OUT:

- How the respondent came up with their answer
- Why the respondent chose the number they did from the card
- What respondent thinks will cause any change expected (having a higher or lower status) – e.g. due to a change in the under 30’s group OR because of a change affecting older age groups.
- What kind of changes the respondent would expect for the status of an age group to improve.
- What kind of changes the respondent would expect for the status of an age group to get worse.
- If respondent refuses to answer – note this find out why
- If respondent says ‘don’t know’ - note this find out why
**Aim of Q12-Q15:** This selection of items forms part of a battery of questions that aims to see whether or not a series of stereotypes applies to certain age groups. Here we limit the testing to the under 30 age group because these items were developed with older people in mind. We need to test how they are processed in relation to this younger age group.

Stereotypes are shared opinions about the characteristics of people in different groups. These opinions are learnt from others and are automatically thought of in situations where the characteristics of groups are noticed.

*In addition to looking at the items designed to measure these dimensions we would also like to explore what people understand by the concept of morality too.*

Note to cognitive interviewer: In these questions we are asking how respondents think other people in [country] view this age group. So it is easier to find out why they chose this answer because we are not asking them directly about their own opinions.

COGNITIVE INTERVIEWER: ASK QUESTIONS 12-15 THEN PROBE RETROSPECTIVELY

*Survey questions (Q12/Q13/Q14/Q15)*
INTERVIEWER – READ OUT…

**Q12/Q13/Q14/Q15 CARD 7**
I am now going to ask you some questions about how those aged between 15 and 30 are seen by other people in [country]. Using this card, please tell me how likely is it that other people in [country] view those aged 15 to 30 as…READ…

**competent?**

<table>
<thead>
<tr>
<th>Not at all likely</th>
<th>Extremely likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8</td>
<td>9 10</td>
</tr>
</tbody>
</table>

88 (Don’t know)

**sincere?**

<table>
<thead>
<tr>
<th>Not at all likely</th>
<th>Extremely likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8</td>
<td>9 10</td>
</tr>
</tbody>
</table>

88 (Don’t know)
<table>
<thead>
<tr>
<th>capable?</th>
<th>(Q14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all likely</td>
<td>Extremely likely</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>88 (Don't know)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>moral?</th>
<th>(Q15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all likely</td>
<td>Extremely likely</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>88 (Don’t know)</td>
<td></td>
</tr>
</tbody>
</table>

**Follow up questions (Q12-Q15)**
How did you come up with this answer? AND What were you thinking?

**Further areas to explore (Q12-15)**
INTERVIEWER FIND OUT:
- How the respondents made a judgement about how others view people aged 15 to 30 for each of the things read out.
- How respondents interpreted ‘competent’
- How respondents interpreted ‘capable’
- Whether respondents could distinguish between competent and capable or whether they saw these as the same thing.
- How respondents interpreted ‘sincere’.
- How respondents interpret moral (is it that they ‘have their own morality’ or ‘that they ‘follow the morality of the majority on their country’?)
- Why respondents choose the number on the scale for their answers
- What ‘not at all likely’ means to the respondent at this question
- What ‘extremely likely’ means to the respondent at this question
- If respondent refuses to answer – note this find out why
- If respondent says ‘don’t know’ - note this find out why

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1 Moral in the sense of upstanding, law abiding, decent etc
Budapest Initiative Questions

INTERVIEWER – READ OUT...
Now I am going to ask you some further questions about your general mental and physical health. These questions deal with your ability to do different daily activities, as well as with how you have been feeling.

Section A: Walking
Survey questions

{ASK ALL}
Q1 (W1a)
Do you use any aids or equipment for walking?

1. Yes
2. No \(\rightarrow\) GO TO Q5
3. (Don’t know)

{If Q1 CODED 1 (YES)}
Q2 (W1b)
Which of the following types of aids or equipment do you use?
INTERVIEWER READ OUT...

A….a cane or walking stick?
1. Yes
2. No
3. (Don’t know)

B….a walker?
1. Yes
2. No
3. (Don’t know)

C….crutches?
1. Yes
2. No
3. (Don’t know)
D.... a wheelchair?
   1. Yes
   2. No
   3. (Don’t know)

E.... a white cane or stick (for the blind)?
   1. Yes
   2. No
   3. (Don’t know)

F.... someone’s assistance?
   1. Yes
   2. No
   3. (Don’t know)

G. something else? (INTERVIEWER RECORD: _________________________ )

{If Q1 CODED 1 (YES)}

Q3 (W2)
Do you have any difficulty walking without using your [MENTION AID(S) in Q2]?
   1. Yes
   2. No
   3. (Don’t know)

{If Q1 CODED 1 (YES)}

Q4 (W3)
How much difficulty do you have walking 100 metres on level ground, that would be about the length of a football field, without using your [MENTION AID(S) in Q2]? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?
   1. No difficulty
   2. A little difficulty
   3. A lot of difficulty
   4. Unable
   5. (Don’t know )

⇒ PROBE THEN GO TO Q8
Q5 (W2)
Do you have any difficulty walking?
1. Yes
2. No
3. (Don’t know)

Q6 (W3)
How much difficulty do you have walking 100 metres on level ground, that would be about the length of a football field. Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?
1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. (Don’t know)

Follow up questions (Q1 – Q6)
How did you come up with this answer? What were you thinking?

Further areas to explore
INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about walking 100 meters? Or something else?
- What distance was the respondent thinking about when the question referred to 100 meters? What example did the respondent provide to describe a distance of 100 meters?
- Is the respondent specifically answering the question without the use of his/her aids or specialised equipment?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?
Survey questions

{If Q1 CODED 2 (NO)}
Q7 [W4]
How much difficulty do you have walking 500 metres on level ground, that would be about five times the length of a football field. Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. (Don’t know)

→ PROBE THEN GO TO Q9

{If Q1 CODED 1 (YES)}
Q8 [W4]
How much difficulty do you have walking 500 metres on level ground, that would be about five times the length of a football field, without using your [MENTION AID(S) in Q2]? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. Don’t know

→ PROBE THEN GO TO Q9
Follow up questions (Q7 and Q8)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q8 and Q9)
INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about walking 500 meters? Or something else?
- What distance was the respondent thinking about when the question referred to 500 meters? What example did the respondent provide to describe a distance of 500 meters?
- Is the respondent specifically answering the question without the use of his/her aids or specialised equipment?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty. How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
Section B: Cognition

Survey questions

{ASK ALL}

Q9 [C1]

Because of a physical, mental or emotional problem, do you have difficulty concentrating, remembering or making decisions? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. Don’t know

Follow up questions (Q9)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q9)

INTERVIEWER FIND OUT:

➢ What kinds of trouble (if any) did the respondent have in answering the question?

➢ Is the respondent thinking literally about the question, specifically about concentrating, remembering or making decisions? Or something else?

➢ What types of activities, experiences of situations did the respondent mention?

➢ Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?

➢ Did the respondent have difficulty choosing a category? If so, describe the difficulty.

➢ How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?

➢ How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
How much difficulty do you have remembering important things? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. (Don’t know)

Follow up questions (Q10)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q10)
INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question? Or something else?
- What types of activities, experiences of situations did the respondent mention?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
Section C: Affect

Survey questions

Instruction to interviewer: If respondent asks if they should consider mood-regulating medications, say: “Please answer according to whatever medication you were taking.”

{ASK ALL}
Q11 [A1]
Overall, during the past week, how worried, nervous, or anxious did you feel?

Record open-ended response:_____________________________________________________________________

{ASK ALL}
Q12 [A2]
Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how worried, nervous, or anxious did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely worried, nervous, or anxious?

1. Not at all
2. Slightly
3. Moderately
4. A lot
5. Extremely
6. (Don't know)

Follow up questions (Q11 and Q12)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q11 and Q12)
INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling worried, nervous, or anxious? Or something else?
- If other than feeling worried, nervous, or anxious, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?
How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Does the respondent take medication for mood-related conditions? If so, how did the respondent incorporate this into their answer?

Survey questions
{ASK ALL}
Q13 [A3]
Overall, during the past week, how sad, low, or depressed did you feel?

Record open-ended response:______________________________________

{ASK ALL}
Q14 [A4]
Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how sad, low, or depressed did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely sad, low, or depressed?

1. Not at all
2. Slightly
3. Moderately
4. A lot
5. Extremely
6. (Don't know)

Follow up questions (Q13 and Q14)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q13 and Q14)
INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling sad, low, or depressed? Or something else?
- If other than feeling sad, low, or depressed, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?

How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Does the respondent take medication mood-related conditions? If so, how did the respondent incorporate this into their answer?
Section C: Pain
Survey questions

Instruction to interviewer: If respondent asks if they should consider pain medications, say: “Please answer according to whatever medication you were taking.”

{ASK ALL}
Q15 [P1]
Overall, during the past week, how much physical pain or discomfort did you have?
Record open-ended response:__________________________________________

{ASK ALL}
Q16 [P2]
Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how much physical pain or discomfort did you have? Would you say: none at all, a little, moderate, a lot, or extreme physical pain or physical discomfort?

1. None at all
2. A little
3. Moderate
4. A lot
5. Extreme
6. (Don’t know)

Follow up questions (Q15 and Q16)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q15 and Q16)
INTERVIEWER FIND OUT:

➢ What kinds of trouble (if any) did the respondent have in answering the question?

➢ Is the respondent thinking literally about the question, specifically about physical pain? Or something else?

➢ What types of activities, situations, experiences did the respondent mention?

➢ Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?

➢ Did the respondent have difficulty choosing a category? If so, describe the difficulty.

➢ How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?
How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

{IF Q15 = ANY PAIN REPORTED OR Q16 CODED 2-5}
Q17 [P3]
How many days during the past week did you have physical pain or discomfort?

Record number of days:______________________________________

Follow up questions (Q17)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q17)
INTERVIEWER FIND OUT:

What kinds of trouble (if any) did the respondent have in answering the question?

How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?
{IF Q15 = ANY PAIN REPORTED OR Q16 CODED 2-5}

Q18 [P4]

During those times when you had physical pain or discomfort, how would you describe your level of physical pain or discomfort? Would you say it was mild, moderate, severe or extreme?

1. Mild
2. Moderate
3. Severe
4. Extreme
5. (Don’t know)

Follow up questions (Q18)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q18)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?
(IF Q15 = ANY PAIN REPORTED OR Q16 CODED 2-5)

Q19 [P5]
Thinking about the last time you had physical pain or discomfort: On a scale from 1 to 100 how intense was the pain: 0 is no pain or discomfort and 100 is the worst pain or discomfort imaginable.

Scale: 0 ------------------------------------------------------------- 100

Record response:__________________________________________

Follow up questions (Q19)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q19)
INTERVIEWER FIND OUT:

➢ What kinds of trouble (if any) did the respondent have in answering the question?

➢ Is the respondent thinking literally about the question, specifically about physical pain? Or something else?

➢ What types of activities, situations, experiences did the respondent mention?

➢ Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?

➢ Did the respondent have difficulty choosing a category? If so, describe the difficulty.

➢ How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?

➢ How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

➢ Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?
Section C: Fatigue

Survey questions

[ASK ALL]

Q20 [F1]
During the past week, how many days have you felt tired or had little energy?

Record number of days:_______________________________________

{If Q20 >0 DAYS}

Q21 [F2]
On those days, how much of the day did you feel tired or have little energy?
Would you say all day, most of the day, about half of the day, or only for a few hours?

1. All day
2. Most of the day
3. About half of the day
4. Only for a few hours

5. (Don’t know)

Follow up questions (Q20 AND Q21)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q20 AND Q21)
INTERVIEWER FIND OUT:

➢ What kinds of trouble (if any) did the respondent have in answering the question?

➢ Is the respondent thinking literally about the question, specifically about fatigue? Or something else?

➢ What types of activities, situations, experiences did the respondent mention?

➢ Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?

➢ Did the respondent have difficulty choosing a category? If so, describe the difficulty.

➢ How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?

➢ How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
If Q20 >0 DAYS

Q22 [F3]
During those times when you felt tired or had little energy, how would you describe your level of tiredness or loss of energy? Would you say it was mild, moderate, severe or extreme?

1. Mild
2. Moderate
3. Severe
4. Extreme
5. (Don't know)

Follow up questions (Q22)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q22)
INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
IF Q20 > 0 DAYS

Q23 [F4]

How much of a problem did you have with feeling tired or having little energy? Would you say none, a little, some or a lot?

1. None
2. A little
3. Some
4. A lot

5. (Don't know)

Follow up questions (Q23)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q23)
INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
During the past week, have you felt so tired or lacking in energy that you have had to push yourself to get things done?

1. Yes
2. No
3. (Don’t know)

Follow up questions (Q24)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q24)
INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
**Section C: Hearing**

*Survey questions*

*ASK ALL*

**Q25 [H1]***

Do you wear a hearing aid?

1. Yes
2. No → GO TO Q27
3. (Don’t know)

*If Q25 CODED 1 (YES)***

**Q26 [H2]***

How much difficulty do you have hearing what is said in a conversation with one other person in a noisy room where there are several other conversations going on when using your hearing aid? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable

→ GO TO PROBES
5. Don’t know

*If Q25 CODED 2 (NO)***

**Q27 [H2]***

How much difficulty do you have hearing what is said in a conversation with one other person in a noisy room where there are several other conversations going on? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable

→ GO TO PROBES
5. (Don’t know)
Follow up questions (Q25-Q27)
How did you come up with this answer? What were you thinking?

Further areas to explore (Q25-Q27)
INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about hearing conversations with one other person in a noisy room? Or something else?
- If other than conversations with one other person in a noisy room, what types of activities or experiences or environments did the respondent mention?
- Is the respondent specifically answering the question with (or without) the use of his/her hearing aid(s)?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent’s situation? Why? How did the respondent conceptualise the different responses?